

THIRD QUARTER · CYCLE 4, UPPER

TOPIC: The Depression and the New Deal

PACING: 6 Days

STANDARDS:

- SS.5-8.C.9** Explain how people from different cultures develop different values and ways of interpreting experience.
- SS.5-8.PPE.4** Compare and contrast past and present changes in physical systems such as seasons, climate, weather, and the water cycle in both national and global contexts.
- SS.5-8.PAG.7** Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.
- SS.5-8.PDC.1** Examine why individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources.

OBJECTIVES:

- Explain why the stock market crashed and how the Great Depression brought hardship.
- Summarize the New Deal and the Second New Deal and how they affected American life.
- Describe difficulties faced by Americans during the Great Depression.

VOCABULARY: invest, stock exchange, default, relief, public works, subsidy, migrant worker, fascism, pension, unemployment insurance

SPIRITUAL APPLICATIONS:

Psalm 146 – Read and discuss this psalm of praise to God who takes care of us in all kinds of difficult and troubling situations.

MCGRAW-HILL RESOURCES:

A History of the United States

Chapter 26 – pp. 711-742

Chapter 26 Digital Lessons Plans and Presentations

Video – *Wall Street Crash 1929* (2:09)

Video – *The New Deal* (4:16)

Video – *The Great Depression and the Dust Bowl* (3:47)

Video – *The New Deal and the Hoover Dam* (3:28)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Great Depression Video Quiz* (30:06)

Learn360 video segment – *The Great Depression* (3:16)

Learn360 video segments – *Dust Bowl and Black Sunday* (7:51)

Learn360 video segment – *Tennessee Valley Authority Act, the National Recovery Administration, Social Security, and Unemployment Insurance* (6:41)

BrainPop video – *Great Depression Causes* (5:08)

BrainPop video – *Great Depression* (3:05)

BrainPop video – *New Deal* (3:04)

BrainPop video – *Eleanor Roosevelt* (5:07)

BrainPop video – *Franklin D. Roosevelt* (5:39)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a three-column chart listing New Deal programs, their acronyms, and a sentence explaining the purpose of the program.
2. Compare unemployment during the Great Depression with other periods, including current unemployment rates.
3. Write a description of a day for residents in “Hooverville.”
4. Research the efforts of Eleanor Roosevelt as the First Lady. How were her activities different from First Ladies before her?
5. Research information on environmental causes of the Dust Bowl. Prepare a poster illustrating your findings as well as ways to assist in preventing a repeat of that devastating weather event.
6. Divide the class into two groups. One group will provide arguments for Roosevelt’s plan to increase the Supreme Court to 15 members. The other group will give arguments for the opposition.

THIRD QUARTER · CYCLE 4, UPPER

TOPIC: America and World War II

PACING: 6 Days

STANDARDS:

- SS.5-8.PAG.5** Research and debate the ideologies and structures of political systems that differ from those of the United States.
- SS.5-8.STS.12** Analyze how science and technology sometimes create ethical issues that test our standards and values.
- SS.5-8.GC.3** Investigate how spatial relationships that relate to ongoing global issues, affect the health and well-being of Earth and its inhabitants.

OBJECTIVES:

- Summarize the events that led to the rise of dictators in Europe.
- Explain how World War II began and why the United States entered the war.
- Evaluate how the war developed in Europe and North Africa and how Germany was defeated.
- Identify what the Holocaust was.
- Analyze events that occurred in the Pacific and how Japan was defeated.

VOCABULARY: dictator, anti-Semitism, totalitarian, appeasement, blitzkrieg, disarmament, ration, Civil defense, internment camp, genocide, Holocaust, concentration camp, Island hopping, kamikaze, atomic bomb

SPIRITUAL APPLICATIONS:

Philippines 4:13 – With God’s help, even difficult situations of life and death can be endured. Think of a difficult time in your life when you felt God’s guidance and protection.

