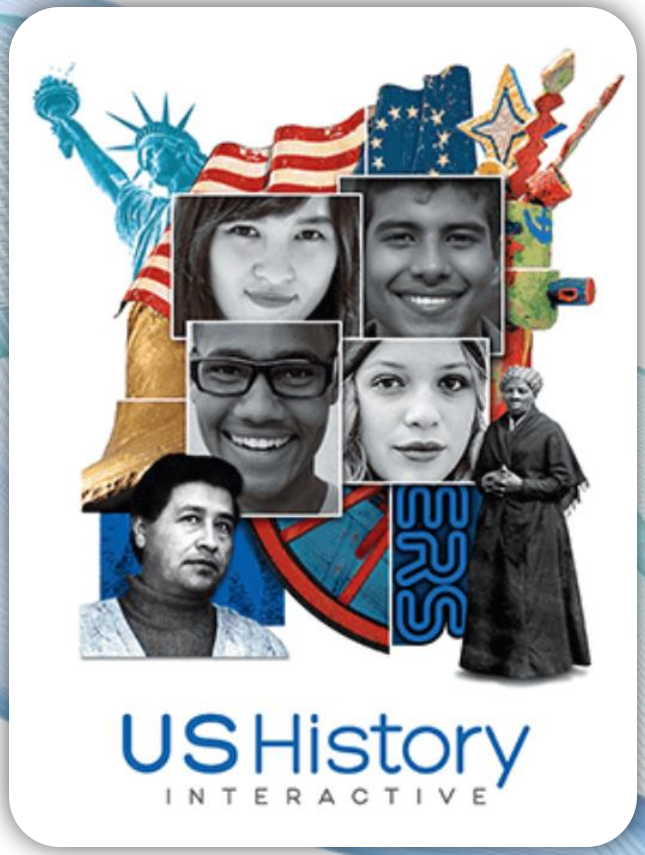
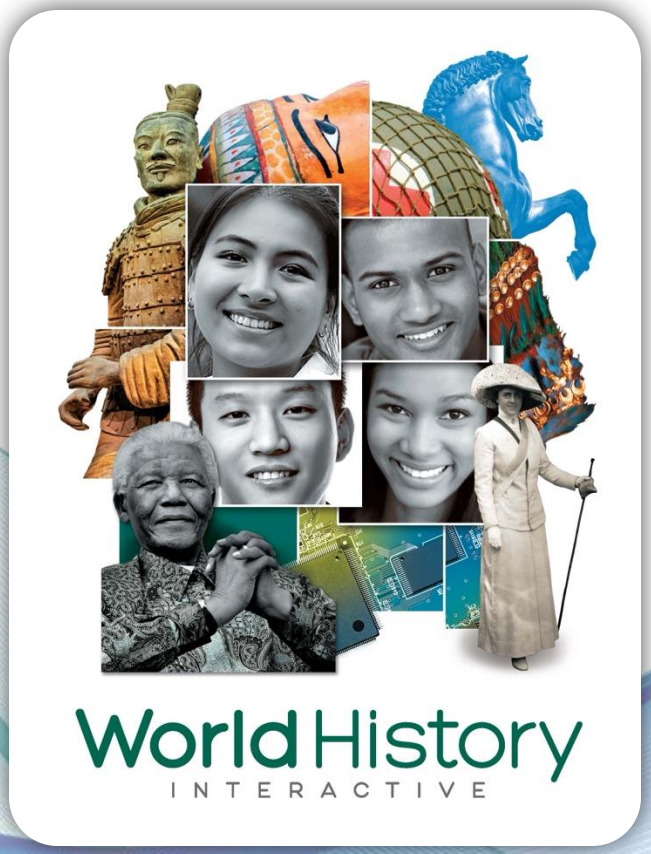
SAVVAS LEARNING COMPANY

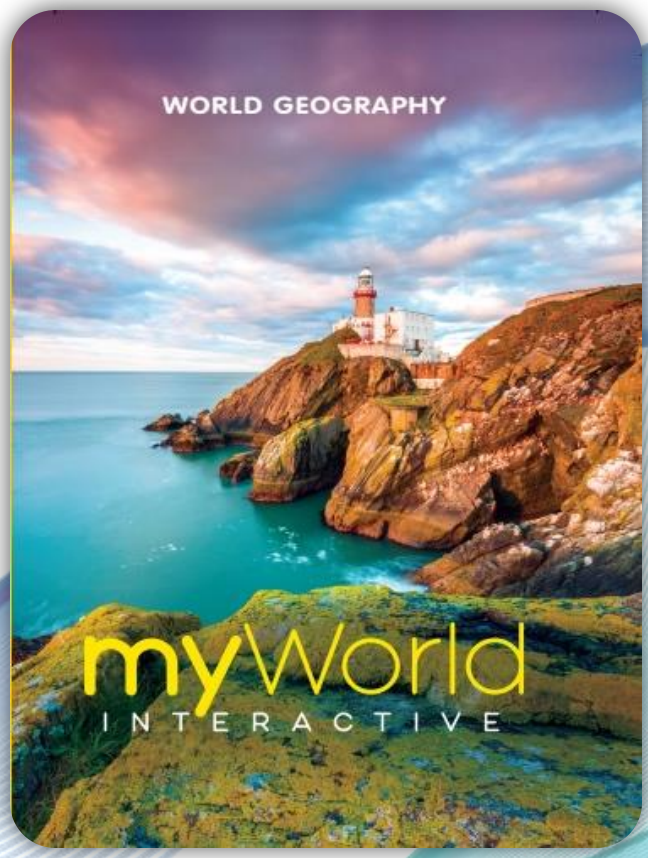
Scottsdale Unified SCHOOL DISTRICT

Social Studies

INTERACTIVE



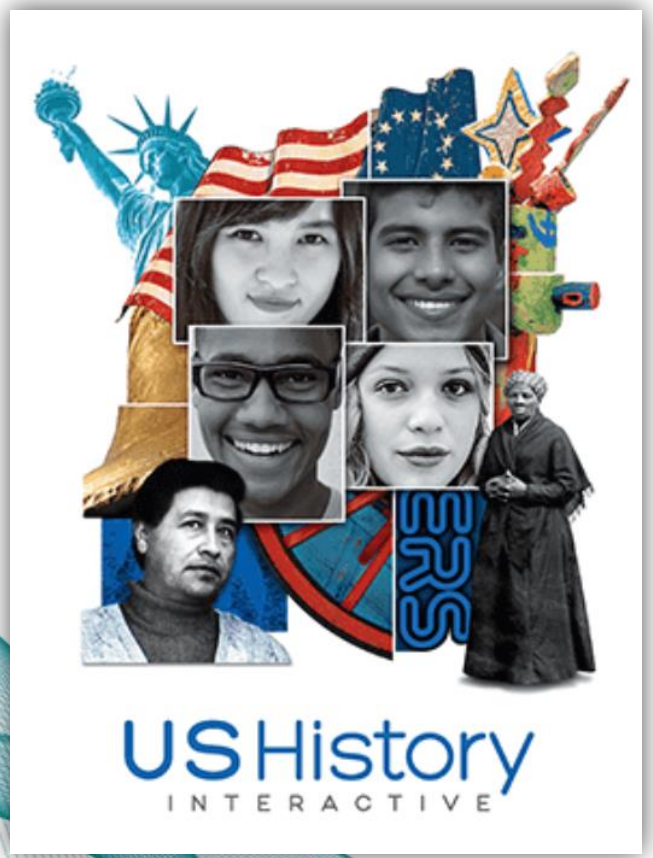


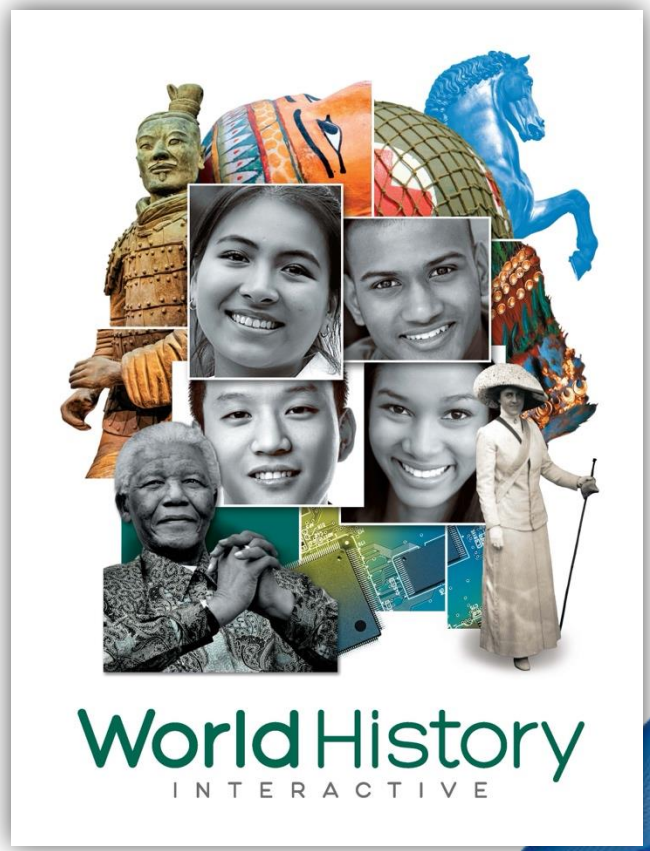


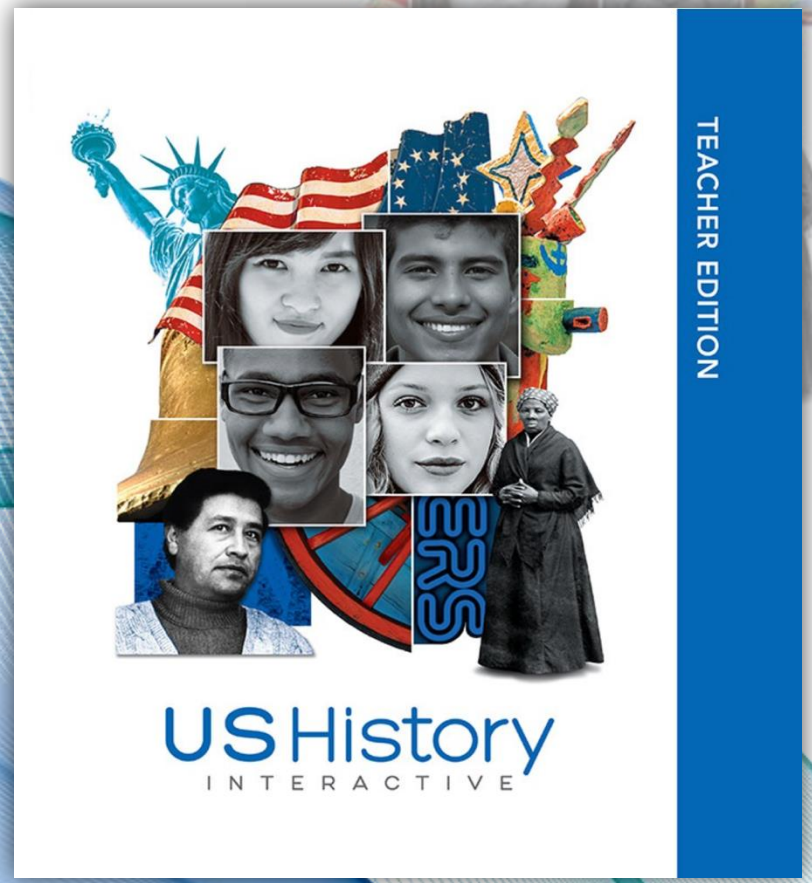
Scottsdale Unified School District announced the adoption of their new Social Studies curriculum via Instagram…

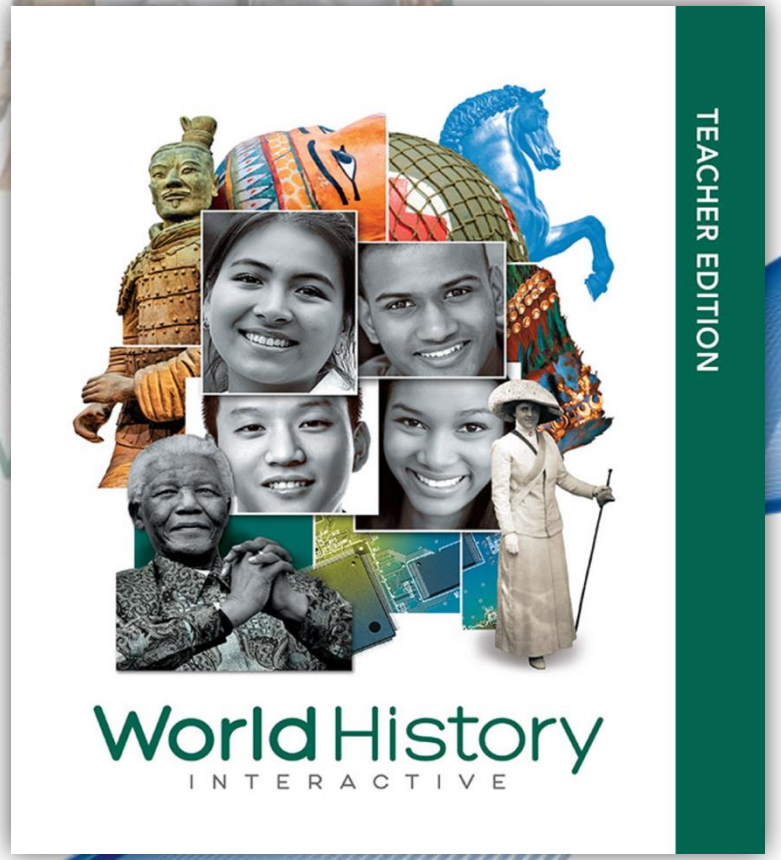
#hashtag

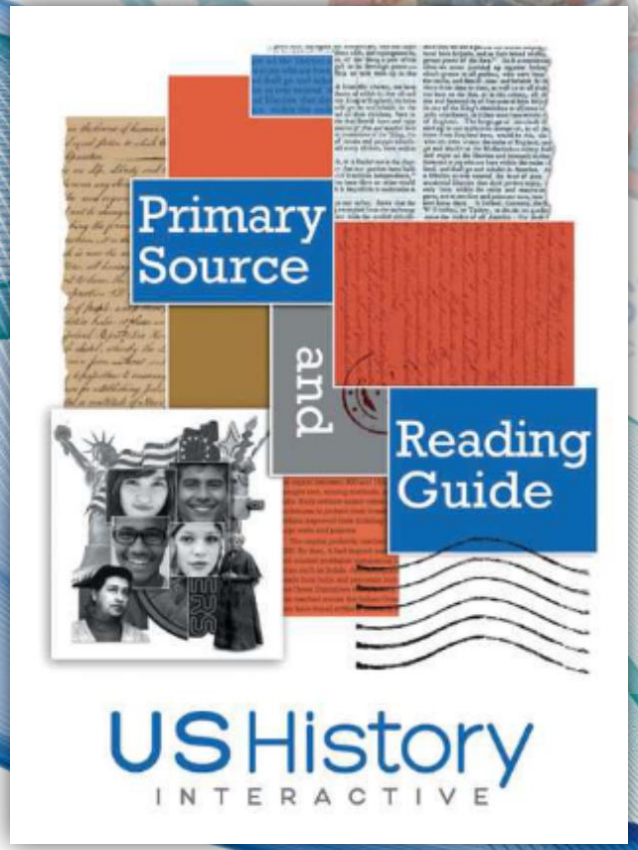
Add a hashtag to the post that explains what you are most excited for with the new curriculum.

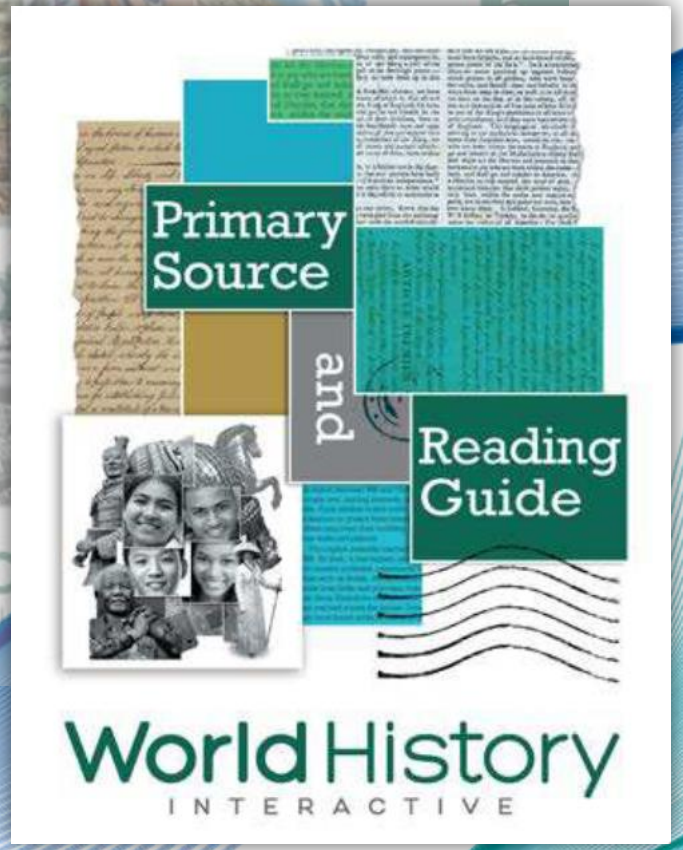

US History
INTERACTIVE


World History
INTERACTIVE

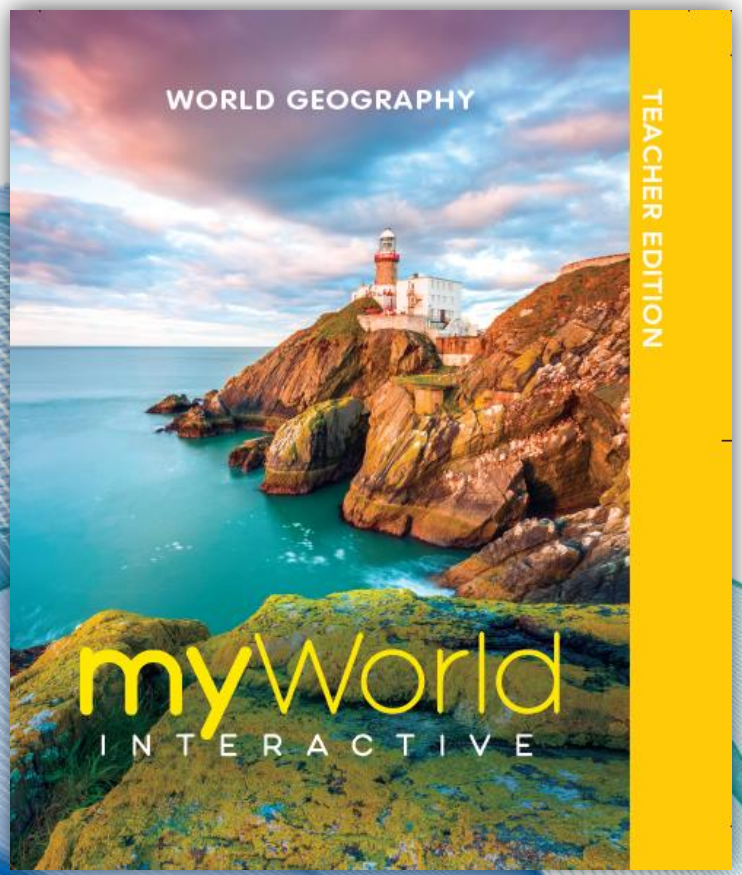

TEACHER EDITION
US History
INTERACTIVE

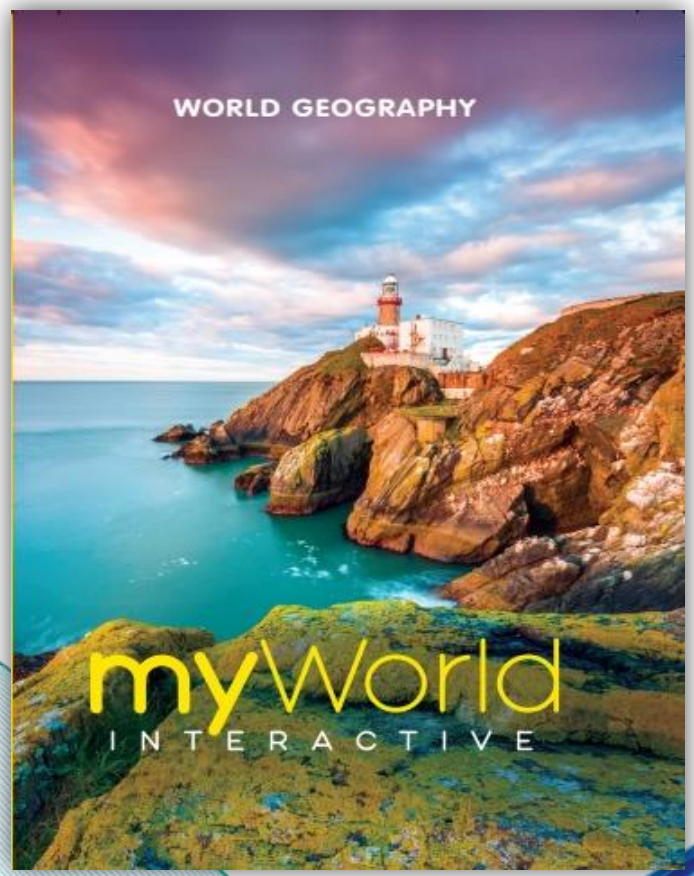

TEACHER EDITION
World History
INTERACTIVE

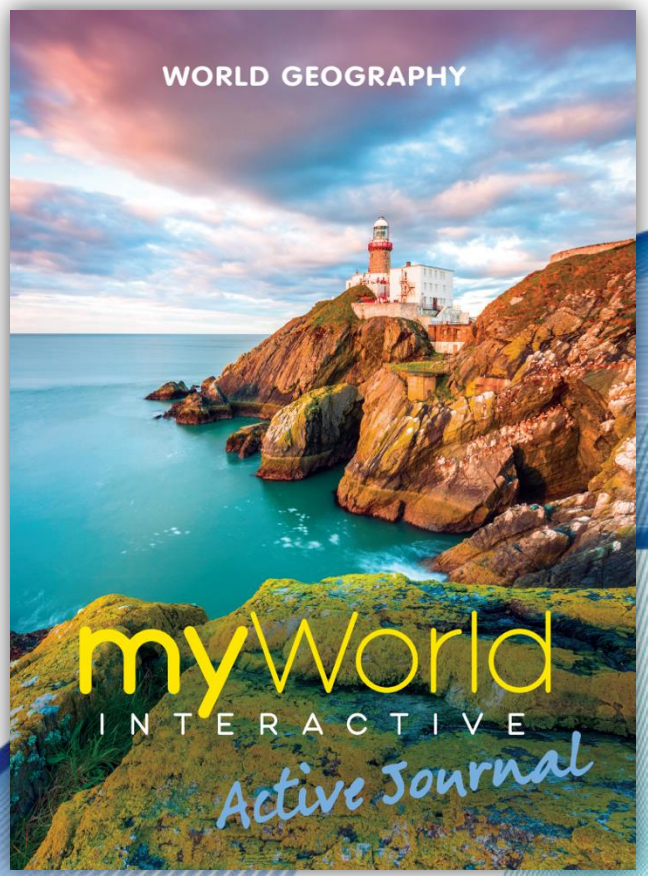

Primary
Source
and
Reading
Guide
US History
INTERACTIVE

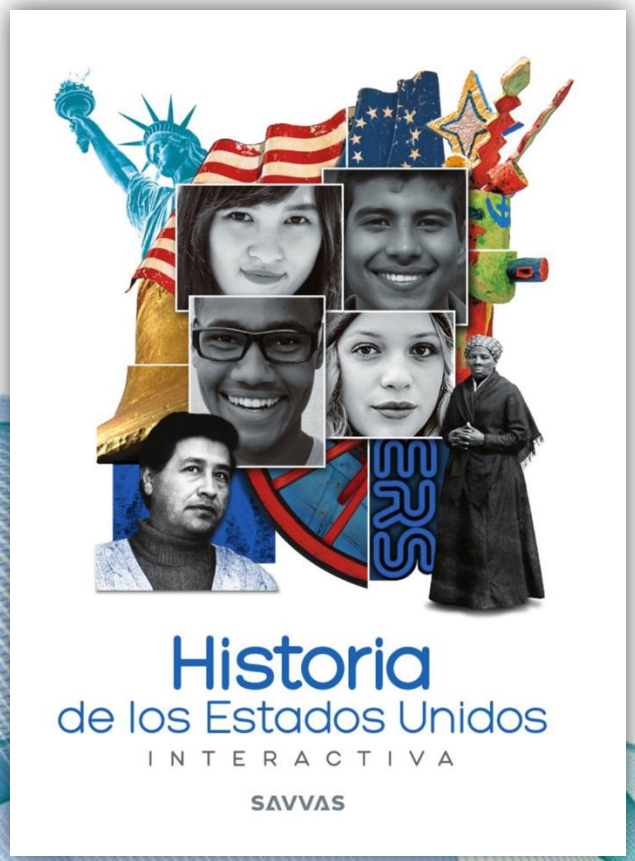

Primary
Source
and
Reading
Guide
World History
INTERACTIVE

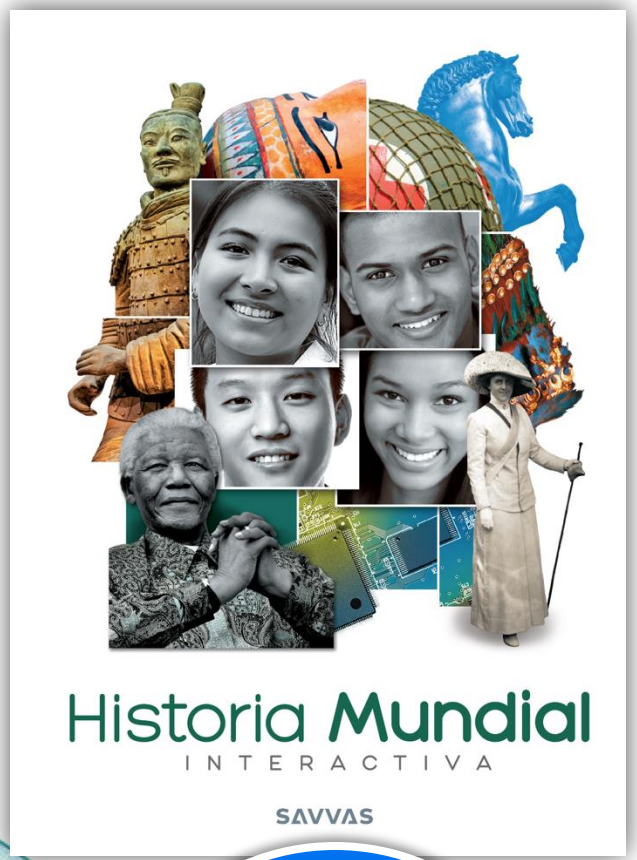
myWorld INTERACTIVE

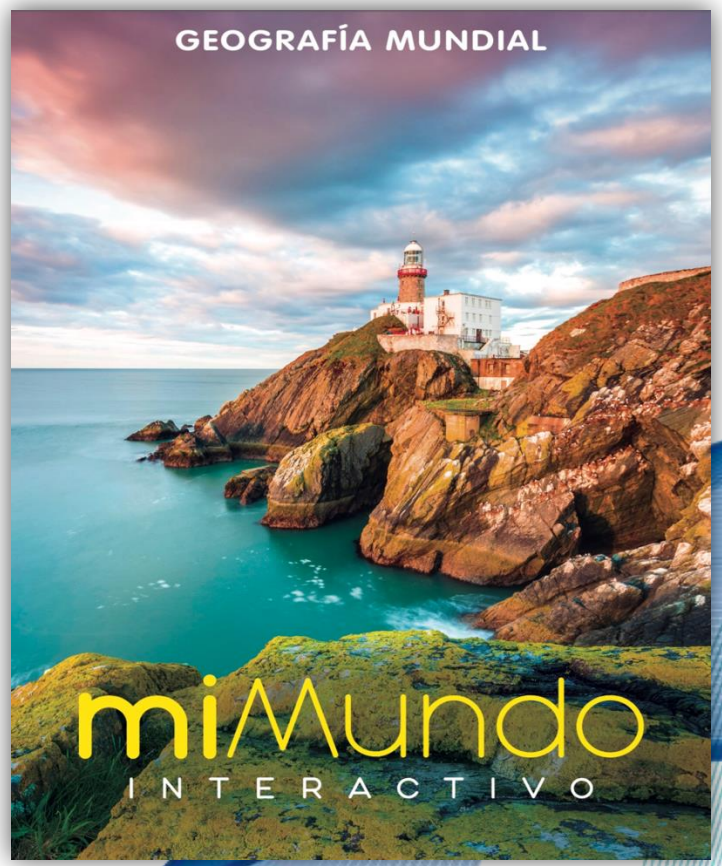












Spanish
Print &
Digital SE

SAVVAS realize®

Your Platform, Our Resources

schoology

CANVAS

Google for Education
Partner

The Great Depression and the New Deal (1928–1941)

Introduction

Economic prosperity and cultural innovations in the 1920s masked conditions that would soon lead to economic collapse. Many people borrowed too much on credit. Others over-speculated in the stock market. Manufacturing ramped up, but farms struggled. These economic factors led to the Great Depression. How did the Great Depression impact the nation and its citizens? How did the government respond?

ESSENTIAL QUESTION

Tell students to think about the Essential Question: What should governments do? Some governments have more influence over people's daily lives and over economic activity than others. Challenge student groups to brainstorm a list of appropriate roles for the federal government. What do they think government should do?

Project the Essential Question activity from the course or share the following with students.

Recall What powers does the federal government have over the economy today? *(It can raise and collect taxes, regulate interstate and international commerce, employ people, and provide public services.)*

Make Decisions In the event of economic catastrophe, should the federal government intervene to help people and businesses recover? Why or why not? Cite evidence from the Constitution to support your answer. *(For: The government should intervene because it is responsible for the welfare of the people. Against: Intervening would be overstepping its powers.)*

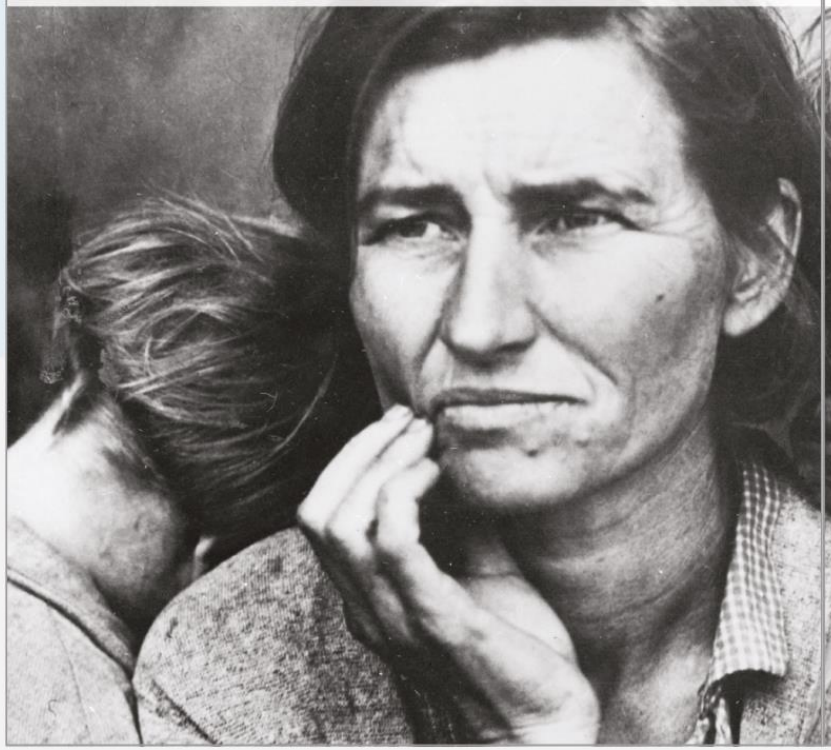
Connections to Culturally Responsive Learning

GO ONLINE Use the online **Connections to Culturally Responsive Learning** questions and activities specific to this topic to help students look critically at the lesson content through a culturally responsive lens. These questions and activities support student voice, highlight multiple perspectives on the content, and build critical media literacy.

Topic 13

The Great Depression and the New Deal (1928–1941)

ESSENTIAL QUESTION What should governments do?



Dorothea Lange's famous photograph, "Migrant Mother"

project Imagine **GO ONLINE** for immersive experiences designed to help you experience the struggles of Americans during the Great Depression through rich primary sources. Also access the eText, videos, Biographies, and other online resources.

Connections to Today

You awaken one morning to a black sky lit with an eerie orange glow. Ash is raining down and winds roar in the distance. This sort of experience is all too familiar to Californians, where wildfires have become larger, more common, and more destructive over the last decade.

Compare this to the scene on the Great Plains during the 1930s: Black skies created by mile-high dust clouds that blocked out the sun, covered cars, and seeped into homes. What role have humans played in helping to bring about these environmental disasters?

NBC LEARN

Learn about the impact of Dorothea Lange's photography

BOUNCE to Activate My Story Video

Analyze Visuals

Ask students to study the photograph titled "Migrant Mother." Explain that it shows members of a family of migrant farmworkers in California in the 1930s. Ask students to contrast this image with their ideas about the Roaring Twenties. *(The Roaring Twenties were about prosperity and economic growth. This image shows a tired mother with dirty clothes. It shows marked contrast to the prosperity associated with the 1920s.)*

Terms in Primary Sources

Note that some of the primary sources quoted in this Topic use terminology that is considered outdated or offensive today. The words *Negro* and *colored* are used where today we would say *African American* or *Black American*. You may wish to point this out to students and to explain that these terms were not considered inappropriate at the time.

NBC LEARN MY STORY VIDEO

Project the My Story Video that introduces students to photographer Dorothea Lange.

GO ONLINE My Story Video: **Dorothea Lange,A VisualLife**

After viewing, ask students to respond to the following questions.

Check Understanding During what era did Dorothea Lange come to prominence? *(the Great Depression)*

Determining Point of View What techniques did Dorothea Lange use to advance her point of view? *(Lange used highly realistic black-and-white images of people who—while suffering from poverty, forced relocation, or racism—were able to maintain their humanity.)*

project Imagine GO ONLINE Assig
Imagine activities found
within this Topic to help students learn ab
Depression and the New Deal through im
experiences and primary sources.

HOO

Connections to Today

GO ONLINE Use the discussion quest
found on this Topic's **Connections to Tod**
Environmental Challenges to spark conv
ignite students' interest in the environmenta
the United States and the world today.

Explain to students that according to the Ca
Government, the worst wildfire years in Cali
occurred in 2017 and 2018, during which r
million acres burned, nearly 150 people die
than 34,000 structures were destroyed. Fou
20 worst wildfires in California's history have
since 2017.

Researchers point to climate change as one
these sobering statistics because the weath
dryer. During the Dust Bowl years, the clima
role as lack of rainfall helped dry out the pra
scientists are working on using drones to g
predict a fire's path and "air scrubbers" that
smoke from the sky. What solutions were tr
Dust Bowl years?

Consider some key questions related to env
challenges:

What other threats to the environment do A
face today?

What solutions to the Dust Bowl crisis were
the 1930s?

CURRENT EVENTS

GO ONLINE

Listenwise offers current events that
daily, as well as short audio stories that are
this topic.

Current Events Keywords Search Liste
Events using these keywords related to the
Depression and the New Deal.

- Great Depression
- New Deal
- unemployment
- Dust Bow
- Cesar Ch
- John Ste

The Great Depression and the New Deal (1928–1941)

Introduction

Economic prosperity and cultural innovations in the 1920s masked conditions that would soon lead to economic collapse. Many people borrowed too much on credit. Others over-speculated in the stock market. Manufacturing ramped up, but farms struggled. These economic factors led to the Great Depression. How did the Great Depression impact the nation and its citizens? How did the government respond?

ESSENTIAL QUESTION

Tell students to think about the Essential Question: What should governments do? Some governments have more influence over people's daily lives and over economic activity than others. Challenge student groups to brainstorm a list of appropriate roles for the federal government. What do they think government should do?

Project the Essential Question activity from the course or share the following with students.

Recall What powers does the federal government have over the economy today? *(It can raise and collect taxes, regulate interstate and international commerce, employ people, and provide public services.)*

Make Decisions In the event of economic catastrophe, should the federal government intervene to help people and businesses recover? Why or why not? Cite evidence from the Constitution to support your answer. *(For: The government should intervene because it is responsible for the welfare of the people. Against: Intervening would be overstepping its powers.)*

Connections to Culturally Responsive Learning

GO ONLINE Use the online **Connections to Culturally Responsive Learning** questions and activities specific to this topic to help students look critically at the lesson content through a culturally responsive lens. These questions and activities support student voice, highlight multiple perspectives on the content, and build critical media literacy.

Topic 13

The Great Depression and the New Deal (1928–1941)

ESSENTIAL QUESTION W

Analyze Visuals

Ask students to study the photograph titled "Migrant Mother." Explain that it shows members of a family of migrant farmworkers in California in the 1930s. Ask students to contrast this image with their ideas about the Roaring Twenties. *(The Roaring Twenties were about prosperity and economic growth. This image shows a tired mother with dirty clothes. It shows marked contrast to the prosperity associated with the 1920s.)*

today we would say *African American* or *Black American*. You may wish to point this out to students and to explain that these terms were not considered inappropriate at the time.

project Imagine

GO ONLINE for immersive experiences designed to help you experience the struggles of Americans during the Great Depression through rich primary sources. Also access the eText, videos, Biographies, and other online resources.

onnections to Today

u awaken one morning to a black y lit with an eerie orange glow. Ash taining down and winds roar in the stance. This sort of experience is too familiar to Californians, where ldfires have become larger, more mmon, and more destructive over e last decade.

Compare this to the scene on the eat Plains during the 1930s: Black es created by mile-high dust clouds t blocked out the sun, covered cars, d seeped into homes. What role have mans played in helping to bring ut these environmental disasters?

NBC LEARN

about the impact of Dorothea Lange's ography

UNCE to Activate My Story Video

611

GO ONLINE My Story Video: **Dorothea Lange,A VisualLife**

After viewing, ask students to respond to the following questions.

Check Understanding During what era did Dorothea Lange come to prominence? *(the Great Depression)*

Determining Point of View What techniques did Dorothea Lange use to advance her point of view? *(Lange used highly realistic black-and-white images of people who—while suffering from poverty, forced relocation, or racism—were able to maintain their humanity.)*

project Imagine

GO ONLINE Assig Imagine activities found within this Topic to help students learn ab Depression and the New Deal through im experiences and primary sources.

HOO

Connections to Today

GO ONLINE Use the discussion quest found on this Topic's **Connections to Tod Environmental Challenges** to spark conv ignite students' interest in the environmenta the United States and the world today.

Explain to students that according to the C Government, the worst wildfire years in Cal occurred in 2017 and 2018, during which r million acres burned, nearly 150 people die than 34,000 structures were destroyed. Fo 20 worst wildfires in California's history hav since 2017.

Researchers point to climate change as on these sobering statistics because the weath dryer. During the Dust Bowl years, the clim role as lack of rainfall helped dry out the pra scientists are working on using drones to g predict a fire's path and "air scrubbers" tha smoke from the sky. What solutions were t Dust Bowl years?

Consider some key questions related to en challenges:

What other threats to the environment do A face today?

What solutions to the Dust Bowl crisis were the 1930s?

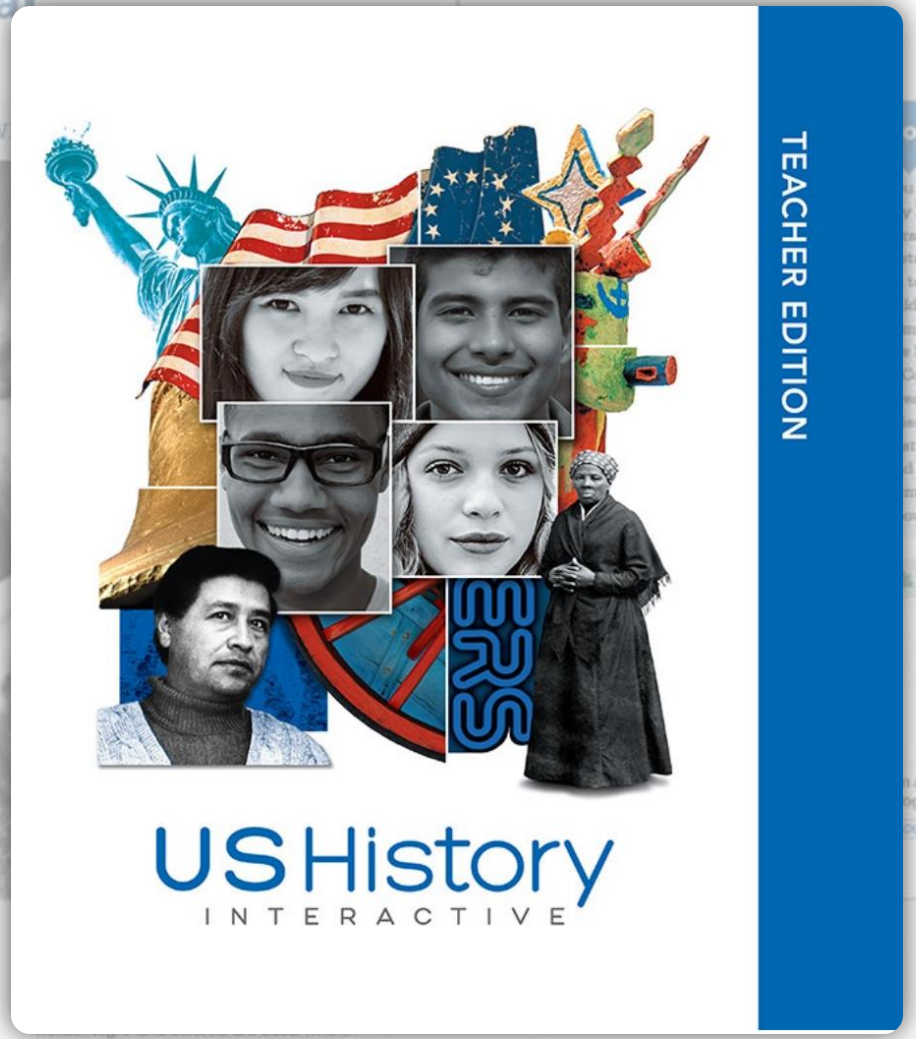
CURRENT EVENTS

GO ONLINE

Listenwise offers current events that daily, as well as short audio stories that are this topic.

Current Events Keywords Search Liste Events using these keywords related to the Depression and the New Deal.

- Great Depression
- New Deal
- unemployment
- Dust Bow
- Cesar Ch
- John Ste



Topic 13

The Great Depression and the New Deal (1928–1941)

Topic 13 ORGANIZER	PACING: APPROX. 9 PERIODS, 4.5 BLOCKS	
	PACING	NOTES
Connect	1 period	
MY STORY VIDEO **Dorothea Lange, A Visual Life**	10 min.	
DIGITAL ESSENTIAL QUESTION ACTIVITY **What Should Governments Do?**	10 min.	
DIGITAL OVERVIEW ACTIVITY **The Great Depression and the New Deal**	10 min.	
QUEST INQUIRY **Opposition to the New Deal**	20 min.	
Investigate	3–6 periods	
QUEST INQUIRY **Opposition to the New Deal**	Ongoing	
LESSON 1 **Causes of the Depression**	30–40 min.	
LESSON 2 **Americans Suffer**	30–40 min.	
LESSON 3 **Two Presidents Respond**	30–40 min.	
LESSON 4 **The New Deal Expands**	30–40 min.	
LESSON 5 **Effects of the New Deal**	30–40 min.	
LESSON 6 **Culture During the Depression**	30–40 min.	
Synthesize	1 period	
TOPIC SYNTHESIZE **The Great Depression and the New Deal**	10 min.	
QUEST INQUIRY **Opposition to the New Deal**	20 min.	
Demonstrate	1–2 periods	
DIGITAL TOPIC TEST LEVELS A, B, AND C **The Great Depression and the New Deal**	10 min.	
QUEST INQUIRY **Opposition to the New Deal**	20 min.	

project Imagine

GO O
your
durin
While
biogr

USH: 610A
WH: 764A
GEO: 594A

The Great Depression and the New Deal Help students to appreciate how Americans persevered and pulled through the hardships of the Great Depression using Project Imagine's rich primary sources. Experiencing Project Imagine's culturally diverse perspectives will help students develop empathy for the people who lived through this difficult time.

Quick Ideas for Using Project Imagine Don't have a lot of time? Assign one or two individual primary sources from the Project Imagine Primary Source Library. See the Sources at a Glance online in the Teacher Resources for this topic.

GO ONLINE	DESCRIPTION	KEY PERSPECTIVES	PACING
Survive the Great Depression **Role Play Immersive** Use with Lesson 2	Students play through four roles to learn how the Great Depression was experienced by ordinary Americans. **Level:** Easy	• Hunger marchers • Unemployed man riding the rails • "Hooverville" resident • Deportees • Maya Angelou • Langston Hughes	30–90 min.
Experience the Dust Bowl **Interactive Map and Timeline Immersive** Use with Lesson 2	Students explore a chronological set of interactive maps to understand how the Dust Bowl developed, how the government tried to solve the problem, and how ordinary Americans experienced the events of these years. **Level:** Moderate	• Fordson Tractor Company • Farmers and their children • Supporters and critics of the New Deal • First Lady Eleanor Roosevelt • Woody Guthrie • Dorothea Lange • John Steinbeck	30–70 min.
nd the **mersive**	Students make decisions about how the Department of Labor can best use its resources to help Americans in need. Options include starting public works programs, encouraging employers to hire, and handing out charity. **Level:** Moderate	• Studs Terkel interviewee • Secretary of Labor Frances Perkins • Mother of a working child • Workers and the unemployed	30–70 min.
	Students get a front-row seat for the construction of three New Deal projects that helped put Americans back to work, as they explore interactive 360° photographs of Shenandoah National Park, the San Diego Civic Center, and Hoover Dam. **Level:** Easy	• President Roosevelt • A white CCC officer • An African American CCC worker • National Park Service • WPA Artists	45–130 min.
a **ve**	Students assume the role of a citizen preparing to vote in the 1940 presidential election. They gather information about President Roosevelt and the New Deal, then write a short speech supporting or opposing FDR's election to a third term. **Level:** Difficult	• Senator Huey Long • Ordinary citizens • President Roosevelt • Wendell Willkie • Political cartoonists	45–70 min.

Topic and Lesson Planning Support

TOPIC 12

Topic-at-a-Glance

East Asia

Pacing: Approximately 13.5 periods, 6.75 blocks	Resources: Student Edition	Resources: Active Journal	Resources: Online	Pacing*
CONNECT				
TOPIC VIDEO Xiao's Lake			✓	10 min.
ESSENTIAL QUESTION ACTIVITY What Are the Costs and Benefits of Technology?		✓	✓	10 min.
OVERVIEW ACTIVITY: MAP East Asia		✓	✓	10 min.
REGIONAL ATLAS East Asia: Political, Physical, Climate	✓	✓		20 min.
Quest **KICK OFF:** Ask Questions	✓	✓		20 min.
INVESTIGATE				
LESSONS 1–6	See Lesson-at-a-Glance pages			
Quest **INVESTIGATE:** Quest Connections	✓	✓		20 min.
SYNTHESIZE				
WRITING WORKSHOP Write a Research Paper		✓	✓	30 min.
TOPIC MINI-GAMES East Asia			✓	10 min.
Quest **SOURCES:** Examine Primary Sources			✓	30 min.
DEMONSTRATE				
TOPIC REVIEW AND ASSESSMENT East Asia	✓		✓	20 min.
TOPIC TEST East Asia			✓	20 min.
Quest **FINDINGS:** Discuss	✓	✓	✓	30 min.

*May exceed allotted time frame. Teachers may choose which activities to do in class and which to assign as homework.

Quest

Each Quest is designed to reinforce the topic content through an inquiry arc that students work on throughout the topic. This topic's Quest, Debate Nuclear Power for Japan, is a Discussion Inquiry in which students determine whether Japan should use nuclear power to meet its energy needs.

