

Unit 5 The New Deal

Content Area: **Social Studies**
Course(s): **U.S. History II**
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Unit Overview

The New Deal was President Franklin D. Roosevelt's plan for overcoming the Great Depression. His plan provided relief to millions of Americans and attempted to restore health to the economy. Although New Deal programs were controversial and achieved varied levels of success, they unquestionably changed the relationship between the people and their government. The New Deal established new, permanent roles for the federal government regulating the economy and promoting public welfare. This period also provided the foundation for the current American political spectrum with liberal Democrats and conservative Republicans.

Enduring Understandings

- 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
- President Franklin Roosevelt created the New Deal as a way to save the American economic system.
- The New Deal fundamentally changed the role of the federal government in our society.

Essential Questions

- How effective were the economic regulations and standards established during this time period in combating the Great Depression and protecting the individual?
- How do the economic ideologies of the two major political parties regarding the role of government compare?
- How can a government resolve an economic crisis?
- What implications does government intervention have upon economic systems?
- Can greater government interventionism promote democratic principles?

Standards/Indicators/Student Learning Objectives (SLOs)

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.

Conduct short research to compare and contrast the roles of Eleanor Roosevelt and Frances Perkins in promoting opportunities 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, Hoover) and recent presidents (e.g., Reagan, Obama).

Evaluate the impact of the New Deal's expanded role of government with regard to economic policy (e.g., support for capitalism (e.g., increased regulation), and society (e.g., government assistance).

Write an argument assessing the effectiveness of governmental policies (i.e., FDIC, NLRB, and Social Security) during the New Deal period in protecting the welfare of individuals.

Determine the extent to which the Works Progress Administration impacted New Jersey and the nation by improving infrastructure, investing in education, and employing artists.

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.B.10.a	Assess the effectiveness of New Deal programs designed to protect the environment.
SOC.6.1.12.C.9.b	Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
SOC.6.1.12.C.9.c	Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
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.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.

Lesson Titles

- Culture of the 1930s
- FDR
- FDR- Early Actions and Reactions
- Government Policy and the Lasting Impact of the New Deal
- New Deal Review Game
- Overview of the New Deal
- The "Second New Deal"
- The New Deal- Reform, Relief and Recovery
- Women, Minorities and the New Deal

21st Century Skills and Career Ready Practices

Communication and Collaboration

Media Literacy

Information Literacy

Global Awareness

Financial, Economic, Business and Entrepreneurial Literacy

PFL.9.1.12.A.1	Differentiate among the types of taxes and employee benefits.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.A.11	Explain the relationship between government programs and services and taxation.
PFL.9.1.12.A.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
PFL.9.1.12.A.13	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
PFL.9.1.12.C.1	Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

Sociology: Political and societal Reforms

Economics: Depression

English Language Arts

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.

LA.WHST.11-12.2.A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SOC.9-12.2.2.4	American values
SOC.9-12.2.4.3	Social movements
SOC.9-12.3.1.1	Primary agents of socialization: family, peers, media, schools, and religion
SOC.9-12.3.3.2	Primary and secondary groups
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.2.2	Social problems
SOC.9-12.4.4.2	Group responses to inequality such as social movements

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- Evaluate the role the government plays in resolving an economic crisis.
- Debate the arguments for and against New Deal legislation.
- Outline the programs of the New Deal.
- Predict the effects of increased government involvement in the economy.
- Describe how Franklin D. Roosevelt sought to address the country's needs through a series of laws and programs known as the *New Deal in an open ended response*.
- Outline FDR's first three months in office, where Congress passed a sweeping array of regulatory laws, public works and relief programs that saved the banking system and eased the suffering of millions of Americans.
- Explain the impact of the Great Depression and New Deal on American culture during the 1930s.
- Work Packet Handout
- Power Point Presentastion
- Photos and Analysis
- Guided Discussion
- Linking Historical Events
- Video Clip - View,analyze and appraise
- Thematic Thinking
- Deductive Analysis
- Political Cartoon Analysis
- SWAG
- Delsea One

