

# Question-Understand-Experiment-Share-Think

Week of November 28, 2011



**Announcements:** I have created a survey about QUEST that will just take a few minutes to fill out. The purpose of the survey is for me to get an idea about what you like about the QUEST program and what is working well for your child. I am also interested in hearing any suggestions or feedback you may have about program improvement.

Please click on the link below to access the survey. When you have completed the survey, hit the “done” button at the bottom of the page and you are all set. It should not take more than 5-10 minutes to complete. Please fill in the survey no later than Friday, December 9<sup>th</sup>. Thank you in advance for your time and help!

## Survey Link:

<http://www.surveymonkey.com/s/BYM32JG>

## WHAT DID YOU LEARN TODAY?

### Social Studies:

Continued from last week: Students will look at the government’s reaction to the Great Depression and any reform movements that were put in place in the 1930s. Herbert Hoover and Franklin D. Roosevelt were the presidents in charge of getting the country back on track during the depression era. The two presidents had different approaches to the crisis and the public had very different reactions to each man’s plans. We will look at the reform movements, the reaction of the public, and the effect and legacy of each president through analysis of primary source documents.\* Then, students will write an essay entitled “If I were the President”. In the essay, students will pretend that they are the president during the Great Depression. What reform movements would you put in place? How would you help the people living in poverty? How would you feel about your role as president during such a difficult time?

*\*FDR will be introduced this week, but will be studied in further detail in the future. Details regarding the New Deal will be studied in a few weeks.*

### ELA:

Students will work on paraphrasing and finding main idea. In order to do so, we will pick out important quotes from the novel, "No Promises in the Wind". Students will determine which quotes are most important in the chapter, and then decipher their meaning and significance in the story. Student will also work on finding main idea by creating an appropriate title for each chapter.