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Primary Sources: The Great Depression

This sample includes the following:

Teacher's Guide Cover (1 page)

Teacher's Guide Table of Contents (1 page)

How to Use This Product (2 pages)

Lesson Plan (4 pages)

Primary Source Document (1 page)

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— PRIMARY SOURCES —

The Great Depression

WORK-IS-WHAT-I
WANT-AND-NOT-CHARITY
WHO-WILL-HELP-ME-
GET-A-JOB.-7years-
IN-DETROIT.NO-MONEY
SENT-AWAY-FURNISH-
BEST-OF-REFERENCES
PHONE RAN90LPH 83 81 8294

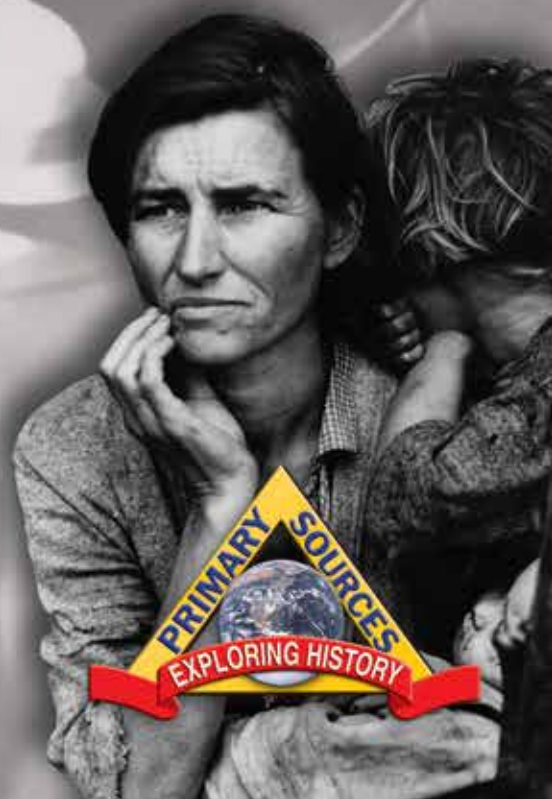


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How to Use This Product

This unit, with its primary documents, photographs, and support materials, will allow both teacher and student to expand their study of the Great Depression beyond the textbook and classroom. The resources in this book assist the busy teacher in presenting innovative primary source lessons that meet state and national standards. Easy to follow, concise, and aligned to the curriculum standards, the teacher lesson plans and student activity pages are certain to become a great addition to any classroom.

Using primary sources offers students the opportunity to act and think as historians. Students will participate in the constructive process of history by studying primary documents and photographs. Viewing historic photographs, handling facsimiles of famous documents, and reading the comments and opinions of those in the past will bring history alive for students. Understanding the background of each primary source will help students to put historical events and attitudes into perspective, to think progressively, and to walk in the shoes of their ancestors.

The organization of the kit provides teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips without scurrying to find such references. Activities are varied, interesting, challenging, and engaging.

The Book

The **teacher pages** provide lesson plans organized with objectives, materials, discussion questions, suggestions for using the primary source, and extension ideas. **Historical background pages** are provided to give teachers and students information about each of the primary sources being studied. The coordinating **student activity pages** allow the flexibility for a class, individuals, or small groups of students to focus on a specific task and provide direction for a series of tasks to be completed during a time period.

The **standards** and **objectives** for the lessons are both process and content objectives to cover the full range of social studies skills. The standard listed for each lesson is a process standard taken from one of the ten strands of the National Council for the Social Studies (NCSS, *Expectations of Excellence: Curriculum Standards for Social Studies*, <http://www.ncss.org/>). The objective listed for each lesson is a content learning objective describing what students will learn and how they will show what they've learned. A complete chart listing each lesson in the book and the corresponding standards is available on the CD in the folder entitled *Lesson Support Files* (standard.pdf).

The **document-based assessment** section provides student preparation and practice on the document-based questions that appear on many standardized tests today. Students will be able to analyze for meanings, compare and contrast, compose short answers, and even respond to and reflect on topics with longer essay questions. The entire testing section will provide students with opportunities to prepare for a variety of testing situations.

