

## Viking Quest: U.S. History Assignments

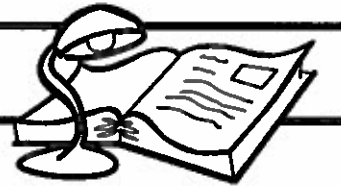
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March 2015

Week: 16<sup>th</sup> -20<sup>th</sup>

- *Pg. 520 # 1-8*
- *16-2 Study Guide*
- *Pg. 526 # 1-23*
- *Read 17-1 pgs. 530-534*
- *Complete 17-1 Guided Reading*
- *Pg. 534 # 1-8*
- *17-1 Study Guide*
- *Read 17-2 pgs. 535-539*
- *Complete 17-2 Guided Reading*

# Study Guide



## Chapter 16, Section 2

For use with textbook pages 514–520

### A GROWING ECONOMY

#### KEY TERMS AND NAMES

- mass production** large-scale product manufacturing usually done by machinery (page 515)
- assembly line** a manufacturing system that divided operations into simple tasks that unskilled workers could do (page 515)
- Model T** assembly-line automobile manufactured in Henry Ford's plants (page 515)
- Charles Lindbergh** former airmail pilot who made transatlantic solo flight (page 517)
- National Broadcasting Company** company that established a permanent network of radio stations to distribute daily programs (page 518)
- Columbia Broadcasting System** company that established a coast-to-coast network of radio stations (page 518)
- welfare capitalism** situation in which companies allowed employees to buy stock, take part in profit sharing, and receive benefits (page 519)
- open shop** a workplace where employees were not required to join a union (page 519)

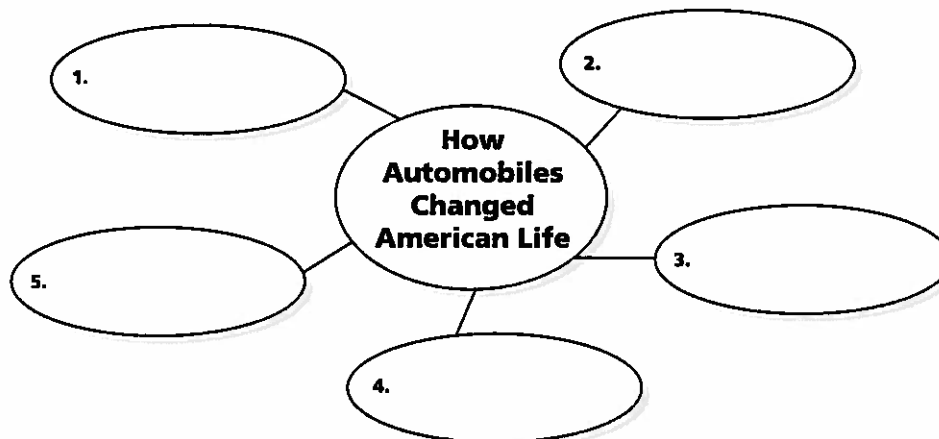
#### DRAWING FROM EXPERIENCE

How important is the automobile today to American life? How important is it to your life?

The last section described the administrations of Presidents Harding and Coolidge. This section discusses the nation's economy in the 1920s.

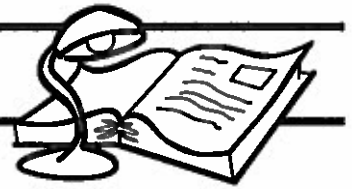
#### ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. The automobile greatly changed American life in the 1920s. Explain how it did so in the diagram.



# Study Guide

## Chapter 16, Section 2 (continued)



### READ TO LEARN

- **The Rise of New Industries** (page 514)

During the 1920s, the automobile became an important part of American life. During that time, Americans earned more money than ever before. The number of work hours decreased. The use of **mass production**, or large-scale product manufacturing usually done by machinery, made more products available. It also lowered the costs of the products. It helped to change the American economy.

Carmaker Henry Ford used the **assembly line** to make cars. This system divided operations into simple tasks that unskilled workers could do. After Ford started using this system, the time it took to build a car decreased dramatically. Whereas in 1913, workers built a car in about 12 hours, by 1925 the assembly line built a car every 10 seconds. Ford's assembly-line product was the **Model T**. Using mass production to build cars helped to decrease the price of cars. In 1908 a Model T sold for about \$850. By 1924 Model Ts sold for about \$295.

