



| ASSABET VALLEY REGIONAL TECHNICAL HIGH SCHOOL |

The Great Depression through Literature, Art and Music

U.S. History II

Instructor: Kathryn Myer

| MARLBOROUGH, MA |

An Analytical Look: The Great Depression through Literature, Art and Music

Lesson Plan Outline

Grade Level: 10th Grade, U.S. History II

Duration: 58 Minutes

A. Educational Standards

Massachusetts Curriculum Frameworks

- **U.S. History II:**

USII.11 Describe the various causes and consequences of the global depression of the 1930s, and analyze how Americans responded to the Great Depression. (H, E)

Common Core: Common Core State Standards Initiative

Reading Standards for Literacy in History/Social Studies 6-12 (Grades 9-10 students)

Key Ideas and Details

3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing Standards for Literacy in History/Social Studies 6-12

Text Types and Purposes

1. Write arguments focused on discipline-specific content
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style of objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the arguments presented.

Production and Distribution of Writing

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

- 7. Conduct short as well as more sustained research projects to answer a question (including self-generated questions) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Listening and Speaking Standards for Literacy in Studies 6-12

English Language Arts Standards » Speaking & Listening » Grade 9-10

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5 Make strategic use of digital media (i.e. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

B. Essential Questions

- Was the Great Depression a topic of importance for those in the arts to express concern about?

C. Enduring Understandings

- Superficial prosperity of the 1920’s leads to an economic depression in the 1930’s.
- Poor economic conditions and weak leadership negatively impact all aspects of life.

D. Student Learning Objectives: Student will be able to...

(Identify, describe, explain, analyze, compare/contrast, evaluate, apply...)

- **Analyze** the effects that the Great Depression had on culture.
- **Explore** themes of the Great Depression that affected all walks of life throughout the country.
- **Develop** solutions to the problems faced by the nation during the Great Depression.

E. Learning Activities: Academic Language & Prerequisite Skills

Content-Area Terms	Academic Language
<ul style="list-style-type: none"> ▪ Great Depression ▪ Overproduction ▪ Inflation ▪ Unemployment 	<ul style="list-style-type: none"> ▪ Explain ▪ Analyze ▪ Evaluate ▪ Identify ▪ Conclude ▪ Discuss ▪ Carousel

F. Materials and Resources

- PowerPoint
- Learning Stations
- Great Depression Images
- Learning Station Writing Worksheets
- “Brother Can You Spare a Dime” Lyrics and Questions

- “Brother Can You Spare a Dime” YouTube Clip <http://www.youtube.com/watch?v=JppgeksnrDE>

G. Technology

- SmartBoard
- Microsoft PowerPoint
- Youtube (Internet Access)
- Microsoft Word (SmartArt – Graphic Organizer)

H. Accommodations for Diverse Learners

- **This lesson was developed to highlight the Reading, Writing, and Listening components of the Common Core Standards of Learning.**
- Overview of vocabulary terms (ex. “Great Depression”) with pictorial representation of the terms.
 - Completion of the all questions associated with the lesson is required by all students, in order to express their knowledge of the topic. However, the learning teams for the class will be selected in order to ensure that those students receiving services from special education accommodations are sufficiently supported for this and all lessons. This assignment lends itself well to those students on IEPs, 504s and those students who are part of the ELL program, as they can determine, with the instructor’s assistance, what medium is best suited to their learning needs, thus modifying their instruction in order to facilitate the successful completion of the activity.
 - Eleven out of the twenty-six students enrolled in this class are on either IEP or 504 plans requiring modifications of the curriculum.
- Connect the idea of the Great Depression to contemporary life (ex. The Great Recession of the 21st century).
- Repeat and review instructions of assignments in writing.
- Provide modified versions of material.
- Provide access to computer/word processor in the library, if necessary.

I. TASK 2: Instructing and Engaging Students in Learning

STEP	ACTIVITY	DURATION
PRE-CLASS:	<ul style="list-style-type: none"> ▪ Before class begins, be sure to have the Objectives, Enduring Understanding/Essential Questions, and Agenda written on the white board. ▪ As students arrive to the classroom, the quote from Steinbeck’s the Grapes of Wrath on the Samrtboard. 	N/A
BEGINNING THE LESSON: QUOTE ANALYSIS	<ul style="list-style-type: none"> ▪ Have quote from John Steinbeck’s <i>The Grapes of Wrath</i> on the Smartboard, and have students write down their thoughts and feelings about the quote – in order to try and figure out what is being discussed. 	Do-Now: 5-8 minutes total <ul style="list-style-type: none"> ▪ 1 min intro ▪ 4 min independent brainstorming ▪ 3 min class review
CARRYING OUT THE LESSON 1: LET’S GO TO THE MUSEUM –	<ul style="list-style-type: none"> ▪ Have students complete 5-station <i>Let’s Go to the Museum</i> <ul style="list-style-type: none"> ▪ Students will carousel through each station of the classroom with their group members. ▪ Each student will be placed into pre-selected cooperative learning teams. 	Historical Learning Stations: 25 minutes total <ul style="list-style-type: none"> ▪ 1 min intro ▪ 4-5 min per slide

