

FDR RESOURCES AND LESSON PLANS

to support the presentation by Neill Hartley



FDR: A New Deal for America

November 14 and 15, 2013 in Monroe County Schools

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The Northampton Community College Foundation was awarded a Challenge Grant from the National Endowment for the Humanities (NEH) in support of the “We the People” Project. This grant opportunity is designed to help institutions and organizations secure long-term improvements in and support for humanities activities that examine American history through the lens of the nation’s founding principles.

Neill Hartley as FDR explaining the New Deal, offered four assembly presentations for Monroe County high school students. His presentations were scheduled and this publication was prepared by the members of the Education Committee of the Monroe County Historical Association, a Community Partner in the NEH Challenge Grant.

STANDARDS ADDRESSED IN FDR LESSON PLANS

Research to Build and Present Knowledge

Common Core Standards: Literacy in History/Social Studies - p. 99

(Numbers in parentheses refer to CCS document.)

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (7)
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (8)
- Draw evidence from informational texts to support analysis reflection, and research. (9)

PA Common Core Standards (Draft): *Reading in History and Social Studies*
retrieved from www.pdesas.org/Standard/CommonCore

Grades 9 – 12 CC.8.5.A – J (.pdf file available with lesson plans at
www.monroehistoric.com)

PA Common Core Standards (Draft): *Writing in History and Social Studies*
retrieved from www.pdesas.org/Standard/CommonCore

Grades 9 – 12 CC.8.6.A – I (.pdf file available with lesson plans at
www.monroehistoric.com)

FRANKLIN D. ROOSEVELT BIBLIOGRAPHY (Eleanor Roosevelt and Dorothea Lange)

This bibliography of resources found in Monroe, Pike, and Lackawanna County library systems provides a variety of reading levels and approaches to documenting the life of Franklin D. Roosevelt. Books about Eleanor Roosevelt are included because of her influence on FDR and the nation. Dorothea Lange's Depression Era photographs provide visual information to aid students' understanding of the nation's crisis as Roosevelt took office. ***Books containing fewer than 50 pages are asterisked.**

Lackawanna County Library System www.lclscatalog.org

Picture/Trade Books

- *Cooney, B. (1996). *Eleanor*. New York: Penguin Books.
- *Harness, C. (2004). *Franklin & Eleanor*. New York: Dutton Children's Books.
- *Krull, K. (2011). *A Boy Named FDR*. New York: Alfred A. Knopf.
- *Mara, W. (2004). *Franklin D. Roosevelt*. New York: Children's Press.
- *Ryan, P. M. (1999) *Amelia and Eleanor Go For A Ride*. NY: Scholastic Books.
- *St. George, J. (2007). *Make Your Mark, Franklin Roosevelt*.
- *Wood, D. (2011). *Franklin & Winston: A Christmas That Changed the World*. Somerville, MA: Candlewick Press.
- *Venezia, Mike. (2007). *Franklin D. Roosevelt: thirty-second president, 1933-1945*. New York: Children's Press.

Informational Books (*contain fewer than 50 pages)

- Allport, A. (2004). *Franklin Delano Roosevelt*. Philadelphia: Chelsea House Publishers.
- *Burgan, M. (2002). *Franklin D. Roosevelt*. Minneapolis: Compass Point Books.
- *Editors of TIME for Kids w/J. Caplin. (2006). *Franklin K. Roosevelt: A Leader in Troubled Times*. New York: HarperCollins Publishers.
- Feinberg, B. S. (2005). *Franklin D. Roosevelt*. New York: Children's Press.
- Freedman, R. (1990). *Franklin Delano Roosevelt*. New York: Clarion Books.
- Freedman, R. (1993). *Eleanor Roosevelt: A Life of Discovery*. New York: Clarion Books.
- *Isaacs, S.S. (2000). *America in the Time of Franklin Delano Roosevelt : the story of our nation from coast to coast, from 1929 to 1948*. Des Plaines, IL: Heinemann Library.
- *Kent, D. (2007). *Franklin D. Roosevelt: Nothing to Fear*. New York: Bearport Pub.
- *Maupin, M. (2002). *Franklin D. Roosevelt: Our 32nd President*. Chanhassen, MN: The Child's World, Inc.
- Partridge, E. (1998). *Restless Spirit: The Life and Work of Dorothea Lange*. NY: Viking.
- *Rappaport, D. (2009). *Eleanor, Quiet No More: the Life of Eleanor Roosevelt*. New York: Disney-Hyperion Books.
- Roberts, J. (2003). *Franklin D. Roosevelt*. Minneapolis: Lerner Publications Company.
- *Sullivan, A. M. (2003). *Franklin D. Roosevelt*. Philadelphia: Mason Crest Publishers.
- Winthrop, E. (2001). *Franklin Delano Roosevelt: Letters from a Mill Town Girl*. New York: Winslow Press.

