



Rigorous Curriculum Design

Unit Planning Organizer



Subject:	US History		Grade:	11th grade
Unit Number:	5	Unit Name:	The Great Depression and the New Deal	
Unit Length	Days: 25 (Buffer Included)		Minutes per day 55	
Unit Synopsis	Focuses on <ul style="list-style-type: none"> • Causes of the Great Depression • Causes of the Dustbowl • Hoover's Policies • FDR and the New Deal <ul style="list-style-type: none"> ○ Alphabet Agencies • Human Toll of the Great Depression • Federal Reserve • Increases in the Power of the Presidency because of WWII and Great Depression • 			

	Current History Standards	Common Core Literacy Standards
Priority Standards	<p>11.6.2 Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.</p> <p>11.6.3 Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.</p> <p>11.6.4 Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).</p>	<p>READING 11-12.4</p> <p>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 the text (e.g. how Madison defines faction in Federalist No. 10.)</p> <p>READING 11-12.7</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>WRITING 11-12.2</p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>

	Current History Standards	Common Core Literacy Standards
Supporting Standards	<p>11.6.1 Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.</p> <p>11.8.5 Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War</p>	<p>READING 11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>READING 11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.</p> <p>WRITING 11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
Target ELD Standards	<p>Collaborative:</p> <p>Interpretive: Interpretive #6- Reading closely literary and informational texts and viewing multimedia to determine how a meaning is conveyed explicitly and implicitly through language</p> <p>Productive: #10 Writing literacy and informational texts to present, describe and explain ideas and information, using appropriate technology.</p>	

Unwrapped Priority Standards

“Unwrapped” Skills (Students need to be able to do)	“Unwrapped” Concepts (Students need to know)	Bloom’s Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge
<p>Understand what people said about a historical event</p> <p>Understanding cause and effect relationships</p> <p>Understand reasons and intentions of actions</p>	<p>Causes of the Depression</p> <ul style="list-style-type: none"> • Weakness in Agricultural Sector of the Economy in the late 1920s <ul style="list-style-type: none"> ○ Overproduction ○ Falling prices with reduced demand after WW 1 ○ Loss of land and equipment • Unequal Distribution of Wealth in the 1920s • Debt/Credit Burden of Americans in the 1920s • Stock market Crash <ul style="list-style-type: none"> ○ Crash is not a cause, but a symptom ○ Speculation ○ Buying on margin ○ Black Tuesday • Federal Reserve Policy leads to some bankfailures <ul style="list-style-type: none"> ○ Interest rates cut in the 1920s to spur growth ○ 1929 – limited money supply • Hawley-Smoot Tariff <ul style="list-style-type: none"> ○ Tried to protect American business, but instead it hurt trade by leading to tariff war. <p>Hoover's Response Fails</p> <ul style="list-style-type: none"> • Hoover's Initial Depression Policies <ul style="list-style-type: none"> ○ Hands-off ○ Volunteerism ○ No federal resources for direct relief ○ Rugged Individualism • Hoover's 1932 Policies <ul style="list-style-type: none"> ○ Reconstruction Finance Corp <ul style="list-style-type: none"> ▪ Trickle-Down Economics • Hoover Dam <p>FDR Offers Relief and Recovery</p> <ul style="list-style-type: none"> • New Deal <ul style="list-style-type: none"> ○ Emergency Banking Bill <ul style="list-style-type: none"> ▪ Bank Holiday - -stops bleeding 	Level 2: Understand	Level 3: Skills and Concepts

