

Title: Letters to the First Lady

Subject: Social Studies

Topic: Great Depression

Grade: 5th

School:

Wiregrass History Consortium Unit Plan			
GPS Standard: SS5H5	The student will explain how the Great Depression and the New Deal affected the lives of millions of Americans.		
Concept:	The impact of the Great Depression on children/adults as expressed in their letters written to Eleanor Roosevelt.		
Essential questions (2-5 questions) (What you want the students to know.)	<ol style="list-style-type: none"> 1. What kind of things did children/adults request in letters written to Eleanor Roosevelt during the Great Depression? 2. What alternative solutions would Eleanor Roosevelt possibly give to requests in letters she received? 3. Due to the Great Depression, what were the consequences on the family and community? 4. How did the idea of the economy recovering on its own change to one of government public assistance? 		
Elements (What you want the students to understand.)	<ol style="list-style-type: none"> 1. The student will better understand the effects of poverty on people during the Great Depression. 2. The student will be able to describe and explain why circumstances prevented children and adults from reaching their goals. 3. The student will learn how the Great Depression impacted farm families in the American Midwest. 4. The student will follow the development of public assistance from the federal government during the 1930's. 		
Launch Activity (Hook)	Students will list results of survey taken to determine what kind of things students want but do not possess. Students can develop a compare/contrast list about the requests of the letter writers.		
Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	Knowledge <ol style="list-style-type: none"> 1. Farmers in Dust Bowl 2. Desperation of people 3. Economic effects 4. Letters from people 5. Read book: <i>Out of the Dust</i> by Karen Hesse 	People Eleanor Roosevelt	Skills Group Activity Discussion Compare/Contrast Critical Thinking Survey
Assessment Evidence: What evidence will show that students met the learning goal?			
Traditional Assessment (Quizzes, Test, Selected Responses)			
Students will work together in groups to compose a letter to Eleanor Roosevelt requesting assistance and analyze what would be Eleanor Roosevelt's response to their request. Student will take Accelerated Reader Test and pass with 70% accuracy on <i>Out of the Dust</i> .			
Portfolio Assessment			
Student will compare and contrast results of survey. Student will research the life and contributions of Eleanor Roosevelt. Student will conduct interview with someone who lived during the Great Depression.			

Student will research primary sources to support conclusions drawn from letters written to Eleanor Roosevelt.

Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)

Rubric for assessing survey
Class discussion of book: *Out of the Dust*

Student Self-Assessment

Student will assess the results of their survey.

Differentiation Associated with this unit

Research ability and depth associated with this lesson.

Resources and instructional tools: Computer-Internet, Library resources, Textbook, Primary sources-letters, Survey