Tanner Hintz

Dr. Werner

EDU 421

March 1, 2017

Unit Plan

Lesson #1- Introduction

**Grade:** 11th

**Subject:** U.S. History

**Materials needed:** Computer, projector, PowerPoint software.

**Standard:** 9-12.2.4: Analyze major political, economic, and social developments that occurred between World War I and World War II (e.g., Red Scare, Roaring 20’s, Great Depression, New Deal)

**Objectives:**

* The student will be able to identify and differentiate between the 1920’s and 30’s economy by using vocabulary terms.
* The student will be able to describe and define the Great Depression vocabulary terms.

**Learning Activity:**

* The teacher will begin by using a ten question Kahoot quiz to check student’s comprehension levels on the Great Depression.
* The teacher will lecture on and explain the main vocabulary terms throughout the 1920’s and 30’s on a PowerPoint slideshow.
* The learner will take notes on each vocabulary term to continuously build his or her knowledge on the Great Depression.
* The teacher will then model Marzano’s six steps to vocabulary.
* The student’s will pick partners and take turns going over the vocabulary words by using Marzano’s steps.
* Understanding the vocabulary words is an essential part for each lesson and also lays the foundation for the unit.
* The student’s will write a half page paper on five of the vocabulary words. Students should discuss why they chose them and why are they important.

**Assessment:**

* The teacher will assess the students half page paper on vocabulary terms.

**Reflection:**

Lesson #2- Stock Market Crash

**Grade:** 11th

**Subject:** U.S. History

**Materials:** Computer, projector, PowerPoint software.

**Standard:**

* 9-12.2.4: Analyze the major political, economic, and social developments that occurred between World War I and World War II (e.g., Red Scare, Roaring 20’s, Great Depression, New Deal)
* 9-12.1.2: Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content.

**Objectives:**

* The student will be able to identify the events that led up to and caused the Stock Market Crash.
* The student will be able to explain why the Stock Market Crashed.

**Learning activity:**

* The teacher will begin by presenting information on the events that lead to the Stock Market Crash. (Weakness in the banking system, agricultural recession, buying on margin, distribution of wealth, increased inventory of goods)
* The students are expected to take notes while I go through the PowerPoint presentation.
* The student’s will grab a classroom computer. They will use the link to go to their google docs account. <https://www.google.com/docs/about/>.
* The teacher will inform the students that he shared a data-based question guide for them on google docs.
* The learner will research or use his/her book and notes to find the answers. Students can work together and collaborate in groups of two. In addition, student’s answers need to be in complete sentences.
* My driving questions are:
	+ Discuss problems faced by the American people during the Great Depression of the 1930’s.
	+ Explain what happened to farmworkers’ wages during the 1920s and 30s.
	+ What five underlying issues or conditions led to the stock market crash? Explain each cause in your own words and give an example for each factor.
	+ Explain what happened to factory workers wages during the 1920s and 30s.  
	+ Based on the photographs above, state two effects (for each photo) the Great Depression had on the economy or on American citizens.
	+ In what year was unemployment the highest? How would you characterize unemployment during the 1930s?
	+ What do you think caused the dramatic jump in unemployment in the early 1930s?
* Students will share their answers/documents to my google docs account once they finish.
* The teacher will ask for volunteers or cold call students to explain/describe the answers they found.
* The learner will write a half page journal entry on what he/she believes was the greatest cause of the Great Depression and should be prepared to share at the beginning of next class. In addition, the learner will rate the importance of the causes from 1-5 (1=Most important factor and 5= least important factor) of the Great Depression.

