

# Oklahoma History

## The 1930s

Reconstructing Memory

How did the Great Depression  
define Oklahoma?

**Project Writers**

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**Date**

May 13, 2016

*"Education is not the filling of a pail, but the lighting of a fire."*

William Butler Yeats

## Compelling Question

# How did the Great Depression define Oklahoma?

### Supporting Question 1

How does a national portrait connect to Oklahoma?

#### Formative Performance Task

Summarize the historiography of the 1930s (national and local).

### Supporting Question 2

What is the evidence of the New Deal in Oklahoma?

#### Formative Performance Task

Use historiography of the 1930s as relevant information to describe how people in Oklahoma experienced the New Deal programs.

### Supporting Question 3

Considering the legacy of President Franklin D. Roosevelt and the New Deal, which are both credited for the recovery and blamed for the failure of recovery, is this fair?

#### Formative Performance Task

Make a claim, with relevant evidence that explains how it is possible to have two different memories of history. Describe the ways an Oklahoman might respond.

# Overview

This module integrates skills from the Common Core/Oklahoma History 9<sup>th</sup> Grade Reading Literacy Standard. The instructional ideas in this module are designed for teachers to maintain creative licensure and promote interactive student engagement through the examination of the Great Depression.

Structurally, the module is a corollary building process. Students will move beyond the goal of merely understanding the developments and legacies of the 1930s to investigations and historical reconstructions. Furthermore, students will be expected to critically think about the issues that confronted the 1930s and why it is considered to be such a transformative period.

It is significantly important to remind that Social Studies is an integrated study that comprises the relationships of people and people to their environment. The resulting interactions are contextualized against space and time and have social, economic, political, and geographical dimensions. What is unique about this module is that it is designed to touch on each of these layers so that students can further develop human awareness and recognize emerging patterns, including the processes and/or events that shape them.

By completing this module, students will build their social studies content knowledge as well as their reading, writing, and inquiry skills. This module calls upon active student engagement and participation. While the module is designed for a 9<sup>th</sup> grade standard, it is easily adaptable to a higher grade standard; and the format and content are easily transferrable to an American History course. Additionally, the design of the module allows for cross-curriculum collaboration.

## The Compelling Question

How did the Great Depression define Oklahoma?

*The compelling question for this module calls on students to conduct an inquiry into the construction of a historical memory, where students are looking to the past yet assessing how the State of Oklahoma “remembers” the Great Depression. Remember is a seminal word in this module.*

The 1930s is a generation built on memory. The Great Depression not only left an incredible mark on the nation’s psyche, but words and imagery caused citizens and their government to forge a different kind of relationship, including a different kind of hope.

The question derives from an inquiry into a national story that was shaped by what people saw, felt, and experienced. Is every story a national story? Are they telling the same or different stories?

# Oklahoma Academic Standard

## OKLAHOMA HISTORY (9<sup>TH</sup> Grade)

**Process and Literacy Standard 1:** The student will develop and demonstrate social studies Common Core reading literacy skills.

A. Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Note: This module is designed for a 9<sup>th</sup> grade standard, but is easily adaptable to a higher grade standard; and the format and content are easily transferrable to an American History course.

## Accommodations

Alternative/modified goals that would incorporate difficulty, output/size & quantity.

*For Example:* A student with special needs will need to write either 100 to 200-word essay or a letter to their legislator.

Each accommodation would be in accordance to the student's IEP. They will also have the support of the teacher's aide.

## Supporting Questions and Formative Tasks

The module is designed for a three-week examination of the 1930s, the Great Depression, and its lasting legacy in the State of Oklahoma. Once the topic and compelling question have been introduced, teachers will guide students through this examination with three supporting questions and the completion of related formative assessment tasks. This work will include the reading of a non-fiction or fiction book, document and audio-visual analysis, and the identification of evidence that will be useful in making claims. Students will need scaffolds to support their work.

# Formative Performance Tasks

## Supporting Question and Formative Performance Task #1

### How does a national portrait connect to Oklahoma?

Through the examination of this question, students will delve into the rich history of the 1930s from local and national perspectives. Teachers will begin with student assumptions. We will then have the opportunity to consider both the historical context and contemporary point-of-view.

