**Molloy College**

**Division of Education**

**Heading for Coursework**

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EDU 509                      March 29, 2018 Great Depression: Grade 8                                     Social Studies

**INSTRUCTIONAL OBJECTIVES *(Lesson Objective\*)***

After analyzing the role of hope in a read aloud story and briefly examining Keynesian economics to introduce the compelling question on the topic of the Great Depression, students will *write arguments to support claims in an analysis of substantive topics* by *constructing their own opinion in the form of an exit thesis statement* as they reflect on hope, FDR’s economic policies, and Keynesian economics. Students will demonstrate a mastery of the material in an exit ticket with two substantial, relevant facts from the lesson.

**STANDARDS AND INDICATORS**

**Key Idea:**

**8.5 GREAT DEPRESSION: Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate role of the government, President Franklin D. Roosevelt helped to create intensive government interventions in the United States economy and society. (Standards: 1, 3, 5; Themes: TCC, SOC, GOV, ECO).**

**Key Concepts:**

8.5c President Roosevelt issued the New Deal in an attempt to revive the economy and help Americans deal with the hardships of the Great Depression. These New Deal reforms had a long-lasting effect on the role of government in American society and its economic life, but did not resolve all of the hardships Americans faced.

**Indicator:***This will be evident when students construct their own opinion in the form of a thesis statement regarding what got America out of the great depression; Hope versus FDR’s economic policies.*

**National Social Studies Standards and Themes**

VI.  Power, Authority, & Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

**Indicator:** *This will be evident when students* engage in the study of how people create and change structures of power, authority, and governance the study of how people create and change structures of power, *by analyzing the changes FDR made in the government.*

**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.

Dimension 4:

Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events and will present their information, portions and findings.

**Indicator:** *This will be evident when students collect evidence and evaluate evidence and present their information in discussion and construct their own opinion in the form of a thesis statement regarding what got America out of the great depression; Hope versus FDR’s economic policies.*

**Common Core ELA Standards 8**

Writing Standard: Production and Distribution of Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Indicator**: *This will be evident when students construct their own Economic opinion in the form of a thesis statement regarding what got America out of the great depression using valid reasoning; Hope versus FDR’s economic policies.*

**Social Studies Practices: Habits of Mind**

E. Economics and Economic Systems

**Indicator:** *This will be evident when students construct their own Economic* *opinion in the form of a thesis statement regarding what got America out of the great depression using valid reasoning; Hope versus FDR’s economic policies.*

**INSTRUCTIONAL RESOURCES**

Smart Board

Rosie Revere, Engineer Excerpt

YouTube Clip

Poll Everywhere

Writing utensils

Fireside Chat Graphic Organizer

Exit Ticket Handout

FlipGrid

**MOTIVATION *(Engaging the learner(s)\*)***

As the students take their seats, they will be instructed to take out their cellphones and leave them on their desk face down. As the final students enter, the students will view a YouTube clip from the movie *Superman*. After the clip has ended, students will engage in a poll everywhere asking them to describe hope in their own words. <https://www.youtube.com/watch?v=4CFrwHXYotI>   pollev.com/ROBERTSCONON624

**DEVELOPMENTAL PROCEDURES**

**(including Key Questions)**

Learning Tasks:

1. Students will independently read the Rosie Revere Excerpt and write down one to two takeaways about hope and Rosie: *What is happening with Rosie? (Literal) Does she remain persistent?(Inferential) How could you relate to Rosie?(Metacognitive) Who are hope creators and who are hope crushers? (Metacognitive)* (2-4 minutes)
2. Students will then be instructed to partake in the thinking routine think-pair-share and briefly discuss how they felt about the excerpt from Rosie Revere, Engineer: *How would you best summarize what happened to Rosie?(Literal) Was Rosie given hope, or did she have hope all along?(Inferential) What did Rosie do that showed she was hopeful?(Metacognitive)* (5 minutes)
3. Groups will be asked to share their findings with the class, leading into a class discussion on hope. Hope will be engineered in a way to conceptualize what it means to have hope, as well as exploring where hope comes from, and how hope could take on different meanings: *What does it mean to have hope?(Literal) If you buy a lottery ticket, are you hoping to win or expecting to lose?(Literal, Inferential) Can hope be given to you?(Metacognitive) Who gave you hope?(Literal) Did you get to where you are today based off of hope or your own ability?(Metacognitive)* (10 minutes)
4. Students will disperse back into rows, and direct instruction will begin. Students will receive information about Keynesian Economics and ***ONE*** of FDR’s economic policies via a guided note taking sheet: *What is Keynesian Economics?(Literal) Could the President really just “borrow” money from the future?(Metacognitive) What was the purpose of the economic policies created?(Literal, Inferential) Do you think they are going to work?(Metacognitive)* (10 minutes)
5. Students will complete the teacher provided exit ticket that will be titled FIRST IMPRESSIONS. The exit ticket will be based around the question “***Did Franklin Roosevelt Get Us Out of The Depression by Creating Hope or Sound Economic Policy?***”The exit ticket must be completed with at least two significant facts mentioned. (5-7 minutes)

**INSTRUCTIONAL STRATEGIES *(Learning Strategies\*)***

**Direct Instruction**

Indicator: This will be evident when the students receive information regarding Keynesian Economics and FDR’s economic policies.

**Cooperative Learning**

Indicator: This will be evident when students are broken up into think-pair-share groups to discuss the excerpt from *Rosie Revere, Engineer*.

Indicator:

**Questioning**

Indicator: This will be evident when students complete their exit ticket questioning if it were FDR’s economic policies or hope that got America out of the depression.

**ADAPTATIONS *(Exceptionality\*)***

**English Language Learner**- The student will be provided with the guided notes the day before the lesson, granting them the opportunity to review the material before the class begins.

**The hearing impaired student-** These students will be provided a voice amplifier.

**The Student with poor fine motor skills-** These students will be given notes via a class scribe.

**DIFFERENTIATION OF INSTRUCTION**

**Sample way to differentiate**

Auditory Learners

* For the auditory learners the lesson will be differentiated through the ability to listen to the content orally either via direct instruction or from their classmates.

Visual Learners

* For Visual Learners, the lesson will be differentiated by having the option to read the content before getting started on the activity.

Social Interpersonal Learners

* For Social Interpersonal Learners, the lesson will be differentiated through turn and talk activities, better known as think pair share so the exchange of ideas can be exchanged, enforcing the material.

**ASSESSMENT *(artifacts\* and assessment [formal & informal]\*)***

Students will complete the exit ticket handout regarding Keynesian Economics, FDR’s economic policies and hope. Each student must complete the exit ticket independently. The exit ticket will be deemed satisfactory if the student receives an 80% or higher via a teacher provided rubric.

**INDEPENDENT PRACTICE**

Students will be asked to create a short narrative on a time they were given hope, what it meant to them and how powerful hope could be focusing the hope they received from their guardians. The narrative must contain no less than 150 words. Students will present their narrative via an oral presentation on FlipGrid. <https://admin.flipgrid.co>

**FOLLOW-UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT**

Direct Teacher Intervention

* Students will be instructed to scan twitter for sources of people who found hope after disappointment. After finding a particular story, they will have to review either the article they read or the YouTube video they watched on hope. The source must be accessible and sent to the teacher to read / watch as well.

Academic Enrichment

* Students can read Chapter 16 pages 311-313 from the book *Sapiens: A Brief History of Humankind*, written by Yuval Noah Harari. This excerpt provides in depth look into capitalism and economics in the United States. This will require students to think critically about the topics discussed in class causing further thought and a greater analysis of FDR and hope itself in America during the Great Depression. Students will be asked to create a fireside chat as FDR, trying to provide the country with the hope that things will get better using this document and the material covered in class.

