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Introduction

Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

Tracking Common Core Standards

On page 3, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no WHST.6-8.3. However, this form of writing was included in this book (W.6.3–W.8.3) because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.

Common Core Standards

READING

Key Ideas and Details

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

» *Summarize primary or secondary sources.*

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

» *Summarize the steps of a process or historical event.*

Craft and Structure

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

» *Use context to decipher the meanings of difficult words.*

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

» *Determine how the author has ordered the information.*

RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

» *Interpret a reading with a visual.*

RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.6.1–SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6–8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

WRITING

Text Types and Purposes

WHST.6-8.1

Write arguments focused on discipline-specific content.

» *Argumentative writing.*

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

W.6.3–W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

Production and Distribution of Writing

WHST.6-8.4

Produce clear and coherent writing in which the development, organization,

and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

Research to Build and Present Knowledge

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

Range of Writing

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ACTIVITY 4

CHAPTER
Craft and Structure

DURATION
1–2 class periods

Herbert Hoover—Miserable Presidency or Misunderstood?

COMMON CORE STANDARDS

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

DIRECTIONS

- Half the students are assigned “Herbert Hoover: Miserable Presidency” and half are assigned “Herbert Hoover: Misunderstood.”
- Students read their assigned text independently, highlighting loaded language. Students share with the class what they highlighted.
- Students with “Herbert Hoover: Miserable Presidency” scan their reading, looking for examples of facts that are against Hoover. Students with “Herbert Hoover: Misunderstood” look for examples of facts that are in favor of Hoover. They summarize those in the appropriate boxes on the “Herbert Hoover Presidency” handout.
- Students share what they wrote with a student who had the same reading. They can add or change what they wrote after hearing what another student wrote.
- Students trade papers with a student who had a different reading. For each fact, they write a rebuttal. Because there may be an odd number of students, the teacher should be prepared to be a partner if necessary.
- Students use their “Herbert Hoover Presidency” handout to have a class discussion about Hoover’s presidency.
- Students complete an exit ticket answering the question, “Was Hoover a miserable president or a misunderstood one? Take whichever side you want and support your position with at least three facts.”
- As currently described, students will end up with one of the two charts completed. Teachers may want to have students fill out the second chart as well, perhaps during the class discussion.

EXTENSIONS

- Have students do a similar activity, but for Franklin D. Roosevelt. Students could research his presidency, recording facts in favor of Franklin D. Roosevelt and facts against Franklin D. Roosevelt on a chart similar to “Herbert Hoover’s Presidency.”
- Discuss with students the Great Recession. Have them compare and contrast how George W. Bush and Barack Obama handled the Great Recession.

HERBERT HOOVER: MISERABLE PRESIDENCY

It is important when learning about the Great Depression to give credit where credit is due. And as for Herbert Hoover, just about the only thing I'll give him credit for is his reprehensible role in extending America's worst economic recession in our history.

Do you want to hear about a bad presidency? How about one that includes a stock market crashing so low that billions of dollars were lost on one day, an unemployment rate rocketing from 3 percent to about 25 percent in just one term, and banks failing so dramatically that approximately 5,000 banks collapsed. Now that's a presidential stint! The horrific Hoover was president for all that and more. Also, crop prices, already low, dropped 30 percent from 1930 to 1931. And I could keep going! How about that millions of people lost their homes under his watch? They were forced to live in shantytowns made of cardboard boxes and scrap metal, and they named their new neighborhoods Hoovervilles in his honor. Predictably, he was tremendously unpopular during his tenure. He was jeered at during public appearances and throttled in his reelection attempt (Franklin D. Roosevelt received 472 electoral votes against Hoover's 59).

But that's really no surprise when you look at how terribly he governed. Faced with a collapsing economy, he was woefully unaware of how bad it was. In March 1930 he stated, "All the evidences indicate that the worst effects of the crash upon unemployment will have passed during the next 60 days." He was eventually willing to help out some banks and big businesses, but still continued to ignore the everyday man. For example, in 1931 Hoover vetoed a bill proposed by Robert Wagner that would have created state-level employment agencies. To show how utterly out of touch he was, he even raised taxes during this time. It's like he didn't realize that the whole purpose of a government is to protect its citizens. If a government wasn't going to help out during a country's worst economic crisis ever, when would it?



Mother and children during the Dust Bowl, 1936

Some people argue that the president until March 1929, Calvin Coolidge, should get the blame instead of Hoover, who had just taken office. This defense conveniently forgets that Hoover was Coolidge's secretary of commerce. More importantly, this argument also doesn't take into account how badly he handled the recession once it started. Let's compare him to his successor, Franklin D. Roosevelt. Roosevelt did not just sit back and wait for the bottoming-out economy to fix itself. Instead he created various jobs, saved people from losing their homes by providing mortgage relief, and passed laws focused on helping farmers earn more. In just Roosevelt's first term, unemployment dropped from 25 percent to 14 percent. Americans appreciated this, reelecting him a record three times. Hoover might have done just fine under normal circumstances, but when faced with a situation where our country needed a real leader with vision, he clearly struck out.

