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## Differentiated Instruction

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DIFFERENTIATED INSTRUCTION

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A Project

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Master of Education

Master Teacher

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by

Tracy E. Winzer

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# ABSTRACT

## DIFFERENTIATED INSTRUCTION

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The advantages of differentiated instruction compared to traditional direct instruction were contrasted and compared in this study. The research examined the need for differentiation in public school classrooms with a wide range of student skill and ability. The focus of the research was to determine whether or not differentiation is a sound and best teaching practice, and to what extent it should be incorporated into national curriculum instruction. The project centered on the creation of a differentiated unit for an eleventh grade U.S. History class. The unit is designed to accommodate a mixed-ability classroom by using differentiated instruction strategies. The results found that differentiated instruction is indeed a best practice and should be used as often as possible in all grades. However, the implications of practicing differentiation contribute to why differentiation remains controversial and underused.

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## CHAPTER I

### INTRODUCTION

#### Background of the Project

Differentiated instruction is a style of teaching that has always existed in education in some shape or form. “Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in the classroom” (Hall, 2002, p. 1). It is important to purposefully incorporate differentiation into student classrooms more than ever before, as students are increasingly facing global competition for jobs that require constantly evolving attitudes, creative skill sets, and knowledge (Elser & Rule, 2008). Jobs that formerly went to the vocational track group are now outsourced and the nation’s educational systems must reflect the needs of a new, rapidly changing, globalized world economy. Students need a learning environment that places a higher value on creativity, higher order thinking, multiculturalism, and problem solving. Differentiated instruction teaches to these strengths in a way that makes individual learning more meaningful and relevant (Ferraro, 2006). In addition to tailoring instruction to allow for students’ optimal employment potential, differentiation is an effective response to pressures unique to the environment of the problematic high-stakes testing model (Spring, 2008).

The premise behind high-stakes testing is that all students are given an equal chance to learn and all students take the same test to determine if and what they learned (Spring, 2008). No Child Left Behind Legislation (2001) has placed tremendous demands on educators to meet the needs of all students. President Obama’s Agenda for Education includes this statement about high-stakes testing: “...21<sup>st</sup> century education

begins with demanding more reform and accountability; [President Obama] will improve the assessments used to track student progress to measure readiness for college and the workplace and improve student learning in a timely, individualized manner” (Agenda: Education). Clearly identified here is the expectation that teachers will 1) prepare students for college, 2) prepare students for the workplace, and 3) improve student learning in general, for *all* students. Financial consequences for school districts may be imposed if these expectations are found to be unmet.

Under these conditions, differentiated instruction has the potential to be more relevant and appropriate than ever before in education. Varying instruction to meet individual students’ needs is at the heart of differentiation. Students’ race, culture, language, socio-economic status, disabilities, learning preferences, gender, personal interests, experience, advanced ability, the presence or absence of an adult support system, and motivation to achieve are all factors to be considered when tailoring instruction (Tomlinson & McTighe, 2006). Rather than ignoring these needs, which often interfere with student motivation and academic abilities, differentiated instruction is an alternative to direct instruction that seeks to develop instructional patterns that help meet students where they are and thus enable them to be more successful. “Differentiated instructional strategies that accommodate the different learning styles have proven effective in both achievement and student behavior” (Lopez & Schroeder, 2008, p. 9).

#### STATEMENT OF THE PROBLEM

The significance of differentiated instruction as a best practice is in conflict with the efficiency of ability grouping. Sorting students by ability and continuously grouping them with tracking systems is the antithesis of differentiation. Yet, ability grouping

stubbornly remains the status quo for many schools. Based on data from the 1990s, tracking still occurs in the large majority – 80% or more of American public high schools (Johnson, 2002). A more recent study of 174 Maryland public schools in 2000 revealed two-thirds of high schools still used tracking in four core subject areas (Hallinan, 2004). Tracking continues its prevalence mainly because “teachers find that tracking facilitates instruction by making it easier to gear lessons to the ability level of the whole class” (Hallinan, 2004, p. 2).

Contrary to the practice of tracking, Carol Ann Tomlinson (2000) stresses that differentiation is not a teaching strategy but rather a philosophy based on the belief that “the differences in students are significant enough to make a major impact on what students need to learn, the pace at which they need to learn it, and the support they need from teachers and others to learn it well” (Tomlinson, 2000, p. 6). Students deserve more from their education than the standard sort and track model offers. “To differentiate instruction is to recognize students’ varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively” (Hall, 2002, p. 1). “Reacting responsively” is of particular interest in this current realm of high-stakes testing. High-stakes testing is a model that places an unprecedented accountability on what has been “learned” rather than what has been “taught.” Teachers can no longer assume responsibility only for delivering information; now they must test the information in order to see what has been retained by the learner. If the learner is not able to show evidence of meeting the test’s standards, instruction must be reengaged and further attempts made at reaching the standard.

The status quo of ability grouping does not facilitate the high-stakes testing model because it groups students according to perceived similar ability levels and then teaches to the middle, or the average, of that group. Everyone above or below this old-fashioned bell curve is left out, not to mention the students prohibited from being in the group entirely. Not only does ability grouping fail to reach diverse learners, it has been shown to be detrimental to students at lower achievement levels. “Low ability students perform worse when in groups with other low ability students” (Rutledge, 2003, p. 2). Rebecca Mills (1998) identifies problems in middle school low ability groups as working at a slower pace with a lower quality of instruction; being assigned inexperienced and sometimes less-capable teachers; low expectations for student performance; and the absence of peer role models “... young adolescents, naturally inclined toward learning from their peers, need to be grouped with individuals who are different from themselves” (Mills, p. 2). On the other hand, differentiated instruction is a theory “based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. Classroom teaching is a blend of whole-class, group and individual instruction” (Hall, 2002, p. 1). To address teachers’ tendencies to hold preconceived performance expectations for students grouped by ability, K.S. Wehrmann states that the “best way to meet the needs of the gifted in a mixed-ability classroom is to raise the bar for everyone. By doing this, I communicate to my students that I think each of them is capable of high achievement” (Wehrmann, 2000, p. 20).

The status quo of direct instruction and tracking students is no longer acceptable. Differentiation needs to replace traditional styles if students are going to receive the skills necessary to move forward successfully first in their education, and more importantly, in



their career choices. Aside from embracing more appropriate content, differentiated instruction is proven to improve student achievement rates and motivation (Ferraro, 2006).

The Social Studies Department at Truman High School is currently transitioning out of ability grouping practice into a detracked program. Advanced Placement (AP) courses are not being offered; students who choose an exclusively high-ability curriculum have opportunity to take social studies AP courses online through the school's Digital Learning Commons (DLC). Running Start courses are also intermittently available and students may earn college credit for classes taken through this program. However, both Running Start and DLC classes cost the district additional funds and are not widely publicized. Professional development in differentiation is needed for the department to begin a more purposeful approach to teaching in mixed-ability, heterogeneous classrooms.

#### SIGNIFICANCE OF THE PROJECT

“All students should be able to achieve academic success. Each student comes with different backgrounds and has different levels of prior knowledge for any given subject. It is the teacher's responsibility to facilitate learning regardless of the student's ability” (Lopez & Schroeder, 2008, p. 10). Two major factors present in public education today increase and emphasize the need for classrooms across the nation to embrace the philosophy of differentiation: standardized testing and the increasing diversity of learners. “Standardized testing provides a standard that each child should maintain. This, in itself, is a problem because all children do not learn the same way” (Lopez & Schroeder, 2008, p. 14). Since children do not learn the same way, they cannot be

expected to achieve the same level of success if they are taught the same way. At the same time teachers are facing pressure to ensure the same achievement rates for all students, the changing population of their classrooms reflects an additional complexity. “Culture, race, language, economics, gender, experience, motivation to achieve, disability, advanced ability, personal interests, learning preferences, and presence or absence of an adult support system are just some of the factors that students bring to school with them in almost stunning variety” (Tomlinson & McTighe, 2006, p. 1).

Diversity and expectations of testing are a reality educators cannot ignore. These demands are often overwhelming, but differentiated instruction within a classroom is one method of dealing with these pressures. “As classrooms have become more diverse with the introduction of inclusion of students with disabilities, and the reality of diversity in public schools, differentiated instruction has been applied at all levels for students of all abilities” (Hall, 2002, p. 3).

Social studies classes, specifically U.S. History, at Truman High school are mixed-ability, non tracked classes. Differentiation is particularly relevant in this setting because of the school’s diverse student population and the existence of high-stakes curriculum. Cultural diversity, language differences, range of skill variance, and special education inclusion are among the most prevalent student differences at this high school. In lieu of a high-stakes test measured by Washington state’s High School Proficiency Exam (HSPE), Classroom Based Assessments (CBAs) in the content area of social studies are used. The completion of a CBA in every high school social studies class is mandated by the state and threatens a district’s Adequate Yearly Progress (AYP) status if incompliance is found.

## PURPOSE OF THE PROJECT

The purpose of the project is to create a unit for an eleventh grade U.S. History course that is differentiated to include opportunities for gifted students to excel and students working below-grade-level to improve and reach a sense of self-satisfaction with their learning performance. “The intent of differentiated instruction is to maximize each student’s growth and individual success by meeting each student where he or she is, and assisting in the learning process” (Hall, 2002, p. 1). Because “differentiation is predominately (although not solely) an instructional design model” (Tomlinson & McTighe, 2006, p. 3), the unit will incorporate a constructivist approach in its design and be structured around the key tenets of the Understanding by Design (UbD) curriculum design model.

This unit will provide a responsive environment where teachers will “act on the most current knowledge that defines the field and be client centered and adapt to meet the needs of individuals” (Tomlinson & McTighe, 2006, p. 11). Wiggins and McTighe (2006) state that “the effectiveness of [curricular] designs corresponds to whether they [teachers] have accomplished explicit goals for specific end-users. Clearly, students are our primary clients, given that the effectiveness of curriculum, assessment, and instructional designs is ultimately determined by their achievement of desired learnings” (p. 13). If the ability to respond to learner variance is nonexistent, the quality of learning will decrease. “In effective classrooms, teachers consistently attend to at least four elements: whom they teach, where they teach, what they teach, and how they teach” (Tomlinson & McTighe, 2006, p. 2).

This unit will integrate the curriculum design model of Understanding by Design (UbD) with the instructional design model of differentiation. The desired results from this combination will include: “Deeper understanding of the ‘big ideas’ within content standards by all students; greater interest and engagement in school among each student population; higher-quality student work for each student on tasks that are meaningful for each student; improved achievement for each population of learners” (Tomlinson & McTighe, 2006, p. 167). The unit will follow UbD’s backward design template in which desired results, including big ideas and essential questions, are first established. The second step of backward design is to identify multiple acceptable assessment evidence, and finally to determine the learning activities that will be used to accomplish the first and second steps (Wiggins & McTighe 2006).

This unit will practice several core differentiation strategies including flexible grouping, independent contracting through compacting, tiered assignments, and integration of student portfolios. These strategies are based on a teacher’s responsiveness to student’s readiness, interest, and learning profile. “Readiness refers to the skill level and background knowledge of the child. Interest refers to topics that the student may want to explore or that will motivate the student. A student’s learning profile includes learning style, grouping preference [individual, small, large], and environment preference [amount of space, auditory components]” (The Access Center, 2009). Flexible grouping, compacting, choice boards, and tiered assignments all incorporate each of these three factors that drive effective differentiation. The use of differentiation strategies is critical because expert teaching is “unlikely to impact the full range of students unless curriculum and instruction fit each individual, unless students have choices about what to

learn and how, unless students take part in setting learning goals, and unless the classroom connects with the experience and interest of the individual” (Tomlinson, 1999, p. 7).

### LIMITATIONS OF THE PROJECT

This is a unit created for a mixed-ability eleventh grade U.S. History class. Professional development in the form of formal training in differentiation strategies and methods was not available for reference prior to creating the unit. Prescribed differentiated instructional materials were not utilized; teachers will have to make use of curricula already at their disposal.

### DEFINITION OF TERMS

*Ability grouping:* “The practice of grouping children together according to their talents in the classroom” (NEA, 2009).

*Choice boards:* A method of structuring assignments which allows teachers to target work toward student need and at the same time allows for student choice (Tomlinson, 1999).

*Compacting:* A differentiation strategy that allows teachers to base instruction on what the student already knows and what the student does not know (about the topic or skill), from preassessments. Instruction becomes more meaningful because time is not wasted teaching material already understood (Tomlinson, 1999).

*Constructivism:* An educational theory that instruction must be based on experiences, where students build upon their previous knowledge to construct new knowledge with guidance from the teacher (Heyl, 2008).

*Differentiation:* “A curricular framework for addressing learner variance as a critical component of instructional planning” (Tomlinson & McTighe, 2006, p. 2).

*Diversity:* “Inclusive education that focuses on the representation of many types of people, defined by religion, language, and other cultural attributes” (Tapia, 2007, p. 1).

*Gifted and talented:* “Children whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational needs. Gifted students are capable of high performance in any or a combination of these areas: general or specific intellectual ability, specific academic aptitude, creative or productive thinking, leadership and human relations skills, visual, performing arts, spatial, or musical abilities, and psychomotor abilities” (Colorado Department of Education, 1999, p. 4).

*Flexible grouping:* A differentiation strategy that allows student grouping to change frequently, based on the learning target. Flexible grouping includes changes in group size, changes in group members, changes in materials used with the group, changes in time allotted for task completion by group, and changes based on differing readiness or interests (Tomlinson, 1999).

*High-stakes tests:* “A model of testing where teachers, administrators, and/or students are punished for failure to pass a particular exam. ‘No Child Left Behind’ has made high-stakes testing a policy tool and a centerpiece of its approach to improving education, especially for the most disadvantages” (Lazear, 2005, p. 4).

*Learning environment:* “A climate that allows students to feel affirmation, affiliation, a sense of contribution, growing autonomy, accomplishment, and shared responsibility for the welfare of the group. Such a climate does not guarantee student

success, but it opens the way and provides a setting in which consistent partnerships help students navigate success and failure as a part of human growth” (Tomlinson & McTighe, 2006, p. 18).

*Multiculturalism*: “Education that encompasses concerns of many additional groups, including women, people with special education needs, and people of various age groups, including the very young and the elderly” (La Belle & Ward, 1994, p. 25).

*No Child Left Behind (NCLB) 2001*: “An act to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind” (U.S. Department of Education).

*Standards*: Includes content, performance, and design standards. “Content standards: what students should know and be able to do. Most state documents identify only these. Performance standards: the degree of how well students do their work. These are typically measured by standardized tests. Design standards: the work worthy enough for students to encounter” (Wiggins & McTighe, 2006, p. 350).

*Tiered assignments*: A differentiation strategy that allows teachers to ensure students at different readiness levels work with the same essential ideas and key skills, but at different degrees of difficulty (Tomlinson, 1999).

*Tracking*: Dividing students into school programs or classes based on how they have performed thus far in school. Often this means remedial classes, regular classes, and honors classes, or the vocational, general, and college-bound tracks (Johnson, 2002, p. 1).

*Understanding by Design (UbD)*: “An approach to designing curriculum or unit that begins with the end in mind and designs toward that end. Although such an approach seems logical, it is viewed as backward because many teachers begin their unit design

with the means – the textbooks, favored lessons – rather than deriving those from the end – the targeted results, such as content standards or understandings” (Wiggins & McTighe, 2006, p. 338).

## PROJECT OVERVIEW

Chapter one describes the importance of increasing the incorporation of differentiated instruction into American public schools. The high level of student diversity combined with the educational climate of high-stakes testing give cause to expanding classroom instruction beyond a “one-size-fits-all” approach. The problem is that the continuing prevalence of tracking in high schools often excludes lower-ability groups from a high quality of education. The purpose of the project is to create a differentiated unit for eleventh grade history that will provide high expectations and accommodate learner variance so that all students in the mixed-ability class will be successful at achieving the academic standards in history. Chapter two is a literature review of the material both in support of differentiation, and of the material opposed to a diverse curriculum. It also reviews the history of differentiation and the multicultural aspect. Chapter three gives background on why the project was chosen and how the differentiated unit has been developed. An explanation of how to execute the unit is also included in chapter three. Chapter four is a description of the individual components of the unit. Chapter five provides a summary of the project and goes into detail about how the unit could be improved and what problems may arise in its implementation.



## CHAPTER II

### HISTORY OF DIFFERENTIATED INSTRUCTION

The history of differentiated instruction in the American public school system has come full circle since its earliest implementation in the beginning of the nation's history. From the forced necessity of differentiating lessons for students in one-room schoolhouses during the eighteenth and nineteenth centuries, to tracking and ability grouping in the twentieth century, and back again to using differentiation as a means to reach the increasingly diverse student population of the twenty-first century, this philosophy has proved to be a cornerstone in the history of education.

