



# Teacher-to-Teacher

Video Series  
for Secondary Educators

**TITLE: Having Fun With Primary Sources**

**PRIMARY SUBJECT AREAS:** United States History

**GRADE LEVEL:** 11

**OVERVIEW:** This lesson introduces the use of primary sources-what they are, their great variety, where they may be located, and how they can be analyzed. The lesson distinguishes between primary and secondary sources.

Opportunities for investigation, inquiry, and research of social studies concepts will be provided in this lesson. Analyzing, evaluating, and synthesizing are higher order thinking skills that will be addressed.

The lesson also analyzes the causes, developments, and effects of the Great Depression. Economic causes (e.g., over-production, under-consumption, unequal distribution of income, over speculation, protective tariffs), psychological causes (e.g., pessimism, panic), the presidential election of 1932, the New Deal, the New Deal leaders, legislation, and policies are United States History Key Concepts that are addressed in this lesson.

**APPROXIMATE DURATION:** one 50-minute class period

**LOUISIANA CONTENT STANDARDS:**

<http://www.doe.state.la.us/DOE/asps/home.asp?I=CONTENT>

Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

**Historical Thinking Skills:**

- H-1A-H1 applying key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity
- H-1A-H2 explaining and analyzing events, ideas, and issues within a historical context
- H-1A-H3 interpreting and evaluating the historical evidence presented in primary and secondary sources
- H-1A-H4 utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues
- H-1A-H5 conducting research in efforts to analyze historical questions and issues
- H-1A-H6 analyzing cause-effect relationships

- GLE 9 Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-H3)
- GLE 10 Determine when primary and/or secondary sources would be most useful when analyzing historical events (H-1A-H3)

**United States History:**

- GLE 2 Compare historical periods or historical conflicts in terms of similar issues, actions, or trends in U.S. history (H-1A-H1)
- GLE 5 Describe multiple perspectives on an historical issue or event in U.S. history (H-1A-H2)
- GLE 7 Analyze or interpret a given historical event, idea, or issue in U.S. history (H-1A-H2)
- GLE 9 Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-H3)
- GLE 12 Analyze and evaluate the credibility of a given historical document (e.g., in terms of its source, unstated assumptions) (H-1A-H4)
- GLE 14 Interpret a political cartoon depicting an historical event, issue, or perspective (H-1A-H4)
- GLE 17 Conduct historical research using a variety of resources to answer historical questions related to U.S. history and present that research in appropriate format(s) (visual, electronic, written) (H-1A-H5)
- GLE 18 Analyze causes and effects in historical and contemporary U.S. events, using a variety of resources (H-1A-H6)

**History: Time, Continuity, and Change**

- H-1B-H12 analyzing the causes, developments, and effects of the Great Depression and the New Deal
- GLE 36 Identify the causes of the Great Depression (e.g., over speculation, Stock Market Crash of 1929) and analyze its impact on American society (H-1B-H12)
- GLE 37 Explain the expanding role of government as a result of the Great Depression and Explain the expanding role of government as a result of the Great Depression and the New Deal and analyze the effects of the New Deal legislation (H-1B-H12)

**Economics:**

- E-1C-H1 explaining the meanings of such economic indicators as GDP, per capita GDP, real GDP, CPI, and unemployment rate
- E-1C-H2 explaining how interest rates, investments, and inflation/deflation, impact the economy
- E-1C-H3 analyzing the causes and consequences of unemployment, underemployment, and income distribution in a market economy
- E-1C-H4 explaining the basic concepts of United States fiscal policy, monetary policy, and regulations and describing their effects on the economy

**Economics:**

- GLE 47 Explain the meaning or use of various economic indicators and their implications as measures of economic well-being (E-1C-H1)
- GLE 48 Define productivity and characterize the relationship between productivity and standard of living (E-1C-H1)
- GLE 52 Explain the impact of inflation/deflation on individuals, nations, and the world, including its impact on economic decisions (E-1C-H2)
- GLE 53 Describe the effects of interest rates on businesses and consumers (E-1C-H2)
- GLE 62 Distinguish monetary policy from fiscal policy (E-1C-H4)

