

Name of Unit/Course: The Great Depression & The New Deal		
Overall Unit Information (Required for MOOC participants)		Self-Check
Unit or Course Goal(s)	<ul style="list-style-type: none"> <li>• Students will be able to outline the causes of the Great Depression.</li> <li>• Students will evaluate the direct effects of the drought and boll weevil on Georgia.</li> <li>• Students will be able to explain what the CCC, AAA, REA, and SSA did for Americans.</li> <li>• Students will evaluate the effectiveness of New Deal programs.</li> <li>• Students will identify key people and their roles in Georgia during the Great Depression/New Deal era.</li> </ul>	See A1
Standards	<p>Name of standards: Georgia Standards of Excellence                      Link to standards: <a href="https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-8th-Grade-Georgia-Standards.pdf">https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-8th-Grade-Georgia-Standards.pdf</a>                      Location information:                      Grade/Year: 8<sup>th</sup> Grade (13-14 years old)                      Subject: Social Studies                      Standards (as written):</p> <ul style="list-style-type: none"> <li>• <b>SS8H8b</b> – Explain economic factors that resulted in the Great Depression (e.g. boll weevil &amp; drought)</li> <li>• <b>SS8H8c</b> – Describe Eugene Talmadge’s opposition to the New Deal programs.</li> <li>• <b>SS8H8d</b> – Discuss President Roosevelt’s ties to Georgia, including his visits to Warm Springs and his impact on the state.</li> <li>• <b>SS8H8e</b> – Examine the effects of the New Deal in terms of the impact of the Civilian Conservation Corps, the Agricultural Adjustment Act, the Rural Electrification Authority, and the Social Security Act.</li> </ul>	See A2

## K-12 Blended and Online Learning

Learner Characteristics	Adairsville Middle School is in rural northern Bartow County. Adairsville Middle recently earned a score of 81.4% on the College and Career Readiness Performance Index (CCRPI), an almost 10% increase from the previous year's score. The student body consists of 730 students in grades 6-8. The student population of Adairsville Middle School is predominately white, with a small subgroup of black, Hispanic, and multiracial students. The school is a Title 1 school, with approximately 56% of students being identified as economically disadvantaged.	See B1
Technology requirements	<ul style="list-style-type: none"> <li>• Internet connected computer</li> <li>• Schoology account</li> <li>• Webcam</li> </ul>	See D5
Prerequisite Skills	<ul style="list-style-type: none"> <li>• 7th grade reading proficiency (differentiation provided)</li> <li>• Some prior knowledge of Schoology</li> <li>• Safe and effective Internet research and navigation (computers connections class)</li> <li>• PC computer use</li> <li>• Some prior knowledge of Skype or Blackboard Collaborate</li> </ul>	See A4 & D6
Introductory Communication Plans	Students are expected to participate in weekly discussion forums with peers and post a monthly blog reflection. Students will also be participating in weekly synchronous sessions with the instructor and the other students in the course to discuss the upcoming week. Students are expected to be courteous in their communication with the instructor and the other students. The exact rules for communication are listed in the class syllabus.	See A4 B9 & B10
Universal Design Principles Considered	<ul style="list-style-type: none"> <li>• Multiple forms of representation: webpages, videos, transcripts, online textbook</li> <li>• Multiple forms of expression: quizzes, blogs, discussion forums, essays</li> <li>• Multiple forms of engagement: phone, webcam, discussion forum</li> </ul>	See B4
Number of Modules or Weeks	This will be a six-week online unit. Each Monday at 12:00 am students will be given access to a new module and all module assignments will be due by 11:59 pm on the following Sunday night.	See A3

