

Curriculum Mapping Teacher: Brenia, Kwas, Sapienza, Sweeney
Content Area: Social Studies: 20th Century U.S. History Grade: 11

Content Unit Title/Approx. MQ/ date:	Unit 3 – Depression at Home (1933-1941) 8 Block Classes (2 nd Quarter)
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UBD Units:	“Nothing to Fear but Fear Itself”	Reshaping American Life
UBD Unit Dates	4 Blocks	4 Blocks
Content/ Essential Understandings:	<p>1.14 Explain the changing nature of the U.S. economy (e.g., agrarian, manufacturing, service, rise of unions, “green movement”).</p> <p>1.16 Compare and contrast various American beliefs, values, and political ideologies (e.g., political parties, nativism, scopes trial, McCarthyism).</p> <p>1.1.12 Evaluate the role and impact significant individuals have had on historical events (e.g., Malcolm X, Susan B. Anthony, Eleanor Roosevelt, Martin Luther King Jr., Ronald Reagan).</p> <p>1.3.20 Compare and contrast economic systems across historical time periods (e.g., command, mixed, market).</p> <p>1.8.38 Analyze laws that have been modified to meet societies changing values and needs (e.g., civil rights laws, banking regulations).</p> <p>1.10.48 Analyze how the government’s resources can be used to influence economic decisions.</p>	<p>1.11 Investigate the causes and effects of migration within the United States (e.g., westward movement, African American Diaspora, urbanization, suburbanization).</p> <p>1.1.4 Explain the changing nature of the U.S. economy (e.g., agrarian, manufacturing, service, rise of unions, “green movement”).</p> <p>1.1.5 Assess the influence of geography on the development of the United States (e.g., settlement patterns, natural disasters, resources, environmental issues).</p> <p>1.1.9 Assess the significance of the evolving heterogeneity of American society (e.g., role of immigrants, cultural pluralism, contributions of minority groups).</p> <p>1.1.11 Analyze how the arts, architecture, music and literature of the United States reflect its history and cultural heterogeneity (e.g., New Orleans Jazz, Harlem Naissance, Frank Lloyd Wright, Maya Angelo, Rock’n’Roll).</p> <p>1.5.29 Analyze how a specific environment has influenced historical developments in a region/nation of the world.</p>

	<p>1.11.49 Analyze how government's with different economic systems can influence production and distribution.</p> <p>1.11.50 Examine how government activity (e.g., tariffs, taxes, social reforms) can influence an individual's economic decisions.</p>	<p>1.6.31 Explain how environmental factors cause human movement (e.g., drought, disease, natural disasters).</p> <p>1.8.42 Assess the role of lobbying and citizen petitioning in shaping legislation.</p> <p>1.10.47 Analyze how the abundance or scarcity of resources affects the nation and the individual.</p> <p>1.9.43 Give examples of how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations (e.g., human rights groups, Gandhi, Nazi Holocaust).</p> <p>1.11.50 Examine how government activity (e.g., tariffs, taxes, social reforms) can influence an individual's economic decisions.</p> <p>1.13.58 Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on personal development.</p> <p>1.13.59 Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on the development of culture.</p>
<p>Essential Questions:</p>	<p>To what extent did government programs from the New Deal ease the impact of the Great Depression on American society?</p>	<p>To what extent did government programs from the New Deal ease the impact of the Great Depression on American society?</p>
<p>Assessment:</p>	<p>Unit Three Test</p> <p>New Deal DAQ/DBQ – Was the New Deal a threat to American freedom?</p>	<p>Unit Three Test</p>

Skills:	How to write a DAQ/DBQ.	How to write a DAQ/DBQ.
Curriculum Resources (textbook chapters., novels, supplemental materials):	Chapter 24	Chapter 25
Technology: Content: Process: Product/Evidence:		