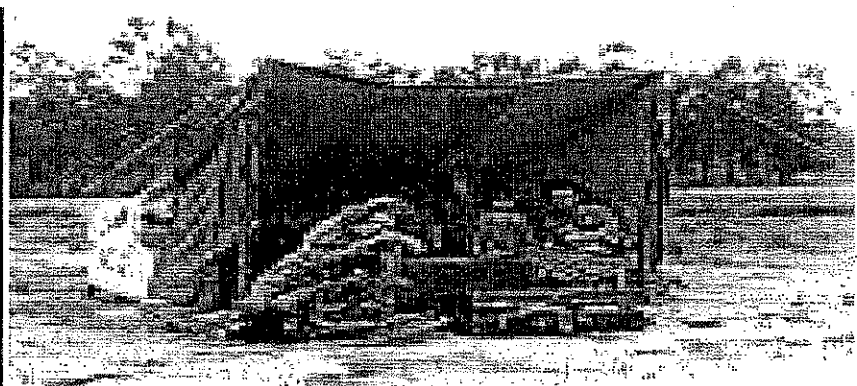
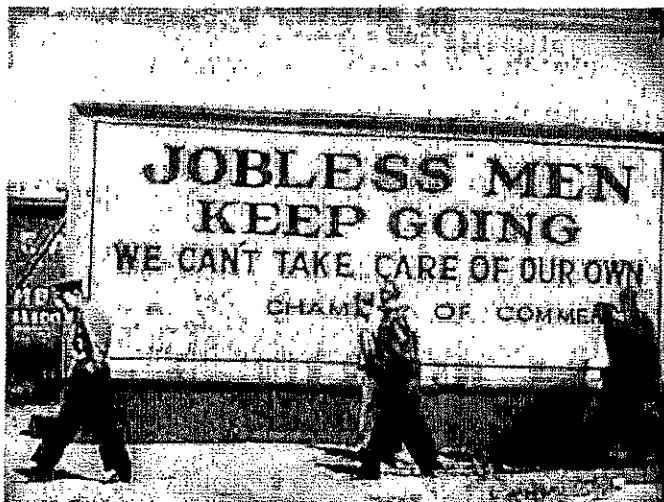


The Great Depression

Name _____

Period _____

Teacher _____



The Great Depression

Essential Questions

- 1) Analyze the critical problems threatening the American economy in the late 1920's.
- 2) Explain how the Great Depression affected the economy, American citizens, (including men, women, children, African Americans, etc), American Culture, and politics in the United States during the Great Depression.
- 3) Compare and contrast President Hoovers and Presidents Roosevelt's policies, during the depression. Examine why some of these policies failed and other succeeded.

State Standards

H2.[9-12].9 Describe the causes and consequences of the Great Depression.

H2.[9-12].10 Analyze the policies and programs of the New Deal, and their effects on political, economic, and diplomatic institutions.

Chapter Readings

Chapter 22

Chapter 23

The Great Depression Word Wall

Term	Definition	Picture or Symbol
Dow Jones Industrial Average		
Speculation		
Buying on Margin		
Credit		
Black Tuesday		
Great Depression		
Shantytowns		
Soup Kitchens		
Bread Lines		
Dust Bowl		
Direct Relief		

Word Wall Continued

Term	Definition	Picture or Symbol
Bonus Army		
Laissez-Faire		
New Deal		
Deficit Spending		
Wagner Act		
Fireside Chats		
Social Security Act		

The Great Depression

Key Individuals

Key Individual	Impact individual had during the Depression
Alfred E. Smith	
Herbert Hoover	
Franklin Delano Roosevelt	
Huey Long	
Eleanor Roosevelt	
Frances Perkins	
Mary McLeod Bethune	
Orson Welles	
Richard Wright	

THE GREAT DEPRESSION TIMELINE

Directions: Place the following events in chronological order. Remember equal increments, set beginning and end.

The Work Projects Administration (WPA) was formed, The Civilian Conservation Corp (CCC) was established, Stock market crashed Black Tuesday, Preparations for World War II, The Social Security Act was signed into law, FDR was elected to a third term as president, workers marched on Detroit, The Federal Deposit Insurance Corporation (FDIC), Franklin D. Roosevelt beat Herbert Hoover in a landslide, Severe drought and Dust Bowl conditions began, Stocks reached their lowest point

Stock Market Lesson

Company Name	Price Per Share	Number of Shares	Total Value#1	Total Value #2	Ending Value
SONY	Price #1				
	Price #2				
	Price #3				
FERRARI	Price #1				
	Price #2				
	Price #3				
MTV	Price #1				
	Price #2				
	Price #3				
PEPSI	Price #1				
	Price #2				
	Price #3				

Name _____
Period _____

**The Nation's Sick
Economy
Pg 670- 677**

Industries in Trouble

Question	Causes (2 or more)	Effects (2 or more)
Why did key basic industries lose business?		
Why did the coal mining industry suffer?		
Why did businesses fail after housing fell off?		

