

EXPERT PACK

The Great Depression and the African American Experience

To be used with *Bud, Not Buddy* by Christopher Paul Curtis or as a stand-alone resource.

Synopsis

This text set is designed to provide students a foundational understanding of the Great Depression with an emphasis on the often neglected experience of African Americans, who were hit harder than white Americans during this time. The first text, “World War I and the Great Depression,” introduces vocabulary, concepts and people that students will run into often in Great Depression-related texts. The second text, “Shanty Town Facts,” invites a connection between the Hoover mentioned in the first text and Hoovervilles (shanty towns). This prepares students for when Bud, in *Bud, Not Buddy*, spends time in a Hooverville. Students next explore a series of photographs that capture some of Bud’s experiences in *Bud, Not Buddy*, including soup lines and transience. Once students have combed through those images, they read “A Family’s Struggle,” where students are introduced to orphanages in the Great Depression, the place where Bud’s story begins. From here, students listen to two audio interviews that recall the kindness and humanity that moved people to action in the Great Depression; this is also very much Bud’s experience. Students then have the option of looking at how people cut corners to save money through the examination of an infographic, followed by a video that depicts, despite the hardship, the art and music that came out of the Great Depression. This especially links to the Bud’s experience when he finds his grandfather. The article that follows this video explains the origins of this era’s music. The text set ends with the audio and transcript of Bessie Smith singing “Nobody Knows You When You’re Down and Out,” a famous song from the era, and also a song worth revisiting when students read about Bud’s best advocate, Miss Thomas. Together, these audios, videos, texts, interviews and infographics create a very concrete foundation for the backdrop in which *Bud, Not Buddy* takes place, and

introduce some of the vocabulary and concepts that are important for students to understand not just for the novel, but for the broader topic of American History.

Texts/Resources

Article(s)

- [“Shanty Town Facts.”](#)
- [“Ella Fitzgerald.”](#)
- [“World War I and the Great Depression.”](#)
- [“A Family’s Struggle.”](#)(short narration of living in orphanage)
- [“Music During the Great Depression.”](#)

Audio (both have transcripts)

- [“Virginia Fairbrother and Laurel Kaae.”](#) Kindness in the Great Depression
- [“Lillian and Thomas Howell.”](#) Kindness in the Great Depression

Video

- [“Jumpin Jive - Cab Calloway and the Nicholas Brothers.”](#)
- [“Bessie Smith \(Nobody Knows You When You're Down And Out, 1929\) Jazz Legend.”](#)
- [Bessie Smith with lyrics](#)

Infographic(s)

- [“Depression-Era Tactics For Saving Money.”](#)

Other Media

- [“Soup Kitchens and Breadlines.”](#)
- [“Historic Images of African-American Life During the Depression.”](#)

The Common Core Shifts for ELA/Literacy

- Regular practice with complex text and its academic language
- Reading, writing and speaking grounded in evidence from text, both literary and informational
- *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 underlined sections of the standards are the focus of the Expert Pack learning for students:

- 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.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Read and comprehend complex literary and informational texts independently and proficiently

Suggested Sequence for Reading and Annotated Bibliography

1. “World War I and the Great Depression.” [790L]

Synopsis	Provides a brief background of the Great Depression and why times were so hard for families.
Activities	<ul style="list-style-type: none">● Rolling Knowledge● Rolling Vocabulary● Quiz Maker activity
Creators	ReadWorks staff
Genre	Nonfiction article
Length	2 pages
Citation	World War I & The Great Depression - The Great Depression. (n.d.). Retrieved June 21, 2017,

	from http://www.readworks.org/passages/world-war-i-great-depression-great-depression
Cost/Access	\$0.00 with free sign up

2. “Shanty Town Facts.” [1000L]

Synopsis	Information about shanty towns (Hoovervilles).
Activities	<ul style="list-style-type: none"> ● Rolling Knowledge ● Rolling Vocabulary ● Wonderings
Creators	Linda Alchin
Genre	Nonfiction
Length	2 pages
Citation	Alchin, L. (2017, February). Shanty Town Facts. Retrieved June 21, 2017, from http://www.american-historama.org/1929-1945-depression-ww2-era/shanty-town-facts.htm
Cost/Access	free

3. “Soup Kitchens and Breadlines.” [Lexile NA]

Synopsis	Primary source photo slideshow of life for the hungry during The Great Depression. Shows lines similar to the ones that Bud stood in to get meals.
Activities	<ul style="list-style-type: none"> ● Wonderings
Creators	History.com staff
Genre	Nonfiction
Length	2 pages
Citation	History.com Staff. (n.d.). Soup Kitchens and Breadlines. Retrieved May 29, 2017, from http://www.history.com/topics/great-depression/pictures/soup-kitchens-and-breadlines/detail-showing-poor-figures-from-by-george-segal
Cost/Access	free

4. “Historic Images of African-American Life During the Depression.”

