

THE GREAT DEPRESSION

Ohio Standards Connections:

STANDARD:
TECHNOLOGY
TECHNOLOGY
FOR
PRODUCTIVITY
APPLICATIONS
BENCHMARK B:
Integrate conceptual
knowledge of
technology systems
in determining
practical
applications for
learning and
technical problem-
solving.

STANDARD:
TECHNOLOGY
TECHNOLOGY
FOR
INFORMATION
LITERACY

BENCHMARK B:
Apply a research
process model to
conduct research and
meet information
needs
Indicator:
Decide, Find, Use,
Check

STANDARD:
LANGUAGE
ARTS/WRITING
APPLICATION

Lesson Summary:

While analyzing artwork from the American Collection of the Columbus Museum of Art students will explore The Great Depression. They will develop an understanding of the mood and attitude of the American people at the time. Using the Microsoft PhotoStory3 program, images and dialogue, students will design a short media presentation about The Great Depression.

Estimated Duration:

Four to Six 50 minute class periods depending upon the activities chosen.

Commentary:

America's Great Depression began as a result of the stock market crash in October 1929. Many businesses closed leaving people without jobs and their life savings. Farmers too felt the crunch and by 1932 approximately one fourth of America's population was unemployed. With so many people out of work, people began to live as vagabonds, roaming the country as they searched for work, shelter and food for themselves and family. In large cities, the bread line and soup kitchens became a familiar sight.'

The mood of the average American citizen was gloomy. Even if they still had a home and/or job, they commonly saw others that did not. Most people with the exception of the extremely wealthy were struggling. President Herbert Hoover, a Republican, was unable to correct the economic depression and thus Americans turned to a Democrat with a proven successful record as Governor of New York. They voted into the office of President, Franklin D. Roosevelt. Immediately, he began to activate his programs in hopes of bringing Americans out of their slump. He called his program *The New Deal*. In this program, he started numerous government-funded organizations that provided jobs, shelter and many social benefits for thousands of Americans. The WPA (Works Progress Administration), CCC (Civilian Conservation Corps), CWA (Civil Works Administration), FAP (Federal Art Project), TRAP (Treasury Relief Art Project), PWAP (Public Works of Art Project) and others were initiated. As people began to work and feel more hopeful the economy improved. See Resource Glossary on the CMA Ohio website for more information on these agencies.

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BENCHMARK:
Write Narratives that sustain the interest of the reader by pacing action and developing an engaging plot and include organized, well-developed structure

BENCHMARK:
Research
Indicator: Compile & organize important information from multiple sources to support central ideas, themes and concepts.

STANDARD:
MUSIC-
HISTORICAL,
CULTURAL AND
SOCIAL
CONTEXTS

BENCHMARK:
Identify and trace the development of music forms across historical periods

BENCHMARK:
Explain how music reflects the political events of history

Events across the ocean changed everything. There, Hitler began to invade neighboring countries. Japan spread out across Asia. In 1941 when the Japanese bombed Pearl Harbor the United States was brought into the world conflict but Roosevelt continued his many programs, which helped Americans prosperity improve.

Nelson, Cary, *The Depression of the United States-An Overview*, 3/07/07
<http://www.english.uiuc.edu/maps/depression/overview.htm>

Pre-Assessment:

DISCUSS:

What do you know about the Great Depression in the United States? When did this happen? Who was involved? Were all Americans affected? Which Americans appeared to be most destitute during this era? Did the federal government help in any manner? How? What did the people in your community experience during the Great Depression? If we were to have a Depression today, how might your life change? Would you have worries about your finances? What would be some of your concerns?

Scoring Guidelines:

Teachers may create an observation checklist in which they track appropriate responses to questions, discussions and comments on peer presentations.

Post-Assessment:

Students will be assessed by their classroom discussions, contributions to group projects, *Photo-Story 3 Film* (or *PowerPoint*) presentation, and/or written piece about the Depression using the attached rubric.

Scoring Guidelines:

Checklist (p. 9)
Rubric (p. 10)

Instructional Procedures:

Explain to the students that when they walked through the doorway today, they actually stepped into a Time Machine. They are in the process of being hurled through time to the era of the Great Depression in the United States. When they land what year

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would it be? What do they predict the city will look like? What would the rural areas look like? What are the people doing? What are they wearing? Are the people happy, sad, anxious, pleased, calm, angry, tired, etc.?

As an artist how might you create imagery through words, music or the visual arts that could express the feeling of the Great Depression? Discuss.

Let's look at a number of images created by artists about the Great Depression time period. Feel free to view the images on the Art and Social Issues website Gallery. As you view each write down your immediate impression. What emotion does the image evoke? As you continue to look at the image what objects and symbols did the artist use to develop this mood?

When you have looked at all the included images review your list. What images stood out from the others? Why? What design elements and story telling devices did the artist use to create a powerful image?

