

Date	Lesson Objectives <b>WALT (We Are Learning To...): Aims of lessons</b> <b>SUCCESS CRITERIA: What pupils will be expected to do</b>	Resources, Classwork and Homework
<p><b>AUTUMN TERM</b></p> <p><b>Weeks 1-2</b></p> <p><b>Week 3</b></p> <p><b>Weeks 4-5</b></p>	<p>Two lessons per week</p> <p><b>INTERNATIONAL RELATIONS, 1919-1989 (Paper 1)</b> Key Question 1: 'Were the Peace Treaties of 1919-1923 fair?'</p> <p><b>Websites:</b> <a href="http://history.acusd.edu/gen/text/versaillestreaty/vercontents.html">http://history.acusd.edu/gen/text/versaillestreaty/vercontents.html</a> <a href="http://www.nv.cc.va.us/home/cevans/Versailles/index.html">www.nv.cc.va.us/home/cevans/Versailles/index.html</a> <a href="http://www.learn.co.uk/versailles/index.htm">www.learn.co.uk/versailles/index.htm</a></p> <p>1. What were the motives and aims of the Big Three at Versailles? <b>WALT:</b> (a) Identify and explain the attitudes and aims of France, Britain and America towards Germany at the Paris Peace Conference, 1919. <b>SUCCESS CRITERIA: Pupils will be expected to...</b> (i) Explain the motives and aims of the Big Three at Versailles in the context of the First World War. (ii) Make clear distinctions orally and in writing between the motives and aims of the Big Three.</p> <p>2. Why did all of the victors not get everything they wanted? <b>WALT:</b> (a) Identify and explain the agreements and disagreements between the Big Three leaders. <b>SUCCESS CRITERIA: Pupils will be expected to...</b> (i) Demonstrate an understanding that the leaders' aims were too different and that public opinion at home affected the decisions of the leaders. (ii) Have a clear understanding of Wilson's Fourteen Points and determine how far they were adopted in the ToV.</p> <p>3. What was the immediate impact of the peace treaty on Germany up to 1923? <b>WALT:</b> (a) Identify the terms of the Treaty of Versailles. (b) Examine the impact of the treaty upon Germany. <b>SUCCESS CRITERIA: Pupils will be expected to...</b> (i) Describe the terms and explain the effects of the Treaty of Versailles upon Germany in thematic terms. (ii) Interpret and explain the message of cartoons about the Treaty of Versailles.</p>	<p><b>Main Textbooks:</b> John Murray 'GCSE Modern World History (2<sup>nd</sup> ed.) by Ben Walsh. Heinemann 'Modern World History' by Kelly &amp; Lacey. Nelson Thornes 'Essential Modern World History' by Steven Waugh.</p> <p><b>Classwork:</b> 1. Group work: Produce a large wall chart showing the motives and aims of the Big Three at Versailles ranging from realist to idealist and the terms of the Treaty (war guilt, reparations, military, territory, League of Nations).</p> <p><b>Homework:</b> Table or speech of the Big Three leaders showing their motives and aims at Versailles (Walsh, Worksheet 4.1).</p> <p><b>Classwork:</b> 1. Clemenceau and Lloyd George's opinions on Wilson's Fourteen Points (Walsh, Worksheet 4.3A)</p> <p><b>Homework:</b> Big Three summary table of agreements and disagreements (Walsh, Worksheet 4.3B and 4.4)</p> <p><b>Classwork:</b> 1. Spider diagram / Map work on the terms of the treaty. 2. Letter from Berlin (Walsh, p.90). 3. Cartoon analysis on the Paris Peace Conference and the Treaty of Versailles (Walsh, Worksheet 4.2).</p> <p><b>Homework:</b> German newspaper article on the terms of the treaty.</p>

