**Measurable Goal:** Students will discover what life was like in the United States during the 1930s by conducting research in the LMC (using print and electronic resources) and then create a digital story using a variety of sources. They will be instructed in searching strategies and digital storytelling.

**Question:** What effect did the political, social and economic developments of the 1930s labor movement have on the American people, especially after the New Deal (Wagner Act [http://www.civics-online.org/library/formatted/texts/wagner_act.html])?

| Step 1 | **Ohio ELA Standards:** Reading Process-Research, page 241  
2. Identify appropriate sources and gather relevant information from multiple sources.  
4. Compile and organize important information and select appropriate sources to support central ideas, concepts and themes.  
**Ohio ELA Standards:** Writing Processes-Research  
**Benchmark:** C-Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.  
**Ohio Social Studies Standards:** Citizenship Rights & Responsibilities  
**Benchmark:** A-Analyze ways people achieve governmental change, including political action, social protest and revolution.  
B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good.  
**Ohio Social Studies Standards:** Skills and Methods  
**Benchmark:** B-Use data and evidence to support or refute a thesis.  
**Ohio Library guidelines:** Library based technology K-12  
A. Provide, integrate and utilize OPACs to locate and circulate library materials.  
B. Provide networked computers for staff & student use.  
C. Demonstrate effective usage of library-based technologies for teaching and learning.  
**Information literacy 9-12**  
B. Determine and apply an evaluative process to all information sources chosen for a project.  
**Technology literacy 9-12**  
B. Evaluate choices of electronic resources and determine their strengths and limitations.  
4. Select a specific database for an assignment and explain why it is the appropriate one to use.  
C. Utilize the Internet for research, classroom assignments and appropriate personal interests.  
#1 Identify directories and search engines. |
### Step 2
**Identify Learning Objectives**

**How will this understanding apply to students 10 years from now?** *(Essential Understanding)*

Research and library skills and Internet searching are lifelong learning skills that can be recalled and accessed throughout life in recreation and occupational settings. Gain the understanding of how American people lived during the 1930s and the political, economic and social issues they faced.

**Questions that prompt students to think and understand what it is they are to know.** *(Essential Question)*

### Steps 3 & 4
**Develop and Apply**

| Day 1 | Purpose: To introduce students to resources that are available in order for them to gather information using effective searching skills with the purpose of creating a digital story. Discuss primary vs. secondary sources. | Lesson *(warm up, body of the lesson, accommodations, closure)*:

**Warm-up**: View and discuss poster from Labor Arts [http://www.laborarts.org/collections/item_large.cfm?itemId=399](http://www.laborarts.org/collections/item_large.cfm?itemId=399) as introduction to the task. Ask students to describe (or demonstrate) how they search on the Internet.

**Body of the lesson**: Demonstrate Infohio and other websites. What is the difference between subject directories and search engines? [http://kathyschrock.net/slideshows/searching/frame0001.htm](http://kathyschrock.net/slideshows/searching/frame0001.htm)

Effective Internet searching will be demonstrated-phrase searching vs. Boolean operators. [http://www.kn.att.com/wired/21stcent/lbool.html](http://www.kn.att.com/wired/21stcent/lbool.html)


**Closure**: Students should focus on content before product

| Formative Assessment: peer evaluation. | **Students will write a one- two page summary of one aspect of life during the 1930s using information gathered in their search.** |

**Reflections/Observation:**
and use a variety of reliable resources when completing research.

<table>
<thead>
<tr>
<th>Days 2-5</th>
<th>Purpose: Students will continue looking for information to support their topic.</th>
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<tbody>
<tr>
<td></td>
<td>Vocabulary:</td>
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<td>Questions:</td>
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<tr>
<td></td>
<td><strong>Lesson</strong> <em>(warm up, body of the lesson, accommodations, closure)</em>: Students will do independent research various days in the LMC.</td>
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<tr>
<td></td>
<td><strong>Formative Assessment</strong>: peer evaluation. <a href="http://www.digitales.us/evaluating/peer_review.php">http://www.digitales.us/evaluating/peer_review.php</a></td>
</tr>
<tr>
<td></td>
<td><strong>Reflections/Observation:</strong></td>
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</tbody>
</table>

| Step 5 Evaluation | **Summative/Benchmark Assessment**: students will produce a digital story. They will be assessed with a rubric (classroom teacher). |

