

## **Lesson 1: Making Sense of Primary Sources**

**Time Estimated:** 1-2 days

### **Objectives:**

Students will:

1. Gain proficiency in using both visual and text-based primary sources to acquire understanding about the Great Depression and the New Deal.
2. Learn to use the National Archives and Records Administration's (NARA) Photograph and Written Analysis worksheets.
3. Be able to identify the type of written document under analysis, the author, the intended audience, what is being communicated and why, and what the document tells the historian about American history. They should be able to generate questions about the document for further research.
4. Be able to analyze a photograph by listing people, objects, and activities, and to make inferences based on their observations. Students should be able to generate questions about the photograph for further research.
5. Begin to think about the scope of the social problems brought about by the economic depression for further analysis.

### **Materials:**

- Copies of NARA Photograph and Sound Recording Analysis worksheets for students (one of each per student). Find these at the NARA website: <http://www.archives.gov/education/lessons/worksheets>
- Copies for each student of photograph of a street beggar from [http://www.archives.gov/exhibits/picturing\\_the\\_century/galleries/greatdep.html#](http://www.archives.gov/exhibits/picturing_the_century/galleries/greatdep.html#)
- Copies for each student of an interview with an Idaho woman remembering her acts of charity toward “drifters” during the depression located at <http://historymatters.gmu.edu/d/30>
- Computer with Internet access, LCD projector, speakers, and viewing screen
- Pens or pencils
- Clock or watch
- White board and marker
- Nystrom historical map (USH22) “Great Depression and Dust Bowl”
- Nystrom Atlases of United States History

### **Strategies:**

1. Pass out the student copies of the NARA photograph analysis worksheet. Ask students to anticipate what they might see in a photograph from the 1930s in America. Type student anticipatory ideas into a Word document projected on the screen. Summarize students' images of the depression evidenced by their statements of anticipation.
2. Pass out copies of the street beggar. Direct students to examine the photograph for two minutes as noted on the analysis worksheet. Then direct students to examine each quadrant of the photograph after marking a rectangle into quadrants on the white board.

3. Differentiate between people, objects, and activities by giving an example of each. Ask students to mark their worksheets as to the person, the objects and the activity occurring in the photograph. Type the lists of objects and activities onto a template of the activity sheet projected onto the screen.
4. Use a Think Aloud method to begin to make an inference about the photograph; e.g., “I think this person is braving the cold for some purpose because her coat is buttoned to her throat and she is wedged into the corner of the storefront so that the building column protects her from the wind.”
5. Ask students to think/pair/share an inference about the photograph. Type inferences about the photograph onto the template.
6. Ask students to think/pair/share questions that the photograph causes them to have. Type several questions onto the template. Ask students to think/pair/share about where they could go to find the answers to their questions and list these on the template.
7. Summarize the activity by discussing how the photograph analysis proceeded from observation to inference to query, and any important historical connections that were made by studying it.
8. Ask students to reflect upon how the photograph helps them to better understand some aspect of the Great Depression.
9. Pass out copies of the Sound Recording Analysis worksheet. Direct students to find the map of the Great Depression in their Nystrom Atlas of United States History. Ask students to look at the Nystrom historical wall map of the Great Depression. Ask students to reflect upon how many Americans moved during the depression and why they might have done so.
10. Pass out copies of the interview transcript. Ask students to think/pair/share about whose voices they will be hearing in the recording, and the date and location of the recording. Record the responses on a template of the worksheet projected on a screen.
11. Play the recording and direct students to read their copy of the transcript.
12. Ask students to think/pair/share about the type of recording it is, the unique physical qualities of it, and the tone or mood. Type in responses on the worksheet template while students record on their worksheets.
13. Ask students to think/pair/share three things they think are important about the recording and notate their responses. Ask students to reflect upon for whom the recording was made and why.
14. Summarize the activity by reflecting upon how the analysis of the recording entailed pre- and post-listening phases as well as careful analysis of the listening phase. Summaries of historical connections will be reiterated and questions for further research will be elicited.
15. Ask students to compare and contrast the situations of the begging woman in the photograph with the plight of the hoboes who were the object of the interviewee’s charity.
16. After recording some of the students’ responses, ask students to reflect upon the fact that homelessness appeared to affect both urban and rural Americans, as well as younger and older Americans. Ask students to brainstorm some other ways in

which to differentiate the classes and groups of citizens who may have been affected by poverty, homelessness, or hunger.

**Differentiation:**

Students who are strong visual learners will be paired with students who demonstrate ability in learning linguistically or by using auditory abilities. Assessment of these abilities can generally be made by teacher observation or they can be done more formally utilizing learning style inventories. Students who have difficulty in written communication should receive the teacher's assistance in filling out the analysis worksheets if working with their partner proves to be unsuccessful in this regard.