Discovering the role of differentiation as it spans the range from the twenty-first century back to the beginning of public school is best traced in three movements. The shift from an agrarian economy to a growing manufacturing economy initiated the first common school model. The second shift from this manufacturing economy to an industrialized economy, moved schools into the practice of tracking. The global economy and service industry of the late twentieth century and today are shifting public schools into the current detracked, differentiated model (Emery, 2007).

“The creation of the modern U.S. public school system was coincident with the emergence of manufacturing after the American Revolution. By the 1830s, the Northeastern part of the United States was shifting from an agricultural economy to a manufacturing economy. This can partly explain why the Massachusetts state legislature was interested in Horace Mann's proposal to establish a state board of education” (Emery, 2007, p. 26). In addition to reflecting this economical shift, the idea of a common public school also met the post Revolution need “to create a national culture and

to educate qualified politicians for a republican government” (Spring, 2008, p. 12).

“Originally, the public school system in the United States was set up to serve the American democracy – to prepare democratic citizens who would protect their individual freedoms and engage in self-government” (Johnson, 2002, p. 2). Thomas Jefferson, in searching for an appropriate model for common school suggested a meritocracy: “an educational system that gives an equal chance to all to develop their abilities and to advance in the social hierarchy” (Spring, 2008, p. 13). Thus, the earliest form of public school came to fruition.

Early public education took place in one-room schoolhouses where children of different ages and grade levels shared a single learning environment and a single teacher. Differentiation is first applied in this setting as one-room schoolhouse teachers “had to divide [his or her] time and energy between teaching young children who had never held a book and could not read or write and teaching older, more advanced students with little interest in what the young ones were doing” (Tomlinson, 2000, p. 1). However, differentiation in this model was nothing like it is in 21<sup>st</sup> century classrooms. In the one-room schoolhouses of the 1700s and 1800s, public school students were a homogenous group: white and middle class. While it was still necessary to differentiate instruction, the driving factor was student age, not diversity. “As populations grew, and as the separation of children into age groups became commonplace, there were grades where children ‘belonged.’ After grades were established, children were further divided into schools K-8 and 9-12; groups became K-3, 4-5, 6-8, and high schools, making it more difficult to provide for a fifth-grader eighth-grade classes that were housed across town in a middle

school” (Corn, 1999, p. 1). Further complications to differentiation came with the influx of European immigrants at the turn of the twentieth century.

“The first major transformation in the common public school system since its inception took place during the Progressive period (1890-1920). In the late 19<sup>th</sup> century, the U.S. economy shifted from a manufacturing to an industrial economy” (Emery, 2007, p. 27). The common school model shifted from one-room schoolhouses to large, multi-room institutions capable of accommodating hundreds of students out of the need for more and bigger facilities. At the same time that students were becoming segregated by age and grade level, tracking was introduced. In one sense, tracking existed to “ensure that schooling both sorted and socialized students to conform to the emerging industrial order” (Emery, 2007, p. 28). In another sense, tracking was perceived as a common sense model of efficiency: “the practice of dividing students in more homogenous groups based on ability, or tracking, emerged as the solution to meeting the needs of all students. Tracking was envisioned as the way to make education efficient and effective for all students” (Johnson, 2002, p. 2). “By midcentury, a majority of secondary schools used some form of tracking. The practice was especially prevalent in large comprehensive high schools where junior and high school students were assigned to academic, general, or vocational tracks” (Hallinan, 2004, p. 1). Tracking and ability grouping thrived in public schools throughout the twentieth century. Not until society came to experience yet another economical shift was attention called to the negative aspects of sorting and classifying students by perceived ability.

“In the last 20 years, the U.S. economy has undergone a third fundamental change from an industrial economy to a service economy” (Emery, 2007, p. 28). Differentiation

has reappeared on the educational front amidst the movement to detrack schools. In response to today's global and service industry, differentiation "offers a better learning environment for kids. When students enter the work force in the real world, they will have to collaborate with a number of different people. Co-workers will have a variety of backgrounds, experiences, strengths, and weaknesses that they bring to the job. It would be useful to teach students how to work with people of varying abilities and styles in high school to prepare them for future work in the real world" (Johnson, 2002, p. 4). In addition to this economical shift, efforts to detrack schools also became an effect of a national perception that American public schools were losing their competitive edge in the face of science and mathematical gains of foreign countries (Hallinan, 2004). "In the early 1970s, policymakers and educators began insisting that all students have access to a rigorous academic curriculum. States passed minimum graduation standards that required students to take a certain number of courses in the core subjects of English, mathematics, social studies, and science" (Hallinan, 2004, p. 1). With graduation standards that now included more student enrollment in core subjects came the high-stakes testing era.

Differentiation in today's classrooms is imperative not only because student diversity is present at unprecedented levels, but because of the environment of pressure to perform felt by students, teachers, and administrators. "New academic standards, state tests, and accountability requirements represent an effort to ensure that all students are given access to a rigorous curriculum" (Hallinan, 2004, p. 3). In response to implementing more demanding curriculum, differentiation is a teaching mode that "recognizes and draws upon differences between students while promoting a high level of excellence for all students. Evidence suggests that students learn more in a differentiated

classroom because it recognizes that people think, learn, and create in different ways” (Johnson, 2002, p. 3).

### ADVANTAGES TO DIFFERENTIATED INSTRUCTION

The purpose of education has always been and should continue to be: “To put knowledge and wisdom in service to the world in order to better ourselves and to better the human condition” (Dunn, 2005, p. 251). This idea is credited to Plato and serves to encompass both the individual role in one’s own education, and the corporate role one plays in the shared responsibility of creating a better environment. Differentiation is a philosophy that allows teachers and students to work together to share the responsibility of teaching and learning. Tomlinson’s et. al. (2003) research finds the following:

Most teachers teach every child the same material in the same way, and measure each child’s performance by the same standards. This approach seems fair somehow: no child is given special treatment or unfair advantages. However, many teachers would eagerly embrace a vision that would permit them to merge their practice with their values (p. 125).

Allowing teachers to adapt curricula to a student’s readiness level, individual learning style, and interest are three of the biggest advantages to differentiation.

Student readiness pertains to consistently teaching within a student’s zone of proximal development (ZPD). The ZPD “refers to a point of required mastery when a child cannot successfully function alone, but can succeed with scaffolding or support. In that range, new learning will take place” (Tomlinson et al., 2003, p. 126). Readiness differentiation is key to effective instruction. “When students were asked to do tasks for which they did not have requisite skills, both their achievement and feelings of self-worth

decreased. When students were asked to do tasks that were too simple for their skills level they disengaged with the tasks” (Tomlinson et al., 2003, p.127). Finding a balance between providing students with tasks that are not too hard and not too easy can be a difficult task for educators; however, it is one that must not be ignored because that delicate point is where real learning happens. “Current brain research seems to reach a similar conclusion – that students should work at a level of ‘moderate challenge’ for learning to occur” (Tomlinson et al., 2003, p. 126).

Differentiation also allows for flexibility and accommodation for student learning preferences, or learning profile. “The term learning profile refers to a student’s preferred mode of learning that can be affected by a number of factors, including learning style, intelligence preference, gender, and culture” (Tomlinson et al., 2003, p. 129). Traditional classrooms usually leave little room for student input regarding such factors as temperature, light, seating arrangement, time of day, and mobility. While it is somewhat impractical to attune environmental factors to meet the needs of 25 students in one room, some adjustments can easily be made resulting in positive learning gains. “Addressing a student’s learning style through flexible teaching results in improved achievement and attitude gains” (Tomlinson et al., 2003, p. 129).

Adapting instruction in order to meet a student’s individual interest when possible is another foundational element of differentiation. “Interest-based study is linked to motivation and appears to promote positive impacts on learning in both the short and long term. Modifying instruction to draw on student interest is a means of enhancing motivation, productivity, and achievement” (Tomlinson et al., 2003, p. 128). Educational philosopher John Dewey believed “curricula designed to meet the needs of the learners,

rather than the learners having to adapt to the curricula” underscores the importance of addressing the learner’s needs as well as individual interests (Dunn, 2005, p. 156). By moving away from the traditional, teacher-centered transmission model of instruction, educators are realizing the value and importance of incorporating student action and choice in their own learning. Educational philosopher Friedrich Froebel believed in an approach that “allowed pupils to work out results for themselves and ‘discover’ knowledge on their own” (Dunn, 2005, p. 169). This approach encourages students to think for themselves and to have input in their own learning experiences.

Providing students with choices about their education encourages students’ engagement in learning. “Motivation to learn increases when students have an interest in or passion for what they are attempting to learn. The content students learn and the process by which they learn and demonstrate new knowledge should be linked to students’ interests. Giving students choice about what they learn gives them ownership over and investment in the learning process” (Akos, Cockman & Strickland, 2007, p. 457). The decision to focus instruction on the learner’s needs rather than the teacher’s knowledge base involves using instructional methods that parallel this focus. Constructivist methods are best suited to complement child-centered instruction.

Constructivism is a theory of learning that is useful in education despite occasional criticism. “Constructivism is a theory stating that by reflecting on our experiences we construct the world in which we live” (Dunn, 2005, p. 220). Nonconstructivists point to the lack of an independent reality and of objective knowledge and truth that exists regardless of how a learner perceives them as evidence that constructivism weakens curriculum (Carson, 2005). “[Constructivism] assumes children

are better off entering a world with no knowledge and creating their own rather than entering a world full of knowledge, learning it, and then updating it if it does not stand the test of their scrutiny” (Carson, 2005, p. 61). A more practical use of constructivism is one that uses elements of this theory to allow students to “construct” their own meanings and interpretations from undisputed, preexisting facts. This is the constructivism of John Dewey and the belief that students are more engaged, and thus become better learners, when they are allowed active participation in their own learning. “For teachers, constructivism has value inasmuch as it fulfills the promise of awakening the interest of students in learning and helping them to develop higher-order thinking skills, which, advocates claim, are not given sufficient emphasis in instruction. Constructivists assume that individuals are able to make meaningful choices and construct meaningful understandings of the world about them” (Dunn, 2005, p. 242). Child development professor David Elkind stresses the premise of educational constructivism best when he states, “What the various interpretations of constructivism have in common is the proposition that the child is an active participant in constructing reality and not just a passive recorder of it” (Elkind, 2004, p. 50).

If child-centered instruction leads to constructivist methods, then constructivism leads to differentiated instruction. Differentiation is supported by the belief that “...it is only through an individualized approach based on child interests and needs that the unique learning needs of these students can be met” (Dunn, 2005, p. 172). If it is accepted that “The experiences children bring with them to the school are often considered to be the starting point for learning [and] it is also recognized that children in the United States do not necessarily share common experiences,” then educators face the



dilemma of how to get all of their students to the same place in a finite amount of time (Dunn, 2005, p. 172). The culture of standards and high-stakes tests has put tremendous pressure on teachers to make substantial educational gains with all students, regardless of social factors and diverse student backgrounds. It is important to note that differentiation does not propose changing what curriculum is taught, but rather promotes flexibility in how the curriculum is taught. Differentiating instruction means that teachers “Adjust the content (what is being taught); adjust the process (thinking and activities teachers do with the students); and adjust the product when teaching the curriculum (what the end results are that show the student has mastered what has been taught)” (Lewis & Batts, 2005, p. 26). Allowing flexibility in the content, process, and product is necessary in order for teachers to facilitate learning for students who do not share a common background.

#### OPPOSITION TO DIFFERENTIATED INSTRUCTION

Standardized curriculum should be at the forefront of current educational reform efforts. Philosopher Mortimer J. Adler argues that “democracy is best served by a public school system that establishes uniform curricular objectives for all students” (Noll, 2009, p. 16). Not having a national curriculum for every school to follow allows the opportunity for huge gaps in instructional content and learning outcomes for students. The freedom for individual schools and districts to create their own curricula, independent of other schools, comes at the sacrifice of giving every student a fair and equitable chance at uniformly measured success. Standardized curriculum is a defense against “informalism, decline in academic achievement, incidental learning, student choice, and diminution of structure and standards” (Adler, 1982, p.16). Proponents for this kind of reform argue that a national curriculum is the best way of unifying collective

public goals and providing clear, attainable achievement standards for every student regardless of race, class, or geographic region.

Opponents of standardized curriculum argue that students are stifled by a boring, one-size-fits-all approach that limits instructional diversity and encourages teaching to the test. Differentiation and constructivism are two research based philosophies that work well in the classroom but conflict with using a single curriculum. However, the literature in opposition to differentiation clearly comes from the idea that education needs to be fair to all students and there is no better way to define "fair" than as "same." Education philosopher Mortimer J. Adler states that "the objectives of basic schooling should be the same for the whole school population. In our current two-track or multitrack system, the learning objectives are not the same for all" (Adler, 1982, p. 18). The current system leads to a new kind of segregation, or a reinvention of the "separate but equal" idea, where schools are segregated by curriculum decisions and those differences do not all come out to be equally effective or equitable in rigor and relevance. Hence the need for a single curriculum that offers the same goals and methods for everyone; in a system of mass education which serves millions of children every year, it is necessary to meet that challenge with a common tool: standardized curriculum.

Part of the backlash against single-track schooling is the idea that this approach does not meet students' needs, or that it is ultimately ineffective. The literature in support of a national curriculum shows that it does work, as long as certain key conditions are met: the establishment of clearly stated common goals for desired academic outcomes and learning that is active and by discovery (Adler, 1982). According to another proponent, standardized curriculum works when there is a

combination of “high standards in tasks that are authentic and relevant to the student, as well as the teacher or administrator” (Roberts & Trainor, 2004, p. 514). The challenge then becomes to create a curriculum that reflects this prescription. Several programs currently exist in the United States that do offer a standardized curriculum resulting in a positive student learning experience and high student achievement rates. These programs include Advanced Placement (AP), the International Baccalaureate (IB), and Paideia schools.

The AP program consists of a distinguished, college level set of learning outcomes that is implemented by a national curriculum for each subject area. This program has been in place for decades and continues to be desirable for students who want to be challenged beyond what their school offers. In the absence of a common assessment tool to measure achievement in a common curriculum, colleges have relied on AP test scores for over 50 years as a kind of bar for their admission standards; or as the “gold standard of high school achievement” (Schachter, 2008, p. 29).

The International Baccalaureate is another single-curriculum program that provides students with an opportunity to work for high standards that will be internationally recognized. The main difference from AP other than the international component is that the IB is not designed for “advanced” students, but for anyone willing to try something beyond traditional public school. This program was created to provide an academically rigorous, standardized curriculum for children of diplomats over 40 years ago. Data collected in November of 2007 revealed that the United States has 556 of the 1300 worldwide schools and this number has been increasing at an annual rate of 10% (Schachter, 2008). The IB is popular because it is a meaningful alternative to AP

courses, which are not designed for everyone. More importantly, it is also popular with students not in spite of, but because of its curriculum standardization. An IB diploma requires two foreign language studies; varied and challenging courses in subjects ranging from social sciences to the arts; a 4,000 word essay, 150 hours of community service, and culminates with a series of five-hour tests in each subject graded by an international panel (Schacter, 2008). It is a two year program and fulfils regular high school graduation requirements.

Paideia schools are built around the concept of creating a holistic, whole-school approach to high standards instruction that engages more students by increasing their motivation. Research shows that “personally relevant classroom work contributes directly to student motivation and students must actively construct meaning in order to effectively learn” (Roberts & Trainor, 2004, p. 514). By offering a single-track, liberal arts education to all students, students are prepared not only for post-secondary education, but also for work, citizenship, and lifelong learning (Gettys & Wheelock, 1994). The three fundamentals supporting the Paideia model are the integration in every subject of 1) lecture; 2) question and discussion process; 3) skill development in small groups with teachers (Gettys & Wheelock, 1994). The key factor in Paideia schools is the core liberal arts curriculum that is offered across the board. The belief behind this is the philosophical argument that “certain subject matters have universal qualities that prompt mental and characterological development” specifically in the areas of language, literature, fine arts, mathematics, natural science, history, geography, and social studies (Noll, 2009, p. 16). By eliminating all other “clutter,” like Career and Technical Education (CTE) courses, physical education, and electives, schools are able to devote all

instructional time to these core disciplines. Because the curriculum is broad and liberal, “Paideia schools challenge the habit of differentiating a curriculum for different students and help all students succeed academically in a curriculum that prepares them for post-secondary education. The outcomes of this type of instructional approach represent nationally significant educational change” (Gettys & Wheelock, 1994, p. 13-14). This style of school meets the need for a national, standardized curriculum by creating high standards and equal access to a high quality curriculum.

