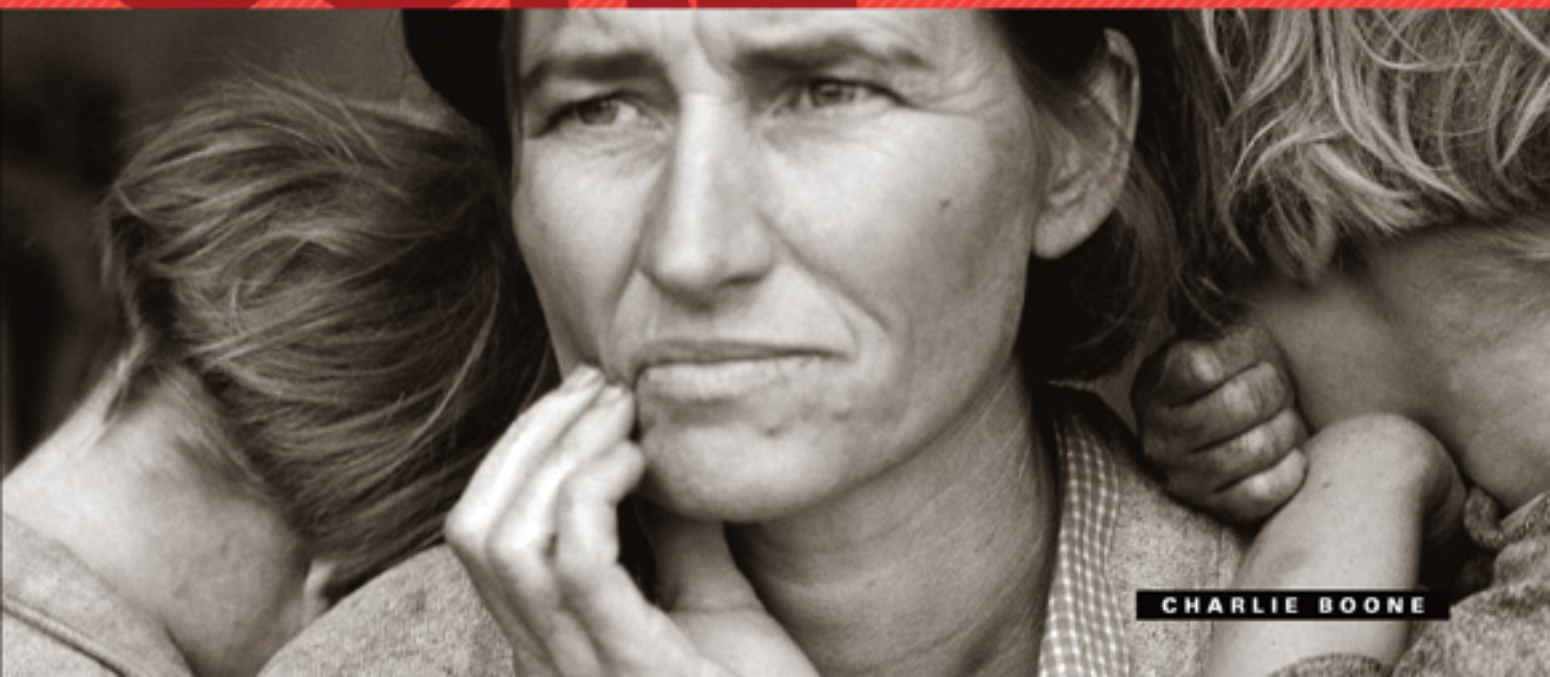


# THE GREAT DEPRESSION

1928–1941 / U.S. HISTORY

## APPLYING COMMON CORE

ACTIVITIES TO MEET ANCHOR STANDARDS



CHARLIE BOONE



**U.S. HISTORY / 1928 – 1941**

# THE **GREAT DEPRESSION**

**CHARLIE BOONE**



**SOCIAL STUDIES SCHOOL SERVICE**  
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## Introduction

### Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

### Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

### Tracking Common Core Standards

On page 3, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

### Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no WHST.6-8.3. However, this form of writing was included in this book (W.6.3–W.8.3) because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

### Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.

# Common Core Standards

## READING

### Key Ideas and Details

#### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

#### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

» *Summarize primary or secondary sources.*

#### **RH.6-8.3**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

» *Summarize the steps of a process or historical event.*

### Craft and Structure

#### **RH.6-8.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

» *Use context to decipher the meanings of difficult words.*

#### **RH.6-8.5**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

» *Determine how the author has ordered the information.*

#### **RH.6-8.6**

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### Integration of Knowledge and Ideas

#### **RH.6-8.7**

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

» *Interpret a reading with a visual.*

#### **RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

#### **RH.6-8.9**

Analyze the relationship between a primary and secondary source on the same topic.

### Range of Reading and Level of Text Complexity

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

## SPEAKING AND LISTENING

### Comprehension and Collaboration

#### **SL.6.1–SL.8.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6–8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## WRITING

### Text Types and Purposes

#### **WHST.6-8.1**

Write arguments focused on discipline-specific content.

» *Argumentative writing.*

#### **WHST.6-8.2**

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

#### **W.6.3–W.8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

### Production and Distribution of Writing

#### **WHST.6-8.4**

Produce clear and coherent writing in which the development, organization,

and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

#### **WHST.6-8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

#### **WHST.6-8.6**

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

### Research to Build and Present Knowledge

#### **WHST.6-8.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

#### **WHST.6-8.8**

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

#### **WHST.6-8.9**

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

### Range of Writing

#### **WHST.6-8.10**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# Tracking Common Core Standards

CCSS.ELA-LITERACY	Assignment	Assignment	Assignment	Assignment
<u><b>RH.6-8.1</b></u>				
<u><b>RH.6-8.2</b></u>				
<u><b>RH.6-8.3</b></u>				
<u><b>RH.6-8.4</b></u>				
<u><b>RH.6-8.5</b></u>				
<u><b>RH.6-8.6</b></u>				
<u><b>RH.6-8.7</b></u>				
<u><b>RH.6-8.8</b></u>				
<u><b>RH.6-8.9</b></u>				
<u><b>RH.6-8.10</b></u>				
<u><b>SL.6.1–SL.8.1*</b></u>				
<u><b>WHST.6-8.1</b></u>				
<u><b>WHST.6-8.2</b></u>				
<u><b>W.6.3–W.8.3*</b></u>				
<u><b>WHST.6-8.4</b></u>				
<u><b>WHST.6-8.5</b></u>				
<u><b>WHST.6-8.6</b></u>				
<u><b>WHST.6-8.7</b></u>				
<u><b>WHST.6-8.8</b></u>				
<u><b>WHST.6-8.9</b></u>				
<u><b>WHST.6-8.10</b></u>				

\*Not required for social studies teachers.





# Key Ideas and Details

**ACTIVITY 1**

Memories from the Depression

**RH.6-8.1**

**RH.6-8.2**

**ACTIVITY 2**

Economic Theories and the Great Depression

**RH.6-8.1**

**RH.6-8.2**

**RH.6-8.3**

# ACTIVITY 1

**CHAPTER**  
Key Ideas and Details

**DURATION**  
1 class period

## Memories from the Depression

### COMMON CORE STANDARDS

#### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

#### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.

### DIRECTIONS

- Students respond in their journals to the following prompt: “What do you think life was like for people during the Depression? What would have been hard about it? What might have been good about it?”
- The class reads the first three excerpts together, highlighting positive lines or phrases about the Depression and underlining negative lines or phrases about the Depression.
- Students read the remaining excerpts independently, highlighting positive lines or phrases about the Depression and underlining negative lines or phrases about the Depression. Students share what they highlighted and underlined with the class.
- With a partner, students answer questions.
- Students complete an exit ticket for the following question: “What did you find most surprising about people’s memories from the depression? Include at least one quote as an example.”

### EXTENSIONS

- Assign students to read more excerpts from Studs Terkel’s *Hard Times*.
- Have students create their own historical book using Studs Terkel’s methods. For instance, each student could interview various adults about 9/11 or life during the 1980s.

### IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some terms from which you may choose to create a review activity.

- |                               |                |                    |
|-------------------------------|----------------|--------------------|
| ▪ Brokers                     | ▪ Contemptuous | ▪ Joe Blow         |
| ▪ Camaraderie                 | ▪ Crash of '29 | ▪ Jungled          |
| ▪ Civilian Conservation Corps | ▪ Hoboing      | ▪ Rick (of apples) |
| ▪ Commissions                 | ▪ Hooverville  | ▪ Stock            |

## MEMORIES FROM THE DEPRESSION <sup>1/3</sup>

Studs Terkel had a unique approach to being a historian. Instead of summarizing what happened, he conducted interviews with a variety of people who lived through an event and let them express what they experienced. In *Hard Times*, he asked people what they remembered about the Great Depression. Below are excerpts.

JIM SHERIDAN

Our first stop was in Peru, Indiana. We jungled up there for a little while, and then we bummed the town, so to speak. Go to different grocers and give them a tale of woe. They would give us sausage or bread or meat or canned goods. Then we'd go back to the railroad yards, the jungle, where we'd build a little fire and we'd cook it up in these cans. . . .

There was none of this hatred you see now when strange people come to town, or strangers come to a neighborhood. They resent it, I don't know why. That's one of the things about the Depression. There was more camaraderie than there is now.

E. Y. HARBURG, WRITER OF THE LYRICS TO "BROTHER, CAN YOU SPARE A DIME?"

I was relieved when the Crash came. I was released. Being in business was something I detested. When I found that I could sell a song or a poem, I became me, I became alive. Other people didn't see it that way. They were throwing themselves out of windows.

ED PAULSEN

Everybody talks of the Crash of '29. In small towns out West, we didn't know there was a Crash. What did the stock market mean to us? Not a dang thing. If you were in Cut Bank, Montana, who owned stock? The farmer was a ping-pong ball in a very tough game. . . .

They'd put up a rick of oranges and apples, put gasoline over it and set fire to them. Vegetables were being destroyed and everything. . . . They should have seen what industry was doing at this time. To keep the price up. . . .

Before Roosevelt, the Federal Government hardly touched your life. Outside of the postmaster, there was little local representation. Now people you knew were appointed government jobs. Joe Blow or some guy from the corner.

PAULINE KAEEL

My neighbors were angry with my mother, because she fed hungry men at the back door. They said it would bring others, and then what would she do? She said, "I'll feed them till the food runs out."

## LOUIS BANKS

I'd write: "Dear Mother, I'm doin' wonderful and wish you're all fine." That was in Los Angeles and I was sleeping under some steps and there was some paper over me. . . .

When the war came, I was so glad when I got in the army. I knew I was safe. I put a uniform on, and I said, "Now I'm safe." I had money comin', I had food comin', and I had a lot of gang around me. I knew on the streets or hoboing, I might be killed at any time.

I'd rather be in the army than outside where I was so raggedy and didn't have no jobs. I was glad to put on a United States Army uniform and get some food. . . . I wasn't gonna starve. I felt proud to salute and look around and see all the good soldiers of the United States. I was a good soldier and got five battle stars. I'd rather be in the army now than see another Depression.

## PEGGY TERRY

It's different today. People are made to feel ashamed now if they don't have anything. Back then, I'm not sure how the rich felt, I think the rich were as contemptuous of the poor as they are now. But among the people that I knew, we all had an understanding that it wasn't our fault. . . .

And when my father finally got his bonus, he bought a secondhand car for us to come back to Kentucky in. My dad said to us kids: "All of you get in the car. I want to show you something." . . . And he took us to one of the Hoovervilles, and that was the most incredible thing.

Here were people living in old, rusted-out car bodies. I mean, that was their home. There were people living in shacks made of orange crates. One family with a whole lot of kids were living in a piano box. This wasn't just a little section, this was maybe ten miles wide and ten miles long.

## BLACKIE GOLD

We had to go out and beg for coal, buy bread that's two, three days old. My dad died when I was an infant. I went to an orphan home for fellas. Stood there till I was seventeen years old. I came out into the big wide world, and my mother who was trying to raise my six older brothers and sisters, couldn't afford another mouth to feed. So I enlisted in the Civilian Conservation Corps. The CCC. . . .

