

11th Grade Social Science

Week 2 Optional Learning Activity

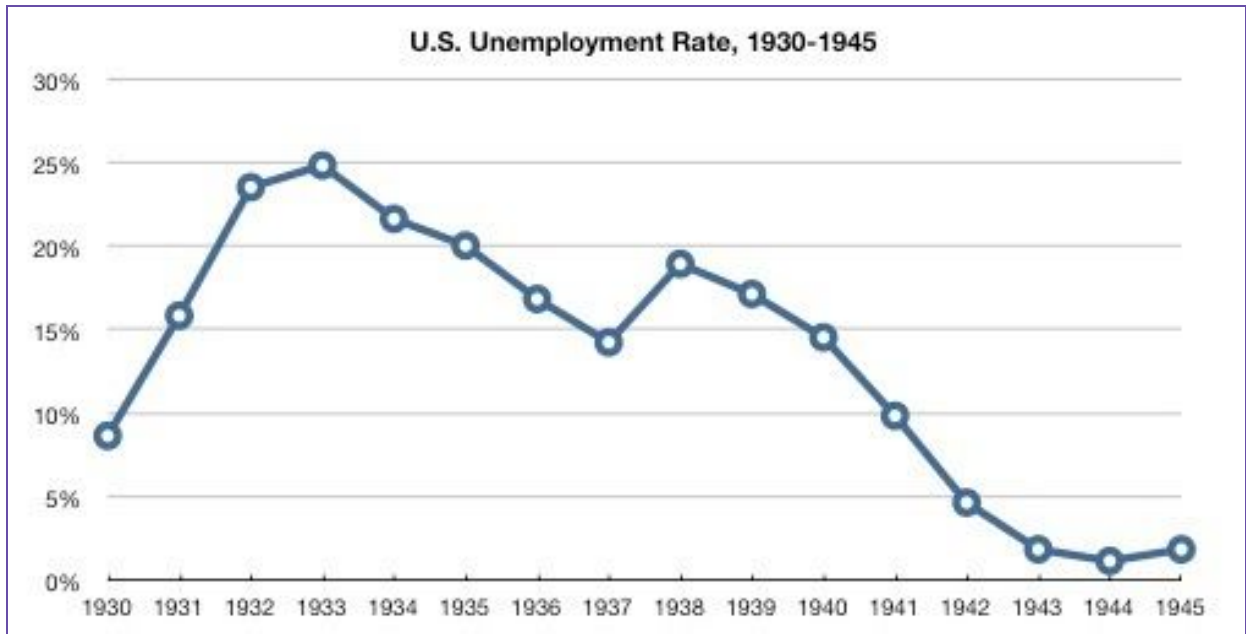
Objective	<i>What can we learn about the economy and the Great Depression (1929 - 1939) from examining economic statistics? As well as connecting ideas of how involved the United States Government should be involved in the unemployment rate, (past Great Depression) and (present COVID-19 crisis)</i>
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Part 1 A - Directions: You have been assigned to review data tables from the Great Depression. Review the data closely. Below the tables, draft a claim about the impact of the Great Depression on the United States. Circle evidence in the table that supports your claim.

Part 1 B - Directions: Review your findings.

	What does this document tell me about the Great Depression? (SAME)	What new things does this tell me about the Great Depression? (DIFFERENT)	What new things does this tell me about the Great Depression? (DIFFERENT)
Data Table 1&2 _____			
Data Table 3&4 _____			
Data table 5&6 _____			

Data Table 1¹



Unemployment Rate: The unemployment rate is the percentage of the labor force that is willing and able to work, does not currently have a job, and is actively looking for employment. The labor force consists of people ages 16 and over who are employed or actively seeking work.

In the space below, draft **one claim** about the impact of the Great Depression (1929 - 1939) on the United States. **Circle evidence** in the table that supports your claims.

