



**Literacy Design
Collaborative**

FDR and the Banking Holiday – Calm during Crisis

★ TASK ★ LADDER

by Rachel McCormick

FDR's first Fireside Chat had a palpable impact on public understanding and confidence in the U.S. banking system, combining information, argumentation, style, tone and the potent new medium of radio broadcasts to create a powerful shift in American public events and private economic choices.

Students do a close reading of the speech itself and then consider citizens' letters sharing their responses.

Before beginning this module, students should have an understanding of the scope and causes of the Great Depression, Hoover's response to the crisis, and why the American people elected FDR in 1932.

This module is designed for a deep dive into a seminal text and is designed to take roughly seven hours or eight fifty-minute periods. This module was created in the Summer 2013 Science Design Jam, and is shared with special thanks to the Kentucky Education Association for the use of their Lexington facilities.

GRADES

9 - 12

DISCIPLINE

 **Social
Studies**

COURSE

 **U.S.
History**

PACING

 **7hr**

Section 1: What Task?

Teaching Task

Task Template IE2 - Informational or Explanatory

After reading <Franklin D. Roosevelt's Fireside Chat on the Banking Crisis and correspondence from American citizens , write an essay in which you describe how FDR's speech attempted to stem the public's fears in response to the banking crisis and how his approach restored American confidence in the banking industry . Support your discussion with evidence from the text/s.

Standards

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

D2.Civ.5.9-12

Focus

Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

D2.Civ.6.9-12

Focus

Critique relationships among governments, civil societies, and economic markets.

D2.Eco.6.9-12

Generate possible explanations for a government role in markets when market inefficiencies exist.

D2.His.1.9-12

Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.16.9-12

Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D4.5.9-12

Critique the use of the reasoning, sequencing, and supporting details of explanations.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

RH.9-10.6

Focus

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

WHST.9-10.2

Focus

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.9-10.2.a

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WHST.9-10.2.b

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.9-10.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

RH.9-10.3

Focus

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Kentucky Core Academic Standards - Social Studies

research issues or interpret accounts of historical events in U.S. history using primary and secondary sources (e.g., biographies, films, periodicals, Internet resources, textbooks, artifacts):

- compare, contrast and evaluate the approaches and effectiveness of Reconstruction programs
- explain how the rise of big business, factories, mechanized farming, and the labor movement have impacted the lives of Americans
- examine the impact of massive immigration (e.g., new social patterns, conflicts in ideas about national unity amid growing cultural diversity) after the Civil War
- explain and evaluate the impact of significant social, political and economic changes (e.g., imperialism to isolationism, industrial capitalism, urbanization, political corruption, initiation of reforms) during the Progressive Movement, World War I and

the Twenties

- evaluate how the Great Depression, New Deal policies, and World War II transformed America socially and politically at home (e.g., stock market crash, relief, recovery, reform initiatives, increased role of government in business, influx of women into workforce, rationing) and reshaped its role in world affairs (emergence of the U.S. as economic and political superpower)
- analyze economic growth in America after WWII (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties, and conflicts over political issues (e.g., McCarthyism, U.S. involvement in Vietnam)

Texts

🔗 **FDR's Fireside Chat regarding the Banking Holiday: Text and audio of speech from American Rhetoric**

🔗 **5 letters from citizens to FDR regarding his speech from "History Matters: The U.S. History Survey Course On the Web"**

Student Work Rubric - Informational or Explanatory Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Presents a general or unclear controlling idea.	Presents a clear controlling idea that addresses the prompt , with an uneven focus .	Presents and maintains a clear, specific controlling idea that addresses all aspects of the prompt and takes into account the complexity of the topic .	Presents and maintains a precise, substantive controlling idea that addresses all aspects of the prompt, takes into account the complexity of the topic and, where appropriate, acknowledges gaps in evidence or information .
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the controlling idea . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that support the controlling and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that fully support the controlling and supporting ideas. Consistently cites sources using appropriate format .
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material to support the controlling idea , with some incomplete reasoning or explanations .	Accurately explains ideas and source material and how they support the controlling idea.	Thoroughly and accurately explains ideas and source material to support and develop the controlling idea.
Organization	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.	Groups ideas and uses transitions to develop the controlling idea, with some lapses in coherence or organization .	Groups and sequences ideas to develop a cohesive explanation . Uses transitions to clarify the relationships among complex ideas, concepts, and information .	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among complex ideas, concepts, and information.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .	Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

None: the task carries the background needed

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect existing knowledge to teaching task topic.

TASK ANALYSIS: Ability to understand and explain the teaching task prompt.

SCORING EXPECTATIONS: Ability to understand and explain what will count as a strong response to the teaching task prompt.

