Congratulations!

You have chosen a learning program that will actively motivate your students and provide you with easily accessible and easily manageable instructional guidelines and tools designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module (ATM) provides you with a video program correlated to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

**Rationale**

In today’s classrooms, educational pedagogy is often founded on Benjamin S. Bloom’s “Six Levels of Cognitive Complexity.” The practical application of Bloom’s Taxonomy is to evaluate students’ thinking skills on these levels, from the simple to the complex:

1. Knowledge (rote memory skills),
2. Comprehension (the ability to relate or retell),
3. Application (the ability to apply knowledge outside its origin),
4. Analysis (relating and differentiating parts of a whole),
5. Synthesis (relating parts to a whole)
6. Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, and to integrate classroom experiences and assimilation of learning with the students’ life experiences, realities, and expectations. AIMS’ learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today’s classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

**Organization and Management**

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in three sections:

**I. Introducing this ATM**

will give you the specific information you need to integrate the program into your classroom curriculum.

**II. Preparation for Viewing**

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

**III. After Viewing the Program**

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.
FEATURES
INTRODUCING THE ATM

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world’s most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom and to provide assessment tools, your AIMS Teaching Module features these components:

Themes
This section tells how the AIMS Teaching Module is correlated to the curriculum. Themes offers suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview
The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives
The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

Preparation for Viewing
In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program
Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary
Introduction to Vocabulary is a review of language used in the program: words, phrases, and usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas
Discussion Ideas are designed to help you assess students’ prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students’ ideas and opinions.

Focus
Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In
Jump Right In provides abbreviated instructions for quick management of the program.

After Viewing the Program
After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

Meeting Individual Needs
These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

Curriculum Connections
Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.

Critical Thinking
Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.

Cultural Diversity
Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

Hands On
These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

Writing
Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.

In The Newsroom
Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

Extended Activities
These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

Link to the World
These activities offer ideas for connecting learners’ classroom activities to their community and the rest of the world.

Culminating Activity
To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their worldview.
ADDITIONAL ATM FEATURES

Vocabulary
Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will read or find the definition of each vocabulary word, then use the word in a written sentence.

Checking Comprehension
Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students’ needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

Reproducible Activities
The AIMS Teaching Module provides a selection of reproducible activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

Checking Vocabulary
The checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

Test
The AIMS Teaching Module Test permits you to assess students’ understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

Additional AIMS Multimedia Programs
After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

Answer Key
Reproduces tests and work pages with answers marked.

JUMP RIGHT IN

Preparation
• Read The Great Depression Themes, Overview, and Objectives to become familiar with program content and expectations.
• Use Preparation for Viewing suggestions to introduce the topic to students.

Viewing
• Set up viewing monitor so that all students have a clear view.
• Depending on your classroom size and learning range, you may choose to have students view The Great Depression together or in small groups.
• Some students may benefit from viewing the video more than one time.

After Viewing
• Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.
• Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
• Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.
• You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
• Administer the Test to assess students’ comprehension of what they have learned, and to provide them with practice in test-taking procedures.
• Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.
The Great Depression

Themes

The major themes addressed in this fascinating program include the events that triggered the “Black Tuesday” collapse of the stock market and the myriad federal programs initiated to revive the failing economy. Within these thematic sections, there are examinations of the social effects of the Depression; the presidential administrations of Herbert Hoover and Franklin Roosevelt; The New Deal and its effect on labor, conservation and cultural life, and the Dust Bowl.

Overview

October 29, 1929 - “Black Tuesday” - was the single most devastating financial day in the history of the New York Stock Exchange. Prices of stocks collapsed, financial gains were wiped out, and public confidence in the economy was shattered. Yet less than a year before, when Americans elected Herbert Hoover president, the mood of the general public was optimistic; confident that national prosperity was here to stay.

The ensuing years of the Great Depression took an enormous economic, physical, and psychological toll on the nation. Initial relief for the country was slow in coming. President Hoover mistakenly believed that the key to recovery was to maintain the illusion of a healthy economy. His passive attitude and reliance on big business to stem the growing tide of economic failure only served to mire the country ever deeper in it. In 1932, Franklin Delano Roosevelt was elected overwhelmingly on a campaign promising a New Deal for the American people. Roosevelt felt it was the federal government’s duty to help the American people weather these bad times, and he worked feverishly to push programs through Congress that would provide relief, hope, and recovery.

The tumultuous and frightening years of the Great Depression deeply affected our national psyche and did much to reform laws, redesign governmental policy, and restructure the role of government in business and daily life. The effects are still in evidence today, and therefore, critical to our understanding of the country we live in.

