

# Unit 7: The Great Depression & the New Deal (1929-1941)

<b>Unit #:</b>	APSDO-00022869	<b>Duration:</b>	3.0 Week(s)	<b>Date(s):</b>	
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**Grades:**  
 11

**Subjects:**  
 Social Studies

## Unit Focus

In this unit, students will understand the impact of the Great Depression and the New Deal on American society. The students will identify the causes of the stock market crash, examine the effects of the Depression on the American people, and evaluate the responses of Hoover and Roosevelt to the crisis. In addition to a unit test, students will develop a historical argument regarding the extent to which the New Deal was an effective response to the challenges of the Great Depression. Primary instructional materials for this unit will include primary and secondary sources as well as a U.S. History textbook *The American Pageant or The Americans*, maps and artifacts.

## Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p><b>Common Core</b>  <i>History/Social Studies: 11</i></p> <ul style="list-style-type: none"> <li>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <i>CCSS.ELA-LITERACY.RH.11-12.1</i></li> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>CCSS.ELA-LITERACY.WHST.11-12.4</i></li> <li>Conduct short as well as more sustained</li> </ul>	<p><b>T1</b> (T3) Use textual evidence to form generalizations, make predictions and draw conclusions.  <b>T2</b> (T5) Apply social studies concepts and content to make connections to a given situation, problem or challenge.  <b>T3</b> (T6) Evaluate how individuals and groups influence or change society.</p>	
	Meaning	
	Understandings	Essential Questions
	<p><b>U1</b> (U302) Economic systems affect the choices, actions and opportunities of producers and consumers.  <b>U2</b> (U901) People are connected by shared experience, identify and mutual compassion for one another.</p>	<p><b>Q1</b>            To what extent was the New Deal a successful response to the challenges of the Great Depression?</p>

<p>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. <i>CCSS.ELA-LITERACY.WHST.11-12.7</i></p> <ul style="list-style-type: none"> <li>• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <i>CCSS.ELA-LITERACY.WHST.11-12.8</i></li> <li>• Draw evidence from informational texts to support analysis, reflection, and research. <i>CCSS.ELA-LITERACY.WHST.11-12.9</i></li> </ul> <p><b>Connecticut Goals and Standards</b> <i>Social Studies : 11</i></p> <ul style="list-style-type: none"> <li>• Analyze change and continuity in historical eras. <i>HIST.9-12.2</i></li> <li>• Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. <i>HIST.9-12.4</i></li> <li>• Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. <i>INQ.9-12.10</i></li> <li>• Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into</li> </ul>	<p><b>U3</b></p> <p>The government intervenes in the economy and makes decisions on the allocation of resources that benefits some and harms others</p>	<p><b>Q2</b></p> <p>Is concentrated wealth in the hands of a few incompatible with democracy?</p> <p><b>Q3</b></p> <p>How much should government regulate business?</p> <p><b>Q4 (Q104)</b> Why do governments allocate resources in the way they do?</p> <p><b>Q5 (Q303)</b> How do different economic systems respond to similar challenges?</p>
<b>Acquisition of Knowledge and Skill</b>		
<b>Knowledge</b>		<b>Skills</b>
<p><b>K1</b></p> <p>The combination of factors that led to widespread prosperity during the 1920s also led to the economic collapse of 1929</p> <p><b>K2</b></p> <p>The Great Depression was a national (and global) economic crisis that was devastating on a personal level for millions of Americans</p> <p><b>K3</b></p> <p>Roosevelt's New Deal represented a significant shift away from laissez faire policy</p> <p><b>K4</b></p> <p>The New Deal goals of relief, recovery and reform led to both short-term and long-term changes in national economic policy</p> <p><b>K5</b></p> <p>To face the challenges of the Depression,</p>	<p><b>S1</b></p> <p>Make a claim and support it with specific textual evidence using primary and secondary sources</p> <p><b>S2</b></p> <p>Evaluate the accuracy and credibility of a source to determine bias</p> <p><b>S3</b></p> <p>Evaluate various options for a solution to determine the best course of action</p> <p><b>S4</b></p> <p>Evaluate a given action or series of actions to determine effectiveness in relation to a goal</p> <p><b>S5</b></p> <p>Conduct short research task to answer a question or solve a problem</p>	

<p>consideration multiple points of view represented in the sources, the types of sources available and the potential uses of the sources. <i>INQ.9-12.5</i></p> <ul style="list-style-type: none"> <li>• Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. <i>HIST.9-12.1</i></li> <li>• Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. <i>INQ.9-12.8</i></li> </ul>	<p>millions of Americans took advantage of New Deal programs</p> <p><b>K6</b></p> <p>Essential Concepts/Terms: price support, credit, Dow Jones Industrial Average, speculation, buying on market, Black Tuesday, Great Depression, Hawley-Smoot Tariff Act, shantytown, soup kitchen, bread line, Dust Bowl, direct relief, Boulder Dam, Federal Home Loan Bank Act, Reconstruction Finance Corporation, Bonus Army, New Deal, Glass-Steagall Act, Federal Securities Act, Agricultural Adjustment Act, Civilian Conservation Corps, National Industrial Recovery Act, deficit spending, Works Progress Administration, National Youth Administration, Wagner Act, Social Security Act, New Deal coalition, Congress of Industrial Organizations, Federal Deposit Insurance Corporation, Securities and Exchange Commission, National Labor Relations Board, parity, Tennessee Valley Authority</p>	
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