

Grade 11 Instructional Guide

Model Lesson 3: The Effects of the Great Depression Era

Standard

11.6.3 - Describe the human toll of the Depression, natural disasters, and unwise agricultural practices and their effect on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.

History/Social Science Analysis Skills Connection

Chronological and Spatial Thinking

- Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
- Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that developed between population groups, and the diffusion of ideas, technological innovations, and goods.

Historical Research, Evidence, and Point of View

- Students distinguish valid arguments from fallacious arguments in historical interpretations.
- Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

- Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
- Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
- Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

Guiding Inquiries:

1. How do economic factors influence the political and social fabric of a country?
2. What were the effects of the Depression on people and society?
3. What is historical empathy?

Materials

Student Handout 1: Great Depression Scenarios

Student Handout 2: Background Reading Graphic Organizer

Student Handout 3: Quote Analysis and Anticipation Guide

Student Handout 4: Data Analysis Graphic Organizer

Student Handout 5: Document Analysis Graphic Organizer

Student Handout 6: Effects of the Great Depression Spectrums

Student Handout 7: Writing Prompt and Task Sheet

Student Handout 8: Writing Graphic Organizer

Student Handout 9: Student Reflection

Document 1: Background Reading

Document 2: Graphs of the Great Depression
Document 3: Soup Kitchen and Breadline Pictures
Document 4: Okie Family with Jalopy and Billboard Pictures
Document 5: Dust Bowl and Map Pictures
Document 6: California Unemployment Commission, 1932
Document 7: Oral History Excerpt
Document 8: Oral History Excerpt - Maria Luna
Document 9: Dr. Townsend's Plan
Document 10: Huey Long "Share the Wealth" plan
Document 11: Excerpts from San Francisco Chronicle
Transparency 1: Writing Prompt
Transparency 2: Image and Hurston Quote
Transparency 3: Line-Graph: Personal Income
Transparency 4: Line-Graph: Unemployment
Transparency 5: Line-Graph: PCE-Food
Transparency 6: Line-Graph: PCE-Gas/Oil
Transparency 7: Line-Graph: PCE-Housing
Transparency 8: Bar-Graph: PCE-Entertainment
Transparency 9: Bar-Graph: Population Change by State
Transparency 10: Bar-Graph: Membership of Political Movements, 1935
Transparency 11: Effects of the Great Depression Spectrums
Transparency 12: Writing Graphic Organizer

Questions for Lesson Study

1. Can students see the interrelationship of political, economic, and social aspects of a given historical event?
2. Can students draw inferences and make sound conclusions from a variety of historical sources?
3. What factors lead to the development of historical empathy in students?

Lesson Overview

In this lesson, students will learn about the effects of the Great Depression had on people's lives, how disaster in the economic sphere brought deep social and personal problems, as well as new strains of thought and culture. Students will begin by becoming familiar with the experience of various groups living during the Great Depression. Next, students will read background information to gain a contextual understanding of the effects of the Great Depression. Students will then develop an understanding of the effects of the Depression by analyzing various historical data of the time period. Finally, students will evaluate primary sources during the 1930s to develop a historical argument based on the prompt. The lesson has been crafted to fit the structure of a 50 minute instructional period and will take four days. The essay prompt to which students will respond is:

To what extent did the Great Depression impact the United States?

Textbook Correlation: Glencoe pages 474 - 481, McDougal Littell pages 472 - 478, Prentice Hall pages 513 - 524.

Day 1	
Teacher/Student Activities	Helpful Hints
<p>Hook The lesson begins with students reading six scenarios on Student Handout 1. The scenarios all relate to various experiences that different groups of people had during the Great Depression. Encourage students to put themselves “in the shoes” of the different individuals and to think about possible responses. Students are to respond to three scenarios of their choosing. There is no right answer.</p> <p>After students have taken about 5 minutes to work on the handout, spend a few minutes to have students share their responses with a pivot or shoulder partner. Call on a few pairs to share a few of the items. Debrief the scenarios by pointing out that the Great Depression impacted people in different ways. Discuss the various types of impacts that the scenarios bring out (regionally, socially, economically, racially, etc.). Respond to student questions regarding the ideas and experiences in the scenarios.</p>	<p><u>Time Suggestion:</u> 10 minutes</p>
<p>Lesson Overview and Writing Prompt Inform students that they will be learning about the impact that the Great Depression had on the United States over the next few days. Explain the concept of historical empathy to students as well and provide examples if needed.</p> <p>Introduce the culminating writing prompt by having students quickly examine Student Handout 7 while projecting Transparency 1.</p>	<p>5 minutes</p>
<p>Background Reading and Instructional Conversation Students will gain an historical understanding of the effects of the Great Depression by reading and discussing Document 1. Students will read and complete Student Handout 2 in cooperative groups of four. The literacy strategy <i>Say Something</i> will be used to complete the task. <i>Say Something</i> is a group reading strategy for constructing meaning from text-based information. Through structured exchanges, group members develop relationships between new information and what they already know or believe. This thinking out loud, supported by attentive listening, enhances individual and shared understanding. Furthermore, this strategy assists in comprehension and analyzing the text through multiple perspectives or lenses.</p> <p>Arrange students in groups of four. Each student will be required to proctor and share the facts/details they found in their assigned reading. Document 1 has five topics. The teacher will model the <i>Say Something</i> strategy as a class with the first topic and students will then follow this process in their groups of four with the remaining topics.</p> <p>First, have the class silently read the first topic on Document 1; <i>Life during the Depression</i>. As students read, have them list four facts/details on Student Handout 2. Encourage students to mark up the text by circling or underlining the items they have identified first then make the appropriate notations.</p> <p>Allow three for students to read and take notes independently. The</p>	<p>30 minutes</p> <p>Scaffold the reading by grouping stronger readers with those students who may need additional support.</p>

<p>teacher will then lead the discussion of the four important points he/she found. Next, ask the class if they have <u>other</u> details they feel are important that the teacher may have missed. Add additional facts to Student Handout 2.</p> <p>Now have the students follow the process in their groups of four. Number off students one to four. The entire group will read at the same time the second section on Document 1. Allow 3 to 5 minutes to read and make notations of the student handout for each section and 2 to 3 minutes to debrief each section. The time frame for this strategy is intentionally brief. It is effective to post times for each phase of the process. Project Transparency 13 to assist students of the process and to stay on task. Write on the transparency the time to complete each section of Document 1.</p> <p>After students have completed the reading and taking notes on Student Handout 2, have them discuss in their groups possible answers to the focus question. Then have the students individually answer the focus question on Student Handout 2.</p> <p>Debrief the discussion process by asking students to consider their thinking before the discussion and after the discussion. How did they benefit from the discussion?</p> <p>The Illustration task will be completed as homework.</p>	
<p>Quote and Visual Reflection</p> <p>To further develop student historical empathy project Transparency 2, read the quote aloud to the students. Have students do a short think-pair-share with a partner to share their reactions to the quote and image. Inform the students that the source of the quote is Zora Neale Hurston. She was a prominent African American writer who had lived through the Depression. In addition inform them that the picture was taken during the Great Depression by Dorothea Lange, a famous photographer of the Great Depression.</p> <p>Discuss the relationship between the quote and the visual as well as the information that students have learned about in the background reading. Compare and contrast the experiences of people and poverty during the Great Depression with life today. The intent of the activity is to have the students connect to the lives of people in the 1930s, increasing historical empathy.</p> <p>The teacher can have students break down the quote by listing the verbs: “smells”, “dropping”, and “rotting”. Look at the qualifiers: “Dead”, “dry”.</p> <p>In addition a few of the following questions could be discussed:</p> <ul style="list-style-type: none"> • What smells like death? • What does Hurston mean about dreams “dropping off the heart”? • How does an understanding of the context of the image and quote affect the tone (feeling) of the quote? • What is a connection between the quote and the background 	5 minutes

reading?	
<p>Homework Have students complete their illustration task on Student Handout 2. Also, possibly have students create a short paragraph or poem which represents their illustration and their understanding of the effects of the Great Depression.</p>	

Day 2	
Teacher/Student Activities	Helpful Hints
<p>Review Homework Have students quickly share their illustrations and poem/paragraph from the homework with a partner before turning them in.</p>	<p><u>Time Suggestion:</u> 5 minutes</p>
<p>Quote Reflection Students are to read and reflect on the quote on Student Handout 3. Ask students to explain the quote. The teacher will conduct a think-aloud providing further insight and interpretation of the quote.</p> <p>Inform students that they will be learning about the impact that the Great Depression had on families, communities, and regions by analyzing statistical data during the Great Depression. Help students to realize the significance of the data so that they have the appropriate sensitivity and empathy.</p>	5 minutes
<p>Anticipation Guide for the Great Depression Students will complete a short anticipation guide to activate their interest in analyzing statistical data about the Great Depression. Students are to read each statement on Student Handout 3 and predict if it is true or false. Students should briefly explain their reasoning in the space provided.</p>	5 minutes
<p>Data Analysis of the Great Depression Students will partner with another student to analyze the graphs and answer the question using Document 2 and Student Handout 4. Inform students that they will learn about the impact that the Great Depression had on the United States by analyzing the graphs and answering questions on Document 2. Explain how the charts work. Point out to students the titles, the Y axis, and the X axis, especially the numerical meanings of the Y axis in the charts. The line and bar graphs are intended to give the students the overall trends and the gist of life in the 1930s.</p> <p>Model the process using Transparency 3 - 10.</p> <p>After completing the analysis all the graphs, have students brainstorm possible answers to the focus question on Student Handout 4 with their partner.</p>	<p>30 minutes</p> <p>Students who need additional support analyzing graphs should refer to the section in their textbook which offers this specific instructional support.</p>
<p>Exit Pass Have students connect the data to the quote by answering the focus question on Student Handout 4.</p>	5 minutes

Day 3	
Teacher/Student Activities	Helpful Hints
<p>Read-Aloud Have students read exit passes from Day 2 referring to the relevant</p>	5 minutes

graphs when appropriate using the transparencies.	
<p>Jigsaw Activity: Arrange students into groups of three. Students will analyze Documents 3 - 11 using a variation of the Jigsaw instructional strategy. The purpose of this strategy is to develop cooperative learning skills while also allowing for more information to be analyzed in a shorter time frame. Each member is to analyze one photograph (Documents 3 - 5) and two written sources (Document 6 - 11) recording their information on Student Handout 5. After students individually analyze their documents, the group members will share out their analysis and answers with their group.</p> <p>After students begin working, check-in with each group to make sure they are clear on the process and to answer any questions they may have. Identify common challenges or misperceptions students are having and spend some time to debrief as a full group addressing challenges while reinforcing key content from the documents.</p>	<p>30 minutes</p> <p>Allow struggling readers to analyze the documents with stronger readers.</p> <p>A potential grouping of documents - Student 1 - Documents 3, 6, 7 Student 2 - Documents 4, 8, 9 Student 3 - Documents 5, 10, 11</p>
<p>Historical Spectrums To further consider the impact of the Great Depression, students will complete Student Handout 6 in their jigsaw groups of three. Read the writing prompt to the class using Transparency 1 and have students complete the three spectrums by placing an "X" on the continuum of each category based upon their interpretation. Students should also provide a brief explanation of their thinking. This activity will serve as an additional preparation for the writing task. Spend time to break down the prompt with the students. In particular emphasize the meaning of the phrase "to what extent" as this may be new to students.</p> <p>After students have completed Student Handout 6 in their groups, project Transparency 5 and conduct a class survey. Discuss the different ways of looking at the impacts. Have students support their thinking using evidence from the documents. If all groups place X's on the far right of the spectrum, play the role of devil's advocate to push students to support and explain their thinking. Discuss which category may have had the greatest impact.</p>	<p>15 minutes</p>
<p>Homework Have students draft their introduction and thesis statement for homework using Student Handout 8.</p>	

