

Title of Lesson: *New Deal Programs in Alabama*

(Suggested grade level: 6, 11)

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Background Information:

The teacher should have an understanding of the major causes of the Great Depression and the actions taken by President Hoover in response to the severe economic problems experienced by businesses and workers. The teacher should also have a thorough knowledge of the election of 1932 and President Roosevelt's New Deal programs.

Overview of lesson:

This lesson will examine the implementation of some of the New Deal programs in Alabama. Students will analyze primary sources relating to New Deal programs in Alabama, and create a poster promoting a New Deal program.

Content Standards

[*Alabama Course of Study: Social Studies*](#) (Bulletin 2004, No. 18)

Grade 6, Content Standard # 7

Identify causes of the Great Depression. p.44

[*National Standards for History, 1996*](#)

Era 8: The Great Depression and World War II (1929-1945)

Standard 2A – How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state

[*National Curriculum Standards for Social Studies*](#), (Bulletin 111, 2010)

Standard 5, Middle Grades – Individuals, Groups, and Institutions, p. 108

Standard 5, High School – Individuals, Groups, and Institutions, p. 139

Primary Learning Objective(s):

The students will gain an understanding of New Deal programs and their implementation in Alabama by analyzing primary source photographs and a letter.

Time allotted: 45 minutes

Materials and Equipment:

[Civilian Conservation Corps Recreation Hall](#)

[Civilian Conservation Corps Fire Tower](#)

[Cheaha State Park Tower built by CCC](#)

[Teaching literacy sponsored by WPA](#)

[Human Welfare Menu](#)

[Parade celebrating passage of the National Recovery Industrial Act – picture 1](#)

[Parade celebrating passage of the National Recovery Industrial Act – picture 2](#)

[Letter from Governor Miller to state employees](#)

Poster rubric (attached)

Technological Resources:

Computer

Document camera

LED projector

Background/Preparation:

Students should be familiar with the causes of the Great Depression. Students should be familiar with the immediate impact on American life of the Great Depression from the Stock Market Crash of 1929 to the election of Franklin D. Roosevelt in 1932. Students should be familiar with the New Deal programs, specifically the goal of the government to provide Relief, Recovery, and Reform, and with Roosevelt’s use of radio speeches called Fireside Chats.

Procedures/Activities:

Engagement/Motivation Activity:

- Tell the students to listen for the metaphor used by Roosevelt in a Fireside Chat in 1935. Play the first one minute, twenty seconds of Roosevelt’s [Fireside Chat](#). Ask, “What was the metaphor used by Roosevelt?” Tell students, “Roosevelt likened his New Deal programs as parts of a ship, in that together the programs would rebuild the economy of the United States. Today we will examine some pictures from Alabama that show the implementation of some of the New Deal programs.”

Step 1	The teacher will explain that the Civilian Conservation Corps (CCC) basically built the state park system in Alabama. The teacher will display Civilian Conservation Corps Recreation Hall . Ask the following questions: <ol style="list-style-type: none">1. What items do you see in this picture?2. What do you think was the purpose of this building?3. Why would a recreation hall have been built for CCC workers?4. What does this building tell you about where CCC workers lived? The teacher will inform students that buildings, trails, and other structures built by the CCC formed the first state park infrastructure in Alabama.
Step 2	The teacher will display the picture of the Cheaha State Park Tower built by CCC . Ask the following questions: <ol style="list-style-type: none">1. Has anyone visited Cheaha State Park?2. If so, did you see this stone structure?3. What was the structure’s purpose? The teacher will make the point that similar construction was occurring throughout the state at other state parks.