Objectives

- To identify the causes and consequences of the Great Depression
- To compare and contrast the efforts made by Presidents Hoover and Roosevelt to end the Great Depression
- To explain the three main goals of President Roosevelt’s New Deal administration and state specific examples of how they tried to accomplish each
- To explore the effects of the first and second New Deal administrations on labor, conservation, cultural life, women, and minorities
- To describe the significance and legacy of the New Deal for the United States

Introduction to the Program

During the period from 1924 to 1929, the stock market rose steadily - as Americans enjoyed unprecedented prosperity and engaged in risky, get-rich-quick investment practices. Then, in a matter of days, the market collapsed. From 1930 to 1939, the prices of stock fell 40%, as many as 9,000 banks went out of business, and 9 million savings accounts were wiped out. The unemployment rate jumped from 9% all the way to 25%, leaving about 15 million people jobless. As many as 86,000 businesses failed. Adding to the catastrophe, a combination of drought and misuse of the Great Plains’ farmland led to incredible devastation known as the Dust Bowl. The Dust Bowl region covered one-third of the Great Plains - close to 100 million acres, 500 miles by 300 miles. Failed crops, dying livestock, and dust storms so severe they were called “black blizzards” forced farmers into bankruptcy and drove many from the land. Explain to students that the effects of this era are still felt today, and that the economic lessons learned are still applicable.
**Introduction to Vocabulary**

Before starting the program, write the following words and phrases on the board. Ask the class to discuss the meaning of each word, and review or have students research the terms that are unfamiliar.

- **buy on margin** - practice of buying stocks by paying 10-50% of the full price and borrowing the rest
- **collateral** - something pledged as security for a loan that can be claimed by the lender if the loan is not repaid
- **economic depression** - a period of low general economic activity marked especially by rising levels of unemployment
- **foreclosure** - a legal proceeding when a borrower cannot pay his or her mortgage and banks repossess the property
- **mortgage** - a transfer of rights to property as security for the payment of a loan that becomes void when the loan is paid
- **speculation** - risky investment in stocks or real estate for the chance of quick profit
- **stock market** - a market for money or capital available for investment or trading
- **share** - any of the equal portions into which property or invested capital is divided
- **tariff** - tax on imported goods

**Discussion Ideas**

Ask one or more of the following questions to prompt discussion about the Great Depression: When you think of the Great Depression, what thoughts or images come to mind? (Teachers may wish to record responses on the board.)

- What period preceded the Depression?
- What characterized this preceding era in American history?
- What do you think changed with the sudden collapse of the economy, loss of jobs, etc.?
- How do you think people reacted emotionally or psychologically?

**Focus**

Ask students to imagine themselves living in the late 1920s, when the prosperity of the country was high. Have them write a brief description of who they are, what they do, what their life is like. Ask students to keep this identity in mind as they view the program - knowing that the stock market crash is just about to happen. How will the Great Depression impact their life? How will they react? How will they survive?
SUGGESTED ACTIVITIES

Meeting Individual Needs
After viewing the program, discuss with students how the Depression impacted the following groups of people: business owners and employees, farmers, families, children and teens, people living in the cities.

Writing
Riding the Rails: About 250,000 young people were homeless in the early years of the Depression. Many became nomads, traveling the highways and railways. Explore the web site listed below and read the “Tales from the Rails,” the true stories of teenagers who rode the rails during the Great Depression. Then write your own journal entry of a day as a teenager riding the rails during the Depression. Be prepared to read your journal entry to the rest of the class.


Connection to History
Images of the past - Hooverville: During the Great Depression, many families lost their homes because they could not pay their mortgages. They were forced to seek alternative forms of shelter. Hoovervilles sprung up throughout the United States.

Using library and Internet resources, have students find photos of these makeshift dwellings and towns, and the people who lived there. Ask them to bring a sampling of these images to class and at least one story of how an individual came to live in one of these shantytowns. Use student contributions to discuss the following questions: In what ways do you think life changed for people who lost their jobs, life savings, and homes, and ended up living in Hoovervilles? How were children affected? Did you think most Hooverville residents had a choice about how they lived? Can you think of anything similar to Hoovervilles in the United States today? If so, how are they different or similar to the Hoovervilles of the Great Depression? Why were these makeshift settlements called Hoovervilles? If such settlements exist in the U.S. today, what might they be called, and why?

Connection to History
Dear Mrs. Roosevelt: During the Great Depression, thousands of young people wrote to First Lady Eleanor Roosevelt for help, requesting clothing, money, and other forms of assistance. In fact, during her first year in the White House, she received 300,000 pieces of mail from both adults and children, and continued to receive thousands of letters in the years that followed. In response, Eleanor Roosevelt championed the cause of impoverished young Americans during the Depression.

