

SOCIAL SCIENCE WEEKLY LESSON PLAN FORMAT

Double Click at header or footer to add your name. Table will expand as you add information.

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| Lesson Title | The Great Depression | | Grade | 11 | Subject | U.S. History |
| Unit | Unit 6, The Great Depression- New Deal | | | | Week of | Feb 5th-11th |
| Historical Question | Is it likely that America could face another disaster of the same magnitude as The Great Depression? Why or why not? | | | | | |
| Day | W 5th | Th 6th | Fr 7th | M 10th | Tu 11th | |
| Behavioral Objectives | Stock Market. America's Sick Economy- Students will understand the historical magnitude of the Stock Market Crash in 1929. | Dust Bowl. Students will think critically about the Dust Bowl and its impact on the United States in the 1930's. | Societal Impact Posters. Students will research one historical societal perspective of a group of people who lived through the Great Depression. | Non-Student Day | | Societal Impact Posters. Students will work on posters and discuss with their group mates about the other historical perspectives. |
| Content Standards | 11.5.1, 11.6.1, 11.6.2, 11.6.3 | 11.6.3, 11.6.5 CST 3 | 11.6.3, 11.6.5 | Non-Student Day | | 11.6.3, 11.6.5 |
| Common Core | <p>CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> | <p>CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> | <p>CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> | Non-Student Day | | <p>CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> |
| Vocabulary | Alfred E. Jones, Dow Jones Industrial Average, speculation, buying on margin, Black Tuesday, Great | Shantytown, soup kitchen, bread line, Dust Bowl, direct relief | Students will use the key terms within their poster presentation. Quizlet is ongoing. | Non-Student Day | | Students will use the key terms within their poster presentation. Quizlet is ongoing. |

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| | Depression, Hawley-Smoot Tariff Act | | | | |
| Lesson Intro | Analyze the political cartoon on pg. 467 "Day of Wrath" | Introduction entails analyzing a photograph taken in 1936 of a Migrant Family in California. | The instructor will present on one perspective of society. The students will ask questions. Anticipation will be built. The poster and presentation I am doing, they will have to do 5 days later. | Non-Student Day | No Introduction. Students will bring materials, get with their poster groups and compile/create their posters. |
| Content Delivery | 7 minute Intro 20 minute Prezi 25 minute Activity: Drawing and Q's. | 7 minute Intro 20 minute Prezi 25 minute Writing Assignment | 5 minute Introduction 15 minute Poster Guidelines Explanation 32 minutes Students will Research about one historical perspective. | Non-Student Day | No Content Delivered. I will walk around and assist/guide groups, and answer any questions. |
| Student Engagement | Students will be engaged critically as they will be instructed to draw a political cartoon covering one aspect of the Stock Market Crash. Students will also answer a series of questions. | Students will work independently on a series of critical thinking questions dealing with a few aspects of the Great Depression. | Students will work in groups finding research on their perspective. Compiling research and material. | Non-Student Day | Students will work in groups compiling their research onto the posters. Students will discuss with their groups in order to learn the other perspectives for their writing portion of the project. |
| Lesson Closure | Write two test questions that you would see on Jeopardy based on what you learned today. | Write two test questions that you would see on Jeopardy based on what you learned today. | Each group must have a representative stand up to share something they learned from their research. | Non-Student Day | Write two test questions that you would see on Jeopardy based on what you learned from your research over the weekend. |
| Assessments | Students will turn in political cartoons/Guided Questions on Hawley-Smoot Tariff Act | Students will turn in Critical thinking questions graphic organizer. | Students will receive a check mark for sufficient research/textbook citations. | Non-Student Day | Students will receive a check mark for having sufficient research compiled, ready to finish poster. |
| Accommodations for ELs and SSNs | Students will benefit from the Graphic Organizer and the Lecture | Students will benefit from the Graphic Organizer and the Lecture Notes will | Accommodations will be made for the 11 students that are on | Non-Student Day | Accommodations will be made for the 11 students that are on |

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| | Notes will be housed on the class website for anyone who needs to see it. | be housed on the class website for anyone who needs to see it. | IEP/504 plans if needed. I will work with the collaborative teacher on a plan for these students. | | IEP/504 plans if needed. I will work with the collaborative teacher on a plan for these students. |
| Textbook Resources | Students will use the textbook and the lecture notes located on classroom website Prezi. | Students will use the textbook and the lecture notes located on classroom website Prezi. | Students will work, using the textbook to cite pages for research on their historical perspective. | Non-Student Day | Students will work, using the textbook to cite pages for research on their historical perspective. Students will also work with outside resources they found while compiling research for their poster. |

Unit Title: The Great Depression/New Deal ||

Lesson Title: America's Sick Economy: The Stock Market Crash

Goals & Objectives

Students will be able to understand the historical magnitude of the Stock Market Crash in 1929.

