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LESSON PLAN: THE GREAT DEPRESSION AND NEW DEAL

Objective for the Week

To understand key concepts and terms from the Great Depression Era and the changing role of government in American society. Students will also practice document analysis as well as short-answer question responses.

Lesson Duration

Five sessions consisting of approximately 45 minutes each

Schedule

DAY 1

Resources

1. Marco Key Concept video 7.1



<https://youtu.be/94L5XbEh2WU>

2. School textbook chapter(s) that cover the Great Depression and New Deal



3. Key Terms sheet



SELF-PACED OPTION

Although these lesson plans are designed for teachers to assign to students remotely, they could also be administered on a self-paced schedule with some modifications.

Teacher Instructions

Students will need to become familiar with the content that is related to the Great Depression and New Deal. Marco Learning's Key Concept Video 7.1 is available on YouTube at this URL: <https://youtu.be/94L5XbEh2WU>. This will give students a good general overview of the major events and issues of this time period. After watching that, students are assigned, in this lesson, to identify the Key Terms listed here. All Key Terms related to the Great Depression and New Deal from the College Board Course and Exam Description are included in this list, but other terms have been added. All Key Terms related to the Great Depression and New Deal from the College Board *Course and Exam Description* are included in bold in this list, but other terms have been added. Teachers should feel free to eliminate or add to this list based on your professional judgement.

Note: If students do not have a textbook at home, the Independence Hall Association offers a free online textbook at <https://www.ushistory.org/us/index.asp>. The Great Depression and New Deal are covered in chapters 48 and 49.

Alternative Interactive Method

Teachers may decide to allow students to create flashcards for the Key Terms. There are online services that facilitate this, and many online textbooks also provide the programs for students to make online flashcards.

DAY 2

Resource

1. Student Worksheet: Competing Philosophies on the Role of American Government



Teacher Instructions

One of the major changes brought about by the Great Depression was that it changed the role that the American Government plays in the American economy and American Society. The quotes below illustrate the debate that took place over this changing role of government. Have students read and annotate these quotes and then answer the questions that follow.

Alternative Interactive Method

If the technology is available, teachers may also turn this exercise into an online discussion, addressing questions like:

1. Which point of view do you agree with and why?
2. How do political leaders of 2020 align with the principles of Hoover and Roosevelt?

DAY 3

Resource

1. Student Handout: Practicing Document Sourcing



Teacher Instructions

By this point, students have probably practiced sourcing exercises related to primary source documents. This exercise allows them to continue that practice as they think about the controversies of the Great Depression and the New Deal. Have the students submit the documents that they find as well as their responses to you using your online classroom or resource.

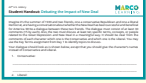
Alternative Interactive Method

You may also choose to have students share their documents and complete the sourcing questions for documents found by classmates and then peer review answers that are given.

DAY 4

Resource

1. Student Handout: Debating the Impact of the New Deal



Teacher Instructions

One of the best ways to deeply engage students in history is to allow them to debate the controversies of an era. This exercise is meant to allow students to assess the success of the New Deal from both Democratic and Republican perspectives.

Alternative Interactive Method

Teachers may choose to have students complete the assignment as it outlined in the student handout. However, if you are meeting with students in any sort of a live session, students can be assigned the role of a Democrat or Republican and then carry out a debate either through a discussion board or through video or audio conferencing.

DAY 5

Resources

1. Student Handout: Short-Answer Essay Questions



2. Marco Learning Short-Answer Essay Explanations



Teacher Instructions

As an assessment for this unit, teachers can assign the following short-answer response questions from Practice Test 2 of the Marco Learning Student Course. These are broad questions and may require students to do some additional reading in order to answer them. The purpose of this exercise is to give students practice in answering these types of questions rather than to assess their command of the content.

Alternative Interactive Method

Teachers may allow students to peer review and to use the Marco Learning Answer Explanation to assess the responses.

