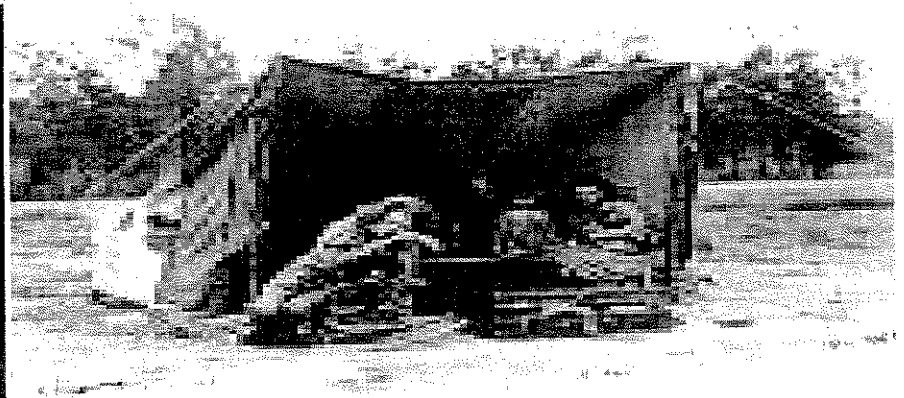


The Great Depression

Name _____

Period _____

Teacher _____



The Great Depression

Essential Questions

- 1) Analyze the critical problems threatening the American economy in the late 1920's.
- 2) Explain how the Great Depression affected the economy, American citizens, (including men, women, children, African Americans, etc), American Culture, and politics in the United States during the Great Depression.
- 3) Compare and contrast President Hoovers and Presidents Roosevelt's policies, during the depression. Examine why some of these policies failed and other succeeded.

State Standards

H2.[9-12].9 Describe the causes and consequences of the Great Depression.

H2.[9-12].10 Analyze the policies and programs of the New Deal, and their effects on political, economic, and diplomatic institutions.

Chapter Readings

Chapter 10 Section 1.2

Chapter 10 Sections 2.1, 2.3, & 2.4

Chapter 10 Sections 3.1 & 3.2

Chapter 11 Sections 1.1 & 1.2

Chapter 11 Sections 2.1, 2.3

Chapter 11 Section 3.1 & 3.2

Chapter 11 Section 4.1 & 4.2

The Great Depression

Word Wall

Term	Definition	Picture or Symbol
Dow Jones Industrial Average		
Speculation		
Margin (Buying on Margin)		
Credit (Installment Buying)		
Black Tuesday		
Great Depression		
Hooverilles (Shantytowns)		
Soup Kitchens & Bread Lines		
Underwrites		
Dust Bowl		
Direct Relief		

Word Wall Continued

Term	Definition	Picture or Symbol
Bonus Army		
Laissez-Faire		
New Deal		
Deficit Spending		
Wagner Act		
Fireside Chats		
Social Security Act		

The Great Depression

Key Individuals

Key Individual	Impact individual had during the Depression
Alfred E. Smith -	
Herbert Hoover -	
Franklin Delano Roosevelt -	
Huey P. Long -	
Eleanor Roosevelt-	
Frances Perkins -	
Mary McLeod Bethune -	
John Steinbeck -	
Orson Welles-	
Richard Wright -	
John L. Lewis-	

THE GREAT DEPRESSION TIMELINE

Directions: Place the following events in chronological order. Remember equal increments, set beginning and end.

The Work Projects Administration (WPA) was formed, The Civilian Conservation Corp (CCC) was established, Stock market crashed Black Tuesday, Preparations for World War II, The Social Security Act was signed into law, FDR was elected to a third term as president, workers marched on Detroit, The Federal Deposit Insurance Corporation (FDIC), Franklin D. Roosevelt beat Herbert Hoover in a landslide, Severe drought and Dust Bowl conditions began, Stocks reached their lowest point

Guided Chapter 10.1.2 & 10.2.1

Pages 322-327

Part I- Panic on Wall Street pages 322-323

Causes of the Crash (At Least 3) Explain	Stock Market Crash Explain the significance of each date:	Effects of the Crash Explain
1.	October 24, 1929-	1.
2.	October 29, 1929-	2.
3.		3.

Part II- *The Great Depression Begins: pages 324-327*

After reading Section 2.1, use the chart to describe the factors that contributed to the Great Depression. Then define the Great Depression and explain how it affected the American people.

Problems in American and Global Economies- Explain

Farming-

Income inequality-

Lack of Regulation-

Tariffs -

The Great Depression

Years _____ - _____

Definition –

Effects on the American People

Families –

African Americans –

Mexican Americans –

Farmers-

Review Questions:

1. How did overproduction lead to weakness in key sectors of the economy?
2. What were the unintended consequences and complexities of the Smoot-Hawley Tariff Act of 1930?
3. Why was there a Great Depression?

