

**U.S. History**  
**Unit 6: The Great Depression and the New Deal (1929-1939)**

**Time Frame:** Approximately three weeks



**Unit Description**

This unit focuses on employing historical thinking skills to analyze the causes and consequences of the Great Depression and the government's response to this world event.

**Student Understandings**

Students examine the causes of the Great Depression and its effects on the American people. Students compare and evaluate how the Hoover administration and FDR's administration responded to this crisis. Students classify key New Deal programs according to relief, recovery, and reform programs and describe their impact on the social, economic, and political structure of the United States.

**Guiding Questions**

1. Can students explain the causes and consequences of global depression in the 1920s and 1930s?
2. Can students summarize the causes of the Great Depression in the United States?
3. Can students differentiate the responses of the Hoover and Roosevelt administrations to the Great Depression?
4. Can students classify New Deal programs as relief, recovery, and reform?
5. Can students explain how the New Deal programs led to the growth of the federal government?
6. Can students explain how the New Deal impacted the political structure of the United States?
7. Can students describe the effects of New Deal programs and legislation?
8. Can students summarize the social effects of the Great Depression?

**Unit 6 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)**

<b>Grade-Level Expectations</b>	
<b>GLE #</b>	<b>GLE Text</b>
<b>Historical Thinking Skills</b>	
US.1.1	Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> <li>• Conducting short and sustained research</li> <li>• Evaluating conclusions from evidence (broad variety, primary and secondary sources)</li> <li>• Evaluating varied explanations for actions/events</li> <li>• Determining the meaning of words and phrases from historical texts</li> <li>• Analyzing historian’s points of view</li> </ul>
US.1.2	Compare and/or contrast historical periods in terms of: <ul style="list-style-type: none"> <li>• Differing political, social, religious, or economic contexts</li> <li>• Similar issues, actions, and trends</li> <li>• Both change and continuity</li> </ul>
US.1.5	Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources
<b>United States History</b>	
US.4.4	Examine the causes of the Great Depression and its effects on the American people and evaluate how the Hoover administration responded to this crisis
US.4.5	Classify the key New Deal programs according to Relief, Recovery, and Reform programs and describe their impact on the social, economic, and political structure of the United States
<b>ELA CCSS for Literacy in History/Social Studies 6-12</b>	
<b>CCSS #</b>	<b>CCSS Text</b>
<b>Reading Standards for Literacy in History/Social Studies 6-12</b>	
RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

<b>Writing Standards for Literacy in History/Social Studies, Science, Technical Subjects 6-12</b>	
WHST.11-12.2b	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Sample Activities

#### **Activity 1: Vocabulary of the Great Depression and the New Deal (GLEs: US.4.4, US.4.5; CCSS: RH.11-12.4)**

Materials List: Key Concepts Chart BLM; primary and/or secondary sources (books, encyclopedias, Internet access optional) on vocabulary associated with the Great Depression and New Deal

Throughout this unit, have students maintain a *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)). Provide students with a list of key concepts that relate to this period of history. Have them complete a self-assessment of their knowledge of these concepts using a chart. Ask students to rate their understanding of a word using a “+” for understanding, a “?” for limited knowledge, or a “-” for lack of knowledge. Throughout the unit, students will refer to this chart to add information as they gain knowledge of these key concepts. The goal is to replace all question marks and minus signs with a plus sign (see the Key Concepts Chart BLM and sample which follow).

Key Concept	+	?	-	Explanation	Extra Information
Causes of the Great Depression				<i>Over-production</i> <i>Under-consumption</i> <i>Unequal distribution of wealth</i> <i>Over-speculation</i>	<i>Protective tariffs such as the Smoot-Hawley Tariff Act raised import duties to protect American goods on over 20,000 imported goods. Other countries retaliated by reducing their buying of American exports.</i>

Key concepts may be found on pages 4, 9, and 10 in the *U.S. History End-of-Course (EOC) Assessment Guide* located on the State Department website using the following link: [http://www.louisianaecoc.org/Documents/US\\_History\\_Assessment\\_Guide.pdf](http://www.louisianaecoc.org/Documents/US_History_Assessment_Guide.pdf)

Throughout the unit and upon the completion of all activities, have students refer to their *vocabulary self-awareness* chart to determine if their understandings of the key concepts have changed. Students may use the chart to review for their unit test.

**Activity 2: Causes of the Great Depression (GLEs: US.1.5, US.4.4; CCSS: RH.11-12.2, WHST.11-12.9; WHST.11-12.10)**

Materials List: Causes of the Great Depression BLM, markers, posters or chart paper, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of the causes of the Great Depression

Have students use primary and/or secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to examine the causes of the Great Depression. Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the causes of the Great Depression and its impact on America society (see the Causes of the Great Depression BLM).

**Causes of Great Depression:**

Explain how over-production by American farmers and industries and under-consumption by the American public contributed to the economic crisis.

Ask students to work with a partner to respond to each statement in the guide as they read about the causes of the Great Depression. Students are then asked to share their findings. Engage the class in a discussion of the causes of the Great Depression and its impact on American society. Ask students to use their completed *process guides* while participating in the class discussion.

Information on the causes of the Great Depression may be found on the following websites:

<http://www.thegreatdepressioncauses.com/causes.html>

<http://www.brainpop.com/socialstudies/ushistory/greatdepressioncauses/preview.weml>

<http://www.tms.riverview.wednet.edu/lrc/great%20depression.htm>

Divide the class into seven groups. Set up a station in the room for each of the seven causes of the Great Depression. At each station, list one of the causes on a poster or chart paper (over-production, under-consumption, over-speculation, protective tariffs, unequal distribution of income, consumer debt, and the psychological causes of pessimism and panic). Assign each group one of the seven stations. Give each student group a different colored marker to identify different group comments. Student groups will write what they learned concerning their assigned cause on the station's poster. Then, students move in a clockwise rotation to a new station and write what they learned about the next cause of the Great Depression. Students may also reply to comments left by a previous group. As students move from station to station, students will incorporate information and ideas from previous stations to build and develop a deeper understanding of the causes that led to the Great Depression.

Have students write a journal entry in their *learning logs* ([view literacy strategy descriptions](#)) in which they summarize the causes that led to the Great Depression and explain what happened on Black Tuesday, October 29, 1929. Ask student volunteers to share their summaries with the class and facilitate any discussion that may follow.

In a culminating activity, have students construct a timeline that may be displayed on butcher paper around the classroom. They will record the information above the date that it occurred. The timeline should show the evidence of the booming economy of the 1920s and the events that signaled a downturn in the economy such as:

- the global depression following WWI
- February 2, 1929 Federal Reserve announces ban on bank loans for margin trades
- June 17 and September 3, Dow Jones high
- October 24, "Black Thursday" record sales of shares
- October 25, market rallies briefly
- October 29, the date of the Great Stock Market Crash.

