

Exam ID: 2

Lesson Plan Format Using Understanding by Design Framework

Stage 1: Identify Desired Results
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Title: Join the Civilian Conservation Corps!

Grade: High School History (most likely 9th or 10th grade)

Author: Myself – using resources provided in the appendix

Number of Class Periods: One class period

Essential Questions:

1. How did the implementation of New Deal programs improve the lives of Americans?
2. How did the New Deal programs stimulate the U.S. economy?
3. What are some of the lasting effects of Roosevelt's New Deal?

State of Michigan Content Standards (GLCEs/HSCEs):

- I. U.S. History and Geography
 - a. USHG Era 7 – The Great Depression and World War II (1920-1945)
 - i. 7.1 Growing Crisis of Industrial Capitalism and Responses
 1. 7.1.3 The New Deal – Explain and evaluate Roosevelt's New Deal Policies including
 - a. Expanding the federal government's responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly

Learning Objectives (Understandings):

Students will understand that...

1. That New Deal programs emphasized the federal government's responsibility to protect the environment and respond to labor challenges
2. That discrimination was still prominent in New Deal society based on many factors

Content Rationale:

When the stock market crashed in 1929, it is not enough to say that the United States was devastated. But what students rarely get a chance to look at is how their relatives or their state was affected by a national phenomenon. The Emergency Conservation Work bill was one of the first New Deal programs created by Franklin D. Roosevelt in 1933 only five days after his inauguration. The bill eventually went on to be overwhelmingly passed

by Congress and become the Civilian Conservation Corps, or 'Roosevelt's Tree Army'. My rationale for teaching this topic is because it is relevant to students. Loewen writes that teachers need to make history relevant for students so that they have a foundation for understanding (155). Although not all of my students may not understand what it is like to be extremely poor or in a desperate, depressive situation, they can relate to being from Michigan, understanding the difficulties of living outdoors, the harsh winters, and the geographical places that affected the eventual national economic revitalization. The Michigan High School Standards relate government responsibility for the environment to meeting the challenges of unemployment, which is the very essence of the Civilian Conservation Corps. Students will not only learn about the New Deal on the national level, but will also gain a deeper understanding because they are more engaged in a topic that relates to them and their state.

Instructional Strategy Rationale:

Discussion: The opening section would incorporate elements of discussion. Following the activating strategy and having students right down what they think are the advantages and disadvantages to the CCC, I would want to discuss their answers. I would supplement this conversation with statistics about the time period and see if students would change their answers or keep them the same.

Lecture: The instructional strategy of lecture is supposed to be used when information is not readily available for students and when the teacher has enthusiasm about the subject. These are two reasons I have chosen to utilize the tool of lecture. Although this will be what I call a mini-lecture, only about 15 minutes in length, the content is very interesting and students will be able to draw connections throughout the lecture, activating strategy and then to their closing activity. But on top of that, students will be able to see connections to their lives because of information that I will present that may not be easily accessible to them, in particular the Michigan connection to the CCC. I will carry my enthusiasm from the activating strategy through to the lecture and check for understanding throughout.

Project Based Learning: To make sure that students fully understand the implications for social reform and the New Deal, I will ask them to participate in a project-based learning assignment. I've decided to use this technique because it gives students autonomy to develop their own ideas of what should change at a state or national level and the project makes the topic relevant to the present. President Barack Obama is frequently compared to FDR, and the idea of the United States becoming more of a social welfare state is in the news daily, so this topic is important for students to understand and it relates very well to the topic of the New Deal.

I am aware that this is quite a variety of instructional strategies for one lesson, however, we have learned that students need to be stimulated about every 10 minutes to remain engaged. If students are able to look forward to moving ahead and see the lesson progressing, but know that in order to do so they must remain engaged and complete the work in front of them, I believe I will have success with these strategies.

Background and Context:

To this point, students will have an understanding that the stock market crashed, Hoover's policies afterward, and the harsh circumstances many Americans endured. We will have discussed how women were affected by the Great Depression compared to that of Men, and then also how factory work, specifically in Michigan, was affected by the depression.

