

Winslow Township School District
United States History II
Unit 3: The Great Depression & The New Deal

Overview: This unit traces political, social, economic, and cultural changes after WWI and throughout the 1920s. This unit also will examine the main causes for the Great Depression and its effect on American society and world trade. It will also analyze measures taken by both Herbert Hoover and Franklin D. Roosevelt to address economic, social, and world-wide concerns.

Overview	Standards for Social Studies	Unit Focus	Essential Questions
<p><u>Unit 3</u></p> <p>The Great Depression & The New Deal</p>	<ul style="list-style-type: none"> • 6.1.12.EconNE.9.a • 6.1.12.GeoHE.9.a • 6.1.12.EconNE.9.b • 6.1.12.EconNE.9.c • 6.1.12.EconNE.9.d • 6.1.12.A.9.a • 6.1.12.HistoryCA.9.a • 6.1.12.HistoryUP.9.a • 6.1.12.CivicsPR.10.a • 6.1.12.CivicsPR.10.b • 6.1.12.GeoHE.10.a • 6.1.12.EconEM.10.a • 6.1.12.EconoNM.10.a • 6.1.12.EconoNM.10.b • 6.1.12.HistoryCA.10.a • 6.1.12.HistoryCA.10.b • 6.1.12.HistoryCA.10.c • WIDA 1,5 	<ul style="list-style-type: none"> • Summarize political and social changes after WWI • Explain ways prosperity was superficial • Describe the causes of the stock market crash and Great Depression • Explain how the Great Depression affected the economy in the United States and throughout the world • Explain how the Depression affected men, women, and children • Summarize the actions Hoover took to help the economy and the Bonus Army • Describe New Deal work programs • Identify the Second New Deal programs aimed at assisting young people and professionals • Describe the New Deal's critics and supporters' arguments and positions • Identify the entertainment provided by motion pictures, radio, artists, and writers during the Depression • Summarize opinions about the effectiveness of the New Deal 	<ul style="list-style-type: none"> • What happened to banks, business, and world trade in the economic collapse? • How did the Depression affect race relations, farm families, women, and psychological conditions of Americans? • What types of action did Hoover take to remedy the effects of the Depression? • What programs and government influences were included in Franklin Roosevelt's New Deal? • How was Franklin Roosevelt's New Deal received by liberals, conservatives, and the Supreme Court? • Why was the Second New Deal so popular? • How did the New Deal help farmers and labor? • How did the New Deal and Eleanor Roosevelt help women advance in American society? • What effect did New Deal policies have on labor, agriculture, banking, and finance? • Does the government have a responsibility to help its citizens in times of crisis?
<p><i>Unit 3: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Causes and Effects of the Great Depression • Hardships and suffering in America during the Depression, Great Migration and The Dust Bowl • Herbert Hoover's involvement and responses to the Depression • Franklin D. Roosevelt's New Deal • New Deal Programs and their effect on Americans • Major Legislative and Judicial Reforms • 1930s Culture 		

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Curriculum Unit 3	Standards		Pacing	
			Days	Unit Days
Unit 3: The Great Depression & The New Deal	6.1.12.GeoHE.9.a:	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression	2	25
	6.1.12.EconNE.9.a:	Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).	1	
	6.1.12.EconNE.9.b:	Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.	1	
	6.1.12.EconNE.9.c	Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.	1	
	6.1.12.EconNE.9.d	Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).	1	
	6.1.12.A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.	2	
	6.1.12.HistoryCA.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.	2	
	6.1.12.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.	1	
	6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.	1	

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	6.1.12.CivicsPR.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).	1	
	6.1.12.GeoHE.10.a	Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.	1	
	6.1.12.EconEM.10.a	Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.	2	
	6.1.12.EconoNM.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression	2	
	6.1.12.EconoNM.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.	1	
	6.1.12.HistoryCA.10.a	Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).	2	
	6.1.12.HistoryCA.10.b	Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.	1	
	6.1.12.HistoryCA.10.c	Analyze how other nations responded to the Great Depression.	1	
	Assessment, re-teach, extension		2	

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Unit 3 Grade 11	
Core Ideas	Performance Expectations
Political and economic decisions throughout time have influenced cultural and environmental characteristics.	6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression
Multiple economic indicators are used to measure the health of an economy.	<ul style="list-style-type: none"> • 6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit). • 6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
Governments and financial institutions influence monetary and fiscal policies.	<ul style="list-style-type: none"> • 6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country’s economic health. • 6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
There are multiple and complex causes and effects of historical events.	6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
Complex interacting factors influence people’s perspective	6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	<ul style="list-style-type: none"> • 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. • 6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).
Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.	6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

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Governments and financial institutions influence monetary and fiscal policies.	<ul style="list-style-type: none">• 6.1.12.EconoNM.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression• 6.1.12.EconoNM.10.b: Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	<ul style="list-style-type: none">• 6.1.12.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).• 6.1.12.HistoryCA.10.b: Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.• 6.1.12.HistoryCA.10.c: Analyze how other nations responded to the Great Depression.

