Overarching Essential Question For whom should the government be responsible? How much, if it all, should the federal government get involved in the private sector?

Topical Essential Question How “depressing” was the Depression? Can relief programs reach everyone?

Enduring Understandings

<table>
<thead>
<tr>
<th>A domino effect can lead to an enormous change.</th>
<th>A number of events and factors contributed to the economic crash, and the Stock Market Crash is simply one of those things.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The fall is not always longer and harder from the top. (The bigger they are the harder they fall)</td>
<td>Everyone felt the repercussions of the Depression, but some felt those changes even more. The rich had to cut back, but the poor now were poorer than ever, and in the midst of a crisis.</td>
</tr>
<tr>
<td>There is an inevitable bond between war and industry.</td>
<td>World War II brought America out of the Depression. FDR provided a temporary solution for the country, and helped people more than the economy.</td>
</tr>
<tr>
<td>The present depends on the past.</td>
<td>FDR’s policies have affected our own view of today’s recession.</td>
</tr>
<tr>
<td>People can be seen differently by different people.</td>
<td>FDR was seen by many to be a superhero, while simultaneously seen as destroying the country.</td>
</tr>
</tbody>
</table>

Pre-Assessment A pre-assessment was given to all students prior to the start of the unit. It was made of 20 multiple choice questions from the unit (all pulled from old Regents) and a brainstorm section, where students could list everything they new about the Great Depression and the New Deal.
<table>
<thead>
<tr>
<th>Monday 48 minutes</th>
<th>Tuesday 48 minutes</th>
<th>Wednesday 48 minutes</th>
<th>Thursday 48 minutes</th>
<th>Friday 38 minutes</th>
</tr>
</thead>
</table>
| **Introductory Lesson**  
D.O.: What are the underlying causes of the Great Depression?  
How do they create a domino effect?  

Begin with quick-write of Roaring 20s – ask students, “How was the twenties an era of social prosperity and growth? How was the twenties an era of intolerance, corruption, or social stagnation?  

Presentation of the overarching and topical essential questions for the unit.  

Simulation – students will be given roles and must act out and adjust according to certain | D.O.: Why did America’s economy crash?  

See Cooperative Learning Lesson Plan for more  

Short prezi with definitions of key vocabulary words  

Students will be given roles and must use graphic organizers to collect information about the underlying causes of the Great Depression. | D.O.: How does where you come from affect your experience?  

Was the Depression “depressing” for everyone?  

See Life in America Lesson Plan for more  

Skill builder  

Short Prezi on life in two different regions: dust bowl and cities  

Students complete a station activity.  

6 stations are set up around the room (2 art, 2 music, and 2 photography).  

Students complete a graphic organizer with guiding questions that lead to higher-order questions about art and creative expression | D.O.: What are traditional American values? How important are they in our lives?  

Open discussion guided by teacher centering on the idea of tradition: Are there certain values that are traditional? What is a tradition?  

Addressing the misconception – would we label the GD as a time of struggle for the American public?  

Why/why not? What would this do on to family life?  

Short prezi – importance of family values during the Great Depression  

10 minute quiz |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5-8 minute Prezi on Roosevelts</td>
<td>Short prezi on New Deal – basic information and timeline</td>
<td>Brief student presentations of their policy or program.</td>
<td>Students plan for the panel of people born in the 1920s.</td>
<td>Panel 2-4 people who were children during the Great Depression and New Deal</td>
</tr>
<tr>
<td>Student-led Roosevelt research.</td>
<td>Each group will be assigned a policy or program introduced by the New Deal. They will have to use their packets to fill in a graphic organizer and create a poster about their program or policy.</td>
<td>Gallery walk with graphic organizer.</td>
<td>Go over structure of panel, appropriate behavior, etc.</td>
<td>Students will conduct an interview of what life was like for two children in NYC (Bronx and Queens), each with unique experiences from the Depression</td>
</tr>
<tr>
<td>Students are split into four teams and given primary documents, articles, etc. that support FDR and Eleanor Roosevelt being heroes or the two being disastrous to the country</td>
<td>10 minutes at the end of class – prepare for panel</td>
<td>10 minutes at the end of class – prepare for panel</td>
<td></td>
<td>Students will have a reflection question to gauge</td>
</tr>
</tbody>
</table>
day.

10 minutes at the end of class to discuss and plan for panel understanding.

D.O.: How do the changes of the New Deal effect us today?

Go over different social programs that are the same or have evolved since the New Deal.

Prep for authentic assessment.

| D.O.: How do the changes of the New Deal effect us today? | Authentic Assessment | Debrief Authentic Assessment, Review for Test | Unit Test – 20 multiple choice and choose 2 out of 3 long answer questions |
Common Core Standards
CCSS.ELA-Literacy.RH.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.

CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

National History Standards
Era 8 – The Great Depression and World War II (1929-1945)
   Standard 1A - The student understands the causes of the crash of 1929 and the Great Depression. – Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration’s responses.
   Standard 1B – The student understands how American life changed during the 1930s.
   Standard 2A – The student understands the New Deal and the presidency of Franklin D. Roosevelt.
   Standard 2B – The student understands the impact of the New Deal on workers and the labor movement.
   Standard 2C – The student understands opposition to the New Deal, the alternative programs of its detractors, and the legacy of the New Deal.

National Counsel of the Social Studies
II. Time, Continuity and Change
III. People, Places, and Environments
V. Individuals, Groups, and Institutions
VI. Power, Authority, and Governance

New York State Standards
Standard 1 – History of the United States and New York
   Key Idea 1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.
   Key Idea 3: Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Standard 4 – Economics
   Key Idea 1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.