Active Journal Resources

- Ask Questions
- Investigate
- Examine Primary Sources
- Discuss

Quest Resources Online

- "Japanese Earthquake Renews Nuclear Safety Concerns"
- "The Calm Before the Wave: Where and When Will the Next Tsunami Hit?"
- "Japan's Largest Nuclear Power Station Moves to Center of Reactor Restart Efforts"
- "Fukushima's Lessons in Climate Change"
- Rules for Civic Discussion
- Rubric for Civic Discussion

Additional Resources

Support for Struggling Readers

- Reading Support, Teacher Resources
- Lesson Summaries, Teacher Resources
- English Language Learners, Teacher Resources

Suggested Resources

- *Mongolia* by Ruth Bjorklund
- *The Economy of China* by Shu Shin Luh
- *Empress Wu Zetian* by Laurel A. Rockefeller
- *Pyongyang: A Journey in North Korea* by Guy Delisle; trans. Helge Dascher
- *Commodore Perry in the Land of the Shogun* by Rhoda Blumberg
- *South Korea: A Nation to Watch*, History Channel DVD
- *China's Age of Invention*, *NOVA* DVD

Beyond the Classroom

Use Online and Library Media Centers

Use a media center to gain online access to the resources of distant museums, such as the Ikebukuro Earthquake Museum in Tokyo, Japan; the War Memorial of Korea in Seoul City, South Korea; and the National Museum of China in Beijing, China. Virtual tours are available of museums or archaeological sites, such as the virtual tour of the Palace Museum in Beijing and a 360° video tour of the first Chinese emperor's terracotta army in Xian. These experiences can help students grasp the cultural achievements of the people of East Asia.

project Imagine **GO ONLINE** Find this immersive and its reflection in Topic 13, Lesson 2.

USH: 610I
WH: 764G

project Imagine Lesson Plan

Immersive: Survive the Great Depression

Description

This immersive introduces students to the Great Depression by having them play the roles of four fictional people who faced the hardships of the Great Depression. As they explore the immersive, students will interact with primary sources from the perspective of each of the following roles:

- **Jack:** a white teenager considering leaving home
- **Maria:** a Mexican American college student whose parents may be deported
- **Clarence:** an African American sharecropper in the South
- **Irene:** a white homemaker trying to make do with less

Note that some of the primary sources in this immersive use language that would be considered outdated or offensive today. The words *Negro* and *colored* are used where today we would say *African American*. You may wish to point this out to students, and to explain that these terms were not considered inappropriate in the 1930s.

Use with Student Handout: Survive the Great Depression, available on the course.

Many African Americans like this sharecropping family in Arkansas were already on the edge of poverty when the Great Depression hit.

Objectives

- Describe the range of hardships that the Great Depression posed to Americans from different backgrounds.
- Explain how Americans responded to the challenges of the Great Depression.
- Compare and contrast the ways the Great Depression affected Americans from different ethnic and social backgrounds.

Suggestions for Using This Immersive

Pressed for Time? Work in Groups (30 min.)

- Begin by playing through one of the characters in front of the class to show how the immersive works.
- Break students into three groups. Have each group play through one of the remaining characters. For example, if you presented Jack, assign each group to work through Maria, Clarence, or Irene. Have each group study the sources included with the character they chose and complete activities for that character as time permits.
- Finally, have one person from each group briefly summarize their character's experience for the class.

More Time? Explore Individually (70 min.)

- Begin by playing through one of the characters in front of the class to show how the immersive works.
- Have students play through all three remaining characters themselves. For example, if you presented Jack, students would play through Maria, Clarence, and Irene.
- Circulate to help students analyze the sources and complete the activities.
- When students are finished, discuss the Objectives as a class.

Using the Reflection

After students complete the immersive, assign the Reflection activity th
students to answer the following questions:

1. Choose two fictional people from this immersive. If they were to meet, how would they describe their lives to each other? What questions would they ask each other?
2. Describe some of the hardships people suffered during the Great Depression. Which do you think was the most difficult? What hardships do people suffer today and how do they compare with the hardships suffered during the Great Depression?

Activate and Extend

As they play through this immersive, your students will complete activities to help them make connections to today, learn about different perspectives, and develop empathy for people in the past. To continue that learning, consider some of these optional extension activities.

Active Classroom: Sticky Notes

Write the following question on the board: "What different challenges did Jack, Maria, Clarence, and Irene face during the Great Depression?" Distribute four sticky notes to each student. Have students use a sticky note to describe the main challenge faced by each character. Create a target area on the board for each character, and have students post their sticky notes by character. Have students view one another's sticky notes, then have students discuss each character's challenges as a class or in small groups.

Focus on Empathy

Role: Jack Suppose you were a member of the United States Senate in the 1930s, trying to convince your fellow senators to vote for legislation that would provide funding for a work relief program. Which of the sources in Jack's role might you use to bolster your case? *(Students should focus on those sources that reveal the suffering and hardships that people were dealing with during the Depression. Possibilities include: Hunter March Silent Documentary, An Unemployed Girl Serial Novel, Hooverville Personal Account, and Saying Goodbye to Mother Account. Accept other reasonable responses.)*

Focus on Empathy

Roles: All How might the Great Depression have increased empathy among ethnic groups in the United States? How might it have done the opposite? Use the experiences of Jack, Maria, Clarence, and Irene in your answer. *(Sample response: White Americans who were struggling for the first time, such as Jack and Irene, might have realized what it was like to suffer economic hardship and so have felt more empathy for African Americans and others who had been suffering for years. They might also have come into close contact with members of other ethnic groups for the first time. For example, when Jack visited the Hooverville or was riding the rails, he might have had a conversation with an African American man, whereas such an interaction would have been unlikely if he had remained at home. Similarly, when Irene began canning her own food or sewing flour sack dresses, she may have thought about people who had to do those things to survive long before the Depression hit. At the same time, however, people were competing for scarce jobs and so were threatened by anyone who might take a job that they could have had. This can be seen in the case of Maria, whose parents faced the threat of deportation because people thought they were taking jobs away from white people.)*

Focus on Change

Role: Irene What was Irene's life like before the Great Depression? How did life change for her after the Depression began? How did she respond to that change? *(Irene lived a comfortable life before the depression but afterward her husband's salary was cut and they lost all their savings in the stock market crash. In response, Irene searched for ways to economize. Rather than buy her daughter new dresses, she sewed dresses out of flour sacks. She also sewed patches over holes, cut worn bath towels into wash cloths, canned her own food and kept her own chickens. She also considered bartering for used items rather than buying new.)*

Civic Action: Connections to Today

Have small groups of students visit a local senior citizens' center in the community and interview residents about their experiences living through recessions or dealing with economic hardship. Encourage students to interview seniors from different backgrounds. Have students ask what challenges seniors faced when dealing with recession or economic hardship. Ask students to consider how seniors' different backgrounds affected their experiences. After the visits, have students report on what they learned.

Lesson 13.2

USH: 610G
WH: 764E
GEO: 594G

Americans Suffer

Objectives

Objective 1: Examine the spread of unemployment in America's cities.

Objective 2: Analyze the effects of the Great Depression on farmers.

Objective 3: Analyze the impact of human and geographical factors that created the Dust Bowl.

Objective 4: Describe how the Great Depression affected family life and the lives of African Americans and Mexican Americans.

LESSON 2 ORGANIZER		PACING: APPROX. 1 PERIOD, .5 BLOCKS			
			RESOURCES		
	OBJECTIVES	PACING	Print	Go Online	NOTES
Connect					
DIGITAL START UP ACTIVITY **Immigration During Hard Times**		5 min.		●	
Investigate					
READ **Economic Hardship Shakes the Cities**	Objective 1	10 min.	●	●	
READ **Rural America Struggles with Poverty**	Objectives 2, 3	10 min.	●	●	
INTERACTIVE GALLERY **Effects of the Dust Bowl**		10 min.		●	
PROJECT IMAGINE **Survive the Great Depression**	Objectives 1, 3, 4	30–90 min.		●	See this immersive's lesson plan on the following pages
PROJECT IMAGINE **Experience the Dust Bowl**	Objectives 2, 3	30–70 min.		●	See this immersive's lesson plan on the following pages
READ **Hard Times Hit Most Americans**	Objective 4	10 min.	●	●	
INTERACTIVE GALLERY **Life During the Great Depression**		10 min.		●	
Synthesize					
LESSON SYNTHESIZE **Your Life During the Depression**		5 min.		●	
Demonstrate					
DIGITAL QUIZ **Lesson Quiz and Class Discussion Board**		10 min.		●	

NOTES

Americans Suffer

Objectives

Objective 1: Examine the spread of unemployment in America's cities.

Objective 2: Analyze the effects of the Great Depression on farmers.

Objective 3: Analyze the impact of human and geographical factors that created the Dust Bowl.

Objective 4: Describe how the Great Depression affected family life and the lives of African Americans and Mexican Americans.

LESSON 2 ORGANIZER — **PACING: APPROX. 1 PERIOD, .5 BLOCKS**

	OBJECTIVES	PACING	RESOURCES: Print	RESOURCES: Go Online	NOTES
Connect					
DIGITAL START UP ACTIVITY **Immigration During Hard Times**		5 min.		●	
Investigate					
READ **Economic Hardship Shakes the Cities**	Objective 1	10 min.	●	●	
READ **Rural America Struggles with Poverty**	Objectives 2, 3	10 min.	●	●	
INTERACTIVE GALLERY **Effects of the Dust Bowl**		10 min.		●	
PROJECT IMAGINE **Survive the Great Depression**	Objectives 1, 3, 4	30–90 min.		●	See this immersive's lesson plan on the following pages
PROJECT IMAGINE **Experience the Dust Bowl**	Objectives 2, 3	30–70 min.		●	See this immersive's lesson plan on the following pages
READ **Hard Times Hit Most Americans**	Objective 4	10 min.	●	●	
INTERACTIVE GALLERY **Life During the Great Depression**		10 min.		●	
Synthesize					
LESSON SYNTHESIZE **Your Life During the Depression**		5 min.		●	
Demonstrate					
DIGITAL QUIZ		10 min.		●	

NOTES

TOPIC 12

LESSON 5 | Lesson-at-a-Glance

East Asia at Work

Objectives

Objective 1: Contrast the types of government found in East Asian countries.

Objective 2: Compare the economies of China, North Korea, South Korea, and Japan.

	Resources			Pacing*
	Student Edition	Active Journal	Online	approx. 3 periods, 1.5 blocks
CONNECT				
VIDEO The Economies and Governments of Japan and the Koreas			●	5 min.
START UP ACTIVITY Get Ready to Read	✓		●	5 min.
TAKE NOTES AND PRACTICE VOCABULARY		✓		
INVESTIGATE				
READ Lesson 5: East Asia at Work	✓	✓	●	25 min.
INTERACTIVE CHART Comparing Governments and Economies			●	10 min.
ANALYSIS SKILLS Analyze Data	✓		●	30 min.
21ST CENTURY SKILLS TUTORIAL Analyze Data and Models			●	10 min.
READING SUPPORT			●	
SYNTHESIZE				
WRITING WORKSHOP Choose an Organizing Strategy	✓	✓	●	10 min.
LESSON SUMMARY			●	
DEMONSTRATE				
LESSON QUIZ			●	10 min.

*May exceed allotted time frame. Teachers may choose which activities to do in class and which to assign as homework.

LESSON 6 | Lesson-at-a-Glance

Challenges Facing East Asia

Objectives

Objective 1: Discuss the main economic challenges facing East Asia.

Objective 2: Explain the political issues that pose threats to East Asia.

Objective 3: Analyze the environmental challenges facing East Asian countries.

	Resources			Pacing*
	Student Edition	Active Journal	Online	approx. 2 periods, 1 block
CONNECT				
START UP ACTIVITY Get Ready to Read	✓		●	5 min.
TAKE NOTES AND PRACTICE VOCABULARY		✓		
INVESTIGATE				
READ Lesson 6: Challenges Facing East Asia	✓	✓	●	55 min.
INTERACTIVE CHART Japan's Aging Population			●	10 min.
QUICK ACTIVITY The Effects of Technology on East Asia		✓		
READING SUPPORT			●	
SYNTHESIZE				
WRITING WORKSHOP Write an Introduction	✓	✓	●	10 min.
LESSON SUMMARY			●	
DEMONSTRATE				
LESSON QUIZ			●	10 min.

*May exceed allotted time frame. Teachers may choose which activities to do in class and which to assign as homework.

TOPIC 12 East Asia

CONNECT

Introduction

East Asia includes Mongolia, Japan, Taiwan, and North and South Korea, but most East Asians live in the region's giant, China. China is the world's second-largest country by area and the most populous as of 2017. It also has the world's largest economy in terms of purchasing power and one of the world's most powerful militaries. It is home to one of the world's oldest civilizations. Today it is a communist autocracy.

Activate Prior Knowledge

Ask students what they know about China, Japan, and Korea. Have a volunteer read the "Travel across" text in the student book.

Explore the Essential Question

Project the Essential Question activity from the course. Have a volunteer read the question. Point out that, while it is difficult to think of anything we do or use that does not depend on technology, technology has changed greatly over time and always involves both costs and benefits. Ask students how technology affects their lives. Then have them begin to identify benefits and costs of technology.

ACTIVE JOURNAL

Essential Question Have students begin to explore the Essential Question with the activity in their Active Journals.

Draw Conclusions Ask students whether the costs of using technology might in some cases outweigh the benefits. *(Sample response: They might if the technology causes more problems—such as pollution or economic dislocation—than it solves.)* Have students record their ideas in their journals as they read the topic.

ANALYZE VISUALS

Ask students to examine the photo of a section of the 5,500-mile-long Great Wall of China. Explain that the Great Wall began more than 2,000 years ago as a series of fortifications to protect against attacks by neighboring peoples. The wall was rebuilt around 1500 and repaired in the 1950s. Ask: Why was building the Great Wall such a feat? *(Sample response: It is very long. It took centuries to build and was built under many different rulers.)* Why do you think visitors come to see the Great Wall today? *(Sample response: because the Great Wall is one of the largest human-made structures on Earth, and it has been standing for centuries.)*

RECOGNIZE CULTURAL AND EXPERIENTIAL BACKGROUNDS

If appropriate, make use of your knowledge of students' lives to make connections between their own experiences, backgrounds, and interests and the content of this topic. If you have students whose ethnic heritage is related to the content of this topic, be sensitive of their desire to take an active role in sharing their experiences or to choose to keep that private. If they are interested, allow the students the opportunity to share cultural, ethnic, or linguistic traditions and knowledge from their experiences.

If students have family experiences (such as travel to or family members who have lived in the region being studied), allow them to share relevant stories.

Watch

VIDEO **TOPIC VIDEO**

Project the Topic Opener video "Xiao's Lake" about how pollution is affecting one young man's life. After viewing the video, ask students to respond to the following questions.

Summarize Why is the lake near Xiao's home contaminated? *(industrial waste, fertilizers and pesticides from farming, blue algae)*

Make Inferences What might happen if Xiao's generation becomes more active in improving the environment in his town? *(Sample response: Farmers might stop using dangerous pesticides and employ safer ways to grow crops.)*

Read

Share these lesson previews with students.

Lesson 1: Early civilizations arose in China, Korea, and Japan.

Lesson 2: Confucianism, Daoism, and other belief systems have had a profound influence on Chinese culture.

Lesson 3: East Asians made impressive achievements, faced challenges from Western powers, and since the mid-1900s have mostly had economic success.

Geographic Sources: Ming porcelain was a valuable trade good that reflected both cultural diversity and government control.

Lesson 4: Many East Asians live near the coasts and in cities, where there are more economic opportunities.

Lesson 5: Manufacturing is a key industry in East Asia, as natural resources are limited in most countries.

Lesson 6: East Asians today face a range of political, economic, and environmental challenges.

World War I and the Russian Revolution (1914–1924)

Introduction

In the early 1900s, powerful forces were pushing Europe toward war. These forces included nationalism, militarism, imperialism, and alliance systems. Meanwhile, in Russia, discontent with tsarist rule, peasant unrest, and economic challenges set the stage for revolution. The results were World War I and the Russian Revolution. These upheavals would leave Europe in turmoil and give rise to the Communist Soviet Union.

ESSENTIAL QUESTION

Ask students to think about the Essential Question for this Topic: When is war justified?

Either project the Essential Question activity from the course or share the following with students:

Do you think there are valid reasons for a nation to go to war? The reasons below were applicable to World War I. Which are good and valid reasons to go to war? Which are not? Why?

- To protect your homeland from invasion
- To defend people in a peaceful, neutral country
- To fulfill obligations arising from alliances
- To make your country militarily or economically stronger
- To gain power and territory in other parts of the world
- To secure natural resources vital to your nation's economy
- To help end a war and prevent future wars

Poll students on whether they think each of these causes was a valid reason for going to war. Ask them to give reasons for their opinions.

Topic 16

World War I and the Russian Revolution (1914–1924)

ESSENTIAL QUESTION When is war justified?

American soldiers in World War I

project Imagine **GO ONLINE** for immersive experiences designed to help you feel the drama of World War I through rich primary sources. Also access the eText, videos, Biographies, and other online resources.

Connections to Today

When you hear the word *drone,* do you think of choreographed light shows at the Super Bowl, tiny drones dropping an online shopping item at your doorstep, or military drones searching for terrorists?

Did you know that early predecessors of today's drones were created during World War I by Nicola Tesla and others? In this topic you'll read about many new deadly technologies that were developed and used during the war. How have these World War I technologies continued to impact our lives today?

NBC LEARN

See World War I through the eyes of an English soldier and poet.

BOUNCE to Activate My Story Video

Analyze Images

Ask students to examine the soldiers shown in this photo. Explain to students why historians call World War I the first total war. Have students discuss the expression on the face of the second soldier. Ask students to describe what the soldiers might be doing and where they might be going.

Connections to Culturally Responsive Learning

GO ONLINE Use the online **Connections to Culturally Responsive Learning** questions and activities specific to this topic to help students look critically at the lesson content through a culturally responsive lens. These questions and activities support student voice, highlight multiple perspectives on the content, and build critical media literacy.

NBC LEARN MY STORY VIDEO

Project the My Story Video that introduces students to a soldier and poet of World War I.

GO ONLINE My Story Video: **Wilfred Owen, A Poet in the Trenches**.

Check Understanding What accounts for Wilfred Owen's change of opinion about fighting in World War I? *(His enthusiasm for the war changed after he witnessed firsthand the horrors of modern combat.)*

Determine Author's Purpose What did Wilfred Owen hope to convey through his poetry? *(He wanted to describe the grim reality of combat and*

project Imagine **GO ONLINE** Assign the Project Imagine activities found in the lessons within this Topic to help students learn about the war through immersive experiences and primary sources.

HOOK & INSPIRE

Connections to Today

GO ONLINE Use the discussion questions and links found on the **Connections to Today** page online to spark conversation and ignite students' interest in the use of drones in contemporary life.

Point out to students that many of the weapons first developed and used during World War I, including planes, tanks, poison gas, machine guns, and artillery are still in use today. But during World War I, the deadliness of these weapons was new and horrifying.

For example, Nicola Tesla and others began experimenting with pilotless winged aircraft—the predecessors of drones—during World War I. Consider the questions surrounding this technology:

Will drone technology be harnessed for good purposes or for destructive purposes?

How will governments decide to regulate drone technology?

CURRENT EVENTS

GO ONLINE

Listenwise offers current events that are updated daily, as well as short audio stories that are aligned to this topic.

Current Events Keywords Search Listenwise Current Events using these World War I keywords.

- World War I
- nationalism
- Treaty of Versailles
- propaganda
- influenza pandemic
- Russian Revolution

Topic 13

The Great Depression and the New Deal (1928–1941)

Introduction

Economic prosperity and cultural innovations in the 1920s masked conditions that would soon lead to economic collapse. Many people borrowed too much on credit. Others over-speculated in the stock market. Manufacturing ramped up, but farms struggled. These economic factors led to the Great Depression. How did the Great Depression impact the nation and its citizens? How did the government respond?

ESSENTIAL QUESTION

Tell students to think about the Essential Question: What should governments do? Some governments have more influence over people's daily lives and over economic activity than others. Challenge student groups to brainstorm a list of appropriate roles for the federal government. What do they think government should do?

Project the Essential Question activity from the course or share the following with students.

Recall What powers does the federal government have over the economy today? *(It can raise and collect taxes, regulate interstate and international commerce, employ people, and provide public services.)*

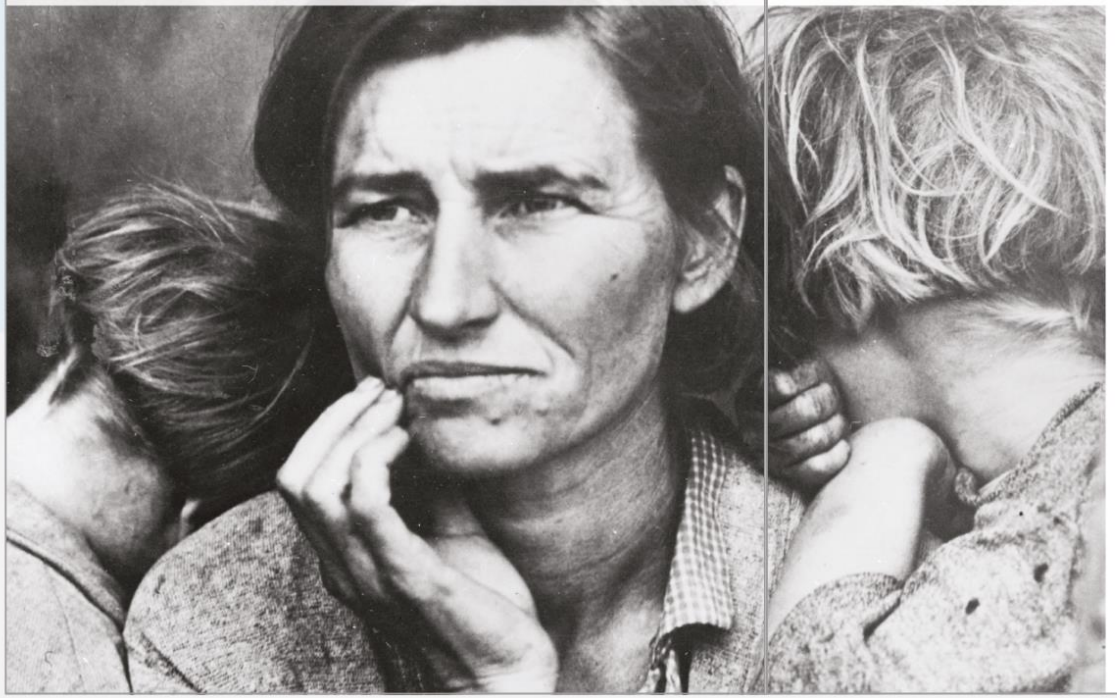
Make Decisions In the event of economic catastrophe, should the federal government intervene to help people and businesses recover? Why or why not? Cite evidence from the Constitution to support your answer. *(For: The government should intervene because it is responsible for the welfare of the people. Against: Intervening would be overstepping its powers.)*

Connections to Culturally Responsive Learning

GO ONLINE Use the online **Connections to Culturally Responsive Learning** questions and activities specific to this topic to help students look critically at the lesson content through a culturally responsive lens. These questions and activities support student voice, highlight multiple perspectives on the content, and build critical media literacy.

The Great Depression and the New Deal (1928–1941)

ESSENTIAL QUESTION What should governments do?



Dorothea Lange's famous photograph, "Migrant Mother"

project Imagine **GO ONLINE** for immersive experiences designed to help you experience the struggles of Americans during the Great Depression through rich primary sources. Also access the eText, videos, Biographies, and other online resources.

Connections to Today

You awaken one morning to a black sky lit with an eerie orange glow. Ash is raining down and winds roar in the distance. This sort of experience is all too familiar to Californians, where wildfires have become larger, more common, and more destructive over the last decade.

Compare this to the scene on the Great Plains during the 1930s: Black skies created by mile-high dust clouds that blocked out the sun, covered cars, and seeped into homes. What role have humans played in helping to bring about these environmental disasters?

NBC LEARN

Learn about the impact of Dorothea Lange's photography

BOUNCE to Activate My Story Video

Analyze Visuals

Ask students to study the photograph titled "Migrant Mother." Explain that it shows members of a family of migrant farmworkers in California in the 1930s. Ask students to contrast this image with their ideas about the Roaring Twenties. *(The Roaring Twenties were about prosperity and economic growth. This image shows a tired mother with dirty clothes. It shows marked contrast to the prosperity associated with the 1920s.)*

Terms in Primary Sources

Note that some of the primary sources quoted in this Topic use terminology that is considered outdated or offensive today. The words *Negro* and *colored* are used where today we would say *African American* or *Black American*. You may wish to point this out to students and to explain that these terms were not considered inappropriate at the time.

NBC LEARN MY STORY VIDEO

Project the My Story Video that introduces students to photographer Dorothea Lange.

GO ONLINE My Story Video: **Dorothea Lange,A VisualLife**

After viewing, ask students to respond to the following questions.

Check Understanding During what era did Dorothea Lange come to prominence? *(the Great Depression)*

Determining Point of View What techniques did Dorothea Lange use to advance her point of view? *(Lange used highly realistic black-and-white images of people who—while suffering from poverty, forced relocation, or racism—were able to maintain their humanity.)*

project Imagine **GO ONLINE** Assign the Project Imagine activities found in the lessons within this Topic to help students learn about the Great Depression and the New Deal through immersive experiences and primary sources.

HOOK & INSPIRE

Connections to Today

GO ONLINE Use the discussion questions and links found on this Topic's **Connections to Today: Today's Environmental Challenges** to spark conversation and ignite students' interest in the environmental issues facing the United States and the world today.

Explain to students that according to the California State Government, the worst wildfire years in California's history occurred in 2017 and 2018, during which more than 3 million acres burned, nearly 150 people died, and more than 34,000 structures were destroyed. Fourteen of the 20 worst wildfires in California's history have happened since 2017.

Researchers point to climate change as one culprit behind these sobering statistics because the weather is hotter and dryer. During the Dust Bowl years, the climate also played a role as lack of rainfall helped dry out the prairie soil. Today, scientists are working on using drones to gather data to predict a fire's path and "air scrubbers" that would remove smoke from the sky. What solutions were tried during the Dust Bowl years?

Consider some key questions related to environmental challenges:

What other threats to the environment do Americans face today?

What solutions to the Dust Bowl crisis were tried during the 1930s?

CURRENT EVENTS

GO ONLINE

Listenwise offers current events that are updated daily, as well as short audio stories that are aligned to this topic.

Current Events Keywords Search Listenwise Current Events using these keywords related to the Great Depression and the New Deal.

- Great Depression
- New Deal
- unemployment
- Dust Bowl
- Cesar Chavez
- John Steinbeck

RELEVANT

The Great Depression and the New Deal (1928–1941)

Introduction

Economic prosperity and cultural innovations in the 1920s masked conditions that would soon lead to economic collapse. Many people borrowed too much on credit. Others over-speculated in the stock market. Manufacturing ramped up, but farms struggled. These economic factors led to the Great Depression. How did the Great Depression impact the nation and its citizens? How did the government respond?

ESSENTIAL QUESTION

Tell students to think about the Essential Question: What should governments do? Some governments have more influence over people's daily lives and over economic activity than others. Challenge student groups to brainstorm a list of appropriate roles for the federal government. What do they think government should do?

Project the Essential Question activity from the course or share the following with students.

Recall What powers does the federal government have over the economy today? *(It can raise and collect taxes, regulate interstate and international commerce, employ people, and provide public services.)*

Make Decisions In the event of economic catastrophe, should the federal government intervene to help people and businesses recover? Why or why not? Cite evidence from the Constitution to support your answer. *(For: The*

USH: 610
WH: 764
GEO: 594

Topic 13

The Great Depression and the New Deal (1928–1941)

ESSENTIAL QUESTION What should governments do?

Dorothea Lange's famous photograph, "Migrant Mother"

1

Analyze Visuals

…students to study the photograph titled …ant Mother." Explain that it shows …bers of a family of migrant farmworkers …lifornia in the 1930s. Ask students to …ast this image with their ideas about the …ng Twenties. *(The Roaring Twenties were …t prosperity and economic growth. This …e shows a tired mother with dirty clothes. …ws marked contrast to the prosperity …ciated with the 1920s.)*

Terms in Primary Sources

Note that some of the primary sources quoted in this Topic use terminology that is considered outdated or offensive today. The words *Negro* and *colored* are used where today we would say *African American* or *Black American*. You may wish to point this out to students and to explain that these terms were not considered inappropriate at the time.

project Imagine

GO ONLINE for immersive experiences design… you experience the struggles of Americans d… Depression through rich primary sources. Al… eText, videos, Biographies, and other online…

2

Connections to Today

You awaken one morning to a black sky lit with an eerie orange glow. Ash is raining down and winds roar in the distance. This sort of experience is all too familiar to Californians, where wildfires have become larger, more common, and more destructive over the last decade.

Compare this to the scene on the Great Plains during the 1930s: Black skies created by mile-high dust clouds that blocked out the sun, covered cars, and seeped into homes. What role have humans played in helping to bring about these environmental disasters?

NBC LEARN

Learn about the… photography

BOUNCE to…

3

NBC LEARN MY STORY VIDEO

Project the My Story Video that introduces students to photographer Dorothea Lange.

GO ONLINE My Story Video: **Dorothea Lange,A VisualLife**

After viewing, ask students to respond to the following questions.

Check Understanding During what era did Dorothea Lange come to prominence? *(the Great Depression)*

Determi… …niques did Dorothea… …er point of view? *(Lange u… …istic black-and-white images of people who—while suffering from poverty, forced relocation, or racism—were able to maintain their humanity.)*

project Imagine

GO ONLINE Assign the Project Imagine activities found in the lessons within this Topic to help students learn about the Great Depression and the New Deal through immersive experiences and primary sources.

HOOK & INSPIRE

Connections to Today

GO ONLINE Use the discussion questions and links found on this Topic's **Connections to Today: Today's Environmental Challenges** to spark conversation and ignite students' interest in the environmental issues facing the United States and the world today.

Explain to students that according to the California State Government, the worst wildfire years in California's history occurred in 2017 and 2018, during which more than 3 million acres burned, nearly 150 people died, and more than 34,000 structures were destroyed. Fourteen of the 20 worst wildfires in California's history have happened since 2017.

Researchers point to climate change as one culprit behind these sobering statistics because the weather is hotter and dryer. During the Dust Bowl years, the climate also played a role as lack of rainfall helped dry out the prairie soil. Today, scientists are working on using drones to gather data to predict a fire's path and "air scrubbers" that would remove smoke from the sky. What solutions were tried during the Dust Bowl years?

Consider some key questions related to environmental challenges:

What other threats to the environment do Americans face today?

What solutions to the Dust Bowl crisis were tried during the 1930s?

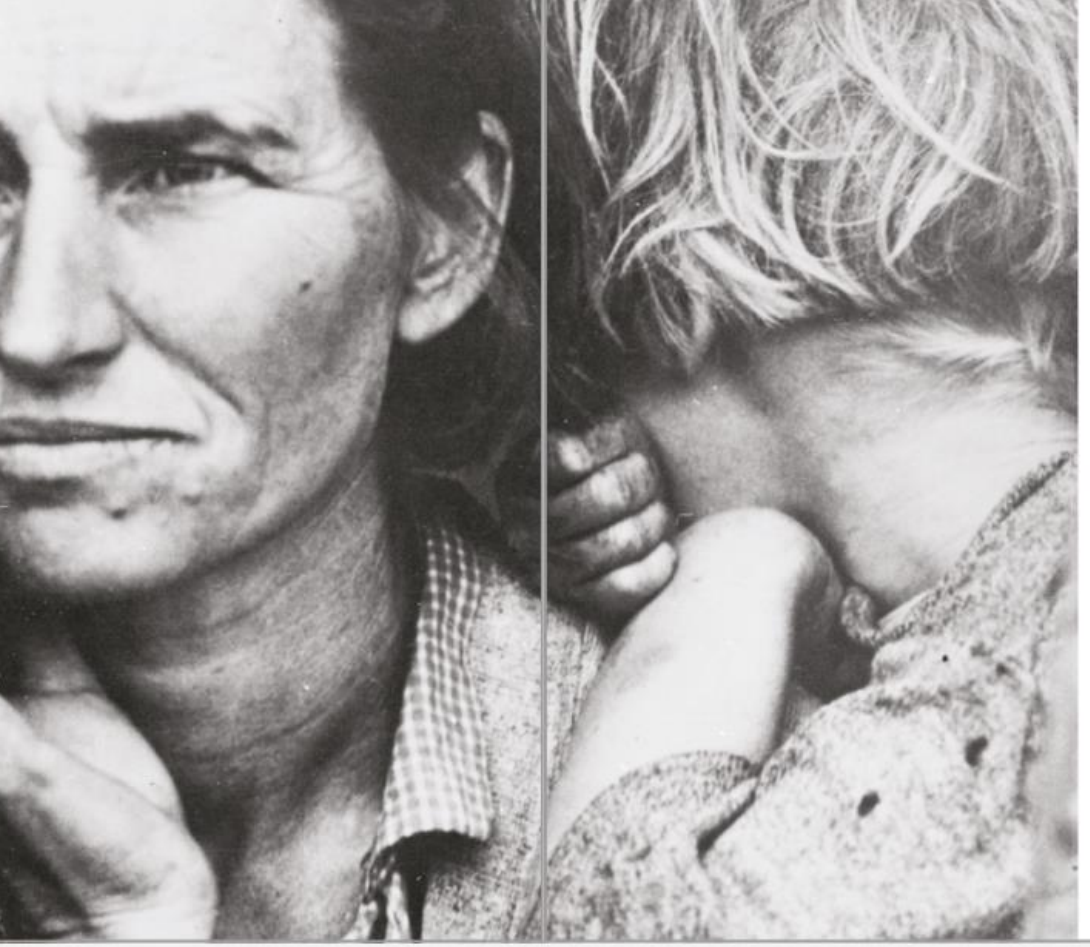
CURRENT EVENTS

GO ONLINE

Listenwise offers current events that are updated daily, as well as short audio stories that are aligned to this topic.

Current Events Keywords Search Listenwise Current Events using these keywords related to the Great Depression and the New Deal.

- Great Depression
- New Deal
- unemployment
- Dust Bowl
- Cesar Chavez
- John Steinbeck



distance. This sort of experience is all too familiar to Californians, where wildfires have become larger, more common, and more destructive over the last decade.

Compare this to the scene on the Great Plains during the 1930s: Black skies created by mile-high dust clouds that blocked out the sun, covered cars, and seeped into homes. What role have humans played in helping to bring about these environmental disasters?

NBC LEARN

Learn about the impact of Dorothea Lange's photography

BOUNCE to Activate My Story Video

Environmental Challenges to spark conversation and ignite students' interest in the environmental issues facing the United States and the world today.

Explain to students that according to the California State Government, the worst wildfire years in California's history occurred in 2017 and 2018, during which more than 3 million acres burned, nearly 150 people died, and more than 34,000 structures were destroyed. Fourteen of the 20 worst wildfires in California's history have happened since 2017.

Researchers point to climate change as one culprit behind these sobering statistics because the weather is hotter and dryer. During the Dust Bowl years, the climate also played a role as lack of rainfall helped dry out the prairie soil. Today, scientists are working on using drones to gather data to predict a fire's path and "air scrubbers" that would remove smoke from the sky. What solutions were tried during the Dust Bowl years?

Consider some key questions related to environmental challenges:

What other threats to the environment do Americans face today?

What solutions to the Dust Bowl crisis were tried during the 1930s?

CURRENT EVENTS

GO ONLINE

Listenwise offers current events that are updated daily, as well as short audio stories that are aligned to this topic.

Current Events Keywords Search Listenwise Current Events using these keywords related to the Great Depression and the New Deal.

- Great Depression
- New Deal
- unemployment
- Dust Bowl
- Cesar Chavez
- John Steinbeck

ns in Primary Sources

hat some of the primary sources in this Topic use terminology that is ered outdated or offensive today. The *Negro* and *colored* are used where we would say *African American* or *Black an*. You may wish to point this out to ts and to explain that these terms were nsidered inappropriate at the time.

NBC LEARN MY STORY VIDEO

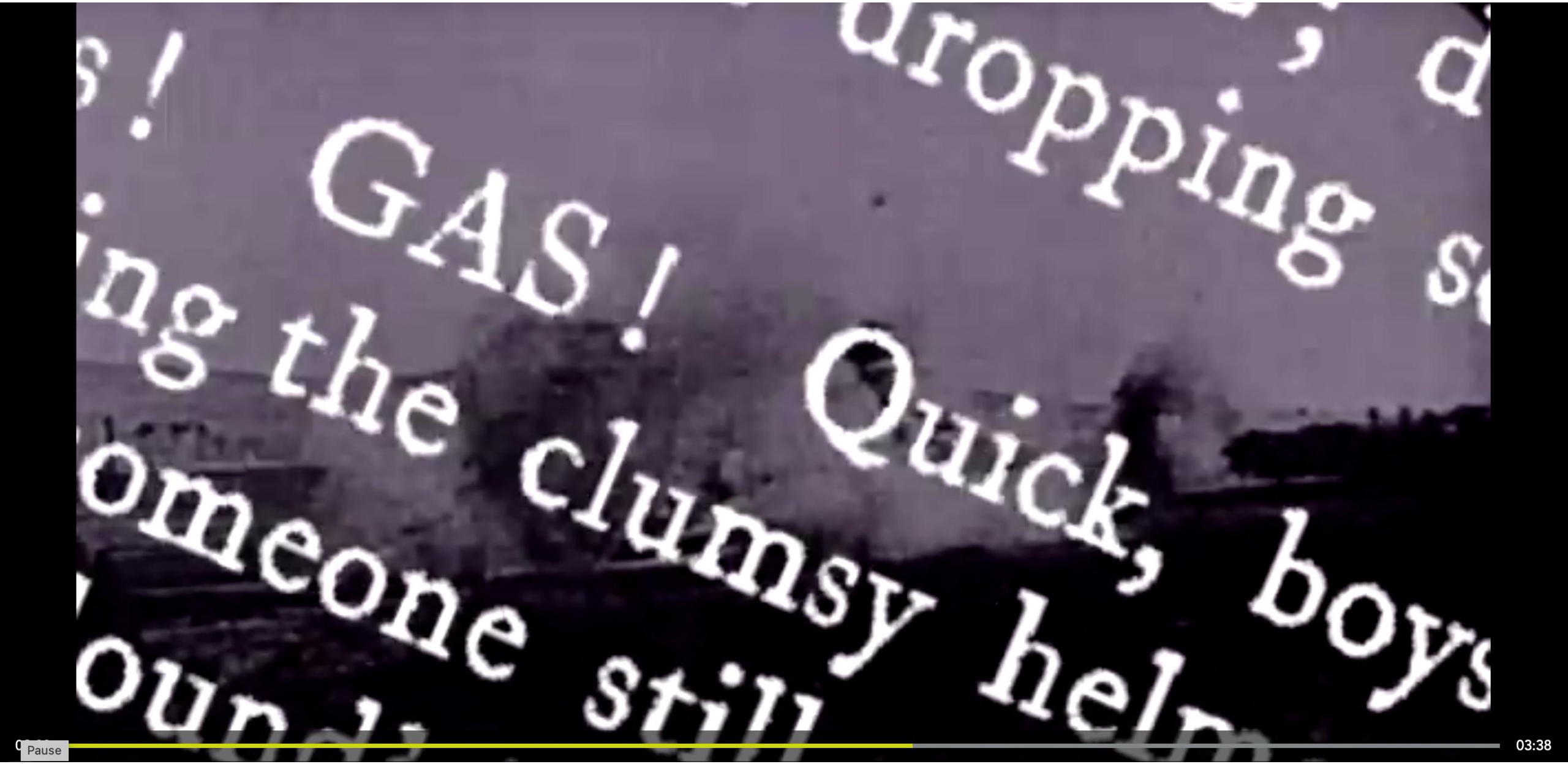
Project the My Story Video that introduces students to photographer Dorothea Lange.

GO ONLINE My Story Video: **Dorothea Lange,A VisualLife**

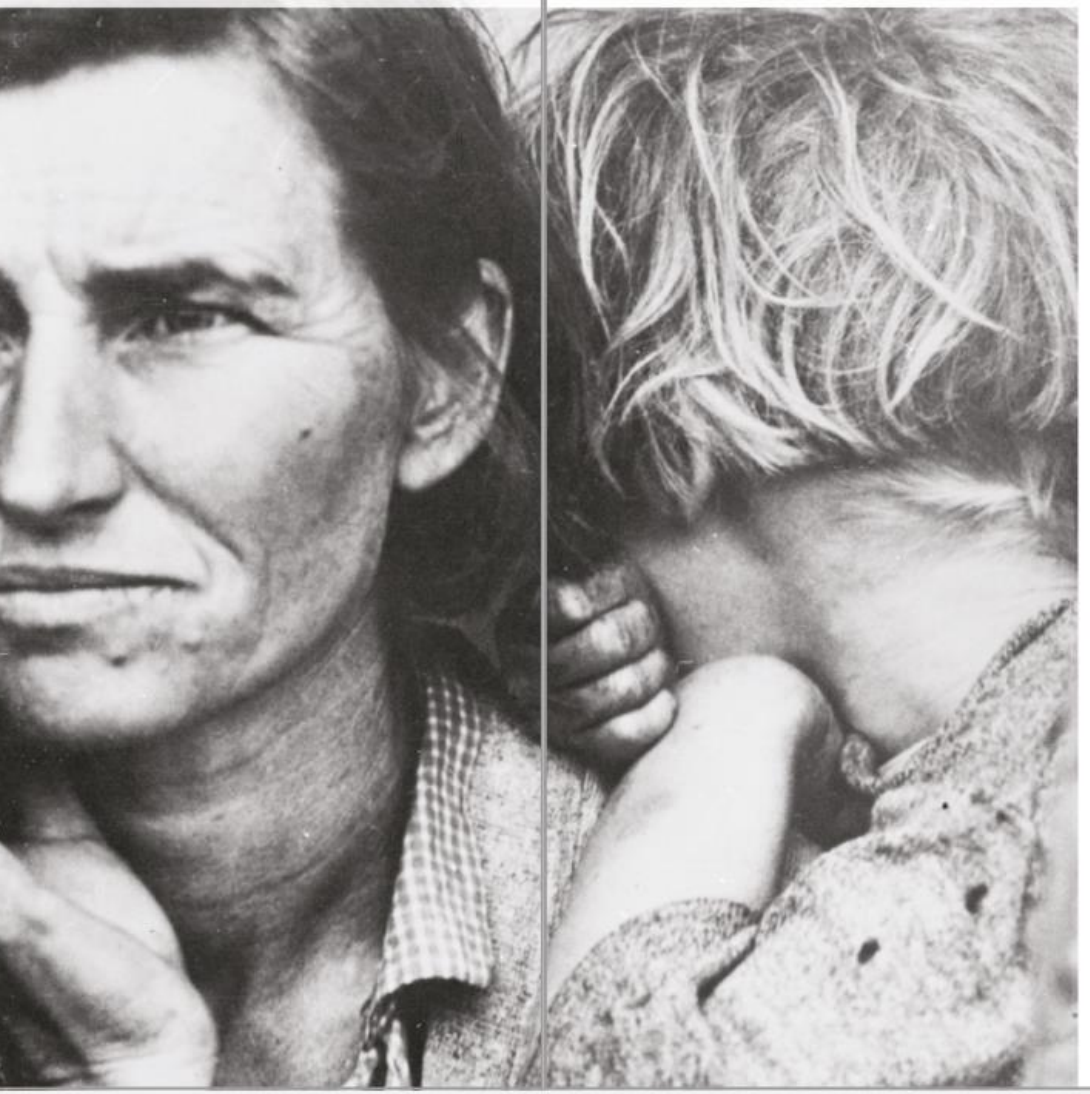
After viewing, ask students to respond to the following questions.

Check Understanding During what era did Dorothea Lange come to prominence? *(the Great Depression)*

Determining Point of View What techniques did Dorothea Lange use to advance her point of view? *(Lange used highly realistic black-and-white images of people who—while suffering from poverty, forced relocation, or racism—were able to maintain their humanity.)*


GAS!
Quick, boys
the clumsy
omeone
Pause
03:38

uld governments do?



Dorothea Lange's famous photograph, "Migrant Mother"

Connections to Today

You awaken one morning to a black sky lit with an eerie orange glow. Ash is raining down and winds roar in the distance. This sort of experience is all too familiar to Californians, where wildfires have become larger, more common, and more destructive over the last decade.

Compare this to the scene on the Great Plains during the 1930s: Black skies created by mile-high dust clouds that blocked out the sun, covered cars, and seeped into homes. What role have humans played in helping to bring about these environmental disasters?

NBC LEARN

Learn about the impact of Dorothea Lange's photography

BOUNCE to Activate My Story Video

611

Depression and the New Deal through immersive experiences and primary sources.

HOOK& INSPIRE

Connections to Today

GO ONLINE Use the discussion questions and links found on this Topic's **Connections to Today: Today's Environmental Challenges** to spark conversation and ignite students' interest in the environmental issues facing the United States and the world today.

Explain to students that according to the California State Government, the worst wildfire years in California's history occurred in 2017 and 2018, during which more than 3 million acres burned, nearly 150 people died, and more than 34,000 structures were destroyed. Fourteen of the 20 worst wildfires in California's history have happened since 2017.

Researchers point to climate change as one culprit behind these sobering statistics because the weather is hotter and dryer. During the Dust Bowl years, the climate also played a role as lack of rainfall helped dry out the prairie soil. Today, scientists are working on using drones to gather data to predict a fire's path and "air scrubbers" that would remove smoke from the sky. What solutions were tried during the Dust Bowl years?

Consider some key questions related to environmental challenges:

What other threats to the environment do Americans face today?

What solutions to the Dust Bowl crisis were tried during the 1930s?

CURRENT EVENTS

GO ONLINE

Listenwise offers current events that are updated daily, as well as short audio stories that are aligned to this topic.

Current Events Keywords Search Listenwise Current

ns in Primary Sources

hat some of the primary sources in this Topic use terminology that is ered outdated or offensive today. The *Negro* and *colored* are used where

NBC LEARN MY STORY VIDEO

Project the My Story Video that introduces students to photographer Dorothea Lange.

Determining Point of View What techniques did Dorothea Lange use to advance her point of view? *(Lange used highly realistic black-and-white images of people who—while suffering from poverty, forced relocation, or racism—*

Hook & Inspire! Connections to Today

Ignite students' interest by sharing these resources, which demonstrate connections between the past and present. Please be sure to preview all resources.

SCROLL TO LEARN MORE

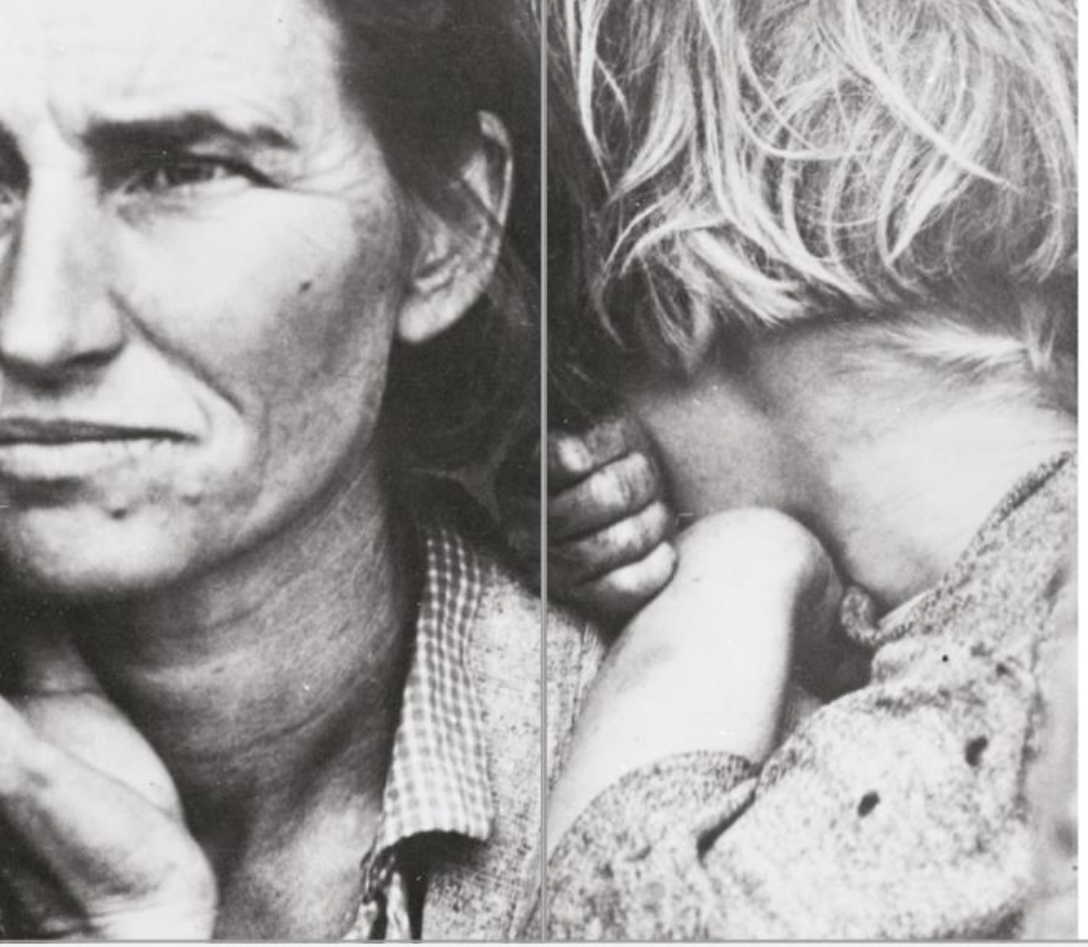
World War I and The Russian Revolution

Tools of War Used in Peace

Technologies developed for war, like rapid-fire machine guns and Nikola Tesla's unmanned vessel, changed the norms of armed conflict during World

Skyfall (2012)
Metro-Goldwyn-Mayer, Columbia Pictures

Pause (k)



distance. This sort of experience is all too familiar to Californians, where wildfires have become larger, more common, and more destructive over the last decade.