Day 4	
Teacher/Student Activities	Helpful Hints
<p>Thesis Review Review thesis statements that were written for homework. Project and/or read-aloud a few samples to share models of exemplary work or to discuss areas for improvement.</p>	<p>5 minutes</p>
<p>Prompt Project Transparency 2. Have students read Student Handout 7. Briefly review the prompt with the students as well as the writing tasks. Unpack the prompt in the same manner that was done in Lesson 2 if needed.</p> <p>Discuss potential ideas for body paragraphs with students. Impacts could</p>	<p>10 minutes</p> <p>Struggling writers may co-construct a thesis.</p>

<p>range from big picture impacts like political, social, and economic to specific impacts such as impacts on farmers, California, and Mexican-Americans.</p>					
<p>Writing Graphic Organizer and Essay Have students plan their essay using Student Handouts 5, 7 and 8. Allow students to partner with another student to collaborate on ideas if needed. Students should take 15 minutes to complete the organizer and an additional 15 minutes to begin their essays. Project Transparency 12 to assist students in the organization of their essay.</p> <p>Students should complete a final draft on a separate sheet of paper or by typing for homework or in class the next day.</p>	<p>30 minutes</p> <p>Struggling writers should be allowed to partner and co-construct the essay.</p>				
<p>Student Reflection Have the students reflect on their own learning. Have them complete the following reflection quadrant, on Student Handout 9. For example:</p> <p>Based on what I have done in this lesson, I have learned the following about</p> <table border="1" data-bbox="186 821 1133 1024"> <tr> <td data-bbox="186 821 657 926">Impact of Great Depression</td> <td data-bbox="657 821 1133 926">Graph analysis</td> </tr> <tr> <td data-bbox="186 926 657 1024">historical empathy</td> <td data-bbox="657 926 1133 1024">my learning</td> </tr> </table> <p>This is a metacognition activity providing students with self-reflective feedback and time to consider their own learning. When students are taught to think about their own thinking and learning, they gain knowledge.</p>	Impact of Great Depression	Graph analysis	historical empathy	my learning	<p>5 minutes</p> <p>Read some reflections back to students during the next day.</p>
Impact of Great Depression	Graph analysis				
historical empathy	my learning				

Student Handout 1

Great Depression Scenarios

Directions: The following scenarios represent the experiences of different people during the Great Depression era in the United States. Read the scenarios and choose three to respond to. Put yourself in the place of that person or group.

Scenario 1: You are a factory owner in Detroit. Over the last two years you have seen your profits drop tremendously. Although you are producing the greatest amount of products ever at a decent price, people are just not buying.

What will you do? Why? _____

Scenario 2: You are a wheat farmer in Oklahoma. You have been farming your whole life. Your farmland is turning to dust due to a lack of rain and poor farming practices. You are out of money and have been unable to grow or sell anything for a year. You have 5 kids and a wife.

What will you do? Why? _____

Scenario 3: You are a Mexican-American who was born and raised in California. You are a law-abiding citizen who has been working at a ship-yard. You have been hearing rumors of a government plan to take away your job and send you to Mexico so that a “real American” can take your place.

What will you do? Why? _____

Scenario 4: You are a mother of three young children living in Sacramento, California. Your husband has been out of work for 18 months and you are being evicted from your home. Your sister in San Francisco has offered to take your children until you and your husband find work.

What will you do? Why? _____

Scenario 5: You are a sheriff in Arizona. Every day numerous unemployed young men from across the country are coming to your city either by train or on foot. The local citizens are fearful that these outsiders are going to ruin the town.

What will you do? Why? _____

Scenario 6: You are a teenager from Harlem, New York. Your father and most of the other African-American men from your community have lost their jobs. Many have lost their homes since they cannot afford to make the payments.

What will you do? Why? _____

Student Handout 2

Historical Background Reading on the Impact of the Great Depression

Directions: Read **Document 1** and take notes below of important facts and details from each section of the document. After, answer the focus question based on your analysis of the important facts/details you made notations of from the reading. Finally, complete an illustration related to your reading.

Focus Question: How would you characterize the impact of the Great Depression?

Life during Depression

Latino/African American

Farmers

Political Movements

Culture during Depression

Facts/Details

-
-
-
-

Facts/Details

-
-
-
-

Facts/Details

-
-
-
-

Facts/Details

-
-
-
-

Facts/Details

-
-
-
-

The impact of the Great Depression can be characterized as _____
_____ because _____

Answer
Focus
Question

Student Handout 2

Illustration: Sketch a picture related to your reading. This can be a drawing, cartoon, diagram, flow-chart– whatever. You can draw a picture of something that is specifically referred to in the text or something from your own experience or feelings, something the reading made you think about.

Student Handout 3

Quick Write

Directions: Read the quote below. Explain the meaning of the quote in your own words.

“Behind every statistic, is a person.”

Anticipation Guide for the Great Depression

Directions: Read each statement below. Predict if you think each statement is true or false and explain why you think so.

STATEMENT	Prediction	Explain why you think so . . .
Individual income increased in the 1930s.	True or False	
The unemployment rate in the 1930s was a typical cycle of the economy in the U.S.	True or False	
Fuel and gas consumption decreased during the 1930s.	True or False	
People spent about the same on entertainment in the 1930s as they did in the late 1920s.	True or False	
House prices maintained their value during the 1930s.	True or False	
People maintained optimism through the Depression that it would end sooner rather than later.	True or False	

Student Handout 4

Data Analysis Graphic Organizer

Directions: Complete the following organizer as you analyze the graphs on **Document 2**.

Focus Question: What does the data tell you about people's lives during the Great Depression?

Graph Information	Which of the following sentences about the graph is true?	What might be some possible explanations for this?	Graph Category
<p><u>Title:</u> <i>Personal Income</i></p>	<p>A. Personal income increased to record levels in the 1930s.</p> <p>B. Personal income decreased from 1929 to 1933.</p> <p>C. An individual's income was about \$400 a month in 1932.</p> <p>D. Taxes caused a decrease in personal income in the 1930s.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>
<p><u>Title:</u> <i>Unemployment</i></p>	<p>A. Unemployment levels remained the same throughout the 1930s.</p> <p>B. Unemployment decreased drastically from 1930 to 1935</p> <p>C. Unemployment increased dramatically from 1929 to 1933.</p> <p>D. Unemployment levels were highest in the northeast.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>
<p><u>Title:</u> <i>PCE: Food</i></p>	<p>A. Food prices increased in the 1930s.</p> <p>B. Food expenditures decreased in the 1930s.</p> <p>C. Food expenditures cost the government more in the 1930s.</p> <p>D. People spent about \$15,000 for food in 1931.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>

Student Handout 4

Graph Information	Which of the following sentences about the graph is true?	What might be some possible explanations for this?	Graph Category
<p><u>Title:</u></p> <p><i>PCE: Gas/Oil</i></p>	<p>A. Fuel consumption decreased in the 1930s.</p> <p>B. Gas/Oil expenditures rose in the 1930s.</p> <p>C. An individual's average expenditure of gas/oil in 1936 was less than \$2000 a year.</p> <p>D. The price of gas/oil increased in the 1930s.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>
<p><u>Title:</u></p> <p><i>PCE: Housing</i></p>	<p>A. Housing expenditures rose throughout the 1930s</p> <p>B. Housing prices declined on average during the 1930s.</p> <p>C. Home sales declined to record levels in 1936.</p> <p>D. The 1930s home sales decreased by over \$8,000.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>
<p><u>Title:</u></p> <p><i>PCE: Entertainment</i></p>	<p>A. More people went to the movies from 1932 to 1934.</p> <p>B. Spending for entertainment in the 1930s returned to pre-Great Depression levels.</p> <p>C. Movie tickets prices increased during the 1930s.</p> <p>D. The cost of entertainment in 1936 was \$600 million.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>

Student Handout 4

Graph Information	Which of the following sentences about the graph is true?	What might be some possible explanations for this?	Graph Category
<p><u>Title:</u></p> <p><i>Population Net Change by State</i></p>	<p>A. The population went down in California.</p> <p>B. The population went up in all states.</p> <p>C. The population rose in California between 1930 and 1940.</p> <p>D. The population stayed the same during the 1930s in all states.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>
<p><u>Title:</u></p> <p><i>Membership of Political Movements 1935</i></p>	<p>A. The Share Our Wealth Club increased in membership from 1935 to 1938.</p> <p>B. Most of the political movements in the 1930s were socialist movements.</p> <p>C. The Townsend Club was mainly people from the mid-west.</p> <p>D. Millions of people were politically active in the 1930s.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>

Focus Question: What does the data tell you about people's lives during the Great Depression? _____

Student Handout 5

Document Analysis Graphic Organizer

Directions: Complete the following organizer as you analyze **Documents 3 - 11**.

Focus Question: To what extent did the Great Depression impact the United States?

Document Information	What is the main idea of the document?	How does the document show the impact of the Great Depression on people?	What is the evidence from the document that supports your claim?	Circle Document Category
<u>Document 3</u> <u>Source:</u>				Economic Political Social
<u>Document 4</u> <u>Source:</u>				Economic Political Social
<u>Document 5</u> <u>Source:</u>				Economic Political Social

Student Handout 5

Document Analysis Graphic Organizer

Directions: Complete the following organizer as you analyze **Documents 3 - 11**.

Focus Question: To what extent did the Great Depression impact the United States?

Document Information	What is the main idea of the document?	How does the document show the impact of the Great Depression on people?	What is the evidence from the document?	Circle Document Category
<u>Document 6</u> <u>Source:</u>				Economic Political Social
<u>Document 7</u> <u>Source:</u>				Economic Political Social
<u>Document 8</u> <u>Source:</u>				Economic Political Social

Student Handout 5

Document Analysis Graphic Organizer

Directions: Complete the following organizer as you analyze **Documents 3 - 11**.

Focus Question: To what extent did the Great Depression impact the United States?

Document Information	What is the main idea of the document?	How does the document show the impact of the Great Depression on people?	What is the evidence from the document?	Circle Document Category
<u>Document 9</u> <u>Source:</u>				Economic Political Social
<u>Document 10</u> <u>Source:</u>				Economic Political Social
<u>Document 11</u> <u>Source:</u>				Economic Political Social

Student Handout 6

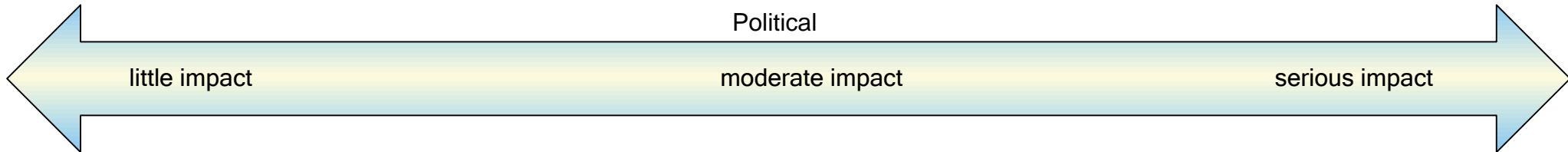
Effects of the Great Depression

Prompt: To what extent did the Great Depression impact the United States?