Stock Market Lesson

Company Name	Price Per Share	Number of Shares	Total Value#1	Total Value #2	Ending Value
APPLE	Price #1				
	Price #2				
	Price #3				
SONY	Price #1				
	Price #2				
	Price #3				
TIK TOK	Price #1				
	Price #2				
	Price #3				
COCA-COLA	Price #1				
	Price #2				
	Price #3				

THE DUSTBOWL & CULTURE
GUIDED CHAPTER 10.2.3 & CHAPTER 10.2.4
PAGES 330-333

Part 1- The Dustbowl pages 330-331

Question	Causes (2 or more causes)	Effects (2 or more causes)
Why did the farming industry grow weak in the years following World War I?	1) 2)	1) 2)

Part 2- Culture During the Depression Pages 332-333

Question	Answer
1) How did the different forms of mass media popular in the 1930s help distract Americans from the reality of the Great Depression?	
2) How did music in the 1930s provide a means for both forgetting troubles and capturing real life during the Great Depression?	
3) How did artists illustrate life during the Great Depression in pictures and words?	

APPARTS: Letter from a Dust Bowl Survivor

The following letter was written by a survivor of the Dust Bowl in McCracken, Kansas. What problems does she attribute to the drought in the Great Plains?

March 24, 1935

Dear Family,

Did some of you think that you had a dust storm? I'll tell you what it was. It was us shaking our bedding, carpets, etc.

For over a week we have been having troublesome times. The dust is something fierce. Sometimes it lets up enough so we can see around; even the sun may shine for a little time, then we have a frenzied time of cleaning, anticipating the comfort of a clean feeling once more.

We keep the doors and windows all shut tight, with wet papers on the sills. The tiny particles of dirt sift right through the walls. Two different times it has been an inch thick on my kitchen floor.

Our faces look like coal miners', our hair is gray and stiff with dirt and we grind dirt in our teeth. We have to wash everything just before we eat it and make it as snappy as possible. Sometimes there is a fog all through the house and all we can do about it is sit on our dusty chairs and see that fog settle slowly and silently over everything.

When we open the door, swirling whirlwinds of soil beat against us unmercifully, and we are glad to go back inside and sit choking in the dirt. We couldn't see the streetlight just in front of the house.

One morning, early, I went out during a lull, and when I started to return I couldn't see the house. I knew the direction, so I kept on coming, and was quite close before I could even see the outline. It sure made me feel funny.

There has not been much school this week. It let up a little yesterday and Fred went with the janitor and they carried dirt out of the church by the scoopful. Four of them worked all afternoon. We were able to have church this morning, but I think many stayed home to clean.

A lot of dirt is blowing now, but it's not dangerous to be out in it. This dirt is all loose, any little wind will stir it, and there will be no relief until we get rain. If it doesn't come soon there will be lots of suffering. If we spit or blow our noses we get mud. We have quite a little trouble with our chests. I understand a good many have pneumonia.

As for gardens, we had ours plowed, but now we do not know whether we have more or less soil. It's useless to plant anything.

Grace

From Deb Mulvey, ed., 'We Had Everything but Money' (Greendale, Wis.: Reiman, 1992), 43.

Discussion Questions

1. According to Grace's letter, what problems did people living in the Dust Bowl encounter?
2. How would you describe Grace's attitude about the dust?
3. What qualities or traits do you think helped Grace and her family survive the difficulties that they faced?

APPARTS

Document: _____

Author: _____

Place and Time: _____

Prior Knowledge: _____

Audience: _____

Reason: _____

The Main Idea: _____

Significance: _____

Vocabulary: Look up and write the definition of four (4) words whose meanings you are unsure of.

