

Instructor Guide

American Cultures

Mr. Billman

Unit: 4

Date:

Materials: Picturing America: 15b The Chrysler Building and 18b Migrant Mother

- Text 498-501 & 513-518
- Handout: What caused the Great Depression: John T. McCutcheon 1932

Events of instructions:

1. **Gaining attention:** Have students look at both pictures and write adjectives they would use to describe the mood represented in each.
2. **Essential question:** How did the Great Depression bring about the need for a revolutionary change in the role of government in the American economy and society?
3. **Stimulating recall of prior learning:** Elicit student responses to the question: What aspects of American society in the 1920's provide evidence of a growing prosperity in that decade. How does the Chrysler Building reflect the growing optimism associated with this prosperity?
4. **Presenting new ideas:** The unregulated growth of the economy in the '20's produced a situation where the prosperity was unsustainable and ultimately led to a dramatic and prolonged economic decline.
5. **Guided learning activities:** Provide students with the handout: What caused the Great Depression. Have them identify those causes detailed in the reading. Use the chart of unemployment numbers, consumer spending and business investment for the years 1929 to 1933 to determine how rapidly the economy declined how it affected an expanding number of Americans. Also, have the students again view the Migrant Mother and examine carefully what evidence is present that indicates this has had a prolonged effect on some.

6. **Eliciting performance and providing feedback:** Have students share the underlying causes they found presented in the reading and have them explain how each would've created a fundamental flaw in the American economic structure. Have students also hypothesize what actions might've been appropriate for minimizing the problems encountered. As a result of the text reading assignment students should also be able to explain why these alternatives were not likely to occur in the Hoover Administration.
7. **Enhancing retention and learning transfer:** Provide students with the political cartoon: A Wise Economist asks a Question, and have them complete responses to the three questions.
8. **Assessing performance:** To be acceptable the students should be able to explain with narrative and examples how the political philosophy of Herbert Hoover did not allow him to take immediate aggressive action to confront the problems resulting from the Depression and explain how as a result, situations such as that represented in Migrant Mother became more commonplace in American society.