

Name \_\_\_\_\_

### Unit 9: Great Depression

- Review Pages & Study notebooks - Due - M-4/29/19
- Unit Test - T- 4/30/19

Date	Homework	Aim	Answer to Aim
T- 4/9/19	Make sure articles in the first mini-packet, are read, highlighted, and annotated ( p. 5-7 & p.9-11), "The Lived Experience of the Great Depression."  Complete outline on p.	How did the economic "boom" of the 1920s come to a crash in 1929, leading to the worst economic time in U.S. history?	
W- 4/10/19	Write a journal entry as if you lived during the Great Depression and actually experienced what you pretended to experience during today's simulation. Post your entry on Google Classroom.	Great Depression Simulation Game	
Th- 4/11/19	Using your Venn diagram on p. 8 as a guide, complete the Multiple Paragraph Outline on p. 9 in preparation for a possible essay on your next test. Imagine the essay question is the aim question.	How did the Great Depression affect the lives of urban and rural Americans?	

<p>F- 4/12/19</p>	<p><b>Resettlement   Deportation   Internment   Immigration   Repatriation</b> Which of these terms best apply in describing what happened to hundreds of thousands of Mexican immigrants and U.S. citizens of Mexican heritage in the 1930s? Use examples from video segments and historic images or texts to support your argument. How does this historical chapter relate to other events in the nation's past? What comparisons and contrasts can be made to the current climate and economy and attitudes and policies toward immigrants and their communities? <b>Post your answers to these questions on google classroom.</b></p>	<p>What happened to hundreds of thousands of Mexican immigrants and U.S. citizens of Mexican heritage in the 1930s and what can we learn from these events?</p>	
<p>M- 4/15/19</p>	<p>Write two paragraphs that answer this question [slide 30] and at bottom of Regents m.c.:  <i>What was FDR's "New Deal" and how did it seek to end the Great Depression?</i></p>	<p>What was FDR's New Deal and how did it seek to end the Great Depression?</p>	

	<p><u>Paragraph 1:</u> Using your class notes and completed work, describe the problems that people experienced during the Great Depression.</p> <p><u>Paragraph 2:</u> Using your New Deal Programs Graphic Organizer, describe the ways that the New Deal tried to help people. Refer to at least THREE programs in your response.</p> <p><b>POST ON GOOGLE CLASSROOM.</b></p>		
T-4/16/19	Complete p. 38 & 39.	Did the New Deal expand the federal government beyond its constitutional limits?	
W-4/17/19	Students read and annotate the text of the Interview with Dalton Conley on p. 47 & 48 to answer the question, What were the long-term effects of New Deal exclusions on African Americans? To be discussed in class tomorrow. Have your facts ready to contribute to the discussion.	Why did the New Deal exclude some people even though FDR said "We are going to make a country in which no one is left out"?	
Please complete over	Read and highlight documents on p.	What caused the Dust Bowl?	

break.	13-18 and complete chart on p. 10 & 11, then complete outline on p. 12 Due: Monday 4/29/19.		
Please complete over break.	Complete multiple choice Vocabulary Quiz on p. 49-51; Read & highlight Study Guide on p. 52; Define Important terms & people on p. 53 in your study notebook. Answer study questions on p. 53 in your study notebook. Due: Monday 4/29/19.	Review	

M- 4/29/19	Study!!!!!!!!!!!!!!	Review	
T- 4/30/19		Test	

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### Budget Worksheet

Real Names:

Married Names: Mr. \_\_\_\_\_ & Mrs. \_\_\_\_\_

Have: \$ 100 Pay: \_\_\_\_\_ Total: \_\_\_\_\_

	<i>Cost Per Round</i>	<b>Round 1 1929</b>	<b>Round 2 1930</b>	<b>Round 3 1935</b>	<b>Round 4 1937</b>	<b>Round 5 1941</b>
<b>* Food &amp; Water</b>	- 4 per person					
<b>* Clothes</b>	-2 per person					
<b>Mortgage</b>	-10					
<b>Taxes</b>	-5					
<b>Car Loan</b>	-5					
<b>Electric Bill</b>	-3					
<b>Phone Bill</b>	-3					
<b>Medical Bill</b>	-10					
<b>Recreational Activities</b>		-	-	-	-	-
<b>Illegal "Hooch"</b>	-2					
<b>Candy</b>	-1					
<b>Movie Tickets</b>	-2					
<b>Amount Spent:</b>						

A

\* Must pay.

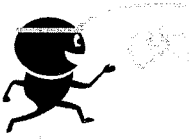
### Amount Spent and Amount for Next Round

	Round 1 1929	Round 2 1930	Round 3 1935	Round 4 1937	Round 5 1941
<b>\$ at start of round</b>	\$110				
<b>Minus \$ spent during the round</b>	-	-	-	-	-
<b>Minus bank deposit</b>	-	-	-	-	-
<b>Consequences</b>	-	-	-	-	-
<b>\$ Left in pocket</b>					
<b>Add \$ from resale</b>	+	+	+	+	+
<b>Add \$ from other sources (i.e. begging, odd jobs, etc.)</b>	+	+	+	+	+
<b>Total left @ end of round Place at top of next round</b>					

Luxury Items and their resale value:  
(Cross off an item once it is sold.)

2

B



Item	Value
Refrigerator	\$ 5
Sofa	\$ 2
Jewelry	\$ 2
Car	\$ 10
Radio	\$ 2
Phone	\$ 1
House (can't sell until Round 3)	\$ 20

2

C

**“Brother, Can You Spare a Dime?”**

by Yip Harburg and Jay Gorney (1931)

They used to tell me I was building a dream, and so I followed the mob,  
When there was earth to plow, or guns to bear, I was always there right on the job.  
They used to tell me I was building a dream, with peace and glory ahead,  
Why should I be standing in line, just waiting for bread?

Once I built a railroad, I made it run, made it race against time.  
Once I built a railroad; now it's done. Brother, can you spare a dime?  
Once I built a tower, up to the sun, brick, and rivet, and lime;  
Once I built a tower, now it's done. Brother, can you spare a dime?

Once in khaki suits, gee we looked swell,  
Full of that Yankee Doodly Dum,  
Half a million boots went slogging through Hell,  
And I was the kid with the drum!

Say, don't you remember, they called me Al; it was Al all the time.  
Why don't you remember, I'm your pal? Buddy, can you spare a dime?

Once in khaki suits, gee we looked swell,  
Full of that Yankee Doodly Dum,  
Half a million boots went slogging through Hell,  
And I was the kid with the drum!

Say, don't you remember, they called me Al; it was Al all the time.  
Say, don't you remember, I'm your pal? Buddy, can you spare a dime?