The timeline should be used throughout the school year to reinforce the concept of time and chronology of historical events.

**Activity 3: Stock Market Crash and Effects of the Great Depression’s Early Years (GLEs: US.1.1, US.1.2, US.4.4; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.2b, WHST.11-12.9; WHST.11-12.10)**

Materials List: Effects of the Great Depression BLM, Two Years Later RAFT BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of the Stock Market Crash and the effects of the Great Depression’s early years

Have students use primary and/or secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to read about the Stock Market Crash of 1929 and how it signaled the beginning of the Great Depression, the effects of the Depression on American farmers and workers, failures of banks and businesses, the Gross National Product, high tariffs, the repayment of war debts by American allies, and German reparations following World War I.

Using *split-page notetaking* ([view literacy strategy descriptions](#)), have students describe the effects of the Great Depression on America and the world (see Effects of the Great Depression BLM and sample below).

<b>October 29, 1929-December 7, 1941</b>	<b>Topic: The Effects of the Great Depression on the United States and the World</b>
Impact on American farmers and workers	

Information on the effects of the Stock Market Crash and the Great Depression may be found on the following websites:

Stock Market Crash:

<http://www.pbs.org/fmc/timeline/estockmktcrash.htm>

<http://video.pbs.org/video/1308436568/>

[http://www.livinghistoryfarm.org/farminginthe30s/money\\_01.html](http://www.livinghistoryfarm.org/farminginthe30s/money_01.html)

Great Depression:

<http://search.loc.gov:8765/cmfc/query.html?col=cmf&sc=0&ws=0&la=en&qm=0&st=1&nh=10&lk=1&rf=0&oq=&si=0&rq=0&qc=&qt=effects+of+the+Great+D+pression>

<http://www.ushistory.org/us/48e.asp>

[http://history-world.org/great\\_depression.htm](http://history-world.org/great_depression.htm)

Great Depression primary sources:

<http://www.loc.gov/teachers/classroommaterials/themes/great-depression/>

<http://www.loc.gov/search/?q=stock%20market%20crash&fa=digitized:true>

<http://www.english.illinois.edu/maps/depression/photoessay.htm>

Studs Terkel interviews:

<http://teachinghistory.org/history-content/website-reviews/14784>

Gather the class back together. Solicit observations from students and discuss and compare their findings. Some teacher guidance may be needed. Students should be allowed to review their notes individually and with a partner in preparation for other class activities and assessments.

Using *RAFT writing* ([view literacy strategy descriptions](#)), have students write an expository essay in which they select one of the areas affected by the Great Depression:

- American farmers and workers
- banks and businesses
- Gross National Product
- high tariffs
- repayment of war debts by American allies
- repayment of war debts by American allies, and German reparations following World War I

Students will assume the role of a newspaper reporter on October 29, 1931, two years after the Great Crash. They will write a feature article (expository essay) for a newspaper in which they explain how the Great Depression has affected their selected area (see Two Years Later *RAFT* BLM and the sample below).

Role	Audience	Format	Topic
Regional newspaper reporter on October 29, 1931	Subscribers	Newspaper feature article (expository essay)	Two Years Later: The effects of the Great Depression on _____.

Students should orally present their newspaper feature articles to the class and then display exemplary *RAFT* expository essays on a thematic bulletin board.

In a culminating activity, use a follow-up discussion to compare and contrast the stock market of October 1929 to the stock market of today. Ask students what protections and measures have been put into place to prevent such a crash today.

**Activity 4: President Herbert Hoover (GLE: US.4.4; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.9; WHST.11-12.10)**

Materials List: colors, markers, colored pencils, butcher paper or any type of paper roll, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topics of Hoovervilles, Boulder Dam, and the Bonus Army

Conduct a class discussion to probe students' background knowledge of Hoover's philosophy of government, his strong belief in "rugged individualism," and his

opposition to any form of federal welfare, assistance or direct relief to the needy. Have students use *DL-TA: directed learning-thinking activity* ([view literacy strategy descriptions](#)) to examine the Hoover administration's response to the Great Depression. The discussion should activate students' interest and build on background knowledge concerning the federal government's responses to crisis.

Invite students to make predictions about the content they will be reading. Have students write their predictions in their *learning logs* ([view literacy strategy descriptions](#)) in order to keep a record of them while they learn the new content.

Guide students through a selected reading passage found in their texts on the Hoover administration's attempts for the government to take a more active approach as the Depression deepened, stopping at predetermined places to ask students to check and revise their predictions. At each stopping point, ask students to reread their predictions and change them if necessary. New predictions and relevant information should be written. Ask questions involving the content. Students' attention should be directed to the tactics that the Hoover administration eventually put into place to try to assist the nation during this time of great economic upheaval. Attention should also be directed to the outcry of the American public for assistance from the federal government (gassing of the Bonus Army). Explain that Hoover believed that private charities, state, and local governments should handle relief to the needy.

Once students have been exposed to the content, their predictions may be used as discussion tools in which they state what they predicted would be learned as compared to what they actually learned.

Have students look at photos and videos of the Hooverilles, construction of Boulder Dam (Hoover Dam today), and the 1932 World War I Veterans march on Washington (Bonus Army). Information and primary source photographs concerning Hooverilles, Boulder Dam, and the Bonus Army may be found on these websites:

Hooverilles:

<http://pbskids.org/bigapplehistory/life/topic17.html>

<http://www.pbs.org/search/?q=hooverilles>

<http://www.history.com/topics/hooverilles>

Hooverilles primary sources:

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/depress/hoovers.html>

<http://www.loc.gov/search/?q=hooverilles&fa=digitized:true>

Boulder Dam (Hoover Dam today):

<http://www.history.com/topics/hoover-dam>

<http://www.loc.gov/search/?q=boulder%20dam&fa=digitized:true>

<http://video.pbs.org/video/1309911294>

Bonus Army:

<http://www.worldwar1.com/dbc/bonusm.htm>

<http://www.pbs.org/wgbh/amex/macarthur/peopleevents/pandeAMEX89.html>

<http://www.historynet.com/the-bonus-army-war-in-washington.htm>

Bonus Army primary sources:

<http://www.loc.gov/search/?q=bonus%20army&fa=digitized:true>

<http://www.loc.gov/exhibits/treasures/trm203.html>

<http://www.npr.org/templates/story/story.php?storyId=4494446>

Have students create collages in which they depict scenes from Hoovervilles as well as other examples of the American public blaming Hoover for their problems. Encourage the use of markers, colored pencils, colors, computer graphics, etc.