	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
<b>MONDAY</b>  <b>GEO-HISTORY</b>	Engaging prior knowledge. CIRCLE MAP EXERCISE (See Example A)	Showing the map and answering any questions.	Analyzing and providing feedback to the map.
	Show students a map of Oklahoma in the 1930s  <b>PAST</b>	Tell me something about the landscape in Oklahoma?	
	Show students a map of Oklahoma today  <b>PRESENT</b>	Showing the map and answering any questions.  What things do you notice that have changed?	Analyzing and providing feedback to the map.
<u>Book Assignment</u>  Grapes of Wrath or The Harvest Gypsies	Everyday there will be a portion of time dedicated to the assigned reading.  This is designed to be a “slow-read” to promote in-depth analysis.  About 15 minutes dedicated to the daily reading discussion.	Provides a daily guiding question to encourage active engagement. <sup>1</sup>  “What is the significance of the title?”	Student will begin reading according to teacher instructions.

<sup>1</sup> Teacher will daily provide a different, open-ended, question based on pace of reading. This question could incorporate a new concept, an idea, or even a transition. Additionally, questions should integrate how the students are engaging and/or experiencing the book (based on the class discussions). This will urge students to further use their critically thinking skills to come up with an answer.

## Supporting Question and Formative Performance Task #1

How does a national portrait connect to Oklahoma?

		TEACHER ACTIVITIES	STUDENT ACTIVITIES
<b>TUESDAY</b>  <b>ECONOMY</b>	Painting the picture of the economic conditions during the 1930s (nationally and in Oklahoma).	Laying the foundation/conditions through of the 1930s.  PowerPoint Presentation	Student note taking.
	<b>PAST</b>		
	Book discussion.  (15 Minutes)	Guided discussion based on teacher provided question and pace of reading.	Class discussion.

		TEACHER ACTIVITIES	STUDENT ACTIVITIES
<b>WEDNESDAY</b>  <b>AUDIO/VISUAL (National)</b>	Taking a journey through the 1930s.	Coordinate video/clips, review newspaper articles, incorporate oral histories, etc.	Class discussion based on audio-visuals.
	<b>PAST</b>	Guided discussion.  Does Oklahoma tell a different story?	
	Book discussion.  (15 Minutes)	Guided discussion based on teacher provided question and pace of reading.	Class discussion.

**Supporting Question and Formative Performance Task #1**  
 How does a national portrait connect to Oklahoma?

**TEACHER ACTIVITIES    STUDENT ACTIVITIES**

<b>THURSDAY</b>  <b>POLITICS</b>	State changes from blue to red (present change over time).	Coordinate video clips, include media coverage (print, radio, and TV).	Class discussion based on audio-visuals.
	National and local politics (then and now).  <b>PAST/PRESENT</b>	Guided discussion.  How did words change political mindset?	
	Book discussion.  (15 Minutes)	Guided discussion based on teacher provided question and pace of reading.	Class discussion.

**TEACHER ACTIVITIES    STUDENT ACTIVITIES**

<b>FRIDAY</b>  <b>SOCIAL/RACE</b>	Native American and minority experiences.	Painting a visual image.  Reflection-based discussion.	Class discussion is based on the three questions.
	<b>PAST/PRESENT</b>	1) Has society regressed or progressed since the 1930s?  2) How does this relate to the reading?  3) What has changed for you since the circle map activity?	

**MOVING FORWARD**

Continue reading.  
 Watch movie: *The Grapes of Wrath*.  
 Transition to Performance Task #2

## Supporting Question and Formative Performance Task #2

### What is the surviving physical and cultural footprint of the New Deal in Oklahoma?

With this supporting question, the teacher will draw the student’s attention to the connections of the New Deal to Oklahoma. Teachers will employ the use of images and sounds to introduce students to New Deal programs. Throughout this stage in the module, students will not only have an opportunity to make the audio-visual connections to the 1930s, but they will analyze how federal projects became so important to local communities; and how they changed the citizen and government relationship, including the citizen and their President.

Students will be shown examples of the Works Project Administration (WPA), one of the most aggressive federal programs, and how they would begin to employ millions of unemployed workers through public works projects. Students will not only have a chance to analyze how these projects impacted the local economies, but more significantly explain why they were so significant; furthermore, why they stand today as a reflection of determination during hard times.

