

The New Deal Comes to Delaware

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Content Area: U.S. History

Grade Level Options: 11

Summary of Lesson

Students will evaluate several sources about the New Deal, nationally and in Delaware, to examine if the New Deal resulted in significant change for Americans. They will then answer this essential question with supporting evidence from primary sources.

Estimated Time to Complete: One 50 minute period

Resources Needed:

- [Resource 1: Successes and Failures Graphic Organizer](#)
- Resource 2: Documents 1-10
 - Documents from the Delaware Public Archives
 - 1. CCC A - H Workers Images
 - [Resource 2 1A: Russell's Glade, CCC, 1934](#)
 - [Resource 2 1B: Platoon Lewes, CCC Camp](#)
 - [Resource 2 1C: Parade Grounds](#)
 - [Resource 2 1D: Barracks Interior](#)
 - [Resource 2 1E: Sawing Log](#)
 - [Resource 2 1F: Digging Ditches](#)
 - [Resource 2 1G: The Company](#)
 - [Resource 2 1H: CCC Tug of War at Intra-Company](#)
 - [2. CCC Discharge Order](#)
 - [3. "Working in the CCC" Song Lyrics](#)
 - Documents from the Stanford History Education Group
<https://sheg.stanford.edu/history-lessons/new-deal-sac>
 - 4. Fireside Chat
 - 5. African Americans and the New Deal
 - 6. Federal Writers Project Book
 - 7. Hot Lunches for Schoolchildren
 - 8. Unemployment Statistics
 - 9. "No Depression in Heaven" Song Lyrics
 - 10. Wither the American Indian?

- Access to technology to view images for Warm Up
- [A Photo Essay on the Great Depression](#)

Desired Results

What students will know, do, and understand

Delaware Content Standards:

- **History 1A 9-12a:** Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change. **Grade 11 and 12**

Common Core Standards:

- CCSS.ELA-LITERACY.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-LITERACY.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Lesson Essential Questions:

- Did the New Deal result in significant change for Americans?
- How can we use historical materials to evaluate change over time?

Knowledge and Skills:

Students will be able to...

- Organize events through chronologies to suggest and evaluate cause-and-effect relationships among those events.
- Develop the skills of gathering, examining, analyzing, and interpreting data.

Learning Plan

Warm Up:

- Lead students through a review of the problems that Americans experienced during the Great Depression. Teachers should display [A Photo Essay on the Great Depression](#) to help students generate ideas.
- Have students make generalizations about the Great Depression in America based on the images in the photo collection. Examples might include:
 - I think of America as a rich country, but these photos make me realize that it wasn't.
 - People seemed like they had no hope.
 - The Great Depression affected America for years.
 - Governments tried to help people but it was difficult because so many had lost their jobs and savings.
- Have students share their generalization with a partner, refine them, and share with the class.

Procedure:

- Tell students that they will be using primary source documents to determine if the policies enacted during the New Deal were successful.
- Divide students into small groups of 2-3 and distribute:
 - Resource 1: Successes and Failures Graphic Organizer
 - Resource 2: Documents 1-10
- Assign documents 1-5 to half of the groups (documents 1-3 are the Delaware Public Archives documents)
- There are a variety of Delaware CCC pictures included here but only use the total needed to carry out the assignment.
- Assign documents 6-10 to the other half. Students should analyze each document and identify evidence that points to success or failure.
- Regroup students into pairs: one student who analyzed documents 1-5 and one student who analyzed documents 6-10. Ask pairs to summarize their findings – were there more successes or failures during the New Deal?

Assessment Evidence

Evidence that will be collected to determine whether or not the desired results are achieved

Closure/Assessment:

- Have students answer the question below citing 2-3 pieces of evidence from the sources.

Did New Deal policies result in significant change for Americans? Use specific evidence from the documents to support your answer.

- Have students trade papers and peer edit their work. Encourage them to discuss why they selected the sources that they did.