Adult

- Gordon, L. (2009). *Dorothea Lange: a Life Beyond Limits*. London: W.W. Norton & Co.

Eastern Monroe Public Library www.monroepl.org/

Picture/Trade Books

- *Venezia, Mike. (2000). *Dorothea Lange*. New York: Children's Press.
*Venezia, Mike. (2007). *Franklin D. Roosevelt: thirty-second president, 1933-1945*.
New York: Children's Press.

Informational Books

- Feinberg, B. S. (2005). *Franklin D. Roosevelt*. New York: Children's Press.
Freedman, R. (1990). *Franklin Delano Roosevelt*. New York: Clarion Books.
Frith, Margaret. (2010). *Who Was Franklin Roosevelt?*. New York: Grosset & Dunlap.
Jones, R. C. (1996). *The President has been shot!: true stories of the attacks on ten U.S. presidents*. New York: Puffin Book.
Morris, J.B. (1996). *The FDR way*. Minneapolis: Lerner Publications Company. 136p
Osinski, A. (1987). *Franklin D Roosevelt: Thirty-second President of the United States*.
Chicago: Children's Press.
Partridge, E. (1998). *Restless Spirit: The Life and Work of Dorothea Lange*. NY: Viking.
Roberts, J. (2003). *Franklin D. Roosevelt*. Minneapolis: Lerner Publications Company.
Sawyer, K.K. (2006). *Eleanor Roosevelt*. London: DK Publishing.
Winthrop, E. (2001). *Franklin Delano Roosevelt: Letters from a Mill Town Girl*. New York: Winslow Press.
Woog, A. (1998). *Roosevelt and the New Deal*. San Diego, CA: Lucent.

Adult

- Lange, D. (1982). *Photographs fo a Lifetime*. Denville, NJ: Aperture.
Lange, D. (1994). *Dorothea Lange - a visual life*. Washington, D.C.: Smithsonian Institution Press.
Roosevelt, F.D. (1999). *Great Speeches*. Mineola, NY: Dover Publications, Inc.

Pike County Public Library www.pcpl.org/

Picture/Trade Books

- *Cooney, B. (1996). *Eleanor*. New York: Penguin Books.
*MacRae, Soan. (2013). *Respecting the Contributions of Disabled Americans*. New York: PowerKids Press.

Informational Books

- Freedman, R. (1993). *Eleanor Roosevelt: A Life of Discovery*. New York: Clarion Books.
Fremon, David K. (1997). *The Great Depression in American History*. Springfield, NJ: Enslow Publishers.
Schuman, M. (1996). *Franklin D. Roosevelt: The Four-Term President*. Springfield, NJ: Enslow Publishers.

Adult

- Gordon, L. (2009). *Dorothea Lange: a Life Beyond Limits*. London: W.W. Norton & Co.
Roosevelt, F.D. (1999). *Great Speeches*. Mineola, NY: Dover Publications, Inc.

FRANKLIN D. ROOSEVELT: WHO INFLUENCED HIM?

Learning Goals

- Students will identify who influenced Franklin Delano Roosevelt (FDR) most ; his cousin, Theodore Roosevelt (Teddy) or his wife, Eleanor
- Students will identify ways in which they are influenced and compare them to the ways FDR was influenced

Assessment

- **Method:** T-Chart
- **Evaluative Tool:** Rubric with criteria

Score	Content in T-Chart	Quality of Content
+3	More than 3 items in each area of the T-Chart	Items are appropriate and in the correct area of the T-Chart
+2	At least 2 – 3 items in each area of the T-Chart	Items are appropriate and in the correct area of the T-Chart
+1	1 – 2 items in each area of the T-Chart	Some items are missing or inappropriate

Materials

Have at least 6 FDR books, duplicate books are ok, too.

