The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the 5th Grade Social Studies Course.

### 5th Grade Social Studies - Unit 5 - “Dealing with a Depression”

#### Elaborated Unit Focus

In this unit, students will understand the cause of the Great Depression and its impact on American life. Students will learn how Americans and Franklin Roosevelt responded to the effects of the Great Depression with the creation of New Deal programs. They will also learn about the cultural changes made by Duke Ellington, Margaret Mitchell, and Jesse Owens during this time period.

#### Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. K-5 EU:

- The student will understand that people’s ideas and feelings influence their decisions. How did Americans help the poor during the Great Depression?

#### Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. K-5 EU:

The student will understand that people, groups, and institutions say and do can help or harm others whether they mean to or not.

- How did individuals such as Duke Ellington, Margaret Mitchell, and Jesse Owens influence American culture?
- How did Herbert Hoover and Franklin D. Roosevelt handle the problems facing Americans during the Great Depression?
- How did groups like the Civilian Conservation Corps, the Works Progress Administration, and the Tennessee Valley Authority help to improve the country while putting unemployed Americans back to work?
- What role did institutions such as the stock market play in the Great Depression?

#### Location: The student will understand that location affects a society’s economy, culture, and development. K-5 EU:

The student will understand that where people live matters.

- How does a business choose the best location to build its factories or shops?
- Why is choosing a good location important in distributing goods and services among the United States and other countries?

#### Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved. K-5 EU:

The student will understand that moving to new places changes the people, land, and culture of the new place, as well as the
place that was left.

- Why did farmers living in the Dust Bowl move to other regions of the United States?
- How did areas change when farmers from the Dust Bowl moved there?

Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost. K-5 EU:

The student will understand that because people cannot have everything they want, they have to make choices.

- What is the stock market? How did life change for Americans during the Great Depression?
- How did the stock market crash of 1929 affect Americans’ economic choices? How did price incentives help Americans to get out of debt during the Great Depression?

### GSE for Social Studies (standards and elements)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSSH3</td>
<td>Explain how the Great Depression and New Deal affected the lives of millions of Americans.</td>
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<td>Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.</td>
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<tr>
<td>b.</td>
<td>Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority.</td>
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<td>c.</td>
<td>Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens</td>
</tr>
<tr>
<td>SSSE2</td>
<td>Describe the functions of four major sectors in the U. S. economy.</td>
</tr>
<tr>
<td>a.</td>
<td>Describe the household function in providing resources and consuming goods and services.</td>
</tr>
<tr>
<td>b.</td>
<td>Describe the private business function in producing goods and services.</td>
</tr>
<tr>
<td>c.</td>
<td>Describe the bank function in providing checking accounts, savings accounts, and loans.</td>
</tr>
<tr>
<td>d.</td>
<td>Describe the government function in taxation and providing certain public goods and public services.</td>
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### GSE for ELA/Science/Math

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<td>ELAGSE5RI6:</td>
<td>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
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<td>ELAGSE5RI9:</td>
<td>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
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<tr>
<td>ELAGSE5W7:</td>
<td>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</td>
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<td>ELAGSE5W3:</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
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<tr>
<td>ELAGSE5W8:</td>
<td>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</td>
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### 5th Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<table>
<thead>
<tr>
<th>Connection to Social Studies Matrices (information processing and/or map and globe skills)</th>
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<td>• draw conclusions and make generalizations based on information from maps</td>
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<td>• compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities</td>
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<td>• use a map to explain impact of geography on historical and current events</td>
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<td>• use intermediate directions</td>
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<td>• interpret timelines</td>
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<td>• analyze graphs and diagrams</td>
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<td></td>
<td>• identify social studies reference resources to use for a specific purpose</td>
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<td>• analyze artifacts</td>
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## Essential Questions and Related Supporting/Guiding Questions

