Southern Connecticut State University

FLA 518

Dr. Verplaetse

Final Unit:

"The Great Depression"

Social Studies - 8th Grade

By Omayra Ramos

Date: 5/17/10
Introduction to the Unit

On

"The Great Depression"

By Omayra Ramos
5/17/10
FLA 518
Briefly Narrative to Unit Introduction
"The Great Depression"

I have selected a middle school Social Studies mainstream unit to modify for English language learners in mainstream classes. The title of the unit is "The Great Depression" and is intended for the American History unit for 8th graders. The target group for this lesson will be mainstream classes with integrated English language students (ELS). Many modifications have been attempted, and assessment is embedded throughout the unit. The text selected is the one we use in class, "Call to Freedom" with a combination of additional online reading resources related to "The Great Depression" as well.

This material has been modified by using the mainstream text teacher's edition as the primary source, it also has the contribution of a social studies mainstream teacher and myself, working together as an assessment team to modify this unit. This unit consist of 5 lessons, but I selected only the first three for this class assignment. The unit is going to be given for a duration of one week. Each lesson will last approximately one day per lesson for a lapse of 55 minutes time periods.

My primary goal in teaching this unit is that I want my students to know what was the Great Depression, it causes and how strongly the people of the United States were affected from the Great Depression. However I also want my students to increase their English language proficiency as a function of manipulating the content taught in this unit.

Attached you will find copies of following materials used for this unit, including copies of the original text, modified text and other reading resources; such as, lesson plan, goals and objectives for language and content, performance indicators and functional charts and many other activities that will be integrated with different SIOP models for effective teaching strategies.
Introduction to Final Unit

1. Unit Title:
   ▶ The Great Depression

2. Grade Level:
   ▶ 8th Grade with modifications for English Language Learners: Intermediate & Advance

3. Target Group:
   ▶ Mainstream classes with integrated (ELL) students

4. Subject of Interest:
   ▶ Social Studies

5. Lessons of Interest: The Great Depression
   ▶ First Lesson:
     A. Identify and analyze the causes of the Great Depression.
   ▶ Second Lesson:
     A. Identify the effects of the Great Depression.
   ▶ Third Lesson:
     A. President Hoover's attempts to end the Great Depression.

6. Learning goals:
   ▶ I want my students to know:
     A. The main causes of the Great Depression.
     B. How the Great Depression affect the American people.
     C. What attempts took place during Hoover's presidential period.

7. Source of written reading materials:
   ▶ Classroom Textbooks
     Unit 9: A World in Crisis, Chapter 24: The Great Depression (pages: 730-755)

8. Additional sources:
   ▶ Internet sites: The Great Depression
     http://www.learnnc.org/lp/editions/depression-docsouth/1480
     http://www.allenness.com/kangaroo/Timeline.htm
     http://www.nps.gov/archive/elro/glossary/great-depression.htm
     http://americanhistory.about.com/od/greatdepression/tp/greatdepression.htm
     http://www.digitalhistory.uh.edu/modules/index.cfm
     http://www.sparknotes.com/history/american/depression/terms.html
     http://history.sandiego.edu/gen/20th/1930s/depression-causes.html
     http://www.coreknowledge.org/CK/resrcs/lessons/798Brother.htm
   ▶ The Great Depression Videos:
     1. The Major Events of the Great Depression:
        http://www.worldbookonline.com/wb/Media?id=vd000007&st
     2. The Great Depression:
        www.izzit.org
   ▶ Power Point: The Great Depression
Language and Content Objectives-Final Unit
(For all three lessons)

Unit: The Great Depression

First Lesson: The Causes of the Great Depression

Content Objective:
► SWBAT: Identify and analyze the causes of the Great Depression.
   Define and use vocabulary words related to the causes of the Great Depression.

Language Objective:
► SW: Use listening, speaking, reading and writing to learn key vocabulary related to the causes of the GD.
   Be able to identify the causes of the GD by watching an introductory video.
   Be able to list the causes of the GD.
   Write a paragraph describing the events of the Great Depression.

Second Lesson: The Effects of the Great Depression

Content Objective:
► SWBAT: Identify the effects of Great Depression.
   Define and use vocabulary words related to the Great Depression and its causes.

Language Objective:
► SW: Use listening, speaking, reading and writing to learn key vocabulary related to the effects of the GD.
   Be able to discuss in groups the effects and impact of the Great Depression in Americans.
   Be able to create a cause-and-effect chart on the events of the GD.
   Complete a cloze activity on the effects of the GD.

Third Lesson: President Hoover's attempts to end the Great Depression

Content Objective:
► SWBAT: Evaluate President Hoover's attempts to end the Great Depression
   Define and use vocabulary words related to Hoover's attempts to end the Great Depression.

Language Objective:
► SW: Use listening, speaking, reading and writing to learn key vocabulary related to the this lesson.
   Examine President Hoover's actions to end the depression.
   Analyze a political cartoon and respond to classroom questions.
   Write how President Hoover responded to the GD.
   Be able to list some social welfare and federal relief programs.

Key: SWBAT: Students will be able to  SW: Students will
Introduction to Lesson One

Lesson 1: "The Causes of the Great Depression"

The following lesson is the first lesson of a three lesson unit about the Great Depression that has been modified for English Language Learners (ELL's) at the intermediate to advance level, who are assigned to a mainstream, eight grade American History classroom. The intent of this lesson is to deliver comprehensible, grade level content material to ELL's, while continuing to service the learning needs of the classroom's native English speakers. As a result of this lesson, I want my students to be able to identify and analyze the causes of the Great Depression.

In order to make the content material more accessible to ELL's, a number of teaching and learning strategies will be employed throughout the lesson. The following lesson plan contains two sets of goals and objectives, one set for content, the other for English language learning. The content goals are self-explanatory if you already content teacher; the language goals however are included because ELL's shoulder the additional responsibility of expanding their English language knowledge and practical abilities concomitant with their learning of grade-level content. In addition to finding English language goals at the beginning of the lesson, the reader will find ready to copy student handouts at the end of the lesson. Each section of the lesson contains modifications for ELL students identified by their titles, while parts of the original lesson plan is also identified directly after each heading.

This lesson has been modified form the perspective of a mainstream content teacher, who often and without warning finds ELL students assigned to the class. The lesson plan retains its somewhat conventional layout, nevertheless, many attempts have been made to accommodate the ELL's while not forgetting about the learning needs of the NS students. Some of the learning and teaching strategies employed in this first lesson of the unit are: peer tutoring, simplified content language, broad use of visuals, physically acting out word meaning, and the teaching of some simple learning strategies such as asking for help and asking the teacher to slow down. This lesson is fairly difficult, so nearly every activity is undertaken with other student and we will manipulate the many new ideas several times over, giving the ELL's many opportunities to interact with their peers at every level. Additionally, the attached Functional Notional Chart outlines language learning goals within the context of the lesson, because mainstream ELL's continue to learn language as they learn content.
Lesson One
On
"The Great Depression"
"The Causes of the Great Depression"

By Omayra Ramos
5/17/10
FLA 518

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Unit: The Great Depression - Lesson 1
(8th Grade - Social Studies: American History/Mainstream TESOL Students)

### Lesson 1: Content Objectives

- Identify and analyze the causes of the Great Depression.
- Define and use vocabulary words related to the causes of the Great Depression.

### Lesson 1: Language Objectives

- Use listening, speaking, reading and writing to learn key vocabulary related to the causes of the Great Depression.
- Be able to identify the causes of the Great Depression by watching an introductory video.
- Be able to list the causes of the Great Depression.
- Participate in a small group discussion to analyze pictures.
- Write a paragraph describing the events of the Great Depression.

### Performance Indicator Chart

<table>
<thead>
<tr>
<th>Task</th>
<th>Domain Topic</th>
<th>Fluency/Level 1</th>
<th>Fluency/Level 2</th>
<th>Fluency/Level 3</th>
<th>Fluency/Level 4</th>
<th>Fluency/Level 5</th>
<th>Fluency/Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing/Reading</td>
<td>Causes of the Great Depression</td>
<td>Students will: Complete the following writing assignments in groups: The what do you know chart, the 4 W's, graphic organizer, T chart, and a sequencing chart.</td>
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<th>Fluency/Level 4</th>
<th>Fluency/Level 5</th>
<th>Fluency/Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking/Learning</td>
<td>Causes of the Great Depression</td>
<td>Students will: Complete the following writing assignments in groups: The what do you know chart, the 4 W's, graphic organizer, T chart, and a sequencing chart.</td>
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### Preproduction-Level 1

- Students will: Complete the following writing assignments in groups: The what do you know chart, the 4 W's, graphic organizer, T chart, and a sequencing chart. | Students will: Complete the following writing assignments in groups: The what do you know chart, the 4 W's, graphic organizer, T chart, and a sequencing chart. | Students will: Complete the following writing assignments in groups: The what do you know chart, the 4 W's, graphic organizer, T chart, and a sequencing chart. | Students will: Complete the following writing assignments in groups: The what do you know chart, the 4 W's, graphic organizer, T chart, and a sequencing chart. | Students will: Complete the following writing assignments in groups: The what do you know chart, the 4 W's, graphic organizer, T chart, and a sequencing chart. | Students will: Complete the following writing assignments in groups: The what do you know chart, the 4 W's, graphic organizer, T chart, and a sequencing chart. | Students will: Complete the following writing assignments in groups: The what do you know chart, the 4 W's, graphic organizer, T chart, and a sequencing chart. |

# Functional Chart

## Lesson 1: Identify and Analyze the Great Depression

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words/Phrase</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Identify | The causes of the Great Depression | The _____ was one (Choose from 1-10) of the c____ of the G____ D_______. | 1. unequal distribution  
2. overproduction  
3. mechanization  
4. financial speculation  
5. unlimited credit lines  
6. excessive wealth  
7. debts  
8. banking panics  
9. collapse of banks  
10. Stock Market crashed | Verbs: present/past tense  
Pronouns  
Nouns: proper/common  
Capitalization  
Types of sentences |
Modified Lesson Plan: **Lesson 1: “The Causes of the Great Depression”**

### 8th Grade Social Studies Content Standard:
C1: Students will demonstrate an in-depth understanding of major events and trends that took place in United States history during the Great Depression.

### Content Objectives:
- Identify and analyze the causes of the Great Depression.
- Define and use the vocabulary words related to the causes of Great Depression.

### Language Objectives:
- Use listening, speaking, reading and writing to learn key words related to the Great Depression and its causes.
- Be able to identify the causes of the Great Depression by watching an introductory video.
- Be able to list the causes of the Great Depression.
- Participate in a small group discussion to analyze pictures.
- Write a paragraph describing the events of the Great Depression.
- Be able to construct a timeline of events of the Great Depression.

### Comprehensible Input:
TW use consistent scaffolding techniques to guide students step by step. TW also pause whenever necessary and use frequent repetition of important terms and expression throughout the lesson. In addition, teacher will model and modify all given material to students by levels. TW be applying effective TESOL strategies to support ELL student to aide comprehension.

### Grade:
8th ELL students in mainstream classes (Intermediate/Advance).

### Lesson 1:
This lesson will be divided in two classes of 35 minutes per class.

### Preparation:
Students will work in small groups to complete class assignments.

Copies made of the vocabulary guide, handouts, sentence starters, worksheets, and quizzes.

Create a timeline and analyze page on page 735.

Each student will be provided with a GD folder to help them with class organization.

### Materials:
- Charts
- Dictionary
- Group check list
- Handouts
- Highlighters

- Modified material
- Questions
- Pencil/Pen
- Picture Evaluation sheet
- Pictures/visuals

- Puzzles
- Notebook
- Quizzes
- Sentence starters
- GD Folders

- Textbook
- Textbook Glossary
- White Board
- Line Paper
- Word Wall

### Visuals/Resources
- Overhead Projector: pictures/charts
- PowerPoint
- The Great Depression Video

### Key Vocabulary: Lesson 1
- Banking
- Bank
- Bear Market
- Black Tuesday
- Bull Market

- Buying on margin
- Collapse of banks
- Credit
- Debits
- Depression

- Excessive wealth
- Financial Speculation
- Loans
- Mechanization
- Overproduction

- Stock Market crashed
- The Great Depression
- Unequal Distribution
- Unlimited credit lines

### General Class Modifications:
TW welcome ELL students to mainstream classes.

TW label classroom materials and will provide Word Wall with vocabulary for unit chapter review.

Simplify and provide all language: verbally and written.

Moderate and pace the speech: speak slowly not loudly.

Employ visuals, movement, intonation and gestures...

Use cooperative learning: incorporate peer tutoring.

TW circulate throughout the classroom to supervise group work.

TW provide correction for language errors by modeling, not overt correction.

### Modifications for Language Learners:
TW use movement, gestures and expression throughout the lesson to aid comprehension.

TW list instructions, process steps and review orally. Will present information in varied ways oral/ written.

TW frequently summarize key points, repeat and paraphrase important terms. Will take time preview and explain new concepts and vocabulary before starting instruction.

TW allow sufficient response time, use shorter sentences, and avoid idioms.

TW assign students heterogeneously in groups of 4-6. Students will be paired with two beginners, one intermediate, one advanced and one mainstream for support.