Conduct a show-and-tell session in which the students explain their collages. Students should be able to describe and evaluate the criticisms aimed at President Hoover and his administration. Display the collages in the classroom.

Place students in groups of three to five and use the Round Robin *discussion* ([view literacy strategy descriptions](#)) technique to answer the following questions:

- In what ways could President Hoover and his administration have improved the conditions of the people that were forced to live in the Hoovervilles?
- Describe what President Hoover did to assist the World War I Veterans that marched on Washington during the summer of 1932?
- Explain what went terribly wrong on July 28, 1932?
- Explain how the event of July 28<sup>th</sup> helped ensure Hoover's defeat in the presidential election of 1932?
- Describe ways in which the American public blamed President Hoover for their economic conditions during the Depression.

Round Robin is a great technique to ensure all students participate in a discussion. Have each student in the circle quickly share their idea or solution to a question or problem. Students may be given one opportunity to “pass” on a response, but eventually every student must respond. This technique is most effective when, after the initial clockwise sharing, students are asked to write down their responses. This allows all opinions and ideas of the groups to be brought to the teacher's and their classmates' attention. It also provides a record of the group's thinking, which may be used for grading purposes and notes to prepare for future assessments.

Gather the class back together. Solicit observations and compare and discuss student findings. Some teacher guidance may be needed.

Have students work individually, using information from the *DL-TA: directed learning-thinking activity*, observation of photos, and the Round Robin *discussion* to write a short summary of President Hoover's responses to the devastating economic and social conditions that were brought about by the Great Depression in their *learning logs*. Students explain the process of analyzing and interpreting historical data to examine the Hoover administration's response to the Great Depression. Ask students to share their completed *learning log* entries with the class.

**Activity 5: The Dust Bowl (GLEs: US.1.1, US.4.4; CCSS: RH.11-12.1, RH.11-12.2, RH.11-12.7, WHST.11-12.9; WHST.11-12.10)**

Materials List: Dust Bowl BLM, Dust Bowl Primary Sources BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of the Dust Bowl

Provide students with an *anticipation guide* ([view literacy strategy descriptions](#)) that contains statements about the Dust Bowl (see the Dust Bowl BLM and the sample below). Have students use textbooks, encyclopedias, and reliable Internet resources to read about the Dust Bowl and to complete their Dust Bowl *anticipation guides*. The “Before” column of the *anticipation guide* will be completed before any research or discussion takes place and the “After” column will be completed after students read or discuss the informational source.

Before reading about the Dust Bowl, one of our nation’s worst environmental disasters, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the “after” reading responses.

	Before		After	
	Agree	Disagree	Agree	Disagree
1. Human interaction and drought were responsible for the disaster that occurred in America’s “breadbasket.”				
Evidence _____				

Ask students to work in pairs to discuss their responses before reading and learning the content. Open the discussion to the entire class in order to provide multiple hunches about the accuracy of the statements.

Information on the Dust Bowl may be found on the following websites:

[http://www.ldeo.columbia.edu/res/div/ocp/drought/dust\\_storms.shtml](http://www.ldeo.columbia.edu/res/div/ocp/drought/dust_storms.shtml)

<http://www.eyewitnesstohistory.com/snprelief2.htm>

[http://www.pbs.org/wgbh/amex/trouble/timeline/index\\_2.html](http://www.pbs.org/wgbh/amex/trouble/timeline/index_2.html)

Dust Bowl primary sources:

<http://lweb2.loc.gov/ammem/afcthtml/tshome.html>

<http://www.kansashistory.us/dustbowl.html>

[http://www.weru.ksu.edu/new\\_weru/multimedia/dustbowl/dustbowlpics.html](http://www.weru.ksu.edu/new_weru/multimedia/dustbowl/dustbowlpics.html)

<http://www.loc.gov/search/?q=dust%20bowl&fa=digitized:true>

Dust Bowl videos:

[http://www.history.com/topics/dust-](http://www.history.com/topics/dust-bowl/videos?paidlink=1&cmpid=PaidSearch_Google_HIS_history%2B-%2B1900%2Bto%2Bpresent_where%2Bwas%2Bthe%2Bdust%2Bbowl&utm_source=google&utm_medium=cpc&utm_campaign=history%20-%2B1900%20to%20present&utm_term=where%20was%20the%20dust%20bowl)

[bowl/videos?paidlink=1&cmpid=PaidSearch\\_Google\\_HIS\\_history%2B-%2B1900%2Bto%2Bpresent\\_where%2Bwas%2Bthe%2Bdust%2Bbowl&utm\\_source=google&utm\\_medium=cpc&utm\\_campaign=history%20-%2B1900%20to%20present&utm\\_term=where%20was%20the%20dust%20bowl](http://www.history.com/topics/dust-bowl/videos?paidlink=1&cmpid=PaidSearch_Google_HIS_history%2B-%2B1900%2Bto%2Bpresent_where%2Bwas%2Bthe%2Bdust%2Bbowl&utm_source=google&utm_medium=cpc&utm_campaign=history%20-%2B1900%20to%20present&utm_term=where%20was%20the%20dust%20bowl)

<http://www.pbs.org/wgbh/americanexperience/films/dustbowl/>

Black Sunday:

<http://www.pbs.org/wgbh/americanexperience/features/general-article/dustbowl-black-sunday/>

[http://www.livinghistoryfarm.org/farminginthe30s/water\\_02.html](http://www.livinghistoryfarm.org/farminginthe30s/water_02.html)

<http://www.history.com/this-day-in-history/dust-storm-sweeps-from-great-plains-across-eastern-states>

Map of Dust Bowl:

<http://library.sussex.tec.nj.us/dacunto/Picturing%20the%20Unfamiliar/map.htm>

Stop periodically as content is covered and ask students to reconsider their pre-lesson responses to the *anticipation guide* statements. Students should revise original responses as they gain new knowledge about the statements and cite specific evidence supporting for responses that changed.

