Appendix

Lesson 1
Photograph of children in a soup line in Arkansas
Photo Analysis Sheet 1
Historical Background for a Fact Sheet (link in introduction)

Lesson 2
Rubric for Group Work
Group role cards
Photograph of two men bartering
Photo Analysis Sheet 2
Rubric for homework assignment

Lesson 3
Photo of a run on a New York bank
Photo Analysis Sheet 3

Lesson 5
Guidelines for research on New Deal programs
Rubrics for Research Projects

Lesson 8
Rubric for Culminating Assessment
Lesson I

Insert photograph (1) of children in a soup line in Arkansas, 1933
# Photo Analysis Worksheet 1

**Step 1. Observation**

<table>
<thead>
<tr>
<th>A</th>
<th>Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Use the chart below to list people, objects, and activities in the photograph.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People</th>
<th>Objects</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Step 2. Inference**

Based on what you have observed above, list three things you might infer from this photograph.

___

___

___
<table>
<thead>
<tr>
<th>Step 3. Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong>. What questions does this photograph raise in your mind?</td>
</tr>
<tr>
<td>________________________________________________________________</td>
</tr>
<tr>
<td>________________________________________________________________</td>
</tr>
<tr>
<td>________________________________________________________________</td>
</tr>
<tr>
<td>________________________________________________________________</td>
</tr>
<tr>
<td><strong>B</strong>. Where could you find answers to them?</td>
</tr>
<tr>
<td>________________________________________________________________</td>
</tr>
<tr>
<td>________________________________________________________________</td>
</tr>
<tr>
<td>________________________________________________________________</td>
</tr>
<tr>
<td>________________________________________________________________</td>
</tr>
</tbody>
</table>

Designed and developed by the

Education Staff, National Archives and Records Administration, Washington, DC 20408.
Lesson 2

(To be used to evaluate all group work throughout the unit)

**Rubric for Group Work**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Demonstrates responsibility in fulfilling assigned role; participates in discussion, encourages others to express ideas, listens to and takes all ideas into consideration; uses respectful language; shows enthusiasm.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Completes job assigned responsibly; participates in discussion; does not do all the talking, interrupt others, or order others around.; listens most of the time; uses respectful language; shows enthusiasm.</td>
</tr>
<tr>
<td>Fair</td>
<td>Completes own assigned job; participates a little in the discussion; uses respectful attitude and language.</td>
</tr>
<tr>
<td>Poor</td>
<td>Does not do assigned job; does not participate in discussion; interrupts others; uses disrespectful attitude and/ or language.</td>
</tr>
<tr>
<td>Role</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Supplier</td>
<td>Gets and returns materials to teacher</td>
</tr>
<tr>
<td>Recorder</td>
<td>Writes down information on Analysis Sheet</td>
</tr>
<tr>
<td>Reporter</td>
<td>Reports groups findings to class</td>
</tr>
<tr>
<td>Time Keeper</td>
<td>Keeps track of the time for the group</td>
</tr>
</tbody>
</table>
Insert photograph (2) of two men bartering here

Analysis Sheet 2

Names: ______________________  ______________________
Examine the photograph for two minutes. Then answer the following questions.

1. How many people are in the picture? ________________
2. Describe the two people in the spaces below (age, man or woman, clothing, etc.).

<table>
<thead>
<tr>
<th>Person 1</th>
<th>Person 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td></td>
</tr>
<tr>
<td>D.</td>
<td></td>
</tr>
</tbody>
</table>

Select the best answer to fill in the two blanks below: urban, suburban, rural

3. Person (1) probably lives in a _______________________ area.
4. Person (2) probably lives in a _______________________ area.
5. When was the photo taken? Circle your choice:

<table>
<thead>
<tr>
<th>1600s</th>
<th>1700s</th>
<th>1800s</th>
<th>1900s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Where are they?

<table>
<thead>
<tr>
<th>farm</th>
<th>outside</th>
<th>clothing store</th>
<th>circus</th>
<th>market</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. What else is in the room? Name at least 3 things.

| A.       |          |
| B.       |          |
| C.       |          |

Prediction

What do you think is going on in the photograph?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Rubric for Homework Assignment
Exemplary  Student accurately describes and explains events and people in photo including at least three details; compares/contrasts use of bartering during colonial period to bartering during the Great Depression; includes several causes and effects of Depression including bank closures and lack of hard currency; demonstrates empathy with people in the picture; correct punctuation and grammar, activity demonstrates thoughtful analysis, work is creative and attractively presented.

Good  Student answers the who, why, what, and when of the picture including at least one cause and effect of the Great Depression; demonstrates understanding of roles and unusual character of activity; makes some comparison to earlier use of bartering but may be lacking in detail and specifics; uses correct grammar, spelling, and punctuation.

