**UNIT AUTHOR:** Justin Hannahs

**UNIT TOPIC:**  Great Depression/New Deal

## 1. UNIT CONTEXT

**Subject/Content Area –** Social Studies

**Course –** US History

**Grade Level -** 11

**Length of Unit:** 1 week (five 90 minute class periods)

## 2. FACTS ABOUT THE LEARNERS

**Class Profile** Provide your detailed class profile.

**Individual Student Information and Differentiation Strategies**

Consult the Lesson Rational Reflection and the http://www.secondarydifferentiation.weebly.com

**#1 Student - Student with Special Education Need**

**a. Name:** Emma

**b. Eligibility:** 504 – can re-take tests, extended time on tests/assignments, preferential seating away from distractions

**c. Identity:** 11th grade, English only, mildly interested in history, quiet generally, but willing to talk if she is asked specifically what she thinks.

**d. Goals:** Emma wants a college degree, hoping for an A or B in this class

**e. Readiness:** Previously she’s gotten As, Bs and Cs in history

**f. Interest:** Horses, reading, acting

**g. Learning Profile:** Naturalistic learner

**h. Differentiation:** How does this unit differentiate instruction for this student based on above info?

* Content (curriculum materials)
* Process (student activities)
* Product (assessment)
* Affect (proactive management strategies - student activities, feedback strategies…)
* Learning Environment (classroom space, seating, grouping …)

I’ve **differentiated the learning environment** for Emma. I have her sitting right next to me in the classroom, per her 504 plan. Additionally, I’ve utilized **process differentiation** to adhere to her 504 plan. I will give her a list of the vocabulary words for the vocab lesson a few days beforehand to give her extended time to do the assignment and learn the content.

**i. Assessment:** I will assess Emma formatively on this vocab assignment by collecting her paper at the end of class. Since she sometimes struggles with vocab (that I’ve noticed) I will also ask her before or after class about what words she learned, especially to assess whether or not she looked at the vocab that I gave her in advance. I will also allow Emma to re-do the vocab assignment if she does not do well with it, per her 504 plan.

**#2 Student - English Language Learner**

**a. Name:** Cecilia

**b. ELL Level:** Redesignated

**c. Identity:** Grade 12, born in America to two Mexican-born parents, grew up speaking Spanish and learned English in school, family of four,

**d. Goals:** Intends on going to college and getting a four year degree

**e. Readiness:** Interested soccer, animals

**g. Learning Profile:** prefers interpersonal style learning

**h. Differentiation:**

Since Cecilia prefers partner-based interpersonal activities and because she is an ELL, I was certain to incorporate partners into the vocab portion of the lesson. This is an example of process that I have differentiated for her. She knows English well, but some of the words being used 80 years ago when the speech was written, may be challenging. So the group will provide support for her. Additionally, I will give her a copy of the vocab words that I think she may find especially challenging before the reading begins (the day before). And lastly, I want to evaluate how well my accommodation is working, so I’ll be observing her and her partner more than others to see if she knows the vocab better for having received the words early.

**i. Assessment:** To assess Cecilia’s performance formatively, I will be collecting her paragraph that she writes at the very end and reviewing her vocabulary that she writes down. If her paragraph is not well written or lacking important details, I will discuss this with her and/or her group to try to gauge what she may be missing. It will be important as well to see if it’s a language issue or not.

**#3 Student – Low Level Student**

**a. Name:** Ashton

**b. Need:** Constant attention ensuring that he’s on task

**c. Identity:** Grade 11, Black, Not on free/reduced lunch, high energy,

**d. Goals:** Doesn’t want to go to college, doesn’t have any specific plans for after high school

**e. Readiness:** Attention-seeker, disengaged with school in general.

**f. Interest:** basketball, sports, cars

**g. Learning Profile:** Likes to disrupt other kids, has a few friends in the class, doesn’t like to read or write.

**h. Differentiation:** How does this unit differentiate instruction for this student based on above info?

**EXAMPLES OF DIFFERENTIATION:**

Since Ashton is so easily distracted and usually unfocused on his work, I wanted to offer a game that might make the learning more fun. Moreover, the game I am using includes incentives (candy), even though I think his love for sports will mean that he sees intrinsic value in winning the game. I thought of doing the Bingo game with Ashton and other students who don’t like history in mind. This is an example of **process differentiation** and also a way to proactively manage his behavioral issues.

