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| **8th Grade**  **Hope or Economics**      **FDR, Hope, and Economics**  The unit focuses on the presidency of Franklin Roosevelt and how he provided relief to the American people during the Great Depression. The central concept of the unit is to determine how he accomplished this feat, was it through creating hope or sound economic policy. In lesson one… In lesson two, students experience a photographic bus tour of the Great Depression throughout the United States. They will be exposed to 5 different “stops”, including The Stock Market Crash, Hoovervilles, Bread/Soup Lines, The Hoover Dam and lastly, Dust bowls in California. During the Bus tour, there will be a simulation of what it was like waiting for bread. In lesson three, students will work hands on with primary and secondary source documents. They will analyze the documents and corroborate evidence they found about the time period. In lesson four, students will work cooperatively to complete a history mystery. This activity will have them determine which documents support economic theory and which support creating hope.The unit concludes in a summative performance, in which students will complete a DBQ essay. They will then take informed action and work on a community wide project about the concept of hope. |

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| Compelling Question: ***Did Franklin Roosevelt Get Us Out of The Depression by Creating Hope or Sound Economic Policy?*** |

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| Staging Question: ***What is hope?*** |

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| Standards and Practices:  **8.5 GREAT DEPRESSION: Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate role of the government, President Franklin D. Roosevelt helped to create intensive government interventions in the United States economy and society. (Standards: 1, 3, 5; Themes: TCC, SOC, GOV, ECO).**  **Key Concepts:**  8.5c President Roosevelt issued the New Deal in an attempt to revive the economy and help Americans deal with the hardships of the Great Depression. These New Deal reforms had a long-lasting effect on the role of government in American society and its economic life, but did not resolve all of the hardships Americans faced.  **National Social Studies Standards and Themes**  VI. Power, Authority, & Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance  **Social Studies Practices: Habits of Mind**  E. Economics and Economic Systems  . |

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| **1. Supporting Question:**    What is hope? Does hope have more than one meaning? | **Formative Task:**    Students will explore multiple avenues of hope through various activities. Students will analyze the book *Rosie Revere, Engineer*, a clip from the movie Superman, and will engage in an activity with a lotto ticket. Students will be introduced to Keynesian Economics and parts of the New Deal and determine if hope or sound economic policy got America out of the Great Depression. | **Sources:**    Bateman, B. W. (2015). An Encyclopedia of Keynesian Economics. 2nd ed. *History of*  *Political Economy, 47*(3), pp. 535-536. doi:10.1215/00182702-3153176  Beaty, A., & Roberts, D. (2013). *Rosie Revere, Engineer*. Abrams Books for Young  Readers, New York.  Black, J, Hashimzade, N, Myles, G. (2017, January 12). Keynesian economics *A*  *Dictionary of Economics*. Oxford University Press.  Harari, Yuval N. (2015). *Sapiens: A brief history of humankind.* New York :Harper,  Chapter 16.  Martinelli, D. K. (2007). New deal public relations: A glimpse into FDR press secretary  Stephen Early's work. *Public Relations Review, 33*(1), pp. 49-57.  Roosevelt, F. (1933). Inaugural Fireside Chat. National Archives; March 12, 1933.  Sheehan, K, Ryan, J. (2017). *Growing a Growth Mindset: Unlocking Character Strengths through Children's Literature*. Lanham: Rowman & Littlefield Publishers. |

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| **2. Supporting Question:**    How were living conditions during the Great Depression? How did living conditions change throughout your journey? | **Formative Task:**    Students will take a virtual bus tour starting in New York City, ending in California. Throughout this task, students will see how it was to live during the Great Depression as well as how life changed within in each state. | **Sources:**    The Teacher’s Passport (n.d.) *Travel Bundle (Passports, Boarding Passes, Travel Journals).*Teachers Pay Teachers. Retrieved from <https://www.teacherspayteachers.com/Product/Travel-Bundle-Passports-Boarding-Passes-Travel-Journals-1997983>  Great Depression Simulation & Lecture (n.d.) (PowerPoint Presentations, Simulations)  Teachers Pay Teachers. Retrieved from  https://www.teacherspayteachers.com/Product/Great-Depression-Simulation-Lecture-FUN-1666219 |

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| **3. Supporting Question:**    What can we learn about FDR’s presidency and the Great Depression from primary and secondary source documents, using the SSMS method? | **Formative Task:**    Students will analyze primary and secondary source documents and then share what they learned with other students, in order to fill out graphic organizer. | **Sources:**     1. <http://rooseveltinstitute.org/great-depression-great-recession/> 2. <http://www.presidency.ucsb.edu/ws/index.php?pid=14540> 3. <http://www.presidency.ucsb.edu/ws/index.php?pid=14473> |

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| **4. Supporting Question:**    Did FDR get us out of the depression by sound economic theory or by creating hope?  (History Mystery) | **Formative Task:**    Students will analyze documents that either support their claim for economic theory or hope. Students will work together in groups to complete a history mystery activity. Students will then create a claim statement using the documents provided as evidence. | **Sources:**    Carroll, C. (2009, January 15). New Data, Same Result: New Deal Never Solved Unemployment. Retrieved from https://www.dailysignal.com/2009/01/15/new-data-same-result-new-deal-never-solved-unemployment/  G. (n.d.). F.d.r. Cartoon, 1930s by Granger. Retrieved from https://fineartamerica.com/featured/fdr-cartoon-1930s-granger.html  National Brotherhood Week: Gone and Forgotten. (n.d.). Retrieved from http://www.chicagonow.com/not-for-jews-only/2013/02/national-brotherhood-week-123/ |

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| **Summative Performance Task**    **Students will complete a Document Based Question Essay in class as a culminating project for the unit. Students will analyze the documents provided, answer scaffolding questions based on the documents and then based on the documents each student will write an essay responding to the question, “Did Franklin Roosevelt Get Us Out of The Depression by Creating Hope or Sound Economic Policy?”** |

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| **Taking Informed Action**    **Students will go out into the school or larger community and interview people. The interview will consist of asking people about a time they may have hopeless and if/how the situation turned around. They can also ask about a time they were very hopeful about something. Students will then type up the stories they heard and use them to decorate a hallway board. This way any students, teachers, or visitors will pass it in the hallway and can maybe find some inspiration or a turn a feeling of hopelessness around. Students will have to work together to make up specific interview questions and also create a consent form to be signed by each interviewee.** |