The low prices for cars created a huge demand. By the mid-1920s, other corporations, such as General Motors and Chrysler, were competing with Ford. The automobile industry also led to the growth of other industries, such as plate glass, rubber, and steel.

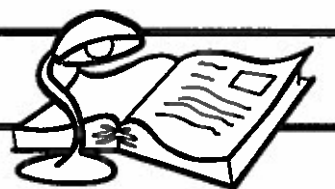
Just as the automobile changed the way manufacturing was done, it also changed American life. The automobile created an increase in small businesses such as garages and gas stations. It brought people in rural areas closer to cities and city people closer to the country. It allowed people to live farther away from work. A new kind of worker, the auto commuter, developed. Many commuters lived in the suburbs and drove to work in the city.

With an increased income, consumers were also able to buy the many new products that came on the market. They bought items such as electric razors and frozen foods. They also bought labor-saving appliances such as electric irons, vacuum cleaners, refrigerators, and washing machines. Industries that made personal care items—such as mouthwash, deodorants, and cosmetics—became major industries in the 1920s.

The airline industry began to develop rapidly after the successful flight of the Wright brothers in 1903. Leading the way was Glenn Curtiss, an American who invented ailerons, which can be tilted to steer the plane.

By the 1920s, airplanes were used by the Post Office to deliver mail. In 1926 Congress passed the Air Commerce Act. The law provided federal aid for building airports. The idea of using airplanes for commercial flights received a boost in 1927, when former airmail pilot **Charles Lindbergh** made a solo flight across the Atlantic Ocean. Commercial flying became popular among American business executives in the 1920s.

# Study Guide



## Chapter 16, Section 2 (continued)

Commercial radio also became popular in the 1920s. In 1926 the **National Broadcasting Company** (NBC) established a permanent network of stations to distribute daily programs. There were almost 700 stations across the country by 1927. The Federal Radio Commission had been set up to regulate these stations. Sales of radio sets soared. In 1928 the **Columbia Broadcasting System** (CBS) set up a coast-to-coast network of stations to compete with NBC. The two networks sold advertising time. They hired musicians, actors, and comedians to appear on their shows. In 1928 the stations provided complete coverage of the presidential election for the first time.

6. What was the effect of using mass production in making goods?

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### • The Consumer Society (page 518)

The higher wages Americans earned in the 1920s allowed them to increase their buying power. The prosperity of the 1920s gave many Americans the confidence to go into debt to buy new goods. Before the 1920s, most Americans considered debt shameful. However, this attitude changed in the 1920s. Americans began believing that they could pay what they owed at a later time. Americans began buying items such as cars and furniture on credit.

One problem that many inventors faced was getting people to become aware of the invention. To get people to buy the new products, manufacturers turned to advertising. It became an important industry in the 1920s.

Unions in the 1920s lost membership and were not influential. This was due in large part because of anti-union activities of the employers. Employers supported the **open shop**—a workplace where employees were not required to join a union. Many companies also set up **welfare capitalism**. They allowed employees to buy stock, participate in profit sharing, and receive benefits such as medical care. These measures made unions seem unnecessary to many workers.

7. How did manufacturers make people aware of their new products?

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## Study Guide



### Chapter 16, Section 2 (continued)

- **The Farm Crisis Returns** (page 519)

Farmers did not prosper in the 1920s. New technology allowed them to produce more. However, demand for the products did not increase, so farmers received lower prices for their goods.

During the war, the government encouraged farmers to produce more to fill the need for food in Europe. Many farmers went into debt to buy more land and machinery in order to grow more crops. The sales and prices were high, and farmers made money. After the war, Europeans began producing more farm products on their own. They no longer had the need for American products. Then in 1922, Congress passed the Fordney-McCumber Act. The law raised tariffs to protect American industries from foreign competition. However, Europeans reacted by not buying American agricultural products. American farmers could not sell their products overseas, and prices dropped.

