

DOCUMENT-BASED QUESTION ACTIVITY

1929 Stock Market Crash

Before you are copies of two newspapers from October 30, 1929. Both are specifically reporting the collapse of the Stock Market in 1929. Based on the information found in these two articles, please answer the following questions:

PREDICTION: How do you think the locations (New York and Virginia) of these two newspapers will affect the way the article is presented?

Even though the major topic of the newspapers is the same— The Stock Market Crash of 1929— what different viewpoints are expressed in the articles and did all people suffer the same results? Explain the different attitudes taken by each newspaper toward this historical event.

Use some ideas, such as the location of the paper, the readership of each, the economics of the area where the paper is from, etc. to assist you with this analysis.

AFTERTHOUGHT: How does your prediction line up with the observations that you made during this activity? Give specific examples.

RESOURCES > Use these links for copies of the two articles.

<

< www.nytimes.com/learning/general/onthisday/big/1029.html#article

ALTERNATIVE ASSESSMENT PROJECT

The Reflection of the 1920's in the art of Archibald Motley

While working with a partner, students will be given a pair of Archibald Motley's paintings based on the grouping below:

“Extra Paper” and “Bronzeville at Night”
“Getting Religion” and “Blues”
“Sunday in the Park” and “Hot Rhythm”

A. Students will write a brief description of what is going on in each painting.

B. After a discussion on TEMPO, students will answer these questions:

< How does the artist show the tempo of these paintings?

< How does each painting's title reflect that tempo?

Using the notes they have compiled from the activity above, the students will then move on to writing the essay.

Students will select one of the paintings from the pair. They will write a 5-paragraph essay discussing how this piece of art fits into the proper context of time and place (1920-1940). How does the painting reflect the tempo of society of that time? The students will be required to use examples to support what they have written.

Once the essay is done, the students will create a visual representing their essay observations. The poster can be done according to each student's taste but must include the following:

1. The name of the painting
2. A 1-paragraph summary on the background of the painting
3. The painting (whole or cut up collage style)
4. A 1-paragraph description of what is happening in the painting
5. The key points of what was discussed in the essay

The posters will be graded on both content and creativity. Students are encouraged to be original in their depictions. Posters will then be presented in front of the class. The class will be encouraged to ask the group questions regarding their analysis. This assignment would be due by the end of the unit.

RESOURCES >

for reproductions of these paintings

ALTERNATIVE ASSESSMENT GRADING RUBRIC

Students will receive points ranging from 1-5 depending on how well they meet each of the following criteria:

1. Detailed discussion notes that addresses the two focus questions submitted?_____
2. Essay has clear structure with introduction/body/conclusion?_____
3. Essay has at least 1-2 pieces of evidence to support their observations?_____
4. Essay is clearly focused on the topic assigned?_____
5. Poster contains the required elements?_____
6. Poster shows creativity and effort in the design? (Color, borders, fancy letters, neat arrangement, etc.)_____
7. Posters writing elements are focused on the topic and concise?_____
8. Presentations show clear, organized thinking that highlights key points from the essay?_____

Total Points (40)

Your group received _____

Your grade is _____

Teacher Comments