

Lesson Plan
The New Deal: Yesterday and Today

Teacher Name: Patty Dole
Course: American History

Grade level(s): HS

Describe the classroom or homework activity to be performed (individual assignment, cooperative learning, cross curricular, technology based, using artifacts and/or primary sources, etc.)

- Students will be analyzing New Deal programs and comparing them to similarly funded government programs we have today. They are to determine who the programs benefit and if they should remain in tact. This project is to be a cooperative learning process with students working in pairs to complete the project.

Rationale (why are you doing this?)

- The need for students to analyze the debate over government expansion of federal government programs during the Depression as well as today.

Required time frame:

- 5-6 days

Where in the teacher conference did you get the idea for this activity or assignment (speaker, document, photograph, activity, audio recording, other)?

- On Monday, the speakers: John Milton Cooper, Dick Kirkendall, and Lynn Dumenil, talked about the expansion of government during the Depression and the need to understand how that has affected government today during their wrap-up panel at the end of the day.

Lesson objectives – the student will:

- To understand the connection between the past and present government policies
- To research public documents and come to a decision as to the need for their program to determine whether or not it should continue being funded
- To be able to write, speak and think critically on their topic

District, state, or national performance and knowledge standards/goals/skills met (be specific when referencing):

- Kansas State Standards: US History, Benchmark #2, Item #2
- The student analyzes the costs and benefits of the New Deal programs. (e.g., budget deficits v. employment, expanding government: CCC, WPA, Social Security, TVA, community infrastructure improved, dependence on subsidies)

Secondary materials (book, article, video documentary, etc.) needed – cite title and other detailed information:

- Student Text: The American Republic Since 1877
- Internet sources
- Books
- magazines

Primary sources (document, photograph, artifact, diary or letter, audio or visual recording, etc.) needed – cite detailed information:

- Students will be required to research the Library of Congress, as well as other reputable resources for at least 2 primary resources

Fully describe the activity or assignment in detail. What will both you and the students do?

- To begin this lesson, students will review the New Deal measures. After this review, they will look at the question: In what ways do these programs still exist today and, if so, in what form? Students will be guided by the teacher, suggesting to them modern welfare programs, such as farm subsidies, minimum wage, Americorps, FDIC, the Columbia River Reclamation Project, and Social Security as modern day programs with their roots in the New Deal. In groups, students will be assigned one of the existing programs and will research that program and make comparisons with a similar New Deal Program. The students will be required to look at 2 primary documents in regard to their specific topic. After reviewing their documents, they will write a position paper on their program containing an overview of their program and how it compares with a similar New Deal Program, while addressing the following questions:
 - Who does this program benefit?
 - Given the budgetary restrictions of the government, should the existing program remain intact, be reduced, or be expanded?
 - What is your opinion on the pieces of legislation that you investigated?

After composing their position paper, students will then come together and participate in a Congressional Policy Forum where the students will debate the pros and cons of each policy and after completion of this debate; they will vote to decide what three pieces of legislation will be recommended to Congress.

Assessment: fully explain your assessment method in detail or create and attach your scoring guide:

- With this being a group project, it will be assessed using two scoring rubrics.
- The first one will score group collaboration.
- The second rubric will be used to assess each group's written paper.
- To assess the need for their program, students will be doing this voting which three pieces of legislation will be recommended to Congress.

Burrton High School

Collaboration Rubric

Name: _____

Teacher: Patty Dole

Date: _____

Title of Work: _____

Skills	Criteria				Points
	1	2	3	4	
Helping The teacher observed the students offering assistance to each other.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	—
Listening The teacher observed students working from each other's ideas.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	—
Participating: The teacher observed each student contributing to the project.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	—
Persuading: The teacher observed the students exchanging, defending, and rethinking ideas.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	—
Questioning: The teacher observed the students interacting, discussing, and posing questions to all members of the team.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	—
Respecting: The teacher observed the students encouraging and supporting the ideas and efforts of others.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	—
Sharing: The teacher observed the students offering ideas and reporting their findings to each other.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	—
Total Points					—

Teacher Comments:

Writing Rubric

Name _____

Idea development is clear, interesting, and original.

5 4 3 2 1

- ___ written from writer's experience
- ___ writing shows instead of tells
- ___ writing is original and/or interesting
- ___ writing is supported with details, research, concrete examples
- ___ a thesis statement or topic sentence is used

Organization helps to clearly convey the message.

5 4 3 2 1

- ___ details are related back to thesis statement
- ___ has an interesting introduction
- ___ has a thoughtful conclusion
- ___ organization flows smoothly

Voice of the writer accomplishes the purpose.

5 4 3 2 1

- ___ reader feels an interaction with the writer
- ___ paper is honest, sincere
- ___ writer's enthusiasm is evident

Word choice is consistent with the purpose.

5 4 3 2 1

- ___ words are specific, accurate, and suited to the subject
- ___ words are lively, powerful, give energy
- ___ vocabulary is appropriate for the purpose and audience
- ___ figurative language is used when appropriate

Sentence structure helps the paper read smoothly.

5 4 3 2 1

- ___ sentence structure clearly conveys meaning
- ___ writing sounds natural and fluent
- ___ transitional wording is used
- ___ varied sentence structure and length

The writer displayed skillful writing conventions.

5 4 3 2 1

- ___ punctuation
- ___ spelling
- ___ usage
- ___ paragraphing