<p>Week 6</p>	<p>4. Could the treaties be justified at the time?</p> <p><b>WALT:</b></p> <p>(a) Understand the view of contemporaries about the terms of the Treaty of Versailles.</p> <p>(b) Evaluate the terms of the other treaties.</p> <p>(c) Produce a structured, balanced account of the fairness / unfairness of the Treaty of Versailles relative to other treaties.</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b></p> <p>(i) Describe the terms of the other treaties with Austria, Hungary, Bulgaria and Turkey.</p> <p>(ii) Evaluate the terms of the Treaty of Versailles with the other treaties to determine fairness / unfairness.</p> <p>(iii) Share and communicate findings orally and in writing.</p>	<p>Classwork:</p> <ol style="list-style-type: none"> <li>1. Matching exercise on the consequences of the Treaty of Versailles.</li> <li>2. Sourcework: 'Why did the Germans hate the Treaty of Versailles?'</li> <li>3. Rating the treaties (Walsh, Worksheet 4.5).</li> </ol> <p>Homework:</p> <p>Essay: 'Was the Treaty of Versailles fair?'</p> <p>Unit Assessment 1: The Treaty of Versailles.</p>
<p>Week 7-8</p>	<p>Key Question 2: 'To what extent was the League of Nations a success?'</p> <p>Websites:</p> <p><a href="http://www.library.miami.edu/gov/League.html">www.library.miami.edu/gov/League.html</a></p> <p><a href="http://www.yale.edu/lawweb/avalon/leagcov.htm">www.yale.edu/lawweb/avalon/leagcov.htm</a></p> <p><a href="http://www.unog.ch/art/panoram/disarm.htm">www.unog.ch/art/panoram/disarm.htm</a></p> <p>1. How successful was the League in the 1920s?</p> <p><b>WALT:</b></p> <p>(a) Understand contemporary views of the League of Nations.</p> <p>(b) Examine the structure and organisation of the League.</p> <p>(c) Analyse and interpret cartoons for meaning.</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b></p> <p>(i) Explain the message of a cartoon about the aims of the League of Nations.</p> <p>(ii) Explain America's absence from the League.</p> <p>(iii) Describe the structure and organization of the League.</p>	<p>Classwork:</p> <ol style="list-style-type: none"> <li>1. Cartoon analysis on contemporary views about the League (Walsh, Worksheet 8.1).</li> <li>2. Poster explaining the purpose and advantages of the League.</li> <li>3. Spider diagram / Editor's comment on reasons for America's absence from the League (Walsh, Worksheet 8.2).</li> <li>4. Evaluating the strengths and weaknesses of the organization of the League (Walsh, Worksheet 8.3).</li> </ol> <p>Homework:</p> <p>Table on the weaknesses of the League of Nations.</p> <p>Cartoon analysis on America's absence from the League.</p>

Weeks 9-10	<p>2. How far did weaknesses in the League's organization make failure inevitable?</p> <p><b>WALT:</b>  (a) Identify the weaknesses of the League of Nations.  (b) Examine the successes and failures of the League in the 1930s.</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b>  (i) Explain the weaknesses of the League of Nations.  (ii) Produce a structured, balanced evaluation of the work of the League in the 1920s.</p>	<p>Classwork:</p> <ol style="list-style-type: none"> <li>Tables of information on the League's work in the 1920s: 'Resolving international disputes', 'Creating international agreements' and 'The work of the agencies of the League' (Walsh, Worksheets 8.4 and 8.5).</li> </ol> <p>Homework:</p> <p>Essay: 'How successful was the League in the 1920s?' (Walsh, Worksheet 8.6)</p>
Week 10	<p>3. How far did the Depression make the work of the League more difficult?</p> <p><b>WALT:</b>  (a) Describe and explain how the Depression of the 1930s made the work of the League of Nations more difficult.</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b>  (i) Make links between the impact and effects of the Depression and the rise of the inter-war dictators and the work of the League of Nations in the 1930s.</p>	<p>Classwork:</p> <ol style="list-style-type: none"> <li>Notes on the impact of the Depression on the League of Nations.</li> </ol> <p>Homework:</p> <p>N/a.</p>
