

The Crash, the Dust, and the New Deal

Grade Level or Special Area: 7th Grade History

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Length of Unit: Nine lessons over thirteen days (one day = 45 minutes)

I. ABSTRACT

Hardship, struggles, and triumph map the road of the Great Depression for seventh graders. Explore the Great Depression and the New Deal through letters, pictures, books, and food. Seventh grade teachers will enjoy the variety of activities that teach the students in a range of lessons covering this fascinating period in history.

II. OVERVIEW

A. Concept Objectives

1. Students will understand the causes of the Great Depression and how it affected American society.
2. Students will develop an awareness of how the New Deal alleviated the Great Depression and transformed American society.
3. Students will understand the importance of effective leadership in a democratic society.
4. Students will understand the impact of economic phenomena within the free enterprise system such as supply and demand, profit, government regulation, and international competition on the economy of the United States.

B. Content from the *Core Knowledge Sequence* (pp. 164 – 165)

1. Seventh Grade History and Geography: American from the Twenties to the New Deal
 - a. The Great Depression
 - i. Wall street stock market Crash of '29, "Black Tuesday"
 - ii. Hoover insists on European payment of war debts, Smoot-Hawley Tariff Act
 - iii. Mass unemployment
 - a) Agricultural prices collapse following European peace
 - b) Factory mechanization eliminates jobs
 - c) Bonus Army
 - d) "Hoovervilles"
 - iv. The Dust Bowl, "Okie" migrations
 - v. Radicals: Huey Long, American Communist Party, Sinclair Lewis
 - b. Roosevelt and the New Deal
 - i. Franklin Delano Roosevelt: "The only thing we have to fear is fear itself"
 - a) Eleanor Roosevelt
 - ii. The New Deal
 - a) Growth of unions: John L. Lewis and the CIO (Congress of Industrial Organizations), A. Philip Randolph, Memorial Day Massacre
 - b) New social welfare programs: Social Security
 - c) New regulatory agencies: Securities and Exchange Commission, National Labor Relations Board
 - d) Tennessee Valley Authority

- iii. Roosevelt’s use of executive power: “Imperial Presidency,” “court packing”
- C. Skill Objectives
 - 1. Students will engage in discussion covering specific topics in United States History.
 - 2. Students are expected to learn by listening and by taking notes to organize and summarize spoken ideas.
 - 3. Students will organize major events and people of the United States in chronological order. (adapted from Colorado History State Standard 1.1)
 - 4. Students will examine and respond to documents, letters and diaries, written texts, and pictures. (adapted from Colorado History State Standard 2.1)
 - 5. Students will examine data for point of view, historical context, and bias. (adapted from Colorado History State Standard 2.2)
 - 6. Students will examine and respond to current concepts, issues, events, and themes from a historical perspective. (Colorado History State Standard 2.3)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. *War, Peace, and All That Jazz*, J. Hakim
 - 2. *Growing Up in the Great Depression*, A. Ruth
 - 3. *Six Days in October: The Stock Market Crash of 1929*, K. Blumenthal
- B. For Students
 - 1. History and Geography: America Becomes a World Power (7th grade, p. 162)
 - 2. History and Geography: World War I: “The Great War,” 1914 – 1918 (7th grade, pp. 162 – 163)
 - 3. History and Geography: America in the Twenties (7th grade, p. 164)

IV. RESOURCES

- A. *Optional*: Book – *War, Peace, and All That Jazz*, J. Hakim (Lesson One, Three, Six, and Seven)
- B. *Optional*: Book – *The Stock Market Crash of 1929*, K. Brennan (Lesson One)
- C. *Optional*: Book – *The Wall Street Crash*, A. Woolf (Lesson One)
- D. *Optional*: Book – *Six Days in October: The Stock Market Crash of 1929*, K. Blumenthal (Lesson One)
- E. *Optional*: Book – *Welcome to Kit’s World: Growing Up During America’s Great Depression*, H. Brown (Lessons Three - Five)
- F. *Optional*: Book – *The Great Depression*, R.C. Stein (Lessons Three - Five)
- G. *Optional*: Book – *Growing up in the Great Depression*, A. Ruth (Lessons Three - Five)
- H. *Optional*: Book – *Life During the Great Depression*, D. Nishi (Lessons Three - Five)
- I. *Optional*: Book – *Franklin D. Roosevelt: U.S. President*, D. Nardo (Lesson Six)
- J. *Optional*: Book – *American Candidate: Franklin D. Roosevelt*, J.H. Hacker (Lesson Six)
- K. *Optional*: Book – *Franklin and Eleanor*, C. Harness (Lesson Six)
- L. *Optional*: Book – *Eleanor Roosevelt*, M. Winget (Lesson Six)
- M. *Optional*: Book – *Eleanor Everywhere: The Life of Eleanor Roosevelt*, M. Kulling (Lesson Six)
- N. *Optional*: Book – *Eleanor Roosevelt: First Lady of the World*, D. Faber (Lesson Six)
- O. *Optional*: Book – *Progressivism, the Great Depression, and the New Deal*, C. Collier (Lesson Seven)
- P. *Optional*: Book – *FDR’s New Deal*, D. Lawson (Lesson Seven)

V. LESSONS

Lesson One: A Dark Day in America (one day)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will understand the causes of the Great Depression and how it affected American society.
2. Lesson Content
 - a. The Great Depression
 - i. Wall street stock market Crash of '29, "Black Tuesday"
3. Skill Objective(s)
 - a. Students will engage in discussion covering specific topics in United States History.
 - b. Students are expected to learn by listening and taking notes to organize and summarize spoken ideas.

B. Materials

1. Pen or pencil (for each student)
2. Background Information (Appendix A) – for the teacher only
3. Pre-Assessment (Appendix B) – one per student
4. Index Cards (one per vocabulary word per student)
5. Dictionary (one per student)
6. Student Packet (Appendix C) – one per student

C. Key Vocabulary

1. *Capital* is the value of accumulated goods.
2. A *stock* is the proprietorship element in a corporation usually divided into shares and represented by transferable certificates.
3. The *stock market* is a market for stocks around the country.

D. Procedures/Activities

1. Distribute the Pre-Assessment (Appendix B) to each student.
2. Allow the students approximately ten minutes to complete the Pre-Assessment.
3. Inform the students that they are responsible for making the appropriate corrections on their Pre-Assessment as they go through the unit.
4. Introduce the vocabulary. Instruct the students to copy down each vocabulary word (one per index card). They need to write the definition of the word and illustrate the word or write an example to help them remember the definition. They should also use the word in a complete sentence.
5. Ask the students: *What major event caused the Great Depression in the United States?* (the stock market crash of 1929)
6. Inform the students that the stock market crash was not a sudden event. Although devastating, there were warning signs of a coming crash in the market.
7. Distribute a student packet (Appendix C) to each student.
8. Instruct the students to turn to page one of their student packets. They are to follow along with the outline and fill in the blanks with the appropriate terms, information, or dates.
9. The teacher's lecture notes are located in Appendix D. The underlined portions are the spaces the students are to fill in. Any additional information is written in italics. The background information in Appendix A (pp. 1-5) can be used in addition to the lecture outline.

E. Assessment/Evaluation

1. Pre-Assessment (Answer Key – Appendix B)
2. Completion of vocabulary index cards

Lesson Two: A Tisket, A Tasket, A Tariff in the Basket (one day)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the causes of the Great Depression and how it affected American Society.
 2. Lesson Content
 - a. The Great Depression
 - i. Hoover insists on European payment of war debts, Smoot-Hawley Tariff Act
 3. Skill Objective(s)
 - a. Students will examine data for point of view, historical context, and bias.
- B. *Materials*
1. Pen or pencil (for each student)
 2. Index cards (one per vocabulary word per student)
 3. Dictionary (one per student)
 4. Student Packet (Appendix C) – one per student
- C. *Key Vocabulary*
1. *Initial* means to place of find in the beginning.
 2. A *tariff* is a tax or schedule of taxes imposed by a government on imported goods.
- D. *Procedures/Activities*
1. Introduce the vocabulary. Instruct the students to copy down each vocabulary word (one word per index card). They need to write the definition of the word and illustrate the word or write an example to help them remember the definition. They should also use the word in a complete sentence.
 2. Instruct the students to turn to page three of the student packet (Appendix C).
 3. Instruct the students to read the excerpt about the Smoot-Hawley Tariff Act and answer the comprehension questions that follow.
 4. Allow all of class time for students to complete this activity.
- E. *Assessment/Evaluation*
1. Smoot-Hawley Tariff Act Comprehension Questions (Answer Key–Appendix E)
 2. Completion of vocabulary index cards

Lesson Three: Wanted: Jobs! (two days)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the causes of the Great Depression and how it affected American society.
 2. Lesson Content
 - a. The Great Depression
 - i. Mass Unemployment
 - a) Agricultural prices collapse following European peace
 - b) Factory mechanization eliminates jobs
 - c) Bonus Army
 - d) “Hoovervilles”
 3. Skill Objective(s)
 - a. Students are expected to learn by listening and by taking notes to organize and summarize spoken ideas.
 - b. Students will examine and respond to documents, letters and diaries, written texts, and pictures.

- B. *Materials*
1. Pen or pencil (for every student)
 2. Index cards (one per vocabulary word per student)
 3. Dictionary (one per student)
 4. Student Packet (Appendix C) – one per student
 5. Quiz (Appendix G, p. 1) – one per student (*Day two*)
- C. *Key Vocabulary*
1. *Agriculture* is the science or art of cultivating the soil, producing crops, and raising livestock and in varying degrees the preparation of these products for man’s use and their disposal.
 2. *Unemployment* is the involuntary idleness of workers.
- D. *Procedures/Activities*
- Day One:**
1. Introduce the vocabulary. Instruct the students to copy down each vocabulary word (one word per index card). They need to write the definition of the word and illustrate the word or write an example to help them remember the definition. They should also use the word in a complete sentence.
 2. Inform the students that today’s lesson will be in lecture format. They need to listen carefully and fill in the blanks with the appropriate term, phrase, or date.
 3. Instruct the students to turn in their student packets to page seven.
 4. The teacher’s lecture notes are located in Appendix F. The underlined portions are the spaces the students are to fill in.
- Day Two:**
1. Distribute the quiz to each student.
 2. Allow approximately ten to fifteen minutes for the students to complete the quiz.
 3. Instruct the students to turn in their completed quizzes before continuing with the rest of the lesson.
 4. Instruct the students to turn in their student packets to page ten.
 5. Inform the students that they are going to be looking at pictures that were taken during America’s Great Depression.
 6. Instruct the students look at the pictures and thoughtfully answer the questions that follow.
- E. *Assessment/Evaluation*
- Day One:**
1. Completion of vocabulary index cards
 2. Completion of lecture notes (Answer Key – Appendix F)
- Day Two:**
1. Completion of Quiz (Answer Key – Appendix G, p. 2)
 2. Completion of Picture Comprehension Questions (answers will vary)

Lesson Four: “Okies” Get Dusty (one day)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the causes of the Great Depression and how it affected American Society.
 2. Lesson Content
 - a. The Great Depression
 - i. The Dust Bowl, “Okie” migrations
 3. Skill Objective(s)
 - a. Students are expected to learn by listening and by taking notes to organize and summarize spoken ideas.

- b. Students will examine and respond to documents, letters and diaries, written texts, and pictures.
- B. *Materials*
 - 1. Pen or pencil (for every student)
 - 2. Index cards (one per vocabulary word per student)
 - 3. Dictionary (one per student)
 - 4. Student packet (Appendix C) – one per student
- C. *Key Vocabulary*
 - 1. A *drought* is a prolonged period of dryness.
 - 2. *Evoke* means to call forth.
 - 3. An *Okie* is a migrant agricultural worker from Oklahoma in the 1930s.
- D. *Procedures/Activities*
 - 1. Introduce the vocabulary. Instruct the students to copy down each vocabulary word (one word per index card). They need to write the definition of the word and illustrate the word or write an example to help them remember the definition. They should also use the word in a complete sentence.
 - 2. Instruct the students to turn in their student packets to pages sixteen and seventeen.
 - 3. Instruct the students to follow the directions and answer the questions in complete sentences. (Allow approximately five to ten minutes for the students to complete this activity.)
 - 4. Ask the students to pair with a partner from across the room. (They need to take pp. 16-17 of their student packet.)
 - 5. Instruct the students to share with each other their answers to the questions. Walk among the groups and listen to ensure that students are staying on the given topic.
 - 6. Ask each pair to share *one* question the images evoked.
 - 7. Inform the students that the rest of the lesson will be in lecture format.
 - 8. Instruct the students to turn in their student packets to page eighteen. They need to follow along and fill in the blanks with the appropriate word, phrase, or date. (*Utilize the board to ensure the students will not miss important information.*)
 - 9. The teacher’s lecture notes are located in Appendix H. The underlined portions are the spaces the students are to fill in. Any additional information that can be added to the lecture is in italics.
- E. *Assessment/Evaluation*
 - 1. Completion of vocabulary index cards
 - 2. Completion of “How Do You Feel?” (answers will vary)
 - 3. Informal evaluation (class discussion)
 - 4. Completion of lecture notes (Answer Key – Appendix H)

Lesson Five: Long, Lewis, and the Communist Party (one day)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand the causes of the Great Depression and how it affected American Society.
 - b. Students will understand the importance of effective leadership in a democratic society.
 - 2. Lesson Content
 - a. The Great Depression
 - i. Radicals: Huey Long, American Communist Party, Sinclair Lewis

3. Skill Objective(s)
 - a. Students will examine and respond to documents, letters and diaries, written texts, and pictures.
- B. *Materials*
1. Pen or pencil (for every student)
 2. Index cards (one per vocabulary word per student)
 3. Dictionary (one per student)
 4. Student Packet (Appendix C) – one per student
 5. Persuasive Essay Rubric (Appendix J) – one per student
 6. Notebook paper
- C. *Key Vocabulary*
1. A *communist* is one held to engage in left wing, subversive, or revolutionary activities.
 2. To *confiscate* is to seize by or as if by authority.
 3. Something is *pertinent* when it has clear decisive relevance to the matter at hand.
 4. A *populist* is a member of a political party claiming to represent the common people.
 5. A *radical* is one who is disposed to making extreme changes in existing views, habits, conditions, or institutions.
- D. *Procedures/Activities*
1. Introduce the vocabulary. Instruct the students to copy down each vocabulary word (one word per index card). They need to write the definition of the word and illustrate the word or write an example to help them remember the definition. They should also use the word in a complete sentence.
 2. Instruct the students to turn in their student packet to page twenty.
 3. Instruct the students to read the information given and answer the questions that follow.
 4. Inform the students that the last question given is to be written as a persuasive essay.
 5. Distribute the Persuasive Essay Rubric (Appendix J) to each student. Inform the students that this is the guideline they are to use as they write their essay.
 6. Allow the students to use the entire class time to complete the assignment. (The essay can be given as a home assignment to be due at a later date.)
- E. *Assessment/Evaluation*
1. Completion of vocabulary index cards
 2. Completion of Long, Lewis, and the Communists Comprehension Questions (Answer Key – Appendix I)
 3. Completion of Persuasive Essay (Rubric – Appendix J)

Lesson Six: Fear and Fan Mail (two days)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the causes of the Great Depression and how it affected American society.
 - b. Students will understand the importance of effective leadership in a democratic society.
 2. Lesson Content
 - a. Roosevelt and the New Deal
 - i. Franklin Delano Roosevelt: “The only thing we have to fear is fear itself”
 - a) Eleanor Roosevelt

3. Skill Objective(s)
 - a. Students are expected to learn by listening and by taking notes to organize and summarize spoken ideas.
 - b. Students will organize major events and people of the United States in chronological order.
 - c. Students will examine and respond to documents, letters and diaries, written texts, and pictures.
 - d. Students will examine and respond to current concepts, issues, events, and themes from a historical perspective.

