

## GRADE 11: US HISTORY

### STANDARD(S):

Virginia Standards of Learning for History and Social Science

USH 6: The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by:

d) analyzing the causes of the Great Depression, its impact on Americans, and the major features of Franklin Roosevelt's New Deal.

### CONCEPTS (NOUNS)

- Great Depression
- Impact on Americans
- Major features:  
Franklin Roosevelt  
New Deal

### SKILLS (VERBS)

- Analyze (the causes)
- Analyze (impact of GD)
- Analyze (feature's of New Deal)

### LEARNING PROGRESSION

- Explain how tariffs, stock market speculation and overproduction contributed to the Great Depression.
- Describe how the Stock Market Crash, and bank and business failures started the Great Depression.
- Analyze the impact of the Great Depression including high unemployment and foreclosure rates and homelessness.
- Analyze the causes and effects of the Dust Bowl.
- Analyze how the Mexican Repatriation Act was seen as an appropriate response to the Great Depression.
- **Identify the goals and programs of the New Deal.**
- **Analyze the impact of the New Deal on the Great Depression.**
- **Analyze different arguments on the New Deals effectiveness.**
- Analyze the impact of FDR's leadership and the New Deal on the powers of the federal government.

## LEARNING INTENTIONS

I am learning how FDR's New Deal tried to end the Great Depression.

## SUCCESS CRITERIA

1. I can describe the three goals of the New Deal.
2. I can identify the purposes of New Deal programs and policies.
3. I can analyze how the New Deal changed the role of the federal government.

## TALKING POINTS ON RELEVANCE

2. So that I can understand the purpose of key federal agencies that are still around today.
3. So that I can understand how the federal government came to be what it is today and analyze different arguments on the role of the federal government in our lives.

I am learning different perspectives on the impact and effectiveness of the New Deal.

[Lesson Video](#)

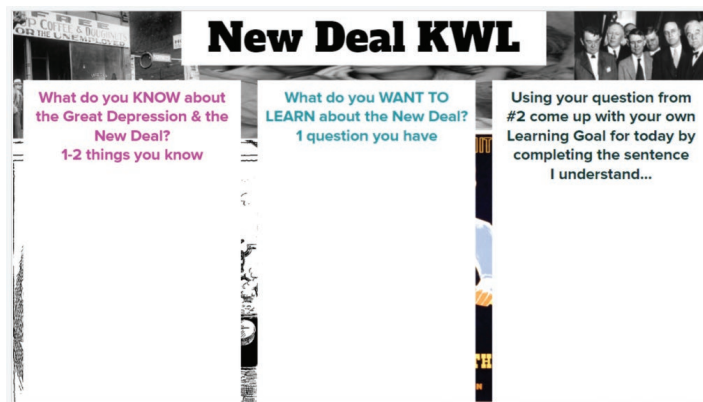
1. I can explain the arguments against the New Deal.
2. I can analyze the impact of the New Deal on different groups of people.
3. I can determine the effectiveness of the New Deal.

1. So that I can make the determination as to whether the New Deal was the best plan to fix the Great Depression.
2. So that I can understand how government policies impact certain groups of people differently.

## SHARING CLARITY

In order to internalize the learning intention students will respond to the following prompts:

- What do you KNOW about the Great Depression and New Deal? (1-2 things you know)
- What do you WANT TO LEARN about the New Deal?
- Using your question from #2 come up with your own learning intention for today by completing the sentence "I am learning. . . ."



## MODEL (STRATEGIES/SKILLS/CONCEPTS TO EMPHASIZE)

**Students will be conducting a close-read of primary and secondary source documents to understand the impact of the New Deal on different groups of people.**

Teacher will model the close-reading (sourcing and contextualizing) and annotation (summarizing) of the first document which is an excerpt from one of FDR's fireside speeches detailing some accomplishments of the New Deal in 1933. While modeling the teacher will think-aloud about the possible point of view of the author about the effectiveness of the New Deal emphasizing that because FDR created the New Deal he would presumably have a positive point of view about its effectiveness.

After students are given time to close-read and annotate their source the teacher will pull the class back together and model how to pull evidence from the source that documents its point of view and how to use that evidence to support an argument on whether the New Deal was a success or failure.