The federal government supported the arts in unprecedented ways during the 1930s. Artists, musicians, actors, writers, and photographers all contributed to chronicle this time in history. By celebrating America and local communities and/or documenting observations, they became a part of a national and local story. Programs such as the Federal Arts Project (FAP) and the Federal Writer’s Projects (FWP) became a mirror that reflected the American consciousness.

Teacher and students will journey through an auditory and visual reconstruction of the past and examine how these initiatives had a profound impact on the memory of the 1930s. This performance task is moving away from the teacher to a more student-centric focus. Teacher will have flexibility in presentation, but it is designed for interactive student engagement. The audio-visual assembly during this week will be the bridge that leads to the summative performance task which will be distributed at the end of week two (see Summative Performance Example).

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Art</b>	<b>Public Works (Part One)</b>  Civil Projects (PWA/CCC)	<b>Public Works (Part Two)</b>  Structures & Architecture (WPA)	<b>Music and Literature</b>  ----- Will be a ready at this point to do a reading wrap-up.	<b>Plotting the New Deal in Oklahoma</b>  Group Work Day  Creating Google Interactive Map (See Example #2)



## Supporting Question and Formative Performance Task #3

Considering the legacy of President Franklin D. Roosevelt and the New Deal which are both credited for recovery and blamed for failure of recovery, is this fair?

Through the examination of this question, students will be reconciling their thoughts and presenting their argument. Week three culminates around the summative performance task. This is a week designated to collaboration, including teacher and cross-curriculum collaboration. On the workshop days, teachers from other departments will be invited to serve as additional resources to promote creativity in preparation of the student’s critical analysis.

In other words, teachers and student will be able to talk out their ideas and determine a format that aligns with their goals. This is an opportunity for students to set their own goals and take charge of their deliverable. The deliverable is designed with many options to promote student autonomy.

Workshop	Student Presentations	Wrap-Up and Transition
<p>Two-Day Workshop</p> <p>Teacher(s) become the resource and the student begins to take charge of their deliverable.</p>	<p>Students will present over two days.</p> <p>Each student will have 5 minutes*</p> <p>Non-presenting students will be required to complete a participation packet (See Summative Performance Task Example B).</p> <p>From the participation packet, teacher will compile word choice for wrap-up and transition discussion.</p> <p>* This is based on a 60-minute class period with approximately 20 students.</p>	<p>Teacher will be asking students to reinterpret student presentations and analyze word choice – how did they construct memory?</p> <p>Next, teacher will present two additional questions:</p> <ol style="list-style-type: none"> <li>1) At the beginning, we started off with what you knew about the 1930s. How has your impression changed?</li> <li>2) Do you think the New Deal worked?</li> </ol> <p>-----</p> <p>Teacher transition to 1940’s with a question to consider:</p> <p>Will the memory of FDR change as he transitions to a war-time President?</p>

# Summative Performance Task

In this task, students will write an essay or produce an alternative project that synthesizes the past to the present. By this point in the inquiry, students have examined many historical sources that have situated the national memory of the Great Depression into a local debate. Teachers will be asking the students to make a claim and explain how it is possible to have two different memories of history. Students will also be required to assess the ways an Oklahoman might respond.

Students will have a choice on which question they will answer, including the style of their deliverable. Students have many options and directions to consider, but it must be an argument that synthesizes how words, including word choice leave a lasting impression (see summative performance task example).

## Scoring Rubric

The following criteria and rubric can be used to determine the quality of students' work.

	Excellent	Strong	Fair	Needs Improvement
Use of Evidence	Content is clear, claim is compelling, and demonstrates sustained comprehension.  Consistently uses facts and details.  Overall analysis follows logically.	Content is clear, claim demonstrates sufficient comprehension.  Uses facts and details.  Overall analysis follows logically.	Contains a claim, but is not fully articulated. Demonstrates literal comprehension.  Use of facts, but is inconsistent.  Analysis is limited.	Contains a minimal claim, but lacks task purpose. Demonstrates some comprehension.  No sustained use of facts.  There is little extension of ideas.
Reflects Memory	Student moves confidently between the past and the present.	Student moves between the past and present.	Student presents more historical information with little transition to present.	Student only presents the past or the present with no connection between.
Craftsmanship and Technical Skills	Student takes creative control and shows a large amount of original thought. Ideas are novel and inventive.	Student shows creativity and some original thought. Ideas are fresh.	Student uses others ideas and little original thought.	Student uses others ideas and no original thought.

