

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #2
1920's, Great Depression, New Deal
North Smithfield School Department

TITLE OF UNIT#2: 1920's, Great Depression, New Deal

COURSE U.S. History, GRADE 11

DATE PRESENTED: _____

DATE DUE: _____

LENGTH OF TIME: Several weeks, quarter, semester

OVERVIEW OF UNIT:

Students will examine the impact of World War I upon the 1920s and evaluate the international role of the United States during this era. Students will also analyze the political, social, cultural, and economic changes of the 1920s and evaluate Americans' responses to these shifts. Students will identify the causes and effects of the Great Depression both within the U.S. and globally. Students will compare and contrast the political responses to the Depression and evaluate the effectiveness of New Deal legislation. Finally, students will assess the impact of The New Deal upon the American landscape.

ESSENTIAL QUESTIONS

- How did World War I influence the 1920's?*
- How did the 1920's impact the struggle for equality?*
- Did the country embrace or resist the changes in the 1920's?*
- What were the causes of the Great Depression?*
- What were the global and domestic consequences of the Great Depression?*
- What was the significance of the Election of 1932?*
- What was the New Deal? Was it truly "new"? Was it truly a "deal"?*
- What was the legacy of the New Deal?*
- What was the significance of the Election of 1932?*
- What was the New Deal? Was it truly "new"? Was it truly a "deal"?*
- What was the legacy of the New Deal?*

STANDARDS:

Civics and Government	Historical Perspectives/ RI History Strand	Economics	Geography	Reading	Writing
G&C 1: People create and change structures of power, authority, and governance in order to accomplish common goals.	HP 1: History is an account of human activities that is interpretive in nature.	E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance	G1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in Spatial terms	Key Ideas and Details	Text Types and Purposes
G&C 2: The Constitution of the establishes a government of limited powers that are shared among different levels and branches.	HP 2: History is a chronicle of human activities, diverse people, and the societies they form.	E2: Producers and consumers locally, nationally, and internally engage in the exchange of goods and services	G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions	Craft and Structure	Production and Distribution
G&C 3: In a democratic society, all people have certain rights and responsibilities.	HP 3: The study of history helps us understand the present and shape the future.	E3: Individuals, institutions and governments have roles in economic systems	G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.	Integration of Knowledge	Research to Build and Present Knowledge
G&C 4: People engage in political processes in a variety of ways.	HP 4: Historical events and human/natural phenomena and are influenced by ideas and beliefs		G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.	Range of Reading	Range of Writing
G&C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.	HP 5: Human societies and cultures develop and change in response to human needs and wants.				

FOCUS GSEs

Civics and Government

- Describing or explaining competing ideas about the purposes and functions of politics and government. **C&G 1 (11-12)- 1a**
- Explaining how political authority is obtained and legitimized. **C&G 1 (11-12)- 2b**
- Examining the historical origins of power and how that power has been exercised over time **C&G 1 (11-12)- 2c**
- Identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. g. **C&G 2 (11-12)- 1c**
- Identifying/giving examples of the discrepancies between democratic ideals, the realities of American social/political life. **C&G 2 (11-12)- 2c**
- Comparing and contrasting different perspective on provisions found in the *Bill of Rights*. **C&G 3 (11-12)- 1a**
- Analyzing the scope and limits of personal, cultural, economic, or political rights. **C&G 3 (11-12)- 1d**
- Describing the criteria used for admission to citizenship in the U.S. **C&G 3 (11-12)- 1e**
- Describing and giving examples of how access to institutions can affect justice, reward, and power in the U.S. **C&G 3 (11-12)- 2c**
- Identifying and explaining ways individuals and groups have exercised their rights in order to transform society. **C&G 3 (11-12)- 2d**
- Selecting a landmark campaign/election in the Am. political system, explaining the historical context, evaluating its impact. **C&G 4(9-10)- 1d**
- Engaging in and reflecting upon an electoral process in a class, school, or community. **C&G 4(9-10)- 2c**
- Identifying and describing the role that various institutions play in meeting the needs of the community. **C&G 4(9-10)- 3b**
- Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally. **C&G 5(9-10)- 1a**
- Organizing information to show relationships between and among various individuals, systems, and structures. **C&G 5(9-10)- 1b**

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- Describing the interconnected nature of a contemporary or historical issue. **C&G 5(9-10)- 2a**

Historical Perspective

- Formulating historical questions, obtaining, analyzing, evaluating historical primary/ secondary print & non-print sources. **HP 1 (11-12)- 1a**
- Explaining how historical facts and historical interpretations may be different, but are related. **HP 1 (11-12)- 1b**
- Identifying, describing, or analyzing multiple perspectives on an historical trend or event. **HP 1 (11-12)- 1c**
- Explaining cause/ effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events. **HP1(9-10)- 2a**
- Interpreting and constructing visual data in order to explain historical continuity and change **HP 1 (11-12)- 2b**
- Explaining origins of major historical events. **HP 2 (11-12)- 1a**
- Creating narratives based on a particular historical point of view. **HP 2 (11-12)- 2a**
- Synthesizing information from multiple sources to formulate an historical interpretation. **HP2(9-10)- 2b**
- Articulating an understanding of the meaning, implications, and impact of historical events on their lives today. **HP 3 (11-12)- 2a**
- Evaluating the effect of technology and innovation on promoting territorial expansion. **HP 4 (11-12)- 2a**
- Identifying patterns of migration and evaluating their socio-cultural impacts. **HP 5 (11-12)- 1a**
- Analyzing the contribution of diverse cultural elements. **HP 5 (11-12)- 1c**
- Evaluating how societies addressed environmental challenges in ways that shaped their cultural practices. **HP 5 (11-12)- 2c**
- Describing how the historical perspectives of leaders/ decision makers served to shape/ influence public policy , etc. **HP 5 (11-12)- 3b ????**

