

Mini-Unit Title: Voices of the Great Depression

Author: Nathan Richardson	Grade level: Elementary
School: Auburn Middle School, Fauquier County	Time Estimated: 6 to 7 days (45 minute periods)

Overview:

Students will have completed the initial section of the Great Depression unit in which they have learned about the stock market crash of 1929 including stock speculation by investors, the Federal Reserve System’s failure to prevent the collapse of the banking system, and the fact that high tariffs diminished international trade. Students will have taken an anticipation guide to assess background knowledge about the effects of the Great Depression. Some students will have read historical fiction about this time period, including *A Long Way From Chicago*, by Richard Peck, a humorous story collection about life in rural Illinois in the 1930s, or *Out of the Dust*, by Karen Hesse, a Dust Bowl drama told through the skillful use of narrative poetry. Upon completion of this unit, students will know that large numbers of banks and businesses failed, significant numbers of industrial workers lost their jobs, farm income fell, and there was widespread hunger and homelessness during the 1930s. Students will be able to identify that the federal government created programs to attempt to address the needs of Americans affected by these economic problems. Students who complete the unit will be able to give detailed descriptions of the human consequences of social problems like joblessness and homelessness and identify how liberal government policies and programs like the New Deal were created to support these Americans while maintaining economic individualism.

Historical Background:

The 1920s were characterized by optimism on the part of investors who borrowed money to speculate in the stock market, and in so doing, created stock values that could not be maintained in the latter part of the decade. Consumers were also borrowing in order to buy durable goods, so businesses invested to increase their capacity. Although the country had experienced numerous depressions in the past (1907 and 1893 were two previous years which began economic downturns), economists, the business community, and investors believed that the Federal Reserve System would prevent further contractions of economic output. This new system moved to raise interest rates in 1928 and 1929 in order to slow spending which resulted in a recession.

What followed was a deflationary trend in which businesses laid off workers in an attempt to return to profitability, and consumers stopped buying durable goods in order to balance their budgets. As prices fell an average of 10% per year, investors delayed stock purchases anticipating that they could get more value if they invested in the future. There were banking panics and a collapse of the world monetary system during the presidential term of Herbert Hoover who attempted to calm investor anxiety, but failed to respond to individual citizens’ requests for government aid. Relying on a traditional governmental approach to economic cycles, Hoover asked Congress to provide loans to failing banks and businesses, but did not offer income supports or job programs to the unemployed

because he believed these social problems were the responsibility of private charities or local governments.

Franklin D. Roosevelt was elected in 1932 on the promise that he would take action to end the depression. In the first hundred days of his administration, Congress passed more legislation than at any time in our nation's history as desperate lawmakers followed his plan to create a liberal vision of government that was to last for thirty or forty more years. Roosevelt did not know exactly what would end America's economic woes, but he pledged the power of the federal government to try whatever seemed reasonable to end the suffering of the American people, not just its struggling business communities. In so doing, he created a vision of government as a protector of the people from the economic hardships of life. Populations such as the aged, blind, disabled and labor were recognized as having valid claims to government assistance on their behalf for the first time.

Programs created by the Social Security Act and the Wagner Act made it possible for citizens to have retirement incomes, income supports, and rights to collectively bargain with employers for the first time in our history. America had created the modern welfare state that would last through the 1960s as embodied in Lyndon Johnson's Great Society reforms.

The New Deal, as Roosevelt's programs came to be called, did more than provide a safety net for Americans. It attempted to address structural problems in the banking system and the stock market by establishing federal deposit insurance and a commission to investigate and prosecute fraud in the stock market. Bank failures declined to a remarkable degree after 1933, and investors had some assurance that stock manipulation, while never curbed in the markets, was now regulated by the federal government to improve investor confidence and assure a steady flow of investment capital in American business, particularly from foreign sources.

In addition to these New Deal programs addressing the needs of business, workers, and individuals with special needs, the federal government created programs to promote the acceptance of its new role in the lives of American citizens. Programs like the Works Progress Administration hired artists and writers to chronicle the effects of the Great Depression on the lives of individuals. In addition to providing work to reduce unemployment, these socially activist programs promoted the idea that government had a role in ameliorating, if not ending the suffering of those afflicted by their position as victims in a capitalist society. In so doing, it manifested the aims of Progressives who had worked throughout the early twentieth century to reform American life in a direction of social and economic fairness and equality for all Americans. This liberal mission of the government was probably best embodied in Eleanor Roosevelt who often was the conscience of the president on matters regarding minorities and individual human rights.

