

Zanesville City Schools

Social Studies Scope and Sequence

2021-2022



Course: CP ZHS U.S. History

Unit 5: The Great Depression and WWII

Length of Unit: 6 weeks

Title/Theme: This unit will focus on the causes of the Great Depression, based on social, political, economic issues of the 1930s. This unit will also look at the New Deal attempt to pull the United States out of the depression based on relief, recovery and reform.

In relation to foreign policy, U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments which reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country's focus from isolationism to international involvement and led to the atomic age.

**Social Studies Standards - Ohio
New Social Studies Content
Standards:**

1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
2. Historians develop theses and use evidence to support or refute positions.
3. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.
20. During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.
21. United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.
22. Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.

ELA Anchor Standards

No specific standards in this unit.

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Essential Questions	<p>What were the various causes of the Great Depression?</p> <p>What was the New Deal, and how did FDR use it to try and halt the Great Depression?</p> <p>What was the keystone of US foreign policy in the years between WWI and WWII?</p> <p>How did U.S. involvement in WWII change society?</p> <p>How did the use of atomic weapons change the world and exacerbate the Cold War?</p>
Resources	<p>Snow Falling on Cedars – By David Guterson</p> <p>The Grapes of Wrath – By John Steinbeck</p> <p>Of Mice and Men – By John Steinbeck</p>
Formatives	<p>Song Analysis: Brother, Can You Spare a Dime?, Crash Course: The Great Depression, Crash Course: The New Deal, Movie: Of Mice and Men, Movie: The Grapes of Wrath, Movie: Tora, Tora, Tora!!, Movie: Saving Private Ryan, Song Analysis: Boogie Woogie Bugle Boy, World War II Bingo, Great Depression/New Deal Bingo, Trimbula Game, The Nazi Takeover of Europe Map Assignment</p>
Writing Tasks	<p>What was the New Deal? Did it harm or hurt the United States? Did the New Deal end the Great Depression? If so, how? If not what did?</p> <p>Was use of the atomic bomb on Japan warranted? Why or why not?</p>
Key Vocabulary	<p>rationing, Chester Nimitz, Axis Power, Iwo Jima, Victory Gardens, Hiroshima, Kamikaze, Battle of Midway, D-Day, Dwight D. Eisenhower, Manhattan Project, Benito Mussolini, Japanese American Citizens League, Allies, Appeasement, Nazism, Fascism, Bonus Army, New Deal, Herbert Hoover, Franklin D. Roosevelt, FDIC, Works Progress Administration, Speculation, Okies, Shantytowns, Reconstruction Finance Corporation, Hoboes, Social Security Act, Agricultural Adjustment Act, Federal Securities Act. DJIA, Direct Relief, Buying on the margin, Huey Long, Black Tuesday, Dust Bowl, Credit</p>

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Summative	<p>Great Depression and New Deal Summative Quiz</p> <p>World War II: Background and Home Front Summative Quiz</p>
College Preparatory Variations	<p>As in other units, more emphasis on reading and writing will take place, but specifically in this unit there will be a focus on the atomic bombing of Japan. Students will complete a project in which they investigate sources to help them determine if the atom bomb was or was not warranted. This will be in line with the “Think Like a Historian” program. The teacher will provide sources from both sides of the debate and students will use these sources to create a letter to President Harry Truman telling him what they thought about his decision to use the bomb. They may write the letter from their own viewpoint or the teacher may assign them a certain role to assume when they write. Students will be required to type out the letter in block format.</p>