TW simplified complex language, and models how to simplify complex language to peer tutors.
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<thead>
<tr>
<th>Minutes</th>
<th>Activity</th>
<th>Narrative</th>
<th>Assessment</th>
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</thead>
</table>
| 15      | Connection to prior knowledge | 1A.1- TW introduce the student to the topic of this unit: The Great Depression.  
1A.2- TW involve and engage students by distributing the **What do you know chart** to see their background knowledge on the GD. (see page A)  
1A.3- TW guide students on how to complete the What do you know chart.  
1A.4- After completing the chart, teacher will ask for students to volunteer and share their background knowledge about the Great Depression out loud.  
1A.5- TW will proceed by filling the chart in the overhead projector as the answers are given in the class discussion. TW will say:  
 T: *By raising your hands:* who can tell me what the GD was?  
 S: I think it was the most difficult time in the American history.  
 T: Great response! You are correct! Let's complete the what I know chart together. **Teacher writes:** The Great Depression was one of the most difficult times in the American history.  
 T: *Let see if we can have another volunteer.* Why was it such a difficult time?  
 S: It was difficult because people lost their jobs... (and so on). |
|         | Class discussion/ participation and interaction |                                                                                                                                             | Visual support:  
Overhead projector and chart  
1A.3- SW complete the "what do you know chart." The chart has been modified by levels 1-5.  
1A.4- SW participate by sharing their background knowledge (verbal responses).  
1A.5- TW record answers on the overhead projector chart for support and to guide ELL students to complete their own charts properly. |
| 10      | Video (visual)                | 1A.6- TW proceed by presenting as a video to the topic, "The Causes of the Great Depression."  
1A.7- TW introduce the video and will guide the students to notes in their notebooks while watching the video  
1A.8 TW distribute a (Who, Where, When and Why) 4W's graphic organizer for students to complete while watching the video (see page B). | 1A.6- SW watch the video to support their understanding on the GD. |
|         | Groups Cooperative Learning Practice Peer tutoring | 1A.9- After watching the video the students will be divided into groups to discuss their answers on the 4 W's chart as a group and then each group presenter will share their answers with the class.  
1A.9- TW will consistently supervise groups and assist them for support. | 1A.8- SW be assigned into small groups of 4-6 heterogeneously (two lower levels, one intermediate and one advance) the advanced group will be coaching the lower group as the presenter. |
<p>| 15 | Review Wrap-up | 1A.10 - TW encourage students to discuss orally the 4W's graphic organizer and will write the answers on the overhead projector to guide ELL students. | 1A.10 - TW record answers on the overhead projector chart for support and to guide ELL students to complete their own charts properly. |
| 15 | Check for Understanding | 1A.11 - TW supervise that every student has the correct answers. Students will keep their charts in the Great Depression folders provided by the teacher. | 1A.12 - Students will be engaged in higher-order thinking skills by answering the wrap-up questions to demonstrate their understanding. |
| 15 | Practice Application | 1A.12 - TW encourage students to state outcome sentences as a wrap up of the lesson. &quot;I learned today that the Great Depression was...&quot; | 1A.13 - TW review the objectives on the board and ask the class if they were met. |
| 15 | Lesson review | 1A.13 | |
| 5 | Homework Vocabulary Practice | 1A.14 - TW go over the instructions of the homework and distribute HW handouts (see page C). | 1A.14 - Distribution of homework handouts and directions and explanation about the HW. |
| 5 | 1A.15 - SW be responsible to read the assigned pages and review vocabulary words by completing the vocabulary practice worksheet as a homework assignment. | | |
| 5 | 1A.16 - SW also highlight key words on their reading for HW. | | |
| 5 | 1A.17 - TW ensure directions are understood. | | |</p>
<table>
<thead>
<tr>
<th>Minutes</th>
<th>Activity</th>
<th>Narrative</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Connection to prior knowledge</td>
<td>1B.1 - TW start the class engaging students to discuss what they remember from the video presented in the previous class about the causes of the GD. Students can use their personal notes as a guide for class participation and discussion.</td>
<td>1B.1- SW participate in the class discussion by sharing their thoughts on the video.</td>
</tr>
<tr>
<td></td>
<td>Class discussion/ participation and interaction</td>
<td>1B.2 - TW go over the homework assignment and will post the review notes of the reading assignment and vocabulary on the overhead projector. This will facilitate students to make the necessary corrections on their notes.</td>
<td>1B.2- TW engage students in higher-order thinking skills in their verbal responses.</td>
</tr>
<tr>
<td></td>
<td>Power Point Presentation Groups</td>
<td>1B.3- TW proceed with the power point presentation on &quot;The Causes of the Great Depression&quot; and will discuss them with the class.</td>
<td>1B.3- SW follow class discussion with the visual support of the power point.</td>
</tr>
<tr>
<td></td>
<td>Cooperative Learning Practice</td>
<td>1B.4- TW distribute to students a T chart and will guide students on how to complete the chart by using the power point information (see page D). Teacher will ensure that directions are understood.</td>
<td>1B.4- SW remain in groups to complete their T chart. SW work together in listing the &quot;The Causes of the GD&quot; promoting the writing skills.</td>
</tr>
<tr>
<td>10</td>
<td>Review Wrap-up</td>
<td>1B.5- SW work in their assigned groups and will list the causes of the GD on the T chart.</td>
<td>1B.5- SW complete the facts chart by using all completed handouts in groups as another writing assignment.</td>
</tr>
<tr>
<td></td>
<td>Writing Assignment</td>
<td>1B.6- Teacher will supervise groups and will provide any assistance needed.</td>
<td>1B.6- SW complete the sequencing graph in groups.</td>
</tr>
<tr>
<td></td>
<td>Review Wrap-up</td>
<td>1B.7- TW also distribute the facts chart handout to help students as a guide for completion of the paragraph. The fact chart will be modified by levels (see page E).</td>
<td>1B.7- TW go over the answers on the overhead projector for support to ELL students.</td>
</tr>
<tr>
<td></td>
<td>Check for Understanding Practice Application</td>
<td>1B.8- SW be able to use all the handouts completed in class as a guide for the completion of the facts chart. The fact chart will help students complete the homework assignment with the completion of the paragraph on &quot;The causes of the GD.&quot;</td>
<td>1B.12- Students will become engaged in higher-order thinking skills by answering the wrap-up questions to demonstrate their understanding.</td>
</tr>
<tr>
<td>5</td>
<td>Homework</td>
<td>1B.9 - SW complete a final handout, a sequencing graph as an evaluation of what they have learned on &quot;The causes of the GD&quot; (see page F).</td>
<td>1B.14- Explanation and guidance on how to complete the homework.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1B.10- Teacher will go over the sequencing graph and will post the answers in the overhead projector.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1B.11- TW encourage students to state outcome sentences as a wrap up of the lesson. &quot;I learned today that ... was one the causes of the Great Depression.&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1B.12- TW review the objectives on the board and ask the class if they were met.</td>
<td></td>
</tr>
</tbody>
</table>
Unit 9: A World in Crisis,
Chapter 24: The Great Depression: Lesson 1 (pages: 730-734)
Chapter 24

The Great Depression
(1929–1939)

Many Americans thought the prosperity of the 1920s would last well into the future. General Motors executive John J. Raskob encouraged Americans to invest in the stock market, saying that "anyone not only can be rich, but ought to be rich." Raskob's bold talk of wealth for all proved premature. In 1929 a depression struck the United States, forcing Americans to concentrate on survival rather than on how to get rich.

Introduction:
In 1920, the American economy was very good. The people had a lot of money.

In 1929 the Great Depression hit the United States. People lost all their money. The Great Depression lasted 10 yrs from 1929 to 1939.
The Stock Market Crash

In 1920: United States had a great economy and many jobs.

Bull Market: many people bought stock and invested their money.

Buying on Margin: many people purchased stocks on credit.

Bear Market: possible dangers in the economy

The Great Crash

Black Tuesday: the stock market crashed on October 29, 1929.

The Stock market: A place, where brokers gathers to buy and sell stocks or invest money.
The Economy Collapses

Banking crisis:
- Many significant loses
- Many people lost all the money they had in the banks.

Business failures:
- Many businesses got affected.
- Some closed entirely.
- Others cut back their production.
- Many people lost their jobs.
- Unemployment rose to more than 4 million.
- Without jobs people were not able to pay for their things.
- People could not afford to keep their homes, cars and properties.

Before 1920's
<table>
<thead>
<tr>
<th>Jazz Age</th>
<th>Roaring Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lots of money</td>
<td>No Money</td>
</tr>
<tr>
<td>Wealth</td>
<td>Poverty</td>
</tr>
<tr>
<td>Happiness</td>
<td>Sadness</td>
</tr>
<tr>
<td>Good times</td>
<td>Difficult times</td>
</tr>
<tr>
<td>Prosperity</td>
<td>Crisis</td>
</tr>
</tbody>
</table>

The Great Depression: an economical crisis that lasted a long time.
This man's sign expresses the frustration many unemployed people felt during the depression.

In business terms, the 1920s were years of high productivity. Between 1919 and 1929, for example, worker productivity rose 43 percent—an enormous amount. Farmers' production levels also increased. As long as demand stayed high, rising productivity meant growing profits. In the late 1920s, however, many markets stopped expanding. Most of the people who could afford cars, large appliances, and radios had already bought them, often on installment plans.

An unequal distribution of wealth in the United States only intensified the problem. During 1929, for example, the top 5 percent of Americans earned one third of all income, while the bottom 40 percent earned only one eighth of all income. Most Americans did not earn much money, and so could not afford to buy many products. The resulting flat or declining markets left business owners with huge surpluses, much larger than those that usually set the cycle of depression and recovery in motion.

At the same time, world trade declined significantly, further reducing the market for U.S. goods. During the 1920s, European countries were still recovering from the devastation of World War I. European consumers simply did not have the money needed to buy many American goods. Like many Americans, European consumers could not help buy up surpluses and set the economy in motion again.

Concerned that American goods were not selling well in Europe, U.S. lawmakers set high tariffs, or taxes on imported goods. These tariffs made it difficult for European nations to sell their goods in the United States. Without these crucial sales, Europeans had even less money to buy U.S. goods.

The Causes of the Great Depression:

1. The stock market crash: investors lost all their money.


3. Overproduction: to many products but no luck on selling the merchandise.

4. Unequal distribution: no middle class (poor or rich).

5. Global trade problems: high tariffs and taxes on import trades

6. Unlimited credit lines: people bought things on credit and then had no money on paying their debts.
"The Causes of the Great Depression"
What was life like in the 1930's?
What was the Great Depression?

- The worst economic crisis of the century
- Over 13 million people unemployed
- “Dust bowl” as a result of drought
- Farmers lost crops
- Many lost their homes
What caused the Great Depression?

- Unequal distribution of wealth
- Stock market crash of 1929
Unequal Distribution of Wealth

- No middle class
- Supply not equal to demand
- Credit cards created false demand
Stock Market Crash

- Many stocks purchased
- Stock prices fell
- Huge sums of money lost

The New York Times
Thursday, October 24, 1929
The Results

- Bank Failure
Unemployment
- Loss of homes
- "Hoovervilles"

Here were all these people living in old rusted-out car bodies. ... One family ... [was] living in a piano box. This wasn't just a little section, this was maybe 10 miles wide and 10 miles long. People living in whatever they could junk together. ..."
A traveler noticed a nice new hat by the side of the road, and he stopped to pick it up. Under the hat was a man, buried up to his neck in the dust! As he dug the poor fellow out, the traveler asked if he wanted a ride into town. "No, I'll get there myself," the man replied, "I'm on a horse."

(Excerpt from THE DUST BOWL by Tricia Andryszewski, p. 33.)
Depression

The hard times of the Depression seemed like they would never end for Iowans like this woman and child. The photo was taken in January 1937.
Did everyone suffer during the depression?
Overhead Projector Transparencies
Images of the Great Depression

• As we look at the following slides, prepare to write your interpretation of what the Great Depression felt like to the people who lived it!
• Watch the faces and look at the towns, buildings....
Causes of the Great Depression

I. Stock Market Crash

- On Tuesday, October 29, 1929, stock prices plummeted.
- This became known as Black Tuesday.
Weaknesses in the general economy, combined with unsound financial practices, set the stage for the stock market crash. Worried investors (at left) crowded Wall Street on Black Tuesday to await news.

**CAUSES OF THE 1929 STOCK MARKET CRASH**

**Economic Factors**
- Poor distribution of wealth
- Many consumers relied on credit
- Credit dried up
- Consumer spending dropped
- Industry struggled

**Financial Factors**
- Stock markets rise in mid-1920s
- Speculation in stock increases
- Margin buying encouraged by Federal Reserve policies
- Stock prices rise to unrealistic levels

**Stock Market Crash**
Effects of the Crash

**Impact on Individuals**

- Though some thought the market would rally, countless individual investors were ruined.
- Margin buyers were hit the hardest, because brokers demanded they pay back the money they had been loaned.
- To repay the loans, investors were forced to sell their stocks for far less than they had paid, and some lost their entire savings making up the difference.
- In the end, many investors owed enormous amounts of money to their brokers, with no stocks or savings left to pay their debts.

**Effects on Banks**

- The crash triggered a banking crisis, as frightened depositors rushed to withdraw their money, draining the bank of funds.
- Many banks themselves had invested directly or indirectly in the stock market by buying companies’ stocks or by lending brokers money to loan to investors on margin.
- When investors couldn’t repay margins, banks lost money, too.
- These failures drove many banks out of business.
Stock Market before and after Black Tuesday

The Great Stock Market Crash of 1929

Black Tuesday

Market Low

Dow Jones

1927 1928 1929 1930 1931 1932 1933
**SIOP- What do you know Chart (Level 1-2)**

**Sentence Starter (Fill in the blanks)**

**What do you know about the Great Depression?**

1. The Great Depression was a ____________ time in the United States history.

2. The ________________ crashed so people lost all their money.

3. Many American people __________ their jobs.

4. This day was also known as the ____________________.

5. Families had no __________ to buy food.

6. It was very hard to __________ without money.

**Word Bank:**

Black Tuesday difficult lost money Stock Market survive

---

**Images:**

- People lost their jobs and money
- The Stock Market crashed/ Black Tuesday
- Difficult times
- Hard to survive
### SIOP - What do you know Chart (Level 3)

1. 
2. 
3. 
4. 
5. 
6. 
7. 

Look at the pictures for ideas.
What Do You Know about the Great Depression?

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 
Graphic Organizer (Levels: 1-2)
Lesson 1 "The Causes of the Great Depression"

Who?

Where?

When?

Why?

Word Bank: __United States  __The Stock Market Crashed/Black Tuesday
            __The American People  __October 29, 1929
Lesson 1 "The Causes of the Great Depression"

Who?

Where?

USA

When?

Why?