Economics

- Applying the concept that choices involve trade-offs in real world situations or historical contexts. **E 1 (11-12)- 1a**
- Applying the concept that economic choices often have long-run intended/unintended consequences. **E 1 (11-12)- 1b**
- Applying the concept that personal choices often have long-run intended/ unintended consequences using historical examples. **E 1 (11-12)- 2a**
- Evaluating personal choices using a cost-benefit analysis. **E 1 (11-12)- 2b**
- Differentiating between subsistence, traditional, mixed, command, and market economies. **E 1 (11-12)- 3a**
- Evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship). **E 1 (9-10)-3b**
- Analyzing the role of income, price, competition, profit, property rights, and specialization in the economy. **E 2 (11-12)- 1a**
- Analyzing the roles of supply and demand in an economy. **E 2 (11-12)- 1b**
- Analyzing local, regional, national, and global markets for goods and services. **E 2 (11-12)- 1c**
- Investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present. **E 2 (11-12)- 2a**
- Identifying/ evaluating the benefits/ costs of alternative public policies and assess who enjoys the benefits and bears the costs. **E 3 (11-12)- 1a**
- Evaluating the government's monetary and fiscal policies). **E 3 (11-12)- 1b**
- Evaluating how policymakers encourage or discourage economic activity. **E 3 (11-12)- 2a**
- Interpreting source materials about economic conditions, explain how these conditions influence decisions. **E 3 (11-12)- 2b**

Geography

- Analyzing spatial patterns and synthesizing with other primary and secondary sources. **G 1 (11-12)- 1a**
- Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific). **G 1 (11-12)- 1c**
- Evaluating how humans interact with physical environments to form past and present communities. **G 2 (11-12)- 1a**
- Analyzing human/ physical changes in regions over time and evaluating how the geographic context contributes changes. **G 2 (11-12)- 4b**
- Investigating the causes of major migrations and evaluating the impact on affected populations. **G 3 (11-12)- 1a**
- Evaluating the environmental consequences of resource consumption. **G 3 (11-12)- 2a**
- Analyzing these relationships in a given historical or current example. **G 3 (7-8) -3a**
- Researching/reporting specific examples of how human dependence on the environment has impacted decisions. **G 4 (7-8) -1a**
- Examining a specific case study of how a society reacted or adapting to a physical environmental change. **G 4 (7-8) -2a**
- Analyzing the relationship between human action and the environment over time, using researched evidence **G 4 (7-8) -3a**

Reading

Key Ideas and Details (RH)

- Cite specific textual evidence to support analysis of primary and secondary sources. **RH.9-10 .1**
- Determine the central ideas or information of a primary or secondary source. **RH.9-10 .2**
- Identify key steps in a text's description of a process related to history/social studies **RH.9-10 .3**

Craft and Structure (RH)

- Determine the meaning of words and phrases as they are used in a text, including vocabulary **RH.9-10 .4**
- Describe how a text presents information (e.g., sequentially, comparatively, causally). **RH.9-10 .5**
- Identify aspects of a text that reveal an author's point of view or purpose. **RH.9-10 .6**

Integration of Knowledge and Ideas (RH)

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **RH.9-10 .7**
- Distinguish among fact, opinion, and reasoned judgment in a text. **RH.9-10 .8**
- Analyze the relationship between a primary and secondary source on the same topic. **RH.9-10 .9**

Range of Reading (RH)

- Read and comprehend history/social studies texts in the grades 6–8 text complexity band **RH.9-10 .10**

Writing

- Text Types and Purposes: argument and informational **(WHST)**

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- Production and Distribution (WHST)
- Research
- Range of Writing (WHST)

Applied Learning Standards:

problem solving communication critical thinking research reflection/ evaluation

Expectations for Student Learning (High School only):

ENDURING UNDERSTANDING: Big Ideas

- Red Scare, Nativism, Immigration reform
- Modernization during the 1920's and the creation of a common culture.
- Politics in the 1920's (Political, Social, Economic & International)
- Great Migration, KKK, Garveyism, Harlem Renaissance
- Jazz Age, Flappers, etc..
- Women in the 1920's
- Social Controls in the 1920's (i.e. prohibition, fundamentalism)
- Causes of the Great Depression
- Stock Market Crash
- Government reaction to Great Depression
- Global repercussions
- Dust Bowl
- Election of 1932?
- 100 Days
- FDR's First and Second New Deals and legislative programs
- Criticism of the New Deal

PRIOR KNOWLEDGE:

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

Civics and Government

Describing or explaining competing ideas about the purposes and functions of politics and government. **C&G 1 (11-12)- 1a**

Essential Knowledge and Skills

- Analyze the factors that lead to immigration restriction and the closing of the "Golden Door." **ERA 7, 3A, 2**
- Assess the economic policies of the Harding and Coolidge administrations and their impact on wealth distribution, investment, and taxes. **ERA 8, 1A, 1**
- Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses **ERA 8, 1A, 5**
- Contrast the background and leadership abilities of Franklin D. Roosevelt with those of Herbert Hoover. **ERA 8, 2A, 1**
- Identify the leading opponents of New Deal policies and assess their arguments. **ERA 8, 2C, 1**

Academic vocabulary

- Analyze
- Compare
- Contrast
- Great Depression

Explaining how political authority is obtained and legitimized. **C&G 1 (11-12) - 2b**

Essential knowledge and skills

- Analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period. **ERA 8, 3A,1**

Academic vocabulary

- Capitalism
- Communism
- Comparing
- Contrasting
- Fascism
- National Socialism

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Examining the historical origins of power and how that power has been exercised over time **C&G 1 (11-12) - 2c**

Essential knowledge and skills

- Analyze the links between the early New Deal and Progressivism. **ERA 8,2A,2**
- Contrast the first and second New Deals and evaluate the success and failures of the relief, recovery, and reform measures associated with each. [Compare and contrast differing sets of ideas. **ERA 8,2A,3**
- Analyze the factors contributing to the forging of the Roosevelt coalition in 1936 and explain its electoral significance in subsequent years. **ERA 8,2A,4**
- Explain the reasoning of the Supreme Court decisions on early New Deal legislation and evaluate the Roosevelt administration's response. **ERA 8,2C,2**
- Analyze the development and changes in government power over time, e.g. natural power and executive power.

