

Cover Page for Students: Look at the day of the week for the day's objective and directions.

Subject: 8th grade History

	Monday (3/23)	Tuesday (3/24)	Wednesday (3/25)	Thursday (3/26)	Friday (3/27)
Objective:	SWBAT write their own primary sources about their experience during the coronavirus outbreak	SWBAT write a Haiku that depicts what life was like during the 1920's.	SWBAT analyze photographs for the Great Depression and write a narrative as someone from the photos	SWBAT analyze political cartoons, songs, and photographs from the Great Depression	TBA
Description of lesson	Review of primary sources and point of view, analysis of pictures and written accounts from Katrina survivors, brainstorm journal ideas, write a 3-4 paragraph journal entry about coronavirus experience	Video overview of the 1920's with stop and jot questions, Followed by a short review passage of the 1920's in which students will complete thinking jots. Culminating in an introduction of Haiku's with an exit slip that asks students to write a Haiku that captures the essence of the 1920's.	Students will view a series of photos from people during the Great Depression. They will respond to the photos by selecting one person from one photo, and writing a journal entry as that person.	Great Depression vocabulary review, Great Depression political cartoon analysis, songs from the Great Depression analysis, Great Depression photo analysis and optional photo essay	TBA
Links to classwork packets	W1D1_Current Events1	W1D2_1920'S Review	W1D3 Dust Bowl	W1D4 Great Depression	TBA
Any additional resources (websites, videos, etc.)		Optional videos: https://www.youtube.com/watch?v=ud_xU3wit-8 https://www.youtube.com/watch?v=gTevouhDeoM	Optional video: http://www.pbs.org/kenburns/dustbowl/watch-videos/#2293802007	Optional video: http://www.pbs.org/kenburns/dustbowl/watch-videos/#2293802007	TBA
Assessment (Exit ticket, Criteria for Success)	Students write a 3-4 paragraph journal entry describing their experience during the coronavirus outbreak	Students will write a short Haiku describing life during the 1920's.	Students will write a journal entry from the point of view of a person in one of the photographs that they viewed	Students will write a photo essay based on one of the photographs included in their packet	TBA
Assessment Codes:	T65RFNW https://illuminate.online?access_code=T65RFNW	98AYY2Y https://illuminate.online?access_code=98AYY2Y	https://illuminate.online?access_code=5Y2XV5R 5Y2XV5R	WA87BWH https://publicprep.illuminate.com/live/?assessment_id=47894&action=index&new_quick_roster=0&page=Assessment_OnlineTestingController	

Name_____

Date_____

Do Now: How did it feel when you found out school was closed to prevent the spread of the coronavirus? What was your immediate reaction? How do you feel now?

Your Experience: A Primary Source

What you wrote above, believe it or not, is a primary source! You documented your experience during a historical event while it is happening. The impact of the coronavirus is an event that will be remembered throughout history. Your account is a primary source that future generations can use to understand the experience of being an 8th grader during the outbreak.

As historians, we use primary sources as evidence of what people believed, thought, felt, and experienced during a certain time period (aka: their point of view). Primary sources can take the form of documents, artifacts, diaries, interviews, oral histories, autobiographies, newspapers, pictures, film, and other recording devices. Anything you preserve in writing or recording about your experience could be used to teach others about this momentous event in the future.

Documenting National Health Emergencies

The coronavirus may be novel (or “new”), but national and international health emergencies are not. Diseases, earthquakes, floods, and other natural disasters outside of human control have created international health emergencies throughout history.



In 79 AD, Mt. Vesuvius erupted in Pompeii, Italy, petrifying the city's population in molten rock.

Historians found the petrified bodies and analyzed them as primary sources to understand the damage as well as what ancient Pompeian life was like. The lava preserved household items and animals as well as the bodies of the volcano victims, many of whom were inside their houses at the time of the eruption. Luckily, science has evolved in earthquake and volcano technology since ancient times so that an event like Mt. Vesuvius will never happen again.

Documenting Modern National Health Emergencies

In 2005, New Orleans experienced one of the most destructive hurricanes in US history. Analyze the pictures below to infer what life was like for Hurricane Katrina survivors. The dome shaped building is the New Orleans Saints Superdome, a covered football field that served as shelter for people escaping the storm.



According to these primary sources, what was it like to experience Hurricane Katrina?

Pictures give us an actual look at the damage a natural health disaster causes and how people survived. However, written or recorded oral accounts of an experience shows us what a person thinks, feels, believes, or directly experiences in a situation (POV). Read the excerpt below from The Director of The Federal Emergency on his experience during Hurricane Katrina and think about how his account enhances your understanding of what you analyzed in the pictures.

**MICHAEL BROWN, DIRECTOR OF THE FEDERAL EMERGENCY MANAGEMENT AGENCY,
Tuesday, August, 30, 2005**

By the end of the day, 20,000 people find their way to the Convention Center. Water rises around the Superdome and widespread looting is reported; 1.1 million homes and buildings in Louisiana and Mississippi have lost power.

Brown: People are stranded in 8 to 12 feet of water in the Superdome. In the operations center, I have military planners at [the Defense Department] handling the logistics of how to get people out of the Superdome in 12 feet of water. Silence is their response. We're not really sure. We can start requesting Black Hawk [helicopters], try to get amphibious trucks and equipment in. But it's going to take a while. So my decision is "Whatever you can do, just start doing what you can to move." DOD starts moving stuff in, but it realizes it has to clear bridges, clear roads, so it's taking them a while to move in. That's a surefire indicator you've got things even worse than expected.

Thousands of patients and medical workers are stranded in New Orleans hospitals — most without power.

According to this primary source, what was it like to experience Hurricane Katrina?

How does reading Brown's account help you understand what happened to Katrina survivors more accurately than just analyzing the pictures themselves?

Now that you've analyzed multiple primary sources from historic moments in time, it's time to start your own about your experience during the novel coronavirus outbreak. Use the questions below to brainstorm some ideas before starting. **Jot, bullet point, or free write your ideas in a notebook or on a separate piece of paper. You will not be able to type into these.**

1. How do you feel about your current situation?

2. In what ways has your life changed?

3. What are your biggest hopes?

4. What are your biggest fears?

5. How can you be a helper in this situation?

6. Anything else that is on your mind or that you experienced?

Exit Ticket: Write a 3-4 paragraph journal entry about your experience during the coronavirus outbreak up to today.

**We will be continuing this work on a weekly basis by using blogs, vlogs, digital photography, and other virtual mediums once we get virtual learning set up in the next few weeks!*

[illegible]

Roaring Twenties Overview:

Directions:

1. Complete the Warm- Up.
2. Read and review the Glossary of Terms.
3. If you have access to the internet, watch the following video (optional) to deepen your understanding of the 1920's:

https://www.youtube.com/watch?v=ud_xU3wit-8

4. If you have access to the internet, feel free to listen to this playlist (optional) to help you feel the aura of the 1920's:

<https://www.youtube.com/watch?v=gTevoUhDeoM>

5. Actively read the following text by taking notes on a separate sheet of paper. As you read, be sure to respond to the stop and jot questions/ main idea jots.

6. Lastly, complete the Exit Slip Haiku.

Glossary of Terms:

- Consumer goods: products intended for personal use by consumers, such as cars, refrigerators, and vacuum cleaners
- Efficient: capable of producing results without wasting materials, time, or energy
- Indefinitely: without a doubt
- Leisure: relaxing
- Prosperity: flourishing; bringing wealth and success
- Soared: increasing rapidly
- Speakeasies: illegal clubs that opened up to sell illegal alcohol during Prohibition
- Thrive: prosper, flourish

Roaring Twenties Overview:

Warm- Up: *Imagine you are the President of the United States. How would you handle and contain a pandemic such as the coronavirus?*

Modern Life Begins:

During the 1920s, a glance down Main Street in most American towns revealed a sight that was new in the United States: cars. For the first time, many Americans could afford to buy an automobile. Cars moved faster than the horse-drawn buggies they replaced. In fact, just about everything was moving faster, from assembly lines to music and dancing. Values were changing rapidly, too. Many people were eager for a little fun, and “modern women” stepped out of their traditional roles. This exciting decade became known as the Roaring Twenties.

When World War I ended, Americans looked forward to better times ahead. Factories, no longer turning out supplies for war, responded by producing consumer goods that made life easier and more comfortable. Electricity was now supplied to many towns, making electric appliances both practical and desirable. Americans quickly shifted from iceboxes to refrigerators and from carpet sweepers to electric vacuum cleaners.

Department stores were not a new invention of the 1920s. They got their start in the late 1800s. Sears, for example, started in 1886 in Minnesota. It sold one item by mail—watches. Richard Sears moved the business to Chicago in 1887. By 1893, the company was known as Sears, Roebuck and Company. Sears sold goods through catalogs that were mailed to farmers and people living in rural areas. Because of its low prices and wide variety, Sears's mail-order business thrived.

By the 1920s, things had changed. Many people were moving to urban areas. In 1925, Sears opened its first department store where people could come to shop. By 1928, Sears had 192 stores and continued to open more.

Automobiles also changed American life. People who owned cars could travel farther to work. Cars ended the isolation of farmers and made travel to far-away places enjoyable. Many members of the rapidly-growing middle class bought automobiles in the 1920s. The middle class especially benefited from the increased availability of consumer goods. Middle class men often

Roaring Twenties Overview:

worked as doctors, lawyers, small business owners, and mid-level company managers.

Stop & Jot #1: How did technological advances change the way Americans lived in the 1920's?

Modern Women:

With housework becoming easier and families on the average becoming smaller, more women than ever went to work outside of the home (a trend that began during the war in which the U.S. saw a rise in women factory workers). By the end of the decade, women made up almost a quarter of the workforce. Women also gained political power. In 1920, the passage of the Nineteenth Amendment guaranteed women's right to vote in national and state elections.

Women's new sense of freedom was reflected in changes in fashion. Young women who called themselves *flappers* cut their hair short and wore makeup. They traded their mothers' long, heavy skirts for short, thin dresses that barely reached their knees. These "modern women" wanted to have as much fun as men—smoking, drinking, and riding in automobiles.

Despite these changes, however, women still lacked the same opportunities as men. Women who did work outside the home were usually limited to low-paying jobs that were considered "women's work," such as teaching school or working as domestic servants. Although a few women won political positions in the 1920s, women were only rarely elected to public office.

MI Jot: Stop & Jot #2: Describe the ways in which the lives of women changed in the 1920's. What role might have WW1 played in the lives of women?

Roaring Twenties Overview:

Prosperous Times:

For many Americans, these changes took place at a time of growing prosperity. By the middle of the decade, the country had the highest standard of living the world had ever known. Living standards were rising because manufacturing was becoming more efficient. In 1914, for example, Henry Ford introduced a moving assembly line into his car factories. This revolutionary new method drastically cut the time needed to assemble cars. Such changes increased workers' productivity, or the amount of goods they could produce at a given cost. As a result, companies could sell their products at lower prices while raising workers' wages—and still make more money.

Each new industry sparked others. The rise of the automobile industry, for instance, increased the demand for steel for car bodies, rubber for tires, and oil refineries to make gasoline. People worked to build new roads and highways. As highways spread across the country, new businesses developed beside them. Gas stations, diners, motels, and campgrounds sprang up to serve the needs of travelers.

