**Maplelawn:**

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**Grade Level: 4th grade**

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| **Abstract**Students will be learning about the Great Depression and board games created and played during the Great Depression. During the first lesson, students will begin by learning what the Great Depression was, what caused it, and how people (especially those living on a farm at the time) coped with the challenges. In the second lesson students will discuss what types of games might have been played indoors during the Great Depression. Students will make predictions as to what topics board games would have been centered around during that time and why. The third lesson will have students playing board games that were created and played during the time period. After they play the games students will share what their games were about and how they played them. The teacher will then direct students to make conclusions as to what common themes were seen in these board games and why. These conclusions will be compared to their earlier predictions. The fourth lesson will allow students to explore what makes a good game. The last lesson will be the assessment in which students will create their own, Great Depression related, mini board games. | By the end of the unit students should have learned about the Great Depression, what the Great Depression would have been like on a farm, what types of board games were created and played during this time and why and how to create their own board game that would fit the themes earlier discussed.**Focus Questions:**1. What are some of the games that were played during the Great Depression?
2. What makes a good game?
3. Why were games played during the depression?
4. What were some of the common themes in the games during the depression?
5. How does creating a Great Depression activity help us change our economy today?
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| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| Students will:* Understand what the Great Depression was, what caused it, and how people coped with the challenges. (SS.4.1.12)
* Be able to recognize the common themes of board games created during the Great Depression. (SS.4.4.2, SS.4.1.12)
* Be able to explain why certain themes were seen often in board games created during the Great Depression. (SS.4.4.2, SS.4.1.12)
* Create a Great Depression themed board game applying what they have learned about the commonly seen themes during that time period. (SS.4.4.2, SS.4.1.12)
 | Students will:* Have a discussion that is observed by the teacher to check for understanding, about what themes were found in board games created and played during the Great Depression, and why those themes would have importance during that time.
* Create a mini board game, using what they know about what makes a good game that follows a theme that would have been seen in the Great Depression.
 | * Great Depression
* Board-games
* Themes
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| **Instructional Resources:**Indiana Memory:* (Monopoly Game) <https://digital.library.in.gov/Record/IMCPL_tcm-1443>
* (Speedway Motor Race Game) <https://digital.library.in.gov/Record/IMCPL_tcm-2052>
* (Homemade Monopoly Board) <https://digital.library.in.gov/Record/IMCPL_tcm-2101>

Just Curious: Great Depression." *Suffolk Web*. N.p., 2010. Web. 26 Feb 2012. <http://www.suffolk.lib.ny.us/youth/jcssgreatdepression.html>. "Muckle, Martin. "What Makes a Good Board Game?." . N.p., n.d. Web. 26 Feb 2012. <http://www.b4tv.co.uk/serve.php?t=whatmakesgoodboardgame>.Reinhardt, C., and B. Ganzel. "Farming In The 1930s." *having fun-jazz*. Ganzel Group, 2003. Web. 26 Feb 2012. <http://www.livinghistoryfarm.org/farminginthe30s/life_20.html>**Catalog of Lessons:** **Lesson 1: Background knowledge about the Great Depression**Teacher will introduce the topic, explain the causes of why it happened, and how people coped through the Great Depression. Teacher will direct students into topic about the farming life during the Great Depression. **Lesson 2: Discuss different types of games that were played during the Great Depression that were played inside the home on the farm.** Examples: Jacks, Marbles, Cards, Drop the Hanky, and Board Games.Then teachers will let the students know that the focus is on board games that were created and played during the Great Depression. This activity will help the students understand the concept of games and how they work in their daily lives. Students will predict what types of games would have been created and played during the Great Depression. Examples of what students could predict include: financial, war, and life. Teacher will write down predictions. Students would then be spilt into groups and each group will play a different board game created and played such as Wahoo, Finance, Monopoly, Anagrams, Sorry, Easy Money, Stock Ticker, Scrabble, and Conflict. Teacher records the groups’ results next to their predictions.  | **Lesson 3: Results after playing Board Games**After the students play the games, each group will share the details of their game. Students will look at their predictions then decide if they were correct and why. Students will come to a conclusion as to why these types of games might have been created during this time period. **Lesson 4: Defining Good Rules** Students will examine board game rules and how these games were put together. Students will reflect back to the time period and see why some of these rules are important to these games. The teacher would ask the students to think up maybe some ideas of what would make a good rule for new board games today? **Lesson 5: Great Depression Board Game assessment**Students will use an array of materials that would have been available during the Great Depression, in order to create a mini-game. The game must reflect the time period of the 1920s to 1940s. Game must have three to five rules. These games must include at least three players in order to play. Students will need to restrict their game to a ten-minute playing time. **Assessment Abstract:**Students will be asked to create a board game that would have been played during the Great Depression. Students will have to create this board game with limited rules and will be assessed on how well their game was created, and if they followed the correct criteria. Students will then be able to move around the room in order to play the games created.**Assessment Prompt:**Students will be given a prompt in order to explain the directions thoroughly. The prompt will also have a few key points about what they learned earlier in the lesson including facts about the Great Depression, what makes a good game, and a few examples so they understand what is being asked of them. |

