

Warm-up

First, before class, prepare a list of five or six situations that were seen in the Great Depression or the COVID pandemic or both. Then, post the situations on a physical or digital whiteboard and have students discuss when they occurred. For example, neighbors help vulnerable people with food or transportation. Finally, ask volunteers to share their choices with the rest of the class.

Teaching Tip

For Exercise 2

First, encourage students to skim and scan the text to identify the correct summary. Then, have students identify the text's information supporting their answers and compare their ideas with a classmate. Finally, close the exercise by eliciting the meaning of the title 'Step Up and Pitch In.'

Differentiation Strategy

For Exercise 1

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 2c.

Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

Exercise 3

Social Studies

Why do we come together in difficult times?

01 Work with a classmate. What are ways you can help a neighbor or a classmate?
Answers will vary.



02 Read "Step up and Pitch in" and circle the writer's main comparison between the Great Depression and the COVID-19 pandemic.

- Community organizations filled the gap between need and government resources.
- They were both difficult times financially, but governments gave everyone the money they needed.
- Families helped each other and had sufficient resources to help everyone.



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Week 12

Step up and Pitch in

While the Great Depression, the most prolonged, profound, and devastating economic downturn in United States history, is known mostly for the trauma it caused, it also demonstrates the role of the **grassroots** community support in **dire** times.

One of the causes of the Great Depression was Black Thursday, October 29, 1929, when the stock market crashed. This caused a run on banks. Many rushed to withdraw their savings from the banks that had not yet collapsed. Uncertainty and **joblessness** led to lower spending, which led to even more unemployment. In the same period, a drought hit North America, devastating the farming communities and sending many of them to the cities looking for jobs that no longer existed.

In the face of such a crisis, citizens everywhere looked to their governments for help, but in most cases, communities helped each other.

Charitable organizations created soup kitchens and food pantries to help families. Other support included **tenant** strikes and protests to convince **landlords** not to evict those unable to pay their rent. These are just a few examples of how ordinary citizens, volunteers, and community organizations came together to help those in need, allowing many to survive the Depression.

In 2020, the world was caught up in the COVID-19 global pandemic. Communities were subjected to state-mandated lockdowns, which caused job losses as businesses closed. Those who contracted the virus and were quarantined found themselves **isolated** and without support, and again, community organizations and neighbors stepped up. Formal and informal organizations used digital tools like WhatsApp to reach out to and stay connected to people. Neighbors connected and helped those in need. In a period punctuated by fear, this kindness shone through.

03 Read the text again and identify if the statements are true "T," false "F," or not mentioned "NM."

- Governments required people to stay at home during part of the COVID-19 pandemic, causing isolation.
- Many people lost their jobs in both crises.
- There were no community organizations in the Great Depression.
- Banks collapsed during the COVID-19 pandemic.

T

T

F

NM

04 Work with a classmate. Discuss how you would have felt if you had lived during the Great Depression. What would you have done to help your family and your community?

Language Structures and Functions Tip

For Exercise 5

First, split the class into four groups, one for each sentence. Each group receives one incomplete sentence with two missing spaces—both to be filled with the same homograph (but used with different meanings). Their task is to read the sentence carefully, choose the correct homograph, justify both meanings in context, and write one additional sentence using the homograph in a third, creative context. After completing their sentence and extra line, each group acts out a short one-minute skit that includes both meanings of the homograph (in different contexts), a sentence or dialogue line using the homograph clearly, and at least two team members participating. For example, in the "support" skit, one student plays a worried neighbor offering emotional support, while another is a builder explaining how a wooden beam supports the roof. Afterward, the rest of the class guesses the homograph based on the skit and explains the two meanings. Finally, if time allows and you deem necessary, review the grammar point in more detail.

Teaching Tip

For Exercise 8

First, extend the exercise to present and evaluate the proposals. For example, set a context, say: *The city government has created a competition for citizens to suggest ways to improve the community involvement and support of vulnerable residents.* Then, have groups present their proposals and invite the listeners to take the role of the government representatives, asking questions and evaluating the proposal. Finally, close the exercise by inviting each group to identify the proposal they support (not their own) and why.

Differentiation Strategy

For Exercise 7

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 3.

Wrap-up

Close the session with a sharing mingle. First, have students take two minutes to write down three ways they will help in their communities, such as helping younger neighbors with homework or going to the store for older neighbors. Next, have them mingle in the classroom, asking and answering *What will you do to help your neighbors?* Finally, ask volunteers to share their answers with the rest of the class.

Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

Exercise 6

05 Complete the sentences with one homograph.

1. During the Great Depression, neighbors offered each other emotional _____ support _____ while scrap wood was used to _____ support _____ makeshift shelters built in empty lots.
2. In many cities, volunteers helped organize a food _____ drive _____ to assist struggling families, showing the same _____ drive _____ and determination seen in communities nationwide.
3. Local musicians formed a _____ band _____ to perform at community events during lockdown, while residents had to _____ band _____ together to provide supplies and comfort to seniors.
4. Community centers wanted to _____ light _____ up the area for those needing a safe space, and people told jokes to feel _____ light _____ during hard times.



06 Work with a classmate. Create four pairs of sentences with verb/noun homographs. Read them aloud, focusing on the different pronunciation of the verbs and nouns.
Answers will vary.

1. _____
2. _____
3. _____
4. _____

07 Work with a classmate. Write a conversation between two students comparing the community support during the Great Depression and the COVID-19 pandemic. Use the homographs from Exercises 5 and 6.
Answers will vary.

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08 Work together in a group to create a proposal for how you can help your community in a financial or health crisis. Follow the instructions.

1. Brainstorm ideas.
2. Choose the best one.
3. Create a proposal to give to the community government explaining the benefits of your idea.
4. Practice and present your proposal.

