Stories of the Great Depression

The Great Depression

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Grade Level	9th – 12th Grade	**Time Frame**	2-3 class period(s)
Subject	Social Studies	**Duration**	135 minutes
Course	U.S. History		

Essential Question

How did the Great Depression affect Americans? What was the social and economic impact of the Great Depression?

Summary

Students will compare facts about the Great Depression, a primary source document, and era photos to gain a deeper understanding of the social and economic impact of the Great Depression.

Snapshot

Engage

Students identify facts about the Great Depression that they already know and how they know it in a structured activity.

Explore

Students analyze a reading and a photograph about the Great Depression in pairs.

Explain

Students compose a summary statement about the Great Depression in pairs.

Extend

Students reflect on how Roosevelt tried to ease the social and economic impact of the Great Depression for families by listening to a fireside chat.

Evaluate

Students write about the Great Depression by using a photo from the era as a prompt.

Standards

Oklahoma Academic Standards (Social Studies: United States History (9th through 12th grade))

USH.4.2D: Compare points of view regarding the economic and social impact of the Great Depression on individuals, families,and the nation.

Attachments

- Great Depression Photos—Stories of the Great Depression.docx
- Great Depression Photos—Stories of the Great Depression.pdf
- H-Chart—Stories of the Great Depression - Spanish.docx
- H-Chart—Stories of the Great Depression - Spanish.pdf
- H-Chart—Stories of the Great Depression.docx
- H-Chart—Stories of the Great Depression.pdf
- Lesson Slides—Stories of the Great Depression.pptx
- Roosevelt's Fireside Chat—Stories of the Great Depression - Spanish.docx
- Roosevelt's Fireside Chat—Stories of the Great Depression - Spanish.pdf
- Roosevelt's Fireside Chat—Stories of the Great Depression.docx
- Roosevelt's Fireside Chat—Stories of the Great Depression.pdf
- The Wall Street Crash of 1929—Stories of the Great Depression - Spanish.docx
- The Wall Street Crash of 1929—Stories of the Great Depression - Spanish.pdf
- The Wall Street Crash of 1929—Stories of the Great Depression.docx
- The Wall Street Crash of 1929—Stories of the Great Depression.pdf

Materials

- Great Depression Photos (attached)
- Wall Street Crash of 1929 handout (one per pair of students; attached)
- H-Chart handout (one per pair of students; attached)
- Fireside Chat handout (one per pair of students; attached)
- Large poster paper
- Markers
- Pen/pencil

10 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Begin with **slide 3** and review the essential questions with students. Tell students to keep these questions in mind as they complete the lesson.

Have students take out a piece of notebook paper and move to **slide 4**. Introduce students to the How I Know It strategy by having them draw a large circle in the middle of their paper. Tell students to write down all the facts they know about the Great Depression in the circle. On the outside of the circle, have students write down how they know the facts.

After providing time for students to respond, ask for several volunteers to share one fact and how they know it. Have a brief class discussion about the Great Depression, correcting any misconceptions students might have.

30 minutes

Explore

Place students into partners and provide each group with the attached **H-Chart** handout, the attached **The Wall Street Crash of 1929** handout, and one photo from the **Great Depression Photos** document. The Great Depression Photos document includes five photos; print as many of these photos as necessary to provide each set of partners with one.

Display **slide 5** and tell students to begin by reading the handout individually. As they read, they should highlight key points from the reading that provide details about the economic impact of the Great Depression.

Next move to **slide 6** and tell students to summarize their key takeaways from the reading on the left side of the H-Chart. Then students should summarize the photo on the right side of the H-Chart.

15 minutes

Explain

Tell students to write a “third text” of their own in the middle of the H-Chart. Have students summarize the Great Depression’s impact on America based on what they have learned from the reading and the photo. Ask for a few volunteers to share what they have written. Because some students have different photos, students' responses will vary.

Teacher's Note: Possible Student Response

An example of the third text might be: As a result of the stock market crash, many people lost money and were in debt. People then faced hardships such as long bread lines, out of work, and homelessness.

25 minutes

Extend

Display **slide 7** and pass out the attached **Roosevelt's Fireside Chat** handout to each pair of students. Have the pairs write their names on the handout. Tell students to designate a role for each partner. Partner one should underline all statements President Roosevelt made about the condition of the country during the Great Depression. Partner two should circle the solutions Roosevelt and Congress are planning to help the economy and the American people. If students have difficulty reading, you may read the handout aloud as the class follows along.

Teacher's Note: Fireside Chat Recording

Consider having students listen to the audio recording of FDR's Fireside Chat while they follow along on their handout.

After providing time for students to complete this task, move to **slide 8**. Have students create groups of four, with only either partner one or partner two students in each group. Provide each group with a piece of large chart paper. Tell students to collectively write a summary of what they underlined and circled from the Fireside Chat on large chart paper. Have each group hang up their paper and share one thing they have written down.

20 minutes

Evaluate

Display **slide 9** and have students take out a piece of notebook paper. Tell students to use the photo they were given earlier to write a one paragraph newspaper article about the Great Depression. Students should include the social and economic impact the Great Depression had on Americans. If a quicker assessment is needed, have students write a caption for the photo they were given instead of writing an article. Alternatively, the H-Chart can serve as the assessment.

Collect student's responses to assess understanding of the lesson content.

Resources

K20 Center. (n.d.). How I Know It. Strategies. https://learn.k20center.ou.edu/strategy/144

K20 Center. (n.d.). Paired Texts H-Chart. Strategies. https://learn.k20center.ou.edu/strategy/132

Miller Center. (n.d.). *May 7, 1933: Fireside Chat 2: On progress during the first two months*. The University of Virginia. http://millercenter.org/president/fdroosevelt/speeches/speech-3299