

**Expert Pack: Life During the Great Depression**

Submitted by: Scholastic Library Publishing

Grades: 4-5

Date: March 2015

**Topic/Subject**

What was life like during the Great Depression?

**Texts/Resources**

Sets may include a number of different types of resources. Include up to 12 – 15 resources total.

**Book(s)**

1. *Born and Bred in the Great Depression*
2. *The Great Depression* (eBook), Chapters 2-3

**Article(s)**

1. "FDR and the New Deal"
2. "The Great Depression"
3. "What a Cruel Thing to Do on Mother's Day" (Riding the Rails: Letters from the Boxcar Boys and Girls of the Great Depression)

**Video**

4. "Dorothea Lange's 'Migrant Mother' Series, 1936"
5. "The Great Depression"

**Other Media**

6. "Brother, Can You Spare a Dime?" [audio primary source]
7. "The Great Depression" [interactive multimedia]

Each expert pack contains a variety of selections grouped to create as coherent and gradual a learning process for students as possible, generally beginning with lower levels as measured by quantitative and qualitative measures, and moving to more complex levels in the latter selections. This graduated approach helps support students' ability to read the next selection and to become 'experts' on the topic they are reading about.

Refer to annotated bibliography on the following pages for the suggested sequence of readings.

**Rationale and suggested sequence for reading:**

To begin, students gain context and background by watching a brief video, "The Great Depression," that gives an overview of the time period, its causes, and efforts to find solutions. The next resource, the article, "The Great Depression," is a concise summary that reinforces key concepts from the video and adds further detail. Next, students begin to focus on the hardships of life during the Great Depression by reading Chapters 2-3 of the eBook *The Great Depression*. They will then gain a deeper understanding of how it felt to live through this era by exploring the two pieces of embedded media within these chapters: a recording of "Brother, Can You Spare a Dime?" and a video, "Dorothea Lange's 'Migrant Mother' Series, 1936," showcasing photographs. Next, students read a richly illustrated literary text, *Born and Bred in the Great Depression*, which paints an evocative picture of the life of a poor family in the 1930s. The next resource, "What a Cruel Thing to Do on Mother's Day," a first-hand account of a teen who rode the rails, personalizes the struggles described in the eBook and *Born and Bred in the Great Depression*. At this point students may want to know more about steps the government took to help its citizens. By reading, "FDR and the New Deal," they learn about the president's efforts to help Americans who had lost their homes, jobs, and savings. Finally, a multimedia presentation on the Great Depression serves as a review of key events, terms, and concepts and may also spark student interest in exploring other aspects of the Great Depression, such as the stock market crash and the Dust Bowl.

### The Common Core Shifts for ELA/Literacy:

1. Regular practice with complex text and its academic language
2. Reading, writing and speaking grounded in evidence from text, both literary and informational
3. *Building knowledge through content-rich nonfiction*

Though use of these expert packs will enhance student proficiency with most or all of the Common Core Standards, they focus primarily on Shift 3, and the highlighted portions of the standards below.

### College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts (*the darkened sections of the standards are the focus of the Expert Pack learning for students*):

1. **Read closely to determine what the text says explicitly and to make logical inferences from it;** cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. **Determine central ideas or themes of a text and analyze their development;** summarize the key supporting details and ideas.
10. **Read and comprehend complex literary and informational texts independently and proficiently**

### Annotated Bibliography

#### and suggested sequence for reading

#### **N/A “The Great Depression”**

Author: Scholastic Inc.

Genre: Informational video, with narration, music, and authentic images and footage; accessible on Web and Mobile devices

Length: 1:17 minutes

Synopsis: Produced specifically for elementary- and middle-school students, this video provides a concise and engaging introduction to the Great Depression: its causes, effects, and efforts to find a solution.

Citation: Scholastic (Producer). The Great Depression [video]. (n.d.) Retrieved February 10, 2015, from <http://freedomflix.digital.scholastic.com/unitPage/node-34838/10014076/>

Cost/Access: FreedomFlix is available by subscription to schools and libraries; one-year single school subscription: \$533. To learn more and request a free trial, go to <http://www.scholastic.com/freedomflix/>

Once logged in, go to the unit on the Great Depression (under the category The 20<sup>th</sup> Century) and click on Watch It, or on the video itself.

Recommended Student Activities: Quiz Maker

#### **730L “The Great Depression”**

Author: Scholastic

Genre: Informational text, with table of contents and clear section headings; includes illustrations and optional read-aloud.

Length: 853 words

Synopsis: This article builds on the video, reinforcing key concepts and adding considerable detail on the causes, effects, and short- and long-term consequences of the Great Depression.

Citation: Depression, Great. (2015). *The New Book of Knowledge*. Retrieved February 10, 2015, from Grolier Online <http://nbk.grolier.com/ncpage?tn=/encyc/article.html&id=01000524&type=0ta>

Cost/Access: Scholastic GO! with *The New Book of Knowledge* is available by subscription to schools and libraries; one-year single school subscription: \$209. To learn more and request a free trial, go to <http://Scholastic.com/scholasticgo>

Recommended Student Activities: Pop Quiz

## **880L** *The Great Depression, Chapters 2-3*

Author: Melissa McDaniel

Genre: Informational text, eBook format; includes clear section headings, numerous illustrations, optional natural-voice read-aloud, and glossary of important words.

