

Pck 2

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For S

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Example

Opinion

Teacher notes Standard 16/Unit 5

SSUSH16 (p. 134)

1. How did WWI affect the U.S. nationally, politically, and domestically?
 - a.

SSUSH 16A (p. 134-135)

2. How did the German philosopher Karl Marx view history and economics?
 - a.
3. What did Marx's theory become known as?
 - a.
4. What event occurred in Russia in 1917?
 - a.
5. What new name was given to Russia?
 - a.
6. How did some Americans view labor strikes?
 - a.
7. What was this new wave of fear known as?
 - a.
8. What were the results of the Palmer raids?
 - a.
9. What did the Red Scare lead to?
 - a.
10. What were two ideas that led to immigration restrictions?
 - a.
 - b.
11. What did the Anti-immigrant, anti-Jewish, and anti Catholic sentiments contribute to?
 - a.
12. What did the National Origins Acts lead to?
 - a.

SSUSH 16B (p. 136-137)

13. Name and describe the two constitutional amendments passed near the end of WWII.
 - a.
 - b.
14. What were the negative effects of the 18th Amendment?
 - a.
15. What amendment repealed the 18th Amendment?

- a.
- 16. What was a significant reason for repealing the 18th Amendment?
 - a.
- 17. How did WWI help women achieve their goal for the right to vote?
 - a.

SSUSH 16C (p. 138)

- 18. How did consumer buying change during the 1920's?
 - a.
- 19. How did the wants and needs of individuals change?
 - a.
- 20. How did Henry Ford make the car affordable to many consumers?
 - a.

SSUSH 16D (p. 139)

- 21. What new forms of mass media helped unify a national culture in the U.S.?
 - a.
- 22. What does a national culture mean?
 - a.

SSUSH 16E (p. 139-140)

- 23. What are the characteristics of the Modernist Movement?
 - a.
- 24. What new trend in architecture was accelerated in the 1920's?
 - a.
- 25. What was the first significant artistic movement that came out of the Black culture called?
 - a.
- 26. Name two famous writers of this period.
 - a.
 - b.
- 27. What new form of music evolved from the 1920's?
 - a.
- 28. Who were the leading musicians of this period?
 - a.

Unit 7 Teacher Notes Questions

SSUSH 17 (p. 141)

- 1) What is often pinpointed as the beginning of the Great Depression?
 - a)
- 2) How did the downward spiraling economy leave many Americans?
 - a)

SSUSH 17A (p. 141-142)

- 3) Which American groups profited during WWI?
 - a)
- 4) List the 5 factors which caused the Great Depression.
 - a)
 - b)
 - c)
 - d)
 - e)
- 5) Which 3 events of the 1920s made the crisis far worse?
 - a)
 - b)
 - c)

SSUSH 17B (p. 143)

- 6) What was the Dust Bowl a contributing factor to?
 - a)
- 7) What 2 factors drew farmers to the region at the end of the 19th Century?
 - a)
 - b)
- 8) During the drought that began in 1931, what percentage of the country was affected?
 - a)
- 9) What did deep plowing do?
 - a)
- 10) What did the winds soon do?
 - a)
- 11) Where did those who left the region migrate?
 - a)
- 12) What 2 factors caused the Dust Bowl to end in 1938?
 - a)
 - b)

SSUSH 17C (p. 144)

- 13) What percentage of the workforce was unemployed in 1933?
 - a)
- 14) How many homeless people were there?
 - a)
- 15) Why were women often fired first?

a)

16) How were blacks affected?

a)

17) How were children affected?

a)

18) Define Hooverilles.

a)

19) Why were they called Hooverilles?

a)

20) How did Pres Hoover attempt to diminish the impact of the Great Depression?

a)

21) How did Pres Hoover attempt to slow home foreclosures?

a)

22) Who won the presidential election of 1932?

a)

SSUSH 17 (p. 145)

23) What did Pres Roosevelt's "New Deal" refer to?

a)

24) What did the New Deal create?

a)

25) Did the New Deal end the depression?

a)

26) What 2 factors did end the depression?

a)

b)

SSUSH16 – Investigate how political, economic, and cultural developments after WWI led to a shared national identity.

