



gpb.org/warm-springs

Lesson Title	Warm Springs Virtual Field Trip 5E Lesson Plan
Grade Levels	5th, 8th-12th
Timeline	45-minute class period (or homework assignment) per section

STANDARDS

SS5H3a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.

SS5H3b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority.

SS8H8d. Discuss President Roosevelt’s ties to Georgia, including his visits to Warm Springs and his impact on the state.

SS8H8e. Examine the effects of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and Social Security Administration.

SSUSH18a. Describe Roosevelt’s attempts at relief, recovery, and reform reflected in various New Deal programs.

ESSENTIAL QUESTION

What role did Warm Springs, Georgia, play in Franklin Delano Roosevelt’s life and in the development of New Deal policies?

KEY VOCABULARY

polio, paralysis, disease, treatment, therapy, New Deal, Little White House, retreat, legacy, Civilian Conservation Corps (CCC), Rural Electrification Administration (REA), vaccine

MATERIALS

SOURCE: [GPB’s Warm Springs Virtual Field Trip](#)

THINK, PAIR, SHARE: discussion question(s)

REPORTER’S NOTEBOOK: graphic organizer (see appendix)

WORD, PHRASE, SENTENCE: teacher-printed reading excerpts

STEP IN, STEP OUT, STEP BACK: graphic organizer (see appendix)

HEADLINES: actual or mock headlines (teacher prepared)

ENGAGE

STRATEGY: Think, Pair, Share

Pose a question to the class like the one below, giving students a few minutes to think about their answers and a few minutes to share their thoughts with a classmate.

If the president of the United States visited a rural town [area in the countryside with a small population] in Georgia, what do you think they could learn from the residents that would help them do their job better and improve our country?

ENGAGE

RESOURCES (INTERVIEWS)

These interviews can be found in GPB's Georgia Studies Textbook, *Our State and Our Nation*.

- [Unit 7](#), Chapter 17: Boom and Bust ([accessible version](#))
 - Skill Activity: Using Interviews for Information

STRATEGY: Reporter's Notebook

This strategy has been adapted from [Harvard Project Zero](#).

1. Partner students into pairs and ask them to think about the Great Depression and list several ways that Georgians were impacted by this period of economic hardship.
2. Referring to pages 467 through 470 of the Georgia Studies Digital Textbook, Unit 7, Chapter 17 (also available in the appendix of this lesson plan), assign one of the three interviews to each pair of students. Challenge students to read the interviewee's responses and fill in the question they think the interviewer was asking.
3. Ask students to expand their understanding of the interview by speaking or writing about what stood out most from the account or how the account compares and contrasts with their own life experiences.
4. Print copies of the graphic organizer in the appendix or ask students to create their own by folding a sheet of paper in half to create two vertical columns. Have them label the left column as EVIDENCE and the right column as RATIONALE like the example below.

EVIDENCE A comment that stood out to me was ...	RATIONALE I think this is significant because ...

EXPLAIN

RESOURCE (VIDEO): [The New Deal](#)

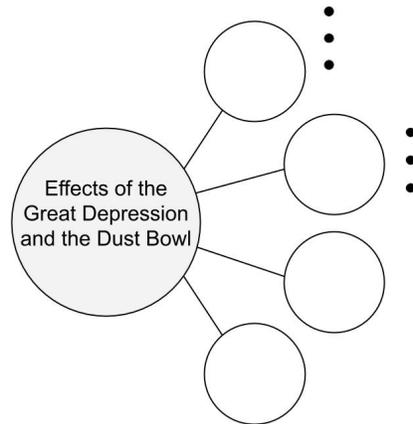
This video can be found in the [Warm Springs Virtual Field Trip](#).

- FDR Memorial Museum
- Watch

AND in GPB Education's [Memorializing Roosevelt and the New Deal](#) Google Arts and Culture exhibit.

