

Section 1: Overview

Overview | US Policy of Isolationism vs Aggression in 1930s



US Policy of Isolationism vs Aggression in 1930s

by Paul Wilson

How did the US policy of Isolationism affect Facist (Germany/Italy) aggression in Europe and Japanese aggression in the Pacific, 1933-1939.

Grades: 10 11 12

Discipline: Social Studies

Section 2: What Task?

TEACHING TASK

Task Template 7 — [3 Levels]

Argumentation & Problem/Solution

L1: After researching selected websites, textbook and printed articles on the US policy of Isolationism and fascist aggression(German/Italian) in Europe along with Japanese aggression in the Pacific, 1933-39, write an essay that identifies a problem with the US policy and its affect on World events during that time. and argues for a solution. Support your position with evidence from your research.

L2: Be sure to examine competing views.

L3: Give examples from past or current events or issues to illustrate and clarify your position.

STUDENT BACKGROUND

Students will have a understanding of US policy during this time period. Students will have a understanding of actions of Hitler, Mussolini and Japanese aggression as a result.

EXTENSION

STANDARDS

Common Core Anchor Standards — Reading

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.CCR.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Anchor Standards — Writing

W.CCR.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.CCR.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.CCR.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.CCR.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.CCR.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.CCR.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.CCR.10: Write routinely over extended time frames (time for research, reflection, and

revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core State Standards — Reading History and Social Studies 6-12

RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Arkansas — World History - (Conflict and Compromise)

CC.3.WH: Students shall analyze the causes of conflict in the world.

CC.3.WH.6: Analyze the causes of World War II (e.g., Treaty of Versailles, the Great Depression, rise of dictators)

CC.4.WH: Students shall analyze the effect of conflict and subsequent resolution in the world.

Section 3: What Skills?

Selected Skills

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

TEXT SELECTION: Ability to identify appropriate texts

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as

appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.

Section 4: What Instruction?

MiniTasks

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

LIST

Develop a timeline that documents the acts of German/Italian aggression in Europe and Japanese aggression in the Pacific 1933-1939.

Develop a similar timeline that documents US actions/policies of Isolationism during the same time period.

Duration: 60 Minutes

Meets Expectations:

The students can reflect on correlations between aggression and isolationism

Teaching Strategies:

Small group settings that allow for individual students to work on different areas and then share information. This will be completed over two (2) class periods (Day 2/3 of Module)

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

NOTES

Teacher lead "Anatomy of the Question" Q/A and notes for the students

Understanding what is expected/explanation of the Feedback Rubric and/or Scoring Rubric

Duration: 60 Minutes

Meets Expectations:

The Student has notes that they can reflect on throughout the Task. To enable them to focus on the base needs to answer the question.

Teaching Strategies:

Smartboard/Whiteboard notes

Class Q/A session

This will be completed over one (1) class period.

(Day 4 of Module)

Reading Process

TEXT SELECTION: Ability to identify appropriate texts

NOTES

Bullet points on why you think the author/article is credible and/or worthy of study.

Duration: 50 Minutes

Meets Expectations:

- Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology).
 - Includes reasonable evidence that work is credible and/or worthy of study.
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Teaching Strategies:

- Provide citation guide and discuss why each element of citation is needed.
- Ask students to brainstorm what makes an author credible and/or worthy of study.
- Provide access to research sources for students to assess the texts.
- Note: for an “after researching” task, add teaching and time for students to select the texts they will use.

(Day 5 of Module)

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

SHORT CONSTRUCTED RESPONSE

What is the author trying to accomplish? Which parts of the text show you that?

- L2 Identify some competing views that the student has uncovered.
 - L3 Research articles that are current events, that tie into the task question.
-

Duration: 50 Minutes

Meets Expectations:

- Answers questions with credible response.
-

Teaching Strategies:

- Invite students to brainstorm ways to figure out any author’s intent.
- Invite students to share and discuss their answers for each text.

- After the discussion, allow them to add to their entries.

(Day 6 of Module)

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

LIST

Develop a Word Web on the board then have the students enter the info/definition into their notebook.

Duration: 30 Minutes

Meets Expectations:

Student has both Terms and Definitions for use during research.

Student has firm understanding of Terms/Definitions to complete the Task Questions.

Teaching Strategies:

Class word web activity

Then "definition race" to write definition on smart/whiteboard.

Whole class definitions in notebook

(Day 1 of Module)

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

SHORT CONSTRUCTED RESPONSE

Define "plagiarism" and list ways to avoid it.

Duration: 15 Minutes

Meets Expectations:

- Provides accurate definition
 - Lists several appropriate strategies
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Teaching Strategies:

- Discuss respect for others' work to assemble evidence and create texts.
- Discuss academic penalties for stealing others thoughts and words.

(Day 7 of Module)

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

NOTES

From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.