| Beliefs and Ideals | Essential Question 1 | 1. What is the most significant effect of the Great Depression?  
|                   | Individuals, Groups, and Institutions | a. What did Americans do to try to survive during the Great Depression?  
| Scarcity | | b. What did the government do to help citizens through the Great Depression?  
| Movement & Migration | Essential Question 2 | 2. How does where you live affect the choices you make?  
|                   |                      | a. How did the Dust Bowl contribute to the Great Depression?  
|                   |                      | b. How did Americans cope with the effects of the Dust Bowl?  
| Individuals, Groups, and Institutions | Essential Question 3 | 3. How can an individual/group change the culture of America?  
|                   |                      | a. How did African-American or Black achievements change perceptions?  
|                   |                      | b. How did famous African-Americans or Blacks influence others?  
|                   |                      | c. How did cultural contributions help to shape the 1930's? |
### Sample Instructional Activities/Assessments

#### And it All Comes Crashing Down

**Description**

1. Post the following question to students: Why were the 1920s sometimes referred to as “The Roaring Twenties?” Have students write an answer on a post it and share some of the answers.
2. Review with students that life was good for many Americans during this time period.
3. Ask students to share what they know about stocks and the stock market.
4. Watch the following FREE Brainpop video about stocks to give some students additional background knowledge: [https://www.brainpop.com/socialstudies/economics/stocksandshares/](https://www.brainpop.com/socialstudies/economics/stocksandshares/)
5. Tell students that many U.S. citizens began investing in the Stock Market in the 1920s.
6. Break students into groups and tell them that they are going back to the 1920s and they will be able to invest in the Stock Market during this time.
7. Use monopoly or fake money to give each group $1000 to invest in the stock market. Give each group a Stock Tracking Sheet as well.
8. Go through the attached powerpoint stock market simulation and each time they buy a stock, hand them a logo of the company (see attached sheet.)
9. At the end of the simulation pose the following question: “How might the Stock Market crash of 1929 affect U.S. citizens and families?”
10. Have students answer the question on a sticky, in a journal, or as a ticket out the door. Review some of the answers before the next Social Studies activity on the Great Depression.

**Differentiation:**

Allow students to use calculators

**Files:**

The Stock Market simulation is found in the accompanying ppt. The Stock Sheet (with images of companies) is found below. The Stock Tracking Sheet is found below.

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Group Members: ________________________________

Team Name: ___________________________________

<table>
<thead>
<tr>
<th>Company</th>
<th>Amount of stock purchased</th>
<th>Buying Price</th>
<th>Sale Price</th>
<th>Profit or Loss</th>
</tr>
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<tr>
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Companies you can purchase stock from:

Kroger          Radio Corporation  Mammoth Oil  Durant Motors  Midland Utilities
Kansas-Pacific Railroad  Tel-Tone
### Shanty Town USA

**Description –**


2. Tell the students that after the stock market crash many businesses closed, many people lost their job, and so many people went bankrupt and were evicted from their home

3. Ask the students who might people blame if many people in the country have lost jobs and have. Post responses of students.

4. Tell students that President Hoover was often blamed for the Depression and so those that were evicted from their homes made shanty homes from what they could find and called these little communities “Hoovervilles”

5. Hand out the Hooverville design challenge sheet

6. Have the students work together to build their mini Hoovervilles

**Differentiation:**

Allow students to use/bring in additional materials

**Files:**
The Great Depression photos may be found in the unit source set ppt. The Hooverville Engineering Design sheet is found below.

| GSE Standards and Elements | SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.  
|                           | a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens. |
| **Literacy Standards** | Information Processing Skills: |
| **Social Studies Matrices** | • identify issues and/or problems and alternative solutions |
| **Enduring Understanding(s)** | • draw conclusions and make generalizations |
**Hooverville Engineering Design Challenge**

**Problem:** You and two other families in your neighborhood have lost all your money due to the stock market crash of 1929. The businesses that you worked for have gone bankrupt and closed. Now you and your neighbors are unemployed, and unable to pay your mortgage. Consequently, the bank has foreclosed on your house and you have been evicted. Now you and the two other families need to find a place to live and to make a new shelter.

