



Prosperity and Decline

Teacher Guide

Huey Long



The Great Depression

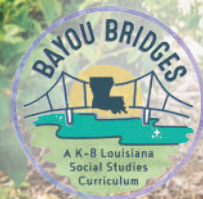


The Roaring Twenties



Prosperity and Decline

Teacher Guide



Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation (www.coreknowledge.org) and the additions from the Louisiana Department of Education, made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike4.0 International License. This does not in any way imply that the Core Knowledge Foundation or the Louisiana Department of Education endorses this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright © 2024 the Louisiana Department of Education for the additions to CKHG and the Core Knowledge Foundation for its predecessor work CKHG.

www.coreknowledge.org

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge History and Geography™, and CKSci™ are trademarks of the Core Knowledge Foundation. Bayou Bridges is a trademark of the Louisiana Department of Education.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.



PROSPERITY AND DECLINE

Table of Contents

	Introduction	1
	<i>Prosperity and Decline</i> Sample Pacing Guide.....	13
01	TOPIC: The Roaring Twenties	17
02	TOPIC: Louisiana and the Huey Long Era.....	32
03	TOPIC: The Great Depression	44
	Teacher Resources.....	58

Prosperity and Decline

Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 8

Introduction

ABOUT THIS UNIT

The Big Idea

The 1920s and 1930s were a time of great political, social, cultural, and economic change for both Louisiana and the United States.

Life in both Louisiana and the United States changed dramatically as the prosperity of the Roaring Twenties gave way to the Great Depression of the 1930s. Advances in transportation, technology, and media in the 1920s began to create a common national popular culture. Social and cultural changes brought about by the woman's suffrage movement and the Great Migration increased the profile of women and other groups within society, and millions benefited from the decade's booming economy. However, the stock market crash of 1929, combined with natural catastrophes such as the Mississippi River Flood of 1927 and the Dust Bowl of the 1930s, led to a Great Depression that threw millions of Americans out of work. Ineffective government response to the Depression compounded the economic crisis. As the crisis deepened, some leaders responded with bold action and proposals, such as FDR's New Deal and Huey Long's Share Our Wealth.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- continued westward expansion through the completion of the transcontinental railroad and incentives to move west
- removal of Native Americans from their land and destruction of their ways of life through conflicts with settlers, breaking of treaties, and severe depletion of the bison population
- conflicts between settlers and Native Americans, including the Sand Creek Massacre, the Battle of the Little Bighorn, and the Battle of Wounded Knee
- creation of the myth of the American West through Wild West shows and popular stories
- creation of legal racial segregation through Jim Crow laws and the Supreme Court decision in *Plessy v. Ferguson*
- limitation of African Americans' political participation through revisions to the Louisiana Constitution
- opening of the first Historically Black Colleges and Universities
- work of early civil rights reformers, including Booker T. Washington, W. E. B. DuBois, Ida B. Wells and Mary Church Terrell
- causes and effects of the Second Industrial Revolution, including:
 - urbanization and its effects
 - push and pull factors of immigration and the immigrant experience
 - the role of laissez-faire capitalism
 - increased mechanization and technological innovations
 - expansion of railroads
 - the rise of big business
 - factory conditions and the formation of unions
- Causes and effects of Populism and the People's Party, including:
 - declining crop prices and increased production
 - high interest rates, inflation, and the dominance of railroads
 - the Granger movement
 - the Free Silver Movement, "bimetallism," and William Jennings Bryan
 - formation of the Farmer's Alliance and the People's Party
 - the elections of 1892 and 1896
- causes and effects of Progressive reform movements, including:
 - the Gilded Age
 - muckrakers: Jacob Riis, Ida Tarbell, Upton Sinclair, and Thomas Nast

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from the late 1800s to 1938.

late 1800s to early 1900s	Bourbon Democrats dominate Louisiana politics.
1901	Oil is discovered in Louisiana, eventually leading the state to become one of the country's top oil and gas producers.
1913	Henry Ford introduces the moving assembly line. Within a decade it will be adopted in mass production facilities across the country.
1914–18	The Great Migration of African Americans from the rural South to the urban North begins, leading to the cultural phenomenon of the Harlem Renaissance in the 1920s.
1919	The Eighteenth Amendment is ratified, beginning Prohibition.
1920	The "Roaring Twenties," a time of expansive industrial growth and cultural change, begins.
1920	The Nineteenth Amendment is ratified, giving women the right to vote.
mid-to-late 1920s	Radios and movies become increasingly popular, helping to create a common national popular culture.
1927	The Mississippi River Flood of 1927 ravages Louisiana and much of the Mississippi River Valley.
1928	Huey Long is elected governor of Louisiana.
1929	The stock market crash sparks the Great Depression.

1929	President Herbert Hoover introduces a series of economic policies to deal with the Great Depression, with limited success.
1931	The “Dust Bowl” begins, forcing thousands of Great Plains farmers to migrate to California and other states looking for work.
1933	President Franklin D. Roosevelt takes office and creates New Deal economic policies to address the Great Depression.
1934	Louisiana senator Huey Long proposes his “Share Our Wealth” program in response to FDR’s New Deal program.

- regulating big business: Sherman Antitrust Act, Clayton Antitrust Act
- Theodore Roosevelt: trust-busting and conservation
- the settlement house movement
- factory conditions and the Triangle Shirtwaist Factory disaster
- child labor reforms
- changes to the Louisiana Constitution
- U.S. imperialism in the late nineteenth century, including:
 - acquisition of Hawaii and its significance
 - causes and outcomes of the Spanish-American War
- President Theodore Roosevelt’s foreign policy achievements, including the Roosevelt Corollary to the Monroe Doctrine and the Panama Canal
- World War I’s causes and course, including:
 - sinking of the Lusitania and its consequences
 - the United States’ initial neutrality and eventual entry into World War I
 - impact of new technology
 - nature of the war at home, including the draft, rationing, and wartime propaganda
 - opposition to the war and the passage of the Espionage and Sedition Acts
- aftermath of World War I, including American isolationism and economic changes
- influenza pandemic of 1918
- the Great Migration, resurgence of the Ku Klux Klan in the 1920s, and growing racial tensions and race-related violence
- the Russian Revolution and the First Red Scare

What Students Need to Learn

- ratification of the Nineteenth Amendment
- how transportation, technology, and media, including the automobile, radio, and household appliances, changed U.S. society during the 1920s
- social and cultural changes of the 1920s, such as the Great Migration and the Harlem Renaissance
- causes and effects of Prohibition
- development of Louisiana’s economy during the early 1900s, including the timber, oil, and gas industries
- causes and consequences of the Great Mississippi Flood of 1927

- Huey Long's role in Louisiana and national politics
- causes and effects of the Great Depression
- causes and effects of the Dust Bowl
- proposed government responses to the Great Depression, such as the New Deal and its alphabet agencies

AT A GLANCE

The most important ideas in Unit 4 are the following:

- The assembly line had a significant impact on the American economy, ushering in a period of great economic growth.
- Mass entertainment culture began to develop, contributing to a growing common national popular culture.
- The Great Migration and the Harlem Renaissance changed the culture and demographics of the United States.
- The passage of the Eighteenth Amendment prohibited the sale of alcohol but gave rise to an organized crime culture.
- Increasing calls for women's suffrage ultimately resulted in passage of the Nineteenth Amendment, guaranteeing women's right to vote.
- Bourbon Democrats dominated Louisiana politics during the late nineteenth and early twentieth centuries.
- The timber, oil, and gas industries boosted the Louisiana economy in the early twentieth century.
- The Mississippi River Flood of 1927 caused extensive damage in Louisiana and throughout the Mississippi Basin, prompting thousands of African Americans to join the Great Migration and even more to switch their political loyalties.
- Huey Long rose to political prominence, first in Louisiana and later nationally, promoting a strongly populist form of government.
- Sparked in part by the stock market crash of 1929, the Great Depression was the longest and most severe economic downturn in American history.
- Presidents Herbert Hoover and Franklin Roosevelt took dramatically different approaches to solving the Great Depression.
- Roosevelt's New Deal programs changed the American people's relationship with the federal government.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

UNIT RESOURCES

Student Component

Prosperity and Decline Student Volume—three chapters

The Student Volume provides traditional narrative text and high-quality images that recount important historical themes and events in U.S. history. Interspersed with the text and images are three types of activity boxes. **Think Twice** boxes pose questions for students to answer, either in writing or in oral discussion. These questions prompt a deeper analysis of the text. **Find Out the Facts** boxes prompt students to conduct research on a specified topic. **Writers' Corner** boxes present students with extended writing tasks, such as an essay, a report, or a piece of creative writing. Students can be asked to complete any or all of these activities, either during the reading of each chapter or in the Learning Lab time at each chapter's conclusion. Possible responses to the Think Twice questions are provided in the Answer Key in the Teacher Resources section of this Teacher Guide.

Teacher Components

Prosperity and Decline Teacher Guide—three chapters. The guide includes lessons aligned to each chapter of the *Prosperity and Decline* Student Volume, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 58.

- The Chapter Assessments test knowledge of each chapter's content using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

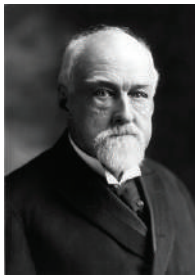
Prosperity and Decline Timeline Card Slide Deck—fifteen individual images depicting significant events and individuals related to the political, social, cultural, and economic changes of the 1920s and 1930s. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the image cards can be attached with clothespins!

**Late 1800s to
early 1900s**



Chapter 2

1901



Chapter 2

1913



Chapter 1

1914–18



Chapter 1

1919



Chapter 1

1920



Chapter 1

1920



Chapter 1

mid-to-late 1920s



Chapter 1

1927



Chapter 2

1928



Chapter 2

1929



Chapter 3

1929



Chapter 3

1931



Chapter 3

1933



Chapter 3

1934



Chapter 2

The Timeline in Relation to Content in the Student Volume

The events highlighted in the Unit 4 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Volume is organized thematically, not chronologically. Each chapter discusses a different aspect of prosperity and decline in the United States from the late 1800s through the 1930s. Many of these events developed simultaneously, which is reflected in the timeline.

Understanding References to Time in the *Prosperity and Decline* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, the Great Migration occurred over a period of years beginning in the mid-1910s and continuing through the 1920s and beyond. Conversely, the Dust Bowl began in a specific year: 1931.

Time to Talk About Time

Before you use the timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?

4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *Prosperity and Decline* unit is one of seven history and geography units in the Grade 8 Bayou Bridges Curriculum Series. A total of twenty days has been allocated to the *Prosperity and Decline* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 8 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs, so we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Learning Lab

Each chapter of the Student Volume includes thought-provoking questions, suggested research activities, and writing prompts. The Learning Lab is time allocated for students to complete these tasks before the chapter is wrapped up. A note at the end of each chapter's Guided Reading Supports prompts the teacher to set aside time

for students to finish their assignments. You will also need to set aside time to assess any of the work completed by students in response to the Student Volume prompts.

For more about research activities, download the Bayou Bridges Online Resource “About Developing Student Research Skills”:

<https://www.coreknowledge.org/bayou-bridges-online-resources>

Turn and Talk

After the reading of each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.



Talk It Over


Some chapters include an opportunity for discussion or debate, either in the Guided Reading Support or in the Additional Activities. These opportunities will be marked with the debate icon shown above. Before implementing any of these discussions or debates, you may wish to review with students the rules for respectful conversation.

For more about classroom discussions and debates, including an evaluation rubric, download the Bayou Bridges Online Resource “About Class Discussions and Debates”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more chapters in each Grade 8 Bayou Bridges unit will be designated as an Independent Reading Lesson, in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students should be asked to complete some type of note-taking activity as they read independently to focus their attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson’s Check for Understanding.

It will be especially important for the teacher to review all students’ written responses to any Independent Reading Lesson prior to the next day’s lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Primary Sources

Most chapters include a Student Volume feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

To facilitate student engagement with these primary sources, a Primary Source Analysis Activity Page has been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Volume chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	The Framing Question
1	What were the main events that occurred in the United States during the 1920s?
2	What was Huey Long’s influence on the state of Louisiana?
3	What were the main events that occurred in the United States during the 1930s?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Volume are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Volume. Student Volume page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	modernity, moving assembly line, assembly plant, sector, switchboard, celluloid film, ticker-tape parade, renaissance, salon, prohibition, bootlegger, speakeasy, gangster, suffrage
2	tax exemption, subsidy, virgin forest, clear-cut, company town, environmental footprint, tributary, levee, gate, spillway, populist, political machine, impeach, confiscate
3	stock market crash, gross domestic product (GDP), tariff, Federal Reserve, corporate bond, bank run, prime interest rate, social welfare, foreclose


Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 80–87. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapter 1—Poetry Analysis (AP 1.2)
- Chapters 1–3—Primary Source Analysis (AP 1.3)
- Performance Task—Claims and Evidence (AP 1.4)
- Chapter 1—Domain Vocabulary: Chapter 1 (AP 1.5)
- Chapter 2—Domain Vocabulary: Chapter 2 (AP 2.1)
- Chapter 3—Domain Vocabulary: Chapter 3 (AP 3.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students’ interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.



A SPECIAL NOTE ABOUT *THE FREEDOM FRAMEWORK*

A critical goal of the Bayou Bridges Curriculum Series, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every U.S. history unit called “The Freedom Framework,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the U.S. government.

Books

Cline-Ransome, Lesa. *Finding Langston*. New York: Holiday House, 2018.

Derby, Sally. *Jump Back, Paul: The Life and Poems of Paul Laurence Dunbar*. Somerville, MA: Candlewick Press, 2015.

Favreau, Marc. *Crash: The Great Depression and the Fall and Rise of America*. New York: Little, Brown Books for Young Readers, 2018.

Garland, Michael. *Daddy Played the Blues*. Thomaston, ME: Tilbury House, 2017.

Golio, Gary. *Smile: How Young Charlie Chaplin Taught the World to Laugh (and Cry)*. Somerville, MA: Candlewick Press, 2019.

Mullenbach, Cheryl. *The Great Depression for Kids: Hardship and Hope in 1930s America*. Chicago: Chicago Review Press, 2015.

Powell, Patricia Hruby. *Struttin’ with Some Barbecue: Lil Hardin Armstrong Becomes the First Lady of Jazz*. Watertown, MA: Charlesbridge, 2018.

Sandler, Martin W. *Picturing a Nation: The Great Depression’s Finest Photographers Introduce America to Itself*. Somerville, MA: Candlewick Press, 2021.

Zimet, Susan, and Todd Hasak-Lowy. *Roses and Radicals: The Epic Story of How American Women Won the Right to Vote*. New York: Puffin Books, 2020.

PROSPERITY AND DECLINE SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SV—Student Volume; AP—Activity Page;
NFE—Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Prosperity and Decline

"The Roaring Twenties" Core Lesson (TG & SV, Chapter 1)	"The Roaring Twenties" Core Lesson (TG & SV, Chapter 1) "Domain Vocabulary: Chapter 1" (TG, Chapter 1 Additional Activities, AP 1.5)	"Primary Source: 'Mother to Son' by Langston Hughes" (TG & SV, Chapter 1, AP 1.2) and "Primary Source: 1920s Advertisement" (TG & SV, Chapter 1, AP 1.3)	"Primary Source: 'A Flapper's Appeal to Parents' (1922) by Ellen Welles Page" (TG & SV, Chapter 1, AP 1.3) Chapter 1 Learning Lab	"The Failure of Prohibition" (TG, Chapter 1 Additional Activities)
---	--	--	---	---

Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Prosperity and Decline

Chapter 1 Assessment	"Louisiana and the Huey Long Era" Core Lesson (TG & SV, Chapter 2)	"Louisiana and the Huey Long Era" Core Lesson (TG & SV, Chapter 2) "Domain Vocabulary: Chapter 2" (TG, Chapter 2 Additional Activities, AP 2.1)	"Primary Source: President Calvin Coolidge's 1927 Annual Message" (TG & SV, Chapter 2, AP 1.3) and "Primary Source: Huey Long's 'Share Our Wealth' Address" (TG & SV, Chapter 1, AP 1.3)	Chapter 2 Learning Lab
----------------------	--	---	--	------------------------

Week 3

Day 11

Day 12

Day 13


Day 14

Day 15

Prosperity and Decline

"PRIMARY SOURCE ACTIVITY: The Great Flood in Music and Pictures" (TG, Chapter 2 Additional Activities, NFE 1)	Chapter 2 Assessment	"The Great Depression" Core Lesson (TG & SV, Chapter 3)	"The Great Depression" Core Lesson (TG & SV, Chapter 3) "Domain Vocabulary: Chapter 3" (TG, Chapter 3 Additional Activities, AP 3.1)	"Primary Source: President Roosevelt's Inaugural Address" (TG & SV, Chapter 3, AP 1.3) and "Primary Source: FDR on Drought Conditions" (TG & SV, Chapter 3, AP 1.3)
---	----------------------	---	--	--

Week 4**Day 16****Day 17****Day 18****Day 19****Day 20*****Prosperity and Decline***

Chapter 3 Learning Lab	 "PRIMARY SOURCE ACTIVITY: Herbert Hoover's 'Rugged Individualism' Speech" (TG, Chapter 3 Additional Activities, NFE 1, AP 1.3) and "Primary Source: Herbert Hoover: 'The Consequences of the Proposed New Deal' (1932)" (TG & SV, Chapter 3, AP 1.3)	Chapter 3 Assessment	Unit 4 Performance Task	Unit 4 Performance Task
------------------------	---	----------------------	-------------------------	-------------------------

PROSPERITY AND DECLINE PACING GUIDE

_____ 's class

(A total of twenty days has been allocated to the *Prosperity and Decline* unit in order to complete all Grade 8 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Prosperity and Decline

--	--	--	--	--

Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Prosperity and Decline

--	--	--	--	--

Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Prosperity and Decline

--	--	--	--	--

Week 4

Day 16 **Day 17** **Day 18** **Day 19** **Day 20**

Prosperity and Decline

--	--	--	--	--

TOPIC: The Roaring Twenties

The Framing Question: What were the main events that occurred in the United States during the 1920s?

Primary Focus Objectives

- ✓ Explain how advances in transportation, technology, and media during the early twentieth century affected society and culture in the United States. (8.12.c, 8.12.e)
- ✓ Explain the causes and effects of migration and population shifts in the United States during the early twentieth century. (8.12.j)
- ✓ Describe the influence of notable figures of the Harlem Renaissance and other cultural personalities. (8.12.e)
- ✓ Describe the causes and consequences of Prohibition and the Eighteenth Amendment. (8.12.b)
- ✓ Explain the importance of the woman's suffrage movement and events leading to the passage of the Nineteenth Amendment. (8.12.d)
- ✓ Understand the meaning of the following domain-specific vocabulary: *modernity, moving assembly line, assembly plant, sector, switchboard, celluloid film, ticker-tape parade, renaissance, salon, prohibition, bootlegger, speakeasy, gangster, and suffrage.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource "About The Roaring Twenties":

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.1
AP 1.2
AP 1.3

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Poetry Analysis (AP 1.2)
- individual student copies of Primary Source Analysis (AP 1.3)
- video of the Charleston dance
- video of Viola Davis reading "Mother to Son"
- access to Internet
- capability to display Internet in the classroom

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the videos may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Volume page numbers listed below)

modernity, n. the state of being modern or up-to-date (2)

Example: Not only inventors and entrepreneurs but also imaginative writers and artists should be recognized as the shapers of modernity.

Variations: modern (adj.), modernize (v.)

moving assembly line (phrase) a mechanical system in which a product moves through stages and workers each add a different part to it (5)

Example: A common component of a moving assembly line is a conveyor belt.

Variations: moving assembly lines

assembly plant, n. a factory in which cars, machines, or other products are put together (5)

Example: My aunt has a job working at the assembly plant installing the seats in pickup trucks.

Variations: assembly plants

sector, n. a part or division (6)

Example: The southern sector of the county contains many oil wells.

Variations: sectors

switchboard, n. a panel on which switches or other connectors are used to complete electrical circuits (6)

Example: My great-grandmother worked as a switchboard operator for the telephone company when she was younger.

Variations: switchboards

celluloid film, n. flexible, transparent plastic film on which images are recorded (7)

Example: Before flexible celluloid film was invented, photographs were made on rigid glass plates.

ticker-tape parade, n. a parade held in a city in which decorative shredded paper is thrown onto the parade route (9)

Example: In 1919, New Yorkers held a ticker-tape parade to celebrate General Pershing and the Allied victory in World War I.

Variations: ticker-tape parades

renaissance, n. a time of intense cultural and artistic rebirth (11)

Example: A renaissance in African American arts and literature occurred as African Americans developed vibrant, creative communities in Northern cities.

salon, n. a fashionable gathering of creative people held at the home of a prominent person (12)

Example: Poets met at Gertrude Stein's salon each week to read and discuss their work.

Variations: salons

prohibition, n. the prevention of something, such as the sale of alcoholic beverages (15)

Example: The city council approved a prohibition on smoking in public buildings in order to protect the health of workers and visitors.

Variations: prohibitions, prohibit (v.)

bootlegger, n. someone who supplies illegal alcoholic beverages (15)

Example: The bootlegger smuggled homemade, illicit liquor by disguising it in reused vinegar bottles.

Variations: bootleggers, bootleg (adj.), bootleg (v.)

speakeasy, n. a nightclub where illegal beverages are sold (15)

Example: Customers at the speakeasy could be arrested if they were found drinking alcoholic beverages.

Variations: speakeasies

gangster, n. a member of a criminal organization (15)

Example: The police used undercover agents to entrap the gangster and his criminal accomplices.

Variations: gangsters, gangster (adj.)

suffrage, n. the right to vote (16)

Example: Susan B. Anthony strode to the polling place determined to exercise her suffrage.

Variations: suffragist (n.), suffragette (n.)

Note: In the United States, *suffragist* is the preferred term; *suffragette* is most commonly used in the United Kingdom.

THE CORE LESSON 35 MIN

Introduce the *Prosperity and Decline* Student Volume

5 MIN

Distribute copies of the *Prosperity and Decline* Student Volume. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention the photos of early inventions and cultural figures, the maps, the Great Depression, and the Dust Bowl.

Introduce “The Roaring Twenties”

5 MIN

Read the chapter title aloud and ask students what it might mean for a decade to be “roaring.” Record student definitions on the board or chart paper. Tell students that they will reevaluate their definitions at the end of the unit.

Call students’ attention to the Framing Question. Tell students to look for examples and information that describe and explain the main events that occurred in the United States during the 1920s.

Guided Reading Supports for “The Roaring Twenties”

25 MIN


When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Looking Ahead” and “Left Out of Prosperity,” pages 2–4

Scaffold understanding as follows:

Read the section “Looking Ahead” on pages 2–4 aloud.

