

## Day 1-Monday February 8<sup>th</sup>

**Name:** Robbie McKerr

**Lesson:** Introduction to Great Depression

**Length:** 70 minutes

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

**Academic Standards: USH 4.4** Describe the stock market crash of 1929 and the impact it had on politics, economics and America's standard of living.

**Performance Objectives:** Students will partake in a discussion comparing and contrasting the stock market crash of 1929 and the recent economic events such as the folding of major banks and the real estate bubble with 100% participation.

Students will be able to identify the main aspects of the stock market crash on the final assessment over the Great Depression.

**Assessment:** Students will be assessed on the discussion; they will receive full participation points for the day if they make at least one point in the discussion. This will ensure 100% participation as I keep track of who has made points at the podium of the classroom to make sure every student is involved at some point.

### **Advanced Preparation:**

1. Write graph on board of Super Bowl tickets relating to a bubble burst/stock market crash
2. Make a graph representing how everyone lost money during the Stock Market Crash
3. Have worksheet ready for students if time allotment is not filled

### **Introduction/Motivation**

The first half of the class will be focused on the formative assessment over the 1920's. Once this assessment is completed, I will begin with my introduction to the class. I will begin with a discussion to assess the student's previous knowledge of the Great Depression. I will ask the students what they believe was the reasoning for the Great Depression? (Bloom's: Knowledge) Do you think that the American people saw the Great Depression coming? Let us examine why or why not? (Gardner's: Interpersonal) (Bloom's: Analysis)

### **Step-by-Step Plan**

1. Begin the class by explaining the 1928 election briefly and how the campaigns were concentrated on continuing prosperity in American culture. Hoover won the election on the belief that he could achieve "the final triumph over poverty than ever before in the history of any land". I will stress that this is ONE YEAR before the beginning of the Great Depression! (Gardner's: Verbal-Linguistic)
2. Transition into explaining the "bull market" of the 1920's and how that explains Hoover's notion of a prosperous nation that is still economically growing. I will explain bull market by comparing it to Super Bowl tickets. In a bull market, stock prices go sky high because of buying on margin

and speculation; similar to how Super Bowl tickets rise extremely high prior to the game. I will then explain what buying on margin is how investors would speculate by giving them an example of a stock that goes up when buying on margin, then crashes. This will also explain why everyone is broke during the great depression. Once the stocks hit a certain point, they can no longer go up anymore. This is known as the “bubble bursting”. (Gardner’s: Logical-Mathematical)

3. Once I have explained what a bull market, buying on margin and speculation are I will transition into explaining the comparison to Super Bowl tickets. Comparing this to Super Bowl tickets that may be \$400 face value, but their value increases higher and higher eventually reaching up to \$10,000. The value of the ticket the day of the game may begin to decrease back to normal face value or below, then the day after the game it will be worth close to \$0 since it does not allow one to attend the Super Bowl anymore. Then by Wednesday, the ticket will be worth \$0 and only worth putting in a scrap book somewhere. While I am analyzing this rise and fall of Super Bowl tickets, I will be able to reference a graph I put on the board showing the rise and fall of the ticket prices. Explain how this is what happened to the American stock market, on October 21, 1929 the stock market began to fall rapidly, and by Black Tuesday, October 29 1929, the deepest dive of stocks had taken place and the stock market had officially crashed. (Gardner’s: Visual Spatial, Logical-Mathematical)
  - a. Why do the prices rise so rapidly? (Bloom’s: Analysis)
  - b. What do you think the Government could have done to avoid these difficulties? (Bloom’s: Synthesis)
  - c. In conclusion, how was the stock market crash of 1929 similar to Super Bowl ticket sales? (Bloom’s: Comprehension)
4. To wrap up the discussion on the stock market crash, I will have a compare and contrast session where we will discuss the differences and similarities between the current economic crises and the beginning of the Great Depression. (Bloom’s: Analysis) (Gardner’s: Verbal-Linguistic/Interpersonal)
  - a. So what does it mean when you buy on “margin” or to engage in “speculation”? (Bloom’s: Knowledge)
  - b. How do you think the current economic problems such as banks failing and people losing their homes/jobs relates to the economy during the Great Stock Market Crash? (Bloom’s: Analysis)
  - c. If the government regulated the stock market, could we have prevented the Great Depression and the current economic crisis? Why or why not? (Bloom’s: Analysis)
  - d. What actions would have you taken if you were the President during the stock market crash? (Bloom’s: Synthesis)
  - e. How are the 1990’s similar to the 1920’s? How is the present similar to the 1930’s? (Bloom’s: Analysis)
5. If time remains I will give the students a guided reading over the Chapter 11 Section 1 in the text to work on for the remainder of the class. (Gardner’s: Intrapersonal)