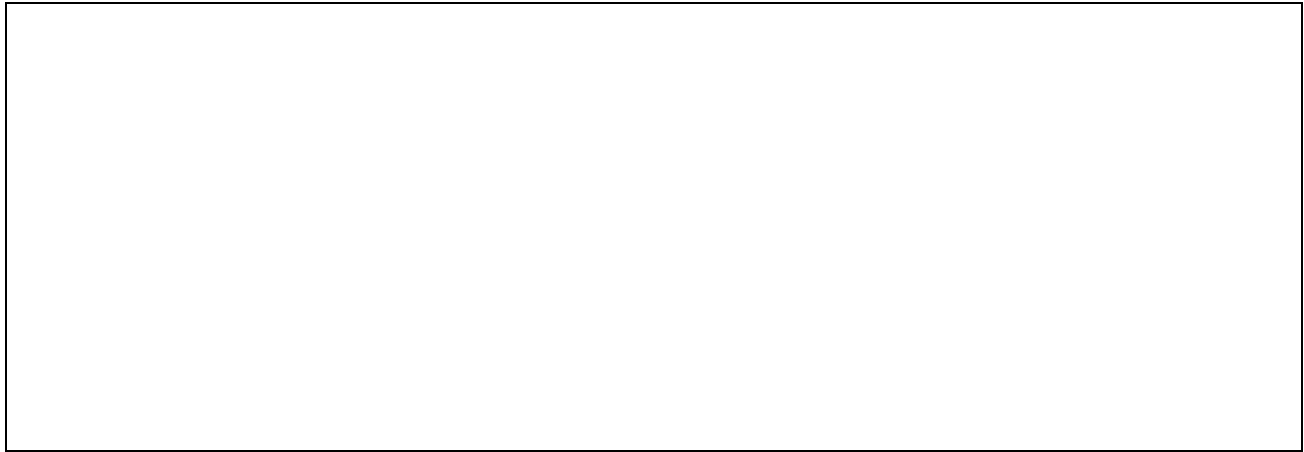
To encourage consumers to buy goods, stores started offering credit. Credit made it possible for consumers to buy what they wanted, even when they lacked enough cash. Credit is an arrangement for buying something now with borrowed money and then paying off the loan over time. In the past, most Americans had thought it shameful to borrow money to buy consumer goods. Thrifty people saved the money they needed and paid cash. By the 1920s, however, such thrift began to seem old-fashioned.

The growth of installment buying made it possible for Americans to buy goods on credit. In installment buying, a buyer makes a down payment on the product. The seller loans the remainder of the purchase price to the buyer. The buyer then pays back the loan in monthly installments. If the buyer stops making payments before the loan is repaid, the seller can reclaim the product.

By 1929, three of every four cars were bought on credit. So were half of all major appliances such as washing machines and radios. Buying on credit was so easy that many Americans began to think the prosperous times would go on forever.

Stop & Jot #3: What are the benefits and drawbacks of buying on credit? We know that the 1920's end's in the Great Depression. Make a prediction: How might credit negatively affect an economy? Can credit cause an economic depression?

Roaring Twenties Overview:



The Stock Market Booms:

Companies raise money by selling stock, or shares in the ownership of the company. When many people want to invest in a company, the price of its shares goes up. When few people want to buy, the price goes down. Such price shifts make investing risky because people can't be sure what the value of their stocks will be in the future.

During the 1920s, Americans were very optimistic about business, and those with money to spare invested heavily in the stock market. One millionaire remarked, "Taxi drivers told you what to buy. The shoeshine boy could give you a summary of the day's financial news." As President Calvin Coolidge said, "The chief business of America is business."

As stock prices soared, eager investors began using "margin buying" to purchase stocks. This meant that buyers paid just part of the price of the stock and borrowed the rest through their stockbrokers. The stockbrokers, in turn, often borrowed money from banks. Everybody involved was betting that stock prices would go up. Later, investors hoped to sell their stock at a higher price, which would give them the cash to repay the borrowed money and still make a profit. But if stock prices fell, investors could be stuck with huge debts.

As the stock market boomed, few worried about prices going down. In just three weeks in 1928, shares of Radio Corporation of America (RCA) rose from \$95 to \$178. Shares of General Electric tripled in value in 18 months. Happy investors imagined that stock prices would continue going up indefinitely.

Stop & Jot # 4: In your own words, explain "margin buying". What are some positive/ negatives of margin buying?

Roaring Twenties Overview:

A Ban Against Alcohol:

For many Americans, part of the attraction of going to nightclubs was the opportunity to drink illegal alcohol. In 1919, anti-alcohol reformers had succeeded in passing the Eighteenth Amendment, which prohibited, or outlawed, the making, selling, and transporting of alcoholic beverages. This attempt to eliminate alcohol consumption was called prohibition.