Reading Process

CITING EVIDENCE: Ability to cite specific textual evidence to support analysis of primary and secondary sources, attending to features like date and origin of the information. (RH.1)

ANALYZING POINT OF VIEW: Ability to evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (RH.6)

UNDERSTANDING WORDS AND PHRASES: Ability to determine meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. (RH.4)

SUMMARIZING: Ability to provide accurate summary of how key events or ideas develop over the course of the text. (RH.2)

Transition to Writing

CONNECTING IDEAS: Ability to begin linking what has been learned in reading to what will be shared in writing.

Writing Process

ORGANIZATION: Ability to organize ideas, concepts, and information to make important connections and distinctions, (WHST.2a)

INTRODUCTION: Ability to introduce a topic. (WHST.2a)

DEVELOPMENT: Ability to develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (WHST.2b)

CONCLUSION: Ability to provide a concluding statement that follows from and supports the information or explanation presented. (WHST.2f)

REWRITING: Ability to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (WHST.5)

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
25 mins	TASK ENGAGEMENT: Ability to connect existing knowledge to teaching task topic.	SHORT RESPONSE In a quick write, what is your first response to the task? List any words/phrases that are unfamiliar to you.	Student product meets expectations if: <ul style="list-style-type: none"> It includes a response to the task It include an appropriate list of words/phrases that are unfamiliar 	<ul style="list-style-type: none"> Each student should have a copy of the task in order to complete this mini-task. (If teacher has a SMART Board or document camera, it is helpful to project the task so all students can see it). After students have written their first reaction to the task, have them volunteer what they wrote and discuss some of the responses. After they have completed their lists, have students share their responses and write the list on the SMART Board/whiteboard for all students to see. Discuss these terms/phrases in order to clarify for the entire class. If students don't volunteer, the teacher can lead the discussion into the terms that most students would find confusing.
15 mins	TASK ANALYSIS: Ability to understand and explain the teaching task prompt.	SHORT RESPONSE What is the task asking you to do? Re-write the task in your own words.	Student product meets expectations if: <ul style="list-style-type: none"> Task is re-written in students' own words and clearly shows their understanding of the task. 	<ul style="list-style-type: none"> While students are re-writing the task in their own words, teacher should circulate through the room, checking student responses for understanding.
10 mins	SCORING EXPECTATIONS: Ability to understand and explain what will count as a strong response to the teaching task prompt.	SHORT ANSWER After reading the scoring rubric, determine what elements a proficient essay should include.	Student product meets expectations if: <ul style="list-style-type: none"> Answer includes the elements that meet expectations for a proficient essay. 	<ul style="list-style-type: none"> Each student will need a copy of the scoring rubric (you may want to make an adapted/shorter one for the students to use in this mini-task) Students could work with a partner to develop their short answer. Class should discuss which elements would be included and why.
Reading Process				
20 mins	CITING EVIDENCE: Ability to cite specific textual evidence to support analysis of primary and secondary sources, attending to features like date and origin of the information. (RH.1)	MARKED TEXT In a first reading of FDR's Fireside chat, mark sections of the text that show occasion (O), audience (A), and purpose (P).	Student product meets expectations if <ul style="list-style-type: none"> Text is marked appropriately. 	<ul style="list-style-type: none"> Read aloud the first paragraph to guide marking for audience; Circulate through the room while students are reading and check for their understanding of the text. After SOAPSTone O, A, and P have been completed by the group, lead class in discussion over these sections.

20 mins	CITING EVIDENCE: Ability to cite specific textual evidence to support analysis of primary and secondary sources, attending to features like date and origin of the information. (RH.1)	SOAPSTONE GRAPHIC ORGANIZER Complete the S, O, A, P sections of the SOAPSTone strategy with a partner.	Student product meets expectations if <ul style="list-style-type: none"> • SOAPSTone sections are completed accurately. • Evidence comes directly from the text 	<ul style="list-style-type: none"> • Review with students the SOAPSTone questions for occasion, audience, and purpose. (Modified SOAPSTone reading strategy is attached at end of the module) • After SOAPSTone O, A, and P have been completed by the group, lead class in discussion over these sections.
10 mins	CITING EVIDENCE: Ability to cite specific textual evidence to support analysis of primary and secondary sources, attending to features like date and origin of the information. (RH.1)	LIST OF EXAMPLES Cite specific examples of how FDR explains government reconstruction of the banking system to the average citizen listening at home.	Student product meets expectations if: <ul style="list-style-type: none"> • List includes multiple accurate examples (does not need to include all possible) 	<ul style="list-style-type: none"> • Direct students to cite examples of FDR's explanation of governmental reconstruction of the banking system. • (Paragraphs 4-7)
20 mins	ANALYZING POINT OF VIEW: Ability to evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (RH.6)	MARKED TEXT Read along while you listen to FDR deliver his fireside chat and underline/mark sections of text that demonstrate FDR's tone.	Student product meets expectations if: <ul style="list-style-type: none"> • Text markings are reasonable and focused on tone. 	<ul style="list-style-type: none"> • Play the recording of FDR's Banking fireside chat. Periodically pause speech for students so they have opportunity to mark text that demonstrate FDR's tone.
10 mins	ANALYZING POINT OF VIEW: Ability to evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (RH.6)	SOAPSTONE ORGANIZER Complete the Tone section of the SOAPSTone strategy.	Student product meets expectations if: <ul style="list-style-type: none"> • Tone section shows reasonable thinking based on evidence from the text 	
20 mins	UNDERSTANDING WORDS AND PHRASES: Ability to determine meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. (RH.4)	COMPLETED T-CHART Identify the words/phrases that FDR uses that leads the listener to have faith in his plan. Explain how the words/phrases you identified impacted the listener.	Student product meets expectations if: <ul style="list-style-type: none"> • Accurately identifies words/phrases used and gives a plausible explanation of their impact on the listener. 	<ul style="list-style-type: none"> • Read aloud the first two paragraphs of the speech and ask students to find one example and explain the impact. (Teacher can record this on the SMART Board or on paper projected with document camera) • Build an example of the mini-task with the class. (T-chart template attached)
50 mins	SUMMARIZING: Ability to provide accurate summary of	SHORT SUMMARIES OF LETTERS.	Student product meets expectations if:	

