

United States History II Unit 1

Unit: *Social Sciences and History*, Grade(s) *Grade 9 - Grade 12*

Great Depression & WWII

Duration: 9 Weeks

Unit

Essential Questions/Enduring Understandings

EQ1: What economic problems threatened the economic boom of the 1920's?

EQ2: Why were some people hurt more than others during the Great Depression?

EQ3: Is govt regulation necessary to control the economy?

EQ4: Can the actions of some individuals or corporations have a negative effect on the nation's economy?

EQ5: What was the legacy of the New Deal?

EQ6: Should the United States have entered World War II earlier to aid the European nations being devastated by the Axis powers?

EQ7: Could the Holocaust have been avoided through American intervention?

EQ8: Should the United States have treated its citizens of Japanese descent differently?

EQ9: Should the United States have dropped the Atomic bomb on Hiroshima and Nagasaki?

EU1: The 1920s saw an increase in social and racial tensions and economic problems leading to the Great Depression

EU2: The stock market crash of 1929 caused an upheaval in American society its politics, and economy.

EU3: Actions and policies of the United States government contributed to the Great Depression.

EU4: Farming practices, overproduction, and the dust bowl helped to create and worsen the Great Depression.

EU5: Governmental programs enacted during the New Deal sought to protect citizens.

EU6: Minorities helped shape the core ideologies and policies of the New Deal.

EU7: Alliances between countries and their leaders led to World War II

EU8: American minority groups expressed a strong sense of nationalism, despite the discrimination they faced in the military and workforce

EU9: Geography played a significant role in the outcome of World War II in all military theaters

EU10: Significant civil rights violations took place including the Japanese internment and actions against other minority groups.

Students will be able to...

- Identify how stock speculation on an unregulated stock market put investors and banks at risk in the 1920s.
- Determine how as the Great Depression worsened, thousands of people tried to find work and shelter in places that were not home.
- Explain how Hoover encouraged business to stop laying off workers and create public work projects which helped to shape his response to the Great Depression.
- Determine how Franklin Delano Roosevelt's character and experiences prepared him for the presidency from governor of New York to the introduction of the New Deal.
- Describe actions that FDR took during his first hundred days in office.
- Identify the new programs that FDR introduced that helped unions, senior citizens, and the unemployed in 1935
- Explain how Roosevelt easily won reelection in 1936 despite opposition from the conservative side.
- Compare and contrast how aggressive and expansionist governments took power in Europe and Asia following World War I as well as the rise of dictatorships.
- Explain how World War II began with the invasion of Poland by Germany with the French and British then declaring war on Germany despite the failure of appeasing Adolf Hitler.
- Summarize the Nazi belief that Jews were subhuman.
- Describe the increasing amount of persecution Jews faced in Europe that steadily grew into what ultimately became known as the Final Solution.
- Analyze how the United States struggled to remain neutral but American attitudes changed towards American involvement in World War II.
- Describe how Americans were able to mobilize to a wartime economy so quickly in order to support the war.
- Identify the key people who made decisions that changed the course of the war.
- Evaluate how women and minorities faced demands and new challenges as home during World War II.
- Relive the experiences of New Jersey citizens and their roles in World War II at home and on the war front.
- Analyze the Supreme Court's opinion in *Korematsu v. United States*, 1944.
- Specify how the Allies were able to push back the Axis forces and win the war.
- Categorize the major campaigns the United States fought in the Pacific and in Europe.
- Assess how President Truman decided to use the atomic weapon on Japan in hopes that the Japanese would surrender.