- *Franklin & Eleanor* by Cheryl Harness (Dutton Children’s Books)
- *Franklin D. Roosevelt* by Jeremy Roberts (Lerner Publications Co.)
- *Franklin Delano Roosevelt* by Russell Freedman (Clarion Books)
- *Franklin D. Roosevelt* by Michael Burgan (Compass Point Books)
- *Make Your Mark, Franklin Roosevelt* by Judith St. George (Philomel Books)
- *Franklin D. Roosevelt* by Anne Marie Sullivan (Mason Crest Publishers)
- *A Boy Named FDR* by Kathleen Krull (Alfred A. Knopf)
- *Eleanor, Quiet No More* by Doreen Rappaport (Hyperion Books)

Procedure

1. Ask the students to define what the term influence means. Are they influenced by anyone they know? Who has influenced them? How might they recognize a good influence?
2. Students listen to a portion of a book about FDR that pertains to his relationship with Theodore Roosevelt and Eleanor. Or you may break the class into small groups. Give each group a different book about FDR with the parts about Teddy’s and Eleanor’s relationship to FDR marked for the students to read with others in their group. As they read, or you read, have the students identify incidents which identify how Teddy or Eleanor influenced FDR using a small post-it or highlight tab.

- For example, in *Franklin D. Roosevelt* by Jeremy Roberts, Chapter 2, page 17 & 18 you might note that teenager FDR was eager to read about Teddy in the newspaper – Teddy was a Spanish American War hero. Mark it with a post-it or tab.
3. Give students time to think about the examples of influence they found in the books.
 4. In partners or triads, have students discuss ways in which they are influenced by people around them.
 5. Introduce a T-Chart labeled Teddy and Eleanor on the blackboard, overhead, or Smart Board. If students don't have previous experience with this graphic organizer, note the following:
 - Write the example of FDR being influenced in the column labeled "Teddy" and remind the students of the first post-it or tab – FDR was eager to read about Teddy's war heroics in the newspaper from example # 2 above.
 - Ask the students to provide one example they thought of when thinking of how Eleanor influenced FDR and write it in the column labeled "Eleanor".
 6. Working in pairs or triads, have students complete their T-Chart using the book their group read.
 7. Gather data from the students' T-Charts on the class T-Chart. Discuss the validity of each answer.
 8. Ask students to decide "Who was most influential in FDR's life and why." "Why did that person's influence make FDR a great president?"

FRANKLIN D. ROOSEVELT'S FOUR ELECTIONS

Lesson Goals:

Students will:

- Graph the election results from 1932, 1936, 1940, and 1944 on a national, state, and local level.
- Analyze the results of these elections using their graphs.
- Describe how the PA and Monroe County results compare to the rest of the nation.
- List and discuss what factors and events may have influenced these results.
- Become conversant about the unique circumstances regarding FDR's presidential elections.

PA Standards

8.1:12 A, B,C Historical Analysis and Skills development

8.3.12 Evaluate political and Cultural contributions of individuals and events

PA Common Core Standards are found with the .pdf lesson files at:

www.monroehistorical.org.

Evaluation

Assess graphs for accuracy.

Evaluate group discussion sheets

Materials

Graph paper

Election result statistics for the 4 elections which are attached to this plan

Discussion question work sheet.

Procedure

- Review the election results with your students.
- Have students create bar graphs for the 4 national elections.
- Have students create bar graphs for the 4 state elections.
- Have students create bar graphs for the 4 Monroe County elections.
- If students need additional guidance to create the graphs, you can use the following directions. Depending on the ability level of the group, you may want to let the students determine how to proportion the graph.
 1. To create bar graphs use graph paper with 1/4 inch squares. Place the election years 1932, 1936, 1940, and 1944 on the x axis.
 2. Use 2 bars for each year. One for the Republican red states and one for the Democratic blues states.
 3. Skip at least 4 spaces between each of the years. The x axis can remain the same for each graph.
 4. On the National graph number the Y axis up to 30 million votes-one square for each million should work. If your graph paper is larger or smaller adjust the size. Number the State graph up to 3million using one block for each 250,000 votes. Number the Local graph up to 7000 using one block for each 500 votes.

- Working in pairs or small groups, have students complete the Graph Analysis worksheet.
- Have students present their results to the class and discuss their answers as a whole group.

Election Results 1932-1944

Graph Analysis Questions

1. Compare the election results at the national, state and local level in 1932. Were the results similar or different at these levels?
2. How did the 1932 results compare to the other 3 elections?
3. How did the PA vote in the 4 elections compare to the rest of the US?
4. How did the Monroe County vote compare to the rest of the state?
5. Was FDR more popular at the beginning or end of this presidency?
6. What events were occurring in the country and the world that would have influenced the elections in 1932, 1936, 1940, and 1944?