	how key events or ideas develop over the course of the text. (RH.2)	Read the 5 letters to FDR from American citizens and summarize their reaction to his speech. Explain how their reactions show a restored confidence in government and banking. Cite evidence from the letters.	<ul style="list-style-type: none"> ● Accurately summarizes letters and explains citizen reaction. ● Cites the relevant evidence to support summary and explanation. 	
Transition to Writing				
20 mins	CONNECTING IDEAS: Ability to begin linking what has been learned in reading to what will be shared in writing.	READY TO WRITE ORGANIZER Complete the graphic organizer in order to plan and organize your essay.	Student product meets expectations if: <ul style="list-style-type: none"> ● Organizer is filled appropriately 	
Writing Process				
20 mins	ORGANIZATION: Ability to organize ideas, concepts, and information to make important connections and distinctions, (WHST.2a)	OUTLINE Make a list of three to five major issues that would make good paragraph topics. Number them.	Work meets expectations if paragraph topics: <ul style="list-style-type: none"> ● Connect to teaching task. ● Relate to the evidence students have studied. 	<ul style="list-style-type: none"> ● Invite students to compare their lists in small groups. ● Assure students that they can change their topics if they have an Aha! As they talk with classmates.
30 mins	ORGANIZATION: Ability to organize ideas, concepts, and information to make important connections and distinctions, (WHST.2a)	ANNOTATED NOTES Hunt through your notes, finding the three to five best pieces of evidence for each of your paragraphs.	Work meets expectations if annotations identify support for each paragraph.	<ul style="list-style-type: none"> ● As needed, invite individual students to change paragraph ideas if they find that a first idea lacks evidence. Let the whole class hear you congratulate the first student who switches on spotting the problem and then share the solution.
20 mins	INTRODUCTION: Ability to introduce a topic. (WHST.2a)	OPENING PARAGRAPH Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition	Work meets expectations if it <ul style="list-style-type: none"> ● Provides direct answer to main prompt requirements. ● Establishes a controlling idea. ● Identifies key points that will shape be developed later in the piece. 	<ul style="list-style-type: none"> ● In pairs, students share their opening paragraphs and discuss ways to improve.
30 mins	DEVELOPMENT: Ability to develop the topic with well-chosen,	BODY PARAGRAPHS Working from your notes, create a paragraph in	Work meets expectations if each paragraph:	

	relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (WHST.2b)	which you have one topic sentence that shares your main point and multiple other sentences that use evidence from your notes.	<ul style="list-style-type: none"> Reflects the student's plan for topics. Includes information from students' notes. 	
20 mins	CONCLUSION: Ability to provide a concluding statement that follows from and supports the information or explanation presented. (WHST.2f)	CONCLUSION Write a final paragraph that sums up your essay.	Work meets expectations if conclusion provides a fresh, short summary of the main thinking of the piece.	
20 mins	REWRITING: Ability to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (WHST.5)	FEEDBACK FOR A CLASSMATE Read a classmate's essay, noting five strong points and three ways you think could be stronger. Be helpful!	Work meets expectations if feedback is: <ul style="list-style-type: none"> Clearly stated Helpfully stated. 	<ul style="list-style-type: none"> Before students begin their reviews, have some discussion about what kinds of feedback is most helpful to the person who receives it.
30 mins	REWRITING: Ability to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (WHST.5)	FINAL DRAFT After considering the feedback, revise your essay.	None/Scoring with LDC Rubric.	Not Provided

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided