

U.S. History B
Unit 17 - The Great Depression
Photograph Analysis Worksheet

Examine your assigned photographs from the PowerPoint I showed the class. Responses to questions require well-developed answers based on insightful analysis. Type or write your responses neatly on a separate piece of paper and staple this handout along with your photographs when you turn in your work.

1. What is happening, or what has happened in this picture?

2. What are the circumstances this photo represents?

3. *If there are people in your photo:*

How are these people dressed?

What can you infer from the expression on their faces and their posture?

4. *If there are things other than or in addition to people in your photo:*

Describe the condition of any man-made objects in the photo.

What seems to have led to these circumstances?

5. What do you find interesting or surprising about the situation represented here? Why? ("Nothing" is not an acceptable answer.)

6. What problems or frustrations are suggested by this image?

7. What adaptations can you assume or infer people are making to these conditions?

8. What help seems to be needed here?

9. What is unique about this image that the photographer wanted to capture?

10. What is NOT included in this photograph?

What might be just beyond the edges of the pictures?

What might the photographer have chosen to leave out?

HISTORY™ CLASSROOM PRESENTS

THE CENTURY: AMERICA'S TIME STORMY WEATHER

Reporter Peter Jennings hosts this important series that chronicles the events and experiences of America in the twentieth century, the century that Henry Luce dubbed "The American Century." Using archival footage and interviews with historians, veterans, activists and every-day people, this documentary explores the social, political, cultural, and economic changes that have transformed this nation from a burgeoning, isolationist economic power to one of the world's leaders. *The Century: America's Time* would be useful for classes on American History, American Culture, Women's History, Political Science, Civics, Science and Technology, Military History and Ethics. It is appropriate for middle school, high school and college.

STORMY WEATHER

The stock market crash of 1929 ushered in the greatest period of economic malaise in America's history. The Great Depression shaped the atmosphere for a decade; the most prosperous country on earth could not feed its own citizens. But even as Americans were trying to cope with poverty and hunger, the rumblings of a demagogue across the water became louder and louder. This episode examines the Great Depression and the decade of the 1930s, covering events such as the Bonus Army March, movies and radio, the Dust Bowl, FDR and the New Deal and the rise of Hitler in Germany.

OBJECTIVES

Students will analyze the effects of the twentieth century on American life, political institutions, economics, foreign policy and culture. They will also investigate how events in the twentieth century influenced America's position as a world leader, and how global and domestic events created change, and sometimes turmoil, in America itself.

NATIONAL HISTORY STANDARDS

Stormy Weather fulfills the following National Standards for History for grades 5-12: Chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, historical issues-analysis and decision-making for Eras 7 and 8.

VOCABULARY

teeter
bankruptcy
instinctually
synonymous

barricade
unique
demoralized
resonance

knell
solitude
charisma
lethargy

ostensibly
demagogue
advocate
animus

DISCUSSION QUESTIONS

1. What was the Bonus Army? What were its demands? How did the Bonus Army exemplify the frustration of the American people during the Great Depression?
2. The Great Depression was the most severe economic crisis in American history. What were some of the causes of the Great Depression?
3. Almost everyone in the country felt the effects of the Great Depression. How did the depression affect average Americans?
4. Even though the economy failed, many Americans blamed themselves for their unemployment and hard times. Why did so many unemployed Americans blame themselves?
5. People still went to the movies in droves despite the hard times of the depression. Why did the motion picture industry continue to thrive when most other businesses failed?
6. What was the Dust Bowl? How did it exacerbate the Great Depression?
7. Why did more Americans join the Communist Party in the 1930s than any other time?
8. Adolph Hitler and the Nazi party came to power during the German depression. Why were Hitler and Nazism so appealing to Germans in the 1930s?
9. How did Franklin Delano Roosevelt, the president during the Great Depression, use radio to help restore American confidence in their government and the economy?
10. Was FDR's New Deal radical? Why or why not?
11. What finally ended the Great Depression?
12. What is the legacy of the Great Depression?

EXTENDED ACTIVITIES

1. Write and perform a radio serial.
2. Write and produce a short play that takes place during the Great Depression.
3. Read John Steinbeck's *The Grapes of Wrath* and discuss how the novel depicts life and culture during the Great Depression.