Using library and Internet resources, have students research Eleanor Roosevelt’s role in addressing the problem of children left destitute by the Depression. Ask them to prepare a brief report on the topic. What was it like for children growing up during the Great Depression? How did Eleanor Roosevelt work within the government to assist the children? What programs were developed that impacted children directly? How did Eleanor Roosevelt respond directly to the thousands of letters she received?
Connection to Social Studies
Then and Now: On the board, draw a line dividing the space into two columns. Label one “THEN” and the other “NOW.” Ask the class to brainstorm a list of problems that they believe are typical of children and teenagers today. (These may include gangs, poverty, alcohol or other drug use, child abuse and neglect, teenage pregnancy, concerns about sexually-transmitted diseases such as HIV/AIDS, or worries about education, jobs and the future.) Write their responses in the appropriate column.

Next ask students to brainstorm a list of the problems encountered by young people in the 1930s. List these in the appropriate column. Using these lists, discuss with students the possible root causes of the various problems, the similarities and differences between the lists, and the reasons for these similarities or differences. Do students feel that the challenges facing today’s youth are more or less difficult to deal with than those facing the youth of the 1930s?

Connection to Language Arts
The Grapes of Wrath, John Steinbeck’s 1940 Pulitzer Prize winning novel, tells the story of the Joad family from Oklahoma’s Dust Bowl and their migration to California during the Depression. Have students read the book, or, as an alternative, you may wish to show them the 1940s film of the same title, starring Henry Fonda.

Follow either activity with a discussion of the family’s experience. How realistic is Steinbeck’s portrayal of the times and events? How typical was the Joad family’s experience? How did perceptions of the experience differ among the family members? How did student perception of the times change as a result of reading (or viewing) this story? What images or events had the most impact on them?

Connection to Language Arts and Arts and Humanities
As an additional follow-up to reading and/or viewing John Steinbeck’s “The Grapes of Wrath,” ask students to choose a character from the story and write a monologue talking about his or her experience. Have students memorize and present their monologues to the class. Encourage the use of props and simple costuming to enhance their performances.

Connection to Music
Songs like “Brother, Can You Spare a Dime,” “Life is Just a Bowl of Cherries,” or “We’re in the Money” captured the various moods and attitudes of the Great Depression years. Have students find copies of lyrics or musical renditions of popular Depression-era songs to share with the rest of the class. Have students think about and discuss the lyrics.

Writing
Ask students to assume the role of a former WWI soldier who has come to Washington, D.C. in 1932 to demand his promised army benefits. Have them write a letter home to their family or friends about the events and the outcome. Give students time to do additional research about the veterans’ march in order to make their letters more realistic and factual.

Culminating Activity
 Impressions of an Era: Using words and images of the Great Depression collected from Internet sources (print-outs of photographs, news headlines, song titles or lyrics, etc.), have students create either a class bulletin board collage or individual poster expressions of this important era in American history. Some suggested themes might be a general impression of this period as a whole, or a specific aspect of the time, such as children of the Depression, riding the rails, the Dust Bowl, Hoovervilles, first days of the crash, and the like. Be sure students provide an appropriate title for their class or individual project.
VOCABULARY

The vocabulary words listed below are all relative to the program “The Great Depression.” Read each definition. On the line next to the definition, write the number of the vocabulary word that matches it. If necessary, use a dictionary or encyclopedia.

1. Black Tuesday
2. Bonus Army
3. buy on margin
4. collateral
5. depression
6. foreclosure
7. Hooverville
8. mortgage
9. New Deal
10. share
11. speculation
12. stock market
13. tariff
14. trickle down

_______ tax on imported goods
_______ practice of buying stocks by paying 10-50% of the full price and borrowing the rest
_______ a crudely built camp put up usually on the edge of a town to house the dispossessed and destitute during the Great Depression
_______ the crash of the New York Stock Exchange on October 29, 1929
_______ risky investment in stocks or real estate for the chance of quick profit
_______ Hoover’s theory that the prosperity of a stable business community would eventually reach the poor majority
_______ a transfer of rights to property as security for the payment of a loan that becomes void when the loan is paid
_______ group of WWI veterans who marched to Washington in 1932, demanding their promised pension bonus
_______ any of the equal portions into which property or invested capital is divided
_______ a legal proceeding when a borrower cannot pay his or her mortgage and the mortgage lender repossesses the property
_______ a period of low general economic activity marked especially by rising levels of unemployment
_______ something pledged as security for a loan that can be claimed by the lender if the loan is not repaid
_______ a market for money or capital available for investment or trading
_______ an administrative program of President Roosevelt designed to promote economic recovery and social reform
CHECKING COMPREHENSION

NOTE TO TEACHERS: The topics on the following page may be used as the basis for a general class discussion of the information presented in the program. Alternatively, you may wish to have students complete the page giving one sentence answers regarding each topic, or assign a question/topic to individual students or student groups and ask them to prepare a more lengthy report to present orally to the rest of the class. Allow time for further questions and discussion of topics as necessary.
CHECKING COMPREHENSION

Please answer the following using complete sentences. Use a separate sheet of paper if needed.