B. *Materials*

1. Pen or pencil (for every student)
2. Student Packet (Appendix C) – one per student
3. Quiz (Appendix K, p. 1) – one per student (Day One)
4. Letters to Mrs. Roosevelt (Appendix M) – one to two letters per student (Day Two)
5. Thought Provokers (Appendix N) – one for every two to four students (Day Two)
6. Notebook paper (for every student) - Day Two
7. Rubric – Letter to Mrs. Roosevelt (Appendix O) – one per student (Day Two)

C. *Key Vocabulary*

There is no new vocabulary in this lesson.

D. *Procedures/Activities*

Day One:

1. Distribute the quiz to each student.
2. Instruct the students to answer each question in a complete sentence. Allow approximately ten minutes for the students to complete the quiz.
3. Collect the quizzes.
4. Instruct the students to turn in their student packets to page twenty-five.
5. Instruct the students to use the timeline given to take notes about the life of Franklin Delano Roosevelt. They will need to listen carefully and write down important facts. (*Utilize the board to ensure the students are taking notes on the most important information.*)
6. The teacher’s notes can be located in Appendix L. Necessary student notes are underlined. Any additional information is written in italics.
7. At the completion of the lecture, instruct the students to turn in their student packets to page twenty-six.
8. Read the excerpt from FDR’s inaugural address aloud to the class.
9. Instruct the students to read the excerpt again silently and answer the questions that follow in complete sentences.
10. *An optional way to address FDR’s inaugural address is to show his inaugural address from the video, “The Speeches of Franklin D. Roosevelt” ISBN 1-55607-005-5.*

Day Two:

1. Ask the students, “If you wrote a letter to the first lady, what would you write about?” (answers will vary)
2. Inform the students that during the Great Depression, many children wrote letters to the first lady (Eleanor Roosevelt) asking for various needs/wants to be met.
3. Distribute one to two letters and their responses to each student (Appendix M).
4. Instruct the students to read their letter(s) silently.
5. Go around the class and have each student state what the letter was about, and the type of response the child received (yes/no, personal or form letter).

6. Ask the students why these children would write to Mrs. Roosevelt instead of the president. (she was kind, more likely to answer, seen as a “mother” figure, etc.)
7. Ask students if they believe writing to a powerful or influential person about a problem is an effective way of resolving that problem. (Students may share a time when they wrote such a letter and its response.)
8. Ask the students how they would have felt if they had received the “secretary’s letter.” Would it be disappointing, or would it be nice to know the letter had been read and responded to?
9. Tell the students that Mrs. Roosevelt often wrote and spoke on the fact that the Depression affected the youth. She also fought for expansion of youth aid and education.
10. Ask the students which effort would have gained the greatest overall benefit: her lobbying efforts on behalf of children, or a personal response to each of the letters.
11. Ask the students if these letters give the picture that everyone was in the same situation, or that each person was struggling with individual problems, not known by others.
12. Divide the students into groups of two to four students.
13. Instruct the groups to look at their letters.
14. Distribute the Thought Provokers (Appendix N) to each group and give the students five to ten minutes to answer the questions.
15. Return to a whole group, and discuss their answers to the Thought Provokers page.
16. Distribute the rubric for the letter to Mrs. Roosevelt (Appendix O) to each student. This is their requirement guideline for the next activity.
17. Ask the students to imagine that they were the child that wrote the letter they read, but now they have grown up. Have each student write a follow-up letter to Mrs. Roosevelt explaining how his or her life unfolded since the first letter. Collect the letters at the end of class, or assign as a home assignment to be due at a later date.

E. *Assessment/Evaluation*

Day One:

1. Completion of vocabulary index cards
2. Completion of quiz (Answer Key – Appendix K, p. 2)
3. Completion of timeline and notes (Answer Key – Appendix L)
4. Completion of Fear and Fan Mail Comprehension Questions (answers will vary)

Day Two:

1. Completion of Thought Provokers (answers will vary)
2. Completion of Letter to Mrs. Roosevelt (Rubric – Appendix O)

Lesson Seven: Let’s Make a Deal (one day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the importance of effective leadership in a democratic society.
 - b. Students will develop an awareness of how the New Deal alleviated the Great Depression and transformed American society.
2. Lesson Content
 - a. Roosevelt and the New Deal
 - i. The New Deal

- a) Growth of unions: John L. Lewis and the CIO (Congress of Industrial Organizations), A. Philip Randolph, Memorial Day Massacre
 - b) New social welfare programs: Social Security
 - 3. Skill Objective(s)
 - a. Students will engage in discussions covering specific topics in United States History.
 - b. Students are expected to learn by listening and by taking notes to organize and summarize spoken ideas.
- B. *Materials*
 - 1. Pen or pencil (for every student)
 - 2. Index cards (one per vocabulary word per student)
 - 3. Dictionary (one per student)
 - 4. Notebook paper (for every student)
- C. *Key Vocabulary*
 - 1. *Recovery* is the act, process, or an instance of recovering, especially an economic upturn.
 - 2. To *reform* is to amend or improve by change of form or removal of faults or abuses.
- D. *Procedures/Activities*
 - 1. Introduce the vocabulary. Instruct the students to copy down each vocabulary word (one word per index card). They need to write the definition of the word and illustrate the word or write an example to help them remember the definition. They should also use the word in a complete sentence.
 - 2. Inform the students that today's lesson will be in lecture format. They will need to follow along, listen carefully, and take notes on the most important information. (*Utilize the board to ensure the students get the most important information.*)
 - 3. Use the following information to teach the lesson. Information in bold print is important student notes.
 - a. We know from the last lesson that the first one hundred days of Franklin D. Roosevelt's first term is considered to be historic because of the numerous laws passed during that period.
 - b. These new laws became known as the **New Deal**.
 - c. Historians have generally divided the New Deal into three groups: **relief, recovery, and reform**
 - i. Relief was **immediate aid to the worst sufferers**
 - ii. Recovery was meant to **get the economy going again**
 - iii. Reform programs were to be **permanent**
 - d. **John L. Lewis** was a **spokesman of the working people** for almost forty years.
 - i. **Revitalized the U.S. labor movement in the 1930s**
 - ii. Formed the **Congress of Industrial Organizations (CIO)**
 - a) The CIO was **formed to pressure the AFL to change its policies.**
 - b) CIO desired **organization of industrial workers**
 - c) CIO had initial success with unions like the General Motors Corporation and U.S. Steel
 - d) Other unions started up in hopes of overcoming the CIO
 - e. **A. Philip Randolph** was the president of the **Brotherhood of Sleeping Car Porters (BSCP)**

- i. BSCP were members of the AFL, but Randolph took his union to the CIO because of racial discrimination in the AFL
- f. In **1937**, several small steelmakers refused to follow U.S. Steel by signing a union contract.
 - i. A **strike** was called by the **Steel Workers Organizing Committee (SWOC)** (a union within the CIO)
 - ii. Hundreds of SWOC supporters gathered at Chicago's Sam's Place on **Memorial Day, 1937**
 - iii. The crowd began to march across the prairie toward Republic Steel mill.
 - iv. The march was stopped by **Chicago police**
 - v. **Demonstrators argued that they had a right to continue and the police fired into the crowd**, some police even pursued people as they fled, shooting them in the back.
 - vi. This became known as the **Memorial Day Massacre**
- g. Around this time (**1935-1937**), Roosevelt introduced a reform program that still has great meaning to Americans today; **Social Security**
 - i. Prior to Social Security, the middle and lower classes had almost no way of saving money.
 - ii. Paychecks went to pay bills. Many families had retired grandparents living with them because the grandparents had no savings to live off of.
 - iii. There was no **unemployment pay**. It is difficult for Americans to understand the idea that people would actually have **no money**
 - iv. The idea of Social Security started in **Europe 50 years prior to its reaching America**
 - v. Roosevelt set up the reform as a **regressive tax**; workers pay a portion of their paycheck to a fund that will give them **financial security** in their old age.
 - vi. The **Social Security Act** established a system that **provided old-age pensions for workers, benefits for accident victims, unemployment insurance, and aid for mothers of handicapped children.**
 - vii. Although Social Security did not help everyone, it did give Americans a sense of security in an insecure time.
- 4. Allow the students to ask questions or clarify portions of the lecture.
- 5. Instruct the students to pair with a partner and share three things they learned about the New Deal, the CIO, Lewis, Randolph, the Memorial Day Massacre, or Social Security. (Walk around during this discussion time to ensure students are staying on topic.)

E. *Assessment/Evaluation*

- 1. Completion of vocabulary index cards
- 2. Completion of lecture notes
- 3. In-class discussion

Lesson Eight: Agencies and Authority (one day)

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. Students will understand the causes of the Great Depression and how it affected American society.

- b. Students will develop an awareness of how the New Deal alleviated the Great Depression and transformed American society.
 - c. Students will understand the importance of effective leadership in a democratic society.
 - d. Students will understand the impact of economic phenomena within the free enterprise system such as supply and demand, profit, government regulation, and international competition on the economy of the United States.
2. Lesson Content
- a. Roosevelt and the New Deal
 - i. The New Deal
 - a) New regulatory agencies: Securities and Exchange Commission, National Labor Relations Board
 - b) Tennessee Valley Authority
3. Skill Objective(s)
- a. Students will engage in discussion covering specific topics in United States History.
 - b. Students are expected to learn by listening and by taking notes to organize and summarize spoken ideas.
- B. *Materials*
- 1. Pen or pencil (for every student)
 - 2. Index cards (one per vocabulary word per student)
 - 3. Dictionary (one per student)
 - 4. Student Packet (Appendix C) – one per student
 - 5. Notebook paper (for every student)
- C. *Key Vocabulary*
- 1. To *regulate* is to govern or direct according to rules or regulations.
- D. *Procedures/Activities*
- 1. Introduce the vocabulary. Instruct the students to copy down each vocabulary word (one word per index card). They need to write the definition of the word and illustrate the word or write an example to help them remember the definition. They should also use the word in a complete sentence.
 - 2. Instruct the students to turn in their student packet to page twenty-seven.
 - 3. Explain to the students that this is known as a T-chart. The New Deal programs that will be studied in this lesson are on the left side of the chart. The students are to use the right side of the chart to take notes during the lecture.
 - 4. Use the notes given below to teach the lesson. Necessary student information is in bold print. Any additional information is written in regular print. (*Utilize the board to ensure the students are taking notes on the most important information.*)
 - 5. Tell the students that this lesson will cover a few of the New Deal programs. There were many programs created during FDR’s first one hundred days. However, for the purpose of this lesson, only three programs will be covered.
 - 6. **Securities and Exchange Commission**
 - a. **May 27, 1933 – Federal Securities Act** was passed
 - i. Required private corporations that issues stock to **register** with the **Federal Trade Commission**
 - ii. The Federal Trade Commission was later changed to be the **Securities and Exchange Commission (SEC)**
 - iii. This act also gave the Federal Reserve Board the power to **regulate the purchase of stock**
 - iv. This act was not pleasing to businesses

7. **National Labor Relations Board**
 - a. **1935 – Wagner Act** was passed
 - i. **Gave backing to labor’s right to organize and bargain through representative of their own choice or refrain from such activities**
 - ii. It is a board of **five members**
 - iii. The board determines several things:
 - a) **Proper bargaining units**
 - b) **Union representation elections**
 - c) **Investigates unfair labor charges**
 - iv. The NLRB does not have power over all businesses, including real estate, agriculture, domestic, family, government, and church-run schools.
8. **Tennessee Valley Authority**
 - a. **May 1933** - one of the most famous and **most successful** New Deal programs
 - i. The basic idea was to build a **series of dams on the Tennessee River**
 - a) Dams would create **artificial lakes that could drive electric generators**
 - b) Lakes could be developed into **recreational areas**
 - c) Controlling the rivers **would prevent soil erosion, flooding, and help irrigate dry areas**
 - d) **Jobs** would be provided
 - ii. This act provided for the **development of the entire Tennessee Valley area**
 - iii. Became famous as an example of how a **national government could play a positive role in the economic development of a major region**
9. Many programs were created to help America get back on her feet during the Great Depression. However, only a few of the programs are still used today.
10. Ask the students if they think the three programs they learned about today are still in effect. (Yes, all three are in effect)
11. Ticket Out: Tell the students that in order to leave today they must write down the three programs studied in this lesson (Securities and Exchange Commission, National Labor Relations Board, and the Tennessee Valley Authority), the dates associated with the programs (May 27, 1933, 1935, and May 1933 respectively) and one thing they learned about each program. They may use their notes to complete this task.