<p>Step 3</p>	<p>The teacher will display the picture of the Civilian Conservation Corps Fire Tower.</p> <p>Ask the following questions:</p> <ol style="list-style-type: none"> 1. What is the structure in the picture? 2. What was the structure's purpose? 3. Has anyone seen similar structures in Alabama today? 4. Why do you think the use of fire towers is being phased out today? 5. For what purpose do you think these old fire towers might be used now? <p>The teacher will remind students that the CCC was responsible for outdoor projects.</p>
<p>Step 4</p>	<p>The teacher will display the picture of a Works Progress Administration (WPA) reading class.</p> <p>The teacher will ask the following questions:</p> <ol style="list-style-type: none"> 1. What activity is happening in this picture? 2. How is this classroom different from your classroom? 3. What ages do the people in the picture appear to be? The teacher will inform students that the ages of people in the picture ranged from age 10 to age 87. 4. Why do you think the WPA was conducting this activity? 5. What does it tell you about Alabama in the 1930's? <p>The woman to whom the teacher is speaking is 87-year-old Julia Wilson, who was taught to read and write through the WPA program.</p>
<p>Step 5</p>	<p>The teacher will display the picture of the Human Welfare Menu, and explain that the guest speaker for this dinner was the Chairman of the National Democratic Party.</p> <p>The teacher will ask the following questions:</p> <ol style="list-style-type: none"> 1. What is peculiar about the menu? 2. What do you think was the purpose of this dinner? 3. Why was the guest speaker selected to attend this dinner? 4. What do the guest speaker and FDR have in common? <p>The teacher will ask students to name the New Deal programs listed on the menu.</p> <p>WPA – Works Progress Administration PWA – Public Works Administration H O L C – Home Owners Loan Corporation R E A - Rural Electrification Administration T V A – Tennessee Valley Authority F H A – Federal Housing Administration N Y A – National Youth Administration R F C – Reconstruction Finance Corporation</p>
<p>Step 6</p>	<p>The teacher will display the letter from Governor Miller to state employees.</p> <p>The teacher will ask the following questions:</p> <ol style="list-style-type: none"> 1. What was the purpose of the letter? 2. Why do you think the governor wanted state employees to attend? 3. What does this letter tell you about conditions in Alabama? 4. What New Deal program was related to this letter? (The students may need assistance with this since the National Recovery Administration was a result of the National Industrial Recovery Act talked about in the letter).

Step 7	Show Parade celebrating passage of the National Recovery Industrial Act – picture 1 and Parade celebrating passage of the National Recovery Industrial Act – picture 2 . Ask, “Was Gov. Miller’s letter a success? Cite evidence from the pictures to support your answer.”
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Assessment Strategies: The students will create a New Deal-program poster advertising the benefits of a New Deal program. The poster will include a symbol or drawing representing the program and a short description outlining the assistance provided by the program. On the back of the poster, the program will be identified as a Relief, Recovery, or Reform program and a one sentence explanation as to how it provided Relief, Recovery, or Reform. A rubric is attached for the New Deal-program poster assessment.

Extension:

- The student will create a [Photo Story](#) of New Deal projects in Alabama. Note: The Alabama Department of Archives and History Web site contains an extensive collection of appropriate photos.
- Have student research the programs on the Human Welfare Menu.

Remediation

- The student will be provided a chart describing New Deal programs and will create a graphic organizer containing the CCC, NRA, WPA, CWA, TVA, and REA. A sample chart can be found at <http://home.earthlink.net/~gfeldmeth/chart.newdeal.html>.

Accommodation:

- The student may create a poster requiring fewer elements.

Modification:

- Review Individualized Education Plans, 504 Plans, and Gifted or ELL Plans for instructional and assessment accommodations or modifications.
- Provide multiple opportunities for students to demonstrate comprehension and mastery of appropriate learning objectives.

Student Name _____

DUE DATE _____

Making a New Deal Poster

Directions: You will create a New Deal-program poster advertising the benefits of a New Deal program.

The poster will include:

- A symbol or drawing representing the program, and
- A short description outlining the assistance provided by the program.

On the back of the poster:

- Identify the program as a Relief, Recovery, or Reform program.
- Include a one sentence explanation as to how it provided Relief, Recovery, or Reform.

CATEGORY	4 points	3 points	2 points	1 point
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements are missing.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Content - Accuracy	The purpose and description of the New Deal Program are accurately and clearly displayed on the poster.	The purpose and description of the New Deal Program are on the poster.	The purpose and description of the New Deal Program are unclear or partially missing on the poster.	The purpose and description of the New Deal Program are not displayed on the poster.
Use of Colored Pencils and Ink used for the poster	Colored pencils are used to draw the New Deal Program symbol and neatly color the entire poster. Letters are neatly printed in ink only. No pencil is used on the poster.	Colored pencils are used to draw the New Deal Program symbol and color the entire poster. Letters are printed in ink only. No pencil is used on the poster.	Colored pencils are used to draw the New Deal Program symbol and color portions of the poster. Letters are messily printed in ink only. No pencil is used on the poster.	The New Deal Program poster is completed without colored pencils. Letters are written in pencil.
Program identified as Relief, Recovery, or Reform	The New Deal Program has been identified on the back of the poster as a Relief, Recovery, or Reform program, with a clear explanation of why the program falls under that category.	The New Deal Program has been identified on the back of the poster as a Relief, Recovery, or Reform program, with an explanation of why the program falls under that category.	The New Deal Program has been identified on the back of the poster as a Relief, Recovery, or Reform program, with a poor explanation of why the program falls under that category.	The New Deal Program has been misidentified on the back of the poster as a Relief, Recovery, or Reform program, with no explanation of why the program falls under that category.

_____ **Total Points**

Comments: