

## THE GREAT DEPRESSION

**Grade Level:** Seventh

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**Length of Unit:** Nine Lessons (several lessons may span more than one day)

### I. ABSTRACT

- A. This unit opens with a brief review of the “Roaring Twenties” and the seeds of the Great Depression that were growing during this time. This will provide the students with an appreciation for the attitudes reflected in the American psyche of the period that led to the optimism that helped create the “Crash of ’29.” The unit goes on to survey the causes of the “Crash” and the Great Depression and the mass unemployment and human misery that accompanied it. The unit relies heavily on literature and poetry to describe the effect on people through their own eyes. These lessons are followed by an investigation into peoples’ attitudes toward their circumstances and President Hoover, particularly as many saw it, his “too little, too late” approach. Hoover’s initial response based on his philosophy and principles and the more energetic steps he later took are surveyed. The unit culminates with a discussion of the political ramifications the Great Depression had for the United States, both in the elections and the development of numerous radical groups.

### II. OVERVIEW

- A. **Concept Objectives** for this unit:
1. Student will understand that society is diverse and in constant change.
  2. Student will understand that there is a relationship between science, technology, economics, and society.
  3. Student will understand the impact of economics on politics and how this affects society.
- B. **Specific Content from the Core Knowledge Sequence**  
Specific Content from other sources (e.g. State, District, etc.)
1. The 1920s – Backdrop for the Great Depression (Not CK)
  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. “Hooverilles”
  5. The Dust Bowl; “Okie” migrations
  6. Hoover’s response to the “Crash” and the Great Depression (Not CK)
  7. Political ramifications of the Great Depression.
  8. Radicals: Huey Long, American Communist Party, Sinclair Lewis (Not all CK)
  9. Participate civilly and productively in-group discussions.
  10. Write research essays
  11. Regions of the United States: Southwest, West Coast, East Coast, New York City, Agricultural crop regions, Location of the dust bowl (Not all CK)
  12. Population: Expansion of settlement
  13. Mountains: Rockies, Sierra Nevada
  14. Statistics: Translate statistical data into line graphs, bar graphs, histograms, and circle graphs.

15. \*Possible inclusion: Modern understanding of chromosomes and genes, specifically genetic engineering.

C. **Skills**

1. Student will be able to list the causes of the Great Depression.
2. Student will brainstorm possible affects of these causes.
3. Student will create a timeline of the events leading up to the Great Depression.
4. Student will understand the purpose and operation of the stock market.
5. Student will know the different factors that effect the stock market.
6. Student will be able to describe the affects of a rising and falling stock market on business and on people.
7. Students will be able to collect and analyze data related to the stock market.
8. Student will be able to find a location on a New York City map.
9. Student will be able to define and use all relevant vocabulary.
10. Students will use graphs other resources to compare and contrast life in the late 1920's and early 1930's.
11. Students will develop empathy for the depressed.
12. Students will be able to comprehend and use all pertinent vocabulary.
13. Students will learn to empathize as they read the interview of Sara Kotaff. See Appendix C.
14. Students will review how to do an effective interview and will brainstorm pertinent questions appropriate for an interview.
15. Students will analyze and prioritize their information, and create a written report to present orally.
16. Students will learn public speaking skills and critique each other.
17. Students will interpret a map of the Mother Road.
18. Students will participate civilly in a discussion.
19. Students will develop empathy for the plight of the "Okies"
20. Students will develop empathy for the Californians.
21. Student will use strategies and math to maximize profits or to survive.
22. Students will comprehend and use all pertinent vocabulary.
23. Students will visit their school library and get reference materials on the affects of the Great Depression upon large businesses and the small businessman.
24. Students will list information gathered from library research materials, showing similar effects of the Depression upon both large and small businesses. They will write a comparison paper.
25. Students will then list as many instances as possible showing differences between the effects of the Depression upon small and large business. They will then write a contrast paper.
26. Students will add on to the vocabulary list as they come across new words.
27. These writings may be on the same page or they may be made more elaborate and lengthy.
28. Speech and debate may follow, as students take on roles as big business and small businessmen, arguing their points of view.
29. Students will be able to list the factors contributing to mass unemployment after the "Crash of '29."
30. Students will be able to describe President Hoover's philosophy and principles that shaped his initial response to the depression.
31. Students will be able to explain why Hoover received most of the blame for the depression and how Americans expressed their feelings.
32. Students will know and be able to describe the objective and impact of Hoover's responses to the depression.

33. Students will understand all relevant vocabulary and use it in context.
34. Students will be able to determine the latitude and longitude of Boulder (Hoover) dam.
35. Student will know what the public's attitude towards Hoover was why the election of 1932 came out as it did
36. Student will know the facts of the incident concerning the Bonus Army.
37. Student will be able to describe the results of the 1932 election and the impact this had on politics and legislation.
38. Student will be able to identify key radical and their goals and political allegiances.

### III. **BACKGROUND KNOWLEDGE**

#### A. **For Teachers**

1. Galbraith, John Kenneth. *The Great Crash – 1929*. Boston & New York: Houghton-Mifflin Co., 1997. ISBN 0-395-85999-9
2. Danzer, Klor, Et. Al. *The Americans*. Evanston, IL. McDougall Little, 1998. ISBN 0-395-85183-1
3. Nash, Jeffery, Et. Al. *The American People: Creating a Nation and a Society*. New York, 1990. ISBN 0-06-044735-4.

#### B. **For Students**

1. Fifth Grade: Decimals, Organize and collect data.
2. Fourth Grade: Know how to gather information, erosion
3. Sixth Grade: Write a research paper participates civilly and productively in-group discussions.

### IV. **RESOURCES**

- A. *Out of the Dust* by Karen Hesse
- B. *A Guide for using 'Out of the Dust'* by Clare, S.K.
- C. *Treasures in the Dust* by Tracey Porter
- D. *Children of the Dust Bowl* by Jerry Stanley
- E. Various resources also noted in the lessons

### V. **LESSONS**

#### **Lesson One: Background Review and Timeline of Events**

##### A. **Daily Objectives**

1. Lesson Content
  - a. Hoover insists on European payment of war debts
  - b. Smoot-Hawley Tariff Act
  - c. Credit in the 1920s
  - d. Agricultural downfall
  - e. Manufacturing in the 1920s and 1930s
2. Concept Objectives
  - a. Student will understand that economics has an impact on politics and how this can effect society.
  - b. Understand that there is a relationship between science, technology, economics, and society.
3. Skill Objectives
  - a. Student will be able to list the causes of the Great Depression.
  - b. Student will brainstorm possible affects of these causes.
  - c. Student will create a timeline of the events leading up to the Great Depression.

B. **Materials**

1. Text with timeline from 1927 to 1935, *Out of the Dust* by Karen Hesse, classroom timeline with dates extending from 1926 – 1940
2. Sheet of blank unlined paper
3. Resource materials (see bibliography)
4. Markers, crayons, and/or colored pencils

C. **Background Notes**

1. This lesson contains information that is not Core Knowledge. You may want to include more or less background information based on what you think is relevant.

D. **Key Vocabulary**

1. Great War: World War I, 1914-1918
2. Mortgage: A loan given with land put up as collateral
3. Roller: A large dust storm with strong winds which extend up to 200 feet high, 100 miles wide, and can travel up to 50 m.p.h.

