

"A Chicken for Every Pot"?

The Great Depression and President Hoover

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Published by *K20 Center*

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Grade Level	9th – 12th Grade	**Time Frame**	90 minutes
Subject	Social Studies	**Duration**	1-2 periods
Course	U.S. History		

Essential Question

How did the Great Depression impact Hoover's presidency?

Summary

In this lesson, students will examine President Hoover's response to the Great Depression and how that affected the presidential election of 1932. Students will analyze videos, Great Depression slang, and a reading to determine the reasons that Hoover did not win reelection for president. Students will create a fishbone and summarize their learning with the creation of a Six-Word Memoir.

Snapshot

Engage

Students use the I Notice, I Wonder strategy to analyze a musical number about President Hoover.

Explore

Students match terms from the Great Depression to their definition and image.

Explain

Students critique the actions that Hoover took during his presidency.

Extend

Students fill out a Fishbone diagram to examine the reasons why President Hoover lost the 1932 presidential election.

Evaluate

Students create a Six-Word Memoir to summarize why President Hoover lost his reelection campaign.

Standards

Oklahoma Academic Standards (Social Studies: United States History (9th through 12th grade))

USH.4.2C: Analyze how President Herbert Hoover's financial policies and massive unemployment as exemplified by the Bonus Army March and Hoovervilles impacted the presidential election of 1932.

Attachments

- 1932 Election Fishbone Student Example—A Chicken for Every Pot.docx
- 1932 Election Fishbone Student Example—A Chicken for Every Pot.pdf
- 1932 Election Fishbone—A Chicken for Every Pot - Spanish.docx
- 1932 Election Fishbone—A Chicken for Every Pot - Spanish.pdf
- 1932 Election Fishbone—A Chicken for Every Pot.docx
- 1932 Election Fishbone—A Chicken for Every Pot.pdf
- Great Depression Slang Cards—A Chicken for Every Pot - Spanish.docx
- Great Depression Slang Cards—A Chicken for Every Pot - Spanish.pdf
- Great Depression Slang Cards—A Chicken for Every Pot.docx
- Great Depression Slang Cards—A Chicken for Every Pot.pdf
- Hoover and the Great Depression—A Chicken for Every Pot - Spanish.docx
- Hoover and the Great Depression—A Chicken for Every Pot - Spanish.pdf
- Hoover and the Great Depression—A Chicken for Every Pot.docx
- Hoover and the Great Depression—A Chicken for Every Pot.pdf
- Lesson Slides—A Chicken for Every Pot.pptx

Materials

- Lesson Slides (attached)
- Great Depression Slang Cards (one set per pair of students, attached)
- Hoover and the Great Depression (one per student, attached)
- 1932 Election Fishbone (one per student, attached)
- 1932 Election Fishbone Student Example (attached)
- Pen/pencil
- Notebook paper
- Scissors (optional)
- Sticky notes
- Highlighters (one per student)

10 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Display **slide 3** and introduce students to the I Notice, I Wonder strategy. Have students get out a piece of notebook paper and something to write with.

As students watch the following video, ask them to think of one thing they notice and one question they have. Play "We'd Like to Thank You Herbert Hoover" for students, then provide a few minutes for students to write down something they noticed and something they wonder about.

Embedded video

https://youtube.com/watch?v=cImUslD4uAE

Tell students to share what they wrote down with a student next to them, then ask for volunteers to share what they wrote down. Ask students who Herbert Hoover was and why national events at the time made people so upset with him. Tell students they will learn more about Hoover as they complete the lesson. Use **slides 4–5** to review the lesson objective and essential question with students.

20 minutes

Explore

Teacher's Note: Lesson Preparation

Prior to class, print the attached **Great Depression Slang Cards** handout and make enough copies for students to match the cards in pairs. Cut out each set of cards so that students can sort the cards during class.

If students are not yet familiar with President Herbert Hoover, consider showing the "60-Second Presidents" video about President Hoover.

Embedded video

https://youtube.com/watch?v=-qVoI9FrFO4

Place students in pairs and pass out a set of cards to each pair of students. Introduce students to the Card Matching strategy. Display **slide 6** and tell students to examine each card, then match up the cards so that each word is matched with a definition and image. Provide time for students to match the cards. As students finish, review how they matched the cards and provide feedback. Answers are provided on **slide 7**.

