

# Curriculum Guide ~ The Great Depression and The New Deal

**UNIT GOAL:** *Students will become familiar with The Great Depression and the events that led to this period in American history. Students will gain an understanding of the response to the Great Depression, including The New Deal. Students will compare that period in history to contemporary economic downturns.*

## CONTENT OBJECTIVES

Students will be able to...

- ❑ identify the causes of The Great Depression.
- ❑ describe the government's response and initiatives.
- ❑ compare this historical period to contemporary economic downturns.

## LANGUAGE OBJECTIVES

Level 500 students will be able to...

- ❑ use topic-related vocabulary orally and in writing.
- ❑ use connector words to link situations and show contrast. (because, because of, likewise, compared to)
- ❑ use the passive voice.
- ❑ use the past unreal conditional.
- ❑ report orally and in writing the causes and effects of The Great Depression.
- ❑ write a descriptive/narrative essay. Possible topics include New Deal agencies.

Level 550 students will be able to...

- ❑ use topic-related vocabulary orally and in writing.
- ❑ use connector words to link situations and show contrast. (because, because of, likewise, compared to)
- ❑ use the passive voice.
- ❑ use the past unreal conditional.
- ❑ report orally and in writing the causes and effects of The Great Depression.
- ❑ write a comparison/contrast essay. Possible topics include The Great Depression and today's recession.

## ACADEMIC OBJECTIVES

Level 500 and 550 students will be able to...

- ❑ skim and scan for information.
- ❑ synthesize information from multiple texts.
- ❑ synthesize information from multiple sources (lecture, video, text.)
- ❑ summarize orally and in writing.
- ❑ read and interpret tables, charts, and graphs.
- ❑ do secondary research on assigned topics.
- ❑ paraphrase in speaking and writing.

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## TECHNOLOGY OBJECTIVES

Level 500 and 550 students will be able to...

- search for information and images on the Internet.
- complete a webquest.
- use the Internet to listen to period music.
- take an online tour of the Franklin Delano Roosevelt Memorial.

## LEARNING COMPONENTS



*\*Click on each Learning Component to connect to cited and additional resources.*

<p><a href="#"><u>Building Background Activities</u></a></p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Generate discussion:<ul style="list-style-type: none"><li>• What can you say about the economy today?</li><li>• Do you know what the current rate of unemployment is?</li><li>• From your observations, what can you say about home values? Foreclosures?</li><li>• How about stores and businesses? Have you heard about any recent closings?</li><li>• What do you know about The Great Depression in the United States?</li><li>• What is The New Deal?</li></ul></li><li><input type="checkbox"/> Show photos and ask questions. Photos can be found on the Library of Congress image database.<ul style="list-style-type: none"><li>• Breadline</li><li>• Soup Kitchen</li><li>• Migrant workers</li></ul></li><li><input type="checkbox"/> Video Clip: <b><i>The Great Depression</i></b>, Part 1, The Great Shake-up</li></ul>
<p><a href="#"><u>Reading Activities</u></a></p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Overview and Background: "The Great Depression" in <b><i>America's Story</i></b>. Good background on the period with comprehension questions for discussion.</li><li><input type="checkbox"/> Overview and Background: <b><i>The New Deal: The Depression Years, 1933-1940</i></b>. An overview and synthesis of the period and a comprehensive coverage of the government programs offered by The New Deal.</li><li><input type="checkbox"/> Overview and Background: "The Great Depression" in <b><i>Strategies for Success: Social Studies</i></b>. Good background reading with self-test questions and vocabulary.</li></ul>


