

Name _____

Unit One End-of-Two Performance Assessment Reform, Prosperity, and Depression (1901-1939)

Beginning in 1929 during the Hoover Administration, the Great Depression was the most difficult economic time ever faced by America. After taking office in 1933, Franklin Delano Roosevelt introduced the New Deal in an attempt to address the economic problems faced by the Nation.

Directions to the student

Throughout this past unit in your social studies classroom, you have studied the era of the Great Depression and its impact on American history. Now it is time for you to demonstrate your understanding of this era by completing a “Document-Based Question” – an assessment that allows you demonstrate your thinking by critically analyzing primary source documents from the time period.

Use the following steps to guide your work:

1. Review the primary source documents from the era of the Great Depression. (Your teacher will give you a copy of these documents).
2. Use the provided organizer to analyze and interpret each document.
3. Use your analysis of the documents, plus what you have learned throughout this unit, to take a position and write an essay on the following prompt:

Franklin D. Roosevelt's administration had various responses to the problems of the Great Depression, including the implementation of programs that were collectively known as The New Deal. *How effective were these responses? How did they change the role of the federal government?*

Be sure that you answer both questions in your essay.

Document Based Question (DBQ) - "The Great Depression"

PART I – Analyzing Documents

Student Directions: Analyze and interpret the following primary source documents from the era of the Great Depression. Use the organizer provided for each document to help you to analyze and understand the meaning of each one.

Document #1

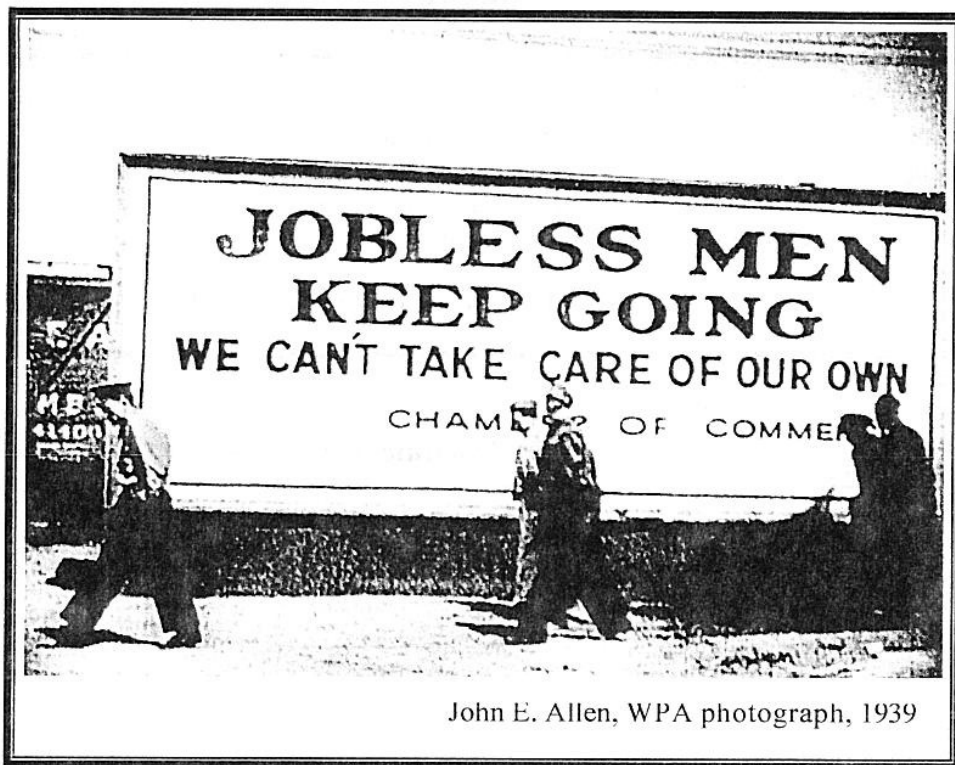
**"Stock Prices Slump \$14,000,000,000 in Nation-Wide Stampede to Unload;
Bankers to Support Market Today**

The second hurricane of liquidation within four days hit the stock market yesterday. It came suddenly, and violently, after holders of stocks had been lulled into a sense of security by the rallies of Friday and Saturday. It was a country-wide collapse of open-market security values in which the declines established and the actual losses taken in dollars and cents were probably the most disastrous and far-reaching in the history of the Stock Exchange...

The New York Times, October 29, 1929

	Document Analysis
Author, Date, Occasion, Subject: Who wrote this and what is the topic?	
Audience: Who is the target audience?	
Purpose: Why did the author write this text?	
Opinion/Bias: What is the author's attitude or tone?	

Document #2



	Document Analysis
Author, Date, Occasion, Subject: Who wrote this and what is the topic?	
Audience: Who is the target audience?	
Purpose: Why did the author write this text?	
Opinion/Bias: What is the author's attitude or tone?	

Document #3

Values have shrunk to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds is faced by serious curtailment of income; the means of exchange are frozen in the currents of trade; the withered leaves of industrial enterprise lie on every side; farmers find no markets for their produce; the savings of many years in thousands of families are gone.

Franklin D. Roosevelt, Inaugural Address, March 4, 1933

	Document Analysis
Author, Date, Occasion, Subject: Who wrote this and what is the topic?	
Audience: Who is the target audience?	
Purpose: Why did the author write this text?	
Opinion/Bias: What is the author's attitude or tone?	

Document #4

Source: Letter to Senator Robert Wagner, March 7, 1934.

It seems very apparent to me that the Administration at Washington is accelerating it's [sic] pace towards socialism and communism. Nearly every public statement from Washington is against stimulation of business which would in the end create employment.

