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**Day 3: The Stock Market Crash**

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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.  -**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.  When delivering or responding to presentations, the student:  a. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members.  b. Uses notes, multimedia, or other memory aids to structure the presentation.  c. Engages the audience with appropriate verbal cues and eye contact.  d. Projects a sense of individuality and personality in selecting and organizing content and in delivery. |  |  |
| **Why is this lesson important?** | -This lesson will help students learn and understand the situation that surrounded the Stock Market Crash and how it affected the United States as well as giving them a deep understanding of why it crashed. |  |  |
| **Essential Questions** | -What is the Stock Market?  -What are the basic components that make up the Stock Market?  -Why did the Stock Market Crash and how does that affect the United States and its people? |  |  |
| **Daily Learning Outcomes** | -TSW to be able to explain and understand the basic components of the Stock Market.  -TSW to be able to explain and understand when the Stock Market crashed, why it crashed and how that affected the United States and its people.  -TSW will gain an understanding of cause and effect, as well as learn how major events relate to each other.  -TSW will develop a sense of historical empathy and see through the eyes of people who experienced the market crash. |  |  |
| **Assessment tied to learning outcomes** | -Historical Fiction Piece  -Interaction with students and teacher during the experiencing what life was like when the crash occurred. |  |  |
| **Vocabulary** | -12.  Stock Market Crash of 1929:  economic event in the U.S. that led to the [Great Depression](http://encyclopedia2.thefreedictionary.com/Great+Depression) where 16 million portions of stock were traded and prices collapsed.  -13.  bankruptcy:  financial failure caused by a company not being able to pay its bills.  -14.  bear market:  a time when prices of stocks and other goods are falling.  -15.  Black Tuesday:  the day the stock market crashed.  -16.  bull market:  a time when prices of stocks and other goods are rising.  -17.  relief:  help given to people in need of food, clothing, and shelter.  -18.  recession:  a general slowdown in economic activity because people have less money and resources to buy things.  -19.  speculator:  situation in which the supply of goods is more than the demand, also known as overproduction. |  |  |
| **Differentiation** | -Graphic Organizer for Historical Fiction Piece |  |  |
| **Integration** | -ELA5R1  -ELA5LSV2 |  |  |
| **Elements** | **Procedures /Activities** | **Resources** | **Time** |
| **Introduction** | -Have the students listen to the song, “Brother, Can You Spare a Dime?”  -Show students cartoons from the Stock Market Crash - found on <http://www.archelaus-cards.com/blog/2009/ 01/24/the-great-depression-in-cartoons-part-4-brother-can-you-spare-a-dime/>  -Connect the events leading up to the crash and tone around the nation during and after it to the issues American are facing with the current economy today through the reading of a newspaper article or story from then and now. | -Song  -Cartoon Print Outs  -Past and present newspaper articles | -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.  -Historical Fiction Piece - have students write a historical fiction piece using their vocabulary words and pictures to describe what life was like leading up to, during, and after the stock market crashed. All students will receive a graphic organizer to help them with their story. Struggling students will receive a graphic organizer with the key terms pre-filled in on the organizer. | -Note cards  -Metal Rings  -Historical Fiction Piece | -40 min |
| **Closure** | -Invite students to share their story.  -Spend the remainder of the day living like individuals might have lived during the crash.  -Turn out the lights and only have a lamp or two on. No computer, CDs, or radio. Have students share books, papers, pencils, etc. and limit their resources throughout the classroom.  Encourage students to see what it is really like during hard times. | -None | -5 min |
| **Next Steps** | -Again discuss the digital storytelling project with the students. Have them pick their topics, person, or event this day. |  |  |