Unit 2: The Great Depression

Content Area: **Social Studies**
Course(s): **Social Studies**
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Unit Overview

With every high in American history, there is always a substantial low that follows. After the Roaring 1920's, where life was fascinating and worthwhile, to the Great Depression, where most of America was living below the standard and starvation was the norm, life had changed. By looking at the social, cultural, economic, and lawmaking events of the time, the students will be able to distinguish what happened to plunge this nation into a Depression and what was needed to move out from it. Studying the Stock Market Crash, FDR and his New Deal, and Life in the Great Depression, the students complete a variety of tasks to show the American spirit and perseverance in tough times.

During this unit, the historical content will be infused with information relevant to building students' understanding of civics. In this unit, there will be a major emphasis on the role the economy takes in the political atmosphere of our country. Students will delve deeply into the way in which the stock market works as well as individual's personal spending habits. Furthermore, students will examine the balance between the three main branches of government and the influence each branch has on the lawmaking process. With a study of FDR also comes a look at the important role of the president and how FDR expanded the influence of the Oval Office in modern America. Finally, as with many of the units in this curriculum, the electoral process will be examined.

Standards

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
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.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.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.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.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.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.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.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.

Essential Questions

- What was the main cause of America's spiral downward from the Roaring 1920's into the Great Depression?
- Which group of individuals was hit the hardest during the Depression?
- Did FDR's New Deal truly help the nation?
- How did the American spirit persevere during the Depression?

Application of Knowledge and Skills...

Students will know that...

- 1. Stock Market Crash – End of the Roaring 1920's and roots of the Great Depression. How overspending and buying on credit led to an era of excess in the United States of America.
- 2. Life During the Great Depression: Learning about the America Spirit through art, sport, and film. How the Great Depression affected individuals and their specific sub groups and how that translated into their art work, film, and sport adventures.
- 3. Okies/Farmers and life on the road - The Dust Bowl and the results of the Devastation.
- 4. Franklin Delano Roosevelt: Biography and Background - How did FDR becoming a shining beacon of hope in a desolate time of the Great Depression.
- 5. The New Deal and Policies: Did it end the Great Depression? The groups and governmental jobs that were created through the New Deal and how it got the United States working.

Students will be able to...

- A. Use cause and effect to explain the Great Depression.
- B. Create a historical journal using detailed notes.
- C. Rate the policies of the New Deal.
- D. Describe how FDR moved the US out of the Great Depression.
- E. Evaluate how the Great Depression effected sub groups.
- F. Analyze "The Grapes of Wrath" for the historical context it provides about the Great Depression.
- G. Construct a diorama using information gathered throughout the study of the unit as well as

independent research.

- H. Simulate a Bull Market to recreate stock speculation habits of the 1920's.
- I. Explain how the Dust Bowl exasperated the problems associated with the Great Depression

Assessments

- Great Depression Diorama Summative: Personal Project Students will create a shoebox diorama that depicts a scene from either the causes of the Great Depression or its effects on the American masses. The diorama will be presented with historical accuracy. 6.1.12.B.9.a 6.1.12.C.9.d 6.1.12.D.9.b 6.1.12.D.10.d WHST.6-8.4 WHST.6-8.6 WHST.6-8.7 WHST.6-8.9
- Grapes of Wrath Movie Review Summative: Extended Essay Students will write a detailed movie critique of the Great Depression Classic, "The Grapes of Wrath." This movie review will detail how the Depression and Dust Bowl affected invididuals and how the American Spirit perservered. 6.1.12.B.8.a 6.1.12.B.8.a 6.1.12.B.10.a 6.1.12.C.10.a 6.1.12.D.9.b RH.6-8.1 RH.6-8.2 RH.6-8.4 WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.5 WHST.6-8.6 WHST.6-8.7 WHST.6-8.9
- Great Depression Quiz Formative: Written Test Great Depression Quiz with extended focus on the Roots of the Depression, along with Stock Market Crash and decline of Capitalism. 6.1.12.A.9.a 6.1.12.A.10.c 6.1.12.B.9.a 6.1.12.C.9.d 6.1.12.D.10.a RH.6-8.4 RH.6-8.10
- Great Depression Test Formative: Written Test Great Depression Test that encompasses the Roots, the Dust Bowl & the Stock Market Crash. Along with those items, students must also detail how the American Spirit perservered by showing knowledge of FDR and his new Deal. 6.1.12.A.10.b 6.1.12.B.10.a 6.1.12.C.9.a 6.1.12.C.10.a 6.1.12.C.10.b 6.1.12.D.10.b 6.1.12.D.10.c 6.1.12.D.10.d RH.6-8.4 RH.6-8.10