I really enjoyed it. I had three square meals a day. . . . They sure made a man out of ya, because you learned that everybody here was equal. There was nobody better than another in the CCC's.

## WILLIAM BENTON, IN ADVERTISING

We didn't know the Depression was going on. Except that our clients' products were plummeting, and they were willing to talk to us about new ideas. They wouldn't have let us in the door if times were good. So the Depression benefited me. My income doubled every year.



## ARTHUR A. ROBERTSON

October 29, 1929, yeah. A frenzy. I must have gotten calls from a dozen and a half friends who were desperate. . . . Suicides, left and right, made a terrific impression on me, of course. People I knew. It was heartbreaking. One day you saw the prices at a hundred, the next day at \$20, at \$15.

On Wall Street, the people walked around like zombies. . . . You saw people who yesterday rode around in Cadillacs lucky now to have carfare. . . .

Many brokers did not lose money. They made fortunes on commissions while their customers went broke.

## JIMMY McPARTLAND, A JAZZ MUSICIAN

So many guys jumping out of windows, you know, because they lost their money. Goodness gracious, what for? We used to say to each other: Are they nuts? What is money? . . . The important thing is life and living and enjoying life. . . .

Actually, we didn't think about money. I personally didn't, because I always made it. For me, things have come so easy. I'm ashamed of myself. But money never bothered me. I'd give it away, if someone needed money.

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Source: Terkel, Studs. *Hard Times: An Oral History of the Great Depression*. New York: Pantheon Books, 1970, pp. 15–16, 20, 30–34, 35, 42–43, 47, 50, 57–58, 61, 66–67, 69–70. <https://books.google.com/books?id=IR5Ab14UFB4C&printsec=frontcover#v=onepage&q&f=false>.

## MEMORIES FROM THE DEPRESSION QUESTIONS <sup>1/2</sup>

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1. What would your family do if someone knocked on your back door looking for food?
2. Ed Paulson mentioned, "They'd put up a rick of oranges and apples, put gasoline over it and set fire to them." This is in reference to the New Deal practice of destroying farm produce to increase its price. Why does it make sense that many people were unhappy about this?
3. Cite a line or phrase that gives a positive opinion about fighting in World War II. Why does it make sense that many people were happy about this?
4. Ed Paulson said, "The farmer was a ping-pong ball in a very tough game." What does he mean by that?

5. Jim Sheridan said, "There was more camaraderie than there is now." Why might this be true?
6. Some people did well during the Great Depression. Choose one person and explain why he or she succeeded.
7. Cite three lines that show that many people struggled during the Great Depression.
8. In what ways do you think you and your family would handle a depression well? In what ways do you think you and your family would struggle?

# Economic Theories and the Great Depression

## COMMON CORE STANDARDS

### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### **RH.6-8.3**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

## DIRECTIONS

- Students read “Background” independently, underlining any parts they have a question about. Students should draw a line from the underlined section to the margin and write their questions there. Students share their questions with a neighbor, then the class.
- The class reads the “Keynesian School” section together, summarizing each paragraph in the margins.
- Students read the last two sections independently, summarizing each paragraph in the margins. Students share their summaries with a neighbor, then the class.
- Students independently answer questions.

## IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some terms from which you may choose to create a review activity.

- |                   |              |                     |
|-------------------|--------------|---------------------|
| ▪ Circulation     | ▪ Investment | ▪ Run on banks      |
| ▪ Dow Jones       | ▪ Liquidity  | ▪ Shares            |
| ▪ Federal Reserve | ▪ New Deal   | ▪ Stimulus package  |
| ▪ Interest rates  | ▪ Recession  | ▪ Supply and demand |

# ECONOMIC THEORIES AND THE GREAT DEPRESSION <sup>1/3</sup>

## Background

Between 1924 and 1929 the Dow Jones quadrupled. The stock market bubble burst on October 24, 1929. As the values of stocks dropped, mass trading ensued; a then-record 12.9 millions shares were traded that day. The share prices continued to plummet, and a new record of about 16 million shares were traded on October 29, 1929. The stock market wouldn't return to its previous heights until 1954. Around 40 percent of banks failed during the Great Depression. By 1933, unemployment reached an estimated 25 percent; meaning one out of every four people seeking employment could not find it. This number does not include the number of underemployed or people who were forced to take pay cuts. In 1928, the unemployment rate had been below 5 percent.

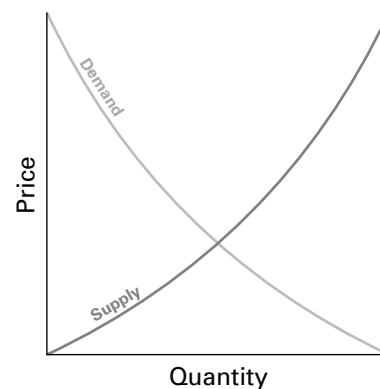
Once the stock market crashed, people made rational individual decisions that only worsened the overall situation. As stock market prices dropped, it made sense to try to trade stocks before they lost more value. But so many people were trying to trade shares that the prices dropped abruptly. When farmers saw prices for their goods drop, they produced more, which then caused prices to drop even faster. Businesses cut workers in an attempt to become more profitable, but as unemployment grew, people couldn't afford to buy products from these businesses, leading to more cuts. And as banks failed, people pulled their money out of them, causing more banks to fail because they didn't have enough money to cover all the withdrawals.

Even today, economists argue about what the most crucial causes were and what remedies the government should have applied. This became important again during the most recent worldwide recession, and the continuing discussion informs leaders about how they should handle future economic downturns. Below are three different economic schools of thought.

## Keynesian School

Many Keynesian economists believed that a major factor in the 1929 crash was that in the 1920s factories were producing more goods than people were willing (or able) to buy. Once businesses saw that people could not buy more goods, they invested excess money into the stock market, causing the Dow Jones to grow to unsustainable heights. This can be described as over supply and under demand, and Keynesian economists believed it led to the stock market crash and subsequent recession.

At the time, some economists recommended lowering interest rates to encourage businesses to make more investments. John Maynard Keynes thought that lowering interest rates alone would not be enough to reverse a recession. In a good economy





lower interest rates should increase investment. However, if people didn't buy a business's products, the business would not expand, no matter how low the rate.

For Keynes, the better antidote was to have the government make up for the lack of demand. The government could accomplish this by creating jobs for the unemployed and cutting taxes. This would give people more money to spend. His theories were put into action during the Great Depression (for instance, the New Deal created jobs) and more recently during the Great Recession (with the stimulus package). Many thought his beliefs were justified when the Great Depression ended during World War II because the war effort included a huge influx of government money that created numerous jobs.

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## Monetarist School

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In 1963 Milton Friedman and Anna Schwartz put forth a different explanation of what caused the Great Depression to last so long. They believed the biggest reason was that there was not enough currency in circulation. Between 1929 and 1933 the amount of money in circulation fell by a third, as people reduced their spending and stopped keeping their money in banks. This caused what they called the "Great Contraction," where incomes, prices, and employment all dropped. Advocates of this view are called monetarists.



Federal Reserve Building, Chicago

A historical example supporting the monetarist theory was the Panic of 1907. After a run on banks started, extra money loaned to banks gave many the liquidity they needed to avoid collapsing. Monetarists believe the Federal Reserve made a fatal error by not lending more money to banks after the 1929 stock market crash.

Governments can use Keynesian and monetarist policies at the same time, but monetarists think governments should avoid trying to make up for a lack of demand. Instead, the best way for a government to maintain a healthy economy is through controlling the money supply. In particular, by decreasing the amount of money to bring up prices and increasing the amount of money to lower prices.

### AUSTRIAN SCHOOL

A well-known economist from the Austrian school of thought was Friedrich Hayek and his views were quite different from the Keynesian school. He believed the government should be less involved with the economy. Hayek blames the Federal Reserve's policy of keeping interest rates low in the 1920s for causing the boom and subsequent bust. Even worse, the government should have left the economy alone after the stock market crash. Although more painful at first, the market would have adjusted and recovery would've come quicker. Hayek believed the government's actions were a waste of government money and prolonged the recession.

In general, Hayek believed economies ran better with less government intervention, because people were then freer to make the best economic choices. That didn't mean the government should do nothing. Instead, governments should craft policies that encourage business. Some have described it as a bottom-up approach, which he preferred to a top-down government-influenced one.

---

## ECONOMIC THEORIES QUESTIONS <sup>1/3</sup>

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1. In three to five bullet points, break down each school's beliefs on how Great Depression started, why it continued for so long, and what the government should have done.

### **Keynesian School**

### **Monetarist School**

### **Austrian School**

2. Why would farmers increasing the amount of their crops lower the price for those goods?
3. How do lower interest rates increase investment?
4. How are Keynesians and monetarists similar?

5. How are Keynesians and monetarists different?
6. How are the Austrian school's theories different from the beliefs of the Keynesians and monetarists?
7. Cite a line or phrase from the economic schools that you don't understand. Explain.
8. Cite a line or phrase from the economic schools that you agree with. Explain.

9. Cite a line or phrase from the economic schools that you don't agree with. Explain.
10. When America suffers its next economic downturn, what do you think the United States government should do? Why?



# Craft and Structure

**ACTIVITY 3**

The Dust Bowl

**RH.6-8.4**

**RH.6-8.5**

**ACTIVITY 4**

Herbert Hoover—

Miserable Presidency or Misunderstood?

**RH.6-8.6**

## ACTIVITY 3

CHAPTER  
Craft and Structure

DURATION  
1–2 class periods

# The Dust Bowl

### COMMON CORE STANDARDS

#### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### **RH.6-8.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

#### **RH.6-8.5**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### DIRECTIONS

- The teacher projects a photograph from the Dust Bowl. In their journals, students respond to the prompts, “What do you notice? Why might this be happening? What would it be like to live here?” Students share what they wrote with a neighbor, then the class.
- The teacher creates three-person groups and assigns each student in a group two different vocabulary words. Students use the text and a dictionary to complete their rows on the “Dust Bowl Vocabulary Chart.”
- Students take turns sharing with the group. Each student should (1) say what they thought the definition was, (2) why they thought that was the definition, (3) what the actual definition is, and (4) how their picture illustrates the definition. For the words assigned to other group members, students only have to complete the “Summarize Definition in Own Words” column.
- The class reads “Version One” together, highlighting surprises and connections. They should draw a line from each and explain their surprise or connection in the margins.
- Students repeat with “Version Two,” but do so independently. Students share what they highlighted with a neighbor, then the class.
- Students independently complete “Dust Bowl Questions.”

### EXTENSIONS

- Have students read the lyrics and/or listen to Woody Guthrie songs from his album *Dust Bowl Ballads*.
- Assign students to read excerpts from John Steinbeck’s *Grapes of Wrath* or *Of Mice and Men*.
- Have students delve into the history of Okies in California. Assign students to learn more about why they left the Great Plains, what their life was like in California, and how they affected California’s culture, particularly with their music.

DUST BOWL VOCABULARY CHART

Word	Predicted Meaning	Summarize Definition in Own Words	Drawing of the Word's Definition
Great Plains			
Semiarid			
Transcontinental Railroad			
Apex			
Migrants			
Contour Plowing			

## THE DUST BOWL <sup>1/3</sup>

### Version One

The Dust Bowl was a devastating farming tragedy that occurred in the **Great Plains** area of the United States during the Great Depression. The Great Plains is a flat area east of the Rocky Mountains that includes all or parts of Colorado, Kansas, Montana, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, and Wyoming. This region is **semiarid**, getting, on average, less than 20 inches of rain a year. American pioneers avoided moving to the Great Plains because they believed their farming methods wouldn't work there. To encourage settlement, in 1862 the government passed the Homestead Act which gave willing settlers 160



Farm machinery buried during the Dust Bowl, South Dakota, 1936

free acres of land. The Kinkaid Act (1904) and the Enlarged Homestead Act (1909) granted even more land. These acts, coupled with the **trans-continental railroad**, prompted a large number of people to move to the Great Plains to farm.

