Unit 05: The Great Depression and The New Deal

Content Area: **Social Studies**
Course(s): **US History 2**
Time Period: **Semester 1**
Length: **3 weeks**
Status: **Published**

Standards

6.1.12.EconNE.9.b	Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
	Governments and financial institutions influence monetary and fiscal policies.
6.1.12.EconNE.9.c	Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
6.1.12.EconNE.9.d	Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
6.1.12.HistoryCA.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
6.1.12.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
	Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.
6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.CivicsPR.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).
6.1.12.GeoHE.10.a	Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
	Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.
6.1.12.EconNE.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
6.1.12.EconNE.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.
	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
6.1.12.HistoryCA.10.a	Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).
6.1.12.HistoryCA.10.b	Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.
	Global economic activities involve decisions based on national interests, the exchange of

	different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.
6.3.12.EconGE.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action. Historical sources and evidence provide an understanding of different points of view about historical events.

Enduring Understandings

1. Weak financial and business regulation combined with extreme income inequality can lead to economic collapse.
2. Government policy can mitigate negative economic effects, but can't control the economy.
3. Hard economic times can serve as a crucible for new ideas - both in public policy and in the arts.
4. Figures in government are key to the direction a country takes when meeting challenges.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

1. Why did the global economy collapse in 1929?
2. Why were the policies of Herbert Hoover ineffective and rejected by the public?
3. How were the American people transformed by the Great Depression?
4. How did the policies of FDR and the New Deal "save capitalism from itself"?
5. How did the controversy over New Deal policies reveal the strengths and weaknesses of our democracy?

Knowledge and Skills

Obj: How did Republican pro-business policies contribute to both the boom of the 1920s and the onset of the Great Depression?

- Laissez-Faire
- Crackdown on unions/radicals/labor movement
- Harding - "Normalcy"

- Coolidge - "Business is a Temple"
- Hoover - "Rugged Individualism"

Obj: What were the long-term and short-term causes of the Great Depression?

- Overproduction/underconsumption
- Debt - Farmers
- Debt - WWI
- Income inequality
- Banking

Obj: What were the Great Depression's impact on Americans?

- Unemployment
- "Forgotten Man"/Hobos
- Family life
- Dust Bowl - impact on migrant Hispanic laborers
- Accepting larger role of government

Obj: What were the important New Deal reforms and their targets? Were they successful?

- Relief, Recovery, Reform
- Brain Trust
- Keynesian economics
- Banking Reform - Glass-Steagal
- Alphabet Soup
    - CCC
    - PWA
    - TVA
- Wagner Act
- Indian Reorganization Act

Obj: What were the limitations of the New Deal, especially in reference to those groups of Americans it most often failed to reach?

- African Americans - "Black Cabinet"
- AAA/NRA - court challenges
- Judicial reform fails
- Push-back from business
- 1937 recession

Obj: What was the legacy of FDR and the New Deal vis a vis concepts such as the role of the president within the federal government, the role of the government in the economy, and the meaning of the president to everyday Americans?

- Emergency powers
- Interplay of president, congress and courts
- New Deal reforms still around today
- Compare 1929 with 2008

Transfer Goals

- Students will be able to independently make and support a decision using cost-benefit analysis.
- Students will be able to independently apply information in format, graphics, sequence, maps, diagrams, charts and index to clarify and connect concepts to the main ideas based on the study of market forces and economic downturn and depression.

Resources

Textbook: The Americans by Gerard A Danzer 2012

American Yawp - Stanford University: Edited by Joseph Locke and Ben Wright; updated yearly starting in 2019

Who Built America by Christopher Clark et. al 2007

Openstax - Rice University 2003

Taking Sides by William Miller 21st edition 2002

AP Textbook: By the People by James Fraser 2014

Liberty, Equality and Power- Murrin 1999

ADDITIONAL RESOURCES

Including some of FDR speeches such as Inaugural Addresses and/or Declaration of WWII 1936-1945

including Primary source reading on Great Depression 1929-1942

Including Dust Bowl reading 1930-36

Including Stock Market Speculation reading 1929

Including 1920's Boom to bust reading 1920-29

Youtube clips on Great Depression and/or Dust Bowl 1930-36

Excerpts from Wall Street Journal on Great Depression 1929-1942

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Modifications for Text levels/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

DocsTeach (Library of Congress)

Voices of Freedom, Foner

Amsco Review Book

Portrait of America (secondary source anthology)

Give Me Liberty, Foner

American History, Brinkley

Myth America, Keven Kruse

For the Record (primary source anthology)

The Atlantic Monthly

Dissent in America, Ralph Young (primary source)

Zinn: Voices of a People's History

American Spirit: Bailey/Kennedy (primary)

Taking Sides: Clashing Views in US History

New Visions for Learning

Stanford Thinking Like a Historian

Immigration Political Cartoons

PBS American Experience Video Clips

Facing History

60 Minutes

News publications, including but not limited to NYTimes, Washington Post.

Newsela

Vox Videos

Upfront Magazine

Four Freedoms Speech - Roosevelt; Letters to Hoover and Roosevelt

Zinn Education Project

John Oliver: Monopolies

John Keegan: The Second World War

Movie: There Will be Blood

Move: Be Wafer" ESPN 30 for 30

Internet and AI (Gemini, Magicschoolai, etc.)

Diffit

Pear Deck

Albert i.o.

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit