



## Marietta City Schools

### 2023–2024 District Unit Planner

*Individuals and Societies HOTA Yr 1*

Unit Title/ Topic	Unit 6: Great Depression and World War 2	Hours	15 Hours
<b>Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit):</b> How did the US go from the roaring Twenties into the Great Depression and World War 2.			
<b>Unit Description and texts</b>			
<p>This section focuses on the causes and nature of the Great Depression as well as the different solutions adopted by governments in the region, and the impact on these societies. The Great Depression produced the most serious economic collapse in the history of the Americas. It affected every country in the region and brought about the need to rethink economic and political systems. The alternatives that were offered, and the adaptations that took place, marked a watershed in political and economic development in many countries in the region. A case-study approach should be adopted, using one country from the region as an example. The chosen country should be identified in the introduction to the examination answers.</p> <p>As the world order deteriorated in the late 1930s, resulting in the outbreak of war in Europe and Asia, the countries of the region reacted in different ways to the challenges presented. This section focuses on the changing policies of the countries in the region as a result of growing political and diplomatic tensions prior to, and during, the Second World War. It also examines the impact of the war upon the Americas.</p>			
Transfer goals/Skills		Approaches to learning (ATL)	
<b>Skills:</b> Use of specific terminology in writing. Build analysis in writing. Build critical thinking skills with regards to historical sources. <b>Details:</b> Students will be able to apply their learning from this unit to an evaluation of history that helps prepare them for writing the external assessment, Internal Assessment in IB History, and the Paper 3 Essay. Students will use the OPCVL format to analyze historical sources		<b>Category:</b> Communication <b>Cluster:</b> Communication Skills <b>Skill Indicator:</b> Students will negotiate ideas and knowledge with peers and teachers.  <b>Category:</b> Thinking <b>Cluster:</b> Critical Thinking Skills <b>Skill Indicator:</b> Students will gather and organize information in order to formulate an argument.	

		<b>Category:</b> Thinking Skills <b>Cluster:</b> Transfer <b>Skill Indicator:</b> Students will be able to use the OPCVL format on a variety of sources.  <b>Category:</b> Affective Skills <b>Cluster:</b> Managing State of Mind <b>Skill Indicator:</b> Students will practice focus and concentration
Content/skills/concepts		Learning process
<p align="center"><b><u>Students will know the following content:</u></b></p> <p><b>SSUSH17 Analyze the causes and consequences of the Great Depression.</b></p> <p>a. Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.</p> <p>b. Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.</p> <p>c. Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.</p> <p><b>SSUSH18 Evaluate Franklin D. Roosevelt’s New Deal as a response to the Great Depression and compare how governmental programs aided those in need.</b></p> <p>a. Describe Roosevelt’s attempts at relief, recovery, and reform reflected in various New Deal programs.</p> <p>b. Explain the passage of the Social Security Act as a part of the second New Deal.</p> <p>c. Analyze political challenges to Roosevelt’s leadership and New Deal programs.</p> <p>d. Examine how Eleanor Roosevelt changed the role of the First Lady including development of New Deal programs to aid those in need.</p> <p><b>SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.</b></p> <p>a. Investigate the origins of U.S. involvement in the war including Lend-lease and the Japanese attack on Pearl Harbor.</p>		<p>Socratic Seminar</p> <p>Debate</p> <p>Small group/pair work</p> <p>PowerPoint lecture/notes</p> <p><b>Details:</b> Students will have multiple opportunities to collaborate during this unit. They will begin to discuss how to formulate an appropriate historical question and gather various perspectives when forming an argument. Additionally, students will have opportunities to conduct their own research to find historic evidence in support of an argumentative claim. Finally, students explore various methods for note taking.</p> <p><b>Others:</b></p>

<p>b. Examine the Pacific Theater including the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, the Battle of Midway, Manhattan Project and the dropping of the atomic bombs.</p> <p>c. Examine the European Theater including difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, D-Day, and the Fall of Berlin.</p> <p>d. Investigate the domestic impact of the war including war mobilization, as indicated by rationing, wartime conversion, and the role of women and African Americans or Blacks.</p> <p>e. Examine Roosevelt’s use of executive powers including the integration of defense industries and the internment of Japanese-Americans.</p> <p><b>IB Topic:</b> Great Depression, New Deal and WWII</p> <p><u><b>Students will develop the following skills:</b></u></p> <p><b>Map and Globe Skills:</b> 1, 3, 4, 5, 6, 7, 8, 11, 12, 17</p> <p><b>Information Processing Skills:</b> 1, 2, 3, 5, 6, 8, 10, 11, 17</p> <p><u><b>Students will grasp the following concepts:</b></u></p> <p><b>IB Command Terms:</b> Discuss To what extent Examine</p>					
<b>Language and Learning</b>		<b>TOK Connections</b>		<b>CAS connections</b>	
Activating background knowledge  <b>Details:</b> Students will be required to master a broad base of historic information and knowledge in order to construct effective arguments.		Ways of knowing  <b>Details:</b> Students will explore how information is passed from one group or time period to the next. Students will examine the economics of consumption and globalization.  <b>Details:</b>		Activity  <b>Details:</b> Students will debate foreign policy isolation vs. intervention.	

### Essential Understandings and Questions

**Factual:** Key events leading to the Great Depression, New Deal, and World War 2.

**Conceptual:** There are internal and external factors that influence the collective decisions of every country.

**Debatable:** Government intervention can either be beneficial or detrimental.

### Common Assessment Tasks

List of formative and summative assessments.

DP Assessments	Assessment Objectives	Formative Assessments			Summative Assessments	<p><b>HOTA Paper 3: Section 12:</b> The Great Depression and the Americas (mid 1920's - 1939)</p> <p><b>HOTA Paper 3: Section 13:</b> The Second World War and the Americas (1933–1945)</p> <p>Students will complete a constructed response to the prompt of their choice</p>

### Learning Experiences

Add additional rows below as needed.

Topic or Content	Learning Experiences	Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB
Great Depression and New Deal	Paper 3 topic 12: Students will explore the underlying causes of the Great Depression and the government's response.	Students will discuss the causes of the Great Depression. Students will debate the

		effectiveness of Roosevelt's New Deal policies and the expansion of the Federal government.
World War 2	Paper 3 Topic 31: Students will discuss the road to war and the effects that the war had on the Americas.	Students will focus on how the war affected various ethnic and socioeconomic groups in the Americas.
N/A	N/A	N/A
<b>Content Resources</b>		
<b>Additional supports in this unit should include:</b> ThinkIB.net		