

Waldron's Dilemma
South Dakota Content Standards and Commentary

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The academic program “Waldron’s Dilemma” meets the following SD Content Standards as adopted by the SD Board of Education.

English/language arts

1. 11-12.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. 11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
3. 11-12.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. 11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. 11-12.W.5 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.
6. 11-12.W.7 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.
7. 11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into

the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

8. 11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Literacy in History/Social Studies

1. 11-12.R.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. 11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. 11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
4. 11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
5. 11-12.RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
6. 11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem.
7. 11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

8. 11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

A Lesson in Leadership

The “Waldron’s Dilemma” curriculum project provides a wealth of learning opportunities for students who are enrolled in High School classes. The learning targets meet current SD Content Standards in ELA and History/Social Studies.

The activities could be useful in diverse courses related to fine arts including music and art, as well as Family and Consumer Sciences where the musical genres, clothing styles, food, and artistic portrayals of a world at war could be explored in detail. There are also opportunities for teachers of economics, sociology, and psychology who could explore the cultural, societal, and political issues behind the strategic and global decisions made by the combatants. Teachers who work in the sciences or mathematics can also delve into an entire realm of concepts related to navigation, flight, and trajectory of objects.

Commander John C. Waldron is a South Dakota hero and a Lakota warrior who grew up in Stanley County near Fort Pierre. His courage and leadership were tested in battle and he met the challenge head on. His bravery and tenacity was noted by his country with the awarding of the Navy Cross which is America’s second highest award for bravery.

There are many opportunities for students to ask questions of their teachers as to how this subject or that activity relates to their world. After working through the activities, conducting the reading and research surrounding the historical events, and examining the events leading up to the Battle of Midway through the mists of time the evidence will be overwhelming.

Finally, the short video production that accompanies this series of activities will illustrate the tremendous obstacles in the way of that intrepid band of Naval Aviators and will bring the story to life. Leadership above all else signifies the life of Commander John Waldron and those of the men who followed him that June day over 75 years ago.