

# Viking Quest: U.S. History Assignments

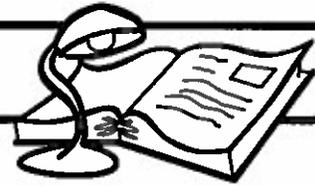
---

March 2015

Week: 23<sup>rd</sup> -27<sup>th</sup>

- *Pg. 539 # 1-8*
- *Pg. 541 # 1 & 2*
- *17-2 Study Guide*
- *Read 17-3 pgs. 542-546*
- *Complete 17-3 Guided Reading*
- *Pg. 546 # 1-8*
- *17-3 Study Guide*
- *Pg. 548 – 549 # 1-26*
- *Read 18-1 pgs. 553-555*
- *Complete 18-1 Guided Reading*
- *Pg. 555 # 1-8*

# Study Guide



## Chapter 17, Section 2

For use with textbook pages 535–539

### LIFE DURING THE DEPRESSION

#### KEY TERMS AND NAMES

**bailliff** court official (page 536)

**shantytowns** communities formed on unused or public lands by newly homeless people (page 536)

**Hoovervilles** name given to shantytowns (page 536)

**hobo** an unemployed individual who wandered around the country (page 536)

**Dust Bowl** the dried-up lands of the Great Plains that resulted from a severe drought (page 537)

**Walt Disney** producer of the first feature-length animated film (page 538)

**soap operas** daytime radio shows that were sponsored by the makers of laundry soaps (page 538)

**Grant Wood** artist of the regionalist school, who emphasized traditional American values (page 538)

**John Steinbeck** novelist who wrote about the poverty in the Great Depression (page 539)

**William Faulkner** author who used the stream of consciousness technique (page 539)

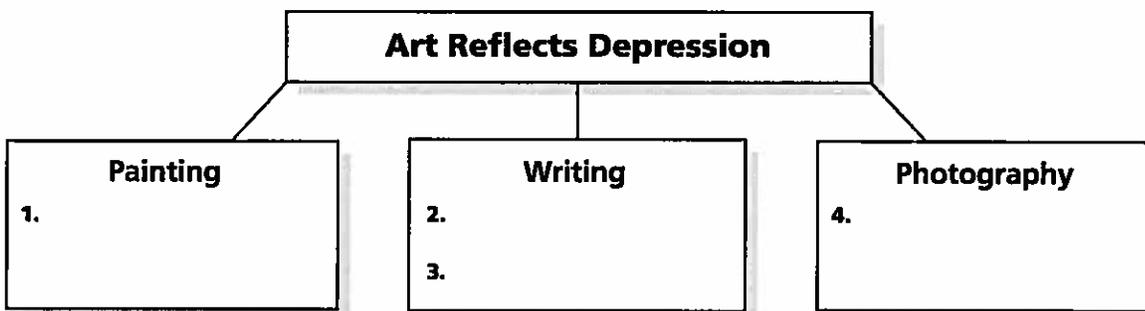
#### DRAWING FROM EXPERIENCE

What images come to mind when you hear the words *Great Depression*? Where do you think these images come from?

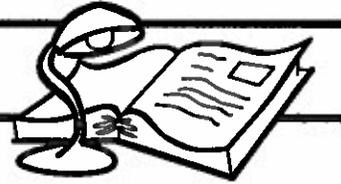
The last section explained the causes of the Great Depression. This section describes how the Great Depression affected Americans.

#### ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. Art during the 1930s reflected the Depression. Describe how it did so in the diagram.



# Study Guide



## Chapter 17, Section 2 (continued)

### READ TO LEARN

- **The Depression Worsens** (page 535)

The Depression grew worse during President Hoover's administration. Thousands of banks failed. Thousands of companies went out of business. Millions of Americans were unemployed. Many of the unemployed went hungry. They joined bread lines to receive a free handout of food. They lined up outside soup kitchens. These were private charities set up to give poor people a meal.

Many people could not afford to pay their rent or mortgage and lost their homes. Those who could not or would not move were given an eviction notice. Court officials called **bailiffs** threw them and their belongings in the street. Many of these homeless people put up shacks on unused or public lands, forming communities called **shantytowns** throughout the country. Many called the shantytowns **Hoovervilles**, because they blamed President Hoover for their problems.