E. *Assessment/Evaluation*

1. Completion of vocabulary index cards
2. Completion of lecture notes
3. Completion of “Ticket Out”

Lesson Nine: An Imperial Presidency (one day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the importance of effective leadership in a democratic society.
2. Lesson Content
 - a. Roosevelt and the New Deal

- d. People became outraged and accused FDR of **court packing**.
 - e. Roosevelt fought hard for it, but eventually came to accept that it would not pass.
12. Ask the students what the disadvantages of the president's court packing would be. (Answers will vary.)
 13. Ask the students if they think Roosevelt was a good president and why or why not. (Answers will vary.)
 14. Remind the students that there will be a review for the test. Allow them the rest of the class period to study their notes in preparation for the upcoming test. (Walk around the classroom as they study to ensure that they stay on task and to answer any questions the students may have.)
- E. *Assessment/Evaluation*
1. Completion of vocabulary index cards
 2. Completion of lecture notes
 3. Study time

VI. CULMINATING ACTIVITY

- A. Unit Assessment
- B. Pom-Pom Pullaway
1. *This game was popular with Depression-era children who didn't have money to buy expensive sporting equipment.*
 2. Prior to this activity, the teacher will need to arrange for a large space (a nearby field or the school gymnasium) with plenty of room for running.
 3. Divide the students (in random order) into two groups.
 4. Instruct the students in the rules of the game.
 - a. The two groups line up on opposite sides of the space.
 - b. One person is randomly chosen to be "It."
 - c. The person who is "it" stands in the middle between the two lines.
 - d. "It" begins the game by calling out, "(Joe), pom-pom pullaway. Come away or I'll pull you away."
 - e. The player who is called starts running across the space.
 - f. "It" tries to tag the runner.
 - g. If the runner gets to the opposite side before being tagged, they are safe.
 - h. If the runner is tagged, they remain in the middle and help the "it" person tag other players.
 - i. The game continues until only one safe player is left.
 - j. If the game continues, the safe player left from the last game becomes "it" for the new game.
- C. Due to the lack of money (and often resources), many interesting recipes were created during the Great Depression. Choose two or three recipes from Appendix Q to cook for the class and have a "Taste the Great Depression" Party.
- D. Optional video – "FDR: Fear Itself (1921-1933)" WGBH Educational Foundation and David Grubin Productions, Inc. ISBN 1-56633-155-2.
- E. Some students may be interested in fictional literature long the same subject of the unit. The teacher could suggest the following:
1. Arvella Whitmore, *The Bread Winner*
 2. Karen Hesse, *Out of the Dust*
 3. Christopher Paul Curtis, *Bud, Not Buddy*
 4. Valerie Tripp, *Meet Kit* (first book of an American Girl series)

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Background Information
- B. Appendix B: Pre-Assessment and Pre-Assessment Answer Key
- C. Appendix C: Student Packet
- D. Appendix D: Answer Key – Lecture Notes – Stock Market Crash of 1929
- E. Appendix E: Answer Key – Smoot-Hawley Tariff Act Comprehension Questions
- F. Appendix F: Answer Key – Lecture Notes – Mass Unemployment
- G. Appendix G: Quiz and Answer Key – Stock Market Crash and the Smoot-Hawley Tariff Act
- H. Appendix H: Answer Key – Lecture Notes – The Dust Bowl and the Okies
- I. Appendix I: Answer Key – Long, Lewis, and the Communists Comprehension Questions
- J. Appendix J: Persuasive Essay Rubric
- K. Appendix K: Quiz and Answer Key – Mass Unemployment to the Dust Bowl
- L. Appendix L: Answer Key – Timeline and Notes – Fear and Fan Mail
- M. Appendix M: Letters to Mrs. Roosevelt
- N. Appendix N: Thought Provoker
- O. Appendix O: Rubric – Letter to Mrs. Roosevelt
- P. Appendix P: Unit Assessment and Answer Key
- Q. Appendix Q: “Taste the Great Depression” Recipes

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Background Information – The Stock Market Crash of 1929

The Beginning of the End

The roaring twenties or the Jazz age was a time of intense stock market speculation. There may never be a time again like the 1920s, where talk about investing dominated almost every conversation. As reported by John Brooks in *Once in Golconda*, a British Correspondent, after arriving in New York in 1929, reported “You could talk about Prohibition, or Hemingway, or air conditioning, or music, or horses, but in the end you had to talk about the stock market, and that was when the conversation became serious.”

People believed the market could go nowhere but up. Despite hard-earned lessons from a Florida real estate bubble in the mid 1920s and even many volatile days (mostly down days) in September of 1929, investors did not hold back. Until Thursday, October 24th – a day that will live in infamy as “Black Thursday.”

Black Thursday

Black Thursday was the first sign of the end of a great bull market. What goes up, must come down. And come down it did. However, Black Thursday was not the nail in the coffin (that comes on Black Monday and Tuesday). In fact, Black Thursday involved a great comeback. Let’s get straight to the story...

12.9 million shares changed hands on Black Thursday (a new record – 4 million shares was considered a busy day back then). Most of the panic took place in the morning hours. The ticker tape machine fell behind by an hour and a half leaving investors madly scrambling to sell their investments without even knowing the current prices. Panic set in. People gathered outside the exchanges and brokerages, police were dispatched to insure peace. Rumors were flying. By 12:30 pm, the Chicago and Buffalo Exchanges closed down, eleven well-known speculators had already killed themselves and the NYSE closed the visitor’s gallery on the wild scenes below. Reporters learned that an important meeting was taking place at the office of J.P. Morgan and Company, involving many of the most important men in banking. After the meeting broke, Thomas Lamont, senior partner at Morgan – a company founded by a man who had help stop a panic in 1907, made the following statement to newspaper reporters: “There has been a little distress selling on the Stock Exchange... due to a technical condition of the market” and that things were “susceptible to betterment.”

The market moved up a bit after Lamont’s statement, but the real recovery came at 1:30 pm, when self-confident Richard Whitney, vice-president of the NYSE and floor broker of J.P. Morgan and Company, walked into the exchange floor. The crowd went silent. Everyone expected an announcement that the NYSE would be closed. Instead, Richard Whitney surprised everybody...

Background Information – The Stock Market Crash of 1929

Richard Whitney saves the day.

Whitney asked for the latest bid on U.S. Steel. “195” someone shouted. Then he promptly announced that he was buying 10,000 shares of U.S. Steel at 205. He immediately received 200 shares and then left the rest of the order with the specialist. He continued to make similar orders for over a dozen more stocks. Fear evaporated as investors became worried that they would miss the new boom. The market would have closed much higher if loss orders from earlier that day hadn't been triggered during the upward surge. Needless to say, the recovery on Black Thursday was impressive, but so was the massive sell off earlier in the morning that gave it its name.

Friday and Saturday morning sessions held steady as everyone became optimistic with the market's ability to recover. These feelings were squashed on Black Monday.

Black Monday (October 28th, 1929)

Following Black Thursday 1929, the stock market was much calmer - it was up a bit on Friday and down a little on Saturday. People were optimistic, knowing that the market could bounce back from Thursday and that the bankers had stepped in. This false sense of hope would end on Monday.

Black Monday

Black Monday was a terrible day in the market. Unlike the Black Thursday, no "hero" stepped in to regain investor's confidence. Richard Whitney did not walk into the NYSE and the bankers and Mr. Lamont didn't make comments until after market closed and those words weren't that optimistic. Volume levels were very high (around 9.25 million shares) as speculators began to realize that no one could save the market. Speculators could only hope that the damage wouldn't be too bad.

Black Monday was the 2nd worst day in U.S. stock market history. The worst day in history wouldn't come for 58 more years (October 19th, 1987), which also happens to be a Monday and is also referred to as "Black Monday."

Just 1 week earlier, on Monday the 21st, investors had their first glimpse of the three Black Days as the volume was high (6,091,870 shares) and the ticker tape fell seriously behind forcing people began to sell blindly. Over the next week, the market turned people into fools. Perhaps the biggest fool at the time was Professor Irving Fisher.

Background Information – The Stock Market Crash of 1929

Well known, trusted Yale University economist, Irving Fisher stated on the 21st, “[the market was only] shaking out of the lunatic fringe” and went on to explain why he felt the prices still have not caught up with their real value and should go much higher. On Wednesday the 23rd, he announced in a banker’s meeting “security values in most instances were not inflated.” Fisher also announced “The nation is marching along a permanently high plateau of prosperity.” Before Black Thursday, Monday and Tuesday, Fisher was considered an investment prophet. Though he was recognized for his contributions to technical economic theory, monetary theory and index numbers in later years, these three Black days crippled Irving Fisher's reputation.

Black Monday is usually considered a precursor to the worst day in stock market history – the nail in the coffin, Black Tuesday.

Worst Day in Stock Market History

Black Tuesday is notorious for being the worst day in the U.S. stock market, but in terms of percentage loss, the honor goes to Black Monday (1987 and 1929). To understand what makes it the worst day, read on.

Black Tuesday - October 29th, 1929

Combine the worst features of Black Thursday with the worst features of Black Monday and you get Black Tuesday. On Thursday, a record 12.9 million shares traded and the ticker tape fell behind one and a half hours. On Black Tuesday, a new record of 16.4 million shares were traded and the ticker tape fell behind by two and a half hours! On Monday, the stock market suffered a record one-day loss of around 13 percent. On Black Tuesday, the market suffered a loss of about 12 percent. Like the previous "Black Days," the top bankers held a meeting during the day about the market. Only this time they met twice – once at noon and again in the evening. Once again, Thomas Lamont spoke with the press, but this time it was mostly business. Rumors were that the bankers were selling stocks rather than stabilizing the market. He dispelled the rumors, but did not offer the positive remarks that the previous tragic days featured.

Here is what the Seattle Times wrote about Black Tuesday:

"A veritable bedlam of activity reigned in leading stock brokerage houses in Seattle today as the greatest avalanche of security selling known to history was launched on New York exchanges. Executives and clerks, worn by almost constant application to duty for days past, and with little respite gained by the Saturday afternoon and Sunday intermission breasted the great tide of buying and selling orders with philosophical resignation... Curiosity seemed to prompt attendance of the greater part of the milling throngs in the board rooms." (The Seattle Times, October 29, 1929)

Background Information – The Stock Market Crash of 1929

By the end of November, investors had lost \$100 billion in assets in what was later called "The Great Stock Market Crash." In just two months, September and October, the stock market had lost 40 percent of its value. Black Tuesday usually marks the point where the Roaring 20's ended and the Great Depression started. The stock market would continue to fall until bottoming out in July of 1932 with the Dow at 41.22, down 89.2% (from 381.17 to 41.22). The stock market wouldn't recover for another 22 years!

Available URL http://mutualfunds.about.com/cs/1929marketcrash/a/black_tuesday.htm

Stock Market Crash

1929 - The stock market crash ushered in the Great Depression.

Capital is the tools needed to produce things of value out of raw materials. Buildings and machines are common examples of capital. A factory is a building with machines for making valued goods. Throughout the twentieth century, most of the capital in the United States was represented by stocks. A corporation owned capital. Ownership of the corporation in turn took the form of shares of stock. Each share of stock represented a proportionate share of the corporation. The stocks were bought and sold on stock exchanges, of which the most important was the New York Stock Exchange located on Wall Street in Manhattan.

Throughout the 1920s a long boom took stock prices to peaks never before seen. From 1920 to 1929 stocks more than quadrupled in value. Many investors became convinced that stocks were a sure thing and borrowed heavily to invest more money in the market.

But in 1929, the bubble burst and stocks started down an even more precipitous cliff. In 1932 and 1933, they hit bottom, down about 80% from their highs in the late 1920s. This had sharp effects on the economy. Demand for goods declined because people felt poor because of their losses in the stock market. New investment could not be financed through the sale of stock, because no one would buy the new stock.

But perhaps the most important effect was chaos in the banking system as banks tried to collect on loans made to stock market investors whose holdings were now worth little or nothing at all. Worse, many banks had themselves invested depositors' money in the stock market. When word spread that banks' assets contained huge uncollectible loans and almost worthless stock certificates, depositors rushed to withdraw their savings. Unable to raise fresh funds from the Federal Reserve System, banks began failing by the hundreds in 1932 and 1933.

Background Information – The Stock Market Crash of 1929

By the inauguration of Franklin D. Roosevelt as president in March 1933, the banking system of the United States had largely ceased to function. Depositors had seen \$140 billion disappear when their banks failed. Businesses could not get credit for inventory. Checks could not be used for payments because no one knew which checks were worthless and which were sound.

Roosevelt closed all the banks in the United States for three days - a "bank holiday." Some banks were then cautiously re-opened with strict limits on withdrawals. Eventually, confidence returned to the system and banks were able to perform their economic function again. To prevent similar disasters, the federal government set up the Federal Deposit Insurance Corporation, which eliminated the rationale for bank "runs" - to get one's money before the bank "runs out." Backed by the FDIC, the bank could fail and go out of business, but then the government would reimburse depositors. Another crucial mechanism insulated commercial banks from stock market panics by banning banks from investing depositors' money in stocks.

