Unit 3

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

IN

United States History 2 Honors: Grade 11

Unit 3: The New Deal

Belleville Board of Education

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Unit Overview

In Unit 3 students will learn about the programs of the New Deal and the impact that these programs had on the nation. They will examine FDR's policies, the Second New Deal, social and ethnic groups, culture in the 1930s, and the impact of the New Deal.

Enduring Understanding

1. After becoming president, Franklin Delano Roosevelt used government programs to combat the Depression.

2. The Second New Deal included new programs to extend federal aid and stimulate the nation's economy.

3. New Deal policies and actions affected various social and ethnic groups.

4. Motion pictures, radio, art, and literature blossomed during the New Deal.

5. The New Deal affected American society not only in the 1930s, but also in the decades that followed.

Essential Questions

1. What should be the role of government of the United States during economic crises and WHY?

2. Why did the New Deal seek to solve the problems of the Depression through public works, rather than the dole?

3. What impact did the New Deal have on arts and letters in the 1930s?

4. How did President Franklin D. Roosevelt change the role of the presidency in American history?

5. How successful was the New Deal in solving the problems of the Depression and restoring American prosperity?

Exit Skills

1. Students should be able to apply domain-specific vocabulary in their verbal and written responses, essays and papers.

2. Students should be able to choose a side to a query and provide logical argument for their choice.

3. Students should be able to deductively use new information and logically apply this evidence to a related problem.

4. Students should be able to inductively gather information and deduce a theory based on their findings.

5. Students should be able to gather information in meaningful clusters and apply their findings to specific problems.

Task

Write an persuasive essay that answers this question:

What should be the role of the government of the United States during economic crises?

1. Your essay should include the key people, decisions, and circumstances behind the United States' recovery from the Great Depression.
2. Cite evidence to support your position.
3. Organize your essay into an introduction, body, and conclusion.

Vocabulary

The New Deal

National Recovery Administration

T*ennessee Valley Authority*

pension

National Labor Relations Act

collective bargaining

sit-down strike

Social Security Act

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.12.A.10	Civics, Government, and Human Rights
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.10.a	Assess the effectiveness of New Deal programs designed to protect the environment.
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	History, Culture, and Perspectives
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.6.1.12.CS10	The Great Depression and World War II: New Deal: 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.

Interdisciplinary Connections

Witness for the Prosecution—High school students take on the role of investigative journalist and read the play Witness for the Prosecution by Agatha Christie. After each act of the play, students write news stories using facts from the play.

www.teachnet-lab.org/fklane/pmaslow/witness.htm

0xLA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
0xLA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
0xLA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
0xLA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
0xLA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
0xLA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
0xLA.W.11-12.7	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.
0xMA.9-12.S-CP	Conditional Probability and the Rules of Probability
0xMA.9-12.S-IC	Making Inferences and Justifying Conclusions
0xMA.9-12.S-IC.B	Make inferences and justify conclusions from sample surveys, experiments, and observational studies
0xMA.9-12.S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable
0xMA.9-12.S-MD	Using Probability to Make Decisions
0xTECH.8.1.12	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
0xTECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
0xTECH.8.1.12.B	Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
0xTECH.8.1.12.E	Students apply digital tools to gather, evaluate, and use information.
0xTECH.8.2.12.C	The design process is a systematic approach to solving problems.

Learning Objectives

1. Evaluate the arguments regarding the role of the federal government during the New Deal era.

2. 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.

3. Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

4.Assess the effectiveness of New Deal programs designed to protect the environment.

5. Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.

6. Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

7. Analyze how other nations responded to the Great Depression. 6.1.12.D.10.b Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.

8. Explain how key individuals, including minorities and women (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt), shaped the core ideologies and policies of the New Deal.

9. Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.

Effective Learning Objectives Used in Lesson Planning:

- Begin with an action verb from one or more of Bloom's Taxonomy castegories listed below;
- Are measurable and/or observable, using action verbs, such as "differentiate," "classify," "justify;"
- Are not vague or passive verbs, such as "understand," "remember;"
- Increase the use of of verbs from Bloom's Taxonomy's higher order thinking categories, including **Analyze** and **Evaluate**
- Construct authentic learning activities and assessments that are derived from the Bloom's Taxonomy category - **Create**
- Minimize the use of lower order thinking categories - Remember and Understand.

