


The Great Depression and New Deal (2 Weeks - 5-6 Classes)

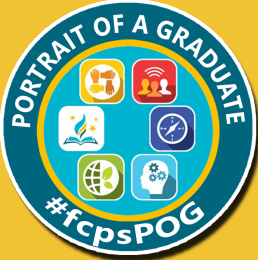
[Link to 2022-2023 Essential Standards and Pacing](#)

 **Purpose:** The purpose of this unit guide is to provide teachers with unit specific content and instructional and assessment resources to support the creation of meaningful learning experiences for students. The layout follows a ["backward design"](#) approach to teaching and learning resulting in a performance assessment using the [Standard 1 Rubric](#). **Explore the guide using the navigation bar.**

Navigate to Sections of the Planning Guide

Unit Overview	CRP and SEL	Instruction and Assessment	Scaffolds and Supports	Unit Specific Content Resources	Unit Specific PBA
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Connecting [Portrait of a Graduate and Presentation of Learning \(POG POL\)](#) outcomes to HS Social Studies.

	<p align="center">POG Skills for This Unit</p> <p align="center">Identify which POG attributes & skills and Standard 1 Skills in History or Government students will develop in this unit.</p>		
	<p><i>POG Attribute and skill</i></p> <p><i>Standard 1 Skill</i></p>	<p><i>POG Attribute and skill</i></p> <p><i>Standard 1 Skill</i></p>	<p><i>POG Attribute and skill</i></p> <p><i>Standard 1 Skill</i></p>
	<p align="center">What Evidence of Learning Examples for This Unit</p> <p align="center">In POG POL students use pieces of evidence (writing, graphic organizers, digital media, visible thinking routines, presentation material, etc.) to show use of POG and Standard 1 Skills</p> <p align="center">Identify what evidence students can use in this unit below</p>		
	<p align="center">To increase student ownership of POG and Standard 1, consider these practices!</p>		
	<p align="center">To learn more on presentations of learning and student feedback, click here!</p>		

Unit Overview

Description

Using the past to better understand ourselves, society, and the contemporary world is a core aspect of social studies education.

- This unit on the Great Depression and New Deal is a study in diversity and action.
- The resources and guidance below support the development of students' thinking and skills using disciplinary content and concepts.
- Resources, experiences, and assessments can be used in traditional, distance, and blended environments.

Unit VDOE Standards

- **VUS.10.** The student will apply social science skills to understand key events during the 1920s and 1930s

Unit Priority Standards

- **VUS.10.c,d-** Students will apply social science skills to understand key events during the 1920s and 1930s by examining and evaluating how Franklin D. Roosevelt's New Deal measures addressed the Great Depression and *the impact it has on students' understanding of the present.*
- **DI.10-** Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- **JU.14 -** Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.

VDOE 2020 - 2021 Technical Edits and Corresponding Resources

**Note: Some resources contain explicit, hateful, or offensive language and content.
Teachers should preview resources before use to prepare students.
Resources can also be used to build teachers' subject matter knowledge.**

10a. Harlem Renaissance

- African Americans, following the Great Migration of World War I and the 1920s, created vibrant cultural communities in the North.
- One of the most prominent areas of black life was Harlem in New York City, filled with vibrant music and entertainment.
- A number of important poets and writers emerged in that community, including Langston Hughes, Countee Cullen, Zora Neale Hurston, Anne Spencer.

[A New African American Identity: The Harlem Renaissance | BUALA](#)

Article with photos on the Harlem Renaissance. Photos largely concentrate on key people.

- The jazz produced in the 1920s and 1930s in Harlem and other centers of black population became popular worldwide.

10d. New Deal (Franklin Roosevelt)

Franklin D. Roosevelt was the first president to have an entirely African American advisor who served in a “kitchen cabinet.”

The Social Security Act offered safeguards for workers, **except for domestic workers.**

African Americans were discriminated against in these government programs.

[Redlining: Mapping Inequality](#)

Learning resources from New American History for teaching redlining, urban renewal, fair housing, and systemic racism from the New Deal to 2020.

[FDR’s Black Cabinet](#)

HTS activity on periodization and significance.



Essential Questions:

- To what extent was the New Deal an effective response to the Great Depression?
- Who benefitted from the New Deal in the 1930s and who didn't benefit?
- How has the New Deal impacted US society over time?
- How does learning about **the Great Depression and New Deal** impact your understanding of yourself, your lived experiences, a concept, a UN Sustainable Development Goal, or a contemporary world issue/event?