E. **Procedures/Activities**

1. Read “The Path of our Sorrow” from *Out of the Dust* p. 83-84
2. Ask “What did this poem make you think of?” Allow up to five minutes for the class to discuss their feelings. If it does not come up on its own, direct the students to discussing the Great Depression by asking “What era in the United States History was this written about?”
3. Ask “What does the author mean by the statement ‘...we didn’t even see it coming, even though it’d been making its way straight for us all along’?”
4. Ask, “What are some of the events in the poem that led to the girls sorrow?” Record answers on the board.
5. Discuss other more national causes and initial reactions/responses to the depression such as: credit during the twenties, tariffs, manufacturing, purchasing, Great War dept, general economy, stock market, political agenda, and natural causes.
6. Student activity: assign students (individually or in pairs) an event that was just discussed. Students should research the event briefly using text available to them to find the precise influences the event had on causing or aggravating the Depression. Students need to draw a picture to depict their event and summarize the affect it had on the Depression. Allow ten to fifteen minutes.
7. In chronological order, have the students come up and present their events and place them on the classroom time line.

F. **Evaluation/Assessment**

1. Evaluate the student’s oral contribution to discussion and the timeline for correctness.

G. **Standardized Test/State Test Connections**

1. This lesson meets the following Colorado State Standards: #1 chronology (timeline), #2 uses resources for historical inquiry, #3 understands that societies have changed, #4 understands what caused the change in the society.

**Lesson Two**

A. **Daily Objectives**

1. Lesson Content
  - a. Wall Street
  - b. Stock market
  - c. Stock Market “Crash of ’29
  - d. “Black Tuesday”
2. Concept Objectives

- a. Understand that societies are diverse and in a constant state of change.
  - b. Understand that there is a relationship between science, technology, the economy, and society.
3. Skill Objectives
- a. Student will understand the purpose and operation of the stock market.
  - b. Student will know the different factors that effect the stock market.
  - c. Student will be able to describe the affects of a rising and falling stock market on business and on people.
  - d. Students will be able to collect and analyze data related to the stock market.
  - e. Student will be able to find a location on a New York City map.
  - f. Student will be able to define and use all relevant vocabulary.
- B. **Materials**
- 1. Two previous week's worth of business sections from a daily newspaper
  - 2. Map of New York City
  - 3. Note-taking materials
- C. **Background Notes**
- 1. Own personal copy of Lesson Plan Two
- D. **Key Vocabulary**
- 1. Wall Street: A street in Manhattan. It is the location of the New York Stock Exchange.
  - 2. Stock market: A place where stocks and bonds of different companies are bought and sold
  - 3. Buying on the Margin: Paying a small percentage of a stock's price and borrowing the rest from the broker (usually at a relatively high rate of interest)
  - 4. Speculation: The buying of stocks, often with borrowed money, on the chance of a quick or large gain without consideration for the underlying value of the stock
  - 5. Dow Jones Industrial Average: A measure based on the prices of the stocks of thirty pre-selected companies. Used as a barometer of the whole stock market.
  - 6. Black Tuesday – October 29, 1929: The day of a huge drop in the value of the stock market
  - 7. Bull Market : The stock market when prices are rising
  - 8. Bear Market: The stock market when prices are continually falling
- E. **Procedures/Activities**
- 1. Two weeks prior to beginning this unit, teacher will explain how to read stock prices from the New York Stock Exchange (NYSE). For the next two weeks the students will monitor, record and graph the price of a stock that they have selected. At the end of the two weeks, they will write a short summary describing whether and why they made or lost money and their percentage of gain or loss.
  - 2. Students will take notes from teacher's lecture on the operation of the stock market. Teacher will describe how the stock market operates, how people utilize brokers to access the stock market, explain the potential for profit and losses citing the results the students came up with on their "investments."
  - 3. Ask the students what they think "Black Tuesday" was in regard to the stock market, the "crash," and the Great Depression.
  - 4. Teacher will lead a discussion of causes of the crash and the continuation of the depression. Students will take notes and then consolidate their notes in small groups. The teacher may want to provide the students with a handout or outline for the following activity. Teacher's lecture will cover the following areas:

- a. Continuing crisis in agriculture.
  - b. High productivity due to technological changes.
  - c. Differences between a traditional inventory recession and the Great Depression.
  - d. Purchase of stocks on the margin
  - e. State of balance of foreign trade.
  - f. Impact of high tariffs (Smoot-Hawley and the European response)
  - g. Hoover insistence on repayment of war loans.
  - h. European nations' insistence on payment of reparations.
  - i. Changes in attitude towards future growth.
  - j. Poor income distribution.
  - k. Poor corporate structure.
  - l. Impact of these events on production.
- F. **Evaluation/Assessment**
1. The students will take a test covering the vocabulary from this lesson. In addition, they will write a short essay explaining how at least three of the above factors contributed to the "Crash of '29" or the length of the Great Depression. As an alternative they can build a cause and effect chart showing six of the above contributing factors and what the effect was of each.
- G. **Standardized Test/State Test Connections**
1. This lesson meets the following Colorado State Standards:
    - a. #1 chronology (timeline)
    - b. #2 uses resources for historical inquiry
    - c. #3 understands that societies have changed
    - d. #4 understands what caused the change in the society

### **Lesson Three: Technology and the Great Depression**

- A. **Daily Objectives**
1. Lesson Content
    - a. Factory mechanization eliminates jobs
    - b. Ability to interpret graphs
    - c. \*(Possible objective: Genetics)
  2. Concept Objectives
    - a. Student will understand that society is diverse and in a constant state of change.
    - b. Student will understand that there is a relationship between science, technology, economics, and society.
  3. Skill Objectives
    - a. Students will use graphs other resources to compare and contrast life in the late 1920's and early 1930's.
    - b. Students will develop empathy for the depressed.
- B. **Materials**
1. Teacher materials
    - a. *Out of the Dust* by Karen Hesse
    - b. *Children of the Dust Bowl* by Jerry Stanley
    - c. *Treasures in the Dust* Tracy Porter
    - d. Background knowledge of chemical fertilizers and their use, hybrid seeds and the importance of theme for dirt farmers, inventors and inventions of the twenties that increased the standard of living, production of durable goods during the twenties
    - e. Graph of grain production (Appendix A)

f. Graph of average American income (Appendix B)

C. **Background Notes**

1. If you are studying genetics at this time, it would be interesting to have the students look at and talk about genetic engineering from the perspective of a dirt farmer who benefited from the hybrids created to grow in arid areas and how we are continually aided by the development of hybrids.

D. **Key Vocabulary**

1. Hybrid: Offspring with unlike genes. Often the parents are bred for desirable traits wanted in the offspring i.e. drought resistance.
2. Durable good: a long lasting item that does not need to be replaced often. Replacement parts are often available i.e. cars, tractors, refrigerators

E. **Procedures/Activities**

1. Review some of the causes of the Great Depression from Lesson One.
2. Ask students “What caused these causes? Why were they not avoided?” Have the students recall the mentality of the twenties as a time of progress that seemed never ending.
3. Have the students list the benefits of factory assembly making sure they hit these points: low unemployment, higher wages, a better standard of living for most people, money in the bank and in stocks, buying houses and durable goods on credit, interchangeable parts made some items cheaper, mass production also made items cheaper, large stock profits for companies.
4. Now list the downfall of assembly work that aggravated the Depression. Make sure students include: over production and inability to foresee the need to cut back until it was too late, new technology allowed machines to begin doing human work, apparent job security led to too much debt for families, loss of jobs meant credit went bad, job cutbacks meant no work and no money, no buying or spending, people not paying money back to banks forced them to close and caused runs on the banks, factories relied on the stock market for some of their income to help pay bills.
5. Turn direction to the farmers. List the hardships the farmers faced during the twenties and thirties. Include: hybrids allowed farmers to grow crops on dryer climates (this was good in the beginning, but it ruined natural ecosystems and aided the dust bowl. The war in Europe allowed America to provide food for many; therefore, more acreage was planted and money was borrowed to buy durable goods (these debts were to be repaid when Europe bought the food.), Europe once again became self-sufficient, chemical fertilizers allowed farmers to produce more per acre so there was a surplus of goods, tractors replaced plows and horses.
6. Read “Finding a Way” p. 225 from *Out of the Dust*.
7. Brainstorm with the students how the farmers felt disconnected from the land by the new technology (You may also want to bring in excerpts from Steinbeck’s The Grapes of Wrath if you feel the students need more examples.)
8. Ask, “Why would the farmers believe these new advances in farming technology were bad?” Make sure the students understand that plowing up the natural sod destroyed the land’s natural ability to hold the topsoil and water. The ability to produce more on less land robbed the land of nutrients making it harder to grow crops. It also led to overproduction when demand from Europe disappeared.
9. Also discuss that in themselves, these advances are not bad as they allow us to be able to feed a growing population on less land. It was just a mixture of events, resistance to change, and natural disasters all combined that led to the destruction.