Compare this to the scene on the Great Plains during the 1930s: Black skies created by mile-high dust clouds that blocked out the sun, covered cars, and seeped into homes. What role have humans played in helping to bring about these environmental disasters?

NBC LEARN

Learn about the impact of Dorothea Lange's photography

BOUNCE to Activate My Story Video

Environmental Challenges to spark conversation and ignite students' interest in the environmental issues facing the United States and the world today.

Explain to students that according to the California State Government, the worst wildfire years in California's history occurred in 2017 and 2018, during which more than 3 million acres burned, nearly 150 people died, and more than 34,000 structures were destroyed. Fourteen of the 20 worst wildfires in California's history have happened since 2017.

Researchers point to climate change as one culprit behind these sobering statistics because the weather is hotter and dryer. During the Dust Bowl years, the climate also played a role as lack of rainfall helped dry out the prairie soil. Today, scientists are working on using drones to gather data to predict a fire's path and "air scrubbers" that would remove smoke from the sky. What solutions were tried during the Dust Bowl years?

Consider some key questions related to environmental challenges:

What other threats to the environment do Americans face today?

What solutions to the Dust Bowl crisis were tried during the 1930s?

CURRENT EVENTS

GO ONLINE

Listenwise offers current events that are updated daily, as well as short audio stories that are aligned to this topic.

Current Events Keywords Search Listenwise Current Events using these keywords related to the Great Depression and the New Deal.

- Great Depression
- New Deal
- unemployment
- Dust Bowl
- Cesar Chavez
- John Steinbeck

ns in Primary Sources

hat some of the primary sources in this Topic use terminology that is ered outdated or offensive today. The *Negro* and *colored* are used where we would say *African American* or *Black an*. You may wish to point this out to ts and to explain that these terms were nsidered inappropriate at the time.

NBC LEARN MY STORY VIDEO

Project the My Story Video that introduces students to photographer Dorothea Lange.

GO ONLINE My Story Video: **Dorothea Lange,A VisualLife**

After viewing, ask students to respond to the following questions.

Check Understanding During what era did Dorothea Lange come to prominence? *(the Great Depression)*

Determining Point of View What techniques did Dorothea Lange use to advance her point of view? *(Lange used highly realistic black-and-white images of people who—while suffering from poverty, forced relocation, or racism—were able to maintain their humanity.)*

Listenwise

Topic 13: The Great Depression and the New Deal (1928–1941)

Depression Era Photography

During the Great Depression and early years of World War II, government-sponsored photographers fanned out across the country to document the struggles of everyday Americans. Originally intended to generate support for New Deal policies, the photographs that were taken, including some by famous names like Dorothea Lange and Walker Evans, have become precious artifacts of the time period. Listen to hear about an effort to organize these unique photos documenting Depression-era life into an easily searchable collection.

Read More

FDR's New Deal Speech

The Great Depression of 1932 was the worst economic crisis in American history. President Herbert Hoover was blamed for the government's failure to pull America out of the depression. During his campaign for president, Franklin Delano Roosevelt proposed a "New Deal" for America. He knew little at the time of what that New Deal would include, but the term would come to define his response to the Great Depression. Listen to hear about President Roosevelt's campaign for president, the qualities that made him an effective communicator, and the obstacles he faced as he struggled to present himself as a credible candidate for president.

Read More

Introduction to the Great Depression

During the Great Depression, high unemployment affected millions of Americans. In this audio story, people who lived through the depression as young people share their experiences of being out of work and hungry, and depending on relatives or strangers for food. The lack of any government safety net for the unemployed meant that people who could not find work were on their own, and many had to resort to begging to survive.

Read More

The Dust Bowl During the Great Depression

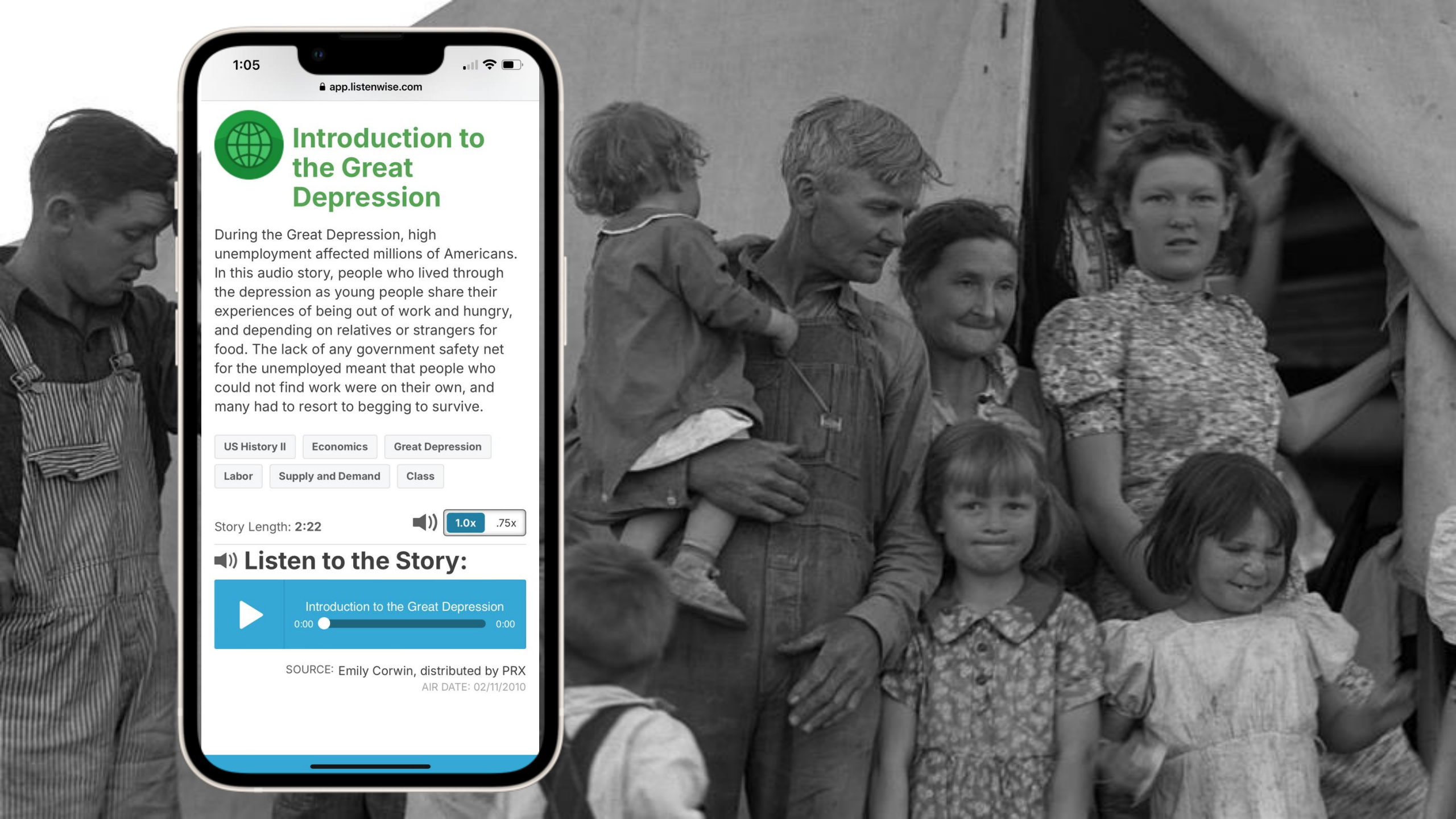
The Dust Bowl was one of the worst man-made environmental disasters. It turned the southern Great Plains of the U.S. into a desert. When the native prairie grass was pulled out and replaced with wheat fields, the loose soil had nothing to hold it in place, so the dirt blew away in the wind. As the dirt traveled, it gathered into enormous dust storms that choked people and animals. Listen to hear archival interviews with people who lived through the Dust Bowl and an early recording of the poem "Hard Luck Okie," which examines the reasons why people moved West during the Dust Bowl.

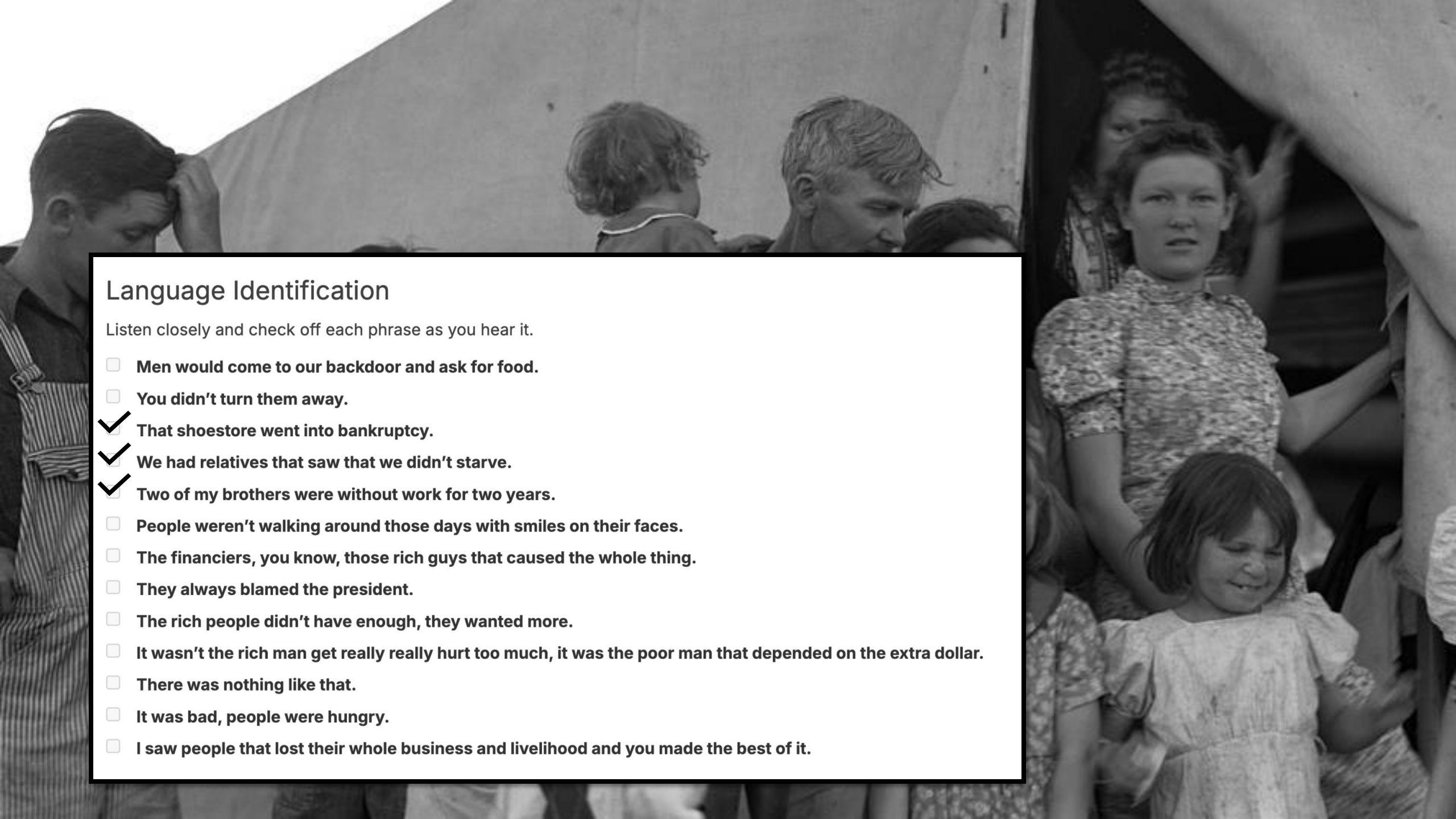
Read More

The Invention of the Economy

Household management involves using resources wisely and being thrifty to stay within a budget. The word "economy" comes from the Greek word for household management, oikonomia. This management is difficult when people have too little money to buy what they need, which was the case for many after the stock market crashed in 1929. In an effort to make sense of what was going on, members of the U.S. government began to talk about what they called "the economy," and they developed methods to quantify the situation and account for economic fluctuations. Listen to the story to learn more about the invention of what we call the economy and some of the means by which we measure its strength.

Read More


1:05
app.listenwise.com
Introduction to the Great Depression
During the Great Depression, high unemployment affected millions of Americans. In this audio story, people who lived through the depression as young people share their experiences of being out of work and hungry, and depending on relatives or strangers for food. The lack of any government safety net for the unemployed meant that people who could not find work were on their own, and many had to resort to begging to survive.
US History II
Economics
Great Depression
Labor
Supply and Demand
Class
Story Length: 2:22
1.0x
.75x
Listen to the Story:
Introduction to the Great Depression
0:00
0:00
SOURCE: Emily Corwin, distributed by PRX
AIR DATE: 02/11/2010



Language Identification

Listen closely and check off each phrase as you hear it.

- [ ] **Men would come to our backdoor and ask for food.**
- [ ] **You didn't turn them away.**
- [x] **That shoestore went into bankruptcy.**
- [x] **We had relatives that saw that we didn't starve.**
- [x] **Two of my brothers were without work for two years.**
- [ ] **People weren't walking around those days with smiles on their faces.**
- [ ] **The financiers, you know, those rich guys that caused the whole thing.**
- [ ] **They always blamed the president.**
- [ ] **The rich people didn't have enough, they wanted more.**
- [ ] **It wasn't the rich man get really really hurt too much, it was the poor man that depended on the extra dollar.**
- [ ] **There was nothing like that.**
- [ ] **It was bad, people were hungry.**
- [ ] **I saw people that lost their whole business and livelihood and you made the best of it.**

Weekly Current Events

See All Current Events

Image licensed under CC0

CURRENT EVENT | DECEMBER 5, 2024

Debate: Should Kids Be Allowed to Use TikTok?

Several states have filed lawsuits against TikTok, alleging that the popular social media platform harms young people's mental and physical well-being. Advocates for allowing kids to use TikTok argue that it can foster creativity and social connection. Critics, however, raise alarms about the platform's addictive nature and the challenges it creates for parental oversight. Listen to hear the attorney general of Washington D.C., and a father of three, discuss his concerns about TikTok, and then debate: Should kids be allowed to use TikTok?

Story Length: **5:22**

Listen to the Story:

D.C. and more than a dozen states sue TikTok

0:00 5:22

Listening Comprehension Questions

- What social media companies are facing lawsuits, and what are the lawsuits about?
- How might TikTok benefit from having an addictive algorithm, according to the attorney general?
- What is addiction, according to the attorney general?
- What did a TikTok spokesperson say about the lawsuits?

Classroom Discussion Themes

- Debate: Should kids be allowed to use TikTok?
- How might your life change if kids and teens were not allowed to use TikTok or other forms of social media?

Related Current Events:

Debate: Should TikTok Be Banned in the U.S.?

A judge recently blocked President Trump's order to ban all U.S. downloads of the video sharing app TikTok, which is currently owned by a Chinese company. Trump views the app as a national security threat, saying that the data it collects from American users may be accessible to the Chinese government. Defenders of the app say no evidence exists that the Chinese government could access American TikTok data, which is housed in the U.S. [illegible] more about the controversy...

Read More

TikTok Star Teaches Himself to Read

It's never too late to learn how to read. A TikTok star with over 100,000 followers is inspiring others as he teaches himself how to read at age 34. Oliver James struggled in school because of his reading disability, but now he reads all kinds of books and shares his reactions with his online audience. Listen to hear the TikTok star read aloud, and learn about his daily reading routines.

Read More

Debate: Should Social Media Sites Have Warning Labels?

The rise of social media use and mental health struggles among adolescents have prompted the U.S. Surgeon General to suggest that social media sites should have warning labels. Supporters of this idea believe warnings may help parents better understand the risks of social media. On the other hand, experts recognize that some of the problems associated with social media are more complex than a simple warning label can solve. Listen to hear both student's perspective and then

Read More

TikTok Star Wild About Foraging

Humans have been foraging, or gathering wild foods to eat, since ancient times. The practice is having a resurgence now, and one social media influencer is eager to share her passion for foraging with the world. She discusses when she began foraging, how she decided

TOPIC 3

Ancient Egypt and Kush

(3000 BCE–600 BCE)

Learn more about ancient Egypt and Kush by making your own map and timeline in your Active Journal.

INTERACTIVE
Topic Map

Where were ancient Egypt and Kush?

These ancient kingdoms were located in the northeast corner of Africa, to the west of ancient Mesopotamia. Locate the Nile and its delta on the map in the circle.

Who will you meet?

Hatshepsut, the woman who was pharaoh

Tutankhamen, whose magnificent tomb glittered with gold

Ramses II, the conqueror

INTERACTIVE
Topic Timeline

What happened and when?

Huge stone pyramids built without modern machines . . . riches beyond imagining . . . . Explore the timeline to see some of what was happening in Egypt and Kush and in the rest of the world.

TOPIC EVENTS

- **About 3100 BCE** Egypt's first pharaoh unites Upper and Lower Egypt.
- **About 2450 BCE** The Great Pyramid of Giza is built.
- **About 1333 BCE** Tutankhamen becomes pharaoh.
- **1279 BCE** Ramses II becomes pharaoh.
- **1473 BCE** Hatshepsut becomes pharaoh.
- **730 BCE** A Nubian pharaoh conquers Egypt.
- **343 BCE** Persian invaders defeat the last Egyptian pharaoh.

4000 BCE | 3000 BCE | 2000 BCE | 1000 BCE | 1 BCE

WORLD EVENTS

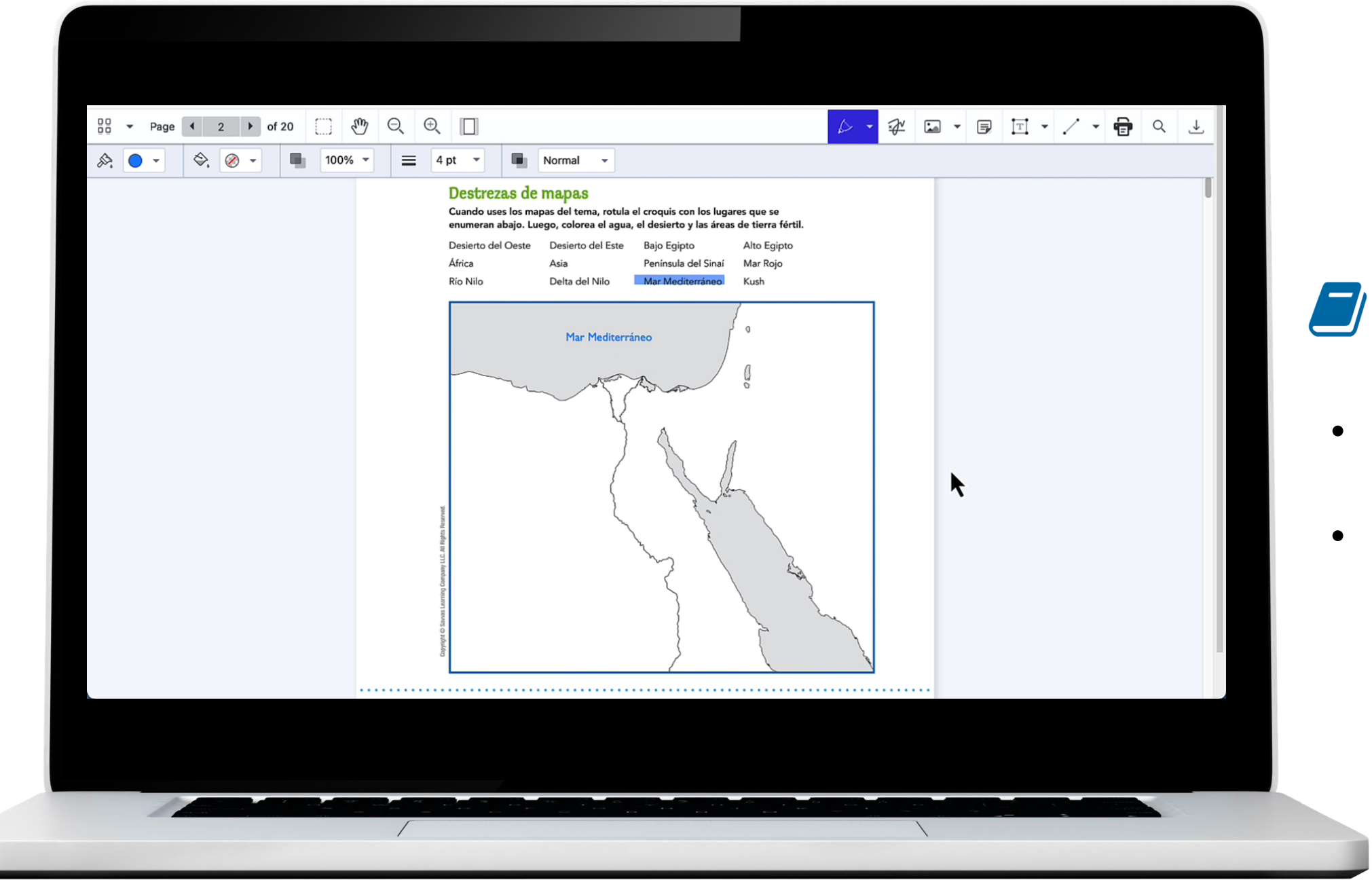
- **About 3000 BCE** The Sumerians invent a written language.
- **2100 BCE** Xia Dynasty rises in China.
- **About 1700 BCE** Hammurabi writes early set of laws.
- **750 BCE** City-states begin to rise in Greece.

Ancient Egypt and Kush

Where were ancient Egypt and Kush?

These ancient kingdoms were located in the northeast corner of Africa, to the west of ancient Mesopotamia. Locate the Nile and its delta on the interactive map.

The Sahara Desert in northern Africa is the largest desert in the world. It covers an area that's about the size of the United States. Select the Sahara Desert.



ACTIVE JOURNAL

- Assign Digitally
- PDF Editor Tool

Topic 13

The Great Depression and the New Deal (1928–1941)

Introduction

Economic prosperity and cultural innovations in the 1920s masked conditions that would soon lead to economic collapse. Many people borrowed too much on credit. Others over-speculated in the stock market. Manufacturing ramped up, but farms struggled. These economic factors led to the Great Depression. How did the Great Depression impact the nation and its citizens? How did the government respond?

ESSENTIAL QUESTION

Tell students to think about the Essential Question: What should governments do? Some governments have more influence over people's daily lives and over economic activity than others. Challenge student groups to brainstorm a list of appropriate roles for the federal government. What do they think government should do?

Project the Essential Question activity from the course or share the following with students.

Recall What powers does the federal government have over the economy today? *(It can raise and collect taxes, regulate interstate and international commerce, employ people, and provide public services.)*

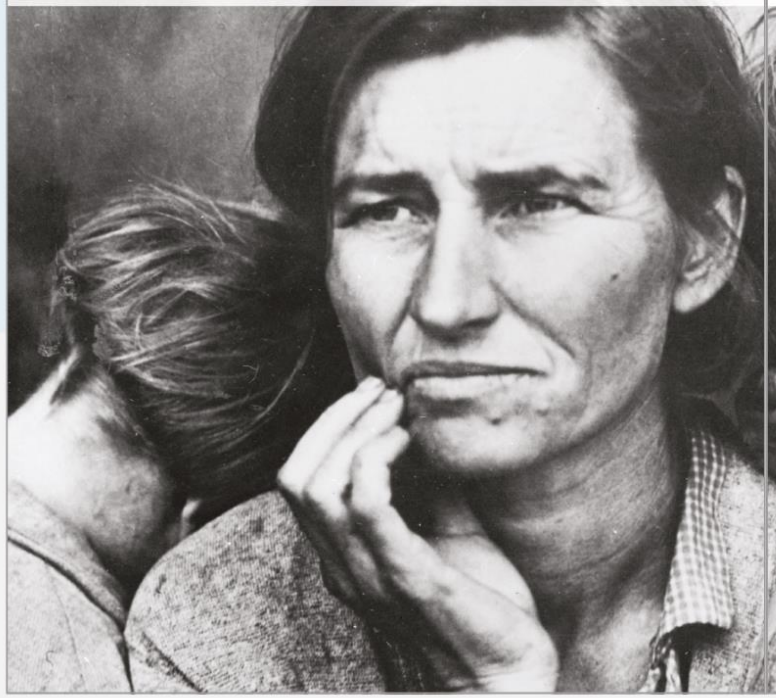
Make Decisions In the event of economic catastrophe, should the federal government intervene to help people and businesses recover? Why or why not? Cite evidence from the Constitution to support your answer. *(For: The government should intervene because it is responsible for the welfare of the people. Against: Intervening would be overstepping its powers.)*

Connections to Culturally Responsive Learning

GO ONLINE Use the online **Connections to Culturally Responsive Learning** questions and activities specific to this topic to help students look critically at the lesson content through a culturally responsive lens. These questions and activities support student voice, highlight multiple perspectives on the content, and build critical media literacy.

The Great Depression and the New Deal (1928–1941)

ESSENTIAL QUESTION What should governments do?



Dorothea Lange's famous photograph, "Migrant Mother"

project Imagine **GO ONLINE** for immersive experiences designed to help you experience the struggles of Americans during the Great Depression through rich primary sources. Also access the eText, videos, Biographies, and other online resources.

Connections to Today

You awaken one morning to a black sky lit with an eerie orange glow. Ash is raining down and winds roar in the distance. This sort of experience is all too familiar to Californians, where wildfires have become larger, more common, and more destructive over the last decade.

Compare this to the scene on the Great Plains during the 1930s: Black skies created by mile-high dust clouds that blocked out the sun, covered cars, and seeped into homes. What role have humans played in helping to bring about these environmental disasters?

NBC LEARN

Learn about the impact of Dorothea Lange's photography

BOUNCE to Activate My Story Video

Analyze Visuals

Ask students to study the photograph titled "Migrant Mother." Explain that it shows members of a family of migrant farmworkers in California in the 1930s. Ask students to contrast this image with their ideas about the Roaring Twenties. *(The Roaring Twenties were about prosperity and economic growth. This image shows a tired mother with dirty clothes. It shows marked contrast to the prosperity associated with the 1920s.)*

Terms in Primary Sources

Note that some of the primary sources quoted in this Topic use terminology that is considered outdated or offensive today. The words *Negro* and *colored* are used where today we would say *African American* or *Black American*. You may wish to point this out to students and to explain that these terms were not considered inappropriate at the time.

NBC LEARN MY STORY VIDEO

Project the My Story Video that introduces students to photographer Dorothea Lange.

GO ONLINE My Story Video: **Dorothea Lange,A VisualLife**

After viewing, ask students to respond to the following questions.

Check Understanding During what era did Dorothea Lange come to prominence? *(the Great Depression)*

Determining Point of View What techniques did Dorothea Lange use to advance her point of view? *(Lange used highly realistic black-and-white images of people who—while suffering from poverty, forced relocation, or racism—were able to maintain their humanity.)*

project Imagine GO ONLINE Assign the Project Imagine activities found in the lessons within this Topic to help students learn about the Great Depression and the New Deal through immersive experiences and primary sources.

HOOK & INSPIRE

Connections to Today

GO ONLINE Use the discussion questions and links found on this Topic's **Connections to Today: Today's Environmental Challenges** to spark conversation and ignite students' interest in the environmental issues facing the United States and the world today.

Explain to students that according to the California State Government, the worst wildfire years in California's history occurred in 2017 and 2018, during which more than 3 million acres burned, nearly 150 people died, and more than 34,000 structures were destroyed. Fourteen of the 20 worst wildfires in California's history have happened since 2017.

Researchers point to climate change as one culprit behind these sobering statistics because the weather is hotter and dryer. During the Dust Bowl years, the climate also played a role as lack of rainfall helped dry out the prairie soil. Today, scientists are working on using drones to gather data to predict a fire's path and "air scrubbers" that would remove smoke from the sky. What solutions were tried during the Dust Bowl years?

Consider some key questions related to environmental challenges:

What other threats to the environment do Americans face today?

What solutions to the Dust Bowl crisis were tried during the 1930s?

CURRENT EVENTS

GO ONLINE

Listenwise offers current events that are updated daily, as well as short audio stories that are aligned to this topic.

Current Events Keywords Search Listenwise Current Events using these keywords related to the Great Depression and the New Deal.

- Great Depression
- New Deal
- unemployment
- Dust Bowl
- Cesar Chavez
- John Steinbeck

Topic 13

Overview

Preview Activity

Ask students to read the list of lessons in this Topic on this page. Then ask them to do one of the following activities to preview the Topic.

1. Flip through the Topic looking at the visuals and captions. Next write down three questions you have about the Topic after viewing these images.
2. Write down one to three things you know about the Great Depression and the New Deal. Share these with a partner.
3. Based on what you already know about the Great Depression and the New Deal, write down what you find most interesting about this subject. Share this information with a partner.

OVERVIEW ACTIVITY

GO ONLINE Project **The Great Depression and the New Deal** image showing the "Hooverville" outside Washington, D.C. During this Topic, students will learn what impact the Great Depression had on people in the United States as well as how individuals, businesses, and the federal government responded.

Analyze Images Describe what you see in the image. How does this image from the early 1930s contrast with your ideas about the Roaring Twenties? *(The Roaring Twenties were about prosperity and economic growth. This image, on the other hand, shows an entire community of rundown shacks. It appears these men are living in the shacks. The prosperity of the 1920s seems to have vanished.)*

INTEGRATING SOCIAL AND EMOTIONAL LEARNING (SEL)

Self-Management One aspect of self-management for students is to learn persistence. This can be particularly difficult for some students. You can help students with this by offering all of the following types of encouragement: inviting them to talk with you one-on-one, encouraging them to find their voice and write or speak about issues they care about, helping them when they are afraid to try something new or are confused, inspiring them to try again if they fail.

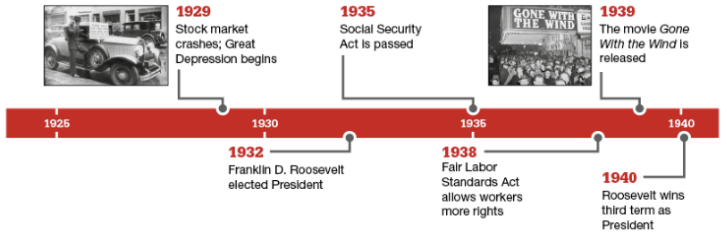
Topic 13 Overview

In this Topic you'll learn about the events of the Great Depression and the New Deal. Look at the lesson outline and explore the timeline. As you study this Topic, you'll complete the Quest Inquiry.

LESSON OUTLINE

13.1 Causes of the Depression
13.2 Americans Suffer
13.3 Two Presidents Respond
13.4 The New Deal Expands
13.5 Effects of the New Deal
13.6 Culture During the Depression

Key Events of the Great Depression and the New Deal



QUEST! INQUIRY

Opposition to the New Deal

As the government took drastic measures to deal with the Great Depression, why did so many oppose these "New Deal" programs? In this Quest you'll investigate this question and then write an essay explaining the reasons for this opposition.

STEP 1 Watch a video about a New Deal public works project. Then discuss it in class or with a partner.

STEP 2 Examine six sources related to New Deal programs and answer the questions attached to each. Prepare to write an essay in which you explain why some Americans opposed the New Deal.

STEP 3 In your essay, explain the problems caused by the Depression and the solutions discussed in the documents. Consider the advantages and disadvantages of each solution.

STEP 4 Reflect on the process of analyzing the documents and writing the essay. Then complete the Self-Assessment.

GO ONLINE to access complete Quest materials

Author's Note

Democracy During the Great Depression

We tend to think of the Great Depression in purely economic terms; however, it also had catastrophic political consequences and might very well have been the single greatest cause of World War II.

During the depression, the United States experienced minimal political disruption. After the election of 1932, the transfer of presidential power from Republicans to Democrats went off without a hitch. And although Franklin D. Roosevelt could not take credit for ending the depression—World War II, not the New Deal, did that—he does deserve praise for preserving the country's most vital economic and political systems. While radicals clamored that democracy had failed to meet the crisis, FDR never wavered in his commitment to the constitutional process.

The same was not true in Japan and Germany. During the 1920s, Japan tried political liberalization. The Japanese initiated Western-style political parties and reduced the power of the military. However, when the political atmosphere created by the depression crippled the civilian government, the military insisted that the answer to Japan's economic troubles lay in expansion. So it was that during the 1930s, Japan invaded Manchuria and China and planned to expand into Southeast Asia, the Dutch East Indies, and the entire western Pacific . . . aggression that resulted in war with the United States.

The 1920s was also a period of liberalization for Germany, during which a broad range of political parties flourished. One of these was the National Socialist German Workers' (Nazi) party, a fringe group that pushed a doctrine of hate and exclusion. During the instability caused by the depression, Nazi numbers grew steadily. In 1933, Adolf Hitler was appointed chancellor. He gradually established a dictatorship and began expanding German territory. His actions led to war with France, Great Britain, China, the Soviet Union, and the United States. What had begun as an economic depression ended in world war.

—Randy Roberts

QUEST! INQUIRY

Opposition to the New Deal

Every topic in this course includes a topic Quest. If you're short on time you can assign a condensed version, described in the Teacher's Edition Quest overview located at the beginning of this topic.

The Quest can be introduced, or launched, here at the beginning of the topic.

Students then conduct their Quest throughout the topic, while at the same time studying the lessons in the topic. Finally, the Quest can be used as a performance-based authentic assessment at the end of the topic.

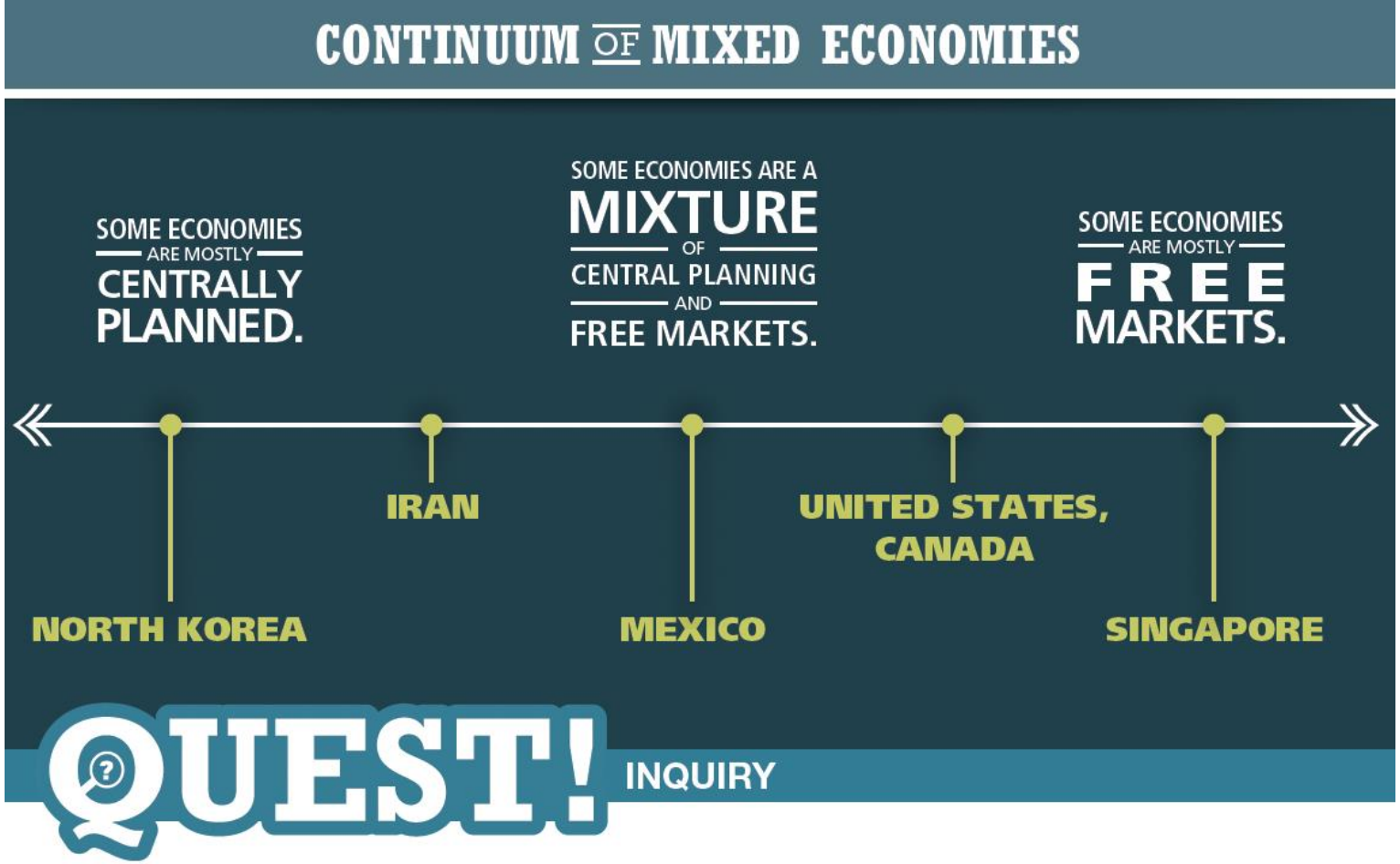
Each Quest takes one of three forms:

- project-based learning team project,
- document-based individual writing assignment, or
- civic discussion activity.

Each Quest comes with step-by-step instructions for students and teachers as well as numerous other support materials, sources, and rubrics. All of these materials are located in the Introduction folder of each Topic in the Realize course.

The Quests in this program were created in in partnership with the Buck Institute and the Constitutional Rights Foundation. They give students experience with the rigorous research, analysis, writing, and speaking skills they'll need for college, careers, and citizenship.

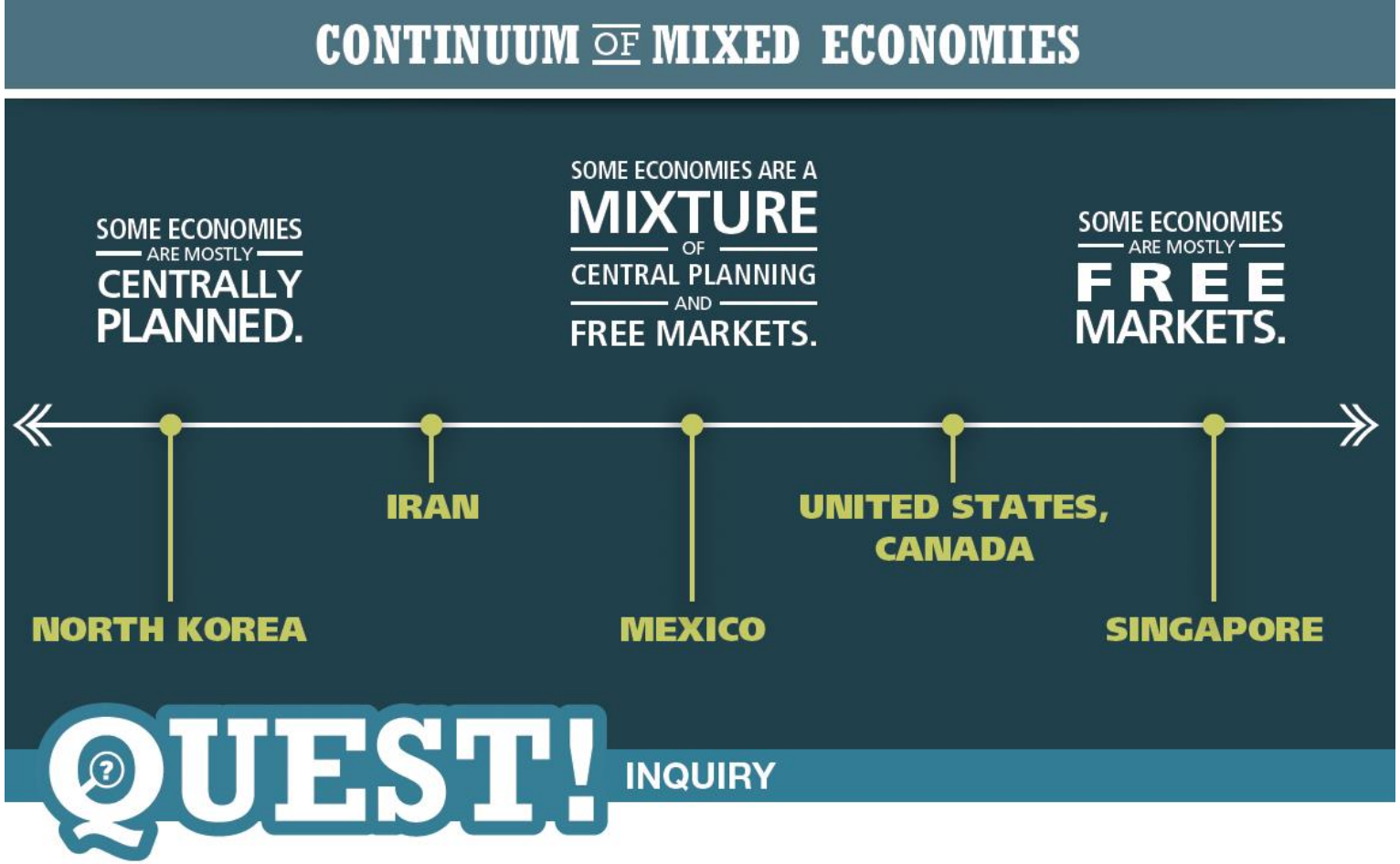
GO ONLINE For more information see the Professional Development video, *Using an Inquiry Approach* in the Professional Development section of the Getting Started With United States History Interactive page on Realize.



Civic Discussion: Laissez Faire?

The United States' system is a mixed economy that leans toward the free market. Should the U.S. economy move toward or away from laissez faire, or an economy without government involvement? In this Quest, you will consider various viewpoints on this question and discuss with your classmates the pros and cons of laissez faire.

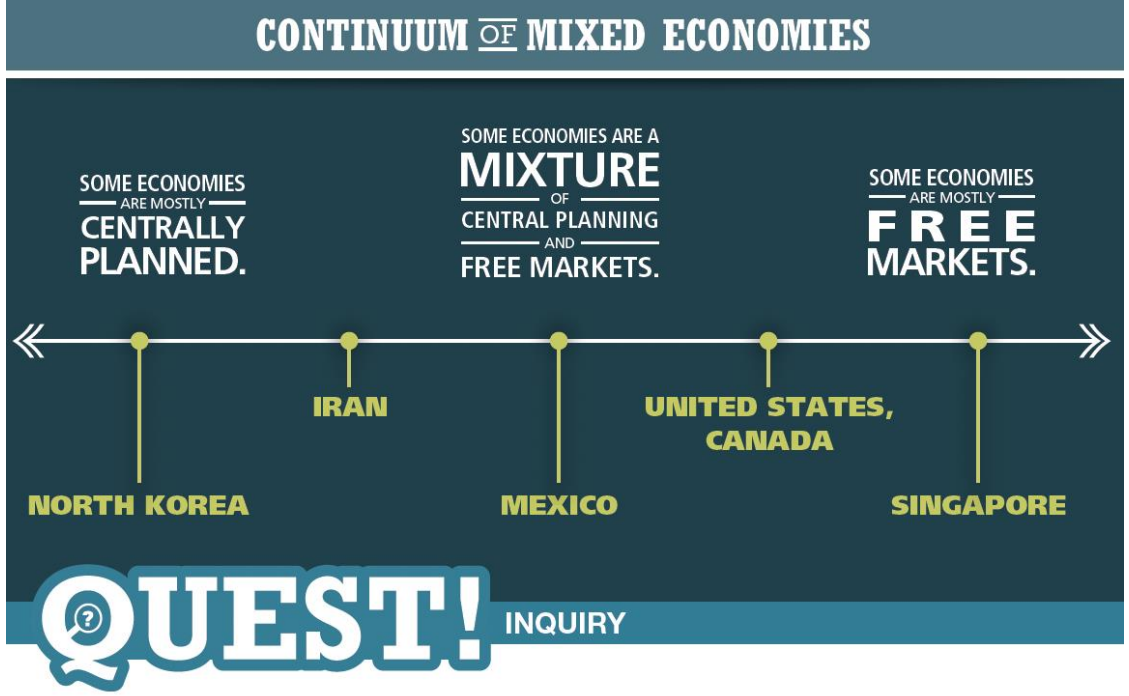
- **Document-Based Question**
- **Project-Based Learning**
- **Civic Discussion**



Civic Discussion: Laissez Faire?

The United States' system is a mixed economy that leans toward the free market. Should the U.S. economy move toward or away from laissez faire, or an economy without government involvement? In this Quest, you will consider various viewpoints on this question and discuss with your classmates the pros and cons of laissez faire.

"Should the U.S. Economy move toward or away from laissez faire?"



Civic Discussion: Laissez Faire?

The United States' system is a mixed economy that leans toward the free market. Should the U.S. economy move toward or away from laissez faire, or an economy without government involvement? In this Quest, you will consider various viewpoints on this question and discuss with your classmates the pros and cons of laissez faire.

STEP 1
Read the Discussion Launch and decide with your group which are the major points in the reading.

STEP 2
Read and analyze the source documents. Determine the central idea of each and evaluate the authors' differing points of view.

STEP 3
Find evidence in the sources for your assigned position. Prepare your arguments. Consider both sides of the question.

STEP 4
Participate in a thoughtful, well-reasoned exchange of ideas with group members. Present your arguments and evidence and consider and challenge those presented by others.

1 CONNECT

2 INVESTIGATE

3 SYNTHESIZE

4 DEMONSTRATE

Topic 2

GO ONLINE to access the eText, videos, Interactive Primary Sources, Biographies, and other online resources.

QUEST! CIVIC DISCUSSION

Laissez Faire?

In this Quest, students work in teams to examine different perspectives on this issue by analyzing several sources, arguing both sides of a Yes/No question, then developing and discussing their own point of view on the question: **Would laissez faire be the best economic policy for the United States?**

STEP 1: CONNECT
Develop Questions and Plan the Investigation

Launch the Civic Discussion
Divide the class into groups of four students. Students can access the materials they'll need in the online course or you can distribute copies to each student. Read the main question and introduction with the students.

Have students complete Step 1 by reading the Discussion Launch and filling in Step 1 of the Information Organizer. The Discussion Launch provides YES and NO arguments on the main question. Students should extract and paraphrase the arguments from the reading in Step 1 of their Information Organizers.

Next, students share within their groups the arguments and evidence they found to support the YES and NO positions. The group needs to agree on the major YES and NO points and each student should note those points in their Information Organizer.

Resources
- Student Instructions
- Discussion Launch
- Information Organizer

PROFESSIONAL DEVELOPMENT

Civic Discussion
Be sure to view the Civic Discussion Professional Development resources in the online course.

STEP 2: INVESTIGATE
Apply Disciplinary Concepts and Tools

Examine Sources and Perspectives
Students will examine sources with the goal of extracting information and perspectives on the main question. They analyze each source and describe the author's perspective on the main question and key evidence the author provides to support that viewpoint in the Information Organizer Step 2.