Considerations for Learner-Centered Environment ([Cultural Responsiveness](#) & [SEL](#))

Together both Cultural Responsiveness and Social-Emotional Learning support student thinking, learning, and well-being in a supportive classroom environment.

- **Affirming Student Identities:** *Students thrive when teachers know them well, and affirm their individual and diverse identities.*
- **Class discussions:** *Students use communication skills to puzzle over ideas, respectfully compare thinking, and deepen understanding of content.*
- **Cooperative learning:** *Small groups of students use knowledge of their own strengths and the ability to take the perspectives of others to complete learning tasks collectively*
- **Constructing Knowledge:** *Students make meaning of enduring concepts and systems.*
- **Reflection:** *Students are afforded reflection time to develop self- and social awareness*

[Ways to build community in your class](#)



Intended Learning Outcomes: *What will students know and be able to do?*

- By studying the history of the Great Depression and New Deal, students will be able to apply their learning by identifying the various social groups impacted by the Great Depression and explain the obstacles they had to overcome to survive the era
- By studying the history of the Great Depression and New Deal, students will be able to apply their learning by evaluating the significance of government action in the daily lives of its citizens.
- By studying the history of the Great Depression and New Deal, students will be able to apply their learning by reflecting on their actions as an active member of their society.

- [Standard 1 Rubric](#)



The Engagement Model: *The editable tool is an FCPS supported class planning tool rooted in this idea, "Whoever is doing...is doing the learning."*

- [Click Here to Get a Digital Editable Engagement Model Planning Tool](#)
- [Click Here to Get a In Class Editable Engagement Model Planning Tool](#)



Summative Assessment: *How might students demonstrate mastery of the learning outcomes in this unit?*

- The summative assessment should ask students to address the essential question for this unit. A main way to do this is to ask students to engage in inquiry based experiences that ask them to demonstrate their understanding through authentic performance tasks.
- Summative assessments should use our [Standard 1 Rubric](#)
- See the bottom of the guide for PBA options for this unit.



Formative Assessment: *The primary purposes of formative assessments are to gauge student understanding of content and think about what they have learned. These assessments are not necessarily graded.*



- [Horizon Assessments](#) - a collection of multiple choice test items.
- [7 Approaches to Formative Assessment \(Edutopia\)](#)

POG Reflection		
Reflection Cards	Self-Assessments	IB Aligned Self-Assessments



Visible Thinking Strategies: *Learning is a product of thinking. These resources support students thinking about content and how it relates to themselves, others, and life in and beyond school? Also good for bell ringers and exit tickets).*

- [Visible Thinking Routines \(Main Toolbox\)](#)
- [Visible Thinking Routines \(At Home Strategies\)](#)
- [Facing History and Ourselves Teaching Strategies](#)

Ready to Use Visible Thinking Routines - These are set to "View Only." Make a Copy to Use with Students			
Frayer Models: Concepts & Content	Walk the Week	3-2-1 Bridge	Surprising, Interesting, Troubling
Headlines!	+1 Routine	What Makes You Say That?	1-2 Minute Essay
Connect, Extend, Challenge	Projecting Across Distance	Projecting Across Time	The Explanation Game
Facts or Fiction	Unveiling Stories	Stories	Main-Side-Hidden
Parts, People, Interactions	Parts, Perspectives, Me	Parts, Purposes, Complexities	Circle of Viewpoints
The 3 Whys	Circles of Action	Here Now There Then	See Think We Me

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<u>Beginning, Middle, End</u>	<u>Values, Identities, Actions</u>	<u>Imagine If</u>	<u>What Can Be</u>
<u>I Used to Think... Now I Think</u>	<u>Claim Support Question</u>	<u>Question Starts</u>	<u>Word Phrase Sentence</u>
<u>Relevant or Not</u>	<u>Learning to Infer</u>	<u>Anticipation Guides</u>	<u>Text-Text, Self, World</u>
<u>Stop - Look - Listen</u>	<u>Think - Puzzle - Explore</u>	<u>True for Who?</u>	<u>Unveiling Stories</u>
<u>Step In - Step Out - Step Back</u>	<u>K-W-L Chart</u>	<u>Same and Different</u>	<u>Feelings and Options</u>
<u>See-Think-Wonder</u>	<u>The 4 C's</u>	<u>Step Inside</u>	<u>Name - Describe - Act</u>
<u>Surprising - Interesting - Troubling</u>			