**Assessment:**

* The teacher will assess the students by grading the student’s data-based question answers.
* Grading criteria:
* Students complete each answer by writing 3-5 sentences and in complete sentences\_\_\_/10

**Reflection:**

Lesson plan #3 Great Depression Causes

**Grade:** 11th

**Subject:** U.S. History

**Materials needed:** Computer, projector, PowerPoint Software, Who’s Who and What’s What worksheet for each student.

**Standards:**

* 9-12.2.4: Analyze the major political, economic, and social developments that occurred between World War I and World War II (e.g., Red Scare, Roaring 20’s, Great Depression, New Deal)
* 9-12.2.2: Evaluate the impact of various factors that led to the transformation of the nation (e.g., imperialism, industrialization, immigration, political/social reformers, urbanization, mechanization, of agriculture, changing business environment)

**Objectives:**

* The learner will be able to list and explain the main causes of the Great Depression.
* The learner will be able to analyze each cause of the Great Depression.
* The learner will be able to demonstrate their knowledge by completing the Who’s Who and What’s What of the Great Depression.

**Learning activities:**

* The teacher will begin by cold calling students to speak about what he/she believes was the greatest impact or cause of the Great Depression.
* The teacher will then present the lesson/information on his PowerPoint slideshow. This lesson will recap from the previous day and continue with an in depth explanation of the main causes of the Great Depression.
* The learner will be expected to take notes during the lecture.
* The teacher will provide the students with two different assignment options.
* First, the teacher will explain the assignment “Who’s Who and What’s What of the Great Depression.” The learner will be expected to finish this assignment by the following Monday if he/she chooses this one. The teacher will provide the rest of class to get a good start on the assignment. (20 minutes)
* Secondly, the teacher will inform the student’s that they can choose to create a presentation poster board depicting the five main causes of the Great Depression. Student’s will be expected to have pictures, explanations of each issue, headings, and neatness. In addition, the teacher will provide the student’s a rubric/materials for whoever decides to do this project/assignment.
* The learner will have to complete this project by the following Monday.
* The learner will be expected to watch a five-minute Jing video that briefly describes the role of financial institutions/banks and the basic functions of money for the next class.

**Assessment:**

* The teacher will assess the students by grading the student’s worksheet or poster board assignment.\_\_\_/16

**Reflection:**

Lesson #4- Working life, children, employment

**Grade:** 11th

**Subject:** U.S. History

**Materials needed:** Computer, projector, PowerPoint Software, handout of Travel log/Road map for each student.

**Standards:**

* 9-12.2.4: Analyze the major political, economic, and social developments that occurred between World War I and World War II (e.g., Red Scare, Roaring 20’s, Great Depression, New Deal)
* 9-12.3.2: Explain the role of money and the role of financial institutions in a market economy (e.g., basic functions of money, composition of money supply, role of banks and other financial institutions, federal reserve, credit savings)

**Objectives:**

* The learner will be able to analyze what life was like throughout the Great Depression.
* The learner will be able to explain the basic function of banks and money.

**Learning activity:**

* The teacher will have a bell ringer question on the board for students to answer when they arrive to class. (Based off the Jing video)
	+ Bell ringer question: Explain the significant role Bank runs had during the beginning of the Great Depression.
* The teacher will play a one-minute video clip from YouTube about Bank runs.
	+ [**https://www.youtube.com/watch?v=EOzMdEwYmDU**](https://www.youtube.com/watch?v=EOzMdEwYmDU)**.**
* The teacher will present his lesson on the basic functions of financial institutions (banks and federal reserve) and supply and demand for money.
* The learner will be expected to take notes during the lecture.
* The teacher will present and handout a Great Depression road map to the students.
	+ Directions: Students will navigate through the Great Depression and use this handout travel log to note their experiences during the teacher’s PowerPoint.
* The teacher will use his PowerPoint slideshow to display the different experiences and choices students will have to make along their journey. (Stocks, bank run, make $, hobo markings, soup kitchen, road problems, and bet it all)
* The learner will have to answer three questions after the class finishes their journey through the Great Depression. The questions are:
	+ If the simulation was real what would you have considered the lowest point in your life?
	+ Based off your experiences do you agree with Herbert Hoover’s “Rugged Individualism” mentality? Explain.
	+ The stock market crash in 1929 signaled the start of the Great Depression but it was not the only cause. What other factors contributed to the Great Depression? List at least three based off this simulation and explain how it contributed to the Great Depression.
* The teacher will allow the students to continue working on their worksheet or project that was assigned the previous day.
* Lastly, the teacher will inform the students that there will be an online discussion post due Friday. Directions: Post one response and reply to one of your classmates. The initial post has to be two paragraphs and written in complete sentences.
	+ Discussion question: If you were the president of the United States during Herbert Hoover’s presidency; would you have done something different to help United States citizens out of the depression or keep the same mentality of “Rugged Individualism”?