Following World War I, the United States began to form an even stronger national identity. The effects of communism's rise led to strong efforts to defend the United States from its spread. The regional divide that characterized much of the nineteenth century gave way to a more national approach to politics, economics, and culture. Additionally, the dramatic influence of mass media led to nationwide advertising campaigns that targeted consumers in all parts of the United States- not just in one area. Out of these conditions in the 1920s came a more solidified national identity, in which the United States defended democracy and capitalism and mass consumerism influenced culture across the nation. Even though there was much prosperity and unity in the United States after World War I, there were also significant identity and equality struggles still challenging women and Blacks. These groups emerged from the 1920s with greater political and cultural significance.

Resources:

1. The **Gilder Lehrman Institute of American History** is a resource that provides teachers with lesson plans, primary documents, secondary source essays, and multimedia specific to each historical era. There is a separate section included for this Historical Era devoted to the study of the 1920s. Gilder Lehrman resources include ready-to-use classroom materials and quality background information for teachers to better understand the deeper contexts of American history topics. Full access to the materials requires the teacher to obtain a free login.

Historical Era #8 - Progressive Era to New Era, 1900-1929

<https://www.gilderlehrman.org/history-by-era/progressive-era-new-era-1900-1929>

SSUSH16 – Investigate how political, economic, and cultural developments after WWI led to a shared national identity.

- a. Explain how fears of rising communism and socialism in the United States led to the Red Scare and immigrant restriction.

The German philosopher Karl Marx developed a new theory in the mid-nineteenth century that combined history and economics. Marx held that history was composed of a series of revolutions in which those who were oppressed overthrew their oppressors and established new political and economic forms. Marx also said that those in power, who ultimately became oppressors themselves, gradually corrupted these new systems. He held that the final revolution would be between the capitalists and the workers. According to Marx, the workers would eventually tire of being oppressed through low wages and poor working conditions and violently overthrow the capitalist economic system. This workers' revolution, he believed, would usher in a new time period. Out of the revolution would come the creation of a dictatorship in which workers would share the means of production and distribution. Marx's theory became known as a more extreme form of **socialism**, which is known as **communism**.

The idea of a worker controlled economic system appealed to industrial workers worldwide. In 1901, the Socialist Party of America was created. Elements of socialist theory also infiltrated American labor unions, especially the Industrial Workers of the World (I.W.W). With the exception of the

elections of 1912 and 1920, the Socialist Party in the United States was a weak third party. In 1917, communist revolutionaries known as Bolsheviks overthrew the czar in Russia. The new Bolshevik authority established the Union of Soviet Socialist Republics and was led by Vladimir Lenin. Lenin called for a worldwide revolution to destroy capitalism. America thus became a pivotal target for communist infiltration.

Unable to engage in direct action during World War I, labor unions began to strike for higher wages after the war. These strikes, thought by many to be led by communists, became increasingly more violent. The fear of the spread of communism in the United States was heightened by Karl Marx's prediction of a worker revolution. Were the labor union strikes part of Lenin's mission in the United States? Many saw capitalism and democracy as being in danger from communist threats. The wave of fear and action to protect the United States from such ideological crisis became known as the **Red Scare**. For the most part, Americans were unified to protect the nation's identity as a democratic and capitalist country from communism.

The perceived danger was further exacerbated by a series of bombings sponsored by a group of Italian anarchists. The attacks were carried out against public buildings and officials. Terrorists twice attacked United States Attorney General A. Mitchell Palmer. These incidents, coupled with the violent labor strikes, led the United States Justice Department and the FBI to stage a series of raids against suspected anarchists and communists. Hundreds were arrested across the nation. However, civil libertarians claimed the Palmer Raids lacked legal standing and targeted people's beliefs rather than

their actions. Most of those arrested were later released but 556 people were deported as a result of the Palmer Raids. The Red Scare ended when a purported May Day plot to overthrow the government never took place and Palmer's actions were censured for violating civil liberties.



