1. What started the Great Depression?

2. Overview

- Analyze the social, political, and economic elements that led to the economic decline that caused the Great Depression
- Address impact of the Great Depression on individuals

3. Goal:

My goal with this lesson plan is to have students relate and connect to history and what led to an historical event.

4. Objectives:

- The student will analyze primary sources from the Great Depression.
- TSW discuss how they would feel if this happened to them.
- TSW accurately respond to questions about the social aspects of the Great Depression.

5. Investigative Question:

- How would you describe what you imagine to be a poor person?

6. Time Required: 2 hours

7. Recommended Grade Range:

- Grade Levels 3-6, respectively

8. Subject:

- Social Studies
- Language Arts

9. Standards:

8.1 Historical Analysis and Skills Development

   C. Understand fundamentals of historical interpretation.

   D. Understand historical research.
Credits:

Susan B. Crawford
Dr. Lonich
Mr. Nick Roberts

PREPARATION

11. Materials Used:
   - 3 Primary Sources from the LOC website:
     - 1) Photo
     - 2) Newspaper article
     - 3) Photo of bank
     - Letters from Eleanor Roosevelt
   - Questionnaire for students
   - Rubric to evaluate questionnaire

12. Resources Used:


- Provide the students information on accessing the Library of Congress online for further research.

**PROCEDURE**

I will be using an inquiry based model that has five steps: Ask, Investigate, Create, Discuss and Reflect. These steps are noted throughout the lesson.

**Anticipatory Set:**

1. Begin by showing the picture of the family who appears to be camping. Ask, “What do you think is happening in this picture?” (Many responses)
2. Ask, *(Inquiry Based: Ask)* “Have you ever wanted something so badly and you ask your parents and they tell you they can’t afford it?”
3. Talk about situations in life where you want what you can’t have.
4. Include conversations about what parents say when they can’t afford something, e.g., “Go take the money off the money tree.”
5. Talk about how we keep our money in savings accounts, etc.

**Content:**

6. Show a timeline to the students.
7. Explain that there was a time (reflecting the late 1920’s), when the banks ran out of money. The stock market “crashed” or collapsed and it directly affected all Americans. Eventually it affected others around the world.
8. Pass around the letters from Eleanor Roosevelt. Explain that she was once the First Lady (President Roosevelt’s wife). Talk about how she was approachable, that she cared deeply about the American people and that people felt comfortable writing her letters.
9. Pass around the letters so that each student has a separate letter.
10. Ask the students to read their letter.
11. Next, ask the students to stand and say some things about the letter they read. They need to explain to everyone what the person was asking for, so they should take their time and quietly read the letter. *(Inquiry Based: Investigate)*
12. Check for understanding -- Ask if there are any questions so far.
13. The students should then, one by one, talk about their letter. First, they should read the letter and then they should explain it.
14. After the letters have been read and the students have discussed each letter, take out the picture of the bank. Ask, “Well, if we’re talking about a time when most people couldn’t afford things, why would a picture of a bank be included?
15. Ask for suggestions. Explain that the stock market fell (where people have money), and how it was like a “domino effect” and one relates to the other.
16. Have the students break into small, cooperative learning groups of 4-5 students/ea.
17. Give each group a picture from the Dust Bowl. Talk about how the farmers were affected by the drought. They didn’t have rain for a very long time, which is called drought.
18. Ask each group to pretend like they are farmers. By using the picture, tell us about what you farm and how you were affected by the weather. Students will come up with a scenario. (Inquiry Based: Create)
19. After the groups present their farming scenarios, ask the students how they would feel if this was happening right in our home town. (Inquiry Based: Discuss)

Conclusion:

20. Show the picture of the family again. Say to the students, “Now that we’ve talked more about the Great Depression, how are you now feeling about this picture?”
21. Discuss how we feel when we ask for something and we can’t get it. Ask the students to stop and think about the children of the Great Depression. (Inquiry Based: Reflect)
Section 2: Field-Testing and Evaluation Plan (FTEP):

I will provide an “outdoor classroom” setting for approximately 15 students in my backyard. I will allow approximately 1-2 hours for instruction, discussion and evaluation. I will incorporate all of the steps of an inquiry-based learning model (Ask – Investigate – Create – Discuss – Reflect).

First, I will utilize the primary sources from both the LOC website and an alternative website (Eleanor Roosevelt letters).

As we continue through the lesson, I will have the students gather in small cooperative learning groups to discuss the family photo. The students will analyze and then summarize the photo.

Next, there will be a speaker who lived during the Great Depression who will talk about what life was like as a child at that time. She will then answer any questions the students may have.

Then, I will provide a rubric to students. The rubric will reflect certain criteria that need to be included in their answers on the questionnaire.

Finally, the students will complete the questionnaire. I will encourage students to answer all questions thoroughly.
**RUBRIC**

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student:</strong></td>
<td><strong>The student:</strong></td>
<td><strong>The student:</strong></td>
</tr>
<tr>
<td>▪ Described answer in full detail.</td>
<td>▪ Described most answers in full detail.</td>
<td>▪ Did not use details in answers.</td>
</tr>
<tr>
<td>▪ Provided supporting information.</td>
<td>▪ Provided supporting information most of the time.</td>
<td>▪ Provided little or no information.</td>
</tr>
<tr>
<td><strong>Grammar –</strong></td>
<td><strong>Grammar –</strong></td>
<td><strong>Grammar –</strong></td>
</tr>
<tr>
<td>The student had no grammar errors.</td>
<td>The student had some grammar errors.</td>
<td>The student had many grammar errors.</td>
</tr>
<tr>
<td><strong>Complete sentences –</strong></td>
<td><strong>Complete sentences –</strong></td>
<td><strong>Complete sentences –</strong></td>
</tr>
<tr>
<td>All sentences were complete.</td>
<td>Not all sentences were complete.</td>
<td>Most sentences were incomplete.</td>
</tr>
<tr>
<td><strong>All questions were answered.</strong></td>
<td><strong>Most questions were answered.</strong></td>
<td><strong>Only some questions were answered.</strong></td>
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</table>
The following are the questions that will be asked for students to write a brief paragraph in response:

**QUESTIONNAIRE**

Name: ______________________________________________________________ Date: ___________________________

Please use sentences to answer each question thoroughly. Each question is worth 10 points, with the exception of #9 – it is worth 20 points.

1. How do you think the person was feeling when they wrote the letter to Mrs. Roosevelt?
2. Why were people writing letters to Mrs. Roosevelt?
3. When you look at the picture of the family in their tent, what do you think was happening with this family?
4. Why was the girl not wearing any shoes?
5. Why did I show you a picture of a bank in this lesson?
6. What does a bank have to do with the Great Depression?
7. What does the Dust Bowl mean to you?
8. What happened to the crops?
9. Write about at least two things that helped cause the Great Depression? (20 pts.)