Discussion Formats and Structured Conversations: *Students engaging in [Academic Conversations](#) is an essential part of deeper learning. Use a format below (or another one you know). Select a question, content, or concept to prompt student discussion and combine them with the visible thinking strategies and scaffolds below.*

- | | | |
|---|--|---|
| 1. <u>Big Paper: Building a Silent Conversation</u> | 10. <u>Harkness Table</u> | 19. <u>Spontaneous Argumentation</u> |
| 2. <u>Barometer</u> | 11. <u>Human Timeline</u> | 20. <u>Think Pair Share</u> |
| 3. <u>Chalk Talk/Graffiti Boards</u> | 12. <u>Jigsaw Activity</u> | 21. <u>Town Hall Circle</u> |
| 4. <u>Concentric Circles</u> | 13. <u>People's Assembly</u> | 22. <u>Two Minute Interview</u> |
| 5. <u>Conver-Stations</u> | 14. <u>Philosophical Chairs</u> | 23. <u>Wrap Around</u> |
| 6. <u>Fishbowl</u> | 15. <u>Pinwheel</u> | 24. <u>Conversation Sentence Stems</u> |
| 7. <u>Four Corners</u> | 16. <u>Save the Last Word for Me</u> | 25. <u>De Bono's Hats</u> |
| 8. <u>Gallery Walk</u> | 17. <u>Snowball Discussion</u> | 26. <u>Learn to Listen, Listen to Learn</u> |
| 9. <u>Give One, Get One</u> | 18. <u>Socratic Seminar</u> | |



Leading Hard Conversations/Facilitation

When sharing secondary sources that tell a particular story of our past and present, consider how you might support students in enacting a critical lens to identify biases and missing or misrepresented perspectives.

When sharing primary sources connected to experiences of violence or oppression, consider how you might honor students' developmental needs, as well as how you might frame sources in ways that affirm the dignity and humanity

of people connected to those experiences.

General Guidance:

The [Guidance for Teachers](#) infographic is a summary of [Regulation 3280](#) (PDF). This may be helpful for staff as an overview of its expectations, protocols, and rationale.

Resources:

- [Complete Toolkit on Teaching Hard Conversations](#)
- [FCPS Created Resource for Facilitating Hard Conversations](#)
- [Roleplaying](#)

 Scaffolds and Supports 



Scaffolds and Supports for [Special Education](#), [English Learners](#), [Advanced Learners](#)

There are 13 Academic Language and Disciplinary Concept sheets linked below shaded in green. See more information [from the ESOL department about academic language here](#).

- Students access and use the academic language needed to engage in a task;
- Students are able to communicate their thinking at high levels;
- Instruct with attention to the discourse, sentence patterns, and words that students need.

The additional supports (not shaded) are from a variety of sources.

Analyze	Cause and Effect	Classify	Compare and Contrast
Evaluate	Infer	Inform	Inquire
Justify	Persuade	Problem Solve	Sequence
Synthesize	AAP Critical and Creative Strategies	Graphic Organizers in Google	Sentence Starters
Primary and Secondary Source Graphic Organizers from the National Archives		Secondary Education Literacy Strategies	



Writing Supports: *These resources are designed to be used with any student to support their writing of constructed responses.*

- [Essay Writing Structures](#)
- [Sentence Frames/Starters](#)
- [Transitional Words/Phrases](#)



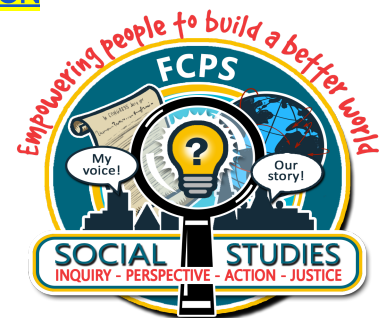
(NEW) Special Education Resources *The Special Education Office's mission is to strategically support the implementation of evidence-based practices to increase the academic achievement and the social and emotional competence of students based on individual needs.*

- [FCPS Special Education Google Site](#)
- [High Leverage Practices](#)
- [Assistive Technology Services](#)
- [Tools to Supporting Deaf and Hard of Hearing Students](#)
- [Tools to Supporting Blind and Visually Impaired Students](#)

Unit Specific Content Resources

Note: Some resources contain explicit, hateful, or offensive language and content. Teachers should preview resources before use to prepare students. Resources can also be used to build teachers' subject matter knowledge.

