**The Great Depression IB GRASP: NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_BLK#\_\_\_\_\_\_\_\_\_\_**

This scrapbook will contain **four main** sections. Each section will illustrate a different aspect of the Great Depression and the New Deal which will aid you in answering the following question:

**Essential Question: Was the Great Depression a “necessary” era for the United States to live through in order for greater social progress to be made?**

Your task is to create **scrapbook digitally or a Hard Copy** dealing with the Great Depression and the New Deal, using primary documents.

This scrapbook will contain **Three main** sections. Each section will illustrate a different aspect of the Great Depression and the New Deal. The sections will be divided into:

**Section 1:** Document Section

**Section 2:** Photograph Section

**Section 3:** Program Section

**Process**

**Title Page:**

I. Design and decorate a title page for your digital scrapbook. Use a photograph or some other visual primary source from the period.

II. The title page should include your name and class period.

**Step 1:**

I. In **section 1** of the **Scrapbook**, you are required to read **two documents** dealing with the Great Depression/New Deal.

II. Include on each Document Page**:**

**1. A quote** from each of the two documents that you read.

**2. A summary** describing the contents of the document.

**3. Explain how** the document relates to the Great Depression/New Deal.

**Choose from any of the following documents:**

* [FDR First Inaugural Speech](http://docs.fdrlibrary.marist.edu/031233.html)

[Fireside chat](https://millercenter.org/the-presidency/presidential-speeches/march-12-1933-fireside-chat-1-banking-crisis)

* [AAA Speech](https://www.pbslearningmedia.org/resource/arct14.soc.amexfdraaa/fdr-primary-resources-address-on-agricultural-adjustment-act-1935/#.XH3Eq4hKjIU)
* [FDR Radio Address CCC](http://idahoptv.org/outdoors/shows/ccc/history/3rdanniversary.html)
* [Speech for Social Security](http://www.emersonkent.com/speeches/social_security.htm)

**Step 2:**

1. In **section 2** of the **SCRAPBOOK,** you are required to look at **THREE PHOTOS** dealing with the Great Depression/New Deal.

II. Include:

**a. Copy of the photo**

b. A **description** of each photo describing the scene

c. Explain how the photo relates to the Great Depression/New Deal.