Critics of the New Deal point to the fact that Congressional labor reforms tended to favor those who already had jobs rather than in putting the unemployed back to work in the private sector. Strikes in the auto and steel industries gained union workers higher wages and workday concessions from management. They got seniority recognition in layoffs, and grievance procedures were implemented that reduced the power of foremen to intimidate union organizers. But in less organized industries, the Roosevelt Administration did nothing to assist garment, agricultural, and service workers. The Democratic Party benefited from the gains of the union movement without expending

much political capital, and was helped by the fact that American workers rejected the radical socialist and communist organizers in favor of the mainstream union movement. With respect to New Deal programs, like Social Security, critics point to the bias given to providing benefits to men, which only recognized women as frail, dependent participants in need of help in the absence of men.

Major understanding:

Students will understand that in the 1930s, the liberal vision of government was established in which American citizens can expect or petition our representatives to take a role in ensuring fairness and equality in our social and economic lives. This awareness provides an important basis for understanding the constitutional guarantees embodied in the Fourteenth Amendment, which ties together their study of Reconstruction, in United State History I, and the study of Civics, which ensues for Virginia students of the social sciences. It also provides an understanding of the conservative movement in American politics that has largely supplanted liberalism in contemporary American society. Students will understand that Franklin Roosevelt was able to discredit the laissez-faire, limited government policies of the Republicans and create a social democratic state based on the scientifically oriented advice of intellectuals that persisted under Democratic administrations until the demise of Lyndon Johnson’s Great Society reforms.

Objectives:

Students will:

1. Be able to identify several examples of the impacts that an economic depression has on the lives of individuals.
2. Be able to identify several examples of ways in which liberal governments attempt to address social and economic problems of citizens.
3. Understand that government leaders promote their policies and programs through the use of government media and the independent media.
4. Use internet resources to locate examples of the impact of economic deprivation during the Great Depression and of New Deal programs implemented to ameliorate unemployment, hunger, homelessness, and financial hardship.
5. Practice close reading to find pertinent information in interview and speech transcripts, and other written documents.
6. Listen to audio recordings of interviews and speeches to find pertinent information.
7. Examine photographs to identify key concepts about the Great Depression and the New Deal.

Standards of Learning:

Skills:

US II.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 United States history from 1877 to the present;
- b) make connections between past and present;

- d) interpret ideas and events from different historical perspectives;
- e) evaluate and debate issues orally and in writing.

Content:

U.S.II.5: The student will demonstrate knowledge of the social and economic changes of the early twentieth century by

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

Culminating Assessment:

Students will research the experiences of individuals affected by economic hardships and the government programs designed to assist them. Students will create a newspaper with articles reporting on their research into the economic depression and will write about New Deal programs created to address the needs of these individuals. Once the articles have been compiled and read, the class will compare and contrast some speech excerpts made by Herbert Hoover with Roosevelt’s direct communication to the American people through a Fireside Chat and reflect upon the differences in policy embodied in those statements.

Students will be assessed on their selection and presentation of photographs depicting events and themes of this time period, on the content and efficacy of communication in their newspaper articles, and as to the historical accuracy of their work. Students will self-assess through the use of journals in which they reflect upon the research difficulties they encountered, the content of theirs’ and others’ news articles, and their understanding of the significance of the Great Depression and the New Deal in relation to their previous studies of American History.

References:

Books & Media

Brinkley, Alan. “Prosperity, Depression, and War, 1920-1945.” In *The New American History*. Edited by Eric Foner, Philadelphia, PA: Temple University Press, 1997.

In a review of the work of various historians, the author notes significantly different perspectives on the Great Depression and the New Deal and the underlying assumptions which allow for differing interpretations of the era.

Foner, Eric, and John A. Garraty, editors. *The Reader’s Companion to American History*. Entries on: “Great Depression,” pp. 279-281; “Dust Bowl,” p. 303; “Hundred Days,” pp. 527-528; “Internal Migration,” p.565, “Liberalism,” pp. 653-654; “Marriage,” p. 701; “New Deal,” pp. 783-786; “Unemployment,” 1095-1096. Boston, MA: Houghton Mifflin Co.,1991.

Entries give succinct summaries of essential information about the economic and social implications of the Great Depression, and of the creation of a new political vision of

government as embodied in the New Deal. The historical importance of Roosevelt's legislative agenda in his first term in office is featured.

Kennedy, David M. "Strike! Labor's Historic Drive to Unionize," in Oates, Stephen B. and Errico, Charles J., editors. *Portrait of America: Volume II, From Reconstruction to the Present*. Boston, MA: Houghton Mifflin, 2003.

