

STEP AWAY FROM THE TEXTBOOK!

The Roaring Twenties & The Great Depression

Activities, Parodies, Games, Jokes, Review Sheets,
"3-D Templates", Cold Reading Passages,
and much more!

- Economic Boom & Bust
- Flourishing Arts & New Innovations (1920s)
- Prohibition
- Stock Market Crash
- FDR & the New Deal



STEP AWAY FROM THE TEXTBOOK!

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*“A teacher who is attempting to teach without
inspiring the pupil with a desire to learn is
hammering on cold iron.”*

—**Horace Mann (1796-1859)**
“The Father of American Public Education”

Section 1



Check out some of my...
Personal Favorites

Over the next few pages I will share some of my personal classroom secrets that are sure to engage and excite your students!

Here's how it works:

The left-hand page includes the song parody, activity, poem, game, etc. for you to share with your students.

<p>Song Parody</p> <h3>"The 'Roaring Twenties'"</h3> <p>Description: A song to review the United States during the 1920s.</p> <p>Instructions: Use as a read-aloud or shared reading to review the unit.</p> <p>The "Roaring Twenties" (Sung to the tune of "Rhinoceros")</p> <p>The 1920s were so great, The war had finally ended. Lots of money, brand new cars - Oh, everything was splendid.</p> <p>Hollywood and radio, Jazz by Louis Armstrong, Automobiles and the Model T - It seemed nothing could go wrong.</p> <p>When Harding died quite suddenly, Coolidge led the nation. He favored lower taxes And discouraged regulation.</p> <p>Many people were naive, Thought spending didn't matter, Convinced themselves that life was great And only could get better.</p> <p>Womansuff was made final With flappers and short bobs, Husbands back from World War I Found wives with their own jobs.</p> <p>Industrial technology Changed women's roles in houses. Vacuums and dishwashers let Them be more than just spouses.</p> <p>The African Americans - They finally got their glory. In the Harlem Renaissance, Their culture told their story.</p> <p>Literature in favor of Racial integration, Music and the arts cried out To end discrimination.</p> <p>Prohibition was de clared, Made alcohol illegal. Clubs and bars called speakeasies Had liquor for the people.</p> <p>Mafia and crime got worse, Alcohol was stolen, Government spent lots of cash In efforts to control it.</p> <p>When Wall Street crashed in '29, Prosperity was over. The golden days became The Great Depression that October.</p> <p>Their way of life was changed for good, They didn't cope too nicely. But the "Roaring Twenties" taught us how To spend and live more wisely.</p> <p>Page 6</p>	<h3>Sons of My Thoughts...</h3> <p>Why I think this is a great exercise...</p> <p>It's hard for students to understand that the Civil War was about more than just slavery. They need to know the economic and cultural factors in each region of the country. This song gets it across in a familiar tune that is easy to remember and understand.</p> <p>The Step-by-Step in the classroom...</p> <p>We start by getting out a map and defining the "North" and "South". Next, we discuss each region's views on slavery and industry. Then we sing the song to tie it all together (I start by reading in line by line).</p> <p>This is a good song to divide into "choral groups," where a small number of students sing each verse separately.</p> <p>Helpful Hint:</p> <p>This unit is a great opportunity to tap into map skills and refresh students' memories about the actual "north" and "south". Too often we hear those terms and do not consider which states fall where.</p> <p>Get out the map before using the song and proceeding in the unit!</p> <p>Page 7</p>
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The right-hand page includes my personal commentary, including the reasons I've had success with this exercise, any key directions, and other tid-bits that might be helpful.

***The exercises on the next few pages are great to use for this topic area, but you can easily modify them to use for other topics and even subject areas. The simple format and extra notes that are provided will really help with this!

Song Parody

"The 'Roaring Twenties'"

Description: A song to review the United States during the 1920s

Instructions: Use as a read-aloud or shared reading to review the unit

The "Roaring Twenties"

(Sung to the tune of "Yankee Doodle")

The 1920s were so great.
The war had finally ended.
Lots of money, brand new cars -
Oh, everything was splendid.

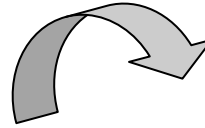
Hollywood and radio,
Jazz by Louis Armstrong,
Airplanes and the Model T -
It seemed nothing could go wrong

When Harding died quite suddenly,
Cal Coolidge led the nation.
He favored lower taxes
And discouraged regulation.

Many people were naive,
Thought spending didn't matter,
Convinced themselves that life was great
And only could get better.

Womanhood was redefined
With flappers and short bobs.
Husbands back from World War I
Found wives with their own jobs.

Industrial technology
Changed women's roles in houses.
Vacuums and dishwashers let
Them be more than just spouses.



The African Americans -
They finally got their glory.
In the Harlem Renaissance,
Their culture told their story.

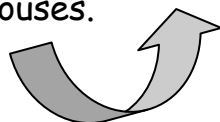
Literature in favor of
Racial integration,
Music and the arts cried out
To end discrimination.

Prohibition was declared,
Made alcohol illegal.
Clubs and bars called speakeasies
Hid liquor for the people.

Mafias and crime got worse,
Alcohol was stolen.
Government spent lots of cash
In efforts to control it.

When Wall Street crashed in '29,
Prosperity was over.
The golden days became The Great
Depression that October.

Their way of life was changed for good,
They didn't cope too nicely.
The "Roaring Twenties" taught us how
To spend and live more wisely.



Some of My Thoughts...

Why I think this is a great exercise...

It's hard for students to understand the various aspects of the 1920s. They need to know the economic and cultural factors that led the country through a "boom & bust." This song gets it across in a familiar tune that is easy to remember and understand.

The Step-by-Step in the classroom...

We start by going over one section at a time. Each section offers a lot of information that can be broken down into smaller points. I recommend reading through the entire song, making sure everyone is familiar with the names and terminology.

Also, this is a good song to divide into "choral groups," where a small number of students sing each verse separately.

Helpful Hint:

This unit is a great opportunity to tap into logical thinking and refresh students' memories about what's involved in the "economy" by following the trajectory of the rise and fall of the 1920s. Too often we hear the terms and events but do not truly connect them in our minds.

Reader's Theater

The Great Depression

Description: Reader's Theater script about the **Great Depression** from a child's point-of-view

Instructions: Although it covers social studies, this is appropriate to read in an ELA block

A Child's View of the Great Depression

Characters

<i>Child 1 (Sarah)</i>	<i>Mother</i>
<i>Child 2 (Andy)</i>	<i>Father</i>
<i>Child 3 (Thomas)</i>	<i>Narrator</i>

NARRATOR: Today we are going to take a look at how the Great Depression affected families.

Child 1: I'm hungry.

Child 2: We're all hungry, Sarah.

Child 3: Why don't we have any food around here?

Child 2: There's no money... you know that, Tommy.

Child 1: Why isn't Father working anymore?

Child 2: Look around you. Nobody's father is working anymore.

Child 1: Why can't we just take money out of the bank?

Child 2: The banks have all closed.

Child 3: Why can't they open them?

Child 2: Mama said they're out of money because they made some bad deals.

NARRATOR: Banks loaned money to businesses and people who couldn't pay them back. The banks also invested in the Stock Market, and those stocks lost their value. When people started losing money, they "ran" to the banks trying to get their money out. Of course, the banks didn't have the money to pay them. Today, banks have insurance so that this kind of crash can't happen again.