CORE VOCABULARY—Point out the vocabulary term *modernity*, and explain its meaning.

 **SUPPORT**—Use the video to show students how to do the Charleston. Ask for two or three student volunteers to attempt the moves.

SUPPORT—Jazz is a music genre that began in African American communities of New Orleans, Louisiana, in the late nineteenth century. Jazz combines rhythms, blues notes, and “feelings” of musical traditions of West Africa with European harmonies and instrumentation. African American spirituals and songs sung by enslaved fieldworkers were also incorporated

into early jazz. The population of New Orleans was extremely ethnically diverse, and people from a wide variety of musical cultures interacted with one another there. As early as 1820, free and enslaved African Americans could gather on Sundays in the city's Congo Square, an open space in the city, to socialize and play music. These gatherings formed the foundation for what ultimately became jazz music.



TALK IT OVER: Have the class discuss or debate whether the United States still has a consumer culture. Students should support their claims with evidence. (8.1, 8.3, 8.7, 8.7.a, 8.7.b, 8.7.c, 8.7.d)

Read the sidebar “Left Out of Prosperity” on page 4 aloud.

SUPPORT—Point out the word *stagnated* in the sidebar. Explain that to stagnate is to remain unchanged, to lack progress.

After reading the text, ask the following questions:

LITERAL—What were two nicknames for the 1920s? Explain how these nicknames came about. (8.12, 8.12.e)

- » The 1920s were known as the Roaring Twenties (because of the decade’s prosperous, or “roaring,” economy) and the Jazz Age (because of the growing popularity of jazz music).

LITERAL—How did President Warren G. Harding define “normalcy”? (8.12)

- » President Harding defined “normalcy” as a return to a time of less government involvement in the economy.

LITERAL—What changed the ordinary lives of millions of Americans during the 1920s? (8.12.c, 8.12.e)

- » Advances in technology such as automobiles, telephones, radios, motion pictures, and electrical appliances changed the ordinary lives of millions of Americans.

LITERAL—What brought an end to the Roaring Twenties? (8.12, 8.12.e)

- » The stock market crash of 1929 brought an end to the “roar” of the Twenties.

“A Booming Economy,” pages 5–7

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on page 5 aloud.

CORE VOCABULARY—Point out the vocabulary terms *moving assembly line* and *assembly plant*, and explain their meanings.

SUPPORT—Call students’ attention to the photo on page 5. Explain that the image shows an assembly line in a Ford automobile factory. Help students understand the image by pointing out the cars and the assembly line conveyor belt that the cars are riding on.

Invite volunteers to read the remainder of the section on pages 5–7 aloud.

CORE VOCABULARY—Point out the vocabulary terms *sector* and *switchboard*, and explain their meanings. Use the image on page 6 to explain how a switchboard works.

After the volunteers read the text, ask the following questions:

EVALUATIVE—How was Henry Ford able to make his automobiles affordable for most Americans? (8.12.c)

- » He invented a moving assembly line that reduced the price of automobiles because it allowed vehicles to be manufactured more quickly.

EVALUATIVE—How did the success of the automobile industry impact other parts of the American economy? (8.2, 8.12.c)

- » The success of the automobile industry helped other parts of the economy grow. The government spent money building roads and bridges and installing traffic lights. People found jobs in the growing hotel and restaurant industries and in the growing number of gas and service stations. Banks making car loans and the auto insurance industry also benefited from the increasing popularity of cars. People also traveled more for business or vacation.

EVALUATIVE—How did the rise of the automobile change where Americans lived and worked? (8.2, 8.12.c, 8.12.j)

- » An increasing number of Americans moved out of the cities and into the suburbs because automobiles allowed them to commute to work in their cars.

LITERAL—Identify some household appliances that became commonplace in American homes because of electricity. (8.12.c)

- » Appliances such as radios, record players, vacuum cleaners, electric lights, electric fans, electric irons, and refrigerators became commonplace in American homes because of electricity.

“Mass Entertainment Culture,” pages 7–8

Scaffold understanding as follows:

Have students read the section on pages 7–8 independently.

CORE VOCABULARY—Point out the vocabulary term *celluloid film*, and explain its meaning.

SUPPORT—Established in 1920, radio station KDKA in Pittsburgh, Pennsylvania, was America’s first commercial broadcast station. Before KDKA, radio was largely the province of hobbyists, many of whom built their own radios and used them to communicate with one another. Pittsburgh’s Westinghouse Company, the leading manufacturer of radios at the time, had the idea of offering programming over regularly transmitting stations in order to sell more radios. The company worked with a local amateur radio operator to create KDKA. Within four years, there were 600 commercial radio stations around the country.

SUPPORT—Released in 1927, *The Jazz Singer* is widely considered the first “talking” motion picture, though this is a bit misleading. Only the musical numbers and small bits of dialogue in *The Jazz Singer* were recorded for sound; about three-quarters of the film is silent. An earlier film, 1926’s *Don Juan*, included synchronized music (but no dialogue). The first movie to use synchronized dialogue throughout was 1928’s *Lights of New York*, a low-budget gangster movie.

After students read the text, ask the following questions:

EVALUATIVE—How did radio help to create a common national popular culture? (8.12.c, 8.12.e)

- » Americans around the country, both urban and rural, increasingly listened to the same music, programs, and advertising on the radio. Radio became a more universal experience, contributing to a growing common national popular culture.

LITERAL—By 1929, how many Americans went to the movies each week? (8.12.c)

- » By 1929, ninety million people (out of a population of about one hundred and twenty two million) went to the movies each week.

INFERENTIAL—How were some of the changes in American culture in the 1920s reflected in Charlie Chaplin’s character of the Tramp? (8.12.c, 8.12.e)

- » The 1920s were a time of rapid change in American culture. The Tramp confronted various frustrating circumstances in modern urban society, illustrating some of the changes and hardships that come with living in the newly industrialized world.

“Popular Heroes,” pages 8–10

Scaffold understanding as follows:

Have students read the section on pages 8–10 with a partner.

CORE VOCABULARY—Point out the vocabulary term *ticker-tape parade*, and explain its meaning. Explain that ticker tape is a strip or ribbon of paper on which information from a telegraph is printed. Ticker tape was commonly used in compact printers called tickers to record stock market price changes.

SUPPORT—George Herman “Babe” Ruth (1895–1948) began his baseball career as a pitcher for the Boston Red Sox but went on to greater fame as an outfielder for the New York Yankees. At the time, baseball was the most popular sport in the United States. Ruth’s ability to hit home runs revolutionized the game of baseball. Before Ruth, the home run was relatively rare; teams relied on speed, base hits, and stolen bases to score runs one at a time. (The 1917 American League leader in home runs, Wally Pipp, hit only nine all season. In 1920, Ruth hit fifty-four.) After Ruth, teams relied more on power hitting. Babe Ruth played his last game on June 2, 1935, but his career record of 714 home runs stood until 1974, when it was broken by Henry “Hank” Aaron of the Atlanta Braves.

SUPPORT—Charles Lindbergh hated the nickname “Lucky Lindy,” saying that his flight from New York to Paris was a result of skill, not luck. He became a hero either way. Within two years of his flight, more than three hundred Lindbergh-related songs had been written.

SUPPORT—Explain to students that we still do not know exactly what happened to Amelia Earhart. The U.S. government says that her plane ran out of fuel and crashed into the Pacific Ocean, but some scientists believe they have found clues that suggest she was able to land on the uninhabited Pacific Island of Nikumaroro, which today is part of the island nation of Kiribati.

After students read the text, ask the following questions:

LITERAL—Who was Babe Ruth? (8.12.e)

- » Babe Ruth was a multitalented, home-run-hitting baseball player for the New York Yankees.

EVALUATIVE—How were Jesse Owens’s accomplishments at the Berlin Olympic Games a blow to German dictator Adolf Hitler? (8.12.e)

- » Owens was an African American track-and-field athlete who achieved great success at the 1936 Berlin Olympic Games, demonstrating that Hitler’s theory of the superiority of “Aryan” Germans was a lie.

EVALUATIVE—Compare and contrast the lives of Charles Lindbergh and Amelia Earhart. (8.12.e)

- » Both Lindbergh and Earhart were famous pilots. Both became known for groundbreaking solo flights across the Atlantic Ocean. Lindbergh flew nonstop from New York to Paris; Earhart was the first woman to fly solo across the Atlantic.


“The Great Migration and the Harlem Renaissance,” pages 10–13

Scaffold understanding as follows:

Have students read the section on pages 10–13 independently.

CORE VOCABULARY—Point out the vocabulary term *renaissance*, and explain its meaning.

Note: Students in the Bayou Bridges program may recall reading about the Renaissance in Grade 5. That renaissance, which occurred between the 1300s and 1500s CE, was a period of cultural rebirth in Europe and included artists such as Leonardo da Vinci and Michelangelo. The Harlem Renaissance, by contrast, was a uniquely American experience—a “rebirth” of African American culture.

 **SUPPORT**—Remind students that they read about the Great Migration in Unit 3, *The Changing World*. Call attention to the map on page 10. Ask: Based on the map, African American migrants to California came mainly from which states? (*Texas and Louisiana*) Chicago was a main destination for African American migrants from which Southern state? (*Mississippi*) Along which corridor did migrants to New York City travel? (*the Eastern corridor*) (8.5)

SUPPORT—Make sure students understand that the flowering of African American culture in the 1920s was not confined to Harlem. It also took place in other major cities across the country, such as Chicago, Detroit, Cleveland, and Washington, D.C.

Note: The full version of Langston Hughes’s “Harlem” can be found in the Chapter 1 Additional Activity “Poetry of the Harlem Renaissance.” In addition, Jacob Lawrence’s Great Migration series is included in the Unit 3 *The Changing World*, Chapter 3, Additional Activity “The Great Migration in Art.”

SUPPORT—Explain to students that the term *Negro* was once a common way to refer to Black people, but it is no longer considered acceptable.

After students read the text, ask the following questions:

EVALUATIVE—Why did large numbers of African Americans migrate from the South in the 1920s? (8.1, 8.2, 8.12.e, 8.12.j)

- » African Americans migrated from the South in search of economic opportunity and hoped to leave behind legal segregation and the poverty of sharecropping and other low-paying jobs in the South.

LITERAL—What was the Harlem Renaissance? (8.12.e)

- » The Harlem Renaissance was a literary and artistic movement among African Americans in the Harlem neighborhood of New York City.

EVALUATIVE—What influence did Augusta Savage, Jacob Lawrence, and Sargent Claude Johnson have on the Harlem Renaissance? (8.12.e)

- » Answers should describe how sculptor Augusta Savage, painter Jacob Lawrence, and sculptor Sargent Claude Johnson contributed to the Harlem Renaissance through their work in the visual arts.

EVALUATIVE—What kind of music was an important part of the Harlem Renaissance? Identify some major musicians of the era, and explain how technology helped popularize the style. (8.12.c, 8.12.e)

- » Jazz music was an important part of the Harlem Renaissance. Important jazz musicians of the era included Ella Fitzgerald, Duke Ellington, and Louis Armstrong. Weekly radio broadcasts from the Cotton Club, a jazz spot in Harlem, were heard across the country and helped popularize jazz.

EVALUATIVE—Explain the importance of the work of Langston Hughes and Zora Neale Hurston. (8.12.e)

- » Both Hughes and Hurston helped bring the African American experience to a wider audience. Hughes said that his life's calling was "to explain and illuminate the Negro condition in America." Hurston wrote about African American life and folklore and, in her novel *Their Eyes Were Watching God*, she described the struggles of Janie Crawford, an African American woman from the South.

"The Lost Generation," page 14

Scaffold understanding as follows:

Read the section on page 14 aloud.

CORE VOCABULARY—Point out the vocabulary term *salon*, and explain its meaning.

SUPPORT—Gertrude Stein is generally credited with coining the term *Lost Generation* to describe the post–World War I generation. In conversation with a young Ernest Hemingway, Stein remarked, "You are all a lost generation." Hemingway used the expression as an epigraph to his novel *The Sun Also Rises*, which characterizes the feelings of young, disillusioned expatriates in post–World War I Paris.

SUPPORT—Explain to students that a protégé is a person who is guided and supported by an older and more experienced or influential person.

After reading the text, ask the following questions:

LITERAL—What was the Lost Generation? What theme was notable in the writings of the Lost Generation? Who were some notable figures in the Lost Generation? (8.12.e)

- » The Lost Generation was a group of young American writers who wrote about disillusionment and alienation. Ernest Hemingway and F. Scott Fitzgerald were notable writers of the Lost Generation who lived as expatriates in Paris because they had become disillusioned with life in the United States.

INFERENTIAL—How do you think members of the Lost Generation felt about the growing consumer culture in the United States during the 1920s? Explain. (8.7.a, 8.7.b, 8.7.c, 8.12.e)

- » Members of the Lost Generation were probably repelled by the growing consumer culture of the 1920s because they likely believed it confirmed their view that America had become hopelessly materialistic and empty.

“Prohibition,” pages 15–16

Scaffold understanding as follows:

Invite volunteers to read the section on pages 15–16 aloud.

CORE VOCABULARY—Point out the vocabulary terms *prohibition*, *bootlegger*, *speakeasy*, and *gangster*, and explain their meanings.

Note: Students in the Bayou Bridges program may recall reading about the temperance movement in Grade 7. Remind them that the temperance movement fought to limit or eliminate the consumption of alcohol because they believed alcohol was the cause of many social problems.

SUPPORT—Founded in 1874, the Woman’s Christian Temperance Union (WCTU) was a strong supporter of the Eighteenth Amendment. The WCTU focused particularly on the impact of alcohol abuse on women and families, citing alcohol abuse as a key factor in poverty and domestic violence. The WCTU is still in operation, opposing the use of tobacco, alcohol, and illegal drugs.

Note: Students in the Bayou Bridges program may recall learning about the amendment process in Grade 6. Remind them that an amendment to the Constitution must first be passed by a two-thirds majority in Congress and then ratified, or approved, by three-fourths of the states.

SUPPORT—Students may be surprised to learn that the sale of alcohol is still prohibited in some parts of the United States. Dozens of so-called “dry” counties exist throughout the country, mainly in the South, where many people—and religious institutions—continue to frown on alcohol consumption. (Those supporting passage of the Eighteenth Amendment were sometimes called “drys,” while opponents were called “wets.”)

After the volunteers read the text, ask the following questions:

EVALUATIVE—Why did many Americans favor Prohibition? (8.12.b)

- » Many Americans believed that people’s lives would be improved if they did not drink too much. They also believed that alcohol use caused poverty, social problems, crime, and corruption.

LITERAL—How did Prohibition become law? (8.12.b)

- » Prohibition became law when the Eighteenth Amendment to the Constitution was ratified. (Students may also say the Eighteenth Amendment was first passed by Congress and then ratified by three-fourths of the states.)

EVALUATIVE—What were some unintended consequences of Prohibition? (8.12.b)

- » People began buying alcohol illegally from bootleggers and speakeasies bought from gangsters, which caused organized crime to become very powerful.

LITERAL—What did the Twenty-First Amendment do? (8.12.b)

- » The Twenty-First Amendment repealed Prohibition.

“Women’s Suffrage,” pages 16–18

Scaffold understanding as follows:

Have students read the section on pages 16–18 with a partner.

CORE VOCABULARY—Point out the vocabulary term *suffrage*, and explain its meaning.

Note: Students in the Bayou Bridges program may recall reading about Susan B. Anthony, Elizabeth Cady Stanton, the Seneca Falls Convention, and the early women’s suffrage movement in the Grade 7 unit *A New Spirit of Change*.

SUPPORT—The woman’s suffrage movement was not particularly unified in its earlier years. The National Woman Suffrage Association (NWSA) founded by Susan B. Anthony and Elizabeth Cady Stanton in 1869 opposed the Fifteenth Amendment to the Constitution because it did not mention women. After the amendment was passed, the NWSA sent voting rights petitions to Congress requesting that suffrage rights be extended to women. By contrast, the American Woman Suffrage Association (AWSA), founded by Lucy Stone, Julia Ward Howe, and others in 1869 supported the amendment and disagreed with the tactics of the NWSA, which they considered too aggressive, preferring instead to gradually build national support for universal suffrage. In 1890, the two groups merged into the National American Woman Suffrage Association (NAWSA).

SUPPORT—Remind students that they read about Ida B. Wells in Unit 1, *A Nation in Conflict*. Wells campaigned against lynching and helped found the NAACP.

After students read the text, ask the following questions:

EVALUATIVE—Why was the Seneca Falls Convention important? (8.12.d)

- » It was one of the first women’s rights conventions, where the Seneca Falls Declaration of Rights and Sentiments was written, stating the belief that men and women are created equal and asserting women’s right to vote.

LITERAL—Who were Susan B. Anthony, Elizabeth Cady Stanton, and Carrie Chapman Catt? (8.12.d)

- » Anthony and Stanton helped found the National Woman Suffrage Association (NWSA) and became leaders of the National American Woman Suffrage Association (NAWSA). They worked together for decades in the fight for a woman’s right to vote.

Catt succeeded Anthony as president of the NAWSA. Her strategies helped convert President Woodrow Wilson to a supporter of women's rights.

LITERAL—How did Lucy Stone protest against the unequal marriage laws of her era? (8.12.d)

- » Lucy Stone protested against the unequal marriage laws of her era by keeping her own name after she married.

EVALUATIVE—How did Ida B. Wells's campaign for universal suffrage differ from some of the others discussed in the text? (8.3, 8.12.d, 8.12.e)

- » Wells was an African American suffragist and civil rights leader who opposed white suffragists who believed the suffrage movement should be segregated. She had difficulty convincing white suffragists to include African American women in marches and other activities.

LITERAL—What contributions did Alice Paul and Lucy Burns make to the women's suffrage movement? (8.12.d)

- » Paul and Burns founded what became the National Woman's Party. They both campaigned for women's suffrage and were both arrested for their activities. Paul also wrote the first Equal Rights Amendment (which failed to pass) in 1923, while Burns became editor of the national publication *The Suffragist*.

"The Nineteenth Amendment," page 18

Scaffold understanding as follows:

Read the section on page 18 aloud.



SUPPORT—Help students understand that, like the Fifteenth Amendment, the Nineteenth Amendment does not actually give anyone the right to vote; instead, it forbids using one particular factor or criterion as a basis for denying someone the right to vote.



TALK IT OVER—Return to the definition of *roaring* from the chapter Introduction. Ask students which definition(s) they believe best fit the time period, based on what they have read in this unit. Ask students to provide evidence from the chapter for their choice. (8.7, 8.7.a, 8.7.b)

After reading the text, ask the following questions:



LITERAL—Where did women gain the right to vote in the late 1800s? (8.12.d)

- » Women gained the right to vote in a few Western states (Wyoming, Colorado, Utah, and Idaho) in the late 1800s.



LITERAL—When did women's right to vote become fully guaranteed in the United States Constitution? (8.12.d)

- » Women's right to vote was finally guaranteed with the ratification of the Nineteenth Amendment in 1920.

Primary Source Feature: “Mother to Son,” by Langston Hughes, page 19

Scaffold understanding as follows:



Background for Teachers: “Mother to Son” originally appeared in the December 1922 issue of *The Crisis*. One of Hughes’s best-known poems, the piece shows a mother giving her son some parental advice and describing her own life challenges.

Direct students to the Primary Source Feature on page 19.

Introduce the source by reviewing what students read about Langston Hughes in the text.

Play the video of Viola Davis reading the poem as students follow along.

SUPPORT—Explain to students that the poem is written in dialect and reflects the way the character of the mother actually speaks. The poem is an extended metaphor that compares life to climbing a staircase.

After students have listened to the poem, ask the following questions:

LITERAL—In this poem, who is speaking to whom and about what? (8.6, 8.6.a, 8.6.b, 8.12.e)

- » A mother is telling her son about the difficulties of life and how important it is to not give up.

EVALUATIVE—Has the mother’s life been easy or hard? How do you know? (8.6, 8.6.a, 8.6.b, 8.12.e)

- » The mother’s life has been hard. She describes her path along life as being full of tacks and splinters and torn-up boards. All of these are symbols of difficulties or problems she has had to face.

EVALUATIVE—Why do you think the word *bare* is on a line by itself? (8.6, 8.6.a, 8.6.b, 8.12.e)

- » Putting the word *bare* alone on its own line emphasizes how the mother has had to continually struggle without help or comforts.

EVALUATIVE—What is the main message the mother is giving her son? Which lines from the poem best support your answer? (8.6, 8.6.a, 8.6.b, 8.12.e)

- » Possible answer: The mother is telling her son to keep trying when life isn’t easy. The lines that best support this answer are “Don’t you set down on the steps / ‘Cause you finds it’s kinder hard.”

EVALUATIVE—What does the poem say about the experience of being African American in the early twentieth century? Explain your answer. (8.6, 8.6.a, 8.6.b, 8.12.e)

- » Possible answer: Life for African Americans in the early twentieth century was full of difficulties and challenges. Poverty was likely a big part of life for most African Americans: the poem describes a shabby staircase full of splinters and bare spots with no carpet. Nevertheless, it was important for African Americans to keep moving ahead despite setbacks.



After students have answered the questions, distribute the Poetry Analysis worksheet (AP 1.2), and have students work with a partner to complete the activity page.

Primary Source Feature: 1920s Advertisement, page 20

Scaffold understanding as follows:



Background for Teachers: This advertisement for Heinz Apple Butter was printed in the first decade of the twentieth century. Such advertisements helped to promote products to people with money to spend as part of the growing consumer economy. The Heinz company (today the Kraft Heinz company) was founded in 1869 in Pennsylvania by German immigrant Henry J. Heinz. The company's first product was horseradish, but it soon expanded to a wide variety of foodstuffs. The advertisement's concern with food quality and safety reflects anxieties in the early twentieth century about the quality of food. These concerns helped lead to the passage of the Pure Food and Drug Act in 1906 and eventually the formation of the Food and Drug Administration in 1927.

Direct students to the Primary Source Feature on page 20.

Introduce the source by pointing to the different features of the advertisement—the logo, the text, the image. Ask student volunteers to point out aspects of the advertisement that interest them or strike them as unusual. Ask for volunteers to read the text of the advertisement.

After students have looked over the advertisement, ask the following questions:

LITERAL—What is the message of the phrases “anything that’s Heinz is safe to buy” and the “Heinz Clean Kitchens”? (8.1, 8.3, 8.6, 8.6.a, 8.6.b, 8.9.e)

» The message is that Heinz products are safe and trustworthy.

