The Great Depression

WebQuest Description: This WebQuest will allow students to explore life during the Great Depression. In groups, students will answer questions about the Great Depression and the impact it had on the United States. Students will also discover how the United States recovered from the Great Depression. Students will use their investigations to make predictions about the United States future and whether it is headed toward a Great Depression again.

Grade Level: 6-8
Curriculum: Social Studies
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WebQuest URL: http://zunal.com/webquest.php?w=361391

As a future historian, you will be traveling back in time to 1929 to explore a timeline defining each significant event related to the Great Depression. The Great Depression was a dramatic historical event that affected nearly every American. During your travels back in time, you will examine what the Great Depression was, what caused it, how it affected the American people, and who helped the people recover from it. You will use all of the links provided to uncover the great mysteries of the past.

This webquest will be a 3 week process in which you will learn many events that occurred during the Great Depression. You will gain an understanding of the events that occurred between the years of 1929-1949. You will discover what caused the Great Depression and the process of reform that followed the Great Depression. Task 1: American History/Technology: In this task, you will be challenged to create a timeline showing the significant events that occurred during the time of the Great Depression. You will be investigating the years between 1929 and 1949, developing a timeline with events in chronological order, and describing in detail each event. You will need to access the internet to find and insert pictures in your timeline. Along with the pictures, you will need to include information from various web sites describing each event.

Task 2: Technology/ELA: Using the research from the timeline you have created, you will form an outline listing the chronological events of the Great Depression. You will be given a template to help you create this outline. Task 3: Technology/ELA: In this task, you will search the internet using the given links to obtain detailed information related to your outline. You will need to complete a minimum of five note cards containing detailed information about the events of the Great Depression. Remember that each notecard must contain source information (it is illegal to copy someone else's work without citing it).

Task 4: ELA: Create a 2 to 3 page rough draft detailing the information you found in the webquest about the Great Depression. Task 5: ELA: Work in groups of 4 to edit your rough drafts. Task 6: Technology/ELA: Type your final copy using Office 365 (Word). Share your final copy with your teacher by attaching it to an email. Task 7: Technology/ELA: Use the wordal website to create your own wordal to use as the cover sheet/title page of your paper. Task 8: Social Studies: Draw a picture depicting the one aspect/event of the Great Depression that you found most interesting. Task 9: Technology: Scan drawings and link all of your work to your student Social Studies notebook in OneNote (Office 365). Task 10: Technology: You will share your finished projects with the class.

For this process, you will explore the listed resources and complete the steps listed below. View the internet web sites listed to complete each task step by step. Task 1: You will begin your journey through the Great Depression by designing a timeline that begins with the year 1929 and ending with the year 1949. To begin your timeline, you will first need to gather information about significant events that took place each of the given years. As you are developing the timeline, take notes on the information you have learned so you will not need to go back and search the information again. Task 2: Using your timeline and any information obtained from the suggested websites, you will create an outline for your research project. Task 3: Using your outline and notecards, create a 2 or 3 page research paper. This will be your rough draft. Task 4: Once the research outline is completed, you will need to spend the next two or three days searching other suggested websites. This additional information pertaining to the Great Depression will be used to complete your notecards. When creating your notecards, remember to include with your notes, the source title, website, author, and date on each card. Task 4: Using your outline and notecards, create a 2 or 3 page research paper. This will be your rough draft. Task 5: Once your rough draft is completed, you will work with a group of 4 classmates to read and edit your rough drafts. Task 6: After your research paper is edited, you will use Office 365 (Word) to type your final copy. Once your final copy is typed, you will share your final copy with your teacher by attaching it to an
Task 7: Using the suggested Wordal website, you will develop your own Wordal to be used as your cover sheet for your research. Your Wordal will need to include your name and words associated with events that took place during the Great Depression.

Task 8: Create a picture depicting the event or an aspect of the Great Depression you found most interesting.

Task 9: When you have finished your pictures, you will scan your picture and insert the picture along with the rest of your research project into your Social Studies Class notebook using Office 365.

