



Digital Booktalks

Mary Craig, WVPT

Overview

Topic: Historical fiction, booktalks, The Great Depression. This lesson uses a digital booktalk to help students understand the severe impact that the Great Depression had on American life. It is a collaborative lesson to be taught between the classroom teacher and library media specialist to support classroom instruction. Students will be introduced to two historical fictions novels through a digital scrapbook page that incorporates primary source photos, video and audio. Using graphic inquiry of primary source photos, the students will search for and select an image that they will upload to VoiceThread, a web-based interactive way to share and comment on images.

Time Allotment

Two 60-minute blocks

Learning Objectives

On completion of this lesson students will be able to:

- Infer how this era had a severe and widespread impact on American life through viewing a video and images of the Great Depression.
- Interpret and explain how a selected digital image illustrates how people were effected by the Great Depression in rural and urban areas using graphic inquiry.
- Explain the difference between historical and realistic fiction.

(This lesson addresses Va. SOL Social Studies USII.6d; English 6.4)

Media Components

- *History in Focus: 1930-1939*. United Learning. 1996. Retrieved 3 May 2009 from Discovery Education Streaming

<http://www.wvpt.unitedstreaming.com/>

Segment 4: Life in the 30's (5:26)

- Websites
 - o Nancy Keane's Booktalks Quick and Simple <http://nancykeane.com/booktalks/> or other booktalk websites.
 - o VoiceThread <https://voicethread.com/#home> — This is an interactive web-based presentation program.
- Websites to locate images
 - o Franklin D. Roosevelt Presidential Library and Museum — Photos of the Great Depression and New Deal <http://docs.fdrlibrary.marist.edu/Gdphotos.html>
 - o America from the Great Depression to World War II <http://memory.loc.gov/ammem/fsowhome.html> — photographs from the Farm Security Administration-Office of War Information Collection
- Books:
 - o *Out of the Dust*, by Karen Hesse. New York : Scholastic Signature, 1997.
 - o *Bud, Not Buddy*, by Christopher Paul Curtis. New York : Delacorte Press. 1999.
- Teacher computer with Internet access
- Student computers with internet access – one per one or two student
- Multimedia projector
- Speakers
- Interactive whiteboard



Digital Book Talks

- SMART Notebook Software
- Student headphones with microphone
- Digital Storytelling Notebook file – may be downloaded from www.wvpt4learning.org/lessons/pdf10/digital.notebook

Materials and Student Handouts

- Venn Diagram Urban vs. Rural – one per student
- Student permission form for VoiceThread project – one per student
- Student Exit Cards – one per student

Teacher Preparations

- Meet and collaborate with classroom teachers to plan sequence of lessons and pairing of students. Discuss flow of teaching (who will be responsible for what).
- If required by district, send home and collect VoiceThread permission forms.
- Reserve lab or check out mobile lab.
- Copy handouts.
- Download Digital Scrapbook Notebook file or create your own scrapbook page using depression era digital pictures and music.
- Download and preview video.
- Visit Nancy Keane's Booktalks Quick and Simple website or other book talking website and select one booktalk for Out of the Dust and one booktalk for Bud, Not Buddy.
- Bookmark or add image sites to a PortaPortal or wiki.
- Register for a free educator account on VoiceThread.

Introductory Activity

Focus: As students enter the room, have the digital scrapbook page displayed with the music file playing. Say: What do you know about the current economic situation in the United States? (Discuss student answers.) Say: Do you relate to any of the children in these photos? (Allow student responses.) Take a few minutes to look at these and think about how the photos make you feel?

Activity: Give students time to reflect on photos. Ask: What do you think the underlying theme in these pictures is? (The Great Depression) Have student analyze the photos and explain what they think is happening. (Allow for student discussion.) What time period in our nation's history are these photos and music from (The Great Depression in the 1930s).