Farmers Need a Lift

Question	Causes (2 or more)	Effects (2 or more)
Why did the farming industry grow weak?		

Living on Credit

Question	Causes (2 or more)	Effects (2 or more)
Why did more Americans start living on credit?		

Uneven Distribution of Income

Question	Causes (2 or more)	Effects (2 or more)
Why did the uneven distribution of income affect producers of goods		

Hoover Struggles With the Depression

Chapter 22 Section 3

Philosophy

1. What was Hoover's philosophy of government?

Responses and Economic Results

2. What was Hoover's initial reaction to the stock market crash of 1929?

3. a. What was the nation's economic situation in 1930?

- b. How did voters in 1930 respond to the situation?

4. a. What did Hoover do about the economic situation?

- b. How did the economy respond to his efforts?

5. a. How did Hoover deal with the economic problem posed by the Bonus Army?

- b. How did his efforts affect his own political situation?

APPARTS: Letter from a Dust Bowl Survivor

The following letter was written by a survivor of the Dust Bowl in McCracken, Kansas. What problems does she attribute to the drought in the Great Plains?

March 24, 1935

Dear Family,

Did some of you think that you had a dust storm? I'll tell you what it was. It was us shaking our bedding, carpets, etc.

For over a week we have been having troublesome times. The dust is something fierce. Sometimes it lets up enough so we can see around; even the sun may shine for a little time, then we have a frenzied time of cleaning, anticipating the comfort of a clean feeling once more.

We keep the doors and windows all shut tight, with wet papers on the sills. The tiny particles of dirt sift right through the walls. Two different times it has been an inch thick on my kitchen floor.

Our faces look like coal miners', our hair is gray and stiff with dirt and we grind dirt in our teeth. We have to wash everything just before we eat it and make it as snappy as possible. Sometimes there is a fog all through the house and all we can do about it is sit on our dusty chairs and see that fog settle slowly and silently over everything.

When we open the door, swirling whirlwinds of soil beat against us unmercifully, and we are glad to go back inside and sit choking in the dirt. We couldn't see the streetlight just in front of the house.

One morning, early, I went out during a lull, and when I started to return I couldn't see the house. I knew the direction, so I kept on coming, and was quite close before I could even see the outline. It sure made me feel funny.

There has not been much school this week. It let up a little yesterday and Fred went with the janitor and they carried dirt out of the church by the scoopful. Four of them worked all afternoon. We were able to have church this morning, but I think many stayed home to clean.

A lot of dirt is blowing now, but it's not dangerous to be out in it. This dirt is all loose, any little wind will stir it, and there will be no relief until we get rain. If it doesn't come soon there will be lots of suffering. If we spit or blow our noses we get mud. We have quite a little trouble with our chests. I understand a good many have pneumonia.

As for gardens, we had ours plowed, but now we do not know whether we have more or less soil. It's useless to plant anything.

Grace

From Deb Mulvey, ed., 'We Had Everything but Money' (Greendale, Wis.: Reiman, 1992), 43.

Discussion Questions

1. According to Grace's letter, what problems did people living in the Dust Bowl encounter?
2. How would you describe Grace's attitude about the dust?
3. What qualities or traits do you think helped Grace and her family survive the difficulties that they faced?

APPARTS

Document: _____

Author: _____

Place and Time: _____

Prior Knowledge: _____

Audience: _____

Reason: _____

The Main Idea: _____

Significance: _____

Vocabulary: Look up and write the definition of four (4) words whose meanings you are unsure of.

Cinderella Man

Name _____

Period _____

Chapter or Section Title _____

Quotation (Any dialogue between the characters. Who is speaking to whom and what was generally said. Put in quotations.)	Reflection (Your thought, questions, opinions, emotions, why you've chosen this dialogue)	Historical Importance (What does this tell us about the time period , or how is this important to U.S. History)

GREAT DEPRESSION

VIDEO QUIZ

Directions: Read the following statements and circle whether they are true or false. If false change the statement to make it correct.

1. As early as 1926, economic trouble was already beginning to surface in businesses and farms.

True

False

2. The collapse of the stock market was the only cause of the Great Depression.

True

False

3. By 1933, half of the banks had failed and one quarter of Americans were jobless.

True

False

4. Communities of cardboard shacks were called "Hoovervilles" after President Herbert Hoover.

True

False

5. President Hoover's advisors believed the economy would recover on its own.

True

False

6. President Roosevelt's first 100 days in office were spent making proposals to provide relief, recovery, and reform to Americans.

True

False

7. President Hoover gave Fireside Chats to America over the radio to help build confidence and courage during the Great Depression.