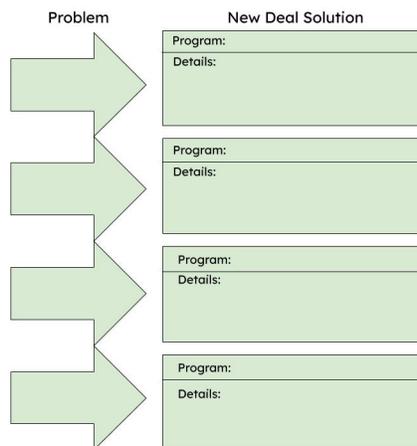
Show students the first minute of the video. Ask them to work with a partner and list several of the effects that the Great Depression had on America (e.g., job loss, hunger, the Dust Bowl).

Provide students with a graphic organizer or invite them to make their own like the one below and in the appendix.



Encourage students to elaborate on the effects they listed (the Great Migration, unemployment, economic collapse, hunger) by providing specific examples from reference materials (such as their textbook) or other cited sources.

After students have discussed the Great Depression, show the rest of the video and allow them to complete a follow-up graphic organizer like the one below and in the appendix.



Ask students to use their notes from the graphic organizer to explain why certain situations were problematic and whether or not these situations were solved by the New Deal. Students can use the interviews or images from the appendices as evidence.

EXPLAIN

STRATEGY: Word, Phrase, Sentence

This strategy has been adapted from [Harvard Project Zero](#).

1. Invite students to choose a meaningful word, phrase, and sentence from a selected primary source, then discuss their selections in pairs or groups and note common observations and themes.
2. Divide students into pairs or small groups and assign each group one of the following three excerpts from a speech that FDR gave at Barnesville, Georgia, in August 1938.

As students read and study the excerpts, have them:

- Circle any words they think are powerful.
- Underline a phrase they find engaging.
- Highlight a sentence they believe captures the core idea.

Fourteen years ago a democratic Yankee came to a neighboring county in your state in search of a pool of warm water wherein he might swim his way back to health. The place — Warm Springs — was a rather dilapidated small summer resort. His new neighbors extended to him the hand of genuine hospitality, welcomed him to their firesides, and made him feel so much at home that he built himself a house, bought himself a farm, and has been coming back ever since.

There was only one discordant note in that first stay of mine at Warm Springs: When the first-of-the-month bill came in for electric light for my little cottage, I found that the charge was 18 cents a kilowatt-hour — about four times as much as I paid in Hyde Park, New York. That started my long study of proper public-utility charges for electric current and the whole subject of getting electricity into farmhouses. So it can be said that a little cottage at Warm Springs, Georgia, was the birthplace of the Rural Electrification Administration.

... My intimate interest in all that concerns the South is, I believe, known to all of you; but this interest is far more than a sentimental attachment born or a considerable residence in your section and or close personal friendship for so many of your people. It proceeds even more from my feeling of responsibility toward the whole Nation. It is my conviction that the South presents right now the Nation's No. 1 economic problem — the Nation's problem, not merely the South's. For we have an economic unbalance in the Nation as a whole, due to this very condition of the South ...

3. Allow students to discuss their observations and thoughts within their pairs or small groups, then jigsaw or otherwise combine students into larger discussion groups so they can learn and think about all of the excerpts.

ELABORATE

RESOURCE (EXHIBIT)

This resource can be found in GPB Education's [Warm Springs: Therapeutic Relaxation and Rehabilitation](#) Google Arts and Culture exhibit.

STRATEGY: Step In, Step Out, Step Back

This strategy has been adapted from [Harvard Project Zero](#).

1. Engage students in looking at the exhibit and imagining they are a patient or family member seeking help from the Warm Springs Foundation. Tell them to specifically focus on the images and try to explore and interpret them in the context of sociocultural awareness and empathy.

As they think about the images, have them keep in mind the following prompts:

- **CHOOSE:** Identify a person or people in the situation you are examining.
- **STEP IN:** Given what you see and know, what do you think this person might feel, believe, think, or experience?
- **STEP OUT:** What other information do you need to learn to understand this person's perspective better?
- **STEP BACK:** Given your exploration of this perspective so far, what do you notice about your own perspective and how it compares or contrasts to this different one?

Print copies of the graphic organizer in the appendix or invite students to make their own like the one below.

STEP IN - STEP OUT - STEP BACK	
CHOOSE Who would you like to think and learn about?	
STEP IN What do you think this person might feel, believe, think, or experience?	
STEP OUT What other information do you need to understand this person's perspective better?	
STEP BACK What do you notice about your own perspective and how it compares or contrasts to this different one?	