Websites

- www.pbs.org <<http://www.pbs.org>> (Dust Bowl, FDR Documentary)

Academic vocabulary

- Analyze
- Coalition
- Contrast
- Electoral
- New Deal
- Origins
- Progressivism

Identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. g. **C&G 2 (11-12) - 1c**

Essential knowledge and skills

- Assess the effects of woman suffrage on politics. **ERA 7,3D,2**
- Explain how New Deal legislation and policies affected American workers and the labor movement. **ERA 8,2B,1**

Academic vocabulary

- Analyze
- Assess
- Institutions of government
- Labor movement
- New Deal
- Suffrage

Identifying/giving examples of the discrepancies between democratic ideals, the realities of American social/political life. **C&G 2 (11-12)- 2c**

Essential knowledge and skills

- Analyze the factors that lead to immigration restriction and the closing of the "Golden Door." **ERA 7,3A,3**
- Analyze the involvement of minorities and women in the New Deal and its impact upon them. **ERA 8,2A,3**

Academic vocabulary

- Analyze
- Democratic ideals
- Discrepancies
- Golden Door
- Immigrants
- Political life
- Social life

Comparing and contrasting different perspective on provisions found in the *Bill of Rights*. **C&G 3 (11-12) - 1a**

Essential knowledge and skills

- Assess state and federal government reactions to the growth of radical political movements. **ERA 7,3A, 1**

Academic vocabulary

- Assess
- Bill of Rights
- Comparing contrasting
- Constitutional issue

Describing the criteria used for admission to citizenship in the U.S. **C&G 3 (11-12)- 1e**

Essential knowledge and skills

- Identify the major issues that affected immigrants and explain the conflicts these issues engendered. **ERA 10,2B,2**

Academic vocabulary

- Citizenship
- Criteria
- Engendered
- Immigrants

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Describing and giving examples of how access to institutions can affect justice, reward, and power in the U.S. **C&G 3 (11-12)-2c**

Essential knowledge and skills

- Assess the effects of woman suffrage on politics. [Evaluate the implementation of a decision. **ERA 7,3D, 2**

Academic vocabulary

- Assess
- Politics
- Woman suffrage

Identifying and explaining ways individuals and groups have exercised their rights in order to transform society. **C&G 3 (11-12)-2d**

Essential knowledge and skills

- Assess the effects of woman suffrage on politics. **ERA 7,3D,2**
- Explain how New Deal legislation and policies affected American workers and the labor movement. **ERA 8,2B,1**

Academic vocabulary

- Labor movement
- Legislation
- New Deal
- Policies
- Politics
- Woman suffrage

Selecting a landmark campaign/election in the Am. political system, explaining the historical context, evaluating its impact. **C&G 4(9-10)- 1d**

Essential knowledge and skills

- Contrast the background and leadership abilities of Franklin D. Roosevelt with those of Herbert Hoover. **ERA 8, 2A, 1**

Academic vocabulary

- Context
- Contrast
- Evaluating
- Landmark campaign
- Political system

Engaging in and reflecting upon an electoral process in a class, school, or community. **C&G 4(9-10) - 2c**

Essential knowledge and skills

- Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses. **ERA 8, 1A, 5**
- Contrast the background and leadership abilities of Franklin D. Roosevelt with those of Herbert Hoover. **ERA 8, 2A, 1**

Academic vocabulary

- Crisis
- Great Depression
- Media

Identifying and describing the role that various institutions play in meeting the needs of the community. **C&G 4(9-10) - 3b**

Essential knowledge and skills

- Contrast the first and second New Deals and evaluate the success and failures of the relief, recovery, and reform measures associated with each. **ERA 8, 2A, 3**
- Explain renewed efforts to protect the environment during the Great Depression and evaluate their success in places such as the Dust Bowl and the Tennessee Valley. **ERA 8, 2A, 6**
- Explain how New Deal legislation and policies affected American workers and the labor movement. **ERA 8, 2B, 1**
- Evaluate the significance and legacy of the New Deal. **ERA 8, 2C, 3**

Academic vocabulary

- Contrast
- Dust Bowl
- Environment
- Evaluate
- Examine
- Great Depression
- Institutions

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- Labor movement
- Legacy
- New Deal

Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally. **C&G 5(9-10) - 1a**

Essential knowledge and skills

- Explain the global context of the depression and the reasons for the worldwide economic collapse. **ERA 8, 1A, 4**
- Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses. **ERA 8, 1A, 5**

Academic vocabulary

- Explore
- Global depression
- Great Depression

Describing the interconnected nature of a contemporary or historical issue. **C&G 5(9-10) - 2a**

Essential knowledge and skills

- Explain the global context of the depression and the reasons for the worldwide economic collapse. **ERA 8, 1A, 4**
- Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses. **ERA 8, 1A, 5**