EVALUATIVE—According to the advertisement, who was buying this product? What does the advertisement tell you about how consumers of this product were viewed? (8.1, 8.3, 8.6, 8.6.a, 8.6.b, 8.9.e)

» The advertisement indicates that people who ran households—primarily women—were the expected consumer. The advertisement suggests that these consumers valued quality, safety, and taste, especially as they were buying the product for children.

EVALUATIVE—How does this advertisement compare to modern examples? How is it similar or different? (8.1, 8.3, 8.6, 8.6.a, 8.6.b, 8.7.a, 8.7.b, 8.9.e)

» Student answers will vary but should mention that there is a lot more text on the advertisement than modern audiences may be used to. Answers may also notice the formal tone of the text. Similarities noted may include the smiling, happy child being used to sell the product as well as the confident claims made about taste and quality.



After students have answered the questions, distribute the Primary Source Analysis worksheet (AP 1.3), and have students work with a partner to complete the activity page.

Primary Source Feature: “A Flapper’s Appeal to Parents” (1922) by Ellen Welles Page, page 21

Scaffold understanding as follows:



Background for Teachers: “Flappers” were fashionable young women who challenged traditional social roles and expectations. The typical flapper wore short, bobbed hair and dresses shorter than were expected by social norms of the time. Flappers had their own money, and they spent it on things they wanted for themselves. The flapper trend reflected the new social and economic freedoms that were increasingly available to some women after World War I.

Direct students to the Primary Source Feature on page 21.

Introduce the source by explaining that Ellen Welles Page, a nineteen-year-old flapper, wrote the following article in defense of “flapper” trend among young women. This excerpt comes from that article.

Invite volunteers to read the excerpt aloud.

After the volunteers have read the excerpt, ask the following questions:

LITERAL—To whom is the article addressed, and why? (8.6, 8.6.a, 8.6.b, 8.9)

- » The article is addressed to “older generations” and people in positions of authority, including parents, grandparents, and teachers. These are the people who disapproved of flappers and their apparent rejection of social norms. Flappers were young women.

EVALUATIVE—What explanation does Ellen Welles Page give for the flapper trend? (8.6, 8.6.a, 8.6.b, 8.9)

- » She explains that it has arisen because the flappers—young women in the 1920s—live in an era of great social and technological change. She explains that the flappers are, in a way, older and wiser than previous generations had been despite their youth because of the rapid pace of change that they had already lived through. She suggests that the flappers are embracing change and subsequent generations will need to be as bold as they.

LITERAL—What criticisms of the flappers is Ellen Welles Page responding to? (8.6, 8.6.a, 8.6.b, 8.9)

- » She is responding to criticisms that flappers are not using their brains, or that they are silly and wayward.

EVALUATIVE—How do the arguments about flappers compare to similar arguments today? (8.1, 8.3, 8.6, 8.6.a, 8.6.b, 8.7.a, 8.7.b, 8.9)

- » Student answers may vary but should compare arguments about flappers to arguments between younger and older generations about fashion, social norms, and new technologies today.



After students have answered the questions, distribute the Primary Source Analysis (AP 1.3), and have students work with a partner to complete the Activity Page.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (8.1)
- Review and discuss the Framing Question: “What were the main events that occurred in the United States during the 1920s?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What were the main events that occurred in the United States during the 1920s?”
 - » Key points students should cite include: the emergence of consumer culture; the booming economy; technological advances such as the automobile, the telephone, electrical appliances, moving pictures, and radio; the rise of celebrity culture; the Great Migration and the Harlem Renaissance, including the spread of jazz; the impact of the Lost Generation; the rise and fall of Prohibition; and the passage of the Nineteenth Amendment.
- Choose two of the Core Vocabulary terms (*modernity, moving assembly line, assembly plant, sector, switchboard, celluloid film, ticker-tape parade, renaissance, salon, prohibition, bootlegger, speakeasy, gangster, or suffrage*), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.



Note: Distribute copies of Letter to Family (AP 1.1) for students to take home.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

TOPIC: Louisiana and the Huey Long Era

The Framing Question: What was Huey Long's influence on the state of Louisiana?

Primary Focus Objectives

- ✓ Explain how various factors affected Louisiana's economy during the early twentieth century. (8.12.f)
- ✓ Describe the causes and effects of the Great Mississippi River Flood of 1927. (8.12.g)
- ✓ Analyze Louisiana politics in the early twentieth century, including the role of the Bourbon Democrats, the impact of Huey Long, and the causes and effects of changes to the Louisiana Constitution. (8.12.h, 8.12.i)
- ✓ Understand the meaning of the following domain-specific vocabulary: *tax exemption, subsidy, virgin forest, clear-cut, company town, environmental footprint, tributary, levee, gate, spillway, populist, political machine, impeach, and confiscate.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource "About Louisiana and the Huey Long Era":

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.3

- individual student copies of Primary Source Analysis (AP 1.3)
- map of the Mississippi River system

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the map may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Volume page numbers listed below)

tax exemption (phrase) immunity from paying tax on certain income (23)

Example: The city offered her company a tax exemption if she opened the company's new office in town.

Variations: tax exemptions, tax exempt (adj.)

subsidy, n. financial assistance given by a government to a person, group, or company (23)

Example: The state offered a subsidy in the form of tax credits to encourage people to switch to electric vehicles.

Variations: subsidies, subsidize (v.)

virgin forest, n. an old-growth forest in its natural state (24)

Example: Alaska contains millions of acres of virgin forest that have never been logged.

Variations: virgin forests

clear-cut, v. to cut down all the trees in an area (24)

Example: The lumber company clear-cut the forest, leaving nothing but low bushes, dirt, and bare stumps as far as the eye can see.

Variations: clear-cutting (n.)

company town, n. a town that is completely dependent on a single firm for employment, housing, stores, and other necessities (24)

Example: The sawmill's employees lived in a nearby company town built, owned, and governed by the mill.

Variations: company towns

environmental footprint (phrase) the effect that an activity, person, or company has on the environment (26)

Example: As the auto industry grew, the environmental footprint of the oil industry increased dramatically.

Variations: environmental footprints

tributary, n. a stream that flows into larger streams, rivers, or bodies of water (26)

Example: The Ohio River is a major tributary to the Mississippi River.

Variations: tributaries

levee, n. a wall or barrier built to prevent flooding (26)

Example: When the levee failed, the river water poured into town.

Variations: levees

gate, n. a moveable barrier to control the flow of water through a channel (29)

Example: Officials built a gate along the Mississippi River to prevent future flooding.

Variations: gates

spillway, n. a channel to direct an overflow of water (29)

Example: If the river began to overflow, the new spillway would allow the excess water to escape, but areas in the paths of the spillway would become unlivable.

Variations: spillways

populist, adj. supporting the rights and power of the people (30)

Example: The populist politician tried to win poor people's votes by proposing policies that appealed to ordinary people.

Variations: populist (n.), populism (n.)

political machine (phrase) an elite group that controls the actions of a political party (30)

Example: Political machines provided immigrants with jobs, services, and support that the government did not give them.

Variations: political machines

impeach, v. to charge an office holder with misconduct (31)

Example: If a majority of the lower house votes to impeach the governor, the upper house holds a trial to determine whether he is removed from office.

Variations: impeaches, impeaching, impeached, impeachment (n.)

confiscate, v. to seize for the public treasury (34)

Example: The politician promised to confiscate the profits of organized crime in the city.

Variations: confiscates, confiscating, confiscated, confiscation (n.)

THE CORE LESSON 35 MIN

Introduce “Louisiana and the Huey Long Era”

5 MIN

Review what students read in Chapter 1 about the 1920s. Explain that, as much as the 1920s “roared,” the country also faced many problems, some of which affected Louisiana. Tell students that in this chapter, they will read about Louisiana during the 1920s and early 1930s.

Call students’ attention to the Framing Question. Tell students to look for details that explain Huey Long’s influence on the state of Louisiana.

Guided Reading Supports for “Louisiana and the Huey Long Era”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Reactionary Politics,” pages 22–23

Scaffold understanding as follows:

SUPPORT—Point out the word *reactionary* in the section title. Explain that *reactionary* means opposing reform or favoring a return to previous ways of life. It comes from the French word *réactionnaire* and is sometimes considered the antonym, or opposite, of the word *revolutionary*.

Read the section on pages 22–23 aloud.

SUPPORT—Note the reference to Napoleon in the first paragraph of the section. Napoleon Bonaparte (1769–1821) was a military leader who became emperor of France. He was a supporter of the French Revolution and the overthrow of the French monarchy. As general, Napoleon defended France’s revolutionary government against other European powers who wanted to restore the French monarchy. The French people hailed him as a hero. In 1799, Napoleon became leader of the French government, introducing a series of new laws and continuing to expand France’s empire. In 1803, in order to help finance his military expeditions, he sold French Louisiana to the United States. He proclaimed himself emperor in 1804 and continued to win many military victories throughout Europe. In 1812, however, his invasion of Russia ended in disaster for the French. Great Britain, Austria, and Prussia joined Russia to fight back against Napoleon, finally forcing him from power in 1814 and restoring the Bourbon monarchy.

SUPPORT—Note the references to Reconstruction and emancipation in the first paragraph of the section. Students in Bayou Bridges may recall reading about these events in Grade 7. Remind them that Reconstruction was the period of rebuilding in the South after the Civil War and emancipation refers to the end of chattel slavery in the United States.

SUPPORT—Note the reference to Jim Crow laws in the second paragraph of the section. Students read about these in Unit 1, *A Nation in Conflict*. Remind them that Jim Crow laws legalized segregation and discrimination against African Americans in the South.

CORE VOCABULARY—Point out the vocabulary terms *tax exemption* and *subsidy*, and explain their meanings. Tell students that governments provide tax exemptions and subsidies to companies to encourage them to do business in their states or communities. Tax exemptions reduce the amount of taxes a company must pay; subsidies directly give money to the company. Both tax exemptions and subsidies are attempts to spur economic growth (e.g., new businesses create jobs). They can also result in less economic competition and divert government funds away from public services for citizens.

After reading the text, ask the following questions:

EVALUATIVE—How were the Bourbon Democrats of Louisiana similar to the Bourbon kings of France after the fall of Napoleon? (8.3, 8.12.h)

- » Both the Bourbon Democrats of Louisiana and the Bourbon kings of France opposed changes that had occurred in the government and wanted to return government to the way things used to be.

LITERAL—What are some things Bourbon Democrats did to maintain power in Louisiana? (8.12.h)

- » They controlled voters through a combination of bribes and threats. They supported Jim Crow laws, which reduced the social and political power of African Americans. They reduced property taxes for wealthy landowners, businesses, and commercial activities.

INFERENTIAL—Do you think the policies of Bourbon Democrats were good for the working-class people of Louisiana? Explain. (8.7.a, 8.7.c, 8.12, 8.12.h)

- » The policies of Bourbon Democrats were not good for the working-class people of Louisiana. They gave tax breaks to the wealthy while cutting spending on education, prisons, and asylums. They also opposed minimum wage laws, work hour limits, and social legislation, which would have benefited working people.

“Economic Boom in Timber, Oil, and Gas Industries,” pages 24–26

Scaffold understanding as follows:

Have students read the first three paragraphs of the section on page 24 independently.

CORE VOCABULARY—Point out the vocabulary terms *virgin forests*, *clear-cut*, and *company towns*, and explain their meanings.

SUPPORT—Jobs in the timber industry often existed far from established communities. To keep a steady supply of workers, employers sometimes created company towns near worksites, building homes for their workers as well as stores, schools, and even churches. Houses and buildings were typically owned by the employer. The remote locations of job sites made workers very dependent on the services offered by the company towns. Workers

had little choice but to patronize stores located in the towns, and employers sometimes paid their workers not in currency but in scrip (a substitute for legal tender), which was worthless outside of the towns and made workers even more at the mercy of their employers.

Have students read the remainder of the section on pages 24–26 independently.

CORE VOCABULARY—Point out the vocabulary term *environmental footprint* and explain its meaning.



SUPPORT—Call students' attention to the map on page 25. Ask: How do you think the locations of oil and gas fields affect an area? (*Answers will vary. Encourage students to discuss social, economic, and environmental effects.*) (8.5, 8.12, 8.12.f)

After students read the text, ask the following questions:

EVALUATIVE—Which industry dominated Louisiana's economy in the late 1800s and early 1900s? What put an end to this dominance? (8.2, 8.12, 8.12.f)

- » The timber industry dominated Louisiana's economy in the late 1800s and early 1900s. Clear-cutting of forests put an end to the dominance of the timber industry when the state's lumber mills ran out of timber in the mid-1920s.

INFERENTIAL—How much did the working people of Louisiana benefit from the lumber boom? Explain. (8.7.a, 8.7.c, 8.12, 8.12.f)

- » Generally, the working people of Louisiana did not benefit much from the lumber boom. The lumber boom was funded mainly by out-of-state lumber companies, who took profits out of the state and whose policy of clear-cutting decimated Louisiana's forests. In addition, local lumber workers generally lived in company towns owned by the lumber companies. When the trees were gone and the lumber companies moved out, these towns were abandoned, leaving local workers jobless and without ownership of the homes in which they lived.

EVALUATIVE—How did the Heywood brothers impact the economy of Louisiana? (8.2, 8.12, 8.12.f)

- » In 1901, the Heywood brothers struck oil in Louisiana. This was the beginning of the oil and gas industry in Louisiana.

EVALUATIVE—What were some advantages and disadvantages of the oil and gas industry in Louisiana? (8.12, 8.12.f)


- » The oil and gas industry brought many jobs to Louisiana—jobs directly related to the field as well as new service industry jobs in banking, real estate, and other sectors of business. The standard of living increased throughout the state. However, overreliance on the oil and gas industry produced hardship when the economy was weak. In addition, a lack of regulation, especially in the early years, caused long-lasting damage to the natural environment.


"The Mississippi River Flood of 1927," pages 26–30

Scaffold understanding as follows:

Have students read the first three paragraphs of the section on pages 26–28 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *tributary* and *levee*, and explain their meanings.


 **SUPPORT**—Display the map of the Mississippi River system, and use it to illustrate the places and events identified in the first paragraph of this section.

 **SUPPORT**—Call attention to the map of the Mississippi River Flood on page 27. Ask: According to the map, was eastern or western Louisiana most impacted by the flood? (*eastern Louisiana*) Which states that border Louisiana were also impacted by the flood? (*Arkansas and Mississippi*) (8.4, 8.5, 8.12.g)

Have students read the remainder of the section on pages 28–30 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *gate* and *spillway*, and explain their meanings.

SUPPORT—Republican Calvin Coolidge was president at the time of the Great Flood. African Americans were often badly mistreated in the refugee camps overseen by the federal government. In addition, in the wake of the flood, instead of providing government assistance, U.S. Secretary of Commerce Herbert Hoover relied on private reconstruction corporations to meet the needs of people displaced by the flood. This did not work. Hoover proposed land reforms that would break up large Southern plantations and create small farms, turning sharecroppers into owners, but such reform failed to materialize. The federal government spent no money whatsoever in direct aid to flood victims. Feeling betrayed, many African Americans switched their political loyalties from the Republican Party to the Democratic Party. The flood was also a push factor contributing to the Great Migration of African Americans from the South to northern cities.

 **CHALLENGE:** Many songs have been written about the Great Flood of 1927, including “Mississippi Heavy Water Blues” by Barbecue Bob; “High Water Everywhere” by Charlie Patton; “When the Levee Breaks” by Memphis Minnie and Kansas Joe McCoy; “High Water” by Bob Dylan; and “Louisiana 1927” by Randy Newman. Ask students to find and listen to recordings of one or two of these selections online and then discuss how the songs impact their understanding of the flood. As time permits, have students share their observations with the class. (8.12, 8.12.g)

After students read the text, ask the following questions:

EVALUATIVE—How did the levees built along the Mississippi River contribute to the Great Flood of 1927? (8.12.g)

- » Normally, the floodwater would have spread across the natural drainage areas and have been absorbed back into the ground. However, the levees prevented floodwater from spreading beyond the riverbanks as it traveled south toward the Gulf of America. As a result, the water got deeper and built up pressure, becoming more powerful and destructive.

LITERAL—How many people were displaced by the Great Flood of 1927? What was the amount of financial loss caused by the flood? (8.12, 8.12.g)

- » Over one million people were displaced by the flood, and financial losses reached \$400 million—the equivalent of \$6.8 billion in today’s dollars.

EVALUATIVE—Why did African Americans suffer from the flood more than any other group? (8.2, 8.12, 8.12.g)

- » African American families made up 75 percent of the population of the Mississippi Delta, and about half a million African Americans lost their homes and livelihoods. Railroad companies and plantation owners did not want these people—their source of cheap labor—to leave the area, and they partnered with the Red Cross to set up refugee camps where African Americans were forced to work. Their living conditions in these camps were inferior to those enjoyed by whites in refugee camps. In addition, the government promised to compensate people whose homes were destroyed when the levee at St. Bernard’s Parish was dynamited, but this did not happen.

EVALUATIVE—How did the government and private-sector responses to the Great Flood set the stage for Huey Long’s rise to power in Louisiana? (8.2, 8.12, 8.12.g, 8.12.h)

- » Government and private-sector response to the flood hurt the rural poor of Louisiana, many of whom lost their homes and were forced to work in refugee camps. The government did not follow through on its promise to compensate people who suffered losses from the flood. Government engineers also cut channels to straighten the river, causing physical damage to many communities. Common people were very unhappy with these events, and Long took their side. His apparent sympathy and concern for them made him very popular and helped get him elected governor.

“Huey Long’s Political Career” and “Why Kingfish?” pages 30–33

Scaffold understanding as follows:

Invite volunteers to read the first four paragraphs of the section “Huey Long’s Political Career” on pages 30–31 aloud.

CORE VOCABULARY—Point out the vocabulary terms *populist* and *political machine*, and explain their meanings.

Note: Students may recall learning these terms in Unit 2, *The Changing Nation*.

SUPPORT—Point out the phrase “utility rates” in the third paragraph of the section. Explain that *utilities* are organizations that supply communities with electricity, Internet, telephone lines, gas, water, and sewage services. *Utility rates* are the fees utility companies charge businesses and individuals to receive services. Utility companies often operate as monopolies within their respective service areas for reasons of efficiency. (It would be inefficient to run multiple sets of power lines or water pipes for competing businesses.) Utility rates are generally, but not always, regulated by individual state governments.

SUPPORT—Point out the word *cronies* in the fourth paragraph of the section. Explain that a *crony* is a negative word for a close personal friend, particularly of someone powerful, who is unfairly given special treatment or favors.

SUPPORT—Note the references to Hitler and Mussolini in the fourth paragraph of the section. Tell students that Adolf Hitler and Benito Mussolini were the fascist dictators of Germany and Italy, respectively, who rose to power at about the same time as Huey Long. Tell students that they will read more about Hitler and Mussolini in the next unit.

Invite volunteers to read the remainder of the section “Huey Long’s Political Career” on pages 31–33 aloud.

SUPPORT—Remind students that Standard Oil was a monopolistic oil company run by John D. Rockefeller. (Students read about Standard Oil in Unit 2, *The Changing Nation*.)

SUPPORT—Note the mention of the poll tax in the sixth paragraph of the section. Remind students that they read about poll taxes in Unit 1, *A Nation in Conflict*. A poll tax was a fee required before a person could vote. Many Southern states imposed poll taxes to make it difficult for African Americans to vote, while grandfather clauses exempted poor whites from the tax. This enabled them to get around the Fifteenth Amendment, which said that states could not deny a person’s right to vote based on their race or color.

Invite a volunteer to read the sidebar “Why Kingfish?” on page 31 aloud.

SUPPORT—The radio (and later television) program *Amos ‘n’ Andy* relied heavily on racist stereotypes for much of its “humor.” The show had its roots in minstrel shows of the nineteenth century, and the title characters on the radio program, seemingly African Americans, were voiced by white performers.

After the volunteers read the text, ask the following questions:

EVALUATIVE—What accounted for a large part of Huey Long’s popularity in the 1928 Louisiana governor’s election? (8.2, 8.12.h)

- » Much of Long’s popularity was due to his criticism of the government’s response to the Great Flood of 1927.

EVALUATIVE—What policies did Huey Long promote that made him popular with the common people of Louisiana? Why did some others oppose his tactics? (8.2, 8.12.h, 8.12.i)

- » Many items on Long’s agenda included his support of better education, his opposition to high utility rates, monopolies, and corporate power, his establishment of public construction projects, the elimination of the poll tax, and his creation of a homestead tax exemption. These policies made him very popular with poor and rural Louisianans. However, he increased inheritance and income taxes for the wealthy, and his tendency to appoint cronies to leadership positions, possible election tampering, and attacks on the press drew widespread criticism.

LITERAL—To which government position was Huey Long elected in 1932? (8.12.h)

- » Long was elected a U.S. senator in 1932.

EVALUATIVE—What change was made to the 1921 Louisiana constitution? What was a result of this change? (8.12.h, 8.12.i)

- » The 1921 Louisiana’s constitution was amended to eliminate the poll tax, which allowed greater numbers of Louisianans to vote.

“The New Deal in Louisiana” and “The ‘Share Our Wealth’ Program,” pages 33–35

Scaffold understanding as follows:

Have students read the section “The New Deal in Louisiana” on pages 33–35 independently.

SUPPORT—Tell students that they will read more about the Great Depression and the New Deal in the next chapter. Also explain that the mention of “President Roosevelt” refers to Franklin D. Roosevelt, who students will “meet” in the next chapter, not his cousin Theodore Roosevelt, who students read about in Units 2 and 3, *The Changing Nation* and *The Changing World*.

Invite volunteers to read the sidebar “The ‘Share Our Wealth’ Program” on page 34 aloud.

CORE VOCABULARY—Point out the vocabulary term *confiscate*, and explain its meaning.

After the volunteers read the text, ask the following questions:

LITERAL—What was Huey Long’s explanation for the Great Depression? (8.12, 8.12.h)

- » Long believed the Great Depression happened because of the great gap between the extremely wealthy and everyone else.

INFERENTIAL—If President Roosevelt’s New Deal programs did bring some economic relief to Louisiana, why do you think Huey Long attacked them? (8.7.b, 8.7.c, 8.12.f, 8.12.h)

- » Long did not welcome federal interference in Louisiana, possibly because the New Deal programs took attention away from him and his own policies.

EVALUATIVE—How did Huey Long’s Share Our Wealth proposals impact President Roosevelt’s Second New Deal policies? (8.2, 8.12.f, 8.12.h)

- » Roosevelt’s Second New Deal policies were far more bold than the original New Deal programs, which were intended as a temporary measure. Some initiatives of the Second New Deal, such as Social Security, still exist today and have much in common with some of Long’s Share Our Wealth proposals (e.g., every citizen over age sixty would receive a pension; every veteran would receive benefits and health care).

Primary Source Feature: President Calvin Coolidge’s 1927 Annual Message, page 36

Scaffold understanding as follows:



Background for Teachers: President Calvin Coolidge delivered his annual message on December 6, 1927. The annual message is an address given by the president once a year. It is now more commonly referred to as the State of the Union address. Coolidge gave his address at a time of general prosperity. That does not mean everyone was happy or well—the excerpt addresses the aftermath of the 1927 Mississippi Flood.

Direct students to the Primary Source Feature on page 36.

Introduce the source by reviewing what students read about the Roaring Twenties and the Mississippi Flood of 1927. Explain that this excerpt comes from an address given by Calvin Coolidge, who was president of the United States in 1927.

Invite volunteers to read the excerpt aloud.

Distribute the Primary Source Analysis (AP 1.3), and have students complete the activity page with a partner.

Activity Page



AP 1.3

After students have completed the activity page, ask the following questions:

LITERAL—What does Calvin Coolidge mean when he says “the Government is not an insurer of its citizens against the hazard of the elements”? (8.6.a)

- » He means it is not the government’s role to ensure people suffer no losses after a disaster.

LITERAL—Who does Coolidge say should play the largest role in helping people after a disaster? (8.6.a, 8.6.b)

- » People themselves, through charity and other relief efforts.

EVALUATIVE—What is Coolidge’s reason for this argument? (8.6.a, 8.6.b)


- » His reason is that natural disasters will always occur. He views them as a fact of life. He does not think it is the government’s job to protect people from these disasters.

INFERENTIAL—How do you think people felt about Coolidge’s message? (8.1, 8.6.a, 8.12.g)

- » Student answers will vary. Answers may point out that people in Louisiana were not satisfied with the response to the 1927 flood, and this helped cause the election of Huey Long. They may also suggest that this approach to disasters was rejected by many people after the Wall Street Crash and the beginning of the Great Depression.

Primary Source Feature: Huey Long’s “Share Our Wealth Society” Address, page 37

Scaffold understanding as follows:

-  **Background for Teachers:** Huey Long’s “Share Our Wealth Society” radio address was delivered on February 23, 1934. In the address, Long introduced his plan to spread the nation’s wealth among the people, thus providing a decent living standard for all.

Direct students to the Primary Source Feature on page 37.

Introduce the source by reviewing what students read about Huey Long and his Share Our Wealth program. Explain that this excerpt comes from Long’s announcement of the program.

Invite volunteers to read the source aloud.

SUPPORT—An *ipse dixit* (mentioned in the last sentence of the excerpt) is an assertion made without proof or a dogmatic expression of opinion. The term is Latin for “he said it himself.”

Distribute the Primary Source Analysis (AP 1.3), and have students complete the activity page with a partner.

After students have completed the activity page, ask the following questions:

LITERAL—According to Huey Long, what is the “farm problem”? (8.6, 8.6.a, 8.12.h)

- » The farm problem is that America has an abundance of farm products, such as cotton, wheat, corn, and potatoes, but few people can afford to buy them.

Activity Page



AP 1.3

EVALUATIVE—What does Long identify as the basic economic problem facing the United States? (8.6, 8.6.a, 8.12.h)

- » According to Long, the basic economic problem facing the United States is that most people do not have enough money to supply themselves with what they need because a few greedy people believe they need to buy and own everything.

LITERAL—What does Long say is the goal of the Share Our Wealth Society? (8.6, 8.6.a, 8.12.h)

- » The goal of the Share Our Wealth Society is for all Americans to have the necessities of life and not be dependent on the actions of the wealthy simply to make a living.

INFERENTIAL—Do you think wealthy Americans supported Long’s agenda? Why or why not? (8.7, 8.7.a, 8.7.c, 8.12.h)

- » Wealthy people likely did not support Long’s agenda. The Share Our Wealth program openly attacked wealthy Americans, accusing them of greed and claiming they delight in the suffering of ordinary citizens. Some of the specifics of Long’s program, such as confiscating personal income over one million dollars annually, would also not have been supported by the wealthy.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (8.1)
- Review and discuss the Framing Question: “What was Huey Long’s influence on the state of Louisiana?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What was Huey Long’s influence on the state of Louisiana?”
 - » Key points students should cite include: the policies of Bourbon Democrats; the government response to the Mississippi River Flood of 1927; aspects of Long’s populist agenda, such as better education, opposition to oil monopolies, and lower utility rates; Long’s opposition to FDR’s New Deal policies; and Long’s own Share Our Wealth program and its impact on the Second New Deal; end of Bourbon Democrat rule; the introduction of a populist agenda; the building of Long political machine; legislation that increased Long’s power as governor; the implementation of government policies that helped Long’s poor and rural constituents; construction projects, such as a new state capitol, a new governor’s mansion, roads, bridges, hospitals, and schools; improvements to the education system,

including increased funding, free busing, free textbooks, and adult literacy programs; elimination of the poll tax, allowing more poorer Louisianans to vote; a homestead tax exemption that reduced the tax burden of home ownership; and the introduction of the Share Our Wealth movement to help combat the Depression.

- Choose two of the Core Vocabulary terms (*tax exemption, subsidy, virgin forests, clear-cut, company town, environmental footprint, tributary, levee, gate, spillway, populist, political machine, impeach, or confiscate*), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

TOPIC: The Great Depression

The Framing Question: What were the main events that occurred in the United States during the 1930s?

Primary Focus Objectives

- ✓ Analyze the causes and effects of the Great Depression. (8.13, 8.13.a, 8.13.b)
- ✓ Describe the causes and effects of the Dust Bowl. (8.13.c)
- ✓ Describe and compare government responses to the Great Depression and analyze their effectiveness. (8.13.d, 8.13.e)
- ✓ Understand the meaning of the following domain-specific vocabulary: *stock market crash*, *gross domestic product (GDP)*, *tariff*, *Federal Reserve*, *corporate bonds*, *bank run*, *prime interest rate*, *social welfare*, and *foreclose*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About the Great Depression”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.3

- individual student copies of Primary Source Analysis (AP 1.3)
- individual student copies of the National Archives Analyze a Photograph worksheet (optional)

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the worksheet may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Volume page numbers listed below)

stock market crash (phrase) a rapid and severe drop in stock prices (38)

Example: The stock market crash of 1929 set the stage for the Great Depression.

Variations: stock market crashes

gross domestic product (GDP), n. the value of all goods and services produced in one country during a specific period, usually a year or part of a year (40)

Example: The gross domestic product (GDP) of the United States fell dramatically in the early 1930s as businesses slowed production and workers lost their jobs.

tariff, n. a system of fees placed on imported goods (41)

Example: The government imposed a tariff that in effect increased the prices consumers paid for imported products.

Variations: tariffs

Federal Reserve, n. the central bank of the United States (41)

Example: As the nation's central bank, the Federal Reserve promotes the financial stability of the United States, its banks, and its currency.

Variations: the Fed, Federal Reserve System

corporate bond, n. a certificate from a business that promises interest paid on a loan (41)

Example: When you buy a corporate bond, you do not gain ownership rights in the company, but you will receive regular interest payments.

Variations: corporate bonds

bank run, n. an event in which many customers take their money out of banks for fear that the banks will fail (41)

Example: The collapse of the stock market in 1929 caused worried depositors to withdraw their savings, causing a bank run.

Variations: bank runs

prime interest rate, n. the base rate of money charged by a bank for a loan (42)

Example: The banks lowered their prime interest rate after the Federal Reserve set a new target to promote lending.

Variations: prime interest rates

social welfare, n. a nation's system for providing assistance to those in need (45)

Example: Social Security and Medicare are major parts of the U.S. social welfare system.

Variations: social welfare systems

foreclose, v. to seize, or take, a property because of failure to pay a loan (47)

Example: The bank threatened to foreclose the mortgage on my uncle's farm and take possession because he could not make the payments.

Variations: forecloses, foreclosing, foreclosed, foreclosure (n.)

THE CORE LESSON 35 MIN

Introduce "The Great Depression"

5 MIN

Review what students read about Louisiana in Chapter 2, then explain that in this chapter students will read about the Great Depression, its effects on the entire country, and the federal government's attempts to fix it.

Call students' attention to the Framing Question. Tell students to take note of important events that occurred in the United States during the 1930s.

Note: This chapter contains a variety of historical images of the Great Depression. You may wish to have students complete a National Archives Analyze a Photograph worksheet about any or all of them. The worksheet is available in English and Spanish.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Great Depression,” pages 38–41

Scaffold understanding as follows:

Have students read the first four paragraphs of the section on pages 38–40 independently.


CORE VOCABULARY—Point out the vocabulary term *stock market crash*, and explain its meaning.


SUPPORT—Point out to students that the word *depression* has more than one meaning. It can mean a psychological state of deep sadness, or an area that is lower than the area around it, or an economic slowdown. This chapter uses the third of these meanings. The worldwide economic depression of the 1930s is called the “Great Depression” because it was unusually large and momentous.


SUPPORT—Remind students of the federal government’s response to the Great Flood of 1927, which was overseen by then–Secretary of Commerce Herbert Hoover (see the SUPPORT note on page 37). Reiterate that the federal government spent no money on direct aid to flood victims. Hoover believed in “rugged individualism,” a term he used often during his presidency to explain the idea that individuals should be able to help themselves without government involvement in personal economic affairs or national economics in general. Connect these facts to Hoover’s “limited government response” to the Great Depression and his eventual relaxing of his position to rely on the Reconstruction Finance Corporation.


Have students read the remainder of the section on pages 40–41 independently.

CORE VOCABULARY—Point out the vocabulary terms *gross domestic product (GDP)*, *tariff*, and *Federal Reserve*, and explain their meanings.

 **SUPPORT**—Have students look up the current GDP of the United States.

 **SUPPORT**—Discuss with students the difference between GDP and per capita GDP, the average value per person of all goods and services produced in a country in one year.

 **SUPPORT**—Remind students that a tariff is a tax the government places on goods imported from other countries. Governments typically impose tariffs to increase the price of imported products and encourage consumers to purchase goods produced by domestic manufacturers.

 **SUPPORT**—Congress established the Federal Reserve Bank (or “the Fed”) in 1913 in response to a series of bank failures that made it difficult for consumers and businesses to obtain credit. The Federal Reserve acts as the central bank for the United States. The Fed’s main functions are to maintain an effective and reliable payment system, to supervise and regulate individual banks, and to establish monetary policy. When it comes to the Federal Reserve’s monetary policy, it has a dual mandate: to pursue maximum employment and to keep prices stable. It pursues these goals by adjusting interest rates and by controlling the nation’s money supply. However, these goals can be at odds. It is not always possible to maintain maximum employment and keep prices low at the same time.

SUPPORT—Point out the word *curtail* in the last paragraph of the section. Explain that to curtail is to reduce or cut back.

SUPPORT—Direct students' attention to the photo on page 41. Explain that a soup kitchen is a place where free food is served to people who are homeless or needy. During the Great Depression, soup kitchens were established by religious organizations, charities, and even private citizens. Soup kitchens typically served bread and soup; soup was economical to make and could more easily be stretched to feed more people if necessary. Ask: Why do you think soup kitchens became so important during the Great Depression? (*People were in poverty because they were unemployed; soup kitchens were created as a place where people who could not afford to eat could get a meal.*) (8.2, 8.13, 8.13.b)

After students read the text, ask the following questions:

LITERAL—What was the Great Depression? (8.13.a)

- » The Great Depression was the longest and most severe economic downturn in American history. It was characterized by reduced industrial output, bank failures, high unemployment, and increased poverty.

EVALUATIVE—Why did President Hoover believe the federal government should take only minimal measures to respond the Great Depression? (8.13.d)

- » Hoover believed government should rarely intervene in the economy. He thought that direct government involvement in the economy would make people too dependent on the government, and he thought the economy would eventually pull out of the economic crisis if left alone, as it had done many other times in the past.

EVALUATIVE—What role did the practice of “buying on margin” have on the stock market crash of 1929 and the Great Depression? (8.7.a, 8.7.c, 8.13, 8.13.a)

- » Buying on margin played several roles in the stock market crash of 1929 and the Great Depression. First, buying on margin allowed people to invest far more money than they otherwise would have. This caused the stock market to become highly overvalued; the price of a share of stock did not accurately reflect the actual value of the company. By late October 1929, stock prices were nearly double what they had been only eighteen months earlier. But people kept buying on margin because they expected prices to continue to rise. Second, for many people, buying on margin meant they could not afford to sell until the stock price rose then they could pay off the loan and be left with a profit. But if prices went down and they lost their gamble, they would have to repay their loans with real dollars, which they most likely did not have. Likewise, the extensive use of margin buying meant that when share prices did fall dramatically, there would be few buyers because most investors were already tapped out. The lack of buyers forced share prices even lower. By the early 1930s, many stocks had lost 90 percent of their value. Finally, when companies went bankrupt, their shares became totally worthless. But those who had bought on margin still had to repay the loans. Such debt drove many investors into bankruptcy too.

LITERAL—In addition to the stock market crash, identify other causes of the Great Depression. (8.2, 8.13, 8.13.a)

- » Though the Great Depression was triggered by the stock market crash, overproduction, overextension of credit, bank failures, tariffs, economic troubles in other countries, and the Federal Reserve's monetary policy also contributed to the economic crisis.

INFERENTIAL—How did the consumer culture of the Roaring Twenties contribute to the Great Depression? (8.7.a, 8.7.c, 8.13, 8.13.a)

- » Throughout the 1920s, the economy was booming and consumers were encouraged to buy new products such as automobiles, radios, and household appliances. For a while, demand for these goods was high. But by 1929, American corporations were manufacturing more goods than consumers could purchase. Supply outpaced demand. Companies began to lay off workers until the goods they had already produced were sold, but unemployed workers did not have money to buy things, which reduced demand even more and made the economic crisis increasingly worse.

“Banking Crisis,” pages 41–43

Scaffold understanding as follows:

Read the section on pages 41–43 aloud.

CORE VOCABULARY—Point out the vocabulary terms *corporate bonds*, *bank run*, and *prime interest rate*, and explain their meanings.

SUPPORT—The Smoot-Hawley Tariff was sponsored by Representative Willis C. Hawley of Oregon and Senator Reed Smoot of Utah.

SUPPORT—Explain that the Smoot-Hawley Tariff is an example of protectionism. Protectionism is an economic policy of restricting international imports in order to protect or support domestic industries. This can take the form of tariffs, such as Smoot-Hawley, quotas, or subsidies.

SUPPORT—Call attention to the photo of the bank run on page 42. Ask: What impact do you think images like this in American newspapers might have had on the Great Depression? (Possible answer: Seeing a picture like this in the newspaper might cause panic and encourage even more people to withdraw their savings from banks, which in turn made the Great Depression even worse.) (8.2, 8.6.a, 8.6.b, 8.13.a, 8.13.b)

After reading the text, ask the following questions:

EVALUATIVE—Why did banks fail as a result of the stock market crash? What did people lose when the banks failed? (8.7.c, 8.13, 8.13.a, 8.13.b)

- » In the 1920s, banks had invested their funds in corporate bonds and in loans to stock market speculators. When the stock market crashed, those loans and investments collapsed, and more and more banks failed. These banks simply ran out of money. When the banks failed, people lost their life savings.

LITERAL—What happened when the Federal Reserve increased the target rate for the prime interest rate? (8.7.c, 8.13, 8.13.d)

- » When the Fed increased its target (and banks raised their prime interest rate), less money became available to flow through the economy. Businesses had a more difficult time borrowing money. This caused the Great Depression to get worse.

EVALUATIVE—What was the purpose of the Smoot-Hawley Tariff? What were some of its unintended consequences? (8.7.c, 8.13, 8.13.d)

- » The Smoot-Hawley Tariff was created to protect American businesses from foreign competition. However, many countries responded to the tariff by increasing their

own tariffs on American goods, causing global trade to decrease and worsening the economic crisis.

“The Dark Days,” pages 43–44

Scaffold understanding as follows:

Invite volunteers to read the section on pages 43–44 aloud.

SUPPORT—Direct students’ attention to the unemployment graph on page 44. Ask: During which year on the graph was the unemployment rate highest? Lowest? (*The unemployment rate was highest in 1933 [24.75%] and lowest in 1929 [3.14%].*) About how many Americans were unemployed in 1937? (*Just under ten million Americans were unemployed in 1937.*) Based on the graph, do you think the economy was any better in 1941 than it was in 1931? Explain. (*Possible answer: The economy was better in 1941 than it was in 1931. The labor force in 1941 was bigger than it had been in 1929, before the Depression, and the unemployment rate had dropped significantly from what it was in the 1930s.*) (8.4, 8.6.a, 8.7.a, 8.7.b, 8.13.b)

After the volunteers read the text, ask the following questions:

EVALUATIVE—Why were people evicted from their homes during the Great Depression? (8.13.b)

- » Many people were unable to pay their mortgage or their rent because they were unemployed or receiving lower wages than before.

LITERAL—What was the Bonus Army? How did President Hoover respond to the Bonus Army? (8.13.b, 8.13.d)

- » The Bonus Army was made up of seventeen thousand World War I veterans who had been promised a cash bonus and met in Washington, D.C., to demand payment of it. President Hoover directed the military to forcefully turn the Bonus Army away.

INFERENTIAL—What were Hoovervilles? How do you think they got their name? (8.13.b, 8.13.d)

- » Hoovervilles were shantytowns where homeless people pitched tents or put up shacks to live in during the Great Depression. They were called Hoovervilles to mock President Hoover’s ineffective policies to fight the Depression.

“President Franklin Roosevelt and the New Deal,” pages 44–46

Scaffold understanding as follows:

Have students read the first two paragraphs of the section on pages 44–45 with a partner.

Note: Remind students that they read a little bit about the New Deal and its effect on Louisiana in Chapter 2.

CORE VOCABULARY—Point out the vocabulary term *social welfare*, and explain its meaning.



SUPPORT—Help students understand that social welfare includes government provision and financial support of health care and education; cash benefits to those who are retired,

unemployed, or have a low income; and assistance to meet basic needs through programs that provide food (such as school lunch programs) and programs that provide or subsidize housing for families, individuals, and the elderly and disabled.

Have students read the remainder of the section on pages 45–46 with a partner.

SUPPORT—President Roosevelt took advantage of the relatively new medium of radio to deliver as many as thirty-one “fireside chats” (so-named by CBS radio executive Harry Butcher) to the American people between 1933 and 1944. Roosevelt originally intended to use the radio addresses—broadcast by all national radio networks—to explain his New Deal policies to citizens, but they soon became a source of hope and confidence for all Americans. Roosevelt’s first fireside chat, about the government’s response to the banking crisis, is widely credited with calming Americans worried about a nationwide bank closure. The president intentionally used simple, informal language during these addresses, mimicking a “conversation” between himself and citizens.

After students read the text, ask the following questions:

EVALUATIVE—How was President Roosevelt’s response to the Great Depression different than President Hoover’s? (8.3, 8.13.d)

- » President Roosevelt responded to the Great Depression with the New Deal, a series of federal government programs intended to bring relief, recovery, and reform to the nation, and with his fireside chats, which gave people confidence that the government was working to address the country’s problems. This was in sharp contrast to the limited government approach taken by President Hoover.

EVALUATIVE—How did the New Deal change the role of the federal government in the economy and the lives of the American people? (8.13.d, 8.13.e)

- » The New Deal placed the government on a new path of active involvement in the economy—and the lives of Americans—by creating new jobs and through regulation. Americans came increasingly to believe that the welfare of the nation’s citizens is a responsibility of the federal government.

“The First New Deal,” pages 46–49

Scaffold understanding as follows:

Read the section on pages 46–49 aloud.

CORE VOCABULARY—Point out the vocabulary term *foreclose*, and explain its meaning.

CHALLENGE: Have students research whether there were any CCC camps in their parish and whether any parks, forests, or other public lands in the parish were created or improved by the CCC. Ask students to report their findings to the class. (8.13.e)

SUPPORT—Direct students’ attention to the alphabet agency chart on page 48. Ask: Which acts and agencies were intended to make America’s banks safer? (*the Glass-Steagall Act, the Banking Act of 1933, and the Federal Deposit Insurance Corporation*) Which agency helped build dams and helped provide cheap electricity to many Americans? (*the Tennessee Valley Authority*) What was the purpose of the Social Security Act? (*to provide a permanent national old-age pension system*) Which act and agency made it easier for Americans to purchase their own homes? (*the National Housing Act and the Federal Housing Administration*) What did the

Public Works Administration accomplish? (*The Public Works Administration put Americans to work building \$4 billion worth of public works such as schools, courthouses, city halls, public health facilities, roads, bridges, and subways.*) (8.13.d, 8.13.e)

After reading the text, ask the following questions:

EVALUATIVE—Why did agricultural prices fall during the Great Depression? How did this impact American farmers? Which New Deal law was passed to help farmers? (8.2, 8.13.a, 8.13.b, 8.13.d)

- » Farmers produced more crops and livestock than they could sell. Because supply was higher than demand, agricultural prices collapsed. Banks often foreclosed when farmers were unable to repay loans, resulting in thousands of farming families losing their farms. The Agricultural Adjustment Act was passed to help farmers.

LITERAL—What did the National Recovery Act do? (8.13.d, 8.13.e)

- » The National Recovery Act established a federal agency (the National Recovery Administration) that worked with employers to set prices and wages. It also protected collective bargaining rights for workers who wanted to organize a union in their place of work.



EVALUATIVE—How did the Securities and Exchange Commission (SEC) intend to prevent a repeat of the stock market crash of 1929? (8.13.d, 8.13.e)

- » The SEC was established to stop the kind of unfair stock trading practices that helped bring about the 1929 stock market crash. The SEC oversees the orderly and fair functioning of the stock market and other financial markets.

“The Second New Deal,” pages 49–50

Scaffold understanding as follows:

Invite volunteers to read the section on pages 49–50 aloud.

SUPPORT—Point out the term *time-and-a-half* in the second paragraph of the section. Explain that *time-and-a-half* refers to the additional pay covered employees are entitled to by the Fair Labor Standards Act (FLSA), passed in 1938, if they work more than forty hours in a week. Time-and-a-half pay is equivalent to the employee’s hourly rate multiplied by 1.5. Not all employees are covered by the FLSA.

SUPPORT—Explain to students that not all Americans approved of President Roosevelt’s New Deal programs. Some people did not think Roosevelt’s policies provided enough relief for suffering Americans. Others thought his policies were “socialism in disguise” and, like Herbert Hoover, believed that an activist government would destroy Americans’ self-reliance. These critics believed that too much government regulation threatened to destroy America’s free market economy.