Students who appear unmotivated may find connections to the photograph and interview if the teacher asks students to reflect upon a time when the student or his/her family encountered a homeless person begging for money. A discussion of the ongoing problem of homelessness and poverty in the community should provide an adequate hook for students who appear to lack connection to the topic.

## **Lesson 2: Voices and Visions Independent Research**

**Time Estimated:** 2 days

### **Objectives:**

Students will:

1. Utilize Internet resources to research evidence of the social and economic impact of the Great Depression on the lives of Americans.
2. Utilize Internet resources to research evidence of the role of the federal government's programs to provide work, income, and relief for disadvantaged Americans.
3. Gain proficiency in analyzing primary sources such as photographs and sound recordings of interviews, or written documents of oral histories.
4. Gain proficiency in utilizing the NARA analysis worksheets for analyzing photographs, sound recordings, and written documents.
5. Select items from their research to demonstrate the diversity of experiences, backgrounds, and situations chronicled by government photographers and historians during the Great Depression.

### **Materials:**

- Laptop computers with remote Internet access, printer
- Copies of NARA analysis worksheets for photographs, sound recordings, and written documents available at the NARA website:  
<http://www.archives.gov/education/lessons/worksheets>
- Pens, pencils
- Computer with Internet access, LCD projector, and screen
- Handout that gives directions to students for independent research: Foci of Themes/Topics for Research Teams

### **Strategies:**

1. The teacher will have selected students to work in pairs. Each pair will check out a laptop computer from the mobile cart.
2. Remind students that the Great Depression affected a large minority of the population directly and most Americans indirectly, and prompt a discussion about some of the groups of Americans brainstormed by students in the previous day's discussion.
3. Direct students to turn on their computers and open up the website for the Center for History and New Media at <http://chnm.gmu.edu>. Demonstrate how to do a search for links to sites about the Great Depression and access one or two sites. Discuss that students are allowed to access sites that are linked to the history matters site, but must confine their researches to those sites.
4. Distribute handouts regarding the goals of their research. Each pair of students will receive a specified aspect of the Great Depression or the New Deal to research. Students will be directed to select a photograph, a sound recording, and/or a written document that provides information or insights into the topic or theme of their research.

5. Show students how to make a decision about their selection process by using a Think Aloud method. Show students photographs from two different sites and think out loud about why certain photographs interest you. Then think out loud about how certain photographs of interest seem to suggest a theme while demonstrating a diversity of subjects or examples; e.g., “these photographs show people who have been given work opportunities: one group is planting trees, one group is building roads, and another group is painting a mural.”
6. Direct students to use their handouts and to remember to look for diverse examples which are cohesive within the theme or topic of their research.
7. Take questions from students regarding the goals and activities of their research.
8. Allow students to begin their research, working in pairs. Circulate, answering questions or assisting students.
9. When students have selected their sources, direct each pair to complete copies of the NARA analysis documents about each source.
10. Once the analysis documents have been completed, students will be prompted to print their photographs/documents and to write a caption that identifies what the document is about and why it is important to an understanding of this historical era.

**Differentiation:**

Students who have an affinity for utilizing computers may be directed to supervise their peers who need practice in negotiating electronic research procedures. Students who communicate better orally may want to dictate to a partner who writes answers for analysis worksheets or when composing captions for printed sources. Students who read well or quickly can help students identify textual cues for better comprehension of written documents. Sound recordings provide useful support for students reading transcripts of those recordings.

### **Lesson 3: Creating a Record of the Research**

**Time Estimated:** 2 days

#### **Objectives:**

Students will:

1. Collaborate to represent what they have learned during their research about the Great Depression and the New Deal.
2. Reflect upon the research process to assess their progress in using primary documents to learn about our history.

#### **Materials:**

- Laptop computers with Word program
- Notebooks
- Pens, pencils
- Copies of primary sources and captions produced by students in previous lesson
- For teacher and student reference see: Voices News Article/Research Rubric

#### **Strategies:**

1. Ask students to reflect upon some of the challenges and successes of their research as they look at their primary source documents and captions.
2. Prompt student pairs to discuss their reflections with one another.
3. Direct students to write in their history journals about the difficulties they had in their research, including obstacles they were able to overcome as well as frustrations that were unyielding.
4. Ask students to write about what useful information they gained through their research, as well as what questions it generated.
5. Direct students to reflect upon and write about what this new information tells them about the historical period.
6. Have students put aside their journals.
7. Ask students to discuss their primary sources in groups of three pairs each. Students should talk about what their assignment was and how their sources helped them to learn about their assignment.
8. When groups have shared their experiences, give each pair the assignment to write a news article about their findings. Pairs will be instructed to work together to accomplish goals of writing the article, editing it, creating a headline and selecting one of their captioned photographs to accompany the article. Circulate and help students who have questions or who need assistance in composition or in editing their articles.

#### **Differentiation:**

Students will have been paired so that they can reciprocally assist one another with linguistic or visual tasks in completing the news article assignment. Students who have interpersonal learning styles will benefit from oral discussions of the research process, while intrapersonal learners may have more insights while journaling.