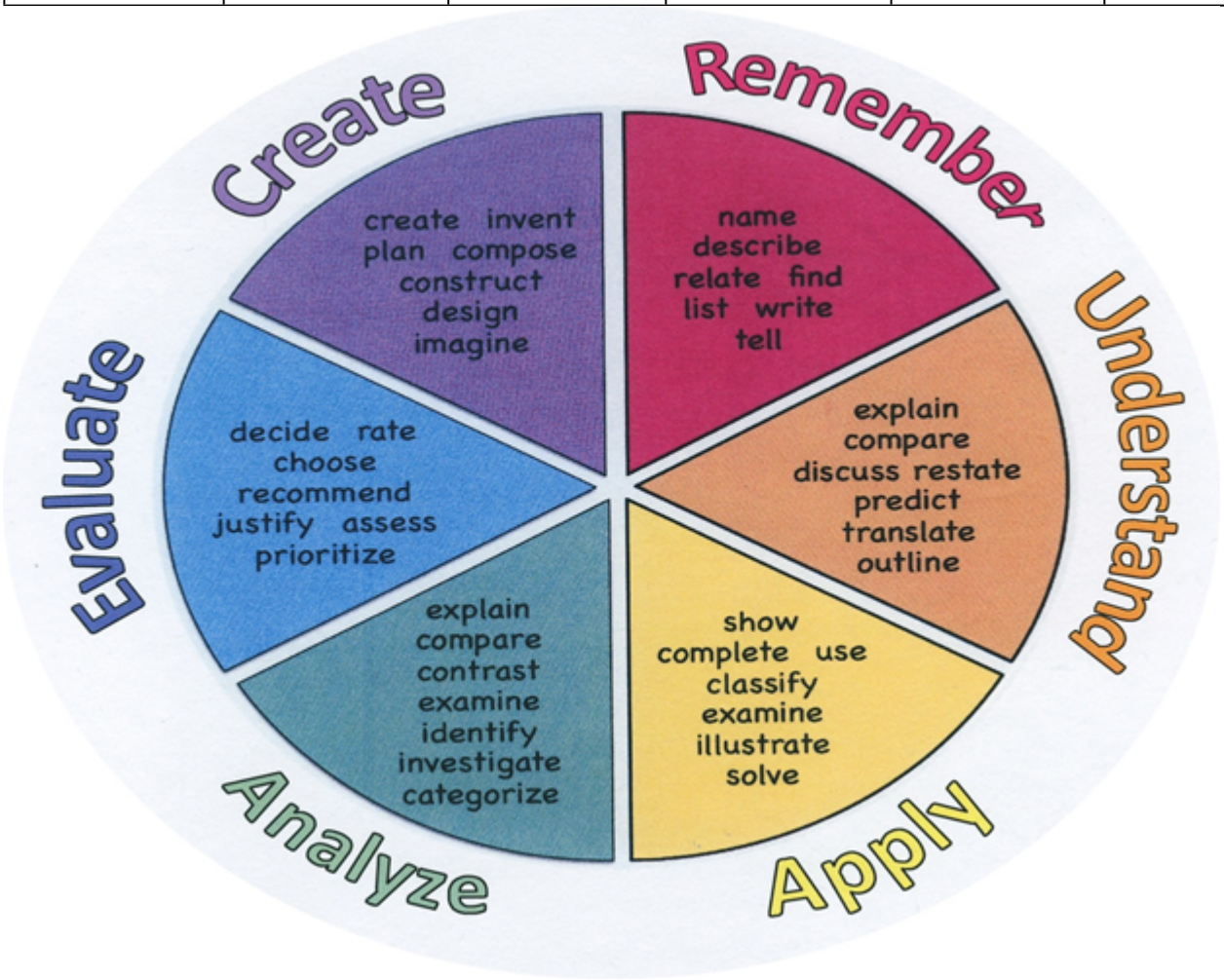
Examples:

- **Identify** nutrients found in common food sources using the product's nutrition label;
- Use computer dietary analysis to assess a 2-day dietary intake and **categorize** the results;
- **Research** nutrition-related information on the internet and **evaluate** the reliability of the information.