Many homeless and unemployed people began to wander around the country. Known as **hobos**, they often sneaked rides on railroad cars to get from place to place.

In addition to the Depression, farmers soon faced a new problem. For a long time, farmers on the Great Plains had plowed the soil. They uprooted the grasses that held the soil's moisture and planted wheat. When crop prices decreased in the 1920s, however, Midwestern farmers left many of their fields unplanted. In 1932 the Great Plains experienced a severe drought. The unplanted soil turned to dust. Much of the Plains became a **Dust Bowl**. The winds blew the dry soil, blackening the sky for hundreds of miles. As the drought continued, the number of dust storms increased. Many families packed their belongings into old cars or trucks and headed west to California, to find better opportunities. There most remained homeless and in poverty.

5. Why did many farmers in the Great Plains leave their land in the 1930s and head west?

---

---

---

---

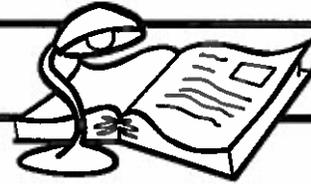
---

---

- **Escaping the Depression** (page 537)

Americans turned to entertainment to escape their situation, if only for a little while. Many went to the movies. Most often, Americans would see people on the screen who were happier and richer than they were. Comedies provided

# Study Guide



## Chapter 17, Section 2 (continued)

people with a way to escape their daily fears. Many European actors, such as Marlene Dietrich and Greta Garbo, became superstars. Americans also enjoyed cartoons. **Walt Disney** produced the first feature-length animated film. Even films that focused on the serious side of life were generally optimistic.

Americans also listened to the radio. They listened to the news broadcasts. They also enjoyed different kinds of programs. One of the most popular heroes on the radio shows was the Lone Ranger. Short daytime dramas were also popular and provided people with escapes. Some of these dramas were sponsored by the makers of laundry soaps and were nicknamed **soap operas**. Talking about the lives of radio characters provided Americans with a common ground.

6. What part did movies and radio shows play in Americans' lives during the Great Depression?

---

---

---

---

---

### • The Depression in Art (page 538)

Art and literature in the 1930s showed what life was like in the Depression. Painters such as **Grant Wood** showed traditional American values, particularly those of rural Americans in the Midwest and the South.

Novelists such as **John Steinbeck** wrote about the lives of people in the Depression. In *The Grapes of Wrath*, Steinbeck told the story of an Oklahoma farm family who fled the Dust Bowl to find a better life in California.

Some writers during the Depression influenced literary style. In a technique known as stream of consciousness, **William Faulkner** showed what his characters were thinking and feeling even before they spoke.

Magazines became popular during the Depression. Magazine photographers traveled throughout the nation taking pictures of life around them. Many of these photographs were printed in magazines, which became very successful.

7. What was the subject of John Steinbeck's *The Grapes of Wrath*?

---

---

---

---

# Chapter 17, Section 3

## Hoover Responds

(Pages 542-546)

