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**Day 6: Who Affected the America People During 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.  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 teaches students about prominent figures during the Great Depression and how they affected the American public during that time. |  |  |
| **Essential Questions** | -Who is Duke Ellington and why is he important?  -Who is Margaret Mitchell and why is she important?  -Who is Jesse Owens and why is he important? |  |  |
| **Daily Learning Outcomes** | -TSW be able explain the importance of each prominent figure during the Great Depression. |  |  |
| **Assessment tied to learning outcomes** | -Graphic Organizer of Research  -3, 2, 1 Summarizer Assessment |  |  |
| **Vocabulary** | -25. Duke Ellington:  an African American musician, piano player, and band leader.  His music is widely known and recognized.  -26. Margaret Mitchell:  won a Pullitzer prize for her novel, “Gone With the Wind”.  -27. Jesse Owens: an [American](http://en.wikipedia.org/wiki/United_States) [track and field](http://en.wikipedia.org/wiki/Track_and_field) athlete who participated in the [1936 Summer Olympics](http://en.wikipedia.org/wiki/1936_Summer_Olympics) in [Berlin](http://en.wikipedia.org/wiki/Berlin,_Germany), [Germany](http://en.wikipedia.org/wiki/Nazi_Germany), where he achieved international fame by winning four [gold medals](http://en.wikipedia.org/wiki/Olympic_gold_medal). |  |  |
| **Differentiation** | - Graphic Organizers For Researching Prominent Figures |  |  |
| **Integration** | - ELA5LSV2 |  |  |
| **Elements** | **Procedures /Activities** | **Resources** | **Time** |
| **Introduction** | -We will begin the lesson by reviewing what we had learned during the previous lessons. Next, we will begin to discuss the fact that the Great Depression was not just about an event in time. Remind the students that good things did come out of the great depression and there were many people who helped shape the positive outcomes of this event in history, such as Duke Ellington, Margaret Mitchell and Jesse Owens.  -Students will listen to a sample of Duke Ellington’s music.  -Show students a copy of Margaret Mitchell’s “Gone with the Wind” and discuss its importance and setting.  -Watch Jesse Owens win his 4th gold medal at the Olympics in Hitler’s Germany.  -After the students are introduced to these individuals, talk about the impacts they had that go beyond their talents.  -Discuss how during the 1930’s people began to overcome the Depression and started to enjoy life again.  -Remind them that because of Duke Ellington and many other musicians, Americans were listening to music, dancing, and socializing again.  -Margaret Mitchell’s impression on the American people of the 1930s is important because she was a woman and was a well-known and recognized writer.  -Inform them that Jesse Owens’ involvement and performance in the Olympics was historical because he was an African American. This was a small step forward in the beginning of what would become the Civil Rights Movement.  -Next, we will inform the students that at each of the centers they will participate in an activity that corresponds with each of the given figures. We will also explain to the students that today they will be focusing on working on their researching skills. | -Computer  -Copy of “Gone with the Wind” | -10 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.  -Centers:  -Center 1: Duke Ellington: Students will work on their research skills while learning about Duke Ellington using the book “Duke Ellington: The Piano Prince and His Orchestra” by Andrea Davis Pinkey. Students will be given different graphic organizers based on their ability level.  -Center 2: Jesse Owens: Students will work on their research skills while learning about Duke Ellington using the magazine: “Time for Kids: Jesse Owens Running into History.” Students will be given different graphic organizers based on their ability level.  -Center 3: Margaret Mitchell:  Students will work on their research skills while learning about Margaret Mitchell using a biographical piece of her life.  Students will be given different graphic organizers based on their ability level. | -Note cards  -Metal Rings  - “Duke Ellington: The Piano Prince and His Orchestra” by Andrea Davis Pinkey.  - “Time for Kids: Jesse Owens Running into History.”  -Margaret Mitchell biography | -40 min |
| **Closure** | -Each of the students will return to their desks and participate in a whole class discussion on what they had learned throughout their research about the three prominent figures. We will also discuss how why these figures are important in American Culture. Finally, the students will complete a 3, 2, 1 Summarizer Assessment together as a class. | -None | -10 min |
| **Next Steps** | -We will discuss tomorrow’s lesson on the Dust Bowl and encourage students to be actively working on their digital storytelling projects in their spare time. |  |  |