

A Deal for Relief

Grade Level or Special Area: Seventh Grade History

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Length of Unit: 16-17 fifty minute class periods

I. ABSTRACT

The nation was in the dark days of the Great Depression, and needed a ray of hope. This unit looks at the causes of the Great Depression, and Franklin Delano Roosevelt's New Deal. The alphabet soup is taken in and understood as students try to learn just what the Depression did to this country and its society.

II. OVERVIEW

A. Concept Objectives

1. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (CSHS- 1)
2. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (CSHS 4)
3. Students understand that societies are diverse and have changed over time. (CSHS-3)
4. Students understand how changes in weather and climate affect societies.
5. Students use chronology to understand major historical events.
6. Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained. (CSHS-5.1)

B. Content from the *Core Knowledge Sequence*

1. The Great Depression
2. Wall Street stock market Crash of '29, "Black Tuesday"
3. Hoover insists on European payment of war debts; Smoot-Hawley Tariff Act
4. Mass unemployment
 - a. Agricultural prices collapse following European peace
 - b. Factory mechanization eliminates jobs
 - c. Bonus Army
 - d. "Hoovervilles"
5. The Dust Bowl; "Okie" migrations
6. Radicals: Huey Long, American Communist Party, Sinclair Lewis
7. Roosevelt and the New Deal
8. Franklin Delano Roosevelt: "The only thing we have to fear is fear itself", Eleanor Roosevelt
9. The New Deal
 - a. Growth of unions: John Lewis and the CIO (Congress of Industrial Organizations); A. Philip Randolph; Memorial Day Massacre
 - b. New social welfare programs, Social Security
 - c. New regulatory agencies: Securities and Exchange Commission; National Labor Relations Board
 - d. Tennessee Valley Authority
10. Roosevelt's use of executive power: "Imperial Presidency"; "court packing"

C. Skill Objectives

1. Analyze the causes of the Great Depression.
2. Identify the impact of the stock market and why people use it.
3. Understand the action of Hoover to help the strain of the Depression.

4. Construct a map of the Dust Bowl.
5. Know the impact the Dust Bowl had on the people that lived in that area.
6. Analyze the vies of radicals during the Great Depression.
7. Identify main events of the Great Depression.
8. Evaluate Franklin Roosevelt’s Inaugural Address to the Nation.
9. Know the major events of the early political life of Franklin Delano Roosevelt.
10. Identify programs of the New Deal.
11. Analyze the power and prestige of Franklin Roosevelt’s Presidency.
12. Identify the impact of the New Deal on the United States, and its ability to help ease the pain of the Depression.
13. Construct a timeline of the main events of the Great Depression.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Hirsch, E.D., Jr. *What Your 6th Grader Needs to Know*. New York: Delta, 1993. ISBN 0385314671
2. “New Deal,” *Microsoft® Encarta® Encyclopedia 2000*. © 1993-1999 Microsoft Corporation
3. “Great Depression,” *Microsoft® Encarta® Encyclopedia 2000*. © 1993-1999 Microsoft Corporation

B. For Students

1. World History and Geography Grade 6
 - a. Capitalism
 - i. Adam Smith and the idea of laissez faire vs. government intervention in economic and social matters
 - ii. Law of supply and demand
 - iii. Growing gaps between social classes
2. History and Geography Grade 7
 - a. Isolationism: restrictions on immigration, Red Scare, Sacco and Vanzetti, Ku Klux Klan
 - b. The Roaring Twenties
 - c. Decline or rural population

IV. RESOURCES

- A. Joy Hakim’s *War Peace and All that Jazz* (Lessons One-Four)
- B. Franklin Roosevelt’s First Inaugural Address (one copy for each student) <http://www.bartleby.com/124/pres49.html> (Lesson Three)

V. LESSONS

Lesson One: The Crash and Causes (three class periods)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
 - c. Students understand that societies are diverse and have changed over time.
2. Lesson Content
 - a. The Great Depression

- b. Wall Street stock market Crash of '29, "Black Tuesday"
 - c. Hoover insists on European payment of war debts; Smoot-Hawley Tariff Act
 - d. Mass unemployment
 - i. Agricultural prices collapse following European peace
 - ii. Factory mechanization eliminates jobs
 - 3. Skill Objective(s)
 - a. Analyze the causes of the Great Depression.
 - b. Identify the impact of the stock market and why people use it.
 - c. Understand the action of Hoover to help the strain of the Depression.
- B. *Materials*
- 1. Joy Hakim's *War, Peace, and All that Jazz*
 - 2. Appendix A - Teacher Notes
 - 3. Appendix B - Term List (one for each student)
 - 4. Appendix C - Research paper assignment (one for each student)
 - 5. Appendix D - Grading criteria for assignments
 - 6. Appendix E - Stock Market flow chart (one for every student)
 - 7. Pages from a newspaper showing the stock market information
- C. *Key Vocabulary*
- 1. New York Stock Exchange – most active trading market in the US
 - 2. Black Tuesday – day the stock market dropped in 1929
 - 3. Smoot-Hawley Tariff – tax on goods entering U.S.
- D. *Procedures/Activities*
- 1. The lesson begins by handing out to the class a copy of the term list (Appendix B). This list will work as a study guide for the end of the unit test. The students are to fill out information about the term list as they go through the unit. As they come across information, like the CCC, they write the information in their term list as well as in their notes. This term list will serve as a guide or outline for the unit as a whole. The students should be held responsible for filling this out as they go through the unit.
 - 2. Next pass out the assignment sheet for the research paper (Appendix C). You may use any term listed on your term list as the subject of your research paper. The research paper will be about figures from the Depression Era in the United States, or programs created to try and ease the pains of the Depression from Hoover or Roosevelt.
 - 3. Next, ask the class who has ever heard about the stock market. Introduce what the stock market is and how it works to the class. Appendix A has notes to use during this instruction. Appendix E is a flow chart of a fictitious company that enters that stock market. Pass out the flow chart and read through it with the class. Discuss with the class the reasons companies sell shares of their stock. Next, pass out stock pages from the local newspaper or photocopies of the pages. Talk with the students about the pages and the information that they share. During this unit, there will be many different writing assignments. These assignments are to be done in class or for homework, whichever is dictated by time. Whenever there is a chance, the writing assignments will come at a time when there is a natural break in the material being presented. The goal is that most of the assignments will also come near what should be the end of a class period. If time allows for the students to complete the writing assignment in class, then after everyone is finished, you may discuss with the class what they wrote and then move on. If the WA is finished for homework, then the class will discuss the writings the next day. Use Appendix D to grade the writing

assignments. **WA:** Why do people invest in the stock market and why do companies sell stock?

4. Next talk about the investing that took place in the 1920's. This will look at the idea of buying stock on margin and how everyone was trying to get rich via the market. This lecture/discussion will look at the crash of the stock market in 1929 and then the reaction of the government. This will also look at Hoover and his attempts to try and right the ship, and actions that further led to the economy's further fall. There are many facts that will be looked at.
5. The last section for discussion will be the most important. This will look at the causes of the Great Depression. Many historians disagree on all of the factors that led to the fall of the economy. This unit will look at six main causes for the Depression. Appendix A goes into detail about the six causes. Once the class is finished looking at the causes, there is another writing assignment for them to think about. **WA:** Which cause do you think had the biggest impact on the Great Depression? And why?
6. The students will also have some readings to do for this lesson. It is up to the teachers to decide what chapters are assigned for each day of the lesson. The students are to read chapters 15, 16, and 17 in Joy Hakim's *War, Peace, and All that Jazz*.
7. **Note on the Readings for the entire unit.** The readings from the book correspond to the information covered in the class during a particular lesson or in an upcoming lesson. The readings are left to your discretion to be assigned because each class will address different topics through lecture or activities at different times. You must look at the material and decide how much work you want the class to do based upon how much was covered in class or other writing assignments. The material will be discussed the following day through the continuing lectures and activities.

E. *Assessment/Evaluation*

1. Teacher observation of class discussions graded using Appendix D.
2. Student writing assignment on the causes of the Great Depression graded using Appendix D.
3. Student writing assignment on why people use the stock market graded using Appendix D.