¹ Bureau of Labor Statistics , “Graph of U.S. Unemployment Rate, 1930-1945,” *HERB: Resources for Teachers*, accessed August 2, 2019, <https://herb.ashp.cuny.edu/items/show/1510>.

Data Table 2²

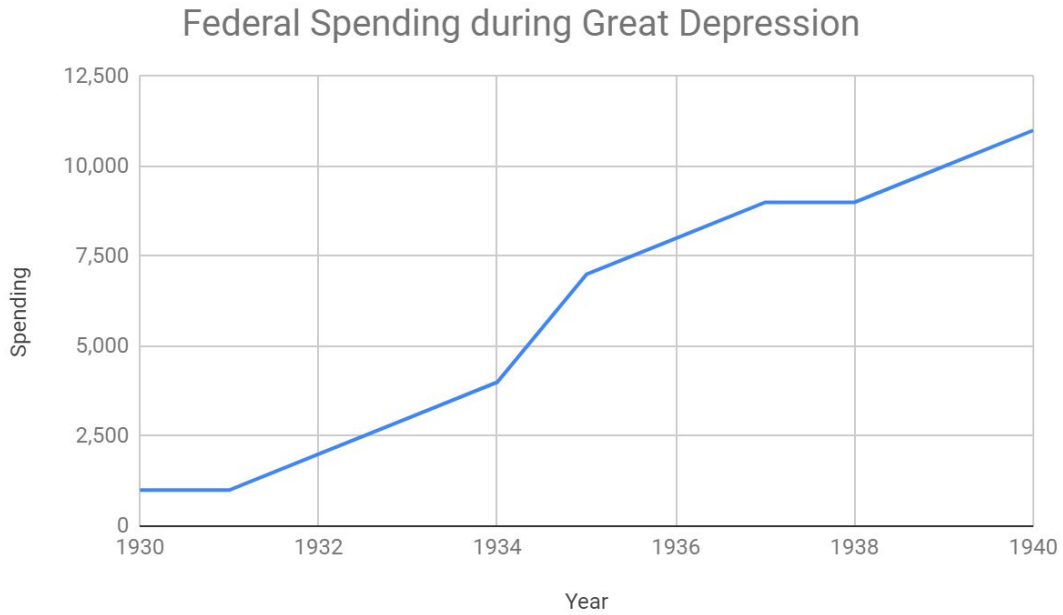
Year	Number of Bank Suspensions
1929	659
1930	1352
1931	2294
1932	1456
1933	4004

Bank Suspensions: Includes all banks closed to the public by supervising authorities or by the bank’s board of directors because the bank is having financial difficulties. Most bank suspensions were the result of consumer panic (consumers pull their money out of bank accounts because of fear of bank failure).

In the space below, draft **one claim** about the impact of the Great Depression (1929 - 1939) on the United States. **Circle evidence** in the table that supports your claims.

