Echoes from a Difficult Past- The Great Depression Resource Pack

COURSE: CHC 2D

SPECIFIC EXPECTATION(S):

C1.1 describe some key social changes in Canada during this period (e.g., social changes brought about by unemployment or the dustbowl during the Depression; left- and right-wing social movements; the increasing influence of American culture), and explain their main causes as well as their impact on different groups in Canada.

C1.3 describe some key economic trends and developments in Canada during this period (e.g., the stock market crash of 1929, pensions for veterans, the impact of the dustbowl on agriculture, the expansion of American branch plants, buying on margin, high unemployment rates, government relief, public works projects, the establishment of the Bank of Canada, the wartime economy, the 1945 Ford strike), and assess their impact on different groups in Canada.

ABSTRACT: The objective of this resource pack is to empower teachers to help students to learn about key socioeconomic developments within Canada during the Great Depression, while also enhancing students’ understanding of the challenges that different groups of Canadians faced at this time. This resource pack utilizes the historical concepts of significance, evidence, continuity and change, cause and consequences, historical perspective, and ethical dimensions, in order to enable teachers to accomplish these objectives. The first lesson provides a means for teaching students to recognize the historical significance of Great Depression widespread poverty. The second lesson addresses the many causes and consequences of the Great Depression, and examines their impact on different groups of Canadians. The third lesson examines the ethical dimensions that surround the perspectives and policies of the Liberal and Conservative political parties. While the fourth lesson draws upon a wide array of activities and sources, in order to depict the historical perspectives of diverse groups of Canadians. The fifth lesson examines the historical continuity and change of various socioeconomic developments throughout the Great Depression. The sixth lesson advances students’ knowledge of the Great Depression by teaching students to transform primary and secondary sources into valuable historical evidence. This resource pack provides teachers’ with a valuable platform for immersing students within the economic and social changes of the Great Depression.

KEYWORDS: Great Depression; Socioeconomic; Social Change; Economic Developments; Western Canada; Eastern Canada; Liberals; Conservatives; New Deal; On-To-Ottawa Trek; “Five-Cent Speech”; Stock Market Crash; William Lyon Mackenzie King; R.B. Bennett; Historical Significance; Evidence; Continuity and Change; Cause and Consequences; Historical Perspectives; The Ethical Dimension

AUTHOR: Paul Rashotte and Eternity Harris
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COURSE: CHC 2D

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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Significance

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Evidence

LESSON #: 1

TITLE: The Significance of Suffering

OVERVIEW: This lesson will teach students to recognize the historical significance of the Great Depression by outlining key socioeconomic changes, which took place during the time period. Additionally, students will develop their ability to think critically about the historical significance of particular events from the Great Depression.

MATERIALS:
1. Primary Source Documents (PSD 1.1 / PSD 1.2/ PSD 1.3/ PSD 1.4 / PSD 1.5/ PSD 1.6/ PSD 1.7)
2. Instructions for teacher
3. Black Line Masters (BLM 1.1 / BLM 1.2/ BLM 1.3)

PLAN OF INSTRUCTION

Step 1: Warm up (20 minutes)
Students will be given the Black Line Maser 1.1 handout, which contains various questions that coincide with 5 different pictures of the Great Depression (PSD 1.1 / PSD 1.2/ PSD 1.3/ PSD 1.4 / PSD 1.5). These students will then be asked to answer the questions with their group members. This activity will help students to learn about significant socioeconomic developments from the great depression in an engaging interactive activity.
Step 2: Discussion (15 minutes)
The teacher will then lead a class discussion wherein students will discuss their answers to the picture questions. Students will be asked what time period the pictures were taken in, and where they were taken. They will also be asked to imagine what it would be like to experience the historical event in question. This discussion should help students to empathize with Great Depression and thus better appreciate the significance of the events that took place.

Step 3: Guided Practice (20 minutes)
The teacher will give a brief overview of the business cycle, the Stock Market Crash, and the Great Depression, while students will work independently to create a note for this historical event (BLM 1.2). This activity will provide students with an overview of the economic developments that caused the Great Depression to take place.

Step 4: Modeling (20 minutes)
The teacher will show a short video clip that depicts social developments in the time of the Great Depression (PSD 1.6). After viewing the video, students will briefly enter into a class discussion wherein they will talk about how the new information changed their interpretation of the pictures. The teacher will regularly prompt students to state why they found the historical content to be significant. After the initial discussion, the teacher will show another video, which will detail events from the 2008 economic recession (PSD 1.7). Students will then be asked to identify historical significance by drawing parallels between the two events.

Step 5: Independent Activity (20 minutes)
Student’s will complete an exit slip journal that assess their understanding of the Great Depression’s historical significance wherein they will be asked to identify similarities and differences with the 2008 financial crises (BLM 1.3).

Step 6: Sharing / Discussing / Teaching (45 minutes)
Students will then present their exit slip journals to the class, and will be encouraged to ask questions about other students’ insights into the historical material. The teacher will regularly prompt students to explain why they found certain events within the great depression to be significant.

ASSESSMENT:
The teacher will be able to assess students’ achievement of the learning goals by observing their involvement in the warm up and discussion, reading their exit cards, and analyzing their presentation.
COURSE: CHC 2D

SPECIFIC EXPECTATION (S):

C1.1 describe some key social changes in Canada during this period (e.g., social changes brought about by unemployment or the dustbowl during the Depression; left- and right-wing social movements; the increasing influence of American culture), and explain their main causes as well as their impact on different groups in Canada.

C1.3 describe some key economic trends and developments in Canada during this period (e.g., the stock market crash of 1929, pensions for veterans, the impact of the dustbowl on agriculture, the expansion of American branch plants, buying on margin, high unemployment rates, government relief, public works projects, the establishment of the Bank of Canada, the wartime economy, the 1945 Ford strike), and assess their impact on different groups in Canada.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Causes and Consequences

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Ethical Dimensions

LESSON #: 2

TITLE: Causes and Consequences of the Great Depression

MATERIALS:

1. Primary Source Documents (PSD 2.1/ PSD 2.2/ PSD 2.3/ PSD 2.4/ PSD 2.5/ PSD 2.6/ PSD 2.7)
2. Instructions for teacher
3. Black Line Masters (BLM 2.1)

Step 1: Warm up /Step 2: Discussion (15 minutes)
Students will participate in a brief class discussion wherein they will be asked to tell the class what they already know about the Great Depression. The teacher will prompt the students by asking them about movies, documentaries, and family stories that have informed their perception of this historical era. The teacher will then write down important causes and consequences on the board, when they come up in the discussion.

Step 3: Modeling (15 minutes)
Students will copy down a brief note on the causes and consequences of the Great Depression (BLM 2.1). The note will help to expand upon students’ background knowledge and solidify their understanding of the important causes and consequences of the Great Depression. Furthermore, the teacher will model effective critical thinking practices by communicating how student background information relates to the causes and consequences.

Step 4: Guided Practice (30 minutes)
Students will then perform a jigsaw activity wherein they will be placed in groups and instructed to identify the
historical implications of a particular cause. Subsequently, students will be given primary source material for each cause, and they will have to ascertain what their primary source indicates about their historical cause. One student within each group will be instructed to record their peers’ insights into the subject matter (PSD 2.1/PSD 2.2/PSD 2.3/PSD 2.4/PSD 2.5/PSD 2.6/PSD 2.7).

**Step 5: Sharing / Discussing / Teaching (35 minutes)**

Once students have finished analyzing the historical causes and consequences implicated within their primary source material, one student from each group will go to another group. The reason that students will travel to new groups is so that they can teach other students about their historical cause. After each group has learned about another group’s cause, they will then proceed to present the information about the other group’s cause to the class.

**ASSESSMENT:** The teacher will be able to assess students’ achievement of the learning goals by monitoring their engagement in the discussion and evaluating their contributions to the jigsaw activity.
COURSE: CHC 2D

SPECIFIC EXPECTATION (S):

C1.1 describe some key social changes in Canada during this period (e.g., social changes brought about by unemployment or the dustbowl during the Depression; left- and right-wing social movements; the increasing influence of American culture), and explain their main causes as well as their impact on different groups in Canada.

C1.3 describe some key economic trends and developments in Canada during this period (e.g., the stock market crash of 1929, pensions for veterans, the impact of the dustbowl on agriculture, the expansion of American branch plants, buying on margin, high unemployment rates, government relief, public works projects, the establishment of the Bank of Canada, the wartime economy, the 1945 Ford strike), and assess their impact on different groups in Canada.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Ethical Dimensions

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Historical Perspectives

LESSON #: 3

TITLE: How did political parties respond to the Great Depression in Canada?

OVERVIEW: This lesson will primarily examine the ethical dimensions of the Great Depression, while also exploring historical perspectives. Students will consider differing Canadian political parties, and their reaction to the economic conditions during the 1930s. Their task will be to read and analyze excerpts from two primary sources and one secondary source, which will provide them with various historical perspectives from the event. Furthermore, students will explore the economic conditions of the 1930s, and apply it to contemporary society, in order to consider how the Great Depression has had a lasting historical impact on Canada. The last task that students will be required to engage in is a critical thinking challenge, whereby they will use their knowledge, to reflect on which political party they would have voted for during the time of the Great Depression.

MATERIALS:
1. Primary Source Documents (PSD 3.1 / PSD 3.2)
2. Instructions for teacher
3. Black Line Masters (BLM 3.1 / BLM 3.2/ BLM 3.3/ BLM 3.4/ BLM 3.5)

PLAN OF INSTRUCTION:

Step 1: Warm up (5 minutes)
Students will be given a political cartoon that depicts Mackenzie King's “Five-Cent Speech,” as well as a handout on how to analyze a political cartoon (BLM 3.1/ BLM 3.2). Students must read the cartoon individually, and answer the first section of the handout.
Step 2: Discussion (20 minutes)
The teacher will take up the political cartoon along with the questions that were asked in the handout as a class. Students will draw from their previous knowledge of the Great Depression to explore the issues surrounding the “Five-Cent Speech”, and the overall sentiments of Canadians at the time. This will enable students to develop an understanding the Great Depression’s impact on conflicts between different groups.

Step 3: Guided Practice (15 minutes)
The teacher will give a brief overview of Mackenzie King’s “Five-Cent Speech”, Bennett’s 1930 campaign promises, the “New Deal”, and the Election of 1935. Students will then be given a handout on the discussed topics, and while the teacher is lecturing, the students’ will fill in the blank spaces to create a note for this historical event (BLM 3.3). Thus students will enhance their understanding of how the Great Depression impacted both Liberals and Conservatives.