Presidential Election Results: FDR's 4 elections

National Results: taken from <http://uselectionatlas.org/RESULTS/index.html>)

1932 Popular Vote Electoral College



Roosevelt: 22,821,277

472



Hoover: 15,761,254

59

1936 Popular Vote Electoral College



Roosevelt: 27,752,648

523



Landon: 16,681,862

8

1940 Popular Vote Electoral College



Roosevelt: 27,313,945

449



Wilkie 22,347,744

82

1944 Popular Vote Electoral College



Roosevelt: 25,612,916

432



Dewey: 22,017,929

99

Pennsylvania Presidential Results: 1932-1944

Results from <http://uselectionatlas.org/RESULTS/index.html>

1932 Popular Vote Electoral College Votes



Roosevelt: 1,295,946 (45.33%)



Hoover: 1,453,540 (50.84%) 36

1936 Popular Vote Electoral College Votes



Roosevelt: 2,353,987 (56.88%) 36



Landon: 1,690,200 (40.84%)

1940 Popular Vote Electoral College Votes



Roosevelt: 2,171,035 (53.23%) 36



Wilkie: 1,889,848 (46.33%)

1944 Popular Vote Electoral College Votes



Roosevelt: 1,940,479 (51.14%) 35



Dewey : 1,835,054 (48.36%)

Monroe County Presidential Election Results: 1932-1944

Results taken from the *Daily Record* on the Wednesdays following each election

1932 Popular Vote



Roosevelt:

6396



Hoover:

4678

1936 Popular Vote



Roosevelt:

8334



Landon:

5795

1940 Popular Vote



Roosevelt:

6743



Wilkie:

6001

1944 Popular Vote



Roosevelt:

5105



Dewey:

5889

FIRE SIDE CHATS

OVERVIEW OF LESSON

<http://edsitement.neh.gov/lesson-plan/fdrs-fireside-chats-power-words>
[FDR: FIRESIDE CHATS, THE NEW DEAL, AND ELEANOR](#)

Teacher Preparation:

Go to the website identified above to prepare for the lesson. All materials listed below under **Lesson 1** are on the site identified above. The Introduction and details of Guiding Questions and Learning Objectives appear below.

Introduction



Franklin D. Roosevelt having a fireside chat in Washington, D.C, April 28, 1935.

Credit: Image courtesy of the [Franklin D. Roosevelt Library](#).

I never saw him—but I knew him. Can you have forgotten how, with his voice, he came into our house, the President of these United States, calling us friends..."

—Carl Carner, April 14, 1945

(quoted on Museum of Broadcast Communications website, [Flashback: The 70th Anniversary of FDR's Fireside Chats](#)—linked from EDSITEment-reviewed [Center for History and New Media](#))

We live in an era of instantaneous and constant communications, yet many of our political leaders seem to have lost the ability to express their ideas to the people they govern. Franklin Roosevelt not only knew how to do that, he elevated the task to that of an art. Many historians, critics as well as supporters, credit the success of much of the early New Deal to the delivery of the messages as to their content.

What was it about FDR's voice, the structure of his Fireside Chats, and the relative novelty of radio in 1933 that made his use of this medium so effective and important historically? Why were Americans willing to engage with this unseen but clearly heard man? What can we learn from this example of presidential leadership?

This lesson will focus on two of FDR's Fireside Chats. The first, "The Bank Crisis," was given on March 12, 1933, and the second, "On the New Deal," was given on May 7, 1933.

In this lesson, students will gain a sense of the dramatic effect of FDR's voice on his audience, see the scope of what he was proposing in these initial speeches, and make an overall analysis of why the Fireside Chats were so successful.

Guiding Questions

- How did FDR's use of the Fireside Chats enable him to communicate his message in a way that was new and unique at that point in history?
- How did FDR's Fireside Chats demonstrate his leadership?

Learning Objectives

In the process of completing this lesson, students will

- Explain how FDR combined the content of the New Deal with the power of his Fireside Chats to move the country forward in 1933
- Explain the details of the first two of FDR's Fireside Chats
- Analyze and evaluate the overall effectiveness of the Fireside Chats
- Question whether the power of radio in 1933 outstrips that of more "powerful" means of communication today and consider how one might go about determining the answer

Lesson 1: FDR's Fireside Chats: The Power of Words

(found at <http://edsitement.neh.gov/lesson-plan/fdrs-fireside-chats-power-words> and www.monroehistorical.com)

- The Lesson
- The Basics
- Resources
- Introduction
- Guiding Questions
- Learning Objectives

ROLE OF NEWSPAPERS

Newspapers relate not only national events, but also how communities react to those events.

Learning Goals:

Students will analyze newspaper advertisements to determine how they reflect citizen/community reaction to national events.

Students will speculate as to why the sponsor of the advertisements used this specific ad content.

Materials:

Resource - Bank Ad - *The Morning Sun*, East Stroudsburg and Stroudsburg.

March 1, 1933. Pg. 2.

