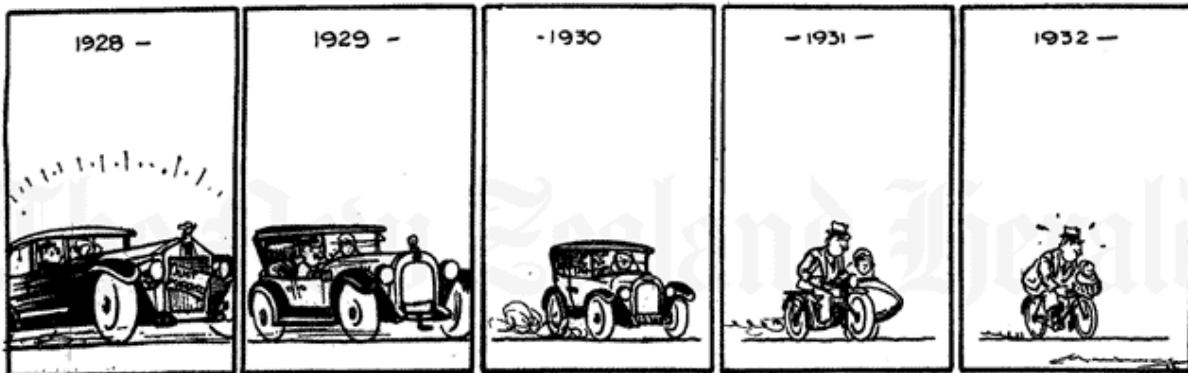
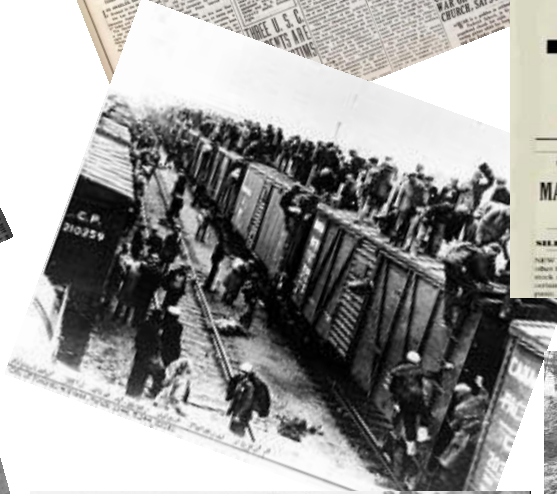
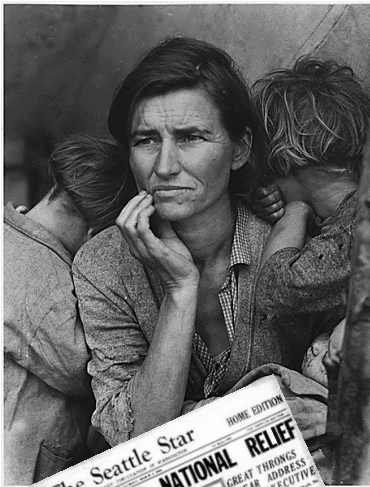


Module 8: The Great Depression



A SHORT HISTORY OF THE DEPRESSION

Write synonyms for these words from the paragraph.		Write antonyms for these words from the paragraph.	
Word:	Synonym	Word:	Antonym
study		disagree	
advanced		recovered	
explanation		first	
wealth		destroyed	
sparked		big	
pull back			

Activity #2: Paraphrasing and Summarizing

As you develop your writing skills you must learn to paraphrase and summarize the information you've read. Paraphrasing is a very valuable tool because it allows you, as the writer, to put the information you've learned/read into your own words.

Purdue Owl (<https://owl.english.purdue.edu/owl/resource/619/1/>) defines a paraphrase as:

- 1) Your own version of essential information and ideas expressed by someone else and is presented in a new form.
- 2) One legitimate way (when accompanied by accurate documentation) to borrow from a source.
- 3) A more detailed restatement than a summary, which focuses concisely on a single main idea.

So how do you begin to paraphrase? Begin by reading the entire passage until you fully understand what was said. Next, write a few sentences in your own words of what you think the passage means. Finally, be sure to record where you obtained the original information from (including the page). Recording your sources can help you incorporate information that other people have written into your own piece of writing. All ideas that belong to another author must be cited in the body of your paper immediately following the paraphrase. This will help you to avoid plagiarism. The basic guidelines to writing an effective paraphrase include:

- **Find the main idea.** Rewrite this in your own words.
- **List supporting information.** Write down only the information that supports the main idea.
- **Determine the tone the original author used.** Be sure that your paraphrase uses the same tone as the original.
- **Refine vocabulary.** Whenever possible, simply vocabulary and replace more difficult words with familiar synonyms. (Use a thesaurus to help you with this.)
- **Revise the paraphrase.** Read your paraphrase multiple times to be sure that you are conveying the original meaning and tone of the author.

Look at these examples from Purdue Owl.

The original passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. Writing Research Papers. 2nd ed. (1976): 46-47.

A legitimate paraphrase:

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47).

An acceptable summary:

Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 46-47).

A plagiarized version:

Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.

Instructions: Reread the paragraph that you wrote synonyms and antonyms for. Write a two sentence paraphrase summary of this paragraph.

Activity 3: Video

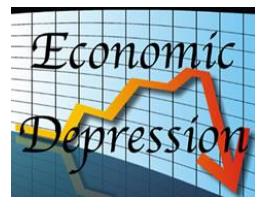
In a few moments you will watch a video. The video contains economic vocabulary in which you may not be familiar with. Before you watch this video, preview the vocabulary below and their corresponding definitions.



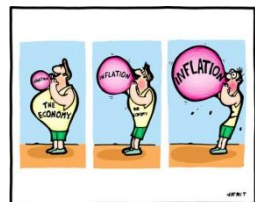
Consumer Price Index (CPI) is a measure of the average change over time in the prices paid by urban consumers for a market basket of consumer goods and services.



Deflation is a general downward movement of prices for goods and services in an economy.



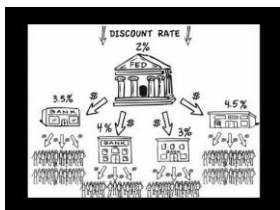
Depression is a very severe recession; a period of severely declining economic activity spread across the economy (not limited to particular sectors or regions) normally visible in a decline in real GDP, real income, employment, industrial production, wholesale-retail credit and the loss of the overall confidence in the economy.



