



The New Deal

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What do you want your students to understand about this topic?

_____ **Content Goals** (These may include chronology, various historical interpretations, issues and problems, people of the time, etc.)

- ❖ Unit Question: Did the government react appropriately to the situation?
- ❖ Lesson Question: Given your knowledge of history would you support Roosevelt's new Deal or oppose it?

What sources will your students study in order to understand this topic?

_____ **Centerpieces** (Primary sources, historians' differing interpretations, maps, trade books, statistical evidence, etc.)

Appleby, Joyce, et al. (2005). *The American Republic: Since 1877*. Glencoe/McGraw-Hill (Chapter 18 sections 2+3)

Comparing Primary Resources: On the New Deal Prentice Hall (collection of 2 Pro sources and 2 cons)

[Document Analysis Worksheet](#)



What historical thinking skills will your students learn and use during this lesson?

_____ **Process Goals** (Grasp chronology, use historians' basic tools, analyze sources, identify historical issues, etc. – These should be paired with an appropriate content goal and centerpiece)

- ❖ Reading for Background
- ❖ Primary Source Analysis

_____ **What Activities** will help your students learn, practice and achieve these goals?

1. With a partner read pages 556-569. Identify New Deal Programs and on a clean sheet of paper create a word cross for each program.
*(word cross example below)
2. After completing the Word Cross, number off the class one through four. Group the numbered students into expert groups.
3. Handout "Comparing Primary Sources" sheet and assign different part to each group. #1- Raymond Moley, #2 Sam T. Mayhew, #3 Gardiner C. Means, #4 George Dobbin.
4. Each group should work through their section using the Document Analysis Worksheet (one per Group).
5. Then, form learning communities with a member of each expert group represented. Share key points of each document with the learning community.



What Questions will you ask to help students think critically and reflect on their own learning?

How will you Assess your students' learning with an activity that furthers their learning and reflects both their grasp of historical thinking skills and content goals?

Imagine that you are living during the New Deal, write two paragraphs (4-6 sentences each) that states which argument is most convincing. Back your evaluation with evidence from the book or the primary sources.

*Example of Word Cross

Word (program)	Paraphrased definition of program
Write a complete sentence stating who it helps	Draw a picture representing what it does