²Data; St Louis Federal Reserve Bank

Data Table 3³

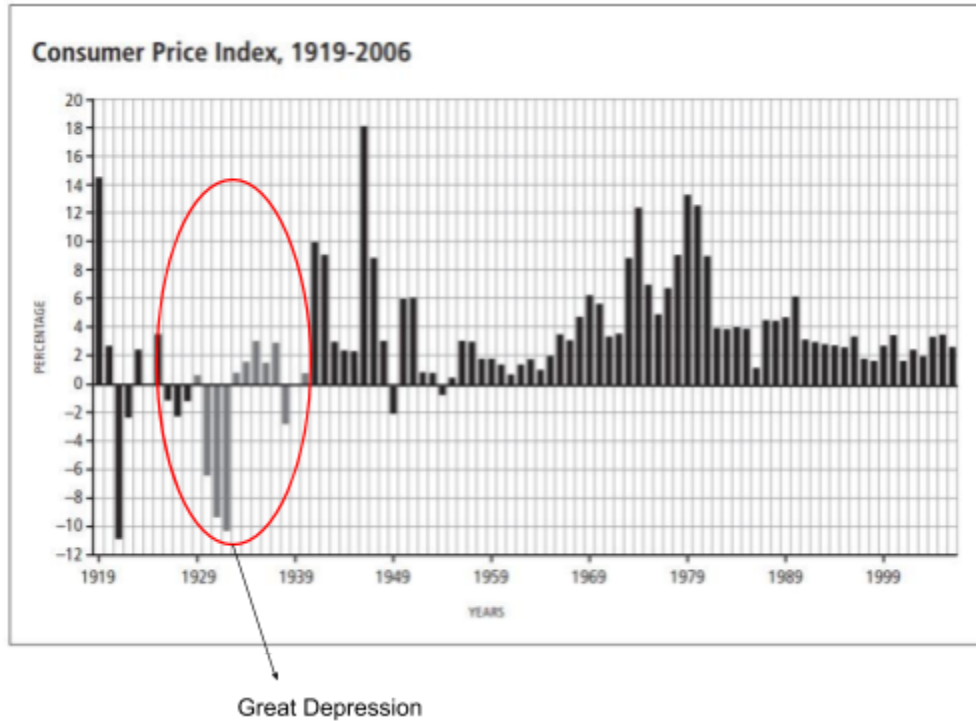


Federal Spending: How much money the federal government spends. *Note: President Roosevelt was elected in 1932, and took office in 1933.*

In the space below, draft **one claim** about the impact of the Great Depression (1929 - 1939) on the United States. **Circle evidence** in the table that supports your claims.

³Data: American Social History Project/Center for Media and Learning, "Graph of Federal Spending (in millions of dollars), 1929-1945," *HERB: Resources for Teachers*, accessed August 2, 2019, <https://herb.ashp.cuny.edu/items/show/1509>.

