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ESOC 6420

19 April 2011

**Day 10: Wrap Up 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.  -**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. |  |  |
| **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 refresh their memories on what information 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?  -How well have students learned their vocabulary words and are they able to use multiple words in a paragraph? |  |  |
| **Daily Learning Outcomes** | -TSW be able to explain the elements of the Great Depression in great detail.  -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** | -My Top Ten List  -Journal Response  -Timeline |  |  |
| **Differentiation** | -Chalk Talk Prompts  -Graphic Organizers  -Timeline Sheet  -Vocabulary Center |  |  |
| **Integration** | - ELA5R1 |  |  |
| **Elements** | **Procedures /Activities** | **Resources** | **Time** |
| **Introduction** | -Begin the lesson by reviewing the information from the unit. Have the students participate in a “Chalk Talk” with three different questions tiered for learning abilities.  -Question One: What are the most important facts that you have learned throughout this lesson on the Great Depression and the New Deal?  -Question 2: How did FDR use Fireside Chats and the New Deal to help the crisis in the United States during the Great Depression?  -Question 3: How does the Great Depression compare with the United States current situation?  -Tell the students that we will be having centers today and introduce them to the various centers. | -White board | -10 min |
| **Activity Time** | -Center 1: Timeline - Have the students complete a timeline of the important events during the Great Depression starting from the Stock Market Crash and ending with the New Deal. Students may work together or individually on this task. Each student will receive a graphic organizer based on his or her ability level. The struggling learners will receive a graphic organizer filled with dates and events in time and they will have to match the two. On level learners will receive a graphic organizer filled with only the dates and they are required to think of the dates. Advanced learners will receive a graphic organizer filled with the events - they are required to fill in the dates.  -Center 2: Vocabulary Center - Have the students take out their vocabulary ring. Each student will work on a journal response using their vocabulary words to assess their understanding of the words. They will be allowed to use any of the words they choose. Struggling learners will be required to use at least 15 vocabulary words throughout their paragraph. On level learners will be required to use at least 20 words throughout their paragraph. Advanced learners will be required to use at least 25 words throughout their paragraph.  - Center 3: Top Ten - Each student will receive a sheet entitled “My Top Ten List.” Students will fill out the sheet based on what they think are the most important points of the Great Depression and the New Deal. Students may refer back to the information they have gathered throughout the unit to help them complete this activity. If the students have extra time, they will be encouraged to discuss their facts with the peers in their group. | -Timeline Sheet  -Vocabulary Ring  -Journal Paper  -My Top Ten Sheet | -40 min |
| **Closure** | -Students will move back to the desks to discuss the unit. As a whole class, we will discuss with the students what they liked about the unit, what they would like to learn more about, what aspects of the lesson they struggled with and so on. |  | -10 min |
| **Next Steps** | -We will also remind the students that for the next three days, during our Social Studies time, we will be working using what we have learned throughout the unit to work on our digital storytelling projects. |  |  |