Length: Chapters 2-3: 20 pages; total book: 64 pages

Synopsis: With clear, engaging text and compelling period photos, these chapters detail the day-to-day hardships of life during the Great Depression. Students will come away with a vivid impression of the struggles of everyday people. Chapter 2, "Struggling to Get By," describes the rise of soup kitchens and Hoovervilles as millions of people fell rapidly into poverty. Chapter 3, "From Bad to Worse," outlines the toll taken on families as the Depression continued on and people left their homes in a desperate search for work.

After reading each chapter, students should explore the multimedia feature embedded in each. These are treated as separate resources below.

Citation: McDaniel, M. (2013). *The Great Depression*. Retrieved February 10, 2015, from <http://freedomflix.digital.scholastic.com/unitPage/node-34838/10014076/>

Cost/Access: FreedomFlix is available by subscription to schools and libraries; one-year single school subscription: \$533. To learn more and request a free trial, go to <http://www.scholastic.com/freedomflix/>

Once logged in, go to the unit on the Great Depression (under the category The 20<sup>th</sup> Century) and click on Read It, or on the eBook image. Use the Table of Contents to navigate to Chapter 2.

Recommended Student Activities: A Picture of Knowledge

## **N/A** "Brother, Can You Spare a Dime?"

Author: Yip Harburg and Jay Gorney

Genre: Primary source audio

Length: 1:04 minutes

Synopsis: On page 24 of the eBook *The Great Depression* (cited above), students should read the feature "Brother, Can You Spare a Dime?" then click on the star icon to hear the original recording of this popular Depression-era song, written from the point of view of a man who cannot find work. (Note: The lyrics contain the word "hell," used not as a profanity but as a metaphor for a place of misery or torment.)

Citation: Brother Can You Spare a Dime? [audio]. (n.d.) Retrieved February 10, 2015, from <http://freedomflix.digital.scholastic.com/unitPage/node-34838/10014076/>

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Recommended Student Activities: Wonderings

#### **N/A “Dorothea Lange’s ‘Migrant Mother’ Series, 1936”**

Author: Scholastic Inc.

Genre: video of primary source photographs, with explanatory narration

Length: 1:32 minutes

Synopsis: In 1936, photographer Dorothea Lange took a series of pictures of Florence Owens Thompson and her children. One became the iconic photo of the Great Depression. On page 38 of the eBook *The Great Depression* (cited above), students should click on the star icon to watch a video showing the images, with narration explaining the story behind the pictures and how they shed new light on the plight of migrant workers.

Citation: Scholastic (Producer). Dorothea Lange’s ‘Migrant Mother’ Series, 1936 [video]. (n.d.) Retrieved February 10, 2015, from

[http://limelight.digital.scholastic.com/v1/fflix/live/ebooks/10014081/startreading.html?slp\\_id=10014081&book\\_slp\\_id=10014076](http://limelight.digital.scholastic.com/v1/fflix/live/ebooks/10014081/startreading.html?slp_id=10014081&book_slp_id=10014076)

Cost/Access: FreedomFlix is available by subscription to schools and libraries; one-year single school subscription: \$533. To learn more and request a free trial, go to <http://www.scholastic.com/freedomflix/>

Recommended Student Activities: Quiz Maker

#### **1060L *Born and Bred in the Great Depression***

Author: Jonah Winter

Genre: Literary nonfiction; picture book

Length: 40 pages

Synopsis: Author Jonah Winter's father grew up with seven siblings in a tiny house in East Texas during the Great Depression. In this picture book, illustrated by Kimberly Bulcken Root, Winter shares his family history.

Citation: Winter, Jonah. (2011) *Born and bred in the Great Depression*. New York, NY: Schwartz & Wade.

Cost/Access: \$13.96 for hardcover; \$7.99 for Kindle version

Recommended Student Activities: Wonderings

#### **800L “What a Cruel Thing to Do on Mother's Day” (Riding the Rails: Letters from the Boxcar Boys and Girls of the Great Depression)**

Author: Claude Franklin

Genre: Primary source letter

Length: 661 words

Synopsis: Claude Franklin's first-hand account of his experiences riding the rails as a 13-year-old during the Great Depression. Part of Errol Lincoln Uys' website supporting his book *Riding the Rails*, on the teenage hoboes of the Great Depression. Please note that students will only read the first article that is linked through the website. They do not need to click into the next text page.

