

## Classroom Activities

### 1) Testing for “Fake News” and “Alternative Facts”

One of the key challenges before us today is to determine the credibility of the information that is made available to us. What is “fake news” or “alternative facts” and what is legitimate news and real facts? Some years ago a Librarian named Molly Beestrum developed what is known as the CRAP test. **CRAP** is an acronym for **Currency/Clarity**, **Reliability/Relevance**, **Authority/Accuracy** and **Purpose /Point of View**. A brief description of what each of these means is provided below. More detailed information can be found on line.

#### **Currency/Clarity**

-When was the information created? \_\_\_\_\_

-How well does it reflect the events of the times? \_\_\_\_\_

#### **Reliability/Relevance**

-How well would the information stand up to peer review? \_\_\_\_\_

-Is it a primary or secondary source? \_\_\_\_\_

-Is the information general or detailed? \_\_\_\_\_

#### **Authority/Accuracy**

-Who is the author/source of the information? \_\_\_\_\_

-Where does the information come from? \_\_\_\_\_

-Is the information supported with evidence? \_\_\_\_\_

-Can the evidence be verified from other sources? \_\_\_\_\_

#### **Purpose /Point of View**

-Who is the intended audience? \_\_\_\_\_

-Is the information being provided to inform, teach, sell, entertain, motivate or persuade? \_\_\_\_\_

-Does the point of view appear objective and impartial? Why? \_\_\_\_\_

Ask your students to apply this test to FDR’s 1<sup>st</sup> Fireside Chat. Is the president’s message real news or fake news? Is he presenting real facts or alternative facts? \_\_\_\_\_

## 2) Web Quest FDR's Fireside Chat Describing the Banking Crisis

Ask students to visit the Pare Lorentz *Day by Day* website and review the timeline and calendar entries for March 4, 1933. Then ask them to answer the following questions:

## 3) Glass-Steagall Saves the Banking System

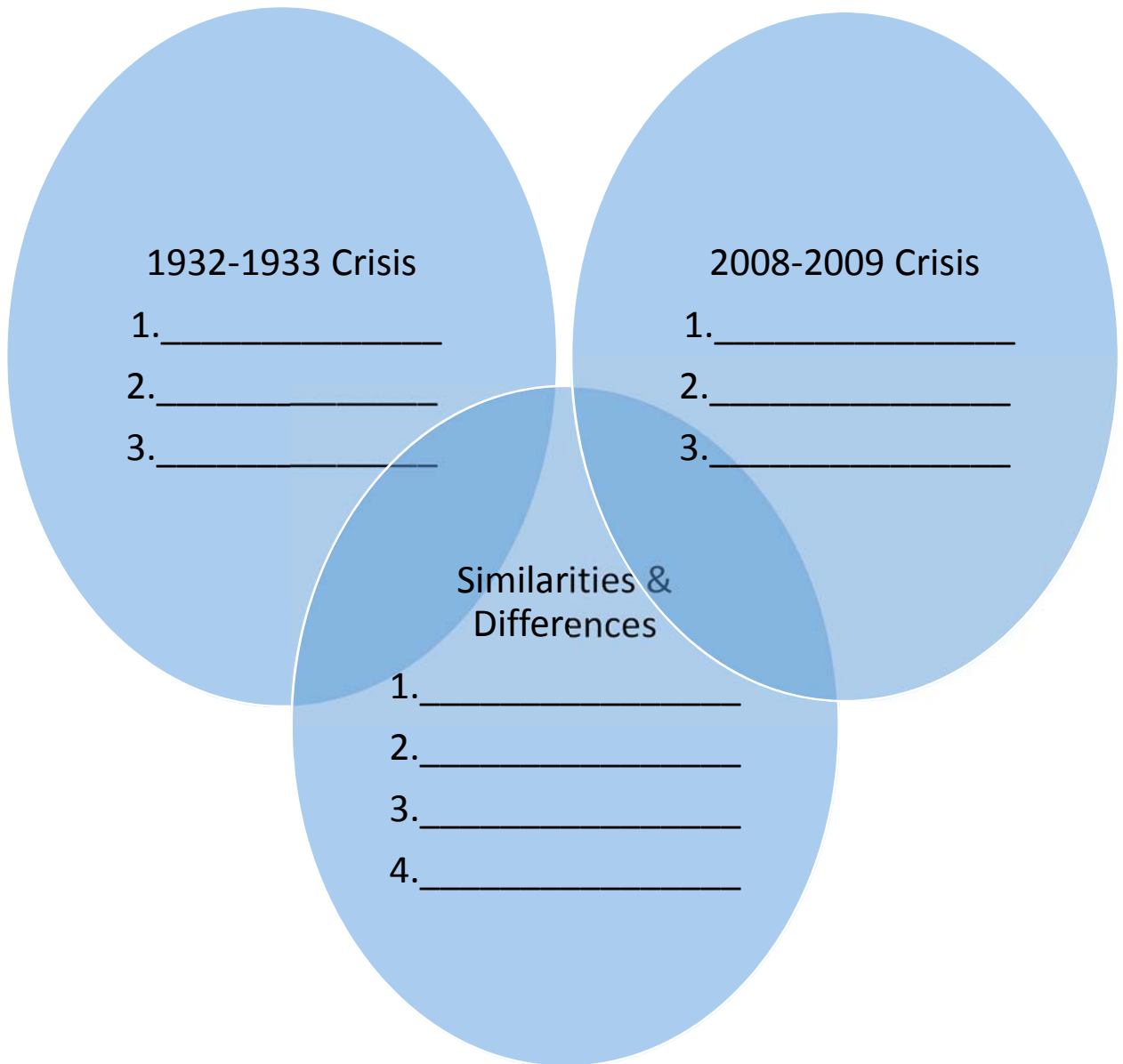
What was the official name of the Banking Act? What were three reforms brought about by the act? How did these reforms address problems specifically highlighted in Roosevelt's Fireside Chat?

## 4) Economic Crises: Then and Now

Ask your students to compare and contrast the economic crisis of 1932-1933 to the economic crisis of 2008-2009. In what ways were they different? In what ways were they the same? After the reforms enacted in the 1930s, what allowed conditions to develop/deteriorate into causing the crisis of 2008-2009? (See worksheet below)

## 5) "It is your problem no less than it is mine. Together we cannot fail."

At the end of his speech FDR says of the banking crisis, "It is your problem no less than it is mine. Together we cannot fail." Using the text of the speech find at least three examples where FDR illustrates how average Americans can help in the resolution of the crisis. Explain how each of these examples will ease the crisis. Why didn't people just do these things on their own in the first place?



**Use the Venn diagram above to compare and contrast the economic crisis of the 1930s and the economic crisis of 2008-2009. In what ways were they the same? In what ways did they differ?**