Texas History for Teachers

Unit 12: The Great Depression

7th Grade Lesson Plan: What's the story?

(90 - 120 minutes)

Objective	In this two-day lesson, students will examine six readings presenting significant events that took place during the Great Depression and identify their significance to United States and Texas history. 1. ***We will*** examine six primary topics that took place during the Great Depression to identify the major events that shaped the era in the United States and Texas. 2. ***I will*** read six short passages about key events to record the dates, primary details, and significance of key events that occurred during the Great Depression.
Key Concepts	• The prosperity of the 1920s ended with the stock market crash of 1929, which caused the Great Depression affecting banks, businesses, industries, and people across the U.S. • The oil and cotton industries in Texas were negatively affected by the Great Depression. • Thousands of Texans became unemployed during the Great Depression. • President Roosevelt established numerous programs as part of the New Deal to provide relief to Americans including employment programs and affordable electricity to rural farming communities, which had a significant effect on many Texas farmers. • Over-farming, over-grazing, and drought gave rise to the immense storms of the Dust Bowl in the Great Plains region of the U.S. Thousands of Texas farmers fled the Panhandle to escape the storms, often seeking opportunities in California.
Skills	• Reading for context and significance information. • Identifying and paraphrasing or summarizing main ideas and supporting evidence. • Identifying and explaining the significance of historical events. • Explaining cause-and-effect relationships between significant historical events

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Essential Questions	What were the key events of the Great Depression era? What were the details, causes, effects, and significance of each event?
Assignment	**Warm-up** • Students read three (fictional) newspaper headlines related to the era and write at least one piece of information they would expect to read in each article. • Headlines include, "Crisis: No One is Buying Texas Oil or Cotton," "Federal Government Helps Struggling Americans," "Dust Storms Affect Panhandle Farmers." • This warm-up can be used both days of the lesson, allowing students an opportunity to use knowledge gained on day 1 to guide their responses on day 2. **Lesson** • Students read six short passages that present the most significant events of the Great Depression in chronological order including a review of the economic success of the 1920s, the stock market crash of 1929, the effects of the crash on the U.S. and Texas, the New Deal, the Dust Bowl, and the significance of the era. • Students use the readings to complete a note-taking timeline of the Great Depression on their worksheet, including the name of each event, its date or timeframe, key information related to the event, and the significance of the event. **Exit Ticket** • Students choose ONE event from the era from a list of options and write at least one cause and one effect of their chosen event. Events include the stock market crash of 1929, falling oil and gas prices in Texas, Roosevelt's New Deal, and the Dust Bowl.

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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. Readings (*Suggested printing 1 per student or partner group)* a. Advanced Readings b. Grade Level Readings c. Foundations Readings 4. Assignment *(Suggested printing 1 per student)* a. Advanced Level work b. Grade Level work c. Foundations Level work
Differentiation	1. Scaffolding including classwork and readings at three different levels of academic ability 2. Visual representations of directions 3. Chunking text information 4. Key information presented in bold lettering in the readings 5. Note-taking assistance including response options for dates, key details, and significance of each event.
TEKS	• ***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 have affected the political, economic, and social development of Texas. • ***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.

Teacher Guide: What's the story?

Warm-up	• Students read three newspaper headlines and write at least one piece of information they would expect to find in each article based on its headline. • Headlines include, "Crisis: No One is Buying Texas Oil or Cotton," "Federal Government Helps Struggling Americans," "Dust Storms Affect Panhandle Farmers." • This activity requires students to make inferences based on their prior knowledge of general topics in the unit. • 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.
Lesson	<u>Reading Cards:</u> • Students read six short chronological passages for key events and information about the Great Depression. • There are three levels of reading cards. The Foundations level provides a grade-level reading with key words and information presented in bold as reading supports. The grade level readings do not have the literacy cues for reading supports. The advanced readings are written at a higher Lexile level with more challenging terms and phrasing. • These readings can be printed as a set for each student, for groups, tables, or stations, or hung around the room as a gallery walk. They can also be uploaded to a Learning Management System like Google Classroom for digital work. They can be cut out (there are 2 short readings per page) or left as one full set. • Slides 6 – 11 provide images that accompany each reading passage. <u>Student Worksheets:</u> • Students will record the required information including the title of each event, the date/dates, key details from the event, and the significance of each event on their worksheets.

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	• Slides 6 - 11: Provide the title of each reading along with images that accompany and enhance the readings. • Advanced: Students create their own short, constructed responses to complete their timeline by recording the date/dates or timeframe, key details, and significance of the events described in each reading. • Grade Level: Students create their own short, constructed responses to record the date/dates or timeframe, and key information from the readings. They choose from three options provided for the most accurate description of the significance of each topic. • Foundations: Students complete their chronological timeline notes chart by choosing from multiple-choice response options for the dates, key details, and significance of each event. Note: This assignment can be carried out by dividing students into six groups and assigning each group one reading to read, record key information for, and present to the class for the class to take the key notes. It can also be carried out by going through all of the readings together (recommended for lower performing classes) or going through several readings together and then assigning the rest of the readings to the students to complete individually or in pairs. This lesson will take an average of two days to complete. This lesson is designed to take one or two days, depending on how the material is presented and the academic level of each class.
Exit Ticket	• Students choose one event from the following list: The Stock Market Crash, 1929; Oil and Cotton Prices Fell; Roosevelt Made the New Deal, and the Dust Bowl. • Students write at least one cause and one effect for their chosen event. • Slides 12 and 13 restate the directions and provide students with sentence stems to guide their responses when sharing with the class.

Primary Sources and Other Resources Used

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