Academic vocabulary

- Explore
- Global depression
- Great Depression

Historical Perspective

Formulating historical questions, obtaining, analyzing, evaluating historical primary/ secondary print & non-print sources. **HP 1 (11-12)- 1a**

Essential knowledge and skills

- Evaluate the causes of the Great Depression. **ERA 8, 1A, 3**
- Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses. **ERA 8, 1A, 5**
- Contrast the background and leadership abilities of Franklin D. Roosevelt with those of Herbert Hoover. **ERA 8, 2A, 1**

Academic vocabulary

- Cause
- Contrast
- Evaluate
- great Depression
- Primary source
- Secondary source

Explaining how historical facts and historical interpretations may be different, but are related. **HP 1 (11-12) - 1b**

Essential knowledge and skills

- Analyze the involvement of minorities and women in the New Deal and its impact upon them. **ERA 8, 2A, 5**

Academic vocabulary

- Facts
- Interpretations
- Minorities

Identifying, describing, or analyzing multiple perspectives on an historical trend or event. **HP 1 (11-12) - 1c**

Essential knowledge and skills

- Evaluate the causes of the Great Depression. **ERA 8, 1A, 3**
- Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses. **ERA 8, 1A, 5**
- Contrast the background and leadership abilities of Franklin D. Roosevelt with those of Herbert Hoover. **ERA 8, 2A, 1**

Academic vocabulary

- Analyzing
- Causes
- Describing
- Great Depression
- Historical trend

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- Identifying
- Multiple perspectives

Explaining cause/ effect relationships in order to sequence and summarize events make connections between a series of events, or compare/contrast events. **HP1(9-10)- 2a**

Essential knowledge and skills

- Analyze the causes and consequences of the stock market crash of 1929. ERA 8,1A, 2
- Evaluate the causes of the Great Depression. ERA 8,1A, 3
- Explain the global context of the depression and the reasons for the worldwide economic collapse. ERA 8,1A, 4
- Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses. ERA 8,1A, 5
- Analyze the factors contributing to the forging of the Roosevelt coalition in 1936 and explain its electoral significance in subsequent years. ERA 8,2A, 4
- Analyze the involvement of minorities and women in the New Deal and its impact upon them. ERA 8,2A, 5
- Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. ERA 8,2A, 6
- Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. ERA 8,1B, 1
- Analyze the impact of the Great Depression on industry and workers and explain the response of local and state officials in combating the resulting economic and social crises. ERA 8,1B, 2

Academic vocabulary

- Analyze
- Cause/effect
- Context
- Dust Bowl
- Evaluate
- Great Depression
- New Deal
- Sharecroppers
- Significance
- Stock market

Interpreting and constructing visual data in order to explain historical continuity and change. **HP 1 (11-12)- 2b**

Essential knowledge and skills

- Analyze the causes and consequences of the stock market crash of 1929. ERA 8, 1A, 2

Academic vocabulary

- Analyze
- Causes
- Change
- Consequences
- Historical continuity
- Interpreting
- Stock market crash of 1929

Explaining origins of major historical events. **HP 2 (11-12)- 1a**

Essential knowledge and skills

- Examine rising racial tensions, the resurgence of the Ku Klux Klan, and the emergence of Garveyism. ERA 7, 3A, 3

Academic vocabulary

- Garveyism
- Ku Klux Klan
- Origins
- Racism

Creating narratives based on a particular historical point of view. **HP 2 (11-12)- 2a**

Essential knowledge and skills

- Examine rising racial tensions, the resurgence of the Ku Klux Klan, and the emergence of Garveyism. ERA 7, 3A, 3
- Examine the contributions of artists and writers of the Harlem Renaissance and assess their popularity. ERA 7, 3C, 4
- Assess the economic policies of the Harding and Coolidge administrations and their impact on wealth

Academic vocabulary

- Analyze
- Assess
- Cause
- Consequences
- Evaluate

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- distribution, investment, and taxes. ERA 8, 1A, 1
- Analyze the causes and consequences of the stock market crash of 1929. ERA 8, 1A, 2
- Evaluate the causes of the Great Depression. ERA 8, 1A, 3

Websites

- <http://www.fordham.edu/Halsall/mod/modsbook.asp> (Harlem Renaissance)

- Great Depression
- Garveyism
- Harlem Renaissance
- Ku Klux Klan
- Narrative
- Point of view
- Stock market crash of 1929
- Wealth distribution

Synthesizing information from multiple sources to formulate a historical interpretation. **HP2 (9-10)- 2b**

Essential knowledge and skills

- Evaluate the causes of the Great Depression. ERA 8, 1A, 3
- Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses. ERA 8, 1A, 5
- Contrast the background and leadership abilities of Franklin D. Roosevelt with those of Herbert Hoover. ERA 8, 2A, 1

Academic vocabulary

- Causes Great Depression
- Contrast
- Evaluate
- Synthesizing

Articulating an understanding of the meaning, implications, and impact of historical events on their lives today. **HP 3 (11-12) - 2a**

Essential knowledge and skills

- Evaluate the significance and legacy of the New Deal. ERA 8, 2C, 3

Academic vocabulary

- Articulating
- Evaluate
- Implications
- Legacy
- New Deal
- Significance

Evaluating the effect of technology and innovation on promoting territorial expansion. **HP 4 (11-12) - 2a**

Essential knowledge and skills

- Analyze how radio, movies, newspapers, and popular magazines created mass culture. ERA 7,3C, 2

Academic vocabulary

- Analyze
- Mass culture
- Expansion
- Innovations

Identifying patterns of migration and evaluating their socio-cultural impacts. **HP 5 (11-12) - 1a**