# Resources

## Specific Resources

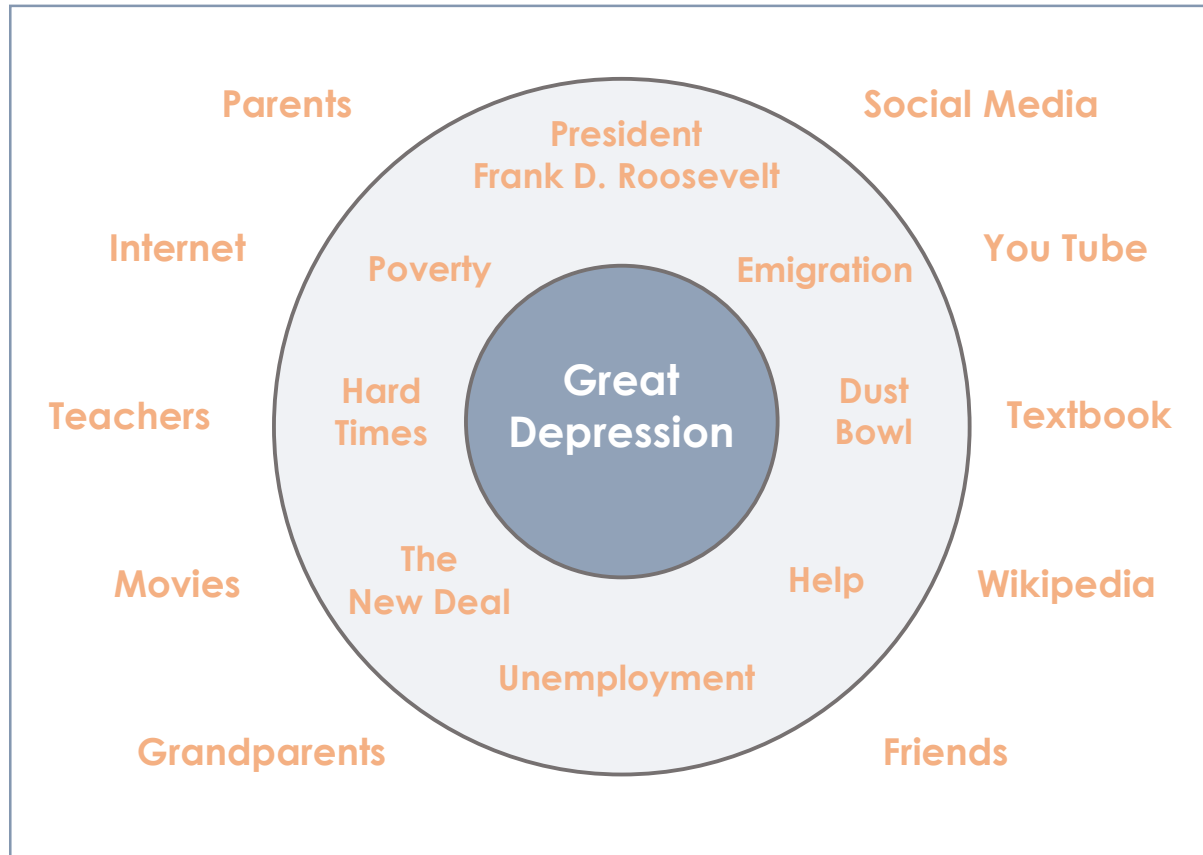
- *The WPA Guide to 1930's Oklahoma* (non-fiction)
  - <https://archive.org/details/oklahomaguidetos00writrich>
- *The Grapes of Wrath*, Author John Steinbeck (fiction)
  - Either the whole book or excerpts
- *The Harvest Gypsies*, Author John Steinbeck (non-fiction)
- PBS Series: *The Great Depression*
  - Episode One: A Job at Ford's
    - <https://www.youtube.com/watch?v=VjH4pCatx0I>
  - Episode Two: The Road to Rock Bottom
    - <https://www.youtube.com/watch?v=7nWJ-A54b2w>
  - Episode Three: New Deal, New York
    - <https://www.youtube.com/watch?v=a5n4u4cF4Pg>
  - Episode Four: We Have a Plan
    - <https://www.youtube.com/watch?v=6BcShxauDgk>
  - Episode Five: Mean Things Happen
    - <https://www.youtube.com/watch?v=A4RRf5T-bMM>
  - Episode Six: To Be Somebody
    - [https://www.youtube.com/watch?v=\\_5FZQOr49Mg](https://www.youtube.com/watch?v=_5FZQOr49Mg)
  - Episode Seven: Arsenal of Democracy
    - [https://www.youtube.com/watch?v=\\_5FZQOr49Mg](https://www.youtube.com/watch?v=_5FZQOr49Mg)
- The University of Oklahoma's *Making Modern America – Discovering the Great Depression and New Deal* (web portal)
  - <http://newdeal.oucreate.com>
- Oklahoma Historical Society
  - <http://okhistory.org>
- Photogrammar
  - <http://photogrammar.yale.edu/map/>
- Library of Congress Teachers
  - <http://www.loc.gov/teachers/>