A final argument for the feasibility and potential success of a standardized curriculum can be found in the issue of time. In the article published in *Psychology in the Schools*, educational researchers make the claim that all students can learn as long as they have enough time (Zimmerman & DiBenedetto, 2008). This would suggest that there is nothing inherently wrong with a standardized curriculum; all of it can be successfully learned as long as students have clearly stated goals, are actively participating in their learning, and finally, have enough time. Two approaches that enhance the provision of sufficient time are mastery learning and curriculum-based measurement. Mastery learning is based on providing students with multiple attempts at an assessment until adequate achievement is made. A student would complete a brief formative assessment to provide him or her and the teacher feedback on how well the content has been learned. If that learning goal is shown to be met on the first assessment, the student moves on. If not, the student is retaught and reassessed until the student is able to move on. Mastery learning is relevant to a standardized curriculum because of its evidence in its ability to “produce beneficial outcomes for students despite variation in class size, content areas, and class settings” (Zimmerman & DiBenedetto, 2008, p. 209). Such effective

instructional approaches are rare in education and to find one that meshes with the goals of standardized curriculum should be encouraging for educators.

The goal behind curriculum-based measurement (CBM) is to track student learning of basic skills (standardized curriculum) with formative assessments given weekly or monthly over the course of the school year. After a period of testing, the student's total CBM score will show competence in the specific content area assessed. The advantage to using CBMs is the profile score generated for each student showing individual strengths and weaknesses in different component skills (Zimmerman & DiBenedetto, 2008). The assumption is then that students and teachers would use this information to inform future instructional goals.

Standardized curriculum is needed in this country for several reasons. Global competition, teacher accountability, accommodation for students who move or transfer from state to state, district to district, and fair college admission policies are all reasons that support a unified curriculum. In order to ensure all students are receiving best practices and the most relevant curriculum, there is a need for a universal assessment to measure all students the same way on the same curriculum.

#### DIFFERENTIATED INSTRUCTION AND ASSESSMENT

Differentiated instruction plays a critical role in the realm of assessment. Educational assessment is "a deliberate effort to determine a student's status regarding such variables as the student's knowledge, skills, or attitudes" (Popham, 2008, p. 7). Testing or measuring student progress is actually quite complex when considering how influential test scores can be for individual teachers and districts. W. James Popham (2008) identifies three insightful reasons that should grant special attention to assessment

by educators: “Test results determine public perceptions of educational effectiveness; students’ assessment performances are increasingly seen as part of the teacher evaluation process; and assessment devices can improve instructional quality as clarifiers of instructional intentions” (p. 16). In a discussion of educational assessment, it is important to note these additional factors, rather than to limit assessment rhetoric merely to matters of individual student academic improvement. Many classroom assessments are highly monitored and present high-stakes implications; however, student testing is a common classroom phenomenon and one that can be used positively in directing quality instruction to diverse student groups. Differentiated instruction can be an effective means of boosting connections between instructional content and expected learner outcomes on a test.

Assessment is a powerful tool in adapting curricula to meet individual classroom needs. Assessment combined with differentiation takes the next step and adapts curricula to meet individual learner needs. “In a differentiated classroom, assessment is ongoing and diagnostic. Its goal is to provide teachers day-to-day data on students’ readiness for particular ideas and skills, their interests, and their learning profiles. Assessment is today’s means of understanding how to modify tomorrow’s instruction” (Tomlinson, 1999, p. 10). Teachers must recognize differences in students’ readiness and learning profiles and respond to those variables to the best of their abilities. Despite the diversity among student learning communities, some educators still resist the time and effort required to differentiate instruction. “With many demands on teachers today, whole-group and one-size-fits-all teaching is prevalent in schools. [Teachers need to realize]

teaching to the whole group without using any other instructional method will not address the needs of all learners” (Lewis & Batts, 2005, p. 31).

#### MULTICULTURAL ISSUES IN DIFFERENTIATED INSTRUCTION

The complexity of students makes unilateral instruction ineffective.

“Multicultural” and “diversity” are terms commonly used to describe various ethnic backgrounds; however it is important to note the ever-broadening parameters defining these terms, especially as they are sometimes used interchangeably. “The cultural diversity of public schools and the obvious challenges in meeting all students’ needs imply the need for new and innovative ways to reach students” (Akos, Cockman, & Strickland, 2007, p. 457). A broad definition of cultural diversity includes students with physical disabilities, high and low learners, students who are developmentally challenged, and linguistic differences, in addition to students of varying and multiple cultures. “The reality of a multicultural, multilingual student population dictates that educators, 87% of whom are Caucasian, must be prepared to interact and work with students who do not share the same language, culture, or national origin” (Allison & Rehm, 2007, p. 12). Because differentiation is a “philosophy aimed at equitably meeting the learning needs of all students in the classroom,” this instructional approach lends itself to addressing the unique area of school diversity (Akos, Cockman, & Strickland, 2007, p. 455).

Differentiation allows for cultural inclusion, as well as accommodations for high and low learners. “It is the responsibility of schools to adjust to the developmental needs and levels of children they serve” (Akos, Cockman, & Strickland, 2007, p. 462).

Differentiated instruction provides teachers with a variety of methods and instructional



techniques that have the capacity to adapt curriculum to specific learner needs. Flexible grouping is especially helpful in multicultural classrooms because culturally heterogeneous learning groups, tasks that require group cooperation and interdependence, and an active, hands-on curriculum benefit all learners and usually lead to a fuller understanding of the concepts represented (Sparks, 2000).

A common obstacle to academic success for many students can be the simple matter of their identity. Students' perceptions of how they do or do not fit into their learning communities play a significant role in their potential to achieve in the classroom. Self-esteem is an important contributing factor in student success rates: "Teachers using differentiated curricula observed an increase in students' self-efficacy, sense of competence, and motivation to learn" (Akos, Cockman, & Strickland, 2007, p. 462). This is a powerful statement and one that implies the significance of instructional efforts aimed at reaching all students, regardless of student background.

In a multicultural classroom, differentiation can easily be applied to student learning profiles. "Studies of the impact of matching students' learning style and intelligence preference have found positive effects for many groups, including Native American, Hispanic, African American, Asian American, and Caucasian students" (Tomlinson et al., 2003, p. 130). A study in a Florida middle school of which 50% of the students are members of ethnic minority groups found that use of visuals, peer tutoring, and cooperative learning were most effective in reaching the school's highly diverse student population. (Allison & Rehm, 2007). These strategies are all foundational elements of differentiation.

Instructional use of visual aids in a multicultural classroom is helpful because many students are not auditory, but visual learners. Including visual materials in a lesson is an element of the student learning profile that can be differentiated to increase student achievement. Use of pictures, cartoons, maps, graphs, charts, videos, bulletin boards, graphic organizers, games, and flash cards is a way to enhance learning by engaging different senses and reinforcing key ideas by presenting information in other formats (Allison & Rehm, 2007). Peer tutoring and cooperative learning are also elements of the student learning profile. Flexible grouping can be organized in a myriad of patterns; peer tutoring and cooperative learning are two kinds of grouping that are highly collaborative. “A wealth of information has demonstrated that cooperative learning is an instructional approach that benefits all students, and, in particular, students from diverse backgrounds... and promotes inter-ethnic friendships, develops cross-cultural understandings, and builds teamwork while enhancing literacy and language acquisition” (Allison & Rehm, 2007, p. 16). The Florida study also provided evidence that supports peer tutoring: “peer tutoring promotes communication, motivates students, and helps learners attain higher levels of achievement while developing friendships between students from different backgrounds (Allison & Rehm, 2007, p. 15).

Students need to know their cultural differences are accepted within their learning communities. Teachers need to be culturally sensitive and model “understanding cultural differences that learners bring to the educational environment (different values and belief systems), which will allow them [students] to respond differently from each other and also the teachers. Educators must be aware of and understand the differences, identify the many similarities between cultures, and begin to respect the right to be different” (Sparks,

2000, p. 261). By taking of advantage of differentiation, cultural inclusion can be infused into curriculum, making it more interesting and approachable to the learner. "The focus of classroom inquiry should be on interests and themes generated by students themselves. This is not done at the expense of meeting necessary curricular goals but becomes part of the process in meeting those goals...Cultural infusion in the curriculum does not water down the academics but strengthens it by making it relevant to all learners." (Sparks, 2000, p. 262). Teachers are powerful and those who choose to infuse multicultural concepts into existing curriculum empower their students' concepts of identity: "By building the curriculum on positive images, negative stereotypes may not be perpetuated. This positive image will also allow [multicultural] students to identify with the strengths of their heritage rather than stereotypical misconceptions." (Sparks, 2000, p. 260). Through cultural acceptance and intentional curriculum adaptation to include diversity, "students are more likely to be engaged and motivated to learn key skills as their interests are respected and addressed" (Akos, Cockman, & Strickland, 2007, p. 460). The implications of higher student achievement rates are reflected in a culturally receptive learning environment. "School failure is far less likely to occur among minority groups who are positively oriented toward both their own and the dominant culture's role in society" (Sparks, 2000, p. 259).

#### DIFFERENTIATION VERSUS STANDARDIZATION

The future of differentiated instruction lies in the future of No Child Left Behind policy and high-stakes test mandates. There is an inherent tension between the two goals of educating all students and keeping all students at the same benchmark level for success in high-stakes assessment measurements. "Committing to both of these goals has forced

districts to grapple with the question of how to build a coherent yet flexible system that creates space for differentiation *and* standardization” (Ramsey, 2009, p. 8). Rather than seeing the two goals of differentiation and standardization as being mutually exclusive, educational researcher Brinton S. Ramsey (2009) has identified the term “each student college-ready” to describe the common goal of “each student being prepared for college, work, and citizenship” (p. 9). The dilemma faced by educators is how best to reach this common goal. Districts can feel stretched by the difficulty in allowing site-based instructional decisions, like differentiation policy, if they are perceived to be incongruent with district-wide initiatives (Ramsey, 2009).

The bottom line for educators and policy makers is the acceptance of the fact that students do not learn in a standardized, one-size-fits-all model. Despite curricular reform efforts, and “recommendations for school improvement [which] frequently include standards-based instruction, curriculum alignment, and data-based decision making have not necessarily resulted in significant differences in student achievement in failing schools” (Beecher & Sweeny, 2008, p. 504). Even when differentiation is recommended and supported, “traditional instructional strategies such as lecture, drill-and-practice, heterogeneous cooperative learning groups, and direct instruction still prevail” (Hertberg-Davis & Brighton, 2006, p. 91).

Research authors Holly Hertberg-Davis and Catherine Brighton (2008) have pointed to the issue of teacher change as a factor in resistance to differentiated instruction. “Teachers need to recognize the need for and commit to changing their typical instructional behaviors” (p. 91). Beyond accepting and recognizing a need for instructional change, teachers have internal factors that can contribute to an unwillingness

to implement new methodology. “Conflicting beliefs about the meaning of differentiation and the nature of schooling, insufficient depth of content knowledge, and shallow pedagogical understandings may inhibit a teacher’s willingness and ability to differentiate instruction to meet learners’ diverse academic needs” (Hertberg-Davis & Brighton, 2008, p. 91).

Another argument in the issue of differentiation versus standardization is the concept of changing school culture. “The process of changing a school culture is multifaceted; this process includes the creation of a strategic plan, which guides all efforts undertaken at the school, including academic, social, emotional and behavioral needs; enriched and differentiated curriculum, the extension of learning beyond the school day, and carefully planned staff development” (Beecher & Sweeny 2008, p. (506). Holly Hertberg-Davis and Catherine Brighton (2008) have identified an interesting paradigm relating to school culture change and the question of which entity within a school should be expected to lead a culture shift: “Change literature proposes the necessity of changing the individual teachers in an attempt to change the larger school organization. A contradictory line of research proposes the importance of changing the organization and the culture of the school as a necessary precursor to changing the teachers within the organization” (p. 91).

“In recent years, the detracking movement, the push for inclusion, and the nation’s changing demographics have further expanded the range of students learning together in the same classroom. The typical public school classroom contains 27 children whose academic performance levels typically span more than five grade levels” (Hertberg-Davis & Brighton, 2008, p. 90). In school climates of high standards and high

stakes tests, instruction without differentiation will never ensure the success of every student.

## CHAPTER III

### BACKGROUND OF THE PROJECT

John Dewey, in the opening chapter of *Experience and Education* (1938), states the following purpose of education: “Education consists of bodies of information and of skills that have been worked out in the past; therefore, the chief business of the school is to transmit them to the new generation” (p. 17). Seventy years later, the goals for public education are relatively the same. According to Whitehouse.gov’s “Guiding Principles” for education, “providing a high-quality education for all children” is the number one priority for schools (The White House, 2010). The question remains today not of *what* schools should do, but *how* schools should best provide, or transmit that education.

Differentiated instruction is a necessary approach to providing quality instruction for our nation’s fifty million public school students (Reform, 2009). In a classroom of 25 eleventh grade students, the range of grade level expectation skills is phenomenal. Reading levels, background knowledge, and learning disabilities are just a few factors affecting each child’s readiness to learn on any given day. Traditional direct instruction teaches 25 students as if they were one, regardless of all their differences. Unsurprisingly, student achievement rates are affected by this one-size-fits-all approach. Differentiating instruction to meet individual learner’s needs is at the heart of constructing meaningful instruction for each student. The instructional unit created for this project takes standard non-differentiated eleventh grade U.S. history curriculum that is designed for direct instruction and adjusts the instructional materials and assignments to meet learners of different backgrounds and skill levels. The goal of the unit, like that of any differentiated unit, is to provide the same standards, objectives, and key knowledge to every student but

in a variety of applications best suited to each student. In addition to key concepts, constructivism and student interest are also emphasized as part of the differentiated curricular design.

### PROJECT DEVELOPMENT

The inspiration and commitment to design this history unit came from teacher observations of a class of eleventh grade history students who showed greater academic success on essay exams than they did on multiple choice and matching exams. It was noted that when students had a chance to explain their choice of topics in an essay format, answers were longer, more in-depth, and richer in content. When asked to explain the same material without choice or freedom of expression in a multiple choice format, students were recorded as performing lower. This unit was designed to allow all students to engage in the same curriculum but at different levels of difficulty, and for students to further pursue areas of personal special interest.

### PROJECT IMPLEMENTATION

This unit will take approximately five weeks to complete, based on a modified block schedule. A minimum of fifty minutes of instruction five days a week is the equivalent for teachers not operating on blocks. The unit requires students to have access to technology at school. A computer lab and the ability to view DVD/VHS is necessary. If a library only is available print resources may be exchanged for web resources. This unit includes four weeks of instruction and the fifth week is included for student presentations of the portfolios that have been created throughout the unit. Explicit homework has not been utilized in this unit; however, students who are absent will need



to make up missed work outside of class as there is no “catch-up” time built into this instructional calendar.

## CHAPTER IV

### DESCRIPTION OF THE PROJECT

The unit is composed of five lessons which chronologically cover key social, economic, political, and environmental events in American history from 1929 to 1939. Each lesson has its own Understanding by Design teaching plan, tiered worksheets, portfolio options for development of additional knowledge and application based on student interest, and multiple formative assessments. Direct instruction for this unit is limited, and class time will be spent gathering information for the tiered assignments from print and web materials, and for researching additional topics for student presentations. All work will be organized and kept in a portfolio to be turned in at the end of the unit. Individual assignments will be turned in throughout the unit to be scored; instructional feedback will be provided and the worksheets will be stored in the portfolio. A summative assessment of the unit will be given in the form of a traditional essay test, with differentiation present in the grading rubric. During the final week of the unit, students will present their research project to the class. A final tenet of assessment will come with the evaluation of the portfolio's completion and of the quality of the portfolio option assignments.

Student readiness for optimum success of this unit will be measured by performance on a unit pre-test and the student's academic grade prior to the unit. The pre-test will consist of ten specific questions that will survey the student's knowledge of general facts about the Great Depression. A score of seven or above will be an indicating factor of the student's ability to manage the "advanced" worksheets, version A, for the unit. A score of six and below will indicate a student's readiness for the "basic" version,

version B, of the worksheet. In addition to the pre-test, having a grade of a B (80%) or higher at the time of the unit's introduction will be a determining factor in placement for the tiered assignments. The course in which this unit is taught begins sixty years and several units before this the one used for this project. Students will have had previous experience in the class and both students and teacher will have established a student's zone of proximal development for the class. Using both the pre-test and course grade as readiness measurements ensures a better chance at appropriate placement for the skill level required for the tiered assignments. Both versions of the worksheet contain the same learning objectives; however, the focus of the version B will be to identify and explain events and their corresponding causes and effects. The focus of the version A worksheets will be to identify and explain the same content, but in addition, to apply and show presence of historical perspective to the same events.

