

## U.S. History Since Reconstruction Curriculum Bundle #7

<b>Title</b>	<b>Suggested Dates</b>
The Great Depression	January 5 – 29, 2010 (18 days)

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>The Great Depression caused a significant shift in government involvement in the U.S. economy.</li> </ul>	<ul style="list-style-type: none"> <li>To what extent did the affluence of the 1920s cause the Great Depression? What were the biggest causes of the Great Depression?</li> <li>How did the Great Depression affect the U.S. economy and government?</li> <li>How successful were the New Deal programs?</li> <li>How do New Deal programs continue to affect the U.S. today?</li> <li>How did the New Deal change the relationship between the individual and his/her government?</li> </ul>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (See note above)
<p><b>US.1 History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</b></p> <p>US.1A identify the major eras in U.S. history from 1877 to the present and describe their defining</p>	<ul style="list-style-type: none"> <li>Depression 1929-1940 – Stock Market Crash, Great Depression, New Deal</li> </ul>	<p>Go to PISD website, click Staff tab for the following resources. Login information is on the Intranet &gt; Technology &gt; Passwords</p> <p>Encyclopedia Britannica EBSCO Databases netTrekker Free Music Library <a href="http://Maps101.com">http://Maps101.com</a> UnitedStreaming.com</p> <p>PresidentialTimeline.org HistoryTeacher.net History.com</p>
<p><b>US.1 History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</b></p> <p>US.1B apply absolute and relative chronology through the sequencing of significant individuals</p>	<ul style="list-style-type: none"> <li>1929-1940 Depression – Stock Market Crash, Great Depression, New Deal</li> </ul>	<p>“<a href="#">President Hoover’s Response</a> to the Stock Market Crash” primary sources and lesson plans from the Presidential Timeline.org</p>