Following this lesson I would continue for one more day on social reform and the New Deal to make sure that students understand Social Security, the banking and financial regulations, subsidies, and then workers rights. Following that lesson, we would begin looking at WWII.

This lesson ties with the next lesson because they are both on social reforms within the New Deal, however, to help students understand banking and financial regulations and practices, I believe they need to understand that there was money being pumped back out into the public, via these New Deal programs. Then the transition into WWII would be somewhat simple because I could relate it back to the CCC and the military-like atmosphere that prepared young men to respond to war.

Stage 2: Determine Acceptable Evidence (Assessment)**Diagnostic Assessments:**

Following my brief 'skit' or activating strategy, students will write on a note-card what they believe the advantages and disadvantages are of the CCC. At this point they would only have surface-base knowledge plus understandings from previous lessons. This would help me gauge whether or not they understand the purpose of the program.

Formative Assessments:

Throughout my 'mini-lecture' I will check for understanding by asking students questions and asking for a gauge from 'fist to five.' Students will let me know how well they understand based on their responses.

Summative Assessments:

After the 'mini-lecture,' students will be given a recent article (within 2 years) that compares President Barack Obama to FDR. The article makes a comparison between the two men, but more importantly for students, it discusses how present-day reform still needs to take place. Students will get with their group of 3-4 people and create a portion of a 'New New *New Deal*.' They will describe their social, environmental or political reform and answer questions about its implementation and affect on society. Students will write the reform as a bill, just like FDR and Obama have done, and the next day to open class students will present their 'New New *New Deal*' to 'Congress' for approval.

Stage 3: Plan Learning Experiences (Procedure)
Instructional Strategy (please include estimated time for each step):
• Opening/Activator:

- 15 minutes
- Before class I will post New Deal propaganda posters up where students can see them and create an atmosphere of enlightenment in the room. When students come in and take their seats, I will then read my 'script' and try to get students to make a 'deal' with me to join the CCC. When I say that the job offers \$30, I will put \$30 (fake money) in front of each student. Then I will continue on with my 'script,' listing off the requirements for the job and the job description. I will make sure to take money away from the ladies, as they were not allowed to partake in the program. Then I will offer all the men a job. After offering them a job, I will tell them that they must send \$22-\$25 home to their families or dependants. So then I will take most of their money away as well.
- Students will then write on a note-card what they think the advantages and disadvantages of this program are. Once they have taken about a minute and a half to do this, I will show students statistics of the number of people within the corps, percent unemployed in the U.S. at the time, percent of veterans employed by CCC, the number of conservation camps, the amount of money sent home, and the number of projects completed/trees planted.
- I will then read Roosevelt's July 8th, 1933 speech in which he commends the CCC.
- The class will then discuss their note-cards. I will ask them if any of them changed their answers after I put up the percentages or read the speech, or if their answers remained the same. Students could also participate in a four corners activity in which they preemptively agree or disagree that this was a great New Deal program. They will be asked to participate in this same four corners activity as a closing strategy.

• Main Activities:

- 15 minutes – Lecture
 - I will give a short, interactive lecture on the Civilian Conservation Corps and the ties to Michigan. Students will see photos from archives that describe camp life. I will explain the importance of the CCC and how social programs like the CCC stimulated the economy and improved environmental quality in the United States. Students will gain an understanding of what the CCC was, the history, and how the greater ideologies of the New Deal were applied throughout the United States. Students will take notes with the use of a graphic organizer, that they will also be able to use when working on the PBL assignment.
- 15 minutes – Project-Based Learning

- Students will be given a present-day scenario in which they must read an article that compares Roosevelt to Obama. The article will also explain how present-day reform is necessary in wake of the recession that began in 2008. Students will be split into groups of 3-4 and asked to create their own 'New New *New* Deal' that will address a state or national issue that they believe needs reform. They need to explain who it will affect, why they chose that specific reform, and what long-term affects the policy will have. The audience for the students to present to will be 'Congress,' otherwise known as their class the next day.

