### Key to Ability Levels
- **BL**: Below Level
- **OL**: On Level
- **AL**: Above Level
- **ELL**: English Language Learners

### Key to Teaching Resources
- **Print Material**
- **Transparency**
- **CD-ROM or DVD**

### Levels
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### Resources

#### FOCUS
- **BL OL AL ELL** Daily Focus Skills Transparencies
  - Chapter Opener 18-1
  - Section 2 18-2
  - Section 3 18-3

#### TEACH

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Note: Please refer to the *Unit 6 Resource Book* for this chapter's URB materials. * Also available in Spanish
### Resources

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✓ Chapter- or unit-based activities applicable to all sections in this chapter.
What is the Lesson Planner?
The TeacherWorks™ Plus Lesson Planner is a practical tool for creating and organizing daily lesson plans using an interactive calendar.

How can the Lesson Planner help me?
The Lesson Planner makes it easy to see, at a glance, the resources you have chosen to use for each class on any given day. Using a simple drag-and-drop format, you can generate lesson plans using any number of ancillary titles included in the TeacherWorks™ Plus software, as well as Internet links, documents, files, and programs of your choosing. Once a lesson plan is created, the Lesson Planner serves as a launching point for these resources.

The Lesson Planner is a feature of TeacherWorks™ Plus.

You can easily launch a wide range of digital products from your computer’s desktop with the McGraw-Hill Social Studies widget.

### History ONLINE
Visit glencoe.com and enter QuickPass™ code TAV9399c18T for Chapter 18 resources.

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• **Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.

• **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.

• **Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.

www.jamestowneducation.com

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**National Geographic**

Index to National Geographic Magazine:

The following articles relate to this chapter:

- “Nary a Drop to Spare: Drought Grips the West,” by Chris Carroll, July 2005.

**National Geographic Society Products** To order the following, call National Geographic at 1-800-368-2728:

- ZipZapMap! USA (ZipZapMap!)

Access National Geographic’s new, dynamic MapMachine Web site and other geography resources at:

www.nationalgeographic.com
www.nationalgeographic.com/maps

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**Reading List Generator CD-ROM**

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students’ reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

**Leveled reading suggestions for this chapter:**

For students at a Grade 8 reading level:
- *Cat Running*, by Zilpha Keatley Snyder

For students at a Grade 9 reading level:
- *A Renaissance in Harlem: Lost Voices of an American Community*, by Lionel C. Bascom

For students at a Grade 10 reading level:
- *Seabiscuit: An American Legend*, by Laura Hillenbrand

For students at a Grade 11 reading level:
- *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp*, by Jerry Stanley

For students at a Grade 12 reading level:
- *Herbert Hoover*, by David M. Holford

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**Biography**

The following videotape programs are available from Glencoe as supplements to this chapter:

- The Stock Exchange (ISBN 0-76-700562-7)
- The Great Depression (ISBN 0-76-700859-6)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:

A&E Television: [www.aetv.com](http://www.aetv.com)
The History Channel: [www.historychannel.com](http://www.historychannel.com)
Focus

**MAKING CONNECTIONS**

What Causes Depressions?

Discuss with students the two questions posed on p. 399. If you live in or near a region of the country where many traditional, manufacturing jobs have been lost, use that experience to enhance discussion and give students a sense of the scope of the Great Depression. Invite students to imagine life in their community if one in every four people lost his or her job. **OL ELL**

Teach

**The Big Ideas**

As students study the chapter, remind them to consider the section-based Big Ideas included in each section’s Guide to Reading. The Essential Questions in the activities below tie in to the Big Ideas and help students think about and understand important chapter concepts. In addition, the Hands-on Chapter Projects, with their culminating activities, relate the content from each section to the Big Ideas. These activities build on each other as students progress through the chapter. Section activities culminate in the wrap-up activity on the Visual Summary page.

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**Section 1**

**The Causes of the Great Depression**

Essential Question: What factors led to the Great Depression? (inflated stock prices, overproduction, high tariffs, and mistakes by the Federal Reserve Board) Point out that in Section 1 students will learn about the root causes of the Great Depression. **OL**

---

**Section 2**

**Life During the Depression**

Essential Question: How did people cope with life’s struggles during the Great Depression? (They escaped through movies and popular culture. Some, especially farmers living in the Dust Bowl, went west to seek better jobs.) Tell students that in Section 2 they will learn about the increased problems during the Depression and how people struggled to survive. **OL**
Making Connections

What Causes Depressions?

In the 1930s, the Great Depression caused high unemployment, business failures, and farm foreclosures. Many people lost their homes and savings and became willing to vote for politicians who offered new approaches to solving the crisis.

- What kind of political and social problems do you think depressions cause?
- Why do you think the Great Depression was worse than other economic slowdowns?

More About the Photo

Visual Literacy The lyrics to “Brother, Can You Spare a Dime?” were written by E.Y. Harburg in the early 1930s. First recorded by crooner Rudy Vallee in 1932, the song became the signature song of the Great Depression:

“They used to tell me I was building a dream
With peace and glory ahead.
Why should I be standing in line
Just waiting for bread?

“Once I built a railroad, made it run,
Made it race against time.
Once I built a railroad, now it’s done,
Brother, can you spare a dime?”

Analyzing Popular Culture Create a Two-Tab Book Foldable to research the way people coped with adversity during the Depression. As you read the chapter, list examples of the hardships people endured in real life and the kinds of entertainment that flourished.

Foldables

Dinah Zike’s Foldables

Dinah Zike’s Foldables are three-dimensional, interactive graphic organizers that help students practice basic writing skills, review vocabulary terms, and identify main ideas. Instructions for creating and using Foldables can be found in the Appendix at the end of this book and in the Dinah Zike’s Reading and Study Skills Foldables booklet.

Section 3

Hoover Responds to the Depression

Essential Question: How did Hoover’s policies attempt to lessen the Great Depression? (He organized a series of conferences with business leaders and increased funding for public works. He created the National Credit Corporation after the Federal Reserve Board refused his request to put more money into circulation. He set up the Reconstruction Finance Corporation to offer businesses loans.) Tell students that in Section 3 they will learn about Hoover’s strategies for ending the Great Depression and why they failed.

