

4th grade Lesson Plan
Beginning the Twentieth Century
Chapter 6, Lesson 1

Approximate Time: 60

Lesson Content Objective/Target: Discuss and write about cause/effects of the Depression Era.

Language Objective: I can explain the causes and effects from the Depression Cycle Model drawing examples and written details using prepositional phrasing and abstract nouns.

Standards

CCSS:

CCSS.ELA-LITERACY.RI.4.5

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

WIDA Standard: English Language Development Standard 5- English language learners communicate information, ideas and concepts necessary for academic academic success in the content area of **social studies**.

Description

The language objective is based on the language expectation ELD-SS.4-5. Explain.Expressive.

Language Expectation: Multilingual learners will...

ELD-SS.4-5. Explain.Expressive

Construct social studies explanations that

- Describe components, order, causes and effects, or cycles using relevant examples and details

Functions and Features:

Introduce phenomena or events through...

- Prepositional phrases of time, place to contextualize phenomena or events

Materials:

- Teacher Laptop
- Whiteboard
- Camera Projector
- Student iPad/Laptop
- Textbook: The Washington Adventure - Ruth Pelz
- Handout- The Great Depression comic strip
- Notebook paper to write their final draft for their formative assessment
- Anchor charts: Abstract Nouns, Cause and Effect, Intentional Prepositional Phrasing

Lesson Procedure:

- Briefly review previous days reading about the Roaring Twenties, pg 135 -1 minute
- Turn and talk to friends about some of the “good times” from the Roaring Twenties, “How do you know it was Roaring?” -1 minute

Use with page 136-137

- Share answers with whole class-2 minutes
- Turn text to page 136-137 “Hard Times”
- Read out loud together whole group using popcorn reading -5 minutes
- Add/discuss 2 new words (Great Depression, New Deal) to the CCD chart, have each student fill in their own CCD chart along with whole group-7 minutes
- Have whole group discuss “wonderings” about the Great Depression text content, answer questions, use the Abstract noun anchor chart in your description-5 minutes
- Review the picture on pg 136 and the Depression cycle model on pg 137 have students talk and turn and then whole group share -3 minutes
- Read handout description about the Great Depression have students create their own comic strip about the Depression using the model, include simple pictures and sentences explaining drawings on pg 137, include abstract nouns in each sentence-15 minutes
- Have students share comics with class (using camera projection)

Differentiation by ML Proficiency Level:

Level 1	Level 2	Level 3	Level 4	Level 5
Abstract Nouns/ Prepositional Phrases Handout	Abstract Nouns /Prepositional Phrases Handout	Abstract Nouns /Prepositional Phrases Handout	Abstract Nouns /Prepositional Phrases Handout	Abstract Nouns /Prepositional Phrases Handout
Anchor Chart	Anchor Chart	Anchor Chart	Anchor Chart	
Sentence stems	Sentence stems	Sentence stems		
Realia	Realia			
TPR				

Formative Assessment: (12 minutes)

Students will rewrite their sentences to create a step by step paragraph about how the Great Depression happened. Students need to include in each sentence a time/place prepositional phrase, and abstract noun.

Name _____ Date _____

The Great Depression

In the worst year of the Great Depression, 1932, between twenty five and fifty percent of the workforce was unemployed. People who had always been able to put food on the table suddenly could not. Once-profitable factories closed and put people out of work as well.

Herbert Hoover was president at the start of the depression. He didn't believe in giving direct financial aid to unemployed people, thinking such actions would encourage people to be lazy. Homeless people, angry at the president, built themselves houses of cardboard boxes and called them "Hoovervilles."

For Americans, the first step out of the depression was to elect a new president in 1932. When Franklin Delano Roosevelt ran as the Democratic candidate for president against Hoover, he promised Americans a New Deal. America elected Roosevelt and hoped his New Deal would really happen. It did.

Draw events of the depression, in the boxes of the comic strip below. Write a sentence explaining what is happening in each box using abstract nouns in your sentence.

