

TEACHING AMERICAN HISTORY PROJECT

The Great Depression and the New Deal

Grade - 9-12

Length of class period – two 45 minute class periods or one 90 minute block

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

- How might individuals who lived through the Great Depression have viewed the different programs of the New Deal?

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

- Students will improve their knowledge of and analyze the different programs of the New Deal.
- Students will become familiar with the oral histories of a specific person who lived through the Great Depression and use this view point to analyze the programs of the New Deal.

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

- The New Deal Jackdaw
- **Hard Times** by Studs Terkel
- **http://xroads.virginia.edu/~MA02/volpe/newdeal/timeline_text.html**
- **<http://www.wvcd.org/policy/US/newdeal.html>**
- **<http://www.studsterkel.org/htimes.php>**

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

- Students will work in small groups (3-4 students) to analyze selected pieces from the New Deal Jackdaw, the websites **http://xroads.virginia.edu/~MA02/volpe/newdeal/timeline_text.html**, **<http://www.wvcd.org/policy/US/newdeal.html>** and the portion of their textbook that focuses on the different programs of the New Deal. Each group will compile a list of 6 different New Deal programs and a brief description for each (what was the goal of each?)
- Class will come together to share what they found and to compile a master list of the New Deal programs with brief descriptions.
- Next, students will be assigned a specific oral history on an individual who lived through the Great Depression from the book **Hard Times** by Studs Terkel or from the website **<http://www.studsterkel.org/htimes.php>** (these oral histories can be heard online).

- Each student will read or listen to the oral history of his/her assigned Great Depression individual and will answer the questions:
 1. Which New Deal program(s) would your Great Depression Era individual be most in favor of and why?
 2. Which New Deal program(s) would your Great Depression Era individual be least in favor of and why?
- Students will come back together as a class and take turns sharing a brief description of who they were assigned and the answers to the above questions.

How will you assess what student learned during this lesson?

- Assessment will be based upon the detail and accuracy of the answers to the above two questions.

Connecticut Framework Performance Standards –

- interpret oral traditions and legends as “histories”
- use primary source documents to analyze multiple perspectives.