Weeks 11-12	<p>4. Why did the League fail over Manchuria and Abyssinia?</p> <p><b>WALT:</b>  (a) Sequence events in chronological order.  (b) Describe and explain events in the 1930s.  (c) Evaluate the causes of the League's failure over Manchuria and Abyssinia.</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b>  (i) Explain why Japan and Italy invaded Manchuria and Abyssinia.  (ii) Identify the similarities and differences in the way that the League handled the Manchurian and Abyssinian crises.  (iii) Produce a structured, balanced account of the League's failures in the 1930s.</p>	<p>Classwork:</p> <ol style="list-style-type: none"> <li>Table of information on the Manchurian and Abyssinian crises (Walsh, Worksheet 8.7).</li> <li>Cartoon analysis on the League's failure over Manchuria and Abyssinia.</li> <li>Source work: 'The League of Nations' (Heinemann 'AQA B Modern World History', Worksheet 5).</li> </ol> <p>Homework:</p> <p>Essay: 'Why did the League of Nations fail in the 1930s?' (Walsh, Worksheet 8.8)</p> <p>Unit Assessment 2: The League of Nations.</p>

<p>SPRING TERM</p>	<p>Two lesson per week</p> <p>Key Question 3: 'Why had international peace collapsed by 1939?'</p> <p>Websites:  <a href="http://209.235.102.9/~aer23655/Versailles.htm">http://209.235.102.9/~aer23655/Versailles.htm</a>  <a href="http://www.ihr.org/jhr/v07p-95_Franz-Willing.htm">www.ihr.org/jhr/v07p-95_Franz-Willing.htm</a>  <a href="http://www.calvin.edu/academic/cas/gpa/index.htm">www.calvin.edu/academic/cas/gpa/index.htm</a>  <a href="http://learningcurve.pro.gov.uk/snapshots/default.htm">http://learningcurve.pro.gov.uk/snapshots/default.htm</a></p>	<p>Main Textbooks:          John Murray 'GCSE Modern World History (2<sup>nd</sup> ed.) by Ben Walsh.          Heinemann 'Modern World History' by Kelly &amp; Lacey.          Nelson Thornes 'Essential Modern World History' by Steven Waugh.          Heinemann 'AQA B Modern World History' by Ferriby &amp; McCabe.</p>
<p>Weeks 1-2</p>	<p>1. What were the long-term consequences of the peace treaties of 1919-23 and the failures of the League in the 1930s?</p> <p><b>WALT:</b>          (a) Identify Hitler's foreign policy goals in the 1930s.          (b) Examine the ways in which Hitler exploited the German anger towards the Treaty of Versailles and the failure of the League in the 1930s to his benefit.</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b>          (i) Understand how Hitler benefited from the Treaty of Versailles and the failure of the League in the 1930s.          (ii) Produce a structured, balanced account of Hitler's foreign policy goals and his opportunism in the 1930s.</p>	<p>Classwork:          1. Hitler speech on foreign policy goals.          2. Table of information on Hitler and the Treaty of Versailles (Walsh, Worksheet 9.2)          3. Table of information on the consequences of the League's failure in the 1930s (Walsh, Worksheet 9.3).</p> <p>Homework:          Essay: 'By failing to resist aggression in the 1930s, the League of Nations made Hitler's work easy.' How fair is this judgement on the League in the 1930s?</p>
<p>Weeks 3-4</p>	<p>2. How far was Hitler's foreign policy to blame for the outbreak of war in 1939?</p> <p><b>WALT:</b>          (a) Sequence events in the right order in the 1930s.          (b) Identify turning points in the 1930s, which shaped international foreign policy.          (c) Describe and analyse the 'Five Steps to War' which led to the outbreak of war in September 1939.</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b>          (i) Explain the long and short-term causes of the Second World War.          (ii) Make links between events to reach conclusions about the build-up to war (e.g. Nazi-Soviet Pact and the invasion of Poland, 1939) and Hitler's reputation as a 'master planner' or an 'opportunist' (e.g. the Abyssinian crisis and the re-militarisation of the Rhineland, 1936).</p>	<p>Classwork:          1. Cartoon analysis on Hitler's foreign policy aims.          2. 'Why was Hitler's foreign policy so popular?' (John Murray, 'Germany 1918-1945' Worksheet 50).          3. Timeline of events in the 1930s.          4. Comprehension questions on events in the 1930s: German re-armament 1933-35; Re-militarisation of the Rhineland 1936; Union with Austria 1938; the Sudetenland and the invasion of Czechoslovakia 1938-9; and the Nazi-Soviet Pact and the invasion of Poland 1939.          5. Cloze / student notes on the 'Five Steps to War'.</p> <p>Homework:          Headline News! Write a headline and short articles on the main events of the 1930s.</p>