1. What was the cause of the stock market crash?

2. Name one or more of the causes and consequences of the Great Depression.

3. Describe the attempts made to deal with the crisis.

4. What were President 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. What were the views of those who opposed or favored the New Deal?

8. Describe the cause for the second New Deal and its outcome.

9. What effect did the New Deal have on women and minorities?

10. What were some of the effects the New Deal had on culture?
TRUE OR FALSE

Read the following statements. Place a T next to statements that are true, and an F next to statements that are false.

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

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

3. ________ At the time of Hoover’s election to the presidency, most Americans were pessimistic about their economic future.

4. ________ At the time of the stock market crash, there were no effective legal guidelines on buying and selling stock.

5. ________ By 1933, half of the banks had failed and one tenth of Americans were jobless.

6. ________ Communities of cardboard shacks were called “Hoovervilles” after President Herbert Hoover.

7. ________ During the Depression, high unemployment had little effect on the sale of goods and services.

8. ________ President Hoover’s advisors believed the economy would recover on its own.

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

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

11. ________ Senator Huey Long supported FDR’s efforts and launched a national program entitled “Share Our Wealth.”

12. ________ The Works Progress Administration of the first New Deal created 8 million jobs.

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

14. ________ The Great Depression had both a physical and psychological impact on the entire nation.
Write a short essay on each of the topics and questions below. Use an extra sheet of paper if necessary. Be prepared to present your essays orally to the rest of class. (TEACHERS: You may wish to allow time for additional questions and/or class discussion.)

1. Describe “Black Tuesday” and its significance. ________________________________________________________________
   _______________________________________________________________________________________________________
   _______________________________________________________________________________________________________
   _______________________________________________________________________________________________________

2. Explain two of the United States’ basic economic problems during the Depression. _______________________________________
   _______________________________________________________________________________________________________
   _______________________________________________________________________________________________________
   _______________________________________________________________________________________________________

3. What was the Bonus Army and what was its effect on President Hoover’s public support? ___________________________________________
   _______________________________________________________________________________________________________
   _______________________________________________________________________________________________________
   _______________________________________________________________________________________________________

4. Why did Eleanor Roosevelt resign her membership from the Daughters of the American Revolution (D.A.R.)? __________________________
   _______________________________________________________________________________________________________
   _______________________________________________________________________________________________________
   _______________________________________________________________________________________________________

5. Explain what the Fireside Chats were and their significance. ________________________________________________________________
   _______________________________________________________________________________________________________
   _______________________________________________________________________________________________________
   _______________________________________________________________________________________________________

6. What was the Dust Bowl, and what was one government solution to the problem? ______________________________________________
   _______________________________________________________________________________________________________
   _______________________________________________________________________________________________________
   _______________________________________________________________________________________________________

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**PRESIDENTIAL TERMS**

Complete the following chart with the administrative policies, programs, and outcomes of each presidential effort during the Depression. There may be more than one example in each section of the chart.

<table>
<thead>
<tr>
<th>Administrative Policies</th>
<th>President Hoover</th>
<th>President Roosevelt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs Developed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome on the Depression</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Complete the following chart. Identify by their full names each of the New Deal programs listed. 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.

<table>
<thead>
<tr>
<th>COMPLETE NAME OF THE PROGRAM</th>
<th>RELIEF, RECOVERY, OR REFORM</th>
<th>EXPLANATION OF THE PROGRAM IN YOUR OWN WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FDIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PWA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIRA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TVA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FHA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HARD TIMES

Explore the photographs of the Great Depression on the web site listed below. Select one of the photographs and write a news article that would have been in the newspaper during the 1930s that corresponds to the photo. Remember to include the title of the article and the six main components of an article: who, what, when, where, why, and how.


Title of selected photograph: ______________________________________________________________________________________________

TITLE OF ARTICLE ______________________________________________________________________________________________________

News Story ____________________________________________________________________________________________________________

______________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________

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WORD SEARCH

PART A: The following words can be found in the maze below. The letters may be arranged horizontally, vertically, diagonally, or backwards.