**Assessment:**

* The teacher will assess the students by reading their questions from the road map/travel log handout.
* The teacher will assess the students by reading/grading their online discussion post and response.
* Grading criteria:
* Discussion post is submitted on-time/ student has one initial post and reply to peer/answers are written in complete sentences\_\_\_/5

**Reflection:**

Lesson #5- Herbert Hoover

**Grade:** 11th

**Subject:** U.S. History

**Materials needed:** Computer, projector, PowerPoint software.

**Standards:**

* 9-12.2.4: Analyze the major political, economic, and social developments that occurred between World War I and World War II (e.g., Red Scare, Roaring 20’s, Great Depression New Deal)

**Objectives:**

* The student will know who won the presidential election of 1928.
* The student will know who the President was from 1929- 1933.
* The student will know Hoover’s policies/outcomes throughout his presidency. (Rugged individualism, immigration, international trade, federal spending, wage policy, and agriculture)

**Lesson activity:**

* The teacher will begin by presenting information on the presidential election of 1928.
* The teacher will explain Herbert Hoover’s life and presidency from 1929-1933.
* The learner will be expected to take notes during the PowerPoint presentation.
* The teacher will explain the activity for the class period.
* The learner will create/write their own one-page paper on how they lived from 1929-1933. The student should incorporate two programs that Hoover created in their paper. In addition, students need to write in complete sentences and use appropriate grammar. Things to consider writing about: What jobs did you have before the Great Depression? Where did you live? What did you have? (house, vehicle) Did you have children? And what are your plans for the future?
* The teacher will allow the students to work on this for the rest of the class period. (20-25 minutes)

**Assessment:**

* The teacher will assess the students by grading their one-page creative paper.
* Grading criteria:
* The student writes in complete sentences/appropriate grammar/ incorporates two programs/ meets one-page length\_\_\_\_/10

**Reflection:**

Lesson #6- Franklin D. Roosevelt

**Grade:** 11th

**Subject:** U.S. History

**Materials needed:** Computer, projector, PowerPoint software, articles for each student.

**Standards:**

* 9-12.2.4: Analyze the major political, economic, and social developments that occurred between World War I and World War II (e.g., Red Scare, Roaring 20’s, Great Depression, New Deal)
* 9-12.1.2: Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content.
* 9-12.1.4: Use media (e.g., oral, written, websites, computer simulations, multimedia resources) to access, record, analyze, and communicate information relating to social studies.

**Objectives:**

* The learner will know who won the election of 1932.
* The learner will know how many “terms” the President served.
* The learner will know multiple similarities and differences between Herbert Hoover and Franklin D. Roosevelt.

**Learning activity:**

* The teacher will begin by presenting information on the election of 1932 through a PowerPoint slideshow. (Who was the republican and Democrat) In addition, the teacher will go in depth of who Franklin Roosevelt was.
* The learner will take notes during the lecture/PowerPoint.
* The teacher will allow for a think, pair, share question- Why was Roosevelt perceived as a capable/good leader of the United States? In addition, the teacher will ask students to share their thoughts to the class.
* The teacher will handout Herbert Hoover’s and Franklin Roosevelt’s Inaugural Address.
	+ <http://www.presidency.ucsb.edu/ws/?pid=14473>.
	+ <https://hoover.archives.gov/info/inauguralspeech.html>.
* The learner will read and text annotate each article. Furthermore, the student should write a sentence each time they underline information. (Stating why they think that is important)
* The teacher will have a classroom discussion about the two articles the students read.
* The teacher will explain the last activity for the day. The teacher will have students create a Venn diagram representing Herbert Hoover and Franklin Roosevelt.
* The learner will need to find five differences and similarities between the two presidents.
* The learner will be able to use the inaugural address articles, their book, or computer/phone to research differences and similarities.
* The teacher will inform students that we will be having a five question quiz tomorrow.