At the beginning of the twentieth century, farmers found success in this area. The chaos surrounding the Russian Revolution decreased the world's amount of wheat and, in turn, increased

the price for it. Additionally, the Great Plains had more rain than usual in the 1920s. Instead of seeing this as an anomaly, people were convinced this was the future, believing that "rain follows the plow." Many climatologists at the time supported this theory, arguing that human settlement could increase rainfall in a semiarid place by exposing the moisture in the soil to the sky and causing vibrations that created clouds.

Unfortunately, this was not the case. A dry summer in 1930 was followed by droughts in 1934, 1936, and 1939 to 1940. Worse, the deep plowing done by tractors removed the topsoil, and with it the native grasses that held the soil together. When gusts of wind blew through, which was also common in the Great Plains, the land flew off in giant dust storms. A particularly big dust storm in 1934 blew 12 million pounds of dust all the way to Chicago and caused parts of the East Coast to have red snow that winter. On April 14, 1935, in an incident later called Black Sunday, a severe dust storm struck Oklahoma and Texas, turning day into night.

Unsurprisingly, many people moved from the Great Plains. Various New Deal projects helped the area rebuild some, but it wasn't until the 1940s that the area truly began to recover, as rainfall increased and a stronger world economy boosted demand. After World War II, irrigation led to better farming conditions in the Great Plains. Ironically, with the rise of wind power, the gales that once wreaked havoc on farms are now spurring investment as wind farms spring up to take advantage of this renewable energy source.

## Version Two

"It was as though the sky was divided into two opposite worlds. On the south there was blue sky, golden sunlight and tranquility; on the north, there was a menacing curtain of boiling black dust that appeared to reach a thousand or more feet into the air. . . . The **apex** of the cloud was plumed and curling, seething and tumbling over itself from north to south and whipping trash, papers, sticks, and cardboard cartons before it. . . . As the wall of dust and sand struck our house the sun was instantly blotted out completely. Gravel particles clattered against the windows and pounded down on the roof. The floor shook with the impact of the wind, and the rafters creaked threateningly. We stood in our living room in pitch blackness. We were stunned. Never had we been in such all-enveloping blackness before, such impenetrable gloom."\*

Above, Pauline Winkler Grey described a dust storm on Black Sunday. Although this was a particularly bad day, these storms were commonplace in the Dust Bowl during the Great Depression. Tragically, these were mostly the result of ignorance in dealing with a semiarid climate. It is true that the 1930s were a dry decade for the Great Plains, but human error greatly worsened the situation. First of all, many of the crops being planted, like wheat, needed lots of water. And when the above-average rainfalls of the 1920s stopped, farmers not only lost that season's crops, but an important wind barrier. Additionally, plowing by tractors removed the deep-rooted grasses that both managed to contain water and hold the soil together. When the high winds came, as they do in that area, the dry loose soil blew off.

The results were horrific: cows and plants choked to death on dust, people died of dust pneumonia, and more than half a million families lost their homes. It affected 100 million acres of land in the Great Plains. This led to around 60 percent of people moving, possibly the largest migration in United States history. One result from this tragedy was a large number of



Child during the Dust Bowl



families moving to California. These **migrants** from Oklahoma (or nearby states) were called Okies, and despite early struggles and prejudice they eventually prospered. In the early 1990s, it was estimated that one-eighth of Californians descended from Okies.

The government worked to help the situation in the Great Plains during this trying time. Under the New Deal the Drought Relief Service (DRS) bought cattle for above-market prices and the Civilian Conservation Corps (CCC) planted 200 million trees that helped protect areas from wind and held the soil together. Additionally, experts trained farmers how to better cultivate land in a semiarid climate by planting vegetables that were better for dry land, rotating crops, terracing, and **contour plowing**. Although times were still tough, these programs helped reduce blown soil by 65 percent in 1938. Also, when regular rainfalls returned in the 1940s, the farmers now had better strategies to maximize the land and avoid future dust bowls.

The lessons of the Dust Bowl are still relevant today. As much as humankind has bent the earth to its will, geography still matters. It seems the more we are able to work within nature the less likely we are to have another human-created catastrophe like the Dust Bowl.

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\*Source: Grey, Pauline Winkler. *The Black Sunday of April 14, 1935*. Topeka: Kansas Historical Society, 1950. <http://www.kansasmemory.org/item/211072>.

1. Is "Version One" organized sequentially or causally? Explain.
2. Is "Version Two" organized sequentially or causally? Explain.
3. How is the first paragraph of "Version One" organized?
  - a. A thesis, followed by a preview of what the paper will cover.
  - b. States what the paper is about; followed by general facts about the area.
  - c. Hooks the reader with a statistic; followed by what resulted from the Dust Bowl.
  - d. Hooks the reader with a quotation; followed by what caused the Dust Bowl.
4. How is the first paragraph of "Version Two" organized?
  - a. A thesis, followed by a preview of what the paper will cover.
  - b. States what the paper is about; followed by general facts about the area.
  - c. Hooks the reader with a statistic; followed by what resulted from the Dust Bowl.
  - d. Hooks the reader with a quotation.
5. What makes the Great Plains a difficult area to farm?

6. What prompted people to settle in the Great Plains?
7. Why were farmers successful in farming the Great Plains in the 1920s?
8. What caused the giant dust storms?
9. What did these dust storms lead to?

10. What programs did the government support in reaction to the Dust Bowl?
11. The last line of "Version One" says, "Ironically, with the rise of wind power, the gales that once wreaked havoc on farms are now spurring investment as wind farms spring up to take advantage of this renewable energy source." What is the irony?
12. The last line of "Version Two" says, "It seems the more we work within nature the less likely we are to have another human-created catastrophe like the Dust Bowl." Do you agree with this? Explain.

## ACTIVITY 4

CHAPTER  
Craft and Structure

DURATION  
1–2 class periods

# Herbert Hoover—Miserable Presidency or Misunderstood?

### COMMON CORE STANDARDS

#### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

#### **RH.6-8.6**

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### DIRECTIONS

- Half the students are assigned “Herbert Hoover: Miserable Presidency” and half are assigned “Herbert Hoover: Misunderstood.”
- Students read their assigned text independently, highlighting loaded language. Students share with the class what they highlighted.
- Students with “Herbert Hoover: Miserable Presidency” scan their reading, looking for examples of facts that are against Hoover. Students with “Herbert Hoover: Misunderstood” look for examples of facts that are in favor of Hoover. They summarize those in the appropriate boxes on the “Herbert Hoover Presidency” handout.
- Students share what they wrote with a student who had the same reading. They can add or change what they wrote after hearing what another student wrote.
- Students trade papers with a student who had a different reading. For each fact, they write a rebuttal. Because there may be an odd number of students, the teacher should be prepared to be a partner if necessary.
- Students use their “Herbert Hoover Presidency” handout to have a class discussion about Hoover’s presidency.
- Students complete an exit ticket answering the question, “Was Hoover a miserable president or a misunderstood one? Take whichever side you want and support your position with at least three facts.”
- As currently described, students will end up with one of the two charts completed. Teachers may want to have students fill out the second chart as well, perhaps during the class discussion.

### EXTENSIONS

- Have students do a similar activity, but for Franklin D. Roosevelt. Students could research his presidency, recording facts in favor of Franklin D. Roosevelt and facts against Franklin D. Roosevelt on a chart similar to “Herbert Hoover’s Presidency.”
- Discuss with students the Great Recession. Have them compare and contrast how George W. Bush and Barack Obama handled the Great Recession.

## HERBERT HOOVER: MISERABLE PRESIDENCY

It is important when learning about the Great Depression to give credit where credit is due. And as for Herbert Hoover, just about the only thing I'll give him credit for is his reprehensible role in extending America's worst economic recession in our history.

Do you want to hear about a bad presidency? How about one that includes a stock market crashing so low that billions of dollars were lost on one day, an unemployment rate rocketing from 3 percent to about 25 percent in just one term, and banks failing so dramatically that approximately 5,000 banks collapsed. Now that's a presidential stint! The horrific Hoover was president for all that and more. Also, crop prices, already low, dropped 30 percent from 1930 to 1931. And I could keep going! How about that millions of people lost their homes under his watch? They were forced to live in shantytowns made of cardboard boxes and scrap metal, and they named their new neighborhoods Hoovervilles in his honor. Predictably, he was tremendously unpopular during his tenure. He was jeered at during public appearances and throttled in his reelection attempt (Franklin D. Roosevelt received 472 electoral votes against Hoover's 59).

But that's really no surprise when you look at how terribly he governed. Faced with a collapsing economy, he was woefully unaware of how bad it was. In March 1930 he stated, "All the evidences indicate that the worst effects of the crash upon unemployment will have passed during the next 60 days." He was eventually willing to help out some banks and big businesses, but still continued to ignore the everyday man. For example, in 1931 Hoover vetoed a bill proposed by Robert Wagner that would have created state-level employment agencies. To show how utterly out of touch he was, he even raised taxes during this time. It's like he didn't realize that the whole purpose of a government is to protect its citizens. If a government wasn't going to help out during a country's worst economic crisis ever, when would it?



Mother and children during the Dust Bowl, 1936

Some people argue that the president until March 1929, Calvin Coolidge, should get the blame instead of Hoover, who had just taken office. This defense conveniently forgets that Hoover was Coolidge's secretary of commerce. More importantly, this argument also doesn't take into account how badly he handled the recession once it started. Let's compare him to his successor, Franklin D. Roosevelt. Roosevelt did not just sit back and wait for the bottoming-out economy to fix itself. Instead he created various jobs, saved people from losing their homes by providing mortgage relief, and passed laws focused on helping farmers earn more. In just Roosevelt's first term, unemployment dropped from 25 percent to 14 percent. Americans appreciated this, reelecting him a record three times. Hoover might have done just fine under normal circumstances, but when faced with a situation where our country needed a real leader with vision, he clearly struck out.



## HERBERT HOOVER: MISUNDERSTOOD



Herbert Hoover

Herbert Hoover's accomplishments are many. Growing up working class and orphaned by age nine, he became a successful mining engineer and a millionaire before he was forty. Knowing money wasn't everything, the honorable Hoover devoted the rest of his life to public service. During World War I, he ran the U.S. Food Administration and after the war helped millions of starving Europeans by organizing shipments of food for them. One Russian wrote him later to say, "Your help will enter history as a unique, gigantic achievement, worthy of the greatest glory, which will long remain in the memory of millions of Russians whom you have saved from death." Upon returning to the United States, both the democrats and republicans hoped he would consider representing them. He chose to work with the Republicans and became their presidential nominee in the 1928 election, winning

the presidency by a landslide. He only served one term, and despite ably dealing with the worse financial crisis our country has ever seen, uninformed people disparage his tenure. This is unfortunate, for Herbert Hoover was a fantastic man whose legacy is greatly misunderstood.

The first criticism about Herbert Hoover that is misplaced is that he was somehow responsible for the Crash of '29. Amateur historians apply the overly simplistic logic that whoever is president at the time must be fully responsible for whatever happens with the economy. Not only is this a ridiculously shortsighted way to appraise a situation that affected the entire world, but they also forget that he had only been president for seven months when the crash occurred. If we are going to blame a president, it should be his predecessor, Calvin Coolidge. And there is much to question about Coolidge's policies, particularly his work in enacting the Revenue Acts of 1924, 1926, and 1928. These cut taxes, mostly for the rich, and allowed the wealthy to excessively invest in the stock market. And we know how that turned out.

Another mistaken view of Herbert Hoover is that he did nothing during the Great Depression. This is simply just not true. He approved around \$2 billion worth of loans to save businesses, state governments, banks, and other financial institutions. And the Hoover Dam is named after him for a reason. It was one of the biggest dams in the world at the time and work was begun on it during his presidency.

It is true that FDR spent more money during his presidency, but is that really a good thing? Despite glorified histories written about him, the overrated Franklin D. Roosevelt's approach wouldn't get our country out of the Great Depression until the 1940s, and that was mostly because of World War II. In fact, a 2004 study by economists Cole and Ohanian found that Roosevelt's spendthrift ways extended the length of the Great Depression.

That the Great Depression both derailed his presidency and tarnished his legacy is a disappointment. But the true tragedy is that the country voted him out after a lone term, missing the chance for a truly inspirational man to end the Great Depression the right way.

