

US History

Fall Unit 4 – The Great Depression and New Deal

Stage 1 Desired Results				
<p><u>ESTABLISHED GOALS</u></p> <p>From C3 Framework D2.Civ.6.9-12 Critique relationships among governments, civil societies and economic markets. D2.Geo.12.9-12 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration. D2.His.4.9-12 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p> <p>From the CA Social Studies Standards 11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government. 11.6.1 Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s. 11.6.2 Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis. 11.6.3 Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California. 11.6.4 Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s.</p> <p>Global Competencies Being Addressed:</p> <ul style="list-style-type: none">• Connecting content (in American history) to global trends (in this case, economic globalization as seen through central monetary systems and government reactions to disasters).• Providing meaningful ways for students to investigate the world using a constructivist approach with limited direct instruction.• Utilizing technology in multiple formats and asking students to present their information in a format which is public and could be used as a stepping stone for cross-cultural communication	<p><i>Transfer</i></p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none">• Evaluate the causes of the Great Depression, Dust Bowl and other large-scale crises of the 1930's within the US and globally.• Compare the impact of the Great Depression and Dust Bowl to other man made catastrophes of the 1930's around the world, within the US and from a global perspective.• Evaluate the actions of the American government in response to the Great Depression in relationship other nations in Europe and Asia.			
	<p><i>Meaning</i></p> <table><tr><td><p>UNDERSTANDINGS <i>Students will understand that...</i></p><ul style="list-style-type: none">• National economies are interconnected, with actions in one nation or group of nations impacting the rest of the world.• Man-made catastrophes have consequences on national and global levels, including the human desire for stability and how national leaders can utilize that behavior.• Countries react differently to crises owing to their particular perspective, and those reactions can have dramatic impacts on the long term functioning of democratic government.</td><td><p>ESSENTIAL QUESTIONS</p><ul style="list-style-type: none">• What are the root causes, national and global, for economic crises like that of the Great Depression?• How do social, cultural and historical backgrounds impact how different peoples respond to the same crisis?• How has the American government responded to major crises in relation to other nations around the world? What conclusions can we draw about the US from this comparison?</td></tr></table>		<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none">• National economies are interconnected, with actions in one nation or group of nations impacting the rest of the world.• Man-made catastrophes have consequences on national and global levels, including the human desire for stability and how national leaders can utilize that behavior.• Countries react differently to crises owing to their particular perspective, and those reactions can have dramatic impacts on the long term functioning of democratic government.	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none">• What are the root causes, national and global, for economic crises like that of the Great Depression?• How do social, cultural and historical backgrounds impact how different peoples respond to the same crisis?• How has the American government responded to major crises in relation to other nations around the world? What conclusions can we draw about the US from this comparison?
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	<p><i>Acquisition</i></p> <table><tr><td><p><i>Students will know...</i></p><ul style="list-style-type: none">• The major events that led to the Great Depression• The significant features of the New Deal• How to make connections between national and global events.• How to evaluate the consequences of economic events on government actions.• How to evaluate the actions of governments in relation to economic events.</td><td><p><i>Students will be skilled at...</i></p><ul style="list-style-type: none">• Researching connections between national and international/global events.• Analyzing the impact of man-made and natural disasters on a national and global scale.• Evaluate the actions of national governments in response to economic, natural and other man-made disasters.</td></tr></table>		<p><i>Students will know...</i></p> <ul style="list-style-type: none">• The major events that led to the Great Depression• The significant features of the New Deal• How to make connections between national and global events.• How to evaluate the consequences of economic events on government actions.• How to evaluate the actions of governments in relation to economic events.	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none">• Researching connections between national and international/global events.• Analyzing the impact of man-made and natural disasters on a national and global scale.• Evaluate the actions of national governments in response to economic, natural and other man-made disasters.
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Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
Analysis/Critical Thinking; Understanding of economic principles; Understanding opposing perspectives	<p><u>TRANSFER TASK(S):</u></p> <p>Political Cartoon: After reading about the Dawes Plan, reflect upon how this economic model would have been viewed from the perspectives of central bankers around the world. Who benefitted from this? Who would be upset by this new model? Create a political cartoon which reflects two opposing viewpoints (the perspective of two countries or individuals who would have had opposite reactions to this plan) regarding the world economy in the mid 1920's.</p>
Comparison; Investigation/Research; Ability to show information in a meaningful way (Personalization)	<p>Causes of the Great Depression vs the Great Recession: Historians, economists and political commentators have long debated what caused the Great Depression to become the global crisis it was, and many of the same speculations have converged around our recent global recession. Use the internet to investigate the causes of both of these crises. In a small group create a diagram (in the format you feel is most meaningful and appropriate) to compare your findings. You should identify both national and global trends/events which were significant in each case, and the similarities between the two. Come to a consensus, as a group, as to the three most significant findings in your chart and provide a brief explanation/analysis as to what we can learn from those findings.</p>
Investigation/Research; Compile evidence into a meaningful form; Understanding of Web 2.0 and appropriate presentation format; Collaboration and providing objective and meaningful feedback to peers	<p>Glog Of The Great Depression: In a small group, use Gloster.com to create a board about the impact of the Great Depression at the beginning of the 1930's. Include at least five independent sources (websites, videos, pictures, primary sources, etc.) dealing with social/economic events inside the US through 1932, and at least five sources dealing with social/economic consequences of the depression in other nations in the same time period. Each item in your Glog should include two or three line explanation. Follow the Glogs of at least two other groups, and comment on their sources.</p>
Understanding perspective (personal and other); synthesis of information into meaningful form; Articulate argument based upon evidence	<p>Famine in the MidWest and Ukraine: The Dust Bowl and the Ukrainian Famine were man-made agricultural disasters (one created through private greed and ignorance and the other through government collectivization designed to eliminate a class of people) which served to exacerbate the economic crisis of the Great Depression and highlight the role the government plays in agricultural production. Read through the personal accounts</p>