Follow-up: Say: What are your thoughts about this display? How did the photos make you feel? (Accept student responses) What do you think the people in the photos are thinking and feeling? To check student comprehension take several student volunteers to share their ideas with the class. (rural, Dust Bowl, soup kitchen, sad, lonely, frustrated, farms, city life). Say: As you can see by the photos these are images of children during The Great Depression. The images show how widespread the Great Depression was. Explain to the students that the images are primary sources. This means that the photos are original and were taken during the actual event. Say: Today I will be doing two booktalks. Both novels are set during this time period in different areas of our country.

Videostreaming

In order to use videostreaming interactively with students, teachers should use pre-segmented clips provided by the videostreaming company. If you wish to conduct a discussion before the clip is over and then resume after the discussion, use PAUSE, as this will cause the media player to remain at the current location in the stream. If the remainder of the video clip will not be used and the teacher wants to return to the beginning of the video clip, then use STOP so that the media player will revert to the beginning of the stream.

Learning Activities

1. Focus: Say: We are now going to watch a video clip about the Great Depression. Listen to what the narrator says about how the Great Depression had a severe and widespread impact on American life and how people were affected. Listen and watch for clues to how people were affected in the urban areas of our country.

Play: *Life in the 30's* video clip. Start video at the beginning of the clip 0:00.

Pause: for prediction at 1:39 when you see Roosevelt and hear him say, “in the working out”

Follow-up: Say: You have just seen what was happening in the cities and urban areas during the Depression. How were people in urban areas affected? (People were selling things in the street, many were angry and there were riots, people were homeless and many did not have jobs.)

2. Focus: Ask: How do you think it will be different in the rural areas? (Accept student responses.) Listen and watch for clues to how people were affected in the rural areas of our country.

Play: video from time cue 4:00 when you see family in truck and hear the narrator say, “many were less fortunate.”

Stop: at the end of the clip.

Follow-up: Ask: How were people in rural areas affected? (lost their land, had to move to look for work, Dust Bowl, floods, migration to California, no jobs) How was this different from the urban areas? (Allow student discussion.) Think about what you have been learning in your classroom about this era along with what you have learned from the images and videos that we have been looking at. What are some specific examples of events, feelings, or hardships that you think people could have been experiencing during the Great Depression? (People were without jobs, they were sad, they did not have homes, the economy was suffering, the stock market crashed, people were hungry, there were riots, there were hunger marches, there was a great dust storm, children were abandoned, parents had difficulty taking care of their families, many people lost jobs and homes, many people lived on the streets.)

3. Focus: Hand out copies of the Venn diagram. Say: Now we will complete your Venn diagram we will compare life in rural and urban areas during the Great Depression.

Activity: Say: What are some of the things that you observed about life in America during the Great Depression? (Possible answers: People were without jobs, they were sad, they did not have homes, the economy was suffering, the stock market crashed, people were hungry, there were riots, there were hunger marches, there was a great dust storm, children were abandoned, parents had difficulty tak-

ing care of their families, many people lost jobs and homes, many people lived on the streets, farmers lost their land.)

Model completion of the Venn diagram on the interactive whiteboard while students complete the Venn diagram at their seats.

Follow-up: Have students share what they put in the Venn Diagram. Say: What did you put in the center? These are things that were happening in all areas of the country. (job loss, home loss, severe poverty, and great sadness) Do you think it was harder to live in the rural or urban areas? (Allows student discussion.)

4. Focus: Say: I am now going to share two non-fiction novels with you that take place during the Great Depression. Both of these books are historical fiction. Can you explain how a historical fiction novel is different from a realistic fiction novel? (Historical fiction is based on an actual event that happened in history. Realistic fiction is often real life drama that could happen, but not tied to a historical event.) As you listened to the booktalks, think about the images that we looked at earlier and see if it reminds you of any of those.

Activity: Students should listen while you give the two prepared booktalks that you obtained from the website.

Follow-up: Direct students to look again at the digital scrapbook page. Say: If you look at these photos you can get an idea of what life must have been like for the characters in these books. Do any of these pictures look like something one of the characters from the books might have experienced? Have students come up and select an image and make comparisons to what the characters in the books may have experienced.