Evidence of Learning/ Assessment

- Unit 1 Competency 1
 - [DBQ Dust Bowl](#)
- Unit 1 Competency 2
 - [Unit Assessment](#)
- Formative Assessments
 - ◊ [Formative Assessments - Digital Choices](#)
 - ◊ Quizzes
 - ◊ Oral Reports/Presentations
 - ◊ Class Participation
 - ◊ Cooperative Group Projects/Activities
 - ◊ Research Papers/Reports
 - ◊ Homework Assignments
 - ◊ Role Playing/Simulations
 - ◊ Journals
 - ◊ Debates/Mock Trial
 - ◊ Timelines/Posters

Instructional Design/Learning Plan

- Suggested Sequences
- Suggested Learning Activities
 - Evaluate various explanations for the 1929 stock market crash and determine which explanation best accords with textual evidence by examining the following economic conditions of the time period:
 - uneven distribution of wealth,
 - easy credit,
 - stock market speculation,
 - overproduction of consumer goods, and;
 - weak farming economy.
 - Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability (e.g., the depression of 1807, the Long Depression of 1873, the Panic of 1907, the “double dip” of the 1980s, the Great Recession of 2008).
 - Investigate how the US governmental policies (e.g., high tariffs, limited banking regulations) affected the 1929 stock market crash.
 - Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
 - Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
 - Determine the extent to which the Treaty of Versailles, war debt repayment, and international banking contributed to the worldwide economic collapse.
 - Explain how the government uses monetary policy (e.g., interest rates, printed currency) to affect the nation’s economy.
 - Explain how the government uses fiscal policy (e.g., adjusting taxes, spending) to affect the nation’s economy.
 - Produce coherent writing to explain the relationship between producers and consumers in a market economy, including how supply and demand determine the price of a good or service, in this time period and current times.
 - Use multiple credible sources including economic indicators (i.e., gross domestic product, consumer index, national debt, and trade deficit) to evaluate the health of the U.S. economy during this time period and in current times.
 - Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression, including measures provided by the Glass-Steagall Act, and the Fair Labor Standards Act.
 - Explain how members of FDR’s “Brain Trust” and cabinet secretaries shaped the core ideologies and policies of the New Deal.
 - Assess the effectiveness of New Deal programs (e.g., Civilian Conservation Corp, Tennessee Valley Authority) designed to protect the environment.
 - Determine the extent to which the Works Progress Administration impacted New Jersey and the nation by improving infrastructure, investing in education, and employing artists.
 - Write an argument assessing the effectiveness of governmental policies (i.e., FDIC, NLRB, and Social Security) enacted during the New Deal period in protecting the welfare of individuals.
 - Evaluate the impact of the New Deal’s expanded role of government with regard to economic policy (e.g., spending), capitalism (e.g., increased regulation), and society (e.g., government assistance).

- Evaluate how and why conflict developed over the New Deal between the Supreme Court and other branches of government by analyzing the decisions of *Schechter v. U.S.*, and *Butler v. U.S.*, as well as other primary source documents, assessing the authors' claims, reasoning, and evidence.
- Conduct short research to compare and contrast the roles of Eleanor Roosevelt and Frances Perkins in promoting equality for women and minorities during the New Deal era.
- Compare and contrast the leadership abilities of Franklin Delano Roosevelt with past presidents (e.g., T. Roosevelt, Wilson, Hoover) and recent presidents (e.g., Reagan, Obama).
- Draw evidence from informational texts to support analysis, reflection, and research to determine the economic ideological leanings of the two major political parties during the New Deal and today.
- Compare and contrast America's response to the Great Depression with other nations (e.g., Germany, Italy, and Japan).
- Evaluate the effectiveness of international agreements following World War I (e.g., Treaty of Versailles, League of Nations, appeasement policies) in preventing international disputes during the 1920s and 1930s.
- Evaluate authors' premises regarding the philosophies of isolationism, neutrality, appeasement, and interventionism in response to aggressive policies and actions taken by other nations at this time.
- Analyze the roles of Axis leadership (e.g., Hitler, Hirohito, Mussolini) and Allied leadership (e.g., Stalin, Churchill, FDR) in the conduct and outcomes of WWII.
- Evaluate authors' differing points of view to determine if the American internment of Japanese, German, and Italians was a denial of civil rights.
- Explain the role that geography played in the development of military strategies and weaponry in World War II.
- Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
- Explain the contribution of minority groups to the war effort despite the discrimination that they faced (e.g., the Tuskegee Airmen, Native American Code Talkers, Women Air Force Service Pilots, Japanese American 442nd Infantry Regimental Combat Team, Mexican Americans)
- Relate new wartime inventions to scientific and technological advancements in the civilian world (e.g., nuclear technology, improved aeronautical design, communication innovations, food preservatives).
- Evaluate the short and long-term impacts of the conversion of American industries from consumer-oriented manufacturing to military production during WWII.
- Analyze the decision to use the atomic bomb and the consequences of doing so.
- Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

