

## Lesson Plan Template

**1. Title:** Impact of the WPA on Susquehanna Country

**2. Overview:** This lesson uses a government produced pamphlet describing the purpose and outcomes of the WPA in Susquehanna Country. Students will identify the impact of the WPA on their community and identify and support the purpose of the pamphlet using text evidence.

**3. Goal:** Students will investigate how the government responds to times of challenge and influences their lives and impacts their communities.

**4. Objectives:** I can gather information about the impact of the WPA in Susquehanna Country. I can identify and support the author's purpose using text evidence.

**5. Investigative (Compelling) Question:**

Question 1- How does the government respond to the needs of citizens in a time of crisis?

Question 2- How do authors get their point across to readers?

**6. Time Required**

1 forty minute class period and time for independent writing completion.

**7. Recommended Grade Range**

- 6-8

**8. Subject:** Social Studies

**9. Standards:**

8.5 GREAT DEPRESSION: Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate role of government, President Franklin D. Roosevelt helped to create intensive government interventions in the United States economy and society.

RH5: Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically). RH6: Identify aspects of a text that reveal an author's point of view, stance, or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.).

**10. Credits:** Designers/Writers of the Lesson

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## PREPARATION

**11. Materials Used:** WPA PP, WPA MAT, and WPA LP

**12. Resources Used:**

<https://babel.hathitrust.org/cgi/pt?id=ien.35556037403649&view=lup&seq=10>

<https://www.google.com/maps>

<https://www.history.com/topics/great-depression/works-progress-administration>

Specific texts, online materials and Websites referenced during the lesson.

Resources must:

- Websites are cited and linked in materials.

## PROCEDURE

**13. Description of Procedure:**

1. Give students 3-5 minutes to complete the Do Now. Brainstorm physical features in their area and identify impact on their lives.
2. Review FDR's response to the Great Depression and the New Deal.
3. Have students open the "WPA in Susquehanna Country" pamphlet and scan the first 2 pages for locations where WPA projects occurred.
4. Have students use google maps to search the locations and place them on their maps. Discuss the geographic features that are near many of the locations where projects occurred.
5. Have students look at the graphic on p6+7. They will identify 3 of the types of programs that the WPA carried out. They will place these on their charts.
6. Discuss criticisms of the WPA from history.com.
7. Help students find sourcing information for the document they are using.
8. Read pages 11+12 with students, While reading, students will be tracking quotes on their paper to identify the author's purpose in writing the pamphlet.
9. Discuss the quotes students identified and help them categorize.
10. Allow time for students to complete the exit ticket identifying and supporting the author's purpose.

**14. Extensions** (if applicable)

## EVALUATION

**15. Evaluation:** Checks for understanding and class discussion throughout the lesson. Collect and assess the completed paragraph.

DISCOVER

LEARN

SHARE

## **KEY CONSIDERATIONS:**

### **This Lesson:**

- Directly addresses both NYS and NextGen Learning Standards
- Uses primary sources to support inquiry and effective teaching practices
- Explicitly includes and address all phase of the inquiry process
- Presents primary sources in an historically accurate context
- Requires students to use primary sources as ev
- Promotes the desired learning and skill development stated in its goal and objectives, as well as the learning standards specified
- Builds historical or content understanding
- Is clear, complete and easy to follow