



**Marietta City Schools**  
**2024–2025 District Unit Planner**

*I&S US History through Film*

<b>Unit title</b>	<i>Unit 5: Crisis in America and the World</i>	<b>Unit duration (hours)</b>	<i>12 Hours</i>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GA DoE Standards**

**Standards**

**SSUSH17 Analyze the causes and consequences of the Great Depression.**

- Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.
- Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.
- Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles

**SSUSH18 Evaluate Franklin D. Roosevelt’s New Deal as a response to the Great Depression and compare how governmental programs aided those in need.**

- Describe Roosevelt’s attempts at relief, recovery, and reform reflected in various New Deal programs.
- Explain the passage of the Social Security Act as a part of the second New Deal.
- Analyze political challenges to Roosevelt’s leadership and New Deal programs.
- Examine how Eleanor Roosevelt changed the role of the First Lady including development of New Deal programs to aid those in need.

**SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.**

- Investigate the origins of U.S. involvement in the war including Lend-lease and the Japanese attack on Pearl Harbor.
- 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.
- 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.
- 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.
- Examine Roosevelt’s use of executive powers including the integration of defense industries and the internment of Japanese-Americans.

**Concepts/Skills to be Mastered by Students**

**Information Processing Skills:**

1. compare similarities and differences
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
10. analyze artifacts
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
14. formulate appropriate research questions
15. determine adequacy and/or relevancy of information
16. check for consistency of information
17. interpret political cartoons

**Map and Globe Skills:**

4. compare and contrast the categories of natural, cultural, and political features found on maps
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain impact of geography on historical and current events
8. draw conclusions and make generalizations based on information from maps
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

**Literacy Skills:**

9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

L9-10RHSS2: 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.

L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

L9-10RHSS4: 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.

L9-10RHSS5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author’s claims.

L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.

L9-10WHST1: Write arguments focused on discipline-specific content

L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task,purpose, and audience

L9-10WHST5: 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.

L9-10WHST6: 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.

L9-10WHST7: 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.

L9-10WHST8: 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 ideas, avoiding plagiarism and following a standard format for citation.

L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research

### Essential Questions

- What are the economic and political factors that led to the great depression?
- How did Hoover’s response to ending the great depression differ from FDR’s?
- What was the impact of World War II? How did it influence the United States becoming a global power?


### What

*List of common formative and summative assessments.*

**Formative Assessment(s):**


- Create a 3 slide project based on the different regions of the United States and how each dealt with the great depression.
- Each group will have a separate region of the country and should be able to speak about specific issues that affected them.


**Summative Assessment(s):**



 **Unit 5 Summative**

**Learning Experiences**

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<b>SSUSH17 Analyze the causes and consequences of the Great Depression.</b> a. Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.	 Understanding the Great Depression: Causes and Consequences <b>Understanding the Great Depression: Causes and Consequences-SSUSH17 (a,b)</b>	<p>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.</p> <p>Provide guided questions to help students connect over-farming and climate to the Dust Bowl.</p>

b. Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.		Monitor student understanding through group discussions and individual responses
<b>SSUSH17 Analyze the causes and consequences of the Great Depression.</b> c. Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles	 Understanding the Impact of the Great Depression <b>Understanding the Impact of the Great Depression- SSUSH17 (c)</b>	Guide learners through each document to ensure understanding. Model providing claims, evidence, and reasons as needed.  Monitor student understanding through questioning from simple to complex.
<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> a. Describe Roosevelt's attempts at relief, recovery, and reform reflected in various New Deal programs. b. Explain the passage of the Social Security Act as a part of the second New Deal. c. Analyze political challenges to Roosevelt's leadership and New Deal programs.	Teachers will show short video clip about the New Deal to provide background information on the New Deal. <a href="#">US History Crash Course #34</a> Students will complete <a href="#">Franklin Roosevelt's New Deal</a> (graphic organizer) students in order to investigate New Deal programs and research historical arguments for and against Social Security.	Guide learners through each document to ensure understanding. Model providing claims, evidence, and reasons as needed.  Teacher will also provide additional time as needed for learners to complete task.
<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> d. Examine how Eleanor Roosevelt changed the role of the First Lady including development of New Deal programs to aid those in need.	<a href="#">Eleanor Roosevelt</a> (graphic organizer) students will investigate how Eleanor Roosevelt changed the role of First Lady. Teacher should allow students to share findings and place different findings on a large sheet of paper for deeper discussion.	Guide learners through each document to ensure understanding. Model providing claims, evidence, and reasons as needed.  Teacher will also provide additional time as needed for learners to complete task.

<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>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> SSUSH19a-c Exploring World War II: Origins, Developments, and Domestic Impact</p>	<p>Guide learners through examples to help ensure understanding. Model creating a timeline and necessary information to support.</p> <p>Teacher will also provide additional time as needed for learners to complete task.</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>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>Students should view <a href="#">Crash Course US History WW2pt 1</a> to gain background knowledge. After viewing the video, students should complete <a href="#">Domestic Impact of WWII</a>. At the end of the work session, teacher should review</p>	<p>Guide learners through each document to ensure understanding. Model providing claims, evidence, and reasons as needed.</p> <p>Teacher will also provide additional time as needed for learners to complete task.</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>e. Examine Roosevelt's use of executive powers including the integration of defense industries and the internment of Japanese-Americans</p>	<p> Unit 5 SSUSH19d-e Lesson plan</p>	<p>Guide learners through each section to ensure understanding. Model providing claims, evidence, and reasons as needed.</p> <p>Teacher will also provide additional time as needed for learners to complete task.</p>

### Content Resources

[https://www.youtube.com/playlist?list=PLvGgZ5v2o\\_N8dDogxreL2-NbnfKHgHxqY](https://www.youtube.com/playlist?list=PLvGgZ5v2o_N8dDogxreL2-NbnfKHgHxqY)

<https://google.discoveryeducation.com/learn/search?q=great+depression>

<https://docs.google.com/document/d/1LLleZeNuniigfJgAXlvRhvXjaw4tFCNU/edit>

<https://docs.google.com/document/d/1Ycr--0G8yLJAcnKv9Trkf1pStN9edQPp/edit>

<https://docs.google.com/document/d/1E3-DlcYKWG0ASu6kr7UTI-LBCyrBPD19glSdxcsHBR8/edit?usp=sharing>