This chapter provides essential information to show how the labor union movement became a credible economic and political force in the 1930s by focusing on significant labor leaders, political leaders, labor-management confrontations, and legislation.

Levine, Lawrence W. and Levine, Cornelia R. *The People and the President*. Boston, MA: Beacon Press, 2002.

This book excerpts sections of Roosevelt's weekly radio program that came to be known as his "Fireside Chats" and follows up with written responses of Americans to this uniquely personal form of direct political appeal. Sections of the book provide Americans' responses to the First Hundred Days, efforts to help the weak, to bring order to the chaos wrought by economic depression, and responses to the help offered by government in various New Deal programs.

May, Elaine Tyler, "Depression: Hard Times at Home," in *Homeward Bound: American Families in the Cold War Era*. New York: Basic Books, 1988.

May examines how the depression and New Deal policies reinforced gender stereotypes by failing to alleviate wage differentials or discriminatory lay-off policies, and she examines how the media portrayed independent women as potentially ruinous to the stability of the American family.

Mindsparks. *The Way We Saw it: the Great Depression in Illustration and Art*. Fort Atkinson, WI: Highsmith, Inc., 1997.

This booklet provides a series of political cartoons and photographs, with commentary, to help in teaching about the causes and consequences of the depression, as well as to address differing perspectives on the New Deal and the leadership of Franklin D. Roosevelt.

National Archives and Records Administration. *The Great Depression and the New Deal: a Supplemental Teaching Unit from the Record of the National Archives*. Santa Barbara, CA: ABC Clio, Inc., 2001.

NARA has compiled letters, photographs, telegrams, and newspaper articles and provides lesson plans to allow classrooms to analyze New Deal programs from multiple perspectives.

Watkins, T.H. "Under Hoover, the Shame and Misery Deepened," in Oates, Stephen B. and Errico, Charles J., editors. *Portrait of America: Volume II, From Reconstruction to the Present*. Boston, MA: Houghton Mifflin, 2003.

Hoover's struggles to resolve his political beliefs with the growing realities of the country's depression are chronicled.

Zinn, Howard, and Anthony Arnove. *Voices of a People's History of the United States*. New York, NY: Seven Stories Press, 2004.

Primary sources in this volume include poems, excerpts from novels, speeches, biographies, and song lyrics to portray labor union organizing, lynching, communist political action, the Bonus Army, and the Dust Bowl as significant to the people's experience of the decade.

Websites

<http://historymatters.gmu.edu/d/30>

An Idaho woman remembers her acts of charity toward “drifters,” who were people unemployed, homeless, and migrating during the economic depression of the 1930s.

<http://historymatters.gmu.edu/d/6696>

Three farmers mimic the “Spirit of ‘76” to promote “farm holidays” when farmers attempted to raise commodity prices by preventing crops from transport to markets on roadways in the Midwest.

<http://historymatters.gmu.edu/d/6700>

Black sharecroppers are forced off their land by the policies of the Agricultural Adjustment Act that attempted to raise prices for farm products by subsidizing farmers so that they would plant less.

<http://historymatters.gmu.edu/d/6697>

Photograph shows example of the National Recovery Administration's attempts to publicize its Blue Eagle logo campaign to reduce competition and interrupt the deflationary cycle of supply and demand.

<http://historymatters.gmu.edu/d/5062>

Audio and text of speech excerpt in which Herbert Hoover asserts that the Great Depression should be ending soon.

<http://historymatters.gmu.edu/d/4937>

In testimony before Congress, a socialist advocates the eight hour workday and other reforms that would have the government take an active role in reforming the economy.

<http://historymatters.gmu.edu/d/133>

Union steelworkers' declaration of labor rights modeled on the Declaration of Independence

<http://historymatters.gmu.edu/d/5106>

A real estate lobbyist urges the federal government to refrain from building public housing.

<http://historymatters.gmu.edu/d/25>

A journalist pretends to be a hobo in order to urge more fortunate, compassionate Americans to view the unemployed beggar as a “con artist.”

<http://historymatters.gmu.edu/d/118>

A family is interviewed about their experiences losing the family business, having to move in with relatives, having difficulty finding work.

<http://historymatters.gmu.edu/d/5063>

Eighteen quotes from Herbert Hoover that illustrate his lack of understanding about the severity of the economic depression.

<http://historymatters.gmu.edu/d/117>

In an interview, an Iowa family discusses their fall from prosperity to subsistence living.