True

False

8. Senator Huey Long at a time supported FDR's efforts and launched a national program entitled Share Our Wealth.

True

False

9. The Works Progress Administration, of the first New Deal, created eight million jobs.

True

False

10. The Social Security Act of 1935 was the least important legacy of the New Deal.

True

False

The Great Depression-
Video Discussion Questions

Read questions prior to watching the video. After the video answer the following discussion questions

1. What was the cause of the 1929 stock market crash?
2. Discuss the causes and consequences of the Great Depression.
3. Describe the attempts made to deal with the crisis.
4. What were Hoover's efforts to resolve the Depression?
5. Explain the purpose of FDR's New Deal and its accomplishments.
6. List some of the work provided for the unemployed and other methods of direct assistance.
7. Compare and contrast the views of those who opposed and those who supported the New Deal.
8. Describe the cause for the second New Deal and its outcome.
9. Discuss the effect the New Deal had on women and minorities.
10. What were some of the effects the New Deal had on American culture?

A New Deal Fights the Depression

Guided Reading Chapter 23 Section 1

As you read about President Roosevelt's New Deal, answer questions about each federal program. The first one is done for you.

Federal Program	What was its immediate purpose?	What was its long term goal?
Business Assistance & Reform Emergency Banking Relief Act	Authorized the Treasury Department to inspect and close banks	To restore public confidence in banks
Glass-Steagall Banking Act of 1933		
Federal Securities Act		
National Industrial Recovery Act (NIRA)		
Farm & Rural Development Agricultural Adjustment Act		
Tennessee Valley Authority		
Employment Projects Civilian Conservation Corps (CCC)		
Federal Emergency Relief Administration (FERA)		
Public Works Administration (PWA)		
Civil Works Administration (CWA)		
Housing Home Owners Loan Corporation (HOLC)		

Huey Long Louisiana's "Kingfish"

"Why weep or slumber, American?/Land of brave and true/With castles, clothing and food for all/All belongs to you./
Ev'ry man a king, ev'ry man a king."

-Huey Long, recitation at the end of a radio broadcast (1935)

Huey Long (1893-1935) was a skilled politician who used a populist message and political manipulation to win great power in Louisiana. As his popularity grew, he threatened Franklin Roosevelt's hold on the presidency – only to be cut down by a bullet.

Long was a debater in high school. He hoped to go to law school, but had to work. Juggling a job and high school, he earned his diploma. Then he completed a three-year course of law in just eight months. He was admitted to the Louisiana bar at 21. He quickly entered politics, winning election to the state railroad commission.

By 1928 Long was campaigning for governor, Louisiana suffered from underdevelopment. It had only 30 miles of paved roads, no bridges crossed major rivers, and many poor children could not attend school. Long promised to change that: "Give me the chance to dry the tears of those who still weep," he said. He won, and quickly made changes. In a few years, the state had 8,500 miles of roads and twelve new bridges. Children were put on school buses to get to school and given free textbooks once they got there. The free books went to parochial schools too. When that law was challenged in the U.S. Supreme Court, Long himself argued in favor of it and won.

Long achieved these goals while fighting a reluctant state legislature. Some objected to his goals, others to his tactics – which included using money and arm-twisting to convince legislators to vote his way. The legislature moved to impeach him, but key state senators refused to convict and Long was saved. He then won statewide election to the U.S. Senate, quieting his critics.

Long delayed moving to Washington to consolidate his power in the state. Opponents were harassed by government officials or by Long's police. He put judges favorable to him into the state courts. He controlled the state Civil Service Commission and used new laws to give himself power over every official – city, parish, or state – in Louisiana.

In Washington, many saw Long as a comic figure. Loud and brash, he was colorful. He called

himself the "Kingfish" after a character on a popular radio show, and stories circulated about his disregard for social matters. About some things, though, Long was serious. For years he had campaigned in Louisiana to, "make every man a king." He was ready to bring that message to the nation. At first he supported Franklin Roosevelt, but soon he came to believe that the New Deal did not go far enough.

He began a campaign to win the presidency. Long set up "Share our Wealth" clubs across the country. He spoke far and wide of his plans to limit a person's income to no more than \$1.8 million and to guarantee every adult no less than \$2,000. He promised free education through college and pensions for the aged. He even wrote a book describing what he would do when president – *My First Days in the White House* (1935). Roosevelt and his aides worried that Long would run as a third-party candidate in 1936 and pull as many as six million votes – throwing the election into the House of the Representatives.

In the fall of 1935, Long returned to Louisiana for a special session of the legislature. As he left the state capitol one evening, a man stepped from behind a pillar and shot him. The assassin – immediately shot dead by Long's bodyguards – was a doctor whose father-in-law, a judge, had been forced off the bench by Long. Two days later death claimed the "Kingfish," a man described by writer William Manchester in 1974 as "one of the very few men of whom it can be said that, had he lived, American history would have been dramatically different."

Questions

1. Evaluate Long as a reformer.
2. How did Long's plan to limit incomes violate the free enterprise system?
3. Why did Roosevelt worry about Long?

