

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – The New Deal: Moving Towards Progress or Naïve Ideology? from Chelsea Lawrence

Grade – 11th grade U.S. History Class, Depression Unit

Length of class period – 1, 50 min class period

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

- How do the American people feel about radical change in governmental policy?

Objectives (What content and skills do you expect students to learn from this lesson?)

- Students will be able to analyze photographic evidence from the time period.
- Students will be able to understand the relationship between citizen sentiment and propaganda.
- Students will collect evidence from cartoons.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

- Nine New Deal cartoons (below)

Activities (What will you and your students do during the lesson to promote learning?)

- Students will work with a partner to analyze nine cartoons from the New Deal era.
- Students will be asked to determine whether the cartoon is PRO or CON the New Deal. They will then need to provide evidence from the cartoon in order to make that analysis.
- Once this is completed, students will be asked to share their thoughts on the cartoons. Each student will then write a brief paragraph on

how they feel about the New Deal policies, citing three specific examples.

How will you assess what student learned during this lesson?

- Students will be turning in the cartoon analysis and each group will be graded on the evidence provided as well as completion of the assignment. Individually, students will be assessed on the brief statement on the back of the worksheet. I will be looking at evidence provided for argument as well as specifics related to evidence.

Connecticut Framework Performance Standards –

- Compare and contrast various American beliefs, values, and political ideology.
- Evaluate the role and impact significant individuals have had on historical events.
- Explain how a civilization/nation's arts, architecture, literature reflects its culture and history.
- Analyze laws that have been modified to meet society's changing values and needs.
- Analyze how a government's resources can be used to influence economic decisions.
- Find relevant and accurate information from a variety of sources to answer a history/social studies question.
- Cite evidence from a source to determine an author's purpose and intended audience.
- Create written work that analyzes a historical event, place, or person using various news or media sources.

Name: _____

New Deal Cartoon Analysis

Determine which cartoons are pro-New Deal and which are anti-New Deal. This will allow you to understand the support and criticism of FDR's New Deal policies.

Photo #1

Pro _____ Con _____

Evidence:

Photo #2

Pro _____ Con _____

Evidence:

Photo#3

Pro _____ Con _____

Evidence:

Photo#4

Pro _____ Con _____

Evidence:

Photo #5

Pro _____ Con _____

Evidence:

Photo #6

Pro _____ Con _____

Evidence:

Photo #7

Pro _____ Con _____

Evidence:

Photo #8

Pro _____ Con _____

Evidence:

Photo #9

Pro _____ Con _____

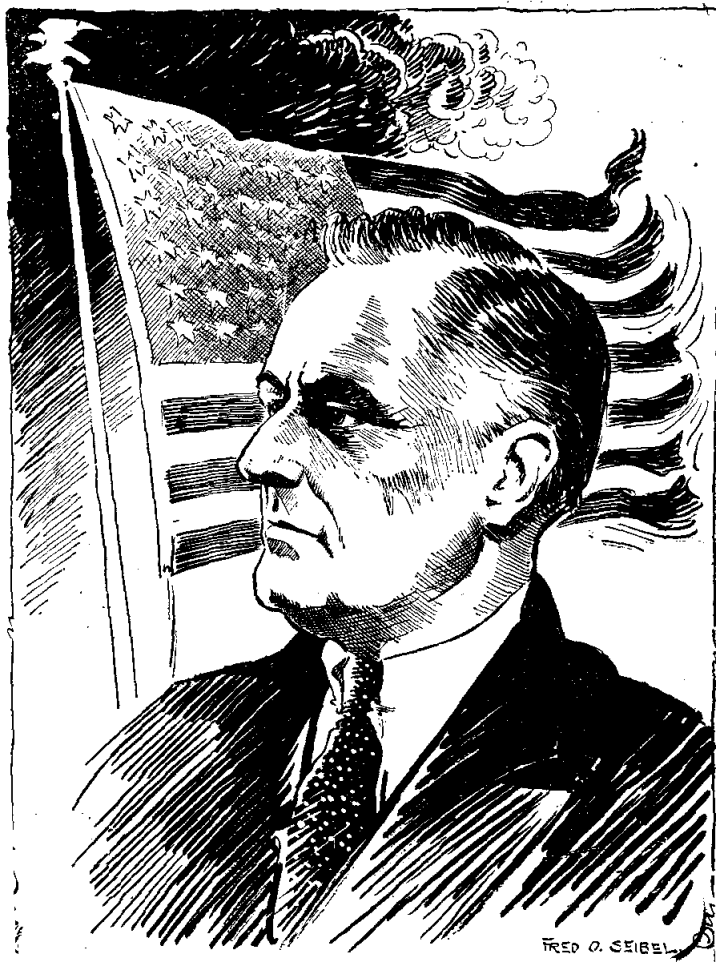
Evidence:

New Deal Cartoons

The Faster He Works the Sooner He Eats



The Man of the Hour



A Clear Track!

---By Hungerford



It IS a New Deal

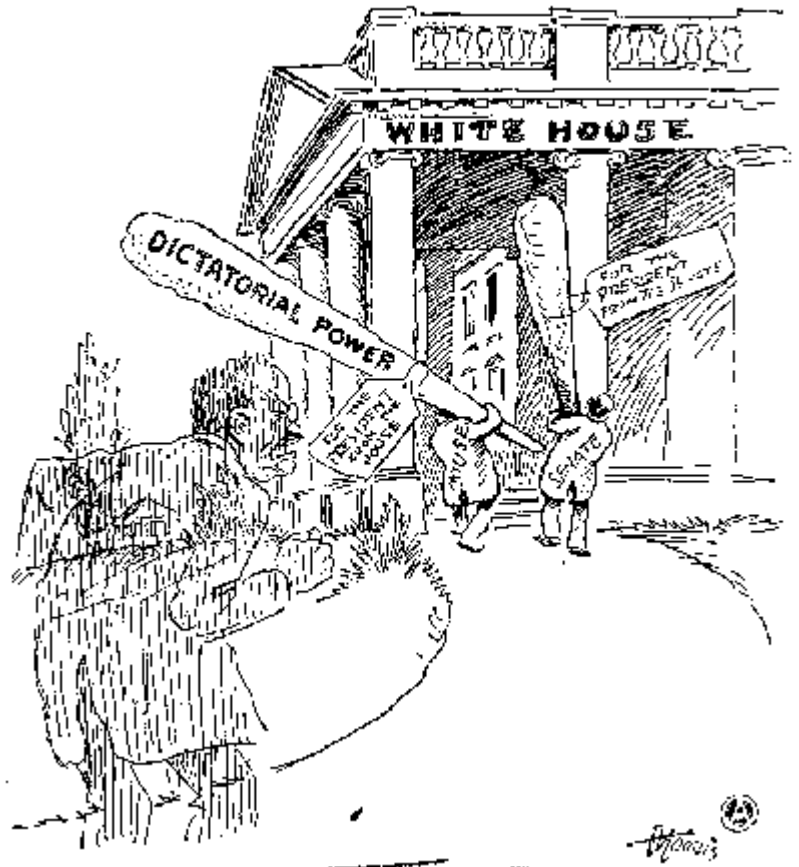




CAREFUL, BOYS. IT'S PRETTY COLD!



SHADE OF T. R.: "GREAT SCOTT! MY BIG STICK WAS
A MERE WILLOW COMPARED TO THIS!"
BY MORRIS



DON'T CRUSH THEM!



All cartoons taken from <http://www.nisk.k12.ny.us/fdr/FDRcartoons.html>