Resource - J.C. Penny Ad - *The Morning Sun*, East Stroudsburg and Stroudsburg.

March 17, 1933. Pg. 3

Procedure1 – Bank Ad Activity:

Read the accompanying ad and respond to the questions:

1. What is the subject of the piece?
2. Who is the audience?
3. Who sponsored the ad?
4. What response do you think the sponsor wanted?
5. What words in the ad inspire confidence in the institution?
6. Rephrase the statement “Together we cannot fail.” so it has the same meaning, but using different words.

Procedure 2 - J.C. Penney Ad Activity:

Review the ad from the 1933 newspaper with a partner and discuss the following:

1. What do you think “New Leadership!” refers to?
2. What analogy is made in the ad?
3. How would you determine if the items displayed in the ad would be affordable for the average wage earner in 1933? Describe your research to draw a conclusion.
4. Look closely at the items displayed in the ad and list at least 2 comparative statements with J. C. Penny or similar department store ads today.

Extension:

Research and Writing Activity

- Do web research and locate one primary source each (print and photo) to confirm the seriousness of the banking crisis in the early 1930's.
- Summarize each resource and compare and contrast what you found with the local banking situation in Monroe County.

Bank Ad Activity Newspaper Ad

The Morning Sun, East Stroudsburg and Stroudsburg. March 1, 1933. P. 2.

FOLKS, WE THANK YOU!

During that hectic week prior to the banking holiday, when lines of depositors were withdrawing their funds from many of the banks of the nation, the deposits of this bank INCREASED. It was one of the few banking institutions of the country where in those five days prior to March 4, deposits exceeded withdrawals by a substantial sum.

We are grateful for this supreme demonstration of confidence at a time when confidence was a scarce and vagrant commodity. You can rest content that, under the sound provisions of the new banking regulations, your monies in this bank will be guarded just as zealously and carefully as ever.

Together with all the banks of Monroe County, this institution opened its doors yesterday to serve you in every banking capacity. We have an abiding faith in the program of President Roosevelt, in the future of business in this country, and the immediate improvement of conditions in Monroe County.

"Together we cannot fail."

Monroe County National Bank

Member Federal Reserve System—Federal, State, Municipal and School Depository

EAST STROUDSBURG, PA.

J.C. Penny Ad Activity Newspaper Ad

The Morning Sun, East Stroudsburg and Stroudsburg. March 17, 1933. p. 3.



Action

At last—new leadership! Money in motion! Fear on the run! Good cheer in the air!
 And Penney's keeping pace — yes, taking action, too! NOW! When it counts! By placing trainloads of merchandise at the command of Americans . . . at prices that may never again be duplicated! We've planned and looked ahead — to be ready for this great moment! To prove again to America's thrifty that ALWAYS, at any time, values that beat all others await you—

at PENNEY'S



Looks Right!
 Feels Right!
 Wears Right!
 Priced Right!

"Fairview" \$1.98

Light in weight but strong in service. Gold lining, gregarious head.

It's a Mustang, too!

NOTE TO MANAGER: Illustrations of other men's shoe-styles are included in the March Service. They can be used interchangeably with those shown in the unit below. This method of grouping provides a better shoe presentation. It can be used with equal effectiveness in combinations of two or three, as well as the four illustrations. By affixing a signature cut and enclosing a strong header, you have an attention-getting sale ad that gives you a big coverage in a small space!

SMART! Your Best Foot Is Forward in these Spring

Oxfords

2.98

A PENNEY'S VALUE TRIUMPH!

Style! Sturdiness! Foot-ease! You get them all in these "Flyer Quality" oxfords! Expertly made of well-uppers with a solid leather sole! Specially priced for your best shoe "buy"!

Penney's Spring Opening



fashion's newest story in

FROCKS

2.98-7.90

Serves you'll see your heart on! Flattering necklines! Rows! Buttons! Plain shades, new contrasts, and gay prints! New Novelty Weaves! Plain Crepe! Shores!

OF COURSE You Must Have One of the

1933 SPRING

COATS

NEW High Necks!
 Full Sleeves!
 Slim Skirts!

\$4.98 to \$9.90

For DRESS! For SPORT!
So different! So flattering! So reasonable! You must see them yourself to realize the quality of these pale types, tweeds, and crepe wools!



Your money's worth . . . and MORE!

SHIRTS

49c

The devotion for the quality of fabric. Details of construction. Solid colors—and plain white!

You'll walk for miles in



Camel Elks

98c like these!

