

Extended Controversial Issue Discussion Lesson Plan Template

Lesson Title: What is the Legacy of the New Deal?

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Appropriate for Grade Level(s): 11th grade US History

US History Standard(s)/Applicable CCSS(s):

Shift 3: *Provide concrete tools and scaffolding to help students to access difficult text.*

Shift 4: *Prepare students for rich and rigorous conversations around a common text. Ask questions and expect answers linked explicitly to the text.*

Shift 5: *Provide examples of an argument (like a court decision) so that students can see how claims evidence and reasoning are used to write a logical argument.*

Shift 6: *Work with students on strategies (like using context clues for understanding Vocabulary in difficult texts).*

Discussion Question(s): To what extent did Roosevelt’s New Deal policies lessen the effects of the Great Depression?

Engagement Strategy: mini Socratic seminars (groups of 5-7)

Student Readings (list): Howard Zinn’s *People’s History of the United States*. Pg. 392-403

Schweikart and Allen’s *A Patriot’s History of the United States*. Pg.562-574

Total Time Needed: 50 minutes + 15 minutes to introduce assignment on a previous day.

Lesson Outline:

Time Frame (e.g. 15 minutes)	What is the teacher doing?	What are students doing?
2 days prior to lesson (15 minutes)	Introduce the process of the Socratic Seminar. Discuss briefly the different readings and assign the entry ticket.	
Day of lesson		
20 minutes	Split the class into four groups. (2 groups of “Patriots” and 2 groups of “People”) give them twenty minutes to conduct a Socratic Seminar in their small group focusing on answering the overarching question using their reading.	Students are discussing the Historical Question using the three questions that their entry tickets were based on. Students receive participation points based of the criteria on the Socratic seminar sheet.
20 minutes	Full class seminar: The entire class now creates a large group discussion. Using the differing questions and perspectives, the class will now try to find a common ground about the legacy of the great depression.	The class collectively tries to determine the legacy of the new deal by students from both sides orally presenting points they discussed from their previous group meeting.

Description of Lesson Assessment:

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.

Students will be assessed in three ways:

1. Students will come to class with a one page typed double spaced response to the discussion question. Students cite evidence from their readings. (The Entry Ticket)
2. One student will be their group's scribe. They will be given a group roster and will use the following symbols to keep track of group participation:
 - ✓ for any student who makes a comment
 - ? for any student who poses a question
 - ! for using evidence from the reasoning
 - for any student who detracts from the conversation
3. Students will reflect on their seminar experience by answering the prepared questions. (See handout)

How will students reflect on the process and their learning?

This discussion strategy allows for students to express an opinion and subjugate it to a marketplace of ideas. Students will have to reconcile their convictions with the opposing viewpoints in order to reach a common ground.

NEW DEAL SEMINAR

Opinion is Power

-- Thomas Jefferson

"What is the Legacy of the New Deal?"

About Seminars:

All Seminars are composed of **two grades**, a written and a verbal grade. The written will usually due the morning to the Seminar, **without the written portion of the seminar you cannot participate in the in-class discussion** and will be given an alternative assignment. Your written work is your "entry ticket"

For This Seminar:

Using Howard Zinn's *People's History of the United States* and Schweikart and Allen's *A Patriots History of the United States*.

1. Answer the situation questions at the bottom of this sheet
2. Select ONE issue and write a one page position paper arguing your stance on this issue. **BE PERSUASIVE**, not ignorant, and please type this using 12pt, New Times Roman font double spaced, with one inch margins. Be sure to include examples from your reading to highlight your thesis.
3. In class we will discuss and debate these issues, so be prepared

NOTE: R-4 is a safe place for ideas of all kinds. Seminars are intended to be a practice in impassioned, civil discourse

So..." What is the Legacy of the New Deal?"

Essay Rubric:

- 10** – Is a well-organized essay that has a strong thesis, few grammatical mistakes, and provides convincing tangible evidence from multiple readings or outside sources.¹
- 9** – Is an organized essay that has a solid thesis, few grammatical mistakes, and provides tangible evidence from multiple readings.
- 8** – Is an organized essay that has a thesis, few grammatical mistakes, and provides some evidence from one of the readings.
- 7** – An essay with a weak thesis, few grammatical mistakes, and provides general information regarding the readings

¹ Outsides sources are not necessary but some questions may open themselves up to outside research

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6-0 – A weak essay with little to no thesis, with very little application, and does not answer the question at hand.

DIRECTIONS: Below are 7 questions to think about while going through your readings for today. Take a few moments to read each question. Remember you have write a response to ONE question, but you must be able to answer all the questions in class. You should be able to take a stand on each question, and be prepared to defend your position.

Overall Questions (answer 1)

1. Who is Howard Zinn or who is Larry Schweikart and Larry Allen? From what political perspective are these author's writing from? What is their purpose for writing these books?

Questions for *A People's History* readers (answer 1):

1. What was Roosevelt's specific goal by passing the NRA, AAA and TVA? What people in the United States benefitted from these programs? Where these programs class or race conscience?
2. In what ways were the American people close to "turning a rebellion into a real revolution?" What effect did Roosevelt's policies have in quelling these feelings?
3. In what ways did the American people demonstrate a willingness to work and participate in an economy despite the depression? What commentary can you make about the American people's drive to pursue happiness?

Questions for *A Patriot's History* readers (answer 1):

1. How did closing the Banks in March of 1933 "save capitalism?"
2. How were Roosevelt's PWA, WPA and CCC influential in gaining support for larger government and economic recovery?
3. What effect did the Wagner Act, NIRA, Fair Labor Standards Act and NLRB have on the relationship between business and labor?
4. According to the Author, what unintended consequences did the New Deal have on the American economy?