Synopsis	Photo essay of the African American experience during the Great Depression by Time magazine.
Activities	<ul style="list-style-type: none"> ● Rolling Knowledge

	<ul style="list-style-type: none"> • A Picture of Knowledge
Creators	various
Genre	nonfiction
Length	approximately 2 pages
Citation	Historic Images of African-American Life During the Depression - Photo Essays. (n.d.). Retrieved June 21, 2017, from http://content.time.com/time/photogallery/0,29307,2106839_2335558,00.html
Cost/Access	\$0.00

5. “A Family’s Struggle.” [900L]

Synopsis	Brief remembrance of a family member who grew up in an orphanage during the Great Depression.
Activities	<ul style="list-style-type: none"> • Rolling Knowledge • Rolling Vocabulary • Wonderings
Creators	none
Genre	Interview
Length	1 page
Citation	A Family’s Struggle. (2014, April 13). Retrieved June 21, 2017, from http://americansremember.com/?page_id=192
Cost/Access	\$0.00

6. “Lillian and Thomas Howell.” [900L]

Synopsis	A mother tells her son about their struggle to get to a relative’s house after they lost everything.
Activities	<ul style="list-style-type: none"> • Wonderings
Creators	none
Genre	Interview
Length	1 page
Citation	Marichal, D. M. (2008, October 30). Lillian Howell and Thomas Howell. Retrieved June 24, 2017, from https://storycorps.org/listen/lillian-howell-and-her-son-thomas/
Cost/Access	\$0.00

7. “Virginia Fairbrother and Laurel Kaae.” [900L]

Synopsis	Recounts the story of a stranger asking her father for help during the Depression. In exchange, he leaves his watch. Twenty five years later, the man returns with his kids to meet the man who helped him survive.
Activities	<ul style="list-style-type: none">• Wonderings
Creators	none
Genre	Interview
Length	1 page
Citation	Marichal, D. M. (2005, November 29). Virginia Fairbrother and Laurel Kaae. Retrieved June 24, 2017, from https://storycorps.org/listen/virginia-fairbrother-and-laurel-kaae/
Cost/Access	\$0.00

8. Depression-era Tactics for Saving Money.” [1000L]

Synopsis	The infographic shows nine Great-Depression-era behaviors, and suggests some takeaway lessons associated with each.
Activities	<ul style="list-style-type: none">• Brainstorm things that they could do either at home or at school to save money or supplies.
Creators	McCarthy, Patrick
Genre	Infographic
Length	1 page
Citation	McCarthy, P. (2017, March 13). Infographic: Great Depression Era Tactics for Saving Money. Retrieved May 22, 2017, from https://www.offgridweb.com/preparation/infographic-great-depression-era-tactics-for-saving-money/
Cost/Access	\$0.00.

9. “Jumpin Jive-Cab Calloway and the Nicholas Brothers.” [NA]

Synopsis	Amazing jazz performance that showcases singing as well as dancing. You can see why people loved jazz and swing music-it was a true performance.
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Activities	<ul style="list-style-type: none"> Show the video as an introduction to the music of the times. Ask students why they think people enjoyed this type of music. What emotions does it produce?
Creators	NA
Genre	Video
Length	4:48
Citation	L. (2006, July 31). Jumpin Jive - Cab Calloway and the Nicholas Brothers. Retrieved June 27, 2017, from https://www.youtube.com/watch?v=_8yGGtVKrD8
Cost/Access	\$0.00

10. "Music During the Great Depression." [1200L]

Synopsis	Brief history of music during the Great Depression, why it was important, and links to songs that were popular during this time.
Activities	<ul style="list-style-type: none"> A Picture of Knowledge
Creators	Connor Kehl
Genre	nonfiction (biography)
Length	2 pages
Citation	Kehl, C. (n.d.). Music During the Great Depression. Retrieved June 22, 2017, from http://musicduringthegreatdepression.blogspot.com/p/musicof-great-depression-when-stock.html
Cost/Access	\$0.00

11. "Ella Fitzgerald." [1050L]

