

Lesson Plan 1: Day 1

Grade Level: 10-12

Subject(s) Area: Social Studies

Materials Needed:

- The students will receive a copy of The Great Depression & the New Deal: A Very Short Introduction by Eric Rauchway; Lexile measure 1200L-1300L (You can view the book and some initial pages at: <https://www.amazon.com/Great-Depression-New-Deal-Introduction/dp/0195326342>).
- Students must bring their school provided tablets, with WIFI enabled.
- I will hand out a list of the vocabulary words referenced in this unit.
- Students will be given 6 notecards each to be used over the course of this unit.
- Students will be required to have a notebook for script writing.

SStandards:

- Standard 2: Students understand important historical events.
- Benchmark 9-12.2.4: Analyze the major political, economic, and social developments that occurred between World War I and World War II (e.g. Red Scare, Roaring 20's, Great Depression, New Deal)

Objectives:

- **Know:**

The students will know what led to the government feeling as though it needed to step in to curb the depression that was affecting the United States.

The students will know how the government stepped in to curb the depression that was affecting the United States.

The students will know what steps President Roosevelt implemented to curb the struggling economy and how those steps contributed, both positively and negatively, to post-depression America.

- **Understand:**

The students will understand how the Great Depression affected Americans in the 1930's and how this relates to current political events.

The students will learn analytical skills by understanding how to take a concept, such as the New Deal, and empathize with those directly affected by it.

The students will understand multiple ways to analyze and take in information leading to a more well-rounded learning approach that will help them after they graduate from high school.

The students will understand how to use technology to expand on their learning of the topic at hand.

- **Do:**

The students will read the entire book over a six-school day period of time (two weekends built in in case extra time is needed).

The students will complete 5 Khan academy lessons in preparation for this unit.

The students will answer a question from the book at the start of each class session for a small amount of points to show completion of the previous night's homework.

The students will write a script and record a short podcast for their final assessment showing comprehension of the unit's material.

The students will complete "My Frame of Reference" at two points in the unit, once at the beginning for pre-assessment, and once near the middle/end of the unit to show understanding of the concepts learned so far.

The students will listen/read a speech and use "Reflections on Nonfiction Reading" to show their comprehension.

Learning Activities:

- This lesson will be taking place on a Monday, the first two bullet points will be assigned at the end of class on the Friday before as preparation for the new unit with the following two bullet points being assigned on Monday:
 - Read through and complete the 4 Khan Academy lessons and 1 Khan Academy practice quiz (Appendix)
 - The 4 lessons are very short and are presented as a **frontloading** assessment for our unit plan. I'm not looking for in depth knowledge retention, just enough to have an idea for what the unit will be teaching.
 - Students should have read the Intro to the assigned book over the previous weekend. I will briefly summarize the intro and what is to come in the book (assessment will follow that I will present in the assessment section).
 - **My Frame of Reference** (Appendix) will be the next order of business.
 - **MFR** is a great pre-assessment tool and will give me yet another option for determining where my students are in terms of previous knowledge about The Great Depression, and more specifically, The New Deal. Each student will be given the **MFR** handout with the topic THE NEW DEAL written in the center (where the picture would go in a picture frame). Students will then be asked to jot down any knowledge they currently have about The New Deal. This can include people, events, sources of information, etc. As long as it pertains to The New Deal.
 - After a few minutes I will call on approximately five students to read their ideas aloud to the class. After this short discussion all students will turn in their sheets and I will peruse them after class or that night at home to look for areas of weakness that I need to be sure to spend extra time discussing later in the unit.
 - These will be put aside for later when the students do the activity again later in the unit.
 - To finish off the day, we will be going over the capstone assessment, creating a podcast.
 - First, I will have the website: <https://anchor.fm/> projected onto the board. The students will go to this site on their school provided tablets. We will spend a few minutes going over the site and downloading the apps onto their tablets.
 - Once all of the students have the app downloaded, I will discuss the assessment (discussed in more detail under the assessment section)

Assessment:

- This first day will involve the most assessments but they will be brief:
 - First, I will review the quizzes that were taken on the Khan Academy website. The main point of this is to see how many students took the quiz and what topic I may need to spend more time discussing. I will not be grading this assessment, however, the students will not know that ahead of time.
 - The next assessment will involve me writing a question on the board that corresponds to the intro of the book that was assigned over the weekend. This is where 1 of the 6 notecards will be

used. The students write their answers on the notecards and turn them in. This will be a 5-point assignment.