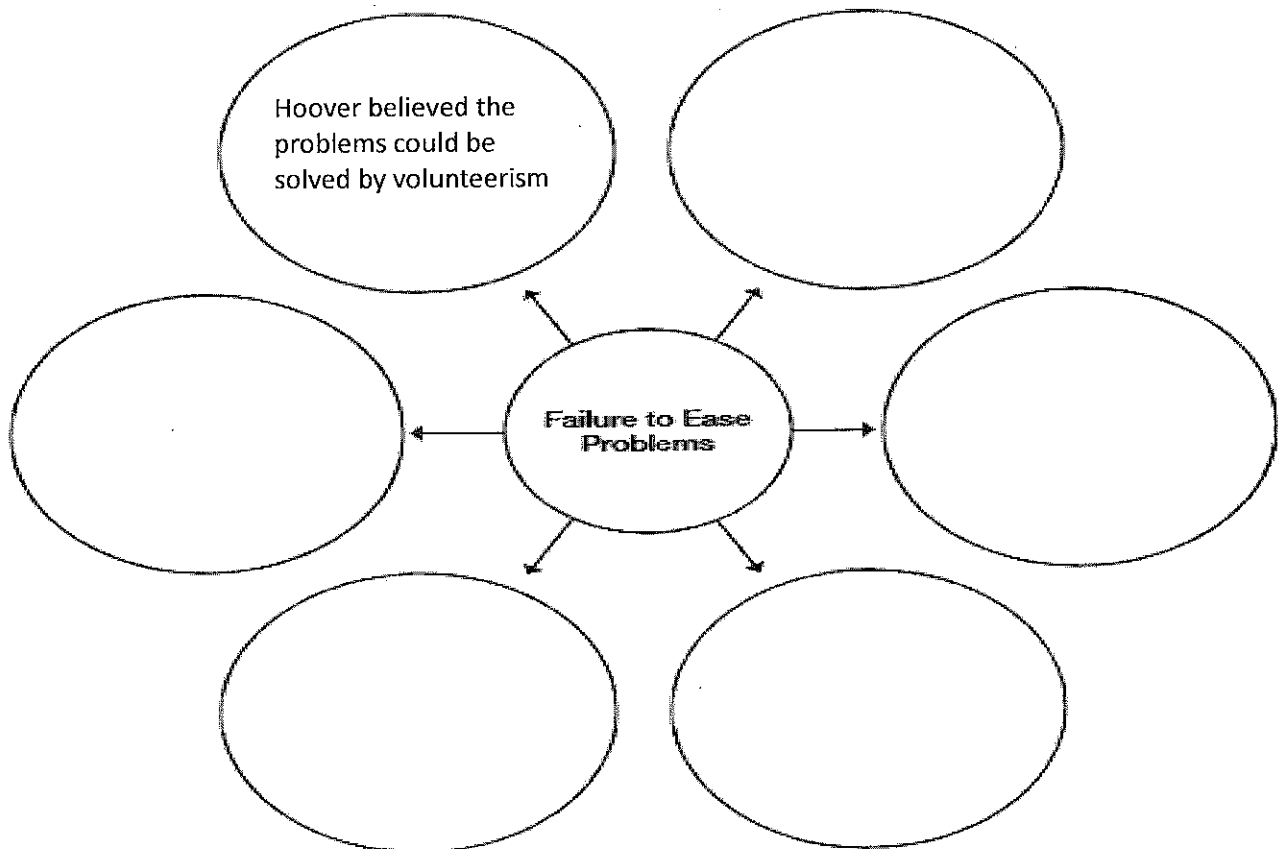
GRAPHIC ORGANIZER

CHAPTER 10 SECTION 3.1 & 3.2 HOOVER'S RESPONSE Page 334-337

Directions- Explain the meaning and significance of the following terms/events

Important Terms, Policies, & Events	Explanation and/ or Significance
POUR	
Underwrite	
Hoovervilles	
Emergency Relief & Construction Act of 1932	
Bonus Army	

Part II- After reading Sections 3.1 and 3.2, complete the chart by adding the various factors that contributed to the federal government's failure to ease the problems brought on by the Great Depression.



Cinderella Man

Name _____

Period _____

Chapter or Section Title _____

Quotation (Any dialogue between the characters. Who is speaking to whom and what was generally said. Put in quotations.)	Reflection (Your thought, questions, opinions, emotions, why you've chosen this dialogue)	Historical Importance (What does this tell us about the time period , or how is this important to U.S. History)

GREAT DEPRESSION

VIDEO QUIZ

Directions: Read the following statements and circle whether they are true or false. If false change the statement to make it correct.

1. As early as 1926, economic trouble was already beginning to surface in businesses and farms.

True

False

2. The collapse of the stock market was the only cause of the Great Depression.

True

False

3. By 1933, half of the banks had failed and one quarter of Americans were jobless.

True

False

4. Communities of cardboard shacks were called "Hooverilles" after President Herbert Hoover.

True

False

5. President Hoover's advisors believed the economy would recover on its own.

True

False

6. President Roosevelt's first 100 days in office were spent making proposals to provide relief, recovery, and reform to Americans.

True

False

7. President Hoover gave Fireside Chats to America over the radio to help build confidence and courage during the Great Depression.

True

False

8. Senator Huey Long at a time supported FDR's efforts and launched a national program entitled Share Our Wealth.

True

False

9. The Works Progress Administration, of the first New Deal, created eight million jobs.

True

False

10. The Social Security Act of 1935 was the least important legacy of the New Deal.

True

False

The Great Depression-

Video Discussion Questions

Read questions prior to watching the video. After the video answer the following discussion questions

1. What was the cause of the 1929 stock market crash?
2. Discuss the causes and consequences of the Great Depression.
3. Describe the attempts made to deal with the crisis.
4. What were Hoover's efforts to resolve the Depression?
5. Explain the purpose of FDR's New Deal and its accomplishments.
6. List some of the work provided for the unemployed and other methods of direct assistance.
7. Compare and contrast the views of those who opposed and those who supported the New Deal.
8. Describe the cause for the second New Deal and its outcome.
9. Discuss the effect the New Deal had on women and minorities.
10. What were some of the effects the New Deal had on American culture?

Guided Reading
Chapter 11 Section 1.2
Pages 352- 355

Part I- As you read about President Roosevelt's New Deal, answer questions about each federal program. The first one is done for you.