banking system

- Securities and Exchange Commission
 - Regulate stock market/govt. oversight
- AAA
 - Reduce production through government subsidy
 - Controversial
 - People starving and food being destroyed
 - Supreme Court declares unconstitutional
- TVA
 - Goal – Rural electrification, creates jobs, flood control
 - Successful – Still exists today
 - Controversial
 - Some claim it is socialistic to have the government providing electricity
- CCC
 - Provide jobs for young men to help families
 - Mountains/forests
- National Industrial Recovery Act
 - Establishes National Recovery Administration (NRA)
 - Right to collective bargain, minimum wage
 - Later declared unconstitutional (price-fixing)
- PWA
 - Build bridges, dams, government buildings
 - Many projects still around today
- Second New Deal
 - WPA
 - John Maynard Keynes
 - Pump Priming
 - Social Security Act
 - Rural Electrification program
 - Controversy of role of federal government and farmer
 - California Central Valley Project
 - Bonneville Dam
 - National Labor Relations Act/Wagner Act
 - National Labor Relations Board
 - Fair Labor Standards Act

<ul style="list-style-type: none"> • Discuss consequences of events • Determine Social and Economic Impacts 	<p>Human Toll of Depression</p> <ul style="list-style-type: none"> • Unemployment • Poverty <ul style="list-style-type: none"> ○ Bread Lines and Soup Kitchens • Displacement/Hooverilles • Farmers Devastated <ul style="list-style-type: none"> ○ Farm foreclosures • Dust Bowl • Farming Methods that worsen drought conditions • Effects • Okies <ul style="list-style-type: none"> ○ John Steinbeck's <i>The Grapes of Wrath</i> • Movement of People/Rural Depopulation • Okie vs. Mexican competition for migrant farm jobs • Effect of Depression on Family Life (11.6.3) • Effect of Dust Bowl on Minorities (11.6.3) • Repatriation – Mexican 	<p>Level 2: Understand</p>	<p>Level 2: Skill Concept</p>
<ul style="list-style-type: none"> • Analyze effects • Understanding Controversies • Understand government reform 	<p>WPA</p> <ul style="list-style-type: none"> • Effects • Co <p>ntroversies</p> <p>Social Security</p> <ul style="list-style-type: none"> • Effects • Controversies <p>National Labor Relations Board</p> <ul style="list-style-type: none"> • Effects • Controversies <p>TVA</p> <ul style="list-style-type: none"> • Effects • Controversi <p>es California Central Valley Project</p> <ul style="list-style-type: none"> • Effects • Controversies <p>Effects of the New Deal</p> <ul style="list-style-type: none"> • Effects of New Deal on Women • Effects of New Deal on African-Americans • Effects of New Deal on Native Americans <ul style="list-style-type: none"> ○ Indian New Deal • Creation of New Deal Coalition • Govt Role in Economy Grows • Creation of <p>Welfare State Power of President Increases</p>	<p>Level 4: yze</p>	<p>Level 2: Skill Cont</p>

Learning Progressions of Skills and Concepts

Priority History Standard		
Previous Grade	Current Grade	Next Grade
	11.6.2 - Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.	
Priority History Standard	. 11.4.2 -Describe the Spanish-American War and U.S. expansion in the South Pacific.	
Previous Grade	Current Grade	Next Grade
	<p>11.6.3 - Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.</p> <p>11.6.4 - Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam</p>	
Literacy Standard	. READING 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 the text (e.g. how Madison defines <i>faction</i> in <i>Federalist No. 10</i> .)	

Previous Grade	Current Grade	Next Grade
	<ul style="list-style-type: none"> READING 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 the text (e.g. how Madison defines <i>faction</i> in <i>Federalist No. 10</i>.) READING 11-12.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. 	
Literacy Standard	WRITING 11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
Previous Grade	Current Grade	Next Grade
	<ul style="list-style-type: none"> WRITING 11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. 	

Essential Questions	Corresponding Big Ideas
<p><i>What caused the Great Depression and how did FDR use the government to remedy the social, economic and political problems created by the Great Depression</i></p>	<ol style="list-style-type: none"> The Great Depression was caused by economic, social and political issues in the 1920s. FDR used his executive power and his New Deal policies in order to fix the problems created by the Great Depression.

