

**US History: End-of-Course Expectations (EOC) and Depth-of-Knowledge (DOK) Alignment**

Prepared by Patricia Palmer, Ed.D.

Lesson	US HISTORY EOC	DOK
<p><b>The Great Depression (1929-39): A Curriculum for High School Students</b></p> <p>Produced by the Federal Reserve Bank of St. Louis</p> <p><a href="http://www.stlouisfed.org/greatdepression/default.html">http://www.stlouisfed.org/greatdepression/default.html</a></p> <p>This curriculum is designed to provide teachers with economic lessons that they can share with their students to help them understand this significant experience in U.S. history.</p> <p><b>Lesson 1 – Measuring the Great Depression</b></p> <p>This lesson introduces tools—such as Gross Domestic Product (GDP), the unemployment rate and the Consumer Price Index (CPI)—that are used to measure the economy’s health, through an analysis of simple bar charts and graphs. Developing an understanding of these concepts is critical to understanding the magnitude of the economic problems that took place during the Great Depression.</p>	<p>3a. Knowledge of continuity and change in the history of the U.S.</p> <p>J—Understanding economic concepts</p> <ul style="list-style-type: none"> <li>• e. unemployment and employment rate</li> <li>• f. inflation and deflation</li> </ul> <p>O—Understanding the roles of people, business, and government in the economic system of the United States</p> <ul style="list-style-type: none"> <li>• c. monetary policy (why the Federal Reserve System influence interest rates and money supply</li> </ul> <p>P—Understanding functions and effects of economic institutions of the U.S. economy, such as corporations, labor unions and financial institutions</p>	<p>Level 3: Strategic Reasoning</p> <ul style="list-style-type: none"> <li>• Complex and abstract thinking is required</li> <li>• Often need to provide support for reasoning or conclusions drawn</li> <li>• More than one “correct” Response or approach is often Possible</li> </ul> <p>Level 3: Strategic Reasoning</p> <ul style="list-style-type: none"> <li>• Complex and abstract thinking is required</li> <li>• Often need to provide support for reasoning or conclusions drawn</li> <li>• More than one “correct” Response or approach is often Possible</li> </ul> <p>Level 2: Skill/Concept</p> <ul style="list-style-type: none"> <li>• Focus is on applying skills and concepts, relationships, and main ideas</li> <li>• Requires deeper knowledge than definition</li> <li>• Explaining how and why</li> <li>• Making decisions</li> <li>• Interpreting in order to respond</li> <li>• One right answer</li> </ul>

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	<p>R—Understanding the roles of the government in the U.S. economy (defining and protecting property right, maintaining competition, promoting goals such as full employment, stable prices, growth and justice)</p> <p>4 a. Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events  <u>US History:</u> Apply the following major economic concepts...                      g. unemployment and full employment                      h. inflation and deflation</p> <p><u>Economics:</u> Apply major economic concepts...                      e. gross domestic product (GDP)</p> <p>7 f. Interpreting various social studies resources                      Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts</p>	<p>Level 2: Skill/Concept</p> <ul style="list-style-type: none"> <li>• Focus is on applying skills and concepts, relationships, and main ideas</li> <li>• Requires deeper knowledge than definition</li> <li>• Explaining how and why</li> <li>• Making decisions</li> <li>• Interpreting in order to respond</li> <li>• One right answer</li> </ul> <p>Level 3: Strategic Reasoning</p> <ul style="list-style-type: none"> <li>• Complex and abstract thinking is required</li> <li>• Often need to provide support for reasoning or conclusions drawn</li> <li>• More than one “correct” response or approach is often possible</li> </ul> <p>Level 2: Skill/Concept</p> <ul style="list-style-type: none"> <li>• Focus is on applying skills and concepts, relationships, and main ideas</li> <li>• Requires deeper knowledge than definition</li> <li>• Explaining how and why</li> <li>• Making decisions</li> <li>• Interpreting in order to respond</li> <li>• One right answer</li> </ul> <p>Level 3: Strategic Reasoning</p> <ul style="list-style-type: none"> <li>• Complex and abstract thinking is required</li> <li>• Often need to provide support for reasoning or conclusions drawn</li> <li>• More than one “correct” response or approach is often possible</li> </ul>