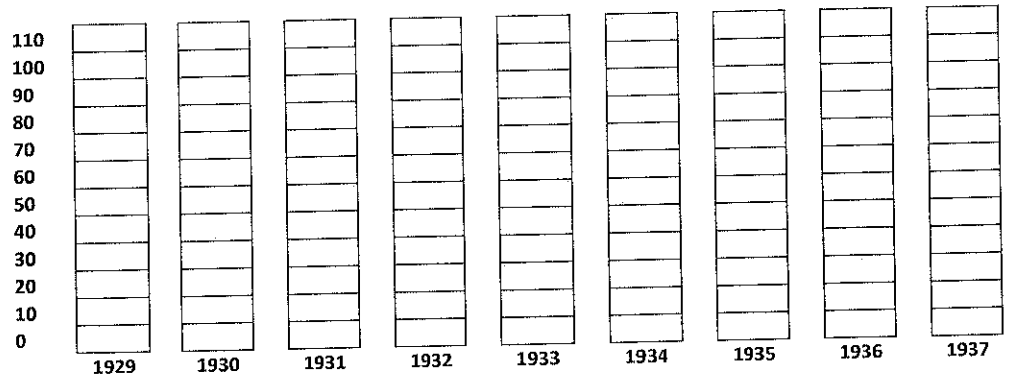
Federal Program	What was its immediate purpose?	What was its long term goal?
Business Assistance & Reform Emergency Banking Relief Act	Authorized the Treasury Department to inspect and close banks.	To restore public confidence in banks
Federal Securities Act		
National Recovery Act (NRA)		
Farm & Rural Development Agricultural Adjustment Act		
Tennessee Valley Authority		
Central Valley Project		
Employment Projects Civilian Conservation Corps (CCC)		
Not a Program, But Important Fireside Chats		
First 100 Days		
Brain Trust		

THE NEW DEAL

Use the statistics below to construct three bar graphs that show how the Great Depression affected the U.S. economy between 1929 and 1937.

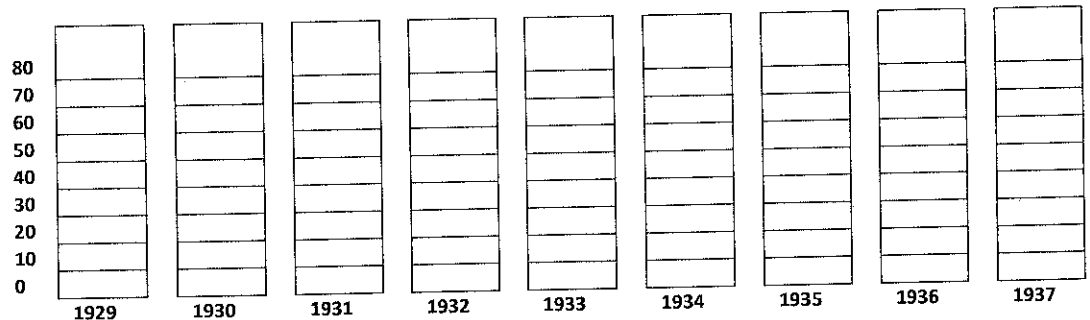
Gross National Product

Year	Billions of Dollars
1929	103
1930	91
1931	75
1932	57
1933	55
1934	65
1935	74
1936	82



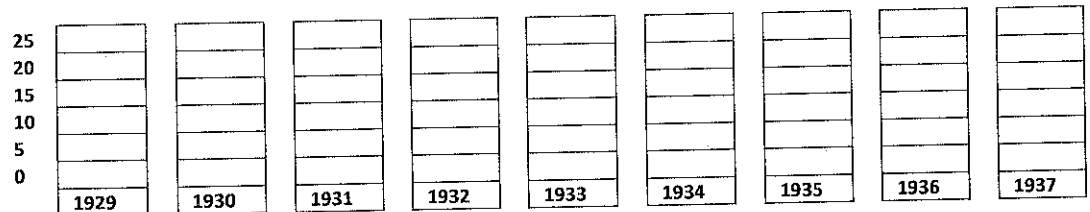
Consumer Spending

Year	Billions of Dollars
1929	77
1930	69
1931	61
1932	48
1933	46
1934	52
1935	56
1936	63
1937	67



Unemployment Rate

Year	Percent Jobless
1929	3
1930	9
1931	16
1932	24
1933	25
1934	21
1935	20
1936	17
1937	14



Completion

- (1) The Great Depression began after the stock market crash of October 29 -- "Black Tuesday" -- in the year-_____.
- (2) The worst year of the depression was _____.
- (3) The _____ -- the total value of goods and services produced in the United States each year -- dropped sharply between 1929 and 1933.
- (4) The _____ rate increased during the early years of the depression.

True-False

- (5) _____ Consumer spending declines each year between 1929 and 1933, and manufacturers produced fewer and fewer goods.
- (6) _____ As the number of unemployed people increased, the amount of money spent by consumers decreased.
- (7) _____ At one time the jobless rate reached 25 percent, meaning 1 out of every 4 people could not find work.
- (8) _____ By 1937, the U.S. economy had returned to the same levels that existed before the Great Depression began.

THE NEW DEAL

Herbert Hoover was the president of the United States from 1929 to 1933, the early years of the Great depression. He believed that the country would soon recover from its economic troubles as it had during past depressions. Therefore, little was done to help the ailing economy. But instead of getting better, conditions grew steadily worse. By election day, 1932, industrial production had fallen to new lows, the nation's banking system was near collapse, and millions of workers had lost their jobs. Most Americans believed that a change in leadership was needed to solve the country's problems. They voted overwhelmingly for Franklin D. Roosevelt, giving him 472 electoral votes, only 59 for Hoover.

In his First inaugural Address, Roosevelt told the American people: "The only thing we have to fear is fear itself." He wanted to end feelings of panic and assure the nation that steps would soon be taken to strengthen the economy. Roosevelt sought advice from his cabinet, and consulted with a group of scholars and other professional people nicknamed the "brain trust." Roosevelt and his advisors, along with congress, put forth a series of measures that together were known as the "New Deal." The first three months of his presidency—called the "hundred days" saw a flurry of government activity. Efforts to pull the country out of the Great Depression continued throughout the 1930's.