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Name: _____

Date: _____ Period: _____

New Deal Seminar Reflection

What is the legacy of the New Deal?

Power Paragraph: You are to write one paragraph summarizing your understanding of the legacy of the New Deal after participating in the class discussion. Since you are limited to only one paragraph, every sentence should have meaning and prove that you have an unfettered grasp of the question.

Follow up questions:

What part of the seminar do you find the most challenging?

How can this seminar be improved?

Was the reading provided challenging, yet understandable? Why?

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Super Annotator!!!

Annotation: a fancy way of saying to make notes on a document.

Whether it's a primary or secondary source, annotating is a great way to work through a complicated text. Using the symbols below and this strategy, you will be able to read almost anything and understand it!

Symbol	Name	Usage
!	Great Point!	Use this symbol when you have found the main point of the reading or something that is interesting to you. Underline or highlight the main idea.
?	What???	Use this symbol to mark an area of a reading that you don't understand. It could be a sentence or even a whole page. This symbol is not to be used when you are giving up on reading.
○	Unknown vocab	Circle an unknown vocabulary word. Remember: look it up later.
○→	Unknown vocab definition	After looking up an unknown vocabulary word or by figuring a word out using context clues, you now know what it means. Write the definition in the margin.
“ ”	Author's idea	Put quotations around an author's idea. This idea probably will be his/her conclusion after presenting evidence. These might also be used with the Great Point! Feel free to highlight .
1, 2, 3...	Major points	If an author is making many different points, number them in the margin.
↔	Connections	There will be connections between different parts of a reading. Connect them with arrows!

A couple hints:

Write anywhere you can! Write thoughts that pop into your brain about what you are reading. You can review these later.

Was the New Deal an effective answer to the great depression?

Brien Karlin

After the excess of the roaring '20s, the United States entered a time of economic depression beginning in 1929: the stock market crashed, real estate values plunged, food became scarce, banking was threatened and jobs were lost. The initial policy of the federal government, led by President Herbert Hoover, was to help where it could, but mostly to leave the fate of the economy up to the private sector and continue the practice of laizze faire capitalism. The election of 1932 marked the beginning of a philosophical shift in America. Americans demanded the government make changes that would jump-start the economy. New York Governor Franklin D. Roosevelt won the democratic nomination for president promising to reduce tariffs that restricted trade, reduce wasteful government spending and to begin his presidency with a new approach: a new deal. In light of current economic troubles, many cite Roosevelt's new deal policies as an example of how to turn a struggling economy around while others believe that Roosevelt's policies were ineffective and more damaging than helpful. Was the New Deal an effective answer to the Great Depression?

After two years of Hoover's struggle to stage a recovery effort for the failed economy, the voters turned to an unlikely source: the Democratic Party. The democratic candidate, Franklin Roosevelt soundly defeats Hoover and embarks on nearly nine years of presidential policy aimed at ending the depression. In doing so, Roosevelt will change the presidency forever. Roosevelt's first 100 days in office mark the beginning of what he deems to be the "New Deal" for American citizens. Backed by a large contingent of freshmen Democratic Senators and Congressmen, Roosevelt will pass more legislation than many of his Gilded Age predecessors and shift the solution from the invisible hand of capitalism and placed it in the hands of federal and state

governments. Roosevelt's reforms reached all aspects of society and, for the first time, placed regulations and rules on aspects of commerce that had previously been left to function by themselves.

To address the run on banks and the panic the stock market crash created, March 5, 1933 was declared a "bank holiday" where federal inspectors would examine national banks and reopens the solvent ones. It was found that fundamentally the banking system was sound and the fear that led to runs on banks was reactionary. This was hailed by Raymond Moley, a New-Dealer turned conservative, to believe that "capitalism was saved in eight days."² Closing the banks allowed for cooler heads to prevail and led FDR to undertake a propaganda campaign to reaffirm Americans that their country was built on a solid economic foundation. These fireside chats were inspirational in nature to alleviate some of the fears. The importance of these pep talks cannot be understated. While no empirical evidence exists on the effect the fireside chats had on the economy, many Americans testify to the confidence that these radio broadcasts instilled and how the promise of hope may do more than legislation.

The legacy of the New Deal is, like any historical topic, complex. Ostensibly, America's infrastructure was built, expanded or improved by projects funded by the New Deal like roads, dams, bridges, parks, lakes and tunnels. These improvements are undeniable and have created lasting legacies future generations have come to cherish and utilize. Many social programs like Medicare and Social Security have contributed to a healthier and more stable economy, while decreasing individualism and creating more reliance on government. Due to the management of these programs, future generations are concerned about the sustainability and the burden these programs will place on society. While many of the New Deal programs were intended as a fix to the Great Depression, they became adopted as a permanent fixture in the role of government.

² Raymond Moley, *After Seven Years* (New York: Harper, 1939), 155.

Acts like the Agricultural Adjustment Act was intended to control production and help farmers sustain a living and to combat falling crop prices during the depression. Today, this legislation has been parlayed into subsidies for corn, sugar and dairy industries. While these subsidies have created inexpensive food and has blessed Americans with an endless bounty, the unintended consequence has been the overproduction of nutrition neutral food and empty calories, possibly contributing to the obesity epidemic.³ The Fair Labor Standards Act of 1934 established minimum wages and maximum hours and provided a price floor for struggling workers. While the benefit to workers is understandable, minimum wages prevent employers from growing business and expanding their enterprises.

³ Woolf, Aaron, dir. *King Corn*. Balcony Releasing, 2007. Film.

Work Cited

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