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<p><b>Lesson 2 – What Do People Say?</b></p> <p>There are many suggested causes for the Great Depression. It is important for students to understand that occurrences such as the stock market crash—and other events that affected particular sectors of the economy—were important, but not significant enough to cause the Great Depression. By reading fictitious letters that reflect actual problems and people’s concerns during the Great Depression, students begin to identify with the people of that era and to uncover the problems that people experienced during the Great Depression.</p>	<p>3a. Knowledge of continuity and change in the history of the U.S.</p> <p>N—Economic development in the U.S.</p> <p>b. role of the frontier and agriculture</p> <p>c. impact of technological change and urbanization on land, resources, society, politics and culture</p> <p>P-- Understanding functions and effects of economic institutions of the U.S. economy, such as corporations, labor unions and financial institutions</p> <p>R—Understanding the roles of the government in the U.S. economy (defining and protecting property right, maintaining competition, promoting goals such as full employment, stable prices, growth and justice)</p> <p>4 a. Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events</p> <p><u>US History:</u> Apply the following major economic concepts...</p> <p>g. unemployment and full employment</p> <p>h. inflation and deflation</p> <p>H—Analyze the roles people, business, labor, unions and government have played in the U.S. economy, such as:</p> <p>a. monetary policy (why the Federal Reserve System influences interest rates and money supply.)</p>	<p>Level 2: Skill/Concept</p> <ul style="list-style-type: none"> <li>• Focus is on applying skills and concepts, relationships, and main ideas</li> <li>• Requires deeper knowledge than definition</li> <li>• Explaining how and why</li> <li>• Making decisions</li> <li>• Interpreting in order to respond</li> <li>• One right answer</li> </ul> <p>Level 3: Strategic Reasoning</p> <ul style="list-style-type: none"> <li>• Complex and abstract thinking is required</li> <li>• Often need to provide support for reasoning or conclusions drawn</li> <li>• More than one “correct” response or approach is often possible</li> </ul>

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<p><b>Lesson 3 – What Really Caused the Great Depression?</b></p> <p>Through participation in two simulations, students determine that bank panics and a shrinking money supply were the primary causes of the Great Depression. Through an additional activity, they see how the many other factors they have discussed, such as problems in the agricultural sector and the stock market crash, exacerbated the situation.</p>	<p>3a. Knowledge of continuity and change in the history of the U.S.</p> <p>J—Understanding economic concepts</p> <ul style="list-style-type: none"> <li>• e. unemployment and employment rate</li> <li>• f. inflation and deflation</li> </ul> <p>N—Describe the historical development of the American economy, including:</p> <ul style="list-style-type: none"> <li>• d. changing relationships between the government and the economy</li> </ul> <p>O-- Understanding the roles of people, business, and government in the economic system of the United States</p> <ul style="list-style-type: none"> <li>• c. monetary policy (why the Federal Reserve System influence interest rates and money supply)</li> </ul> <p>4 a. Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events</p> <ul style="list-style-type: none"> <li>g. unemployment and full employment</li> <li>h. inflation and deflation</li> </ul>	<p>Level 3: Strategic Reasoning</p> <ul style="list-style-type: none"> <li>• Complex and abstract thinking is required</li> <li>• Often need to provide support for reasoning or conclusions drawn</li> <li>• More than one “correct” response or approach is often possible</li> </ul> <p>Level 2: Skill/Concept</p> <ul style="list-style-type: none"> <li>• Focus is on applying skills and concepts, relationships, and main ideas</li> <li>• Requires deeper knowledge than definition</li> <li>• Explaining how and why</li> <li>• Making decisions</li> <li>• Interpreting in order to respond</li> <li>• One right answer</li> </ul> <p>Level 3: Strategic Reasoning</p> <ul style="list-style-type: none"> <li>• Complex and abstract thinking is required</li> <li>• Often need to provide support for reasoning or conclusions drawn</li> <li>• More than one “correct” response or approach is often possible</li> </ul> <p>Level 3: Strategic Reasoning</p> <ul style="list-style-type: none"> <li>• Complex and abstract thinking is required</li> <li>• Often need to provide support for reasoning or conclusions drawn</li> <li>• More than one “correct”</li> </ul>