Some members of Congress tried to help the American farmers sell their surplus products. They proposed that the government buy the crop surpluses and sell them abroad. They believed this would help farmers. Although Congress passed the bill, President Coolidge vetoed it. He believed that the bill would encourage farmers to produce even greater surpluses that the government would not be able to sell. As a result, American farmers stayed in recession throughout the 1920s.

**8. Why did American farmers have difficulty selling their products overseas after World War I?**

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# Chapter 16, Section 3

## The Policies of Prosperity

(Pages 521–524)

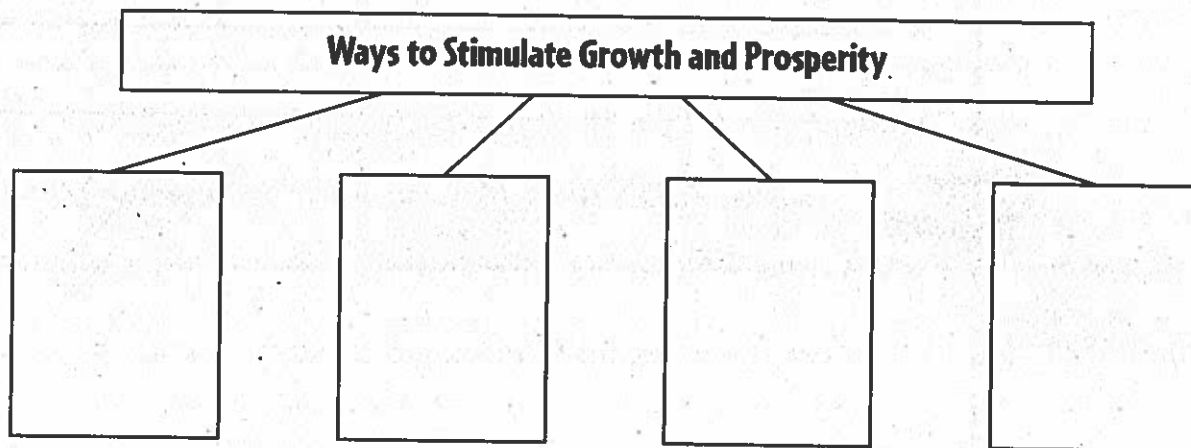
### Reason To Read

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

- What were Andrew Mellon's economic strategies for maintaining prosperity?
- How did the United States remain involved in world affairs without joining the League of Nations?

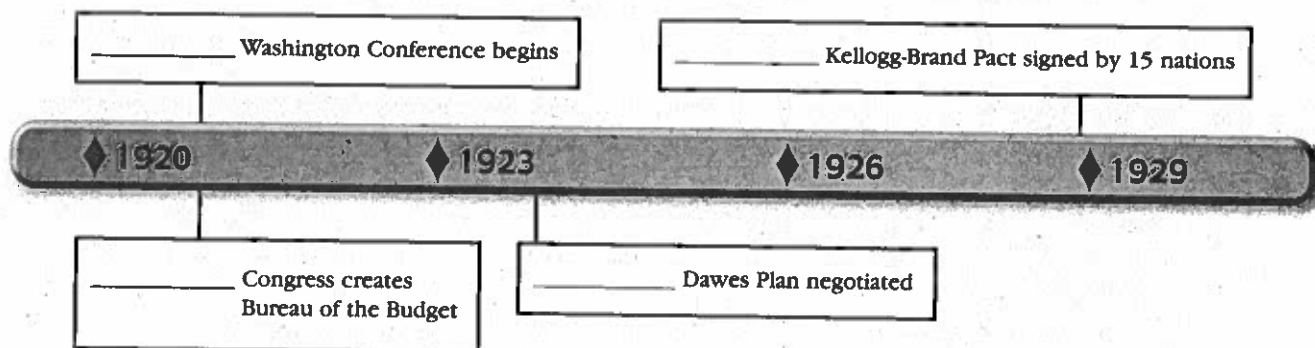
### Main Idea

As you read pages 521–524 in your textbook, complete the graphic organizer below by filling in ways the government attempted to stimulate economic growth and prosperity.



### Sequencing Events

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



## Promoting Prosperity (pages 521–522)

### Reviewing

Complete the following chart by filling in the Mellon Program's and Hoover's "cooperative, individualism" goals and intended outcomes.