R Z H Q M O R T G A G E V Y Z
E U W U G Z J V M B X Q J F S
C Q N Y N J X N Y T R E V O P
O Z X E B G R W N V G M Z R E
V M H J M X E Z K J X D G E C
E V S G A P V R Y Z Q R B C U
R Z A Y R E L I E F X O H L L
Y B R H K Q K O J W Z U V O A
Q L C V E G Z K Y H M G W S T
S Z J S T Y W M Q M G H Z U I
W T C J G Z X R B V E T X R O
Z N O V J G M O K Z G N L E N
J Y S C Q C V F F I R A T Y Z
Q B Z N K X M E W Q Y G V J W
V W S Y G S Z R Y M O N O C E

crash     market     relief
drought   mortgage   speculation
economy   poverty     stocks
foreclosure recovery   tariff
hunger     reform     unemployment

PART B: On a separate piece of paper, use as many of the words above as possible to write a short paragraph on some aspect of the stock market crash and Great Depression.
Read each of the following statements, then circle the best answer.

1. One of the leading government economic policies that led to the Great Depression was:
   a) lowered tariffs and increases in foreign trade.
   b) unregulated business production.
   c) government regulations on the buying and selling of stocks.
   d) inspection of banks and insurance on deposits up to $5000.

2. In response to the growing Depression, President Hoover:
   a) initiated government programs which provided direct relief to the American public.
   b) encouraged business leaders to lower wages.
   c) attempted to create more jobs with the building of roads, parks, dams and public structures.
   d) immediately lowered all tariffs on foreign goods.

3. During the first 100 days of President Roosevelt’s term in office:
   a) he persuaded businesses to maintain high wages, a high employment level, and steady production.
   b) he encouraged the public to remain optimistic, assuring them that the economy would improve on its own.
   c) he continued Hoover’s relief policies, believing that they could eventually work to turn the economy around.
   d) he pushed program after program through Congress to provide relief, create jobs, and stimulate the economy.

4. The main goals of the New Deal were:
   a) to reform the financial system and provide relief for the needy.
   b) to stimulate the economy and reestablish American faith in banks.
   c) to rebuild the nation and create a welfare state.
   d) A and B

5. Which program was created to secure an individual’s bank deposit?
   a) FDIC
   b) the Bank Holiday
   c) the Emergency Banking Relief Act
   d) the Federal Securities Act
6. The second New Deal was developed because:
   a) unemployment remained high and the nation still suffered from the Depression.
   b) President Roosevelt had not yet acquired government control of business and banking.
   c) the reforms of the first New Deal had had no positive effect on the country.
   d) A and B

7. Passage of the Hawley-Smoot Tariff:
   a) was an important element in Roosevelt's plan to end the Depression.
   b) helped increase American exports, while limiting foreign imports.
   c) resulted in a slow-down in America's international trade.
   d) had little or no effect on the course of the Great Depression.

8. America began to truly emerge from the Great Depression:
   a) once confidence in the American banking system was restored.
   b) when the country began preparing for World War Two.
   c) with the creation of jobs through the Public Works Association.
   d) when the 1938 passage of the Fair Labor Standards Act finally banned child labor.

Test Essay Section: Write a short essay in response to each statement. Use full sentences to answer the following questions. If necessary, use a separate piece of paper.

9. Discuss the causes and consequences of the stock market crash. ________________________________________________________________
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10. Discuss the causes and consequences of the Great Depression. ____________________________________________________________
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ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

#8971-EN-VID World War One and the Great Depression (1900-1939)
#9813-EN-VID Between the Wars (1918-1939)
#9759-EN-VID Coming of Age (1924-1928)
#9761-EN-VID The Tarnished Dream (1929-1931)
#9762-EN-VID The Passing Storm (1931-1933)
#9814-EN-VID Seeds of Discord (1933-1936)
#9816-EN-VID The Darkest Hour (1939-1941)
#9274-EN-VID National Politics: Harding, Coolidge, Hoover and Al Smith
#3027-EN-VID American Presidents (1929-63)

INTERNET RESOURCES FOR TEACHERS AND STUDENTS

FOR TEACHERS

   The Library of Congress
http://newdeal.feri.org
   The New Deal Network
http://www.education-world.com/a_lesson/lesson147.shtml
   The Education World
http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/47misty/47misty.htm
   National Park Services
http://www.gliah.uh.edu/historyonline/us34.cfm
   Gilder Lehrman Institute of American History
http://www.mcs.k12.in.us/mhs/social/madedo/
   Mooresville High School, Mooresville Indiana

FOR STUDENTS

Note: Teachers should preview all sites to ensure they are age-appropriate for their students.

http://newdeal.feri.org/index.htm
   The New Deal Network
http://www.fdic.gov/about/learn/learning/index.html
   Federal Deposit Insurance Company
http://www.pbs.org/wgbh/amex/dustbowl/
   Public Broadcasting Station
http://www.pbs.org/wgbh/amex/rails/
   Public Broadcasting Station
ANSWER KEY for page 10

VOCABULARY

The vocabulary words listed below are all relative to the program “The Great Depression.” Read each definition. On the line next to the definition, write the number of the vocabulary word that matches it. If necessary, use a dictionary or encyclopedia.

