The Great Depression

By: Kara Jerome
Pennsylvania Academic Standards

1.6.5 E Reading, Writing, Speaking, and Listening
   - Listen to an interview

8.3.6 B History
   - Identify and describe primary documents

8.1.6 B History
   - Explain and analyze historical sources

Inquiry-Based Learning Model

**Ask** – The teacher will ask the students comprehension questions about the story *Christmas After All: The Great Depression Diary of Minnie Swift*, Indianapolis, Indiana, 1932.

**Investigate** – Teacher will create a handout asking questions about a picture of the Great Depression.

**Create** – A KWL chart will be used for this part of the lesson, before they interview.

**Discuss** – Students will express their views on the book they read along with the interviews they will conduct. The interviews will be shared with the class.

**Reflect** – Students will be given time to reflect on the difference between life then and life now.
Descriptive Walk Through

**INTRO** - The teacher will begin the lesson by having large, blown up pictures of the Great Depression hanging around the classroom. I will go around the room and ask anyone if they know what time period is being shown in these pictures. The pictures will be labeled with numbers and have information about the picture from the internet (roughly about a page or two worth of information). The children will be in groups and they will take some notes about each picture. They will get 3 minutes at each picture. They can also make inferences about the pictures. Once this is completed, they will go
back to their seats and share some of the information they gathered. I will then tell them that they get to interview someone from the Great Depression.

**ASK** – Once they are done sharing their information, I will ask who has heard of the Great Depression, when was it, what war did it follow.

**INVESTIGATE** – The teacher will have a teacher-created worksheet that he or she will pass out. On this worksheet it will have a picture of the Great Depression. Underneath the picture, there will be questions asking about the picture that the students will have to make inferences about. Students will have a few minutes to view the handout individually. As the students are reviewing the handout, the teacher will be putting the class into groups. This is to be done as a group.

**CREATE** – I will create a large KWL chart for the whole class. We will discuss what we know about the Great Depression, what we want to know and then at the end what we learned after reading the story and once the interviews are completed. The teacher will then pass out the book *Christmas After All: The Great Depression Diary of Minnie Swift, Indianapolis, Indiana, 1932*. They can begin reading the book individually. This is to only be read in class. The students will then be told what they have to do for the interviewing portion of the activity. The class will not start the interviews until everyone is finished reading the story. This should take about 2 to 3 weeks, because they will only read it during the last part of Reading and History and at the end of the day. Once they are completed, they will make up their own questions to ask someone from the Great Depression using the information.
from the story to guide their questions. They need to ask ten questions and that all have to do with the Great Depression, anything they want to know. They can use their story to give them ideas about what to ask. This assignment will be worth a total of 30 points. I will give them this assignment to do over a weekend. It will be due on the following Tuesday.

**Discuss** – When the students are finished with their interviews, I will put them back into groups and have them discuss with each other what questions they asked and what answers they received and most importantly who they interviewed. I will have them return to their seats and we will finish completing the KWL chart. We will be working on the “L” portion of the chart. This can be information from the story and from the interviews.

**Reflect** – Students will then reflect on what they learned and we will discuss the differences between life during the Great Depression and life now.

**Assessment of Activity**

For the assessment, the students will be assessed on the interview.

**Rubric for Interview** (total of 30 points)

10 Facts and COPS (Capitalization, Organization, Punctuation, and Spelling).

Each valid question with an answer will receive one point. Five points for each Capitalization, organization, punctuation and spelling. If someone does not have something capitalized, I will only take off ½ -1 point, not the whole 5 points.
Materials:

http://memory.loc.gov/cgi-bin/query/r?ammem/fsaall:@field(NUMBER+@band(fsa+8b29852))

http://memory.loc.gov/cgi-bin/query/r?ammem/fsaall:@field(NUMBER+@band(fsa+8b29799))

http://memory.loc.gov/learn/lessons/98/dime/pguide.html

http://memory.loc.gov/cgi-bin/query/I?fساall:1:/temp/~ammem_yTZ9::displayType=1:m856sd=cph:m856sf=3c30926:@@@fsaal
Read the questions below and keep them in mind as you study the photo from the Photographs of the Great Depression page. Then, answer the questions about what you see in the photos.

<table>
<thead>
<tr>
<th>Title of photograph:</th>
<th>Your name:</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of photographer:</th>
</tr>
</thead>
</table>

1. What is happening in this picture?

2. What are the circumstances this photo represents?

3. If there are people in your photo:
   a. How are these people dressed?
b. What can you infer from the expression on their faces and their posture?

4. Is there anything interesting or surprising about the situation represented here?

5. What problems or frustrations are suggested by this image?

6. What adaptations can you assume or infer people are making to these conditions?

7. What help seems to be needed here?

8. What is unique about this image that the photographer wanted to capture?
Rubric for Interview of the Great Depression

Person being interviewed: ________________________________

10 Facts with answer ____/10

Capitalization _____/5

Organization _____/5

Punctuation _____/5

Spelling _____/5

TOTAL: _____/30

Name:__________________________________________________