Mother: Maybe we should try moving to another part of the country to find work.

Father: There's nothing anywhere. Did you hear about what's happening to the farmers? They're calling it the Dust Bowl because of the drought there. They're all moving to California to see if they can find work there.

Child 1: Are we going to have to move?

Mother: I think so, Sarah, because we have no money to pay rent.

Child 3: Where will we go?

Father: I talked to your grandma. We can sleep on the kitchen floor there.

Child 1: The floor? I don't want to go!

Child 2: All of us on the floor?

Mother: It is better than being out on the streets like so many other people. Have you seen those cardboard cities - they call them Hoovervilles - people living in the streets with just pieces of cardboard over them.

Father: We're lucky your grandmother said she would take us in.

Child 2: When will we leave?

Mother: We will have to go very soon.

Child 3: What can we take with us?

- Father:** There isn't room for us to take anything but the shirts on our backs. Be grateful we will have a roof over our heads.
- Child 1:** What about food? Does Grandmother have food for us?
- Mother:** We will find food. Your father will be able to stand in the bread lines. I will be able to find sewing work where your grandmother lives. And you children might be able to find a job in the factory.
- Father:** I will look for work, too. It's easier for women and children to find some jobs because they get paid less. But I won't sit and do nothing.
- Child 2:** What about school?
- Mother:** Maybe later, maybe if things change. Right now, we must all find a way to live.
- NARRATOR:** The children who grew up during the Great Depression learned at an early age about responsibility and finding ways to survive. They grew up very quickly. How do you think you would have been able to manage during the Depression?

The End

Follow-up

Have students discuss their thoughts about what it would have been like for them to live during the Great Depression. Consider these questions:

- What kind of job could they get to help the family?
- How would they manage without their “material things”?
- What would their biggest concerns have been?
- How might the experience change their outlook on life?

Some of My Thoughts...

Why I think this is a great exercise...

Reader's Theater is always engaging, and a perfect integration for ELA. I like this one because it not only covers the facts of the Great Depression, but also the feelings. I think that the children's point-of-view makes it extremely effective.

The Step-by-Step in the classroom...

After learning about the Great Depression, this is a perfect way to drive it home. I pass out scripts and we read it all together first. Then I break the class into groups of five and have them "perform" the play individually.

It's okay if one group watches another group perform the same script - each group will put their own "spin" on it naturally, which is also a great learning experience. Each group practices several times together while I walk around and provide support.

The following day, I let the students perform in front of one another. If students want to use props, I allow them some time to create them. After the performances, we talk about what we learned (i.e. it's always important to tie it back to the standards!).

Helpful Hint:

Reader's Theaters are not supposed to be memorized. They are not official "plays". They are quick review tools, and they focus on fluency and expression. That being said, my students always take their roles seriously - even though they are not memorizing anything. They just love performing!

Classroom Game

The 1920s and 1930s

Description: "Zip Around" game to review **the 1920s and 1930s**

Instructions: One student asks the question on their card, and the student with the appropriate card reads the answer. That student then asks his or her question, and the "zip around" continues. Use as a review tool at end of unit and for end-of-year testing.

<p>I am the Great Migration.</p> <p><i>Who guided the country in the 1920s and believed in small government & low taxes?</i></p>	<p>I am President Calvin Coolidge.</p> <p><i>What law prevented the manufacture and sale of alcohol?</i></p>	<p>I am prohibition.</p> <p><i>What skyscraper was built in 1931 and was the world's tallest for 40 years?</i></p>	<p>I am the Empire State Building.</p> <p><i>Who used the laws of prohibition to get rich through organized crime?</i></p>	<p>I am Al Capone.</p> <p><i>What was the name of FDR's evening radio speeches in the 1930s?</i></p>
<p>I am fireside chats.</p> <p><i>What was the name for the explosion of African American art and culture in New York?</i></p>	<p>I am the Harlem Renaissance.</p> <p><i>What law provided welfare and insurance programs for economic protection?</i></p>	<p>I am the Social Security Act.</p> <p><i>Who was President when the stock market crashed in 1929?</i></p>	<p>I am President Herbert Hoover.</p> <p><i>What popular 1908 innovation made travel affordable for middle-class America?</i></p>	<p>I am the Ford Model T.</p> <p><i>What was the name of the severe, worldwide economic crisis that began in 1929?</i></p>
<p>I am the Great Depression.</p> <p><i>When did FDR meet with Congress to create the bulk of his new programs?</i></p>	<p>I am the First Hundred Days.</p> <p><i>What was caused by widespread panic when people demand all of their savings at once?</i></p>	<p>I am bank runs.</p> <p><i>What was FDR's new set of economic and social measures in the mid-1930s?</i></p>	<p>I am the 2nd New Deal.</p> <p><i>What was a decade of prosperity and social revolution?</i></p>	<p>I am the "Roaring Twenties"</p> <p><i>Who became a hero in the 1920s with his charm and record-breaking home runs?</i></p>
<p>I am Babe Ruth.</p> <p><i>What was the name of the literary movement that included William Faulkner?</i></p>	<p>I am the Southern Renaissance.</p> <p><i>What work relief program provided outdoor jobs during the 1930s?</i></p>	<p>I am the Civilian Conservation Corps (CCC).</p> <p><i>What huge 1930s construction project created hydroelectric power?</i></p>	<p>I am the Hoover Dam.</p> <p><i>Who believed in "Big Government" and led the country during war and economic crisis?</i></p>	<p>I am President Franklin Roosevelt.</p> <p><i>What resulted in major agricultural damage caused by severe droughts?</i></p>
<p>I am the Dust Bowl.</p> <p><i>What was the series of economic relief and reform programs devised by FDR in the early 1930s?</i></p>	<p>I am the New Deal.</p> <p><i>Who was the trumpeter from New Orleans who greatly influenced jazz and solo improvisation?</i></p>	<p>I am Louis Armstrong.</p> <p><i>What classic 1939 John Steinbeck novel depicted the tragic hardships of the Dust Bowl?</i></p>	<p>I am The Grapes of Wrath.</p> <p><i>What were common during the Great Depression in order to feed the hungry?</i></p>	<p>I am soup kitchens.</p> <p><i>What was the name for the exodus of African Americans out of the South to seek employment?</i></p>

Some of My Thoughts...

Why I think this is a great exercise...

All students love to play games for review! This is fast-paced and helps get the blood flowing (and brain working). This review game is a quick informal assessment that's great for the end-of-unit or end-of-year. It can also be adjusted to review as much, or as little, information as you want.

The Step-by-Step in the classroom...

Cut out the cards and give one to each student (or use note cards instead). Pick one student to stand up and read the QUESTION aloud on his or her card. Whoever in the class has the answer stands up and reads only the ANSWER. You tell them if they are right. If they are, they then read their question and so on.

Essentially, you will be "zipping" around the room with the questions and answers! The first time you do the game, it might take a little while, but you will be amazed how fast they get used to it!

Helpful Hint:

I time the class to see if they can "beat their time". You will find students helping each other - which in turn helps everyone! I have had classes zip all the way around in less than a minute! I suggest bringing the same game back at the end of the year, and have the class try to beat its time from earlier in the year (it will take a while to get back up to speed).

