

Unit 6, Activity 1, Key Concepts Chart

Key Concepts Chart (The Great Depression and the New Deal)

Key Concepts	+	✓	-	Explanation	Extra Information
Causes of the Great Depression				Over-production Under-consumption Unequal distribution of wealth Over speculation	<i>Protective tariffs such as the Smoot-Hawley Tariff Act raised import duties to protect American goods on over 20,000 imported goods. Other countries retaliated by reducing their buying of American exports.</i>
overproduction				<i>After the end of World War I, farmers produced more than they were able to sell.</i>	<i>After the war, European farm production returned to normal and Europe no longer needed America's crops. American farmers continued to over plant. Supply exceeded demand and farm prices fell.</i>
overspeculation/ underconsumption					
protective tariffs					
unequal distribution of wealth					
weaknesses in agricultural sector					
consumer debt					
buying on margin					

Unit 6, Activity 1, Key Concepts Chart

stock market crash					
bank failures					
Unemployment					
Hawley-Smoot tariff					
dust bowl					
Bonus Army					
Hoovervilles					
Reconstruction Finance Corporation					
Civilian Conservation Corps					
Agricultural Adjustment Administration					
Tennessee Valley Authority					

Unit 6, Activity 1, Key Concepts Chart

Federal Deposit Insurance Corporation					
Securities and Exchange Commission					
Black Cabinet					
Works Progress Administration					
National Labor Relations Act/Wagner Act					
Social Security Act					
Supreme Court packing plan					
Father Coughlin					
Huey Long					
limitations of New Deal					

Unit 6, Activity 2, Causes of the Great Depression

Causes of the Great Depression:

Explain how overproduction by American farmers and industries and under-consumption by the American public contributed to the economic crisis.

Describe how American investors bought stocks on margins and over-specified on the stock market in the 1920s.

Describe the effect of the protective tariffs (Hawley-Smoot Tariff Act) on the economy.

Explain how the unequal distribution of income affected the economy.

Describe how buying on credit or installment buying encouraged consumer debt.

Describe the effect of the psychological causes (pessimism, and panic) on the economy.

Explain how mistakes in government monetary policies were also to blame.

Explain what happened on October 29, 1929, (Stock Market Crash).

Unit 6, Activity 3, Effects of the Great Depression

Effects of the Great Depression (Split-page Notes)

October 29, 1929- December 7, 1941	Topic: The Effects of the Great Depression on the United States and the World
Impact on American farmers and workers	
Gross National Product	
Banks	
Businesses	
High tariffs	
World War I Allies repayment of war debts	
German reparations following World War I	

Unit 6, Activity 3, Two Years Later RAFT

Role	Audience	Format	Topic
Regional newspaper reporter on October 29, 1931	Subscribers	Newspaper feature article (expository essay)	Two Years Later: The effects of the Great Depression on _____.

[illegible]

Unit 6, Activity 5, The Dust Bowl

The Dust Bowl (Anticipation Guide)

Before reading about the Dust Bowl, one of our nation's worst environmental disasters, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the "before" reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the "after" reading responses.

- | | Before | | After | |
|---|--------|----------|-------|----------|
| | Agree | Disagree | Agree | Disagree |
| 1. Human interaction and drought were responsible for the disaster that occurred in America's "breadbasket."
Evidence _____ | | | | |
| 2. The terrible drought and strong winds in the Great Plains lasted from 1933 to 1940.
Evidence _____ | | | | |
| 3. The strong demand for wheat during World War I encouraged farmers to plow up millions of acres of grasslands in the Great Plains.
Evidence _____ | | | | |
| 4. The price of wheat began to drop when World War I ended. Farmers planted more acres of wheat hoping to increase their profits.
Evidence _____ | | | | |
| 5. "Black blizzards" swept through the Great Plains lifting tons of dirt which were later dropped on cities in the East and on ships hundreds of miles out in the Atlantic Ocean.
Evidence _____ | | | | |

Unit 6, Activity 5, The Dust Bowl (Continued)

(Anticipation Guide Continued)

6. The drought, high winds, and dust storms brought financial ruin to farmers and businesses in the Great Plains. Evidence _____	Before Agree Disagree	After Agree Disagree
7. Kansas, Oklahoma, and Texas were the states most affected by the Dust Bowl. Evidence _____	Before Agree Disagree	After Agree Disagree
8. Thousands of farmers and share-croppers packed up their precious belongings and headed to California in hopes of finding work on farms there. Evidence _____	Before Agree Disagree	After Agree Disagree
9. Many migrant families were known as Okies even though they had not come from Oklahoma. Evidence _____	Before Agree Disagree	After Agree Disagree
10. Banks foreclosed on farms and properties of families that migrated to other parts of the nation to escape the terrible drought. Evidence _____	Before Agree Disagree	After Agree Disagree

Unit 6, Activity 5, The Dust Bowl Primary Sources

Dust Bowl Primary Sources (Split-page Notes)

1933-1940	Topic: Dust Bowl Primary Sources
What is the title of the primary source? What type of primary source is it?	
Why was the primary source written, recorded, or photographed?	
What would be considered uncommon today or would mean something different?	
How would you explain the primary source to someone who was completely unfamiliar with it?	
When would it be more useful to use primary sources in analyzing historical events?	
When would it be more useful to use secondary sources in analyzing historical events?	

