

## The Depressing Depression

**Author:** Tanyan Avendano  
**School:** John Adams Elementary School,  
 Alexandria City Public Schools

**Grade Level:** Middle School 7<sup>th</sup>  
 Can be Adapted for Upper  
 Elementary or High school  
**Time Estimated:** 9– 11 days (50  
 minute periods)

### Overview

This unit is designed to teach about the causes and effects of the Great Depression, and provide an introduction to the use of primary sources in the study of history. This historical discovery approach will emphasize the role of the historian as detective using such skills as observation, discrimination, analysis, and synthesis to research and record history. Students will explore primary sources including photographs, poems, song lyrics, documents, maps, cartoons, as well as, secondary source texts in print and online.

This unit works well when students have learned about U.S. history through the early 20<sup>th</sup> Century including World War I, the “Roaring Twenties,” and basic economic events and psychological attitudes that helped lead to Black Tuesday and the Crash of 1929. Students will link their knowledge of the barter system during colonial times to the bank failures of the 1930s that resulted in the currency crisis of the Great Depression (there were no banks in the colonies and very little currency and as a result, most people depended upon bartering to meet their economic needs). In recalling this information, students will compare the similarities and differences to the colonial era. They will learn about the effect of the Great Depression on families, the response of government to the crisis, and how this event changed views on the role of government in economics, the arts, the environment, and social services. The students in the class are approximately 25% ESL, 30% LEP, 30% African/ African-American, 30% Latino, 8% Caucasian, and 30% is on free or reduced lunch. There are no talented and gifted (TAG) students.

### Historical Background

(This section should be copied and distributed to students to use as a fact sheet).

#### Great Depression Fact Sheet

After the end of WW I during the mid and late 1920’s, much of the United States experienced an euphoric sense of prosperity and optimism known as the Roaring Twenties. For several years the stock market had been on fire with activity as prices soared, and people began over speculating on stocks. However, these boom years that appeared to create fortunes concealed serious weaknesses in the American economic system.

Buying a stock is buying part ownership in a company. However, part of the value of the stock is based on what purchasers **think** will happen in the future. When investors buy stock, they are hoping that the value of the company will increase. If more people purchase the same stock, it tends to increase the value and the price. Investors are taking a risk, speculating on future performance, and planning to sell in a few months or a year to make a sizeable profit.

During the 1920s, many people bought on margin, a process whereby the buyer pays as little as 10% of the purchase price of the stock and borrows the rest from a broker (a person who buys and sells stock or bonds for the investor). Even bankers would sometimes divert their customers' money (savings accounts) to purchase stocks on margin in risky market speculation rather than investing in industrial expansion and development. This system makes large profits for investors only as long as prices keep increasing.

During this time, bankers, corporate leaders, and financiers sometimes formed secret investment "pools" to buy stocks in glamorous companies such as American Telephone and Telegraph (AT & T). They then sent bank salesmen out to encourage clients to purchase stocks on margin in the same company. Sometimes bogus stories were planted in the press hinting at "hot stocks" to buy. This practice was called "insider trading" and was legal allowing for gross manipulation of the market. After a relatively short period, members of the pool quietly sold their holdings at inflated rates. When the prices began to settle down to a more realistic level reflecting the true earning power and potential of a company, smaller investors who were not a part of the pool were left holding the bag and owing large sums of money (teachers might talk about Martha Stewart at this point).

Ordinary salaried workers and well-known celebrities poured money into the market in the belief that it would only continue to go up making them rich in a relatively short time. Unfortunately, there were few safeguards protecting the unwary investor. The Federal Reserve System did not have the powers it does today, the federal government had a very limited role in the economy, and banks were largely unregulated. The government took a largely hands off position with the economy failing to prevent the collapse of the banking system. Financial institutions across the country suddenly closed wiping out the savings of depositors. More than 11,000 of 24,000 banks failed. When the market crashed, loans were called in and the house of cards began to give way. An economy built on a superficial system of credit collapsed resulting in lay offs, evictions, salary cut backs, and reduction of hours. One fourth of U.S. workers were without jobs and millions more worked at subsistence levels. Hunger and homelessness were prevalent as desperate men, women, and children crossed the country seeking jobs, food, and shelter.

In addition to the collapse of the banking system, the agricultural sector faced a crisis. Drought and decades of poor farming practices had turned once fertile plains in the Midwest into millions of acres of billowing dust. Bank foreclosures were common as prices in farm markets eroded and incomes fell to record low levels. High tariffs strangled international trade, and a number of large and small businesses failed. As the deflationary spiral continued, the value of money plummeted.

