

# Unit 05: US II - New Deal

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

## Standards

---

|                   |  |
|-------------------|--|
| 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.  |
| 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. |

|                        |  |
|------------------------|--|
| SOC.9-12.6.1.12.A.9.a  | Analyze how the actions and policies of the United States government contributed to the Great Depression.  |
| SOC.9-12.6.1.12.A.10.a | Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.  |
| SOC.9-12.6.1.12.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.9-12.6.1.12.B.9.a  | Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.                          |
| SOC.9-12.6.1.12.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.9-12.6.1.12.D.9.a  | Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.  |
| SOC.9-12.6.1.12.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.9-12.6.1.12.D.10.d | Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.  |
| SOC.9-12.6.1.12.10     | 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.                      |

## **L.A. Standards For History, Soc. St., Science & Technical Subjects**

---

|                |  |
|----------------|--|
| LA.RH.11-12.1  | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. |
| LA.RH.11-12.2  | Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.                       |
| LA.RH.11-12.3  | Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.  |
| LA.RH.11-12.4  | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).                          |
| LA.RH.11-12.5  | Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.  |
| LA.RH.11-12.6  | Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.  |
| LA.RH.11-12.7  | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.  |
| LA.RH.11-12.8  | Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.  |
| LA.RH.11-12.9  | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.   |
| LA.RH.11-12.10 | By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.   |

## Essential Questions

---

How did the Depression promote a fundamental change in government's role in the cultural and political fabric of America?

How did the New Deal fail to promote racial justice within an otherwise liberal policy?

How did the New Deal convince many of the necessity of a more activist national government?

What were the New Deal's achievements in relief, recovery, and reform?

What was the significance of the New Deal?

## Goals/Objectives

---

- Analyze historical events relative to the modern world
- Analyze social, political, and cultural change
- Apply problem-solving to develop solutions
- Evaluate communication of information for soundness of evidence and potential bias
- Evaluate concepts and themes through historical periods
- Examine source data to test credibility and evaluate bias
- Formulate questions from multiple perspectives, using multiple sources
- Reconcile primary and secondary source information

## Content

---

United States History Accelerated Textbook: [America Pathways to the Present](#)

The First 100 Days

Keynesian economic theory

New deal programs: Relief, recovery, and reform

The impact of New Deal policies on the social fabric of the country

## **Skills**

---

- Analyze charts, tables, and political cartoons
- Compare and contrast
- Critical thinking
- Data Analysis
- Distinguish facts from opinions
- Identify main ideas and details
- Media literacy
- Reading for content mastery
- Supporting positions
- Understand political, economic, and physical maps