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ESOC 6420

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**Day 5: Life During the Great Depression (Part 2 - Herbert Hoover & Homelessness)**

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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.  -**ELA5R1** The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.  For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:  e. Distinguishes cause from effect in context.  f. Identifies and analyzes main ideas, supporting ideas, and supporting details.  g. Makes perceptive and well-developed connections.  h. Relates new information to prior knowledge and experience and makes connections to related topics or 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. |  |  |
| **Why is this lesson important?** | -This lesson teaches students about an important figure during the Great Depression, how Americans lived their lives, and what people did to survive during the rough economic times. |  |  |
| **Essential Questions** | -Who is Herbet Hoover and why is he important?  -What are soup kitchens?  -Why were soup kitchens an important part of the Great Depression? |  |  |
| **Daily Learning Outcomes** | -TSW be able to explain the impact that Herbert Hoover had on the Great Depression.  -TSW be able to explain the importance of soup kitchens during the Depression Era. |  |  |
| **Assessment tied to learning outcomes** | -Helping Community Members Action Plan |  |  |
| **Vocabulary Words** | -20. Herbert Hoover:  31st president of the United States and was president during the first part of the Great Depression.  -21. hoovervilles:  named for President Herbert Hoover and was a collection of huts and shacks where unemployed and homeless people lived during the Depression Era  -22. shantytowns:  similar to Hoovervilles and home to unemployed and homeless people during the Great Depression  -23. soup kitchens:  a place that gives food to people who do not have any other food  -24. bread lines:  charities and other organizations gave food to the hungry during the Depression, very similar to a soup kitchen |  |  |
| **Differentiation** | -Helping Community Members Activity |  |  |
| **Integration** | -ELA5R1  -ELA5R3 |  |  |
| **Elements** | **Procedures /Activities** | **Resources** | **Time** |
| **Introduction** | -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.  -Read Herbert Hoover book and discuss his impact on the American people  -Read Hooverville poem and have the children share their ideas as a whole group activity  -Share pictures of breadlines and soup kitchens and explain what soup kitchens are and explain that they are still around today. | -Note cards  -Metal Rings  -“Herbert Hoover: Getting to know the U.S. Presidents” by Mike Venezia  -“Hooverville” Poem by David Wagoner  -Pictures | -20 min |
| **Activity Time** | -Centers:  -Center 1: Researching for final digital storytelling project  -Center 2: Helping Community Members Action Plan  -For Center 1, students will have the time to research for their final projects for the topic, person, or even they chose.  Students will have graphic organizers and other timelines available for their use.  They will also have various forms and levels of text and resources to use during the research time.  Have students refer to vocabulary terms and people in their plan.  -For Center 2, Students will visualize what life was like in a "Hooverville" and what it was like to wait in bread lines at soup kitchens during the 1930s.  They will formulate a plan for helping people in their community.  Students will view pictures and, together, we will read articles from books and newspapers that give the children an idea of what it would be like to live in a shanty town.  As a group, the students will make a plan to help their community members who live in similar conditions during present day times.  -Group A:  We will model a plan for the group.  Then,  together, the group will fill out a pre-organized plan for combating homelessness, hunger, and helping community members.  -Group B:  We will model a plan for the group.  Then, the group will prepare a plan for combating homelessness, hunger, and helping community members through making a timeline of their plan.  -Group C:  We will model a plan for the group.  Then, the group will prepare a plan for combating homelessness, hunger, and helping community members through writing a letter to a city council member. | -Books  -Newspaper Articles  -Encyclopedias  -Computer  -Pictures  -Graphic Organizers  -Timelines | -40 min |
| **Closure** | -Each group will share their plan with the other two groups. | -None | -5 min |
| **Next Steps** | -Inform the students that we will be learning about some more important figures from the 1930s tomorrow and that they should be excited for music, movie clips, and reading from a fun book. |  |  |