FDR’s New Deal Environmental Preservation Lesson Plan

By Brian Gonzalez, Olympic National Park, 2017

**\*\*Park Name**

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| Olympic National Park |

**\*\*Lesson Plan Title (255 characters maximum)**

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| FDR’s New Deal Environmental Preservation |

**\*\*Essential Question and Quick Lesson Description**

**This should include the lesson’s objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)**

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| Students will be able to argue by using multiple sources the effectiveness of FDR’s Relief, Recovery and Reform Programs toward environmental preservation. |

**\*\*Lesson Grade Level: (Check One of the following)**

\_\_\_ Lower Elementary: Pre-Kindergarten through 2nd Grade

\_\_\_ Upper Elementary: 3rd Grade Through Sixth Grade

\_\_\_ Middle School: Sixth Grade Through Eighth Grade

\_X\_ High School: Ninth Grade through Twelfth Grade

\_\_\_ College Undergraduate Level

\_\_\_ Graduate Level (Masters, PhD)

\_\_\_ Adult Education

**\*\*Lesson Subject: (Check As Many as Apply)**

\_X\_ Social Studies

\_\_\_ Math

\_\_\_ Science

\_\_\_ Literacy and Language Arts

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Provide filename and location below.**

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| Feature image is primary source FDR Cartoon scanned from the Seattle Post Intelligence. |

**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

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| This cartoon from 1937 represents a visual representation of FDR’s Programs and symbols of their environmental impact. |

**\*\*Common Core Standards:**

**Want more information about Common Core? Go to <http://www.corestandards.org/>**

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| **Grade Level Subject Area**  **Common Core Standards:** Integration of Knowledge and Ideas: [CCSS.ELA-Literacy.RH.11-12.7](http://www.corestandards.org/ELA-Literacy/RH/11-12/7/) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |

**\*\*State Standards:**

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| Washington State  12th Economics - **Analyzes and evaluates how people in the United States have addressed issues involved with the distribution of resources and sustainability in the past or present.**  California State  **11th United States History -Analyzes and evaluates how people in the United States have addressed issues involved with the distribution of resources and sustainability in the past or present.** |

**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

X\_ **Knowledge** – Recalling or recognizing information ideas, and principles

\_X **Comprehension** – Understand the main idea of material heard, viewed, or read. Interpret or

summarize the ideas in own words.

X\_ **Application** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a

prior experience.

X\_ **Analysis** – Break down a concept or idea into parts and show the relationships among the parts.

\_X **Creation** – Bring together parts (elements, compounds) of knowledge to form a whole and build

relationships for NEW situations.

X\_ **Evaluation** – Make informed judgments about the value of ideas or materials. Use standards and

criteria to support opinions and views.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, provide filename and location:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

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| Lesson Plan GONZALEZ 2017 is the file name of the lesson plan uploaded as a Word document. |

**Lesson Duration**

**Time to complete this lesson plan in minutes (25 characters maximum)**

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| 100 Minute Block Class Period |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

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| Previous discussion of Preservation, Theodore Roosevelt and the National Parks – the Warm Up brainstorm activity and reading will help students tap necessary prior knowledge. |

**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students have to know to participate in the lesson? Lessons typically include 5 to 15 terms and definitions.**

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| 1. Franklin D. Roosevelt – US president served during the Great Depression.  2. New Deal Programs – various government programs aiming to alleviate and prevent disaster.  3. Preservation - Under **preservation** of the environment, lands and their natural resources should not be consumed by humans and should instead be maintained in their pristine form. Preservationists believe that humans can have access to the land, but they should only utilize it for its natural beauty and inspiration. They think that the value of the land is not what you can use from it, but instead that land has an **intrinsic value**, meaning that it is valuable in itself simply by existing.  4. Relief - Immediate actions taken to halt the deterioration of economy.  5. Recovery - Pump – Priming = Temporary programs to restart the flow of consumer demand.  6. Reform - Permanent programs to regulate against economic depression and disasters. |

**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

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| Print and make appropriate number of copies of:   1. Warm Up Worksheet for Brainstorm and Reading 2. Gallery Walk 3. Visit Day Activity Guide |