Data Table 4⁴

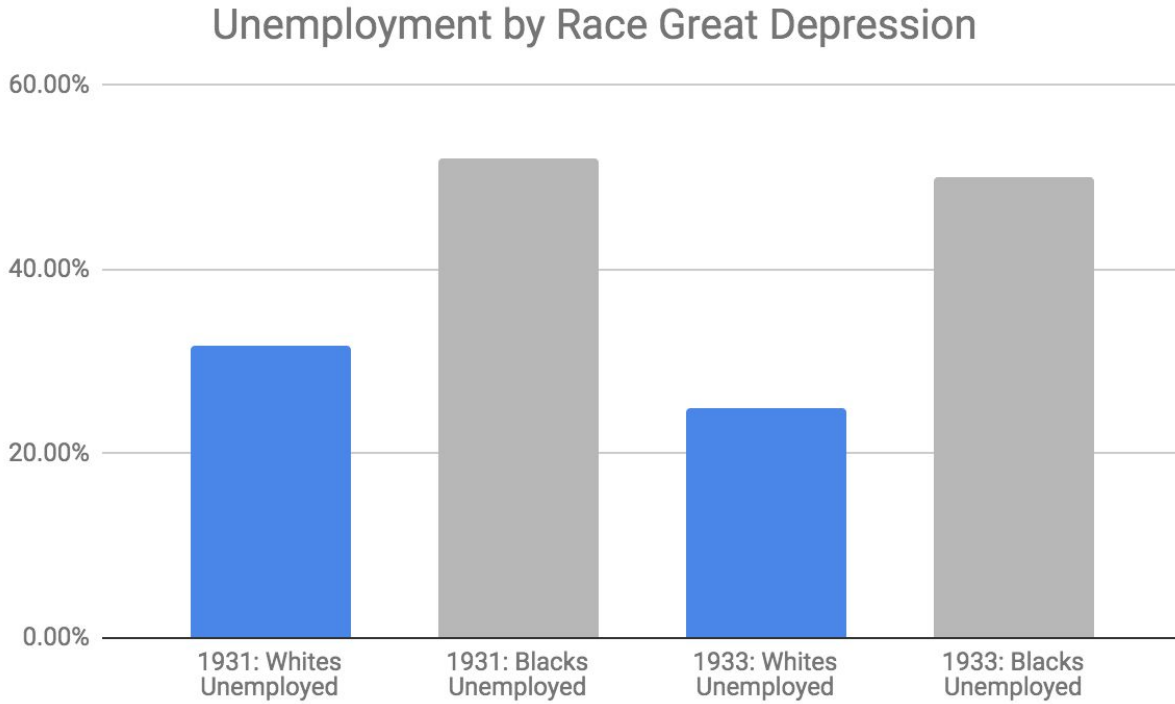


Consumer Price Index: A measure of the average change over time in the prices paid by consumers for a market basket of consumer goods and services. It indicates the cost of living for a typical consumer. Negative CPI suggests that there is a steady decrease in the prices of goods and services, which suggests that unemployed Americans can't buy any goods and services at any price.

In the space below, draft **one claim** about the impact of the Great Depression (1929 - 1939) on the United States. **Circle evidence** in the table that supports your claims.

⁴Data: St. Louis Federal Reserve Bank

Data Table 5⁵



Unemployment Rate: The unemployment rate is the percentage of the labor force that is willing and able to work, does not currently have a job, and is actively looking for employment. The labor force consists of people ages 16 and over who are employed or actively seeking work.

In the space below, draft **one claim** about the impact of the Great Depression (1929 - 1939) on the United States. **Circle evidence** in the table that supports your claims.

⁵ [Chart by NV - Data from To Ask for an Equal Chance by Cheryl Greenberg](#)

Data Table 6⁶

Year	Real GDP (in millions of dollars)
1929	\$951.7
1930	\$862.1
1931	\$788.8
1932	\$682.9
1933	\$668.9

Real GDP: Gross Domestic Product is the total market value of all final goods and services produced in an economy in a given year. A drop in GDP means less goods and services are being produced by the economy, in response to a lower demand for goods and services.

In the space below, draft **one claim** about the impact of the Great Depression (1929 - 1939) on the United States. **Circle evidence** in the table that supports your claims.

⁶ Data; St Louis Federal Reserve Bank

Great Depression Statistics

Analysis

Objective

What can we learn about the economy and the Great Depression (1929 - 1939) from examining economic statistics?

Directions: Using information from the document above, please respond to the following task.

Task: Using the documents above, and your knowledge of US history, respond to the prompt below:

Based on the graphs above, what was the economic impact of the Great Depression on America?

- Explain at least two impacts of the Great Depression on the economy.

How did the Great Depression impact Americans of different races? What else was happening at the time in America that might have contributed to the Great Depression having a different impact on different races of Americans?

- Explain how African Americans and white Americans experienced the Great Depression differently.
- Also Connect the Newsela Article below and suggest how much you believe the US should be involved to regulate the economy, as well as keeping in mind what the United States is doing today during the COVID-19 to regulate an economy. Any Similarities or differences explain.

The U.S. government's role in regulating the economy has grown over time

By Gale Cengage

An economy must be structured to work well, so governments set rules for the economy. An economy is the way in which a nation or region creates, sells and buys goods and services.

America operates on what is called a "free market," which means anyone is allowed to own and operate a business. With so many people participating in the free market, rules are necessary to regulate how those businesses are run.

Governments have many different ways to regulate the economy. The two main ways are through regulating interstate commerce and maintaining a central bank, which issues money and performs other services.

Early Action Eliminated Marketplace Monopolies

Interstate commerce is business conducted between states. Governments regulate it by passing laws such as the Sherman Antitrust Act of 1890. The act was passed in response to the emergence of monopolies at the end of the 19th century. Monopolies are when one company has all the power in a particular product or service, forcing consumers to use only their company.