Section 2

"Information Overload"

Primary Source

Review Sheets

The next few pages feature a wide assortment of Primary Sources from this particular time period. These resources will help engage your students and help them understand the "story behind history".

Feel free to make copies of these "Primary Source" review sheets to give to your students.

What is a Primary Resource?

Primary resources are documents or other materials that give a researcher a firsthand account of a historical event or time period. These sources reflect the experiences, viewpoints, and observations of individuals who actually lived through certain events.

Examples of Primary Resources

- Letters
- Diaries and Journals
- Historic Speeches
- Census Data
- Audio / Visual Recordings
- Public Records
- Firsthand News Reports
- Political Cartoons
- Original Artwork
- Physical Artifacts

Primary resources often give a more accurate view of history than secondary resources. Secondary resources are materials that review an event after it has taken place. An example of a secondary resource is an encyclopedia, or even your textbook.

The next few pages contain a variety of primary resources. Each document has been carefully chosen to help explore a unique part of United States history. We hope you enjoy the materials--& remember...

Have Fun!!!



The "Roaring Twenties"



Advertisement. Chicago Daily Tribune. 6 June 1920: part 2, p. 3.

The economy thrived during the 1920s, which meant that people had more money to buy new things.

Of course, some of the top-selling items were automobiles (people were anxious to buy the "horseless wagons"). National newspapers and magazines carried advertisements like the one shown to the left.

Celebrities were also used to sell new products. In this ad, professional baseball players from the 1919 White Sox are praising a new sports cream that heals scrapes and bruises.



Chicago Daily Tribune. 2 Oct. 1919: p. 23.

During the "Roaring Twenties," Americans had more money and leisure time than ever before. A common pastime was going to the movies. Prior to 1927, all films were silent (the actors did not talk).

The front-page shown here is announcing that sound is coming to the big screen. It is from an October 1927 issue of *Variety*, which is still a popular entertainment magazine today.



The high spirits of the public during the "Roaring Twenties" came through with a flourishing of the arts. Shown above is Louis Armstrong, a jazz musician of the era who gained national fame for his talent.

The success of Armstrong and other African American artists of the time contributed to what became known as the "Harlem Renaissance."



Prohibition

"Temperance Celebration." *The Arkansas Gazette.*
27 June 1832: p. 3.

Temperance Celebration.
A meeting will be held on the 4th of July, at 11 o'clock, in the Baptist Meeting-house. The presence of every patriot, of every age and sex, is respectfully and anxiously solicited. Several speeches are expected to be delivered. The object in view is to enlist volunteers, and make arrangements for prosecuting a war of extermination against a foe, more numerous and formidable to American liberty, than the enemy of SEVENTY-SIX.
ALLEN MARTIN, Secretary
of the Little Rock Temperance Society.

"The Noble Experiment"

The beginnings of Prohibition (1920-1933) date back to the Temperance Movement a century earlier. Religious groups and socially conscience citizens hoped to outlaw alcoholic beverages. They felt that alcohol tempted people to behave in a dangerous manner.

The announcement shown here is for a Temperance meeting in 1832.

Organized Crime

**OFFICIALS PROBE
BOOZE DEALS IN
GANG SHOOTING**

Inquest Today in
Seven Deaths.

Chicago Daily Tribune. 15 Feb. 1929: p. 1.

The laws of Prohibition created all kinds of problems. For starters, most people ignored them. Also, they created opportunities for organized criminals who found ways to smuggle and sell illegal alcohol.

The rise of organized crime resulted in violence and scandal. News articles like the one to the left were common throughout the 1920s. The most infamous of all organized criminals was Al Capone. After making millions by selling illegal alcohol, Capone was finally captured and sentenced for his crimes in 1931.



Chicago Sunday Tribune.
18 Oct. 1931: p. 3.

Shown here is a picture of Capone walking out of court after being found guilty. It appeared in the Chicago Tribune the following day.

XVIII Amendment

THE START OF PROHIBITION

Section 1

After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

As promised by the amendment, Prohibition began a year after ratification (1920). It proved to be a major disaster, and was repealed by the 21st amendment to the Constitution in 1933.

Great Depression

Black Thursday

The carefree era known as the "Roaring Twenties" came to an early and abrupt end on October 24, 1929. The Stock Market took a major dip that day, and ultimately crashed.

← An immediate panic swept across the country. The picture to the left shows terrified investors swarming on Wall Street. People across the country "rushed" the banks, demanding all of their money at once (a demand which the banks couldn't fulfill). The Great Depression was quickly underway, and the economy wouldn't fully recover for another decade.



← During the Great Depression, millions of Americans were unemployed and others struggled to get by.

← Dorothea Lange's famous 1933 photograph, known as "Migrant Mother," captures the hopeless feelings of the time. The woman in the photo was a struggling pea picker in California, and the mother of seven children.



← This political cartoon (from 1933) shows how the cost of everything at the time seemed to be going up, but worker's wages were staying the same.

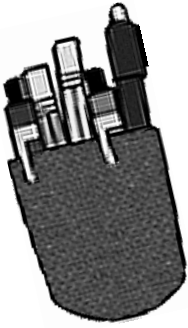


The New Deal

← In order to bring the nation out of the Great Depression, President Franklin D. Roosevelt announced his "New Deal." He created a number of federal projects to provide jobs and jumpstart the economy.

← One of the New Deal programs was the Civilian Conservation Corps (CCC), which built national forests and parks across the country. Shown here is a recruitment poster for the CCC that was used during the Great Depression.

Section 3



Pocket Activities

These are quick activities that can be used for class-openers, ice-breakers, attention-grabbers, and so on.

We've also added a few jokes to have in your pocket when you're really trying to keep students from staring out the window!



Activity - Good Economy vs. Bad Economy

It is common knowledge that the 1920s (*the "Roaring Twenties"*) was a time when the economy in the United States was thriving. On the other hand, the 1930s (*the "Great Depression"*) is a time when the economy struggled.

It's difficult to imagine how an economy can be "good" or "bad." To put it into simple terms, have your students imagine that the class is a **Mini-Nation**. Assign your students the occupation of a "Widget Seller." Tell them that they have been given a loan of \$100. Based on personal requests, it is fairly certain that they will be able to sell a widget – which costs \$1 to produce – at a price of \$5 per widget. Ask your student what they want to do with the \$100 (*the students will most likely use all or most of it to produce widgets*).

After they produce the widgets, they sell out in a matter of days. Ask your students what they are going to do with the money they earn (*they will probably spend some, invest some, and use some of it to produce more widgets*). If the students decided to buy something with the money they earned, what do they think the person who they bought from will do with the money (*they will do the same as the students did – buy, invest, and produce*)? This cycle of buying, investing, and producing leads to more buying, investing, and producing – this is a "good" economy.



Now, reconsider a different scenario. What if, prior to production, there had been no personal requests for the widgets? The students would have no idea how many widgets they would sell, or for how much. In this scenario, ask the students what they want do with their \$100 loan (*they will probably decide to just keep it, or they will produce far less widgets*). If the students decide not to produce widgets, what happens to the people that they had bought goods from after making a profit in the first scenario? These people will not make a profit either. Therefore, they will not have a chance to buy from others – this is a "bad" economy. Discuss how producing less widgets breaks the cycle of buying, investing, and selling.