Inflation is a general upward movement of prices for goods and services in an economy.



Gross Domestic Product (GDP) is the market value of all final goods and services produced within a country in a year.



Federal discount rate is the interest rate set by the Federal Reserve that is offered to eligible commercial banks or other depository institutions in an attempt to reduce liquidity problems and the pressures of reserve requirements. The discount rate allows the federal reserve to control the supply of money and is used to assure stability in the financial markets.



Watch this video: <http://www.youtube.com/watch?v=GCQfMWAikyU>

and answer the questions below.



1. When did the stock market crash? (SL.K.2)
2. What are some of the causes, as mentioned in the video, of the Great Depression? (SL.5.4)
3. In what way did large scale consumption of domestic products contribute to the Great Depression? (SL.3.4)
4. What two reasons were given in the video for the suffering of the US agricultural sector in the 1920's? (SL.5.4)
5. What other signs of economic weakness were seen throughout the 1920-1930 decade? (SL.8.4)
6. Why is it important to identify the causes of the Great Depression? (SL.8.4)
7. What is margin buying? (SL.3.4)

8. Describe how the banking system in the U.S. worked before the Great Depression. Contrast this to how the system worked after the Great Depression. (SL.9-10.4)
9. Why did so many banks fail in 1930? (SL.3.4)
10. Describe the factors that lead to deflation in an economy.(SL.5.4)
11. What examples are given in the video of the role World War I played in laying the groundwork for the Great Depression? (SL.3.4)
12. Why did world trade suffer so greatly during the Great Depression? (SL.3.4)
13. Describe the Hawley-Smoot tariff and its effect upon world trade. (SL.8.4)
14. What impact did Britain's abandonment of the banking industry gold standard have on world financial markets? (SL.5.4)
15. In what ways did U.S. President Hoover "use the powers of government to cushion the situation" created by the Great Depression? (SL.8.4)
16. What percent of federal expenditures accounted for our GDP in 1929? (SL.1.4)

17. What impact did the Revenue Act of 1932 have upon the Great Depression? (SL.5.4)
18. Describe and detail the 'Reconstruction Finance Corporation', as mentioned in the video. (SL.8.4)
19. How many people were unemployed in the United States by 1932? (SL.1.4)
20. In what ways did people suffer throughout the Great Depression? (SL.3.4)

Activity #4: Skimming

Skimming is a type of reading that involves moving your eyes quickly over a text, glancing at headings, topic sentences, highlighted phrases, and graphic aids. This reading strategy is useful when you want to get a general idea of what the material is about and whether it will be useful to you. For example, you might want to skim a newspaper to see if you can find information on an upcoming concert or rodeo.

So how do you skim? How do you know what material to read and what to omit? To skim effectively, there has to be a structure but you don't read everything. If the reading you have before you is very long, read the first few paragraphs in detail to get a good idea of what will be discussed in the remainder of the reading. Then read the first sentence of each subsequent paragraph (i.e. the topic sentence). At the end of each topic sentence, quickly look through the rest of the paragraph for important pieces of information, such as names, dates, or events. Continue reading only the topic sentences of each paragraph until you reach the last paragraph. The final paragraph will be the conclusion and will typically contain a summary. Carefully read this paragraph.



Skimming is done at a fast speed with less-than-normal comprehension, so you don't want to skim all of the time. Skimming is a strategy you will want to use to help you locate information quickly.



Let's Try! Skim the reading below and write a one paragraph summary of what you think the reading will be about. Discuss your answers. Do not spend more than five minutes skimming the reading. (Reading & Writing standards apply)

Now, read the passage carefully and answer the questions which follow.

Reading Passage #1: Overview of the Great Depression

Extracted from: <http://history1900s.about.com/od/1930s/p/greatdepression.htm>

The Stock Market Crash

After nearly a decade of optimism and prosperity, the United States was thrown into despair on Black Tuesday, October 29, 1929, the day the stock market crashed and the official beginning of the Great Depression. As stock prices plummeted with no hope of recovery, panic struck. Masses and masses of people tried to sell their stock, but no one was buying. The stock market, which had appeared to be the surest way to become rich, quickly became the path to bankruptcy.



And yet, the Stock Market Crash was just the beginning. Since many banks had also invested large portions of their clients' savings in the stock market, these banks were forced to close when the stock market crashed. Seeing a few banks close caused another panic across the country. Afraid they would lose their own savings, people rushed to banks that were still open to withdraw their money. This massive withdrawal

of cash caused additional banks to close. Since there was no way for a bank's clients to recover any of their savings once the bank had closed, those who didn't reach the bank in time also became bankrupt. Businesses and industry were also affected. Having lost much of their own capital in either the Stock Market Crash or the bank closures, many businesses started cutting back their workers' hours or wages. In turn, consumers began to curb their spending, refraining from purchasing such things as luxury goods. This lack of consumer spending caused additional businesses to cut back wages or, more drastically, to lay off some of their workers. Some businesses couldn't stay open even with these cuts and soon closed their doors, leaving all their workers unemployed.

The Dust Bowl

In previous depressions, farmers were usually safe from the severe effects of a depression because they could at least feed themselves. Unfortunately, during the Great Depression, the Great Plains were hit hard with both a drought and horrendous dust storms, creating what became known as the Dust Bowl.

Years and years of overgrazing combined with the effects of a drought caused the grass to disappear. With just topsoil exposed, high winds picked up the loose dirt and whirled it for miles. The dust storms destroyed everything in their paths, leaving farmers without their crops.



Small farmers were hit especially hard. Even before the dust storms hit, the invention of the tractor drastically cut the need for manpower on farms. These small farmers were usually already in debt, borrowing money for seed and paying it back when their crops came in. When the dust storms damaged the crops, not only could the small farmer not feed himself and his family, he could not pay back his debt. Banks would then foreclose on the small farms and the farmer's family would be both homeless and unemployed.

Riding the Rails

During the Great Depression, millions of people were out of work across the United States. Unable to find another job locally, many unemployed people hit the road, traveling from place to place, hoping to find some work. A few of these people had cars, but most hitchhiked or "rode the rails."