Organize the class into five different groups. Have each group locate different primary sources from the Dust Bowl period. Below is a list of resources on the Dust Bowl:

Dorothea Lange's photos of the Dust Bowl and Dust Bowl migrants:

<http://memory.loc.gov/ammem/fsahtml/fachap03.html>

[http://www.edb.utexas.edu/resources/team/lesson\\_1.html](http://www.edb.utexas.edu/resources/team/lesson_1.html)

[http://www.getty.edu/education/teachers/classroom\\_resources/curricula/dorothea\\_lange/](http://www.getty.edu/education/teachers/classroom_resources/curricula/dorothea_lange/)

Dust Bowl Photos:

<http://www.loc.gov/pictures/collection/fsa/>

<http://www.pbs.org/wgbh/americanexperience/features/photo-gallery/dustbowl/>

<http://teachingamericanhistorymd.net/000001/000000/000111/html/t111.html>

<http://www.granger.com/results.asp?search=1&screenwidth=1260&pixperpage=40&searchtxtkeys=dust+bowl+photographs&lastsearchtxtkeys=&withinresults=&searchphotographer=&formats=&storients=132&nottxtkeys=&captions=&randomize=&tnresize=200>

Dust Bowl Videos:

[http://www.history.com/topics/dust-](http://www.history.com/topics/dust-bowl/videos?paidlink=1&cmpid=PaidSearch_Google_HIS_history%2B-%2B1900%2Bto%2Bpresent_dust%2Bbowl%2B1930&utm_source=google&utm_medium=cpc&utm_campaign=history%20-%201900%20to%20present&utm_term=dust%20bowl%201930#the-great-depression)

[bowl/videos?paidlink=1&cmpid=PaidSearch\\_Google\\_HIS\\_history%2B-](http://www.history.com/topics/dust-bowl/videos?paidlink=1&cmpid=PaidSearch_Google_HIS_history%2B-%2B1900%2Bto%2Bpresent_dust%2Bbowl%2B1930&utm_source=google&utm_medium=cpc&utm_campaign=history%20-%201900%20to%20present&utm_term=dust%20bowl%201930#the-great-depression)

[%2B1900%2Bto%2Bpresent\\_dust%2Bbowl%2B1930&utm\\_source=google&utm\\_medium=cpc&utm\\_campaign=history%20-](http://www.history.com/topics/dust-bowl/videos?paidlink=1&cmpid=PaidSearch_Google_HIS_history%2B-%2B1900%2Bto%2Bpresent_dust%2Bbowl%2B1930&utm_source=google&utm_medium=cpc&utm_campaign=history%20-%201900%20to%20present&utm_term=dust%20bowl%201930#the-great-depression)

[%201900%20to%20present&utm\\_term=dust%20bowl%201930#the-great-](http://www.history.com/topics/dust-bowl/videos?paidlink=1&cmpid=PaidSearch_Google_HIS_history%2B-%2B1900%2Bto%2Bpresent_dust%2Bbowl%2B1930&utm_source=google&utm_medium=cpc&utm_campaign=history%20-%201900%20to%20present&utm_term=dust%20bowl%201930#the-great-depression)

[depression](http://www.history.com/topics/dust-bowl/videos?paidlink=1&cmpid=PaidSearch_Google_HIS_history%2B-%2B1900%2Bto%2Bpresent_dust%2Bbowl%2B1930&utm_source=google&utm_medium=cpc&utm_campaign=history%20-%201900%20to%20present&utm_term=dust%20bowl%201930#the-great-depression)

[http://www.pbs.org/wgbh/americanexperience/about/search/search\\_results.html?q](http://www.pbs.org/wgbh/americanexperience/about/search/search_results.html?q_submit.x=0&q_submit.y=0&q=videos%20on%20the%20dust%20bowl)

[\\_submit.x=0&q\\_submit.y=0&q=videos%20on%20the%20dust%20bowl](http://www.pbs.org/wgbh/americanexperience/about/search/search_results.html?q_submit.x=0&q_submit.y=0&q=videos%20on%20the%20dust%20bowl)

Oral histories from dust bowl survivors:

[http://www.livinghistoryfarm.org/farminginthe30s/water\\_02.html](http://www.livinghistoryfarm.org/farminginthe30s/water_02.html)

<http://www.csub.edu/library/special/dustbowl/dustbowl.shtml>

Woody Guthrie Dust Bowl ballads:

<http://www.kansashistory.us/dustbowl.html>

<http://memory.loc.gov/ammem/wwghhtml/wwgessay.html>

<http://www.loc.gov/search/?q=woody%20guthrie&fa=digitized:true>

The following sites are excellent sources for helping students analyze source documents that would be useful in this activity. All documents are in PDF format. Adobe Reader will be needed to open them. Adobe Reader is a free download using the following link: <http://get.adobe.com/reader/> .

Written Document Analysis Worksheet:

[http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)

Motion Picture Analysis Worksheet:

[http://www.archives.gov/education/lessons/worksheets/motion\\_picture\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/motion_picture_analysis_worksheet.pdf)

Photo Analysis Worksheet:

[http://www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf)

Poster Analysis Worksheet:

[http://www.archives.gov/education/lessons/worksheets/poster\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/poster_analysis_worksheet.pdf)

Sound Recording Analysis Worksheet:

[http://www.archives.gov/education/lessons/worksheets/sound\\_recording\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/sound_recording_analysis_worksheet.pdf)

Optional: If time is short, provide students copies of the preceding resources.

As students analyze primary source documents on the Dust Bowl, have students use *split-page notetaking* ([view literacy strategy descriptions](#)), to analyze the primary sources and tell how they would explain the documents to someone who was completely unfamiliar with them (see Dust Bowl Primary Sources BLM and the sample below).

1933-1940	Topic: Topic: Dust Bowl Primary Sources
What is the title of the primary source? What type of primary source is it?	

Gather the class back together. Solicit observations from each group and compare and discuss their findings. Some teacher guidance may be needed.

Discuss with students why primary sources are important. Ask students:

- When is the use of primary sources the more appropriate means of researching a historical topic?
- When would a secondary source be more appropriate?

Upon completion of the presentation of information, engage students in a discussion involving the *anticipation guide* statements in order to clarify any misconceptions about the issues, information, or concepts.

Have students work individually, using the questions and answers, to write a short summary of the “story” of the primary source in their *learning logs* ([view literacy strategy descriptions](#)). Students should also explain the process of analyzing and interpreting historical data.

**Activity 6: Creating the New Deal (GLE: US.4.5; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.4)**

Materials List: Assisting the President in Creating the New Deal BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of the Brain Trust, the Black Cabinet, and John Maynard Keynes

Students will use *SQPL-student questions for purposeful learning* ([view literacy strategy descriptions](#)) to learn more about John Maynard Keynes’ economic theory on deficit spending to stimulate economic recovery. Generate a statement pertaining to the topic of the day. This statement should be thought-provoking to encourage students to wonder and challenge the proposed topic of information that will be presented in the lesson. For example, an *SQPL* statement about the might be:

**John Maynard Keynes’ economic theory states that when a nation is in a depression, that nation should spend its way out of the depression by putting money in the hands and pocketbooks of its citizens.**

Present the *SPQL* statement to students. Have students pair up to generate two or three questions they would like answered about the *SQPL* statement. Examples of student questions might resemble these:

Who was John Maynard Keynes?

