Lesson 1 (1 day)

Title: The Historian as Detective

Objectives: Students will:
1. Observe, record, analyze, and interpret a primary source to learn about the effects of the Great Depression.
2. Compare/contrast their own lives with those of the children in the photo and express their reaction to it.

Materials:
Photograph of children in a soup line in Arkansas, 1933 (scanned link). Original available through the
   National Archives and Records Administration (available at NARA: AP007994, REF 0650,
   Special media Archives division, (Still Picture Reference Team), National Archives and
   Research Administration, 8601 Adelphi Rd., college Park, MD).
Alternative photos available through the New Deal Network, http://newdeal.feri.org,
   American Memory, http://memory.loc.gov/ammem/fsowhome.html,
Photograph Analysis Sheet 1 http://www.archives.gov/education/lessons/worksheets/photo.html
(also use this site for analysis worksheets throughout the unit including for songs, posters, maps,
   artifacts, etc.) http://www.archives.gov/education/lessons/
Large poster paper
Markers
Copy of Historical Background Information (link found in introduction under “Historical Background”).

Strategies:
1. Hook: Display photograph of children in the soup line on an overhead projector (scanned link).
2. Make copies of the Photo Analysis Sheet 1
   http://www.archives.gov/education/lessons/worksheets/photo.html and distribute to student pairs and
   give them 10 minutes to observe and record what they see. Reconvene class and ask each pair to
   report their findings. Identify setting and action in the photo. Ask what they remember about
   the causes of the stock market crash of 1929 on Black Tuesday referring to information covered
   in their textbook or their fact sheet listed under the Historical Background (link). What were the
   attitudes and expectations of the 1920’s? Make a brief list of causes of the depression on poster
   paper.
3. Wrap-up Activity: Review differences between primary and secondary sources identifying
   the photo as a primary source and their textbook as a secondary source. Brainstorm other
   possible primary sources and list on poster paper such as maps, artifacts, songs, posters, etc. Tell
   them they are going to be using primary sources found in books and online to expand their study
   of the 1930’s, the Great Depression and the New Deal of Franklin Roosevelt.
4. Assign a textbook reading about the Great Depression or distribute copies of the Historical
   Background (link).
Differentiation: Students will work in mixed ability-groups of two or three. All students will be encouraged to participate in the discussion with one person taking on the role of recorder, one the role of reporter.

Lesson 2 (1 Day)
Title: The Depressing Depression

Objectives:
Students will:
1. Observe, analyze, and record observations of primary source photographs from 1933.
2. Draw upon previously learned information from the colonial period to learn new information about the depression, bank closings, and how people used the old bartering system.
3. Compare and contrast the perspective of two different individuals.

Materials:
Bags of trading items,
Photograph of two men bartering (scanned link)
Copies of Photo Analysis Sheet 2 (link in appendix)
Group Role Cards (link)
Rubric for Group Work (link)
Four red HELP cards for groups
Overhead transparency of picture
Xerox copies of picture
Copies of picture with conversation bubbles drawn on picture
Rubric for Homework Project (link)

Strategies:

1. Hook: Divide students into groups of four assigning each person a role such as supplier, recorder, reporter, and timekeeper (Group Role Card link). Next, give each individual a small, paper bag with trinkets inside (candy, snacks, stickers, homework pass, erasers, pencils, pads, etc.). Announce that they have three minutes to exchange items with people in their group. Bags will contain a different number and variety of objects. This, as well as personal preference, will encourage students to negotiate and exchange with others in their group. They must remain seated and may exchange only with people at their table. After 3 minutes, allow them another 2 minutes to exchange with students at another table. When the timer rings, they must immediately stop and return to their original group. Anyone who does not follow class rules of respect or the rules of the game will lose one item to the teacher (tax collector).

2. Review what they have learned about the colonial period when there were no banks, little currency, and people had to barter to get what they needed and wanted. Explain that being an historian means learning to use previous knowledge to analyze primary sources such as photographs to get clues about the period or event. Groups will have ten minutes to work together analyzing a photograph (link) and completing Analysis Sheet 2 (link in Appendix). They should remember that with diagrams, they should use words or short phrases to take notes to accommodate the small space. If they have problems during the activity and need adult assistance, the supplier should hold up the red HELP card.
3. **Wrap-up:** After 10 minutes, give each group one-minute to report their findings to the class. Finally, explain that the photo was taken in March of 1933 in a man’s clothing store in Detroit, Michigan. Remind them of previously learned information about the stock market crash of 1929 when banks closed and there was a shortage of currency. Ask, “What is going on in the picture?” Allow for whole class discussion.

