

## TERMS &amp; NAMES

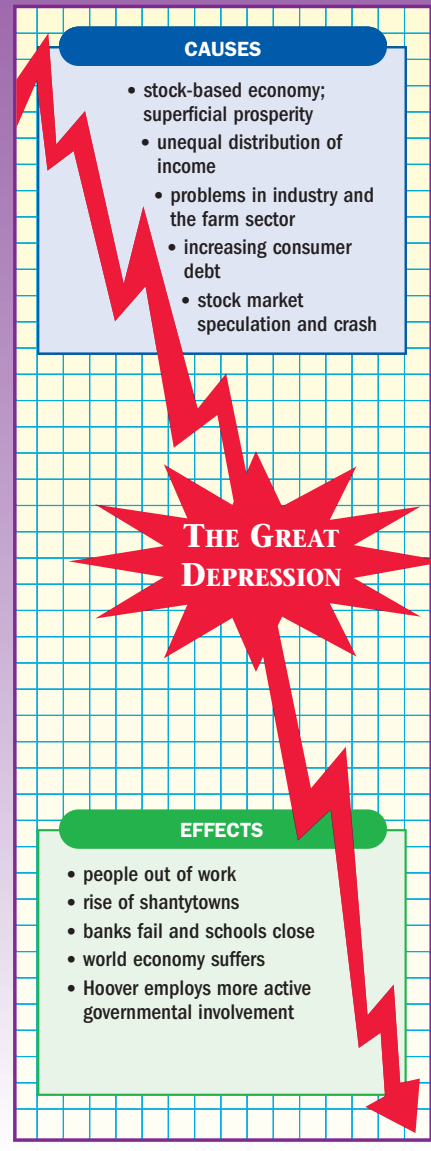
- credit, p. 672
- speculation, p. 673
- buying on margin, p. 673
- Black Tuesday, p. 674
- Dow Jones Industrial Average, p. 673
- Great Depression, p. 675
- Dust Bowl, p. 680
- direct relief, p. 681
- Herbert Hoover, p. 684
- Bonus Army, p. 688

## MAIN IDEAS

- During the 1920s, farmers faced decreased demand for their products and lower crop prices. Those who were in debt could not repay loans, and rural banks failed. This pattern repeated itself in other sectors of the economy during the Depression.
- The stock market crash triggered bank and business failures, high unemployment, and worldwide depression.
- They were places where charitable organizations handed out food to the hungry.
- Some unemployed whites were angered by job competition from minorities.
- Unemployment, reduced household income, some families lost homes. Many adults lost the ability to provide for their families.
- The harshness of the attack on the veterans and their families damaged Hoover's reputation.
- He started public-works programs and backed the Federal Farm Board, Federal Home Loan Bank Act, and the RFC.

## VISUAL SUMMARY

## THE GREAT DEPRESSION BEGINS



## TERMS &amp; NAMES

For each term below, write a sentence explaining its connection to the period 1929–1933. For the person below, explain his role in the events of the period.

- credit
- speculation
- buying on margin
- Black Tuesday
- Dow Jones Industrial Average
- Great Depression
- Dust Bowl
- direct relief
- Herbert Hoover
- Bonus Army

## MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

**The Nation's Sick Economy** (pages 670–677)

- How did what happened to farmers during the 1920s foreshadow events of the Great Depression?
- What were some of the effects of the stock market crash in October 1929?

**Hardship and Suffering During the Depression**

(pages 678–683)

- How were shantytowns, soup kitchens, and bread lines a response to the Depression?
- Why did minorities often experience an increase in discrimination during the Great Depression?
- What pressures did the American family experience during the Depression?

**Hoover Struggles with the Depression**

(pages 684–689)

- How did Hoover's treatment of the Bonus Army affect his standing with the public?
- In what ways did Hoover try to use the government to relieve the Depression?

## CRITICAL THINKING

- USING YOUR NOTES** In a chart like the one shown below, show Hoover's responses to the Great Depression. Indicate how his philosophy changed and the reasons for that change.

