

WASAH Lesson Plan Project Proposal

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- 1. This upcoming school year I want to create a new lesson dealing with the Great Depression in my Economics class. I cover the Great Depression during my unit on Business Cycles and Fluctuations. A key objective of this lesson is to trace the history of business cycles in the United States. I want my students to understand the causes and impacts of the Great Depression better using images and primary resources from that era. An important question for students to consider is to how to assess the severity of the Great Depression and compare and contrast it with the current economic downturn.**
- 2. I will be using the knowledge and skills that I gained in the presentations “How to Use Images to Teach History” by Edward O’Donnell from Holy Cross College and “Feel the Fact: Great Depression Reportage and Pedagogies of Expanding Perspectives” by Don Dingedine from UW Oshkosh. Please offer suggestions of other teaching scholars or presenters for collaboration.**
- 3. I plan on presenting my lesson ideas to the high school economics teachers at Green Bay East School through a job-alike staff development. Another in-service idea is perhaps a presentation to fellow social studies teachers about the “Backward Design” model for developing more efficient classroom units based on Ken Ristow’s breakout session.**
- 4. This lesson will be part of my unit covering business cycles and fluctuations. During this unit, my students gain knowledge of the phases of the business cycle, the history of business cycles in the United States, causes of the business cycle and predicting business cycles. When I cover the history of business cycles, we discuss the causes and impacts of the Great Depression. I want to expand this lesson for my students so they will develop a perspective and also empathize with the people that lived through this**

era. To achieve this I will expose my students to images from the Great Depression using the S.I.G.H.T.™ method. According to O'Donnell, today's students are visual learners and the use of images is a fundamental tool for teaching history. I also want to expose my students to the primary source "Women on the Breadline" by Meridel Le Sueur. As Dingledine stated in his session, reportage like "Women on the Breadline" make readers "feel the fact", connect facts and details to larger social and historical trends and encourage action on the part of the readers. I hope by exposing my students to images and reportage they will see and hear points of view through critical eyes and ears and perhaps grasp the theme of the WASAH Summer Institute II – "Expansion of American Freedom." I also want to make a connection between the Great Depression and the current recession to make the situation more relevant for my students.

5. This lesson will be taught in the grade 11, government/economics course to the diverse population at Green Bay East High School. This lesson will encompass Wisconsin Social Studies Standards B.12.1, B.12.2, B.12.3, B.12.4, B.12.5, B.12.6, B.12.7, B.12.13 and B.12.17.

6. The following is a list of relevant resources.

- Clayton, G. E. (1999). Economics: Principles and practices. New York: Glencoe/McGraw-Hill.
- Hedges, E. (Ed.). (1990). Ripening: Selected work, Meridel LeSueur (2nd ed.). New York: Feminist Press.
- Kennedy, D. M. (1999). Freedom from fear: The American people in the Depression and War, 1929-1945. New York: Oxford.
- *The Library of Congress: American memory*: Retrieved from <http://memory.loc.gov/ammem/index.html>
- Mandell, N. & Malone, B. (2007). Thinking like a historian: Rethinking history instruction. Madison, WI: Wisconsin Historical Society.
- Wiggins, G. & McTighe, J. (2005). Understanding by design (2nd ed.). Alexandria, VA: Association for Supervision & Curriculum Development.