2. Ask students to briefly summarize what they feel, see, or hear, especially imagining how their perspective might change when the president arrives at Warm Springs.
 - What do you find inspiring about the president?
 - What does it mean to you that FDR has the same condition affecting you or your family member and that he is experiencing the same therapy?
3. Now have them read a comment from a patient printed in *The Washington Post*:

I owe Roosevelt my life, my whole life [because] I got polio on my fifth birthday, but I was a very happy child. I owe that to him and this place. This was a place where you didn't feel sorry for yourself and no one felt sorry for you.

 - What impact do they think Warm Springs had on this patient?

ELABORATE

RESOURCE (AUDIO)

This audio can be found on the tenth slide of GPB Education's [Warm Springs: Therapeutic Relaxation and Rehabilitation](#) Google Arts and Culture exhibit.

RESOURCE (DOCUMENT): [Franklin D. Roosevelt Warm Springs, GA, Thanksgiving Day Address and Remarks, 1938](#)

This document can be found in the [Franklin D. Roosevelt Presidential Library and Museum National Archives](#).

Allow students to listen to this speech that President Roosevelt gave at Warm Springs on Thanksgiving Day in 1938. They can also follow along with a transcript.

Have students discuss with a partner how they think FDR's view of the South and the people of Georgia may have changed because of the time he spent at Warm Springs.

- BEFORE President Roosevelt came to Warm Springs, I think he believed ...
- AFTER President Roosevelt spent time in Warm Springs, I think he believed ...

ELABORATE

STRATEGY: Headlines

This strategy has been adapted from [Harvard Project Zero](#).

Engage students in using newspaper headlines as a vehicle for summing up and capturing the essence of an event, idea, concept, or topic.

Ask students to consider the impact that Warm Springs had on President Franklin Delano Roosevelt and his New Deal policies. Pair students together and instruct them to brainstorm potential newspaper article headlines about FDR's story of healing and how this personal experience influenced his presidency.

Teachers may want to provide headlines from historical or recent articles as examples. Students could also be invited to submit headlines for the class to evaluate.

Some examples might include:

- President Warms to the People of Warm Springs
- Rural Georgia Helps FDR Formulate New Deal Policies
- Georgia Citizens Give New Deal New Ideas
- President Heals in Georgia, Considers Medicine for America

Consider using these instructional resources about the characteristics of strong headlines and how to write them:

- National Public Radio. "How to write great headlines that keep readers engaged: 5 tips (and examples)." October 25, 2015.
<https://training.npr.org/2015/10/25/the-checklist-for-writing-good-headlines/>
- Grammarly. "How to Write a Catchy Headline in 1 Minute and 7 Seconds." September 15, 2014.
<https://www.grammarly.com/blog/how-to-write-a-catchy-headline-in-1-minute-and-7-seconds/>
- Merlin R. Mann. "Headlines." Accessed July 06, 2020.
http://www.columbia.edu/itc/journalism/isaacs/client_edit/Headlines.html

DIFFERENTIATION

RESOURCE (VIDEO): [Roosevelt's Little White House](#)

This video can be found in the [Warm Springs Virtual Field Trip](#).

- Little White House
 - Watch

AND in GPB Education's [Welcome to the Little White House](#) Google Arts and Culture exhibit.

For more advanced students, pair or group them into teams and instruct them to listen for numbers as they watch the Little White House video. They will write these numbers in a table, similar to the example below:

NUMBERS FROM VIDEO	SIGNIFICANCE OF NUMBERS
<ul style="list-style-type: none"> • 1924 • 3 • 1932 • 7 • 4 • 1932 • 1933 • 4 • 12 • 4 • 12th, 1945 	

After students have recorded their numbers in the left column, have them watch the video again but this time write what the numbers represent in the right column. It should look something like this:

NUMBERS FROM VIDEO	SIGNIFICANCE OF NUMBERS
<ul style="list-style-type: none"> • 1924 • 3 • 1932 • 7 • 4 • 1932 • 1933 • 4 • 12 • 4 • 12th, 1945 	<ul style="list-style-type: none"> • year FDR first came to Warm Springs • years he had polio before coming to Warm Springs • year he bought a house in Warm Springs • number of years he served as governor of New York • year he was elected president • year he was inaugurated president • number of times he was elected president • number of years he served as president • term during which he died • day he died • year he died

DIFFERENTIATION

CHOICE AND VOICE

1. You are visiting Warm Springs in 1936. Create a digital or hand-drawn postcard that shares:
 - An important fact about Warm Springs.
 - A descriptive sentence about why Warm Springs is a great place to visit.
 - Images (at least two) that convey the setting of Warm Springs.