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<p><b>US.1 History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</b></p> <p>US.1C explain the significance of the following dates: 1898, 1914-1918, 1929, 1941-1945, and</p>	<ul style="list-style-type: none"> <li>1929 Stock Market Crash – Beginning of the Great Depression</li> </ul>	<p><a href="#">Stock Market Crash</a> information</p> <p><a href="http://www.econedlink.org/">http://www.econedlink.org/</a> Search Stock Market Crash</p>																
<p><b>US.5 History. The student understands significant individuals, events, and issues of the 1920s. The student is expected to:</b></p> <p>US.5A analyze causes and effects of significant issues such as immigration, the Red Scare, Prohibition, and the changing role of women; and</p>	<table border="1"> <thead> <tr> <th>CAUSES</th> <th>ISSUE</th> <th>EFFECTS</th> </tr> </thead> <tbody> <tr> <td>Poor economy in Europe, desire for a better life in America</td> <td>Immigration</td> <td>Growth of cities and slums, overabundance of workers drives wages down; Nativism takes hold</td> </tr> <tr> <td>Fear of foreigners and loss of jobs</td> <td>Red Scare</td> <td>Immigrant restrictions, Sacco and Vanzetti, Palmer Raids, KKK</td> </tr> <tr> <td>Poverty and violence associated with drinking, Temperance Movement</td> <td>Prohibition</td> <td>The 18<sup>th</sup> Amendment, Volstead Act</td> </tr> <tr> <td>Flappers, change in morality</td> <td>Changing role of women</td> <td>19<sup>th</sup> Amendment passes</td> </tr> </tbody> </table>	CAUSES	ISSUE	EFFECTS	Poor economy in Europe, desire for a better life in America	Immigration	Growth of cities and slums, overabundance of workers drives wages down; Nativism takes hold	Fear of foreigners and loss of jobs	Red Scare	Immigrant restrictions, Sacco and Vanzetti, Palmer Raids, KKK	Poverty and violence associated with drinking, Temperance Movement	Prohibition	The 18 <sup>th</sup> Amendment, Volstead Act	Flappers, change in morality	Changing role of women	19 <sup>th</sup> Amendment passes		
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<p><b>US.5 History. The student understands significant individuals, events, and issues of the 1920s. The student is expected to:</b></p> <p>US.5B analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, and Charles A. Lindbergh.</p>	<table border="1"> <tbody> <tr> <td>Clarence Darrow</td> <td>Defense lawyer in the Scopes Trial who made Americans question their literal belief in the Bible which leads to the teaching of Evolution in schools</td> </tr> <tr> <td>William Jennings Bryan</td> <td>Prosecutor in Scopes Trial who is unable to defend all of the Bible but wins case on a technicality, becomes a martyr for Christian Fundamentalists and the idea of Creationism</td> </tr> <tr> <td>Henry Ford</td> <td>Creator of the assembly line process and instrumental in moving Americans into the automotive age of the 20<sup>th</sup> Century</td> </tr> </tbody> </table>	Clarence Darrow	Defense lawyer in the Scopes Trial who made Americans question their literal belief in the Bible which leads to the teaching of Evolution in schools	William Jennings Bryan	Prosecutor in Scopes Trial who is unable to defend all of the Bible but wins case on a technicality, becomes a martyr for Christian Fundamentalists and the idea of Creationism	Henry Ford	Creator of the assembly line process and instrumental in moving Americans into the automotive age of the 20 <sup>th</sup> Century											
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<p><b>US.9 Geography. The student understands the impact of geographic factors on major events. The student is expected to:</b></p> <p>US.9A analyze the effects of physical and human geographic factors on major events including</p>	<ul style="list-style-type: none"> <li>• Dust Bowl</li> </ul>			
<p><b>US.10 Geography. The student understands the effects of migration and immigration on American society. The student is expected to:</b></p> <p>US.10A analyze the effects of changing demographic patterns resulting from migration within the</p>	<ul style="list-style-type: none"> <li>• The Great Depression – Movement west</li> </ul>			
<p><b>US.13 Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:</b></p> <p>US.13A analyze causes of economic growth and prosperity in the 1920s</p>	<ul style="list-style-type: none"> <li>• Growth in industry due to World War I</li> <li>• Tax policies favoring capital investment</li> <li>• New inventions powered by cheap energy</li> <li>• Buying on credit</li> <li>• Assembly line production</li> <li>• Growth of U.S. banks/businesses in Latin America &amp; Far East</li> <li>• Mass production of consumer goods, advertising, and installment plans</li> </ul> <p style="color: red;">TEACHER NOTE: Please help students investigate Henry Ford’s efforts in his business and relations with his workers, over paying and better hours, influenced the country to not accept Socialism as an economic choice.</p>			
<p><b>US.13 Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:</b></p> <p>US.13B analyze the causes of the Great Depression, including the decline in worldwide trade, the stock market crash, and bank failures;</p>	<ul style="list-style-type: none"> <li>• Decline in worldwide trade – Banks made high interest loans to stock speculators instead of lending money to foreign companies, foreign companies purchased fewer products from American manufacturers and high tariff rates</li> <li>• The Stock Market crash – Margin buying and over-speculation</li> <li>• Bank failures – The Federal Reserve kept interest rates very low</li> <li>• Failure of European countries to pay back war debt and reparations.</li> <li>• Need to mention the new found ease of</li> </ul>	<p>History Alive lesson on “Analyzing Economic Data” from the Great Depression - See Department Chair for binder</p> <p>History Alive lesson on “The Victims of the Great Depression”- See Department Chair</p> <p><a href="#">Map of the U.S. During the Great Depression</a> from Maps101.com</p> <p>Go to <a href="http://www.econedlink.org/">http://www.econedlink.org/</a> and search by “Stock Market Crash”</p>		

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	<p style="color: red;">purchasing household items, cars and clothing on credit.</p> <ul style="list-style-type: none"> <li>• Development of advertising to get Americans to spend for the present instead of saving for the future.</li> <li>• Overproduction of industrial and agriculture goods that caused prices to fall</li> </ul>	<p>The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online <a href="http://www.econedlink.org/lessons/">http://www.econedlink.org/lessons/</a> (In addition, current events and more are available on their homepage <a href="http://www.econedlink.org/">http://www.econedlink.org/</a>)</p> <p>There is also a green CD available in each campus library titled “Virtual Economics.” It contains even more lessons from NCEE (1200 economics lessons, K-12). How to search: Choose “Browse Economics Lessons” then “Search by Lesson” or “Search by Keyword” or “Search by Publication” (then choose <i>United States History: Focus on Economics</i> or <i>United States History: Eyes on the Economy</i>).</p> <p>Some lessons could be taught in multiple courses. If you find and use a lesson that you want protected in your course in future years, please email Sara Lucas to make that request.</p>
<p><b>US.13 Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:</b></p> <p>US.13C analyze the effects of the Great Depression on the U.S. economy and government;</p>	<ul style="list-style-type: none"> <li>• Expanded the role and power of the federal government</li> <li>• Unemployment</li> <li>• Business and bank failures</li> <li>• Republicans voted out of House and Senate</li> <li>• Shift of Black voters to Democratic Party</li> </ul> <p style="color: red;">1920-1933—Passage of the 18<sup>th</sup> amendment (Prohibition) in 1919 and the economic ramifications of the amendment. Ex. Organized Crime</p>	
<p><b>US.13 Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:</b></p> <p>US.13D evaluate the effectiveness of New Deal measures in ending the Great Depression; and</p>	<ul style="list-style-type: none"> <li>• Democracy in US was preserved when it was lost elsewhere in the world – brought in big government era</li> <li>• Expanded role of the federal government – the U.S. Government became the largest single employer in the country</li> <li>• State government lost power</li> <li>• Stabilized and reformed US Banking System</li> <li>• Americans belief in US Government strengthened</li> </ul> <p style="color: red;">Make mention of the following: FDR’s bank holiday( to stop the bank run), establishment of a centralized banking system (went off gold standard and went to an uniformed</p>	<p>(See notes under 13B)</p>