<http://www.easehistory.org/castream.asp?=1>

Video clips illustrate WPA programs for men, women, and schoolchildren.

<http://memory.loc.gov/cgi-bin/query/D?wpa:2:./temp/~ammem/vpeC::>

A young man recalls how CCC workers constructing a flood-control dam were reckless and irresponsible in their leisure time. Another reflects upon work and leisure in Worthington, Massachusetts: how the family survived selling sugar, butter, and turkeys, and how his mother made their clothes.

<http://newdeal.feri.org/library/default.cfm>

New Deal website offers photographs of various New Deal programs as offered by government media sources.

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

Photo gallery of work of photographers Rondal Partridge and his mother Imogen Cunningham, the former as an employee of the National Youth Administration. Some photos accompanied by essays on topics such as hitchhiking, peace marches, farm work, and aviation factory work.

<http://studsterkel.org/index.html>

Audio recordings of Terkel's interviews for his books including a section entitled "Hard Times" about survival during the Great Depression.

<http://www.archives.gov/education/lessons/worksheets>

This section of the extensive National Archives and Records Administration (NARA) website contains excellent worksheets to guide students in careful analysis of primary sources including artifacts, cartoons, written documents, maps, photographs, posters, and sound recordings.

http://www.archives.gov/exhibits/picturing_the_century/galleries/greatdep.html#

Eleven photographs from the National Archives illustrating effects of impoverishment, (children picking sugar beets, abandoned house, freight rider, and New Deal themes (CCC camp, TVA power generation plant)

<http://www.pbs.org/wgbh/amex/rails>

Summary, transcript, timeline, maps related to film about teenagers riding on freight trains during the Great Depression.

<http://www.nyscccmuseum.com>

Contains 150 photographs and other documentation recalling the Civilian Conservation Corps camp at Lake Gilbert, New York.

<http://www.fdr.library.marist.edu/050733.html>

In a Fireside Chat dated May 7, 1933, Franklin D. Roosevelt outlines the New Deal programs legislated by Congress and the intended benefits of each.

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#
- 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.

Foci of Themes/Topics for Research Teams (to use with Lesson 2)

Student research pairs will be given one of the following themes/topics to guide their research efforts.

- Effects of economic depression on children
- Effects of economic depression on the elderly
- Effects of the economic depression on farmers and rural citizens
- Effects of the economic depression on industrial workers and urban citizens
- Effects of the economic depression on minorities
- Effects of the economic depression on women
- Responses of citizens to the those in need
- New Deal work programs in industry (NRA, NLRB)
- New Deal work programs in infrastructure (TVA, PWA)
- New Deal work programs in forestry (CCC)
- New Deal work programs in the arts (WPA)
- New Deal programs for farmers (AAA)

Voices News Article/Research Rubric (to use with Lesson 3)

Criteria	4/exemplary	3/proficient	2/adequate	1/inadequate
Selection and analysis of sources 40%	Selected sources relate to thematic research focus; analysis shows evidence of making accurate observations about source type, author(s), intended audience, and to make inferences about the import and historical significance of sources	Sources selected show concern for the assigned thematic focus; analysis is mostly accurate on sources, author(s), & intended audiences, & inferences are evident that attempt to assess source import and significance	Sources are selected that show some relation to research focus; analysis may have gaps as to observations of source type, author(s), audiences, and evidence of inference about source import or its historical signif. is limited	Sources show poor understanding of research focus; analysis has major flaws in observing source and making inferences about its important features and historical significance
Use of sources and historical analysis in news reporting 40%	News article, photograph, and headline fully utilize primary sources and analyses to make historically accurate reports that represent thorough knowledge of subjects treated and their historical contexts	News article, photograph, and headline make good use of primary sources and analyses to render a mostly accurate report which represents good knowledge of subjects treated and their historical contexts	News article, headline, and photograph make some use of primary sources and analysis to create a report related to them; understanding of subjects treated and historical contexts are adequate	News article, photograph, and headline, if all are present, make poor use of primary sources and analysis; news reporting leaves doubt as to writers' understanding of subjects and contexts
Communication, composition, and style 20%	News article is succinctly written, organized as human interest narrative or in expository journalistic prose that clearly relates facts about research; evidences editing and adherence to English conventions	News article is written without excessive wordiness, and demonstrates some organization that approximates journalistic practices; some editing, proofreading apparent	News article is written in a prose style that show some knowledge of journalistic standards and attempts to edit and proofread despite problems that interfere with content or readability	News article is poorly communicated, composition shows disorganization, or editing or adherence to English conventions makes it hard to read