Programs and Goals	Outcomes
Balance budget	
	Debt fell by \$7 billion
Cut taxes	
Expand Bureau of Foreign and Domestic Commerce	
	Regulated and supported airline industry
Create Federal Radio Commission	

### Terms To Know

Define or describe the following key terms from this lesson.

supply-side economics

cooperative individualism

### 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.

founded  
(Chapter 1, Section 3)

available  
(Chapter 5, Section 2)

## Trade and Arms Control (pages 522–524)

### Evaluating

*Why did the Kellogg-Briand Pact fail to end war? Do you think it is possible to end war with a formal document? Write your thoughts on the lines below.*

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### Terms To Know

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

**isolationism**

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**moratorium**

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### Terms To Review

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

**pursue**

(Chapter 7, Section 5)

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**unique**

(Chapter 5, Section 3)

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**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 were Andrew Mellon's economic strategies for maintaining prosperity?

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How did the United States remain involved in world affairs without joining the League of Nations?

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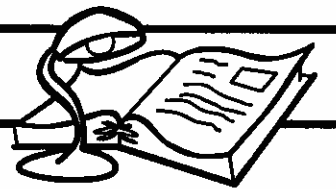
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# Study Guide



## Chapter 16, Section 3

For use with textbook pages 521–524

### THE POLICIES OF PROSPERITY

#### KEY TERMS AND NAMES

**supply-side economics** the idea that the economy would grow by lowering taxes, which would increase spending and investing (page 522)

**cooperative individualism** an idea promoted by Herbert Hoover that encouraged manufacturers and distributors to form trade associations and voluntarily share information with the federal government (page 522)

**isolationism** philosophy that a nation should limit its involvement in international affairs (page 523)

**Charles G. Dawes** American banker and diplomat who negotiated a loan repayment plan with France, Britain, and Germany (page 523)

**Charles Evans Hughes** secretary of state who proposed a 10-year moratorium on construction of new warships (page 524)

**moratorium** a pause (page 524)

**Kellogg-Briand Pact** a treaty in which signing nations agreed to outlaw war and to negotiate disputes peacefully (page 524)

#### DRAWING FROM EXPERIENCE

How is the United States involved in the affairs of other nations? Do you think the United States could avoid being involved? Why do you think so?

The last section described the economic growth in the United States in the 1920s. This section discusses the economic policies of the government that contributed to the economic prosperity.

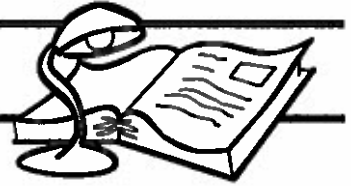
#### ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes. The United States continued to be involved in world affairs during the 1920s, signing several treaties. Explain the conditions of each of the treaties listed.

Treaty	Conditions of Treaty
Five-Power Naval Limitation Treaty	1.
Four-Power Treaty	2.
Nine-Power Treaty	3.
Kellogg-Briand Pact	4.

# Study Guide

## Chapter 16, Section 3 (continued)



### READ TO LEARN

- **Promoting Prosperity** (page 521)

Presidents Harding and Coolidge opposed government regulation of business. Secretary of the Treasury Andrew Mellon was important in developing much of the economic policy of the United States during the 1920s. He reduced government spending and cut the federal budget. A major expense of the United States at that time was the interest on the national debt. The national debt had increased by 1920 because of World War I costs. Mellon refinanced the debt to lower the interest. He also persuaded the Federal Reserve to lower interest rates as well. These steps helped reduce the debt.

Mellon also worked to reduce tax rates. He believed that lowering taxes would allow businesses and consumers to spend and invest their extra money. This would cause the economy to grow. He believed that as the economy grew, Americans would earn more money and the government would actually collect more taxes at the lower rate than it would if the tax rates were kept high. This idea is known as **supply-side economics**. By 1928 Congress drastically lowered the tax rates.

In addition to Mellon's policies, other government programs also helped business. Secretary of Commerce Herbert Hoover tried to balance government regulation with his idea of **cooperative individualism**. This idea encouraged manufacturers and distributors to form trade associations, which would voluntarily share information with the government.