**Assessment:**

* The teacher will assess the students by observing their participation in think, pair, share, and classroom discussion.
* The teacher will assess the students by collecting the two text annotated articles.
* The teacher will assess the students by grading their Venn diagram.
* Grading criteria for Venn diagram:
* The student incorporates 5 similarities and 5 differences between the two presidents\_\_\_/5

**Reflection:**

Lesson #7- New Deal

**Grade:** 11th

**Subject:** U.S. History

**Materials needed:** Computer, projector, PowerPoint Software, First and Second New Deal Program chart for each student.

**Standards:**

* 9-12.2.4: Analyze the major political, economic, and social developments that occurred between World War I and World War II (e.g., Red Scare, Roaring 20’s, Great Depression, New Deal)
* 9-12.1.4: Use media (e.g., oral, written, websites, computer simulations, multimedia resources) to access, record, analyze and communicate information relating to social studies.

**Objectives:**

* The learner will be able to recognize and identify the different programs/acts that Franklin Roosevelt created from the first and second New Deal.

Learning activity:

* The teacher will begin by having students take out a sheet of paper for the quiz.
	+ Quiz questions:
	+ 1.) What were the five main causes of the Great Depression?
	+ 2.) What is the day of the 1929 Stock Market Crash typically called?
	+ 3.) Who was the President when the Great Depression began?
	+ 4.) What was the significance of a bank run?
	+ 5.) Explain in 3-5 sentences, what life was like for an average American during the Great Depression.
* The teacher will then present information on his PowerPoint slideshow about the New Deal programs.
* The learner will be expected to take notes during the lecture.
* The teacher will then construct a “Where do you stand?” activity. The teacher will base his questions off the PowerPoint slideshow about the New Deal programs. Lastly, the teacher will explain how this activity works. (There will be four corners labeled around the room: agree, disagree, neutral, and not sure. Students will walk to an area and discuss their thoughts and ideas about the question/answer.) Before the next question, the teacher will discuss the answer with the students.
	+ Questions for students: Did the Agricultural Adjustment Act (AAA) reduce agricultural production by paying farmers subsidies?
	+ Did the National Recovery Administration (NRA) discourage businesses and help them fail to recover the economy?
	+ Did the Federal Emergency Relief Administration (FERA) provide funds to agencies to help them recover?
* Once the activity is finished, the teacher will handout the New Deal program worksheet. Students will have to fill out the full name of each program, issue date, define the program, effects, and who it helped.
* The learner will be able to use his/her notes, textbook, and computers to help complete the worksheet.

**Assessment:**

* The teacher will assess the students by reviewing their first and second New Deal assignment.
* The teacher will assess the students informally during the “Where do you stand?” activity.
* The teacher will assess the students by grading the formative quiz.
	+ Grading criteria for quiz\_\_\_\_/10

**Reflection:**

Lesson# 8- Fireside chats

Grade: 11th

Subject: U.S. History

Materials needed: Computer, projector, PowerPoint software, white construction paper for each student, markers, colored pencils.

Standards:

* 9-12.2.4: Analyze the major political, economic, and social developments that occurred between World War I and World War II (e.g., Red Scare, Roaring 20’s, Great Depression, New Deal)

Objectives:

* The learner will know what a fireside chat means.
* The learner will be able to create their own political cartoon depicting a new deal program.

