Texas History for Teachers

Unit 12: The Great Depression

7th Grade Lesson Plan: Vocabulary

(90 – 120 minutes, with an optional 30 – 45 minute quiz)

Objective	In this two-day lesson, students will learn key terms related to the Great Depression and be able to identify, define and give an example of each term within the context of the Great Depression era. 1. ***We will*** identify, define, and exemplify the key terms of the Great Depression era. 2. ***I will*** use the information and context of several short passages to identify and record the definition of each term and provide examples of the term in the context of our unit.
Key Concepts	• Key terms for the unit include Economic Depression, Stock Market, Relief, Unemployment, and Ecology. • This era was characterized by the worst economic depression in U.S. history, which caused a severe increase in unemployment, bank and business failures, and extreme poverty. • This era also experienced the worst ecological disaster in U.S. history with the Dust Bowl, which occurred because of the removal of native grasses from the Plains, combined with a severe drought and high winds, leading to dust storms that affected the entire Great Plains region including the Texas Great Plains and Mountains and Basins regions.
Skills	• Reading for key information, context, main ideas, and supporting evidence. • Identifying the definition and examples of key terms in the context of the Great Depression in short reading passages. • Creating visual representations of key terms. • Using the terms in the context of the unit • Recognizing references to key terms in a primary source excerpt • Using the terms in the context of the unit to analyze primary source excerpts and images in the vocabulary quiz. • Identifying cause and effect relationships between events in the unit related to the key terms.

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Essential Question	What are the key terms we need to know to understand this unit on the Great Depression, and what is the meaning of these terms in the context of our unit?
Assignment	**Warm-up** • Students will self-assess their own prior knowledge of four vocabulary terms in this unit: economic depression, relief, unemployment, and stock market. Students will determine their level of familiarity with each of these terms and write what they know or what they can predict or infer about the meanings of these words. **Lesson** • Students use short reading passages about the unit from the slideshow to identify the key terms, their definitions, examples of each term within the context of the unit and create a visual representation of each term on their chart. Readings include variations of the words in other parts of speech when applicable. • This lesson will take two days. All the materials they need to complete the lesson will be distributed on the first day. **Exit Ticket** • Students will use a word bank of different terms to choose three to five terms that best relate to the major themes in our unit. They will highlight or circle these terms. Students create a short, constructed response explaining how one of their chosen terms relates to or represents the main ideas or major events of the unit.
Materials	1. Slideshow *(Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance)* 2. Warm-up / Exit Ticket *(Suggested printing: 1 per student. Assignment prints two copies per page.)* 3. Assignment *(Suggested printing 1 per student)* a. Advanced Level work b. Grade Level work c. Foundations Level work

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	4. Optional Vocabulary Quiz 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 when applicable 5. Multiple choice response options for matching portion 6. Reduction in answer choices and amount of 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(C)*** Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. • ***7.21(B)*** Analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries. • ***7.22(B)*** Use social studies terminology correctly.

Teacher Guide: **Vocabulary**

Warm-up	• Students will self-assess their prior knowledge of four of the key vocabulary terms they will learn in the lesson: economic depression, stock market, relief, unemployment, and ecology. • Students consider and record their level of familiarity and understanding of each term. • 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. ***NOTE***: This lesson is designed to take 2 class periods. The warm-up may be used both days. On day 2, students should have more prior knowledge of one or more of the terms.
Lesson	<u>STUDENT WORKSHEET</u> • Students use the reading passages from the slideshow to complete their vocabulary chart. Slides 6 – 10 provide a short reading for one vocabulary term within the larger context of the unit. • <u>Advanced</u>: Students provide a definition, an example from the reading, an antonym, a visual representation of the term, and use it in a complete sentence. • <u>Grade Level</u>: Students provide a definition, an example from the reading, and a visual representation of the term. • <u>Foundations</u>: Students choose from multiple choice options to identify the correct definition for the term and create a visual representation of the term.

Suggested methods for carrying out this lesson:

- Individual Work: Teacher can upload the slideshow into a learning management system like Google Classroom for students to complete at their own pace individually or print each slide and hang them around the room to include movement for individual student work.

- Classroom stations: Teacher can print each reading to hang around the room, in the hallway, or to distribute to tables if available in the classroom. Students complete the work at each station either as a group or self-paced.

- Group work: Teacher assigns each group a vocabulary term to complete. Each group presents their word to the class. This works especially well if the teacher can display student work from a document camera when sharing each group's work with the whole class.

Note: This lesson is estimated to take 2 class periods. Everything the student needs to complete the lesson should be distributed and explained on the first day. *The warm-up and exit ticket will only be used for the first day of the lesson.

Optional Additional Assignment: Vocabulary Quiz

- Advanced: Students identify and match vocabulary terms to definitions, complete fill-in-the-blank statements about the terms and answer five comprehension questions based on 8th grade STAAR question types including short constructed response and multi-select. Questions include primary source materials including an excerpt and a photograph.

- Grade Level: Students will match vocabulary terms to their definitions, complete fill-in-the-blank statements using the terms from a word bank and answer four comprehension questions based on 8th grade STAAR question types including short constructed response with sentence stems to guide responses and multi-select. Questions include primary source materials including an excerpt and a photograph

- Foundations: Students use multiple-choice answer options to match vocabulary terms to their definitions, complete fill-in-the-blank statements using multiple-choice options and

	answer four comprehension questions based on 8th grade STAAR question types including short constructed response with sentence stems and response options and multi-select. Questions with multiple-choice options have one option eliminated. Questions include primary source materials including an excerpt and a photograph *Note:* This assessment is estimated to take approximately 45 minutes.
Exit Ticket	• Students consider the vocabulary terms from the lesson, and the major themes of this unit. They choose three to five terms from a word bank that they believe are most closely related to the unit's vocabulary and major themes. • Students use a sentence stem to explain their choice of term and why they believe it is connected to the unit. • Slides 11 and 12 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

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