The New Deal did not end the depression, but it did turn the economy around. The gross national product, consumer spending, and the number of Americans with jobs showed steady improvement between 1933 and 1939. The Great Depression finally came to an end during World War II (1939-1945) when the government spent huge sums of money on war materials and millions of people went back to work.

New laws were passed, and the government agencies were created to help solve the many serious problems caused by the Great Depression. Paragraph 1 below talks about one of the actions taken by President Franklin D. Roosevelt and congress during the New Deal era. Decide which law or government agency in the list is being described. Write your answer in the space. Complete numbers 2-12 in the same way.

Tennessee Valley Authority
Federal Emergency Relief Act
National Housing Act
Works Progress Administration
National Industrial Recovery Act
Social Security Act

Glass-Steagall Act (Banking Act)
Emergency Banking Relief Act
Agricultural Adjustment Act
National Labor Relations Act
Civilian Conservation Corps
Fair Labor Standards Act

- (1) _____ President Franklin D. Roosevelt ordered all banks in the United States closed during a special "bank holiday." This stopped worried depositors from rushing to the banks and withdrawing their savings. Some banks had made bad loans and did not have enough money to pay back depositors. Congress quickly passed a law which reopened sound banks according to strict new government rules. Under this law, unsafe banks remained closed. The president told Americans in his first "fireside chat" radio address that they could once again put their trust in the nation's banking system.
- (2) _____ It was the First New Deal program aimed at putting people back to work. Some 2 ½ million young men planted about 17 million acres of trees, built dams, and improved the national parks.
- A

- (3) _____ This law provided money for food and other necessities for unemployment.
- (4) _____ Congress passed legislation which granted payments to farmers who agreed not to grow wheat, corn, tobacco, and certain other crops. With fewer crops being produced, farm prices went up and farmers were better off.
- (5) _____ It was created by congress to carry out one of President Roosevelt's most far-reaching New Deal programs. Thousands of people were given jobs building 32 major dams to control flooding, improve navigation, and produce electricity in a seven-state area drained by the Tennessee River and its tributaries.
- (6) _____ This law established the Federal deposit Insurance Corporation (FDIC) which guaranteed that the federal government would repay depositors who lost money when banks failed.
- (7) _____ Another act of congress set up the Public works Administration which gave \$6 billion to state and city governments for a variety of projects. About 500,000 workers helped construct highways, bridges, airports, schools, and public housing units.
- (8) _____ The Federal housing Administration (FHA) was created to stimulate residential construction by guaranteeing home mortgages. If a person who borrowed money from a bank to build a new home could not make his loan payments, FHA would pay back the bank. FHA would take possession of the house and try to sell it to someone else at a reasonable price. Because the federal government insured the repayment of the loans by homeowners, banks were more willing to give people money to build houses. The result was an increase in construction and a boost for the housing industry which had been severely hurt by the depression.
- (9) _____ President Roosevelt and congress started this agency to give jobs to the unemployed. An estimated 8 ½ million Americans were put to work building 651,000 miles of roads, more than 75,000 bridges, 125,000 public buildings, 8,000 parks, 800 landing fields, and thousands of other construction projects.
- (10) _____ It was the most important labor law of the New Deal period. It upheld the right of workers to organize unions and bargain collectively. The National Labor Relations Board was established to deal with workers' complaints of unfair practices by employers. The law was also called the Wagner Act because it was sponsored by the Senator Robert F. Wagner of New York.
- (11) _____ To help elderly Americans during the Great depression, monthly payments were made to retired workers or their survivors. Money was also distributed to workers who lost their jobs, and for the care of dependent and crippled children.
- (12) _____ This was the last major reform under the New Deal. It set a minimum wage of 25 cents and a maximum workweek of 44 hours. Industries involved in interstate commerce were forbidden to hire children under 16. The law was also known as the Wages and Hours Act.

The Second New Deal & Labor
Graphic Organizer Chapter 11 Sec 2.1 & 2.3
Pages 358-361, 364-367

Part 1- Chapter 11 Section 2.1 Pages 358- 361

Federal Program	What was its immediate purpose?	What was its long term goal?
Works Progress Administration		
National Youth Administration		
Social Security Act		

Part II- Chapter 11 Section 2.1 Pages 358- 361

New Deal Opponents	Viewpoints
Huey Long	
Father Charles E Coughlin	

Part III- Supporting Labor- Chapter 11 Section 2.3 Pages 358- 361

Federal Program	What was its immediate purpose?	What was its long term goal?
Wagner Act		
Congress of Industrial Organizations		
Social Security Act		

Part IV- Chapter 11 Section 2.1 & 2.3 Pages 358- 361 & Pages 358- 361

1. The WPA and the Social Security Act were key aspects of the _____.
2. With his failed _____, FDR seriously misjudged the level of his support, both with the public and in Congress
3. In a _____, workers go a step further than simply forming a picket line in an effort to guarantee that scabs cannot steal their jobs.
4. By gaining the right of _____, union leaders were able to guarantee that all workers doing comparable jobs were compensated similarly and fairly.
5. The Social Security _____, that began paying Americans in 1937, helped provide some relief to older people who desperately needed support.

