Lesson Plan: History Honchos—Roosevelt’s New Deal

Grade: 5th
Subject: Social Studies, English Language Arts
Time Required: 5 class periods
Author: Shannon Harris, Monroe County Schools

OVERVIEW
As the country struggled in the midst of the Great Depression, President Franklin Roosevelt moved to create a number of new programs and policies to offer relief to people across the country. These policies and programs were called the New Deal. These programs created jobs, insured bank deposits, brought electricity to the whole of the Tennessee Valley, and provided the last push to create the Great Smoky Mountain National Park. The legacy of these programs continues to shape our state and country, and their long-term benefits are still discussed and debated.

UNDERSTANDING GOAL
Students will use specific textual evidence from primary and secondary sources to summarize the successes, failures, and challenges of President Roosevelt’s New Deal policies. Students will collect this information and make conclusions regarding the effect of the New Deal on America today.

INVESTIGATIVE QUESTION
How do the policies and programs of President Franklin Roosevelt’s New Deal affect Americans today?

CCC (Civilian Conservation Corps) workers, Prince George's County, Maryland [1935 Nov.]

OBJECTIVES
Students will
- analyze a primary source image as a group.
- research, discuss, and present information about the policies of President Roosevelt’s New Deal, including the following: Social Security, Civilian Conservation Corps, Federal Deposit Insurance Corporation, Tennessee Valley Authority, Cumberland Homesteads, Great Smoky Mountains National Park.
- work collaboratively in groups to discover if these policies and or programs were effective and still in use today.
- create a collaborative presentation of their findings.

CURRICULUM STANDARDS
Social Studies
- 5.16 Describe how New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including: Social Security, expansion and development of the national parks, and creation of jobs.
- 5.48 Describe the effects of the Great Depression on Tennessee and the impact of New Deal policies in the state (i.e., Tennessee Valley Authority and Civilian Conservation Corps).
**Curriculum Standards cont.**

*English Language Arts*

- 5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly.
- 5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.
- 5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.
- 5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.

**Materials**

- Computer(s) with Internet access
- Numbered cards in different colors for grouping students
- Quizlet: New Deal
- Informational text job cards (pp. 5-9)
- Job card rubrics (pp. 10-14)
- Pre/Post Summative assessment on the New Deal policies

**Resources**

*Primary Sources*

- Knox County, Tennessee (Tennessee Valley Authority (TVA)). Mr. Bacon adjusts an electric fan for his wife who is using an electric iron. The Bacons use 500 kilowatt hours of TVA electricity a month
- Construction work at the TVA's Douglas Dam, Tenn.
- CCC (Civilian Conservation Corps) workers, Prince George's County, Maryland
- Trading post at Cumberland Homesteads, Crossville, Tennessee
- On June 16, 1933, President Franklin Roosevelt signed the Banking Act of 1933, a part of which established the FDIC.
- Signing the Social Security Act of 1935
- Great Smoky Mountains National Park Roads & Bridges, Luten Bridges, Gatlinburg, Sevier County, TN
- Great Smoky Mountains National Park Roads & Bridges, Rich Mountain Road, Between Cades Cove & park boundary at Rich Mountain Gap, Gatlinburg, Sevier County, TN

*Secondary Sources*

- America the Story of Us: FDR
- History Brief: The New Deal
- Primary Source Set: The New Deal: Teacher’s Guide
**PROCEDURE**

<table>
<thead>
<tr>
<th>Day One</th>
<th>Step 1</th>
<th>Administer the <a href="#">20 question Quizlet pre-test</a>. Then have the class play a few games on the Quizlet Web site to improve their knowledge about the New Deal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Next have the class watch a <a href="#">short documentary</a> which includes fire side chat from President Roosevelt. Using information from the <a href="#">Library of Congress’s Primary Source Set</a> to explain the New Deal, we will then discuss the various policies that came from his administration.</td>
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<td>Step 3</td>
<td>Repeat the standard and watch this <a href="#">4 minute overview</a> of New Deal programs. What new information did we learn about the New Deal?</td>
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<td>Step 4</td>
<td>Then state the lesson’s investigative question: How do the policies and programs of President Roosevelt’s New Deal affect Americans today? You may wish to have students write a short preliminary answer to this question based on the day’s discussion. Students will spend the next few class periods exploring this question in-depth.</td>
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<thead>
<tr>
<th>Day Two</th>
<th>Step 5</th>
<th>As each student walks into the class, have them draw a number between 1-5 on a colored index card. Have the students sit with others with cards of the same color.</th>
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</thead>
<tbody>
<tr>
<td>Step 6</td>
<td>Review the investigative question. In order to answer the question, students will become “History Honchos.” Describe each role in the informational text group (see pp. 5-9). According to what number they drew, students will be given a numbered, color-coded job card (using images from the Primary Source list on p. 2), with their job description and an image from one of the New Deal policies or programs. <em>When prepping materials, be sure to number the individual jobs and assign a primary source image to each color. For the analysis, it works best to print the images on regular white paper or have students view them online.</em></td>
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<td>Step 7</td>
<td>First, students will read their job cards to understand their responsibilities during the lesson. Allow students to ask questions about their assigned jobs.</td>
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<td>Step 8</td>
<td>Next each group will analyze their image and answer questions about the image before they move on to their individual job cards. Prompt the class with the following questions: How do you think these policies affected Americans today? Can you make a personal connection to your image? What were the purposes of these policies and programs? What were the Three R’s? Were these policies and programs beneficial? Remember to think about if the policy was a success or failure and to point out any challenges it may have had. Lead students to make inferences and generalizations.</td>
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<td>Step 9</td>
<td>Allow students to begin work on their assigned jobs if time allows. They will pick up this on the following day.</td>
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<tr>
<td>Day Three</td>
<td>Students will resume work on their assigned jobs. Monitor student progress and provide assistance where needed. You may choose to begin grading each student using their job card rubrics.</td>
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<td>Step 10</td>
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<tr>
<th>Step 11</th>
<th>After the students have time to discuss the images and complete their job cards, they will begin to create a presentation on their policy or program that addresses the lesson’s investigative question.</th>
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<tr>
<th>Day Four</th>
<th>History Honchos will present their findings and declare if their policy or program was a success or failure and the effect that program has on Americans today. Each team will share their findings as per their roles from the job cards. As each group presents, finish grading them on their individual job card rubrics.</th>
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<tbody>
<tr>
<td>Step 12</td>
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<tr>
<th>Day Five</th>
<th>As a class, review the Quizlet Flashcards and play Quizlet review games online (if needed). Students will take the summative assessment.</th>
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<tr>
<td>Step 13</td>
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**Evaluation**