Lesson Two: The Great Depression and Hoover (four class periods)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how changes in weather and climate affect societies.
 - b. Students understand that societies are diverse and have changed over time.
2. Lesson Content
 - a. Bonus Army
 - b. "Hoovervilles"
 - c. The Dust Bowl; "Okie" migrations
 - d. Radicals: Huey Long, American Communist Party, Sinclair Lewis
3. Skill Objective(s)
 - a. Construct a map of the Dust Bowl.
 - b. Know the impact the Dust Bowl had on the people that lived in that area.
 - c. Analyze the views of radicals during the Great Depression.
 - d. Identify main events of the Great Depression.

- B. *Materials*
1. Joy Hakim's *War, Peace, and All that Jazz*
 2. Appendix A - Teacher Notes
 3. Appendix D - Grading criteria for assignments
 4. Blank map of the United States (one for each student)
- C. *Key Vocabulary*
1. Hoovervilles – small shanty towns of homeless during the Depression
 2. Bonus Army – WWI veterans who wanted their promised 1945 bonus to be paid early
 3. RFC – program by Hoover to ease pain of Depression
 4. Dust Bowl – area of severe drought in the Central Plains of the U.S.
 5. Okies – migrants from Oklahoma to California
- D. *Procedures/Activities*
1. This lesson looks at major events of the Hoover Administration and the cultural impact of the Great Depression. This will include a look at radicals who extreme change to ease the burden of the Depression.
 2. The first topic will be the impact of the Depression. What did the Depression do to the average person? How did the Depression change the lives of Americans? Use Appendix A to guide the class through a discussion on this topic. This will also look at Hoovervilles and the Bonus Army. **WA:** After the discussion is complete, the students will have to write a newspaper article about the Bonus Army as if they were there reporting on it at the time.
 3. Next the class will learn about the Dust Bowl that took place in the center of the United States and the migrations that it forced. Lecture/Discuss the topic with the class and then pass out the blank maps of the United States to the class. Instruct the class to make a map showing the Dust Bowl with the information that they learned in the lecture.
 4. The next part of the lesson is to look at the radicals that rose into the national spotlight as they sought their own way to try and ease the pain of the Depression. Using Appendix-A, lecture/discuss with the class about this topic.
 5. There are more chapters to be read during this lesson. The students are to read chapters 18, 19, and 20. Once again it is up to the instructor, what day the readings are to be completed.
- E. *Assessment/Evaluation*
1. Teacher observation of class discussion graded using Appendix D.
 2. Student news article about the Bonus Army
 3. Student map of the Dust Bowl

Lesson Three: FDR (two class periods)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand that societies are diverse and have changed over time.
 2. Lesson Content
 - a. Franklin Delano Roosevelt: “The only thing we have to fear is fear itself”
Eleanor Roosevelt
 3. Skill Objective(s)
 - a. Evaluate Franklin Roosevelt’s Inaugural Address to the Nation.
 - b. Know the major events of the early political life of Franklin Delano Roosevelt.

- B. *Materials*
1. Appendix A - Teacher Notes
 2. Appendix D - Grading criteria for assignments
 3. Joy Hakim's *War, Peace, and All that Jazz*
 4. Franklin Roosevelt's First Inaugural Address (one copy for each student) from <http://www.bartleby.com/124/pres49.html>.
- C. *Key Vocabulary*
1. Polio – disease that struck FDR and paralyzed him from the waist down
 2. Brain Trust – FDR's advisors
- D. *Procedures/Activities*
1. This lesson is relatively small in size, but large in importance. This lesson looks at Franklin Delano Roosevelt and his rise to becoming President. This lesson discusses Eleanor Roosevelt, the First Lady. Roosevelt's actions as President, in relation to the Great Depression, will be looked at in the next lesson.
 2. Use Appendix A to lecture/discuss with the class Franklin Roosevelt and his early political life up through the election in 1932.
 3. Next, pass out the student copies of Franklin Roosevelt's First Inaugural Address. Have the students read the speech, and then write a response to it. The response should be their written reaction to the speech and an analysis of what it said. This is very difficult for many students, but also very rewarding. They are not expected to understand the whole speech on their own, however they are graded on their ability to support their views of the speech. After the students have finished writing, lead the class in a discussion on about the speech and its most famous line, "The only thing we have to fear is fear itself."
 4. The students need to read chapters 21, 22, and 23.
- E. *Assessment/Evaluation*
1. Teacher observation of class discussion graded using Appendix D.
 2. Student written response about FDR's Inaugural Address.

Lesson Four: New Deal (four class periods)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.
 - b. Students understand that societies are diverse and have changed over time
 2. Lesson Content
 - a. Growth of unions: John L. Lewis and the CIO (Congress of Industrial Organizations); A. Philip Randolph: Memorial Day Massacre
 - b. New social welfare programs: Social Security
 - c. New Regulatory agencies: Securities and Exchange Commission; National Labor Relations Board
 - d. Tennessee Valley Authority
 - e. Roosevelt's use of executive power: "Imperial Presidency"; "court packing"
 3. Skill Objective(s)
 - a. Identify programs of the New Deal.
 - b. Analyze the power and prestige of Franklin Roosevelt's Presidency.
 - c. Identify the impact of the New Deal on the United States, and its ability to help ease the pain of the Depression.

- B. *Materials*
1. Appendix A - Teacher Notes
 2. Appendix D - Grading criteria for assignments
 3. Joy Hakim's *War, Peace, and All that Jazz*
- C. *Key Vocabulary*
1. New Deal – FDR's plan to help the nation
 2. Court-packing – FDR's plan to add more members to the Supreme Court so decisions would go his way
- D. *Procedures/Activities*
1. This is the most content rich lesson of the unit. The information discussed looks at Franklin Roosevelt's New Deal plan that tried to end the Depression. Use Appendix A to lecture/ discuss with the class about the New Deal and the programs that were part of it. This also looks at the rise of labor unions in the United States and some of the leaders of this growth.
 2. There are many, many programs to look at and this will require a lot of time to discuss with the class. Once the discussion is complete, the students will have a writing assignment. **WA:** Which New Deal program do you think was the most important? Which did the most good for America?
 3. The last part of the lecture looks at Roosevelt's Presidency as a whole and, besides the programs themselves, the impact of the time. This looks at Roosevelt's power as President of the United States compared to other leaders in American History, and also some of its scandals, like the 'court packing' incident.
 4. After this part of the lesson is complete, the students will have another writing assignment. **WA:** Write a newspaper article about the 'court packing' incident.
 5. The last reading for the unit is complete chapters 24 and 25.
- E. *Assessment/Evaluation*
1. Teacher observation of class discussions
 2. Student writing on court packing incident
 3. Student writing on New Deal programs

Lesson Five: Conclusion and Wrap Up (three class periods)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships
 2. Lesson Content
 - a. The Great Depression
 - b. Roosevelt and the New Deal
 3. Skill Objective(s)
 - a. Construct a timeline of the main events of the Great Depression.
- B. *Materials*
1. Appendix D - grading criteria
 2. Appendix G - Time Line
 3. Appendix H - Crossword Puzzle
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. This is the final lesson of the unit. This lesson looks to tie together all the information in the unit. This is done through a couple of activities. The first

activity is to construct a timeline. Use Appendix G as a guide to help the students construct their timelines. All the dates the students need to place on the timeline are found in their notes, and in the readings. This should take a complete class period.

