**Molloy College**

**Division of Education**

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Course EDU 509-01 Date: April 18th 2018

Grade: 8th Topic: The Great Depression Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES**

After students take a virtual bus tour from New York City to California during the Great Depression, while writing a travel journal, the students will write informative/explanatory text to examine and convey ideas clearly by writing a post card exit slip from one of the cities they visited during the Great Depression tour. Students will include a number of sentences explaining why it was such a difficult time, how it made them feel, as well as include a minimum of two facts learned during the bus tour.

**NYS-CCLS / +NYS 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 the students take a virtual bus tour of a couple cities in the United States**and complete a travel journal including facts of where they visited during the tour.*

**National Social Studies Standards and Themes:**

**III. People, Places, & Environments**

Social studies programs should include experiences that provide for the study of people, places, and environments.

**Indicator:** *This will be evident when students take a virtual bus tour to a couple major cities throughout the United States and complete travel journals along the way, including information they are learning about the geography and living conditions during the Great Depression.*

**VII.** **Production, Distribution, & Consumption**

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

**Indicator:** *This will be evident when give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, etc, that were affected during the Great Depression.*

**NCSS C3 Inquiry Arc**

**Dimension 2:**

Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, and history. Look with lens and skills of the discipline.

**Dimension 3:**

Students will work towards conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing casual explanation.

**Indicator:** *This will be evident after the virtual bus tour of cities throughout the United States and students will use the information they learned to draw conclusions to see how it was like to live during this time era.*

**New York State Next Generation English Language Arts Learning Standard**

**Writing Standards**

**Text Types and Purposes**

**5W2**

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Indicator:** *This will be evident when students write informative/ explanatory text to convey information clearly and accurately when they write their post cards directed to a friend back in New York including content of a place they had to stop at during the bus tour of the Great Depression.*

**Social Studies Practices: Habit of Mind:**

**A. Gathering, Interpreting and Using Evidence**

**Indicator:** *This will be evident when students use the bus tour visuals, to make their own conclusions on how it was living through the Great Depression Era.*

**INSTRUCTIONAL RESOURCES**

* Google Slides Presentation
* Travel Journal Packets
* Bread Line Stimulation
* Bus Ticket
* Post Card Exit Slip
* Homework Sheet

**MOTIVATION**

As the students take their seats, they will see the visual on the board seeing that today they are going to take a visual tour of the great depression. After the introduction and the first stop, teacher will have the students get off the “bus” out of their seats to stand on a bread line. Teacher will spend 5-10 mins serving bread, simulating how it was to stand on a bread line during the great depression. However, the bread will be stale, and it makes it more realistic as to how it was to wait in line to receive stale bread.

**DEVELOPMENTAL PROCEDURES**

1. Teacher will inform the students they are going on a virtual bus tour to a couple of well-known cities. However, they are going to be on the tour acting as if they were living through the Great Depression Era.
2. After the students boarded the tour bus, students will briefly be introduced to the question they are to think about during today’s lesson. *(How were living conditions during the Great Depression? How did living conditions change throughout your journey?)*
3. Teacher will go over the itinerary of today’s traveling through the Great Depression and show students a map of where the cities we are going to travel to in order. *(Has anyone used a map before? What do maps tell us? What is the point of an itinerary?)*
4. Teacher will go through CHAMPS ground rules for today’s lesson. *(Any questions?)*
5. Teacher will hand out the student’s travel journals they will be asked to take notes in during the lesson. Each stop, students will be given time to write down there observations and reflections. *(What do you think travel journals are used for? Has anyone traveled by plane or toured another city before?)*
6. The Hooverville Stop is the stop where there will be a stimulation of a bread line. Students will stand up out of their seats, get into a single file line and wait in line for a piece of bread given by teacher. When they receive bread, student will realize the bread is stale.
7. The Hoover Dam stop is the “Mystery Stop”. Have students guess and create a discussion based of the Hoover Dam. (*Why was the Hoover Dam built? Who built the Hoover Dam?)*
8. After each stop students will be asked to turn and talk to their row about some of the facts they wrote down in their travel journals. Students will be called on to share their notes with the class.
9. Teacher will repeatedly ask the question: “*How are the living conditions here ?”* (*How are the conditions changing? How do you think people felt during this era?)*
10. After the bus tour is concluded, students will review some of the main points they learned today. *(What was Great Depression? How did this affect not just New York City, but the United States? How were the living conditions? How did the journey change from the beginning to the end?)*
11. Students will participate in a think pair share and be asked the question: *“What was it like to wait in a bread line? How did it make you feel when you received stale bread?”* Some pairs will share their responses with the class.
12. To wrap up the lesson, students will be given direction to put their seats back into their original spots and be given a post card exit slip to fill-out.
13. Students will write on the post card, as if they are going to send the post card to a friend back in New York. Students will write a couple of sentences explaining what it was like to live through the Great Depression, including a minimum of two facts learned during the bus tour.
14. Teacher will distribute the homework and ask for student volunteers to read the directions before the period is over. *(Are there any questions?)*