Visit glencoe.com and enter code TAV9846c18 for Chapter 18 resources.

History ONLINE

Visit glencoe.com and enter code TAV9399c18T for Chapter 18 resources, including a Chapter Overview, Study Central™, Study-to-Go, Student Web Activity, Self-Check Quiz, and other materials.
The Causes of the Great Depression

Although the 1920s were prosperous, speculation in the stock market, risky lending policies, overproduction, and uneven income distribution eventually undermined the economy and led to the Great Depression.

The Long Bull Market

MAIN IDEA A strong economy helped Herbert Hoover win the 1928 election, but increasing speculation in the stock market set the stage for a crash.

HISTORY AND YOU Have you ever taken a risk while playing a game or sport? How did you decide if the risk was worth it? Read on to learn about the risks people were willing to take in the stock market in the 1920s.

The economic collapse that began in 1929 seemed unimaginable only a year earlier. In the 1928 election, both presidential candidates tried to paint a rosy picture of the future. Republican Herbert Hoover declared, “We are nearer to the final triumph over poverty than ever before in the history of any land.”

The Election of 1928

When Calvin Coolidge declined to run for reelection in 1928, the Republicans nominated his secretary of commerce, Herbert Hoover. Hoover was well-known to Americans because he had run the Food Administration during World War I. The Democrats chose Alfred E. Smith, four-time governor of New York. Smith was the first Roman Catholic to win a major party’s nomination for president.

Smith’s beliefs became a campaign issue. Some Protestants claimed that the Catholic Church financed the Democratic Party and would rule the United States if Smith became president. These slurs embarrassed Hoover, a Quaker, and he tried to quash them, but the charges damaged Smith’s candidacy.

Smith’s biggest challenge, however, was the prosperity of the 1920s, for which the Republicans took full credit. Hoover defeated Smith by more than 6 million votes and won the Electoral College in a landslide, 444 to 87. On March 4, 1929, an audience of 50,000 stood in the rain to hear Hoover’s inaugural speech. “I have no fears for the future of our country,” Hoover said. “It is bright with hope.”

The Stock Market Soars

The optimism that swept Hoover into the White House also drove stock prices to new highs. Sometimes the stock market experiences...
The Granger Collection, New York

A long period of rising stock prices, or a bull market, in the late 1920s was a prolonged bull market convinced many people to invest in stocks. By 1929 approximately 10 percent of American households owned stocks.

As the market continued to soar, many investors began buying stocks on margin, making only a small cash down payment (as low as 10 percent of the price). With $1,000, an investor could buy $10,000 worth of stock. The other $9,000 would come as a loan from a stockbroker, who earned both a commission on the sale and interest on the loan. The broker held the stock as collateral.

If the price of the stock kept rising, the investor could make a profit. For example, the investor who borrowed to buy $10,000 worth of stock had only to wait for it to rise to $11,000 in value. The investor could then sell the stock, repay the loan, and make $1,000 in profit. The problem came if the stock price began to fall.

To protect the loan, a broker could issue a margin call, demanding the investor repay the loan at once. As a result, many investors were very sensitive to any fall in stock prices. If prices fell, they had to sell quickly, or they might not be able to repay their loans.

Before the late 1920s, the prices investors paid for stocks had generally reflected the stocks’ true value. If a company made a profit or had good future sales prospects, its stock price rose; prices fell when earnings dropped.

In the late 1920s, however, many investors bid prices up without considering a company’s earnings and profits. Buyers, hoping for a quick windfall, engaged in speculation. They bet the market would continue to climb, thus enabling them to sell the stock and make money quickly.

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**Making a Storyboard**

**Step 1: “Seeing” the Story** Have small groups work together to create storyboards for the chapter content.

**Essential Question** Ask: What was life like during the Depression?

**Directions** Divide the class into small groups. Tell students that they will be presenting section content in storyboarding format, as if they are going to make a short film. Students can create a character who is an omniscient narrator or one who is part of the story and responds to events as they occur. Students can also incorporate historical figures mentioned in the text. Remind students as they read Section 1 to look for events or ideas that can be illustrated.

**Putting It Together** Suggest that students divide the work according to their skills, with one student doing the drawing, another writing captions, and so on.

(Chapter Project continued on page 635)

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**Primary Source**

“We were challenged with a peacetime choice between the American system of rugged individualism and a European philosophy of diametrically opposed doctrines—doctrines of paternalism and state socialism. . . . [T]hese ideas would have meant the destruction of self-government through centralization of government. It would have meant the undermining of . . . individual initiative and enterprise . . .

“. . . You cannot extend the mastery of the government over the daily working life of a people without at the same time making it the master of the people’s souls and thoughts. . . . Free speech does not live many hours after free industry and free commerce die. . . . Every step of bureaucratizing of the business of our country poisons the very roots of liberalism—that is, political equality, free speech, free assembly, free press, and equality of opportunity. It is the road not to more liberty, but to less liberty.”

—Herbert Hoover, speech delivered October 22, 1928

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**Analyzing Maps**

Point out the 1928 election map in the Primary Source. Ask: What was life like during the Depression? Why might this be surprising? (The South supported Smith, which might be surprising because Smith was Catholic, and the Ku Klux Klan, much of which centered in the South, was anti-Catholic.)
The Great Crash

**MAIN Idea** Rising stock prices led to risky investment practices; when the stock market crashed, banks were in trouble.

**HISTORY AND YOU** Have you ever paid more for something than it was worth? Read on to learn why the stock market collapsed in 1929.

The bull market lasted only as long as investors continued putting new money into it. By the latter half of 1929, the market was running out of new customers. In September, professional investors sensed danger and began to sell off their holdings. Prices slipped. Other investors sold shares to pay the interest on their brokerage loans. Prices fell further.

**The Stock Market Crash**

On Monday, October 21, 1929, the comedian Groucho Marx was awakened by a telephone call from his broker. "You'd better get down here with some cash to cover your margin," the broker said. The stock market had plunged. The dazed comedian had to pay back the money he had borrowed to buy stocks, which were now selling for far less than he had paid for them. Other brokers made similar margin calls. Nervous customers put their stocks up for sale at a frenzied pace, driving the market into a tailspin.