After reviewing these scenarios, determine what role confidence plays in establishing a good economy. How did the confidence of the American public have an impact on the economy in the 1920s? How did confidence have an impact in the 1930s?

Activity - Franklin D. Roosevelt

Franklin Roosevelt ran for president during one of the most difficult periods in American history – the Great Depression. At the time of his election, nearly a quarter of the people in the United States were unemployed.

Ask your students to imagine that they are **Roosevelt's Campaign Manager**. It is their job to get Roosevelt elected in the 1932 election. Have them design a campaign that would appeal to the struggling Americans who are suffering from the Great Depression. What sort of disposition should Roosevelt present? What promises should he make? Consider what action Roosevelt should take concerning these issues:

- ◆ **Unemployment** (*about 1/4 of the nation was unemployed*)
- ◆ **Banking security** (*so that when people put money in the bank, they will be able to retrieve it*)
- ◆ **Stock Market stability** (*to avoid another crash*)
- ◆ **Price constancy** (*to prevent the rapid changes in the value of the dollar*)
- ◆ **National morale** (*it was at an all time low*)

Ask your students to determine how their campaign plan will deal with all of the above issues. When Roosevelt ran for president in 1932, his entire campaign focused around his **New Deal**. Consider how the New Deal promised to deal with the nation's problems. Why was Roosevelt's campaign successful?

Bonus Activity:

Ask your students to imagine that they are reporters assigned to **interview** Franklin Roosevelt as he runs for president in 1932. Have them list *five* questions that they would ask him concerning his plans for bringing the nation out of the Great Depression. How do they think Roosevelt may have answered?

Activity - Examining the New Deal

Immediately upon taking office, President Franklin D. Roosevelt launched his New Deal. In the "First Hundred Days," he created numerous federal programs, drastically increasing the size and power of the government. He was loved by much of the population, and he also had his share of critics. To this day, there is debate as to whether Roosevelt's New Deal brought the nation out of the Great Depression, or actually prolonged it and left a negative legacy.

Turn your classroom into a "**Presidential Convention**." Your students must decide if Roosevelt is the right man to represent the nation in the upcoming 1936 election. They must look back on Roosevelt's previous presidential term and rank his performance. Have some students take the position that he was a "**Great**" president, while others view him as a "**Terrible**" president. Here are some views from both sides.

Why President Roosevelt has been a **Great** President

- He has successfully started to pull the nation out of the Great Depression.
- His leadership and confidence has lifted the morale of the nation.
- The programs implemented by his New Deal have created thousands of jobs throughout the nation.
- The loans and assistance to banks that the New Deal provided have prevented any further panics.

Why President Roosevelt has been a **Terrible** President

- His excessive government programs have made the United States more of a socialist nation than a democracy.
- Roosevelt has increased the power of the federal government, and it will be impossible to bring it down to a normal level after the depression ends.
- Many of Roosevelt's projects (*like the Tennessee Valley Authority*) have taken opportunities away from private businesses.
- The billions of dollars of loans given by the government have only created more debt for business, banks, and people.

Despite his critics, Roosevelt was easily elected to office in 1936. He was elected again in 1940 and 1944, making him the only man to be elected president on four occasions (*since that time, a two term limit has been set*).



A Little Humor

The “Roaring Twenties”

During the 1920s, a seasoned musician was at the pinnacle of his career when he was invited to play with the symphony in Carnegie Hall in New York City. As he walked to the famous venue, he thought about all of the hard work he had put in to get there.

Suddenly, he was stopped on the sidewalk by a tourist. Noticing he was carrying a violin, the tourist asked, “Do you know how to get to Carnegie Hall?”

The musician said the first thing that came to mind: “Practice, practice, practice!”

(this is a variation of a classic, and a good way to talk about how arts flourished in the 1920s)

Great Depression

Teacher: We’ve just completed our unit on the Great Depression. Does anyone have any more questions before we move on?

Student: Yes! Since things were so bad during the Depression, then why do they call it “Great”?

(hopefully, your students will appreciate the humor and be able to answer this one for you)

Student I know that the Great Depression was bad, but at least it wasn’t as bad as the Great Depression that killed the dinosaurs.

Teacher: What in the world are you talking about?

Student: Well, in science class we learned that it might have been a giant meteor that caused the dinosaurs to become extinct. That must have left one Great Depression when it hit the earth!

(very cheesy, but it’s always important to review the actual definition of the “Great Depression”)

The New Deal

Q: What did President Franklin D. Roosevelt say every time he got bad cards when he was playing Poker?

A: “I want a *New Deal*.”

(it’s bad, but a good opportunity for you to explain what FDR really meant when he said “New Deal”)

Section 4

Integrating across the Curriculum



...because there are only so many hours in the day.

The next few pages include passages that focus on this historical topic, but can also be used for practice with Reading Comprehension and other Language Arts skills. Please feel free to make copies.

Jazz It Up — a very brief history of Jazz Music

Many Americans seemed to envy other countries when it came to “culture.” By the late 1800s, the American people just hadn’t had much time to appreciate the finer things in life. The history of the nation had gone by in a flash—independence was declared in 1776, the Constitution was created in 1787, and the early 1800s were all about expansion.

In the middle of all of this commotion, it just wasn’t practical for the United States to focus on the arts. Of course, the Civil War and the Reconstruction afterwards didn’t help much. Finally, when things started to settle down, there were the first signs of American culture making its mark in the international scene. It came from an unlikely place. The black field workers in the United States had developed a long history of work songs and field shouts. The harmonies and rhythms of this music were predominately African. It came to America with the African slaves, who dealt with hardships through songs, hymns, and spirituals. This was the birth of a musical genre known as the “Blues.”

This style of music gained momentum in the Deep South, specifically New Orleans. Men like Louis Armstrong helped take it to the national level. As the 20th century rolled around, the music expanded to more than just the Blues, earning the title “Jazz” music. Jazz is traditionally regarded as the first art form to originate solely in the United States. In the 1920s and 1930s, Jazz crossed the color barrier. Its upbeat rhythms helped define the mood of the “Roaring Twenties,” and the more complicated saxophone solos became popular in the hard times of the 1930s. Jazz continued to evolve and change, eventually spawning on new musical genres (*including Rock and Roll*). It still remains a popular type of music.



An Extra Tid-Bit about Jazz

Jazz music has taken on a variety of forms. Here are some examples:

- **The Blues** — Standard musical pattern with lyrics devoted to the hardships of life
- **Ragtime** — Focuses on the piano — popular from the 1890s to World War I
- **Swing** — Fast paced music that started the dance craze of the 1920s
- **Bebop** — Focuses on improvisation — popular from the 1930s to the mid-1940s.

****Many recent musical styles have roots in jazz, including everything from disco to rock & roll.*

Great Quotes from the 1920s

“Win one for the Gipper!”

Knute Rockne (1928)

During halftime of a 1928 football game between Notre Dame and Army, legendary Coach Knute Rockne desperately needed to motivate his team—and he did just that with one of the most memorable lines in sports history. When he urged his players to “*Win one for the Gipper!*,” Rockne was referring to the best athlete he had ever coached—George Gipp. During the 1920 season, Gipp was an All-American at Notre Dame. Unfortunately, he contracted strep throat soon after the football season ended. The great athlete did not recover, dying in December of that year.