Student Handout: Great Depression Key Terms

Great Depression Key Terms Identification: Provide a detailed explanation of each of the following terms as it relates to the Great Depression and New Deal.

NOTE: Terms from the College Board Course and Exam Description are **Bold**

1. Stock Market Crash

2. Causes of the Great Depression

3. Herbert Hoover

4. Rugged Individualism

5. 25% Unemployment Rate

6. Franklin Roosevelt

7. New Deal

8. New Deal Democratic Party Coalition

9. Relief, Recovery, Reform

10. Works Progress Administration

11. National Recovery Administration

12. Federal Deposit Insurance Corporation

13. 21st Amendment

14. Huey Long

15. Dust Bowl

16. *Grapes of Wrath*—John Steinbeck

17. Court-Packing

18. American Liberty League

19. Keynesian Economics

20. Anti-Lynching Law

21. Roosevelt Recession

22. Welfare state

23. American Liberalism

Student Handout: Competing Philosophies on the Role of American Government

Read and annotate these short quotes from Herbert Hoover and Franklin Roosevelt. Then answer the three questions that follow.

“It is a question as to whether the American people on the one hand will maintain the spirit of charity and mutual self-help through voluntary giving and the responsibility of local governments distinguished on the other hand from appropriations out of the Federal Treasury. My own conviction is strongly that if we break down the sense of responsibility, of individual generosity to individual, and mutual self-help in the country in times of national difficulty...we have not only impaired something infinitely valuable in the life of the American people but have struck at the roots of self-government. Once this has happened, it is not the cost of a few score millions, but we are faced with the abyss of reliance in future upon Government charity in some form or other. The money involved is indeed the least of the costs to American ideal and American institutions.”

Herbert Hoover, February 3, 1931 Statement on Unemployment Relief

“I do not believe that the power and duty of the federal government ought to be extended to the relief of individual suffering.... The lesson should be constantly enforced that though the people support the Government, the Government should not support the people.”

Herbert Hoover, 1930 Speech in which he was referencing Grover Cleveland’s 1887 veto of the Texas Farmers Seed Bill

“The country demands experimentation, bold persistent experimentation. It is commonsense to take a method and try it. If it fails, admit it frankly and try another. But above all, try something.... Our Republican leaders tell us economic laws. Sacred, inviolable unchangeable cause panics which no one could prevent. But while they [talk about] economic laws, men and women are starving.”

Franklin Roosevelt—May 22, 1932 Commencement Speech for Oglethorpe University

“The New Deal was fundamentally intended as a modern version of the Preamble of the Constitution.... But we were not to be content with merely hoping for these ideals. We were to use the instrumentalities and powers of government to fight for them.”

Franklin Roosevelt—November 1, 1937 *Public Papers of the President The Year of Crisis*—Introduction

Short-Answer Questions

1. Explain one difference between Hoover and Roosevelt on their views of the role that government should play during the Great Depression.

2. Identify one president who held office before the Great Depression that would have agreed with either Roosevelt’s or Hoover’s philosophy and support your answer with a brief explanation of your choice.

3. List one action that Roosevelt took as President that was consistent with the philosophy expressed here and explain your answer.

Student Handout: Practicing Document Sourcing

Conduct a search on the Internet for three primary source documents related to the Great Depression and New Deal. There are many sites online that specialize in offering primary source documents and some that focus exclusively on the Great Depression and New Deal. One document must be a photograph, one must be a political cartoon, and one must be composed of text. Paste each of the primary sources into a Google or Word document.

For each document, add the sourcing information.

- When was it created?
- Who created it?
- Where was it originally published?

Next, for each of your primary source documents answer the following sourcing questions.

1. What was the **h**istoric context for the creation of this document?
2. Who was the intended **a**udience for this document?
3. What was the **p**urpose of the creator of this document?
4. What was the **p**oint of view of the creator of this document?
5. Finally, choose one of your four answers for the questions above and explain **why** that information gives us historical insight into the significance of the document?