<p><b>Week 5</b></p>	<p>3. Was the policy of appeasement justified?  <b>WALT:</b>  (a) Understand contemporary views about the British and French policy of appeasement in the 1930s.  (b) Examine how the policy of appeasement contributed to the outbreak of World War II.</p> <p><b>SUCCESS CRITERIA:</b> Pupils will be expected to...  (i) Explain contemporary arguments for and against appeasement in the 1930s.</p>	<p><b>Classwork:</b>  1. Source work on appeasement (Heinemann 'The Modern World', Worksheets 3E).  2. Write two speeches for and against appeasement from the viewpoints of Neville Chamberlain and Winston Churchill.</p> <p><b>Homework:</b>  'The Road to War: Appeasement' gap fill exercise.</p>
<p><b>Week 6</b></p>	<p>4. How important was the Nazi-Soviet and why did Britain and France declare war on Germany in September 1939?  <b>WALT:</b>  (a) Analyse events.  (b) Make links and connections between events to reach balanced conclusions about the outbreak of war in 1939.</p> <p><b>SUCCESS CRITERIA:</b> Pupils will be expected to...  (i) Explain the importance of the Nazi-Soviet Pact to the outbreak of war relative to other factors.  (ii) Produce a structured, balanced account of the causes of the Second World War.</p> <p>THE USA, 1919-1941 (Paper 1)  <b>Websites:</b>  <a href="http://www.usgennet.org/~alhnilus/alhn1920.html">www.usgennet.org/~alhnilus/alhn1920.html</a>  <a href="http://home.earthlink.net/~timsamuel/">http://home.earthlink.net/~timsamuel/</a>  <a href="http://memory.loc.gov/ammem/coolhtml/ccpres00.html">http://memory.loc.gov/ammem/coolhtml/ccpres00.html</a>  <a href="http://www.escape.com/~paulg53/politics/great_depression.shtml">www.escape.com/~paulg53/politics/great_depression.shtml</a>  <a href="http://prohibition.history.ohio-state.edu">http://prohibition.history.ohio-state.edu</a>  <a href="http://www.spartacus.schoolnet.co.uk/USAsaloon.htm">www.spartacus.schoolnet.co.uk/USAsaloon.htm</a>  <a href="http://www.nisk.k12.ny.us/fdr/">www.nisk.k12.ny.us/fdr/</a>  <a href="http://www.whitehouse.gov/history/">www.whitehouse.gov/history/</a></p> <p>Key Question 1: How far did the US economy boom in the 1920s?</p>	<p><b>Classwork:</b>  1. Notes on the Nazi-Soviet Pact.  2. Source work: '1939 - The outbreak of war' (Heinemann 'AQA B Modern World History', Worksheet 6).</p> <p><b>Homework:</b>  Essay: 'Why did war break out in Europe in 1939?' (Walsh, Worksheet 9.5).</p> <p><b>Unit Assessment 3: The Causes of the Second World War.</b></p> <p><b>Main Textbooks:</b>  John Murray 'GCSE Modern World History (2<sup>nd</sup> ed.) by Ben Walsh.  Heinemann 'Modern World History' by Kelly &amp; Lacey.  Heinemann 'AQA B Modern World History' by Ferriby &amp; McCabe.  John Murray 'The USA Between the Wars, 1919-1941' by Fiehn, Mills, Samuelson &amp; White.  Longman 'The Age of Excess' and 'A New Deal' by Josh Brooman.</p>
<p><b>Week 7</b></p>	<p>1. What was the boom?  <b>WALT:</b>  (a) Identify the key features of the American boom in the 1920s.  (b) Group the key features into categories, e.g. social and economic etc.</p> <p><b>SUCCESS CRITERIA:</b> Pupils will be expected to...  (i) Provide a definition of the American boom in the</p>	<p><b>Classwork:</b>  1. Write a twenty-word definition of the economic boom of the 1920s.  2. Source work: 'In what ways did the American economy boom?' (SHP, p.20-22).</p> <p><b>Homework:</b>  N/a.</p>