- The podcast assessment won't be until the end of the unit, but I will describe it here:
 - Students will partner up for this assessment
 - The podcast must be 5-10 minutes in length with both members splitting the amount of talking.
 - Students will create a script to be used for the podcast they are creating. The script does not need to be perfectly laid out as long as a minimum of 5 topics from the readings and at least 10 of the previously provided vocabulary words are covered. Students have the freedom to structure the podcast however they like. Examples (similar podcasts in parentheses): Set it up like a sports podcast (ESPN or The Ringer), read a student-made story with characters (Bubble), interview style (Joe Rogan or Conan O Brian), Casual back and forth between hosts (How did this get made?)
 - Podcast Rubric (Appendix) included for grading purposes at end of unit

Reflection:

- Was there too much information in this lesson?
- Did I make it easy for the student to plan out their next week?
- How can I explain this upcoming unit better in the future?
- What did I like about how this Lesson went?

Lesson Plan 2: Day 2-5

Grade Level: 10-12

Subject(s) Area: Social Studies

Materials Needed:

- Students must bring their school provided tablets, with WIFI enabled.
- Students must bring in their remaining notecards from Lesson 1
- Copy of The Great Depression & the New Deal: A Very Short Introduction by Eric Rauchway
- Students will be required to have a notebook for script writing.
- List of vocabulary words from Lesson 1

SStandards:

- Standard 2: Students understand important historical events.
- Benchmark 9-12.2.4: Analyze the major political, economic, and social developments that occurred between World War I and World War II (e.g. Red Scare, Roaring 20's, Great Depression, New Deal)

Objectives:

- Same as KUD from Lesson 1

Learning Activities:

- In Lesson two the students will continue to read through The Great Depression & the New Deal: A Very Short Introduction by Eric Rauchway. The breakdown in assignments will be as follows:
 - Tuesday, Day 2 – Chapters 1-2
 - Wednesday, Day 3 – Chapters 3-4
 - Thursday, Day 4 – Chapter 5
 - Friday, Day 5 – Chapters 6-7
- Creating the Podcast and the script associated with it will be used as this units **Anchoring Activity**.
 - This assignment will be used to fill in any free time the students may have in class during this week. The more they do the homework, the more time they will have to work on this assignment. If they do not use their time wisely in class they will need to meet after school, or during off periods to complete this task.
- After the notecard assessment is completed (under assessments below) I will give an oral run down of the information covered in the chapters from the book that are due that day. Questions are welcome at any point by any student as they come up.
- These four days will all look the same except for the following two activities:
 - On Thursday, Day 4, the students will be given a copy of President Roosevelt's Fireside Chat concerning the New Deal. They will be required to take it home to read. However, I will also give them this address: <https://www.youtube.com/watch?v=Wmu1w3kAGuo>; I'm fine with them using this to help them as they follow along with the printed speech (1200L-1300L). I've scheduled this for the fourth day because they will already have learned about it in the book from the day before. They will also be given **Reflections on Nonfiction Reading** (Appendix) to fill out while listening/reading the speech. This is to be filled out and brought into class the next day (Friday). I will call on a few students to relay what they have written on the assignment. I will then collect the assignment and add this as another tool to see where the students may be struggling.
 - Also, on Thursday, Day 4, The students will again use **My Frame of Reference**. I will put The New Deal in the center once again and we will repeat the steps from lesson one. I will then be able to

look through their answers and compare them from the first **MFR** to see where they are improving.

- Any free time will be spent working on the Podcast creation.

Assessment:

- Each day will begin with the notecard activity from Lesson 1.
- Reflections on Nonfiction Reading will be graded for completion and comprehension.
- More informal assessments will be continuing on my end. Using things like the notecard assessment, **MFR**, and the reflections assignment to continually see where the students are at in their understanding of the material they are consuming with the ultimate goal of a successful final assessment in podcast form.
- The students will then have the weekend to polish up their podcast for submission on Monday.

Reflection:

- Were the days filled adequately? Were they too full of activity? Should I have added anything?
- How do I feel the students enjoyed the lesson?
- Are there any aspects I need to adjust or want to keep the same for future classes?

Lesson Plan 3: Day 6

Grade Level: 10-12

Subject(s) Area: Social Studies

Materials Needed:

- Students must bring their school provided tablets, with WIFI enabled.
- Students must bring in their remaining notecards from Lesson 1
- Copy of The Great Depression & the New Deal: A Very Short Introduction by Eric Rauchway
- Students will be required to have a notebook for script writing.
- List of vocabulary words from Lesson 1

SStandards:

- Standard 2: Students understand important historical events.
- Benchmark 9-12.2.4: Analyze the major political, economic, and social developments that occurred between World War I and World War II (e.g. Red Scare, Roaring 20's, Great Depression, New Deal)

Objectives:

- Same as KUD from Lesson 1 & 2

Learning Activities:

- While the book isn't overly long (approx. 130 pages), I believe that I have given the students quite a bit of work in a single week period. Because of this, the learning activities will not be as extensive. I will put a slightly more all-encompassing question on the board for the final notecard assessment.
- I will give a summary about the book, wrap up the story as a whole, and ask for additional questions that any students may have.
- I will ask for 3 groups to let their podcasts be presented to the class. The first three that volunteer will be given 2 bonus points to their final score.