BANK

$
1. Banking Panic: terror

2. Collapse of banks: crashed

3. Debt: to owe

4. Depression: difficult time

5. Excessive wealth: very rich

6. Financial Speculation: not paying attention

7. Great Depression: really bad time

8. Mechanization: the use of machines

9. Overproduction: too much

10. Stock Market: financial market

11. Unlimited credit lines: no limit in credit
Unit: The Great Depression - Vocabulary Guide
Lesson 1: Vocabulary Words: (Level 3)

1. **Banking Panic**: (terror)
   A sudden, overpowering financial terror, often affecting many people at once.
   "People try to take out their money due to a banking panic."

2. **Collapse of banks**: (crashed)
   The suddenly fall dawn of the financial security of banks.
   "The banks had a sudden crashed."

3. **Debt**: (to owe)
   A sum of money that a person or organization owes.
   "The farmer had a big debt with the bank."

4. **Depression**: (difficult time)
   Severe economic problems that last for short times.
   "United States is experiencing at the moment a depression."

5. **Excessive wealth**: (very rich)
   An abundance of valuable material possessions or resources; riches.
   "Rich people have an excessive wealth."

6. **Financial Speculation**: (not paying attention)
   Engagement in risky business transactions on the chance of quick or considerable profit.
   "As the result of financial speculation people lost their money."

7. **Great Depression**: (really bad time)
   Severe economic problems that can affect the entire population and it will last for a very long time. In the early 1930s, many banks and businesses failed, and millions of people lost their jobs.
   "The Great Depression of 1930 was very bad."

8. **Mechanization**: (the use of machines)
   To introduce machinery into (an industry, enterprise, etc.), esp. in order to replace manual labor.
   "The mechanization replace the workers."

9. **Overproduction**: (too much)
   To produce in excess of need or demand.
   "The overproduction hurt the farmers."

10. **Stock Market**: (financial market)
    A business where you buy and sell investments.
    "The stock market crashed during the 1930’s."

11. **Unlimited credit lines**: (no limit in credit)
    The maximum amount of credit to be extended to a customer.
    "I have an unlimited credit to buy everything I want."
The Great Depression: was the longest and hardest depression in America. It started in the late 1929 and ended in the 1940's. It lasted for more than 10 years.

1. Good Economy: Excessive wealth
   Having a good economy with lots of money.

2. Unlimited Credit Lines
   Buying everything on credit. No cash was needed!

3. Financial Speculation
   Banks gave loans to more people.

4. Stock Market:
   A business where you buy and sell investments.

5. Overproduction/ Mechanization
   Lots of merchandise and products and no one to buy them.

6. Stock Market Crashed/Black Tuesday
   A very sad day when the stock market collapsed and left banks and people without any money.

7. Banking Panics
   When people rushed to the banks to take their money, but they had no money.
### Unit: The Great Depression
Lesson 1: Vocabulary Activity (Levels: 1A)

1. Write the word that belongs under the picture using the word bank

<table>
<thead>
<tr>
<th>Banking Panic</th>
<th>Depression</th>
<th>Great Depression</th>
<th>Stock Market</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collapse of banks</td>
<td>Excessive wealth</td>
<td>Mechanization</td>
<td>Unlimited credit lines</td>
</tr>
<tr>
<td>Debt</td>
<td>Financial Speculation</td>
<td>Overproduction</td>
<td></td>
</tr>
</tbody>
</table>

#### Word Bank

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Can't Pay</td>
<td>Lots of money</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No money in the bank</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Depression</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Word:</th>
<th>8. Word:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
II. Match each words with their definitions by using the vocabulary guide for Lesson 1

1. Banking Panic
   A) crashed

2. Collapse of banks
   B) difficult time

3. Debt
   C) financial market

4. Depression
   D) no limit in credit

5. Excessive wealth
   E) not paying attention

6. Financial Speculation
   F) terror

7. Great Depression
   G) the use of machines

8. Mechanization
   H) to owe

9. Overproduction
   I) too much

10. Stock Market
    J) very difficult time

11. Unlimited credit lines
    K) very rich
Unit: The Great Depression
Lesson 1: Vocabulary Words: (Levels: 1-2)

Match the words with same meanings (synonyms)

1. Banking Panic
2. Collapse of banks
3. Debt
4. Depression
5. Excessive wealth
6. Financial Speculation
7. Great Depression
8. Mechanization
9. Overproduction
10. Stock Mark
11. Unlimited credit lines

A) crashed
B) difficult time
C) financial market
D) no limits in credit
E) not paying attention
F) terror
G) the use of machines
H) to owe
I) too much
J) very difficult time
K) very rich
Match the words with their definitions:

1. Banking Panic
2. Collapse of banks
3. Debt
4. Depression
5. Excessive wealth
6. Financial Speculation
7. Great Depression
8. Mechanization
9. Overproduction
10. Stock Market
11. Unlimited credit lines

A) An abundance of valuable material possessions or resources.
B) Business where you buy and sells investments; to fall down in suddenly the whole building collapsed.
C) Engagement in risky business transactions on the chance of quick or considerable profit.
D) Severe economic problems that last for short times.
E) Severe economic problems that can affect the entire population and it will last for a very long time.
F) Sudden, overpowering financial terror, often affecting many people at once.
G) Sum of money that a person or organization owes.
H) The maximum amount of credit to be extended to a customer.
I) The suddenly fall down of the financial security of a bank
J) To introduce machinery in order to replace manual labor.
K) To produce in excess of need or demand.
Unit: The Great Depression
Lesson 1: Vocabulary Words: (Levels: 2-5)

Match the words with same meanings (synonyms)

1. Banking Panic
   2. Collapse of banks
   3. Debt
   4. Depression
   5. Excessive wealth
   6. Financial Speculation
   7. Great Depression
   8. Mechanization
   9. Overproduction
  10. Stock Market
  11. Unlimited credit lines

A) crashed
B) difficult time
C) financial market
D) no limits in credit
E) not paying attention
F) terror
G) the use of machines
H) to owe
I) too much
J) very difficult time
K) very rich
Define the following words:

1. Great Depression:

2. Bull Market:

3. Buying on Margin:

4. Stock Market:

5. Bear Market:

6. Business Cycle:

7. Unequal Distribution:

8. Poverty:

9. Unemployment:

10. Strong Economy:

11. Investments:
12. Prosperity:


13. Surpluses:


14. Broker:


15. Growth:


16. Loan:


17. Profits:


18. Depression:


19. Black Tuesday:


20. Credit:


21. Debt:


### SIOP-T Chart (Level 1-2)

<table>
<thead>
<tr>
<th>Causes of the Great Depression</th>
<th>Supporting Details from Power Point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. T__ P__________ 1__'s</strong></td>
<td>The American people were very confident on a strong economy.</td>
</tr>
<tr>
<td><strong>2. U____ D___________ W____</strong></td>
<td>Rich and poor, no middle class. 40% of families lived below the poverty level.</td>
</tr>
<tr>
<td><strong>2. F____ S__________</strong></td>
<td>People assumed that the economy would continue to grow.</td>
</tr>
<tr>
<td><strong>4. O__________</strong></td>
<td>Farms and factories overproduced beyond the demand.</td>
</tr>
<tr>
<td><strong>5. M__________</strong></td>
<td>Manual labor was replaced with machines.</td>
</tr>
</tbody>
</table>
| **6. S____ M____ c____**      | Bank failures 
The stock market crash of 1929 revealed weaknesses in the American economy and trigger a spreading economic crisis. |
| **7. B____ T_______**         | Tuesday, October 29, 1929. |
| **8. B____ P______**          | People lost all their money. |
| **9. T____ G_____ D_________** | The worst economic downturn in history. |

Choose from the word bank:

- Bank Panic
- Black Tuesday
- Financial Speculation
- Mechanization
- Overproduction
- Stock Market crash
- The Great Depression
- The Prosperous 1920's
- Unequal Distribution of Wealth
- Unlimited Credit Lines
**SIOP-T Chart (4-5)**

<table>
<thead>
<tr>
<th>Causes of the Great Depression (Write in order of sequence)</th>
<th>Supporting Details from Power Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Prosperous 1920's</td>
<td>The American people were very confident on a strong economy.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
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<tr>
<td>4.</td>
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<td>6.</td>
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<td>7.</td>
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<td>8.</td>
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<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>
One of the main causes for the G_________ D___________ was when the S__________ M________ crashed on O__________ of 1929. People were very confident on the strong e______________ of America. People never thought that the market would cra_________ and more ordinary A___________ continued buying stocks. While many Americans enjoyed good fortune in the 1920s, many serious pr_________ affected the American economy. The u_____________ d______________ of wealth during the 1920s was one of the causes. There were no middle class, you were either r______ or p_______.

Another reason for the crash was the opportunity to buy things using c________. Credit allowed Americans to buy expensive goods, but by the end of the decade many people reached their credit limits, and were having difficult times paying their d_________. All these reasons contributed to the Stock Market crash. This sad day was also known as B__________ T__________.

Word bank:
- Americans
- Black Tuesday
- crash
- credit
- debts
- economy
- Great Depression
- October
- poor
- problems
- rich
- uneven distribution
- Stock Market
### SIOP - Facts Chart (Level 3)

#### The Causes of the Great Depression

**Body Paragraph 1**

**Main Idea:**

One of the causes of the Great Depression was

---

**Supporting Facts:**

(Write 3 details that support your reason you list)

1. ____________  
   (Supporting detail one)

2. ____________  
   (Supporting detail two)

3. ____________  
   (Supporting detail three)
**STOP- Facts Chart (Level 4)**

The Causes of the Great Depression

<table>
<thead>
<tr>
<th>Body Paragraph 1</th>
<th>Body Paragraph 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Idea:</strong></td>
<td><strong>Main Idea:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Facts:</th>
<th>Supporting Facts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>
### STOP- Facts Chart (Level 5)

**The Causes of the Great Depression**

<table>
<thead>
<tr>
<th>Body Paragraph 1</th>
<th>Body Paragraph 2</th>
<th>Body Paragraph 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Idea:</strong></td>
<td><strong>Main Idea:</strong></td>
<td><strong>Main Idea:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Facts:</th>
<th>Supporting Facts:</th>
<th>Supporting Facts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SIOP - Sequencing Graph (Level 1-2)
"The Causes of the Great Depression"

Word Bank
___ Unequal Distribution ___ Financial Speculation ___ Unlimited Credit ___ Bank Panic
___ Overproduction ___ Mechanization ___ Stock Market crash ___ Black Tuesday

Causes of the Great Depression
STOP - Sequencing Graph (Level 3)
"The Causes of the Great Depression"

Word Bank (Organize them in sequence)
___ Unequal Distribution  ___ Financial Speculation  ___ Unlimited Credit  ___ Bank Panic
___ Overproduction  ___ Mechanization  ___ Stock Market crash  ___ Black Tuesday

Causes of the Great Depression

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.
SIOP - Sequencing Graph (Level 4-5)
"The Causes of the Great Depression"

List each cause in sequence

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

Causes of the Great Depression
# Group Work Assessment Checklist

**Student Name:**

**Date:**

<table>
<thead>
<tr>
<th>When working in a group the student:</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listens quietly to the other group members.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Waits for the speaker to finish before speaking.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Makes comments and submits ideas that are on topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Disagrees with others opinions without getting angry.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Tries to meld his ideas with other ideas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Encourages other group members.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Asks questions when they don’t understand another group member.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. If the group has a problem, the student takes part in the problem solving process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. If a specific group role is assigned, he stays on task.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Keeps the group on track with the time allotted for the activity.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Two

On

"The Great Depression"

"The Effects of the Great Depression"

By Omayra Ramos

5/17/10

FLA 518
Unit: The Great Depression

Lesson 2. "The Effects of the Great Depression"

**Table of Content**

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<th>Description</th>
<th>Page</th>
</tr>
</thead>
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</tr>
<tr>
<td>Table of Content</td>
<td>2</td>
</tr>
<tr>
<td>Objectives: Language/Content</td>
<td>3</td>
</tr>
<tr>
<td>Performance Indicator Chart</td>
<td>3</td>
</tr>
<tr>
<td>Functional Chart</td>
<td>4</td>
</tr>
<tr>
<td>Original Lesson Plan</td>
<td>5</td>
</tr>
<tr>
<td>Located at end of pdf</td>
<td></td>
</tr>
<tr>
<td>Modified Lesson Plan</td>
<td>6</td>
</tr>
<tr>
<td>A Narrative Lesson Plan</td>
<td>7-8</td>
</tr>
<tr>
<td>Original Text</td>
<td>9-10</td>
</tr>
<tr>
<td>Modified Text</td>
<td>9-10</td>
</tr>
<tr>
<td>Power Point Presentation</td>
<td>11-14</td>
</tr>
<tr>
<td>Overhead Projector</td>
<td>15-19</td>
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<tr>
<td>Class Handouts</td>
<td>20-27</td>
</tr>
<tr>
<td>Homework Handouts</td>
<td>HW: 28a-32b</td>
</tr>
<tr>
<td>Group Assessment Check List</td>
<td>33</td>
</tr>
</tbody>
</table>
### Unit: The Great Depression - Lesson 2 Objectives
*(8th Grade: Social Studies: American History/Mainstream TESOL Students)*

#### Lesson 2: Content Objectives
- Identify the effects of the Great Depression.
- Define and use vocabulary words related to the Great Depression and its causes.

#### Lesson 2: Language Objectives
- Students will:
  - Use listening, speaking, reading and writing to learn key vocabulary related to the GD and its causes.
  - Be able to discuss in groups the effects and impact of the Great Depression in Americans.
  - Complete a cloze activity on the effects of the Great Depression.

