



**Marietta City Schools**  
**District Unit Planner**

*Grade 5 Social Studies*

<b>Theme</b>	<i>Unit 7 The Great Depression and New Deal The Cold War</i>	<b>Unit duration (Days)</b>	<i>8 - 16 Days Days</i>
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**GA DoE Standards**

**SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.**

- Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.
- Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority.
- Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens

**SS5E2 Describe the functions of four major sectors in the U. S. economy.**

- Describe the household function in providing resources and consuming goods and services.
- Describe the private business function in producing goods and services.
- Describe the bank function in providing checking accounts, savings accounts, and loans.
- Describe the government function in taxation and providing certain public goods and public services.

**Information Processing Skills:**

- compare similarities and differences
- identify issues and/or problems and alternative solutions
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify and use primary and secondary sources
- identify social studies reference resources to use for a specific purpose
- analyze artifacts
- draw conclusions and make generalizations
- analyze graphs and diagrams
- determine adequacy and/or relevancy of information

### Map and Globe Skills:

2. use intermediate directions
4. compare and contrast the categories of natural, cultural, and political features found on maps
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
8. draw conclusions and make generalizations based on information from maps
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

### Themes and Enduring Understandings:

**Beliefs and Ideals:** The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. **K-5 EU:** The student will understand that people's ideas and feelings influence their decisions.

**Individuals, Groups, Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. **K-5 EU:** The student will understand that people, groups, and institutions can help or harm others whether they mean to or not.

**Location:** The student will understand that location affects a society's economy, culture, and development. **K-5 EU:** The student will understand that where people live matters.

**Movement/Migration:** The student will understand that the movement or migration of people and ideas affects all societies involved. **K-5 EU:** The student will understand that moving to new places changes the people, land, and culture of the new place, as well as the place that was left.

**Scarcity:** The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost. **K-5 EU:** The student will understand that because people cannot have everything they want, they have to make choices

### **Essential Questions**

#### **Factual—**

What is the stock market?

What is the most significant effect of the Great Depression?

What did Americans do to try to survive during the Great Depression?

What did the government do to help citizens through the Great Depression?

What role did institutions such as the stock market play in the Great Depression?

How did individuals such as Duke Ellington, Margaret Mitchell, and Jesse Owens influence American culture?

How did the Dust Bowl contribute to the Great Depression? How does a business choose the best location to build its factories or shops?

How did Americans cope with the effects of the Dust Bowl?

#### **Inferential—**

How did Americans help the poor during the Great Depression?  
How did African-American or Black achievements change perceptions?  
How did Herbert Hoover and Franklin D. Roosevelt handle the problems facing Americans during the Great Depression?

How did groups like the Civilian Conservation Corps, the Works Progress Administration, and the Tennessee Valley Authority help to improve the country while putting unemployed Americans back to work?

**Critical Thinking-**

How did the Great Depression change the lives of Americans?  
Why is choosing a good location important in distributing goods and services among the United States and other countries

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
invest crash stocks economy sector cultural	Events: Stock Market Crash of 1929, Dust Bowl  soup kitchen  stocks  People: Herbert Hoover, Franklin Roosevelt, Duke Ellington, Margaret Mitchell, and Jesse Owens  New Deal Programs: Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority.  household, business, bank, government

**Assessments**

**Summative Assessment(s):**

The Great Depression and New Deal Assessment

Grades 3- 5 Assessments may be administered via the AMP App in Schoology. Teachers should reach out to their Academic Coach or the district Social Studies Coordinator to upload assessments to their Schoology Course.

Standards: All GSE for the unit.

\* Teachers can access the Test Blueprint and Key via the grade level Schoology Group.

**Theme Based Writing Task and Rubric:**

[The Great Depression and New Deal DBQ](#) Students analyze primary and secondary sources about the Great Depression and New Deal to gather evidence needed to propose an additional New Deal program to support American recovery.

All Standards for the Unit

[Parent Information Letter](#) (edit for school specific information)

[K-5 Map Collection](#): Maps are provided for all content and skills to support teaching and learning with integration of historic, political, and physical maps.

Click [here](#) for GADOE Content Video (For Teachers only) Click [here](#) for an additional Content Video

[Teacher Notes](#) for this unit

Additional unit information may be found at the [GADOE Inspire Site](#)

**Museum Box Unit.** This unit has a Museum Box for Between the Wars. Complete the [Museum Box Request form](#) to reserve the Museum Box.

*The following Knowledge-Based Unit(s) contains instructional read alouds designed to build knowledge around concepts associated with this planner. Highlighted lessons provide direct text-based support for the expectations of the associated SS or Sci standards and could be used to deepen student understanding/application of those standards. The remaining lessons build similar knowledge but do not directly relate to the content standards.*

[Times Are Changing 15- Day Plan](#) This plan also includes information for Unit 6

Objective or Content	Learning Experiences	Differentiation Considerations
<b>SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.</b> a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens	<a href="#">It All Comes Crashing Down</a> Understand the causes and effects of the stock market crash	Allow students to use calculators.

<p><b>SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.</b></p> <p>a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.</p>	<p><a href="#">Shanty Town, USA</a> Analyze and discuss the Hoovervilles. A STEAM Design Challenge to design a Hooverville is included.</p>	<p>Assign students to groups to analyze the images. Provide sentence starters for image analysis. Allow students to use/bring in additional materials.</p>
<p><b>SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.</b></p> <p>a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens</p>	<p><a href="#">New Man, New Deal</a> Understand the election of 1932 through analysis of a 1932 election map and FDR's first inaugural address</p>	<p>Students can respond orally to questions. Strategically group students. Provide synonyms or a glossary for the more difficult vocabulary. Divide the questions for map analysis into smaller sections.</p>
<p><b>SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.</b></p> <p>a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.</p>	<p><a href="#">Can You Lend a Hand</a> Investigate charitable supports during the Great Depression through primary source analysis</p>	<p>Provide an outline/sentence starters for newspaper letters.</p>
<p><b>SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.</b></p> <p>a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl and soup kitchens</p>	<p><a href="#">The Dust Bowl</a> Explore the causes and effects of the Dust Bowl using primary and secondary sources</p>	<p>Allow students to make a journal recording or to give their answer orally. Strategic grouping of students. Play the video along with the lyrics of the song.</p>
<p><b>SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.</b></p> <p>b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority.</p>	<p><a href="#">A New Deal</a> Examine New Deal programs and their impact on society</p>	<p>Strategic grouping, provide poster outlines or sample images, provide questions for the video</p>

**Recommended High Quality Complex Texts**

Mackall, Dandi Daley. *Rudy Rides the Rails: A Depression Era Story*  
 Krull, Kathleen. *A Boy Named FDR: How Franklin D. Roosevelt Grew Up To Change America*  
 Kimmelman, Leslie. *Hot Dog! Eleanor Roosevelt Throws a Picnic*

Rappaport, Doreen. *Eleanor, Quiet No More: The Life of Eleanor Roosevelt*  
St. George, Judith. *Make Your Mark, Franklin Roosevelt*

Discovery Education Videos:

[The Beginning of the Great Depression](#)

[The Great Depression](#)

[The End of the Great Depression](#)