From *Memphis Commercial Appeal*,
1919

The Red Scare was also a factor that led to new **restrictions on immigration**. Other factors included two ideas that grew particularly strong during the post-World War I era of the 1920s. One of the ideas was that people born in the United States were superior to immigrants. The other was that America should keep its traditional culture intact. Anti-immigrant, anti-Jewish, and anti-Catholic sentiments contributed to the popularity of a revived Ku Klux Klan, not just in the South but also throughout the nation. By 1924, this conservative reaction against immigrants resulted in the passage of the National Origins Acts. The main provision of the laws was to establish the Quota System, which set limits on the number of immigrants who could enter the United States from each country.

The Red Scare was perceived by many to be a threat to the foundations of the United States. Although sometimes overstepping individual civil liberties, there were strong efforts after World War I to protect and enhance the national identity of the United States.

Resources:

1. **The Stanford History Education Group** presents high quality lessons based on primary documents. The link below contains a lesson specifically related to the Palmer Raids and their causes. It is a good lesson linking the spread of communism and the U.S. reaction. Full access to the Stanford History Education Group (SHEG) materials requires the teacher to obtain a free login.

<https://sheg.stanford.edu/palmer-raids>

SSUSH16 – Investigate how political, economic, and cultural developments after WWI led to a shared national identity.

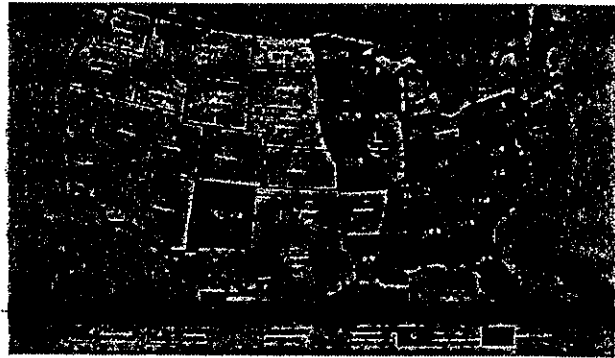
b. Describe the effects of the Eighteenth and Nineteenth Amendments.

Social changes during World War I led to two constitutional amendments. An undercurrent related to the growing national identity of the period can be found in the passage of Eighteenth and Nineteenth Amendments. The **Eighteenth Amendment's** ban on alcohol is related to pronounced anti-German sentiment during World War I. The **Nineteenth Amendment's** enfranchisement of women brought with it a greater role for women in shaping the nation's identity.

Americans' anti-German efforts during World War I led to a campaign to outlaw beer and other alcoholic beverages. This effort was well suited to the Progressive Era's opposition to saloons. It became patriotic during the war to abstain from alcohol, not only to preserve grain for the troops and our allies but also as a symbol of resistance to beer's German connection. Congress passed the Eighteenth Amendment in 1917 and it was ratified in 1919. The provisions of the amendment prohibited the manufacture, sale, and transportation of intoxicating liquors.

The effect of the Eighteenth Amendment was not completely positive. Organized crime and smuggling alcohol brought tremendous profits to those willing to break the law for financial gain. Speakeasies and bootleggers profited from the banning of alcohol. In the 1930s the Twenty-First Amendment that made alcohol legal again was ratified. The Twenty-First Amendment repeals, or cancels out, the Eighteenth Amendment. One reason the government was keen on making alcohol legal again was to levy taxes on it during the financial difficulties of the Great Depression.

The Nineteenth Amendment gave women the right to vote. The women's movement had been actively working toward this goal since the Seneca Falls Convention of 1848. Ratification of the amendment in 1920 was fueled by the country's gratitude for women's economic contribution during World War I. Women had filled jobs in factories after men volunteered and were drafted into military service. The suffrage movement had worked for decades to petition Congress to pass this legislation. Tactics used by suffragettes included demonstrating in front of the White House and driving cross-country motorcades to promote the cause.



Map from the Norman B. Leventhal Map Center
at the Boston Public Library

Eventually, President Wilson supported the women's right to vote, expecting that in return they would support his League of Nations.

The effect of the Nineteenth Amendment was greater equality and independence for women. Gender roles began to change during the 1920s after the ratification of the Nineteenth Amendment. While the amendment itself, is not solely responsible for the cultural changes, the greater political autonomy of women certainly emboldened their social autonomy. Women began to challenge the moral taboos of the Victorian era through their dress, activities, and attitudes.

