

Theme

How do political leaders affect the economy and global disputes?

STEM Innovation Academy Unit 1 Political Studies

<p>Subject: Honors US History II Unit Title: The Great Depression, New Deal, and World War II (1929-1945) Grade: 10</p>	<p>Teacher: K. Gengaro Duration: 80 min blocks, First Marking Cycle</p>
<p style="text-align: center;">Summary of Unit</p> <p>The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society. The New Deal programs were aimed at recovery, relief, and reform and had a lasting impact on the expansion of the role of the national government in the economy. The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.</p>	
<p>Standards/Outcomes:</p> <p>A. Civics, Government, and Human Rights:</p> <p>6.1.12.A.9.a Analyze how the actions and policies of the US government contributed to the Great Depression. 6.1.12.A.10.a Evaluate the arguments regarding the role of the federal government during the New Deal Era. 6.1.12.A.10.b Assess the effectiveness of governmental policies enacted during the New Deal period (the FDIC, NLRB, and social Security) in protecting the welfare of individuals. 6.1.12.A.10.c Evaluate the short and long-term impact of the expanded role of government on economic policy, capitalism, and society. 6.1.12.A.11.a Evaluate the effectiveness of international agreements following World War I (League of Nations, the Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes. 6.1.12.A.11.b Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time. 6.1.12.A.11.c Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights. 6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so. 6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p> <p>B. Geography, People, and the Environment:</p> <p>6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.</p>	

6.1.12.B.10.a Assess the effectiveness of New Deal programs designed to protect the environment.

6.1.12.B.11.a Explain the role that geography played in the development of military strategies and weaponry in World War II.

C. Economics, Innovation, and Technology:

6.1.12.C.9.a Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.

6.1.12.C.9.b Explain how economic indicators (gross domestic product, the consumer price index, the national debt, and the trade deficit) are used to evaluate the health of the economy.

6.1.12.C.9.c Explain the interdependence of various parts of a market economy (private enterprise, government programs, and the Federal Reserve System).

6.1.12.C.9.d Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.

6.1.12.C.10.a Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression

6.1.12.C.10.b Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

6.1.12.C.11.a Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.

6.1.12.C.11.b Relate new wartime inventions to scientific and technological advancements in the civilian world.

D. History, Culture, and Perspectives:

6.1.12.D.9.a Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.

6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

6.1.12.D.10.a Analyze how other nations responded to the Great Depression.

6.1.12.D.10.b Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.

6.1.12.D.10.c Explain how key individuals, including minorities and women (Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt), shaped the core ideologies and policies of the New Deal.

6.1.12.D.10.d Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.

6.1.12.D.11.a Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of World War II.

6.1.12.D.11.b Evaluate the role of New Jersey (defense industries, Seabrook Farms, military installations, and Battleship *New Jersey*) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.

6.1.12.D.11.c Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.1.12.D.11.e Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

NJSLS Related Items

Progress Indicators for Reading Informational Text:

Key Ideas & Details: RI.9-10.1, RI.9-10.2, RI.9-10.3

Craft & Structure: RI.9-10.4, RI.9-10.5, RI.9-10.6

Integration of Knowledge & Ideas: RI.9.7, IR.9-10.8, RI.9-10.9, RI.9-10.10

Progress Indicators for Language:

Conventions of Standard English: L.9-10.1, L.9-10.2

Knowledge of Language: L.9-10.3

Vocabulary Acquisition and Use: L.9-10.4, L.9.-10.4.A, L.9-10.4.B, L.9-10.4.C, L.9-10.4.D, L.9-10.5, L.9.-10.5.A, L.9-10.5.B, L.9-10.5.C, L.9-10.6

Progress Indicators for Speaking and Listening

Comprehension and Collaboration: SL.9-10.1, SL.9-10.1A-D, SL.9-10.2, SL.9-10.3

Presentation of Knowledge and Ideas: SL.9-10.4, SL.9-10.5, SL.9-10.6

Reading: NJSLS History, Social Studies, Science and Technical Subjects Grade 9-10:

RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.7, RH.9-10.8, RH.9-10.9, RH.9-10.10

Writing: NJSLS Anchor Standards for Writing

NJSLSA.W1-NJSLSA.W10

WHST.9-10.1-WHST.9-10.10

Prose Constructed Response: Research Simulation

21st Century Career Ready Practices

CRP1-Act as a responsible and contributing citizen and employee.

