

# Unit 1 1930-1945 The Great Depression - WWII

Content Area: **Social Studies**  
Course(s): **Sample Course, US History 2H**  
Time Period: **SeptOct**  
Length: **40 days**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

United States History Two Honors, 11th Grade

Unit 1: 1930s-1945 The Great Depression - WWII

**Belleville Board of Education**

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Board Approved: Pending

## **Unit Overview**

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Unit One starts with the causes and effects of the Great Depression. The Unit explores how the great migration continued to affect African Americans and fellow minorities.. The unit continues to investigate the government's response (such as rugged individualism and the New Deal) to the great depression and how that affected America's political landscape . Furthermore, the unit moves into the original neutrality of the United States and their eventual involvement in WWII on both the European and Pacific theatre. The Unit will conclude with America's emergence as a superpower. As an honors course, the unit will use various primary sources and rich text. To ensure the perspectives of all americans are included; the unit will draw in information regarding African Americans, Women, Native Americans, Newly Immigrated Americans, Americans with disabilities, and members of the LGBTQ community

## **Enduring Understanding**

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Political Changes after WWI

Cultural Changes and National Identity

Causes of the Great Depression Social and Political Impact of the Great Depression Relief, Recovery, and Reform

Role of the First Lady

US Involvement in WWII

Domestic Impact of WWII Obstacles in the European and Pacific Theatre Executive Powers during WWII

## **Essential Questions**

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How did Life change for consumers change in the 1920's?

How did the assembly line revolutionize manufacturing?

How did the Harlem Renaissance bring the ideas of African Americans to the general public?

How were banks affected by the Great Depression?

What factors destroyed the economy of the United States?

How did the New Deal effect the Great Depression and was it successful?

What happened after the Supreme Court challenged many of the New Deal programs?

How did the New Deal change the United States?

How did the world respond to the rise of fascism?

How did war debts weaken efforts to maintain peace?

What were the big advantages of the Axis Powers?

How did the United States get involved with WWII?

How was the US mobilize its economy and military?

What were the major battles of WWII?

## **Exit Skills**

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1. Establish historical significance
2. Use and analyze primary source evidence
3. Identify continuity and change throughout history
4. Analyze cause and consequence
5. Take historical perspectives, and historical interpretations.

## **New Jersey Student Learning Standards (NJSL-S)**

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Social and political systems throughout time have promoted and denied civic virtues and democratic principles.

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.

SOC.6.1.12.CivicsPR.6.a

Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

SOC.6.1.12.HistoryCC.6.b

Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.

SOC.6.1.12.EconNE.8.a

Analyze the push-pull factors that led to the Great Migration.

SOC.6.1.12.HistoryCC.8.a

Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.

SOC.6.1.12.HistoryCC.8.c

Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

SOC.6.1.9	The Great Depression and World War II: The Great Depression (1929–1945)
SOC.6.1.12.EconNE.9.a	Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).  There are multiple and complex causes and effects of historical events.
SOC.6.1.12.HistoryCC.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.
SOC.6.1.10	The Great Depression and World War II: New Deal (1929–1945)
SOC.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).
SOC.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.

## Learning Objectives

Students will be able to understand what caused the most severe economic crisis in American History.

- Students will explore how the expansion of government during the New Deal affected the nation.
- Students will be able to identify the kinds of opportunities and hardships the war created for Americans at home and abroad