Assessments for this unit are varied by intention, or purpose. Grant Wiggins and Jay McTighe (2005) assert there are three key questions all assessors must examine: "What evidence can show that students have achieved the desired results? What assessment tasks and other evidence will anchor our curricular units and thus guide our instruction? What should we look for to determine the extent of student understanding?" (p. 148). The most comprehensive evidence that will show students have achieved desired results will be represented in the students' portfolios. Material within the portfolio will provide evidence for curricular guidance through formative evaluations of daily work.

## CHAPTER V

### SUMMARY

Differentiated instruction is an essential component of effective teaching in mixed-ability classrooms. The unit for this project is a five week series of lessons on the Great Depression designed for an eleventh grade U.S. History detracked classroom. Students in this classroom will represent a broad range of abilities and prior knowledge. The unit is differentiated for the purpose of appropriately engaging all students at the skill level best suited to their level of readiness. Just as importantly, the unit is differentiated from a constructivist perspective, with the goal of enticing students to actively connect with the curriculum in ways that are personal and meaningful to them. Student choice is embedded throughout the unit as frequently as possible with the intention of increasing students' intrinsic motivation to learn above and beyond the expectations of traditional, one-dimensional instruction.

### CONCLUSION

A study of history achievement in high school seniors was issued in May, 2002 by the National Assessment of Educational Progress that indicated 60% of this group was unable to demonstrate essential U.S. history knowledge (Guadelli, 2002).

“Constructivists would argue that the results of the test are proof of the failed pedagogy of traditional U.S. history... The repetitive, rote, and meaningless manner in which social studies is typically taught in schools” must be changed in order to make social studies education relevant and worthy of engagement (Guadelli, 2002, p. 199). The goal of this project was to explore and reveal the advantages and necessity of differentiated

instruction. A unit was prepared to apply differentiation to “rote and repetitive” textbook-variety curriculum with the intention of increasing student aptitude for learning.

### IMPLICATIONS

This unit will ideally take five weeks to complete, but could take more class time depending on the level of student engagement and thoroughness with the assignments. If time was unlimited, the unit could easily be expanded into six or even eight weeks with time given to class discussion and multiple portfolio option presentations. In the school district in which this unit is being used, U.S. history teachers must begin their course with the industrialization era; the 1870s. In a thirty-six week school year, five weeks given to one decade is a significant allocation.

A significant difficulty for teachers new to differentiation lies in the organization of the unit. Differentiated instruction requires students to be interacting independently with their education; sometimes students will be working alone, sometimes in pairs, sometimes in groups. Students rarely work on the same assignment at the same time. Effective teachers must balance multiple learning activities happening simultaneously, possibly in more than one location. This flexibility can be stressful for teachers responsible for the learning of a group of students because teachers must be able to “let go” of direct instruction methods in order to allow students this academic freedom. Teachers who differentiate must learn to trust that class time is still being spent well during times they are not doing the talking.

### RECOMMENDATIONS

To successfully navigate a class through a differentiated unit requires the curriculum to be completely assembled before its introduction. The preparation time for

creating a differentiated unit is significant. Details arise in differentiation that are never issues in direct instruction. For example, rewriting curriculum handouts for students at varied skill levels in order to provide authentic tiered assignments takes a substantial amount of time and planning. Creating meaningful student interest contracts, keeping up with formative assessments, and helping students who are working on different assignments at the same time is challenging.

The final recommendation for this unit is for technology to be available for unlimited student use. Traditional school models include one or two computer labs for the entire student body to be reserved and used in isolation at prearranged times. This creates disunity in a differentiated unit in which the majority of the activities either require, or would be benefited by, the incorporation of technology.

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## Unit Cover Page

**Unit Title:** The Great Depression

**Grade Level:** 11

**Subject/Topic Areas:** social studies/U.S. history

**Key Words:**

Crash of 1929, Dust Bowl, New Deal, Hoover, FDR, reform, government expansion

**Standards:**

History 4.1.2 – Understands how the following themes and developments help to define eras in U.S. history: Reform, prosperity, and the Great Depression

Economics 2.1.1 – Analyzes the incentives for people's economic choices in the U.S. in the past or present

Civics 1.2.2 – Evaluates the effectiveness of the system of checks and balances during a particular presidential administration, Supreme Court, or Congress

Social Studies 5.2.2 – Evaluates the identity, reliability, and credibility of sources when researching an issue or event

**Designed by:** Tracy Winzer

**Time Frame:** 5 weeks

## Scope &amp; Sequence – The Great Depression Unit

Monday (37 min)	Tuesday (53 min)	Wednesday (105 min)	Friday (53 min)
Day 1  Pre-Assessment Lesson 1: CH 22, Section 1 <i>Objectives, Key Terms</i>	Day 2  Lesson 1: CH 22, Section 1 <i>Handout</i>	Day 3  Lesson 1: CH 22, Section 1 <i>Handout continued, The Crash of 1929 documentary</i>	Day 4  Lesson 1: CH 22, Section 1 <i>Portfolio Options Workday</i>
Day 5  Lesson 2: CH 22, Section 2 <i>Objectives, Key Terms</i>	Day 6  Lesson 2: CH 22, Section 2 <i>Handout</i>	Day 7  Lesson 2: CH 22, Section 2 <i>Handout continued, Surviving the Dust Bowl documentary</i>	Day 8  Lesson 2: CH 22, Section 2 <i>Portfolio Options Workday</i>
Day 9  Lesson 3: CH 22, Section 3 <i>Objectives, Key Terms</i>	Day 10  Lesson 3: CH 22, Section 3 <i>Handout</i>	Day 11  Lesson 3: CH 22, Section 3 <i>Handout continued, Portfolio Options Workday</i>	Day 12  Lesson 4: CH 23, Sections 1-2 <i>Objectives, Key Terms, Handout</i>
Day 13  Lesson 4: CH 23, Sections 1-2 <i>Handout</i>	Day 14  Lesson 4: CH 23, Sections 1-2 <i>Handout</i>	Day 15  Lesson 4: CH 23, Sections 1-2 <i>Portfolio Options Workday</i>  Lesson 5: CH 23, Section 5 <i>Objectives, Key Terms, Handout</i>	Day 16  Lesson 5: CH 23, Section 5 <i>Handout, Portfolio Options Workday</i>
Day 17  Portfolio Presentations	Day 18  Portfolio Presentations	Day 19  Portfolio Presentations	Day 20  Portfolio Presentations

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Great Depression Unit Pre-Test

1. List causes of the Great Depression.
2. When did the Depression begin and end (in years)?
3. List key events that occurred during the Great Depression.
4. What groups of people were most affected?
5. What is the New Deal?
6. What is the Dust Bowl and where was it located?
7. What president was in office during the majority of the Depression?
8. What event is credited with ending the Great Depression?
9. Who was president at the beginning of the Depression?
10. List one lasting effect of the Depression.

Lesson 1 – Causes of the Great Depression Stage 1 – Desired Results	
<p><b>Established Goals:</b></p> <ul style="list-style-type: none"> <li>Analyze how an understanding of United States history can help us prevent problems today. (History 4.4.1)</li> <li>Evaluate the role of the U.S. government in regulating a market economy in the past or present. (Economics 2.3.1)</li> </ul>	
<p><b>Understandings:</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Americans continually struggle with this question: "What is the government's role in times of crisis?"</li> <li>The nation's economy is important to mainstream American citizens.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What is the role of government in relation to the economy?</li> <li>What was the effect on the U.S. economy during the 1920s when the stock market was unregulated?</li> <li>Why was the stock market unregulated in the 1920s?</li> <li>What caused the stock market to crash?</li> <li>What was the effect of the crash for Americans?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>Key Terms: Black Tuesday, Dow Jones Industrial Average, Hawley-Smoot Tariff Act, price supports, credit, speculation, buying on margin, Great Depression,</li> <li>What are causes of the 1929 stock market crash?</li> <li>How is the stock market crash of 1929 a cause of the Great Depression?</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>List and describe multiple problems of the economy that helped cause the Great Depression.</li> <li>Identify how banks were affected during the Depression.</li> <li>Explain how the government attempted to address early problems in the nation related to the 1929 stock market crash.</li> </ul>
Stage 2 – Assessment Evidence	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>Chapter 22-section 1 Handout (tiered)</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>Key Terms notes</li> <li>Notes – 10 complete sentence notes on documentary, <i>The Crash of 1929</i></li> <li>Portfolio Options: See Handout</li> <li>Exit Slip – Write one cause of the 1929 stock market crash (use post-its).</li> </ul>
Stage 3 – Learning Plan	
<p><b>Learning Activities:</b></p> <ol style="list-style-type: none"> <li>Introduce the Essential Questions and discuss the big ideas for the lesson.</li> </ol>	

2. Students take notes on definitions for the Key Terms.
3. Students read Chapter 22, Section I, "The Nation's Sick Economy" pp. 642 – 649; *The Americans* textbook.
4. Students individually complete Chapter 22-section I handout. There are two versions of this handout; students will complete the handout best matched to their readiness level.
5. Watch *The Crash of 1929*; 60 minute PBS American Experience documentary.
6. Students will write a minimum of ten complete sentence notes from the documentary. Students will share notes for an all-group discussion after viewing the documentary.
7. Students will work on portfolio options.
8. Lesson will be concluded with exit slip. Students will write their answer on a post-it and teacher will collect at door as students leave classroom.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapter 22/The Great Depression Begins**

**Section 1: "The Nation's Sick Economy" pp. 642 – 649**

**Lesson Objectives:**

A. To summarize some of the \_\_\_\_\_ threatening the American \_\_\_\_\_ in the late \_\_\_\_\_.

B. To describe the causes of the \_\_\_\_\_ and of the Great Depression.

C. To explain how the Great Depression affected the economy in the \_\_\_\_\_ and throughout the \_\_\_\_\_.

1. As you read this section, describe the serious problems in each area of the economy that helped cause the Great Depression.

1. Industry	2. Agriculture
3. Consumer Spending	4. Distribution of Wealth
5. Stock Market	

6. Define the following vocabulary term from this section:

price support:

credit:

speculation:

buying on margin:

Black Tuesday:

Great Depression:

Dow Jones Industrial Average:

Hawley-Smoot Tariff Act:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapter 22/The Great Depression Begins**  
**Section 1: "The Nation's Sick Economy" pp. 642 – 649**

**Lesson Objectives:**

**A. To summarize some of the problems threatening the American economy in the late 1920s.**

**B. To describe the causes of the stock market crash and of the Great Depression.**

**C. To explain how the Great Depression affected the economy in the United States and throughout the world.**

As you read this section, describe the serious problems in each area of the economy that helped cause the Great Depression.

<p style="text-align: center;"><b>1. Industry</b></p> <ul style="list-style-type: none"> <li>- <i>key industries barely made a profit</i></li> <li>- <i>some industries lost business to foreign competition and new American technologies</i></li> <li>- <i>some industries suffered from declining demand for their goods after WWI</i></li> <li>- <i>the coal industry declined because of the development of new sources of energy</i></li> <li>- <i>new housing starts declined, affecting other businesses that depended on home construction</i></li> </ul>	<p style="text-align: center;"><b>2. Agriculture</b></p> <ul style="list-style-type: none"> <li>- <i>After WWI, demand for farm products fell drastically, as did prices</i></li> <li>- <i>Many farmers could not pay off their debts and lost their farms, which caused some rural banks to fail</i></li> <li>- <i>Congress passed federal price supports for farm products, but Pres. Coolidge vetoed them</i></li> </ul>
<p style="text-align: center;"><b>3. Consumer Spending</b></p> <ul style="list-style-type: none"> <li>- <i>By making credit easily available, businesses encouraged Americans to pile up a large consumer debt</i></li> <li>- <i>Faced with rising prices, stagnant wages, and high levels of debt, consumers decreased their spending</i></li> </ul>	<p style="text-align: center;"><b>4. Distribution of Wealth</b></p> <ul style="list-style-type: none"> <li>- <i>Nearly half of American families earned less than the minimum amount needed for a decent standard of living, while the rich got richer</i></li> <li>- <i>Unequal distribution of wealth meant most consumers had too little money to buy the goods produced by American factories</i></li> </ul>
<p style="text-align: center;"><b>5. Stock Market</b></p> <ul style="list-style-type: none"> <li>- <i>Many investors engaged in speculation and buying on margin, fueling the market upward and generating great wealth, but only on paper</i></li> <li>- <i>When the market crashed, many investors lost their life savings</i></li> </ul>	

6. Define the following vocabulary term from this section:

price support: *the maintenance of a price at a certain level through government intervention*

credit: *an arrangement in which a buyer pays later for a purchase, often on an installment plan with interest charges*

speculation: *an involvement in risky business transactions in an effort to make a quick or large profit*

buying on margin: *the purchasing of stocks by paying only a small percentage of the price and borrowing the rest*

Black Tuesday: *a name given to October 29, 1929, when stock prices fell sharply*

Great Depression: *a period, lasting from 1929 to 1941, in which the U.S. economy was in severe decline and millions of Americans were unemployed*

Dow Jones Industrial Average: *a measure based on the prices of the stocks of 30 large companies, widely used as a representative of the stock market's health*

Hawley-Smoot Tariff Act: *a law enacted in 1930 that established the highest protective tariff in U.S. history, worsening the depression in American and abroad*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapter 22/***The Great Depression Begins*

**Section 1:** "The Nation's Sick Economy" pp. 642 – 649

**Lesson Objectives:**

- A. To summarize some of the \_\_\_\_\_ threatening the American \_\_\_\_\_ in the late \_\_\_\_\_.
- B. To describe the causes of the \_\_\_\_\_ and of the Great Depression.
- C. To explain how the Great Depression affected the economy in the \_\_\_\_\_ and throughout the \_\_\_\_\_.

1. What is the name of the person used as a primary source at the beginning of this section?

2. List the 5 key industries that were especially hit by the end of the 1920s:

3. Railroads lost business at this time because...

4. Textiles mills (cloth/fabric/cotton) lost business at this time because...

5. (Coal) mining lost business at this time because...

6. List 3 "boom industries" of the Roaring 20s:

7. Just like today, construction (especially housing) was a key indicator of the general status of the economy in the 1920s/30s. How does the construction industry serve as this gauge?

8. Which industry suffered the worst during the 1920s?
9. Farmers in the 1920s suffered because of classic supply and demand. Apply this explanation to what happened to farm prices during and after WWI.
10. Farmers' logical response to falling crop prices was to...
11. How did this response make the agricultural situation worse?
12. In order to produce the biggest crops they could for maximum profits during the 1920s, farmers expanded their production by buying more land and more or better technology (tractors) on credit and therefore went into...
13. When farmers were not able to keep up with farm-related loan payments, their banks were not receiving the money they needed to keep operating (because banks make money from the interest on loans) and the economy took a double hit because banks did two things:
14. Why didn't President Coolidge pass the McNary-Haugen bill which would have helped farmers?
15. The "Living on Credit" section applies exactly to the situation in American today. Read the paragraph, replacing "1920s" with "1990s" and explain the parallels.
16. Using the information in the second paragraph of "Uneven Distribution of Income," draw and label a pie chart showing the distribution of wealth in 1929.

17. Who became president in 1928 and what political party did he represent?
18. Remind yourself of the basic premise of the Republican party regarding government (small or big?). Now explain why this was going to become a problem at the beginning of the Great Depression. (infer)
19. Refer to the "Economic Background" bar graph on page 645 and answer the question under Skillbuilder...
20. The stock market appeared on the surface to be very strong in the 1920s. Two factors that contributed to the "bull market" effect were.... Define each...
21. The market reached its highest point ever in early September of 1929 and we know that what goes up must eventually...
22. The market steadily declined for about a month, until it took a huge dive on October 24<sup>th</sup>. This caused investors to \_\_\_\_\_ and \_\_\_\_\_.
23. Five days later, on October 29, 1929, the Great Depression officially begins on the day now called Black Tuesday (although people didn't know it at the time). What happened on this day; why do we now know acknowledge it as the final trigger for the Depression?
24. In the next two weeks after Black Tuesday, Americans had lost the same amount of money our nation spent on its entire involvement in WWI which was...
25. How does the textbook define the era known as the Great Depression? Included the time span.

26. Four factors most historians and economists agree combined to cause the Great Depression are:

- a.
- b.
- c.
- d.

27. The Dow Jones is mentioned on Nightly News every night. Explain what the Dow is.

28. Use the information in the Now & Then text feature to list some companies (4) that are part of the Dow Jones.

29. When “Main Street” understood what had happened to the stock market at the end of October, they too began to panic and...

30. Banks don't keep enough money in their physical buildings to actually pay out every single bank customer that wants to withdraw all of their money at once. Since this is what customers were trying to do, the impact on the bank was...

31. Four years after Black Tuesday, how many banks had closed across the country?

32. Approximately how many is this per state?

33. Washington state has 39 counties. Even though of course the failures were not distributed this evenly, approximately how banks would each county have lost by 1933?