2. The second activity the students have is to complete the crossword puzzle. The crossword puzzle is included as Appendix I. Once the students finish the crossword, they should continue to work on their term list.
 3. Use the last class day before the test to review the term list with the class and go over the material to make sure there are no questions about the unit.
- E. *Assessment/Evaluation*
1. Student timeline
 2. Student crossword puzzle

VI. CULMINATING ACTIVITY

- A. There are two culminating activities for this lesson.
1. The first is the end of unit test included as Appendix F.
 2. The second activity is the presentation of the Research papers in the form of oral reports given to the class.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Teacher Notes
- B. Appendix B: Term List (one for each student)
- C. Appendix C: Research paper assignment (one for each student)
- D. Appendix D: Grading criteria for assignments
- E. Appendix E: Stock Market flow chart (one for every student)
- F. Appendix F: Great Depression Test
- G. Appendix G: Great Depression Test Answer Key
- H. Appendix H: Timeline
- I. Appendix I: Crossword Puzzle

VIII. BIBLIOGRAPHY

- A. "Civilian Conservation Corps," *Microsoft® Encarta® Encyclopedia 2000*. © 1993-1999 Microsoft Corporation.
- B. "Fair Labor Standards Act," *Microsoft® Encarta® Encyclopedia 2000*. © 1993-1999 Microsoft Corporation.
- C. Hirsch, E.D. Jr., Kent, J., Trefil, J. *The Dictionary of Cultural Literacy*. Boston: Houghton Mifflin Company, 1993. ISBN 0395655978
- D. Hirsch, E.D., Jr. *What Your 6th Grader Needs to Know*. New York: Delta, 1993. ISBN 0385314671
- E. McElvaine, Robert S. "Great Depression in the United States," *Microsoft® Encarta® Online Encyclopedia 2003* <http://encarta.msn.com> © 1997-2003 Microsoft Corporation.
- F. "Federal Deposit Insurance Corporation," *Microsoft® Encarta® Encyclopedia 2000*. © 1993-1999 Microsoft Corporation.
- G. "National Industrial Recovery Act," *Microsoft® Encarta® Encyclopedia 2000*. © 1993-1999 Microsoft Corporation
- H. "National Labor Relations Act," *Microsoft® Encarta® Encyclopedia 2000*. © 1993-1999 Microsoft Corporation
- I. "New Deal," *Microsoft® Encarta® Encyclopedia 2000*. © 1993-1999 Microsoft Corporation.
- J. "Public Works Administration," *Microsoft® Encarta® Encyclopedia 2000*. © 1993-1999 Microsoft Corporation.

- K. "Securities and Exchange Commission," *Microsoft® Encarta® Encyclopedia 2000*. © 1993-1999 Microsoft Corporation.
- L. "Social Security," *Microsoft® Encarta® Encyclopedia 2000*. © 1993-1999 Microsoft Corporation
- M. "Tennessee Valley Authority," *Microsoft® Encarta® Encyclopedia 2000*. © 1993-1999 Microsoft Corporation

Appendix A, page 1

Teacher Notes

Lesson One

In order to understand the Great Depression and the factors that led to it, one must first comprehend the stock market and the practices used and followed during the 1920's in the United States. The stock market itself is the business of buying and selling stocks. Stocks are shares of a company. A company sells parts, or shares, of itself in order to raise money to further the expansion of the company. An example would be a small picture framing business that has one store. If that store does well, the owners may choose to open other stores. However, when a new store opens, it tends to take time to raise the money to turn a profit, so the company decides to sell shares of the company. Investors buy shares, hold on to them, and then sell them. This is called trading. The investors buy shares of companies that they think will succeed and grow. As the company rises, so does the value of the shares. Now, many investors will sell the shares and make a profit, others will wait and see if the value will continue to rise in order to make even more money.

The risk of the stock market comes into play with the values of the shares. A trader may buy a share at a certain level, and then the price will drop. If the investor sells at a lower price, they will lose money. Many fortunes have been won and lost on the stock market. The most popular stock exchange in the United States is on Wall Street in New York: the **New York Stock Exchange**.

The stock exchange was a very popular way for people to try and make money in the 1920's. Under the leadership of Coolidge, who thought the 'primary business of America was business'; many American's became rich on the stock market. As word spread about this way to make cash, many, many people wanted to be apart of it; however, not everyone had the money to buy shares. The practice of buying stocks on margin became popular. A would be investor went to a broker. For example, the investor paid \$10 as a down payment for a \$100 share of a company. The broker got the share of stock for the investor. The investor was responsible for paying the broker the rest of the \$100 plus some interest. In theory, if the share made money, the investor would sell it and pay back the money it borrowed in order to buy the stock. Many investors tried this strategy, and there were many brokers who helped them because of the money they made off the transaction. However, if the stock was to drop in value, the investor would not only loose the invested money, but they would also still own the broker.

On October 29, 1929, **Black Tuesday**, the stock market crashed. The values of just about every stock dropped. Many shares that sold for forty or fifty dollars the week before now sold for pennies. The investors who bought on margin lost everything they had. The brokers went broke, too. Many took their lives, some jumping from high-rise buildings on Wall Street. This caused a stoppage of spending. Buyers no longer had money to purchase goods, and thus businesses had to close, forcing its employees to lose their jobs. The Crash of '29, had a big impact on the country, but it was not the sole cause of the Great Depression.

Everyone in the country looked to their leaders to fix the problems that the nation was experiencing. President Hoover took the most heat. Hoover had been in charge of the distribution of food to hungry Europeans and American Troops during World War I. He was a good leader, but one not ready for the growing crisis. Hoover attempted to make changes. One action that he took was to insist that European nations repay their war debts. Many of the European nations were already experiencing financial troubles of their own and many were unable to repay fully. This action further hurt the European nations and sent them deeper into despair.

Another decision by the government that hurt the country instead of helping it was the **Smoot-Hawley Tariff Act**. Named after its congressional sponsors, the act looked to protect American goods at home by greatly increasing tariffs, or taxes, on goods entering the nation. As one can imagine, the nations that sold goods into the United States, were quite upset with this action, and placed tariffs on American goods entering their country. The tax that was supposed to help protect American goods, actually hurt the sales of American products, and thus affected the economy, causing even more people to lose their jobs.

Appendix A, page 2 Teacher Notes continued

The Hoover government decisions, many of them, hurt the nation. They did not relieve the pains of the Depression. There were many different factors that led to the Depression, but here are the six that we will focus on with this unit.

1: Many businesses during the Great Depression raised their prices to cash in on the spending that was taking place. Many business leaders became very wealthy during this time. They increased their wealth by keeping the wages of their employees at the same level. This meant that the laborers could not afford to purchase the things that they made. There are instances of this in the world today. The average Chevy worker cannot buy the Corvette; however, this was a much broader situation in the 1920's. This led to more problems. Because laborers could not, buy the products, the businesses began to lose money, and thus many more workers were laid off.

2: Another industry problem was due to technological advances. With the money that the companies made from selling stocks and selling goods, they bought newer equipment that reduced the need for workers. Many workers lost their jobs to newer machines and this hurt the economy more.

3: In order to house the new factory equipment, bigger warehouses and factories were built. This led to the production of more goods than were being bought. This surplus led to company losses and thus more unemployed.

4: The stock market did hurt the economy; more specifically, the practice of buying stocks and other items on margin, or credit. Debts piled high and many people lost their possessions including their homes. Banks were making loans for purchasing stocks and other items, and they made bad decisions. The banks lost money that was not theirs. A bank makes money by taking money that their customers place into their savings accounts and then loaned that money to other customers earning interest for the banks. When a bank made a bad decision in the form of a loan, the customers that placed their savings in the bank lost their cash. Without money, these people could not buy goods, and thus even more found themselves unemployed.

5: Even though it was years past, World War I had an impact on the Great Depression. The first involved the world economy. The countries of Europe found themselves rebuilding and they were not purchasing too many American goods. Then the Hoover Administration called for a repayment of the war debts incurred during the conflict. This left countries scrambling for cash needed to rebuild their own countries. Then the Smoot-Hawley Tariff was passed. This closed the door on many foreign goods further hurting the struggling economy of the world. This also angered many nations and led to passage of tariffs against American goods and thus hurting American businesses.

6: World War I also hurt American farmers. They were one group that faced a hard time in the 1920's and things did not improve during the 30's. During the war, farmers produced large amounts of crops to not only feed Americans, but also its troops and Europeans. During the war years, farmers made lots of money and were very successful. They kept up this production after the war, but the demand for the goods was not as high. This surplus greatly reduced the price of crops and hurt the farmers. Things got to be so bad that some farmers found it was cheaper to let their groups go to waste rather than pay for transportation costs. These are the main causes of the Great Depression.

Lesson Two

The Great Depression greatly affected the everyday life in the United States for many of its citizens. Throughout larger cities, many people were unemployed and eventually homeless. Homes were repossessed and families found new ways to get by. Unemployment was a nation wide problem. It was so bad, that nearly twenty five percent of Americans who wanted a job could not find one. One in four was unemployed. Small shantytowns of homeless were erected outside many major cities. Its inhabitants, placing blame for their situation on the President, named these communities **Hoovervilles**.