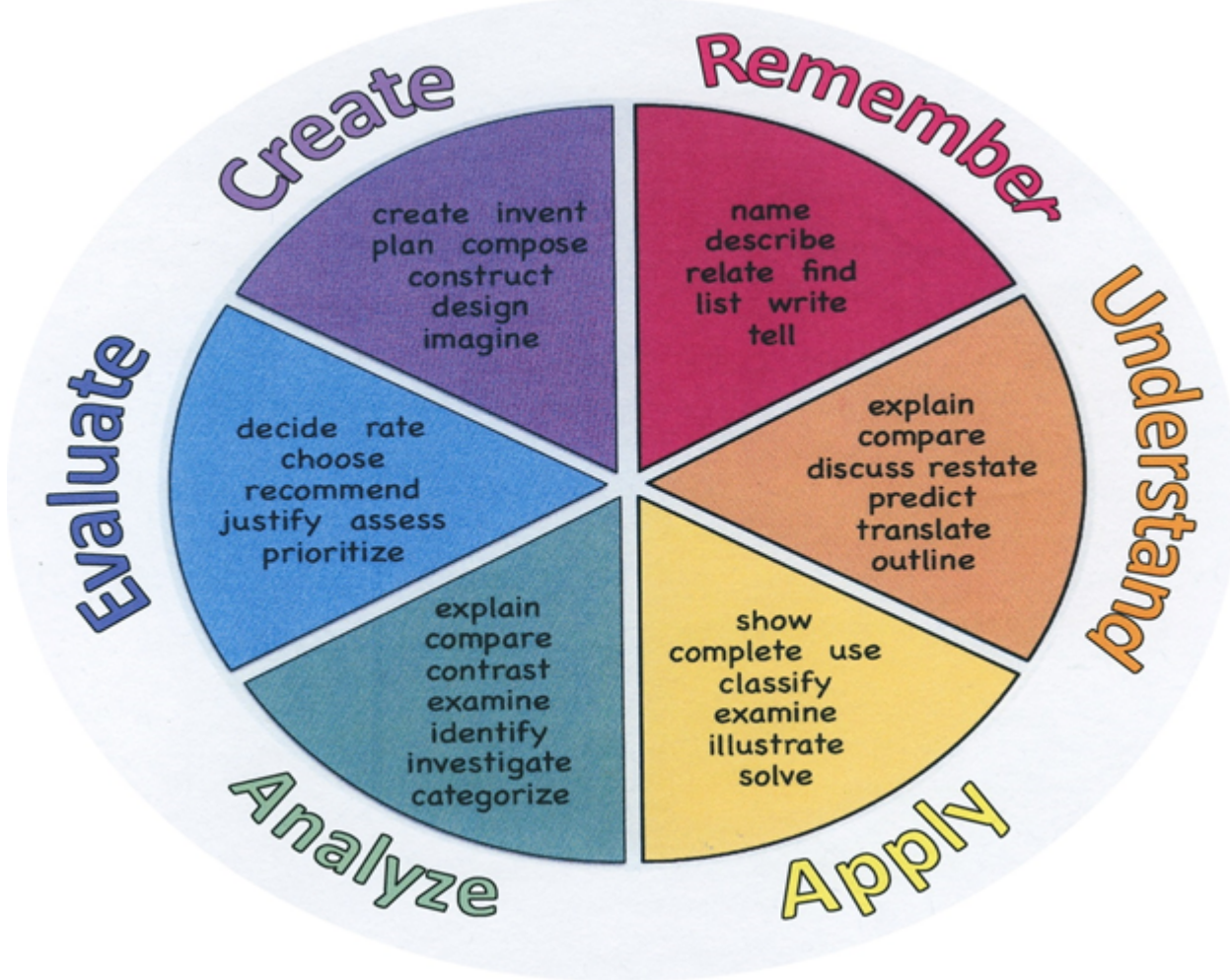
Analyze the causes and consequences of the Great Depression.

- Assess the changes to the American federal government as a result of the failure of the Hoover Administration and the New Deal initiatives of the Roosevelt Administration.
- Investigate the causes and implications of the Roosevelt Recession, 1937 – 38.
- Answer the following question: “Did the New Deal end the Great Depression?”
- Assess the role played by military industrial production

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate

Recall Recognize Repeat Reproduce	Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Outline Point out Separate		Prescribe Propose Reconstruct Revise Rewrite Transform
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## Interdisciplinary Connections

LA.RH.9-10.1

Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RST.9-10.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

## **Suggested Activities & Best Practices**

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Primary Source analysis

Argument development

Writing Exercises

Critical thinking Exercises

Close Reading

Group collaboration

Formal and Informal Assessments

## **Assessment Evidence - Checking for Understanding (CFU)**

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Unit Tests (summative)

Quizzes (Summative)

PBL (alt)

DBQ's (formative)

Essay Writing (formative)

Socratic Seminar (alt)

Evaluation Rubrics (formative)

Self Assessments (formative)

Compare & Contrast (alt)

Exit Tickets (summative)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share

- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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HMH Online Textbook

## **Ancillary Resources**

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AP Gilder Lehrman Institute

SHEG Stanford Education Group

Facing History and Ourselves

ED SITE Media

PBS learning media

## **Technology Infusion**

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What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.

