

## NJDOE MODEL CURRICULUM PROJECT

<b>CONTENT AREA: SOCIAL STUDIES</b>	<b>US HISTORY 2</b>	<b>UNIT #: 1</b>	<b>UNIT NAME: The Great Depression, New Deal, and World War II (1929-1945)</b>
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Code #	CCSS and/or NJCCCS
<p><b>The Great Depression and World War II: The Great Depression</b>            9. The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.</p> <p><b>The Great Depression and World War II: New Deal</b>            10. Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.</p> <p><b>The Great Depression and World War II: World War II</b>            11. The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.</p>	
RH.11-12.3	<i>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</i>
RH.11-12.6	<i>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims reasoning, and evidence.</i>
RH.11-12.7	<i>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</i>
RH.11-12.8	<i>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</i>
WHST. 11-12.1 a-e	<i>Write arguments focused on discipline-specific content.</i>
WHST.11-12.4	<i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>
WHST. 11-12.7	<i>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</i>
WHST.11-12.9	<i>Draw evidence from informational texts to support analysis, reflection, and research.</i>

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6.1.12.A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.
6.1.12.A.10.a	Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.
6.1.12.A.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.
6.1.12.A.10.c	Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
6.1.12.A.11.a	Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.
6.1.12.A.11.b	Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
6.1.12.A.11.c	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
6.1.12.A.11.d	Analyze the decision to use the atomic bomb and the consequences of doing so.
6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
6.1.12.B.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
6.1.12.B.10.a	Assess the effectiveness of New Deal programs designed to protect the environment.
6.1.12.B.11.a	Explain the role that geography played in the development of military strategies and weaponry in World War II.
6.1.12.C.9.a	Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
6.1.12.C.9.b	Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are

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	used to evaluate the health of the economy.
6.1.12.C.9.c	Explain the interdependence of various parts of a market economy.
6.1.12.C.9.d	Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.
6.1.12.C.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
6.1.12.C.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
6.1.12.C.11.a	Apply opportunity cost and trade-offs to evaluate the shift in economic resources from the production of domestic to military goods during World War II, and analyze the impact of the post-war shift back to domestic production.
6.1.12.C.11.b	Relate new wartime inventions to scientific and technological advancements in the civilian world.
6.1.12.D.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
6.1.12.D.9.b	Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
6.1.12.D.10.a	Analyze how other nations responded to the Great Depression.
6.1.12.D.10.b	Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
6.1.12.D.10.c	Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.
6.1.12.D.10.d	Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.
6.1.12.D.11.a	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
6.1.12.D.11.b	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.

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6.1.12.D.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.	
6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.	
6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.	
#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	<p><i>Evaluate various explanations for the 1929 stock market crash and determine which explanation best accords with textual evidence by examining the following economic conditions of the time period:</i></p> <ul style="list-style-type: none"> <li>• <i>uneven distribution of wealth,</i></li> <li>• <i>easy credit,</i></li> <li>• <i>stock market speculation,</i></li> <li>• <i>overproduction of consumer goods, and;</i></li> <li>• <i>weak farming economy.</i></li> </ul>	RH.11-12.3 6.1.12.A.9.a
2	Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability (e.g., the depression of 1807, the Long Depression of 1873, the Panic of 1907, the “double dip” of the 1980s, the Great Recession of 2008).	6.1.12.A.9.a 6.1.12.C.9.d
3	Investigate how U.S. governmental policies (e.g., high tariffs, limited banking regulations) affected the 1929 stock market crash.	6.1.12.A.9.a
4	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.	6.1.12.B.9.a
5	Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.	6.1.12.D.9.b
6	Determine the extent to which the Treaty of Versailles, war debt repayment, and international	6.1.12.D.9.a