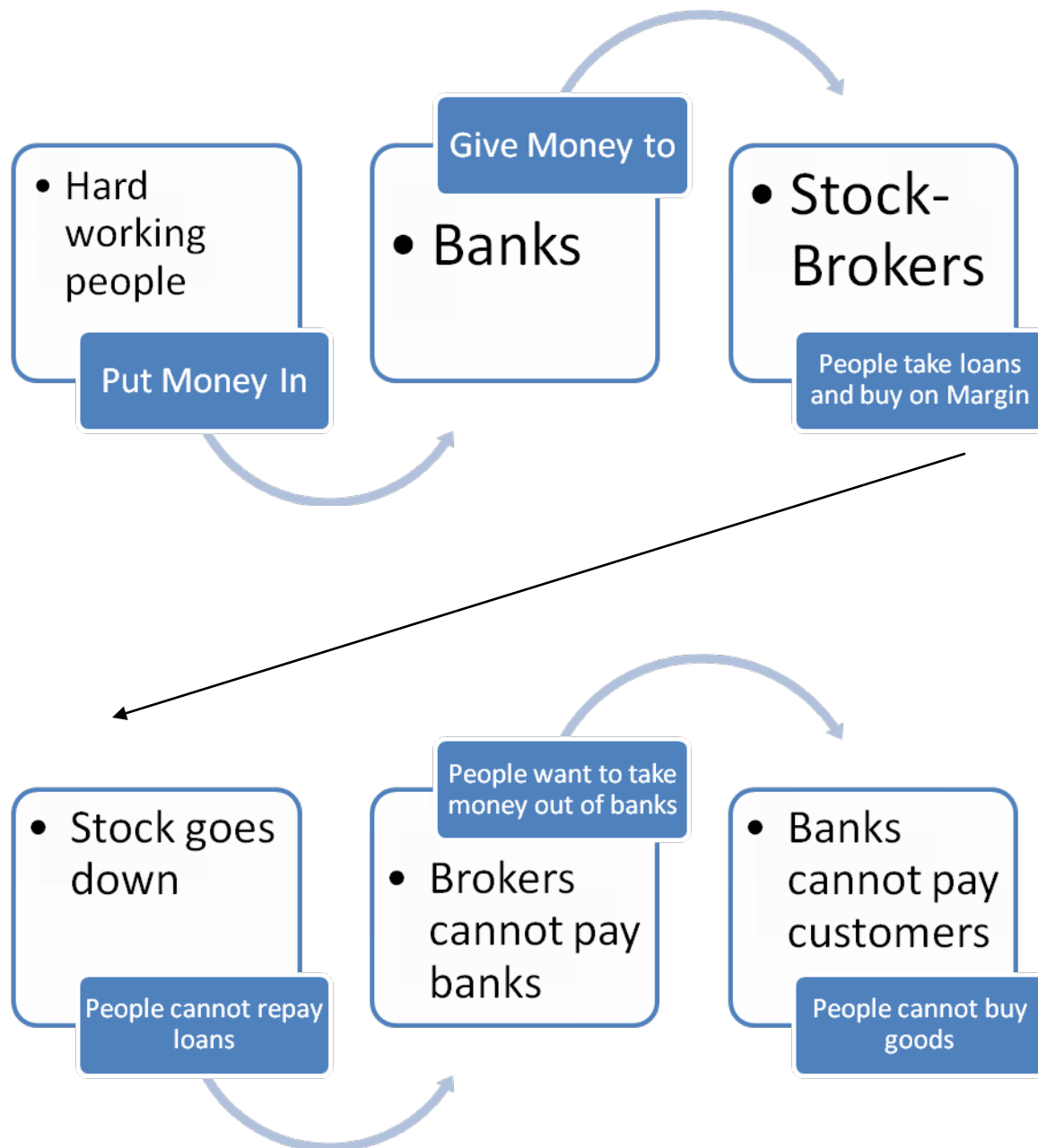
**Conclusion:**

To end the class, I will wrap up the discussion with about a minute left in class. I will inform them that the next day we will be diving even further into the Great Depression and I will be explaining more about bank failures and Hooverilles.

**Adaptations/Modifications:**

For 5<sup>th</sup> period I will adjust the questioning level so that the students will be able to grasp the concepts better. I will need to change the wording in some of my questions as well for this period to enable them to answer the questions to their ability level. I will also make sure to ask the more difficult questions to the upper level students in the class.

**Self-Reflections:** Was my introduction engaging to the students? Was it enough to pull them out of the after test lull they will be in? Did I cover the 1928 election thoroughly enough? Should I pay more attention to this election in the future? When relating the super bowl tickets to the bull market, did the students understand the correlation? Could I have done a better job explaining it to them? Was the graph a helpful visual for them? When beginning the discussion, did the students know enough about the current financial crisis to participate in the conversation? Did I have enough time to have 100% participation? Was there enough time to get through all of my questions? Did I do a good job of prompting the students with more questions? What could have improved this lesson?



**Buying on Margin:**

-If I buy a stock for 10%, that is buying on margin.

-I would put \$100 and the Broker would loan me \$900

-If the stock goes up 50%, the total goes to \$1,500... I pay the broker back \$900 and make \$500

-If the stock drops 90%, the total goes to \$100... I have to pay the broker \$900 still even though lost all

-I can't pay the broker, the broker can't pay the bank, the bank can't pay the people, and people can't buy goods!