HERBERT HOOVER’S PRESIDENCY

Facts against Hoover	Rebuttal

Facts in Favor of Hoover	Rebuttal



# Integration of Knowledge and Ideas

**ACTIVITY 5**

*Migrant Mother*

**RH.6-8.7**

**RH.6-8.9**

**ACTIVITY 6**

Bonus Army

**RH.6-8.8**

**RH.6-8.9**

## ACTIVITY 5

**CHAPTER**  
Integration of Knowledge and Ideas

**DURATION**  
1–2 class periods

# *Migrant Mother*

### COMMON CORE STANDARDS

#### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

#### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### **RH.6-8.7**

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

#### **RH.6-8.9**

Analyze the relationship between a primary and secondary source on the same topic.

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

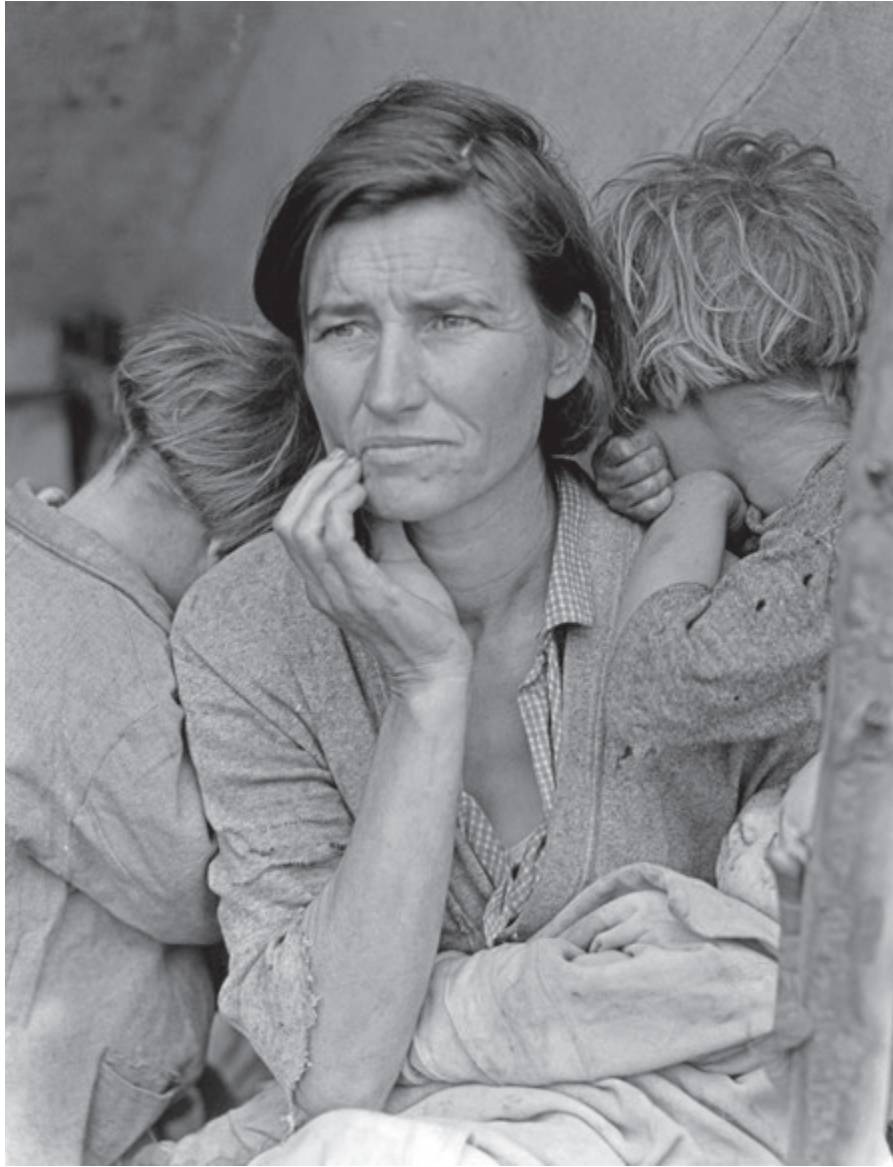
### DIRECTIONS

- The teacher projects the *Migrant Mother* photograph (multiple options are available online). In their journals, students respond to the following prompts: “What do you notice? What might the woman be thinking? How does this photograph represent the Great Depression? How might the woman feel about this photograph becoming famous?”
- The class reads “*Migrant Mother* Questions” aloud. The teacher answers any questions students have.
- Students read the texts independently, answering the questions as they go.

### EXTENSIONS

- Show other photographs taken by Dorothea Lange.
- Have students write a story from the perspective of the subject of *Migrant Mother*.
- The main subject of *Migrant Mother* was of Cherokee descent. This could be a good time to have students explore what happened to Native American land during the Great Depression.

## TEXTS ABOUT THE *MIGRANT MOTHER* <sup>1/4</sup>



*Migrant Mother* by Dorothea Lange

### Text 1: Dorothea Lange

In 1960 Lange described the moment she took the picture in 1936.

I saw and approached the hungry and desperate mother, as if drawn by a magnet. I do not remember how I explained my presence or my camera to her, but I do remember she asked me no questions. I made five exposures, working closer and closer from the same direction. I did not ask her name or her history. She told me her age, that she was thirty-two. She said that they had been living on frozen vegetables from the surrounding fields, and birds that the children killed. She had just sold the tires from her car to buy food. There she sat in that lean-to tent with her children huddled around her, and seemed to know that my pictures might help her, and so she helped me. There was a sort of equality about it.



## Text 2: Florence Thompson

Florence Thompson was the mother in the *Migrant Mother* photograph.

I wish she [Lange] hadn't taken my picture. I can't get a penny out of it. She didn't ask my name. She said she wouldn't sell the pictures. She said she'd send me a copy. She never did. . . .

I worked in hospitals. I tended bar, I worked in the field, so I done a little bit of everything to make a living for my kids. . . .

We just existed. Anyway, we lived. We survived, let's put it that way.

## Text 3: Children of Florence Thompson

Katherine McIntosh was one of the babies in the photograph.

She asked my mother if she could take her picture—that . . . her name would never be published, but it was to help the people in the plight that we were all in, the hard times.

So mother let her take the picture, because she thought it would help. . . .

We never had a lot, but she always made sure we had something. She didn't eat sometimes, but she made sure us children ate. That's one thing she did do. . . .

I wanted to make sure I never lived like that again. . . .

Even today, when it comes to cleaning, I make sure things are clean. I can't stand dirty things. . . .

Troy Owens was a young boy on the day of the photograph.

We got the radiator fixed and hurried back to camp to fix the car. When we got there, Mama told us there had been this lady who had been taking pictures. . . . It wasn't a big deal to her at the time. . . .

There's no way we sold our tires, because we didn't have any to sell. The only ones we had were on the Hudson and we drove off in them. I don't believe Dorothea Lange was lying, I just think she had one story mixed up with another. Or she was borrowing to fill in what she didn't have.

When Troy first saw the picture in a newspaper:

I screamed out 'Mama's been shot, Mama's been shot. There was her picture, and it had an ink spot right in the middle of her forehead. . . . Of course she was OK. We showed her the picture, and she just looked at it. She didn't say nothin'.

Norma Rydlewski was the other baby in the famous photograph.

Mother was a woman who loved to enjoy life, who loved her children. She loved music and she loved to dance. When I look at that photo of mother it saddens me. That's not how I like to remember her.

## Text 4: Letters to Florence Thompson

In 1933, Florence got sick and her family struggled to pay the hospital bills. Troy Owens convinced the *San Jose Mercury* to write an article appealing for help. Around \$35,000 came in, along with over 2,000 letters mostly about how important the photograph was to them. Below are excerpts from two of the letters.

.....

The famous picture of your mother for years gave me great strength, pride and dignity—only because she exuded those qualities so. —Anonymous, Santa Clara

Enclosed is a check for \$10 to assist the woman whose face gave and still gives eloquent expression to the need our country still has not met. —Anonymous, New York

.....

Troy Owens response to the letters:

.....

None of us ever really understood how deeply Mama's photo affected people. I guess we had only looked at it from our perspective. For Mama and us, the photo had always been a bit of curse. After all those letters came in, I think it gave us a sense of pride.

.....

## Text 5: Biography of Florence Thompson

The famous photo that Dorothea Lange took was simply called *Migrant Mother*. Seen as representing the Great Depression, it would be Dorothea Lange's most famous picture. As recently as 1998 it was selected to be on a postage stamp.

.....

But who was this woman? Florence Thompson was a Cherokee and born in a tepee in Oklahoma on September 1, 1903. Although her biological father abandoned the family, her mom remarried and they lived on a small farm. At seventeen she married a farmer's son, Cleo Owen. In 1926 they migrated to Oroville, California, working in mills and farms. When she was pregnant with their sixth child in 1931, Cleo died of tuberculosis. She made ends meet for a while by working the field during the day and a restaurant at night. After a couple more moves, she ended up in Shafter, California, where she met James Hill. They had three children together and the family moved from place to place, working fields when they were in season. It was tough work. She remembered laboring from the morning until sunset and only earning 50 cents for every 100 pounds of cotton.



Florence and children

Thompson ended up at the camp where the photo was taken by accident. She and her family were on the way to try to find work at some lettuce fields when they had car trouble. The nearest place to stay was a camp of around 3,000 mostly starving pea pickers. Newspapers had advertised work, but after the pea pickers arrived, they found out rain had destroyed the crops.

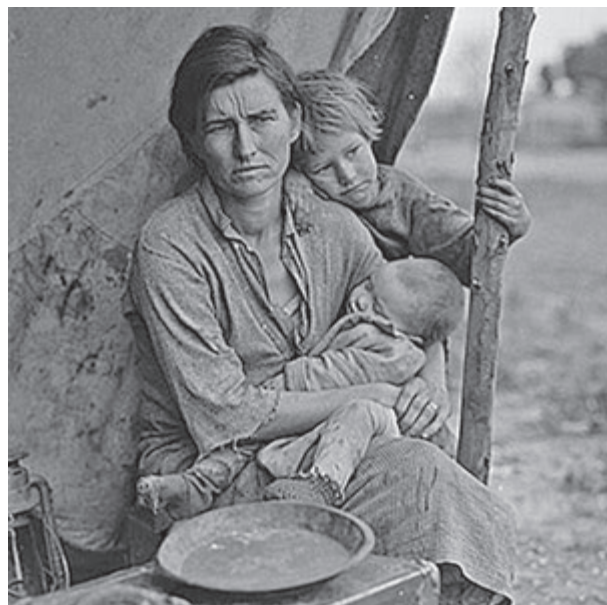
Dorothea Lange was working for a government agency, taking pictures of migrant workers to document the Great Depression's affect on people. She almost didn't stop at the camp, feeling she already had enough photos from previous camps. But at the last second Lange decided to go. She took only five photos, all of Florence, and then left the camp saying later, "I knew I had recorded the essence of my assignment." Lange gave the pictures to an editor for the *San Francisco News*, who ran it with the title "What Does the 'New Deal' Mean to This Mother and Her Child?" Lange's photo alerted the government to the dire conditions at the pea-picker camp, and the federal government sent 20,000 pounds of food to the people there. Florence's family, however, would miss this food; they had already gotten their car fixed and moved on.

Life continued to be difficult for Thompson and her family. Her daughter remembers sleeping in a tent or car and neighborhood kids taunting them, telling them to take a bath. After World War II, Thomson's life finally got a little easier after a new marriage to a hospital administrator. Many of her kids did well and they bought her a house in the 1970s. After a short stint in it, Thompson said, "I need to have wheels under me," and moved back to a trailer park. In 1983 she passed away from heart problems and cancer. Her gravestone reads, "FLORENCE LEONA THOMPSON Migrant Mother—A Legend of the Strength of American Motherhood."

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Sources

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- Text 4: Dunne, Geoffrey. "Photographic License." *New Times Magazine*. [http://web.archive.org/web/20020602103656/http://www.newtimes-slo.com/archives/cov\\_stories\\_2002/cov\\_01172002.html#top](http://web.archive.org/web/20020602103656/http://www.newtimes-slo.com/archives/cov_stories_2002/cov_01172002.html#top).