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
	<ol style="list-style-type: none"> HERBERT HOOVER: SPECULATION: BLACK TUESDAY: BUSINESS CYCLE: GREAT DEPRESSION: HAWLEY-SMOOT TARIFF: BREAD LINE: TENANT FARMER:

9. **DUST BOWL:**
10. **OKIES:**
11. **REPARTRIATION:**
12. **LOCALISM:**
13. **RFC:**
14. **TRICKEL-DOWN ECONOMICS:**
15. **HOOVER DAM:**
16. **BONUS ARMY:**
17. **DOUGLAS MacARTHUR:**
18. **FRANKLIN D. ROOSEVELT:**
19. **NEW DEAL:**
20. **FDIC:**
21. **TVA:**
22. **CCC:**
23. **NRA:**
24. **PWA:**
25. **HUEY LONG:**
26. **WPA:**
27. **PUMP PRIMING:**
28. **SOCIAL SECURITY ACT:**
29. **WAGNER ACT:**
30. **COLLECTIVE BARGAINING:**
31. **COURT PACKING:**
32. **MARY MCLEOD BETHUNE:**
33. **INDIAN NEW DEAL:**
34. **NEW DEAL COALITION:**
35. **WELFARE STATE:**
36. **SCOPES TRIAL:**
37. **QUOTA SYSTEM:**
38. **KU KLUX KLAN:**
39. **PROHIBITION:**
40. **EIGHTEENTH AMENDMENT:**
41. **VOLSTEAD ACT:**
42. **BOOTLEGGERS:**
43. **THE JAZZ SINGER:**
44. **SIGMUND FREUD:**
45. **FLAPPER:**
46. **CHARLES LINDBERGH:**
47. **THE JAZZ SINGER:**
48. **SIGMUND FREUD:**
49. **FLAPPER:**
50. **CHARLES LINDBERGH:**

Resources for Vocabulary Development (Strategies, Routines and Activities)

See Toolbox

Unit Assessments	
Pre-Assessment	Post-Assessment
<p>Test Description: Unit 5 Pre Assessment</p> <p>EADMS Test Id: Please see www.alvordschools.org/cfa for up to date ID numbers</p>	<p>Test Description: Unit 5 Post test</p> <p>EADMS Test Id: Please see www.alvordschools.org/cfa for up to date ID numbers</p>
Scoring Guides and Answer Keys	
<p>See Toolbox</p>	<p>See Toolbox</p>
Assessment Differentiation	
<p>Students with Disabilities</p>	<p>Reference IEP <i>Accommodations</i> Please refer to each students individual IEP</p> <p><i>Modifications</i> Please refer to each students individual IEP</p>

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)	
<p>Description: Engaging Scenario: This Lesson is from the Stanford History Education Group. The Central question of the Assignment is Was the New Deal a Success or Failure? Students will be given multiple documents and a graphic organizer to be able to determine if those programs were successful or unsuccessful. Depending on Teacher discretion, it may be organized into a group assignment, or a group debate, or as an individual assignment.</p>	<p>Suggested Length of Time Days: 3 Days Mins/Day:</p>

Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
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Authentic Performance Tasks	Description	Suggested Length of Time
Task 1:	<p>Task Description: students will create a collage of the causes and effects of the Great Depression. Students will use images found online, in the text or created from scratch that effectively illustrate the causes of the Great Depression such as overproduction, easy credit and speculation . They will then find images such as photos, advertisements, political cartoons, etc. that depict life in the Great Depression as a result.</p>	<p>Days: 3 Instruction Included Minutes/Day:</p>
Task 2:	<p>Performance Task #2: Students will create a brochure or playing cards informing people on their chosen alphabet agency (-ies). Their writeup needs to include a simple summary of the agency (-ies), what it hoped to achieve or provide for people and the impact it had at the time and/or today. Students could even use it as an advertisement touting how wonderful their agency is and why people should support and/or be a part of it.</p>	<p>Days: 5 Instruction Included Minutes/Day:</p>

Interdisciplinary Connections	
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Scoring Rubric	
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21 st Century Skills	
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<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate	<input type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____
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Information and Media Literacy