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<p><b>Lesson 4 – Dealing with the Great Depression</b></p> <p>Students learn about programs initiated through the New Deal. By comparing and categorizing New Deal programs, they recognize that the value of most of these programs was their effects on the confidence that U.S. citizens had in the economy. Students also identify the impact that these programs had on the role of the U.S. government in the economy.</p>	<p>H-- Analyze the roles people, business, labor, unions and government have played in the U.S. economy, such as:</p> <p>a. monetary policy (why the Federal Reserve System influences interest rates and money supply.)</p> <p>1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</p> <p>A-- Analyze the changing roles of government in the context of the historical period being studied</p> <p>a. philosophy c. duties</p> <p>3 a. Knowledge of continuity and change in the history of the U.S</p> <p>I-- Analyze the evolution of American <b>democracy</b>, its ideas, institutions and political processes from Reconstruction to the present, including</p> <p>c. expanding role of government</p> <p>J-- Apply the following major economic concepts in the context of the historical period ...</p> <p>b. supply and demand c. business cycle e. unemployment and full employment f. inflation and deflation</p>	<p>response or approach is often possible</p> <p>Level 3: Strategic Reasoning</p> <ul style="list-style-type: none"> <li>• Complex and abstract thinking is required</li> <li>• Often need to provide support for reasoning or conclusions drawn</li> <li>• More than one “correct” response or approach is often possible</li> </ul> <p>Level 3: Strategic Reasoning</p> <ul style="list-style-type: none"> <li>• Complex and abstract thinking is required</li> <li>• Often need to provide support for reasoning or conclusions drawn</li> <li>• More than one “correct” response or approach is often possible</li> </ul> <p>Level 3: Strategic Reasoning</p> <ul style="list-style-type: none"> <li>• Complex and abstract thinking is required</li> <li>• Often need to provide support for reasoning or conclusions drawn</li> <li>• More than one “correct” response or approach is often possible</li> </ul> <p>Level 3: Strategic Reasoning</p> <ul style="list-style-type: none"> <li>• Complex and abstract thinking is required</li> <li>• Often need to provide support for reasoning or conclusions drawn</li> <li>• More than one “correct” response or approach is often possible</li> </ul>

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	<p>g. saving and investment</p> <p>N-- Describe the historical development of the American economy, including:</p> <ul style="list-style-type: none"> <li>• d. changing relationships between the government and the economy</li> </ul> <p>O-- Understanding the roles of people, business, and government in the economic system of the United States</p> <ul style="list-style-type: none"> <li>• c. monetary policy (why the Federal Reserve System influence interest rates and money supply)</li> </ul> <p>R-- Understanding the roles of the government in the US economy Identify the roles on government in the US economy (defining and protecting property right, maintaining competition, promoting goals such as full employment, stable prices, growth and justice)</p> <p>W-- Describe and evaluate the evolution of United States domestic and foreign policies from Reconstruction to the present, including:</p> <ul style="list-style-type: none"> <li>e. New Deal</li> </ul>	<p>possible</p> <p>Level 2: Skill/Concept</p> <ul style="list-style-type: none"> <li>• Focus is on applying skills and concepts, relationships, and main ideas</li> <li>• Requires deeper knowledge than definition</li> <li>• Explaining how and why</li> <li>• Making decisions</li> <li>• Interpreting in order to respond</li> <li>• One right answer</li> </ul> <p>Level 3: Strategic Reasoning</p> <ul style="list-style-type: none"> <li>• Complex and abstract thinking is required</li> <li>• Often need to provide support for reasoning or conclusions drawn</li> <li>• More than one "correct" response or approach is often possible</li> </ul> <p>Level 2: Skill/Concept</p> <ul style="list-style-type: none"> <li>• Focus is on applying skills and concepts, relationships, and main ideas</li> <li>• Requires deeper knowledge than definition</li> <li>• Explaining how and why</li> <li>• Making decisions</li> <li>• Interpreting in order to respond</li> <li>• One right answer</li> </ul> <p>Level 3: Strategic Reasoning</p> <ul style="list-style-type: none"> <li>• Complex and abstract thinking is required</li> <li>• Often need to provide support for reasoning or conclusions drawn</li> <li>• More than one "correct" response or approach is often possible</li> </ul>