In a depression or during a war, how can a government spend money that it does not have?

Would citizens have to earn money provided to them by the government by working on projects such as repairing and building roads and bridges?

Next, the class will share questions which are recorded on the board. Repeated questions from the groups are highlighted to emphasize their importance. Add questions to be sure all gaps in information are filled. Students are now ready to discover the answers to their questions. As content is covered, stop periodically to allow students to determine if their questions have been answered.

Using information from primary and/or secondary source readings, Internet resources, and lectures, have students read about or listen to information on the roles of the Brain Trust and the Black Cabinet in FDR’s plan to provide relief to the needy and create both

recovery and reform programs, and how Keynesian economics influenced the creation of the New Deal programs.

As students read, have them use *split-page notetaking* ([view literacy strategy descriptions](#)) to organize pertinent information on Keynesian economics, the Brain Trust and the Black Cabinet (see *Assisting the President in Creating the New Deal* BLM and the sample below):

	Topic: Assisting the President in Creating the New Deal
Explain how Keynesian Economics influenced the creation of the New Deal programs.	

Information on the Brain Trust may be found at the following sites:

<http://millercenter.org/president/fdroosevelt/essays/biography/4>

<http://www.loc.gov/search/?q=Roosevelt's%20Brain%20Trust&fa=digitized:true>

Information on the Black Cabinet (Federal Council on Negro Affairs):

<http://www.inmotionaame.org/gallery/detail.cfm;jsessionid=f8303270311322920591702?migration=9&topic=8&id=487435&type=image&bhcp=1>

<http://millercenter.org/president/fdroosevelt/essays/biography/8>

<http://americanradioworks.publicradio.org/features/sayitplain/mmbethune.html>

Hold a class discussion and ask students to share their findings recorded in their *split-page notes*. Check for student understandings and allow students to make corrections if necessary.

Using their *split-page notes*, have students write a well-organized paragraph or short essay in their *learning logs* ([view literacy strategy descriptions](#)), describing the ways in which the Brain Trust and the Black Cabinet assisted President Roosevelt in his plan to provide relief, recovery, and reform for our nation. Ask students to share their completed *learning log* entry with the class.

Students may use their *split-page notes* to study for their test on the Great Depression. Students may cover one column and use information in the other column and try to remember the covered information.

**Activity 7: New Deal Programs (GLE: US.4.5; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.9, WHST.11-12.10)**

Materials List: New Deal Programs BLM, New Deal Relief, Recovery, and Reform Programs BLM, Goals and Queries for QtC BLM, WPA Slave Narrative Interview RAFT BLM, posters, markers or colored pencils; primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of the New Deal Programs

Organize the class into eight different groups. Assign each student group one of the following New Deal Programs:

- Tennessee Valley Authority (TVA)
- Works Progress Administration(WPA)
- Civilian Conservation Corps (CCC)
- Agricultural Adjustment Administration (AAA)
- Social Security Act (SSA)
- Federal Deposit Insurance Corporation (FDIC)
- Securities and Exchange Commission (SEC)
- National Labor Relations Act (NIRA)

Have students use primary and/or secondary sources (textbooks, encyclopedias, and reliable Internet resources) to research information on their assigned relief, recovery, or reform program (Alphabet Soup Program) of the New Deal. Have students use *split-page notetaking* ([view literacy strategy descriptions](#)) to identify and describe the goals and resulting accomplishments that were made by their assigned New Deal program (see the New Deal Programs BLM and the sample below).

<b>Area of Reform:</b>	<b>New Deal Program (Act or Agency):</b>
In what month and year was the program instituted?	

Information on the New Deal may be found on the following websites:

<http://newdeal.feri.org/>

[http://www.fdrheritage.org/new\\_deal.htm](http://www.fdrheritage.org/new_deal.htm)

Primary and secondary sources on the New Deal:

<http://www.fdrlibrary.marist.edu/education/teachers.html>

[http://www.digitalhistory.uh.edu/modules/great\\_depression/links.cfm](http://www.digitalhistory.uh.edu/modules/great_depression/links.cfm)

<http://www.fdrlibrary.marist.edu/education/resources/rap.html>

Students will present their findings to the class using *PowerPoint*® presentations, posters, or various other visual presentations. Before presentations, have each group check their information for accuracy. As students present the information on their assigned New Deal programs, have students in the audience complete a *graphic organizer* ([view literacy strategy descriptions](#)) in which they record information concerning the New Deal programs (see the New Deal Relief, Recovery, and Reform Programs BLM and the sample below).

<b>Year</b>	<b>Act or Agency</b>	<b>Relief, Recovery, or Reform Program</b>	<b>Purpose/Key Provision</b>
1933	<i>Civilian Conservation Corps (CCC)</i>	<i>Relief</i>	<i>Conservation projects that put unemployed young men to work</i>

Gather the class back together. Solicit observations from students and compare and discuss their findings. Some teacher guidance may be needed. Students should be allowed to review the information in their *graphic organizers* individually and with a partner in preparation for other class activities and assessments.

Using books and reliable Internet resources have students work in pairs to research the Works Progress Administration’s Slave Narratives Project.

WPA Slave Narrative information may be found on the following websites:

- <http://memory.loc.gov/ammem/snhtml/snhome.html>
- <http://memory.loc.gov/ammem/snhtml/snintro00.html>
- <http://www.pbs.org/wnet/slavery/resources/wpa.html>
- <http://newdeal.feri.org/asn/asn00.htm>

Students will use *questioning the content (QtC)* ([view literacy strategy descriptions](#)) as they read and research the content covering the narratives of former slaves that were recorded by WPA workers during the Great Depression. The *QtC* process teaches students to use a questioning process to construct meaning of the content and to think at higher levels about the content that they are reading. The role of the teacher is to act as a facilitator, guide, initiator, and responder.

Make a poster that displays the types of questions that students are expected to ask. These questions may be printed on a handout, poster, or projected on the board. Students should have access to the questions whenever they are needed. See the Goals and Queries for QtC BLM and the sample below.

<b>Goal</b>	<b>Query</b>
<b>Initiate Discussion</b>	What is the name of the person being interviewed by the WPA writer? What is the name of the WPA writer who is conducting the interview? What is the date of the interview? What is being talked about in the interview? What is the overall message of the interview?