As the legend goes, Knute Rockne went to visit his star player in the hospital. Gipp knew he didn’t have much longer to live, so he made his coach promise him one thing. He wanted Rockne to remember him sometime in the distant future, when the outlook for the Notre Dame football team was desperate and hopeless. At that point, Rockne should ask his team to “*Win one for the Gipper!*”

Eight years later, during the 1928 season, injuries and inexperience hampered the Notre Dame team, and they were having the worst season of Rockne’s career. It didn’t seem like it would get any better, either, when the team took on the powerful program at Army. But, by half time of the game, neither team had managed to score. Rockne knew that his players needed the victory, so he decided to make good on Gipp’s final wish. During the half time break, he relayed the emotional story of Gipp to his team, concluding with the most famous pep talk in sports. Rockne asked his players to “*Win one for the Gipper!*” They did. Notre Dame upset Army by a score of 12 to 6.

Rockne’s famous speech was immortalized in the 1940 movie, *Knute Rockne – All American*, which starred future president Ronald Reagan.

“Wait a minute, you ain’t heard nothing yet!”

Al Jolson (1927)

These words, spoken by Al Jolson in 1927, began nothing short of a Cultural Revolution. Playing Jackie Rabinowitz in *The Jazz Singer*, the first feature length film to include sound, Jolson’s line, “*Wait a minute, you ain’t heard nothing yet!*” was the first sentence ever to be spoken in a major film.

Depicting a young man trying to make it on Broadway (despite his father’s wishes for him to return to the synagogue), *The Jazz Singer* became an immediate success. The days of sound in the movies had begun. Jolson, who had already achieved some success as a Broadway star and musical comedian, used the Academy-Award winning movie as a stepping stone to several other popular films.

The Jazz Singer featured popular songs such as “*Toot, Toot, Tootsie Goodbye*” and “*Blue Skies*”, and it would be remade several times throughout the years. However, none of the newer versions can match the significance of the 1927 original—it started a trend that changed movie history.



“Stocks have reached what looks like a permanently high plateau.”

Irving Fisher (1929)

Have you ever said something that you wish you could take back? Irving Fisher, a professor of economics at Yale University, did just that when he declared, “*Stocks have reached what looks like a permanently high plateau,*” just two weeks before the Stock Market crashed in 1929, ushering in the Great Depression.

During the 1920s, the people of the United States prospered with the help of modern industry and an aggressive economy. The decade, known as the “*Roaring Twenties,*” also resulted in the rise of self-indulgence and careless spending. To keep up with this new trend, industries began mass-production of goods hoping that the public would continue to buy at the same astounding rates. New concepts like credit, or “*buy now, pay later,*” brought on rising of inflation. Finally, the demand for products couldn’t keep up with the production. This concerned many experts, but others (such as Fisher) didn’t see any backlash waiting in the future.

Unfortunately, during the first part of the 1930s, economic conditions in the United State became dreadful. In 1933, one quarter of the American workforce was unemployed. Among those hurt by the Depression was Irving Fisher himself. Besides having his reputation severely tarnished, he also lost his fortune.

Great Quotes from the 1930s

“I had a better year than he did.”

Babe Ruth

(1931)

This is a classic response given by baseball great Babe Ruth in 1931 when it was brought to his attention that he was making more money than President Herbert Hoover. Ruth’s salary for 1931 was \$80,000; the President’s was \$75,000.

In truth, Ruth’s logic – “*I had a better year than he did*” – was fairly accurate. President Hoover was serving his term during one of the low points in American history – the Great Depression. He had won the 1928 election in a landslide but – only a couple of years later – was being condemned by a population that was dealing with heavy job losses and a terrible economy. Franklin Roosevelt took advantage of Hoover’s tarnished image, and he won the next election by promising a “New Deal” to pull the country out of the depression.

Unlike Hoover, Babe Ruth had a tremendous year in 1931. For starters, he was winding down an amazing career with the New York Yankees, and the American public loved him. Ruth was also holding the record for the most home runs hit in a single season (60) – a record that would stand for over thirty years. The New York Yankees as a team were riding on his success, but they didn’t win the World Series that year. Babe Ruth would have to wait until the following season, in 1932, for that to happen.

“The income tax law is a lot of bunk.”

Al Capone

(1931)

You have to admit, it’s hard to argue. Notorious gangster Al Capone used this logic when he was convicted for income tax evasion in 1931. During the years of prohibition, Capone headed up an enormous organized crime operation in Chicago. Scarface, as he was sometimes known, was involved in a wide variety of bootlegging and gambling schemes. His illegal acts left hundreds dead in various gang wars.

Despite Capone’s obvious connection to organized crime, the authorities could not make any charge stick. After appearing immune to federal discipline, he was finally brought down on the charge of tax evasion. The prosecutors were able to give numerous examples of huge purchases and lavish spending that would indicate that Capone was making an enormous income. He wasn’t, however, paying taxes on the amount of money that was necessary to maintain his lifestyle. The evidence was overwhelming, and he was convicted. But Capone didn’t feel the charges brought against him made any sense. In his words, “*The income tax law is a lot of bunk. The government can’t collect legal taxes from illegal money.*”

After his conviction, Al Capone was given a large fine and sentenced to serve eleven years in prison. Because he was such a high profile criminal, he was sent to the infamous Alcatraz, a prison located in the Bay of San Francisco.

“...the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance.”

Franklin Roosevelt

(1933)

When Franklin D. Roosevelt stood up to make his first inaugural address on March 3, 1933, it definitely wasn’t the best of times. He was well aware that his presidency was beginning during the darkest period of United States since the Civil War. Almost a quarter of Americans, over 13 million, had lost their jobs. The economy was at an all-time low. The period appropriately became known as the Great Depression.

Running on the promise of a “New Deal,” Roosevelt had defeated then-President Herbert Hoover by an overwhelming margin. He made no secret of the country’s bleak situation in his inaugural speech, “*Only a foolish optimist can deny the dark realities of the moment.*” But he knew it was his job to lift the morale of the nation – “*We are stricken by no plague of locusts!*”

The greatest danger during the Depression was not hunger, not housing, and it was not disease. The one thing that threatened the American people most at that time was panic. After just a few introductory words in his inaugural, Roosevelt recited the line that would become one of the most famous in American history: “*...the only thing we have to fear is fear itself.*”

Roosevelt had his critics. He drastically increased the power of the federal government, and the impact of that is still being felt today. In the end, however, he made good on another promise from his inauguration: “*This great Nation will endure as it has endured, will revive and will prosper.*”



"Silent Cal"



Timeless philosophy. As the 30th president of the United States, Calvin Coolidge earned a reputation for giving short answers and speaking only when he was spoken to. Nicknamed "Silent Cal," he offered his reasoning for being so reserved – **"If you don't say anything, you can't be called upon to repeat it."**

An example of Coolidge's tight-lipped nature occurred while at a dinner party during his presidency. A woman seated next to him joked about his reputation, saying, **"I bet I can make you say more than three words."** Without any change of expression, Coolidge replied, **"You lose."**

Fortunately, Coolidge's desire to stay out of the spotlight served him well as president. He was highly regarded for his ability to effectively do nothing while in office – in other words, for not attempting to change things that didn't need to be changed. He came into office in 1923 with the national economy strong and the morale of the people soaring. Instead of trying to push his weight around as president, he simply let the country continue to ride on the wave it was on. Because the "Roaring Twenties" was such a positive time in the nation's history, he was well respected in office.