Now it is your job to tell the story of the Great Depression. You will be creating a short piece on *Photo Story 3* that will include music, images you find online, in the classroom and in history books and narration.

Students will work on the computer for 1-2 class periods. They will be asked to create a *Photo-Story 3* presentation about the Great Depression using images from the internet, this website (www.artandsocialissues.com), or provided by the teacher. The teacher will demonstrate how to access, copy and paste the images into the program for the students. Students will be expected to turn in a completed *Photo-Story 3* presentation at the end of the class.

The class will be given time to research, create and present their story. **Final day:** Presentation of their work with comments and discussion by peers.

Differentiated Instructional Support

Students with special needs may work with a partner, an aide or

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the teacher to create their *Photo-Story 3* Film. They may create a presentation by choosing several printed images from the teacher packet. They can explain with words or writing the emotion evoked in each.

Group Activity: A round-table discussion with a group within a group. Have two students face each other with images from the Columbus Museum of Art Website: www.artandsocialissues.com and discuss what they think is the meaning behind the picture. While they are doing this, the rest of the class will create two circles around the two students. One inner circle of chairs with another circle surrounding the first. Both circles will listen silently while the two talk. Then the inner-circle will discuss the comments of the first two and will give their own opinion while the outer circle listens. Finally the outer circle will comment on the previous discussions and will add their opinions, as well.

Individual Activity: Have students collect a set of pictures from the Columbus Museum of Art 's Art & Social Issues Website; that focus on the Great Depression. Students should create a written or oral explanation of the mood or tone of the work.

Extension

Students will use some of the emotions such as fear, anxiety, frustration, hunger and exhaustion identified in the artwork to create a collage about the Great Depression. They should be encouraged to include the elements/principles (Line, Shape, Contrast, Movement, Texture, etc.) of art to design an interesting composition that considers words, images and color. A good resource for collage art is the DVD entitled *COLLAGE: TEXTURE & TECHNIQUES* led by artist, Claudine Hellmuth. This DVD is available for loan for two weeks from the Columbus Museum of Art.

Homework Options and Home Connections

Students may wish to search for images and information about the Great Depression in old magazines, speak with their great-grandparents or read historical fiction such as *The Grapes of Wrath*. <http://www.ac.wvu.edu/~stephan/Steinbeck/grapes.html>

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Interdisciplinary Connections

Language Arts: Students will create a written response to several paintings or photographs from the Columbus Museum of Art collection. Students will express in writing the mood and or idea the artist was trying to communicate. What mood does the overall composition portray? What emotions do the main characters express? Where do the people live? In what socio-economic class do the people live? How does the artist create the mood of the piece? What might the characters say if they were to speak with you? Students may wish to write a poem expressing the ideas/ thoughts of the characters seen in the artwork. Another option would be to ask students to choose an image and then write a letter in the voice of one character in the images. What would he/she be concerned about and how we he or she write his thoughts in the letter?

Social Studies: Students should brainstorm in small groups to compile a list of events that led to the Great Depression and create a timeline. Students will need to have access to history books or the internet to find information about the post WWI-1930's time period.

American Government/history: How did the national, federal and local governments respond to the Great Depression? What organizations such as the WPA or CCC were created to help provide work and money for families?
<http://www.newdeal.feri.org/morefeat2.cfm>. Were there organizations such as these in effect in your community? Interview (or read a published interview) someone that worked for one of these government programs. (Students will need to be able to use the school media center to search for answers. The teacher may need to find a group of seniors that are willing to be involved in an intergenerational discussion about the depression.)

Mathematics: Chart the numbers of people that lived at the poverty level in Ohio, the U.S. and the dustbowl area during the Great Depression. Chart the number of people hired in each of the government works program organizations such as WPA & CCC, during this time period (1929-40).

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Music: Students who are visually impaired may listen to the songs of Woody Guthrie (see list of materials below) and write and perform their own song about their understandings of the Great Depression.

Drama: Students may work together in a group to dramatize ideas about the Great Depression they formed from the Schiller images.

Materials and Resources:

*For
teachers*

- Pohl, Frances, K. In the Eye of the Storm: An Art of Conscience 1930-1970, Pomegranate Artbooks, 1995,
- Images from the Columbus Museum of Art collection and New York Photo League
- Woody Guthrie CD/DVD (available for loan at the Columbus Museum of Art)
- CD player
- History books that include information about The Great Depression.
- *American Photography: A Century of Images* Video with images from the Depression and other eras. Teacher may wish to play this to demonstrate the impact of the image.
- *Microsoft Photo Story 3* program
- Access to internet

*For
students*

- *Microsoft Photo Story 3* program
- Computers
- Access to internet
- Search engine such as Yahoo or Google
- Images to scan: Access to scanner

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Key Vocabulary

The Great Depression-

a drastic decline in the world economy resulting in mass unemployment and widespread poverty that lasted from 1929 until 1939. Also called Depression

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New Deal-

1. the policies of social and economic reform introduced in the United States in the 1930s under the presidency of Franklin D. Roosevelt.

