

Declaration of WASAH Lesson Plan
July 2009
Tim Huebner

Historical Topic- I want to increase my knowledge base of the Great Depression, New Deal and those who were critical of the New Deal. After my reading and study I want to create a collection of Great Depression political cartoons with special emphasis on people like Huey Long.

My interest in the topic is twofold. First, I feel the New Deal has become a political football in this day and age. My students frequently want a concrete, black and white answer to historical questions. As few such answers exist they need to be able to analyze and interpret information on their own and using a political cartoon or images offers a perfect vehicle to do this. Secondly, I am interested in the concept that the New Deal may be as controversial today as it was in the 1930's. In addition due to are most recent recession students have a heighten interest in the Great Depression.

The problems I wish to address involve how people experiencing a life event like the Great Depression could have so many viewpoints and opinions on the subject. By viewing political cartoons students can analyze and interpret these viewpoints and discuss how people like Huey Long could hold such opinions.

I hope to utilize the instructional strategies explained by Edward O'Donnell in his presentation on Using Images. I think the visual nature of this will work very well with my middle school students.

Collaboration – During the course of the school year I will be working closely with the following WASAH teaching scholars from my district, Mik Newlin , Sarah Ver Voort and Elizabeth Schneider. I plan on being in contact with WASAH presenters Brett Barker, Jeff Pickron, David Volker, and Joshua Ranger . In addition I may seek some advice from Edward O'Donnell on using images. I hope the collaboration with the presenters will help my understanding of the critics of the New Deal and also assist me building a portfolio of Political Cartoons involving the New Deal.

Training Presentations - Together with by colleges enrolled in the WASAH Project we like to offer a one hour breakout session during an in-service day. The session will cover resources we were exposed to during the course of the grant.

Lesson plans – My lesson plans will be in the form of numerous short lessons involving the political cartoons and images I find as class startups. My goal will be to have an image or political cartoon for every day I spend on the Depression. I will be utilizing the smartboard technology in our district and hope to master it so my presentations are of Edward O'Donnell quality. My instructional strategies will include but not be limited to discussion, lecture, and student projects. This unit will end with a student creation of Great Depression political cartoon. By studying this unit students may gain a better

understanding of how the concept of freedom had changed over time as our country grew from an agricultural nation to a industrial nation.

Grade Level - My project will be conducted with 8th grade students at Shiocton Middle School. The project will be conducted in the backdrop of United States History class. The lesson plans will align with the following Wisconsin academic standards:

B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used

B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history

B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history

B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians

B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently

B.8.7 Identify significant events and people in the major eras of United States and world history

B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations

B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues

Resources –

Books:

Brinkley, Alan, *Voices of Protest: Huey Long, Father Coughlin, & the Great Depression* (Vintage 1983)

Hickok. Lorena *One Third of a Nation: Lorena Hickok Reports on the Great Depression* (University of Illinois Press 1983)

Kennedy, David M. *Freedom From Fear: The American People in Depression and War 1929-1945* (Oxford University Press 2001)

Jeansonne, Glen, *Messiah of the Masses* (Longman 1997)

Stock, Catherine McNicol *Main Street in Crisis: The Great Depression and the Old Middle Class on the Northern Plain*(University Of North Carolina Press 1992)

Websites:

The Library of Congress American Memory

<http://memory.loc.gov/ammem/index.html>