On October 24, a day that came to be called Black Thursday, the market plummeted further. Marx was wiped out. He had earned a small fortune from plays and films, but now it was gone, and he was deeply in debt. His son recalled his final visit to the brokerage firm, as Groucho spotted his broker.

**PRIMARY SOURCE**

"He was sitting in front of the now-stilled ticker-tape machine, with his head buried in his hands. Ticker tape was strewn around him on the floor, and the place . . . looked as if it hadn't been swept out in a week. Groucho tapped [him] on the shoulder and said, 'Aren't you the fellow who said nothing could go wrong?' 'I guess I made a mistake,' the broker wearily replied, 'No, I'm the one who made a mistake,' snapped Groucho. 'I listened to you.'"

—quoted in 1929: The Year of the Great Crash

The following week, on October 29, a day that was later dubbed Black Tuesday, prices took the steepest dive yet. That day, almost 16 million shares of stock were sold; the stock

**Activity: Economics Connection**

**Evaluating** Businesses wanting to expand during the prosperous 1920s increased the number of stock shares available to the public, feeding the buying frenzy. The number of stockholders of American Telephone and Telegraph (AT&T) increased dramatically. In 1920, there were 139,000 stockholders; ten years later, the number had grown to 567,000. Speculation inflated stocks' value. In 1925 stocks were valued at $27 billion. That figure increased to more than $87 billion by October 1929.

The problems on Wall Street after the crash affected both the unemployed and the employed. Between 1929 and 1931, average working hours per week had dropped from 48 to 38 hours. In addition, wages continued to fall. In 1929 the average weekly salary was $28.50. It fell to $18.46 in 1932. **Ask:** Could government regulation of the stock market have prevented the Wall Street crash? **(Students may say that the economy was headed for a fall, regardless of what the government did.)**

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**Additional Support**

Students’ answers will vary. Students should note that many cities and people needed help, but had nowhere to go for help.
market lost between $10 billion and $15 billion in value. By mid-November, stock prices had dropped by more than one-third. Some $30 billion was lost, a sum roughly equal to the total wages Americans earned in 1929. Although the stock market crash was not the major cause of the Great Depression, it undermined the economy’s ability to overcome other weaknesses.

### Banks Begin to Close

The market crash severely weakened the nation’s banks in two ways. First, by 1929 banks had loaned nearly $6 billion to stock speculators. Second, many banks had invested depositors’ money in the stock market, hoping for higher returns than they could get by using the money for loans.

When stock values collapsed, banks lost money on their investments, and speculators defaulted on their loans. Having suffered serious losses, many banks cut back drastically on the loans they made. With less credit available, consumers and businesses were not able to borrow as much money. This helped to send the economy into a recession.

Some banks could not absorb the losses they suffered and were forced to close. The government did not insure bank deposits, so if a bank collapsed, customers, including those who did not invest in the stock market, lost their savings. Bank failures in 1929 and 1930 created a crisis of confidence in the banking system.

News of bank failures worried Americans. Some depositors made runs on banks, causing the banks to collapse. A bank run takes place when many depositors decide to withdraw their money at one time, usually because of fear that the bank is going to collapse.

Most banks make a profit by lending money received from depositors and collecting interest on the loans. The bank keeps only a fraction of depositors’ money in reserve to cover daily business and withdrawals. Usually, that reserve is enough to meet the bank’s needs. If too many people withdraw their money, however, the bank will collapse. More than 10 percent of the nation’s banks—nearly 3,500—had closed by 1932.

### Determining Cause and Effect

What chain of events led to the economic crash of 1929?

### Activity: Collaborative Learning

**The Stock Market** Stock market profits began rising in 1924, gradually at first. The wild bull market did not begin until 1927. Stocks began to double and triple in value, some doing so nearly overnight. Leaders in business and government, as well as economics professors, believed this trend would continue, bringing a golden age of prosperity to all. **As a class discuss the question:** What is a sensible way to invest in the stock market? (research the company’s background and growth before buying stock; invest broadly in several types of companies)
Chapter 18 • Section 1

The Roots of the Great Depression

MAIN Idea An uneven distribution of income, tariff policies, and the Federal Reserve Board’s mistakes contributed to the Great Depression.

HISTORY AND YOU How evenly is wealth distributed in your community? Read about the uneven distribution of income in the late 1920s.

The stock market crash played a major role in putting the economy into a recession. Yet the crash would not have led to a long-lasting depression if other forces had not been at work. The roots of the Great Depression were deeply entangled in the economy of the 1920s.

What Caused the Economy to Collapse?
- Low Interest Rates Federal Reserve kept interest rates low; companies borrowed money and expanded more than necessary.
- Overproduction Companies made more goods than could be sold.
- Uneven Distribution of Wealth Not everyone who wanted consumer goods could afford them.
- High Tariffs Tariffs restricted foreign demand for American goods.
- Falling Demand With too many goods unsold, production was cut back and employees were laid off.
- Stock Market Speculation Low interest rates encouraged borrowing money to speculate, endangering bank solvency.

Cyclical Effect
Automobile sales declined. This loss of demand meant less demand for:
- Lower wages
- Unemployment
Which helped contribute further to:
- Textiles
- Oil
- Steel
- Rubber
- Industry slowed, which caused:

The Uneven Distribution of Income

Overproduction was one factor contributing to the onset of the Great Depression. More efficient machinery increased the production capacity of both factories and farms. Most Americans, however, did not earn enough to buy up the flood of goods they helped produce. While manufacturing output per person-hour rose 32 percent, the average worker’s wage increased only 8 percent. In 1929 the top 5 percent of all American households earned 30 percent of the nation’s income. In contrast, about two-thirds of families earned less than $2,500 a year, leaving them with little disposable income.

Activity: Interdisciplinary Connection

Economics Invite an economics teacher or economist to speak to the class about the safeguards now in place to help prevent a depression as serious as the one during the 1920s and 1930s. Ask the speaker to look at other drops in the market and how these safeguards have worked at these times. Ask the speaker to provide an activity or pretest that the students can complete before he or she comes to speak.