1. Black Tuesday
2. Bonus Army
3. buy on margin
4. collateral
5. depression
6. foreclosure
7. Hooverville
8. mortgage
9. New Deal
10. share
11. speculation
12. stock market
13. tariff
14. trickle down

13  tax on imported goods
11  risky investment in stocks or real estate for the chance of quick profit

3  practice of buying stocks by paying 10-50% of the full price and borrowing the rest

7  a crudely built camp put up usually on the edge of a town to house the dispossessed and destitute during the Great Depression

1  the crash of the New York Stock Exchange on October 29, 1929

11  risky investment in stocks or real estate for the chance of quick profit

14  Hoover’s theory that the prosperity of a stable business community would eventually reach the poor majority

8  a transfer of rights to property as security for the payment of a loan that becomes void when the loan is paid

2  group of WWI veterans who marched to Washington in 1932, demanding their promised pension bonus

10  any of the equal portions into which property or invested capital is divided

6  a legal proceeding when a borrower cannot pay his or her mortgage and the mortgage lender repossesses the property

5  a period of low general economic activity marked especially by rising levels of unemployment

4  something pledged as security for a loan that can be claimed by the lender if the loan is not repaid

12  a market for money or capital available for investment or trading

9  an administrative program of President Roosevelt designed to promote economic recovery and social reform
ANSWER KEY for page 12

CHECKING COMPREHENSION

Please answer the following using complete sentences. Use a separate sheet of paper if needed.

DISCUSSION ANSWERS OR REPORTS WILL VARY, BUT SHOULD INCLUDE SOME OF THE FOLLOWING KEY POINTS.

1. What was the cause of the stock market crash? Businesses began to slow down; economic boom of 1920s was ending; stock prices were falling; stockbrokers demanded that people repay loans for stocks bought on margin; and on Oct. 29, 1929, “Black Tuesday” the stock market collapsed and stocks sold for almost nothing.

2. Name one or more of the causes and consequences of the Great Depression. Key industries were in trouble; there was a gap between the rich and the rest of the nation; people were living beyond their means with credit; overproduction of products; banking system in trouble when investments in stocks were lost, and not enough money to pay depositors; World War I caused economic slump worldwide; many businesses failed and millions lost their jobs.

3. Describe the attempts made to deal with the crisis. Soup kitchens and bread lines were set up for the unemployed; unemployed “rode the rails” looking for jobs; people lost their homes and lived in shantytowns; and many children suffered from malnutrition and stopped attending school in order to work.

4. What were President Hoover’s efforts to resolve the Depression? Reassured the nation its economy was sound; advocated the “do-nothing” approach for the economy to recover naturally; took cautious approach and spent federal money on public works construction; provided emergency financing for big businesses hoping for trickle-down theory; and asked private charities to help the less fortunate.

5. Explain the purpose of FDR’s New Deal and its accomplishments. The New Deal’s purpose was to provide relief for the needy, recovery for the economy, and reform for the financial system. Accomplishments included restoring confidence in financial system with the “bank holiday” and FDIC, helping farmers with AAA, providing work for the unemployed with CCC, PWA, CWA, TVA, and giving direct assistance for needy with Federal Emergency Relief Administration, National Industrial Recovery Act, Federal Housing Administration, and Home Owners Loan Corporation.

6. List some of the work provided for the unemployed and other methods of direct assistance. Unemployed were hired to build community buildings, repair roads, flood control, and other conservation projects. Jobs also included creating a system of dams to provide hydroelectric power. The needy were given food, clothing, loans for home mortgages, and low interest rates for mortgage payments.

7. What were the views of those who opposed or favored the New Deal? Critics on the left said the New Deal did not go far enough to help the poor or reform the economy, whereas critics on the right said it gave the government too much control over the economy and FDR was establishing a dictatorship. The Supreme Court declared NIRA and AAA unconstitutional, and FDR’s “court packing” aroused public protest. Father Charles Coughlin, Dr. Francis Townsend, Upton Sinclair, and Senator Huey Long all opposed FDR’s New Deal.

8. Describe the cause for the second New Deal and its outcome. Minimal improvement in the economy and Eleanor Roosevelt’s visits around the country influenced FDR to urge Congress to pass additional measures to help the economy and the needy. The second New Deal included, AAA, FSA, WPA, Wagner Act, Fair Labor Standards Act, Social Security Act, and Rural Electrification Administration.