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<b>Module 1 Plan</b> (Note: “module” and “lesson” used interchangeably) (Required for MOOC participants)		<b>Self-Check</b>
Module Objective(s)	<p>Standard (as written):  <b>SS8H8b</b> – Explain economic factors that resulted in the Great Depression (e.g. boll weevil &amp; drought).</p> <ul style="list-style-type: none"> <li>• The student will explain any prior knowledge of the information that will be presented in this unit.</li> <li>• The student will research the boll weevil and the drought of the 1920’s.</li> </ul>	See A1 & A2
Module Assessment(s)	<ul style="list-style-type: none"> <li>• The Great Depression &amp; New Deal Pre-assessment (on Schoology)</li> <li>• Effects of boll weevil &amp; drought discussion board</li> </ul>	See A2 A3 C1 C2 & C5
Description of Learning Activities	<ul style="list-style-type: none"> <li>• Students will complete a pre-assessment to determine prior knowledge of the information in this unit.</li> <li>• Students will view a short Brainpop video regarding the causes of the Great Depression and answer questions related to the video.</li> <li>• Students will research the boll weevil and the drought of the 1920’s and respond to a discussion post.</li> </ul>	See A2 A3 B3 B4 & B10
Formative Evaluation & Feedback	<ul style="list-style-type: none"> <li>• Students will receive feedback regarding their pre-assessment score (graded via Schoology).</li> <li>• Students will submit their Brainpop video questions for grading via Schoology.</li> <li>• Students will submit a discussion post response in which they discuss the effects of the drought &amp; boll weevil on Georgia. Students will respond to one peer.</li> <li>• Students will have the opportunity to ask any questions throughout the module.</li> </ul>	See A3 C1 C3 & C5
Physical Learning Materials	Computer with internet access.	See A3, A9, B1, B4, & B6
Digital Learning Objects	<p><a href="https://www.brainpop.com/socialstudies/ushistory/greatdepressioncauses/">https://www.brainpop.com/socialstudies/ushistory/greatdepressioncauses/</a>            Students will use this Brainpop video to learn more about the causes of the Great Depression. They will answer questions related to the video and submit them via Schoology.</p>	See A3, A9, B1, B4, & B6

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Plans for Differentiation	Very little differentiation would be needed for this module. However, students who are at a lower reading level may need assistance which will be provided.	See B1 B4 & B6
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Module 2 Plan (Optional for MOOC participants)		Self-Check
Module Objective(s)	<p>Standard (as written):  <b>SS8H8e</b> – Examine the effects of the New Deal in terms of the impact of the Civilian Conservation Corps, the Agricultural Adjustment Act, the Rural Electrification Authority, and the Social Security Act.</p> <ul style="list-style-type: none"> <li>Students will be able to explain the purpose of the New Deal programs and how they help to push the United States out of the Great Depression.</li> <li>Students will be able to fully explain the 4 New Deal programs that are part of the standard, as well as be aware of other New Deal programs.</li> </ul>	See A1 & A2
Module Assessment(s)	<ul style="list-style-type: none"> <li>“Alphabet Soup” chart.</li> <li>Discussion forum in which the following questions will be addressed: <ol style="list-style-type: none"> <li>What was the New Deal?</li> <li>Why was the New Deal necessary?</li> <li>Which of the four main New Deal programs do you feel was most beneficial to Americans? Why?</li> <li>Was the New Deal successful?</li> </ol> </li> </ul>	See A2 A3 C1 C2 & C5
Description of Learning Activities	Students will watch videos on the various programs listed in the objectives section. Students will also complete an “Alphabet Soup” chart in which they research several New Deal programs. This will be submitted to Schoology by the closing of this module.	See A2 A3 B3 B4 & B10
Formative Evaluation & Feedback	A synchronous session will be held to discuss any issues or questions with the module. Students will submit their “Alphabet Soup” chart to Schoology for grading. Students will be required to respond to 2 peers in the discussion forum post in order to generate conversation about the New Deal programs and their effectiveness.	See A3 C1 C3 & C5
Physical Learning Materials	Computer with internet access.	See A3, A9, B1, B4, & B6
Digital Learning Objects	<p><a href="https://www.brainpop.com/socialstudies/ushistory/newdeal/">https://www.brainpop.com/socialstudies/ushistory/newdeal/</a>  <a href="https://www.youtube.com/watch?v=X60Nei2560w">https://www.youtube.com/watch?v=X60Nei2560w</a></p> <p>The videos will be used to assist in the “Alphabet Soup” assignment &amp; discussion post.</p>	See A3, A9, B1, B4, & B6