American History

Unit 17 – The Great Depression

Riding the Rails Diary Project

Note: The Documentary *Riding the Rails* can be purchased at PBS.org or viewed at the: <http://video.pbs.org/video/1502653730/>

***Directions:** You have watched the documentary “Riding the Rails” and been given primary source documents to show you what teenagers went through during the Great Depression. Everyone will share the primary sources and read them all. Besides watching the documentary and reading the primary source documents, you will need to do some additional research about what teenagers (and all people in general) went through during the Great Depression. Take notes on interesting facts and events you want to include in your project.*

The Project:

- ★ You are a teenager during the Great Depression. You will keep a diary beginning on the day you decide to leave home (specify the reason) up until two months later.
- ★ You will have no less than 5 diary entries. You may have up to but no more than 10 entries.
- ★ Each entry must begin with a date.
- ★ In your diary, remember to write **where** you came from, **why** you are leaving, **when** you arrive, your **experiences** riding the rails, **who** was with you, if anyone, **how** your life is different from when you were at home living with your parents, and **what** you do once you arrive at your destination or return back home. What are your hopes? What are your fears? It's up to you how to end the diary.
- ★ **Historical facts** must be added to the diary to show that you are truly living in that time period!
- ★ In your diary entries, I will be looking for **details**. Make me feel like I am really reading the diary of someone from long ago.
- ★ Each entry needs to be at least 100 words in length and no more than 150. You are welcome to type each entry, although it won't look as authentic!
- ★ I am looking to see if you truly understand what teenagers during the Great Depression went through. Please make your journal look aged or weathered by dipping the pages in tea or coffee and drying them before writing on them, burning the edges, running over them with a car, writing on colored or old paper, etc. Rather than just stapling the entries together, you could bind them with string, wire, or ribbon. You will be graded on how creative you are. Just make sure I can still read the entries.
- ★ Include a cover for your diary that looks old & authentic to the times. Your cover must be firmer than the rest of the pages and include a title and your name.
- ★ This will be a **graded assessment**. Spelling and grammar will be taken into account, so please make sure that you read over, and have someone else proofread, each entry. How you will be graded will be determined by the rubric on the opposite side. Make sure you follow ALL directions and have fun!

Worth: 100 points

Due: _____



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Riding the Rails Diary Project Grading Rubric

Spelling/Grammar

25 points (A) - No more than one misspelled word OR grammar error

20 points (B) - One or two misspelled words and/or grammar errors

15 points (C) - Three or four misspelled words or grammar errors

10 points (D) - Four to six misspelled words and/or grammar errors

5 points (F) - Six or more misspelled words and/or grammar errors

Presentation/Creativity

25 points (A) - Neat and creative diary which includes: a sturdy cover (with a title and your name), looks aged and as if it could have really been found in an old attic trunk somewhere. Lots of originality and creativity is demonstrated as well as a true effort to do the best possible job. Pictures, doodling, handwritten maps, and sketches are present which would have probably been in a real diary.

20 points (B) - Neat diary with a cover; shows thought and includes almost all of the required elements to make it look as authentic as possible.

15 points (C) - Nice diary, but missing a few elements; could have been more creative.

10 points (D) – Diary has few of the required elements; looks like it was thrown together at the last minute.

5 points (F) – Diary has almost none of the required elements and absolutely no creativity is shown.

Writing Content

50 points (A) - Between five and ten entries that have detailed descriptions of what is occurring; Student shows superior grasp of what it might have been like to be a teenager during the Great Depression, and integrates actual historical events into their writings so the account could be believable.

40 points (B) - All components of the entries are present. Student tried to make the experience realistic and believable.

25 points (C) - Most of the components are present. Student attempted to incorporate some feeling, and shows some understanding of the material

15 points (D) - Some of the components are present, but missing a great deal of information. A small amount of understanding is shown

5 points (F) - Very little understanding and effort shown; student is off topic, and has no real understanding of the project or the time period we are studying.

Berkeley N. Hackett, St. Petersburg, Florida

Berkeley Hackett made his first trip in 1929 at 13, riding with his stepfather from Flint, Michigan to Kalamazoo to get a summer job working in a coal yard at 25 cents an hour. A year later, Berkeley ran away from school and began to beat his way around the country.

What an Incredible Adventure

"Howard, my step-dad, came home one night in the summer of 1929, wide-eyed with excitement. 'I've gotten a job!' he announced.

" 'Where?' we asked, in chorus. 'Doin' what?'

" 'Working for Webb Coal Company in Kalamazoo, unloading coal cars.' Howard looked in my direction. 'I'm taking Bill with me.'