**Herbert Hoover's Philosophy**

- ECONOMIC OPPORTUNITY** Do you think it would have been difficult for individuals to recover financially during the Depression without the entire economy recovering? Why or why not?
- DEVELOPING HISTORICAL PERSPECTIVE** How do you think the Great Depression changed Americans' view of themselves? Consider the roles of men, women, and children in society and in the family.

## CRITICAL THINKING

**1. Using Your Notes**

**Initial Response:** rugged individualism, little if no government assistance;  
**Change:** worsening conditions;  
**Secondary Response:** more government assistance, public works projects, Federal Home Loan Bank Act, RFC

**2. Economic Opportunity**

**Yes** Individuals can't recover financially if the banks, businesses, and people around them do not also recover. **No** Individuals can sell necessary goods or services that do not depend on outside agencies.

**3. Developing Historical Perspective**

Before the Depression people had faith in their ability to provide for themselves and their families. They found that honesty and hard work could not overcome the hard times. People began to look to the government for solutions.

## Standardized Test Practice

Use the cartoon and your knowledge of U.S. history to answer question 1.



1. The cartoon illustrates which event leading to the Great Depression?
- A bank failures
  - B Black Tuesday
  - C Bonus March
  - D the election of Herbert Hoover

2. In the 1930s, some areas of the country suffered from especially harsh environmental conditions. Thousands of farmers and sharecroppers were forced to abandon their land and look for other work. In which of the following areas were these conditions worst?
- F parts of Idaho, Wyoming, and Oregon
  - G parts of Missouri, Illinois, and Iowa
  - H parts of Florida, Alabama, and Georgia
  - J parts of Kansas, Texas, and Oklahoma
3. How did World War I contribute to causing the Great Depression?
- A Soldiers returning from the war were unskilled and so had difficulty finding employment.
  - B Foreign countries had borrowed heavily to pay for the war and so could not afford to buy American goods.
  - C Americans had spent their money on war bonds and so had little savings.
  - D American industry was geared for producing weapons and could not retool to produce consumer goods.

ADDITIONAL TEST PRACTICE, pages S1–S33.



## ALTERNATIVE ASSESSMENT

1. **INTERACT WITH HISTORY** Recall your discussion of the question on page 669:

*What would you do to feed your family?*

Suppose the year is 1930 and you are the head of your household. Write a letter to a relative overseas in which you describe your family's situation and how you handled the crisis. Discuss the challenges created by the Great Depression and what you've learned as a result of enduring such hardships.

2. **VIDEO LEARNING FROM MEDIA** View the American Stories video *Broke, but Not Broken*. Discuss the following questions in a small group:
- What choices did Ann Marie Low's family make during the Depression? Do you agree with their choices?
  - What did you learn about the relationship between the government and the farmers?
  - What did the older Ann Marie Low's comments add to your understanding of the Great Depression?
  - Share your conclusions with the rest of the class.

*The Great Depression Begins* 691

- Formal Assessment
- Chapter Test, Forms A, B, and C, pp. 390–407

## Standardized Test Practice

1. The correct answer is letter B. The image shows a stock ticker and the date 1929. Letter A is not correct because banks are not shown in the image. Letter C is not correct because shantytowns are not shown. Letter D is not correct because Herbert Hoover was elected in 1928.
2. The correct answer is letter J. Letters F, G, H are not correct because those states were not in or little affected by the Dust Bowl conditions.
3. The correct answer is letter B. Letters A, C, D are not correct because the period after the war saw at least superficial prosperity for several years.

UNIT

PROJECT

## MULTIMEDIA PRESENTATION

## Tips for Teaching

- Remind students there are only two weeks until the presentation is due.
- Have each student or group of students working on a project submit a one paragraph summary of the project.

The Unit Project is introduced on page 614 of the student text.

## ALTERNATIVE ASSESSMENT

## 1. INTERACT WITH HISTORY

## Rubric

The letter should. . .

- accurately reflect the thoughts and experiences of a family in the Depression Era
- clearly identify the challenges faced by the family
- present lessons learned from the hardships

## 2. LEARNING FROM MEDIA

## Rubric

The group discussion should . . .

- include comments from all members of the group
- reflect the students' understanding of Ann Marie Low's experience
- discuss the relationship between government and farmers