CRP2-Apply appropriate academic and technical skills.

CRP4-Communicate clearly and effectively and with reason.

CRP5-Consider the environmental, social and economic impacts of decisions

CRP6-Demonstrate creativity and innovation.

CRP7-Employ valid and reliable research strategies.

CRP8-Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9-Model integrity, ethical leadership and effective management.

CRP11-LUse technology to enhance productivity.

CRP12-Work productively in teams while using cultural global competence.

Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally.

Stage 1 – Desired Results

Essential Questions/Focus Questions:

- How does government contribute to the cyclical nature of the economy?
- How did the government contribute to the Great Depression?
- What happens when branches of government disagree?
- How is executive power used and misused?
- How should governments respond to aggressive policies and actions taken by other nations?
- Why does our government repeatedly deny civil rights?
- Should we have dropped the atomic bomb on Japan?
- Was the New Deal effective?
- How did advancements in technology and science affect World War II and its aftermath?
- Was Roosevelt an effective leader?
- Why were and are immigrants vilified in the US?
- How can we prevent genocide?

- Are global conflicts avoidable?
- Are we our brother's keeper?
- What responsibilities do we have to right a wrong?
- How do politics affect local, state, national and international relations?

Stage 2 – Assessment Evidence

Unit Pre-Assessment:
Great Depression and World War II

Presentation:
World War II lessons
Harlem Renaissance notable figure biography

Performance Task(s):
•Mock Trial (Harry Truman and the atomic bomb)
•Fishbowl discussion about Holocaust
•Moot court Korematsu v. US

Authentic Experiences:
•Holocaust survivor

Extensions (Tier I):

Differentiated reading/research based on in-class work and NJSLA data, grouping based on ability levels for some assignments.

Differentiation (Tiers II and III):

Detailed outlines, guided self-improvement plans, direct and guided instruction, lunch and advisory extra help, homework contracts, weekly conferences based on classwork and NJSLA data, grouping based on ability levels for some assignments, modifications and accommodations based upon IEPs and 504s, scaffolding for ELL students and resources such as Snap and Read

Stage 3 – Learning Plan

Vocabulary

-economic depression, GNP, GDP, margin, stocks, war debt repayment, Holocaust, blitzkrieg, neutrality, alliances, embargo, communism, Hitler, Mussolini, Churchill, internment, reparations, U-boat, mobilization, Nazi, executive order, Hiroshima, Nagasaki, nuclear warfare, propaganda, nuclear, segregation, fascism, Stalin, fireside chats, intervention, Pearl Harbor, inflation, Victory Garden, Allied Powers, global affairs, Axis Powers, discrimination, human rights, civil liberties, democracy, Lend Lease Act, arsenal, aggression, embargo, concentration camps, Office of War Information, Eisenhower, United Nations, Manhattan Project, Harding, Mellon, Kellogg-Briand Pact, Teapot Dome Scandal, Coolidge, FDR, fireside chats, New Deal, First Hundred Days, FDIC, CCC, NRA, SEC, Neutrality Acts, Land-Lease Act, Manhattan Project, Stalin, Truman, Dawes Plan, Hoover, Hawley-Smoot tariff, buying on margin, Black Tuesday, Good Neighbor Policy, Dust Bowl, WPA, FDR's Court Packing Plan, Keynesianism, fascism, Nazism, Pearl Harbor, D-day, Potsdam Conference, Berlin Airlift

-all vocabulary from primary source documents that students do not know (on Vocabulary Board)