Essential knowledge and skills

- Analyze the factors that lead to immigration restriction and the closing of the "Golden Door." ERA 7, 3A, 2
- Examine rising racial tensions, the resurgence of the Ku Klux Klan, and the emergence of Garveyism. ERA 7, 3A, 3
- Examine the contributions of artists and writers of the Harlem Renaissance and assess their popularity. ERA 7, 3C, 4

Academic vocabulary

- "Golden Door"
- Analyze
- Garveyism
- Harlem Renaissance
- Ku Klux Klan

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Analyzing the contribution of diverse cultural elements. **HP 5 (11-12)- 1c**

Essential knowledge and skills

- Examine the contributions of artists and writers of the Harlem Renaissance and assess their popularity. **ERA 7, 3C, 4**

Academic vocabulary

- Analyze
- Diversity
- Harlem Renaissance

Evaluating how societies addressed environmental challenges in ways that shaped their cultural practices. **HP 5 (11-12) - 2c**

Essential knowledge and skills

- Explain renewed efforts to protect the environment during the Great Depression and evaluate their success in places such as the Dust Bowl and the Tennessee Valley. **ERA 8, 2A, 6**

Academic vocabulary

- Dust Bowl
- Evaluating
- Great Depression
- Tennessee Valley

Describing how the historical perspectives of leaders/ decision makers served to shape/ influence public policy , etc. **HP 5 (11-12)- 3b**

Economics

Applying the concept that choices involve trade-offs in real world situations or historical contexts. **E 1 (11-12)- 1a**

Essential knowledge and skills

- Explain how principles of scientific management and technological innovations, including assembly lines, rapid transit, household appliances, and radio, continued to transform production, work, and daily life. **ERA 7, 3B, 1**

Academic vocabulary

- Assembly line
- Contexts
- Innovation
- Rapid transit
- Scientific management
- Trade-offs

Applying the concept that economic choices often have long-run intended/unintended consequences. **E 1 (11-12) - 1b**

Essential knowledge and skills

- Explain how principles of scientific management and technological innovations, including assembly lines, rapid transit, household appliances, and radio, continued to transform production, work, and daily life. **ERA 7 3B, 1**
- Assess the economic policies of the Harding and Coolidge administrations and their impact on wealth distribution, investment, and taxes. **ERA 8, 1A, 1**
- Analyze the causes and consequences of the stock market crash of 1929. **ERA 8, 1A, 2**
- Evaluate the causes of the Great Depression. **ERA 8, 1A, 3**
- Explain the global context of the depression and the reasons for the worldwide economic collapse. **ERA 8, 1A, 4**
- Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses. **ERA 8, 1A, 5**

Academic vocabulary

- Assembly lines
- Causes
- Cold War
- Consequences
- Contexts
- Evaluate
- Great Depression
- Innovations
- Rapid transit
- Scientific management
- Stock market crash of 1929
- Wealth distribution

Applying the concept that personal choices often have long-run intended/ unintended consequences using historical examples.

E 1 (11-12) - 2a

Essential knowledge and skills

- Analyze the causes and consequences of the stock market crash of 1929. **ERA 8, 1A, 2**
- Evaluate the causes of the Great Depression. **ERA 8, 1A, 3**

Academic vocabulary

- Agendas
- Analyze

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- Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. ERA 8, 1B, 1
- Analyze the impact of the Great Depression on the American family and on ethnic and racial minorities. ERA 8, 1B, 3
- Explain how New Deal legislation and policies affected American workers and the labor movement. ERA 8, 2B, 1
- Explain the re-emergence of labor militancy and the struggle between craft and industrial unions. ERA 8, 2B, 2
- Evaluate labor union positions on minority and women workers. ERA 8, 2B, 3
- Explain the impact of the New Deal on nonunion workers. ERA 8, 2B, 4
- Causes
- Consequences
- Consumer economy
- Craft and industrial unions
- Dust Bowl
- Great Depression
- Labor militancy
- New Deal
- Sharecroppers
- Stock market crash of 1929
- Tenants

Evaluating personal choices using a cost-benefit analysis. E 1 (11-12)- 2b

Essential knowledge and skills

- Analyze the causes and consequences of the stock market crash of 1929. ERA 8, 1A, 2
- Evaluate the causes of the Great Depression. ERA 8, 1A, 3
- Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. ERA 8, 1B, 1
- Analyze the impact of the Great Depression on the American family and on ethnic and racial minorities. ERA 8, 1B, 3
- Explain how New Deal legislation and policies affected American workers and the labor movement. ERA 8, 2B, 1
- Explain the re-emergence of labor militancy and the struggle between craft and industrial unions. ERA 8, 2B, 2
- Evaluate labor union positions on minority and women workers. ERA 8, 2B, 3
- Explain the impact of the New Deal on nonunion workers. ERA 8, 2B, 4

Academic vocabulary

- Analyze
- Causes/ consequences
- Cost-benefit analysis
- Craft and industrial unions
- Dust Bowl
- Evaluate
- Great Depression
- Labor militancy
- Labor movement
- Labor union
- New Deal
- Sharecroppers
- Stock-market crash of 1929
- Tenants

Differentiating between subsistence, traditional, mixed, command, and market economies. E 1 (11-12) - 3a

Essential knowledge and skills

- Analyze the links between the early New Deal and Progressivism. ERA 8,2A, 2
- Contrast the first and second New Deals and evaluate the success and failures of the relief, recovery, and reform measures associated
- Eastern Europe with each. ERA 8,2A, 3
- Evaluate the significance and legacy of the New Deal. ERA 8,2C, 3

Academic vocabulary

- Analyze
- Contrast
- Evaluate
- Legacy
- Market economics
- New Deal
- Significance
- Subsistence
- Traditional; mixed command

Evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship).