SENTENCE STARTERS:

- Warm Springs is an important Georgia landmark because ...
- Warm Springs is a great place to visit because ...

OR

2. Develop a short timeline (digital or on paper) that details three important events during FDR's time in Warm Springs. Be sure to include dates and pictures, as well as a sentence that describes each event.

SCAFFOLDING:

- What events took place during FDR's time in the Little White House?
- What could you talk about?
- Think about the Great Depression, the New Deal (REA), World War II, and other important events that took place while the president was there.

For more advanced students, ask them to consider the graphic organizer about New Deal solutions. Have them use evidence from images and interviews to explain why Governor Eugene Talmadge of Georgia was opposed to these programs.

ADDITIONAL RESOURCES

- [GPB Warm Springs VFT User Guide](#)
- [DOE GA Studies Teacher Notes](#)
- [DOE 5th Grade SS Teacher Notes \(Great Depression, New Deal\)](#)
- [Centers for Disease Control and Prevention: What Is Polio?](#)
- [New Georgia Encyclopedia: Franklin D. Roosevelt in Georgia](#)
- [New Georgia Encyclopedia: Warm Springs](#)
- [New Georgia Encyclopedia: Roosevelt Warm Springs Institute for Rehabilitation](#)

REPORTER'S NOTEBOOK

Challenge students to read the interviewee's responses and fill in the question they think the interviewer was asking.

INTERVIEW 1: EMORY HURT REMEMBERS THE 1920S

Interviewer:

EH: My daddy was a school teacher. Didn't have money — that was one of the poorest paying jobs I know of. He worked for \$35-40 a month. Taught 10 grades in school. One or two months out of the year sometimes, the trustees didn't have the money to pay him.

Interviewer:

EH: Well, somebody played the fiddle, somebody played the banjo, somebody played the guitar, and just moved everything out of one big room — we loved to go to a dance. We had a good time — and maybe somebody'd have a cake, parched peanuts, somebody'd have a good bunch of apples, and have a good time.

Interviewer:

EH: Times were hard, wasn't any money. We had a period [1916–1921] when cotton went way up, you know. That was where it broke so many people that had money and big farms, that were holding it [cotton] for the 50-cent margin. The bankers told 'em to hold it, "it was going there." And, it never went there. I sold my little bit I made, . . . and I come out all right doing that.

Interviewer:

EH: But the others held theirs when they could have got 30–40 cents. They were holding for 50 cents — and some of 'em finally took 6 cents and 8 cents. Lot of 'em lost their farms.

Interviewer:

EH: Hard, sho' nuff, hard. The boll weevil hit 'em then, hit along in 1921.

Interviewer:

EH: The dry years got us in 1925 — that's when I thought I had a nice crop. But it didn't rain on it from the time it come up to the time I gathered the first bale of cotton and ginned it — and that's all I made.

Interviewer:

EH: So, I lit out for Florida the next day to try to make a livin' and pay my debts, too. I was willing to work. I couldn't find work here, an' everybody said, "go to Florida, there's a gold mine in the sky down there." It wasn't quite that way, but I found a job anyway.

Interviewer:

EH: Put my shirt and britches in an old Dodge car I had and four other men went with me. We all went down there and got jobs.

Interviewer:

EH: Stayed 20 years, met my wife, raised my family — and then, I decided to come back here. Many people left. Yes, sir — just as fast as they could get the money to leave. Some of 'em in my town went to Gary, Indiana, to work in the steel factories up there. There was boys leavin' every which way.

INTERVIEW 2: SIDNEY THURMOND REMEMBERS THE DEPRESSION

Interviewer:

ST: I worked in a grocery store and ran a corn mill.