10. Discuss commonalities and differences of the plights of people working the factories and working the fields. Make sure students understand cities often had more comfort luxuries, but farmers often had more food even in lean times. Both were evicted off land or out of home, and both had to deal with hopelessness.
11. Look at and discuss the graph on grain production (Appendix A). Ask, “Why do you think the farmer’s continued to grow so much wheat year after year? What happened to the price of wheat with this overproduction? When was the most wheat produced? Why do you think wheat production dropped off in 1933 and 1934?”
12. Look at and discuss the graph for Average American Yearly Income (Appendix B). Ask, “Why do you think yearly income has dropped across the country? Which do you think affected it more, unemployed factory workers, or unemployed farmers?”
13. Have the students journal on the affect technology had on the lives of those in society. They must cite both the positive and the negative.
14. Extension: have the students brainstorm ways to use technology smarter so that we are not taken by surprise at the unforeseen events that technology can create.

F. **Evaluation/Assessment**

1. Assess the students’ journals for understanding.

G. **Standardized Test/State Test Connections**

1. #4 Students understand the role of science and technology on a changing society
2. #3 Students understand societies have changed over time
3. #1 students understand the chronological organization of history and know how to explain historical relationships

**Lesson Four: Personal Interview/Students Interviews**

A. **Daily Objectives**

1. Lesson Content
  - a. Mass Unemployment ( a New Jersey city/ countryside area )
  - b. Agriculture Prices collapse following European peace
  - c. “Hooverilles ”
2. Concept Objectives
  - a. Understand that societies are diverse and in a constant state of change.
  - b. Understand that there is a relationship between science, technology, the economy, and society.
3. Skill Objectives
  - a. Students will be able to comprehend and use all pertinent vocabulary.
  - b. Students will learn to empathize as they read the interview of Sara Kotaff. See Appendix C.
  - c. Students will review how to do an effective interview and will brainstorm pertinent questions appropriate for an interview.
  - d. Students will analyze and prioritize their information, and create a written report to present orally.
  - e. Students will learn public speaking skills and critique each other.

B. **Materials**

1. Notebook
2. Pen
3. Set of ten (minimum) teacher-approved questions
4. List of public speaking skill critiques
5. Appendix C

C. **Background Notes**

1. Public Speaking Skills to be introduced and discussed will cover the following items:  
Pronunciation, intonation (level of voice projection), eye contact, “ picking their spot “, proper body movement (to emphasize meaning and not to distract listener).  
Interview of Sara Kotaff is attached. See Appendix C

D. **Key Vocabulary**

1. Doilies: After a 17th-C. London draper named Doiley or Doyley. A small mat, as of lace or paper, put under a dish, vase, or the like, as a decoration or to protect a surface.
2. Shorthand: Phonetic symbols used to represent language
3. Stenographer: A person skilled in stenography
4. Stenography: Writing in shorthand, taking down dictation, testimonials, etc., and then transcribing it, as on a typewriter
5. Boarding house: A family or single homeowner would provide lodging and meals to renters
6. Radio serials: On-going stories broadcast daily via the radio. These soap operas began on the radio before the television was invented.
7. Breadlines: A block-long line of people waiting to receive free food from a mission or welfare agency
8. “ Hoovervilles” : Clusters of makeshift shacks made from cardboard and wood, like a town, named sarcastically after President Hoover.
9. “Hoover blankets” : Newspapers people stuffed inside their clothing and covered themselves with for warmth
10. “ Hoover hogs” : Hungry people in the West were forced to eat jackrabbits

E. **Procedures/Activities**

1. Prior to the unit, students will have learned how to do an interview.
2. Students will learn list of vocabulary words to be tested on in the future.
3. Students will read the interview of Sara Kotaff, and try to imagine what it would be like if they were in her shoes and living in the Depression. A class discussion is needed to set the stage for this.
4. Students will brainstorm 10 questions minimum, each, and have these teacher – approved, prior to interviewing.
5. Students will go on a field trip to an old folks’ home and interview people, recording information.
6. Students will then analyze and prioritize their data and decide what they will include in their written reports, putting them in rough draft form.
7. Students will go through revisions and then put them into final copy form.
8. Teacher will go over good public speaking skills criterion and then discuss this.
9. Teacher will pass out a public speaking list to each student to mark off with a plus, check, or minus, as they listen to these reports presented orally, critiquing each other.

F. **Evaluation/Assessment**

1. Teacher will evaluate written report on content, grammar, and spelling. Teacher will evaluate oral presentation of it according to public speaking skills criterion. Vocabulary words can be tested on.

G. **Standardized Test/State Test Connections**

1. #2 Students will know how to use the processes and resources of historical inquiry.
2. #3 Students will understand that societies are diverse and have changed over time.

3. #4 Students will understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

### **Lesson Five: The Dust Bowl and the “Okies”**

#### **B. Daily Objectives**

1. Lesson Content
  - a. The Dust Bowl
  - b. “Okie” migrations
  - c. California fields farmers (not CK)
2. Concept Objectives
  - a. Students will understand that societies are diverse and constantly changing.
  - b. Students will understand that there is a relationship between technology, science, economics, and society.
3. Skill objectives
  - a. Students will interpret a map of the Mother Road
  - b. Students will participate civilly in a discussion.
  - c. Students will develop empathy for the plight of the “Okies”
  - d. Students will develop empathy for the Californians..

#### **B. Materials**

1. *Children of the Dust Bowl* by Jerry Stanley (Map on pages 14-15)
2. *Treasures in the Dust* by Tracey Porter
3. Copies of the letters on pages 80-85, 92-93, 98-101, 108-112, 122-124, 132-137, 138-139, 140-142 (one packet per child)
4. Appendix D: How to do a seminar.

#### **C. Background Notes**

1. You may want to give the students their packets to read as homework the night before doing this lesson. Ask them to underline what they feel is important or what really has meaning to them. They can also figure out as homework how far the “Mother Road is and what obstacles were in the path of the “Okies”

#### **D. Key Vocabulary**

1. Migrant: A worker who does not have a home. They follow the crops and work in the fields of whatever is in season.
2. “Okie”: A person originally from Oklahoma though during the Great Depression it often meant anyone from the dust bowl states who was now looking for work in California. The name came to signify something dirty.
3. Mother Road: Route 66 stretching from Oklahoma City to the San Joaquin Valley. It was the Road out of the dust promising a better life.
4. Foreclose: when a person could not make payments on a mortgage, the bank will take the collateral in exchange. This is how many “Okies” lost their land.