Expert/Field Experience

-Holocaust survivor

Literacy Connections/Research/Resources:

- Conduct short research to compare and contrast the roles of Eleanor Roosevelt and Frances Perkins in promoting equality for women and minorities during the New Deal era.
 - Write an argument assessing the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals and connect that program to today.
 - Evaluate authors' differing points of view to determine if the American internment of Japanese, German, and Italians was a denial of civil rights.
 - Primary and secondary sources, including the Treaty of Versailles, The UN Charter, Studs Terkle's Oral Histories of the Great Depression and World War II,
 - Current events and how they link to the past
 - Drawing the Color Line--Where are we today?
 - Choices program (online edition) <http://www.choices.edu/> :
- Between World Wars: FDR and the Age of Isolationism
- The Challenge of Nuclear Weapons
- Confronting Genocide: Never Again
- The United Nations: Challenges and Charge

- Howard Zinn--A People's History of the United States:

<https://www.historyisaweapon.com/defcon1/zinnwarhea14.html>

<https://www.historyisaweapon.com/defcon1/zinnselhel15.html>

<https://www.historyisaweapon.com/defcon1/zinnpeopleswar.html>

- SHEG projects:

Migrant Mother Photograph

Japanese American Incarceration

Zoot Suit Riots

The Atomic Bomb

- DBQ online:

What Caused the Great Depression?

•http://www.socialstudieshelp.com/Amer_History_Syallbus.htm

- NewsELA

Varied readings based on curriculum

- ReadWorks

•CommonLit, including The Great Depression, FDR "On Drought Conditions," FDR "Day of Infamy Speech,"

Introduction to World War II, Japanese Relocation, How American Industry won World War II, Death Marches of the Holocaust, Truman Doctrine Speech

- EBSCO

•<https://curriculum.newvisions.org/social-studies/course/us-history/>

•<http://www.nj.gov/education/amistad/>

<http://www.njamistadcurriculum.net/history/unit/new-deal>

- Bucks Institute Project Based Learning

•Southern Poverty Law Center Teaching Tolerance <https://www.tolerance.org/professional-development/webinars/teaching-hard-history-american-slavery>

- Holocaust and Genocide Studies

<https://www.nj.gov/education/holocaust/curriculum/Universal9-12.pdf>

https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/

<https://www.nj.gov/education/holocaust/curriculum/genslave.pdf> [Units V and VI]

- New Visions US History Units 7 and 8

<https://curriculum.newvisions.org/social-studies/course/us-history/prosperity-and-depression/>

<https://curriculum.newvisions.org/social-studies/course/us-history/world-war-ii/>

•Zinn Education Project:

1934 West Coast Longshore Strike

Burned Out of Homes and History: Unearthing the Silenced Voices of the Tulsa Race Riot

Deportations on Trial: Mexican American During the Great Depression

Haiku and Hiroshima: Teaching About the Atomic Bomb

A Lesson on the Japanese Internment

The Other Internment: Teaching the Hidden Story of Japanese Latin America during World War II

Southern Tenant Farmers' Union: Black and White Unite

World War II and McCarthyism

•All classwork, resources, and homework are posted daily on Google classroom.

