

GREAT DEPRESSION AND THE NEW DEAL

Subject: Social Studies

State/Group: NJ

Country: USA

School: Egg Harbor Township High School

Course/Grade: Grade 11

UNIT SUMMARY

This unit will explore the economic, political, and social changes during the Great Depression and the implementation of the New Deal.

UNIT RESOURCES

Printed Materials:

- Reading guide for *The Grapes of Wrath* by John Steinbeck
(<http://us.penguinroup.com/static/pdf/teachersguides/grapeswrath.pdf>)

Resources:

Videos

- 30 Days: Minimum Wage
- www.unitedstreaming.com
- www.nbclearn.com

Internet Resource Links:

- www.loc.gov (Library of Congress)
- www.americanrhetoric.com (American Rhetoric)
- <http://njamistadcurriculum.org> (Amistad Commission)
- <http://www.archives.gov/> (National Archives)
- www.history.com (History.com)
- www.pbs.org (PBS)
- www.digitalhistory.uh.edu (Digital History)
- <http://www.nypl.org/> (New York Public Library)
- www.Gilderlehrman.org (Studying American History)
- www.ushistory.org (American History)
- <http://americanhistory.si.edu> (Smithsonian Institution)
- www.calisphere.universityofcalifornia.edu (University of California)
- <http://www.newseum.org/>

GOALS AND STANDARDS

Standard State: NJ

6.1.12. U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ENDURING UNDERSTANDINGS

Students will be able to understand:

- The circular patterns of economic cycles.
- The effect of both the Great Depression and efforts to combat it.
- To examine local history during the 1930s.
- The effects of economic difficulties on national and domestic foreign policy.

ESSENTIAL QUESTIONS

- How did the excess and lack of regulations of the 1920s lead to the dire economic situation of the 1930s?
- What differing economic plans were favored by the two major political parties?
- Did the New Deal end the Great Depression or were there other factors?
- What characteristics made FDR a great leader?

KNOWLEDGE AND SKILLS

Students will be able to:

- Compare and contrast differing views on economic policy and their effects.
- The scope and nature of government intervention in all aspects of society through the New Deal.
- Compare and contrast the economic scenario of the 1930s with the present economic situation.

Students will know:

- The 1930s was a time of great economic difficulty.
- Many criticized FDR for his policies and offered radical alternatives.
- The importance of leadership during a national crisis.
- The economic and political role of the United States in the worldwide depression.

PERFORMANCE TASKS

1. Surviving the Depression

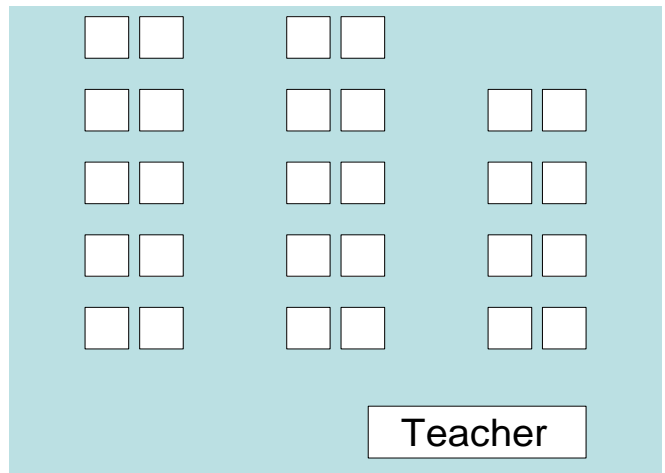
Topic Overview:

After the Stock Market Crash, many people hoped for relief and economic recovery. However, by the late 1930s, banks began to fail in alarming numbers. A state of panic ensued as people ran to the banks to retrieve their money. For many, it was too late. Unemployment in industrialized countries skyrocketed until the onset of World War II. Those who previously lived in economic comfort now lived precariously on the edge of existence. Despair, frustration, and escapism became a way of life for many. The grandiose excitement of the 1920s dissipated into the gloomy despair of the 1930s as the depression truly became great.

Activity Overview:

Students in this **recreation simulation** will act as married couples living at the end of the Roaring Twenties. They will endure the Stock Market Crash and experience the Great Depression. They will be forced to learn how to manage a meager budget during trying times. To survive in their new lives they will be forced to make difficult decisions, such as leaving their homes and giving up their children for adoption.