Huey Long Louisiana's "Kingfish"

"Why weep or slumber, American?/Land of brave and true/With castles, clothing and food for all/All belongs to you./
Ev'ry man a king, ev'ry man a king."

-Huey Long, recitation at the end of a radio broadcast (1935)

Huey Long (1893-1935) was a skilled politician who used a populist message and political manipulation to win great power in Louisiana. As his popularity grew, he threatened Franklin Roosevelt's hold on the presidency – only to be cut down by a bullet.

Long was a debater in high school. He hoped to go to law school, but had to work. Juggling a job and high school, he earned his diploma. Then he completed a three-year course of law in just eight months. He was admitted to the Louisiana bar at 21. He quickly entered politics, winning election to the state railroad commission.

By 1928 Long was campaigning for governor, Louisiana suffered from underdevelopment. It had only 30 miles of paved roads, no bridges crossed major rivers, and many poor children could not attend school. Long promised to change that: "Give me the chance to dry the tears of those who still weep," he said. He won, and quickly made changes. IN a few years, the state had 8,500 miles of roads and twelve new bridges. Children were put on school buses to get to school and given free textbooks once they got there. The free books went to parochial schools too. When that law was challenged in the U.S. Supreme Court, Long himself argued in favor of it and won.

Long achieved these goals while fighting a reluctant state legislature. Some objected to his goals, others to his tactics – which included using money and arm-twisting to convince legislators to vote his way. The legislature moved to impeach him, but key state senators refused to convict and Long was saved. He then won statewide election to the U.S. Senate, quieting his critics.

Long delayed moving to Washington to consolidate his power in the state. Opponents were harassed by government officials or by Long's police. He put judges favorable to hi into the state courts. He controlled the state Civil Service Commission and used new laws to give himself power over every official – city, parish, or state – in Louisiana.

In Washington, many saw Long as a comic figure. Loud and brash, he was colorful. He called

himself the "Kingfish" after a character on a popular radio show, and stories circulated about his disregard for social matters. About some things, though, Long was serious. For years he had campaigned in Louisiana to, "make every man a king." He was ready to bring that message to the nation. At first he supported Franklin Roosevelt, but soon he came to believe that the New Deal did not go far enough.

He began a campaign to win the presidency. Long set up "Share our Wealth" clubs across the country. He spoke far and wide of his plans to limit a person's income to no more than \$1.8 million and to guarantee every adult no less than \$2,000. He promised free education through college and pensions for the aged. He even wrote a book describing what he would do when president – *My First Days in the White House* (1935). Roosevelt and his aides worried that Long would run as a third-party candidate in 1936 and pull as many as six million votes – throwing the election into the House of the Representatives.

In the fall of 1935, Long returned to Louisiana for a special session of the legislature. As he left the state capitol one evening, a man stepped from behind a pillar and shot him. The assassin – immediately shot dead by Long's bodyguards – was a doctor whose father-in-law, a judge, had been forced off the bench by Long. Two days later death claimed the "Kingfish," a man described by writer William Manchester in 1974 as "one of the very few men of whom it can be said that, had he lived, American history would have been dramatically different."

Questions

1. Evaluate Long as a reformer.
2. How did Long's plan to limit incomes violate the free enterprise system?
3. Why did Roosevelt worry about Long?

Guided Chapter 11 Section 3.1 & 3.2

Women & Civil Rights

Pages 370-375

Part I- As you read Section 3.1, "Women During the New Deal," stop at each name and describe how the woman played a role in making sure women's issues were addressed by the New Deal. Pages 370-371

Impactful Women	Role in Making Sure Women's Issues Were Addressed
Eleanor Roosevelt	
Ellen Woodward	
Frances Perkins	
Josephine Roche	
Hilda Smith	
What issues did these women address that remain concerns for many women today?	

Part II- As you read Section 3.2, use the chart to record your responses. Pages 372-375

	Challenges	New Deal Actions
African Americans	<ul style="list-style-type: none"> -50 percent unemployment -the need for equal rights -segregation - voting rights 	
Mexican Americans		
Native Americans		

Great Depression The ABC's

Directions: Complete the following chart. Identify the acronym for each of President Roosevelt's New Deal programs. State whether the program was designed to provide relief for the needy, recovery for the economy or reform of the financial system. Finally, explain the purpose of the program in your own words.

	Complete Name of Program	Relief, Recovery, or Reform	Explanation of the Program in your own words
FDIC			
AAA			
CCC			
PWA			
CWA			
NIRA			
TVA			
FHA			

Great Depression Poster Presentation

U.S. History

180pts.