- FCPS Created [Digital Background Information Collections](#) **(Includes Lower Lexile and Translated Text)**
 - [The Great Depression](#)
- Historical Thinking Skills Activities **[CLICK HERE FOR THE COMPLETE COLLECTION](#)**
 - Cause and Effect: [Great Depression](#), [Harlem Renaissance](#)
 - Continuity and Change Over Time: [Economic Depressions](#), [Harlem Renaissance](#)
 - Perspectives: [The New Deal](#)
 - Periodization: [New Deal](#), [FDR's Black Cabinet](#)
 - Story-Telling and Narrative Creation: [The Great Depression](#)
 - Connections [Breadline](#)
- Stanford History Education Group [Log-in Required](#)
 - [Mexican migration in the 1930s](#)
 - [New Deal SAC](#)
 - [The Dust Bowl](#)
 - [Social Security](#)



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- [Migrant Mother Photograph](#)
 - [Lange's Iconic Photograph](#)
 - [Mexican Immigration in the 1920s](#)
 - [Labor History](#)
 - [KKK Parade](#)
 - [Breadlines in the 1930s](#)
 - [Labor Movement in the 1930s](#)
 - [Mexican Americans in the 1930s](#)
 - [Bonus Army](#)
 - [Dust Bowl](#)
 - [Migrant Mother](#)
 - [Migrant Mother Significance](#)
- [SOL Content Summaries and Activities](#)
 - **(NEW)** [Artifact Choice Board](#)
 - **(NEW)** [Unit Specific Vocabulary Terms](#)

(NEW) Resources from the ESOL Library - Check out the [ESOL Library's Google Site](#) for more information

EBSCO Access: Login: fairfax Password: Fcps2022!

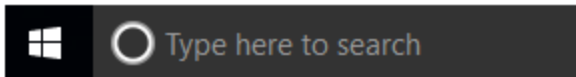
- [The Dust Bowl](#)
- [Black Tuesday](#)
- [How Women Won the Right to Vote](#)
- [Harlem Renaissance](#)
- [Popular Culture 1920 - 1939](#)
- [Franklin D. Roosevelt](#)
- [The New Deal](#)
- [The Great Depression](#)

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Additional Disciplinary / Content Area Resources

(Basal resources, Library Resources, Media Collections)

- **Digital Textbook:** Virginia and United States History
 - Topic 13: The Great Depression and the New Deal 1928-1941
- [FCPS Library Databases](#)
- [Smithsonian Primary Source Database](#) (username and password is "fairfax")
- [The Living New Deal](#) - Digital History Project
- [Virtual Guest Speakers](#)
- [Virtual Field Trips](#)
- **eMaps - 100's of pre-created digital maps**
 - Type "emaps" in your search bar to access



[Additional Digital Tools](#) (Not specific to content)

Ideas for Student Collaboration, Communication, and Critical and Creative Thinking through Blended Learning

- **Padlet:** Students study images of the Great Depression era and comment about what they notice or stands out most
- **EdPuzzle:** Students watch a video about the New Deal programs and answer questions about what each program did. They could also categorize the programs as either relief, recovery, or reform.
- **Hyperdoc:** Collection of images and accounts from various social groups about their experience during the Great Depression
- **Flipgrid:** Students create a video about which New Deal program they felt had the largest impact on American society

Complete Unit Specific Performance Assessments

[Standard 1 Rubric](#)

- [FCPS Created Performance Based Assessments](#)
 - [Google Site \(Social/Cultural Movements\): Impact of the New Deal](#)
- C3 Inquiries for this Unit [General](#) and [VA Hub](#)
 - [Was the New Deal a good deal?](#)
 - [Was the Dust Bowl a perfect storm?](#)

PBA Templates - Use and Modify these 3 Formats to Design your Own PBA

Support a Claim or Position

Digital Portfolio

Taking Informed Action

[Suggested Planning Template to](#)

[Suggested Planning Template to](#)

[Suggested PBL Template to Modify/Use](#)

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Modify/Use

Goal: Students construct an argument (e.g., detailed outline, visual, essay) using specific claims and relevant evidence from sources while acknowledging competing views.



Modify/Use

Goal: Students create artifacts/products that demonstrate their learning related to the essential question.



Goal: Students act in ways that allow them to demonstrate agency in a real-world context.

