

Name: Thieman

Grade Level: Graduate

Course: CI 519 Social Studies Methods

Unit/Date: 10/10/2013 Lesson Topic: African American Experience in Great Depression

Time Allotted: 45minutes

Essential Question: Is the American Dream Color-Blind?

PREPARATION

Purpose/Rationale:

Unit Goal: Understand how the Great Depression affected African-Americans and magnified racism and economic oppression.

Objectives: Explore the effects of the Great Depression through the eyes of African American teenagers;
Contrast those experiences with their own lives

ODE Curriculum Standards:

Understand the effect of the Great Depression on the American family.

NCSS Curriculum Standards:

Identify and describe significant historical periods and patterns of change

Apply ideas of historical inquiry to analyze historical and contemporary developments

Examine the interactions of ethnic or cultural influences in specific events

Common Core Curriculum Standards:

Prior Knowledge/Background Information: Students have studied Causes of Great Depression and are currently examining how GD affected different demographic groups in the US in 1930's

Materials/Resources Needed: Materials Needed: DVD: Freedom's Song ; two page reading on African Americans During the Great Depression; True Stories by African American Teenagers (handout) and Venn diagram (transparency)

PROCEDURES AND ASSESSMENT OF STUDENT LEARNING

Introduction:			
Student's Actions	Teacher's Actions	Resources	Time
Think Pair Share	How many of you know someone who has been or who is homeless? What is their life like? What caused this person to become homeless? What kind of help did (does) this person need to no longer be homeless?		5-10
Body of Lesson:			
Student's Actions	Teacher's Actions	Resources	Time
	Introduce Documentary Film, Freedom's Song. Our textbook focuses on the		2min

<p>Students get out journals and write date and title for journal entry.</p> <p>Small Group Discussion:</p> <p>Group Representatives Report Out</p> <p>Large group discussion:</p> <p>Students read handout, select an experience, and complete Venn diagram activity</p> <p>Large group discussion: How is my life similar to and different from teenagers in the Great Depression?</p>	<p>experience of white Americans in the Great Depression. However, in this unit on the Civil Rights Movement, our essential question, “Is the American Dream Color-Blind?” focuses on the historic and present-day experiences of people of color.</p> <p>As you watch the vignette make a list of the racial and economic oppression face by Blacks during the Great Depression.</p> <p>Show Track 4 of DVD Freedom’s Song</p> <p>Ask students to report out in groups of 3 or 4 examples of the racial and economic oppression they faced.</p> <p>After students have reported in small groups, ask a representative of each group to share one example from their list. Continue until each group has shared several times OR there are no more ideas from their list.</p> <p>Was justice color-blind in the Scottsboro case?</p> <p>Call on students at random if students do not volunteer.</p> <p>Hand out True Stories by African American Teenagers.</p> <p>Students are to pick an experience and write it at the top of a page in their journal. Draw two overlapping circles. In the left hand column list items from that experience that are NOT like their own. In the right hand circle list related factors in their life that are NOT like the Depression example Provide directions for reading activity.</p> <p>Model example with overhead for students.</p> <p>Facilitate group discussion.</p>		<p>10</p> <p>45</p> <p>15</p>
Closure/Extensions: (Determining progress toward daily objective.)			
Student’s Actions	Teacher’s Actions	Resources	Time
Homework: Write one page reflection. Compare experiences of African Americans in justice system and in the economic system of the 1930’s to our community today. Have there been improvements in the economic, political, legal rights of people of color? Is the American Dream Color Blind?	Explain homework assignment. Model a comparison between experience of African Americans in justice system in 1930’s and today.	10 min	

Assessment:

Student participation in small groups; DVD notes and Venn diagram in journal; One page reflection

Accommodations/Modifications for diverse learners in your classroom:

IEP in reading/writing:

- Outline of the Great Depression reading
- Enlarged text with shorter examples of "True Stories by African American Teenagers"
- Reduce homework assignment to one paragraph
- Alternative assignment: Watch the DVD, *Riding the Rails*, Identify three ways in which the lives of Depression-era kids are different than your own.

English language learners:

- Spanish translation of outline of the reading and some examples of "True Stories by African American Teenagers"
- Enlarge the Venn diagram and have choice items available on cards. Student can place the card on the appropriate place on the diagram that indicates "same" versus "different".
- Homework Assignment—may use bullet points with phrases

TAG:

- In lieu of one page reflection, read some of the narratives of teenaged hoboes in *Riding the rails: Teenagers on the move during the Great Depression* and report.
- Read and report about the Scottsboro Boys, teenaged sharecropping, teenagers in the Civilian Conservation Corps or Works Progress Administration.

Literacy:

- View video and list racial/economic oppression
- Read and interpret vignettes; compare/contrast with Venn diagram
- Write one page reflection comparing African American experience in 1930's to our community today

LESSON REFLECTION