

HPISD CURRICULUM
 (SOCIAL STUDIES, UNITED STATES HISTORY)

EST. NUMBER OF DAYS: 10 DAYS __

<p>UNIT NAME</p>	<p>UNIT 4B: GREAT DEPRESSION AND WORLD WAR II: NEW DEAL</p>
<p>Unit Overview</p>	<p>President Roosevelt launches a program aiming to end the Great Depression, with profound effects.</p>
<p>Generalizations/Enduring Understandings</p>	<p>Constitutional Government and Federalism 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>Capitalism and Economic Abundance Free markets, free labor, and capital investment, in an environment of abundant resources and technological advances, lead to economic growth and opportunities for prosperity.</p> <p>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>Civil Rights and Equality Ongoing struggles for political and economic equality exemplify political, economic, and social change in democratic societies.</p> <p>The embodiment of the ideals of political liberty and self-determination in the Charters of Freedom, including the Bill of Rights, establish the foundation for the struggle to extend equal</p>

	<p>rights and civil liberties to all citizens regardless of economic standing, race or gender.</p> <p>The ideal of individual rights continually competes with the reality of government intervention.</p> <p>American National Character 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>	
Concepts	Economic Opportunity Cultural Diversity Science and Technology	
Guiding/Essential Questions	How effective was the New Deal? What was the legacy of the New Deal?	
Learning Targets	<p style="text-align: center;">Performance Levels</p> <p><u>Prerequisite Knowledge and Skills:</u></p> <p>Students will be able to list, describe and identify the various programs of the New Deal.</p> <p><u>Learning Target:</u> Students will analyze the effectiveness of Roosevelt's various programs that were aimed at ending the Great Depression.</p>	<p style="text-align: center;">Learning Progression (**Decision Point)</p> <p><u>Learning Progression (**Decision Point)</u></p> <ul style="list-style-type: none"> • Build a vocabulary from the chapter. • Interactive Notebook Entry • The Story of US-student viewing guide to be completed • 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

		<ul style="list-style-type: none"> • ESPN-Economic, social, political, environmental. New Deal Posters •
Formative Assessments	Vocabulary Quiz	
Summative Assessments		
	<i>TEKS</i>	<i>Specifications</i>
TEKS (Grade Level) / Specifications RED = Readiness Standards GREEN = Supporting Standards BLUE = Process Standards <i>Italics</i> = Standards Not Tested	(12) Geography. The student understands the impact of geographic factors on major events. The student is expected to: (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	
	(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: (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.	
	(16) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to: (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 repatriation of people of European and Mexican heritage and others;	Widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others. (TEKS)

	(D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and	After becoming president, Franklin Delano Roosevelt initiated government programs to combat the Depression, such as financial regulations and relief agencies under the First and Second New Deal. (HPISD)
	(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.	The New Deal made a lasting impact on increasing the government's role in the struggle for equal rights. (HPISD)
	(17) Economics. The student understands the economic effects of World War II, and the Cold War. The student is expected to: (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 end of the Great Depression, rationing, and increased opportunity for women and minority employment. (TEKS)
	(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: (A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;	Motion pictures, radio, art, and literature blossomed during the New Deal.(HPISD)
	(26) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to: (D) identify the political, social, and economic contributions of women , such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey , to American society;	Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey. (TEKS)
Processes and Skills		
Topics	New Deal Glass Steagall Act Federal Securities ct AAA NIRA	

	<p>CCC Huey Long Supreme Court packing scheme WPA Social Security Act Wagner Act FDIC SEC TVA Frances Perkins Mary McLeod Bethune John Collier CIO Federal Art Project Woody Guthrie</p>
Facts	
Language of Instruction	
State Assessment Connections	
National Assessment Connections	
Resources	<p><i>The Americans</i>, Ch. 15 Primary Documents (from InDepth Resources) TVA Map Agee, “Let Us Now Praise Famous Men” WPA Posters</p>