**Geography:**

- G-1D-H2 examining the challenges placed on human systems by the physical environment and formulating strategies to deal with these challenges
- G-1D-H4 evaluating policies and programs related to the use of natural resources

**World Geography:**

- GLE 39 Describe challenges to human systems and activities posed by the physical environment or the impact of natural processes and disasters on human systems (e.g., infrastructure) (G-1D-H2)
- GLE 47 Evaluate the effectiveness of policies and programs related to conservation and use of natural resources (G-1D-H4)

**TECHNOLOGY STRATEGIES:**

<http://www/DOE/asps/home.asp?l=LCET>

**Technology Communication Tools (*Communication Foundation Skill*)**

**Technology Problem Solving and Decision Making Skills (*Problem Solving Foundation Skill*)**

**Technology Productivity Tools (*Resources Access and Utilization Foundation Skill*)**

**Social, Ethical, and Human Issues (*Citizenship Foundation Skill*)**

**Basic Operations and Concepts**

**Technology Research Tools (*Linking and Generating Knowledge Foundation Skill*)**

**INTERDISCIPLINARY CONNECTIONS:**

**English Language Arts**

**OBJECTIVES:**

1. The learner will analyze the causes of the Greater Depression and its impact on American society.
2. The learner will evaluate the expanding role of government as a result of the Great Depression and the New Deal, and assess the effects of the New Deal legislation.

3. The learner will use primary sources to write essays about a primary source document and explain how the source supports or disputes a commonly accepted belief about a time in history.
4. The learner will use primary source documents to create presentations (oral and visual), displays, and projects that highlight an historical topic.

## **MATERIALS:**

*Social Studies Teachers' Guide to Statewide Assessment*

Key concepts bell ringer activity

Key Concepts clipboard manipulatives

Key Concepts game

Guest speakers

Librarian

Textbook

Teacher made test

## **TECHNOLOGY CONNECTIONS:**

**Hardware:** Video camera, digital camera, computers, scanner, printer, tape player/recorder, VCR, overhead projector, CD player, Internet, television, 35mm camera

**Software:** Britannica Software Encyclopedia Britannica 2002, Grolier 2001 Grolier Multimedia Encyclopedia Deluxe, and Microsoft Encarta Encyclopedia 2000 Full Product CD-Rom 1U, TimeLiner, Inspiration, Word processor, Spreadsheet such as Excel

## **Web Sites:**

### **Louisiana's Division of Historic Preservation**

<http://www.avalon.nf.ca/heritage/links.htm>

### **National Trust for Historic Preservation**

<http://www.nthp.org>

### **Learning Through Architecture**

<http://whhy.org/aie/aie.html>

### **Teaching with Historic Places on the Web**

<http://www.cr.nps.gov/nr/twhp>

### **Library of Congress**

<http://www.loc.gov>

### **American Memory: Historical Collections for the National Digital Library**

<http://memory.loc.gov/>

### **Repositories of Primary Sources**

The University of Idaho Library of Special Collections and Archives Provides a listing of over 4200 Web sites describing holdings of manuscripts, archives, rare books, historical photographs and other primary sources.

<http://www.uidaho.edu/special-collections/Other.Repositories.html>

### **Do History**

<http://www.dohistory.org/home.html>

### **Civil War Women: Primary Sources on the Net**

<http://odyssey.lib.duke.edu/women/cwdocs.html>

### **Archiving Early America**

<http://earlyamerica.com/>

### **The Martin Luther King, Jr. Papers Project at Stanford University**

<http://www.stanford.edu/group/king/>

### **Presidential Speeches**

<http://odur.let.rug.n/~usa/P/>

## **BACKGROUND INFORMATION:**

Prior to this lesson the student should be able to identify and describe the causes and consequences of global depression following World War I, the major domestic problems that faced the United States at the end of World War I, and the signs that foreshadowed the economic troubles ahead for the United States and the world.

The student should be able to use a variety of media and formats to communicate and present information and have a working knowledge of the use of technology tools to enhance learning, increase productivity, and promote creativity.