5. What were two important policies of Andrew Mellon's economic program?

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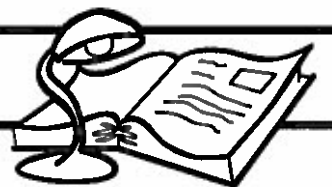
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# Study Guide

## Chapter 16, Section 3 (continued)



### • Trade and Arms Control (page 522)

Before World War I, the United States owed more money to foreign investors than foreigners owed the United States. This situation was reversed by the end of the war. By the 1920s, the United States was the world's dominant economic power.

After World War I, most Americans favored **isolationism**. They did not want the United States to become involved in foreign affairs. The nation, however, was too interconnected with other countries, both politically and economically, to go back to isolationism.

After the war, the U.S. allies had a difficult time repaying their war debts. They claimed that the tariffs the American government placed on European goods closed the United States to European imports, which slowed down Europe's economic recovery. The United States argued that American taxpayers should not have to assume the debts of others. They argued that European nations received extra territory as a result of the war, whereas the United States had gained nothing. They also pointed out that European nations were receiving **reparations**, or huge cash payments that Germany was required to pay as punishment for causing the war. The payments, however, were crippling the German economy.

The United States wanted the European economies to be stable. It wanted Europeans to be able to buy American exports and to repay their debts. In 1924 **Charles G. Dawes**, an American banker, negotiated an agreement with France, Britain, and Germany. Under the agreement, American banks would loan money to Germany to help it meet their reparation payments. At the same time, Britain and France would accept less in reparations while paying more on their war debts. The plan, however, actually put Britain, France, and Germany deeper into debt to American banks.

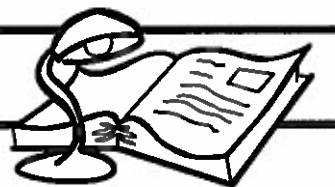
After the war, the major powers became involved in a naval arms race. To stop the arms race, the United States asked the representatives of eight nations to Washington to discuss disarmament. Secretary of State **Charles Evans Hughes** proposed a 10-year **moratorium**, or pause, on the building of major new warships. He also proposed a list of warships for each country to destroy.

The conference resulted in three agreements. In the Five-Power Naval Limitation Treaty, Britain, France, Italy, Japan, and the United States basically agreed to Secretary Hughes's proposals. Under the Four-Power Treaty, the United States, Japan, France, and Britain recognized each country's island possessions in the Pacific. In the Nine-Power Treaty, all participating countries guaranteed China's independence.

The conference, however, did not place a limit on land forces. It angered Japan because it required the Japanese to keep a smaller navy than the United States or Great Britain.

# Study Guide

## Chapter 16, Section 3 *(continued)*



The success of the Washington Conference led to the belief that nations could work together to negotiate agreements to end war altogether. U.S. Secretary of State Frank Kellogg and French Foreign Minister Aristide Briand proposed a treaty that banned war. The United States and 14 other nations signed the **Kellogg-Briand Pact** on August 27, 1928. The treaty stated that all signing nations agreed to abandon war and negotiate disputes peacefully.

6. Why was it not possible for the United States to go back to a policy of isolationism after World War I?

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# Chapter 17, Section 1

## Causes of the Depression

(Pages 530–534)

### Reason To Read

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

- What were the characteristics of the 1920s stock market?
- What were the causes of the Great Depression?

### Main Idea

As you read pages 530–534 in your textbook, complete the graphic organizer below by filling in information about the 1928 presidential campaign.

Candidate	Background	Issues

### Sequencing Events

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

- Congress passes Hawley-Smoot Tariff
- Herbert Hoover elected president
- Black Tuesday stock market crash
- Herbert Hoover inaugurated

◆ November 1928

◆ September 1929

◆ June 1930

## Determining the Main Idea

*As you read, write down the main idea of the passage.  
Review your statement when you have finished reading  
and revise as needed.*

## 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.**

(Chapter 5, Section 1)

(Chapter 7, Section 5)

(Chapter 4, Section 1)

## Clarifying

*In the space provided below, create a flow chart or graphic organizer explaining what happened to cause the stock market crash of 1929.*



## Terms To Know

Define or describe the following key terms from this lesson.

stock market

bull market

margin

margin call

speculation

## 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.

circumstances  
(Chapter 7, Section 5)

convinced  
(Chapter 3, Section 2)

investor  
(Chapter 7, Section 5)