Step 4: Modeling (20 minutes)
The teacher will project excerpts from Mackenzie King and Bennett’s speeches and read them aloud to the class (PSD 3.1 / PSD 3.2). Afterwards, students will enter into a discussion where they will identify the different approaches to unemployment that the two opposing political parties tried. The teacher will regularly prompt students to explain how unemployed people responded to these two approaches.

Step 5: Independent Activity (15 minutes)
Students will complete part 2 and 3 of their handout on how to analyze a Political Cartoon, which will assess their understanding of Mackenzie King’s “Five-Cent Speech” (BLM 3.4). They will be asked to identify how the speech is portrayed within Canadian history, in order to gain a historical perspective on the event.

Step 6: Sharing / Discussing / Teaching (35 minutes)
Students will work in pairs using their textbook to aid them in completing a chart on the varying political responses to the Great Depression (BLM 3.5). Once the chart is complete, students will write a reflection on which political party they would have voted for and why, which will be handed in for marks. As a class, the teacher will take up the chart explaining the various political responses to the Great Depression.

ASSESSMENT:
The teacher will be able to assess students’ achievement of the learning goals by observing their completion of the handouts and their engagement in the discussion. Furthermore, students’ completion of the written reflection will provide the teacher with a mark that can be utilized to judge the effectiveness of the lesson.
COURSE: CHC 2D

SPECIFIC EXPECTATION (S):

C1.1 describe some key social changes in Canada during this period (e.g., social changes brought about by unemployment or the dustbowl during the Depression; left- and right-wing social movements; the increasing influence of American culture), and explain their main causes as well as their impact on different groups in Canada.

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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspectives

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Ethical Dimensions

LESSON #: 4

TITLE: How did Canadians react to the Great Depression?

OVERVIEW: In this lesson, students will build upon previous knowledge by further examining the impact of economic conditions in Canada during the 1930s. Students will analyze the historical perspectives of various Canadians who were impacted by the economic conditions of the Great Depression.

MATERIALS:
1. Primary Source Documents (PSD 4.1)
2. Instructions for teacher

PLAN OF INSTRUCTION:

Step 1: Warm up (70 minutes)
Students will be placed in groups and given a handout, which will provide instructions on how to play a 1930s relief money game. The game will direct students to take on the task of managing different individuals’ weekly relief money budget during the Great Depression. This game is designed demonstrate the Great Depression’s impact on poor families by giving students insight into what these peoples lives would be like at this time. The game should take an entire class to complete (BLM 4.1).

Step 2: Discussion (20 minutes)
The teacher will ask for a volunteer group to discuss the decisions that they made when constructing a budget. The teacher will ask guiding questions to prompt the first group to talk about the ethical decisions that
accompanied their budget making process. Specifically, the teacher will encourage students to acknowledge that despite inflation, relief sums were not substantial enough to alleviate poverty. Other groups will then be asked about the difficulties they encountered in constructing a budget, which will illuminate their understanding of the hardships that Canadians experienced. This will help to further enhance students’ historical perspective on the socioeconomic developments of the Great Depression.

Step 3: Guided Practice (20 minutes)
The teacher will give a brief overview of the On-To-Ottawa Trek, Riding the Rails, Relief Camps, Tolerance and Intolerance During the Depression, and The Impact on Canada During the Great Depression (BLM 4.2). While the teacher is lecturing, students’ will create a note on these varying perspectives.

Step 4: Sharing / Discussing / Teaching (35 minutes)
Students will be given a handout with 5 unidentified primary source perspectives, as well as a chart (PSD 4.1 and BLM 4.3). After reading each perspective, students will complete a chart asking them to provide a brief summary of the source, as well as whom they believe is speaking, who they are speaking to, and what is the reason that they are in their particular situation. As a class, the teacher will take up the chart and explain various Canadians perspectives. This activity will give students exposure to various historical perspectives on the Great Depression.

Step 5: Independent Activity (50 minutes)
Students’ will be given a handout with a scenario of someone who faced difficulties during the Great Depression (BLM 4.4/ BLM 4.5/ BLM 4.6/ BLM 4.7/ BLM 4.8/ BLM 4.9/ BLM 4.10/ BLM 4.11/ BLM 4.12). At the bottom of the sheet, students write in first person from the perspective of their assigned character. Once they have finished writing their journal, they will present it to the class. This activity will combine knowledge from this lesson, along with their own creativity to further expand their historical perspective lenses.

ASSESSMENT:
The teacher will be able to assess students’ achievement of the learning goals by observing their insights into the Great Depression game during the discussion, checking their completion of the chart, and measuring the quality of their first person historical narratives.
COURSE: CHC 2D

SPECIFIC EXPECTATION (S):

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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Continuity and Change

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Evidence

LESSON #: 5

TITLE: Historical Continuity and Change within the Great Depression

OVERVIEW: This lesson will examine historical continuity and change within the great depression time period. Students will complete a series of timeline activities that will outline the key socioeconomic developments of the Great Depression. However, the teacher will problematize the traditional linear timeline understanding of history by repeatedly emphasizing that the consequences of historical events do not necessarily follow a neat linear progression.

MATERIALS:
1. Primary Source Documents (PSD 5.1/ PSD 5.2/ PSD 5.3/ PSD 5.4/ PSD 5.5/ PSD 5.6/ PSD 5.7)
2. Instructions for teacher
3. Black Line Masters (BLM 2.1)

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)
Students will receive a handout with an array of pictures that will depict various events from the Great Depression (PSD 5.1/ PSD 5.2/ PSD 5.3/ PSD 5.4). Once students receive the handout, they will be instructed to organize the pictures in order of when they occurred. Additionally, students will be reminded that they must take time to carefully analyze the pictures, so that they can accurately attribute a correct time frame to the images. While students will be encouraged to write dates, this will not be a mandatory requirement.

Step 2: Discussion (20 minutes)
After the students have completed the timeline picture activity, the teacher will take up students’ answers as a class. The teacher will address difficulties in students understanding by informing them of how the issues illustrated within the pictures either changed or continued over time. Furthermore, students will be encouraged to ask questions on how the events depicted within their pictures are significant to the Great Depression as a whole. The students will have received previous lessons on the subject matter illustrated in the pictures, so the discussion should trigger their background knowledge.

**Step 3: Modeling (15 minutes)**
The teacher will utilize the 2.1 Black Line Master to provide students with an overarching understanding of the causes and consequences of the Great Depression. However, students will not be shown the teachers note immediately, as they will be required to make their own timelines. Thus the teacher will reiterate important events from the Great Depression in a lecture format, and students will be required to take notes. However, the teacher will restate points in response to students’ questions, in order to accommodate those that are struggling to keep up.

**Step 4: Guided Practice (25 minutes)**
Students will then be instructed to create their own timelines on the Great Depression. Also, students will be required to briefly state the historical significance of each historical event that they incorporate into their timeline. The teacher will help students by answering questions and offering students assistance with the activity. However, the teacher will guide students to refer to their notes when possible, in order to promote independent learning.

**Step 5: Sharing / Discussing / Teaching (30 minutes)**
Students will submit their timeline at the end of class, so that the teacher can evaluate student understanding. The teacher will hand back student timelines the following day, and take up the activity as a class, so that students can improve their understanding.

**ASSESSMENT:**
The teacher will be able to assess students’ achievement of the learning goals by observing their capacity to construct timelines that illustrate the key socioeconomic developments of the Great Depression.
COURSE: CHC 2D

SPECIFIC EXPECTATION (S):

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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Evidence

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Historical Significance

LESSON #: 6

TITLE: Evidence of the Great Depression

OVERVIEW: In this lesson, students will learn about key social and economic changes in Canada during the Great Depression by developing their abilities to work with historical evidence. Students will carry out a variety of activities that will help them learn how to work with primary and secondary sources in a variety of different contexts. Additionally, students will work with Ipads, which will give them the opportunity to use technology to enhance their proficiency researching primary and secondary sources.

MATERIALS:

1. Primary Source Documents (PSD 6.1/ PSD 6.2)
2. Instructions for teacher
3. Black Line Masters (BLM 6.1)

PLAN OF INSTRUCTION:

Step 1: Warm up (5 minutes)
Students will be hooked into the lesson by each being given two primary and two secondary sources on the Great Depression (PSD 6.1/ PSD 6.2). Students will then be instructed to distinguish primary and secondary sources, and to also ask one question that pertains to the historical significance of each piece. This activity will thereby involve students in the class by getting them to work with the source material, but will also assess student background knowledge on working with historical evidence.
Step 2: Discussion (15 minutes)
After the students have completed the primary and secondary source identification activity, they will copy out a brief note that will outline the differences between primary and secondary sources (BLM 6.1). Additionally, the teacher will make it explicit that working with historical evidence necessitates that one recognize that they are adopting a mode of historical interpretation. Once students have copied out the note, students will then be shown some example questions that effectively turn primary sources into evidence. Students will then enter into a class discussion wherein they will talk about what they would change about the initial questions that they posed during the resource activity. Throughout the discussion the teacher will repeatedly ask students to write down their question modifications.

Step 3: Modeling (30 minutes)
Students will then be given Ipads and asked to search for additional sources that will help them to answer their modified questions. Students will be asked to visit a university search engine website, such as: http://www.yale.edu/collections_collaborative/primarysources/primarysources.html#music_a, as it is as an excellent resource for finding source material. The teacher will help students with their research by monitoring students’ progress and answering their questions.

Step 4: Guided Practice (15 minutes)
After students have found some additional resources, they will engage in a think/pair/share about how the evidence that they discovered helped them to answer their questions.

Step 5: Independent Activity (20 minutes)
Students will then be instructed to complete a primary source scavenger hunt activity. They will each be asked to go through all the primary sources in their notes, in order to select one document that sparked their interest in the great depression. Once students have found sources they will once again write down questions, which transform their sources into evidence.

Step 6: Sharing / Discussing / Teaching (30 minutes)
After students have formulated their questions they will get into groups of three, in order to discuss the commonalities and differences that they found in their sources. Students will then prepare to present these differences and commonalities to the class. And at the end of the lesson, each group will conduct a presentation on their findings.

