

Unit 12: The Great Depression

7th Grade Lesson Plan: Study Guide and Flashcards

(45 – 60 minutes)

Objective	In this one-day optional review lesson, students will identify the significance of key terms, cause and effect relationships between significant events, and answer practice test questions to prepare for the unit 12 test. 1. <u>We will</u> review key terms, people, events, themes, and characteristics of the Great Depression to prepare for our Unit 12 test. 2. <u>I will</u> identify the definitions and significance of key terms, create a timeline of significant events, match statements of cause with their significant effects, and answer practice test questions.
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	- Identifying the significance of key terms, people, places, and events in history. - Identifying cause and effect relationships between historical events. - Answering questions based on 8th grade Social Studies STAAR question types including multi-response, inline choice, a paper-adapted version of drag and drop, multi-part, and short constructed response. - Analyzing primary source materials.
Essential Question	What is the key information we need to know to be successful on our Unit 12 test?
Assignment	Warm-up - Students respond to a paper-adapted version of the STAAR hot spot question type to choose which topics and themes they believe are most likely to appear on the Unit 12 test. Lesson - Students identify the definitions and significance of key terms from the unit, match cause and effect statements about key events of the Great Depression, and answer practice test questions based on the 8th grade social studies STAAR question types including multi-response, inline choice, a paper-adapted version of drag and drop, multi-part, and short constructed response. Questions include a primary source excerpt analysis. - Materials also include a set of flashcards which students can use by matching terms to their definitions in order to help students identify key terms and their significance. Exit Ticket - Students answer a series of questions to self-assess and reflect on their preparedness for the test.

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>) 3. Flashcards (<i>Suggested printing a class set of one per student or partner group</i>) 4. Assignment (<i>Suggested printing 1 per student</i>) a. Advanced Level work b. Grade Level work c. 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 and response options for short, constructed response question 5. Reduction in answer choices
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(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.

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| | <ul style="list-style-type: none">• 7.20(C) Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.• 7.22(A) Use social studies terminology correctly. |
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Teacher Guide: Study Guide & Flashcards

Warm-up	- Students observe a graphic organizer with a set of 9 statements about possible test topics. Students choose which topics are most likely to appear on the test. - 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 “We will / I will” statements for the lesson. Enhance learning: Teacher can have students give an example to support their chosen theme or topic when sharing with the class.
Lesson	<u>Flashcards</u> - There is a set of printable flashcards that can be used to reinforce the definitions and significance of key terms from the unit. - Flashcards should be printed (single page, NOT front and back) and cut out so students can match terms with their correct definition. <u>Worksheet</u> <u>Part I:</u> Students identify the definition and significance for twelve key terms from the unit. - Advanced work includes 12 terms. Students will only use 10. - Slide 6 provides a primary source images of John Nance Garner, a farm in the Dust Bowl region, and an electric water pump on a farm. <u>Part II:</u> Cause and Effect Matching - Students match cause statements on the left with their correct effect statements on the right. - Slide 7 provides images of a homestead on the Great Plains, cowboys on a cattle drive on the Great Plains, and an enormous dust storm during the Dust Bowl. Enhance Learning: Ask students how the 2 pictures on the left connect to the picture on the right.

- Part III: Practice Test Questions
- Students answer practice test questions based on new STAAR item types including multi-response, inline choice, a paper-adapted version of drag and drop, multi-part, and short constructed response.
- Advanced work contains 9 questions; Grade Level and Foundations contains 6.
- Slide 8 provides the primary source image of a migrant mother with her children in Weslaco, Texas, on the Rio Grande.
- Advanced: Students use a word bank of 12 terms from the unit to identify definitions and significance of 10 of the terms with definitions written in paragraph format at a higher Lexile level; Match 6 statements of events during the Great Depression and match each statement to its correct effect; and answer 9 practice test questions including multi-response, inline choice, a paper-adapted version of drag and drop, multi-part, and short constructed response. Questions include a primary source excerpt analysis.
- Grade Level: Students use a word bank of 9 terms from the unit to identify definitions and significance of each term with definitions written in list format; Match 6 statements of events during the Great Depression to each statement's correct effect; and answer practice test questions including multi-response and short constructed response. Questions include a primary source excerpt analysis.
- Foundations: Students identify definitions and significance of 9 key terms with definitions written in list format and answers in multiple-choice options; Match 6 statements of events during the Great Depression to each statement's correct effect with 2 answers provided; and answer practice test questions including multi-response and short constructed response with one answer option eliminated in multiple-choice questions and sentence stems provided for the short constructed responses. Questions include a primary source excerpt analysis.

Exit Ticket	• Students respond to prompts to assess their preparedness for the test. This includes prompts allowing them to request clarification on concepts and consider their strengths and weaknesses before the test. • Slides 9 and 10 restate the directions and provide sentence stems to guide student responses when sharing with the class.
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Primary Sources and Other Resources Used

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