



Grade 8 Unit 3 - Redefining Democracy: The Economic Rollercoaster: 1920s and Great Depression

Unit Focus

Continuing with the theme of "Redefining Democracy", students will evaluate the economic impacts of a post-WWI democratic system where the US has entered the world stage and will enjoy the peace and prosperity of the time. The aim of the "The Economic Rollercoaster" unit is to foster student understanding of the complex interaction between global economic forces, communities, and policy makers. Students will evaluate Americans' standard of living and question the government's reaction to the high peaks of prosperity during the roaring 1920's. Included in this is an analysis and inquiry into how overproduction and speculation led to economic collapse and what the government's role would become as a result. An evaluation of the government's interventionist response to the economic depression and New Deal policies of the 1930s will help students determine the appropriateness of this remedy. Students will be asked these compelling questions based on their knowledge of Constitutionally established limitations in government power. Essentially, was the New Deal a good deal for all Americans, both past and present? This question will be weighed in the face of other essential questions focused on the distribution of wealth in America, citizens' expectations for a standard of living, and the political regulation of the marketplace. The unit will culminate with an economic summit in which students will be asked to explore, research, and debate a contemporary economic issue, arguing their policy recommendations, course of action, and impact on the American people.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>Common Core Standards <i>History/Social Studies : 8</i> 919684 Reading History 919689 Craft and Structure</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). <i>919699 Writing History & Science</i> <i>919718 Research to Build and Present Knowledge</i> • CCSS.ELA-LITERACY.WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <p>Performance Standards <i>Social Studies : 8</i> 1011020 DIMENSION 1: DEVELOPING QUESTIONS & PLANNING INQUIRY</p> <ul style="list-style-type: none"> • INQ.6--8.4 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing. 	<p>T1 Evaluate how creation and participation in an economy impacts groups of people and their world (<i>Analyzing</i>)</p> <p>T2 Understand roles in communities and how to propose and/or create change in communities based on important issues (<i>Decision Making</i>)</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>U1 Economic decisions about use of resources (human capital, physical capital, and natural resources) affect the wellbeing of individuals, businesses, and societies.</p> <p>U2 The goals of government, business interests, consumers, and activists interact when creating economic policies.</p> <p>U3 Various levels and branches of government have unique responsibilities and powers that interact with other levels and branches to make government work.</p> <p>U4 The validity and strength of a claim, counterclaim, and an argument are based on the effective use of evidence from multiple sources and alternate perspectives.</p>	<p>Q1 How does the distribution of wealth create inequities in society? How can the distribution of wealth improve standards of living?</p> <p>Q2 How does a change (e.g., economic, political, natural disaster) influence current and future conditions and standards of living?</p> <p>Q3 To what extent should the government influence the economy, and to what extent should natural laws (supply and demand) dictate economic policies?</p> <p>Q4 How does power impact the function of government?</p>	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

<p>1011026 <i>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS & TOOLS</i></p> <p>1011032 <i>Economics</i></p> <ul style="list-style-type: none"> • ECO.8.4 Explain how inflation, deflation and unemployment affect different groups. • ECO.8.1 Explain how economic decisions affect the well-being of individuals, businesses and society. • ECO.8.5 Explain why standards of living increase as productivity improves. • ECO.8.2 Describe the role of competition in the determination of prices and wages in a market economy. <p>1011044 <i>History</i></p> <ul style="list-style-type: none"> • HIST.8.5 Analyze how people's perspectives influenced what information is available in the historical sources they created. • HIST.8.2 Classify series of historical events and developments as examples of change and/or continuity. <p>1011055 <i>DIMENSION 3: EVALUATING SOURCES & USING EVIDENCE</i></p> <ul style="list-style-type: none"> • INQ.6--8.7 Evaluate the credibility of a source by determining its relevance and intended use. <p>1011060 <i>DIMENSION 4: COMMUNICATING CONCLUSIONS & TAKING INFORMED ACTION</i></p> <ul style="list-style-type: none"> • INQ.6--8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. 		<p>Q5 How does a source better help me understand the author's/my claim, counterclaim, and argument?</p>
ACQUISITION OF KNOWLEDGE AND SKILL		
KNOWLEDGE		
<p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> • Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. <p><i>Self-Direction</i></p> <ul style="list-style-type: none"> • Decision Making: Students will be able to propose ethical, responsible decisions based on data/evidence and context. 	<p>K1 1920s society and culture as evidence of a standard of living resulting from the industrial revolution.</p> <p>K2 New products and Americans' power to purchase them grew rapidly, producing a decade of enormous business growth.</p> <p>K3 Rising wealth and a booming stock market gave Americans a false sense of faith in the market economy.</p> <p>K4 The interdependence of economic decisions, competition, and prices and wages, standard of living, and productivity in a market economy</p> <p>K5 Panic led to the selling of stocks which caused the stock market to crash.</p> <p>K6 Roosevelt increased the government's role through New Deal policies, helping needy Americans and regulating industry.</p> <p>K7 The difference between conservative and liberal economic views.</p> <p>K8 Vocabulary: Nativism, Trust, Monopoly, Laissez faire, inflation, economy, standard of living, prosperity, economic boom, income tax, assembly line, consumerism, installment buying, buying on the margin, speculation, competition, supply and demand, Black Tuesday, public works, Hundred Days, Great Depression, New Deal, work relief, subsidies, Social Security Act, Dust Bowl, Alphabet Soup, economic conservatism and liberalism</p>	<p>S1 classifying a series of historical events as examples of change or continuity</p> <p>S2 analyzing how people's perspectives influence information and historical sources</p> <p>S3 explaining and describing the impacts of a market economy</p> <p>S4 describing the interdependent role of competition in a market economy</p> <p>S5 gathering relevant information from multiple sources</p> <p>S6 evaluating the credibility of a source</p> <p>S7 constructing arguments using claims and evidence from multiple sources</p> <p>S8 Identifying aspects of a text which reveals the author's point of view or purpose</p> <p>S9 using standard formats for citation</p>