Synopsis	Brief biography of Ella Fitzgerald and her impact on music.
Activities	<ul style="list-style-type: none"> A Picture of Knowledge
Creators	N/A
Genre	nonfiction (biography)
Length	2 pages
Citation	Ella Fitzgerald. (2014, February). Retrieved June 21, 2017, from http://wiki.kidzsearch.com/wiki/Ella_Fitzgerald
Cost/Access	\$0.00

12. “Bessie Smith (Nobody Knows You When You're Down And Out, 1929) Jazz Legend.” [NA]

Synopsis	Song by Bessie Smith about the hard times of the era. Listen to the song and have the lyrics available as well.
Activities	<ul style="list-style-type: none"> Play for the class so that they can experience the importance of this form of entertainment. Use with the printed lyrics and have students complete a Wondering about them.
Creators	
Genre	music
Length	three minute and four seconds.
Citation	R. (2009, June 04). Retrieved June 24, 2017, from https://www.youtube.com/watch?v=6MzU8xM99Uo
Cost/Access	\$0.00

13. “Nobody Knows You When You’re Down and Out” Lyrics []

Synopsis	Lyrics to the Bessie Smith song “Nobody Knows You When You’re Down and Out.”
Activities	<ul style="list-style-type: none"> Wonderings
Creators	Jimmy Cox
Genre	music lyrics
Length	about one page
Citation	Bessie Smith. (n.d.). Retrieved June 24, 2017, from http://www.metrolyrics.com/nobody-knows-you-when-youre-down-and-out-lyrics-bessie-smith.html
Cost/Access	\$0.00

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.

Learning Worth Remembering

Activities to use with Expert Pack: The Great Depression and the African American Experience

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. It is recommended that students be required to complete at least one of the Cumulative Activities for each text.

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	
	<i>New and important learning about the topic</i>	<i>How does this resource add to what I learned already?</i>
1. “World War I and the Great Depression.”	I learned some the effects that the Great Depression had on the United States.	I have heard about the Great Depression but didn’t know how many people it affected.
2. “Shanty Town Facts.”	I learned that people lost their homes during the Great Depression and had to live in Hoovervilles. I also learned that they were called Hoovervilles because people blamed President Hoover for living in the Hoovervilles.	This gave me more knowledge of how terrible of a time this was for so many people. I also learned what life was like for the people living there (where they were located, what the shanties were made of, etc).
3. “Soup Kitchens and Breadlines.”	I learned that almost half of the people in the U.S. lived below the poverty level. The government had to give away food so that people could survive.	Seeing images of how many people lined up to get food really helped me understand how many people needed help.
4. “Historic Images of African-American Life During the Depression.”	Segregation was a problem during the Great Depression. Some of the jobs that African Americans had were as farmers, waiters, maids, typists, etc.	That life was hard for everyone but it was even harder for African Americans.
5. “A Family’s Struggle.”	Families couldn’t afford to take care of their children so some ended up in orphanages.	Being taken away from your family was another effect of the Great Depression. People would rather have their children be taken care of by strangers than be without food and shelter.
6. “Lillian and Thomas Howell.”	Families had to sell everything and leave their homes.	Even though they had given up everything, they were happy to be with people who cared. They were lucky that they had family who were willing to take them in and help them.
7. Virginia Fairbrother and Laurell Kaae.”	People still tried to help others, even if they were strangers.	People who had enough to survive tried to help others who had less. However, not many people were able to help others because they

		had to take care of their families and themselves.
8. “Great Depression Era Tactics for Saving Money.”	I learned things that people would do to make what they had last. People during the Great Depression were the original recyclers!	People had to do whatever it took to survive. They would make do with very little and this became the norm for many families.
9. “Music During the Great Depression.”	Jazz was one of the most popular forms of music during this time period. It was also called swing. Music changed during the Depression from happier music before that to sad songs that showed people’s true feelings. Listening to the songs you can hear the emotion.	Even though people were poor and hungry, music made them feel better and let them express their feelings.
10. “Ella Fitzgerald.”	She lived in an orphanage when she was younger, like many children during the Depression. She got into trouble before she turned to music.	Her music was important to people both then and now. Her records are still to this day some of the most influential and important in music.
11. “Bessie Smith (Nobody Knows You When You're Down And Out, 1929) Jazz Legend.”	This song (video and lyrics) is about how at first when she had money, she had lots of fun and friends and things were great. But once she lost her money, everyone abandoned her and she was alone with nowhere to go and no one to help her.	This seems to sum up what happened to many people during the Depression. When you needed help and had no money, all of the “friends” that you thought you had disappeared and no one could or would help you. She says that if she gets money again, she will hold onto it this time instead of wasting it on trivial things. This seems to go along with the infographic about how people saved things and changed after the Depression, in case they ever experienced need like that again.

