



Annotated Resource Set (ARS)

Content Theme:	Modern Economics		 <p>LIBRARY OF CONGRESS TEACHING WITH PRIMARY SOURCES</p>
Developed by:	Cher McDonald		
<p>Contextual Paragraph for Resource Set: Modern American has been left as the sole superpower in the world. Much of that superpower status comes from America's position as one of the most powerful economies. The economy of the nation has played a significant role in foreign policy since the inception of the nation, and it still plays a major role in foreign and domestic policy.</p> <p>Essential Question: How does the economy affect the actions of the government and of society today?</p> <p>This set will meet the Utah State Core: Standard X, Objective 1, Indicator a</p> <ul style="list-style-type: none"> Examine the effects of economics on modern society. 			

Resource Set Monopolies and Trusts

<p>Correspondence dating from August 1925 on the impact of installment buying of automobiles on other industries and businesses. Written by prominent business leaders to the Federal Reserve governor and included in Calvin Coolidge's papers.</p>	<p>On the Bank Crisis March 12, 1933 Address of President Roosevelt by radio, delivered from the President's Study in the White House at 10 PM today.</p>	<p>The "Crisis of Confidence" Speech Jimmy Carter delivered this televised speech on July 15, 1979.</p>	<p>Ronald Reagan Address to the Nation on the Economy February 5, 1981</p>	<p>President George W. Bush's speech to the nation on the economic crisis Published: Thursday, September 25, 2008</p>	<p>THE WHITE HOUSE Office of the Press Secretary Remarks by the President after Economic Daily Briefing March 23, 2009</p>
	<p>No digital image</p>	<p>No digital image</p>	<p>No digital image</p>	<p>No digital image</p>	<p>No digital image</p>
<p>http://memory.loc.gov/mss/amrlm/lmc/mc10/mc10.html You can just use the first two pages of this correspondence.</p>	<p>http://docs.fdrlibrary.marist.edu/031233.html</p>	<p>http://www.pbs.org/wgbh/amex/carter/filmmore/ps_crisis.html</p>	<p>http://www.reagan.utexas.edu/archives/speeches/1981/20581c.htm</p>	<p>http://www.nytimes.com/2008/09/25/business/worldbusiness/25iht-24textbush.16463831.html This is a three page speech, you need to page forward for the full speech.</p>	<p>http://www.whitehouse.gov/the_press_office/Remarks-by-the-president-after-Economic-Daily-Briefing-3-23-09/</p>

Notes/Comments: This topic is an ever-shifting target. I have chosen a small selection, but if you want updated articles you can search the following websites for additional information, articles or scholarly pieces.

<http://www.pbs.org/>

http://www.gilderlehrman.org/historynow/06_2010/historian2.php

Annotations

Grade Level	Curriculum Connections	Curriculum Standards	Learning Objectives		Suggested Learning Strategies	Suggested Assessment Strategies	Links to Other Resources
			Content Objectives	Thinking Objectives			
11 th	<p>US History Standard X, Objective 1, Indicator a</p> <p>Reading</p> <p>Writing</p> <p>Inquiry</p>	<p>Examine the effect of the economy on Modern American society.</p> <p>Develop language through viewing media.; make inferences and draw conclusions</p> <p>Students will write informational text evaluating information and interpreting ideas.</p> <p>Use process of inquiry to deepen understanding.</p>	<p>Students will use primary sources to help them understand how economy can dictate the actions of the government and of society as a whole.</p> <p>Students will compare what presidents saw as the main problem of the economy and how to fix it.</p>	<p>Students will be able to analyze primary sources to increase their content knowledge of the federal government's response to financial crises.</p> <p>Students will read and comprehend original documents written during the historical period.</p> <p>Students will draw conclusions from examining primary documents.</p>	<p>1. Students will use the Analysis tool: Students will use the Analysis tool for documents: http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf .</p> <p>2. Students will use documents to determine the role of government response and actions on the economy.</p>	<p>Split the class into groups and hand out the letters/speeches from the administrations of Coolidge, Roosevelt, Carter, and Reagan. Have the students read, analyze and infer the largest problem the U.S. economy was facing during that time period. When students have completed their work with the groups lead a discussion of the issues faced in each era, this will be a review of the issues. Then hand out to the class the speeches from Bush II and from Obama, this can be done with groups, or as a class. Read and analyze the speeches. Have students complete charts/Venn diagrams of how the issues are different or similar.</p> <p>The speeches of Bush and Obama can be directly compared for students to analyze how different presidents, faced with the same economic crisis, have different conclusions. You could also do this with Hoover and Roosevelt, etc.</p>	<p>Need to Know on PBS has a lesson plan on explaining the basics of the economy :</p> <p>http://www.pbs.org/teachers/access-analyze-act-economy/lesson-plans/</p> <p>History of American Banking Acts: http://www.ny.frb.org/about/hfed/history_article.html</p>