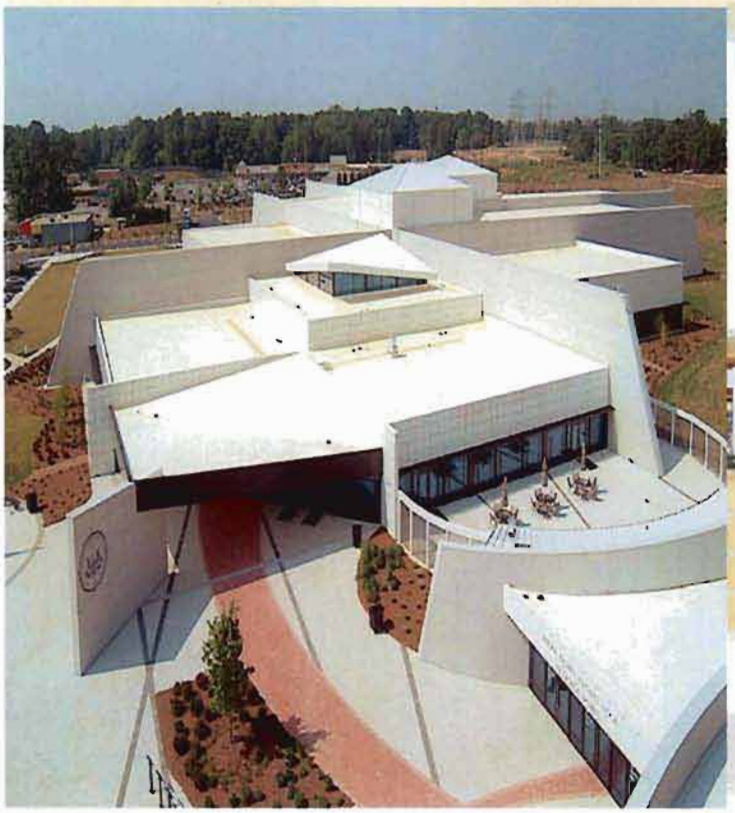




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5780 Jonesboro Road
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# National Archives and Records Administration

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*www.archives.gov*


Dear Educator:

On behalf of the National Archives and Records Administration – Southeast Region, please accept this copy of the Curriculum Guide for *"This Great Nation Will Endure"- Photographs of the Great Depression.*

This Curriculum Guide was created by the National Archives Southeast Region with the assistance of the Franklin D. Roosevelt Library and Museum. The purpose of this guide is to provide materials to help your students gain a better understanding of the difficult conditions Americans faced during the Great Depression along with the government's efforts to stabilize and document the problems. In addition, this guide will familiarize students with the use of primary sources and acquaint them with using document-based historical research techniques.

For general information or questions regarding this guide please contact Karen Kopanezos at 770.968.2530. For questions regarding tours of our facilities, please contact Mary Evelyn Tomlin, Southeast Region Public Programs Specialist at 770.968.2555.

We hope that this Curriculum Guide will be of assistance to your students. We are grateful for your dedication to education and we look forward to your next visit to the National Archives Southeast Region.

Sincerely,

James J. McSweeney

James McSweeney
Regional Administrator,

The National Archives Records and Administration
Southeast Region



# "This Great Nation Will Endure":
## Photographs of the Great Depression

## Curriculum Guide

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# Curriculum Guide Objectives

The purpose of this curriculum guide is to provide material aimed at meeting two goals. The first is to help students gain an understanding of the difficult living conditions faced by Americans during the Great Depression.The second is to familiarize students with the use of primary sources, and to train them in using document-based historical research techniques. Interpreting historical documents and photographs helps students gain a better understanding of history as the rich tapestry that it is, rather than a series of loosely connected facts, dates, and events. It also helps them to develop and refine their critical thinking skills.

Students will learn that a primary source is a record created by someone who participated in, or who had first-hand knowledge of an event. Examples of primary sources include letters, reports, diary entries, maps, drawings, newspaper and magazine articles, sound recordings, films and videos, artifacts, and photographs. The exhibition entitled *"This Great Nation Will Endure": Photographs of the Great Depression* at the Franklin D. Roosevelt Presidential Library and Museum uses photographs as primary sources presenting documentary evidence of the hardships of life during the Great Depression.