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Plans for Differentiation	Students that need assistance with reading comprehension or other issues can participate in a synchronous session with me in order to receive assistance and more discussion regarding information in the module.	See B1 B4 & B6
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Module 3 Plan (Optional for MOOC participants)		Self-Check
Module Objective(s)	<p>Standards (as written):</p> <p><b>SS8H8c</b> – Describe Eugene Talmadge’s opposition to the New Deal programs.</p> <p><b>SS8H8e</b> – Examine the effects of the New Deal in terms of the impact of the Civilian Conservation Corps, the Agricultural Adjustment Act, the Rural Electrification Authority, and the Social Security Act.</p> <ul style="list-style-type: none"> <li>• Students will be able to discuss the political career of Eugene Talmadge and understand his views of the New Deal programs.</li> <li>• Students will continue to research New Deal programs.</li> </ul>	See A1 & A2
Module Assessment(s)	<ul style="list-style-type: none"> <li>• Quiz over New Deal programs.</li> <li>• Discussion board post – Why was Eugene Talmadge opposed to bringing New Deal assistance to Georgia?</li> <li>• Power point or Prezi presenting a New Deal program</li> </ul>	See A2 A3 C1 C2 & C5
Description of Learning Activities	<p>Students will review an article about Eugene Talmadge’s career. A class discussion will be held in which students will learn more about Talmadge’s resistance to the New Deal programs in Georgia. Students will then respond to a discussion post about Talmadge’s resistance to the New Deal. Students will also choose one of the four New Deal programs from the standard and create a brief presentation about the program and submit it to Schoology.</p>	See A2 A3 B3 B4 & B10
Formative Evaluation & Feedback	<ul style="list-style-type: none"> <li>• Students will post to a discussion forum and respond to one other peer regarding Eugene Talmadge and his career.</li> <li>• Students will complete a quiz over this module (graded via Schoology).</li> <li>• Students will submit a link to their New Deal program PPT or Prezi via Schoology. This will be graded within one week.</li> </ul>	See A3 C1 C3 & C5
Physical Learning Materials	<p>Computer with internet access.</p>	See A3, A9, B1, B4, & B6

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Digital Learning Objects	Eugene Talmadge: <a href="http://www.georgiaencyclopedia.org/articles/government-politics/eugene-talmadge-1884-1946">http://www.georgiaencyclopedia.org/articles/government-politics/eugene-talmadge-1884-1946</a> CCC: <a href="https://www.youtube.com/watch?v=gpv-KYioIFc">https://www.youtube.com/watch?v=gpv-KYioIFc</a> AAA: <a href="https://www.youtube.com/watch?v=2QhxT4JIG_M">https://www.youtube.com/watch?v=2QhxT4JIG_M</a> REA: <a href="https://www.youtube.com/watch?v=tTT_bGXmJMA">https://www.youtube.com/watch?v=tTT_bGXmJMA</a> SSA: <a href="https://www.youtube.com/watch?v=Aou5PK6_YZc">https://www.youtube.com/watch?v=Aou5PK6_YZc</a>	See A3, A9, B1, B4, & B6
Plans for Differentiation	Students who need additional assistance may participate in a synchronous session with me in order to further clarify information presented in the module. Students may also be partnered with a peer to complete the New Deal presentation.	See B1 B4 & B6



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Module 4 Plan (Optional for MOOC participants)		Self-Check
Module Objective(s)	<p>Standard (as written):  <b>SS8H8d</b> – Discuss President Roosevelt’s ties to Georgia, including his visits to Warm Springs and his impact on the state.</p> <ul style="list-style-type: none"> <li>• Students will gain an understanding of the impact of President Franklin Roosevelt on the state of Georgia.</li> <li>• Students will learn FDR’s role in the Great Depression.</li> </ul>	See A1 & A2
Module Assessment(s)	Think-tac-toe assessment (3 assignments will be submitted via Schoology).	See A2 A3 C1 C2 & C5
Description of Learning Activities	Students will complete a think-tac-toe chart which allows them an opportunity to choose which activities they will complete to show their mastery of the standard. Activities will vary, and include reading, writing, creating, analyzing, and more.	See A2 A3 B3 B4 & B10
Formative Evaluation & Feedback	Mid-week, students will check in via a synchronous session to discuss their progress on the think-tac-toe assignment and ask any questions they may have. The think-tac-toes assignments will be submitted via Schoology for grading, and will be returned within 1.5 weeks.	See A3 C1 C3 & C5
Physical Learning Materials	Computer with internet access.	See A3, A9, B1, B4, & B6
Digital Learning Objects	Warm Springs: <a href="https://www.youtube.com/watch?v=Xr7QBSCvaP0">https://www.youtube.com/watch?v=Xr7QBSCvaP0</a> FDR: <a href="https://www.brainpop.com/socialstudies/uspresidents/franklindroosevelt/">https://www.brainpop.com/socialstudies/uspresidents/franklindroosevelt/</a>	See A3, A9, B1, B4, & B6
Plans for Differentiation	Students may participate in a synchronous session with me in order to discuss any problems and to receive assistance with this module. Students may also be guided to certain options on the think-tac-toe board or may be given a reduced assignment as necessary.	See B1 B4 & B6

