

**WGU Capstone Proposal Template:**

**Master of Science, Curriculum and Instruction**

Using Collaborative Learning Strategies to Strengthen Source Analysis

Jessica Motta

[Date of Submission Here]

## Using Collaborative Learning Strategies to Strengthen Source Analysis

### **Research Type**

I have chosen an action research project that involves implementing an instructional intervention. I will implement structured Collaborative Learning strategies in an 11th-grade US history class and measure its impact on the students' abilities to analyze primary and secondary sources.

### **Research Topic**

The topic of collaborative learning strategies to strengthen source analysis in U.S. History perfectly ties in with the field of curriculum instruction. Educators design and implement best practices that help improve student achievement and engagement, especially in curriculum and instruction. One of the biggest challenges in secondary education is making sure students are prepared to analyze primary and secondary sources in a way that they can meet state standards. By researching the impact of structured Collaborative Learning, I will contribute to effective classroom instruction by addressing students' academic and literacy gaps when working with historical documents.

One reason this topic is essential to the field of curriculum and instruction is its potential to further improve students' comprehension and reasoning skills. Research shows collaborative learning fosters more profound understanding and higher-order thinking because students must explain, question, and justify their ideas when working together (Laal & Ghodsi, 2012). Another reason this topic is important is the role of teacher structure when it comes to facilitating effective collaboration. The teacher must provide clear protocols and support so that collaborative discussions can remain focused and not superficial. Gillies (2019) demonstrated that teacher facilitation is essential for keeping group work academically productive and meaningful. This research will provide insight into how collaborative learning impacts source analysis and offer instructional practices supporting curriculum design in a history classroom setting. This study will also develop a collaborative instructional guide teachers can use to help strengthen students' historical thinking and source analysis skills.

### **Problem Statement**

The problem is that 11th-grade US History students struggle to analyze primary and secondary sources at the level required by state standards, impacting their ability to demonstrate critical thinking or respond effectively to document-based questions and construct evidence-based arguments. Students who cannot identify bias or distinguish fact from opinion fall short of key historical thinking skills. The cause of this problem is the students' limited prior exposure to structured source analysis strategies and the lack of consistent opportunities for guided collaboration in their classrooms.

The inability to analyze historical sources affects students' academic growth, literacy development, and preparation for college or a career. When students lack these skills, they often

struggle on standardized assessments and document-based questions. These require strong evidence-based reasoning for them to be successful. Research shows that historical thinking skills do not come about independently but must be intentionally taught and reinforced through well-designed instruction (Wilke, 2023). Many classrooms do not provide students with enough scaffolded opportunities to practice these skills; as a result, this leaves significant gaps in their comprehension and critical thinking skills.

Another root cause is that collaboration in the classroom often lacks structure, which leads to surface-level discussions easily drifting off task. Gillies (2019) highlights that when teachers provide clear guidance and use structured questioning, group work is far more likely to stay focused and result in meaningful and academically productive discussions. Without having this guidance, students may engage in peer discussions without fully developing historical reasoning skills. Addressing this problem through structured Collaborative Learning will allow students to practice source analysis meaningfully while enhancing engagement, comprehension, and critical thinking.

### **Research Product**

The product for this capstone will be a collaborative instructional unit designed to strengthen source analysis skills and 11th-grade U.S. history. The unit will include six instructional hours spread across 2 weeks. Students will engage in structured Collaborative Learning activities that focus on analyzing primary and secondary sources while guided by clear teacher facilitation and questioning.

The unit will begin with a pre-assessment DBQ where students complete a baseline task scored with a rubric aligned to state standards. In the following session, students will participate in collaborative document analysis activities using the SCIM-C model (Summarize, contextualize, infer, monitor, and corroborate). These activities will require students to work in groups, share their reasoning, and practice citing evidence from texts. Students will then participate in structured debates and peer dialogues where they must use evidence from different documents to support their claims. Sentence frames and structured prompts will guide these sessions to ensure discussions stay focused and academically productive.

The unit will conclude with a post-assessment DBQ to measure growth and source analysis skills, and a student reflection activity where learners evaluate their participation and collaboration. Any survey used will not be used as quantitative data but instead as feedback to the teacher, allowing instructional adjustments to better meet students' needs during implementation of the collaborative learning strategies. Teacher reflection notes will also be collected to capture engagement and observations of group dynamics.

