



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

Author(s):

Kristen Anderson & Michele Johnson

Grade Level(s):

5th grade

Subject:

Social Studies; The Great Depression & The New Deal

Length of Class:

Two 30-minute class periods



Image Citation:

Lange, D., photographer. (1936) *Migrant agricultural worker's family. Seven hungry children. Mother aged thirty-two. Father is native Californian. Nipomo, California.* United States Nipomo San Luis Obispo County California, 1936. March. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2017762908/>.

Lesson Title:	Using Primary & Secondary Sources to better Understand the Great Depression & the New Deal
Overview:	We will use photographs to analyze what it would have been like to be alive during the great depression, and then read in our text about the New Deal. Then students will use what they have learned to decide what kind of policies they would have created to help people if they were the President during the Great Depression.
Learning Objective:	Desired learner outcomes in precise, measurable, and obtainable terms. Limit your lesson to 1-2 objectives. <ol style="list-style-type: none"> 1. Students will evaluate the effectiveness of New Deal policies in addressing the economic challenges of the Great Depression after analyzing photographs from the period and reading a non-fiction picture book on the subject.

	<p>2. Students will apply critical thinking skills to formulate and justify their own hypothetical policies aimed at alleviating the effects of the Great Depression if they were the President during that time.</p>
Standards:	<p>5th grade Social Studies SC Standards Addressed:</p> <ul style="list-style-type: none"> • 5-4.4: Explain the human and economic costs of the Great Depression on individuals, families, and communities. • 5-4.5: Analyze the government’s response to the Great Depression, including President Franklin Roosevelt’s New Deal.
Essential Question:	<p>What was life like for Americans during the Great Depression and how did the government try to help the people?</p>
Supporting Question(s):	<p>Can you look at the photographs and tell anything about what life is like for the people in them? Was the President’s New Deal helpful? What would you have done differently if you had been President?</p>
Digital Primary and Secondary Sources:	<p>List primary and secondary sources and include links.</p> <p>Lange, D., photographer. (1936) <i>Migrant agricultural worker's family. Seven hungry children. Mother aged thirty-two. Father is native Californian. Nipomo, California.</i> United States Nipomo San Luis Obispo County California, 1936. March. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/2017762908/.</p> <p>Lange, D., photographer. (1939) <i>Family who traveled by freight train. Washington, Toppenish, Yakima Valley.</i> United States Toppenish Washington Yakima County, 1939. Aug. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/2017772705/.</p> <p>Lange, D., photographer. (1936) <i>Destitute pea pickers in California. Mother of seven children. Age thirty-two. Nipomo, California.</i> United States Nipomo San Luis Obispo County California, 1936. March. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/2017762891/.</p> <p>O’Grady, Celeste. <i>Good Times and Bad.</i> Pearson, 2019.</p>
Required Classroom Materials:	<p>What materials do you need (computer, projector, etc.)? What materials do the students need (writing journals, laptop carts, textbooks, etc.)?</p> <p>Smart Board Easel Pad & Marker Printed Copies of Photographs Social Studies picture book</p>

	Pencil and paper for students
Classroom Environment:	<p>How is the room arranged for the lesson? What considerations will contribute to the lesson --- interactive bulletin board, learning stations/centers, table for panel presentation?</p> <p>The tables will be arranged into three stations for viewing the three photographs. Students will be able to view the smartboard from their tables. Students are also sat in groups to facilitate discussion and group work.</p>
Differentiation and Adaptations:	<p>In what ways will you differentiate for learners within the classroom? This is not how your lesson meets the needs of diverse learners, but how you could modify your lesson for a range of diverse learners.</p> <p>Students will be in groups to facilitate group discussion and group work to help students that may need guidance. There will be two teachers and one assistant teacher to help students who need it. There will be opportunities to discuss out loud instead of writing down things that go in the KWL chart. The KWL chart will be done independently, but then written down as a class so learners can view it at the front of the room. There will be reading of the picture book, but also viewing primary source photographs so that students who are visual or auditory learners can both grasp materials. The reading will be done popcorn style so that struggling readers may listen. There are pictures throughout the text to help with understanding. Students that may struggle with writing what they would have done if they had been president, may make a comic strip about what they would have done as President.</p>

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
5 min	<ul style="list-style-type: none"> Begin the lesson by asking students what they know about the Great Depression and the New Deal. Record their responses in the "K" (Knowledge) column of the KWL chart. Explain to students that they will be exploring these topics further through historical photographs and text.
15 min	<ul style="list-style-type: none"> Have students view historical photographs at three different stations.

	<ul style="list-style-type: none"> • Instruct students to carefully observe each photograph and jot down their observations and what they want to know more about after looking. • Encourage students to consider the people, their surroundings, and any visible signs of hardship or struggle. • Facilitate a brief class discussion where students share their observations and thoughts about the photographs, while the teacher gives more information about the photographs.
10 min	<p>Popcorn Reading of picture book passage on The New Deal.</p> <ul style="list-style-type: none"> • Have the students read the passage on The New Deal “popcorn style.” • Facilitate a class discussion to discuss the significance of the New Deal and how it aimed to address the challenges of the Great Depression. • As a class, fill out the "L" (What I Learned) column of the KWL chart based on the discussion and reading.
<p>Day 2:</p> <p>10 min</p>	<ul style="list-style-type: none"> • Explain to students that they will now have the opportunity to imagine themselves as President during the Great Depression and create their own policies to address the economic challenges faced by the American people. • Provide students with paper or digital platforms to brainstorm and draft their policies. • Encourage students to consider the lessons learned from the photographs and the information about the New Deal as they formulate their ideas.
15 min	<ul style="list-style-type: none"> • Invite students to share their policy proposals with the class. • Encourage students to explain the rationale behind their policies and how they believe their proposals would help alleviate the effects of the Great Depression. • Facilitate a discussion where students can compare and contrast different policy ideas and consider the potential impacts on society.
5 min	<ul style="list-style-type: none"> • Review the key concepts learned throughout the lesson, emphasizing the importance of understanding historical events and their relevance to contemporary issues. • Reflect on the process of analyzing photographs, reading text, and creating policies to address historical challenges. • Conclude by revisiting the KWL chart and discussing how students' knowledge and understanding have evolved throughout the lesson.

Assessments:	<p>Students KWL chart serves as an informal evaluation of their learning. This will ensure that there is learning of the standards. We will discuss the KWL charts as a class and give feedback to those who share.</p> <p>The formal assessment will be a writing assignment where students answer the question, "After learning about the New Deal, what do you think you would have done differently if you were president during the Great Depression?" After writing students will be allowed to share and give and receive feedback. Ms. Johnson will grade the papers and give written feedback.</p>
Learning Extensions:	<p>For extension students will be encouraged to use SC Discus which they learned about earlier in the year, to further research the programs implemented to help farmers during The Great Depression.</p>