Appendix A, page 3 Teacher Notes continued

The lack of jobs made individuals eek out livings any way that they could. Veterans from the First World War were not immune from the problems. After the war finished, veterans from the conflict were promised a cash bonus that they could collect in 1945. Many of the veterans were unemployed, and wanted their bonuses early. They marched as a group to Washington to ask for the money. When the President would not receive them they camped out across from the White House. This group of veterans became known as the **Bonus Army**, and numbered close to 20, 000. The authorities in Washington asked the Bonus Army to leave but they refused. Hoover sent the current army to disperse the veterans from town, but not to hurt anyone. Douglas MacArthur led the Army. He used more force than Hoover had wanted him to. The troops carried gun, used tear gas, and burned down the Hooverville that was erected. Many of the veterans and their families were hurt, and one small child was even killed. The whole event was captured on film and newsreels showed the footage around the nation. This left another mark on the Hoover Administration.

Hoover did try to help the country. His administration designed the **Reconstruction Finance Corporation**. This loaned over two billion dollars to businesses, banks, and states in an attempt to strengthen the economy and to provide a little relief for the people. This was a good plan, but was nowhere near enough help. Hoover was a strong willed individual. He felt that it was not the roll of the United States government to offer direct relief to individuals. He thought this was the responsibility of other groups and the small communities, and thus no handouts were offered.

Although Hoover tried to make some changes, one thing he could not fix was the weather and the landscape. During World War I, as mentioned before, farmers were producing large amounts of crops. While doing this, they overused the land. Today we know that when farming the land, you must allow it time to regroup or rest. Today farmers will rotate the areas of land that they farm every year in order for the land to replenish its resources. The ground was over used in the 20's and eventually it stopped to produce. The topsoil turned to loose dirt, and was not suited for farming. Then a large drought hit the central part of the Great Plaines. The already poor soil dried up. When the winds came it blew dust up into the air and it looked like it was raining dust for days at a time. The conditions became unlivable and many people were forced to leave their farms. This is known as **the Dust Bowl**. The area that was most affected was from western Arkansas and Missouri in the east to Northern Texas in the south, from southern Nebraska in the north to eastern Colorado and New Mexico in the west. When the winds were right, dust could be seen as far east as parts of Georgia.

The people in the region were forced to leave. They migrated west to California hopping on Route 66 and looked for a place to make a better living. Many of the people that moved west were from Oklahoma, and thus the group became known as **Okies**. This was used as a term to describe people that were dumb and lazy. The people in California were having hard times of their own, and many were unemployed. The resented the new migrants to their land. The trip to California was difficult as well. One of the most famous documentations or presentations was a book called *Grapes of Wrath* by John Steinbeck. This book looked at a family named the Joads, most specifically Tom Joad, and their trek to the west. This book looked at the conditions that people were living through.

The Dust Bowl and the migration were also captured in song and photograph. **Dorothea Lange** was a famous photographer of the migrant families and showed the country what the conditions they lived through are like. **Woody Guthrie** was a folk songwriter that wrote about the trials and struggles of the migrants and farmers in the Central United States. His most famous song was *This Land is Your Land*. He would even play free concerts for the migrants in California.

Poor conditions led to many individuals and groups that were upset with Hoover and the way the country was heading. Much like the 20's, radical groups gained national attention. One such individual was **Huey Long**. Long was the governor and Senator for the state of Louisiana. He pushed into the national spotlight when he promised every person enough money to not only get by on, but also to own a

Appendix A, page 4 Teacher Notes continued

house, car, radio, retirement, and a college education. Obviously, these sound like good things that most Americans want to have. Many of Long's views tended to be on the socialist side and too radical for many Americans. Over the years, Long was able to hold onto power in the state of Louisiana by pushing aside his opponents. He was even planning to run for President, but was killed.

Another individual that was upset with the present situation was **Sinclair Lewis**. Lewis, an author, criticized American life, especially that of small town America. Many Americans were upset at this critique during such a hard time in America. Some of his most famous works were *Babbitt*, *Elmer Gantry*, and *Main Street*. The most famous painter of the times was **Grant Wood** who painted *American Gothic*. Many students have seen the picture of the farmer and his wife standing in front of their farm.

Groups also became popular, like labor union that will be discussed in the next lesson. Another group was the increased popularity of the **American Communist Party**. This was by no means a mainstream political party, but the increased membership or alliance with this party shows the increased number of Americans who were utterly frustrated with the situation the United States was in.

There was one event that made Americans proud during this time, especially African Americans. Jesse Owens went to Munich, Germany, where Hitler and Germany were hosting the Olympic Games and won four gold medals in front of a crowd that was taught that Germans were the superior race in the world.

Lesson Three

The unrest in the country was stated in the 1932 election in which Hoover lost his reelection bid to a politician from New York, **Franklin Delano Roosevelt**. FDR came from a wealthy family and was given the benefit of the best education that money could buy. He went to the best schools and got to know very important people. His father was not a politician, but he was involved in politics. FDR was able to meet some of the country's leaders, including Grover Cleveland and FDR's fifth cousin Theodore Roosevelt. FDR's young political career saw him become the Governor of New York. Woodrow Wilson later named him Assistant Secretary of the Navy.

FDR's running mate in 1932 was John Nance Garner; however, his wife was a greater factor in his Presidency. FDR married **Eleanor Roosevelt**, the niece of Theodore Roosevelt. She was well educated herself and greatly transformed the role of the First Lady. She was more than a woman standing beside the President. She was active in the country's affairs, and served as FDR's eyes and ears. She did this for a couple of reasons. For one, if FDR was to go anywhere, like to a mine to see the workers, there would be a great amount of attention paid to the visit. Eleanor could travel with a little more secrecy and really see the conditions of the country. The main reason she went around was because FDR was stricken with **Polio** in 1921. At first he could not move at all, but after time regained control of his upper body. He was still limited to a wheelchair to get around. There was an unwritten rule with the journalists that covered the President not to talk about his wheelchair or to photograph him from the waist down. He wanted the press to focus on the events of the nation and what he was trying to do to help the nation, and not to take away from that by focusing on his handicap. FDR had to appear strong to give the nation hope and strength. Eleanor served as his eyes and ears because she let him know what was happening in the country. She talked to the people, and let her husband know what the people needed. He addressed the people in radio broadcasts to the nation. He talked about the problems that the nation was having, and the programs that he and his cabinet and advisors, called the **Brain Trust**, made to end the problems. The Brain Trust consisted of the brightest minds in the country; they were not necessarily politicians. FDR became the first President to have a woman on his cabinet. **Francis Perkins** was Roosevelt's Secretary of Labor.

FDR's Presidency began with one of the most famous Inaugural Addresses in American history. He tried to give the nation hope, and a determination to overcome its problems. He stated, "The only

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thing we have to fear is fear itself.” Once in the White house, FDR tried many different things to try and end the Depression; the next lesson looks at these programs.

Lesson Four

This lesson looks at Roosevelt’s Presidency, and his **New Deal**. This was the name of FDR’s plan to right the country. FDR took over for Hoover, who was a lame duck President. The election took place in November, and FDR didn’t take over until March. During this period Hoover is faced with the fact that the nation does not want him as President, and FDR did not have the power to do anything yet. The New Deal went into effect right away. Soon after the inauguration, FDR called a special session of Congress and the first order of business was to reassure the nation that the banks were in a good running order. After banks made bad loans, many banks closed and the customers lost their money. A fear that this would happen more, led many others to take their money from their banks. This hurts the economy because banks no longer had money to lend out and growth stops. FDR declared a banking holiday. This closed all the banks in order to stop the run on the banks, people taking money out of their accounts. Congress passed the **Emergency Banking Act** that allowed FDR and the government to assess the health of banks. It also set up the **Federal Deposit Relief Corporation**, or FDIC. This insured deposits in banks up to \$1000. If the bank closes, or anything else happens to it, the government protects the money of the bank’s costumers. This put confidence back into the banking system.

The EBA and the FDIC were part of the **First Hundred Days**. FDR is known for creating more legislation, laws, and programs than any other President in the first 100 days of office. The programs were designed to ease the pain of the Depression. Another program was the **Civilian Conservation Corps**. The CCC was set up in a military style. Unmarried American men between the ages of 17 and 23 could work for the CCC. They worked out in the wilderness of America conserving the natural resources of the land. They received \$30 a month, \$25 of which was sent home to their families. The men did not need that much money for the received lodging and food for their work. Much of the work was done in National Parks building roads, developing new parks, laying telephone lines, and building fire watchtowers.

A large act from the New Deal was the **National Industrial Recovery Act**. Its goal was to end economic troubles in the country, one of which was unemployment. There were two parts to the NIRA: **National Recovery Administration**, and the **Public Works Administration**. **Harold Ickes**, Sec. of Interior, led the PWA. The PWA spent money to build schools, roads, other buildings and dams. It also loaned money to states to do similar projects. The idea was to build things that were needed, but to also give people jobs.