The Photographs

Each photograph has four general areas on the back for teacher and student use. The top of the card has a brief **Historical Background Information** section. Along the left side of the card is the **Analyzing History** section with six questions or activities based on Bloom's Taxonomy. In the **Historical Writing** section, students are given two writing assignments, one fiction and one nonfiction. Finally, the **History Challenge** section offers fun extension ideas for the students. The teacher lesson plans do not necessarily refer to each of the sections on the back of the card. These activities can be used by teachers in any way that fits their classroom needs (group work, individual work, learning center, etc.). The Bloom's Taxonomy questions provide teachers with easy-to-manage differentiation. Teachers can simply have students in the class complete different questions depending upon their ability levels. Teachers can also have higher-level students derive questions using the models as their guides.

The Primary Sources

The documents, letters, maps, and other primary sources are provided in both an authentic-looking format as well as in the book for reproduction. The large copies of the primary sources should be shared with the students so that they can see and feel the facsimiles. The easy-to-read copies of the primary sources in the book can be reproduced for the students to use during student activities. If the text of a document is too long, only an excerpt of the text is included in the book. The entire text of the document is available on the CD.

The CD

The CD provided with the book has copies of the 16 main primary sources and photographs, additional documents and photographs from the time period, and activities to support and enrich the lessons in the book, including 16 student pages to support the introduction. See pages 75–76 for more information about using the CD.

Objectives of this Unit

By participating in the lessons provided in this book, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- be prompted by visual clues.
- compare their assumptions against others.
- expand their appreciation for other time periods.

By presenting the lessons in this book, teachers will:

- improve students' test scores and improve test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning history.
- develop critical-thinking skills in students.

Depression Entertainment

Standard/Objective

- Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns. (NCSS)
- Students will compare forms of modern and Depression-era entertainment and select forms of modern entertainment to include in an entertainment section of a Depression-era newspaper.

Materials

copy of the *Little Orphan Annie Comic Strips*; copies of the historical background information (page 40); copies of the student activity sheet (page 41); copies of a recent paper with a comics and entertainment section

Discussion Questions

- Using one word, describe the art of Harold Gray.
- What different moods are depicted in each of the three comic strips?
- Why would people in the Depression enjoy a comic strip like Little Orphan Annie?

Using the Primary Source

Show the “Little Orphan Annie” comic strips to the students. Have them take a few minutes to read the comic strips and answer the discussion questions above. List the varied answers on the board. Then pass out the historical background information (page 40) for students to read. Encourage students to compare their answers on the board with the historical background information.

Obtain a local paper with a comic strip page. Ask students if they can find modern comic strips that speak to the public today much like Little Orphan Annie did during the Depression. Next allow students to survey the entertainment section of the paper. Ask students if there are any forms of entertainment like particular movies and plays that people of the Depression would enjoy. Distribute the student activity pages to each student and have them complete the activity in small groups. Students will be comparing modern and Depression-era comics and other forms of entertainment while they design an entertainment section of a Depression newspaper that includes appropriate modern comics, movies, and plays. For each selection, the students must give a reason why people in the Depression would identify with it.

Extension Ideas

- The radio was a popular form of entertainment during the Depression. Little Orphan Annie debuted her radio show in the early 1930s. Have students find and write the words to the opening song on the broadcast. Do the words accurately describe Annie?
- Pick three comics from the current paper and find out when each was “born.”

Depression Entertainment *(cont.)*

Historical Background Information

Harold Gray's comic, "Little Orphan Annie," debuted on August 5, 1924, and was an instant hit with the public. Gray had first approached his boss at the *Chicago Tribune* with an idea for a comic named Little Orphan Otto, but was encouraged to change the main character to a girl. Some say that Gray got his idea for Annie from James Whitcomb Riley's poem, "Little Orphant Annie," but Gray never confirmed this speculation.