Adapted from <http://www.pbs.org/fmc/timeline/estockmktcrash.htm>

Pre-Assessment

Name _____ Date _____

A. Fill in the blank with the appropriate term.

Stock market	Populist	Communist
Radical	Drought	Unemployment
Tariff	Reform	Regulate

1. The _____ is a market for stocks around the country.
2. A(n) _____ is a prolonged period of dryness.
3. A(n) _____ is one who is disposed to making extreme changes in existing views, habits, conditions, or institutions.
4. A(n) _____ is a member of a political party claiming to represent the common people.
5. A(n) _____ is a tax or schedule of taxes imposed by a government on imported goods.

B. Circle the letter of the correct response to each question.

1. What major even caused the Great Depression in the United States?
 - a. The New Deal
 - b. Bonus Army
 - c. Stock market crash
 - d. Mass unemployment

Unit Pre-Assessment

2. Which of the following statements is a quote from Franklin D. Roosevelt?
 - a. “the only thing we have to eat is sandwiches”
 - b. “the only thing we have to fear is the Great Depression”
 - c. “the only thing we have to know is how to read”
 - d. “the only thing we have to fear is fear itself”

3. Which of the following problems was **not** dealt with during the Great Depression?
 - a. debt
 - b. hunger
 - c. wealth
 - d. bankruptcy

4. Who was the wife of Franklin D. Roosevelt?
 - a. Eleanor Roosevelt
 - b. Ellen Roosevelt
 - c. Emily Roosevelt
 - d. Evelyn Roosevelt

5. The drought that settled in the southwestern United States became known as the _____.
 - a. Dust Barn
 - b. Dirt Storm
 - c. Dust Bowl
 - d. Super Bowl

Answer Key – Pre-Assessment

A. Fill in the blank

1. stock market
2. drought
3. radical
4. populist
5. tariff

B. Multiple Choice

1. c
2. d
3. c
4. a
5. c

Lecture Notes – The Stock Market Crash of 1929

Black Thursday

October _____, 1929

- _____: Stock prices began to _____
 - People became desperate to _____ their _____
 - _____ began to _____
- _____: A meeting was held among the bankers
 - Richard _____ was vice president of the Stock Exchange floor
 - Whitney began bidding _____ on U.S. Steel stocks
 - People regained confidence and the market _____

A Nervous Recovery

October _____ – _____, 1929

- Trading was _____, but prices remained _____
- Investors were still _____ about the stability of the _____
- _____, October 28 opened with a flood of _____
 - Organized support did not appear as it had on October _____
 - Altogether, the New York Stock Exchange value had dropped _____
_____ in one day
 - Was the largest fall in the history of the exchange

Lecture Notes – The Stock Market Crash of 1929

Black _____

October _____, 1929

- When the stock exchange opened at _____, everyone began _____ their stocks
 - Prices dropped rapidly
 - RCA shares had been worth _____ each were now selling for _____ each
 - Bankers were _____ looking to _____ the market, they were also selling their stocks
- As the trading grew to a close, prices slowly began to rally
- The _____ of shares at closing was a _____, 16,410,030 shares
- Over _____ were wiped off the value of the stock market
- The market value began to drop
 - June _____ saw another large drop
 - Continued until reaching an ultimate low in July _____
- Black Tuesday marks the beginning of the _____

Smoot-Hawley Tariff Act

Smoot-Hawley Tariff

The Smoot-Hawley Tariff Act of June 1930 raised U.S. tariffs to historically high levels. The original intention behind the legislation was to increase the protection afforded domestic farmers against foreign agricultural imports. Massive expansion in the agricultural production sector outside of Europe during World War I led, with the postwar recovery of European producers, to massive agricultural overproduction during the 1920s. This in turn led to declining farm prices during the second half of the decade. During the 1928 election campaign, Republican Presidential candidate Herbert Hoover pledged to help the beleaguered farmer by, among other things, raising tariff levels on agricultural products. But once the tariff schedule revision process got started, it proved impossible to stop. Calls for increased protection flooded in from industrial sector special interest groups and soon a bill meant to provide relief for farmers became a means to raise tariffs in all sectors of the economy. When the dust had settled, Congress had agreed to tariff levels that exceeded the already high rates established by the 1922 Fordney-McCumber Act and represented among the most protectionist tariffs in U.S. history.

The Smoot-Hawley Tariff was more a consequence of the onset of the Great Depression than an initial cause. But while the tariff might not have caused the Depression, it certainly did not make it any better. It provoked a storm of foreign retaliatory measures and came to stand as a symbol of the ‘beggar-thy-neighbor’ policies (policies designed to improve one’s own lot at the expense of that of others) of the 1930s. Such policies contributed to a drastic decline in international trade. For example, U.S. imports from Europe declined from a 1929 high of \$1,334 million to just \$390 million in 1932, while U.S. exports to Europe fell from \$2,341 million in 1929 to \$784 million in 1932. Overall, world trade declined by some 66% between 1929 and 1934. More generally, Smoot-Hawley did nothing to foster trust and cooperation among nations in either the political or economic realm during a perilous era in international relations.

The Smoot-Hawley tariff represents the high-water mark of U.S. protectionism in the twentieth century. Thereafter, beginning with the 1934 Reciprocal Trade Agreements Act, American commercial policy generally emphasized trade liberalization over protectionism. The United States generally assumed the mantle of champion of freer international trade, as evidenced by its support for the General Agreement on Tariffs and Trade (GATT), the North American Free Trade Agreement (NAFTA), and the World Trade Organization (WTO).

U.S. Department of State <http://www.state.gov/r/pa/ho/time/id/17606.htm>

Smoot-Hawley Tariff Act

The **Smoot-Hawley Tariff Act** raised US tariffs on over 20,000 dutiable items to record levels, and, in the opinion of many economists, protracted or initiated the Great Depression. U.S. President Herbert Hoover signed the act into law on June 17, 1930.

The act was championed by Senator Reed Smoot, a Republican from Utah, and Representative Willis C. Hawley, a Republican from Oregon. President Herbert Hoover had asked Congress for a downward revision in rates, but Congress raised rates instead. While many economists urged a veto, Hoover thought he could finesse the law through the U. S. Tariff Commission, and signed the bill.

Opponents of the measure organized a petition signed by 1,000 economists who expressed concern about anticipated tariff reprisals from other countries.

Although the tariff act was passed after the Stock Market Crash of 1929, many economic historians consider it a factor in deepening the Great Depression. Unemployment was at a troublesome 9 percent in 1930, when the Hawley-Smoot tariff was passed, but it jumped to 16 percent unemployment the next year and 25 percent unemployment two years after that. The annual rate of unemployment in the United States never got back down to the 9 percent level again during the entire decade of the 1930s.

Some economists also view the stock market crash as being a pre-emptive revaluation of stocks based on the news that the tariff act would most likely pass into law. This view is based on the concept that stock markets respond primarily to news about the future.

As countries resorted to protectionism, the general amount of international trade decreased, causing the world economy to slow.

In part as a result of the Hawley-Smoot Tariff and other countries' responses to it, the post-World War II world saw a push towards multilateral trading agreements that would prevent a similar situation from unfolding. This led in part to the Bretton Woods Agreement in 1944 and the General Agreement on Tariffs and Trade (GATT) in the 1950s.

There is still some historical debate as to whether the tariff was directly harmful to the US domestic economy or not. A revenue-generating tariff can be beneficial to an economy, if other countries do not respond with tariffs of their own. However, in classical and neoclassical economic theory, a tariff above a certain level will in and of itself lower revenue, harm trade, and reduce the general welfare.

Smoot-Hawley Tariff Act

There has been debate as to whether other countries raised their own tariffs as a result of the Smoot-Hawley Tariff, or if they were simply attempting to accomplish the same goal as the United States. Much of this debate has been centered upon Canada, the United States' largest trading partner, which raised their tariffs substantially in recent years. The cause of the Canadian decision is still disputed, however.

http://en.wikipedia.org/wiki/Smoot-Hawley_Tariff_Act

Answer the following questions in complete sentences.

1. The Smoot-Hawley Tariff Act raised U.S. tariffs to what kind of levels?
2. Who did Presidential candidate Hoover pledge to help?
3. Was the Smoot-Hawley Tariff Act an initial cause of the Great Depression?
4. Who were the Republicans who headed up the Smoot-Hawley Tariff Act?

Lecture Notes – Mass Unemployment

Mass Unemployment

- Following the stock market _____ over one _____ people lost their jobs
 - Loss of _____ led people to believe they were in a _____
 - This caused a drop in _____ of _____ and _____
 - Thousands of shops and factories were forced _____ of _____
 - Some companies tried to stay in business and were forced to _____ and _____ - _____ employees to stay in business
 - Although the majority of the American population did _____ have stocks, they were caught in the _____
- _____ people were unemployed _____ the crash in 1929
 - In _____, 4,250,000 people were unemployed
 - In 1931, over _____ people were unemployed
 - By _____, over _____ people were unemployed

Lecture Notes – Mass Unemployment

Agriculture and Factories

- Farmers had not prospered in the _____
 - Crop prices stayed _____
 - Agricultural areas faced similar problems to those in the cities
 - _____
 - _____
 - _____
- As America continued to evolve industrially, factories laid off more workers
 - Factories were able to use _____
 - More _____ effective during hard times

Bonus Army

- In _____ thousands of _____ of World War I marched into _____
 - They wanted their wartime “_____” they were to receive in _____
 - The majority were _____ and _____
 - These determined veterans became known as the “_____”
 - Their numbers rose to _____ within _____ months

Lecture Notes – Mass Unemployment

Hooverville

- The Bonus Army set up _____
 - These were shantytowns set named after the _____
 - Many people set up Hoovervilles as they lost their _____ and _____
 - These consisted of _____ made of wooden _____, tar paper, and other pieces
 - Were set up on the _____ of cities
 - Were nicknamed “Hoovervilles” because people _____ President Hoover for his lack of _____ to solve this situation
 - President Hoover believed that “_____” was best
 - As he did nothing, things grew _____

Picturing the Great Depression



Answer the following questions in complete sentences.

What are the circumstances represented by this photo?

Describe the condition of the house in the photo.

Picturing the Great Depression



Answer the following question with a complete sentence.

What can you learn from the expression on the boy's face?

Picturing the Great Depression



Answer the following question with complete sentences.

What is interesting or surprising about the situation captured in this picture?

Picturing the Great Depression



Answer the following question with complete sentences.

What problems or frustrations are suggested by this picture?

Picturing the Great Depression



Answer the following question with a complete sentence.

What help seems to be needed here?

Picturing the Great Depression



Answer the following question with complete sentences.

What is unique about this image that the photographer wanted to capture?

Lecture Notes – The Dust Bowl and the Okies

Dirt, Dirt, and More Dirt

- During World War I, American _____ were urged to _____ production.
 - Resulted in overproduction
 - Prices of agricultural goods _____
 - Large farms were foreclosed and were left _____ but _____
- Early _____
 - _____ – dry weather settled in the _____ United States
 - Hardest hit areas:
 - _____
 - Parts of _____
 - Parts of _____
 - Bare soil was so dry it _____ with the wind
 - _____ and farms were blanketed with _____ of _____
 - Became known as the _____
 - Dust storms would often last for _____ at a time
 - April _____, 1935
 - Became known as _____
 - Was one of the worst “black _____”

Lecture Notes – The Dust Bowl and the Okies

Jobs!

- Farmers began hearing of jobs in _____
 - Left their farms and traveled _____
 - This highway crossed several states:
 - _____
 - _____
 - _____
 - _____
 - _____

Go Back to Oklahoma

- Faced with constant disasters many people from _____ headed to California
 - Hoped to find jobs as _____ workers in the _____ and _____ fields
 - Californians were afraid the migrants would make life _____
- _____ were thought to be _____, _____, and _____
 - Were _____
 - Were willing to take _____ jobs
 - Lived in _____ (much like Hoovervilles)
- With the large number of migrant workers entering California there was only _____ job available for every _____ men
- The Dust Bowl came to an end in _____ after _____ years of drought and black blizzards.

Long, Lewis, and the Communists

Huey Long was Governor of Louisiana from 1928 to 1932 and was elected to the U.S. Senate in 1930. A nominal Democrat, Huey Long was a radical populist, of a sort we are unfamiliar with in our day. As Governor, he sponsored many reforms that endeared him to the rural poor. An ardent enemy of corporate interests, he championed the "little man" against the rich and privileged. A farm boy from the piney woods of North Louisiana, he was colorful, charismatic, controversial, and always just skating on the edge. He gave himself the nickname "Kingfish" because, he said, "I'm a small fish here in Washington. But I'm the Kingfish to the folks down in Louisiana."

Huey Long was the determined enemy of Wall Street, bankers and big business and he was also a determined enemy of the Roosevelt administration because he saw it as too beholden to these powerful forces.

Huey Long did not suffer from excessive modesty. A high-school dropout who taught himself law and got a law degree in only one year of study, Long was confident he would become President of the United States in 1936. So confident was he that he wrote a book entitled *My First Days in the White House* in which he named his cabinet (including President Roosevelt as Secretary of the Navy and President Hoover as Secretary of Commerce) and in which he conducted long imaginary conversations with FDR and Hoover designed to humiliate them and show their subservience to the boy from the piney woods of Louisiana.

The Kingfish wanted the government to confiscate the wealth of the nation's rich and privileged. He called his program Share Our Wealth. It called upon the federal government to guarantee every family in the nation an annual income of \$5,000, so they could have the necessities of life, including a home, a job, a radio and an automobile. He also proposed limiting private fortunes to \$50 million, legacies to \$5 million, and annual incomes to \$1 million. Everyone over age 60 would receive an old-age pension. His slogan was "Every Man A King."

Adapted from <http://www.ssa.gov/history/hlong1.html>

In the Senate

In 1930 he was elected to the United States Senate. He went to Washington in 1932 after having ensured that Alvin Olin King was elected to replace him as governor. Long continued to be in effective control of Louisiana while he was a senator. Though he had no constitutional authority to do so, he continued to draft and press bills through the Louisiana legislature, which remained controlled by his supporters.