Florence, her baby Norma and daughter Ruby

1. How could you argue that the photograph and the letters are the only primary source of all the examples above?
2. How could you argue that texts 1, 2, and 3 are primary sources?
3. Cite two to three different lines or phrases that show Florence Thompson lived a hard life.
4. Cite two to three different lines or phrases that show Florence Thompson was a strong woman and mother.

5. Lange describes the experience of the picture taking as, "There was a sort of equality about it." What does she mean by this? How could you argue it was not equal?
6. How was Dorothea Lange wrong about Florence Thompson?
7. What did Florence Thompson and her family not like about the photograph?
8. What did people who sent money for Florence Thompson's hospital care like about the photograph?

9. Why do you think the *Migrant Mother* photograph was famous in the 1930s?

10. Why do you think the *Migrant Mother* photograph is still famous today?

## ACTIVITY 6

**CHAPTER**  
Integration of Knowledge and Ideas

**DURATION**  
1–2 class periods

# Bonus Army

### COMMON CORE STANDARDS

**RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

**RH.6-8.3**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

**RH.6-8.9**

Analyze the relationship between a primary and secondary source on the same topic.

**RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### DIRECTIONS

- The class reads "Hoover's Statement" and "Participant" together. Students highlight facts that support the argument, "The Bonus Army needed to be forcibly removed." They underline facts that support the argument, "The removal of the Bonus Army was unnecessary and brutal."
- Students read the last three sources independently annotating the texts as they did in the previous step. Students share what they highlighted and underlined with a neighbor, then the class.
- Students answer questions independently.
- Using what they wrote for question 11, the class debates what Hoover should have done.

### IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some terms from which you may choose to create a review activity.

- |                   |               |               |
|-------------------|---------------|---------------|
| ▪ Anacostia Flats | ▪ Decorum     | ▪ Sabres      |
| ▪ Animated        | ▪ Endeavoring | ▪ Shantytowns |
| ▪ Assailed        | ▪ Infantry    | ▪ Status quo  |
| ▪ Coup            | ▪ Ominous     | ▪ Vigil       |



## HOOVER'S STATEMENT

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The removal of the Bonus Army by force was highly controversial at the time. Below is Herbert Hoover's official statement about the event.

For some days police authorities and Treasury officials have been endeavoring to persuade the so-called bonus marchers to evacuate certain buildings which they were occupying without permission. These buildings are on sites where government construction is in progress and their demolition was necessary in order to extend employment in the District and to carry forward the Government's construction program.

This morning the occupants of these building were notified to evacuate and at the request of the police did evacuate the buildings concerned. Thereafter, however, several thousand men from different camps marched in and attacked the police with brickbats and otherwise injuring several policeman, one probably fatally.

I have received the attached letter from the Commissioners of the District of Columbia stating that they can no longer preserve law and order in the District. . . .

Congress made provision for the return home of the so-called bonus marchers, who have for many weeks been given every opportunity of free assembly, free speech, and the free petition to the Congress. Some 5,000 took advantage of this arrangement and have returned to their homes. An examination of a large number of names discloses the fact that a considerable part of those remaining are not veterans; many are communists and persons with criminal records.

The veterans amongst these numbers are no doubt unaware of the character of their companies and are being led into violence which no government can tolerate.

I have asked the Attorney General to investigate the whole incident and to cooperate with the District civil authorities in such measures against leaders and rioters as may be necessary.

Source: Hoover, Herbert. "Statement about the Bonus Marchers." July 28, 1932. Quoted in American Presidency Project, edited by John T. Woolley and Gerhard Peters, University of California–Santa Barbara, <http://www.presidency.ucsb.edu/ws/?pid=23184>.

## PARTICIPANT

Jim Sheridan came on the Bonus March, but left before the army forced the remaining men out. Below is part of an interview from the 1960s in which he describes what he remembers.

The soldiers were walking the streets, the fellas who had fought for democracy in Germany. They thought they should get the bonus right then and there because they needed the money. . . .

When we got to Washington, there was quite a few ex-servicemen there before us. There was no arrangements for housing. Most of the men that had wives and children were living in Hooverville. This was across the Potomac River—what was known as Anacostia Flats. They

had set up housing there, made of cardboard and of all kinds. I don't know how they managed to get their food. . . .

They had come to petition Hoover, to give them the bonus before it was due. And Hoover refused this. He told them they couldn't get it because it would make the country go broke. . . .

The question was now: How were they going to get them out of Washington? They were ordered out four or five times, and they refused. The police chief was called to send them out, but he refused. I also heard

that the marine commander, who was called to bring out the marines, also refused. Finally, the one they did get to shove these bedraggled ex-servicemen out of Washington was none other than the great MacArthur. . . .

This was really a riot that wasn't a riot, in a way. When these ex-soldiers wouldn't move, they'd poke them with bayonets, and hit them on the head with the butt of a rifle. . . .

As night fell, they [the soldiers] crossed the Potomac. They [the bonus marchers] were given orders to get out of Anacostia Flats, and they refused. The soldiers set those shanties on fire. . . .

The soldiers threw tear gas at them and vomiting gas. It was one assignment they reluctantly took on. They were younger than the marchers. It was like sons attacking their fathers. . . .

And so the bonus marchers straggled back to the various places they came from. And without their bonus.



Bonus Army shacks burning

Source: Terkel, Studs. *Hard Times: An Oral History of the Great Depression*. New York: Pantheon Books, 1970, pp. 13–16.  
<https://books.google.com/books?id=IR5Ab14UFB4C&printsec=frontcover#v=onepage&q&f=false>

Image source: Public domain, via Wikimedia Commons

## OBSERVER

A. Everette McIntyre was a Federal Trade Commissioner in Washington, DC, at the time of the Bonus Army's removal. Below is part of an interview from the 1960s in which he describes what he remembers.

The bonus men had undertaken to march around the White House. The President didn't like that. A lot of other people didn't like it, either, because they were clogging up Pennsylvania Avenue, in the busiest part of the day.

About five thousand of the bonus marchers and their families were camping in some of the demolished buildings. The police encircled them. There was some brick-throwing. A couple of the police retaliated by firing. A bonus man was killed and another seriously wounded. . . .

My colleagues and I decided that the army would assault the camp in Anacostia Flats, across the river. There were about twenty thousand to forty thousand bonus people there. We went on the roof of a building and watched what occurred there that evening. It happened after dark.

The 12th Infantry did march across the bridge, in full battle dress as before. This was quite a sight. We could see the fires. Soon, all the occupants of that camp were driven into the Maryland Woods, into the night.

The next day, I read accounts of some of the people who had been jabbed with bayonets. Some had been injured seriously. People who had raised their arms had their arms cut off by some sabres. Others were hit by the flat of the sword. In some instances, ears were cut off.

Source: Terkel, Studs. *Hard Times: An Oral History of the Great Depression*. New York: Pantheon Books, 1970, pp. 17–18.  
<https://books.google.com/books?id=IR5Ab14UFB4C&printsec=frontcover#v=onepage&q&f=false>.



Bonus marchers. 1932

Image source: Public domain, via Wikimedia Commons

## CHIEF OF STAFF OF U.S. ARMY



General Douglas MacArthur

General Douglas MacArthur led the army troops who removed the Bonus Army from their camps. The following are quotes from his press conference after the event.

.....

If there was one man in ten in that group today who is a veteran, it would surprise me. . . .

The mob down Pennsylvania looked bad. They were animated by the spirit of revolution. The gentleness and consideration with which they had been treated had been mistaken by them as weakness and they had come to the conclusion that they were about to take over the government. . . .

It is my opinion that had the President not acted today, had he permitted this thing to go on for twenty-four hours more, he would have faced a grave situation which would have caused a real battle.

.....

Source: Dickson, Paul, and Thomas B. Allen, *The Bonus Army*. New York: Walker and Company, 2004, pp. 181–82.

Image source: Public domain, via Wikimedia Commons



UShistory.org is a current history website. The following is their summary of the event.

Many in America wondered if the nation would survive.

Although the United States had little history of massive social upheaval or coup attempts against the government, hunger has an ominous way of stirring those passions among any population. As bread riots and shantytowns grew in number, many began to seek alternatives to the status quo. Demonstrations in the nation's capital increased, as Americans grew increasingly weary with President Hoover's perceived inaction. The demonstration that drew the most national attention was the Bonus Army March of 1932.

In 1924, Congress rewarded veterans of World War I with certificates redeemable in 1945 for \$1,000 each. By 1932, many of these former servicemen had lost their jobs and fortunes in the early days of the Depression. They asked Congress to redeem their bonus certificates early.

Led by Walter Waters of Oregon, the so-called Bonus Expeditionary Force set out for the nation's capital. Hitching rides, hopping trains, and hiking finally brought the Bonus Army, now 15,000 strong, into the capital in June 1932. Although President Hoover refused to address them, the veterans did find an audience with a congressional delegation. Soon a debate began in the Congress over whether to meet the demonstrators' demands.

As deliberation continued on Capitol Hill, the Bonus Army built a shantytown across the Potomac River in Anacostia Flats. When the Senate rejected their demands on June 17, most of the veterans dejectedly returned home. But several thousand remained in the capital with their families. Many had nowhere else to go. The Bonus Army conducted itself with decorum and spent their vigil unarmed.

However, many believed them a threat to national security. On July 28, Washington police began to clear the demonstrators out of the capital. Two men were killed as tear gas and bayonets assailed the Bonus Marchers. Fearing rising disorder, Hoover ordered an army regiment into the city, under the leadership of General Douglas MacArthur. The army, complete with infantry, cavalry, and tanks, rolled into Anacostia Flats forcing the Bonus Army to flee. MacArthur then ordered the shanty settlements burned.

Many Americans were outraged. How could the army treat veterans of the Great War with such disrespect? Hoover maintained that political agitators, anarchists, and communists dominated the mob. But facts contradict his claims. Nine out of ten Bonus Marchers were indeed veterans, and 20% were disabled. Despite the fact that the Bonus Army was the largest march on Washington up to that point in history, Hoover and MacArthur clearly overestimated the threat posed to national security. As Hoover campaigned for reelection that summer, his actions turned an already sour public opinion of him even further bottomward.

America sank deeper in Depression.

Source: Independence Hall Association. "The Bonus March." UShistory.org. <http://www.ushistory.org/us/48c.asp>. Available under the Creative Commons Attribution 4.0 International License, <http://creativecommons.org/licenses/by/4.0/>.

## 1/3

1. Would Jim Sheridan most likely be biased against the Bonus Army, biased toward the Bonus Army, or have a neutral attitude toward the Bonus Army? Explain.
2. Would Douglas MacArthur most likely be biased against the Bonus Army, biased toward the Bonus Army, or have a neutral attitude toward the Bonus Army? Explain.
3. Would USHistory.org most likely be biased against the Bonus Army, biased toward the Bonus Army, or have a neutral attitude toward them? Explain.
4. What is Hoover trying to accomplish by using the phrase, "so-called bonus marchers"?

5. Why is it understandable that Congress wouldn't give the veterans their bonuses early?
6. Why is it understandable that the veterans would want their bonuses early?
7. Hoover claimed, "An examination of a large number of names discloses the fact that a considerable part of those remaining are not veterans," and MacArthur stated, "If there was one man in ten in that group today who is a veteran, it would surprise me." On the other hand, the USHistory.org text says, "Nine out of ten Bonus Marchers were indeed veterans." Which source do you trust more on this? Why?
8. Cite two or three facts that support the argument, "The Bonus Army needed to be forcibly removed."

9. Cite two or three facts that support the argument, "The removal of the Bonus Army was unjustified and unnecessarily brutal."
10. Break down the Bonus Army incident into five to seven events. Make sure to list actions that led to the march.
11. Pretend you are Hoover and the Bonus Army is not leaving. Do you (A) force them out, even if it means using bayonets, tear gas, and the burning down of their residences, (B) pay them their bonus, even though the government is struggling to balance the budget, or (C) handle it in a different way. Explain, and if you pick "C," be specific about what you would do.