A large portion of the people who rode the rails were teenagers, but there were also older men, women, and entire families who traveled in this manner. They would board freight trains and



Hopping on a moving freight train was a dangerous act, but in the 30s hundreds of thousands of men and women did it. Used by permission: Saskatchewan Interactive. [Click for Web site.](#)

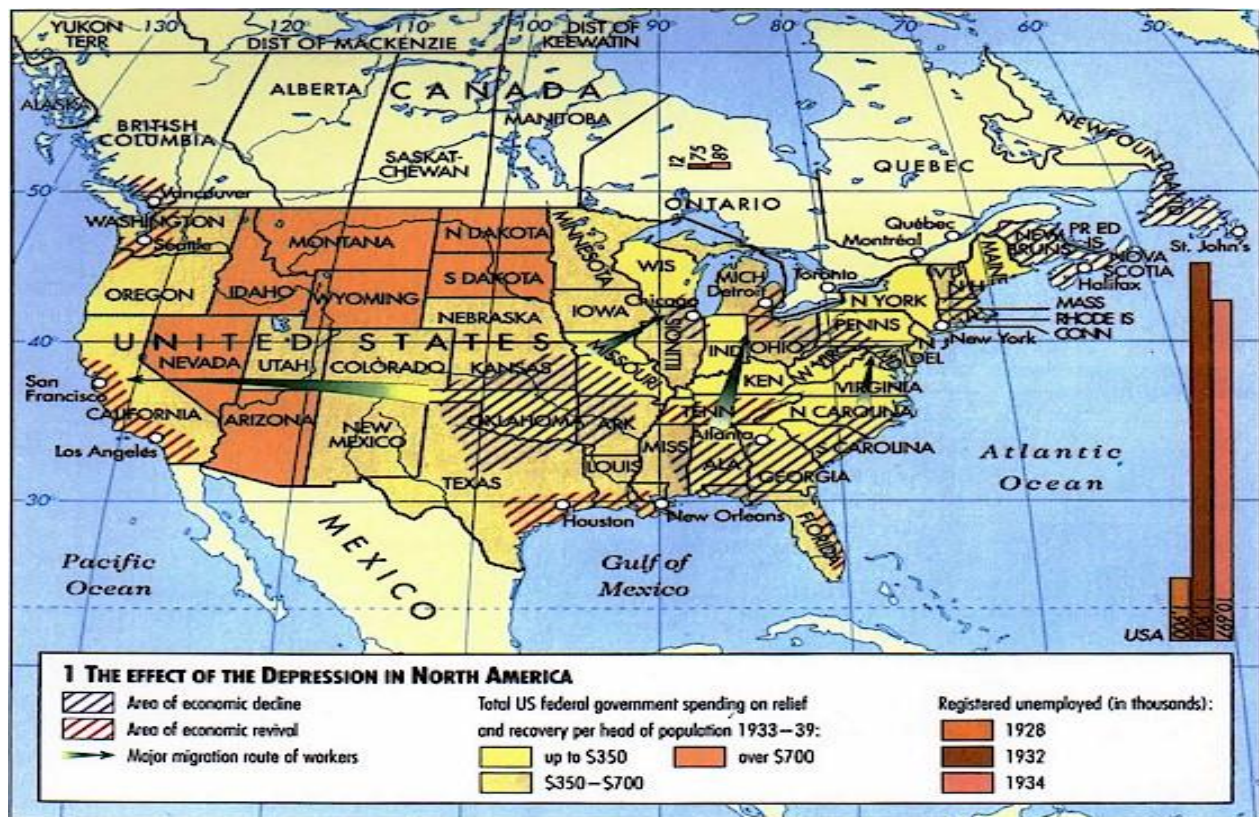
crisscross the country, hoping to find a job in one of the towns along the way.

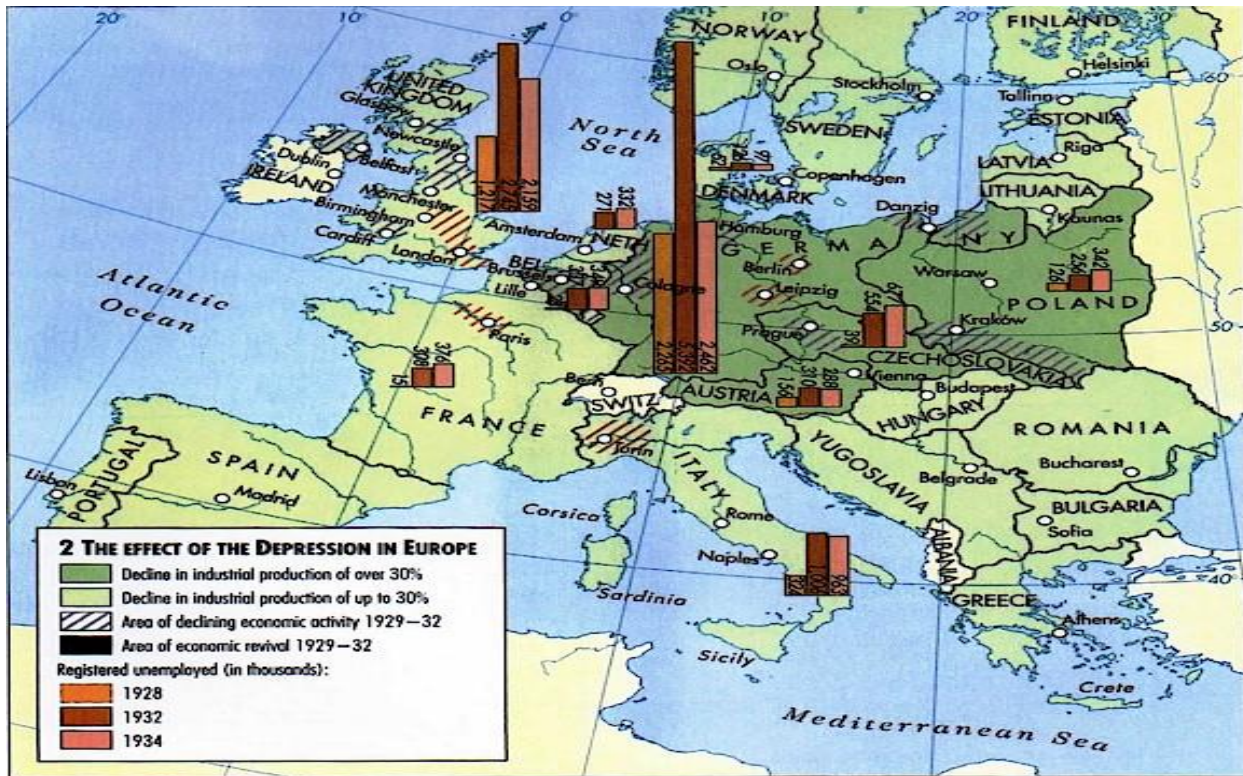
When there was a job opening, there were often literally a thousand people applying for the same job. Those who weren't lucky enough to get the job would perhaps stay in a shantytown (known as "Hoovervilles") outside of town. Housing in the shantytown was built out of any material that could be found freely, like driftwood, cardboard, or even newspapers.



