**Unit 3B-** The Great Depression Grade on Notes Name & Period

**Time Frame:** 5 Days

**Topics Covered:**

* The major causes and social effects of the Great Depression
* The purposes and effectiveness of the New Deal; e.g., presidency, economics, politics
* The shift of power from state to federal government.

**Vocabulary:**

Economy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Herbert Hoover\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Hawley Smoot Tarriff\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Bonus Army of 1932\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Franklin Delano Roosevelt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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New Deal\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Roosevelt’s First Hundred Days\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Relief\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Recovery \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Reform\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Lame Duck Period\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Activities:**

WPA Photo Analysis

New Deal Essay

**Homework:**

Vocabulary

Essential Questions

New Deal Chart

**Readings:**

WPA Life History Primary Source

Textbook Chapters 12 & 13

**Documentaries:**

The Century: Stormy Weather 1929-1936

**Extra Credit films/books:**

Surviving the Dust Bowl

**Class Webpage:** [**www.msgurr.weebly.com**](http://msmcdushistory2.pbworks.com)

**Homework Questions:**

1. What were the primary causes of the Great Depression?
2. What are some examples of the choices people had to make to survive the Great Depression?
3. What was the impact of the Great Depression on the U.S?
4. What were the long-term effects of the New Deal on the U.S?
5. What is overproduction of goods and how does it impact the economy?
6. What are some of the government programs/agencies initiated during the Great Depression that continue today?
7. Describe Hoover’s philosophy in a few sentences.  Then, explain why his philosophy was inadequate (not good enough to fix the economy).
8. Why did Roosevelt feel a Second New Deal was needed?  Who did the Second New Deal aim to help and what did it hope to accomplish?

**Unit 3B Class Notes**

**Great Depression**

**Notes**

**Main Points/Ideas**

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**Great Depression**

**Notes**

**Main Points/Ideas**

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**Main Points/Ideas**

**Great Depression**

**Notes**

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**Photo Study Guides**

Read the questions below and keep them in mind as you study the photos you've been given. Then, answer the questions for one of the photos.

|  |  |
| --- | --- |
| **Title of photograph:** |  |
| **Name of photographer:** |  |

1. What is happening in this picture? How are the people dressed?

1. What can you infer from the expression on their faces and their posture?

1. What is interesting or surprising in the picture the photographer captured?
2. How can you assume these people affected by the Great Depression?
3. What help seems to be needed here?

|  |  |
| --- | --- |
| **Title of photograph:** |  |
| **Name of photographer:** |  |

1. What is happening in this picture? How are the people dressed?

1. What can you infer from the expression on their faces and their posture?

1. What is interesting or surprising in the picture the photographer captured?
2. How can you assume these people affected by the Great Depression?
3. What help seems to be needed here?

**Reading Life Histories**

Read the questions below and keep them in mind as you read and study your selected Life History. Then, answer the questions below based on your reading.

|  |  |
| --- | --- |
| **Title of life history:** |  |
| **Date of life history:** |  |

1. What is the general tone or attitude of the person being interviewed?

1. What do you infer about the person/family from their tone or vocabulary as recorded in the interview?

1. What are the circumstances of this person's life?

1. What seems to have led to these circumstances?

1. What can you infer about the general emotional state of this person from what he/she says?

1. Is there anything interesting or surprising about the situation represented by this interview?

1. What problems or frustrations is the interviewee dealing with?

1. How is this person adapting to the circumstances of the situation they are in?
2. Explain any assistance or programs you can identify that are presently helping this person.

1. If you had some power or authority and could make something good happen, something realistic, what would you propose as a way to help the interviewee improve his/her circumstances?