Widespread support for prohibition was rooted in the temperance movement of the late 1890s. Some temperance reformers supported moderation in drinking alcohol. Around the turn of the 20th century, a growing number wanted to ban alcohol altogether. Their efforts resulted in the amendment that made prohibition the law of the land.

In response to prohibition, bars and liquor stores closed. At the same time, thousands of illegal clubs called speakeasies sprang up to sell illegal alcohol. In many large cities, police often looked the other way as people went on buying and drinking alcohol. Making and selling alcohol became big business for people operating outside the law.

Popular Culture in the 1920s:

Jazz, radio, and even prohibition were all part of America's popular culture. Popular culture is the culture of ordinary people. It includes music, art, literature, sports, and entertainment. Mass media helps shape popular culture. In the 1920s, mass media included newspapers, magazines, radio, and motion pictures.

Newspapers and magazines had long been sources of information for Americans. During the 1920s, the amount and type of printed material grew dramatically. By 1929, Americans were buying more than 200 million copies a year of national magazines. The popularity of print media meant that more and more people read the same news and learned about the same events. A popular culture common to all regions of the country began to take shape.

Roaring Twenties Overview:

Novelists also contributed to the print culture of the 1920s. In this period, American writers developed themes and styles that helped define modern literature. F. Scott Fitzgerald was the leading writer of the age whose novel *The Great Gatsby* criticized upper-class American life. Ernest Hemingway used a simple, direct style in his novels that influenced many writers.

Movies became a big business in the 1920s and shaped popular culture on the “big screen.” At the beginning of the 1920s, movies were silent. The discovery of how to add sound to movies transformed the industry. The growth of the motion-picture industry turned actors into national celebrities. Americans all over the country recognized the faces made famous by movies.

By the 1920s, working eight hours a day and five days a week had become the rule in many industries. Many working Americans had more free time to spend on leisure activities. Going to the movies was a popular pastime. So was watching sports. In the 1920s, thousands of people crowded into stadiums to watch professional baseball teams and college football teams. Boxing and wrestling matches also attracted crowds. Athletes, like movie stars, became national celebrities. The most famous sports celebrity of the 1920s was baseball player Babe Ruth. In 1927, Ruth became famous for hitting 60 home runs, a record that remained unbroken for 34 years.

Main Idea Jot (Popular Culture in the 1920s):

Guided Practice: What is a Haiku?

- A syllable is a part of a word pronounced as a unit. It is usually made up of a vowel alone or a vowel with one or more consonants. The word “syllable” has three syllables: “Syl-la-ble”.

Roaring Twenties Overview:

You Try:
How many syllables are in HAIKU? _____syllables

- A Haiku has 2 syllables pronounced as Hai-ku.
- “Haiku” is a traditional form of Japanese Poetry. Haiku poems consist of 3 lines. The first and last lines of a Haiku have 5 syllables and the middle line has 7 syllables. The lines rarely rhyme.

Here is an example of a Haiku, to help you remember:	
I am first with five	= 5 syllables
Then seven in the middle	= 7 syllables
Five again to end.	= 5 syllables

- Because Haikus are such short poems, they are usually written about things that are easily recognizable to the reader.

Exit Slip:

Your Task!

Write a Haiku that illustrates what life was like during the 1920's. Your Haiku can be about any of the following topics covered in this reading or prior knowledge of the 1920's.

Exemplar Haiku:

“The Old Pond” by Matsuo Bashō

An old silent pond (5 syllables)

A frog jumps into the pond— (7 syllables)

Splash! Silence again. (5 syllables)

Criteria for Success:

1. 3 lines
2. 5 syllables (first line & third line)
3. 7 syllables (second line)
4. Describe life or the essence of the 1920's.

Roaring Twenties Overview:

Title of Haiku:

Author:

1. _____ (5 syllables)

2. _____ (7 syllables)

3. _____ (5 syllables)

Name: _____

Date: _____

Do Now: Compare what you know of the 1920s to what you have heard about the Great Depression. What are the most important differences?