Learning activity:

* The teacher will begin presenting a PowerPoint slideshow on the importance of Roosevelt’s fireside chats.
* The teacher will play a ten-minute video of Franklin Roosevelt speaking about the banking crisis. <https://www.youtube.com/watch?v=iipnhLTdh-0>.
* The teacher will handout a three question video guide that the leaner will need to answer.
* Video guide questions:
	+ What was the governments first step in the reconstruction of the financial market? (Answer: Roosevelt providing the national bank holiday)
	+ Why won’t Roosevelt allow all the banks to re-open at the same time? (Answer: He doesn’t want history to repeat itself)
	+ How many banks did he open on that following Monday? (Answer: He opened 12 banks in the 12 federal reserve cities)
* The teacher will wrap-up the video and ask students if they have any questions. In addition, the teacher will inform students that Roosevelt spoke on numerous topics by using fireside chats. (Banking, Social Security, National Security, War, and other policies)
* Therefore, the teacher will have students create a political cartoon depicting one of Roosevelt’s New Deal programs. The teacher will allow the rest of the class period to work on the project.

Assessment:

* The teacher will assess the students by reading their three question video guide handout.
* The teacher will assess the students by grading the political cartoon project.
* Grading criteria for political cartoon:
* Neatness/ heading of title/ explanation of program/creativity/colorfulness\_\_\_\_/10

Reflection:

Lesson# 9- Dust bowl

Grade: 11th

Subject: U.S. History

Materials needed: Computer, projector, PowerPoint software.

Standards:

* Analyze the major political, economic, and social developments that occurred between World War I and World War II (e.g., Red Scare, Roaring 20’s, Great Depression, New Deal)

Objectives:

* The student will know when the Dust Bowl occurred.
* The student will be able to explain how the Dust Bowl occurred and the effects it had on citizens.
* The student will compare and contrast the Dust Bowl to modern day catastrophes.

Learning activity:

* The teacher will present basic information on the Dust Bowl through a PowerPoint presentation.
* The teacher will play a five-minute video clip about the Dust Bowl on YouTube. <https://www.youtube.com/watch?v=guTek7ipD4U>.
* The learner will be expected to take notes during the PowerPoint and video.
* The teacher will summarize/debrief the video and ask students their thoughts and what interested them.
* The teacher will inform students that they will be learning in groups today. (The teacher will have a pre-determined group list)
* The teacher will explain the instructions of the activity. Students will brainstorm a natural disaster they wish to write about and discuss to the class. (E.g., hurricanes, droughts, tsunami, earthquakes, floods, and tornado) Once groups pick their topic, they will write a half page to one-page paper about their disaster. (Only one paper per group is needed) The teacher will provide questions that students should address in their paper. (How does this natural disaster occur and how long do they typically last? Do they have a lasting impact on people like the Dust Bowl? How does this disaster change the environment around us? Do you think your disaster is more impactful than the Dust Bowl? Why or why not?) Students can use their textbook or classroom computers to look up information. Lastly, each group will present their natural disaster to their peers.
* The teacher will assign a journal entry to the students. The student will write what the Dust Bowl was, how it affected the environment, farmers, and citizens, and how the Dust Bowl occurred.

Assessment:

* The teacher will assess the students by reading their group’s natural disaster paper.
* The teacher will assess the students by reading their journal entry. This will allow the teacher to recognize if the students are comprehending the material.

Reflection:

Lesson# 10- Great Depression vs. Housing Market of 2008/ Review for test

Grade: 11th

Subject: U.S. History

Materials needed: Computer, projector, PowerPoint software

Standards:

* 9-12.2.4: Analyze the major political, economic, and social developments that occurred between World War I and World War II (e.g., Red Scare, Roaring 20’s, Great Depression, New Deal)

Objectives:

* The learner will be able to differentiate between the Great Depression and the housing market crash of 2008.
* The learner will prepare for the unit test by playing Trashketball.