Directions: Using large poster paper, create a poster for presentation that presents the main ideas of the time period we are studying using pictures, explanation paragraphs, and graph. In addition, a 3-5 page typed paper must accompany the project. Remember this is a compare and contrast style project

- _____ **70pts.** **Topic Paragraphs**
6 topics
3 minors- 1 paragraph for each topic
3 majors 2 paragraphs for each topic
**The paper part of the project should be based on historical and current information on the topic at hand. Each paragraph should help to explain individual aspects of the subject.
- | | |
|-----------|--|
| 70-63pts. | Well Written/Well Organized / Historically Flawless/ Factually supports poster topic |
| 62-56pts. | Organized / Supports Poster Topic/ Historically Accurate |
| 55-49pts. | Poor Organization / Historical Errors / Limited Topic Support |
| 48-0pts. | Incomplete/no paper |
- _____ **30pts.** **Historical Graph**
**At Least one bar, circle, or line graph must be included on the poster. The graph must include information that will support the poster's main presentation.
- | | |
|-----------|--|
| 40-36pts. | Well Organized/ Neat/ Historically Accurate |
| 35-31pts. | Organized / Neat / Historically Accurate |
| 30-26pts. | Poor Organization / Limited Neatness / Historical Mistakes |
| 25-0pts. | Incomplete |
- _____ **60pts.** **Visual Pictures or Drawings**
**Each poster must include at least 6 pictures or illustrations (one for each topic) about the topic. They must be neat and have a paragraph to help explain the poster topic.
- | | |
|-----------|---|
| 50-45pts. | Topic Centered/ Neat/ Visually/ Appealing/ Colorful |
| 44-40pts. | Related to Topic/ Neat / Colorful |
| 39-35pts. | Limited Neatness / Historical Mistakes |
| 34-0pts. | Incomplete |
- _____ **20pts.** **Bibliography —**
On a separate sheet of paper list at least three (3) sources used for research. (Only one textbook may be used)
- | | |
|-----------|--|
| 30-21pts. | Correct format and presentation with three or more sources |
| 26-23pts. | Format errors with correct amount of sources |
| 22-0pts. | Incorrect format or no bibliography cited |
- ***End notes and a Works Cited page must be attached**

Ex. — Smith, Tom. Billy the Kid. Thomasville Press, Los Angeles, Ca, 1988. pgs. 105- 106.
www.historychannel.com "Buffalo Bill" 6/7/99

_____ **TOTAL**

Comments:

*** NOTE: A grade will not be issued until students have presented their projects.

The New Deal Winds Down
Guided Chapter 11 Section 4.1
Pages 376-377

Directions- Chapter 11 Section 4.1- Use the following words/ phrases to complete the chapter summary.

- ☐ Court-Packing
- ☐ Declined
- ☐ Dependency on Welfare Funding

- ☐ Improved
- ☐ Lack of Funding
- ☐ Minimum Wage
- ☐ New Deal

- ☐ Relief and Public Works
- ☐ Restored
- ☐ Revive the Economy
- ☐ Stock Market

THE ECONOMY STUMBLES AGAIN

As 1937 neared, the U.S. economy _____ 1., nearing pre-crash levels, but the _____ 2. hadn't fully recovered. Roosevelt saw government spending, like the WPA, as vital for recovery but worried about its cost. He feared debt-led inflation and _____ 3.. The Social Security tax started, reducing workers' pay, while Roosevelt cut PWA and WPA funding, causing job losses. This, along with the tax, triggered a recession. Unemployment rose, production fell, and poverty returned. The stock market _____ 4.. Roosevelt faced urgent action to address the crisis.

TRIMMING THE NEW DEAL

In October 1937, Roosevelt and Congress approved \$5 billion for _____ 5., helping the economy but hurting Roosevelt's image due to perceived overreliance on government spending. By 1938, the _____ 6. lost steam, with public interest waning and political opponents gaining power in Congress. Roosevelt's _____ 7. plan also damaged his reputation. Despite these challenges, the Fair Labor Standards Act passed in 1938, establishing _____ 8., maximum workweek, and ending most child labor. However, without congressional support, most New Deal programs ended due to _____ 9. in 1939. Despite progress, over 8 million Americans remained unemployed, and critics argued the New Deal hadn't fully _____ 10. prosperity. It would take World War II and its subsequent mobilization efforts to fully _____ 11..

The New Deals Impact
Guided Chapter 11 Section 4.2
Pages 378-379

Directions- Chapter 11 Section 4.2- Use the following words/ phrases to complete the chapter summary.

- ☐ American Society
- ☐ Authority
- ☐ Bank Deposits
- ☐ Collective Bargaining
- ☐ Conservatives
- ☐ Construction Projects
- ☐ Economic
- ☐ Farmers

- ☐ High Taxes
- ☐ Imperial Presidency
- ☐ Increased
- ☐ Intervention
- ☐ More
- ☐ National Labor Relations Board
- ☐ Opportunity and Freedom

- ☐ Programs and Agencies
- ☐ Regulating
- ☐ Reviving
- ☐ Social Security
- ☐ Unemployment and Poverty
- ☐ Welfare

AN EXPANDED GOVERNMENT ROLE

During the Great Depression, President Roosevelt enacted the New Deal, a series of programs aimed at _____ 1. the economy. Instead of cutting spending, he _____ 2. it through deficit spending. The New Deal created federal jobs, regulated banking, settled labor disputes, and provided aid to _____ 3.. However, some of its legislation was challenged in the Supreme Court for giving too much power to the executive branch. Despite setbacks, the New Deal established principles like _____ 4., minimum wage, and Social Security, shaping the modern welfare state where the government ensures citizens' well-being. Some historians view the New Deal as the start of the _____ 5., marking a shift towards a presidency with greater _____ 6.. Overall, the New Deal aimed to address economic hardships and set the stage for government responsibility for citizens' _____ 7..