2. Rolling Vocabulary: “Sensational Six”

- Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
- Next use your 6 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 “Sensational Six” words from ALL the word lists.

- Use the “Sensational Six” words to summarize the most important learning from this Expert Pack.

Title	Six Vocabulary Words & Sentences
“World War I and the Great Depression.”	<p>Words: wealth, scarcity, stock market, unemployed, Great Depression, Roosevelt</p> <hr/> <p>Sentences:</p> <ol style="list-style-type: none"> 1. Before the stock market crashed, wealth was everywhere. 2. The Great Depression caused a scarcity of money and jobs. 3. The stock market crash caused people to lose their life savings and banks to close. 4. People became unemployed during the Depression. 5. The Great Depression was a period of great hardship that caused many people to lose everything. 6. President Roosevelt worked to help people during the Great Depression.
“Shanty Town Facts.”	<p>Words: Shanty towns, Hoovervilles, homeless, evicted, integrated, absolute poverty</p> <hr/> <p>Sentences:</p> <ol style="list-style-type: none"> 1. Many people lost their homes during the Depression and were forced to live in shanty towns. 2. Hoovervilles were another name for shanty towns. 3. The people who lived in shanty towns were homeless. 4. Many people lived in Hoovervilles because they were evicted from their homes because they couldn’t pay their rent. 5. The Hoovervilles were integrated, meaning people of all races lived in them together. 6. People living in shanty towns lived in absolute poverty.
“Soup Kitchens and Breadlines.”	<p>Words: tribute, industrialized, soup kitchens, unemployed, federal, New Deal</p> <hr/> <p>Sentences:</p> <ol style="list-style-type: none"> 1. The statues shown are a tribute to what the survivors of the Great Depression lived through. 2. Large industrialized cities with lots of businesses were the places that suffered first because many people there lost their jobs. 3. People couldn’t afford food so cities had soup kitchens to help feed people. 4. About 25% of all Americans were unemployed during this time. 5. The federal government had to help the cities and states take care of people during the Depression. 6. The New Deal programs that Roosevelt passed helped people during the Depression.
“Historic Images of African-American Life During the Depression.”	<p>Words: migrant, segregated, overruled, melting pot, tenant, jitterbug</p> <hr/> <p>Sentences:</p> <ol style="list-style-type: none"> 1. In order to find work, some people became migrant workers who traveled the country going wherever they could find a job. 2. Due to racism, blacks and whites were kept segregated. 3. It wasn’t until years later during the Civil Rights era that the laws against segregation would be overruled.

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4. When people started working again, some places people worked were called **melting pots** because people of all different races worked together there.
 5. The **tenant** was helping the family to move so that he could live at the house.
 6. People would do the **jitterbug** and other dances as a way to have fun and forget about their problems for a little while.
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“A Family’s Struggle.”

Words: orphanage, job, prospects, surrender, disability, poor

Sentences:

1. When families didn’t have a way to care for their children, they would have to have them in an **orphanage**.
 2. Because of his injury, her grandfather had an even harder time finding a **job**.
 3. When there were no work **prospects** in the town where they lived, he had to leave town to look in other places to find work.
 4. He had no one else to care for his children so he had to **surrender** them to an orphanage until he could come back later when he found a job.
 5. During the Depression, there was no **disability** program that gave people money if they were sick or hurt until they were well enough to work again.
 6. The Depression made people so **poor** that for Christmas each child got only one piece of gum.
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“Lillian and Thomas Howell.”

Words: possession, wildcats, filling station, pawn, reluctantly, secure,

Sentences:

1. Lillian’s family had to get rid of all of their **possessions** because they wouldn’t fit in the car when they moved.
 2. Lillian’s family had to sleep outside on their trip and she was afraid of the **wildcats** they heard at night.
 3. The route they traveled was so lonely the roads sometimes weren’t paved and there were no **filling stations** to get gas.
 4. Her mother did not want to **pawn** her dresser but they really needed money for food and gas.
 5. People gave up their possessions **reluctantly** because they wanted to keep it but it was more important to have food and gas.
 6. When Lillian and her family finally reached her aunt’s house, she felt **secure** because she was safe and in a place where people loved her.
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“Virginia Fairbrother and Laurel Kaae.”

