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**Day 9: The New Deal (Part 2 – Alphabet Agencies)**

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| **Standard(s)** | -**SS5H5** The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.  a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.  b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, the Works Progress Administration, and the Tennessee Valley Authority.  c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.  -**ELA5R3** The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student  a. Reads a variety of texts and incorporates new words into oral and written language.  b. Determines the meaning of unfamiliar words using context clues (e.g., definition, example).  -**ELA5R4** The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners.  The student  a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.  b. Uses self-correction when subsequent reading indicates an earlier miscue (self-  monitoring and self-correcting strategies).  c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).  -**ELA5W3** The student uses research and technology to support writing. The student  a. Acknowledges information from sources.  b. Uses organizational features of printed text (i.e., citations, end notes, bibliographic  references, appendices) to locate relevant information.  c. Uses various reference materials (i.e., dictionary, thesaurus, encyclopedia, electronic  information, almanac, atlas, magazines, newspapers) as aids to writing.  -**ELA5LSV2** The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.  When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:  a. Demonstrates an awareness of the presence of the media in the daily lives of most people.  b. Evaluates the role of the media in focusing attention and in forming an opinion.  c. Judges the extent to which media provide a source of entertainment as well as a source of information.  When delivering or responding to presentations, the student:  a. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members.  b. Uses notes, multimedia, or other memory aids to structure the presentation.  c. Engages the audience with appropriate verbal cues and eye contact.  d. Projects a sense of individuality and personality in selecting and organizing  content and in delivery. |  |  |
| **Why is this lesson important?** | -Students will understand the impact of the New Deal and the significance of the programs created through it. |  |  |
| **Essential Questions** | -What are the Civilian Conservation Corps?  -What is the Works Progress Administration?  -What is the Tennessee Valley Authority?  -What are alphabet agencies? |  |  |
| **Daily Learning Outcomes** | -TSW be able to explain the significance of the Civilian Conservation Corps.  -TSW be able to explain the significance of the Works Progress Administration.  -TSW be able to explain the significance of the Tennessee Valley Authority.  -TSW be able to explain the significance of the alphabet agencies. |  |  |
| **Assessment tied to learning outcomes** | -Alphabet Agency Poster  -Journal Entry of how it is similar to one or more of the agencies we learned about |  |  |
| **Vocabulary** | -42. alphabet agencies:  100 offices were created during Roosevelt's terms of office as part of the [New Deal](http://en.wikipedia.org/wiki/New_Deal) and many of these agencies still exist today  -43. Civilian Conservation Corps:  gave jobs to young men for in the areas of land and natural resource conservation and development  -44. conservation:  to protect from loss  -45. Works Progress Administration:  New Deal agency created to put American men and women to work constructing & repairing bridges, roads, buildings, & parks.  -46. Tennessee Valley Authority:  workers built dams in 7 states along the Tennessee River basin to control flooding, reduce soil erosion, and generate cheap hydroelectric power.  -47. Social Security Administration:  a federal program that provides payments & medical care to the retired, unemployed, or disabled based on work history.  -48. Federal Deposit Insurance Corporation: guarantees the safety of a person’s money in the bank |  |  |
| **Differentiation** | -Graphic Organizer  -Magazine Clippings  -Newspaper Clippings  -Guided Question |  |  |
| **Integration** | -ELA5LSV2  -ELA5W3  -ELA5R4  -ELA5R3 |  |  |
| **Elements** | **Procedures /Activities** | **Resources** | **Time** |
| **Introduction** | -Read selection from “FDR's Alphabet Soup: New Deal America 1932-1939” by Tonya Bolden.  -Explain to the students why they are called alphabet agencies and why they were involved in the New Deal. | -Book | -10 min |
| **Activity Time** | -Go over the vocabulary words.  Have students write the word on one side of their note cards and the definition on the other.  When they are finished, remind them to place their vocabulary words on their vocabulary word ring.  -If students finish the vocabulary word ring early, there will be articles, books, pictures, and other resources spread around the room for them to look at while they wait to begin the activity.  -Center 1: Civilian Conservation Corps - talk to the students about the important aspects of the CCC, its purpose, what it did, and how it affected the recovery of the US.  Then, show the students a propaganda poster (http://www. azpbs.org/ arizonastories/grfx/ccc.jpg).  Have a group discussion about the organization and the poster.  -Center 2: Works Progress Administration - talk to the students about the important aspects of the WPA, its purpose, what it did, and how it affected the recovery of the USThen, show students a propaganda poster (http://4.bp. blogspot.com/\_xOficiG3jdU/TFEbLMx8zKI/AAAAAAAAAcY/Ab0d0H8P56Q/s1600/wpa.jpg).  Have a group discussion about the organization and the poster.  -Center 3: Tennessee Valley Authority - talk to the students about the important aspects of the TVA, its purpose, what it did, and how it affected the recovery of the US.  Then, show the students a propaganda poster (<http://www.dropyour> energybill.com/wp-content/uploads/2010/04/tva.jpg).  Have a group discussion about the organization and the poster.  -Center 4: Social Security Administration - talk to the students about the important aspects of the SSA, its purpose, what it did, and how it affected the recovery of the US. Then, show the students a propaganda poster (http:// umphrey.net/wpcontent/uploads/2010/12/Social\_Security\_poster\_mom\_and\_baby1.gif).  Have a group discussion about the organization and the poster.  Remind students that this organization is still a large part of our lives today.  -Center 5: Federal Deposit Insurance Company - talk to the students about the important aspects of the FDIC, its purpose, what it did, and how it affected the recovery of the US.  Then, show the students a logo from the organization [(http://www.bankingdeals.com/](about:blank) wpcontent/uploads/2009/08/ fdic-logo.jpg).  Have a group discussion about the organization and the logo.  Remind students that this organization is still a large part of our lives today. | -Propaganda Posters | -50 min |
| **Closure** | -Show students a propaganda poster for each of the agencies.  Have the students come up with a propaganda poster for their own Alphabet Agency that can encompass a problem from the Great Depression era or originate from current times.  Posters should include pictures, slogans, and an “alphabet agency-type” name of the organization. Ensure that an example is available for students to view. For struggling students, provide a graphic organizer and magazines/newspapers for pictures.  -Have students write a quick journal entry about how their created organization is similar to one or more of the agencies we learned about.  For struggling learners, provide them with guided questions. | -Legal Paper  -Newspapers  -Magazines  -Markers  -Glue  -Colored Pencils  -Crayons  -Journal Paper | -30 min |
| **Next Steps** | -Prepare the students for the wrap up on the following day.  Remind them that we will soon begin outlining and preparing our digital stories. |  |  |