

Teacher:

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Lesson Plan Title:

The Great Depression - Multimedia Project

Grade:

High School

Subject:

United States History

Introduction:

This lesson is part of a unit on the Great Depression. Specifically, students will explore the consequences of the Great Depression and the expansion of government during the Great Depression. They should have background knowledge about the stock market crash, Herbert Hoover, Franklin Roosevelt, the New Deal, and the social and political consequences of the Great Depression. They will use media center resources to supplement their knowledge so they can create a movie about the consequences of Great Depression. Students will be provided with a digital resource kit that contains still images, audio clips, and music clips that will be used to create the movie. They will also be provided with a storyboard template that will be used to organize the elements in their movie.

Georgia Performance Standard:

SSUSH17 The student will analyze the causes and consequences of the Great Depression.

- b. Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.*
- c. Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.*

SSUSH18 The student will describe Franklin Roosevelt's New Deal as a response to the depression and compare the ways governmental programs aided those in need.

Standards for the 21st Century Learner:

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.2.3 Demonstrate teamwork by working productively with others.

3.4.2 Assess the quality and effectiveness of the learning product.

3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

Objectives:

1. Students will understand the factors that led to the Dust Bowl and the resulting migration west of Dust Bowl refugees.
2. Students will understand the social and political effects caused by the widespread bank failures and unemployment in the Great Depression.
3. Students will understand the role of government during the Great Depression.
4. Students will be able to create a multimedia presentation using a movie making software program such as Microsoft's Photo Story or Microsoft's Movie Maker.

Duration:

4-5 days

Materials Needed:

- Computers
- Microsoft Movie Maker software or Microsoft Photo Story software
- Internet access
- Storyboard template
- Digital Resource folder with images, audio files, and music files
- LCD Projector and screen
- Media Center resources

Essential Questions:

- How were Americans affected by widespread bank failures and unemployment?
- How were different age groups/genders/races affected by the Great Depression?
- What would it be like to be homeless during the Great Depression?
- When and how did the United States government offer Americans relief from unemployment and poverty?
- What did President Roosevelt do to improve the conditions for Americans affected by the Great Depression?
- How does the expansion of government that took place during the Great Depression affect us today?
- What caused the Dust Bowl?
- How were Americans affected by the Dust Bowl?
- How did the tremendous needs of the dust bowl refugees affect the relief agencies and charities?
- How did California respond the influx of migrants from Dust Bowl states?
- What did the United States government do to improve conditions that caused the Dust Bowl?

Procedures:

1. Divide students into groups of 3-4. If possible, ensure that each group has one student who is familiar with movie making software.
2. After the teacher reviews the files in the digital resources kit, each group will choose a topic for their movie. A list of suggested topics is provided below.
3. Groups will have their topic approved by the teacher. Try to ensure that a variety of topics are selected.
4. During scheduled visits to the media center, groups will research their specific topic and write down key facts in their notes.
5. A blank storyboard template and the digital resource kit will be given to each group.
6. Groups will work to create the storyboard for their movie using the digital resource Kit and their research notes.
7. Each group will have their completed storyboard approved by the teacher.
8. Each group will create a movie using the movie making software.
9. The teacher will assign each group to another group. The partner groups will review the movies and provide feedback.
10. Each group will edit their movies and use a rubric for self-assessment.
11. The movie will be saved in a format that can be viewed by others such as wmv.
12. Each group will present their movie using the LCD projector.
13. Movies will be assessed using a rubric.

Assessment:

- Movies and storyboards will be assessed using a rubric.

Suggested Topics:

You can choose a specific topic or overlap topics. For example, a study of homelessness and hunger could also include a section on how the government intervened (New Deal).

Migration (Objective 1)

- Dust Storms
- Dust Bowl Refugees
- Migrant Workers
- Migrant Camps
- Government Camps

Unemployment (Objective 2)

- Homeless / Hoboes
- Hoovervilles
- Hunger
- Bonus March of 1932

Banking Crisis (Objective 2)

- Bank Failures
- Foreclosures / Abandoned Farms

New Deal – Expansion of Government (Objective 3)

- WPA (Work Projects Administration)/FERA (Federal Emergency Relief Administration)
- FSA (Farm Securities Administration)
- CCC (Civilian Conservation Corps)
- Social Security Administration