Unit 6, Activity 6, Assisting the President in Creating the New Deal

Assisting the President in Creating the New Deal (Split-page Notes)

	Topic: Assisting the President in Creating the New Deal
Explain how Keynesian Economics influenced the creation of the New Deal programs.	
Explain how the Brain Trust assisted FDR in the creation of the New Deal.	
Describe the composition of the Brain Trust.	
Explain how the Black Cabinet assisted FDR in racial matters.	
Describe the composition of Black Cabinet.	

Unit 6, Activity 7, New Deal Programs

New Deal Programs (Split-page Notes)

Area of Reform:	New Deal Program (Act or Agency):
In what month and year was the program instituted?	
What was the goal or purpose of the New Deal in this area of reform?	
What was the means of accomplishing the goal?	
What was the resulting accomplishment of this goal?	
Was this program a relief, recovery, or reform program?	
What if any lasting effects of the New Deal program still exist today?	
Other information about this New Deal program.	

Unit 6, Activity 7, New Deal Relief, Recovery, and Reform Programs

Year	Act or Agency	Relief, Recovery, or Reform Program	Provision/Purpose
1933	<i>Civilian Conservation Corps (CCC)</i>	<i>Relief</i>	<i>Conservation projects that put unemployed young men to work</i>
	<i>Tennessee Valley Authority (TVA)</i>		
	<i>Works Progress Administration (WPA)</i>		
	<i>Agricultural Adjustment Administration (AAA)</i>		
	<i>Social Security Act (SSA)</i>		
	<i>Federal Deposit Insurance Corporation (FDIC)</i>		
	<i>Securities and Exchange Commission (SEC)</i>		
	<i>National Labor Relations Act (NLRA)</i>		

Unit 6, Activity 7, Goals and Queries for QtC

Goal	Query
Initiate discussion	What is the name of the person's being interviewed by the WPA writer? What is the name of the WPA writer who is conducting the interview? What is the date of the interview? What is being talked about in the interview? What is the overall message of the interview?
Focus on content's message	It says this, but what does it mean? Why was the word used?
Link information earlier?	How does that connect with what was said earlier? What information has been added here that connects or fits in with _____?
Identify problems with understanding	Does that make sense? Is this explained clearly? Why or why not? What do we need to figure out or find out?
Encourage students to refer to the text to find support for interpretations and answers to questions	Did the content tell me that? Did the source provide the answer to that?

Unit 6, Activity 7, WPA Slave Narrative Interview RAFT

Role	Audience	Format	Topic
Regional newspaper reporter in the 1930s	Subscribers	Newspaper article	Born in slavery, A WPA slave narrative interview

[illegible]