Modifications

ELL Modifications

- Use visuals such as videos to let students see what this historical era would have looked like
- Use graphic organizers to differentiate between presidential foreign and domestic policy
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge about the Great Depression to give a point of reference
- Establish a framework allowing ELL students to understand and assimilate new ideas and information when dealing with historical content about the economy
- SWAG
- Delsea One

IEP & 504 Modifications

- word banks, multiple choice, matching questions help when possible
- Preferential Seating
- Use visuals to show economic ideas, FDR, effects of new legislation
- Use graphic organizer
- Tap prior knowledge of the Great Depression
- Be flexible with time frames and deadlines
- Repeat reword and clarify
- Provide academic (Tier III) vocabulary
- Repetition of key concepts through varied methods
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- SWAG
- Delsea One

G&T Modifications

- Graph/political cartoon/map analysis / interpretation/creation Allow students to explain or create a political cartoon about the New Deal
- Analysis of current events to understand origins from historical periods. Students can relate economic conditions today to the past.
- Media literacy to evaluate credible sources by watching various historical documentaries dealing with the concept of the New Deal
- Argumentation and debate
- Student led/directed discussions

- SWAG
- Delsea One

At Risk Modifications

- Meetings or tutoring during Delsea One
- SWAG
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Allow extra time for completion of homework dependent upon circumstances

Benchmark Assessment

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Formative Assessment

Warm Up

- Dust Bowl Map Work and Primary Source Quote
- Reading Prompt - Witnessing History/A New Beginning

- Review Previous Info and Bridge to Lesson
- Writing Prompt - The Governments Role in the Economy

Anticipatory Set

- Audio Sound Bite - FDR's First Inagural Address
- View and Analyze New Deal Political Cartoon
- Witnessing History - "A Caring First Lady"
- FDR Video Clip
- Witnessing History-"Over the Rainbow" and Movie Clip

Closure

- Debriefing
- Exit Ticket
- Idea Spinner
- Index Card Summary
- Oral Questions and Review
- Whip Around

Summative Assessment

- Unit Test on the New Deal
- FDR's Legislation Quiz
- Notebook Check
- Essay : What does the creation of a Welfare State say about the Changing priorities of the US /
- Quiz - Effects of the New Deal

Resources & Materials

- US History Text (Prentice Hall) - Chapter 22 The New Deal
- Century Series : Stormy Weather / Over the Edge
- Outline notes, collected images and political cartoons
- Youtube: FDR Inaguration Address
- Amistad Resources: Unit Introduction (1920-1945), Ella Sings at the Apollo, Seabrook Farms, African American Troops in the Italo-Ethiopian War, Marian Anderson
- Kahoot: Review quiz

Technology

- Century Series- Stormy Weather <https://www.youtube.com/watch?v=zSfzFWU5LbY&t=2428s>
- Century Series - Over the Edge : <https://www.youtube.com/watch?v=EWg2xghlbnc>
- Youtube: FDR Inaguration Address : https://www.youtube.com/watch?v=rIKMbma6_dc&t=16s
- Smartboard to project outline notes,images and maps
- Google Chromebook
- Kahoot: kahoot.com

Amistad Resources:

- Unit Review: <http://www.njamistadcurriculum.net/history/units>
- Ella Sings at the Apollo: <http://www.njamistadcurriculum.net/history/unit/new-deal/content/4156/7368>
- Seabrook Farms: <http://www.njamistadcurriculum.net/history/unit/new-deal/content/4156/7053>
- African American Troops in the Italo-Ethiopian War: <http://www.njamistadcurriculum.net/history/unit/new-deal/content/4157/7054>
- Marian Anderson: http://www.njamistadcurriculum.net/history/unit/new-deal/lesson_plan/4295/339

TECH.8.1.12.B

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.12.B.CS1

Apply existing knowledge to generate new ideas, products, or processes.