#### Lesson 2: Performance Indicator Chart

<table>
<thead>
<tr>
<th>Task</th>
<th>Fluent Bridging Level 5</th>
<th>Expanding Fluency Level 4</th>
<th>Speech Emerging Level 3</th>
<th>Early Production Level 2</th>
<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking/Listening</strong></td>
<td><strong>The effects of the Great Depression</strong></td>
<td><strong>The effects of the Great Depression</strong></td>
<td><strong>The effects of the Great Depression</strong></td>
<td><strong>The effects of the Great Depression</strong></td>
<td><strong>The effects of the Great Depression</strong></td>
</tr>
<tr>
<td>Student will:</td>
<td>Listen to journals of real stories about &quot;Life during the Great Depression&quot;</td>
<td>In small groups, compare and contrast life during and after the GD by completing a <strong>Venn Diagram</strong> given by the teacher.</td>
<td>Discuss with the class the impact of the GD to the American people and analyze the most important events that led to the GD.</td>
<td><strong>Listen to journals of real stories about &quot;Life during the Great Depression&quot;</strong></td>
<td>Listen to journals of real stories about &quot;Life during the Great Depression.&quot;</td>
</tr>
<tr>
<td><strong>Writing/Reading</strong></td>
<td><strong>The effects of the Great Depression</strong></td>
<td><strong>The effects of the Great Depression</strong></td>
<td><strong>The effects of the Great Depression</strong></td>
<td><strong>The effects of the Great Depression</strong></td>
<td>Preproduction Level 1</td>
</tr>
<tr>
<td>Student will:</td>
<td>Read pages: 744-746</td>
<td>Individually, define the vocabulary words given by using the glossary.</td>
<td>Be able to complete the chart on the effects of the GD.</td>
<td>Be able to complete the graphic organizer on the journal reflection on life during the GD.</td>
<td>Read the modified text for level 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Be able to complete the chart on the effects of the GD.</td>
<td>Be able to complete the graphic organizer on the journal reflection on life during the GD.</td>
<td>Using the information in the chart, write a paragraph on how the Great Depression affected people's lives.</td>
<td>In small groups, match vocabulary words with the pictures.</td>
</tr>
</tbody>
</table>
| | | | | | With support complete the chart on the effects of the GD for L1.
Unit: The Great Depression / Lesson 2

**Functional Chart**

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words/Phrase</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and list</td>
<td>The effects of the Great Depression</td>
<td>The e _________ D _________ were the following:</td>
<td>effects Great Depression</td>
<td>▶ Verbs: present/past tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. __________________</td>
<td>1. Financial Crisis</td>
<td>▶ Adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. _________________</td>
<td>2. Unemployment</td>
<td>▶ Pronouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. _________________</td>
<td>3. Poverty</td>
<td>▶ Nouns:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. _________________</td>
<td>4. Homelessness</td>
<td>▶ proper/common</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. _________________</td>
<td>5. Hunger</td>
<td>▶ Capitalization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. _________________</td>
<td>6. Immigration</td>
<td>▶ Types of sentences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. _________________</td>
<td>7. Family disintegration</td>
<td>▶ Synonyms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. _________________</td>
<td>8. Drought conditions</td>
<td>▶ Antonym</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. _________________</td>
<td>9. Discrimination</td>
<td>▶ Subject</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. ________________</td>
<td>10. Hopelessness</td>
<td>▶ Predicate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>▶ Punctuations</td>
</tr>
</tbody>
</table>
## Modified Lesson Plan: Lesson 2 "The Effects of the Great Depression"

### 8th Grade Social Studies Content Standard:
C1: Students will demonstrate an in-depth understanding of major events and trends that took place in United States history during the Great Depression.

### Content Objectives:
- Identify the effects of the Great Depression.
- Define and use the vocabulary words related to the effects of Great Depression.

### Language Objectives:
- Use listening, speaking, reading and writing to learn key words related to the effects of the Great Depression.
- Be able to discuss in groups the effects of the Great Depression in the American people.
- Complete a cloze activity on the effects of the Great Depression.

### Comprehensible Input:
TW use consistent scaffolding techniques to guide students step by step. TW also pause whenever necessary and use frequent repetition of important terms and expression throughout the lesson. In addition teacher will model and modify all given material to students by levels. TW be applying effective TESOL strategies to support ELL student to aide comprehension.

### Grade:
8th ELL students in mainstream classes (Intermediate/Advance).

### Lesson 1:
This lesson will be given in one class for a duration of 55 minutes.

### Preparation:
Students will work in small groups to complete class assignments.
Copies made of the vocabulary guide, handouts, sentence starters, worksheets, and quizzes.
Create a time line and analyze picture on page 735
Each student will be provided with a GD folder to help them with class organization.

### Materials:
- Charts
- Dictionary
- Group check list
- Handouts
- Highlighters
- Modified material
- Questions
- Pencil/Pen
- Picture Evaluation sheet
- Pictures/visuals
- Puzzles
- Notebook
- Quizzes
- Sentence starters
- GD Folders
- Textbook
- Textbook Glossary
- White Board
- Line Paper
- Word Wall

### Visuals/Resources
- Overhead Projector: pictures/charts
- Power Point
- Video of Journals: real stories about life during the Great Depression

### Key Vocabulary: Lesson 2
- Financial Crisis
- Hunger
- Unemployment
- Homelessness
- Immigration
- Poverty

### General Class Modifications:
- TW welcome ELL students to mainstream classes
- TW label classroom materials and will provide Word Wall with vocabulary for unit/chapter review.
- Simplify and modify materials and language: verbally and written.
- Moderate and pace the speech: speak slowly not loudly.
- Employ visuals, movement, intonation and gestures.
- Use cooperative learning, incorporate peer tutoring
- TW circulate throughout the classroom to supervise group work.
- TW provide correction for language errors by modeling, not overt correction.

### Modifications for Language Learners:
- TW use movement, gestures and expression throughout the lesson to aid comprehension.
- TW list instructions/process steps and review orally. Will present information in varied ways (oral/ written).
- TW frequently summarize key points, repeat and paraphrase important terms. Will take time to preview and explain new concepts and vocabulary before starting instruction.
- TW allow sufficient response time, use shorter sentences, and avoid idioms.
- TW assign students heterogeneously in groups of 4-6. Students will be paired with two beginners, one intermediate, one advanced and one mainstream for support.
- TW simplified complex language, and model how to simplify complex language to peer tutors.
<table>
<thead>
<tr>
<th>Duration: 55 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 2: &quot;The Effects of the Great Depression&quot;</strong></td>
</tr>
<tr>
<td><strong>Minutes</strong></td>
</tr>
</tbody>
</table>
| 15 | Connection to prior knowledge Groups | 1.1- TW introduce the student with a power point presentation on the effects of the Great Depression. 
1.2- After watching the power point presentation, TW guide students on how to complete the chart. (Lower levels will use a guide sheet given by the teacher for support). 
Student will complete the chart in their groups. 
1.3- TW engage students to work in their assigned groups to complete the chart: List the effects the Great Depression (see pages A20-A23). 
1.4- TW will consistently supervise groups and assist them for support. | Visual support: 
Power point presentation and chart in the overhead projector 
Cooperative Learning Practice/Peer tutoring 
1.2- SW remain in their assigned groups of 4 - 6 heterogeneously (two lower levels, one intermediate and one advance). The advanced group will be coaching the lower group as the presenter. |
| 15 | Class discussion/ participation and interaction | 1.5- After completing the chart, teacher will ask for students to volunteer and share their answers verbally about the effects of Great Depression out loud. 
1.6- TW will proceed by filling out the chart in the overhead projector as the answers are given in the class discussion. TW will say: 
T: By raising your hands: who can tell me what was the first effect of the GD? 
S: I think it was the financial crisis. 
T: Great response! You are correct! Lets complete the chart together. 
Teacher writes: The financial crisis was the first effect of the GD. 
T: Let see if we can have another volunteer. 
What was one of the result of this financial crisis? 
S: That many people lost their jobs.....(and so on). | 1.6a- SW complete the chart: List the effects the Great Depression. The chart has been modified by 1-5. 
1.6b- SW participate by sharing their answers (verbal responses). 
1.6c- TW record answers on the overhead projector chart for support and to guide ELL students to complete their own charts properly. |
| 10 | Video (visual) | 1.7- TW proceed by presenting a video of real stories about "Life during the GD" 
1.8- TW introduce the video and will guide the students to complete the graphic organizer while watching the video as a guide for their own notes. 
1.9- TW distribute two handout: "Journal Reflection" (see pages B24-B25). and "Venn Diagram"(see pages C26-C27) for students to complete while and after watching the video 
1.10- Each group presenter will complete the final journal reflection by collecting the ideas from their group and formalizing it. TW collect the final journal reflection on the next day to be graded it as a group. | 1.7- SW watch the video to support their understanding on the effects of the GD. |
| 10 | Review Wrap-up  
Check for Understanding  
Practice Application | 1.11- TW encourage students to state outcome sentences as a wrap up of the lesson. "I learned today that the effects of the Great Depression were..."  
1.12- TW review the objectives on the board and ask the class if they were met. | 1.11- Students will be engaged in higher-order thinking skills by answering the wrap-up questions to demonstrate their understanding. |
|---|---|---|
| 5 | Homework Vocabulary Practice | 1.13- TW go over the instructions of the homework and distribute *Homework handouts* (see pages **HW28a-HW32b**).  
1.14- SW be responsible to read the assigned pages and review vocabulary words by completing the vocabulary practice worksheet as a homework assignment.  
1.15- SW also highlight key words on their reading for HW.  
1.16 - TW ensure directions are understood. | 1.13- Distribution of homework handouts and directions and explanation about the HW |
Original Text

Unit 9: A World in Crisis,
Chapter 24: The Great Depression: Lesson 2 (pages: 734-35)
The Depression Hits Home

The Great Depression hit Americans very hard. Unemployment skyrocketed, affecting as much as 25 percent of the American workforce at certain times. To survive, many people without jobs sold apples on street corners, and some of them even turned to theft. As one New York man explained, "People that didn't wanna steal had to steal. Basically, they were honest people, but they stole to survive." Even the lucky ones with jobs saw their wages and their hours drop. A General Electric worker recalled his bosses saying, "Come in Monday. Take the rest of the week off."

As conditions worsened, many people struggled just to feed and house themselves. "We saw a crowd of some fifty men fighting over a barrel of garbage which had been set outside the back door of a restaurant," one shocked woman remembered. "American citizens fighting for scraps of food like animals!" In 1931 alone, some 95 people died of hunger in New York City.

State and local governments and private charities raised money to help the poor and the unemployed. Soup kitchens, breadlines, and shelters sprang up across the country. The need, however, far exceeded the available resources. Many people became angry with the lack of help from the federal government. In a letter to President Herbert Hoover, one person asked, "Can not you find a quicker way of Executing us than to Starve us to death?"
Power Point Presentation on "The Effects of the Great Depression"
The Effects of the Great Depression

President Hoover
- Herbert Hoover was the president when the depression started.
- His philosophy: We'll make it!
- He thought the depression would end quickly.
- He was wrong!
- The depression grew worst each year.
- It lasted 11 years.

1929-1939
- Stock market crash
- Didn't realize the effect it would have
- No money to replenish what was borrowed

Many found being broke humiliating.

What about the people?
- Farmers were already feeling the effects
  - Prices of crops went down
  - Many farms foreclosed
- People could not afford luxuries
  - Factories shut down
  - Businesses went out
- Banks could not pay out money
- People could not pay their taxes
  - Schools shut down due to lack of funds
- Many families became homeless and had to live in shanties

Many waited in unemployment lines hoping for a job.
People in cities would wait in line for bread to bring to their family.

Some families were forced to relocate because they had no money.

"Hooverville"
- Some families were forced to live in shanty towns
  - A grouping of shacks and tents in vacant lots
- They were referred to as "Hooverville" because of President Hoover's lack of help during the depression.

Hooverville

Out of the Dust:

The South and the Dust Bowl

A drought in the South led to dust storms that destroyed crops.

"The Dust Bowl"
The South Was Buried
- Crops turned to dust—No food to be sent out
- Homes buried
- Fields blown away
- South in state of emergency
- Dust Bowl the #1 weather crisis of the 20th century

Families During the Depression

A Farm Foreclosure

Some families tried to make money by selling useful crafts like baskets.

The End
Unemployed men looking for jobs
Evicted family with belongings on street, December 14, 1929.
"Brother, Can You Spare a Dime?"

"I Need to Survive"

The Effect of the Great Depression of the 1930s
"The Prosperity of the American Society Collapse"

The Great Depression hit the American economy very hard. Many families were severely affected by the same problems that affected families all across America.

Parents lost their jobs, and their basic necessities they took for granted a few years back were now just a wishful memory.

- Banks were worthless
- Consumer buying came to a standstill
- 14 million Americans were jobless (almost 1/3 the workforce)
- Banks foreclose on houses and farms
- Many families were forced to abandoned their homes
- No food, no clothes, no jobs
- Recycled lifestyle
- Factories and mines close
Lesson 2

Handouts
Chart: The Effects of the Great Depression
(Level 1-2: Match the picture with the word)

Word Bank:

- discrimination
- drought
- family disintegration
- homeless
- hopeless
- immigration
- no money
- poverty
- unemployment
**SIOP Chart: Level 3**

**List the Effects of the Great Depression**

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

**Pictures:**

1. Image of a crowd in a room.
2. Image of a man with a sign that says, "HOMELESS AND HUNGRY. Please Help."
3. Image of a sign that says, "POVERTY HISTORY - Make Immigration Right." 
4. Image of a sign that says, "WAITING ROOM FOR WHITE ONLY" with an arrow and "POLICE DEPT."
List the Effects of the Great Depression

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.
### The Great Depression Cause and Effect Chart (-Negative and +Positive)

**Lesson 2: The Effects of the Great Depression (Levels: Int/Advance)**

<table>
<thead>
<tr>
<th>Aspects of Economic Life</th>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industries</td>
<td>-Factories closed down</td>
<td>-Many people without jobs</td>
</tr>
<tr>
<td></td>
<td>+Some factory owners made money</td>
<td>-Forced workers to work longer hours with less pay</td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urbanization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movement of people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health care/education/welfare/relief</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2 – Journal Reflections (Levels 1-3)
Real stories about their own experiences during the Great Depression

1. Fred Bell
   A) Lived in the *Bronx* with a foster family during the Depression and in this interview discusses her experiences as a *young black woman*.