Gray's comic strip ran on a continual basis, each day building on each other to keep the readers coming back for more. Described as a melodrama, this 12-year-old's weekly adventure included outwitting Nazis, gangsters, and politicians, just to name a few. Little Orphan Annie was thought of as self-reliant, ambitious, resourceful, and spunky; but Gray's depiction of Annie's world has also been described as dark. The oval open eyes of the characters represented the bleak world in which they lived.

Gray also used the comic strip to voice his conservative political views, a common practice of the day. He believed that people should help themselves and work hard to help others. Annie was going to make it through the hardest of times because she knew how to pull herself up by her own bootstraps. While helping herself, she sought to better the world around her by finding jobs for people and looking out for their best interests. Gray was also a fierce opponent of President Franklin Roosevelt. The comic showed this when Daddy Warbucks, sometimes thought of as Gray's altar ego, died on August 20, 1944, from a fever that was made worse by the weather. As soon as Roosevelt died, Daddy Warbucks suddenly resurrected because of the "change in climate."

Both Gray and Daddy Warbucks were diagnosed with cancer in 1967, but only Daddy Warbucks beat it. Gray died on May 9, 1968. "Little Orphan Annie" successfully ran in the papers for 44 years. Others tried to keep the comic going, but the writing was poor, and it was not long until the paper decided to print reruns of Gray's work. In 1979, Leonard Starr revived the comic calling it "Annie" and making few changes to the famous character. He retired in 2000, and a new team took the reigns giving Annie a full makeover.

Annie was not only a star in the newspapers. In 1930 she embarked on a radio show that aired for 13 years. Her first movie debuted in 1932 and several have followed since that time. She has also been the star of two Broadway musicals.

Besides cartoons and radio broadcasts being forms of entertainment, people during the Depression sought an hour or two of happiness in the movies. Fantasies like *The Wizard of Oz* and love stories like *Gone with the Wind* were among the best that Hollywood produced in the 30s, and they made the people forget their own troubles. *Snow White and the Seven Dwarfs* debuted as the first animated film in 1937. Horror movies like *Frankenstein* and *King Kong* thrilled the audiences.

If one could not afford the luxury of the movies, other real life dramas played out for the public to watch. The Lindbergh baby was kidnapped and later found dead. Gandhi led a 200-mile march in protest of Britain's occupation and governance of India. One of the best known gangsters of all time, Al Capone, was arrested for income tax evasion, and Amelia Earhart mysteriously disappeared during her pursuit to fly around the world. Perhaps one of the most surprising tragedies was witnessed in New York as the Hindenburg, Germany's luxury aircraft and the largest aircraft ever built up to that time, burst into flames killing 35 people on board. Radio reporters were recording live on the scene when it happened and millions heard the horrific descriptions as it occurred.

Name _____

Entertainment Options

Background Information

People of the Depression era sought various forms of entertainment that provided either escape from their lives or empathy for their situations. Comic strips like “Little Orphan Annie” showed a determined girl who could relate with the general public’s troubles. She pulled herself up by her bootstraps while also helping the people around her. Romance and fantasy movies gave people an hour or two to escape from their troubles and allowed them to enter a world where everything turns out perfect and people miraculously go from rags to riches. Whatever the medium, people used entertainment to divert their attention from the poverty and sadness around them.

Activity

Directions: Read the background information (page 40) to understand the different forms of entertainment during the Depression. Then, using the entertainment and comics sections of the paper, select at least five modern movies, plays, and/or comics to which people from the Depression could relate. Cut out advertisements for the entertainment or comics and use these selections to create a one-page entertainment section from a Depression era newspaper. In the space below, explain why you chose each one and how each would relate to the people of the Depression.