• **Anticipated Students Interactions/Questions:**

- Were there similar programs for women?
- Why was it a requirement to send the majority of their wage home?
- Why was there an age requirement?
- Was this the only social program of its kind within Roosevelt's New Deal?
- What kind of social issues exist today?

• **Closing/Summarizer:**

- 5 minutes – Discussion
 - To bring the class back together and close the class out, I want to bring the class back to the New Deal and ask the same four corners question that I did at the beginning of class. After learning about the CCC and further understanding Roosevelt's New Deal, do they agree or disagree that this was a great reform program?
 - There will probably be some changes because of the information I present in the lecture, so we will discuss them as a class before the bell rings.
 - Students will be prepared to briefly discuss their 'New New New Deal' bills at the beginning of the next class.

Anticipated Total Time Required: 50 minutes

Other Important Information

Materials:

YouTube video of the CCC at work

<http://www.youtube.com/watch?v=ChbQI-k5-QQ#aid=P929J9oV6iA>

Article used for PBL assignment - Time

http://content.time.com/time/specials/packages/article/0,28804,1906802_1906838_1906745,00.html

List of Michigan CCC Camps

http://ccclegacy.org/CCC_Camps_Michigan.html

Posters from Library of Congress

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

FDR Speech - PBS

<http://www.pbs.org/wgbh/americanexperience/features/primary-resources/fdr-ccc/>

Map of CCC Camps - PBS

<http://www.pbs.org/wgbh/americanexperience/features/image/ccc-camps-across-america/>

Roosevelt's Tree Army: Michigan's Civilian Conservation Corps, Roger L. Rosentreter, Michigan History Magazine

PDFs of PowerPoint, handouts, posters, etc...included.

Additional articles for teacher content knowledge

<http://www.newsweek.com/franklin-delano-obama-new-deal-2012-64523>

<http://www.cbsnews.com/news/fdrs-new-deal-blueprint-for-obama/>

<http://www.newrepublic.com/article/115326/obamacare-vs-new-deal-historical-comparison>

<http://www.history.com/topics/civilian-conservation-corps>

<http://www.dol.gov/dol/aboutdol/history/chapter5.htm>

Modifications/Accommodations:

Student reading 3 levels below

In order to modify the class to fit this student's needs, I have included the use of primary sources, however, not a lot of extensive reading sources. For the PBL assignment there is an article, but when I assign groups, I would purposely put this student with an outgoing student that would offer to read the article. In the directions of the assignment I ask only one student to read, rather than popcorn. I have found in my time in the classroom that at least one person in each group will usually volunteer to read. In this lesson I also provide lots of numerical evidence, and offer this on a quick access hand out. This will help if a student needs to ask a question, but rather than read through the article or notes, they can refer to one of the quick statistics or numerical points. Lastly, I have also included a graphic organizer for students to take notes throughout the lecture. Although it is short, if students need help with reading, writing or note taking, this should help them in both strategy and organization. My lesson is not at all heavy in reading, rather at engagement and observation, so a student with a low reading level would be challenged, but could definitely be accommodated.

Extension Ideas:

I believe that are a few possible ways to extend this subject. Most obvious and critical would be to extend to other social reforms within The New Deal. I have learned that many students leave high school believing that the New Deal was just one big program, when in fact it was a bunch of little programs with a dual purpose. So extending the premise of FDR's first 100 days and the other programs he did in terms of the arts, infrastructure, health, community development, etc. By looking at this issue, I think student's belief-systems will be challenged because they aren't used to hearing about government control as a necessarily good thing. I could then extend this into a small values-education based lesson and have students reflect on their personal beliefs and political and social ideologies. This will be important as they become voters in future years.

Name: _____ Date: _____

Civilian Conservation Corps



Positives	Negatives	Notes
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

How did the Civilian Conservation Corps affect the overall success of Roosevelt's New Deal?

