

The Great Depression and the 1930's

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*\*Printed out work and have attached it*

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# Library of Congress Teachers

## The Great Depression and the 1990s Lesson Overview



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### Lesson Overview

Students frequently echo sentiments such as, "The government is too big," or "The government should not make welfare mothers pay for their own needs." It seems that many citizens, high schoolers included, have begun to believe in reduced government combined with increased personal responsibility. Such sentiments suggest a move away from belief in the welfare state, created largely by the New Deal in the 1930s and reinforced by the "Great Society" legislation of the 1960s. By using the collection [American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940](#), documents, personal interviews, and the Library of Congress's online legislative information ([THOMAS](#)), students will be able to gain a better understanding of why the government takes care of its people and how this type of welfare state started. Armed with this knowledge, they can then evaluate the current need of government programs, such as welfare, Medicare and Social Security, on the federal and state level.

### Objectives

Students will be able to:

- Understand the connection between past and present history, particularly related to government funded programs.
- Research legislation from the Depression era and legislation currently proposed on the federal and state levels.
- Use the resources from the Library of Congress [American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940](#) collection, [THOMAS](#), local libraries and personal interviews.
- Learn to research different viewpoints on controversial issues using the [American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940](#) collection, [THOMAS](#), e-mail and local libraries.
- Write clearly, speak articulately and think critically.
- Present their work publicly in a debate, through e-mail or in a forum.

### Standards

#### Time Required

Two to three weeks.

#### Recommended Grade Level

- 9-12

#### Topic

- Government, Law & Politics

#### Era

- Great Depression and WWII, 1929-1945

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## Standards for this teacher resource

### Lesson Plan: The Great Depression and the 1990's

#### Ohio Academic Content Standards, Grade 10

##### Social Studies

##### OH.HS.AH. DOMAIN / ACADEMIC CONTENT STANDARD

American History: This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

##### STANDARD / BENCHMARK

Prosperity, Depression and the New Deal (1919-1941): The Post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.

##### HS.AH.20. BENCHMARK / GRADE LEVEL INDICATOR

The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.

##### HS.AH.20.1. PROFICIENCY LEVEL

Describe how the federal government's monetary policies, stock market speculation and increasing consumer debt led to the Great Depression.

##### HS.AH.20.2. PROFICIENCY LEVEL

Explain how the efforts to combat the Great Depression led to an expanded role for the federal government.

##### STANDARD / BENCHMARK

Social Transformations in the United States (1945-1994): A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, and the expansion of civil rights.

##### HS.AH.31. BENCHMARK / GRADE LEVEL INDICATOR

Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.

**HS.AH.31.1 PROFICIENCY LEVEL**

Explain why the government's role in the economy, environmental protection, social welfare and national security became the topic of political debates between 1945 and 1994.

**OH.HS.AG. DOMAIN / ACADEMIC CONTENT STANDARD**

American Government: How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.

**STANDARD / BENCHMARK**

Public Policy: Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action.

**HS.AG.21. BENCHMARK / GRADE LEVEL INDICATOR**

A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.

**HS.AG.21.1 PROFICIENCY LEVEL**

Analyze a public policy issue in terms of collaboration or conflict among the levels of government involved and the branches of government involved.

**OH.HS.CWI. DOMAIN / ACADEMIC CONTENT STANDARD**

Contemporary World Issues: The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.

**STANDARD / BENCHMARK**

Global Connections: The 21st century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact. Issues related to health, economics, security and the environment are universal.

**HS.CWI.2. BENCHMARK / GRADE LEVEL INDICATOR**

Advances in communications technology have profound effects on the ability of governments, interest groups, individuals and the media to share information across national and cultural borders.

**HS.CWI.2.1 PROFICIENCY LEVEL**

Analyze the effects of advances in communications technology on the ability of governments, interest groups, individuals and the media to share or acquire information.

STANDARD / BENCHMARK

Civic Participation and Skills: Individuals and groups have the capacity to engage with others to impact global issues.

HS.CWI.3. BENCHMARK / GRADE LEVEL INDICATOR

Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues.

HS.CWI.3.1. PROFICIENCY LEVEL

Evaluate how media messages are constructed for unique purposes using particular tools, characteristics and conventions.

HS.CWI.3.2. PROFICIENCY LEVEL

Analyze the influence of media messages on the ways people define and act on issues.

OH.RH.9-10.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literacy in History/Social Studies

STANDARD / BENCHMARK

Key Ideas and Details

RH.9-10.1. BENCHMARK / GRADE LEVEL INDICATOR

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. BENCHMARK / GRADE LEVEL INDICATOR

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3. BENCHMARK / GRADE LEVEL INDICATOR

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

STANDARD / BENCHMARK

Craft and Structure

RH.9-10.5. BENCHMARK / GRADE LEVEL INDICATOR

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

STANDARD / BENCHMARK

Integration of Knowledge and Ideas

RH.9-10.7. BENCHMARK / GRADE LEVEL INDICATOR

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital texts.

RH.9-10.9. BENCHMARK / GRADE LEVEL INDICATOR

Compare and contrast treatments of the same topic in several primary and secondary sources.