Unit Materials

US II Resources and Materials

Achieve 3000

InfoBase

Flocabulary

DBQ Project

Standards Covered

*Social Studies NJSLs

SOC.6.1.12: U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.6.1.12.7: The Great Depression and World War II (1929-1945)

- SOC.6.1.12.A.9: Civics, Government, and Human Rights
 - SOC.6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.
- SOC.6.1.12.A.10: Civics, Government, and Human Rights
 - SOC.6.1.12.A.10.a: Evaluate the arguments regarding the role of the federal government during the New Deal era.
 - SOC.6.1.12.A.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.
 - SOC.6.1.12.A.10.c: Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
- SOC.6.1.12.A.11: Civics, Government, and Human Rights
 - SOC.6.1.12.A.11.a: Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes during the 1920s and 1930s.
 - SOC.6.1.12.A.11.b: Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
 - SOC.6.1.12.A.11.c: Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
 - SOC.6.1.12.A.11.d: Analyze the decision to use the atomic bomb and the consequences of doing so.
 - SOC.6.1.12.A.11.e: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- SOC.6.1.12.B.9: Geography, People, and the Environment
 - SOC.6.1.12.B.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- SOC.6.1.12.B.10: Geography, People, and the Environment
 - SOC.6.1.12.B.10.a: Assess the effectiveness of New Deal programs designed to protect the environment.

- SOC.6.1.12.B.11: **Geography, People, and the Environment**
 - SOC.6.1.12.B.11.a: **Explain the role that geography played in the development of military strategies and weaponry in World War II.**
- SOC.6.1.12.C.9: **Economics, Innovation, and Technology**
 - SOC.6.1.12.C.9.a: **Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.**
 - SOC.6.1.12.C.9.d: **Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.**
- SOC.6.1.12.C.10: **Economics, Innovation, and Technology**
 - SOC.6.1.12.C.10.a: **Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.**
 - SOC.6.1.12.C.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.**
- SOC.6.1.12.C.11: **Economics, Innovation, and Technology**
 - SOC.6.1.12.C.11.a: **Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.**
 - SOC.6.1.12.C.11.b: **Relate new wartime inventions to scientific and technological advancements in the civilian world.**
- SOC.6.1.12.CS10: **The Great Depression and World War II: New Deal: Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.**
- SOC.6.1.12.CS11: **The Great Depression and World War II: World War II: The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.**
- SOC.6.1.12.CS9: **The Great Depression and World War II: The Great Depression: The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.**
- SOC.6.1.12.D.9: **History, Culture, and Perspectives**
 - SOC.6.1.12.D.9.a: **Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.**
 - SOC.6.1.12.D.9.b: **Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.**
- SOC.6.1.12.D.10: **History, Culture, and Perspectives**
 - SOC.6.1.12.D.10.a: **Analyze how other nations responded to the Great Depression.**
 - SOC.6.1.12.D.10.b: **Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.**
 - SOC.6.1.12.D.10.c: **Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.**
 - SOC.6.1.12.D.10.d: **Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.**
- SOC.6.1.12.D.11: **History, Culture, and Perspectives**
 - SOC.6.1.12.D.11.a: **Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.**
 - SOC.6.1.12.D.11.b: **Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.**
 - SOC.6.1.12.D.11.c: **Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.**
 - SOC.6.1.12.D.11.d: **Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.**
 - SOC.6.1.12.D.11.e: **Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.**

Materials

For a closer look at the materials list below, log onto <https://edconnectnj.schoolnet.com/5805>

Resources:

1. Unit 1 Reflection US II

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