#### **E. Procedures/Activities**

1. If you did not have the students do it for homework the night before, have the students read their letter packets highlighting anything that they feel has meaning to them.
2. Discuss the map of the “Mother Road.” Discuss some of the hardships the travelers faced.
3. Review the rules for a seminar
4. Ask open-ended questions about the letters or map. Let the students discuss. Interject only if someone is not following the rules, has not spoken up at all, or if a new question is needed. Some sample questions: In Violet’s first letter home, what was her outlook on life? Do you believe the girls can find a common thread

now that they have experienced the separation? What is Violet's outlook on life by her second and/or third letter? Do you think humans are basically kind and caring toward one another, or is our mentality more that of "survival of the fittest?" How did the experience change the girls? How did they remain the same? Why do you think the Californians treated the "Okies" way they did? What were some of the decisions the Californian farmers had to make, and how did this affect their behavior?

F. **Evaluation/Assessment**

1. Listen to the students.
2. On a final test, you may want to put a blank map of the "Mother Road" and ask questions about it.

G. **Standardized Test/State Test Connections**

1. #3 Students understand societies have changed over time, and #1 students understand the chronological organization of history and know how to explain historical relationships. # 2 Student uses resources for historical inquiry.

**Lesson Six**

A. **Daily Objectives**

1. Lesson Content
  - a. Dust bowl
  - b. "Okie Migrations"
  - c. Californians (not CK)
2. Concept Objectives
  - a. Students will understand that societies are diverse and constantly changing.
3. Skill Objectives
  - a. Students will develop empathy for the plight of the "Okies" and for the Californians.
  - b. Student will use strategies and math to maximize profits or to survive.

B. **Materials**

1. Appendix E
2. Notebooks, pen, pencils, Markers, blank paper

C. **Background Notes**

1. All prices and weights are approximate; I only gave them so the students would have something to work with.

D. **Key Vocabulary**

1. Review vocabulary from Lesson Five

E. **Procedures/Activities**

1. Explain the rules of the game. (Appendix E )
2. Have the students draw for their parts and items.
3. Circulate the room to help with any problems.

F. **Evaluation/Assessment**

1. Have the students journal on the difficulty of being fair, and being able to survive.

**Lesson Seven: Compare and Contrast Big Business with the Small Businessman**

A. **Daily Objectives**

1. Lesson Content
  - a. Mass Unemployment
  - b. Factory mechanization eliminates jobs
2. Concept Objectives

- a. Students will understand that societies are diverse and in a constant state of change.
  - b. Students will understand that there is a relationship between science, technology, the economy, and society.
3. Skill Objectives
- a. Students will comprehend and use all pertinent vocabulary.
  - b. Students will visit their school library and get reference materials on the affects of the Great Depression upon large businesses and the small businessman.
  - c. Students will list information gathered from library research materials, showing similar effects of the Depression upon both large and small businesses. They will write a comparison paper.
  - d. Students will then list as many instances as possible showing differences between the effects of the Depression upon small and large business. They will then write a contrast paper.
  - e. Students will add on to the vocabulary list as they come across new words.
  - f. These writings may be on the same page or they may be made more elaborate and lengthy.
  - g. Speech and debate may follow, as students take on roles as big business and small businessmen, arguing their points of view.

**B. Materials**

- 1. Library books, encyclopedias, periodicals, etc.
- 2. Paper
- 3. Pen

**C. Background Notes**

- 1. See Appendix F

**D. Key Vocabulary** (to be increased as students gather words from their research)

- 1. Foreclosure: When the lender cancels the loan and takes ownership of the property (collateral), often the person can't pay.
- 2. Collateral: Something of value which is used to backup or guarantee a loan, in case the loan is not repaid.
- 3. Depression: A severe decline in business accompanied by increasing unemployment and falling prices.

**E. Procedures/Activities**

- 1. Students will visit their school library, as well as other sources of information, and collect research materials on the effects of the Great Depression upon businesses, both large and small.
- 2. Students will then prioritize, analyze, and catalogue data collected.
- 3. Students will write two reports. One report will be a comparison of the Depression's effects on big and small businesses. The other report will be a contrast of its effects upon big and small business.
- 4. Students will see the greed and ruthlessness that motivated many big businessmen to annihilate the small businessmen. They will recognize the utter desperation small businessmen experienced, as they'd lose all they had to the big businesses, including trades that had been in the family for generations.
- 5. Students will take sides defending their position as a big businessman or as a small businessman. They will role-play, addressing sample questions:
  - a. Is it more advantageous or disadvantageous for the economy if big businesses take over small businesses?
  - b. How does competition effect the economy?

- c. What effects do monopolies have on the economy?
  - d. How would it effect your family if the family business suddenly dissolved or was taken over by a larger company?
- F. **Evaluation/Assessment**
- 1. Through oral and written questioning, teachers may evaluate students' mastery of the material.
  - 2. The students' written comparisons and contrasts will reveal their understanding of the subject.
  - 3. As the students role-play, they will demonstrate their understanding of the subject.
- G. **Standardized Test/State Test Connections**
- 1. #1 Students will understand societies have changed over time.
  - 2. #2 Students will know that there is a relationship between science, technology, economics, and society.

### **Lesson Eight: Hoover's Attempts to Solve the Problem**

- A. **Daily Objectives**
- 1. Lesson Content
    - a. Mass Unemployment
    - b. Hoover's Philosophy and Principles. (Not CK)
    - c. Hoover Gets The Blame
    - d. Hoover's Attempts to Deal with the Depression. (Not CK)
  - 2. Concept Objectives
    - a. Understand that societies are diverse and in a constant state of change.
    - b. Understand that there is a relationship between science, technology, economics and society.
    - c. Understand that economics has an impact on politics and how this can effect society.
  - 3. Skill Objectives
    - a. Students will be able to list the factors contributing to mass unemployment after the "Crash of '29."
    - b. Students will be able to describe President Hoover's philosophy and principles that shaped his initial response to the depression.
    - c. Students will be able to explain why Hoover received most of the blame for the depression and how Americans expressed their feelings.
    - d. Students will know and be able to describe the objective and impact of Hoover's responses to the depression.
    - e. Students will understand all relevant vocabulary and use it in context.
    - f. Students will be able to determine the latitude and longitude of Boulder (Hoover) dam.
- B. **Materials**
- 1. An appropriate scaled map that will allow the location and identification of Hoover Dam and Washington D.C.
- C. **Background Notes**
- 1. On personal copies of Lesson Plan
- D. **Key Vocabulary**
- 1. Herbert Hoover: Thirty-first President of the U.S. 1929-1933. President during the "Crash of '29" and the first years of the depression: 1929 – 1933.
  - 2. Boulder Dam: A dam on the Colorado River at the Arizona-Nevada border – Now called Hoover Dam. Built as part of one of the first public works programs to stimulate business in 1930.