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	<p>4 a. Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events</p> <p>b. supply and demand</p> <p>c. savings and investment</p> <p>d. business cycle</p> <p>e. profit</p> <p>f. government regulation and deregulation</p> <p>g. unemployment and full employment</p> <p>h. inflation and deflation</p> <p>H-- Analyze the roles people, business, labor, unions and government have played in the U.S. economy, such as:</p> <p>a. monetary policy (why the Federal Reserve System influences interest rates and money supply.)</p> <p>b. fiscal policy (government taxation and spending</p> <p>d. how boycotts, strikes, and embargoes, affect trade and people's choices</p> <p>K—Understanding the roles of government in a market economy: Analyze the roles of government in a <b>market economy</b> (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth and justice)</p> <p>3 a. Knowledge of continuity and change in the history of the U.S</p> <p>O-- Understanding the roles of people, business, and government in the economic system of the United States</p> <ul style="list-style-type: none"> <li>• c. monetary policy (why the Federal Reserve System influence interest rates and money supply)</li> </ul>	<p>Level 3: Strategic Reasoning</p> <ul style="list-style-type: none"> <li>• Complex and abstract thinking is required</li> <li>• Often need to provide support for reasoning or conclusions drawn</li> <li>• More than one "correct" response or approach is often possible</li> </ul> <p>Level 3: Strategic Reasoning</p> <ul style="list-style-type: none"> <li>• Complex and abstract thinking is required</li> <li>• Often need to provide support for reasoning or conclusions drawn</li> <li>• More than one "correct" response or approach is often possible</li> </ul> <p>Level 2: Skill/Concept</p> <ul style="list-style-type: none"> <li>• Focus is on applying skills and concepts, relationships, and main ideas</li> <li>• Requires deeper knowledge than definition</li> <li>• Explaining how and why</li> <li>• Making decisions</li> <li>• Interpreting in order to respond</li> <li>• One right answer</li> </ul> <p>Level 3: Strategic Reasoning</p> <ul style="list-style-type: none"> <li>• Complex and abstract thinking is required</li> <li>• Often need to provide support for reasoning or conclusions drawn</li> <li>• More than one "correct" response or approach is often possible</li> </ul>

