

Social Studies
U.S. History and Government-Academic
Unit 10: Great Depression and New Deal Era

Essential Understandings	<ul style="list-style-type: none"> ▪ Economic change from prosperity to depression was triggered by the stock market crash. ▪ Political policy changed as a result of the Depression. ▪ The political leadership of Roosevelt was effective at bringing about the New Deal reforms. ▪ New Deal economic reform differed from previous policies.
Essential Questions	<ul style="list-style-type: none"> ▪ How did President Hoover try to lift the country out of the Depression? ▪ Why wasn't Hoover's political leadership more successful? ▪ How did the New Deal legislation attempt to end the Depression? ▪ What long-term effects did New Deal programs have on American society?
Essential Knowledge	<ul style="list-style-type: none"> ▪ There were many major causes of the Great Depression. ▪ Hoover tried to end the Depression with several program policies. ▪ Policy changed toward Latin America under Hoover. ▪ The Hoover-Stimson Doctrine had limited effectiveness. ▪ Franklin Roosevelt possessed many traits that made him an effective leader. ▪ Roosevelt used many approaches to garner ideas and support for his New Deal. ▪ The argument can be made that Roosevelt's policies both helped and hurt the rural poor. ▪ Many special interest groups challenged Roosevelt's administration. ▪ The New Deal caused many changes in American society. ▪ Effects of the New Deal can still be seen in life today.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ armory, securities, speculation, on margin, installment buying, moratorium, lame duck, fireside chat, deficit spending, pump priming, dole, foreclosure, Coalition craft union, industrial union, recession, ethnic group
Essential Skills	<ul style="list-style-type: none"> ▪ Read and interpret primary sources. ▪ Memorize required material. ▪ Label and memorize map locations. ▪ Complete expository writing with primary sources on quizzes and tests. ▪ Apply note taking skills.

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<p style="text-align: center;">Related Maine Learning Results</p>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ol style="list-style-type: none"> a. Develop research questions related to a current social studies issue. b. Select and apply research methods that are appropriate for the purpose of the inquiry. c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives. e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication. f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations. g. Develop a clear well-supported position. h. Present and defend a well-supported position to a variety of audiences using a prescribed format. i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields including ethical reasoning skills. j. Access and present information ethically and legally. <p>A2. Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ol style="list-style-type: none"> a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information.
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>B. Civics and Government</p> <p>B1.Knowledge, Concepts, Themes, and Patterns of Civics/Government</p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <p>b. Evaluate current issues by applying democratic ideals and constitutional principles of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in founding documents.</p> <p>B2.Rights, Duties, Responsibilities, and Citizen Participation in Government</p> <p>Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <p>b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.</p> <p>d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.</p> <p>B3.Individual, Cultural, International, and Global Connections in Civics and Government</p> <p>Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <p>b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures.</p>
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Related Maine Learning Results	<p>C. Economics</p> <p>C1.Economic Knowledge, Concept, Themes, and Patterns Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <p>b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics.</p> <p>c. Evaluate different forms of money management, and the positive and negative impacts that credit can have on individual finances, using economic reasoning.</p> <p>C2.Individual, Cultural, International, and Global Connections in Economics Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <p>a. Analyze the role of regional, international, and global organizations that are engaged in economic development.</p> <p>D. Geography</p> <p>D1.Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <p>b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.</p> <p>c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.</p> <p>D2.Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <p>a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.</p>
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>E. History</p> <p>E1. Historical Knowledge, Concepts, Themes, and patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ol style="list-style-type: none">a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations. <p>E2. Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ol style="list-style-type: none">a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects.b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.
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<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Notes ▪ Textbook readings and questions ▪ Read and interpret ▪ Review game ▪ Write a “Commission Report” for President Hoover as he investigates the condition of U.S. housing, retirement pensions, unemployment, insurance, child welfare, conversation, and Prohibition ▪ Write a letter to the editor of a newspaper about the plight of American farmers during the 1920s and early 1930s ▪ T Chart comparing the actions of Hoover and FDR ▪ Describe what Roosevelt meant when he said, “The only thing we have to fear is fear itself.” ▪ Write a journal/diary entry describing one of Roosevelt’s fireside chats.
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Oral questioning during class discussions ▪ Reading questions ▪ Essay writing ▪ Quizzes ▪ Review game ▪ Create a Great Depression Scrapbook ▪ Summarize why Hoover disapproved of relief programs and direct involvement in business ▪ Explain why farmers destroyed crops and livestock even though people were hungry ▪ Write an essay on how the Great Depression might have affected a high school student (include ideas on how the Depression affected your ideas about careers, school, self esteem and way of life) ▪ Write a persuasive paper supporting or vilifying Roosevelt’s New Deal
<p style="text-align: center;">Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>The Grapes of Wrath</u> ▪ <u>Other Resources:</u> <ul style="list-style-type: none"> ○ Photo – Dorothy Lange’s <i>Migrant Mother</i> ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ <u>Breadline</u> <ul style="list-style-type: none"> ▪ <u>Riding the Rails</u> ▪ <u>America’s Economy</u> ▪ <u>The Great Shake-Up</u>