

The Great Depression and Hooverilles

(You will need your textbook for this week’s assignments. A PDF version of the book can be found under the “Files” Tab).

Unit	Essential Question	Goal(s)	Assignment	What is due this Week?
Unit 2: Statehood to Present Day	How did the Great Depression and Hooverilles impact the state of Washington?	To use evidence from the textbook, video clip, and article to analyze how the Great Depression and Hooverilles impacted the state of Washington.	The Great Depression and Hooverille Worksheet (Found on Microsoft Teams) DUE: 5/20/20 (Next Wednesday)	The Progressive Era & WWI Video Worksheet (This was assigned last Monday 5/4 on Microsoft Teams) Upload your work in Microsoft Teams OR Email Mrs. Tramp

Directions: Please look up the definitions for the following words. They can be found between pages 292-333 or you can look them up online.

Words	Definition in your own words
1.Hooverilles	
2.Okies	
3.Dust Bowl	
4.Allies	
5.Axis Powers	
6.Draft	
7.Black Tuesday	
8.Great Depression	
9.Internment Camp	
10.New Deal	

Directions: Read Pgs. 294-297 and answer the following questions. (**OPTIONAL: Watch the John Green Video on the Great Depression** to add more details to your answers <https://youtu.be/GCQfMWAikyU>).

1. Why did Washington’s economy take a turn for the worse during the 1920s?

2. What was “Black Tuesday”?

3. How did the American economy lack diversity?

5. How was wealth distributed in the United States during the 1920s?

6. How did people lose all of their savings (money in the bank) during this time period?

7. Why were the loans given to Europe considered bad?

Directions: Read the following Article and fill out the Graphic Organizer using information from the article

Everyday Life During the Depression

The Great Depression transformed American social and political institutions and the ways individual people thought about themselves and their relationship to the country and the world. Though no two people had the same understanding of the Depression, everyone felt challenged and changed by the experience.

By 1932, three years after the initial crash, near thirty million Americans had lost their source of income, from unemployment or loss of a family breadwinner. This included more than a quarter of the population of Washington State. Of those lucky enough to have consistent work, more than half were reduced to part-time schedules. Though there had been devastating economic depressions before, the 1930s crisis encompassed both urban and rural regions and devastated middle-class and working-class people alike.

After 1933, the expansion of the New Deal meant that the government now intervened much more clearly in people's daily lives, employing them and giving them aid, as well as providing new forms of social insurance. A wave of labor strikes and unionization allowed for a new way of thinking about the power of ordinary people and racial and gender divisions. Some responded to the crisis by looking for different forms of social, political, and economic organization, and turned to radical—and sometimes, conservative—movements. Burgeoning arts movements and media innovations, like radio, allowed for multifaceted forms of expression.

Beyond these larger changes, people in Washington and across the nation developed new household and work practices, navigated emerging social systems of welfare, explored different avenues of social protest, and reworked their understandings of their role in communities, in the nation, and in the world.

Ethnic communities in large cities, often marginalized by race or religious categorizations, sought out different strategies for economic and social survival. Nearly two

weeks of state-wide then national bank closures in 1933 meant that cooperative systems of checks and bartering had to replace cash. Sports took on new meanings for community involvement and pride, while female students at the University of Washington redefined what "women's education" and women's roles might be. The repeal of prohibition changed how leisure was understood, while at the most intimate level, family relationships adapted to the new conditions of work and unemployment that the Depression brought.

Citation Information:

Gregory, James. *Everyday Life During the Depression*. "The Great Depression in Washington State Project." 9 May 2016. http://depts.washington.edu/depress/everyday_life.shtml

Everyday Life During the Depression Graphic Organizer

What words did you need to look up while reading? Record those to the right with their definitions.	
Copy one sentence from the reading that you found interesting. Paste it in the box to the right AND explain why you found it interesting.	
What are 2 questions that you still have after reading this article?	
Describe a personal response/ opinion for this article: A comment, connection, or an interpretation. (This reminds me of.... OR I feel that... OR This makes me think...)	