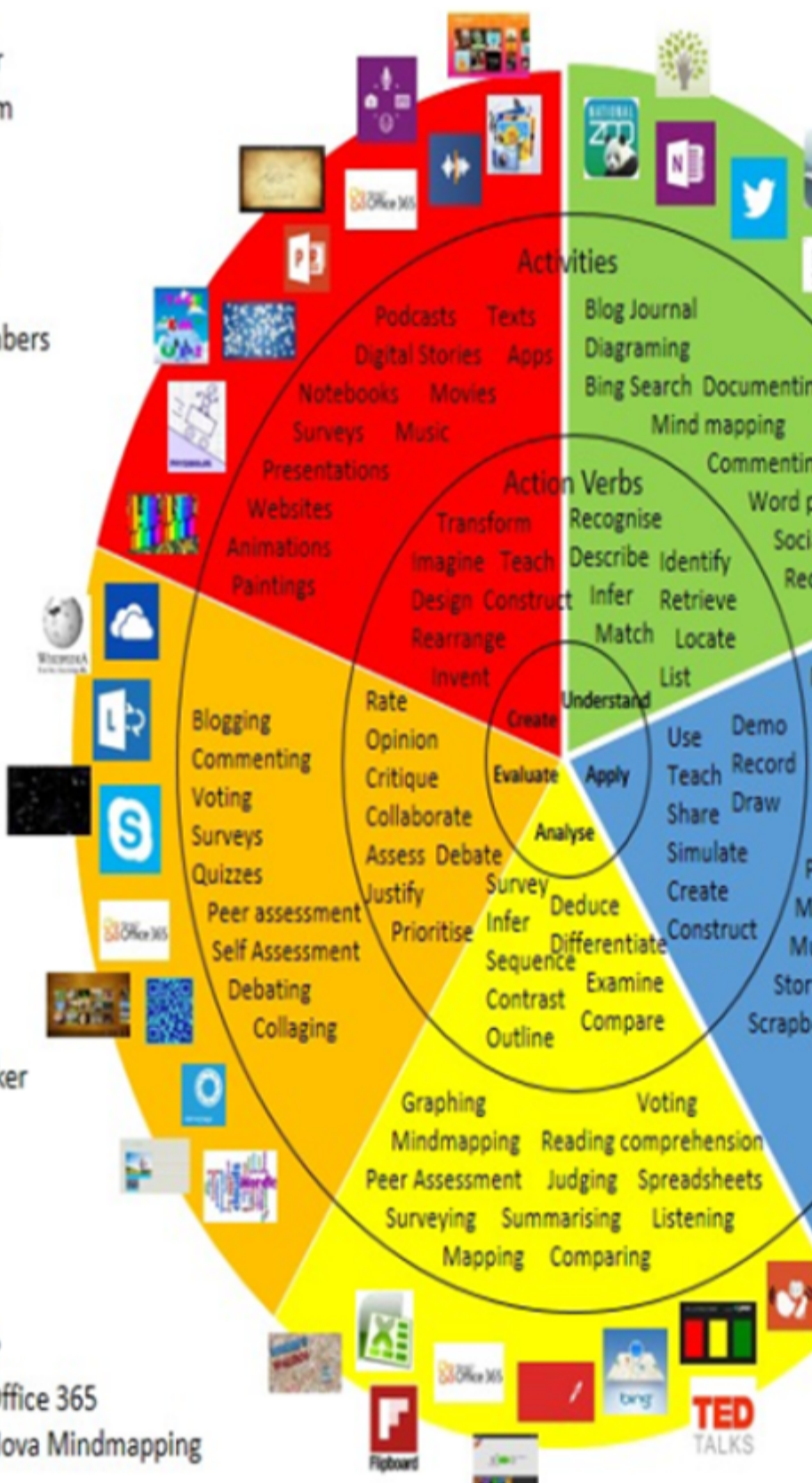
Google Suite, Chrome books, Online Text book

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
 Photostory 3  
 Kid Story Builder  
 Music Maker Jam  
 Paint A Story  
 Office 365  
 MS PowerPoint  
 Stack 'Em Up  
 NqSquared Numbers  
 Physamajig  
 Xylophone 8

Wikipedia  
 Skydrive  
 Lync  
 SkyMap  
 Skype  
 Office 365  
 Puzzle Touch  
 Easy QR  
 Memorylage  
 Life Moments  
 Word Cloud Maker

