

Spring 4-1-2014

In the Eyes of a Child: An Alternate Look at the Great Depression

Charlotte Jenkins

Follow this and additional works at: <https://via.library.depaul.edu/tps-lesson-plans>

 Part of the [Curriculum and Instruction Commons](#)

Recommended Citation

Jenkins, Charlotte. (2014) In the Eyes of a Child: An Alternate Look at the Great Depression.
<https://via.library.depaul.edu/tps-lesson-plans/23>

This Article is brought to you for free and open access by the Teaching with Primary Sources Program at Via Sapientiae. It has been accepted for inclusion in Lesson Plans by an authorized administrator of Via Sapientiae. For more information, please contact digitalservices@depaul.edu.

LESSON PLAN FORMAT

1. Title: In the Eyes of Child – An alternate look at the Great Depress
By Charlotte Jenkins

2. Overview: Uses viewing skills and strategies to understand and interpret visual media Standard 23. Understands the causes of the Great Depression and how it affected American society which enable learners to build and support plausible interpretations with evidence from text and media via collaboration with others.

<http://www.loc.gov/>

4. Objectives

Statements that describe desired learner outcomes in precise, measurable and obtainable terms

- analyze and evaluate primary sources.
- apply research skills to solve problems.
- understand the intent of New Deal programs and their impact on people's lives

5. Investigative Question: Did the New Deal Agencies actually create a safety net? Which if any of the agencies would be useful given today's economic climate. After studying New Deal Programs, students apply what they've learned to improve the situations of those people, whose life history interviews they have read. They synthesize the information gathered into an essay which has both an expository and a creative component.

6. Time Required

Number of class periods 16

Number of minutes in each class period 40

Indicates the number of approximate number of minutes to implement and complete the lesson

- The first class period is used to introduce students to the Great Depression and the New Deal
- Class periods 2 through 5 will be used to allow students to become familiar and agile navigating the Library of Congress sites and reading the required text.
- Considerable thought should be given to matching graphic organizers and the preferred intelligence (learning styles)of each students and how accommodations will be achieved for students with learning disabilities

7. Recommended Grade Range 6, 7, and 8

8. Subject / Sub-Subject Social Studies, Technology)

9. Standards McREL 4th Edition Standards & Benchmarks

Historical Understanding

Standard 2. Understands the historical perspective

Language Arts

Standard 4. Gathers and uses information for research purposes

Standard 7. Uses reading skills and strategies to understand and interpret a variety of informational texts

Standard 9. Uses viewing skills and strategies to understand and interpret visual media

US History

Standard 23. Understands the causes of the Great Depression and how it affected American society

Standard 24. Understands how the New Deal addressed the Great Depression, transformed American federalism and initiated the welfare state

.10. Credits

Designer(s) Charlotte Jenkins, John Whistler Math and Science Academy, Chicago, Illinois

PREPARATION

11. Materials Used Life Histories

Cartoon Analysis Worksheet

Citation Machine (Media Specialist/Librarian)

New Deal Essay Guide

Photo Analysis Worksheet

Photographic Analysis Form

Primary Source Analysis Worksheet

Power Point Pres.

Research Guides

Scoring Rubrics

12. Resources Used

Specific texts, online materials and Web sites referenced during the lesson. Resources can include:

- Referenced in the Procedures
- Obeys copyright laws
- Cites/references all sources used in each material
- Supports students in using Library Items to further learning

PROCEDURE

13. Description of Procedure

Provide a numbered list of procedures, providing instruction in clear and concise language

about how to implement the lesson, using Library of Congress primary sources, to answer the investigative question and meet the goal of the lesson. The lesson should include all phases of the inquiry cycle, as described below. Indicate which, if any, of the phases in the inquiry cycle that each procedural step supports.

(Please note that the order in which students undertake various phases of the inquiry cycle is not always linear, and may not follow the order of the list below)

It's No Laughing Matter: Analyzing Political Cartoons

Cartoonists' Persuasive Techniques

Cartoonists use several methods, or techniques, to get their point across. Not every cartoon includes all of these techniques, but most political cartoons include at least a few. Some of the techniques cartoonists use the most are symbolism, exaggeration, labeling, analogy, and irony.

Once you learn to spot these techniques, you'll be able to see the cartoonist's point more clearly. You should also be aware of any political slant, or bias, that he or she might have. When you know where the cartoonist is coming from, it's easier to make up your own mind.

You might also start watching out for the persuasive techniques used in other media, such as political ads and TV news programs. There are a lot of people out there trying to change your mind – it's a good idea to be aware of how they're doing it.

Using This Activity

How to Use the Model

In this activity, you'll learn about cartoonists' persuasive techniques.

The model shows a political cartoon and a list of persuasive techniques that cartoonists frequently use to make their point. Click on the technique labels on the right side of the cartoon to reveal where in the cartoon that persuasive technique was used.

How to Use the "Test Yourself!" Cartoons

In these practice activities, your task is to locate and properly label the persuasive techniques in each cartoon. Study the cartoon to decide where the cartoonist has used a persuasive technique. Then drag the label across the cartoon and drop it in the spot that correctly illustrates that persuasive technique (hint: look for the illuminated boxes). If you are correct, the label will lock into place! Keep trying until you have identified all the persuasive techniques in that cartoon. Beware... not every cartoon has every technique, and you may use only one persuasive technique label per spot.