34. What is the Gross National Product (GNP)?
35. In the 3 years between 1929 and 1932, the nation's GNP fell...(!)
36. During these same 3 years, about how many businesses failed?
37. How many would this be in our state, assuming the losses were equal among all states?
38. What was the change in unemployment in just the four years between 1929 and 1933? (Use percentage and number of workers in your answer)
39. The Hawley-Smoot Tariff Act was supposed to help Americans by protecting them from foreign trade competition (in theory, it would make it more profitable for companies to stay home and trade amongst each other), but it didn't work, actually backfired, because....
40. The Great Depression has many characteristics unique to America, but this depression was a global occurrence. What difficulties were European countries already facing before 1929?
41. Explain the British election poster on page 648.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Chapter 22/The Great Depression Begins

## Section 1: "The Nation's Sick Economy" pp. 642 – 649

## Lesson Objectives:

A. To summarize some of the problems threatening the American economy in the late 1920s.

B. To describe the causes of the stock market crash and of the Great Depression.

C. To explain how the Great Depression affected the economy in the United States and throughout the world.

1. What is the name of the person used as a primary source at the beginning of this section?  
*Gordon Parks*
2. List the 5 key industries that were especially hit by the end of the 1920s:  
*Textile mills, steel, railroads, mining, lumber*
3. Railroads lost business at this time because...  
*Trucks, buses, private autos became more prevalent*
4. Textiles mills (cloth/fabric/cotton) lost business at this time because...  
*Increasing outside competition from Japan, China, Latin America, India (globalization)*
5. (Coal) mining lost business at this time because...  
*New forms of energy emerging – hydroelectricity; fuel oil (gasoline); natural gas*
6. List 3 "boom industries" of the Roaring 20s:  
*Automobiles, construction, consumer goods*
7. Just like today, construction (especially housing) was a key indicator of the general status of the economy in the 1920s/30s. How does the construction industry serve as this gauge?  
*"Spin-off effect" on other industries*  
*- building materials, furniture, household appliances, construction equipment*
8. Which industry suffered the worst during the 1920s?  
*Agriculture*
9. Farmers in the 1920s suffered because of classic supply and demand. Apply this explanation to what happened to farm prices during and after WWI.  
*Increase in demand during WWI causes supply to go down and price to go up.*

*Decrease in demand after WWI causes supply to go up and price to go down.*

10. Farmers' logical response to falling crop prices was to...

*Plant more*

11. How did this response make the agricultural situation worse?

*Increased supply and lowered price*

12. In order to produce the biggest crops they could for maximum profits during the 1920s, farmers expanded their production by buying more land and more or better technology (tractors) on credit and therefore went into...

*Debt = bankruptcy and foreclosure*

13. When farmers were not able to keep up with farm-related loan payments, their banks were not receiving the money they needed to keep operating (because banks make money from the interest on loans) and the economy took a double hit because banks did two things:

*took out farms – unemployment, and many rural banks failed when farmers couldn't repay their loans*

14. Why didn't President Coolidge pass the McNary-Haugen bill which would have helped farmers?

*His philosophy was anti-agriculture: "Farmers have never made money. I don't believe we can do much about it"*

15. The "Living on Credit" section applies exactly to the situation in American today. Read the paragraph, replacing "1920s" with "1990s" and explain the parallels.

*Too much consumer spending (overspending), buying on credit with high interest causes people to incur large debts, then consumers cut back on spending*

16. Using the information in the second paragraph of "Uneven Distribution of Income," draw and label a pie chart showing the distribution of wealth in 1929.

*Students should indicate 5% of pie chart = 33% of national income; and 40% of chart = 10% of national income.*

*Additional Example:*

*A nation has \$1,000 and 20 people. According to info from 1929, this means that 1 person owns \$330.00; 11 people own \$570, which is \$51.80 each; and 8 people own \$100, which is \$12.50 each*

17. Who became president in 1928 and what political party did he represent?

*Herbert Hoover - Republican*

18. Remind yourself of the basic premise of the Republican party regarding government (small or big?). Now explain why this was going to become a problem at the beginning of the Great Depression. (infer)

*Republican = small government.*

*President Hoover would not support a big government because of his philosophy.*

*The Depression was going to be bad enough to require large government interference/involvement*

19. Refer to the "Economic Background" bar graph on page 645 and answer the question under Skillbuilder...

*Each year the gap became smaller – people spent more and saved less*

20. The stock market appeared on the surface to be very strong in the 1920s. Two factors that contributed to the “bull market” effect were.... Define each...  
*Speculation – risky investment*  
*Buying on margin – using credit to buy stock*  
*(\*Bull market – rising stock prices)*
21. The market reached its highest point ever in early September of 1929 and we know that what goes up must eventually...  
*Come down*
22. The market steadily declined for about a month, until it took a huge dive on October 24<sup>th</sup>. This caused investors to panic and sell (“unload”)
23. Five days later, on October 29, 1929, the Great Depression officially begins on the day now called Black Tuesday (although people didn’t know it at the time). What happened on this day; why do we now know acknowledge it as the final trigger for the Depression?  
*“the bottom fell out of the market” – prices plunged and everyone tried to sell everything*
24. In the next two weeks after Black Tuesday, Americans had lost the same amount of money our nation spent on its entire involvement in WWI which was...  
*\$30 billion*
25. How does the textbook define the era known as the Great Depression? Included the time span.  
*The period from 1929 to 1941 in which the economy was in severe decline and millions of people were out of work*
26. Four factors most historians and economists agree combined to cause the Great Depression are:
- a. *an old and decaying industrial base – outmoded equipment*
  - b. *supply and demand crisis in farming*
  - c. *easy credit*
  - d. *unequal distribution of wealth (see #16)*
27. The Dow Jones is mentioned on Nightly News every night. Explain what the Dow is.  
*An indicator of the stock market based on the prices of 30 representative large firms trading on the NYSE*
28. Use the information in the Now & Then text feature on page 646-647 to list four companies in 1996 that were/are part of the Dow Jones.  
*McDonalds, American Express, Caterpillar, Disney*
29. When “Main Street” understood what had happened to the stock market at the end of October, they too began to panic and...  
*Withdrew their money from banks*

30. Banks don't keep enough money in their physical buildings to actually pay out every single bank customer that wants to withdraw all of their money at once. Since this is what customers were trying to do, the impact on the bank was...  
*For it to close or "fail" if it can't reopen*
31. Four years after Black Tuesday, how many banks had closed across the country?  
*25% or 6,000 banks*
32. Approximately how many is this per state?  
*6,000/50 = 120*
33. Washington state has 39 counties. Even though of course the failures were not distributed this evenly, approximately how banks would each county have lost by 1933?  
*120/39 = 3 per county*
34. What is the Gross National Product (GNP)?  
*Gross National Product – a nation's total output of goods and services*
35. In the 3 years between 1929 and 1932, the nation's GNP fell...(!)  
*50% (\$104 billion to \$59 billion)*
36. During these same 3 years, about how many businesses failed?  
*85,000*
37. How many would this be in our state, assuming the losses were equal among all states?  
*85,000/50 = 1,700 (43-44 per county; think of all the jobs)*
38. What was the change in unemployment in just the four years between 1929 and 1933? (Use percentage and number of workers in your answer)  
*Rose from 3% (1.6 million workers) to 25% (12-13 million workers)*
39. The Hawley-Smoot Tariff Act was supposed to help Americans by protecting them from foreign trade competition (in theory, it would make it more profitable for companies to stay home and trade amongst each other), but it didn't work, actually backfired, because....  
*Needed outside markets were eliminated*
40. The Great Depression has many characteristics unique to America, but this depression was a global occurrence. What difficulties were European countries already facing before 1929?  
*Germany – reparations  
France and Great Britain – WWI debt to the U.S.  
Destroyed property throughout Europe*
41. Explain the British election poster on page 648.  
*- Can't afford money for coal "Smokeless Chimneys"  
- Men aren't present (not in color, shadowy, in background – rep. unemployed?)  
- seeking government help with slogan: "The Remedy: Vote for the National Government"*

**Lesson 2 – Hardship & Suffering; the Dust Bowl**  
**Stage 1 – Desired Results**

**Established Goals:**

- Evaluate the depth of a position on an issue or event. (Social Studies Skills 5.1.2)
- Analyze information from geographic tools (maps) to draw conclusions on an issue or event. (Geography 3.1.1)

**Understandings:**

*Students will understand that...*

- The Dust Bowl was a man-made environmental disaster.
- The extent to which people struggled to survive during the Depression was unprecedented.
- Families and minority groups especially suffered from the nation's unemployment rate.

**Essential Questions:**

- How were minority groups especially affected by the Great Depression?
- What was the impact of unemployment on Main Street families?
- Could the Dust Bowl have been prevented?

**Students will know...**

- Key Terms: Dust Bowl, shantytown, soup kitchen, bread line, direct relief
- Where the Dust Bowl occurred
- How the "great plow-up" accelerated the negative environmental impact of the 1931-1938 drought in the Great Plains
- The realities of being unemployed long term and the consequences for families and morale
- Why minority groups were especially targeted during the Depression years

**Students will be able to...**

- Describe how people struggled to survive during the Depression.
- Explain how the Depression affected men, women, children, and minorities.
- Draw and explain a connection between the Great Plains drought and non-conservationist environmental actions.

**Stage 2 – Assessment Evidence**

**Performance Tasks:**

- Chapter 22-section 2 Handout (tiered)

**Other Evidence:**

- Key Terms notes
- Notes – 10 complete sentence notes on documentary, *Surviving the Dust Bowl*
- Portfolio Options: See Handout
- Exit Slip – Write one cause of the Dust Bowl

**Stage 3 – Learning Plan**

**Learning Activities:**

1. Students take notes on definitions for the Key Terms.
2. Students read Chapter 22, Section 2, "Hardship & Suffering During the Depression" pp. 650 – 654; *The Americans* textbook.
3. Students individually complete Chapter 22-section 2 handout. There are two versions of this handout; students will complete the handout best matched to their readiness level.
4. Watch *Surviving the Dust Bowl*; 60 minute PBS American Experience documentary.

5. Students will write a minimum of ten complete sentence notes from the documentary.  
Students will turn notes in for formative assessment.
6. Students will work on portfolio options.
7. Lesson will be concluded with exit slip. Students will write their answer on a post-it and teacher will collect at door as students leave classroom.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapter 22/The Great Depression Begins****Section 2: "Hardship & Suffering during the Great Depression" pp. 650 – 654****Lesson Objectives:**

A. To summarize how people \_\_\_\_\_ to \_\_\_\_\_ during the Depression.

B. To describe how the Great Depression affected the \_\_\_\_\_.

C. To explain the effects of the \_\_\_\_\_.

1. As you read about how people coped with hard times, use the chart below to **summarize** the Great Depression's **effects** on various aspects of American life.

Employment

Housing

Farming

Race Relations

Family Life

Physical Health

Emotional Health



2. Explain how the Dust Bowl affected the entire country, focusing on the following three locations.

Farmers on the plains
California and other states where Okies and Arkies resettled
The East

3. Define the following vocabulary term from this section:

Dust Bowl:



shantytown:

soup kitchen:

bread line:

direct relief:



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapter 22/The Great Depression Begins****Section 2: "Hardship & Suffering during the Great Depression" pp. 650 – 654****Lesson Objectives:****A. To summarize how people *struggled* to *survive* during the Depression.****B. To describe how the Great Depression affected the *entire country*.****C. To explain the effects of the *Dust Bowl*.**

1. As you read about how people coped with hard times, use the chart below to **summarize** the Great Depression's **effects** on various aspects of American life.

**Employment**

- *Many people found themselves out of jobs for years*
- *African Americans, women, Mexican Americans were discriminated against in the workplace and became targets of hostility*

**Housing**

- *Many unemployed people lost their homes*
- *Many homeless lived in the streets or in shantytowns*
- *Many farmers lost their farms*

**Farming**

- *farmland already exhausted through overproduction was hit with drought and winds, turning the plains into the Dust Bowl*
- *dramatic decreases in farm prices and income*
- *many farmers lost ownership of their farms and were forced to become tenant farmers or farm laborers*

**Race Relations**

- *Intense competition for jobs sparked existing racial resentments into open hostility and violence*
- *In 1933, 24 African Americans were lynched*
- *Thousands of Mexican Americans left the U.S. voluntarily or were deported*

**Family Life**

- *The Depression strengthened family ties, but also increased family tensions*
- *Some men abandoned their families, discouraged by their inability to provide for them*
- *Women also faced greater pressures to provide for themselves and their families*

#### Physical Health

- *Poor and homeless people scavenged or begged for food or turned to soup kitchens and bread lines*
- *Poor diet and lack of health care increased rates of serious health problems*
- *Malnutrition and starvation grew more common*

#### Emotional Health

- *Many people became demoralized*
- *Suicides and admissions to mental hospitals increased dramatically*
- *People were forced to accept compromises that would affect the rest of their lives*
- *Some people came to want financial security more than anything else in life*

2. Explain how the Dust Bowl affected the entire country, focusing on the following three locations.

#### Farmers on the plains

- *During the 1920s, farmers had used tractors to plow up the grasslands and planted millions of acres of new farmland.*
- *This overproduction was unsuitable for the plains and massive wind erosion of the soil occurred when drought and winds began in 1930*
- *Thousands of farmers and sharecroppers had to leave their land*

#### California and other states where Okies and Arkies resettled

- *population of California grew by more than one million by the end of the 1930s*
- *experienced population influx as farmers from the plains came looking for work*

#### The East

- *dust from the plains traveled hundreds of miles east*
- *millions of tons of dust from the plains were carried to the East Coast*

3. Define the following vocabulary term from this section:

Dust Bowl: *The region extending from Texas to North Dakota that was made worthless for farming by drought and dust storms during the 1930s.*

shantytown: *a neighborhood in which people live in shacks*

soup kitchen: *a place where free food is served to the needy*

bread line: *a line of people waiting for free food*

direct relief: *the giving of money or food by the government directly to needy people*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapter 22/The Great Depression Begins****Section 2: "Hardship & Suffering during the Great Depression" pp. 650 – 654****Lesson Objectives:**

A. To summarize how people \_\_\_\_\_ to \_\_\_\_\_ during the Depression.

B. To describe how the Great Depression affected the \_\_\_\_\_.

C. To explain the effects of the \_\_\_\_\_.

1. How many people does the textbook state were affected by hardship and suffering directed related to the Great Depression?
2. Huge numbers of evictions and resulting homelessness were the result of people being unable to make their rent or mortgage payments. What caused this?
3. Why do you suppose conditions for Africa Americans and Latino Americans were worse during this time than they were for whites?
4. What was the cause of increased racial violence during the Depression years?
5. How many blacks were lynched in 1933 alone?
6. a. How many people of Mexican descent left the U.S. during the 1930s?  
b. Why?
7. According to *Another Perspective*, what was the unemployment rate for African Americans in 1932? How does this compare with the unemployment rate for the rest of the country?

8. Name one advantage rural people had over city people during the Depression.
9. a. What is a “foreclosure”?  
  
b. How many farms were lost this way between 1929 and 1932?  
  
c. How many is this per year?
10. What is evidence for dust from the dust storms reaching the Atlantic Ocean?
11. According to the map in the textbook on page 652, name the states included in the Dust Bowl region.
12. Also from the map, what did Nebraska do to try and conserve soil in 1935-1937?
13. What is the name of the most famous highway in the U.S., used by people relocating in California?
14. a. What is an “Okie”?  
  
b. What do you think an “Arkie” is?
15. California’s population grew by how much during the Depression years?
16. In the 1930s, the family did what for most Americans?
17. What board game was invented in 1933? Why is this game at this time ironic?