"Mama took all the clothes she could find and put them on me, layer after layer of shirts and an old wool sweater. I remember that sweater well. It was light brown and moth-eaten.

"In the wee, misty hours after midnight, Howard and I made our way to the switch yard at Flint to find a train that would take us to that wonderful promise of employment.

"What an incredible adventure! I felt as if I were Tom Sawyer, Huckleberry Finn and Swiss Family Robinson combined.

"We slipped furtively through the yard to avoid the railroad detectives. Howard found an empty boxcar in a train going in the right direction. He hoisted me up and clambered in himself. The inside of the car smelled of pine tar and creosote.

"We huddled together in a corner; afraid of being caught by a detective and thrown off or taken to jail.

"The switch engine shunted us this way and that. I could see the red and green lights of signal lanterns, but not the men who wielded them.

"Finally the train was ready. My heart beat fast and the adrenaline flowed. With a great spurt of steam, the locomotive got under way. Our boxcar creaked and groaned, shivered and shook and rattled and complained. – Catching that fast freight to Kalamazoo was the most exciting adventure of my life."

... "I begged food from butchers, bakers and grocers. I learned where the soup lines and flop houses were, as well as who put out the best chow. In some cities, Sally's – The Salvation Army – was good; in other places, Volly's – Volunteers of America – dished out the best meals. The brothers of the road passed this

information along the jungle grapevine.

"The jungle was generally a clearing in a clump of bushes not far from the tracks. Some jungles were nothing more than a place for a camp fire; some had improvised cooking arrangements, crates and boxes to sit on, even mattresses to flop down.

"One of our finest jungles was in Sandusky, Ohio, not far from the B&O (Baltimore and Ohio) tracks. Located beside a delightful brook with red and gold carp, this jungle was a mecca for road weary bums.

"The camp fire blazed high; the sparks shot up and became stars. Fireflies lit up the perimeter of the jungle. The stew pot was on; water from the brook was boiling. The hobos began to empty their pockets in preparation for a Mulligan stew. Do you know what goes into a Mulligan stew? I'll tell you what goes into a Mulligan stew! Whatever anybody has in his pocket, that's what you put into a Mulligan.

"One 'bo has an onion, he pinched from a fruit market; another has several potatoes and an ear of corn leased from a farmer's field. Edible greens are gathered and contributed to the pottage: Dandelions and sour dock; wild leeks and onions. Sometimes pigweed is found in abundance.

"Some bits and pieces of meat. A handful of navy beans carried in a pocket for a month. Cast every bean into the pot, along with a smattering of Bull Durham tobacco and lint.

"Dip in with your cans, men. Eat heartily and with bellies full take your ease and drowse.

"We sit around the glowing coals and swap tall tales of the road. Some of the 'bos drink bay rum or Sterno. Many talk of home and loved ones and the positions they held before the collapse of their world.

"As they leave the jungle to travel on, one fact they know for sure. Somewhere down the line another pot of Mulligan will be brewing, and tired, dirty, ragged and whiskered, they'll come to sit by the fire."



American History

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Using Primary Sources to Understand History

Directions: Primary sources are an incredible tool to understanding history. At the website indicated read each excerpt carefully and answer the following questions **as thoroughly and thoughtfully** as possible. Each answer earns you five points.

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#### Afternoon in a Pushcart Peddler's Colony

<http://memory.loc.gov/learn///features/timeline/depwwii/depress/peddlers.html>

*The following excerpt from American Life Histories, 1936-1940 describes a group of men in New York City who made their living by collecting and selling junk from their pushcarts. Drawn together by their common occupation, the pushcart peddlers lived in the same area of the city and spent a good deal of time together.*

1. What kinds of work did the pushcart peddlers do before the depression?
2. How would you describe the living conditions of the pushcart peddlers?
3. What were the pushcart peddlers' reactions to the depression?

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Begging

<http://memory.loc.gov/learn///features/timeline/depwwii/depress/peddlers.html>

The following excerpt from American Life Histories, 1936-1940 describes the Garrett family of Asheville, North Carolina. Like many depression-era families, the Garretts struggled day to day to get enough to eat and clothe themselves. Mr. Garrett, described as a "hard worker," had not been employed for nine weeks. The four children had not been to school in five weeks.

1. How did the depression impact the lives of the Garrett family?
2. How did Mrs. Garrett respond to the circumstances the depression had forced upon her family?
3. How do you feel about her response?