1930’s Great Depression project

Objective: You will analyze how various aspects of the Great Depression impacted the US politically, economically, and culturally.

* You will need to FULLY understand how your topic impacted the United States economically, culturally, and politically.
* You will then need to teach your fellow classmates about your topic.

1. For your topic you must do the following:
   1. Create 2 political cartoons explaining the political, economic, or cultural impact of the topic
   2. Create a 45sec to 1-minute video about your topic. Your video needs to explain your topic.
      1. Here are some ideas
         1. News report, advertisement for a product, silent movie, or any other idea you have
   3. Create a poster, flow chart, game, poem, song, or skit that would help your classmates further understand your topic
   4. You will be graded both as a group and individually: each person in the group must be responsible for answering certain questions or producing something: everyone has to present!
2. Great Depression Effects: how it devastates people’s lives
   1. Vocab
      1. Shantytown, Hooverville, soup kitchen, breadline, direct relief, riding the rails
   2. People
      1. Herbert Hoover, Franklin D. Roosevelt
   3. What you need to make sure the class understands
      1. How were people in the cities effected by the depression?
      2. What was the unemployment rate during the Great Depression for whites and for blacks?
      3. How were African-Americans effected by the depression?
      4. How were Mexican-Americans effected by the Great Depression?
      5. How did the depression effect the American family, women, and children?
      6. How did it impact the way we think about our government? How did it impact what we expect from the government?
      7. What health effects did people face because of the Great Depression? What long-lasting psychological consequences did depression survivors suffer from?
   4. Reference at least 3 sources
      1. You may use the Holt textbook ch.22 section 2 or Ch. 15 sections 2 and 3 from the in class book as one of your sources
3. Depression: Effects on Farmers/Dust Bowl
   1. Vocab
      1. Dustbowl, rural, migration, Okies, John Steinback’s *Grapes of Wrath,* price-supports, “black blizzards”, penny auctions
   2. People
      1. Herbert Hoover, Franklin D. Roosevelt
   3. What you need to make sure the class understands
      1. How were farmers/rural areas affected by the depression?
      2. What advantage did farmers have over people living in the cities in surviving the depression?
      3. What did farmers do with food that no one could buy?
      4. What is the dustbowl? What was it caused by?
      5. What were the effects of the dustbowl?
      6. What regions/areas did the dustbowl effect? For how long did the Midwest feel the effects of the Dustbowl?
      7. How many people migrated out of the Midwest? Where did they go and what did they do when they got there?
   4. Reference at least 3 sources
      1. You may use your Holt textbook chapter 22 section 2 or Ch. 15 sections 2 and 3 of the in class textbook as one of your sources
4. President Hoover’s response to the Depression
   1. Vocab
      1. Federal Home Loan Bank Act, Reconstruction Finance Corporation, Bonus Army, Hoover (Boulder) Dam, Patman Bill, rugged individualism, Hooverville
   2. People
      1. Herbert Hoover, Walter Waters, Bonus Army
   3. What you need to make sure the class understands
      1. What was President Hoover’s initial reaction(or lack of) to the depression? (how did he first respond?)
      2. What was Hoover’s philosophy/belief about the government’s role in the economy?
      3. How did the people/public view Hoover’s actions? How did the public view the role of the government in the economy?
      4. How did Hoover later take action (government intervention) to deal with the depression?
      5. What was the Bonus Army? Who were they? What did they want?
      6. How did Hoover respond to the Bonus Army? How did the public view Hoover’s response to the Bonus Army?
      7. How did the American people view Hoover’s reactions to the depression? What happened in the election of 1932?
   4. Reference at least 3 sources
      1. You may use your Holt textbook ch. 22 section 3 or ch. 15 section 4 of the in class textbook as one of your sources
5. FDR’s 1st New Deal (make sure you talk about the 1st new deal and not the 2nd)
   1. Vocab
      1. New Deal, Glass-Steagall Act, Federal Securities Act, Agriculture Adjustment Act (AAA), Civilian Conservation Corps (CCC), Tennessee Valley Authority (TVA),

Deficit spending, the Hundred days, fireside chat, public works projects

* 1. People
     1. Franklin D. Roosevelt (FDR), Eleanor Roosevelt, John Maynard Keynes
  2. What you need to make sure the class understands
     1. What was the first New Deal and how does it relate to deficit spending? When was it?
     2. What programs/laws did the New Deal include? What did those programs do? Give 4 specific examples.
     3. Who did they help? Who did they not help, or not help equally?
     4. What did Roosevelt do during the Hundred Days?
     5. How did FDR change American’s expectation of the role of the government?
     6. What were FDR’s fireside chats? Why were they significant? How did the American people view these chats and thus FDR?
     7. What New Deal programs has long-term effects after the great depression?
  3. Reference at least 3 sources
     1. You may use your Holt textbook ch. 23 section 1 or ch. 16 section 1 of the in class textbook as one of your sources