Fair  States general time period, identifies people in photo and activity; lacks detail on causes for bartering in the 1930’s and connection to bartering in an earlier time, inconsistent in the use of correct grammar, spelling, and punctuation.

Poor  Fails to identify people, historic period, or activity taking place; makes no connection to bartering in the past; fails to explain cause of activity in terms of bank failures and lack of currency; poor spelling, grammar, punctuation; sloppy execution.

Lesson 3

Insert photograph (3) of a run on a New York bank
Names: ______________________   ______________________
                     Supplier                      Recorder
                     ______________________   ______________________
                     Reporter                      Time Keeper
                      ______________________

Date: ____________________________

Circle one of the following answers.
1. What is the setting?

   Urban   suburban   rural   school

2. When did this happen?

   1770’s   1930’s   1990’s   1860’s   1600’s

3. Where is this happening?

   London   Paris   New York City   Jamestown

4. How do you know? ________________________________________________

   ________________________________________________________________.

5. Based on what you have learned about the Great Depression, what do you think is going on in the photograph? What caused this to happen? What was one effect?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
Lesson 5

Program and Legislative Research Guidelines

Choose one of the following New Deal Programs:
a) Tennessee Valley Act and Rural Electrification Administration,
b) Social Security Act,
c) Agricultural Adjustment Act and Federal Surplus Relief,
d) Works Progress Administration (Federal Arts Project and the Federal Writers Project),
e) National Youth Administration,
f) National Industry Recovery Act (National Recovery Administration),
g) National Labor Relations or Wagner Act,
h) Home Owners’ Loan Corporation Act and Emergency Farm Mortgage Act,
i) Public Works Administration,
j) Federal Emergency Relief Act,
k) Civilian Conservation Corps,
l) Federal Deposit Insurance Corporation,
m) Truth in Securities Act and the Federal Trade Commission,

Your research report should include all of the following:

1. Name of Program:
2. Acronym:
3. Date enacted or passed:
4. Existing problem of Great Depression
5. Way in which program or law was going to help:
   Detail 1:
   Detail 2:
   Detail 3:
   Detail 4:
6. Additional Information:
7. Dated program or law ended:
8. Did this help the situation of individuals or groups of people. If so, who and how?
   Particularly good resources for research: any good encyclopedia, The Great Depression and the New Deal by Anne E. Schraff, the New Deal Network, web sites provided by your teacher.
Rubric for Research – Lessons 5, 6, 7

Exemplary  Gave name, as well as, acronym for program or legislation and date passed; explained in detail what problem it was addressing and how it was designed to help solve the problem; specified how well it did or did not work and stated if program/ law is still in existence today; if program/ law is no longer existing tells why; correct spelling, punctuation, grammar; is neat and well-written.

Good  Gave name and acronym for program/ legislation, date passed; explained what program or legislation was intended to do; gave some idea of level of success but lacking in detail; did not address program/ laws current status, mostly correct spelling, punctuation, grammar, neat and generally well-written.

Fair  Gave name and acronym and date passed; gave some generalized idea of what the program or legislation was about but lacking in detail and clear explanation; failed to address whether this program or law still survives today; poor spelling, punctuation, grammar; sloppy and at times difficult to follow ideas because of poor writing style.

Poor  Missing name or acronym for program or legislation, missing date passed, unclear what program did or the intention of the legislation; does not discuss in terms of economics or law today; sloppy, poor spelling, grammar, punctuation; often difficult to follow development of ideas because of poor writing style.

Lessons 8 & 9

Rubric for Culminating Assessment
Exemplary  Student(s) presentations list several causes of the Depression, effects on different groups of people; compares and contrasts expectations and attitudes before and after the 1930’s, uses specific and accurate details; work is colorful, neat, imaginative and reflective of the period; includes details that a real primary source would have (i.e. map key and compass rose), correct grammar, spelling, punctuation; uses and sites both online and print, primary and secondary sources; includes details that a real primary source would have (i.e. map key and compass rose), correct grammar, spelling, punctuation; uses and sites both online and print, primary and secondary sources; has a bibliography; is punctual.

Good  Student(s) gives evidence of causes and effects of Great Depression but lacks detail; perspective tends to be one sided; work is creative and shows empathy with people of the period; correct grammar, spelling, punctuation; uses both online and print sources; includes a bibliography; no more than one day late.

Fair  Student(s) includes mention of time period and at least one cause and effect on individuals; sporadically correct spelling, punctuation, grammar, lacks creativity, neatness, includes bibliography; no more than 2 days late.

Poor  Student(s) lack mention of who, what, where, or when; sloppy with poor punctuation, spelling, and grammar; lacking any point of view; no bibliography or reference to online or print sources.