632 Chapter 18 The Great Depression Begins
During the 1920s many Americans had purchased high-cost items, such as refrigerators and cars, on the installment plan. Purchasers could make small down payments and pay the remainder of the item’s price in monthly installments. Paying off such debts eventually forced some buyers to stop making new purchases. Because of the decrease in sales, manufacturers in turn cut production and laid off employees.

The slowdown in retail sales reverberated throughout the economy. When radio sales slumped, for example, makers cut back on orders for copper wire, wood cabinets, and glass radio tubes. Montana copper miners, Minnesota lumberjacks, and Ohio glass-workers, in turn, lost their jobs. Jobless workers cut back on purchases, further cutting sales. This kind of chain reaction put more and more Americans out of work. Many families had little or no savings. They had nothing to support themselves when they lost their jobs. In 1930 alone, about 26,000 businesses collapsed.

The Loss of Export Sales
Many jobs might have been saved if American manufacturers had sold more goods abroad. As the bull market of the 1920s sped up, U.S. banks made loans to speculators rather than loans to foreign companies. Foreign countries were also facing a recession after World War I. Many nations did not have the money to buy American-manufactured goods or crops.

In 1929 Hoover wanted to encourage overseas trade by lowering tariffs. Conservative Republicans, however, wanted to protect American industry from foreign competition by raising tariffs. The resulting legislation, the Hawley-Smoot Tariff, raised the average tariff rate to the highest level in American history. In the end, it failed to help American businesses, because foreign countries responded by raising their own tariffs. This meant fewer American products were sold overseas. By 1932 exports had fallen to about one-fifth of what they had been in 1929, which hurt both American companies and farmers.

Mistakes by the Federal Reserve
Just as consumers were able to buy more goods on credit, access to easy money propelled the stock market. Instead of raising interest rates to curb excessive speculation, the Federal Reserve Board kept its rates very low throughout the 1920s.

The Board’s failure to raise interest rates significantly helped cause the Depression in two ways. First, by keeping rates low, it encouraged member banks to make risky loans. Second, its low interest rates led business leaders to think the economy was still expanding. As a result, they borrowed more money to expand production, a serious mistake because it led to overproduction when sales were falling. When the Depression finally hit, companies had to lay off workers to cut costs. Then the Federal Reserve made another mistake. It raised interest rates, tightening credit. The economy continued to spiral downward.

Listing What were three factors that contributed to the Great Depression?
Section 2

Life During the Depression

The Great Depression caused large numbers of people to lose their jobs and property. To help people escape their misery, popular entertainment offered humorous and optimistic movies and radio programs. Novelists and photographers created more realistic portrayals of American life.

The Depression Worsens

**MAIN Idea** Hunger and homelessness became severe problems by the early 1930s; then, a terrible drought devastated the Great Plains.

**HISTORY AND YOU** Have you ever been caught outside in a thunderstorm? Read about the deadly dust storms of the 1930s.

The Depression grew steadily worse during Hoover’s administration. In 1930, 1,352 banks suspended operations across the nation, more than twice the number of bank failures in 1929. More than 9,000 banks had failed by 1933. In 1932 alone, some 30,000 companies went out of business. By 1933 more than 12 million workers, or roughly one-fourth of the workforce, were unemployed.

Struggling to Get By

People without jobs often went hungry. Whenever possible they stood in bread lines—sometimes blocks long—for free food or lined up outside soup kitchens, which private organizations set up to give the poor meals. New York City’s YMCA fed up to 12,000 people daily.

Families or individuals who could not pay their rent or mortgage lost their homes. Some of them, paralyzed by fear and humiliation over their sudden misfortune, simply would not or could not move. Their landlord would then ask the court for an eviction notice. Court officers known as bailiffs then ejected the nonpaying tenants, piling their belongings in the street.

Blaming the president for their plight, people referred to such places as Hoovervilles.

In search of work or a better life, many homeless and unemployed Americans began to wander around the country—walking, hitchhiking, or, most often, “riding the rails.” These wanderers, called hobos, would sneak past railroad police to slip into open boxcars on freight trains. Hundreds of thousands of people, mostly boys and young men, wandered from place to place in this fashion.
Making a Storyboard

Step 2: Begin Making Drawings

Directions Have students begin making their storyboard drawings based on what they have learned in Section 1. Remind them that working on the drawings as they read can help them comprehend the material. Section 2 is particularly suited for this activity. Encourage students to have fun while using the material in the text as the topics of their drawings.

Putting It Together Allow time for students to share preliminary drawings. Discuss ideas for any key elements in Section 1 they found difficult to illustrate.

OL (Chapter Project continued on page 641)
Reading Strategy

Making Connections Draw students’ attention to the comment about the beginning of the “superhero” genre of comic books. Ask students to discuss why this period of time might have produced the genre. (Students may suggest that in a time of national crisis, a superhero brought hope and a diversion from troubles.)

Differentiated Instruction

Logical/Mathematical Invite students to find out the U.S. population in 1930 and the U.S. population according to the most recent census. Then have them use library or Internet resources to find out rates of movie attendance in 1930 and today. Have students graph the percentages of movie attendance for both periods of time.

People In History

Margaret Bourke-White

1904–1971

While a student at Columbia University, Margaret Bourke-White took a course on photography. She went on to become one of the leading photographers of her time. In 1927 she began photographing architectural and industrial subjects. Her originality led to jobs at major magazines such as Fortune and Life. During World War II she became the first woman photographer attached to the U.S. armed forces. She covered the Italian campaign and the siege of Moscow. She was among those who photographed concentration camp survivors. Bourke-White traveled to India after the war to document Gandhi’s efforts to gain that nation’s independence from Great Britain. During the Korean War, she traveled with South Korean troops.

What made Margaret Bourke-White’s career and photography unusual for the time?

Answer:

She was the first woman to photograph combat; she did not photograph happy subjects but tried to show life as it was.

