

The Great Depression CARC Social Studies

Enduring Understanding:

Students take on the role of a junior writer to contribute to an article about the impact of the Great Depression on ways of life in Canada. As part of their assignment, students select images and create captions that describe how the Great Depression affected ways of life.

This performance task addresses the following learner outcomes from the Alberta Social Studies Program of Studies.

General Outcome 5.3 Students will demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.		
Specific Outcomes		
Number	Heading and Outcome (and bullet where applicable)	Criteria
5.3.4 5.3.4.2	assess, critically, how economic booms and crashes affected ways of life in Canada by exploring and reflecting upon the following questions and issues: in what ways did the Great Depression of the 1930s affect ways of life in urban and rural communities?	explain impact of economy on ways of life
5.S.2 5.S.2.3	develop skills of historical thinking: explain the historical contexts of key events of a given time period	
5.S.2 5.S.2.1	develop skills of historical thinking: <ul style="list-style-type: none"> • use photographs and interviews to make meaning of historical information 	selects photographs to make meaning
5.S.7 5.S.7.4	apply the research process <ul style="list-style-type: none"> • cite references as part of research 	
5.S.8 5.S.8.1	demonstrate skills of oral, written and visual literacy: select appropriate forms of delivery for written and oral information, taking particular audiences and purposes into consideration	communicate information

This task was developed through a partnership between the Central Alberta Regional Consortium (CARC) and the Alberta Assessment Consortium (AAC) as a result of a grant from Alberta Education to support implementation.

Teachers have the ability to modify these materials in response to the specific learning needs of their students. Please visit www.aac.ab.ca for the most recent AAC version of these materials.

Grade 5 Social Studies
Performance Assessment: Student Task

The Great Depression: Changing Ways of Life

You are a junior writer for a well-known financial magazine. Your editor has decided that the feature article in the upcoming issue will be about the economic meltdown of 2008. You have been assigned to assist the lead writer by providing the historical context about the last time an economic crisis of this magnitude occurred, namely the Great Depression of the 1930s.

As you write your part of the article, you will complete the following tasks.

Explain impact of economy on ways of life

- Provide background information about the Great Depression in Canada.
- Explain how the Great Depression affected ways of life in both urban and rural communities in Canada.

Select photographs to make meaning

- Select photographs that illustrate how the Great Depression affected life in urban and rural communities in Canada.
- Ensure you note the source of each photograph you use.
- Write captions to appropriately describe what the photograph is depicting.

Submit your part of the article and related photographs to the editor. Remember that the purpose of the article is to encourage the audience to pause and reflect. Consider how photographs and the effective use of language will work together to achieve this purpose.

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The Great Depression Rubric

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited	Insufficient/ Blank*
Explains impact of economy on ways of life (5.3.4.2, 5.S.2.3)	Provides comprehensive information about the Great Depression. Makes insightful connections between the economy and how ways of life were affected.	Provides thorough information about the Great Depression. Makes meaningful connections between the economy and how ways of life were affected.	Provides cursory information about the Great Depression. Makes simplistic connections between the economy and how ways of life were affected.	Provides incomplete information about the Great Depression. Makes irrelevant connections between the economy and how ways of life were affected.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Selects photographs to make meaning (5.S.2.1, 5.S.7.4)	Selects photographs that provide significant support for the article and creates perceptive captions to clarify what the pictures are illustrating.	Selects photographs that provide relevant support for the article and creates focused captions to clarify what the pictures are illustrating.	Selects photographs that provide predictable support for the article and creates basic captions to clarify what the pictures are illustrating.	Selects photographs that are unrelated to the article and creates trivial captions that do little to clarify what the pictures are illustrating.	
Communicates information (5.S.8.1)	Communicates information in a skillful manner to engage the audience.	Communicates information in an effective manner to interest the audience.	Communicates information in a straight-forward manner that generally holds the attention of the audience.	Communicates information in an ineffective manner that does little to sustain attention of the audience.	

* When work is judged limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

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TEACHER NOTES**FOR BEST RESULTS**

This section provides suggestions for **additional instruction** and **assessment for learning support**. A variety of student self-reflection and peer coaching tools have been provided in this package. These tools are **not** intended to be used for grading purposes, but rather to scaffold students along the way to successful completion of the performance task. As not all students will require the same type and/or amount of scaffolding, teachers make instructional and coaching decisions based on student needs.

After initial suggestions on preparing for the task, the information in this section is organized around the criteria for evaluation as found on the rubric. Thus, teachers can target the areas where they feel students require additional support and guidance.

To help prepare students for the task...

- Assist students in accessing possible sources of background information, such as authorized resources and websites.*
www.canadiana.org
www.glenbow.org
 Enter "Great Depression Canada" into a Google images search to find other sources.
Website references are provided for convenience only; AAC does not guarantee the content or accuracy of the sites. **Please preview sites for availability and content before directing your students to use them.*

Assessment for Learning Support

- ✓ Share the assessment task and criteria with students at the beginning of the unit to help focus their learning during the unit of study.
- ✓ Introduce the rubric to the students and discuss the various levels of quality described. Help the students understand the language of the rubric or adapt the language as necessary for your students. Refer to the AAC Rubric Wordwall or use the assessment for learning tools provided in this document.
- ✓ Exemplars are a powerful way to help students understand the expected standard of performance by viewing work at a variety of levels of proficiency. However, exemplars are currently not available for this task. [Contact AAC](#) for information on how to submit exemplars for publication.

