

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.	
Grade Level/Band Standard:	9-12.H.4.3 Analyze multiple and complex causes and effects of events of WWII.	
Student Friendly Language:	I can describe the different events, ideas, and people that impacted World War II.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> Describe the unresolved issues following WWI. Explain the hardships felt by worldwide depression. 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> Treaty of Versailles Spread of Totalitarianism in Europe and Asia. Important Battles of World War II War Crimes (Holocaust, Japanese Army's treatment of Nanjing, The Bataan Death March, bombing of civilian locations, etc.) Significant Individuals of WWII 	<ul style="list-style-type: none"> The conditions placed on Germany in the Treaty of Versailles led to the support of socialism and Nazi Germany. The policy of appeasement concerning Germany was deeply debated. Increasing nationalism influenced Japan's emergence as a totalitarian government. The differences between the European and Pacific Theaters of ar. 	<ul style="list-style-type: none"> Explain how Hitler gained support by defying the Treaty of Versailles. Analyze the different responses to the actions performed by aggressor nations. Discuss how outcomes of WWII led to the creation of Israel, division of Germany, and the eventual onset of the Cold War. Explain the ramifications of the dropping of the atomic bombs.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	
<ul style="list-style-type: none"> Nationalism Totalitarianism Fascism 	<ul style="list-style-type: none"> The United States was uninvolved in World War II before Pearl Harbor. The United States needed to use the atomic bomb. The war was focused in Europe against Hitler. 	

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<ul style="list-style-type: none"> ● Nazism ● Appeasement ● Genocide ● Communism ● Propaganda ● Socialism ● Atomic bomb 	<ul style="list-style-type: none"> ● The United States didn't need to use the atomic. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> ● N/A 	
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 6.H.1.1 Classify key global events in chronological order 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Explain the causes and effects of World War II 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 9-12.H.4.9 Explain the causes, events, and consequences of the Second World War including issues at home and abroad. (Courses: Modern, Comprehensive)
C3 Framework Relevant Skills and Applications		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> ● D1.1.9-12. Explain how a question reflects an enduring issue in the field. ● D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, 		

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chronological, procedural, technical).

- D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.

Taking Informed Action:

- D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

Example strategies to reach depth and intention of the standard

- Describe the who, what, when, where, and why for appeasement.
- Create a poster depicting propaganda from the WWII era: one from the Allied point of view and one from the Axis point of view.

Possible Civic Engagement Activities

These activities include the informed actions that are explicitly tied to the curriculum that are used to assess the knowledge, skills and dispositions of effective civic engagement. Civic engagement can include research, advocacy, direct or indirect action.

Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none"> ● Write a newspaper editorial describing with a position of whether the United States should use or maintain atomic weapons. 	<ul style="list-style-type: none"> ● This will create discussion on the necessity of nuclear weapons, both during World War II and in contemporary times. How does this view affect foreign policy and government funding?