Ask students to keep in mind:

- **Author/Creator:** Who created the source? An individual? Group? Government agency?
- **Audience:** For whom was the source created?
- **Date/Place:** Is there any information that reveals where and when the source was created?
- **Purpose:** Why was the source created? Discuss with students the importance of this question in identifying bias.
- **Relevance:** How does the source support one argument or another?

Suggestion: Reading the source documents and filling in Step 2 of the Information Organizer could be assigned as homework.

Resources
- Student Instructions
- Source documents
- Information Organizer

STEP 3: SYNTHESIZE
Use Evidence to Formulate Conclusions

Formulate Compelling Arguments With Evidence
Now students will apply perspectives and evidence they extracted from the sources to think more deeply about the main question by first arguing one side of the issue, then the other. In this way students become more prepared to formulate an evidence-based conclusion on their own.

Within each student group, assign half of the students to take the position of YES on the main question and the others to take the position of NO. Students will work with their partners to identify the strongest arguments and evidence to support their assigned YES or NO position.

Present Yes/No Positions
Within each group, those assigned the YES position share arguments and evidence first. As the YES students speak, those assigned NO should listen carefully, take notes to fill in the rest of the Compelling Arguments Chart (Step 3 in the Information Organizer), and ask clarifying questions.

When the YES side is finished, students assigned the NO position present while those assigned YES should listen, take notes, and ask clarifying questions. Examples of clarifying questions are:

- I think you just said [x]. Am I understanding you correctly?
- Can you tell me more about [x]?
- Can you repeat [x]? I am not sure I understand, yet.

Suggestion: You may want to set a 5-minute time limit for each side to present. Provide a 2-minute warning so that students make their most compelling arguments within the time frame.

Switch Sides
The students will switch sides to argue the opposite point of view. To prepare to present the other position, partners who first argued YES will use the notes they took during the NO side's presentation, plus add any additional arguments and evidence from the reading and sources. The same goes for students who first argued the NO position.

STEP 4: DEMONSTRATE
Communicate Conclusions and Take Informed Action

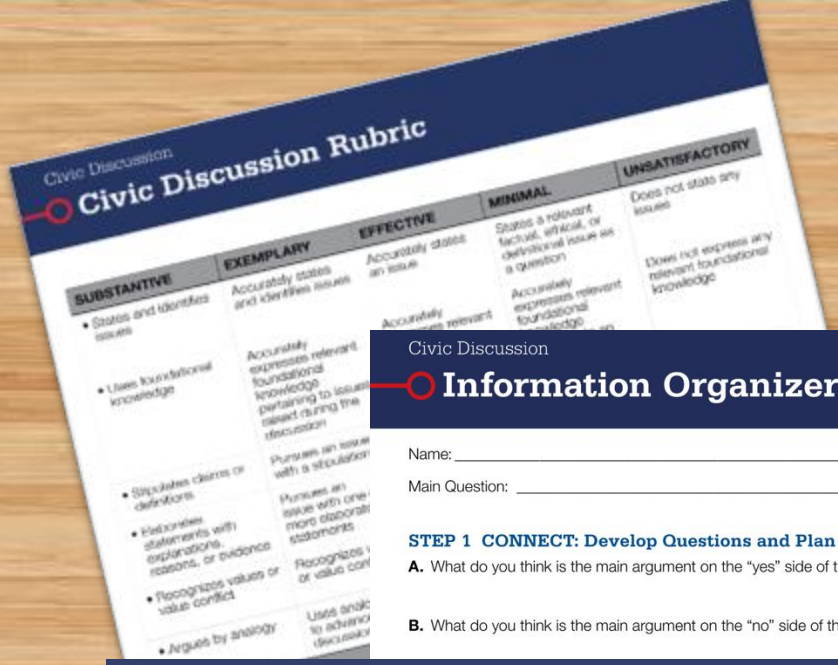
Individual Points of View
Now the students will have the opportunity to discuss the main question from their own points of view. To help students prepare for this discussion, have them reflect on the YES/NO discussions they have participated in thus far and fill in Step 4 of their Information Organizers.

After all of the students have shared their points of view, each group should list points of agreement, filling in the last portion of Step 4 on their Information Organizers.

Reflect on the Discussion
Ask students to reflect on the civic discussion thinking about:

- The value of having to argue both the YES and NO positions.
- If their individual views changed over the course of the discussion and why.
- What they learned from participating in the discussion.

Resources
- Student Instructions
- Information Organizer


Civic Discussion

Civic Discussion Rubric

	SUBSTANTIVE	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
• States and identifies issues	Accurately states and identifies issues	Accurately states an issue	States a relevant factual, ethical, or definitional issue as a question	Does not state any issues
• Uses foundational knowledge	Accurately expresses relevant foundational knowledge pertaining to issues raised during the discussion	Accurately expresses relevant foundational knowledge	Does not express any relevant foundational knowledge
• Stipulates claims or definitions	Pursues an issue with a stipulation		
• Relates/ties statements with explanations, reasons, or evidence	Pursues an issue with one or more elaborate statements		
• Recognizes values or value conflict	Recognizes values or value conflict		
• Argues by analogy	Uses analogy to advance discussion		

Civic Discussion

Information Organizer

Name: _____

Main Question: _____

STEP 1 CONNECT: Develop Questions and Plan the Investigation

A. What do you think is the main argument on the "yes" side of the question?

B. What do you think is the main argument on the "no" side of the question?

question.

ools

or she

Your Florida Quest: Deciding Whether to Cut Taxes

Project Tracker

Use the template below to help organize your progress as you complete the steps in this project. Choose roles that are suitable for the skills that team members possess.

TASK	ASSIGNED TO	DUE DATE	DATE COMPLETED
Connect			
Assign Roles			
Assign roles on *Project Tracker*			
Planning			
Generate questions on the *Need-To-Know Questions* document			
Investigate			
Research			
Research the arguments related to Florida taxation that the group identified for the position paper			
Document the research on the Information Organizer			
Synthesize			
Write Position Paper			
Write an outline of the			

Source A

Civic Discussion

From The Meaning of Laissez Faire Human Action by Ludwig Von Mises

Cato Institute

In eighteenth-century France the saying laissez faire, laissez passer was the formula into which some of the champions of the cause of liberty compressed their program. Their aim was the establishment of the unhampered market society. In order to attain this end they advocated the abolition of all laws preventing more industrious and more efficient people from outdoing less industrious and less efficient competitors and restricting the mobility of commodities and of men. It was this that the famous maxim was designed to express.

In our age of passionate longing for government omnipotence the formula laissez faire is in disrepute. Public opinion now considers it a manifestation both of moral depravity and of the utmost ignorance.

As the interventionist sees things, the alternative is "automatic forces" or "conscious planning." It is obvious, he implies, that to rely upon automatic processes is sheer stupidity. No reasonable man can seriously recommend doing nothing and letting things go as they do without interference on the part of purposive action. A plan, by the very fact that it is a display of conscious action, is incomparably superior to the absence of any planning. Laissez faire is said to mean: Let the evils last, do not try to improve the lot of mankind by reasonable action.

This is utterly fallacious talk. The argument advanced for planning is entirely derived from an impermissible interpretation of a metaphor. It has no foundation other than the connotations implied in the term "automatic" which it is customary to apply in a metaphorical sense for the description of the market process. Automatic, says the Concise Oxford Dictionary, means "unconscious, unintelligent, merely mechanical." Automatic, says Webster's Collegiate Dictionary, means "not subject to the control of the will, ... performed without active thought and without conscious intention or direction." What a triumph for the champion of planning to play this trump card!

ACTIVE JOURNAL

Quest
Document-Based W

Become a Pha

On this Quest, you need to find ou
pharaoh. You will examine primary
ancient Egypt and Kush to find exa
the end of the Quest, you will writ
that records your great deeds as p

1 Ask Questions (See Studen

As you begin your Quest, keep in r
you need to learn to become a gre
ancient Egyptian pharaohs governe
of the Essential Question: What ma

What other questions do you need
answer these questions? Consider
of life in ancient Egypt. Two questi
you. Add at least two questions fo

Theme Farming and Artisa
Sample questions:
What role did farming and artisar
pharaohs become great?

How did pharaohs support farmer

Theme Architecture and B

TOPIC 3

Quest CONNECTIONS

2 Investigate

As you read about ancient Egypt and K
connections from your text to help you
Question. Three connections are alread

Connect to Egypt's Social Py

Lesson 1 How Was Egyptian S
(See Student Text, page 103)

Here's a connection! Look at the socia
The pharaoh is at the top. What roles
fulfill? How do they support you, the
tell you about being a great pharaoh?

How do you, as pharaoh, benefit the

TOPIC 3

3 Examine Primary Source

Examine the primary and secondary so
from your teacher. Fill in the chart to sh
provide further information about how
pharaoh. The first one is completed for

Source	I am a g
Hymn to the Nile	I fulfill all sending th people.
Tomb of Tutankhamun	
Edwin Smith Surgical Papyrus	
Judgment of the Dead	
Luxury Products Imported by Ancient Egypt	

© by Savvas Learning Company LLC. All Rights Reserved.

TOPIC 3 6

Quest FINDINGS

4 Write Your Monument In

Now it's time to put together all of the
and use it to write your inscription.

1. **Prepare to Write** You have collected
and secondary sources that show how
through your notes and decide which
highlight in your monument inscription

Accomplishments

TOPIC 3

2. **Write a Draft** Using evidence from the clues you found and the documents you explored, write a draft of your inscription. Introduce yourself in character as pharaoh, then describe your accomplishments. Be sure to use vivid details that spring from evidence in the documents you've studied in this Quest.

3. **Share With a Partner** Exchange your draft with a partner. Tell your partner what you like about his or her draft, and suggest any improvements.

4. **Finalize Your Inscription** Revise your inscription. Correct any grammatical or spelling errors. Finally, make a sketch of your monument showing your inscription.

5. **Reflect on the Quest** Think about your experience completing this topic's Quest. What did you learn about ancient Egypt and its pharaohs? What questions do you still have about ancient Egypt? How will you answer them?

Reflections

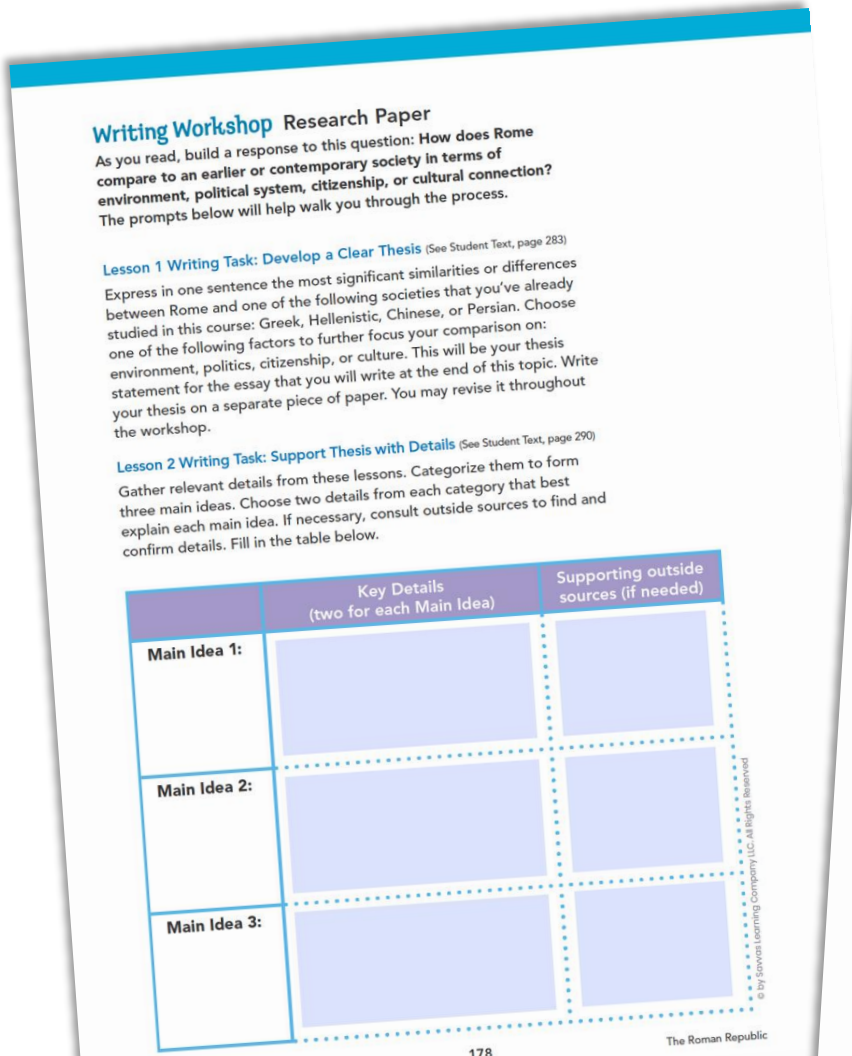
© by Savvas Learning Company LLC. All Rights Reserved.

INTERACTIVE
For extra help with Step 4, review the 21st Century Skills Tutorial: **Write an Essay**.

Writing Support: Various Styles

Writing Workshop

- Research Paper
- Explanatory
- Informative
- Argument
- Narrative



Writing Workshop Research Paper

As you read, build a response to this question: **How does Rome compare to an earlier or contemporary society in terms of environment, political system, citizenship, or cultural connection?** The prompts below will help walk you through the process.

Lesson 1 Writing Task: Develop a Clear Thesis (See Student Text, page 283)

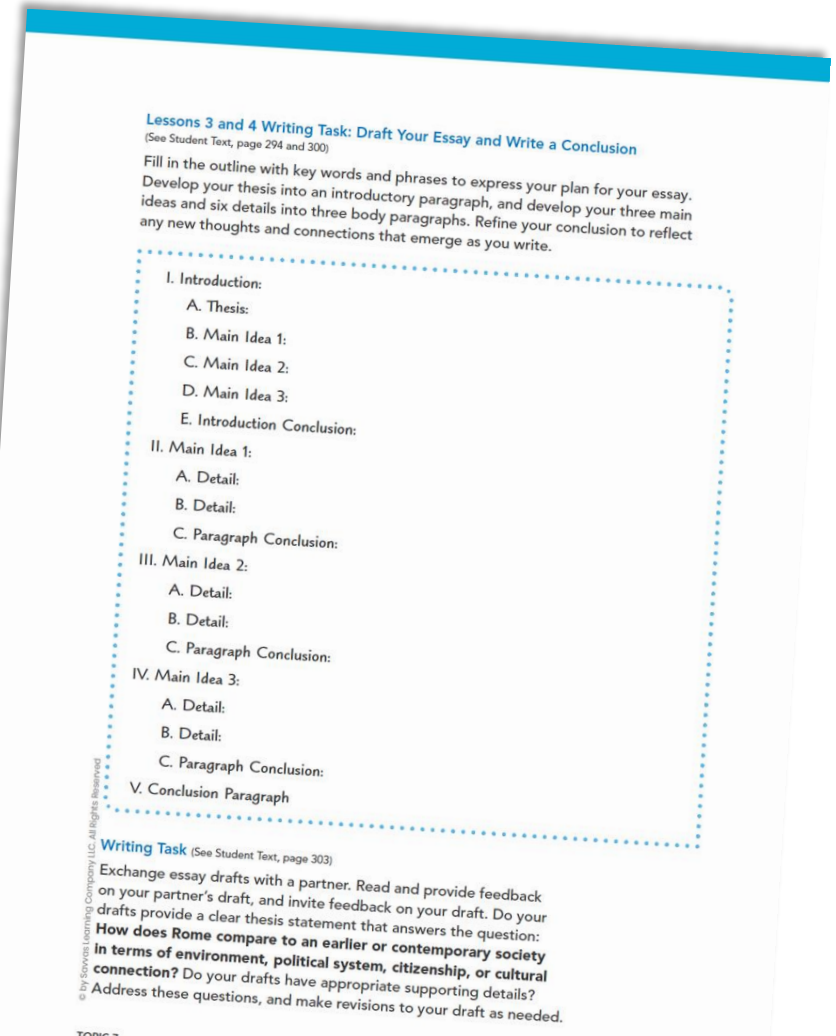
Express in one sentence the most significant similarities or differences between Rome and one of the following societies that you've already studied in this course: Greek, Hellenistic, Chinese, or Persian. Choose one of the following factors to further focus your comparison on: environment, politics, citizenship, or culture. This will be your thesis statement for the essay that you will write at the end of this topic. Write your thesis on a separate piece of paper. You may revise it throughout the workshop.

Lesson 2 Writing Task: Support Thesis with Details (See Student Text, page 290)

Gather relevant details from these lessons. Categorize them to form three main ideas. Choose two details from each category that best explain each main idea. If necessary, consult outside sources to find and confirm details. Fill in the table below.

	Key Details (two for each Main Idea)	Supporting outside sources (if needed)
Main Idea 1:		
Main Idea 2:		
Main Idea 3:		

© by Savvas Learning Company LLC. All Rights Reserved



Lessons 3 and 4 Writing Task: Draft Your Essay and Write a Conclusion
(See Student Text, page 294 and 300)

Fill in the outline with key words and phrases to express your plan for your essay. Develop your thesis into an introductory paragraph, and develop your three main ideas and six details into three body paragraphs. Refine your conclusion to reflect any new thoughts and connections that emerge as you write.

I. Introduction:
- A. Thesis:
- B. Main Idea 1:
- C. Main Idea 2:
- D. Main Idea 3:
- E. Introduction Conclusion:

II. Main Idea 1:
- A. Detail:
- B. Detail:
- C. Paragraph Conclusion:

III. Main Idea 2:
- A. Detail:
- B. Detail:
- C. Paragraph Conclusion:

IV. Main Idea 3:
- A. Detail:
- B. Detail:
- C. Paragraph Conclusion:

V. Conclusion Paragraph

Writing Task (See Student Text, page 303)

Exchange essay drafts with a partner. Read and provide feedback on your partner's draft, and invite feedback on your draft. Do your drafts provide a clear thesis statement that answers the question: **How does Rome compare to an earlier or contemporary society in terms of environment, political system, citizenship, or cultural connection?** Do your drafts have appropriate supporting details? Address these questions, and make revisions to your draft as needed.

© by Savvas Learning Company LLC. All Rights Reserved

1

Writing Workshop: Consider Your Purpose and Audience At the end of this Topic, you will write an essay to answer the question "Why was there an American Revolution?" Write a sentence in your Active Journal that tells what your purpose for writing will be and who you are writing for.

2

Writing Workshop: Develop a Clear Thesis Write a sentence in your Active Journal that explains why there was an American Revolution. This sentence will become the thesis statement for the essay you will write at the end of the Topic.

3

Writing Workshop: Support Thesis with Details Think of details—facts, events, ideas—that support the thesis statement you wrote about why there was an American Revolution. Write down as many solid details as you can in your Active Journal.

4

Writing Workshop: Pick an Organizing Strategy Decide on the best way to organize the supporting details you have listed to explain why there was an American Revolution. Note this organization in your Active Journal.

Writing Workshop Exp

As you read, build a response to an American Revolution? The pr through the process.

Lesson 1 Writing Task: Consider

(See Student Text, page 140)

Write a sentence that states the p your audience.

Lesson 2 Writing Task: Develop a

In one sentence, express the mos American Revolution happened. T the explanatory essay you will wri

Lesson 3 Writing Task: Support Th

Now add details from lessons 1, 2,

- Lesson 1
- Lesson 2
- Lesson 3

Lesson 4 Writing Task: Pick an Organizing Strategy

(See Student Text, page 176)

Make an outline of your essay. You can organize your essay any way you like. For example, you might focus first on British actions and then on changes in the colonial perspective. Or you might choose to organize by major themes, such as taxes. Use the chart below to decide on a strategy and outline how you will carry it out in each paragraph of your essay.

- Organizing Strategy
- Paragraph 1
- Paragraph 2
- Paragraph 3

Lesson 5 Writing Task: Write an Introduction (See Student Text, page 188)

On a separate sheet of paper, write a short paragraph that introduces the thesis of your essay about the American Revolution.

Writing Task (See Student Text, page 191)

Using the outline you created, answer the following question in a three-paragraph explanatory essay: Why was there an American Revolution?

© by Savvas Learning Company LLC. All Rights Reserved.

Topic 13

Overview

Preview Activity

Ask students to read the list of lessons in this Topic on this page. Then ask them to do one of the following activities to preview the Topic.

1. Flip through the Topic looking at the visuals and captions. Next write down three questions you have about the Topic after viewing these images.
2. Write down one to three things you know about the Great Depression and the New Deal. Share these with a partner.
3. Based on what you already know about the Great Depression and the New Deal, write down what you find most interesting about this subject. Share this information with a partner.

OVERVIEW ACTIVITY

GO ONLINE Project **The Great Depression and the New Deal** image showing the "Hooverville" outside Washington, D.C. During this Topic, students will learn what impact the Great Depression had on people in the United States as well as how individuals, businesses, and the federal government responded.

Analyze Images Describe what you see in the image. How does this image from the early 1930s contrast with your ideas about the Roaring Twenties? *(The Roaring Twenties were about prosperity and economic growth. This image, on the other hand, shows an entire community of rundown shacks. It appears these men are living in the shacks. The prosperity of the 1920s seems to have vanished.)*

INTEGRATING SOCIAL AND EMOTIONAL LEARNING (SEL)

Self-Management One aspect of self-management for students is to learn persistence. This can be particularly difficult for some students. You can help students with this by offering all of the following types of encouragement: inviting them to talk with you one-on-one, encouraging them to find their voice and write or speak about issues they care about, helping them when they are afraid to try something new or are confused, inspiring them to try again if they fail.

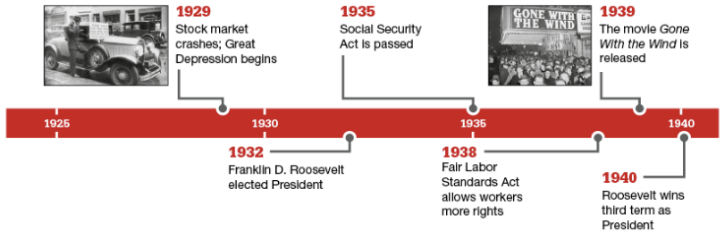
Topic 13 Overview

In this Topic you'll learn about the events of the Great Depression and the New Deal. Look at the lesson outline and explore the timeline. As you study this Topic, you'll complete the Quest Inquiry.

LESSON OUTLINE

13.1 Causes of the Depression
13.2 Americans Suffer
13.3 Two Presidents Respond
13.4 The New Deal Expands
13.5 Effects of the New Deal
13.6 Culture During the Depression

Key Events of the Great Depression and the New Deal



QUEST! INQUIRY

Opposition to the New Deal

As the government took drastic measures to deal with the Great Depression, why did so many oppose these "New Deal" programs? In this Quest you'll investigate this question and then write an essay explaining the reasons for this opposition.

STEP 1 Watch a video about a New Deal public works project. Then discuss it in class or with a partner.

STEP 2 Examine six sources related to New Deal programs and answer the questions attached to each. Prepare to write an essay in which you explain why some Americans opposed the New Deal.

STEP 3 In your essay, explain the problems caused by the Depression and the solutions discussed in the documents. Consider the advantages and disadvantages of each solution.

STEP 4 Reflect on the process of analyzing the documents and writing the essay. Then complete the Self-Assessment.

GO ONLINE to access complete Quest materials

Author's Note

Democracy During the Great Depression

We tend to think of the Great Depression in purely economic terms; however, it also had catastrophic political consequences and might very well have been the single greatest cause of World War II.

During the depression, the United States experienced minimal political disruption. After the election of 1932, the transfer of presidential power from Republicans to Democrats went off without a hitch. And although Franklin D. Roosevelt could not take credit for ending the depression—World War II, not the New Deal, did that—he does deserve praise for preserving the country's most vital economic and political systems. While radicals clamored that democracy had failed to meet the crisis, FDR never wavered in his commitment to the constitutional process.

The same was not true in Japan and Germany. During the 1920s, Japan tried political liberalization. The Japanese initiated Western-style political parties and reduced the power of the military. However, when the political atmosphere created by the depression crippled the civilian government, the military insisted that the answer to Japan's economic troubles lay in expansion. So it was that during the 1930s, Japan invaded Manchuria and China and planned to expand into Southeast Asia, the Dutch East Indies, and the entire western Pacific . . . aggression that resulted in war with the United States.

The 1920s was also a period of liberalization for Germany, during which a broad range of political parties flourished. One of these was the National Socialist German Workers' (Nazi) party, a fringe group that pushed a doctrine of hate and exclusion. During the instability caused by the depression, Nazi numbers grew steadily. In 1933, Adolf Hitler was appointed chancellor. He gradually established a dictatorship and began expanding German territory. His actions led to war with France, Great Britain, China, the Soviet Union, and the United States. What had begun as an economic depression ended in world war.

—Randy Roberts

QUEST! INQUIRY

Opposition to the New Deal

Every topic in this course includes a topic Quest. If you're short on time you can assign a condensed version, described in the Teacher's Edition Quest overview located at the beginning of this topic.

The Quest can be introduced, or launched, here at the beginning of the topic.

Students then conduct their Quest throughout the topic, while at the same time studying the lessons in the topic. Finally, the Quest can be used as a performance-based authentic assessment at the end of the topic.

Each Quest takes one of three forms:

- project-based learning team project,
- document-based individual writing assignment, or
- civic discussion activity.

Each Quest comes with step-by-step instructions for students and teachers as well as numerous other support materials, sources, and rubrics. All of these materials are located in the Introduction folder of each Topic in the Realize course.

The Quests in this program were created in in partnership with the Buck Institute and the Constitutional Rights Foundation. They give students experience with the rigorous research, analysis, writing, and speaking skills they'll need for college, careers, and citizenship.

GO ONLINE For more information see the Professional Development video, *Using an Inquiry Approach* in the Professional Development section of the Getting Started With United States History Interactive page on Realize.

Americans Suffer

CONNECT

Preview Have students preview the **Lesson Objectives** and the list of **Key Terms**.

GO ONLINE Use the **Editable Presentation** found on the digital course to present the main ideas for this lesson.

Start Up Activity

Share this data with students: In 1929, over 275,000 immigrants entered the United States; in 1933, that number was 23,000. Engage student partners in discussing the role of immigration in the United States and to suggest reasons why immigration goes up and down in certain periods of time. Direct students to write down their explanations. Then have them share their ideas with the class.

Tell students that in this lesson they will be learning how Americans throughout the country were tested by extreme hardship during the depression and how they responded to the worst economic conditions in the country's history.

GO ONLINE You can also project the **Start Up Activity** from the course.

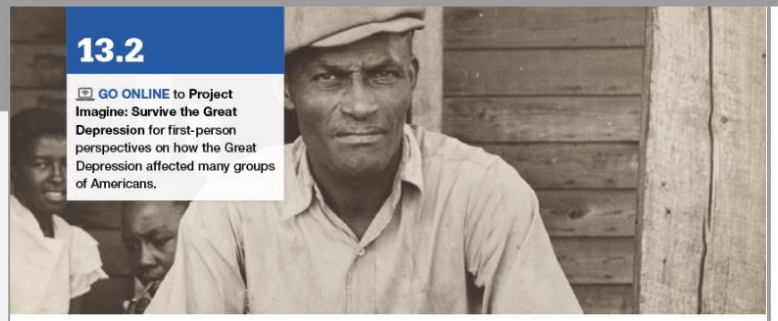
INVESTIGATE

Have students use the Close Reading questions for this lesson in their **Primary Source and Reading Guide** to help them understand the text as they read.

Economic Hardship Shakes the Cities

Express Problems Clearly How did the depression impact many Americans who were able to retain their jobs in spite of the economic difficulties? *(Many had their wages or hours cut, resulting in paychecks that were 10, 20, sometimes 30 percent less than their pre-depression checks.)*

USH: 622
WH: 768
GEO: 630



13.2

GO ONLINE to Project Imagine: Survive the Great Depression for first-person perspectives on how the Great Depression affected many groups of Americans.

BOUNCE to Activate Flipped Video

Objectives

Examine the spread of unemployment in America's cities.

Analyze the effects of the Great Depression on farmers.

Analyze the impact of human and geographical factors that created the Dust Bowl.

Describe how the Great Depression affected family life and the lives of African Americans and Mexican Americans.

Key Terms

bread line
Hooverville
tenant farmer
Dust Bowl
Okies
repatriation

GO ONLINE to access your digital course

Americans Suffer

The stock market crash signaled the end of boom times and the beginning of hard times. As investors mourned their losses, Americans watched the economy stagger into the Great Depression. In the cities and on the farms, desperate poverty gripped the nation. Even after prosperity returned, those who had lived through the crisis would remember the pain and worries of the depression. Tested by extreme hardship, this generation of Americans forged a character and will strong enough to overcome economic ruin and restore prosperity.

Economic Hardship Shakes the Cities

The Great Depression had a deep and lasting impact on the lives of the people who lived through it.

Few Americans grasped the underlying problems of the 1920s economy or the subtle reasons for the stock market crash. Fewer still comprehended how the crash led to the Great Depression. But they did understand the *effects* of the economic crisis. Workers understood having a job one day and being unemployed the next. Whole families knew the fear and shame of losing their homes.

The Great Depression touched most Americans because many Americans either experienced or knew someone who experienced the hardships and loss caused by the economic catastrophe. For many, their lives were never the same again.

Unemployment Leaves Families Struggling The threat of widespread unemployment and destitution affected workers in cities and towns across the United States. Between 1921 and 1929, annual average unemployment rates had never risen above 3.7 percent. But then the depression hit, and the rate shot up. By 1933, it had climbed to a shocking 24.9 percent.

Despite this high rate, millions of workers were able to keep their jobs. However, most had their wages or hours cut. Many workers brought home paychecks that were 10, 20, sometimes 30 percent less than their pre-depression checks.

Yet statistics tell only part of the story. The human drama of unemployment unfolded over and over again, in city after city across the nation. For a man employed as a factory worker, the 1920s had promised a chance at upward economic mobility. He had been able to provide for his family, enjoy a decent standard of living, and save something for retirement. Then the depression hit. The man saw his hours cut and his workweek shortened. Eventually, he was laid off. Looking for another job, he trudged from one factory to the next. "No help wanted here" or "We don't need nobody" greeted him at every turn. The man's clothes began to look worn. His collars and cuffs became frayed, and his pants became shiny at the knees. He said less, stared more, and moved slower.

Maybe his wife was able to find work washing and ironing clothes or laboring as a maid. But those jobs were hard to find, too. At home, children ate smaller meals. Water replaced milk. Meat disappeared from the table.

Hunger lurked about the home like an unwanted guest. Sometimes the parents and children received free meals in public soup kitchens. Often the only place for the family to get a free scrap of food was in a **bread line**, where people lined up for handouts from charities or public agencies.

Poverty Becomes a Reality for Many Men like the factory worker just described moved from unemployed to unemployable. Whole families descended into hunger and homelessness. Their dreams of success and prosperity turned into nightmares of failure and poverty.

The Challenges of Homelessness As Americans lost their jobs and ran through their savings, they had to scrounge wherever they could to keep from going hungry. They sold furniture, pawned jewelry, and moved to cheaper lodgings—anything to keep their pantries stocked and rents paid. In many cities, they ran out of money, were evicted from their homes, and ended up on the streets.

Homeless people slept on park benches, in empty railway cars, or in cardboard boxes. Many grouped together in **Hoovervilles**, makeshift shantytowns of tents and shacks built on public land or vacant lots. Homeless people, some of whom had worked as skilled carpenters before the crisis, cobbled houses

>> Unemployed men gathered outside a busy New York City unemployment office during the 1930s. New York police officers stood guard. **Draw Conclusions** Why do you think this unemployment office required guarding?

>> Struggling Americans built temporary shelters called "Hoovervilles" like this in one Washington, D.C. This encampment was home to war veterans, who were lobbying the government for help.

Lesson 13.2

Summarize Challenge students to describe and analyze the effects of widespread unemployment on the U.S. economy and society in the 1930s. *(Widespread unemployment hurt millions of Americans. Many went hungry and lost their homes. These homeless, often entire families, lived on the streets or in makeshift temporary communities. The increasing unemployment continued the cycle of low consumer consumption, which led to more unemployment and drag on the economy.)*

Analyze Images

Have students look at the image of the unemployed men. Ask students to analyze the image and tell what the details in the picture tell them about the unemployment situation at the time. (*The presence of police keeping guard suggests that there might be problems or violence. Some of the men seem to be pushing forward in desperation. The search for employment was a desperate attempt for many to survive.)* Emphasize that the Great Depression had a deep and lasting impact on the lives of the people who lived through it, and that for many, their lives were never the same again. Then have them answer the question.

Answers

Draw Conclusions *Many people were frustrated with their lack of ability to find a job; unemployment offices may have been a flashpoint for conflict.*

Aa Vocabulary Builder

Have students pronounce the following academic vocabulary terms in this lesson and clarify the part of speech. For difficult or polysyllabic words, break them into syllables and pronounce them with the students.

Explain what the word means in common "student-friendly" language using synonyms and antonyms when possible. Provide concrete examples to clarify the meaning, and rephrase the definition.

coerce: to make someone do something by using force or threats

despondent: very sad and without hope

drastic: harsh or severe

evict: to force someone to leave a place, often because they can't pay rent

pulverize: to crush or grind into powder or dust

repossess: to take something back from a buyer because payments are not being made

English Language Learners

Listening Play a recording of Woody Guthrie singing "I Ain't Got No Home." Prompt students to listen to and derive meaning from the song to build and reinforce concept attainment.

Entering Display a paraphrase of the first stanza of Guthrie's song. Have students draw a picture of the song's speaker and label it *Homeless*.

Beginning Display and paraphrase the song's first stanza. Help students build and reinforce concept attainment with this question: What hardships from the Great Depression are brought up in these four lines?

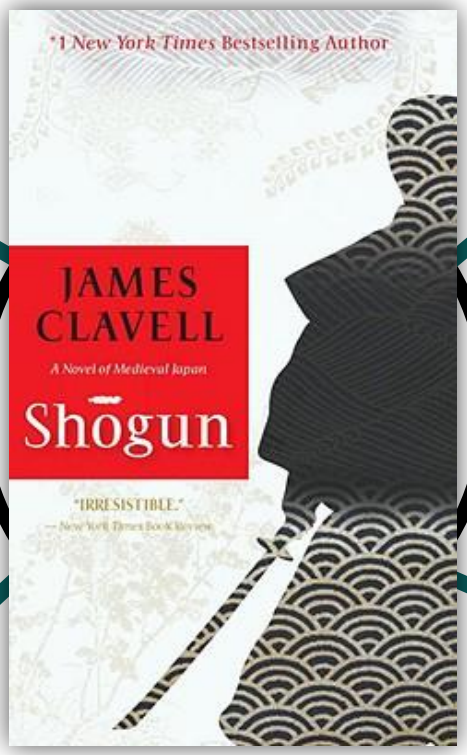
Developing Display and read aloud the song's first three stanzas, paraphrasing as needed. Help students build and reinforce concept attainment with these questions: What emotions can you sense in the song's words, voice, and music? How does the song bring hardship to life?

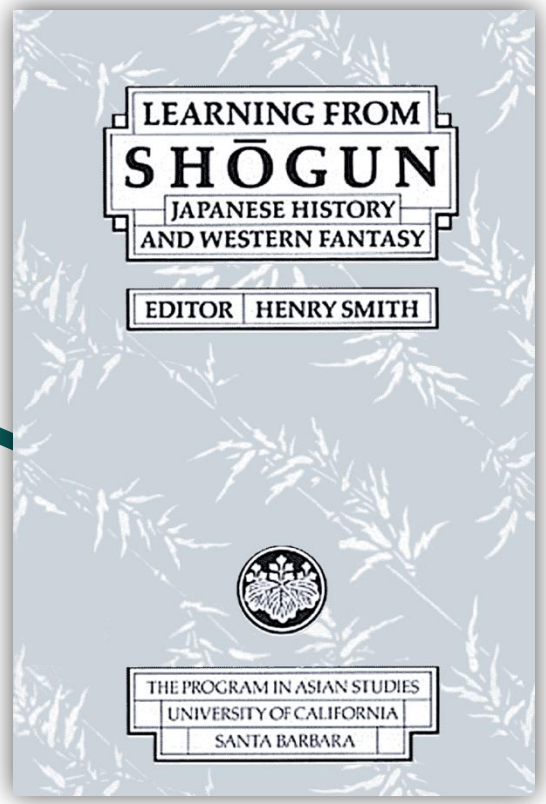
Expanding Display the song's lyrics, and have students read along as you play the song again. Ask pairs of students to build and reinforce concept attainment with these questions: Who are the *gamblin' man* and the *workin'* man in the fifth stanza? Which does the artist represent, and how do you know?

Bridging Display the song's lyrics, and have students read along as you play the song again. Ask pairs of students to build and reinforce concept attainment by retelling the song's story and discussing how Guthrie's specific details enhance their understanding of suffering during the Great Depression.

FX
SHŌGUN

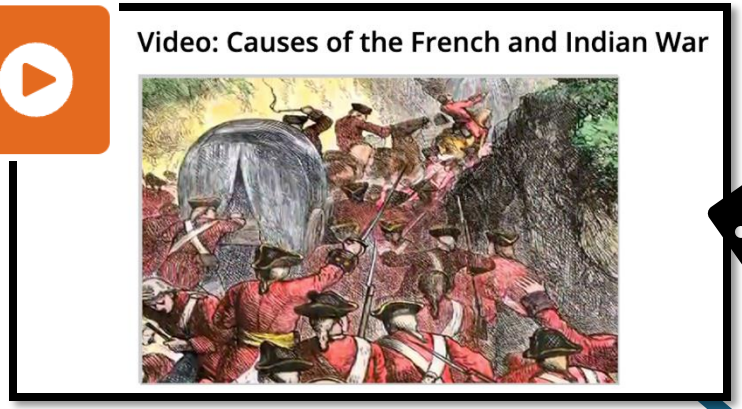
TOTAL WAR
SHOGUN 2


#1 New York Times Bestselling Author
JAMES CLAVELL
A Novel of Medieval Japan
Shōgun
"IRRESISTIBLE."

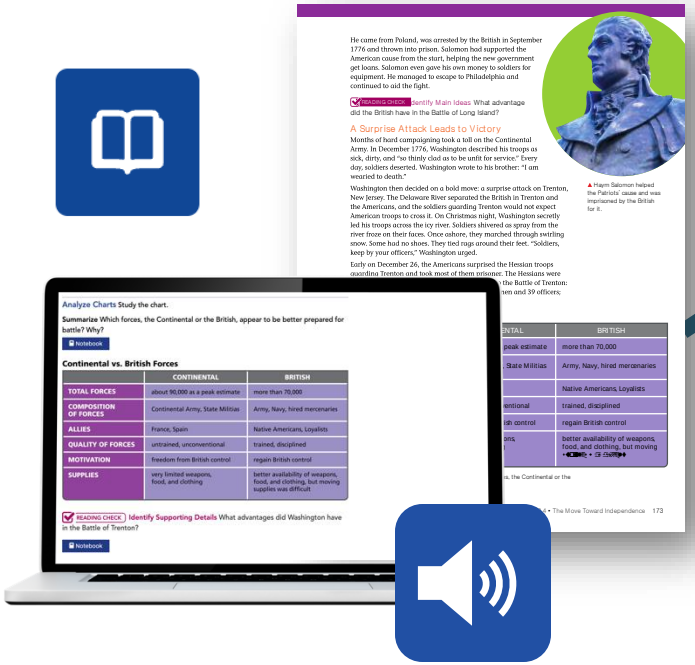

LEARNING FROM
SHŌGUN
JAPANESE HISTORY
AND WESTERN FANTASY
EDITOR HENRY SMITH
THE PROGRAM IN ASIAN STUDIES
UNIVERSITY OF CALIFORNIA
SANTA BARBARA

Spotify®

Audiobook
Shōgun, Part One
James Clavell



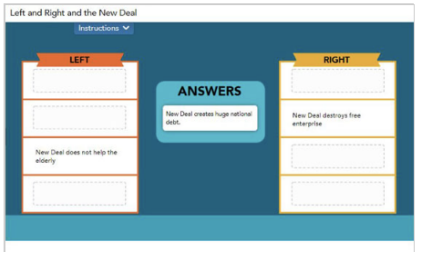
Social Studies
INTERACTIVE



Varied access points for all learners

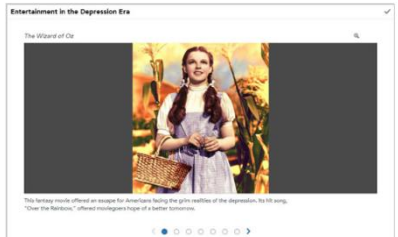
Flipped Video: FDR's New Deal
A short video that presents one or more main ideas from the Lesson.

Interactive Chart: Left and Right Opposition to the New Deal
An activity that allows students to explore key ideas from the Lesson.



Interactive Map: PWA & WPA Projects
An activity that allows students to explore key ideas from the Lesson.

Interactive Gallery: Entertainment in the Depression Era
An activity that allows students to explore key ideas from the Lesson.



Americans Suffer

CONNECT

Preview Have students preview the **Lesson Objectives** and the list of **Key Terms**.

GO ONLINE Use the **Editable Presentation** found on the digital course to present the main ideas for this lesson.

Start Up Activity

Share this data with students: In 1929, over 275,000 immigrants entered the United States; in 1933, that number was 23,000. Engage student partners in discussing the role of immigration in the United States and to suggest reasons why immigration goes up and down in certain periods of time. Direct students to write down their explanations. Then have them share their ideas with the class.

Tell students that in this lesson they will be learning how Americans throughout the country were tested by extreme hardship during the depression and how they responded to the worst economic conditions in the country's history.

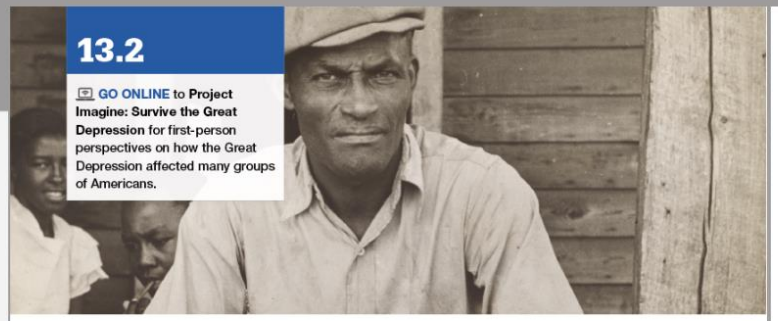
GO ONLINE You can also project the **Start Up Activity** from the course.

INVESTIGATE

Have students use the Close Reading questions for this lesson in their **Primary Source and Reading Guide** to help them understand the text as they read.

Economic Hardship Shakes the Cities

Express Problems Clearly How did the depression impact many Americans who were able to retain their jobs in spite of the economic difficulties? *(Many had their wages or hours cut, resulting in paychecks that were 10, 20, sometimes 30 percent less than their pre-depression checks.)*



13.2

GO ONLINE to Project Imagine: Survive the Great Depression for first-person perspectives on how the Great Depression affected many groups of Americans.

BOUNCE to Activate Flipped Video

Objectives

Examine the spread of unemployment in America's cities.

Analyze the effects of the Great Depression on farmers.

Analyze the impact of human and geographical factors that created the Dust Bowl.

Describe how the Great Depression affected family life and the lives of African Americans and Mexican Americans.

Key Terms

bread line
Hooverville
tenant farmer
Dust Bowl
Okies
repatriation

GO ONLINE to access your digital course

Americans Suffer

The stock market crash signaled the end of boom times and the beginning of hard times. As investors mourned their losses, Americans watched the economy stagger into the Great Depression. In the cities and on the farms, desperate poverty gripped the nation. Even after prosperity returned, those who had lived through the crisis would remember the pain and worries of the depression. Tested by extreme hardship, this generation of Americans forged a character and will strong enough to overcome economic ruin and restore prosperity.

Economic Hardship Shakes the Cities

The Great Depression had a deep and lasting impact on the lives of the people who lived through it.

Few Americans grasped the underlying problems of the 1920s economy or the subtle reasons for the stock market crash. Fewer still comprehended how the crash led to the Great Depression. But they did understand the *effects* of the economic crisis. Workers understood having a job one day and being unemployed the next. Whole families knew the fear and shame of losing their homes.

The Great Depression touched most Americans because many Americans either experienced or knew someone who experienced the hardships and loss caused by the economic catastrophe. For many, their lives were never the same again.

Unemployment Leaves Families Struggling The threat of widespread unemployment and destitution affected workers in cities and towns across the United States. Between 1921 and 1929, annual average unemployment rates had never risen above 3.7 percent. But then the depression hit, and the rate shot up. By 1933, it had climbed to a shocking 24.9 percent.

Despite this high rate, millions of workers were able to keep their jobs. However, most had their wages or hours cut. Many workers brought home paychecks that were 10, 20, sometimes 30 percent less than their pre-depression checks.

Yet statistics tell only part of the story. The human drama of unemployment unfolded over and over again, in city after city across the nation. For a man employed as a factory worker, the 1920s had promised a chance at upward economic mobility. He had been able to provide for his family, enjoy a decent standard of living, and save something for retirement. Then the depression hit. The man saw his hours cut and his workweek shortened. Eventually, he was laid off. Looking for another job, he trudged from one factory to the next. "No help wanted here" or "We don't need nobody" greeted him at every turn. The man's clothes began to look worn. His collars and cuffs became frayed, and his pants became shiny at the knees. He said less, stared more, and moved slower.

Maybe his wife was able to find work washing and ironing clothes or laboring as a maid. But those jobs were hard to find, too. At home, children ate smaller meals. Water replaced milk. Meat disappeared from the table.

Hunger lurked about the home like an unwanted guest. Sometimes the parents and children received free meals in public soup kitchens. Often the only place for the family to get a free scrap of food was in a **bread line**, where people lined up for handouts from charities or public agencies.

Poverty Becomes a Reality for Many Men like the factory worker just described moved from unemployed to unemployable. Whole families descended into hunger and homelessness. Their dreams of success and prosperity turned into nightmares of failure and poverty.

The Challenges of Homelessness As Americans lost their jobs and ran through their savings, they had to scrounge wherever they could to keep from going hungry. They sold furniture, pawned jewelry, and moved to cheaper lodgings—anything to keep their pantries stocked and rents paid. In many cities, they ran out of money, were evicted from their homes, and ended up on the streets.

Homeless people slept on park benches, in empty railway cars, or in cardboard boxes. Many grouped together in **Hoovervilles**, makeshift shantytowns of tents and shacks built on public land or vacant lots. Homeless people, some of whom had worked as skilled carpenters before the crisis, cobbled houses

>> Unemployed men gathered outside a busy New York City unemployment office during the 1930s. New York police officers stood guard. **Draw Conclusions** Why do you think this unemployment office required guarding?

>> Struggling Americans built temporary shelters called "Hoovervilles" like this in one Washington, D.C. This encampment was home to war veterans, who were lobbying the government for help.

13.2 Am

Vocabulary Builder

1. Have students pronounce the following academic vocabulary terms in this lesson and clarify the part of speech. For difficult or polysyllabic words, break them into syllables and pronounce them with the students.
2. Explain what the word means in common "student-friendly" language using synonyms and antonyms when possible. Provide concrete examples to clarify the meaning, and rephrase the definition.

coerce: to make someone do something by using force or threats

despondent: very sad and without hope

drastic: harsh or severe

evict: to force someone to leave a place, often because they can't pay rent

pulverize: to crush or grind into powder or dust

repossess: to take something back from a buyer because payments are not being made

English Language Learners

Listening Play a recording of Woody Guthrie singing "I Ain't Got No Home." Prompt students to listen to and derive meaning from the song to build and reinforce concept attainment.

Entering Display a paraphrase of the first stanza of Guthrie's song. Have students draw a picture of the song's speaker and label it *Homeless*.

Beginning Display and paraphrase the song's first stanza. Help students build and reinforce concept attainment with this question: What hardships from the Great Depression are brought up in these four lines?

Developing Disp
three stanzas, pa
build and reinforc
questions: What e
words, voice, and
hardship to life?