**A**



**B**



**C**

WA

2



**D**



**E**

W



F



G

1937



H



I

188



J



Great Depression Image Analysis

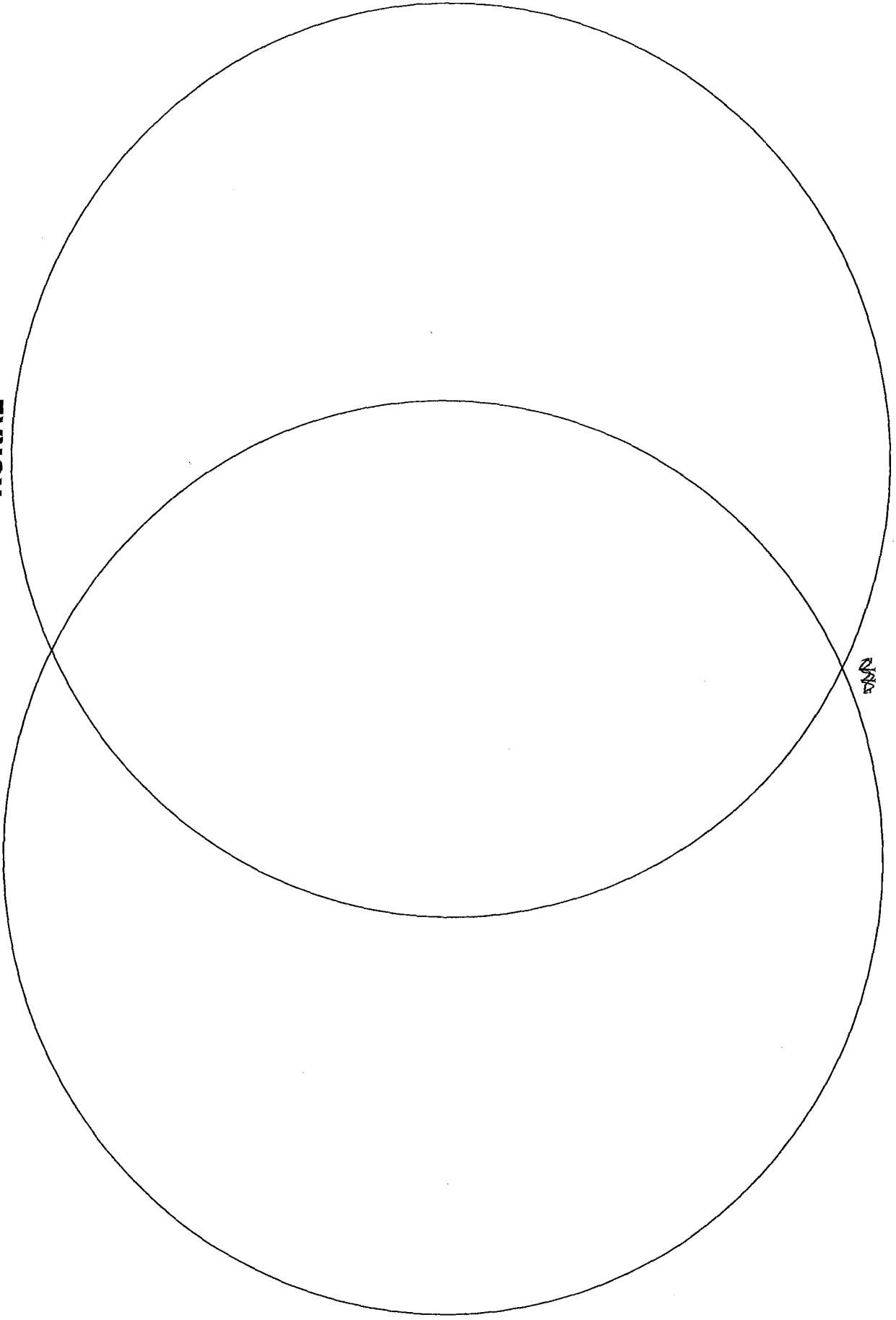
129

<b>Photo letter</b>	<b>Observe:</b> What do you notice? <b>Question:</b> What do you wonder? <b>Reflect:</b> What can you learn from examining this photo?

**EFFECTS of the Great Depression on American Life**

**URBAN**

**RURAL**



2/24

**Complete the MPO**

**Topic:** How did the Great Depression affect the lives of urban and rural Americans?

**Thesis Statement:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Main Ideas	Details
1st ¶-Introduction	G: ..... S: ..... <b>Do Not Complete</b> ..... Th: .....
2nd ¶-Topic  ↓ T.S.	..... ..... ..... .....
3rd ¶-Topic  ↓ T.S.	..... ..... ..... .....
4th ¶-Topic  ↓ T.S.	..... ..... ..... .....
5th ¶-Conclusion	Th. St. (rephrased): ..... SS (new) ..... <b>Do Not Complete</b> ..... GS (new) .....



**What caused the Dust Bowl?**

Instructions: Before reading the documents, record your hypothesis for what caused the Dust Bowl based on anything you know about it in the box at top. Then, as you examine the documents, note evidence from each that helps answer this same question. Remember to consider the reliability of each source.

<b>Hypothesis:</b>			
<b>Document</b>	<b>Sourcing:</b> Is this fact or opinion? Is this document biased, and if so, in what way? Is the accuracy of this information reliable?	<b>What caused the Dust Bowl according to the document? Explain your answer using evidence from the document.</b>	<b>Corroboration:</b> How does this document change your conclusion?
<b>Document A</b> Henderson Letter			
<b>Document B</b> Weather maps			

Document	Sourcing: Is this fact or opinion? Is this document biased, and if so, in what way? Is the accuracy of this information reliable?	What caused the Dust Bowl according to the document? Explain your answer using evidence from the document.	Corroboration: How does this document change your conclusion?
Document C Svobida Account			
Document D Gov't Report			

**Final Claim: What caused the Dust Bowl?**

T.S. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. ....

2. ....

3. ....

4. ....



**Document A: Henderson Letter (modified)**

For twenty-seven years this little spot on the vast expanses of the Great Plains has been the center of all our thought and hope and effort. And marvelous are the changes that we have seen... The almost unbroken buffalo grass sod has given way to cultivated [farm] fields. The old trails have become wide graded highways. Little towns have sprung up with attractive homes, trees, flowers, schools, churches, and hospitals. Automobiles and trucks, tractors and combines [machines] have revolutionized methods of farm work and manner of living. The wonderful crop of 1926 when our country alone produced 10,000,000 bushels of wheat – more it was said than any other equal area in the world – revealed the possibilities of our productive soil under modern methods of farming. It seemed as if at last our dreams were coming true....

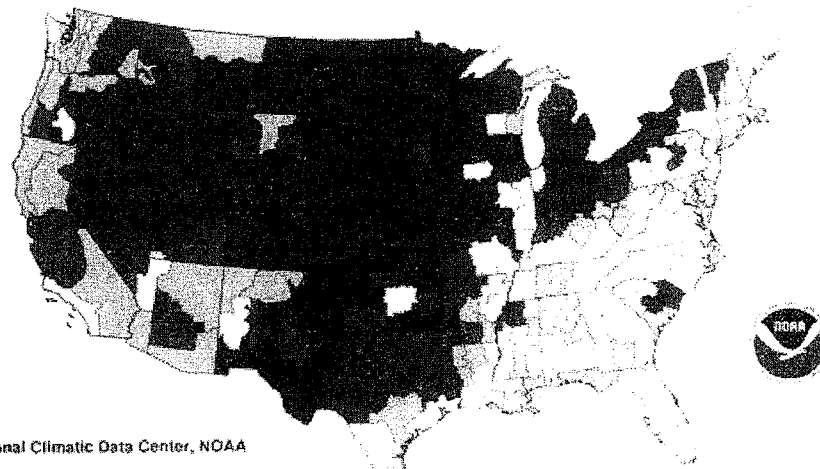
Yet now our daily physical torture, confusion of mind, and gradual wearing down of courage, seem to make that long continued hope look like a vanishing dream. For we are in the worst of the dust storm area where “dust to eat” is not merely a figure of speech, but the phrasing of a bitter reality....

In this time of severe stress, credit must be given to the various activities of the federal government. Without such aid as has been furnished, it seems certain that large sections must have been virtually abandoned. Yet common sense suggests that the regions which are no longer entirely self-supporting cannot rely indefinitely upon government aid. So the problem remains and the one satisfactory solution is beyond all human control. Some of our neighbors with small children, fearing the effects upon their health, have left temporarily “until it rains.” Others have left permanently, thinking doubtless that nothing could be worse.

*Source: Oklahoma farmer and author Caroline Henderson's letter to Secretary of Agriculture Henry A. Wallace, sent July 26, 1935.*

Document B

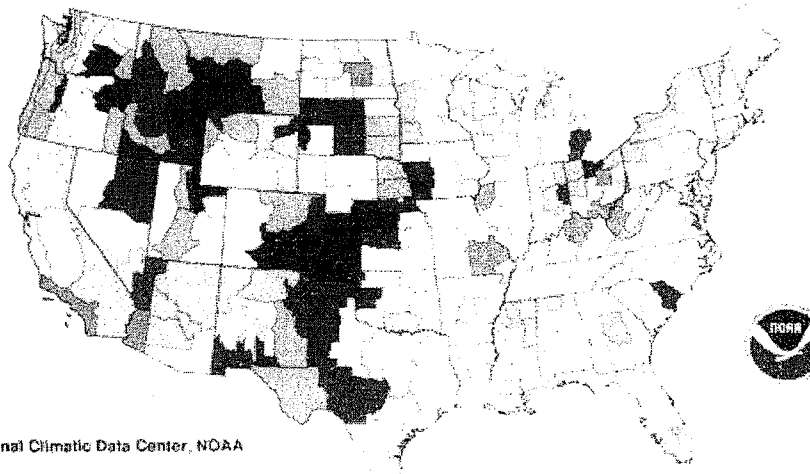
Palmer Drought Severity Index  
August, 1934



National Climatic Data Center, NOAA

extreme drought	severe drought	moderate drought	mid-range	moderately moist	very moist	extremely moist
-4.00 and below	-3.00 to -3.99	-2.00 to -2.99	-1.99 to +1.99	+2.00 to +2.99	+3.00 to +3.99	+4.00 and above

Palmer Drought Severity Index  
August, 1935



National Climatic Data Center, NOAA

extreme drought	severe drought	moderate drought	mid-range	moderately moist	very moist	extremely moist
-4.00 and below	-3.00 to -3.99	-2.00 to -2.99	-1.99 to +1.99	+2.00 to +2.99	+3.00 to +3.99	+4.00 and above

Source: National Climatic Data Center, National Oceanic and Atmospheric Administration  
<https://www.ndsu.edu/ndscoblog/?p=626>

**Document C: Svobida Account (modified)****Excerpt 1:**

The gales chopped off the plants even with the ground, then proceeded to take the roots out. They did not stop there. They blew away the rich topsoil, leaving the subsoil exposed: and then kept sweeping away the “hard-pan,” which is almost as hard as the concrete.