ASSESSMENT:
The teacher will be able to assess students’ achievement of the learning goals by observing their engagement with both the discussion and the research activity. Furthermore, the teacher will be able to evaluate the quality of the primary source presentation, in order to discern whether the students effectively accomplished the learning objectives.
Appendix
Primary Source Documents

PSD 1.1
A photograph of a farm that became more expensive to run than to abandon.
• An American family from Oklahoma who abandoned their farm. Similarly, many farms in western Canada were also abandoned around 1929. 
• A photograph of the trading floor of the New York Stock Exchange in 1929.***
• A photograph depicting a crowd gathering on Wall Street in New York City after news of the Stock Market Crash spreads on “Black Tuesday” October 29, 1929.
A photograph in the days leading up to the Stock Market Crash of October 29, 1929. This bank in Britain experienced the widespread panic of its depositors who lined up to withdraw their savings upon hearing news regarding the condition of the U.S. economy.
YouTube video – The Great Depression – (http://www.youtube.com/watch?v=JWrX6kC9Nh4).vi
PSD 1.7

• Picture of over production of T-Model Ford and under consumption.
- Photo of the over production of wheat.
- Soil drifts against a fence between Cadillac and Kincaid in Saskatchewan.
• Photo of Canada’s Dependence on the US.
- Photo of High Tariffs.
• Photo of Too Much Buying on Credit.
• Photo of Too Much Buying on Margin.
Excerpts from Prime Minister Mackenzie King's Speeches during a debate in the House of Commons, April 3, 1930

“With respect to giving moneys out of the federal treasury to any Tory government in this country for these alleged unemployment purposes, with these governments situated as they are today, with policies diametrically opposed to those of the government, I would not give them a “five-cent piece.”

May I conclude what I have to say? So far as giving money from the federal treasury to provincial governments is concerned in reaction to their question of unemployment, I would be prepared to go to a certain length possibly in meeting one or more of the western provinces that have Progressive premiers at the head of their governments…but I would not give a single cent to any Tory government on earth.”
Excerpt from Bennett’s radio address, January 2, 1935:

“In the last five years, great changes have taken place in the world. The old order has gone. It will not return…Reform means government intervention: it means government control and regulation; it means the end of laissez-faire. Reform heralds certain recovery.”
Primary Source Analysis

Read the following primary sources and complete the chart on the back.

Source #1

I am writing to see if there is any help I could get.
As I have a baby thirteen days old that only weighs
one pound and I have to keep in cotton Wool & Olive Oil,
and I haven't the money to buy it, if there is any help I could get
their will be two votes for you next election
Hoping to hear from you soon

Source #2

I believe you to be good as well as a great man
therefore I am appealing to you to save my home.
Picture yourself, through no fault of your own,
homeless with sons willing, but unable to provide for you.
Please help me or tell me what I can do.
Yours Sincerely and hopefully, Laura Bates.

Source #3

Three little baby boys were born to Mr. and Mrs. Samuels in our vicinity.
Like many others they have had some very bad luck.
The parents are a very fine type, not the kind with the hand out for help.
We hope you will feel toward these unfortunate people the way we do.

Source #4

It is with a very humble heart that I take the opportunity of writing this letter to ask you if you will
please send for this underwear for my husband from the Eaton catalog. I can manage but my husband
has arthritis very bad at times in his arms and shoulders. I have patched and darned his old underwear
for the last two years, but they are completely done now. If you can't do this I really don't know what
to do.

Source #5

I am a little boy eight years old and I'm in Grade III at school. I've wanted a little red wagon to hitch my
dog to for so many years, but Daddy has no money. Please, Mr. Bennett would you send me enough
money to buy my wagon. Thank you so much.
• Photo of the Winnipeg General Strike.\textsuperscript{xviii}
The Great Depression Begins - Primary Source

The Stock Market Crash

New York Times
Reporter Elliott V. Bell witnessed firsthand the panic and despair that ensued after the stock market crashed on October 24, 1929. As you read his account, think about the chain of events that followed the crash.

The market opened steady with prices little changed from the previous day, though some rather large blocks, of 20,000 to 25,000 shares, came out at the start. It sagged easily for the first half hour, and then around eleven o’clock the deluge broke. It came with a speed and ferocity that left men dazed. The bottom simply fell out of the market. From all over the country a torrent of selling orders poured onto the floor of the Stock Exchange and there were no buying orders to meet it. Quotations of representative active issues, like Steel, Telephone, and Anaconda, began to fall two, three, five, and even ten points between sales. Less active stocks became unmarketable. Within a few moments the ticker service was hopelessly swamped and from then on no one knew what was really happening. By 1:30 the ticker tape was nearly two hours late; by 2:30 it was 147 minutes late. The last quotation was not printed on the tape until 7:08 1/2 P.M., four hours, eight and one half minutes after the close. In the meantime, Wall Street had lived through an incredible nightmare. In the strange way that news of a disaster spreads, the word of the market collapse flashed through the city. By noon great crowds had gathered at the corner of Broad and Wall streets where the Stock Exchange on one corner faces Morgan’s [the headquarters of J.P. Morgan] across the way. On the steps of the Sub-Treasury Building, opposite Morgan’s, a crowd of press photographers and newsreel men took up their stand. Traffic was pushed from the streets of the financial district by the crush . . . . The animal roar that rises from the floor of the Stock Exchange and which on active days is plainly audible in the Street outside, became loud, anguished, terrifying. The streets were crammed with a mixed crowd—agonized little speculators, walking aimlessly outdoors because they feared to face the ticker and the margin clerk; sold-out traders, morbidly impelled to visit the scene of their ruin; inquisitive individuals and tourists, seeking by gazing at the exteriors of the Exchange and the big banks to get a closer view of the national catastrophe; runners, frantically pushing their way through the throng of idle and curious in their effort to make deliveries of the unprecedented volume of securities which was being traded on the floor of the Exchange. The ticker, hopelessly swamped, fell hours behind the actual trading and became completely meaningless. Far into the night, and often all night long, the lights blazed in the windows of the tall office buildings where margin clerks and bookkeepers struggled with the desperate task of trying to clear one day’s business before the next began. They fainted at their desks; the weary runners fell exhausted on the marble floors of banks and slept. But within a few months they were to have ample time to rest up. By then
thousands of them had been fired. Agonizing scenes were enacted in the customers’ rooms of the various brokers. There traders who a few short days before had luxuriated in delusions of wealth saw all their hopes smashed in a collapse devastating, so far beyond their wildest fears, as to seem unreal. Seeking to save a little from the wreck-age, they would order their stocks sold “at the market,” in many cases to discover that they had not merely lost everything but were, in addition, in debt to the broker. And then, ironic twist, as like as not the next few hours’ wild churning of the market would lift prices to levels where they might have sold out and had a substantial cash balance left over. Every move was wrong, in those days. The market seemed like an insensate thing that was wreaking a wild and pitiless revenge upon those who had thought to master it.
- Photo of a “Bennett Buggy.”
• Photo for WW2.
• *Longshoremen* by Miller Brittain is a portrayal of unemployed longshoremen in his hometown of Saint John, NB.\textsuperscript{xxi}

• *Secondary source*
• Photo from Great Depression.

• Primary source
BLM 1.1

Picture Activity Questions:

1. What time period do you think this photograph was taken in?
2. Where is the photograph taken?
3. What do you believe is happening in the photograph?
4. Do you believe that there’s a commonality between any of these photographs?
5. How might you feel if you were one of the people in these photographs?
Stock Market Crash of 1929

October 1929

* Stock market prices dropped drastically during the last week of October 1929- referred to as the “Stock Market Crash”.

* Peaked on Tuesday October 29th, 1929, a date known as “Black Tuesday” – the worst stock market crash in history.

* Stock prices collapsed and people could not sell stocks fast enough.

* This crisis occurred in most industrial nations worldwide.

Why did the Stock Market Crash?

* Canadians (and Americans) in the 1920s had a tremendous amount of confidence in the stock market.

* Many people believed that stocks would continue to rise indefinitely. As more people invested, demand for stocks when up and stock prices continued to rise.

* Many investors were NOT concerned with long-term gains, they were hoping for quick money. Stock markets reached “booming” levels by 1928.

* People were borrowing money to purchase stocks. They became dependent on the price to increase so they could pay back the loan with interest.

  * This is referred to as “buying on margin”.

* Thursday October 24th, 1929 - Black Thursday

  * Stock prices begin to decline as many people begin to sell stocks.

  * A large group of bankers pooled their money together, investing a large sum in the stock market in hopes to stop panic.

  * It works. Panic stops and prices begin to rise by the end of the day.

* Monday October 28th, 1929- Black Monday

  * Scared of how close they came to losing their money the previous Thursday, many people decide to sell their stocks and get out of the stock market.
* Stock prices decline.

* Tuesday October 29th, 1929 - **Black Tuesday**
  
  * All out panic as people are not able to sell their stocks fast enough and no one is buying. Even “Stock ticker” (records the sale of stocks) couldn’t even keep up.
  
  * Slow decline in stocks, reaches low in 1933.

**The Great Depression 1930 - 1939**

* The stock market crash began the Great Depression or “Dirty Thirties” in Canada, the U.S. and many industrial countries worldwide.

* The cause of the Great Depression is widely argued. Did the Stock Market Crash cause the Great Depression? Or was the Stock Market Crash a symptom of the Great Depression? (The textbook’s view)

  * Together the Depression and Stock Market crash made for the biggest financial crisis the world has ever seen.

* Many banks closed after investing customer’s money in the stock market.

* Many people lost all of their savings.

* Demand for goods dropped, many people could not find work or would work for very little. Unemployment rates of over 30% in North America. (Today’s rate in Ontario under 7%).

* Stark contrast to the image of the 1920s.
BLM 1.3

Exit Slip:

Using the two different primary sources from today’s lesson (the pictures and the videos), explain what you think that life might have been like for Canadians? Also, compare what happened during the Great Depression to what happened in the United States (the new Hooverville) during the economic recession in the last few years.
Causes of the Depression

* 1. Over Production and over Expansion:
   * Companies producing more goods than can possibly be sold.

* 2. Canada’s Dependence of a Few Primary Products:
   * Canada became very dependent on selling wheat. World wheat prices fell in 1929.

* 3. Drought (“Dust Bowl”)
   * Poor drought conditions in Western North America during 1929, 1931 and 1933-1937. Poor understanding of prairie ecosystems caused wind erosion creating the “dust bowl” effect.

* 4. Canada’s Dependence on the United States:
   * U.S. – Canada are each others largest trade partner. Depression hits the U.S. and they no longer need our lumber, paper, wheat, etc.

* 5 High Tariffs
   * Countries began to impose tariffs (taxes) on foreign goods from other countries. Trading between countries slowed down.

* 6. Too Much Credit Buying
   * “Buy now, Pay later”. Many families owed too much, and couldn’t afford to pay debts.

* 7. Too Much Credit Buying of Stocks
   * Very easy to borrow money to purchase stocks. (Buying stocks on margin).

   * Pay the money back with interest. Gamble that the stocks will perform better than the interest rate.