APPENDIX

Students will know:	Students will be able to:
<ul style="list-style-type: none"> •Vocabulary associated with these standards •The various explanations for the 1929 stock market crash and determine which explanation best accords with textual evidence by examining uneven distribution of wealth, easy credit, stock market speculation, overproduction of consumer goods and a weak farming economy •The similarities and differences between the stock market crash in 1929 and other periods of economic instability (e.g., the depressions of 1807, 1873, the Panic of 1907, the “double dip” of the 1980s and the Great Recession of 2008) •How governmental policies (high tariffs and limited banking regulations) affected the 1929 stock market crash •How agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression •The impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities •The extent to which the Treaty of Versailles, war debt repayment, and international banking contributed to the worldwide economic collapse •How the government uses monetary policy (e.g., interest rates, printed currency) to affect the nation’s economy •How the government uses fiscal policy (e.g., adjusting taxes, spending) to affect the nation’s economy •The effectiveness of economic regulations and standards established during this time period in combating the Great Depression, including measures provided by the Glass-Steagall ACT, and the Fair Labor Standards Act •How members of FDR’s “Brain Trust” and cabinet secretaries shaped the core ideologies and policies of the New Deal •The effectiveness of New Deal programs (e.g., Civilian Conservation Corp, Tennessee Valley Authority) designed to protect the environment •The extent to which the Works Progress Administration impacted New Jersey and the nation by improving infrastructure, investing in education, and employing artists •The impact of the New Deal’s expanded role of government with regard to economic policy (e.g., spending), capitalism (e.g., increased regulation), and society (e.g., government assistance) •How and why conflict developed over the New Deal between the Supreme Court and other branches of government by analyzing decisions of <i>Schechter v. US</i> and 	<ul style="list-style-type: none"> •Understand connotation of words in primary, secondary and literary documents and works •Utilize close reading skills to develop an understanding of information from text •Listen open-mindedly to views contrary to their own •Develop and utilize strategies to understand how to read informational text •Collaboratively develop strategies for managing and resolving conflict •Demonstrate an understanding of democratic values and processes •Accept decisions that are made for the common good •Recognize that the actions or inactions of an individual, group, and nation may have intended and unintended consequences •Analyze rights that all people in our nation should have •Analyze the advantages and disadvantages of different forms of protest •Analyze how there is not necessarily a correct answer to dilemmas •Analyze the purposes of government •Analyze political cartoons •Analyze why there are two sides to every story and that there are valid reasons for and against getting involved in a war •Debate and support their positions for and against equality for African Americans post-Civil War •Write a commentary in support of their position from both a historical and literary perspective •Conduct research from multiple perspectives •Participate in a mock trial •Read like a historian •Recognize tone in primary source documents •Analyze primary source documents •Justify a point of view •Analyze issues facing the United States in the 1930s and 40s, identify the core underlying values of the options, integrate the arguments and beliefs of the options and the readings into a persuasive, coherent presentation and work cooperatively in groups to organize effective presentations. •Effectively question for technique •Produce coherent writing to explain the relationship between producers and consumers in a market economy, including how supply and demand determine the price of a good or service, in this time period and in current times

Butler v. US

- The comparisons and differences between Eleanor Roosevelt and Frances Perkins in promoting equality for women during the New Deal era
- The economic ideological leanings of the two major political parties during the New Deal and today
- America's response to the Great Depression in comparison to the responses of other nations, including Germany, Italy and Japan
- The effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s
- The roles of Axis leadership (Hitler, Hirohito and Mussolini) and the Allied leadership (Stalin, Churchill and FDR) in the conduct and outcomes of WWII
- The role that geography played in the development of military strategies and weaponry in WWII
- The role of NJ and prominent citizens in World War II
- The contribution of minority groups to the war effort despite the discrimination that they faced (i.e., Tuskegee Airmen, Native American Code Talkers, Women Air Force Service Pilots, Japanese American 442nd Infantry Regimental Combat Team, Mexican Americans)
- That new wartime inventions (nuclear technology, improved aeronautical design, communication innovations, food preservatives) had a profound effect on how WWII was fought
- The short and long-term impacts of the conversion of American industries from consumer-oriented manufacturing to military production during WWII
- The decision to use the atomic bomb and its consequences
- The varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust
- The responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides
- How World War II and the Holocaust led to the creation of international organizations (i.e., United Nations) to protect human rights, and the subsequent impact of these organizations

- Write an argument assessing the effectiveness of governmental policies (i.e., FDIS, NLRB, and Social Security) enacted during the New Deal period in protecting the welfare of individuals
- Analyze and assess authors' claims, reasoning and evidence using primary source documents