The Dust Bowl and the Great Depression (Modified from History Channel)

The Dust Bowl was caused by several economic and agricultural factors, including federal land policies, changes in regional weather, farm economics and other cultural factors. Rising wheat prices in the 1910s and 1920s and increased demand for wheat from Europe during World War I encouraged farmers to plow up millions of acres of native grassland to plant wheat, corn and other row crops. But as the United States entered the Great Depression, wheat prices plummeted. Farmers tore up even more grassland in an attempt to harvest a bumper crop and break even.

Crops began to fail with the onset of drought in 1931, exposing the bare, over-plowed farmland. Without deep-rooted prairie grasses to hold the soil in place, it began to blow away. Eroding soil led to massive dust storms and economic devastation—especially in the Southern Plains.

The Dust Bowl, also known as “the Dirty Thirties,” started in 1930 and lasted for about a decade, but its long-term economic impacts on the region lingered much longer. Severe drought hit the Midwest and Southern Great Plains in 1930. Massive dust storms began in 1931. A series of drought years followed, further exacerbating the environmental disaster. By 1934, an estimated 35 million acres of formerly cultivated land had been rendered useless for farming, while another 125 million acres—an area roughly three-quarters the size of Texas—was rapidly losing its topsoil. Regular rainfall returned to the region by the end of 1939, bringing the Dust Bowl years to a close. The economic effects, however, persisted. Population declines in the worst-hit counties—where the agricultural value of the land failed to recover—continued well into the 1950s.

During the Dust Bowl period, severe dust storms, often called “black blizzards” swept the Great Plains. Some of these carried Great Plains topsoil as far east as Washington, D.C. and New York City, and coated ships in the Atlantic Ocean with dust. Billowing clouds of dust would darken the sky, sometimes for days at a time. In many places, the dust drifted like snow and residents had to clear it with shovels. Dust worked its way through the cracks of even well-sealed homes, leaving a coating on food, skin and furniture. Some people developed “dust pneumonia” and experienced chest pain and difficulty breathing. It’s unclear exactly how many people may have died from the condition. Estimates range from hundreds to several thousand people.

On May 11, 1934, a massive dust storm two miles high traveled 2,000 miles to the East Coast, blotting out monuments such as the Statue of Liberty and the U.S. Capitol. The worst dust storm occurred on April 14, 1935. News reports called the event Black Sunday. A wall of blowing sand and dust started in the Oklahoma Panhandle and spread east. As many

as three million tons of topsoil are estimated to have blown off the Great Plains during Black Sunday.

Roughly 2.5 million people left the Dust Bowl states—Texas, New Mexico, Colorado, Nebraska, Kansas and Oklahoma—during the 1930s. It was the largest migration in American history. Oklahoma alone lost 440,000 people to migration. Many of them, poverty-stricken, traveled west looking for work. From 1935 to 1940, roughly 250,000 Oklahoma migrants moved to California. A third settled in the state's agriculturally rich San Joaquin Valley. These Dust Bowl refugees were called "Okies." Okies faced discrimination, menial labor and pitiable wages upon reaching California. Many of them lived in shantytowns and tents along irrigation ditches. "Okie" soon became a term of disdain used to refer to any poor Dust Bowl migrant, regardless of their state of origin.

Directions: Review the following photos from the Great Depression.

Do you notice any similarities between these photos?

What do you think these people were feeling at this time?

Source A: Arthur Rothstein

A farmer holds out his hand to represent how high the wheat should be in a field. Grant County, North Dakota. July 1936.



Source B: Dorothea Lange

Woman standing outside wooden shack with two small children and baby. Tulare County, California. 1936.



Source C: Arthur Rothstein

Farmer and sons in dust storm, Oklahoma, 1936.



Source D: Jack Delano

Unemployed men outside of stores in town. Childersburg, Alabama. Undated.



Source E: Dorothea Lange

Migrant woman with five children. Auto in background. On road near Fresno, California. May 1937.