Model the *QtC* process with the students while using a content source from the day’s lesson. Encourage students to ask their own questions. Demonstrate how the *QtC* questions can be asked in ways that apply directly to the material’s being read and learned. Have students work in pairs to practice *questioning the content* together while monitoring and providing clarification when needed. The goal of *QtC* is to make *questioning the content* or author an automatic process for students to do on their own.

In a culminating activity, hold a class discussion in which students describe their experience with *QtC* and explain what they learned about the WPA’s Slave Narratives Project.

Using *RAFT* writing ([view literacy strategy descriptions](#)), have students assume the role of a newspaper reporter in the 1930s and write a brief news article describing their WPA interview with a former slave (see the WPA Slave Narrative Interview BLM and the sample below).

Role	Audience	Format	Topic
Regional newspaper reporter in the 1930s	Subscribers	Newspaper article	Born in slavery, a WPA slave narrative interview

Students should orally present their newspaper articles to the class and then display the *RAFT* news article on a thematic bulletin board.

**Activity 8: Comparing Presidential Responses to the Great Depression (GLEs: US.1.5, US.4.4, US.4.5; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.2b, WHST.11-12.9; WHST.11-12.10)**

Materials List: Presidential Responses to the Great Depression BLM, Responses of Hoover and Roosevelt to the Great Depression BLM, Presidential Responses to the Great Depression RAFT BLM, primary an/or secondary sources (books, encyclopedias, Internet access optional) on the topic of the responses of Herbert Hoover and Franklin D. Roosevelt to the Great Depression

Have students use primary and/or secondary source documents (books, encyclopedias, and reliable Internet resources) to compare and contrast the responses of Hoover and Roosevelt to the Great Depression. Using *split-page notetaking* ([view literacy strategy descriptions](#)), have students research and critique Herbert Hoover’s rugged individualism and Franklin D. Roosevelt’s “can-do” attitude in dealing with the Great Depression (see Presidential Responses to the Great Depression BLM).

	<b>Presidential Responses to the Great Depression</b>
Herbert Hoover's rugged individualism	<i>President Hoover believed that the government should not provide handouts or assistance to the people. People should take care of themselves and their families.</i>

Information concerning the responses of Presidents Hoover and Roosevelt to the Great Depression may be found on the following websites:

President Herbert Hoover's response:

<http://hoover.archives.gov/info/faq.html#depression>

<http://www.hoover.archives.gov/exhibits/Hooverstory/gallery06/index.html>

<http://www.fdic.gov/about/learn/learning/when/1930s.html>

President Franklin D. Roosevelt's response:

<http://rooseveltinstitute.org/policy-and-ideasroosevelt-historyfdr/new-deal>

[http://millercenter.org/academic/dgs/primaryresources/new\\_deal](http://millercenter.org/academic/dgs/primaryresources/new_deal)

<http://www.fdrlibrary.marist.edu/education/resources/rap.html>

Gather the class back together. Solicit observations from students and compare and discuss their findings. Some teacher guidance may be needed. Students should be allowed to review their notes individually and with a partner in preparation for other class activities and assessments.

Have students compare and contrast their findings using a *graphic organizer* ([view literacy strategy descriptions](#)) in the form of a Venn diagram (see Responses of Hoover and Roosevelt to the Great Depression BLM). Solicit observations from students and compare and discuss their findings. Hold a class discussion in which students identify the similarities and differences of Hoover's and Roosevelt's responses to the Great Depression. Some teacher guidance may be needed.

In a concluding activity, have students look at political cartoons from the Hoover and Roosevelt administrations. Students will use the Cartoon Analysis Worksheets as they analyze the Hoover and Roosevelt political cartoons. The following sites are excellent sources for helping students analyze source documents that would be useful in this activity. The document is in PDF format. Adobe Reader will be needed to open it. Adobe Reader is a free download using the following link: <http://get.adobe.com/reader/>.

Cartoon Analysis Worksheet:

[http://www.archives.gov/education/lessons/worksheets/cartoon\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf)

Herbert Hoover Political Cartoons:

<http://www.hoover.archives.gov/education/cartoons.html>

<http://www.loc.gov/rr/print/swann/herblock/presidents.html>

<http://www.nps.gov/nr/twhp/wwwlps/lessons/34hoover/34visual4.htm>

<http://www.loc.gov/search/?q=herbert%20hoover%20political%20cartoon&fa=digitized:true>

Franklin D. Roosevelt Political Cartoons:

<http://www.loc.gov/rr/print/swann/herblock/presidents.html>

<http://newdeal.feri.org/court/toons.htm>

[http://www.teachamericanhistory.org/File/FDR\\_Political\\_Cartoons.pdf](http://www.teachamericanhistory.org/File/FDR_Political_Cartoons.pdf)

[http://millercenter.org/academic/dgs/primaryresources/new\\_deal](http://millercenter.org/academic/dgs/primaryresources/new_deal)

<http://www.loc.gov/search/?q=franklin%20d.%20roosevelt%20political%20cartoon&fa=digitized:true>

Political cartoons:

<http://www.granger.com/results.asp?search=1&screenwidth=1260&pixperpage=40&searchtxtkeys=cartoons&lastsearchtxtkeys=&withinresults=&searchphotographer=&lstformats=&lstorients=132&nottxtkeys=&captions=&randomize=&ttnresize=200>

Using *RAFT writing* ([view literacy strategy descriptions](#)), have students write an expository essay in which they select Hoover or Roosevelt and defend their responses to the Great Depression. Students will assume the role of a magazine writer and write an expository essay in which they defend the responses of Hoover or Roosevelt to the Great Depression (see Presidential Responses to the Great Depression RAFT BLM and the sample below).

Role	Audience	Format	Topic
Magazine writer	Subscribers	Expository essay	Presidential responses to the Great Depression

Students should orally present their expository essays to the class and then display the *RAFT* magazine articles on a thematic bulletin board.

**Activity 9: Franklin and Eleanor Roosevelt (GLE: US.4.5; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.4, WHST.11-12.9)**

Materials List: Fireside Chats BLM, Letters to Mrs. Roosevelt BLM, Dear Mrs. Roosevelt RAFT BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topics of the FDR’s Fireside Chats and letters to Eleanor Roosevelt

Have students read about FDR’s fireside chats in their textbooks, teacher handouts, or online resources. Have students use *split-page notetaking* ([view literacy strategy descriptions](#)) to identify the topic or focus of the particular fireside speech and to record supporting details and information about the speech (see Fireside Chats BLM and the sample below).

Date of Speech:	Title of Speech:
Explain how FDR addresses his radio audience.	