Details or Questions:



Name: _____ Date: _____

The New New *New* Deal

Congratulations, you've been chosen to sit on a new congressional committee! You are now part of a congressional committee tasked with designing the next social reform for the United States in 2014. With your committee of about 3-4 people, you must draft a New New *New* Deal program that will improve American life. As the Great Recession and the presidency of Barack Obama has increasingly been compared to that of Franklin D. Roosevelt and the Great Depression, it is important to consult the past in order to propel forward.



Directions:

1. One volunteer in the group will read the article provided out loud comparing Obama and Roosevelt
2. Collaborate with your group and brainstorm ideas for potential social reform programs
3. Draft your New New *New* Deal program on the worksheet provided
4. Present your program bill to 'Congress' for approval

Group Member Names:

1. What does the article mean when they discuss reform having "a more common purpose?"

2. What type of social reform do you want to propose? Will your bill have "a more common purpose?"

The New New *New* Deal

Bill proposed: _____

Presented by: _____

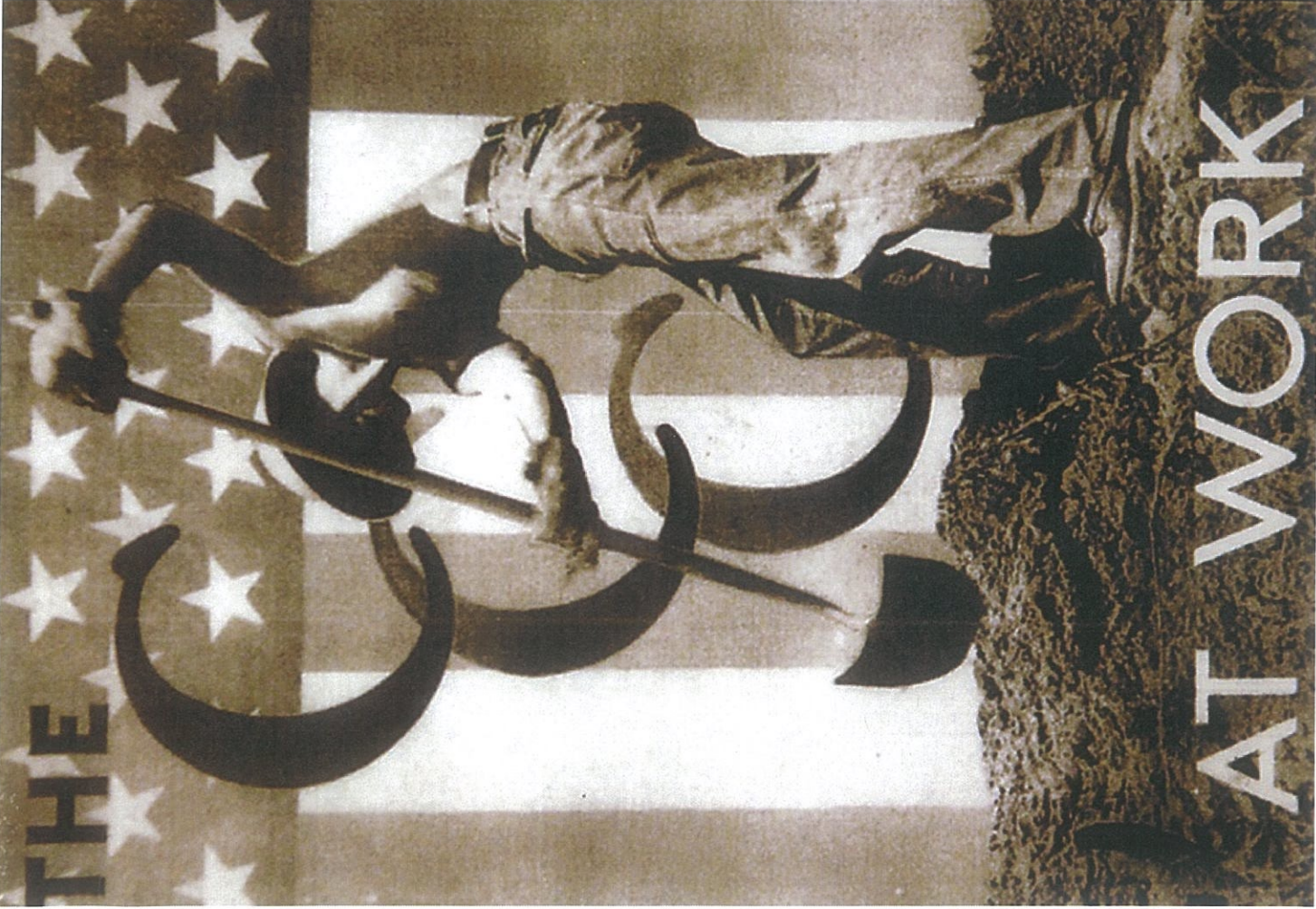
Please describe your proposed bill in detail:

