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Grade: 12th Topic: How was FDR a hope creator during the Great Depression? Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES**

After listening to one of Franklin D. Roosevelt’s fireside chats, students will *evaluate his point of view, reasoning, and use of evidence and rhetoric* that analyzes his role as a hope creator during the Great Depression by participating in an act it out scenario where students deliver their own fireside chats on Flipgrid. Students will then complete an exit ticket on the characteristics of being a hope creator versus a hope crusher during an economic depression identifying 5 out of 6 characteristics successfully to achieve mastery.

**NYS-CCLS/+NYS STANDARDS AND INDICATORS**

**New York State Social Studies Standards**

Key Idea: 12.E2 INDIVIDUALS AND BUSINESSES IN THE PRODUCT AND FACTOR MARKETS - Free enterprise is a pillar of the United States economy and is based on the principle that individuals and businesses are free to make their own economic choices as they participate in these markets. Individuals buy the goods and services that they desire from businesses in the product markets, and they contribute to producing these goods and services by supplying the resources that they own to businesses in the factor markets.

Key Concept: 12.E2b The choices of buyers and sellers in the marketplace determine supply and demand, market prices, allocation of scarce resources, and the goods and services that are produced. In a perfect world, consumers influence product availability and price through their purchasing power in the product market. Product market supply and demand determine product availability and pricing.

Indicator:*This will be evident when students activate their prior knowledge on how business cycles work during the do now.*

**Common Core ELA Standards**

Comprehension and Collaboration

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Indicator: *This will be evident when students listen to Franklin D. Roosevelt’s fireside chat and identify how he was a hope creator during the Great Depression.*

**National Social Studies Standards and Themes**

I. Culture:

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can: c. describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.

Indicator*: This will be evident when students reflect on how Franklin D. Roosevelt’s fireside chats were influential and inspiring to the lives of American citizens living during the Great Depression.*

**NCSS C3 Inquiry Arc**

Dimension 3

Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

Indicator: *This will be evident when students work toward conclusions about why Franklin D. Roosevelt took on the role of hope creator during the Great Depression.*

**INSTRUCTIONAL RESOURCES**

* SMART Board
* “FiresideChats3160” Google Slide Presentation
* “March 12, 1933: Fireside Chat 1: On the Banking Crisis” Fireside Chat
* “The Wall Street Crash as Reported in 1929” Newspaper Headlines
* Flipgrid
* Cell Phones
* iPad
* “Hope Creator or Hope Crusher in Economic Depressions?” Exit Ticket

**MOTIVATION**

Students will listen to Franklin D. Roosevelt’s fireside chats and will relate to what it was like to be an American citizen during the Great Depression listening to FDR’s inspiring words of hope while the nation faced the worst economic depression in its history.

**DEVELOPMENTAL PROCEDURES**

1. Students will complete a do now. The teacher will review the responses by having students read theirs aloud and discussing them with the class. *(What is a business cycle? How does the federal reserve involved in a cycle? What do you recall about the cause of the Great Depression?)*
2. The teacher will briefly review the causes of the Great Depression in the Google Slide, “FiresideChat3160,” and ask students to apply their new knowledge of business cycles to what they know about the causes. *(Who purchases stocks? What happens when people invest in stocks that are worth less than its price?*
3. Teacher will introduce Franklin D. Roosevelt and his fireside chats as a topic in “FiresideChat3160.” *(What do you know about FDR? Can you recall any interesting facts about him that you may know? What is a fireside chat?)*
4. Teacher will play “March 12, 1933: Fireside Chat 1: On the Banking Crisis” for the class while students reflect on FDR’s rhetoric and hope creating semantics. *(What is FDR saying about the economy? What is hope? Is FDR hopeful? How does the way he speak reflect his sense of hope?)*
5. Students will be put into groups of four. Each group will be given a newspaper headline from the Great Depression Era to analyze collaboratively. The teacher will provide physical copies of the headlines taken from “The Wall Street Crash as Reported in 1929.” *(What does your headline say? What is it referring to? Is it positive or negative?)*
6. Students will be asked to create and post their own individual fireside chats responding to the headlines as if they were the president in class. Students will use their cell phones to create the content. If the student does not have an electronic device, the teacher will provide the child with an iPad to use for uploading. *(If you were in FDR’s position, how could you respond to this? Why would you want to create a sense of hope?)*
7. The teacher will introduce the homework where students will respond to two classmates with different newspaper headlines’ posts on Flipgrid. The teacher will select which peers the students will respond to. Students will include in their response how their peer is creating hope for them as 1930’s American citizens despite what is happening with the business cycle during the Depression using their economics knowledge. *(How can you respond to your peers? How can you describe the situation using your knowledge of economic terms and business cycles? How can you identify a hope creator or a hope crusher?)*
8. Students will be thanked for their hard work during the lesson and will be encouraged to become hope creators. Students will then complete the “Hope Creator or Hope Crusher in Economic Depressions?” exit ticket on the characteristics of being a hope creator versus a hope crusher during an economic depression identifying 5 out of 6 characteristics successfully to achieve mastery. (*How can you be a hope creator? Why do you think it’s essential to be a hope creator during a time of crisis?)*

**INSTRUCTIONAL STRATEGIES**

**History Alive**

Indicator: *This will be evident when students create their act it out scenarios and deliver their own fireside chats on Flipgrid.*

**Collaboration**

Indicator: *This will be evident when students analyze their assigned headlines in groups and respond to their peers Flipgrids.*

**ASSESSMENT**

Informal: The teacher will monitor and question students throughout the lesson and will coach students individually within their groups while they create their fireside chats. Teacher will also review the students’ Flipgrids to ensure that they created hope from their given headline and have encaptured Franklin D. Roosevelt’s rhetoric.

Formal: Students will complete an exit ticket on the characteristics of being a hope creator versus a hope crusher during an economic depression identifying 5 out of 6 characteristics successfully to achieve mastery.

**INDEPENDENT PRACTICE**

As homework, students will respond to two classmates with different newspaper headlines’ Flipgrid posts from the lesson in class. The teacher will select which peers the students will respond to. Students will include in their response how their peer is creating hope for them as 1930’s American citizens despite what is happening with the business cycle during the Depression using their economics knowledge.

**REFERENCES**

English Language Arts Learning Standards. (2015). Retrieved November 01, 2019, from <http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards>

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Reid, A. (Ed.). (2019, November 1). The Wall Street Crash as Reported in 1929. Retrieved from <https://www.historic-newspapers.co.uk/blog/wall-street-crash-newspaper-headlines/>.