Extending the Content

Female Photographer Margaret Bourke-White began her career as a commercial photographer, and her work reflects the importance of American industry. Part of Bourke-White’s success was her fearlessness. When photographing steel mills in Cleveland, Ohio, she got so close to the metal being poured that her face turned red and her camera’s finish blistered. She climbed on top of New York City’s Chrysler Building, perching on a gargoyle to get a shot. She hung out of bomber airplanes. She was the only woman on staff at the launch of Life magazine, and a photo of hers was used on the cover of the premiere issue. Bourke-White invented the photographic essay.

Art and Entertainment

MAIN Idea Movies and radio shows were very popular during the 1930s, a period that also produced new art and literature.

HISTORY AND YOU Has a movie ever helped you get through a difficult time? Read to learn ways that people coped with the Great Depression.

The hard times of the 1930s led many Americans to prefer entertainment that let them escape their worries. For this reason, movies and radio plays grew increasingly popular. Also, in the 1930s, comic books grew rapidly in popularity. The first comic books cheered people by reprinting newspaper comics, but in the late 1930s, the “superhero” genre was born with the printing of the first tales of Superman in 1938 and Batman in 1939.

During the 1930s more than 60 million Americans went to the movies each week. Child stars such as Shirley Temple and Jackie Coogan delighted viewers. Groucho Marx wisecracked while his brothers amused audiences in such films as Animal Crackers, and comedies became very popular because they provided a release from daily worries.

On the Air

While movies captured the imagination, radio offered information and entertainment as near as the living room. Tens of millions of people listened to the radio daily, and radio comedians such as Jack Benny, George Burns, and Gracie Allen were popular, as were the radio adventures of superheroes such as the Green Hornet and the Lone Ranger.
Daytime radio dramas carried over their story lines from day to day. Programs such as The Guiding Light presented middle-class families confronting illness, conflict, and other problems. The shows’ sponsors were often makers of laundry soaps, so the shows were nicknamed soap operas. Radio created a new type of community. Even strangers found common ground in discussing the lives of radio characters.

**Literature and Art**

Literature and art also flourished during the 1930s. Writers and artists tried to portray life around them, using the homeless and unemployed as their subjects in stories and pictures.

Novelist John Steinbeck added flesh and blood to journalists’ reports of poverty and misfortune. His writing evoked both sympathy for his characters and indignation at social injustice. In The Grapes of Wrath (1939), which was awarded the Pulitzer Prize and was made into a movie, Steinbeck tells the story of the Joad family fleeing the Dust Bowl to find a new life in California after losing their farm. The novel was based on Steinbeck’s visits to migrant camps and his interviews with migrant families. In one article he described typical housing for the migrants, for which they paid the growers as much as $2.00 daily:

**Primary Source**

“[They have] one-room shacks usually about 10 by 12 feet, have no rug, no water, no bed. In one corner there is a little iron wood stove. Water must be carried from the faucet at the end of the street.”

—from Dust to Eat: Drought and Depression

Other novelists developed new writing techniques. In The Sound and the Fury, William Faulkner, who later won the Nobel Prize for Literature, shows what his characters are thinking and feeling before they speak. Using this stream of consciousness technique, he exposes hidden attitudes of Southern whites and African Americans in a fictional Mississippi county.

Although written words remained powerful, images were growing more influential. Photographers roamed the nation with the new 35-millimeter cameras, seeking new subjects. In 1936, Time magazine publisher Henry Luce introduced Life, a weekly photojournalism magazine that enjoyed instant success. The striking pictures of photojournalists Dorothea Lange and Margaret Bourke-White showed how the Great Depression had affected average Americans.

Painters in the 1930s included Thomas Hart Benton and Grant Wood, whose styles were referred to as the regionalist school. Their work emphasized traditional American values, especially those of the rural Midwest and South. Wood’s painting that is best-known today is American Gothic. The portrait pays tribute to no-nonsense Midwesterners while gently making fun of their severity.

**Examining** What subjects did artists, photographers, and writers emphasize during the 1930s?

**Vocabulary**

1. Explain the significance of: bailiff, hobo, Dust Bowl, Walt Disney, soap opera, John Steinbeck, William Faulkner, Grant Wood.

**Main Ideas**

2. Analyzing What environmental event of the 1930s worsened the Great Depression?

3. Explaining How did people try to escape the realities of life during the Great Depression?

**Critical Thinking**

4. Big Ideas How did some Great Plains farmers respond to the loss of their fields to the banks?

5. Organizing Use a graphic organizer such as the one below to identify the effects of the Great Depression.

![Effects of the Great Depression](image)

6. Analyzing Visuals Look at the photo on page 635. What details indicate that this is a severe dust storm?

**Writing About History**

7. Descriptive Writing Imagine you are writing the catalogue for an art show of photographs by Dorothea Lange or Margaret Bourke-White. Write a paragraph describing one of the images in this section or discussing their photographic skill.

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**Assess**

**History ONLINE**

**Study Central™** provides summaries, interactive games, and online graphic organizers to help students review content.

**Close**

**Summarizing** Ask: What forms of entertainment were popular during the Great Depression? (reading comic books, going to the movies, listening to radio shows and soap operas) **BL**

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**Answers**

1. All definitions can be found in the section and the Glossary.
2. drought and resulting crop failure
3. movies and radio
4. Many farmers headed west, hoping for a better life in California.
5. bank failures, unemployment, hunger, homelessness, and a terrible drought
6. They hold handkerchiefs to cover their mouths and noses. They are wearing hats; one has on a coat to protect herself. The girl holding the cup has it close to the faucet so no sand will blow into it. The wind is whipping their skirts.
7. Students’ paragraphs will vary but should focus on one photo in the chapter.
In the late nineteenth century, settlers on the Great Plains turned the semiarid region into the breadbasket of America, growing vast fields of wheat and other crops. Intensive farming destroyed the region’s native grasses and loosened the soil. At first, this was not a problem, as the Great Plains experienced higher than normal rainfall in the late 1800s. Over time, however, farmers exhausted the soil. When rainfall began to decline and temperatures rose in the 1920s, the soil began to dry out. In 1932, a full-scale drought hit. The fierce heat dried the exhausted soil into fine dustlike particles. The high winds of the open plains easily lifted the dirt into the air creating “dust storms.” In 1932 alone, 14 dust storms struck the Great Plains. These storms carried the soil of the Great Plains hundreds of miles. In May 1934, a huge storm dumped piles of dirt in Chicago. Further east, silt from the storm collected on the windows of the White House.