**Use the links below to view photos:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| [Soup lines](https://www.b-29s-over-korea.com/TheGreatDepression/images/Depression%20Soup%20line%20national%20Archives.gif) | [Refugees](https://www.google.com/url?sa=i&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwiLr_X95engAhXIVN8KHSLKDukQjRx6BAgBEAU&url=https%3A%2F%2Fwww.theguardian.com%2Fbusiness%2F2012%2Fjun%2F12%2Fus-unemployment-lessons-from-great-depression&psig=AOvVaw2wRO0P1J0cdIbic8t5A0s-&ust=1551833901680572) | [No Jobs](https://www.google.com/imgres?imgurl=http%3A%2F%2F3.bp.blogspot.com%2F_qv_tvQC3qPw%2FTUoooTe1uQI%2FAAAAAAAAABs%2FpaDhxwBclCw%2Fs1600%2Fdepression-unemployment.gif&imgrefurl=http%3A%2F%2Fjoshgaudetteenglish9.blogspot.com%2F2011%2F02%2Fconsequences-of-great-depression.html&docid=1XOyJPbP6OB4eM&tbnid=Km3eT3oexj1JAM%3A&vet=10ahUKEwiIqJCe5ungAhVIIqwKHYouBt8QMwhAKAIwAg..i&w=500&h=398&safe=active&bih=500&biw=1093&q=no%20jobs%20great%20depression&ved=0ahUKEwiIqJCe5ungAhVIIqwKHYouBt8QMwhAKAIwAg&iact=mrc&uact=8) | [Looking for a job](https://techbuddha.files.wordpress.com/2009/09/nobody_knows_you.jpg) | [Dust Bowl](https://www.google.com/imgres?imgurl=http%3A%2F%2Fautumnjenna.weebly.com%2Fuploads%2F1%2F5%2F7%2F6%2F15764630%2F124766822.jpg&imgrefurl=https%3A%2F%2Fautumnjenna.weebly.com%2Fshantytowns-dust-bowl-soup-kicthens-breadlines.html&docid=a1ZM_x9FkYqoZM&tbnid=lq0nN2JxdoqkYM%3A&vet=10ahUKEwjsidDw6OngAhUChuAKHcPcB4AQMwg-KAAwAA..i&w=400&h=300&safe=active&bih=500&biw=1093&q=dust%20bowl%20breadline&ved=0ahUKEwjsidDw6OngAhUChuAKHcPcB4AQMwg-KAAwAA&iact=mrc&uact=8) |
| [The Unemployed](https://www.google.com/imgres?imgurl=http%3A%2F%2Fwww.freemoneyforall.org%2Funemployed%2FemploymentLine.jpg&imgrefurl=http%3A%2F%2Fwww.freemoneyforall.org%2Funemployed%2F&docid=qkXcil0wIIUKeM&tbnid=LsbyblTeAaGI1M%3A&vet=10ahUKEwjDhuSh6engAhXu01kKHZ_GC6wQMwhNKBAwEA..i&w=500&h=350&safe=active&bih=500&biw=1093&q=the%20unemployed&ved=0ahUKEwjDhuSh6engAhXu01kKHZ_GC6wQMwhNKBAwEA&iact=mrc&uact=8) | [Migrant Family](https://www.google.com/url?sa=i&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwidw_XS6engAhUqn-AKHQflBn8QjRx6BAgBEAU&url=https%3A%2F%2Fnotevenpast.org%2Fthe-impact-of-the-great-depression-towards-rights-and-responsibilities-of-migrant-workers%2F&psig=AOvVaw0qAZyrIk-odyJvf5p8hutk&ust=1551834894119706) | [Building the Hoover Dam](https://www.google.com/imgres?imgurl=https%3A%2F%2Fi.pinimg.com%2Foriginals%2F8f%2F65%2F55%2F8f65556df073eb39615b3051f18f0da7.jpg&imgrefurl=https%3A%2F%2Fwww.pinterest.es%2Fpin%2F506303183091844329%2F&docid=AY7gbJU0plfTgM&tbnid=hHwhTrQR4ZHxsM%3A&vet=10ahUKEwikt8ey6ungAhXym-AKHaqzDGcQMwhMKA4wDg..i&w=600&h=482&safe=active&bih=500&biw=1093&q=building%20the%20hoover%20dam%20great%20depression&ved=0ahUKEwikt8ey6ungAhXym-AKHaqzDGcQMwhMKA4wDg&iact=mrc&uact=8) | [Migrant Mother](https://www.google.com/imgres?imgurl=https%3A%2F%2Fmondrian.mashable.com%2Fwp-content%25252Fuploads%25252F2016%25252F05%25252Fmigrantmother-2.jpg%25252Foriginal.jpg%3Fsignature%3Dg0DPCPJbAkE8-vMuvNgPr2j-ycI%3D%26source%3Dhttp%253A%252F%252Fa.amz.mshcdn.com&imgrefurl=https%3A%2F%2Fmashable.com%2F2016%2F06%2F12%2Fmigrant-mother%2F&docid=ifBJeGJP3El_jM&tbnid=red4dnCkVIXwsM%3A&vet=10ahUKEwiBscuE6ungAhURvVkKHSnqBKoQMwhMKAEwAQ..i&w=1200&h=939&safe=active&bih=500&biw=1093&q=migrant%20mother%20great%20depression&ved=0ahUKEwiBscuE6ungAhURvVkKHSnqBKoQMwhMKAEwAQ&iact=mrc&uact=8) | [Shanty Town](https://www.google.com/imgres?imgurl=https%3A%2F%2Fmondrian.mashable.com%2Fwp-content%25252Fuploads%25252F2015%25252F09%25252Fhooverville-2.jpg%25252Foriginal.jpg%3Fsignature%3D6iJPcRFIlXv5p2EKsytGhNdudjU%3D%26source%3Dhttp%253A%252F%252Fa.amz.mshcdn.com&imgrefurl=https%3A%2F%2Fmashable.com%2F2015%2F09%2F17%2Fhoovervilles%2F&docid=-KRSgthRLWVeEM&tbnid=iPiHL3p_ls7iZM%3A&vet=10ahUKEwjT8Jfp6engAhVQmlkKHXsWBqYQMwhHKAIwAg..i&w=1200&h=942&safe=active&bih=500&biw=1093&q=shanty%20town%20great%20depression&ved=0ahUKEwjT8Jfp6engAhVQmlkKHXsWBqYQMwhHKAIwAg&iact=mrc&uact=8) |