**INSTRUCTIONAL STRATEGIES**

**Cooperative Learning**

**Turn and Talk**

**Indicator:** *This will be evident when students turn and talk to their partners about what notes they are writing down in their travel journals during the bus tour.*

**Think, Pair, Share**

**Indicator:** *This will be evident when students are asked the question “What was it like to wait in a bread line? How did it make you feel when you received stale bread?” Students will write down their responses and then share with a partner next to them.*

**Direct Instruction**

**Indicator:** *This will be evident when the teacher is instructing a bus tour through multiple cities in The United States and giving the students information and facts.*

**ADAPTATIONS**

* Students with ADHD will be sat in the front of the bus and monitored during the bus tour. These students will be allowed breaks during the tour if they become tired of staying in one chair.
* Students with visual impairments will sit closer to the front, so they can view the pictures during the bus tour.
* Student that is a English Language Learner will be given a packet that is in their native language, as well as have access to technology to help translate words they may find difficult.

**DIFFERENTIATION OF INSTRUCTION**

* The visual learners will benefit from the pictures being shown during the bus tour.
* The kinesthetic learners will benefit from holding an actual ticket from the bus and being seated in rows to represent sitting on a bus as well as the bread-line simulation.
* The auditory learners will benefit from the students who are chosen to share the notes they have been taken during the tour, and the teacher giving the bus tour.
* The interpersonal learners will benefit during the tour because students are going to participate in a think pair share.
* The linguistic learners will benefit by taking notes during the bus tour in their personal travel journals.

**ASSESSMENT**

* Teacher will assess students by writing down who participates during the lesson.
* Teacher will assess students by how engaged students are during the tour.
* Teacher will assess students who actively take notes during the bus tour or collaborate with a partner to write down any notes they missed.
* Teacher will assess students who finish their post card exit slips.

**INDEPENDENT PRACTICE**

* Students will complete a homework Sheet, including filling in a Venn diagram comparing and contrasting President Herbert Hoover and President Franklin Delano Roosevelt.
* Students will write a letter to the President of there choosing (either Hoover or Roosevelt) explaining their journey through the Great Depression.

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

Direct Teacher Intervention

* Teacher will print out the power point and go over the slides one by one with the students. Students will walk through each slide/ each city with the teacher and communicate back facts from each stop they had.
* The pictures on the slides can help the student grasp how it was like to live during the Great Depression, and how the United States economy, and overall nation was affected deeply by this era.

Academic Enrichment

* Students will create their own bus tour of the Great Depression. Students will think of two locations/events that we did not get to see, and write a few facts about each one. Students are to include pictures, dates, years, and a map clearly representing where the bus is traveling during the journey.

**REFERENCES**

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

Homework Sheet

**Directions:**

**1.** Fill-in the Venn diagram that is comparing and contrasting President Hoover & President Roosevelt during the era of the Great Depression. What did each president contribute? What ideologies did each President have? How did you see the people today affected by these Presidents?

**Part 1:**

Roosevelt

**What do they have in common?**

Hoover



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

**Part 2:**

Write a Letter to either President Hoover or President Roosevelt explaining you journey through the Great Depression. What did you see? How did it make you feel? Do you have any suggestions?

Dear President\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Post Card Exit Slip

Directions: Imagine you just landed in California. In **less than 5 sentences**, write a postcard back home to a friend in New York telling them about ONE city we visited today. Explain to your friend how living conditions are throughout your journey **Make sure to include at least TWO facts from today’s bus tour.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Sincerely, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear,\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

