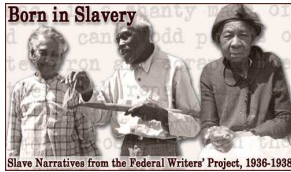


## The Experience of African American during the Great Depression (1930's)



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<http://memory.loc.gov/ammem/snhtml/snhome.html>

### Big Ideas of the Lesson

- Roosevelt's New Deal Programs- Work Project Administration (WPA) programs for African Americans consisted of initiatives (e.g., narratives, oral interviews, and posters, etc) to spread opportunities and cultural awareness to others.

### Lesson Abstract: (summary of main points)

In this lesson the students will build background knowledge of the Great Depression, Roosevelt's New Deal Programs and propaganda techniques using cluster maps. The brainstorm activity is used as a note-taking strategy or prewriting strategy to review topics previously discussed in the unit. Next, the students will connect to the Work Projects Administration (WPA) programs for unemployed African Americans during the 1930's using the following supplemental information: Photo Analysis Worksheet, Sound Recording Analysis Worksheet, Poster Analysis Worksheet, and Propaganda Analysis Worksheet. This will allow students to draft an evaluation based the Federal government programs to assist unemployed African Americans.

### Content Expectations or Standards:

*USHG ERA 7 - The Great Depression and World War II (1920-1945)*

*7.1.3 The New Deal – Explain and evaluate Roosevelt's New Deal Policies including*

*- expanding the federal's government's responsibilities (e.g., Work Projects Administration Programs) to meet challenges of unemployment.*

*IV.3.HS.4 (Michigan Benchmark)*

*-evaluate Roosevelt's New Deal programs on the basis of its intended and unintended results.*

*P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.*

*P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to experiences during economic depressions.*

(Library of Congress – Teaching Primary Sources)  
(Experience of African Americans During the Great Depression)

## **Integrated GLCEs:**

### **English Language Arts**

#### **Standard 2. Reading, Listening, and Viewing**

**2.1.10 Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to ideas, significant details, logical organization, fact, opinion, and propaganda.**

**Recommended time frame: 1 -2 Class Periods**

**Grade level: 9<sup>th</sup>**

**Curriculum fit: U.S. History-Geography, English Language Art, and Current Events**

### **Key Concept(s)**

Economic Depression

**Roosevelt's WPA Projects**

Propaganda Techniques

### **Instructional Resources**

Equipment/Manipulative

Overhead Projector

Internet Access

### Student Resource

Cluster Mapping/Overhead Projector

Computers

Supplemental Materials:

6 + 1 /writing process

LOC websites...

Photo Analysis Worksheet

Sound Recording Analysis Worksheet

Poster Analysis Worksheet

Propaganda Analysis Worksheet

(Library of Congress – Teaching Primary Sources)  
(Experience of African Americans During the Great Depression)

Teacher Resources  
Overhead Projector  
Computer

Websites:

6 + 1 traits

<http://educationnorthwest.org/traits>.

Library of Congress Websites:

What are primary resources?

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- African American Odyssey: The Depression, The New Deal, and World War II,  
<http://www.loc.gov/teachers/classroom/themes>  
<http://memory.loc.gov/ammem/aahtml/exhibit/aopart8.htm/>
- Slave Narrative From the Federal Writer's Project, 1936 – 1938,  
<http://memory.loc.gov/ammem/snhtml/snhome.html>
- Voices of the Thirties – Life History from the Federal Writer's Project,  
<http://memory.loc.gov/ammem/wpaintro/city.html>
- WPA Posters, <http://www.loc.gov/index.html>
- WPA Posters, <http://www.loc.gov/pictures/collection/wpapos/index/subjects/>
- The African American Mosaic, A Library of Congress Guide For the Study of Black History & Culture, <http://www.loc.gov/exhibits/african/afamo12html>.