Source F: Dorothea Lange

Florence Thompson and her children in a pea pickers' camp. Nipomo, California. March 1936



Source G:

Carl Mydans

Migrant man and woman walking along road. Crittenden County, Arkansas. May 1936.



Exit Ticket: Imagine that you are one of the people in the photos. Write a 3-4 paragraph journal entry explaining what your life is like.

Source and person (ex. Mom from Source E): _____

You might want to create names for the people in these photos.

[illegible]

Great Depression Vocabulary Quiz

Bank	Credit	Depression	Economy
Profit	Relief	Stock	Investment

1. _____ is when people buy something and promise that they will pay for it later when they have money.
2. The use of money for the purpose of making more money is known as a(n) _____.
3. A _____ is a piece or share of a company.
4. The control of money that is earned and spent in a home, business, or government is known as the _____.
5. A _____ is a place for keeping, exchanging, or lending money.
6. Money that a business makes after it pays all of its bills have been paid is known as a _____.
7. _____ is food, clothing, and money given by the government to people in order to help them.
8. A _____ is when banks and businesses lost money and it causes many people to lose their jobs.

Cartoon Analysis

Name _____

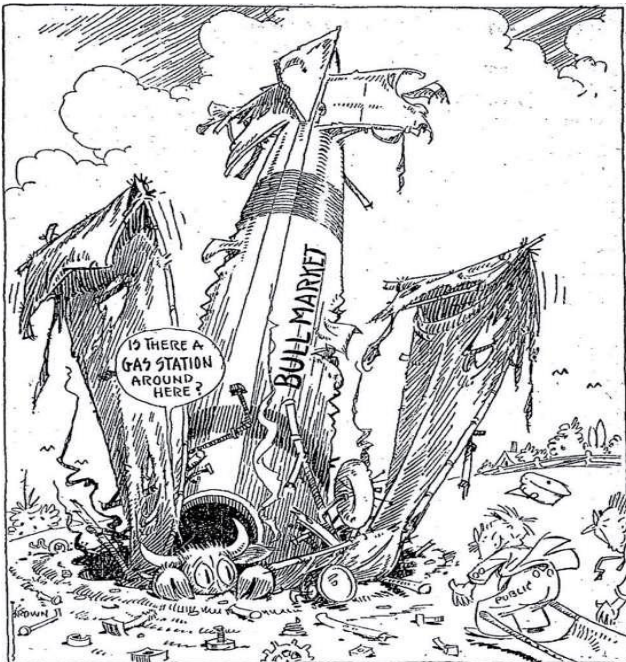
Class Period _____

Date _____

Ralph Lane, *Life*, December
1931

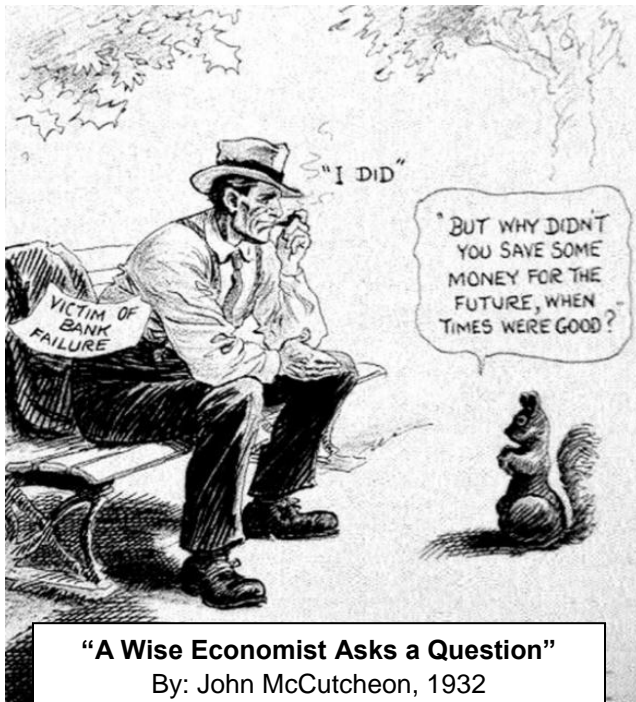


1. Describe the actions in the cartoon.
2. Why are the men in the cartoon so upset?
3. Explain the message of this cartoon.