1. _____

2. _____

3. _____

4. _____

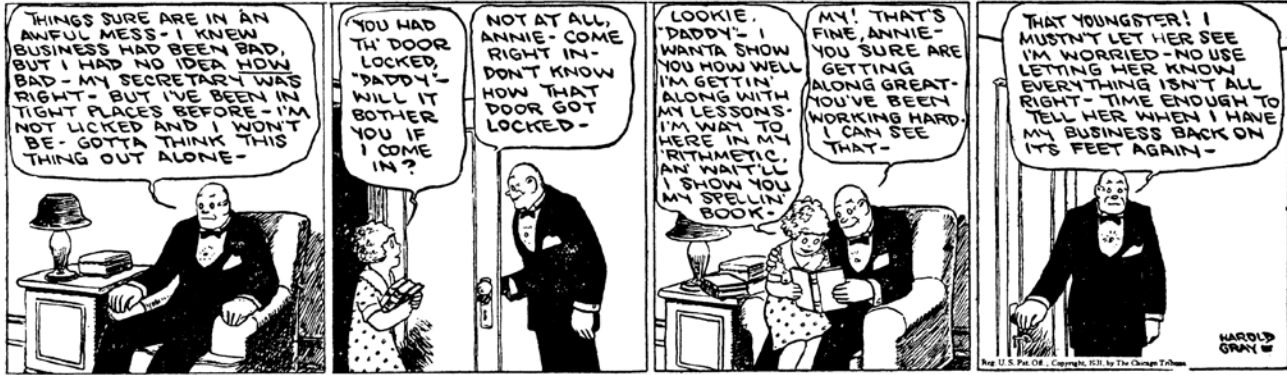
5. _____

Challenge

The radio was a popular form of entertainment during the Depression. Little Orphan Annie debuted as a radio show in the early 1930s. Research and explain what the following has to do with her broadcast: decoder rings, Ovaltine, and Puffed Wheat Sparkies.

Little Orphan Annie During the Depression

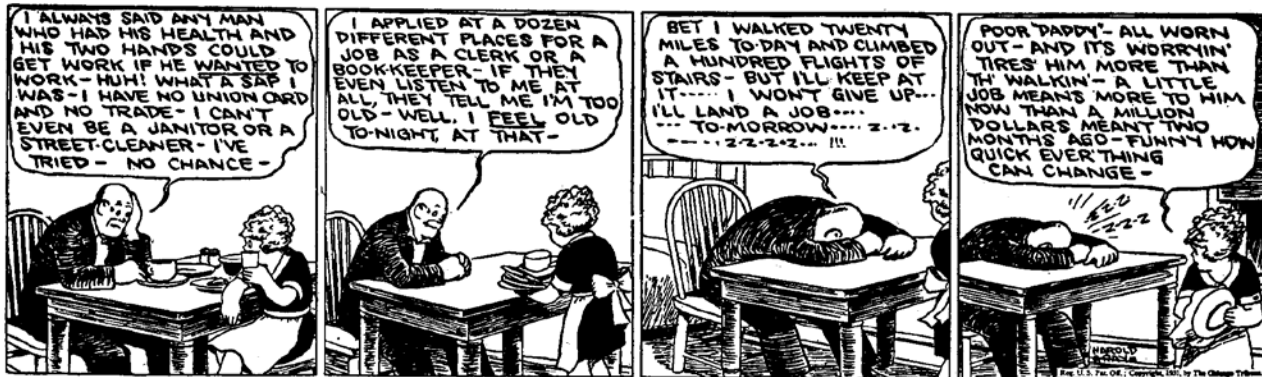
LITTLE ORPHAN ANNIE: Hiding His Troubles



LITTLE ORPHAN ANNIE: Shucks! Is That All?