Learning activity:

* The teacher will play 3:00 minutes of a video on the Stock Market Crash of 2008. <https://www.youtube.com/watch?v=dkVMTxJMHqE>.
* The teacher will present basic information on the crash of the housing market in 2008. The teacher will explain how the crash happened and the effects it had on Americans.
* The learner will take notes during the PowerPoint presentation.
* The students will review for the test by playing Trashketball. The teacher will go over the instructions: The teacher will split the class into two teams. The teacher will ask each team multiple questions about the Great Depression. If the team answers a question correctly, they get to shoot a foam basketball into the garbage can. If they make the shot, they will be rewarded two points. The winning team will receive two bonus points for the test.

Assessment:

* The teacher will assess the students by grading their final unit test.

Reflection:

TEST

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Great Depression Test

February 21, 2017

**True or False**

Read each question before answering. Circle T if the statement is true and F if the statement is false. (1 point each)

T F 1. Herbert Hoover was the president when the Great Depression began.

T F 2. Franklin Roosevelt created many policies including the CCC.

T F 3. An “okie” was an agricultural worker who lost their farm during the depression.

T F 4. Overproduction of goods caused many people to become unemployed.

T F 5. Herbert Hoover believed in the “Rugged Individualism policy.”

T F 6. The drought bowl hit many nations due to dry soil.

T F 7. American citizens always listened to Herbert Hoover’s fireside chats.

T F 8. “Black Tuesday” was termed as the Stock Market Crash in 1929.

T F 9. There was temporary housing for people called “Hooverville’s.”

T F 10. Franklin Roosevelt was the successor of Herbert Hoover.

**Multiple Choice**

Read each question and circle the correct answer. (1 point each)

1. Which two programs attempted to help curb unemployment by hiring people for various projects?
2. CCC and WPA.
3. AAA and CCC
4. FERA and CWA
5. PWA and CCC
6. American citizens would stay in shantytowns or\_\_\_\_\_\_\_\_
7. Roosevelt towns
8. Obamavilles
9. Homeless shelters
10. Hooverville’s
11. How many times was Franklin Roosevelt elected?
12. Once
13. Twice
14. Three
15. Four
16. What happened first in the timeline of the Great Depression?
17. Franklin Roosevelt creates the New Deal
18. The Stock Market Crashes
19. The Dust Bowl occurs
20. Herbert Hoover is elected president
21. Banks failed during the Great Depression because…
22. Roosevelt didn’t trust their policy.
23. Banks were uninsured.
24. Banks had too much money.
25. Banks created too many loans.
26. Which of the following was not a direct cause of the Great Depression?
27. World War II.
28. Bank failures.
29. Agricultural Recession.
30. Uneven distribution of wealth.
31. The New Deal was\_\_\_\_\_
32. Laws to increase installment buying of expensive items.
33. The opportunity to buy a new vehicle.
34. The government providing funding to lower class citizens.
35. A group of government programs created by Franklin Roosevelt.
36. Approximately what years did the Great Depression take place?
37. From 1910 to 1940
38. From 1919 to 1929
39. From 1929 to 1939
40. From 1939 to 1949
41. What day did the Stock Market Crash?
42. October 29, 1929.
43. October 19, 1929.
44. October 29, 1939.
45. October 29, 1919
46. The Great Depression had an impact on the American people, EXCEPT:
47. Large numbers of people were without jobs.
48. Large numbers of people registered to vote.
49. Large numbers of people were hungry and homeless.
50. Farmer’s income levels fell to record lows.

**Matching:**

Pick the best letter to answer the following questions. (1 point each)

\_\_\_\_1. Who said to America, “… the only thing we fear is fear itself?”

\_\_\_\_2. The single event that led America out of the Great Depression.

\_\_\_\_3. What event marked the end of the Roaring 20’s?

\_\_\_\_4. Term used to describe FDR’s relief, recovery, and reform programs.

