

American History

Grade 11

Textbook: Glencoe The American Vision Modern Times

Time for Completion: 9 class periods

Unit 5 – Great Depression

Chapt. 11, 12

State Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Indicator:

- (A) ▲ evaluates the *costs* and *benefits* of governmental economic and social policies on *society* (e.g., minimum *wage* laws, anti-trust laws, EPA Regulations, Social Security, farm subsidies, international sanctions on agriculture, Medicare, unemployment insurance, corporate tax credits, public work projects).
- (A) ▲ uses *primary source* materials to explore individual experiences in the Dust Bowl in Kansas (e.g., diaries, oral histories, letters).
- (A) researches how the WPA altered the Kansas landscape. (e.g., public art, bridges, parks, swimming pools, libraries).
- (A) analyzes the causes and impact of the Great *Depression* (e.g., overproduction, *consumer debt*, banking regulation, unequal *distribution* of wealth).
- (A) ▲ analyzes the *costs* and *benefits* of New Deal programs. (e.g., *budget deficits* vs. creating employment, expanding *government*: CCC, WPA, Social Security, TVA, *community infrastructure* improved, dependence on subsidies).

Purpose of Unit:

Tested on State Assessment	Dust Bowl (there will be a primary source excerpt) Costs/Benefits for..... Minimum Wage Laws Anti-trust Laws EPA Regulations Social Security Farm Subsidies International Sanctions on Agriculture Medicare Unemployment Insurance Corporate Teax Credits Public Work Projects Budget Deficit vs. Creating Employment CCC WPA TVA
Academic Skills	Analysis and Synthesize of Material (pg. R7,8,12)
GCHS Dept. Purpose	
Overlying Concept/Idea	Expanding Government Influence

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Historical Concepts/Vocabulary:

Dust Bowl
Oakies/Migration
Franklin D. Roosevelt
Hooverilles
Bonus Army
New Deal (Costs/Benefits)
Budget Deficits
CCC
WPA (in Kansas)
Social Security
TVA
Subsidies (farm, Medicare)
Minimum Wage Laws
Causes (overproduction, consumer debt, bank regulation, unequal distribution of wealth)
Supply/Demand (scarcity of resources)
Investments (stocks, bonds, real estate)

Suggested Activities

- Research/recreate a WPA/CCC project
 - Dam project (Adam)
 - Create a cause and effect chart on the Great Depression using information from *Where Did all the Money Go: The Great Depression Mystery*:
<http://www.econedlink.org/lessons/index.cfm?lesson=EM558&page=teacher>
 - Discuss the original intent for the New Deal social programs. Have the programs met needs of society as intended? Why or why not?
- Web resource:
<http://memory.loc.gov/learn/lessons/97/depress/overview.html>
- Role-play debates or hold a mock round-table discussion group as Hoover, Roosevelt, Landon, Long and Coughlin in front of the class. The rest of the class acts as an audience and poses questions to character.
 - Watch the film or read the book *Grapes of Wrath*. Compare and contrast the film (or the book) to actual accounts of the Dust Bowl found in diaries, letters, or oral histories. Review each source for its credibility, purpose, and point of view. How does the film (or book) capture the *era*?
 - Read Alf Landon's 1936 speech accepting the Republican nomination for President. Compare and contrast his views with Franklin Roosevelt on unemployment, government spending, the U.S. *Constitution*, and state's rights. Research current events and find examples of ways the debate over the U.S. government's role in recoveries continues. Alf Landon's acceptance speech web resource:
http://www.kshs.org/portraits/landon_alfred_m.html
 - Research goods and services provided by the government, choose one and report on why the government is involved.
 - Brainstorm and make a class chart listing advantages and disadvantages of fiscal policy.
 - Define government debt and government budget deficit and explain the difference.
 - Discuss the intentions of the Social Security System and the *costs*/benefits of such a program.

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Other areas to include:

Geography

Economics

Government

Document Based Questions

Rugged Individualism pg H01
Fleeing the Dustbowl pg 407
Roosevelt Address pg. 423
New Deal pg.432-433
New Deal is Socialism pg.437
Government Regulation of Business pg 443

Performance Assessment

Research and create a first person narrative as an Oakie, Hooverville Resident or Kansas Dust Bowl Survivor (assignment and rubric to be created next year)

Accommodations: ESL/SPED

Enrichment

Internet Sources:

For Information

www.eyewitnesstohistory.com

For Assignments:

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State Assessment Examples

The diary entry below was written by Mary Knackstedt Dyck, a Kansas farmer's wife, in 1937.

Mary Knackstedt Dyck is most likely describing the effects of a

- A) blizzard.
- B) tornado.
- C) dust storm.
- D) spring flood.

The excerpt below is from a speech delivered in 1936 by former President Herbert Hoover.

In this speech, which argument against New Deal programs is former President Hoover most likely making?

- A) The New Deal is creating an expanding federal government.
- B) The general public is very unhappy with New Deal programs.
- C) The New Deal undermines the constitutional authority of the executive branch.
- D) The ability of the federal government to aid the people is limited by New Deal programs.

The box below lists some accomplishments of the Works Progress Administration (WPA) during the Great Depression.

Based on the list, which is the main way that the Works Progress Administration benefited society during the Great Depression?

- A) It promoted free market principles.
- B) It provided a boost to the economy.
- C) It helped reduce the national deficit.
- D) It increased college graduation rates.

State Recommended Vocab.

Budget - a sum of money allocated for a particular use; a plan for saving and spending money.

Deficit - a negative balance after expenditures are subtracted from revenues for a specific time period.

Fiscal policy - the use of federal government spending, taxing, and debt management to influence general economic activity.

Infrastructure - the skeletal framework of a nation (highways, roads, water systems, parks) provided by the public sector.

Wages - payment for labor or services to a worker, usually on an hourly, daily, or weekly basis, or by the piece.

Consumer - a person who buys goods or services to satisfy wants.

Depression - a period of drastic decline in a national or international economy, characterized by decreasing business activity, falling prices, and unemployment.

Isolationism - a national policy by which a country does not become involved with other nations in agreements and/or alliances.

Primary source - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).

Totalitarianism - a form of government in which the political authority exercises absolute and centralized control over all aspects of life