The instructional unit directly aligns with the identified problem of students struggling to analyze primary and secondary sources compared to what is required by state standards. The unit addresses the root cause of insufficient scaffolding and unstructured group work by embedding structured collaborative strategies into source analysis lessons. The product will make a difference in the classroom by increasing student learning and providing teachers with a clear model to follow. Students will improve their comprehension, reasoning, and historical thinking skills, leading to stronger performance on DBQs and standardized assessments. Teachers will gain a practical model for using structured collaboration to close literacy and critical thinking

gaps in history classrooms—this unit can potentially enhance student achievement and instructional practices within the field of curriculum and instruction.

### **Participants or Stakeholders**

The primary participants in this Capstone project will be approximately 20 to 25 11th-grade students enrolled in a US History class at Union High School. These student will engage in the instructional unit by completing the pre- and post-assessment DBQ, participating in collaborative learning activities, and reflecting on their experience. The grade level of the participants is 11th grade, which is significant because this is the level where students are expected to demonstrate proficiency in analyzing primary and secondary sources to meet state standards. The two characteristics of the participants relevant to the problem are that students entering US History have varying literacy levels and historical thinking skills, which impact their ability to evaluate sources effectively. Students come from many different cultural and educational backgrounds, which influences their collaboration and document-based tasks. The stakeholders in the study also include the classroom teacher and the researcher (myself, a classroom teacher of 9 years), other social studies teachers, and administrators who are invested in improving literacy and historical thinking outcomes. The researcher will design and implement the collaborative instructional unit, facilitate classroom activities, and collect and analyze data. The researcher has a direct instructional relationship with the student participants as their classroom teacher and a professional collaborative relationship with colleagues and administrators who may benefit from the study's outcomes.

### **Research Question(s)**

How will implementing structured collaborative learning strategies impact 11th-grade students' ability to analyze primary and secondary sources in a U.S. History II classroom?

### **Data Collection Method(s) and Instrument(s)**

I plan to use pre- and post-assessment DBQs as my primary data collection method. Students will complete one DBQ at the beginning of the unit and another at the end. Both will be scored with a rubric aligned to New Jersey student learning standards. The rubric will evaluate categories such as claim development, use of evidence, analysis of perspective or bias, and reasoning on a scale of one to four.

This method aligns with my research question because the DBQ rubric scores will provide direct, measurable evidence of whether structured collaborative learning strategies impacted students' abilities to analyze primary and secondary sources. By comparing the results of pre-assessment with the post-assessment, I will be able to determine if there was growth in students' historical thinking skills.

The assessment will be collected over 3 weeks. The pre-assessment DBQ will be given in the first week, followed by 2 weeks of collaborative learning activities where students engage in structured document analysis, debates, and peer discussion. At the end of the third week, students will complete the post-assessment DBQ. Results will be analyzed immediately after the post assessment to determine changes in student performance.

### **Method(s) and Instrument(s) Alignment to Research Question(s)**

Pre and post-assessment DBQs are directly aligned to the research question as they measure changes in the students' performance on source analysis.

### **Timeline of Data Collection Activities**

Week One: Administer pre-assessment DBQ and score with rubric. Begin collaborative instructional unit.

Week Two: Continuing the instructional unit by incorporating collaborative source analysis, debates, and peer dialogue.

Week Three: Administer post-assessment DBQ and score using the rubric. Begin analysis.

### **Barriers to Data Collection**

A barrier I may encounter for my proposed Capstone research is that some students may not fully engage or take the pre-assessment seriously, affecting the accuracy of baseline scores. If students do not take the first DBQ seriously, it may not truly measure their initial ability to analyze sources. Another barrier to data collection may be time constraints within the curriculum and schedule. Since pacing requirements must be met, it is difficult to dedicate the full amount of time to collaborative activities without adjusting other lessons or accounting for unexpected schedule changes such as assemblies or testing. A final barrier could be inconsistency and rubric scoring. Because DBQ assessments require judgment and evaluating writing responses, there's always the possibility of variation in scoring. To address this, I will use a detailed rubric with clearly defined descriptors to ensure reliability and consistency when analyzing student work.

### **Data Analysis Technique(s)**



For my data analysis technique, I plan to use descriptive statistics to evaluate the pre- and post-assessment DBQ rubric scores. This is appropriate because the rubric produces numerical data across categories such as claim development, evidence use, analysis of perspective or bias, and reasoning. I will calculate the mean scores for the class in each category, compare pre- and post-test results, and determine the percentage change to identify growth in student performance.

Using descriptive statistics will allow me to observe patterns and Trends in how students' source analysis skills developed during the instructional intervention. For example, I will be able to see whether students improved more in citing evidence versus analyzing perspective, or whether overall rubric scores increased from the baseline. Presenting this data in a table or bar graph will help visualize areas of growth across the class.