Connections between 21st Century Skills, CCCSS, and Unit Overview:

from P21 and Costa & Kallick, 2008, <http://www.p21.org/about-us/p21-framework>

Authentic Performance Task 1

Task Description	Causes and Effects of the Great Depression Collage	Suggested Length	Days: 3 Minutes/Day:
Standards Addressed	Priority Standard(s)		
	11.6.2	Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.	
	11.6.3	Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.	
	Supporting Standard(s)		
	Target ELD Standard(s)		
Essential Question(s)	•		
	• What were the causes and effects of the Great Depression as depicted in photographs and pictures of the era?		
Big Idea(s)	<i>What caused the Great Depression and how did FDR use the government to remedy the social, economic and political problems created by the Great Depression</i>		
Bloom's		DOK	Scoring Rubric
Level 3: Analysis		Level 3: Strategic Thinking	See the Teacher Toolbox

(Suggested Instructional Strategies and Tasks)

Teaching and Learning Sequence

1. Teacher will already have given their lessons in the Great Depression.
2. Students will then be in charge of creating some sort of collage (digital or hardcopy) that purposefully demonstrates their knowledge of the causes of the Depression, and the Effects it had on people at the time.
3. Teacher will either host a gallery-walk or give students time in class to explain their collage and why they chose what they chose to include in their project.

Resources and Materials

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
	Reference IEP <i>Accommodations</i> Please refer to the individual student's IEP	Emerging Please see Teacher Toolbox	Please see Teacher Toolbox
		Expanding Please see Teacher Toolbox	
	<i>Modifications</i> Please refer to the individual student's IEP	Bridging Please see Teacher Toolbox	

Scoring Rubric

Authentic Performance Task 2

Task Description	New Deal agencies Brochure/Advertisement/Baseball Cards/Flash Cards.	Suggested Length	Days: 3 Minutes/Day:
Standards Addressed	Priority Standard(s)		
	11.6.4	Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).	
	Supporting Standard(s)		
	Target ELD Standard(s)		
<p>Reading 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or to solve a problem.</p>			
Essential Question(s)			
Big Idea(s)			
Bloom's		DOK	Scoring Rubric

Level 4: Analyze	Level 3: Strategic Thinking/Reasoning	Please see Teacher Toolbox	
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks) 1. Teacher has already introduced the New Deal Alphabet Agencies in class 2. Students either pick or are assigned an agency in which they will create: <ol style="list-style-type: none"> a. A Brochure advertising what the Agency does b. An Advertisement c. Flashcards or “Baseball” Cards describing multiple agencies 3. Once students create their document, students will turn them in for credit.		
	Resources and Materials	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts) Please see Teacher Toolbox	
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
	<i>Reference IEP Accommodations</i> Please refer to the individual student’s IEP <i>Modifications</i> Please refer to the individual student’s IEP	Emerging Please see Teacher Toolbox Expanding Please see Teacher Toolbox Bridging Please see Teacher Toolbox	Please see Teacher Toolbox
Scoring Rubric	Please see Teacher Toolbox		

Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)

Description: Engaging Scenario: **This Lesson is from the Stanford History Education Group.** The Central question of the Assignment is **Was the New Deal a Success or Failure?** Students will be given multiple documents and a graphic organizer to be able to determine if those programs were successful or unsuccessful. Depending on Teacher discretion, it may be organized into a group assignment, or a group debate, or as an individual assignment.

All Documents and Lesson Plans are on the Toolbox for Unit 5

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
	<p><i>Reference IEP</i> <i>Accommodations</i></p> <p>Please refer to the individual student's IEP</p>	<p>Emerging</p> <p>Please see Teacher Toolbox</p>	<p>Please see Teacher Toolbox</p>
	<p><i>Modifications</i></p> <p>Please refer to the individual student's IEP</p>	<p>Expanding</p> <p>Please see Teacher Toolbox</p>	
		<p>Bridging</p> <p>Please see Teacher Toolbox</p>	