- L2(a) What strategies will you use to discern “credible sources”?
- L3 Why is it important in the process of inquiry to “identify gaps” or “unanswered questions” about the topic?

Duration: 50 Minutes

Meets Expectations:

- Identifies relevant elements.
 - Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).
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Teaching Strategies:

- Teach a model format for note taking.
- Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).

(Day 8 of Module)

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

NOTES

Write about what you know now that you’ve read about (content).

Bullet point format

Duration: 20 Minutes

Teaching Strategies:

Small group interaction to compile notes on the key points to help prove the task question.

(Day 9 of Module)

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

SHORT CONSTRUCTED RESPONSE

Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition

Duration: 30 Minutes

Meets Expectations:

- Writes a concise summary statement or draft opening.
- Provides direct answer to main prompt requirements.
- Establishes a controlling idea.
- Identifies key points that support development of argument.

Teaching Strategies:

- Offer several examples of opening paragraphs.
- Ask class to discuss what makes them strong or weak.
- Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).
(Day 10 of Module)

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

OUTLINE

Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.

Duration: Ongoing

Meets Expectations:

- Creates an outline.
- Supports controlling idea. Uses evidence from texts read earlier.

Teaching Strategies:

Show examples of outlines....prior
Show examples of Student outlines....current Task
(Day 11 of Module)

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

LONG CONSTRUCTED RESPONSE

Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.

Duration: Ongoing

Meets Expectations:

- Provides complete draft with all parts.
- Supports the opening in the later sections with evidence and citations.

Teaching Strategies:

- Encourage students to re-read prompt partway through writing, to check that they are on track.

(Day 12 of Module)

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

LONG CONSTRUCTED RESPONSE

Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.

Duration: 50 Minutes

Meets Expectations:

- Provides complete draft with all parts.
- Supports the opening in the later sections with evidence and citations.
- Improves earlier edition.

Teaching Strategies:

- Sample useful feedback that balances support for strengths and clarity about weaknesses.
- Assign students to provide each other with feedback on those issues.

(Day 13 of Module)

EDITING: Ability to proofread and format a piece to make it more effective.

LONG CONSTRUCTED RESPONSE

Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.

Duration: 50 Minutes

Meets Expectations:

- Provides draft free from distracting surface errors.
 - Uses format that supports purpose.
-

Teaching Strategies:

- Briefly review selected skills that many students need to improve.
- Teach a short list of proofreading marks.
- Assign students to proofread each other's texts a second time.

(Day 14 of Module)

COMPLETION: Ability to submit final piece that meets expectations.

LONG CONSTRUCTED RESPONSE

Turn in your complete set of drafts, plus the final version of your piece

Duration: Ongoing

Meets Expectations:


- Fits the "Meets Expectations" category in the rubric for the teaching task.

(Set completion date for Student at this time)

Resources

Uploaded Files


Keywords

 Fascism Europe 1930's

 Totalitarianism

 US Isolationism Pre WW2

 US Neutrality 1933-1939

 Japanese aggression 1930's

Links

 [US Foreign Policy 1920-1941](#)

(<http://www.academicamerican.com/worldwar2/topics/1920WWII1940.htm>)

 [The US From Isolation to Intervention](#)

(<http://klarbooks.com/academic/isolate.html>)

 [Second World War - Isolationism](#)

(<http://histclo.com/essay/war/ww2/cou/us/ww2us-iso.html>)

 [American Isolationism Before WWII](#)

(<http://harwich.edu/depts/history/HHJ/iso.htm>)

 [Peace to War 1919-1939](#)

(http://www.johndclare.net/peacetowar1919-1939_redruth.htm)

 [Italy and Japan Aggression](#)

(<http://users.ju.edu/jclarke/wizzd.html>)

 [Causes of WWII](#)

(<http://www.historyonthenet.com/WW2/causes.htm>)

 [Reasons for Japanese Aggression](#)

(<http://www.jstor.org/pss/261244>)

 [The Road to Pearl Harbor](#)

(<http://edsitement.neh.gov/curriculum-unit/road-pearl-harbor-united-states-and-east-asia-1915-1941>)

 [Towards WWII](#)

(<http://www.infoplease.com/ipa/A0005248.html>)

 [WWII 1932-1939](#)

(<http://www.euronet.nl/users/wilfried/ww2/tot-1939.htm>)


 [US Foreign policy Pre-WWII](#)

(<http://www.academicamerican.com/worldwar2/topics/1920WWII1940.htm>)

 [FDR-Foreign Policy](#)

(<http://millercenter.org/president/fdroosevelt/essays/biography/5>)

Other Resources

 [World History Textbook](#)

Section 5: What Results?

Rubric

Assessment Task(s)

No Assessment Task for this module

Exemplar Work

Uploaded Files

Section 6: Comments

Author Notes

No Comments

Other Comments

No Comments