2. the period during which Franklin D. Roosevelt's policies of social and economic reform were implemented.

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Poverty-

1. the state of not having enough money to take care of basic needs such as food, clothing, and housing

2. a deficiency or lack of something

3. lack of soil fertility or nutrients

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Public Works Programs- Government-funded projects to build public facilities; central to President Franklin Roosevelt's New Deal job programs <http://www.bergen.org/AAST/projects/depression/definitions.html>

Segregation-

1. the practice of keeping ethnic, racial, religious, or gender groups separate especially by enforcing the use of separate schools, transportation, housing, and other facilities, and usually discriminating against a minority group

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Technology Connections

Students will need to have access to computers and the internet. There will need to be one computer for each student or one per 2-3 students if the teacher would like to have the students work in small groups.

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Microsoft Photo-Story 3

Photo Story 3 includes features that enable you to create a slideshow with your digital pictures, edit your pictures, create your story with original music, add narration, and share them with your family and friends.

For more information about Photo Story 3, including how to get a copy, see the [Photo Story 3 for Windows Web page](#).

**If it is not possible to use Photo-Story 3 you may utilize a similar program already on your computer or alter the assignment to have students create a PowerPoint presentation.

<http://office.microsoft.com/en-us/powerpoint/default.aspx>

Search engine: Yahoo.com, Google.com or your choice

Research Connections

<http://www.bergen.org/AAST/projects/depression/>

<http://www.mhric.org/fdr/chat7.html>

http://en.wikipedia.org/wiki/New_Deal

Attachments

Rubric, Checklist

This lesson is based on work by Michael Hicks, high school teacher, Columbus Public Schools

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Name _____ Class period _____

PHOTO-STORY 3 PRESENTATION CHECKLIST

_____ 1. *Explanation of the Depression & main points your presentation would like to touch upon.*

The Great Depression was a result of the following occurrences:

Those who lived in the U.S. during the Great Depression suffered through great changes in their lifestyles. Some of those changes and challenges included:

The Great Depression occurred in what decade in U.S. history?

_____ 2. *I have selected the following pieces as music to represent the Great Depression in my Photo-Story 3 presentation*

_____	BY _____
_____	BY _____
_____	BY _____
_____	BY _____

_____ 3. *I have selected at least 8 images for my Photo-Story 3 presentation.*

_____	_____
_____	_____
_____	_____
_____	_____

_____ 4. *I have written the narrative that will be heard as the images are viewed in my Photo-Story 3 presentation.*

- _____ I have timed my narrative and know it is the necessary length
- _____ I have planned when to insert music and have timed the appropriate cuts.
- _____ I have attached my narrative to have a final edit.

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PHOTO-STORY 3 RUBRIC

	1	2	3	4	Score
<i>Criteria:</i>					
Graphics/ Great Depression Images	Images do not connect to text and/or are not relevant	Images are not always relevant. Text citations are not always present and do not connect to images.	Images are mostly relevant. Text citations are usually present and identify the images.	Images are relevant, and complement the narrative. Each image is cited in the text and identified. The number of images is appropriate.	
Content about the Great Depression	Information is cursory or incorrect. Little understanding of content is evident from presentation.	Some solid information presented; however, some information is incorrect or cursory.	Information is clear and correct throughout most of presentation.	Information is well presented, clear, and correct throughout.	
Attention to Audience	Did not attempt to engage audience	Little attempt to engage audience	Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm	Engaged audience and held their attention throughout with creative articulation, enthusiasm, and clearly focused presentation	
Clarity of information	No apparent logical order of presentation, unclear focus	Content is loosely connected, transitions lack clarity	Sequence of information is well organized for the most part, but more clarity with transitions is needed	Development of thesis is clear through use of specific and appropriate examples; transitions are clear and create a succinct and even flow	
Presentation Length	Greatly exceeding or falling short of allotted time	Exceeding or falling short of allotted time	Remained close to the allotted time	Presented within the allotted time	
Creativity	Delivery is repetitive with little or no variety in presentation techniques	Material presented with little interpretation or originality	Some apparent originality displayed through use of original interpretation of presented materials	Exceptional originality of presented material and interpretation	
Music	Music does not connect to text and/or is not relevant.	Music is not always relevant to the time period, the images nor the overall tone of the presentation.	Music is mostly relevant to the subject and time period.	Music is extremely relevant complements the text and is appropriate in all manners.	
Use of Photo-Story 3 Technology	There is no clear understanding of how to use this software program.	There is some demonstration of an understanding on how to utilize this software but the presentation is still incomplete and/or uninformative.	There is an apparent understanding of how to use this software to create an informative presentation.	Exceptional use of the Photo-Story 3 program to engage and inform the viewer.	