



US History L2 - Unit 2 - Roaring 20s, Great Depression, and New Deal 1920s & 1930s

Unit Focus

In this unit, students will examine the tumultuous decades of the 1920s and 1930s, focusing on the themes of equity, economics, and foreign policy. They will explore the economic conditions that led to the boom of the late 1920s and the bust of the Great Depression, and evaluate the government's role in shaping both the prosperity of the 1920s and their attempts to overcome the challenges of the Depression.

At the same time, students will analyze the continued efforts of marginalized groups (including African Americans, Asian Americans/Pacific Islanders, women, immigrants and others*) to claim their share of the American dream, and the attempts by some to prevent them from doing so. In the PBA for the unit, students will take a closer look at some of the government's actions in the New Deal and recommend actions for what the government could have done differently to achieve greater relief, recovery, or reform.

* *In accordance with CT PA 22-80 Sec. 33*

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core History/Social Studies: 11-12</p> <ul style="list-style-type: none"> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (CCSS.ELALITERACY.RH.11-12.9) 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Evaluate government economic policy and its effectiveness in achieving its goals</p> <p>T2 Develop possible solutions to problems based on evidence from multiple sources, taking into account the needs and desires of all stakeholders, and the possible consequences of their actions</p>	
<p>Connecticut Goals and Standards Social Studies: 12</p> <ul style="list-style-type: none"> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available and the potential uses of the sources. (INQ.9–12.5) Analyze how public policies promote changes, intended and unintended, in society. (CIV.9– 12.18) Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. (ECO.9–12.1) Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes. (ECO.9– 12.4) 	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Economic decisions about use of resources (human capital, physical capital, and natural resources) affect the wellbeing of individuals, businesses, and societies.</p> <p>U2 Every economic system negatively impacts some and rewards others.</p> <p>U3 Consumers and producers have a symbiotic relationship on local, national, and global levels.</p> <p>U4 Historians and social scientists work to explain what happened and its significance through a continuous process of questioning, research, analysis, and interpretation.</p> <p>U5 Historical events and developments are shaped by specific individuals, groups, and unique circumstances of time and place, as well as broader historical contexts.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What does it mean to have a "healthy economy"?</p> <p>Q2 How do people's, and the government's, economic actions and choices affect others?</p> <p>Q3 To what extent should the government influence the economy, and to what extent should natural laws (supply and demand) dictate economic policies?</p> <p>Q4 Why do people move?</p> <p>Q5 How do people and/or groups impact history?</p> <p>Q6 How does the historical context impact our understanding of events?</p>

Stage 1: Desired Results - Key Understandings

<ul style="list-style-type: none"> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. (INQ.9–12.10) <p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. (POG. 2.1) 	<p>U6 The outcome of any historical event may not be intended or predicted.</p> <p>U7 Individuals and groups create change based on action and the spread of ideas.</p>	
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 The Great Migration was a response to racial discrimination and violence in the south and economic opportunities in urban areas in the north caused by WWI</p> <p>K2 The high concentration of African Americans living in Harlem, combined with the relative prosperity of the 1920s led to a flourishing of Black art, music, and literature in NYC called the Harlem Renaissance</p> <p>K3 The Summer of 1919 was filled with act of racial violence against African Americans across the country, culminating in the Tulsa Race Massacre in 1920</p> <p>K4 The causes and eventual consequences of the economic prosperity of the 1920s</p> <p>K5 Hoover's initial response to the stock market crash and onset of the Great Depression</p> <p>K6 The programs and components of the first and second New Deals</p> <p>K7 Key Vocabulary: free market/enterprise system, deflation, laissez-faire, regulation/ deregulation, depression, labor union, capital, corporation, collective bargaining, free trade, Dust Bowl, New Deal, Harlem Renaissance, Great Migration, Red Summer, isolationism, Nativism, FDIC, NRA, AAA, Social Security, TVA, WPA, CCC</p>	<p><i>Students will be skilled at...</i></p> <p>S1 explaining how perspectives shape interpretations of the past</p> <p>S2 analyzing how government policies result in a range of consequences</p> <p>S3 developing policy based on current conditions and historical precedents</p>