The other part of the NIRA was the NRA. The NRA, who’s symbol was a blue sign with an eagle on it, was to set industry and business coeds in an attempt to regulate business practices and make business more stable. The codes eventually led to higher prices which was supposed to lead to higher wages, but this did not happen at the same rate, and therefore, consumers could not buy goods, and business was hurt. The NRA was found unconstitutional by the Supreme Court and disbanded.

The **Tennessee Valley Authority** was also created in 1933. The TVA operated the Wilson Dam in the Tennessee Valley. It also set out to control other waters in this area for production of electricity and flood control. Individuals were hired to labor for this organization. The electricity produced by the TVA services Tennessee and parts of many other southern states. It still runs today.

One of the most controversial New Deal Programs was the **Agricultural Adjustment Act**. The AAA paid farmers to not farms. FDR, with the Sec. of Agriculture, set out to raise the prices on crops to help out the farmers. The prices were low because of the large surplus of crops. The farmers reduced their production by 30%. It was hard for many farmers to understand that they would be better off if they did not produce as much. In the farmers mind, the more they made, the more they could sell, thus the

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more they would make, but this led to the surplus. The money for the farmers came from taxes placed upon those that bought farm sales. The Supreme Court found this to be unconstitutional.

The **Federal Emergency Relief Act** was passed in May of 1933. This created the Federal Emergency Relief Administration, and was led by Harry Hopkins. This administration had five hundred million dollars to give to individuals in the form of relief. This greatly differs from Hoover's view on not handing out money to help individuals. This is an early form of welfare in the United States. The program lasted into 1935 when the Social Security Act was created and took over relief administration.

The last of the early New Deal programs of note was called the **Securities and Exchange Commission**. The SEC was and is responsible for regulating the stock market. There was distrust in the stock market after 1929, and the SEC set out to assure investors that it was indeed safe to put their money in the market again. This group monitors trading to make sure it is done properly. They also made sure that the practice of buying stock on margin was not longer used.

As mentioned above, there were many New Deal programs that were found unconstitutional. FDR had a couple of responses to this. One was to make new programs. If one program did not work as well as it was designed to do, or if the Court marked it down, then the government made a new program. The other action FDR took was to try and change the Supreme Court that was slashing his programs. This will be discussed later in this lesson. The programs made in 1933 were called the First New Deal. Because new programs were needed, the Second New Deal started in 1935 with another explosion of activity by Congress and FDR.

One of these programs was called the **National Labor Relations Act**. The NLRA set out to govern the relationship between workers and owners. Sometimes called the Wagner Act, after the New York Senator **Robert Wagner** who created the bill, the act created the National Labor Relations Board. This made sure that workers' right to unionize and to use collective bargaining was protected.

The **Fair Labor Standards Act** also helped the workers. The FLSA set out to eliminate unsafe working conditions. It also set a minimum wage and a maximum workweek total that one could work without getting paid overtime. This act has been amended many times since its inception to increase the minimum wage.

There were also acts that helped those who were unemployed. The **Social Security Act** had four main functions. It provided welfare, unemployment benefits, retirement pensions, and coverage for those who are disabled and cannot work.

The largest program from the Second New Deal was the **Works Progress Administration** (it later became the Works Projects Administration). The WPA is very similar to the PWA in that it built bridges, buildings, and improved roads. However, the WPA is also famous for its contribution to the arts. More specifically, it provided for the largest grant of money for the arts from the United States government in the history of the nation. Led by **Harry Hopkins**, and formed in 1938, the WPA had many sub projects that were a part of it like the Federal Arts Project, the Federal Writers Project, the Federal Theater Project, and the National Youth Administration. This provided work for many out of work artists, but just as importantly, offered new forms of art for the people of the United States looking for a way to take their minds off their troubles.

The Federal government also lent money to families that were looking for homes. This was called the **Federal Housing Administration**. Much like it does today, the FHA provided low income mortgage loans to families.

As one can see from the above notes, FDR tried many different solutions to try and fix what was ailing the nation. Some of them worked, and others did not. The New Deal stopped the spread and growth of the Depression, and even helped improve some lives, but it was World War II that brought an end to the hard times in the economy. However, FDR is remembered as a President that stood with the nation in its dark time, and tried to overcome its problems. Because of all the programs that FDR and his team created, they will always be remembered as a group that tried to do well for the nation. It was the

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Teacher Notes continued

way that they did it that forces many to think of FDR as the Imperial President. FDR in his Presidency, both in the Depression and the Second World War, had the most power in the executive office since Lincoln. It appeared that there was little regard for the highest law in the land, the Constitution. The FDR administration made laws and acts that were controversial. They knew they would push the Supreme Courts limit, but they wanted to help the public. The Supreme Court overturned many of the New Deal plans and called them unconstitutional. FDR's reaction was to put six more members on the bench for a new total of 15. Because the President has the power to pick any vacancies in the Court, FDR would be able to pick the six new members. This would give him the majority needed in order to pass his legislations. This is referred to as the **court-packing** scandal. FDR tried to change the Constitution. Yes, he wanted to do it to help the nation. Many Americans, then and now, were outraged with this action. They thought that FDR was getting to be too powerful in the White House. Although this did cause a stir, it did not cause a big enough one for FDR to lose his reelection bids in 1936 and 1940. FDR is the only President to be elected four times.

There was progress because of the New Deal. One example would be the strength of the labor unions. Workers were getting more rights than ever before, but it was not enough. The American Federation of Labor, AFL, was founded in the late 1800's. It was supposed to be a union for all workers, but became a union for skilled laborers, like craftsmen. Unskilled workers, like those in the auto industry or in steel mills, wanted the same benefits. In 1935, led by **John L. Lewis**, who was the leader of the United Mine Workers, a new union was formed. This new union was called the **Committee for Industrial Organization**, and was targeted towards the unskilled workers (in the mid fifties, the AFL and CIO joined together to form one union).

The unions were gaining more backing and more strength, but that did not alleviate all labor problems. In 1937, many workers were upset against the Republic Steel Company whose plant was located in Chicago. The workers wanted more money and assurances that they would have their jobs for quite a while. When this did not happen, they went on strike. The strikers were protesting and demonstrating outside the company, when something startled the security force and they opened fire. Ten Strikers were killed and many more injured in what is called the Memorial Day Massacre.

The Great Depression left an impact on American society. The people that lived through it never got over it. Those that are still alive today continue to use the same thrifty practices that they did back then in order to survive. For a few short years, there were many who questioned the practice of democracy and capitalism as times got tough. But through leadership and resolve, the country made it through.

Appendix B, page 1
Term List

Agricultural Adjustment Act
Bonus Army
Brain Trust
Civilian Conservation Corps
Court-packing
Dorothea Lange
Douglas MacArthur
Dust Bowl
Eleanor Roosevelt
Emergency Banking Act
Fair Labor Standards Act
Federal Deposit Insurance Corporation
Federal Emergency Relief Administration
Federal Housing Administration
Fireside chats
Francis Perkins
Franklin Roosevelt
Grant Wood
Harold Ickes
Harry Hopkins
Herbert Hoover
Hooverilles
Huey Long
Jesse Owens
John Steinbeck
National Labor Relations Act
National Recovery Act
New Deal
Okies
Public Works Administration
Reconstruction Finance Corporation
Robert Wagner
Securities and Exchange Commission
Social Security Act
Tennessee Valley Authority
The Bonus Army
Woody Guthrie
Works Progress Administration

Appendix B, page 2

Term list continued

AAA - this New Deal program paid farmers not to farm in order to reduce the surplus

Bonus Army - vets who marched on Washington D.C. to receive their promised bonuses early

Brain Trust- FDR's advisors; this group consisted of the nation's smartest businesses leaders

CCC - unmarried 17-23 year old men worked improving the access and use of natural resources including National Parks; they were paid \$30 a month, and \$25 of it was sent home to their families

Court - packing

Dorothea Lange - photographer of migrant workers

Douglas MacArthur - Army officer in charge of dispersing Bonus Army

Dust Bowl - the area of the central Great Plains that was struck by a drought and overuse of the land causing many to leave