Long, Lewis, and the Communists

He was vigorous in his efforts to try to combat the damages of the Great Depression. By 1934, he began a reorganization of the state that all but abolished local government and gave himself the power to appoint all state employees.

He was a vocal supporter of Franklin Delano Roosevelt in the 1932 election, but when Long was not offered a federal post, he turned against Roosevelt. In 1933 he was part of the three week Senate filibuster against the Glass-Steagall Act. In another famous filibuster on June 12–13, 1935, Long made the longest speech of his Senate career. The speech took 15 1/2 hours and was filled by 150,000 words. In 1934 he created the Share Our Wealth program, proposing heavy new taxes on the super-rich. Though he was a Democrat, President Roosevelt considered Long a demagogue and privately said of him that "he was one of the . . . most dangerous men in America." He positioned himself to run against Roosevelt in the 1936 elections, announcing his bid in August, 1935.

Assassination and legacy

On September 8, 1935 he was shot once by Carl Weiss in the Capitol building at Baton Rouge. Weiss was immediately shot dead by Long's bodyguards. The walls of the capitol hallway are still nicked from the bullets fired at Weiss after Long was shot. (Persistent rumors allege that Weiss actually had no gun and only struck Long with his hand, and Long was accidentally shot by his own guards when they opened fire on Weiss.) Weiss was the son-in-law of Judge Benjamin Pavy, a long-time political opponent of Long. Long died two days later from internal bleeding following an incompetent attempt to close the wounds by Dr. Arthur Vidrine. Some say that Huey should have recovered from the wounds, and that his doctors killed him. According to his sister, Lucille Long Hunt, his last words were: "Don't let me die, I have got so much to do."

http://en.wikipedia.org/wiki/Huey_Long

Sinclair Lewis and His Life

Sinclair Lewis, the first American to win the Nobel Prize for Literature, was born in Sauk Centre, Minnesota, in 1885. Although he was proud of his Midwestern roots, he traveled widely and was interested in many different aspects of American society, from business and medicine to religion and small town life. His concern with issues involving women, race, and the powerless in society make his work still vital and pertinent today. As Sheldon Norman Grebstein wrote in his work *Sinclair Lewis*, Lewis "was the conscience of his generation and he could well serve as the conscience of our own. His analysis of the America of the 1920s holds true for the America of today. His prophecies have become our truths and his fears our most crucial problems."

Long, Lewis, and the Communists

Sinclair Lewis was nominated for the Pulitzer Prize for *Main Street* and *Babbitt*, and won the award for *Arrowsmith* (although he turned it down). He was a member of the National Institute of Arts and Letters and the American Academy of Arts and Letters. He died in Rome in 1951.

Sally Perry <http://www.english.ilstu.edu/separry/sinclairlewis/biography.html>

The Third Period (1928-1935)

The upheavals within the Communist Party of the United States of America in 1928 were an echo of a much more significant change: Stalin's decision to break off any form of collaboration with western socialist parties, which were now condemned as "social fascists", had particularly severe consequences in Germany, where the German Communist Party not only refused to work in alliance with the German Socialist Party, but attacked it and its members. In 1928 there were about twenty-four thousand members. By 1932 the total had fallen to six thousand members.

In the United States the principal impact of the Third Period was to end the CPUSA's efforts to organize within the AFL through the TUEL and to turn its efforts into organizing dual unions through the Trade Union Unity League. Foster went along with this change, even though it contradicted the policies he had fought for previously. He did not, however, remain head of the CPUSA: in 1932 one of his subordinates, Earl Browder, replaced him.

The Party's slogan in this period was "the united front from below". The Party devoted much of its energy in the early years of the Great Depression to organizing the unemployed, attempting to found "red" unions, championing the rights of black Americans and fighting evictions of farmers and the working poor. At the same time, the Party attempted to weave its revolutionary politics into its day-to-day defense of workers, usually with only limited success.

Adapted from:

http://en.wikipedia.org/wiki/American_Communist_Party#Early_factional_struggles_.281923-1929.29

Comprehension Questions - Lewis, Long, and the Communists

Answer the following questions in complete sentences.

1. Huey Long was a “determined enemy” of what groups?
2. What did Long want the government to do with the wealth of the nation’s rich and privileged?
3. What did President Roosevelt consider Long to be?
4. How did Long die?
5. Sinclair Lewis was the first American to win a Nobel Prize in what subject?
6. What was Lewis concerned about that makes his work pertinent today?

Comprehension Questions – Lewis, Long, and the Communists

7. What did the CPUSA do in the early years of the depression?

On a separate piece of paper, using the rubric provided, answer the following question in two to three paragraphs.

In your opinion, what are the benefits and downfalls of having radicals openly addressing political issues during a time of national crisis?

Timeline and Notes – Fear and Fan Mail

January 30, 1882:

October 11, 1884:

March 17, 1905:

April 6, 1917:

August 10, 1921:

November 6, 1928:

October 29, 1929:

November 8, 1932:

New Deal Programs

Program	Information
Securities and Exchange Commission	
National Labor Relations Board	

New Deal Programs

Program	Information
Tennessee Valley Authority	

Answer Key – Lecture Notes – The Stock Market Crash of 1929

Black Thursday

October 24, 1929

- Morning: Stock prices began to fall
 - People became desperate to sell their stocks
 - Brokers began to panic
- Noon: A meeting was held among the bankers
 - Richard Whitney was vice president of the Stock Exchange floor
 - Whitney began bidding high on U.S. Steel stocks
 - People regained confidence and the market recovered

A Nervous Recovery

October 25 – 28, 1929

- Trading was heavy, but prices remained steady
- Investors were still nervous about the stability of the market
- Monday, October 28 opened with a flood of selling
 - Organized support did not appear as it had on October 24
 - Altogether, the New York Stock Exchange value had dropped ten billion dollars in one day
 - Was the largest fall in the history of the exchange

Answer Key – Lecture Notes – The Stock Market Crash of 1929

Black Tuesday

October 29, 1929

- When the stock exchange opened at ten A.M., everyone began selling their stocks
 - Prices dropped rapidly
 - RCA shares had been worth \$420 each were now selling for \$26 each
 - Bankers were not looking to help the market, they were also selling their stocks

At 1:00 P.M., 10,000 people filled Wall Street. Rumors passed up and down the crowd. No one knew what to do or believe. All over the city, people watched the ticker tape unwind. (The ticker tape lists the changing stock prices.) People watched as their fortunes shrank rapidly. Complaining to others did no good, because they were also dealing with the same problem.

- As the trading grew to a close, prices slowly began to rally
- The volume of shares at closing was a record high, 16,410,030 shares
- Over fourteen billion dollars were wiped off the value of the stock market
- The market value began to drop
 - June 1930 saw another large drop
 - Continued until reaching an ultimate low in July 1932
- Black Tuesday marks the beginning of the Great Depression

Appendix E

Answer Key – Comprehension Questions – Smoot-Hawley Tariff Act

1. The Smoot-Hawley Tariff Act raised U.S. tariffs to **historically high levels**.
2. Presidential candidate Hoover pledged to help the **farmer**.
3. The Smoot-Hawley Tariff Act was **not an initial cause** of the Great Depression.
4. **Senator Reed Smoot** and **Representative Willis C. Hawley** were the Republicans who headed up the Smoot-Hawley Tariff Act.
5. There was a **9%** unemployment rate before the Smoot-Hawley Tariff Act.
6. There was a **16% up to 25%** unemployment rate after the Smoot-Hawley Tariff Act.
7. When tariffs are above a certain level the outcome is often **lower revenue, harm to trade, and it reduces the general welfare**.

Answer Key – Lecture Notes – Mass Unemployment

Mass Unemployment

- Following the stock market crash over one million people lost their jobs
 - Loss of income led people to believe they were in a crisis
 - This caused a drop in consumption of goods and services
 - Thousands of shops and factories were forced out of business
 - Some companies tried to stay in business and were forced to cut wages and lay-off employees to stay in business
 - Although the majority of the American population did not have stocks, they were caught in the economic chain reaction
- One and a half million people were unemployed before the crash in 1929
 - In 1930, 4,250,000 people were unemployed
 - In 1931, over eight million people were unemployed
 - By 1932, over twelve million people were unemployed

Agriculture and Factories

- Farmers had not prospered in the 1920s
 - Crop prices stayed low
 - Agricultural areas faced similar problems to those in the cities
 - Debt
 - Hunger
 - Bankruptcy
- As America continued to evolve industrially, factories laid off more workers
 - Factories were able to use machinery
 - More cost effective during hard times

Answer Key - Lecture Notes – Mass Unemployment

Bonus Army

- In 1932 thousands of veterans of World War I marched into Washington D.C.
 - They wanted their wartime “bonus” they were to receive in 1945
 - The majority were unemployed and desperate
 - These determined veterans became known as the “bonus army”
 - Their numbers rose to twenty-five thousand within two months

Hooverville

- The Bonus Army set up Hoovervilles
 - These were shantytowns set named after the president
 - Many people set up Hoovervilles as they lost their jobs and homes
 - These consisted of shacks made of wooden crates, tar paper, and other pieces
 - Were set up on the outskirts of cities
 - Were nicknamed “Hoovervilles” because people blamed President Hoover for his lack of action to solve this situation
 - President Hoover believed that “nonintervention” was best
 - As he did nothing, things grew worse

Quiz - Stock Market Crash and the Smoot-Hawley Tariff Act

Name _____ Date _____

Answer the following questions in complete sentences.

1. On what day did the stock market crash begin? _____

2. Who was the vice president of the stock exchange floor? _____

3. By what other name is October 29, 1929 known? _____

4. When was the all-time stock market low reached? _____

5. Which presidential candidate promised to help the farmer? _____

6. Did the Smoot-Hawley Tariff Act cause the Great Depression? _____

Answer Key – Quiz – Stock Market Crash and the Smoot-Hawley Tariff Act

1. The stock market crash began on **October 24, 1929**.
2. **Richard Whitney** was the vice president of the stock exchange floor.
3. October 29, 1929 is also known as **Black Tuesday**.
4. The all-time stock market low was in **July 1932**.
5. Presidential candidate Hoover promised to help the **farmer**.
6. **No**, the Smoot-Hawley Tariff Act did not cause the Great Depression.

Answer Key – Lecture Notes – The Dust Bowl and the Okies Dirt, Dirt, and More Dirt

- During World War I, American farmers were urged to increase production.
 - Resulted in overproduction
 - Prices of agricultural goods dropped
 - Large farms were foreclosed and were left unplanted but plowed
- Early 1930s
 - Drought – dry weather settled in the southwestern United States
 - Hardest hit areas:
 - Oklahoma
 - Parts of Kansas
 - Parts of Texas
 - Bare soil was so dry it blew away with the wind
 - Towns and farms were blanketed with layers of dust
 - Became known as the Dust Bowl
 - Dust storms would often last for days at a time
 - April 14, 1935
 - Became known as Black Sunday
 - Was one of the worst “black blizzards”

Curtains of thick sand would blow across the plains and seep into every crevice and cranny imaginable. The fine dust would get into food, water, and houses even though people did their best to protect themselves from it. It was described by a news journalist the following way: “I went inside the dust storm that for three weeks obscured the sun and made everything, food, water, even the air taken into the lungs, taste gritty. It blew into the eyes, underneath the collar; undressing, there were specks of dust inside the buttonholes; in the morning it had gathered like fine snow along the window ledge; it penetrated even more; it seeped along the wiring of the house; and along the edges of the door button there was a dusty brown stain.” (Quoted in Don Congdon, The 30’s: A Time to Remember. New York: Simon and Schuster, 1962)

Answer Key – Lecture Notes – The Dust Bowl and the Okies

Jobs!

- Farmers began hearing of jobs in California
 - Left their farms and traveled Highway 66
 - This highway crossed several states:
 - Oklahoma
 - Texas
 - New Mexico
 - Arizona
 - California

Go Back to Oklahoma

- Faced with constant disasters many people from Oklahoma headed to California
 - Hoped to find jobs as migrant workers in the fruit and vegetable fields
 - Californians were afraid the migrants would make life harder
- Okies were thought to be poor, lazy, and dirty
 - Were unwanted
 - Were willing to take low paying jobs
 - Lived in Okievilles (much like Hooverville)s)
- With the large number of migrant workers entering California there was only one job available for every job available for every fifty men

In 1939, author John Steinbeck wrote The Grapes of Wrath. It was about an Okie family as they made their way to California. It painted a vivid picture of the poverty and despair the Okies found in California.

- The Dust Bowl came to an end in 1937 after four years of drought and black blizzards.

Appendix I

Answer Key – Comprehension Questions – Long, Lewis, and the Communists

1. Huey Long was a “determined enemy” of Wall Street and the Roosevelt administration.
2. Long wanted the government to confiscate the wealth of the nation’s rich and privileged.
3. President Roosevelt considered Long to be “one of the most dangerous men in America.”
4. Long was assassinated.
5. Sinclair Lewis was the first American to win a Nobel Prize for Literature.
6. Lewis was concerned with issues involving women, race, and the powerless in society.
7. During the Great Depression, the CPUSA organized the unemployed, founded “red” unions, fought for the rights of black Americans, and fought evictions of farmers and the working poor.

Appendix J

Persuasive Essay Rubric

CATEGORY	- 5 - Above Standards	- 4 - Meets Standards	- 3 - Approaching Standards	- 2 - Below Standards
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.
Grammar and Spelling	Author makes no errors in grammar or spelling that distracts the reader from the content.	Author makes one-two errors in grammar or spelling that distract the reader from the content.	Author makes three-four errors in grammar or spelling that distract the reader from the content.	Author makes more than four errors in grammar or spelling that distract the reader from the content.
Capitalization and Punctuation	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes one-two errors in capitalization or punctuation, but the essay is still easy to read.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.

Quiz – Mass Unemployment to the Dust Bowl

Name _____ Date _____

Answer the following questions in complete sentences.