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



Suggested Activities & Best Practices

What Do Best Practices Look Like? Classrooms that exemplify best practices are easy to detect as soon as you enter the room. • Project materials and books are numerous. • Students are engaged and focused on their work. • Teachers often use collaborative and/or authentic tasks that place students at the center of the learning process. • Seating arrangements are clustered, varied and functional with multiinstructional areas. • Classrooms are activity-based spaces as opposed to places to “sit and get” lectures. • Teachers are actively engaged with different groups and students are anxious to enlist visitors in their various tasks or assignments. • There is a joyful feeling of purposeful movement, industrious thinking and a vital and vibrant atmosphere and environment.

1. Engage with History

Imagine that you are a journalist during the Great Depression. Your editor has asked you to write a feature about photographer Dorothea Lange. Write an article that analyzes how Lange used her camera to depict the Great Depression. In the article, describe Lange's life and explain why she focused on the plight of sharecroppers and tenant farmers. Include some of Lange's images, and make sure to credit them properly.

2. Focus on writing

Do you think President Roosevelt's adequately addressed the needs of the ailing economy? Do you think his New Deal policies extended far enough to restore public confidence? How far do you think the government should go to try to improve the lives of citizens? Is it appropriate to use deficit spending to relieve suffering? Write an essay in which you support your opinions with examples.

3. Multimedia Activity

Organize into small groups. Use the internet and other sources to research other economic recessions in U.S. history, including those in recent history. Learn about the scope of the recessions and how they compare to the Great Depression in the 1930s. Analyze how effective each president at the time was in addressing the social and economic problems associated with the recessions. Then create a website that compares and contrasts the policies and leadership abilities of these presidents in economic crises.

Assessment Evidence - Checking for Understanding (CFU)

• Exit Tickets-formative assessment
• Admit Tickets
• Common benchmarks
• Evaluation rubrics
• Self- assessments
• Unit tests-summative assessment
• Quizzes

Imagine that you are a journalist during the Great Depression. Your editor has asked you to write a feature about photographer Dorothea Lange. Write an article that analyzes how Lange used her camera to depict the Great Depression. In the article, describe Lange's life and explain why she focused on the plight of sharecroppers and tenant farmers. Include some of Lange's images, and make sure to credit them

properly.-benchmark assessment

Multimedia reports-alternate assessment

- 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

Text: American History (2018) HMH Social Studies

Website: The History channel, PBS, United streaming and Channel One News

Ancillary Resources

History Channel Videos

"FDR's New Deal"

"FDR's First Inaugural Draft"

"FDR Delivers First Fireside Chat"

"The Tennessee Valley Authorty Act"

"The National Recovery Administration"

"Eleanor Roosevelt"

"War of the Worlds"

Document-Based Investigations

Graphic Organizers

Interactive Games

Video Carousel: Opponents of the New Deal

Carousel: Art of the New Deal Era

Technology Infusion

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 Classroom activities
- Google exit tix
- Use of Google Chrome Books
- Google Classroom to communicate information to the students
- Various Online tools

