

## **Day 4- Thursday February 11<sup>th</sup>**

**Name:** Robbie McKerr

**Lesson:** Great Depression: Art and Entertainment

**Length:** 70 minutes

**Grade Level:** 11<sup>th</sup> Grade Early American History

**Academic Standard:** USH 4.2 Describe the development of popular culture.

**Performance Objective:** Students will write their own comic book showing the difficulties of everyday life during the Great Depression with 100% completion.

Student's will be able to identify why art and entertainment was critically important during the Great Depression on their formative assessment.

### **Assessment:**

The students will write a 4-6 slide comic that shows some aspect of the depression that includes a positive or happy ending. These can be very creative and include a super hero or just a cheery ending that would lift people's spirits during the time. The students cannot use an existing super hero to save the day; they must create their own if they go that route. The students will do this assignment with 100% completion. Students will also be assessed on their ability to identify the significance of art and entertainment on their end of unit assessment.

### **Advanced Preparation:**

1. Have enough blank sheets of copy paper for all students to complete their comic book on.
2. Have colored pencils/markers ready for students to use.

### **Procedure**

#### **Introduction/Motivation**

To begin the lesson we will do a couple of minutes review over the dust bowl. I will do this by a quick question and answer period. The questions will not be higher level Bloom's, but rather lower level to see if the students remember the previous day's lesson. (Gardner's: Verbal-Linguistic)

What was the dust bowl? (Bloom's: Knowledge)

Where did the dust bowl take place? (Bloom's: Knowledge)

Where did the people move to from the dust bowl? (Bloom's: Knowledge)

Why did the dust bowl occur? (Bloom's: Comprehension)

Who was the famous author that wrote about a family that moved from the dust bowl?  
(Bloom's: Knowledge)

**Step-by-Step Plan:**

1. To transition into the art and entertainment portion of the class, I will transition from talking about John Steinbeck and *The Grapes of Wrath* into how people were entertained during the period. I will ask the students what kind of reading material/radio would you want to listen to when you are having a bad day, and when they answer something up beat or happy then I will reply with that's exactly what people during the Great Depression did too! I will explain how the people wanted an escape from everyday life, so movies, comic books, and radio programs became extremely popular during this time period to help pick people up at the end of a hard day. I will give them examples of famous movies made during the era such as *Wizard of Oz* and *Mr. Smith Goes to Washington*. I will also explain the beginning of soap operas during this time period, radio programs that were very dramatic and were sponsored by soap companies. (Gardner's: Verbal/Linguistic)
2. Once I introduce the fact that comic books were very popular during this time, I will ask the students if any of them know when Superman and Batman were started. The answer to that question is 1938 and 1939, and they were created to help give people a sense of rescue was coming. Now I will give them their assignment for the remainder of the period. I will assign them to write a comic book with a partner that is 4-6 slides long. They will have to be regarding some part of the depression (dust bowl, bread/soup lines, hobos, stock market crash, bank closings, Hoovervilles, etc) and the end must be "happy". I will inform the students that prior to beginning their comic they must run by their idea with me and have it okayed. If they did not get their idea okayed, then they will receive a zero for the project. Every slide must have text along with the picture, relaying a message of the distress during the Great Depression. I will provide colored pencils/markers for the students to work with. The students will also be informed that their comic is due at the end of the period. It will be graded on accuracy to the period, creativity, neatness (NOT artistic ability), and participation. The assignment will be worth 12 points, 3 points for each criterion. If the students finish the project with time remaining in class they will begin reading chapter 11 section 3.

**Conclusion:**

To finish up the class I will let the students know that the next class we will discuss Hoover's response to the Great Depression and how it was too late to respond and try to fix things by the time he actually acted. I will also collect the student's comics as they leave class if they did not finish, I will take points off for participation in the project.

**Adaptations/Modifications:**

For students with LD it might be better to pair them up with somebody that may be able to keep them on topic and focused. Then as far as neatness goes, I will take into account the student's that I am grading and if they may not be capable of creating a project as neat as other students.

**Self-Reflection:**

Was the review effective? Did the review show that I taught the previous lesson effectively?  
Was the beginning of the lesson engaging for the students? Did the talk about famous movies spark any discussion? Were the comic books a good idea for a small project? Did the students have enough time to complete their comic books? Did they achieve the 100% participation that I want them to? Was there something that could be improved about this lesson?