Eleanor Roosevelt - the eyes and ears of FDR, the active first lady

EBA - this allowed the government to access the state of the nation's banks

FLSA - set out to eliminate unsafe working conditions

FDIC - insures deposited money in banks

FERA - run by Harry Hopkins, direct relief given to the people

FHA - provided low-income mortgage loans

Fireside chats - radio addresses FDR made to the nation

Francis Perkins - first woman cabinet member, Sec. of labor

Franklin Roosevelt - 32nd President of the United States, struck by Polio and used a wheelchair

Grant Wood - painted American Gothic

Harold Ickes - Secretary of Interior led the PWA

Harry Hopkins - leader of first the FERA and then the WPA

Herbert Hoover - President of the United States when the Great Depression hit, believed it was the role of the individual or communities to help others in need

Hoovervilles - shanty towns built outside cities that housed the homeless

Huey Long - Governor and Senator from LA. who voiced opposition to FDR; he had very, very, radical views

Jesse Owens - African American athlete who won four Gold Medals in the 1936 Olympic Games in Germany

John Steinbeck - author of *The Grapes of Wrath*, about a migrant family of okies

NLRA - or Wagner Act, made sure that workers had the right to unionize and use collective bargaining

NRA - part of the NIRA, symbolized by a blue sign with an eagle, set business and industry codes

New Deal- FDR's plan to right the ship

Okies - derogatory term used to describe those who were slow and lazy

PWA - spent money to build school, roads, other buildings and dams, and lent money to states to do the same things

RFC - created by Hoover to try and ease the Depression; this lent money to businesses to try and stimulate the economy

Robert Wagner - New York Sen. that created the NLRA

SEC - monitored the stock market

SSA - provided unemployment benefits, welfare, retirement pensions, and coverage for the disabled

TVA - created jobs through the damming of the Tennessee River Valley and produces electricity

Woody Guthrie - songwriter who wrote this land is your land

WPA - oversaw many of the Second New Deal programs, and made the largest government sponsoring of the Arts in our history

Appendix C, page 1
Research Paper Guidelines

The major assignment for this unit for you to complete is a research paper on a person, place, thing, or idea from the Great Depression. You will need to use your time out side of class wisely for you will not have any class time for your research or writing. Also make sure you plan ahead. It will be very difficult for you to do this assignment as the last minute. Possible research topics are listed on your term list. You may use any term on the list. There are only a few requirements for the assignments, and the rest is up to you.

1. You will be graded on two different aspects of the project, the written paper, and the oral presentation given to the class.
2. The paper must:
 - a. be at least 3 full double spaced typed pages.
 - b. have at least three sources, one of which must be a book.
 - c. include a bibliography
 - d. have a cover page
3. The paper is graded on:
 - a. Bibliography- 20 pts.
 - b. Grammar and punctuation-40 pts.
 - c. Content-40 pts.

Check out the rubric for the paper on the next page.

4. The oral presentation must:
 - a. be between five and ten minutes
 - b. have a visual aid
 - c. not be read straight from your paper, use note cards.
5. The presentation is graded on:
 - a. Visual aid-20 pts
 - b. Content-40 pts
 - c. Speech clarity-30
 - d. Audience involvement- 10

The following page contains the rubric for the oral presentation.

Appendix C, page 2

Rubric for paper

Grading Criteria	Pts	Meets expectations Grade A through B	Meets Expectations Grade B- through C-	Far below expectations Grade D or Lower
Introduction: Topic included Major points of paper summarized	2.5	Uses strong introduction	Uses weak introduction	Unclear or omits introduction
Conclusion: Topic restated Major points of paper reviewed	2.5	Uses strong conclusion	Uses weak conclusion	Unclear or omits introduction
Accurate and Sufficient Content	40	Paper includes accurate and sufficient content	Paper includes some inaccurate and insufficient content	Paper includes very inaccurate or very insufficient content
Uses examples, incidents, or reasons to clarify or explain the main idea of the paragraph	5	Uses and cites strong support	Simple examples and supports are used	Unclear or missing examples or supports used
Logical sequence	5	Easy to see that the paper follows a logical, sequential order	Ideas jump around at times, and sequence is difficult to follow	Lack of organization makes following the message impossible
Uses topic sentences at the beginning of each paragraph	5	Uses interesting and accurate topics sentences and varies style throughout the paper	Uses weak topic sentences, sometimes uses topic sentences, or uses same style throughout the paper	Unclear or lacking topic sentences at the beginning of the paragraph
Sentence Usage	5	Uses complex and/or compound sentences	Uses simple sentences	Many examples of sentence fragments and/or run-on sentences
Paragraphs	5	Divided into paragraphs and indented	Missing some paragraph breaks and not indented	Missing Paragraph breaks and not indented
Spelling	5	No spelling errors	Some spelling errors	Many spelling errors
Punctuation-Capitalization	5	Few or no errors	Many errors	Errors detract from the message presented
Bibliography: Follow guidelines from step up to writing	20	Includes at least three different sources	Includes less than the minimum of resources or has format errors	Includes far less than the minimum number of resources or has many format errors
Paper is typed		Typed and at least three pages		

Presentation Rubric

	Pts.	Meets expectations Grades through and B	Meets expectations Grades B- through C-	Far below expectations D or F
Content	40	Provides solid information about the topic; teaches the class the main points about the topic fully	Gives some information to the class but leaves out some important facts	Does not give any information relating to their topic
Speech Clarity	30	Speaks clearly so that all can hear; presentation is well thought out and organized; good eye contact, used notes only a little	Spoke with some clarity, but also hard to hear at times; presentation needs more organization and preparation; uses notes often while talking	Whispered and talked into note cards; presentation was unorganized and student read straight from notes
Audience Involvement	10	The class was involved the whole time	Did not keep the class involved the whole time	Failed to get the class involved
Visual Aid	20	Aid improved the presentation and gave the information more meaning	Aid gave the class something to look at, but did not necessarily improve presentation	Aid was a distraction to the presentation or did not help at all

Appendix D, page 1 Grading Criteria for Assignments

1. Maps

The maps are graded on six categories, for a total of 10 pts.

Title (2 pts.)		2 pts. - if title is accurate in that it addresses the complete subject of the map. "The Dust Bowl of the United States"	1 pt. - if the title refers to part of the map's subject, but is not specific. "The United States", or "The Dust Bowl"	0 pts. - No title, or one that does not connect to the subject of the map at all
Key (1 pt.)			1 pt. - if included and accurate	0 pts. - if not included or inaccurate
Compass (1 pt.)			1 pt. - if included and accurate	0 pts. - if not included or inaccurate
Colored Map (1 pt.)			1 pt. - if colored and appropriate	0 pts. - if not colored
Overall presentation (2 pts.)		2 pts. - map is easy to read and the labels are organized	1 pt. - map has all the labels in the correct spots but are a little hard to read	0 pts. - map is choppy and difficult to read and understand
Content (3 pts.)	3 pts. -the map shows the assigned content correctly and completely	2 pts. - map has most of the content for the map or has one or two mistakes	1 pt. - map has some of the needed content and/or has at least 3 mistakes	0 pts. - for incorrect content or many mistakes

2. Journal Entries/ Writing Assignments/ FDR Inaugural Address Response

The writing assignments are graded on four categories for a total of 10 pts.

Clear Presentation (2 pts.)		2 pts. - writing answers the question or addresses the topics fully	1 pt. - writing attempts to answer the question or address the topic	0 pts. - fails to address the topic or attempt to answer the question
Grammar and Punctuation (2 pts.)		2 pts. - no grammar or punctuation mistakes	1 pt. - very few grammar or punctuation mistakes	0 pts. - many grammar or punctuation mistakes
Spelling (2 pts.)		2 pts. - no misspelled words	1 pt. - very few misspelled words	0 pts. - many misspelled words
Content (4 pts.)	4 pts. - the content is correct and meets the parameters of the given assignment.	3-2 pts. - the content is accurate but not necessarily complete. More information could be included	1 pt. - a little bit of the correct content is included, but not enough to answer the question or validate the writer's POV	0 pts. - The content included is incorrect and does not pertain to the assignment

Appendix D, page 2
Grading Criteria for Assignments

3. Class discussions

The classroom discussions are based upon a plus, check, or minus scale. The students receive these scores based upon their participation in the classroom discussion, note taking, or other activities. The participation scores are averaged in at the end of the quarter and represent 10% of the students' quarter grade.

