



Lunch Hour NYC at the New York Public Library

Culture and the Great Depression in New York City

Lesson Plan for 11th Grade Social Studies Unit “At Home and Abroad: Prosperity and Depression (1917-1940)”

This educator resource was designed in conjunction with the *Lunch Hour NYC* exhibition. For more information on Teaching & Learning resources at the New York Public Library, please visit teachandlearn.nypl.org.

**Grade: 11****Subject: Social Studies**

Desired Results

Standards: Common Core State Standards for ELA and Literacy in History/Social Studies; Grades 11-12 students

Reading Standards

- (1) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- (2) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- (3) Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- (1) Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole

Writing Standards

- (1) Write arguments focused on discipline-specific content.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.

Essential Question

How did culture in New York City during the Great Depression reflect larger societal issues?

Learning Plan

Note: A computer lab, smart board or computer/projector is needed for this lesson

Learning Activities:

Do Now (10 minutes)

-Project image from the NYPL Digital Gallery (<http://digitalgallery.nypl.org>) and ask students to fill out the corresponding worksheet (see resources section). When students have completed their work, ask students to share out.

Main Activity (30 minutes)

Menus (15 minutes)

-Using the NYPL Digital Labs site "What on the Menu?" (<http://menus.nypl.org/>), compare and contrast menus from a Horn & Hardart Automat (http://menus.nypl.org/menu_pages/60237) and the Waldorf Astoria (http://menus.nypl.org/menu_pages/59424) during the Great Depression. Ask students to complete the Venn Diagram graphic organizer to document the similarities and differences (see resources section).

Langston Hughes (15 minutes)

-Excerpt passages of the Langston Hughes poem "Advertisement for the Waldorf Astoria" (this poem can be found using the NYPL's online database collection, specifically The Columbia Granger World of Poetry Database <http://www.nypl.org/collections/articles-databases/columbia-grangers-world-poetry>) and distribute to students. Read through the passages together out loud, giving all of your students chance to read. Once the class has read the poem, ask students to discuss in small groups of 3-4 the themes of the poem. After discussion, each group shares out to the class.

Review Essential Question (5 minutes)

-Ask your students to answer the Essential Question on an exit card, using 5-8 complete sentences.



Do Now Image



Image Title: Automat, 977 Eighth Avenue, Manhattan.

Creator: Abbott, Berenice, 1898-1991 -- Photographer

Additional Name(s): Federal Art Project (New York, N.Y.) -- Sponsor

Created Date: February 10, 1936

Source: *Changing New York* / Berenice Abbott.

Digital ID: 482752



Do Now Worksheet

What do I see? (What observations can I make about the image?)	What do I think? (What are my responses and reactions to the image?)	What do I wonder? (What do I want to know more about?)

About this image

Photographer Berenice Abbott proposed *Changing New York*, her grand project to document New York City, to the Federal Art Project (FAP) in 1935. The FAP was a Depression-era government program for unemployed artists and workers in related fields such as advertising, graphic design, illustration, photofinishing, and publishing – part of the larger Works Progress Administration. A changing staff of more than a dozen participated as darkroom printers, field assistants, researchers and clerks on this and other photographic efforts.

Please answer the following questions in complete sentences:

1. How do you think the Federal Art Project benefited society during the Great Depression?

2. Why do you think Berenice Abbott chose the name *Changing New York* for her series of photographs?

3. Why do you think this image an appropriate subject for the *Changing New York* series of photographs?