E 1 (9-10)-3b

Essential knowledge and skills

- Analyze the links between the early New Deal and Progressivism. ERA 8,2A, 2

Academic vocabulary

Websites

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #2
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- Contrast the first and second New Deals and evaluate the success and failures of the relief, recovery, and reform measures associated with each. ERA 8,2A, 3
- Evaluate the significance and legacy of the New Deal. ERA 8,2C, 3
- Analyze
- Contrast
- Evaluate
- Factors of production
- Legacy
- New Deal
- Significance

Analyzing the role of income, price, competition, profit, property rights, and specialization in the economy. **E 2 (11-12) - 1a**

Essential knowledge and skills

- Explain how principles of scientific management and technological innovations, including assembly lines, rapid transit, household appliances, and radio, continued to transform production, work, and daily life. ERA 7, 3B, 1
- Examine the changes in the modern corporation, including labor policies and the advent of mass advertising and sales techniques. ERA 7, 3B, 2
- Explain the role of new technology and scientific research in the rise of agribusiness and agricultural productivity. ERA 7, 3B, 3
- Assess the economic policies of the Harding and Coolidge administrations and their impact on wealth distribution, investment, and taxes. ERA 8, 1A, 1
- Analyze the causes and consequences of the stock market crash of 1929. ERA 8, 1A, 2
- Evaluate the causes of the Great Depression. ERA 8, 1A, 3
- Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses. ERA 8, 1A, 5
- Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. ERA 8, 1B, 1
- Analyze the impact of the Great Depression on industry and workers and explain the response of local and state officials in combating the resulting economic and social crises. ERA 8, 1B, 2
- Analyze the impact of the Great Depression on the American family and on ethnic and racial minorities. ERA 8, 1B, 3

Academic vocabulary

- Agribusiness
- Analyze
- Share croppers
- Assembly lines
- Assess
- Causes
- Consequences
- Corporation
- Dust Bowl
- Great Depression
- Income disparities
- Innovation
- Rapid transit
- Scientific management
- Stock market crash of 1929
- Tenants
- Wealth distribution

Analyzing the roles of supply and demand in an economy. **E 2 (11-12) - 1b**

Essential knowledge and skills

- Analyze the causes and consequences of the stock market crash of 1929. ERA 8, 1A, 2
- Evaluate the causes of the Great Depression. ERA 8, 1A, 3
- Explain the global context of the depression and the reasons for the worldwide economic collapse. ERA 8, 1A, 4
- Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses. ERA 8, 1A, 5
- Evaluate the significance and legacy of the New Deal. ERA 8, 2C, 3

Academic vocabulary

- Analyze
- Causes
- Consequences
- Context
- Depression
- Evaluate
- Great Depression
- Legacy
- New Deal
- significance
- Stock market crash of 1929
- Supply and demands

Analyzing local, regional, national, and global markets for goods and services. **E 2 (11-12) - 1c**

Essential knowledge and skills

- Analyze the causes and consequences of the stock market crash of 1929. ERA 8, 1A, 2
- Explain the global context of the depression and the reasons for the worldwide economic collapse. ERA 8, 1A, 4

Academic vocabulary

- Analyze
- Causes
- Consequences

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- Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. ERA 8, 1B, 1

- Context
- Depression
- Dust Bowl
- Great Depression
- Stock market crash of 1929
- Tenants sharecroppers

Investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present. **E 2 (11-12)- 2a**

Essential knowledge and skills

- Explain how principles of scientific management and technological innovations, including assembly lines, rapid transit, household appliances, and radio, continued to transform production, work, and daily life. ERA 7, 3B,1
- Examine the changes in the modern corporation, including labor policies and the advent of mass advertising and sales technique

Academic vocabulary

- Assembly lines
- Rapid transit
- Corporation
- Innovations

Identifying/ evaluating the benefits/ costs of alternative public policies and assess who enjoys the benefits and bears the costs. **E 3 (11-12)- 1a**

Essential knowledge and skills

- Explain how principles of scientific management and technological innovations, including assembly lines, rapid transit, household appliances, and radio, continued to transform production, work, and daily life. ERA 7, 3B,1
- Assess the economic policies of the Harding and Coolidge administrations and their impact on wealth distribution, investment, and taxes. ERA 8, 1A,1
- Explain the global context of the depression and the reasons for the worldwide economic collapse. ERA 8, 1A,4
- Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses. ERA 8, 1A,5
- Contrast the first and second New Deals and evaluate the success and failures of the relief, recovery, and reform measures associated with each. ERA 8, 2A,3
- Analyze the involvement of minorities and women in the New Deal and its impact upon them. ERA 8, 2A,5
- Explain how New Deal legislation and policies affected American workers and the labor movement. ERA 8, 2B, 1
- Identify the leading opponents of New Deal policies and assess their arguments. ERA 8, 2C, 1
- Explain the reasoning of the Supreme Court decisions on early New Deal legislation and evaluate the Roosevelt administration's response. ERA 8, 2C, 2
- Evaluate the significance and legacy of the New Deal. ERA 8, 2C, 3

Academic vocabulary

- Assembly lines
- Assess
- Contrast
- Costs
- Evaluating
- Great Depression
- Innovations
- Investment
- Labor movement
- Legacy
- New Deal
- Public policies
- Rapid transit

Evaluating the government's monetary and fiscal policies). **E 3 (11-12)- 1b**

Essential knowledge and skills

- Identify the leading opponents of New Deal policies and assess their arguments. ERA 8,2C,1

Academic vocabulary

- Evaluate
- Fiscal policies
- New Deal
- Policy

Evaluating how policymakers encourage or discourage economic activity. **E 3 (11-12)- 2a**