Culminating Activities

1. Focus: Say: Now you will work together (collaborate) to create a class VoiceThread presentation. You will select a digital image from one of the Roosevelt Library or Library of Congress websites and then analyze and then interpret what is happening in the image. This could include events or emotions of people. For example, what do you think the person

in the image is feeling or thinking? How does the image make you feel? You will report on how you think the image reflects what people were experiencing and how they were being affected by the Great Depression.

Activity: Model for students how to use VoiceThread by adding a photograph and making a comment. Each student or group of students will locate a photograph and write their comments. They will then log on to VoiceThread, upload the picture, and narrate the comments. See attached directions.

Follow-up: Have each group share their photo and commentary. Allow time for other students to comment on photos. When all students are finished, watch the presentation as a whole group. Emphasize to students the real world application to their presentation, that anyone can watch their presentation and learn about this era of history.

Assessment

- Exit cards will assess what the students learned and give them writing practice. It also increases understanding when the students must recall and explain what they learned. The Venn diagram and student comments to the VoiceThread can be used to assess their understanding of the Great Depression.

Community Connections

- Have students interview family members who lived during the Great Depression. Parents and grandparents could also have stories that have been passed down if there are no family survivors.
- Have students research what was happening in their community during the Depression.
- Invite an economist to visit to talk to the students to compare events that occurred during the Great Depression to events that are occurring in the world today.

Cross-Curricular Extensions

- **Economics:** A comparison could be made to other periods in history when our country has experienced severe economic down turn.
- **Art:** This could be a collaborative unit taught with the art teacher integrating photography.
- **Language Arts:** This lesson could support language arts classes that were reading these two novels. Students could do book reports.
- **Language Arts:** Create a newspaper of stories that they collect from family members.

Adaptations

- This format could be used with other historical fiction novels or on books from other genre.
- Students could create a digital scrapbook page like the one used in the lesson instead of the VoiceThread presentation.

