

# The Great Depression – Educator Guide

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The following activities and assessment ideas will help students address these guiding questions for this interactive.

- What were some of the causes of the Great Depression? How did the Great Depression finally come to an end?
- What lasting effects has the Great Depression had on United States government policy?

## High School

**Learning Objective:** Students will identify causes and effects—including lasting impacts—of the Great Depression.

### Cause and Effect in The Great Depression

- Have students draw two columns on a sheet of paper or in a Word document. Have them label one column “Cause” and the other “Effect.” See this example of a **cause and effect diagram**: <http://bit.ly/1hUrfj0>
- Have students access the interactive map **The Great Depression** (<http://mapmaker.annenberg.org/deYd3OSKqoz3n602NT3hWB/>) and read through the information in the sequence of bookmarked maps. If possible have students do this individually, but they might also do this in pairs or small groups, depending on computer availability.
- Tell students that each of the bookmarks contains information about an effect related to The Great Depression, along with a related cause. Most bookmarks tell about effects that signal a downturn toward the Depression, but some tell about an effect that signals recovery.
- Have students use their two-column chart to record the causes and effects they find in the bookmarks. Tell them to list a cause in the Cause column and the corresponding effect in the Effect column. Then indicate next to each effect D for depression, R for recovery. Have each student, pair, or small group share their charts with the class. Discuss the results.
- Assessment: Assess students on the completeness and correctness of their charts and on their presentations. Consider preparing and sharing in advance a rubric for assessing the assignment. Here is a **rubric example** to use or revise for this assignment: <http://bit.ly/1W6g82C>

### Lasting Impacts of the Great Depression

- Project for the whole class the interactive map **The Great Depression** (<http://mapmaker.annenberg.org/deYd3OSKqoz3n602NT3hWB/>) and read the information in the bookmark titled “Legacy of the Great Depression.” Ask students to share what they know about any of these or other lasting impacts.

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- Assessment: Have students to develop a research question about one of the lasting impacts, use history or academic websites or other resources to gather information to answer the question, and write a short paper on their findings.

## Extension

- Photographs taken during The Great Depression leave a strong and lasting impression of its effects on Americans. Have students go through the markers in the bookmarked maps, looking for markers with photographs or images. Ask students to write an essay about the ways in which the photographs tell the story of The Great Depression. Find a useful collection of photographs at the Essential Lens: Disaster and Government Response: **The Great Depression, the Dust Bowl, and the New Deal** collection: <http://bit.ly/1GiEz5H>

## Connections to National Standards

### National Curriculum Standards for Social Studies (National Council for the Social Studies) - Middle school and high school

Theme #2: Time Continuity, and Change

Theme #3: People, Places, and Environments

### National Geography Standards - Grades K-12

Geography Standard 1: How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.

Geography Standard 17: How to apply geography to interpret the past.

### National History Standards (National Center for History in the Schools)

United States Era 8: Standard 1A: The student understands the causes of the crash of 1929 and the Great Depression. Therefore, the student is able to:

Grades 5-12:

- Evaluate the causes of the Great Depression.

United States Era 8: Standard 1B: The student understands how American life changed during the 1930s. Therefore, the student is able to:

Grades 5-12:

- Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers.

Grades 7-12:

- Analyze the impact of the Great Depression on industry and workers and explain the response of local and state officials in combating the resulting economic and social crises
- Analyze the impact of the Great Depression on the American family and on ethnic and racial minorities.

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Historical Thinking Standard 3: The student engages in historical analysis and interpretation: Therefore, the student is able to:

- Analyze cause-and-effect relationships bearing in mind multiple causation, including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.
- Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.

## **Common Core State Standards—English Language Arts: Grades 6-12 Literacy in History/Social Studies**

- Key Ideas and Details: CCSS.ELA-LITERACY.PH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Key Ideas and Details: CCSS.ELA-LITERACY.PH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text.

## **Common Core State Standards—English Language Arts**

- Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.