**Challenge:** You must create shanties to house you and the other two families.

**Criteria/Constraints:**
- You must create at least three shanty structures.
- The structures must be attached to some kind of base.
- The structures should provide shelter from rain or snow.
- The structures must stand without falling (you don’t want any family members to get hurt).
- You can only use the materials provided to you.
- Your group has one class period to complete the challenge.

**Materials:**
- Popsicle sticks
- Aluminum foil
- Scraps of paper
- Cardboard
- Paperclips
- Tape
- Any other materials given to you by the teacher

Brainstorm (decide what you will use some of the materials for EX: foil for the roof):
Plan (sketch out your shanties and label the materials that you plan to use in the sketch):

Create: Once your plan has been approved by the teacher, you may begin to build your Hooverville.

Improve: How could your Hooverville and shanties be improved?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
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________________________________________________________________________________________
A New Man Bringing a New Deal

Description –
1. Display the 1932 election map (attached) to the students and have them use the map analysis sheet to investigate the information.
2. Ask students what information they were able to gain about the map. Chart the responses.
3. Ask students, “Why do you think Hoover was defeated by such a large margin in 1932?”
4. Hand out the sheet with parts of Franklin Roosevelt’s inaugural address and questions. Have students work in groups to answer the questions.
5. Have the groups share answers with each other.
6. After hearing the answers, ask students the following question: “How do you think people felt about Franklin Roosevelt becoming president?”
7. Have the students write one word to answer the question, but provide reasoning for their choice of their word.
8. End by playing excerpts from FDRs inaugural speech: [http://www.history.com/topics/us-presidents/franklin-d-roosevelt/videos/inaugural-address-franklin-d-roosevelt](http://www.history.com/topics/us-presidents/franklin-d-roosevelt/videos/inaugural-address-franklin-d-roosevelt) Note that this site has advertisements.

Differentiation:
Students can respond orally to questions.
Strategically group students
Provide synonyms or a glossary for the more difficult vocabulary.

Files: See slide on 1932 election map in the unit ppt. See the FDR Address and Election Map Analysis sheet below.

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</table>
## Literacy Standards

### Social Studies Matrices

**Enduring Understanding(s)**

| ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text |
| ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently |

**Map & Globe Skills:**

- compare and contrast the categories of natural, cultural, and political features found on maps
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- draw conclusions and make generalizations based on information from maps
- compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations

**Information Processing Skills:**

- identify and use primary and secondary sources
- draw conclusions and make generalizations
- analyze graphs and diagrams
FDR Address

“So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. I am convinced that you will again give that support to leadership in these critical days.”

Who does Franklin Roosevelt say will help get the country out of the Depression?

“In such a spirit on my part and on yours we face our common difficulties. They concern, thank God, only material things. Values have shrunken to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds is faced by serious curtailment of income; the means of exchange are frozen in the currents of trade; the withered leaves of industrial enterprise lie on every side; farmers find no markets for their produce; the savings of many years in thousands of families are gone.”

What are some things that Franklin Roosevelt points out that have happened during the Great Depression?

“Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources.”

What does Franklin Roosevelt state as the biggest task at his moment?

Who does Franklin Roosevelt say can help achieve the task?

What will be used to help achieve the task?

“We do not distrust the future of essential democracy. The people of the United States have not failed. In their need they have registered a mandate that they want direct, vigorous action. They have asked for discipline and direction under leadership. They have made me the present instrument of their wishes. In the spirit of the gift I take it.”

What does Franklin Roosevelt say the people want?

Who does Franklin Roosevelt say will give the people what they want?
Election Map Analysis Sheet

What two people were running for president according to the map?

What year was this election?

What do the colors represent?

What do you think the numbers next to the state abbreviations stand for?

How many electoral votes did each candidate receive? What was the difference of electoral votes between the two candidates?

How many popular votes did each candidate receive? What was the difference of popular votes between the two candidates.
## Can You Lend a Hand?