Words: stranger, food, work, watch, drugstore, returned,

Sentences:

1. During the Depression, people who were able to often helped **strangers** in need.
 2. Virginia’s father gave the man **food** for his family.
 3. The man had to travel to Fort Peck in order to find **work**.
 4. The man insisted her father take the **watch** because it was the only valuable thing he had to give.
 5. Her father worked at a **drugstore** so he was able to work during the Depression.
 6. The man **returned** 25 years later and told her dad that he was the fellow who he had helped so many years before.
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“Great Depression Era Tactics for Saving Money.”

Words: survival, make do, sanitation, hobos, hoarded, victory garden

Sentences:

1. People had to use **survival** skills during the Depression in order to survive.
 2. People had to **make do** with what they could find during the Depression.
 3. People didn't have soap for proper **sanitation** so diseases broke out frequently.
 4. The **hobos** had no homes and had to keep traveling to look for work.
 5. People who had lost everything **hoarded** the things they still had in case they couldn't get them again.
 6. Towns started **victory gardens** to try to grow enough food for the people who lived there.
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“Music During the Great Depression.”

Words: popular music, topic, swing, revolutionary, jukeboxes, outlet

Sentences:

1. The Great Depression caused **popular music** to change.
 2. The Depression became one of the main **topics** of music.
 3. **Swing** music came from jazz and became very popular.
 4. Jazz and swing were **revolutionary** to music and became very popular as theme music in the movies.
 5. **Jukeboxes** played swing music everywhere you went.
 6. Music gave people who had nothing an **outlet** to escape their lives for a little while.
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“Ella Fitzgerald.”

Words: jazz, asylum, Chick Webb, influential, scat, Mocambo

Sentences:

1. Ella Fitzgerald started her career by singing **jazz**.
 2. After her mother died, there was no one to take care of her so Ella had to live in the Colored Orphan **Asylum**.
 3. **Chick Webb** brought Ella into his band and her rise to fame began.
 4. Her record was called "one of the most influential vocal jazz records of the decade..." by the New York Times.
 5. Ella changed from performing jazz songs to **scat** when that style became popular.
 6. She was the first African American to perform at the **Mocambo**, a nightclub in Hollywood.
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“Bessie Smith (Nobody Knows You When You're Down And Out, 1929) Jazz Legend.”

Words: millionaire, spending, dollar, friends, down and out, low,

Sentences:

1. Compared to later years, people were like **millionaires** before the Depression started.
 2. Before the Depression, people had money for **spending** on hanging out with friends.
 3. After the Depression began, even a **dollar** was something that you wanted to hold
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on to.

4. All of the **friends** that you once had disappear when you need help.

5. Your entire life changes when you are **down and out**.

6. You feel very **low** when you have no friends or money.

Sensational Six

Great Depression, unemployed, Roosevelt, Hooverilles, hobos, absolute poverty

Summary:

The **Great Depression** was an era of **absolute poverty**. People lost their life savings, their homes, their jobs, and sometimes even their families. Many people who lost their homes ended up living in poverty in makeshift shelters called **Hooverilles**. Hooverilles (or shanty towns) were named after President Hoover, who many people blamed for their problems. The huge number of **unemployed** people forced some people to live the life of a **hobo**, traveling the country on trains in search of work. These awful times continued until President **Roosevelt** started creating federal programs to help people get jobs and get back on their feet.

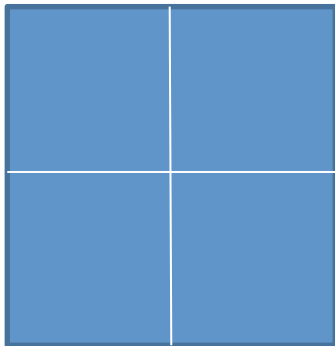
SINGULAR ACTIVITIES

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

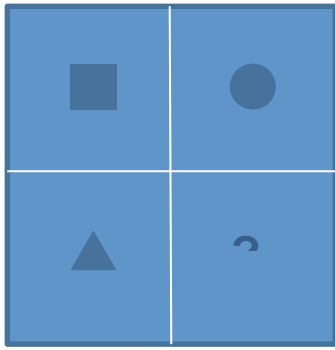
1. A Picture of Knowledge

Recommended for "Soup Kitchens and Breadlines.")