## GUIDE AND SCAFFOLD

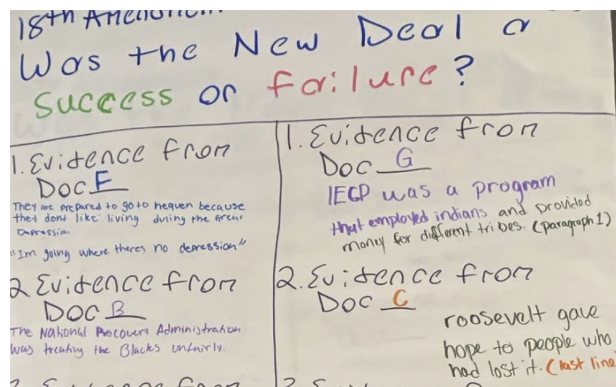
To support students' contextualization of their source the teacher focuses the students on identifying what was happening with the Great Depression during the time the source was written (i.e. how high was unemployment, what key events were happening). If needed students are given a pre-annotated (from the prior day's lesson) graph that notes the unemployment rate during the years of the Great Depression and key US and world events ([graph](#))

Teacher works with the group of students who had the most difficult document to interpret and guides them through questioning in understanding the impact of the New Deal on unemployment.

Teacher reviews students' annotations and asks prompting questions about the evidence they are pulling from the source and whether that evidence shows that the New Deal had a positive or negative impact.

## COLLABORATIVE LEARNING

Students discuss with their groups their documents and the point of view about the New Deal that their document supports. While discussing each document a group scribe paraphrases the key evidence from each document on a t-chart anchor chart similar to the one below:



## INDEPENDENT LEARNING

Students review a short video noting the criticisms of the New Deal and opposing plans to end the Great Depression. Students respond in writing to the questions “Were the criticisms of the New Deal valid? Why or why not?” and “Describe one of the other plans to end the Great Depression and make an argument as to its possible impact and effectiveness.”

Students independently close read their source and focus on the historical thinking skills of contextualization and sourcing ([historical thinking skills](#)) to identify important evidence that speaks to the point of view about the New Deal.

## ASSESSMENT OPPORTUNITIES

During the lesson evidence of learning will be gathered by:

- Students written responses to the questions aligned to success criteria 1:
  - “Were the criticisms of the New Deal valid? Why or why not?”
  - “Describe one of the other plans to end the Great Depression and make an argument as to its possible impact and effectiveness.”
- Students annotations on their documents including their context statement, the evidence they’ve highlighted that speaks to the argument made in the source about the impact and effectiveness of the New Deal.
- Students’ responses to teacher questions about what point of view their author holds about the New Deal and why they think that (what evidence does the source provide).
- Students discussions and responses during collaborative discussion about which sources provide evidence that the New Deal was effective and which sources argue that it wasn’t effective.

This lesson also serves to build students’ close-reading skills and understanding about the impact and effectiveness of the New Deal and possible opposing plans so that they are better able to respond to the New Deal document-based question.

**UNITED STATES HISTORY**  
**SECTION II**  
**Part A**  
(Suggested writing time—45 minutes)  
Percent of Section II score—45

**Directions:** The following question requires you to construct a coherent essay that integrates your interpretation of Documents A–J and your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period.

1. Analyze the responses of Franklin D. Roosevelt’s administration to the problems of the Great Depression. How effective were these responses? How did they change the role of the federal government? Use the documents and your knowledge of the period 1929–1941 to construct your essay.

**Document A**

Source: Meridel Lesueur, *New Masses*, January 1932.

It’s one of the great mysteries of the city where women go when they are out of work and hungry. There are not many women in the bread line. There are no flop houses for women as there are for men, where a bed can be had for a quarter or less. You don’t see women lying on the floor of the mission in the free flops. They obviously don’t sleep . . . under newspapers in the park. There is no law I suppose against their being in these places but the fact is they rarely are.

Yet there must be as many women out of jobs in cities and suffering extreme poverty as there are men. What happens to them?

Students responses should:

- Have a strong thesis that makes an argument as to the effectiveness of FDR's New Deal and its impact on the federal government.
- Provide contextualization about the New Deal, the Great Depression and the role of the federal government prior to the New Deal.
- Utilize evidence from the sources to support the argument made in the thesis.
- Discredit or offer qualifications for sources that provide evidence for counterarguments.

### STANDARD(S) TO BE ASSESSED

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### KEY CONCEPTS TO BE ASSESSED

- Great Depression
- Americans
- Franklin Roosevelt
- New Deal

### KEY SKILLS TO BE ASSESSED

- Analyze
- Causes
- Impact
- Major Features

### ASSESSMENT FORMATS

- Multiple choice items
- Dichotomous choice items
- Short constructed response items
- Extended essay response
- Culminating individual project
- Culminating group project
- Performance
- Portfolio or exhibition

**Relevancy Check:** *Does this assessment demonstrate . . .*

- Relevancy outside the classroom?
- Relevancy co-constructed with students?
- Learning about oneself as a learner?
- Relevancy within the discipline?

## ASSESSMENT DETAILS

During the lesson evidence of learning will be gathered by:

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- Students annotations on their documents including their context statement, the evidence they’ve highlighted that speaks to the argument made in the source about the impact and effectiveness of the New Deal.
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