3. Federal Home Loan Bank Act: A 1931 law that lowered mortgage rates and allowed farmers to refinance their mortgages.
  4. Reconstruction Finance Corporation: Provided emergency financing for banks, life insurance, railroads and other large businesses. Intended to stimulate new business.
  5. William Z. Foster: Head of the American Communist Party in the 1920s and early 1930s.
- E. **Procedures/Activities**
1. Students will read text, “*The Americans*,” (Pgs.655 – 659.)
  2. Students will Teacher led discussion on factors that caused the depression to go on for so long. read supplemental text, *The Welfare State, 1929 – 1985*. (Pg. 7 – 22).
  3. Students will write a short essay comparing Herbert Hoover as a great humanitarian and Herbert Hoover as President of the U.S.
  4. Teacher led discussion of the reasons for and against Public Works Projects.
  5. Students will draw a cluster diagram showing what Hoover said and did in response to the Great Depression.
  6. The student will use each of the vocabulary word in an appropriate sentence.
- F. **Evaluation/Assessment**
1. See 3-7 in G.
- G. **Standardized /State Test Connections**
1. Word meaning
  2. Cause and effect
  3. Fact and opinion

### **Lesson Eight: Compare and Contrast Big Business with the Small Businessman**

- A. **Daily Objectives**
1. Lesson Content
    - a. Mass Unemployment
    - b. Factory mechanization eliminates jobs
  2. Concept Objectives
    - a. Students will understand that societies are diverse and in a constant state of change.
    - b. Students will understand that there is a relationship between science, technology, the economy, and society.
  3. Skill Objectives
    - a. Students will comprehend and use all pertinent vocabulary.
    - b. Students will visit their school library and get reference materials on the affects of the Great Depression upon large businesses and the small businessman.
    - c. Students will list information gathered from library research materials, showing similar effects of the Depression upon both large and small businesses. They will write a comparison paper.
    - d. Students will then list as many instances as possible showing differences between the effects of the Depression upon small and large business. They will then write a contrast paper.
    - e. Students will add on to the vocabulary list as they come across new words.
    - f. These writings may be on the same page or they may be made more elaborate and lengthy.

- g. Speech and debate may follow, as students take on roles as big business and small businessmen, arguing their points of view.
- B. Materials**
- 1. Library books, encyclopedias, periodicals, etc.
  - 2. Paper
  - 3. Pen
- C. Background Notes**
- 1. See attached sheet Appendix
- D. Key Vocabulary** (to be increased as students gather words from their research )
- 1. Foreclosure-When the lender cancels the loan and takes ownership of the property (collateral), often the person can't pay.
  - 2. Collateral- An item of value which is used to backup or guarantee a loan in case the loan is not repaid (as wedding rings, land, or a house).
  - 3. Depression- a severe decline in business accompanied by increasing unemployment and falling prices.
- E. Procedures/Activities**
- 1. Students will visit their school library, as well as other sources of information, and collect research materials on the effects of the Great Depression upon businesses, both large and small.
  - 2. Students will then analyze, prioritize, and categorize data collected.
  - 3. Students will write two reports. One report will be a comparison of the Depression's effects on big and small business. The other report will be a contrast of its effects upon big and small business.
  - 4. Students will see the greed and ruthlessness that motivated many big businessmen to annihilate the small businessmen. They will recognize the utter desperation small businessmen experienced as they'd lose all they had (to the big businesses), as a trade that been in the family for generations.
  - 5. Students will take sides defending their position either as a big business head or as a struggling small businessman. Samples of questions they will address could be:
    - a. For the common good of all, is it better or worse to take over the small businesses, making only a few powerful companies?
    - b. What effects do monopolies have on the economy?
    - c. Can small and large businesses co-exist?
    - d. Is competition advantageous/disadvantageous in the economy?
- F. Evaluation/Assessment**
- 1. Through oral and written questioning, teachers may evaluate students' mastery of the subject.
  - 2. Role-playing and speech/debate will also reveal their knowledge of the material.
  - 3. Their written comparisons and contrasts will also reveal this knowledge.
- G. Standardized Test/State Test Connections**
- 1. #1 Students will understand societies have changed over time.
  - 2. #2 Students will know that there is a relationship between science, technology, economics, and society.

### **Lesson Nine : Hoover's Downfall and The Emergence of Radicals (Not all CK)**

- A. Daily Objectives**
- 1. Lesson Content
    - a. Public Perception - Too Little, Too Late
    - b. Bonus Army
    - c. Election of 1932

- d. Election Results
- e. Growth of Radicalism
- f. Influence of Socialists, Communists, and other Radicals
- g. Writers
- 2. Concept Objectives
  - a. Understand that societies are diverse and in a constant state of change.
  - b. Understand that economics has an impact on politics and how this can effect society.
- 3. Skill Objectives
  - a. Student will know what the public's attitude towards Hoover was why the election of 1932 came out as it did
  - b. Student will know the facts of the incident concerning the Bonus Army.
  - c. Student will be able to describe the results of the 1932 election and the impact this had on politics and legislation.
  - d. Student will be able to identify key radical and their goals and political allegiances.
- B. **Materials**
  - 1. Lecture materials –e.g. chalk or overhead projector, appropriate writing materials.
- C. **Background Notes**
  - 1. On personal copies of lesson plan.
- D. **Key Vocabulary**
  - 1. Communism – An economic and political system based on single party rule and government ownership of property.
  - 2. Socialism – An economic and political system based on government ownership of businesses and property and on equal distribution of wealth.
  - 3. Capitalism – An economic system in which private citizens and corporations control the means of production and use them to earn profits.
  - 4. Bonus Army – Veterans of WW I who marched on Washington in support of the early payment of a bonus that was due in 1945.
  - 5. William Z. Foster – Head of the Communist Party of the United States in the late 1920s and early 1930s.
  - 6. Senator Huey P. Long – Senator from Louisiana during the depression who believed in redistribution of wealth.
- E. **Procedures /Activities**
  - 1. Teacher will provide direct instruction Hoover's downfall.
  - 2. Teacher will discuss results of 1930 and 1932 elections.
  - 3. Teacher will provide students with a key topic outline to assist them in taking notes on 1 and 2.
  - 4. Teacher will require students to discuss different forms of government and a working definition of "radical."
  - 5. Teacher will lecture on the radical movement of the 20s and 30s.
  - 6. Students will continue note taking and at the end of class students will work in small groups and consolidate and enhance their notes.
- F. **Evaluation/Assessment**
  - 1. Teacher will periodically assess student's comprehension through oral questions.
  - 2. Students will hand in their notes at the end of class. These will be reviewed or graded by the teacher.
- G. **Standardized Test/State Test Connections**
  - 1. Word meaning
  - 2. Cause and effect

3. Chronology
4. Fact and opinion.

**VI. CULMINATING ACTIVITY**

- A. Teacher created test, or role playing where the students take on different persons or personalities covered and teacher asks questions and they must respond in character.