After the volunteers read the text, ask the following questions:

LITERAL—How did the Second New Deal help working Americans? (8.13.d, 8.13.e)

- » The Second New Deal increased worker protections with the National Labor Relations Board and the Fair Labor Standards Act, which mandated a forty-hour work week, established a federal minimum wage, and restricted child labor.

LITERAL—What did the Works Progress Administration (WPA) achieve? (8.13.d, 8.13.e)

- » The WPA provided employment for about 8.5 million Americans between 1933 and 1943. Construction projects of the WPA included roads, bridges, public buildings, parks, and airports. The WPA also employed artists, writers, musicians, and actors to contribute to the cultural life of the country.

EVALUATIVE—How did the Second New Deal improve the long-term financial security of Americans? (8.13.d, 8.13.e)

- » The Second New Deal included passage of the Social Security Act of 1935, which provides money to retired seniors, unemployed people, and people with long-term disabilities.

“Roosevelt’s Court Strategy,” page 51

Scaffold understanding as follows:

Read the section on page 51 aloud.

SUPPORT—Explain to students that the reason President Roosevelt wanted to expand the Court was to prevent the justices from declaring parts of his New Deal unconstitutional. Beginning in the mid-1930s, the Court, many of whose members were politically conservative, struck down several important pieces of New Deal legislation. Roosevelt hoped to add justices to the Court who would look more favorably upon his policies. To gain support for his plan, he criticized the advanced age of many of the Court members; six of the nine justices were over the age of seventy. Though Roosevelt’s court-packing scheme was widely criticized, including by some members of his own party, Democrats had such a large majority in both houses of Congress that the idea would likely have passed. However, after Justice Owen Roberts unexpectedly began voting to uphold much New Deal legislation (the so-called “switch in time that saved nine”), Roosevelt no longer had the congressional votes he needed to pass his court-reform proposal.

After reading the text, ask the following questions:

EVALUATIVE—Why did President Roosevelt introduce his court-packing proposal? (8.13.e)

- » Roosevelt wanted to appoint new justices to the Court for the purpose of gaining a majority who would vote in favor of his New Deal legislation.

EVALUATIVE—Why did many Americans oppose President Roosevelt’s court-packing legislation? (8.13.e)

- » Many Americans saw the legislation as an attack on the Constitution’s checks and balances. They believed the president was trying to manipulate the Court.

“The Dust Bowl,” pages 51–53

Scaffold understanding as follows:

Have students read the section on pages 51–53 with a partner.



SUPPORT—Call attention to the map of the Dust Bowl on page 53. Ask: According to the map, which states were hardest hit by the Dust Bowl? (*Colorado, Kansas, Oklahoma,*

New Mexico, and Texas) Which California cities attracted large numbers of migrants from the Dust Bowl region? (*Fresno, Bakersfield, and Los Angeles*) Based on the map, most Dust Bowl regions fell between which two lines of latitude? Which two lines of longitude? (*Most Dust Bowl regions were between 35° and 40°N latitude and between 100° and 105°W longitude.*) (8.4, 8.5, 8.13.c)

After students read the text, ask the following questions:

EVALUATIVE—What caused the Dust Bowl? (8.13.c)

- » The Dust Bowl was caused by a combination of drought and the agricultural practice of replacing native grasses with plowed fields.

EVALUATIVE—How did the Dust Bowl impact life in other parts of the country? (8.13.c)

- » Dust clouds reached East Coast cities, many migrants moved to other cities and states to escape the Dust Bowl, and food that was usually produced in Dust Bowl states was scarce, so food prices probably became higher.

“The Growth of Unions” and “Upton Sinclair and Voices of Protest,” pages 53–54

Scaffold understanding as follows:

Have students read the section “The Growth of Unions” on pages 53–54 independently.

Note: Students may recall reading about the American Federation of Labor and the use of strikes in Unit 2, *The Changing Nation*.

Have students read the sidebar “Upton Sinclair and Voices of Protest” on page 54 independently.

Note: Students should recall reading about Huey Long and his Share Our Wealth program in Chapter 2.

SUPPORT—Remind students that they read about Upton Sinclair and his novel *The Jungle* in Unit 2, *The Changing Nation*.

After students read the text, ask the following questions:

EVALUATIVE—What was different about the unions that grew during the Great Depression, as compared to earlier unions? (8.2, 8.3, 8.13)

- » The new unions were organized by industry but contained workers of all skill levels.

LITERAL—What did the United Auto Workers’ sit-down strikes lead to? (8.7.c, 8.13)

- » In the months following the UAW’s sit-down strikes, its membership increased to half a million.

LITERAL—What did End Poverty in California propose? (8.13)

- » End Poverty in California (EPIC) called for guaranteed pensions, tax reform, and a massive public works program.

Primary Source Feature: “President Roosevelt’s Inaugural Address (March 4, 1933),” page 55

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 55.

Remind students that Franklin Roosevelt was elected president in 1932 and assumed office in 1933, as the Great Depression was at its worst. Explain that this excerpt comes from Roosevelt’s inaugural speech.

Invite volunteers to read the excerpt aloud.

SUPPORT—Explain the meanings of the following terms as they are encountered in the text:

preeminently, adv. above all else in importance

arduous, adj. difficult and tiring; involving or requiring great effort

mandate, n. an instruction or order to do something

TURN AND TALK—Have students summarize or paraphrase FDR’s message in their own words. As time permits, have students share their summaries with the class. **(8.6.a)**

Distribute the Primary Source Analysis (AP 1.3), and have students complete the activity page independently.

After students have completed the activity page, ask the following questions:

LITERAL—Which historical event is President Roosevelt talking about in this speech? **(8.6, 8.6.a, 8.6.b, 8.13.d)**

» He is talking about the Great Depression.

EVALUATIVE—Does President Roosevelt think the United States will recover from the Great Depression? How do you know? **(8.6, 8.6.b, 8.13.d)**

» Roosevelt does think the United States will recover. He says that the country “will endure as it has endured, will revive and will prosper.”

EVALUATIVE—What do you think President Roosevelt meant by saying “the only thing we have to fear is fear itself”? **(8.6, 8.6.a, 8.13.d)**

» Possible answer: He meant that people can accomplish even seemingly impossible things if they face them directly rather than being crippled by fear and doubt.

EVALUATIVE—How does President Roosevelt signal in the last paragraph that he intends to take a different approach to the Great Depression than President Hoover had taken? **(8.6, 8.6.a, 8.13.d)**

» He says that, by electing him, the people have shown that they want “direct, vigorous action” to deal with the Depression. This is in contrast to Hoover’s approach, which was to take only limited government action.

Activity Page



AP 1.3

Primary Source Feature: “FDR on Drought Conditions (1936),” page 56

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 56.

Remind students that in the 1930s, much of America was affected by terrible drought and environmental conditions that destroyed the livelihoods of many farmers. In 1936, President Roosevelt was near the end of his first term as president. He wanted to push on with his New Deal reforms, highlighting that much work remained to be done to help Americans in the Depression.

Invite volunteers to read the excerpt aloud.

Distribute the Primary Source Analysis (AP 1.3), and have students complete the activity page independently.

After students have completed the activity page, ask the following questions:

EVALUATIVE—How does this excerpt show Roosevelt making a personal connection with people? Why was he doing this? (8.6, 8.6.a, 8.6.b, 8.13.c, 8.13.d)

- » The excerpt shows both that Roosevelt visited people affected by the drought and also that he communicated what he saw to people in this speech. He did this to appeal to ordinary people, both to convince them to vote for him and to convince them that his policies were a way out of America’s difficulties (and their own).

EVALUATIVE—What argument is Roosevelt making about the New Deal and the American economy? (8.6, 8.6.b, 8.13.c, 8.13.d)

- » He is arguing that New Deal assistance is necessary to make the American economy productive again. He is highlighting the economic damage caused by the drought and the fact that people are out of work. He is proposing that the New Deal is an economic remedy as well as assistance for people.

EVALUATIVE—What aspects of Roosevelt’s speech appeal to American values? (8.6, 8.6.a, 8.13.c, 8.13.d)

- » Student answers may vary. Answers could mention that his speech calls on people to show neighborly behavior and support those who are suffering. Answers should also notice that Roosevelt is clear that the New Deal is not offering handouts, but rather helping people support themselves by doing useful work that the government will provide and coordinate.

Primary Source Feature: “Herbert Hoover: ‘The Consequences of the Proposed New Deal’ (1932),” page 57

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 57.

Remind students that Herbert Hoover was president when he gave this speech in 1932. The speech was given just before the presidential election of 1932, and Hoover was running against Franklin Delano Roosevelt. Hoover opposed the New Deal, Roosevelt’s proposed solutions for the Great Depression.

Activity Page



AP 1.3



Invite volunteers to read the excerpt aloud.

Distribute the Primary Source Analysis (AP 1.3), and have students complete the activity page independently.

After students have completed the activity page, ask the following questions:

LITERAL—What does Hoover say is the right way to respond to the Depression? (8.6, 8.6.a, 8.6.b, 8.13.d)

- » He argues that continuing to rely on the American values of self-reliance and free cooperation between people is the right response to the crisis.

LITERAL—How does America’s economic system work in Hoover’s view? (8.6, 8.6.a, 8.6.b)

- » He argues that it works by allowing people to freely make economic choices and solve problems voluntarily, in a decentralized manner.

EVALUATIVE—Why does Hoover argue that Roosevelt’s policies would harm America? (8.6, 8.6.b, 8.7.a, 8.7.b, 8.13.d)

- » He believes that if the government gets too strong, it will undermine the chains of responsibilities and free associations that underpin the American system.

EVALUATIVE—Do you think people found Hoover’s arguments persuasive? (8.6, 8.6.b, 8.7.a, 8.7.b, 8.13.d)

- » Answers should acknowledge that many people did not find Hoover’s answers persuasive, as FDR was elected and then re-elected on the strength of his New Deal programs.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (8.1)
- Review and discuss the Framing Question: “What were the main events that occurred in the United States during the 1930s?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What were the main events that occurred in the United States during the 1930s?”
 - » Key points students should cite include: the stock market crash and subsequent Great Depression and its effects, including widespread unemployment, poverty, and homelessness; the banking crisis and the bank run; passage of the Smoot-Hawley Tariff; President Hoover’s unsuccessful attempts to remedy the Depression; the election of Franklin Roosevelt and his introduction of New Deal legislation; FDR’s attempt to pack the Supreme Court; the Dust Bowl and its effects; and the growth of labor unions.
- Choose two of the Core Vocabulary terms (*stock market crash, gross domestic product [GDP], tariff, Federal Reserve, corporate bond, bank run, prime interest rate, social welfare, or foreclose*), and write a sentence using the words.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

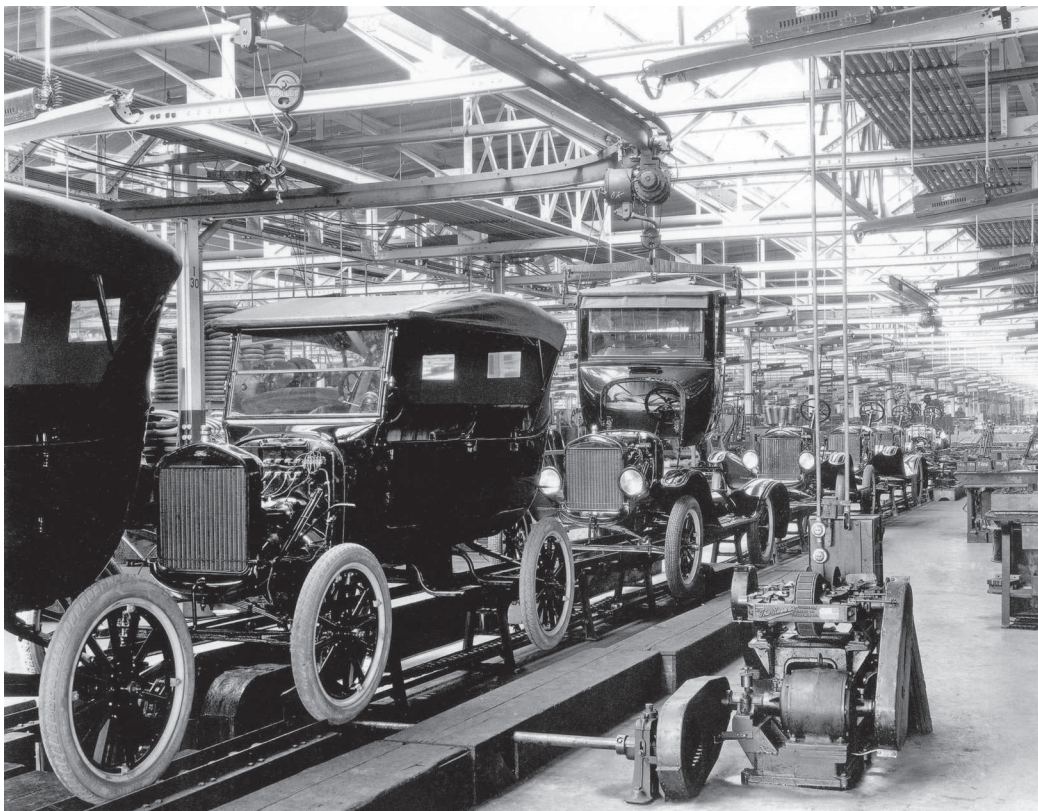
Teacher Resources

Chapter Assessments: <i>Prosperity and Decline</i>	59
• Chapter 1: The Roaring Twenties	59
• Chapter 2: Louisiana and the Huey Long Era	64
• Chapter 3: The Great Depression	69
Performance Task: <i>Prosperity and Decline</i>	76
• Performance Task Scoring Rubric	77
• Performance Task Activity: <i>Prosperity and Decline</i>	79
Activity Pages	80
• Letter to Family (AP 1.1)	80
• Poetry Analysis (AP 1.2)	81
• Primary Source Analysis (AP 1.3)	82
• Claims and Evidence (AP 1.4)	83
• Domain Vocabulary: Chapter 1 (AP 1.5)	84
• Domain Vocabulary: Chapter 2 (AP 2.1)	85
• Domain Vocabulary: Chapter 3 (AP 3.1)	87
2022 Louisiana Standards for Social Studies: Grade 8	88
Answer Key: <i>Prosperity and Decline</i>	94

Assessment: Chapter 1—*The Roaring Twenties*

A. On your own paper, write the letter(s) that provide the best answer.

1. Why was the decade of the 1920s called the “Roaring Twenties”? (8.12)
 - a) Motorcars became popular and made a lot of noise.
 - b) Popular jazz music was said to make a roaring sound.
 - c) The economy and culture of the United States were booming.
 - d) People more openly expressed anger about society’s injustices.
2. Use the image to answer the question.



Which of the following directly resulted from the process shown in the image? Select the **two** correct answers. (8.6.a, 8.7.a, 8.7.c, 8.12.c)

- a) Both productivity and wages rose.
 - b) The price of manufactured goods decreased.
 - c) Demand for goods and services fell dramatically.
 - d) Unemployment rose as machines put people out of work.
 - e) The supply of manufactured goods and of labor increased.
3. Which of the following had the most impact in creating a common national popular culture in the United States in the 1920s? (8.12.c)
 - a) radio
 - b) television
 - c) newspapers
 - d) the suffrage movement

4. Use the table to answer the question.

A	B	C	D
Ella Fitzgerald	Ernest Hemingway	Augusta Savage	Babe Ruth
Duke Ellington	Zora Neale Hurston	Jacob Lawrence	Jesse Owens

Which of the following lists correct headings for the table? (8.12.e)

- a) A: Sports; B: Visual Art; C: Music; D: Literature
 - b) A: Visual Art; B: Music; C: Literature; D: Sports
 - c) A: Literature; B: Visual Art; C: Sports; D: Music
 - d) A: Music; B: Literature; C: Visual Art; D: Sports
5. Charles Lindbergh and Amelia Earhart were well-known _____. (8.12.e)
- a) actors
 - b) aviators
 - c) jazz singers
 - d) newspaper columnists
6. The Great Migration is most closely associated with which of the following? (8.12.e, 8.12.j)
- a) the Eighteenth Amendment
 - b) the Harlem Renaissance
 - c) the Lost Generation
 - d) the Nineteenth Amendment
7. Use the image to answer the question.



Which statement is best supported by the image? (8.6.a, 8.12.e)

- a) The Harlem Renaissance ended most racial segregation in the United States.
- b) During the 1920s, the United States became an increasingly rural society.
- c) The Harlem Renaissance helped introduce African American culture to the wider American population.
- d) The 1920s is the decade when the most popular movie actors began to be called "stars."

8. Which of the following was an effect of Prohibition? (8.12.b)
- a) a drop in the crime rate because fewer people were becoming intoxicated
 - b) a decrease in the number of bootleggers and speakeasies across the nation
 - c) increased government corruption as police officials took bribes from gangsters
 - d) an increase in the national debt due to the loss of revenue from the taxation of alcohol
9. Why were some American writers of the 1920s called the “Lost Generation”? (8.12.e)
- a) They expressed feelings of deep alienation from American society.
 - b) They had moved from the South to Northern cities during the Great Migration.
 - c) They appreciated the Jazz Age and America’s growing mass entertainment culture.
 - d) They understood the pain of discrimination experienced by American women and minorities.
10. The new mass entertainment culture of the Roaring Twenties was made possible by _____. (8.12.c)
- a) new technologies, such as radio
 - b) the repeal of the Eighteenth Amendment
 - c) the progressive attitude of rural Americans
 - d) new media outlets, such as newspapers
11. Use the image to answer the question.



The individual in the image was campaigning for which of the following? (8.6.a, 8.12.d)

- a) the Eighteenth Amendment
- b) the Nineteenth Amendment
- c) the Fourteenth Amendment
- d) the Twenty-First Amendment

12. Use the poem to answer the question.

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor—
Bare.
But all the time
I'se been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So boy, don't you turn back.
Don't you set down on the steps
'Cause you finds it's kinder hard.
Don't you fall now—
For I'se still goin', honey,
I'se still climbin',
And life for me ain't been no crystal stair.

—"Mother to Son," by Langston Hughes, 1922

What is Hughes making a statement about in this poem? **(8.6.a, 8.6.b, 8.7.a, 8.12.e)**

- a)** the poor housing conditions faced by many African Americans in the 1920s
- b)** the difficulties and challenges faced by African Americans in the early twentieth century
- c)** the challenges of relocating from the rural South to the urban North
- d)** the underlying economic problems of the so-called Roaring Twenties

13. Use the excerpt to answer the question.

... We hold the infinite possibilities of the myriads of new inventions within our grasp. We have learned to take for granted conveniences, and many luxuries, which not so many years ago were as yet undreamed of. We are in touch with the whole universe. We have a tremendous problem on our hands. You must help us. Give us confidence—not distrust. Give us practical aid and advice—not criticism. Praise us when praise is merited. Be patient and understanding when we make mistakes.

We are the Younger Generation. The war tore away our spiritual foundations and challenged our faith. We are struggling to regain our equilibrium. The times have made us older and more experienced than you were at our age.

—from “A Flapper’s Appeal to Parents” by Ellen Welles Page (1922)

According to Page, what two phenomena spurred the creation of flapper culture? Select the two correct answers.

- a) World War I
- b) new technologies
- c) mass entertainment
- d) the birth of celebrity
- e) the economic boom

B. On your own paper, write a well-organized paragraph in response to the following prompt:

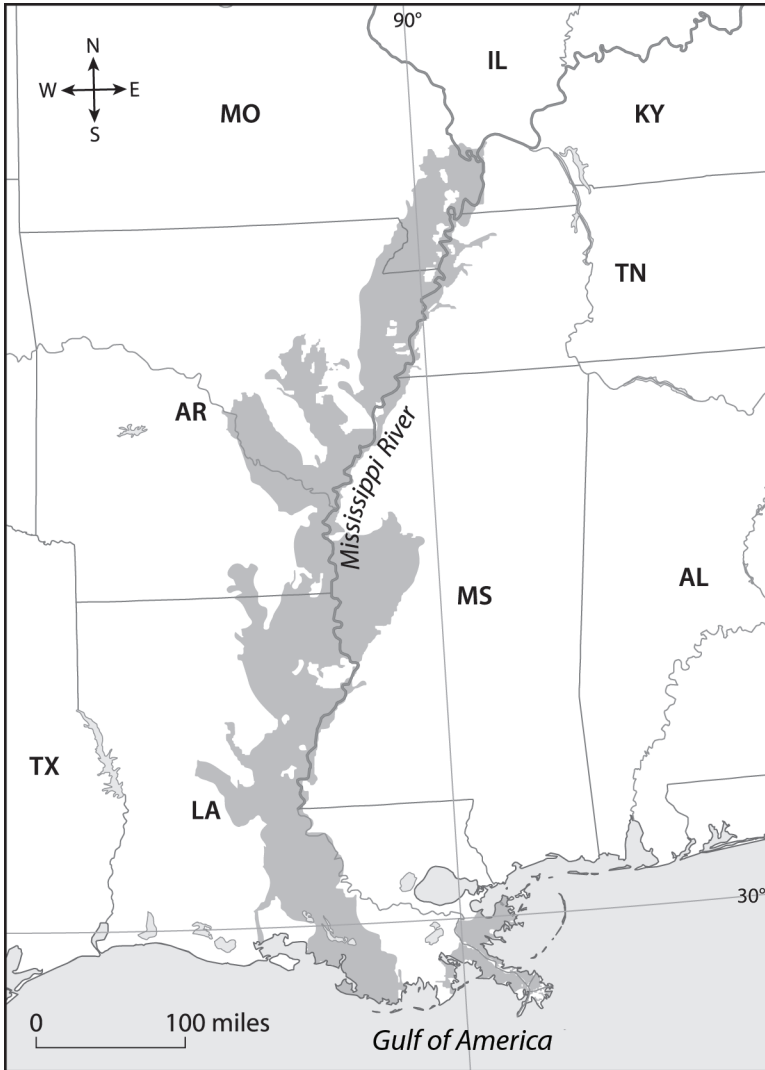
Which person or event was most important in shaping the United States during the Roaring Twenties? Make a claim that answers the question, and support it with evidence from the chapter. (8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.12.b, 8.12.c, 8.12.d, 8.12.e, 8.12.j)

Assessment: Chapter 2—*Louisiana and the Huey Long Era*

A. On your own paper, write the letter(s) that provides the best answer.

1. Which of the following best describes the policies of Louisiana's Bourbon Democrats? **(8.12.h)**
 - a) Louisiana needed money and resources from Northern investors to grow.
 - b) Lower taxes, tax exemptions, and subsidies would promote economic growth.
 - c) The key to prosperity was a combination of education and agricultural production.
 - d) Minimum wage laws and hour limits would help working Louisianans become more productive.
2. As a result of increasing oil production within the state, _____. **(8.5, 8.12.f)**
 - a) the standard of living in Louisiana increased
 - b) company towns were outlawed in Louisiana
 - c) thousands of Louisianans were put out of work
 - d) fewer service industries were established in Louisiana
3. Which of the following are examples of environmental footprints left by Louisiana's timber, oil, and gas industries? Select the **two** correct answers. **(8.12.f)**
 - a) massive clouds of dust that blackened the skies
 - b) widespread coastal erosion and contaminated soils and water
 - c) barren farmland that could no longer support crops or livestock
 - d) a dramatic loss in the acreage of virgin forests throughout the state
 - e) the rise of company towns that left workers dependent on their employers

4. Use the map to answer the question.



Based on the map, the Great Mississippi River Flood of 1927 _____. (8.5, 8.12.g)

- a) stretched from Illinois all the way to the Gulf of America
 - b) was not impacted by floodwaters from tributary rivers
 - c) killed more people in Louisiana than in any other state
 - d) completely overwhelmed the city of New Orleans, Louisiana
5. Why did railroad companies and plantation owners in Louisiana partner with the Red Cross to set up refugee camps in the aftermath of the Great Flood of 1927? (8.12.g)
- a) to help assist in the distribution of food and water to flood victims
 - b) to stop Northern carpetbaggers from taking advantage of flood victims
 - c) to prevent African American laborers from evacuating and finding work elsewhere
 - d) to help organize land redistribution to poor white and African American sharecroppers
6. Because of the poor government response to the Great Flood of 1927, _____. (8.2, 8.12.g)
- a) many African Americans switched their political loyalties
 - b) Huey Long's political power in Louisiana was greatly diminished
 - c) Americans increasingly embraced the idea of limited government
 - d) the oil and gas industries in Louisiana struggled and never recovered

7. Use the image to answer the question.



The individual in the image above strongly supported _____. (8.12.h)

- a) passing restrictive Jim Crow laws
 - b) lowering utility rates in Louisiana
 - c) allowing oil monopolies to set prices
 - d) giving tax exemptions and subsidies to businesses
8. How did the 1921 Louisiana Constitution make it easier for Louisianans to vote? (8.12.f)
- a) It lowered the voting age from twenty-one to eighteen.
 - b) It granted women the right to vote in local elections.
 - c) It allowed mail-in voting.
 - d) It eliminated poll taxes.