Each student will be graded on a presentation rubric and take a post summative assessment to evaluate student learning and mastery of the standard.

**Extensions**

- Have students create presentation posters for a gallery walk.
- Have students create a digital presentation of their group findings.
- Have students write an expository paper on their findings.

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**Great Smoky Mountains National Park Roads & Bridges, Luten Bridges, Gatlinburg, Sevier County, TN [after 1968]**
History Honcho Role Sheet
Discussion Director/Questioner

Topic:__________________________
Name:_________________________ Date:_________________

Your job is to facilitate the discussion as well as direct the class presentation. Discussion questions are important and will help with understanding the content for your group. Below are some general questions you may use. Please come up with a couple more of your own for your group discussion. Remember your team must include the lesson’s essential question in your presentation.

**Investigative Question:**
How does this policy and or program of President Roosevelt’s New Deal affect Americans today?

Be specific, and support your answer using evidence.
Questions to think about:
Why was the New Deal created?
Who was behind the New Deal?
Is my policy or program active today?
Did this program or policy help or hurt Americans? Explain.
What were the purposes of this program or policy?
What were the three R’s of the New Deal?

Here are a few places to start your research:
- Library of Congress Web site: [www.loc.gov](http://www.loc.gov)
- Primary Source Set TVA: [https://library.mtsu.edu/ld.php?content_id=43531164](https://library.mtsu.edu/ld.php?content_id=43531164)
History Honcho Role Sheet

Word Wizard

Topic: ____________________

Name:_______________________ Date:_________________

As the Word Wizard, your job is to find new vocabulary words that are specific to the image and/or New Deal program and policy that you have been given. Be sure to highlight these words in your group presentation.

Remember your team must include the lesson’s investigative question in your presentation.

As a group, the first thing you need to do is view and analyze the image.

List things you see in the image.

What is happening in the image?

Who is in the image?

Investigative Question: How does this policy and or program of President Roosevelt’s New Deal affect Americans today?

Think about the words that will answer this essential question!

Think about the three R’s of the New Deal? Good Vocab!!!

When researching unique and new vocabulary be sure to research in the Library of Congress Web site first.

- https://loc.gov/
- TPS-MTSU Newsletter February 2018: https://library.mtsu.edu/ld.php?content_id=43528656
- Primary Source Set TVA: https://library.mtsu.edu/ld.php?content_id=43531164

Other good places to find vocabulary:

- https://quizlet.com/5868782/the-new-deal-programs-flash-cards/
- http://www.socialstudieshelp.com/lesson_86_notes.htm
History Honcho Role Sheet
Illustrator

Topic: ___________________

Name:________________________ Date: _____________________

Illustrator: Your job will be to find ways to illustrate this policy/program and image. Good illustrators use imagery to visualize in their minds information about their topic. This is a chance to share some of the images and visions you have, as well as your artistic abilities. Draw some kind of image related to the topic you have been given. Include something from the image on the other side of your job card. It can be a sketch, cartoon, diagram, chart, or stick figure scene. You can also do a collage of images to portray the program and or policy. You could also draw a picture of other images that pertain to the New Deal policy or program your group is presenting.

You illustration might also include:
* Pertinent information about the policy/image/program
* Information about the time period portrayed in the image
* Pictures, objects or materials that give more information on the policy/program

Can your image reflect the lesson's investigative question?
How does this policy or program of President Roosevelt’s New Deal affect Americans today?