This analysis ties directly to the research question because it evaluates whether structured collaborative learning strategies truly made a difference in how students' analyze primary and secondary sources. By comparing pre- and post-assessment scores, I will be able to see if the intervention led to measurable improvement in historical thinking skills and if the intervention had a meaningful impact.

## **References**

Gillies, R. M. (2019). Promoting academically productive student dialogue during collaborative learning. *International Journal of Educational Research*, 97, 200, 209.

<https://www.sciencedirect.com/science/article/pii/S0883035519302794?via%3Dihub>

Laal, M., & Ghodsi, S. M. (2012). Benefits of collaborative learning. *Procedia - Social and Behavioral Sciences*, 31, 486-490.

<https://www.sciencedirect.com/science/article/pii/S1877042811030205?via%3Dihub>

Wilke, M. (2023). Fostering secondary students' historical thinking: Insights for instructional design through cognitive apprenticeship. *Frontiers in Education*, 8, 112–126.

<https://pmc.ncbi.nlm.nih.gov/articles/PMC9970131/>

## **Appendix A**

*Include a copy of each data collection instrument that will be used.*

### **Pre-Assessment Form**

## Section 1 of 6

## Pre Assessment



This assessment is designed to measure your ability to analyze primary and secondary sources. Please read each source carefully, answer the questions, and then complete the essay at the end. Your responses will help track your growth in historical thinking skills.

The stock market crash of 1929 triggered the Great Depression, the worst economic crisis in U.S. history. Banks failed, businesses closed, and unemployment rose to nearly 25 percent. Families across the country faced hunger, homelessness, and poverty. In 1933, Franklin D. Roosevelt became president and launched the "New Deal," a series of government programs and reforms aimed at providing relief, creating jobs, and stabilizing the economy. Supporters argued the New Deal restored hope and provided necessary assistance, while critics claimed it gave the federal government too much power or failed to end the Depression.

**Task Prompt:** Was the New Deal effective in addressing the problems of the Great Depression?

Complete each section and answer the following questions. You will receive a paper packet of the documents you will be analyzing labeled accordingly. Please refer to the rubric when answering your questions.

This form is automatically collecting emails from all respondents. [Change settings](#)

After section 1 Continue to next section

## Section 2 of 6

FDR's First Inaugural Address (1933)



Description (optional)

**Summarize** – What is the main idea of this document? \*

Short answer text

**Contextualize** – When was this source created, and what problem is FDR addressing? \*



Search



**Monitor** – What potential bias might this source have? \*

- ☐ Political
- ☐ Economic
- ☐ Social
- ☐ Cultural
- ☐ None

**Corroborate** – How does this source connect with or challenge another document? \*

Short answer text

After section 2 Continue to next section

Section 3 of 6

Migrant Mother Photograph (Dorothea Lange, 1936)



Description (optional)

**Summarize** – What is happening in this photograph? Describe what you see. \*

Short answer text

**Contextualize** – When and why was this photograph taken? \*

Short answer text



Section 4 of 6

Document 3 – Huey Long’s “Share Our Wealth” Speech (1934)



Description (optional)

**Summarize** – What is the main idea of this document? \*

Short answer text

**Contextualize** – When was this source created, and what problem is Huey Long addressing? \*

Short answer text

**Infer** – What claim or perspective is the author expressing about the New Deal? \*

☐ Option 1

**Monitor** – What potential bias might this source have? \*

- ☐ Political
- ☐ Economic
- ☐ Social
- ☐ Cultural
- ☐ None

**Corroborate** – How does this cartoon’s perspective connect with or challenge the messages from FDR’s speech (Doc 1) or Huey Long’s speech (Doc 3)? \*

Short answer text

After section 5 Continue to next section

Section 6 of 6

Essay

**Was the New Deal effective in addressing the problems of the Great Depression?**

Use evidence from the documents and your own knowledge of U.S. History to support your claim.

-Write a clear **thesis** that answers the prompt.

-Use evidence from **at least 3 of the 4 documents**; cite them as (Doc 1), (Doc 2), (Doc 3), (Doc 4)

-Explain **how** each piece of evidence supports your claim.

-Address **perspective/bias** from at least **one** source (author’s purpose, audience, point of view).

-Include **reasoning** that connects your evidence to your thesis (because/therefore/so what).

-Aim for **2–4 well-developed paragraphs** (about 200–350 words).

-Write in your **own words**. Proofread before submitting.