Information concerning FDR's fireside chats may be found at the following websites:

<http://docs.fdrlibrary.marist.edu/firesi90.html>

<http://www.npr.org/templates/story/story.php?storyId=1763159>

[http://www.archive.org/details/FdrFiresideChat\\_740](http://www.archive.org/details/FdrFiresideChat_740)

Primary sources on the fireside chats:

<http://www.archives.gov/education/lessons/fdr-fireside/>

<http://www.fdrlibrary.marist.edu/archives/collections/avclips.html>

Have students listen to a brief segment of one of FDR's fireside chats. As they listen to the sound recording, have students complete the National Archives' Sound Recording Analysis Worksheet (see list of resources below).

The following sites are excellent sources for helping students analyze source documents that would be useful in this activity. All the documents are in PDF format. Adobe Reader will be needed to open them. Adobe Reader is a free download using the following link: <http://get.adobe.com/reader/>.

Sound Recording Analysis Worksheet:

[http://www.archives.gov/education/lessons/worksheets/sound\\_recording\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/sound_recording_analysis_worksheet.pdf)

Gather the class back together. Solicit observations from each group and compare and discuss their findings. Some teacher guidance may be needed.

Place students in groups of four and use *text chains* ([view literacy strategy descriptions](#)) to create a short story about one of FDR's fireside chats. On a sheet of paper, ask the first student to write the opening sentence of a *text chain* in which the students explain the topic of the particular fireside chat. The student then passes the paper to the student sitting to the right, and that student writes the next sentence in the story. The paper is passed again to the right of the next student who writes a third sentence of the story. The paper is passed to the fourth student who must complete the story. See the sample *text chain* which follows:

Student 1: The banking crisis was the topic of President Roosevelt's first fireside chat to the American people on March 12, 1933.

Student 2: He said that the first step in his plan to help the banking crisis was to call a national bank holiday.

Student 3: He said that when the banks reopen, the currency will be sound and backed by good assets.

Student 4: He asked the American people to have confidence and faith in our financial system.

As a culminating activity, ask students to share their *text chains* with the class. Hold a class discussion and ask students to compare the way in which FDR used the radio (fireside chats) and the ways in which today's presidents use television, the Internet, and instant messaging as a means of communicating with the American people.

In order to gain a better understanding of how the American people responded to FDR and the New Deal programs, have students read letters that were written to Eleanor Roosevelt during the Great Depression. Have students use *split-page notetaking* ([view literacy strategy descriptions](#)) as they read the letters to identify the topic or focus of the particular letter and to record supporting details and information about the letter (see Letters to Mrs. Roosevelt BLM and sample below).

<b>Date of letter:</b>	<b>Topic of letter:</b>
Describe the request made by the letter writer to Mrs. Roosevelt.	

Letters to Eleanor Roosevelt may be found on the following websites:

<http://newdeal.feri.org/eleanor/index.htm>

<http://newdeal.feri.org/>

Information on the Great Depression and the New Deal may be found on the following websites:

[http://www.digitalhistory.uh.edu/modules/great\\_depression/links.cfm](http://www.digitalhistory.uh.edu/modules/great_depression/links.cfm)

<http://newdeal.feri.org/>

Photos of the Great Depression:

<http://www.granger.com/results.asp?search=1&screenwidth=1276&pixperpage=40&searchtxtkeys=great+depression+photographs&lastsearchtxtkeys=wpa+slave+narative+project&withinresults=&searchphotographer=&lstformats=&lstorients=132&nottxtkeys=&captions=&randomize=&tnresize=200>

Using *RAFT writing* ([view literacy strategy descriptions](#)), have students write a letter to Mrs. Roosevelt during the Great Depression. Students assume the role of a teenager during the Great Depression. Have them write a personal letter making a request of Mrs. Roosevelt and explaining their reasons for making the request (see Dear Mrs. Roosevelt RAFT BLM and the sample below).

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
Teenager during the Great Depression	Mrs. Roosevelt	Personal letter	A particular need or request

Students should orally present their *RAFT* letters to Mrs. Roosevelt to the class. Display exemplary letters on a thematic bulletin board.

**Activity 10: Critics of the New Deal (GLE: US.4.5; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.9; WHST.11-12.10)**

Materials List: Critics of the New Deal BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of Huey Long, Charles Coughlin, and Francis Townsend, and their responses to FDR’s New Deal programs

Conduct a class discussion with students to probe their background knowledge of the major critics of FDR’s New Deal programs: Huey Long’s nationwide social programs for sharing the nation’s wealth, Charles Coughlin’s nationalization of banks and inflating currency, and Francis Townsend’s old age relief plan.

Ask students to work with a partner to fill in the Critics of the New Deal *graphic organizer* ([view literacy strategy descriptions](#)) to examine the alternative solutions to the New Deal programs that provided relief to the needy during the Great Depression. See the Critics of the New Deal BLM and the sample below.

Huey Long’s nationwide social programs for sharing the nation’s wealth	Charles Coughlin’s nationalization of banks and inflating currency	Francis Townsend’s old age relief plan

Students are then asked to share their findings with the class. Engage the class in a discussion of these major critics of Franklin Roosevelt and the New Deal. Information on Huey Long’s nationwide social programs for sharing the nation’s wealth may be found on the following websites:

- <http://www.hueylong.com/>
- [http://xroads.virginia.edu/~MA01/kidd/thesis/pdf/share\\_our\\_wealth.pdf](http://xroads.virginia.edu/~MA01/kidd/thesis/pdf/share_our_wealth.pdf)
- <http://www.ssa.gov/history/longsen.html>

Photos of Huey Long:

- <http://www.loc.gov/search/?q=huey%20long&fa=digitized:true>
- <http://www.granger.com/results.asp?search=1&screenwidth=1260&pixperpage=40&searchtxtkeys=huey+long+photographs&lastsearchtxtkeys=great+depression+photographs&withinresults=&searchphotographer=&lstformats=&lstorients=132&nottxtkeys=&captions=&randomize=&tnresize=200>

Information on Charles Coughlin’s nationalization of banks and inflating currency may be found on the following websites:

- <http://www.ushistory.org/us/49f.asp>
- <http://teachingamericanhistorymd.net/000001/000000/000142/html/t142.html>
- [http://www.digitalhistory.uh.edu/database/article\\_display.cfm?HHID=474](http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=474)

Information on Francis Townsend’s old age relief plan may be found on the following websites:

<http://www.ssa.gov/history/towns8.html>

<http://www.ushistory.org/us/49f.asp>

Have students write a well-organized paragraph or short essay in their *learning logs* discussing the impact of Huey Long’s “Share Our Wealth” plan on FDR’s New Deal programs. Ask students to share their completed *learning log* entry with the class checking for understanding and clarifying information when necessary.