**Assessment:** In order to assess Ashton’s progress, I will mostly be observing him as he plays the game. I want to see that he is marking his bingo card when the clues are read. Finally, I will be collecting his paragraph at the end of the period for a formative assessment to see if he was able to at least glean some information from the rest of the students about FDR’s programs.

**#4 Student – Average Level Student**

**a. Name:** Cais

**b. Need:** Needs to see relevance in today’s society in order to do well and be interested

**c. Identity:** Grade 11, speaks English, middle income family of four

**d. Goals:** Does not want to go to college immediately after school. Maybe after the military.

**e. Readiness:** Bs and Cs in social studies

**f. Interest:** MMA, sports , movies

**g. Learning Profile:** Learns best through music and kinesthetic activities

**h. Differentiation:** How does this unit differentiate instruction for this student based on above info?

* Content (curriculum materials)
* Process (student activities)
* Product (assessment)
* Affect (proactive managemenstrategies - student activities, feedback strategies…)
* Learning Environment (classroom space, seating, grouping …)

Cais needs to see relevance in the content in order to engage him. I’ve decided to utilize **content differentiation** so that he is interested, participates and class, and ultimately, achieves the learning goals I’ve set out for him. Cais also likes movies, and isn’t particularly thrilled by history in general. So I’ve decided on a movie which will include connections to today’s culture during the discussion. I’ve noticed in the past that Cais enjoys movies and he indicated as much on the survey I gave in the beginning of the year. I believe that watching a Hollywood-style movie and including a discussion that includes connections from today will interest Cais and other average level students.

**i. Assessment:** I will need to observe Cais and other students of his nature to ensure that they don’t fall asleep during the movie (occasional problem). I will pause the movie throughout to give them context, allow students to ask questions, and prompt students’ discussion. At the end of the movie, the whole class will discuss the movie and I will have a class roster with names marking off who participates. I will assess Cais by seeing if he participates.

**#5 Student – High Level Student**

**a. Name:** Sawyer

**b. Need:** Needs a lot of attention as she gets bored in class. Needs thought provoking activities for her

**c. Identity:** Grade 11, bubbly, intelligent, helpful to peers, high SES

**d. Goals:** Going to college, wants to be a writer

**e. Readiness:** Very proficient in reading and history. Requires additional challenges due to her high level of readiness.

**f. Interest:** Playing music, reading and writing

**g. Learning Profile:** excitable person who does best with logical/math, and intrapersonal activities

**h. Differentiation:**

For Sawyer, I’ve decided that **process differentiation** would be the most effective way to challenge her. She loves to participate in class and usually has insightful things to say. Often, she will play devil’s advocate with my other classmates. I’ve decided to include a debate in the week’s plan. This will be a good exercise for her and she will thrive as she gets to use higher-level thinking skills.

Sawyer also receives **product differentiation** by way of a rubric (below). I will require that she contributes more meaningfully than other students since she is a high achiever. Whereas other students might say only one comment that is only somewhat insightful, Sawyer will need to go above and beyond in order to get that same grade.

**i. Assessment:** Part of my assessment will be based on observation of who is participating in the debate and how meaningful their contribution to the discourse is.

**2. Unit Rationale: Enduring Understandings & Essential Questions**

This unit is important because it gives students a perspective on what happened recently withb the economic crash in 2008/2009. Addtionally, it’s the culmination of all of the policies that led up to the great depression, starting with the corruption in the transcontinental RR and the policies of the roaring 20s.

**Enduring Understandings (EU)**

Students will understand that reckless monetary and political policies from the 1920s (and earlier) led to the great depression, and that FDR’s numerous programs and general interventionist style was responsible for its recovery.

**Essential Questions**

What’s the role of the government in the economy? How much is too much or how little is too little? Who is responsible for a successful economy and why?