**Was the New Deal effective in addressing the problems of the Great Depression?**

Long answer text



Paragraph



Required



## **Post-Assessment Form**



Section 1 of 6

## Post Assessment

This assessment is designed to measure your ability to analyze primary and secondary sources. Please read each source carefully, answer the questions, and then complete the essay at the end. Your responses will help track your growth in historical thinking skills.

By the early 1940s, the United States was emerging from the Great Depression but still faced high unemployment and social challenges. The attack on Pearl Harbor in 1941 drew the U.S. into World War II, and the federal government mobilized the economy on a massive scale. Factories shifted to producing military supplies, millions of men enlisted in the armed forces, and women and minorities entered the workforce in new roles. Mobilization provided jobs and boosted production, but it also exposed inequalities in American society. Some groups experienced new opportunities, while others faced continued discrimination.

**Task Prompt:** Was U.S. mobilization for World War II effective in addressing America's economic and social challenges?

Complete each section and answer the following questions. You will receive a paper packet of the documents you will be analyzing labeled accordingly. Please refer to the rubric when answering your questions.

This form is automatically collecting emails from all respondents. [Change settings](#)

After section 1 Continue to next section

Section 2 of 6

FDR's First Inaugural Address (1933)

Description (optional)

**Summarize** – What is the main idea of this speech excerpt? \*

Short answer text

**Contextualize** – When was this speech delivered, and what challenges was the U.S. preparing \*

Short answer text



**Contextualize** – When was this speech delivered, and what challenges was the U.S. preparing to face? \*

Short answer text

**Infer** – What claim or perspective is FDR expressing about mobilization? \*

Short answer text

**Monitor** – What potential bias might this source have? \*

- ☐ Political
- ☐ Economic
- ☐ Social
- ☐ Cultural
- ☐ None

**Corroborate** – How does this message compare with the perspectives in the other documents? \*

Short answer text



## Section 3 of 6

Document 2 – Photograph: "Rosie the Riveter" at Work (1942)



Description (optional)

**Summarize** – What is happening in this photograph? \*

Short answer text

**Contextualize** – When was this taken, and what does it reveal about wartime America? \*

Short answer text

**Infer** – What perspective does this photo suggest about the role of women in WWII? \*

Short answer text

**Monitor** – What potential bias might this source have? \*

- ☐ Political
- ☐ Economic
- ☐ Social
- ☐ Cultural
- ☐ None



**Corroborate** – How does this photo support or challenge the written and visual sources? \*

Short answer text

After section 3 Continue to next section

Section 4 of 6

Document 3: Executive Order 8802 (1941) – FEPC



Description (optional)

**Summarize** – What does EO 8802 require or prohibit? \*

Short answer text

**Contextualize** – Why was this order issued in 1941? What was happening on the home front? \*

Short answer text

**Infer** – What claim/perspective about equality and mobilization does this document express? \*

Short answer text

**Monitor** – What potential bias might this source have? \*

1

- ☐ Economic
- ☐ Social
- ☐ Cultural
- ☐ None



**Corroborate** – How does this visual source reinforce or differ from the photo in Document 2? \*

Short answer text

After section 5 Continue to next section

#### Section 6 of 6

Essay



**Was U.S. mobilization for World War II effective in addressing America's economic and social challenges?**

Use evidence from the documents and your own knowledge of U.S. History to support your claim.

- Write a clear **thesis** that answers the prompt.
- Use evidence from **at least 3 of the 4 documents**; cite them as **(Doc 1), (Doc 2), (Doc 3), (Doc 4)**
- Explain **how** each piece of evidence supports your claim.
- Address **perspective/bias** from at least **one** source (author's purpose, audience, point of view).
- Include **reasoning** that connects your evidence to your thesis (because/therefore/so what).
- Aim for **2–4 well-developed paragraphs** (about 200–350 words).
- Write in your **own words**. Proofread before submitting.

**Was U.S. mobilization for World War II effective in addressing America's economic and social challenges?** \*

Long answer text

## **Pre Assessment Documents**

### **Document 1**

#### **First Inaugural Address of Franklin D. Roosevelt**

**SATURDAY, MARCH 4, 1933**

I am sure that my fellow Americans expect that on my induction into the presidency, I will address them with candor and make a decision that the present situation of our nation impels. This is preeminently the time to speak the truth, the whole truth, frankly and boldly. Nor do we need to shrink from honestly facing conditions in our country today. This great Nation will endure as it has endured, revive, and prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself--nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. In every dark hour of our national life, a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. I am convinced that you will again give that support to leadership in these critical days.