**REFERENCES**

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Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Below is an Excerpt from President Roosevelt’s very first fireside chat. Read the passage and answer the questions that follow.*

“I do not promise you that every bank will be reopened or that individual losses will not be suffered, but there will be no losses that possibly could be avoided; and there would have been more and greater losses had we continued to drift. I can even promise you salvation for some at least of the sorely pressed banks. We shall be engaged not merely in reopening sound banks but in the creation of sound banks through reorganization. It has been wonderful to me to catch the note of confidence from all over the country. I can never be sufficiently grateful to the people for the loyal support they have given me in their acceptance of the judgment that has dictated our course, even though all of our processes may not have seemed clear to them.  
After all there is an element in the readjustment of our financial system more important than currency, more important than gold, and that is the confidence of the people. Confidence and courage are the essentials of success in carrying out our plan. You people must have faith; you must not be stampeded by rumors or guesses. Let us unite in banishing fear. We have provided the machinery to restore our financial system; it is up to you to support and make it work. It is your problem no less than it is mine. Together we cannot fail.”

What kind of mood is the author trying to create for his readers? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the FDR talking about in the passage?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the underlying message of the passage?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you were listening to this fireside chat, would you be confident in what he was saying? Why? (Write your answer on the back of this page, and be prepared to share with the class).

First Impressions

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions:** You must write a 1-3 sentence argumentative thesis statement. Your thesis statement should discuss what ***YOU*** believe got America out of the Great Depression. You ***MUST*** recognize the following in your statement: Keynesian economics, Hope, and the potential impact of President Roosevelt’s economic policies.  

Guided Notes

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     Date:\_\_\_\_\_\_\_\_\_\_\_\_

***Keynesian Economics***

What is it?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is this policy of economics built around?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In order for Keynesian economics to work, what has to happen?

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Who has to become involved?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***FDR’s Intention for Economic Policies***

What did the “New Deal” do for Americans?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What were some of the things he created as Safety nets for Americans in times of crisis? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where did the money come from for these Safety Nets? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What does it directly relate to?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Guided Notes

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     Date:\_\_\_\_\_\_\_\_\_\_\_\_

***Keynesian Economics***

**What is it?** An economic policy that is based around the idea that things will get better in time, but meanwhile the government must act in order to help their people.

**What is this policy of economics built around?** This policy of economics is based around the idea of hope

**In order for Keynesian economics to work, what has to happen?** The way Keynesian economics works is that the economic structure is built like a “sine” curve. It is said that economics will continuously have rises and falls, but eventually things will get better. However, in order for things to get better, there needs to be an influx of money into society. In order to get this money, a country has to borrow it from another country promising that they will pay it back during higher economic periods.

**Who has to become involved?** The Government.

***FDR’s Intention for Economic Policies***

**What did the “New Deal” do for Americans?** It provided jobs, opportunity, and hope that things were going to get better.

**What were some of the things he created as Safety nets for Americans in times of crisis?** President Roosevelt created things such as social security and unemployment for people who no longer had a job, providing them with an income so they could put money back into the economy.

**Where did the money come from for these Safety Nets**?  The United States had to borrow this money from other countries, which was essentially borrowing money from the United States in the future, since they would eventually have to pay those countries their money back.

**What does it directly relate to?** Keynesian Economics.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| CATEGORY | **4 - Above Standards** | **3 - Meets Standards** | **2 - Approaching Standards** | **1 - Below Standards** | **Score** |
| **Attention Grabber** | The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader. | The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience. | The author has an interesting introductory paragraph but the connection to the topic is not clear. | The introductory paragraph is not interesting AND is not relevant to the topic. |  |
| **Position Statement** | The position statement provides a clear, strong statement of the author\'s position on the topic. | The position statement provides a clear statement of the author\'s position on the topic. | A position statement is present, but does not make the author\'s position clear. | There is no position statement. |  |
| **Support for Position** | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader\'s concerns, biases or arguments and has provided at least 1 counter-argument. | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. | Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. | Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences). |  |
| **Focus or Thesis Statement** | The thesis statement names the topic of the essay and outlines the main points to be discussed. | The thesis statement names the topic of the essay. | The thesis statement outlines some or all of the main points to be discussed but does not name the topic. | The thesis statement does not name the topic AND does not preview what will be discussed. |  |