Great Depression Political Cartoon

A WISE ECONOMIST ASKS A QUESTION



- 1) How do you think the Great Depression changed people's lives?
- 2) What statement is this political cartoon making about banks?

The Second New Deal Takes Hold
Chapter 23 Sec 2 Graphic Organizer

Directions: As you read this section, answer questions about the second phase of Roosevelt's New Deal policies.

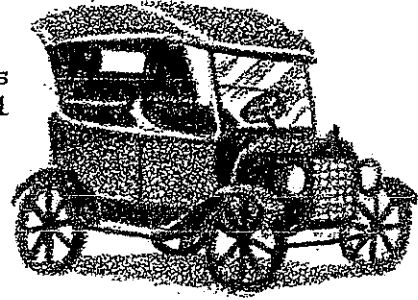
Group	What Problems did each group face during the Depression	What laws were passed and agencies established to deal with these problems?
1. Farmers, migrant workers, and others living in rural areas		
2. Students and other young people		
3. Teachers, writers, artists, and other professionals		
4. All workers, including the unemployed		
5. Retired workers		
6. The disabled, the needy elderly, and dependent mothers and children		

Great Depression The ABC's

Directions: Complete the following chart. Identify the acronym for each of President Roosevelt's New Deal programs. State whether the program was designed to provide relief for the needy, recovery for the economy or reform of the financial system. Finally, explain the purpose of the program in your own words.

	Complete Name of Program	Relief, Recovery, or Reform	Explanation of the Program in your own words
FDIC			
AAA			
CCC			
PWA			
CWA			
NIRA			
TVA			
FHA			

THE TWENTIES AND THIRTIES



The decade of the 1920's was characterized by business expansion, industrial growth, and prosperity for nearly all Americans except farmers. Improvements were made in the nation's transportation system. Construction companies earned record high profits. But the Twenties was also a time of Prohibition, restrictions on immigration, and troubles for black Americans and other minority groups. Yet overall, an upbeat mood prevailed in the country. People were anxious to forget the years of suffering and sacrifice during World War I. This fast-paced decade, with its emphasis on good times and new ways of doing things, came to be known as the "Roaring Twenties." Americans admired heroic deeds and enjoyed light-hearted amusements, literature, music, and the arts. Social changes altered the lifestyle of the typical American family. More women went to college, found better paying jobs, and enjoyed greater personal freedom than ever before.

Near the end of the 1920's, the United States was suddenly struck by a severe business panic. People who had invested in the stock market, hoping to make big profits, found that they had paid too much for shares of stock in corporations with limited earning power. Stock prices plunged dramatically. Many people, especially those who had borrowed from banks in order to invest in the market, lost everything they had. Banks which had loaned large sums to investors were unable to recover their money, and had to close their doors. This "stock market crash" in October 1929 marked the beginning of the worst depression in American history. The "Great Depression," as it was called, lasted throughout the 1930's. During these years, President Franklin D. Roosevelt and Congress enacted "New Deal" legislation aimed at improving the economy. Steps were taken to save failing banks, help the poor, strengthen industry, assist farmers and other workers, and create jobs for the unemployed.

Notable Events of the Twenties and Thirties Based on the information in the paragraphs above, decide whether each of the following events occurred during the decade of the 20's or 30's.

- (1) _____ Factories turned out more goods than ever before.
- (2) _____ Rudolf Valentino, Mary Pickford, and Charlie Chaplin became the country's first movie stars.
- (3) _____ People who could not make their mortgage payments had to give up their homes.
- (4) _____ New houses were built across the country, and skyscrapers sprang up in big cities.
- (5) _____ Workers who were lucky enough to keep their jobs were forced to accept pay cuts.
- (6) _____ The Glass-Steagall Act established the Federal Deposit Insurance Corporation in order to guarantee the safety of money deposited in banks.
- (7) _____ The Emergency Quota Act and the Immigration Act set "quotas," or limits, on the number of people from a particular country who could enter the United States each year.
- (8) _____ The Civilian Conservation Corps hired young men for such projects as flood control, the planting of trees, and the improvements of our national parks.
- (9) _____ The automobile industry, using standardized parts and the assembly line, turned out millions of cars, trucks, buses, and tractors each year.
- (10) _____ Thousands of banks which had invested people's money and lost it were forced to close their doors.
- (11) _____ The Federal Emergency Relief Administration gave money to millions of families for food, clothing, and housing.

