

Unit 12: The Great Depression

7th Grade Lesson Plan: Review Mind Map

(45 – 60 minutes)

Objective	In this optional one-day review lesson, students will create a visual representation of terms and concepts from the unit in the form of a mind map. Students will be able to identify how information from the unit is connected by making connections between terms on a mind map. 1. <u>We will</u> make connections between key terms and concepts within all of Unit 12: The Great Depression. 2. <u>I will</u> create a Mind Map using terms and concepts from the class slides presentation to demonstrate connections between significant information in the unit.
Key Concepts	• The Great Depression was the worst economic crisis in U.S. history. It was caused by the 1929 stock market crash and caused massive unemployment, bank and business failures, and incredible financial hardship. • President Franklin D. Roosevelt established the New Deal to create programs to support struggling Americans and stabilize the economy. • Several New Deal programs that were instrumental in relief and recovery in Texas included the Civilian Conservation Corps and the Rural Electrification Administration. • Some key Texas figures who were instrumental in the relief and recovery efforts of the New Deal were John Nance Garner and Sam Rayburn. • The Dust Bowl was one of the worst ecological disasters in U.S. history. It consisted of enormous dust storms in the Great Plains that were caused by a combination of drought and strong winds which kicked up the topsoil that had been loosened by harmful farming and ranching practices in the decades prior. • The oil industry experienced significant boom and bust cycles as east Texas oil fields overproduced oil, flooding the market and drastically decreasing the value of oil.

Skills	• Connecting terms and concepts from across the entire unit. • Justifying and providing rationalizations for those connections. • Providing debate or arguments based on facts for the correct or best placement of terms that fit into several categories on student Mind Maps. • Creating a visual representation of Social Studies information.
Essential Question	What are the defining characteristics, key terms, people, places, and events of the Great Depression, how do the terms relate to major topics within the unit, and how do they connect with other significant information?
Assignment	Warm-up • Students will complete a graphic organizer of a small mind map using a word bank of terms including financial hardship, stock market crash, Great Depression, Dust Bowl, and massive dirt storms. Lesson • Students will create a Mind Map, either individually, with a partner, or in a small group. They will add terms from the slideshow to their Mind Map where they believe they fit best. Students should be able to justify their reasoning for where they place each term. Key terms include significant people, places, events, themes, and topics of the Great Depression • This review activity challenges students to work collaboratively to make connections across themes and information in the unit and provide evidence to support their decisions. Exit Ticket • Students will complete a sentence summarizing the main idea of this unit. They will choose the best answer from multiple choice options to complete the sentence stem.

Materials	1. Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) 2. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) <u>Suggested Materials not Included:</u> 1. A large piece of butcher paper for group work 2. Blank pieces of paper for individual or partner work 3. Markers or colored pencils.
Differentiation	1. Visual representations of directions 2. Chunking text information 3. Reduction in writing (Teacher discretion) 4. Group work with assigned roles allowing for differentiation of workload
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(B) Define and trace the impact of “boom and bust” cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, cotton, and ranching. • 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. • 7.17(B) Identify the contributions of Texas leaders such as John Nance Garner (“Cactus Jack”) • 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(E) Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic. • 7.21(A) Create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries.

	• 7.22(A) Use social studies terminology correctly • 7.22(C) Create written, oral, and visual representations of social studies information.
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Teacher Guide: Review Mind Map

Warm-up	- Students will create a small mind map using the diagram provided on their warm-up and a list of five terms in a word bank. They will write the terms where they believe they fit best in the mind map. - 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. ANSWERS: 1E, 2B, 3A, 4D, 5C (Also correct) 1E, 2D, 3C, 4B, 5A
Lesson	- Students will create a Mind Map, either individually, with a partner, or in a small group. They will add terms from the slideshow to their Mind Map where they believe they fit best. Students should be able to justify their reasoning for where they place each term. - Many terms can be correctly and accurately placed in more than one location. Encourage students to consider the various locations where each term could be placed. They could write the term more than once in each place or pick the one they feel best connects with the term. They should be prepared to justify their choices. - At the end of each round of new terms, encourage students to share where they put each term and to provide an explanation for why that term fits where they put it. - Remind the class that the term could potentially fit into more than one category and encourage students to share if they placed the term anywhere else. - Slides 6 through 12 present sets of terms for students to add to their Mind Map. - Slide 13 provides an optional, additional step if there is time at the end of class for students to add any additional <u>Advanced:</u> Encourage students to add additional information, explanations, terms, or questions to their Mind Map after they add the terms from each of the slides. This can also take place at the end of the lesson.

	• <u>Grade Level:</u> Students take turns adding information to the Mind Map or assign group roles – scribe (to write terms on the Mind Map), timekeeper (to keep students on task. Teacher can display a countdown clock to aid in this process), researcher (to look back through notes and old work for assistance in the lesson), Speaker (to share information and justifications with the class) • <u>Foundations:</u> Assign to timekeeper or speaker role, depending on student strengths. Teachers could also reduce the number of items for the student/students to write each round.
Exit Ticket	• Students will complete a sentence summarizing the main idea of this unit. They will choose the best answer from multiple choice options for each blank to complete the sentence. • Slides 14 and 15 restate the directions and provide a sentence stem to guide student responses when sharing with the class. • ANSWERS: 1C, 2F