Men's non-strap shoes that are remarkable value! In sizes 12 1/2-13 and 13 1/2-14

The Right Style at the Right Price

RIGHT SMART SUITS

\$14.75



J. C. PENNEY CO. INC.

USING IMAGES TO LEARN

Learning Goal:

Students will analyze photographs to inform about time, place, and people.

Image sources:

Select several photographs taken by Dorothea Lange that document the Great Depression in the United States. Select books from bibliography such as:

- Venezia, Mike. (2000). *Dorothea Lange*. New York: Children's Press. 32p
- Lange, D. (1982). *Photographs of a Lifetime*. Denville, NJ: Aperture. 182p
- Lange, D. (1994). *Dorothea Lange - a visual life*. Washington, D.C.: Smithsonian Institution Press. 168p

Another useful resource is the Library of Congress/American Memory.

Procedure:

- In pairs, students brainstorm their immediate first impressions of the individuals/situation in the photograph.
- Use the topics to guide the student in gathering evidence:
 1. Appearance of individual(s)
 2. Approximate age of individual(s)
 3. Mood of individual(s)
 4. Approximate time frame of the photograph - indicate the evidence you use
 5. Action in the photograph
 6. Location photograph shows
- Students give feedback from their pair discussions.
- Introduce background information about The Great Depression.
 1. Ask students to identify characteristics/facts about the Depression
 2. Confirm/clarify students' information and provide basic background information about the Depression.
 3. Provide written resources about the Depression for students to examine
- Whole class discussion:
 1. Why do you think the photographer chose these individuals/situations?
 2. How might seeing these photographs have influenced FDR?
 3. Are photographs used in the same way today?

IMAGE RESPONSES INTO POETRY

Learning Goals:

Students will use visual data to create an aesthetic response in a modified diamante poem format.

Students will use visual and written data to create an informational acrostic poem.

Data Resources:

Dorothea Lange photographs (see FDR Bibliography)

Student-generated responses to photographs from Using Images to Learn lesson.

Procedure 1:

- Student partners revisit the Dorothea Lange photographs, gathering specific descriptive vocabulary: adjectives, nouns, participles (word+ing)
- Modified Diamante Poetry Format (final poem will be diamond-shaped)

Line 1: subject - one noun

Line 2: two adjectives describing the subject

Line 3: three participles (ing) telling about the subject

Line 4: four nouns telling about the subject

Line 5: one noun - another word for Line 1

- Completed poetry can be shared orally and visually. If possible, allow students to display the photographs with the poetry they inspired.

Procedure 2:

- Based on the students' examination of Dorothea Lange photographs, teacher's information, and written resources, student partners will produce an informational acrostic poem
- Acrostic Poem
 1. Students determine a word that is the topic or represents the overall topic or feeling related to the topic. The selected word is written vertically. Each letter of the word begins a word, phrase or sentence that describes, explains, or clarifies the topic.

S adness gripped the United States
O verwhelming economic conditions touched most citizens
R ain abandoned the land
R oaming around the country to find work was degrading
O ften people were forced to leave their homes
W ork opportunities were few and far between
 2. Allow students to share in small groups and/or with the whole class.
 3. If possible, have students create a "final" copy that can be displayed or shared.

WPA: PUBLIC WORKS ADMINISTRATION

WPA was NOT a just a simple handout or job program for needy citizens. It was more complex and far reaching.

Learning Goals:

Students will

- Define and investigate the term WPA.
- Explain the complex scope of WPA projects.
- Explain how the scope of the projects changed throughout the depression.
- List examples of WPA projects.
- Explain 12 WPA projects still in use today.
- Research the cost of financing these projects.
- Compare and contrast WPA projects with the current stimulus incentives.

Sources:

- Textbooks and supplementary books
- Computer or other internet access, KEYWORD--WPA
- ***Wikipedia Encyclopedia: Works Progress Administration***
- ***Google: 12 WPA Projects That Still Exist***
- ***Google: How Stuff Works***
- ***Ask.com: WPA Projects***
- ***Yahoo.com***
- ***Student Suggestions***

Procedures:

- In groups, students will research the above goals using the attached worksheet.
- Each student will complete a worksheet.
- A reporter from each group will share with the class.
- If there is an artist in the group, an illustration would enhance the discussion.
- List research information on chart paper, chalkboard, or Smart Board
- Students will participate in a class discussion.
- Use the list to generate a class discussion.