<p>Investigation/Research; Compile evidence into a meaningful form; Understanding of Web 2.0 and appropriate presentation format; Collaboration and providing objective and meaningful feedback to peers; Reflection</p>	<p>and evidence from both events provided in class. Assume the role of a survivor of one of these disasters writing to family in the other country (remember that there was a large number of Russian/Ukrainian immigrants and their recent descendants living in the Great Plains) a few years after the crisis was over. Explain what you went through and how it relates to what your audience experienced. Also provide an argument as to either A) why you want to immigrate to be with your family abroad, or B) why your family should come to where you are now.</p> <p>Glog of the New Deal: Expand upon the Glog you have already created on the Great Depression to include sources from the period 1932-1938. At least five of your new sources should address the New Deal within the United States, while at least another five sources should address major political events in another nation related to the impact of the Depression. Your Glog should: 1) provide a meaningful comparison between how the US and this other nation confronted the expansion of the Great Depression in the middle of the 1930's, and 2) provide an observation or question that informs our current recovery from an economic crisis. You should also take the time to revise your initial presentation in response to the feedback you received from your peers and teacher, and to make room for new material.</p>
<p>Other Criteria: Knowledge/Understanding of material</p>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Informal assessment during group work and in-class discussions • 2 Quizzes – Formative Assessments • Responses to questions for nightly reading assignments in textbook • Unit Exam

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

1. **Dawes Plan** – Transition from previous unit (with focus on the 1920's and Inquiry Based Learning). See above for assessment.
2. **Crash of 1929** – Examination of the events that culminated in the stock market crash in 1929. Inquiry Based Lesson; group collaboration and synthesis of information.
3. **Great Depression vs. Great Recession** – Students will expand their learning to include the events which led to our recent economic crisis. See above for assessment.
4. **Formative Assessment** – Quiz on first part of unit. Review and reflection on data.
5. **Hoover and the Great Depression** – Examination of the policies implemented by President Herbert Hoover in response to the initial depression, the impact of those policies, and how they related in the international scene. Review of textbook reading, primary source photos and charts, and further exploration by students independently and in groups.
6. **Begin Glog of Great Depression** – Introduction to Glogster and formal project for this unit. Group project that students will work on in class with teacher support. See above for assessment.
7. **Election of 1932** – Students will examine the election of 1932; public expectations of FDR in light of the Depression and compare events in the USA with those in Germany and Japan. Short lecture, review of Walter Lippman's letter to FDR urging him to assume dictatorial powers, time to research and collaborate on similarities with Nazi Germany and report out to class.
8. **Formative Assessment** – Quiz on second part of unit. Review and reflection on data.
9. **Dust Bowl** – Flipped-Lesson. Students watch part of Ken Burns's *The Dust Bowl* for homework. In class review of material on the Ukraine Famine in 1933. Collaboration on role of government to assist or direct agriculture. See above for assessment.
10. **New Deal** – Review New Deal legislation. Student collaboration on chart summarizing major New Deal initiatives and their impacts.
11. **Glog of New Deal** – Review of initial feedback on Glogs. Time for students to work on expansion of Glog to include events from 1932-1938.
12. **Evaluation of New Deal** – In class discussion on Amity Shale's article on impact of New Deal. Work on New Deal Glog.
13. **War of the Worlds** – Transition lesson. Listen to original recording by Orson Wells, relate to findings from research on Glog. Examination of impact of foreign relations on popular media.
14. **Unit Exam**