**Step 3:**

I. In **section 3** of the **SCRAPBOOK**, you will explain **(3) programs** that were created to assist the nation as part of the **“New Deal.”**

1. [New Deal Programs](https://www.albert.io/blog/ultimate-ap-us-history-new-deal-programs-list/)
2. [More Programs](https://www.britannica.com/event/New-Deal)
3. [More Programs](https://livingnewdeal.org/what-was-the-new-deal/programs/)

\*\*Your original work will be evaluated based on the IB assessment criterion C and D

Criterion D: Thinking Critically

|  |  |  |
| --- | --- | --- |
| Level | Level Descriptor |  |
| 0 | ● The student does not reach a standard described by any of the descriptors below. |  |
| 1    2 | ● begins to analyze concepts, issues, models, visual representation and/or theories in a limited way  ● begins to identify connections between information to make simple arguments  ● recognizes the origin and purpose of few sources. Data as well as few values and limitations of sources/data  ● identifies different perspectives |  |
| 3    4 | ● completes a simple analysis of concepts, issues, models, visual representation and/or theories  ● summarizes information to make some adequate arguments  ● analyzes sources/data in terms of origin and purpose, recognizing some values and limitations  ● recognizes different perspectives and suggest some of their implications |  |
| 5    6 | ● completes a substantial analysis of concepts, issues, models, visual representation and/or theories  ● summarizes information in order to make usually valid arguments  ● analyzes sources/data in terms of origin and purpose, usually recognizing values and imitations  ● clearly recognizes different perspectives and describes most of their implications |  |
| 7    8 | ● completes a detailed analysis of concepts, issues, models, visual representation and/or theories  ● summarizes information to make consistent, well-supported arguments  ● effectively analyzes a range of sources/data in terms of origin and purpose, consistently recognizing values and limitations  ● clearly recognizes different perspectives and consistently explains their implications |  |

Criterion B: Investigating (Notes and Citation)

|  |  |  |
| --- | --- | --- |
| Level | Level Descriptor |  |
| 0 | * The student does not reach a standard described by any of the descriptors below. |  |
| 1  2 | * Identifies a research question that is clear, focused and relevant * formulates a limited action plan or does not follow a plan * collects and records limited or sometimes irrelevant information * with guidance, reflects on the research process and results in a limited way |  |
| 3  4 | * formulates/chooses a research question that is clear and focused and describes its relevance * formulates and occasionally follows a partial action plan to investigate a research question * uses a method to collect and record some relevant information * with guidance, reflects on the research process and results |  |
| 5  6 | * formulates/chooses a clear and focused research question and describes its relevance in detail * formulates and mostly follows a sufficiently developed action plan to investigate a research question * used methods to collect and record appropriate relevant information * with guidance, evaluates on the research process and results |  |
| 7  8 | * formulates/chooses a clear and focused research question and explains its relevance * formulates and effectively follows a consistent action plan to investigate a research question * uses methods to collect and record appropriate and varied relevant information * with guidance, provides a detailed evaluation of the research process and results |  |