## **LESSON PROCEDURES:**

1. Introduction
2. Key Concepts Bell Ringer Activity - Activity that enforces classroom management and organization, addresses the different learning modalities of students, and reinforces the Key Concepts that coincide with the Benchmarks that are assessed, (*Social Studies Teacher's Guide for Statewide Assessment*). Upon entering the classroom, the students immediately begin working on the Key Concepts that are defined and found on the overhead projector. The bell ringers are a shortened version of the Key Concept that focuses on the main points of the definition.
3. Key Concepts Clipboard Activity - This activity further strengthens the Key Concepts that are addressed in the *Social Studies Teacher's Guide for Statewide Assessment*. The clipboards are manipulatives that contain the Key Concepts on one side and the definitions to those concepts on the opposite side. The definitions touch on the main point of the definition.

(See clipboard) This activity also addresses the various learning modalities of the students.

4. Notes. The students write the complete definitions of the Key Concepts into their notebooks.
5. Show and Tell Activity. Discussion of Key Concepts and their definitions. Pictures, photos, artifacts, short video clips, primary source readings pertaining to the Key Concepts and this era of history are displayed, passed around the class, and discussed.
6. Primary Source Readings/Special Reading Assignments - Selected primary source readings and special selections are read and discussed.
7. Internet Activity. Students will research assigned topics that address the Key Concepts for this Benchmark. Such areas of research include the Stock Market Crash, the New Deal, the relief, recovery, reform programs (e.g., WPA, CCC, AAA, SSA, FDIC), the fireside chats, Herbert Hoover, and Franklin Roosevelt.
8. Guest Speaker. Invite a person who experienced life in America during the Great Depression to speak to the class. Students will ask questions that pertain to their Internet activity assignment.
9. Student Reports. Students will present the results of their oral interviews, graphic organizers, power point presentations, posters, collages, mobiles, and timeline activities that address America during the Great Depression.
10. Summarize and review. Review Key Concepts.
11. Teacher Made Test. Multiple choice and open response items that test the student's knowledge and understanding of America during the Great Depression.

### **ACCOMMODATIONS/MODIFICATIONS:**

1. Extended time - Students are given extra time to complete tests, assignments, projects, etc.
2. One-on-one teaching/learning - Individualized attention is given to the student with exceptional needs.
3. Peer tutoring - Fellow students tutor students with exceptional needs. This form of instruction reinforces the knowledge of the student who acts as the tutor.
4. Re-teaching for other modalities - Various forms of teaching methods are used to reach the different learning styles found in a classroom.
5. Oral presentations for auditory learners - Discussions, lectures, student reports, videos, tapes, interviews, and guest speakers serve to reinforce learning for the auditory learner.
6. Teaching in one modality and re-teaching in another - Different teaching techniques are used to successfully teach the different learning styles and meet the needs of the exceptional students.
7. Multi-sensory teaching - Hands on activities are used to make learning fun and to teach to the different learning styles.
8. Cooperative grouping - Students are placed in groups to work on projects, play games, and to do research.
9. Graphic organizers - Graphic organizers help students to make their thinking visible. Excellent activity for visual learners.

10. Auditory taping - Auditory taping is recorded by the teacher, Para educator, or peer for students with auditory disabilities as well as for auditory learners.
11. Para assistance - Para educators work one-on-one with a specialized group of students as the teacher continues with the remainder of the class.
12. Assistive technology - The computer is used to reinforce skills. Such programs included *Compass* and *Skillsbank*.
13. Student response mode-Students demonstrate mastery of skill by using different response modes (verbal, written).
14. Note taker - NCR paper is used to take sets of notes by a peer for the student with exceptional needs.

### **REPRODUCIBLE MATERIALS:**

Bell ringer key concept activity  
Key concepts clip board activity  
Key concepts notes  
Interview outline  
Teacher made test/Answer sheet

### **ASSESSMENT PROCEDURES:**

Portfolios - Portfolios are a collection of samples of a student's work. These samples give a clearer picture of a student's achievements and progress. Portfolios may include projects, samples of work, tests, writing samples, artwork, student interviews, self-portraits, etc.

Rubrics - Rubrics as assessment tools are used as standards against which a student's work can be measured. The rubric is used to identify the qualities that the teacher expects to see in responses at several points along a scale. See *Scoring of LEAP 21 pages 77-79 in Social Studies Teacher's Guide for Statewide Assessment*.