Assessment:

- As always, the notecard assessment worth 5 points will be completed.
- The Podcast assessment will finally be graded based on the Rubric (Appendix).

Reflection:

- Did I see improvement from my students in their knowledge level about the subject matter?
- Did I assign too much homework? Too little?
- Were the class periods full enough for the students? Were the students getting off task too often?
- What would I change going forward for the next set of classes?

APPENDIX RESOURCES

Vocabulary List

Source: Dictionary.com

Commodities – an article of trade or commerce, especially a product as distinguished from a service

Institutions - an organization, establishment, foundation, society, or the like, devoted to the promotion of a particular cause or program, especially one of the public, educational, or charitable character

Foreclosures - to deprive (a mortgagor or pledgor) of the right to redeem his or her property, especially on failure to make payment on a mortgage when due, ownership of property then passing to the mortgagee.

Bankruptcy - any insolvent debtor; a person unable to satisfy any just claims made upon him or her.

Deflation - a fall in the general price level or a contraction of credit and available money (opposed to inflation)

Congress - the national legislative body of the U.S., consisting of the Senate, or upper house, and the House of Representatives, or lower house, as a continuous institution.

Civilian Conservation Corps - the former U.S. federal agency (1933–1943), organized to utilize the nation's unemployed youth by building roads, planting trees, improving parks, etc.

Mortgage - a conveyance of an interest in property as security for the repayment of money borrowed.

Public Works - structures, as roads, dams, or post offices, paid for by government funds for public use.

Prosperity - a successful, flourishing, or thriving condition, especially in financial respects; good fortune.

Monopolies - exclusive control of a commodity or service in a particular market, or a control that makes possible the manipulation of prices

Inflation - a persistent, substantial rise in the general level of prices related to an increase in the volume of money and resulting in the loss of value of currency (opposed to deflation)

Gold Standard - a monetary system with gold of specified weight and fineness as the unit of value.

Khan Academy links:

The presidency of Herbert Hoover:

<https://www.khanacademy.org/humanities/us-history/rise-to-world-power/great-depression/a/the-presidency-of-herbert-hoover>

The Great Depression:

<https://www.khanacademy.org/humanities/us-history/rise-to-world-power/great-depression/a/the-great-depression>

FDR and the Great Depression:

<https://www.khanacademy.org/humanities/us-history/rise-to-world-power/great-depression/a/franklin-delano-roosevelt-as-president>

The New Deal:

<https://www.khanacademy.org/humanities/us-history/rise-to-world-power/great-depression/a/the-new-deal>

Practice: The Great Depression:

<https://www.khanacademy.org/humanities/us-history/rise-to-world-power/great-depression/e/quiz--the-great-depression>

Reflections on Nonfiction Reading

<p>Schema What do I already know about the topic?</p>	<p>Questions What am I wondering?</p>
<p>_____</p> <p>Title of the Text</p>	
<p>Inferences What can I infer from the reading?</p>	<p>Important Ideas What was the article mostly about?</p>

Podcast Rubric

Student Name:

Category	4	3	2	1
Comprehension	Can clearly explain in several ways the views and attitudes of the United States gov't and its people during the Great Depression	Can clearly explain in several ways the views and attitudes of the United States gov't OR its people during the Great Depression	Can clearly explain the views and attitudes of the US gov't and its people during the Great Depression	Cannot clearly explain the views and attitudes of the US gov't and its people during the Great Depression
Podcast time length	Completed podcast in the amount of time assigned (5-10 minutes)	Completed podcast slightly below the amount of time assigned (approx. 4 minutes)	Completed the podcast below the amount of time assigned (approx. 2-3 minutes)	Podcast is considered incomplete for not at least getting to 2 minutes
Vocabulary	10 vocab words from the list are used and used correctly	7-9 vocab words from the list are used and used correctly	4-6 vocab words from the list are used and some are used incorrectly	Less than 4 vocab words from the list are used and some are used incorrectly
Communication Skills	Group's podcast is easy to understand, listen to, and flows appropriately	Group's podcast has one aspect that it is difficult for the listener to follow	Group's podcast has two aspects that it is difficult for the listener to follow makes the experience uncomfortable	Group's podcast has three or more aspects that are difficult for the listener to follow or makes the experience uncomfortable