The farmers who had lost their homes and land usually headed west to California, where they heard rumors of agricultural jobs. Unfortunately, although there was some seasonal work, the conditions for these families were transient and hostile. Since many of these farmers came from Oklahoma and Arkansas, they were called the *derogatory* names of "Okies" and "Arkies." (The stories of these migrants to California were immortalized in the fictional book, *The Grapes of Wrath* by John Steinbeck.)

<http://www.english.illinois.edu/maps/depression/about.htm>





Roosevelt and the New Deal

The U.S. economy broke down and entered the Great Depression during the presidency of Herbert Hoover. Although President Hoover repeatedly spoke of optimism, the people blamed him for the Great Depression. Just as the shantytowns were named Hoovervilles after him, newspapers became known as "Hoover blankets," pockets of pants turned inside out (to show they were empty) were called "Hoover flags," and broken-down cars pulled by horses were known as "Hoover wagons."

During the 1932 presidential election, Hoover did not stand a chance at reelection and Franklin D. Roosevelt won in a landslide. People of the United States had high hopes



that President Roosevelt would be able to solve all their *woes*. As soon as Roosevelt took office, he closed all the banks and only let them reopen once they were *stabilized*. Next, Roosevelt began to establish programs that became known as the New Deal.

These New Deal programs were most commonly known by their

initials, which reminded some people of alphabet soup. Some of these programs were aimed at helping farmers, like the AAA (Agricultural Adjustment Administration). Other programs, such as the CCC (Civilian Conservation Corps) and the WPA (Works Progress Administration), attempted to help curb unemployment by hiring people for various projects.

The End of the Great Depression

To many at the time, President Roosevelt was a hero. They believed that he cared deeply for the common man and that he was doing his best to end the Great Depression. Looking back, however, it is uncertain as to how much Roosevelt's New Deal programs helped to end the Great Depression. By all accounts, the New Deal programs eased the hardships of the Great Depression; however, the U.S. economy was still extremely bad by the end of the 1930s.

The major turn-around for the U.S. economy occurred after the bombing of Pearl Harbor and the entrance of the United States into World War II. Once the U.S. was involved in the war, both people and industry became essential to the war effort. Weapons, artillery, ships, and airplanes were needed quickly. Men were trained to become soldiers and the women were kept on the home front to keep the factories going and to help in the production of food products.

It was ultimately the entrance of the U.S. into World War II that ended the Great Depression in the United States.



Use the information in the reading to answer the following questions.

1. Write a one paragraph summary of this reading. Compare this to the paragraph you wrote in the skimming exercise. What additional details have you been able to add to this second paragraph? (W.3.5-12.5)

-
2. A. There were many new words/phrases that came from the Depression era, such as Hoovervilles, Okies, and Hoverwagons. What other Depression specific words can you find in the reading? Using contextual clues, write a definition for each of the words you find. (L.6.4)

 2. B. Explain how the terms 'Okie & Arkie' define the sentiments of people during the Great Depression. What evidence from the reading can you find to support your answer? (RI/RL.7.1)

 3. What was Black Tuesday? (RI.3.4)

 4. Describe the effect the stock market crash of 1929 had upon U.S. business and industry. Cite evidence from the text to support your answer. (RH.6-8.1)

 5. Explain why farmers were severely affected during the Great Depression. (RI/RL.2.1)

6. Summarize Roosevelt's 'New Deal' programs. (W.1.2-10.2)

7. Do you think the actions FDR took could have been improved upon? Explain your answers citing evidence from the text to support your answer. (W.7.1)

8. Use the information in the maps on pages 11 & 12 to answer the following questions. (Reading anchor 7)
 - A) Which U.S. states received the largest federal subsidies on relief and recovery during the Great Depression?

 - B) How many Americans were unemployed in 1928?

 - C) How does this compare to 1932?

 - D) What factors from the reading can you cite to explain the reason(s) for this tremendous rise in unemployment?

 - E) Explain why parts of Florida, Texas, Washington, and California experienced areas of economic revival during the Great Depression while the majority of the nation struggled. What evidence can you find to support your answer?

- F) What two European countries had the highest unemployment rate in 1932?
- G) Which country had the lowest rate for the same year?
- H) Which European country experienced the largest unemployment growth rate from 1928 to 1932? What factors do you think contributed to this growth rate?

- I) What inference(s) can be made from the maps about the decline of industrial production in Europe and employment rates during the Great Depression?

Pre-reading Activities

Activity #1: Using Commas

Commas are used in various ways in sentences. They can be used to separate three or more items in a series in a single sentence.

For Example: 'A number of bills were passed to relieve poverty, reduce unemployment, and speed economic recovery.'



Commas can also be used after an introductory word or phrase if you would pause after the phrase when saying the sentence aloud. Introductory words can include: *well, yes, no, why, however, unfortunately, finally, nevertheless.*

For Example: 'While they did not end the Depression, the New Deal's experimental programs helped the American public.'

'However, borrowing from other banks becomes extremely expensive.'

Use a comma to set off a phrase within a sentence that interrupts the main thought of the sentences. Phrases such as *for example, that is, namely, and, in fact* are common interrupters.

For Example: 'Print too much money, and its value declines, that is, prices fall.'

Another way in which commas are used in sentences to interrupt is through the use of an appositive. Appositives explain or identify a noun or pronoun.

For Example: 'Roosevelt worked quickly upon his election to deliver the New Deal, an unprecedented number of reforms addressing the catastrophic effects of the Great Depression.'

An appositive that is not essential to the main idea of the sentence is set off with commas.

For Example: 'The men, all volunteers, worked throughout the night.'

Commas are also used to separate items in dates. Don't use a comma to separate the month and day, or the month and the year by themselves.

For Example: 'On March 25, 1929, however, a mini crash occurred after investors started to sell stocks at a rapid pace, exposing the market's shaky foundation.'

'The stock market crashed in March 1929.'



Insert commas where they are needed in each of the following sentences.