Everyone is sympathetic to the cause of creating more jobs and better wages for labor; but, a program continually promoting labor troubles, higher wages, shorter hours, and less profits for business, would seem to me to be leading us fast to a condition where the Government must more and more expand it's relief activities, and will lead in the end to disaster to all classes.

	Document Analysis
Author, Date, Occasion, Subject: Who wrote this and what is the topic?	
Audience: Who is the target audience?	
Purpose: Why did the author write this text?	
Opinion/Bias: What is the author's attitude or tone?	

Document #5



Hooverville, c. 1934

Document Analysis	
Author, Date, Occasion, Subject: Who wrote this and what is the topic?	
Audience: Who is the target audience?	
Purpose: Why did the author write this text?	
Opinion/Bias: What is the author's attitude or tone?	

Document #6

In May, 1933, I was one of the many jobless disillusioned young men who trooped wearily and despondently into a CCC reconditioning camp, not knowing, and not particularly caring, about the future. ... I still have not attained my goal but I am making my own way and that is sufficient for the present. What is probably more important is the fact that I am not the undernourished, furtive-eyed, scared kid that went into Fort Knox over five years ago. Instead, my eyes are clear and my mind is receptive to whatever the future has in store. In short, the CCC has equipped me with the weapons necessary to cope with the innumerable problems that are bound to obstruct my path through life and that must be surmounted before success can be attained.

Testimonial, Keith Hufford, Former CCC Enrollee, 1937

	Document Analysis
Author, Date, Occasion, Subject: Who wrote this and what is the topic?	
Audience: Who is the target audience?	
Purpose: Why did the author write this text?	
Opinion/Bias: What is the author's attitude or tone?	

Document #7



Document Analysis	
Author, Date, Occasion, Subject: Who wrote this and what is the topic?	
Audience: Who is the target audience?	
Purpose: Why did the author write this text?	
Opinion/Bias: What is the author's attitude or tone?	

Document #8

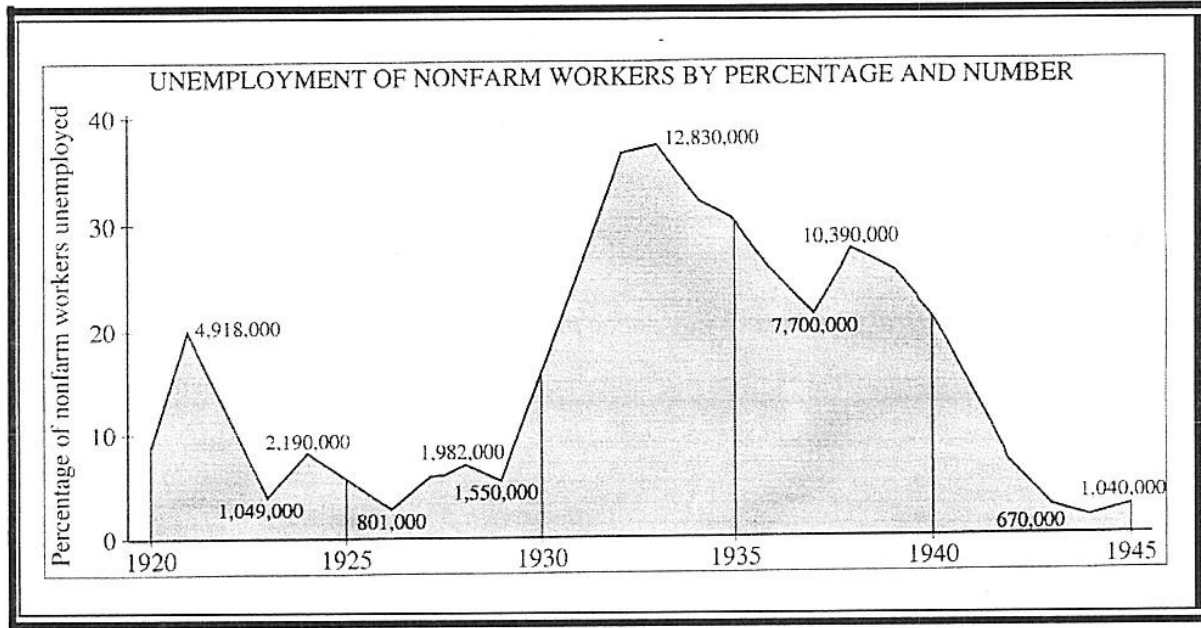
Source: Charles Evans Hughes, majority opinion, *Schechter v. United States*, 1935.

The question of chief importance relates to the provision of the codes to the hours and wages of those employed ... It is plain that these requirements are imposed in order to govern the details of defendants' management of their local business. The persons employed ... are not employed in interstate commerce. Their wages have no direct relation to interstate commerce ...

The authority of the federal government may not be pushed to such an extreme.

	Document Analysis
Author, Date, Occasion, Subject: Who wrote this and what is the topic?	
Audience: Who is the target audience?	
Purpose: Why did the author write this text?	
Opinion/Bias: What is the author's attitude or tone?	

Document #9



Document Analysis	
Author, Date, Occasion, Subject: Who wrote this and what is the topic?	
Audience: Who is the target audience?	
Purpose: Why did the author write this text?	
Opinion/Bias: What is the author's attitude or tone?	

PART II – Essay

Student Directions: Take a position and write an essay on the following prompt:

Franklin D. Roosevelt's administration had various responses to the problems of the Great Depression, including the implementation of programs that were collectively known as The New Deal. *How effective were these responses? How did they change the role of the federal government?*

You may use the provided graphic organizer (or choose to use your own graphic organizer) to categorize your thinking about the documents that you just analyzed as well as your knowledge of the period time period to construct your essay.

	How effective were these responses?		How did they change the role of the federal government?
	Effective	Not Effective	
Documents			
My Information			