This was something new and different from anything I had ever experienced before – a destroying force beyond my wildest imaginings. When some of my own fields started blowing, I was utterly bewildered. . . .

According to [my neighbors’] information, there was little hope of saving a crop once the wind had started blowing; and the only known method of checking the movement of the soil was the practice of strip listing. This meant running deep parallel furrows twenty or thirty feet apart, in an east and west direction, across the path of the prevailing winds. This tends to check the force of the wind along the ground and allows the fine silt-like dust to fall into the open furrows.

**Excerpt 2:**

There had been overgrazing before the coming of the settlers and the invasion of barbed wire, but the death knell of the Plains was sounded and the birth of the Great American Desert was inaugurated with the introduction and rapid improvement of power farming. Tractors and combines made the Great Plains regions a new wheat empire, but in doing so they disturbed nature’s balance, and nature is taking its revenge.

*Source: Lawrence Svobida, Farming the Dust Bowl: A First-Hand Account from Kansas, first published in 1940.*

**Vocabulary**

gales: strong winds, windstorms

bewildered: confused

furrows: trenches, grooves

overgrazing: too much grass eaten by cattle

death knell: bell or signal announcing death

inaugurated: begun

combines: a machine that harvests crops

**Document D: Government Report**

Personal and Confidential from Morris Cooke.

August 27, 1936

Dear Mr. President,

The Committee has made a preliminary study of drought conditions in the Great Plains area with the hope of outlining a longterm program which would render future droughts less disastrous....

The agricultural economy of the Great Plains will become increasingly unstable and unsafe, in view of the impossibility of permanent increase in the amount of rainfall, unless overcropping, overgrazing and improper farm methods are prevented. There is no reason to believe that the primary factors of climate temperature, precipitation and winds in the Great Plains region have undergone any fundamental change. The future of the region must depend, therefore, on the degree to which farming practices conform to natural conditions. Because the situation has now passed out of the individual farmer's control, the reorganization of farming practices demands the cooperation of many agencies, including the local, State, and Federal governments.

Mistaken public policies have been largely responsible for the situation now existing. The Federal Government must do its full share in remedying the damage caused by a mistaken homesteading policy, by the stimulation of wartime demands which led to overcropping and overgrazing, and by encouragement of a system of agriculture which could not be both permanent and prosperous.

*Source: Excerpt from the Report of the Great Plains Drought Area Committee, created by a government committee created to analyze the causes of the Dust Bowl, sent to President Roosevelt on August 27, 1936.*

**Vocabulary**

preliminary: first, introductory

render: make

overcropping: deplete soil by continually planting crops on it

remedying: making right

prosperous: financially successful

**Optional****Document E: Historian, Professor Donald Worster**

The Dust Bowl took only 50 years to accomplish.... It came about because the culture was operating in precisely the way it was supposed to. Americans blazed their way across a richly endowed continent with a ruthless, devastating efficiency unmatched by any people anywhere. Some environmental catastrophes are nature's work, others are the slowly accumulating effects of ignorance or poverty. The Dust Bowl, in contrast, was the inevitable outcome of a culture that deliberately, self-consciously, set itself that task of dominating and exploiting the land for all it was worth....

The Dust Bowl... came about because the expansionary energy of the U.S. had finally encountered a volatile, marginal land, destroying the delicate ecological balance that had evolved there. We speak of farmers and plows on the plains and the damage they did, but the language is inadequate. What brought them to the region was a social system, a set of values, an economic order.... Capitalism, it is my contention, had been the decisive factor in this nation's use of nature.

*Source: Excerpt from Professor Donald Worster's book titled, Dust Bowl: The Southern Plains in the 1930s (New York: Oxford University Press, 1979).*

**Vocabulary**

endowed: gifted, resourced

ruthless: cruel

efficiency: effectiveness

catastrophes: disasters, tragedies

inevitable: unavoidable, necessary

expansionary: spreading out

volatile: unstable, unpredictable

marginal: of secondary importance



**Optional**

**Document F: Historian, Professor R. Douglas Hurt**

Dust storms in the southern Great Plains, and indeed, in the Plains as a whole, were not unique to the 1930s.... Many factors contributed to the creation of the Dust Bowl – soils subject to wind erosion, drought which killed the soil-holding vegetation, the incessant wind, and technological improvements which facilitated the rapid breaking of the native sod. The nature of southern Plains soils and periodic influence of drought could not be changed, but the technological abuse of the land could have been stopped. This is not to say that mechanized agriculture irreparably damaged the land – it did not. New and improved implements such as tractors, one-way disk plows, grain drills, and combines reduced plowing, planting, and harvesting costs and increased agricultural productivity. Increased productivity caused prices to fall, and farmers compensated by breaking more sod for wheat. At the same time, farmers gave little thought to using their new technology in ways that would conserve the soil.

*Source: Excerpt from Professor R. Douglas Hurt's book titled, The Dust Bowl: An Agricultural and Social History (Chicago: Nelson Hall, 1981).*

**Vocabulary**

incessant: nonstop, constant

irreparably: permanently

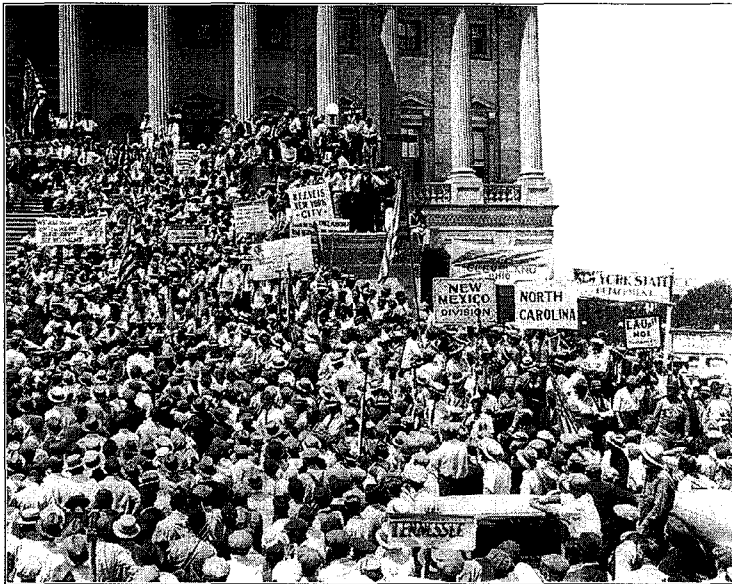
implements: equipment, tools

compensated: adjusted, made do

conserve: protect from harm or destruction

**Instructions:** *Examine the photos and read the brief description, then make a prediction by responding to the question at the bottom of the next page.*

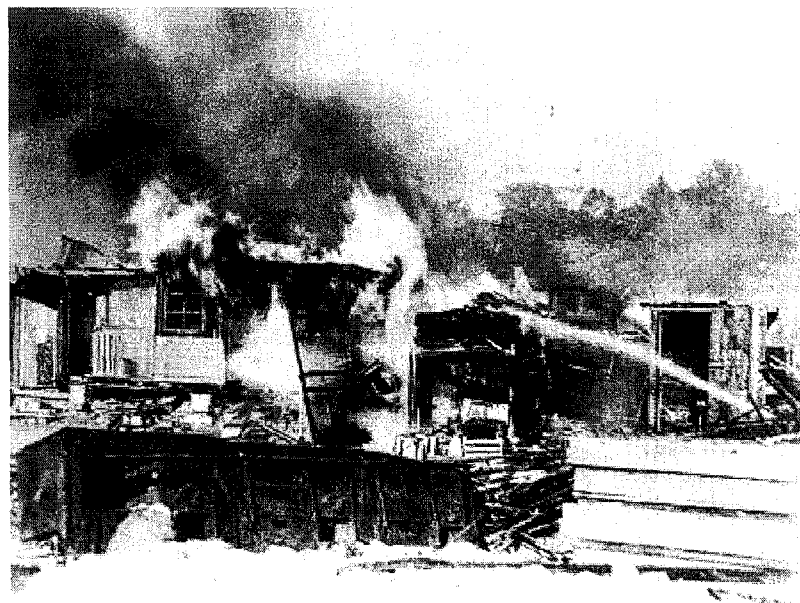
**The Bonus Army**



Bonus Army protesting on the steps of the Senate Wing of the Capitol. July 5, 1932.

