

Name: _____



Interactive Reading Notepad

Lesson 13.5 Entering the Great Depression

Key Terms

On margin

Great Depression

Bankrupt

Relief programs

Soup kitchen

Public works

Hoovervilles

Bonus Army

Academic Vocabulary

disintegrate to break up into very small pieces

inaugurate to have a ceremony to introduce a person to his or her new job

prosperity success due to making a lot of money

scarcity a very small amount of something

(Things we *SHOULD KNOW* by the end of our discussions...
YOU DO NOT HAVE TO ANSWER THESE. 😊)

Lesson Objectives

1. **Identify** the causes of the stock market crash of 1929 and the Great Depression.
2. **Explain** how hard times affected Americans.
3. **Describe** and evaluate Hoover's response to the depression.

Causes of the Crash: Text

1. **Summarize** what it means to buy stocks "on margin" and how buying stocks on margin contributed to the stock market crash of 1929.

The Great Depression Sets In: Text

2. **Identify Supporting Details** What details from the text titled *A Series of Economic Problems* support the idea that businesses suffered as much as workers during the Great Depression?

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Life During the Great Depression: Text

- 3. Draw Conclusions** How do you think Americans were able to survive the Great Depression? Use evidence from the text to support your answer. ?

The President Responds: Text

- 4. Analyze Interactions** Explain how the actions of the Bonus Army caused President Hoover to lose his last remaining support among Americans.

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Interactive Reading Notepad

Lesson 13.6 Roosevelt's New Deal

Key Terms

Polio

Bank holiday

Fireside chats

Hundred Days

New Deal

Civilian Conservation Corps

Tennessee Valley Authority

National Labor Relations Act

Collective bargaining

Sit-down strike

Pension _____

Social Security Act _____

Deficit spending _____

National debt _____

Academic Vocabulary

condemn to disapprove of something in a very strong way

conservation the protection of resources

vaccine a substance that is taken to protect a person from a disease

(Things we *SHOULD KNOW* by the end of our discussions...
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Lesson Objectives

1. **Explain** why Roosevelt won the election in 1932.
2. **Describe** the impact of the New Deal, including the Hundred Days, jobless relief, labor reforms, Social Security, and other programs.
3. **Explain** why critics objected to the New Deal.
4. **Describe** Roosevelt's conflict with the Supreme Court.
5. **Evaluate** the effects of the New Deal.

Roosevelt's Path to the Presidency: Text

5. **Draw Inferences** Why do you think Americans thought Roosevelt was likely to be the best person to help America out of the Great Depression, based on evidence from the text?

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Seeking Relief and Recovery: Text

6. **Analyze Interactions** How did Roosevelt combine his work with Congress with his “fireside chats” to make his first hundred days in office, and the beginnings of the New Deal, popular and successful? Use evidence from the text to support your answer.

Reforming the Economy: Text

7. **Categorize** Using the graphic organizer, categorize the organizations that were set up to boost recovery. Tell whether they were successful or not successful in helping America recover from the Great Depression; then list the reasons why they were successful or not successful. Use evidence from the text to support your answer.

Organization	Successful /Not Successful	Reason
National Recovery Administration		
Public Works Administration		
Rural Electrification Administration		
Tennessee Valley Authority		
Federal Deposit Insurance Corporation		

Supporting Workers and the Elderly: Text

8. **Determine Central Ideas** What were the three parts of the Social Security Act, and how did each part help different types of struggling Americans? Use evidence from the text to support your answer.

Critics Attack the New Deal: Text

9. **Identify Supporting Details** What details from the text titled *Facing Objections from the Supreme Court* support the argument that President Roosevelt tried to weaken the separation of powers within the government? Were Roosevelt's attempts to change things necessary to keep the New Deal?

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Evaluating the New Deal: Text

10. Assess an Argument According to the text, “the New Deal changed American government forever.” Using the graphic organizer, list the arguments for and against the New Deal. Do you think one side’s arguments were stronger than the other’s?

Arguments for the New Deal	Arguments Against the New Deal

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Interactive Reading Notepad

Lesson 13.7 Life During the Depression

Key Terms

Dust Bowl

Black Cabinet

civil rights

Indian New Deal

Academic Vocabulary

nurture to give special attention and care to someone

optimism a feeling that things are going to change for the better

scarce very little

topsoil the upper part of the soil where plants have their roots

(Things we *SHOULD KNOW* by the end of our discussions...
YOU DO NOT HAVE TO ANSWER THESE. 😊)

Lesson Objectives

1. **Identify** the causes and effects of the Dust Bowl.
2. **Explain** how the Great Depression affected women.
3. **Describe** the Great Depression's impact on African Americans and other groups.
4. **Explain** how the arts reflected life during the Great Depression.

The Dust Bowl: Text

11. Identify Supporting Details What details from “Effects of the Dust Bowl” support the idea that the lives of “Okies,” or migrants, did not always improve after they left the Dust Bowl?

The Depression Affects Women: Text

12. Identify Cause and Effect How did the Great Depression affect the “traditional roles” women played in their family lives? Use evidence from the text to support your answer.

African Americans During the Depression: Text

13. Draw Conclusions How do you think President Roosevelt helped increase African American support for the Democratic Party? Use evidence from the text to support your answer.

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Other Americans Weather the Depression: Text

- 14. Categorize** Using the graphic organizer, list the different minorities discussed in the text titled *Other Americans Weather the Depression*. Then tell whether they were helped or hurt by American policies, and list the policy or policies that helped or hurt them.

Minority	Helped/Hurt	Policies

Literature and Arts During the Depression: Text

- 15. Compare and Contrast** the ways in which painters and photographers dealt with the depression with the ways movies dealt with the depression.