Students will be able to explain the causes of the Stock Market Crash, as well as the historical significance of the event.

California State Content Standards

11.5.1- Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.

11.6.1- Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.

11.6.2- Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis

11.6.3- Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California

Common Core Literacy Standards

CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) || Time: 7 minutes

Analyze the political cartoon on pg. 467 "Day of Wrath"

Vocabulary (Content Language Development) || Time:

Alfred E. Jones, Dow Jones Industrial Average, speculation, buying on margin, Black Tuesday, Great Depression, Hawley-Smoot Tariff Act

Key Terms discussed in the Prezi and Graphic Organizer. Students should also be completing their Quizlet requirements outside of class.

Content Delivery (Method of Instruction) || Time: 20 minutes

Lecture using Prezi located on classroom website.

Student Engagement (Critical Thinking & Student Activities) || Time: 25 minutes

Students will be engaged throughout the lecture as they will be questioned. The lesson introduction should create anticipation for the student's political cartoon located on the graphic organizer.

Lesson Closure || Time: 2minutes

Students will write two test questions that you would see on Jeopardy based on what you learned today.

Assessments (Formative & Summative)

Students will turn in political cartoons/Guided Questions on Hawley-Smoot Tariff Act at the end of class IF complete. Otherwise it's due first thing Tuesday morning or it's late.

Accommodations for English Learners, Striving Readers and Students with Special Needs

Students will benefit from the Graphic Organizer and the Lecture Notes will be housed on the class website for anyone who needs to see it. The Graphic Organizer is also hosted next to the lecture. Students who are absent will be able to have access to the organizers and the Prezi Lectures at any time.

Resources (Books, Websites, Handouts, Materials)

Classroom Website

Prezi lecture covering the Stock Market Crash.

Graphic Organizer with critical thinking questions and a blank area for students to create political cartoons.

Textbook

Unit Title: The Great Depression/New Deal //

Lesson Title: The Dust Bowl of the 1930s

Goals & Objectives

Dust Bowl.

Students will think critically about the Dust Bowl and its impact on the United States in the 1930's.

Students will analyze a series of photographs and will be able to explain the historical significance.

California State Content Standards

11.6.3- Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California

11.6.5- Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

CST 3

Common Core Literacy Standards

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) || Time: 5-7 minutes

Introduction entails analyzing a photograph taken in 1936 of a Migrant Family in California. The students will have 5 questions they will need to answer on a separate sheet of paper, as the instructor guides their thoughts through analyzing the photograph. The photograph is located on the Library of Congress.

Vocabulary (Content Language Development) || Time:

Shantytown, soup kitchen, bread line, Dust Bowl, direct relief

Key Terms discussed in the Prezi and Graphic Organizer. Students should also be completing their Quizlet requirements outside of class.

Content Delivery (Method of Instruction) || Time: 20 minutes

Lecture will take place using Prezi located on the classroom website. Students will take a brief set of notes before analyzing a series of photographs.

Student Engagement (Critical Thinking & Student Activities) || Time: 25 minutes

Students will answer a series of questions on a graphic organizer, with answers coming from the lecture, their textbook, or based off their own prior knowledge.

Lesson Closure || Time: 2 minutes

Students will write two test questions that you would see on Jeopardy based on what you learned today.

Assessments (Formative & Summative)

Students will turn in their Critical thinking questions by the end of the period.

Accommodations for English Learners, Striving Readers and Students with Special Needs

Students will benefit from the Graphic Organizer and the Lecture Notes will be housed on the class website for anyone who needs to see it. The Graphic Organizer is also hosted next to the lecture. Students who are absent will be able to have access to the organizers and the Prezi Lectures at any time.

Resources (Books, Websites, Handouts, Materials)

Classroom Website

Prezi lecture covering the Dust Bowl.

Graphic Organizer with critical thinking questions

Textbook