Research projects - Research projects are assessment tools that allow students to demonstrate their understanding of concepts and to apply the knowledge and skills that they have acquired. Usually an extended period of time is given to complete the project.

Checklists - Checklists are lists of things that are checked off by the observer in the course of the observation of a performance. Checklists are used to document standards and benchmarks that are attained and to keep a running list of what has been accomplished by the learner.

Anecdotal records and observations - Anecdotal records and observations are documented records of skills and behaviors. These observations and notes keep an ongoing record about a student's growth and progress.

Teacher-made tests -Teacher-made tests are evaluative devices that measure an examinee's performance in a specified domain and are scored using a

standardized process. These tests are based on objectives and the content of a unit or course of study.

Group projects - Group projects allow the opportunity for cooperative learning. Members of the group are evaluated as a member of the group. It provides the student the opportunity to assess interpersonal skills.

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## **EXPLORATION AND EXTENSION:**

- 1) Art projects such as posters, mobiles, collages that display life in America during the Great Depression.
- 2) Time line projects that portray events and activities that occurred on the home front from 1929-1941. Use *TimeLiner* software, if available.
- 3) Oral reports or Power Point presentations. Working in pairs, students create projects that depict life in America during the Great Depression, the economic and psychological causes of the Great Depression, the Stock Market Crash, the Presidential election of 1932, the New Deal relief, recovery, reform programs, the New Deal leaders, or legislation and policies of the Great Depression era.
- 4) Interview. Students will question individuals about their experiences of day-to-day life in the U.S. during the Great Depression era. The interview may be tape recorded, videoed, or written using the interview format sheet.
- 5) Cooperative grouping. Have students arrange their desks in groups of four. Cooperative grouping may be used for playing games that use the Great Depression Key Concepts or for specific projects concerning every day life in the U.S. during the Great Depression.
- 6) Students will construct graphs and charts that depict various statistics concerning America on the home front from 1929-1941. A spreadsheet such as *Excel* can be used.
- 7) Students will create cartoons that illustrate life in America during the Great Depression.
- 8) Students will complete a graphic organizer identifying, describing, and analyzing government programs that were created to bring relief, recovery, and reform to America during the Great Depression. *Inspiration* software is a good graphics organizer program.
- 9) Students will select primary source documents/artifacts/objects that create a display about an historical topic.
- 10) Students will prepare a visual display that depicts important points that are gained from the primary sources under study.

## **RESOURCES:**

Cayton, A., Perry, E., & Winkler, A. (1998). *America: Pathways to the Present*. Needham, Massachusetts: Prentice Hall.

Danzer, G., Klor de Alva, J., Krieger, L., Wilson, L., & Woloch, N. (1999). *The Americans: Reconstruction through the 20<sup>th</sup> Century*. Evanston, Illinois: McDougal Littell.

Ritchie, Donald A. (1999). *American History: The Modern Era Since 1865*. New York: Glencoe/ McGraw Hill.

**The Louisiana State Archives**

3851 Essen Lane  
P.O. Box 94125  
Baton Rouge, LA 70804

**Department of Culture Recreation and Tourism****Division of the Arts**

Maida Owens, Folklore Coordinator  
P.O. box 44247  
Baton Rouge, LA 70404  
(225) 342-8180

**Division of Archaeology**

Nancy Hawkins, Public Outreach and Education Coordinator  
P.O. Box 44247  
Baton Rouge, LA 70404  
(225) 342-8170

**The USS Kidd and Nautical Center**

305 South River Road  
Baton Rouge, LA 70802  
(504) 342-1942

**The National D-Day Museum**

945 Magazine Street  
New Orleans, LA 70130  
(504) 567-6012

**School Library** (Donated to every high school in Louisiana, 2000)

**Our Mothers Before Us (Historical Document Collection)**

National Archives  
7<sup>th</sup> and Pennsylvania Avenue NW  
Washington, DC 20277-5415

**The Louisiana Preservation Alliance**

P.O. Box 1587  
Baton Rouge, LA 70821  
(225) 344-6001

**Teaching with Historic Places**

National Register of Historic Places  
National Park Service  
U.S. Dept. of the Interior  
1849 C Street, N.W.  
Washington, D.C. 20240  
(202) 343-9536

**National Trust for Historic Preservation**

1785 Massachusetts Avenue, N.W.  
Washington, DC 20036  
(202) 673-4000

**The Historic New Orleans Collection**

Kemper and Leila Williams Foundation  
533 Royal Street  
New Orleans, LA 70130  
(504) 523-4662

**READING**

Craver, Kathleen W. USING INTERNET PRIMARY SOURCES TO TEACH CRITICAL THINKING SKILLS IN HISTORY. Westport, CT: Greenwood Press, 1999.