<p>Weeks 8-9</p>	<p>1920s. (ii) Describe the key features of the boom.</p> <p>2. Why did the American economy boom in the 1920s? <b>WALT:</b> (a) Evaluate the long and short-term factors for the economic boom of the 1920s. (b) Make links and connections between factors. (c) Examine the role of a key individual as a cause for the boom (Henry Ford).</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b> (i) Distinguish between those factors that provided the conditions for the boom, those factors that triggered the boom and those factors that made it bigger. (ii) Explain the contribution of Henry Ford to the economic boom of the 1920s.</p>	<p>Classwork:</p> <ol style="list-style-type: none"> <li>Spider diagram / table of information about the factors that caused the boom (Walsh, Worksheet 7.1 / SHP, Worksheet 6).</li> <li>essay: 'Why was there a boom in the USA in the 1920s?' (SHP, Worksheet 9).</li> <li>Card sort on the significance of Henry Ford (SHP, Worksheet 12).</li> </ol> <p>Homework:</p> <p>Essay or booklet on the significance of Henry Ford (SHP, p.29-32, Worksheet 13).</p>
<p>Week 10</p>	<p>3. Did all Americans benefit from the boom? <b>WALT:</b> (a) Identify those Americans that did not benefit from the boom.</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b> (i) Explain why farmers, black Americans, old industrial workers and new immigrants did not benefit from the boom.</p>	<p>Classwork:</p> <ol style="list-style-type: none"> <li>Letter to the President from a poor farmer (Walsh, Worksheet 7.2)</li> <li>Source work: 'Did all Americans share in the boom?' (Walsh, Worksheet 7.3).</li> </ol> <p>Homework:</p> <p>Note on 'Who didn't benefit from the boom?' (SHP, p.33-35, Worksheet 14).</p> <p>Unit Assessment 4: The Economic Boom of the 1920s.</p>
<p>Weeks 11-12</p>	<p>Key Question 2: How far did US society change in the 1920s</p> <p>1. What were the 'Roaring Twenties' (prosperity, freedom, entertainment, role of women)? <b>WALT:</b> (a) Describe the positive impact on American life of the economic boom of the 1920s (the light side of America). (b) Understand a feature of change over time.</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b> (i) Explain how American society changed for the better in the 1920s. (ii) Reach a balanced account of the role of women in 1920s America.</p>	<p>Classwork:</p> <ol style="list-style-type: none"> <li>Notes on the Roaring Twenties (Walsh, Worksheet 7.4)</li> <li>Comprehension exercise on changing attitudes (SHP, p.36-39).</li> <li>Table on the changing role of women before and after 1920 (SHP, p.40-43)</li> </ol> <p>Homework:</p> <p>Produce an entertainment guide to New York.</p> <p>Women in 1920s USA (Walsh, Worksheet 7.5).</p>

<p>SUMMER TERM</p> <p>Weeks 1-3</p>	<p>2. How widespread was intolerance in US society (Red Scare, KKK, Monkey Trial)?</p> <p><b>WALT:</b></p> <p>(a) Identify the dark features of American life in the 1920s.</p> <p>(b) Evaluate a range of sources to reach conclusions about the nature and extent of intolerance in 1920s America.</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b></p> <p>(i) Explain the nature and extent of political, racial and religious intolerance in America in the 1920s.</p> <p>(ii) Give reasons why political, racial and religious intolerance existed in American society.</p> <p>(iii) Interrogate a range of sources for information about the 'Roaring Twenties'.</p>	<p>Classwork:</p> <ol style="list-style-type: none"> <li>1. Source work: 'How widespread was intolerance in the 1920s?' (Walsh, Worksheet 7.7).</li> <li>2. Examining the case of Sacco and Vanzetti as evidence for political intolerance (SHP, Worksheet 16).</li> <li>3. Comprehension questions on racial problems in the 1920s (Brooman, p.6-7).</li> <li>4. Group work: Produce wall charts of the 'light' and dark' sides of American life in the 1920s.</li> </ol> <p>Homework:</p> <p>Notes on the 'Red Scare', the KKK and the 'Monkey Trial'.</p>
