

In Between the Wars Lesson Plan The Great Depression

Pamela D. Turner - 6th grade Social Studies – World History

1. Describe the classroom or homework activity to be performed (individual assignment, cooperative learning, cross curricular, technology based, using artifacts and/or primary sources, etc.

1. Orally read and discuss from The World, student social studies textbook
2. Watch video, “The Depression” (in my school library)
3. In groups of 4-5, students will have 3-5 minutes to list the things they felt contributed to the onset of the depression, specifically in the United States, but was throughout the world.
4. In groups of 4-5, students will have 3-5 minutes to list what they see as negative results of the Great Depression.
5. Based on the background knowledge that they have at this time, students will be asked to list things that are going on right now, present day, that are comparable (like) it was in the years before the Great Depression.
6. Homework assignment for extra credit points:
 - bring in news articles that relate to the economic crunch that our country is in presently
 - report on news (seen on TV) that relates to the economic crunch that our country is in presently
7. Students will be given news articles that the teacher has acquired, copies will be made so that each group of 4-5 students can go through and highlight key points in the news article to share with the class, each group will receive a different article on which to work.
8. F.D.R.’s New Deal, specifically the W. P. A. and C. C. C. programs to help families to provide for themselves will be discussed.
9. DVD of my father discussing how and why he got into the C. C. C. program and the places he worked, the jobs he performed, and the benefits to his family.

2. Rationale (why are you doing this?)

To help students to see what events led us into the Great Depression and to help them see that history is almost repeating itself by comparing what is going on in the U.S. today with the 1920’s. Items 8 & 9 above are to show how the government tried to help our country get out of the depression through work programs, not by handing people money.

3. Required time frame:
Probably 5 class periods of 50 min.

4. Where in the teacher conference did you get the idea for this activity or assignment (speaker, document, photograph, activity, audio recording, other?)

Dick Kirkendall's paper and presentation, Truman in the 1920's and 1930's
Michelle Brattain's presentation, Shaping the New Deal: Labor and American Workers 1919-1939

Alonzo Hamby's presentation, FDR and the Great Depression

5. Lesson objectives:
 - The students will relate how the events leading up to the Great Depression compare with the economic situation the U. S. is in today.
 - The students will see how the government tried to help struggling families during the Great Depression.
6. District, state, or national performance and knowledge standards/goals/skills met. Grade Level Equivalent goals for the Missouri Assessment Plan
 - Interpret the past, explain the present and predict future consequences of economic decisions.
 - Identify the consequences of personal and public economic decisions.
7. Secondary Materials
 - a. World Cultures, Scott Foresman, 1900 E. Lake Ave., Chicago, IL 60025
 - b. "The Depression" , video
 - c. Newspaper articles
8. Primary sources (document, photograph, artifact, diary or letter, audio or visual recording, etc.) needed
 - DVD of my father relating his service in the Civilian Conservation Corp
9. Fully describe the activity or assignment in detail. What will both you and the students do?
 - See item # 1
10. Assessment
 - Teacher prepared sheet
 - Directions; Put the letters representing the items discussed that probably led to the Great Depression on the lines provided (Have exact number of lines needed)
 - In preparing the test, paper, teacher has intermixed additional items into the list from which students are to choose their answers.

To give score, I would use E-Z grader, based on number of answers there should be.