Harper, Marily. INCLUDING HISTORIC PLACES IN THE SOCIAL STUDIES CURRICULUM. ERIC Digest. Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education, 1997. ED 415 178.

Kobrin, David. BEYOND THE TEXTBOOK: TEACHING HISTORY USING DOCUMENTS AND PRIMARY SOURCES. Portsmouth, NH: Heinemann, Inc., 1996. ED 396 981.

Lynn, Karen. TEACHING WITH DOCUMENTS: A BIBLIOGRAPHY. Washington, D.C. Natinal Archives and Records Administration, 1991.

ED 339 626

Milbury, Peter and Brett Silva. "Primary Based Learning, Primary Sources, and Information Literacy. MULTIMEDIA SCHOOLS 5 (September-October 1998): 40-44. EJ 445 194

**REFLECTIONS:**

After teaching this lesson, I have found that I was able to meet the many different modalities that are found in a classroom. The bell ringer and clipboard activities address the needs of the tactile/kinesthetic learner. The many different photos, videos, Internet sites, and artifacts meet the needs of the visual learner. The stories, videos, student interviews, presentations, and guest speakers meet the needs of the auditory learner.

The students were very interested in life in America during the Great Depression. They were fascinated by the hard times that people endured from 1929-1941. The many primary sources, videos, photos, and interviews made this era of history come alive.

The use of primary sources to enhance critical thinking activities was most beneficial. The students were able to visualize life in America during the Great

Depression through the many artifacts, photos, video clips, diaries, interviews, memos, and images.

The interviews were very successful. Many of the students interviewed great grandparents, great aunts, great uncles, and elderly members of the community. The students learned so much from these personal interviews. They now understand why many of this generation are so frugal.

The elderly enjoyed the attention that they receive during the interview. The interviews foster relationships and friendships between my students and the interviewees.

Each year I learn something from these interviews. It is wonderful to hear the human side of what it was like to live in America during the Great Depression.

Because the GEE21 is given early in March, I have found that I am very rushed to cover all of the material that is mandated by the *Social Studies Guide for Statewide Assessment*. A detailed project is an excellent activity to use after the GEE21.

**CONTACT INFORMATION:**

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## Key Concepts

### Great Depression, 1929-1941:

#### ***Economic causes:***

Over production - The 1920s were very prosperous years for the United States. Business owners became too hopeful. Industry expanded too rapidly and produced more than it could sell. Farm prices fell and farmers compensated by boosting production. This over-production only depressed prices further.

Under-consumption - The purchasing power of the American consumer was not great enough to buy all of the goods that were being produced. Farmers were not able to purchase their share of America's industrial output because of falling prices of agricultural products. Foreign countries also were unable to purchase American products because of war debts, tariff barriers and reparations.

Over-speculation - The prosperity of the 1920s caused prices to rise. More and more people began speculating in the stock market. After the stock prices would go up, they would sell the stocks for a profit.

Protective tariff - In 1930 the Hawley-Smoot Tariff was enacted. It established the highest protective tariff in United States history, worsening the depression in America and abroad.

Unequal distribution of wealth - During the 1920s the economy of the United States was terribly out of balance. Giant corporations, and not small businesses, dominated the American industry. A vast percentage of personal wealth was concentrated in a few American families. About 80% of all American families had no savings at all. 71% of Americans earned less than \$2,500 a year.

#### ***Psychological causes:***

Pessimism, panic - Hopelessness and loss of confidence affected the American people. 25% of all of the nation's workers were unemployed. Thousands of businesses were bankrupt; thousands of banks were closed; and farmers were in revolt.

### Events

Stock Market Crash, October 29, 1929 - The prosperity of the 1920s came to a screeching halt on October 29, 1929 with the collapse of the stock market. The stock market crash was a symptom, not a cause, of the Great Depression.