By late winter 1933, the nation had endured more than three years of economic depression. Bank closures and the ensuing lack of hard currency led people to revert back to the old colonial bartering system. Men and women who had for generations worked and mined the land depending only upon themselves and their extended families were thrown into grinding, hopeless poverty. Many felt as though they personally were failures. Others saw democracy and capitalism as failed systems needing either massive overhaul or revolutionary change.

The Great Depression would cause Americans to question the historic belief that individuals and families were responsible for their own success and care. With so many unemployed and evicted from their homes, attitudes about the role of government in the economic life of the nation were shifting. Citizens began to ask what responsibility society

shared for the welfare of each individual. (Perspectives A Multicultural Portrait of the Great Depression, listed under books for children, is a detailed and child friendly explanation of economics of the period).

The nation and the culture were both rocked and energized by the social, political, and economic crisis of the decade. Out of this turmoil came the voice of the newly elected President, Franklin Roosevelt, who inspired hope with a new attitude about the role of government and the citizen. Millions were put to work in federal programs as part of a policy that came to be known as the New Deal. Legislation was passed to safeguard banking accounts (FDIC), regulate banking practices, reform the stock market, protect workers' rights, and provide some security for retired and elderly workers (Social Security).

Some of these programs of the New Deal were temporary and had limited effects on the economic plight of the people. Others have become fixtures in the modern United States economy. Today, most Americans expect the government to play an active role in the economic, social and political welfare of its citizens, though there is a continuous debate about the proper extent and nature of that role. This is the legacy of the Great Depression and the New Deal.

**Major Understanding:** The Great Depression was a cataclysmic historic and economic event that changed the lives of millions of people and resulted in the policies of the New Deal, a shift in the role of government in the lives of its citizens. There is still a debate today about the proper extent and nature of that role.

Objectives: **Students will:**

1. Gain an understanding of the causes and effects of the Great Depression
2. Examine the major programs of the New Deal
3. Identify and interpret primary source documents
4. Compare and contrast data with previously learned information

### **Standards of Learning for United States History: 1877 to the Present**

#### **Skills**

USII.1 The student will demonstrate skills for historical and geographical analysis, including the ability to

- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in the United States history from 1877 to the present
- b) make connections between past and present events
- c) sequence events in United States history
- d) interpret ideas and events from different historical perspectives

#### **Content**

USII.5 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by

- d) identifying the causes of the Great Depression, its impact on Americans, and the major features of the Franklin D. Roosevelt's New Deal.

### **Culminating Assessments**

1. Students will research one of the New Deal programs describing its purpose and evaluating its effectiveness.
2. Students will design and produce a “primary source” demonstrating their understanding of the causes, effects, varying perspectives, and key concepts of the Great Depression and New Deal. Their created “primary source” will include what they have learned from using actual primary sources from the period (1930’s). This may be a government document, series of photographs, song, poem, poster, map, interview, political cartoon, newspaper, and newsreel. Each primary source will be accompanied by a written explanation and presented to the class.

### **Resources**

#### **Books for Children:**

Curtis, Christopher P. Bud, Not Buddy. New York: Delacorte Press, 1999. Winner of both the Newberry Medal and the Coretta Scott King Award, this is the story of a motherless boy in Flint, Michigan circa the mid 1930’s, in search of the jazz musician he believes to be his father.

Hesse, Karen. Out of the Dust. New York: Scholastic Press, 1997. A moving first person account of how a girl and her farm family experience the displacement of the Dust Bowl. The book cover photo is of a real girl of the period.

Neal, Harry E. Money. New York: Simon Schuster, Inc., 1967. Useful introduction for some children into the basics of money and the economy.

Rensberger, Susan. A Multicultural Portrait of the Great Depression. New York: Benchmark Books, 1996. Excellent, detailed nonfiction book for middle and high school students with a particularly useful section explaining the economics of the Crash of ’29 and the Depression in ch. 2. Delves into effects of the Depression and the New Deal Programs on women, children, minorities, even a page and a half on the “Indian New Deal.” A must have with many photos, a time-line, a glossary.

Schraff, Anne E. The Great Depression and the New Deal: America’s Economic Collapse and Recovery. New York: Franklin Watts, 1990. Useful sections on New Deal Legislation. Ch. 8 discusses the impact on minorities of the Depression. High middle or high school reading level.

Stanley, Jerry. Children of the Dust Bowl. LaVergne: Ingram Publ., 1992. Useful nonfiction accompaniment to Out of the Dust.

