

## TEACHING AMERICAN HISTORY PROJECT

### *The Great Depression* *By Anna-Liisa Messier*

Grade - 8

Length of class period – 45 minutes

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

- The students will determine if the primary source relates to Causes/Effects of the Depression, or if the document falls under the “Relief”, “Recovery”, or “Reform” programs of the New Deal. Students will also need to explain their opinions.

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

Students will know and be able to:

- Analyze the causes/effects of the Great Depression
- Identify the programs of the New Deal
- Evaluate the success of the programs of the New Deal

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

- Jackdaws photos from the Great Depression. Various documents from the Jackdaws New Deal packet. These items include advertisements, posters, letters, and pictures.
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A list of prepared questions to include:

How does this document help you to understand the issues of the Great Depression?

List three (3) details from this item.

How does this item add to your understanding of the Depression?

Does this item represent Causes/Effects of the Depression?

Does this item fall under the Relief, Recovery, or Reform Program of Roosevelt’s New Deal? Explain.

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

- Students will be divided up into small groups.
- Each group will choose a member to record responses to prepared questions.
- Each group will have on their table a selection of documents pertaining to the Great Depression and a copy of the questions to be discussed.
- The groups will study and discuss each item individually. They will discuss the

questions and prepare their responses.

- After approximately fifteen minutes each group will present a document and their answers to the class.

How will you assess what student learned during this lesson?

- The groups will be assessed by their presentation to the class and how they are able to apply their knowledge of the Depression and the New Deal to the class.

Connecticut Framework Performance Standards –  
Educational experiences in **Grades 5-8** will assure that students:

- formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts
- interpret data in historical maps, photographs, art works and other artifacts
- demonstrate an in-depth understanding of major events and trends of United States history (e.g., the American Revolution, the Civil War, industrialization, the Great Depression, the cold war);