

# **Teacher Guide for Cobblestone: Tough Times: Surviving the Depression**

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## **Objectives:**

- Students will gain an understanding of the reasons behind the Depression
- Students will gain an understanding of everyday life of people during the Depression
- Students will be able to compare and contrast their own life with that of the people living during the Depression

## **Materials:**

- Chart paper
- Markers
- Internet for any additional research

## **Remembering the Depression (pg. 2-5)**

Read the story with the class

Class discussion about how Ruth felt growing up during the Depression

Ask the students how they would feel if they were in Ruth's place.

1. Using the information in the story. Write two journal entries written by Ruth.

## **Firing, Not Hiring (pg. 6-9)**

1. Why were stocks selling for a fraction of what they were worth?
2. How did President Herbert Hoover try to reassure the nation?
3. How did the downward economic spiral work?
4. Why did Hoover feel that people should be self-reliant?
5. What did the POUR encourage?

## **A New Deal for Americans (pg. 10-11)**

Read the article with the class.

1. Briefly outline the New Deal Plan.

## **Letting in the Light (pg. 13-15)**

1. Why were the stocks of the 1920s worth more than their real value?
2. List the reasons that experts have given for the collapse of the stock market.
3. What did the "Let in the light," law refer to?
4. Explain the Securities Exchange Act of 1934.

## **Alphabet Agencies (pg. 16-18)**

List all the agencies with the acronyms on a sheet of paper, overhead or on the board. Have the students copy the names. Quiz them on the acronyms.

### **Empty Pockets (pg. 19-21)**

Silent Reading

Discuss the story with the class. Ask for the students opinions about the events.

### **JigSaw Activity**

Organize students into groups of three or four. Assign each group an article. Each group should read the article and summarize the information using a chart paper. Their summary should be outlined using a mind map. Once they have completed their work the groups will present their information to the class. They should also design a series of questions to ask the class after the presentation.

Dandelions for Dinner (pg. 22-23)

Eyes, Soul, Voice (pg. 26-28)

Baked Out and Broke! (pg. 30-32)

That's Entertainment (pg. 36-39)