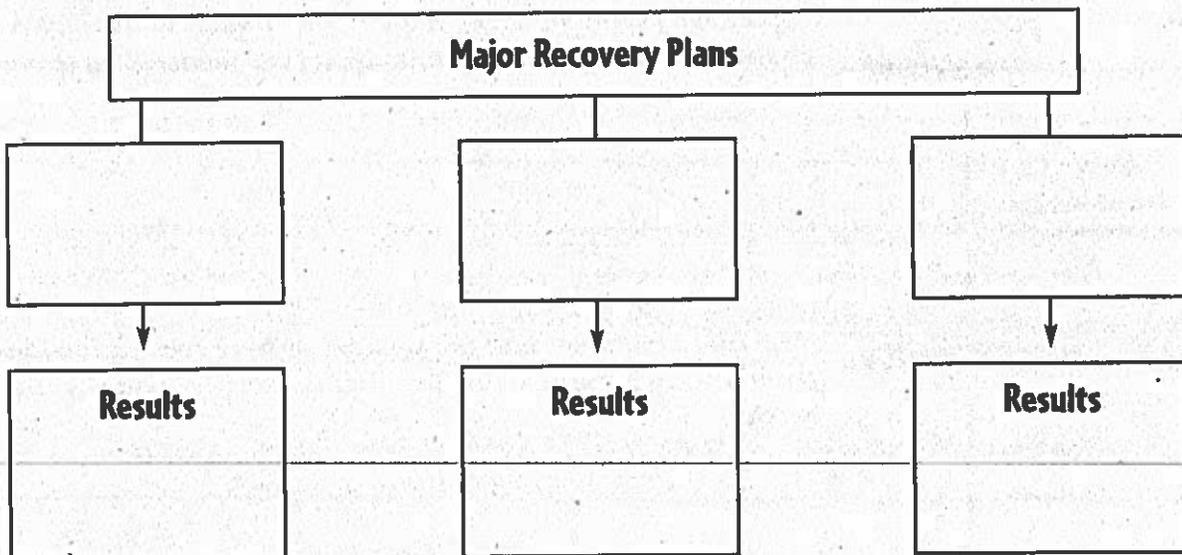
### Reason To Read

**Setting a Purpose for Reading** Think about these questions as you read:

- How would you evaluate President Hoover's attempts to revive the economy?
- What were the limitations of Hoover's recovery plans?

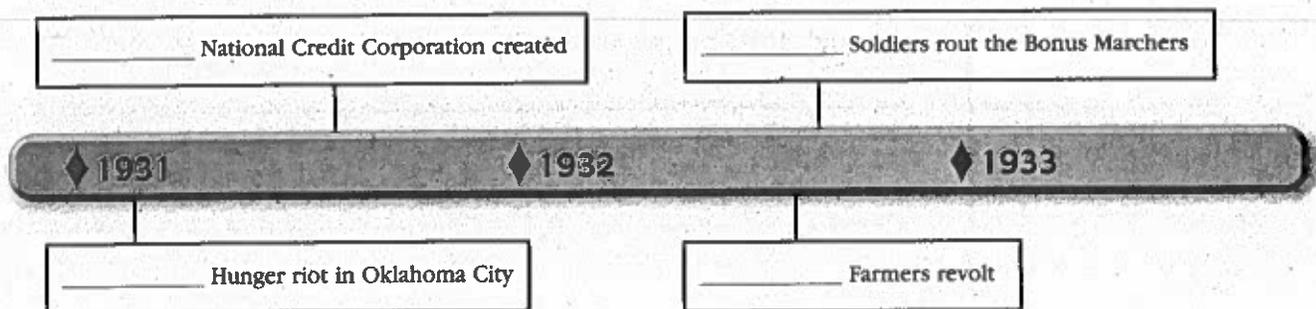
### Main Idea

As-you-read-pages 542-546 in your textbook, complete the graphic organizer below by listing Hoover's major initiatives and their results.



### Sequencing Events

As you read, write the correct date next to each item on the time line below.



**Promoting Recovery** (pages 542–544)

**Interpreting**

*As you read this lesson, think about the responsibility of government to its citizens. Who should be responsible for people who are in difficult economic situations? Should assistance come from the federal government or from state and local levels? From private donors and charities? Write your thoughts below.*

---

---

---

---

**Terms To Know**

*Define or describe the following key term from this lesson.*

**public works**

---

---

**Academic Vocabulary**

*Define the following academic vocabulary word from this lesson.*

**rational**

---

---

**Terms To Review**

*Use each of the following terms, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.*

**assuring**  
(Chapter 5, Section 2)

---

---

**posed**  
(Chapter 10, Section 1)

---

---

**Pumping Money Into the Economy** (page 544)

**Inferring**

As you read this lesson, think about the efforts made to ease the Great Depression. What can you infer about these efforts? Do you believe that President Hoover did enough to help the average citizen during the Great Depression? Why or why not?

---

---

---

**Terms To Know**

Define or describe the following key term from this lesson.

relief

---

---

**Academic Vocabulary**

Define the following academic vocabulary word from this lesson.

reluctance

---

---

**Terms To Review**

Use each of the following terms, which you studied earlier, in a sentence that reflects the term's meaning in this lesson.

decline  
(Chapter 2, Section 4)

---

---

corporation  
(Chapter 7, Section 5)

---

---

**In an Angry Mood** (pages 544-546)

**Visualizing**

*Picture yourself in the middle of the Bonus Army in Washington. What would you see and hear? Use three terms and/or names from this lesson in your response.*

---

---

---

**Terms to Know**

*Define or describe the following key term from this lesson.*

**foreclose**

---

---

**Terms to Review**

*Use this term, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.*

**enforce**  
(Chapter 2, Section 5)

---

---

**Section Wrap-up**

*Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.*

How would you evaluate President Hoover's attempts to revive the economy?