<https://fineartamerica.com/featured/1-bonus-army-protesting-on-the-steps-everett.html>

**Shacks, put up by the Bonus Army on the Anacostia flats, Washington, D.C., burning after the military attacked the camps. The Capitol in the background. 1932.**  
<http://commons.wikimedia.org/wiki/File:Evictbonusarmy.jpg>



In 1932, during the depths of the Great Depression, about 15,000 unemployed veterans of World War I and their families went to Washington, D.C. to ask the government to immediately pay them a cash bonus that they had been promised. This group, that came to be called the "Bonus Army," set up a tent city on the edge of Washington, D.C. to put pressure on the government. President Hoover and the Senate refused payment, and Hoover sent the military to burn down the tent city and violently chase the families away.

**Predict:** How do you think news of these events may have affected President Hoover's chances in the presidential election of 1932? Explain your answer.

*Wm*

**Letters from Hoover and FDR Optional Activity**

**Instructions:** Read the letters below from Presidents Hoover and Roosevelt. What can you infer about their beliefs regarding the role of government in the U.S. from these letters? Cite evidence from the letters to support your analysis.

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**Hoover and FDR Suggest Different Federal Responses to the Great Depression**

*President Hoover wrote the following letter to 10-year-old Barbara McIntyre of Columbus, Ohio after she wrote to him in 1931 to report that she and her friends planned to collect old blankets, clothing, shoes, and food to send to him in Washington, for distribution to the poor.*

The White House  
Washington November 19,  
1931

My dear Barbara,

I have your very sweet letter of November 10th. It is a very beautiful undertaking. I would suggest, however, that instead of sending the contributions which you collect to me, that you should yourself distribute them to those in need in your own locality.

Yours faithfully, Herbert  
Hoover

Source: Weintraub, Stanley and Rodelle Weintraub, eds., *Dear Young Friend: The Letters of American Presidents to Children*, Mechanicsville, PA: Stackpole Books, 2000.

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AMERICAN SOCIAL HISTORY PROJECT • CENTER FOR MEDIA AND LEARNING

**Hoover and FDR Suggest Different Federal Responses to the Great Depression**

*In 1935, President Franklin D. Roosevelt sent this letter to clergymen around the country. He received over 100,000 responses from priests, rabbis, and ministers serving diverse congregations that varied by geography, size, religious views, and socio-economic levels.*

Reverend and Dear Sir:

...Because of the grave responsibilities of my office, I am turning to representative Clergymen for counsel and advice- feeling confident that no group can give more accurate or unbiased views...

I shall deem it a favor if you will write to me about conditions in your community. Tell me where you feel our government can better serve our people.

We can solve our many problems, but no one man or single group can do it- we shall have to work together for the common end of better spiritual and material conditions for the American people...

Very sincerely yours,  
Franklin D. Roosevelt  
The White House  
Washington  
September 24, 1935

Source: Franklin D. Roosevelt, "Letter to Nation's Clergy," 24 September 1935, accessed online from [http://newdeal.feri.org/texts/document\\_details.cfm?DocumentID=394](http://newdeal.feri.org/texts/document_details.cfm?DocumentID=394), 18 November 2009.

**Question:**

What can you infer about President Hoover's and Roosevelt's beliefs regarding the role of government in the U.S. from these letters? Cite evidence from the letters to support your analysis.

The New Deal

*Instructions: Read the descriptions of New Deal programs provided below, and match each Image A-K to the description it best represents (miniature copies are on the following page).*

Description of Program	Matching Image
<p><b>March 12, 1933</b> President Roosevelt made a radio broadcast, the first in a series of informal explanations of his programs that the press named "Fireside Chats." In this broadcast, FDR described the <b>federal regulations</b> that would make <b>banks</b> more secure starting the next day. Americans trusted FDR and began putting their money back into the banks. These regulations would later include the <b>Federal Deposit Insurance Corporation</b> (which protects the money people have in their savings and checking accounts).</p>	
<p><b>March 31, 1933</b> Congress and President Roosevelt establish the <b>Civilian Conservation Corps (CCC)</b>, which provided men ages 18-25 with jobs restoring and improving national parks and other public lands.</p>	
<p><b>May 1933</b> The <b>Agricultural Adjustment Administration</b> aimed to raise the prices of agricultural commodities (and hence farmers' income) by offering cash incentives to voluntarily limit farm production (decreasing supply, thereby raising prices).</p>	
<p><b>June, 1933</b> The <b>National Industrial Recovery Act</b> creates the <b>National Recovery Administration</b>. Partner businesses agreed to provide reasonable wages and hours, end child labor, and allow workers the right to unionize. Participating businesses earned the right to display a placard with the NRA's Blue Eagle, showing their cooperation in the effort to combat the Great Depression.</p>	
<p><b>June, 1933</b> The <b>Public Works Administration (PWA)</b> was created under the National Industrial Recovery Act. The PWA paid private contractors to build large-scale projects proposed by states such as bridges, tunnels, schoolhouses, libraries, and federal housing projects.</p>	
<p><b>June 6, 1934</b> The Securities Exchange Act created the <b>Securities and Exchange Commission</b> to regulate the sale of stocks and bonds to control Wall Street and make its dealings clearer to the public.</p>	
<p><b>April, 1935</b> Congress establishes the <b>Works Progress Administration (WPA)</b>, which provided 8.5 million unemployed people with jobs over the next 8 years. They built public structures such as bridges, schools, highways, and parks. The WPA also</p>	

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<p>employed artists, writers, and musicians.</p>	
<p><b>May, 1935</b> The <b>Rural Electrification Administration</b> is created; through infrastructure projects like hydroelectric dams, the REA brings electricity to the 90% of rural Americans who don't have it. The <b>Tennessee Valley Authority</b> is one of its major projects.</p>	
<p><b>July, 1935</b> President Roosevelt signs the <b>National Labor Relations Act (Wagner Act)</b> that establishes workers' rights to unionize, <u>collectively bargain</u> with employers, and investigate unfair labor practices.</p>	
<p><b>August, 1935</b> Congress passes the <b>Social Security Act</b>, a permanent relief program that provides pensions to the elderly and the disabled. Farm workers, domestic workers and the self-employed initially not covered by Social Security.</p>	
<p><b>June, 1938</b> The <b>Fair Labor Standards Act (FLSA)</b> sets a federal minimum wage, a 44 hour workweek (later changed to 40), overtime pay, recordkeeping, and child labor standards.</p>	

Source: Program descriptions adapted from: American Social History Project/Center for Media and Learning, 2013.

Collectively bargain – when workers come together to make agreements with owners.