Task 10: The last task on this project will be to develop a SWAY using the information gathered about the Great Depression. The SWAY needs a minimum of five slides. Each slide needs to include pictures and captions. Share your project with your classmates.

Evaluation

The following rubric will be used to assess each component of this webquest. Scores and expectations may need to be modified to meet individual needs of students with IEPs.

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Beginning</th>
<th>Developing</th>
<th>Very Good</th>
<th>Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline of Events</td>
<td>Timeline is not developed. Student did not show an understanding of the events that occurred during and after the Great Depression. Score 25 pts.</td>
<td>Only a few events were listed. Pictures and importat information was missing. 50 pts.</td>
<td>The timeline had 1-2 missing events. Information about certain events was incorrect or pictures were missing. 75 pts.</td>
<td>All events that led up to the Great Depression and events that dealt with reform after the Depression were listed. Pictures and explanations of the events were included in the timeline. 100 pts.</td>
<td></td>
</tr>
<tr>
<td>Research Paper</td>
<td>Student did not complete a research paper. 50 pts.</td>
<td>Research paper was not complete (pages missing). The paper contained 10-15 grammatical errors. 100 pts.</td>
<td>Most components of the research paper were present. The paper had 5-10 grammatical errors. 150 pts.</td>
<td>A well written research paper has been developed which included a title page, outline, note cards, and works cited page. The paper is complete and contains 5 or fewer grammatical errors. 200 pts.</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>Student was unable to complete any of the technology tasks without help. 25 pts.</td>
<td>Student was unable to complete 2 or more tasks without assistance. 50 pts.</td>
<td>Student was successful in using each of the technology components and required only minimal assistance to complete the required tasks. 75 pts.</td>
<td>All technology components were present. Student was able to access links to web sites, use microsoft 365 to complete typing, email, and attach finished project to OneNote. 100 pts.</td>
<td></td>
</tr>
<tr>
<td>SWAY Project</td>
<td>Project was not completed. 25 pts.</td>
<td>Project was missing requires slides, pictures, and information. 50 pts.</td>
<td>Project contained 5 slides, but was missing pictures or important information. 75 pts.</td>
<td>The project contains 5 slides with pictures, captions, and information about the Great Depression. 100 pts.</td>
<td></td>
</tr>
</tbody>
</table>

Total Score

Conclusion

As you end your study on the Great Depression and the New Deal, imagine how you and your family would have survived this very trying time. Think about how you and your family would pay your bills, have a home to live in, and find food. Take a few minutes and reflect on how much you have learned during this time.

Teacher Page

This webquest is for 6th through 8th grade. The Great Depression is a component required to teach in the 6th grade standards. This webquest does not only address social studies standards, but also ELA and technology standards. This is a long project, but covers several areas. I am planning to take the social studies as well as ELA class time to address and teach the students on how to develop and research project so they can be able to develop a project on their own. As the teacher, I will collaborate with the special education teacher to shorten and modify assignments throughout the webquest. Scoring and expectations will also be modified to fit individual student needs who have IEPs.

Standards
ELA.6.21: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ELA.6.23: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ELA.6.24: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ELA.6.25: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command or keyboarding skills to type efficiently and accurately. ELA.6.26: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. ELA.6.27: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ELA.6.28: Draw evidence from literary or informational texts to support analysis, reflection, and research. ELA.6.37: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ELA.6.38: Use knowledge of language and its conventions when writing, speaking, reading, or listening. ELA.6.39: Determine of clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content. ELA.6.41: Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. S.S.6.2: Compare and contrast different forms of government worldwide and their influence on historic world events.

Credits
http://www.history.com/topics/new-deal
https://www.thoughtco.com/top-new-deal-programs-104687
https://www.britannica.com/topic/Works-ProgressAdministration
https://www.blacktuesday.org
http://www.timetoast.com/timelines/20-major-events-of-the-great-depression
http://thegreatdepression.freehostia.com/timeline.htm
http://www.thoughtco.com/students-guide-to-the-great-depression-1147892

Other