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Objectives:

1. Students will understand life during the Great Depression by sympathizing with the plight of the average person.
2. Students will describe how people were able to cope during the Great Depression.

Setup:

1. Pair desks to face the front of the room.
2. Place a desk at the front of the room. Post the signs “Work” and “Bank” on it.
3. Make an overhead transparency of the Budget Worksheet.
4. Make per pair copies of the Budget Worksheet.
5. Tape the “Orphanage” sign to one wall and “Jail” to another.

Materials:

1. Newspaper
2. 15 large cardboard boxes
3. Budget Worksheet (p.9-10)
4. Pink Slips (p.11)
5. Great Depression Signs: Orphanage, Bank, Bank Closed, Work, Jail (p.12-13)

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Optional Materials:

1. CD player and songs from the Great Depression:
 - a. “Brother Can You Spare A Dime”
 - b. “Those Were the Days”
2. Several bottles of water or soft drinks
3. Cups and ice
4. Candy
5. Loaf of bread

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Activity in Detail:

1. Place students in boy-girl pairs and say: *“Today you will encounter the perils of the Great Depression. You are paired up with your new spouse. You will need a piece of paper and a Budget Worksheet. The goal of this activity is to survive financially through 5 rounds.”*
2. Hand out the Budget Worksheets and have students write their real and “married” names at the top. Have the wives take the boys’ last names.
3. Follow the directions for each round. Reinforce the idea that food, water, and clothing expenses must be paid every round. Also, every expense listed on the Budget Worksheet except for Recreation must be paid in Round 1.

Great Depression: Round 1

1. Have all couples add \$10 to their worksheets as pay for this round and write \$110 in the “Total” space.
2. Couples must now pay their bills. They must pay for food, water, and the mortgage every round. Other choices are optional. In this round, they also must pay for their car. Not paying the bills will have future consequences.
3. Now the couples have the option of spending their money on recreational activities. Help dispense drinks and candy if purchased and make appropriate notations on the Budget Worksheets.
4. Have each couple determine the total amount spent (expenses + recreation) during Round 1 and place that amount at the bottom of the chart on Page 1 of the Budget Worksheet.
5. Each couple now records the appropriate numbers in the “Amount Spent” and the optional “Minus Bank Deposit” boxes on Page 2 of the Budget Worksheet.
6. After that, read the following consequence:
 - a. *“If you did not pay your electric bill, the candles you have been using have burned your furniture. This costs you \$10 to replace.”*
 - b. *Add \$10 to the “Consequences” box on Page 2 of the Budget Worksheet.”*
8. Have students fill out the “Total Left at the End of Round” and “Amount for Next Round” boxes Page 2 of the Budget Worksheet. Circulate and make a note of which couples have deposited money in the bank (some may want to change the amount of money deposited once they hear that the banks have closed in Round 2). Make sure that students have recorded their numbers correctly

Great Depression: Round 2

1. Announce that the Stock Market has just crashed.
2. Tell the husbands that they have been fired and will not be getting any more money.
Announce that the banks have loaned out too much money and are now closed. Post the Bank Closed sign. Any money the students previously deposited in the bank is forever lost.
3. Announce that each couple has just had a baby. They must draw a picture of and name their child on the piece of paper.
4. Couples now pay their bills. They must include the medical cost of the newborn.
 - a. Medical bill for the baby: \$10.
 - b. Food, water, and clothing expenses are now for 3 people. They do not have to pay their car loan this month.
6. Couples can sell listed assets for cash. Record the amount from a sale in the “Add \$ From Resale” box on Page 2 of the Budget Worksheet. Cross off sold items.
7. Couples can spend their money on recreational activities. Sell illegal hooch, candy, and movie tickets as necessary.
8. Each couple now records the appropriate numbers in the “Amount Spent” box on Page 2 of the Budget Worksheet. After that, read the following consequence: *“If you did not pay your car loan, your car has been repossessed. If you did not sell it already, cross it off from the list and you may not sell it in future rounds.”*
9. Have students fill out the “Total Left at the End of Round” and “Amount for Next Round” boxes on Page 2 of the Budget Worksheet.