# Writing Standards

**ARGUMENTATIVE WRITING**

Government Spending

**WHST.6-8.1**  
**WHST.6-8.4**  
**WHST.6-8.5**  
**WHST.6-8.6**  
**WHST.6-8.9**  
**WHST.6-8.10**

**INFORMATIVE WRITING**

The Great Depression versus the Great Recession

**WHST.6-8.2**  
**WHST.6-8.5**  
**WHST.6-8.7**  
**WHST.6-8.8**  
**WHST.6-8.9**  
**WHST.6-8.10**

**NARRATIVE WRITING**

Depression Perspective Piece

**W.8.3**  
**WHST.6-8.5**  
**WHST.6-8.10**

## Government Spending

### COMMON CORE STANDARDS

#### WHST.6-8.1

Write arguments focused on discipline-specific content.

#### WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

#### WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

#### WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

#### WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### DIRECTIONS

- The teacher reviews/defines important vocabulary.
- The teacher also distinguishes between federal, state, and local governments, and clarifies that the “2010 U.S. Federal Spending” chart focuses solely on the federal government, while the other charts are looking at total government spending (federal, state, and local).
- Students look at the charts quietly while considering three questions: What do I notice? What do I wonder? What am I surprised by?
- Students share with the class the answers to any of the three questions.
- Students work with a partner to answer “Government Spending Questions.”
- Students use statistics from the charts to complete the outline.
- Students use the outline to write the paper.
- Students read a partner’s final draft and answer the questions on “Government Spending Views.”

## GOVERNMENT SPENDING PAPER

### Overall

Under Franklin D. Roosevelt's presidency, the United States greatly increased its government spending. As popular as the New Deal and entering World War II were, the amount they cost was controversial at the time. How much a government spends is still controversial today; a common modern campaign pledge is to reduce wasteful government spending. But does America spend too much? If so, what should be cut? And should any spending areas be increased? Analyze data from recent budgets, historical data, and comparisons to other countries to formulate your opinion on these questions. Write a one- to two-page paper supporting your opinion on government spending. Your audience is another student in the room. They will read your paper and determine if they have been convinced or not.

### Paragraphs

- Paragraph One: Introduce claims about the issues and distinguish the claims from alternate claims.
- Paragraph Two: Should overall government spending in America be increased or decreased?
- Paragraph Three: What should the government spend less on?
- Paragraph Four: What should the government spend more on?
- Paragraph Five: Provide a concluding section that summarizes your arguments.

### Rubric

	Exceeding	Proficient	Developing	Beginning
Argument	Uses logical reasoning and solid support to write three strong arguments.	Uses logical reasoning and solid support to write two strong arguments. One argument could use stronger reasoning and/or support.	At times arguments are solid, but needs to improve reasoning and/or support on at least two arguments.	Arguments are weak due to issues with reasoning and/or support.

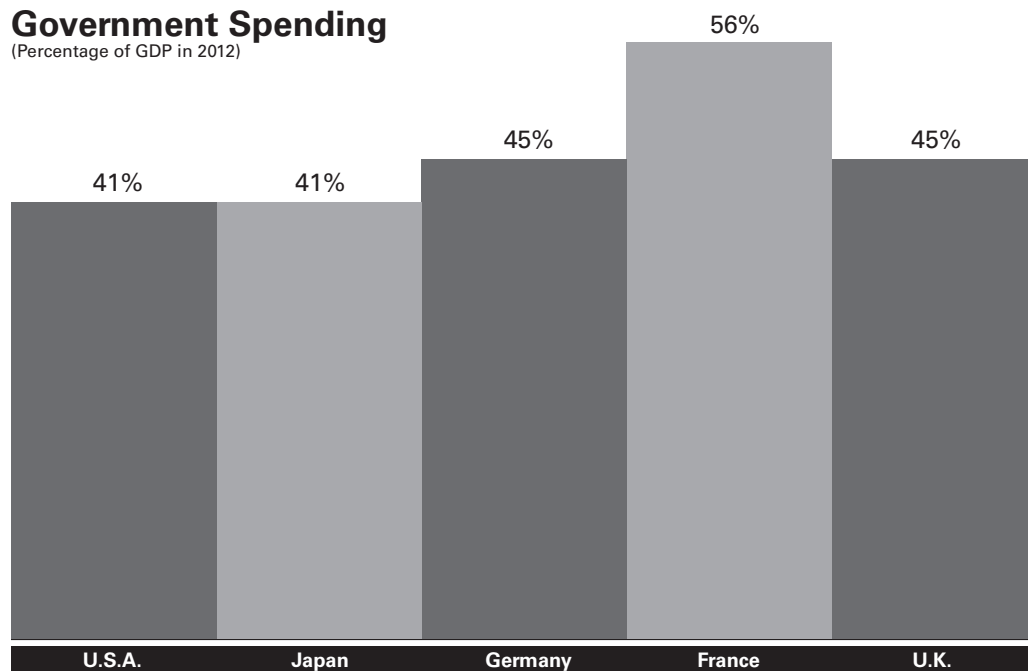
## GOVERNMENT SPENDING CHARTS <sup>1/3</sup>

### How Five Large Economies Spent Their Money in 2012

	U.S.A.	Japan	Germany	France	U.K.
<b>General Public Service</b>	15%	11%	15%	12%	11%
<b>Defense</b>	11%	2%	3%	3%	5%
<b>Public Order and Safety</b>	6%	3%	3%	3%	5%
<b>Economic Affairs</b>	9%	10%	8%	9%	8%
<b>Environment Protection</b>	0%	3%	1%	2%	2%
<b>Housing and Community Amenities</b>	2%	2%	1%	2%	2%
<b>Health</b>	22%	18%	15%	14%	16%
<b>Recreation, Culture, and Religion</b>	1%	1%	2%	3%	2%
<b>Education</b>	16%	8%	10%	10%	12%
<b>Social Protection</b>	20%	43%	43%	43%	37%

Source: Data from Organization for Economic and Co-Operation and Development, "Government Expenditure by Function," OECD, StatExtracts Database, Table 11.

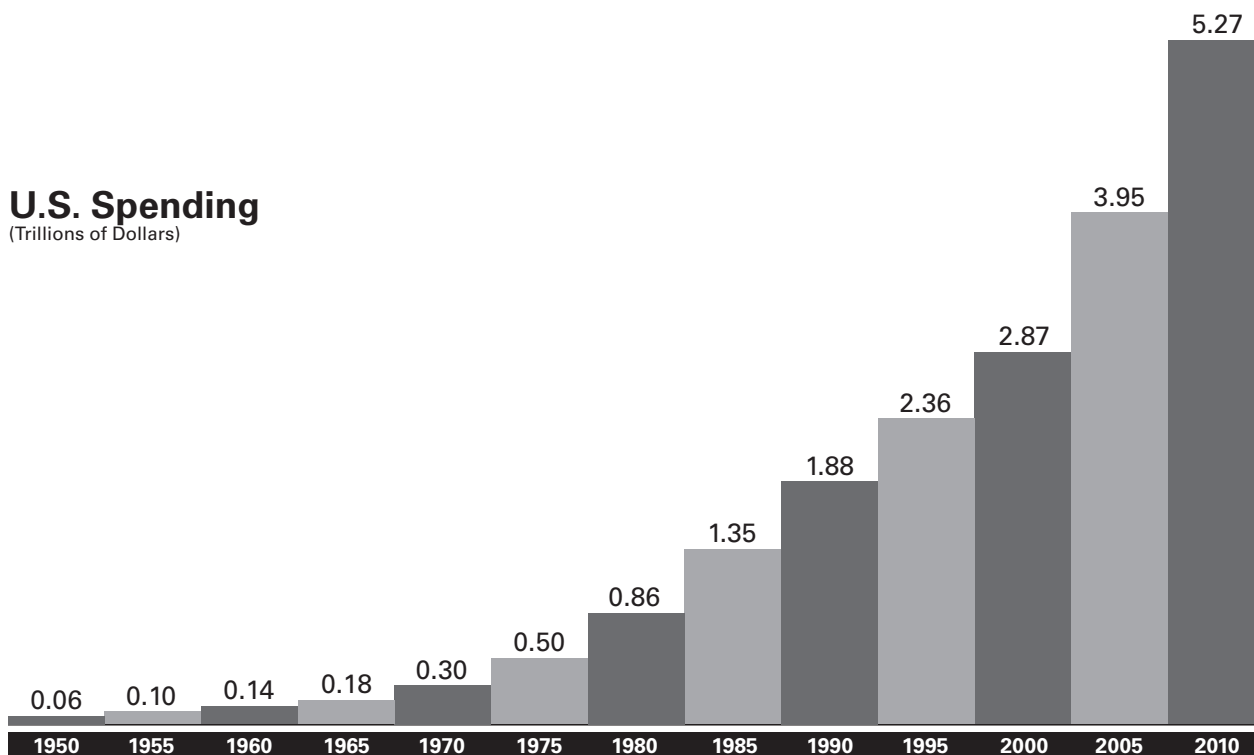
### Government Spending (Percentage of GDP in 2012)



Source: Data from Sherman Rogers, "Government Spending: See Which Economies Will Spend the Least by 2017," *The Guardian*, October 16, 2012.

## U.S. Spending

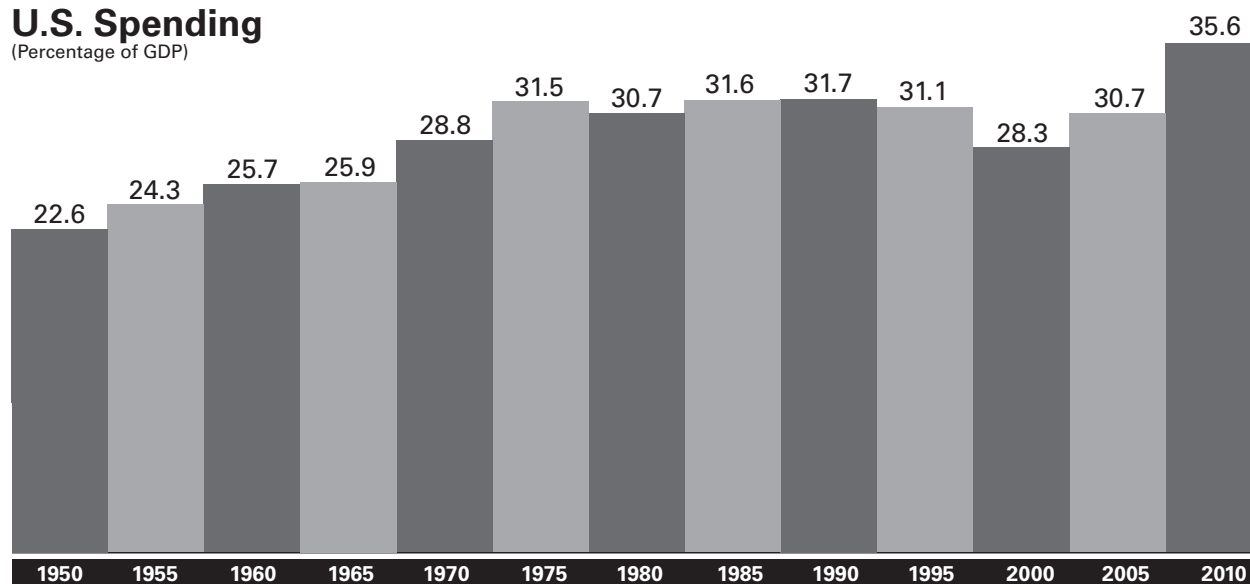
(Trillions of Dollars)



Source: Data from Office of Budget and Management, "Historical Tables," White House Online, Table 14.2.