Card Matching Answers

- Hoover Flag: Pockets turned inside out to symbolize the lack of money someone has.
- Hoover Wagon: A car pulled by horses because it is out of gas or has broken down.
- Hooverville: A group of homes ranging from a hundred to thousands built from materials such as cardboard, tar paper, lumber, glass, tin, or whatever materials could be easily found.
- Hoover Blanket: Newspaper used as blankets, typically by people without shelter available.
- Hoover Leather: Cardboard lining of shoes that had started to lose their soles.

Optional Digital Activity

In lieu of printing the cards, you can also use the Great Depression Slang digital activity.

Check each pair of student's results after they have completed the card matching activity on their personal devices.

After students have matched their cards, ask students their thoughts about the different items that were given names of the president during the Great Depression and why people might have chosen to name items after the president. What did people think of President Hoover? Why would people have blamed the president for the conditions of the economy?

30 minutes

Explain

Move to **slide 8** and pass out the attached **Hoover and the Great Depression** handout. Introduce students to the Why-Lighting strategy. Tell students to read the handout and as they read, have them highlight the steps President Hoover took to address the economic issues during the Great Depression. After students read and why-light, tell students to discuss with an Elbow Partner what they chose to highlight. Ask for several students to share what they highlighted and how they think these issues might have affected the way people viewed Hoover as a president.

Move to **slide 9** and introduce students to the S-I-T strategy. Have students use the back of the Hoover and the Great Depression handout to write S-I-T vertically on the paper.

As students watch the following video, ask them to look for things that are surprising, interesting, and troubling. Play the "Bonus Army" video and provide some time for students to write down their thoughts. Have students share what they wrote down with an elbow partner, and then ask for volunteers to share their thoughts.

Embedded video
https://youtube.com/watch?v=YnALHI2HQpQ

Sample Student Responses

- Surprising: It is surprising so many people camped in Washington, D.C., to protest the lack of bonus pay.
- Interesting:
  It is interesting that the Congress did not pass a bill to pay veterans the pay they were promised until 1936.
- Troubling: It is troubling that tear gas and smoke bombs were used to clear the veterans out of camps.

15 minutes

Extend

Tell students they are going to use the information they have learned to determine why President Hoover lost his campaign for re-election in 1932. Move to **slide 10**. Pass out the attached **1932 Election Fishbone** handout and introduce students to the Fishbone strategy. Tell students that the Fishbone is used to assess the causes of an event. Point out that the fish head has been filled in to say, "Effect: President Hoover loses campaign for reelection." Tell students to use their new knowledge of Hoover's presidency from the reading and the Bonus Army video to fill in the fishbone with the causes that led to Hoover losing his reelection for presidency. Have students work in pairs to complete the fishbone, then ask for volunteers to share their causes, continue sharing until all of the causes students have in common have been shared.

Student Fishbone Example

See the attached Student **1932 Election Fishbone Student Example** as a reference for what a completed fishbone could look like.

10 minutes

Evaluate

Move to **slide 11** and introduce students to the Six-Word Memoir strategy. Provide each student with a sticky note. Tell students to summarize why President Hoover lost the 1932 election in just six words. Reference the Six-Word Memoir about Hoover on slide 11: *Economy was suffering, Hoover was blamed*.

Ask for a few volunteers to share their memoirs and have students post their sticky note on the classroom door or wall as they leave for the day.

Resources

- History Curator. (2018, October 26). Bonus army [Video]. YouTube. https://www.youtube.com/watch?v=YnALHI2HQpQ
- K20 Center. (n.d.). Card Matching. Strategies. https://learn.k20center.ou.edu/strategy/1837
- K20 Center. (n.d.). Elbow Partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). Fishbone. Strategies. https://learn.k20center.ou.edu/strategy/1664
- K20 Center. (n.d.). I Notice, I Wonder. Strategies. https://learn.k20center.ou.edu/strategy/180
- K20 Center. (n.d.). S-I-T (Surprising, Interesting, Troubling). Strategies. https://learn.k20center.ou.edu/strategy/926
- K20 Center. (n.d.). Six-Word Memoirs. Strategies. https://learn.k20center.ou.edu/strategy/75
- K20 Center. (n.d.). Why-Lighting. Strategies. https://learn.k20center.ou.edu/strategy/128
- PBS Presidents. (2015, February 12). Herbert Hoover | 60-second presidents | PBS [Video]. https://www.youtube.com/watch?v=-qVoI9FrFO4
- Yip, K. (2015, December 6). We'd like to thank you Herbert Hoover (w/ lyrics) [Video]. YouTube. https://www.youtube.com/watch?v=cImUslD4uAE