Interviewer:

ST: I believe I worked for 50 cents a day, and a lot of people worked for 35. You'd work all week for \$3.

Interviewer:

ST: At that time, people in the country had their own cows and corn. You could go out in the country and find something to eat. Course you didn't find steak and pork chops, but you found something to eat.

Interviewer:

ST: I tell you the truth. For black people it was hard all the way through. Black people didn't have something to give up, 'cause they didn't have nuthin' to start with. A day's work, that's all they had. Nobody got no checks, nobody got no handouts or nuthin'!

INTERVIEW 2: SIDNEY THURMOND REMEMBERS THE DEPRESSION

Interviewer:

ST: During the last Hoover days, they would ship carloads of flour to each county and they would give that. That's the first I knew of a handout. But you didn't find nobody robbin' nobody and they didn't bother nobody. I don't remember anybody robbin' or breakin' in. People didn't harm you. They'd come by and beg you for something. You give it to 'em and they'd take it and go on. If you didn't they'd just go on down the road.

Interviewer:

ST: No, it wasn't like it is today. Gas was 15–16 cents a gallon, [but] a lot of people just parked their cars. Had no money. Had to get mules and horses and buggies again. I seen a lot of big men park their car and went to drivin' a horse. People had to change.

Interviewer:

ST: People worked for anything — clothes, bread, food. I know a lot of women worked all day and bring home some old suit of clothes they didn't want. What they had left over from dinner, or some milk and butter — that's all she'd get. They didn't have nuthin' to pay 'em with.

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Interviewer:

ST: My family didn't feel the depression. We saw it, but we were lucky. I always had a job. I could buy a heap with the little money I was making.

INTERVIEW 3: DORSEY CROWE REMEMBERS THE DEPRESSION

Interviewer:

DC: That's what we called "Hoover days" because he was president and everybody had to blame somebody for the hard times. So, they blamed Hoover. I think it would a been a depression regardless of who was president.

Interviewer:

DC: We had old Ford automobiles, weren't able to buy gas for 'em. We'd taken the motors out, taken the body off and made a wagon out of the frame and pulled it with the horses and mules.

Interviewer:

DC: With them ball bearings, it pulled real easy. We called them "Hoover buggies."

Interviewer:

DC: Every little town around here had a bank — was one at Statham, Bogart, Eastville, and Watkinsville.

Interviewer:

DC: When they went broke, the people lost their money. A few of the banks paid 'em maybe 10 percent or something like that. It was a great loss. For years after that, country people would hide their money — instead of puttin' it in a bank. They were afraid it would go broke again. They put it in jars and buried it around their homes.

INTERVIEW 3: DORSEY CROWE REMEMBERS THE DEPRESSION

Interviewer:

DC: I was around 15 years old then.

Interviewer:

DC: We'd pick a sack of cotton every morning before we'd go to school and when we'd get in from school, we'd go to pickin' cotton. We were out there by daylight — and then pick until dark.

Interviewer:

DC: Cotton back then, at one time, got down to 5 and 6 cents a pound, [but] cotton was the money crop, only way to make a livin'.

Interviewer:

DC: Daddy also had a store, built it in '24. I guess we was better off than the average person 'cause of the store he run. People would bring eggs to the store and he'd pay 'em. Every Saturday, he'd go to town [Athens] and take those eggs and sell 'em to a store. Then he'd buy groceries from the store at wholesale price to bring back to his store.