Image A



Image B

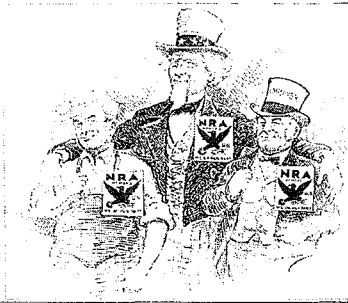


Image C



Image D

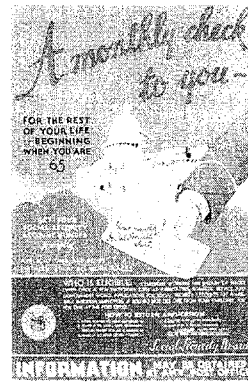


Image E

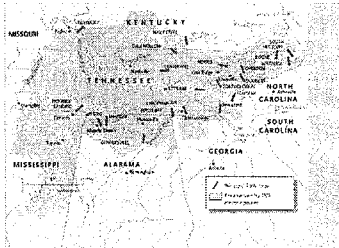


Image F



Image G



Image H



Image I

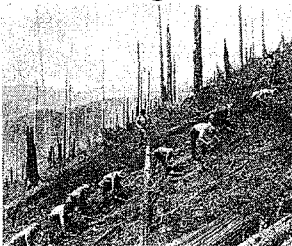


Image J

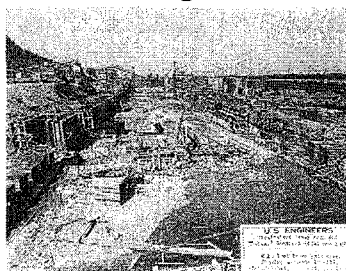
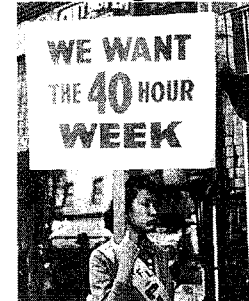


Image K



AAZ





**Sample Regents Multiple Choice Questions about the New Deal**

- 1) In the 1930's, the enactment of New Deal programs demonstrated a belief that
- corporations were best left to operate without government interference
  - state governments should give up control over commerce inside their states
  - the Federal Government must concern itself with the people's economic well-being
  - the United States Constitution was not relevant to 20th-century life
- 2) Which New Deal program was chiefly designed to correct abuses in the stock market?
- Federal Emergency Relief Act
  - Civilian Conservation Corps
  - Works Progress Administration
  - Securities and Exchange Commission
- 3) The main purpose of New Deal measures such as the Securities and Exchange Commission (SEC) and the Federal Deposit Insurance Corporation (FDIC) was to
- provide immediate employment opportunities
  - develop rules to limit speculation and safeguard savings
  - enable the Federal Government to take over failing industries
  - assure a guaranteed income for American families
- 4) A lasting result of the New Deal in the United States has been the
- reduction of the national debt
  - control of stock prices by the Federal Government
  - joint effort of business and labor to strengthen the Presidency
  - assumption by the Federal Government of greater responsibility for the nation's well-being
- 5) "You cannot extend the mastery of government over the daily working life of the people without, at the same time, making it the master of the people's souls and thought." -President Herbert Hoover
- The idea expressed in the quotation is a basis for President Hoover's belief that the problems of the Great Depression could best be solved by
- nationalizing major industries
  - requiring business to pay a minimum wage to workers
  - relying mostly on private enterprise and individual initiative to improve economic conditions
  - creating government job programs for the unemployed
- 6) The election of Franklin D. Roosevelt to the Presidency in 1932 reflected the desire of many Americans to
- return to a policy of laissez faire
  - abandon capitalism in favor of socialism
  - continue the domestic policies of the Hoover administration
  - have government take an active role in solving economic problems
- 7) Which statement is accurate about American culture during the Great Depression?
- The Federal Government provided money to support the arts.
  - Most movies featured realistic themes and unhappy endings.
  - Rock-and-roll music became popular.
  - Interest in professional sports declined.
- 8) Which New Deal reforms most directly targeted the basic problem of the victims of the Dust Bowl?
- guaranteeing workers the right to organize and bargain collectively
  - regulating the sale of stocks and bonds
  - providing farmers low-cost loans and parity payments
  - raising individual and corporate income tax rates
- 9) An important factor contributing to the start of the Great Depression in the United States was the
- increase in military spending
  - failure to maintain the gold standard
  - reduction of tariff rates
  - uneven distribution of wealth

- 10) The creation of the Tennessee Valley Authority is an example of
- federal intervention to meet regional needs
  - state-funded regional transportation
  - free-market capitalism
  - laissez-faire economics

**Homework**

Write two paragraphs answering this question:

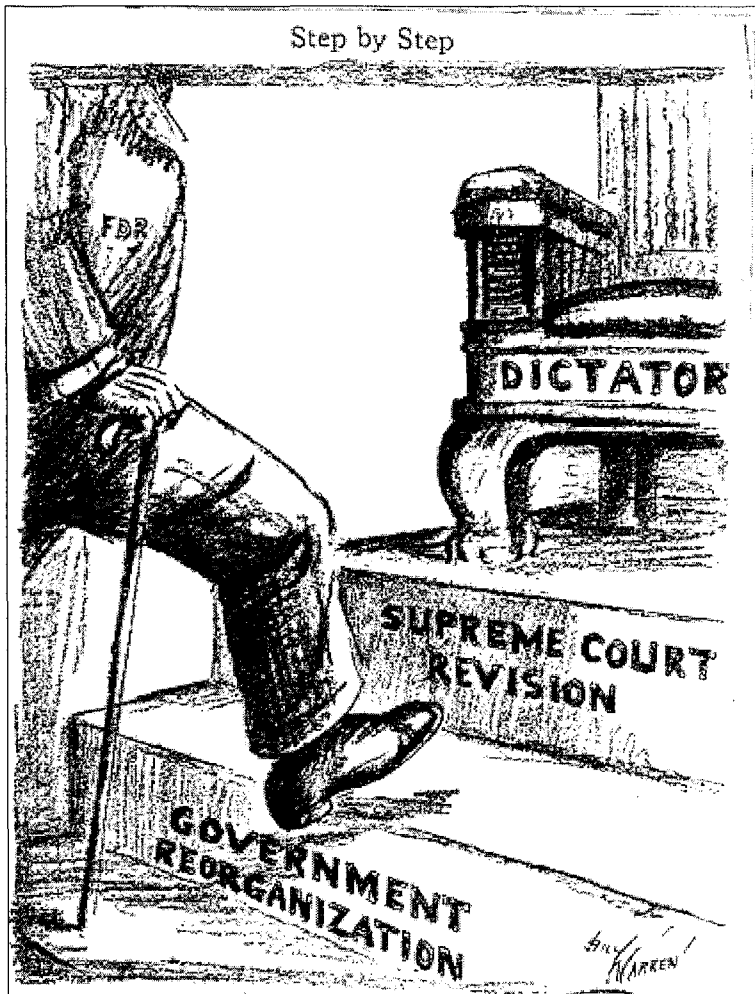
*How did FDR's New Deal try to help people survive the Depression?*

Paragraph 1: Using your class notes and completed work, describe the problems that people experienced during the Great Depression.

Paragraph 2: Using your New Deal Programs Graphic Organizer, describe the ways that the New Deal tried to help people. Refer to at least THREE programs in your response.

**Do Now:**

What do you think is the cartoonist's message? Explain your answer in note form.



Source: "Step by Step," February 11, 1937, By Warren in the *Buffalo Evening News*

**Instructions:** Fill out the chart below for Documents A-D. You can also draw on your outside knowledge of the New Deal.

Document	Sourcing: Is this fact or opinion? Is this document biased, and if so, in what way?	Was the New Deal's expansion of federal power justified? Yes or No, according to the document? Explain your answer using evidence from the document.
A Jouett Shouse		
B Unemployment Graph		
C Historian		
D FDR chat		

12/17

**Document A (Modified)**

The New Deal has built up a huge bureaucracy which has shown no regard for the Constitutional rights and liberties of our citizens. ...

The New Deal has used the money of taxpayers of all political parties to build up a propaganda machine to aid its efforts to continue in power. ...

The New Deal has spent huge sums upon public works, despite grave doubts as to the desirability or usefulness of the projects. ...

The New Deal has harassed American business and has entered into competition in almost every possible way with private industry.

The New Deal has misused the Federal taxing power in an effort to promote visionary schemes for the redistribution of wealth.

The New Deal has imposed taxes heavier than were ever before placed upon the nation in time of peace and by reckless borrowing has saddled huge obligations upon generations yet unborn.

The New Deal has led the nation far along the road toward national bankruptcy and has increased the national debt to unprecedented size.

The New Deal has sought to make the Legislative Branch of the government subservient to the will of the Executive.

The New Deal, through its official spokesman, has criticized decisions of the Supreme Court because in the interpretation of the basic law of the land that tribunal held pet New Deal acts unconstitutional.

The New Deal, in the words of Mr. Roosevelt himself, has set up "new instruments of public power," admittedly dangerous in the hands of men who might misuse that power.