- 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**

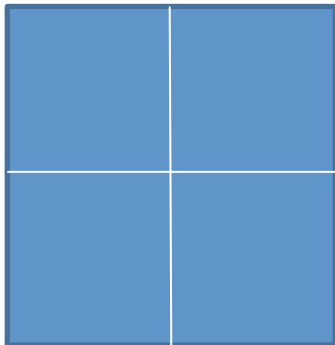


- Write!
 - **Square:** What one thing did you read or see that was interesting to you?
 - **Triangle:** What one thing did you read or see that taught you something new?
 - **Circle:** What did you read or see that made you want to learn more?
 - **Question Mark:** What is still confusing to you? What do you still wonder about?
- Find at least one classmate who has read “Shanty Town Facts” and talk to each other about what you put in each quadrant.

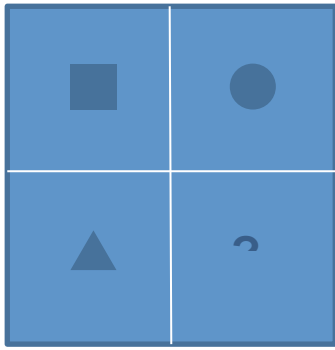
2. A Picture of Knowledge

Recommended for “Historic Images of African-American Life During the Depression.”)

- 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**

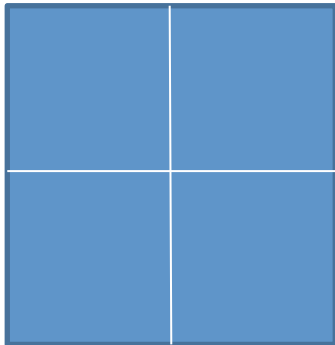


- Write!
 - **Square:** What one thing did you read or see that was interesting to you?
 - **Triangle:** What one thing did you read or see that taught you something new?
 - **Circle:** What did you read or see that made you want to learn more?
 - **Question Mark:** What is still confusing to you? What do you still wonder about?
- Find at least one classmate who has read “Historic Images of African-American Life During the Depression” and talk to each other about what you put in each quadrant.

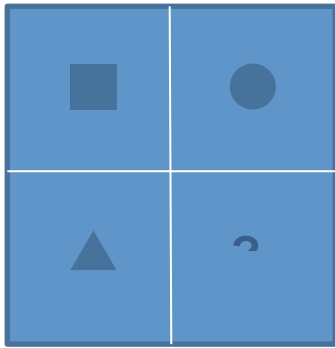
3. A Picture of Knowledge

(Recommended for “Music During the Great Depression.”)

- 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 or see that was interesting to you?
 - **Triangle:** What one thing did you read or see that taught you something new?
 - **Circle:** What did you read or see 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 “Music During the Great Depression “ and talk to each other about what you put in each quadrant.

4. Quiz Maker

(Recommended for “*Shanty Town Facts*”).

- 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.	

5. Quiz Maker

(Recommended for “*Depression-Era Tactics For Saving Money.*”)

- 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.	

6. Quiz Maker

(Recommended for World War I and the Great Depression.)

- 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.	

7. Wonderings

(Recommended for "A Family's Struggle.")

- 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...
<ul style="list-style-type: none"> ● Orphanages ● Food during the Depression 	<ul style="list-style-type: none"> ● Could anyone be put into one? How did they have money for food?

<ul style="list-style-type: none"> • What is Social Security and disability? 	<ul style="list-style-type: none"> • Could they have gotten food from the breadlines? • Could this have stopped children from being in an orphanage?
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8. Wonderings

(Recommended for “Lillian and Thomas Howell.”)

- 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...
<ul style="list-style-type: none"> • Who bought the things that they sold? • How come their family was able to help them? • Where did they live before moving to Virginia? 	<ul style="list-style-type: none"> • Were some people still rich during the Depression? • Did the Depression affect everyone? • Were some areas of the country better off than others?

9. Wonderings

(Recommended for “Virginia Fairbrother and Laurel Kaae.”)

- 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...
<ul style="list-style-type: none"> • How did the man know that her father could help them? • Why would they trust this man’s story? • Why did they give him the watch back? 	<ul style="list-style-type: none"> • If people knew others had money, did people rob and steal? • It seems like there must have been a lot of scams. • Shouldn’t Virginia’s family have been able to keep the watch since they gave give food, money, and a tire?

10. Wonderings

(Recommended for “Bessie Smith (Nobody Knows You When You're Down And Out, 1929) Jazz Legend.”)

- 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...
<ul style="list-style-type: none"> • Why no one helped her when she seemed to help them • What does an eagle's grin mean? 	<ul style="list-style-type: none"> • Were these people really her friends at all? • If she has money again, will these friends come back?