4. Timeline

Presentation (5 pts.)	5 pts. - the timeline is legible, organized, spaced out, in the correct chronological order, and written with proper grammar and spelling.	4-3 pts. - is a little unorganized, a few misspellings, or grammatical mistakes.	2-1 pts. - there are many mistakes in grammar or spelling and the timeline is very unorganized.	0 pts. - does not have any organization and a lot of spelling and grammatical errors.
Content (5 pts.)	5 pts. - addresses all major themes, ideas, events, and people of the unit and has the correct dates that correspond.	4-3 pts. - missing a few key dates or events or has some incorrect information.	2-1pts. - missing major eras or themes in the timeline along with important dates that should be included.	0 pts. - there are many dates missing and large amounts of time unaccounted for.

Appendix E

Stock Market Flow Chart

Barber Joe's is a barbershop chain with several locations from Denver, Colorado. It wants to expand to neighboring states and needs money for the start up. It therefore looks for individuals who would want to invest in the company.

The owner of Barber Joes decides to go public and sell shares of Barber Joe's Incorporated. It sells shares of the company to investors at \$20 a share. The individual who owns the share or shares owns part of Barber Joe's. The former sole owner, now President of Barber Joe's, owns the majority of the shares, but now has part owners.

The new stores in the new states are a big success. Customers love the sports oriented Barber Shop. The money from the sale of shares buys new stores, pays salaries, and buys leather recliners, Playstations, and sports television.

Barber Joe's soon begins to make a lot of money. The shareholders are rewarded for their investment and are paid a part of the profits. This is called a dividend.

Barber Joe's continues to expand and to do well. As this happens, more and more people want to own part of Barber Joe's. This increase in demand makes the price for each share rise because there are a limited number of shares. The shares that were bought for \$20 dollars are now sold and bought at \$50 a share. Anyone that bought the shares at the original price could sell them at \$50 and make \$30 a share.

Soon business starts to die off. Customers are losing their hair from eating too much fast food. People without hair do not require haircuts. Barber Joe's loses money and is unable to pay dividends. The demand for Barber Joe's stock goes down, and shareholders try to sell their shares. With the demand low for the shares, the value of the stock goes down to \$5 a share. If investors are able to sell their share they lose a lot of money. If they bought the shares at the beginning when they were \$20, they lose \$15. If they bought them when the shares were \$50, they lose \$45 a share.

This also led people to avoid fast food restaurants. Their profits turn to losses and now people in the barber industry and fast food business lose their jobs. This leads to a decline in spending around the country, and the nation enters into a small depression.

In 1929, the stock market crash hurt all aspects of investing because of the practice of buying stocks on margin. Investors lost everything that they owned because they put it all into investing. It led to mass unemployment and the Great Depression.

Appendix F, page 1
Great Depression Unit Test

Name _____

Write the appropriate letter that corresponds to the correct answer next the question number. Make sure you write your answer clearly. All answers for the essay questions need to go on a piece of lined notebook paper.

1. What were the names of FDR's radio broadcasts that informed the public as to what the government was up to?
 - a. Face the nation
 - b. Fireside chats
 - c. Bugle Calls
 - d. Nightly Talks

2. This suspended all banking activity operations in the US.
 - a. Works Progress Administration
 - b. National Labor Relations Act
 - c. Emergency Banking Act
 - d. Federal Deposit Insurance Corporation

3. Who created the New Deal?
 - a. Herbert Hoover
 - b. Douglas MacArthur
 - c. Robert Wagner
 - d. Franklin Roosevelt

4. Who was the eyes and ears of FDR and supported reform in America?
 - a. The Bonus Army
 - b. Harry Hopkins
 - c. Jesse Owens
 - d. Eleanor Roosevelt

5. Who wrote the *Grapes of Wrath* and other books and short stories about life in America during the Great Depression?
 - a. John Steinbeck
 - b. Woody Guthrie
 - c. Earnest Hemingway
 - d. F. Scott Fitzgerald

6. This was set up to regulate the Stock Market.
 - a. Federal Deposit Insurance Corporation
 - b. Works Progress Administration
 - c. Securities and Exchange Commission
 - d. National Recovery Act

7. This was created to protect the savings of American citizens in banks.
 - a. Federal Deposit Insurance Corporation
 - b. Public Works Administration
 - c. Civilian Conservation Corps
 - d. Federal Housing Administration

Appendix F, page 2

8. What was the name of the WWI veterans that marched to Washington DC wanting money from Congress for their war efforts?
 - a. Tin Army
 - b. Hoovervilleians
 - c. Bonus Army
 - d. Uncle Sam Clan
9. Who was President when the Great Depression started in 1929?
 - a. Hoover
 - b. Roosevelt
 - c. Truman
 - d. Wilson
10. These were camps where people who lost their homes were forced to live because they could no longer work or pay rent.
 - a. Trailer Parks
 - b. Wilsontowns
 - c. FDRange
 - d. Hoovervilles
11. This songwriter wrote ballads about the troubles facing many Americans during the Great Depression.
 - a. Bob Dylan
 - b. Woody Guthrie
 - c. Bob Marley
 - d. Woody Allen
12. Where were Oakies from?
 - a. Elizabeth
 - b. Arkansas
 - c. Paris
 - d. Oklahoma
13. This was the drought that hit the middle part of America.
 - a. Dust Bowl
 - b. Bonus Army
 - c. El Nino
 - d. El Cid
14. This was created by Hoover to lend money to banks and states to try and fix the hard times.
 - a. National Labor Relations Act
 - b. Securities and Exchange Commission
 - c. Civilian Conservation Corps
 - d. Reconstruction Finance Corporation
15. Who was the famous photographer that captured the lives of migrant families for the entire world to see?
 - a. Bill Allen
 - b. Grant Wood
 - c. Dorothea Lange
 - d. Woody Guthrie

Appendix F, page 3

16. Who was Army officer in charge of removing the protesters from Washington D.C.?
 - a. Herbert Hoover
 - b. Douglas MacArthur
 - c. Harry Hopkins
 - d. Robert Wagner

17. What was the name given to FDR's cabinet?
 - a. Old Guys
 - b. Movers and Shakers
 - c. 100 Days
 - d. Brain Trust

18. This program helped families afford a mortgage.
 - a. Civilian Conservation Corps
 - b. Works Progress Administration
 - c. Federal Housing Administration
 - d. Federal Emergency Relief Administration

19. What program tried to raise farm prices by paying farmers not to farm?
 - a. Federal Housing Administration
 - b. Federal Deposit Insurance Corporation
 - c. Agricultural Adjustment Act
 - d. National Recovery Act

20. This program developed and produced electricity for a large section of the Southern United States.
 - a. Tennessee Valley Authority
 - b. Federal Deposit Insurance Corporation
 - c. Fair Labor Standards Act
 - d. Agricultural Adjustment Act

21. Which of the following was not a part of the Social Security Act?
 - a. Welfare
 - b. Unemployment Insurance
 - c. Highway development
 - d. Retirement funds

22. What program funded the largest government support of the arts in American history?
 - a. Works Progress Administration
 - b. Agricultural Adjustment Act
 - c. Public Works Administration
 - d. Securities and Exchange Commission

23. Who helped create and run the National Labor Relations Act?
 - a. Herbert Hoover
 - b. Robert Wagner
 - c. Al Wilson
 - d. Huey Long

Appendix F, page 4

24. This tried to set up codes and standards for fair business practices.
- Agricultural Adjustment Act
 - Federal Deposit Insurance Corporation
 - National Recovery Act
 - Works Progress Administration
25. This program paid young men five dollars a month and sent home twenty-five more for their work in American parks and forests.
- Civilian Conservation Corps
 - National Labor Relations Act
 - Agricultural Adjustment Act
 - National Recovery Act
26. Harry Hopkins became famous for his work in this program.
- National Recovery Act
 - Civilian Conservation Corps
 - Securities and Exchange Commission
 - Federal Emergency Relief Administration
27. Who was the first women cabinet member in the US?
- Eleanor Roosevelt
 - Babe Henderson
 - Francis Perkins
 - Molly Hopkins
28. This administration built roads, highways, and dams and loaned money to states to do the same.
- Federal Emergency Relief Administration
 - Civilian Conservation Corps
 - Federal Housing Administration
 - Public Works Administration
29. This program set a maximum hour workweek and a minimum wage.
- Fair Labor Standards Act
 - Works Progress Administration
 - Federal Housing Administration
 - Civilian Conservation Corps
30. The only thing we have to fear...
- Is lunch...
 - Is Mr. Swanson...
 - Is fear...
 - Is fish...