MCGRAW-HILL RESOURCES:

A History of the United States
Chapter 27 - pp. 743-780
 Chapter 27 Digital Lessons Plans and Presentations
 Video – *The Rise of Hitler* (3:37)
 Video – *Pearl Harbor* (2:48)
 Video – *War on the Home Front* (10:42)
 Video – *The War in Europe* (3:19)
 Video – *End of the War in the Pacific* (4:43)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Presidents 1945-1977* (45:12) (segments on Truman)
 Learn360 video – *World War II Video Quiz* (32:03)
 Learn360 video segment – *Unbreakable American Code* (3:21)
 Learn360 video segment – *Weather Forecasting and D-Day* (1:21)
 BrainPop video – *World War II Causes* (4:52)
 BrainPop video – *Adolf Hitler* (4:50)
 BrainPop video – *World War II* (3:15)
 BrainPop video – *Anne Frank* (2:42)
 BrainPop video – *Holocaust* (3:52)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a time line of events leading up to, during and at the conclusion of World War II.
2. Mold a mock panel discussion representing Hitler, Mussolini, Stalin, TĐjĐ, and members of Congress to discuss the Neutrality Acts.
3. Write a narrative about life “on the home front” or as a soldier or conscious objector serving in a foreign country.
4. Research internment camp history and life. Create a board display that shows the information about internment camps. (<http://heartmountain.org/> is a helpful website)
5. Discuss why it is important to learn about the Holocaust even though it was a horrible event. Could something like the Holocaust happen again?
6. Research and create a narrative about a battle in Europe or the Pacific.
7. Write an opinion essay about what you would have done if you had been President Truman.

THIRD QUARTER · CYCLE 4, UPPER

TOPIC: The Cold War Era

PACING: 5 Days

STANDARDS:

- SS.5-8.PPE.6** Illustrate patterns of demographic and political change and cultural diffusion in the past and present.
- SS.5-8.IGI.7** Assess how cultural diffusion occurs when groups migrate.
- SS.5-8.PAG.9** Identify how God has ultimate control and protection over human affairs and discuss the ways He has led in the past.
- SS.5-8.STS.11** Cite evidence of how media are created, received, and are dependent upon cultural contexts.

OBJECTIVES:

- Contrast the goals of the Soviet Union and the United States after World War II.
- Summarize the Truman Doctrine, the Marshall Plan, and the Berlin Crisis.
- Discuss economic problems after World War II.
- Identify how the United States was involved in the Korean War.
- Describe economic and cultural developments in the 1950s.

VOCABULARY: iron curtain, containment, airlift, subversion, espionage, perjury, inflation, Fair Deal, desegregate, demilitarized zone, arms race, summit, standard of living, affluence, materialism

SPIRITUAL APPLICATIONS:

“In reviewing our past history, having traveled over every step of advance to our present standing, I can say, Praise God! As I see what God has wrought, I am filled with astonishment, and with confidence in Christ as leader. We have nothing to fear for the future, except as we shall forget the way the Lord has led us, and His teaching in our past history.” Christian Experience and Teachings of Ellen G. White, p. 204. Discuss how God has led in the past and has ultimate control over human affairs.

MCGRAW-HILL RESOURCES:

A History of the United States
Chapter 28 – pp. 781-810
 Chapter 28 Digital Lessons Plans and Presentations
 Video – *The Berlin Crisis* (1:50)
 Video – *Harry S. Truman* (1:46)
 Video – *The Korean War* (2:28)
 Video – *Foreign Policy during the Cold War* (1:02)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Presidents 1945-1977* (45:12)
 (segments on Truman and Eisenhower)

Learn360 video segment –
Cold War and American Life (2:19)

Learn360 video – *Sputnik* (3:21)

Learn360 video segment –
Nuclear Nightmares and the Space Race (3:12)

BrainPop video – *Cold War* (4:31)

BrainPop video – *United Nations* (4:13)

BrainPop video – *Korean War* (4:09)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Design a poster which illustrates the concept of the “iron curtain.”
2. Analyze the Berlin Airlift and the Crisis in Berlin. How did the United States act without using military force?
3. Research efforts and achievements in the “space race.” Display your findings on a poster or display board.
4. Make a list of ways the Federal Highway Act of 1956 has benefited the country.
5. Describe the higher standard of living enjoyed by most Americans in the 1950s. Write a narrative describing typical daily experiences in the 1950s.
6. Choose one of the technological advances of this period (i.e., television, computers). Make a presentation about the invention and its benefits to share with the class.
7. Discuss how God has ultimate control over human affairs, specifically during this period.