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	<p>currency)</p> <p>Increased job opportunities for men due to the New Deal programs like the CCC, TVA, AAA,PWA, and</p> <ul style="list-style-type: none"> <li>• NRA.</li> </ul>	
<p><b>US.13 Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:</b></p> <p>US.13E analyze how various New Deal agencies and programs such as the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and Social Security continue to affect the lives of U.S. citizens.</p>	<ul style="list-style-type: none"> <li>• Federal Deposit Insurance Corporation – Protected depositors by providing government insurance for bank deposits up to a certain amount</li> <li>• The Securities and Exchange Commission – Regulated the stock market and prevented fraud</li> <li>• Social Security – Created unemployment system, disability insurance, old-age pension, and child welfare benefits</li> </ul> <p>These programs helped the United States recover from the Great Depression and became imbedded into the American political system because they benefited so many people.</p>	<p><a href="http://www.fdrlibrary.marist.edu/educat33.html">http://www.fdrlibrary.marist.edu/educat33.html</a></p> <p>(See notes under 13B)</p>
<p><b>US.14 Economics. The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society. The student is expected to:</b></p> <p>US.14A describe the economic effects of World War II on the home front, including rationing, female employment, and the end of the Great Depression;</p>	<ul style="list-style-type: none"> <li>• <i>Rationing</i> – Limiting the availability of many products to make sure enough was available for military use.</li> <li>• <i>Female Employment</i> – The government hired nearly 7 million women to do clerical work and work in factories.</li> <li>• <i>End of the Great Depression</i> – Led to economic prosperity</li> </ul> <p><b>Growth of Labor Unions</b></p>	<p>History Alive lesson on “The New Deal Programs” – See Department Chair</p> <p><a href="http://www.fdrlibrary.marist.edu/educat33.html">http://www.fdrlibrary.marist.edu/educat33.html</a></p> <p>(See notes under 13B)</p>
<p><b>US.15 Government. The student understands changes in the role of government over time. The student is expected to:</b></p> <p>US.15A evaluate the impact of New Deal legislation on the historical roles of state and federal governments;</p>	<p>Took powers away from the state government and gave it to the federal government but state government benefited by the improvements in their states of increased revenue, better highways, better infrastructure, and jobs</p> <ul style="list-style-type: none"> <li>• Agricultural Adjustment Administration (AAA) – Subsidies for farmers</li> <li>• Federal Deposit Insurance Corporation (FDIC) – Insurance kept on more in a bank up to a certain point</li> <li>• Securities and Exchange Commission (SEC) – Regulated the stock market to avoid dishonest practices</li> <li>• Social Security – Provide security for the elderly</li> </ul>	<p>(See notes under 13B)</p>

