

Unit #2: The Great Depression and the Americas

Content Area: **Social Studies**
Course(s): **IB History of the Americas**
Time Period: **First Marking Period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

This section focuses on the nature of the Depression as well as the different solutions adopted by governments in the region and the impact on these societies. The Great Depression produced the most serious economic collapse in the history of the Americas. It affected every country in the region and brought about the need to rethink economic and political systems. The alternatives that were offered and the adaptations that took place marked a watershed in political and economic development in many countries in the region.

STAGE 1- DESIRED RESULTS

2016 New Jersey Student Learning Standards- Social Studies

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.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.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.a	Assess the effectiveness of New Deal programs designed to protect the environment.
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.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.a	Analyze how other nations responded to the Great Depression.
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.6.2.12.C.4.a

Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.

SOC.6.2.12.D.4.k

Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.

Essential Questions

- Do governments have the responsibility to ensure the well being of its citizens?
- Should government power be absolute?

Enduring Understanding

- In the 1930's, the Great Depression caused high unemployment, business failures, and farm foreclosures, resulting in people voting for politicians who offered new approaches to solving the crisis.
- During the 1930's, New Deal programs increased government regulation of banking, industry and farming; gave greater rights to workers; and provided government aid to the unemployed and senior citizens.

Students will know...

I. Key Ideas and Concepts

II. Possible Misunderstandings

- The the Great Depression only affected the United States

III. Identify key terms and specific information that students will know at the end of the unit.

- United States: Federal Deposit Insurance Corporation (FDIC) and the Securities and Exchange Commission (SEC), Federal Housing Administration, the National Labour Relations Board, the Fair Labour Standards Act and the Social Security Act, Public Works Administration (PWA) and Works Progress Administration (WPA), Glass-Steagall Act, Emergency Committee for Employment, National Credit Corporation, Congress' Reconstruction Finance Corporation, New Deal, Dorethea Lange
- Canada: Imperial Economic Conference of 1932, Unemployment Relief Act, Bank of

- Canada, On-to-Ottawa Trek, Regina Riot, Social Credit Movement,
- Latin America: Import Substitution Industrialization (ISI), *Estado Novo* (New State), Volta Redonda steel plant,

Students will be able to...

- Examine the causes of the Great Depression in the United States, Canada, and throughout Latin America.
- Examine Hoover's response to the onset of the Great Depression and the changes in Hoover's response as the depression became more widespread.
- Examine the condition of the US economy and society when FDR wins the presidency.
- Discuss FDR's program to combat the Great Depression and evaluate the opposition to this new program.
- Examine the effectiveness and legacy of the New Deal.
- Examine the response of the governments of Prime Minister King and Bennett to the economic crisis.
- Examine the impact of the depression on Canadian Society.
- Examine the response of the governments of Prime Minister King and Bennett to the economic crisis.
- Examine the importance of the coffee industry on the Brazilian economy.
- Identify the reasons for Vargas's rise to power.
- Examine Vargas's response to the depression in Brazil.
- Evaluate the impact of the Great Depression on various Latin American countries.
- Examine the effects of the Great Depression on different social groups within American society.
- The influence of the Great Depression on the Arts (United States and Canada).

STAGE 2- EVIDENCE OF LEARNING

Formative Assessment During Lesson

- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

Authentic Assessments

Benchmark Assessments

STAGE 3- LEARNING PLAN

Instructional Map

- Outline an instructional plan from introducing to assessing the unit.

Modifications/Differentiation of Instruction

Modification Strategies

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

Differentiation Strategies

High Preparation Differentiation

- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project

- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

Low Preparation Differentiation

- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

Horizontal Integration- Interdisciplinary Connections

Language Art: Literature, Poetry from the time period

Fine and Performing Arts: Art, Plays, Movies from the time period

Science & Technology: Scientific or Technological advances made during the time period

Math: Analysis and manipulation of statistics or other numeric information

Vertical Integration- Discipline Mapping

The United States History I course is typically offered during the Sophomore year of High School. Students will have been exposed to courses of study in United States Geography (Grade 4), World Geography (Grade 5), United States History- Settlement through Constitutional Ratification (Grade 6), United States History- Early Republic through Reconstruction (Grade 7), World History 8 (Beginning of Human Society through Expanding Exchanges and Encounters), World History HS (The Emergence of the First Global Age through Contemporary Issues), United States History I HS (Revolution through Progressive Era), and United States History II HS (Imperialism through Contemporary Issues). The skills outlined in the Common Core State Standards have been developed and expanded upon so that students reaching the 9th and 10th grades can successfully address the demands required of them.

Additional Materials
