



Prosperity and Decline

Student Workbook

Huey Long



The Great Depression

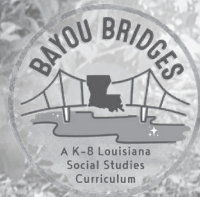


The Roaring Twenties



Prosperity and Decline

Student Workbook



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 © 2025 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

Chapter 1: The Roaring Twenties

Student Reading Notes 1

Primary Sources

- Primary Source A: “Mother to Son” by Langston Hughes 4
- Poetry Analysis (AP 1.2) 5
- Primary Source B: 1920s Advertisement 6
- Primary Source Analysis (AP 1.3) 7
- Primary Source C: “A Flapper’s Appeal to Parents” (1922) by Ellen Welles Page 8
- Primary Source Analysis (AP 1.3) 9

Check for Understanding 10

Activities

- Domain Vocabulary: Chapter 1 (AP 1.5) 11

Chapter 2: Louisiana and the Huey Long Era

Student Reading Notes 12

Primary Sources

- Primary Source D: President Calvin Coolidge’s 1927 Annual Message 14
- Primary Source Analysis (AP 1.3) 15
- Primary Source E: Huey Long’s “Share Our Wealth Society” Address 16
- Primary Source Analysis (AP 1.3) 17

Check for Understanding 18

Activities

- Domain Vocabulary: Chapter 2 (AP 2.1) 19

Chapter 3: The Great Depression

Student Reading Notes 21

Primary Sources

- Primary Source F: President Roosevelt’s Inaugural Address (March 4, 1933) 24
- Primary Source Analysis (AP 1.3) 25
- Primary Source G: FDR on Drought Conditions (1936) 26
- Primary Source Analysis (AP 1.3) 27
- Primary Source H: Herbert Hoover: “The Consequences of the Proposed New Deal” (1932) 28
- Primary Source Analysis (AP 1.3) 29
- Primary Source I: Herbert Hoover’s Campaign Speech, New York City (1928) 30
- Primary Source Analysis (AP 1.3) 31

Check for Understanding 32

Activities

- Domain Vocabulary: Chapter 3 (AP 3.1) 33

Performance Task

- Performance Task Activity 34
- Claims and Evidence (AP 1.4) 35

Chapter 1: The Roaring Twenties

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

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Looking Ahead	
A Booming Economy	
Mass Entertainment Culture	

Popular Heroes	
The Great Migration and the Harlem Renaissance	
The Lost Generation	

Prohibition	
Women's Suffrage	
The Nineteenth Amendment	

Primary Sources

PRIMARY SOURCE A: "MOTHER TO SON" BY LANGSTON HUGHES

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.

Source: Hughes, Langston. "Mother to Son." *The Weary Blues*. New York: A. A. Knopf, 1926, p. 107.

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?	

PRIMARY SOURCE B: 1920s ADVERTISEMENT

HEINZ
Apple Butter.

An appetizing conserve of tart apples, sweet cider, granulated sugar and pure spices prepared in the Heinz Clean Kitchens.

Have your grocer send you a 3-lb crock today. If it does not please you, you may return it to him at full purchase price. If you find it as good as we think it is you will want a larger package next time. Nothing else can fill its place as

A Relish for Children's Luncheons.

A booklet about the 57 varieties and their making will interest careful housekeepers — yours for the asking.

H. J. Heinz Co.
PITTSBURGH, U. S. A.

Anything That's
HEINZ
Is Safe To Buy.

ONE
OF THE
57

NOTE: Go to page 20 of the Student Reader to see this source in full color.

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?	

PRIMARY SOURCE C: "A FLAPPER'S APPEAL TO PARENTS" (1922) BY ELLEN WELLES PAGE

I want to beg all you parents, and grandparents, and friends, and teachers, and preachers—you who constitute the "older generation"—to overlook our shortcomings, at least for the present, and to appreciate our virtues. I wonder if it ever occurred to any of you that it required brains to become and remain a successful flapper? Indeed it does! It requires an enormous amount of cleverness and energy to keep going at the proper pace. It requires self-knowledge and self-analysis. We must know our capabilities and limitations. We must be constantly on the alert. Attainment of flapperhood is a big and serious undertaking!

... 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. It must be so with each succeeding generation if it is to keep pace with the rapidly advancing and mighty tide of civilization. Help us to put our knowledge to the best advantage. Work with us! That is the way! Outlets for this surplus knowledge and energy must be opened. Give us a helping hand.