\_\_\_\_5. When a person “buys now, and pays later”

\_\_\_\_6. This act encouraged farmers to grow fewer crops.

\_\_\_\_7. This was a public work relief program for unemployed, unmarried men.

\_\_\_\_8. This program created manual labor jobs for millions of unemployed workers.

\_\_\_\_9. This program employed millions to carry out public work projects.

\_\_\_\_10. This president raised tariffs to historically high levels.

A. Works Progress Administration. F. Civil Works Administration.

B. Civilian Conservation Corps. G. Hoover.

C. New Deal. H. World War II.

D. Buying on Margin. I. Stock Market Crash.

E. Agricultural Adjustment Act. J. Franklin Roosevelt.

**Short Answer Questions:**

Write a minimum of one paragraph for each question and use complete sentences. (5 points each)

1. Specifically identify and explain the five main causes of the Stock Market Crash/ Great Depression.
2. Why was the Dust Bowl hard on American citizens and farmers?
3. Discuss the problems American people faced during the Great Depression of the 1930s.
4. What were the goals of President Roosevelt’s “fireside chats”? How did he achieve his goals?

**Answer Key:**

**True and False-**

1. True

2. True

3. True

4. True

5. True

6. False

7. False

8. True

9. True

10. True

**Multiple Choice-**

1. A

2. D

3. D

4. D

5. B

6. A

7. D

8. C

9. A

10. B

**Matching-**

1. J

2. H

3. I

4. C

5. D

6. E

7. B

8. F

9. A

10. G

**Short Answer-**

1. There are five answers.
* Weakness in banking- A major wave of banks continued to fail and foreclose.
* Agricultural recession- Farmers produced more crops than what was needed. Crop prices decreased drastically.
* Buying on margin- “Buy now, and pay later”
* Distribution of wealth- The rich got richer and poor get poorer.
* Increased inventory of goods- Manufacturers had overproduced and had to begin cutting back.
1. The Dust Bowl mixed drought and horrendous dust storms together to create a horrible living experience. Previous droughts, farmers were at least able to feed themselves and their families.
2. Answers may vary: American families faced all kinds of dilemmas.
* Unemployment.
* Terrible living conditions/ nowhere to live.
* Couldn’t afford food/starvation.
* Famers couldn’t grow crops.
1. Franklin Roosevelt discussed subjects to urge the public to link themselves to government recovery efforts. The president used deliberate methods to allay the people’s fears and give them a boost of morale confidence. Ultimately, he spoke directly to the American people as if they were his close friends.
* Test x2:\_\_\_\_\_/100

Rubric for Poster board- Lesson #3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Your Score: |  | A: 4 points | B: 3 points | C: 2 points | D or F: 1 point |
| \_\_\_\_\_/4 | Content-Accuracy | Understanding of topic is very evident.Incorporates all five factors. | Understanding is clear. Incorporates all five factors. | Understanding is somewhat clear. | Understanding is unclear. Missing factors/causes. |
| \_\_\_\_\_/4 | Content-Relevance | Message is very clear, relevant, and positive. | Message is clear and relevant. | Message isn’t clear. | Does not have a relevant message. |
| \_\_\_\_\_/4 | Graphics- | Graphics are very creatively displayed. | Graphics are somewhat creatively displayed. | Graphics are a bit creative. | Lacking creative graphics. |
| \_\_\_\_\_/4 | Attractiveness | Looks really good in design, layout, neatness. | Looks good in design, layout, and neatness. | Is acceptably attractive though it may be a bit messy. | Is messy or poorly designed. Time was not taken to complete this assignment. |

**Extra Notes**

* “Who’s Who and What’s What of the Great Depression”- I received this handout and got the idea from my practicum teacher at Bismarck High School.
* “Travel log/Road map”- I received this handout and got the idea from my practicum teacher at Bismarck High School.
* “First and Second New Deal”- I received this handout and got the idea from my practicum teacher at Bismarck High School.