Calvin Coolidge was President during one of the most interesting times in American history. Here are some of the highlights of the "Roaring Twenties":

- First radio broadcast takes place (1920).
- The 19th amendment, focusing on Women's Suffrage, is ratified (1920).
- Warren G. Harding becomes president (1921). He dies two years later, and Vice-president Coolidge takes his place (1923).
- Vanzetti and Sacco trial gains worldwide attention. The trial focuses attention on the mistreatment of unpopular immigrants (1921).
- Major League Baseball's World Series is broadcast for the first time over the radio (1921). The first radio commercial (1922). President makes his first address over the radio (1923).
- Jazz music peaks in popularity (1922).
- The Scopes-trial, known as the "Monkey Trial," creates controversy by dealing with the teaching of evolution (1925).
- Gertrude Ederle becomes the first woman to swim across the English Channel (1926).
- Charles Lindbergh makes the first solo, transatlantic flight at the age of 25 (1927).
- Al Capone, known as "Scarface," gains notoriety as the top gangster in Chicago (1927).
- In *The Jazz Singer*, Al Jolson speaks the first line ever in a motion picture when he says, "You ain't heard nothing yet..." (1927).
- Babe Ruth hits 60 home runs in a single season. The record will stand for over thirty years (1927).
- The first talking film featuring Mickey Mouse is created (1928).
- Alexander Fleming discovers penicillin (1928).
- Women compete for the first time in the Olympics (1928).
- Construction begins on The Empire State Building, which for a time will be the tallest building in the world (1929).
- The Stock Market crashes on *Black Thursday*, rapidly bringing an end to the good feelings of the "Roaring Twenties" (1929).

The Stock Market **CRASH** of 1929



The term, “Roaring Twenties,” pretty much speaks for itself. During the 1920s, the nation was optimistic, and money seemed to flow like water. The more people spent, the stronger the economy grew. And, with advances in manufacturing, new products were constantly rolling off of the assembly lines.

Because people were buying so freely, companies didn’t even think about limiting the amount of goods that they put on the market. New purchasing terms like “*buy now, pay later,*” “*extended credit,*” and “*installment plan*” became commonplace. Banks, in an effort to keep up with the buying spree of the public, began to dish out huge loans with little hesitation.

The culture and entertainment of the 1920s coincided with the new economy. Jazz became popular, as did fancy clothes and early sports cars – basically everybody seemed to be having a good time. There didn’t seem to be any end in site.

In the middle of all of this, people discovered the Stock Market. It worked like this – if you invest a little bit of money, it came back as more money. Since this always seemed to be the case, why not invest a lot of money? And they did. Many wealthy individuals placed their entire fortune in the Stock Market, confident that the fortune was growing at all times.

It seemed that it was just a matter of time before money was no longer something that caused worry. People would be able to have what they want, when they wanted it. When stockbrokers went to work on October 24, 1929, there was no reason to believe that it wasn’t just another day of positive growth.

Then a nasty rumor broke out. People began hearing that the Stock Market was in trouble, so they began to sell their shares. As more shares were sold, more people wanted to join in and sell what they had. Before long, the Stock Market was crashing – and crashing fast.

The question, of course, is what started the rumor? In reality, nobody knows. One thing is for sure, though. In 1929, the topic of every conversation across the nation inevitably turned to the Stock Market, so word was spreading fast. The snowball began to gain momentum, and pretty soon millions of people had been told that it was a good day to pull out.

By noon, the amount of shares changing hands on the New York Stock Exchange was already at record numbers. The ticker tape, which constantly told the values of each stock, could not keep up. This didn’t stop the trading. People became so terrified of losing all of their money that they began to sell blind, not caring what amount they were selling for. Basically, they believed that it would be just a matter of time before the stocks were worth nothing at all.

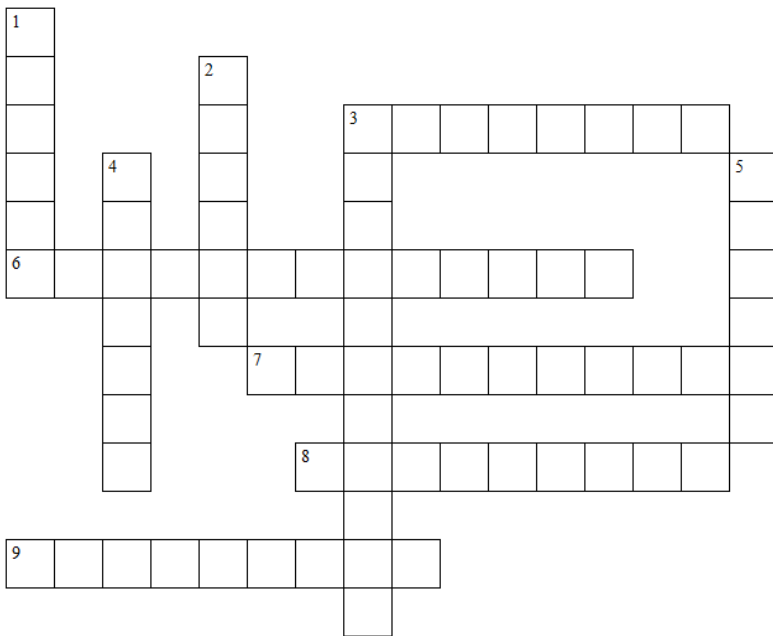
Banks got into the mix, too. Anyone who had any money in the bank wanted to get it out, and quickly. Of course, most banks had already loaned out the vast majority of their savings, and couldn’t possibly satisfy everyone who came to retrieve their accounts at the same time. People across the country rushed to their local banks hoping to get their money before their neighbor took it. In short, the entire nation was in a panic.

In a matter of months, billions of dollars had been lost, several top investors had committed suicide, and the confidence of the Roaring Twenties was barely a memory. Over a quarter of the country was unemployed and in poverty, and the Great Depression was in full swing. It took several years, widespread intervention from President Franklin Roosevelt (*and his promise of a “New Deal”*), and even the start of a World War to finally put the nation back on its feet.