Resources:

1. **The History Channel** provides good information on the Eighteenth and Twenty-first Amendments related to alcohol. The site contains background information and video clips related to the amendments themselves and the resulting organized crime.
<http://www.history.com/topics/18th-and-21st-amendments>
2. **The History Channel** also provides good information on the Nineteenth Amendment to the Constitution, which gave women the right to vote. The site contains background information on the women's movement and the eventual ratification of the amendment. Video clips are also provided to help supplement instruction related to the passage of the amendment.
<http://www.history.com/topics/womens-history/19th-amendment>

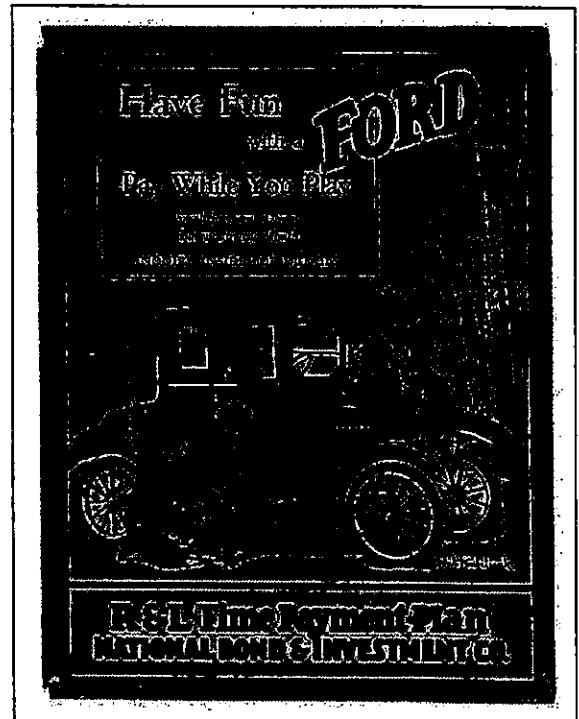
SSUSH16 – Investigate how political, economic, and cultural developments after WWI led to a shared national identity.

c. Examine how mass production and advertising led to increasing consumerism, including Henry Ford and the automobile.

The 1920s was a time of increased consumer buying. People were purchasing new automobiles and household appliances through various means of financing. The new mode of individual transportation changed society by making the population more mobile and able to live greater distances from their jobs. **Advertising** of cars and new household appliances was largely through nationwide campaigns on the radio, in magazines, and at the movies. People began to see themselves as "needing" certain items of convenience rather than simply "wanting" them.

Henry Ford was the developer of the first mass produced automobile - the Model T. While the idea of mass production was not new, Ford used an improved continuous assembly line to quickly build automobiles. Ford constructed his manufacturing facilities so that all the elements of production (foundries, machine shops, assembly lines) were all in one location. He was also able to speed up production and drive down costs of automobiles by standardizing parts, focusing on specialization of labor, and through careful management. At its introduction in the market, Ford's Model T cost \$950. Within ten years, the same model cost \$280 due to improved production methods.

The automobile led to huge social changes in America. People began moving to the suburbs because of their widespread ownership of cars. There was also a new need for improved roads and highways. Travel was more independent and vacations for pleasure became popular. As a result new businesses were needed such as gas stations, motels, and roadside restaurants.



1925 Advertisement
from the Collections of the Henry Ford.

Resources:

1. **The Henry Ford Museum** offers a broad collection of images, educational materials, and research aids. Teachers can use the information for teaching about the impact of automobiles on society.
<https://www.thehenryford.org>

SSUSH16 – Investigate how political, economic, and cultural developments after WWI led to a shared national identity.

d. Describe the impact of radio and movies as a unifying force in the national culture.

The period after World War I marked the beginning of mass media, especially commercial radio and movies. Although hobby radio had existed since the early years of the Twentieth Century, the development of the vacuum tube, a type of amplifier, in the mid-1920s accelerated the development of commercial radio.