9. What effect did the New Deal have on women and minorities? Many women and African-Americans were appointed to important positions, such as Mary McLeod Bethune, Robert C. Weaver, William H. Hastie, Marian Anderson, Mary Dewson, and Frances Perkins. African-Americans abandoned the Republican Party, many Mexican-Americans deported to Mexico, and Native-Americans received full citizenship and the Indian Reorganization Act passed in 1934.

10. What effect did the New Deal have on culture? People went to the movies to forget their troubles. Almost every home had a radio, which played soap operas, comedies, children’s shows, and FDR’s Fireside Chats. Many New Deal programs supported artists and writers.
TRUE OR FALSE

Read the following statements. Place a T next to statements that are true, and an F next to statements that are false.

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

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

3. F At the time of Hoover’s election to the presidency, most Americans were pessimistic about their economic future.

4. T At the time of the stock market crash, there were no effective legal guidelines on buying and selling stock.

5. F By 1933, half of the banks had failed and one tenth of Americans were jobless.

6. T Communities of cardboard shacks were called “Hoovervilles” after President Herbert Hoover.

7. F During the Depression, high unemployment had little effect on the sale of goods and services.

8. T President Hoover’s advisors believed the economy would recover on its own.

9. T President Roosevelt’s first 100 days in office were spent making proposals to provide relief, recovery, and reform to Americans.

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

11. F Senator Huey Long supported FDR’s efforts and launched a national program entitled “Share Our Wealth.”

12. F The Works Progress Administration of the first New Deal created 8 million jobs.

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

14. T The Great Depression had both a physical and psychological impact on the entire nation.
SHORT ESSAYS

Write a short essay on each of the topics and questions below. Use an extra sheet of paper if necessary. Be prepared to present your essays orally to the rest of class. (TEACHERS: You may wish to allow time for additional questions and/or class discussion.)

1. Describe “Black Tuesday” and its significance. As business began to slow down, indicating that the economic boom of the 1920s was ending, stock prices began to fall. Stockbrokers demanded that investors repay loans on stocks bought on margin. Many of these had been purchased on speculation, using other stocks bought on margin as collateral. The panic sale of stocks culminated on October 29, 1929 (“Black Tuesday”) with the collapse of the stock market and stocks selling for almost nothing.

2. Explain two of the United States basic economic problems during the depression. Key industries were in trouble, such as textiles, steel, railroads, automobiles, and construction; there was a large gap between the rich and the rest of the nation, and many were living beyond their means; with overproduction, more was being produced than people were able to buy; the banking system was in trouble as investments in stocks lost money, many banks could not supply depositors with money, and a fourth of the banks in the nation were shut down.

3. What was the Bonus Army and what was its effect on President Hoover’s public support? The Bonus Army consisted of World War I veterans who had been promised a $1,000 bonus for their service to the country. Due to the Depression, a $500 bonus was proposed to Congress instead. Veterans marched in Washington D.C. and set up camp, demanding their full bonus as promised. When the proposal failed and Hoover ordered them away, many did not leave. Hoover sent troops to drive the remaining veterans out of town, many were injured and a baby died. People saw Hoover as cold and heartless.

4. Why did Eleanor Roosevelt resign her membership from the Daughters of the American Revolution (D.A.R.)? Eleanor Roosevelt resigned her membership when the D.A.R. refused to let the renowned artist Marion Anderson sing in Washington D.C.’s Constitution Hall based on her race; Marion Anderson is African-American. Ms Roosevelt arranged for the concert to be held at the Lincoln Memorial.

5. Explain what the Fireside Chats were and their significance. These were radio broadcasts given by President Roosevelt during which he explained in simple terms the steps he was taking to reform America during the Depression. The direct, plain speaking one-on-one approach was comforting and reassuring to a worried American public.

6. What was the Dust Bowl and what was one government solution to the problem? A severe, extended drought in the Great Plains, coupled with past overproduction of crops that caused soil erosion, turned the area from Texas to North Dakota into a “Dust Bowl.” Strong winds blew dust all the way to the east coast of America. The Civilian Conservation Corps helped to prevent soil erosion by planting trees, and the Soil Conservation Services taught farmers how to conserve soil through crop rotation, contour plowing, and terracing.
Complete the following chart with the administrative policies, programs, and outcomes of each presidential effort during the Depression. There may be more than one example in each section of the chart.

**ANSWERS WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING OF THE TOPIC.**

<table>
<thead>
<tr>
<th>ADMINISTRATIVE POLICIES</th>
<th>PRESIDENT HOOVER</th>
<th>PRESIDENT ROOSEVELT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAMS DEVELOPED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OUTCOME ON THE GREAT DEPRESSION</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**THE ABCS**

Complete the following chart. Identify by their full names each of the New Deal programs listed. 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.