Great Depression: Round 3

1. Announce the rules for this round:
 - a. *“Couples must pay their bills again.”*
 - b. *“You may place your child in the orphanage if you cannot afford to keep it. Only the wives can give up their child for adoption. Wives have to tape their child’s picture to the wall labeled “Orphanage.”*
 - c. *“You may make clothing out of scrap paper instead of paying for it, or can simply draw articles of clothing on book paper and tape it to yourselves. To get credit for it, you must tape it to yourself.”*
 - d. *“Also, you may now sell your house. If you do, your choices are:*
 - i. *“Move in with other couples and share their mortgage payment. This requires that you sit on each other’s desks at the same time.”*
 - ii. *“Move into a ‘Hooverville.’ To make a ‘Hooverville,’ cover 2 desks with a cardboard box and sit under it.”*
2. Give couples few minutes to make clothing or “Hoovervilles.”
3. Then, as they work, call out that a work option for the husbands: *“I have work available for this round for the first 3 husbands to get to me!”* Pay those 3 men \$5 each (to record on Page 2 of the Budget Worksheet in the “Add \$ From Other Sources” box).
4. Have students add up the “Amount Spent” for Round 3 and record it at the bottom page 1 of the Budget Worksheet.
5. Announce the consequence for this round: *“If you did not pay your taxes, then you owe the government \$10, or you will go to jail.”*
6. Send the husbands who could not pay their taxes to the “Jail” area. They must remain there until they can pay their taxes or find someone else to pay for them.
7. Fill out the “Amount Spent” and “Amount for Next Round” on Page 2 of the Budget Worksheet.

Great Depression: Round 4

1. Announce the rules for this round:
 - a. *“Couples must pay their bills.”*
 - b. *“You may purchase recreational activities.”*
 - c. *“Record all expenses.”*
2. Ask students: *“How much money does each couple have left? The 3 poorest husbands can get food from a breadline, and they do not have to pay for food this round. You 3 form a line to receive enough bread to feed your family for this round. Write an “N/A” in the “Food and Water” box on Page 1 of your Budget Worksheet.”*
3. Ask students: *“Who has purchased movie tickets and/or candy since Round 2? Since you did so, you now feel so good that you found a job that pays \$5 for Rounds 4 and 5.”*
4. Add up the “Amount Spent” for Round 4 and record it on page 1 of the Budget Worksheet.
5. Fill out the “Amount for Next Round” on Page 2 of the Budget Worksheet.
6. Announce to class in a DJ voice: *“This is a CBS Special Announcement: Today, in an unprovoked attack, the Empire of Japan has attacked the US Pacific Fleet based at Pearl Harbor, HI. I have jobs for any man willing to join the military.”* Have boys line up in the front and pay them \$10.
7. Ask how many have survived the class Great Depression.

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Debriefing:

The Great Depression

- I. Causes of Great Depression
 - A. Stock Market Crash of 1929
 - B. Closing of banks due to excessive expansion of credit
- II. Effects of Great Depression
 - A. 1 out of 4 Americans were unemployed
 - B. People lost savings held in banks
- III. Life for Americans in the Great Depression
 - A. Selling household items to pay living expenses
 - B. Orphanages grew as families could not support children
 - C. Many people left their homes
 1. They shared homes with others
 2. They built “Hooverilles:” shanties named after scapegoat President Hoover
 - D. People made clothes by hand and grew their own food
 - E. John Steinbeck chronicled this life in the Grapes of Wrath
- IV. Coping with the Great Depression
 - A. Escapism
 1. Movies provided entertainment
 2. Candy and alcohol helped people escape
 - B. Crime wave
 1. Sharp increase in theft
 2. Swelling of prison populations

Assessment:

1. Budget Worksheet
2. Essay Question: Describe the lives and survival methods of people in the Great Depression.

Budget Worksheet

Real Names: _____

Married Names: Mr. & Mrs. _____ and _____

Have: \$ 100 Pay: _____ Total: _____

	Cost Per Round	Round 1 1929	Round 2 1930	Round 3 1935	Round 4 1937	Round 5 1939
* Food & Water	- 4 per person					
* Clothes	-2 per person					
Mortgage	-10					
Taxes	-5					
Car Loan	-5					
Electric Bill	-3					
Phone Bill	-3					
Medical Bill	-10					
<i>Recreational Activities</i>						
<i>Illegal Hooch</i>	-2					
<i>Candy</i>	-1					
	-2					
Amount Spent						

Amount Spent and Amount for Next Round

	Round 1 1929	Round 2 1930	Round 3 1935	Round 4 1941	Round 5 1939
\$ at start of round	\$110				
Minus \$ spent during the round	-	-	-	-	-
Minus bank deposit	-	-	-	-	-
Consequences	-	-	-	-	-
\$ Left in pocket					
Add \$ from resale	+	+	+	+	+
Add \$ from other sources (i.e. begging, odd jobs, etc.)	+	+	+	+	+
Total left @ end of round Place at top of next round					

Luxury Items and their resale value:
(Cross off an item once it is sold.)