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	<ul style="list-style-type: none"><li>❑ Personal Experiences: “Voices from the Great Depression” in <b><i>Hard Times: An Oral History of the Great Depression</i></b>. A touching narrative and interviews of survivors.</li><li>❑ Personal Experiences: <b><i>Childhood Memories of the Great Depression Era</i></b>. Stories of the period as seen through the eyes of a nine-year old boy. The author presents interesting anecdotes about his family, neighbors, and friends, highlighting their experiences and what they did to survive.</li><li>❑ <b><i>The New Deal</i></b>. Book details response to the Depression. It highlights the man on the street’s reactions to various programs. Complete with photos portraying people from various walks of life: the unemployed, demonstrators, migrants, construction workers, etc.</li><li>❑ Excerpts from <b><i>The Grapes of Wrath</i></b> by John Steinbeck. Fictional account of a family who was forced to leave their home and seek employment in California during the dust bowl.</li></ul>
<p><u><a href="#">Writing Activities</a></u></p>	<ul style="list-style-type: none"><li>❑ Cause and Effect: causes and effects of the Great Depression and/or contemporary economic downturn<ul style="list-style-type: none"><li>○ <b><i>North Star Reading and Writing High Intermediate Writing Activity Book</i></b><ul style="list-style-type: none"><li>❑ Unit 5, flow chart to show relationship between cause and effect, use of “because of”</li></ul></li><li>○ <b><i>Write to be Read</i></b><ul style="list-style-type: none"><li>❑ pp. 48-50, example of cause and effect essay with guide questions</li></ul></li></ul></li><li>❑ Reader responses to speeches and poems</li></ul> <p><b>Level 500</b></p> <ul style="list-style-type: none"><li>❑ Narrative/Descriptive Essay: Possible topics include: Eleanor Roosevelt’s Reforestation Army; The Breadline or Soup Kitchen; The unemployed during the Great Depression<ul style="list-style-type: none"><li>○ <b><i>Great Essays 2<sup>nd</sup> ed.</i></b>, Unit 4</li><li>○ <b><i>North Star Reading and Writing High Intermediate Writing Activity Book</i></b><ul style="list-style-type: none"><li>❑ Unit 4, writing a narrative essay from draft through revision using adjectives and adjective clauses</li></ul></li><li>○ Write to be Read<ul style="list-style-type: none"><li>❑ Pp. 51-53, examples of narration and description</li></ul></li></ul></li></ul> <p><b>Level 550</b></p> <ul style="list-style-type: none"><li>❑ Comparison/Contrast Essay: Possible topics include: housing problems during GD and today, labor unions then and now</li></ul>

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	<ul style="list-style-type: none"> <li>○ <b>Developing Composition Skills 2<sup>nd</sup> ed.</b> <ul style="list-style-type: none"> <li>□ Chapter 6, connectors for comparison and contrast</li> </ul> </li> <li>○ <b>Write to be Read</b>, p.51</li> </ul>
<b><u>Oral Skills Activities</u></b>	<ul style="list-style-type: none"> <li>□ Oral presentation: <ul style="list-style-type: none"> <li>○ What were the causes and effects of The Great Depression?</li> </ul> </li> <li>□ Assume a character from <b><i>The Grapes of Wrath</i></b> and talk about experiences</li> <li>□ Mock Interview: interview a migrant worker</li> <li>□ Retelling stories</li> <li>□ Collaborative story-telling (Keep the Story Going) <ul style="list-style-type: none"> <li>○ Use stories from <b><i>Childhood Memories of the Great Depression</i></b>, or <b><i>The Grapes of Wrath</i></b></li> </ul> </li> </ul>
<b><u>Grammar Activities</u></b>	<ul style="list-style-type: none"> <li>□ Connectors and transitions <ul style="list-style-type: none"> <li>○ <b>Developing Composition Skills</b>, p.120</li> </ul> </li> <li>□ Past unreal conditional <ul style="list-style-type: none"> <li>○ <b>Grammar in Context 3</b></li> </ul> </li> </ul>
<b><u>Civic Engagement Activities</u></b>	<p><b>Field Trips:</b></p> <ul style="list-style-type: none"> <li>□ Visit the Franklin Delano Roosevelt Memorial.</li> <li>□ Visit the National Museum of American History.</li> </ul>
<b>Sample Lesson Plans</b>	<p><b>Level 500/550</b></p> <ul style="list-style-type: none"> <li>□  <b>The Great Depression and The New Deal</b></li> <li>□  <b>Analyze migrant experience through film study: <i>Grapes of Wrath</i></b></li> </ul>

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<b>Assessment Activities</b>	<p><b>Level 500</b></p> <ul style="list-style-type: none"><li>❑ Narrative/Descriptive Essay: Possible topics include: Eleanor Roosevelt's Reforestation Army; The Breadline or Soup Kitchen; The unemployed during the Great Depression</li><li>❑ Oral Presentation on event or figure</li></ul> <p><b>Level 550</b></p> <ul style="list-style-type: none"><li>❑ Comparison/Contrast Essay: The Great Depression vs. Today's Economic Situation</li><li>❑ Oral Presentations on event or figure</li></ul>
<b>Sample Unit Plans</b>	<ul style="list-style-type: none"><li>❑  <b>Angie A. Felix 500/550 Unit Plan</b></li></ul>