HERBERT HOOVER: MISUNDERSTOOD



Herbert Hoover

Herbert Hoover's accomplishments are many. Growing up working class and orphaned by age nine, he became a successful mining engineer and a millionaire before he was forty. Knowing money wasn't everything, the honorable Hoover devoted the rest of his life to public service. During World War I, he ran the U.S. Food Administration and after the war helped millions of starving Europeans by organizing shipments of food for them. One Russian wrote him later to say, "Your help will enter history as a unique, gigantic achievement, worthy of the greatest glory, which will long remain in the memory of millions of Russians whom you have saved from death." Upon returning to the United States, both the democrats and republicans hoped he would consider representing them. He chose to work with the Republicans and became their presidential nominee in the 1928 election, winning

the presidency by a landslide. He only served one term, and despite ably dealing with the worse financial crisis our country has ever seen, uninformed people disparage his tenure. This is unfortunate, for Herbert Hoover was a fantastic man whose legacy is greatly misunderstood.

The first criticism about Herbert Hoover that is misplaced is that he was somehow responsible for the Crash of '29. Amateur historians apply the overly simplistic logic that whoever is president at the time must be fully responsible for whatever happens with the economy. Not only is this a ridiculously shortsighted way to appraise a situation that affected the entire world, but they also forget that he had only been president for seven months when the crash occurred. If we are going to blame a president, it should be his predecessor, Calvin Coolidge. And there is much to question about Coolidge's policies, particularly his work in enacting the Revenue Acts of 1924, 1926, and 1928. These cut taxes, mostly for the rich, and allowed the wealthy to excessively invest in the stock market. And we know how that turned out.

Another mistaken view of Herbert Hoover is that he did nothing during the Great Depression. This is simply just not true. He approved around \$2 billion worth of loans to save businesses, state governments, banks, and other financial institutions. And the Hoover Dam is named after him for a reason. It was one of the biggest dams in the world at the time and work was begun on it during his presidency.

It is true that FDR spent more money during his presidency, but is that really a good thing? Despite glorified histories written about him, the overrated Franklin D. Roosevelt's approach wouldn't get our country out of the Great Depression until the 1940s, and that was mostly because of World War II. In fact, a 2004 study by economists Cole and Ohanian found that Roosevelt's spendthrift ways extended the length of the Great Depression.

That the Great Depression both derailed his presidency and tarnished his legacy is a disappointment. But the true tragedy is that the country voted him out after a lone term, missing the chance for a truly inspirational man to end the Great Depression the right way.

HERBERT HOOVER'S PRESIDENCY

Facts against Hoover	Rebuttal

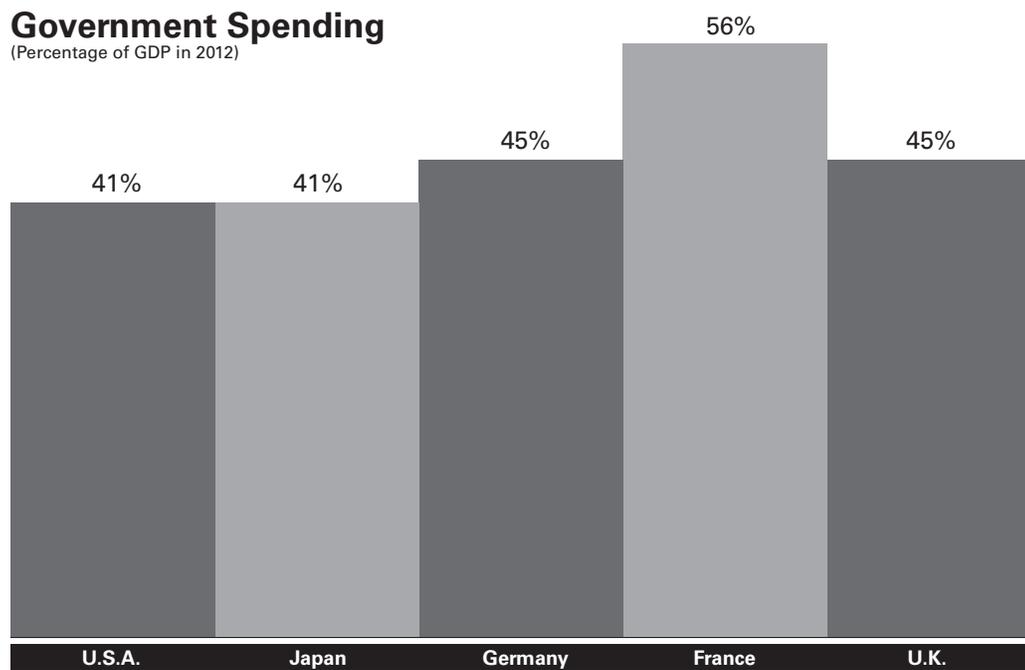
Facts in Favor of Hoover	Rebuttal

GOVERNMENT SPENDING CHARTS ^{1/3}

How Five Large Economies Spent Their Money in 2012

	U.S.A.	Japan	Germany	France	U.K.
General Public Service	15%	11%	15%	12%	11%
Defense	11%	2%	3%	3%	5%
Public Order and Safety	6%	3%	3%	3%	5%
Economic Affairs	9%	10%	8%	9%	8%
Environment Protection	0%	3%	1%	2%	2%
Housing and Community Amenities	2%	2%	1%	2%	2%
Health	22%	18%	15%	14%	16%
Recreation, Culture, and Religion	1%	1%	2%	3%	2%
Education	16%	8%	10%	10%	12%
Social Protection	20%	43%	43%	43%	37%

Source: Data from Organization for Economic and Co-Operation and Development, "Government Expenditure by Function," OECD, StatExtracts Database, Table 11.



Source: Data from Sherman Rogers, "Government Spending: See Which Economies Will Spend the Least by 2017," *The Guardian*, October 16, 2012.