   * Margin call: if your stock falls in value and you can’t afford to pay the amount you have borrowed, the broker makes you sell your stock. What would this do??
• Political cartoon of King's “Five-Cent Speech”. xxiv
BLM 3.2

Analyzing a Political Cartoon

Name_________________________________________ Date______________________________

Step 1: What do you see?
1. What is the title or caption on the cartoon?
_____________________________________________________________________________________
_____________________________________________________________________________________

2. Describe the people, figures, or characters in the cartoon.
_____________________________________________________________________________________
_____________________________________________________________________________________

3. What other objects, symbols, or words do you see in the cartoon?
_____________________________________________________________________________________
_____________________________________________________________________________________
The Great Depression Begins

- When the Great Depression began, Prime Minister William Lyon Mackenzie King’s Liberal Party was in power.
- City governments and ______________ generally helped poor, but too many needy people.
- The government was slow to act and reluctant to become involved in the economy or ________________.
- King thought the best method was to “______________” he thought it would be short lived.

“The Five-Cent Speech”

- Prime Minister King made a speech insisting social welfare was the responsibility of the Provincial government, not federal.
- He would not give a “five-cent piece” to any province that did not have a _________________.
- Huge mistake! King voted out in the 1930 election.

R.B. Bennett’s 1930 Campaign Promises

- “I will find work for all who are willing to work, or parish in the attempt.”
- He also promised to give the provinces ________________ in emergency funds for relief payments.
- He also raised tariffs on imports to boost Canadian manufacturing and provide better opportunities for trading.
- Bennett ________________ the election.

R.B. Bennett, Canada’s Prime Minister

- Bennett followed through with his promises, but they ________________ cure the Depression.
- People blamed Bennett for their problems.
- To qualify for relief, had to prove you could not pay your rent, and that phone, water and electricity had been cut off.
- Women found it hard to get relief, at first unmarried mothers and widows with children could not get relief.
- Relief payments kept very low to _________________.

Protecting Canadian Culture

- In 1929, the Aird Report showed that:
  - Most radio programs came from ____________________.
  - Advertising had become hard-hitting.
  - Large parts of the country were not benefitting from radio broadcasting because too urban
  - Recommendation: A national, government owned company should ________________________ all radio stations in Canada.

- 1933- government created the Canadian Radio Broadcasting Commission (CRBC)
  - Counteract American Domination of the airwaves.
  - Encouraged and built more stations across the country to improve quality and coverage.
  - 1936- became the ________________________.

Bennett’s New Deal

- By 1935, Bennett knew Canadians were fed up with government, which seemed to be ____________________.
- Depression dragged on and conditions did not improve.
- Right before the 1935 election, Bennett introduced radical reforms.
- Was inspired by the U.S. President Roosevelt’s “New Deal.”
- Idea was to use all of the government’s ___________________ to get the economy going.

Promises of the “New Deal”

- He wanted to establish ______________________ and __________________ insurance.
- Set minimum wages.
- Limit hours of work.
- Guarantee the fair treatment of employees.
  - Control __________________ so businesses cannot make unfair profits.

The Election of 1935

- Too little too late – people saw Bennett’s __________________ as a plot to win votes.
- Mackenzie King’s campaign slogan was “King or Chaos.”
- The Liberals came back into power in a landslide victory.
- ________________________ was now Canada’s Prime Minister again!
BLM 3.4

**Step 2: What is the cartoon’s message?**

1. To what historical issue, event, or theme does the cartoon relate?

_____________________________________________________________________________________

_____________________________________________________________________________________

2. What background information do you need to understand this cartoon?

_____________________________________________________________________________________

_____________________________________________________________________________________

3. What do the people, figures, or characters in the cartoon mean? What is their significance?

_____________________________________________________________________________________

_____________________________________________________________________________________

**Step 3: What do you think about the cartoon?**

1. What is the cartoonist’s view of the issue, event, or theme portrayed in the cartoon?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

2. Do you agree with the cartoonist’s opinion? Explain why or why not.

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

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_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

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**Political Responses to the Great Depression**

1. What did Prime Minister Bennett’s New Deal include (p. 198)?

2. Use your textbook (Pg. 199-202 in *Spotlight Canada*) to complete the chart.

<table>
<thead>
<tr>
<th>Political Party</th>
<th>Leader</th>
<th>Beliefs/Promises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-operative Common Wealth Federation (CCF) (Pg. 199-201)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Credit Party (Pg. 199)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Which political party would you have voted for? Explain your reasoning.
Relief Money Game

Task:

1. Prepare a realistic/practical family weekly budget for each of these people living in Canada in 1933.
2. If you wish to have different or better food, you will have to adjust your budget accordingly. **EACH MEAL MUST HAVE ONE MEAT/PROTEIN AND TWO VEGETABLES/FRUIT.**
3. Use the 1933 prices provided to prepare your budget.
4. After the completion of the budget, your next task is to write a summary about the living conditions during the Great Depression. Your paragraph will include your general comments about what life was like and will summarize each budget & its results.

Evaluation:
Thinking & Inquiring - 25 marks (5 marks per budget)
Communication - 10 marks
Case Number One:
Joan Nigh, Dressmaker (husband disabled war veteran & two sons aged 10 & 12).

Weekly Income $15.00

Budget Items:
Food: 5 different meals:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>#2</td>
<td>#3</td>
<td>#4</td>
<td>#5</td>
</tr>
</tbody>
</table>

Cost:

Rent or Mortgage…………………………………………………………
Clothing (You must purchase two items)

Other Items (You must purchase something!) ……………………………..
Savings ………………………………..

Total amount________

From The Savings Account- Long Term Purchase

<table>
<thead>
<tr>
<th>Items</th>
<th>Cost</th>
<th>Amount per Week</th>
<th>Time Required to make purchase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electric portable sewing machine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alarm Clock</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Items I would like to buy but simply cannot afford to buy.
1. _________________________________________________________
2. _________________________________________________________

General comments about case one family life:
____________________________________________________________________________________
**Case Number Two:**

Mildred Smith, Waitress, (widow with one son aged 4).

Weekly Income $7.00

**Budget Items:**

Food (5 separate meals)

<table>
<thead>
<tr>
<th></th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rent or Mortgage ..................................................
Clothing (You must purchase 1 item!) ..........................
Other Items (list specific purchases)..........................
Savings ........................................................................

From The Savings Account - Long Term Purchase

<table>
<thead>
<tr>
<th>Items</th>
<th>Cost</th>
<th>Amount per Week</th>
<th>Time Required to make purchase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tricycle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bedroom Set</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Items I would like to buy but simply cannot afford to buy:

1. __________________________________________________________
2. __________________________________________________________

General comments about case two family life:

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
**Case Number Three:**

Mike Jones, Construction Worker, married with two children a girl aged 12 & a boy aged 13.

Weekly Income  $17.44

**Budget Items:**

Food (5 separate meals. You eat meat at least once a day!)

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cost:  

Rent or Mortgage .................................................................

Clothing (list specific purchases) ...........................................

Other Items (list specific purchases) ......................................

Savings ..................................................................................

From The Savings Account- Long Term Purchase

<table>
<thead>
<tr>
<th>Items</th>
<th>Cost</th>
<th>Amount per Week</th>
<th>Time Required to make purchase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doll Carriage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fielder’s Glove &amp; Ball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men’s shoes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wool Dress</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Items I would like to buy but simply cannot afford to buy:

1. ____________________________________________________________
2. ____________________________________________________________

General comments about case three family life:

________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
Case Number Four:

Ralph Brown, Lawyer, married with one daughter aged 16.

Weekly Income $81.12

Budget Items:

Food……………………………………………………………………………………………………

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cost:  

Rent or Mortgage…………………………………………………………

Clothing (You purchase one item for each person in the family each week. List specific purchases)

<table>
<thead>
<tr>
<th>Ralph:</th>
<th>Mrs. Brown</th>
<th>Daughter</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Items (list specific purchases)……………………………………

Savings……………………………………………………………………

Total___________

From The Savings Account- Long Term Purchase

<table>
<thead>
<tr>
<th>Items</th>
<th>Cost</th>
<th>Amount per Week</th>
<th>Time Required to make purchase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pontiac Coupe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 piece dining room set</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electric Washing machine</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Items I would like to buy but simply cannot afford to buy:

1. ____________________________________________________________
2. ____________________________________________________________

General comments about case four family life:

________________________________________________________________________
________________________________________________________________________
**Case Number Five:**

John Batts, College Professor married with 3 children two boys aged 2 and one daughter aged 6

Weekly Income   $57.90

Budget Items:

Food

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cost: ____________________________  

Rent or Mortgage………………………………………………………………
Other Items (list specific purchases)………………………………………
Savings…………………………………………………………………….

Total___________

From The Savings Account- Long Term Purchase

<table>
<thead>
<tr>
<th>Items</th>
<th>Cost</th>
<th>Amount per Week</th>
<th>Time Required to make purchase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used Studebaker</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wool suit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two-wheel bike</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Items I would like to buy but simply cannot afford to buy:

1. ____________________________________________________________
2. ____________________________________________________________

General comments about case five family life:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
## 1932 - 1933 Price List