Citation: Franklin, C. (n.d.) What a cruel thing to do on Mother's Day. Riding the rails. In *Errol Lincoln Uys: A writer's website*. Retrieved from <http://erroluys.com/letter1.html>

Cost/Access: \$0.00

Recommended Student Activities: Wonderings

## **950L "FDR and the New Deal"**

Author: James T. Patterson

Genre: Informational text with clear section headings

Length: 885 words

Synopsis: This article discusses in some detail the efforts of President Franklin D. Roosevelt to create a "new deal for the American people" during the Great Depression. Important ideas from the earlier resources are reiterated and expanded upon. Specific New Deal programs and their legacies are also covered.

Citation: Patterson, J. T. (2015). FDR and the New Deal. In *Great Depression*. Retrieved February 10, 2015, from <http://freedomflix.digital.scholastic.com/explore/01000558/FLLIX/NGO/node-34838/10014076>

Cost/Access: FreedomFlix is available by subscription to schools and libraries; one-year single school subscription: \$533. To learn more and request a free trial, go to <http://www.scholastic.com/freedomflix/>

Once logged in, go to the unit on the Great Depression (under the category The 20<sup>th</sup> Century) and click on Explore More in the left nav. Click on FDR and the New Deal under Grolier Online Articles.

Recommended Student Activities: Quiz Maker

## **N/A "The Great Depression"**

Author: Scholastic

Genre: multimedia presentation with text, illustrations, interactive timeline, and interactive game

Length: approximately 24 slides

Synopsis: This feature encapsulates all the important points of life in the Great Depression in an engaging interactive presentation. It also introduces new concepts, such as the worldwide impact of the Depression. Of special note is the interactive timeline that places the events of the era in chronological order. The presentation concludes with an interactive game that challenges students to identify key terms they have encountered, such as Hoovervilles and New Deal.

Citation: Scholastic (Producer). The Great Depression [interactive multimedia]. (n.d.) Retrieved February 10, 2015, from Grolier Online <http://go-passport.grolier.com/showcase?id=10006101>

Cost/Access: Scholastic GO! with *The New Book of Knowledge* is available by subscription to schools and libraries; one-year single school subscription: \$209. To learn more and request a free trial, go to <http://Scholastic.com/scholasticgo>

Once logged in, go to the Librarians/ Educator tab and click on Feature Showcase Archive, then click on Great Depression.

Recommended Student Activities: An interactive game concludes the feature, providing a check for understanding of key terms and concepts.

## Supports for Struggling Students

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

- Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
- Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words. <http://www.wordsmyth.net/?mode=widget>
- Provide brief **student friendly explanations** of necessary background knowledge
- Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
- Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
- Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
- **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
- Pre-reading activities that focus on the **structure and graphic elements** of the text
- Provide **volunteer helpers** from the school community during independent reading time.

### Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

- Providing brief, engaging texts that provide a high volume of reading on a topic.
- Providing web-based resources and/or videos that are tied to the content of the texts students are reading.
- Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries.
- Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
- Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.

## ELL Text Set Protocol Grades 3-12

The goal of text sets is to help students build knowledge through a volume of independent reading, and it is important that educators provide scaffolds to allow English Language Learners to be successful in engaging meaningfully with the texts, even as students are still developing English language skills. The protocol below can be used for teaching with text set resources as a full class. Students can also be trained on the protocol so that they can utilize text sets in small groups or partnerships as a resource for independent or reciprocal reading and study.

Please note that this protocol includes options for teachers. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access the text and move toward independent, knowledge-building reading.

### **Step one: Build knowledge and vocabulary.**

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves; time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day's lesson is appropriate).

*Options for this step include:*

- Engage students in reading and discussing auxiliary texts (of lesser complexity) and resources (illustrations, photographs, video clips) on the topic of the text set.
- Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](#).)
- Provide the student-friendly glossary included in the text set prior to reading each text.
- When possible, allow students to read texts in their home language about the topic under study.

### **Step two: Read text orally.**

Focusing on one resource at a time, allow students to listen to a fluent read of the resource, while following along with their own copy of the text.

*Options for this step include:*

- Have a fluent reader model the first read of a text or resource.
- Have students engage in a buddy/partner read.
- Use recordings of the text to provide additional opportunities to hear expert reading.

### **Step three: Engage in group discussion about the content.**

Allow students time in partnerships or small groups to discuss the content of the resource.

*Options for this step include:*

- Allow for discussion/conversation (in the students' home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
- Have students refer to the student-friendly glossary included with each text set to identify meanings for new vocabulary necessary for comprehension.

### **Step four: Write about what was read.**

*Options for this step include:*

- Use the "Rolling Knowledge Journal" and/or "Rolling Vocabulary Journal" as a shared writing routine/graphic organizer to help to scaffold the writing process and capture student knowledge over time.



- Provide students with several supports to help students engage in writing/drawing about what they read:
  - Use mentor texts about which students can pattern their writing.
  - Allow them to write collaboratively.
  - Show students visual resources as prompts, etc.
  - Provide language supports such as strategically chosen sentence starters.

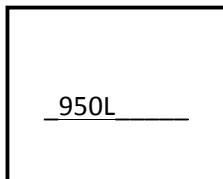
**Repeat steps one through four with each resource in the text set as appropriate.**

## Text Complexity Guide

“FDR and the New Deal,” by James T. Patterson

### 1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of the text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. You can also copy and paste a selection of text using the Lexile analyzer.