Source: Page, Ellen Welles. "A Flapper's Appeal to Parents." *The Outlook*. December 6, 1922, p. 607.

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?	

Chapter 1 Check for Understanding: What were the main events that occurred in the United States during the 1920s?

[illegible]

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 |

Chapter 2: Louisiana and the Huey Long Era

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

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Reactionary Politics	
Economic Boom in Timber, Oil, and Gas Industries	

The Mississippi River Flood of 1927	
Huey Long's Political Career	
The New Deal in Louisiana	

Primary Sources

PRIMARY SOURCE D: PRESIDENT CALVIN COOLIDGE'S 1927 ANNUAL MESSAGE

In his 1927 annual message, President Calvin Coolidge warned Congress that the federal government should never become the "insurer of its citizens against the hazard of the elements."

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.

Source: Coolidge, Calvin. *State of the Union Addresses of Calvin Coolidge*. Washington, D.C., 1927; Project Gutenberg, December 3, 2014.

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?	

PRIMARY SOURCE E: HUEY LONG'S "SHARE OUR WEALTH SOCIETY" ADDRESS

We have in America today more wealth, more goods, more food, more clothing, more houses than we ever had. We have everything in abundance here.

We have the farm problem, my friends, because we have too much cotton, because we have too much wheat, and have too much corn, and too much potatoes.

We have a home-loan problem, because we have too many houses, and yet nobody can buy them and live in them.

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. . . .

Now, we have organized a society, and we call it "Share Our Wealth Society," a society with the motto "every man a king."

Every man a king, so there would be no such things as a man or woman who did not have the necessities of life, who would not be dependent upon the whims and caprices and *ispe dixit* of the financial martyrs for a living.

Source: Long, Huey P. "Every Man a King" (Radio Address). February 23, 1934. Reprinted in U.S. Congress, Senate, Congressional Record, 73rd Congress, 2nd Session, pp. 588, 591.

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?	

Chapter 2 Check for Understanding: What was Huey Long's influence on the state of Louisiana?

[illegible]

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:

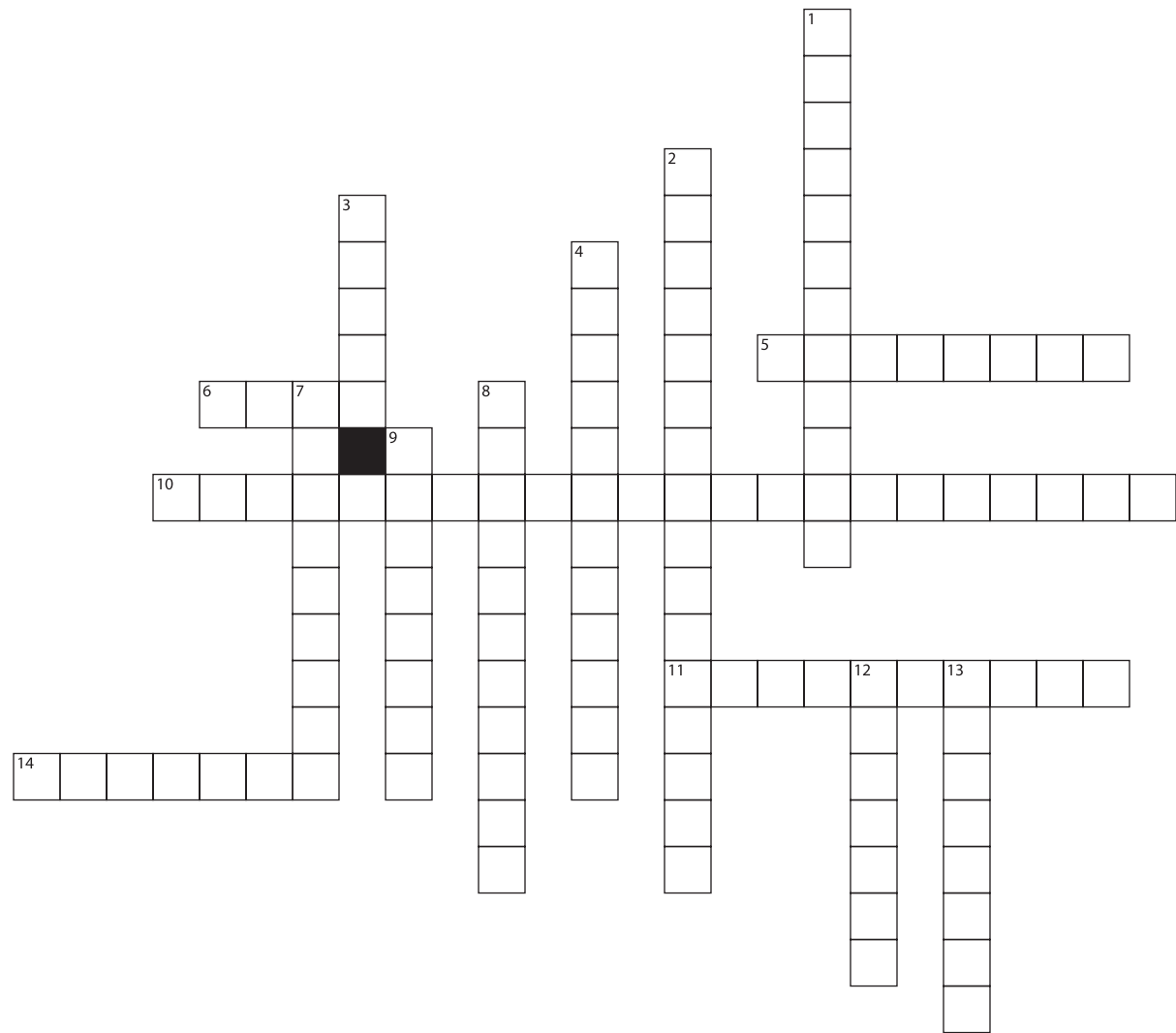
- 1. immunity from paying tax on certain income
- 2. an elite group that controls the actions of a political party
- 3. a wall or barrier built to prevent flooding
- 4. an old-growth forest in its natural state
- 7. stream that flows into larger streams, rivers, or bodies of water
- 8. a town that is 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