- (12) _____ Despite serving their country in large numbers during World War I, blacks continued to be denied equality in jobs, housing, and civil rights.
- (13) _____ Fewer people could afford to buy automobiles, appliances, and other manufactured goods.
- (14) _____ Airlines first began carrying passengers and mail on a regular basis.
- (15) _____ White-robed and hooded members of the Ku Klux Klan conducted a campaign of violence against blacks, Catholics, Jews, and foreigners.
- (16) _____ Young women called "flappers" started wearing knee-length dresses and short hair, used lipstick and rouge, and began smoking cigarettes.
- (17) _____ Charles Lindbergh excited the nation when he became the first person to make a solo nonstop flight across the Atlantic Ocean.
- (18) _____ People had extra money to spend on new consumer goods.
- (19) _____ While business and industry prospered, American farmers suffered from surplus crops, falling prices, and heavy debts.
- (20) _____ Millions of workers lost their jobs.
- (21) _____ Throughout the decade, Americans purchased alcohol from "bootleggers," visited illegal bars called "speakeasies," and secretly made their own "moonshine."
- (22) _____ Great stories were written by such American authors as Willa Cather, Theodore Dreiser, Sinclair Lewis, Ernest Hemingway, and F. Scott Fitzgerald.
- (23) _____ The Social Security Act provided pensions for retired workers, money for the unemployed, and aid for dependent and handicapped children.
- (24) _____ More workers were needed for the growing tire, glass, steel, and oil refining industries.
- (25) _____ Many factories cut back on production or went out of business.
- (26) _____ Thousands of homeless people took up residence on the outskirts of cities in tarpaper-shack communities called "Hoovervilles."
- (27) _____ More women went to college and were given higher paying jobs.
- (28) _____ Tens of thousands of investors made quick profits buying and selling shares of stock in corporations.
- (29) _____ More people were hired to work in gas stations and garages as the number of motor vehicles in the country increased.
- (30) _____ For the first time, most U.S. households had refrigerators, vacuum cleaners, and other labor-saving appliances.
- (31) _____ In his speech accepting the Democratic nomination for president, Franklin D. Roosevelt declared: "I pledge you, I pledge myself, to a new deal for the American people."
- (32) _____ KDKA in Pittsburgh and WWJ in Detroit became the first radio stations in the United States.
- (33) _____ The Works Progress Administration improved highways, bridges, hospitals, schools, and parks.
- (34) _____ Louis Armstrong and Benny Goodman helped make jazz a popular form of music.
- (35) _____ People traveled around the country looking for jobs.
- (36) _____ Babe Ruth in baseball and Jack Dempsey in boxing were two of the many sports heroes of the period.
- (37) _____ Out-of-town vacations became common.
- (38) _____ Silent, black-and-white motion pictures attracted large audiences as Hollywood, California, became the movie capital of the world.
- (39) _____ Canned foods and ready-made clothes reduced the time a woman needed to care for her family.
- (40) _____ The work of poets Robert Frost and Carl Sandburg, playwright Eugene O'Neill and architect Frank Lloyd Wright earned them national recognition.
- (41) _____ "F.D.R." made numerous radio speeches called "fireside chats" in which he reassured the country that efforts were being made to improve economic conditions.

- (42) _____ Sometimes children could be seen going from door to door begging for food.
- (43) _____ Below normal rainfall on the southern Great Plains -- especially in Oklahoma, Kansas, and Texas -- turned the region into a "Dust Bowl."
- (44) _____ Crossword puzzles and bathing beauty contests became popular.
- (45) _____ More than 10,000 jobless veterans marched on Washington, D.C., and demanded that Congress make early payment of bonus money earned during World War I.
- (46) _____ Men and boys could be seen on street corners selling apples and shining shoes.
- (47) _____ Americans enjoyed gum chewing and dance marathons.
- (48) _____ Some people did crazy things to attract attention, including a man called "Shipwreck Kelly" who climbed a pole high above the Steel Pier in Atlantic City, New Jersey, and stayed there for 1,177 hours.
- (49) _____ Newspapers boosted circulation by covering unusual murder trials, reporting the latest "Hollywood gossip," and giving extensive coverage to football, baseball, tennis, and golf.
- (50) _____ In many cities and towns, the government set up "soup kitchens" where the hungry could get something to eat.

Economic, Social, and Cultural Differences The decades of the 1920's and 1930's had little in common. In 100 or more words, tell how life was different in the United States during these two periods of time.

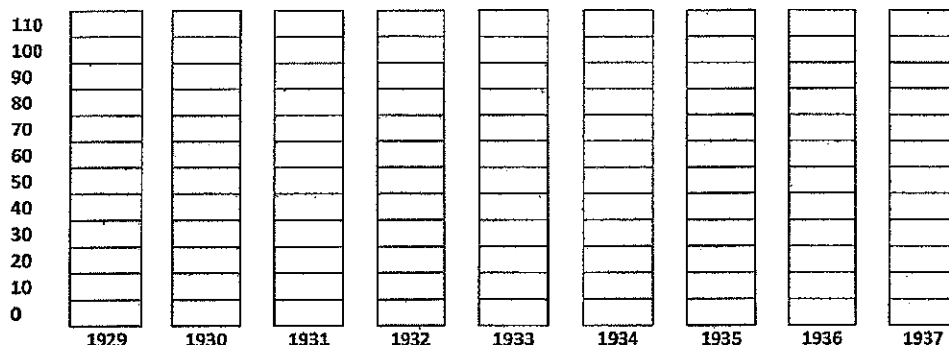
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

THE NEW DEAL

Use the statistics below to construct three bar graphs that show how the Great Depression affected the U.S. economy between 1929 and 1937.