2-3 band	420 -820L
4-5 band	740 -1010L
6-8 band	925 - 1185L
9 -10 band	1050 – 1335L
11 – CCR	1185 - 1385

### 2. Qualitative Features

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

<p>The purpose of the article is to discuss the efforts of President Franklin D. Roosevelt to create a “new deal for the American people” during the Great Depression. It does so by means of straightforward informational text that is targeted to younger students.</p> <p style="text-align: right;"><b>Meaning/Purpose</b></p>	<p>The text structure is supportive due to its clarity and logical organization. A brief introduction defines the New Deal and “sets the stage” with important background information. Clear headings define subsequent sections: The Hundred Days, The Second New Deal, The New Deal Loses Support, and Legacies of the New Deal.</p> <p style="text-align: right;"><b>Structure</b></p>
<p style="text-align: right;"><b>Language</b></p> <p>Though the article is fairly brief, it contains the most complex language in this expert pack. Most domain-specific vocabulary (“legislation,” “economic”) has been encountered in the earlier texts and/or is defined in context. Some academic words (“controversy,” “legacies”) may be unfamiliar.</p>	<p style="text-align: right;"><b>Knowledge Demands</b></p> <p>The basic concepts in the text should be known if students have explored the resources in the recommended order. Important ideas from the earlier resources are reiterated and expanded upon. Specific New Deal programs and their legacies are also covered.</p>

### 3. Reader and Task Considerations

*What will challenge students most in this text? What supports can be provided?*

- The student-friendly glossary provides support for vocabulary.
- Using a chart to list each *New Deal Program* and its *Purpose/ Result* could support learning.
- Making connections to resources in the Expert Pack that students have already encountered will help deepen their understanding.

\*For more information on the qualitative dimensions of text complexity, visit [http://www.achievethecore.org/content/upload/Companion\\_to\\_Qualitative\\_Scale\\_Features\\_Explained.pdf](http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf)

## Expert Pack: Life During the Great Depression

Submitted by: Scholastic Library Publishing  
Grades: 4-5 Date: March 2015

### **Learning Worth Remembering**

**Cumulative Activities** – The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are **required** to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for this Expert Pack.*

#### **1. Rolling Knowledge Journal**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
3. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

#### **Sample Student Response**

Title	Write, Draw, or List	
	New and important learning about the topic	How does this resource add to what I learned already?
1. "The Great Depression" [video]	A terrible economic crisis struck the United States in the 1930s. Millions were out of work. The Depression lasted for years. Government programs helped people, but the Great Depression didn't end until World War II.	
2. "The Great Depression" [article]	Some of the problems that caused the Great Depression began ten years earlier. Its effects were worldwide.	This article tells about the causes of the Depression. And it explains its effects on people and government in America and around the world.
3. <i>The Great Depression</i> , Chapters 2-3	Poverty and unemployment affected the lives of millions of people.	These chapters explain how hard times during the Great Depression changed the way Americans lived. Families were even broken apart.
4. "Brother Can You Spare a Dime?"	People wrote songs about the hard times. In this song, a man who fought for his country and helped to build it up is now penniless and begging on the streets.	People who had worked hard all their lives suffered when they could no longer find jobs.
5. "Dorothea Lange's 'Migrant Mother' Series, 1936"	A close-up look at the plight of one migrant family.	The pictures of the migrant mother and her children show how hard their lives were.
6. <i>Born and Bred in the Great Depression</i>	This story paints a picture of the life of a poor family in the Depression.	Details about how this family lived make the time period more real.

7. "What a Cruel Thing to Do on Mother's Day"	Thousands of teens rode the rails in search of work.	The story of an actual teen who rode the rails shows that it was not easy to find work on the road.
8. "FDR and the New Deal"	President Franklin Roosevelt started government programs that tried to help people.	There were two waves of New Deal legislation. Not everyone agreed with the new programs. The New Deal changed American government and politics.
9. "The Great Depression" [multimedia]	All the events of the Great Depression are recapped and placed in order. There is new information on FDR's first Fireside Chat and on a famous novel about migrant workers.	Events from 1929 to 1939 are placed on a timeline, which makes it easy to keep track of what happened when.

## 2. Rolling Vocabulary: "Terrific Ten"

- Read each resource, then determine the 3-6 words from each text that most exemplify the central idea of the text.
- Next use your words to write about the most important idea of the text. You should have as many sentences as you do words.
- Continue this activity with EACH selection in the Expert Pack.
- After reading all the selections in the Expert Pack, go back and review your words.
- Now select the "Terrific Ten" words from ALL the word lists.
- Use the "Terrific Ten" words to summarize the most important learning from this Expert Pack.