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<b>Module 5 Plan (Optional for MOOC participants)</b>		<b>Self-Check</b>
Module Objective(s)	<p>Standard (as written):  <b>SS8H8e</b> – Examine the effects of the New Deal in terms of the impact of the Civilian Conservation Corps, the Agricultural Adjustment Act, the Rural Electrification Authority, and the Social Security Act.</p> <ul style="list-style-type: none"> <li>Students will do a more in-depth analysis of the New Deal programs, and evaluate if the New Deal was truly effective in ending the Great Depression.</li> </ul>	See A1 & A2
Module Assessment(s)	<ul style="list-style-type: none"> <li>Nearpod lesson – Impact of the New Deal</li> <li>One-page position paper (submitted via Schoology)</li> </ul>	See A2 A3 C1 C2 & C5
Description of Learning Activities	Students will complete a Nearpod lesson titled <u>Impact of the New Deal</u> . Upon completion of the Nearpod lesson and watching a video presentation about the success or failure of the New Deal, students will write a one-page position paper in which they argue whether or not the New Deal was an effective means to end the Great Depression.	See A2 A3 B3 B4 & B10
Formative Evaluation & Feedback	<ul style="list-style-type: none"> <li>Students will receive feedback throughout the Nearpod lesson.</li> <li>Students will submit their rough draft of the position paper to me for feedback before submitting their final position paper to Schoology at the end of week.</li> <li>There will not be a discussion board for this module, but students will be able to post their rough draft for peer review if they wish.</li> </ul>	See A3 C1 C3 & C5
Physical Learning Materials	Computer with internet access.	See A3, A9, B1, B4, & B6
Digital Learning Objects	<p>Impact of the New Deal: <a href="https://nearpod.com/s/social-studies/8th-grade/impact-of-the-new-deal-L306908">https://nearpod.com/s/social-studies/8th-grade/impact-of-the-new-deal-L306908</a></p> <p>New Deal Success or Failure: <a href="https://www.youtube.com/watch?v=p1e-1rO7pb4">https://www.youtube.com/watch?v=p1e-1rO7pb4</a></p>	See A3, A9, B1, B4, & B6
Plans for Differentiation	Students who have an IEP for ELA will complete a two-paragraph paper instead of a full page. They will also receive extended time, if necessary, to complete the assignment.	See B1 B4 & B6

Module 6 Plan (Optional for MOOC participants)		Self-Check
Module Objective(s)	<p>Standard (as written):</p> <p><b>SS8H8b</b> – Explain economic factors that resulted in the Great Depression (e.g. boll weevil &amp; drought)</p> <ul style="list-style-type: none"> <li>Students will be able to describe the causes of the Great Depression.</li> </ul> <p>Students will assume the role of a person connected to the Great Depression and describe the issues that person would have faced during this time in U.S. History.</p>	See A1 & A2
Module Assessment(s)	<ul style="list-style-type: none"> <li>Great Depression Scavenger Hunt</li> <li>Power point, Prezi, or iMovie presentation</li> </ul>	See A2 A3 C1 C2 & C5
Description of Learning Activities	Students will participate in a culminating webquest in which they take a closer look at the hardships of the Great Depression. Students will work in small groups to learn about how the Depression affected all citizens of the United States, from the bankers and factory workers to the children.	See A2 A3 B3 B4 & B10
Formative Evaluation & Feedback	<ul style="list-style-type: none"> <li>Students will submit the Great Depression scavenger hunt for grading via Schoology.</li> <li>Rubrics are provided throughout the webquest so that students are aware of how they will be assessed. This will count as the summative assessment for this unit.</li> </ul>	See A3 C1 C3 & C5
Physical Learning Materials	Computer with internet access.	See A3, A9, B1, B4, & B6
Digital Learning Objects	<p><a href="http://hydergreatdepressionwebquest.weebly.com/">http://hydergreatdepressionwebquest.weebly.com/</a></p> <p>All necessary materials for this module are included here.</p>	See A3, A9, B1, B4, & B6
Plans for Differentiation	Students will be organized into groups of 4 to complete this module. Struggling students will be partnered with students who typically perform well in order to provide assistance. Additionally, a synchronous session will be offered mid-week to provide assistance and clarification to students who are struggling.	See B1 B4 & B6