<p>PRIMARY SOURCE ANALYSIS</p>	<ul style="list-style-type: none"> ▪ Instructor will make sure that students identify the specific connections between each of the exhibits, while answering individual questions about each. ▪ The stations have been designed and developed around a theme: unemployed working man, children, migration, families, and mothers. <ul style="list-style-type: none"> ✦ Instructor will circulate and monitor the progress, work, and behavior of the classroom. 	
<p>In the Event that you Finish Early: <i>How Would You Feel?</i></p>	<ul style="list-style-type: none"> ▪ In the event that one or more groups finishes a given station before the allotted 5-minute timeframe is complete, each group will be asked to discuss how they would feel if they were the subject of one or more of the photos at the given station they are posted at. This activity is developed to ensure that students are only discussing the class material assigned, and to ensure that they stay on task throughout the duration of the activity. 	<p>How Would You Feel? Total Time Varies (Incorporated into the 25 minutes above)</p>
<p>CARRYING OUT THE LESSON 2: <i>BROTHER CAN YOU SPARE A DIME</i></p>	<ul style="list-style-type: none"> ▪ Distribute lyrics for “Brother Can You Spare a Dime”. ▪ Give students an explanation of this song’s place within the context of the Great Depression. ▪ Play the song – Youtube clip http://www.youtube.com/watch?v=JppgeksnrDE (3:26) ▪ Once the song is finished, give students time to answer questions #1-4 on their worksheets. ▪ Have students discuss their answers with the class. 	<p>“Brother Can You Spare a Dime” 10-12 minutes total</p> <ul style="list-style-type: none"> ▪ 2 min intro ▪ 4 min song ▪ 3 min questions ▪ 3 min share
<p>COMPLETING THE LESSON</p>	<ul style="list-style-type: none"> ▪ “Today you analyzed a variety of primary sources that spoke directly to the effects that the Great Depression had on the everyday person. As you saw, this epidemic was wide-ranging and effected people from all walks of life across the nation. These people were crying out for help, hoping that their troubles would be relieved. Tonight, you will brainstorm ways to help these people in need.” 	<p>Completing the Lesson” 1-2 minutes</p>
<p>HOMEWORK ASSIGNMENT</p>	<ul style="list-style-type: none"> ▪ Have students generate a list of action items that they would present to the President of the United States in order to alleviate the problems faced by the American public during the Great Depression. <ul style="list-style-type: none"> ✦ The instructor anticipates that students will develop items to alleviate the struggling economy and state of affairs in the government (i.e. unemployment, overproduction, bank security, etc.)...This will serve as a seamless transition from the Great Depression into the first New Deal. ✦ Students will present their ideas to the class tomorrow to begin the lesson. 	<p>Homework: 5-10 minutes</p>

J. TASK 3: Assessing Student Learning

Formative and Summative Assessment

Lesson Objective	Assessment Tool
<ul style="list-style-type: none"> ▪ Analyze the effects that the Great Depression had on culture. 	<ul style="list-style-type: none"> ▪ Students will complete quote analysis and Learning Station activities to determine the themes of the Great Depression and determine how the Great Depression affected members of American society.
<ul style="list-style-type: none"> ▪ Explore themes of the Great Depression that affected all walks of life throughout the country 	<ul style="list-style-type: none"> ▪ Students will complete the learning station activity to explore the themes of the Great Depression, and come to the determination that one of the most prolific aspects of this depression was the widespread effect of the economic downturn, and the fact that all walks of life felt the hardship of the time.
<ul style="list-style-type: none"> ▪ Develop solutions to the problems faced by the nation during the Great Depression 	<ul style="list-style-type: none"> ▪ Students will develop their own suggestions for reliving the hardships felt during this depressed time in American economy and way of life.

K. TASK 4: Final Retrospective Reflection

- *To be completed following the 4/2/2012 lesson presentation*