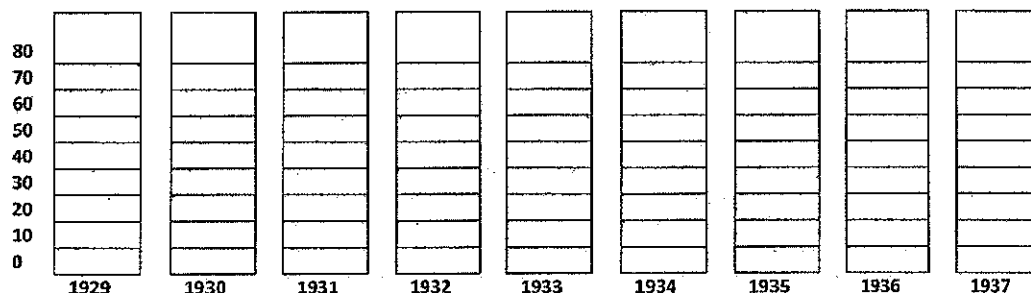
Gross National Product

Year	Billions of Dollars
1929	103
1930	91
1931	75
1932	57
1933	55
1934	65
1935	74
1936	82



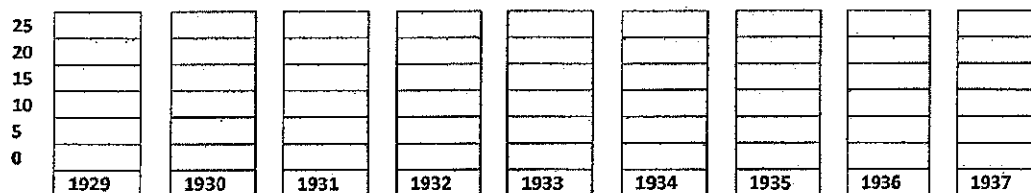
Consumer Spending

Year	Billions of Dollars
1929	77
1930	69
1931	61
1932	48
1933	46
1934	52
1935	56
1936	63
1937	67



Unemployment Rate

Year	Percent Jobless
1929	3
1930	9
1931	16
1932	24
1933	25
1934	21
1935	20
1936	17
1937	14



Completion

- (1) The Great Depression began after the stock market crash of October 29 -- "Black Tuesday" -- in the year _____.
- (2) The worst year of the depression was _____.
- (3) The _____ -- the total value of goods and services produced in the United States each year -- dropped sharply between 1929 and 1933.
- (4) The _____ rate increased during the early years of the depression.

True-False

- (5) _____ Consumer spending declines each year between 1929 and 1933, and manufacturers produced fewer and fewer goods.
- (6) _____ As the number of unemployed people increased, the amount of money spent by consumers decreased.
- (7) _____ At one time the jobless rate reached 25 percent, meaning 1 out of every 4 people could not find work.
- (8) _____ By 1937, the U.S. economy had returned to the same levels that existed before the Great Depression began.

Impact of the New Deal

Guided Chapter 23 Sec 5

Directions: Take notes about the lasting effects of the New Deal reforms on American Society.

	New Deal Laws & Agencies	Lasting Effects of These Laws & Agencies on American Government & Life
1. Labor		
2. Agriculture & Rural Life		
3. Banking & Finance		
4. Social Welfare		
5. Environment		