1. Others blame the Depression on the "Excesses" of the 1920's; excessive production of commodities excessive building excessive financial speculation or an excessively skewed distribution of income and wealth.
2. Shrink the money stock on the other hand and the value of money rises that is prices fall.
3. On the other hand if banks hold too few reserves they risk getting caught short in the event of unexpected deposit withdrawals.
4. In the 1930's the United States was on the gold standard meaning that the U.S. government would exchange dollars for gold at a fixed price.
5. A decrease in reserves on the other hand would tend to contract the money stock.
6. For example large withdrawals of cash or gold from banks could reduce bank reserves.
7. Starting in 1930 a series of banking panics rocked the U.S. financial system.
8. Falling prices and incomes in turn led to even more economic distress.
9. Ordinarily banks can borrow extra reserves from other banks or from the Federal Reserve.
10. Unlike his predecessor Herbert Hoover who felt that the public should support the government and not the other way around Roosevelt felt it was the federal government's duty to help the American people.
11. Living in camps in the forests the men dug ditches built reservoirs and planted trees.
12. Together with his "brain trust" a group of university scholars and liberal theorists, Roosevelt sought the best course of action for a struggling nation.
13. During the first 100 days of his presidency a never-ending stream of bills was passed to relieve poverty reduce unemployment and speed economic recovery.
14. The program employed 8.5 million people to build bridges roads public buildings parks and airports.
15. The Smoot-Hawley tariff was enacted in June 1930.

Activity #2: Run-on Sentences

When you write, you want to use punctuation appropriately in order to avoid confusion in your writing. You want your writing to be clear and concise. Unfortunately, one very common problem students have in writing is they try to say too much in a single sentence without using punctuation. When a sentence has too many ideas, it is known as a run-on sentence. Alternatively, sentences that are too short are known as a sentence fragment.



A run-on sentence is basically a sentence that does not conform to standardized English rules; it must have a subject, a verb, and a complete idea.

1	Subject	The person, place, or thing performing or doing the action
2	Verb	The action
3	Complete idea	The reader isn't left waiting for another word

Look at the sentences below.

Franklin Delano Roosevelt was elected President of the United States.



Subject



verb



direct object

Does the sentence have a

subject
verb
complete idea

?

The answer is 'Yes' to all. Therefore, the sentence is a good sentence. In this example 'President of the United States' is a direct object. Not all sentences require a direct object. Consider:

"He ran."



subject



verb

Is this sentence a complete thought? It is, so it is a complete sentence but does not require a direct object. Consider:

"I take."



subject



verb

Although this sentence has a subject and a verb (just like the previous sentence), it is NOT a sentence because it is not a complete thought. In this case, the sentence is a sentence fragment. It is actually the verb that determines whether the sentence requires a direct object or not. If the sentence requires a direct object, it is called a transitive verb. If the verb does not need a direct object, it is called an intransitive verb. If you are not sure about a verb, consult a dictionary.

Let's look at one more example.

"Roosevelt passed a new law Lincoln reformed old laws."



Is this a complete thought? No, it isn't. The sentence has two subjects, two verbs, and two complete ideas. This is a run on sentence: two sentences (ideas) incorrectly combined. This sentence lacks signal words which tell the reader when to stop or pause. A part of a sentence that can be a sentence by itself is called an independent clause. This last example has two independent clauses. So how do you fix a run on sentence? The answer to this is actually quite easy. All you need is appropriate punctuation. There are four general ways you can fix a run on sentence.

		Examples:
	Method	Correct
#1	Write the two independent clauses as separate sentences using periods.	Roosevelt passed a new law. Lincoln reformed old laws.
#2	Use a semicolon to separate the two independent clauses.	Roosevelt passed a new law; Lincoln reformed old laws.
#3	Use a comma and any one of the following connector words: for, and, nor, but, or, yet, so	Roosevelt passed a new law, but Lincoln reformed old laws.
#4	Use a semicolon and one of the following words: therefore, thus, however, consequently, furthermore, also, nevertheless	Roosevelt passed a new law; however, Lincoln reformed old laws.

Go to the website shown in the link below and complete the online interactive exercises for run-on sentences.



<http://www.quia.com/pop/35933.html>



Reading Passage #2: The New Deal

Extracted from: <http://www.pbs.org/wgbh/americanexperience/features/general-article/dustbowl-new-deal/>

In 1932 Franklin Delano Roosevelt was elected overwhelmingly on a campaign promising a New Deal for the American people. Roosevelt worked quickly upon his election to deliver the New Deal, an unprecedented number of reforms addressing the catastrophic effects of the Great Depression. Unlike his predecessor, Herbert Hoover, who felt that the public should support the government and not the other way around, Roosevelt felt it was the federal government's duty to help the American people weather these bad times.

Together with his "brain trust," a group of university scholars and liberal theorists, Roosevelt sought the best course of action for the struggling nation. A desperate Congress gave him carte blanche and rubber-stamped his proposals in order to expedite the reforms. During the first 100 days of his presidency, a never-ending stream of bills was passed, to relieve poverty, reduce unemployment, and speed economic recovery. His first act as president was to declare a four-day bank holiday, during which time Congress drafted the Emergency Banking Bill of 1933, which stabilized the banking system and restored the public's faith in the banking industry by putting the federal government behind it. Three months later, he signed the Glass-Steagall Act which created the FDIC, federally insuring deposits.

The **Civil Conservation Corps** was one of the New Deal's most successful programs. It addressed the pressing problem of unemployment by sending 3 million single men from age 17 to 23 to the nation's forests to work. Living in camps in the forests, the men dug ditches, built reservoirs and planted trees. The men, all volunteers, were paid \$30 a month, with two thirds being sent home.

The Works Progress Administration, Roosevelt's major work relief program, would employ more than 8.5 million people to build bridges, roads, public buildings, parks and airports.