In such a spirit on my part and on your part, as we face our common difficulties, they are concerned, thank God, only with material things. Values have shrunken to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds is faced by serious curtailment of income; the means of exchange are frozen in the currents of trade; the withered leaves of industrial enterprise lie on every side; farmers find no markets for their produce; the savings of many years in thousands of families are gone.

More importantly, a host of unemployed citizens face the grim problem of existence, and an equally great number toil with little return. Only a foolish optimist can deny the dark realities of the moment.

Yet our distress comes from no failure in the substance. We are stricken by no plague of locusts. Compared with the perils that our forefathers conquered because they believed and were not afraid, we still have much to be thankful for. Nature still offers her bounty, and human efforts have multiplied it. Plenty is at our doorstep, but a generous use of it languishes in the very sight of the supply. Primarily, this is because the rulers of the exchange of mankind's goods have failed, through their own stubbornness and their own incompetence, have admitted their failure, and abdicated. Practices of the unscrupulous money changers stand indicted in the court of public opinion, rejected by the hearts and minds of men.

True, they have tried, but their efforts have been cast in the pattern of an outworn tradition. Faced with the failure of credit, they have proposed only lending more money. Stripped of the lure of profit by which to induce our people to follow their false leadership, they have resorted to exhortations, pleading tearfully for restored confidence. They know only the rules of a generation of self-seekers. They have no vision, and when there is no vision, the people perish.

The money changers have fled from their high seats in the temple of our civilization. We may now restore that temple to the ancient truths. The measure of the restoration lies in the extent to which we apply social values more noble than mere monetary profit.

Happiness lies not in the mere possession of money; it lies in the joy of achievement, in the thrill of creative effort. The joy and moral stimulation of work no longer must be forgotten in the mad chase of evanescent profits. These dark days will be worth all they cost us if they teach us that our true destiny is not to be ministered unto but to minister to ourselves and to our fellow men.

Recognition of the falsity of material wealth as the standard of success goes hand in hand with the abandonment of the false belief that public office and high political position are to be valued only by the standards of pride of place and personal profit; and there must be an end to a conduct in banking and in business which too often has given to a sacred trust the likeness of callous and selfish wrongdoing. Small wonder that confidence languishes, for it thrives only on honesty, on honor, on the sacredness of obligations, on faithful protection, on unselfish performance; without them it cannot live.

Restoration calls, however, are not for changes in ethics alone. This nation asks for action, and action is now taking place.

Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources.

Hand in hand with this, we must frankly recognize the overbalance of population in our industrial centers and, by engaging on a national scale in a redistribution, endeavor to provide a better use of the land for those best fitted for the land. The task can be helped by definite efforts to raise the value of agricultural products, and with this, the power to purchase the output of our cities. It can be helped by preventing the tragedy of growing loss through the foreclosure of our small homes and farms. It can be helped by insistence that the Federal, State, and local governments act forthwith on the demand that their cost be drastically reduced. It can be helped by the unifying of relief activities, which today are often scattered, uneconomical, and unequal. It can be helped by national planning for and supervision of all forms of transportation, communications, and other utilities that definitely have a public character. There are many ways in which it can be helped, but it can never be helped merely by talking about it. We must act and act quickly.

Finally, in our progress toward a resumption of work, we require two safeguards against a return of the evils of the old order; there must be a strict supervision of all banking and credits and investments; there must be an end to speculation with other people's money, and there must be provision for an adequate but sound currency.

There are the lines of attack. I shall presently urge upon a new Congress in special session detailed measures for their fulfillment, and I shall seek the immediate assistance of the several States.



Through this program of action, we address ourselves to putting our own national house in order and making our income balance go. Our international trade relations, though vastly important, are in point of time and necessity secondary to the establishment of a sound national economy. I favor, as a practical policy, putting first things first. I shall spare no effort to restore world trade by international economic readjustment, but the emergency at home cannot wait on that accomplishment.

The basic thought that guides these specific means of national recovery is not narrowly nationalistic. It is the insistence, as a first consideration, upon the interdependence of the various elements in all parts of the United States--a recognition of the old and permanently important manifestation of the American spirit of the pioneer. It is the way to recovery. It is the immediate way. It is the strongest assurance that the recovery will endure.

In the field of world policy, I would dedicate this Nation to the policy of the good neighbor--the neighbor who resolutely respects himself and, because he does so, respects the rights of others--the neighbor who respects his obligations and respects the sanctity of his agreements in and with a world of neighbors.