Please justify and explain who your proposed bill will affect:

Please explain to Congress the significance of your proposed bill and how it is different than other proposals:

If Congress were to pass your bill, what government entities would you collaborate with and why? (i.e. defense, agriculture, labor, education, etc...)

Please list your expected large costs:



Civilian Conservation Corps

1933-1942

First Hundred Days

- Formation of the Civilian Conservation Corps
- Collaboration from other government departments



Roosevelt's Tree Army

- Large mobilization of young men
- 'Junior' applicants
- Wages
- Application process

Camp Follette, Tennessee



The Purpose of the CCC

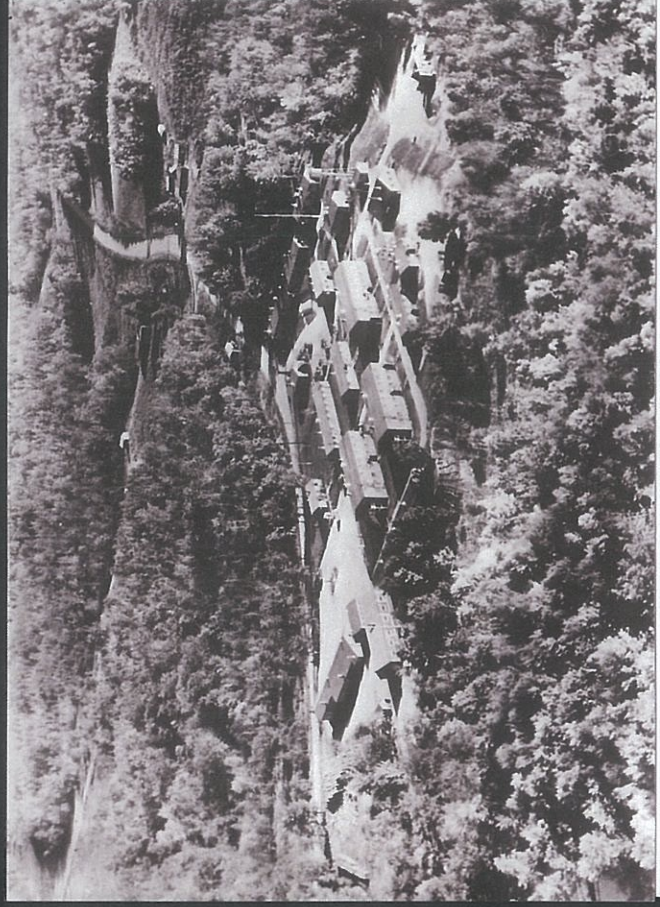
- Largest conservation project
- To get men back to work
- Wages going back home
- Become better and more employable citizens



Camp Kalispell,
Washington

The Michigan Connection

- Michigan Camps - http://ccclegacy.org/CCC_Camps_Michigan.html
- Michigan projects
- Michigan education initiative



Perkinson, Wisconsin

Racial Discrimination

- Recruitment
- State/Federal control
- Institutionalized racism