Chapter 3: The Great Depression

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

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
The Great Depression	
Banking Crisis	
The Dark Days	

President Franklin Roosevelt and the New Deal	
The First New Deal (1933–34)	
The Second New Deal (1935–38)	

Roosevelt's Court Strategy	
The Dust Bowl	
The Growth of Unions	

Primary Sources

PRIMARY SOURCE F: PRESIDENT ROOSEVELT'S INAUGURAL ADDRESS (MARCH 4, 1933)

This is preeminently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great Nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself. . . .

If I read the temper of our people correctly, we now realize as we have never realized before our interdependence on each other; that we cannot merely take but we must give as well; that if we are to go forward, we must move as a trained and loyal army willing to sacrifice for the good of a common discipline, because without such discipline no progress is made, no leadership becomes effective. We are, I know, ready and willing to submit our lives and property to such discipline, because it makes possible a leadership which aims at a larger good. . . .

We face the arduous days that lie before us in the warm courage of national unity; with the clear consciousness of seeking old and precious moral values; with the clean satisfaction that comes from the stern performance of duty by old and young alike. We aim at the assurance of a rounded and permanent national life.

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.

Source: Roosevelt, Franklin D. Inaugural Address. March 4, 1933. U.S. National Archives.

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?	

PRIMARY SOURCE G: FDR ON DROUGHT CONDITIONS (1936)

I went primarily to see at first hand conditions in the drought states. . . .

I saw drought devastation in nine states. I talked with families who had lost their wheat crop, lost their corn crop, lost their livestock, lost the water in their well, lost their garden and come through to the end of the summer without one dollar of cash resources, facing a winter without feed or food—facing a planting season without seed to put in the ground. That was the extreme case, but there are thousands and thousands of families on western farms who share the same difficulties.

I saw cattlemen who because of lack of grass or lack of winter feed have been compelled to sell all but their breeding stock and will need help to carry even these through the coming winter. I saw livestock kept alive only because water had been brought to them long distances in tank cars. I saw other farm families who have not lost everything but who, because they have made only partial crops, must have some form of help if they are to continue farming next spring.

I shall never forget the fields of wheat so blasted by heat that they cannot be harvested. I shall never forget field after field of corn stunted, earless and stripped of leaves, for what the sun left the grasshoppers took. I saw brown pastures which would not keep a cow on fifty acres. . . .

. . . We have the option, in the case of families who need actual subsistence, of putting them on the dole or putting them to work. They do not want to go on the dole and they are one thousand percent right. We agree, therefore, that we must put them to work for a decent wage, and when we reach that decision we kill two birds with one stone, because these families will earn enough by working, not only to subsist themselves, but to buy food for their stock, and seed for next year's planting.

Source: Roosevelt, Franklin D. Excerpt from "Fireside Chat on Drought Conditions," September 6, 1936. Retrieved from the Digital Public Library of America.