**General Objectives: Document Based Questions**

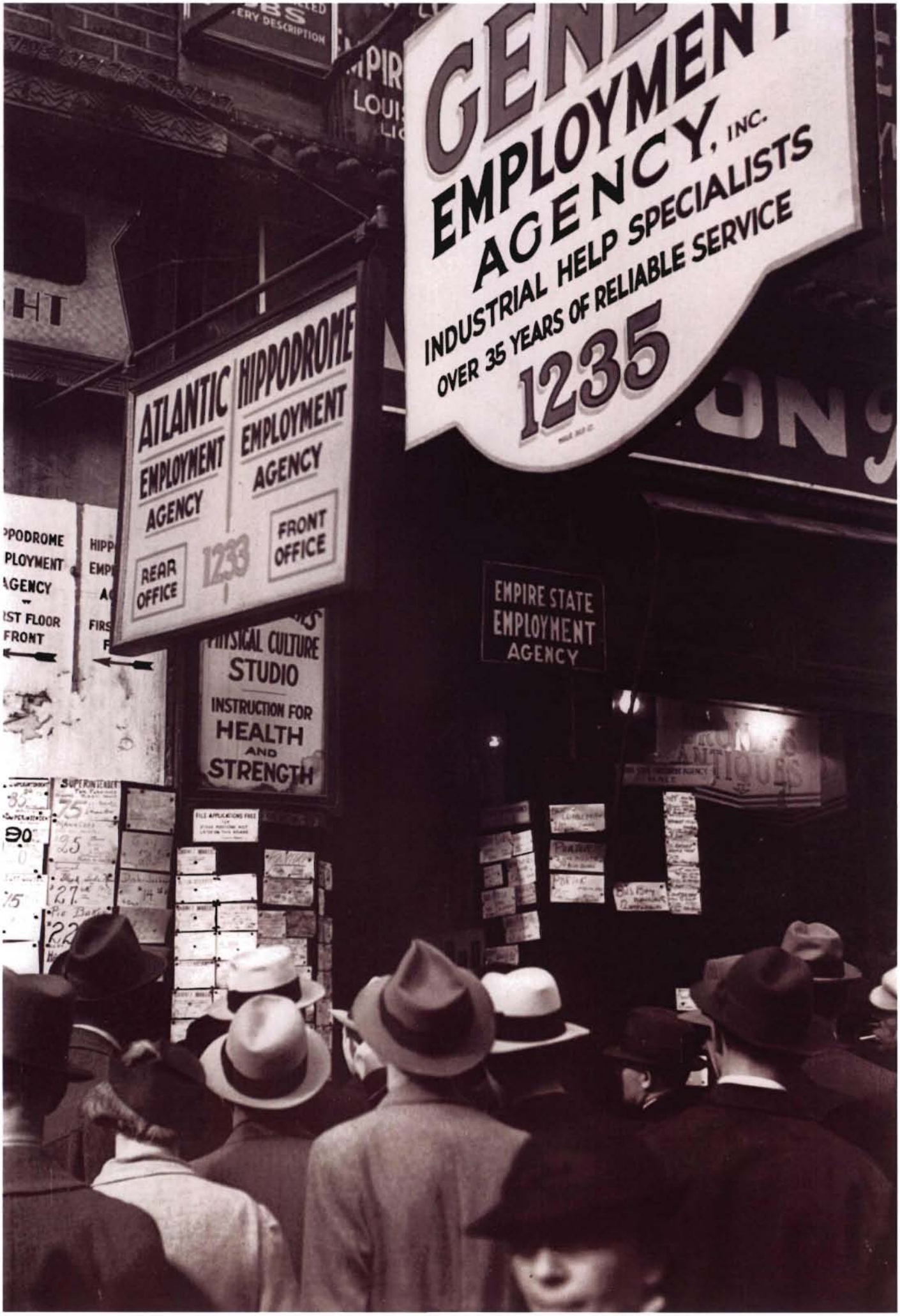
When students have successfully completed the exercises included in this packet they should be able to examine a primary source and

identify factual information;
identify points of view;
gather, arrange and evaluate information;
compare and contrast information;
draw conclusions;
prepare, present and defend arguments.

**Specific Objectives: The Great Depression**

Students should also be able to

identify specific challenges faced by people during the Great Depression;
describe the living conditions endured by people during the Great Depression;
empathize with people facing major economic difficulties;
explain the attitudes and values of people living under duress;
compare and contrast conditions in the various regions of the United States.


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# What Does It Mean to Think Historically?

In order to really understand history, students need to *think historically*. They have to be taught the mental skills needed to not just listen and repeat "facts," but to *examine*, *evaluate,* and *understand* history. Thinking historically requires a complex set of skills similar to those used by a detective trying to solve a mystery.

These skills include:

**Finding Evidence:** The first step to understanding history is to know where to find the photographs, documents, and artifacts that tell the story of the time, place, people, and events under examination.

**Classifying and Categorizing:** Organizing bits of information from both primary and secondary sources in a manner that reveals a broader story is an important skill.

**Checking and Cross Checking:** Information must be checked and then rechecked in order to build a contextual understanding. This is called corroboration. Special attention must be paid to make sure that information is both valid and reliable.

**Identifying Sub-Texts:** Are there political, social, economic, cultural or other sub-texts at play?

**Constructing a Viable Interpretation of Events:** What "story" does the information seem to tell? Is this a plausible account of what may have happened?

**Filling in the Blanks:** Sometimes historians must fill in the gaps when specific evidence does not exist. Great care must be taken to do so in a way that does not introduce excessive bias or contemporary beliefs and attitudes. Historic events must be viewed within the context and attitudes of their own time. However, no matter how pure the intentions, interpretation is always tainted by the assumptions and prejudices of the interpreter.

**Promoting and Arguing your Point:** Once a plausible story has developed, it needs to be told so that it can be examined and scrutinized by outside, objective sources.



# Ten Dollars Cash Means Prosperity to Sharecroppers in the South Aided by FSA

## Visit to Low-Income Farms Shows Study Group Educational as Well as Financial Value of Federal Loans

By MARY LOUISE BRADLEY

'A



Plowing among the Georgia sharecroppers is primitive.



Family of nine finds quarters cramped in a shack.



Comfortable cars are not believed in favor of Mississippi sharecroppers.



Negro farm family finds life pleasant in an inexpensive FSA home.



This is standard of living supported by wages of $1 a day in Alabama.



Shack kitchen is a depressing place.



Tots and spot from kitchen as we children grapple.

## SHREDS and PATCHES

By ROBERT FELLOWS WOOD

### Unrelated Subjects

## THIS WILD WORLD

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### Only Black-Fly Males Are Harmless to Man