<table>
<thead>
<tr>
<th>COMPLETE NAME OF THE PROGRAM</th>
<th>RELIEF, RECOVERY, OR REFORM</th>
<th>EXPLANATION OF THE PROGRAM IN YOUR OWN WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FDIC</td>
<td>Federal Deposit Insurance Company</td>
<td>Reform</td>
</tr>
<tr>
<td>AAA</td>
<td>Agricultural Adjustment Act</td>
<td>Reform and Relief</td>
</tr>
<tr>
<td>CCC</td>
<td>Civilian Conservation Corps</td>
<td>Relief</td>
</tr>
<tr>
<td>PWA</td>
<td>Public Works Administration</td>
<td>Relief and Recovery</td>
</tr>
<tr>
<td>CWA</td>
<td>Civil Works Administration</td>
<td>Relief</td>
</tr>
<tr>
<td>NIRA</td>
<td>National Industrial Recovery Act</td>
<td>Recovery</td>
</tr>
<tr>
<td>TVA</td>
<td>Tennessee Valley Authority</td>
<td>Relief and Recovery</td>
</tr>
<tr>
<td>FHA</td>
<td>Federal Housing Administration</td>
<td>Reform</td>
</tr>
</tbody>
</table>
HARD TIMES

Explore the photographs of the Great Depression on the web site listed below. Select one of the photographs and write a news article that would have been in the newspaper during the 1930s that corresponds to the photo. Remember to include the title of the article and the six main components of an article: who, what, when, where, why, and how.


SELECTIONS AND STORIES WILL VARY. ACCEPT ANY WHICH DEMONSTRATE UNDERSTANDING OF THE TOPIC.

Title of selected photograph: ____________________________________________

TITLE OF ARTICLE ______________________________________________________

News Story ______________________________________________________________________________________________________
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PART A: The following words can be found in the maze below. The letters may be arranged horizontally, vertically, diagonally, or backwards.

```
R Z H Q M O R T G A G E V Y Z
E W U G Z J V M B X Q J F S
C Q N Y N J X N Y T R E V O P
O Z X E B G R W N V G M Z R E
V M H J M X E Z K J X D G E C
E V S G A P V R Y Z Q R B C U
R Z A Y R E L I E F X O H L L
Y B R H K Q K O J W Z U V O A
Q L C V E G Z K Y H M G W S T
S Z J S T Y W M Q M G H Z U I
W T C J G Z X R B V E T X R O
Z N O V J G M O K Z G N L E N
J Y S C Q C V F F I R A T Y Z
Q B Z N K X M E W Q Y G V J W
V W S Y G S Z R Y M O N O C E
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crash  market  relief
drought  mortgage  speculation
economy  poverty  stocks
foreclosure  recovery  tariff
hunger  reform  unemployment

PART B: On a separate piece of paper, use as many of the words above as possible to write a short paragraph on some aspect of the stock market crash and Great Depression.

RESPONSES WILL VARY. ACCEPT ANY WHICH DEMONSTRATE THOUGHT AND UNDERSTANDING OF THE TOPIC.
Read each of the following statements, then circle the best answer.

1. One of the leading government economic policies that led to the Great Depression was:
   a) lowered tariffs and increases in foreign trade.
   b) unregulated business production.
   c) government regulations on the buying and selling of stocks.
   d) inspection of banks and insurance on deposits up to $5000.

2. In response to the growing Depression, President Hoover:
   a) initiated government programs which provided direct relief to the American public.
   b) encouraged business leaders to lower wages.
   c) attempted to create more jobs with the building of roads, parks, dams and public structures.
   d) immediately lowered all tariffs on foreign goods.

3. During the first 100 days of President Roosevelt’s term in office:
   a) he persuaded businesses to maintain high wages, a high employment level, and steady production.
   b) he encouraged the public to remain optimistic, assuring them that the economy would improve on its own.
   c) he continued Hoover’s relief policies, believing that they could eventually work to turn the economy around.
   d) he pushed program after program through Congress to provide relief, create jobs, and stimulate the economy.

4. The main goals of the New Deal were:
   a) to reform the financial system and provide relief for the needy.
   b) to stimulate the economy and reestablish American faith in banks.
   c) to rebuild the nation and create a welfare state.
   d) A and B

5. Which program was created to secure an individual’s bank deposit?
   a) FDIC
   b) the Bank Holiday
   c) the Emergency Banking Relief Act
   d) the Federal Securities Act
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   a) unemployment remained high and the nation still suffered from the Depression.
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   b) helped increase American exports, while limiting foreign imports.
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   a) once confidence in the American banking system was restored.
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   ANSWERS WILL VARY. ACCEPT ANY WHICH INDICATE UNDERSTANDING OF THE TOPIC.

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10. Discuss the causes and consequences of the Great Depression. ______________________________________________________________
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