11. Pop Quiz

(Recommended for "World War I and the Great Depression")

Answer the following questions.

Question	Possible Answer
1. What was life like before the Great Depression began?	A time when people and the country seemed to have a lot of wealth.
2. What problems did the U.S. face because of the Great Depression?	Finding work, food, banks closed, money had less value, people lost their life savings.
3. What was Roosevelt's plan to help people during the Great Depression?	To create government jobs so that people could earn money.

12. Pop Quiz

(Recommended for "Ella Fitzgerald.")

Answer the following questions.

Question	Possible Answer
1. What were some of Ella Fitzgerald's nicknames?	"Lady Ella", the "Queen of Jazz", and the "First Lady of Song"
2. Where did she run away from?	Reform school or the reformatory
3. What was she originally planning to do with her life?	Be a dancer
4. What was her first band called?	"Ella Fitzgerald and her Famous Orchestra"
5. Why was playing at the Mocambo club considered so important?	She was the first African American to play there

Using the Expert Pack Glossary

The following are possible suggestions for how to use your glossary. This will be dependent both on the expert pack itself, how you plan to use it, and other ideas you may come up with.

Suggestions

- Assign students to read the glossary for each text before they read the text and refer to it during reading. Differentiate by meeting with weaker readers and going over the words before they read independently or in groups. This will provide the most support to weaker readers.
- Instruct students to refer to the glossary only while reading. This will be most helpful when students read in pairs.
- Assign students to read the glossary for homework and complete a task such as using each word in a new sentence. (This can also be done in class.) Differentiate by meeting with weaker readers and going over the words the day the homework is assigned.
- Have students take a vocabulary quiz after completing any of the above suggestions.

Glossary: The Great Depression and the African American Experience

“World War I and the Great Depression.”

Word	Student-Friendly Definition
illusion	Seeing or hearing something in a false way. <i>The money that people had during the Roaring Twenties turned out to be an illusion.</i> <i>The magician created the illusion of pulling a rabbit out of the hat.</i>
scarcity	A lack of something. <i>There was a scarcity of food during the Depression.</i> <i>There is a scarcity of ice for the polar bears to live on.</i>
stock market	Place where parts of a company can be bought or sold. <i>Too many people selling their parts of a company can cause the stock market to crash.</i> <i>People can use the stock market to make money.</i>

“Shanty Town Facts.”

Word	Student-Friendly Definition
amenities	Something that makes something better or more convenient. <i>Shanty towns didn't have many amenities, including running water.</i> <i>The hotel had amenities like a pool and a hot tub.</i>
deprivation	A lack of something.
eradicated	To get rid of. <i>Hooverilles weren't eradicated for years.</i>

	<i>We eradicated all of the dodo birds.</i>
impoverished	Poor, or to make poor. The Hoovervilles were impoverished places. Their father's loss of work impoverished the family.
inadequate	Not enough. There was an inadequate amount of water in the shanty towns to keep things clean. That is an inadequate amount of money to buy that toy.
inhabitants	Someone or something that lives in a place. The inhabitants of Hoovervilles were poor. The inhabitants of the town were not very friendly.
makeshift	made to meet a need; not meant to last. Shanty towns were makeshift houses made of whatever could be found. They built a makeshift tent out of blankets.
primitive	Simple and not developed. The shanties were very primitive shelters. The lady lived in a primitive house of mud and sticks.
rickets	Disease caused by lack of food and/or vitamin D. Children in the Depression often had rickets due to lack of food and medicine.
tuberculosis	A contagious lung disease. Tuberculosis spread quickly because of a lack of clean living. That coughing sounds like it could be tuberculosis.

“Soup Kitchens and Breadlines.”

Word	Student-Friendly Definition
industrialized	Large areas of manufacturing and business. <i>Industrialized areas suffered during the Depression because there were so many people there who lost their jobs.</i> <i>Antartica is not an industrialized area.</i>
eligible	Qualified or able to do something. <i>Her father wasn't eligible for that job because of his injury.</i> <i>You are eligible to enter this contest because you are 18.</i>
legislation	
plight	An unhappy situation. <i>Farmers during the Great Depression faced a major plight.</i> <i>We have to have sympathy with the plight of the poor.</i>
relief	Help given to those in need. <i>Soup kitchens provided relief to the hungry.</i> <i>I can finally go home because my relief is here!</i>

subsistence	Having the smallest amount of resources needed to survive. <i>Most people during the Depression were forced into subsistence living. Subsistence living is less wasteful.</i>
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unemployed	Having no job. <i>The Great Depression led to many people being unemployed. If you lose your job, you are unemployed.</i>
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“Historic Images of African-American Life During the Depression.”