Expanding Display
students read along as
Ask pairs of students to
attainment with these ques
man and the *workin'* man in th
does the artist represent, and how

Lesson 13.2

Summarize Challenge students to describe and analyze the effects of widespread unemployment on the U.S. economy and society in the 1930s. *(Widespread unemployment hurt millions of Americans. Many went hungry and lost their homes. These homeless, often entire families, lived on the streets or in makeshift temporary communities. The increasing unemployment continued the cycle of low consumer consumption, which led to more unemployment and drag on the economy.)*

Analyze Images

Have students look at the image of the unemployed men. Ask students to analyze the image and tell what the details in the picture tell them about the unemployment situation at the time. (*The presence of police keeping guard suggests that there might be problems or violence. Some of the men seem to be pushing forward in desperation. The search for employment was a desperate attempt for many to survive.)* Emphasize that the Great Depression had a deep and lasting impact on the lives of the people who lived through it, and that for many, their lives were never the same again. Then have them answer the question.

Customizable Reading Support

Lesson 13.2

Americans Suffer

CONNECT

Preview Have students preview the **Lesson Objectives** and the list of **Key Terms**.

GO ONLINE Use the **Editable Presentation** found on the digital course to present the main ideas for this lesson.

Start Up Activity

Share this data with students: In 1929, over 275,000 immigrants entered the United States; in 1933, that number was 23,000. Engage student partners in discussing the role of immigration in the United States and to suggest reasons why immigration goes up and down in certain periods of time. Direct students to write down their explanations. Then have them share their ideas with the class.

Tell students that in this lesson they will be learning how Americans throughout the country were tested by extreme hardship during the depression and how they responded to the worst economic conditions in the country's history.

GO ONLINE You can also project the **Start Up Activity** from the course.

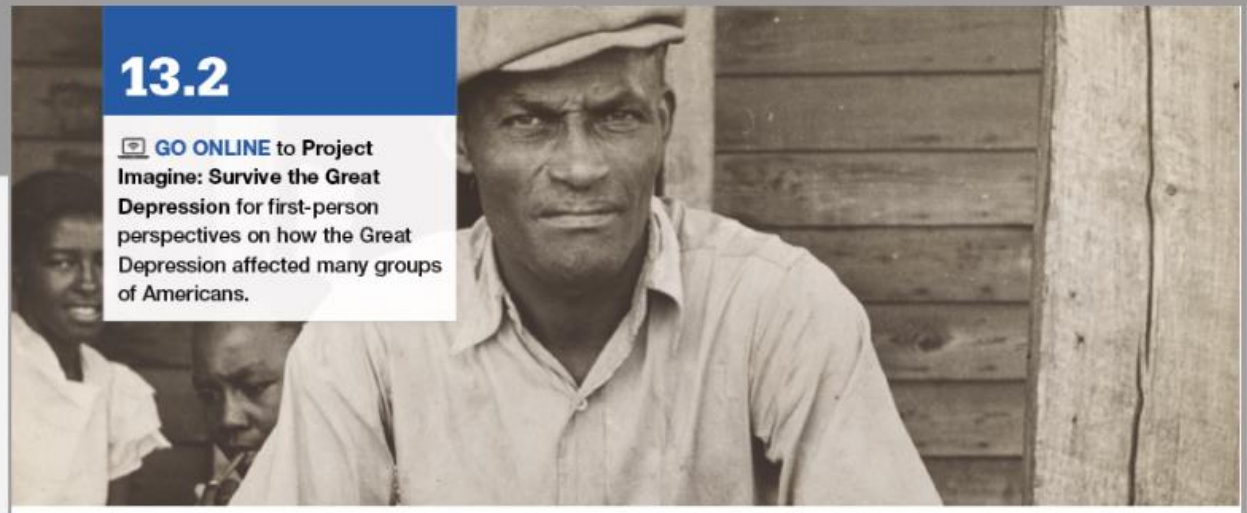
INVESTIGATE

Have students use the Close Reading questions for this lesson in their **Primary Source and Reading Guide** to help them understand the text as they read.

Economic Hardship Shakes

13.2

GO ONLINE to **Project Imagine: Survive the Great Depression** for first-person perspectives on how the Great Depression affected many groups of Americans.



BOUNCE to Activate Flipped Video

Objectives

Examine the spread of unemployment in America's cities.

Analyze the effects of the Great Depression on farmers.

Analyze the impact of human and geographical factors that created the Dust Bowl.

Describe how the Great Depression affected family life and the lives of African Americans and Mexican Americans.

Key Terms

bread line
Hooverville
tenant farmer
Dust Bowl
Okies
repatriation

Americans Suffer

The stock market crash signaled the end of boom times and the beginning of hard times. As investors mourned their losses, Americans watched the economy stagger into the Great Depression. In the cities and on the farms, desperate poverty gripped the nation. Even after prosperity returned, those who had lived through the crisis would remember the pain and worries of the depression. Tested by extreme hardship, this generation of Americans forged a character and will strong enough to overcome economic ruin and restore prosperity.

Economic Hardship Shakes the Cities

The Great Depression had a deep and lasting impact on the lives of the people who lived through it.

Few Americans grasped the underlying problems of the 1920s economy or the subtle reasons for the stock market crash. Fewer still comprehended how the crash led to the Great Depression. But they did understand the *effects* of the economic crisis. Workers understood having a job one day and being unemployed the next. Whole families knew the fear and shame of losing their homes.

The Great Depression touched most Americans because many Americans either experienced or knew someone who experienced the hardships and loss caused by the economic catastrophe. For many, their lives were never the same again.

Unemployment Leaves Families Struggling The threat of widespread unemployment and destitution affected workers in

Despite this high rate, millions of w
able to keep their jobs. However, most
wages or hours cut. Many workers bro
paychecks that were 10, 20, sometime
less than their pre-depression checks.

Yet statistics tell only part of the sto
human drama of unemployment unfold
over again, in city after city across the
a man employed as a factory worker, th
promised a chance at upward economi
He had been able to provide for his fam
a decent standard of living, and save s
for retirement. Then the depression hit
saw his hours cut and his workweek sh
Eventually, he was laid off. Looking for
he trudged from one factory to the nex
wanted here" or "We don't need nobod
him at every turn. The man's clothes b
worn. His collars and cuffs became fray
pants became shiny at the knees. He s
more, and moved slower.

Maybe his wife was able to find wo
and ironing clothes or laboring as a ma
those jobs were hard to find, too. At ho
ate smaller meals. Water replaced milk
disappeared from the table.

Hunger lurked about the home like
guest. Sometimes the parents and chil
free meals in public soup kitchens. Oft
place for the family to get a free scrap
a **bread line**, where people lined up fo
from charities or public agencies.

Poverty Becomes a Reality for Mar
like the factory worker just described n
unemployed to unemployable. Whole fa
descended into hunger and homelessn
dreams of success and prosperity turne
nightmares of failure and poverty.

The Challenges of Homelessness
lost their jobs and ran through their sav
had to scrounge wherever they could t
going hungry. They sold furniture, paw
and moved to cheaper lodgings—anyth
their pantries stocked and rents paid. I
they ran out of money, were evicted fro
homes, and ended up on the streets.

Homeless people slept on park benc
railway cars, or in cardboard boxes. Ma
together in **Hoovervilles**, makeshift s

Kennedy countered by sending 1,500 troops to the city.

World War I and the Russian Revolution (1914–1924)

Lesson 1 World War I Begins

Downloadable and Editable Presentations

East Asia at Work

CONNECT

GET READY TO READ

ETEXT **START UP**

Project the Start Up activity. As students enter the classroom and get settled, ask them to examine the photograph of the manufacturing workers in China and preview the headings in the text.

Draw Conclusions What do this photo and the headings suggest about the economies of East Asia? *(Sample response: Manufacturing plays a significant role in the economies of East Asia.)* Ask students to share their ideas with another student, either in class or through a chat or blog.

After completing the Start Up activity, project the Lesson Opener or direct students to their textbooks. Preview the lesson by working through the Get Ready to Read items with the class. Remind students to consider the Guiding Questions as they read the lesson.

ACTIVE JOURNAL

Take Notes Have students use the lesson literacy skills graphic organizer in their Active Journals to take notes as they read the lesson.

Practice Vocabulary Have students complete the activity in their Active Journals to build their vocabulary.

VIDEO **VIDEO**

Assign the lesson video as homework.

GET READY TO READ

START UP

Study the image of manufacturing workers in China and quickly preview the headings in the lesson. What do the image and the headings tell you about the economies of East Asia?

GUIDING QUESTIONS

- What kind of government does each East Asian country have?
- How do the economies of China, North Korea, South Korea, and Japan compare with one another?

TAKE NOTES

Literacy Skills: Classify and Categorize

Use the graphic organizer in your Active Journal to take notes as you read the lesson.

PRACTICE VOCABULARY

Use the vocabulary activity in your Active Journal to practice the vocabulary words.

Vocabulary		Academic Vocabulary
autocracy	sanction	reliant
veto	malnutrition	orient
hydroelectric power		

Since the 1970s, several countries of East Asia have seen rapid economic growth, changing their people's lives. Some have also moved toward democracy. Although China's economy has changed dramatically, China and North Korea remain firmly under the control of communist governments.

Governments of East Asia

As you have learned, East Asia has a long history of rule by monarchs and military leaders. Contact with the Western world exposed the region to democratic ideas beginning in the 1800s. Today, East Asian governments fall into two main categories: autocracies and democracies.

Autocracies China and North Korea are communist autocracies. An **autocracy** is a government controlled by one person who has not won a free election. Citizens have no real voice in choosing government officials or policies. In China and North Korea, unelected communist leaders control the government. They appoint government officials and make policy decisions.

PRACTICE VOCABULARY

To help students integrate new vocabulary, explain that an *autocracy* is a government with unlimited power. A *veto* rejects a law or government policy. *Hydroelectric power* is electricity created by the energy of flowing water. Governments may use *sanctions*, or penalties, to attempt to force another country to follow international law. When someone doesn't get enough nutrients from food, the result is *malnutrition*. Reinforce the terms during the lesson using the teaching notes.

Point out the academic vocabulary in the lesson margins. Provide sample sentences that clarify meaning.

reliant: The young children were reliant on their parents for all their basic needs.

orient: The visitor needed some time to orient himself to his new surroundings.

Take Notes

Literacy Skills: Classify and Categorize Use what you have read to complete the chart. Under each heading, record the features that categorize the governments and economies of North Korea, South Korea, and Japan. The first one has been started for you.

Governments and Economies of East Asia

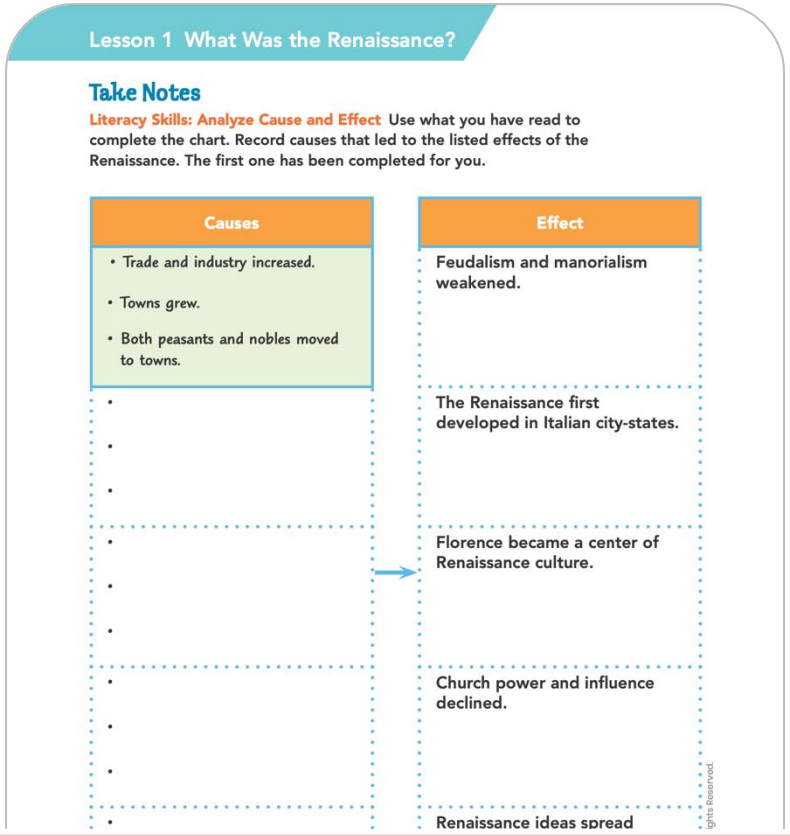
North Korea	South Korea	Japan
• Communist autocracy		

© Pearson Education, Inc., All Rights Reserved

INTERACTIVE

For extra help, review the 21st Century Skills Tutorial: **Categorize**.

Take Notes



Lesson 1 What Was the Renaissance?

Take Notes

Literacy Skills: Analyze Cause and Effect Use what you have read to complete the chart. Record causes that led to the listed effects of the Renaissance. The first one has been completed for you.

Causes	Effect
• Trade and industry increased. • Towns grew. • Both peasants and nobles moved to towns.	Feudalism and manorialism weakened.
•	The Renaissance first developed in Italian city-states.
•	Florence became a center of Renaissance culture.
•	Church power and influence declined.
•	Renaissance ideas spread

ights Reserved.

INTERACTIVE

For extra help, review the 21st Century Tutorial: **Synthesize**.

Comprehension Skills:

- Sequence
- Identify Cause and Effect
- Summarize
- Use Evidence
- Compare and Contrast
- Identify Main Ideas
- Analyze Text Structure
- Draw Conclusions
- Synthesize
- Draw Inferences
- Use Evidence

Practice Vocabulary

Practice Vocabulary

True or False? Decide whether each statement below is true or false. Circle T or F, and then explain your answer. Be sure to include the underlined vocabulary word or words in your explanation. The first one is done for you.

1. **T / F** Unalienable rights are rights that cannot be claimed by citizens and can only be granted by governments.
   False; Unalienable rights are rights that governments cannot take away from citizens.

2. **T / F** A traitor is a person who fights for his or her country.

3. **T / F** King George III used mercenaries from Germany to help fight the colonists.

4. **T / F** The British used a blockade of colonial ports to help trade move smoothly between the colonies and Britain.

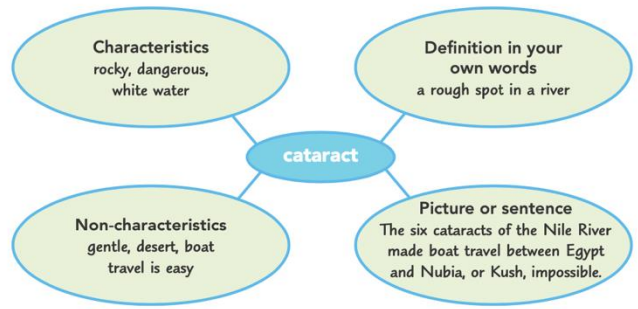
5. **T / F** The preamble of the Declaration of Independence declares that "all men are created equal."

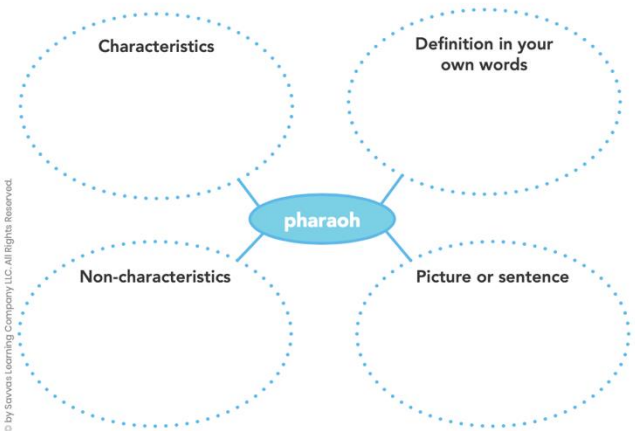
6. **T / F** Natural rights are those that belong to all kings and queens from birth.

© by Savvas Learning Company LLC. All Rights Reserved.

Practice Vocabulary

Word Map Study the word map for the word *cataract*. Characteristics are words or phrases that relate to the word in the center of the word map. Non-characteristics are words and phrases not associated with the word. Use the blank word map to explore the meaning of the word *pharaoh*. Then make word maps of your own for these words: *mummy, dynasty, bureaucracy, delta,* and *artisan*.





© by Savvas Learning Company LLC. All Rights Reserved.

Practice Vocabulary

Vocabulary Quiz Show Some quiz shows ask a question and expect the contestant to give the answer. In other shows, the contestant is given an answer and must supply the question. If the blank is in the Question column, write the question that would result in the answer in the Answer column. If the question is supplied, write the answer.

Question	Answer
1. What is the name for colonial volunteers who were ready to fight at any time?	1.
2.	2. Loyalists
3.	3. civil disobedience
4.	4. Patriots
5. What is the term for an army of citizens who serve as soldiers during an emergency?	5.

© by Savvas Learning Company LLC. All Rights Reserved.

Lesson 13.2

Americans Suffer

CONNECT

Preview Have students preview the **Lesson Objectives** and the list of **Key Terms**.

GO ONLINE Use the **Editable Presentation** found on the digital course to present the main ideas for this lesson.

Start Up Activity

Share this data with students: In 1929, over 275,000 immigrants entered the United States; in 1933, that number was 23,000. Engage student partners in discussing the role of immigration in the United States and to suggest reasons why immigration goes up and down in certain periods of time. Direct students to write down their explanations. Then have them share their ideas with the class.

Tell students that in this lesson they will be learning how Americans throughout the country were tested by extreme hardship during the depression and how they responded to the worst economic conditions in the country's history.

GO ONLINE You can also project the **Start Up Activity** from the course.

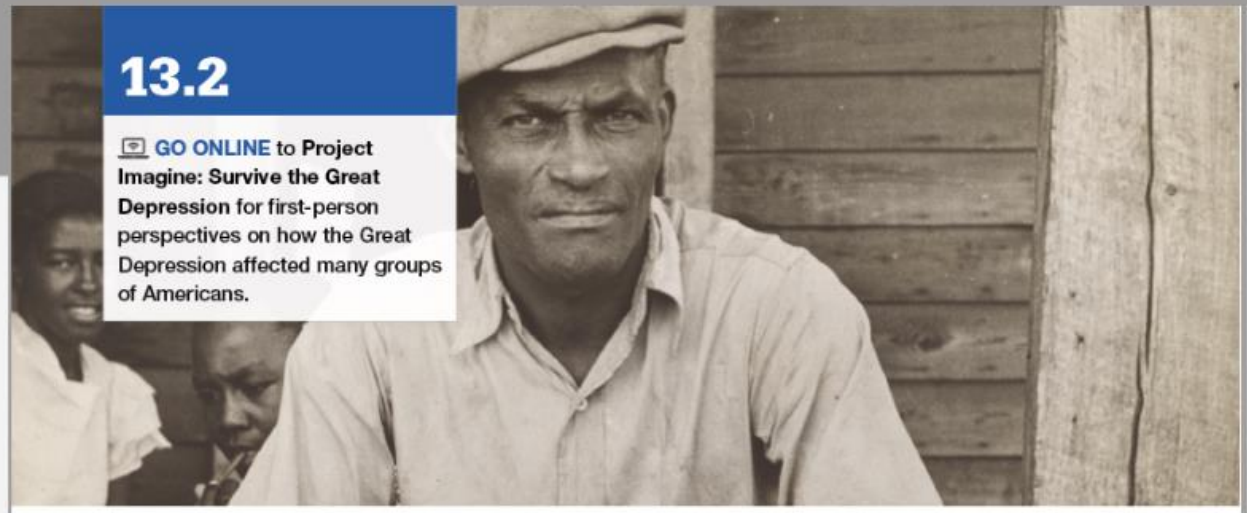
INVESTIGATE

Have students use the Close Reading questions for this lesson in their **Primary Source and Reading Guide** to help them understand the text as they read.

Economic Hardship Shakes

13.2

GO ONLINE to **Project Imagine: Survive the Great Depression** for first-person perspectives on how the Great Depression affected many groups of Americans.



BOUNCE to Activate Flipped Video

Objectives

Examine the spread of unemployment in America's cities.

Analyze the effects of the Great Depression on farmers.

Analyze the impact of human and geographical factors that created the Dust Bowl.

Describe how the Great Depression affected family life and the lives of African Americans and Mexican Americans.

Key Terms

bread line
Hooverville
tenant farmer
Dust Bowl
Okies
repatriation

Americans Suffer

The stock market crash signaled the end of boom times and the beginning of hard times. As investors mourned their losses, Americans watched the economy stagger into the Great Depression. In the cities and on the farms, desperate poverty gripped the nation. Even after prosperity returned, those who had lived through the crisis would remember the pain and worries of the depression. Tested by extreme hardship, this generation of Americans forged a character and will strong enough to overcome economic ruin and restore prosperity.

Economic Hardship Shakes the Cities

The Great Depression had a deep and lasting impact on the lives of the people who lived through it.

Few Americans grasped the underlying problems of the 1920s economy or the subtle reasons for the stock market crash. Fewer still comprehended how the crash led to the Great Depression. But they did understand the *effects* of the economic crisis. Workers understood having a job one day and being unemployed the next. Whole families knew the fear and shame of losing their homes.

The Great Depression touched most Americans because many Americans either experienced or knew someone who experienced the hardships and loss caused by the economic catastrophe. For many, their lives were never the same again.

Unemployment Leaves Families Struggling The threat of widespread unemployment and destitution affected workers in

Despite this high rate, millions of w
able to keep their jobs. However, most
wages or hours cut. Many workers bro
paychecks that were 10, 20, sometime
less than their pre-depression checks.

Yet statistics tell only part of the sto
human drama of unemployment unfold
over again, in city after city across the
a man employed as a factory worker, th
promised a chance at upward economi
He had been able to provide for his fam
a decent standard of living, and save s
for retirement. Then the depression hit
saw his hours cut and his workweek sh
Eventually, he was laid off. Looking for
he trudged from one factory to the nex
wanted here" or "We don't need nobod
him at every turn. The man's clothes b
worn. His collars and cuffs became fray
pants became shiny at the knees. He s
more, and moved slower.

Maybe his wife was able to find wo
and ironing clothes or laboring as a ma
those jobs were hard to find, too. At ho
ate smaller meals. Water replaced milk
disappeared from the table.

Hunger lurked about the home like
guest. Sometimes the parents and chil
free meals in public soup kitchens. Oft
place for the family to get a free scrap
a **bread line**, where people lined up fo
from charities or public agencies.

Poverty Becomes a Reality for Mar
like the factory worker just described n
unemployed to unemployable. Whole fa
descended into hunger and homelessn
dreams of success and prosperity turne
nightmares of failure and poverty.

The Challenges of Homelessness
lost their jobs and ran through their sav
had to scrounge wherever they could t
going hungry. They sold furniture, paw
and moved to cheaper lodgings—anyth
their pantries stocked and rents paid. I
they ran out of money, were evicted fro
homes, and ended up on the streets.

Homeless people slept on park benc
railway cars, or in cardboard boxes. Ma
together in **Hoovervilles**, makeshift s

Lesson 13.2

Americans Suffer

CONNECT

Preview Have students preview the **Lesson Objectives** and the list of **Key Terms**.

GO ONLINE Use the **Editable Presentation** found on the digital course to present the main ideas for this lesson.

Start Up Activity

Share this data with students: In 1929, over 275,000 immigrants entered the United States; in 1933, that number was 23,000. Engage student partners in discussing the role of immigration in the United States and to suggest reasons why immigration goes up and down in certain periods of time. Direct students to write down their explanations. Then have them share their ideas with the class.

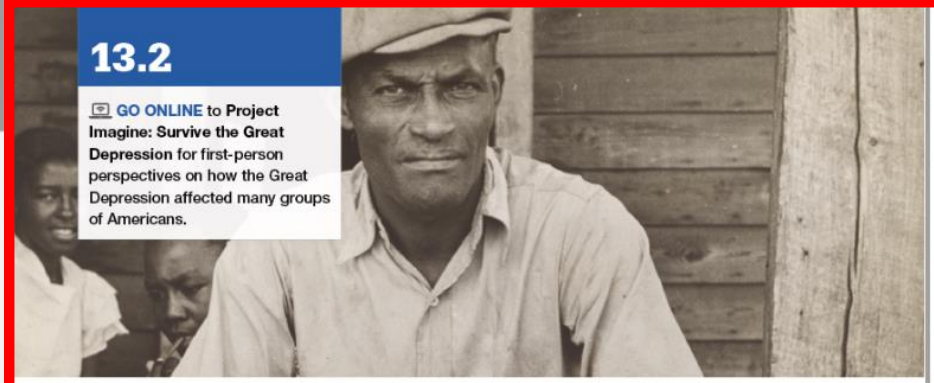
Tell students that in this lesson they will be learning how Americans throughout the country were tested by extreme hardship during the depression and how they responded to the worst economic conditions in the country's history.

GO ONLINE You can also project the **Start Up Activity** from the course.

INVESTIGATE

Have students use the Close Reading questions for this lesson in their **Primary Source and Reading Guide** to help them understand the text as they read.

Primary Source and Reading Guide



13.2

GO ONLINE to Project Imagine: Survive the Great Depression for first-person perspectives on how the Great Depression affected many groups of Americans.

BOUNCE to Activate Flipped Video

Objectives

Examine the spread of unemployment in America's cities.

Analyze the effects of the Great Depression on farmers.

Analyze the impact of human and geographical factors that cre… Bowl.

Describe how the Great D… family life and the lives of A… and Mexican Americans.

Key Terms

bread line
Hooverville
tenant farmer
Dust Bowl
Okies
repatriation

Americans Suffer

The stock market crash signaled the end of boom times and the beginning of hard times. As investors mourned their losses, Americans watched the economy stagger into the Great Depression. In the cities and on the farms, desperate poverty gripped the nation. Even after prosperity returned, those who had

economy or the subtle reasons for the stock market crash. Fewer still comprehended how the crash led to the Great Depression. But they did understand the *effects* of the economic crisis. Workers understood having a job one day and being unemployed the next. Whole families knew the fear and shame of losing their homes.

The Great Depression touched most Americans because many Americans either experienced or knew someone who experienced the hardships and loss caused by the economic catastrophe. For many, their lives were never the same again.

Unemployment Leaves Families Struggling The threat of widespread unemployment and destitution affected workers in cities and towns across the United States. Between 1921 and 1929, annual average unemployment rates had never risen above 3.7 percent. But then the depression hit, and the rate shot up. By 1933, it had climbed to a shocking 24.9 percent.

Despite this high rate, millions of workers were able to keep their jobs. However, most had their wages or hours cut. Many workers brought home paychecks that were 10, 20, sometimes 30 percent less than their pre-depression checks.

Yet statistics tell only part of the story. The human drama of unemployment unfolded over and over again, in city after city across the nation. For a man employed as a factory worker, the 1920s had promised a chance at upward economic mobility. He had been able to provide for his family, enjoy a decent standard of living, and save something for retirement. Then the depression hit. The man saw his hours cut and his workweek shortened. Eventually, he was laid off. Looking for another job, he trudged from one factory to the next. "No help wanted here" or "We don't need nobody" greeted him at every turn. The man's clothes began to look worn. His collars and cuffs became frayed, and his pants became shiny at the knees. He said less, stared more, and moved slower.

Maybe his wife was able to find work washing and ironing clothes or laboring as a maid. But those jobs were hard to find, too. At home, children ate smaller meals. Water replaced milk. Meat disappeared from the table.

Hunger lurked about the home like an unwanted … Sometimes the parents and children received …ls in public soup kitchens. Often the only … the family to get a free scrap of food was in …**line**, where people lined up for handouts …rities or public agencies.

… Becomes a Reality for Many Men …factory worker just described moved from …yed to unemployable. Whole families …ed into hunger and homelessness. Their … of success and prosperity turned into …ightmares of failure and poverty.

The Challenges of Homelessness As Americans lost their jobs and ran through their savings, they had to scrounge wherever they could to keep from going hungry. They sold furniture, pawned jewelry, and moved to cheaper lodgings—anything to keep their pantries stocked and rents paid. In many cities, they ran out of money, were evicted from their homes, and ended up on the streets.

Homeless people slept on park benches, in empty railway cars, or in cardboard boxes. Many grouped together in **Hoovervilles**, makeshift shantytowns of tents and shacks built on public land or vacant lots. Homeless people, some of whom had worked as skilled carpenters before the crisis, cobbled houses

>> Unemployed men gathered outside a busy New York City unemployment office during the 1930s. New York police officers stood guard. **Draw Conclusions** Why do you think this unemployment office required guarding?

>> Struggling Americans built temporary shelters called "Hoovervilles" like this in one Washington, D.C. This encampment was home to war veterans, who were lobbying the government for help.

13.2 Americans Suffer 623

Student Edition eText

Aa Vocabulary Builder

1. Have students pronounce the following academic vocabulary terms in this lesson and clarify the part of speech. For difficult or polysyllabic words, break them into syllables and pronounce them with the

coerce: to make someone do something by using force or threats

despondent: very sad and without hope

drastic: harsh or severe

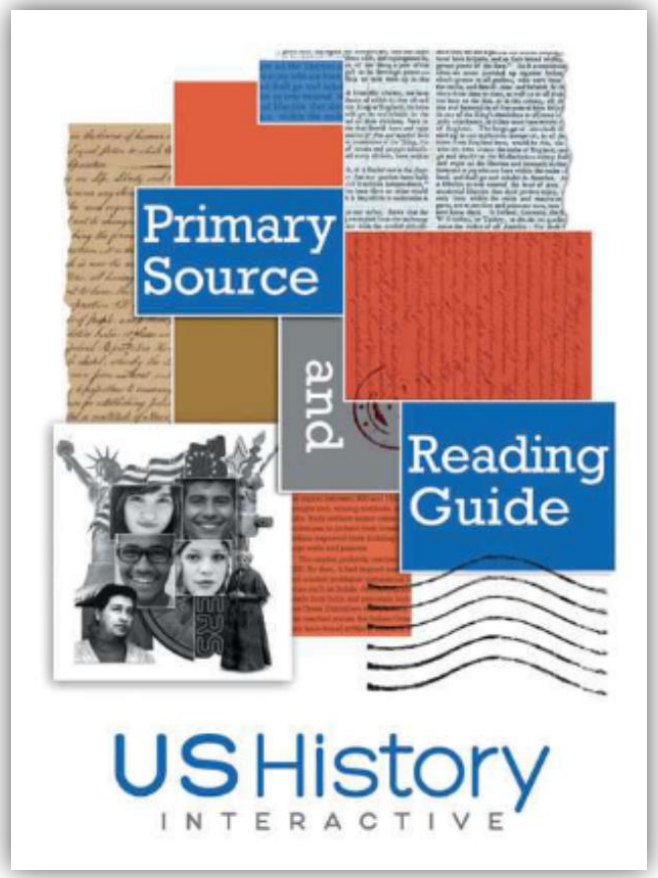
English Language Learners

Listening Play a recording of Woody Guthrie singing "I Ain't Got No Home." Prompt students to listen to and derive meaning from the song to build and reinforce concept attainment.

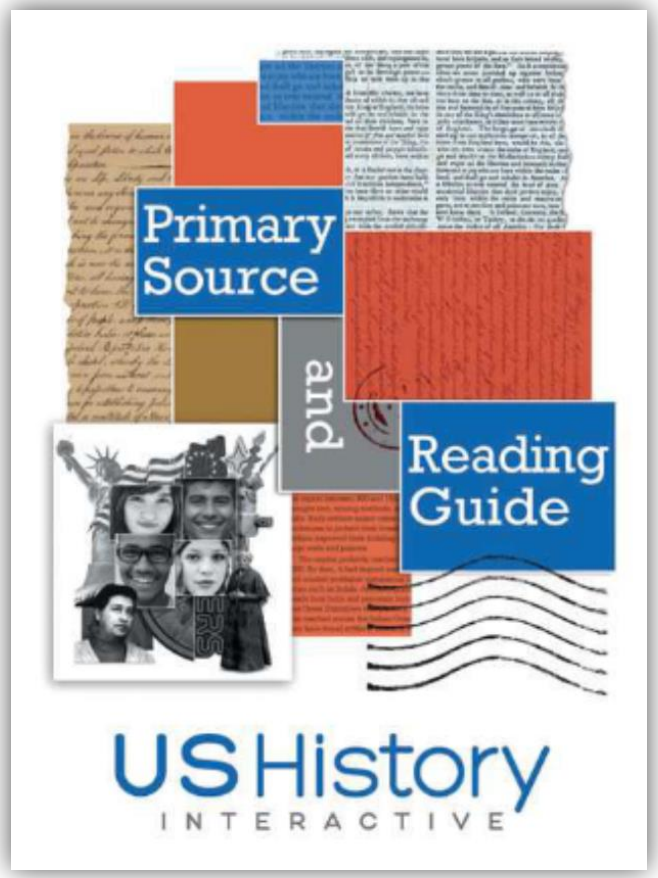
Entering Display a paraphrase of the first stanza of

Developing Display and read aloud the song's first three stanzas, paraphrasing as needed. Help students build and reinforce concept attainment with these questions: What emotions can you sense in the song's words, voice, and music? How does the song bring

USH: 192
WH: 243
GEO: 325



USH: 192
WH: 243
GEO: 325



Lesson 2 Americans Suffer

CLOSE READING

Economic Hardship Shakes the Cities

1. **Draw Conclusions** How might it have affected people's morale to wait in unemployment lines and bread lines to keep their families nourished and alive? Use the photographs and the text to help you draw conclusions.

2. **Compare and Contrast** How did the depression impact workers who were able to keep their jobs? How was this similar to and different from the impact on workers who lost their jobs?

3. **Draw Inferences** During the Great Depression, Americans called shantytowns "Hoovervilles," newspapers "Hoover blankets," and their empty pants pockets "Hoover flags." What does this reveal about how they felt about Herbert Hoover?

Rural America Struggles with Poverty

4. **Identify Cause and Effect** What chain of events caused the dust storms on the Great Plains?

Copyright © Savvas Learning Company LLC. All Rights Reserved.

Lesson 2 Americans Suffer

CLOSE READING

Economic Hardship Shakes the Cities

1. **Draw Conclusions** How might it have affected people's morale to wait in unemployment lines and bread lines to keep their families nourished and alive? Use the photographs and the text to help you draw conclusions.

2. **Compare and Contrast** How did the depression impact workers who were able to keep their jobs? How was this similar to and different from the impact on workers who lost their jobs?

3. **Draw Inferences** During the Great Depression, Americans called shantytowns "Hoovervilles," newspapers "Hoover blankets," and their empty pants pockets "Hoover flags." What does this reveal about how they felt about Herbert Hoover?

Rural America Struggles with Poverty

4. **Identify Cause and Effect** What chain of events caused the dust storms on the Great Plains?

Copyright © Savvas Learning Company LLC. All Rights Reserved.

Reading Support

Primary Source and Reading Guide: Americans Suffer	Close reading questions followed by primary sources and a DBQ writing assignment.	Assign
Lesson Summary: Americans Suffer	This links to a summary of the lesson in English.	Assign
Lesson Summary Audio: Americans Suffer	This links to an audio recording of the summary of the lesson in English.	Assign
Lesson Summary Spanish: Americans Suffer	This links to a summary of the lesson in Spanish.	Assign
Lesson Summary Spanish Audio: Americans Suffer	This links to an audio recording of the summary of the lesson in Spanish.	Assign
Leveled Lesson Summary: Americans Suffer	This links to a leveled summary of the lesson in English.	Assign
Leveled Lesson Summary Audio: Americans Suffer	This links to an audio recording of the leveled summary of the lesson in English.	Assign
Leveled Lesson Summary Spanish: Americans Suffer	This links to a leveled summary of the lesson in Spanish.	Assign
Leveled Lesson Summary Spanish Audio: Americans Suffer	This links to an audio recording of the leveled summary of the lesson in Spanish.	Assign

Demonstrate

Student

Lesson 1 World War I Begins

CLOSE READING

European Powers Form Alliances

1. **Compare and Contrast** Read the two quotes from the text below.

   What evidence supports each man's viewpoint?

   "The future belongs to peace."
   —French economist Frédéric Passy

   "I shall not live to see the Great War, but you will see it, and it will start in the east."
   —German Chancellor Otto von Bismarck

2. **Cite Evidence** Why did the countries of Europe believe that alliances would guarantee peace? Use evidence from the text in your answer.

Major Causes of World War I

3. **Vocabulary: Determine Meaning** Using context clues, determine the meaning of the term arms race.

4. **Identify Cause and Effect** How did imperialism lead to increased tension and stronger alliances?

Copyright © Savvas Learning Company LLC. All Rights Reserved.

Demo Class

Primary Source and Reading Guide: World War I Begins

Avg Score Due Apr 12

Preview

Lola, Mastiff

Score Assignment

Page 243 (1 of 2)

LM

(0) -

(0) -

Status | Comments

TURNED IN
Apr 8 - 11:12 am

Total Score — %

Teacher

World War I and the Russian Revolution (1914–1924)

Lesson 1 World War I Begins

CLOSE READING

European Powers Form Alliances

1. **Compare and Contrast** Read the two quotes from the text below.

   What evidence supports each man's viewpoint?

   "The future belongs to peace."
   —French economist Frédéric Passy

   "I shall not live to see the Great War, but you will see it, and it will start in the east."
   —German Chancellor Otto von Bismarck

I think that...

2. **Cite Evidence** Why did the countries of Europe believe that alliances would guarantee peace? Use evidence from the text in your answer.

Because they

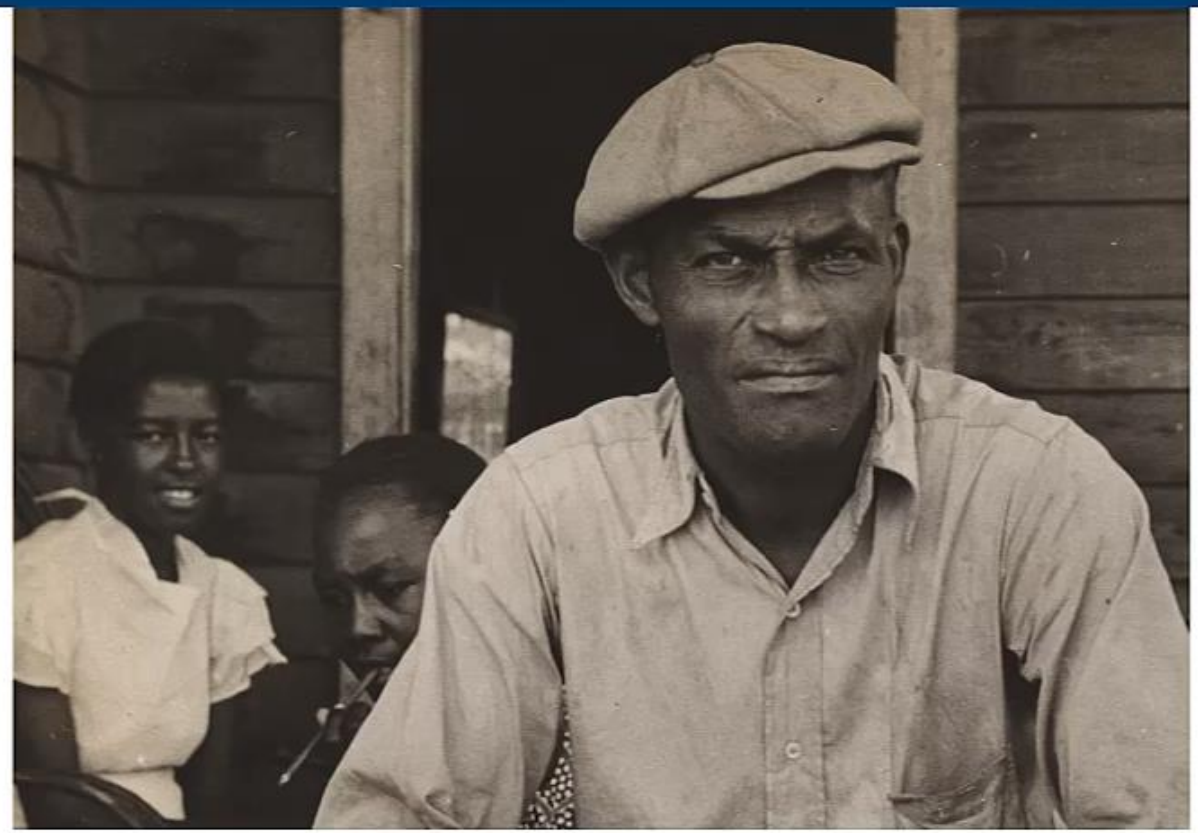
Major Causes of World War I

3. **Vocabulary: Determine Meaning** Using context clues, determine the meaning of the term arms race.

answer

: All Rights Reserved.

LESSON 2



Explore the Project Imagine immersive *Survive the Great Depression* for first-person perspectives on how the Great Depression affected many groups of Americans. Many African Americans like this sharecropping family in Arkansas were already on the edge of poverty when the Great Depression hit.

00:00 01:04 Speed

Americans Suffer

Lesson Summaries

NAME _____ DATE _____ CLASS _____

Lesson Summary

Causes of the Depression

The Roaring Twenties were a Republican decade. Beginning in 1920, Republican Presidents led the nation and took credit for the good economic times. In 1928, the country continued to support the Republicans by electing **Herbert Hoover** as President. However, the nation's prosperity was not as deep or as sturdy as it appeared.

American farmers faced difficult times in the 1920s. They had borrowed money to buy land and machinery to increase the harvest yields during World War I. Although the demand for American crops fell after the war, farmers were still producing large harvests. Cheap food flooded the markets, lowering farmers' profits and making debt repayment hard.

Industrial workers, whose wages rose steadily, did better than farmers. The owners of companies did even better. They became very rich. In fact, in 1929, the wealthiest 0.1 percent of the population earned about the same amount of money as the bottom 42 percent. However, the people with great wealth could not buy enough goods to keep the economy strong. Still, many workers took advantage of easy credit to buy products. This disguised the problem and helped grow the economy.

By 1929, it became clear that too much money was being poured into stock **speculation**. Investors often borrowed money to buy stocks, then sold them to turn a
realistic levels.
led to panicked
on **Black**

a period
loyment
vernment tried
, which placed
oods, which
most important
le world.

- Summaries for Every Lesson
- Audio
- Printable/Editable
- English & Spanish

NAME _____ DATE _____ CLASS _____

Resumen de la lección

La Gran Depresión y el Nuevo Trato

Causas de la Depresión

Los felices años veinte fueron la década de los republicanos. Desde 1920 los presidentes republicanos estuvieron al frente de la nación y se atribuyeron el crédito de la bonanza económica. En 1928 el país continuó apoyando a los republicanos, por lo que Herbert Hoover resultó electo presidente. No obstante, la prosperidad de la nación no era tan profunda o robusta como aparentaba.

Durante esta década, los agricultores estadounidenses enfrentaron épocas difíciles. Se habían endeudado para comprar terrenos y maquinarias que incrementaran su producción agrícola durante la Primera Guerra Mundial. Aunque la demanda de cultivos estadounidenses disminuyó durante la guerra, las cosechas de los agricultores aún eran abundantes. Los alimentos baratos inundaron los mercados, lo que disminuyó las utilidades de los agricultores y les dificultó el pago de su deuda.

Los trabajadores industriales, cuyos salarios habían aumentado constantemente, tuvieron mejor suerte que los agricultores. Pero la suerte de los dueños de las empresas fue aún mejor. Se volvieron muy ricos. De hecho, en 1929, el 0.1 por ciento más rico de la población ganaba casi la misma cantidad de dinero que el restante 42 por ciento combinado. No obstante, la cantidad de bienes que las personas más ricas podían comprar no fue suficiente para fortalecer la economía. Aun así, muchos trabajadores aprovecharon el **crédito fácil** para comprar productos. Esto ocultó el problema y ayudó a la economía a crecer.

Para 1929 se hizo evidente que demasiado dinero se estaba invirtiendo en **especulaciones** bursátiles. Los inversionistas solían pedir prestado dinero para comprar acciones y luego venderlas, con el fin de recibir utilidades instantáneas. Estas operaciones frenéticas de compra y venta inflaron los precios de las acciones a niveles que no correspondían a su valor real. Al final, todos los problemas comenzaron a converger. Una fuerte caída en los precios de las acciones derivó en ventas de pánico. Los precios de las acciones se desplomaron y, en cuestión de horas, fortunas enteras acabaron destruidas en el Martes Negro del 29 de octubre de 1929.

Leveled Lesson Summaries

NAME _____ DATE _____ CLASS _____

The Great Depression Begins

The stock market crash marked the beginning of the **Great Depression**. This was a period lasting from 1929 to 1941 in which the U.S. economy collapsed. Unemployment soared. Frightened people tried to withdraw their money from the banks. Because of this, thousands of banks closed.

Meanwhile, businesses began closing plants and workers were laid off. In 1931, Henry Ford closed several of his Detroit automobile factories. Nearly 75,000 people were put out of work. As unemployment increased, consumers bought fewer goods. So businesses cut production even more, and laid off more people.

The government tried to boost the sale of American goods by passing the **Hawley-Smoot Tariff**. This tariff placed high taxes on foreign goods. It helped spread the depression. The result was closed markets and unsold goods, which destroyed international trade. The depression was now spreading worldwide. Germany stopped reparation payments. America stopped loaning money to Europe entirely. This only worsened the depression in European nations.

Reading Check Circle the way unemployment created even more unemployment.

The Causes of the Great Depression

ole in creating
he stock
he most
on Friedman
ohn Maynard
s the cause.

te that
ver, other
ent.

conomic

LESSON CHECK What conditions led to the Great Depression?

- 2 Levels for Every Lesson
- Audio
- Printable/Editable
- English & Spanish

NOMBRE _____ FECHA _____ CLASE _____

Resumen nivelado de la lección

Lección 1: Causas de la Depresión

El auge de la economía de la década de 1920 llegó a su fin en 1929. Cayó la producción y aumentó el desempleo debido a una drástica caída económica en los Estados Unidos.

Proble

Los felic
presiden
económi
Herbert
era tan p

Durante
habían e
producci
estadour
eran abu
ganancia

Los traba
tuvieron
empresa
más rico
menos p
comprar
aprovech
economí

NOMBRE _____ FECHA _____ CLASE _____

Revisar la lectura Encierra en un círculo la práctica de compras que ocultó problemas económicos más serios.

Desplome de la bolsa de valores

Para 1929, era evidente que se estaba invirtiendo demasiado dinero en **especulaciones** bursátiles, era como un juego de apuestas. Los inversionistas solían pedir dinero prestado para comprar acciones. Luego las vendían con el fin de recibir utilidades instantáneas. Estas operaciones frenéticas de compra y venta inflaron los precios de las acciones a niveles que no correspondían a su valor real. Si el mercado dejaba de subir y cambiaba de curso, significaría un desastre.

Ese momento llegó, muchos inversionistas decidieron que se había acabado el *boom*. Una fuerte caída en los precios de las acciones derivó en pánico y ventas

Americans Suffer

CONNECT

Preview Have students preview the **Lesson Objectives** and the list of **Key Terms**.

GO ONLINE Use the **Editable Presentation** found on the digital course to present the main ideas for this lesson.

Start Up Activity

Share this data with students: In 1929, over 275,000 immigrants entered the United States; in 1933, that number was 23,000. Engage student partners in discussing the role of immigration in the United States and to suggest reasons why immigration goes up and down in certain periods of time. Direct students to write down their explanations. Then have them share their ideas with the class.

Tell students that in this lesson they will be learning how Americans throughout the country were tested by extreme hardship during the depression and how they responded to the worst economic conditions in the country's history.

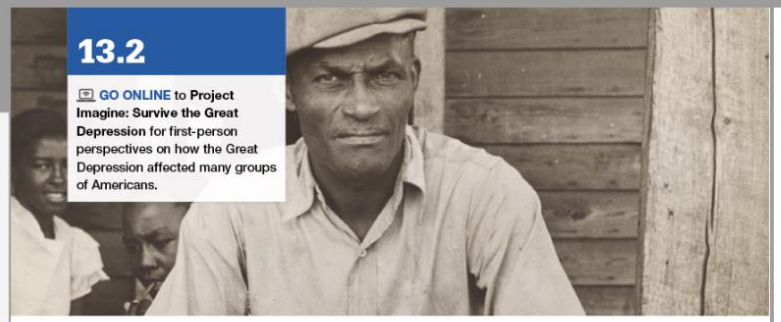
GO ONLINE You can also project the **Start Up Activity** from the course.

INVESTIGATE

Have students use the Close Reading questions for this lesson in their **Primary Source and Reading Guide** to help them understand the text as they read.

Economic Hardship Shakes the Cities

Express Problems Clearly How did the depression impact many Americans who were able to retain their jobs in spite of the economic difficulties? *(Many had their wages or hours cut, resulting in paychecks that were 10, 20, sometimes 30 percent less than their pre-depression checks.)*



13.2

GO ONLINE to Project Imagine: Survive the Great Depression for first-person perspectives on how the Great Depression affected many groups of Americans.