**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

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| Warm Up: Preservation – tapping prior knowledge  Brainstorm on Worksheet – related terms for Preservation,  This video clip will help inspire additional relevant connections to preservation and offer them ideas to build on when sharing with their classmates. <http://study.com/academy/lesson/conservationists-vs-preservationists-definition-differences.html> |

**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc.**

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| 1. Warm Up: Preservation, Brainstorm, Video Clip, Pair-Share-Discuss Activity.  This video clip will help inspire additional relevant connections to preservation. <http://study.com/academy/lesson/conservationists-vs-preservationists-definition-differences.html>  2. Class Reading and Annotating Activity– National Park Service and their role in preservation.  3. Gallery Walk Examination and Discussion of Multiple Source Documents:  Relief: Immediate action taken to halt the deterioration of economy  – CCC – hiking trails.  Recovery: Pump – Priming = Temporary programs to restart the flow of consumer demand.  – WPA creation of permanent park structures, visitors center, dams  Reform: Permanent programs to regulate against economic depression and disasters.  Like the SEC & NLRA -Olympic National Park aimed to reform human impact on the land by preserving the Olympic Peninsula against the ax– creation of National Park 1938  4. Use Gallery Walk Documents to respond to the prompt.  5. Preview Activity Guide and potential opportunities to see the legacy of FDR’s Relief, Recovery and Reform Programs at Olympic National Park! |

**\*\*Assessment: How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Below, include below a brief description of how to use the assessment. Later in this template you are provided with the opportunity to upload a digital copy of the assessment for teachers to print and use.**

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| Use writing rubric provided to measure student performance in using multiple sources to argue their position on the New Deal’s contribution to environmental preservation. |

**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoint ‘s should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

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| Warm Up: Preservation, Brainstorm, Video Clip, Pair-Share-Discuss Activity.  This video clip will help inspire additional relevant connections to preservation. <http://study.com/academy/lesson/conservationists-vs-preservationists-definition-differences.html>  This document also includes a brief in class reading defining the role of the National Parks and preservation. |

**Summary (how does the material function in the lesson?):**

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| Students will be prompted to access their prior knowledge about Preservation through a brainstorm, video link and write, pair, discuss Warm Up activity and class reading. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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| Warm Up PRESERVATION defined |

**Material #2**

**Title (255 characters maximum):**

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| Gallery Walk Recovery Relief Reform |

**Summary (how does the material function in the lesson?):**

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| Gallery Walk Examination and Discussion of Multiple Source Documents – use guiding questions included on Gallery Walk pages. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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| Gallery Walk Recovery Relief Reform |

**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

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| Through a writing piece, students will be able to argue by using multiple sources the effectiveness of FDR’s Relief, Recovery and Reform Programs toward environmental preservation. |

**Summary (how does the material function in the lesson?):**

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| This assessment will function to measure student ability to support their evaluation of FDR’s environmental contributions by using the multiple sources provided in the gallery walk and Warm Up document. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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| Humanities Argumentative Writing Rubric in Word Format |

**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

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| Humanities Argumentative Writing Rubric in Word Format |

**Summary (how does the material function in the lesson?):**

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| Please see attached Rubric and score accordingly after reading student writing. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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| Humanities Argumentative Writing Rubric in Word Format |

**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

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| English Language Learner supports are present in the form of corresponding images including with each example to help with document comprehension and interpretation.  Also, activities such as Think-Pair-Discuss help ELL students to practice and develop ideas through writing, listening and dialogue. |

**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

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| Extensions for Excelling Learners can be found in the Activity Guide in which stellar students can create a creative visual representation and expand on the content matter via social media participation and dialogue. |

**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

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| All links and references cited and provided within student documents. |

**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

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| Yes, the links to connected lessons are included here:  <https://www.nps.gov/klgo/learn/education/classrooms/conservation-vs-preservation.htm>  <https://www.nps.gov/parkhistory/online_books/olym/hrs/chap5.htm>  Activity Guide included is titled: Living Forest Activity Guide |