**The Great Crash** (pages 532–533)

**Evaluating**

*How did fear play a part in the stock market crash?*

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**Academic Vocabulary**

*Describe or define the following academic vocabulary word from this lesson.*

**sum**

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**Terms To Review**

*Choose one of these terms, which you studied in an earlier chapter, to fill in each blank.*

**credit**

(Chapter 1, Section 3)

1. When professional investors began to sell off stocks in September 1929, it had a \_\_\_\_\_ impact on stock prices.

2. Banks made less \_\_\_\_\_ available for customers after stock prices collapsed.

**major**

(Chapter 7, Section 1)

3. Bank runs created a \_\_\_\_\_ problem for smaller banks.

**The Roots of the Great Depression** (pages 533–534)

**Questioning**

*Scan the lesson and then write down three questions you have about the material. Add the answers as you read the lesson.*

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## Terms To Know

Define or describe the following key term from this lesson.

installment

## Academic Vocabulary

Define the following academic vocabulary word from this lesson.

reaction

## Terms To Review

Circle the letter of the word or phrase that is closest in meaning to the underlined words, which you studied in an earlier chapter.

**output**  
(Chapter 4, Section 3)

1. Although manufacturing output increased 32 percent, wages rose only 8 percent.

- a. costs      b. something produced      c. place or region

**capacity**  
(Chapter 13, Section 4)

2. Both farms and factories increased their production capacity through more efficient machinery.

- a. the power to produce or perform  
b. a natural cover or cap  
c. size

## 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 were the characteristics of the 1920s stock market?

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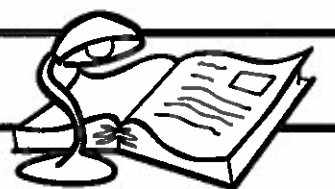
What were the causes of the Great Depression?

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# Study Guide



## Chapter 17, Section 1

For use with textbook pages 530–534

### CAUSES OF THE DEPRESSION

#### KEY TERMS AND NAMES

- Alfred E. Smith** the Democratic nominee in the 1928 presidential election (page 531)
- stock market** a system for buying and selling shares of companies (page 531)
- bull market** a long period of rising stock prices (page 531)
- margin** a way of buying stocks by paying only a small percent of the price of the stock and taking a loan from a stockbroker to pay the rest (page 531)
- margin call** a demand by a broker for the investor to repay the loan at once (page 531)
- speculation** buying shares, betting that the stock market will continue to climb, and then selling the stock to make money quickly (page 531)
- Black Tuesday** the day, October 29, 1929, that the stock market experienced its steepest dive (page 533)
- installment** monthly payment made on a high-cost item (page 534)
- Hawley-Smoot Tariff** high tariff that damaged American sales abroad (page 534)

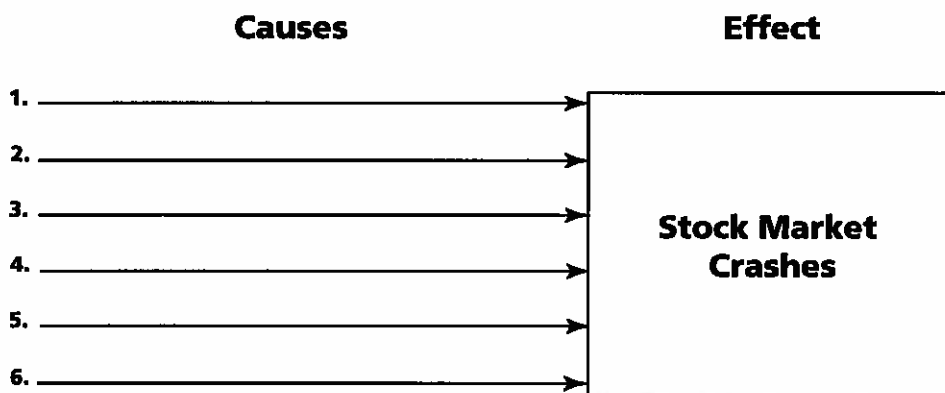
#### DRAWING FROM EXPERIENCE

How important is the stock market to the U.S. economy today? How do Americans participate in the stock market?