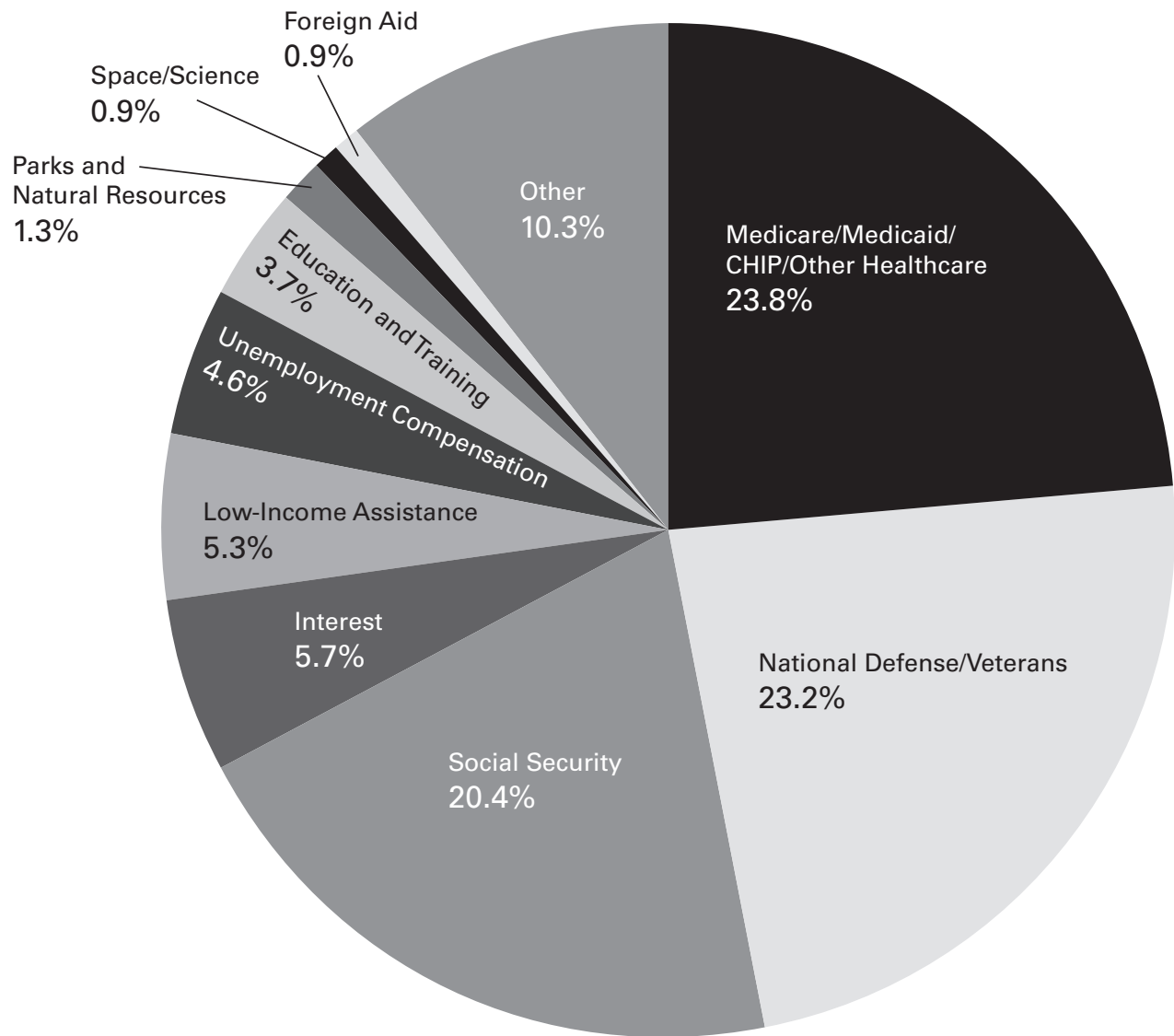
## U.S. Spending

(Percentage of GDP)



Source: Data from Office of Budget and Management, "Historical Tables," White House Online, Table 14.3.

## 2010 U.S. Federal Spending



Source: Data from Brooks Jackson, "Fiscal Fact Check," FactCheck.org, Annenberg Public Policy Center, July 15, 2011.

1. On what areas does the United States spend the most, in comparison to Japan, Germany, France, and Great Britain?
2. On what areas does the United States spend the least, in comparison to Japan, Germany, France, and Great Britain?
3. The 2010 Federal Spending chart says the United States only spends 4 percent on "Education and Training," but the first chart says the United States spends 16 percent on "Education." Why are these different?
4. Of the five countries listed, which country's government spends the highest percentage of their GDP?
5. How are the two U.S. government-spending charts similar?

6. How are the two U.S. government-spending charts different?
7. What area on the 2010 U.S. Federal Spending chart did you think should be bigger? Explain.
8. What area on the 2010 U.S. Federal Spending chart did you think should be smaller? Explain.
9. Find two statistics from any chart that support the following argument: "The U.S. government spends too much."
10. Find two statistics from any chart that support the following argument: "The U.S. government does not spend enough."



## GOVERNMENT SPENDING OUTLINE

<b>Paragraph One</b>	Claims	
	Explain how those claims are different from other claims.	
<b>Paragraph Two</b>	Stance on government spending	
	Supporting statistics	
<b>Paragraph Three</b>	What should the United States spend less on?	
	Supporting statistics	
<b>Paragraph Four</b>	What should the United States spend more on?	
	Supporting statistics	
<b>Paragraph Five</b>	Concluding statement	

Annexina Community Care: The Great Dancesin Permission granted to reproduce for classroom use only © 2016 Social Studies School Service

1. Did the paper argue that government spending should be increased or decreased?
2. On what did the paper argue the government should spend less?
3. On what did the paper argue government should spend more?
4. What were your stances on these three subjects before reading the paper?
5. Of the three stances, did you change your mind on any after reading the paper? Which ones? Why did you or didn't you change your mind?

## The Great Depression versus the Great Recession

### COMMON CORE STANDARDS

#### **WHST.6-8.2**

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

#### **WHST.6-8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

#### **WHST.6-8.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

#### **WHST.6-8.8**

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### **WHST.6-8.9**

Draw evidence from informational texts to support analysis, reflection, and research.

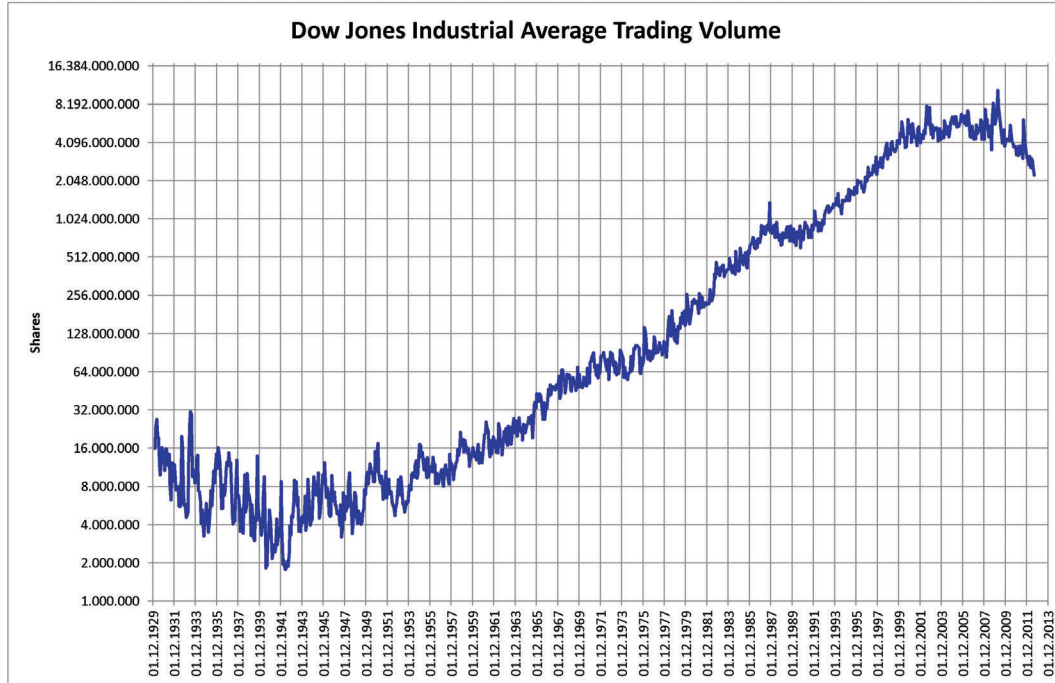
#### **WHST.6-8.10**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### DIRECTIONS

- Students research the Great Depression and Great Recession, recording information on the “Similarities and Differences Chart” as they go.
- The class discusses how they think the American government should respond to the next recession.
- Students use the chart to complete the outline.
- Students use the outline to write a paper.

# THE GREAT DEPRESSION VERSUS THE GREAT RECESSION



## Overall

In 2007 the Great Recession began, the worst economic depression since the Great Depression. For this paper you will research both, looking for similarities and differences and considering what lessons they teach us. The final paper should be one to two pages long and include a Works Cited page.

## Paragraphs

- An opening paragraph that hooks the reader and presents the overall topic
- A body paragraph that examines the similarities between the two recessions
- A body paragraph that examines the differences between the two recessions
- A concluding paragraph that summarizes the main ideas of the paper and gives an opinion on how governments should respond to future recessions

## Rubric

	<b>Exceeding</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
<b>Organization</b>	Strong hook, clear introduction/conclusion, and fluid transitions.	Clear introduction/conclusion, with transitions that create cohesion.	At times introduction, conclusion, and transitions serve intended purposes.	Introduction, conclusion, and transitions rarely serve intended purposes.
<b>Analysis</b>	Includes accurate similarities/differences and a convincing opinion on how governments should respond to future recessions.	Includes accurate similarities/differences and a reasonable opinion on how governments should respond to future recessions.	Includes some accurate similarities/differences.	Includes few to no accurate similarities/differences.

SIMILARITIES AND DIFFERENCES CHART

	Similarities	Differences
Role of Stock Market		
Role of Housing Market		
Effects on Economy		
Effects on Rich		
Effects on Non-Rich		
How the Government Responded		
How It Ended		
Other		

## GREAT DEPRESSION VERSUS THE GREAT RECESSION OUTLINE

<b>Hook</b> (Fact, description, quote, question, etc.)	
<b>Overall Topic</b>	
<b>Transition/Topic Sentence</b>	
<b>Similarities Between the Two Recessions</b>	
<b>Transition/Topic Sentence</b>	
<b>Differences Between the Two Recessions</b>	
<b>Summary Statement</b>	
<b>Opinion on How Governments Should Handle Future Recessions</b>	

## Depression Perspective Piece

### COMMON CORE STANDARDS

#### W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

### DIRECTIONS

- Students are assigned a photograph to write their story about.
- Students choose someone in the photograph and write a rough draft about that person.
- Students trade papers with a partner and complete “Perspective Piece Peer Edit” for each other’s papers.
- Students write a second story from the perspective of a different person from the photograph.
- Each student works with a new partner, but this time they do not complete a peer edit form. Instead, each partner reads both papers, marks any convention errors he or she finds, and states which paper he or she thought was stronger.
- Students choose one paper and use their partner’s feedback to write a final draft.
- The teacher may choose to shorten this assignment into an opening journal write.
- The teacher may choose to lengthen this assignment by giving students time to research the lives of people similar to the people in their photograph.

## DEPRESSION PERSPECTIVE PIECE

### Requirements

- Write from the perspective of a person in the photograph you are assigned.
- Choose which person in your photograph will be your character.
- Write about the moment captured in the photograph.
- Go into your character's head; tell the reader what he or she is thinking.
- Write in first person (use "I").
- ¾ to 1 page long

### Things to Keep in Mind

- Because you don't have any background information about the characters, you are free to create details (this is known as "artistic license"). Still, use what you know about the Great Depression to make it believable.
- Focus on senses: What does your character see, hear, taste, feel, and/or smell?
- Engage the reader by using vivid word choice.
- Hook the reader from the beginning. Some options include dialogue, onomatopoeia, an in-depth description, or an action.
- Have an interesting ending. Some options include foreshadowing, full circle (connect it to beginning), a punch line (a short statement that leaves the reader thinking), or beginning the next event but leaving what will actually happen up in the air.

### Rubric

	Exceeding	Proficient	Developing	Beginning
<b>Writing</b>	Story gets deeply into the character's head by using believable details, vivid word choice, and an engaging voice.	Story describes what a character in that scene might be thinking in an engaging manner by using believable details.	Story has believable details, but is not engaging because of ordinary word choice, a lack of sensory details, and/or a weak voice.  or Story is engaging, but includes too many unbelievable details.	Story is not written in first person.  or Story includes few believable details.
<b>Conventions</b>	No convention errors.  or Uses high-level conventions with few to no errors.	Convention errors in one area.  or A single error in a few areas.	Convention errors in two or more areas.	Too short to assess conventions.  or Major issues with conventions.