18. Despite the family's power to take care of its members, the Depression brought so much stress year after year, that this happened to many families...
19. With so many families deteriorating, approximately 2 unemployed men ended up wandering the country, often in despair, primarily through this mode of transportation...
20. In the absence of direct relief programs from the government, New York City offered this amount per family per week as charity for the poor...
21. During the 1930s, why were married women prohibited from being teachers in some cities?
22. Over 300,000 children were unable to go to school by 1933 because...
23. What does "demoralized" mean?
24. Contrast the suicide rate in 1928 and 1932.
25. What happened to state mental health institutions at this time?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapter 22/The Great Depression Begins****Section 2: "Hardship & Suffering during the Great Depression" pp. 650 – 654****Lesson Objectives:****A. To summarize how people *struggled to survive* during the Depression.****B. To describe how the Great Depression affected the *entire country*.****C. To explain the effects of the *Dust Bowl*.**

1. How many people does the textbook state were affected by hardship and suffering directed related to the Great Depression?  
*millions*
2. Huge numbers of evictions and resulting homelessness were the result of people being unable to make their rent or mortgage payments. What caused this?  
*unemployment*
3. Why do you suppose conditions for Africa Americans and Latino Americans were worse during this time than they were for whites?  
*Discrimination, racism; economic pressure; unemployment stress*
4. What was the cause of increased racial violence during the Depression years?  
*unemployment*
5. How many blacks were lynched in 1933 alone?  
*24*
6. a. How many people of Mexican descent left the U.S. during the 1930s?  
*hundreds of thousands*  
  
d. Why?  
*Racism; "targets of hostility"*
7. According to *Another Perspective*, what was the unemployment rate for African Americans in 1932? How does this compare with the unemployment rate for the rest of the country?  
*50% for African Americans*  
*25% for the rest of the country*
8. Name one advantage rural people had over city people during the Depression.  
*Rural people were able to produce their own food – gardens and livestock*

9. a. What is a “foreclosure”?  
*Loss of land/property when the owner is unable to pay debts (including property taxes) and the bank takes the property in exchange for the unpaid loan*
- b. How many farms were lost this way between 1929 and 1932?  
*400,000 (8,000 per state)*
- e. How many is this per year?  
*125,000 for each of these four years*
10. What is evidence for dust from the dust storms reaching the Atlantic Ocean?  
*Ships reported dust on their decks*
11. According to the map in the textbook on page 652, name the states included in the Dust Bowl region.  
*Texas, Oklahoma, New Mexico, Colorado, Kansas, Nebraska, South Dakota, North Dakota, and eastern parts of Montana and Wyoming*
12. Also from the map, what did Nebraska do to try and conserve soil in 1935-1937?  
*Planted 360,000 trees, completed 62 dams and 517 ponds for irrigation*
13. What is the name of the most famous highway in the U.S., used by people relocating in California?  
*(State) Route 66*
14. a. What is an “Okie”?  
*a negative term referring to migrants from Oklahoma, but eventually used as slang for all migrants*
- b. What do you think an “Arkie” is?  
*a negative term referring to migrants from Arkansas*
15. California’s population grew by how much during the Depression years?  
*Over one million people*
16. In the 1930s, the family did what for most Americans?  
*Existed as a source of strength, values, and unity*
17. What board game was invented in 1933? Why is this game at this time ironic?  
*Monopoly – about becoming rich in a time of extreme poverty*
18. Despite the family’s power to take care of its members, the Depression brought so much stress year after year, that this happened to many families...  
*Broke apart; many husbands and fathers left under the strain of being unable to fulfill their role as providers*
19. With so many families deteriorating, approximately 2 unemployed men ended up wandering the country, often in despair, primarily through this mode of transportation...  
*Railroads*
20. In the absence of direct relief programs from the government, New York City offered this amount per family per week as charity for the poor...



## §2.39

21. During the 1930s, why were married women prohibited from being teachers in some cities?  
*Sexism – belief that women did not have the right to work when so many men were unemployed*
22. Over 300,000 children were unable to go to school by 1933 because...  
*Their schools closed because of lack of funding*
23. What does “demoralized” mean?  
*Loss of ambition, hope, courage*
24. Contrast the suicide rate in 1928 and 1932.  
*Rose by 30% between those years*
25. What happened to state mental health institutions at this time?  
*Their admission rates rose three times what they were before the Depression*

Lesson 3 – Hoover Struggles  
Stage 1 – Desired Results

**Established Goals:**

- Evaluates how individuals and movements have shaped the United States. (History 4.2.1)

**Understandings:**

*Students will understand that...*

- The government does not always immediately know what to do when a crisis happens.
- Different presidents react differently to issues based on their beliefs about the purpose of government.
- What President Hoover's attempts to respond to the crisis were.

**Essential Questions:**

- What is the government's role in times of national crisis?
- Is the government responsible for preventing an economic crisis, or only to react to one?

**Students will know...**

- Key Terms: Herbert Hoover, Boulder Dam, Federal Home Loan Bank Act, Reconstruction Finance Corporation, Bonus Army
- Why President Hoover was reluctant to immediately step in with federal aid for Main Street.
- What Hoover's government philosophy was, in order to explain his response to the economic crisis

**Students will be able to...**

- Explain President Hoover's initial response to the Depression.
- Describe some of the measures Hoover took to help the economy and ease people's suffering.

Stage 2 – Assessment Evidence

**Performance Tasks:**

- Chapter 22-section 3 Handout (tiered)

**Other Evidence:**

- Key Terms notes
- Portfolio Options: See Handout
- Exit Slip – What was President Hoover's belief (philosophy) about government?

Stage 3 – Learning Plan

**Learning Activities:**

1. Students take notes on definitions for the Key Terms.
2. Students read Chapter 22, Section 3, "Hoover Struggles with the Depression" pp. 655 – 659; *The Americans* textbook.
3. Students individually complete Chapter 22-section 3 handout. There are two versions of this handout; students will complete the handout best matched to their readiness level.
4. Students will work on portfolio options.
5. Lesson will be concluded with exit slip. Students will write their answer on a post-it and

teacher will collect at door as students leave classroom.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapter 22/***The Great Depression Begins*

**Section 3:** “(President) Hoover Struggles with the Depression” pp. 655 – 659

**Lesson Objectives:**

**A. To explain Hoover’s initial \_\_\_\_\_ to the \_\_\_\_\_.**

**B. To describe some of the measures Hoover took to \_\_\_\_\_ the economy and ease people’s \_\_\_\_\_.**

As you read about President Hoover’s response to the Great Depression, fill in the appropriate boxes to answer the questions.

Philosophy
1. What was Hoover’s philosophy of government:
Responses & Economic Results
2. What was Hoover’s initial reaction to the stock market crash of 1929?
3. a. What was the nation’s economic situation in 1930?  b. How did voters in 1930 respond to this situation?
4. a. What did Hoover do about the economic situation?  b. How did the economy respond to his efforts?

5. a. How did Hoover deal with the economic problems posed by the Bonus Army?

b. How did his efforts affect his own political situation?

6. Define the following vocabulary term from this section:

Herbert Hoover:

Boulder Dam:

Federal Home Loan Bank Act:

Construction Finance Corporation:

Bonus Army:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Chapter 22/The Great Depression Begins

## Section 3: "(President) Hoover Struggles with the Depression" pp. 655 – 659

## Lesson Objectives:

A. To explain Hoover's initial response to the Depression.B. To describe some of the measures Hoover took to help the economy and ease people's suffering.

As you read about President Hoover's response to the Great Depression, fill in the appropriate boxes to answer the questions.

Philosophy
1. What was Hoover's philosophy of government: <ul style="list-style-type: none"> <li>- Believed that chief function of government was to encourage voluntary cooperation among competing interest groups</li> <li>- Believed that the federal government should guide relief measures but not directly participate in them</li> </ul>
Responses & Economic Results
2. What was Hoover's initial reaction to the stock market crash of 1929? <ul style="list-style-type: none"> <li>- Caution; urged key leaders to work together to provide solutions and to act in ways that would not make the economic situation worse</li> </ul>
3. a. What was the nation's economic situation in 1930? <ul style="list-style-type: none"> <li>- continued to worsen</li> <li>- unemployment continued to rise</li> <li>- more companies went out of business</li> <li>- soup kitchens, shantytowns, and hoboes became common</li> <li>- the misery of ordinary people continued to grow</li> </ul> b. How did voters in 1930 respond to this situation? <ul style="list-style-type: none"> <li>- Republicans lost control of the House of Representatives and saw their majority in the Senate dwindle to one vote</li> </ul>
4. a. What did Hoover do about the economic situation? <ul style="list-style-type: none"> <li>- Directed federal funds into public works programs, such as Boulder Dam, to jump-start the economy and create jobs</li> <li>- Backed a series of federal programs, including the Federal Farm Board, the National Credit Corporation, the Glass-Steagall Banking Act, the Federal Home Loan Bank Act, and the Reconstruction Finance Corporation</li> </ul> b. How did the economy respond to his efforts? <ul style="list-style-type: none"> <li>- continued to deteriorate</li> </ul>

5. a. How did Hoover deal with the economic problems posed by the Bonus Army?

- *opposed immediate payment of bonuses to WWI veterans*
- *ordered an infantry operation to close their Capitol Hill shantytown, leading to the gassing of 1,000 people, a baby's death, and public outrage*

b. How did his efforts affect his own political situation?

- *Damaged his public image*
- *assured the victory of Democratic candidate FDR in the 1932 presidential election*

6. Define the following vocabulary term from this section:

Herbert Hoover: *Republican president from 1929 to 1933*

Boulder Dam: *a dam on the Colorado River (now called Hoover Dam) that was built during the Great Depression as part of a public-works program intended to stimulate business and provide jobs*

Federal Home Loan Bank Act: *a law enacted in 1931 that lowered home mortgage rates and allowed farmers to refinance their loans and avoid foreclosures*

Reconstruction Finance Corporation: *an agency established in 1932 to provide emergency financing to banks, life-insurance companies, railroads, and other large businesses*

Bonus Army: *a group of unemployed WWI veterans and their families who marched on Washington, D.C. in 1932 to demand the immediate payment of a bonus they had been promised for military service*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapter 22/The Great Depression Begins****Section 3: "Hoover Struggles with the Depression" pp. 655 – 659****Lesson Objectives:**

**A. To explain Hoover's initial \_\_\_\_\_ to the \_\_\_\_\_.**

**B. To describe some of the measures Hoover took to \_\_\_\_\_ the economy and ease people's \_\_\_\_\_.**

1. A reflection of the prosperity and wealth of the 1920s, President Hoover's campaign promise in 1928 stated this:
2. Hoover's advice to the American public in response to the Depression was to remain optimistic and ....
3. Ups and downs in the economy are normal. Many traditional (and often Republican) economic experts believe that when the economy slumps, it will fix itself and the federal government should or should not interfere?
4. What did Hoover believe was the government's "proper role" in times of economic prosperity and also in times of economic crisis?
5. What was Hoover's idea of "rugged individualism"?
6. How did the "rugged individualism" concept apply to Hoover's opinion about offering federal aid to the needy?
7. In his opinion, who should take care of society's struggling populations?



8. Though Hoover was slow to become involved in the economic crisis, he did request these two things:
- That employers would not....
  - That labor leaders/organizers would not...
9. Many farmers struggled throughout all stages the Depression. What was the point of destroying their crops, not working, even blocking their products from getting to a market in the early years of the crisis?
10. Explain what a "Hooverville" is and where the name came from.
11. Whose idea was it to build Boulder Dam (today it's called Hoover Dam) on the Colorado River? Why?
12. Look at the political cartoon on page 657. In this cartoon, various segments of American society point their fingers at a beleaguered (means feeling surrounded and under pressure) President Hoover. What does the cartoon suggest about Hoover's chances for reelection?
13. *"Mellon pulled the whistle  
Hoover rang the bell  
Wall Street gave the signal  
And the country went to hell."* – page 657
- Why do you think people blamed Hoover for the nation's difficulties?

14. Explain the purpose for each of the following organizations created by Hoover...
- Federal Farm Board
  - National Credit Corporation

c. Federal Home Loan Bank Act

d. Reconstruction Finance Corporation

15. What was the cumulative (total) effect of these programs for the population?

16. The Bonus Army:

a. Who were they?

b. Why were they in Washington D.C. in 1932?

c. What did they ultimately want?

d. What were the results of the incident for government and for the people?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Chapter 22/The Great Depression Begins

## Section 3: "(President) Hoover Struggles with the Depression" pp. 655 – 659

## Lesson Objectives:

A. To explain Hoover's initial response to the Depression.B. To describe some of the measures Hoover took to help the economy and ease people's suffering.

1. A reflection of the prosperity and wealth of the 1920s, President Hoover's campaign promise in 1928 stated this:  
*"A chicken in every pot and two cars in every garage"*
2. Hoover's advice to the American public in response to the Depression was to remain optimistic and ....  
*Go about their business as usual*
3. Ups and downs in the economy are normal. Many traditional (and often Republican) economic experts believe that when the economy slumps, it will fix itself and the federal government should or should not interfere?  
*Should NOT interfere*
4. What did Hoover believe was the government's "proper role" in times of economic prosperity and also in times of economic crisis?  
*"encourage and facilitate cooperation [between business and the economy] but not to control it"*
5. What was Hoover's idea of "rugged individualism"?  
*The idea that people should succeed through their own efforts and not depend on the government*
6. How did the "rugged individualism" concept apply to Hoover's opinion about offering federal aid to the needy?  
*It influenced his opinion against providing federal aid to the needy*
7. In his opinion, who should take care of society's struggling populations?  
*Society should – individuals and charities*
8. Though Hoover was slow to become involved in the economic crisis, he did request these two things:
  - a. That employers would not....  
*Cut wages or lay off workers*
  - b. That labor leaders/organizers would not...  
*Not demand higher wages or strike*
9. Many farmers struggled throughout all stages the Depression. What was the point of destroying their crops, not working, even blocking their products from getting to a market in the early years of the crisis?  
*They hoped that by creating food shortages, prices would be forced to rise*

10. Explain what a "Hooverville" is and where the name came from.  
*A "Hooverville" is a shantytown in a city. The name is an insult to President Hoover – newspapers called Hoover blankets, empty pockets turned inside out called Hoover flags*
11. Whose idea was it to build Boulder Dam (today it's called Hoover Dam) on the Colorado River? Why?  
*President Hoover – to jump-start the economy and add jobs*
12. Look at the political cartoon on page 657. In this cartoon, various segments of American society point their fingers at a beleaguered (means feeling surrounded and under pressure) President Hoover. What does the cartoon suggest about Hoover's chances for reelection?  
*Slim to none*
13. *"Mellon pulled the whistle  
 Hoover rang the bell  
 Wall Street gave the signal  
 And the country went to hell."* – page 657
- Why do you think people blamed Hoover for the nation's difficulties?  
*He was the nation's leader – the president*
14. Explain the purpose for each of the following organizations created by Hoover...
- Federal Farm Board  
*To raise crop prices by helping farm cooperatives buy crops and keep them off the market temporarily*
  - National Credit Corporation  
*Loaned money to smaller banks in order to help the smaller banks remain open*
  - Federal Home Loan Bank Act  
*Lowered mortgage rates for homeowners and allowed farmers to refinance their farm loans to avoid foreclosures*
  - Reconstruction Finance Corporation  
*Provided emergency funding to banks, life insurance companies, railroads and other large businesses that needed it in order to maintain operations*
15. What was the cumulative (total) effect of these programs for the population?  
*It just wasn't enough*
16. The Bonus Army:
- Who were they?  
*WWI veterans (10,000-20,000 veterans and their families)*
  - Why were they in Washington D.C. in 1932?  
*To demand that a \$500 bonus be paid immediately (bonus was approved in 1924 to be paid in 1945)*

c. What did they ultimately want?

*Their bonus money now*

d. What were the results of the incident for government and for the people?

*Government – did not provide the bonus money at this time and decided to disband the Bonus Army by forcibly removing their shantytown*

*People – their camp was burned out and over 1,000 gassed with tear gas, partially blinding an 8-year-old boy and killing an infant*

Lesson 4 – New Deal  
Stage 1 – Desired Results

**Established Goals:**

- Analyzes and evaluates how people in the United States have addressed issues involved with the distribution of resources and sustainability in the past or present. (Economics 2.4.1)
- Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion. (Social Studies Skills 5.3.1)

**Understandings:**

*Students will understand that...*

- The role of the federal government was expanded as never before during and after this time period
- The government was successful in many of its aims to turn around the depression.

**Essential Questions:**

- What did the government do to help Americans during the Depression?
- Is the government's role to prevent economic crisis or to react to economic crisis?
- What were some reasons the New Deal was criticized?
- What group(s) was opposed to the New Deal?
- How did supply and demand affect agriculture in the 1930s?

**Students will know...**

- Key Terms: Franklin Delano Roosevelt, New Deal, Glass-Steagall Banking Act of 1933, Federal Securities Act, Agricultural Adjustment Act, Civilian Conservation Corps, National Industrial Recovery Act, Huey Long, Works Progress Administration, Wagner Act, Social Security Act
- What the New Deal is.
- Why the New Deal worked and didn't work.
- What FDR's government philosophy was and how that impacted his administration.
- How the government's relationship with labor was changed.