---

---

---

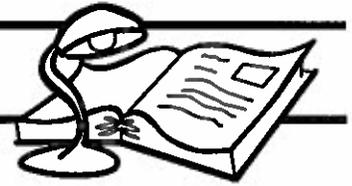
What were the limitations of Hoover's recovery plans?

---

---

---

# Study Guide



## Chapter 17, Section 3

For use with textbook pages 542–546

### HOOVER RESPONDS

#### KEY TERMS AND NAMES

**public works** government-financed building projects (page 543)

**Reconstruction Finance Corporation** organization set up by Congress to make loans to businesses (page 544)

**relief** money that went directly to people in poverty (page 544)

**foreclosed** taken possession of by creditors (page 545)

**Bonus Army** a group of World War I veterans who marched on Washington to demand the payment of bonuses that Congress promised (page 545)

#### DRAWING FROM EXPERIENCE

For what issues have groups of people in the United States held demonstrations or protests in recent years? What issues do you think are important enough to demonstrate for?

The last section described how the Great Depression affected Americans. This section explains how President Hoover attempted to end the Depression.

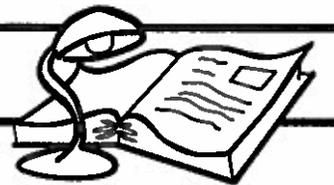
#### ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes. During the 1930s, the government proposed several programs to help end the Depression. Explain what each listed program was designed to do.

Programs	How They Attempted to End the Depression
public works	1.
National Credit Corporation	2.
Reconstruction Finance Corporation	3.
Emergency Relief and Construction Act	4.

# Study Guide

## Chapter 17, Section 3 (continued)



### READ TO LEARN

- **Promoting Recovery** (page 542)

Although President Hoover tried to persuade Americans that things would improve quickly, he was very worried about the economy. He held conferences with the heads of banks and other businesses, government officials, and labor.

At first Hoover received a pledge from business to keep factories open and to stop cutting wages. However, by 1931 they did not keep their pledges. Hoover then tried to increase **public works**, which are government-financed building projects. He hoped that the jobs these government projects would create would make up for the construction jobs lost in private business. The jobs made up for only a small part of the jobs that were lost in the private sector. The only way the public works would have created many new jobs would have been to increase government spending for the public works projects. If the government raised taxes to get the money, it would take money away from consumers and it would hurt the struggling businesses. If the government kept taxes low and spent more money than it collected in taxes, it would have to borrow the money it needed from banks. This would leave less money for businesses and consumers who needed loans. Hoover believed that this deficit spending would delay an economic recovery.

In the 1930 congressional elections, Americans blamed the Republican Party for the economic problems. As a result, the Republicans lost their majority in the House of Representatives and narrowly held on to it in the Senate.

5. Why did President Hoover propose the creation of public works projects?

---

---

---

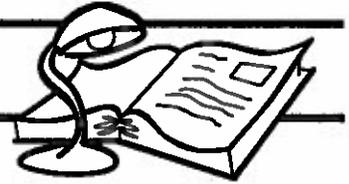
---

---

- **Pumping Money Into the Economy** (page 544)

Hoover wanted to make sure that banks could make loans to businesses so that they could start producing and rehire workers. He tried to persuade the Federal Reserve Board to put more money into circulation, but the board refused. Hoover then set up the National Credit Corporation (NCC) in 1931. This was a voluntary lending organization. Hoover persuaded a number of New York bankers to contribute to the organization to create a pool of money. Troubled banks could draw from this pool so they could continue lending money in their communities. The contributions made to the pool were not enough to help the nation.

# Study Guide



## Chapter 17, Section 3 (continued)

By 1932 Hoover decided that the only way to provide money for borrowers was for the government to lend it. He asked Congress to set up the **Reconstruction Finance Corporation (RFC)** to make loans to banks, railroads, and farming institutions. The RFC made millions of dollars worth of loans. However, it did not loan enough money to meet the needs. As a result, the economy continued to decline.