1. New Deal Under Attack
   1. Vocab:

New Deal, deficit spending, liberal (democrats), conservatives (republicans), National Industrial Recovery Act (NIRA), Agriculture Adjustment Act (AAA), Supreme Court

* 1. People:

FDR, Supreme Court, Charles Coughlin, Huey Long

* 1. What you need to make sure the class understands:
     1. What did liberal (democrat) critics say about the New Deal? How was it not doing enough?
     2. What were limitations of the New Deal?
     3. What did conservative (republican) critics say about the New Deal? How was it doing too much?
     4. How did the Supreme Court respond to the New Deal (NIRA and AAA)? What did they decide about these programs? Why?
     5. Who was Charles Coughlin? What was his critics about the New Deal/FDR? How did he get his message across?
     6. What was Huey Long’s complaints about the New Deal? What was his “share-our-wealth” plan?
  2. Reference at least 3 sources
     1. You may use your Holt textbook ch. 23 section 1 or ch. 16 section 2 of our in class textbook as one of your sources.

1. FDR’s 2nd New Deal (make sure to do the 2nd and not the 1st)
   1. Vocab:

Public works programs, Works Progress Administration (WPA), National Youth Administration, Wagner Act, Social Security Act

* 1. People:

FDR, Eleanor Roosevelt

* 1. What you need to make sure the class understands:
     1. What was the 2nd New Deal and the 2nd Hundred days? How did the Second New Deal impact Americans?
     2. What programs were involved? Give 4 examples.
     3. What did those programs do? Who did they help?
     4. Who did they not help, or not help equally?
     5. What was the Social Security Act? What problem was it solving? What did it do, who did it help? How is it paid for?
     6. What lasting effects are there from the New Deal? Which programs and laws do we still have today?
     7. How does the second New Deal compare to the 1st New Deal?
  2. Reference at least 3 sources
     1. You may use your textbook ch. 23 section 2 or ch. 16 section 1 of the in class textbook as one of your sources.

1. How the New Deal Affects Americans
   1. Vocab
      1. New Deal, New Deal Coalition, Congress of Industrial Organizations (CIO), “Black Cabinet”
   2. People
      1. FDR, Eleanor Roosevelt, Francis Perkins, Mary Mcleod, John Collier
   3. What you need to make sure the class understands
      1. How did New Deal policies affect African Americans?
      2. Were African American civil rights connected to the New Deal? Why or why not?
      3. How were Native Americans effected by the New Deal policies?
      4. How were Mexican-Americans effected by the New Deal?
      5. How did New Deal policies affect women? How were women treated in the workplace during the depression?
      6. What was Eleanor Roosevelt’s role in the New Deal? How did she change the role of the First Lady?
      7. How did the New Deal policies effect organize labor/labor movement?
      8. What is the New Deal Coalition? Who is involved? Who isn’t involved in this coalition? Why is it significant?
   4. Reference at least 3 sources
      1. You may use your Holt Textbook ch. 23 section 3 or ch. 16 sections 1, 2, and 3 from the in class textbook as one of your sources.
2. Culture in the 1930s
   1. Vocab
      1. *Gone with the Wind, The Wizard of Oz, The Grapes of Wrath,* Okies, photo journalism, WPA (Federal Art Project), fireside chats
   2. People:
      1. Orson Wells, Woodie Guthrie, John Steinbeck, Dorothea Lange, Marx Brothers
   3. What you need to make sure the class understands:
      1. What were the lure of movies in the 30s? Why were they so popular?
      2. What types of movies were enjoyed in the 30s? Give examples of at least 3 movies.
      3. What role did the radio play in Americans’ homes during the depression? Consider both fireside chats and entertainment.
      4. What was the Federal Art Project? Why did the New Deal fund art projects?
      5. Identify 3 New Deal artists and their works? Why are these artists important to the 1930s? What do they tell us about the time period?
      6. How did the literature/art of the time reflect issues of the Great Depression? Give 3 specific examples.
   4. Reference at least 3 sources
      1. You may use your Holt Textbook ch. 23 section 4 or ch. 16 section 3 of the in class textbook as one of your sources.
3. Causes of the Great Depression
   1. Vocab:
      1. Superficial prosperity, depression, business cycle, distribution of wealth, installment plan, Dawes Plan, tariffs, stock market, Black Thursday, Black Tuesday, buying on the margin
   2. People:
      1. Herbert Hoover, Franklin D. Roosevelt, speculators
   3. What you need to make sure the class understands:
      1. What were signs of economic trouble (superficial prosperity) during the 1920s?
      2. What were the causes of the Great Depression? How did the American people, government policies, and foreign polices contribute to the great depression?
      3. What caused the stock market crash of 1929?
      4. How did stockholders try to stop the crash on Black Thursday? Why didn’t it work?
      5. What were the immediate effects of the stock market crash? On the speculators, banks, American people?
   4. Reference at least 3 sources:
      1. You may use your Holt textbook ch. 22 section 1 or ch.15 section 1 on the in class textbook as one of your sources.