GRADE 10 HISTORY, ACADEMIC (CHC2D) AND APPLIED (CHC2P): INTRODUCTION TO THE GREAT DEPRESSION—CANADIAN AND WORLD STUDIES
One 70–75 minute periods

1. Corners/Interest Learning Centres** (Cooperative Learning)*
2. True or False?
3. Multiple Intelligences Learning Centres**
4. Exit Card (Setting Objectives and Providing Feedback)*

*Marzano's Categories of Instructional Strategies (See Resources, below)
**Differentiated Instruction Structure

DIFFERENTIATED INSTRUCTION DETAILS

Knowledge of Students
Differe**ntiation based on student:
• Readiness
• Interests
• Preferences:
• Styles
• Intelligences
• Other (e.g., environment, gender, culture)

Need to Know
• Students' Multiple Intelligences preferences in order to support students in their choice of Multiple Intelligences Learning Centre

How to Find Out
• Multiple Intelligences inventories, opportunities to think about and discuss Multiple Intelligences preferences; students create their Multiple Intelligences profile based on inventories and experiences

Differentiated Instruction Response
• Learning materials (content)
• Ways of learning (process)
• Ways of demonstrating learning (product)
• Learning environment

CURRICULUM CONNECTIONS

Overall Expectation: Social, Economic and Political Structures, Academic (CHC2D)
• Analyze how changing economic and social conditions have affected Canadians since 1914

Overall Expectation: Social, Economic and Political Structures, Applied (CHC2P)
• Explain changing economic conditions and patterns and how they have affected Canadians

Specific Expectation: Academic (CHC2D)
• Compare economic conditions of the 1920s and 1930s, and describe the impact of those conditions on Canadians, individually and collectively

Specific Expectation: Applied (CHC2P)
• Compare economic conditions at selected times in Canada's history and describe their impact on the daily lives of Canadians

Learning Goal:
• Describe, generally, the economic and social conditions during the Great Depression

ASSESSMENT AND EVALUATION

Assessment/Success Criteria
Knowledge and Understanding
• Demonstrates knowledge of key economic and social conditions during the Great Depression

Communication
• Expresses and organizes ideas clearly

Assessment Tools:
• Anecdotal Comments

PRIOR LEARNING

Prior to this lesson, students will have:
• An awareness of the Business Cycle (i.e., Recession, Depression, Recovery, Prosperity)
• Some knowledge of the economic conditions of the 1920s, social movements of the 1920s and regional disparities
• Experience communicating knowledge and understanding in the formats offered as choices for the Multiple Intelligences Learning Centres (i.e., Concept Maps or Mind Maps, Poetry, Song, Oral Presentation, Tableaux/Freeze with Narration)

MATERIALS AND RESOURCES

Materials:
Select four to eight articles, or excerpts from articles, from magazines and newspapers that deal with the current economic situation
Prepare and post a Business Cycle Anchor Chart showing the Recession — Depression — Recovery — Prosperity stages of the cycle
Set up Learning Centres as outlined in the Action section of the Differentiated Instruction Lesson

Appendix A: True or False?—one per student
Appendix B1: Centre 1: Visual-Spatial—Collection of Great Depression Photographs
Appendix B3: Centre 3: Musical-Kinesthetic—Music from the Great Depression
Appendix B4: Centre 4: Logical-Mathematical—Statistics and Graphs from the Great Depression
Appendix C: Sample Fact Sheet—The Great Depression
Appendix D: Great Depression Exit Card

Internet Resources:
City of Toronto Archives: www.toronto.ca/archives/index.htm
Archives of Canada: www.collectionscanada.gc.ca/index-e.html
Glennbow Museum Archives: www.glenbow.org/collectionsearch/
Canadian Heritage Gallery: www.canadianheritage.ca/index2.htm
Statistics Canada: www.statcan.gc.ca/start-debut-eng.html

Resources:
Introduction to the Great Depression—Canadian and World Studies

Teaching/Learning Sequence: Grade 10 History, Academic (CHC2O) and Applied (CHC2P)—Introduction to the Great Depression—Canadian and World Studies

**MINDS ON**

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

**Groups ➔ Corners/Learning Centres**

List or draw the Business Cycle (i.e., Recession ➔ Depression ➔ Recovery ➔ Prosperity) on chart paper and post as an Anchor Chart for reference throughout the lesson.