Unit 6, Activity 8, Presidential Responses to the Great Depression

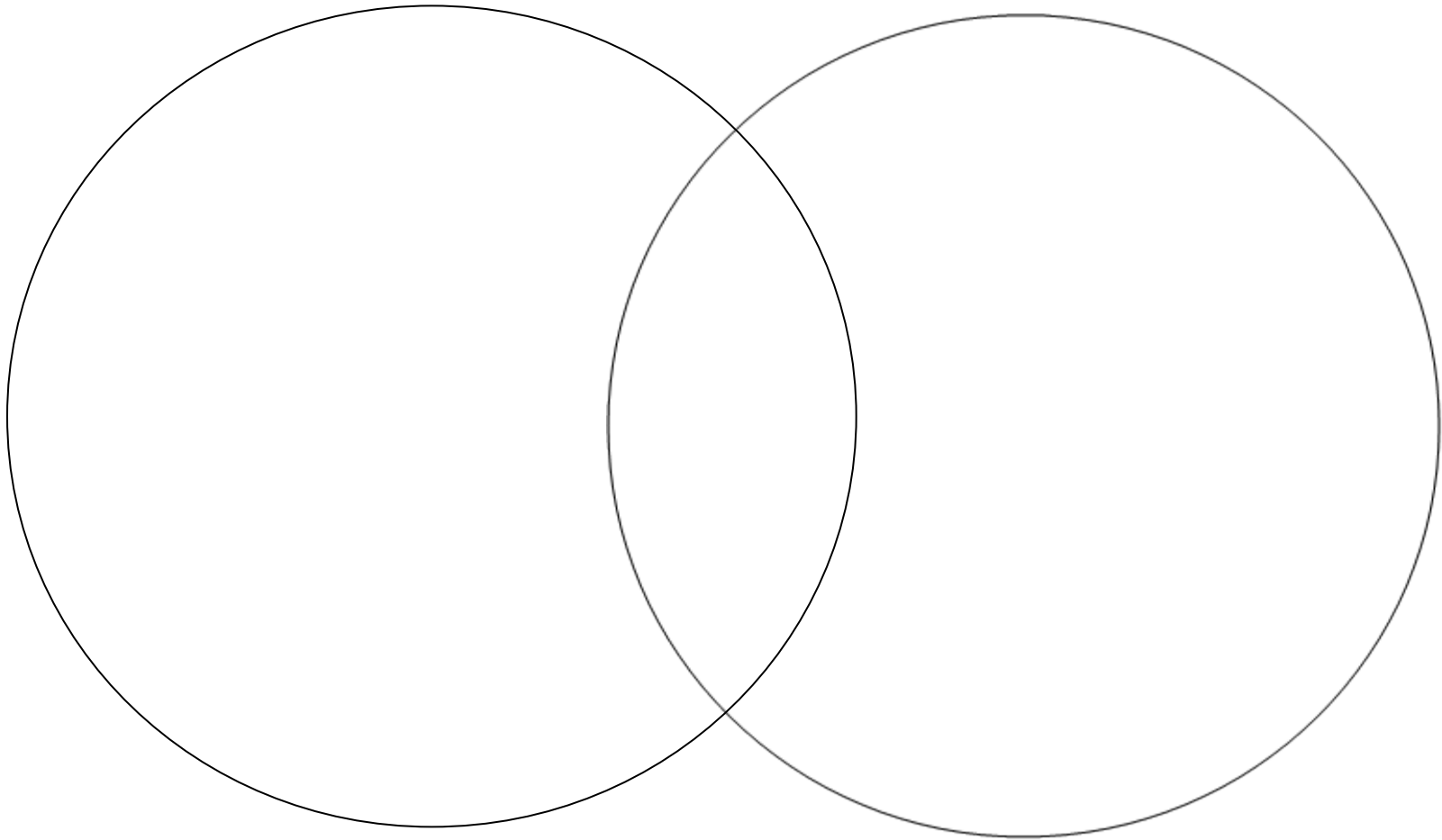
Presidential Responses to the Great Depression (Split-page Notes)

	Presidential Responses to the Great Depression
Herbert Hoover's rugged individualism	<i>President Hoover believed that the government should not provide handouts or assistance to the people. People should take care of themselves and their families.</i>
President Hoover's limited attempts at government intervention	
Franklin D. Roosevelt's "can do" attitude	
FDR's response to the great economic crisis was to initiate the New Deal.	
FDR's Relief, Recovery, and Reform programs of the New Deal	

Unit 6, Activity 8, Responses of Hoover and Roosevelt to the Great Depression

Herbert Hoover

Franklin D. Roosevelt



Unit 6, Activity 8, Presidential Responses to the Great Depression RAFT

Role	Audience	Format	Topic
Magazine writer	Subscribers	Expository essay	Presidential responses to the Great Depression

[illegible]

Unit 6, Activity 9, Fireside Chats

Fireside Chats (Split-page Notes)

Date of Speech:	Title of Speech:
Explain how FDR addresses his radio audience.	
Describe the problem(s) that FDR addresses in his talk to the American people.	
Describe the solutions that the FDR administration has used to address the problem(s).	
Explain what other solutions FDR proposes to help solve the problem(s).	

Unit 6, Activity 9, Letters to Mrs. Roosevelt

Letters to Mrs. Roosevelt (Split-pages Notes)

Date of letter:	Topic of letter:
Describe the request made by the letter writer to Mrs. Roosevelt.	
Describe important details listed in the letter.	
List other information concerning the reason for the request.	
Explain Mrs. Roosevelt's response to the request.	

Unit 6, Activity 9, Dear Mrs. Roosevelt RAFT

Role	Audience	Format	Topic
Teenager during the Great Depression	Mrs. Roosevelt	Personal letter	A particular need or request

[illegible]

Unit 6, Activity 10, Critics of the New Deal

Huey Long's nationwide social programs for sharing the nation's wealth	Charles Coughlin's nationalization of banks and inflating currency	Francis Townsend's old age relief plan

