

Extended Controversial Issue Discussion Lesson Plan Template

Lesson Title: Should Franklin Delano Roosevelt be remembered as a great president or a power hungry leader?

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Appropriate for Grade Level(s): 7/8th grade

US History Standard(s)/Applicable CCSS(s): H 2.10 Analyze the policies and programs of the New Deal, and their effects on political, economic, and diplomatic institutions;

Discussion Question(s): Should Franklin Delano Roosevelt be remembered as a great president or a power hungry leader? ; What was the purpose of this Act/Plan/Legislation?; Who did it benefit?; What was the result? Does the text tell only one perspective? What might be the opposite point of view?

Engagement Strategy: Structured Academic Controversy

Student Readings (list): Judiciary reading: FDR’s “Court Packing” Plan, National Industrial Recovery Act (NIRA) summary, Emergency Banking Act/Federal Deposit Insurance Corporation (FDIC) summary, Works Progress Administration (WPA) summary

Total Time Needed: 2 block periods

Lesson Outline:

Time Frame (e.g. 15 minutes)	What is the teacher doing?	What are students doing?
10	Intro readings and SAC forum, handout readings, SAC organizer/note-taker	Listening
40	Facilitates annotated reading w/ students by visiting each group and discussing readings	Reading and annotating the 4 documents After reading each document, students answer: who the program was to benefit and was it successful? Why or why not?
5-10	Answering questions about vocabulary, clarifying, etc...	Clarifying vocabulary and anything else they might not have understood
5	Puts students into 2 groups (side A, Side B)	Get into assigned groups
10	Facilitate preparation of claim/evidence	Prepare Claim and evidence using SAC organizer, finding evidence in readings to support side
5	Time side A as they present their claim and evidence, making sure Side B does not talk	Side A: presents claim and evidence from text Side B: takes notes about Side A claim and evidence
2	Time side B as they restate what Side A claimed	Side B: restates what Side A claims with evidence Side A: listens and agrees or corrects
5	Time side B as they present their claim and evidence, making sure Side A does not talk	Side B: presents claim and evidence from text Side A: takes notes about Side B claim and evidence
2	Time side A as they restate what Side B claimed	Side A: restates what Side B claims with evidence

The pages that follow the Lesson Plan Template include a detailed background paper on the topic for teachers, student readings and reading strategy/questions, source(s), handouts, assignment sheet, self-assessment/reflection and a rubric related to this lesson.

		Side B: listens and agrees or corrects
5	Facilitate discussion as both sides try to find common ground	Both sides discuss claims and evidence to find a common ground to agree on
5	Facilitate completion of SAC organizer	Finish writing SAC organizer
Next class period	Facilitate as students write an argumentative essay to the Essential Questions: Should Franklin Delano Roosevelt be remembered as a great president or a power hungry leader?	Follow steps for written response in argumentative writing, create an essay answering the EQ and backing up with evidence from the readings.

Description of Lesson Assessment: As students are annotating the readings teacher will informally assess participation and learning as she/he engages in observation and discussion with the groups. Also, during the claim and evidence preparation, teacher can easily observe students engagement and participation. The SAC organizer will weigh in as part of the assessment. Each student will create an essay that follows argumentative writing steps. From each student's response teacher should be able to determine which students understood the readings and were able to make a claim and support it with evidence from the texts.

How will students reflect on the process and their learning? Students will create a written response that addresses reflection of the lesson, structure, and learning of the issues presented.

Name _____

Side _____

STRUCTURED ACADEMIC CONTROVERSY

Should Franklin Delano Roosevelt be remembered as a great president or a power hungry leader?

PREPARING MY ARGUMENT

My Claims and Reasons

My Evidence and Examples

THE OTHER SIDE OF THE ISSUE

Opposing Claims and Reasons

Opposing Evidence and Examples

COMMON GROUND AND FURTHER QUESTIONS

We can agree that...

We need further clarification on...

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Document #1

Works Progress Administration

(WPA)

Works Progress Administration (WPA), also called Work Projects Administration, work program for the unemployed that was created in 1935 under U.S. President Franklin Delano Roosevelt's New Deal. While critics called the WPA an extension of the dole or a device for creating a huge patronage army loyal to the Democratic Party, the stated purpose of the program was to provide useful work for millions of victims of the Great Depression. The economy would in turn be stimulated by the increased purchasing power of the newly employed, whose wages under the program ranged from \$15 to \$90 per month.

During its eight year existence the WPA put some 8.5 million people to work (over 11 million were unemployed in 1934) at a cost to the federal government of approximately \$11 billion. The agency's construction projects produced more than 650,000 miles of roads; 125,000 public buildings; 75,000 bridges; 8,000 airports. The Federal Arts Project, Federal Writers' Project, and Federal Theater Project – all under WPA – employed thousands of artists, writers, and actors in such cultural programs as the creation of art work for public buildings, the documentation of local life, and the organization of community theatres. The WPA also sponsored the National Youth Administration, which sought part-time jobs for young people.

Document #2

Recess Reading: An Occasional Feature From The Judiciary Committee Franklin Delano Roosevelt's "Court Packing" Plan

President Franklin Delano Roosevelt's "New Deal" – a series of economic programs designed to counter the devastating effects of the Great Depression – faced many challenges in the courts. During President Roosevelt's first term in office, the Supreme Court struck down several provisions and statutes included in the New Deal programs, including the National Industrial Recovery Act, The Railroad Retirement Act, and the Agricultural Adjustment Act.