## **Lesson 4:** Spread the News: Liberal Government is In

**Time Estimated:** 2 days

### **Objectives:**

Students will:

1. Teach one another about what they learned about the Great Depression or the New Deal.
2. Assess their work and the work of their peers.
3. Learn how liberal government was created by the New Deal and how that differed from the conservative approach to government embodied in previous administrations.

### **Materials:**

- Bulletin board, construction paper, Ellison machine, thumbtacks stapler
- Copies of “Oh Yeah?” <http://historymatters/d/5063>
- Copies of an excerpted Fireside Chat given by Roosevelt on May 7, 1933: full text at <http://fdrlibrary.marist.edu/050733.html>
- Copies of a letter written to Roosevelt on May 8, 1933, by Jack Hamovitz of Brooklyn, N.Y., taken from *The People and the President*
- Copies of blank Venn diagram graphic organizers
- Pens or pencils, notebooks
- Computer with Internet access, LCD projector, and screen
- White board and markers

### **Strategies:**

1. The teacher will have prepared a bulletin board with the title of the lesson displayed using the construction paper, the Ellison machine and the stapler. Students from other U.S. history classrooms will have been invited to participate in this last lesson. Students from other classrooms will be integrated into small groups with students from the host classroom. Summarize the research process and the news writing assignments that have resulted in each group having a news article about some aspect of the Great Depression or the New Deal.
2. Tell students that their articles are going to be circulated so that other students can read them to learn about their topics. Instruct students to use their history journals to make notations about the articles that they read. They should write down three things they learn, two things that surprise or intrigue them, and one question they have as a result of reading each article.
3. Instruct groups of students to exchange their news articles with another student group. As students indicate that they have completed their reading and journal review of each article, check their journal responses, and either prompt them to exchange their article for an unread article, or to reread the article and make revisions to their 3-2-1 entry. Students will repeat this procedure until students have read and journalled about 5-6 different articles.
4. Ask students to take a thumbtack and pin their article onto the bulletin board.

5. Prompt a discussion of information that students learned from reading the articles and type responses onto a word document projected onto the screen.
6. Then start a discussion of the surprising or intriguing ideas that they learned from their reading of articles and type these responses into the computer for projection.
7. Ask students what questions they had upon reading the articles and record these. Ask students where they might find the answers to these questions and reinforce their curiosity to pursue their questions through credible sources.
8. Engage students in a discussion of the value of using primary sources to learn about history, and about which sources they found most useful.
9. Pass out copies of “Oh, Yeah” from the History Matters website and remind students that Herbert Hoover was president when economic indicators began to fall in 1928 and that he served as president until defeated in the 1932 election. Project “Oh Yeah” onto the screen and ask students to read the quotations.
10. Ask students to read any of the quotations which they find interesting or intriguing, and prompt the student responders to discuss what interested them about the quotation. Take several student responses to quotations before prompting a discussion of Mr. Hoover’s statements as juxtaposed with their research findings about the Great Depression.
11. Ask students what they think Mr. Hoover’s ideas might have been about the government’s role in meeting the needs of citizens affected by the depression. The teacher will record those ideas on one side of a Venn diagram labeled “Hoover: conservative government.”
12. Pass out copies of blank Venn diagrams and ask students to record the ideas discussed about Hoover and conservative government policies. Tell students that President Roosevelt assumed office in 1933 believing he had a mandate from those who elected him to bring direct relief to citizens affected by the Great Depression. Note that in 1933 there was no television, so a president who wanted to communicate directly with Americans in large numbers had to make a radio address. Pass out excerpted copies of Roosevelt’s Fireside Chat of May 7, 1933.
13. Prompt students to read the handout and to comment upon references to the New Deal embodied in it.
14. Ask students to contrast Roosevelt’s approach to the Depression with that of Hoover’s. Record students responses on the other side of the Venn diagram labeled “Roosevelt: liberal government,” and prompt students to make entries onto their Venn diagrams.
15. Ask students to orally compare and contrast these two presidents and their policies with their work partners.
16. Ask students to predict how Americans reacted to Roosevelt’s radio speech. Pass out copies of Jack Hamovitz’s letter. After reading the letter, ask students to discuss why this 18 year-old was so grateful to the president and how he might have reacted to Hoover’s assertions in earlier years.
17. Ask students to brainstorm about the backgrounds of other Americans who may or may not have responded in the same way to this speech.
18. Prompt students to write a final entry into their history journals to reflect upon their learning in this unit.



**Differentiation:**

Students who are visual learners may need to see pictures of Hoover and Roosevelt in order to separate the two in their minds. Importing visuals onto the blank diagram may be helpful for them. They may also need to look at photographs selected by students to illustrate New Deal programs, so these students may be allowed to peruse photos in the news articles or copies of photos that students printed and captioned in an earlier lesson.