BOUNCE to Activate Flipped Video

Objectives

Examine the spread of unemployment in America's cities.

Analyze the effects of the Great Depression on farmers.

Analyze the impact of human and geographical factors that created the Dust Bowl.

Describe how the Great Depression affected family life and the lives of African Americans and Mexican Americans.

Key Terms

bread line
Hooverville
tenant farmer
Dust Bowl
Okies
repatriation

GO ONLINE to access your digital course

Americans Suffer

The stock market crash signaled the end of boom times and the beginning of hard times. As investors mourned their losses, Americans watched the economy stagger into the Great Depression. In the cities and on the farms, desperate poverty gripped the nation. Even after prosperity returned, those who had lived through the crisis would remember the pain and worries of the depression. Tested by extreme hardship, this generation of Americans forged a character and will strong enough to overcome economic ruin and restore prosperity.

Economic Hardship Shakes the Cities

The Great Depression had a deep and lasting impact on the lives of the people who lived through it.

Few Americans grasped the underlying problems of the 1920s economy or the subtle reasons for the stock market crash. Fewer still comprehended how the crash led to the Great Depression. But they did understand the *effects* of the economic crisis. Workers understood having a job one day and being unemployed the next. Whole families knew the fear and shame of losing their homes.

The Great Depression touched most Americans because many Americans either experienced or knew someone who experienced the hardships and loss caused by the economic catastrophe. For many, their lives were never the same again.

Unemployment Leaves Families Struggling The threat of widespread unemployment and destitution affected workers in cities and towns across the United States. Between 1921 and 1929, annual average unemployment rates had never risen above 3.7 percent. But then the depression hit, and the rate shot up. By 1933, it had climbed to a shocking 24.9 percent.

Despite this high rate, millions of workers were able to keep their jobs. However, most had their wages or hours cut. Many workers brought home paychecks that were 10, 20, sometimes 30 percent less than their pre-depression checks.

Yet statistics tell only part of the story. The human drama of unemployment unfolded over and over again, in city after city across the nation. For a man employed as a factory worker, the 1920s had promised a chance at upward economic mobility. He had been able to provide for his family, enjoy a decent standard of living, and save something for retirement. Then the depression hit. The man saw his hours cut and his workweek shortened. Eventually, he was laid off. Looking for another job, he trudged from one factory to the next. "No help wanted here" or "We don't need nobody" greeted him at every turn. The man's clothes began to look worn. His collars and cuffs became frayed, and his pants became shiny at the knees. He said less, stared more, and moved slower.

Maybe his wife was able to find work washing and ironing clothes or laboring as a maid. But those jobs were hard to find, too. At home, children ate smaller meals. Water replaced milk. Meat disappeared from the table.

Hunger lurked about the home like an unwanted guest. Sometimes the parents and children received free meals in public soup kitchens. Often the only place for the family to get a free scrap of food was in a **bread line**, where people lined up for handouts from charities or public agencies.

Poverty Becomes a Reality for Many Men like the factory worker just described moved from unemployed to unemployable. Whole families descended into hunger and homelessness. Their dreams of success and prosperity turned into nightmares of failure and poverty.

The Challenges of Homelessness As Americans lost their jobs and ran through their savings, they had to scrounge wherever they could to keep from going hungry. They sold furniture, pawned jewelry, and moved to cheaper lodgings—anything to keep their pantries stocked and rents paid. In many cities, they ran out of money, were evicted from their homes, and ended up on the streets.

Homeless people slept on park benches, in empty railway cars, or in cardboard boxes. Many grouped together in **Hoovervilles**, makeshift shantytowns of tents and shacks built on public land or vacant lots. Homeless people, some of whom had worked as skilled carpenters before the crisis, cobbled houses

>> Unemployed men gathered outside a busy New York City unemployment office during the 1930s. New York police officers stood guard. **Draw Conclusions** Why do you think this unemployment office required guarding?

>> Struggling Americans built temporary shelters called "Hoovervilles" like this in one Washington, D.C. This encampment was home to war veterans, who were lobbying the government for help.

Lesson 13.2

Summarize Challenge students to describe and analyze the effects of widespread unemployment on the U.S. economy and society in the 1930s. *(Widespread unemployment hurt millions of Americans. Many went hungry and lost their homes. These homeless, often entire families, lived on the streets or in makeshift temporary communities. The increasing unemployment continued the cycle of low consumer consumption, which led to more unemployment and drag on the economy.)*

Analyze Images

Have students look at the image of the unemployed men. Ask students to analyze the image and tell what the details in the picture tell them about the unemployment situation at the time. *(The presence of police keeping guard suggests that there might be problems or violence. Some of the men seem to be pushing forward in desperation. The search for employment was a desperate attempt for many to survive.)* Emphasize that the Great Depression had a deep and lasting impact on the lives of the people who lived through it, and that for many, their lives were never the same again. Then have them answer the question.

Answers

Draw Conclusions *Many people were frustrated with their lack of ability to find a job; unemployment offices may have been a flashpoint for conflict.*

Aa Vocabulary Builder

1. Have students pronounce the following academic vocabulary terms in this lesson and clarify the part of speech. For difficult or polysyllabic words, break them into syllables and pronounce them with the students.
2. Explain what the word means in common "student-friendly" language using synonyms and antonyms when possible. Provide concrete examples to clarify the meaning, and rephrase the definition.

coerce: to make someone do something by using force or threats

despondent: very sad and without hope

drastic: harsh or severe

evict: to force someone to leave a place, often because they can't pay rent

pulverize: to crush or grind into powder or dust

repossess: to take something back from a buyer because payments are not being made

English Language Learners

Listening Play a recording of Woody Guthrie singing "I Ain't Got No Home." Prompt students to listen to and derive meaning from the song to build and reinforce concept attainment.

Entering Display a paraphrase of the first stanza of Guthrie's song. Have students draw a picture of the song's speaker and label it *Homeless*.

Beginning Display and paraphrase the song's first stanza. Help students build and reinforce concept attainment with this question: What hardships from the Great Depression are brought up in these four lines?

Developing Display and read aloud the song's first three stanzas, paraphrasing as needed. Help students build and reinforce concept attainment with these questions: What emotions can you sense in the song's words, voice, and music? How does the song bring hardship to life?

Expanding Display the song's lyrics, and have students read along as you play the song again. Ask pairs of students to build and reinforce concept attainment with these questions: Who are the *gamblin' man* and the *workin'* man in the fifth stanza? Which does the artist represent, and how do you know?

Bridging Display the song's lyrics, and have students read along as you play the song again. Ask pairs of students to build and reinforce concept attainment by retelling the song's story and discussing how Guthrie's specific details enhance their understanding of suffering during the Great Depression.

Flipped Video

mployment in
reat Depression
n and
eated the Dust
pression affected
ican Americans

Americans Suffer

The stock market crash signaled the end of boom times and the beginning of hard times. As investors mourned their losses, Americans watched the economy stagger into the Great Depression. In the cities and on the farms, desperate poverty gripped the nation. Even after prosperity returned, those who had lived through the crisis would remember the pain and worries of the depression. Tested by extreme hardship, this generation of Americans forged a character and will strong enough to overcome economic ruin and restore prosperity.

Economic Hardship Shakes the Cities

The Great Depression had a deep and lasting impact on the lives of the people who lived through it.

Few Americans grasped the underlying problems of the 1920s economy or the subtle reasons for the stock market crash. Fewer still comprehended how the crash led to the Great Depression. But they did understand the *effects* of the economic crisis. Workers understood having a job one day and being unemployed the next. Whole families knew the fear and shame of losing their homes.

The Great Depression touched most Americans because many Americans either experienced or knew someone who experienced the hardships and loss caused by the economic catastrophe. For many, their lives were never the same again.

Unemployment Leaves Families Struggling The threat of widespread unemployment and destitution affected workers in cities and towns across the United States. Between 1921 and 1929, annual average unemployment rates had never risen above 3.7 percent. But then the depression hit, and the rate shot up. By 1933, it had climbed to a shocking 24.9 percent.

he trudged from one factory to the next. "No help wanted here" or "We don't need nobody" greeted him at every turn. The man's clothes began to look worn. His collars and cuffs became frayed, and his pants became shiny at the knees. He said less, stared more, and moved slower.

Maybe his wife was able to find work washing and ironing clothes or laboring as a maid. But those jobs were hard to find, too. At home, children ate smaller meals. Water replaced milk. Meat disappeared from the table.

Hunger lurked about the home like an unwanted guest. Sometimes the parents and children received free meals in public soup kitchens. Often the only place for the family to get a free scrap of food was in a **bread line**, where people lined up for handouts from charities or public agencies.

Poverty Becomes a Reality for Many Men like the factory worker just described moved from unemployed to unemployable. Whole families descended into hunger and homelessness. Their dreams of success and prosperity turned into nightmares of failure and poverty.

The Challenges of Homelessness As Americans lost their jobs and ran through their savings, they had to scrounge wherever they could to keep from going hungry. They sold furniture, pawned jewelry, and moved to cheaper lodgings—anything to keep their pantries stocked and rents paid. In many cities, they ran out of money, were evicted from their homes, and ended up on the streets.

Homeless people slept on park benches, in empty railway cars, or in cardboard boxes. Many grouped together in **Hoovervilles**, makeshift shantytowns of tents and shacks built on public land or vacant lots. Homeless people, some of whom had worked as skilled carpenters before the crisis, cobbled houses

>> Unemployed men gathered outside a busy New York City unemployment office during the 1930s. New York police officers stood guard. **Draw Conclusions** Why do you think this unemployment office required guarding?

>> Struggling Americans built temporary shelters called "Hoovervilles" like this in one Washington, D.C. This encampment was home to war veterans, who were lobbying the government for help.

cycle of low consumer consumption, which led to more unemployment and drag on the economy.)

Analyze Images

Have students look at the image of the unemployed men. Ask students to analyze the image and tell what the details in the picture tell them about the unemployment situation at the time. (*The presence of police keeping guard suggests that there might be problems or violence. Some of the men seem to be pushing forward in desperation. The search for employment was a desperate attempt for many to survive.*) Emphasize that the Great Depression had a deep and lasting impact on the lives of the people who lived through it, and that for many, their lives were never the same again. Then have them answer the question.

Answers

Draw Conclusions *Many people were frustrated with their lack of ability to find a job; unemployment offices may have been a flashpoint for conflict.*

nce the following
erms in this lesson
speech. For difficult
break them into
e them with the

means in common
uage using
ms when possible.
nples to clarify the
e the definition.

coerce: to make someone do something by using force or threats

despondent: very sad and without hope

drastic: harsh or severe

evict: to force someone to leave a place, often because they can't pay rent

pulverize: to crush or grind into powder or dust

repossess: to take something back from a buyer because payments are not being made

English Language Learners

Listening Play a recording of Woody Guthrie singing "I Ain't Got No Home." Prompt students to listen to and derive meaning from the song to build and reinforce concept attainment.

Entering Display a paraphrase of the first stanza of Guthrie's song. Have students draw a picture of the song's speaker and label it *Homeless*.

Beginning Display and paraphrase the song's first stanza. Help students build and reinforce concept attainment with this question: What hardships from the Great Depression are brought up in these four lines?

Developing Display and read aloud the song's first three stanzas, paraphrasing as needed. Help students build and reinforce concept attainment with these questions: What emotions can you sense in the song's words, voice, and music? How does the song bring hardship to life?

Expanding Display the song's lyrics, and have students read along as you play the song again. Ask pairs of students to build and reinforce concept attainment with these questions: Who are the *gamblin' man* and the *workin'* man in the fifth stanza? Which does the artist represent, and how do you know?

Bridging Display the song's lyrics, and have students read along as you play the song again. Ask pairs of students to build and reinforce concept attainment by retelling the song's story and discussing how Guthrie's specific details enhance their understanding of suffering during the Great Depression.

Americans Suffer

CONNECT

Preview Have students preview the **Lesson Objectives** and the list of **Key Terms**.

GO ONLINE Use the **Editable Presentation** found on the digital course to present the main ideas for this lesson.

Start Up Activity

Share this data with students: In 1929, over 275,000 immigrants entered the United States; in 1933, that number was 23,000. Engage student partners in discussing the role of immigration in the United States and to suggest reasons why immigration goes up and down in certain periods of time. Direct students to write down their explanations. Then have them share their ideas with the class.

Tell students that in this lesson they will be learning how Americans throughout the country were tested by extreme hardship during the depression and how they responded to the worst economic conditions in the country's history.

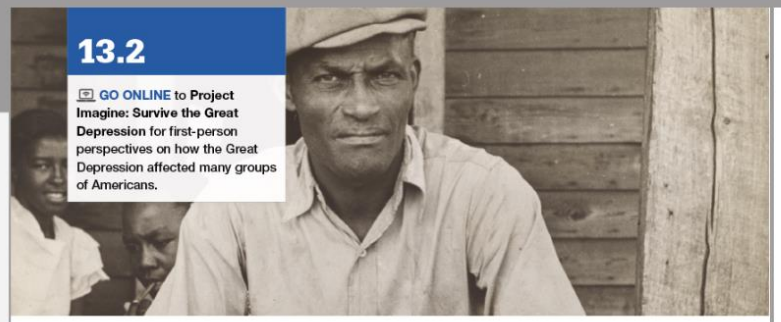
GO ONLINE You can also project the **Start Up Activity** from the course.

INVESTIGATE

Have students use the Close Reading questions for this lesson in their **Primary Source and Reading Guide** to help them understand the text as they read.

Economic Hardship Shakes the Cities

Express Problems Clearly How did the depression impact many Americans who were able to retain their jobs in spite of the economic difficulties? *(Many had their wages or hours cut, resulting in paychecks that were 10, 20, sometimes 30 percent less than their pre-depression checks.)*



13.2

GO ONLINE to Project Imagine: Survive the Great Depression for first-person perspectives on how the Great Depression affected many groups of Americans.

BOUNCE to Activate Flipped Video

Objectives

Examine the spread of unemployment in America's cities.

Analyze the effects of the Great Depression on farmers.

Analyze the impact of human and geographical factors that created the Dust Bowl.

Describe how the Great Depression affected family life and the lives of African Americans and Mexican Americans.

Key Terms

bread line
Hooverville
tenant farmer
Dust Bowl
Okies
repatriation

GO ONLINE to access your digital course

Americans Suffer

The stock market crash signaled the end of boom times and the beginning of hard times. As investors mourned their losses, Americans watched the economy stagger into the Great Depression. In the cities and on the farms, desperate poverty gripped the nation. Even after prosperity returned, those who had lived through the crisis would remember the pain and worries of the depression. Tested by extreme hardship, this generation of Americans forged a character and will strong enough to overcome economic ruin and restore prosperity.

Economic Hardship Shakes the Cities

The Great Depression had a deep and lasting impact on the lives of the people who lived through it.

Few Americans grasped the underlying problems of the 1920s economy or the subtle reasons for the stock market crash. Fewer still comprehended how the crash led to the Great Depression. But they did understand the *effects* of the economic crisis. Workers understood having a job one day and being unemployed the next. Whole families knew the fear and shame of losing their homes.

The Great Depression touched most Americans because many Americans either experienced or knew someone who experienced the hardships and loss caused by the economic catastrophe. For many, their lives were never the same again.

Unemployment Leaves Families Struggling The threat of widespread unemployment and destitution affected workers in cities and towns across the United States. Between 1921 and 1929, annual average unemployment rates had never risen above 3.7 percent. But then the depression hit, and the rate shot up. By 1933, it had climbed to a shocking 24.9 percent.

Despite this high rate, millions of workers were able to keep their jobs. However, most had their wages or hours cut. Many workers brought home paychecks that were 10, 20, sometimes 30 percent less than their pre-depression checks.

Yet statistics tell only part of the story. The human drama of unemployment unfolded over and over again, in city after city across the nation. For a man employed as a factory worker, the 1920s had promised a chance at upward economic mobility. He had been able to provide for his family, enjoy a decent standard of living, and save something for retirement. Then the depression hit. The man saw his hours cut and his workweek shortened. Eventually, he was laid off. Looking for another job, he trudged from one factory to the next. "No help wanted here" or "We don't need nobody" greeted him at every turn. The man's clothes began to look worn. His collars and cuffs became frayed, and his pants became shiny at the knees. He said less, stared more, and moved slower.

Maybe his wife was able to find work washing and ironing clothes or laboring as a maid. But those jobs were hard to find, too. At home, children ate smaller meals. Water replaced milk. Meat disappeared from the table.

Hunger lurked about the home like an unwanted guest. Sometimes the parents and children received free meals in public soup kitchens. Often the only place for the family to get a free scrap of food was in a **bread line**, where people lined up for handouts from charities or public agencies.

Poverty Becomes a Reality for Many Men like the factory worker just described moved from unemployed to unemployable. Whole families descended into hunger and homelessness. Their dreams of success and prosperity turned into nightmares of failure and poverty.

The Challenges of Homelessness As Americans lost their jobs and ran through their savings, they had to scrounge wherever they could to keep from going hungry. They sold furniture, pawned jewelry, and moved to cheaper lodgings—anything to keep their pantries stocked and rents paid. In many cities, they ran out of money, were evicted from their homes, and ended up on the streets.

Homeless people slept on park benches, in empty railway cars, or in cardboard boxes. Many grouped together in **Hoovervilles**, makeshift shantytowns of tents and shacks built on public land or vacant lots. Homeless people, some of whom had worked as skilled carpenters before the crisis, cobbled houses

>> Unemployed men gathered outside a busy New York City unemployment office during the 1930s. New York police officers stood guard. **Draw Conclusions** Why do you think this unemployment office required guarding?

>> Struggling Americans built temporary shelters called "Hoovervilles" like this in one Washington, D.C. This encampment was home to war veterans, who were lobbying the government for help.

Lesson 13.2

Summarize Challenge students to describe and analyze the effects of widespread unemployment on the U.S. economy and society in the 1930s. *(Widespread unemployment hurt millions of Americans. Many went hungry and lost their homes. These homeless, often entire families, lived on the streets or in makeshift temporary communities. The increasing unemployment continued the cycle of low consumer consumption, which led to more unemployment and drag on the economy.)*

Analyze Images

Have students look at the image of the unemployed men. Ask students to analyze the image and tell what the details in the picture tell them about the unemployment situation at the time. *(The presence of police keeping guard suggests that there might be problems or violence. Some of the men seem to be pushing forward in desperation. The search for employment was a desperate attempt for many to survive.)* Emphasize that the Great Depression had a deep and lasting impact on the lives of the people who lived through it, and that for many, their lives were never the same again. Then have them answer the question.

Answers

Draw Conclusions *Many people were frustrated with their lack of ability to find a job; unemployment offices may have been a flashpoint for conflict.*

Aa Vocabulary Builder

1. Have students pronounce the following academic vocabulary terms in this lesson and clarify the part of speech. For difficult or polysyllabic words, break them into syllables and pronounce them with the students.
2. Explain what the word means in common "student-friendly" language using synonyms and antonyms when possible. Provide concrete examples to clarify the meaning, and rephrase the definition.

coerce: to make someone do something by using force or threats

despondent: very sad and without hope

drastic: harsh or severe

evict: to force someone to leave a place, often because they can't pay rent

pulverize: to crush or grind into powder or dust

repossess: to take something back from a buyer because payments are not being made

English Language Learners

Listening Play a recording of Woody Guthrie singing "I Ain't Got No Home." Prompt students to listen to and derive meaning from the song to build and reinforce concept attainment.

Entering Display a paraphrase of the first stanza of Guthrie's song. Have students draw a picture of the song's speaker and label it *Homeless*.

Beginning Display and paraphrase the song's first stanza. Help students build and reinforce concept attainment with this question: What hardships from the Great Depression are brought up in these four lines?

Developing Display and read aloud the song's first three stanzas, paraphrasing as needed. Help students build and reinforce concept attainment with these questions: What emotions can you sense in the song's words, voice, and music? How does the song bring hardship to life?

Expanding Display the song's lyrics, and have students read along as you play the song again. Ask pairs of students to build and reinforce concept attainment with these questions: Who are the *gamblin' man* and the *workin'* man in the fifth stanza? Which does the artist represent, and how do you know?

Bridging Display the song's lyrics, and have students read along as you play the song again. Ask pairs of students to build and reinforce concept attainment by retelling the song's story and discussing how Guthrie's specific details enhance their understanding of suffering during the Great Depression.

Lesson 13.2

Guided Reading and Discussion

Hypothesize Ask: Do you think the depression changed people's goals and expectations of financial success? Why or why not? *(Yes. For many Americans who prospered during the 1920s, their dreams of continued success and prosperity were destroyed by poverty and homelessness caused by the depression.)*

Compare Herbert Hoover was viewed as a symbol of prosperity in the 1928 presidential election. Yet, by the 1930s, how might millions of Americans have viewed Hoover? *(Many probably thought Hoover was responsible for the depression, or at least contributed to it. The makeshift shantytowns of tents and shacks built on public land or vacant lots were called Hoovervilles. By the early 1930s, Hoover had become a symbol of poverty and homelessness for many Americans.)*

Rural America Struggles with Poverty

GO ONLINE Project the **Interactive Gallery: Effects of the Dust Bowl** and have students click through the images.

Draw Conclusions Based on the information in the images and text, what was the most devastating impact of the Dust Bowl on Americans? *(The greatest impact of the Dust Bowl was the great numbers of farmers who lost their farms or livelihoods and left the region during the 1930s; however, the area did eventually recover.)*

ACTIVE CLASSROOM

Project the map of the Dust Bowl on the board. Using the A Closer Look strategy, ask students to pose and answer questions about the geographic patterns and distributions shown on the map.

Differentiate Extra Support Have less-proficient readers pair with proficient readers for the "Rural America Struggles with Poverty" section. Have each pair read a subsection, taking notes about what confuses them or what they have questions about. After each subsection, have pairs discuss their notes. After reading the entire section, allow pairs to submit any unanswered questions anonymously to you. Have the class discuss these questions.

Answers

Identify *Hoovervilles were makeshift shelters, often built on public land, for newly homeless people.*

Draw Conclusions *Commodity prices began to fall at the end of World War I due to over-production.*

together out of lumber scraps, tar paper, tin, and glass. One of the largest Hoovervilles in the country sprang up in the middle of Central Park in New York City. There, the homeless covered themselves with newspapers, called Hoover blankets, to stay warm at night. They walked around looking for jobs with their empty pants pockets turned inside out, a sign of poverty known as Hoover flags.

Despite the difficulties of life during the depression, many Americans did what they could to boost morale and help their neighbors. During a New York City newspaper strike, Mayor Fiorello LaGuardia read comic strips to children over the radio. In Reading, Pennsylvania, members of the Taxpayers Protection League staged nonviolent protests to thwart evictions. Nevertheless, thousands of other Americans found no such escapes from their misery.

IDENTIFY What was a Hooverville?

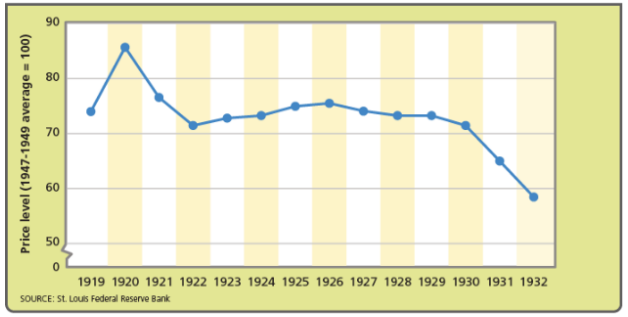
Rural America Struggles with Poverty

In cities and towns across the nation, Americans faced a terrible plight. The numbers of the unemployed, homeless, and hopeless increased like a casualty list in some great war. In rural areas, people fared no better. In fact, sometimes their condition was even worse. Farmers had been suffering even before the Great Depression. Falling commodity prices and accumulating debt had made it a struggle for farmers to keep their heads above water. Many failed to stay afloat and sank so deep that they lost their farms.

Crop Prices Fall Then the bottom fell out of the economy and the depression added more woes. Crop prices fell even further, and new debts were added to old debts. In 1919, a bushel of wheat sold for $2.16; in 1932, it sold for 38 cents. A pound of cotton fetched 35.34 cents in 1919; the same pound fetched 6.52 cents in 1932. The same was true of other farm products, as well—corn and beans, cattle and hogs. The income farmers generated was not enough to allow them to continue farming. They could not pay their debts, purchase more seed, repair equipment, and buy what their families needed to survive. Overburdened by the diminishing returns for their labor, some farmers buckled under the stress.

To make matters even worse, the Great Plains was suffering through a choking drought, an ecological disaster that lasted for years. As a result, many more farmers lost their farms and moved. They traveled about the country, looking for work and fighting for survival.

Commodity Price Levels, 1919-1932



>> **Draw Conclusions** A commodity is any product that can be bought or sold, including farm products. Why did commodity prices fall after 1920, even though the Great Depression was years away?

In Sioux City, Iowa, in 1932, the Sioux City Milk Producers Association threatened to strike if its members did not see higher profits for their milk. When the association's threats were ignored by local storeowners, farmers dumped 1,000 gallons of milk on a road outside the city. Despite such a drastic—and for many Americans unthinkable—action, farmers everywhere feared losing everything.

Losing the Family Farm Between 1930 and 1934, nearly one million farmers failed to pay their mortgages and lost their farms. Banks foreclosed on their lands and houses and repossessed their farming equipment. The bankers sold what they could at public auctions. Some farmers remained on the land as **tenant farmers**, working for bigger landowners rather than for themselves. But another effect was that many people drifted away from their rural communities, and migrated to cities to look for some other kind of work.

Cesar Chavez, who later became a well-known labor organizer, recalled the troubles his proud father had during the depression. A California bank repossessed his father's small ranch, and the family was evicted from their house. Chavez remembered how it felt to lose his home:

> We had been poor, but we knew every night there was a bed *there*, and *this* was our room. . . . But that all of a sudden changed. When you're small, you can't figure these things out. You know something's not right and you don't like it, but you don't . . . let that get you down.
>
> You sort of just continue to move.
>
> —Cesar Chavez

Like the Chavez family, other farmers moved on after their losses. But for those who remained, Mother Nature dealt a cruel blow to already cruel times.

The Dust Bowl Farmers who survived the tumble in prices were still not safe. Through the mid-1930s, a drought in the Great Plains added to their problems. Water was a constant problem in the region. Normal rainfall seldom exceeded the 20 inches a year that traditional American agricultural practices demanded. As a result, droughts on the Great Plains were often more devastating than those

>> Dairy farmers poured out their milk as part of a 1932 protest. **Infer** What can you infer about the price farmers received for milk in 1932?

>> Many American farmers struggled to keep their farms during the Great Depression. In time, falling prices and rising debt forced many, like this Oregon farmer, to sell or abandon their farms.

History Background

Global Depression Remind students that, although the Great Depression began in the United States, it rapidly enveloped other nations. The growing financial interdependence between the United States and Europe after World War I made European economies especially vulnerable.

Hardest hit were nations that were deeply indebted to the United States, such as Germany. After the U.S. stock market crash, American investors began calling in loans to Germany. The German economy quickly declined. Stock prices at German exchanges plummeted, banks closed, and a succession of business failures led to widespread layoffs. By 1932, German unemployment had risen to nearly 25 percent.

project Imagine GO ONLINE **Survive the Great Depression** In this immersive, students learn about the impact of the Great Depression by taking on the roles of four fictional people who lived through it.

See the full lesson plan for this immersive following the Lesson 2 Organizer and answers to the immersive activities at the end of this Teacher's Edition or on the course.

Assess students' comprehension of this content with these questions:

1. Choose two fictional people from this immersive. If they were to meet, how would they describe their lives to each other? What questions would they ask each other?
2. Describe some of the hardships people suffered during the Great Depression. Which do you think was the most difficult? What hardships do people suffer today and how do they compare with the hardships suffered during the Great Depression?

Lesson 13.2

Express Problems Clearly What human geographic factors contributed to conditions that brought about the Dust Bowl? *(More and more farmers moved onto the plains and plowed more acreage. They plowed away much of the natural grasses that in the past had prevented the topsoil from blowing away during periods of drought. New tractor-pulled disk plows pulverized the soil, making it more vulnerable to wind erosion.)*

Key Terms

Ask students to find the key term **tenant farmer** (in bold) in the text. Explain that a tenant is someone who rents property. Point out that most often, landowners charged high rent in cash or shares of produce, making it very difficult for tenant farmers to get ahead.

Differentiate On-Level Conduct a jigsaw activity for the "Rural America Struggles with Poverty" section by dividing the class into five groups. Each group should read a different subsection including the introduction. Then have students jigsaw and share what they learned about their subsection with their new groups.

ACTIVE CLASSROOM

Using the Civic Action strategy, ask students to work in pairs to identify which of the following civic dispositions they think the Sioux City Milk Association farmers were exhibiting when they dumped their milk outside the city: 1) respect for the rule of law, 2) commitment to government service, 3) unite with like-minded people, 4) carry out civil disobedience, 5) demonstrate their disapproval, or 6) work with adversaries. Have students share the reasons for their first choice.

Answers

Infer *The price of milk was too low for farmers to make a profit.*

Differentiate

Differentiate Challenge/Gifted Cha
students to research government actions
in place to stop land and soil deterioration
overgrazing and to protect and manage w

Differentiate On-Level Conduct a jigsaw acti
for the "Rural America Struggles with Poverty" sec
by dividing the class into five groups. Each group s
read a different subsection including the introduction
Then have students jigsaw and shar
about their subsection with their nev

Differentiate Extra Support Have less-proficient readers pair with proficient readers for the "Rural America Struggles with Poverty" section. Have each pair read a subsection, taking notes about what confuses them or what they have questions about. After each subsection, have pairs discuss their notes. After reading the entire section, allow pairs to submit any unanswered questions anonymously to you. Have the class discuss these questions.

Differentiate Special Needs Read orally the subsection about workers moving wherever work can be found. Require students to demonstrate they are listening and following along by using reading checks.

Lesson 13.2

Guided Reading and Discussion

Hypothesize Ask: Do you think the depression changed people's goals and expectations of financial success? Why or why not? *(Yes. For many Americans who prospered during the 1920s, their dreams of continued success and prosperity were destroyed by poverty and homelessness caused by the depression.)*

Compare Herbert Hoover was viewed as a symbol of prosperity in the 1928 presidential election. Yet, by the 1930s, how might millions of Americans have viewed Hoover? *(Many probably thought Hoover was responsible for the depression, or at least contributed to it. The makeshift shantytowns of tents and shacks built on public land or vacant lots were called Hoovervilles. By the early 1930s, Hoover had become a symbol of poverty and homelessness for many Americans.)*

Rural America Struggles with Poverty

GO ONLINE Project the **Interactive Gallery: Effects of the Dust Bowl** and have students click through the images.

Draw Conclusions Based on the information in the images and text, what was the most devastating impact of the Dust Bowl on Americans? *(The greatest impact of the Dust Bowl was the great numbers of farmers who lost their farms or livelihoods and left the region during the 1930s; however, the area did eventually recover.)*

ACTIVE CLASSROOM

Project the map of the Dust Bowl on the board. Using the A Closer Look strategy, ask students to pose and answer questions about the geographic patterns and distributions shown on the map.

Differentiate Extra Support Have less-proficient readers pair with proficient readers for the "Rural America Struggles with Poverty" section. Have each pair read a subsection, taking notes about what confuses them or what they have questions about. After each subsection, have pairs discuss their notes. After reading the entire section, allow pairs to submit any unanswered questions anonymously to you. Have the class discuss these questions.

Answers

Identify *Hoovervilles were makeshift shelters, often built on public land, for newly homeless people.*

Draw Conclusions *Commodity prices began to fall at the end of World War I due to over-production.*

together out of lumber scraps, tar paper, tin, and glass. One of the largest Hoovervilles in the country sprang up in the middle of Central Park in New York City. There, the homeless covered themselves with newspapers, called Hoover blankets, to stay warm at night. They walked around looking for jobs with their empty pants pockets turned inside out, a sign of poverty known as Hoover flags.

Despite the difficulties of life during the depression, many Americans did what they could to boost morale and help their neighbors. During a New York City newspaper strike, Mayor Fiorello LaGuardia read comic strips to children over the radio. In Reading, Pennsylvania, members of the Taxpayers Protection League staged nonviolent protests to thwart evictions. Nevertheless, thousands of other Americans found no such escapes from their misery.

IDENTIFY What was a Hooverville?

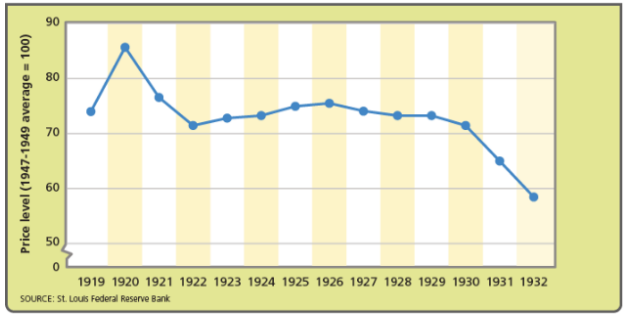
Rural America Struggles with Poverty

In cities and towns across the nation, Americans faced a terrible plight. The numbers of the unemployed, homeless, and hopeless increased like a casualty list in some great war. In rural areas, people fared no better. In fact, sometimes their condition was even worse. Farmers had been suffering even before the Great Depression. Falling commodity prices and accumulating debt had made it a struggle for farmers to keep their heads above water. Many failed to stay afloat and sank so deep that they lost their farms.

Crop Prices Fall Then the bottom fell out of the economy and the depression added more woes. Crop prices fell even further, and new debts were added to old debts. In 1919, a bushel of wheat sold for $2.16; in 1932, it sold for 38 cents. A pound of cotton fetched 35.34 cents in 1919; the same pound fetched 6.52 cents in 1932. The same was true of other farm products, as well—corn and beans, cattle and hogs. The income farmers generated was not enough to allow them to continue farming. They could not pay their debts, purchase more seed, repair equipment, and buy what their families needed to survive. Overburdened by the diminishing returns for their labor, some farmers buckled under the stress.

To make matters even worse, the Great Plains was suffering through a choking drought, an ecological disaster that lasted for years. As a result, many more farmers lost their farms and moved. They traveled about the country, looking for work and fighting for survival.

Commodity Price Levels, 1919-1932



>> **Draw Conclusions** A commodity is any product that can be bought or sold, including farm products. Why did commodity prices fall after 1920, even though the Great Depression was years away?

In Sioux City, Iowa, in 1932, the Sioux City Milk Producers Association threatened to strike if its members did not see higher profits for their milk. When the association's threats were ignored by local storeowners, farmers dumped 1,000 gallons of milk on a road outside the city. Despite such a drastic—and for many Americans unthinkable—action, farmers everywhere feared losing everything.

Losing the Family Farm Between 1930 and 1934, nearly one million farmers failed to pay their mortgages and lost their farms. Banks foreclosed on their lands and houses and repossessed their farming equipment. The bankers sold what they could at public auctions. Some farmers remained on the land as **tenant farmers**, working for bigger landowners rather than for themselves. But another effect was that many people drifted away from their rural communities, and migrated to cities to look for some other kind of work.

Cesar Chavez, who later became a well-known labor organizer, recalled the troubles his proud father had during the depression. A California bank repossessed his father's small ranch, and the family was evicted from their house. Chavez remembered how it felt to lose his home:

> We had been poor, but we knew every night there was a bed *there*, and *this* was our room. . . . But that all of a sudden changed. When you're small, you can't figure these things out. You know something's not right and you don't like it, but you don't . . . let that get you down.
>
> You sort of just continue to move.
>
> —Cesar Chavez

Like the Chavez family, other farmers moved on after their losses. But for those who remained, Mother Nature dealt a cruel blow to already cruel times.

The Dust Bowl Farmers who survived the tumble in prices were still not safe. Through the mid-1930s, a drought in the Great Plains added to their problems. Water was a constant problem in the region. Normal rainfall seldom exceeded the 20 inches a year that traditional American agricultural practices demanded. As a result, droughts on the Great Plains were often more devastating than those

>> Dairy farmers poured out their milk as part of a 1932 protest. **Infer** What can you infer about the price farmers received for milk in 1932?

>> Many American farmers struggled to keep their farms during the Great Depression. In time, falling prices and rising debt forced many, like this Oregon farmer, to sell or abandon their farms.

History Background

Global Depression Remind students that, although the Great Depression began in the United States, it rapidly enveloped other nations. The growing financial interdependence between the United States and Europe after World War I made European economies especially vulnerable.

Hardest hit were nations that were deeply indebted to the United States, such as Germany. After the U.S. stock market crash, American investors began calling in loans to Germany. The German economy quickly declined. Stock prices at German exchanges plummeted, banks closed, and a succession of business failures led to widespread layoffs. By 1932, German unemployment had risen to nearly 25 percent.

project Imagine GO ONLINE **Survive the Great Depression** In this immersive, students learn about the impact of the Great Depression by taking on the roles of four fictional people who lived through it.

See the full lesson plan for this immersive following the Lesson 2 Organizer and answers to the immersive activities at the end of this Teacher's Edition or on the course.

Assess students' comprehension of this content with these questions:

1. Choose two fictional people from this immersive. If they were to meet, how would they describe their lives to each other? What questions would they ask each other?
2. Describe some of the hardships people suffered during the Great Depression. Which do you think was the most difficult? What hardships do people suffer today and how do they compare with the hardships suffered during the Great Depression?

Lesson 13.2

Express Problems Clearly What human geographic factors contributed to conditions that brought about the Dust Bowl? *(More and more farmers moved onto the plains and plowed more acreage. They plowed away much of the natural grasses that in the past had prevented the topsoil from blowing away during periods of drought. New tractor-pulled disk plows pulverized the soil, making it more vulnerable to wind erosion.)*

Key Terms

Ask students to find the key term **tenant farmer** (in bold) in the text. Explain that a tenant is someone who rents property. Point out that most often, landowners charged high rent in cash or shares of produce, making it very difficult for tenant farmers to get ahead.

Differentiate On-Level Conduct a jigsaw activity for the "Rural America Struggles with Poverty" section by dividing the class into five groups. Each group should read a different subsection including the introduction. Then have students jigsaw and share what they learned about their subsection with their new groups.

ACTIVE CLASSROOM

Using the Civic Action strategy, ask students to work in pairs to identify which of the following civic dispositions they think the Sioux City Milk Association farmers were exhibiting when they dumped their milk outside the city: 1) respect for the rule of law, 2) commitment to government service, 3) unite with like-minded people, 4) carry out civil disobedience, 5) demonstrate their disapproval, or 6) work with adversaries. Have students share the reasons for their first choice.

Answers

Infer *The price of milk was too low for farmers to make a profit.*

Lesson 13.2

Guided Reading and Discussion

Hypothesize Ask: Do you think the depression changed people's goals and expectations of financial success? Why or why not? *(Yes. For many Americans who prospered during the 1920s, their dreams of continued success and prosperity were destroyed by poverty and homelessness caused by the depression.)*

Compare Herbert Hoover was viewed as a symbol of prosperity in the 1928 presidential election. Yet, by the 1930s, how might millions of Americans have viewed Hoover? *(Many probably thought Hoover was responsible for the depression, or at least contributed to it. The makeshift shantytowns of tents and shacks built on public land or vacant lots were called Hoovervilles. By the early 1930s, Hoover had become a symbol of poverty and homelessness for many Americans.)*

Rural America Struggles with Poverty

GO ONLINE Project the **Interactive Gallery: Effects of the Dust Bowl** and have students click through the images.

Draw Conclusions Based on the information in the images and text, what was the most devastating impact of the Dust Bowl on Americans? *(The greatest impact of the Dust Bowl was the great numbers of farmers who lost their farms or livelihoods and left the region during the 1930s; however, the area did eventually recover.)*

ACTIVE CLASSROOM

Project the map of the Dust Bowl on the board. Using the A Closer Look strategy, ask students to pose and answer questions about the geographic patterns and distributions shown on the map.

Differentiate **Extra Support** Have less-proficient readers pair with proficient readers for the "Rural America Struggles with Poverty" section. Have each pair read a subsection, taking notes about what confuses

together out of lumber scraps, tar paper, tin, and glass. One of the largest Hoovervilles in the country sprang up in the middle of Central Park in New York City. There, the homeless covered themselves with newspapers, called Hoover blankets, to stay warm at night. They walked around looking for jobs with their empty pants pockets turned inside out, a sign of poverty known as Hoover flags.

Despite the difficulties of life during the depression, many Americans did what they could to boost morale and help their neighbors. During a New York City newspaper strike, Mayor Fiorello LaGuardia read comic strips to children over the radio. In Reading, Pennsylvania, members of the Taxpayers Protection League staged nonviolent protests to thwart evictions. Nevertheless, thousands of other Americans found no such escapes from their misery.

IDENTIFY What was a Hooverville?

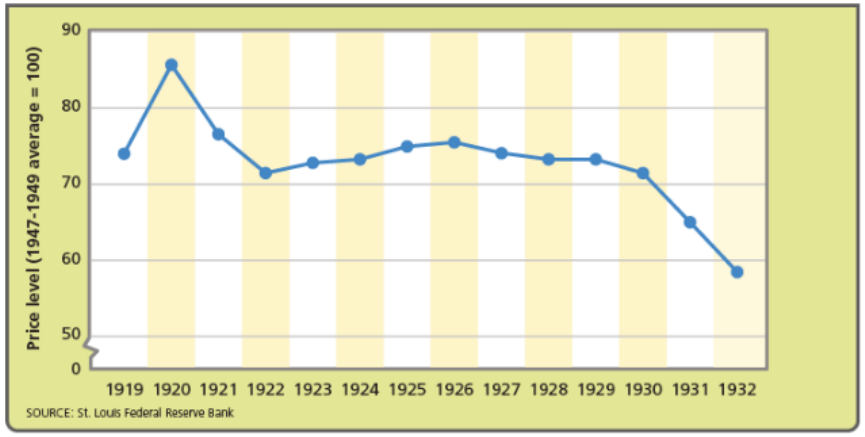
Rural America Struggles with Poverty

In cities and towns across the nation, Americans faced a terrible plight. The numbers of the unemployed, homeless, and hopeless increased like a casualty list in some great war. In rural areas, people fared no better. In fact, sometimes their condition was even worse. Farmers had been suffering even before the Great Depression. Falling commodity prices and accumulating debt had made it a struggle for farmers to keep their heads above water. Many failed to stay afloat and sank so deep that they lost their farms.

Crop Prices Fall Then the bottom fell out of the economy and the depression added more woes. Crop prices fell even further, and new debts were added to old debts. In 1919, a bushel of wheat sold for $2.16; in 1932, it sold for 38 cents. A pound of cotton fetched 35.34 cents in 1919; the same pound fetched 6.52 cents in 1932. The same was true of other farm products, as well—corn and beans, cattle and hogs. The income farmers generated was not enough to allow them to continue farming. They could not pay their debts, purchase more seed, repair equipment, and buy what their families needed to survive. Overburdened by the diminishing returns for their labor, some farmers buckled under the stress.

To make matters even worse, the Great Plains was suffering through a choking drought, an ecological disaster that lasted for years. As a result, many more farmers lost their farms and moved. They traveled about the country, looking for work and fighting for survival.

Commodity Price Levels, 1919-1932



>> **Draw Conclusions** A commodity is any product that can be bought or sold, including farm products. Why did commodity prices fall after 1920, even though the Great Depression was years away?

In Sioux City, Iowa, in 1932, the Sioux City Milk Producers Association threatened to strike if its members did not see higher profits for their milk. When the association's threats were ignored by local storeowners, farmers dumped 1,000 gallons of milk on a road outside the city. Despite such a drastic—and for many Americans unthinkable—action, farmers everywhere feared losing everything.

Losing the Family Farm Between 1930 and 1934, nearly one million farmers failed to pay their mortgages and lost their farms. Banks foreclosed on their lands and houses and repossessed their farming equipment. The bankers sold what they could at public auctions. Some farmers remained on the land as **tenant farmers**, working for bigger landowners rather than for themselves. But another effect was that many people drifted away from their rural communities, and migrated to cities to look for some other kind of work.

Cesar Chavez, who later became a well-known labor organizer, recalled the troubles his proud father had during the depression. A California bank repossessed his father's small ranch, and the family was evicted from their house. Chavez remembered how it felt to lose his home:

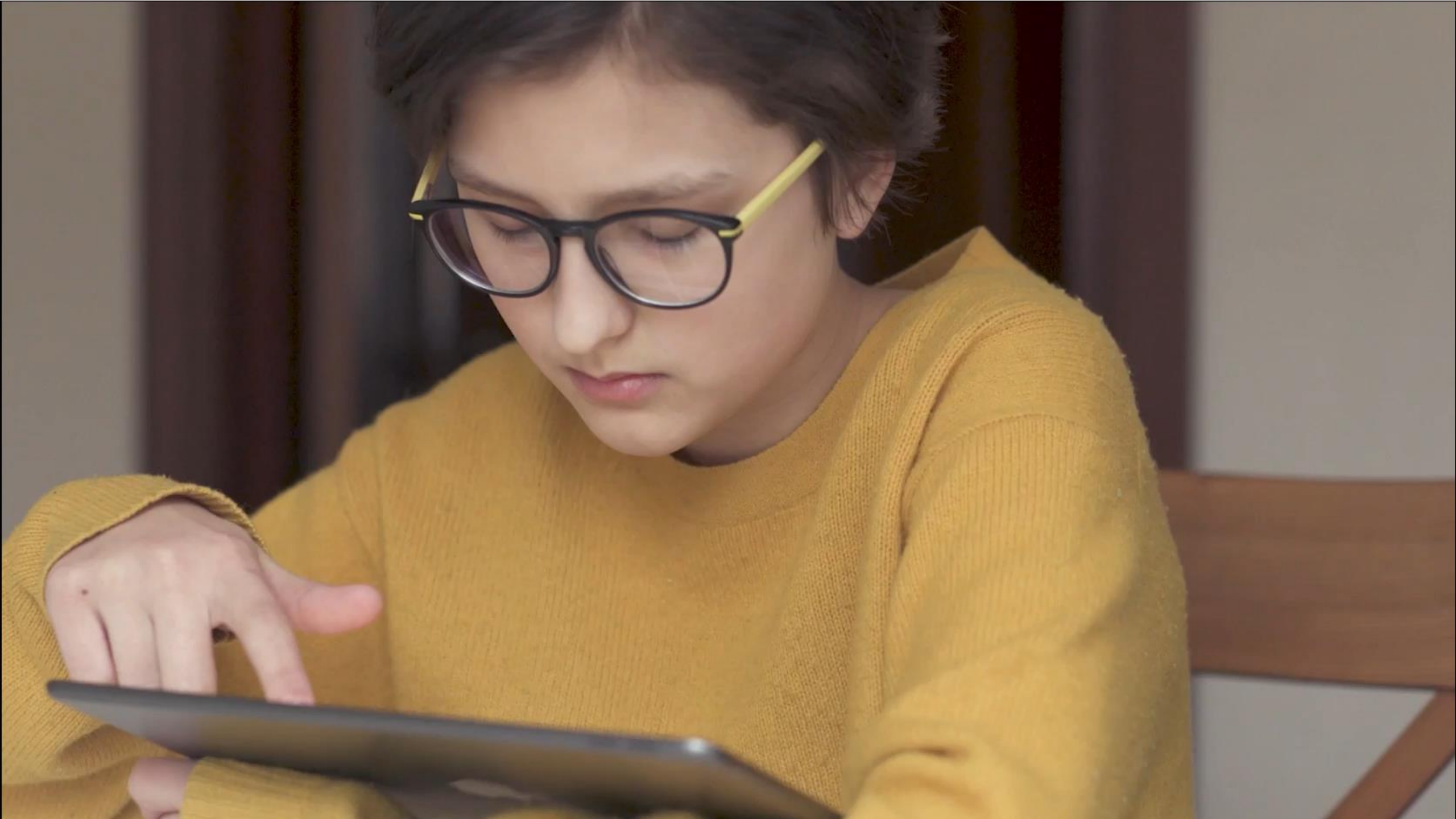
> We had been poor, but we knew every night there was a bed *there*, and *this* was our room. . . . But that all of a sudden changed. When you're small, you can't figure these things out. You know something's not right and you don't like it, but you don't . . . let that get you down.
>
> You sort of just continue to move.
>
> —Cesar Chavez

Like the Chavez family, other farmers moved on after their losses. But for those who remained, Mother Nature dealt a cruel blow to already cruel times.