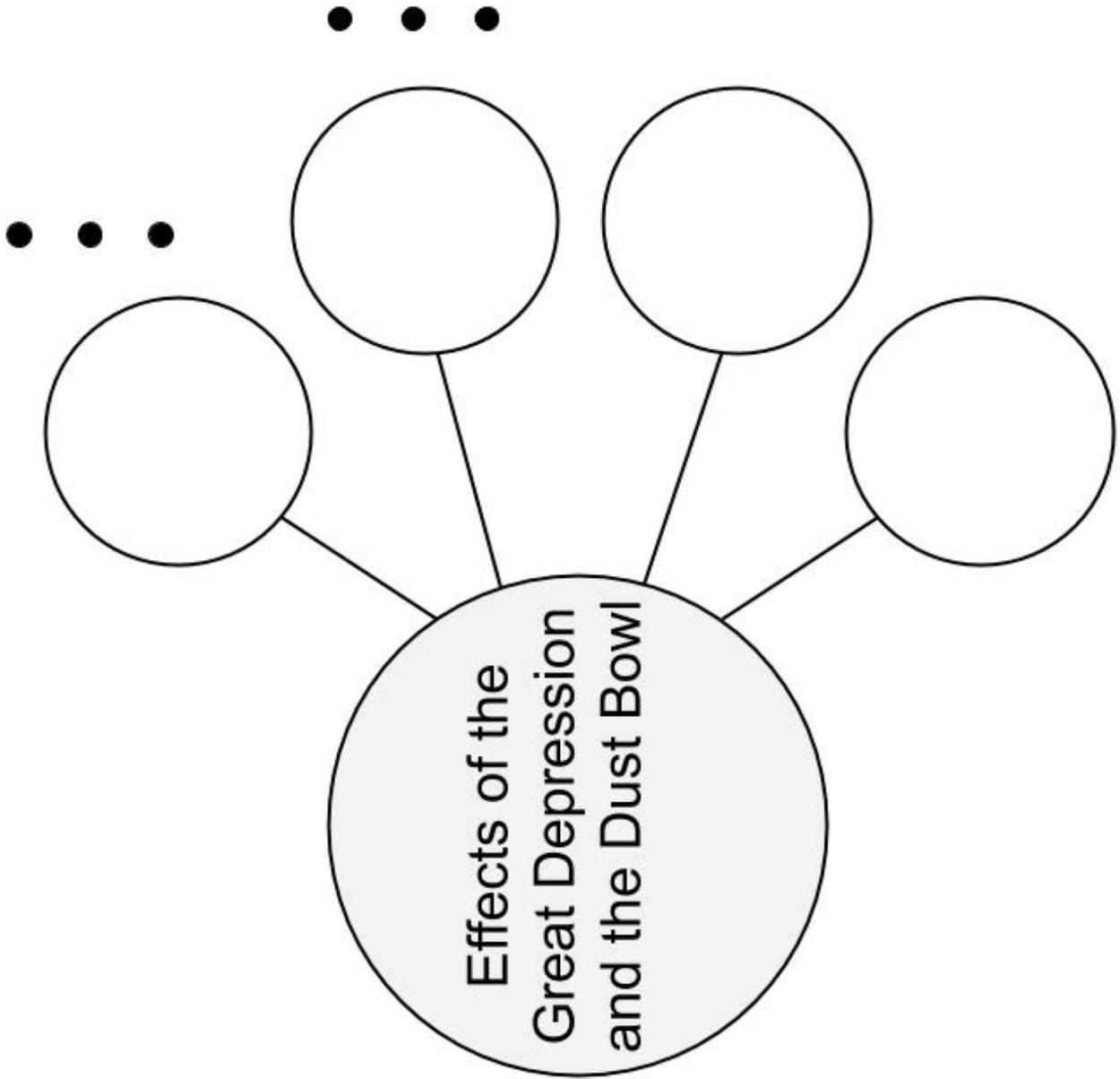
Interviewer:

DC: He had to give a lot of credit until fall when people sold their cotton. Back then people would pay you — they paid off their debts.

NAME: _____

<p>EVIDENCE</p> <p>A comment that stood out to me was ...</p>	<p>RATIONALE</p> <p>I think this is significant because ...</p>