**Description** –
1. Have students look at the attached unemployment chart and use the analysis sheet to gain information from the chart.
2. Have students brainstorm difficulties the people and families would face by being unemployed.
3. Chart the student answers and review.
4. Have students look at the three images of food/soup kitchens and analyze the photos using the attached sheet.
5. Review the images and have students share their analysis responses.
6. Ask students: “What ways are unemployed people helped today?”
7. Tell students that soup kitchens were one way that the unemployed were helped. Ask: “What other things could the government do during the Great Depression to help unemployed people?”
8. Get responses and review a few to lead into future lessons on the New Deal.

**Files:** Photos are found in the ppt accompanying this unit. Unemployment Analysis Sheet and Soup Kitchen Image Analysis Sheet are found below.

| GSE Standards and Elements | SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.  
|                           | a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens. |

| Literacy Standards Social Studies Matrices Enduring Understanding(s) | ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  
| Map & Globe Skills:  
  - compare and contrast the categories of natural, cultural, and political features found on maps  
  - use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps  
  - draw conclusions and make generalizations based on information from maps  
  - compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations  
| Information Processing Skills:  
  - identify and use primary and secondary sources  
  - draw conclusions and make generalizations  
  - analyze graphs and diagrams  
  - identify issues and/or problems and alternative solutions |
Unemployment Analysis Sheet

What years was employment estimated to be the highest in the United States?

What percentage of people were unemployed during those years?

Why do you think unemployment was so high during that period of time?

Which year was employment the lowest?

Why do you think unemployment was the lowest during that year?
Questions to ask in analyzing the Soup Kitchen images:

Name:  
Date:  

Image Analysis Sheet

Image #1:
Who do you see in this image?

Where do you think they are?

What words do you see in the image?

Why do you think they are all in a line?

Image #2:
Who do you see in this image?

Where do you think they are?

What words do you see in the image?

Why do you think they are all gathered there?

Image #3:
Who do you see in this image?

Where do you think they are?
What do you think is being served?

Why do you think they are all in a line?
## The Dust Bowl

### Description –
1. Ask the students to analyze the attached precipitation chart and map, in the Dust Bowl section of the unit ppt, using the attached analysis sheet.
2. Have students share answers with each other and then convene as a whole group and share as a class.
3. Have students read and listen to the lyrics from the song “Dust Storm Disaster” (aka. The Great Dust Storm) by Woody Guthrie and have students work in groups to analyze the song using the attached analysis sheet. Here is a link to the music/video: [https://www.youtube.com/watch?v=vvI7BmuUBXU](https://www.youtube.com/watch?v=vvI7BmuUBXU) (you may need to download to avoid ads)
4. Have the groups share their answers with the class.
5. Show the students the dust bowl images in the unit powerpoint.
6. Have students write one sentence of their reaction for each image and pair/share their responses after each one.
7. After the images, have each student imagine they are part of a family that has experienced the effects of the Dust Bowl and create a journal entry about their life.

### Differentiation:
Allow students to make a journal recording or to give their answer orally.
Strategic grouping of students.
Play the video along with the lyrics of the song.

### Files:
Dust Storm Song Lyrics sheet, Dust Storm Song Lyrics Analysis Sheet, and Precipitation Map Analysis Sheet may be found below.

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### Map & Globe Skills:
- use intermediate directions compare and contrast the categories of natural, cultural, and political features found on maps
- use a map to explain impact of geography on historical and current events
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- draw conclusions and make generalizations based on information from maps
- compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations

### Information Processing Skills:
- identify and use primary and secondary sources
- draw conclusions and make generalizations
- analyze graphs and diagrams
- identify issues and/or problems and alternative solutions
Dust Storm Disaster
(aka. The Great Dust Storm)
Words and Music by Woody Guthrie

On the 14th day of April of 1935,
There struck the worst of dust storms that ever filled the sky.
You could see that dust storm comin’, the cloud looked deathlike black,
And through our mighty nation, it left a dreadful track.