Activities

- Great Depression Video Questions: Variety of leveled questions to assess pre-knowledge.
- Cause and Effect Picture Prompts: Series of pictures of Hoovervilles, Dust Bowls, and the effects of the Great Depression. Students will respond to each one with a few sentences.
- Herbert Hoover Ticket to Leave: A Role Play ticket based on what the student might do to combat the Stock Market Crash if he/she were President.
- Great Depression Individual Role Play: Students will play a Depression Game in which they are different individuals affected by the Depression. Other students will treat them according to who they are.
- Grapes of Wrath Movie Questions - Questions to help students organize main ideas, characters and events to write their movie reviews.
- Grapes of Wrath Movie Review: A critique of the movie as well as a summation of the movie's events and how they relate to the Great Depression.
- Great Depression Quiz Study Guide
- Great Depression Quiz
- FDR Detective Pictures: Before and after pictures to witness how FDR kept his Polio a secret from the US population.
- Great Depression Math: A worksheet of math questions that test knowledge on unemployment, money lost, and other items of note.
- New Deal Notes - A comprehensive fill-in note sheet to help students understand the policies and politics of the New Deal.
- Great Depression Test Study Guide
- Great Depression Test
- Great Depression Diorama and Rubric: An accurate and historical diorama featuring a cause or effect

scene of the Depression.

- Use blank outline maps from Maps101 to assess student knowledge of various regions, physical features, and state locations, paying particular attention to the Great Plains, the Dust Bowl, and migration patterns during the Great Depression (see specified link)
  http://www.maps101.com/index.php?option=com_flexicontent&view=category&cid=98%3Aunited-states&Itemid=11

Depression Video Questions
Diorama Directions
Role Play - Great Depression
http://www.maps101.com/index.php?option=com_flexicontent&view=category&cid=98%3Aunited-states&Itemid=11

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems

- Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
- Prompt-cue
- Gesture-signal
- Variety of workspace arrangements
- Organizational tools – labeled bins or cabinets for materials
- Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- For some students, give detailed notes and study guides in advance on the Great Depression quiz and test.
- For all students, provide ongoing conferencing about their Grapes of Wrath paper, to provide assistance to struggling students, and further challenge the advanced students.
- Allow the use of calculators on the Great Depression Math Sheet.
- For students who have trouble with long term projects, change the diorama project into a small paper on Eleanor Roosevelt and her contributions to her husband.

Content specific modifications for ELL's may include:

- Tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: overproduction, bankruptcy, default, bonus, pension, civil rights, migrant workers, payroll, tax, collective bargaining, deficit spending.

Content specific modifications to extend learning for gifted students may include:

- Incorporate John Steinbeck's *Grapes of Wrath*novel and have them compare and contrast the movie to the novel.

Integrated/Cross-Disciplinary Instruction

- LAL and Performing Arts connection with the *"Grapes of Wrath"* movie and novel. Students will write movie reviews to improve critique skills and the practice of writing with bias.
- Math connections with the Great Depression Math Questions.
- Art connection with the Great Depression Diorama and creation of a shoebox mural of a Depression scene.

Resources

- America: History of US : Chapter 23 (Prentice Hall)
- America: History of US Note Taking Workbook
- Teacher-created handouts, worksheets, and daily homework assessments
- America in the 20th Century: The Roaring Twenties and Great Depression VHS tape
- John Steinbeck - *The Grapes of Wrath*Novel and The Grapes of Wrath Movie based on the novel
- http://www.maps101.com/

Grapes of Wrath Movie Site

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use

	effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.