Hoover did not want the government to participate in **relief**—money that went directly to poor families. He believed that that was the job of state and local governments. These governments, however, were running out of money. By 1932 Congress passed the Emergency Relief and Construction Act, which provided loans to states for direct relief. This program was also too late to stop the continuing decline of the economy.

6. What was the purpose of the National Credit Corporation?

---



---



---



---



---

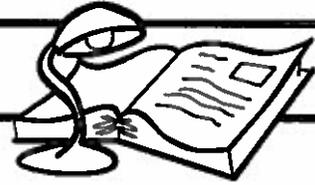
- **In an Angry Mood** (page 544)

By 1931 Americans were getting increasingly upset about the bad economy. In December 1932, crowds began to form rallies and “hunger marches.” One such group marched in Washington, D.C., demanding that the government feed the hungry and tax the wealthy.

Farmers also protested. Farm prices sank so low that most farmers could not pay their mortgages. Between 1930 and 1934, creditors foreclosed on almost one million farms. They took over the farms and forced the families off the farms. Some farmers began to destroy their crops, hoping that reducing the supply of crops would help raise prices.

To thank American soldiers for serving in World War I, Congress set up a \$1,000 bonus for each veteran to be distributed in 1945. However, in 1931 Congress debated a bill that would authorize early payment of the bonuses. By 1932 the veterans, many of whom were homeless, were in need of the bonuses. About 1,000 veterans, named the **Bonus Army**, set off on a march to Washington to lobby Congress to pass the bill. They lived in Hoovervilles around the capital. The number of veterans grew in a few weeks to almost 15,000. President Hoover refused to meet with them. The Senate voted the new bonus bill down. Many veterans began to leave to return home. Some of the marchers, however, stayed on since they had no jobs. Some moved to unoccupied buildings.

# Study Guide



## Chapter 17, Section 3 *(continued)*

President Hoover ordered the police to clear the buildings. One police officer panicked and fired into a crowd. Two veterans were killed. The government of Washington, D.C., then called in the army. The soldiers were told to enforce the order to clear the veterans from the buildings. The soldiers used tear gas on the veterans and burned down their shacks. The press covered these events, and the pictures upset the public. These images and the Depression affected Americans' opinion of President Hoover.

7. Why did veterans march on Washington, D.C., in 1932?

---

---

---

---

---

# Chapter 18, Section 1

## Roosevelt Takes Office

(Pages 552-555)

### Reason To Read

**Setting a Purpose for Reading** Think about these questions as you read:

- What events and experiences were part of Franklin Roosevelt's early political career?
- How did the situation worsen for the U.S. banking system during the early 1930s?

### Main Idea

As you read pages 552-555 in your textbook, complete the graphic organizer below by listing the early influences and experiences that helped shaped Roosevelt as a politician.

**Influences and Experiences**


### Sequencing Events

As you read, place the following events on the time line below.

- Roosevelt elected to presidency
- Roosevelt contracts polio
- Roosevelt elected governor of New York
- Franklin and Eleanor marry

◆ 1905

◆ 1915

◆ 1925

◆ 1935

**Roosevelt's Rise to Power** (pages 552–554)

**Inferring**

List three of Roosevelt's personality traits that helped inspire trust and confidence in the American people, as evidenced in his landslide victory in the 1932 presidential election.

---

---

---

**Academic Vocabulary**

Define the following academic vocabulary word from this lesson.

**apparent**

---

---

**Terms to Review**

Use each of these terms, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.

**overall**

(Chapter 11, Section 1)

---

---

**demonstrate**

(Chapter 14, Section 3)

---

---

**Roosevelt Is Inaugurated** (pages 554–555)

**Responding**

Do you believe FDR's statement, "The only thing we have to fear is fear itself"? Name one fear that you have overcome.

---

---

---

**Terms to Know**

*Define or describe the following key term from this lesson.*

**gold standard**

---

---

**Terms to Review**

*Use each of these terms, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.*

**endure**  
(Chapter 14, Section 1)

---

---

**collapsed**  
(Chapter 4, Section 2)

---

---

**Section Wrap-up**

*Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.*

What events and experiences were part of Franklin Roosevelt's early political career?

---

---

---

How did the situation worsen for the U.S. banking system during the early 1930s?

---

---

---