The Dust Bowl Farmers who survived the tumble in prices were still not safe. Through the mid-1930s, a drought in the Great Plains added to their problems. Water was a constant problem in the region. Normal rainfall seldom exceeded the 20 inches a year that traditional American agricultural practices demanded. As a result, droughts on the Great Plains were often more devastating than those

>> Dairy farmers poured out their protest. **Infer** What can you infer received for milk in 1932?

>> Many American farmers strugg during the Great Depression. In t rising debt forced many, like this abandon their farms.



Lesson 13.2

Guided Reading and Discussion

Hypothesize Ask: Do you think the depression changed people's goals and expectations of financial success? Why or why not? *(Yes. For many Americans who prospered during the 1920s, their dreams of continued success and prosperity were destroyed by poverty and homelessness caused by the depression.)*

Compare Herbert Hoover was viewed as a symbol of prosperity in the 1928 presidential election. Yet, by the 1930s, how might millions of Americans have viewed Hoover? *(Many probably thought Hoover was responsible for the depression, or at least contributed to it. The makeshift shantytowns of tents and shacks built on public land or vacant lots were called Hoovervilles. By the early 1930s, Hoover had become a symbol of poverty and homelessness for many Americans.)*

Rural America Struggles with Poverty

GO ONLINE Project the **Interactive Gallery: Effects of the Dust Bowl** and have students click through the images.

Draw Conclusions Based on the information in the images and text, what was the most devastating impact of the Dust Bowl on Americans? *(The greatest impact of the Dust Bowl was the great numbers of farmers who lost their farms or livelihoods and left the region during the 1930s; however, the area did eventually recover.)*

ACTIVE CLASSROOM

Project the map of the Dust Bowl on the board. Using the A Closer Look strategy, ask students to pose and answer questions about the geographic patterns and distributions shown on the map.

Differentiate **Extra Support** Have less-proficient readers pair with proficient readers for the "Rural America Struggles with Poverty" section. Have each pair read a subsection, taking notes about what confuses

together out of lumber scraps, tar paper, tin, and glass. One of the largest Hoovervilles in the country sprang up in the middle of Central Park in New York City. There, the homeless covered themselves with newspapers, called Hoover blankets, to stay warm at night. They walked around looking for jobs with their empty pants pockets turned inside out, a sign of poverty known as Hoover flags.

Despite the difficulties of life during the depression, many Americans did what they could to boost morale and help their neighbors. During a New York City newspaper strike, Mayor Fiorello LaGuardia read comic strips to children over the radio. In Reading, Pennsylvania, members of the Taxpayers Protection League staged nonviolent protests to thwart evictions. Nevertheless, thousands of other Americans found no such escapes from their misery.

IDENTIFY What was a Hooverville?

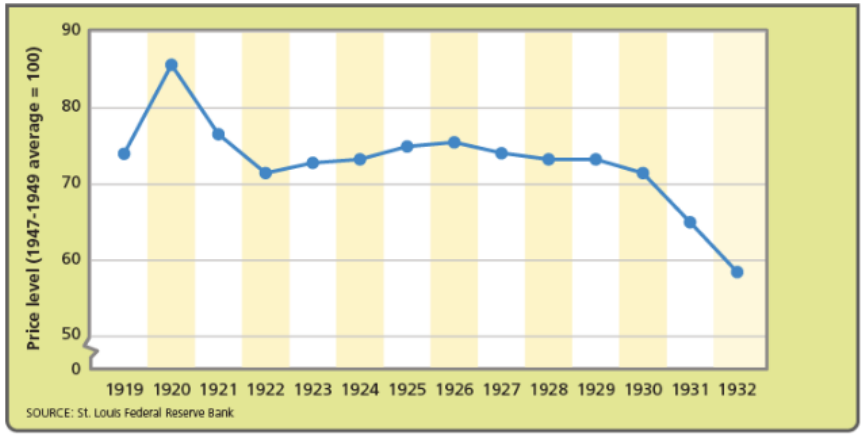
Rural America Struggles with Poverty

In cities and towns across the nation, Americans faced a terrible plight. The numbers of the unemployed, homeless, and hopeless increased like a casualty list in some great war. In rural areas, people fared no better. In fact, sometimes their condition was even worse. Farmers had been suffering even before the Great Depression. Falling commodity prices and accumulating debt had made it a struggle for farmers to keep their heads above water. Many failed to stay afloat and sank so deep that they lost their farms.

Crop Prices Fall Then the bottom fell out of the economy and the depression added more woes. Crop prices fell even further, and new debts were added to old debts. In 1919, a bushel of wheat sold for $2.16; in 1932, it sold for 38 cents. A pound of cotton fetched 35.34 cents in 1919; the same pound fetched 6.52 cents in 1932. The same was true of other farm products, as well—corn and beans, cattle and hogs. The income farmers generated was not enough to allow them to continue farming. They could not pay their debts, purchase more seed, repair equipment, and buy what their families needed to survive. Overburdened by the diminishing returns for their labor, some farmers buckled under the stress.

To make matters even worse, the Great Plains was suffering through a choking drought, an ecological disaster that lasted for years. As a result, many more farmers lost their farms and moved. They traveled about the country, looking for work and fighting for survival.

Commodity Price Levels, 1919-1932



>> **Draw Conclusions** A commodity is any product that can be bought or sold, including farm products. Why did commodity prices fall after 1920, even though the Great Depression was years away?

In Sioux City, Iowa, in 1932, the Sioux City Milk Producers Association threatened to strike if its members did not see higher profits for their milk. When the association's threats were ignored by local storeowners, farmers dumped 1,000 gallons of milk on a road outside the city. Despite such a drastic—and for many Americans unthinkable—action, farmers everywhere feared losing everything.

Losing the Family Farm Between 1930 and 1934, nearly one million farmers failed to pay their mortgages and lost their farms. Banks foreclosed on their lands and houses and repossessed their farming equipment. The bankers sold what they could at public auctions. Some farmers remained on the land as **tenant farmers**, working for bigger landowners rather than for themselves. But another effect was that many people drifted away from their rural communities, and migrated to cities to look for some other kind of work.

Cesar Chavez, who later became a well-known labor organizer, recalled the troubles his proud father had during the depression. A California bank repossessed his father's small ranch, and the family was evicted from their house. Chavez remembered how it felt to lose his home:

> We had been poor, but we knew every night there was a bed *there*, and *this* was our room. . . . But that all of a sudden changed. When you're small, you can't figure these things out. You know something's not right and you don't like it, but you don't . . . let that get you down.
>
> You sort of just continue to move.
>
> —Cesar Chavez

Like the Chavez family, other farmers moved on after their losses. But for those who remained, Mother Nature dealt a cruel blow to already cruel times.

The Dust Bowl Farmers who survived the tumble in prices were still not safe. Through the mid-1930s, a drought in the Great Plains added to their problems. Water was a constant problem in the region. Normal rainfall seldom exceeded the 20 inches a year that traditional American agricultural practices demanded. As a result, droughts on the Great Plains were often more devastating than those

>> Dairy farmers poured out their protest. **Infer** What can you infer received for milk in 1932?

>> Many American farmers strugg during the Great Depression. In t rising debt forced many, like this abandon their farms.

rtheless, thousands of other
ch escapes from their misery.

s a Hooverville?

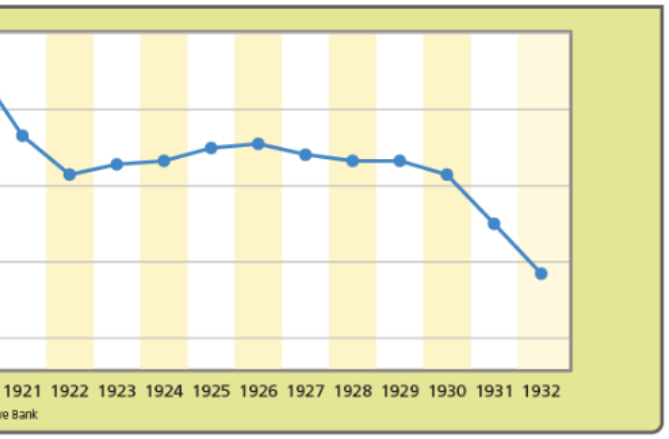
rica Struggles
ty

oss the nation, Americans
The numbers of the
, and hopeless increased like a
eat war. In rural areas, people

products, as well—corn and beans, cattle and hogs. The income farmers generated was not enough to allow them to continue farming. They could not pay their debts, purchase more seed, repair equipment, and buy what their families needed to survive. Overburdened by the diminishing returns for their labor, some farmers buckled under the stress.

To make matters even worse, the Great Plains was suffering through a choking drought, an ecological disaster that lasted for years. As a result, many more farmers lost their farms and moved. They traveled about the country, looking for work and fighting for survival.

e Levels, 1919-1932



ommodity is any product that can be bought or sold, y did commodity prices fall after 1920, even though the away?

as **tenant farmers**, working for bigger landowners rather than for themselves. But another effect was that many people drifted away from their rural communities, and migrated to cities to look for some other kind of work.

Cesar Chavez, who later became a well-known labor organizer, recalled the troubles his proud father had during the depression. A California bank repossessed his father's small ranch, and the family was evicted from their house. Chavez remembered how it felt to lose his home:

> We had been poor, but we knew every night there was a bed *there*, and *this* was our room. . . . But that all of a sudden changed. When you're small, you can't figure these things out. You know something's not right and you don't like it, but you don't . . . let that get you down.
>
> You sort of just continue to move.
>
> —Cesar Chavez

Like the Chavez family, other farmers moved on after their losses. But for those who remained, Mother Nature dealt a cruel blow to already cruel times.

The Dust Bowl Farmers who survived the tumble in prices were still not safe. Through the mid-1930s, a drought in the Great Plains added to their problems. Water was a constant problem in the region. Normal rainfall seldom exceeded the 20 inches a year that traditional American agricultural practices demanded. As a result, droughts on the Great Plains were often more devastating than those

>> Dairy farmers poured out their milk as part of a 1932 protest. **Infer** What can you infer about the price farmers received for milk in 1932?

>> Many American farmers struggled to keep their farms during the Great Depression. In time, falling prices and rising debt forced many, like this Oregon farmer, to sell or abandon their farms.

vulnerable to wind erosion.)

Key Terms

Ask students to find the key term **tenant farmer** (in bold) in the text. Explain that a tenant is someone who rents property. Point out that most often, landowners charged high rent in cash or shares of produce, making it very difficult for tenant farmers to get ahead.

D Differentiate On-Level Conduct a jigsaw activity for the "Rural America Struggles with Poverty" section by dividing the class into five groups. Each group should read a different subsection including the introduction. Then have students jigsaw and share what they learned about their subsection with their new groups.

ACTIVE CLASSROOM

Using the Civic Action strategy, ask students to work in pairs to identify which of the following civic dispositions they think the Sioux City Milk Association farmers were exhibiting when they dumped their milk outside the city: 1) respect for the rule of law, 2) commitment to government service, 3) unite with like-minded people, 4) carry out civil disobedience, 5) demonstrate their disapproval, or 6) work with adversaries. Have students share the reasons for their first choice.

d

hind students
Depression began
idly enveloped
g financial
n the United
World War I made
ecially vulnerable.

hat were deeply
ates, such as

Germany. After the U.S. stock market crash, American investors began calling in loans to Germany. The German economy quickly declined. Stock prices at German exchanges plummeted, banks closed, and a succession of business failures led to widespread layoffs. By 1932, German unemployment had risen to nearly 25 percent.

project Imagine **GO ONLINE Survive the Great Depression** In this immersive, students learn about the impact of the Great Depression by taking on the roles of four fictional people who lived through it.

See the full lesson plan for this immersive following the Lesson 2 Organizer and answers to the immersive activities at the end of this Teacher's Edition or on the course.

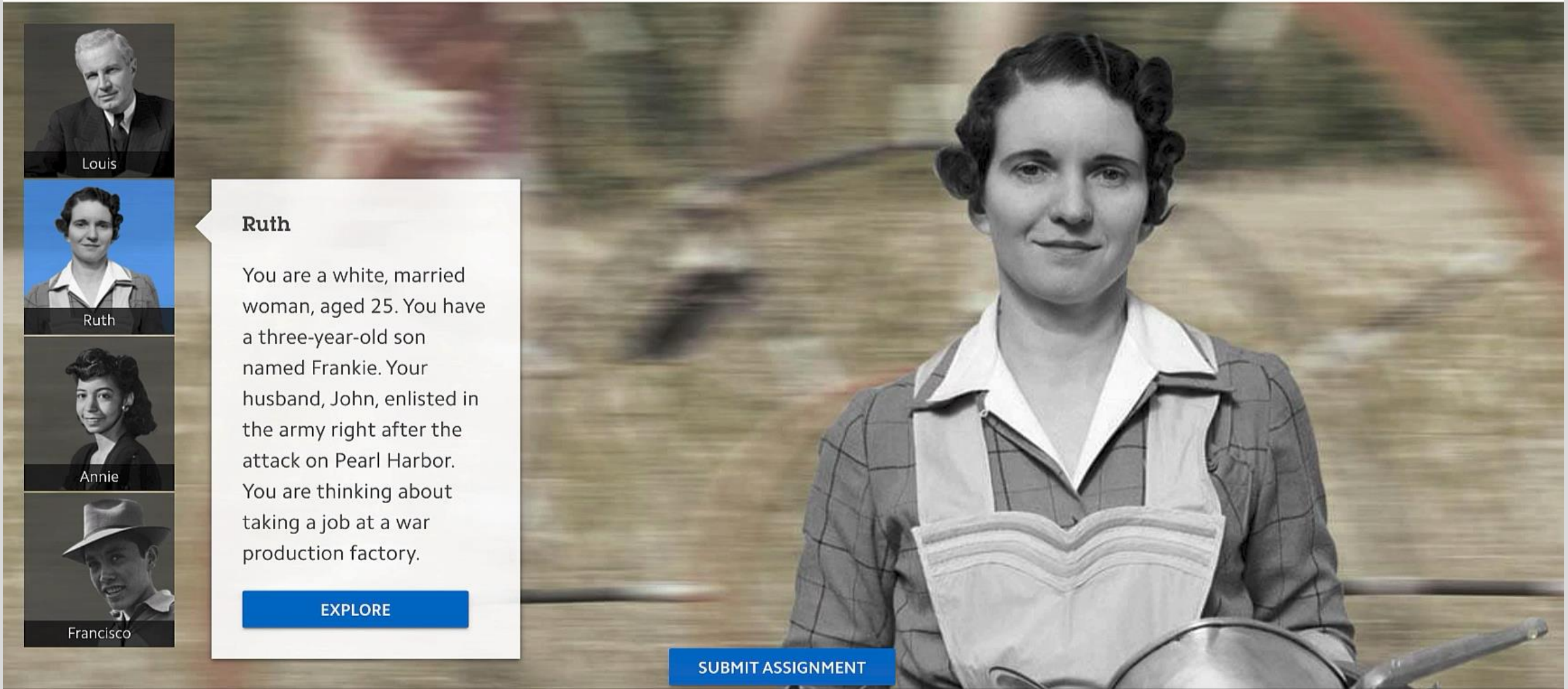
Assess students' comprehension of this content with these questions:

1. Choose two fictional people from this immersive. If they were to meet, how would they describe their lives to each other? What questions would they ask each other?
2. Describe some of the hardships people suffered during the Great Depression. Which do you think was the most difficult? What hardships do people suffer today and how do they compare with the hardships suffered during the Great Depression?

Answers

Infer *The price of milk was too low for farmers to make a profit.*

Select a character to experience World War II from his or her perspective.



You are an advisor to President Truman.

1. You need to review important sources of information shown here in order to . . .

2. Write a memo advising Truman about whether to use the country's new atomic weapons against Japan. The weapons have just been developed by the Manhattan Project.

The President is counting on your advice. Good luck.

ADVISE THE PRESIDENT

THE CONSEQUENCES

It is 1964 and you've just turned 21. Technically, this means you can vote in the upcoming presidential election. But you are a black woman who works on a farm in rural Mississippi, where there is a history of violence against African Americans. Voting is especially dangerous. Your father often says, "Diana, promise me you won't get mixed up in that voting business. It's too risky—better to just work hard and keep to yourself." He's told you several times that your uncle was beaten for trying to register to vote a few years back.

You've never told your father this, but your uncle's story has only fanned your desire for justice. And now, you've heard rumors that some activists from a major civil rights organization are coming down to register folks to vote. They're calling it the Mississippi Summer Project, or Freedom Summer. You know it's risky to get involved, but you have to do something!

Your Goal

Help secure the right to vote and gain full citizenship for yourself and black southerners like you.

START

TRENCH IN FLANDERS FIELD | INTERIOR OF A WORLD WAR I TANK

project Imagine

rtheless, thousands of other
ch escapes from their misery.

s a Hooverville?

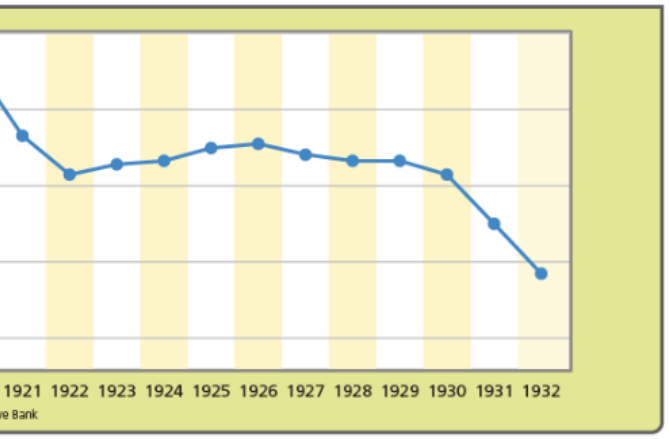
products, as well—corn and beans, cattle and hogs. The income farmers generated was not enough to allow them to continue farming. They could not pay their debts, purchase more seed, repair equipment, and buy what their families needed to survive. Overburdened by the diminishing returns for their labor, some farmers buckled under the stress.

To make matters even worse, the Great Plains was suffering through a choking drought, an ecological disaster that lasted for years. As a result, many more farmers lost their farms and moved. They traveled about the country, looking for work and fighting for survival.

rica Struggles ty

oss the nation, Americans The numbers of the , and hopeless increased like a eat war. In rural areas, people

e Levels, 1919-1932



ommodity is any product that can be bought or sold, y did commodity prices fall after 1920, even though the away?

as **tenant farmers**, working for bigger landowners rather than for themselves. But another effect was that many people drifted away from their rural communities, and migrated to cities to look for some other kind of work.

Cesar Chavez, who later became a well-known labor organizer, recalled the troubles his proud father had during the depression. A California bank repossessed his father's small ranch, and the family was evicted from their house. Chavez remembered how it felt to lose his home:

> We had been poor, but we knew every night there was a bed *there*, and *this* was our room. . . . But that all of a sudden changed. When you're small, you can't figure these things out. You know something's not right and you don't like it, but you don't . . . let that get you down.
>
> You sort of just continue to move.
>
> —Cesar Chavez

Like the Chavez family, other farmers moved on after their losses. But for those who remained, Mother Nature dealt a cruel blow to already cruel times.

The Dust Bowl Farmers who survived the tumble in prices were still not safe. Through the mid-1930s, a drought in the Great Plains added to their problems. Water was a constant problem in the region. Normal rainfall seldom exceeded the 20 inches a year that traditional American agricultural practices demanded. As a result, droughts on the Great Plains were often more devastating than those

>> Dairy farmers poured out their milk as part of a 1932 protest. **Infer** What can you infer about the price farmers received for milk in 1932?

>> Many American farmers struggled to keep their farms during the Great Depression. In time, falling prices and rising debt forced many, like this Oregon farmer, to sell or abandon their farms.

vulnerable to wind erosion.)

Key Terms

Ask students to find the key term **tenant farmer** (in bold) in the text. Explain that a tenant is someone who rents property. Point out that most often, landowners charged high rent in cash or shares of produce, making it very difficult for tenant farmers to get ahead.

D Differentiate On-Level Conduct a jigsaw activity for the "Rural America Struggles with Poverty" section by dividing the class into five groups. Each group should read a different subsection including the introduction. Then have students jigsaw and share what they learned about their subsection with their new groups.

ACTIVE CLASSROOM

Using the Civic Action strategy, ask students to work in pairs to identify which of the following civic dispositions they think the Sioux City Milk Association farmers were exhibiting when they dumped their milk outside the city: 1) respect for the rule of law, 2) commitment to government service, 3) unite with like-minded people, 4) carry out civil disobedience, 5) demonstrate their disapproval, or 6) work with adversaries. Have students share the reasons for their first choice.

d

hind students
Depression began
idly enveloped
g financial
n the United
World War I made
ecially vulnerable.

hat were deeply
ates, such as

Germany. After the U.S. stock market crash, American investors began calling in loans to Germany. The German economy quickly declined. Stock prices at German exchanges plummeted, banks closed, and a succession of business failures led to widespread layoffs. By 1932, German unemployment had risen to nearly 25 percent.

project Imagine **GO ONLINE Survive the Great Depression** In this immersive, students learn about the impact of the Great Depression by taking on the roles of four fictional people who lived through it.

See the full lesson plan for this immersive following the Lesson 2 Organizer and answers to the immersive activities at the end of this Teacher's Edition or on the course.

Assess students' comprehension of this content with these questions:

1. Choose two fictional people from this immersive. If they were to meet, how would they describe their lives to each other? What questions would they ask each other?
2. Describe some of the hardships people suffered during the Great Depression. Which do you think was the most difficult? What hardships do people suffer today and how do they compare with the hardships suffered during the Great Depression?

Answers

Infer *The price of milk was too low for farmers to make a profit.*

Lesson 13.2

Guided Reading and Discussion

Hypothesize Ask: Do you think the depression changed people's goals and expectations of financial success? Why or why not? *(Yes. For many Americans who prospered during the 1920s, their dreams of continued success and prosperity were destroyed by poverty and homelessness caused by the depression.)*

Compare Herbert Hoover was viewed as a symbol of prosperity in the 1928 presidential election. Yet, by the 1930s, how might millions of Americans have viewed Hoover? *(Many probably thought Hoover was responsible for the depression, or at least contributed to it. The makeshift shantytowns of tents and shacks built on public land or vacant lots were called Hoovervilles. By the early 1930s, Hoover had become a symbol of poverty and homelessness for many Americans.)*

Rural America Struggles with Poverty

GO ONLINE Project the **Interactive Gallery: Effects of the Dust Bowl** and have students click through the images.

Draw Conclusions Based on the information in the images and text, what was the most devastating impact of the Dust Bowl on Americans? *(The greatest impact of the Dust Bowl was the great numbers of farmers who lost their farms or livelihoods and left the region during the 1930s; however, the area did eventually recover.)*

ACTIVE CLASSROOM

Project the map of the Dust Bowl on the board. Using the A Closer Look strategy, ask students to pose and answer questions about the geographic patterns and distributions shown on the map.

D Differentiate Extra Support Have less-proficient readers pair with proficient readers for the "Rural America Struggles with Poverty" section. Have each pair read a subsection, taking notes about what confuses them or what they have questions about. After each subsection, have pairs discuss their notes. After reading the entire section, allow pairs to submit any unanswered questions anonymously to you. Have the class discuss these questions.

Answers

Identify *Hoovervilles were makeshift shelters, often built on public land, for newly homeless people.*

Draw Conclusions *Commodity prices began to fall at the end of World War I due to over-production.*

together out of lumber scraps, tar paper, tin, and glass. One of the largest Hoovervilles in the country sprang up in the middle of Central Park in New York City. There, the homeless covered themselves with newspapers, called Hoover blankets, to stay warm at night. They walked around looking for jobs with their empty pants pockets turned inside out, a sign of poverty known as Hoover flags.

Despite the difficulties of life during the depression, many Americans did what they could to boost morale and help their neighbors. During a New York City newspaper strike, Mayor Fiorello LaGuardia read comic strips to children over the radio. In Reading, Pennsylvania, members of the Taxpayers Protection League staged nonviolent protests to thwart evictions. Nevertheless, thousands of other Americans found no such escapes from their misery.

IDENTIFY What was a Hooverville?

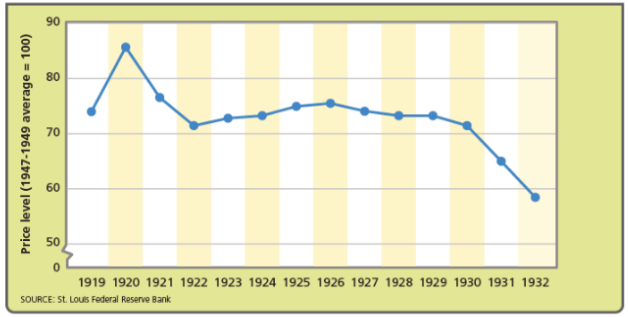
Rural America Struggles with Poverty

In cities and towns across the nation, Americans faced a terrible plight. The numbers of the unemployed, homeless, and hopeless increased like a casualty list in some great war. In rural areas, people fared no better. In fact, sometimes their condition was even worse. Farmers had been suffering even before the Great Depression. Falling commodity prices and accumulating debt had made it a struggle for farmers to keep their heads above water. Many failed to stay afloat and sank so deep that they lost their farms.

Crop Prices Fall Then the bottom fell out of the economy and the depression added more woes. Crop prices fell even further, and new debts were added to old debts. In 1919, a bushel of wheat sold for $2.16; in 1932, it sold for 38 cents. A pound of cotton fetched 35.34 cents in 1919; the same pound fetched 6.52 cents in 1932. The same was true of other farm products, as well—corn and beans, cattle and hogs. The income farmers generated was not enough to allow them to continue farming. They could not pay their debts, purchase more seed, repair equipment, and buy what their families needed to survive. Overburdened by the diminishing returns for their labor, some farmers buckled under the stress.

To make matters even worse, the Great Plains was suffering through a choking drought, an ecological disaster that lasted for years. As a result, many more farmers lost their farms and moved. They traveled about the country, looking for work and fighting for survival.

Commodity Price Levels, 1919-1932



>> **Draw Conclusions** A commodity is any product that can be bought or sold, including farm products. Why did commodity prices fall after 1920, even though the Great Depression was years away?

In Sioux City, Iowa, in 1932, the Sioux City Milk Producers Association threatened to strike if its members did not see higher profits for their milk. When the association's threats were ignored by local storeowners, farmers dumped 1,000 gallons of milk on a road outside the city. Despite such a drastic—and for many Americans unthinkable—action, farmers everywhere feared losing everything.

Losing the Family Farm Between 1930 and 1934, nearly one million farmers failed to pay their mortgages and lost their farms. Banks foreclosed on their lands and houses and repossessed their farming equipment. The bankers sold what they could at public auctions. Some farmers remained on the land as **tenant farmers**, working for bigger landowners rather than for themselves. But another effect was that many people drifted away from their rural communities, and migrated to cities to look for some other kind of work.

Cesar Chavez, who later became a well-known labor organizer, recalled the troubles his proud father had during the depression. A California bank repossessed his father's small ranch, and the family was evicted from their house. Chavez remembered how it felt to lose his home:

> We had been poor, but we knew every night there was a bed *there*, and *this* was our room. . . . But that all of a sudden changed. When you're small, you can't figure these things out. You know something's not right and you don't like it, but you don't . . . let that get you down.
>
> You sort of just continue to move.
>
> —Cesar Chavez

Like the Chavez family, other farmers moved on after their losses. But for those who remained, Mother Nature dealt a cruel blow to already cruel times.

The Dust Bowl Farmers who survived the tumble in prices were still not safe. Through the mid-1930s, a drought in the Great Plains added to their problems. Water was a constant problem in the region. Normal rainfall seldom exceeded the 20 inches a year that traditional American agricultural practices demanded. As a result, droughts on the Great Plains were often more devastating than those

>> Dairy farmers poured out their milk as part of a 1932 protest. **Infer** What can you infer about the price farmers received for milk in 1932?

>> Many American farmers struggled to keep their farms during the Great Depression. In time, falling prices and rising debt forced many, like this Oregon farmer, to sell or abandon their farms.

History Background

Global Depression Remind students that, although the Great Depression began in the United States, it rapidly enveloped other nations. The growing financial interdependence between the United States and Europe after World War I made European economies especially vulnerable.

Hardest hit were nations that were deeply indebted to the United States, such as Germany. After the U.S. stock market crash, American investors began calling in loans to Germany. The German economy quickly declined. Stock prices at German exchanges plummeted, banks closed, and a succession of business failures led to widespread layoffs. By 1932, German unemployment had risen to nearly 25 percent.

project Imagine GO ONLINE **Survive the Great Depression** In this immersive, students learn about the impact of the Great Depression by taking on the roles of four fictional people who lived through it.

See the full lesson plan for this immersive following the Lesson 2 Organizer and answers to the immersive activities at the end of this Teacher's Edition or on the course.

Assess students' comprehension of this content with these questions:

1. Choose two fictional people from this immersive. If they were to meet, how would they describe their lives to each other? What questions would they ask each other?
2. Describe some of the hardships people suffered during the Great Depression. Which do you think was the most difficult? What hardships do people suffer today and how do they compare with the hardships suffered during the Great Depression?

Lesson 13.2

Express Problems Clearly What human geographic factors contributed to conditions that brought about the Dust Bowl? *(More and more farmers moved onto the plains and plowed more acreage. They plowed away much of the natural grasses that in the past had prevented the topsoil from blowing away during periods of drought. New tractor-pulled disk plows pulverized the soil, making it more vulnerable to wind erosion.)*

Key Terms

Ask students to find the key term **tenant farmer** (in bold) in the text. Explain that a tenant is someone who rents property. Point out that most often, landowners charged high rent in cash or shares of produce, making it very difficult for tenant farmers to get ahead.

D Differentiate On-Level Conduct a jigsaw activity for the "Rural America Struggles with Poverty" section by dividing the class into five groups. Each group should read a different subsection including the introduction. Then have students jigsaw and share what they learned about their subsection with their new groups.

ACTIVE CLASSROOM

Using the Civic Action strategy, ask students to work in pairs to identify which of the following civic dispositions they think the Sioux City Milk Association farmers were exhibiting when they dumped their milk outside the city: 1) respect for the rule of law, 2) commitment to government service, 3) unite with like-minded people, 4) carry out civil disobedience, 5) demonstrate their disapproval, or 6) work with adversaries. Have students share the reasons for their first choice.

Answers

Infer *The price of milk was too low for farmers to make a profit.*

Guided Reading and Discussion

Hypothesize Ask: Do you think the depression changed people's goals and expectations of financial success? Why or why not? *(Yes. For many Americans who prospered during the 1920s, their dreams of continued success and prosperity were destroyed by poverty and homelessness caused by the depression.)*

Compare Herbert Hoover was viewed as a symbol of prosperity in the 1928 presidential election. Yet, by the 1930s, how might millions of Americans have viewed Hoover? *(Many probably thought Hoover was responsible for the depression, or at least contributed to it. The makeshift shantytowns of tents and shacks built on public land or vacant lots were called Hoovervilles. By the early 1930s, Hoover had become a symbol of poverty and homelessness for many Americans.)*

Rural America Struggles with Poverty

GO ONLINE Project the **Interactive Gallery: Effects of the Dust Bowl** and have students click through the images.

D

read a subsection, taking notes about what confuses them or what they have questions about. After each subsection, have pairs discuss their notes. After reading the entire section, allow pairs to submit any unanswered questions anonymously to you. Have the class discuss these questions.

Answers

Identify *Hoovervilles were makeshift shelters, often built on public land, for newly homeless people.*

Draw Conclusions *Commodity prices began to fall at the end of World War I due to over-production.*

together out of lumber scraps, tar paper, tin, and glass. One of the largest Hoovervilles in the country sprang up in the middle of Central Park in New York City. There, the homeless covered themselves with newspapers, called Hoover blankets, to stay warm at night. They walked around looking for jobs with their empty pants pockets turned inside out, a sign of poverty known as Hoover flags.

Despite the difficulties of life during the depression, many Americans did what they could to boost morale and help their neighbors. During a New York City newspaper strike, Mayor Fiorello LaGuardia read comic strips to children over the radio. In Reading, Pennsylvania, members of the Taxpayers Protection League staged nonviolent protests to thwart evictions. Nevertheless, thousands of other Americans found no such escapes from their misery.

IDENTIFY What was a Hooverville?

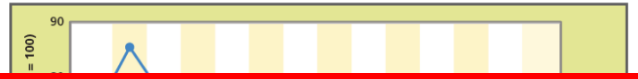
Rural America Struggles with Poverty

In cities and towns across the nation, Americans faced a terrible plight. The numbers of the unemployed, homeless, and hopeless increased like a casualty list in some great war. In rural areas, people fared no better. In fact, sometimes their condition was even worse. Farmers had been suffering even before the Great Depression. Falling commodity prices and accumulating debt had made it a struggle for farmers to keep their heads above water. Many failed to stay afloat and sank so deep that they lost their farms.

Crop Prices Fall Then the bottom fell out of the economy and the depression added more woes. Crop prices fell even further, and new debts were added to old debts. In 1919, a bushel of wheat sold for $2.16; in 1932, it sold for 38 cents. A pound of cotton fetched 35.34 cents in 1919; the same pound fetched 6.52 cents in 1932. The same was true of other farm products, as well—corn and beans, cattle and hogs. The income farmers generated was not enough to allow them to continue farming. They could not pay their debts, purchase more seed, repair equipment, and buy what their families needed to survive. Overburdened by the diminishing returns for their labor, some farmers buckled under the stress.

To make matters even worse, the Great Plains was suffering through a choking drought, an ecological disaster that lasted for years. As a result, many more farmers lost their farms and moved. They traveled about the country, looking for work and fighting for survival.

Commodity Price Levels, 1919-1932



ACTIVE CLASSROOM

Project the map of the Dust Bowl on the board. Using the A Closer Look strategy, ask students to pose and answer questions about the geographic patterns and distributions shown on the map.

History Background

Global Depression Remind students that, although the Great Depression began in the United States, it rapidly enveloped other nations. The growing financial interdependence between the United States and Europe after World War I made European economies especially vulnerable.

Hardest hit were nations that were deeply indebted to the United States, such as Germany. After the U.S. stock market crash, American investors began calling in loans to Germany. The German economy quickly declined. Stock prices at German exchanges plummeted, banks closed, and a succession of business failures led to widespread layoffs. By 1932, German unemployment had risen to nearly 25 percent.

In Sioux City, Iowa, in 1932, the Sioux City Milk Producers Association threatened to strike if its members did not see higher profits for their milk. When the association's threats were ignored by local storeowners, farmers dumped 1,000 gallons of milk on a road outside the city. Despite such a drastic—and for many Americans unthinkable—action, farmers everywhere feared losing everything.

Losing the Family Farm Between 1930 and 1934, nearly one million farmers failed to pay their mortgages and lost their farms. Banks foreclosed on their lands and houses and repossessed their farming equipment. The bankers sold what they could at public auctions. Some farmers remained on the land as **tenant farmers**, working for bigger landowners rather than for themselves. But another effect was that many people drifted away from their rural communities, and migrated to cities to look for some other kind of work.

Cesar Chavez, who later became a well-known labor organizer, recalled the troubles his proud father had during the depression. A California bank repossessed his father's small ranch, and the family was evicted from their house. Chavez remembered how it felt to lose his home:

We had been poor, but we knew

>> Dairy farmers poured out their milk as part of a 1932 protest. **Infer** What can you infer about the price farmers received for milk in 1932?

ACTIVE CLASSROOM

Using the Civic Action strategy, ask students to work in pairs to identify which of the following civic dispositions they think the Sioux City Milk Association farmers were exhibiting when they dumped their milk outside the city: 1) respect for the rule of law, 2) commitment to government service, 3) unite with like-minded people, 4) carry out civil disobedience, 5) demonstrate their disapproval, or 6) work with adversaries. Have students share the reasons for their first choice.

immersive activities at the end of this Teacher's Edition or on the course.

Assess students' comprehension of this content with these questions:

1. Choose two fictional people from this immersive. If they were to meet, how would they describe their lives to each other? What questions would they ask each other?
2. Describe some of the hardships people suffered during the Great Depression. Which do you think was the most difficult? What hardships do people suffer today and how do they compare with the hardships suffered during the Great Depression?

Lesson 13.2

Express Problems Clearly What human geographic factors contributed to conditions that brought about the Dust Bowl? *(More and more farmers moved onto the plains and plowed more acreage. They plowed away much of the natural grasses that in the past had prevented the topsoil from blowing away during periods of drought. New tractor-pulled disk plows pulverized the soil, making it more vulnerable to wind erosion.)*

Key Terms

Ask students to find the key term **tenant farmer** (in bold) in the text. Explain that a tenant is someone who rents property. Point out that most often, landowners charged high rent in cash or shares of produce, making it very difficult for tenant farmers to get ahead.

D **Differentiate** **On-Level** Conduct a jigsaw activity for the "Rural America Struggles with Poverty" section

Answers

Infer *The price of milk was too low for farmers to make a profit.*

ACTIVE CLASSROOM

Play a game of Connect Two about the economy of the 1920s. List the following terms on the board: easy credit, rising stock prices, high farm productivity, increased worker productivity, lowered prices, soaring corporate profits, uneven distribution of wealth, speculation, farmers, consumer debt.

Direct students to copy the terms down on notecards or small slips of paper, one term to a card or piece of paper. Review the list of terms with students. Ask students to "connect two" or choose two terms they think belong together, and state the reason for their connection. Challenge students to connect as many pairs of terms as possible.

ACTIVE CLASSROOM STRATEGIES

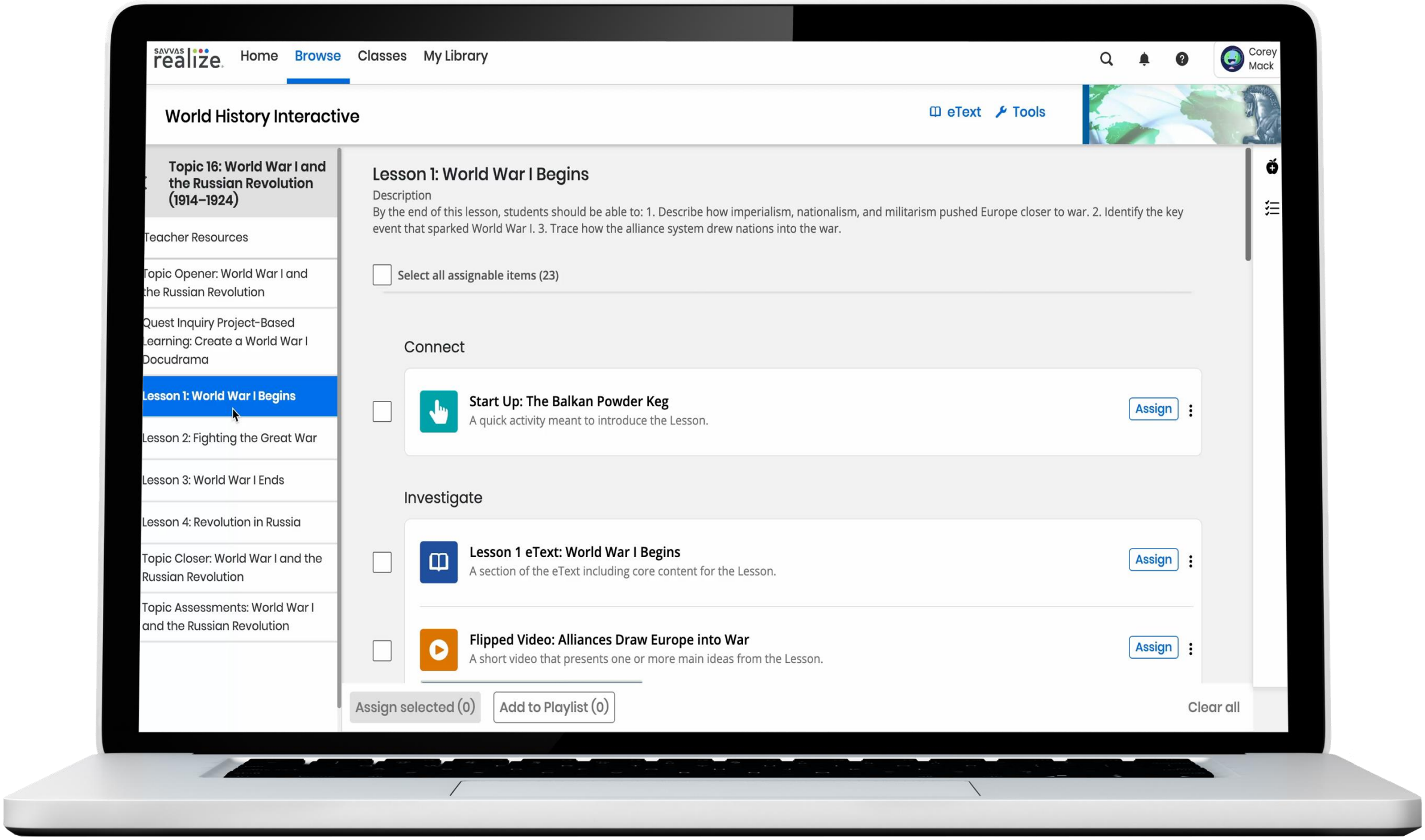
- Take a Stand
- Graffiti Concepts
- Word Wall
- Cartoon It
- Wallpaper
- Quick Write
- Make Headlines
- Conversation with History
- A Closer Look
- See-Think-Wonder

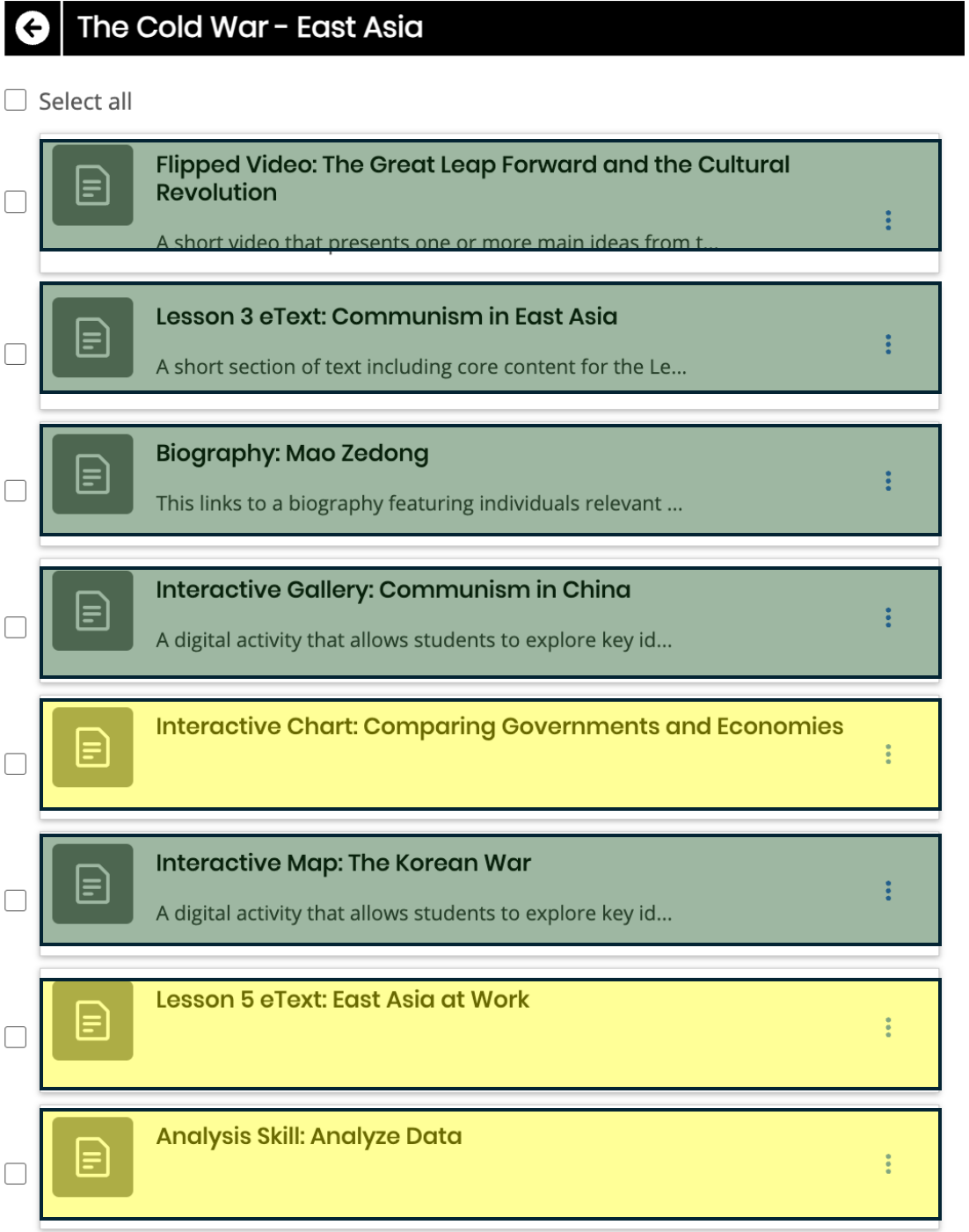
3rd Period

- Primary Source and Reading Guide: World War I Begins
- Lesson Summary: World War I Begins
- Lesson Summary Audio: World War I Begins
- Flipped Video: Alliances Draw Europe into War

Period 7

- Leveled Lesson Summary: World War I Begins
- Leveled Lesson Summary Audio: World War I Begins
- Interactive Gallery: Military Technology in World War I
- Hip Hop History: World War I and the Russian Revolution
- Hip Hop History Lyrics: World War I and the Russian Revolution


savvas realize
Home
Browse
Classes
My Library
Corey Mack
World History Interactive
eText
Tools
Topic 16: World War I and the Russian Revolution (1914–1924)
Teacher Resources
Topic Opener: World War I and the Russian Revolution
Quest Inquiry Project-Based Learning: Create a World War I Docudrama
Lesson 1: World War I Begins
Lesson 2: Fighting the Great War
Lesson 3: World War I Ends
Lesson 4: Revolution in Russia
Topic Closer: World War I and the Russian Revolution
Topic Assessments: World War I and the Russian Revolution
Lesson 1: World War I Begins
Description
By the end of this lesson, students should be able to: 1. Describe how imperialism, nationalism, and militarism pushed Europe closer to war. 2. Identify the key event that sparked World War I. 3. Trace how the alliance system drew nations into the war.
Select all assignable items (23)
Connect
Start Up: The Balkan Powder Keg
A quick activity meant to introduce the Lesson.
Assign
Investigate
Lesson 1 eText: World War I Begins
A section of the eText including core content for the Lesson.
Assign
Flipped Video: Alliances Draw Europe into War
A short video that presents one or more main ideas from the Lesson.
Assign
Assign selected (0)
Add to Playlist (0)
Clear all



Combine course content to meet all learning targets and standards!

World History Interactive

myWorld Interactive: World Geography

Lesson 13.2

Guided Reading and Discussion

Hypothesize Ask: Do you think the depression changed people's goals and expectations of financial success? Why or why not? *(Yes. For many Americans who prospered during the 1920s, their dreams of continued success and prosperity were destroyed by poverty and homelessness caused by the depression.)*

Compare Herbert Hoover was viewed as a symbol of prosperity in the 1928 presidential election. Yet, by the 1930s, how might millions of Americans have viewed Hoover? *(Many probably thought Hoover was responsible for the depression, or at least contributed to it. The makeshift shantytowns of tents and shacks built on public land or vacant lots were called Hoovervilles. By the early 1930s, Hoover had become a symbol of poverty and homelessness for many Americans.)*

Rural America Struggles with Poverty

GO ONLINE Project the **Interactive Gallery: Effects of the Dust Bowl** and have students click through the images.

Draw Conclusions Based on the information in the images and text, what was the most devastating impact of the Dust Bowl on Americans? *(The greatest impact of the Dust Bowl was the great numbers of farmers who lost their farms or livelihoods and left the region during the 1930s; however, the area did eventually recover.)*

ACTIVE CLASSROOM

Project the map of the Dust Bowl on the board. Using the A Closer Look strategy, ask students to pose and answer questions about the geographic patterns and distributions shown on the map.

D Differentiate Extra Support Have less-proficient readers pair with proficient readers for the "Rural America Struggles with Poverty" section. Have each pair read a subsection, taking notes about what confuses them or what they have questions about. After each subsection, have pairs discuss their notes. After reading the entire section, allow pairs to submit any unanswered questions anonymously to you. Have the class discuss these questions.