Title	Vocabulary Words & Sentences
"The Great Depression" [video]	<p><b>Words: economic, crisis, relieve, desperation</b></p> <p><b>Sentences:</b></p> <ol style="list-style-type: none"> <li>1. The United States suffered an <b>economic</b> disaster in the 1930s.</li> <li>2. The <b>crisis</b> left millions out of work.</li> <li>3. Government programs were launched to <b>relieve</b> the effects of the Depression.</li> <li>4. The poverty and <b>desperation</b> lasted until the start of World War II.</li> </ol>
"The Great Depression" [article]	<p><b>Words: industrial, unemployment, insurance, breadlines, drought, security</b></p> <p><b>Sentences:</b></p> <ol style="list-style-type: none"> <li>1. U.S. <b>industrial</b> production fell by half during the Depression.</li> <li>2. <b>Unemployment</b> rose to at least 25 percent.</li> <li>3. There were no <b>insurance</b> programs to help people who were out of work.</li> <li>4. People waited in <b>breadlines</b> to receive food handouts.</li> <li>5. A <b>drought</b> in the Great Plains made matters even worse for farmers.</li> <li>6. The New Deal created programs to provide people with economic <b>security</b>.</li> </ol>
<i>The Great Depression</i> , Chapters 2-3	<p><b>Words: charities, humiliating, rails, Dust Bowl, drifters</b></p> <p><b>Sentences:</b></p> <ol style="list-style-type: none"> <li>1. <b>Charities</b> provided hot meals to help the needy.</li> <li>2. The experience of waiting in breadlines for food was <b>humiliating</b>.</li> <li>3. Many people left home, riding the <b>rails</b> in search of work.</li> </ol>

	<p>4. The area of the Great Plains that was struck by drought was called the <b>Dust Bowl</b>.</p> <p>5. Some <b>drifters</b> left the Dust Bowl and headed to California to work on farms there.</p>
“Brother Can You Spare a Dime?”	<p><b>N/A</b></p> <p><i>Note: The song lyrics do not have enough relevant vocabulary to work for this activity.</i></p>
“Dorothea Lange’s ‘Migrant Mother’ Series, 1936”	<p><b>Words: migrant, ragged, struggling</b></p> <p><b>Sentences:</b></p> <ol style="list-style-type: none"> <li>1. Life was especially hard for <b>migrant</b> farm workers during the Depression.</li> <li>2. The clothing worn by the family in the photographs is <b>ragged</b>.</li> <li>3. They were <b>struggling</b> to earn a living by picking crops.</li> </ol>
<i>Born and Bred in the Great Depression</i>	<p><b>Words: survive, hobos, boxcar</b></p> <p><b>Sentences:</b></p> <ol style="list-style-type: none"> <li>1. For many people, it was a struggle to <b>survive</b> during the Great Depression.</li> <li>2. Drifters who traveled by riding the rails were sometimes called <b>hobos</b>.</li> <li>3. Jumping on an empty <b>boxcar</b> for a free ride was dangerous and illegal.</li> </ol>
“What a Cruel Thing to Do on Mother’s Day”	<p><b>Words: wanderlust, bundle, earnings, weary</b></p> <p><b>Sentences:</b></p> <ol style="list-style-type: none"> <li>1. <b>Wanderlust</b> as well as poverty led some Depression-era teens to ride the rails.</li> <li>2. The young drifter carried all his belongings in a small <b>bundle</b>.</li> <li>3. Most of this teen’s <b>earnings</b> from picking cotton went to pay for his room and board.</li> <li>4. The teen grew <b>weary</b> of life on the road.</li> </ol>
“FDR and the New Deal”	<p><b>Words: legislation, pension, minimum, federal</b></p> <p><b>Sentences:</b></p> <ol style="list-style-type: none"> <li>1. New Deal <b>legislation</b> was meant to help people who had lost their homes, jobs, and savings in the Great Depression.</li> <li>2. The government set up a <b>pension</b> program for retired workers.</li> <li>3. Another act set a <b>minimum</b> wage.</li> <li>4. The New Deal expanded the role of the <b>federal</b> government.</li> </ol>
“The Great Depression” [multimedia]	<p><b>Words: financial, plummeted, policies, progress</b></p> <p><b>Sentences:</b></p> <ol style="list-style-type: none"> <li>1. The stock market crash in 1929 started a <b>financial</b> crisis.</li> <li>2. Stock prices <b>plummeted</b> and banks failed.</li> <li>3. New government <b>policies</b> were created to address the nation’s problems.</li> <li>4. The Works <b>Progress</b> Administration put people to work.</li> </ol>
<b>Terrific Ten</b>	Economic, crisis, industrial, unemployment, drought, insurance, breadlines, rails, migrant, security
<p><b>Summary:</b></p> <p>The United States suffered an <b>economic crisis</b> in the 1930s. The stock market crashed and banks failed. <b>Industrial</b> production fell by half. <b>Unemployment</b> soared. A <b>drought</b> in the Great Plains ruined many farmers. This was the Great Depression. There were no <b>insurance</b> programs to help people who were out of work. People stood in</p>	

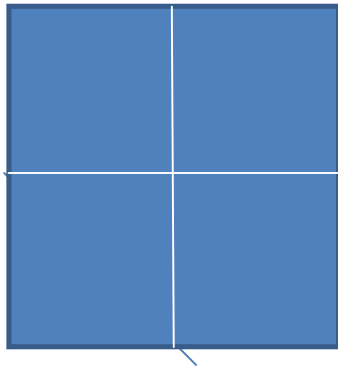
**breadlines** for food handouts. Some left home and rode the **rails** in search of work. Life was especially hard for **migrant** farmworkers. President Franklin Roosevelt set out to get the economy moving again. His New Deal programs did not end the Depression. But they provided Americans with economic **security**.