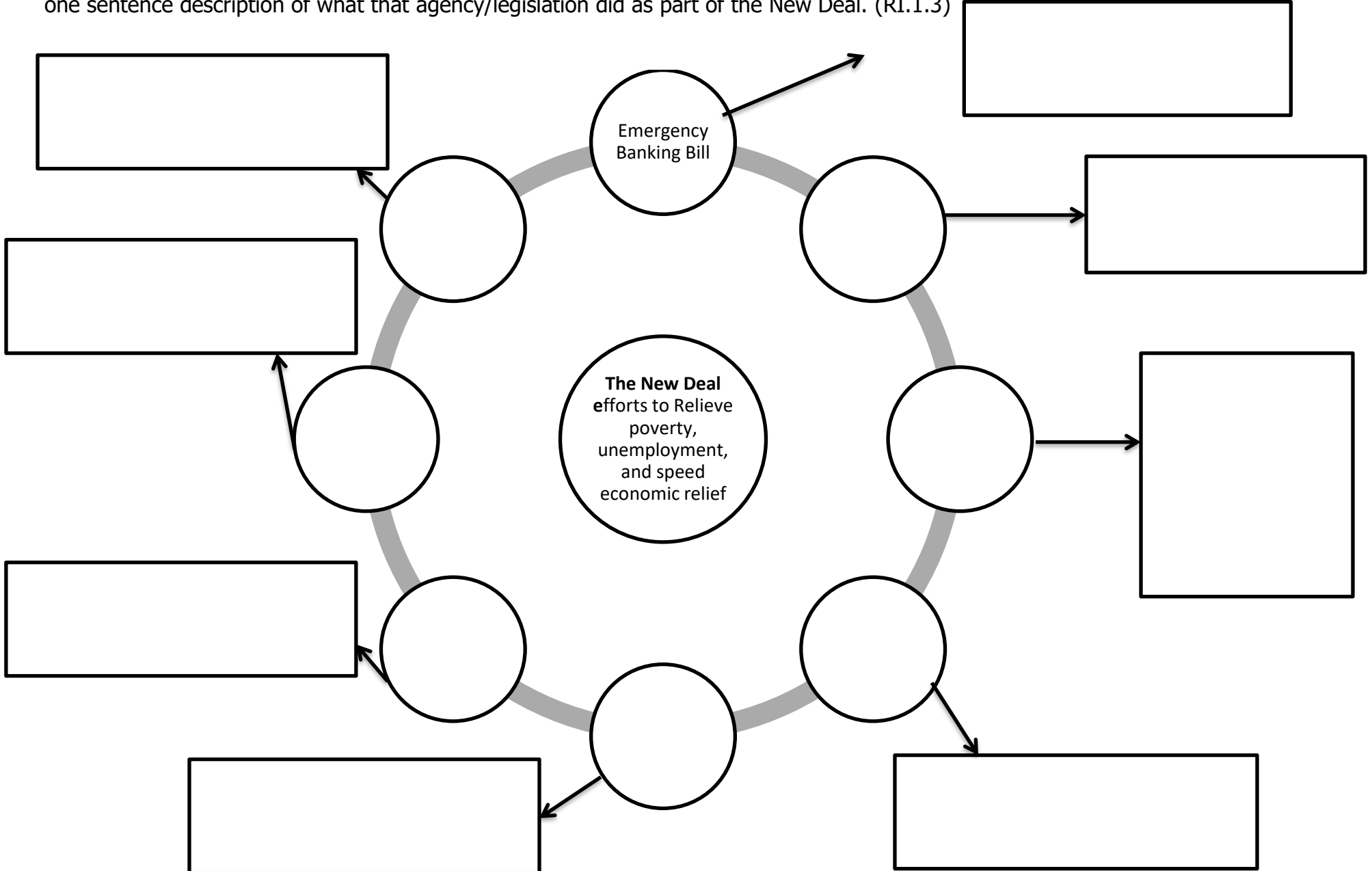
The National Industrial Recovery Act (NIRA) and the National Recovery Administration (NRA) were designed to address unemployment by regulating the number of hours worked per week and banning child labor. The Federal Emergency Relief Administration (FERA), created in 1933, gave \$3 billion to states for work relief programs. The Agricultural Adjustment Act subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy.

The Home Owners' Loan Corporation (HOLC) helped people save their homes from foreclosure. While they did not end the Depression, the New Deal's experimental programs helped the American people immeasurably by taking care of their basic needs and giving them the dignity of work and hope.





The reading mentions multiple bills that were passed to create new programs aimed at stimulating the U.S. economy. Identify the agency or piece of legislation created. Write each one in the circles provided. Then in the square, write a short one sentence description of what that agency/legislation did as part of the New Deal. (RI.1.3)



Reading Passage #3: The Creation of the Civil Conservation Corps



Pre-reading Activities

Activity #1: Video

Watch the video found at the link shown below. Then answer the questions which follow. (Speaking and Listening standards apply)

<http://www.pbs.org/wgbh/americanexperience/features/bonus-video/ccc-neil-maher/>

1. In what ways did the CCC help/harm the ecology and economy in the United States during the late 1930's?
2. The speaker says that FDR 'democratized conservation' in the United States. Explain what this means.
3. In what way(s) did FDR use the CCC as a political tool?



Activity #2:

1. The chart below provides information regarding the size of the US State's, population and placement of CCC men during the 1930's. Use the information provided in the chart to answer the question following the chart.

Chart 1: US Statistics as of 1935

	Square miles of state	Population	population per square mile	# of men working in camps	Number of CCC Camps located on.....			
					National Parks & forests	State Parks & Forests	Private Lands	Other
Alabama	51,718	2,646,248	51	3,400	3	6	6	2
Arizona	114,007	435,573	4	4,000	20			
Arkansas	53,183	1,854,482	35	5,600	21	2	5	
California	158,648	5,677,251	36	33,600	141	2	22	
Colorado	104,100	1,035,791	10	5,000	23	2		
Connecticut	5,006	1,606,903	321	2,800		1		
Florida	58,681	1,468,211	25	4,400	6	1	14	1
Georgia	58,390	2,908,506	50	7,800	9	2	28	
Idaho	83,574	445,032	5	19,200	74	9	13	
Illinois	56,343	7,630,654	135	6,600		23	2	8
Indiana	36,185	3,238,503	89	4,200		11		10
Iowa	56,276	2,470,939	44	3,200		2		14
Kansas	82,282	1,880,999	23	1,400		6		1
Kentucky	40,411	2,614,589	65	3,400	4	1	4	8
Louisiana	47,720	2,101,593	44	4,600	3	2	14	4
Maine	33,128	797,423	24	3,000	3	2	10	
Maryland	10,455	1,631,526	156	2,200		10		1
Mass.	8,262	4,249,614	514	6,400		32		
Michigan	58,513	4,842,325	83	11,800	14	45		
Minnesota	84,397	2,563,953	30	12,200	24	27	1	9
Mississippi	47,695	2,009,821	42	3,200	3	2	14	4
Missouri	69,709	3,629,367	52	3,000		5		10
Montana	147,047	537,606	4	8,200	30	1		
Nebraska	77,359	1,377,963	18	1,000		5		
Nevada	110,567	91,058	1	800	4			
New Hampshire	9,283	465,293	50	2,600	8	5		
New Jersey	7,790	4,041,334	519	1,800	1	8		
New Mexico	121,599	423,317		3,000	15			
New York	49,112	12,588,066	256	6,600		28	11	1
North Carolina	52,672	3,170,276	60	6,000		18	11	1
North Dakota	70,704	680,845	10	1,400				7
Ohio	41,328	6,646,697	161	3,600		7	1	10
Oklahoma	69,903	2,396,040	34	3,200	4	4		5
Oregon	97,052	953,786	10	12,800	50	1	7	6