9. Use the chart to answer the question.

Huey Long's "Share Our Wealth" Program
<ul style="list-style-type: none">• The government would confiscate any personal income exceeding one million dollars per year• The government would confiscate any personal fortune exceeding five million dollars• Every family would receive a guaranteed annual income of two thousand dollars• Free college education and vocational training• Actions to stabilize prices

Which of the following could correctly be added to the table? (8.12.h)

- a) Forty-hour work week
 - b) Four-week vacation for all workers
 - c) All citizens over age fifty receive pensions
 - d) Free government-sponsored health care for all
10. Use the excerpt to answer the question.

We have trouble, my friends, in the country, because we have too much money owing, the greatest indebtedness that has ever been given to civilization, where it has been shown that we are incapable of distributing the actual things that are here, because the people have not enough money to supply themselves with them, and because the greed of a few men is such that they think it is necessary that they own everything, and their pleasure consists in the starvation of the masses, and in their possessing things they cannot use, and their children cannot use, but who bask in the splendor of sunlight and wealth, casting darkness and despair and impressing it on everyone else. . . .

—Huey Long, "Every Man a King" (Radio Address), February 23, 1934

Which political philosophy best describes the ideas in this excerpt? (8.12.h)

- a) communism
- b) anarchism
- c) capitalism
- d) populism

11. Use the excerpt to answer the question.

It is necessary to look upon this emergency as a national disaster. It has been so treated from its inception. Our whole people have provided with great generosity for its relief. Most of the departments of the Federal Government have been engaged in the same effort. The governments of the afflicted areas, both State and municipal, can not be given too high praise for the courageous and helpful way in which they have come to the rescue of the people. If the sources directly chargeable can not meet the demand, the National Government should not fail to provide generous relief. This, however, does not mean restoration. The Government is not an insurer of its citizens against the hazard of the elements.

We shall always have flood and drought, heat and cold, earthquake and wind, lightning and tidal wave, which are all too constant in their afflictions. The Government does not undertake to reimburse its citizens for loss and damage incurred under such circumstances. It is chargeable, however, with the rebuilding of public works and the humanitarian duty of relieving its citizens from distress.

—President Calvin Coolidge, 1927 Annual Address

Based on this excerpt, with which statement would Coolidge most likely agree?

- a)** The federal government has no role to play in the response to a natural disaster.
- b)** It is the federal government's responsibility to help people get back on their feet after a disaster.
- c)** Private businesses are better equipped than the government to help people rebuild after a disaster.
- d)** Citizens must take some responsibility for rebuilding their lives and recovering their losses after a disaster.

B. On your own paper, write a well-organized paragraph in response to the following prompt:

How was the Great Mississippi Flood of 1927 a turning point in the history of both Louisiana and the United States? Make a claim that answers the question, and support it with evidence from the chapter. (8.2, 8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.12.f, 8.12.g, 8.12.h)

Assessment: Chapter 3—*The Great Depression*

A. On your own paper, write the letter(s) that provides the best answer.

1. How did the Reconstruction Finance Corporation represent a major shift in President Herbert Hoover's economic recovery efforts during the Great Depression? (8.13.d)
 - a) It favored small, local businesses over utility companies and large multinational corporations.
 - b) It authorized direct government payments to farmers and ranchers to help them prevent foreclosures.
 - c) It offered direct government loans to large businesses, which contradicted Hoover's typical "limited government" stance.
 - d) It represented an admission that state governments were better equipped to deal with the crisis than the federal government.
2. Which statements about the stock market during the year and a half before the 1929 stock market crash are correct? Select the **two** correct answers. (8.13.a)
 - a) The average price of most stock increased dramatically.
 - b) Cash payment in full was required for all stock purchases.
 - c) There was a widespread speculative frenzy among investors.
 - d) Relatively few Americans had money invested in the stock market.
3. Overproduction of goods by American companies contributed to the Great Depression by _____. (8.13.a)
 - a) encouraging business to hire more workers
 - b) creating large inventories of unsold products
 - c) causing an increase of prices in imported goods
 - d) paying employees high wages, leading to inflation
4. Use the image to answer the question.



Which statement is supported by the image? (8.6.a, 8.13.b)

- a) The Great Depression led to widespread hunger and poverty.
- b) The stock market crash of 1929 caused the Great Depression.
- c) The Great Depression impacted mainly urban factory workers.
- d) During the Great Depression, GDP increased by more than one-third.

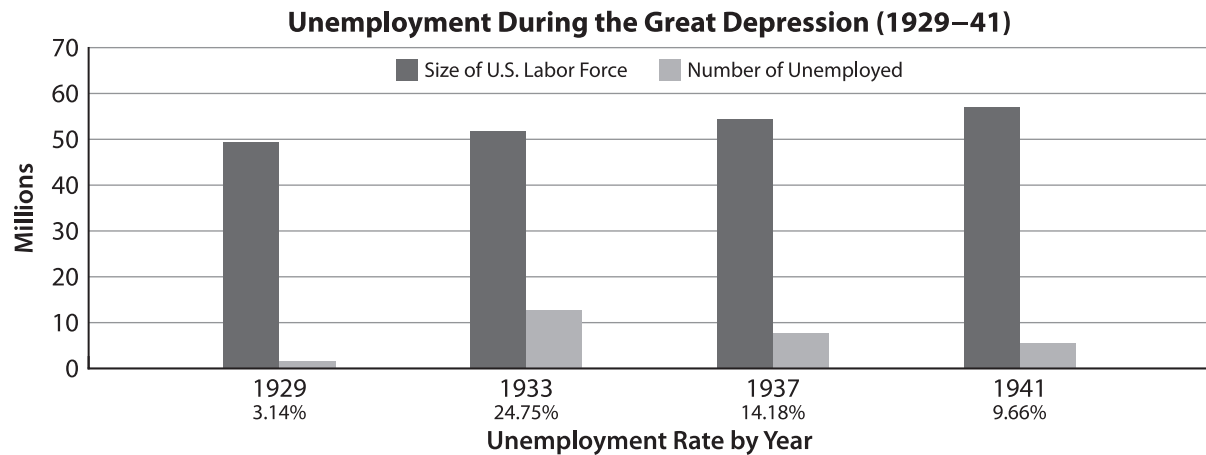
5. What was a result of the Smoot-Hawley Tariff? (8.13.a, 8.13.d)
- a) U.S. exports increased as the price of American-made goods fell in most other countries.
 - b) Panicked depositors caused a bank run, fearing they would lose their life savings.
 - c) Unemployment fell sharply, and the United States began to recover from the Great Depression.
 - d) Other countries raised their own tariffs on American-made goods, worsening the economic crisis.
6. Use the image to answer the question.



Communities such as the one shown in the image sprang up across the United States because of President Herbert Hoover's _____. (8.6.a, 8.13.b, 8.13.d)

- a) efforts to help residents return to their farms
- b) refusal to provide direct federal aid to the homeless
- c) emergency relief programs to provide food for the poor
- d) support for federal programs to provide jobs for the unemployed





7. Use the graph to answer the question.



What led to the decline in unemployment after 1933 shown on the graph? (8.4, 8.13.b)

- a) the New Deal
 - b) the Smoot-Hawley Tariff
 - c) the Share Our Wealth Society
 - d) the Reconstruction Finance Corporation
8. Which statement about President Franklin Roosevelt's New Deal program is accurate? (8.13.d, 8.13.e)
- a) Protective tariffs were imposed.
 - b) Social welfare programs were expanded.
 - c) Government regulation of businesses was reduced.
 - d) Government support of farmers and ranchers ended.
9. Which of these programs was created in the Second New Deal? (8.13.e)
- a) Reconstruction Finance Corporation
 - b) Tennessee Valley Authority
 - c) Social Security
 - d) Glass-Steagall

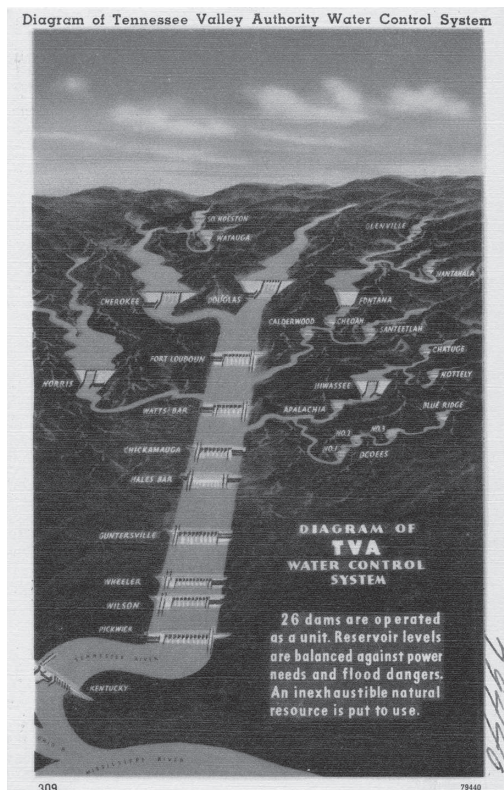
10. Use the table to answer the question.

 AAA	Agricultural Adjustment Administration	1933–42	Agricultural Adjustment Act (also called Farm Relief Bill)	limit farm production, reduce export surpluses, raise prices	mortgage loans, payments to farmers who limited planting, price regulation	more than doubled farm income, 1932–35; unintended: long-term trend from small farms to agribusiness
 NRA	National Recovery Administration	1933–35	National Recovery Act	eliminate unfair business practices, reduce unemployment	establish codes for business practices (e.g., child labor, minimum wage, maximum hours)	improved labor conditions, aided collective bargaining and unionization
 PWA	Public Works Administration	1933–39	National Industrial Recovery Act		public works: schools, courthouses, city halls, public health facilities, roads, bridges, subways	\$4 billion in construction of public works, many still in use
 FRS	Glass–Steagall Act	1933–99	Banking Act of 1933	safer use of bank assets, interbank control, prevention of undue speculation	commercial banks no longer allowed to underwrite securities, investment banks no longer allowed close connections with commercial banks	separated commercial banking from investment banking, tighter regulation of banks by Federal Reserve System, created FDIC

Which information correctly completes the table? (8.13.d, 8.13.e)

- a) protect bank depositors
- b) encourage collective bargaining
- c) regulate all aspects of securities industry
- d) reduce unemployment, improve purchasing power

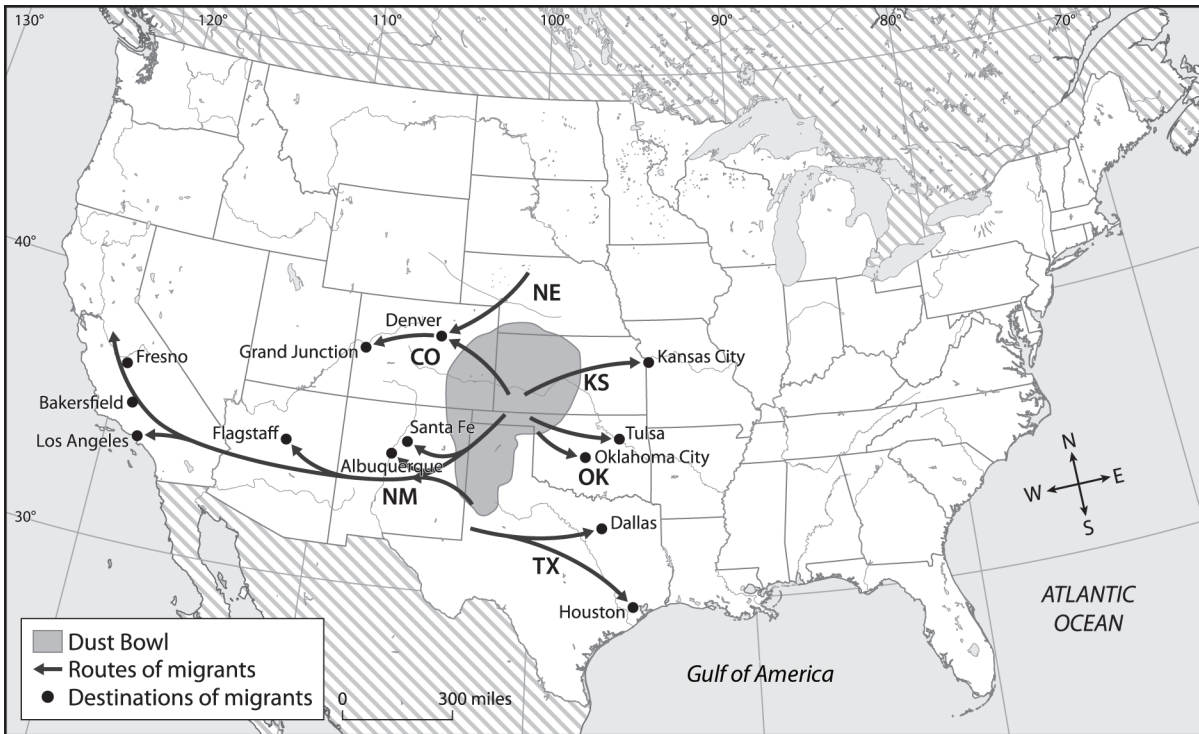
11. Use the image to answer the question.



What was one of the purposes of the New Deal agency depicted in the above image? (8.6.a, 8.13.d, 8.13.e)

- a) produce hydroelectric energy
- b) eliminate unfair trade
- c) reduce export surplus
- d) raise farm prices

12. Use the map to answer the question.



Which statement is supported by the map? (8.5, 8.13.c)

- a) The Great Plains is not suitable for large-scale agricultural activities.
- b) Dust storms were major push factors driving migration from the Great Plains during the 1930s.
- c) Migrants from Dust Bowl regions made better lives for themselves in California and the Upper Midwest.
- d) The experiences of Great Plains farmers during the Dust Bowl era demonstrate the success of government farm subsidy programs.

13. Use the image to answer the question.



Which action by President Franklin Roosevelt did critics claim threatened the principle of checks and balances? **(8.13.d)**

- a) his court-packing scheme
 - b) his “fireside chat” addresses
 - c) his promotion of labor unions
 - d) his veto of the Smoot-Hawley Tariff
14. Which statement about labor unions during the Great Depression is accurate? **(8.13.b)**
- a) FDR’s New Deal programs sharply restricted the growth of unions.
 - b) Union membership grew rapidly during the Great Depression.
 - c) The Supreme Court ruled that the existence of labor unions were unconstitutional.
 - d) Fewer people joined labor unions during the 1930s because they could not pay membership fees.
15. Use the excerpt to answer the question.

We do not distrust the future of essential democracy. The people of the United States have not failed. In their need they have registered a mandate that they want direct, vigorous action. They have asked for discipline and direction under leadership. They have made me the present instrument of their wishes. In the spirit of the gift I take it.

—Franklin D. Roosevelt, First Inaugural Address, March 4, 1933

This excerpt suggests that the Great Depression had caused the American people to begin to think that _____. **(8.13.d, 8.13.e)**

- a) the federal government was responsible for the welfare of the nation’s citizens
- b) a limited government response to the economic crisis was the best solution
- c) the rights of workers were less important than the interests of large corporations
- d) the federal government should take control of the country’s factors of production

16. Use the excerpt to answer the question.

My countrymen, the proposals of our opponents represent a profound change in American life—less in concrete proposal, bad as that may be, than by implication and by evasion. Dominantly in their spirit they represent a radical departure from the foundations of 150 years which have made this the greatest nation in the world. This election is not a mere shift from the ins to the outs. It means deciding the direction our Nation will take over a century to come.

—Herbert Hoover, 1932

This excerpt suggests that the New Deal was seen by opponents as a _____. (8.13.d)

- a) serious break with American tradition and values
- b) necessary evil to deal with the Great Depression
- c) proposal that would lose Roosevelt the election
- d) set of policies that could not be implemented

17. Use the excerpt to answer the question.

For nearly four years you have had an Administration which instead of twirling its thumbs has rolled up its sleeves. We will keep our sleeves rolled up.

We had to struggle with the old enemies of peace—business and financial monopoly, speculation, reckless banking, class antagonism, sectionalism, war profiteering.

They had begun to consider the Government of the United States as a mere appendage to their own affairs. We know now that Government by organized money is just as dangerous as Government by organized mob. Never before in all our history have these forces been so united against one candidate as they stand today. They are unanimous in their hate for me—and I welcome their hatred.

—President Franklin D. Roosevelt, Campaign Address at Madison Square Garden, 1936

Based on this excerpt, what is Roosevelt’s message to the American people?

- a) Government is most effective when supported by organized money.
- b) Businesses have been great allies in implementing the New Deal.
- c) The government has successfully ended the Great Depression.
- d) He will continue to fight for them despite great opposition.

B. On your own paper, write a well-organized paragraph in response to the following prompt.

The Great Depression demonstrated that the federal government has the responsibility to provide for citizens’ basic needs.

Support or refute this claim using evidence from the chapter. (8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.13.a, 8.13.b, 8.13.c, 8.13.e)

Performance Task: *Prosperity and Decline*

Teacher Directions: The 1920s and 1930s were a time of great political, social, cultural, and economic change for the United States. Millions benefited from the booming economy of the 1920s, only to be shaken by the economic collapse of the 1930s.

Activity Page



AP 1.4

Ask students to create a presentation in response to the following prompt. Encourage students to use information from their Student Volume and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.4) to organize their thoughts and plan their presentations.

Prompt:

Which has had a greater effect on the United States today: the Roaring Twenties or the New Deal?

Support your claim with evidence from the unit.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	The New Deal has had a greater impact on the United States today than the Roaring Twenties has.
Reason:	The New Deal expanded the role of the federal government in America’s economy and society and reshaped the nation’s political culture.
Evidence:	<p>Before the Great Depression, most Americans did not expect the federal government to take an especially active role in the economy or their daily lives. Herbert Hoover’s “limited government response” to the Great Depression is a good example of this thinking. He believed the economy would pull out of the crisis and begin to grow again. He thought that direct government involvement in the economy would only make people dependent on the government.</p> <p>However, even before the Great Depression, the devastation of the Great Flood of 1927 began to change the way some people thought about the role of government. Governmental response to the flood was minimal, causing African Americans and others to change their political affiliation from Republican to Democrat. Problems caused by the flood—and by the Great Depression that would follow—seemed too big for individual people to cope with. Only the government had the resources to help. With the New Deal’s many federal expenditures and new government agencies, Americans came increasingly to hold the view that the welfare of the nation’s citizens is a responsibility of the federal government.</p>
Counterclaim and answer:	<p>Counterclaim: The changes of the Roaring Twenties have had a much greater impact than the New Deal. A popular national culture began to emerge, pervaded by new technologies that we use constantly and could not live without. African Americans and women—the majority of the population—finally began to take on roles in politics and public life.</p> <p>Answer: Social and cultural changes like those of the 1920s have occurred throughout American history. They pale in comparison to the continuing impact of New Deal programs. Government involvement in our everyday lives, initiated by the New Deal, was something entirely new.</p>

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their presentations using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence Activity Page (AP 1.4), which is intended to be a support for students as they think about their responses.

3	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The presentation is clearly articulated and focused and demonstrates strong understanding of the 1920s and 1930s; a few minor errors may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none">• the emergence of consumer culture and a shared national popular culture in the 1920s, driven in part by the decade’s booming economy and advances in technology changes such as the telephone, the automobile, radio, and movies• the Great Migration and its impact on the demographics of both North and South as well as its role in sparking the Harlem Renaissance and the spread of African American culture to a wider audience• the impact of the suffrage movement, passage of the Nineteenth Amendment, and greater political power for women in the United States• the economic boom in timber, oil, and gas industries in Louisiana in the early 1900s• the effects of the Mississippi River Flood of 1927, such as its economic and humanitarian impact, the political changes that occurred in its wake, and the growing sense that government should take a more active role in helping people deal with crises• the rise of Huey Long and his populist agenda, which pitted the wealthy against ordinary “working” people and contributed to the sense that the government should do more to help citizens in need• the Great Depression and its various causes (e.g., stock market crash, overproduction, bank failures) and effects (e.g., unemployment, homelessness, poverty, Hoovervilles)• the contrast between the “hands-off” government responses to the Great Depression favored by Herbert Hoover and the New Deal policies of Franklin Roosevelt• the immediate impact of New Deal programs on people during the Great Depression as well as its long-term impact on American society in general
---	--

2	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the 1920s and 1930s, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The presentation is organized and focused, but some minor errors may be present.
1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of the 1920s and 1930s, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The presentation may also exhibit issues with organization and/or focus.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the 1920s and 1930s. The presentation may exhibit major issues with organization and/or focus.