Extension Activities:

- **Essay:** How does FDR's WPA project compare and contrast with the current stimulus incentive?
- **Project:** The class will generate a binder or PowerPoint presentation for use in other classes.
- **Personal Journal Responses (if applicable)**
 - I was surprised to learn...*
 - I really liked...*
 - I didn't like...*
 - This information makes me feel...*
 - Student's choice*

WPA RESEARCH WORKSHEET

1. List examples of public works projects.
2. List 12 WPA projects still in use today.
3. List examples of both writing and art projects.
4. Explain the museum incentive.
5. Explain the benefits for women and youth.
6. Explain the benefits for minorities.

7. What examples of Pennsylvania projects did you find?

8. Discuss the criticisms of WPA. Do you agree or disagree?

9. Discuss the costs of financing WPA.

10. Discuss a WPA project that would benefit the citizens of Monroe County (especially YOU) today.

** If possible gather some memories of WPA projects from a senior citizen. Share during class discussion.

NEW DEAL PROGRAMS AND THE WPA IN PA

Learning Goals:

Students will

- name several New Deal Programs
- determine if any still exist
- watch and discuss a video made by the WPA
- list WPA projects in PA
- map the projects mentioned
- complete and discuss a worksheet related to the video
- express and defend opinions concerning public work programs

PA Standards

- 8.1.12 A,B,C Historical Analysis and Skills development
- 8.2.12 B Identify and evaluate primary documents, material artifacts and sites important to PA history from 1890 to present
- 8.3.12 Evaluate political and Cultural contributions of individuals and events
- Common Core Standards are found at the beginning of our lessons

Materials

- New Deal program list provided by <http://home.earthlink.net/~gfeldmeth/chart.newdeal.html>
- Access to website for WPA video <http://explorepahistory.com/media.php?videoid=1-6-2F>
- PA outline map http://www.netstate.com/states/maps/pa_maps.htm
- WPA Video Question Sheet

Evaluation

You can assess the map and worksheet answers

Procedure

- Ask students what the Mt. Pocono airport, a post office mural, a PA travel booklet and numerous stone walls along roadways have in common.---They were all WPA projects.
- FDR's biggest challenge in 1933 was to bring the country out of the Depression. To do so he enacted a number of projects.
- Read over and discuss the project list.
- Are any of those programs still around? (They should be able to recognize the Social Security Administration, the SEC, FDIC. There are still some programs from the AAA, The REA, and TVA in existence.)
- View the video created by the WPA. Give students the worksheet to complete during and after the video. After the video they may work in pairs to complete the task.

WPA Video Question Sheet

(This video was created by the WPA to explain their programs in PA.)

1. Describe the way the Depression is portrayed in the first few minutes of the video.

2. List at least 10 projects from the video and name the sites mentioned for these projects.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Others

Map these sites on the PA map

3. Discuss the variety of projects that were tackled by the WPA? Why did they need such variety?

4. Can you think of a reason people would criticize these programs?

5. Should such programs exist in a capitalist system that frowns on government involvement?

6. Besides the programs mentioned previously, should any WPA projects exist today?

WOULD FDR BE ELECTED TODAY?

Learning Goals

Students will:

- View a recently discovered video on FDR's paralysis
- Discuss the role of the press in not focusing on his disability
- Form an opinion and write an essay about either the role the press should play or how a physical disability affects the Presidency

PA Standards

8.1.12 A,B,C Historical Analysis and Skills development

8.3.12A. Evaluate political and Cultural contributions of individuals and events

8.3.12 B. Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.

PA Common Core Standards are located with .pdf lesson files at

www.monroehistorical.com

Evaluation

Create a rubric for the essay based on the strength of their argument and evidence of supporting detail. You should also consider the quality of their writing.

Materials

Access to computers to read and view the following

http://fdr-disability-rights-award.org/Franklin_Delano_Roosevelt.asp

and <http://newsfeed.time.com/2013/07/10/rare-video-shows-fdr-in-concealed-wheelchair/>

Procedure:

- Discuss with students that FDR was the only President to be elected that had a significant disability. After contracting polio in 1921 Roosevelt suffered paralysis of his legs. He took great pains to insure that he was not shown in a wheelchair while running for President and during his time in office. He would enter a room before others or have others help him propel himself to "walk" to a podium. His automobile was equipped with hand controls so that he could drive in New York. The press never focused on this disability.
- Have students read the information from the website for disabilities. Then view the recently discovered video of FDR on a ship in a wheelchair. (Note how the position of the sailors obstruct the view.)
- Give students time to discuss whether a disability should hinder someone in the Presidency and how much information about a person's private life the press has a right to reveal.

- Give students the following list of questions. Have them select one to write a five paragraph essay.
 1. Should a physical infirmity prevent someone from being President. If so, what infirmities would you consider to be restrictive?
 2. Should the press have presented more photos that revealed FDR's paralysis?
 3. Would FDR be elected in today's world? Why or why not?
 4. How much personal information about a candidate does the press have the right to reveal?