**VII. HANDOUTS/WORKSHEETS**

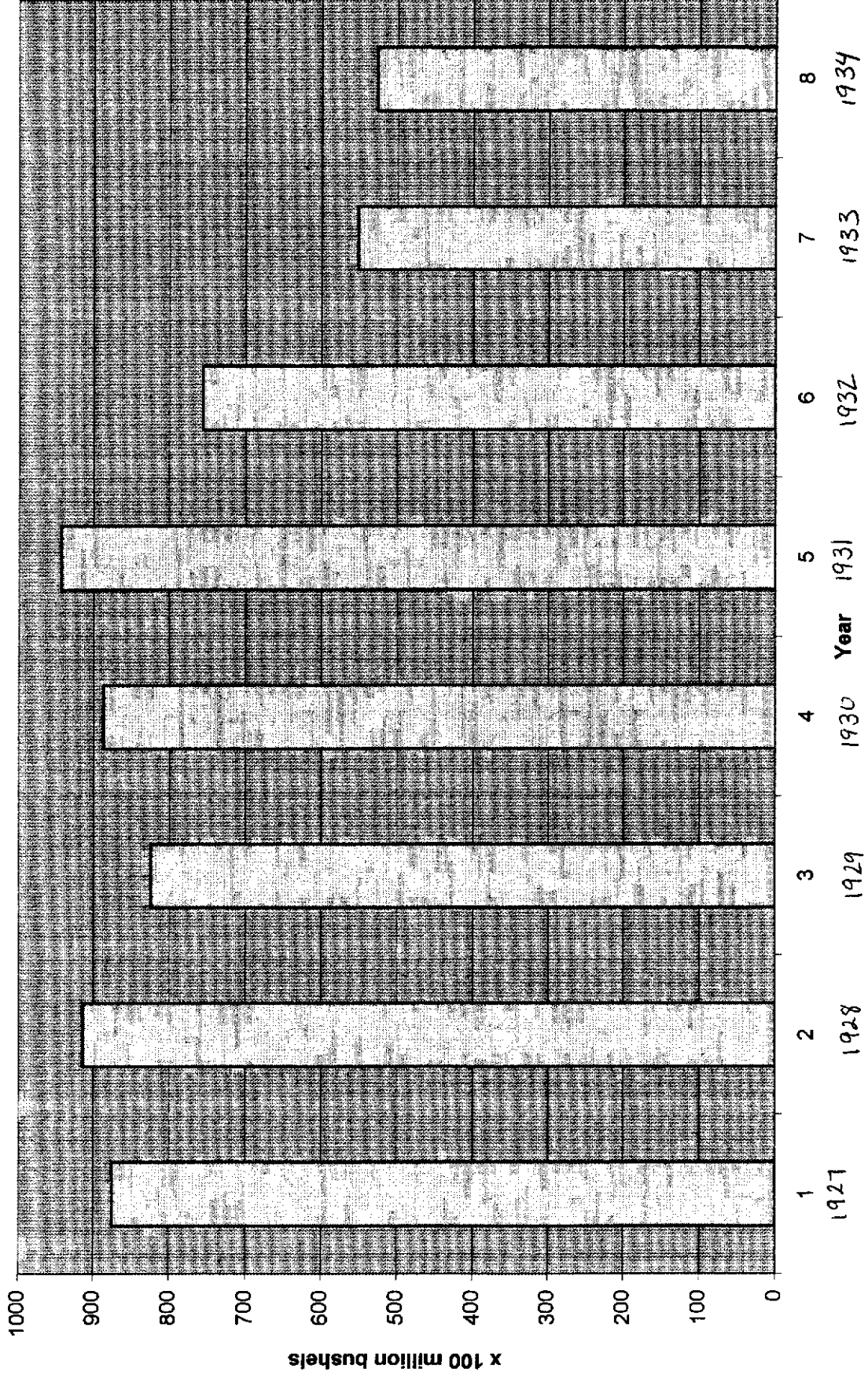
- A. Appendix A:
- B. Appendix B:

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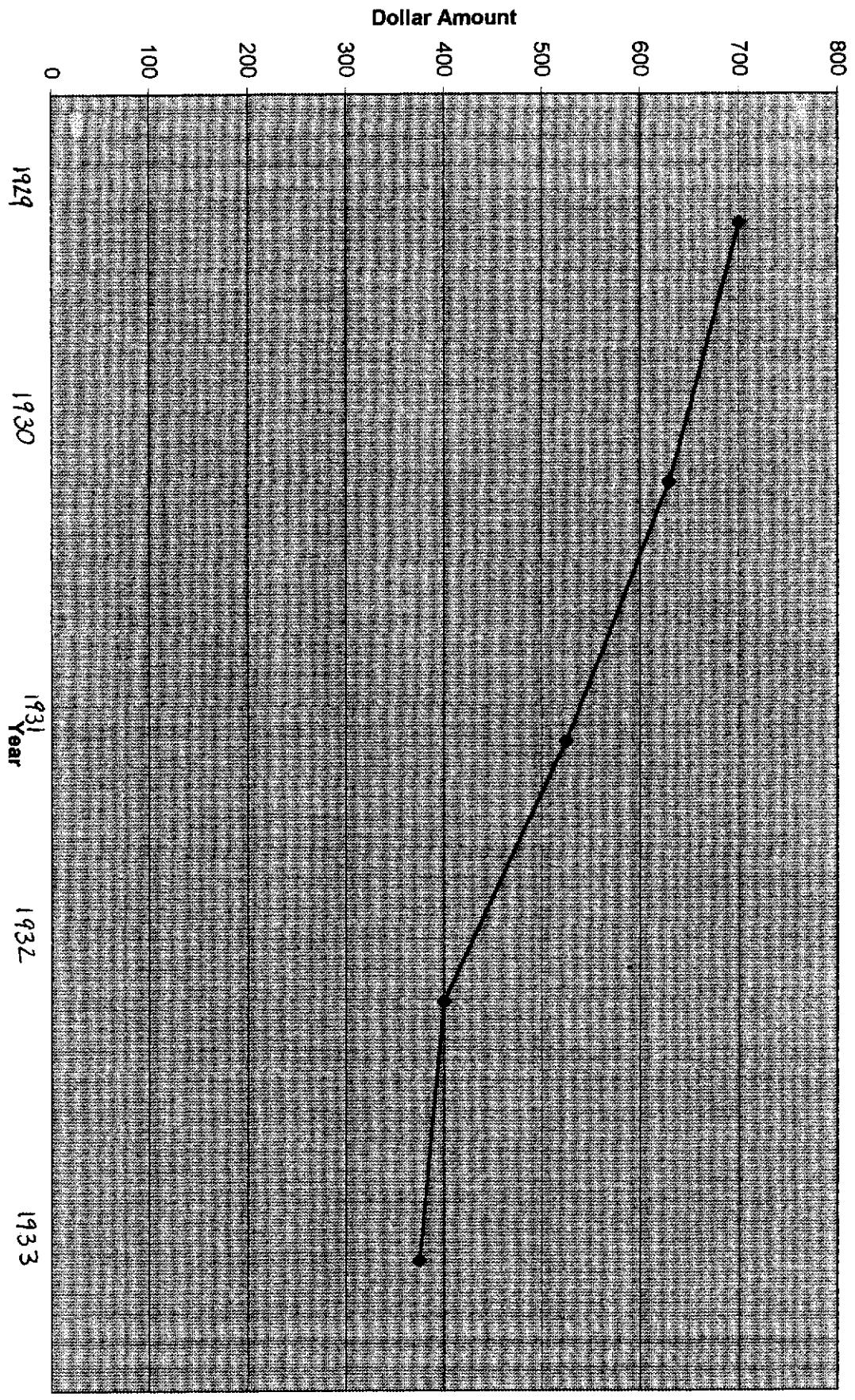
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Appendix A

Wheat Production in the U.S. 1927-1934



Average Yearly Income of an American 1929-1933



**Appendix C**  
**Personal Interview with Sara Kotaff June 22, 1999**

**1) What was life like for the average person in the Great Depression?**

**Sara:** Jobs were scarce. If you had a job you'd do almost anything to keep it. My father was a farmer so we weren't lacking for food. We grew what we ate. All of our neighbors had plenty of food. People out in the West had to eat "Hoover hogs."

What we lacked we'd borrow from our neighbors. Anything in excess, we shared. Shoes and clothing was another story.

In my family of 13 kids, we had hand-me-downs. My feet were ruined (she shows me her twisted toes), from having to wear shoes that didn't fit well.

**Mary:** All her clothes were beautifully hand-made by her mother who had lost part of the fingers of her right hand on a ringer washer. Worn collars were covered up with lacey doilies. Her brothers' collars were turned under and resewn.

**2) Was there money for the doctor?**

My mother did our doctoring. If there was a real injury, we'd go to town and pay the doctor with fresh eggs or vegetables. He'd be glad to get the food as payment. My mother was the midwife for miles around. When a woman would start to go into labor, they'd come get her in their buggy or car and she'd get paid in food or other handmade items. Most couldn't afford the doctor. To clot blood when we'd get cut, she'd wind up some cobwebs on a stick and put them on the wound. Something in the spider's web material would do the trick.

**3) How did the Depression affect school attendance?**

Some families had children drop out in order to take on jobs to bring in money. The money the kids made would be put in the cookie jar with everyone else's and used to pay bills.