**Differentiation:** Homework Students may choose one of the following four projects to complete.
1. Using conversation bubbles for the photograph, explain what is happening answering the following questions:
   - What led up to this situation?
   - Why are they trading these particular items?
   - What does each person gain or lose in the transaction?
   - How does each person feel about what is happening?
   - Who or what do they “blame” for the depression? What should the government or business do about the depression if anything?

Students will need several copies of the photo to show a continuing conversation between the two men to tell the story of the picture.
2. Draw a panel story board showing in picture and words what the photograph is about, and what the causes and consequences are of the bank closures.
3. Find a partner and perform short (5 minute) skit with each person playing one of the people in the picture. The “what” and “why” behind the activity in the picture should be included in the dialogue.
4. Write a short essay explaining the photograph and what you have learned. What if anything would you do if you were President of the United States?

**Lesson 3 (1 Day)**

**Title:** The Depressing Depression Continues

**Objectives:** Students will:
1. Present and explain their projects.
2. Practice analyzing another primary source from the same year, but a different action and setting.

**Materials:**
Photograph of a run on a New York bank, 1933 (scanned link)
Copies of Analysis Sheet 3 (link in Appendix)
Student role cards (link)
Rubric for Group Work (link)
Rubric for Homework Projects (link)
Teacher may choose from a number of primary source photographs available online from National Archives and Records Administration [http://archives.gov/digital_classroom/](http://archives.gov/digital_classroom/) or the Library of Congress American Memory [http://memory.loc.gov/ammem/fsowhome.html](http://memory.loc.gov/ammem/fsowhome.html) or simply revise the Analysis Sheet 3 (link).
Strategies:
1. **Hook:** Students will display, explain, or present their homework projects.
2. Explain that they will be working in their groups again repeating the analysis activity from the previous, day but with a different photograph. Hand out the photograph of the 1933 “bank run” (link) and Analysis Sheet 3 (link). They have 10 minutes to use their analysis sheet to observe, discuss, analyze, and record their thoughts and ideas.
3. **Wrap-up:** Each group will then present the picture and their conclusions to the whole class.

**Differentiation:** Differentiation and choice is provided in the group work format and in the choice given for different homework assignments.

**Lesson (Day 4)**

**Title:** Using Primary Sources to Discover History

**Objectives:** Students will:
2. Work in groups of 4 to 5 analyzing different types of primary sources and present their analysis to the class.

**Materials:**
Several computers with internet capability
Copies of sample NARA Analysis Worksheets http://www.archives.gov/education/lessons/
Samples of various primary sources posted for display around the classroom http://newdeal.feri.org/ This New Deal Network is an especially good resource for this activity as they provide resources from big business, unions, student activists, political cartoonists, migrant workers, poets, and New Deal artists.

Strategies:

1. **Hook:** The teacher will have several types (cartoon, song lyrics, ads, etc.) of Archives Data Analysis sheets http://www.archives.gov/education/lessons/copied and a variety of primary sources printed and displayed around the room. Allow students 5 minutes to roam and look at examples of photographs, cartoons, posters, art works, song lyrics, documents, advertisements from several of the online resources at http://www.pbs.org/riverofsong/ , http://memory.loc.gov/.

Voices from the Dust Bowl http://memory.loc.gov/learn/lessons/99/dust/intro.html
2. Students will choose one of the sources displayed to take back to their group and complete an appropriate Data Analysis Worksheet of their choice. They may choose their own type of source
(ad, song, photo, map with documentation, etc.). However, each member of their group must choose a different type of primary source or one that demonstrates a different perspective. For example, an advertisement from General Electric and a political cartoon from a Union newspaper.

3. **Wrap-up**: Groups display primary sources and analysis sheets on the wall. The teacher will use examples of student work to lead a discussion on the value of various types of primary resources in informing us about lives in the past.

**Differentiation**: Students of mixed ability can choose from a variety of primary sources.

**Lesson (Day 5)**

**Title**: Solving a Great Problem

**Objectives**: Students will:
1. Pinpoint and list specific problems of the Great Depression using what they have learned from analyzing a variety of primary sources.
2. Form research groups to learn about President Franklin Roosevelt and New Deal Legislation using internet sources.

