

Unit Assessment Plan: Build Your Own New Deal Project

Overview

For this unit on the Great Depression, I will use various means to assess my students' mastery of the content and cognitive level objectives. In addition to various formative assessments throughout the unit, such as participation in class discussions and completion of warm-up activities, homework assignments, and post-lesson writing prompts, students will be summatively assessed through both a standard unit test and a final project. This multiple-choice test will effectively assesses the content knowledge and cognitive skills outlined in the unit objectives and state standards. Additionally, students will be assessed through the final unit project. For this final unit project, students must design their own New Deal to address the problems of the Great Depression. In this final project, students will turn in a poster or flyer outlining and explaining their plan to the American people.

This project will assess students' knowledge and comprehension of the programs of the New Deal, and their understanding of how these programs impacted America (SOL USII.6d, NCSS 2A-C, Objectives 2-4). Additionally, students also must understand how the Great Depression initially impacted the lives of Americans, and how the programs aimed to alleviate the problems of the Depression. In regards to the PASS standards, this assessment encourages levels of deeper knowledge and connections beyond the classroom. Students are not simply writing an in-class essay, but are asked to evaluate and devise their own economic program, allowing for both greater student voice and an opportunity for authentic assessment. At the end of this document, there is an example of what the project should look like.

Below is the prompt and rubric on which the project will be assessed. The project will be graded out of 24 possible points using an analytical rubric. An analytical rubric allows for multiple areas of the assignment to be assessed. These areas are weighted, with higher weight placed on Ideas and Content and Detail and Information, which are the true substance of the assignment. The other two areas, Creativity and Presentation and Grammar and Mechanics, are still important for students to excel, but are not weighted as heavily as the first two areas.

Final Project: Build Your Own New Deal Prompt

In this unit, we learned about how the Great Depression negatively impacted the lives of many Americans. In order to address these negative impacts, President Franklin D. Roosevelt implemented the New Deal. For this assignment, you must create a poster or flyer of your own New Deal with at least **three** different programs and/or policies. For each of these programs or policies, please write both a three sentence description of your program, and an explanation of how your program impacted the American people or American society.

These programs or policies can be similar to those we learned about in the New Deal, but you must **explain why** these programs are important in helping address the problems of the Great Depression. In your final project, include a title of for your plan and a slogan, and a title, description, and explanation for each program or policy. Additionally, please indicate whether your plan is conservative, liberal, or radical. Be creative!

Grading Rubric: Build Your Own New Deal

Category	4	3	2	1
Ideas and Content (8 points)	The student included at least (3) programs or policies relevant to the Great Depression.	The student included (2-3) programs or policies moderately relevant to the Great Depression.	The student included (1-2) programs or policies somewhat relevant to the Great Depression.	The student included no programs or policies, or (1) program or policy not relevant to the Great Depression.
Detail and Information (8 points)	The student wrote a (3) sentence detailed, relevant description and explanation for each program or policy.	The student wrote a (2-3) sentence moderately detailed, relevant description and explanation for each program or policy.	The student wrote a (1-2) sentence somewhat detailed, relevant description and explanation for each program or policy.	The student wrote a (1) sentence description or explanation for each program or policy; or no description at all.
Creativity and Presentation (4 points)	The student's poster/flyer is well-organized, neat, and easy to read. Includes graphics, interesting title, and slogan.	The student's poster/flyer is mostly neat, but has components that are a bit hard to read or disorganized. Includes two of the following: graphics, interesting title, or slogan.	The student's poster/flyer is disorganized and difficult to read. Includes one of the following: graphics, interesting title, or slogan.	The student's poster/flyer is disorganized and difficult to read, or the student did not turn in a poster/flyer. Does not include a graphic, interesting title, or slogan.
Grammar and Mechanics (4 points)	The text of the poster/flyer is either typed or neatly handwritten, with no or very little (1-2) errors.	The text of the poster/flyer is typed or handwritten, but with a few (3-5) errors.	The text of the poster/flyer is typed or handwritten but has several errors.	The text of the poster/flyer is typed or badly handwritten and has several errors, or the student did not turn in a poster/flyer.

President Zimpelman's Plan for a Better America!



**Great Depression got you down? Don't fear, Zimpelman is here,
with a plan to help get Americans out of this slump!**

1. The Young Workers Corps (YWC) is a program which hires unemployed men and women between the ages of 18 and 25 to complete public works projects, such as repairing roads, maintaining beaches, and restoring other cultural and national landmarks. This program is specifically geared toward addressing the problem of unemployment among young people. The goal of this program is to decrease unemployment, and provide a psychological boost to young Americans.
2. The Central Breadline is a program which gives jobs to people who are unemployed and gives food to people who are hungry. The Central Breadline employs people looking for work as cooks, janitors, or servers, who prepare food daily for people who are hungry in major cities across the United States. This program is needed because millions of Americans are unemployed, and many others struggled to provide food for themselves or their family.
3. The Bank Regulation Act is a policy which monitors the activities of all banks operating within the United States. This act effectively shut down all banks for a period of time in order to be inspected by the US government. If banks do not pass inspection, they are either shut down or receive help from the government. This

policy also created insurance for money deposits. This policy aims to restore Americans' faith in bankings, and to create a system that is not corrupt but healthy.