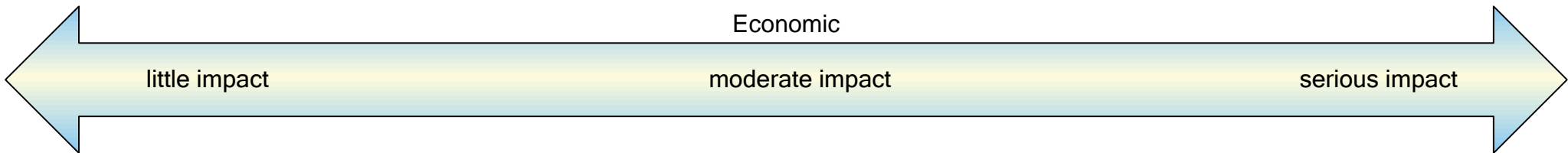
Directions: Mark X on each spectrum below based on your evaluation of the evidence. Explain why you placed an X where you did.



Explanation:



Explanation:



Explanation:

Student Handout 7

Impact of the Great Depression Writing Assignment

Historical Background

The Great Depression which began in 1929 was the greatest economic crisis in U.S. history. This period altered the political and economic institutions in the United States. The effect of the Great Depression on peoples' lives brought with it deep social and personal problems as well as new strains of thought and culture.

Prompt

To what extent did the Great Depression impact the United States?

Tasks

1. Write an introduction in which you explain the background of the Great Depression.
2. End the introductory paragraph with a thesis sentence which takes a clear historical position.
3. Address at least three specific impacts of the Great Depression on the United States.
4. Write multiple body paragraphs in which you support your thesis with appropriate evidence.
5. Use evidence from multiple documents and cite sources.
6. Write a conclusion in which you restate your thesis and add any additional insight, historical significance or connections to the present.

Suggested terms to use in your writing

social
economic
political
cultural
impact
significant
Great Depression
unemployment
foreclosure
drought
Dust Bowl
Okie
personal income
political movements
breadlines
soup kitchens
shantytowns
welfare

Student Handout 8

Writing Graphic Organizer

Paragraph 1	<u>Historical Context:</u> 2-3 sentence summary of the Great Depression.		
	<u>Thesis:</u> Your position on the impact of the Great Depression on the United States.		
Paragraph 2	<u>Main Idea</u> <i>Impact 1</i>	Topic Sentence	
		Supporting Detail/Evidence	
		Supporting Detail/Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 3	<u>Main Idea</u> <i>Impact 2</i>	Topic Sentence	
		Supporting Detail/Evidence	
		Supporting Detail/Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 4	<u>Main Idea</u> <i>Impact 3</i>	Topic Sentence	
		Supporting Detail/Evidence	
		Supporting Detail/Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 5	<i>Restate Thesis</i>		
	<i>Review Main Points</i>		
	<i>Final Thought</i>		

Student Handout 9

Student Reflection

Direction: Complete each section with your reflections to the prompt.

Based on what I have done in this lesson, I have learned the following about...

Impact of the Great Depression

Graph analysis

Historical empathy

My learning as a student

Document 1

Background Reading: The Impact of the Great Depression

Directions: Read the information below and take notes on **Student Handout 2** then answer the focus question.

Notes/Questions

The Great Depression began in the late 1920s and continued through the 1930s impacting the United States economically, socially, and politically.

Life during the Depression

The Great Depression changed the lives of millions of Americans. People in cities lost their jobs and homes, lived in shantytowns, and got food from soup kitchens and bread lines. David Kennedy, Professor of History from Stanford University writes:

In that era, the typical household had only one wage earner in it. So when we talk about one in four people being unemployed, we're really talking about one in four households in the country with no visible means of support, no reliable income. Today the typical household has two wage earners.

Families suffered as men became hoboes riding freight trains or hitchhiking across the U.S. looking for work. Many women were forced to look for jobs for the first time and often for low wages. Suicide rates rose by 30%, alcoholism rates went up, and the numbers of people who were sent to state mental hospitals from nervous break downs increased by 50%. Children's health suffered and some children died from diseases caused by their malnutrition. From 1929-1939, over 250,000 young people left home in hope and desperation looking for work and leaving families forever. Many children resorted to writing letters to Eleanor Roosevelt begging for her old clothes. Every element of society in every region of the country was touched by the social and economic impact of the Great Depression.

Latino and African American Experiences of the Great Depression

The economic collapse of the Great Depression impacted people of color. Latinos were targeted for attacks and deportation (being forced to leave the country). Kennedy writes:

. . . there were a lot of forcible deportations of Mexicans, and Mexican-Americans, both citizen and non-citizen alike. And although the exact numbers may not be precisely known, at least tens of thousands and perhaps hundreds of thousands of Mexican immigrants who'd been in the country a decade or so were exported back to Mexico. most of them against their will in the 1930s.

African American unemployment was over 50%. In many instances African Americans were the last hired and the first fired. In northern cities like Chicago, the vast majority of African Americans were far below the poverty line earning less than \$1,000 a year. Furthermore they faced discrimination by local officials when attempting to receive government relief.

Document 1

Notes/Questions

Farmers' Experiences during the Depression

The Dust Bowl changed the life of the farmer and the demographics of the United States. To grow more crops during World War I, farmers removed grass and trees from huge areas of the Great Plains from Canada to Mexico. The land was quickly exhausted of nutrients and became useless for much farming. A drought for several years in the early 1930s turned soil to dust; high winds at the same time blew dust for hundreds of miles. Timothy Egan accounts events of the Dust Bowl in his book, *The Worst Hard Times*.

. . . a storm in May 1934 carried the wind blown shards of the Great Plains over much of the nation. In Chicago, twelve million tons of dust fell. New York, Washington—even ships at sea; three hundred miles off the Atlantic coast—were blanketed in brown.

With more people unable to buy food in the cities, farmers found that their already low income dropped by one half. Many farmers lost their farms because of low crop prices and huge debts. Farm foreclosure sales grew by 25%. Hundreds of thousands of people packed their belongings and left the Great Plains to look for work. Egan states:

At its peak, the Dust Bowl covered one hundred million acres. An area the size of Pennsylvania... More than a quarter-million people fled the Dust Bowl in the 1930s. . . . American meteorologists rated the Dust Bowl the number one weather event of the twentieth century . . . historians say it was the nation's worst prolonged environmental disaster.

The influx of workers to migrant states drove wages down and strained social services, particularly in California. Many Californians looked down on the migrants, calling them "Okies" and posted signs along the highways announcing that they were not welcome and to go back where they came.

Political Movements during the Great Depression

No other twentieth century president enjoyed the levels of popular admiration than President Franklin D. Roosevelt. Yet by 1935, his New Deal legislation of the previous years had aroused growing voices of criticism on the left and right of the political spectrum. Persisting severe economic difficulties fueled the rise of powerful demagogues (leaders who use emotion and/or prejudice to gain power) who offered alternative solutions to the nation's economic problems. Senator Huey Long offered a "Share the Wealth" Program of heavy taxation of the wealthy and large handouts to the poor. His plan attracted support across the country from citizens who bitterly resented the uneven distribution of wealth. Ambitious to be president, Long was outspoken about the shortcomings of the New Deal.

Document 1

Notes/Questions

At the same time, Dr. Francis E. Townsend, a California physician, called for a \$200 pension for every person over 65 years old. By 1935, the Townsend Plan had developed into a mass movement, winning the support of at least 10 million Americans who joined Townsend clubs.

A third critic of President Roosevelt, Father Charles E. Coughlin, a popular radio priest in Detroit, began to speak out against the New Deal. He was convinced that there were serious flaws in the nation's banking system. Father Coughlin called for the nationalization, or government ownership of the banks.

An even greater pressure for a change in the president's New Deal programs came from the Supreme Court. In 1935, the Court began to rule New Deal programs unconstitutional or not allowed by the U.S. constitution.

Culture of the Great Depression

The sufferings of people during the Great Depression changed the popular culture of the 1930s, as people sought inexpensive and escapist leisure activities. Spectator sports and amusement parks remained popular, but fewer people could afford to attend. Instead, family and friends played miniature golf, softball, pinball machines, and the new board game *Monopoly*.

The most popular leisure activity at home became listening to the radio. Even during this hard economic time, radio sales increased during the 1930s. President Roosevelt used this new technology to win the support of the people by giving radio speeches which were called *Fireside Chats*. Entertainment on the radio included comedians, popular music, and shows such as *The Lone Ranger* and *Little Orphan Annie*. When people listened to the programs, they were able to temporarily forget their problems.

Another popular activity which grew during the 1930s was going to the movies. By the end of the 1930s, more people were going to the movies than in the 1920s. Most movies provided an escape for viewers. These movies, such as *Snow White and the Seven Dwarfs*, *the Wizard of Oz*, and *Gone with the Wind*, allowed people to dismiss from their minds the economic hardship surrounding them.

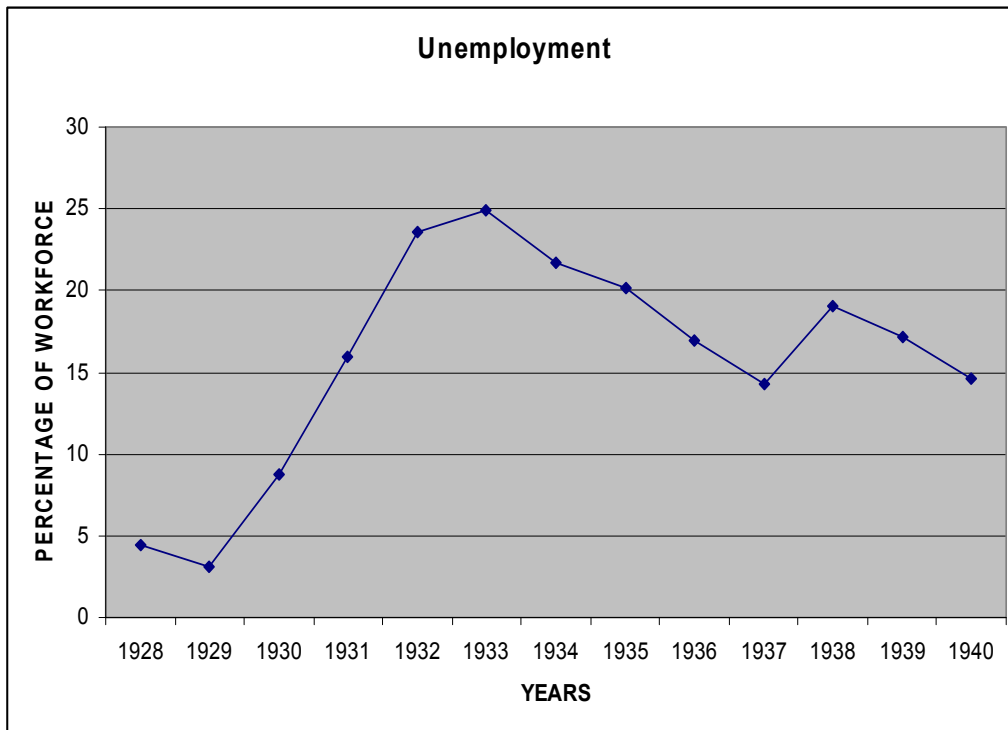
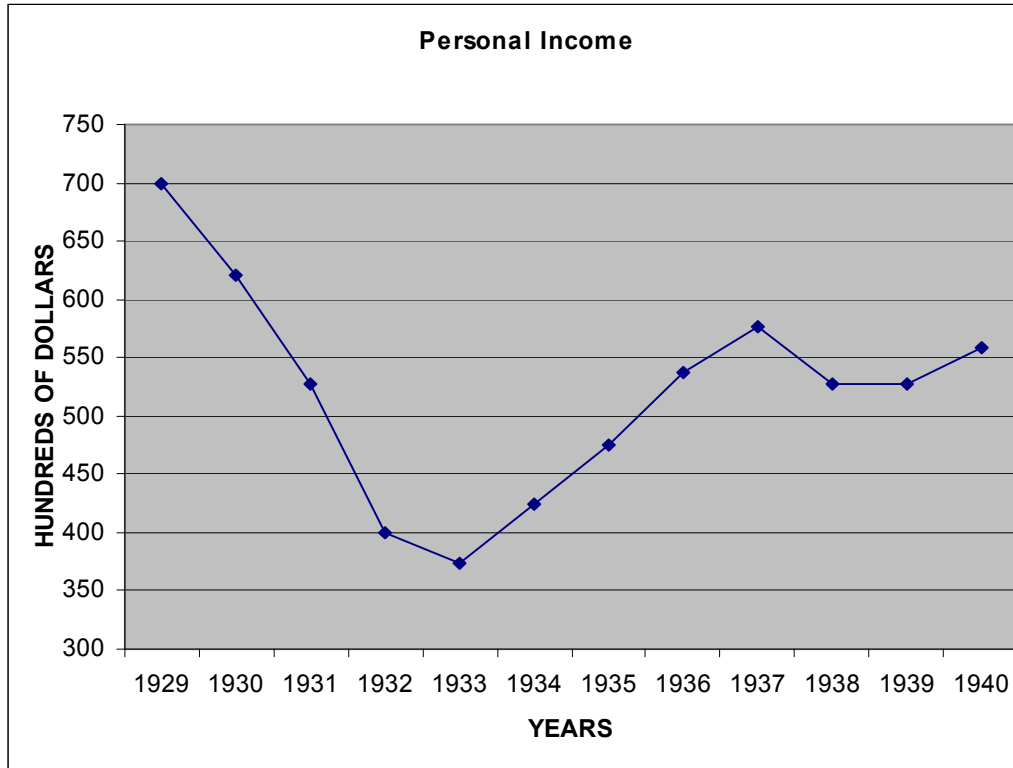
Conclusion