STANDARD / BENCHMARK

Range of Reading and Level of Text Complexity

RH.9-10.10. BENCHMARK / GRADE LEVEL INDICATOR

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

OH.WHST.9-10.

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards for Literacy in History/Social Studies

STANDARD / BENCHMARK

Text Types and Purposes

WHST.9-10.1.

BENCHMARK / GRADE LEVEL INDICATOR

Write arguments focused on discipline-specific content.

WHST.9-10.1(c) PROFICIENCY LEVEL

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.9-10.1(d) PROFICIENCY LEVEL

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WHST.9-10.1(e) PROFICIENCY LEVEL

Provide a concluding statement or section that follows from or supports the argument presented.

**WHST.9-10.2. BENCHMARK / GRADE LEVEL INDICATOR**

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

**WHST.9-10.2(a) PROFICIENCY LEVEL**

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**WHST.9-10.2(b) PROFICIENCY LEVEL**

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**WHST.9-10.2(c) PROFICIENCY LEVEL**

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

**WHST.9-10.2(d) PROFICIENCY LEVEL**

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

**WHST.9-10.2(e) PROFICIENCY LEVEL**

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**WHST.9-10.2(f) PROFICIENCY LEVEL**

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**WHST.9-10.3. BENCHMARK / GRADE LEVEL INDICATOR**

(See note; not applicable as a separate requirement)

**WHST.9-10.3(a) PROFICIENCY LEVEL**

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

STANDARD / BENCHMARK

Production and Distribution of Writing

WHST.9-10.4. BENCHMARK / GRADE LEVEL INDICATOR

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. BENCHMARK / GRADE LEVEL INDICATOR

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / BENCHMARK

Research to Build and Present Knowledge

WHST.9-10.7. BENCHMARK / GRADE LEVEL INDICATOR

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8. BENCHMARK / GRADE LEVEL INDICATOR

Gather relevant information from multiple authoritative print and digital sources, using advanced search strategies effectively; assess the usefulness of each source in answering the research question; integrate the information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9. BENCHMARK / GRADE LEVEL INDICATOR

Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / BENCHMARK

Range of Writing

WHST.9-10.10. BENCHMARK / GRADE LEVEL INDICATOR

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



# Library of Congress Teachers

## Standards for this teacher resource Lesson Plan: The Great Depression and the 1990's

### Common Core State Standards, Grade 10

Social Studies

CCSS.ELA-Literacy.RH.9-10

STRAND

Reading Standards for Literacy in History/Social Studies

CATEGORY

Key Ideas and Details

CCSS.ELA-Literacy.RH.9-10

STANDARD

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10

STANDARD

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10

STANDARD

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CATEGORY

Craft and Structure

CCSS.ELA-Literacy.RH.9-10

STANDARD

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

CATEGORY

Integration of Knowledge and Ideas

CCSS.ELA-  
Literacy.RH.9-10

STANDARD

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-  
Literacy.RH.9-10

STANDARD

Compare and contrast treatments of the same topic in several primary and secondary sources.

CATEGORY

Range of Reading and Level of Text Complexity

CCSS.ELA-  
Literacy.RH.9-10

STANDARD

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.9-

STRAND

Writing Standards for Literacy in History/Social Studies

CATEGORY

Text Types and Purposes

CCSS.ELA-Literacy.V

STANDARD

Write arguments focused on discipline-specific content.

CCSS.ELA-  
Literacy.WHST.9-

EXPECTATION

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-  
Literacy.WHST.9-

EXPECTATION

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-  
Literacy.WHST.9-

EXPECTATION

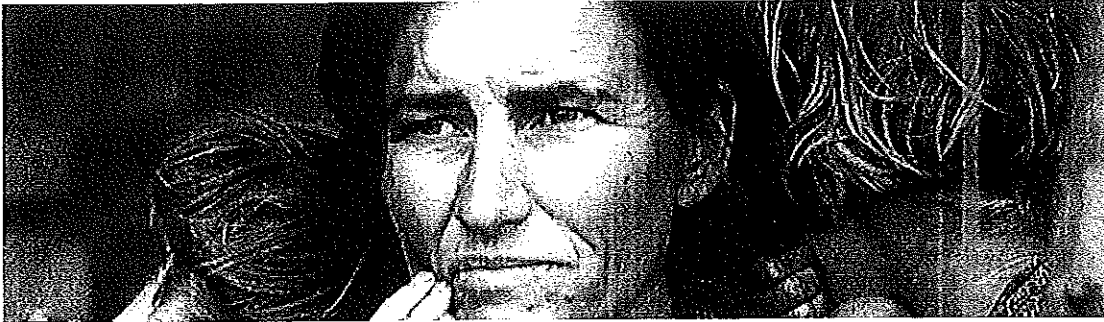
Provide a concluding statement or section that follows from or supports the argument presented.