## 3. STANDARDS

**Content & Common Core Standards**

-[CCSS.ELA-LITERACY.RH.11-12.2](http://www.corestandards.org/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.11-12.5](http://www.corestandards.org/ELA-Literacy/RH/11-12/5/)
Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

- [CCSS.ELA-LITERACY.RH.11-12.7](http://www.corestandards.org/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.

**ELD Standards**

7**. Evaluating language choices**

Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well‐worded evidence to support claims or connecting points in an argument in specific ways) or create other specific

effects, with light support.

**8. Analyzing language choices**

Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.

**1. Exchanging information/ideas**

Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade‐appropriate academic topics by following turn‐taking rules, asking and answering relevant, on‐topic questions, affirming others, and providing coherent and well‐ articulated comments and additional information.

## 4. UNIT OBJECTIVES

**Cognitive:** Students will be able to analyze the effects of FDR’s New Deal as well as causes of the Great Depression.

**Language:** Students will be able to identify key programs for FDR’s New Deal including the vocabulary necessary for them.

**Affective:** Students will be able to opine about what they believe the federal government’s role is in our economy, citing evidence from FDR and Obama’s economic plans.

Students will be able to analyze the effects of the New Deal and evaluate the effects that the lasting programs have on today’s society.

I will evaluate students’ performance through my assessments. Some will be observational, but I also will be requiring an essay that requires students to analyze, evaluate and use higher level thinking skills. Objectives will be cognitive and language throughout. Language especially on day 5 and 2.

## 5. ASSESSMENT PLAN

Have an assessment for every objective and standard in unit. Cross-reference the objective and standard for each assessment. Example: Assessment (Objective/Standard #)

Include the following information about each assessment:

* **Name of Assessment**
* **Formality:** formal or informal
* **Purpose:** diagnostic, entry level, formative and summative
* Implementation Method: written *(multiple choice, t/f, open ended essay, academic test preparation)*, verbal, performance …
* **Communication of Expectations:** modeling, supports, samples … (Optional)
* **Evaluation Criteria:** Provide one rubric for the unit.
* Feedback Strategies
* **Student Self-Assessments:** Provide one rubric for the unit.

## 6. STEPS OF INSTRUCTION

**CALENDAR**

See below.

**ANTICIPATORY SET**

At the beginning of the unit, I will hook students by demonstrating the relevancy to today’s society. Our current president dealt with some of the same economic issues as FDR did. I will ask students, “Have you ever been in a financial crisis? Been broke but wanted to hang out with your friends? What did you do about it? What sorts of “programs” did you start to rejuvenate your bank account? Like get a job, start a savings program, etc.”

**CLOSURE**

For closure, students will summarize all that they’ve learned throughout the unit, and then utilize higher level thinking to then apply that knowledge in new ways. Specifically, they will take their knowledge of FDR’s programs and write their opinion on the government’s role in society, then select specific programs from FDR and agree or disagree with them. Thus, they must demonstrate their understanding of the content presented in the unit through this summative assessment.

Students will transition to the next unit chronologically. They will see how the second world war ultimately was the final step in lifting us out of the Depression’s after-effects.

**Unit Plan** **Calendar**– **New Deal/Great Depression**

**DAY 1**

**Standard:** 11.6.2 Understand the explanations of the principal causes of the Great Depression and the steps taken by the Fed, Congress, Hoover and FDR to combat the economic crisis

**Objective:** Student will be able to identify and explain what caused the depression **Student Activity:** Popcorn read out of the book and take notes.

**Assessment:** Students will answer the questions at the end of the chapter. As a class, with the teacher leading the discussion. Students will be *required* to participate in the discussion in order to be formatively assessed on their abilities to identify and explain causes of the depression. The teacher will have a roster and mark students off once they’ve contributed meaningfully to the discussion (informal, diagnostic).