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| **Directions:** Students will pair up into groups of 3 or 4. In each group will be asked to create a board game for the Great Depression Era of the 1920s to 1940s. The group must include three to five rules for the board game. The board game must be a game for three or more players and will have a time limit of ten minutes. Each group will be assessed with the rubric below. These are some questions that will be discussed first before students begin to create their board game. 1. What are some of the games that were played during the Great Depression?
2. What makes a good game?
3. Why were games played during the depression?
4. What were some of the common themes in the games during the depression?
 | **Procedures:** Teacher will begin by having students first explore actual Great Depression Era board games from the 1920s to the 1940s. Students will then be involved in a classroom discussion where they will talk about different themes they noticed from these board games such as (financial, war, and economy issues). The teacher will divide the classroom up into groups of three or four students. Students will then be asked to create a board game that could have been used during the Great Depression. Each group will need an array of material that will be provided by the students first and if they need more help the teacher will provide some of the material such as toilet paper rolls, string, markers, cardboard for the game, paper, glue, and index cards. Each group will need to make up a list of rules needed to run their game. Students will need to at least present their game to the entire class and explain why they choose the certain theme from the Great Depression for the board game. Once each group has presented their game, each group will test other group’s games and see if they really do connect with the Great Depression. After each group presents their game, students will have the choice to share their projects to the community in order to show their achievements. Students will present these games either at their school or at Maplelawn to their parents, teachers, and other community leaders.  |

**Scoring Rubric for Assessment:**

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| Benchmark  | Score |
| Students will be able to recognize the common themes of board games created during the Great Depression. (SS.4.4.2, SS.4.1.12) | 1 | 2 | 3 | 4 |
| Students understand the Great Depression but don’t recognize themes of board games. | Students understand the Great Depression and understand the themes that went along with the board games but are not willing to take part in the classroom discussion.  | Students understand the Great Depression and understand the themes that went along with the board games but are not able to see different points of view from fellow students in the classroom discussion.  | Students understand how to interpret the themes in board games that were created during the Great Depression. Students see different points of view in a classroom discussion that explains the themes involved with the Great Depression such as (economy and financial). Students will present their games they created at Maplelawn or even at a school function to show off their achievements.  |
| Students will create a Great Depression themed board game applying what they have learned about the commonly seen themes during that time period. (SS.4.4.2, SS.4.1.12) | Students only present their board game to the teacher using one of the themes they learned from the Great Depression.  | Students present their board game to the classroom using only one of the themes they learned from the Great Depression.  | Students present their board game to the school using only one of the themes they learned from the Great Depression.  | Students present their board game to the community at either Maplelawn or at a school function to present to parents, faculty, or other prominent leaders in the community. By presenting these board games students will be using only one of the themes they learned from the Great Depression. Students can take a step further and apply this theme to a modern day issue.  |