

Lesson Plan #8

President Hoover's Response to the Great Depression

Introduction:

Using DeBono's Six Thinking hats as model for various learning stations, students will be learning about Hoover's response to the economic crisis. They will analyze Hoover biographical information, his shifting economic theories during the Depression, and his response to the Bonus Army that ultimately cost him his presidency. In the end, this lesson will also allow students to reflection and connect information about the Great Depression from previous lessons in the unit.

Objectives:

Content/Knowledge:

- *Identify the various economic models that Hoover's used to guide his response to the Great Depression*

Process/Skills:

- *Compare and contrast the effectiveness of the economic models Hoover implemented*
- *Evaluate the popular historical notion that "Hoover is to blame" for the Great Depression*

Values/Dispositions:

Reflect on the emotional hardships that American poor, working and middle class families endured during the Great Depression

Standards:

State – Illinois Learning Standards

- 15E.J.4 – Analyze the impact of changes in federal spending/taxes*
- 17C.J.2 – Effects of different resource management strategies*

National – National Council for the Social Studies Standards

Standard 2: Time, Continuity and Change: Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place. Study of the past makes us aware of the ways in which human beings have viewed themselves, their societies and the wider world at different periods of time.

National – National Standards for History

US Era 8: Standard 1A: The student understands the causes of the crash of 1929 and the Great Depression

Syntax – Procedures



White Hat – Objective

- 1) Teacher Instructions
 - a. For this lesson, the idea of “stations” is going to be used, but it will be different than the previous lesson. First of all, students will be working individually with whole-class interaction implemented into the lesson as well. Also, each “station” activity will be in sequential order. This will allow me to review each “station” after it is completed with the whole class, as well as build upon their previous knowledge as the lesson builds.
 - b. For the first activity, the white hat, students will have a brief biography of President Hoover to read. They will read about his achievements prior to becoming President, as well as his various political, economic and social beliefs.
 - c. After completing the reading, students will answer brief questions about Hoover’s life that they can find in the handout.
 - d. I will go over the answers to the questions with the whole class.
- 2) Resources
 - a. Hoover Biography Handout and Questions
- 3) Student Activity
 - a. To begin the activity, students will be working on a white hat activity. Students will read a brief biography of President Hoover and answer questions about his life and beliefs as a group.
 - b. Students will then participate in a whole-group discussion to answer the various questions about Hoover’s life.

Yellow and Black Hats – Positive and Negative

- 1) Teacher Instructions
 - a. I will introduce the two economic theories that Hoover follows during his time as President during the Great Depression: his more laissez-faire policies at the beginning of the crisis and his more activist policies at the end of his term. I will instruct students to take careful notes in order for them to use them for the activity.
 - b. After the brief seminar, I will graphic organizer for them to write about the positives and negatives of both economic policies. I will instruct students to write about which they believe is the best course of action, using historical evidence to support their claims.
- 2) Resources
 - a. Positive and Negative Graphic Organizer
 - b. Hoover’s Economic Policies Notes
- 3) Student Activity
 - a. Students will begin the activity by taking careful notes on the two economic policies that Hoover implemented during the early stages of the Great Depression.

- b. Students will then use these notes to complete a positive and negative graphic organizer comparing the two theories. Students will also answer a question about what policy they believe is the best course of action, using historical evidence to support their claims.

Red Hat – Intuitive

- 1) Teacher Instructions
 - a. I will provide students with a visual handout that has a quote from President Hoover (“Economic depression cannot be cured by legislative action or executive pronouncement”) and a picture of a “Hooverville.”
 - b. I will instruct the students to address the emotional relationship between these two sources and how the U.S. population might react to these two sources at the time.
- 2) Resources
 - a. Visual Handout with Hoover Quotation and “Hooverville” photograph
- 3) Student Activity
 - a. Students will read Hoover’s quote and analyze the “Hooverville” photograph.
 - b. As a whole group, the students will discuss the emotional connection between these two sources from the perspective of the American people at the time.

Green Hat – Creative

- 1) Teacher Instructions
 - a. I will show portions of the PBS Documentary *March of the Bonus Army* to the students. I will focus particularly on the reasons for the Bonus Army’s march and the reaction of the U.S. government to their prolonged protest.
 - b. I will brainstorm with the students about possible other solutions to the problem other than using the U.S. military to intervene and driver the protesters out of Washington, D.C.
 - c. After our brainstorming session, I will ask students to individually write a “Presidential Executive Order” that will solve the crisis in some other way than military intervention.
- 2) Resources
 - a. March of the Bonus Army documentary - <http://www.youtube.com/watch?v=liMuzkpT8Xs&feature=related>
 - b. Presidential Executive Order Handout
- 3) Student Instructions
 - a. Students will watch the PBS Documentary *March of the Bonus Army*. After watching the film, students will brainstorm possible solutions to the protest other than armed, military intervention.
 - b. After the brainstorm, students will complete a “Presidential Executive Order” handout in which they write out their idea for solving the crisis other than militarily.

Blue Hat – Process

- 1) Teacher Instructions
 - a. For finish the both the lesson and unit, I will lead students in a reflection about Hoover’s response to the Great Depression and the blame that is and was often laid on him.
 - b. I will instruct students to write a historical reflection answering the following question: “Is it fair to blame Hoover for the Great Depression? Why or why not?”
 - c. I will also instruct students that they must utilize historical evidence from this lesson and our entire unit on the Great Depression.
- 2) Resources

- a. "Blame Hoover?" Historical Reflection
- 3) Student Activity
- a. Students will complete the unit by writing a historical reflection about Hoover's response to the Great Depression.
 - b. Using historical evidence as support, they will answer the following prompt: "Is it fair to blame Hoover for the Great Depression? Why or why not?"

Resources (Source Citations & Bookmarks)

Hoover Biography Handout and Questions

Positive and Negative Graphic Organizer

Hoover's Economic Policies Notes

Visual Handout with Hoover Quotation and "Hooverville" photograph

March of the Bonus Army documentary - <http://www.youtube.com/watch?v=liMuzkpT8Xs&feature=related>

Presidential Executive Order Handout

"Blame Hoover?" Historical Reflection