1. By 1932, how many people in the United States were unemployed?

2. What types of problems were being faced in the cities as well as on the farms?

3. The World War I veterans that marched in to Washington D.C. became known as what?

4. Why were shantytowns called “Hooverilles”?

5. The time of great drought and winds in the Great Plains became known as what?

6. Those who migrated from the Great Plains to California were called what?

Answer Key – Quiz – Mass Unemployment to the Dust Bowl

1. By 1932, **twelve million** people were unemployed in the United States.
2. **Debt, hunger, and bankruptcy** were problems in the cities and on the farms.
3. The World War I veterans that marched into Washington D.C. were known as the **Bonus Army**.
4. Shantytowns were called “Hooverilles” because **people blamed president Hoover for not doing enough to stop the depression**.
5. The time of great drought and winds in the Great Plains became known as the **Dust Bowl**.
6. Those who migrated from the Great Plains to California were called **Okies**.

Appendix L

Answer Key – Timeline and Notes – Fear and Fan Mail

January 30, 1882: Franklin Delano Roosevelt is born

October 11, 1884: Eleanor Hall is born

March 17, 1905: Franklin Roosevelt and Eleanor Hall are married

April 6, 1917: U.S. enters WWI

FDR is assistant Secretary of the Navy

August 10, 1921: FDR falls ill with Polio *Polio is a disease that normally causes a person to be physically handicapped. It was said that FDR would never walk again, but he was an optimist and saw his handicap, not as a problem, but as a challenge. He worked very hard exercising, swimming, and learning to use the seven-pound leg braces. His legs were too weak for him to walk without assistance, but this did not deter him from enjoying life.*

November 6, 1928: FDR elected governor of New York *FDR had decided to live his life and get back into the political scene. FDR is reelected in 1930*

October 29, 1929: Black Tuesday

November 8, 1932: FDR is elected president *He was an active candidate and an even more active president. The first three months of his first term is known as the historic “one hundred days.” FDR managed to propose and pass more laws in his first hundred days in office than many presidents passed in an entire term.*

FDR is reelected in 1936, 1940, and 1944 *Having been elected into the office of President of the United States four times, he has occupied the office of president longer than anyone in U.S. history.*

Appendix M, page 1

Letters to Mrs. Roosevelt

Granette, Ark.
Nov. 6, 1936

Dear Mrs. Roosevelt

I am writing to you for some of your old soiled dresses if you have any. As I am a poor girl who has to stay out of school. On account of dresses and slips and a coat. I am in the seventh grade but I have to stay out of school because I have no books or clothes to ware. I am in need of dresses and slips and a coat very bad. If you have any soiled clothes that you don't want to ware I would be very glad to get them. But please do not let the news paper reporters get hold of this in any way and I will keep it from geting out here so there will be no one else to get hold of it. But do not let my name get out in the paper. I am thirteen years old.

Yours Truly,
Miss L. H.
Gravette, Ark.
R #3
c/o A. H.

Reply to the letter:

November 13, 1936

My dear Miss H:

Mrs. Roosevelt and her Secretary are away and in their absence I have been asked to acknowledge their mail.

I know Mrs. Roosevelt would be very sorry to hear of your difficulties. However, she would be unable to comply with your request as there are certain persons to whom she sends the clothing for which she has no further use.

Very sincerely yours,
[no signature]

Letters to Mrs. Roosevelt

Star Route One
Albertville, Ala.
January 1, 1936

Dear Mrs. Roosevelt,

For some time I have wished to be acquainted with you. Or merely to receive a letter from you. I have wished much to see you, but as I am a poor girl and have never been out of our state that will be impossible I guess.

Mrs. Roosevelt since I have been in high school I have been studying modern things and conveniences. I took your family for my study. I have found the study to be the most interesting subjects I could have found. In the study I, at all times know where you are, by reading all papers I find at school and elsewhere. I find what you are doing. You may never have given this a thought, but to think over our daily lives there is a good story to it.

My life has been a story to me and most of the time a miserable one. When I was 7 years old my father left for a law school and never returned. This leaving my mother and 4 children. He left us a small farm, but it could not keep us up. For when we went back to mother's people the renters would not give us part. and we were still dependent. I have been shoved to pillow to post that I feel very relieved to get off to my self.

I am now 15 years old and in the 10th grade. I have always been smart but I never had a chance as all of us is so poor. I hope to complete my education, but I will have to quit school I guess if there is no clothes can be bought. (Don't think that we are on the relief.) Mother has been a faithful servant for us to keep us to gather. I don't see how she has made it.

Mrs Roosevelt, don't think I am just begging, but that is all you can call it I guess. There is no harm in asking I guess either. Do you have any old clothes you have thrown back. You don't realize how honored I would feel to be wearing your clothes. I don't have a coat at all to wear. The clothes may be too large but I can cut them down so I can wear them. Not only clothes but old shoes, hats, hose, and under wear would be appreciated so much. I have three brothers that would appreciate any old clothes of your boys or husband. I wish you could see the part of North Alabama now. The trees, groves, and every thing is covered with ice and snow. It is a very pretty scene. But Oh, how cold it is here. People can hardly stay comfortable.

I will close now as it is about mail time. I hope to hear from you soon. (ans real soon)

Your friend,
M. I.

Letters to Mrs. Roosevelt

Reply to the letter:

January 4, 1936

My dear Miss I:

Mrs. Roosevelt asks me to acknowledge your letter and to express her regret that because of the great number of similar requests, she has found it impossible to comply with them, much as she would like to assist all those who appeal to her.

Assuring you of Mrs. Roosevelt's sympathy, I am

Very sincerely yours,
Malvina T. Scheider
Secretary to
Mrs. Roosevelt

Letters to Mrs. Roosevelt

March 29 - 1935

Dear Mrs. Roosevelt. I am writing you a little letter this morning. Are you glad it is spring I am. For so many poor people can raise some more to eat. You no what I am writing this letter for. Mother said Mrs. Roosevelt is a God mother to the world and I though mabe you had some old clothes You no Mother is a good sewer and all the little girls are getting Easter dresses. And I though you had some you no. papa could wear Mr. Roosevelt shirts and cloth I no. My papa like Mr. Roosevelt and Mother said Mr. Roosevelt carry his worries with a smile You no he is always happy. You no we are not living on the relief we live on a little farm. papa did have a job And got laid on 5 yrs ago so we save and got two horses and 2 cows and a hog so we can all the food stuff we can ever thing to eat some time we don't have eni thing but we live. But you no it so hard to get cloth. So I though mabe you had some. You no what you though was no good Mother can make over for me I am 11 yr old. I have 2 brother and a sister 14 yr old. I wish I could see you. I no I would like you both. And shoes Mother wears 6 or 6 1/2. And papa wear 9. We have no car or no phone or Radio papa he would like to have a radio but he said there is other thing he need more. papa is worried about his seed oats. And one horse is not very good. But ever one has't to worrie, I am send this letter with the pennie I get to take to Sunday school Mother give me one So it took 3 week. Cause mother would think I better not ask for things from the the first Lady. But mother said you was an angle for doing so much for the poor. And I though that would be all rite this is some paper my teacher gave for Xmas. My add is

C.V.B.
Rushsyhania, Ohio

Reply to the letter:

April 3, 1935

My dear Miss V. B.:

Mrs. Roosevelt asks me to acknowledge your letter and to express her regret that because of the great number of similar requests, she has found it impossible to comply with them, much as she would like to assist all those who appeal to her.

Assuring you of Mrs. Roosevelt's sympathy, I am

Very sincerely yours,
Secretary to
Mrs. Roosevelt

Letters to Mrs. Roosevelt

Port Morris N.J.
March 20, 1934

My Dear Mrs. Roosevelt,

Do you realize that "Easter" is at hand? Do you realize how many hearts are broken on this account? Do you realize how hard its going to be for most people? Like me, for instance, I am a young girl of fifeteen and I need a coat, so bad I have no money, nor any means of getting any. My father has been out of work for two years.

My brother works on the C.W.A. but he is, or rather has been, insane in an asylum and has taken most of our money. My mother gets 'fits' when I ask her to buy me something new. Poor mother, I sypathize with her because it has been very hard on her, this depression, and having no money at all but debts piling up on us. I want to tell you something: We were once the richest people in our town but now, we are the lowest, considered, the worst people of Port Morris.

For Easter some friends of mine are thinking of getting new out-fits and I just have to listen to them. How I wish I could have a least a coat. That would cost about \$5.00 at least. I need a dress. I want one and it only cost \$.79 cents. Dear Eleanor how I wish I had this coat and dress for Easter I would be the happiest girl. I love you so much.

Please send me about \$6.00
I thank you so much.

A. C.
Port Morris

March 24, 1934

My dear Miss C.:

Mrs. Roosevelt asks me to acknowledge your letter and to express her regret that because of the great number of similar requests she receives, she has found it impossible to comply with them, much as she would like to assist all those who appeal to her. Assuring you of Mrs. Roosevelt's sympathy, I am

Very sincerely yours,

Secretary to
Mrs. Roosevelt

Letters to Mrs. Roosevelt

Bangor, Mich.,
April 27, 1935.

Dear Mrs. Roosevelt:

I am appealing to you because I know you might be able to help me. I graduate this year and I haven't enough money to buy a dress. I give all I earn for food for the family.

I have been worried and this is the only solution I could come to. I need a light dress and as I am quite little I would need about size 14 or 15 in dresses. I would think it was the grace of God if I received just a plain little graduation dress.

I'll have to get along without white shoes although I've always craved a pair of pumps size 5 1/2 or 5's that I never will get until I get a job which I will work very hard to get.

If I had a lot of money I would take up a nurses course and work for charity. Just to get the pleasure of healing people.

Graduate May 28, "35"

P.S. It's only because I hate to go on the stage with the other girls in my shabby dress. My father works when he is able.

Your Pleaing Friend
Miss E.B.
Bangor, Michigan

Reply to the letter:

May 8, 1935

My dear Miss B.:

Mrs. Roosevelt has asked me to acknowledge your letter for her. She is very sorry indeed that she cannot comply with your wishes, but owing to the large number of similar requests, it is impossible for her to do as you ask.

Assuring you of her regret, I am

Very sincerely yours,
Secretary to Mrs. Roosevelt (M.L.T)

Letters to Mrs. Roosevelt

Anderson County Schools
Clinton, Tennessee
January 26, 1936

Mrs. Franklin D. Roosevelt
Washington, D.C.

My dear Mrs. Roosevelt,

You may think I am a very insignificant person to be writing to a person of your standing and ability but by reading your article and hearing your talks I know you are real and have an interest in people even my dear little needy boys and girls of the mountain schools.

I am Rural Supervisor of schools in my county. I have forty schools to supervise. Due to insufficient clothing and food many are unable to attend schools.

I wish it were possible for you to see some of the conditions. It is not uncommon for a child to have but one dress or one shirt. They have to stay at home the day the mother laundries them.

I am just wishing that in some of your groups that it would be possible to interest them in our needs. The Save the Children Fund, with headquarters in New York, has helped me some. Many children of my schools would be unable to attend school had it not been for this organization.

I hope you will not consider me rude for writing. I have my heart in the work. I realize a hungry or a cold child cannot learn too much.

Yours very truly,
C. B. S.

January 31, 1936

My dear Miss S:

Mrs. Roosevelt asks me to acknowledge your letter and to tell you that she read it with sympathetic interest. Much as she would like to help you, she finds it impossible to do so, as all the money she has to give has been pledged and allocated.

Assuring you of Mrs. Roosevelt's regret, I am

Very sincerely yours,
Malvina T. Scheider, Secretary to Mrs. Roosevelt

Letters to Mrs. Roosevelt

Milltown, N.J.
March 25, 1935

My dearest President and Mrs Roosevelt;

Just a few lines to let you know, I am in good health, wishing this letter will find you all well.

Mrs and Pres. Roosevelt, in the first place I must tell you my name, O.C. - 14 years old.

I am writing to you Pres. and Mrs Roosevelt, to ask if I may ask one question, but I must first tell you my story.

Well you see Pres. and Mrs Roosevelt, I was doctoring for a while, with out my Mother and Dad knowing it, in fact they don't know it yet, and I owe Dr. Forney, \$7.50. I haven't any idea how to earn this amount, I was doctoring for an infected arm. Every time I went the Dr. charged me \$1.50, and I went 5 times.

Could you kindly please help me Pres. and Mrs Roosevelt. Please don't write to my parents about me owing this money. But if you will kindly help me I will greatly, and certainly appreciate it. If you help me Pres. and Mrs Roosevelt, send my note or your letter, to this address.

O. C.
Milltown Public School
Milltown, N.J.

I will certinally appreate your help.

Let me tell you one more thing, Pres. and Mrs Roosevelt, this summer aunt Joan, is going to take me on a vacation down at West Virginia, and while were going, I'll stop in and visit you, and then you can see who I am. Hows that?

Pres. and Mrs Roosevelt, could you please send this amount by April 5. I'd like to pay this out, before my parents receive a bill from the Docters office. O.K. Please.

Sincerely, yours,
O. C.

Letters to Mrs. Roosevelt

Reply to the letter:

March 27, 1935

My dear O. C.:

Mrs. Roosevelt asks me to acknowledge your letter and to express her regret that because of the great number of similar requests she receives, she has found it impossible to comply with them, much as she would like to assist all those who appeal to her.

Assuring you of Mrs. Roosevelt's sympathy, I am

Very sincerely yours,

Secretary to
Mrs. Roosevelt
(M. A.)

[A second letter from O.C. followed.]

Milltown, N.J.
April 2, 1935

My dearest Mrs. and Pres. Roosevelt;

I have received your loving note, which was singed by Mrs. Roosevelt's sect'y. I was very worried to see you were unable to help me out. Please Mrs. Roosevelt, please help me out, I owen Dr. Forney, \$10.00 now. and I am not able to earn it, I only have five cents saved, please, please do, something, and I'll tell no one you send me some money. Some day I will help you. Right this minute I crying, because I can't earn it. I don't want my parents to find, please send me something before April 15. Please. Help me.