No one had extra spending money. Children took jobs like being a newspaper boy, sweeping out stores and other janitorial duties, grocery deliveries to shut-ins, and housekeeping duties.

Everybody had to work to survive.

My family encouraged me to stay in school and not become a drop out. They said a good education is the most important thing for a successful life. All of us kids worked hard in school to show our parents that we were grateful.

**4) What about a college degree?**

There was no money for that! I was lucky enough to have rich cousins who paid for me to go to a 2- yr. business college. I worked very hard because I knew that the harder I worked, the better chance I had of getting a job. I took dictation in shorthand faster than anyone in the whole school—even my teacher! I got a job as a stenographer.

**5) Tell me about your job as a stenographer?**

I worked at the Seaside Hotel in Atlantic City, New Jersey, right on the boardwalk. I was secretary to the head of the hotel. Donald Trump owns it now. My pay included a low rent room and breakfast, lunch, and dinner in the Helps' Kitchen. I was one of the lucky ones! Food and a roof over my head. My boss knew that I stayed there, so all hours of the night he'd give me work to do. Finally, I moved out and got into a boarding house and got some sleep. They were hard to get into long waiting lists.

**6) What was it like in the boarding house?**

Evenings, we'd sit around the radio and listen to the serials, read books, and played cards. The serials were the forerunners of the soap operas of today, but they were a lot cleaner. We'd go on

picnics to the shore some weekends; everybody in the house. There were boys in their late teens and even an old granny like me today. Movies were rare treats. Too expensive. They cost 10 cents; a whole gallon of gas! I'd go for long walks in the city.

**7) What would you see on these walks?**

People would have just enough cash for a cup of coffee. They'd save teabags and keep reusing them. They'd save the cup and make "ketchup soup" by adding water. Condiments like ketchup and mustard were free. Young and old alike would stand on all the street corners and clink tin cups, begging for money. There were soup kitchens and breadlines for the hungry. They'd have to run with their food because there'd be someone lurking around the corner ready to grab it.

Men usually stood in the food lines.

People would huddle together in little shacks of cardboard lean-to's and wood boxes, "Hoovervilles," they'd sarcastically call them. They'd even try to keep themselves warm with newspapers; "Hoover blankets."

**8) How often would you see your family?**

I'd get enough money to go round trip on the bus, once a month. I missed my mother and my brothers and sisters so much. Living in the city, I was one less mouth to feed. I'd give them as much money as I could save up.

**9) How did the government help the jobless and homeless?**

Herbert Hoover was our president. He believed in small government. He felt we'd work out our problems eventually. He didn't want government to be too powerful and interfere with the community.

**10) How did the American people feel about his "hands-off" approach?**

Many hated him. He became their 'scape goat, getting blamed for all their sufferings.

## Appendix D

### How to lead a seminar

1. Choose a/several works for the class to read. Try to find works that you can ask open-ended questions, questions that have no right answer but where opinion can be backed up by information gathered from the works.
  2. Have the students read the works underlining or highlighting everything that has meaning for them.
  3. Review the rules of a seminar
    - a. Everyone has a right to an opinion as long as it is cited by information in the works.
    - b. No one is allowed to laugh at anyone or anyone's ideas (it is okay to laugh if it is a joke or meant to be funny)
    - c. Everyone must participate
    - d. Only one person speaks at a time
    - e. No one is allowed to interrupt
    - f. Disagreements are okay as long as they are not put downs and they are cited with information from the work.
    - g. Anyone breaking these rules will sit out for a period of time (except for the student not participating, they will be called on.)
  4. After everyone has finished reading, they all sit in a circle.
  5. The teacher sits outside the circle and asks a question.
  6. The students discuss their ideas. It is imperative that the teacher remain expressionless so as not to encourage ideas to go one way or another, thus implying right or wrong answers. The teacher is only there to manage the rules, call on someone who has not spoken in a while, and to supply the thinking questions. It is okay if the students pause to think. There does not need to always be talking.
  7. One way to ensure everyone speaks is to give each individual three beans. They must at least put in their three beans worth. Each time they speak, they throw in a bean.
- This is taken from the Paidia philosophy of learning.

## **Appendix E**

### Worksheet for "Goin' to Californ-I-A"

This game is designed for a class of 24

Object: To maximize profits and to survive

Students will be California farmers, or "Okies" searching for a better life. They will be given statistics and they must try to utilize their resources to maximize profits. There is no winning or losing this game. It is to expose the students to the decisions a society had to make.

Players: 1 family Orange grove farmers, 1 family peach farmers, 1 family strawberry farmers, 1 family cotton farmers, and 4 "Okie" families

Each farmer receives a sheet of statistics and a yearly budget. From this sheet, they must decide how much they will pay the "Okies" who come looking for work. They must decide if it will be hourly, by the pound, or by the crate. They must decide what their camp stores will stock, and price the items they carry. They must decide how much they will charge for rent in their camps. They must decide what to do with their surplus food. The students will create handbills to recruit the "Okies". Students must keep track of how much the "Okies" spend and earn while on their property.

The students will need to research what the Californians really did.

Each "Okie" will draw for their family, trials, and tribulations. They must decide whom they want to work for, and for how long. They must keep track of how much they work, how much they make and how much they spend. They must keep track of their mileage and gas use. They must eat at least two meals a day. They must decide where they are going to sleep. Their goal is to survive and save a little money to buy their own land. If a family does not camp at the place of work, you can have them draw from the trials and tribulations for flood damage, sickness or a good nights sleep. A corner of the room can be designated a squatter camp.

After students have received their roles, give them one to two class periods to do their figuring and to create handbills.

Once the picking starts, pickers may stop whenever they wish as long as they record their hours. You will stop the students every 10 minutes to signify the end of a day. Use this time to help the students catch up on their earnings and losses from daily life.

How to pick: one minute = one hour

\*For trees: students must reach as high as they can get on tiptoe with their hands. Then they must return their hands to waist level.

\*For cotton or strawberries: students must reach down and touch their toes and then restraighten.

\*For pruning: Students must reach up and clap above their heads and then return their hands to their waists.

\*During down time students may buy goods or catch up on their logbooks. If they choose to come to town (the teacher) to buy goods, they must add 20 miles to their charts.

### Appendix E

Day	Place of work	Hours worked	x wage	= total gross	- goods bought	- food eaten for the day	- gas and mile	= net total	+ beginning sum or yesterday's sum

“Okie” log book

Notes:

**Appendix E**

Day	# of workers	total hours worked	x wage	= loss	amount harvested	x price	= gain	gain-loss	beginning sum +/- figure in last column

Farmer's log sheet

Notes:

Appendix E  
Orange Farmer Statistic Sheet  
Beginning amount \$3000

You own 500 acres of orange grove. There are 20 trees per acre. Each tree produces about 105 oranges per season. There are two growing seasons a year. You must keep the trees pruned (for this you must hire help), you must keep the oranges from getting frostbite, and you must harvest and ship the oranges. You get 10 cents a pound for up to 250,000 pounds of oranges. If you try to sell more, there is a surplus and the price for all your oranges drops to 8 cents per pound.

Each Crop takes

Water = -\$1000

Fertilizer = -\$50

Smudgepots 2 needed per acre to keep the frost away = -10 per pot

Shipping 10,000 pounds = -\$500

Ladders = -\$5

300 crates = -\$10

Harvest: 3 oranges per pound

Each crate holds five pounds of oranges

Adults can pick at a rate of  $\frac{1}{2}$  hour per tree

Children can pick at a rate of 1 hour per tree

You may pay by hour or by pound

Peach farmer statistics  
Beginning amount \$3000

You own 500 acres of peach trees. Each acre has 22 trees. Each tree produces about 200 peaches per tree per year. There are two crops of peaches per year. You must prune your trees with hired help. You must protect your blossoms and young fruit from frostbite. You must harvest your crop and get it to market. You get 11 cents a pound for 250,000 pounds of peaches. If you have a surplus, you only get 8 cents a pound for all you peaches. Peaches bruise easily, so they must be picked carefully.