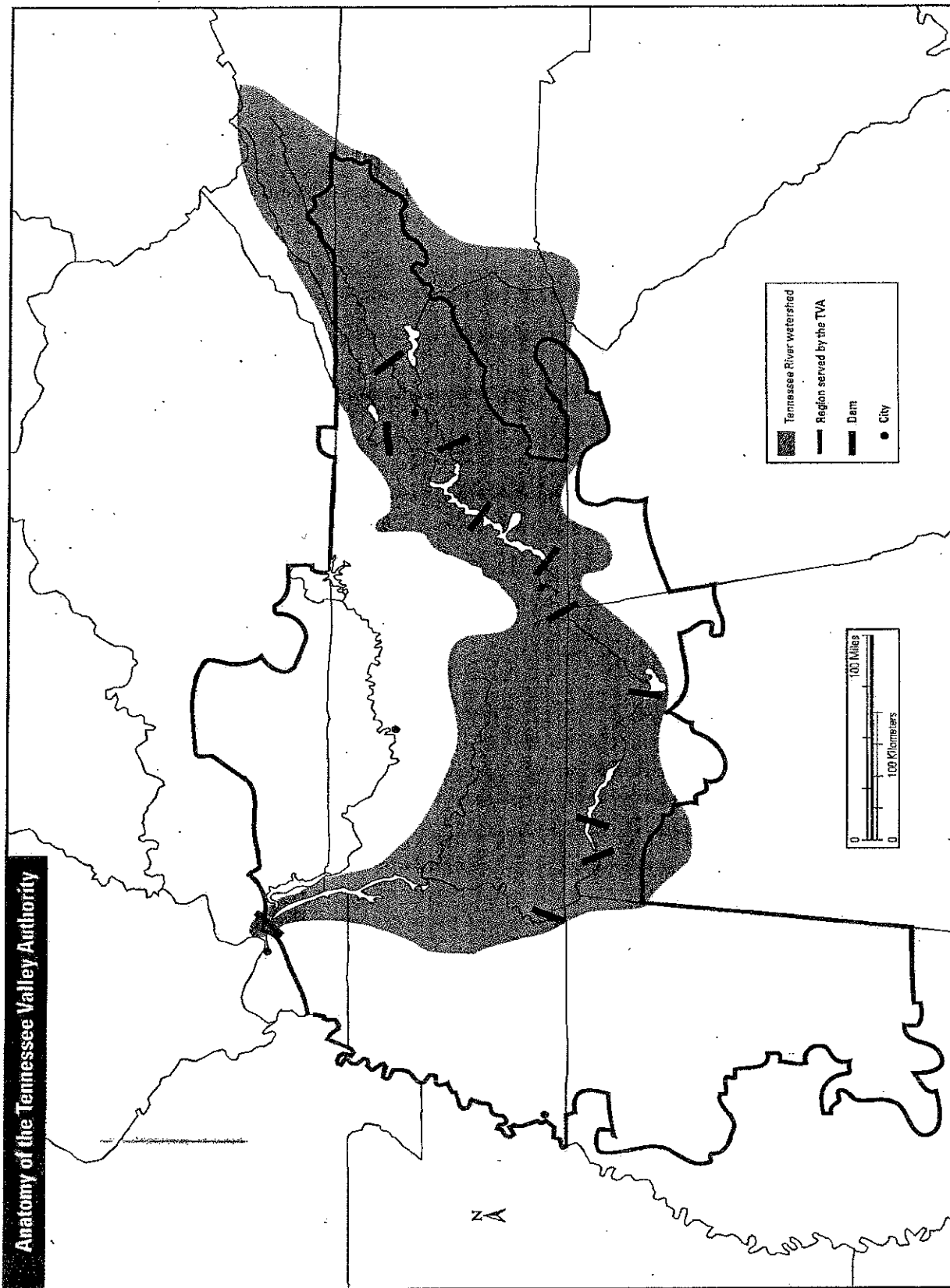
Chapter 23.5 Outline Map

Anatomy of the Tennessee Valley Authority

- a. Review the map of the Tennessee valley authority (TVA) on textbook pages 726-727. Then, on the accompanying map, locate the same 11 states found on the textbook map and add the following bodies of water, cities, and dams.

<u>Bodies of Water</u>	<u>Cities</u>	<u>Dams</u>
Cumberland R	Chattanooga	Chickamauga Dam
Kentucky lake	Knoxville	Fort Loudoun Dam
Mississippi R	Memphis	Guntersville Dam
Ohio R.	Nashville	Kentucky Dam
Tennessee R.	Paducah	Nickajack Dam

- b. After completing the map, use it to answer the following questions.
1. Use the scale bar to estimate both east-west and north-south distances of the other area served by the TVA.
 2. Which of the following does the TVA serve?
 3. The Tennessee River begins at Knoxville. Which is the first Dam on the river? The last dam? The southernmost?
 4. Which is the first Dam encountered after Chattanooga?
 5. How many Dams does the Tennessee River have?
 6. Describe the journey that a molecule of water at the Tennessee River's source takes to reach Memphis.



Great Depression Poster Presentation

U.S. History

180pts.

Directions: Using large poster paper, create a poster for presentation that presents the main ideas of the time period we are studying using pictures, explanation paragraphs, and graph. In addition, a 3-5 page typed paper must accompany the project. Remember this is a compare and contrast style project

_____ 70pts.

Topic Paragraphs

6 topics

3 minors- 1 paragraph for each topic

3 majors 2 paragraphs for each topic

****The paper part of the project should be based on historical and current information on the topic at hand. Each paragraph should help to explain individual aspects of the subject.**

70-63pts. Well Written/Well Organized / Historically Flawless/ Factually supports poster topic

62-56pts. Organized / Supports Poster Topic/ Historically Accurate

55-49pts. Poor Organization / Historical Errors / Limited Topic Support

48-0pts. Incomplete/no paper

_____ 30pts.

Historical Graph

****At Least one bar, circle, or line graph must be included on the poster. The graph must include information that will support the poster's main presentation.**