To help students explain impact of economy on ways of life (criterion #1)...

- Model for the students how to use transition words and phrases with the background information to explain impact rather than simply providing information. Some possible sentence prompts include the following.
 - o _____ because _____
 - o _____ so _____
 - o _____ which caused _____

Assessment for Learning Support**Self-Reflection Tool (p. 5 of this document)**

- ✓ This tool provides questions for students to use in self-reflection settings. Following the reflection, the student makes decisions as to what action he/she will take.
- ✓ If your students are new to self-reflection, model how to use the tool to identify areas of strength and areas requiring attention.

FOR BEST RESULTS (continued)

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To help students **select photographs to make meaning (criterion #2)**...

- Brainstorm a list of factors to consider when selecting effective photographs to clarify information. Possible factors include the following.
 - relates to the Great Depression
 - connects to the background information
 - illustrates both rural and urban situations
 - shows how ways of life were affected
- Provide students with photographs from newspapers or magazines. Ask students to examine the captions to determine key elements of caption writing, such as including several of the 5Ws in the same sentence. It is important that students understand that captions
 - clarify what the picture is illustrating, and
 - help the reader understand the significance of the photograph.
- Model for students how to appropriately cite sources. Emphasize the importance of providing enough information so that someone else could efficiently find the image. This skill is not included specifically in the rubric because it is a skill that students can do or cannot do yet; should a student not include sources, provide an opportunity for them to complete their work.

Assessment for Learning Support

Peer Coaching Tool #1 (p. 6 of this document)

- ✓ This tool is designed to provide specific and descriptive feedback to students based on work in progress. Students should be given time and encouraged to make the recommended adjustments on their captions before submitting them for marking.

To help students **communicate information (criterion #3)**...

- Brainstorm a list of characteristics that need to be present in an effective article. Some suggestions may include
 - logically organized;
 - tone and language respectful and appropriate for the audience; and
 - uses specific words and phrases that make the writing interesting for the reader.
- If during the brainstorming, student responses focus too much on writing conventions such as spelling and punctuation, guide them towards characteristics such as those provided in the list above.

Assessment for Learning Support

Peer Coaching Tool #2 (p. 7 of this document)

- ✓ Transfer the brainstormed list of characteristics of quality writing to the left hand column of the feedback tool.
- ✓ This tool is designed to provide specific and descriptive feedback to students based on work in progress.
- ✓ Students should be given time and encouraged to make the recommended adjustments on their article before submitting it for marking.

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**Grade 5 Social Studies
Student Self-reflection Tool: Explain Impact**

The Great Depression: Changing Ways of Life

Student _____

How well did I **explain impact of the economy on ways of life?**

Does my background information create a complete description? Have I explained . . .	Yes	Not Yet	Specific Action I Will Take
• what happened before the event?			
• what caused the event?			
• the political situation of the time?			
• the economic situation of the time?			

Did I use the background information to explain how the Great Depression affected ways of life?	Yes	Not Yet	Specific Action I Will Take
• Did I make connections between the economic situation and how ways of life changed during the Great Depression?			
• Do my connections make sense?			
• Do my connections represent important ideas?			
• Do my connections include both rural and urban communities?			

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Grade 5 Social Studies
Peer Coaching Tool #1: Select Photographs
The Great Depression: Changing Ways of Life

Student _____

Coach _____

How well did I **select photographs to make meaning?**

Do the photographs I have selected . . .	Feedback from the Coach
<ul style="list-style-type: none"> • connect to the background information I provided about the Great Depression? 	<ul style="list-style-type: none"> • I noticed... or • I have some suggestions for you.
<ul style="list-style-type: none"> • illustrate both rural and urban situations during the Great Depression? 	
<ul style="list-style-type: none"> • show how ways of life were affected? 	
Do my captions . . .	
<ul style="list-style-type: none"> • clarify what the pictures are illustrating about how ways of life were affected? 	
<ul style="list-style-type: none"> • help the reader understand the significance of the photograph? 	
Do the references . . .	
<ul style="list-style-type: none"> • help the reader know how to easily locate the photograph? 	

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Grade 5 Social Studies
Peer Coaching Tool #2: Communicate Information
The Great Depression: Changing Ways of Life

Student _____

Coach _____

How well did I **communicate information**?

In my article ...	Yes, because...	Not yet, but here's how you can make it better.
<ul style="list-style-type: none"> Is my information logically organized? 		
<ul style="list-style-type: none"> Is the tone and language respectful and appropriate for the audience? 		
<ul style="list-style-type: none"> Do I use specific words and phrases that make my writing interesting for the reader? 		
<ul style="list-style-type: none"> 		

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