How Did the Dust Bowl Affect Americans?
The “Dust Bowl” is sometimes called a human-made natural disaster. The drought and rising temperatures of the 1930s were a natural disaster. But the dust storms were human-made, the result of decades of overcultivation. These “black blizzards” scoured and buried homes, ruined vehicle engines, and diminished visibility. The blowing dirt could injure eyes and damage lungs; it even suffocated people. As the drought destroyed their livelihood, and the dust storms destroyed their belongings, many farmers abandoned the land, packed up their families, and fled the region in search of work elsewhere.

Additional Support

**Extending the Content**

**Drought Conditions** The Dust Bowl of the 1930s was not the only drought in the United States during the 20th century. A drought occurred in Great Plains states and Texas from 1951 until 1956. By 1953, three-quarters of Texas reported below normal amounts of rainfall. By 1957, when the spring rains ended the drought, 244 of Texas’s 254 counties had been declared federal drought disaster areas. More than a third of the United States was affected by the drought of 1987 to 1989. There were catastrophic fires in 1988, such as the ones that burned in Yellowstone National Park. During the early years of the 21st century, the Plains states again suffered years of drought.
The fine grit of dust storms could clog car engines and other mechanical devices beyond repair. Dust storms towered thousands of feet in the air and moved rapidly across the open plains. When a storm hit, it became dark outside, and visibility often dropped to only a few feet. Many farmers in the Dust Bowl, such as Elmer Thomas and his family of Muskogee, Oklahoma (above), decided to leave the region. Many became migrant workers, traveling from across the west in search of short-term employment.

People raced for cover when a storm hit. The grit stung the skin and eyes. Breathing the dust could cause dust pneumonia. Many people, especially children and senior citizens, became sick, and many died.

Many farmers in the Dust Bowl, such as Elmer Thomas and his family of Muskogee, Oklahoma (above), decided to leave the region. Many became migrant workers, traveling from across the west in search of short-term employment.
Section 3

Hoover Responds to the Depression

President Hoover tried to fix the economy by providing loans to banks and corporations and by starting public works projects. Later, he reluctantly supported direct aid to impoverished families. By the early 1930s, more Americans were demanding the government’s help.

Promoting Recovery

Main Idea: Hoover encouraged businesses to stop laying off workers and created public works projects.

History and You: What efforts would you have taken to help the economy if you had been president? Read about the public works efforts of the early 1930s.

On Friday, October 25, 1929, the day after Black Thursday, President Herbert Hoover declared that “the fundamental business of the country . . . is on a sound and prosperous basis.” On March 7, 1930, he told the press that “the worst effects of the crash upon employment will have passed during the next sixty days.” Critics derided his optimism as conditions worsened. Hoover, however, hoped to downplay the public’s fears. He wanted to avoid more bank runs and layoffs by urging consumers and business leaders to make rational decisions. In the end, Hoover’s efforts failed to inspire the public’s confidence, and the economy continued its downward slide.

President Hoover believed that the American system of “rugged individualism” would keep the economy moving. He felt that the government should not step in to help individuals out. After World War I, many European countries had implemented a form of socialism, which Hoover felt contributed to their lack of economic recovery. In 1922 Hoover had written a book, American Individualism, which presented arguments for why the American system of individualism was the best social, political, spiritual, and economic system in the world. Thus, it was difficult for Hoover to propose policies that had the government taking more control.

Despite his public statements that the economy was not in trouble, Hoover was worried. To devise strategies for improving the economy, he organized a series of conferences, bringing together the heads of banks, railroads, and other big businesses, as well as labor leaders and government officials.

Industry leaders pledged to keep factories open and to stop slashing wages. By 1931, however, they had broken those pledges. Hoover then increased the funding for public works, or government-financed building projects. The resulting construction jobs were intended to replace some of those lost in the private sector.
Chapter 18 • Section 3

The Great Depression Begins

Public works projects did create some jobs but for only a small fraction of the millions who were unemployed. The government could create enough new jobs only by massively increasing government spending, which Hoover refused to do.

Someone had to pay for public works projects. If the government raised taxes to pay for them, consumers would have less money to spend, further hurting already struggling businesses. If the government kept taxes low and ran a budget deficit instead—spending more money than it collected in taxes—it would have to borrow the money. Borrowing would mean less money available for businesses to expand and for consumer loans. Hoover feared that deficit spending would actually delay an economic recovery.

As the 1930 congressional elections approached, most Americans felt threatened by rising unemployment. Citizens blamed the party in power for the ailing economy. The Republicans lost 49 seats and their majority in the House of Representatives; they held on to the Senate by a single vote.

Trying to Rescue the Banks

To get the economy growing again, Hoover focused on expanding the money supply. The government, he believed, had to help banks make loans to corporations, which could then expand production and rehire workers. The president asked the Federal Reserve Board to put more currency into circulation, but the Board refused. In an attempt to ease the money shortage, Hoover set up the National Credit Corporation (NCC) in October 1931. The NCC created a pool of money that allowed troubled banks to continue lending money in their communities. This program, however, failed to meet the nation's needs.

In 1932 Hoover requested Congress to set up the Reconstruction Finance Corporation (RFC) to make loans to businesses. By early 1932 the RFC had lent about $238 million to approximately 160 banks, 60 railroads, and 18 building-and-loan organizations. The RFC was overly cautious, however. It failed to increase its lending sufficiently to meet the need, and the economy continued its decline.

Making a Storyboard

Step 3: Peer Review Groups will exchange storyboards completed to this point.

Directions Have the groups exchange storyboard projects completed thus far. Ask each group to honestly and fairly evaluate whether the storyboard captures the most important material in Sections 1 and 2. Comments should be constructive and helpful and should be limited to content, rather than focusing on the quality of the drawings.