In the late 1920s and through the 1930s the economic collapse tore apart the lives of millions of people. The Great Depression cut a wide path through the U.S. society, leaving an indelible imprint on every American. Day after day, for a decade, the human impact of the Great Depression could be observed in every region of the United States.

Document 2

Data Analysis of the Great Depression

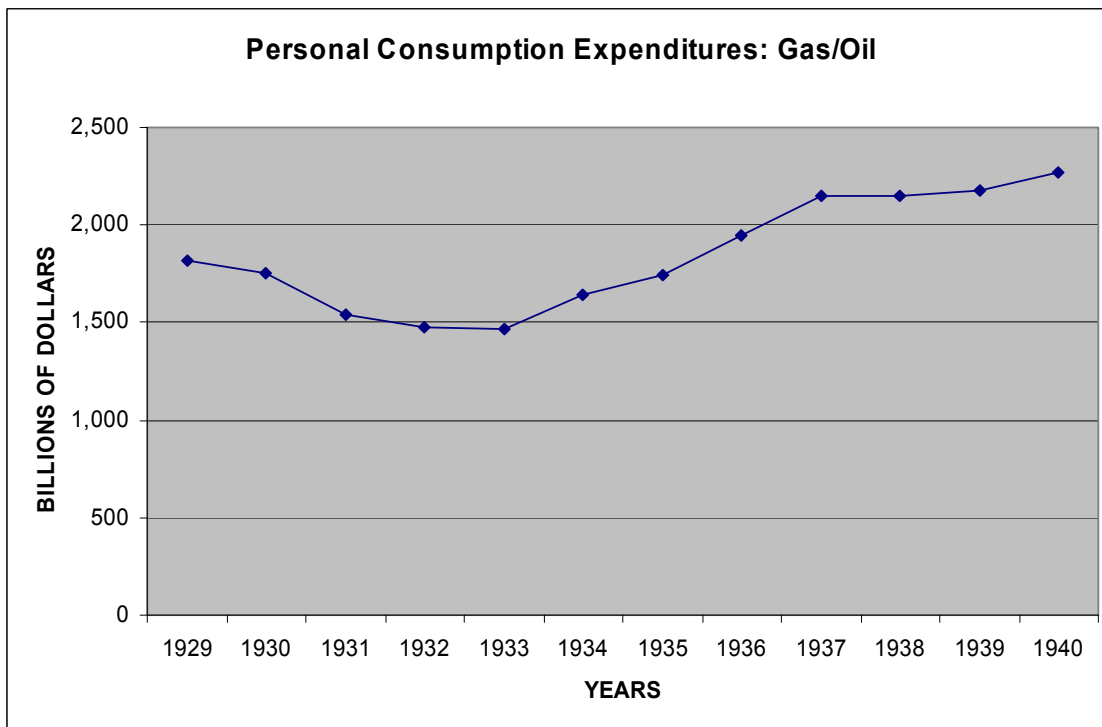
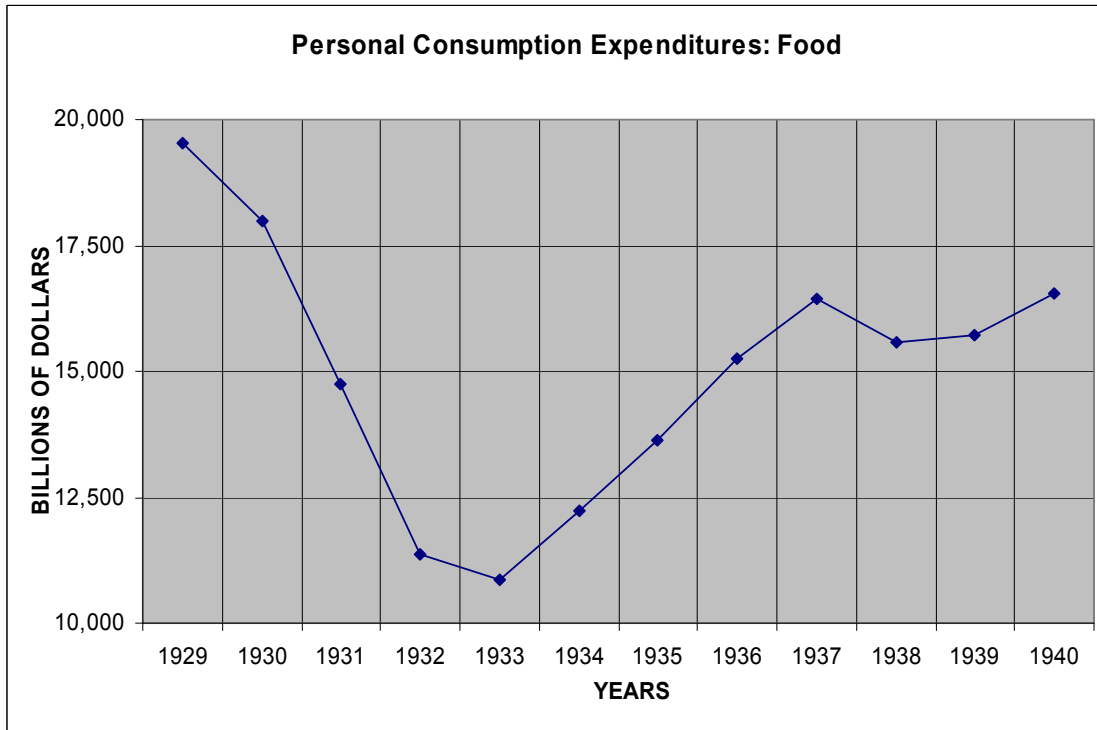
Directions: Analyze the charts and complete **Student Handout 3**.



Document 2

Data Analysis of the Great Depression

Directions: Analyze the charts and complete **Student Handout 3**.

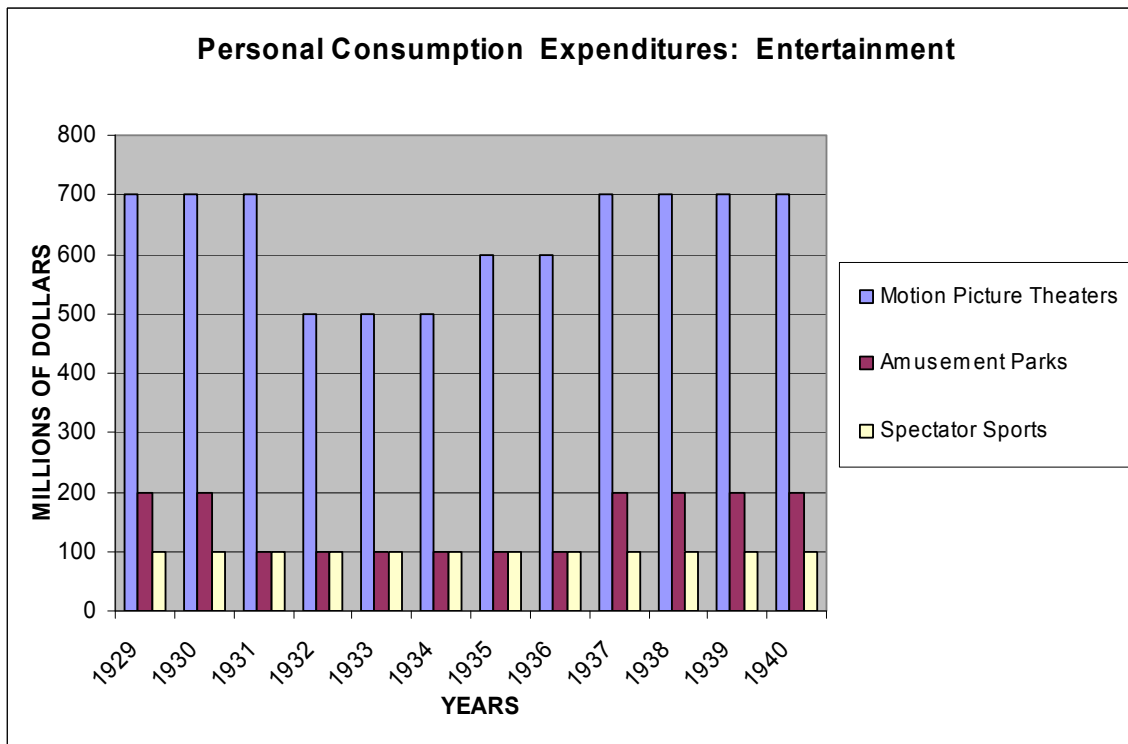
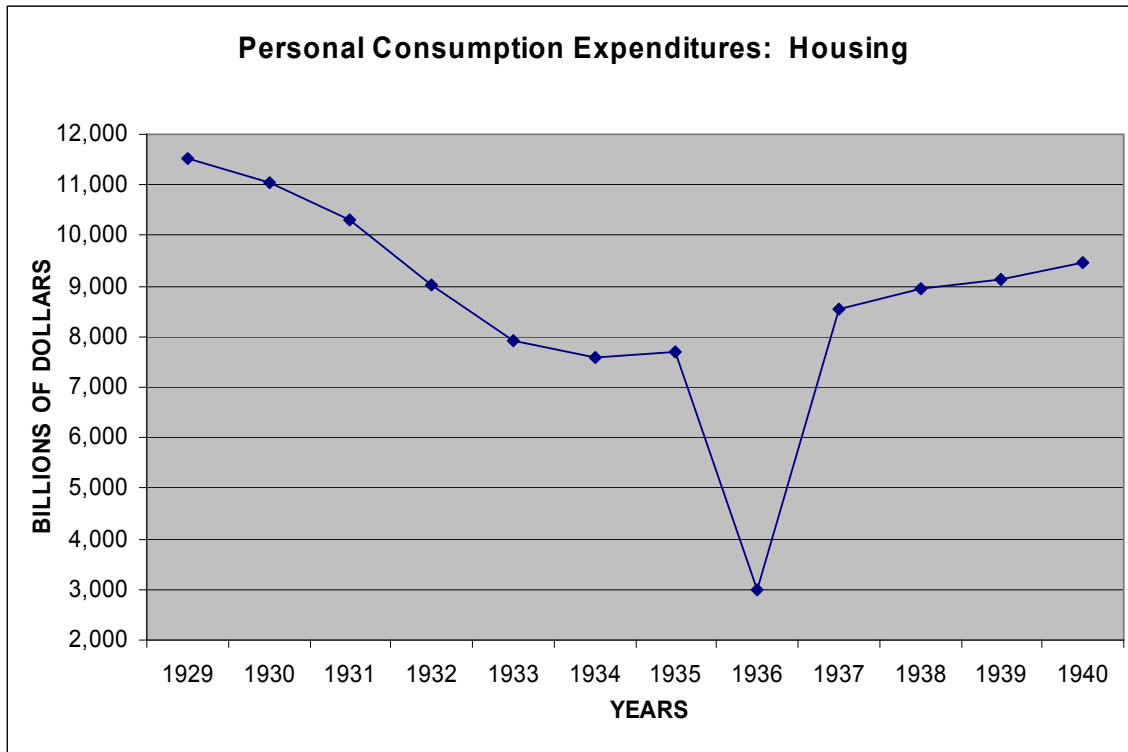


Personal Consumption Expenditures are funds (money) spent on goods and services for individual consumption or use.