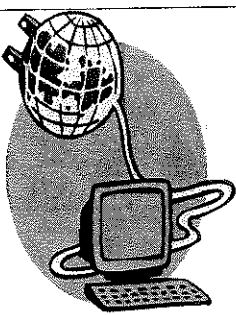
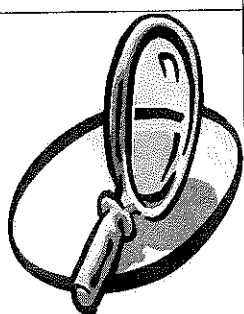
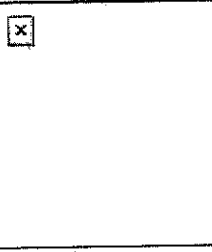
CONSERVATIVE RESPONSES

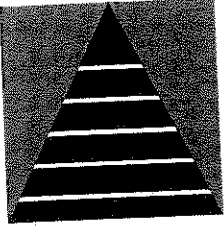
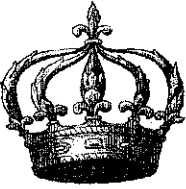

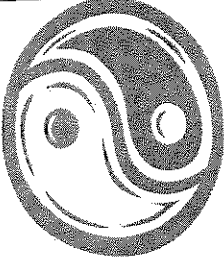

_____ 8., including Senator Robert A. Taft, criticized Roosevelt's New Deal policies for expanding government power and interfering with free enterprise. They argued that despite the New Deal's intentions, _____ 9. persisted, making it ineffective. Some liberals also joined in the criticism, believing the New Deal could have done _____ 10. to solve social and _____ 11. issues. Taft, while supporting certain New Deal programs like unemployment insurance, opposed its overall expansion of government control and _____ 12.. He accused the New Deal of stifling individual _____ 13. with excessive regulation and spending. Throughout his career, Taft remained a vocal opponent of progressive policies, advocating for limited government _____ 14. and greater personal freedom.

LASTING PROGRAMS

The New Deal, implemented during the Great Depression, left a lasting impact on the United States. Many government _____ 15. created during this time still benefit Americans today. _____ 16., established to provide security for senior citizens and assist disabled or unemployed workers, remains a vital safety net. The Federal Deposit Insurance Corporation (FDIC) ensures _____ 17., offering protection against loss in case of bank failures. The Securities and Exchange Commission (SEC) safeguards investors by _____ 18. the stock market. The _____ 19. mediates disputes between workers and employers, protecting workers' rights to organize and negotiate. Additionally, the New Deal funded numerous _____ 20., including dams, bridges, highways, and schools, which continue to benefit communities across the country with flood control, irrigation, and electricity. Despite criticisms and changes over the years, the New Deal's legacy endures in these essential aspects of _____ 21..

History Themes: Great Depression

SYMBOL	THEME	QUESTION TO ANSWER	EXAMPLES DEMONSTRATED IN UNIT
	MODERN DAY RELEVANCE	WHY DOES IT MATTER TODAY?	Events that effect how we live today? How does this affect us? What contributions or ideas do we get from this group or area? What they did differently than we do?
	CIVIC RESPONSIBILITY	WHAT IS THE CITIZEN'S ROLE IN SOCIETY?	What are the people suppose to do? What are the laws, rules, codes, unwritten expectations. Roles of women/men and children.
	SCIENCE AND TECHNOLOGY	HOW DOES SCIENCE AND TECHNOLOGY AFFECT SOCIETY?	Inventions, Advancements, things that effect today's world, How did they improve something?
	MULTIPLE PERSPECTIVES	HOW IS THE WORLD UNDERSTOOD FROM DIFFERENT POINTS OF VIEW?	How did groups of people see the society different? Ex. Slaves vs. rich. Kings vs. Priests Workers vs. nobility Hunter gatherer v. civilized man
	GEOGRAPHY	WHAT IS THE RELATIONSHIP BETWEEN HUMANS AND THE ENVIRONMENT?	

	ECONOMIC AND SOCIAL CLASSES	HOW DO MONEY AND RESOURCES AFFECT THE WAY PEOPLE LIVE?	What was the social class of the area or civilization? What defined each social class? How did they create wealth? What was there economic system? What resources did they have available to them?
	POWER	HOW DO NATIONS, GROUPS, AND INDIVIDUALS ATTAIN AND MAINTAIN POWER?	Who has it? How did they use it? How did they get it/lose it/pass it on? What type of government? Did they get too much? People?
	CULTURE	WHAT ARE THE TRADITIONS, BELIEFS AND VALUES SHARED BY A GROUP OF PEOPLE? (ART FAMILY RELIGION)	Celebrations, food, clothing, Religion, music, tools, language, social customs, entertainment, holidays, technology, government, values, attitudes, and gender roles.
	CONFLICT AND COOPERATION	HOW DO NATIONS, GROUPS, AND INDIVIDUALS SOLVE PROBLEMS AND OVERCOME DIFFERENCES?	What problems did they face? How did they fix or deal with them? Why did the problems exist? How did they work together to solve?
	JUSTICE	HOW DO NATIONS, GROUPS, AND INDIVIDUALS DEVELOP AND MAINTAIN A CONCEPT OF RIGHT AND WRONG?	Rules, Laws, guidelines, punishments, safety. Justice system? Trials? Government