<table>
<thead>
<tr>
<th>Food</th>
<th>Brand Name</th>
<th>Sold in Units of</th>
<th>Price per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apples</td>
<td>Jonathans/Baldwins</td>
<td>3 lbs.</td>
<td>$0.10</td>
</tr>
<tr>
<td>Applesauce</td>
<td></td>
<td>2 No. 2 cans</td>
<td>$0.19</td>
</tr>
<tr>
<td>Bacon</td>
<td>Sliced</td>
<td>1/2 lb.</td>
<td>$0.19</td>
</tr>
<tr>
<td>Baking Powder</td>
<td>Crystal Brand</td>
<td>1 lb.</td>
<td>$0.05</td>
</tr>
<tr>
<td>Bananas</td>
<td></td>
<td>1 lb.</td>
<td>$0.15</td>
</tr>
<tr>
<td>Beans</td>
<td>Country Club With Pork</td>
<td>4 No. 2 cans</td>
<td>$0.25</td>
</tr>
<tr>
<td>Beets</td>
<td>Avondale</td>
<td>3 No. 2 cans</td>
<td>$0.25</td>
</tr>
<tr>
<td>Bran Flakes</td>
<td>Kellogg</td>
<td>25 oz.</td>
<td>$0.10</td>
</tr>
<tr>
<td>Bread</td>
<td>Grandmother's Quality</td>
<td>1 lb. loaf</td>
<td>$0.05</td>
</tr>
<tr>
<td>Bread, Sliced</td>
<td></td>
<td>1 lb. Loaf</td>
<td>$0.08</td>
</tr>
<tr>
<td>Brown Sugar</td>
<td></td>
<td>1 lb.</td>
<td>$0.05</td>
</tr>
<tr>
<td>Butter</td>
<td></td>
<td>1 lb.</td>
<td>$0.24</td>
</tr>
<tr>
<td>Cabbage</td>
<td></td>
<td>3 lb.</td>
<td>$0.10</td>
</tr>
<tr>
<td>Candy Bar</td>
<td>Milky Way</td>
<td>3 bars</td>
<td>$0.10</td>
</tr>
<tr>
<td>Carrots</td>
<td>New Texas</td>
<td>2 bunches</td>
<td>$0.15</td>
</tr>
<tr>
<td>Cauliflower</td>
<td></td>
<td>1 head</td>
<td>$0.23</td>
</tr>
<tr>
<td>Celery</td>
<td>Medium Sized</td>
<td>2 stalks</td>
<td>$0.15</td>
</tr>
<tr>
<td>Cheese</td>
<td></td>
<td>1 lb.</td>
<td>$0.19</td>
</tr>
<tr>
<td>Cherries</td>
<td>Pitted</td>
<td>2 No. 2 cans</td>
<td>$0.29</td>
</tr>
<tr>
<td>Chili</td>
<td>Country Club Con Carne</td>
<td>2 No. 2 cans</td>
<td>$0.25</td>
</tr>
<tr>
<td>Chuck Roast</td>
<td></td>
<td>1 lb.</td>
<td>$0.10</td>
</tr>
<tr>
<td>Coffee</td>
<td>Bokar</td>
<td>1 lb.</td>
<td>$0.27</td>
</tr>
<tr>
<td>Corn</td>
<td>Standard Pack</td>
<td>1 No. 2 can</td>
<td>$0.05</td>
</tr>
<tr>
<td>Cranberries</td>
<td>Eatmore</td>
<td>2 lbs.</td>
<td>$0.25</td>
</tr>
<tr>
<td>Cream Cheese</td>
<td>Wisconsin Fresh</td>
<td>1 lb.</td>
<td>$0.15</td>
</tr>
<tr>
<td>Eggs</td>
<td></td>
<td>1 dozen</td>
<td>$0.15</td>
</tr>
<tr>
<td>Fish</td>
<td></td>
<td>1 lb.</td>
<td>$0.19</td>
</tr>
<tr>
<td>Flour</td>
<td>Gold Medal</td>
<td>24 lb. Sack</td>
<td>$0.63</td>
</tr>
<tr>
<td>Frankfurters</td>
<td>All Meat</td>
<td>1 lb.</td>
<td>$0.13</td>
</tr>
<tr>
<td>Item</td>
<td>Quantity</td>
<td>Unit</td>
<td>Price</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------</td>
<td>-----------</td>
<td>--------</td>
</tr>
<tr>
<td>Ginger Snaps</td>
<td></td>
<td>3 lbs.</td>
<td>$0.25</td>
</tr>
<tr>
<td>Grapefruit Florida</td>
<td></td>
<td>6 grapefruit</td>
<td>$0.25</td>
</tr>
<tr>
<td>Green Beans Clifton</td>
<td></td>
<td>2 No. 2 cans</td>
<td>$0.15</td>
</tr>
<tr>
<td>Green Onions</td>
<td></td>
<td>3 bunches</td>
<td>$0.10</td>
</tr>
<tr>
<td>Ham</td>
<td></td>
<td>1 lb.</td>
<td>$0.08</td>
</tr>
<tr>
<td>Hamburger</td>
<td></td>
<td>1 lb.</td>
<td>$0.10</td>
</tr>
<tr>
<td>Jell-O</td>
<td></td>
<td>3 packages</td>
<td>$0.20</td>
</tr>
<tr>
<td>Ketchup Quaker Maid</td>
<td></td>
<td>3 - 14 ounce bottles</td>
<td>$0.29</td>
</tr>
<tr>
<td>Kool-Aid Sultana</td>
<td></td>
<td>1 package</td>
<td>$0.05</td>
</tr>
<tr>
<td>Lettuce Fancy Iceberg</td>
<td></td>
<td>2 heads</td>
<td>$0.19</td>
</tr>
<tr>
<td>Macaroni</td>
<td></td>
<td>6 - 8 ounce pkgs</td>
<td>$0.25</td>
</tr>
<tr>
<td>Milk, Regular</td>
<td></td>
<td>1 quart bottle</td>
<td>$0.25</td>
</tr>
<tr>
<td>Oats Economy</td>
<td></td>
<td>3.5 lbs.</td>
<td>$0.10</td>
</tr>
<tr>
<td>Oranges Florida</td>
<td></td>
<td>1 dozen</td>
<td>$0.15</td>
</tr>
<tr>
<td>Peaches Del Monte</td>
<td></td>
<td>3 No. 2 cans</td>
<td>$0.50</td>
</tr>
<tr>
<td>Peanut Butter Sultana</td>
<td></td>
<td>1 lb. Glass jar</td>
<td>$0.10</td>
</tr>
<tr>
<td>Peas Standard Pack</td>
<td></td>
<td>3 No. 2 cans</td>
<td>$0.25</td>
</tr>
<tr>
<td>Pineapple Large</td>
<td></td>
<td>1 pineapple</td>
<td>$0.19</td>
</tr>
<tr>
<td>Pork Chops</td>
<td></td>
<td>1 lb.</td>
<td>$0.08</td>
</tr>
<tr>
<td>Potatoes</td>
<td></td>
<td>15 lbs.</td>
<td>$0.15</td>
</tr>
<tr>
<td>Rice</td>
<td></td>
<td>5 lbs.</td>
<td>$0.15</td>
</tr>
<tr>
<td>Rice Blue Rose Fancy</td>
<td></td>
<td>5 lbs.</td>
<td>$0.19</td>
</tr>
<tr>
<td>Roast Beef</td>
<td></td>
<td>1 lbs.</td>
<td>$0.10</td>
</tr>
<tr>
<td>Salmon Alaska Pink</td>
<td></td>
<td>2 tall cans</td>
<td>$0.25</td>
</tr>
<tr>
<td>Salt Granulated</td>
<td></td>
<td>1 lb.</td>
<td>$0.73</td>
</tr>
<tr>
<td>Sausage</td>
<td></td>
<td>3 lbs.</td>
<td>$0.20</td>
</tr>
<tr>
<td>Soap Palmolive</td>
<td></td>
<td>3 cakes</td>
<td>$0.20</td>
</tr>
<tr>
<td>Soup, Tomato Campbell's</td>
<td></td>
<td>3 cans</td>
<td>$0.19</td>
</tr>
<tr>
<td>Spaghetti</td>
<td></td>
<td>6 - 8 ounce pkgs</td>
<td>$0.25</td>
</tr>
<tr>
<td>Spaghetti Encore Cooked</td>
<td></td>
<td>4 cans</td>
<td>$0.25</td>
</tr>
<tr>
<td>Strawberries</td>
<td></td>
<td>1 box</td>
<td>$0.19</td>
</tr>
<tr>
<td>Sugar Avondale</td>
<td></td>
<td>10 lb. Cloth sack</td>
<td>$0.47</td>
</tr>
<tr>
<td>Sweet Potatoes</td>
<td></td>
<td>2 No. 2 cans</td>
<td>$0.25</td>
</tr>
<tr>
<td>Tea Bon Marie Herbal</td>
<td></td>
<td>1 package</td>
<td>$1.00</td>
</tr>
<tr>
<td>Item</td>
<td>Type</td>
<td>Details</td>
<td>Price</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------</td>
<td>----------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Tomatoes</td>
<td>Standard Pack</td>
<td>4 tomatoes</td>
<td>$0.25</td>
</tr>
<tr>
<td>Vanilla Extract</td>
<td>Imitation</td>
<td>2 - 3 ounce bottles</td>
<td>$0.15</td>
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</table>

**Cars & Accessories**

<table>
<thead>
<tr>
<th>Product</th>
<th>Brand Name</th>
<th>Sold in Units of</th>
<th>Price per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabriolet</td>
<td>Chevrolet</td>
<td>1 new car</td>
<td>$16.08/month</td>
</tr>
<tr>
<td>Coach</td>
<td>Chevrolet</td>
<td>1 new car</td>
<td>$14.66/month</td>
</tr>
<tr>
<td>Coupe</td>
<td>Chevrolet</td>
<td>1 new car</td>
<td>$14.09/month</td>
</tr>
<tr>
<td>Engine, 4-cylinder</td>
<td>Factory rebuilt</td>
<td>1 engine</td>
<td>$37.50</td>
</tr>
<tr>
<td>Engine, V-8</td>
<td>Factory rebuilt</td>
<td>1 engine</td>
<td>$40.00</td>
</tr>
<tr>
<td>Gasoline</td>
<td></td>
<td>1 Gallon</td>
<td>$0.15</td>
</tr>
<tr>
<td>Heater, Installed</td>
<td>Otwell</td>
<td>1 car heater</td>
<td>$6.95</td>
</tr>
<tr>
<td>Lubrication</td>
<td>Complete</td>
<td>1 lubrication</td>
<td>$0.75</td>
</tr>
<tr>
<td>Lubrication</td>
<td>Complete</td>
<td>12 lubrications</td>
<td>$5.00</td>
</tr>
<tr>
<td>Model-T, 1923</td>
<td>Ford</td>
<td>1 used car</td>
<td>$275.00</td>
</tr>
<tr>
<td>Motor Oil</td>
<td></td>
<td>1 quart</td>
<td>$0.15</td>
</tr>
<tr>
<td>Motor Oil</td>
<td></td>
<td>1 gallon</td>
<td>$0.50</td>
</tr>
<tr>
<td>Phaeton</td>
<td>Chevrolet</td>
<td>1 new car</td>
<td>$14.66/month</td>
</tr>
<tr>
<td>Pickup, Half-ton</td>
<td>Ford</td>
<td>1 new pickup</td>
<td>$12.52/month</td>
</tr>
<tr>
<td>Sedan</td>
<td>Chevrolet</td>
<td>1 new car</td>
<td>$16.08/month</td>
</tr>
<tr>
<td>Sport Coupe</td>
<td>Chevrolet</td>
<td>1 new car</td>
<td>$15.23/month</td>
</tr>
<tr>
<td>Sport Roadster</td>
<td>Chevrolet</td>
<td>1 new car</td>
<td>$13.80/month</td>
</tr>
<tr>
<td>Super-Six</td>
<td>Essex</td>
<td>1 new car</td>
<td>$22.06/month</td>
</tr>
<tr>
<td>Tires</td>
<td>Goodyear All-weather</td>
<td>Set of 4</td>
<td>$6.35</td>
</tr>
<tr>
<td>Tune-Up</td>
<td>Complete</td>
<td>1 tune-up</td>
<td>$4.95</td>
</tr>
<tr>
<td>V-8 Sedan</td>
<td>Ford</td>
<td>1 new car</td>
<td>$17.36/month</td>
</tr>
<tr>
<td>Wash &amp; Grease</td>
<td>Ford</td>
<td>1 wash &amp; 1 grease</td>
<td>$1.50</td>
</tr>
<tr>
<td>Water Heater</td>
<td>Hadees</td>
<td>1 water heater</td>
<td>$9.95</td>
</tr>
</tbody>
</table>