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### Lesson Preparation

#### Resources

- [African-American Mosaic: The WPA](#)
- [American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940](#)
  - [Italian Munitions Worker](#)
  - [I Wanted to be a Merchant](#)
  - [Cosmetics and Coal](#)
  - [Recovery](#)
  - [Afternoon in a Pushcart Peddlers Colony](#)
- [Farm Security Administration/Office of War Information Color Photographs](#)
- [congress.gov](#)
- [Voices from the Dust Bowl, 1940-1941](#)

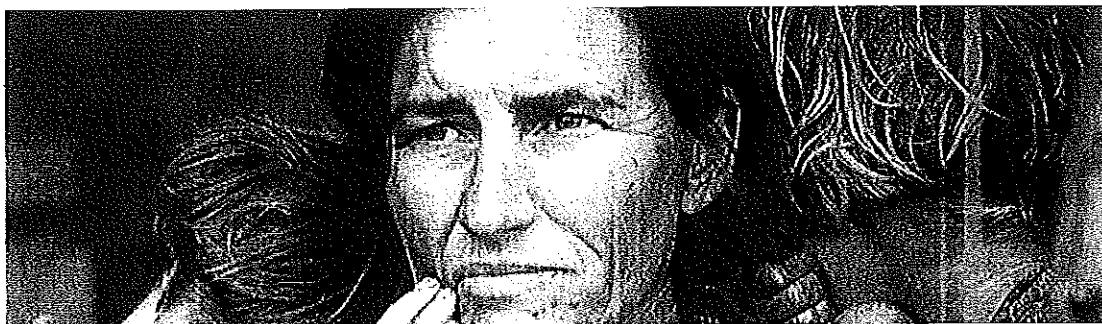
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## The Great Depression and the 1990s...

### Procedure

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### Lesson Procedure

#### Lesson One: Understanding the 1930s

(Estimated lesson time: 5-6 days class days.)

#### Overview

In this lesson, students will come to grips with what conditions were like in the 1930s. Students will be divided into seven groups of 4-5 students. Six groups will be assigned to research the experience of a group of people affected by the Great Depression. Groups may include but not be limited to: children, laborers, the moneyed, migrants, farmers, artists.

#### New Deal Expert Group

The seventh group will become experts on the New Deal measures: WPA (Works Progress Administration), CCC (Civilian Conservation Corps), AAA (Agricultural Adjustment Act), FDIC (Federal Deposit Insurance Corporation), NRA (National Recovery Administration), Social Security, bank recovery, TVA/CBRP (Tennessee Valley Authority/Columbia Reclamation Project).

This group work will comprise two steps. The first will be to research Roosevelt's New Deal legislation, often called Alphabet Soup. The second will be to communicate with the other six groups to see how the legislation affected the people in the depression. After researching and advising, the New Deal students compose dialogues, soliloquies, letters or fictional memoirs from the viewpoint of a administrator of one New Deal program.

#### People Affected by Depression Expert Groups

Students will research their group's experience during the Great Depression. For research, they will use the collection, [American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940](#) and independent library research.

The focus of their research should be:

- What was life like for their group of people in the 1930s?
- How did the New Deal affect the lives of these people?

#### Assessment

To demonstrate an understanding of their theme, each student will find a photograph from the Great Depression that illustrates the group's identity. Photos from the American Memory collection, from books on the depression era, and from the classic portraits taken by Dorothy Lange and Walker Evans and other photographers provide a rich visual anthology for students to draw from. Using the photograph, they will create a dialogue, soliloquy, letter or fictional memoir based on the people in the photographs. These writings need to reflect the students' understanding of the group's character and the historical period of the Great Depression. Students will share their writings with classmates to get peer assessment and learn from the work of their fellow researchers.

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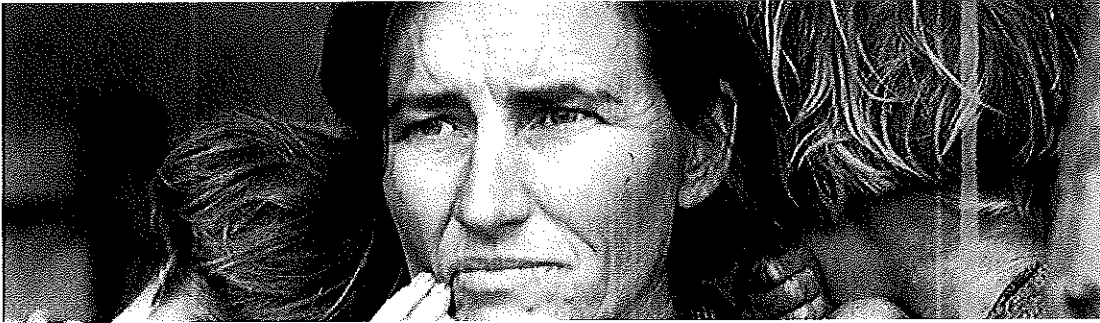
#### Lesson Two: The New Deal's Legacy

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## The Great Depression and the 1990s Procedure

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Lesson Two: The New Deal's Legacy

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### Lesson Evaluation

Built into this unit there are several assessments

- Individual piece of creative writing based on a 1930s photograph
- Position paper on current welfare state issue

Final evaluation of the unit may contain an essay on the Great Depression and its effects today and a bibliography

Bibliography: Students will turn in a list of the resources they used on all parts of this project.