<p>Weeks 4-5</p>	<p>3. Why was Prohibition introduced then later repealed?</p> <p><b>WALT:</b></p> <p>(a) Identify the reasons for Prohibition and the people behind it.</p> <p>(b) Evaluating the reasons for failure.</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b></p> <p>(i) Explain the causes of Prohibition.</p> <p>(ii) Describe the impact of Prohibition on American society, e.g. rise of organized crime etc.</p> <p>(iii) Explain why Prohibition failed.</p>	<p>Classwork:</p> <ol style="list-style-type: none"> <li>1. Cartoon analysis / Design a poster supporting Prohibition.</li> <li>2. Spider diagram / A3 display on why Prohibition failed (SHP, p.60-63 / Walsh, Worksheet 7.8).</li> <li>3. Gangsters (SHP, p.64-65, Worksheet 23).</li> </ol> <p>Homework:</p> <p>Letters to a Congressman for and against Prohibition.</p> <p>Essay: 'Why did Prohibition fail?' (SHP, Worksheet 22).</p> <p>Unit Assessment 5: The Roaring 20s.</p>
<p>Week 6</p>	<p>Key Question 3: What were the causes and consequences of the Wall Street Crash?</p> <p>1. How far was speculation responsible for the Wall Street Crash?</p> <p><b>WALT:</b></p> <p>(a) Define and use key terms accurately, e.g. speculation, shares, Wall Street Crash etc.</p> <p>(b) Identify the long and short-term causes of the Wall St Crash.</p>	<p>Classwork:</p> <ol style="list-style-type: none"> <li>1. Defining key words.</li> <li>2. Source work: 'What caused the Crash?'</li> <li>3. Comprehension questions: 'Anyone can be rich...' (Brooman, p.22-23).</li> <li>4. Draw a spiral diagram of the Wall Street Crash with annotations to explain what is happening.</li> <li>5. Table of information on the causes of the Wall Street Crash (SHP,</li> </ol>

Week 7	<p><u>SUCCESS CRITERIA: Pupils will be expected to...</u></p> <p>(i) Select and deploy key terms accurately in written work.  (ii) Compare and evaluate the various causes of the Wall Street Crash.  (iii) Explain the impact of the Wall Street Crash on American society.</p> <p>2. What impact did the Crash have on the economy?</p> <p><u>WALT:</u>  (a) Identify the industrial, economic and financial impact of the Crash.</p>	<p>Worksheet 24).</p> <p>Homework:  Essay: 'How far was speculation the causes of the Wall Street Crash?' (Walsh, Worksheet 7.10).</p> <p>Classwork:  1. Notes.</p>
Week 8	<p><u>SUCCESS CRITERIA: Pupils will be expected to...</u></p> <p>(i) Explain how the Crash affected businesses, industry, trade and finance and agriculture.</p> <p>3. What were the social consequences of the Crash?</p> <p><u>WALT:</u>  (a) Examine the human consequences of the Crash.</p>	<p>Homework:  Source work: 'The Wall Street Crash' (Heinemann 'AQA B Modern World History', Worksheet 41).</p> <p>Classwork:  1. Reporter's journal on the impact of the Depression (SHP, p.74-77).</p> <p>Homework:  Photographic exhibition on the human consequences of the Crash (Walsh, Worksheet 7.11).</p>
Weeks 9-10	<p><u>SUCCESS CRITERIA: Pupils will be expected to...</u></p> <p>(i) Explain how the Crash led to the Depression and how this affected people in the cities and the countryside.</p> <p>4. Why did Roosevelt win the election of 1932?</p> <p><u>WALT:</u>  (a) Analyse the differences in attitude between Hoover and Roosevelt's towards the Depression.  (b) Interpret the meaning of cartoons about FDR's election win of 1932.</p>	<p>Classwork:  1. Comparison of Hoover and Roosevelt (SHP, p.94-95).  2. Comprehension questions on Hoover and FDR (Brooman 'A New Deal', p.4-5)  3. Cartoon analysis: Hoover and the Depression.  4. Cartoon analysis: Roosevelt and the election of 1932.</p> <p>Homework:  Essay: 'Why did Roosevelt win the 1932 election?' (SHP, Worksheet 26).</p>
Weeks 11-12	YEAR 10 WORK EXPERIENCE	Unit Assessment 6: The Wall Street Crash and the Depression.