2. Walter Borchich
   B) Grew up in middle *Georgia* during the Depression. She tells of her father's job as a *prison warden* and the tenant farmers working her family's land.

3. Gertrude Carter
   C) Grew up in *Cleveland, Ohio* during the 1930s. She recalls the struggles of her family of *eight siblings* during the period.

4. Connie Christiansen
   D) Grew up in *Atlanta* during the Great Depression and in this interview he talks about his experiences growing up in the *South* during the Great Depression.

5. Virginia Kloth
   E) Grew up in *Noonan, Georgia* during the Depression and talks about *racial prejudice*, *government aid*, and many other things occurring at the time.

6. Ida Parker
   F) Grew up in *Ohio* and *Michigan* during the Great Depression and discusses his experiences with *poverty*, *segregation* and public schools.
Lesson 2 – Journal Reflections (Levels 4-5)

(Real stories about their own experiences during the Great Depression)

1. Name:
   Grew:
   In this interview he/she talks about:

2. Name:
   Grew in ___________________ and ___________________
   In this interview he/she talks about:

3. Name:
   Grew:
   In this interview he/she talks about:

4. Name:
   Grew:
   In this interview he/she talk about:

5. Name:
   Grew:
   In this interview he/she talks about:

6. Name:
   Grew:
   In this interview he/she talks about:
Lesson 2: The Effects of the Great Depression

Venn Diagram: Levels 1-3

Activity Title: 

Compare and contrast life during and after the Great Depression

Item 1:  

During

Item 2:  

After

Same

Choices:

No jobs, jobs, no hopes, hopes, no money, money, banks closed, banks open, shelter, no shelter, breadlines, soup kitchens, food at home, hoovervilles, dust bowl, drought, discrimination, immigration, own homes.
Lesson 2: The Effects of the Great Depression

Venn Diagram: Levels 4-5

Compare and contrast life during and after the Great Depression

Activity Title: 

Item 1: ___________________________  Item 2: ___________________________
Unit: The Great Depression - Lesson 2: Modified Vocabulary (Levels: 1-2)

The Effects of the Great Depression: Vocabulary Guide

The effects of the Great Depression were widespread and painful. Here are some facts about the Great Depression.

1. Financial Crisis: difficult times
   Very difficult economical times. No jobs and no money!

2. Unemployment: no jobs
   A lot of people lost their jobs and had no place to work.

3. Poverty: no money, no jobs, no food, no home
   People were very poor and could not afford the necessities of life because they had no money.

4. Homelessness: no place to go
   They lost their homes and their place to live. Move to shantytowns or hooversvilles to survive.

5. Hunger: no food to eat
   Many people had no food to eat so they went to soup kitchens to get food. The lines were very long. People would spend all day waiting in line just to get a small meal. Soup kitchens and breadlines were run by charities. Some people did not even have a soup kitchen to go to. People had to pick trash to find food.

6. Immigration: people were send back to their countries
   In order to preserve jobs for American the government deported immigrants.

7. Family Disintegration: family members leaving their families
   Separation of families by poverty. Lack of work and lack of money; very hard to be together in order to survive.

8. Drought Conditions: dust storms
   The Dust Bowl affected most of the crops in the region. So there was no rain in which affected the farmer's lives.

9. Discrimination: not treated equally
   Minorities and African Americans faced unequal treatment. Were often the last to be hired and the first to be fired. They also experience segregation.

10. Hopeless: without hope
    The feeling that everything is wrong and nothing will turn out
Unit: The Great Depression
Lesson 2: Vocabulary Words: (Levels: 1-2)

1. **Discrimination:**
   Not a fair treatment

2. **Drought conditions:**
   A period of dry weather

3. **Family Disintegration:**
   Destruction of families because the lack of work and of money; very hard to be together.
   
   **Financial Crisis:**
   No job and no money

4. **Homeless:**
   Poor people who have nowhere to live, and who often live on the streets

5. **Hopeless:**
   With no hope

6. **Hunger:**
   The painful sensation by the need of food

7. **Immigration:**
   The act of moving into a new country

8. **Poverty:**
   Having little or no money and few or no material possessions

9. **Unemployment:**
   Not having a job
Unit: The Great Depression
Lesson 2: Vocabulary Words (Level: 3)

1. **Discrimination:**
   Not a fair treatment or making a distinction in favor of or against a person's race
   "The African American experience many discrimination"

2. **Drought conditions:**
   A period of dry weather, especially for farmers and their crops.
   "The drought affected the crops of the farmers"

3. **Family Disintegration:**
   Destruction of families by poverty, lack of work and lack of money; very hard to be together.
   "The family disintegration affected our society"

4. **Financial Crisis:**
   Very difficult financial moments. No jobs and no money
   "It is very hard to pay the bills during a financial crisis"

5. **Homeless:**
   Poor people who have nowhere to live, and who often live on the streets
   "The homeless had no place to live"

6. **Hopeless:**
   With no hope
   "The people lost their jobs and felt hopeless"

7. **Hunger:**
   The painful sensation by the need of food
   "Many people died from hunger"

8. **Immigration:**
   The act of moving into a country for the purpose of permanent residence.
   "The government established new immigration laws"

9. **Poverty:**
   Having little or no money and few or no material possessions
   "Millions of elderly people live in poverty"

9. **Unemployment:**
   The number of people in a particular country or area who cannot get a job
   "The level of unemployment is rising"
The Effects of the Great Depression: Vocabulary Guide

The effects of the Great Depression were widespread and painful. Here are some facts about the Great Depression.

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   Minorities and African Americans faced unequal treatment. Were often the last to be hired and the first to be fired. They also experience segregation.

10. Hopelessness: without hope
    The feeling that everything is wrong and nothing will turn out
Unit: The Great Depression
Lesson 2: Vocabulary Words: (Level 3)

Define the following words:

1. Financial Crisis:

2. Unemployment:

3. Poverty:

4. Homeless:

5. Hunger:

6. Immigration:

7. Family Disintegration:

8. Drought conditions:

9. Discrimination:

10. Hopeless:
Define the following words:

1. Financial Crisis: __________________________________________
   __________________________________________
   __________________________________________

2. Unemployment: __________________________________________
   __________________________________________
   __________________________________________

3. Poverty: ________________________________________________
   ________________________________________________
   ________________________________________________

4. Homeless: ______________________________________________
   ________________________________________________
   ________________________________________________

5. Hunger: _________________________________________________
   _________________________________________________
   _________________________________________________

6. Immigration: ___________________________________________
   _________________________________________________
   _________________________________________________

7. Family Disintegration: ___________________________________
   _________________________________________________
   _________________________________________________

8. Drought conditions: _____________________________________
   _________________________________________________
   _________________________________________________

9. Discrimination: _________________________________________
   _________________________________________________
   _________________________________________________

10. Hopeless: _____________________________________________
    _________________________________________________
    _________________________________________________

11. Dust bowl: ____________________________________________
    _________________________________________________
    _________________________________________________
12. Breadlines:


13. Soup kitchen:


14. Shantytowns:


Effects of the Great Depression

BREADLINES  CRISIS  DESINTEGRATION
DISCRIMINATION  DROUGHT  FINANCIAL
HOMELESS  HOPELESS  HUNGER
IMMIGRATION  KITCHEN  MONEY
POVERTY  SHANTYTOWNS  SOUP
UNEMPLOYMENT

Created by Puzzlemaker at DiscoveryEducation.com

Solution

http://puzzlemaker.discoveryeducation.com/code/PuzzleSolution.asp?submit2=Solution
## Group Work Assessment Checklist

**Student Name:**  
**Date:**

<table>
<thead>
<tr>
<th>When working in a group the student:</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listens quietly to the other group members.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Waits for the speaker to finish before speaking.</td>
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<td></td>
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<tr>
<td>3. Makes comments and submits ideas that are on topic.</td>
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<td></td>
</tr>
<tr>
<td>4. Disagrees with others opinions without getting angry.</td>
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<td></td>
</tr>
<tr>
<td>5. Tries to meld his ideas with other ideas.</td>
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<td></td>
</tr>
<tr>
<td>6. Encourages other group members.</td>
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</tr>
<tr>
<td>7. Asks questions when they don’t understand another group member.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>8. If the group has a problem, the student takes part in the problem solving process.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9. If a specific group role is assigned, he stays on task.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Keeps the group on track with the time allotted for the activity.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Three

On

"The Great Depression"

"Hoover's Attempts"

By Omayra Ramos

5/17/10

FLA 518
**Unit: The Great Depression**

**Lesson 3. "The Effects of the Great Depression"**

**Table of Content**

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<td>1</td>
</tr>
<tr>
<td>Table of Content</td>
<td>2</td>
</tr>
<tr>
<td>Objectives: Language/Content</td>
<td>3</td>
</tr>
<tr>
<td>Performance Indicator Chart</td>
<td>3</td>
</tr>
<tr>
<td>Functional Chart</td>
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<td>Modified Lesson Plan</td>
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<td>Lesson Plan 1</td>
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<td>Original Text</td>
<td>9-10</td>
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<td>Power Point Presentation</td>
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<td>Overhead Projector</td>
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<td>Homework Handouts</td>
<td>HW34a-HW38b</td>
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<tr>
<td>Group Assessment Check List</td>
<td>39</td>
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</table>
### Lesson 3: Content Objectives

**S.W.A.T:**
- Evaluate President Hoover's attempts to end the Great Depression.
- Define and use vocabulary words related to President Hoover's attempts to end the GD.

**Language Objectives**
- Using listening, speaking, reading and writing to learn the key vocabulary related to this lesson.
- Examine President Hoover's attempts to end the Great Depression.
- Analyze a political cartoon and respond to classroom questions.
- Write how President Hoover responded to the Great Depression.
- Be able to list some social welfare and federal relief programs.

### Lesson 3: Performance Indicator Chart

<table>
<thead>
<tr>
<th>Domain Topic</th>
<th>Levels</th>
<th>Fluency Bridging</th>
<th>Expanding Fluency</th>
<th>Speech Emerging</th>
<th>Early Production</th>
<th>Preproduction</th>
</tr>
</thead>
</table>
| Speaking/Learning | President Hoover's attempts to end the Great Depression | Students will:  
- Analyze Hoover's attempts to end the Great Depression by discussing the cartoon on page 736.  
- By looking at the picture describe the people's reaction against President Hoover and explain why? Support your answers with your textbook. | Students will:  
- Analyze Hoover's attempts to end the Great Depression by discussing the cartoon on page 736 with the class.  
- By looking at the picture describe the people's reaction against President Hoover. | Students will:  
- Analyze Hoover's attempts to end the Great Depression by participating in your group by using key words and familiar phrases given by the teacher that match with the cartoon on page 736.  
- Orally add two- three words to the simple sentences given by the teacher to support your group participation. | Students will:  
- Analyze Hoover's attempts to end the Great Depression by circling the words that match with the cartoon on page 736.  
- Participate in your group by orally using sentence frames provided by the teacher for L1 support. | Students will:  
- Analyze Hoover's attempts to end the Great Depression by using the vocabulary words with pictures using the vocabulary guide given by the teacher.  
- Using prepared label and pictures, assist in the creation of a poster to describe Hoover's attempt to end the Great Depression by working in groups. |
| Writing/Reading | Describe President Hoover's attempts to end the Great Depression | Students will:  
- Read pages 735-736 and use textual features to make predictions while reading.  
- Individually, define the vocabulary words by using the textbook glossary.  
- Discuss in 3 paragraphs President Hoover's attempts to end the Great Depression and why you think he failed to end the depression.  
- Actively participate in a group work to create a poster describing his attempt to end the Great Depression.  
- Be able to add to your poster the social welfare and federal relief programs. | Students will:  
- Read pages 735-736  
- Individually, define the vocabulary words by using the textbook glossary.  
- Describe in one paragraph President Hoover's attempts to end the Great Depression and come up with a conclusion about his attempts.  
- Actively participate in a group work to create a poster describing his attempt to end the Great Depression. | Students will:  
- Read modified hand out on Hoover's attempts to end the Great Depression.  
- In small group define the vocabulary words given by the teacher.  
- Fill the diagram with President Hoover's beliefs on fixing the economy.  
- Participate in a group work to create a poster describing Hoover's attempt to end the Great Depression. | Students will:  
- Read modified hand out on Hoover's attempts to end the Great Depression.  
- By using the Vocabulary guide given by the teacher, match the vocabulary words with definitions.  
- Work in groups to create a poster describing Hoover's attempt by using key words to describe Pictures. | Students will:  
- Read modified hand out on Hoover's attempts to end the Great Depression.  
- In small groups match vocabulary words with pictures using the vocabulary guide given by the teacher.  
- Using prepared label and pictures, assist in the creation of a poster to describe Hoover's attempt to end the Great Depression by working in groups. |
### Unit: The Great Depression/ Lesson 3

**Functional Chart**

**Lesson 3: Evaluate President Hoover's attempts to end the Great Depression**

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words/Phrase</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and list</td>
<td>President Hoover's attempt to end the Great Depression.</td>
<td>President H________ approved the following  f________ r________ programs as an attempt to end the G________ D________.</td>
<td>Hoover federal relief Great Depression</td>
<td>▶ Verbs: present/past tense ▶ Adjectives ▶ Pronouns ▶ Nouns: proper/common ▶ Capitalization ▶ Types of sentences ▶ Synonyms ▶ Antonym ▶ Subject ▶ Predicate ▶ Punctuations ▶ Abbreviations</td>
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<tr>
<td></td>
<td></td>
<td>1.</td>
<td>1. Reconstruction Finance Corporation(RFC)</td>
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<td>2.</td>
<td>2. Construction Programs</td>
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<td>3.</td>
<td>3. Federal Home Loans</td>
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<td>4. Federal Farm Board</td>
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<td>5.</td>
<td>5. Lower taxes</td>
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# Modified Lesson Plan: Lesson 3 "Hoover's attempts to end the Great Depression"

**8th Grade Social Studies Content Standard:**
C1: Students will demonstrate an in-depth understanding of major events and trends that took place in United States history during the Great Depression.