From Oklahoma City to the Arizona line,
Dakota and Nebraska to the lazy Rio Grande,
It fell across our city like a curtain of black rolled down,
We thought it was our judgement, we thought it was our doom.

The radio reported, we listened with alarm,
The wild and windy actions of this great mysterious storm;
From Albuquerque and Clovis, and all New Mexico,
They said it was the blackest that ever they had saw.

From old Dodge City, Kansas, the dust had rung their knell,
And a few more comrades sleeping on top of old Boot Hill.
From Denver, Colorado, they said it blew so strong,
They thought that they could hold out, but they didn’t know how long.

Our relatives were huddled into their oil boom shacks,
And the children they was cryin’ as it whistled through the cracks.
And the family it was crowded into their little room,
They thought the world had ended, and they thought it was their doom.

The storm took place at sundown, it lasted through the night,
When we looked out next morning, we saw a terrible sight.
We saw outside our window where wheat fields they had grown
Was now a rippling ocean of dust the wind had blown.

It covered up our fences, it covered up our barns,
It covered up our tractors in this wild and dusty storm.
We loaded our jalopies and piled our families in,
We rattled down that highway to never come back again.
Dust Storm Disaster Analysis

What time period is this song written about?

What places are mentioned in the song?

What are some of the feelings the people experience in this song?

What does the family do to protect themselves?

How does the land look after the Dust Storm?

Why does the family leave?

Where do you think they are going? Why?
Precipitation Analysis Sheet

What do the colors on the map represent?

What year does this map represent?

What states were driest or much below normal according to the map?

What problems may states with the driest or much below normal precipitation rates experience?

Which area of the country received the most precipitation during this year?

Why might people want to go to an area that receives more precipitation?
A New Deal

Description –

1. Ask students: “In what ways could the government help unemployed people during the Great Depression?”
2. Have students share responses and discuss them as a class.
3. Select a video clip from this site: http://www.history.com/topics/new-deal and tell students that as they watch they need to find one way that FDR tried to help America get out of the depression.
4. Have students share the “one way” they found from the video.
5. Tell the students that FDR created what he called a “New Deal” for Americans. This consisted of many programs.
6. Let the students know that they will research one of the following New Deal programs: the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority using the following organizer.
7. After researching the program they are going to create a poster about the program. Hand out the New Deal design challenge and review it with students.
8. Have students make their posters and then share or put up the posters for others to see.

Files: See the New Deal Design Challenge task below.

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<thead>
<tr>
<th>Literacy Standards Social Studies Matrices</th>
<th>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enduring Understanding(s)</td>
<td>ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
</tr>
<tr>
<td></td>
<td>Information Processing Skills</td>
</tr>
<tr>
<td>• compare similarities and differences</td>
<td></td>
</tr>
<tr>
<td>• analyze artifacts</td>
<td></td>
</tr>
<tr>
<td>• draw conclusions and make generalizations</td>
<td></td>
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<td>• identify and use primary and secondary sources</td>
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</table>
New Deal Propaganda Engineering Design Challenge

Problem: President Franklin D. Roosevelt has put you in charge of helping recruit new employees for the New Deal programs. He specifically needs you to recruit new workers for the Tennessee Valley Authority (TVA), Civilian Conservation Corps (CCC), and the Works Progress Administration (WPA). By providing U.S. citizens with jobs, the president is hoping to help the U.S. recover and get out of the Great Depression.

Challenge: You must create a poster for one of the programs to try to recruit new workers.

Criteria/Constraints:

- Your poster must contain the name or abbreviation of the program.
- It should include image(s) of the type of work that the program performs.
- The poster should have a catchy phrase or tag line to get people to join.
- The poster should include color to catch the eye of perspective workers.

Materials:

- Paper
- Markers, crayons, or colored pencils

Brainstorm (decide which program you will make a poster for, make at least 3 catch phrases, brainstorm at least 3 images you may draw, and think about colors you will use):

Program:


Catch phrase #1:

Catch phrase #2:

Catch phrase #3:

Images that will be on your poster:

1.
2. 

