Teacher: David Ricchiazzi & Nicole Beahan

Course: American History

Grade Level: 8

Lesson Title: Making the New Deal New Again

1. **Lesson Objectives:** Students will gain an understanding of what life was like during the New Deal by analyzing primary source documents (mostly photographs/posters).
2. **Lesson Context:** This lesson serves as a capstone onto the unit on The Great Depression to invigorate and excite students about subject matter which may seem dull or uninteresting to many.
3. **Standards:**

 Literacy-Reading:

 Cite specific textual evidence to support analysis of primary and secondary sources.

 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

 Analyze the relationship between a primary and secondary source on the same topic.

 Literacy-Writing:

 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

 Draw evidence from informational texts to support analysis reflection, and research.

1. **Materials:** [Library of Congress Primary Source Set: The New Deal](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/) , Edmodo.com account.
2. **Anticipatory Set:** Images of The New Deal from the source set will be shown on loop when they come in.
3. **Procedures:**
4. Students will be assigned to groups and each group will be given a specific photo/poster to analyze
5. Group members will use the Primary Source Analysis tool to investigate their articles and generate questions.
6. In a new class, students will take the questions they generated and use a combination of teacher-provided resources as well as internet searches to discover answers to their questions.
7. Students will take notes from their research, incorporating and integrating their new knowledge with conclusions/ideas from their analysis and knowledge from the unit.
8. Students will use the information they’ve gained to create a portrait (a faux facebook page/online journal) of an individual shown from their photo set, incorporating elements from all the other primary sources they’ve been given. The online journal will be created through an Edmodo.com account and students will sign up in character to write their journals.
9. **Conclusion:** Once the initial assignment is complete, students will view the work of others and comment on classmate pages as appropriate.
10. **Assessment:** The teacher will look over all contributions and provide a grade based on the included rubric.
11. **Differentiation:** Instructions and guidelines will be written as well as verbally given, more time may be allotted based on the progress of the project.

**XI: Librarian Plan of Support:** The librarian will co-teach and work with individual groups to guide learning as groups analyze their sources. They will be responsible for vetting any extra resources they may be used at some points during the project. They will also teach lessons on citing primary source documents and website sources for their final projects.