In this section, you will learn about the stock market in the 1920s. You will also learn about the causes of the Great Depression.

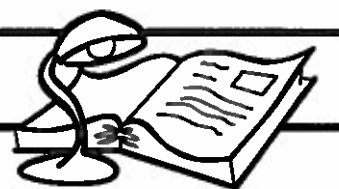
#### ORGANIZING YOUR THOUGHTS

Use the cause-and-effect diagram below to help you take notes. Several situations led to the stock market crash. List these causes below.



# Study Guide

## Chapter 17, Section 1 (continued)



### READ TO LEARN

#### • The Election of 1928 (page 530)

In the 1928 presidential election, Herbert Hoover ran as the Republican nominee. The Democrats nominated **Alfred E. Smith**. Several issues determined the election results. Hoover supported Prohibition. Smith opposed the ban. Hoover was a Quaker, and Smith was a Roman Catholic, the first one ever to be nominated for president. Many Protestants believed that if a Catholic were elected president, the Pope would rule the White House. This belief damaged Smith's candidacy. Hoover and the Republicans were also given credit for the nation's prosperity during the 1920s. As a result, Hoover won in a landslide victory.

#### 7. How did religion play a part in the 1928 presidential election?

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#### • The Long Bull Market (page 531)

After the election, stock prices continued to increase. The **stock market** was started as a system for buying and selling shares of companies. The late 1920s saw a **bull market**, or a long period of rising stock prices. As a result, many Americans began investing heavily in stocks. As the bull market continued, many investors began buying stocks on **margin**. They made a small cash down payment on the stock, and took out a loan from a stockbroker to pay for the rest of the stock. The stockbroker earned a commission on the sale and interest on the loan. Buying on margin was safe as long as the stock prices kept rising. However, a decrease in prices became a problem. To protect the loan, the stockbroker could issue a **margin call**. This was a demand for the investor to repay the loan. If prices started falling, many investors had to sell their stock quickly in order to be able to repay their loans.

Before the late 1920s, the prices that investors paid for stocks had to do with the company's profits. If the company's profits rose, the stock price rose. If earnings decreased, the value of the stock decreased. However, in the late 1920s, new investors would buy a company's stock without regard to a company's earnings. Buyers hoped to make a quick profit and practiced **speculation**. Instead of investing in the future of the companies whose stock they bought, they were betting that the stock market would continue to climb and then sell the stock quickly to make money.

# Study Guide

## Chapter 17, Section 1 (continued)



8. Why did many investors buy stocks on speculation in the late 1920s?

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### • The Great Crash (page 532)

By mid-1929 the stock market was running out of new customers, and stock prices stopped rising. Investors began selling off their holdings and prices decreased. Other investors sold their shares to pay the interest on the loans they took out from brokers, and prices decreased even more. On October 29, 1929, which became known as **Black Tuesday**, stock prices took their steepest dive. By mid-November stock prices had dropped by over one-third. The stock market crash did not cause the Great Depression, but it prevented the economy from surviving other weaknesses.

Banks also suffered as a result of the stock market crash. Many banks had lent money to stock speculators. They also had invested depositors' money in the stock market in hopes of getting higher returns. When stock prices fell, many banks lost money on their investments, and speculators could not repay their loans. The banks had to cut back on the number of loans they made. As a result, many people were not able to borrow as much money as they once did.

Many banks were forced to close because of their losses. People who had deposits in these banks lost all their savings. Many Americans began withdrawing their deposits from banks because they feared that the banks would collapse. This run on the banks caused many banks to collapse.

9. Why did many banks collapse in 1929?

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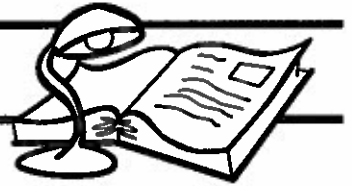
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### • The Roots of the Great Depression (page 533)

The stock market crash alone did not cause the Great Depression. Other reasons also contributed to it. One major reason was overproduction of manufactured goods. Most Americans did not have enough money to buy all the

# Study Guide

## Chapter 17, Section 1 (continued)



goods that were made. During the 1920s, many Americans bought high-cost items, such as refrigerators, on the **installment** plan. People made a down payment and paid the rest of the price in monthly installments. Some people reached a point where they had to reduce their purchases in order to pay their debts. When sales slowed, manufacturers cut production and laid off employees. The slowdown in one industry affected other industries, putting more and more Americans out of work.