The first **radio** broadcasts were used to relate the election results of the 1920 Presidential Election. By 1925, there were 600 radio stations across the United States. By 1923, nearly three million Americans had radios. Music, stories, sporting events, and news were soon being broadcast nationwide. A stronger national, rather than regional, identity emerged in the United States.

Radio helped to create a common cultural experience for thousands of Americans. Advertisers were quick to realize the marketing potential of radio. They began using radio to mass market the multitude of consumer goods that were developed in the period, such as washing machines, electric toasters, and laundry soap. Products and brands were becoming more widespread due to the vast market radio offered.

Movies had a similar beginning. The first movies were silent films but by the late 1920s, the first movies with sound were available to audiences. During this era, the movies became big business as studios churned out an average of 800 feature films annually. Conservatives of the time often disapproved of what they viewed as movies' immoral influences. However, the popularity of movies was so widespread that the conservative moral opposition was unable to challenge the entertainment's growing influence on American culture. Radio and movies were a unifying force on **national culture** because the styles actors and actresses wore, activities they were engaged in, and products they were using was all being watched and listened to by Americans from all parts of the country simultaneously.

Resources:

1. **The Independence Hall Association** presents a section on the influence of radio and advertising on mass culture. This is a portion of the organization's online textbook content. In addition to background information, there are also links to other sources that may be of value on the topic. <http://www.ushistory.org/us/46g.asp>

SSUSH16 – Investigate how political, economic, and cultural developments after WWI led to a shared national identity.

e. Describe the emergence of modern forms of cultural expression including the origins of jazz and the Harlem Renaissance.

The 1920s marked a distinct break from the Victorian culture of the previous century. In the visual arts, the **Modernist Movement** began during the period. European modern artists, whose work was first exhibited in 1913, influenced American artists. These works were impressionistic, abstract,

geometric, and represented a break from the schools of romanticism and realism. The era also marked the beginning of the art deco movement. In this new form, artists began to create artistically styled furnishings using modern materials such as aluminum, plastics, and glass. In architecture, the trend of building skyscrapers accelerated.

Literature in the modern era was noted for its themes of alienation and disillusionment. Writers rebelled against traditional constraints and incorporated themes deemed immoral by the previous generation. Most notable were the writers that came out of the Harlem Renaissance.

The **Harlem Renaissance** marked the first significant artistic movement coming out of Black culture. Centered in the Harlem borough of New York City, the movement produced notable works of literature, music, dance, and visual art. Writers included W.E.B. DuBois and Langston Hughes. Hughes' poetry used the rhythms of Black music, particularly blues and jazz. This allowed Hughes to experiment with a very rhythmic free verse. Harlem's Cotton Club was an important location, where White

audiences were exposed to ideas of the Harlem Renaissance - including Jazz.



"Getting Religion" by Archibald Motley

Performing arts expanded with the advent of radio and movies. As income rose during the period, families had more money available to spend on entertainment. Radio stations needed to fill airtime by broadcasting the latest music to listeners. Jazz was a genre that benefitted from this demand for music.

Although Jazz was not born out of the Harlem Renaissance, it was the first true American music. The musical form was so influential that the era of the 1920s is often referred to as the Jazz Age. Born in the Deep South, Jazz was thought to have originated from the musical traditions brought by slaves from West Africa combined with western

musical instruments and techniques. Jazz, as a musical style, is easy to recognize but hard to define. Jazz has elements of different genres of music but is most noted for its improvisations. By the 1920s, there were several different types of Jazz, including Dixieland that originated in New Orleans. Famous Jazz musicians included Louis Armstrong and Duke Ellington. Jazz also influenced composers such as Cole Porter and the Gershwin Brothers who composed *Rhapsody in Blue* and the Jazz opera *Porgy and Bess*.

Resources:

1. **The Library of Congress** offers a guide to the Harlem Renaissance. Included on the site are links to online exhibitions, images, teacher resources, and documents pertaining to the Harlem Renaissance.
<https://www.loc.gov/rr/program/bib/harlem/harlem.html>

SSUSH17 – Analyze the causes and consequences of the Great Depression.