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

<http://houslive.gov/media> player, U.S. House of Representative

Library of Congress Websites/handouts

Photo Analysis Worksheet

[http://www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf)

Sound Recording Analysis Worksheet:

[http://www.archives.gov/education/lessons/worksheets/sound\\_recording\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/sound_recording_analysis_worksheet.pdf)

Poster Analysis Worksheet,

<http://www.archives.gov/education/lessons/worksheets/poster.html>

Propaganda Analysis Worksheet

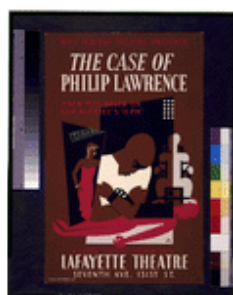
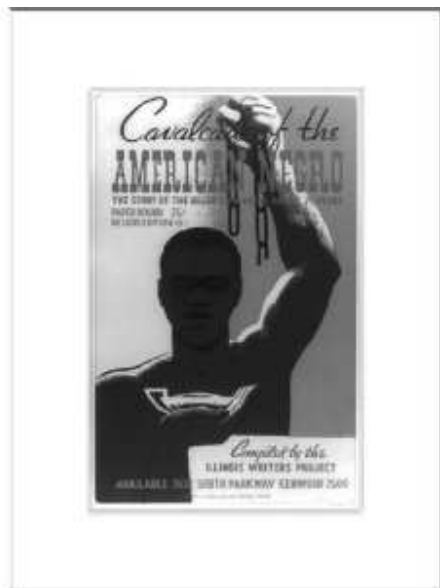
[http://nationalhistoryday.or/03\\_educators/2001-2002curbook/new\\_page\\_46.htm](http://nationalhistoryday.or/03_educators/2001-2002curbook/new_page_46.htm)

### **Lesson Sequence.**

- 1. The students will begin a brainstorming activity (or cluster mapping) of the following topics: The Great Depression, Roosevelt’s New Deal Programs, and Propaganda Techniques. The topics were discussed in a previous lesson.**
- 2. Students will use the brainstorm activity to review concepts and pre-write (or organize information about the Great Depression – New Deal Programs, as well as Propaganda techniques using the 6 + 1 traits, <http://educationNorthwest.org/traits>.**
- 3. Introduce students to the library of congress website using, “What are primary sources?” <http://www.loc.gov/teachers/using> primary sources/**
- 4. Give an overview of the lesson using the Library of Congress website, <http://www.loc.gov/teachers/classroommaterials/> African American Odyssey: The Depression, The New Deal, and World War II.**
- 5. Students will be placed in small groups to analyze photo: Born in Slavery and describe what they see using, Slave Narrative From the Federal Writer’s Project, 1936-1938 <http://memory.loc.gov/ammen/snhtml/snhome.html> and the Photo Analysis Worksheet. Next, they will listen to interviews of “Voices of the Thirties – Life History from the Federal Writers Project, <http://memory.loc.gov/ammem/wpaintro/city.html> and take notes using the, Sound Recording Analysis Worksheet.**
- 6. Small groups will browse the following website, <http://www.loc.gov/index.html> and <http://www.loc.gov/pictures/collection/wpapos/index/subjects> to search for WPA Posters, as well as complete a Poster Analysis Worksheet and Propaganda Analysis Worksheet.**

WPA Posters of African American

(Library of Congress – Teaching Primary Sources)  
(Experience of African Americans During the Great Depression)



(Library of Congress – Teaching Primary Sources)  
(Experience of African Americans During the Great Depression)

7. The groups will share facts and opinions about the photos, interviews, and posters viewed during group work using the analysis sheets.

### **Assessment**

Students will write a draft /evaluation of the WPA programs of African Americans. They will use the comparative approach (e.g., examine advantages and disadvantages) of the WPA programs for African Americans.

### **Extension**

Students will give interviews, write interview excerpts of current (2010) experiences/and or create posters using the websites noted above as well as [http://housetlive.gov/media\\_player.php](http://housetlive.gov/media_player.php) taken from <http://thomas.loc.gov> website to view current discussions on bills to protect consumers during the current economic downturn in our society. Another extension, students will draft an informative essay about current legislations to assist African Americans, as well as others in our society.

(Library of Congress – Teaching Primary Sources)  
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