Essays *On a sheet of LINED PAPER*

- Please explain the causes of the Great Depression. (20 points)
- What was the court-packing incident? Explain what it was, who was involved and what happened? (15 points)
- Explain the importance of Eleanor Roosevelt. (5 points)

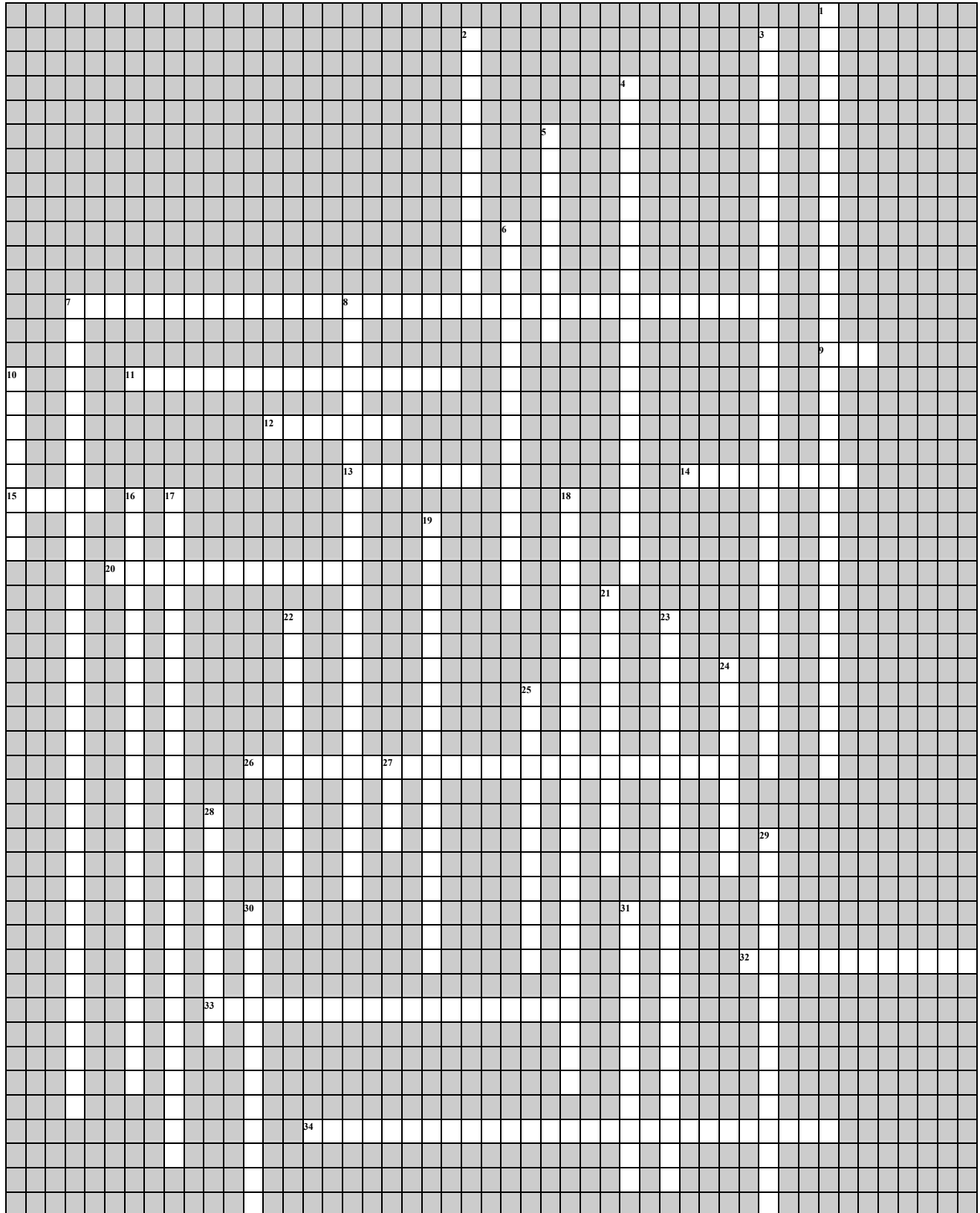
Appendix G
Answer Key to Great Depression Test

- | | |
|-------|--|
| 1. B | 26. D |
| 2. C | 27. C |
| 3. D | 28. D |
| 4. D | 29. A |
| 5. A | 30. D |
| 6. C | |
| 7. A | 1. |
| 8. C | a. Businesses raised prices without upping pay |
| 9. A | b. New equipment led to fewer workers |
| 10. D | c. New factories led to bigger surpluses |
| 11. B | d. Buying stocks on margin |
| 12. D | e. WWI hurt the world economy, and US called for repayment of loans, further hurting other nations |
| 13. A | f. Farm surplus from WWI |
| 14. D | |
| 15. D | |
| 16. B | 2. FDR did not like how the Supreme Court turned down many of the New Deal programs. The plan was to add six new positions to the Court that would insure him passage of any bill or law. This scared many citizens, as they thought FDR was trying to get too much power. |
| 17. D | |
| 18. C | |
| 19. C | |
| 20. A | |
| 21. C | 3. She served as the eyes and ears of FDR. She was able to see the nation and what the people needed and was able to push the President in that direction. She became the model First Lady. |
| 22. A | |
| 23. B | |
| 24. C | |
| 25. A | |

Appendix H Timeline

- 1929- Oct. Stock Market Crash
- 1930- June- Smoot-Hawley Tariff Act
- 1931- Oct- Al Capone convicted on tax evasion charges
- 1932- Jan. 22nd- Reconstruction Finance Corporation
Jul 28th- Bonus Army Riots
Nov. 8th- FDR elected President
- 1933- Jan. 23rd- 20th Amendment ratified
Mar. 5th- Bank Holiday
Mar 9th- EBA passed
Mar 12- First Fireside Chat
Mar 31st- CCC created
May 12th- AAA created
-FERA created
-PWA created
May 18th- TVA created
Jun 16th- Glass Stengall Act creates the FDIC
- NIRA created
Dec. 5th- 21st Amendment ratified
- 1934 Jun. 6th- SEC created
- 1935 Jul 5th- Wagner Act- NLRA
Aug. 14th- Social Security Act
- 1936 Nov.9th- FDR wins reelection
- 1937 FDR tries to enlarge the Supreme Court
- 1938 FLSA passed
- 1939 Germany invades Poland

Appendix I, page 1
Crossword Puzzle



**Appendix I, page 1
Crossword Puzzle Clues**

ACROSS

7. This gave money to local and state relief organizations
9. Only President to be elected four times
11. This set up a pension for the elderly and unemployment benefits
12. Roosevelt's Secretary of Labor
13. Roosevelt's plan to help the nation
14. Author of the 30's who wrote *Grapes of Wrath*
15. Term used to describe migrants that left the plains for California
20. Roosevelt's frequent radio addresses to the nation
26. This guaranteed workers the right to join labor unions and set up a board to look after the way workers and owners got along
32. The leader of the Works Progress Administration
33. This act created an Administration that encouraged business owners and workers to cooperate; it also set up codes to regulate business and prices and its symbol was a blue sign with an eagle on it
34. This helped fund the largest government aid art project in US history

DOWN

1. Attempt by Hoover to help the pain of the Depression
2. Famous song writer from the Depression
3. This regulates the stock market
4. This program set a minimum wage in the late 1930's and also strengthened child labor laws
5. WWI Veterans that marched on Washington to collect promised money
6. Roosevelt's eyes and ears
7. This insures money in banks
8. Paid young men 18-25 to work out in the countryside improving national lands
10. Drought that hit the Great Plains
16. This plan attempted to reduce the surplus of crops
17. This provided low interest mortgage loans
18. This produced schools, buildings, highways, and post offices, and was run by Ickes
19. This set up a bank holiday to put confidence back into the banks
21. Shanty towns of homeless people named after a president
22. President when the stock market crashed
23. This helped produce electricity for the southern United States
24. Famous painter from the Depression Era
25. Person who created the NLRB (the JNLRB sometimes shares his name)
27. One of Roosevelt's loudest critics
28. Winner of four gold medals in the 1936 Olympic Games
29. He was in command of the troops that removed the veterans from Washington
30. Photographer of migrant workers and their families
31. Roosevelt's attempt to change the Supreme Court