Document 2

Data Analysis of the Great Depression

Directions: Analyze the charts and complete Student Handout 3.

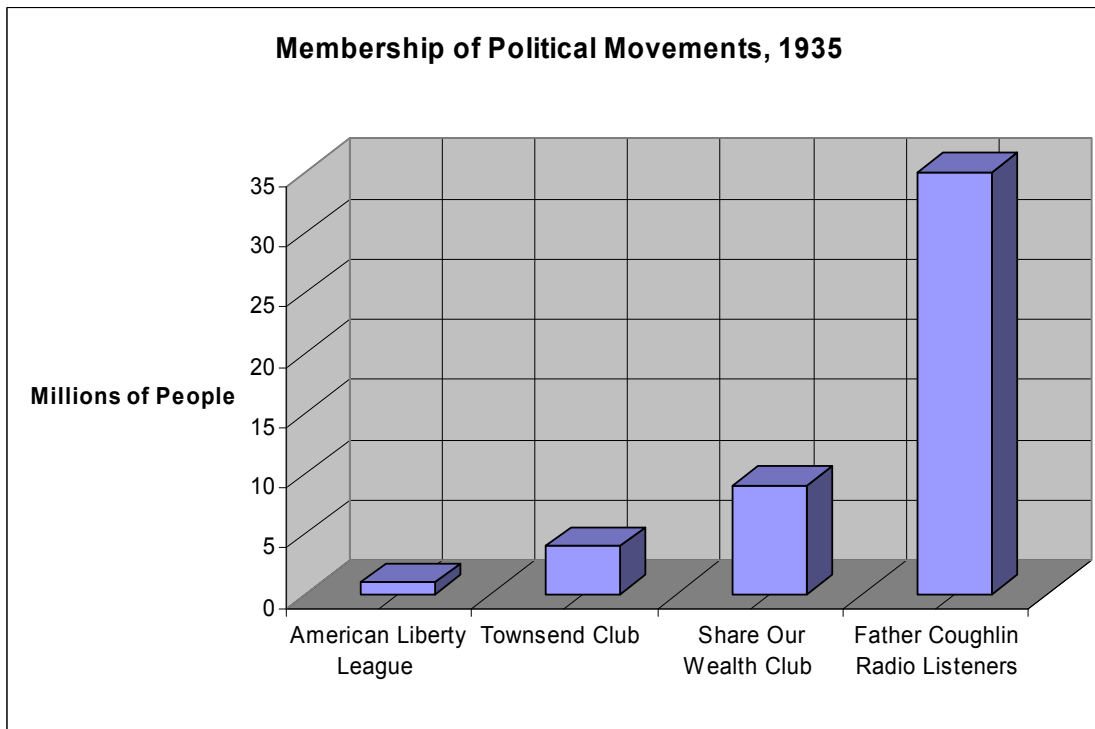
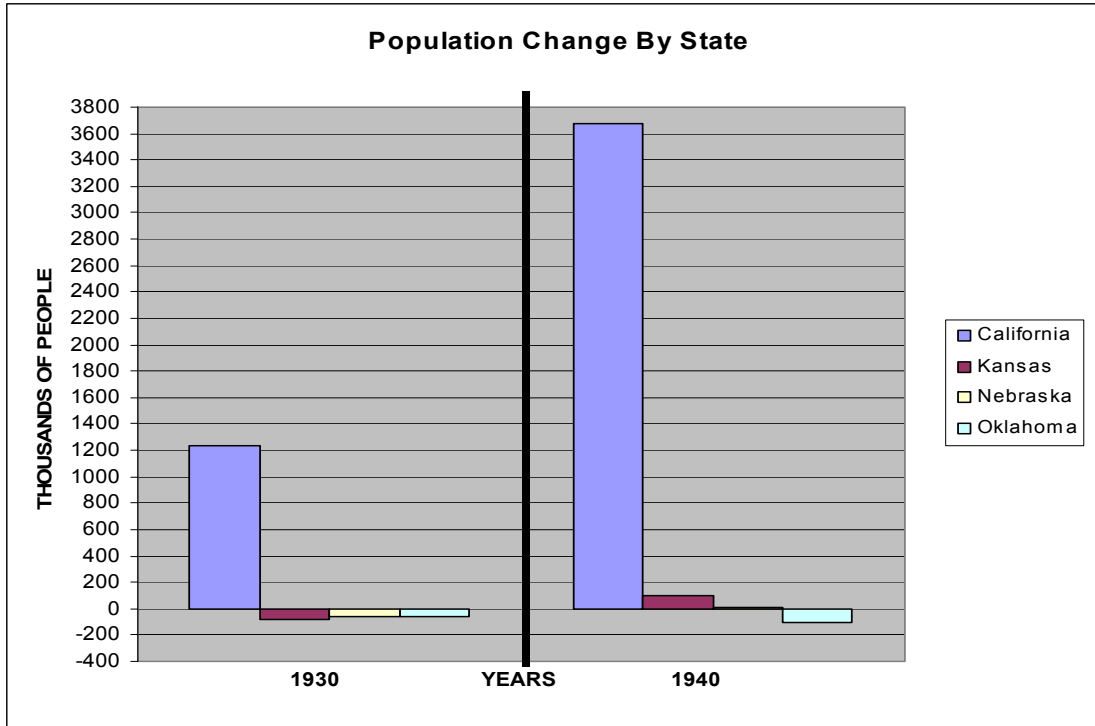


Personal Consumption Expenditures are funds (money) spent on goods and services for individual consumption or use.

Document 2

Data Analysis of the Great Depression

Directions: Analyze the charts and complete **Student Handout 3**.



Document 3

Primary Sources: Impact of the Great Depression

Directions: Analyze the primary sources using Student Handout 5.



Photo by Social Security Administration in 1935

During the Great Depression, soup kitchens, like this one sponsored by Chicago gangster Al Capone, provided meals for the unemployed.

The Great Depression was hardest on people of color. African American unemployment was over 50% during the 1930s.



Photo by Margaret Bourke-White in 1937

Document 4

Primary Sources: Impact of the Great Depression

Directions: Analyze the primary sources using Student Handout 5.



February 1937. Photo by Dorothea Lange

The Dust Bowl of the 1930s sent many families from Oklahoma west toward California. These migrants were referred to as "Okies" and populated migrant work camps throughout California. Many drove in their automobiles referred to as "jalopies".

Hundreds of thousands of migrants descended upon California, though they were not welcomed.



WPA Photo by John E. Allen

Document 5

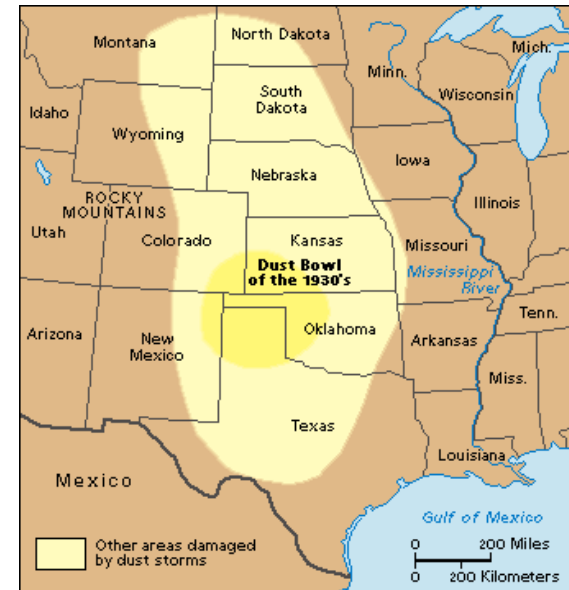
Primary Sources: Impact of the Great Depression

Directions: Analyze the primary sources using **Student Handout 5**.



Photo from the National Oceanic & Atmospheric Administration, 1935

The term Dust Bowl refers to an environmental disaster during the Great Depression in the United States. As a result of poor farming techniques and severe drought, winds carried off the topsoil of a large area in the Great Plains. This photo shows an immense dust cloud threatening a number of houses.



Map of the Dust Bowl, 1930s

The Dust Bowl of the 1930s lasted about a decade. Its primary area of impact was on the southern Plains, but its effects were felt throughout the Midwest. The agricultural devastation helped to lengthen the Great Depression.

Document 6

Primary Sources: **Impact of the Great Depression**

Directions: Analyze the primary sources using **Student Handout 5**.

The study of the human cost of unemployment reveals that a new class of poor and dependents is rapidly rising among the ranks of young sturdy ambitious laborers, artisans, mechanics, and professionals, who until recently maintained a relatively high standard of living and were the stable self-respecting citizens and taxpayers of the state. Unemployment and loss of income have ravaged numerous homes. It has broken the spirit of their members, undermined their health, robbed them of self-respect, and destroyed their efficiency and employability.

....The law must step in and brand as criminals those who have neither desire nor inclination [desire to do something] to violate accepted standards of society. . . . Physical privation [lack or loss of things one needs i.e. shelter/food] undermines body and heart. . . . Idleness destroys not only purchasing power, lowering the standards of living, but also destroys efficiency and finally breaks the spirit.

Report of the California Unemployment Commission, 1932

Document 7

Primary Sources: Impact of the Great Depression

Directions: Analyze the primary sources using **Student Handout 5**.

"It was the Depression; there was no work. I was a burden to Mother and Gus, my step-father. I took the blanket and hurried home. I said nothing to Mother then only that I was going down to Scott's [store] to get a flat fifty box of cigarettes. Ordinarily I was reluctant to add to the delinquent [past due] account; today I found abundant courage. Besides the tin of cigarettes, I asked for two sacks of Golden Grain. 'Charge it,' I said. Scott looked taken aback but said nothing.

I returned home and told Mother I was leaving. She didn't fight it, but she was sad. Mother owned no suitcase or tote. All she had was a black satin bag, the size of a pillow case. I jammed my new sleeping bag inside it, three or four pairs of socks, shorts, an old sweater, the cigarettes and sacks of Golden Grain. Mother made two sandwiches. She went to her purse and gave me all the money she had: 72 cents. . ."

