

How Powerful Is Too Powerful?

The New Deal

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Grade Level	11th Grade	**Time Frame**	2-3 class period(s)
Subject	Social Studies	**Duration**	120 minutes
Course	U.S. History		

Essential Question

What are the roles and responsibility of government? When should government solve a problem? What makes government too powerful?

Summary

This lesson will focus on the impact of the New Deal in addressing the hardships of the Great Depression. Guiding this lesson is an essential question focused on debating the level of government intervention in a crisis situation and when that intervention becomes too powerful. Students will be able to voice their opinions on government intervention in the past as well as current policy actions that address issues in present times. They will also have an opportunity to research New Deal projects that shaped their community as a way to extend this lesson further.

Snapshot

Engage

Students will debate if the government is too powerful using the Four Corners activity.

Explore

With a graphic organizer, students will analyze a primary source written by FDR in 1933.

Explain

In groups, students will debate whether or not FDR's response to the Great Depression was an overreach of power.

Extend

Students will locate a New Deal project in their local area and write a short paper over its history and its importance to the area.

Evaluate

The group or individual SOAPS handout and the research paper will serve as the assessments for this lesson.

Standards

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

USH.4.3: Analyze the impact of the New Deal in transforming the federal government's role in domestic economic policies.
USH.4.3B: Examine how national policies addressed the economic crisis including John Maynard Keynes' theory of deficit spending, Roosevelt's court packing plan, and the new federal agencies of the Social Security Administration, Federal Deposit Insurance Corporation (FDIC), Works Progress Administration (WPA), Civilian Conservation Corps (CCC), and the Tennessee Valley Authority (TVA).

Attachments

- Fireside Chat Transcript - Spanish.docx
- Fireside Chat Transcript - Spanish.pdf
- Fireside Chat Transcript.docx
- Fireside Chat Transcript.pdf
- New Deal Research Paper Rubric - Spanish.docx
- New Deal Research Paper Rubric - Spanish.pdf
- New Deal Research Paper Rubric.docx
- New Deal Research Paper Rubric.pdf
- SOAPS Graphic Organizer - Spanish.docx
- SOAPS Graphic Organizer - Spanish.pdf
- SOAPS Graphic Organizer.docx
- SOAPS Graphic Organizer.pdf
- The New Deal at Home Handout - Spanish.docx
- The New Deal at Home Handout - Spanish.pdf
- The New Deal at Home Handout.docx
- The New Deal at Home Handout.pdf

Materials

- Computers or I-pads for student use
- SOAPS-Graphic Organizer, student handout
- New Deal at Home Assignment, student handout
- FDR's Fireside Chat of May 1933- student handout

Engage

Prepare The Four Corners

Before class begins, make sure to have each of your Four Corners signs posted and ready to go. It is also helpful to have the question written on the board to keep the students focused. This keeps you from having to repeat the question multiple times.

Present students with the statement, "The American Government too powerful." Once they have had a chance to think about whether or not they agree with the statement, students will show their response through a Four Corners activity, by moving to the corner that best represents their level of agreement or disagreement with it. Students will then discuss their reasoning with classmates who gather around the same response and determine, as a group, justification for their opinion. Once groups have come up with their justifications, allow each to share out their thoughts. These responses will drive the discussion.

Explore

After the Four Corners activity, split students into groups of four or five.

Teacher's Note: Organizing Groups

Future activities in this lesson will benefit from thoughtful grouping at this time. It is important to make sure your groups have at least one student who is not afraid to voice their opinion to help drive future debates and discussions between groups. Be careful when doing this as stronger personalities tend to drown out students who are not so outspoken. Groups that have both strong and meek personalities will benefit from your attention in ensuring that everyone in a group is heard during group work.

Distribute multiple copies of the "Fireside Chat Transcript," as well as multiple copies of the "SOAPS Graphic Organizer." Groups may have the option of filling out multiple SOAPS or simply putting all of the information on a single copy. Have students use the SOAPS graphic organizer to analyze FDR's Fireside Chat transcript from May of 1933. Before they start, advise students to pay close attention to FDR's ideas on addressing the problems of the Great Depression that are laid out in the document, specifically programs that expand the role of government and ones that could possibly be viewed as governmental overreach.

Teacher's Note: Differentiation

The transcript from this Fireside Chat was obtained from the University of Virginia's Miller Center, the URL to which can be found under Resources in this lesson and at the bottom of the transcript document. That website also contains an actual audio file from FDR's address. You may wish to play the audio for classes with readers who have challenges prior to analyzing the actual transcript. Because this document is a little longer, you may wish to have each group use the Jigsaw strategy (https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f507c1b8), breaking the reading into smaller chunks that are then assigned to group members to read. Group members would each read their assigned selections then come together to share what they read so they can all complete the SOAPS organizer together. Be sure to print extra SOAPS for each group, in this case.

Teacher Note: Technology Support

This activity can be tough for some students to complete in one class period. Depending on the level of the class, you may want to allow extra time for students to properly complete the activity. The use of iPads or other devices can aid in completion of this part of the lesson. The vocabulary can sometimes stump younger students, so it can be helpful to have devices available for them to use.

Explain

Students should remain in their groups for the next activity.

On the board, write the question, "Did FDR and the government exercise too much power in the response to the Great Depression?" Each group will discuss the question and come to a consensus based on evidence they have gathered from their research. Students will choose a spokesperson for the group and share the group consensus while providing evidence to support their opinion. Students may cite their primary source analyses from the previous activity as reference. Also, provide students with Internet access to help them look for further information to back their opinion. The answers from each group will drive the debate from there. As a closing portion of the debate, pose the following question, "Can you think of any examples of governmental overreach that are happening today?"

Teachers Note: Debate

This is the portion of the lesson where it becomes important that your groups each have a student who is not afraid to voice their opinion to help drive the discussion. If your class has not had many class debates in the past, it will be important for you as the teacher to help steer the debate and keep it on track. In more experienced classes, this particular debate question has been a great jumping off point for discussing the the New Deal.

Extend

Students will prepare a research paper over New Deal programs in your area, specifically projects that are both completed with local people and that put people back to work. To start this project, distribute the "New Deal at Home Handout" to the class and read it with the students in order to field questions and concerns. Using computer lab time or technology in the classroom, students will have one class period to research New Deal projects in your area. For the actual assignment, students will write a one-page research paper (minimum, three pages max) over a specific project, focusing on what the project was, where it was built, and why it was built in that area. Students should also provide pictures, when applicable.

Teacher Note: Differentiation

The length of the paper will vary depending on the experience level of the class. If you would like to change the directions for this activity, be sure to edit the "New Deal at Home Handout" to include the parameters for your assignment.

Evaluate

As part of the evaluation piece, the group or individual SOAPS handouts and the research papers will serve as assessments for this lesson.

Resources

- K20 Center. (n.d.). Four corners. Strategies. Retrieved from https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5064550
- K20 Center. (n.d.). Jigsaw. Strategies. Retrieved from https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f507c1b8
- Roosevelt, F. D. (1933). May 7, 1933: Fireside chat 2: On progress of the first two months. University of Virginia, Miller Center. Retrieved from https://millercenter.org/the-presidency/presidential-speeches/may-7-1933-fireside-chat-2-progress-during-first-two-months