1	
	<hr/> <hr/> <hr/>

2	
	<hr/> <hr/> <hr/>

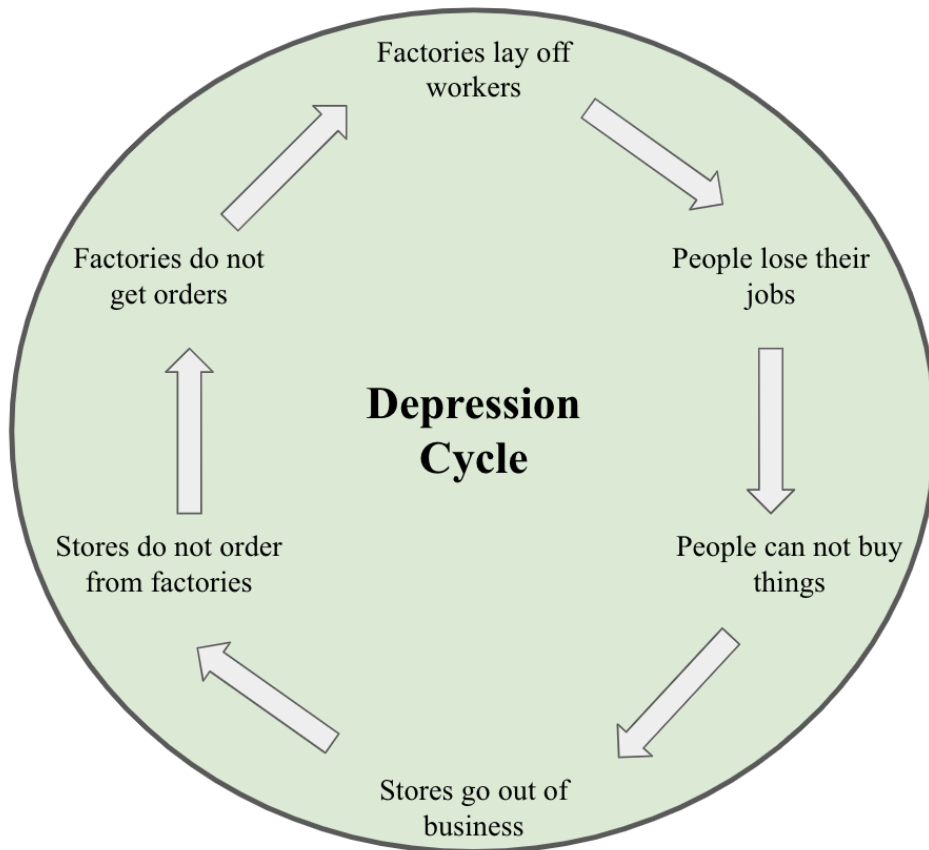
3	
	<hr/> <hr/> <hr/>

4	
	<hr/> <hr/> <hr/>

5	
	<hr/> <hr/> <hr/>

6	
	<hr/> <hr/> <hr/>

This chart will be used to help students visualize the depression cycle for the Great Depression comic strip and formative writing assignment. Depending on the students language level they will either use the exact example below and simply add abstract nouns and prepositional phrases. Or, if they wish, they can use examples from the text such as how the loss of a job could affect a family, eventually forcing them to move from their homes and live in a “Hooverville”.



Use with page 136-137

Abstract Nouns

Abstract nouns are intangible ideas-things you can't perceive with the five senses. These nouns are usually taught throughout the 4th grade year and would be added to weekly or daily through some sort of daily student vocabulary project or a classroom anchor chart that is a living document in the classroom for the students to be able to reference as needed.

<u>Human Quality</u>	<u>Concepts and Ideas</u>	<u>Emotions</u>
awe	adventure	anger
bravery	communication	anxiety
brutality	experience	clarity
calmness	forgiveness	delight
charity	idea	despair
compassion	imagination	disappointment
confidence	impression	excitement
contentment	improvement	fascination
courage	knowledge	friendship
determination	law	grief
faithfulness	loss	happiness
fear	mercy	joy
generosity	motivation	misery
goodness	need	pride
graciousness	opportunity	relaxation
hatred	poverty	relief
helplessness	unemployment	sadness
honesty	victory	satisfaction
hope	wealth	silliness
humility		sorrow
humor		surprise
insanity		tiredness
integrity		uncertainty
intelligence		worry
jealousy		
kindness		
patience		
perseverance		
poverty		
power		
self-control		
self-discipline		
sensitivity		
strength		
tolerance		
weakness		

PREPOSITIONAL PHRASING OF TIME AND PLACES

Use to help explain an event/person in a context
describe, explain, compare or evaluate. This will be an anchor chart on the wall.

<u>Time Phrasing</u>	<u>Place Phrasing</u>
In a week In a few minutes At this moment At the same time On a cold day On that last day On the winter (spring, fall, summer) In the 1930s	At the exit At the office At the warehouse In a room On a farm At the front At the back At the time of At a glance

Formative assessment examples based on page 138 WIDA framework edition 2020

Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Model
(Speaking, Writing, and Representing)

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	sentence fragments and emerging use of simple sentences (<i>the blue one, the red one</i>)	simple sentences (<i>The red side pushed away. The blue side stayed.</i>)	sentences with emerging use of clauses (<i>The red side blocked the paperclip. The blue side picked it up. They are opposites.</i>)	simple or compound sentences with familiar ways of combining clauses (with coordinating conjunctions: <i>The red side repelled the paperclip, but also it...</i>)	compound and complex sentences with frequently used ways of combining clauses (with coordinating conjunctions: <i>Neither the red one nor the blue one...</i>)	compound and complex sentences characteristic of the genre and content area, with a variety of ways of combining clauses (with a range of techniques to extend, or shorten sentences: <i>The magnetic force caused the paperclip to lift off the table because the paperclip is metal.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	some frequently used words and phrases with some precision (<i>social studies, government</i>)	a small repertoire of words and phrases with developing precision (<i>branches of government, executive power</i>)	a growing repertoire of words and phrases with growing precision (<i>the founders, "two if by land..."</i>)	an expanding repertoire of words and phrases, including idioms and collocations with expanding precision (<i>the lights are on but nobody's home...</i>)	a flexible repertoire of words and phrases, such as adverbials of time, manner, and place; verb types; and abstract nouns; with consistent precision (<i>as a result of the war, forming a new nation</i>)	a variety of words and phrases, including evaluation, obligation, idioms, and collocations (<i>necessary sacrifices, outdated law, fit for a king</i>)

For this assignment WORD, PHRASE will work best

Student Examples:

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
No work.	No work and no money.	People did not have money because of no work. This made people sad.	Stores closed because people had no work or money. This made people scared and sad.	In the 1930s, stores could not buy things because they did not have money from customers. This made people afraid and sad.	In the 1930s, during the great depression, factories did not get orders from stores because stores cannot afford goods. This made people feel helpless and caused poverty. This caused the depression cycle to continue.