

Unit 12: The Great Depression

7th Grade Lesson Plan: How do we know what we know? (45 – 60 minutes)

Objective	In this one-day lesson, students will examine and analyze a variety of primary source materials to identify major themes, topics, and events of the era including challenges and hardships related to the Dust Bowl, life in rural and urban areas, agricultural work, and New Deal programs to address these challenges. 1. <u>We will</u> examine the major events and topics of the Great Depression by analyzing a set of primary source materials. 2. <u>I will</u> analyze a number of sources to determine how each source is related to key topics of the era and provide a summary of the main idea of each source.
Key Concepts	• The major themes, topics, and events of the Great Depression era include financial hardship resulting from the stock market crash of 1929, the Dust Bowl in the Great Plains, and federal programs established to address the issues facing many Americans. • In Texas, some moved from rural areas into urban areas for opportunities away from the farm. • The Dust Bowl was caused by harmful farming and ranching practices including the removal of native grasses combined with severe drought. It affected thousands of Texans on the Plains, forcing many to move and causing severe health problems. • New Deal programs including the Rural Electrification Administration and the Civilian Conservation Corps played a significant role in relief and recovery in Texas.
Skills	• Analyzing primary source excerpts. • Identifying points of view and bias in a primary source excerpt. • Identifying the main idea of a primary source and creating a brief summary of each excerpt. • Understanding challenging vocabulary in context.

Essential Question	What are the key topics and major themes of the Great Depression, and how were these topics recorded and discussed in the primary source materials of the era?
Assignment	Warm-up - Students read an excerpt from an oral history interview of a man named John Rankin who lived in the Texas Panhandle during the Great Depression and the Dust Bowl. Students use the excerpt to draw conclusions about life during the Great Depression. Lesson - In part I, students read a brief passage covering major themes and events of the unit including financial hardship, the Dust Bowl, and New Deal Programs. Students explain three hardships or challenges people faced during this era. - In part II, students examine a given number of primary source excerpts to identify the main themes, topics, or events addressed in each excerpt and provide a brief written summary of each. Exit Ticket - Students choose two points of view from a list of given options including someone who lived in the Panhandle during the Dust Bowl, a person in a rural area gaining access to electricity for the first time, a person enrolled in the Civilian Conservation Corps, or students can create their own point of view. Students then create a text message conversation between these 2 points of view about their experiences during the Great Depression.
Materials	- Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) - Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) - Primary Sources (<i>Suggested printing 1 set per partner group or student group</i>) - Assignment (<i>Suggested printing 1 per student</i>) - Advanced Level work - Grade Level work - Foundations Level work

Differentiation	1. Scaffolding including classwork at three different levels of academic ability 2. Visual representations of directions 3. Chunking text information 4. Sentence Stems 5. Vocabulary assistance in primary source materials 6. Reduction in writing
TEKS	• 7.01(A) Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Texas in the Great Depression. • 7.07(E) Analyze the political, economic, and social impact of the Great Depression • 7.09(A) Identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications. • 7.09(B) Explain ways in which geographic factors such as the Dust Bowl affected the political, economic, and social development of Texas. • 7.20(A) Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas. • 7.20(B): Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions. • 7.20(D) Identify bias and points of view from the historical context surrounding an event that influenced the participants • 7.22(B) Use effective written communication skills, including proper citations and avoiding plagiarism.

Teacher Guide: How do we know what we know?

Warm-up	• Students read a primary source excerpt of an oral history interview of a man named John Rankin who lived in the Texas Panhandle during the Great Depression. • Students read the excerpt of the interview and record what they can learn about life during the era based on Rankin's interview. • Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class. • Slides 4 and 5 provide the essential question and the "We will / I will" statements for the lesson.
Lesson	<u>Part I:</u> • Students read a short passage covering the major themes, topics, and events of the era including the Dust Bowl, various types of financial hardships resulting from the stock market crash, and federal programs under the New Deal to address the challenges of the era. • Students create a short written response describing three challenges facing many Americans during the era. • Slide 6 provides images to accompany this portion of the work. <u>Part II:</u> • Students will examine a given number of primary source excerpts depending on academic level to determine the primary topic or theme of each excerpt and provide a short written summary of each. • Slide 7 provides a larger view of the primary source excerpt of the woman washing clothing in an electric washer. • <u>Advanced:</u> Students read the introductory passage written at an above-grade Lexile level and write a short constructed response explaining three challenges people faced during the Great Depression; Students then choose six of the ten available primary sources to identify the primary topic or topics, write quick notes about the excerpt, and provide a short summary of each excerpt.

	• <u>Grade Level:</u> Students read the introductory passage written at an on-grade Lexile level and write a short constructed response explaining two challenges people faced during the Great Depression using a sentence stem to guide their response; Students then choose 5 of the 10 primary source excerpts and write 3 facts and a brief summary of each excerpt. • <u>Foundations:</u> Students read the introductory passage written at an on-grade Lexile level with key information written in bold lettering and identify three challenges people faced during the era by choosing from multiple choice options; Students then choose 4 of the 10 primary source excerpts and identify the topic or topics addressed in each excerpt and write a brief summary of each excerpt using a sentence stem to guide responses.
Exit Ticket	• Students choose two points of view out of three provided: ○ POV #1: A person living in the Dust Bowl region of the Texas Panhandle ○ POV #2: A person living in a rural community who has access to electricity for the first time. ○ POV #3: A person enrolled in the Civilian Conservation Corps, who is living in a CCC work camp ○ Or they can create their own point of view. • Students then create a text message conversation between the two points of view discussing their experience during the Great Depression.

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