Name _____

Date _____

Performance Task Activity: *Prosperity and Decline*

Create a presentation that addresses this prompt:

Which has had a greater effect on the United States today: the Roaring Twenties or the New Deal? Support your claim with evidence from the unit.

Use the Claims and Evidence Activity Page (AP 1.4) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *Prosperity and Decline* as well as from the sources and resources in the unit activities.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Activity Page 1.1

Use with Chapter 1

Letter to Family

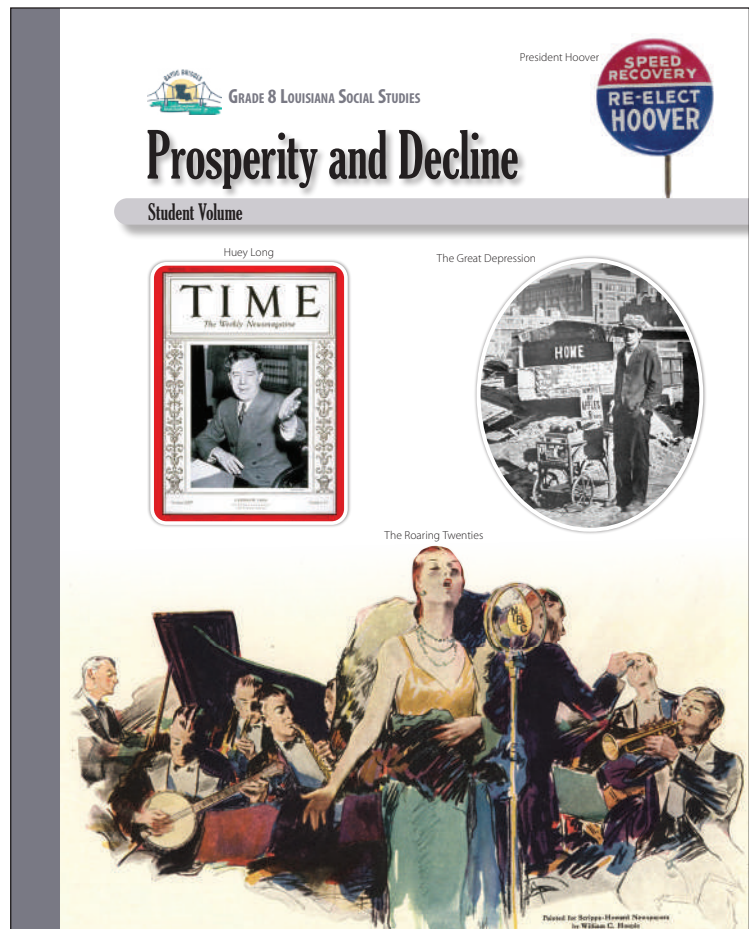
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about developments in Louisiana and the United States during the 1920s and 1930s. They will learn about the prosperity of the Roaring Twenties and the great social and cultural changes that occurred during that decade. They will also learn about how the economic boom of the 1920s ultimately collapsed into the Great Depression of the 1930s.

In this unit, students will analyze how advances in manufacturing, transportation, technology, and media brought about social and cultural changes in American society in the early twentieth century; explain the importance of the women's suffrage movement and the Nineteenth Amendment; examine the causes and effects of migration and population shifts (e.g., Great Migration, Dust Bowl), including the Harlem Renaissance; learn about Louisiana's economy and politics in the early twentieth century, including the rise of Huey Long; describe the causes and effects of the Great Mississippi River Flood of 1927; explain the causes and effects of the Great Depression; compare and contrast various government responses to the Great Depression; and analyze the purposes and effectiveness of the New Deal.

As part of their exploration, students will also learn a little bit about the Prohibition Era and the subsequent lawlessness that accompanied it as well as the disproportionate impact of the Great Mississippi Flood on African Americans. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular behavior. The goal is to foster a complete and accurate understanding of historical events and their consequences.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____

Date _____

Activity Page 1.2

Use with Chapter 1

Poetry Analysis

POEM:	
SUBJECT What is the poem about?	
TONE What feeling does the poem convey? How?	
RHYTHM AND RHYME Is there a clear rhythm to the poem? Does the poem rhyme?	
IMAGERY What pictures does the poem create in your mind when you read it?	
VOICE Who is the speaker of the poem? What is the speaker's attitude?	
EVIDENCE What is the message of the poem? What evidence supports your answer?	

Name _____

Date _____

Activity Page 1.3

Use with Chapters 1–3

Primary Source Analysis

SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgement does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Name _____

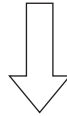
Date _____

Activity Page 1.4

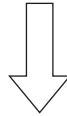
Use with Performance Task

Claims and Evidence

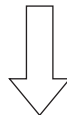
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Name _____

Date _____

Activity Page 1.5

Use with Chapter 1

Domain Vocabulary: Chapter 1

Using your own paper, write the letter that matches the definition of each word.

- | | |
|-------------------------|--|
| 1. modernity | a) flexible, transparent plastic film on which images are recorded |
| 2. moving assembly line | b) a parade held in a city in which decorative shredded paper is thrown onto the parade route |
| 3. assembly plant | c) the state of being modern or up-to-date |
| 4. switchboard | d) a nightclub where illegal beverages are sold |
| 5. celluloid film | e) a panel on which switches or other connectors are used to complete electrical circuits |
| 6. ticker-tape parade | f) a part or division |
| 7. renaissance | g) the prevention of something, such as the sale of alcoholic beverages |
| 8. salon | h) a mechanical system in which a product moves through stages and workers each add a different part to it |
| 9. prohibition | i) a time of intense cultural and artistic rebirth |
| 10. bootlegger | j) someone who supplies illegal alcoholic beverages |
| 11. speakeasy | k) a member of a criminal organization |
| 12. gangster | l) a fashionable gathering of creative people held at the home of a prominent person |
| 13. suffrage | m) a factory in which cars, machines, or other products are put together |
| 14. sector | n) the right to vote |

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapter 2

Use the words in the Word Bank to complete the crossword puzzle. Leave out the space or the hyphen in two-word phrases.

spillway	political machine	impeach	subsidy	virgin forest
populist	tributary	tax exemption	confiscate	clear-cut
environmental footprint	gate	levee	company town	

Across:

- 5. a channel to direct an overflow of water
- 6. a moveable barrier to control the flow of water through a channel
- 10. the effect that an activity, person, or company has on the environment
- 11. to seize for the public treasury
- 14. financial assistance given by a government to a person, group, or company

Down:

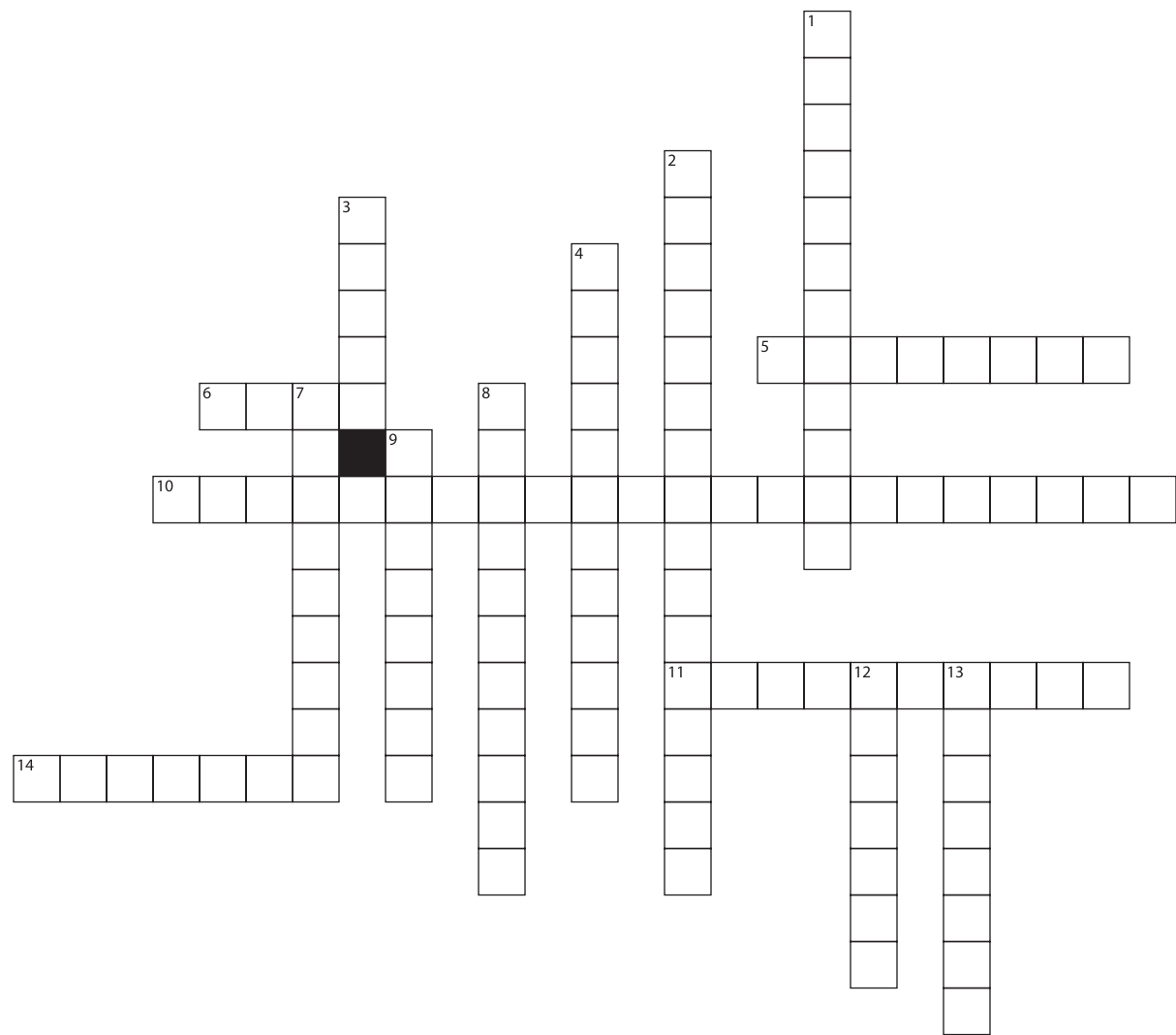
- 1. immunity from paying tax on certain income
- 2. an elite group that controls the actions of a political party
- 3. a wall or barrier built to prevent flooding
- 4. an old-growth forest in its natural state
- 7. stream that flows into larger streams, rivers, or bodies of water
- 8. a town that is completely dependent on a single firm for employment, housing, stores, and other necessities
- 9. supporting the rights and power of the people
- 12. to charge an officeholder with misconduct
- 13. to cut down all the trees in an area

Name _____

Date _____

Activity Page 2.1 (continued)

Use with Chapter 2



Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapter 3

On your own paper, write the term from the Word Bank that correctly completes each sentence.

stock market crash bank run gross domestic product (GDP) prime interest rate
tariff social welfare Federal Reserve foreclose corporate bond

1. A _____ is a certificate from a business that promises interest paid on a loan.
2. A _____ is a nation's system for providing assistance to those in need
3. The price of stocks fell sharply during the _____ of 1929.
4. The _____ is the least amount of money charged by a bank for loans.
5. The value of all goods and services a country produces in a year is called the _____.
6. The bank threatened to _____ the homeowner's mortgage and sell the house.
7. The _____ is the central bank of the United States.
8. During the Great Depression, widespread fear that the banks would fail caused a _____.
9. The _____ increased the costs of imported goods.

- 8.1** Explain ideas, events, and developments in the history of the United States of America from 1877 to 2008 and how they progressed, changed, or remained the same over time.
- 8.2** Analyze connections between events and developments in U.S. history within their global context from 1877 to 2008.
- 8.3** Compare and contrast events and developments in U.S. history from 1877 to 2008.
- 8.4** Use geographic representations and historical data to analyze events and developments in U.S. history from 1877 to 2008, including environmental, cultural, economic, and political characteristics and changes.
- 8.5** Use maps to identify absolute location (latitude, and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.
- 8.6** Use a variety of primary and secondary sources to:
 - a)** Analyze social studies content.
 - b)** Evaluate claims, counterclaims, and evidence.
 - c)** Compare and contrast multiple sources and accounts.
 - d)** Explain how the availability of sources affects historical interpretations.
- 8.7** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:
 - a)** Demonstrate an understanding of social studies content.
 - b)** Compare and contrast content and viewpoints.
 - c)** Analyze causes and effects.
 - d)** Evaluate counterclaims.
- 8.8** Analyze the causes and effects of technological and industrial advances during the late nineteenth century and the early twentieth century.
 - a)** Analyze factors that contributed to and effects of the growth of the industrial economy, including capitalism and the growth of free markets, mass production, agricultural advancements, the government's laissez-faire economic policy, and the rise of corporations.
 - b)** Explain the social and economic effects of innovations in technology, transportation, and communication during the late 1800s and early 1900s, including the expansion of railroads, electricity, and telephone.
 - c)** Explain how industrialists and corporations revolutionized business and influenced the U.S. economy and society, with an emphasis on business practices (vertical and horizontal integration, formation of monopolies/trusts), development of major industries (oil, steel, railroad, banking), and the role of entrepreneurs, including Andrew Carnegie, J.P. Morgan, John D. Rockefeller, Cornelius Vanderbilt, and Madam C.J. Walker.

- 8.9** Analyze the social, political, and economic changes that developed in the United States during the late nineteenth and early twentieth century.
- a) Explain how industrialization influenced the movement of people from rural to urban areas and the effects of urbanization.
 - b) Explain the causes and effects of immigration to the United States during the late 1800s and early 1900s, and compare and contrast experiences of immigrants.
 - c) Describe the working conditions and struggles experienced by the labor force that led to the labor movement (child labor, hours, safety, wages, standard of living), and evaluate the effectiveness of efforts to improve conditions.
 - d) Describe the reasons for and effects of the rise of Populism in the United States and Louisiana during the late 1800s, including the role of the Grange, Farmers' Alliance, and People's Party.
 - e) Analyze the causes and outcomes of the Progressive movement and the role of muckrakers, including the Meat Inspection Act, Pure Food and Drug Act, Seventeenth Amendment, Thomas Nast, Ida Tarbell, Upton Sinclair, and Jacob Riis.
 - f) Analyze the government's response to the rise of trusts and monopolies, including the passage of the Interstate Commerce Act of 1887, the Sherman Antitrust Act of 1890, and the Clayton Antitrust Act of 1914.
 - g) Describe important ideas and events of presidential administrations during the late 1800s and early 1900s, with emphasis on Theodore Roosevelt's administration and his support for trust busting, regulation, consumer protection laws, and conservation.
 - h) Explain the origins and development of Louisiana public colleges and universities, including land grant institutions, Historically Black Colleges and Universities, and regional universities.
 - i) Analyze the events leading to *Plessy v. Ferguson* (1896) and the consequences of the decision, including changes to the Louisiana Constitution.
 - j) Explain the emergence of the Jim Crow system and how it affected Black Americans.
 - k) Explain the goals and strategies used by civil rights leaders of the late 1800s and early 1900s, and analyze differing viewpoints of key figures and groups, including W.E.B. DuBois and the Niagara Movement, Booker T. Washington, NAACP, Mary Church Terrell, and Ida B. Wells.
- 8.10** Analyze ideas and events related to the expansion of the United States during the late nineteenth century and early twentieth century.
- a) Explain the motivations for migration to and settlement of the West by various groups, including Exodusters, and how their motivations relate to the American Dream.
 - b) Analyze Frederick Turner's "The Significance of the Frontier in American History."
 - c) Analyze how lives of Native Americans changed as a result of westward expansion and U.S. policies, including extermination of the buffalo, reservation system, Dawes Act, and assimilation.
 - d) Analyze the causes and effects of conflict between Native Americans and the U.S. government and settlers during the late nineteenth century and early twentieth century, including the Battle of Little Bighorn and Wounded Knee and subsequent treaties.
 - e) Analyze the events leading to and effects of the U.S. acquisition of Hawaii.
 - f) Analyze the ideas and events leading to the Spanish-American War and the short- and long-term outcomes, including the terms of the Treaty of Paris (1898), U.S. acquisition of Spanish territories, and emergence of the United States as a world power.
 - g) Analyze foreign policy achievements of Theodore Roosevelt, including the construction of the Panama Canal and use of the Great White Fleet.

8.11 Analyze the causes, course and consequences of World War I.

- a) Describe the causes of World War I, including militarism, alliances, imperialism, nationalism, and the assassination of Archduke Franz Ferdinand.
- b) Explain the reasons for the initial U.S. policy of neutrality and isolationism.
- c) Analyze the events leading to U.S. involvement in World War I, including German submarine warfare, the sinking of the *Lusitania*, and the Zimmerman Telegram.
- d) Analyze how the United States mobilized for war and ways the American people contributed to the war effort on the home front and abroad, with an emphasis on military service, role of women and minority groups, liberty bonds, and victory gardens.
- e) Explain how the U.S. government directed public support and responded to dissent during World War I, including through the use of wartime propaganda, Committee on Public Information, Espionage Act, Sedition Act, and *Schenck v. United States* (1919).
- f) Explain how military strategies and advances in technology affected warfare and the course of World War I, including trench warfare, airplanes, machine guns, poison gas, submarines, and tanks.
- g) Describe the goals of leaders at the Paris Peace Conference, comparing Woodrow Wilson's Fourteen Points, and the Treaty of Versailles.
- h) Explain the reaction of the U.S. Senate to the Treaty of Versailles and League of Nations, and describe the return to isolationism after the war.

8.12 Analyze the political, social, cultural and economic effects of events and developments during the early twentieth century.

- a) Differentiate between the benefits and detriments of capitalism and communism, and explain how the concepts affected society during the early 1900s, including the Bolshevik Revolution and the first Red Scare.
- b) Describe the causes and consequences of Prohibition and the Eighteenth Amendment, including bootlegging and organized crime, and the repeal with the Twenty-First Amendment.
- c) Explain how advances in transportation, technology, and media during the early twentieth century changed society and culture in the United States, including the automobile, radio, and household appliances.
- d) Explain the importance of the woman's suffrage movement and events leading to the passage of the Nineteenth Amendment, including the role of key figures such as Susan B. Anthony, Lucy Burns, Carrie Chapman Catt, Alice Paul, Elizabeth Cady Stanton, Lucy Stone, and Ida B. Wells.
- e) Explain the causes and effects of social and cultural changes of the 1920s and 1930s on the United States, and describe the influence of notable figures of the Harlem Renaissance (Louis Armstrong, Duke Ellington, Ella Fitzgerald, Langston Hughes, Zora Neale Hurston, Sargent Claude Johnson, Augusta Savage) and cultural figures (Amelia Earhart, Ernest Hemingway, Jacob Lawrence, Jesse Owens, and Babe Ruth).
- f) Explain how various factors affected Louisiana's economy during the early twentieth century, including booms in the timber, oil, and gas industries.
- g) Describe the causes of the Great Mississippi River Flood of 1927, and explain how the disaster and government response affected Louisianans.
- h) Analyze Louisiana politics in the early twentieth century, including the role of Huey Long's career in both Louisiana and national politics.
- i) Analyze causes and effects of changes to the Louisiana Constitution over time, with emphasis on revisions from 1879 to 1974.
- j) Explain the causes and effects of migration and population shifts in the United States during the early twentieth century, including the Great Migration.
- k) Analyze factors leading to and consequences of social and economic tensions in the early twentieth century, including the 1918 influenza outbreak, recession and inflation, labor strikes, resurgence of the Ku Klux Klan, Chicago riot of 1919, and the Tulsa Massacre.

8.13 Analyze the causes and effects of the Great Depression.

- a) Explain the causes of the Great Depression, with an emphasis on how bank failures, buying stock on margin, overextension of credit, overproduction, high tariffs and protectionism, and the 1929 stock market crash contributed to the economic crisis.
- b) Explain the effects of the Great Depression on people, including rising unemployment, foreclosures, growth of “Hoovervilles,” and soup kitchens.
- c) Describe the causes and effects of the Dust Bowl, including agricultural practices, drought, and migration.
- d) Describe the government response to the Great Depression, comparing the reaction of the Hoover and Roosevelt administrations.
- e) Analyze the purpose and effectiveness of the New Deal, including the Civilian Conservation Corps (CCC), Tennessee Valley Authority (TVA), Agricultural Adjustment Act, National Recovery Administration, Public Works Administration, Glass-Steagall Act, Federal Deposit Insurance Corporation (FDIC), Securities Exchange Act (SEC), National Housing Act, Works Progress Administration (WPA), and the Social Security Act (SSA).

8.14 Describe the causes, course, and consequences of World War II.

- a) Explain the rise and spread of militarism and totalitarianism internationally, examining the similarities and differences between the ideologies of Imperial Japan, fascist Italy and Nazi Germany, and the communist Soviet Union, as well as the origins and effects of violence and mass murder in the 1930s and 1940s as demonstrated by the Nanjing Massacre, the Holodomor, the Holocaust, and treatment of political opponents and prisoners of war during World War II.
- b) Describe the acts of aggression leading to World War II in both Europe and Asia, and explain the effectiveness of policies and reactions, including the policy of appeasement towards Nazi Germany.
- c) Describe the causes of World War II, and analyze events that led to U.S. involvement in World War II, with emphasis on the attack on Pearl Harbor.
- d) Describe the role of alliances during World War II, including the Allies and Axis Powers.
- e) Explain the significance of major military actions and turning points during World War II in the Atlantic Theater (Battle of The Atlantic, Operation Torch, Battle of Normandy/Operation Overlord, Battle of The Bulge, Battle of Berlin) and the Pacific Theater (Battle of Bataan and Bataan Death March, Doolittle Raid, Battle of the Coral Sea, Battle of Midway, Battle of Leyte Gulf, Battle of Iwo Jima, Battle of Okinawa).
- f) Describe the roles and importance of key figures of World War II, including leaders from the United States (Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, George Patton, Douglas MacArthur), Great Britain (Sir Winston Churchill), France (Charles de Gaulle), the Soviet Union (Joseph Stalin), Germany (Adolf Hitler), Italy (Benito Mussolini), and Japan (Michinomiya Hirohito, Hideki Tojo).
- g) Explain the causes and consequences of the Holocaust, including antisemitism, Nuremberg Laws restricting civil rights, resistance efforts, experiences of people including Anne Frank, concentration camp system, liberation of camps by the Allies, and Nuremberg trials.
- h) Describe the Tuskegee Study conducted on Black Americans from the 1930s to 1972.
- i) Explain the causes and effects of Japanese internment in the United States during World War II.
- j) Explain the sacrifices and contributions of U.S. soldiers during World War II such as the Tuskegee Army Airmen, the 442nd Regimental Combat team, the 101st Airborne, Cajun “Frenchies”, the Women’s Army Corps (WAC), and the Navajo Code Talkers.
- k) Analyze how Louisiana contributed to the war effort during World War II and the effects of the war on Louisiana, including the role of the Louisiana Maneuvers, Higgins Boats in the success of the Allies, and prisoner of war (POW) camps in Louisiana.
- l) Explain how life in the United States changed during and immediately after World War II, with an emphasis on wartime production and the workforce, rationing, conservation, victory gardens, financing through war bonds, propaganda campaigns, and the Servicemen’s Readjustment Act (GI Bill).