Essential knowledge and skills

- Assess the economic policies of the Harding and Coolidge administrations and their impact on wealth distribution, investment, and taxes. ERA 8, 1A,1

Academic vocabulary

- Assess
- Contrast

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- Evaluate the causes of the Great Depression. ERA 8, 1A,3
 - Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses. ERA 8, 1A,5
 - Contrast the first and second New Deals and evaluate the success and failures of the relief, recovery, and reform measures associated with each. ERA 8, 2A, 3
 - Evaluate the significance and legacy of the New Deal. ERA 8, 2C, 3
- Evaluating
 - Explore
 - Great Depression
 - Legacy
 - New Deal

Interpreting source materials about economic conditions, explain how these conditions influence decisions. E 3 (11-12) - 2b

Essential knowledge and skills

- Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses. ERA 8,1A, 5

Academic vocabulary

- Evaluate
- Explore
- Great Depression
- Interpreting

Geography

Analyzing spatial patterns and synthesizing with other primary and secondary sources. G 1 (11-12) - 1a

Essential knowledge and skills

- Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. (Dust Bowl) ERA 8,1B, 1 (Dust Bowl)

Academic vocabulary

- Analyzing
- Dust Bowl
- Great Depression
- Primary sources
- Secondary sources
- Sharecroppers
- Tenants

Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific). G 1 (11-12) - 1c

Essential knowledge and skills

- Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. (Dust Bowl) ERA 8,1B, 1 (Dust Bowl)

Academic vocabulary

- Analyze
- Dust Bowl
- Great Depression
- Sharecroppers
- Tenants

Evaluating how humans interact with physical environments to form past and present communities. G 2 (11-12) - 1a

Essential knowledge and skills

- Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. ERA 8,1B, 1
- Explain renewed efforts to protect the environment during the Great Depression and evaluate their success in places such as the Dust Bowl and the Tennessee Valley. ERA 8,2A, 6

Academic vocabulary

- Dust Bowl
- Evaluating
- Great Depression
- Sharecroppers
- Tenants
- Tennessee valley

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Analyzing human/ physical changes in regions over time and evaluating how the geographic context contributes changes. **G 2 (11-12)- 4b**

Essential knowledge and skills

- Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. **ERA 8,1B, 1**
- Explain renewed efforts to protect the environment during the Great Depression and evaluate their success in places such as the Dust Bowl and the Tennessee Valley. **ERA 8,2A, 6**

Academic vocabulary

- Analyzing
- Dust Bowl
- Great Depression
- Sharecroppers
- Tenants
- Tennessee Valley

Investigating the causes of major migrations and evaluating the impact on affected populations. **G 3 (11-12)- 1a**

Essential knowledge and skills

- Analyze the factors that lead to immigration restriction and the closing of the “Golden Door.” **ERA 7,3A, 2**
- Examine the contributions of artists and writers of the Harlem Renaissance and assess their popularity. **ERA 7,3C, 4**
- Analyze the impact of the Great Depression on industry and workers and explain the response of local and state officials in combating the resulting economic and social crises. **ERA 8,1B, 1**

Academic vocabulary

- Analyze
- Examine
- Golden Door
- Great Depression
- Harlem Renaissance
- Migrations

Evaluating the environmental consequences of resource consumption. **G 3 (11-12)- 2a**

Essential knowledge and skills

- Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. **ERA 8,1B, 1**

Academic vocabulary

- Dust Bowl
- Environmental consequences
- Evaluating
- Great Depression
- Resource consumption
- Sharecroppers
- Tenants

Analyzing these relationships in a given historical or current example. **G 3 (11-12) –3a**

Essential knowledge and skills

- Examine rising racial tensions, the resurgence of the Ku Klux Klan, and the emergence of Garveyism. **ERA 7,3A, 3**

Academic vocabulary

- Analyze
- Garveyism
- Ku Klux Klan

Researching/reporting specific examples of how human dependence on the environment has impacted decisions. **G 4(7-8) 1a**

Essential knowledge and skills

- Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. **ERA 8,1B, 1**

Academic vocabulary

- Dust bowl
- Environmental issues
- Great Depression
- Sharecroppers
- Social
- Tenants

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Examining a specific case study of how a society reacted or adapting to a physical environmental change. **G 4 (9-11) –2a**

Essential knowledge and skills

- Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. **ERA 8,1B, 1**

Academic vocabulary

- Dust Bowl
- Environmental issues
- Great depression
- Sharecroppers
- Tenants

Analyzing the relationship between human action and the environment over time, using researched evidence **G 4 (9-11) –3a**

Essential knowledge and skills

- Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. **ERA 8,1B, 1**

Academic vocabulary

- Analyzing
- Dust Bowl
- Great Depression
- Sharecroppers
- Tenants

SUGGESTED WORKS:

LITERARY TEXTS

STORIES

POETRY

DRAMA

OTHER

INFORMATIONAL TEXTS

Informational texts:

- Textbook
- The DBQ Project: What were the causes of the Great Depression?