Post, in the classroom, four to eight articles, or excerpts from articles, about current economic conditions at various locations—one article at each location. Read the title/headlines of each article. Have students select an article based on interest and go to that location.

Students, in corner groups:
- Prepare each other, if called upon, to share with the class
- Brainstorm local implications of the economic conditions described in the article—employment, industry, social
- Review the four stages of the Business Cycle
- Discuss which stage of the Business Cycle is reflected by the conditions described in the article
- Summarize their articles and group discussion
- Prepare each other, if called upon, to share with the class

Facilitate a brief class discussion, providing feedback on the stages of the Business Cycle as they relate to the articles read.

**Pairs ➔ True or False?**

- Segue to the Great Depression as an example of the Depression stage of the Business Cycle
- Students read the statements on True or False? (Appendix A); with a partner, decide whether they think each statement is true or false, and then set aside True or False? until later in the lesson

**CONNECTIONS**

- L: Listening
- ML: Mathematical Literacy
- AFL: Assessment For Learning
- AoL: Assessment Of Learning
- Tr: Transition
- AfL: Anecdotal

**ACTION**

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided ➔ independent)

**Groups ➔ Multiple Intelligences Learning Centres**

Post and discuss the Learning Goal with students. Indicate that they will select a Learning Centre, based on their preferred Multiple Intelligences, that introduces them to the social and economic conditions during the Great Depression. Groups at each centre will share their learning with the class, using their Multiple Intelligences strengths, so that everyone's learning is extended. At this point, students will have another opportunity to decide on the statements in True or False? (Appendix A).

With student input, determine the criteria for successful presentations of learning at the Multiple Intelligences Learning Centres. List on chart paper and post for student reference.

Explain the focus of each Learning Centre and display the learning materials at each.

Set up the centres as follows:

1. **Centre 1: Visual-Spatial—Collection of Great Depression Photographs**
   - See Appendix B1 for sample photographs to use. More images can be obtained from various textbooks and the websites of the Canadian Heritage Galleries, Ontario Archives, Glenbow Archives, and the National Archives; see Internet Resources section on the reverse of this folder.

2. **Centre 2: Verbal-Linguistic—Collection of Great Depression Letters**
   - See Appendix B2 for a sample letter to use. Additional letters can be found in various textbooks and websites. Letters can also be found in The Wretched of Canada: Letters to R. B. Bennett, 1930–1935, compiled by L. M. Grayson; see Resources section on the reverse of this folder.

3. **Centre 3: Musical-Rhythmic—Music from the Great Depression**
   - See Appendix B3 for the lyrics for a song of the Great Depression. Various sites can be found that have lyrics and audio of other songs of the Great Depression for students' listening.

4. **Centre 4: Logical-Mathematical—Statistics and Graphs from the Great Depression**
   - See Appendix B4 for sample statistics from the Great Depression. More statistics can be found at the Statistics Canada website at www.statcan.gc.ca/start-debut-eng.html.

**Note:** Additional materials may be provided at each Learning Centre to broaden the experience. Provide a fact sheet at each centre; see Sample Fact Sheet—The Great Depression (Appendix C) to provide students with additional information. Fact sheets may be summaries of relevant sections in classroom history texts.

Students:
- Select the Learning Centre at which they feel they can learn best based on their Multiple Intelligences preferences
- Examine the sources in the centre
- Summarize their observations/discussion at the centre by noting key points on chart paper
- Share their learning with the class through one of the following, e.g.:
  a. A Concept Map or Mind Map
  b. A poem or song
  c. An oral presentation with points outlined on chart paper
  d. Tableau/freeze with narration, or
  e. The group's choice of any product or presentation that reflects their Multiple Intelligences preferences.

(Ensure that students have had prior experiences with the presentation formats offered.)

After students share their learning, pairs revisit their decisions for the statements on True or False? (Appendix A) and revise as needed. Facilitate a brief discussion as appropriate.

**CONSOLIDATION AND CONNECTION**

- Helping students demonstrate what they have learned
- Providing opportunities for consolidation and reflection

**Individuals ➔ Exit Card**

Students complete a Great Depression Exit Card (Appendix D).

Use this information to plan the next lesson to target student needs, interests and learning preferences. Maintain student anonymity, share key ideas from the Exit Card comments with the class the next day.

Provide feedback and clarify misunderstandings as required.

AFL: Exit Card/Anecdotal Comments