



# U.S. History Since 1877

## The Big Deal Behind the New Deal!

*High School Level Lesson Plan*

**Teacher:** Mr. Robert Barbosa

**Date:** 2020-2021

### Overview & Purpose

#### **The Big Deal Behind the New Deal!**

Through this lesson, students will examine the short and the long term significance of the New Deal's programs to combat the effects of the Great Depression and the establishment of the National Park Service to promote conservation of America's wilderness and history. Students will explore the interconnectivity between these different government agencies and programs and how they aided each other, like the Works Progress Administration's and Civilian Conservation Corps' construction work in many national parks or monuments. As a cross-curricular connection, students will analyze these historical and political developments and their financial impacts and contributions to community development in the rising era of American consumerism, as a result of the New Deal's investment and the National Park Service's role in the tourism industry.

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## Objectives

1. Students will gain an understanding on how the programs of the New Deal provided elements of relief, recovery, and reform to the causes and effects of the Great Depression.
2. Students will comprehend why the National Park Service was created and how the establishment and expansion of its parks and monuments have helped to conserve and preserve the wilderness and history of the United States.
3. Students will actively apply their financial literacy skills to explore the economic developments of American consumerism and effects of tourism, especially during the Post-World War II boom and as a result of the New Deal's investment.

## Materials Needed

1. School Library Access / Internet Connected Device
2. Blank Canvas Banners
3. Assorted Acrylic Paints
4. Paint Brushes
5. Assorted Oil-Based Sharpie Markers
6. American Experience: Civilian Conservation Corps DVD
7. Writing Paper
8. Pen or Pencil

## Verification

1. Students will demonstrate their comprehension of the historical concepts and their significance through the presentation of the research they conducted and analyzed. This will demonstrate how students were able to interconnect their findings to support their argument and impact. Students will show they understand the New Deal, its specific programs, and their contributions to the selected National Park or Monument.
2. Students will demonstrate their understanding of the financial impact and financial literacy skills, not only through their research and presentation, but through their reflection writing, in which they will have to interconnect the findings of the various presentations to support or defend their argument of whether the investment

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made through the New Deal was worth it and identify the long term effects such investment had on the economic development of the area, in relation to tourism related industries.

3. An independent evaluation of the students' understanding would be done through the administration and successful performance by our students on our state's standardized testing, which would evaluate their understanding on learning standards related to the concepts of the National Park Service, the New Deal, and the role and effects of a consumer economy during the Roaring 20s and in the Post-World War II era.

## Activity

Prior to beginning the activity, students will receive direct instruction from the teacher as a whole group over the causes and effects of the Great Depression and the implementation of the New Deal and its significance. In the chapters prior to this lesson, students would have also received instruction over the establishment of the National Park Service and the rise of consumerism in the United States during the Roaring 20s.

To reinforce the direct instruction, the students will also take notes as they watch the American Experience DVD over the Civilian Conservation Corps work prior to beginning with the activity.

Students will then be assigned into groups and utilize the library or their device to research and select a National Park or Monument of their choosing that was benefited by a New Deal Program.

Some examples students can research are connections between the Civilian Conservation Corps, the Works Progress Administration, and the Tennessee Valley Authority and their work within various parks, like Yellowstone National Park, the White Sands National Monument, or the Great Smoky Mountains National Park, among others.

Once the groups select their National Park or Monument, the students will begin researching the contributions of the New Deal programs to that specific park or monument. Such as the construction of campsites by the Civil Conservation Corps at Yellowstone National Park. With their topic, the students will also design a Works Progress Administration art-inspired poster to paint on their canvas banner as a means

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of tourism advertising. Examples of these real-life posters the WPA created during the 1930s can be found online as used as a primary source.

As part of their research, students will also analyze how the surrounding location and development of the National Park or Monument changed from its establishment, through the 1930s and beyond. Students will also note changes in park attendance and its effect on the development of the area and its neighboring communities. Through this process, students will be able to connect how the development of a National Park or Monument can attract tourists and consumers to an area and not only lead to financial benefits for the park, but for its neighboring communities through tourist industry developments.

Once students have completed their research and painted their advertising banner poster, the students will prepare to present their research to the class. Students will provide the class with insight into the effects of the New Deal upon their park or monument and how these developments benefited or hindered the local communities and how the area is today. In addition, students will provide an overview of their advertising banner and what inspired their design from nothing whether it was from the Works Progress Administration's work or from the attractions that lure tourists to that park or monument.

To conclude the lesson, students will submit a reflection writing on whether they believe the investment made by the federal government through the New Deal was beneficial or detrimental and whether that investment provided lasting returns and development for the area. Students would be asked to support their argument with evidence from their own research and from the different presentations.

## **Distance Learning Adaption:**

The lesson and activity of this lesson plan can be adapted for distance learning, by utilizing Google Classroom, Google Docs, Google Meets, and Canva.com or other similar digital poster/flyer creators. The teacher's direct instruction and the students' collaboration and research work can take place through various Google Meets and using Google Docs to take notes and refine their research collaboratively. Instead of students designing and painting their canvas banner advertisement, they can create one digitally using a web-based service like Canva.com or similar software/service. Canva.com allows students to also work collaboratively on projects. For the student presentations, they can

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take place on Google Meets as well and for the student reflection writings they can be submitted via a Google Doc through the Google Classroom.