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	banking contributed to the worldwide economic collapse.	
7	Explain how the government uses monetary policy (e.g., interest rates, printed currency) to affect the nation's economy.	6.1.12.C.9.a
8	Explain how the government uses fiscal policy (e.g., adjusting taxes, spending) to affect the nation's economy.	6.1.12.C.9.a
9	<i>Produce coherent writing to explain the relationship between producers and consumers in a market economy, including how supply and demand determine the price of a good or service, in this time period and current times.</i>	WHST.11-12.4 6.1.12.C.9.c
10	<i>Use multiple credible sources including economic indicators (i.e., gross domestic product, consumer index, national debt, and trade deficit) to evaluate the health of the U.S. economy during this time period and in current times.</i>	RH.11-12.7 6.1.12.C.9.b
11	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression, including measures provided by the Glass-Steagall Act, and the Fair Labor Standards Act.	6.1.12.C.10.a
12	Explain how members of FDR's "Brain Trust" and cabinet secretaries shaped the core ideologies and policies of the New Deal.	6.1.12.D.10.c
13	Assess the effectiveness of New Deal programs (e.g., Civilian Conservation Corp, Tennessee Valley Authority) designed to protect the environment.	6.1.12.B.10.a
14	Determine the extent to which the Works Progress Administration impacted New Jersey and the nation by improving infrastructure, investing in education, and employing artists.	6.1.12.D.10.d
15	<i>Write an argument assessing the effectiveness of governmental policies (i.e., FDIC, NLRB, and Social Security) enacted during the New Deal period in protecting the welfare of individuals.</i>	WHST.11-12.1 6.1.12.A.10.b
16	Evaluate the impact of the New Deal's expanded role of government with regard to economic policy (e.g., spending), capitalism (e.g., increased regulation), and society (e.g., government assistance).	6.1.12.A.10.c
17	<i>Evaluate how and why conflict developed over the New Deal between the Supreme Court and other branches of government by analyzing the decisions of Schechter v. U.S., and Butler v. U.S., as well</i>	RH.11.12.6 6.1.12.A.10.a

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	<i>as other primary source documents, assessing the authors' claims, reasoning, and evidence.</i>	
18	<i>Conduct short research to compare and contrast the roles of Eleanor Roosevelt and Frances Perkins in promoting equality for women and minorities during the New Deal era.</i>	WHST.11-12.7 6.1.12.D.10.c
19	Compare and contrast the leadership abilities of Franklin Delano Roosevelt with past presidents (e.g., T. Roosevelt, Wilson, Hoover) and recent presidents (e.g., Reagan, Obama).	6.1.12.D.10.b
20	<i>Draw evidence from informational texts to support analysis, reflection, and research to determine the economic ideological leanings of the two major political parties during the New Deal and today.</i>	WHST.11-12.9 6.1.12.C.10.b
21	Compare and contrast America's response to the Great Depression with other nations (e.g., Germany, Italy, and Japan).	6.1.12.D.10.a
22	Evaluate the effectiveness of international agreements following World War I (e.g., Treaty of Versailles, League of Nations, appeasement policies) in preventing international disputes during the 1920s and 1930s.	6.1.12.A.11.a
23	<i>Evaluate authors' premises regarding the philosophies of isolationism, neutrality, appeasement, and interventionism in response to aggressive policies and actions taken by other nations at this time.</i>	RH.11-12.8 6.1.12.A.11.b
24	Analyze the roles of Axis leadership (e.g., Hitler, Hirohito, Mussolini) and Allied leadership (e.g., Stalin, Churchill, FDR) in the conduct and outcomes of WWII.	6.1.12.D.11.a
25	<i>Evaluate authors' differing points of view to determine if the American internment of Japanese, German, and Italians was a denial of civil rights.</i>	RH.11-12.6 6.1.12.A.11.c
26	Explain the role that geography played in the development of military strategies and weaponry in World War II.	6.1.12.B.11.a
27	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.	6.1.12.D.11.b
28	Explain the contribution of minority groups to the war effort despite the discrimination that they faced (e.g., the Tuskegee Airmen, Native American Code Talkers, Women Air Force Service Pilots, Japanese American 442 <sup>nd</sup> Infantry Regimental Combat Team, Mexican Americans).	6.1.12.D.11.c
29	Relate new wartime inventions to scientific and technological advancements in the civilian world (e.g., nuclear technology, improved aeronautical design, communication innovations, food	6.1.12.C.11.b

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	preservatives).	
30	Evaluate the short and long-term impacts of the conversion of American industries from consumer-oriented manufacturing to military production during WWII.	6.1.12.C.11.a
31	Analyze the decision to use the atomic bomb and the consequences of doing so.	6.1.12.A.11.d
32	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.	6.1.12.D.11.d
33	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.	6.1.12.A.11.e
34	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.	6.1.12.D.11.e