High School graduate from Duluth, Minnesota, 1933

Document 8

Primary Sources: Impact of the Great Depression

Directions: Analyze the primary sources using **Student Handout 5**.

“It was for us the day of judgment. The *marciales*, deputy sheriffs, arrived in late afternoon when the men were returning home from working in the lemon groves. They started arresting people and holding them in the *rebote*, fronton [jai alai court]. The deputies rode around the neighborhood with their sirens wailing and advising people to surrender themselves to the authorities. They barricaded all the exits to the *colonia* so that no one could escape. . . There were so many arrestees; the fronton was not large enough to hold all the prisoners. We the women cried, the children screamed, others ran hither and yon with the deputies in hot pursuit yelling at them that their time had come and to surrender.”

Maria Luna, witness to a deportation raid, 1931

Document 9

Primary Sources: Impact of the Great Depression

Directions: Analyze the primary sources using **Student Handout 5**.

"It is estimated that the population of the age of 60 and above in the United States is somewhere between nine and twelve million. I suggest that the national government retire all who reach that age on a monthly pension of \$200 a month or more, on condition that they spend the money as they get it. This will insure an even distribution throughout the nation of two or three billion of fresh money each month. Thereby assuring a healthy and brisk state of business, comparable to that we enjoyed during war times.

Dr. Townsend's Plan in a letter to the editor, Long Beach Press-Telegram,
September 30, 1933



Document 10

Primary Sources: Impact of the Great Depression

Directions: Analyze the primary sources using **Student Handout 5**.

"The great wealth and abundance of this great land belongs to all of us . . . we propose laws [that use estate and income taxes to ensure that no family owns more than \$5 million in property or earns more than \$1 million in income.] By limiting the size of the fortunes and incomes of the big men, we will throw into the government treasury the money and property from which we will care for the millions of people who have nothing; and with this money we will provide a home and the comforts of home, with such common conveniences as radio and automobile, for every family in America, free of debt."

Radio address by Senator Huey Long describing his "Share the Wealth" plan,
January 1935



Document 11

Primary Sources: Impact of the Great Depression

Directions: Analyze the primary sources using **Student Handout 5**.

Continued influx of thousands of indigents from the Middle West into various California counties, adding to increasing relief burdens, has resulted in the calling of a statewide conference at Los Angeles to be held during the week of July 19. . .

L.A. County Hit

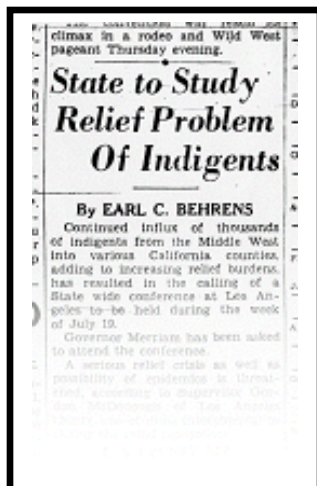
Los Angeles County is the most seriously hit of all the counties of the state. According to Supervisor McDonough, 19.36 percent of Los Angeles County's estimated population of 2,366,904 is on relief.

The Los Angeles Supervisors, through County Charities Superintendent Rex Thomson and Supervisor John Anson Ford, both of whom are now in Washington, have reported to the Federal authorities that 2,946,614 persons entered California by automobile during the 12-month period ending April 30 last. Of this total, 74 percent indicated Southern California as their destination, and a great proportion of these persons needed manual employment.

Dust Bowl Refugees

That approximately 70,000 persons, mostly families from the dust bowl areas, are overtaxing relief and health agencies in the San Joaquin Valley was reported by Harold H. Robertson, Field Secretary of the Gospel Army, a national social and relief body, has reported to the Supervisors. This report has hastened the calling of the relief conference, Supervisor McDonough announced.

State to Study Relief Problems of Indigents
San Francisco Chronicle, July 11, 1937



Prompt

To what extent did the Great Depression impact the United States?

Transparency 2



Dorothea Lange's famous photos of a migrant worker and her family in Nipomo, California during the Great Depression in March 1936.

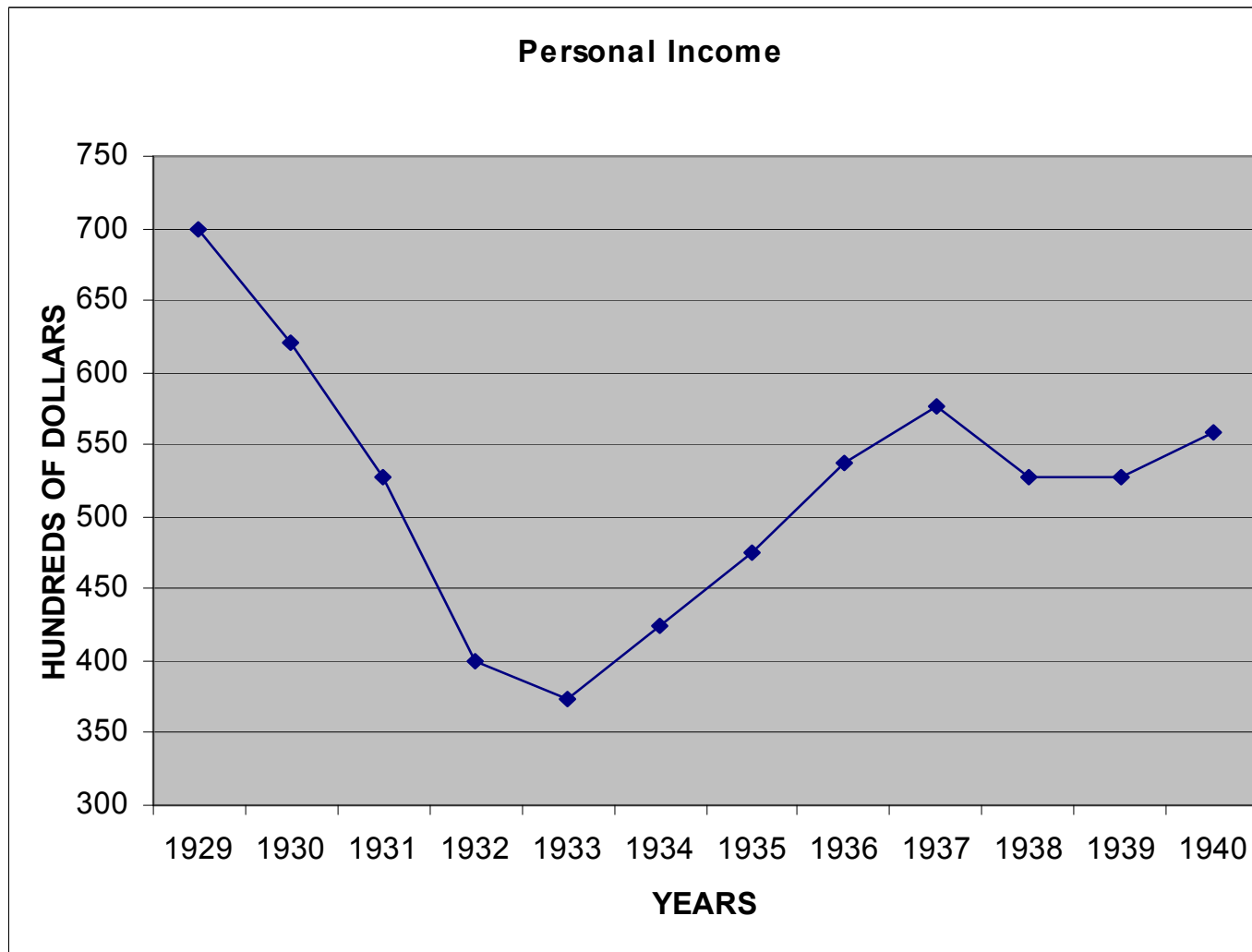
"There is something about poverty that smells like death. Dead dreams dropping off the heart like leaves in a dry season and rotting around the feet."

*Zora Neale Hurston, **Dust Tracks on a Road***

Transparency 3

Data Analysis of the Great Depression

Directions: Analyze the Charts and Complete Student Handout 4.



Transparency 4

Data Analysis of the Great Depression

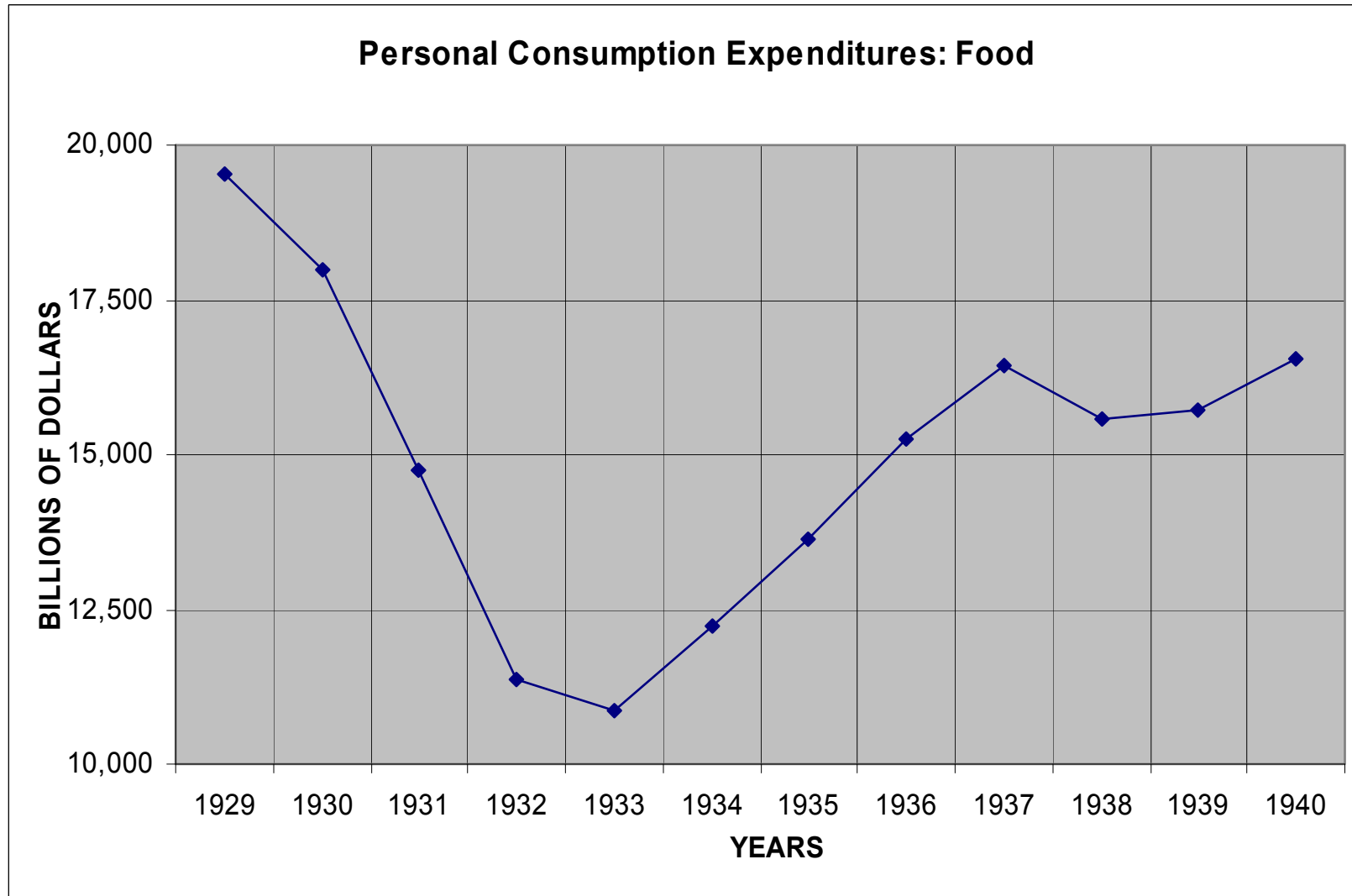
Directions: Analyze the Charts and Complete Student Handout 4.