## IMAGES OF THE GREAT DEPRESSION



Family moving to San Diego, 1939



Truck of cotton pickers, 1940



Breadline, 1931



Unemployed men, 1934

## PERSPECTIVE PIECE PEER EDIT

### Writing

Cite two examples of vivid word choice from the paper.

Cite two believable lines or phrases from the paper.

Cite two lines or phrases you did not find believable. Explain why.

What could be added to the paper to make it more engaging?

Assess the paper's writing on the rubric. Below the rubric, explain why you think the paper earned that score.

	Exceeding	Proficient	Developing	Beginning
<b>Writing</b>	Story gets deeply into the character's head by using believable details, vivid word choice, and an engaging voice.	Story describes what a character in that scene might be thinking in an engaging manner by using believable details.	Story has believable details, but is not engaging because of ordinary word choice, a lack of sensory details, and/or a weak voice.  <i>or</i> Story is engaging, but includes too many unbelievable details.	Story is not written in first person.  <i>or</i> Story includes few believable details.

# Selected Answers

## ACTIVITY 1

### Memories from the Depression Questions

1. Answers will vary.
2. People were going hungry and the government was destroying food. The people must have wondered why the government didn't just hand it out to needy people.
3. Louis Banks said, "I'd rather be in the army now than see another Depression." It makes sense that many people would be happy to fight in World War II because it gave them food and a job.
4. Answers will vary, but the following is one possible answer: I think Ed Paulson means that farmers were getting knocked around by forces that they had nothing to do with.
5. It does make sense that the Depression might bring people together. When times are tough, people need to lean on each other more.
6. Will Benton was successful during the Depression. He was in the advertising industry and it seems that companies were more willing to use advertising companies because their products were not selling on their own.
7. Louis Banks: "I was sleeping under some steps and there was some paper over me." Peggy Terry: "Here were people living in old, rusted-out car bodies." Arthur Robertson: "A frenzy. I must have gotten calls from a dozen and a half friends who were desperate."
8. Answers will vary.

## ACTIVITY 2

### Economic Theories Questions

1. Keynesian School
  - Businesses were producing more goods than people were buying.
  - Businesses invested money in the stock market, causing a bubble to build and burst.
  - Once a recession began, people earned less money so they were less likely to buy from businesses.
  - The government should have made up for lack of demand by lowering taxes and creating jobs.

#### Monetarist School

- As the economy dipped, people began to trade shares and take their money out of banks.
- The banks did not have enough liquidity to give people their money, causing many to fail.
- People held on to their money, causing less money to be in circulation and prices to drop.
- The government should have lent more money to banks to stop banks from collapsing and to get more money into circulation

#### Austrian School

- The Federal Reserve kept interest rates very low in the 1920s, leading to the stock market bubble and its burst.
  - After the stock market crash, government intervention prolonged the crash.
  - The government should have allowed the economy to crash even further and recover on its own.
  - Government should pursue pro-business policies instead of spending money to prop up economies.
2. As the amount of a good increases, the price for that good drops.

3. Lower interest rates increase investment because it is cheaper to take out loans.
4. Both monetarists and Keynesians encourage government intervention during recessions.
5. Keynesians and monetarists are different because the monetarists do not generally support the government spending to create jobs during a recession.
6. The Austrian School is different because they encouraged much less government intervention during a recession than did the other two schools.
7. Answers will vary, but the following is one possible answer:  
From the monetarist school: "In particular, by decreasing the amount of money to bring up prices and increasing the amount of money to lower prices." I don't understand how decreasing the money supply has anything to do with prices.
8. Answers will vary but the following is one possible answer:  
Keynesian School: "The government could accomplish this by . . . cutting taxes (giving people more money to spend)." If people are paying fewer taxes, they will have more money. This seems like a smart way to help the economy during a recession.
9. Answers will vary, but the following is one possible answer:  
Keynesian school: "The government could accomplish this by creating jobs for the unemployed." I don't think it's a good idea for the government to be creating jobs. People can do this better without government influence, and when the government creates jobs, it means taxes will rise eventually.
10. Answers will vary, but the following is one possible answer:  
I think that during our next recession the government should combine ideas from the Keynesian and monetarist schools. Cutting taxes and creating jobs can stop the economy from spiraling downwards. Additionally, increasing the money supply will make sure prices don't deflate and also make sure that people don't start to think it's a good idea to not spend money. I like some of the principles of the Austrian school, but I think it's a little scary for a government to mostly just sit back as the country is suffering.

### ACTIVITY 3

#### Dust Bowl Questions

1. Sequentially—It starts with how the area has always been and then basically summarizes the history of farming in that area from 1900s to today.
2. Causally—It focuses on what caused the dust storms, what effects the dust storms had, and what changes the governments' actions had.
3. B
4. D
5. It is difficult to farm because it is semiarid and gets very little rain.
6. The government gave out large tracts of free land. Also, the transcontinental railroad made it easier to get there and send goods from there.
7. The 1920s had higher than average rain.
8. A 1930s drought killed off many of the plants that worked as wind protection, deep plowing removed grasses that held the soil together, and strong winds carried away the dry soil.
9. Cows and plants died, families lost their houses, people moved away (many to California), etc.
10. The Drought Relief Service bought cattle from people for high prices, the Civilian Conservation Corps planted trees, and experts taught people how to more effectively farm land that doesn't get much rain.
11. It is ironic because the winds destroyed the Great Plains' economy in the 1930s and now are helping the area's economy.

12. Answers will vary, but the following is one possible answer: I don't agree with the last line of version two. Yes, not taking the dry land into account did cause the Dust Bowl, but devastation like this is pretty rare. Also, the text refers to irrigation improving farming. So it seems like the best way to solve the situation is for humans to figure out a way to change the land, rather than accept it will be useless.

## ACTIVITY 4

### Herbert Hoover's Presidency

Facts against Hoover	Rebuttal
The unemployment rate increased from 3 to 25 percent. Roosevelt lowered it from 25 to 14 percent in his first term.	Anyone who was president during the stock market crash was going to see unemployment rise, and any president afterwards was going to see unemployment drop.
His policies worked against regular people. He actually raised taxes during this time.	Because the government was receiving less money, the only way to balance the budget was by increasing taxes.
Hoover was unpopular. Hoover only received 59 electoral votes to Roosevelt's 472. Roosevelt would be the first president reelected three times.	Hoover was blamed for the Depression, so he was not going to get reelected. Franklin D. Roosevelt was the first president reelected so many times, because it was common practice to step down after two terms. Roosevelt ignored this precedent.
The economy was a disaster under Hoover: around 40 percent of banks failed, the stock market lost billions of dollars on one day, and millions of families became homeless.	The Great Depression affected the entire world. To blame Hoover for it is ridiculous. If Roosevelt had been president, the same things would have happened.

Facts in Favor of Hoover	Rebuttal
Hoover had only been president for seven months when the stock market crash happened. Coolidge would be the president to blame.	But Hoover had been Coolidge's secretary of commerce, so he was part of that government and in charge of business policy.
Before becoming president, Hoover was successful in business, and his running of the U.S. Food Administration stopped a lot of people from starving.	Whether he was successful before his presidency has nothing to do with if he was a good president.
He was active as a president. He approved \$2 billion worth of loans to help the economy recover.	Hoover did help out big business and banks, but did nothing to help the regular person. Instead he raised taxes.
It is a good thing that he didn't overspend during the Great Depression. Some economists think Franklin D. Roosevelt's policies extended the Depression.	The Great Depression ended after the government spent huge amounts on World War II.

## ACTIVITY 5

### *Migrant Woman Questions*

1. Dorothea Lange, Florence Thompson, and Florence Thompson's children are mostly remembering from the past. Aspects might not be what actually happened, but what they are incorrectly recalling.
2. Dorothea Lange, Florence Thompson, and Florence Thompson's children were all at the events they are describing.
3. Florence Thompson: "We just existed." Katherine McIntosh: "I wanted to make sure I never lived like that again." Dorothea Lange: "I saw and approached the hungry and desperate woman."
4. Katherine McIntosh: "We never had a lot, but she always made sure we had something. She didn't eat sometimes, but she made sure us children ate." Florence Thompson: "I worked in hospitals. I tended bar. I cooked. I worked in the fields. I done a little bit of everything to make a living for my kids." Biography of Florence Owens Thompson: "She remembered working from the morning until sunset and only earning 50 cents for every 100 pounds of cotton."
5. I think Dorothea Lange saw equality because they were both giving each other something. Florence Owens Thompson was giving Dorothea Lange the picture and the picture might in some way help Thompson's predicament. What is not equal about it is Lange never had to live like Thompson did, but she would gain a great deal of fame from Thompson's poverty.
6. Dorothea Lange claims Thompson sold her tires to buy food, but Troy Owens says they never sold the tires.
7. They never made money from the photograph, Lange said she wouldn't sell the picture, the photo made their mom seem like an unhappy person, etc.
8. The picture gave them strength. They appreciated how she maintained her dignity in the face of hardship.
9. Answers will vary.
10. Answers will vary.

## ACTIVITY 6

### *Bonus Army Questions*

1. Jim Sheridan would most likely be biased toward the Bonus Army because he was part of it.
2. Douglas MacArthur would most likely be biased against the Bonus Army because he led the forcible removal of them.
3. USHistory.org would most likely be neutral because it is a secondary source summarizing what happened.
4. Hoover is trying to bring doubt to the idea that they are veterans.
5. It would be really expensive to give every veteran his bonus, especially at a time where the government had very little money.
6. They had risked their lives fighting in a war and were now broke. They might not need the bonus in the 1940s, but they really needed it during the Great Depression.
7. Answers will vary, but the following is one possible answer: I trust USHistory.org more on this. It had time to review the war records of people who were there. Also, USHistory.org has no reason to want there to be fewer veterans, but Hoover and MacArthur do.
8. Sheridan: "They were ordered out four or five times, and they refused. MacArthur: "They were animated by the spirit of revolution." Hoover: "Several thousand men from different camps marched in and attacked the police with brickbats."
9. Sheridan: "The soldiers threw tear gas and vomiting gas." McIntyre: "People who had raised their arms had their arms cut off by some sabres." USHistory.org: "Two men were killed as tear gas and bayonets assailed the Bonus Marchers."



10. (1) Soldiers from World War I were promised money for their service in World War I. (2) They'd get this bonus in 1945, but many veterans were broke. They asked to get the money earlier. (3) As Congress debated this in 1932, thousands of veterans, calling themselves the Bonus Army, came to Washington, DC. (4) The Senate voted against giving the bonus. (5) Some of the veterans left, but others refused to leave until they got the bonus. (6) Hoover had the army remove the remaining men and burn down the shantytown they built.
11. Answers will vary, but the following is one possible answer: C. I would first offer the men half of their bonus now and the other half in 1945. If they didn't accept this, then I would have them forcibly removed. Hopefully it would go better than it did with Hoover, but I don't see any other choice if they are refusing to leave.

## ARGUMENTATIVE PAPER

### Government Spending Questions

1. Education, defense, public order and safety, and health
2. Environment protection and social protection
3. "2010 Federal Spending" only considers federal spending. The first chart is taking state and local governments into account as well, and they do most of the spending on education.
4. France
5. Both go up over time.
6. The total spending chart goes up at a much faster rate, and it never goes down.
7. Answers will vary, but the following is one possible answer: I think space/science should get more money. Less than 1 percent is not very much and the benefits of investing in these areas could greatly help the country down the road.
8. Answers will vary, but the following is one possible answer: I think defense spending should be less. The United States spends five times the percentage that Japan and Germany does, which means that, when you take into account our much larger economy, the United States is spending far more than other nations.
9. (A) Between 1950 and 2010, total government spending increased from \$100 billion to \$5.3 trillion. (B) In 1950 the United States spent 22.6 percent of its GDP. In 2010 that rate rose to 35.7 percent.
10. (A) The United States spent 15 percent less of its GDP on spending than France did. (B) Before the recession, in 2005, the United States spent a lower percentage of its GDP than it had in 1975, 1985, 1990, and 1995.

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