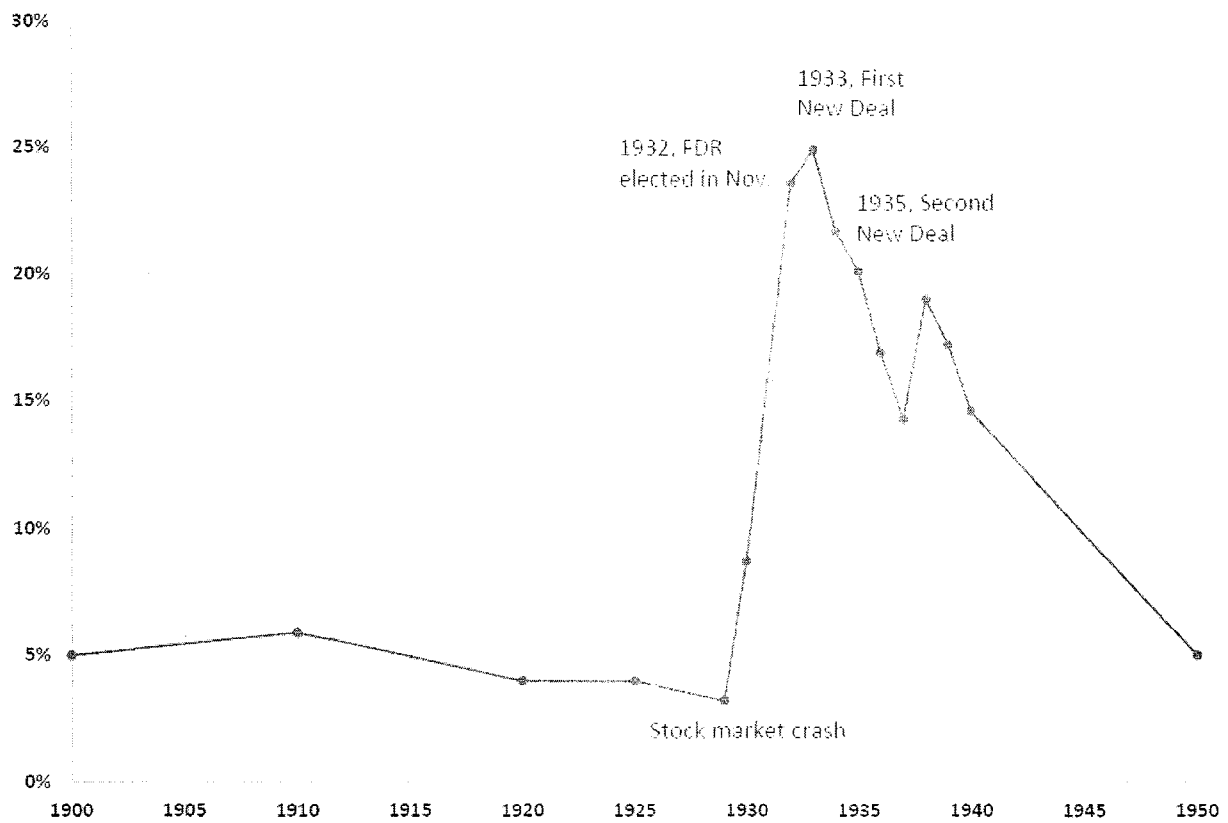
In a word, the New Deal has sought to destroy the American system of government composed of three coordinate branches and to upset the dual sovereignty between state and nation which the Constitution provides.

Source: Jouett Shouse, president of the American Liberty League, *The New Deal vs. Democracy* (July 15, 1936). From *American Liberty League Bulletin*, July 15, 1936, 2-3.

The American Liberty League was started and funded by 30 very wealthy businessmen in summer 1934. This speech by Shouse was broadcast by radio and published in the League's newsletter.

Document B

Unemployment as a Percentage of the Labor Force, 1900-1950



Source of data: <https://www.gilderlehrman.org/content/statistics-impact-depression>

M

**Document C (modified)**

FDR ... reshaped the American presidency. Through his "fireside chats," delivered to an audience via the new technology of radio, FDR built a bond between himself and the public—doing much to shape the image of the President as the caretaker of the American people. Under FDR's leadership, the President's duties grew to encompass (include) not only those of the chief executive—as implementer of policy—but also chief legislator—as drafter of policy. And in trying to design and craft legislation, FDR required a White House staff and set of advisers unlike any seen previously in Washington. The President now needed a full-time staff devoted to domestic and foreign policies, with expertise in these areas, and a passion for governance. With enactment of the Executive Reorganization bill in 1939, FDR changed the shape of the White House forever. In sum, President Roosevelt greatly increased the responsibilities of his office. Fortunately for his successors, he also enhanced the capacity of the presidency to meet these new responsibilities.

Source: William E. Leuchtenburg, Historian, Franklin D. Roosevelt: Impact and Legacy (excerpts). <https://millercenter.org/president/fdroosevelt/impact-and-legacy>

**Document D****Transcript:**

In the working out of a great national program which seeks the primary good of the greater number, it is true that the toes of some people are being stepped on and are going to be stepped on. But these toes belong to the comparative few who seek to retain or to gain position or riches or both by some short cut which is harmful to the greater good.

The program of the past year is definitely in operation and that operation month by month is being made to fit into the web of old and new conditions.

A few timid people, who fear progress, will try to give you new and strange names for what we are doing. Sometimes they will call it "Fascism", sometimes "Communism", sometimes "Regimentation", sometimes "Socialism". But, in so doing, they are trying to make very complex and theoretical something that is really very simple and very practical.

I believe in practical explanations and in practical policies. I believe that what we are doing today is a necessary fulfillment of what Americans have always been doing -- a fulfillment of old and tested American ideals.

Source: Franklin D. Roosevelt, Fireside Chat Number 5 excerpts, June 28, 1934



Name \_\_\_\_\_

**FLASH DEBATE**

Did the New Deal expand the federal government beyond its constitutional limits?

**Perspective: Believer in Laissez-faire** (American Liberty League, cartoonists). You will need to compose an argument to support your position on the question above. You should also be prepared to respond to your opponent's arguments.

**Directions:** Complete the outline based on evidence from the documents in yesterday and today's lessons, arguments from your debating partner, and your response.

**Claim:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supporting Evidence #1:

.....  
.....

Supporting Evidence #2:

.....  
.....

**What was your opponent's argument?**

**(Counterclaim):** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Self-Assess:** Do you agree with the side you took? Did your perspective change? Explain why or why not.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*m*

Name \_\_\_\_\_

**FLASH DEBATE**

Did the New Deal expand the federal government beyond its constitutional limits?

**Perspective: New Dealer (FDR).** You will need to compose an argument to support your position on the question above. You should also be prepared to counter your opponent’s arguments.

**Directions:** Complete the outline based on evidence from the documents in yesterday and today’s lessons, arguments from your debating partner, and your response.

**Claim:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supporting Evidence #1:

.....  
.....

Supporting Evidence #2:

.....  
.....

**What was your opponent’s argument?**

**(Counterclaim):** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Self-Assess:** Do you agree with the side you took? Did your perspective change? Explain why or why not.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

VA

Homework

**Instructions:** Answer the questions below regarding this cartoon before reading the text on the next page.



“Do We Want a Ventriloquist Act in the Supreme Court” by unknown cartoonist in unknown newspaper, Feb. 14, 1937

- 1) Describe the action taking place in the cartoon.
  
- 2) Explain the message of the cartoon.

*m*

***Instructions: read and annotate the text below for the main idea. Answer the multiple choice question that follows.***

### The Court-Packing Plan

Arguing that they represented an unconstitutional extension of federal authority, the conservative majority on the Supreme Court had already invalidated reform initiatives like the NRA (National Recovery Act) and the AAA (Agricultural Adjustment Act). In order to protect his programs from further meddling, in 1937 President Roosevelt announced a plan to add enough liberal justices to the Court to neutralize the “obstructionist” conservatives. This “**Court-packing**” turned out to be unnecessary—soon after they caught wind of the plan, the conservative justices started voting to uphold New Deal projects—but the episode did a good deal of public-relations damage to the administration and gave ammunition to many of the president’s Congressional opponents.