Putting It Together Have students incorporate the suggestions they have received for improving their storyboards. (Chapter Project continued on the Visual Summary page)
Direct Help for Citizens

From the start, Hoover strongly opposed the federal government's participation in relief—money given directly to impoverished families. He believed that only state and local governments should dole out relief. Any other needs should be met by private charity, not by the federal government. By the spring of 1932, however, state and local governments were running out of money, and private charities lacked the resources to handle the crisis. That year, political support for a federal relief measure increased, and Congress passed the Emergency Relief and Construction Act in July. Reluctantly, Hoover signed the bill. The new act called for $1.5 billion for public works and $300 million in emergency loans to the states for direct relief. For the first time in United States history, the federal government was supplying direct relief funds, although governors of the states had to apply for the loans. By this time, however, the new program could not reverse the accelerating collapse.

In an Angry Mood

MAIN Idea

Farmers, veterans, and others who were suffering grew frustrated and demanded the government do something to help.

HISTORY AND YOU

Have you ever felt strongly enough about an issue to take part in a protest? Read what happened when veterans of World War I demonstrated in Washington, D.C., in 1932.

In the months after the Wall Street crash, most Americans were resigned to bad economic news. By 1931, however, many people were becoming increasingly discontent.

Hunger Marches and Protests by Farmers

In January 1931 about 500 residents of Oklahoma City looted a grocery store. Crowds began showing up at rallies and “hunger marches” organized by the American Communist Party. On December 5, 1932, in Washington, D.C., a group of about 1,200 hunger marchers chanted, “Feed the hungry, tax the rich.” Police herded them into a cul-de-sac.

Analyzing VISUALS

1. Analyzing Visuals What do you observe about the Bonus Army's attempt to defend itself?
2. Speculating How do you think poor and hungry people would have responded to the photo at top right?

Answers: 1. They had no weapons.
2. Students may suggest they would be dismayed at the loss of good food.

Answer: He felt that only state and city governments should provide relief.

Activity: Interdisciplinary Connection

Language Arts

Point out to students that selfless activity is a survival mechanism for groups. Often the most selfless people are those who have the least in terms of material possessions. In The Grapes of Wrath, for example, Ma Joad declares, “If you’re in trouble or hurt or need—go to poor people. They’re the only ones that’ll help.” Ask students to analyze this statement and then write a paragraph discussing why they feel that acting selflessly might be a group survival mechanism. Have students support their analyses with examples.
and denied them food and water, until some members of Congress insisted on the marchers’ right to petition their government. They were then permitted to march to Capitol Hill. The hungry poor were not the only people who began to protest conditions during the Depression. During World War I’s agricultural boom, many farmers had heavily mortgaged their land to pay for seed, feed, and equipment. After the war, prices sank so low that farmers began losing money. Creditors foreclosed on nearly one million farms between 1930 and 1934, taking ownership of the land and evicting the families. Some farmers began destroying their crops, desperately trying to raise prices by reducing the supply. In Nebraska, farmers burned corn to heat their homes. Georgia dairy farmers blocked highways and stopped milk trucks, dumping the milk into ditches.

The Bonus Marchers

After World War I, Congress had enacted a $1,000 bonus for each veteran, to be distributed in 1945. In 1931 Texas congressman Wright Patman introduced a bill that would authorize early payment of these bonuses. In May 1932 several hundred Oregon veterans began marching to Washington to lobby for passage of the legislation. As they moved east, other veterans joined them until they numbered about 1,000. Wearing ragged military uniforms, they trudged along the highways or rode the rails, singing old war songs. The press termed the marchers the “Bonus Army.”

Once in Washington, the marchers camped in Hoovervilles. More veterans joined them until the Bonus Army swelled to 15,000. President Hoover acknowledged the veterans’ right to petition but refused to meet with them. When the Senate voted down the bonus bill, veterans outside the Capitol began to grumble. Many returned home, but some marchers stayed on. Some squatted in vacant buildings downtown.

In late July, Hoover ordered the buildings cleared. The police tried, but when an officer panicked and fired into a crowd, killing two veterans, the city government called in the army. General Douglas MacArthur ignored Hoover’s orders to clear the buildings but to leave the camps alone. MacArthur sent in cavalry, infantry, and tanks to clear the camps.

Soon unarmed veterans were running away, pursued by 700 soldiers. The soldiers tear-gassed stragglers and burned the shacks. National press coverage of troops assaulting veterans further harmed Hoover’s reputation and hounded the president throughout the 1932 campaign.

Although Hoover failed to resolve the economic crisis, he did more than any prior president to expand the federal government’s economic role. The Reconstruction Finance Corporation was the first federal agency created to stimulate the economy during peacetime. The rout of the Bonus Army marchers and the lingering Depression, however, tarnished Hoover’s public image.
Chapter 18 • Visual Summary

Causes of the Depression

Long-Range Causes
- Uneven distribution of wealth ensures that many consumers do not have enough income to purchase the goods being produced.
- Interest rates are kept too low by the Federal Reserve, which encourages businesses to borrow money and to expand production beyond market demand.
- Overproduction by business eventually floods the market with goods that cannot be sold. Businesses begin laying off workers and shutting down production.

Immediate Causes
- People and businesses borrow money to invest in the stock market; speculation drives stock prices too high and when they collapse, many people lose all of their money, and many banks collapse when loans are not repaid.
- As companies lay off workers, demand for goods falls as workers lack the income to purchase goods being produced. This in turn causes even more layoffs and a cyclical effect sets in, driving up unemployment.
- In order to protect American companies from competition, Congress raises tariffs. When other countries respond in kind, foreign demand for American goods falls, further hurting American companies.

Effects of the Depression
- Unemployment rises to record levels.
- Many people, unable to pay their debts, lose their homes and farms; the homeless create shantytowns, nicknamed Hoovervilles, on the edges of cities.
- Hunger marches, protests by farmers, and marches by veterans seeking their bonuses indicate growing anger among the population at economic conditions.
- The Republican Party rapidly loses political support, enabling the Democrats to take control of Congress.
- The federal government, for the first time, begins providing direct relief to citizens in need.
- Forms of entertainment, including movies, radio shows, and comic books, focus on distracting people from their daily lives.

