

BHS Social Studies Department Curriculum

Grade 11 United States History

Unit 7 – America In WWII

Essential Understandings	<ul style="list-style-type: none"> ▪ Economic change from prosperity to depression was triggered by the stock market crash. ▪ Political policy changed as a result of the Depression. ▪ The political leadership of Roosevelt was effective at bringing about New Deal reforms. ▪ New Deal economic reform differed from previous policies. ▪ In times of crisis, decisions are often made in the name of common good. ▪ In order to evaluate historical decision, the common good of the time must be understood. In this case, the causes, course, and consequences of US involvement in WWII and its aftermath provide the framework for evaluating the difficult decisions of leaders ,individuals, and groups during crisis. ▪ Today, the common good is difficult to determine in a pluralistic society that is not in immediate crisis and appears prosperous and secure. ▪
Essential Questions	<ul style="list-style-type: none"> ▪ How President Hoover tried to lift the country out of the Depression ▪ Why Hoover’s political leadership was not more successful ▪ How New Deal legislation attempted to end the Depression ▪ What long-term effects the New Deal programs had on American society ▪ What is the common good? Who determines it? What contributions should a citizen make toward the common good? ▪ How are alliances among nations part of the common good? ▪ What are appropriate citizen responses when a government pursues immoral courses of action? ▪ What effects did scientific and technological advancements have on Americans? ▪ What were the effects of World War II on American women, African Americans, and Japanese Americans? Who was affected the most, and why?
Essential Knowledge	<ul style="list-style-type: none"> ▪ There were many major causes of the Great Depression. ▪ Hoover tried to end the Depression with several program policies. ▪ Describe the change in policy toward Latin America under Hoover. ▪ The Hoover-Stimson Doctrine had limited effectiveness. ▪ Franklin Roosevelt possessed many traits that made him an effective leader. ▪ Roosevelt used many approaches to garner ideas and support for his New Deal. ▪ The argument can be made that Roosevelt’s policies both helped and hurt the rural poor. ▪ Many special interest groups challenged Roosevelt’s administration. ▪ The New Deal caused many changes in American society. ▪ Effects of the New Deal can still be seen in life today.
Vocabulary	<p>Suggested examples:</p> <ul style="list-style-type: none"> ▪ armory, securities, speculation, on margin, installment buying ▪ moratorium, lame duck ▪ fireside chat, deficit spending, pump priming, dole, foreclosure
	<ul style="list-style-type: none"> ▪ reading and interpreting primary sources

Essential Skills	<ul style="list-style-type: none"> ▪ memorization of required material ▪ labeling and memorizing map locations ▪ expository writing with documents, readings, and on quizzes and tests ▪ note taking
Related Maine Learning Results	<ul style="list-style-type: none"> ▪ Applications of Social Studies Processes, Knowledge, and Skills: A1- a,b,c,d,e,f,g,h,i,j A2- a,b ▪ Civics and Government: B1- b B2- b,d B3- b ▪ Economics: C1- b,c C2- a ▪ Geography: D1- b,c D2- a ▪ History: E1- a,b,c,d E2- a,b
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Notes ▪ textbooks readings and questions ▪ reading and interpreting ▪ review game ▪ Write a “Commission Report” for President Hoover as he investigates the condition of U.S. housing, retirement pensions, unemployment, insurance, child welfare, conversation, and Prohibition. ▪ Write a letter to the editor of a newspaper about the plight of American farmers during the 1920’s and early 1930’s. ▪ T Chart comparing the actions of Hoover and FDR ▪ Describe what Roosevelt meant when he said “The only thing we have to fear is fear itself.” ▪ Write a journal/diary entry describing one of Roosevelt’s fireside chats.
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ oral questioning during class discussions ▪ reading questions ▪ essay writing ▪ quizzes ▪ review game ▪ Create a Great Depression Scrapbook ▪ Summarize why Hoover disapproved of relief programs and direct involvement in business. ▪ Explain why farmers destroyed crops and livestock even though people were hungry. ▪ Write an essay on how the Great Depression might have affected a high school student (include ideas on how the Depression affected your ideas about careers, school, self esteem and way of life). ▪ Write a persuasive paper supporting or vilifying Roosevelt’s New Deal
Sample Resources	<ul style="list-style-type: none"> ▪ Publications: <i>The Grapes of Wrath</i> ▪ Photo: Dorothea Lange’s <i>Migrant Mother</i> ▪ Videos: Breadline; Riding the Rails; America’s Economy; The Great Shake-

	<p>up</p> <p>Additional Readings:</p> <p>Roosevelt, Franklin D., Four Freedoms Speech and War With Japan Request</p> <p>Ambrose, Stephen, <u>Band of Brothers</u></p> <p>Yalta Conference Proceedings</p> <p>Churchill, Winston, “Iron Curtain Speech”</p>
Technology Link	<ul style="list-style-type: none"> ▪ http://newdeal.feri.org/index.htm ▪ http://www.pbs.org/wgbh/peoplescentury/episodes/breadline/ ▪ http://memory.loc.gov/ammem/wpaintro/wpahome.html ▪ http://www.pbs.org/wgbh/amex/rails/ ▪ http://memory.loc.gov/ammem/afctshtml/tshome.html ▪ http://www.sos.state.mi.us/history/museum/explore/museums/hismus/1900-75/depressn/index.html