Above from *The American Yawp* online US History textbook <http://www.american-yawp.com/text/22-the-great-depression/>

#### Vocabulary:

Meddling – noun: interference (verb form of the word is meddle: to interfere)

Obstructionist – adj: Interfering, blocking progress (verb form of the word is obstruct: to get in the way)

- 1) Critics charged that President Franklin D. Roosevelt’s plan to increase the number of Supreme Court Justices was clearly in conflict with
  - a. the Supreme Court’s practice of judicial restraint
  - b. the constitutional principle of checks and balances
  - c. attempts of Congress to limit judicial responsibilities
  - d. efforts to restrict the number of terms a President could serve

un

**Instructions:**

- In pairs, each start with a different document.
- Write on your document to answer as many questions as you're able to in the allotted time in note form. [4 minutes]
- Then swap documents with your partner.
- Read the new document and your partner's answers.
- Comment on your partner's answers, provide your own response to the questions and ask a new question. [4 minutes]
- Swap documents back to read each other's comments. [1 minute]
- Switch to the next set of documents and repeat these steps.
- Note: For the sake of timing, look at Documents D and E together, while your partner looks at Document C.

**Document A**

"[Any American] qualified by training and experience to be assigned to work projects shall not be discriminated against on any grounds whatsoever."

-Franklin D. Roosevelt, Executive Order 7046,  
May 1935

<b>Sourcing: Why was this document written?</b>	<b>Close reading: What is this document saying?</b>	<b>What questions does this document raise for me?</b>

**Document B**

1. THREE million Negro workers, more than half of the total number of Negroes who must labor for their livelihood, will not be covered by the industrial codes now being formulated by the NRA [National Recovery Act]!

2. How are these domestic and personal servants, laborers and other workers to be protected? ... Is the country's fourth largest field of employment to be ignored? ...

...

11. There are 865,000 Negro farm owners and tenants who view with justifiable skepticism the possibility of their full participation and protection in the farm loan scheme. Their suffering is no mere word. They have seen. They have felt. ...[T]he Negro farmer ... knows too well that Santa Claus has not yet hit Dixie.

*Source:* Ira DeA. Reid, "We Do Our Part-But...," *Opportunity: Journal of Negro Life*, Sept. 1933. This was an African American newspaper. (National Urban League Collection, Manuscript Division, Library of Congress.)

<p><b>Sourcing: Based on the sourcing information, I predict this author will...</b></p>	<p><b>Close reading: What is this document saying?</b></p>	<p><b>What questions does this document raise for me?</b></p>

**Document C**

Then there is another matter of great importance in the South, and that is the problem of our Negro labor. There has always been a difference in the wage scale of white and colored labor. So long as Florida people are permitted to handle the matter, this delicate and perplexing problem can be adjusted; But the Federal Government knows no color line and of necessity it cannot make any distinction between the races. We may rest assured, therefore, that ... it will prescribe the same wage for the Negro that it prescribes for the white man. ... [T]hose of us who know the true situation know that it just will not work in the South. You cannot put the Negro and the white man on the same basis and get away with it. Not only would such a situation result in grave [serious] social and racial conflicts but it would also result in throwing the Negro out of employment and in making him a public charge.

Source: Representative J. Mark Wilcox, Democrat, of Florida during debates in the House of Representatives over the Fair Labor Standards Act in 1937. FDR and his allies in Congress proposed a bill that would protect all workers through setting a minimum wage and maximum hours.

(Quoted in:  
<https://lawecommons.luc.edu/cgi/viewcontent.cgi?article=1150&context=facpubs> p.115)

<b>Sourcing: Based on the sourcing information, I predict this author will...</b>	<b>Close reading: What is this document saying?</b>	<b>What questions does this document raise for me?</b>

**Document D**

**Instructions: Write in the margins to answer these questions: 1) Does the information contained in this document change your understanding of the issue? 2) What questions does this information raise for you?**



In 1936, Mary McLeod Bethune became the highest ranking African American woman in government when President Franklin Roosevelt named her director of Negro Affairs of the National Youth Administration, where she remained until 1944. She was also a leader of FDR's unofficial "black cabinet."



**Document E**

“If I come out for the anti-lynching bill now, they will block every bill I ask Congress to pass to keep America from collapsing. Southerners, by reason of the seniority rule in Congress, are chairmen or occupy strategic places on most of the Senate and House committees.”

**Source:** FDR said this in response to Walter White, the president of the NAACP (National Association for the Advancement of Colored People), when White tried to convince FDR to support an anti-lynching bill in 1933.

<p><b>Close reading: What does this document say / imply?</b></p>	<p><b>Corroboration: what conclusions can you draw about FDR’s strategy with the addition of this document?</b></p>	<p><b>What questions does this document raise for me?</b></p>

**Optional Document F**

1. "The average Mississippian can't imagine himself chipping in to pay pensions for able-bodied Negroes to sit around in idleness ... while crops are crying for workers..."

Source: Editorial Board, *Jackson (Mississippi) Daily News*, June 30, 1935.

2. "There is a racial question involved here, and you cannot prescribe the same wage for the black man as for the white man."

Source: Representative Martin Dies, Democrat, Texas, in debate in the U.S. House of Representatives, 1937.

Sourcing: Based on the sourcing information, I predict this author will...	Close reading: What is this document saying?	What questions does this document raise for me?
1.		
2.		

### Conversation Roundtable

Why did the New Deal exclude some people even though FDR said "We are going to make a country in which no one is left out"? *Explain your rationale for your answer and provide evidence from the documents.*

1. My notes	2. What _____ said
5. Group answer	
3. What _____ said	4. What _____ said

## Homework

*Instructions: Read and annotate the text below to answer the question, What were the long-term effects of New Deal exclusions on African Americans?*

### INTERVIEW WITH DALTON CONLEY<sup>1</sup>

edited transcript

Source: PBS Race: The Power of an Illusion, 2003.

([https://www.pbs.org/race/000\\_About/002\\_04-background-03-03.htm](https://www.pbs.org/race/000_About/002_04-background-03-03.htm))

*Dalton Conley is director of the Center for Advanced Social Science Research (CASSR) and an associate professor in the Department of Sociology at New York University. He is the author of Being Black, Living in the Red: Race, Wealth, and Social Policy in America.*

#### What does the wealth gap have to do with race?

The one statistic that best captures the state of racial inequality in America today is wealth, or net worth. If you want to know your net worth, just add up everything you own, subtract all your debts and that's your net worth.

Today, the average Black family has only one-eighth the net worth or assets of the average white family. That difference has seemingly grown since the 1960s, since the Civil Rights triumphs, and is not explained by other factors like education, earnings rates or savings rates. It is really the legacy of racial inequality from generations past. No other measure captures the legacy -- the cumulative disadvantage of race for minorities or cumulative advantage of race for whites -- than net worth or wealth.

#### How did the wealth gap come about?

There's a lot of reasons why there are enormous wealth gaps between minorities and whites in America. The most simple answer is, it takes money to make money. Part of the reason that there's this enormous gap is because whites have long had higher wages and wealth to pass on from generation to generation. And it's like a snowball -- it gets bigger and bigger as it gets passed on, and the interest gets compounded. That's partly the reason why the wealth gap has actually increased since the 1960s, since the civil rights times.

But that's not the whole story. There's a long history of exclusion of minorities from wealth accumulation in America, going back to right after the Civil War.

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<sup>1</sup> Note: the last paragraph on minimum wage laws has been added by Debating U.S. History.

First of all, during slavery, slaves were forbidden legally in most cases from owning anything, including their own bodies. After the Civil War, Jim Crow laws instituted policies such as the Black Codes, which required black entrepreneurs to pay, for example, a \$100 licensing fee but required whites to pay nothing. Back in 1870, \$100 was basically like a million dollars today. It would shut people out of business. So blacks in the 19th century through that mechanism, and through pure terror, threats of lynching, were precluded from becoming business owners, as one example.

By the 20th century, you had the institution of redlining as a policy in which banks rated neighborhoods for loans based on a four-tier system, red being the lowest ranking that a neighborhood could get. And African American neighborhoods were invariably given this red circle around them, and no loans from private banks would go into that system. That was a policy that was initiated by the federal government and adopted by private lenders.

Fast forward to the New Deal, when Roosevelt really cut a devil's deal with white southern senators. He didn't overtly exclude blacks from Social Security, but subtly did it by excluding agricultural workers and domestic workers, who were predominantly minorities, from receiving Social Security benefits. This was done to appease southern Senators, to exclude African Americans, who were disproportionately employed in those two sectors. It wasn't until the Truman Administration that that got corrected. But there's a whole generation of elderly African Americans that didn't receive Social Security benefits, when in fact, it was the biggest giveaway of all, because no one had paid into the system yet.