Transparency 5

Data Analysis of the Great Depression

Directions: Analyze the Charts and Complete Student Handout 4.

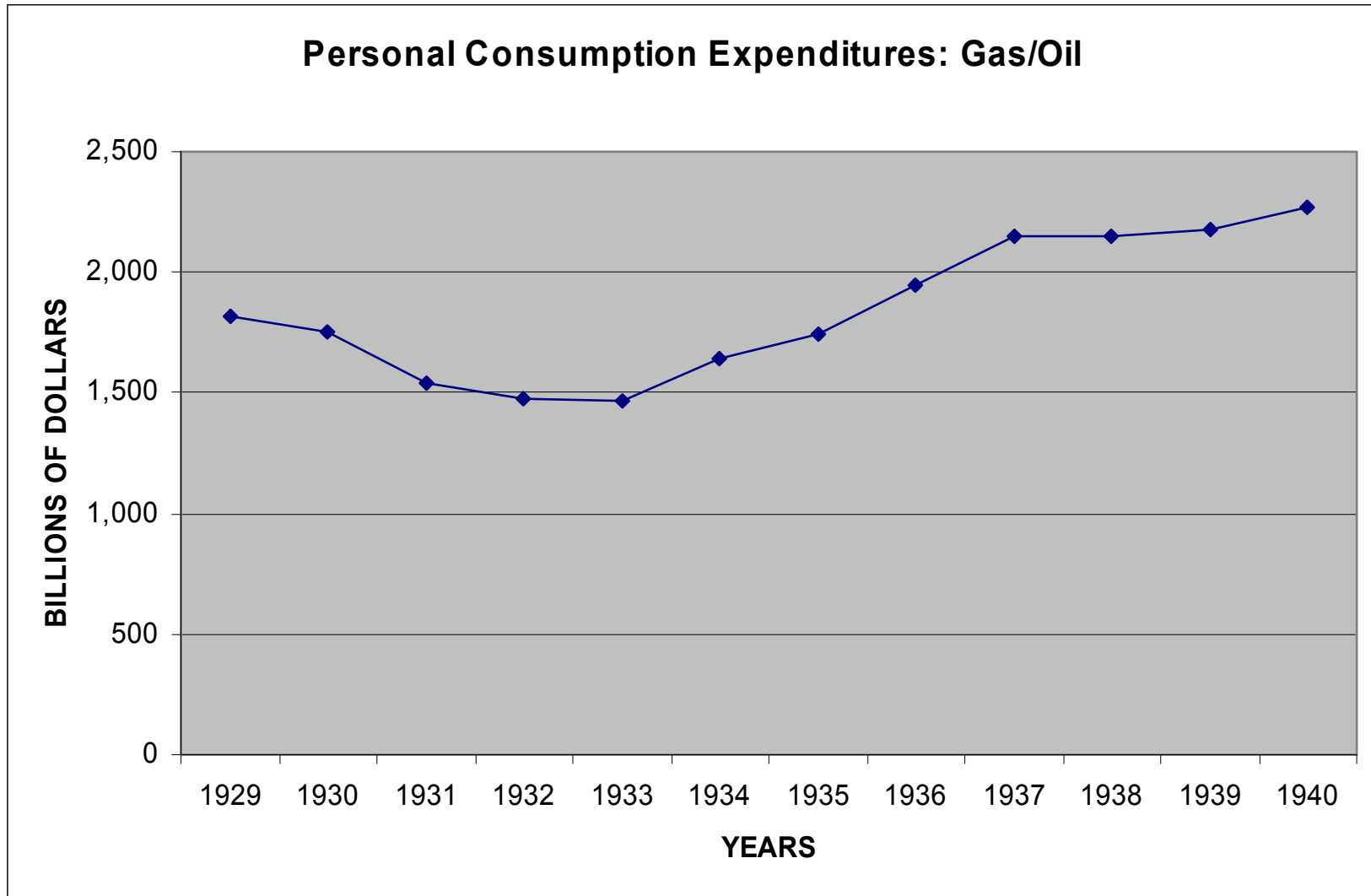


Personal Consumption Expenditures are funds (money) spent on goods and services for individual consumption or use.

Transparency 6

Data Analysis of the Great Depression

Directions: Analyze the Charts and Complete Student Handout 4.

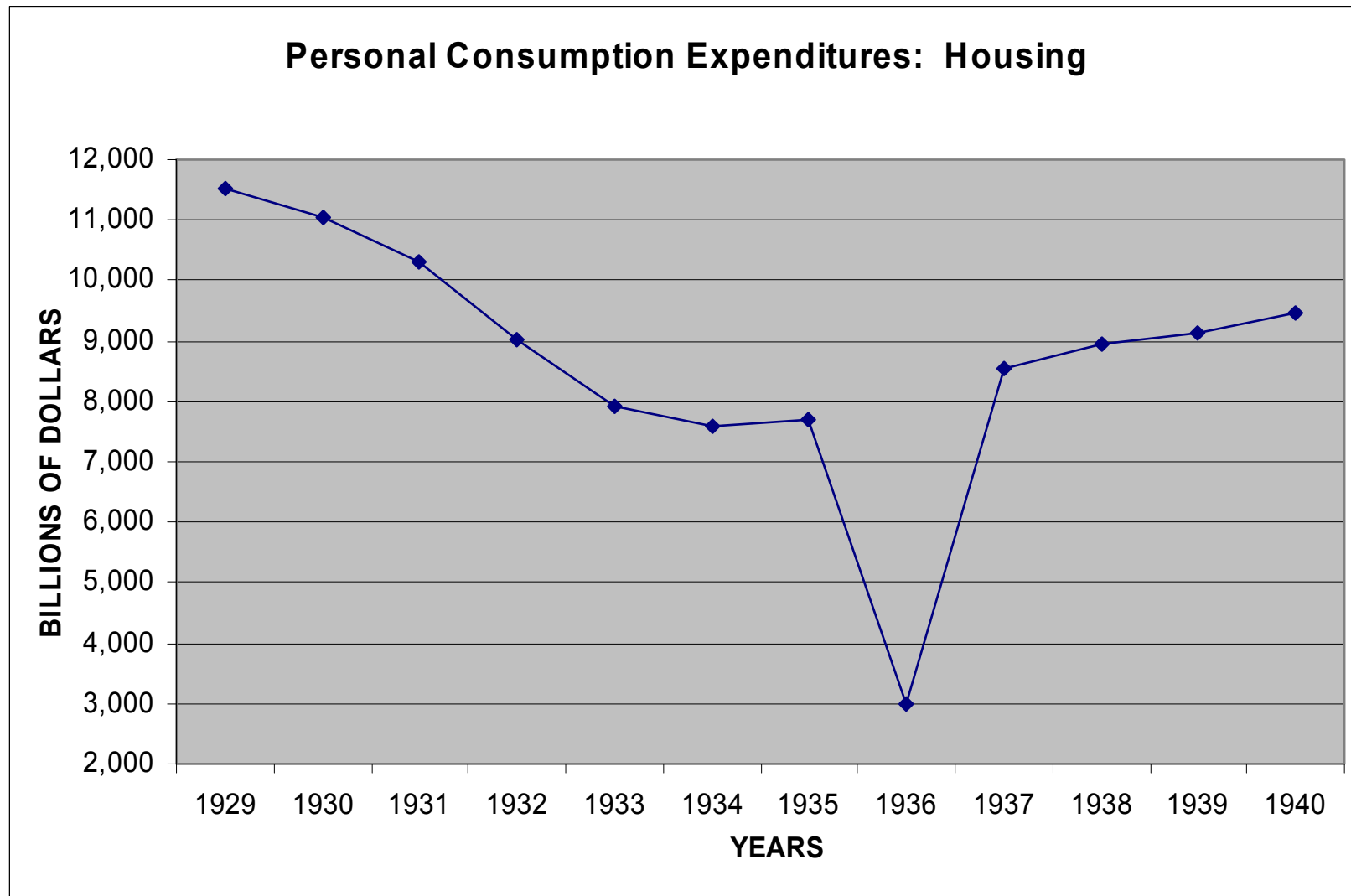


Personal Consumption Expenditures are funds (money) spent on goods and services for individual consumption or use.

Transparency 7

Data Analysis of the Great Depression

Directions: Analyze the Charts and Complete Student Handout 4.

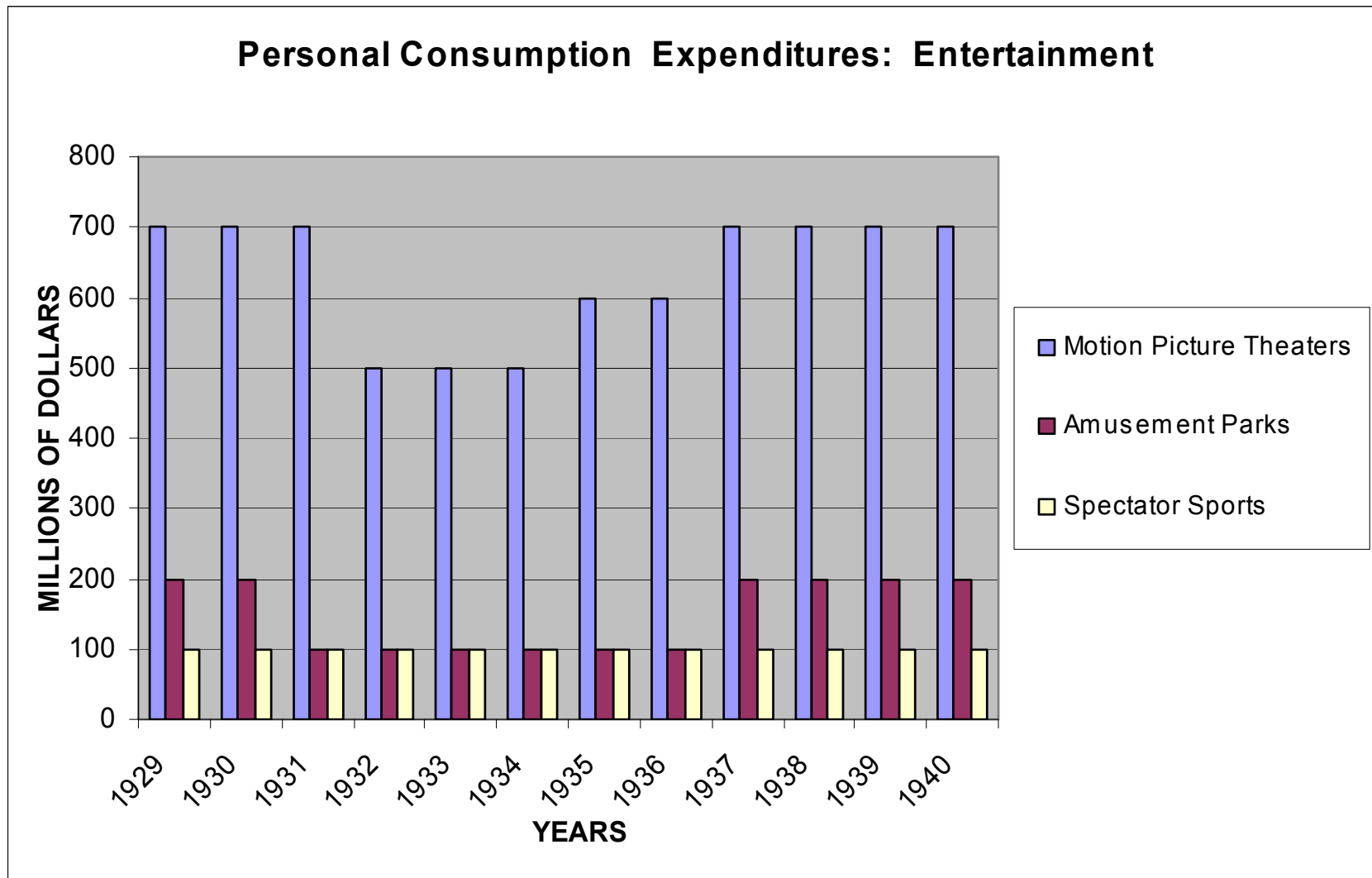


Personal Consumption Expenditures are funds (money) spent on goods and services for individual consumption or use.