**Students will be able to...**

- Summarize some of the steps Roosevelt took early in his presidency to reform banking and finance.
- Describe New Deal programs that provided relief to farmers and other workers.
- Identify critics of Roosevelt and his New Deal policies.
- Describe the purpose of the Second New Deal.
- Summarize labor and economic reforms carried out under the Second New Deal

**Stage 2 – Assessment Evidence**

**Performance Tasks:**

- Chapter 23-sections 1-2 Handout (tiered)

**Other Evidence:**

- Key Terms notes
- Portfolio Options: See Handout
- Exit Slip – Write one piece of New Deal Legislation and briefly explain its purpose

**Stage 3 – Learning Plan****Learning Activities:**

1. Students take notes on definitions for the Key Terms.
2. Students read Chapter 23, Section 1: “A New Deal Fights the Depression” pp. 664 – 670; and Chapter 23, Section 2: “The Second New Deal Takes Hold” in *The Americans* textbook.
3. Students individually complete Chapter 23-sections 1-2 handout. There are two versions of this handout; students will complete the handout best matched to their readiness level.
4. Students will work on portfolio options.
5. Lesson will be concluded with exit slip. Students will write their answer on a post-it and teacher will collect at door as students leave classroom.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapter 23/The New Deal**

**Section 1: "A New Deal Fights the Depression" pp. 664 – 670**

**Lesson Objectives:**

A. To summarize some of the steps \_\_\_\_\_ took early in this presidency to \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_.

B. To describe \_\_\_\_\_ programs that provided relief to \_\_\_\_\_ and other  
\_\_\_\_\_.

C. To identify \_\_\_\_\_ of Roosevelt and his New Deal policies.

*Answer the questions in the second and third columns for each federal program.*

<b>Federal Program</b>	<b>What was its immediate purpose?</b>	<b>What was its long-term goal?</b>
<b>Business Assistance and Reform</b> Emergency Banking Relief Act (EBRA)		
Glass-Steagall Banking Act of 1933		
Federal Securities Act		
National Industrial Recovery Act (NIRA)		
<b>Farm Relief/Rural Development</b> Agricultural Adjustment Act (AAA)		
Tennessee Valley Authority (TVA)		



<b>Employment Projects</b>		
Civilian Conservation Corps (CCC)		
Federal Emergency Relief Administration (FERA)		
Public Works Administration (PWA)		
Civil Works Administration (CWA)		
<b>Housing</b>		
Home Owners Loan Corporation (HOLC)		

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapter 23/The New Deal****Section 1: "A New Deal Fights the Depression" pp. 664 – 670****Lesson Objectives:**

**A. To summarize some of the steps Roosevelt took early in this presidency to reform banking and finance.**

**B. To describe New Deal programs that provided relief to farmers and other workers.**

**C. To identify critics of Roosevelt and his New Deal policies.**

*Answer the questions in the second and third columns for each federal program.*

<b>Federal Program</b>	<b>What was its immediate purpose?</b>	<b>What was its long-term goal?</b>
<b>Business Assistance and Reform</b>	<i>Authorized the Treasury Department to inspect and close banks</i>	<i>To restore public confidence in banks</i>
1. Emergency Banking Relief Act (EBRA)		
2. Glass-Steagall Banking Act of 1933	<i>Established the FDIC</i>	<i>To restore public confidence in banks</i>
3. Federal Securities Act	<i>Required corporations to provide complete information on all stock offerings</i>	<i>To restore public confidence in the stock market</i>
4. National Industrial Recovery Act (NIRA)	<i>Set prices, established labor standards</i>	<i>To ensure fair business practices and do promote industrial growth</i>
<b>Farm Relief/Rural Development</b>	<i>Paid farmers to lower production</i>	<i>To raise crop prices (and farm income)</i>
5. Agricultural Adjustment Act (AAA)		
6. Tennessee Valley Authority (TVA)	<i>Built and repaired dams and other projects in the Tennessee Valley</i>	<i>To create prosperity in the impoverished Tennessee Valley region</i>

<b>Employment Projects</b>		
7. Civilian Conservation Corps (CCC)	<i>Put young men to work on road-building and conservation projects</i>	<i>To reduce unemployment</i>
8. Federal Emergency Relief Administration (FERA)	<i>Provided direct relief for the needy</i>	<i>To provide for the basic needs of the people hit hardest by the Depression</i>
9. Public Works Administration (PWA)	<i>Provided money to states to create jobs</i>	<i>To reduce unemployment</i>
10. Civil Works Administration (CWA)	<i>Provided 4 million immediate jobs</i>	<i>To reduce unemployment</i>
<b>Housing</b>		
11. Home Owners Loan Corporation (HOLC)	<i>Provided government loans to homeowners who faced foreclosure</i>	<i>To help families keep their homes</i>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapter 23/The New Deal & the Second New Deal**  
**Sections 1-2: "A New Deal Fights the Depression" pp. 664 – 676**

**Lesson Objectives:**

**A. To summarize some of the steps \_\_\_\_\_ took early in this presidency to \_\_\_\_\_  
 \_\_\_\_\_ and \_\_\_\_\_.**

**B. To describe \_\_\_\_\_ programs that provided relief to \_\_\_\_\_ and other  
 \_\_\_\_\_.**

**C. To identify \_\_\_\_\_ of Roosevelt and his New Deal policies.**

1. By 1932, millions of Americans were suffering from lack of...
  - a.
  - b.
  - c.
2. If Hoover was considered by the public to be a "do-nothing" president, then FDR would be considered this kind of a president:
3. "New Deal" is a term that refers to policies created by FDR and his team of advisors. What were its three goals?
  - a.
  - b.
  - c.
4. To what does "Hundred Days" refer?

5. Use the Emergency Banking Relief Act to solve the following:

*On April 5, 1933, Seth and Joe each decide to go to their separate banks to withdraw \$1,000. Seth banks at Periwinkle Bank and he receives his full \$1,000 cash withdrawal upon request. Over at the Turquoise Savings Bank, Joe is only able to withdraw \$600 of his request; sorry Joe. Cassie, who does not wish to withdraw any of her \$1,000 today, banks with Aqua Blue Bank. Aqua knows that it cannot meet her cash withdrawal request if she made one today, so its CEO requests a loan from the federal government to cover Cassie's request, if she should decide to make one. According to the EBRA, which bank would...*

*Have to close?* \_\_\_\_\_ *Because:* \_\_\_\_\_

\_\_\_\_\_

*Be able to remain open?* \_\_\_\_\_ *Because:* \_\_\_\_\_

\_\_\_\_\_

*Be able to remain open?* \_\_\_\_\_ *Because:* \_\_\_\_\_

\_\_\_\_\_

6. What does the FDIC stand for?

7. What does the FDIC do?

8. If Joe's bank, Turquoise Savings, had belonged to the FDIC, would Joe have been able to get his full \$1,000 cash withdrawal? Why or why not?

9. What did the Federal Securities Act do?

10. What did the Securities and Exchange Commission (SEC) do?

11. Explain why Prohibition ended in 1933 instead of sometime earlier.

12. Look at the political cartoon on page 666. What do you think the cartoonist means by FDR's remark concerning New Deal remedies?

13. On pages 666 – 668, a number of New Deal programs are explained. Read each of the following scenarios and write in the blank the program that best matches each scenario/problem.

- a. \_\_\_\_\_ *I am 23 years old and the federal government is paying me to plant trees in Kansas as windbreaks to try and decrease soil erosion from the dust storms. What government program do I represent?*
- b. \_\_\_\_\_ *In an attempt to decrease hog supply and increase demand and thereby, hog prices, the government paid me \$250 to destroy 300 sows, half of my pig farm.*
- c. \_\_\_\_\_ *The food bank in my town has increased its supplies and I am able to go down there on Friday mornings to get groceries for my grandparents, who are not well enough to leave their house.*
- d. \_\_\_\_\_ *I overheard my Dad talking to Bud, his friend who farms outside of town. Bud said he was going to plow up 750 acres of corn that was already a foot high. I couldn't believe it – Bud told my dad the government was actually going to pay him money for this!*
- e. \_\_\_\_\_ *I am from a poor black family in Detroit and have finally found a job through the government. I am currently part of a crew that is working at constructing a hiking trail out of natural stone and brick in Yellowstone National Park.*
- f. \_\_\_\_\_ *I am a road builder.*
- g. \_\_\_\_\_ *It is 2010 and I am a single mother with three kids. I have a good job, but have not been able to save enough money for a down payment on a house. Because of this government agency established during the Depression for the same purpose, I qualify for a low interest home loan and am now able to buy my first real home.*
- h. \_\_\_\_\_ *I teach 43 students in a one-room schoolhouse in Lost, Montana. The school board told me they were about to cancel the school, but we just got a new government program last month that now provides my salary and lets the school stay open.*
- i. \_\_\_\_\_ *My grandpa's school, Holmes Elementary, was built in 1934 thanks to this program.*
- j. \_\_\_\_\_ *I wanted my children to go to school, but because of the Depression, my littlest two kids, six and ten, have been working in the brick mill for the last year. Now the government says I can't have my kids work at the mill anymore.*
- k. \_\_\_\_\_ *I own my own 25-cow dairy and sell one gallon of milk for \$0.70 – that's how I've always done it and it's always worked just fine. Now the big dairy on the other side of town is advertising its milk for \$0.23 a gallon. How am I supposed to compete with that? Fortunately, this organization stepped in to require all dairies to charge a minimum price that is fair for all. If it weren't for this, I would have gone bankrupt.*

22. The Tennessee Valley Authority is still a famous FDR project from this era. What did the TVA do?

24. Opposition to the New Deal came from both liberals and conservatives...

- a. How did liberals complain? (What did they say?)
- b. How did conservatives complain?
- c. What political party is associated with liberalism?
- d. What political party is associated with conservatism?

25. What was the goal of the Works Progress Administration?

26. The WPA built...

27. What was the Wagner Act of 1935 responsible for?

28. What did the Fair Labor Standards Act in 1938 do?

29. What are the three provisions of the Social Security Act?

- a.
- b.
- c.

30. How were rural homes affected by the Second New Deal's REA?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapter 23/The New Deal & the Second New Deal****Sections 1-2: "A New Deal Fights the Depression" pp. 664 – 676****Lesson Objectives:**

**A. To summarize some of the steps Roosevelt took early in this presidency to reform banking and finance.**

**B. To describe New Deal programs that provided relief to farmers and other workers.**

**C. To identify critics of Roosevelt and his New Deal policies.**

14. By 1932, millions of Americans were suffering from lack of...

- a. *work*
- b. *food*
- c. *hope*

15. If Hoover was considered by the public to be a "do-nothing" president, then FDR would be considered this kind of a president:

*"try something" president*

16. "New Deal" is a term that refers to policies created by FDR and his team of advisors. What were its three goals?

- a. *Provide relief for the needy*
- b. *Economic recovery*
- c. *Financial reform*

17. To what does "Hundred Days" refer?

*The period of intense legislative activity from March 9 – June 16, 1933 when Congress passed more than 15 major pieces of New Deal legislation*



18. Use the Emergency Banking Relief Act to solve the following:

*On April 5, 1933, Seth and Joe each decide to go to their separate banks to withdraw \$1,000. Seth banks at Periwinkle Bank and he receives his full \$1,000 cash withdrawal upon request. Over at the Turquoise Savings Bank, Joe is only able to withdraw \$600 of his request; sorry Joe. Cassie, who does not wish to withdraw any of her \$1,000 today, banks with Aqua Blue Bank. Aqua knows that it cannot meet her cash withdrawal request if she made one today, so its CEO requests a loan from the federal government to cover Cassie's request, if she should decide to make one. According to the EBRA, which bank would...*

*Have to close? Joe's*

*Because: it would not be allowed to continue to operate without funds*

*Be able to remain open? Seth's*

*Because: it has the funds necessary to continue operation*

*Be able to remain open? Cassie's*

*Because: this bank is taking measures to receive funds (loans) from the federal government (EBRA) in order to remain open*

19. What does the FDIC stand for?

*Federal Deposit Insurance Corporation*

20. What does the FDIC do?

*Provides (requires) bank insurance for individual accounts less than \$5,000 (keeps them safe)*

21. If Joe's bank, Turquoise Savings, had belonged to the FDIC, would Joe have been able to get his full \$1,000 cash withdrawal? Why or why not?

*Yes – his bank would have received the money needed to cover Joe's withdrawal from the government through the FDIC program. The bank would have to pay back the FDIC for this loan and Joe would be unaffected*

22. What did the Federal Securities Act do?

*Required corporations to be open about stock offerings and made stock misrepresentation illegal (in doing so, paved the way for the SEC)*

23. What did the Securities and Exchange Commission (SEC) do?

*Regulated the stock market*

24. Explain why Prohibition ended in 1933 instead of sometime earlier.

*The bill to end Prohibition contained an alcohol sales tax to raise government revenues (it provided a way for the government to make money off of alcohol)*

25. Look at the political cartoon on page 666. What do you think the cartoonist means by FDR's remark concerning New Deal remedies?

*If any remedy/program didn't work, FDR would just try another*

26. On pages 666 – 668, a number of New Deal programs are explained. Read each of the following scenarios and write in the blank the program that best matches each scenario/problem.

a. CCC *I am 23 years old and the federal government is paying me to plant trees in Kansas as windbreaks to try and decrease soil erosion from the dust storms. What government program do I represent?*

b. AAA *In an attempt to decrease hog supply and increase demand and thereby, hog prices, the government paid me \$250 to destroy 300 sows, half of my pig farm.*

- c. FERA *The food bank in my town has increased its supplies and I am able to go down there on Friday mornings to get groceries for my grandparents, who are not well enough to leave their house.*
- d. AAA *I overheard my Dad talking to Bud, his friend who farms outside of town. Bud said he was going to plow up 750 acres of corn that was already a foot high. I couldn't believe it – Bud told my dad the government was actually going to pay him money for this!*
- e. CCC *I am from a poor black family in Detroit and have finally found a job through the government. I am currently part of a crew that is working at constructing a hiking trail out of natural stone and brick in Yellowstone National Park.*
- f. CWA *I am a road builder.*
- g. FHA *It is 2010 and I am a single mother with three kids. I have a good job, but have not been able to save enough money for a down payment on a house. Because of this government agency established during the Depression for the same purpose, I qualify for a low interest home loan and am now able to buy my first real home.*
- h. CWA *I teach 43 students in a one-room schoolhouse in Lost, Montana. The school board told me they were about to cancel the school, but we just got a new government program last month that now provides my salary and lets the school stay open.*
- i. CWA *My grandpa's school, Holmes Elementary, was built in 1934 thanks to this program.*
- j. NRA *I wanted my children to go to school, but because of the Depression, my littlest two kids, six and ten, have been working in the brick mill for the last year. Now the government says I can't have my kids work at the mill anymore.*
- k. NRA *I own my own 25-cow dairy and sell one gallon of milk for \$0.70 – that's how I've always done it and it's always worked just fine. Now the big dairy on the other side of town is advertising its milk for \$0.23 a gallon. How am I supposed to compete with that? Fortunately, this organization stepped in to require all dairies to charge a minimum price that is fair for all. If it weren't for this, I would have gone bankrupt.*

22. The Tennessee Valley Authority is still a famous FDR project from this era. What did the TVA do?  
*Renovated 5 existing dams and constructed 20 new dams for the purposes of job creation (thousands of jobs), and also provided the impoverished river valley with flood control and hydroelectricity*

24. Opposition to the New Deal came from both liberals and conservatives...

a. How did liberals complain? (What did they say?)

*New Deal didn't do enough*

b. How did conservatives complain?

*New Deal did too much*

c. What political party is associated with liberalism?

*Democratic*

d. What political party is associated with conservatism?

*Republican*

25. What was the goal of the Works Progress Administration?

*To create as many jobs as possible as quickly as possible*

26. The WPA built...

*Airports, roads, libraries, schools, hospitals*

*Also made garments (women)*

*Also employed professionals to create art and music*

27. What was the Wagner Act of 1935 responsible for?

*Defined "unfair labor practices" and created the National Labor Relations Board, which in turn implied the government was now supportive of workers' rights to unions and collective bargaining*

28. What did the Fair Labor Standards Act in 1938 do?

*- established a national maximum number of work hours per week*

*- minimum wage*

*- prohibited children under 16 years of age from working in factories*

29. What are the three provisions of the Social Security Act?

a. *provided a supplement to retirement plans*

b. *unemployment compensation*

c. *gave aid to families with the disabled and single parents with dependent children*

How were rural homes affected by the Second New Deal's REA?

*The Rural Electrification Administration made electricity widely available in poor/rural areas  
In 1945, 45% of farms and rural homes had electricity; 90% had this by 1951*

Lesson 5 – Impact of the Great Depression  
Stage 1 – Desired Results

**Established Goals:**

- EvaluateS the effectiveness of the system of checks and balances during a particular administration, court, Congress, or legislature. (Civics 1.2.2)

**Understandings:**

*Students will understand that...*

- FDR initiated legislation that exists today
- The New Deal is not credited with ending the Great Depression; rather, WWII production.

**Essential Questions:**

- How is the federal government’s role permanently altered after its dealing with a national crisis?

**Students will know...**

- Key Terms: deficit spending, National Labor Relations Board, Securities and Exchange Commission, Federal Deposit Insurance Corporation, Tennessee Valley Authority
- What legislation and programs exist today that have direct origins in New Deal remedies to the Great Depression.
- How and why the Great Depression ended.

