**Pathways Project**

**College and Career Readiness**

**A. Lesson Title**

*What caused the Great Depression?*

**B. Lesson Description**

*Students are asked to identify the causes of the Great Depression by analyzing primary and secondary sources, and completing a short writing-to-learn activity. In their writing students will evaluate the primary causes of the Great Depression.*

**C. Grade Level/Subject Area**

*Grade Level(s): 11th*

*Subject Areas: U.S. History*

*This lesson plan addresses the following aspects of the College and Career*

*Readiness Dimensions:*

*Dimension 1*

* *Interpret Information*
* *Communicate Information*

*Dimension 2*

* *Display critical Reading Skills*
* *Display Critical Writing Skills*
* *Display Critical Skills in the Social Sciences: History*

*Dimension 3*

* *Practicing Self Management*

*Dimension 4*

* *Utilize specific knowledge of the norms, values, and conventions of interaction in the college context*

**D. Objectives**

*Students will be able to:*

* *Identify the causes of the Great Depression*
* *Analyze how human activity contributed to the Dust Bowl*
* *Answer a historical question by constructing an argument that is backed by facts from primary and secondary sources*

**E. Prior Knowledge**

*Students should have prior experience analyzing historical sources and constructing arguments. Students should also have experience with identifying cause and effect relationships.*

**F. Preparation and Materials**

* *Each teacher should view suggested sources for each of the causes of the Great Depression (impact of tariffs on world trade, stock market speculation, bank failures, monetary policy of the Federal Reserve, and the Dust Bowl)*
* *The teacher should make copies of the documents for the students to use during class*
* *Each teacher should make copies of the SOAPS-Tone document analysis sheet for students to use.*
* *Each teacher should make copies of the KWL chart for students to use.*
* *The teacher will need a computer with internet access in order to view the introductory video from YouTube, and a projector for student viewing*

**G. Scaffolding/Instructional Support**

* *The teacher should complete formative checks throughout the lesson to insure that students are acquiring the material.*
* *The teacher can complete an additional think aloud on a different kind of source if needed. For example, the teacher could complete a think aloud on a textual and visual source.*
* *Students who need additional support in analyzing sources could be given scaffolding questions to accompany the documents.*
* *Students who have language difficulties could be given vocabulary hint cards to help with complex terms that they will encounter in the documents.*
* *Students who need additional support during the writing-to-learn portion of this lesson could be given sentence starters.*

**H. Lesson Design**

1. Connection to College and Career

*Successful college students and employees know how to examine information by thinking about the facts upon which it is based. They also look for patterns of information and know how to organize these patterns to develop ideas and solve problems. They also group information into useful pieces, connect ideas and evidence, make conclusions, and reflect on the quality of their conclusions. They can create written products that are supported by evidence. This lesson is designed to enable high school students to acquire the skills necessary to do this.*

1. CCRS Performance Expectations:

**College and Career Readiness Standards**

*This lesson plan addresses:*

*Domain 1: Interrelated Disciplines and Skills*

1. *Spatial analysis of physical and cultural processes that shape the human experience*

*3. analyze how physical and cultural processes have shaped human communities over time.*

*B. Periodization and Chronological Reasoning*

*3.analyze causes of major political, economic, and social changes in U.S. history.*

*Domain 4: Analysis, Synthesis, and Evaluation of Information*

1. *Critical examination of texts, images, and other sources of information*

*1.Identify and analyze the main ideas and points of view in sources*

*4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments*

*D. Reaching Conclusions*

*1. Construct a thesis that is supported by evidence*

**Texas Essential Knowledge and Skills**

*USH.16.B*

*identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System*

*USH.12.A*

*analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina*

**Social Studies Skills**

*USH.29.A*

*use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions*

*USH.29.B*

*analyze information by sequencing, categorizing, identifying cause and‐effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions*

*USH.29.D*

*use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence*

*USH.29.G*

*identify and support with historical evidence a point of view on a social studies issue or event*

*USH.29.H*

*use appropriate skills to analyze and interpret social studies information such as maps, graphs ,presentations, speeches, lectures ,and political cartoons*

