

Unit 8: The Great Depression

Content Area: **Template**
Course(s):
Time Period:
Length:
Status: **Published**

State Mandated Topics Addressed in this Unit

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|---|---|
| Amistad Law: N.J.S.A. 18A 52:16A-88 | Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America. |

The Great Depression

Learning Objectives

- Analyze how the actions and policies of the United States government contributed to the Great Depression.
- 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.
- Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
- Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
- Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
- Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression

- 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).
- Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- 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.

Essential Skills

- Complex interacting factors influence people’s perspective.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
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- Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.
- 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.
- Multiple economic indicators are used to measure the health of an economy.
- Political and economic decisions throughout time have influenced cultural and environmental characteristics.
- There are multiple and complex causes and effects of historical events

Standards

| | |
|---------------------------|---|
| SOC.6.1.12.GeoHE.9.a | Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression. |
| SOC.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. |
| SOC.6.1.12.HistoryCC.9.a | Analyze how the actions and policies of the United States government contributed to the Great Depression. |
| SOC.6.1.12.HistoryCA.9.a | Explore the global context of the Great Depression and the reasons for the worldwide economic collapse. |
| SOC.6.1.12.HistoryUP.9.a | Analyze the impact of the Great Depression on the American family and ethnic and racial minorities. |
| SOC.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. |
| SOC.6.1.12.EconEM.10.a | Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society. |
| SOC.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). |

Instructional Tasks/Activities

- Compare agriculture and Dust Bowl interviews from the period and interpret what life was like for farmers at the time
- Consider why the Great Depression was a disaster waiting to happen and list the causes from the 1920's
- Define the Alphabet Soup Programs
- Discuss how FDR declared "WAR" on the Great Depression and interpret his first inaugural address
- Discuss the opposition to the New Deal and categorize those who opposed it
- Discuss the Stock Market Crash and define the key causes
- Examine the Bonus Marchers and their role during the depression
- Guided Reading / Outlining / Notes
- Review Game
- Review problems of the 20's that led to the Depression and write an essay explaining in detail at least one cause
- Review the second New Deal and investigate its impact on the Great Depression
- Watch The Grapes of Wrath and complete the video questions that accompany it
- Watch the Great Depression video and complete the video questions

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test

- The Grapes of Wrath Discussion Questions
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Faster paced class where the focus is the development of college level study habits. Experience an increased number of quiz/test questions, which will be more in depth, stress independent preparation, and require more responsibility of the student. Unit assessments measure not only a student's recall of basic facts, but also their ability to think critically, analyze data, and use historical knowledge to help deepen their understanding of

content. Students will use primary source documents to complete a document based question (DBQ).

- Experience an increased number of quiz/test questions which will be more in depth.
- Faster placed class where the focus is the development of college levels study habits.

Resources

- ABC-CLIO online textbook
- AVA Video – The Great Depression
- Internet research
- Primary Source Documents
- Teacher Created notes and resources
- The Grapes of Wrath