Primary Sources:

- DBQ ~ What were the causes of the Great Depression?
- Various speeches from both candidates during the Election of 1932
- FDR's First Inaugural Address
- Letters from citizens to the President and the First Lady during the Great Depression
- Various criticisms of the New Deal (Documents and Clips)
- Rockefeller Jr's letter to the President of Columbia University (Prohibition)
- Political Cartoons on the New Deal and the Court Packing Plan

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

- | | | | |
|-------------------------------|--------------------------------|------------------------------------|--------------------------|
| 1. Argument writing | 6. Informational text response | 11. Multi-media/technology | 15. Oral presentation |
| 2. Class discussion | 7. Informative writing | 12. Narrative writing | 16. Research project |
| 3. Dramatization/role playing | 8. Journal | 13. Non-linguistic representations | 17. Vocabulary word wall |
| 4. Grammar and usage | 9. Literature response | 14. Note taking and summarizing | 18. Writer's notebook |
| 5. Graphic organizers | 10. Media appreciation | | 19. Word Study |

Develop and convey understanding:

- Students are assigned a different aspect of the 1920's to research and present (includes pictorial representation)
- Graphic Organizer T-Chart – 1920's ~ Positive or Negative?
- Discussion on above
- Tickets to enter and exit:
- Describe the 1920's in one word

Focus on informational writing:

- Short answer questions (Common Core)
- Response to the following question:
- Did America truly advance during the 1920's? (Could be argument)
- DBQ constructed/informational response on "What caused the Great Depression"?
- Primary source Analysis on FDR's First Inaugural Address

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- Who would you have voted for in 1932?
- DBQ: What were the Causes of the Great Depression?
- Analyze photographs of the Great Depression
- Debate the candidates of 1932
- Analyze and create political cartoons
- Complete a chart to assess whether or not FDR achieved his campaign promises
- Claim/counterclaim development over the election of 1932 & New Deal

Focus on argument writing:

- Development of detailed outline based on primary source analysis of the candidates in 1932.

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

ADDITIONAL RESOURCES: see curriculum for specifics

Textbook

TBD

Supplementary books/material

- Choices Units
- DBQ Binder in U.S. History

Technology

- Computers
- LCD projectors
- Interactive boards
- T.V.

Videos and DVDs

Materials

- Maps

Community

Websites

- www.commoncore.org/maps
- www.corestandards.org
- www.ride.ri.gov
- www.gilderlehrman.org
- www.loc.gov/teacher/
- <http://docsteach.org>
- www.readwritethink.org
- http://www.billofrightsintstitute.org/instructional/resources/Lessons/Lessons_List.asp
- http://edsitement.neh.gov/special_features_view.asp?id=1
- <http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards>
- <http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards>
- <http://www.besthistorysites.net/>
- <http://www.teachushistory.org>
- www.choices.edu<<http://www.choices.edu>> (col<http://www.fordham.edu/Halsall/mod/mod>
- <http://avalon.law.yale.edu/>
- www.digitalhistory.uh.edu<<http://www.digitalhistory.uh.edu/>>
- www.ifklibrary.org<<http://www.ifklibrary.org/>>

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #2
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VOCABULARY

- | | | | |
|---------------------------------|---------------------------|--------------------------------|--|
| 1. Academic vocabulary | 32. Dust bowl | 63. Minorities | <u>English Language Arts</u> |
| 2. Agendas | 33. Electoral | 64. Multiple perspectives | 1. Analysis |
| 3. Agribusiness | 34. Environment | 65. Narrative | 2. Central ideas |
| 4. Analyze | 35. Evaluate | 66. National Socialism | 3. Claim |
| 5. Articulating | 36. Expansion | 67. New Deal | 4. Cohesion |
| 6. Assembly lines | 37. Factors of production | 68. Origins | 5. Cohesion |
| 7. Assess | 38. Fascism | 69. Point of view | 6. Compare |
| 8. Bill of Rights | 39. Fiscal policies | 70. Policies | 7. Concluding statement |
| 9. Capitalism | 40. Garveyism | 71. Policy | 8. Contrast |
| 10. Cause | 41. Golden Door | 72. Political system | 9. Counter claim |
| 11. Citizenship | 42. Great Depression | 73. Primary source | 10. Domain-specific vocabulary |
| 12. Coalition | 43. Harlem Renaissance | 74. Progressivism | 11. Event(s) |
| 13. Cold War | 44. Historical continuity | 75. Rapid transit | 12. Evidence |
| 14. Communism | 45. Historical trend | 76. Resource consumption | 13. Formal style |
| 15. Compare | 46. Immigrants | 77. Scientific management | 14. Objective tone |
| 16. Consequences | 47. Implications | 78. Secondary source | 15. Point of view |
| 17. Constitutional issue | 48. Income disparities | 79. Sharecroppers | 16. Primary and secondary sources |
| 18. Consumer economy | 49. Innovations | 80. Significance | 17. Textual evidence |
| 19. Context | 50. Institutions | 81. Social life | 18. Transition and sentence structure |
| 20. Contrast | 51. Interpreting | 82. Stock market crash of 1929 | |
| 21. Corporation | 52. Ku Klux Klan | 83. Subsistence | |
| 22. Cost-benefit analysis | 53. Labor militancy | 84. Suffrage | |
| 23. Costs | 54. Labor movement | 85. Supply and demand | |
| 24. Craft and industrial unions | 55. Labor union | 86. Synthesizing | |
| 25. Crisis | 56. Landmark campaign | 87. Tenants | |
| 26. Criteria | 57. Legacy | 88. Tennessee Valley | |
| 27. Democratic ideals | 58. Legislation | 89. Trade-offs | |
| 28. Depression | 59. Market economics | 90. Traditional; mixed command | |
| 29. Describing | 60. Mass culture | 91. Wealth distribution | |
| 30. Discrepancies | 61. Media | 92. Woman suffrage | |
| 31. Diversity | 62. Migrations | | |

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LESSON PLAN for UNIT _____

LESSONS

- Lesson # 1 Summary:**

 - Lesson #2 Summary:**

 - Lesson #3 Summary:**
-

OBJECTIVES for LESSON # _____

- Materials/Resources:**

- Procedures:**
 - **Lead –in**

 - **Step by step**

 - **Closure**

- Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)

- Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
 - **Formative**

 - **Summative**