Auditory/Musical  Play for students a recording of one of the songs popular during the Depression era. Many of these are available online, as well as at libraries. Then invite students to compose a song with lyrics focusing on one of the effects of the Depression. Suggest they use a tune they are already familiar with or compose an alternative tune. AL

Descriptive Writing  Have students select one of the photographs on this page. Ask them to focus on the elements of the photo and to describe them in such a way that someone who had not seen the photo would understand its impact. BL

Hands-On Chapter Project

Step 4: Wrap Up

Making a Storyboard

Step 4: Complete the Storyboards
Groups finalize the drawings and captions of their storyboards for the chapter.

Directions  Have students complete the final frames of the storyboard for Section 3 materials. Allow time for students to present their storyboards to the class. OL
Reviewing Vocabulary
Directions: Choose the word or words that best complete the sentence.

1. In the late 1920s, many investors engaged in speculation, or purchasing stock
   A. after considering a company’s earnings and profits.
   B. and quickly selling the stock for a profit.
   C. by borrowing money from a stockbroker.
   D. to invest long-term in the future of the company.

2. The Democratic Party’s first Roman Catholic candidate for president was
   A. Alfred E. Smith.
   B. Franklin Delano Roosevelt.
   C. Herbert Hoover.
   D. Calvin Coolidge.

3. A _____ most often traveled by hopping a railroad car.
   A. photographer
   B. journalist
   C. novelist
   D. hobo

4. Which popular radio style of the 1930s gained its description from its sponsor?
   A. Amos ’n’ Andy
   B. soap operas
   C. Animal Crackers
   D. American Gothic

5. President Hoover opposed _____, or giving money directly to needy families.
   A. foreclosure
   B. relief
   C. public works
   D. unionization

Reviewing Main Ideas
Directions: Choose the best answers to the following questions.

Section 1 (pp. 628–633)
6. One of the major problems with the stock market in the late 1920s was the number of people who bought stocks
   A. on margin, with borrowed money.
   B. in companies that they supported.
   C. only after carefully studying a company’s history.
   D. without knowing their stockbroker’s reputation.

7. Which of the following was a root cause of the Great Depression?
   A. prohibiting the sale of alcohol
   B. giving women the right to vote
   C. uneven distribution of income
   D. the end of federal control of banks

8. Herbert Hoover won the 1928 election in a landslide, in part because of
   A. fears of another world war.
   B. prosperity under Calvin Coolidge.
   C. having been vice president.
   D. his support for unions.

Section 2 (pp. 634–637)
9. Drought and _____ brought about the conditions that caused the Dust Bowl.
   A. overgrazing at large cattle farms
   B. the near-extinction of the buffalo
   C. famine
   D. poor farming practices

TEST-TAKING TIP
If you are not sure of the answer, try to narrow the options. First, eliminate any choices that you know are clearly wrong. Then, if necessary, make a guess among the remaining choices.

Answers and Analyses
Reviewing Vocabulary

1. B  Many students may choose C, because borrowing money from a stockbroker was a common practice before the Depression. Remind them this is called buying on the margin. A and D represent good stock-buying strategies and so can be easily dismissed.

2. A  This question requires students to recall either the religious affiliations of the candidates mentioned or the attacks on Smith during the 1928 election.

3. D  The term hopping should be a major clue for students. Most passengers board a train; hopping denotes a way around tickets and authority, which only a hobo without money would need to do.

4. B  Soap operas were usually sponsored by laundry soap companies. Amos ’n’ Andy was the name of a favorite radio program; Animal Crackers was a popular Marx Brothers movie; American Gothic was a famous painting.

5. B  Students may associate the other meaning of relief to answer this question correctly. Needy families receiving money would feel relief that their basic needs can be met. Public works is the next best answer, but it gives job opportunities rather than money directly.

Reviewing Main Ideas

6. A  In analyzing this question, students should focus on the term major problem. Doing so eliminates both B and C as choices. The stockbroker’s reputation could have been a problem, but it was not the major problem.

7. C  The term root cause is the essential part of the question. Students should remember the

great disparity in incomes during the 1920s and correctly identify the answer.

8. B  The 1928 election followed a period of postwar prosperity. Students should recall that World War I had ended in 1919 and Americans had returned to isolationism.

9. D  None of the other distractors were the issue during the 1930s. The removal of native grasses from the prairies to plant domestic crops, among other practices, hastened the drought.
10. A Students can associate Hoover, president during the beginning of the Depression, with Hoovervilles to determine the correct answer.

11. C Students should note that the major reason for high movie attendance was that movies provided a temporary escape from daily worries.

12. B To find the correct response, students should recall that social welfare programs are costly. Hoover, a conservative, opposed deficit spending, though he supported public works funded by state and local groups and private charities.

13. D Only two of the responses could be possible. Unhappy voters do not reelect their leaders, nor do they avoid the polls, their only means of expressing displeasure.

14. B Because three of the options are positive actions, the correct answer stands out. Remind students to use this strategy to eliminate distractors.

Critical Thinking

15. D Remind students to look carefully at the map. Although each body of water listed as a possible answer is marked, the dam clearly spans only the Colorado River.

16. B Careful attention to the map is all that is needed to answer this correctly. Utah is easily eliminated, because the map shows no benefit to it. The other two states gained less than half the power that California did.
17. Why did writers such as John Steinbeck use fiction to draw attention to the Great Depression?

A. Readers could be sympathetic to the characters’ situations.
B. Writing fiction meant the authors didn’t have to do any research.
C. Nonfiction sales had dropped during the 1920s.
D. Publishers weren’t interested in true accounts of national events.

18. What does the cartoon reveal about the character?

A. The man was careless with his money.
B. He saved his money so it would be there in hard times but lost it through no fault of his own.
C. The man should have purchased stocks and bonds rather than put his money in the bank.
D. The man should be more prepared by storing his money under his mattress.

19. Why did Parks at first think he was safe from the effects of the stock market crash? What changed his mind?

20. Why do you think Parks used the image of a hawk to express his feelings about the Great Depression?

21. Write an essay that analyzes the following quote from John Steinbeck’s novel The Grapes of Wrath. “If you’re in trouble or hurt or need—go to poor people. They’re the only ones that’ll help.” Based on your knowledge of the Great Depression, indicate whether you believe the quote to be true or false and why. Support your answer with relevant facts and details.