If I read the temper of our people correctly, we now realize as we have never realized before our interdependence on each other; that we can not merely take but we must give as well; that if we are to go forward, we must move as a trained and loyal army willing to sacrifice for the good of a common discipline, because without such discipline no progress is made, no leadership becomes effective. We are, I know, ready and willing to submit our lives and property to such discipline because it makes possible a leadership that aims at a larger good. This I propose to offer, pledging that the larger purposes will bind upon us all as a sacred obligation with a unity of duty hitherto evoked only in time of armed strife.

With this pledge taken, I assume unhesitatingly the leadership of this great army of our people dedicated to a disciplined attack upon our common problems.

Action in this image and to this end is feasible under the form of government which we have inherited from our ancestors. Our Constitution is so simple and practical that it is possible always to meet extraordinary needs by changes in emphasis and arrangement without loss of essential form. That is why our constitutional system has proved itself the most superbly enduring political mechanism the modern world has produced. It has met every stress of vast expansion of territory, of foreign wars, of bitter internal strife, and of world relations.

It is hoped that the normal balance of executive and legislative authority may be wholly adequate to meet the unprecedented task before us. But it may be that an unprecedented demand and need for undelayed action may call for a temporary departure from that normal balance of public procedure.

I am prepared under my constitutional duty to recommend the measures that a stricken nation in the midst of a stricken world may require. These measures, or such other measures as the Congress may build out of its experience and wisdom, I shall seek, within my constitutional authority, to bring to speedy adoption.

But in the event that Congress shall fail to take one of these two courses, and in the event that the national emergency is still critical, I shall not evade the clear course of duty that will then confront me. I shall ask the Congress for the one remaining instrument to meet the crisis—broad Executive power to wage a war against the emergency, as great as the power that would be given to me if we were in fact invaded by a foreign foe.

For the trust reposed in me, I will return the courage and the devotion that befit the time. I can do no less.

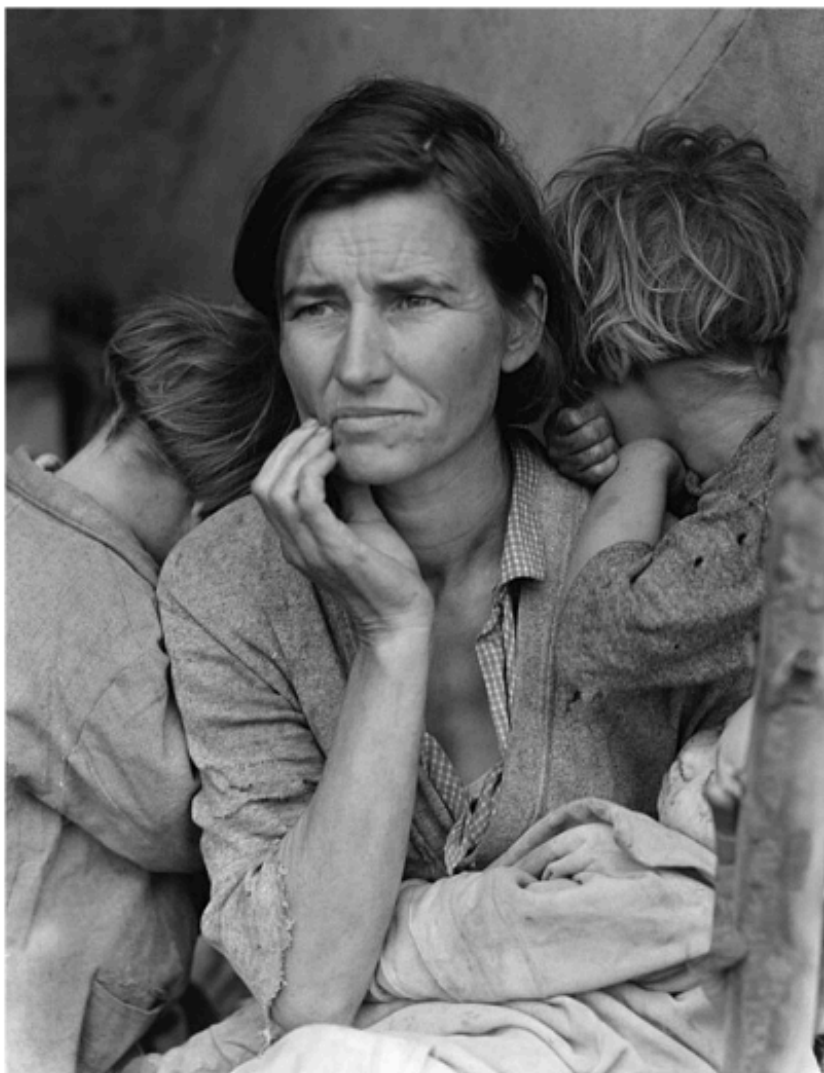
We face the arduous days that lie before us in the warm courage of national unity, with the clear consciousness of seeking old and precious moral values, and with the clean satisfaction that comes from the stern performance of duty by old and young alike. We aim to ensure a rounded and permanent national life.