**DAY 2**

**Standard:** 11.6.2 Understand the explanations of the principal causes of the Great Depression and the steps taken by the Fed, Congress, Hoover and FDR to combat the economic crisis

**Objective:** Students will be able to identify and explain ways Hoover, FDR, Congress attempted to mitigate the effects of the economic effects of the Depression
**Student Activity:** Students will Jigsaw read FDR’s 1932 inaugural speech in groups, underlining vocab words and summarizing their individual portion. After the group reunites, the students will share the meaning of their assigned parts. The class will also discuss the programs and discuss more recent programs Obama created in the wake of the 2008/2009 economic crash.

**Assessment:** Students will turn in their summaries of FDR’s inaugural speech for a formative assessment. For homework, students will make a graphic organizer (venn diagram) comparing Obama and FDR’s programs (formal, formative).

**DAY 3**

**Standard:** 11.6.3 Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements on the left and right, with particular attention to the Dust Bowl Refugees and their social and economic impacts in California

**Objective:** Students will be able to des cribe negative effects that the Depression had on people, and describe the mass migration to California and its effects **Student Activity:** Students will watch parts of *The Grapes of Wrath*

**Assessment:** Formative: Teacher will lead a discussion about the movie, and formatively assess students through the discussion and their participation. (informal assessment). Again, students will be required to participate in meaningful discussion.

**DAY 4**

**Standard:** 11.6.4 Analyze the effects of and controversies arising from the New Deal economic policies and the expanded role of the federal government in society and the economy since 1930s (e.g., WPA, SSA, NLRB, farm programs, energy development projects like TN Valley Authority, California Central Valley Project, Bonneville Dam)

**Objective:** Students will understand the role of federal government in combating the Depression. They will be able to identify key programs created by FDR

**Student Activity:** Alphabet soup bingo. Students will fill up a 4x4 bingo card with acronyms for FDR’s New Deal Plan. The teacher will read off a description of each program, and students will mark off their card when it’s read.

**Assessment:** Students will, at the end of the bingo game, list five programs and briefly explain what they did – formative, formal.

**DAY 5**

**Standard:** 11.6.4 Analyze the effects of and controversies arising from the New Deal economic policies and the expanded role of the federal government in society and the economy since 1930s (e.g., WPA, SSA, NLRB, farm programs, energy development projects like TN Valley Authority, California Central Valley Project, Bonneville Dam)

**Objective:** Students will form an opinion on various programs that existed then and the remnants of the programs that exist today. Students will be able to debate the role of the federal government in economic crisis, drawing parallels to the Great Recession of 2009. **Student Activity:** Student debating FDR’s programs, and the current federal government’s role in the economy

**Assessment:** Summative, formal: After the end of the debate, students will write an essay of 3-4 paragraphs summarizing their opinion on the federal government’s role in society in terms of economy, and will choose specific FDR programs that they agree/disagree with. Students will defend their opinions citing evidence. Students will be graded based on their participation in the debate, as I observe and measure the meaningfulness of their contribution to the debate.

**WEEK OF LESSON PLANS**

Lesson plan, used for teaching vocabulary, is included on my website.

**7. MATERIALS/RESOURCES**

Materials/Resources needed: Textbook, Video (*Grapes of Wrath*), copy of FDR’s inaugural speech, available here: <http://historymatters.gmu.edu/d/5057/>, graphic organizer (below), a rubric (included in my vocab lesson for day 2)

**8. REFLECTION**

My lesson plan has been differentiated throughout to meet the needs of my class. While I don’t have many ELL or SwSN students, I do have a few high-achieving ones. The strength I see in my plan is the varying activities that students have. Also, there are no tests or quizzes (something I hate). With my summative assessment, the essay, I should be able to see measure the effectiveness of my instructional strategies. What have I learned from this? I really like planning a unit all out at once.

In what ways have you differentiated instruction to meet the varying needs of your students?

* What strengths and possible limitations do you see in your plan?
* What forms of data/evidence might you collect from this unit to measure its effectiveness?
* What have you learned about yourself, students, your unit plan topic, and/or planning in general as a result of designing this unit plan? What do you know now that you didn’t know at the start of this unit or program?

**9. RUBRIC WITH SELF-ASSESSMENT**

* This will be handed in during class 10/19

**NAME:**

**Economic Restoration: Then and Now**

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**Obama’s Programs**

**Similarities**

**FDR’s Programs**

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