### Learning Worth Remembering

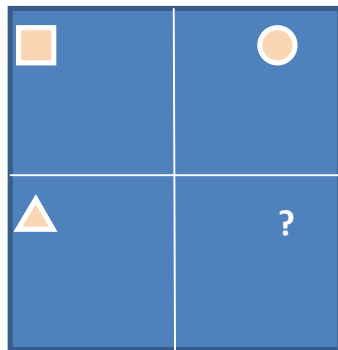
**Singular Activities** – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher.

#### 1. A Picture of Knowledge (Recommended for *The Great Depression, Chapters 2-3*)

- Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.



- Draw these shapes in the corner of each quadrant.



- Square
- Triangle
- Circle
- Question Mark

- Write!

Square:	What one thing did you read that was interesting to you?
Triangle:	What one thing did you read that taught you something new?
Circle:	What did you read that made you want to learn more?
Question Mark:	What is still confusing to you? What do you still wonder about?

- Find at least one classmate who has read [selection] and talk to each other about what you put in each quadrant.

2. **Quiz Maker** (Recommended for “The Great Depression [video]; “FDR and the New Deal”; “Dorothea Lange’s ‘Migrant Mother’ Series, 1936”)
- Make a list of # questions that would make sure another student understood the information.
  - Your classmates should be able to find the answer to the question from the resource.
  - Include answers for each question.
  - Include the where you can find the answer in the resource.

Question	Answer
1.	
2.	
3.	

3. **Wonderings** (Recommended for “Brother Can You Spare a Dime?”; *Born and Bred in the Great Depression*; “What a Cruel Thing to Do on Mother’s Day”)

On the left, track things you don’t understand from the article as you read.

On the right side, list some things you still wonder (or wonder now) about this *topic*.

I’m a little confused about:	This made me wonder:

4. **Pop Quiz** (Recommended for “The Great Depression” [article])

Answer the following questions.

Question	Possible Answer
1. What made the Great Depression such a terrible crisis? Give three examples from the text.	Widespread unemployment; people lost their life savings; large numbers of Americans went hungry
2. How did Americans’ spending and savings habits change from the 1920s to the 1930s?	They no longer bought on credit; they spent less and saved more.
3. Name one way that the New Deal helped Americans during the Great Depression.	Created jobs; provided unemployment insurance; refinanced mortgages

**Expert Pack: Life During the Great Depression**

Submitted by: Scholastic Library Publishing

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Expert Pack Glossary

**“The Great Depression” [video]**

<i>Word</i>	<i>Student-Friendly Definition</i>
Great Depression	The Great Depression was the worst economic crisis of modern times. It began in 1929 and lasted until World War II (1939-45). A depression is a time when economic activity falls sharply. Many businesses fail and many people lose their jobs and cannot find new work. Grandpa often tells stories about what it was like to grow up during the Great Depression.
economic	Economic means having to do with the economy or the system of managing money and trade in a place. A store owner must make economic decisions about what to sell in a store. This video describes the economic problems caused by the Great Depression.
crisis	A crisis is a time of severe difficulty or danger. The loss of a parent’s job can cause a great crisis for a family. An uncontrolled fire creates a crisis for the residents of a building.
relieve	Relieve means easing someone’s pain, trouble, or difficulty. The government comes up with plans to relieve the struggles of poor families. A person might take medicine to relieve a cough.
desperation	Desperation is a feeling of being desperate or without hope. A person in a state of desperation might be willing to do anything to change his or her situation. Out of desperation, a football player throws the ball to the far end of the field.
regulate	Regulate means to control or manage something according to the rules. The government regulates the amount of taxes a citizen must pay. Laws are passed to regulate behavior.
stock market	A stock market is a place where stocks and shares in companies are bought and sold. Many people invest money in the stock market to earn more money. The New York Stock Exchange in New York City is the largest stock market in the world.