We do not distrust the future of essential democracy. The people of the United States have not failed. In their need, they have registered a mandate that they want direct, vigorous action. They have asked for discipline and direction under leadership. They have made me the present instrument of their wishes. In the spirit of the gift, I take it.

In this dedication of a nation, we humbly ask the blessing of God. May He protect each and every one of us. May He guide me in the days to come.

## **Document 2**

### **Migrant Mother Photograph (Dorothea Lange, 1936)**



### **Document 3**

Huey Long's "Share Our Wealth" Speech (1934)

Huey Long, "Share Our Wealth" (1935). Huey Long cemented his control as governor of Louisiana by using state power and state funds to improve social services, to build roads, bridges, and schools, and to reform tax codes. In 1932, he was elected to the U.S. Senate. Initially, he supported Roosevelt's New Deal measures, but by 1935 he had broken with the president and launched his own "Share Our Wealth" movement as an alternative to the New Deal. He developed quite a grassroots following across the country before being assassinated in 1935. . . .

Here is what we stand for in a nutshell:

1. We propose that every family in America should own a homestead equal in value to not less than one-third of the average family wealth. The average family wealth of America, at normal values, is approximately \$16,000. So our first proposition is that every family should have a home and the comforts of a home up to a value of not less than \$5,000.

2. We propose that no family shall own more than 300 times the average family wealth, which means that no family shall possess more than a wealth of \$5,000,000. And we think that is too much. The two propositions together mean that no family shall own less than one-third of the average family wealth, nor shall any family own more than 300 times the average family wealth. That is to say that none should be so poor as to have less than one-third of the average, and none should be so rich as to have more than 300 times the average.

3. We next propose that every family shall have an income equal to at least one-third of the average family income in America. If all were allowed to work, according to our statistics, there would be an average family income of from \$5,000 to \$10,000 per year. Therefore, in addition to the home which every family would own and the comforts of life which every family would enjoy, every family would make not less than \$2,000 to \$3,000 per year upon which to live and educate their children.

4. We propose that no family shall have an income of more than 300 times the average family income. Without the income taxes, this would mean an annual income of \$1,000,000 would be the maximum allowed for any one family in 1 year. The third and fourth propositions simply mean that no family should earn less than one-third the average, and no family should earn more than 300 times the average; none to make too much, none to make too little. Everyone to have the things required for life; every man a king.

5. We propose a pension for the elderly. Under our proposal, taxes would not be levied upon the sons and daughters, nor the working people, to support their aged fathers and mothers. On the contrary, such support as would be given for old-age pensions would be borne solely by the surplus money, which the government would rake off big fortunes and big inheritances.

6. We propose to care for the veterans of our wars, including the immediate cash payment of the soldiers' bonus, and last, but not least, we propose that every child in America have a right to education and training, not only through grammar and high school, but also through colleges and universities. And this education and training would be of such extent as will equip each child to battle on fair terms in the work which it is compelled to perform throughout life. We would not have it that a child could go to college or university provided his parents had the money on which to send him, but it would be the right of every



child under our plan to the costs, including living expenses of college and university training, which could be done by our country at a cost considerably less than is required for the military training which has been given our youth in the past. . . .

Let no one tell you that it is difficult to redistribute the wealth of this land; it matters not how rich or great one may be, when he dies, his wealth must be redistributed anyway. The law of God shows how it has been throughout time. Nothing is more sensible or better understood than the redistribution of property. The laws of God command it. It is required of all nations that live. . . .

So let us be about our work. It is simple. Why lie ye here idle? There is enough for all. Let there be peace in the land. Let our children be happy. . . .

How wonderful, how great, how fruitful to all this great land of ours can be. We only have to eliminate useless greed, provided that none shall be too big and none too small. Beautiful America can rise to the opportunity before it. It means to us all: Every man a king.

[From Congressional Record, 74th Cong., 1st sess., 7 May 1935, pp. 7049-50.]