Answers

Identify *Hoovervilles were makeshift shelters, often built on public land, for newly homeless people.*

Draw Conclusions *Commodity prices began to fall at the end of World War I due to over-production.*

together out of lumber scraps, tar paper, tin, and glass. One of the largest Hoovervilles in the country sprang up in the middle of Central Park in New York City. There, the homeless covered themselves with newspapers, called Hoover blankets, to stay warm at night. They walked around looking for jobs with their empty pants pockets turned inside out, a sign of poverty known as Hoover flags.

Despite the difficulties of life during the depression, many Americans did what they could to boost morale and help their neighbors. During a New York City newspaper strike, Mayor Fiorello LaGuardia read comic strips to children over the radio. In Reading, Pennsylvania, members of the Taxpayers Protection League staged nonviolent protests to thwart evictions. Nevertheless, thousands of other Americans found no such escapes from their misery.

IDENTIFY What was a Hooverville?

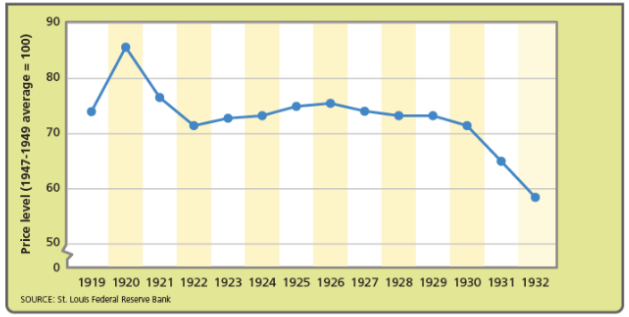
Rural America Struggles with Poverty

In cities and towns across the nation, Americans faced a terrible plight. The numbers of the unemployed, homeless, and hopeless increased like a casualty list in some great war. In rural areas, people fared no better. In fact, sometimes their condition was even worse. Farmers had been suffering even before the Great Depression. Falling commodity prices and accumulating debt had made it a struggle for farmers to keep their heads above water. Many failed to stay afloat and sank so deep that they lost their farms.

Crop Prices Fall Then the bottom fell out of the economy and the depression added more woes. Crop prices fell even further, and new debts were added to old debts. In 1919, a bushel of wheat sold for $2.16; in 1932, it sold for 38 cents. A pound of cotton fetched 35.34 cents in 1919; the same pound fetched 6.52 cents in 1932. The same was true of other farm products, as well—corn and beans, cattle and hogs. The income farmers generated was not enough to allow them to continue farming. They could not pay their debts, purchase more seed, repair equipment, and buy what their families needed to survive. Overburdened by the diminishing returns for their labor, some farmers buckled under the stress.

To make matters even worse, the Great Plains was suffering through a choking drought, an ecological disaster that lasted for years. As a result, many more farmers lost their farms and moved. They traveled about the country, looking for work and fighting for survival.

Commodity Price Levels, 1919-1932



>> **Draw Conclusions** A commodity is any product that can be bought or sold, including farm products. Why did commodity prices fall after 1920, even though the Great Depression was years away?

In Sioux City, Iowa, in 1932, the Sioux City Milk Producers Association threatened to strike if its members did not see higher profits for their milk. When the association's threats were ignored by local storeowners, farmers dumped 1,000 gallons of milk on a road outside the city. Despite such a drastic—and for many Americans unthinkable—action, farmers everywhere feared losing everything.

Losing the Family Farm Between 1930 and 1934, nearly one million farmers failed to pay their mortgages and lost their farms. Banks foreclosed on their lands and houses and repossessed their farming equipment. The bankers sold what they could at public auctions. Some farmers remained on the land as **tenant farmers**, working for bigger landowners rather than for themselves. But another effect was that many people drifted away from their rural communities, and migrated to cities to look for some other kind of work.

Cesar Chavez, who later became a well-known labor organizer, recalled the troubles his proud father had during the depression. A California bank repossessed his father's small ranch, and the family was evicted from their house. Chavez remembered how it felt to lose his home:

> We had been poor, but we knew every night there was a bed *there*, and *this* was our room. . . . But that all of a sudden changed. When you're small, you can't figure these things out. You know something's not right and you don't like it, but you don't . . . let that get you down.
>
> You sort of just continue to move.
>
> —Cesar Chavez

Like the Chavez family, other farmers moved on after their losses. But for those who remained, Mother Nature dealt a cruel blow to already cruel times.

The Dust Bowl Farmers who survived the tumble in prices were still not safe. Through the mid-1930s, a drought in the Great Plains added to their problems. Water was a constant problem in the region. Normal rainfall seldom exceeded the 20 inches a year that traditional American agricultural practices demanded. As a result, droughts on the Great Plains were often more devastating than those

>> Dairy farmers poured out their milk as part of a 1932 protest. **Infer** What can you infer about the price farmers received for milk in 1932?

>> Many American farmers struggled to keep their farms during the Great Depression. In time, falling prices and rising debt forced many, like this Oregon farmer, to sell or abandon their farms.

History Background

Global Depression Remind students that, although the Great Depression began in the United States, it rapidly enveloped other nations. The growing financial interdependence between the United States and Europe after World War I made European economies especially vulnerable.

Hardest hit were nations that were deeply indebted to the United States, such as Germany. After the U.S. stock market crash, American investors began calling in loans to Germany. The German economy quickly declined. Stock prices at German exchanges plummeted, banks closed, and a succession of business failures led to widespread layoffs. By 1932, German unemployment had risen to nearly 25 percent.

project Imagine GO ONLINE **Survive the Great Depression** In this immersive, students learn about the impact of the Great Depression by taking on the roles of four fictional people who lived through it.

See the full lesson plan for this immersive following the Lesson 2 Organizer and answers to the immersive activities at the end of this Teacher's Edition or on the course.

Assess students' comprehension of this content with these questions:

1. Choose two fictional people from this immersive. If they were to meet, how would they describe their lives to each other? What questions would they ask each other?
2. Describe some of the hardships people suffered during the Great Depression. Which do you think was the most difficult? What hardships do people suffer today and how do they compare with the hardships suffered during the Great Depression?

Lesson 13.2

Express Problems Clearly What human geographic factors contributed to conditions that brought about the Dust Bowl? *(More and more farmers moved onto the plains and plowed more acreage. They plowed away much of the natural grasses that in the past had prevented the topsoil from blowing away during periods of drought. New tractor-pulled disk plows pulverized the soil, making it more vulnerable to wind erosion.)*

Key Terms

Ask students to find the key term **tenant farmer** (in bold) in the text. Explain that a tenant is someone who rents property. Point out that most often, landowners charged high rent in cash or shares of produce, making it very difficult for tenant farmers to get ahead.

D Differentiate On-Level Conduct a jigsaw activity for the "Rural America Struggles with Poverty" section by dividing the class into five groups. Each group should read a different subsection including the introduction. Then have students jigsaw and share what they learned about their subsection with their new groups.

ACTIVE CLASSROOM

Using the Civic Action strategy, ask students to work in pairs to identify which of the following civic dispositions they think the Sioux City Milk Association farmers were exhibiting when they dumped their milk outside the city: 1) respect for the rule of law, 2) commitment to government service, 3) unite with like-minded people, 4) carry out civil disobedience, 5) demonstrate their disapproval, or 6) work with adversaries. Have students share the reasons for their first choice.

Answers

Infer *The price of milk was too low for farmers to make a profit.*

Lesson 13.2

Hard Times Hit Most Americans

GO ONLINE Project the **Interactive Gallery: Life During the Great Depression** and have students click through the images. Remind students that the depression affected most Americans on a personal level. People responded to their problems in their own way.

Draw Conclusions What were some of the positive ways in which people responded to the depression? *(Many Americans volunteered to help others as relief workers. Americans sought out entertainment to take their minds off their problems.)* What were some of the negative responses? *(Some Americans rioted in the streets, demonstrated against their former employers, and turned to violence.)*

Analyze Effects Ask students to analyze the effects of the deportation and repatriation of people of Mexican, European, and other heritages on the U.S. economy and society during the Great Depression. *(The loss of hundreds of thousands of people had a negative effect on the economy. America lost future contributions and hurt existing communities, in addition to violating the rights of those who were citizens.)*

ACTIVE CLASSROOM

Direct students to have a "Conversation with Fred Bell." Tell students to imagine that they are having a conversation with Bell as he is selling apples from his street apple cart. Direct each student to write down a question he or she would like to ask, then how Bell would respond, and then what the student would say in response.

Guided Reading and Discussion

Summarize How did the depression take a toll on women, children and minorities in America? *(Women often had to take on jobs as well as look after children. Children suffered from hunger and the lack of necessities. African Americans and Mexican Americans were often the first workers fired and the last to get hired. They faced discrimination when looking for jobs.)*

Synthesize Information Ask: Why did some men find their role in the family diminished during the depression? *(Unemployed men could no longer support their families. Wives often became the sole moneymaker in many families.)* What were some of the ways these men reacted? *(Many labored tirelessly to find a new job, while others sank into shame and despair. Some even deserted their families.)*

Hard Times Hit Most Americans

One of the ironies of the depression was the word itself. In the nineteenth and early twentieth centuries, an economic slump was called a "panic" or a "crisis." President Hoover used the word *depression* to describe the state of affairs because he thought it sounded less severe than the other terms. But before long, Hoover's "depression" gave way to the "Depression" and then the "Great Depression." The term described not only a state of mind, but also an economic reality. It showed a despondent America, filled with people overwhelmed by seemingly inescapable poverty. Not only did the depression make victims of the men and women who lost jobs, it also was an economic and emotional crisis that profoundly affected U.S. society.

Families Suffer During the Depression For millions of Americans, the depression was an intensely personal affair. Men who lost their jobs and could not find other work often felt that they had betrayed their families. They had been the "breadwinners," the providers, the ones whose paychecks fed and clothed the family and kept a roof over everyone's head. The loss of a job meant a reduction in status. Different men reacted differently to unemployment. Many labored tirelessly to find a new job, while others sank into shame and despair. Some even deserted their families.

The unemployed were not the only ones who suffered. Men lucky enough to have jobs lived in constant fear that the next paycheck would be their last. They often felt guilty for being employed while so many of their relatives and friends were suffering. Few Americans were spared from the crisis.

Wives and children experienced the pain of their husbands and fathers. Birthrates plummeted to the lowest levels in American history—a sure sign of family distress. Mothers worked constantly to stretch meager family incomes.

They sewed clothes, searched for odd jobs, and valiantly tried to meet their families' needs. With both parents preoccupied with making something out of nothing, family discipline often declined. Some children quit school. Others ran away from home. Families coped with the depression as best they could. Some huddled together, working to survive the hard times. Others broke apart, making those times even harder and lonelier.

>> Mothers like this one struggled during the Great Depression to find ways to earn additional income, while trying to ensure their children had enough to eat.

BOUNCE to Activate Gallery

Poor Minorities Suffer Disproportionately The depression affected everyone, but it did not affect them equally. Americans on the bottom rung of the economic ladder—the poorest of the poor, often minorities with no financial resources—felt the sting of the depression the keenest. A Howard University sociologist noted early in the crisis that African Americans were "the last to be hired and the first to be fired." In the South, landowners threw African American sharecroppers off the plots they had been farming. Many of these workers migrated to northern cities, but there were no jobs waiting there. Only more poverty greeted them. In 1932, unemployment among African Americans hovered around 50 percent, nearly double the national rate.

However, African Americans had long stood firm against the challenges of poverty. They relied on the emotional resources of family and religion to cope with grim times. During his interview with a depression historian, an African American man explained what the depression meant to African Americans:

> The Negro was born in depression. It didn't mean too much to him, The Great American Depression, as you call it. There was no such thing. The best he could be was a janitor or a porter or shoeshine boy. It only became official when it hit the white man.
>
> —Clifford Burke, quoted in *Hard Times*, 1970

Hard times came upon Mexican Americans and others as well. As more Okies headed west out of the Dust Bowl, the competition for jobs between those migrants and Mexican American and Asian American farmworkers in states like California heated up. A flood tide of workers struggled to find and keep farm jobs. Often, Mexican Americans and Asian Americans faced the additional burden of discrimination when competing with white farmhands for those jobs.

In the Southwest, many white Americans clamored for Asian American and Mexican American **repatriation**. Repatriation involved efforts by local, state, and federal governments to encourage or coerce immigrants and their naturalized children to return to their country of origin. Hundreds of thousands of people of Mexican ancestry—many of them U.S. citizens—were pushed out of the United States. Some were deported, others pressured to leave voluntarily. Even so, many more remained. By the end of the 1930s, Mexican Americans were working in most economic sectors of the Southwest, including farming, ranching, and industry.

Compared to the exit of Mexican Americans, the number of Europeans departing was small. Still, nearly 200,000 European immigrants left the United States between 1931 and 1934, the peak years of repatriation. How many of these departures were involuntary is impossible to know.

What is known, however, is that the United States severely restricted all immigration during the depression. Tragically, this policy included denying entrance to thousands of German Jews who were fleeing Nazi persecution in their homeland.

CHECK UNDERSTANDING Why did the Great Depression affect minority groups more severely?

ASSESSMENT

1. **Generate Explanations** Explain how urban society changed as a result of job loss during the Great Depression.
2. **Describe** the ways in which farmers dealt with the hardships of the Great Depression.
3. **Identify Cause and Effect** Explain how the invention of new farming methods contributed to the Dust Bowl.
4. **Compare and Contrast** Compare the experiences of African Americans with those of white Americans during the Great Depression.
5. **Connections to Today** Hundreds of thousands of people migrated out of the Great Plains due to drought and dust storms. Do you think wildfires have caused people to leave California? Why or why not?

Lesson 13.2

SYNTHESIZE

GO ONLINE Project the **Lesson Synthesize: Your Life During the Depression**.

Discuss Before students begin their letters, lead the class in a brief review of how the Great Depression affected urban and rural Americans. Encourage students to think about the personal stories of the industrial workers or farmers they read about and to think about how their lives were greatly changed because of the economic hardships they endured.

DEMONSTRATE

GO ONLINE Assign the **Lesson Quiz** for this lesson if you haven't already done so. Students will be offered automatic remediation or enrichment based on their score.

Pose these questions to the class on the Discussion Board:

In "Americans Suffer," you read about how the Great Depression and the Dust Bowl, two momentous events, caused large numbers of Americans to lose their jobs and homes.

Make Predictions What effect will the thousands of Okies moving to new communities and regions have on the residents of those places?

Identify Patterns What, if any, economic or environmental conditions like those that happened during the Great Depression or Dust Bowl era have resurfaced since the 1930s?

QUEST! INQUIRY

Have students continue their investigations for the Quest.

Answers

Check Understanding *The effects of discrimination became more acute during hard times. Since there were many people looking for work and few jobs to be had, it became less and less likely that one of those jobs would go to a nonwhite applicant.*

ASSESSMENT

1. By 1933, almost 25 percent of the population was unemployed. Family structures changed as the traditional "breadwinners" lost jobs. Many people depended on food handouts and sold possessions. Homelessness increased, and Hoovervilles emerged in public areas.
2. Many farmers failed to pay their mortgages, and lost their houses and farms. Some remained and became tenant farmers for big landowners. Others moved in search of urban jobs and better farming opportunities.
3. Intensive farming and plowing reduced the amount of grassland on the Great Plains. Livestock overgrazed the few grasslands that were left. New tractor-pulled disk plows pulverized the soil, making it easier for strong winds to erode the land and blow topsoil away.
4. African Americans suffered more severely from job loss and poverty, and their unemployment rate reached about 50 percent, which was double the national rate.
5. Sample answer: Wildfires are probably not causing people to leave the state, because the fires don't affect some areas of the state as much as others. People can move to a different part of the state, away from the wildlands, and be safe from wildfires. However, communities near the wildlands may be permanently affected.

word itself. In the nineteenth and early twentieth centuries, an economic slump was called a "panic" or a "crisis." President Hoover used the word *depression* to describe the state of affairs because he thought it sounded less severe than the other terms. But before long, Hoover's "depression" gave way to the "Depression" and then the "Great Depression." The term described not only a state of mind, but also an economic reality. It showed a despondent America, filled with people overwhelmed by seemingly inescapable poverty. Not only did the depression make victims of the men and women who lost jobs, it also was an economic and emotional crisis that profoundly affected U.S. society.

Families Suffer During the Depression For millions of Americans, the depression was an intensely personal affair. Men who lost their jobs and could not find other work often felt that they had betrayed their families. They had been the "breadwinners," the providers, the ones whose paychecks fed and clothed the family and kept a

>> Mothers like this one struggled during the Great Depression to find ways to earn additional income, while trying to ensure their children had enough to eat.

BOUNCE to Activate Gallery

Some even deserted their families.

The unemployed were not the only ones who suffered. Men lucky enough to have jobs lived in constant fear that the next paycheck would be their last. They often felt guilty for being employed while so many of their relatives and friends were suffering. Few Americans were spared from the crisis.

Wives and children experienced the pain of their husbands and fathers. Birthrates plummeted to the lowest levels in American history—a sure sign of family distress. Mothers worked constantly to stretch meager family incomes.

They sewed clothes, searched for odd jobs, and valiantly tried to meet their families' needs. With both parents preoccupied with making something out of nothing, family discipline often declined. Some children quit school. Others ran away from home. Families coped with the depression as best they could. Some huddled together, working to survive the hard times. Others broke apart, making those times even harder and lonelier.

Poor Minorities Suffer Disproportionately The depression affected everyone, but it did not affect them equally. Americans on the bottom rung of the economic ladder—the poorest of the poor, often minorities with no financial resources—felt the sting of the depression the keenest. A Howard University sociologist noted early in the crisis that African Americans were "the last to be hired and the first to be fired." In the South, landowners threw African American sharecroppers off the plots they had been farming. Many of these workers migrated to northern cities, but there were no jobs waiting there. Only more poverty greeted them. In 1932, unemployment among African Americans hovered around 50 percent, nearly double the national rate.

However, African Americans had long stood firm against the challenges of poverty. They relied on the emotional resources of family and religion to cope with grim times. During his interview with a depression historian, an African American man explained what the depression meant to African Americans:

> The Negro was born in depression. It didn't mean too much to him, The Great American Depression, as you call it. There was no such thing.
>
> —Clifford Burke, quoted in *Hard Times*, 1970

Hard times came upon Mexican Americans and others as well. As more Okies headed west out of the Dust Bowl, the competition for jobs between those migrants and Mexican American and Asian American farmworkers in states like California heated up. A flood tide of workers struggled to find and keep farm jobs. Often, Mexican Americans and Asian Americans faced the additional burden of discrimination when competing with white farmhands for those jobs.

In the Southwest, many white Americans clamored for Asian American and Mexican American **repatriation**. Repatriation involved efforts by local, state, and federal governments to encourage or coerce immigrants and their naturalized children to return to their country of origin. Hundreds of thousands of people of Mexican ancestry—many of them U.S. citizens—were pushed out of the United States. Some were deported, others pressured to leave voluntarily. Even so, many more remained. By the end of the 1930s, Mexican Americans were working in most economic sectors of the Southwest, including farming, ranching, and industry.

Compared to the exit of Mexican Americans, the number of Europeans departing was small. Still, nearly 200,000 European immigrants left the United States severely restricted all immigration during the depression. Tragically, this policy included denying entrance to thousands of German Jews who were fleeing Nazi persecution in their homeland.

CHECK UNDERSTANDING Why did the Great Depression affect minority groups more severely?

ASSESSMENT

1. **Generate Explanations** Explain how urban society changed as a result of job loss during the Great Depression.
2. **Describe** the ways in which farmers dealt with the hardships of the Great Depression.
3. **Identify Cause and Effect** Explain how the invention of new farming methods contributed to the Dust Bowl.
4. **Compare and Contrast** Compare the experiences of African Americans with those of white Americans during the Great Depression.
5. **Connections to Today** Hundreds of thousands of people migrated out of the Great Plains due to drought and dust storms. Do you think wildfires have caused people to leave California? Why or why not?

SYNTHESIZE

GO ONLINE Project the **Lesson Synthesize: Your Life During the Depression**.

Discuss Before students begin their letters, lead the class in a brief review of how the Great Depression affected urban and rural Americans. Encourage students to think about the personal stories of the industrial workers or farmers they read about and to think about how their lives were greatly changed because of the economic hardships they endured.

DEMONSTRATE

GO ONLINE Assign the **Lesson Quiz** for this lesson if you haven't already done so. Students will be offered automatic remediation or enrichment based on their score.

Pose these questions to the class on the Discussion Board:

In "Americans Suffer," you read about how the Great Depression and the Dust Bowl, two momentous events, caused large numbers of Americans to lose their jobs and homes.

Make Predictions What effect will the thousands of Okies moving to new communities and regions have on the residents of those places?

Identify Patterns What, if any, economic or environmental conditions like those that happened during the Great Depression or Dust Bowl era have resurfaced since the 1930s?

QUEST! INQUIRY

Have students continue their investigations for the Quest.

Answers

Check Understanding *The effects of discrimination became more acute during hard times. Since there were many people looking for work and few jobs to be had, it became less and less likely that one of those jobs would go to a nonwhite applicant.*

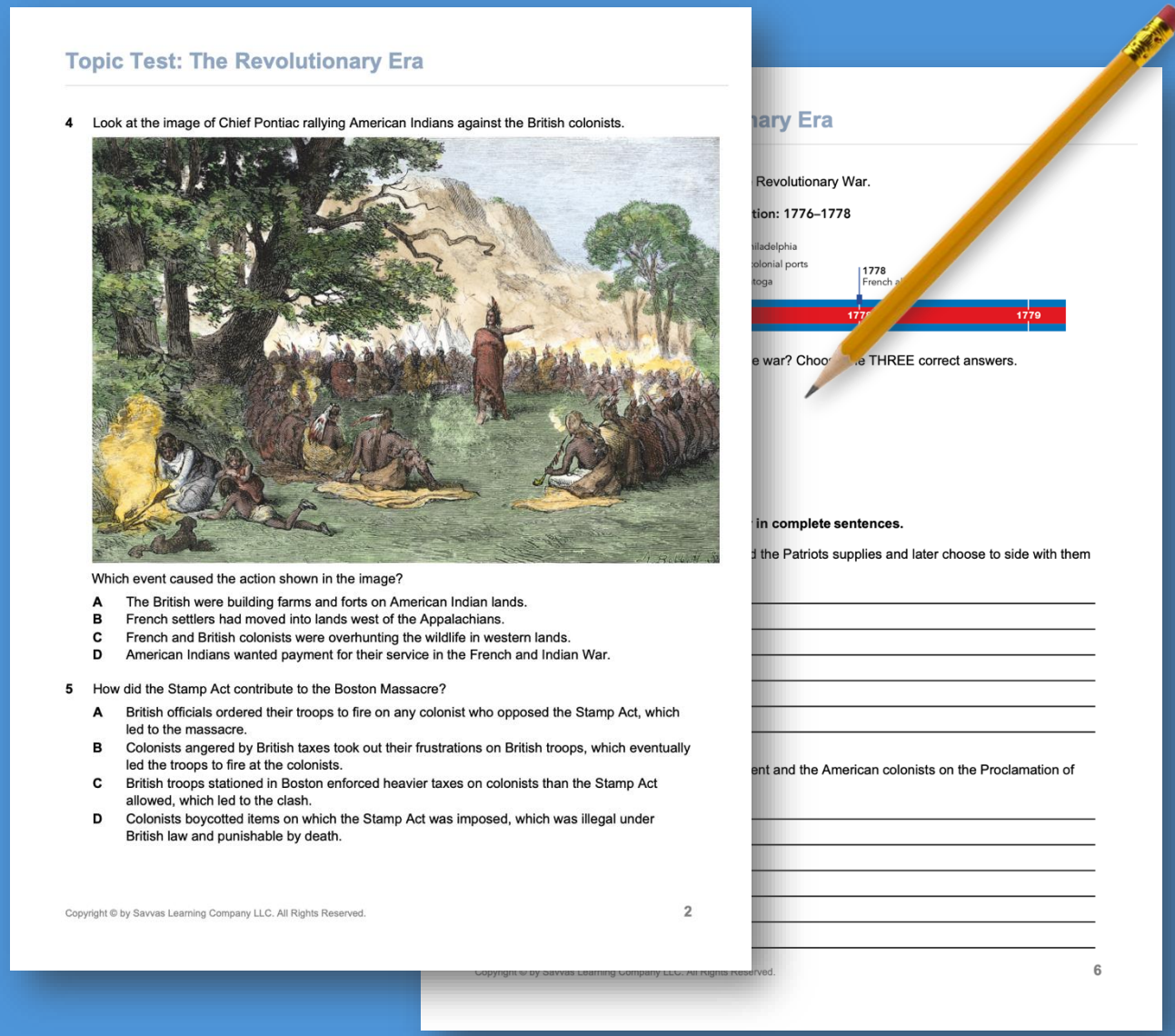
ASSESSMENT

1. By 1933, almost 25 percent of the population was unemployed. Family structures changed as the traditional "breadwinners" lost jobs. Many people depended on food handouts and sold possessions. Homelessness increased, and Hoovervilles emerged in public areas.
2. Many farmers failed to pay their mortgages, and lost their houses and farms. Some remained and became tenant farmers for big landowners. Others moved in search of urban jobs and better farming opportunities.
3. Intensive farming and plowing reduced the amount of grassland on the Great Plains. Livestock overgrazed the few grasslands that were left. New tractor-pulled disk plows pulverized the soil, making it easier for strong winds to erode the land and blow topsoil away.
4. African Americans suffered more severely from job loss and poverty, and their unemployment rate reached about 50 percent, which was double the national rate.
5. Sample answer: Wildfires are probably not causing people to leave the state, because the fires don't affect some areas of the state as much as others. People can move to a different part of the state, away from the wildlands, and be safe from wildfires. However, communities near the wildlands may be permanently affected.

DEMONSTRATE

- Daily Formative
- Topic Assessment
- Performance-Based
- Benchmark
- End-of-Course
- Test Banks

Print



Topic Test: The Revolutionary Era

4 Look at the image of Chief Pontiac rallying American Indians against the British colonists.

Which event caused the action shown in the image?

A The British were building farms and forts on American Indian lands.
B French settlers had moved into lands west of the Appalachians.
C French and British colonists were overhunting the wildlife in western lands.
D American Indians wanted payment for their service in the French and Indian War.

5 How did the Stamp Act contribute to the Boston Massacre?

A British officials ordered their troops to fire on any colonist who opposed the Stamp Act, which led to the massacre.
B Colonists angered by British taxes took out their frustrations on British troops, which eventually led the troops to fire at the colonists.
C British troops stationed in Boston enforced heavier taxes on colonists than the Stamp Act allowed, which led to the clash.
D Colonists boycotted items on which the Stamp Act was imposed, which was illegal under British law and punishable by death.

Copyright © by Savvas Learning Company LLC. All Rights Reserved.

ary Era

Revolutionary War.

tion: 1776–1778

1778

1779

e war? Choo e THREE correct answers.

in complete sentences.

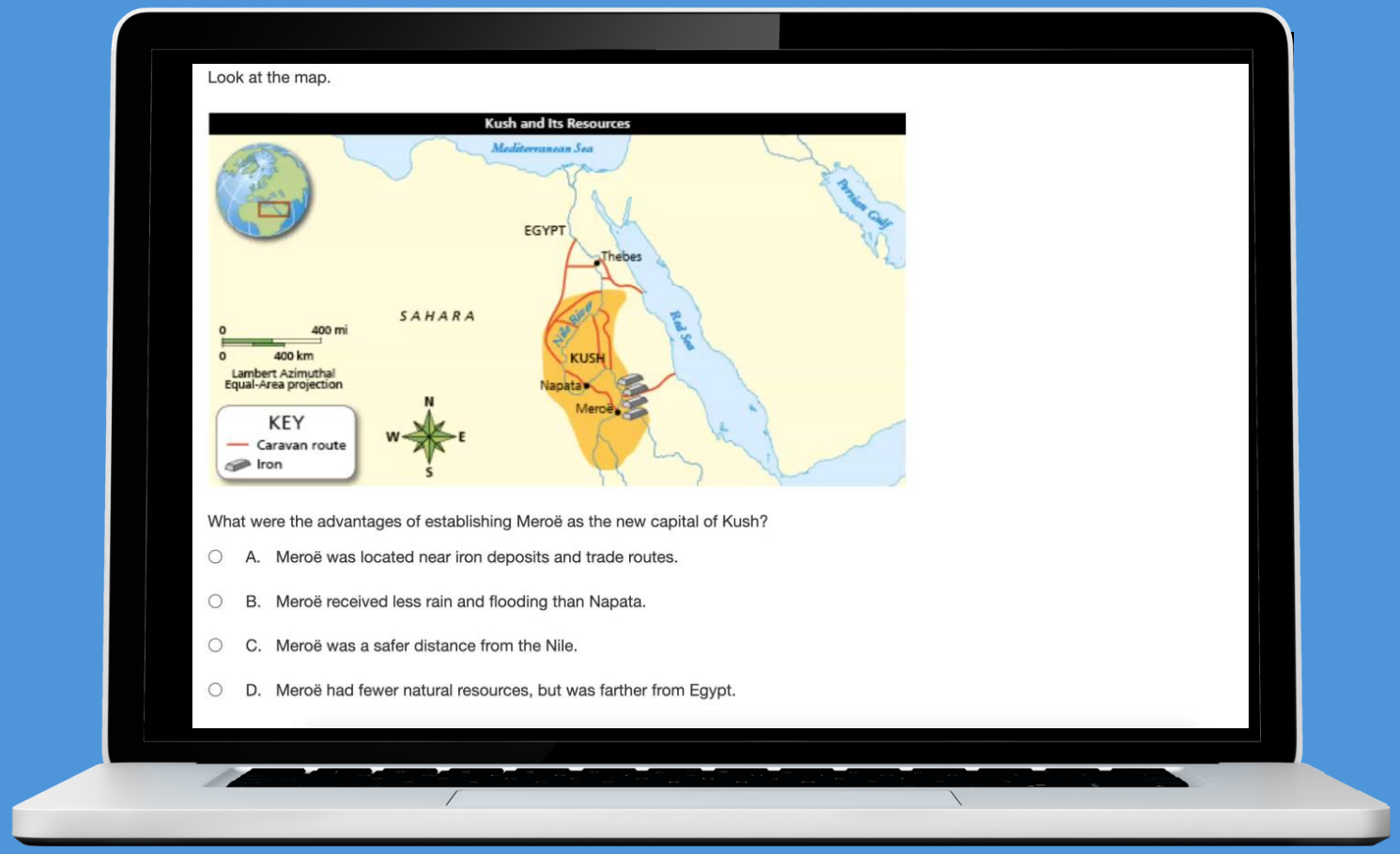
d the Patriots supplies and later choose to side with them

ent and the American colonists on the Proclamation of

DEMONSTRATE

☑ Print ☑ Digital

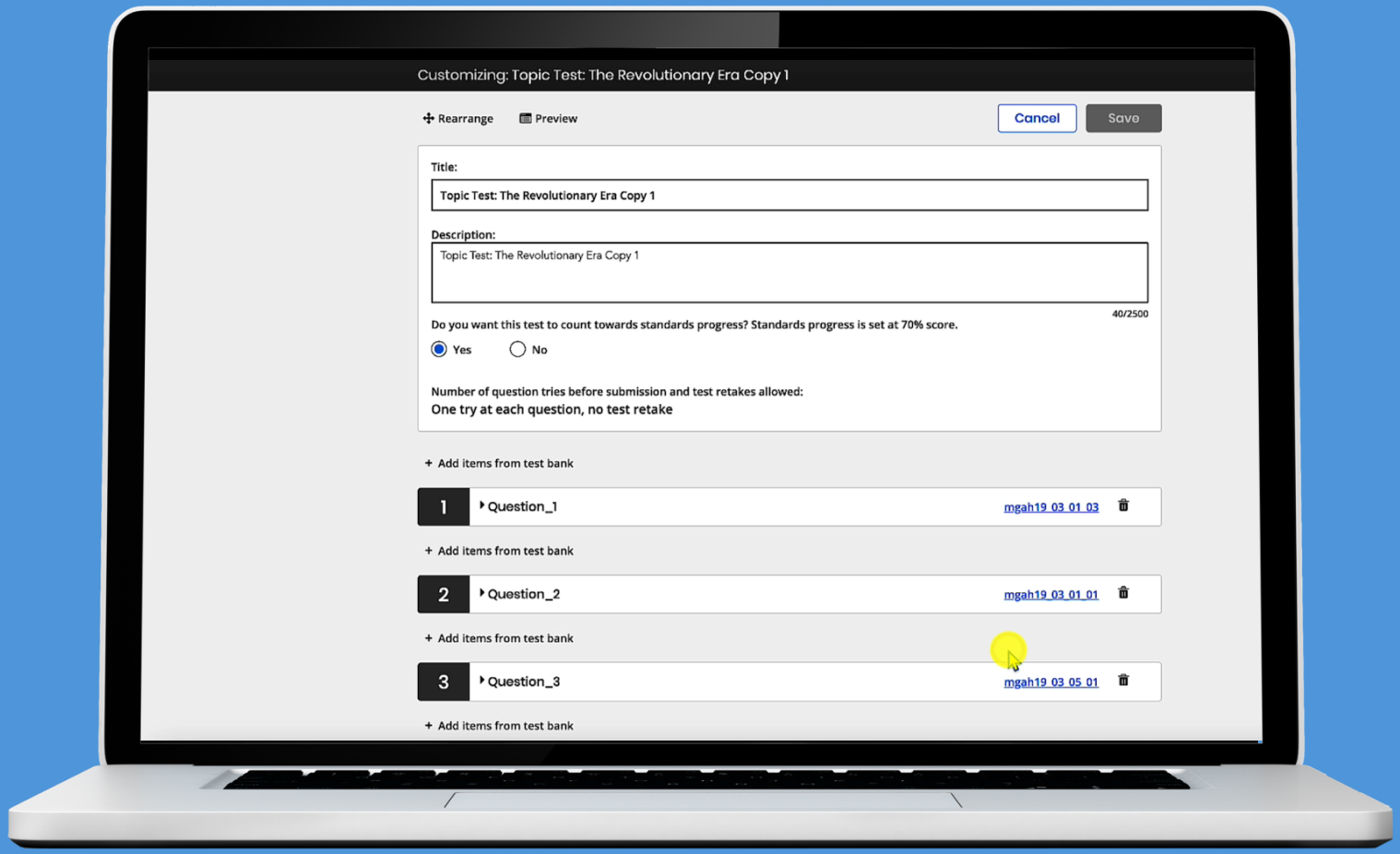
- ☑ Daily Formative
- ☑ Topic Assessment
- ☑ Performance-Based
- ☑ Benchmark
- ☑ End-of-Course
- ☑ Test Banks



DEMONSTRATE

- Print
- Digital
- Editable
- Build your own

- Daily Formative
- Topic Assessment
- Performance-Based
- Benchmark
- End-of-Course
- Test Banks



Results by Assessment | Standards Progress Report

Average Assessment Score: 87%

When Last 60 Days

Export Data

Due Date	Assessment Title	Avg Score	All Programs
10/11/23	Lesson Quiz: The Spanish-American War	100%	US History Interactive
10/10/23	Lesson Quiz: American Influence Grows	60%	US History Interactive
08/28/23	Lesson Quiz: The Enduring Constitution	100%	US History Interactive

Demo Class

Lesson Quiz: World War I Begins

38% Avg Score Due Aug 6 ← Previous Next Assessment →

- **Question Analysis**
- Student Analysis
- Performance Analysis

Question	Max Points	Correct	Partial Correct	Incorrect
Q1	1	4	-	4
Q2	1	2	-	6
Q3	1	0	-	8
Q4	1	1	-	7

Banner, Bruce

Correct

Read each question and choose the best answer.

How did French nationalism increase tensions in Europe?

A. France was a strong supporter of pan-Slavism.

B. France wanted Alsace and Lorraine, under German control, to be returned to France.

C. France and Britain clashed over control of Morocco.

D. France and Germany became rivals in a race for naval superiority.

Q5	1	5	-	3
Q6	1	7	-	1
Q7	1	2	-	6

Demo Class

Lesson Quiz: World War I Begins

38% Avg Score Due Aug 6

← Previous Next Assessment →

- Question Analysis
- **Student Analysis**
- Performance Analysis

Question(s) 1-5 of 7

Show score as Percentage Export Data

Student	Score	Q1	Q2	Q3	Q4	Q5
Banner, Bruce	57%	✓	✓	✗	✗	✓
Challa, T	57%	✓	✗	✗	✗	✓
Pryde, Kitty	57%	✗	✗	✗	✓	✓
Pym, Hank	29%	✗	✓	✗	✗	✗
Romanova, Natalia	14%	✓	✗	✗	✗	✗
Stark, Anthony	14%	✗	✗	✗	✗	✗
Storm, Susan	43%	✓	✗	✗	✗	✓
von Doom, Victor	29%	✗	✗	✗	✗	✓

Demo Class

Lesson Quiz: World War I Begins

38% Avg Score Due Aug 6

← Previous Next Assessment →

- Question Analysis
- Student Analysis
- **Performance Analysis**

View student performance analysis and assign resources for remediation or enrichment. You can drag and drop students between the performance bands.

Performance by: Overall Score

Break point: 50 %

Show Performance

Students who scored less than 50%

Assign Resources

- von Doom, Victor — 29% (2/7)
- Romanova, Natalia — 14% (1/7)
- Stark, Anthony — 14% (1/7)
- Pym, Hank — 29% (2/7)
- Storm, Susan — 43% (3/7)

Students who scored more than 50%

Assign Resources

- Banner, Bruce — 57% (4/7)
- Challa, T — 57% (4/7)
- Pryde, Kitty — 57% (4/7)

Ungrouped Students

- Strange, Stephen — --
- Castle, Frank — --
- Maximoff, Wanda — --
- Danvers, Carol — --
- Radd, Norrin — --
- Blaze, Johnny — --

Demonstrate

Lesson Assessment eText: America's Role Escalates

A link to review and assessment questions about the lesson in the eText.

Assign

Lesson Quiz: America's Role Escalates

A multiple-choice quiz that is graded automatically and provides remediation or enrichment suggestions.

Assign

Editable Quiz: America's Role Escalates

This is an editable and printable version of the lesson quiz, which assesses students' mastery of concepts presented in the lesson.

Assign

Topic 17: The Era (1954–19
Teacher Resource
Topic Opener: The War Era
Quest Inquiry DBQ: Behind the Antiwa
Lesson 1: The Cold Vietnam
Lesson 2: A Escalate
Lesson 3: The Antiv Movement
Lesson 4: The War's Effects
Topic Closer: The V Era
Topic Assessments: The

Create Assignment

Title

Lesson Quiz: America's Role Escalates

Start date 06/07/2023

Due date 06/16/2023

- [ ] Set start and end times
- [x] Auto assign remediation and enrichment activities

Remediation due date

06/23/2023

Assign to

Search by class, group or student name

1st period 4 Students	Add
5th Period 3 Students	Add
2nd Period 1 Student	Add

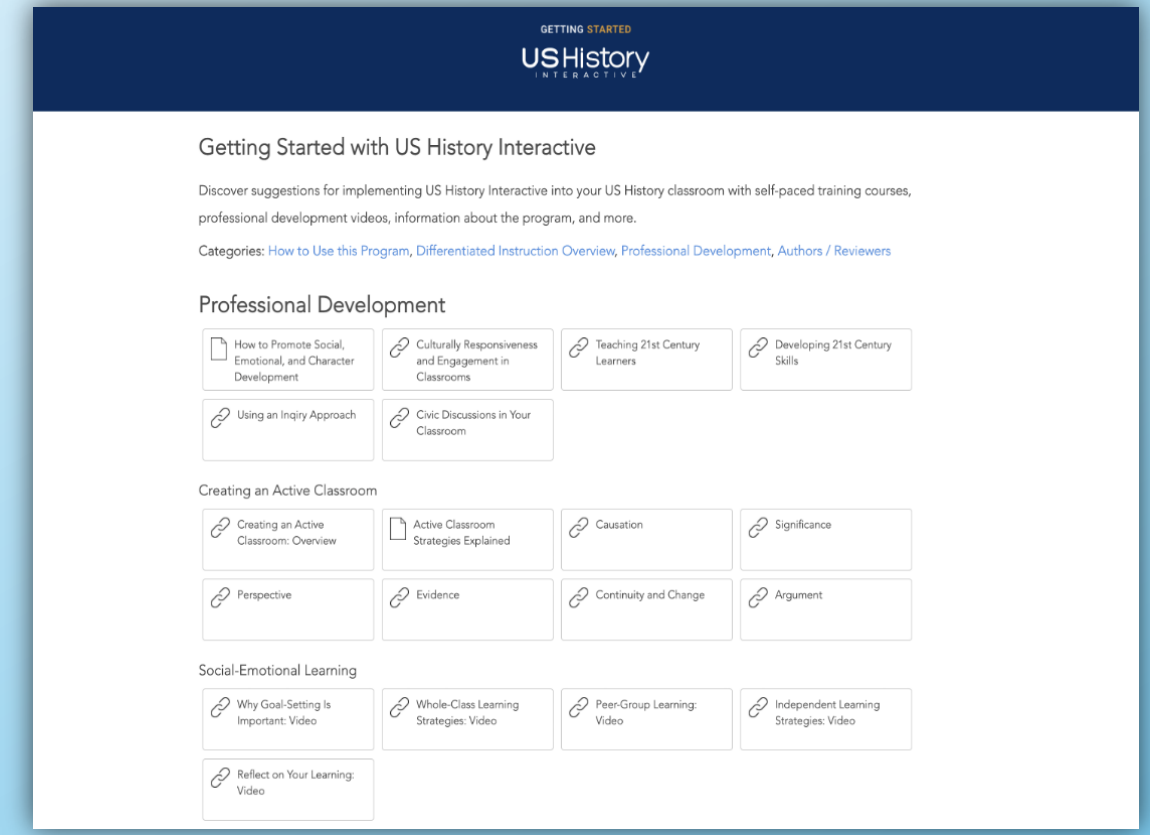
Instructions (optional)

Cancel Assign

Additional Resources

Embedded Professional Learning

Welcome to the Course



mySAVVAS Training.com

Program Activation

- Launching Your Curriculum
- Virtual Instructor-led or self-paced
- In-person Program Activation also available

My Savvas Training

- 24/7 online training resources and courses

Ongoing Support

Program-Specific Workshops

- Focus on key topics, such as differentiating instruction or assessment

Support for Leaders

Job-Embedded Support for Implementation

- Develop professional learning plans
- "Focus Visits" in classrooms
- Data review and analysis
- Tailored to administrator needs
- Progress monitoring
- Continuous improvement

Partnership Plus

Dedicated Expert Coach (full year)

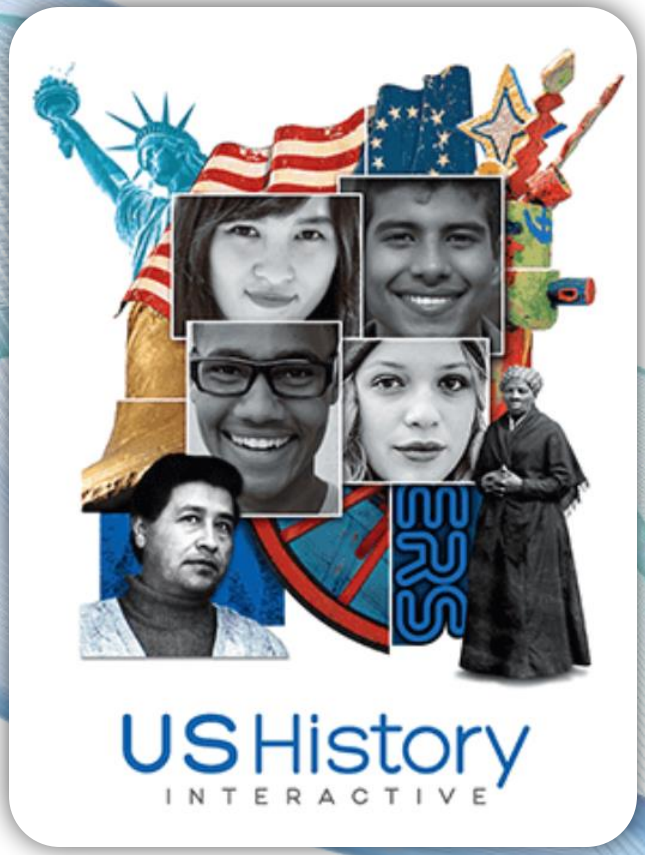
- Builds a professional learning community around collective goals, practices, and teacher conversations
- Delivers program-specific workshops and job-embedded services for one full school year
- Shoulder-to-shoulder, in-class coaching. Also available in virtual or blended formats

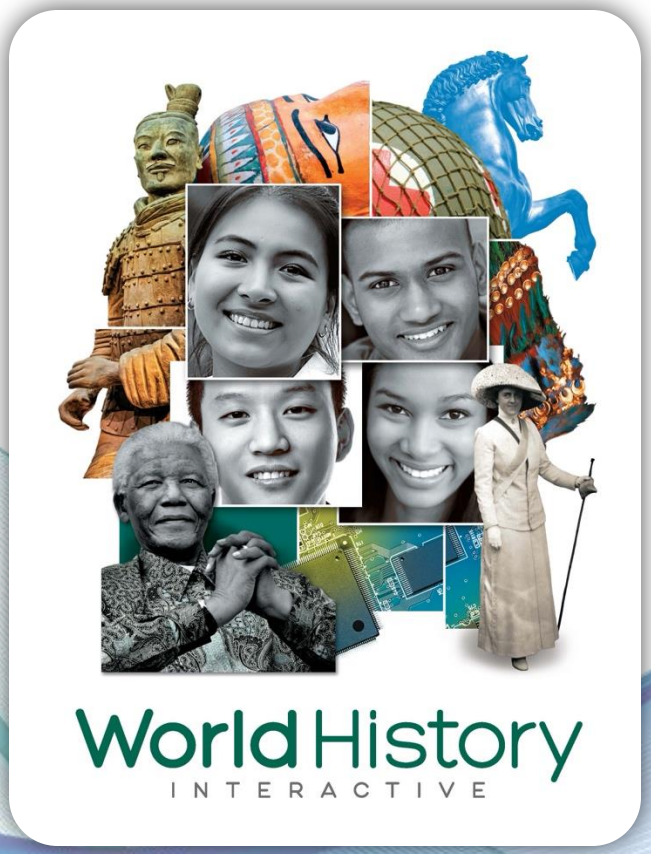
SAVVAS LEARNING COMPANY

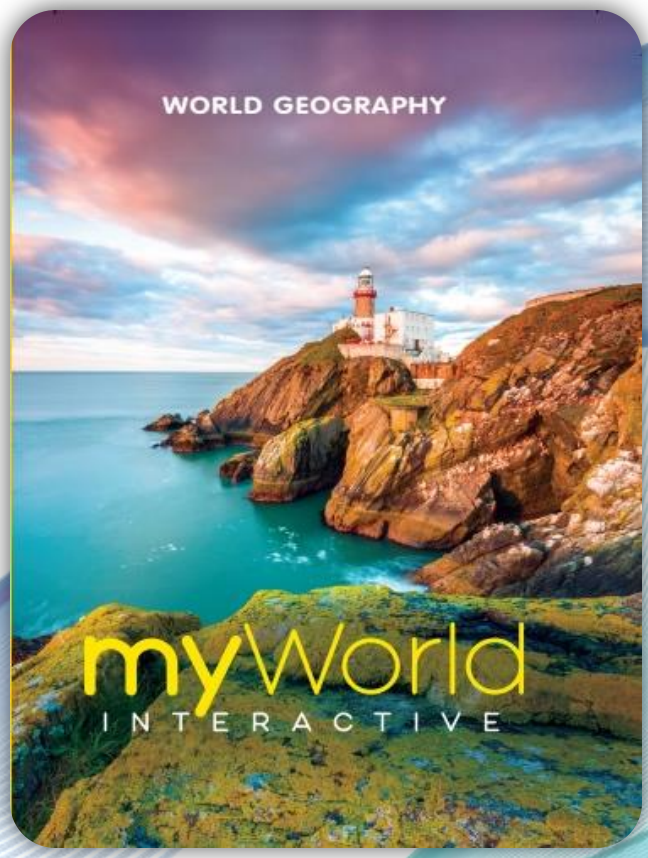
Scottsdale Unified SCHOOL DISTRICT

Social Studies

INTERACTIVE







SAVVAS

Thank You!

Scottsdale Unified
SCHOOL DISTRICT