Additional source:

Alter, Jonathon. The Defining Moment. New York: Simon and Schuster Paperback, 2006.

THE 22nd AMENDMENT TO THE U.S. CONSTITUTION

Learning Goals:

Students will

- explain and define the 22nd Amendment.
- list the events leading up to the passage of the amendment
- create a T- chart detailing the pros and cons of the amendment
- form and defend an opinion about the need for the amendment.
- form and defend an opinion about the future of the amendment

PA Standards

8.1:12 A,B,C Historical Analysis and Skills development

8.3.12 Evaluate political and Cultural contributions of individuals and events

Common Core Standards are found at the beginning of our lessons

Materials

- 22nd Amendment information sheet taken from http://constitutionshow.us/amendment_22.htm
- Discussion sheet
- 4 placards or papers -AGREE, STRONGLY AGREE, DISAGREE, STRONGLY DISAGREE
- tape
- Board or poster paper for final T chart

Evaluation

- Assess discussion worksheet.
- Assess groups for the large T chart presentation.
- Give participation points for their defense of their opinions in the Agree/Disagree activities.

Procedure

- Discuss with the class what an amendment is and how they are passed. (These are changes to the Constitution. They must be passed by a 2/3 majority in the House of Representatives and the Senate. Then, they are passed by 3/4 of the states. (They can be created by the state legislatures but this process has not occurred yet). To date there are only 27 amendments but many more have been proposed.
- Have students read the information sheet on the history of the amendment. Explain that it was formulated shortly after FDR's death. FDR was the only President to serve for more than 2 terms. He was actually elected 4 times.
- In pairs or triads have the students complete the discussion worksheet.

- On the board or large poster paper have one person from each group work to prepare the T chart on the pros and cons of the amendment. Discuss as a whole class.
- Place the Agree, Strongly Agree, Disagree, Strongly Disagree cards in a continuum around the room.
- Read the class the statement "The 22nd Amendment was necessary to protect our democracy." Have students stand at a position along the continuum. They must be able to defend their position. Students may move to other positions if they change their opinion.
- Read students the statement "The 22nd Amendment should be repealed to allow certain Presidents to serve longer." Continue the process described earlier.
- If you want a more heated debate, add the statement "The 22nd Amendment should be repealed to allow President Obama to serve another term."

XXII Amendment

1. No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once. But this Article shall not apply to any person holding the office of President, when this Article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President or acting as President during the remainder of such term.

2. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission to the States by the Congress.

Ratified: February 21, 1947

History: Since the presidency of George Washington, only one thing could be said to be totally consistent - that no President had the job for more than two full terms. Washington had been asked to run for a third term in 1796, but he made it quite clear that he had no intention of doing so; that an orderly transition of power was needed to set the Constitution in stone. And so it was for almost 150 years.

Franklin Delano Roosevelt was first elected President in 1932, and re-elected in 1936. When it came time for the Democrats to nominate a candidate for the Presidency in 1940, two things had happened. First, the Republicans had made great gains in Congress in the 1938 elections. And Hitler happened. Europe was in the throes of a great war, with trouble in the Pacific, too. A change away from Roosevelt, who had led the nation through the Great Depression, did not seem wise. He was nominated for an unprecedented third term, and won. It was not a landslide victory, however, and it is debatable that FDR would have had a third term had it not been for the war. When 1944 rolled around, changing leaders in the middle of World War II, which the United States was now fully engaged in, also seemed unwise, and FDR ran for and was elected to, a fourth term.

His life was nearly over, however, and his Vice President, Harry Truman, became President upon FDR's death less than 100 days after his inauguration. Though FDR's leadership was seen by many as a key reason that the U.S. came out of WWII victorious, the Congress was determined, once the war ended, to ensure that Washington's self-imposed two-term limit become the law of the land. Specifically excepting Truman from its provisions, the 22nd Amendment passed Congress on March 21, 1947. After Truman won a second term in 1948, it was ratified on February 27, 1951 (1,439 days). Truman could have run for a third term, but bowed out early before campaigning began.

Information from http://www.constitutionshow.us/amendment_22.htm

Twenty-second Amendment Discussion Questions

1. What events led up to the passage of this amendment?
2. Why was the amendment not passed previously?
3. Debate the necessity of this amendment. What are the pros and cons of limiting the presidency? Create a T chart of the back for this question. Select a spokesperson to share your answers with the class.
4. There has been discussion of repealing this amendment. What is your response? (Have other amendments been repealed?) You may need to research this.