

**PLANNED COURSE**  
**10th Grade Social Studies**  
**Wilkes-Barre Area School District**

Academic Standard(s) For U.S. History II		
Unit 2 Title: The Great Depression and WWII (1929-1945)		Unit Length: 9 Weeks
Conceptual Lens: Nationalism, Conflict, and Change		
Content Standards	Big Ideas	Critical Content/ Key Skills / Assessments
<p><b>Civics and Government</b>            5.3 9E            5.4 9A            5.4 9B            5.4 9C</p> <p><b>Economics</b>            6.1 9D            6.1 12D            6.2 9E            6.2 9I            6.4 9D</p> <p><b>Geography</b>            7.1 9B            7.3 9B            7.3 9E            7.3 12B            7.3 12E</p> <p><b>History</b>            8.1 9A            8.1 9B            8.1 9C            8.1 9D            8.1 12A            8.1 12B            8.1 12C            8.1 12D            8.2 12A            8.2 12B            8.2 12C            8.2 12D            8.3 12A            8.3 12B            8.3 12C</p>	<p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>• Great Depression               <ul style="list-style-type: none"> <li>- Reasons for the deepening crisis of the Great Depression and the Hoover Administration responses</li> <li>- Impact on the American family and on ethnic and racial minorities</li> </ul> </li> <li>• Impact of the New Deal on workers and the labor movement               <ul style="list-style-type: none"> <li>- Re-emergence of labor militancy and the struggle between craft and industrial unions</li> <li>- Labor union positions on minority and women workers</li> <li>- Leading opponents of New Deal policies and assessment of the arguments</li> </ul> </li> <li>• Effects of WWII on gender roles of the American family</li> </ul> <p><b>ECONOMICS</b></p> <ul style="list-style-type: none"> <li>• Impact of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers</li> </ul> <p><b>GOVERNMENT</b></p> <ul style="list-style-type: none"> <li>• New Deal and the Roosevelt administration: Links between the early New Deal and Progressivism</li> <li>• Factors contributing to the Roosevelt coalition in 1936 and subsequent electoral significance</li> </ul> <p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>• How characteristics contribute to regional changes</li> <li>• How culture and experience influence</li> </ul>	<p><b>Students will know...</b></p> <ol style="list-style-type: none"> <li>1. There were varied causes and effects of the Great Depression.</li> <li>2. The Great Depression in the U.S. had a global impact.</li> <li>3. The New Deal had both successful and unsuccessful outcomes.</li> <li>4. There were many underlying causes of WWII.</li> <li>5. The United States entered WWII for several reasons.</li> <li>6. The outcome of WWII reshaped much of the world politically and economically.</li> </ol> <p><b>Key Skills</b></p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.A.</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.5.9-10.B.</p> <p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.C.</p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.5.10.D.</p>

<p><b>8.3 12D</b></p> <p><b>Assessment Anchors/ Eligible Content</b></p> <p><b>R 11.A.2</b></p> <p>    A.2.1.1</p> <p>    A.2.1.2</p> <p>    A.2.2.1</p> <p>    A.2.2.2</p> <p>    A.2.3.1</p> <p>    A.2.3.2</p> <p>    A.2.4.1</p> <p>    A.2.5.1</p> <p><b>R 11.B.3</b></p> <p>    B.3.1.1</p> <p>    B.3.2.1</p> <p>    B.3.3.1</p> <p>    B.3.3.2</p> <p>    B.3.3.3</p> <p>    B.3.3.4</p> <p><b>M 11.E.1</b></p> <p>    E.1.1.1</p> <p>    E.1.1.2</p> <p>    E.1.1.3</p>	<p>perceptions of places and regions</p> <ul style="list-style-type: none"> <li>• How structures and alliances impact regions</li> </ul> <p><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>• Causes and consequences of the Stock Market Crash of 1929</li> <li>• The causes of the Great Depression</li> <li>• International background of WWII <ul style="list-style-type: none"> <li>- Factors contributing to the rise of facism, national socialism, and communism in the interwar period</li> <li>- Breakdown of the Treaty of Versailles and the League of Nations in the 1930's</li> <li>- Reasons for growing tensions with Japan in East Asia, culminating with the bombing of Pearl Harbor</li> </ul> </li> <li>• WWII <ul style="list-style-type: none"> <li>- Hitler's "final solution" to the Jewish problem" and the Allies response to the Holocaust and war crimes</li> <li>- Decision to use nuclear weapons against Japan; later controversies over the decision</li> <li>- Military experiences and how they fostered the American identity and interactions among people of diverse backgrounds</li> <li>- Cultural exchange and interaction fostered by war</li> <li>- Minorities? Organized to gain access to wartime jobs, how they confronted discrimination</li> </ul> </li> </ul>	<p>Compare and contrast treatments of the same topic in several primary and secondary sources CC.8.5.9-10.I.</p> <p>Write arguments focused on discipline-specific content. • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from or supports the argument presented. CC.8.6.9-10.A.</p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. • Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships</p>
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		<p>among ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). CC.8.6.9-10.B.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.C.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.8.6.9-10.D.</p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC.8.6.9-10.E.</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.8.6.9-10.F.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of</p>
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