Be sure to research in the following Web sites first. Type in images on your Google search, as well as newspapers and cartoons.
• https://loc.gov/
• https://www.tva.gov/About-TVA/Our-History
• TPS-MTSU Newsletter February 2018: https://library.mtsu.edu/ld.php?content_id=43528656
Researcher: Your job is to dig up some background information to present to the class about your group image and policy/program.

This might include:
* Pertinent information about the policy/image/program
* Information about the time period portrayed in the image
* Information from newspapers and or periodicals on the topic
* Pictures, objects, or materials that give more information on the policy/program
* Information on the New Deal
* Information on President Roosevelt’s life and administration
* Is this policy/program in effect today?

**Investigative question:** How does this policy or program of President Roosevelt’s New Deal affect Americans today?

**Key Points:**
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Be sure to research in the following Web sites first:
- [https://loc.gov/](https://loc.gov/)
- [https://www.tva.gov/About-TVA/Our-History](https://www.tva.gov/About-TVA/Our-History)
History Honcho Role Sheet
Summarizer

Topic: ___________________

Name: ___________________ Date: ________________

Summarizer: Your job is to prepare a brief summary to present to the class about your group image and policy. Your group discussion will start with your 1-2 minute statement that covers the key points of the image, as well as the main points of the policy and/or program, that address the lesson’s main essential question.

Investigative Question: How does this policy or program of President Roosevelt’s New Deal affect Americans today?

Summary: ____________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Key Points:
1. 
2. 
3. 
4. 
5. 
6. 
7. 

Be sure to research in the following Web sites first:
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• TPS-MTSU Newsletter February 2018: https://library.mtsu.edu/ld.php?content_id=43528656
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<tr>
<th><strong>Discussion Director Rubric</strong></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Total</th>
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<tbody>
<tr>
<td>Student answered the investigative question. Student showed support for their answer.</td>
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<tr>
<td>Student was focused and engaged during group time when analyzing the image.</td>
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<tr>
<td>Student used primary and secondary sources from the Library of Congress.</td>
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<tr>
<td>Discussion Director completed and fulfilled their job card.</td>
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<td>Student contributed to the group presentation. Discussion Director took the lead of the presentation and group discussion</td>
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<td>Engaging participation that showed primary and secondary sources were used.</td>
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<td>Total possible score 24</td>
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Rubric grading
4 = excellent job; much evidence
3 = good job; some details, some evidence
2 = many details left; not much evidence
1 = weak participation; only one detail or response
0 = no details, did not complete, no evidence or participation

**Grade Key**
- 24 = 100
- 23 = 99
- 22 = 98
- 21 = 97
- 20 = 95
- 19 = 93
- 18 = 91
- 17 = 89
- 16 = 85
- 15 = 81
- 14 = 79
- 13 = 76
- 12 = 73
- 11 = 70
- 10 = 67
- 9 = 64
- 8 = 61
- 7 = 58
- 6 = 55
- 5 = 52
- 4 = 49
- 3 = 46
- 2 = 43
- 1 = 40
<table>
<thead>
<tr>
<th>Researcher Rubric</th>
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<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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<td>Student answered the investigative question. Student showed support for their answer.</td>
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<tr>
<td>Student was focused and engaged during group time when analyzing the image.</td>
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<tr>
<td>Student researched primary and secondary sources from the Library of Congress.</td>
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<tr>
<td>Researcher completed key points and fulfilled their job card.</td>
<td>9-10 key points</td>
<td>6-7 key points</td>
<td>4-5 key points</td>
<td>1-3 key points</td>
<td>0 key points</td>
<td></td>
</tr>
<tr>
<td>Student contributed to the group presentation.</td>
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21 = 97 13 = 76 5 = 52
20 = 95 12 = 73 4 = 49
19 = 93 11 = 70 3 = 46
18 = 91 10 = 67 2 = 43
17 = 89 9 = 64 1 = 40
| Word Wizard Rubric |
|-------------------|---|---|---|---|---|
| Student answered the investigative question. | 4 | 3 | 2 | 1 | 0 | Total |
| Student showed support for their answer. |   |   |   |   |   |   |
| Student was focused and engaged during group time when analyzing the image. |   |   |   |   |   |   |
| Student used vocabulary from the primary and secondary sources from the Library of Congress. |   |   |   |   |   |   |
| Student completed and fulfilled their job card. |   |   |   |   |   |   |
| Student used their new vocabulary in the group presentation. |   |   |   |   |   |   |
| Engaging participation that showed primary and secondary sources were used, as well as defined the 3 R’s. |   |   |   |   |   |   |
| Total possible score 24 |   |   |   |   |   |   |

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<tr>
<th>Summarizer Rubric</th>
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<th>2</th>
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<th>Total</th>
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<tbody>
<tr>
<td>Student summarized and answered the investigative question. Student showed support for their answer.</td>
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<tr>
<td>Student used primary and secondary sources from the Library of Congress.</td>
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<th>Illustrator Rubric</th>
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<td>Student illustrated an image using primary and secondary sources from the Library of Congress.</td>
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