Transparency 8

Data Analysis of the Great Depression

Directions: Analyze the Charts and Complete Student Handout 4.

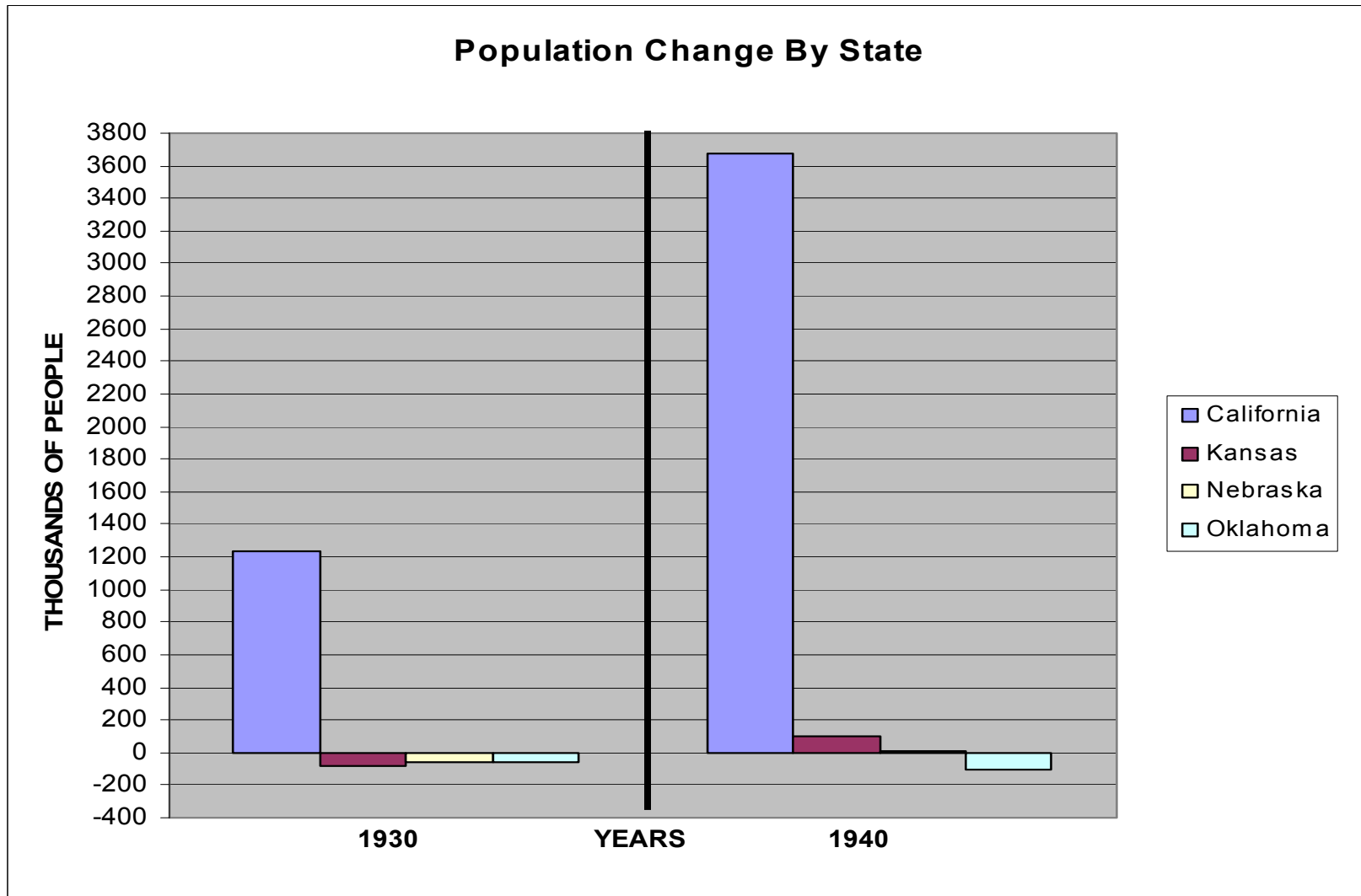


Personal Consumption Expenditures are funds (money) spent on goods and services for individual consumption or use.

Transparency 9

Data Analysis of the Great Depression

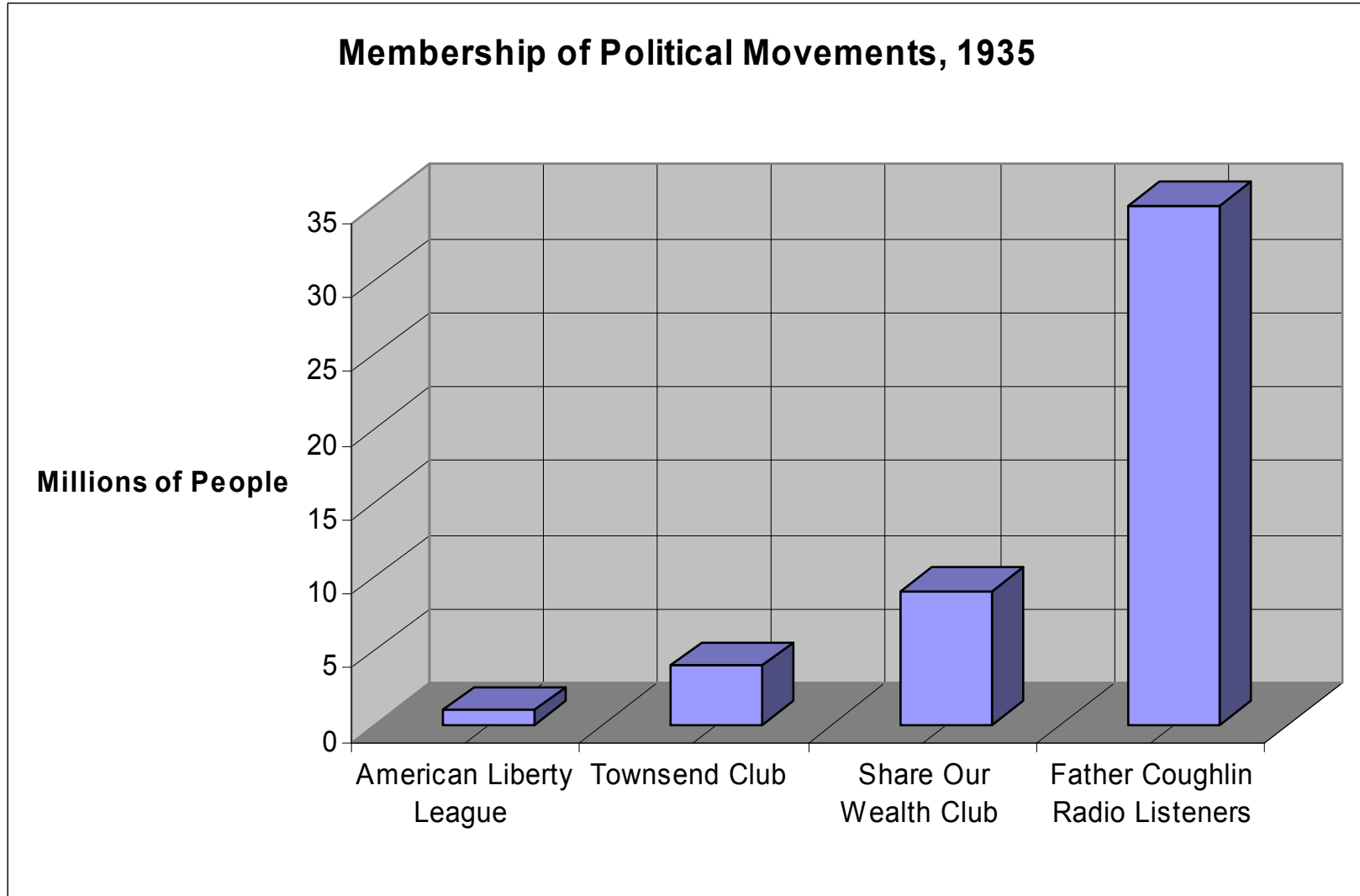
Directions: Analyze the Charts and Complete Student Handout 4.



Transparency 10

Data Analysis of the Great Depression

Directions: Analyze the Charts and Complete Student Handout 4.



Transparency 11

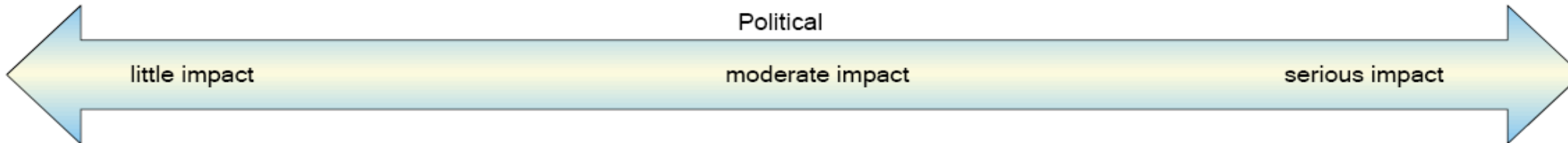
Effects of the Great Depression

Prompt: To what extent did the Great Depression impact the United States?

Directions: Mark X on each spectrum below based on your evaluation of the evidence. Explain why you placed an X where you did.



Explanation:



Explanation:



Explanation:

Transparency 12

Writing Graphic Organizer

Paragraph
1

Historical Context:
2-3 sentence summary of the Great Depression.

Thesis:
Your position on the impact of the Great Depression on the United States.

Paragraph
2

Main Idea

Topic Sentence

Impact 1

Supporting Detail/Evidence

Supporting Detail/Evidence

Analysis

Concluding Sentence

Paragraph
3

Main Idea

Topic Sentence

Impact 2

Supporting Detail/Evidence

Supporting Detail/Evidence

Analysis

Concluding Sentence

Paragraph
4

Main Idea

Topic Sentence

Impact 3

Supporting Detail/Evidence

Supporting Detail/Evidence

Analysis

Concluding Sentence

Paragraph
5

Restate Thesis

Review Main Points

Final Thought

Transparency 13

Say Something Reading Strategy

- Group members number off 1 to 4
- Read and take notes on Student Handout 2 one section at a time

Time:

- Presenter # 1 will lead the group discussion for section: *Latinos and African Americans...*

Time:

- Presenter #2 will lead discussion of section *Farmer's Experience...*

Time:

- Presenter #3 will lead discussion on *Political Movements...*

Time:

- Presenter #4 will lead discussion on *Culture of Great Depression.*

- Group members should share any main points missed they feel are important after presenter summarizes.