**Students will be able to...**

- Summarize opinions about the effectiveness of the New Deal.
- Describe legacies of the New Deal.

Stage 2 – Assessment Evidence

**Performance Tasks:**

- Chapter 23-section 5 Handout (tiered)

**Other Evidence:**

- Key Terms notes
- Portfolio Options: See Handout
- Exit Slip – How was the Great Depression ended?

Stage 3 – Learning Plan

**Learning Activities:**

1. Students take notes on definitions for the Key Terms.
2. Students read Chapter 23, Section 5, “The Impact of the New Deal” pp. 689 – 693; *The Americans* textbook.
3. Students individually complete Chapter 23-section 5 handout. There are two versions of this handout; students will complete the handout best matched to their readiness level.
4. Students will work on portfolio options.
5. Lesson will be concluded with exit slip. Students will write their answer on a post-it and teacher will collect at door as students leave classroom.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapter 23/The New Deal**

**Section 5: "Impact of the New Deal" Pages 689 – 693**

**Lesson Objectives:**

**A. To summarize \_\_\_\_\_ about the \_\_\_\_\_ of the New Deal.**

**B. To describe the \_\_\_\_\_ of the New Deal.**

*As you read about the impact of New Deal reforms, take notes about the lasting effects of those reforms on American society.*

	New Deal Laws and Agencies	Lasting Effects of these Laws and Agencies on American Government and Life
1. LABOR		
2. AGRICULTURE & RURAL LIFE		
3. BANKING & FINANCE		
4. SOCIAL WELFARE		
5. ENVIRONMENT		

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapter 23/The New Deal**

Section 5: "Impact of the New Deal" Pages 689 – 693

**Lesson Objectives:****A. To summarize opinions about the effectiveness of the New Deal.****B. To describe the legacies of the New Deal.**

As you read about the impact of New Deal reforms, take notes about the lasting effects of those reforms on American society.

	New Deal Laws and Agencies	Lasting Effects of these Laws and Agencies on American Government and Life
1. LABOR	<ul style="list-style-type: none"> <li>- <i>Wagner Act</i></li> <li>- <i>Fair Labor Standards Act</i></li> <li>- <i>National Labor Relations Board</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Standards for wages and hours</i></li> <li>- <i>Ban on child labor</i></li> <li>- <i>Rights to organize and bargain collectively</i></li> <li>- <i>Government mediation of labor disputes</i></li> </ul>
2. AGRICULTURE & RURAL LIFE	<ul style="list-style-type: none"> <li>- <i>Agricultural Adjustment Act</i></li> <li>- <i>Soil Conservation Service</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Aid to farmers</i></li> <li>- <i>Farm price supports</i></li> <li>- <i>Taught contour plowing, terracing, crop rotation</i></li> </ul>
3. BANKING & FINANCE	<ul style="list-style-type: none"> <li>- <i>Securities and Exchange Commission</i></li> <li>- <i>Glass-Steagall Banking Act</i></li> <li>- <i>Federal Deposit Insurance Corporation</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Monitoring of the stock market</i></li> <li>- <i>Federal enforcement of laws regarding the sale of stocks and bonds</i></li> <li>- <i>Insurance on bank accounts</i></li> </ul>
4. SOCIAL WELFARE	<ul style="list-style-type: none"> <li>- <i>Social Security Act</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Federal government's acceptance of some responsibility for the social welfare of its citizens</i></li> <li>- <i>Old-age insurance system</i></li> <li>- <i>Unemployment compensation system</i></li> <li>- <i>Programs to aid families with dependent children and the disabled</i></li> </ul>
5. ENVIRONMENT	<ul style="list-style-type: none"> <li>- <i>Civilian Conservation Corps</i></li> <li>- <i>Soil Conservation Service</i></li> <li>- <i>Taylor Grazing Act</i></li> <li>- <i>Tennessee Valley Authority</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Programs protecting the nation's natural resources, including farmland</i></li> <li>- <i>Prevention of floods and dust storms</i></li> <li>- <i>More national parks and wildlife refuges</i></li> </ul>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Chapter 23/*The New Deal*

## Section 5: "Impact of the New Deal" Pages 689 – 693

## Lesson Objectives:

A. To summarize \_\_\_\_\_ about the \_\_\_\_\_ of the New Deal.

B. To describe the \_\_\_\_\_ of the New Deal.

1. The economy had improved enough to convince people the Great Depression might finally be ending in this year....
2. What two key reasons were indicators that made people feel this way?
3. Define "deficit spending"
4. What is the chief reason FDR never launched a *Third New Deal*?
5. The largest impact of the New Deal was President Roosevelt's expansion of this...
6. The federal government's power was strengthened and increased by its actions in these four areas:
  - a.
  - b.
  - c.
  - d.
7. True or False: The New Deal is credited with ending the Great Depression?

8. The huge levels of production and spending associated with creating and accumulating guns, tanks, ships, airplanes, and other war materials for WWII are credited with doing what in regards to the Depression?
9. According to the federal deficit chart on page 691, what was the peak year of the federal deficit?
10. Look at the unemployment chart on page 691. What relationship does there seem to be between deficit spending and unemployment?
11. Use information in the “Economic Background” text feature on page 691 to back up why this relationship (between deficit spending and unemployment) exists.
12. Based on his response to the 2008 recession, would President Obama agree or disagree with economist J.M. Keynes?
13. What is the chief lasting effect of the New Deal in regards to labor?
14. What is the chief lasting effect of the New Deal in regards to banking?
15. What is the chief lasting effect of the New Deal in regards to finance investments?
16. According to the “Now and Then” text feature on page 692, explain how Social Security works.
17. What are the three most significant problems with Social Security today for you and me?
  - a.
  - b.
  - c.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapter 23/The New Deal****Section 5: "Impact of the New Deal" Pages 689 – 693****Lesson Objectives:****A. To summarize opinions about the effectiveness of the New Deal.****B. To describe the legacies of the New Deal.**

18. The economy had improved enough to convince people the Great Depression might finally be ending in this year....  
*1937*
19. What two key reasons were indicators that made people feel this way?  
- *industrial production had returned to 1929 levels*  
- *unemployment had fallen to 14%*
20. Define "deficit spending"  
*Spending more money than the government receives in revenue*
21. What is the chief reason FDR never launched a *Third New Deal*?  
*FDR was opposed to deficit spending*
22. The largest impact of the New Deal was President Roosevelt's expansion of this...  
*The role of the federal government*
23. The federal government's power was strengthened and increased by its actions in these four areas:
- Putting millions of dollars into the economy*
  - Creating (federal) jobs*
  - Attempting to regulate supply and demand (i.e. price supports)*
  - Increasing government's participation in settling labor and management disputes*
24. True or False: The New Deal is credited with ending the Great Depression?  
*FALSE*
25. The huge levels of production and spending associated with creating and accumulating guns, tanks, ships, airplanes, and other war materials for WWII are credited with doing what in regards to the Depression?  
*WWII is what is credited with ending the Great Depression*

26. According to the federal deficit chart on page 691, what was the peak year of the federal deficit?  
*1944*
27. Look at the unemployment chart on page 691. What relationship does there seem to be between deficit spending and unemployment?  
*Unemployment was lowest at the same time deficit spending was the highest*
28. Use information in the “Economic Background” text feature on page 691 to back up why this relationship (between deficit spending and unemployment) exists.  
*According to J. M. Keynes, a country in a depression must spend its way out of it by putting money into the hands of Main Street (consumers). Even if a government has to go into debt (deficit spending), it should spend money to get the economy going again.*
29. Based on his response to the 2008 recession, would President Obama agree or disagree with economist J.M. Keynes?  
*Agree*
30. What is the chief lasting effect of the New Deal in regards to labor?  
*National Labor Relations Boards – protection of workers rights*
31. What is the chief lasting effect of the New Deal in regards to banking?  
*Federal Deposit Insurance Corporation – protection of savings accounts*
32. What is the chief lasting effect of the New Deal in regards to finance investments?  
*Securities & Exchange Commission – regulation of the stock market*
33. According to the “Now and Then” text feature on page 692, explain how Social Security works.  
*A percentage of money is taken from every worker’s paycheck each month and from their employers. This money is put into a trust fund from which the benefits are paid from*
34. What are the three most significant problems with Social Security today for you and me?
- People live longer today than in 1935*
  - Ratio of workers to collectors is smaller than in 1935*
  - Benefits have expanded to include Medicare (health care for elderly)*

## Portfolio Options Handout

### Lesson 1:

#### Activity 1 – Songs of the Times

Just as the popular song “Blue Skies,” mentioned in the film, symbolized the optimism of the pre-Crash 1920s, the song “Brother Can You Spare a Dime” symbolized the despair of the post-Crash 1930s. Prepare two posters, one of each of the two songs. The poster should include the full lyrics of the song as well as photos from the period (or, if you prefer, your original drawings) that reflect the song’s message and mood.

\*Lyrics for both songs are available through various lyrics Web sites on the Internet. The Library of Congress (<http://memory.loc.gov/learn/lessons/98/dime/photo.html>) has links to Depression-era photos as part of its “Brother, can you spare a dime?” lesson.

#### Activity 2 – Wall Street for Beginners

Your task for this activity is to prepare a “Beginner’s Guide to the U.S. Stock Market” booklet for people who know little or nothing about the topic. Find the meaning of each of the following terms and then write a simple definition:

share of stock	rally	NASDAQ
stock broker	profit	New York Stock Exchange
stock market	loss	S&P 500
bear market	speculation	Wall Street
bull market	Dow Jones	

Learn how to read the stock market listings in a daily newspaper and then prepare a chart showing what the numbers and abbreviations mean. Prepare a line graph showing changes in the value of the stock market over the past ten years. When you have finished, assemble all three pieces together to form a booklet, or brochure.

### Lesson 2:

#### Activity 1 – “Hallelujah, I’m a Bum,” by James R. Chiles Article Review

The task for this activity is to read the Smithsonian article on riding the rails during the Great Depression and write a one page typed summary of its key points.

#### Activity 2 – *Black Blizzard* Film Review

Watch the documentary *Black Blizzard* about the 1930s dust storms and write a 1-2 page typed summary of its key points.

### Activity 3 – Dust Bowl

Create a map of the Dust Bowl region. Compile information about the terrain, general weather patterns, sources of water, and economic activity (farming, ranching, etc.) to include either on the map, or as a supplement.

### **Lesson 3:**

#### Activity 1 – Grapes of Wrath

Watch the documentary *Black Blizzard* about the 1930s dust storms and write a 1-2 page typed summary of its key points.

#### Activity 2 – Bonus Army

Prepare a PowerPoint presentation on the Bonus Army's appeal to President Hoover and the fallout of this incident.

#### Activity 3 – Great Depression Photographs

See Handout

### **Lesson 4:**

#### Activity 1 – Research a New Deal program project

Prepare a PowerPoint presentation on a WPA, PWA, or CCC project.

#### Activity 2 – Depression – era Political Cartoons

See Handout

### Portfolio Option Lesson 3 Activity 3 Handout

Historians often use photographs to gain an impression about an event or era. During the Great Depression, the federal government sponsored photographers to document the social effects of the Depression. The complete collection of more than 100,000 photographs is available online at the Library of Congress. Choose five photographs and answer the following questions for each one. The photos' captions were written by the photographers.

Source: Library of Congress Depression photos:

[www.memory.loc.gov/ammem/fsowhome.html](http://www.memory.loc.gov/ammem/fsowhome.html)

**Presentation:** Display and discuss all five photos and your responses with the class.

**Photo #1**

**Photo Name/Caption:** \_\_\_\_\_

1. *Who and what do you see?*
  
2. *When and where was the photo taken?*
  
3. *What does the caption tell you about the photo?*
  
4. *Does the photo have a political point of view? Explain*

**Photo #2**

**Photo Name/Caption:** \_\_\_\_\_

1. *Who and what do you see?*
  
2. *When and where was the photo taken?*
  
3. *What does the caption tell you about the photo?*

4. *Does the photo have a political point of view? Explain*

**Photo #3**

**Photo Name/Caption:** \_\_\_\_\_

1. *Who and what do you see?*
  
2. *When and where was the photo taken?*
  
3. *What does the caption tell you about the photo?*

4. *Does the photo have a political point of view? Explain*

**Photo #4**

**Photo Name/Caption:** \_\_\_\_\_

1. *Who and what do you see?*
  
2. *When and where was the photo taken?*
  
3. *What does the caption tell you about the photo?*

4. *Does the photo have a political point of view? Explain*

Photo #5

Photo Name/Caption: \_\_\_\_\_

1. *Who and what do you see?*
  
2. *When and where was the photo taken?*
  
3. *What does the caption tell you about the photo?*
  
4. *Does the photo have a political point of view? Explain*

Portfolio Option Lesson 4 Activity 2 Handout

For this option, you will analyze three Great Depression political cartoons, draw your own cartoon, and present all four to the class.

### I. Political Cartoon Analysis

**Directions:** In this part of the activity, you will be reviewing a number of political cartoons either with a partner or individually.

1. Look carefully at all the cartoons on the 8 sheets of paper examining the characters, the setting, any symbols and make a note of them.
2. Determine what the message and the humor is in the cartoon.
3. Select three cartoons you understand the best and find the most interesting.
4. Write notes answering the questions below.
5. Be prepared to share your information with the class.

**For each of the three cartoons you selected:**

#### Political Cartoon Analysis Questions

- A. What are the event(s) or issue(s) that inspired the cartoon?
- B. Are there any real people in the cartoon? Who are these people?
- C. Are there symbols in the cartoon? What are they and what do they represent?

D. What is the cartoonist's opinion about the topic portrayed in the cartoon?

E. Do you agree or disagree with the cartoonist's opinion? Why?

**... Draw a political cartoon representing something from the Great Depression**  
**Question to consider as you are designing your cartoon:**

- Describe the mood of the cartoon; funny, sarcastic, ironic, critical?
- What techniques or devices will you use? Caricature? Symbolism? Ridicule? Puns?
- What issue or event will the cartoon deal with?
- What is the action that is taking place.
- What is the purpose of your cartoon? What is its message? Is it effective?
- Who is your intended audience?
- Whose viewpoint does it represent?
- What groups would agree/disagree with your cartoon's message? Why?

**III. Presentation – Display and discuss all four cartoon with the class.**





Carton #2

JUS' MINDIN' HIS BUSINESS AND GOIN' ALONG!

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CONFIDENCE IN YOUR DOCTOR IS HALF THE BATTLE

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*An Unfortunate Wait - - - - By Clubb*

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*"It seems like only yesterday that I had stock in this company!"*

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THE NEW CHAUFFEUR

PRICE  
OF  
STRIKES

NERBLOCK



THE HARMONY BOYS.



Great Depression Essay Test – Chapters 22-23  
Study Guide

1. Economic conditions in the 1920s that led up to the stock market crash
2. The 1929 Stock Market Crash
3. Causes of the Depression
4. Dust Bowl
5. President Hoover
6. President Roosevelt
7. Bonus Army
8. New Deal
9. New Deal Program - Employment Project (be able to fully discuss one program)
10. New Deal Program - Business Assistance and Reform (be able to fully discuss one program)
11. New Deal Program - Farm Relief and Rural Development (be able to fully discuss one program)
12. New Deal Program - Housing (be able to fully discuss one program)
13. New Deal Program - Labor Relations (be able to fully discuss one program)
14. New Deal Program - Retirement
15. Legacy of the Great Depression/Lasting Effects

Great Depression Essay Test – Chapters 22-23

*On separate paper, explain everything you can about each of the following terms/events. The length of your answer is not as important as your ability to adequately convey to me that you know what the term/event is and why it is important. In this case, the more you write the better off you will probably be. Also remember, I do not want to see "excerpts" from the textbook.*

1. Economic conditions in the 1920s that led up to the stock market crash
2. Causes of the Depression
3. Dust Bowl
4. President Hoover
5. Bonus Army
6. New Deal
7. New Deal Program - Employment Project (be able to fully discuss one program)
8. New Deal Program - Business Assistance and Reform (be able to fully discuss one program)
9. New Deal Program - Labor Relations (be able to fully discuss one program)
10. Legacy of the Great Depression/Lasting Effects

Great Depression **Portfolio** Grading Rubric

Assignment	Due	Point Value	Completion	Score
Unit Pre-Test				
Chapter 22, Section 1 Handout				
The Crash of 1929 notes				
Chapter 22, Section 2 Handout				
Surviving the Dust Bowl Notes				
Chapter 22, Section 3 Handout				
Chapter 23, Sections 1-2 Handout				
Chapter 23, Section 5 Handout				
Portfolio Options Activity #1 _____				
Portfolio Options Activity #2 _____				
Portfolio Options Activity #3 _____				
Portfolio Options Activity #4 _____				
Portfolio Options Activity Presentation				
Total Score for Portfolio				