

MAISA and the REMC Association of Michigan Best Practices in Technology Integration Plan

Title: What Was it like to Live During the Depression?

Subject: Michigan History

Intended Grade Level(s): 4-6

Editor's note - This lesson comes with a fine example of student work. The student project can be found on the Best Practices CD in bstpract/048/depress. This stack will work fine on a Macintosh but we could not get the sounds to work on the Windows version of HyperStudio. The stack will run under Windows, but the sounds will not be available

[Sample HyperStudio Stack](#)

Description:

Students will learn what it was like to live in Michigan during the depression. Students will be divided into groups and given a topic of study about the depression. To complete this project, each group will be responsible to research information on their topic and add their information to a hyperstudio presentation. (They will be a part of a larger study of Michigan through the mid-1900's to the year 2000. Continuing areas of study will be W.W.II, the 1950's, the Vietnam War, the 1970's, 80's, and the 1990's.) Each year a new class will add to the previous project. At completion this project will be housed in our school and city library.

Curriculum Benchmarks:

[MI.SOC .I.1.LE.1](#). Measure chronological time by decades and centuries.

[MI.SOC .I.1.LE.2](#). Place major events in the development of their local community and the state of Michigan in chronological order.

[MI.SOC.I.2.LE.1](#). Summarize the sequence of key events in stories describing life from the past in their local community, the state of Michigan and other parts of the United States.

MI.SOC .I.2.LE.3. Recount the lives and characters of a variety of individuals from the past representing their local community, the state of Michigan and other parts of the United States.

MI.SOC .I.3.LE.1. Use primary sources to reconstruct past events in their local community

MI.SOC .I.4.LE.1. Identify problems from the past that divided their local community, the state of Michigan, and the United States and analyze the interests and values of those involved.

MI.SOC.II.1.LE.1. Locate and describe cultures and compare the similarities and differences among the roles of women, men, and families.

MI.SOC.II.1.LE.2. Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.

MI.SOC.II.2.LE.2. Describe the location, use, and importance of the different kinds of resources and explain how they are created and the consequences of their use.

MI.SOC .II.2.LE.4. Explain how various people and cultures have adapted to and modified the environment.

MI.SOC .II.3.LE.1. Describe major kinds of economic activity and explain the factors influencing their location.

MI.SOC .IV.2.LE.2. Distinguish among individual ownership, partnership, and corporation.

MI.SOC .IV.3.LE.3. Use a local example to assess the effectiveness of the government at providing public goods or resolving an economic dispute.

MI.SOC .IV.4.LE.2. Describe how they act as a producer and consumer.

MI.SOC .IV.4.LE.3. Analyze how Michigan's location has impacted its economic development.

MI.SOC .V.1.LE.1. Locate information about local, state, and national communities using a variety of traditional sources, electronic technologies, and direct observation.

MI.SOC .V.2.LE.1. Pose a social science question about Michigan or the United States.

MI.SOC .V.2.LE.2. Gather and analyze information using appropriate information technologies to answer the posed question.

MI.SOC .V.2.LE.3. Construct an answer to the question posed and support their answer with evidence.

Materials/Hardware/Software:

To complete this project students will use:

- traditional sources: magazines, newspapers, trade books, text books, encyclopedias, photo essays
- electronic sources: encyclopedias & informational software (ex. Groliers, Americana, Time)
access to Internet
video/laser disks
Hyperstudio from Roger Wagner Publishing
Quick-Take camera
scanner
- other: interviews and guest speakers

Technology Rationale:

Technology can be a powerful research tool and a wonderful motivator for students at this age. Introducing them at an early age to the technologies available will allow them to see just how accessible information is. The students are also going to keep databases of their projects in our school library for others to use as a resource.

Activities/Procedures:

Students will investigate the historical and human aspect of the depression in relationship to how people adapted to their environment according to their geographical region.

Working within cooperative groups, the students will conduct research. They will be investigating through the use of technology, plus library and human resources.

Students will begin by meeting in cooperative groups to discuss their topic, divide tasks, brainstorm, and plan strategies for researching. They will conduct their

research, and continue to meet as a group to share ideas and problems that they encounter.

Topics are:

- I. The "Great Depression"
 - A. What was it?
 - B. When was it?
 - C. Who did it effect?
 - D. Why did it happen?
 - E. How was Michigan involved?
- II. Our government and the New Deal
 - A. What was the New Deal?
 - B. Who was Franklin D. Roosevelt?
- III. The Civilian Conservation Corp
 - A. What was it?
 - B. Who did it involve?
 - C. What did it do for our state?
- IV. The Works Progress Administration
 - A. What was it?
 - B. Who did it involve?
 - C. What did it do for our state?
- V. Unions
 - A. What were they?
 - B. Who did it involve?
 - C. What did it do for our state?

Students will develop a class Hyperstudio presentation on what they have learned about living during the Great Depression. The teacher needs to demonstrate how to use electronic media (ex. getting information from a CD-Rom, a laser disc, using a Quick-Take camera, a scanner, using the internet, and Hyperstudio). We used high school students to demonstrate and help fourth graders put together our presentation, however, if time permits and as students develop skills in technology use, they will be able to complete this part of the project.

Our project continues as the students do their research. They are given an opportunity to search the library for magazines, books and video. They check out information on computer CD-Roms and use the internet. They select video from a Laser disc, use a Quick-Take camera and videotape guest speakers. Students also do interviews with senior citizens. They will scan pictures that they have collected as well as photos that they have found at home.

Mrs. Ghiardi's
Fourth Grade Class
1996

The Great Depression

by R. Conrad Stein



Let's Go!

The final product will be a Hyperstudio stack that will contain compiled information from all of the groups. Along with pictures and text, the students will add sound (music and voice) and video (video from the laser disc and video of guest speakers).

*The Hyperstudio stacks are included. Still needed are the buttons on the pictures for added information and video from interviews and laser disc.

Assessment/Evaluation:

Projects will be assessed according to the rubric established by the teacher and students. Projects should demonstrate an understanding of how they came to their conclusions through their research. Also, their projects should demonstrate an introductory level of the resources that were used.

Follow-up Activities:

Students will continue by adding to our Hyperstudio project each year by researching a new decade or time period.

Shirlie Ghiardi
Negaunee Public Schools
Lakeview Elementary
200 Croix Street
Negaunee, MI 49866
906-475-7803