

GRADE 10 SOCIAL STUDIES: Stock Market Crash Simulation

Summary of Learning Opportunity

This learning opportunity simulated the stock market in the late 1920s. Historical events were presented and students worked collaboratively to apply economic principles and make justified decisions during rounds of stock trading. Students experienced the highs and lows of the worldwide context and the stock market and made decisions on next steps. Students reflected on their decision-making process and evaluated alternative approaches. Emphasizing numerate critical thinking competencies created meaningful student engagement and deepened students' understanding of the curricular content.

Guiding Questions:

- How did economic strategies cause the stock market crash? What was the consequence?
- What alternative strategies might have been useful in avoiding the stock market crash?
- What was the significance of the stock market crash on Canadians?

Curricular Competencies and Content	Social Studies 10	<ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions • Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence) • Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective) • International conflicts and co-operation
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Literacy and Numeracy Connections	Instruction and Assessment	Competencies Developed, Practiced, and/or Assessed
NUMERACY: Interprets—Understands the real-world problem	1. In lessons prior to the stock market simulation, students learned about the economic and social conditions of the 1920s including the introduction of credit, the stock market and the eventual crash of 1929. Students learned key economic terms such as: markets, stocks, speculation, shortage, surplus, buying on margin, the law of scarcity; and supply and demand. Students made connections to modern-day examples of supply/demand and values of current stocks.	Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions
NUMERACY: Solves—Solves the mathematical problem	2. Stock market simulation: Students were given play money and stocks (limited numbers) and were bankers or traders in their group. The teacher presented historical situations and contexts in successive rounds of trading, including Black Tuesday. Groups discussed their decisions before trades.	Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)
NUMERACY: Analyzes—Reflects on the reasonableness of the solution in context, Evaluates alternative approaches	3. Students reflected and evaluated their process in a think-pair-share, whole group discussion, and written group reflection.	Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)
NUMERACY: Communicates—Defends decisions and assumptions		

Proficient Student Work, Teacher Assessment, and Reflection

Teacher's Assessment

Proficient: The students could clearly make connections to understand the historical scenario and causes of the stock market crash based upon the role-play scenario. The students were able to gain perspective and presented a logical argument about their stock market decision-making that informed their success in the role play. They were able to evaluate the implications of their choices and develop alternative approaches that might have aided in their success.



This activity helped us understand:

- the 1920's stock market was high risk, high reward
- the market crash was devastating as it impacted everybody in the class.
- the trend of stocks and how they tend to rise for only so long, then plummet in value
- the value of analyzing trends of different stocks, and how as a result of that, people like us were able to strategize and sell at highs and buy at lows

- in the future if there were more rounds, we would have bought all the available stocks for oil + gas at the low prices

- we would have then waited until after the Great Depression once the stocks boomed again, sold everything and turn all of our valuable stocks into liquid cash and possibly physical assets such as property.

Teacher Reflection

I think this was a valuable holistic approach that students could readily understand. Students were very engaged in discussing their experience of the activity which showed a great connection and deepened understanding for all. They had to defend their decisions and assumptions and demonstrated sound critical thinking. Some students even had an emotional reaction. I did not anticipate that so many students would find empathy in the simulation and connect it to how different stakeholders must have felt during the crash of 1929. Making connections was instrumental in exploring the curricular competency of "cause and consequence".

I feel like the K-12 Learning Progressions went 'hand-in-hand' with the curricular competencies and this was very important for me. I could cover multiple curricular competencies, Numeracy learning progressions, and Core Competencies in one overarching lesson. For me, that was a huge benefit so students could comprehend economic trends by understanding real-world problems and making personal connections to those problems.