Another reason for the Great Depression was the fact that Americans were not selling many goods to foreign countries. During the 1920s, banks earned more money by making loans to speculators than by lending to foreign companies so that they could buy American goods. As a result, foreign companies bought less from the United States. In 1930 Congress passed the **Hawley-Smoot Tariff**. It raised the tax on many imports. Although it protected American manufacturers from foreign competition, it also damaged American sales to foreign countries. Americans began buying fewer imports, which led foreign countries to buy fewer American goods. American companies and farmers were hurt by this situation. The high tariff deepened the Great Depression.

The actions of the Federal Reserve also contributed to the Great Depression. Instead of raising interest rates to stop speculation buying, the Federal Reserve lowered rates. These lower rates encouraged banks to make risky loans. Lower interest rates generally mean the economy is growing. By lowering interest rates, the Federal Reserve misled many business leaders. They believed the economy was still growing, so they borrowed more money to expand their production. This led to overproduction at a time when sales were decreasing. When the Depression finally came, the companies had to cut their costs and lay off their workers. The increased unemployment damaged the economy even more.

**10.** How did the Hawley-Smoot Tariff contribute to the Great Depression?

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# Chapter 17, Section 2

## Life During the Depression

(Pages 535-539)

### Reason To Read

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

- How did the Great Depression affect American families?
- How did artists portray the effects of the Great Depression?

### Main Idea

As you read pages 535-539 in your textbook, complete the outline below using the major headings of the section.

#### Life During the Depression

##### I. The Depression Worsens

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

II. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

III. \_\_\_\_\_

### Sequencing Events

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

- Publication of *Life* magazine begins
- Dust storms destroy 300 million acres
- *The Wizard of Oz* released
- *The Grapes of Wrath* published
- One-fourth of the American workforce is unemployed

◆ 1930

◆ 1935

◆ 1940



## The Depression Worsens (pages 535–537)

### Visualizing

*Imagine that you are a teenager during the Great Depression. How might you feel as you stand with your family in the bread line? How would you make enough money to survive? Write a journal entry on the lines below, using three terms from this lesson in your paragraph.*

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### Terms To Know

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

**bailiff**

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**shantytown**

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**Hooverville**

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**hobo**

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**Dust Bowl**

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### Terms To Review

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

**individual**  
(Chapter 3, Section 4)

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# Escaping the Depression (page 537–538)

## Connecting

What movies, books, paintings, and magazines helped Americans “escape” the Great Depression? What are some current examples of art helping people relieve the stresses of our modern society? Fill in the chart below as you read.

Genres	The Great Depression	Today
Movies		
Books		
Paintings		
Magazines		

## Terms to Know

Define or describe the following key term from this lesson.

soap opera

## Terms to Review

Choose a form of one of these two terms, which you studied in an earlier chapter, to fill in each blank.

**expose**  
(Chapter 6, Section 2)

**create**  
(Chapter 3, Section 3)

1. After Walt Disney’s success, MGM decided to \_\_\_\_\_ the musical *The Wizard of Oz*.
2. *Gone With the Wind* \_\_\_\_\_ the struggles of fictional character Scarlett O’Hara during the Civil War.
3. George Burns and Gracie Allen \_\_\_\_\_ memorable characters on the radio.

## The Depression in Art (pages 538–539)

### Summarizing

As you read, complete the following sentences to help you summarize the section.

1. The \_\_\_\_\_ school of art emphasized traditional American values, especially those of the Midwest and South.
2. \_\_\_\_\_ used experiences from his own life to create novels such as *Look Homeward Angel*.
3. The magazines \_\_\_\_\_ and \_\_\_\_\_ offered photographers a place to show their work.

### Terms to Review

Define the following term, which you studied in an earlier chapter, in a way that reflects the term's meaning in this lesson.

**emphasized**  
(Chapter 4, Section 1)

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### 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 did the Great Depression affect American families?

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How did artists portray the effects of the Great Depression?

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