DEAR MRS. ROOSEVELT

**Grade Level: 5-12, United States History**

**Time Frame: 60 minutes**

**Lesson Summary: Using letters written to Mrs. Roosevelt during the Great Depression students will be able to map out the Economic, Social and Political hardships for children during the Great Depression.**

**Objectives:**

The students should be able to:

READING STANDARDS FOR HISTORY/SOCIAL STUDIES

6-8.RH.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 opinion.

**Key terms: Great Depression, Eleanor Roosevelt, Social, Political, Economic, Environmental, Cultural, Historical**

**Historical Background for the Teacher: The Great Depression is well known historically as a time of extreme hardship for most Americans. In the book, *Dear Mrs. Roosevelt: Letters from Children of the Great Depression,* American school children reveal how the Depression affected their daily lives. This story resonates with American school children today as students read stories about sibling rivalry, economic hardships (no dress for Prom) and the desire for more educati0on than their economic or social position can provide. Mrs. Roosevelt was believed to have had a sympathetic ear leading children from all over America to write directly to the first lady on a greater scale than had ever been done in American history.**

**Anticipatory Set: None, except direct teacher instruction about the circumstances of the Great Depression**

**Do Now Activity: Re-teach the meaning of the terms: Economic, Social and Political with a historical reference.**

**Procedures:**

I. Previous Night’s Homework ***for the teacher***, pre-read letters from the book that will be used in class.

II**.** Day of Lesson Procedure

a. Review time period of the Great Depression with students

* 1. b. Begin the lesson procedure.
  2. i. Students are put into teams of 2 or 3
  3. 1. Each team is handed 4 letters from the book: *Dear Mrs. Roosevelt*
  4. 2. Each team is given 5 or 6 different color highlighters
  5. ii. Students as a team or individually read the letters in their packet
     1. 1. Using the 5or 6 highlighters, highlight social, political, economic,
     2. (environmental), cultural and historical. (SPEECH)
  6. 2.Create a key for the colors used in highlighting the text.
  7. iii. Students complete the SPEECH graphic organizer by detailing 2 social, political, economic (environmental) cultural and historical aspects of children’s lives during the Great Depression

1. Write in complete sentences

iv. Have the students regroup in the room (teacher choice) so that 2 or 3 teams combine to compare notes on their observations about the children of the Great Depression



**Assessment/Homework: Exit slip; student fill out a graphic organizer detailing one social, political, economic (environmental) cultural and historical problem for school children in American society today.**

**Extension: Write a letter to the First Lady about their needs and wants.**

**Resources:**

***Cicero, Teaching History Beyond the Textbook***

***Dear Mrs. Roosevelt: Letters from children of the Great Depression***

**Author of Lesson: Lucinda Evans;** [**levans@aihe.info**](mailto:levans@aihe.info)