To counter the impact of the Court's decisions on the New Deal reforms, President Roosevelt proposed legislation that would have altered the makeup of the Supreme Court. The Judiciary Reorganization Bill of 1937, which provided for broad reform of the federal judicial system, allowed President Roosevelt to appoint an additional member of the Supreme Court for every sitting justice over the age of 70, which would have resulted in a total of six new justices at the time the bill was introduced. Despite the fact that the Constitution does not limit the size of the Supreme Court, the legislation immediately came under sharp criticism from legislators, bar associations, and the public.

On March 10, 1937, the Senate Judiciary Committee held the first hearings on the Judiciary Reorganization Bill.

Chairman Henry Ashurst of Arizona presided over the hearings, which included testimony from Attorney General Homer Cummings on behalf of the Roosevelt administration. President Roosevelt's proposed legislation suffered a setback when the Senate Judiciary Committee failed to favorably report the legislation out of committee. Votes to report the bill to the full Senate "favorably" and "without recommendation" were unsuccessful. Finally, in a 10-to-8 vote, the Committee reported the legislation "adversely".

The Senate began debating the measure on July 2, 1937. The Roosevelt administration was dealt another setback, however, when less than two weeks into the vigorous floor debate, Senate Majority Leader Joseph T. Robinson – a principal supporter of the legislation – died of a heart attack. The loss of Robinson dashed the administration's hopes of successful passage of the original legislation. On July 22, 1937, the full Senate voted to send the bill back to the Senate Judiciary Committee where many of the provisions, including providing for additional justices to the Supreme Court, were eventually stripped. Finally, on August 26, 1937, the Senate passes an amended version of the Judiciary Reorganization Bill which did not include a provision to increase the number of Supreme Court Justices.

Document #3

Emergency Banking Act/Federal Deposit Insurance Corporation

FDIC

Right after taking office as President, FDR shut down all of the banks in the nation and Congress passed the Emergency Banking Act which gave the government the opportunity to inspect the health of all banks. The Federal Deposit Insurance Corporation (FDIC) was formed by Congress to insure deposits up to \$5,000.

Federal Deposit Insurance Corporation (FDIC), independent U.S. government corporation created under authority of the Banking Act of 1933 (also known as the Glass-Steagall), with the responsibility to insure bank deposits in eligible banks against loss in the event of a bank failure and to regulate certain banking practices. It was established after the collapse of many American banks during the initial years of the Great Depression. Although earlier state-sponsored plans to insure depositors had not succeeded, the FDIC became a permanent government agency through the Banking Act of 1935.

The FDIC's income is derived from the assessments on insured banks and from investments. Insured banks are assessed on the basis of their average deposits. The corporation is authorized to insure bank deposits in eligible banks up to a specified maximum amount that has been adjusted through the years. Having begun in 1934 with deposit insurance of \$5,000 per account, in 1980 the FDIC had raised that amount to \$100,000 for each deposit.

From 1933, all members of the Federal Reserve System were required to insure their deposits, while nonmember banks – about half the United States total – were allowed to do so if they met FDIC standards. Almost all incorporated commercial banks in the United States participate in the plan. The FDIC is managed by a board of five directors who are appointed by the U.S. president.

These measures reestablished American faith in banks. Americans were no longer scared that they would lose all of their savings in a bank failure. Government inspectors found that most banks were healthy, and two-thirds were allowed to open soon after. After reopening, deposits had exceeded withdrawals.

Document #4

National Industrial Recovery Act (NIRA)

The decline of industrial prices in the 1930's caused business failures and unemployment. The NIRA was formed in order to boost the declining prices, helping businesses and workers. The NIRA also allowed trade associations in many industries to write codes regulating wages, working conditions, production, and prices. It also set a minimum wage.

On June 13, 1933, the United States Congress passed the National Industrial Recovery Act (NIRA). The NIRA was part of President Roosevelt's New Deal. Roosevelt hoped that his New Deal would allow Americans to cope with the Great Depression, would help end the current economic downturn, and would help prevent another depression from occurring in the future.

The NIRA had three components to it. First, the federal government, through the National Recovery Administration, would help businesses establish a means to regulate themselves and to guarantee fair trade. Roosevelt hoped that businesses, by engaging in more fair business practices that would encourage friendly rather than cut-throat competition, would help reduce unemployment and stimulate the economy. If a business agreed to follow the new code, the federal government would exempt it from the antitrust laws. Second, the NIRA recognized laborer's right to unionize. A new National Labor Board would enforce this part of the statute. Finally, the NIRA created the Public Works Administration. Under this part of the act, the federal government was to provide \$3.3 billion to hire Americans to work on public works projects. These projects ranged from sidewalks and school buildings to dams.

In 1935, the United States Supreme Court declared NIRA unconstitutional. According to the court, the federal government – especially the president – had assumed powers that the United States Constitution did not grant. In particular, the first part of the NIRA allowed the federal government to regulate business that did not engage in interstate commerce.

While the Supreme Court ruled against Roosevelt and the NIRA, the act caused tremendous change within the United States during its brief existence. Workers across the United States descended upon the American Federation of Labor offices (AFL), seeking to join this union. The AFL, unfortunately, only accepted skilled workers. As a result of this many employees formed their own unions to seek better working conditions and wages. A new organization was formed called the Committee for Industrial Organization. This union was more inclusive and would fight for the rights of unskilled workers rather than only skilled workers in a particular craft. The AFL and the CIO remained as two separate organizations until 1955, when the two unions united as the AFL-CIO.