Stone, Tanya L. The Great Depression and World War II. Austin-New York: Steck-Vaughn Co. 2001. Good nonfiction for gr. 6 – 9, covering the 1930’s –40’s. Detailed timeline and glossary.

Stein, R. Conrad. The Great Depression, Cornerstone of Freedom (A Series). Chicago: Children’s Press, 1993. Good nonfiction resource at reading level of upper elementary/ middle school students.

Steinbeck, John. Grapes of Wrath. Both the book and movie, in part or in whole, are useful resources depending on the reading and maturity level of the child.

**Print Sources for Adults:**

Farrell, Jacqueline. The Great Depression. San Diego: Lucent Books, 1966. Good resource for a basic understanding of causes and effects of the depression.

Fremon, David K. The Great Depression in American History. Berkeley Heights: Enslow Publ., 1997. Will provide more detail and depth than what will be found in most US history survey textbooks.

Galbraith, John K. The Great Crash 1929. New York: Houghton Mifflin, 1954. Last chapter on Causes and Consequences is of interest to those with an interest in economics.

Garraty, John A. The Great Depression: An inquiry into the causes, course, and consequences of the Worldwide Depression of the 1930's as seen by contemporaries and in the light of History. San Diego: Harcourt Brace Jovanovich Publishers, 1986. I listed the full title since that sums up the book's worldview. Looks at economics, literary, social, political and psychological sources for background.

Gerdes, Louse I., editor. America's Decades the 1930's. San Diego: Greenhaven Press, Inc., 2000. Choose from a wealth of essays including such titles as "Causes of the Great Depression" to "Creating Consumers: the Radio Soap Opera" and "labor Unrest During the Depression." There is an interesting essay on "The trials of the Scottsboro Boys" and an analysis of the New Deal legacy.

Kennedy, David M. Freedom From Fear: The American People in Depression and War 1929-1945. New York: Oxford University Press, 1999. If you become particularly interested in this period, this is the book for you. An opus of over 900 pages, includes a couple of interesting cartoons as well as a plethora of information. Pick and choose.

Klingaman, William K. The Year of the Great Crash 1929. New York: Harper and Row, Publishers, Inc. 1989. A lengthy and detailed account of the Great Depression filled with marvelous stories about people of the time including the Marx Brothers, Irving Berlin, Charlie Chaplin, as well as key bankers, financiers, elected officials, and gangsters. I really loved this book.

Petrie, Gail G. The American Memory Collections From A to Z. Worthington, Ohio: Linworth Publishing, Inc. 2003. MUST HAVE for any teacher serious about the study of history using primary sources. Step by step guide to using the American Memory online collection of the Library of Congress. Ready-made forms for student use, activities, quick activity guides.

Sherrow, Victoria. Hardship and Hope: America and the Great Depression. LaVergne: Ingram Publ., 1995. Personalizes the experience of the depression and has good photos.

### Internet Resources:

- American Memory: Library of Congress. <http://memory.loc.gov/library/>.
- See Voices from the Dust Bowl: *The Charles L. Todd and Robert Sonkin Migrant Worker Collections*, <http://memory.loc.gov/ammem/afctshhtml/tshome.html>;
- American from the Great Depression to World War II: *Photographs from the FSA-OWI, 1935-1945*, <http://memory.loc.gov/ammem/fsowhome.html>.
- Learning Page Lesson Plan; *Figuring Somepin 'Bout the Great Depression*, <http://memory.loc.gov/learn/lessons/99/migrant/intro.htm>.
- American Life Histories: *Manuscripts from the Federal Writers' Project, 1946-1940*, <http://memoryloc.gov/ammem/wpaintro/wpahome.html>.
- Learning Page Lesson Plan. *Visions In the Dust: A Child's Perspective of the Dust Bowl*, <http://memory.loc.gov/learn/lessons/99/dust/intro.html>.
- Learning Page Lesson Plan "Brother, Can You Spare a Dime": *The Effects of The New Deal on the Depression*, <http://memory.loc.gov/learn/lessons/98/dime/intro.html>
- African-American Mosaic: *A Library of Congress Resource Guide for the Study of Black History*, <http://www.loc.gov/exhibits/african/intro.html>.
- American Memory Timeline: *Great Depression and World War II, 1929-1945*, <http://memory.loc.gov/ammem/ndlpedu/features/timeline/depwwii/d>.

All the above are excellent sources for concise, accurate information, student friendly resources, background info for adults and students, and a wealth of primary documents.