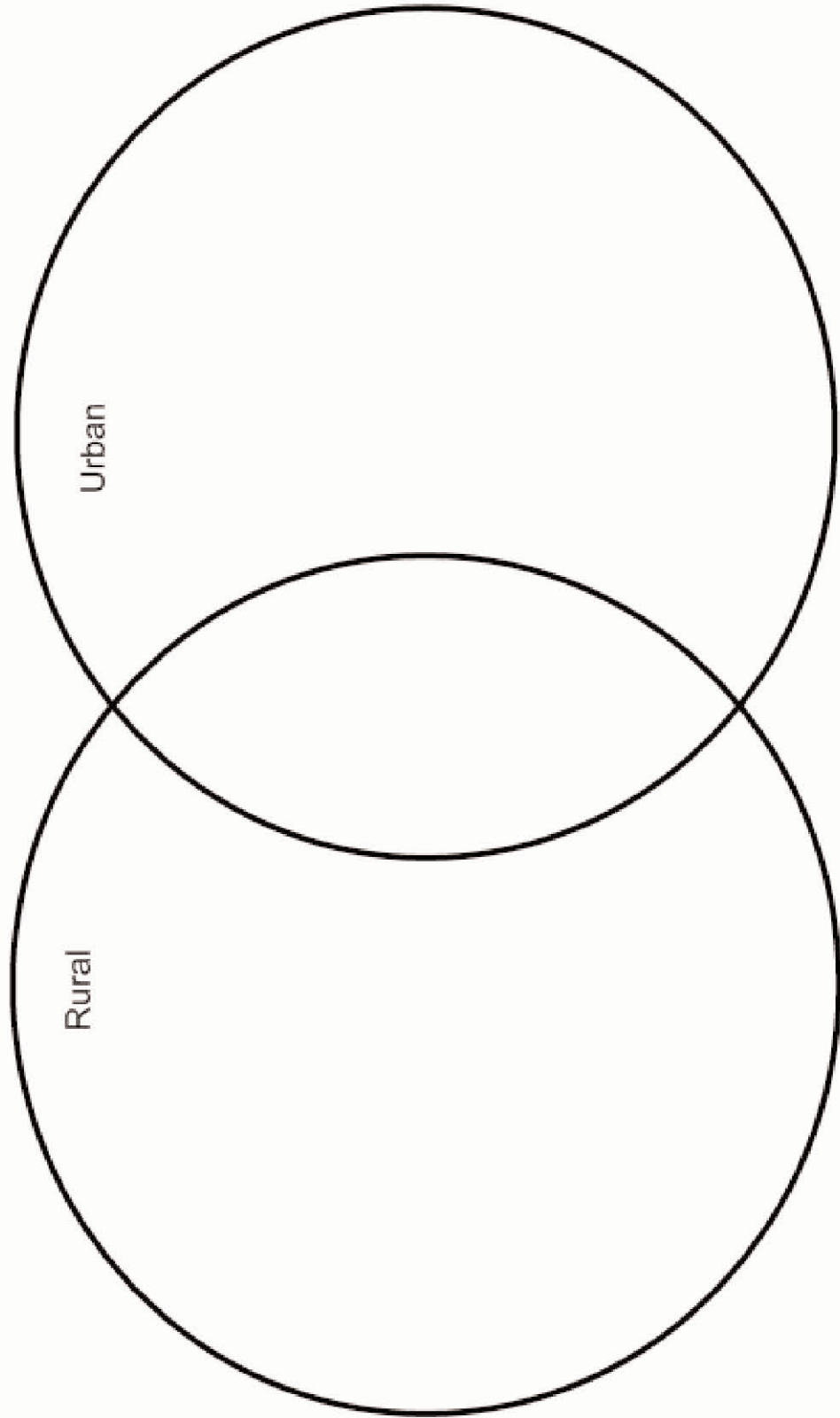
About the Author

Mary Craig

Mary Craig has been in the field of education for fifteen years. She is the Library Media Specialist at William Monroe Middle School in Stanardsville, Virginia. Previously she has worked as a Math/Science teacher in middle school and as a Library Media Specialist at the K-2 level. She loves her current teaching position because it provides a balance between technology, books and working with students and teachers. She obtained her National Board Certification in 2003 and has an M.S.Ed and a B.A. in Biology. Outside of school she enjoys most outdoor activities, gardening, vegetarian/ethnic cooking, yoga and reading.

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Venn Diagram



Creating a VoiceThread

Directions for Teachers and Students

Creating a VoiceThread (teacher directions)

1. Establish account and add identities.
2. Login to VoiceThread <http://voicethread.com>
3. Click the Create tab
4. Click Upload from My Computer and browse to locate your picture.
5. Click Add a Title and Description and enter text, click Save
6. Click Comment. Select your identity if needed and then click the comment button below the slide.
7. Click Record and use the microphone to record your comments. Click the red Stop Recording button.
8. You will hear a preview, click Save or Delete.
9. Click Playback Options, make selections, click Save
10. Click Publishing options, make selections, click Save
11. Click Share and then Get a Link, The link to this voicethread will be copied to your clipboard
12. Paste link into your blog, email, or twitter to share and ask others to join.

Directions for Students Recording Comments w/Microphones

1. Go to VoiceThread <http://voicethread.com>.
2. Teacher logs in with Voice Thread user name and password.
3. Click on MyVoice tab
4. Click on the current project
5. Use the arrows to navigate to the slide for recording
6. Press pause.
7. Select your avatar: Click on the existing avatar to view list of choices.
8. Click on Comment button.
9. Click the Record button for using a microphone. .
10. Record your response then click the Stop Recording button
11. Listen to your comment and then click Save to keep it or Cance to start again.
12. Listen to the whole VoiceThread. Listen to other comments to see how they are similar or different from your own. Respond to other comments.
13. I will share the link to the Voicethread for others to enjoy or to join in the discussion.

What we did in class today!

Exit Card for Library Lesson

1. What strategies or ideas from today's lesson did you understand?

2. What was most difficult for you and why do you think it was confusing?

3. What was the most enjoyable activity for you today? _____
What do you think made it fun?

Suggested starters:

Today I learned...

I liked...

I was surprised that...

The most important thing to remember is...

A question I still have is...

Now I know that...