**Entertainment**

<table>
<thead>
<tr>
<th>Product</th>
<th>Brand Name</th>
<th>Sold in Units of</th>
<th>Price per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td></td>
<td>1 child admission</td>
<td>$0.15</td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
<td>1 adult admission</td>
<td>$0.25</td>
</tr>
<tr>
<td>Services</td>
<td>Details</td>
<td>Price</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Circus, Traveling</td>
<td>1 admission</td>
<td>$0.25</td>
<td></td>
</tr>
<tr>
<td>Dancing Lessons</td>
<td>Private 1 couple lesson</td>
<td>$1.00</td>
<td></td>
</tr>
<tr>
<td>Dancing Lessons</td>
<td>Private 1 single lesson</td>
<td>$0.75</td>
<td></td>
</tr>
<tr>
<td>Dancing Lessons</td>
<td>Class 1 couple lesson</td>
<td>$0.50</td>
<td></td>
</tr>
<tr>
<td>Dancing Lessons</td>
<td>Class 1 single lesson</td>
<td>$0.35</td>
<td></td>
</tr>
<tr>
<td>Music Lessons</td>
<td>Private 1 lesson</td>
<td>$0.50</td>
<td></td>
</tr>
<tr>
<td>Swimming Pool</td>
<td>Mooresville 1 admission</td>
<td>$0.10</td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td>Ritz In Mooresville 1 admission</td>
<td>$0.10</td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td>Prewitt In Plainfield 1 child admission</td>
<td>$0.10</td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td>Prewitt In Plainfield 1 adult admission</td>
<td>$0.25</td>
<td></td>
</tr>
</tbody>
</table>

**Clothes & Accessories**

<table>
<thead>
<tr>
<th>Product</th>
<th>Brand Name</th>
<th>Sold in Units of</th>
<th>Price per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bathrobe</td>
<td>Ladies</td>
<td>1 robe</td>
<td>$4.90</td>
</tr>
<tr>
<td>Belt</td>
<td>Men's</td>
<td>1 belt</td>
<td>$1.00</td>
</tr>
<tr>
<td>Boots</td>
<td>Men's</td>
<td>1 pair</td>
<td>$2.98</td>
</tr>
<tr>
<td>Coloring, Hair</td>
<td></td>
<td>1 coloring</td>
<td>$0.25</td>
</tr>
<tr>
<td>Dress</td>
<td>Ladies'</td>
<td>1 dress</td>
<td>$1.00</td>
</tr>
<tr>
<td>Facial</td>
<td>Plain</td>
<td>1 facial</td>
<td>$0.25</td>
</tr>
<tr>
<td>Galoshes</td>
<td>Ladies'</td>
<td>1 pair</td>
<td>$1.69</td>
</tr>
<tr>
<td>Gown</td>
<td>Ladies' Flannel</td>
<td>1 gown</td>
<td>$0.75</td>
</tr>
<tr>
<td>Haircut</td>
<td></td>
<td>1 haircut</td>
<td>$0.25</td>
</tr>
<tr>
<td>Hose</td>
<td>Ladies' Rayon</td>
<td>1 pair</td>
<td>$0.50</td>
</tr>
<tr>
<td>Hose</td>
<td>Ladies' Rayon</td>
<td>3 pair</td>
<td>$1.00</td>
</tr>
<tr>
<td>Hose</td>
<td>Ladies' Silk</td>
<td>1 pair</td>
<td>$1.50</td>
</tr>
<tr>
<td>Jacket</td>
<td>Men's/Boy's</td>
<td>1 jacket</td>
<td>$1.98</td>
</tr>
<tr>
<td>Manicure</td>
<td></td>
<td>1 manicure</td>
<td>$0.25</td>
</tr>
<tr>
<td>Overalls</td>
<td>Men's</td>
<td>1 pair</td>
<td>$1.50</td>
</tr>
<tr>
<td>Overcoat</td>
<td>Men's</td>
<td>1 coat</td>
<td>$18.50</td>
</tr>
<tr>
<td>Permanent</td>
<td></td>
<td>1 permanent</td>
<td>$3.00</td>
</tr>
<tr>
<td>Shampoo</td>
<td></td>
<td>1 shampoo</td>
<td>$0.25</td>
</tr>
<tr>
<td>Shirt</td>
<td>Men's Work</td>
<td>1 shirt</td>
<td>$0.65</td>
</tr>
<tr>
<td>Shirt</td>
<td>Men's Dress</td>
<td>1 shirt</td>
<td>$1.00</td>
</tr>
<tr>
<td>Product</td>
<td>Brand Name</td>
<td>Sold in Units of</td>
<td>Price per Unit</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Shoes</td>
<td>Ladies'</td>
<td>1 pair</td>
<td>$3.50</td>
</tr>
<tr>
<td>Socks</td>
<td>Boy's/Girl's</td>
<td>1 pair</td>
<td>$0.50</td>
</tr>
<tr>
<td>Socks</td>
<td>Men's/Ladies'</td>
<td>1 pair</td>
<td>$0.75</td>
</tr>
<tr>
<td>Sweater, wool</td>
<td>Ladies'/girl's</td>
<td>1 sweater</td>
<td>$1.00</td>
</tr>
<tr>
<td>Tie</td>
<td>Men's</td>
<td>1 tie</td>
<td>$1.00</td>
</tr>
</tbody>
</table>

**Furniture & Appliances**

<table>
<thead>
<tr>
<th>Product</th>
<th>Brand Name</th>
<th>Sold in Units of</th>
<th>Price per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bed &amp; Springs</td>
<td>Used</td>
<td>1 bed</td>
<td>$3.25</td>
</tr>
<tr>
<td>Broom</td>
<td>House</td>
<td>1 broom</td>
<td>$0.29</td>
</tr>
<tr>
<td>Chair</td>
<td>Steamer</td>
<td>1 chair</td>
<td>$0.95</td>
</tr>
<tr>
<td>Curling Iron</td>
<td>Electric</td>
<td>1 curling iron</td>
<td>$1.10</td>
</tr>
<tr>
<td>Dishes</td>
<td>G.E. 16-piece set</td>
<td>1 set</td>
<td>$0.89</td>
</tr>
<tr>
<td>Dresser</td>
<td>Arvin Used</td>
<td>1 dresser</td>
<td>$3.50</td>
</tr>
<tr>
<td>Fan</td>
<td>Electric</td>
<td>1 fan</td>
<td>$5.00</td>
</tr>
<tr>
<td>Heater</td>
<td>American Beauty Electric</td>
<td>1 heater</td>
<td>$7.75</td>
</tr>
<tr>
<td>Iron</td>
<td>Electric</td>
<td>1 iron</td>
<td>$8.95</td>
</tr>
<tr>
<td>Lamp</td>
<td>Bedroom</td>
<td>1 lamp</td>
<td>$0.35</td>
</tr>
<tr>
<td>Lamp</td>
<td>Table</td>
<td>1 lamp</td>
<td>$0.75</td>
</tr>
<tr>
<td>Light Bulbs</td>
<td>&quot;15,25,40,50,60 Watt&quot;</td>
<td>3 light bulbs</td>
<td>$0.25</td>
</tr>
<tr>
<td>Percolators</td>
<td>Electric</td>
<td>1 percolator</td>
<td>$3.50</td>
</tr>
<tr>
<td>Radio</td>
<td>G.E. Compact</td>
<td>1 radio</td>
<td>$69.50</td>
</tr>
<tr>
<td>Razor</td>
<td>Electric</td>
<td>1 razor</td>
<td>$2.95</td>
</tr>
<tr>
<td>Refrigerator</td>
<td></td>
<td>1 refrigerator</td>
<td>$99.50</td>
</tr>
<tr>
<td>Rocker</td>
<td>Large Solid Oak</td>
<td>1 rocker</td>
<td>$7.50</td>
</tr>
<tr>
<td>Rug</td>
<td>Used</td>
<td>1 rug</td>
<td>$8.50</td>
</tr>
<tr>
<td>Screen Door</td>
<td></td>
<td>1 door</td>
<td>$0.98</td>
</tr>
<tr>
<td>Sewing Machine</td>
<td>Singer</td>
<td>1 sewing machine</td>
<td>$23.95</td>
</tr>
<tr>
<td>Stove</td>
<td>3-Burner Oil</td>
<td>1 stove</td>
<td>$15</td>
</tr>
<tr>
<td>Stove</td>
<td>G.E. Electric</td>
<td>1 stove</td>
<td>$124.50</td>
</tr>
<tr>
<td>Toaster</td>
<td>Hot Point Electric</td>
<td>1 toaster</td>
<td>$2.50</td>
</tr>
<tr>
<td>Vacuum Cleaner</td>
<td>Maytag Electric</td>
<td>1 vacuum</td>
<td>$30</td>
</tr>
<tr>
<td>Product</td>
<td>Brand Name</td>
<td>Sold in Units of</td>
<td>Price per Unit</td>
</tr>
<tr>
<td>--------------</td>
<td>------------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Waffle Iron</td>
<td>Electric</td>
<td>1 waffle iron</td>
<td>$6.50</td>
</tr>
<tr>
<td>Washer</td>
<td>Electric</td>
<td>1 washer</td>
<td>$59.50</td>
</tr>
<tr>
<td>Washer</td>
<td>Automatic</td>
<td>1 washer</td>
<td>$67.50</td>
</tr>
<tr>
<td><strong>Miscellaneous</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diet Pills</td>
<td>Ju-Van</td>
<td>20 capsules</td>
<td>$1.00</td>
</tr>
<tr>
<td>Doll</td>
<td></td>
<td>1 doll</td>
<td>$1.95</td>
</tr>
<tr>
<td>Evergreen</td>
<td>3-4 ft.</td>
<td>1 tree</td>
<td>$1.49</td>
</tr>
<tr>
<td>Frying Pan</td>
<td></td>
<td>1 pan</td>
<td>$1.75</td>
</tr>
<tr>
<td>Hose, Garden</td>
<td></td>
<td>50 foot hose</td>
<td>$2.25</td>
</tr>
<tr>
<td>Matches</td>
<td>Kitchen</td>
<td>6 boxes</td>
<td>$0.20</td>
</tr>
<tr>
<td>Milk of Magnesia</td>
<td></td>
<td>1 bottle</td>
<td>$0.57</td>
</tr>
<tr>
<td>Polish, Cedar Oil</td>
<td></td>
<td>1 bottle</td>
<td>$0.10</td>
</tr>
<tr>
<td>Postage Stamp</td>
<td>U.S. ground postage</td>
<td>1 stamp</td>
<td>$0.03</td>
</tr>
<tr>
<td>Postcard</td>
<td>U.S. postcard w/ postage</td>
<td>1 postcard</td>
<td>$0.01</td>
</tr>
<tr>
<td>Sled, Snow</td>
<td></td>
<td>1 sled</td>
<td>$6.95</td>
</tr>
<tr>
<td>Toothbrush</td>
<td>West's</td>
<td>1 toothbrush</td>
<td>$0.50</td>
</tr>
<tr>
<td>Toothpaste</td>
<td>West's</td>
<td>1 bottle</td>
<td>$0.25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Housing</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenement Building</td>
<td>2 Bedroom, 1 Bath</td>
<td></td>
<td>$12.00/month rent</td>
</tr>
<tr>
<td>Apartment Building</td>
<td>2 Bedroom, 1 Bath</td>
<td></td>
<td>$19.00/month rent</td>
</tr>
<tr>
<td>House, Bungalow</td>
<td>2 Bedroom, 1 Bath</td>
<td></td>
<td>$35.00/month mortgage</td>
</tr>
<tr>
<td>House, Two-Story</td>
<td>3 Bedroom, 2 Bath</td>
<td></td>
<td>$45.00/month mortgage</td>
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</table>
Directions: After completing the above budget answer the following questions individually and attach to your group’s budget sheet.