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Unit 3 Grade 11

Assessment Plan

- Question and Answer Complete Graph Interpretation
- Analyze Visual Source and answer prompts
- Do Diagrams on legislation
- Respond to Analyzing Causes prompt
- Graphic Organizer Web completion and success
- Chapter Guided Reading worksheets completion and success
- Venn Diagram completion and success
- Chart completion and success
- Chapter Assessment
- Graphic Organizer Chart completion and success
- Chapter Reteaching worksheets completion and success
- Graphic Organizer Web completion and success
- Unit Assessment Test

Alternative Assessments:

- Debate
- Oral Report
- Role Playing
- Think Pair Share
- Projects
- Portfolio
- Presentations
- Prezi
- Gallery Walks

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Resources	Activities
<ul style="list-style-type: none"> • Ed: Your Friend in Learning • HMH Assessment Workbook • NJ Amistad Commission Interactive Curriculum • NJ Commission on Holocaust Education • https://www.nj.gov/education/standards/dei/ 	<ul style="list-style-type: none"> • Class Notes and Vocabulary • Skillbuilder, Graph • Main Idea, Chart • Main Idea, Table • Geography Skillbuilder, Map • Analyzing Political Cartoons • Main Idea, Web • Critical Thinking (Using Your Notes) • Comparison Chart Urban/Rural Life • History Through Art • Main Idea, Taking Notes • Analyzing Causes • Main Idea, Taking Notes, • Connect to History, • Summarizing, • Uneven Income Distribution, 1929 Pie Chart Examination • New York Stock Exchange • Stock Market Crash Graphic Organizer Web • The Dust Bowl, 1933- 1936 Map examination, • Farmers/City Dwellers Venn Diagram, • Hoover's Actions to Combat the Depression Chart • Chapter Assessment Quiz • Class Notes and Vocabulary • New Deal Programs Graphic Organizer Chart • Problems/Solutions Graphic Organizer Chart • History Through Photojournalism examination • New Deal Programs Chart examination • Chapter Reteaching worksheets • Cultural Figures of the 1930s Graphic Organizer Web • Federal Deficit and Unemployment, 1933- 1945 Graph examination • New Deal's Long-Term Effects Graphic Organizer Web • Unit Assessment Test

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Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates
9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness	
<p>9.1.12.CDM.9: Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others.</p> <p>9.1.12.EG.3: Explain how individuals and businesses influence government policies.</p> <p>9.1.12.RM.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.</p> <p>9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p> <p>9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p> <p>The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4:</p> <p>Philadelphia Mint https://www.usmint.gov/learn/kids/resources/educational-standards</p> <p>Different ways to teach Financial Literacy.</p> <p>https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</p>	

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations: Listen to audio recordings instead of reading text Learn content from audiobooks, movies, videos and digital media instead of reading print versions Use alternate texts at lower readability level Work with fewer items per page or line and/or materials in a larger print size Use magnification device, screen reader, or Braille / Nemeth Code Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) Be given a written list of instructions Record a lesson, instead of taking notes Have another student share class notes with him Be given an outline of a lesson Be given a copy of teacher's lecture notes Be given a study guide to assist in preparing for assessments Use visual presentations of verbal material, such as word webs and visual organizers Use manipulatives to teach or demonstrate concepts Have curriculum materials translated into native language

Response accommodations: Use sign language, a communication device, Braille, other technology, or native language other than English Dictate answers to a scribe Capture responses on an audio recorder Use a spelling dictionary or electronic spell-checker Use a word processor to type notes or give responses in class Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations: Work or take a test in a different setting, such as a quiet room with few distractions Sit where he learns best (for example, near the teacher, away from distractions) Use special lighting or acoustics Take a test in small group setting Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations: Take more time to complete a task or a test Have extra time to process oral information and directions Take frequent breaks, such as after completing a task

Scheduling accommodations: Take more time to complete a project Take a test in several timed sessions or over several days Take sections of a test in a different order Take a test at a specific time of day

Organization skills accommodations: Use an alarm to help with time management Mark texts with a highlighter Have help coordinating assignments in a book or planner

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Assist with organization • Use of computer • Emphasize/highlight key concepts • Teacher Modeling • Peer Modeling • Label Classroom Materials - Word Walls 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Students can complete extend research outside of the classroom • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Project Based Learning • Real world scenarios • Student Driven Instruction • Gifted Programming Standards • Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy • REVISED Bloom's Taxonomy Action Verbs
Interdisciplinary Connections	
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>SL.9-10.4: Present information, findings and supporting evidence clearly, concisely and logically. The content, organization, development and style are appropriate to task, purpose and audience.</p> <p>NJSLSA.L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	

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Integration of Computer Science and Design Thinking NJSLs 8

8.1.12.NI.2: Evaluate security measures to address various common security threats.

8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.

8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.