NAME: _____

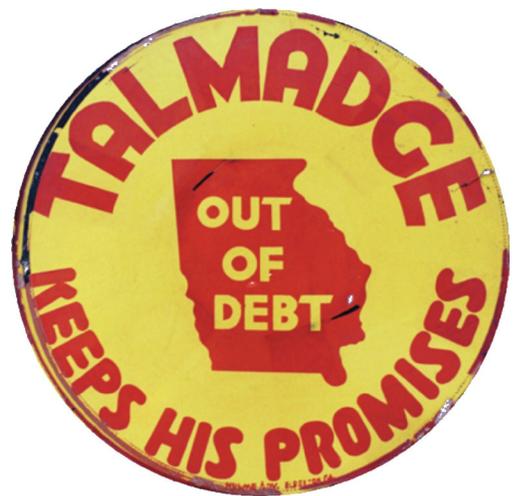


NAME: _____

STEP IN - STEP OUT - STEP BACK	
<p>CHOOSE</p> <p>Who would you like to think and learn about?</p>	
<p>STEP IN</p> <p>What do you think this person might feel, believe, know, or experience?</p>	
<p>STEP OUT</p> <p>What other information do you need to understand this person's perspective better?</p>	
<p>STEP BACK</p> <p>What do you notice about your own perspective and how it compares or contrasts to this different one?</p>	



Poverty in Atlanta, 1936. Eight families lived in this house.



Eugene Talmadge Campaign Button



Grocery Store Near White Plains, Georgia



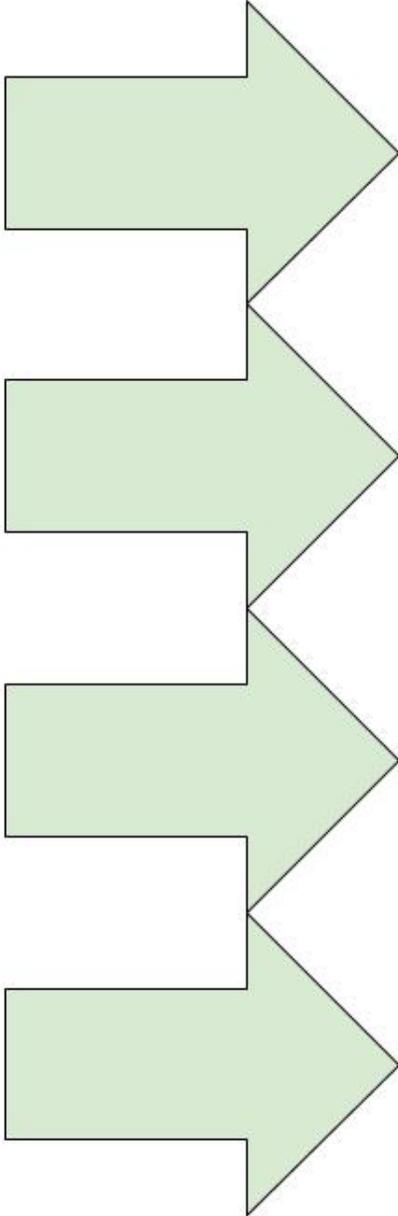
WPA Road Crew in Bibb County, Georgia, 1936



President Roosevelt Meets Georgia Farmers

NAME: _____

Problem



New Deal Solution

Program:
Details:

Program:
Details:

Program:
Details:

Program:
Details:

Franklin Roosevelt 1938 Barnesville Speech Analysis

As students read and study the excerpts, have them:

- circle any **words** that they think are powerful
- underline a **phrase** that they find engaging
- highlight a **sentence** that they believe captures the core idea

PART 1

Fourteen years ago a democratic Yankee came to a neighboring county in your state in search of a pool of warm water wherein he might swim his way back to health. The place — Warm Springs — was a rather dilapidated small summer resort. His new neighbors extended to him the hand of genuine hospitality, welcomed him to their firesides, and made him feel so much at home that he built himself a house, bought himself a farm, and has been coming back ever since.

PART 2

There was only one discordant note in that first stay of mine at Warm Springs: When the first-of-the-month bill came in for electric light for my little cottage, I found that the charge was 18 cents a kilowatt-hour — about four times as much as I paid in Hyde Park, New York. That started my long study of proper public-utility charges for electric current and the whole subject of getting electricity into farmhouses. So it can be said that a little cottage at Warm Springs, Georgia, was the birthplace of the Rural Electrification Administration.

PART 3

... My intimate interest in all that concerns the South is, I believe, known to all of you; but this interest is far more than a sentimental attachment born of a considerable residence in your section and of close personal friendship for so many of your people. It proceeds even more from my feeling of responsibility toward the whole Nation. It is my conviction that the South presents right now the Nation's No. 1 economic problem — the Nation's problem, not merely the South's. For we have an economic unbalance in the Nation as a whole, due to this very condition of the South ...