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<p><b>Lesson 5 – Turn Your Radio On</b></p> <p>Students use excerpts from Franklin Delano Roosevelt’s “fireside chats” to identify his plans for restoring the economy. They determine that using available technology to communicate was important to FDR’s effort to restore consumer confidence.</p>	<ul style="list-style-type: none"> <li>• d. fiscal policy (government taxation and spending)</li> </ul> <p>4 a. Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events</p> <ul style="list-style-type: none"> <li>b. supply and demand</li> <li>c. savings and investment</li> <li>d. business cycle</li> <li>e. profit</li> <li>f. government regulation and deregulation</li> <li>g. unemployment and full employment</li> <li>h. inflation and deflation</li> </ul> <p>H-- Analyze the roles people, business, labor, unions and government have played in the U.S. economy, such as:</p> <ul style="list-style-type: none"> <li>a. monetary policy (why the Federal Reserve System influences interest rates and money supply.)</li> <li>b. fiscal policy (government taxation and spending)</li> <li>d. how boycotts, strikes, and embargoes, affect trade and people’s choices</li> </ul> <p>K—Understanding the roles of government in a market economy: Analyze the roles of government in a <b>market economy</b> (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth and justice)</p> <p>3 a. Knowledge of continuity and change in the history of the U.S</p> <p>I—Political development in the United States Analyze the evolution of American democracy, its ideas, institutions and political processes from Reconstruction to the present, including:</p>	<p>Level 3: Strategic Reasoning</p> <ul style="list-style-type: none"> <li>• Complex and abstract thinking is required</li> <li>• Often need to provide support for reasoning or conclusions drawn</li> <li>• More than one “correct” response or approach is often possible</li> </ul> <p>Level 3: Strategic Reasoning</p> <ul style="list-style-type: none"> <li>• Complex and abstract thinking is required</li> <li>• Often need to provide support for reasoning or conclusions drawn</li> <li>• More than one “correct” response or approach is often possible</li> </ul> <p>Level 2: Skill/Concept</p> <ul style="list-style-type: none"> <li>• Focus is on applying skills and concepts, relationships, and main ideas</li> <li>• Requires deeper knowledge than definition</li> <li>• Explaining how and why</li> <li>• Making decisions</li> <li>• Interpreting in order to respond</li> <li>• One right answer</li> </ul> <p>Level 3: Strategic Reasoning</p> <ul style="list-style-type: none"> <li>• Complex and abstract thinking is required</li> <li>• Often need to provide support for reasoning or conclusions drawn</li> <li>• More than one “correct”</li> </ul>

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<p><b>Lesson 6 – Could It Happen Again?</b></p> <p>Students learn about the roles and functions of the Federal Reserve System. Through a simulation, they learn how the Fed manages the money supply through open market operations. They identify what central bankers have learned about implementing monetary policy as a result of the Great Depression. Furthermore, they recognize the steps the central bank has taken to respond effectively to financial crises since that time.</p>	<p>c. expanding role of government</p> <p>N-- Describe the historical development of the American economy, including:</p> <ul style="list-style-type: none"> <li>• d. changing relationships between the government and the economy</li> </ul> <p>O-- Understanding the roles of people, business, and government in the economic system of the United States</p> <ul style="list-style-type: none"> <li>• c. monetary policy (why the Federal Reserve System influence interest rates and money supply)</li> </ul> <p>P-- Understanding functions and effects of economic institutions of the U.S. economy, such as corporations, labor unions and financial institutions</p> <p>R-- Understanding the roles of the government in the US economy Identify the roles on government in the US economy (defining and protecting property right, maintaining competition, promoting goals such as full employment, stable prices, growth and justice)</p>	<p>response or approach is often possible</p> <p>Level 2: Skill/Concept</p> <ul style="list-style-type: none"> <li>• Focus is on applying skills and concepts, relationships, and main ideas</li> <li>• Requires deeper knowledge than definition</li> <li>• Explaining how and why</li> <li>• Making decisions</li> <li>• Interpreting in order to respond</li> <li>• One right answer</li> </ul> <p>Level 3: Strategic Reasoning</p> <ul style="list-style-type: none"> <li>• Complex and abstract thinking is required</li> <li>• Often need to provide support for reasoning or conclusions drawn</li> <li>• More than one “correct” response or approach is often possible</li> </ul> <p>Level 2: Skill/Concept</p> <ul style="list-style-type: none"> <li>• Focus is on applying skills and concepts, relationships, and main ideas</li> <li>• Requires deeper knowledge than definition</li> <li>• Explaining how and why</li> <li>• Making decisions</li> <li>• Interpreting in order to respond</li> <li>• One right answer</li> </ul> <p>Level 2: Skill/Concept</p> <ul style="list-style-type: none"> <li>• Focus is on applying skills and concepts, relationships, and main ideas</li> <li>• Requires deeper knowledge than definition</li> <li>• Explaining how and why</li> <li>• Making decisions</li> </ul>

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