**concerned investors
reading the ticker tape**

The 1920s



Across

- 3 _____ Line: A process of mass production
- 6 Poor farmers that kept a part of the harvest
- 7 Movement that banned alcohol
- 8 New technology led to these flying machines.
- 9 Where many immigrants found jobs

Down

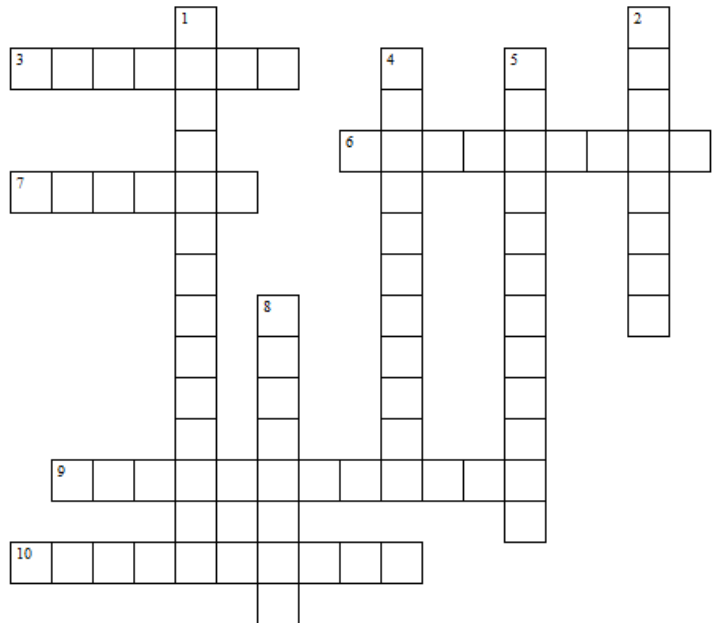
- 1 Mass-produced sound devices
- 2 "moving pictures"
- 3 Ford mass-produced these items.
- 4 The 1920s are known as "The _____ Twenties."
- 5 The cost of _____ grew in the 1920s.

Across

- 3 FDR's proposed federal programs
- 6 President Franklin _____.
- 7 The federal program intended to battle the depression had three goals: "relief, recovery, and _____"
- 9 One of the federal programs was the Civilian _____ Corps.
- 10 A community made out of make-shift homes was called a _____.

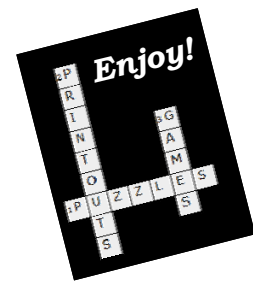
Down

- 1 The _____ Insurance Company helped restore confidence in banking.
- 2 "Bank runs," or mobs of people taking out money, caused many bank _____.
- 4 The _____ Crash of 1929 exposed the economic weaknesses of the United States.
- 5 The number of people without jobs increased, which means there was a high _____ rate.
- 8 The Social _____ program was designed to ensure that the disabled and elderly had income.

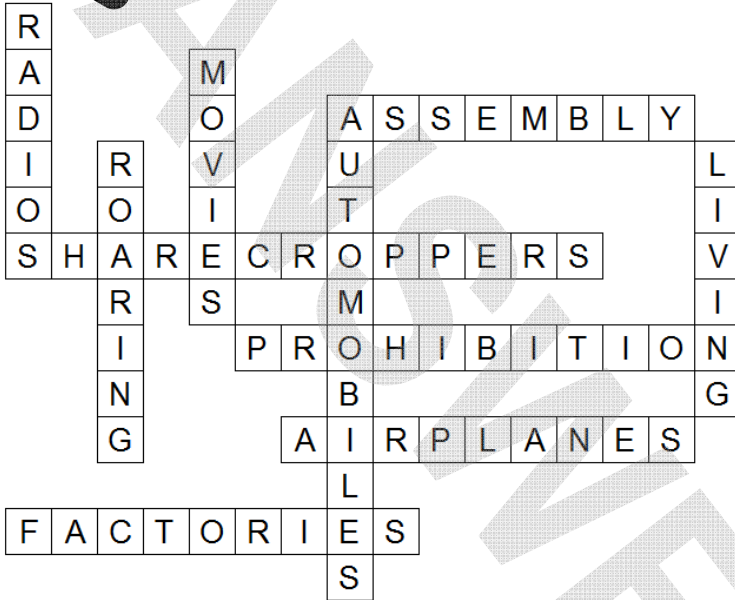


The 1930s

Section 5



Feel free to make copies of the puzzles to distribute to your students for review



The 1920s

Across

- _____ Line: A process of mass production
- Poor farmers that kept a part of the harvest
- Movement that banned alcohol
- New technology led to these flying machines.
- Where many immigrants found jobs

Down

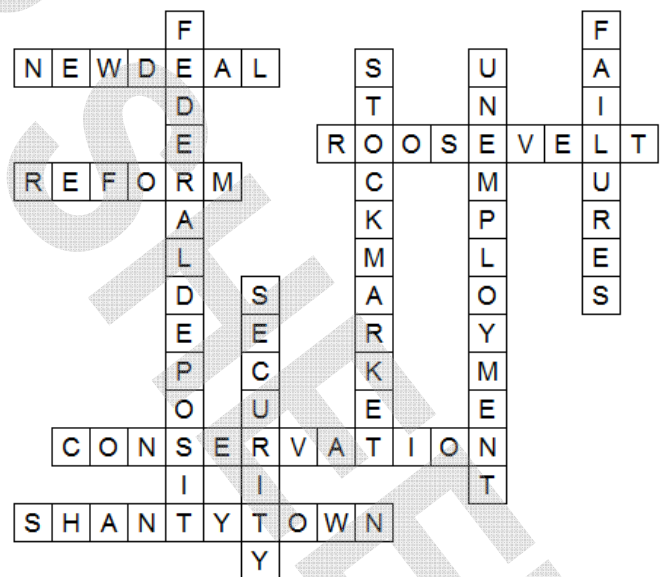
- Mass-produced sound devices
- "moving pictures"
- Ford mass-produced these items.
- The 1920s are known as "The _____ Twenties."
- The cost of _____ grew in the 1920s.

Across

- FDR's proposed federal programs
- President Franklin _____.
- The federal program intended to battle the depression had three goals: "relief, recovery, and _____"
- One of the federal programs was the Civilian _____ Corps.
- A community made out of make-shift homes was called a _____.

Down

- The _____ Insurance Company helped restore confidence in banking.
- "Bank runs," or mobs of people taking out money, caused many bank _____.
- The _____ Crash of 1929 exposed the economic weaknesses of the United States.
- The number of people without jobs increased, which means there was a high _____ rate.
- The Social _____ program was designed to ensure that the disabled and elderly had income.



The 1930s

What a Decade!

Directions: Fill in the missing numbers to complete each statement about the 1920s. Clues are given to help you. Each number—from 1 to 10—is used exactly once. Cross out the number at the bottom of the page when you have used it.

- ◆ The entire nation changed when the Stock Market crashed in 192__.
- ◆ In 192__, women got the right to vote.
- ◆ Charles Lindbergh made first solo flight across the Atlantic in 192__.
- ◆ Vice-president Coolidge became president in 192__ after Harding died.
- ◆ Warren G. Harding became president in 192__.
- ◆ The 192__ summer Olympics in Paris took place four years before women first competed.
- ◆ The famous 192__ Scopes trial dealt with the topic of evolution.
- ◆ Alexander Fleming shook the field of medicine in 192__ when he discovered penicillin.
- ◆ The first radio advertisement was aired in 192__.
- ◆ In 192__, Gertrude Ederle became the first woman to swim across the English Channel.

Each number is used exactly once.
Cross them out as you go!

→ **1 2 3 4 5 6 7 8 9 0**

Economic Weakness & Factors of The Great Depression

WOL WASGE

6	14			40	44				

GESLILN TOCSSK

		8	38	22	5			13	15				

OWL RAMF RIESPC

21	27	34		28	45	32		18	24					3	

BWROONGRI NYOME

39	29	33	17	31	35	36	26	10	4					7	

NABK TDWRWALHISA

43				9	12	2	42	41	20	23	37				

GIHH TYLMUPNOMEEN

		11		16		19	30			25	46				1

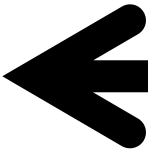
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Z	23	24	25	26

27	28	12	29	30	31	32	33	14	34	35	36	37	38	39	40	27	16	41	42	25	16	43	12	44	25	28

1	27	42	45	46	

. — President Franklin Roosevelt

What a Decade!