Divide the class into two different groups: one that supports FDR’s New Deal legislation and the other opposed to New Deal legislation. In their discussions, students should include and evaluate the impact of Huey Long and his “Share Our Wealth” program on Roosevelt’s New Deal legislation. Within each of the two major groups, have students work in pairs to create a poster in which they support or oppose the New Deal legislation. Students opposing New Deal legislation will explain why the expanding role of government should be restricted. Those students supporting New Deal legislation will explain and justify the need for the expansion of the role of government as a means of addressing problems in the United States that occurred as a result of the Great Depression.

Have students brainstorm and hold a class discussion pertaining to the issue of the role of government today. Separate the class into supporters and non-supporters of the expanding role of government for example, in the areas of regulating business practices, protecting consumers, foreign affairs, protecting the environment, health care, homeland security, and social issues. Ask the two groups to debate the pros and cons of this issue. Allow for any students who change their minds to move to the other group. Allow members from the supporters and non-supporters groups to share their rationales with the class.

**Activity 11: Lasting Impact of the New Deal (GLE: US.4.5; CCSS: **RH.11-12.2, RH.11-12.7, WHST.11-12.9; WHST.11-12.10**)**

Materials List: New Deal’s Long-term Impact and Legacies BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topics of the lasting impact and legacies of the New Deal

Discuss with students achievements and examples of the lasting impact of the New Deal. Describe the New Deal’s effects on culture and society and identify New Deal economic, political and social achievements that continue to influence American life today. Have students use *DL-TA: directed learning-thinking activity* ([view literacy strategy descriptions](#)) by setting and checking predictions about the expanded role of the federal government brought about by the need to address the nation’s economic problems during the Great Depression through the reading of informational texts.

Conduct a class discussion to probe students' background knowledge of the lasting impact of the New Deal. Have students use *DL-TA: directed learning-thinking activity* ([view literacy strategy descriptions](#)) to examine the New Deal's effects on culture and society and identify the New Deal economic, political and social achievements that continue to influence American life today. The discussion should activate students' interest and build on background knowledge concerning the federal government's responses to crisis.

Invite students to make predictions about the content they will be reading. Have students write their predictions in their *learning logs* ([view literacy strategy descriptions](#)), in order to keep a record they can reference while learning the new content.

Guide students through a selected reading passage found in their texts on the Roosevelt administration's attempts for the government to take a more active approach as the Depression deepened, stopping at predetermined places to ask students to check and revise their predictions. At each stopping point, ask students to reread their predictions and change them if necessary. New predictions and relevant information should be written. Ask questions involving the content. Students' attention should be directed to the expanding role of the government in the economy in the areas of regulation of banking and finance (Federal Deposit Insurance Corporation and the Securities and Exchange Commission), deficit spending, the labor front (Wagner Act and Fair Labor Standards Act), in rural areas (second Agricultural Adjustment Act and electrification projects), the social welfare of its citizens (Social Security Act), and the environment (Civilian Conservation Corps and Soil Conservation Service).

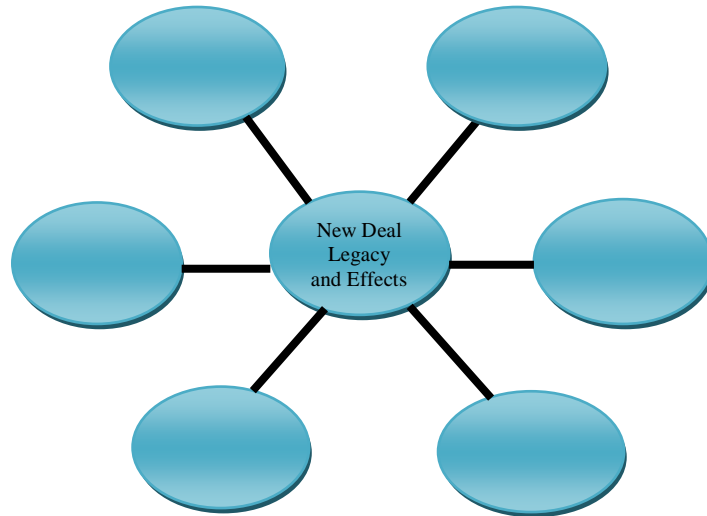
Information concerning the legacy of the New Deal may be found on the following websites:

<http://www.pbs.org/newshour/economy/newdeal/>  
<http://www.history.com/videos/the-new-deal>

Guide students through a reading selection on the legacy of the New Deal, stopping at predetermined places to ask students to check and revise their predictions. At each stopping point, ask students to reread their predictions and change them if necessary. New predictions and relevant information should be written. Ask questions involving the content.

Once students have been exposed to the content, their predictions may be used as discussion tools in which they state what they predicted would be learned compared to what they actually learned.

Place students in pairs and have students create a *graphic organizer* ([view literacy strategy descriptions](#)) in which they identify the long-term impact and legacies of the New Deal (see New Deal's Long-term Impact and Legacies BLM and sample below). Ask students to explain their *graphic organizers*.



In a culminating activity, have students work individually, using the *DL-TA: directed learning-thinking activity* information in their *learning logs* and the Long-Term Impact of the New Deal *graphic organizers*, to write an informative text in which they describe the long-term impact and legacies of the New Deal. Have students cite specific sources used when writing their informative text.

Gather the class back together. Solicit observations and discuss and compare students' findings. Some teacher guidance may be needed.

### Sample Assessments

#### General Guidelines

- Students should be monitored on all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom's taxonomy

- EOC-like constructed response items
- open-ended response items requiring supporting evidence
- test items aligned to the verbiage of the GLEs.

### **Activity- Specific Assessments**

- Activity 4: Have students use their historical imagination to write diary entries relating to the Dust Bowl during the Great Depression. Entries could reflect the everyday existence in the Dust Bowl region. The entries should examine the flight of the family from their farms and describe their lives in a new location. Diary entries should be assessed according to established criteria distributed to students before the paragraph is written.
- Activity 6: Have students draw political cartoons that might have been printed in Democratic or Republican newspapers during the 1932 presidential election. Political cartoons should be assessed according to established criteria distributed to students before the political cartoon is drawn.
- Activity 8: Have students write a short essay in which they identify and explain four changes that the New Deal brought to American life. Short essays should be assessed according to established criteria distributed to students before the paragraph is written.
- Activity 8: Have students work in pairs to create posters in which they summarize a New Deal program. Posters should depict the purpose and the result of the New Deal program. Posters should be assessed according to established criteria distributed to students before the posters are created.