**Language Objectives:**
- Use listening, speaking, reading and writing to learn key words related to this lesson.
- Examine President Hoover's attempts to end the Great Depression.
- Analyze a political cartoon and respond to classroom questions.
- Write a paragraph on how President Hoover's responded to the Great Depression.
- Be able to list some social welfare and federal relief programs.

**Comprehensible Input:**
TW use consistent scaffolding techniques to guide students step by step. TW also pause whenever necessary and use frequent repetition of important terms and expression throughout the lesson. In addition teacher will model and modify all given material to students by levels. TW be applying effective TESOL strategies to support ELL student to aide comprehension.

**Grade:** 8th ELL students in mainstream classes (Intermediate/Advance).

**Lesson 1:** This lesson will be given in one class for duration of 55 minutes.

### Preparation:
- Students will work in small groups to complete class assignments.
- Copies made of the vocabulary guide, handouts, sentence starters, worksheets, and quizzes.
- Each student will be provided with a GD folder to help them with class organization.

### Materials:
- Charts
- Dictionary
- Group check list
- Handouts
- Highlighters
- Modified material
- Questions
- Pencil/Pen
- Picture Evaluation sheet
- Pictures/visuals
- Puzzles
- Notebook
- Quizzes
- Sentence starters
- GD Folders

### Visuals/Resources:
- Internet: President Hoover's Biography
- Video Clip: You Tube- Hoover's reaction towards the GD Overhead Projector: pictures/charts
- Power Point: Hoover's attempts to help Americans.
- Political Cartoon

### Key Vocabulary: Lesson 3
- federal relief
- intervention
- President Hoover
- hooverville
- loans
- programs
- individualism
- optimism
- reconstruction

### General Class Modifications:
- TW welcome ELL students to mainstream classes
- TW label classroom materials and will provide Word Wall with vocabulary for unit/chapter review.
- Simplify and modify materials and language verbally and written.
- Moderate and pace the speech: speak slowly not loudly.
- Employ visuals, movement, intonation and gestures.
- Use cooperative learning, incorporate peer tutoring
- TW circulate throughout the classroom to supervise group work.
- TW provide correction for language errors by modeling, not overt correction.

### Modifications for Language Learners:
- TW use movement, gesture and expression throughout the lesson to aid comprehension.
- TW list instructions/ process steps and review orally. Will present information in varied ways (oral/ written).
- TW frequently summarize key points, repeat and paraphrase important terms. Will take time to preview and explain new concepts and vocabulary before starting instruction.
- TW allow sufficient response time, use shorter sentences, and avoid idioms.
- TW assign students heterogeneously in groups of 4-6. Students will be paired with two beginners, one intermediate, one advanced and one mainstream for support.
- TW simplified complex language, and model how to simplify complex language to peer tutors.
### Lesson 3: “Hoover’s attempts to end the Great Depression”

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Activity</th>
<th>Narrative</th>
<th>Assessment</th>
</tr>
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</table>
| 15      | Connection to prior knowledge Groups | 1.1- TW introduce a power point presentation on President Hoover’s attempts to end the Great Depression.  
1.2- After watching the power point presentation, TW guide students on how to complete the chart. (Lower levels will use a guide given by the teacher for support). Student will complete the chart in their groups.  
1.3-TW engage students to work in their assigned groups to complete their chart: President Hoover’s attempts to end the Great Depression (see page A25-A27).  
1.4- TW consistently supervise groups and assist them for support. | Visual support: Power point presentation and chart in the overhead projector  
Cooperative Learning Practice/Peer tutoring  
1.2- SW remain in their assigned groups of 4 - 6 heterogeneously (two lower levels, one intermediate and one advance) the advanced group will be coaching the lower group as the presenter. |
| 15      | Class discussion/ participation and interaction | 1.5- After completing the chart, teacher will ask for students to volunteer and share their answers verbally about the effects of Great Depression.  
1.6- TW proceed by filling out the chart in the overhead projector as the answers are given in the class discussion. TW will say:  
T: By raising your hands: who can tell me one of the President Hoover’s attempts to end the GD?  
S: I think that the RFC was one of his main attempts.  
T: You are correct!  
T: Let’s see if we can have another volunteer.  
What RFC stands for?  
S: RFC stands for Reconstruction Finance Corporation.  
T: That is correct! Let’s complete the chart together.  
Teacher writes: The RFC- Reconstruction Finance Corporation was one of President Hoover’s attempts to end the Great Depression....(and so on). | 1.3- SW complete the chart “what do you know chart.” The chart has been modified by levels 1-5.  
1.4- SW participate by sharing their answers (verbal responses).  
1.5- TW record answers on the overhead projector chart for support and to guide ELL students to complete their own charts properly. |
| 10      | Video (visual) | 1.7- TW proceed introducing a video clip on President’s Hoover’s Biography  
1.8- TW distribute Handout on “President Hoover’s Biography” (see page B28-B30), and a picture of a political cartoon for students to complete after watching the video (see political cartoon analysis on page C31-C33).  
1.9- TW guide the students on how to complete the graphic organizer as a guide for their own notes. | 1.6- SW watch the video to support their understanding Hoover’s presidency. |
| 1.10- | SW watch the video on President's Hoover's Biography. |
| 1.11- | After watching the video each group will work cooperatively on completing the graphic organizer and to put all their ideas about the political cartoon in a poster. This ideas will be presented in class. |

| 10 | Review Wrap-up Check for Understanding Practice Application |
| 1.12- | TW give the opportunity to each group to create and present their poster with their opinions on the people's reaction against President Hoover. Students will share their answers with class. |
| 1.13- | TW review the objectives on the board and ask the class if they were met. |

| 5 | Homework Vocabulary Practice |
| 1.14- | TW go over the instructions of the homework and distribute *Homework handouts* (see page HW34a- HW 38b). |
| 1.15- | SW be responsible to read the assigned pages and review vocabulary words by completing the vocabulary practice worksheet as a homework assignment. |
| 1.16 - | SW also highlight key words on their reading for HW. |
| 1.17 - | TW ensure directions are understood. |

| 1.12- | Students will be engaged in higher-order thinking skills by answering the wrap-up questions using the political cartoon to demonstrate their understanding. |

| 1.14- | Distribution of homework handouts and directions and explanation about the HW |
Unit 9: A World in Crisis,
Chapter 24: The Great Depression: Lesson 3 (pages: 735)
"Hoover's Attempts to end the Great Depression"

**HOOVER'S BELIEFS**

1. Believed that the government had no obligation on supporting the people directly.

2. Thought that relief and recovery should come from voluntary organizations.

**Hoover's Relief Programs**

- RFC Reconstruction Finance Corporation
- Approved Federal Programs
- Loaned money to railroads
- Loaned money to other businesses
- Loaned money to banks
- Lower the taxes to stimulate the economy
- Loaned money to the states public work

---

through individual efforts. As the depression deepened, however, many people became convinced that the federal government should play a greater role in fixing the economy.

Overall, Hoover failed to recognize the severity of the depression. In March 1930 he told Americans, "We have now passed the worst and with continued unity of effort we shall rapidly recover." However, the economic situation only grew worse.
Power Point Presentation on
"President Hoover's Attempts to End the Great Depression"
Hoover as President

The Main Idea
Herbert Hoover came to office with a clear philosophy of government, but the events of the Great Depression overwhelmed his responses.

Reading Focus
• What was President Hoover's basic philosophy about the proper role of government?
• What actions did Hoover take in response to the Great Depression?
• How did the nation respond to Hoover’s efforts?

Hoover's Philosophy
• Herbert Hoover came to the presidency with a core set of beliefs he had formed over a long career in business and government service.
• He had served in the Harding and Coolidge administrations and shared many of their ideas about government's role in business, fearing a little government intervention as possible.
• Hoover believed unnecessary government threatened prosperity and the spirit of the American people.
• A key part of this spirit was something he called “rugged individualism.”

Hoover didn’t reject government oversight or regulation of certain businesses or think businesses should do exactly as they pleased, but he thought it was important not to destroy people's belief in their own responsibility and power.

The "Associative State"
According to Hoover, individualism did not rule out cooperation.

The Hoover Dam
• The building of the Hoover Dam demonstrates Hoover's belief in business and government.
• The dam demonstrated the ability of government and business to work together for a common goal.
• The completion of the Hoover Dam in 1936 is a symbol of the associative state.

The Smoot-Hawley Tariff Act
One of Hoover's major efforts to address the economic crisis was the 1930 Smoot-Hawley Tariff Act.

The Effects
• The Smoot-Hawley Tariff Act was a disaster.
• Originally designed to help farmers, it was expanded to include a large number of manufactured goods.
• The high tariff rates were unprecedented.
• When European nations responded with tariffs on American goods, international trade fell dramatically.
• By 1934 trade was down two thirds from its 1929 level.

The Nation Responds to Hoover

Questions of Credibility
• Hoover initially saw the depression of the early 1930s as nothing to worry about, but his predictions about when the economy would recover proved wrong. He was finally forced to acknowledge the depth of the depression.
• Early on, when millions lost their jobs, he said the nation's economic situation was not as bad as people thought. But as the depression continued to worsen, he became increasingly pessimistic.

Questions of Compassion
• Hoover initially wanted to cut government spending to reduce the national debt, but as the depression worsened, he realized that more government spending was necessary to help the nation recover.
• When the Great Depression hit, Hoover was one of the first to call for government action to help the unemployed and struggling families.

The Reconstruction Finance Corporation was established to lend money to banks and businesses in need of capital.
The Bonus Marchers

- In May 1932 some World War I veterans set up camp near the capital.
- The men were in Washington to pressure the federal government to pay the veterans' bonus—a cash award they were promised for their war service.
- The bonus was not due for many years, but the men needed the money.
- Congress refused to meet the demands of these "bonus marchers," and some left. A core group remained, including women and children.
- In July, as police and U.S. soldiers began clearing the area of veterans, violence erupted and the camp went up in flames, injuring hundreds.
- Hoover did not want to pay the bonus because he was concerned about balancing the budget. However, many Americans were greatly disturbed by the sight of soldiers using weapons against homeless veterans.
- The public's opinion of Hoover fell even more.

The Voters React

- Trying to balance the budget, Hoover pushed for and signed a large tax increase in 1932.
- This move was highly unpopular, because voters wanted more government spending to aid the poor.
- The 1930 congressional election provided early signs that the public was fed up with President Hoover.
- Democrats finally won the majority of seats in the House of Representatives and made gains in the Senate.
- By the 1932 presidential election, it seemed certain Hoover would lose the race.
- The Great Depression showed few signs of ending, and Hoover's ability to influence people and events was nearly gone.
Overhead Projector
Transparencies

Lesson 3
**Herbert Hoover's Biography**

Herbert Hoover, the thirty-first President of the United States (1929-33), bore the brunt of the blame for the Great Depression, which was the result of the stock market crash of 1929. Born on August 10, 1874, in West Branch, Iowa, he was orphaned at the age of eight and spent his childhood in the home of his wealthy uncle. He worked his way through Stanford University, where he studied engineering. In 1895, he graduated, married Lou Henry, and began work as a laborer in the California mines. Soon after that he took a position in Australia directing gold mining ventures. The next twenty years were primarily devoted to traveling throughout Asia, Africa, and Europe as a mining entrepreneur and, subsequently, he earned a considerable fortune.

**Background**

Herbert Hoover was a passionate man who, because of his Quaker upbringing, believed in peace. He was also an author of several books, American Individualism, The Challenge to Liberty, and Memoirs. His hobbies included fishing, hiking, and reading. He had a quiet sense of humor and seldom laughed out loud.

**Public Life**

When World War I broke out, Hoover was in London. He organized the return of thousands of American tourists who were stranded in Europe at the time. He was appointed to head the Commission for Relief in Belgium. This was a position in which he received national attention for his humanitarian efforts. The Commission fed over 10,000,000 people during the war. In 1917 he was recalled to the United States to serve as Food Administrator (which was a special office designed for wartime purposes). It was created to promote American agricultural production and coordinate the rationing and distribution of food. President Wilson then asked Hoover to return to Europe and direct The American Relief Administration, an agency whose purpose was to relieve suffering throughout Europe.

In 1920 Hoover declared himself a Republican, but declined to run for President. In 1921, President Warren Harding appointed him Secretary of Commerce. He held this post until 1928 when his campaign for President began. As Secretary of Commerce, he expanded his department to promote foreign trade and standardized industry to reduce waste. During the two Presidencies he served in this position, he was nicknamed the Secretary of Domestic Affairs. He believed deeply in the self worth of individuals. Many of his beliefs were founded in his Quaker roots.

Continuing his public service as a member of President Coolidge's cabinet, Hoover pressed for the regulation of radio and utilities. He initiated construction of one of the largest dams in the world on the Colorado River. Appropriately, the Hoover Dam bears his name. Hoover was considered the natural heir to President Coolidge and won the 1928 election easily, defeating Alfred Smith by the largest number of electoral votes in history up to that time.
President

Hoover was the only President besides Calvin Coolidge to be sworn into office by a former President - President Taft. Hoover believed that business people should unite and form trade associations, believed that the sharing of important information about cost, production, and distribution would expand market growth. He believed the government should support, but not control business. In 1929 when stock prices plunged and $15 billion dollars was lost, Hoover, sincerely hoping that businessmen and voluntary agreements could restart the economy, told the public that the depression was temporary and prosperity was just around the corner. The next year, however, brought drought, massive unemployment, and great suffering. Still he passionately clung to the notion that the citizens would rally and by their individual cooperative actions would cure the ills of the economy without the help of government intervention.

Hoover was the first President to use the authority of the Federal Government to combat a depression, although he did so in a very limited way. In 1932 he sponsored the Reconstruction Finance Corporation to use assets of institutional investment to give loans to the troubled business community. He still refused to assist farmers or to pay unemployment compensation, insisting such aid should come at the local level. When Veterans of World War I marched on Washington to force payment of bonus guarantees, Hoover sent the Army under General Douglas McArthur to remove the "Bonus Army" from its encampment. Cardboard shantytowns called "Hoovervilles" sprang up across the country. Rabbits were called "Hoover Hogs," and the migration from the "Dust Bowl" of the plains began.

