

## Layered Curriculum Guide Sheet

### The Great Depression and the New Deal

In a layered curriculum unit, students work independently and in small groups to choose a number of assignments that they select from a teacher-generated list. Students decide in advance what grade they want on the unit, and then complete enough activities to earn the necessary points.

Activities are divided by level of difficulty into C Level, B Level, and A Level. Students must earn a specified number of points to move from C to B, then to A Level. There are no traditional multiple-choice or essay-style assessments for this unit.

For this sample U.S. history lesson on the Great Depression, students had two weeks to complete activities.

#### C Level Tasks – Earn 80 Points (Basic Understanding)

Task	Points	Check
1. <b>Answer all response questions</b> for each <b>section</b> in each chapter [of text]. Responses must be <b>in complete sentences</b> , either typed or in best handwriting using black ink. <b>Must pass oral defense to receive credit.</b>	<b>25</b>	
2. <b>Outline</b> each section in chapter 22 and 23. Use traditional outline form; either typed or in best handwriting using black ink.	<b>25</b>	
3. <b>Create a newspaper</b> that discusses incidents from the Great Depression and New Deal. Include <ul style="list-style-type: none"> <li>• Pictures</li> <li>• Cover story</li> <li>• Obituaries</li> <li>• Editorials</li> <li>• Political cartoons</li> <li>• Any other features of a newspaper you prefer.</li> </ul> <b>Minimum requirements</b> are four articles (at least two 5-7 sentence paragraphs each) and two pictures.	<b>25</b>	
4. <b>Write essay responses to all five learning objectives</b> [for the unit]. They should be approximately one typed or two hand-written pages each. <b>Must pass oral defense to receive credit.</b>	<b>25</b>	
5. <b>Create 15 flashcards</b> with Great Depression/New Deal figures, laws, agencies, et cetera. Place the term on the front and a description on the back. Correctly identify 12 of 15 cards in an oral quiz from the teacher when you turn them in. <b>Must pass oral defense to receive credit.</b>	<b>15</b>	
6. <b>Act out one section</b> from either chapter. Up to three students may get credit for this; if more than three students participate, they do so without receiving credit. Lines must be memorized. Production must be at least four minutes long to earn all points and address the major issues and ideas in the section. You must schedule a time to perform with the teacher.	<b>20</b>	
7. <b>Create a five-panel comic strip</b> on one section of the play. Use at least three colors. Each panel must contain a caption and the final product must include a one-paragraph summary of the section.	<b>15</b>	
8. <b>Create a poster</b> that demonstrates important ideas, legislation, agencies, or social/economic/ political changes. It must have at least four paragraphs and three images of superior quality to earn all points.	<b>10</b>	

**B Level Tasks – Choose two; earn ten points**

Task	Points	Check
<b>*1. Complete crossword puzzles</b> at [publisher's Internet site] with 100% accuracy. Print and submit.	<b>5</b>	
<b>2. Create a diary</b> assuming the role of a farmer, businessman, homeless person, woman, child, or African American. Include a MINIMUM of three 1-3 page entries.	<b>5</b>	
<b>3. Complete Main Ideas sections in chapter assessments</b> [of text]. Use complete sentences; either typed or in best handwriting with black ink. <b>Must pass oral defense to receive credit.</b>	<b>5</b>	
<b>*4. Read all three primary sources</b> for Chapter 23 at [publisher's Internet site]. Write a one-paragraph summary of each. Include an additional paragraph of analysis.	<b>5</b>	

**A Level Tasks – Choose one; earn ten points**

Task	Points	Check
<b>1. Create an oral history</b> by interviewing someone who experienced the Great Depression and New Deal. Write a two-page <b>typed</b> transcript of the interview. You may want to use a tape recorder for this assignment.	<b>10</b>	
<b>2. Write a three-page TYPED research paper</b> on any Great Depression/New Deal topic. Get approval from the teacher on the topic. Use at least two primary sources, two secondary sources, and no more than three Internet sources.	<b>10</b>	
<b>3. Read any TWO of the following and TYPE a two-page summary (one page on each). In addition, explain which learning objective each supports, and show how it achieves that support:</b> <ul style="list-style-type: none"> <li>• Robert S. McElvaine, <i>The Great Depression</i>, Chapter 7, Action and Action Now, pp. 138-169</li> <li>• Frederick Lewis Allen, <i>Since Yesterday</i>, Chapter VII, Reform – And Recovery, pp. 162-195</li> <li>• Frederick Lewis Allen, <i>Since Yesterday</i>, Chapter VIII, When the Farms Blew Away, pp. 196-214</li> <li>• Frederick Lewis Allen, <i>The Big Change</i>, Chapter 10, The Great Depression, pp. 128-138</li> </ul>	<b>10</b>	

**Timeline:**

All tasks must be completed by \_\_\_\_\_

**Word Processing Specifications:**

Use either Tahoma, Arial, or Shruti 12 point font with one-inch margins.

Unless otherwise specified, products can be submitted in hand-written form. However, **an extra credit bonus of 10% will be awarded to typed products.**

To set goals and to chart their progress, students were given this form at the beginning of the unit. It also served as their grade sheet at the end of the layered curriculum unit.

**STUDENT NAME:** \_\_\_\_\_

**POINT GOAL:** \_\_\_\_\_

<b>C Level Tasks</b>	<b>Points possible</b>	<b>Date completed</b>	<b>Points received</b>

<b>B Level Tasks</b>	<b>Points possible</b>	<b>Date completed</b>	<b>Points received</b>

<b>A Level Tasks</b>	<b>Points possible</b>	<b>Date completed</b>	<b>Points received</b>

<b>FINAL GRADE</b> <b>Number of tasks completed</b>	<b>Total points possible</b>	<b>Date completed</b>	<b>Total points received</b>