## General Resources

- Oklahoma State Maps
  - Past and Present
- Video Clips, Including Oral Histories
- Newspapers
  - National and Local

## Supporting Question #1 – Example

### Circle Map Exercise to Engage Student Prior Knowledge



**STEP ONE:** Teacher Draws Center Circle (Subject)

**STEP TWO:** Teacher draws a second circle then asks: “what words come to mind when you think about the Great Depression?”

**Student Responses**

**STEP THREE:** Teacher draws a square around the circles then ask: “where do you get this information?”

**Student Responses**

# Summative Performance Task – Example A

## Student Assessment

Subject: A Time of Transition

Purpose: The purpose of the assignment draws upon memory, including how the past and present can come together to tell a story that forms into a lasting memory. For this assignment, students will have topic choice *and* choice in presentation style.

Topic Choice A:

The assignment forms around the upcoming presidential election. The student will be asked to analyze and make an argument based on what they have learned over these past three weeks and the following statement:

We are entering into the Presidential General Election. Given the conditions in the 1930s is not as dissimilar to what the country faces in 2016, please explain the connection(s) between the 1930s (the Past) and today (the Present).

Presentation Style Options:

- Give an explanation in a 500 to 700-word essay.
- Write a letter to your legislator, based on what you have learned about the 1930s, asking the question – what can be done in today’s society to prevent the same conditions from repeating themselves? You must include why you believe the conditions today ARE similar to the 1930s.

Topic Choice B: The Great Depression was a difficult time for the nation. How might an Oklahoma memory be different than a national memory?

Presentation Style Options:

- Create a PowerPoint presentation, poster, or visual aid that recreates the life of someone living through the Great Depression in Oklahoma. This must include facts that someone may not know.

For example: Many farmers chose to not leave the State of Oklahoma during Dust Bowl – why did they stay? what did they do? but what made others leave?

Topic Choice C: President Roosevelt formed a unique bond with its citizens during the 1930s. What would he say to encourage Oklahomans and how would his words create a living memory?

- Podcast (this can be done individually or with a partner):
  - a. a contemporary version of traditional oral history
  - b. a reproduction of a “Fireside Chat”

Topic Choice D: Student choice and style with teacher approval.

# Summative Performance Task – Example B

## Student Participation Packet

Student Name \_\_\_\_\_

	PRESENTER'S NAME	TOPIC OF STUDENT PRESENTATION	INTERESTING TAKEAWAY
Day One	Korbyn Smith	The Dust Bowl	People <b>left</b> , but people <b>came back</b> to Oklahoma.
	Kaitlyn Brown	Governor Bill Murray	He <b>prevented</b> greater access to the <b>New Deal</b> in Oklahoma.
Day Two			

\*\* Bolded words, in the “take away” sections , are possible words teacher will compile for student discussion.

## Supporting Question #2 – Example

**THIS DESIGN IS FORTHCOMING – We will coordinate with Dr. Cullen (JRCOE) and/or Sarah Clayton (OU Bizzell Library Services) to design a Google Interactive Map. It will encompass techniques used in Google Maps, Google Forms, and Google Sheets. Here the students will be able to create the visual footprint of the New Deal in the State of Oklahoma.**