

**HPISD CURRICULUM**  
 (SOCIAL STUDIES, UNITED STATES HISTORY)

EST. NUMBER OF DAYS: 5 DAYS \_\_\_\_

<b>UNIT NAME</b>	<b>UNIT 4A: GREAT DEPRESSION AND WORLD WAR II: GREAT DEPRESSION</b>
<b>Unit Overview</b>	The economic boom of the 1920s collapses in 1929 as the U.S. enters a deep economic depression. Millions of Americans lose their jobs and President Hoover is unable to end the downslide.
<b>Generalizations/Enduring Understandings</b>	<p><b>Constitutional Government and Federalism</b>        Reinterpretation of fundamental law in a written constitution, through altered historical circumstances and cultural values, leads to significant changes in the political culture.</p> <p>Ongoing struggles between national and state governments, and changing political attitudes, continuously redefine the balance of power in a federal system.</p> <p>Political conflict and competition lead to the formation of organized political interests with different goals and ideals.</p> <p>The quest for expanded voice and meaningful participation in political life represent the core purpose of reform in democratic societies.</p> <p><b>Capitalism and Economic Abundance</b>        Economic regulation and government stimulation of the economy modify and moderate the effects of free market capitalism to achieve other economic and political goals, such as stability and equality.</p> <p>Global conflict and cooperation, along with changing cultural circumstances, trigger problems and opportunities for economic development, such as expanded opportunities for trade, competition for resources, and interdependency.</p> <p><b>Civil Rights and Equality</b>        Ongoing struggles for political and economic equality exemplify political, economic, and social change in democratic societies.</p> <p>The ideal of individual rights continually competes with the reality of government intervention.</p> <p><b>American National Character</b>        In the midst of great cultural diversity, American identity still exhibits uniqueness in its cultural intermixing, social equality, population mobility, and abundance.</p>

	<p>Cultural patterns influence the daily lives of every member of society, and are reflected in churches, schools, and other institutions, as well as literature, the fine arts, and traditions.</p> <p>Demographic shifts, including immigration, internal migration, ethnicity, and aging, have significantly influenced cultural patterns and political interests.</p> <p>Individuals can significantly influence historical events and group behavior through effective leadership.</p>	
<b>Concepts</b>	Migration Economic Opportunity	
<b>Guiding/Essential Questions</b>	What are the causes and consequences of the Great Depression?	
<b>Learning Targets</b>	<b>Performance Levels</b>	<b>Learning Progression (**Decision Point)</b>
	<p><u><b>Prerequisite Knowledge and Skills:</b></u>  <b>Students will list and describe causes of economic growth and decline. Students will interpret the relationship and difference between politics and governmental policy.</b></p> <p><u><b>Learning Target:</b></u>  <b>Students will analyze the causes and effects of the boom and bust cycle of the 1920's which culminated in a deep economic depression. Students will also evaluate the efficacy of the Hoover Administration's response to the nation's deepening economic and social woes.</b></p>	<ul style="list-style-type: none"> <li>• Build a vocabulary from the chapter.</li> <li>• Interactive Notebook Entry</li> <li>• Grapes of Wrath Project</li> <li>• Concept Mapping-Students are given the vocabulary terms/concepts and required to create a concept map of at least 10 items. The map must have a textual explanation and visual</li> <li>• Self-Directed Quiz-After a "popcorn" reading of a document, students write five content based questions with an answer key. Quiz is passed to another student who may use the document to answer the SDQ. Quiz is returned to test maker who grades the quiz and files it.</li> <li>• Physical Time Line- students are given</li> </ul>

		an event and conduct research. After presenting individual information, entire class lines up for a physical time line.
<b>Formative Assessments</b>	<b>Vocabulary Quiz</b>	
<b>Summative Assessments</b>	<b>Grapes of Wrath Project Assessment</b>	
	<i>TEKS</i>	<i>Specifications</i>
<b>TEKS (Grade Level) / Specifications</b> <b>RED</b> = Readiness Standards <b>GREEN</b> = Supporting Standards <b>BLUE</b> = Process Standards <i>Italics</i> = Standards Not Tested	<b>(12) Geography. The student understands the impact of geographic factors on major events. The student is expected to:</b> (A) analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina; and	
	<b>(15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:</b> (E) describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money.	
	<b>(16) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:</b> (B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System;	
	(C) analyze the effects of the Great Depression on the U.S. economy and society, such as widespread unemployment and deportation and	Widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others. (TEKS)

	repatriation of people of European and Mexican heritage and others;	As the prosperity of the 1920s ended, severe economic problems gripped the nation. (HPISD) Since the Great Depression, many Americans have been more cautious about saving, investing, and borrowing. (HPISD)
	(D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and	
	(E) describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.	
	<b>(17) Economics. The student understands the economic effects of World War II, and the Cold War. The student is expected to:</b> (A) describe the economic effects of World War II on the home front, such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment;	The economic effects of World War II on the home front, such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment. (TEKS)
	<b>(19) Government. The student understands changes over time in the role of government. The student is expected to:</b> (A) evaluate the impact of New Deal legislation on the historical roles of state and federal governments;	
	(B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11;	
	<b>((20) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:</b> B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme	

	Court justices and the presidential election of 2000.	
	<b>(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</b> (A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;	
	(B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society;	Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society. (TEKS)
<b>Processes and Skills</b>		
<b>Topics</b>	Alfred E. Smith Black Tuesday Hawley Smoot Tarriff Shantytown Dust Bowl Direct relief Federal Home Loan Bank Act Reconstruction Finance Corporation Bonus Army Herbert Hoover	
<b>Facts</b>		
<b>Language of Instruction</b>	Speculation, buying on margin, Dow Jones Industrial Average, price-supports	
<b>State Assessment Connections</b>		
<b>National Assessment Connections</b>		
<b>Resources</b>	<i>The Americans</i> , Ch. 14 Primary Documents (from InDepth Resources): Grapes of Wrath Hard Times Brother Can You Spare a Dime Broke, but not Broken, Ann Marie Low remembers the dustbowl	