Teacher Resources:
A curriculum of United States Labor History for Teachers (sponsored by the Illinois Labor History Society) [http://www.kentlaw.edu/ilhs/curricul.htm](http://www.kentlaw.edu/ilhs/curricul.htm)
Labor Movement [http://www.42explore2.com/labor.htm](http://www.42explore2.com/labor.htm)
Thirties Decade Webquest [http://www.ci.maryville.tn.us/mhs/decades/30%27s/index.htm](http://www.ci.maryville.tn.us/mhs/decades/30%27s/index.htm)
C. Eschelbach
July 2010

Labor movement/New Deal websites

AFLCIO  http://www.aflcio.org/

America in the 1930s  http://xroads.virginia.edu/~1930s/front.html

American Memory (Library of Congress) digital collections & services

Center for Union Facts  http://www.unionfacts.com/

Dallas High School Library 20th Century History, 30s
http://www.dallas.k12.or.us/DHS_Library/web/decade.htm#three

Decades  http://www.unit5.org/pjhsime/decades.html

Digital History
http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=475

FDR Cartoon Archive  www.nisk.k12.ny.us/fdr

Franklin D. Roosevelt Presidential Library and Museum (periodic table)
http://www.fdrlibrary.marist.edu/education/resources/periodictable.html

Institute for Research on Labor and Employment Library (Univ. of Berkeley)
http://www.irle.berkeley.edu/library/index.php

Labor Arts  www.laborarts.org

Lone Star College-Kingwood: American Cultural History 1930-1939
http://kclibrary.lonestar.edu/decade30.html

National Archives: online exhibits  http://www.archives.gov/exhibits/index.html

National Archives: a new deal for the arts
http://www.archives.gov/exhibits/new_deal_for_the_arts/index.html

National Labor Relations Act (1935)

National Labor Relations Act  http://www.spartacus.schoolnet.co.uk/USARnlra.htm

New Deal Network  http://newdeal.feri.org

Turbulent 30’s and the Great Depression  http://www.teacheroz.com/20thcent.htm#30s
UAW http://www.uaw.org/

UFCW http://www.ufcw.org/

Unions.org http://www.unions.org/home/

United States Dept. of Labor http://www.dol.gov/oasam/library/
Labor Research Resources http://www.dol.gov/oasam/library/resources/labor_resources.htm

United Streaming www.unitedstreaming.com (Discovery Education, subscription based)

http://www.civics-online.org/library/formatted/texts/wagner_act.html (partial)

Digital Storytelling websites

http://www.archive.org

Digitales www.digitales.us

http://dohistory.org/on_your_own/toolkit/oralHistory.html

Educational goals of digital storytelling http://digitalstorytelling.coe.uh.edu/

http://historymatters.gmu.edu/mse/oral

http://its.ksbe.edu/dst

Photostory www.microsoft.com/photostory

Story Center http://www.storycenter.org/index1.html
Search Strategies Resources

Classzone Web Search Guide
http://www.classzone.com/books/research_guide/page_build.cfm?content=search_engines&state=none

Noodle Tools: choose the best tools for your information needs
http://www.noodletools.com/debbie/literacies/information/5locate/adviceengine.html

Searching on the Internet http://www.schoollink.org/twin/searching_on_the_internet.htm

Understanding and using Boolean operators
http://alex.state.al.us/lesson_view.php?id=11203

University of Berkeley search engine guide
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/SearchEngines.html

University of Berkeley subject directory guide
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/SubjDirectories.html

Using Boolean to search electronic databases by keyword
http://telecollege.dcccd.edu/library/Module2/Periodicals/srchtech.htm