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**Day 1: What is the Great Depression?**

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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.  -**ELA5LSV2** The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:  a. Demonstrates an awareness of the presence of the media in the daily lives of most people.  b. Evaluates the role of the media in focusing attention and in forming an opinion.  c. Judges the extent to which media provide a source of entertainment as well as a source of information.  -**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.  b. Determines the meaning of unfamiliar words using context clues (e.g., definition, example).  h. Recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence. |  |  |
| **Why is this lesson important?** | -The lesson introduces students to the Great Depression and is a great starting point for the smaller issues that caused the Great Depression and occurred during or as a result of it. |  |  |
| **Essential Questions** | -What is the Great Depression?  -How did the Great Depression affect our nation and its people? |  |  |
| **Daily Learning Outcomes** | -TSW to be able to explain and understand the basic facts behind the Great Depression. |  |  |
| **Assessment tied to learning outcomes** | -Discussion after reading the book (Pre-assessment)  -Walk around to each group during the chalk talk, ensure that every child is participating, and listen to what they are discussing.  -Chalk Talk (formative assessment)  -Write-About |  |  |
| **Vocabulary Words** | -1. depression: a sustained, long-term downturn in economic activity in one or more economies.  -2. economy:  the control of money that is earned and spent in a home, business, or government.  -3. Great Depression: the economic crisis in which there was mass unemployment that began with the stock market crash in 1929 and continued through the 1930s.  -4. unemployment:  occurs when people are without jobs and they have actively looked for [work](http://en.wikipedia.org/wiki/Wage_labour) within the past four weeks. |  |  |
| **Differentiation** | -Write-About Activity with pairing of ability levels. |  |  |
| **Integration** | -ELA5LSV2  -ELA5R3 |  |  |
| **Elements** | **Procedures /Activities** | **Resources** | **Time** |
| **Introduction** | -The lesson will begin with bringing the students to the carpet. Next, we will explain to them that we are about to read a book about the Great Depression.  -Before beginning the book, give the students a brief definition of the Great Depression (use definition from Vocabulary Words).  -After the students are briefly introduced to the Great Depression, we will them to listen closely to the story and make a mental note of their ideas, thoughts, and questions. Then, we will begin reading the book.  -Once we finish reading, we will ask the students if they have any questions and allow time for sharing thoughts, ideas, and other questions.  -Then, will watch two BrainPOP interactive movies on the topic of the Great Depression and the Causes of the Great Depression to help the students better understand and prepare for the rest of the lesson.  -Then, we will move to activity time. | -“Potato:  A Tale from the Great Depression” by Kate Lied  -Smart Board  -Computer  -Internet | -15 min |
| **Activity Time** | -Go over the vocabulary words. Have students write the word on one side of their note cards and the definition on the other. When they are finished, remind them to place their vocabulary words on their vocabulary word ring.  -If students finish the vocabulary word ring early, there will be articles, books, pictures, and other resources spread around the room for them to look at while they wait to begin the activity.  -Chalk Talk: Break students into their ability groups. Have them share their ideas, thoughts, and what they learned about during their introduction to the Great Depression through the book and videos. During their group times, the students will have chart paper where they can draw and/or write their answers or ask any further questions they may have about: 1) the causes of the Great Depression, 2) what they imagine life was like during the Great Depression, and 3) general facts about the Great Depression that stood out to them. | -Chart paper  -Markers  -Groups | -30 min |
| **Closure** | -Have each group share their ideas with the class.  -Have a whole-group discussion about this information.  -Write-About Closure Activity: group Advanced and Grade-level learners with struggling learners. Have the pair complete a Write-About activity using the vocabulary words and information they obtained during the day’s lesson. | -None | -15 min |
| **Next Steps** | -Inform the students that there are a number of components and causes of the Great Depression.  Share with them that we will be discussing the Stock Market and the Stock Market Crash of 1929. |  |  |