Sincerely,
O. C.

[Reply to the second letter is not available.]

Letters to Mrs. Roosevelt

Nov. 30, 1937
Springfield, Mass

Dear Mrs. Roosevelt

I am a girl sixteen years old. Last May I beg my father to buy an electric refrigerator for mother on Mother's day. We had talked about buying one with her. She thought it was not a very wise thing to do, because we could not afford to pay cash. I wanted it so very bad that my father bought it. He agreed to pay monthly payments of seven dollars and twenty two cents. What mother had said proved to be right. For two weeks after we bought the refrigerator I took sick with a serious kidney ailment which confined me to my bed from May twenty until Nov. twenty-second. I am just recovering from a delicate operation. I came home from the hospital Nov. eighth and my father was layed off after working for the railroad fifteen years. Many a girl of my age is hoping that on Christmas morn they will find a wrist watch, a handbag, or even a fur coat. But my one and only wish is to have father and mother spend a happy Christmas. Mrs. Roosevelt I am asking of you a favor which can make this wish come true. I am asking you to keep up our payments until my father gets back to work as a Christmas gift to me. Though father worked part time for quite a while we never lost anything for the lack of payments. If the refrigerator was taken away from us father and mother would think it a disgrace.

I close hoping with all my heart that my letter will be consider. Mrs. Roosevelt you may rest assure that I have learnt my lesson.

I am respectfully yours
J.B.
Springfield, Mass

[No reply available.]

Letters to Mrs. Roosevelt

Centerdale R.I
April 17, 1938

Dear Mrs. Roosevelt

I am writing to you to ask a big favor, the biggest favor anybody can ask. I would like to know if you would pay my way to Hollywood. You may think me crazy but I not. I mean every word I say. I know you may write back and say, lots of people ask you to pay their way to Hollywood or for some other reason, but this is different honest it is you've just got to believe in me your the only one that can help. Or you may say what can I do child. Well you could tell them that you sent me and you know I can act, I'm sure they would believe you, because you tell no fibes. Just think wouldn't you be proud if I became a great movie Star and you would say to your friends, She's the little girl who wrote to me and asked if she could go to Hollywood. And I've helped to make her a great Star. I would like to tell you all this in person and then you could see me, but I have no money for carfare and I don't want you to bother to give it to me. My Little mother is a sickly lady, she is lovely so small and sweet I love my little mother dearly and I want to help her all I can so this is why I am writing to you, It will also give me a future and bring proudness to my relatives. My Little mother has something wrong with her heart which these small Doctors dont know although they do try their best. So I thought if I went to Hollywood and earned enough money I would be able to give my Little mother the best Doctors and proper care. I am not writing this letter to Mr. Roosevelt because men don't understand things like us laides do, so I am writing to you because I know you understand. I have read and heard so many nice [missing text]

I know I can act because I make little plays which I get out of story books and act them out. Please tell Mr. Roosevelt that I'm terribly sorry he lost that Bill. I think Mr. Roosevelt is doing wonders. Please be sure and tell him this, it will make him feel much better. I told some of my friends about my Idea but they only laugh at me, and I get discouraged but when I look at my Little mother I run upstairs in my room and cry. I have Mr. Roosevelt's picture in my room and his name in big read and blue letters. And when I looked at his picture it gave me an Idea and my Idea was writing to you. Please Mrs. Roosevelt answer my letter, and please oh please say yes that you'll try your hardest. God will never forget you in the next world. And what you do for your father and mother will never be forgotton. My father is also a sickly man, he had two nervous breakdowns but never got over the second one. But I am a healthy child. I am fourteen years old. blue eyes, about sixty in. tall, weigh 105 1/2 pds, hair is long and curly sort of natural the color is light brown my complexion is very white. I have big eyes. Please trust in me with all your heart and I will trust in you with all my heart. Please just for my Little mother. (That's what I call her because she is so small.)

Letters to Mrs. Roosevelt

If you the Secretary should open this letter Before Mrs. Roosevelt please give it to her. Thank you.

A Little Girl who is still Unknown and Just Became Your Friend
J. I. A.

Reply to the letter:

April 25, 1938

My dear J. I. A.:

Mrs. Roosevelt asks me to acknowledge your letter to her. She is very sorry indeed that she cannot comply with your wishes, but owing to the large number of similar requests it is impossible for her to do as you ask.

Assuring you of her regret, I am

Very sincerely yours,
Malvina T. Scheider
Secretary to
Mrs. Roosevelt

Letters to Mrs. Roosevelt

Greensboro N.C.
February 12, 1938

Mrs. Eleanor Roosevelt,
Washington D.C.

Dear Mrs. Roosevelt

On January 1st I was layed off from my work leaving my father the whole support of our family. just recently he was cut down to three days a week with a cut in salary. With seven of us in the family it is just about impossible for us to live on this amount.

My mother has been sick for over two months having had a nervous breakdown and we are unable to buy or furnish her with the medicine required for her recovery.

I am 18 years of age the oldest girl in the family, and it just seems impossible for me to get a job any where. I have been to Mills, Stores and Firms of all sorts. I am willing and able to work. Can furnish excellent references but at this time of the year it just seems impossible to find work.

We are so in debt and each week the bills are piling higher and higher that it just seems as if there was no way out.

We must make a pay ment on our furniture bill. And if it isn't paid soon they will be out any day for our furniture. And on top of this we are behind in our rent.

It would be a big help if we could get some of our bills paid on as they are already impatient for their money.

If you could help us out with from \$35.00 to \$50.00 I believe we would be the happiest family in the world.

We have a good respectable family, none of us have ever been in any trouble, and our characters are above reproach.

Just as soon as I get back to work and the family on their feet again I will pay you back as much a week as possible until your kind favor has been fully repaid.

My father's work has been very poor for the past year. He is an advertising salesman, and his work right now is practically nothing; and as he has had kidney trouble for some time, taking more than he could make, for medicine. He has been improving recently, since he had his teeth extracted, and is looking forward to a job but which will not be available for a month or more.

Letters to Mrs. Roosevelt

We went through the depression without asking for relief. I registered January 14th for unemployment compensation, and although promised \$6.25 a week, have not received a cent as yet.

Won't you please grant me the afore mentioned favor, please make it a personal favor, Mrs. Roosevelt, for if you would refer it to a local agency, I would suffer untold delay and embarrassment.

Although we are poor, we try to hold off embarrassment, for you know it is "hard to be broke, and harder to admit it."

Please grant me this favor and I will ever be

Gratefully yours,
D.B.

This is not intended for publication

Reply to the letter:

February 15, 1938

My dear Miss B.:

Mrs. Roosevelt has asked me to acknowledge your letter which she read with sympathy. She is indeed sorry to know of your difficult situation, but regrets that she unable to lend you the money needed. The number of demands on her resources make it impossible for her to respond to the many requests for loans, much as she would like to do so.

Mrs. Roosevelt suggests that you get in touch with the National Youth Administration, and the United States Employment Service, Department of Labor, as these agencies may be able to assist you in finding employment.

Very sincerely yours,

Secretary to
Mrs. Roosevelt

Letters to Mrs. Roosevelt

Old Saybrook, Conn.

July 27, 1938

Dear Mrs. Roosevelt:

I am a poor *colored* girl who thinks quite a lot of you and your family, and I know you have done a lot for my race and we appreciate it immensely.

Now I am going to ask you two personal favors which I hope you can do. The first is: *will you find my daddy a job* as caretaker and gardener on an estate or as a janitor of a club or theater? He can't find one and we can't afford to put an advertisement in the papers. He has sixteen years experience.

The second thing I want to ask you to do for me is a *big* favor but I do hope and pray you will do it. My situation is as follows: I am a girl who lives in this small town called Old Saybrook. I was born here and have lived here all of my life. In June of 1935, I was graduated from the Old Saybrook High School and in June of 1936, I was post graduated from the same high school. Now I desire to continue my education by studying "theology" at the "Moody Theological College" in Chicago. Upon graduation from Moody College I would like to become a foreign Missionary or professional quoir singer or teacher.

I am ambitious and determined to succeed, and because I am determined to succeed and ambitious I am writing to ask you if *you will* and *could* please finance my expenses for me. You don't know what it would mean to me if you would do it for me. You see, I couldn't bring my self to ask just any body to do this. I had to ask some one who has money and some one who is good and kind to *colored* people and does not *hate* them. You know as well as I do that a lot of the white people hate the colored people, so I couldn't ask just anybody like a white girl could. Therefore I was doomed until I thought if you. I hope you won't think I am bold in asking you to do this for me.

I would try to complete my course in about 2 1/2 years. There is no charge for tuition. But I must pay for my room and board which would be about seven (7) dollars a week. Then I must pay for incidentals etc. I figure that if you would allow me ten (10) dollars a week I could make my ends meet. We go to school from setember to the first week in August. Negros are not allowed to stay at the dormitories so I would have to room and boad outside. The superintendent said that he would find me a suitable place to stay. Then I would need about eight dollars (\$8) extra to have four of my teeth fixed before I can get my doctors certificate in and checked by Moody College.

I would like to go this fall in September so I wish you would let me hear from you right away. I have been out of school 2 years already and would not like to keep waiting. I tried to get a job but none of the people wanted me because I have no experience in house work. Now it is too late for me to get a job because August is here and it will soon be September.

Letters to Mrs. Roosevelt

I don't feel smart enough to work my way through and keep up with my studies at the same time. Therefore, now that it's so late I am asking you for help. I want you to understand that I would be willing and glad to pay you back after I had been graduated and received a position. I would like to pay you so much at a time until I had it all paid up.

I *beg* and *implore* you please do not give my name to the newspapermen and please do not give them this letter to print. I would be very hurt and embarrassed; this is a personal matter between you and me. I do not want my name in the papers because I live in a small town and everyone knows me, and they would make fun of me, I know. So, once again I beg you do not let the newspapermen hear of this. *Thank you very much.*

Hoping you will get my daddy a job so that he can pay his bills and hoping that you will lend me the money for my schooling so that I may go in September, I am,

Yours affectionately,
W. B.

P.S.

I have tried to get a loaning concern to lend me the money, but they don't want to wait, until I have been graduated, for their money. I have been trying to get work or some means to get to Moody ever since I was graduated and because my future looked black I have come to you in desperation. I hope you will lend a hand to a poor colored girl who would appreciate it and I will endeavor to make myself worthy of your extended hand and kindness. You understand that I would like to pay it back and would like about ten (10) dollars a week and eight dollars extra in advance. I want to go in September. Once more I will beg you not to give my name and this letter to the newspapermen or any officials. Thanking you for what you will do for me, I remain

Yours respectfully,
W. B.

Letters to Mrs. Roosevelt

Reply to the letter:

August 2, 1938

My dear Miss B.:

Mrs. Roosevelt asks me to acknowledge your letter and to tell you that she is very sorry that she cannot help you financially. She receives so many requests similar to yours that she finds it impossible to comply with them, much as she would like to do so.

Mrs. Roosevelt suggests that you get in touch with the National Youth Administration, Washington, D. C., in the hope that that agency could help you, and she also suggests that your father register with the United States Employment Service under the Department of Labor.

Very sincerely yours,
Administrative Officer
Social Correspondence
(M. L. T.)

Letters to Mrs. Roosevelt

Indian Bayou, Louisiana
April 3, 1935

Dear Mrs. Roosevelt,

I am a senior in high school this year and expect to graduate may the thirty-first. My daddy is sixty-five years old, a poor farmer and isn't able to supply the necessary articles which graduation calls for. I am determined to get an education, so that I can help him in the very near future. I am asking you to send me, out of your personal funds thirty-five dollars (\$35) to purchase these things such as invitations, class ring, graduation dress and shoes and other small articles.

In September I'll be prepared for College and will need some help in financial conditions as well as suggestions as to which college a poor girl should attend. Send only enough in September for my freshman year in College, and maybe the next year times will be better.

If you will take notice of my letter and answer as soon as possible, it will be highly appreciated, for without help I can go no further into the step of education, nor can I reach the requirements of a high school graduate. I thank you.

For reference you may refer to Rev. J. Knight, pastor of the Indian Bayou Methodist Church, Indian Bayou, Louisiana,

Sincerely yours,
J. R. D.

[No reply available.]

Letters to Mrs. Roosevelt

Sikeston, Missouri
January 20, 1938

Dear Mrs. Roosevelt,

I am writing this letter in hopes that you will answer in my favor.

My father H. C. has been in bed from a stroke for almost a year. We have no money and my brother works but makes \$3.00 a week and there are eight in our family.

My step-mother is very good to me and I try to help her. She takes in washings and I have to walk for six or eight blocks and then carry the washings home. I have to go of a morning before school and it has been very cold here. If you could send me a bicycle to ride when I go after washings for her I shall appreciate it. I am in eighth grade at school and work very hard to make passing grades. The Principal of the school bought two of my sisters and me a pair of slippers so we would not have to stay at home. If you would do this for me I shall be able to help my step-mother more. If you send me one I would like a girls bicycle. I am about 4 feet 3 inches tall so if you send me one you can judge as to what size.

Loving and appreciating-
A. L. C.

Reply to the letter:

January 25, 1938

My dear A. L. C.:

Mrs. Roosevelt asked me to acknowledge your letter. She is very sorry to hear of your parents' difficulties but regrets that she cannot do as you ask. She receives so many requests similar to yours that she finds it impossible to comply with them, much as she would like to do so.

With many regrets, I am

Very sincerely yours,
Malvina T. Scheider
Secretary to
Mrs. Roosevelt

Letters to Mrs. Roosevelt

Metheun, Mass.
Mar. 31, 1935

Dear President and Mrs. Roosevelt.