Item	Value
Refrigerator	\$ 5
Sofa	\$ 2
Jewelry	\$ 2
Car	\$ 10
Radio	\$ 2
Phone	\$ 1
House (can't sell until Round 3)	\$ 20

Great Depression Signs

Orphanage

Bank

Bank Closed

Work

Jail

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2. *Stock Market Game*

Students will have a lesson regarding the investment process in regards to the stock market. They will research stocks and "purchase" stocks through a web based virtual game (game.marketwatch.com)

3. *The Grapes of Wrath*

Students will read *The Grapes of Wrath* by John Steinbeck and complete the reading guide.

Chapters 1-11: The Land

What does the setting of the opening scene suggest about the rest of the novel?

What does it suggest about family structure?

What opinions does Casey, the former preacher, have about sin and using "bad words"?

How do the tractors operate?

What power do the small farmers have against the banks and the tractors?

What are the most important characteristics of Ma and Pa and of the grandparents?

How does each member of the family feel about going to California?

How does each feel about leaving home?

What is young Tom's philosophy for dealing with the future?

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What does Ma's burning of the old stationery box illustrate?

Chapters 12-18: The Migration

What is the first unpleasant event that occurs on the Joads' journey?

What happens to solidify the family as they drive along?

What does it show about the Joads when they befriend the Wilsons?

What does Chapter 15 imply about businessmen, waitresses, and truck drivers?

When the car breaks down, what is significant about Ma's reaction?

How does the mechanical difficulty affect the relationship between Tom and Al?

How does the one-eyed man in the junkyard feel about the owner of the yard?

What advice does Tom give him?

In the camping area, what information does the ragged man give to Pa about California?

What effect does that information have on the Joads?

What effect does the nightly camping have on the people heading for California?

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How does it give them strength and power?

What is the Joads' first view of California?

What impressions of California do the two men from the Panhandle provide?

Why are the migrants called "Okies"?

What do the two boys in the service station in Needles say about Okies?

Does California look the way the characters thought it would?

Chapters 19-30: The Promised Land

How has farming changed according to Chapter 19?

Why do the local people fear the migrants?

What is a Hooverville?

How do you suppose a Hooverville got its name?

Why is it so difficult to obtain work in California?

How do the police treat the migrants? Why?

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In what ways does the hostility of the local people change the migrants?

How are the government camps different from the Hoovervilles?

What is effective about the way they are run?

How does Mr. Thomas (Chapter 22) treat the workers?

How do the Joads, especially the children, show their ignorance of "modern" conveniences?

What do the events in Chapter 22 say about charity, religion, and hard work?

What and who are "reds"?

How is it that people are starving when fruit is overabundant?

Why do the owners destroy the surplus?

Why do the Joads leave the government camp at Weedpatch?

How is life at the Hooper ranch different?

How is it typical of the lives of migrants?

What do the boxcars provide besides shelter?

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In hiding, what decision does Tom make?

What keeps them all from giving up?

How does the rain affect the lives of the migrants?

Why is Rose of Sharon's feeding the starving man an appropriate ending for this novel?

4. *DBQ*

New Deal/1932 Elections - Students will read "Critical Election" article and complete essay.

OTHER EVIDENCE

- Homework
- Tests
- Quizzes
- Essays
- Unit Test

LEARNING ACTIVITIES

Teacher will:

- Introduce key vocabulary terms.
- Introduce unit on the 1930s with discussion and readings.
- Examine demagogues and critics of the democratic views and New Deal policies.

Students will:

- Examine the short and long term effects of economic depression on ordinary Americans and their resiliency under duress.
- Participate in a Stock Market game.
- Create a "Depression" budget.
- Example primary resource materials.
- Read *The Grapes of Wrath* by John Steinbeck and be able to complete an essay/test.
- Note key vocabulary terms.
- Reflect on the economic differences between the 1930s and present day.

Teachers and Students will:

- Evaluate the New Deal policies.