			population per square mile	# of men working in camps	Number of CCC Camps located on.....			
					Square miles of state	Population	National Parks & forests	State Parks & Forests
Rhode Island	1,213	687,497	567	600		2		1
S. Carolina	31,117	2,985,096	96	3,600	2		16	1
S. Dakota	77,122	692,849	9	3,000	10	2		1
Tennessee	42,146	2,616,556	62	6,600	12	1	1	6
Texas	266,874	5,824,715	22	6,800		18	9	7
Utah	84,905	507,847		5,200	21			5
Vermont	9,615	359,611	37	2,600	3	9	1	
Virginia	40,598	2,421,851	60	9,200	20	5	19	2
Washington	68,126	1,563,396	23	11,400	43	6		8
W. Virginia	24,231	1,729,205	71	3,600	10	2	6	
Wisconsin	56,145	2,939,006	52	9,400	21	17		9
Wyoming	97,818	225,565		4,800	22		1	1

The chart above reference multiple sites where the CCC was deployed. Choose two sites (from any states) What evidence can you find to answer the following questions:

- Why do you think FDR chose this site to place men from the CCC?
What political impacts might have played a part in FDR's decision to place workers at this site?
- What impact (lasting or not) did the work have upon the local area?
- How many men worked at this site and how long did they work there?
- Where did the men who worked at this site come from?
- How much did they earn?
- Discuss the population and unemployment rates in the States where your site is located.

Using Microsoft Word, write a one to two page comparison and contrast composition on your chosen sites. Be sure to cite all sources in the body of your paper. Also, insert a bar chart to represent any statistical data you discuss in your paper. (W.5.9-W/WHST.11-12.9)

Activity #3: Math

Use the chart found on pages 24 & 25 to answer the questions below. (multiple math standards apply)

1. What is the average number of men who worked in Wyoming, Nebraska, Colorado, Montana, and South Dakota?

2. Rounded to the nearest thousand, what was the population of Ohio, South Carolina, and Florida?

3. A. Calculate the population per square mile for each of the following:
 - a. Wyoming
 - b. New Mexico
 - c. Utah
B. What is the median population per square mile for these states?

4. How many CCC camps were located on National Parks and Forest land throughout the United States?

5. By 1940, the population of California had risen by 3.5%. What was the total population of California in 1940?

6. When Alaska became a state in 1959, it became the largest state in the country. If the square mileage of Texas, the second largest state, is approximately 40% less than Alaska, what is the square mileage of the largest state?

-
7. In Idaho, the maximum number of men who could work at CCC camps located in State Parks and Forests and on private lands was limited to 25 men per camp. Approximately, how many men worked at each camp located in a National Park and Forest in Idaho?

 8. Which state had the greatest number of men employed per square mile?

 9. A. Calculate the total population per square mile of Connecticut, Maryland, and New Jersey.

B. Calculate the total population per square mile for Kansas, Iowa and Nebraska.

C. How much larger is A? Calculate the percentage.

 10. Hawaii is nearly the same size as Maryland. If the total land mass of Hawaii is 28,311 Km², calculate the square mileage of Hawaii.

 11. The Depression years brought severe hardship to people living in Oklahoma. As a result, 40% of the families living in this state had moved elsewhere by the end of 1940. What was the population of Oklahoma in 1940?

 12. By 1940, 2.5 million people had moved out of Kansas, Nebraska, Oklahoma, and Texas. Calculate the combined population per square mile of these states by the end of 1940.

Reading Passage #3: Primary Source Document-The Creation of the CCC

Extracted from: <http://research.archives.gov/description/299846> (First and last pages only)

H. R. 6551

[PUBLIC—NO. 163]
[CHAPTER 383]

**Seventy-fifth Congress of the United States of America;
At the First Session,**

Began and held at the City of Washington on Tuesday, the fifth
day of January, one thousand nine hundred and thirty-seven.

AN ACT

To establish a Civilian Conservation Corps, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there is hereby established the Civilian Conservation Corps, hereinafter called the Corps, for the purpose of providing employment, as well as vocational training, for youthful citizens of the United States who are unemployed and in need of employment, and to a limited extent as hereinafter set out, for war veterans and Indians, through the performance of useful public work in connection with the conservation and development of the natural resources of the United States, its Territories, and insular possessions: Provided, That at least ten hours each week may be devoted to general educational and vocational training: Provided, That the provisions of this Act shall continue for the period of three years after July 1, 1937, and no longer.

SEC. 2. The President, by and with the advice and consent of the Senate, is authorized to appoint a Director at a salary of \$10,000 per annum. The Director shall have complete and final authority in the functioning of the Corps, including the allotment of funds to cooperating Federal departments and agencies, subject to such rules and regulations as may be prescribed by the President in accordance with the provisions of this Act.

SEC. 3. In order to carry out the purpose of this Act, the Director is authorized to provide for the employment of the Corps and its facilities on works of public interest or utility for the protection, restoration, regeneration, improvement, development, utilization, maintenance, or enjoyment of the natural resources of lands and waters, and the products thereof, including forests, fish and wildlife on lands or interest in lands (including historical or archeological sites), belonging to, or under the jurisdiction or control of, the United States, its Territories, and insular possessions, and the several States: *Provided, That the President may, in his discretion, authorize the Director to undertake projects on lands belonging to or under the jurisdiction or control of counties, and municipalities, and on lands in private ownership, but only for the purpose of doing thereon such kinds of cooperative work as are or may be provided for by Acts of*



H. R. 6551—5

year from the date of accrual thereof: *Provided further*, That acceptance by any claimant of the amount allowed on account of his claim shall be deemed to be in full settlement thereof, and the action of the Director or of the head of a cooperating department or agency upon such claim so accepted by the claimant shall be conclusive.