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1. Timeframe:

*This lesson plan generally requires a 45-minute class period to complete.*

1. Vocabulary:

* Tariff
* Depression
* Stock Market
* Speculation
* Monetary Policy
* Federal Reserve System
* Laissez-Faire
* Over cultivation

1. Procedures:

*Step 1: Engage Students in Learning and Activate Prior Knowledge*

The teacher should have students view the 10 minute YouTube video on the 1929 Stock Market Crash. Students will write open ended questions they have while viewing the video. The students should then be allowed to have a short class discussion facilitated by the teacher on how stock market speculation during this time period led to bank failures which contributed to the Great Depression.

Video Link: <http://www.youtube.com/watch?v=RJpLMvgUXe8>

*Step 2: Pre-Teach Academic Vocabulary*

The teacher will provide the students with the following list of terms:

* Tariff
* Depression
* Stock Market
* Speculation
* Monetary Policy
* Federal Reserve System
* Laissez-faire

The students will complete the Know and Want to Learn section of their KWL chart to see what they already know about these words. The class will discuss the words, and the students will complete the Learn section of the chart for any words they did not know.

*Step 3: Document Analysis-Think Aloud*

The teacher will choose one of the documents to complete a think aloud with. The teacher will model how he or she is making meaning of the document, while completing the SOAP-Tone document analysis sheet. The teacher will show the students how the document can be used to answer the question—What caused the Great Depression?

*Step 4: Document Analysis-Think-Pair-Share*

The teacher should give students two more documents to analyze about the causes of the Great Depression. Students should then be allowed time to analyze these two documents and complete a SOAPS-Tone for each. Students should then pair up and share their ideas with someone else in class, and refine their document analysis sheets. After students have had time to share, the teacher should hold a whole class discussion on how these documents could be used to answer the question—What caused the Great Depression?

*Step 5: Document Analysis-Independent Practice*

The teacher should give the students the final two documents to analyze about the causes of the Great Depression. Students should analyze the documents, and complete the SOAPS-Tone on their own for these documents. Students should be able to identify how these sources could help them construct an argument to answer the question—What caused the Great Depression?

Step 6: Processing: Writing-to-Learn

Processing Question-What was the primary cause of the Great Depression?

The teacher should give the students a 5 x7 index card to write on. Students should then be allowed to answer the question on their index cards. Students should be instructed to use their vocabulary terms in their answer, and must use evidence from the documents in their response. The first sentence of the student’s response should be a thesis statement that answers the question.

1. Solutions

Teachers should use the writing-to-learn activity to assess whether students mastered the objectives for the lesson. Student responses will vary as they are asked to make a judgment on the primary cause of the Great Depression. Student mastery is demonstrated on this writing activity if they address secondary causes in their response, while developing their argument about the primary cause. The importance of this lesson is that the students act as historians by developing an argument, and supporting with evidence. The following sample rubric could be used to assess whether students achieved mastery:

|  |  |  |  |
| --- | --- | --- | --- |
| **3** | **Exceeds Expectations** | Developed a well thought out argument, clearly identifying the primary cause of the Great Depression. | Uses 4-5 documents to support argument. |
| **2** | **Met Expectations** | Developed an argument, identifying the primary cause of the Great Depression. | Uses 2-3 documents to support argument |
| **1** | **Below Expectations** | Developed an argument, identifying the causes of the Great Depression, but did not identify the primary cause. | Uses 0-1 document to support argument |
| **0** | **No Score** | No argument present | No support |

References

Digital History. Why It Happened. http://www.digitalhistory.uh.edu/disp\_textbook.cfm?smtID=2&psid=3432

Library of Congress. Farm Security Administration/Office of War Information Black-and-White Negatives. http://www.loc.gov/pictures/collection/fsa/

Smiley, Gene. Great Depression. https://www.google.com/calendar/render Library of Economics and Liberty.

Document Analysis Resources:

National Archives. Document Analysis Worksheets. http://www.archives.gov/education/lessons/worksheets/