40-36pts. Well Organized/ Neat/ Historically Accurate

35-31pts. Organized / Neat / Historically Accurate

30-26pts. Poor Organization / Limited Neatness / Historical Mistakes

25-0pts. Incomplete

_____ 60pts.

Visual Pictures or Drawings

****Each poster must include at least 6 pictures or illustrations (one for each topic) about the topic. They must be neat and have a paragraph to help explain the poster topic.**

50-45pts. Topic Centered/ Neat/ Visually/ Appealing/ Colorful

44-40pts. Related to Topic/ Neat / Colorful

39-35pts. Limited Neatness / Historical Mistakes

34-0pts. Incomplete

_____ 20pts.

Bibliography —

On a separate sheet of paper list at least three (3) sources used for research. (Only one textbook may be used)

30-21pts. Correct format and presentation with three or more sources

26-23pts. Format errors with correct amount of sources

22-0pts. Incorrect format or no bibliography cited

****End notes and a Works Cited page must be attached****

Ex. — Smith, Tom. Billy the Kid. Thomasville Press, Los Angeles, Ca, 1988. pgs. 105- 106.




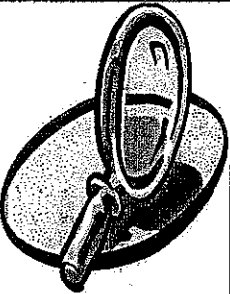

www.historychannel.com "Buffalo Bill" 6/7/99

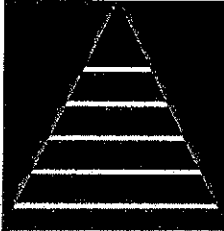
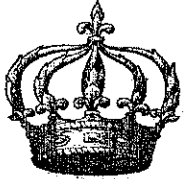

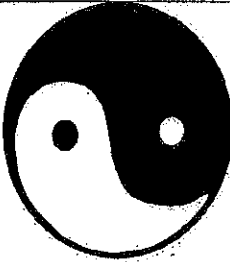

_____ **TOTAL**

Comments:

*** NOTE: A grade will not be issued until students have presented their projects.

History Themes: The Great Depression

SYMBOL	THEME	QUESTION TO BE ANSWERED	EXAMPLES DEMONSTRATED IN UNIT
	MODERN DAY RELEVANCE	HOW DOES THE PAST RELATE TO TODAY?	Events that effected how we live today? How does this affect us? What contributions or ideas do we get from this group or area? What they did differently than we do?
	CIVIC RESPONSIBILITY	WHAT IS THE CITIZEN'S ROLE IN SOCIETY?	What are the people suppose to do? What laws, rules, codes, unwritten expectations. Roles of women/men and children.
	SCIENCE AND TECHNOLOGY	HOW DOES SCIENCE AND TECHNOLOGY AFFECT SOCIETY?	Inventions, Advancements, things that effected today's world, how did they improve something?
	MULTIPLE PERSPECTIVES	HOW IS THE WORLD UNDERSTOOD FROM DIFFERENT POINTS OF VIEW?	How did groups of people see the society different? Ex. Slaves vs. rich Kings vs. Priests Workers vs. nobility Hunter gatherer vs. civilized man
	GEOGRAPHY	WHAT IS THE RELATIONSHIP BETWEEN HUMANS AND THE ENVIRONMENT?	

	<p>ECONOMIC AND SOCIAL CLASSES</p>	<p>HOW DO MONEY AND RESOURCES AFFECT THE WAY PEOPLE LIVE?</p>	<p>What was the social class of the area or civilization? What defined each social class? How did they create wealth? What was there economic system? What resources did they have available to them?</p>
	<p>POWER</p>	<p>HOW DO GROUPS, NATIONS, AND INDIVIDUALS ATTAIN AND MAINTAIN POWER?</p>	<p>How did they use it? How did they get it/lose it/pass it on? What type of government? Did they get too much? People?</p>
	<p>CULTURE</p>	<p>HOW DO PEOPLE DEVELOP A WAY OF LIFE AND CO-EXIST WITH ONE ANOTHER?</p>	<p>Celebrations, food, clothing. Religion, music, tools, language, social. Customs, entertainment, holidays. Technology, government, values, attitudes, and gender roles.</p>
	<p>CONFLICT AND COOPERATION</p>	<p>HOW DO NATIONS, GROUPS, AND INDIVIDUALS SOLVE PROBLEMS AND OVERCOME DIFFERENCES?</p>	<p>What problems did they face? How did the fix or deal with them? Why did the problem exist? How did they work together to solve them?</p>
	<p>JUSTICE</p>	<p>HOW DO NATIONS, GROUPS, AND INDIVIDUALS DEVELOP AND MAINTAIN A CONCEPT OF RIGHT AND WRONG?</p>	<p>Rules, Laws, guidelines, punishments, safety. Justice system? Trials? Governments.</p>