Lesson Plan by: Emily Bauman

Lesson: Twentieth Century Changes  
Length: 2 hours

Age/Grade Intended: 4th

Academic Standard(s):

SS 4.1.11 Identify and describe important events and movements that changed life in Indiana in the early twentieth century.

SS 4.1.17 Using primary and secondary sources and online source materials, construct a brief narrative about an event in Indiana history.

ELA 4.7.13 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

Performance Objectives:

After being introduced to basic knowledge of The Great Depression, students will describe at least one important event that changed life in Indiana during the twentieth century by giving an oral report to the class with 90% accuracy.

In pairs, students will research events in Indiana on multiple websites filling out a research form with 100% accuracy.

Assessment: Oral presentations and research forms. See attached rubric.

Advanced Preparation by Teacher: chalk, chalkboard, copy of research form, research materials internet access to information about twentieth-century Indiana History, envelopes with fake checks in them, box for bank deposit, rubric for each student

Procedure

Introduction/Motivation: Hand each student one sealed envelope with a fake check in it. These checks will be written for a high sum of money. Ask everyone to open their check and tell the students that they are receiving these because of their hard work as citizens and for doing well in class. Wait while the students enjoy their “fake” rewards. After a few minutes of excitement tell all students that keeping this much money on hand is silly and needs to be deposited into a bank account. Ask students why it would be foolish to have so much money in cash. Have a box labeled “stocks” and have each student place their check in it. Promise for this
box to be safe and that they may even increase in value. Tell students to help you figure what 10% of the amounts are and explain that that is how much their cash will increase by putting it into the bank in one year. (Gardner: Logical/Mathematical) Tell students that they will not be getting their checks back because the huge amount you thought you were going to have has disappeared. Wait for the disappointment and use this to begin talking about The Great Depression. (Gardner: Spatial Intelligence)

**Step-by-Step plan:**

1. Begin by telling the students that this is what the people of Indiana felt like during The Great Depression. Read the following passage: (Gardner: Linguistic)

   *The Great Depression was a very sad time in history. The Great Depression officially began on October 29, 1929. This day in history is known as Black Tuesday. October 29 is the day the stock market crashed. Anyone that had money in the stock market lost most of their money. There were many banks across the United States that closed because of this event. This caused people to lose even more money.*

   *The Great Depression was the worst economic struggle the world has ever faced. The event started in the United States. It became so bad it traveled across the world. The Depression lasted from 1929 until the early 1940s. During this time, more than 15 million Americans (25% of the work force at that time) were out of work.*

   *Before the Depression started, life in the 1920s was very exciting. This period in history was known as the Roaring Twenties. Jazz was very popular. There were plenty of parties. People had a great time. During this period, most Americans liked to spend money. It was common to see the average person shopping for cars, things for their home, and many other new products. Any extra money was often placed in the stock market. Of course, when the people went shopping they were not paying cash. Many of them paid with credit.*


   Ask, what was the problem with banking in those days? (Bloom’s: Analysis) How would you have handled the changes due to your loss of funds? (Bloom’s: Evaluation)

2. Tell the students the following information:
   a. “During the 1930’s, Indiana and the United States were in the Great Depression. Thirteen million people were without jobs. Half of the people in Southern Indiana lost their jobs. No one had money to but the limestone and coal that was being produced in Indiana. In 1932, Franklin Delano Roosevelt was elected president. He worked hard to put people back to work and improve the economy. In the years to follow, America became strong and prosperous again.” (Gardner: Linguistic) Do you know another instance where Indiana families have struggled with money issues? (Bloom’s: Application)
   b. Make a connection to the current economic situations of our families and communities. Mom and dad may have lost a job recently. Brothers and sisters may not be able to find work. Cutbacks in the household may be necessary in students’ lives. Talk openly. Have children talk to elbow buddy about how they would feel if this happened or if it is happening.
3. Point out that many important events and movements changed Indiana during these years. Tell the students that they are going to research some of these events.

4. Write the following events on the chalkboard: Great Depression, New Deal, Public Works Projects, World War II, Vietnam War, African American movement from the South, Indiana School Desegregation Act, opening of the Port of Indiana, post-war baby boom, civil rights movements, and increase in Asian and Hispanic immigration.

5. Divide students into pairs and assign each pair one topic to research. (Gardner: Intrapersonal, Interpersonal) Students should already know how to use search engines on computers. A brief overview of typing in key words may be necessary for some students. Be available during this section to answer research questions. Make sure to point out that websites such that end in .edu or .gov are going to be valid sites.

6. Hand out copy of Twentieth Century Changes Research Form to each student. Read aloud each prompt to make sure students know what they are going to research. (Gardner: Linguistic)

7. Instruct students to use the form as a guide to researching their event. Have students write the answers to the questions on a separate piece of paper. (Gardner: Linguistic)

8. Draw a timeline on the chalkboard. Plot the date of 1929 at the beginning, on the far left side. (Gardner: Spatial, Logical-Mathematical)

9. When the students have finished their research, call on them to present their research to the class. Choose the student with the earliest historical event and progress chronologically. (Gardner: Interpersonal)

10. Have each pair plot their event and the years as it happened on the timeline on the board as students’ present research. Make sure to pass out rubric to each student so they know what they will be assessed on. Have students write down main ideas when topics are presented. (Gardner: Spatial, Logical-Mathematical)

**Closure:** Ask the following questions to wrap up the lesson: How did The Great Depression affect life in Indiana? (Bloom’s: Knowledge) What happened to Indiana business during the Great Depression? (Bloom’s: Knowledge) How did the civil rights movement change Indiana? (Bloom’s Knowledge) How would your life be different if you grew up during the Great Depression? (Bloom’s: Analysis)

**Adaptations/Enrichment:**

If students finish research early have them write a narrative about what it would have been like to live in the time period of their research. Students could also silently read resource books of interest.

Students with autism will need to be forewarned that class will be moving to a new location. Adjusting the brightness of their computer screen will also help them avoid a stimulation overload.

For students with ADHD: Have student write list on board and pass out papers. Students with ADHD will appreciate the interactive websites, but they should be carefully monitored to help them stay on task.
Self-Reflection:

By the end of the lesson, did students appear to have a greater understanding of events that changed Indiana during the twentieth century?
Did students take the topic seriously?
Were the students able to create informative handbooks?
What went well? What didn’t?
What would I do differently next time?
Did students have enough time to successfully complete the project?

Oral Presentation Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
<td>Beginning</td>
<td>Developing</td>
<td>Applying</td>
<td>Transferring</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Recopied the information</td>
<td>Recopied the information and remembered from rote</td>
<td>Recopied the information and can explain some</td>
<td>Recopied the information and transferred it to their own words</td>
</tr>
<tr>
<td>Questions</td>
<td>One sentence question and answer</td>
<td>Answer with justification</td>
<td>Thoughtful questions and detailed answers</td>
<td>Thought provoking questions and defended answers e.g. What would you have done in that situation</td>
</tr>
<tr>
<td>5 items</td>
<td>1 item</td>
<td>2-3 items</td>
<td>4 different items</td>
<td>5 different items</td>
</tr>
<tr>
<td>Presentation (Creativity details)</td>
<td>Ineffective</td>
<td>Moderately effective</td>
<td>Effective details</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td></td>
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Twentieth-Century Changes

Use the following outline as a guide for your research. Write the answers to the questions on a separate piece of paper.

Event:

When:

Why did this event happen?

Who was an important person in this event?

What were some of the problems resulting from the event?
How did it affect people in Indiana?

How did it affect jobs in Indiana?

How did it change life in Indiana?

1900's 1940's 1990's