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**Day 4: Life During the Great Depression (Part 1 - American Lives)**

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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. |  |  |
| **Why is this lesson important?** | -This lesson teaches students about the day-to-day lives of common Americans during the Great Depression. |  |  |
| **Essential Questions** | -What was life like during the Great Depression?  -What were the feelings and viewpoints of the common people during this time? |  |  |
| **Daily Learning Outcomes** | -TSW to be able to explain what life was like for the common people in America during the Great Depression. |  |  |
| **Assessment tied to learning outcomes** | -Journal Entry |  |  |
| **Vocabulary** | -None |  |  |
| **Differentiation** | -Questions for Writing Center  -Varied Graphic Organizers and Timelines for research  -Various research sources |  |  |
| **Integration** | -ELA5R1 |  |  |
| **Elements** | **Procedures /Activities** | **Resources** | **Time** |
| **Introduction** | -We will begin the lesson by reviewing our previous lesson. We will the main points that the students remember about the Great Depression and the Stock Market Crash on the board.  -Next, we will explain to the students that we are going to show them a very famous picture from the Great Depression.  -For the activity, we will ask the students three questions and post them on the Smart Board so everyone can see them:  -1. What they think about the photograph?  -2. How it makes them feel?  -3. What they think the woman in the photo was thinking at the time? | -Post Questions on Smart Board | -15 min |
| **Activity Time** | -Centers:  -Center 1: Researching for final digital storytelling project  -Center 2: Writing Center  -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.  -For Center 2, students answer one of three responses based on their ability level.  -Group A: Write a journal response as if you were a child during the Great Depression. What would you be thinking, feeling, doing, etc.  -Group B: Write an editorial corresponding to the picture.  -Group C: Write a news article corresponding to the picture. Be sure to include facts you have learned from the previous lessons. | -Books  -Newspaper Articles  -Encyclopedias  -Computer  -Pictures  -Graphic Organizers  -Timelines  -Journal Paper | -30 min |
| **Closure** | -Have the students go back to their desks and have a whole class discussion on what each person wrote. Every student will be given the opportunity to speak; however, every student is not obligated to speak if they do not want to. | - None | -15 min |
| **Next Steps** | -Inform the students that tomorrow’s lesson will be tied heavily to today’s lesson and that they will be participating in a simulation of a day during the Great Depression. Encourage students to continue thinking about and working on their digital storytelling project. |  |  |