3. 

More:

Colors you plan to use (example: green – trees, title – black, etc...):

Plan:

Choose which catch phrase you are going to use from your brainstorming list.

Choose the images you will use from your brainstorming list.

Choose colors that you will use from your brainstorming list.

Create:

Get a blank piece of paper to create your poster or create a digital poster.

Checklist:

_____ I have included the name of the program on the poster.

_____ I have included a catchy phrase or slogan.

_____ I have included images that show what the New Deal program does or creates.

_____ I have added color to help it “stick out.”

_____ I have put forth my personal best work.
### 1930s Icons

**Description –**

1. Provide students with the following list of names: Duke Ellington, Margaret Mitchell, and Jesse Owens
2. Let students know that they are going to create trading cards of each one of the figures
3. Provide students with the list of information that must be contained on each card
4. Provide students with various resources to find the information needed for the cards
5. After students have completed the cards, have a trading day to let students trade their cards with each other. They can add these cards to the trading cards from the last unit.

**Differentiation:**

- Let students print out pictures for the front of their cards
- Decrease the number of cards that a student must make
- Provide various leveled resources
- Use a trading card online program or a word processing program to type the information instead of writing it

**Files:** The 1930’s Trading Cards guidelines are found below.

| GSE Standards and Elements | SSSH3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.  
                             | c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens |
|---------------------------|---------------------------------------------------------------------------------------------------------------|
| Literacy Standards Social Studies Matrices Enduring Understanding(s) | ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  
                                                                  Information Processing Skills  
                                                                  • draw conclusions and make generalizations  
                                                                  • identify social studies reference resources to use for a specific purpose |
1930s Trading Card Requirements

Front:
A picture of the person or a picture of an item that represents the person
A title with the person’s name

Back:
Birth year and death year
Most famous accomplishment(s)
3 Fun Facts
Impact of U.S. culture in the 1930s
## Culminating Unit Performance Task

### An Infographic of the Depression

**Description** –

1. Let students know that they are going to create an infographic of the time of the Great Depression
2. Hand out the rubric for the infographic and show the students some examples of infographics (see attached)
3. Remind students that they may need to research or review certain topics to complete their infographic
4. Review the rubric for the students and discuss how their infographic will be scored

**Differentiation:**

- Allow different technology to be used to create the infographic
- Provide different leveled books and resources for research and review work
- Allow students to work in partners

**Files:** Infographic samples are in the powerpoint accompanying this unit.

### GSE Standards and Elements

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### Literacy Standards

**Social Studies Matrices Enduring Understanding(s)**

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<td>ELAGSE5W7</td>
<td>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</td>
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<td>ELAGSE5W8</td>
<td>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</td>
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## 5th Grade Frameworks for the Georgia Standards of Excellence in Social Studies

### Infographic Rubric

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<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Covers topic in-depth with details and examples. Subject knowledge is excellent.</td>
<td>Includes essential knowledge about the topic. Subject knowledge appears to be good.</td>
<td>Includes essential information about the topic but there are 1-2 factual errors.</td>
<td>Content is minimal or there are several factual errors.</td>
</tr>
<tr>
<td>Graphics</td>
<td>All graphics are related to the topic and make it easier to understand.</td>
<td>All graphics are related to the topic and most make it easier to understand.</td>
<td>All graphics relate to the topic.</td>
<td>Graphics do not relate to the topic.</td>
</tr>
<tr>
<td>Attractiveness</td>
<td>Makes excellent use of font, color, graphics, effects, etc., to enhance the presentation.</td>
<td>Makes good use of font, color, graphics, effects, etc., to enhance the presentation.</td>
<td>Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation content.</td>
<td>Use of font, color, graphics, effects etc. but these often detract from the presentation content.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>No misspellings or grammatical errors.</td>
<td>Two or fewer misspellings and/or mechanical errors.</td>
<td>Three misspellings and/or grammatical errors.</td>
<td>Four or more spelling or grammar errors.</td>
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