So you had whites receiving this sort of windfall, and blacks not getting it. More poor black elderly not receiving Social Security means that working families in the African American community have to support them and pay for it. So it's not only an issue of that generation. It trickles down through issues of inheritance and having to support the aged.

Similarly, the Federal Fair Labor Standards Act (FLSA) of 1938 (which set a minimum wage and limited the hours of a work week) excluded professions in which many African Americans worked such as domestic work (cleaning, child care, caring for sick or elderly people) and agricultural labor. Although the FLSA was amended (in 1974) to include domestic employees such as housekeepers, full-time nannies, chauffeurs, and cleaners, and in 2015 to include home healthcare workers, many professions are still not covered (e.g., farm workers, seasonal workers, newspaper deliverers, "informal" workers such as babysitters, and tipped workers such as restaurant servers).

(To learn more about these exemptions: <https://www.minimum-wage.org/articles/minimum-wage-exemptions> )

*What were the long-term effects of New Deal exclusions on African Americans?*

Debating U.S. History  
Unit 8 - Depression Vocabulary Quiz

Name:

1. Which of the following is an example of a **farm implement**?

- a) A pig
- b) A tractor

2. Many farmers in the 1920s were **strapped with debt**. You could also say that they were \_\_\_\_\_ in debt.

- a) Mired
- b) Compounding a problem
- c) Hard pressed

3. Federal banking policy **inadvertently** weakened the economy during the early years of the depression. In other words, these policies

- a) were designed to weaken the economy
- b) had the unintended consequence of weakening the economy
- c) reflected a secret plot to weaken the economy

4. During the Great Depression, the decline in farm income **reverberated** throughout the economy. In other words,

- a) farmers made far less money than city workers made
- b) farmers' problems had a huge impact on the whole economy
- c) farmers' complaints were heard throughout the country

6. Which of the below was a nickname for a **migrant** who was forced to leave his or her home to look for work and food during the Great Depression?

- a) An Okie
- b) A bum
- c) A bootlegger

7. Farmers contributed to the conditions that created the **Dust Bowl** by

- a) irrigating
- b) overcropping
- c) sharecropping

5. For each of the pictures below, circle the vocabulary word to correctly label the picture:

8. President Herbert Hoover promised Americans "**prosperity** was just around the corner." By this he meant:

- a) the country was about to fall into a terrible depression
- b) criminals were lying in wait around every corner
- c) the American economy was going to recover soon.

9. Which of the following is an example of falling **commodity** prices during the Great Depression?

- a) During the Great Depression, people couldn't afford to buy milk, so farmers couldn't sell enough and had to lower the price they charged for their milk.
- b) During the Great Depression, many charities gave bread and soup away for free to those who needed it.

Debating U.S. History  
Unit 8 - Depression Vocabulary Quiz

Name:



**a. sharecroppers / hobos**

10. If a family's home is **foreclosed** upon, it means that they:

- a) probably had to move to find a job in another city.
- b) had to leave the country because they were repatriated to their own countries.
- c) they couldn't pay the mortgage, so the bank evicted them and took their home.

11. In the 1920s, the American government's **laissez-faire** policies allowed many big business owners to accumulate large fortunes. These policies

- a) supported workers with social programs so that they could work long hours.
- b) did not regulate individual businesses or industries.
- c) protected workers' rights such as the right to work in a safe environment and for a minimum wage.

12. Which of the following is NOT a part of a **welfare state**?

- a) Short-term cash payments to people who have very low incomes
- b) Food stamps, which enable low-income families to get food for free
- c) Food pantries run by churches
- d) Childcare subsidies to enable low-income mothers to get jobs

13. Which of FDR's New Deal government programs listed below **persists** to today and provides a **pension** to all?

- a) Tennessee Valley Authority

**b. sharecroppers / hobos**

- b) Social Security Administration
- c) Federal Deposit Insurance Corporation
- d) Civilian Conservation Corps

14. Which of the following is NOT an example of an **infrastructure** project?

- a) Laying down a new highway
- b) Helping banks charge a lower interest rate for companies that are doing construction
- c) Repairing the pipes for a region's water system
- d) Installing computers in city schools

15. Why did people say that the New Deal was destroying **free enterprise**?

- a. Because Roosevelt did not want electricity companies and other businesses to be able to make a money.
- b. Because the New Deal put the government directly in charge of some functions that private businesses used to handle (like electricity in the Tennessee Valley).

16. Which of the below is an example of **collective bargaining**?

- a. when all consumer goods go on sale at the same time
- b. when the government lowers the price of commodities
- c. when a union representative negotiates with owners on workers' behalf

17. What does a "**run on banks**" mean?

Debating U.S. History  
Unit 8 - Depression Vocabulary Quiz

Name:

- a. People were running around the banks protesting, because they were angry they lost their money.
- b. People were going in mass numbers to withdraw all of their money out of the banks.

18. "Congress enacted numerous **relief measures**" means that

- a) Congress passed many laws to help people who were struggling because of the Depression.
- b) Congress passed many laws to encourage businesses to open and hire expand.



## STUDY GUIDE: The Great Depression

### Main Topics

- The main **causes of the Depression** were:
  - **overproduction of consumer goods**: by the late 1920s people weren't buying as many toasters, washing machines, cars, etc. anymore; but the factories kept on making them in high numbers – many companies went bankrupt (out of business).
  - **overproduction of farm crops**: as Europe recovered from WW I, they didn't need food from the US anymore, but US farmers kept growing many crops; this led to an oversupply of farm crops and very low prices –many farmers had trouble surviving.
  - **too much credit** – many people and businesses were buying the new consumer products on credit; when the economy slowed, many couldn't pay their debts.
  - **speculation on the stock market** –people got rich in the 1920s buying risky stocks “on margin” (with credit); when the stock market crashed, many lost their life savings.
- President Herbert Hoover did not respond well to the Depression – he ignored people's suffering and kept telling the country that things would get better soon. He believed in **laissez-faire**, or that the government should never intervene in the economy.. Homeless people built villages of shacks they called “**Hoovervilles**.” Sometimes newspapers were called “Hoover blankets” – since people who couldn't afford blankets used newspapers instead.
- Here are some other important effects of the Great Depression:
  - Many people were hungry, they did not have money for food; **bread lines** formed in order to feed people.
  - Thousands of **hobos** roamed the US, wandering from city to city by hitching on railroad cars, searching for food and work.
  - In the Great Plains, drought (no rain), combined with poor economic conditions, led to the **Dust Bowl** – when the sky of the Great Plains was filled with so much dust that many farmers had to leave their farms and flee (many went to California).
  - The **Bonus March**: WW I veterans marched on Washington, demanding the bonus that the government had promised them; they camped out in city parks – eventually, military troops were used to chase them out; the violence used against the Bonus Marchers was seen by many Americans as wrong, another bad mark for Hoover.
- Franklin Delano Roosevelt was elected President in 1932, the worst year of the Depression. He began the program known as the **New Deal** – a combination of **work relief** (jobs in public works projects), **direct relief** (money, such as the Social Security program), and **bank reform** (improvements in the banking system, such as FDIC insurance of savings accounts).
- FDR's New Deal is remembered as a big success in helping the US survive the Depression.

- The one negative for FDR in the '30s was the **court-packing scandal** – when FDR tried to increase the number of Supreme Court justices from 9 to 15. He wanted to appoint new justices who would be more friendly to his New Deal programs, but Congress stopped him.

**Important Terms & People**

overproduction  
speculation  
credit  
stock market crash  
Hooverville  
Laissez-faire  
Hoover blanket  
bread line  
soup kitchen  
hobo  
Dust Bowl  
Bonus March  
New Deal programs  
work relief  
direct relief  
bank reform  
Social Security  
court packing

**Study Questions**

1. What did overproduction of consumer goods and farm products have to do with the beginning of the Great Depression?
2. What were other main causes of the Great Depression?
3. How did the Depression affect the everyday lives of Americans?
4. What was the Dust Bowl? How did it affect farmers in the Great Plains?
5. How was FDR's response to the Depression different from that of Herbert Hoover?
6. What was the New Deal? What has been a major lasting effect of the New Deal?
7. Give some examples of New Deal programs and how they tried to help Americans survive the Great Depression.
8. Why did some people think that the New Deal went too far in the direction of socialism?
9. Why did FDR try to "pack" the Supreme Court, and how did this action challenge the principle of checks and balances?