Afterwards

As the election of 1932 neared, the result was a foregone conclusion. In 1932 Franklin Roosevelt defeated Hoover by the greatest margin of electoral votes in the nation's history up to that time. Hoover remained the spokesperson for the Republican Party and continued to maintain that individuals should not look to the government to cure them of their ills. After World War II, he picked up in Europe where he had left off after the First World War. He coordinated the European Food Program (1946-47) and served on President Eisenhower's Commission on the Re-Organization of the Executive Branch of Government (1953-55). He gave many recommendations to the committee on how to make the government more efficient and make the President more accountable to Congress and the people. Many of these ideas are still used today as the standards of the Republican Party. Herbert Hoover was a man of great ethics and principle, but unfortunately, he is remembered as the President who brought the United States' economy to ruin. He died in New York City on October 20, 1964, at the age of ninety.
Hoover Takes Action

- At first, President Hoover was against offering direct government relief.
- Instead, he asked private charities, such as the YMCA, to help.
"Hooverville,"
New York City,
December 8
1930

[Sign on shack reads:
"House of Unemployed"]
- Hoover also approved the Reconstruction Finance Corporation (RFC), which loaned money to railroads, banks, and insurance companies.

Des Moines Register,
April 5, 1930
The Hoover Dam
List Hoover's attempts to end the Great Depression

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<td>1.</td>
<td>Approved some **F</td>
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<td>2.</td>
<td>He created the **R</td>
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<td>3.</td>
<td>Loaned money to **b</td>
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<tr>
<td>4.</td>
<td>Loaned money to the **s</td>
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<td>5.</td>
<td>Lower the **t</td>
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<td>6.</td>
<td>Loaned money to **r</td>
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<tr>
<td>7.</td>
<td>Loaned money to other **b</td>
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</table>

**Word bank:**

banks, business, create, economy, Federal Relief, railroads, Reconstruction Finance Corporation, state public works, stimulate, taxes
List Hoover's attempts to end the Great Depression

1. Approved some ____________ ____________ programs.

2. He created the ____________ ____________ ____________.

3. Loaned money to ____________.

4. Loaned money to the ____________ ____________ ____________ to ____________ jobs.

5. Lower the ____________ to ____________ the ____________.

6. Loaned money to ________________.

7. Loaned money to other ________________.

Word bank:

banks, business, create, economy, Federal Relief, railroads, Reconstruction Finance Corporation, state public works, stimulate, taxes
<table>
<thead>
<tr>
<th>List Hoover's attempts to end the Great Depression</th>
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Lesson 3 - Questions on Hoover's Biography: Levels 1-2

Multiple Choice: select the letter with the correct answer

1. When and where was President Hoover born?
   A) August 10, 1874 in West Branch, Iowa   B) May 10, 1874 in Washington, D.C

2. At what age did he become an orphan?
   A) 10 years old   B) 8 years old

3. With whom did he spend the rest of his childhood?
   A) aunt   B) uncle

4. What university did he attend?
   A) Stanford   B) Harvard

5. What did he study?
   A) Political Science   B) Engineering

6. Who did he marry?
   A) Lou Henry   B) Nancy Eton

7. Where did he begin to work?
   A) in mines   B) in farming

8. What were his hobbies?
   A) walking and painting   B) fishing and reading

9. What did he do as the Secretary of Commerce?
   A) promote foreign trade   B) promote mining

10. What type of construction did Hoover initialize?
    A) the largest mine in the world   B) the largest dam in the world

11. What did he accomplish in 1928?
    A) To become the 31st president   B) To become the 31st senator
Lesson 3 - Questions on Hoover's Biography: Level 3

Multiple Choice: select the letter with the correct answer

1. When and where was President Hoover born?
   A) 8/10/1874 in Iowa   B) 5/10/1874 in Washington, D.C   C) 1/10/1874 in Ohio

2. At what age did he become an orphan?
   A) 10 years old   B) 12 years old   C) 8 years old

3. With whom did he spend the rest of his childhood?
   A) aunt   B) uncle   C) Grandparents

4. What university did he attend?
   A) Princeton   B) Stanford   C) Harvard

5. What did he study?
   A) Criminal Justice   B) Political Science   C) Engineering

6. Who did he marry?
   A) Annie May   B) Lou Henry   C) Nancy Eton

7. Where did he begin to work?
   A) in mines   B) in farming   C) in engineering

8. What were his hobbies?
   A) walking and painting   B) fishing and reading   C) riding bicycles

9. What did he do as the Secretary of Commerce?
   A) promote contracts   B) promote foreign trade   C) promote mining

10. What type of construction did Hoover initialize?
    A) the largest mine in the world   B) the largest dam in the world   C) the largest plant in the world

11. What did he accomplish in 1928?
    A) To become the 31st president   B) To become the 31st representative   C) To become the 31st senator
President Herbert Hoover's Biography (Level 4-5)

1. When and where was President Hoover born?
2. At what age did he become an orphan?
3. With who did he spend the rest of his childhood?
4. What university did he attended?
5. What did he study?
6. When did he graduated?
7. Who did he marry?
8. Where did he begin to work?
9. What was his second job?
10. What did he mainly did as a mining entrepreneur?
11. How many books did he write?
12. What were his hobbies?
13. What did he accomplish in London during WWI?
14. What did he do in 1917?
15. What was he asked to do when he returned to Europe?
16. In what year was he appointed as the Secretary of Commerce?
17. What did he do as the Secretary of Commerce?
18. What type of construction did Hoover initialize?
19. What did he accomplish in 1928?
20. List Hoover's 3 beliefs:
21. What did Hoover tell the American people regarding the depression?
22. What did he use in a very limited way?
23. What did he sponsor in 1932?

☆ Bonus: What do you consider to be the most significant political event that has occurred during his presidency?
Lesson 3 "Hoover's Attempts to end the Great Depression"

Political Cartoon Analysis Sheet - Level (1-2)

A Most Vicious Circle

As this 1931 cartoon shows, many people blamed President Hoover for the depression.

THE PEOPLE IN THIS CARTOON LOOKS????

CHOICES:
HAPPY, SAD, ANGRY, PASSIVE, FUNNY, AGGRESSIVE, UPSET, FURIOUS, SHY, DEFENSIVE, CALM, SMILING
Lesson 3 "Hoover's Attempts to End the Great Depression"

Political Cartoon Analysis Sheet - Level (3)

Directions:
In this activity, you will be reviewing a political cartoon in groups.
1. Look carefully at the cartoon, examine the characters, the setting, any symbols and make a note of them.
2. Determine what the message and the humor is in the cartoon.
3. Write notes answering the questions below.
4. Be prepared to share your information with the class.

A Most Vicious Circle

As this 1931 cartoon shows, many people blamed President Hoover for the depression.

Political Cartoon Analysis Questions
A. What are the issue(s) that inspired the cartoon? people are happy, sad, angry, funny, furious, aggressive, silly...

B. Who are these people? workers, parents, owners, business people, judges, attorneys, police officers...

C. Are there symbols in the cartoon? Look at objects!

D. What is the cartoonist's opinion about the topic portrayed in the cartoon? Read the written information!

E. Do you agree or disagree with the cartoonist's opinion? Why?
Lesson.3 "Hoover's Attempts to end the Great Depression"

Political Cartoon Analysis Sheet- Level (4-5)

Directions:
In this activity, you will be reviewing a political cartoon either with a partner or individually.
1. Look carefully at the cartoon, examine the characters, the setting, any symbols and make a note of them.
2. Determine what the message and the humor is in the cartoon.
3. Write notes answering the questions below.
4. Be prepared to share your information with the class.

As this 1931 cartoon shows, many people blamed President Hoover for the depression.

Political Cartoon Analysis Questions
A. What are the event(s) or issue(s) that inspired the cartoon?

B. Are there any real people in the cartoon? Who are these people?

C. Are there symbols in the cartoon? What are they and what do they represent?

D. What is the cartoonist's opinion about the topic portrayed in the cartoon?

E. Do you agree or disagree with the cartoonist's opinion? Why?
1. **Federal relief**: federal programs that help the American people

2. **Hoovervilles**: very poor houses

3. **Individualism**: every person needs to represent themselves

4. **Intervene**: to take action

5. **Loans**: borrow

6. **Optimism**: confidence

7. **President Hoover**: 31st president of the United States

8. **Programs**: special projects

9. **Reconstruction**: constructing something again
Unit: The Great Depression- (Levels: 1-2)

Lesson 3: Hoover's attempts to end the Great Depression

1. President Hoover:
   the 31st president of United States

2. Hooverville: very poor houses

3. Individualism:
   every person needs to represent themselves

4. Loan: borrowing money

5. Intervene:
   to take action

6. Optimism:
   confidence

7. Programs:
   special projects

8. Reconstruction:
   constructing something again
Lesson 3  Hoover's attempts to end the Great Depression

**Vocabulary words: Level 1-3**

**Match the words with same meanings (syonyms)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Federal Relief</td>
</tr>
<tr>
<td>2</td>
<td>Hoovervilles</td>
</tr>
<tr>
<td>3</td>
<td>individualism</td>
</tr>
<tr>
<td>4</td>
<td>intervene</td>
</tr>
<tr>
<td>5</td>
<td>loans</td>
</tr>
<tr>
<td>6</td>
<td>optimism</td>
</tr>
<tr>
<td>7</td>
<td>President Hoover</td>
</tr>
<tr>
<td>8</td>
<td>Programs</td>
</tr>
<tr>
<td>9</td>
<td>reconstruction</td>
</tr>
</tbody>
</table>

Teacher's answers: 1) i 2) d 3) g 4) a 5) h 6) b 7) f 8) c 9) e
Lesson 3 Define the following vocabulary words
(Levels 3-5)

1. Federal Relief:

2. Hoovervilles:

3. individualism:

4. intervene:

5. loans:

6. optimism:

7. President Hoover:

8. Programs:

9. reconstruction:
Lesson 3 Hoover's attempts to end the Great Depression

Vocabulary words: Level 4-5

Match the words with same meanings (synonyms)

1. Federal Relief
   A) to take action
2. Hoovervilles
   B) confidence
3. Individualism
   C) projects, usually designed to meet a social
   need
4. Intervene
   D) the popular name for shanty towns built by
   homeless people during the Great Depression
5. Loans
   E) the activity of constructing something again
6. Optimism
   F) the 31st president of United States
7. President Hoover
   G) the doctrine that government should not interfere in
   commercial affairs
8. Programs
   H) an arrangement in which a lender gives money or to
   a borrower, and the borrower agrees to pay the
   money back
9. Reconstruction
   I) federal programs that directly assists the
   American people.

Teacher's answers: 1) i  2) d  3) g  4) a  5) h  6) b  7) f  8) c  9) e
Hoover's Relief Program

N I F I W A P F X S T B W F D
H O I E Z O I J E D A I P E D
H R I N I N R S O U X D L D C
M H K T A L S K C D E P Q E N
R Q M N C E E I S A S O C R O
Z D C V N U L R U P I F E A I
J E S I S B R C N O O P C L T
W U S T U U D T T W T J K O S A
L U C P I W J U S E Q D D E R
B H H S D M Y M O N O C E T O
D C K Z I Y U Z J G O D S A P
K L R X J A T L E H T C L T R
M R N I T G X D A S E O E S O
R A I L R O A D S T W S A R C
B A N K S K M U C E E N F V V

BANKS  ECONOMY  LOW  RECONSTRUCTION  STIMULATE  WORKS
BUSINESSES  FEDERAL  PUBLIC  RELIEF  TAXES
CORPORATION  FINANCE  RAILROADS  STATES  THE

Created by Puzzlemaker at DiscoveryEducation.com

Solution

NORTHWEST

SOUTH

EAST

WEST

TALLAHASSEE

ORLANDO

SAINT PETERSBURG

HYDE PARK

BUTLER

ST. AUGUSTINE

PENSACOLA

TAMPA

RAILROAD

BANKS

KENTUCKY DERBY

BACCARAT

CORPORATION

MEXICO

FEDERAL

FINANCE

LOUISIANA

PUBLIC

RAILROADS

RECELATION

RELIEF

STATES

STIMULATE

TEARS

THE

BOOKS

http://puzzlemaker.discoveryeducation.com/code/PuzzleSolution.asp?submit2=Solution

5/15/2010
<table>
<thead>
<tr>
<th>When working in a group the student:</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listens quietly to the other group members.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Waits for the speaker to finish before speaking.</td>
<td></td>
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<tr>
<td>3. Makes comments and submits ideas that are on topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Disagrees with others opinions without getting angry.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Tries to meld his ideas with other ideas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Encourages other group members.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7. Asks questions when they don’t understand another group member.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. If the group has a problem, the student takes part in the problem solving process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. If a specific group role is assigned, he stays on task.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Keeps the group on track with the time allotted for the activity.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Unit: The Great Depression/8th Graders

### Language Functional-Check List

<table>
<thead>
<tr>
<th>Functions</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Apply</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Articulate</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Ask questions</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Compare/Contrast</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Define</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Describe</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Engage</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Evaluate</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Examine</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Exchange ideas</td>
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<tr>
<td>Explain</td>
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<tr>
<td>Identify</td>
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<tr>
<td>Label</td>
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<tr>
<td>List</td>
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<td>Listen</td>
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<td>Match</td>
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<tr>
<td>Model</td>
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<tr>
<td>Name feelings</td>
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<tr>
<td>Read</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Repetition</td>
<td>✓</td>
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<tr>
<td>Sequence</td>
<td>✓</td>
<td></td>
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<tr>
<td>Show</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Summarize</td>
<td>✓</td>
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<tr>
<td>Understand</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Write</td>
<td>✓</td>
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## Grammar Check List