One monopoly was the Standard Oil Trust formed in 1882. Led by founder John D. Rockefeller, it was a monopoly in which all of the Standard Oil properties were merged under one company. This one large

company reduced competition. Without other oil companies to compete for customers, Standard Oil Trust was able to set whatever price it wanted to charge customers.

States began passing laws preventing the formation of these monopolies. The federal government took action in 1890, when the U.S. Congress passed the Sherman Antitrust Act. The law gave Congress the right to declare trusts illegal, punishable by fine and imprisonment. So, the federal government found itself involved in regulating the economy.

It has continued to pass laws to protect business competition and consumers ever since.

Responding To The Great Depression

The U.S. government got involved again in the 1930s, when the American economy spiraled so far out of control that the decade has become known as the Great Depression, from 1929 to 1939. Set for disaster by the Stock Market Crash of 1929, the economy suffered when many banks were forced to close because they had put vast sums of their customers' savings in the stock market. When banks went out of business, anyone who had accounts with those banks lost all their money. For millions, this meant the loss of their homes, their jobs, food and even necessities. It was a time of great panic.

President Herbert Hoover believed, as experts did, that the trouble would soon pass. As months went by and economic conditions only worsened, it became clear that this was not a short-term situation. He tried to fight the effects of the Great Depression in several ways.

Hoover established a public works program with \$635 million for construction projects. Then in October 1930, he created the President's Emergency Committee for Employment, which supported private business responses to rising unemployment rates. He started the Reconstruction Finance Corporation in January 1932 to lend money to struggling businesses. He worked to foster harmony between employees and their laborers. Still, economic trouble worsened.

Although Hoover gave aid to public works projects, he did not want to give people money directly. He also didn't support the federal government setting prices or controlling businesses. He believed that would lead the country toward socialism, an economy in which the production of goods and services is owned by the government and private competition does not exist.

Hoover's beliefs and ineffective policies led the public to perceive him as an uncaring leader. Communities could be found across America where people had built shacks out of boxes and tin and any other materials they could find. These towns of homeless citizens became known as Hoovervilles.

Roosevelt's New Deal

Roosevelt designed a program called the New Deal. When he took office in 1933, more than 13 million people, almost 25 percent of the workforce, were unemployed. Roosevelt spent his first months in office passing banking laws and developing relief programs as part of the New Deal.

The New Deal created many new programs that helped Americans. They include the Works Progress Administration (WPA), Civilian Conservation Corps (CCC) and the Agricultural Adjustment Administration (AAA).

Established in 1935, the WPA was an agency that provided jobs on the construction of roads, bridges, parks, schools and public buildings. The CCC was created in 1933 and employed young men to work to protect natural resources. Projects included planting trees, building dams and fighting forest fires. The AAA, also established in 1933, was a program aimed at farmers. The program paid farmers to reduce the number of crops they produced. Limiting the crops available would increase the price of these crops. The program was voluntary and the money the farmers received made up for the crops they didn't produce.

Roosevelt's New Deal was a success. It created millions of jobs and brought relief to Americans, jump-starting the economy and restoring confidence in banks. Creation of New Deal agencies ended in 1938 as the economy improved. The New Deal spent more than \$11 billion in unemployment relief.

Programs Designed To Assist America's Poor

More recent examples of public service programs include the Head Start Program, Medicare and Medicaid. Established in 1965, Head Start provides early childhood education, nutrition and health services to low-income families and children. It has served tens of millions of preschool children.

Medicare was signed into law in 1965. It guarantees health insurance access to Americans age 65 and older, provided they have been employed during their lifetime and had Medicare taxes taken out of their pay checks. The program also covers people under the age of 65 with disabilities.

Medicaid was enacted in 1965. It is a health insurance program for low-income individuals and families. It also provides for costs such as nursing homes, hospice care and services like physical therapy for the elderly and people with disabilities.

Other public services include food and housing programs for people with low incomes or disabilities and programs for veterans.