Though the United States' economy appeared to be prosperous during the 1920s, the conditions that led to the Great Depression of the 1930s actually emerged during the previous decade. There is not one specific cause of the Great Depression, but rather a number of contributing factors. The beginning of the Great Depression is often pinpointed as the Stock Market Crash of October 1929. This event triggered the various contributing factors into a downward spiraling economy that left many Americans unemployed and suffering in desperate poverty.

Resources:

1. The **Gilder Lehrman Institute of American History** is a resource that provides teachers with lesson plans, primary documents, secondary source essays, and multimedia specific to each historical era. There is a separate section included for this Historical Era devoted to the study of the Great Depression. Gilder Lehrman resources include ready-to-use classroom materials and quality background information for teachers to better understand the deeper contexts of American history topics. Full access to the materials requires the teacher to obtain a free login.
Historical Era #9 - Great Depression and WWII, 1929-1945
<https://www.gilderlehrman.org/history-by-era/great-depression-and-world-war-ii-1929-1945>

SSUSH17 – Analyze the causes and consequences of the Great Depression.

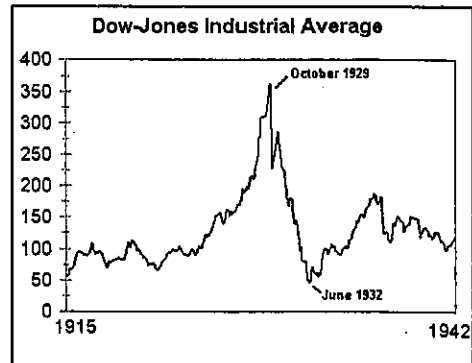
a. Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.

While many European nations suffered a post-World War I recession, the United States did not. American businesses, farms, and banks profited greatly during World War I by selling products to European markets. However, by 1929, the economic boom for the United States was over and the Great Depression began. There are numerous causes that together led to the severity of the Great Depression.

The causes of the Great Depression were:

1. **Industrial overproduction**- Industries increased their productive capacity to produce and sell more goods. As a result, a supply surplus was created. This problem became exacerbated by Europe's struggling post-war market. The European countries could not buy as much American made product due to their own financial difficulties. The United States had more goods than consumers.
2. **Consumer overspending** - With cash to spend after the war, Americans went on a spending spree. The development of the national consumer market in the United States and the advent of consumer credit further encouraged spending. After the Stock Market collapse in October 1929, consumers quit spending except for absolute necessities creating a surplus of goods in the market place. This caused **Under-consumption**, which deepened the economic slowdown.

3. "Get rich quick" attitudes - Investors sought to maximize their wealth through speculation in real estate and the stock market. To obtain capital for expansion, companies began to offer more shares of stock for sale. Seeing growing demand for stock translate into growing value of stock shares, speculators began to buy and sell stocks quickly to profit from the rising market. Buyers were allowed to borrow money to purchase stocks with as little as 10% down. The gamble for buyers paid off as long as stock prices continued to rise. When the prices fell, these stock buyers were in debt to their stockbrokers with no way to pay off what they owed. Eventually, the speculators began to sell off stock to make profits and touched off a run on selling. The large numbers of stocks sold at the same time led to the **Stock Market Crash** of October 1929.
4. Disparity in Wealth- While many Americans prospered during the 1920s, some economic sectors did not. Farmers lost income throughout the 1920s because European markets stopped buying American farm goods. Coal mining suffered as oil began to replace coal as a fuel. In general, workers' wages failed to keep pace with prices during the period. As a result, an unequal distribution of wealth developed. The richest 1% of the American population owned approximately 40% of the country's wealth.
5. Banking Panic- As unemployment increased, depositors began to withdraw more and more of their savings from their bank. Lacking sufficient reserves, banks were forced to call in loans, which in turn touched off a wave of bankruptcies. Unable to collect outstanding loans, banks began to fail. In all, 9,000 banks failed during the 1930s. Many people lost their life savings. The bank failures led to a demand for more cash in the economy, which contradicted the Federal Reserve policy of the era. The shortage of cash in circulation worsened the effects of the economic downturn.