\*The New Deal Network. <http://newdeal.feri.org/> Wonderful source for variety of depression era primary sources, well organized, student friendly lesson plans, bibliographical materials, information specific to needs of this unit including political/economic background, union & student organizing, varying perspectives, cultural resources.

\*National Public Broadcasting. <http://www.pbs.org/riverofsong/> Song lyrics of period.

\*Webquest: The Great Depression. <http://www.plainfield.k12.in.us/hschool/>. Lesson plan, forms, info to compare expenses/salaries of 1930's and today.

\*We made Do: Recalling the Depression. <http://www.mcsc.k12.in.us/mhs/>. Sample lessons, forms information on effects of depression on everyday lives of people.

\*Museum of the City of New York. <http://www.mcny.org>. Good resource for overview and sources of depression and the New Deal with emphasis on cultural programs of WPA and FAP.

\*History Matters. <http://historymatters.gmu.edu/> well organized and easy for both adults and students to use. Especially helpful with forms and advice on how to find, use, and analyze primary sources.

\*National Archives and Records Administration. [http://archives.gov/digital\\_classroom/](http://archives.gov/digital_classroom/) marvelous site for primary sources of all kinds, analysis worksheets for maps, artifacts, photos, and cartoons free and available online.

- National Endowment for the Humanities. <http://edsitement.neh.gov/> Wealth of information including other web sites, videos, books on the depression and New Deal.

### **Photographs**

Photograph 1 depicts an Arkansas soup line, 1933, Photograph 2 shows two men bartering in clothing store, and Photograph 3 shows run on a New York Bank during the Great Depression. These photographs are 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.

### **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>.

NARA, [http://archives.gov/digital\\_classroom/](http://archives.gov/digital_classroom/)

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> 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:

1. Use online sites to find primary sources from the period.  
<http://loc.amemor.gov/>, <http://newdeal.feri.org/> . NARA analysis sheets available at <http://www.archives.gov/education/lessons/>
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.

<http://www.pbs.org/riverofsong/> , <http://memory.loc.gov/>, Voices from the Dust Bowl

<http://memory.loc.gov/learn/lessons/99/dust/intro.html>

**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://newdeal.feri.org/>, <http://www.fdrlibrary.marist.edu/>,  
<http://www.ssa.gov/history/history.html>, <http://www.americanpresident.org/>  
<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)

Analysis sheets from National Archives

[http://www.archives.gov/digital\\_classroom/lesson/worksheets/](http://www.archives.gov/digital_classroom/lesson/worksheets/)

**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>

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.

## **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



|                          |   |  |
|--------------------------|---|--|
|                          |   | <hr/> <hr/> <hr/> <hr/>  |
| <b>Step 3. Questions</b> |   |  |
| A                        | . | What questions does this photograph raise in your mind?<br><hr/> <hr/> <hr/> |
| B                        | . | Where could you find answers to them?<br><hr/> <hr/> <hr/>                   |

**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

|           |   |
|-----------|---|
| Exemplary | 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. |
| Good      | 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.           |
| Fair      | Completes own assigned job; participates a little in the discussion; uses respectful attitude and language.   |
| Poor      | Does not do assigned job; does not participate in discussion; interrupts others; uses disrespectful attitude and/ or language.  |

**Group Role Cards**

**Supplier**

Gets and returns materials to teacher

**Recorder**

Writes down information on  
Analysis Sheet

**Reporter**

Reports groups findings to class

**Time Keeper**

Keeps track of the time for  
the group

**Insert photograph (2) of two men bartering here**

**Analysis Sheet 2**

Names: \_\_\_\_\_  
Supplier Recorder

Reporter Time Keeper

Date: \_\_\_\_\_

Examine the photograph for two minutes. Then answer the following questions.

- How many people are in the picture? \_\_\_\_\_
- Describe the two people in the spaces below (age, man or woman, clothing, etc.).

| Person 1 | Person 2 |
|----------|----------|
| A. _____ | _____    |
| B. _____ | _____    |
| C. _____ | _____    |
| D. _____ | _____    |

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

- Person (1) probably lives in a \_\_\_\_\_ area.
- Person (2) probably lives in a \_\_\_\_\_ area.
- When was the photo taken? Circle your choice:

|       |       |       |       |
|-------|-------|-------|-------|
| 1600s | 1700s | 1800s | 1900s |
|-------|-------|-------|-------|

- Where are they?

|      |         |                |        |        |
|------|---------|----------------|--------|--------|
| farm | outside | clothing store | circus | market |
|------|---------|----------------|--------|--------|

- 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**



## 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,
- n) Emergency Banking Act, and the Banking Act of 1935.

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; 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.  |