



Unit 2: Section B - Depression and the New Deal: The USA, 1929-41

1	Can I describe the social impact of the Depression?	<ul style="list-style-type: none"> ▪ E/F - describe what life was like during the Depression ▪ C/D - explain, with reference to a source, how people were affected by the Depression ▪ B/A/A* - assess the social impact of the Depression 	<p>Settler:</p> <p>What does this photograph tell you about life in the 1930s in America?</p> <p>Starter:</p> <p>Return papers from Roaring 20s mock and discuss common errors Pupils re-write one answer</p>	<p>Powerpoint</p> <p>YouTube link</p> <p>Depression sources</p> <p>Grapes of Wrath Quotes</p>	<p>Main:</p> <p>T/E - how does the Depression fit into the Unit 2 exam? Show week-by-week plan until the end of the course and stress the need for sustained concentration until then.</p> <p>Explain to pupils that Section B is about them developing their own knowledge. Today they are going to learn about the social effects of the Wall St Crash.</p> <p>General overview</p> <ul style="list-style-type: none"> ▪ Read p118 of AQA textbook ▪ YouTube clip of Depression stories (up to 9.52) <p>What have we learnt so far?</p> <p>In depth research</p> <ul style="list-style-type: none"> ▪ pp 119, 120, 121 ▪ Sources A-H <p>In pairs, pupils find out about how the economy continued to suffer after the Wall St Crash, urban conditions, rural conditions</p> <p>Exam Practice: Using Source C and your own knowledge, describe how the Depression affected ordinary people in 1930s America. (8 marks) [Dorothea Lange quote]</p> <p>Collect in for teacher marking</p> <p>Differentiation: individual feedback</p>	<p>Find a source from the 1930s, stick it into your book and annotate to show what it tells you about the Depression.</p> <p>B/A/A* - use song lyrics</p>	<p>Exit Pass</p> <p>Three facts that you have learned about the Depression today</p>
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2	Can I describe the political impact of the Depression?	<ul style="list-style-type: none"> ▪ E/F - describe what Hoover did to fight the Depression ▪ C/D - explain why Hoover lost the 1932 presidential election ▪ B/A/A* - evaluate the extent to which Hoover has been misjudged by historians 	<p><u>Settler:</u></p> <p>Group review of HW - which one is best? What do the sources tell you about the Depression?</p> <p><u>Starter:</u></p> <p>Mini whiteboard quiz to recap social impact of the Depression</p>	<p>Powerpoint</p> <p>Republicans and democrats</p>	<p><u>Main:</u></p> <p>Recap Section B skills and timeline</p> <p>Divide class into two groups - Republicans and Democrats Each group must plan their party's campaign for the 1932 presidential election:</p> <ul style="list-style-type: none"> ▪ Leader's biog (yellow) ▪ Philosophy (green/ blue/ purple) ▪ Stump speech (green/ blue/ purple) ▪ Ephemera - posters, buttons (red/ orange) <p>Information sharing</p> <p><u>Exam Practice: Describe the actions that Hoover took to try and fight the Depression (8 marks)</u></p> <p><u>Differentiation:</u></p> <p>Differentiation</p> <p>Groups are mixed ability - tasks are aimed at specific levels</p> <p>Ability groups Data capture sheet to help red and orange groups to organise their notes</p>	<p>What does this source tell you about Hoover and the reasons why he lost the 1932 election? (Clare p. 211)</p>	<p>Hotseating Hoover</p>
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<p>3</p>	<p>Can I explain how the New Deal came about and how it tried to help the US economy?</p>	<ul style="list-style-type: none"> ▪ F - list the alphabet acts ▪ E/D - describe the alphabet acts ▪ C/B - explain the reasons behind the alphabet acts ▪ A/A* - analyse the impact of the alphabet acts 	<p><u>Settler:</u></p> <p>Recap learning from last lesson via Venn diagram - words, phrases and images that relate to Democrats, Republicans or both</p> <p><u>Starter:</u></p> <p>Watch video clip about New Deal: http://www.youtube.com/watch?v=XbVcHmdIFyc&safe=active (4:28 to 10:15) and answer simple questions to check comprehension and concentration</p>	<p>Comprehension questions for video clip</p> <p>Different exam practice</p> <p>New deal capture sheet</p> <p>Quiz</p> <p>Venn diagram</p> <p>Differentiation: By the amount of text that needs to be read</p> <p>Red - only need 8 keywords, extra points for descriptive detail rather than explanation</p>	<p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> ▪ Allocate different aspects of the New Deal to each group. <ul style="list-style-type: none"> ○ Red - Fireside chats (p.125) ○ Orange - New Deal and the Banking crisis (p.126) ○ Yellow - AAA and FERA (p.127) ○ Green - CWA and CCC (p.128) ○ Blue - NRA, PWA and WPA (p.128-9) ○ Purple - TVA, HOLC and the Social Security Act (p.130) ▪ Pupils read the relevant sections from the AQA textbook and record what they have learnt on a data capture sheet ▪ Each group feeds back whilst the rest of the class complete the relevant section on the data capture sheet <p>Mini white board quiz to test understanding of alphabet acts</p> <p><u>Skills:</u> Describe how Roosevelt used the New Deal to try and rescue the US economy</p> <ul style="list-style-type: none"> ▪ Identify one keyword for each act ▪ Write a paragraph in answer to the question - make sure you use every key word and that you write at least half a page <ul style="list-style-type: none"> ○ One point for every key word used ○ One extra point for each explanation ○ Bonus points for using all words/ using half of the words well ▪ Self-assessment: what is your answer worth? 	<p>Revise for mock exam</p>	<p>Hotseating Hoover (using 1:43 to 4:27 from the video clip)</p>