Each Crop takes

Water = -\$1500

Fertilizer/pesticide = -\$50

Smudgepots 2 needed per acre to keep the frost away = -10 per pot

Ladders = -\$5

500 crates = -\$10

Shipping 10,000 pounds = -\$400

Harvest: 5 peaches per pound

Each crate holds five pounds of peaches

Adults can pick at a rate of  $\frac{3}{4}$  hour per tree

Children can pick at a rate of 1 hour per tree

You may pay by hour or by pound

Appendix E  
Strawberry Farmer Statistics  
Beginning amount \$3000

You own 200 rows of strawberry plants. Each row has 500 plants. Each plant produces about 10 strawberries for two growing periods. You must weed your fields with hired help. You must harvest your crop and get it to market. You get 11 cents a pound for 250,000 pounds of strawberries. If you have a surplus, you only get 8 cents a pound for all your strawberries. Strawberries bruise easily, so they must be picked carefully.

Each Crop takes

Water = -\$1500

Fertilizer/pesticide = -\$50

500 crates = -\$10

Shipping 10,000 pounds = -\$350

Harvest: there are approximately 20 strawberries per pound. Each flat holds about 120 strawberries. An adult picks at a rate of 2 hours per row. A child picks at a rate of 2 ½ hours per row

You may pay by hour, by pound, or by flat

Cotton Farmer Statistics  
Beginning amount \$3000

You own 500 rows of cotton. Each row has 200 plants. Each plant produces about 1 pound of cotton once a season. You must weed your fields with hired help. You must harvest your crop and get it to market. You get 6 cents a pound for up to 250,000 pounds. If you have a surplus, you get 3 cents a pound for all your cotton. You must clean your cotton in a gin before sending it to market.

Each crop takes

Water = -\$1000

Fertilizer/pesticide = -\$50

100 bags for picking = -\$50

Shipping 10,000 pounds = -\$200

Cotton gin 5000 pounds per hour = - \$75

Harvest

1 bag = 100 pounds

Adults can pick at a rate of 1 hour per row

Children can pick at a rate of 1 ½ hours per row

You may pay by weight or row

Appendix E  
Trials and Tribulations (Cut these out for students to draw for)

Orange farmer	Orange farmer	Peach farmer	Peach farmer	Strawberry farmer
Strawberry farmer	Cotton farmer	Cotton farmer	Single Male "Okie"	"Okie" husband
"Okie" husband	"Okie" husband	"Okie" wife	"Okie" wife	"Okie" wife
"Okie" baby under two	"Okie" baby under two	"Okie" child 3-5 years	"Okie" child 3-5 years	"Okie" child 6-10 years
"Okie" child 6-10 years	Jalopy \$75 9 miles/gal	"Okie" child 11-14 years	"Okie" child 11-14 years	"Okie" child 11-14 years
Buick \$ 60 10 miles/gal	Model T \$60 8 miles/gall	Jalopy \$ 65 8 miles/gal	Household goods sold for \$10	Household goods sold for \$17
Household goods sold for \$23	Household goods sold for \$30	Mule team and wagon sold for \$5	Mule team and wagon sold for \$10	Mule team and wagon sold for \$12
Mule team and wagon sold for \$15	Cash already earned \$75	Cash already earned \$82	Cash already earned \$96	Cash already earned \$97
You have four cotton sacs	You have a tent	You have a ladder	You have an extra pair of shoes for each family member	You have jackets for each family member

		<b>Appendix E</b>		
Tire goes flat. Pay \$2 for a new-used one	Radiator overheats. Lose two days fixing you vehicle	Truck breaks down. Pay \$5 for parts and lose two days	Do an afternoon job. Receive \$2	Sell your Grandpa's gold watch receive \$3

Flood washes away your camp loose all shirts and flour	Flood washes away your camp loose all shirts and flour	Flood washes away your camp loose all shirts and flour	Sickness invades your camp. Pay the doctor \$2	Sickness invades your camp. Pay the doctor \$2
Sickness invades your camp. Pay the doctor \$2	Loose your flour and sugar to a flood	Loose your flour and sugar to a flood	You have a good nights sleep	You have a good nights sleep
You have a good nights sleep	You have a good nights sleep	You have a good nights sleep	You have a good nights sleep	You have a good nights sleep

“Okie” statistics

You have been tracted off your land. You will draw for your families and how many goods/money you have. All “Okies” begin with 10 pounds of beans, 2 pounds of coffee, 10 pounds of sugar, 10 pounds of lard, and 20 pounds of flour. You have mattresses, blankets, one pair of shoes, and two outfits for each member of your family. You must buy a truck. You may buy a tent if you wish. You will periodically draw from the “Trials and Tribulations” jar to receive your fate. You must log all of your mileage to California and in California and you must pay for gas. You must eat two meals a day though they can be made up of what you wish. If you choose not to sleep in a camp you take the risk of sickness and or flood.

Orange Farmer Statistic Sheet  
Beginning amount \$3000

## Appendix F

**This appendix cites references from *The American People* by Nash, Jeffrey, et al.**

The Great Depression came after a decade of extreme prosperity. Most of the experts of the Roaring Twenties era, assumed that the U.S. was invulnerable to a down turn in the business cycle. Consequently, 1 out of every 4 Americans were jobless and industrial production had almost come to a standstill.

ONLY 2 % of the population owned stock, and this 2% was getting 28% of the national income. Sixty percent only received 24% of our nation's income. Most of America (98%) didn't own stock. They were jobless and had foreclosures to deal with. Some were half-starved. The 1920's farmers, coal miners, textile workers, suffered because prices were low. Farmers were the first group to fall in the Depression.

Housing and auto industries started to slow down on production. Larger firms increased their profits while they kept wages down. They also held prices down on raw materials. The farmers and workers of the U.S., consequently, didn't have money to buy the goods they help to make.

Richer Americans invested large amounts of money in stocks and foolishly spent money, thinking that the U.S. economy was impervious to failure.

Peoples' pessimism and lack of confidence caused the Depression to grow worse. Financial and banking systems were weakly structured organizations. Over 7,000 banks in the 1920's failed and individual purchasing of goods slowed down drastically!

European businesses were failing. American businesses began to fail also. The federal government could have prevented the stock market crash as well as the Depression if they had just regulated business and the stock market more carefully. Few people if none in the 1920's had the foresight to have good central planning, giving a more equitable distribution of income.

Pres. Hoover wanted businessmen to cooperate and collected pledges that they'd keep the production levels, employment, and wages from falling. He had them pledge not to strike.

Regardless, many factories dropped their production rates and some closed down. U.S. Steel proclaimed that the wages would be dropped by 10% (1931). In Detroit, 40% of the population were unemployed. Over 4 million Americans (1930), and 12 million Americans (1932), were without jobs.

Middle class citizens were horrified to see their dreams and life savings vanish before their eyes. Meanwhile, the rich accumulated gold and lived in fear of a revolution. The Reconstruction Finance Corporation (RFC) was created in 1932, to make loans to banks, insurance companies, farm mortgage companies, and to the railroad. It was known for giving aide to large businesses and banks, while almost ignoring altogether, the small businesses.

Hoover pushed the Glass-Steagall Banking Act, which gave more credit to create additional loans to businesses and individuals.