- m) Explain the events that led to, and the conditions of the surrender of the Axis Powers in Europe and Asia, and describe the United States' critical role in the Allied victory.
- n) Describe the importance of the Manhattan Project and development of atomic bombs, and analyze the decision to use them.
- o) Explain how key decisions from Allied conferences during World War II, including the Atlantic Charter, Tehran, Yalta, and Potsdam, affected the course of the war and postwar world.

8.15 Analyze causes, major events, and key leaders of the Civil Rights Movement from 1954 to 1968.

- a) Analyze events during and immediately after World War II leading to the civil rights movement, including Executive Order 8022 and Executive Order 9981.
- b) Explain the origins and goals of the civil rights movement of the 1950s and 1960s, and how segregation (de jure and de facto) affected African Americans and influenced the movement.
- c) Analyze how the murder of Emmett Till affected support for the civil rights movement.
- d) Analyze the importance of the *Brown v. Board of Education* (1954) decision and subsequent efforts to desegregate schools, including those of the Little Rock Nine at Central High School in Arkansas, Ruby Bridges at William Frantz Elementary in Louisiana, and James Meredith at the University of Mississippi.
- e) Analyze the cause, course, and outcome of efforts to desegregate transportation, including the Baton Rouge Bus Boycott, Montgomery Bus Boycott, and Freedom Rides.
- f) Evaluate the effectiveness of methods (civil disobedience, boycotts, sit-ins, marches, drives) during the civil rights movement, including during the 1960 Greensboro sit-ins, 1963 demonstrations in Birmingham, 1963 March on Washington, 1964 Freedom Summer, and 1965 Selma Marches.
- g) Analyze works of civil rights leaders, including Dr. King's "Letter from Birmingham Jail" and his "I Have a Dream" speech, and explain how the ideas expressed in the works influenced the course of the civil rights movement.
- h) Explain the role and importance of key individuals and groups of the civil rights movement, including the Congress of Racial Equality (CORE), Dr. Martin Luther King Jr., Rosa Parks, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), Medgar Evers, Shirley Chisholm, Fannie Lou Hamer, and Malcolm X.
- i) Explain reactions to the civil rights movement by opposing individuals and groups, including George Wallace and Leander Perez.
- j) Analyze the role of the Supreme Court in advancing civil rights and freedoms during the 1950s and 1960s, including the court cases of *Brown v. Board of Education* (1954), *Boynton v. Virginia* (1960), and *Bailey v. Patterson* (1962).
- k) Evaluate legislation and amendments passed in response to the civil rights movement, including the Twenty-Fourth Amendment, Civil Rights Act of 1964, Voting Rights Act of 1965, and Civil Rights Act of 1968.

8.16 Explain the causes, course, and consequences of the Cold War.

- a) Explain how the ideologies of communism in the Soviet Union and capitalism in the United States influenced the Cold War and global tensions from 1945–1989.
- b) Evaluate the effectiveness of U.S. policies, programs, and negotiation efforts in accomplishing their intended goals, including the Marshall Plan, containment and related doctrines, mutual assured destruction, détente, Strategic Arms Limitation Talks (SALT I and II), and Strategic Defense Initiative (Star Wars program).
- c) Analyze Cold War crises and conflicts and how they contributed escalating tensions, including the Berlin Blockade and Airlift, Korean War, Suez Crisis, U-2 Incident, Cuban Missile Crisis, Bay of Pigs Invasion, Berlin Crisis of 1961, and Vietnam War, Soviet-Afghan War.
- d) Describe the role of organizations and alliances during the Cold War, including the United Nations, NATO, and the Warsaw Pact.

- e) Explain how events during the Cold War affected American society, including the Second Red Scare and McCarthyism.
- f) Explain how advances in technology and media during the mid- to late twentieth century changed society and public perception, including newspapers and television, the space race, and the nuclear arms race.
- g) Explain events and policies leading to the end of the Cold War and collapse of the Soviet Union under the leadership of President Reagan, including political and economic pressures, policies of glasnost and perestroika, and the fall of the Berlin Wall.

8.17 Describe the importance of key ideas, events, and developments of the modern era.

- a) Explain how events and developments of the modern era have affected American society.
- b) Explain how relationships between the United States and Middle East affected events and developments during the modern era, including Persian Gulf Wars, 1993 World Trade Center bombing, terrorist attacks on September 11, 2001, the War on Terrorism, and the establishment of the Department of Homeland Security.
- c) Describe the effects of natural disasters on Louisiana and the United States, including hurricanes Katrina and Rita.
- d) Describe important issues of the 2008 presidential election and the significance of the election of Barack Obama.

Answer Key: Prosperity and Decline

Student Volume Questions

Chapter 1

p. 4 Think Twice The author means that not everyone was wealthy enough to afford new products such as automobiles, radios, and household appliances.

p. 6 Think Twice America's growing car culture allowed people to travel more widely for business and vacation and to move to the suburbs and commute to work.

p. 7 Think Twice Because of the increasing number of broadcast networks, people living in rural areas had access to the same news and entertainment as people living in urban areas.

p. 13 Think Twice The Great Migration brought an influx of African Americans to New York City. In this environment, they were able to create an outlet for them to share (through words, music, and arts) their personal experiences and communal history.

p. 14 Think Twice Possible answer: They wanted to distance themselves from the American life that they felt so discouraged by.

p. 16 Think Twice The conflict over control of the profitable, illegal liquor business most likely caused the rivalries.

p. 18 Think Twice Both were controversial and highly emotional issues. They were supported for reasons of justice and opposed for reasons of political power or economic benefit. Supporters preferred nonviolence but were met by violence, and supporters broke laws they considered unjust while opponents insisted on enforcing those laws.

Chapter 2

p. 23 Think Twice Similar—they both wanted to go back to the way things were before a major change (Revolution in France, Reconstruction in the South). Different—In France, the change was from within, beginning with the common people; in the South, it was imposed from an outside force, the U.S. government.

p. 32 Think Twice Answers will vary. Students might say that Long used the systems of government to benefit the people of Louisiana, especially the

underprivileged who were often ignored by those with political or social power. Others might say that it's important to do things the right way, no matter what.

Chapter 3

p. 40 Think Twice Hoover believed that the economy would pull out of recession and begin to grow again. It had done so many other times in the business cycles in the past. He thought that direct government involvement in the economy would only make people dependent on the government.

p. 43 Think Twice Other nations placed their own "retaliatory tariffs" on American-made goods, meaning that prices of American-made goods were so high in other countries that they did not sell.

p. 44 Think Twice People were angry with Hoover for not doing more to help people suffering from the Great Depression, so they used his name in a disparaging way.

p. 45 Think Twice It means that we can solve even our biggest problems if we work at it and do not give in to a sense of futility.

p. 49 Think Twice Answers will vary. Students might say that government is responsible for making sure people are safe and have their basic needs met. Others might say that government should stay out of people's day-to-day lives.

p. 54 Think Twice During times of hardship, people need help and might become angry toward the people or institutions they see as the cause of their problems.

Chapter Assessments

Chapter 1

A. 1. c 2. a, b 3. a 4. d 5. b 6. b 7. c 8. c 9. a 10. a 11. b 12. b 13. a, b

B. Students should clearly state an accurate claim and support it with relevant evidence, such as the emergence of consumer and mass entertainment culture; the impact of Henry Ford, the moving assembly line, and the automobile; a popular or influential figure such as Charlie Chaplain, Amelia Earhart, or Duke Ellington; the Great Migration and the Harlem Renaissance; Prohibition and its effects; and the women's suffrage movement and/

or individuals associated with it. Answers should include explanations of how the evidence supports the claim.

Chapter 2

- A.** 1. b 2. a 3. b, d 4. a 5. c 6. a 7. b 8. d 9. b 10. d 11. d
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as the flood's impact on the economic well-being of displaced people, the federal government's flood control policy, the decision of many African Americans to migrate North, citizens' expectations of government assistance during times of crisis, the political loyalties of African Americans, and the rise of Huey Long. Answers should include explanations of how the evidence supports the claim.

Chapter 3

- A.** 1. c 2. a, c 3. b 4. a 5. d 6. b 7. a 8. b 9. c 10. d 11. a 12. b 13. a 14. b 15. a 16. a 17. d
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as the causes and effects of the Great Depression, the effectiveness of Herbert Hoover's limited government response to the depression, the purpose and effectiveness of Franklin Roosevelt's New Deal policies, and the lasting impact of the New Deal on American social and political culture. Answers should include explanations of how the evidence supports the claim.

Activity Pages

Poetry Analysis (AP 1.2): Chapter 1 Primary Source Feature 1

Poem: "Mother to Son" by Langston Hughes

Subject: A mother speaks directly to her son, telling him about her life and giving him advice about his own.

Tone: The tone is realistic about life's struggles and is somewhat mournful but also conveys great strength and perseverance.

Rhythm and Rhyme: The poem does not rhyme. The rhythm is very conversational and "natural."

Imagery: A staircase is described as a symbol for life's journey, and imperfections on the staircase

(e.g., splinters, torn boards) symbolize challenges and difficulties the mother has faced along the way.

Voice: The speaker is a mother who is talking to her son. Her attitude is matter-of-fact yet encouraging.

Evidence: The message is that people should not give up even when they face difficulties. The mother talks about the hard times she has had climbing the staircase of life, yet she says she keeps climbing—and wants her son to do the same.

Primary Source Analysis (AP 1.3): Chapter 1 Primary Source Feature 2

Source: Image of an advertisement from the early twentieth century

Content: The source is an advertisement for apple butter featuring an image of a smiling, happy child, with text promoting the product. The logo of the Heinz company and its 57 varieties branding also appears.

Creation: An advertisement for the Heinz company was printed in the early twentieth century.

Communication: The purpose of the advertisement is to convince people to buy the product. The advertisement explains that the product is both appealing and safe for children.

Context: At the time, women were becoming more prominent as participants in the consumer economy. A major worry at the time was the safety and cleanliness of food, especially for children. The advertisement was made to appeal to women buying food for their families.

Connection: The advertisement connects to the growing economic power of women and their role as participants in a consumer economy. It also connects to concerns about the health and safety of food in the industrial economy.

Consideration: The advertisement is produced by a company with a strong incentive to convince people its products are high quality and safe. The advertisement can't be taken as evidence that this was true.

Conclusion: As women became more economically prominent, advertisements addressed them and their concerns directly. This advertisement shows that companies understood that women controlled the purchasing decisions for their families.

Primary Source Analysis (AP 1.3): Chapter 1 Primary Source Feature 3

Source: A Flapper's Appeal to Parents by Ellen Welles Page

Content: The text is an article written for a magazine. The text is addressed to members of the "older generations" who criticize flappers.

Creation: Ellen Welles Page, a young flapper, wrote this article in 1922.

Communication: The intention of the article is to explain the perspective of flappers and to convince older people to give them more credit.

Context: At the time this article was written, fashionable young women were adopting styles of dress and behavior that went against conventional norms. They were able to do this because of the greater economic and social freedom women achieved after World War I.

Connection: The article explains the perspective of a young woman living through a time of great social and economic change.

Consideration: The author's perspective is that she and her peers are unfairly treated as silly or unserious by older people. She explains that she and others are living through a time of upheaval and are only acting in response to their circumstances—and that their choices are valid.

Conclusion: Ellen Welles Page's article shows the perspective of young women who were embracing their new freedom, and she is defending their right to do so. Economic and social freedoms allowed women to find ways to express their identity and explore new possibilities.

Primary Source Analysis (AP 1.3): Chapter 2 Primary Source Feature 1

Source: President Coolidge's 1927 Annual Message

Content: The text is a speech. The annual message was a speech or written address given by the president each year to report on the state of the nation.

Creation: President Calvin Coolidge issued this message in 1927.

Communication: The purpose of this part of the message is to argue that certain disasters

were inevitable and that it was not the role of the government to try to intercede or protect people from them.

Context: When this message was issued, the Mississippi Flood of 1927 had recently happened. The Wall Street Crash and the Great Depression were still at least two years away. The message reflects the attitude of the time before the economic crisis—that it was not the role of the government to intervene in a crisis, only to ensure the welfare of people affected by a crisis to a limited extent.

Connection: The message echoes the idea that the role of the government was to do as little as possible; its role was not to try to insure people against disaster.

Consideration: Coolidge's attitude is that the response to the flood of 1927 was adequate and that government could not be expected to do more.

Conclusion: President Coolidge's message suggests why the initial response to the Great Depression was not more effective. He and other political leaders did not believe it was the government's job to intervene. This also shows how politicians who did believe in bold government action were able to succeed subsequently. The appeal of leaders like FDR and Huey Long came in part because of how they compared to leaders like Coolidge and Hoover.

Primary Source Analysis (AP 1.3): Chapter 2 Primary Source Feature 2

Source: "Share Our Wealth Society" Address by Huey Long

Content: The text is a speech. Huey Long says that America has more than enough wealth to go around, but greedy rich people have taken too much, leaving very little for common folks. He says everyone should have the necessities of life.

Creation: U.S. Senator Huey Long delivered this speech in 1934.

Communication: The purpose of the speech is to convince listeners—mostly common, working Americans—to support Long's Share Our Wealth policies.

Context: When this speech was delivered, the United States was enduring the Great Depression. Homelessness, unemployment, and poverty were widespread. Many people lacked necessities.

Connection: The speech introduces some of Huey Long's ideas for helping Americans who were suffering through the Great Depression.

Consideration: Long's point of view is populist. He is trying to connect with "average people." He is very much biased against wealthy Americans, who he seems to blame for the economic crisis.

Conclusion: Huey Long promoted policies that would be popular with people suffering through the Great Depression. Even though his Share Our Wealth policy was not adopted by the federal government, his ideas did help change the political culture in the United States. Previously, Americans generally believed in limited government involvement. After the Depression hit, government policies and programs to help the needy became very popular.

Primary Source Analysis (AP 1.3): Chapter 3 Primary Source Feature 1

Source: President Franklin Roosevelt's First Inaugural Address

Content: The text is a speech. President Roosevelt delivered the remarks immediately after being sworn in as president. In it, he tries to reassure Americans that the Great Depression can be overcome, especially if people pull together.

Creation: Franklin Roosevelt delivered the speech in 1933.

Communication: The purpose of the speech is to give hope to Americans suffering through the Great Depression. The American people are the intended audience.

Context: The speech was delivered during the Great Depression at the start of the new president's term, when times were very hard and the people were hopeful that a new leader could help make things better.

Connection: The speech addresses Americans' fears about the Depression and tries to reassure them that it can be successfully managed.

Consideration: The point of view is optimistic and energetic. Roosevelt makes plain that he believes the government needs to be heavily involved in trying to resolve the economic crisis.

Conclusion: The Great Depression dominated Americans' lives in the 1930s. Roosevelt's speech marks a turning point away from "limited government involvement" to "strong government involvement" in important economic matters.

Primary Source Analysis (AP 1.3): Chapter 3 Primary Source Feature 2

Source: President Roosevelt (FDR) on Drought Conditions

Content: The text is a speech. President Roosevelt made this speech after visiting areas hit by drought in 1936.

Creation: Franklin Roosevelt delivered the speech in 1936.

Communication: The intention of the speech is to express the hardship being felt by those affected by drought in the 1930s (the Dust Bowl). Roosevelt proposes that the government has a responsibility to help people affected find work because they do not want handouts and they find themselves in hardship through no fault of their own.

Context: The speech was delivered during the era of the Dust Bowl, in which drought conditions and farming practices gave rise to conditions in which the livelihoods of many American farmers were ruined.

Connection: The speech describes the hardship being suffered by farmers and connects this to Roosevelt's proposed government policies. He explains that his policies are necessary to help people and to help the country.

Consideration: Roosevelt is blunt and clear about the conditions he has seen. He explains both the human suffering and the economic loss that has been brought about. He suggests that the government can and should help and that this help would be good for both people and the country.

Conclusion: Roosevelt's pitch was that the government needed to continue to help people affected by the crises of the 1930s. His argument is that government assistance in this crisis was both necessary and good for the economy. It is also a speech in which the president explains that he sees and feels the pain of those who are suffering, helping him to connect with the people of the nation.

Primary Source Analysis (AP 1.3): Chapter 3
Primary Source Feature 3

Source: Herbert Hoover: “The Consequences of the Proposed New Deal” (1932)

Content: The text is a speech given by President Hoover as part of his reelection campaign in 1932. He argues that the policies of his opponent, Franklin Delano Roosevelt, are un-American and go against the country’s values.

Creation: President Hoover delivered this speech shortly before the election of 1932. He wanted to communicate his belief that Roosevelt’s policies were harmful and should be opposed by re-electing himself (Hoover).

Communication: The point of the speech is to argue that America should not give up on the kind of governmental economic approach that Hoover says had been in place for over 150 years. He argues that the crisis of the Depression was not worth abandoning (as he saw it) what made America’s economy and society vibrant.

Context: The speech was delivered in the early years of the Depression when Hoover was widely criticized by ordinary Americans for not doing enough to address the hardships they experienced or the concerns they felt. Roosevelt’s campaign was pledging to address these concerns directly.

Connection: The speech shows that some among America’s political class opposed Roosevelt’s approach as wrong and as leading to greater disaster in the long term.

Consideration: Hoover’s argument is very strong, and he opposes the New Deal proposals. He is not making an argument about whether they would be effective in the crisis; he is arguing that they are wrong outright.

Conclusion: Opponents of the New Deal opposed Roosevelt’s proposals as contrary to American values. This shows how hostile they were to the New Deal and to Roosevelt. It also shows they were unwilling to back down from their principles even as a great crisis gripped the nation and its people.

Domain Vocabulary: Chapter 1 (AP 1.5)

- | | |
|------|-------|
| 1. c | 8. l |
| 2. h | 9. g |
| 3. m | 10. j |
| 4. e | 11. d |
| 5. a | 12. k |
| 6. b | 13. n |
| 7. i | 14. f |

Domain Vocabulary: Chapter 2 (AP 2.1)

- | Across | Down |
|-----------------------------|----------------------|
| 5. spillway | 1. tax exemption |
| 6. gate | 2. political machine |
| 10. environmental footprint | 3. levee |
| 11. confiscate | 4. virgin forest |
| 14. subsidy | 7. tributary |
| | 8. company town |
| | 9. populist |
| | 12. impeach |
| | 13. clearcut |

Domain Vocabulary: Chapter 3 (AP 3.1)

- 1. corporate bond
- 2. social welfare
- 3. stock market crash
- 4. prime interest rate
- 5. gross domestic product (GDP)
- 6. foreclose
- 7. Federal Reserve
- 8. bank run
- 9. tariff



CKHG™
Core Knowledge **HISTORY AND GEOGRAPHY™**

in partnership with



Illustration and Photo Credits

Archive PL / Alamy Stock Photo: Cover B, 7b, 7f–g, 66, 72, 80b

Armstrong, wife of Louis Armstrong) / American Photographer, (20th century) / American / Private Collection / Stefano Bianchetti / Bridgeman Images: 60

ClassicStock / Alamy Stock Photo: 6e

FDR Fireside Chat, Washington, DC, USA, 1936 (b/w photo) / Underwood Archives/UIG / Bridgeman Images: 74

Ford assembly line, Detroit. 1924 (b/w photo)/Private Collection/Prismatic Pictures / Bridgeman Images: 6c, 59

History and Art Collection / Alamy Stock Photo: 6a

Independent Picture Service / Alamy Stock Photo: Cover A, 80a

Jim West / Alamy Stock Photo: i, iii

LM/BT / Alamy Stock Photo: 6b

Retro AdArchives / Alamy Stock Photo: Cover D, 6f, 80d

SuperStock / Underwood Photo Archives: 6h, 7c

Unemployed men queuing outside a soup kitchen in New York, c1930, during the Great Depression. / Universal History Archive/UIG / Bridgeman Images: 69

Unemployed worker selling apples outside of his 'Hooverville' shanty home, 1930s (b/w photo) / American Photographer, (20th century) / American / Private Collection / Peter Newark American Pictures / Bridgeman Images: Cover C, 80c

Women standing holding banners outside the White House Gate, Washington D.C. (b/w photo) / American Photographer, (20th century) / American / Schlesinger Library, Radcliffe Institute, Harvard University / © Schlesinger Library, Radcliffe Institute, Harvard / Bridgeman Images: 6g, 61

World History Archive / Alamy Stock Photo: 7d, 70

Within this publication, the Core Knowledge Foundation has provided hyperlinks to independently owned and operated sites whose content we have determined to be of possible interest to you. At the time of publication, all links were valid and operational and the content accessed by the links provided additional information that supported the Core Knowledge curricular content and/or lessons. Please note that we do not monitor the links or the content on such sites on an ongoing basis and both may be constantly changing. We have no control over the links, the content or the policies, information-gathering or otherwise, of such linked sites.

By accessing these third-party sites and the content provided therein, you acknowledge and agree that the Core Knowledge Foundation makes no claims, promises, or guarantees about the accuracy, completeness, or adequacy of the content of such third-party websites, and expressly disclaims liability for errors and omissions in the either the links themselves, or the contents of such sites.

If you experience any difficulties when attempting to access one of the linked resources found within these materials, please contact the Core Knowledge Foundation:

Core Knowledge Foundation

801 E. High St.

Charlottesville, VA 22902

Email: coreknow@coreknowledge.org



Bayou Bridges: A K–8 Louisiana Social Studies Curriculum

A comprehensive program in world and U.S. history,
integrating topics in geography, civics, economics, and the arts,
exploring civilizations, cultures, concepts, and skills specified in the
2022 Louisiana Student Standards for Social Studies

Bayou Bridges

units at this level include:

A Nation in Conflict

The Changing Nation

The Changing World

Prosperity and Decline

The World at War

The Postwar Era

The Modern Era

www.coreknowledge.org