## **Document 4**

### **Political Cartoon: “Doctor New Deal” (1934)**

Source: Clifford Berryman, 1934, Library of Congress



|                      |  |   |   |   |
|----------------------|--|---|---|---|
|                      | cites (Doc #); explains support.   | explanation; minor gaps.  | explanation or citation.  | .                                       |
| <b>Sourcing/Bias</b> | Evaluates at least one source's POV/bias/purpose /audience & its impact.       | Identifies POV/bias/purpose /audience. Brief or generic impact statement. | Mentions bias/POV superficially/incorrectly; no impact on interpretation. | No attempt or incorrect analysis.       |
| <b>Reasoning</b>     | Sustained reasoning links evidence to claim; addresses counter/limits/nua nce. | Reasoning present; mainly links evidence to claim; limited complexity.    | Listing/summary; weak or flawed logic; minimal connections.               | No reasoning; disorganized or off-task. |

## **Post Assessment Documents**

### **Document 1**

#### **Four Freedoms Speech (excerpt) Franklin Delano Roosevelt, January 6, 1941**

In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression, everywhere in the world.

The second is freedom of every person to worship God in his own way, everywhere in the world.

The third is freedom from want, which, translated into world terms, means economic understandings that will secure every nation a healthy peacetime life for its inhabitants everywhere in the world.

The fourth is freedom from fear, which, translated into world terms, means a worldwide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor – anywhere in the world.

That is no vision of a distant millennium. It is a definite basis of a kind of world attainable in our own time and generation. That kind of world is a very antithesis of the so-called “new order” of tyranny which the dictators seek to create with the crash of a bomb.

To that new order we oppose the greater conception – the moral order. A good society is able to face schemes of world domination and foreign revolution alike without fear.

Since the beginning of our American history, we have been engaged in change, in a perpetual, peaceful revolution, a revolution which goes on steadily, quietly, adjusting itself to changing conditions without the concentration camp or the quicklime in the ditch. The world order which we seek is the cooperation of free countries, working together in a friendly, civilized society.

This nation has placed its destiny in the hands, heads, and hearts of its millions of free men and women, its faith in freedom under the guidance of God. Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle to gain those rights and keep them. Our strength is our unity of purpose.

To that high concept, there can be no end save victory.

Roosevelt, F. D. (1941). Four Freedoms Speech. Annual Message to Congress on the State of the Union.

## **Document 2**

### **Rosie the Riveter at Work (1942)**





### **Document 3**

#### **Executive Order 8802 (1941)**

Reaffirming Policy Of Full Participation In The Defense Program By All Persons,  
Regardless Of Race, Creed, Color, Or National Origin, And Directing Certain Action In  
Furtherance Of Said Policy

June 25, 1941

WHEREAS it is the policy of the United States to encourage full participation in the national defense program by all citizens of the United States, regardless of race, creed, color, or national origin, in the firm belief that the democratic way of life within the Nation can be defended successfully only with the help and support of all groups within its borders; and

WHEREAS there is evidence that available and needed workers have been barred from employment in industries engaged in defense production solely because of considerations of race, creed, color, or national origin, to the detriment of workers' morale and of national unity:

NOW, THEREFORE, by virtue of the authority vested in me by the Constitution and the statutes, and as a prerequisite to the successful conduct of our national defense production effort, I do hereby reaffirm the policy of the United States that there shall be no discrimination in the employment of workers in defense industries or government because of race, creed, color, or national origin, and I do hereby declare that it is the duty of employers and of labor organizations, in furtherance of said policy and of this order, to provide for the full and equitable participation of all workers in defense industries, without discrimination because of race, creed, color, or national origin;

And it is hereby ordered as follows:

1. All departments and agencies of the Government of the United States concerned with vocational and training programs for defense production shall take special measures appropriate to assure that such programs are administered without discrimination because of race, creed, color, or national origin;
2. All contracting agencies of the Government of the United States shall include in all defense contracts hereafter negotiated by them a provision obligating the contractor not to discriminate against any worker because of race, creed, color, or national origin;
3. The Office of Production Management has established a Committee on Fair Employment Practice, which shall consist of a chairman and four other members to be appointed by the President. The Chairman and members of the Committee shall serve as such without compensation but shall be entitled to actual and necessary transportation, subsistence, and other expenses incidental to performance of their duties. The Committee shall receive and investigate complaints of discrimination in violation of the provisions of this order and shall take appropriate steps to redress grievances which it finds to be valid. The Committee shall also recommend to the several departments and agencies of the Government of the United States and to the President all measures which may be deemed by it necessary or proper to effectuate the provisions of this order.

Franklin D. Roosevelt  
The White House,  
June 25, 1941.

## **Document 4**

**"We Can Do It!" Poster (1942)**