**“The Great Depression” [text]**

<i>Word</i>	<i>Student-Friendly Definition</i>
industrial	Industrial means having to do with factories and making things in large quantities. The manufacturing plants in a city’s industrial zone produce many goods. As factories developed in the 1800s, the United States began to become an industrial society.
unemployment	Unemployment refers to the number of people without a job. If a city has a high rate of unemployment, many people might have to move elsewhere to



	seek work. During the Great Depression, widespread unemployment caused great suffering for many Americans.
mass production	Mass production is the manufacturing of a product in large quantities. For instance, cars are mass-produced in assembly lines in factories. Mass production makes it possible for many goods to be widely available at low prices.
debt	A debt is money owed. If you borrow money from someone, you will be in debt until the amount is repaid. If a person takes a loan from a bank to buy a house or car, he or she is in debt to the bank.
insurance	Insurance is a system in which a company agrees to pay a certain amount for a future loss in exchange for regular payments. Home insurance protects against fire or burglaries. Drivers are required to have car insurance. People buy health insurance to help them pay medical bills.
breadlines	A breadline is a line of people waiting to receive handouts of free food. During the economic hard times of the Great Depression, it was common to see hungry people waiting in breadlines. Some groups still run breadlines, especially after an earthquake or other natural disaster.
drought	A drought is a long period of very little or no rain. Droughts damage crops and cause the soil to dry out.
mortgage	A mortgage is a loan from a bank used to buy a house or other property. A mortgage is paid off over a number of years. Each month, the property owner makes a mortgage payment to pay off the loan.
security	Security is being free from fear or danger. Parents give their children a sense of security. After the long war, the country enjoyed a long period of peace and security.
turmoil	Turmoil is a state of great confusion or anxiety. The city was in turmoil after the blizzard. People felt great turmoil because of the high rate of unemployment during the Great Depression.
stimulus	A stimulus is something that causes an action or result. A bit of cheese is the stimulus that causes a mouse to enter a mousetrap. A store runs a sale to create a stimulus to encourage shoppers to buy its products.

### ***The Great Depression, Chapters 2-3***

<i>Word</i>	<i>Student-Friendly Definition</i>
charities	Charities are organizations that raise money to help people in need or for another other worthy cause. Charities like the Red Cross provide food and shelter or other aid to people after natural disasters. Other charities such as the March of Dimes raise money for medical research.
humiliating	Humiliating means being made to feel shame, disgrace, or embarrassment. Having the lowest score on the test would be humiliating for any student. During the Great Depression many people found it humiliating to receive food handouts from charities.
export	Export means to send products to other countries for sale or trade. Mexico exports mangoes and oranges to the United States. The United States exports many cars to China.
shacks	A shack is a small, roughly built hut or cabin. Shacks are often used for

	storage, such as keeping tools or equipment. People who are homeless might make shacks out of whatever material they can find to use for shelter.
rails	Rails is a shortened name for the railroad. Grandma prefers to travel by rail. During the Great Depression, “riding the rails” was an expression used to describe the dangerous practice of hopping on freight trains to catch a free—and illegal—ride.
drifters	Drifters are people who travel or move aimlessly about from one place to another. Drifters have no set goal for their destination. A person who continually moves from one job to another could also be described as a drifter.
Dust Bowl	The Dust Bowl was the name given to the southern Great Plains of the United States, when great dust storms swept across the land during the 1930's. The storms extended for hundreds of miles and ruined many farmers. The term “Dust Bowl” might also be used to refer to any area that has become desert-like after an extreme, long-term drought.

### “Brother Can You Spare a Dime?”

<i>Word</i>	<i>Student-Friendly Definition</i>
railroad	A railroad is a track of double rails on which trains travel. Railroads were the leading form of transportation in the United States from the mid-1800s until the 1940s. Today, many people still travel to work by railroad. And freight trains still carry many goods across the country by railroad.
rivet	A rivet is a short metal pin or bolt that is used to fasten pieces of metal together. Rivets are used in constructing steel buildings and bridges to hold them together. In this song, the singer says he used rivets to help build a tower.
khaki	Khaki is a sturdy cotton fabric with a light brownish-yellow color. Soldier uniforms are often made out of khaki. Many people wear khaki pants or trousers for going to school or the office.
slogging	Slogging means to plod or walk steadily through some kind of difficulty. He had to go slogging through the snow to get to the bus. While slogging through the mud, a hiker found the path to the campsite.
pal	A pal is a good friend or a buddy. You might call your closest friend your pal. A pet dog or cat could be a child’s favorite pal.

### “Dorothea Lange’s ‘Migrant Mother’ Series, 1936”

<i>Word</i>	<i>Student-Friendly Definition</i>
migrant	Migrant refers to someone who moves around doing seasonal work. Migrant workers must move with their belongings to an area where they can find work. This video shows famous photographs of a migrant mother and her children during the Great Depression.

ragged	When something is ragged, it means it is old, torn, and worn out. Many people during the depression had only ragged clothing because they could not afford to buy anything new. The child's favorite teddy bear was becoming ragged.
struggling	Struggling means trying very hard, or making a great effort, to do something. People were struggling to find jobs during the depression. The children were struggling to pull their sled up the snowy hill.
surrounding	Surrounding means nearby. Flowers grew in the surrounding fields. The fire in the grocery store did not damage the surrounding buildings.