1. Which of the above purchases would be the most important for a depression-era father, mother, child? Why?

2. What did you have to sacrifice as a result of your income realities? What was the hardest thing to give up?

3. What would it have been like to live on this budget? Could you live comfortably? Why or why not?

4. What would the economic future be for this family? Why?

5. What expenses does a modern American family have? How does it compare to a depression-era family?

6. How economically secure are modern Canadian families? (In your opinion)

7. What does poverty look like in modern Canada?
The Government Steps In – Relief Camps

**Drifters:** The depression was very hard on young, single men. Employers assumed that older, married men needed jobs more to support their families. It was assumed that families would take care of the young, single men. Many of these young men could not be supported by their families. Single men started traveling from city to city to look for work. This was called “Riding the Rods (Rails)”. There were no jobs anywhere.

**Relief Camps:** As a number of young, unemployed men (drifters) increased, authorities feared they might turn violent with anger at not finding work. The government decided to take action to avoid an uprising. The government set up relief camps. Unemployment (relief) camps were set up in remote areas of Canada. Run by the Department of National Defence, the relief camps were really meant to keep the drifters out of the cities, off the streets, and out of trouble.

In the relief camps Men worked 8 hours a day, 6 days a week building roads, digging ditches, and planting trees. In return they received a bed, food, clothing, plus $0.20 per day. Most men were unhappy and depressed. They were living in a mixture of prison and an army camp. They were not allowed to vote. Conditions were terrible and there was nothing to do in their spare time. They were not allowed to leave the camps.

**RELIEF CAMP RULES AND REGULATIONS**

1. To be admitted to a government Relief Camp you must be single, male, not living at home, healthy and fit, unemployed, at least 18 years old, and not a political agitator.
2. You will be given free transportation to the camp.
3. If you decide to leave the camp for any reason except to take a job, you will not be allowed to return.
4. On entering the camp, you will receive free:
   - A set of work clothes
   - Soap and towels
   - A bunk bed
   - Three meals per day
   - Use of showers, toilets and laundry facilities
5. You will work 44 hours per week on projects such as road building and tree planting
6. You will be given an allowance of 20 cents per day plus 1.3 cents per day for tobacco
7. No committees of camp workers may be formed. Any complaints must be reported individually to the camp foreman.

Intended initially to handle 2,000 men, a year later the camps supported over 11,000 occupants. By 1936 when they were shut down, the camps had taken in 170,248 of the unemployed of Canada.

**COMMON COMPLAINTS OF THE RELIEF CAMP WORKERS:**

- They had to work 8 hours a day PLUS 4 hours on Saturdays and were only paid 20 cents a day for that.
- The men could not form committees to try and improve conditions
- The tobacco allowance was not enough to pay for increased costs
- They were denied the right to vote.
Riding The Rails

- Many wanted to see adventure, they saw the train as a “magic carpet”
- Some used the rails to find work
- Many fathers sent their sons out to ride the rails and find work to help support himself and take strain off of the family
- Many of these transients turned to church missions and the Salvation Army for assistance
  - These charities were overwhelmed by the number of transients wanting aid
  - They thought that these transients should go back to their home communities
- Many of the young transients were given 2 meals and only 1 night of lodging.
  - Many young transients looked for food from housewives and farmers, whites were given better treatment than blacks
  - In order to get food, the young transients would offer to do work
- Some people viewed the transients as “bums” and the women of the town often wanted nothing to do with them
- In some places, medical aid was denied to the transients
- Younger transients were paid less than adults to do the same work
- Riding the rails could be humiliating as many were forced to scavenge garbage cans for food scraps. There were dangers to riding the rails:
  - 1. Getting on and off of moving trains
  - 2. Losing their balance
  - 3. Smoke from the train became concentrated when the train passed through a tunnel
  - 4. Getting knocked off by rail switches
  - 5. Getting caught by the police.
    - It was also dangerous for the young transients to stay at the jungles as they could be killed simply for the shoes they had, regardless of the condition the shoes were in.
- The Civilian Conservation Corps (CCC) was set up in the United States to solve the transient problem.
  - In the CC, youths could work for 6 months for food and shelter.
  - They could send home $25 a month to their families (their families could rent a home for $10)
  - The CCC lasted for 9 years
- The lesson many of the transients learned was to be thankful to have a job, many who experienced this time of Depression had excellent attendance in their future careers
Tolerance and Intolerance During the Depression

How did Canadians help each other during the Depression?
- Canadians shared food and clothes with friends and neighbours, provided weary travellers with a place to sleep and a meal. Canadians also contributed to church campaigns and charitable organizations.

Explain the inequitable treatment of women.
- Single women were seldom given government relief because it was assumed that they would stay and be supported by their families. In Vancouver in 1930, 5244 single men were on relief but only 155 single women. Those who did not live with their families experienced great hardships. Immigrant women were also discriminated against and most of them were unable to find jobs.

Explain discrimination towards Jewish people.
- Many industries refused to hire Jewish people and Jewish people were unable to land jobs in higher paying professions. Jewish people could not even own property in some areas and they could not join certain organizations and clubs. They could only find jobs if they abandoned their faith and hid the fact that they were Jewish.

Explain the activities of the Klu Klux Klan during the Depression.
- The KKK was very active in Canada during the Depression. They spread hatred against blacks, Jews, Roman Catholics, and foreigners. Between 1929 and 1935, the KKK placed pressure on the government which caused the deportation of 17,000 foreigners who applied to go on relief.

Explain the treatment of Aboriginal People.
- Relief authorities assumed that the Native peoples would be able to survive off of the land. However, when the Natives tried to live off the land (i.e. hunting and fishing), they were prosecuted by the government because the governments claimed that they owned the province’s natural resources.

Explain the intolerance shown towards some immigrants.
- Canada’s immigration policy was restrictive against groups such as blacks, Jews, Chinese and Japanese people. In 1930 and 1931, cabinet orders adopted a closed-door immigration policy and banned all immigrants except those from Britain and the United States. There was a decline in immigration by 90% during this time period. Farmers were also not allowed entrance into Canada.
- This closed-door policy especially hurt Jewish people wishing to come to Canada after Hitler’s rise to power in 1933, which increased anti-Semitism in Germany. Only 4000 Jewish immigrants were allowed into Canada.
- How were some Jewish families able to enter Canada under the tight immigration policy under PM King and Bennett? In order to enter Canada, Jewish families had to place their savings in Canadian banks and re-apply for immigration as Christians (which meant denying their faith.
The On-To-Ottawa Trek

By April 1935 many men had had enough. 1,500 men from British Columbia’s relief camps went on strike. They traveled to Vancouver and took over the city library and the Hudson’s Bay store.

On May Day, 1935 20,000 workers and their supporters paraded through Vancouver’s city streets. The city could not help them; it had very little relief money. Arthur “Slim” Evans of the Worker’s Unity League (WUL) suggested they travel to Ottawa to carry their message directly to Prime Minister Bennett, people were extremely enthusiastic.

Since the Trekkers had no money, they had to “ride the rods (rails)” to Ottawa. 1,000 strikers climbed on the top of boxcars for the long ride to Ottawa. At each stop along the way they were met with enthusiastic support. Many others joined them on their trek.

Relief camps had been set up to stop an organized uprising such as this and Ottawa was scared. Prime Minister Bennett ordered the railroads to refuse transport beyond Regina, Saskatchewan. Only 8 leaders were allowed to continue on to Ottawa for a meeting with the Prime Minister.

The meeting with PM Bennett did not accomplish anything. Bennett thought Evans was trying to start a revolution and Evans thought Bennett was a liar. Evans returned to Regina determined to continue the trek and bring everyone to Ottawa.

On July 1, 1935 trekkers and their supporters held a meeting in Regina’s market. The government sent in troops waving batons to disperse the crowd. A riot broke out leaving one person dead, many injured and 130 arrested. The On-To-Ottawa Trek was over.