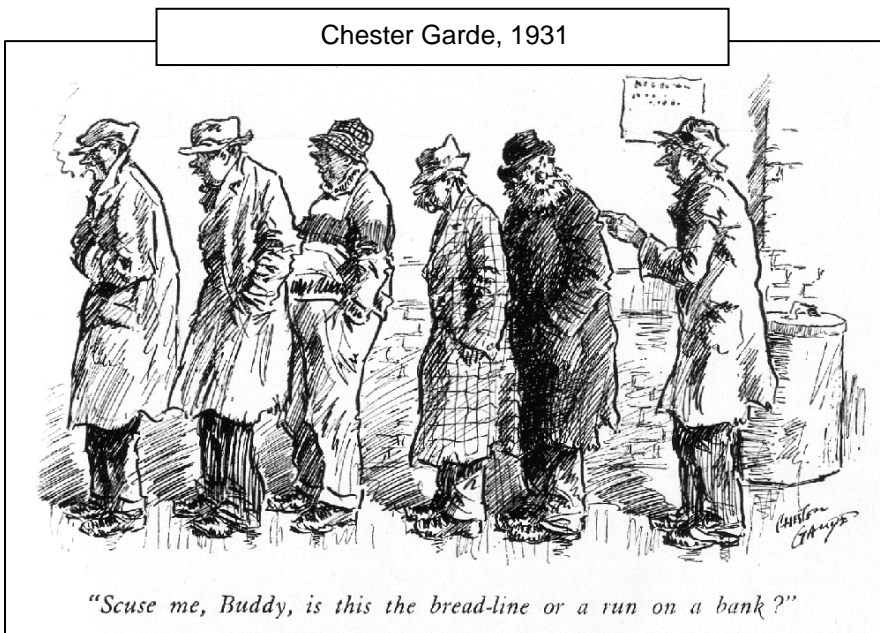


Atlanta Constitution, Oct. 31, 1929
Cartoonist: Brown

1. Describe what is happening in the cartoon.
2. What is a "Bull Market" and why is it being portrayed as a crashed plane? (vocab word in book)
3. What does the title of this cartoon mean?
4. What is the message of this cartoon?



1. Describe what is happening in the cartoon.
2. What is the main message of this cartoon?
3. Which words or phrases are most significant in the cartoon and why?
4. Given the title of the cartoon, who does the squirrel represent? Why might this have been considered comical at the time?



1. Describe what the men look like and who they might be?
2. Why is the question being asked by the last man ironic?
3. What is a 'run on a bank'? (Vocab word in your book 'bank run')

Describe what is happening in each of the following photographs from the Great Depression.

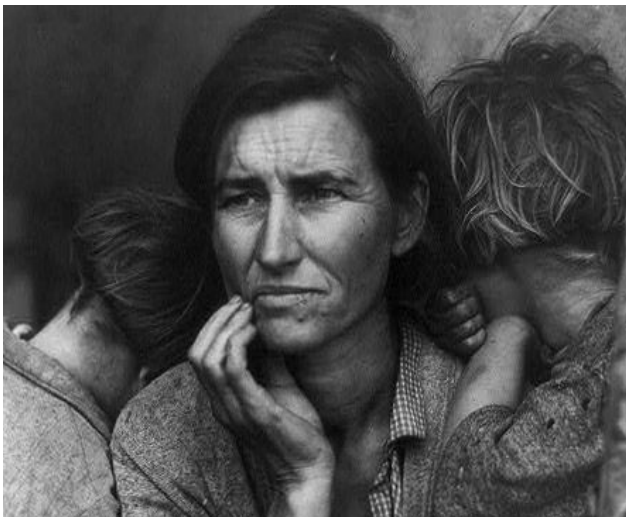












ESSAY: Pick one person from the photos. Write an essay from their perspective on a separate sheet.

- Explain how the Great Depression impacted your life.
- Use five vocabulary words and underline them.
- Use 4 paragraphs with 6 sentences each.