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	<p style="text-align: center;">and for unemployed workers</p> <ul style="list-style-type: none"> <li>• Tennessee Valley Authority (TVA) – Built hydroelectric plants and dams aimed at improving states and attracting industry to the South</li> <li>• Civilian Conservation Corps (CCC) – Employed single men for natural resource conservation</li> <li>• \Public Works Administration (PWA) and Civil Works Administration (CWA) – Provided employment in construction of airports, parks, schools, and roads</li> </ul>	
<p><b>US.16 Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:</b></p> <p>US.16B evaluate the impact of events, including Franklin Roosevelt's attempt to increase the number of U.S. Supreme Court justices, on the relationships among the legislative, executive, and judicial branches of government.</p>	<ul style="list-style-type: none"> <li>• Franklin Roosevelt’s attempt to increase the number of U.S. Supreme Court justices</li> <li>• Impact – Each branch of government became more aware of the fragile yet important nature of the checks and balances ideal – Judicial Reorganization Bill, “Court packing plan”</li> </ul>	<p>History Alive lesson on “The New Deal Programs” – See Department Chair</p> <p><a href="http://www.fdrlibrary.marist.edu/educat33.html">http://www.fdrlibrary.marist.edu/educat33.html</a></p>
<p><b>US.17 Government. The student understands the impact of constitutional issues on American society in the 20th century. The student is expected to:</b></p> <p>US.17B analyze reasons for the adoption of 20th-century constitutional amendments.</p>	<ul style="list-style-type: none"> <li>• 20th Amendment – (1933-Presidential term and succession) Needed President to take office sooner</li> <li>• 21st Amendment – (1933-Repeal of Prohibition) Loss of tax revenue and to stop organized crime</li> </ul>	<p>Cartoons and Information on <a href="#">FDR’s Court Packing</a></p> <p>Article on <a href="#">FDR and Court Packing</a></p> <p><a href="#">FDR v. Supreme Court article</a> from American Heritage</p>
<p><b>US.19 Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</b></p> <p>US.19A describe qualities of effective leadership;</p>	<ul style="list-style-type: none"> <li>• Honest</li> <li>• Fair</li> <li>• Sense of justice</li> <li>• Responsible</li> <li>• Intelligent</li> </ul>	

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<p><b>US.19 Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</b></p> <p>US.19B evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Shirley Chisholm, and Franklin D. Roosevelt; and</p>	<ul style="list-style-type: none"> <li>• <i>Franklin D. Roosevelt</i> strengthened the role of President and led the country through the Great Depression and WWII. He expanded the role of the federal government.</li> </ul>			
<p><b>US.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</b></p> <p>US.20A describe how the characteristics and issues of various eras in U.S. history have been reflected in works of art</p>	<p>1920 Openness and freedom of society</p>	<p>Georgia O’Keeffe</p>	<p>Landscapes and abstracts of the Southwestern desert environment</p>	
<p><b>US.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</b></p> <p>20US.E identify the impact of popular American culture on the rest of the world.</p>	<p>50s – 60s Happy Days and Political and Social Reforms</p>	<p>Rock and Roll</p>	<p>Restless youth and a forum to express their feelings concerning political and social issues</p>	
<p><b>US.21 Culture. The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contributes to our national identity. The student is expected to:</b></p> <p>US.21D identify the political, social, and economic contributions of women to American society.</p>	<p>1930s The Great Depression</p>	<p>John Steinbeck’s The Grapes of Wrath</p>	<p>Life of the “Okies” who were going west due to the Dust Bowl</p>	
<p><b>Social Studies Skills TEKS</b>—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using all of the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>				

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<p><b>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>US.24A locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;</p>	<p>Teacher should make sure that their students know the difference between primary and secondary sources by using many examples during the year.</p>	
<p><b>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>US.24B analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p>	<ul style="list-style-type: none"> <li>• Access Inspiration template from campus share drive. (Campus share/Social Studies)</li> <li>• Have students use Excel to categorize information.</li> <li>• Use Graphic Organizers on the PISD Social Studies Resources webpage.</li> </ul>	<p><a href="#">Dorothea Lange Photographs</a> from the Library of Congress</p> <p>Information on <a href="#">Dorothea Lange</a> from the Library of Congress</p> <p>Practice, Practice, Practice - Use current events(weekly and/or bi weekly), short answer questions on test using complete sentences and research topics (once a semester)</p>
<p><b>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>US.24C explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context;</p>	<p>Analyze political cartoons and editorials. Make sure to look at both view points (Twice a six weeks)</p>	<p>Political cartoons: search Thomas Nast</p>
<p><b>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>US.24G support a point of view on a social studies issue or event; and</p>	<p>Class debates on controversial events (When time permits)</p>	
<p><b>US.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>US.25A use social studies terminology correctly.</p>	<p>Make sure that your students know the assurance word for the grade level.</p>	<p>See Social Studies Coordinator for the list of assurance words</p>

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<p><b>US.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>US.25B use standard grammar, spelling, sentence structure, and punctuation;</p>	<p>Get students in the practice of using spell check and grammar check. Also use peer editing in class.</p>	
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