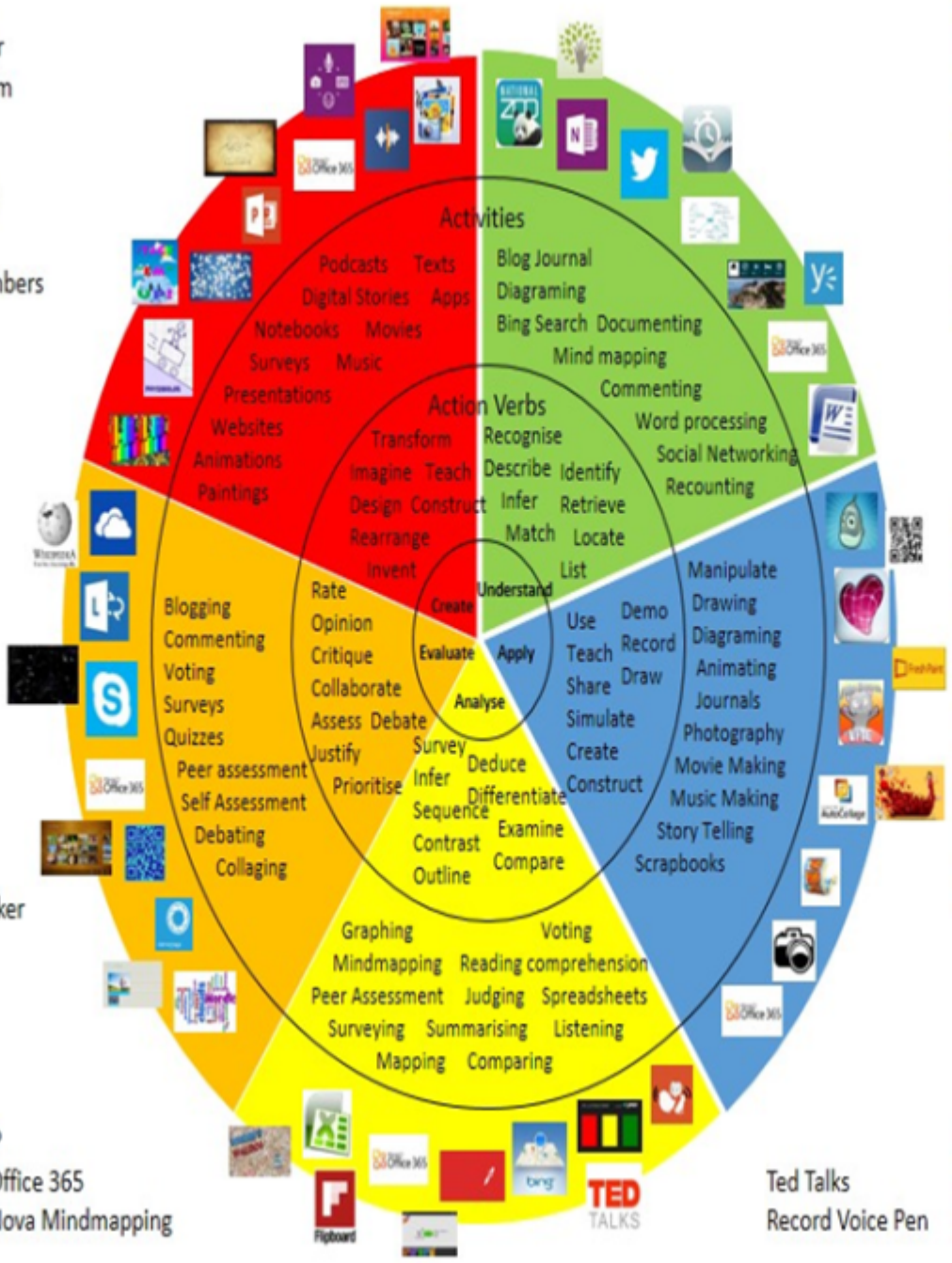
Win 8.1 Apps/Tools Pedagogy Wheel

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
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen



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

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century Skills/Interdisciplinary Themes

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

- 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

0x • Communication and Collaboration
0x • Information Literacy
0x • Media Literacy
0x • ICT (Information, Communications and Technology) Literacy
0x • Life and Career Skills
0x • Creativity and Innovation
0x • Critical thinking and Problem Solving

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

Differentiation

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks

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

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)

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 clarif
- 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 workpresented 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

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 workpresented 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)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

- 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

Unit Name:The New Deal

njsls :linked

Interdisciplinary Connection: ELA

Statement of Objective: SWDAT explains The New Deal and politics during the 40s timeline exercise.

Anticipatory Set/Do Now: Linked A question of the day will be located on the board for them to answer in our Google Classroom.

Learning Activity: Students will read ch 20 and research a timeline of events leading towards and including WW2. Students will be in groups of 3-4 that have been created by me utilizing data from my PGP

Student Assessment/CFU's: Linked the Timeline will be reviewed in a Q and A session.

Materials: Text, notebooks, online textbook and paper

21st Century Themes and Skills: Linked

Differentiation: Linked Students have the ability to add or omit any item from the timeline.

Integration of Technology: Laptop, projector