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?	

Primary Sources

PRIMARY SOURCE H: HERBERT HOOVER: "THE CONSEQUENCES OF THE PROPOSED NEW DEAL" (1932)

This freedom of the individual creates of itself the necessity and the cheerful willingness of men to act cooperatively in a thousand ways and for every purpose as occasion arises; and it permits such voluntary cooperations to be dissolved as soon as they have served their purpose, to be replaced by new voluntary associations for new purposes. . . .

This is self-government by the people outside of Government; it is the most powerful development of individual freedom and equal opportunity that has taken place in the century and a half since our fundamental institutions were founded.

It is in the further development of this cooperation and a sense of its responsibility that we should find solution for many of our complex problems, and not by the extension of government into our economic and social life. The greatest function of government is to build up that cooperation, and its most resolute action should be to deny the extension of bureaucracy. . . .

The primary conception of this whole American system is not the regimentation of men but the cooperation of free men. It is founded upon the conception of responsibility of the individual to the community, of the responsibility of local government to the state, of the state to the National Government. . . .

Now, our American system is founded on a peculiar conception of self-government designed to maintain this equal opportunity to the individual, and through decentralization it brings about and maintains these responsibilities. The centralization of government will undermine responsibilities and will destroy the system itself. . . .

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.

Source: Hoover, Herbert. Excerpt from "The Consequences of the Proposed New Deal." In *Addresses upon the American Road*. New York: Charles Scribner's Sons, 1932, pp. 1–19.

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?	

PRIMARY SOURCE I: HERBERT HOOVER'S CAMPAIGN SPEECH, NEW YORK CITY (1928)

During 150 years we have builded up a form of self government and a social system which is peculiarly our own. It differs essentially from all others in the world. It is the American system. It is just as definite and positive a political and social system as has ever been developed on earth. It is founded upon a particular conception of self-government in which decentralized local responsibility is the very base. Further than this, it is founded upon the conception that only through ordered liberty, freedom, and equal opportunity to the individual will his initiative and enterprise spur on the march of progress. . . .

During the war [World War I] we necessarily turned to the Government to solve every difficult economic problem. The Government having absorbed every energy of our people for war, there was no other solution. For the preservation of the state Federal Government became a centralized despotism which undertook unprecedented responsibilities, assumed autocratic powers, and took over the business of citizens. . . . However justified in time of war, if continued in peacetime it would destroy not only our American system but with it our progress and freedom as well.

When the war closed, the most vital of all issues both in our own country and throughout the world was whether governments should continue their wartime ownership and operation of many instrumentalities of production and distribution. We were challenged with a peacetime choice between the American system of rugged individualism and a European philosophy of diametrically opposed doctrines—doctrines of paternalism and state socialism. The acceptance of these ideas would have meant the destruction of self-government through centralization of government. It would have meant the undermining of the individual initiative and enterprise through which our people have grown to unparalleled greatness. . . .

There is, therefore, submitted to the American people a question of fundamental principle. That is: Shall we depart from the principles of our American political and economic system, upon which we have advanced beyond all the rest of the world, in order to adopt methods based on principles destructive of its very foundations? . . .

The wisdom of our forefathers in their conception that progress can only be attained as the sum of the accomplishment of free individuals has been reinforced by all of the great leaders of the country since that day. . . .

And what have been the results of our American system? Our country has become the land of opportunity to those born without inheritance, not merely because of the wealth of its resources and industry but because of this freedom of initiative and enterprise. . . .

Source: Hoover, Herbert. "New York City, October 22, 1928." *Herbert Hoover 1929: Containing the Public Messages, Speeches, and Statements of the President, March 4 to December 31, 1929*. Washington, D.C.: Office of the Federal Register, National Archives and Records Service, 1974, pp. 577–585.

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?	

Chapter 3 Check for Understanding: What were the main events that occurred in the United States during the 1930s?

[illegible]

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.

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.

Name _____

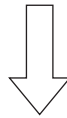
Date _____

Activity Page 1.4

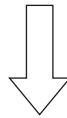
Use with Performance Task

Claims and Evidence

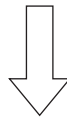
STATE THE CLAIM *What opinion or position are you defending?*



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?*

Illustration and Photo Credits

Archive PL / Alamy Stock Photo: Cover B

Independent Picture Service / Alamy Stock Photo: Cover A

Jim West / Alamy Stock Photo: i

Niday Picture Library / Alamy Stock Photo: 6

Retro AdArchives / Alamy Stock Photo: Cover D

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



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