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
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</thead>
<tbody>
<tr>
<td>Abbreviations</td>
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</tr>
<tr>
<td>Adjectives</td>
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<tr>
<td>Antonyms</td>
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<tr>
<td>Capitalization</td>
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<tr>
<td>Nouns: proper and common</td>
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<td>√</td>
<td>√</td>
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<tr>
<td>Predicate</td>
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<tr>
<td>Present and past tense</td>
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<tr>
<td>Pronouns</td>
<td></td>
<td>√</td>
<td>√</td>
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<tr>
<td>Punctuations</td>
<td></td>
<td>√</td>
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<tr>
<td>Subject</td>
<td></td>
<td>√</td>
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<tr>
<td>Synonyms</td>
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<td>√</td>
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<tr>
<td>Types of sentences</td>
<td>√</td>
<td>√</td>
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<tr>
<td>Verbs</td>
<td>√</td>
<td>√</td>
<td>√</td>
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</tbody>
</table>
Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

<table>
<thead>
<tr>
<th>SHELTERED STRATEGIES</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Contextualize Lesson</td>
<td>9-11</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>I.A. Build and Activate Background Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.B. Develop Vocabulary</td>
<td>11, C</td>
<td>28a-32b</td>
<td>34a-36b</td>
</tr>
<tr>
<td>I.C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td>3-6, 7, 8</td>
<td>9-8, 11-15</td>
<td>11-27</td>
</tr>
<tr>
<td>I.D. Model (Instructions, Processes)</td>
<td>9, 10, 11</td>
<td>5-8</td>
<td>6-8</td>
</tr>
<tr>
<td>I.E. Create Opps. To Negotiate Meaning/Check Understanding</td>
<td>9-11</td>
<td>6-8</td>
<td>6-8</td>
</tr>
<tr>
<td>II. Make Text Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.A. Intentional Use of Graphic Organizers</td>
<td>14, 16, 18</td>
<td>A20-A28</td>
<td>A25-A27</td>
</tr>
<tr>
<td>II.B. Modify Written Text</td>
<td>13-16</td>
<td>10</td>
<td>10</td>
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<tr>
<td>III. Make Talk Comprehensible</td>
<td></td>
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<tr>
<td>III.A. Pace Teacher’s Speech</td>
<td>9-11</td>
<td>6-8</td>
<td>6-8</td>
</tr>
<tr>
<td>III.B. Use of Listening Guides</td>
<td>A, C</td>
<td>A24-A25</td>
<td>A25-A26</td>
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<tr>
<td>III.C. Use of Word Walls</td>
<td>9</td>
<td>28a</td>
<td>346</td>
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<tr>
<td>III.D. Frame Main Ideas</td>
<td>B-9</td>
<td>5-8</td>
<td>12-14</td>
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<tr>
<td>III.E. Check for Understanding</td>
<td>10-11</td>
<td>5-8, 10, 24, 26, 28</td>
<td>6-8</td>
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<tr>
<td>IV. Engage: Opportunities for Output</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>IV.A. Use Teacher Questioning and Response Strategies</td>
<td>9-11</td>
<td>6-8</td>
<td>6-8</td>
</tr>
<tr>
<td>IV.B. Practice Instructional Conversations</td>
<td>9</td>
<td>7</td>
<td>6-8</td>
</tr>
<tr>
<td>V. Engage at Appropriate Language Proficiency Levels</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>V.A. Use questions appropriate for language proficiency levels in conversations, activities, and assessments</td>
<td>9-11</td>
<td>3-4</td>
<td>8-9</td>
</tr>
<tr>
<td>VI. Give Students Voice</td>
<td>9-11</td>
<td>6-8</td>
<td>6-8</td>
</tr>
<tr>
<td>VI.A. Challenge students to produce extended talk</td>
<td>9-11</td>
<td>6-8</td>
<td>A20-A25</td>
</tr>
<tr>
<td>VI.B. Model Language for Oral and Written Production</td>
<td>9-11</td>
<td>6-8</td>
<td>A20-A25</td>
</tr>
<tr>
<td>VI.C. Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td>9-11</td>
<td>6-8</td>
<td>6-8</td>
</tr>
</tbody>
</table>
Final Personal Reflective Narrative

What have you learned in this course and how will you apply what you learned into your own work as an educator?

This class has equipped me with the knowledge of Content-Based Instruction for English Language Learners. It provided me with the opportunity to learn how to modify mainstream course materials and instructional strategies so that English language learning students can successfully engage in course content while simultaneously developing their new language.

During this class, I had the opportunity to develop a unit of instruction on the Great Depression in which I was able to incorporate instructional strategies that allow English language learners (ELLs) to engage with the class and with the course content. My unit consisted of three lesson plans as an assessment component of the course. I was able to integrate numerous instructional learning strategies from the Sheltered Instruction Observational Protocol (SIOP) model into my lessons. This was my first time using and adopting this model. I learned that the SIOP model provides a framework for planning and delivering effective sheltered instruction and can also serve as a guide for developing differentiated instruction. I used a number of meaningful SIOP activities integrated to language and content objectives in my lessons. I was also able to become familiar with frameworks for establishing language and content objectives addressing the course content and TESOL standards. Through this class, I learned the difference of content and language objectives. The content objectives are created from district and content standards, but rather than being global, as some standards are, they are specific to the lesson content being taught. Language objectives are intended to guide lesson design and implementation so that English learners develop English
proficiency and vocabulary knowledge concurrently with subject matter understanding. I also learned how to create performance indicators and functional notion charts for each language/content goals and objectives. These implementations will also provide students with all the necessary accommodations on behalf of their language proficiency.

In addition, each created lesson contains modifications for ELL students from the perspective of a mainstream content level. These modifications have the attempt to accommodate the ELL's while not forgetting about the learning needs of the native speaking student. Some of the learning and teaching strategies employed in my three lessons of the unit are: peer tutoring, simplified content language, broad use of visuals, physically acting out word meaning, and the teaching of some simple learning strategies such as asking for help and asking the teacher to slow down for effective teaching.

I am very fortunate to have the opportunity to acquire this broad knowledge on Content-Based instruction. After taking this great class, I have no doubt that my skills as a teacher have improved. I will certainly implement the effective teaching techniques and tools that I have learned from this class. I have acquired a great deal of significant knowledge that is necessary to become a better teacher with successful effective teaching tools.
Original Lessons
Original Lesson Plan: Lesson 1

Time Required: 2 class periods (55 minutes per class)  

Subject: American History

Grade: 8 Mainstream ELLS Integration

Unit: The Great Depression

8th Grade Social Studies Content Standard:
C1: Students will demonstrate an in-depth understanding of major events and trends that took place in United States history during the Great Depression.

Content Objective(s): Identify and analyze the causes of the Great Depression. Define and use vocabulary words related to the causes of the Great Depression.

Language Objective(s):
- Use listening, speaking, reading and writing to learn new words related to the Great Depression and its causes.
- Be able to identify the causes of the Great Depression by watching an introductory video.
- Be able to list the causes of the Great Depression.
- Participate in small group discussion to analyze pictures.
- Write a paragraph describing the events of the Great Depression.

Key Vocabulary:
- The Great Depression
- Stock Market crashed
- Black Tuesday
- Depression
- Mechanization
- Excessive wealth
- Collapse of banks
- Financial Speculation
- Overproduction
- Banking panics
- Bear Market
- Bull Market
- Debits
- Loans
- Credit
- Banks

Materials:
- Textbook
- Sentence starters
- Dictionary
- Handouts
- Textbook Glossary
- White Board
- Quiz
- Paper
- Group check list
- Modified material
- Comments
- Pencil/Pen
- Picture Evaluation sheet
- Puzzles
- Charts
- Pictures/visuals

Technology Integration:
- PowerPoint
- The Great Depression Video
- Overhead Projector: pictures/charts

Preparation:
- Students will work in small groups:
- Copies made of vocabulary guide, handouts, worksheets, and quizzes from resource book
- Create a time line, sentence starters:
- Analyze picture on page 735
- Modified materials by levels

Lesson Sequence: (Two days)

Causes of the Great Depression: The effects of the Great Depression and Hoover's attempts to end the Great Depression

Step 1: Introduce the lesson, check prior knowledge about the GD
Step 2: Show video "The Great Depression"
Step 3: Discuss the movie
Step 4: Introduce vocabulary words
Step 5: Read book pages 731-734
Step 6: Pass out handouts to identify the causes of the GD
Step 7: Complete writing assignments/worksheet/time line
Step 8: Review vocabulary words
Step 9: Complete a quiz

Application Practice: Great Depression handouts: graphs/charts
Review/Assessment: Completion of lesson assignments: worksheets, handouts, timeline, idioms, vocabulary and quizzes.
**Original Lesson Plan: Lesson 2**

**Time Required:** 1 class period of 55 minutes  
**Subject:** American History  
**Grade:** 8 Mainstream ELLS Integration

<table>
<thead>
<tr>
<th>Unit: The Great Depression</th>
<th>Lesson 2: The Effects of the Great Depression</th>
</tr>
</thead>
</table>

**Content Objective(s): SWBAT:** Identify the effects of the Great Depression. Define and use vocabulary related to the Great Depression and its causes.

**Language Objective(s): Students will:**
- Use listening, speaking, reading and writing to learn key words related to the effects of the Great Depression.
- Be able to discuss in groups the effects of the Great Depression in Americans.
- Complete a close activity on the effects of the Great Depression.

**Key Vocabulary:**
- Financial crisis
- Family Disintegration
- Breadlines
- Unemployment
- Drought Conditions
- Soup Kitchen
- Poverty
- Discrimination
- Shantytowns
- Homelessness
- Hopelessness
- Dust Bowl
- Hunger
- Immigration

**Materials:**
- Textbook
- Venn Diagram
- Glossary
- White Board
- Group check list
- Dictionary
- Paper
- Questions
- Vocabulary guides
- Modified material
- Sentence starters
- Graphic organizer
- Pencil/Pen
- Handouts
- Charts
- Pictures/visuals
- Quizzes
- Close activity
- Journals

**Technology Integration:**
- Power Point
- Overhead Projector: Pictures/Illustrations
- Internet: Online journals: Life during the Great Depression
- Venn Diagram

**Preparation:**
- Students will work in small groups
- Modified material by levels
- Create a Venn Diagram
- Copies made of the vocabulary guide, handouts, worksheets, and quizzes from resource book
- Create graphic organizers, sentence starter, vocabulary guide

**Lesson Sequence:**
- Causes of the Great Depression, The effects of the Great Depression and Hoover's attempts to end the Great Depression
- Step 1: Introduce the lesson
- Step 2: Internet: online journals: Life during the Great Depression
- Step 3: Share the student reaction of life during the GD
- Step 4: Introduce the vocabulary words
- Step 5: Read book pages 744-746
- Step 6: Complete the Venn Diagram with cause/effect of the GD
- Step 7: Complete writing assignments/worksheets/close activity
- Step 8: Practice vocabulary words /quiz
- Step 9: Complete Lesson 2. Quiz

**Application Practice:**
- Great Depression Venn Diagram
- Great Depression terms crossword puzzle
- handouts/worksheets
- vocabulary
- quizzes

**Review/Assessment:**
- Completion of lesson assignments, worksheets, handouts, Venn diagram, vocabulary and quizzes.

**Additional Notes:**
Original Lesson Plan: Lesson 3

Time Required: 1 class period (55 minutes)  
Grade: 8 Mainstream ELLS Integration  
Subject: American History  
Unit: The Great Depression  
Lesson 3: President Hoover's attempts to end the Great Depression

Content Objective(s): SWBAT: Evaluate President Hoover's attempts to end the Great Depression. Define and use vocabulary related to the Great Depression and its causes.

Language Objective(s): Students will:  
- Use listening, speaking, reading and writing to learn key words related to the Great Depression and its causes.  
- Be able to analyze a political cartoon and respond to classroom questions.  
- Write how President Hoover responded to the Great Depression.  
- Be able to list some social welfare and federal relief programs.

Key Vocabulary:  
- Bankruptcy  
- Federal Government  
- Federal Taxes  
- Federal Home Loan  
- Individualism  
- Franklin D. Roosevelt  
- Reconstruction Finance Corporation  
- Capitalism  
- Grant  
- Optimism  
- Construction Programs: Herbert Hoover  
- Hoovervilles

Materials:  
- Textbook  
- White Board  
- Paper  
- Sentence starters  
- Modified material  
- Pencil/Pen  
- Pictures/visuals  
- Group check list  
- Questions  
- Handouts  
- Quizzes  
- Glossary  
- Dictionary  
- Vocabulary guides  
- Graphic organizer  
- Charts  
- Poster

Technology Integration:  
- Internet: President Hoover's Biography  
- Video Clip: You Tube: Hoover's reaction towards the Great Depression  
- Power Point: Hoover's Attempts to help Americans  
- Overhead Projector: Pictures/Illustrations on Hoover's attempts to end the GD

Preparation:  
- Students will work in small groups  
- Create a poster on Hoover's attempts to end the Great Depression  
- Create graphic organizers, sentence starter, vocabulary guide  
- Copies made of the vocabulary guide, handouts, worksheets, and quizzes from resource book

Lesson Sequence:  
- Causes of the Great Depression, The effects of the Great Depression and Hoover's attempts to end the Great Depression  
- Step 1: Introduce the lesson; Who was President Hoover?  
- Step 2: Show video clip "Hoover's reaction towards the GD"  
- Step 3: Introduce the vocabulary words  
- Step 4: Define the vocabulary words  
- Step 5: Read book pages 731-734  
- Step 6: Analyze political cartoon on page 735 and answer questions  
- Step 7: Complete writing assignments/worksheets/handouts  
- Step 8: Practice vocabulary words/puzzle  
- Step 9: Complete Lesson 3 Quiz  
- Step 10: Create a poster on Hoover's attempts to end the GD

Application Practice:  
- Reading Assignments  
- Political cartoon  
- Vocabulary puzzle  
- Handouts/worksheets  
- Definitions  
- Quizzes  
- Model poster

Review/Assessment:  
- Completion of lesson assignments, worksheets, handouts, vocabulary and quizzes.

Additional Notes: