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**Day 15: Sharing of the Digital Storytelling Project of the Great Depression/New Deal Unit**

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| **Standard(s)** | -**SS5H5** The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.  a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.  b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, the Works Progress Administration, and the Tennessee Valley Authority.  c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.  -**ELA5R3** The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student  a. Reads a variety of texts and incorporates new words into oral and written language.  -**ELA5W1** The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student  a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.  b. Writes texts of a length appropriate to address the topic or tell the story.  c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).  d. Uses appropriate structures to ensure coherence (e.g., transition elements).  -**ELA5W2** The student demonstrates competence in a variety of genres.  The student produces informational writing (e.g., report, procedures, correspondence) that:  a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.  b. Develops a controlling idea that conveys a perspective on a subject.  c. Creates an organizing structure appropriate to a specific purpose, audience, and context.  d. Includes appropriate facts and details.  e. Excludes extraneous details and inappropriate information.  f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote.  g. Draws from more than one source of information such as speakers, books, newspapers, and online materials.  h. Provides a sense of closure to the writing.  i. Lifts the level of language using appropriate strategies including word choice.  The student produces a response to literature that:  a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.  b. Advances a judgment that is interpretive, evaluative, or reflective.  c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge.  d. Develops interpretations that exhibit careful reading and demonstrate an understanding of the literary work.  e. Excludes extraneous details and inappropriate information.  f. Provides a sense of closure to the writing.  g. Lifts the level of language using appropriate strategies including word choice.  -**ELA5W3** The student uses research and technology to support writing. The student  a. Acknowledges information from sources.  b. Uses organizational features of printed text (i.e., citations, end notes, bibliographic references, appendices) to locate relevant information.  c. Uses various reference materials (i.e., dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers) as aids to writing.  d. Uses the features of texts (e.g., index, table of contents, guide words, alphabetical/ numerical order) to obtain and organize information and thoughts.  e. Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).  f. Creates simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, spell check).  g. Uses a thesaurus to identify alternative word choices and meanings. |  |  |
| **Why is this lesson important?** | -This lesson is a wrap-up of everything the students have learned throughout the unit. It allows the students to showcase what they have learned throughout the unit. |  |  |
| **Essential Questions** | -What are the most important elements of the Great Depression?  -When did events occur during the Great Depression?  -What are the important elements of the New Deal?  -Who were the important people who shaped and influenced the Great Depression and the New Deal? |  |  |
| **Daily Learning Outcomes** | -TSW be able to explain the elements of the Great Depression and the New Deal.  -TSW be able to explain what life was like for the common people this era.  -TSW be able to explain the important figures and how they affected the era and the common people. |  |  |
| **Assessment tied to learning outcomes** | -Digital Storytelling Project |  |  |
| **Vocabulary** | -None |  |  |
| **Differentiation** | -Graphic Organizer  -Guided Questions  -Technology Buddy |  |  |
| **Integration** | -ELA5R3  -ELA5W1  -ELA5W2  -ELA5W3 |  |  |
| **Elements** | **Procedures /Activities** | **Resources** | **Time** |
| **Introduction** | -Introduce the concept of a digital story to any guests in the room.  -Introduce each student before they play their digital story. |  | -5 min |
| **Activity Time** | -Have students resume or begin working on their digital storytelling project.  -Share digital stories. | -Smart Board  -Computer | -60 min |
| **Closure** | -Have a discussion about the projects.  -Allow an open forum for questions and tying up loose ends. |  | -5 min |
| **Next Steps** | -Congratulate the students on their hard work throughout the unit!!! |  |  |