Stock Market Crash, 1929
(from the Econreview)

With all of these factors in play simultaneously, the Great Depression began and continued to get worse. A capitalist system naturally has dips in the economic cycle. However, the events of the 1920s (overproduction, under-consumption, and the Stock Market Crash) made the crisis far more severe than a normally occurring downturn.

Resources:

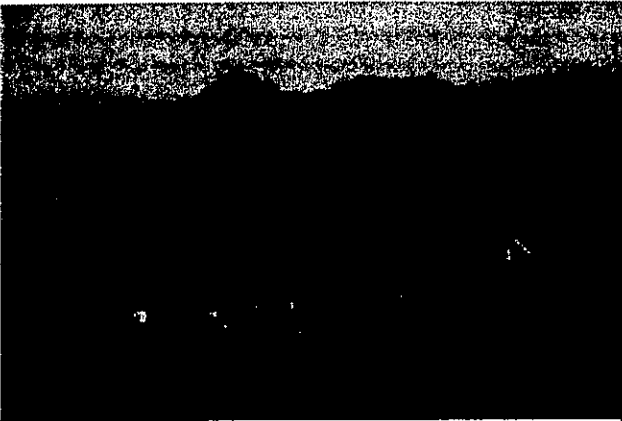
1. **The Federal Reserve Bank** offers a number of good lessons related to the causes of the Great Depression. Each lesson relates the economic concepts to the study of historical content.
<https://www.stlouisfed.org/the-great-depression/curriculum/lesson-plans>

SSUSH17 – Analyze the causes and consequences of the Great Depression.

b. Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.

The Dust Bowl is a symbol of overproduction and was a contributing factor to the economic decline of the 1930s. The Dust Bowl originated in the southern plains of the United States. Farmers first arrived in the region at the end of the Nineteenth Century. The Homestead Act and the region's rich soil drew them west at that time. Farmers in the region talked of the rich, fertile soil and were soon producing high yield crops of wheat, corn, cotton, and livestock. However, unknown to the farmers, the Great Plains region experiences regular wet and dry weather cycles.

The southern Plains were in a wet period when farmers first arrived. Spurred on by the soil's fertility and strong demand for grain during World War I, farmers planted thousands of acres of marginal land in crops. Beginning in 1931, the region entered into a dry cycle. The drought was the worst in



Stratford, Texas - 1935
(from the NOAA's National Weather Service
George Marsh Album)

United States history, covering more than 75% of the country and severely affecting 27 states.

Year after year, farmers continued to plant wheat and cotton despite the failure of crops. Deep plowing killed the prairie grasses that held together the topsoil. Winds soon began blowing the dry topsoil away. Dust clouds formed that were thousands of feet high and miles wide. The dust storms and drought lasted nearly ten years.

Although two-thirds of families remained in the region, a large group of sharecroppers and tenant farmers left the farms of Oklahoma, Texas, and eastern Colorado and settled in the central California

farming region. Without money, many became migrant farm workers who worked the vegetable, fruit, and cotton harvests of the west coast. The migrants became known as "Okies" and were the subject of John Steinbeck's popular book, *The Grapes of Wrath*. The Dust Bowl eventually ended in 1938, when rains returned and the Soil Conservation Act was passed encouraging better plowing methods in the region.

Resources:

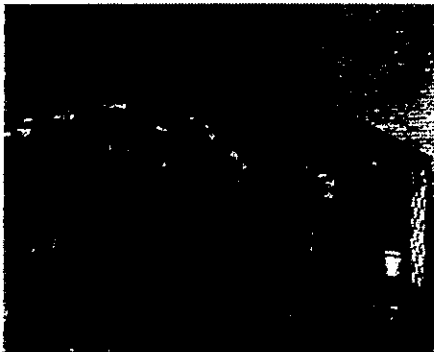
1. **PBS and Ken Burns** created a documentary on the Dust Bowl. The website for the film offers a wide variety of materials including background information, images, lesson plans, and video clips.
<http://www.pbs.org/kenburns/dustbowl/>

SSUSH17 – Analyze the causes and consequences of the Great Depression.

c. Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.