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4	Can I deepen my understanding about the New Deal?	<ul style="list-style-type: none"> ▪ F - describe some aspects of the New Deal ▪ E/D - describe some aspects of the New Deal that we didn't know last week ▪ C/B - explain some aspects of the New Deal that we didn't know last week ▪ A/A* - assess how the New Deal developed over time 	<p><u>Settler:</u></p> <p>This cartoon [from john d clare website] from 1934 was designed to portray Roosevelt as the protector and friend of ordinary workers. Pick out as many details as you can from the cartoon which support this view.</p> <p><u>Starter:</u></p> <p>T/E recapping difference between Hoover and Roosevelt.</p>	<p>Mark Scheme</p> <p>Homework Sheet for the video</p> <p>New Deal additional info</p>	<p><u>Main:</u></p> <p><u>Consolidation of content</u> W/C - read information sheet about The New Deal Pairs - highlight anything that is new to you. Make a list of 12 key words/ phrases Individual - Write at least half a page summarising new learning.</p> <p><u>Source work</u> Read Source A. What does it tell you about the impact of Roosevelt's banking reforms?</p> <ul style="list-style-type: none"> • Source A: 'The bank rescue of 1933 was probably the turning point of the Depression. When people were able to survive the shock of having all the banks closed, and then see the banks open up again, with their money protected, there began to be confidence. Good times were coming. It marked the revival of hope'. <p>Raymond Moley, one of Roosevelt's advisers during the Hundred Days Congress session.</p> <p>Differentiation: Red - First New Deal only Blue and Purple - focus on how Roosevelt's focus changed by 1935.</p>	<p>Watch 'Successes of the New Deal' video on YouTube (by MissGiddings) Complete comprehension exercise</p>	<p>Self-assessment of consolidation writing</p>
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5	Was the New Deal a success?	<ul style="list-style-type: none"> ▪ E/F - describe the strengths and weaknesses of the New Deal ▪ D/C - evaluate the success of the New Deal ▪ B/A/A* - compare the success of the New Deal with the economic impact of WW2 	<p>Settler:</p> <p>Sorting exercise: did the New Deal go too far or not far enough?</p> <p>Starter:</p> <p>Feedback on the interpretation question from last week's exam. Individual target setting for today.</p> <p>Differentiation: Simplified version for red table</p>	<p>Card Sort</p> <p>Interpretation Question model answers</p>	<p>Main:</p> <p>Read pp. 131-133</p> <p><u>Analysing how successful the New Deal was (MWH pp224-225)</u></p> <p>Introduce the idea of a scale of success.</p> <p>Each group is given one or more aspects of the New Deal to place on the scale</p> <ul style="list-style-type: none"> ▪ Red - 3 ▪ Orange - 2,3 ▪ Yellow - 3,4 ▪ Green - 2, 4,5,6 ▪ Blue - 1,3 ▪ Purple - all 6 <p>Read p.134</p> <p>Mini whiteboard quiz on the impact of WW2</p> <p><u>Exam practice:</u> Teacher exposition on how to answer the interpretation Q - focus on Q and avoid irrelevance, plan your answer, use precise knowledge (but don't just describe)</p> <p>Ind. writing - 'It was only the Second World War which finally ended the Depression.' Do you agree? Explain your answer.</p> <p>Differentiation: By the number and complexity of aspects studied</p>	<p>Annotate a model answer.</p> <ul style="list-style-type: none"> ▪ Red- Level 2 answer ▪ Yellow- Level 4 answer ▪ Green, Blue and Purple - Level 4 answer without prompts <p>Differentiation: By Level of answer and degree of prompts</p>	<p>Exit card</p> <p>Three things you have learnt about the New Deal today</p> <p>One learning power that you have used</p>
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7	End of Unit Test	<p>A01 Recall, select and communicate their knowledge and understanding of history (15%)</p> <p>A02 Demonstrate their understanding of the past through explanation and analysis of: (1)key concepts: causation, consequence, continuity, change and significance within an historical context, (2) key features and characteristics of the periods studied and the relationship between them (15%)</p> <p>A03 Understand, analyse and evaluate: (1) a range of source material as part of an historical enquiry how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry (7.5%)</p>					
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