

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.	
<b>Grade Level/Band Standard:</b>	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)	
<b>Student Friendly Language:</b>	I can identify key events and understand the major causes and repercussions of the Second World War.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>• The implications of the Treaty of Versailles</li> <li>• The rise of Fascism in Europe in the 1930s</li> <li>• U.S. relations with Japan prior to Pearl Harbor</li> </ul>		
<b>Students Will Know (Factual Knowledge)....</b>	<b>Students will Understand (Historical Inquiry)....</b>	<b>Students Will be Able to Do (Performance Based)</b>
<ul style="list-style-type: none"> <li>• Political and military leaders of the war</li> <li>• Contributing events that led to escalation of conflict</li> <li>• Major events of WWII</li> <li>• Outcomes and effects of WWII on the U.S. and the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple and complex factors contributed to the escalation of the War to levels far exceeding all historical precedent.</li> <li>• WW II had lasting positive and negative effects on the relationships between emergent and existing nations.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the major factors which led to war and how this event impacted the nation and world.</li> <li>• Explain major events that occurred during this conflict and their lasting impacts.</li> <li>• Evaluate the complex and long term consequences of the War</li> </ul>
<b>Vocabulary (Key Terms Used by Teachers and Students)</b>	<b>What are possible misconceptions students may have with respect to this standard?</b>	
<ul style="list-style-type: none"> <li>• Fascism</li> <li>• Blitzkrieg</li> <li>• Genocide</li> <li>• Holocaust</li> <li>• Internment</li> </ul>	<ul style="list-style-type: none"> <li>• The war was fought on two fronts</li> <li>• U.S. wasn't a military superpower at the beginning of the war</li> </ul>	

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<ul style="list-style-type: none"> <li>● Island-hopping</li> <li>● Axis</li> <li>● Allies</li> <li>● Pacific Theater</li> <li>● European Theater</li> </ul>		
<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 2</a>	<ul style="list-style-type: none"> <li>● Oceti Sakowin enlisted in the military during WWII in defense of their homeland, as a personal journey for self-identity as a warrior in the eyes of their people.</li> <li>● Culture changes included, language diminishment, exposure to the faster pace of western culture, impacts on family relationships.</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 8.C.6.1 - impact of U.S. foreign policy decisions throughout US history.</li> <li>● 8.H.4.10 - how does war affect specific groups?</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● The use of certain weapons in war and how what is acceptable has changed over time.</li> <li>● How does the U.S. deal with former adversaries?</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 9-12.C.6.2 - U.S. involvement in the UN</li> </ul>
<b><i>C3 Framework Relevant Skills and Applications</i></b>		
<p><b>Constructing Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>● D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul> <p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>● D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul> <p><b>Developing Claims and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>● D3.3.9-12. Identify evidence that draws information directly and substantively from the multiple sources to detect inconsistencies in evidence</li> </ul>		

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in order to revise or strengthen claims.

- 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.

**Communicating Conclusions:**

- 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, chronological, procedural, technical).
- D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**Taking Informed Action:**

- D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out of school civic contexts.

***Example strategies to reach depth and intention of the standard***

- Primary source activities to examine videos, propaganda/political cartoon with analysis
- Have students create a chart or annotated timeline of the events leading up to WWII. Create an infographic regarding the consequences of those events.

***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"> <li>● Past and current veteran and homefront support</li> </ul>	<ul style="list-style-type: none"> <li>● Have students look at how those on the homefront lived/what they gave up to support soldiers in WWII as compared to more recent conflicts. Students could build on this idea and get involved in a local effort to support veterans.</li> </ul>

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