Where's Waldo?  
 MS Excel      Office 365  
 Flipboard      Nova Mindmapping



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/IPadagogy-Wheel.001.jpg>  
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

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WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.17	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
TECH.9.4.12.CT.2	<p>Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p>

## 21st Century Skills/Interdisciplinary Themes

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- English, reading or language arts
  - World languages
  - Arts
  - Mathematics
  - Economics
  - Science
  - Geography
  - History
  - Government and Civics
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- Communication and Collaboration
  - Creativity and Innovation
  - Critical thinking and Problem Solving
  - ICT (Information, Communications and Technology) Literacy
  - Information Literacy
  - Life and Career Skills
  - Media Literacy

## 21st Century Skills

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- 0x • Global Awareness
  - 0x • Financial, Economic, Business and Entrepreneurial Literacy
  - 0x • Civic Literacy
  - 0x • Health Literacy
  - 0x • Environmental Literacy
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- Civic Literacy
  - Environmental Literacy
  - Financial, Economic, Business and Entrepreneurial Literacy
  - Global Awareness
  - Health Literacy

# Differentiation

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**Small Group instruction, Highlighted text, student choice, PBLs, varied supplemental materials**

## **Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

## **Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers

- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

#### **Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## **Special Education Learning (IEP's & 504's)**

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Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating

- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## **Sample Lesson**

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Unit Name: Women of the Manhattan Project

## Interdisciplinary Connection: Science/ English

**Statement of Objective:** In this lesson, students will learn about the history of the Manhattan Project and how many women contributed in various capacities. This lesson utilizes oral histories from women whose lives were affected in major ways by the Manhattan Project. Students will learn about these women through their oral histories and discuss their work. By the end of the lesson, students will have learned more about life at the Manhattan Project sites, as well as indirect consequences of the project, such as displacement, discrimination, and environmental and health effects. Students will also discuss their opinions and the opinions of the women who they research regarding the decision to drop the atomic bombs. Afterward, the teacher will have students conduct a simulation of a nuclear reaction and explain the process of nuclear fission.

**Anticipatory Set/Do Now:** Video on Manhattan Project Scientist Chien-Shiung Wu

### **Learning Activity:**

Teachers will introduce students to World War II and the Manhattan Project by fostering a short discussion. They will ensure that students recognize the important role women played at the various sites. Use the Introduction to this lesson plan for guidance. What is the teacher doing? Ask students to explain how and why the Manhattan Project emerged during WWII. Ask them to name who they typically associate with the development of the bomb (likely responses will be Oppenheimer and other white, male scientists). Explain that women were also crucial contributors. Lead a discussion about the various sites of the Manhattan Project (distributing copies of the Manhattan Project Sites Handout).

It may be helpful to place pins in a map of the United States or the World (e.g. at Los Alamos, Oak Ridge, Hanford, Tinian, Hiroshima, and Nagasaki) to demonstrate the extent of the Manhattan Project. The Voices of the Manhattan Project has created a useful map that locates each site and provides brief descriptions of each

Students will work individually or in small groups to profile a woman whose oral history is included on the Voices of the Manhattan Project website: <http://manhattanprojectvoices.org/> . A list of twelve oral histories is provided in the Supplemental Materials for this lesson. Students should select an individual from this list and explore their stories through the oral histories and further research. All oral histories can be read as transcripts, and some come with supplementary audio or video. Students will prepare a presentation with their research findings.

Students will present their research findings to the class, incorporating Discussion Questions. Each Presentation should be two to five minutes in length. Afterward, students will reconvene as a class and discuss similarities and differences among the stories.

Teachers will introduce students to nuclear fission through a short lecture or video (link found in the Required/Recommended Reading and Resources). Then, students will partake in an activity using balls that will demonstrate the process of nuclear fission. The activity will consist of three trials.

### **Student Assessment/CFU's:**

Final Product

Materials: Handouts, Internet, Poster, Markers, Primary and Secondary Resources

**21st Century Themes and Skills:** [linked](#)

Differentiation: Audio/Visual Learning; Extended time for students with 504/IEPs

Integration of Technology: Chromebook, Internet, Smart television

SCI.HS-PS1-8

Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

SCI.HS.PS1.C

Nuclear Processes

There are multiple and complex causes and effects of historical events.

SOC.6.1.12.HistoryCC.11.a

Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.