By 1933, twenty-five percent of the labor force was unemployed in the United States and millions more could only find part time jobs. In 1932, *Fortune Magazine* reported that 34 million people belonged to families with no regular, full-time wage earner. There were two million homeless people migrating around the country. Women and minorities were especially hard hit. Women, many of whom were single parents, were often fired because many businesses felt jobs should go to men first. Blacks were often the first laid-off only to be replaced by White workers. Children were often malnourished.

While there were some public assistance programs and private charities, they were quickly overwhelmed by the sheer numbers of those who needed assistance. Men abandoned their families to search for work and, when they were unable to find a job, did not return home out of shame. Some teenagers were asked to leave home and find a job to support themselves when their families were increasingly unable to do so. Homeless families, lacking shelter, used cardboard and packing crates to create encampments called Hoovervilles. The name was meant to cast criticism on President Hoover and his handling of the economic crisis.



Hooverville -
Manhattan, NY (1935)

While in office, Herbert Hoover attempted to diminish the impact of the Great Depression by creating work relief programs that included the construction of the Golden Gate Bridge and the Boulder (later Hoover) Dam. He attempted to

slow home foreclosures by asking the Federal government to guarantee home loans. However, his programs appeared to the public as too little, too late. He had been reluctant to involve the government early in the economic crisis. It was not until the situation was severe that he began to act and at that point his efforts had minimal impact.

In 1932, Hoover ran for re-election. The Democratic candidate for President was Franklin D. Roosevelt, who publicly blamed Hoover for the Great Depression. Hoover lost the election by a very wide margin, obtaining only 39.7% of the popular vote compared to Roosevelt's 57.4%.

Resources:

1. **The Herbert Hoover Presidential Library** offers information regarding the President's approach to the Great Depression. Included on the site is background information, documents, and images.
<https://hoover.archives.gov/exhibits/Hooverstory/gallery06/>
2. **The History Channel** provides information, images, and video clips describing conditions in Hoovervilles and their development.
<http://www.history.com/topics/hoovervilles>

SSUSH17 – Analyze the causes and consequences of the Great Depression.

In the first presidential election during the Great Depression, American voters rejected Herbert Hoover and voted in the Democratic candidate Franklin D. Roosevelt. The new President used the name "New Deal" to refer to his series of government-funded programs to end the Depression. Roosevelt promised these programs would help different segments of the economy recover by addressing specific needs and weaknesses. The New Deal did create jobs for the unemployed and provide relief to people struggling during the economic crisis. However, Roosevelt's programs did not end the Great Depression. The outbreak of World War II and the production demand the war brought with it ended the Great Depression. Roosevelt's New Deal provided relief and stalled the downward economic spiral the country faced under Hoover's limited federal response to the economic crisis. Some New Deal programs were more successful than others and some groups in the United States benefitted more than others from Roosevelt's efforts.

Resources:

1. **The Digital Public Library** features a document set and Teaching Guide for the New Deal. Included with the lesson plans are documents, images, and background essays to help students evaluate the New Deal programs.
<https://dp.la/primary-source-sets/sets/the-new-deal>

SSUSH18 – Evaluate Franklin D. Roosevelt's New Deal as a response to the Great Depression and compare how governmental programs aided those in need.

a. Describe Roosevelt's attempts at relief, recovery, and reform reflected in various New Deal programs.

When Franklin Roosevelt took his oath of office in March 1932, the nation was in grave crisis. Five thousand banks had closed. Unemployment hovered at twenty-five percent. Corporate profits had fallen to ninety percent and farm commodity prices had fallen sixty percent. Two million Americans were homeless. As a result of these issues and President Hoover's reluctance to appropriate Federal assistance, the American public had lost confidence in its government. Roosevelt's plan was to immediately provide relief to those struggling the most, recovery for the economic systems damaged by the economic crisis, and reform so that there would not be another Great Depression. His program of relief, reform, and recovery was known as the New Deal.

Roosevelt's first one hundred days in office was a declaration of war on the Great Depression. The new president immediately signed an executive order closing all banks in the United States temporarily until their solvency could be determined. He also called Congress into special session and sent the legislative body a series of bills designed to address the nation's problems. Collectively, these bills became known as the New Deal.