

Lesson Title: Target II Lesson

Unit: The Great Depression – Social Studies/Technology

Grade Level: 7th

Estimated time requirement: 5 – 10 Days

Summary: This lesson allows students to investigate an important period in the history of America using a variety of technology resources. Students will explore the following aspects of the Great Depression: timeline, causes, effects, organizations, and economic status.

Objectives:

- Student conducts online research to explore the Great Depression.
- Student uses spreadsheet application to compare prices of the Depression era with current prices and to compare gross national product, consumer price index, and unemployment.
- Student creates chart and graph using spreadsheet data.
- Student creates a database of various organizations created during the Great Depression.
- Student applies technology methods (e-mail/video conferencing) to examine effects of the Great Depression.
- Student watches various videos and listen to audio documentation related to the Great Depression.
- Student duplicates a timeline for events surrounding the Depression era.
- Student enlists the assistance of community or family members to examine the effects of the Great Depression.
- Student creates a multimedia presentation of the Great Depression.

Content Standards: Texas Essential Knowledge & Skills (TEKS)

§126.12. TECHNOLOGY APPLICATIONS (COMPUTER LITERACY)

(1) Foundations – (use of hardware components, software programs, and their connections)

Student is expected to:

- a. demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;
- e. use technology terminology appropriate to the task;
- f. perform basic software application functions including, but not limited to, opening an application program and creating, modifying, printing, and saving documents;

(3) Foundations – (laws and issues regarding the use of technology in society)

Student is expected to:

- b. demonstrate proper etiquette and knowledge of acceptable use while in an individual classroom, lab, or on the Internet and intranet;

(4) Information acquisition – (use of strategies to acquire information)

Student is expected to:

- a. use strategies to locate and acquire desired information on LANs and WANs, including the Internet, intranet, and collaborative software; and
- b. apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies.

(6) Information acquisition – (evaluation of acquired electronic information)

Student is expected to:

- a. determine and employ methods to evaluate the electronic information for accuracy and validity;
- b. resolve information conflicts and validate information through accessing, researching, and comparing data; and
- c. demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information.

(7) Solving problems – (appropriate computer-based tools to create/modify solutions)

Student is expected to:

- a. plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings;
- b. create and edit spreadsheet documents using all data types, formulas and functions, and chart information;
- c. plan, create, and edit databases by defining fields, entering data, and designing layouts appropriate for reporting;
- d. demonstrate proficiency in the use of multimedia authoring programs by creating linear or non-linear projects incorporating text, audio, video, and graphics;

(9) Solving problems – (use of technology applications to facilitate evaluation of work)

Student is expected to:

- b. resolve information conflicts and validate data through research and data comparison.

(12) Communication – (use of technology applications)

Student is expected to:

- b. determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience, demonstrating that process and product can be evaluated using established criteria or rubrics;
- d. evaluate the product for relevance to the assignment or task.

Assessment:

- **Prior to starting project, teacher and students collectively develop project assessment criteria.**
- **Word processing, spreadsheet, and database documents are graded individually with deductions for misspelled words, formatting, etc.**
- **Multimedia presentation graded on criteria collectively established by the class and teacher.**
- **Daily grade issued for work habits and use of technology based on documentation and student self evaluation.**
- **Unit test given at the end of the project. 50% of test questions can be submitted by students – each student submitting 2 to 5 possible questions.**

Materials:

- **Computer Applications: Word Processing, Database, Spreadsheet, PowerPoint**
- **Access to Online Resources**
- **Video Conferencing Equipment**

Resources:

VIDEO/AUDIO RESOURCES:

- <http://www.historychannel.com/broadband/searchbrowse/index.jsp>

TIMELINE GENERATORS & IMPORTANT DATES:

- <http://www.pbs.org/wgbh/amex/rails/timeline/index.html>
- http://www.ourtimelines.com/create_tl_2c.html
- http://www.teach-nology.com/web_tools/materials/timelines/
- <http://www.notebooking.org/build/timeline/>

GREAT DEPRESSION ORGANIZATIONS:

- http://wolves.dsc.k12.ar.us/jrhigh/media/%20ACE/The%20Chad/the_new_deal.htm
- http://www.livinghistoryfarm.org/farminginthe30s/money_13.html

PHOTO GALLERY RESOURCES:

- <http://www.oah.org/pubs/magazine/greatdepression/stevens-fogel-photos.html>
- <http://history1900s.about.com/library/photos/blyindexdepression.htm>

BASIC INFORMATION:

- http://en.wikipedia.org/wiki/Great_Depression
- <http://www.todaysteacher.com/TheGreatDepressionWebQuest/BriefOverview.htm>
- <http://mcsc.k12.us/mhs/social/madedo>
- <http://www.amatecon.com/greatdepression.html>
- <http://www.english.uiuc.edu/maps/depression/depression.htm>
- <http://www.bergen.org/AAST/Projects/depression/>

Prior Knowledge/Skills: Basic Knowledge of Word Processing, Spreadsheet, Database, and Electronic Online Search Strategies

Modifications:

- **GT** – advanced research opportunities, opportunity to create advanced graphs & charts
- **ESL & Other** – reduction of assigned tasks, assistance with applications, access to Internet sources for online searches

Technology Infusion:

- **Word Processing**
- **Spreadsheet Calculations**
- **Charts & Graphs**
- **Multimedia (PowerPoint) Presentation**
- **Online Research**
- **Video Conferencing**
- **Collaborative E-Mail Correspondence**

Cultural Connections: Opportunity to investigate the effects of the Great Depression as related to different cultures.

Family/Community Connection: Opportunity for family/community involvement included in ascertaining the effects of the Great Depression.