1932 presidential election - Herbert Hoover was nominated by the Republicans for a second term. The Democrats choose Franklin D. Roosevelt as their

candidate. Roosevelt carried the country, and the Democrats won control of both houses of Congress.

F.D.R. - Franklin Delano Roosevelt became the nation's thirty-second President during the midst of the Great Depression. A tremendous majority returned him to office in 1936. In 1940 he ran for a third term and won. In 1944 Roosevelt was again re-elected. He died in April of 1945, shortly after the start of his fourth term.

New Deal - Roosevelt called for a "new deal" for the "forgotten man at the bottom of the economic pyramid." He launched his program of relief, recovery, and reform. The objectives of the New Deal were to provide emergency assistance to the needy, to end the existing depression, and to prevent similar problems from happening in the future.

1st 100 Days - From March 9 to June 16, 1933 is known as the First One Hundred Days of the Roosevelt administration. Bills were passed during this time that addressed the most pressing issues in the nation. This legislation showed the American people that Roosevelt was serious about giving the American people a New Deal.

### **New Deal Legislation:**

- a) Works Progress Administration (WPA )1935 - Created as many jobs as possible as quickly as possible in every field, from art to construction.
- b) Civilian Conservation Corps (CCC) 1933 - Provided jobs for single young males on conservation projects.
- c) Agricultural Adjustment Administration (AAA) 1933 - Aided farmers and regulated crop production.
- d) Social Security Act (SSA) 1935 - Provided funds for retirement, unemployment insurance, and aid for children, the elderly, and the disabled.
- e) Federal Deposit Insurance Corporation (FDIC)1933- Protected bank deposits up to \$5,000.

### **Important Individuals**

Eleanor Roosevelt - Franklin Roosevelt's wife. Eleanor was his closest advisor. F.D.R. depended on Eleanor to meet with the American people because of his limited movement due to paralysis. In 1933 Eleanor traveled more than 40,000 mile in support of the President. She was an active reformer and frequently attacked injustice.

Francis Perkins- The first woman to hold a Cabinet position. F.D.R. appointed Perkins to the position of secretary of labor. She held the position until 1945. Perkins was also a member of the brain trust.

Huey Long, “the Kingfish” - The former governor and senator from Louisiana. Long appealed to the struggling workers and farmers. Long was a serious critic of the New Deal program. He worked to improve education, medical care, and public services. Long was eager to become president. His message was to “share the wealth” so that “every man could become a king”. He promised every American family an income of \$5,000 a year. In 1935 Long was assassinated.

Black Cabinet - F.D.R. called together a group of African Americans to advise him. This group became known as the Black Cabinet. Mary McLeod Bethune and Ralph Bunche were among the members of the Black Cabinet.

Brain Trust - The group of able advisors that helped F.D.R. plan the New Deal and formulate new policies. This group was called the Brain Trust because its members were composed of college professors, lawyers, and economists.

### **Other legislation/policies:**

#### Amendment 20 - “Lame Duck” Amendment, 1933

Section 1 states that a defeated candidate who holds office after his or her replacement has been elected has little influence and is called a “lame duck.” This amendment shortens the time in office of “lame ducks.”

Section 2 states that Congress is to meet at least once a year.

Section 3 says that if the President-elect should die before January 20 or fails to qualify, the office of President is to be filled temporarily by the Vice President.

Section 4 gives Congress the power to decide what to do in the event that a Presidential candidate dies when the House must decide the election. Congress may also make a determination in similar cases when a candidate dies and the Senate must elect a Vice President.

#### Amendment 21- National Prohibition Repealed, 1933

Section 1 of Amendment 21 repealed the 18th Amendment.

Section 2 says that states may prohibit the sale of alcoholic beverages.

Good Neighbor Policy - F.D.R. entered office in 1933 promising that the United States would be a “good neighbor” in world affairs. This promise signified a change in U.S. relations with Latin America. F.D.R. proclaimed that the U.S. would no longer take the role of “police” in the Western Hemisphere. He stated that a problem that affected the nations of the New World would become “the joint concern of a whole continent in which we are all neighbors.” He also stated that America’s intention was to act

as a “good neighbor” and that the U.S. would treat the other American republics as equals.