<table>
<thead>
<tr>
<th>THE SIX DEMANDS OF THE OTTAWA TREKKERS:</th>
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<tr>
<td>1. That work with wages be provided at a minimum rate of 50 cents an hour for unskilled labour; union rates for all skilled labour. Such work to be on the basis of a five-day week, six hour working day, and minimum of 20 days work per month.</td>
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<td>2. All workers in relief camps and government projects be covered by the Compensation Act. Adequate first aid supplies on all relief jobs.</td>
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<td>3. That a democratically elected committee of relief workers be recognized by the authorities.</td>
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<td>4. Relief camps be taken out of the control of the department of national defence.</td>
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<td>5. A genuine system of social and unemployment insurance in accordance with the provisions of the Workers Social and Unemployment Insurance Bill (be provided).</td>
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<tr>
<td>6. That all workers be guaranteed their democratic right to vote.</td>
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Impact on Canada During the Great Depression

Impact on Western Canada

• The western provinces were the hardest hit by the Depression
• Saskatchewan suffered the most.
• The price of wheat per bushel fell from $1.65 in 1929 to $0.30 in 1931
• This devastated the provincial economy that was so dependent on the crop.
• Natural disasters such as grasshoppers, rust, drought and drifting soil further compounded the troubles in agriculture.
• Alberta was also hit hard.
• As a younger province Alberta couldn’t afford high interest rates, yet theirs were the country’s highest. Their problem was one of debt, not destitution.
• In Manitoba, the economy of Winnipeg collapsed when the East-West railway trade slowed down. Thousands of unemployed residents were joined by indigent farmers and labourers drifting into the city looking for non-existing jobs.
• In B.C, a province dependent on the export of minerals and lumber, unemployed workers poured into Vancouver.
• One disgusted citizen remarked that Vancouver had become “just a blamed summer resort for all the hoboes of Canada”

Impact on the Rest of Canada

• The impact on the Maritimes was felt to a lesser degree because the region had been in a continuous depression since Confederation.
• In Southern Ontario and Montreal unemployment reached new highs as the huge manufacturing complex of Canada’s industrial heartland ground to a halt.
BLM 4.3

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<tr>
<th>Source Summary</th>
<th>Who Do You Believe Is Speaking?</th>
<th>Who Do You Believe They Are Speaking To?</th>
<th>Why Do you Believe They Are In Financial Hardships?</th>
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BLM 4.4

Character Analysis:

You and your partner have been assigned the following character. Using all the information that you have learned about the Depression, write a paragraph from their perspective, explaining how your character is feeling. Also, describe events that they were likely to have experienced or taken part in. Be creative, but be sure to include important information from the past unit of study. You can write about what they may do in the upcoming year, and where their life may take them in the future. What challenges or problems will your character face? You will describe your character to the class in a short presentation.

Mario Frito - Labourer (1935)

Mario is Italian. He is 28 years old. He moved to Canada 7 years ago in the hopes of making a better life for himself. Instead, he has fallen upon hard times here in Canada. It had been impossible for him to find work, so he has wound up in a work camp in Northern Ontario. He works long and hard hours every day, clear-cutting forests and building roadways. He is paid for his work by the government, but not very much. Mario is increasingly angry with his current situation and has started to speak about creating a new form of government for Canadians to help do away with the horrible poverty of the Depression.
BLM 4.5

Character Analysis:

You and your partner have been assigned the following character. Using all the information that you have learned about the Depression, write a paragraph from their perspective, explaining how your character is feeling. Also, describe events that they were likely to have experienced or taken part in. Be creative, but be sure to include important information from the past unit of study. You can write about what they may do in the upcoming year, and where their life may take them in the future. What challenges or problems will your character face? You will describe your character to the class in a short presentation.

**Robert Smith - Bank Manager (1933)**

Robert Smith is a 42-year-old Bank Manager who lives in Toronto, Ontario. He has been working for the Bank of Canada for twenty years. He is still employed, but the bank is desperate for money, and has started to call in its loans from customers. If customers do not pay back the money they borrowed, his bank will be forced to close down. Robert is married and has five children, aged 4 to 12. Although he is still employed, he makes half as much as he did six years ago. It is unclear whether he can keep his job much longer.
BLM 4.6

Character Analysis:

You and your partner have been assigned the following character. Using all the information that you have learned about the Depression, write a paragraph from their perspective, explaining how your character is feeling. Also, describe events that they were likely to have experienced or taken part in. Be creative, but be sure to include important information from the past unit of study. You can write about what they may do in the upcoming year, and where their life may take them in the future. What challenges or problems will your character face? You will describe your character to the class in a short presentation.

**Carl Sullivan - Farmer (1936)**

Carl lives in Regina, Saskatchewan and runs his own farm. He is 32 years old and has been struggling throughout the Depression. Every season he hopes his crops will grow, but it has been difficult. Carl is married and is expecting his first child in 3 months. It is difficult to have enough food for he and his wife, as the money he owes the bank increases. Carl is already $8500.00 in debt, and does not know what to do next.
Character Analysis:

You and your partner have been assigned the following character. Using all the information that you have learned about the Depression, write a paragraph from their perspective, explaining how your character is feeling. Also, describe events that they were likely to have experienced or taken part in. Be creative, but be sure to include important information from the past unit of study. You can write about what they may do in the upcoming year, and where their life may take them in the future. What challenges or problems will your character face? You will describe your character to the class in a short presentation.

John Buckingham - Fisherman (1931)

John lives in Halifax, Nova Scotia. He is 25 years old and has been fishing his whole life with his father and brothers. The last ten years have been difficult for he and his family. It has gotten harder to sell his fish to the United States, as no one is looking to spend money buying another country’s goods. He remembers his cousin in Vancouver saying things were going well, but that was several years ago. John is upset that he is poor.
BLM 4.8

Character Analysis:

You and your partner have been assigned the following character. Using all the information that you have learned about the Depression, write a paragraph from their perspective, explaining how your character is feeling. Also, describe events that they were likely to have experienced or taken part in. Be creative, but be sure to include important information from the past unit of study. You can write about what they may do in the upcoming year, and where their life may take them in the future. What challenges or problems will your character face? You will describe your character to the class in a short presentation.

Steven Price - Lumberjack (1935)

Steven is 30 years old and has been logging in Canada’s forests in the West for 10 years. Although business was good when he had started 10 years ago, it is getting harder and harder to find consistent work. Steven is used to having nice things and is getting increasingly angry with the government, and Richard Bennett. He has lost the majority of his possessions due to the Great Depression. He is debating traveling to Ottawa to voice his opinion.
Character Analysis:

You and your partner have been assigned the following character. Using all the information that you have learned about the Depression, write a paragraph from their perspective, explaining how your character is feeling. Also, describe events that they were likely to have experienced or taken part in. Be creative, but be sure to include important information from the past unit of study. You can write about what they may do in the upcoming year, and where their life may take them in the future. What challenges or problems will your character face? You will describe your character to the class in a short presentation.

Amanda Hardwick - Waitress (1933)

Amanda has been working in a restaurant for the past year. She lives in Calgary, Alberta. She is 18 years old and is new to the workforce. Although she has been lucky to receive a job, she does not make very much money, and works long, hard hours. At the end of the day she is very tired, and struggles to make ends meet. She lives with her parents, and she has to give her paycheck to her family to help provide for her brothers and sisters. Her brother and father are also unable to find work, which is adding tension between her and her male family members.
BLM 4.10

Character Analysis:

You and your partner have been assigned the following character. Using all the information that you have learned about the Depression, write a paragraph from their perspective, explaining how your character is feeling. Also, describe events that they were likely to have experienced or taken part in. Be creative, but be sure to include important information from the past unit of study. You can write about what they may do in the upcoming year, and where their life may take them in the future. What challenges or problems will your character face? You will describe your character to the class in a short presentation.

Anne-Marie Depuis - Housewife (1934)

Anne-Marie is 23 years old and married to her husband, Jacques. Anne has already had one child and is pregnant with her second. Anne lives in Montreal, Quebec. Her husband has been working odd jobs on and off but it is getting harder and harder to find consistent work. Her rent has been suspended for 2 months, and if she and Jacques can’t make their next payment they are going to be kicked out and they will have to live on the street. Anne has to wait in line for Relief tickets to receive food on a weekly basis.
Character Analysis:

You and your partner have been assigned the following character. Using all the information that you have learned about the Depression, write a paragraph from their perspective, explaining how your character is feeling. Also, describe events that they were likely to have experienced or taken part in. Be creative, but be sure to include important information from the past unit of study. You can write about what they may do in the upcoming year, and where their life may take them in the future. What challenges or problems will your character face? You will describe your character to the class in a short presentation.

Clarke Davidson - Unemployed (1933)

Clarke is 50 years old. He is originally from Ottawa. He is widowed, his wife passed away 15 years ago. He was laid off from his job in 1929 after the Stock Market crashed. It’s been a really rough time for Clarke. He could no longer afford to pay his bills and just lives on the streets. He has searched for work in many cities but no one is interested in his services. Most people consider him to be too old to be a good choice to hire. He has to sleep on the streets, and has to find a way to survive the cold winters in Canada.
Character Analysis:

You and your partner have been assigned the following character. Using all the information that you have learned about the Depression, write a paragraph from their perspective, explaining how your character is feeling. Also, describe events that they were likely to have experienced or taken part in. Be creative, but be sure to include important information from the past unit of study. You can write about what they may do in the upcoming year, and where their life may take them in the future. What challenges or problems will your character face? You will describe your character to the class in a short presentation.

Braydin Frizell - Thief (1932)

Braydin used to be a locksmith, but now he’s a thief. No one could afford to have their locks fixed anymore, so Braydin has had to turn to crime to make ends meet. Although he used to help people with their locks, now he uses his knowledge to break into people's homes to steal food and valuables. The Depression has forced Braydin to do terrible things in order to keep a roof over his head and food on his plate. Although he is lucky to have things during these difficult times, his conscience eats away at him every time he steals more from people.
Fact Sheet: Primary Sources

What is a Primary Source?
Primary sources are original records of the political, economic, artistic, scientific, social, and intellectual thoughts and achievements of specific historical periods. Produced by the people who participated in and witnessed the past, primary sources offer a variety of points of view and perspectives of events, issues, people, and places. These records can be found anywhere—in a home, a government archive, etc.—the important thing to remember is they were used or created by someone with firsthand experience of an event.

Examples of Primary Sources:
Primary sources are not just documents and written records. There are many different kinds of primary sources, including: first-person accounts, documents, physical artifacts, scientific data that has been collected but not interpreted, and face-to-face mentors with specific knowledge or expertise. Primary sources also take a variety of formats—examples of these are listed below.

Audio
— Oral histories or memoirs, interviews, music

Images
— Photographs, videos, film, fine art

Objects
— Clothing (fashion or uniforms), tools, pottery, gravestones, inventions, weapons, memorabilia

Statistics
— Census data, population statistics, weather records

Text
— letters, diaries, original documents, legal agreements, treaties, maps, laws, advertisements, recipes, Genealogical information, sermons/lectures

How do Primary and Secondary Sources differ?
While primary sources are the original records created by firsthand witnesses of an event, secondary sources are documents, texts, images, and objects about an event created by someone who typically referenced the primary sources for their information. Textbooks are excellent examples of secondary sources.

Why is it important for students to use Primary Sources?
1. Direct engagement with artifacts and records of the past encourages deeper content exploration, active analysis, and thoughtful response.
2. Analysis of primary sources helps students develop critical thinking skills by examining meaning, context, bias, purpose, point of view, etc.
3. Primary source analysis fosters learner-led inquiry as students construct knowledge by interacting with a variety of sources that represent different accounts of the past.
4. Students realize that history exists through interpretation that reflects the viewpoints and biases of those doing the interpreting.