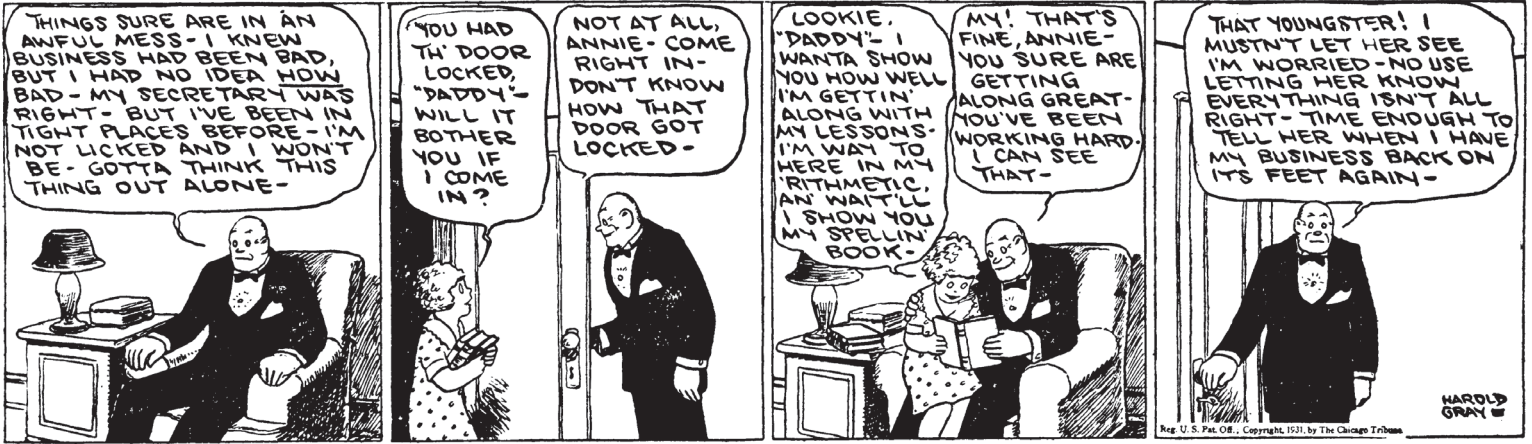


LITTLE ORPHAN ANNIE: Down, but Not Out

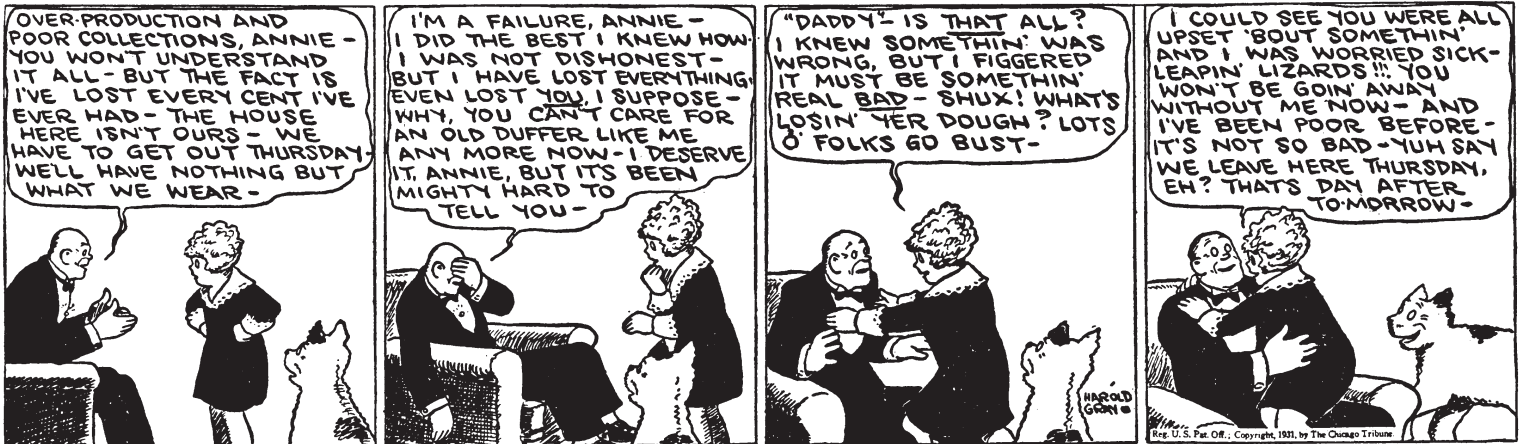


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LITTLE ORPHAN ANNIE: Hiding His Troubles



LITTLE ORPHAN ANNIE: Shucks! Is That All?



LITTLE ORPHAN ANNIE: Down, but Not Out