**Materials**

Access to the school library
Computers with internet and printing capability
List of print and internet resources
   - http://pbs.org/wgbh/amex/presidents/frames ,
Students’ textbooks, and books listed under print resources for children.
Poster paper
Clipboards and paper for each student
Guidelines & rubric for research projects (link)

**Strategies**:

1. **Hook**: Students will view group displays from the previous day.
2. Students have 15 minutes to circulate around the room with clipboards viewing work from the previous day and listing as many problems of the Great Depression as they can find within the information on display. They should note differences of opinion regarding what the problems may have been or even if there was a problem according to the perspective of some. The teacher will then assign students to research groups. This will allow a variety of ability levels and interests to be found within different groups. Research groups will be given a particular area of interest to research including legislation affecting banking reform, work programs, social security, labor reform, and political reaction particularly the response of the US Supreme Court and the US Congress.
3. **Wrap-up:** Students will be given a week with at least two sessions in the school library to conduct research and work on final presentation of Legislative Research Reports.

  **Differentiation:** Students will be assigned to mixed ability groups and may present information in a variety of formats including: an oral report using print outs of legislation, written reports, a debate between mock members of the Supreme Court and the President, a picture book telling the before and after story of how legislation affected a problem, a book report that includes how a part of the New Deal would have affected the characters of the book.

**Lesson 6 (2 days)**

**Title: New Deal Programs**

**Objectives:** Students will:
1. Use print and online resources to conduct a search.
2. Work in small groups to analyze and prepare material.

**Materials:**
- Computers with internet and printing capability
- A variety of print resources found in the school, classroom, or public library (see Resources list)

**Strategies**
Students and teacher will be working in their research groups to collect, organize, and prepare information. They will use either the school library or classroom depending on the best place for the research.

**Differentiation:** See available choices for presentation on previous page.

**Lesson 7 (1 Day)**

**Title:** New Deal Programs,

**Objectives:** Student will:
1. Present research information to the class through a variety of formats including but not limited to oral presentation, picture book, drama, written report.
2. Summarize major programs that were created by the New Deal

**Materials**
- Student Projects
- Research Rubric (link)

**Strategies**
1. As students present their projects students should take notes on the legislation and its purpose.
2. After the presentations, the teacher will conduct a whole group discussion summarizing the major legislation from the period (e.g., social security, federal work programs, TVA, farm assistance programs).

**Differentiation**
Presentations reflect variety of choices in topics.

**Lesson 8 (1 day)**

**Title:** Creating Your Own Primary Source

**Objectives:** Students will:
1. Use what they have learned to produce their own mock primary sources and demonstrate what they have learned over the previous two weeks.
2. Present research results to class or school

**Materials**
- Newsprint & markers
- Tape recorders
- Video cameras and tapes
- Digital camera
- Computers with internet and printing capability
- Current Newspapers
- The American Memory, [http://memory.loc.gov/library](http://memory.loc.gov/library)
- The Grapes of Wrath (video and book),
- Out of the Dust & Bud, Not Buddy (books listed under Children’s Print Resources)
- Rubric for creation of a primary source (link)

**Strategies**
1. Students will be given a project to create a primary source. They need to decide what sort of primary resource they want to produce. Examples will be available including newspapers with advertising and want ads for students to look at for ideas. They may create a newspaper front page, an advertisement, conduct a mock interview (oral history) with another student, a journal entry, song, art work, dramatic presentation with a small group, dialogue for an existing newsreel. There are many possibilities. However, students doing either individual work or group work must give the teacher a summary of their presentation including group members and the date their project will be finished. This can be negotiated with the teacher.

**Differentiation:** Provided through choices given.

**Lesson 9 (1 to 2 days)**

**Title:** Presentation of Culminating Assessment

**Objective:** Students will:
Analyze their peers’ work and their own using the Rubric for the Culminating Assessment (link).

**Materials**
Rubric for Culminating Assessment (link)

**Strategy**
1. Students will present their work and students will use the rubric to analyze their peer’s work.
2. Conduct a whole class discussion on the importance of primary resources in the study of history.
3. The teacher will collect the student analysis and use them to help her evaluate student work.

**Differentiation**
Students had a variety of choices in creating their primary sources.