Court Packing Plan, 1935 - F.D.R. proposed that the President should have the power to increase the size of the Supreme Court from nine to fifteen members as a result of the Supreme Court striking down the National Recovery Act and other New Deal programs. He announced that the Court needed more and younger justices. The American public reacted with a storm of protest. The public saw this as a threat to the separation of powers. The American people called it “packing” the Court.

## **GREAT DEPRESSION INTERVIEW**

1. Name
2. Phone number
3. Address
4. Age in 1939
5. Residence during the Great Depression
6. What do you remember about the Great Depression?
7. Did you or any member of your family work in one of the New Deal programs? If so, identify the program and tell what type of work the interviewee did.
8. Did you ever see anyone standing in a bread or soup line? What do you remember about these lines?
9. Did you or anyone in your family lose money in the stock market crash or in a bank closure? If so, describe what happened.
10. What do you remember about the hard times of the Great Depression?
11. Were you ever hungry during the Great Depression? Explain your answer.
12. Did you ever hear FDR give a "fireside chat? If the answer is "no," explain why? If the answer is "yes," describe what the interviewee remembers about these talks to the American people.
13. Describe the prices of clothing, food, shoes, and movies during the Great Depression.
14. Describe Christmas time during the Great Depression.
15. Thank the interviewee for answering your questions.

## GREAT DEPRESSION TEST

### I. MULTIPLE CHOICE. *SELECT THE CORRECT ANSWER.*

1. New Deal program that built dams in the Tennessee Valley.  
a. CCC b. NRA c. TVA
2. New Deal program that provided funds for retirement, unemployment insurance, aid for children, the elderly, and the disabled.  
a. SSA b. TVA c. CCC
- 3-Huey Long's program to end the Great Depression.  
a. New Deal b. Alphabet Soup c. Share the Wealth
- 4-New Deal program that provided jobs for young single males on conservation projects.  
a. CCC b. WPA c. SSA
- 5-All of the following are economic causes of the Great Depression EXCEPT:  
a. over speculation b. over production c. optimism

### II. OPEN RESPONSE QUESTIONS

1. Identify the "3 R's of FDR'S New Deal.
  2. Identify 3 of FDR'S New Deal programs and describe the purpose of each.
  3. The Great Depression lasted through several decades. Identify these decades. Describe the event that ended the Great Depression.
  4. Identify and explain two causes of the Great Depression.
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### ANSWERS TO MULTIPLE CHOICE QUESTIONS

- 1-c
- 2-a
- 3-c
- 4-a
- 5-c

<p style="text-align: center;"><b>Works Progress Administration WPA</b></p> <p style="text-align: center;"><b>1</b></p>	<p style="text-align: center;"><b>Civilian Conservation Corps CCC</b></p> <p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>Agricultural Adjustment Act</b></p>	<p style="text-align: center;"><b>Federal Deposit Insurance Corporation FDIC</b></p> <p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>Social Security Act SSA</b></p>	<p style="text-align: center;"><b>Amendment 20</b></p> <p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b>7</b></p> <p style="text-align: center;"><b>Amendment 21</b></p>	<p style="text-align: center;"><b>8</b></p> <p style="text-align: center;">1) Over-production 2) Under consumption 3) Over speculation 4) Protective tariff 5) Unequal distribution of wealth</p>
<p>Created as many jobs as possible, as quickly as possible in every field, from art to construction.</p> <p style="text-align: center;">1</p>	<p>Provided jobs for single young males on conservation projects</p> <p style="text-align: center;">2</p> <p>Aided farmers and regulated crop production.</p> <p style="text-align: center;">3</p>	<p>Protected bank deposits up to \$5,000</p> <p style="text-align: center;">4</p> <p>Provided funds for retirement, unemployment insurance, and aid for children, the elderly, and the disabled.</p> <p style="text-align: center;">5</p>	<p>"Lame Duck" Amendment. This amendment shortened the time in office for "lame ducks."</p> <p style="text-align: center;">6</p> <p>Amendment that repealed national prohibition.</p> <p style="text-align: center;">7</p>	<p>Economic causes of the Great Depression.</p> <p style="text-align: center;">8</p>