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**The Worst of Times - *The Great Depression***

**US History, Unit #4**

Chapters 9 and 10

CCCS Standards RH: 11-12.1 – 11-12.3; WHST 11-12.6, 11-12.8, 11-12.9, & 11-12.10

State Standards 11.6

**Overview:** 1929 – 1939, this unit covers one of America’s greatest tests – the Great Depression. Not since the Civil War had the United States faced such a test of courage and determination as capitalism itself seemed to be at war with America.

1. **Essential Question(s)**: By the end of the unit, students should be able to expertly answer the following question(s):
   1. What were the major factors that contributed to the Great Depression?
   2. Compare and contrast Hoover and Roosevelt’s responses to the Great Depression.
   3. How did the New Deal change the scope of government?
2. **Key Terms**: In order to fully understand and connect the current topic of inquiry with previous and future topics in history and the social sciences, it is necessary to have a working knowledge of the following key terms.

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| 1. Federal Reserve  2. Stock Market  3. Margin | 4. Black Tuesday  5. Depression  6. Hoovervilles | 7. Dustbowl  8. New Deal  9. Deficit Spending  10. Fireside Chats |

1. **Historical People:** These people shaped the history of this time period. The knowledge and understanding of the following people and groups’ contribution to this unit of inquiry is essential.

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| 1. Herbert Hoover  2. Franklin Roosevelt | 3. Eleanor Roosevelt  4. American Federation of Labor | 5. Congress of Industrial Organizations  6. Bonus Army |

1. **The New Deal: Acts and Agencies**: History is a series of events woven together to create the fabric of our history. Events, however, do not occur in isolation. Events are driven by the popular ideas of the time. As such, students must have a clear understanding of not only the major events of this unit of inquiry, but also the ideas behind those events.

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| 1. Works Progress Administration  2. Social Security  3. National Labor Relations Board  4.Tennessee Valley Authority  5. California Central Valley Project | 6. Bonneville Dam  7. Farm Credit Administration  8. Agricultural Adjustment Administration  9. Federal Deposit Insurance Corporation | 10.Securities and Exchange Commission  11.Public Works Administration  12. Civilian Conservation Corps |

1. **Graphic Organizers:** (Maps, timelines, charts, organizers, etc.) – Graphic organizers serve as a way to visualize historical topics of inquiry, creating not only a deeper understanding of the topic of inquiry being addressed but also allows for the ability to recognize the interconnectedness among historical topics.

1. Terms Grid

2. People Grid

3. TCI – Graphing the Great Depression

4. Dust Bowl Map, 1930s

5. Causes/Characteristics of the Great Depression

1. **Primary Sources**: Primary sources are “first-hand” accounts that give us an insight into the dominant thoughts, beliefs, and ideas of the time helping us to better understand and make inferences about the unit of inquiry.

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| 1. Dorothea Lange (Photos) | 2. Data, statistics on the GD | 3. Quotes, personal accounts of the GD |

1. **Class Notes:** Use Cornell notes to record class lectures.
2. **Miscellaneous**: Anything else used in support of this unit but not specifically listed on the unit sheet.
3. **Capstone Activity:** ***TCI “Feeling the Great Depression”*** Small group activity. Each group is assigned a specific social group and given information about the circumstances that they faced during the Great Depression. Groups will read and annotate the documents and create a poster with 4 sections that describe the experience of their particular group. The 4 sections are as follows: 1) facts and statistics, 2) images and graphs, 3) quotes and excerpts, 4) written expression – a letter, poem, or song lyrics. Each group will present their poster to the class and each student will fill out a grid summarizing the experience of each social group during the Great Depression as well as make connections to life today.

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| **COMMON CORE LITERACY STANDARDS** |

**Reading History:**

**11-12.1 -** 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.

**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.

**11-12.3 -** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**Writing History:**

**11-12.6 -** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**11-12.8 -** 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.

**11-12.9 -** Draw evidence from informational texts to support analysis, reflection, and research.

**11-12.10 -** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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| **CALIFORNIA STATE CONTENT STANDARDS** |

* 1. **Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.** 
     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.
     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.
     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.
     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).
     5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.