### ***Born and Bred in the Great Depression***

<i>Word</i>	<i>Student-Friendly Definition</i>
kerosene	Kerosene is a colorless liquid fuel made from petroleum. Many people could not afford electricity during the Great Depression and had to read by kerosene lamps.
hermit	A hermit is someone who lives totally alone and far away from other people. Sometimes a person chooses to live as a hermit in order to lead a religious life. Sometimes a very poor person would rather live as a hermit than ask for any help.
hobos	A hobo is a poor and homeless wanderer who often begs or steals to get by. Hobos can find hot meals at soup kitchens. Many circus clowns dress as hobos.
boxcars	A boxcar is an enclosed railway car with a sliding door on one side for loading and unloading freight. During the Great Depression, many young people hid in boxcars to travel to someplace new and adventurous. Jumping onto moving boxcars was a very dangerous activity.
survive	Survive means to carry on in spite of hardship, or, in extreme cases, to simply stay alive. During the Great Depression, people would take almost any kind of job in order to survive. During the winter, many kinds of animals hibernate to survive.

### ***“What a Cruel Thing to Do on Mother's Day”***

<i>Word</i>	<i>Student-Friendly Definition</i>
wanderlust	Wanderlust is a very strong desire to travel. He had wanderlust in his heart. Wanderlust sometimes makes a person run away to find a new life.
bundle	A bundle is a package, or a number of things bound or wrapped together. The hobo carried his belongings in a bundle slung over his shoulder. Hikers carry bundles of supplies when they go out on the trail.
bootlegging	Bootlegging means making, selling, or transporting alcoholic beverages illegally. Some people were so desperate during the depression they turned

	to bootlegging to make money.
earnings	Earnings are money one receives for doing work. It is always smart to save your earnings. Taxes are taken out of workers' earnings.
weary	Weary means being bored or tired of something. People were weary of the economic hard times of the depression. You would grow weary of pizza if you ate it every day.

**“FDR and the New Deal”**

<i>Word</i>	<i>Student-Friendly Definition</i>
legislation	Legislation refers to a law or group of laws that have been proposed or made. President Franklin Roosevelt introduced legislation to help with the country's banking crisis during the Great Depression. The government introduces legislation to deal with criminal offenders.
federal	Federal means having to do with a system of government that unites several states under a central government. The United States has a federal government. Social Security is an example of a federal program.
labor	Labor means workers considered as a group. Labor must often deal with management to keep working conditions fair. The apartment complex hired labor to do the yard work.
pension	A pension is an amount of money that a company or government pays regularly to someone who is no longer working. People depend on their pensions to help pay their bills after they retire. The longer you work, the larger your monthly pension will be.
unconstitutional	If something is unconstitutional, it is not in agreement with the laws of a country's constitution, especially the Constitution of the United States. The U.S. Supreme Court has the power to declare any actions of the president's agencies unconstitutional. In many countries, it is considered unconstitutional to deny anyone freedom of speech.
controversy	A controversy is a disagreement, especially a public one between sides holding opposing views. In the United States, many presidents have stirred controversy when dealing with Congress. Celebrities often cause controversy when they say things they shouldn't during interviews.
minimum	Minimum means being the lowest possible. Companies are not allowed to pay a worker less than the minimum wage. Eighteen is the minimum age to vote in the United States.
legacies	A legacy is anything that is passed down from those who came before. One of President Roosevelt's legacies was making the presidency a more powerful office. Her brownie recipe was one of her grandmother's legacies.

**“The Great Depression” [multimedia presentation]**

<i>Word</i>	<i>Student-Friendly Definition</i>
financial	Financial means having to do with the management and use of money. When a country is in financial crisis, its government must propose laws to help the economy recover. A good way to avoid financial problems is to

	save your money.
plummeted	Plummet means to drop straight down, especially at high speed. Before the Depression, people invested in the stock market to make money. But when the stock market “crashed” and the prices of stocks plummeted, many people lost all their money. During the blizzard, temperatures plummeted 20 degrees.
soaring	Soaring means rising or increasing very quickly. A soaring unemployment rate is never good news. But receiving good news may send your spirits soaring.
policies	Policies are general plans or principles that people use to make decisions or take action. When a country is having financial troubles, its citizens often blame the policies of their president. Schools often have policies on what kinds of clothing students may wear to class.
refugees	Refugees are people who are forced to leave their homes because they can no longer live there in safety or comfort. During the depression, severe drought in the southern Great Plains drove people away. Many of these refugees went to California, where they could find work on farms. Some refugees are people who have had to leave their home countries because of war.
chat	A chat is a relaxed, friendly conversation. Through radio broadcasts called fireside chats, President Roosevelt hoped to gain support for his plans to get the country out of the depression. It’s nice to have a chat with your friends at lunchtime.
progress	Progress means forward movement toward a goal. Roosevelt’s Works Progress Administration (WPA) put millions of people back to work during the depression. Have you made much progress on your term paper?
bargain	Bargain means to discuss the terms of agreement, or to negotiate. Labor unions allowed workers to bargain as a group with management. It’s smart to bargain with the dealer when buying a new car.

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