The Inquiry Cycle:

Connect - Students connect new insights to self or previous knowledge; gain background and context; observe, experience Cartoon Analysis Guide

Use this guide to identify the persuasive techniques used in political cartoons.

Symbolism	Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas. After you identify the symbols in a cartoon, think about what the cartoonist intends each symbol to stand for.
Exaggeration	<p>Sometimes cartoonists overdo, or exaggerate, the physical characteristics of people or things in order to make a point.</p> <p>When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make through exaggeration.</p>
Labeling	<p>Cartoonists often label objects or people to make it clear exactly what they stand for.</p> <p>Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object more clear?</p>
Analogy	<p>An analogy is a comparison between two unlike things that share some characteristics. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light.</p> <p>After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point more clear to you.</p>
Irony	<p>Irony is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue.</p> <p>When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?</p>

Once you've identified the persuasive techniques that the cartoonist used, ask yourself:

- What issue is this political cartoon about?

- What is the cartoonist’s opinion on this issue?
- What other opinion can you imagine another person having on this issue?
- Did you find this cartoon persuasive? Why or why not?
- What other techniques could the cartoonist have used to make this cartoon more persuasive?

Wonder – The guiding question for this unit was whether or not the New Deal Programs lessened the adverse effects of the Great Depression and would any of the New Deal Programs be effective in today’s economic climate?

Investigate – Using the New Deal Essay Guide students combined their newly attained knowledge, background knowledge, research and observations to postulate which agencies in the New Deal would best serve the current economic conditions.

Construct – Students determined that the WPA and the CCC would be ideally suited to prepare today’s youth to assume careers in the “green jobs” industry lessening the impact of global warming and repairing the infrastructure throughout the United States.

Express – The Question Generator is a four stage metacognitive approach used to gauge if in phase 1 (initial understanding) students are going beyond the “surface level” to process the information from one source, phase 2 (literal interpretation) of information has been gained. Students must author three questions which describe, identify, list, illustrate, sequence, show or summarize information which helps clarify the research question. Phase 3 (Making Connections) Going beyond the “surface level” to process the information from two or more sources such as two books, a book and a video, and a book and life experience. Students must author at least three questions that describe patterns and relationships, discover cause and effect, explain, generalize, hypothesize, illustrate, infer, predict, and synthesize information. Stage 4(Critical Stance) Students must make a judgment about the quality of an information source. Students must critique, evaluate extend, identify inconsistency or error, judge, rank, rate the research article, data or information

Reflect – Students compare pre and post unit assumptions regarding The New Deal and the Great Depression

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/>

“I’m Eight...”
by Herblock
May 17, 1962

Hear the inside story from an expert.
Sara W. Duke, Prints & Photographs Division
To learn more about the life and work of Herblock, visit the online presentations Herblock’s History and Herblock’s Gift.

Inch by Inch

by Bill Mauldin
September 1, 1960

Hear the inside story from an expert.
Sara W. Duke, Prints & Photographs Division
To learn more about the life and work of Bill Mauldin, visit the online presentation Bill Mauldin: Beyond Willie and Joe.

Dark Laughter
by Ollie Harrington
September 21, 1963

Hear the inside story from an expert.
Sara W. Duke, Prints & Photographs Division
To learn more about the life and work of Ollie Harrington, visit this biographical sketch.

“...One Nation...Indivisible...”
by Herblock
ca. 1977

Hear the inside story from an expert.
Sara W. Duke, Prints & Photographs Division
To learn more about the life and work of Herblock, visit the online presentations
Herblock’s History and Herblock’s Gift.

“What Is Done In Our Classrooms Today....”
by Bill Mauldin
November 11, 1958

Hear the inside story from an expert.
Sara W. Duke, Prints & Photographs Division
To learn more about the life and work of Bill Mauldin, visit the online presentation Bill Mauldin: Beyond Willie and Joe.

EVALUATION

Details about how the teacher will evaluate student learning

KEY CONSIDERATIONS:

The Lesson:

- Uses primary sources to support inquiry and effective teaching practices The Library of Congress website was the preeminent resource for this unit. Both primary and secondary sources were used to gain insight.
- Includes all phases of the inquiry process are explicitly addressed. The five steps of the

inquiry process were fully addressed.

- Presents primary sources in a historically accurate context. The FDR collection was used to attain this goal
- Requires students to use primary sources as evidence. The LOC site accomplished this task
- Promotes the desired learning and skill development stated in its goal and objectives, and the learning standards specified. Integration of the learning skills and standards were achieved
- Builds historical or content understanding. Both historical and content understanding increased
- Is clear, complete and easy to follow. The expectations and task competition were clear and complete they were not easy.

REFLECTION STATEMENT

Backwards Design Lesson Plan will be used when this unit is presented fall 2010.

No more than three essential questions will be used to craft this unit

The rationale for gaining knowledge of the Great Depression will be amplified and repeated far more often.

The number of students introduced this information will be limited to two class periods (60) students as opposed to four.

The preferred intelligence of each student will be ascertained prior to beginning this unit as opposed to being discovered as the unit unfolds.

Task rotation and research will be aligned to the students preferred intelligence

The time frame for completing the unit will be increased to one marking period or 8 weeks.

Of the 108 students that worked on the Great Depression 85% of student met or exceeded the standard.