The favor I am about to ask you is one which I consider a great one. I am asking if you could possibly send me a girl's bicycle. The school which I attend is very far and I am not very healthy I often get pains in my sides. My father only works two days a week and there are six in my family, it is impossible in almost every way that I can get a bicycle! I am in the eighth grade and am very fond of school. Sometimes I have to miss school on account of the walk so far. I have often thought things would pick up and father might be able to get me a bicycle, but instead they have grown worse. I assure you that the bicycle shall not be used as a pleasure but as a necessity.

I shall be waiting patiently, for my greatest wish to be granted, as I feel sure that you cannot and will not turn me down. Please try to send it to me.

I shall remain

Sincerely yours,
M. B.

Reply to the letter:

April 3, 1935

My dear Miss B.:

Mrs. Roosevelt has asked me to acknowledge your letter for her. She is very sorry indeed that she cannot comply with your wishes, but owing to the large number of similar requests, it is impossible for her to do as you ask.

Assuring you of her regret, I am

Very sincerely yours,
Secretary to
Mrs. Roosevelt
(M. L. T.)

Letters to Mrs. Roosevelt

Columbus, Ohio
Sept. 2, 1935

Dear Mrs. Roosevelt,

I am a little girl 12 years old. I would like to have a bicycle so much.

My Daddy has been out of work for such a long time and now he is only working 2 + 3 days a week and cannot afford to buy one for me.

So I am working hard to earn one, by selling 9, 3 year subscriptions for the "Ladies Home Journal or The Saturday Evening Post.

I know you are a wonderful lady. I always read all I can about you. I love to read about great people so much. I wonder if you would subscribe for these magazine, and help me earn a bicycle, I surely will appreciate your kindness.

I will be waiting to hear from you.

I am E. E.

[No reply available.]

Letters to Mrs. Roosevelt

STANTONVILLE TENN

DEAR MRS. PRESIDENT

I AM A LITTLE GIRL 5 YEARS OLD I HAVE A LITTLE BROTHER HE CALLS ME
SISTIE I CALL HIM BUZZIE. AFTER YOUR LITTLE GRAND CHILDREN. I WISH I HAD
A SHIRLEY TEMPLE DOLL. DADY CANT NOT BUY ONE

I LOVE YOU

P. A. C.

[Letter received by White House June 27, 1938. No reply available.]

Letters to Mrs. Roosevelt

Mason, Wisconsin
January 9, 1934

Dear Mrs. F. Roosevelt,

I suppose you'll be kind of surprised to hear from a poor little girl. I am ten years old. On Christmas eve I had wished for Santa Clause to come but my mama said the chimney was blocked and he couldn't come, so I had a poor Christmas. I was expecting Santa to bring me some things.

I lost my daddy when I was two years old.

I have read in the papers how good you are to the poor and thought maybe you can help me some. I will appreciate it all my life.

To-day we have started school from our Christmas vacation and all the children talk about how many presants Santa has brought them and I felt so bad cause I had nothing to say. I guess that is all. My address is

R#2, Box 7
Mason, Wisconsin

Yours truly,
M. A.

Reply to the letter:

January 18, 1934

My dear M. A.:

Mrs. Roosevelt asks me to acknowledge your letter and to express her regret that because of the great number of similar requests she receives, she has found it impossible to attempt to comply with them, much as she would like to assist those who appeal to her.

Assuring you of Mrs. Roosevelt's sympathy, I am

Very sincerely yours,
Secretary to
Mrs. Roosevelt.
(D. D.)

Letters to Mrs. Roosevelt

42-06 159 Street
Flushing, New York
Mar. 22, 1934

Dear Mrs. Roosevelt,

Please excuse the paper. I have never asked anybody for anything before and I feel kind of awkward writing this so please excuse any mistakes.

I am in the second term in Flushing High School and have managed to buy notebooks and pad so far. This being the spring term spring football is in session. This being my favorite sport I am trying out for the team. I managed to loan from a boy friend shoulder pad, helmet, and football pants but he didn't have any luck in securing a pair of football shoes. Practise started yesterday. I wore sneakers and had my ankle cut by a fellow with shoe's on. I came home last night and spoke to my parents about getting a pair of shoes.

I'm sure they would like me to have these but my father, who works three days a week makes only \$13.44 on the Long Island State Park Commission said we could not afford them.

I thought one of your sons may have an old pair of football shoes they do not use now. I wear size eight.

Please answer even if you can't do anything for me.

Thanking you in advance,
C. K.

[No reply available.]

Letters to Mrs. Roosevelt

Kismet, Kansas
Nov. 3, 1937

Dear Mrs. Roosevelt:

I am 13 years old and will be 14 the 27 of this month. I am a victim of a shut in. I have been sick ever since the 12 of July. And have a very lonely place to stay. My parent's are very poor people. I can't even go to school yet with the other kids. And doubt if I can this year. I have nothing I can do but set around and I get so lonely I don't know what to do. And if you want to cheer me up and make me one of the happiest boys in the world just send me some money to get a cheap radio. I have got proof by the neighbors that I am sick and have nothing to do. My parent's names are Mr. + Mrs. A. J. M. My name is F. M. I live at Kismet. Many, many thanks if you would cheer me up that way I wouldn't spend it for nothing but a radio. It would pass my lonely time a way so much faster. I only ask for a cheap one.

F. M.
Kismet, Kansas

P.S. If I had any thing to do I wouldn't ask you of it. It will be highly appreciated.

I am in the dust bowl. We didn't raise any crop this year. And we have to live off of the relief and there's no enjoyment out of that. But we're thankful for it. My mother is sick and under the doctor's care most of the time and my Grandma that lives with me is very poorly. And that keeps my heart broken all the time. And nothing to amuse myself with.

thanks alot

[No reply available.]

Appendix N

Thought Provokers

Use the letters to Mrs. Roosevelt to answer the following questions.

1. Identify specific ways that the children tried to convince Mrs. Roosevelt that they were uniquely worthy of her help.
2. What does this reveal about the children's values?
3. Do children today hold similar values to the children in the letters?
4. What about these letters stood out to you?
5. Did you strongly identify with one child's letter? Why or why not?

Appendix O

Rubric – Letter to Mrs. Roosevelt

CATEGORY	5	4	3	2
Salutation and Closing	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have one-two errors in capitalization and punctuation.	Salutation and closing have three or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
Sentences and Paragraphs	Sentences and paragraphs are complete, well constructed and of varied structure.	All sentences are complete and well constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Grammar and spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes one-two errors in grammar and/or spelling.	Writer makes three-four errors in grammar and/or spelling	Writer makes more than four errors in grammar and/or spelling.
Capitalization and Punctuation	Writer makes no errors in capitalization and punctuation.	Writer makes one-two errors in capitalization and punctuation.	Writer makes three-four errors in capitalization and punctuation.	Writer makes more than four errors in capitalization and punctuation.
Neatness	Letter is typed, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.	Letter is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care.	Letter is typed and is crumpled or slightly stained. It may have one-two distracting error corrections. It was done with some care.	Letter is typed and looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly

Unit Assessment

Name _____ Date _____

A. Fill in the blanks with the appropriate term to match the definition.

Tariff	Populist	Regulate
Stock market	Radical	Unemployment
Okie	Communist	Recovery
Drought	Reform	Imperial

1. The _____ is a market for stocks around the country.
2. _____ is the involuntary idleness of workers.
3. A(n) _____ is a prolonged period of dryness.
4. A(n) _____ is one held to engage in left-wing, subversive, or revolutionary activities.
5. To _____ is to amend or improve by change of form or removal of faults or abuses.
6. To _____ is to govern or direct according to rules or regulations.
7. A(n) _____ is one who is disposed to making extreme changes in existing views, habits, conditions, or institutions.
8. A(n) _____ is a member of a political party claiming to represent the common people.
9. A(n) _____ is a migrant agricultural worker from Oklahoma in the 1930s.
10. A(n) _____ is a tax or schedule of taxes imposed by a government on imported goods.

Unit Assessment

B. Multiple Choice: Circle the correct answer for the following questions.

1. What major event caused the Great Depression in the United States?
 - a. The New Deal
 - b. Bonus Army
 - c. Stock market crash
 - d. Mass unemployment

2. When was the stock market crash of 1929?
 - a. October 24, 1929
 - b. October 29, 1929
 - c. October 27, 1929
 - d. October 30, 1929

3. How did Huey Long die?
 - a. assassination
 - b. illness
 - c. food poisoning
 - d. car accident

4. Sinclair Lewis was the first American to win a Nobel Prize in what subject?
 - a. Science
 - b. History
 - c. Math
 - d. Literature

Unit Assessment

5. Which of the following statements is a quote from Franklin D. Roosevelt?
 - a. “the only thing we have to eat is sandwiches”
 - b. “the only thing we have to fear is the Great Depression”
 - c. “the only thing we have to know is how to read”
 - d. “the only thing we have to fear is fear itself”

6. The Smoot-Hawley Tariff Act changed U.S. tariffs to _____ levels.
 - a. historically low
 - b. historically high
 - c. historically moderate
 - d. unchanging

7. Which of the following problems was **not** dealt with during the Great Depression?
 - a. debt
 - b. hunger
 - c. wealth
 - d. bankruptcy

8. Who was the wife of Franklin D. Roosevelt?
 - a. Eleanor Roosevelt
 - b. Ellen Roosevelt
 - c. Emily Roosevelt
 - d. Evelyn Roosevelt

Unit Assessment

9. The drought that settled in the southwestern United States became known as the _____.
- a. Dust Barn
 - b. Dirt Storm
 - c. Dust Bowl
 - d. Super Bowl
10. The drought lasted _____ years.
- a. 5
 - b. 10
 - c. 3
 - d. 4

C. Answer the following questions with complete sentences.

1. Who was the vice president of the stock exchange floor? _____
- _____
- _____
2. By what other name is October 29, 1929 known? _____
- _____
- _____

Unit Assessment

3. Which presidential candidate promised to help the farmer? _____

4. Did the Smoot-Hawley Tariff Act cause the Great Depression? _____

5. By 1932, how many people in the United States were unemployed? _____

6. The World War I veterans that marched in to Washington D.C. became known as what?

7. Why were shantytowns called “Hooverilles”? _____

D. Write about your favorite part of this unit in complete sentences.

Answer Key – Unit Assessment

A. Fill in the blank

1. stock market
2. unemployment
3. drought
4. communist
5. reform
6. regulate
7. radical
8. populist
9. Okie
10. tariff

B. Multiple Choice

- | | |
|------|-------|
| 1. c | 6. b |
| 2. b | 7. c |
| 3. a | 8. a |
| 4. d | 9. c |
| 5. d | 10. d |

C. Complete Sentences

1. **Richard Whitney** was the vice president of the stock exchange floor.
2. October 29, 1929 is also known as **Black Tuesday**.
3. Presidential candidate Hoover promised to help the **farmer**.
4. **No**, the Smoot-Hawley Tariff Act did not cause the Great Depression.
5. In 1932, **12 million** people were unemployed in the United States.
6. The World War I veterans that marched into Washington D.C. were known as the **Bonus Army**.
7. Shanty towns were called “Hooverilles” because **people blamed president Hoover for not doing enough to stop the depression**.

“Taste the Great Depression” Recipes

Bean Sandwiches

Version 1:

Serves two or more

Cut a loaf of unsliced bread in half the short way.

Hollow out part of each half.

Dump a can of beans into a Crock-Pot or into a pan.

Heat the beans in the Crock-Pot or on a stove. Use medium heat.

Fill each hollow bread half with warm beans.

Eat.

Version 2:

Cook beans of your choice.

Mash up the beans into a spreadable paste.

Spread on slices of bread.

Eat.

Hobo Stew

Choose a vegetable, cooked meat, salt and pepper, or some herbs.

Put the ingredients in a large pot.

Add 1 – 3 cups of water, or enough to cover.

Simmer covered for about one hour on low to medium heat.

Stir occasionally.

Add more water if more servings are needed.

“Taste the Great Depression” Recipes

Chicken Soup Without Chicken

Boil a pork shank and veal shank of equal size in enough water to cover.

Salt when nearly done.

When the meat slips off the bone easily, separate the lean from the fat and chop.

Let it the liquid cool, and remove all fat from the top.

Add the meat, pepper, and celery to flavor

Cooked Cabbage

Cut cabbage up finely and boil until done in salted water.

Drain thru a colander until the water is all out.

To each quart of cooked cabbage add ½ cup of sweet cream, 1 tablespoon of butter and pepper to suit taste.

Place over fire and stir about five minutes.

Serve.

A Good Cream Pie (also known as Milk Pie)

Mix together six tablespoons of flour and seven tablespoons of sugar.

In a separate bowl, mix two cups of sweet milk and two cups of separator cream (heavy cream).

Stir in sugar and flour gradually to avoid lumps

Flavor with lemon and vanilla.

Stir in the beaten whites of five eggs just before putting the cream into pans.

Use unbaked pie shells

This will make three pies.

“Taste the Great Depression” Recipes

Chocolate Cake Pudding

1 ½ cups of flour

3 teaspoons baking powder

3/8 teaspoon salt

1 ¼ cups of sugar

2 tablespoons cocoa

Mix together the above ingredients then add ¾ cup of milk, 3 tablespoons melted butter (cooled), 1 ½ teaspoons vanilla, 1 cup pecans (if desired). Mix together and pour into a 9 x 13 baking dish.

Prepare mixture of 1 ¼ cups brown sugar, 4 tablespoons cocoa – sprinkle over the top of the first batter in the baking dish.

Pour 1 ½ cups cold water over all of this and bake for 45 minutes at 350 degrees.

Cherry Pudding

Mix together 1 can of red cherries (drained) and 1 teaspoon baking soda. Let stand while mixing the rest of the ingredients.

Mix the following ingredients:

1/8 teaspoon salt, 1 egg, 1 cup of sugar, 1 cup of flour, and 1 teaspoon vanilla

Add cherries to this mixture and pour into baking dish in which is melted butter the size of a walnut.

Bake for 30 minutes at 350 degrees