Feel free to make copies of the puzzles to distribute to your students for review.

- ◆ The entire nation changed when the Stock Market crashed in 1929.
- ◆ In 1920, women got the right to vote.
- ◆ Charles Lindbergh made first solo flight across the Atlantic in 1927.
- ◆ Vice-president Coolidge became president in 1923 after Harding died.
- ◆ Warren G. Harding became president in 1921.
- ◆ The 1924 summer Olympics in Paris took place four years before women first competed.
- ◆ The famous 1925 Scopes trial dealt with the topic of evolution.
- ◆ Alexander Fleming shook the field of medicine in 1928 when he discovered penicillin.
- ◆ The first radio advertisement was aired in 1922.
- ◆ In 1926, Gertrude Ederle became the first woman to swim across the English Channel.

Each number is used exactly once.
Cross them out as you go!

→ 1 2 3 4 5 6 7 8 9 0

The Great Depression

WOL WASGE

LOW WAGES

GESLIIN TOCSSK

SELLING STOCKS

OWL RANF RIESPC

LOW FARM PRICES

BWROONGRI NYOME

BORROWING MONEY

NABK TDWRWALHISA

BANK WITHDRAWALS

GIHH TYLAURNOMEEN

HIGH UNEMPLOYMENT

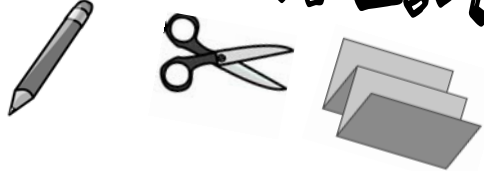
THE ONLY LIMIT TO OUR REALIZATION

OF TOMORROW WILL BE OUR DOUBTS OF

TODAY. — President Franklin Roosevelt

Section 6

3-D TEMPLATES



Why 3-D Templates?

Our **3-D Templates** give students a hands-on way to interact with information. This kinesthetic technique engages the learner while the information is being presented, and also helps in the processing and cognitive organization of it. To put it another way:

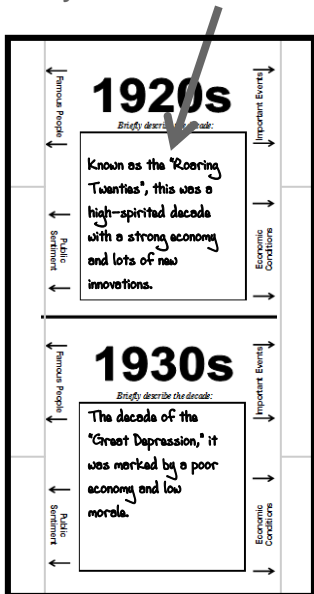
“Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.”

1920s and 1930s

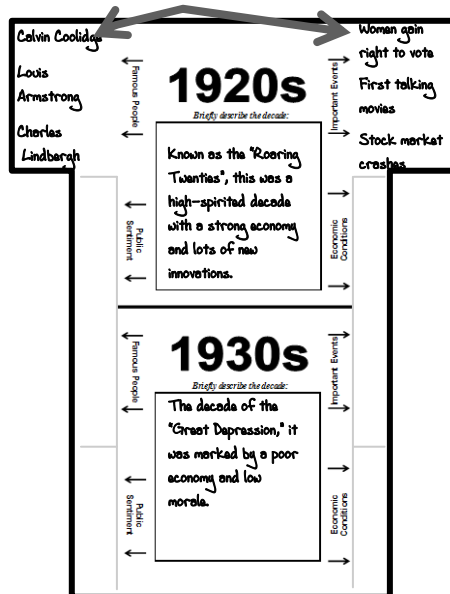
This template is a great way to identify and compare the decades of the 1920s (*the “Roaring Twenties”*) and the 1930s (*the Great Depression and the New Deal*). Students must provide information about people, key events, economic conditions, and public sentiment. Of course, the template can be easily modified to include other information. Once completed, the 3-D Template will make a great review sheet!

Watch as it “Unfolds”

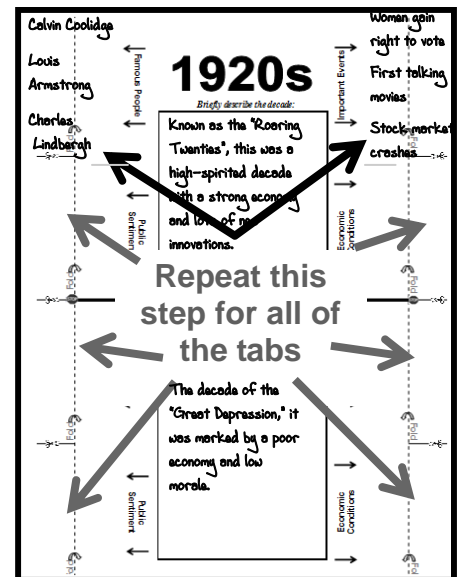
Step 1: Students cut and fold the template as labeled. They handwrite in the boxes to briefly describe each decade.



Step 2: Open the tabs and fill them out accordingly. The student will supply information about the decades of the 1920s and the 1930s.



Step 3: Fill out all of the tabs and provide information about the 1920s and 1930s. The template makes a great study sheet once completed.



The template is provided on the next page. Make copies to hand out to your students.

1920s

Briefly describe the decade:

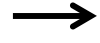
Famous People



Public Sentiment



Important Events



Economic Conditions



Fold

Fold

STOP

Fold

Fold

STOP

1930s

Briefly describe the decade:

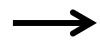
Famous People



Public Sentiment



Important Events



Economic Conditions



Fold

Fold

Fold

Fold



STEP AWAY FROM THE TEXTBOOK!

Science



Ecosystems, Habitats, & the Environment

Number of copies = _____



Plants

Number of copies = _____



Animals

Number of copies = _____



The Human Body & Heredity

Number of copies = _____



Cells & Living Things

Number of copies = _____



Heat & States of Matter

Number of copies = _____



Energy & Electricity

Number of copies = _____



Light & Sound

Number of copies = _____



Astronomy

Number of copies = _____



Weather

Number of copies = _____



Earth's Materials & Processes

Number of copies = _____



Earth's Biological History

Number of copies = _____



Landforms & Oceans

Number of copies = _____



Chemistry & the Periodic Table

Number of copies = _____



Forces & Motion

Number of copies = _____

Social Studies



Exploration

Number of copies = _____



Settlement

Number of copies = _____



The American Revolution

Number of copies = _____



A New Nation

Number of copies = _____



Westward Expansion

Number of copies = _____



Slavery in America

Number of copies = _____



The Civil War

Number of copies = _____



Reconstruction Era

Number of copies = _____



Late 1800s & Early 1900s

Number of copies = _____



"Roaring Twenties" & Great Depression

Number of copies = _____



The World Wars

Number of copies = _____



Cold War Era

Number of copies = _____



Modern Times

Number of copies = _____

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