**Unit Plan**

**The Great Depression**

**Power Standard: The economies and governments of the nations of the world are interconnected and interrelated.**

**CSOs:**

SS.6.H.CL2.1 identify the economic conditions around the world that existed following World War I.

SS.6.H.CL2.2 examine and categorize causes of the Great Depression worldwide

SS.6.H.CL2.3 analyze the political response to the economic and social conditions of the Great Depression in the United States and Germany

SS.6.C.7 identify global relief and development organizations and examine how they provide global aid and support (e.g., Red Cross, UNICEF, Doctors without Borders, Engineers without Borders and World Health Organization).

SS.6.C.6 research and organize information about an issue of global concern from multiple points of view (e.g., ecology, natural resources, global warming and human rights).

SS.6.C.2 compare and contrast different forms of government worldwide and their influence on historic world events:

* The Great Depression
* World War I
* World War II
* 9/11

SS.6.G.2 compare and contrast historical maps and identify the changes in political boundaries as a result of conflicts.

**Essential Questions:**

**How are economic systems and form of government related?**

**Did the Treaty of Versailles have a lasting effect?**

**How can governments aid their citizens in times of need?**

**Know:**

**Causes of the Great Depression**

**Economic systems**

**Forms of government**

**Understand:**

**Economic systems are globally interconnected**

**How form of government influences response to citizen needs**

**Strength of the leadership affects government effectiveness**

**Do:**

**Complete graphic organizers**

**Complete webquests**

**Create media products and presentations**

**Create interactive timelines and maps**

**Research for information**

**Vocabulary:**

**Communism**

**Capitalism**

**Socialism**

**Democracy**

**Constitutional Monarchy**

**Dictatorship**

**Great Depression**

**New Deal**

**Procedures:**

**1.** Students will review forms of government by completing the web quest “Forms of Government” that is uploaded to the common files section of the server. This web quest provides the students with definitions but takes the lesson deeper to application and analysis in the activities provided. The final project of this PBL is to work in a group to create a presentation that illustrates the reasoning for selecting one form of government for all of the peoples of Earth.

After the students have completed the web quest, will then begin the sequence of activities that teaches lessons on the relationship of government and their influence on historic world events and the Great Depression specifically.

**2.** The students will review basic economic systems through the use of the websites such as Spelling City or Study Stack. This practice will reinforce understandings learn in previous lessons on economic systems and their interrelationship with form of government.

The students will be shown charts of economic factors that highlight the health of a nation’s economy that includes items such as unemployment, new housing figures, construction figures, and other indicators. (At least two charts - one in a growing economy and one in a downward turning economy) Hold a class discussion on the importance of each and how they show the nation’s economic health.

Students will be placed in pairs to research and complete a graphic organizer of key nations’ economic status after World War I. Then have the students create a visual presentation (format of their choice – Prezi, PPT, Glogster, etc.) on an assigned nation to share with the class. As students present their information, hold a class discussion to determine the overall health of the nation’s economy. The students will then research to complete a graphic organizer of key nation’s economic status after the downturn of 2009. This information will be used to create a digital map of the world that uses color to illustrate the economies after World War I and 2009 to discuss the interdependence of the global economy.

3. The standard requires the students to examine and categorize the causes of the Great Depression globally. The research necessary in order to develop an understanding of those causes entails looking at the Treaty of Versailles at the end of World War I and other causes.

The students will research the details of the treaty through the website <http://historylearningsite.co.uk/treaty_of_versailles.htm> and will watch video clips from PBS’s [The Great Depression: Stories of a Generation's Struggle for Democracy](http://documentary-films.tv/film_depression.html) to learn of other causes and events related to the Great Depression. They will also examine newspaper headlines from the times at from [Black Thursday (October 24, 1929 -- The Crash](http://bss.sfsu.edu/tygiel/Hist427/texts/crashheadlines.htm) or [N.Y. Times Web Special: The Crash of 1929](http://www.nytimes.com/library/financial/index-1929-crash.html).)

Next, the students will create an interactive digital timeline that contains major events and causes of the Great Depression with annotation that explains each one in detail.

Finally, the students will then select one event and write an essay that describes the event, its affect after World War I, and the global effect that it still has on the economies and nations of the world.

4. The students will read about the New Deal Acts that resulted from the Great Depression at the website <http://newdeal75.org/index.html>. Then arrange students into pairs and have each pair investigate the causes and effects of one piece of legislation, both in the 1930s and today. As they research the legislation, encourage students to consider both the advantages and disadvantages of government intervention. Each pair will present their findings to the class in a format of their choosing.

Then the students will research the key legislative responses in other nations and chart their findings. One source is the website <http://ablongman.comm/long_stearns_wcap_4/18/4652/1191123.cw/index.html>.

Finally, the students will research quotes form the leaders from that era and choose one that they feel illustrates the politics of the time. Then tell them to create a min-poster that includes the quote and their reasons for choosing it. Use a rubric for assessment. Display the posters in the media center.

5. Use the interactive whiteboard and projector to teach and discuss the programs that were begun during the depression by the federal government in relief programs. Examples of a reliable and informative website is <http://newdeal75.org> or <http://www.historylearningsite.co.uk/new_dealhtm>

Discuss the advantages and disadvantages of each program.

Give the students a chart that lists organizations that start with ones developed in response to the Great Depression and go to present day globally. The students will research to find information and complete the chart. Then they write a paragraph on the one that they would like to work for and why for assessment.