

8th Grade New Deal Inquiry

Was the New Deal a Good Deal?			
Staging the Question: Discuss the extent to which government should take care of its people .			
Social Studies Practices		● Gathering, Using, and Interpreting Evidence ● Geographic Reasoning ● Economics and Economic Systems ● Comparison and Contextualization	
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What conditions existed at the onset of the Great Depression?	What kinds of programs did the New Deal create?	What were the positive effects of the new deal?	What were negative effects of the New Deal?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
List the conditions that existed at the onset of the Great Depression.	Construct a graphic organizer depicting New Deal programs.	Create the first half of a T-chart listing potentially positive effects of the New Deal.	Complete a T-chart by listing potentially negative effects of the New Deal.
<i>Integration of Inquiry Process and Skills</i>			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Connect: States and verifies what is known and makes connections to prior knowledge about government involvement by engaging in a discussion about the extent to which government should play a role in taking care of its people. Graphic Organizer: Connect#14	Connect:	Connect: Revises the question or problem as needed to arrive at a manageable topic for inquiry about the positive effects of the New Deal. Graphic Organizer: : Connect#16 and Connect#17	Connect: Revises the question or problem as needed to arrive at a manageable topic for inquiry about the negative effects of the New Deal. Graphic Organizer: : Connect#16 and Connect#17
Wonder: Refines questions to guide the search for different types of information about the conditions that existed at the onset of the Great Depression. Graphic Organizer: Wonder#15	Wonder: Determines what information is needed to support the investigation and answer the questions about the kinds of programs the New Deal created.	Wonder: Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis about the positive effects of the New Deal. Graphic Organizer: Wonder#12	Wonder: Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis about the negative effects of the New Deal. Graphic Organizer: Wonder#12
Investigate: Evaluates and paraphrases information that answers research questions while examining Hoover’s “Rugged Individualism” speech, an excerpt from a newspaper article about the stock market crash, and a chart of consumer loan activity.	Investigate: Uses both facts and opinions responsibly by identifying and verifying them while reading an excerpt from a speech by President Franklin Roosevelt. Graphic Organizer: Investigate#71	Investigate: Uses different formats as sources of information by examining a chart on unemployment figures in the 1930s, information about Public Works Administration projects, information about the establishment of the Social Security program, and the perspective of an everyday American on the New Deal. Graphic Organizer: Investigate#75	Investigate: Recognizes the effect of different perspectives and points of view on information while examining anti-New Deal editorial cartoons, a chart with information about the national debt, and the perspective of an everyday American on the New Deal. Graphic Organizer: Investigate#76 C3 Resources
Construct: Lists the conditions that existed at the onset of the Great Depression.	Construct: Constructs a graphic organizer depicting New Deal programs.	Construct: Compares information found to tentative thesis or hypothesis; revisits and revises thesis/hypothesis as appropriate.	Construct: Compares information found to tentative thesis or hypothesis; revisits and revises thesis/hypothesis as appropriate.
Express:	Express:	Express: Creates the first half of a T-chart listing potentially positive effects of the New Deal.	Express: Completes a T-chart by listing potentially negative effects of the New Deal.
Reflect:	Reflect:	Reflect:	Reflect: Identifies own strengths and sets goals for improvement. Graphic Organizer: Reflect#19
Summative Performance Task: <i>Argument:</i> Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. <i>Extension:</i> Pursue arguments further by creating a campaign-style commercial putting forward a position on the role of government in the United States.			