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| Course | Grade 8 Social Studies | GaDOE Unit | Unit 7- WWI |
| GSE Standard | SS8H8: Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression. b. Explain economic factors that resulted in the Great Depression. (e.g., boll weevil and drought). | | |
| Learning Targets | Students will be able to explain the economic factors that resulted in the Great Depression in Georgia. | | |
| Essential Question | How did the Great Depression impact Georgia? | | |
| Lesson Materials | | Key Vocabulary, People Events | |
| THE BOLL WEEVIL.  The Atlanta Constitution (1881-2001); Jul 13, 1919; ProQuest Historical Newspapers Atlanta Constitution (1868 - 1945) pg. D4  40 PERCENT CUT IN STATE COTTON PRODUCTION SEEN  The Atlanta Constitution; Aug 2, 1921;  ProQuest Historical Newspapers Atlanta Constitution (1868 - 1945) pg. 1  COTTON DAMAGE BY BOLL WEEVIL IN GEORGIA SHOWN  The Atlanta Constitution; Jan 30, 1920; ProQuest Historical Newspapers Atlanta Constitution (1868 - 1945) pg. 1  COTTON GROWERS BLUE, SAYS BROWN  The Atlanta Constitution (1881-2001); Jun 21, 1919; ProQuest Historical Newspapers Atlanta Constitution (1868 - 1945) pg. 13  The High Throne of King Cotton May Be Occupied by Worthy Consort  W M Goodman  The Atlanta Constitution (1881-2001); Nov 23, 1919; ProQuest Historical Newspapers Atlanta Constitution (1868 - 1945) pg. D13  Link to articles: <http://bit.ly/2GIgOa8>  Link to PowerPoint: <http://bit.ly/2XWD7A6> | | Boll Weevil  Drought  Agriculture  "Square of Cotton”: Squares are the flower bud that first appears on the plant when reproductive growth begins. | |
| Assessment—Exit Ticket Questions | | Student Exemplar Responses to the Exit Ticket may include: | |
| *Use Reflection questions from the attached Primary Source Analysis Worksheet*  Part 2:  Group Reflection Questions  1. Based on all the information from the lesson, why do you think Georgia was not impacted by the Great Depression as much as other states?  2. Do you think Georgia could experience another economic disaster like Boll Weevil?  If so, what 21st Century industry would be impacted? Explain your answer. | | 1. Georgia was not impacted by the Great Depression as much as other states because of the economy was already in decline due to the Boll Weevil epidemic and drought.  2. Answer will vary. Discussion should center around Agriculture crops suffering due to weather or bug infestation or big corporations leaving Georgia. | |

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| Teacher Notes |
| *Please situate your lesson within the framework of a broader unit plan, providing a description of what might proceed and follow your lesson.*  This lesson should take one day and should be part of your lessons for the rest of SS8H8. The Powerpoint goes over SS8H8b and provide a basic overview of the Great Depression in Georgia and its impact on the entire United States. |

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| Lesson Sequence | | |
| OPENING  Time: 8 – 12 minutes | | Scaffolding Suggestions |
| *Perhaps a primary source(s) is the “hook” for students for this content?*  Students will view the picture of a farmer holding a Boll Weevil. Ask them to analyze the photo.  “Farm boy with sack full of boll weevils which he has picked off cotton plants. Macon County, Georgia”  <http://loc.gov/pictures/resource/cph.3c30145/>  *Guiding Questions:*   1. What is the title of the photo? 2. What do you see in the photo? (List all people and objects?) 3. Who do you think is in the photo? 4. What do you think he is holding? 5. What does this photo tell us about life in Macon, GA? | | Have students work on groups or pairs to answer the Guiding Questions.  You could also, have the questions written on the paper around the board and have the groups answer them. |
| WORK PERIOD  Time: 25-30 minutes | | Scaffolding Suggestions |
| *Will student analysis of a primary source(s) be the bulk of your lesson?*   1. Students will view the PowerPoint on the Great Depression. 2. Students will be divided into groups of 4-5. 3. Each student will pick 1 of the 5 articles to read. They will use the primary source analysis questions to help them with the article. | | Students can be group in multiple ways based on ability. |
| CLOSING  Time: 15 – 20 minutes | | Scaffolding Suggestions |
| 4. Groups will share out their article questions to each other and then answer the reflection questions.  5. The class will discuss the answers. (Exit Ticket) | |  |
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**SS8H8b-Primary Source Analysis Questions**

**Part 1:  Individual**

**Read your assigned article and answer the following questions below.  Cite the text to support your answers.**

1. How much destruction does Boll Weevil cause in Georgia?

1. What does the article suggest farmers do to prevent the spread of Boll Weevil?

1. What does the article suggest farmers do to lessen the economic impact of the Boll Weevil?

1. How does the farmer feel about Boll Weevil?

**Part 2:  Group Reflection Questions**

1. Based on all the information from the lesson, why do you think Georgia was not impacted by the Great Depression as much as other states?

1. Do you think Georgia could experience another economic disaster like Boll Weevil?  If so, what 21st Century industry would be impacted? Explain your answer.