Word	Student-Friendly Definition
facilities	A building made or used for a particular activity. <i>Blacks and whites had separate facilities during the Depression. We play basketball at the sports facility.</i>
lynch mob	Groups of people who kill people who offend them without legal authority. <i>Her husband was killed by a lynch mob of angry white farmers. The lynch mob went after him because they were convinced that he had broken the law.</i>
migratory	Tending to migrate. <i>People during the Depression were migratory because they had to search for jobs in other places. The goose is a migratory animal.</i>

“A Family’s Struggle.”

Word	Student-Friendly Definition
able-bodied	Physically fit or strong. <i>During the Depression, even able-bodied men couldn’t get a job. Able-bodied people are stronger than people who are injured.</i>
disability	Money that the government gives to people to live on if they can’t work. <i>There was no disability money for people during the Depression. My uncle hurt his back and now he is on disability.</i>
severed	Cut off. <i>Her father’s arm was almost severed in the accident. If you cut a piece of string you have severed it.</i>
WPA (Works Progress Administration)	A program introduced by Roosevelt that hired people to work on public areas, like railroads and roadways. <i>Her father got a job from the WPA. The WPA helped people find work again.</i>

“Lillian and Thomas Howell.”

Word	Student-Friendly Definition
Krogers	The name of a chain store (like Walmart or Target). <i>My father worked at Krogers during the Great Depression.</i> <i>We went to Krogers to get groceries.</i>
laid off	Being put out of work. <i>Many people were laid off during the Great Depression.</i> <i>My dad lost his job because he was laid off.</i>

“Virginia Fairbrother and Laurel Kaae.”

Word	Student-Friendly Definition
perishable	Likely to spoil or rot quickly. <i>Virginia’s father made sure to not give them perishable food for their trip.</i> <i>Make sure that you put the milk in the fridge because it is perishable.</i>
pharmacist	A person who is trained to give out medicine that a doctor orders. <i>Virginia’s father was a pharmacist.</i> <i>The pharmacist gave me the antibiotics I needed.</i>

“Depression-Era Tactics For Saving Money.”

Word	Student-Friendly Definition
despondent	Depressed or unhappy. <i>When people lost their money and homes, they became despondent.</i> <i>The girl in the orphanage was despondent.</i>
nomadic	Roaming about with no home. <i>The hobos were nomadic in their search for jobs.</i> <i>His nomadic life took him to places around the world.</i>
sustainability	Maintaining a resource so that it doesn’t run out. <i>Planting gardens helped people in the Depression with food sustainability.</i> <i>Recycling helps increase the sustainability of our environment.</i>
tactics	A method used to achieve something. <i>Fixing holes in clothes instead of throwing them out is a money saving tactic.</i> <i>Studying before a test is a good tactic to use if you want a better grade.</i>
tatters	A torn piece of clothing. <i>Since people couldn’t afford new clothes during the Depression, their clothes would often be in tatters.</i>

The dog had a tatter of the man's pants in his mouth!

“Music During the Great Depression.”

Word	Student-Friendly Definition
percussion	The striking of one hard object against another with force so that sound is produced, such as drumming. <i>Percussion is an important part of jazz music.</i> <i>The percussion of steel against steel hurt my ears.</i>
syncopated	In music, changing the rhythms in ways that are not expected. <i>The syncopated beats of the instruments is what makes jazz music special.</i> <i>The syncopated tapping in the song was inspired by the sound of her nails tapping the table.</i>

“Ella Fitzgerald.”

Word	Student-Friendly Definition
amateur	Someone who is not a professional. <i>Ella Fitzgerald was an amateur singer before she got a record deal.</i> <i>When you learn something new, you start as an amateur.</i>
influential	Having power or importance. <i>Ella Fitzgerald's music was influential to other musicians.</i> <i>The President is an influential leader.</i>
reform school	Where kids were sent if they committed a crime and were too young for jail. <i>Ella Fitzgerald was sent to reform school after she got into trouble with the law as a kid.</i>

“Bessie Smith (Nobody Knows You When You're Down And Out, 1929) Jazz Legend.”

Word	Student-Friendly Definition
bootleg	Illegal alcohol. <i>People could only drink bootleg liquor during Prohibition because alcohol was banned.</i> <i>People who smuggled alcohol for people to drink were called bootleggers.</i>