Imagine it's the summer of 1939 and two friends, one a conservative Republican and one a liberal Democrat, are having a conversation about whether the New Deal has been successful and beneficial for America. Write a dialogue between these two friends. The dialogue must consist of at least 30 comments (15 by each). Also, the two must discuss at least ten specific terms, concepts, or people related to the Great Depression and New Deal in a meaningful way. It should be clear from the comments of each character which one is the Conservative and which one is the Liberal. You may use the Key Terms assignment from Day 1 to identify topics to discuss.

Your dialogue should look as is shown below, except that you should give the character's names instead of Conservative and Liberal.

1. Conservative:

2. Liberal:

3. Conservative:

4. Liberal:

5. Conservative:

6. Liberal:

Complete Practice Test 2 Short Answer #4. If possible, have another student peer review and score your response. Then, read the Marco scoring explanation when it is provided and compare this with your answers.

4. Answer (a), (b), and (c).
 - a) Briefly describe ONE specific historical impact the Great Depression had on United States foreign policy in the period 1929–1941.
 - b) Briefly describe ONE specific historical impact the Great Depression had on United States domestic policy in the period 1929–1941.
 - c) Briefly explain ONE specific historical impact the Great Depression had on technological changes in the period 1929–1941.

4. Answer (a), (b), and (c).
- Briefly describe ONE specific historical impact the Great Depression had on United States foreign policy in the period 1929–1941.
 - Briefly describe ONE specific historical impact the Great Depression had on United States domestic policy in the period 1929–1941.
 - Briefly explain ONE specific historical impact the Great Depression had on technological changes in the period 1929–1941.

Examples of responses to (a) that would earn 1 point include:

- The Great Depression decreased the amount of immigration to the United States. During the Great Depression, the United States experienced a significant rise in emigration.
- The need to address the economic crisis led to the United States taking an increasingly isolationist perspective on foreign wars, possibly motivating the delay in the United States involvement in WWII.
- Britain, who had previously been the worldwide creditor of last resort, was unable to maintain that role in the Depression. Given its own economic instability, the United States did not step into that role, leaving many smaller, economically damaged countries without an available creditor.
- The United States reduced its presence in many Latin American countries as a result of a combination of the turn toward isolationism and the Good Neighbor policy.
- The United States chose not to respond to acts of international agitation, such as Japan’s invasion of China in 1937 or Germany’s annexation of Czechoslovakia in 1938.

Examples of responses to (b) that would earn 1 point include:

- The failure of many banks during the Great Depression led the federal government to federally insure bank deposits in order to increase consumer confidence domestically.
- The development of Hoovervilles demonstrated the need for increased social services. While this need was initially addressed by private charity, it was assumed by the government as a major component of domestic policy under the New Deal.
- Roosevelt removed the United States from the gold standard, allowing for more expansive currency policies.
- The New Deal provided domestic relief through employment and aid programs but did so at a high cost and a significantly expanded role for the federal government.
- Domestic aid programs developed as part of the recovery, including Social Security, continue to this day in the United States.
- Prohibition was repealed during the Great Depression.
- Unemployment rates during the Great Depression varied based on gender. Significantly more men lost their jobs than women, leading to many women becoming the breadwinners in their families for the first time. This challenged idea of gender values throughout the United States.

Examples of responses to (c) that would earn 1 point include:

- The Tennessee Valley Authority electrified and modernized a poor region in Appalachia, setting the precedent for government support of technological advances for underserved communities.
- Government investment in heavy military spending eventually pulled the United States out of the Great Depression through government subsidized contracts.
- Crop failures and the loss of populations from agricultural areas led to the development of new farming technologies, including steel machinery, improvements in tractors, a more efficient tools.
- The 1933 Chicago World’s Fair, titled “Science Finds—Industry Applies—Man Conforms” represented the sense that technology was constantly advancing and improving human life.