SEC. 17. There is hereby authorized to be appropriated, out of any money in the Treasury not otherwise appropriated, such sums as may be necessary for the purpose of carrying out the purposes of this Act: *Provided*, That no part of any such appropriation shall be used in any way to pay any expense in connection with the conduct, operation, or management of any camp exchange, save and except such camp exchanges as are established and operated, in accordance with regulations to be prescribed by the Director, at such camps as may be designated by him, for real assistance and convenience to enrollees in supplying them and their supervising personnel on duty at any such camp with articles of ordinary use and consumption not furnished by the Government: *Provided further*, That the person in charge of any such camp exchange shall certify, monthly, that during the preceding calendar month such exchange was operated in compliance therewith.

SEC. 18. This Act, except as otherwise provided, shall take effect July 1, 1937.

W. H. Bausch
Speaker of the House of Representatives.

W. H. Bausch
President of the Senate pro tempore.

Approved

June 28 - 1927

Franklin D. Roosevelt



1. Discuss the following. (Language Anchor #1)

Legal documents are notoriously difficult to read and understand. How does the use of punctuation help the reader understand the intended purpose of the sentences / paragraphs?

2. Summarize the first paragraph of this Act.

3. Paraphrase the following extracts from the reading.

A. *The President, by and with the advice and consent of the Senate, is authorized to appoint a Director at a salary of \$10,000 per annum.*

B. *There is hereby authorized to be appropriated, out of any money in the Treasury not otherwise appropriated, such sums as may be necessary for the purpose of carrying out the purposes of this Act.*

C. *This Act, except as otherwise provided, shall take effect July 1, 1937.*

Reading Passage #4: Primary Source Document-US War Department Memo

Review the document below retrieved from: <http://docsteach.org/documents/194778/detail>

12-170 camp
 1. 9-9-33
 2. 8-9-33
 3. 1-1-33
 4. 1-1-33
 5. 1-1-33

This figure of 1.92 a day not including transportation or wages is already high - it must be greatly reduced

unemployment camp

APR

WAR DEPARTMENT
 WAR DEPARTMENT GENERAL STAFF
 OPERATIONS & TRAINING DIVISION G-3
 WASHINGTON

April 5, 1933.

MEMORANDUM FOR Mr. Robert Fechner, Director of Emergency Conservation Work, Room 5139, Interior Department Building, Washington, D. C.

Subject: Transfer of funds to the War Department for Civilian Conservation Corps.

Pursuant to the direction of the President, the following estimate of funds needed by the War Department to receive, transport to camps, enroll, shelter, clothe, ration, equip and transport to their work a total of 25,000 men on the assumption that they will remain only 14 days under Army control, is here submitted as the basis of the original requisition of funds to cover the current expenses involved:

Item	Cost per man	Cost per man day	Cost for 25,000 men for 14 days
Transportation, to camp	\$10.00		\$ 250,000
, to work	25.00		625,000
Clothing, initial outfit	38.00		950,000
Subsistence		.33	115,500
Medical Attention			
Induction Charges	5.00	.35	125,000
Supplies and Extra Service		.07	24,500
Equipment and Supplies		.08	20,000
Motor transportation, gas and oil		.02	7,000
Shelter, repairs, utilities	15.00	1.07	375,000
Allowance (accrued)		(1.00)	350,000
		<u>1.92</u>	<u>\$2,850,000</u>

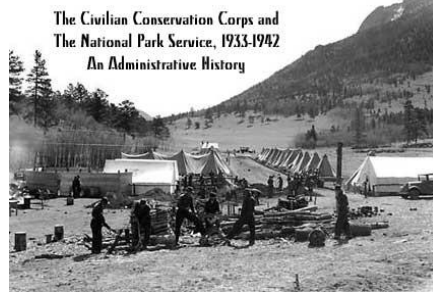
It is therefore requested that the sum of \$2,850,000 be transferred at once to the Chief of Finance, U. S. Army, to cover the current expenses of the enrollment and conditioning of the first 25,000 men selected for the Civilian Conservation Corps.

DUNCAN K. MAJOR, JR.,
 Colonel, General Staff,
 Acting Assistant Chief of Staff.

APPROVED.

Robert Fechner
 ROBERT FECHNER
 Director of Emergency Conservation Work.

250,000 men - 200 to camp = 12,500
 Army expenses



Directions: Use the information presented in the War Department Letter above to answer the questions below. (multiple math standards apply)

1.
 - A. The Civilian Conservation Corps (CCC) took 500 men to work on a project at a site near Mt. Rushmore for five days. The CCC used 10 trucks to transport the men the 20 miles from base camp to the work site each day. Using the cost per man shown in the letter for transportation, gas and oil, calculate the total round trip transportation costs associated with this project. Show your work.
 - B. Day three of the project saw all 500 men worked 3 hours overtime at a salary rate 1.5 times per hour of the daily allowance rate per man. How much did the CCC have to pay in salary on day three?
 - C. On the last day of the project, the CCC brought in an additional 200 men from a different camp that was located 65.5 miles to the east of Mt. Rushmore. Calculate the total wages and subsistence costs associated with the project for all five days.
 - D. What was the total cost of the project? (include all transportation, wages, and subsistence costs for all men who worked on the project).
2. In order to keep costs down, the CCC had one cook for two camps. If the cook at one camp has to walk 1.5 miles one way every day to another camp, how many miles will he have walked in two weeks?

3. Two projects the men in the CCC completed in Wyoming were at Guernsey State Park and at Esterbrook. Use the information in the table below to answer questions A-D.

	Project #1: Guernsey State Park	Project #2: Esterbrook Fire Lookout
# of men	10	5
# of days on project	3 months (January-March)	5 months (April-August)

- A. When these men were hired, the CCC provided each man with one uniform and paid each man their transportation to the camp. How much was spent for these two items?
- B. Throughout the length of the Guernsey Project, each man worked Monday-Friday for eight hours each day. On Saturdays, the men worked 4 hours at a rate two times their normal rate. How much was paid in wages for this project?
- C. The men on the Esterbrook project worked the same hours as the men on the Guernsey project. How much was paid in wages for this project?
- D. Using the average cost per man shown in the War Department Letter, calculate the total manpower costs of both projects. Show your work.

Sources:

1. <http://www.stlouisfed.org/great-depression/pdf/the-great-depression-full-curriculum.pdf>
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3. http://www.investopedia.com/terms/f/federal_discount_rate.asp
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15. http://www.archives.alabama.gov/ahei/The_Great_Depression_Hard_Times_Hit_America_May_2011.pdf
16. http://www.fdrlibrary.marist.edu/education/resources/pdfs/teachable_greatdepression.pdf
17. <http://docsteach.org/documents/194778/detail>
18. <http://www2.census.gov/prod2/statcomp/documents/1933-02.pdf>