

Activity Page 1.1

Use with Chapter 1

Letter to Family

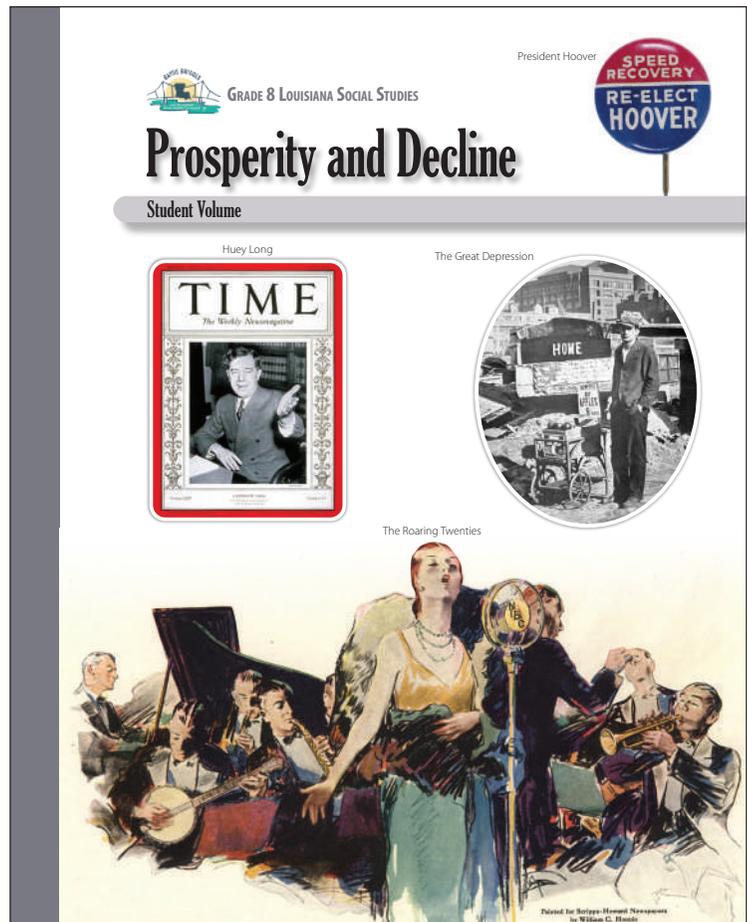
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about developments in Louisiana and the United States during the 1920s and 1930s. They will learn about the prosperity of the Roaring Twenties and the great social and cultural changes that occurred during that decade. They will also learn about how the economic boom of the 1920s ultimately collapsed into the Great Depression of the 1930s.

In this unit, students will analyze how advances in manufacturing, transportation, technology, and media brought about social and cultural changes in American society in the early twentieth century; explain the importance of the women's suffrage movement and the Nineteenth Amendment; examine the causes and effects of migration and population shifts (e.g., Great Migration, Dust Bowl), including the Harlem Renaissance; learn about Louisiana's economy and politics in the early twentieth century, including the rise of Huey Long; describe the causes and effects of the Great Mississippi River Flood of 1927; explain the causes and effects of the Great Depression; compare and contrast various government responses to the Great Depression; and analyze the purposes and effectiveness of the New Deal.

As part of their exploration, students will also learn a little bit about the Prohibition Era and the subsequent lawlessness that accompanied it as well as the disproportionate impact of the Great Mississippi Flood on African Americans. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular behavior. The goal is to foster a complete and accurate understanding of historical events and their consequences.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____

Date _____

Activity Page 1.2

Use with Chapter 1

Poetry Analysis

POEM:	
SUBJECT What is the poem about?	
TOPE What feeling does the poem convey? How?	
RHYTHM AND RHYME Is there a clear rhythm to the poem? Does the poem rhyme?	
IMAGERY What pictures does the poem create in your mind when you read it?	
VOICE Who is the speaker of the poem? What is the speaker's attitude?	
EVIDENCE What is the message of the poem? What evidence supports your answer?	

Name _____

Date _____

Activity Page 1.3

Use with Chapters 1–3

Primary Source Analysis

SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgement does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

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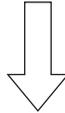
Date _____

Activity Page 1.4

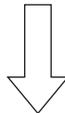
Use with Performance Task

Claims and Evidence

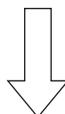
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Activity Page 1.5

Use with Chapter 1

Domain Vocabulary: Chapter 1

Using your own paper, write the letter that matches the definition of each word.

- | | |
|-------------------------|--|
| 1. modernity | a) flexible, transparent plastic film on which images are recorded |
| 2. moving assembly line | b) a parade held in a city in which decorative shredded paper is thrown onto the parade route |
| 3. assembly plant | c) the state of being modern or up-to-date |
| 4. switchboard | d) a nightclub where illegal beverages are sold |
| 5. celluloid film | e) a panel on which switches or other connectors are used to complete electrical circuits |
| 6. ticker-tape parade | f) a part or division |
| 7. renaissance | g) the prevention of something, such as the sale of alcoholic beverages |
| 8. salon | h) a mechanical system in which a product moves through stages and workers each add a different part to it |
| 9. prohibition | i) a time of intense cultural and artistic rebirth |
| 10. bootlegger | j) someone who supplies illegal alcoholic beverages |
| 11. speakeasy | k) a member of a criminal organization |
| 12. gangster | l) a fashionable gathering of creative people held at the home of a prominent person |
| 13. suffrage | m) a factory in which cars, machines, or other products are put together |
| 14. sector | n) the right to vote |

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapter 2

Use the words in the Word Bank to complete the crossword puzzle. Leave out the space or the hyphen in two-word phrases.

spillway political machine impeach subsidy virgin forest
populist tributary tax exemption confiscate clear-cut
environmental footprint gate levee company town

Across:

- 5. a channel to direct an overflow of water
- 6. a moveable barrier to control the flow of water through a channel
- 10. the effect that an activity, person, or company has on the environment
- 11. to seize for the public treasury
- 14. financial assistance given by a government to a person, group, or company

Down:

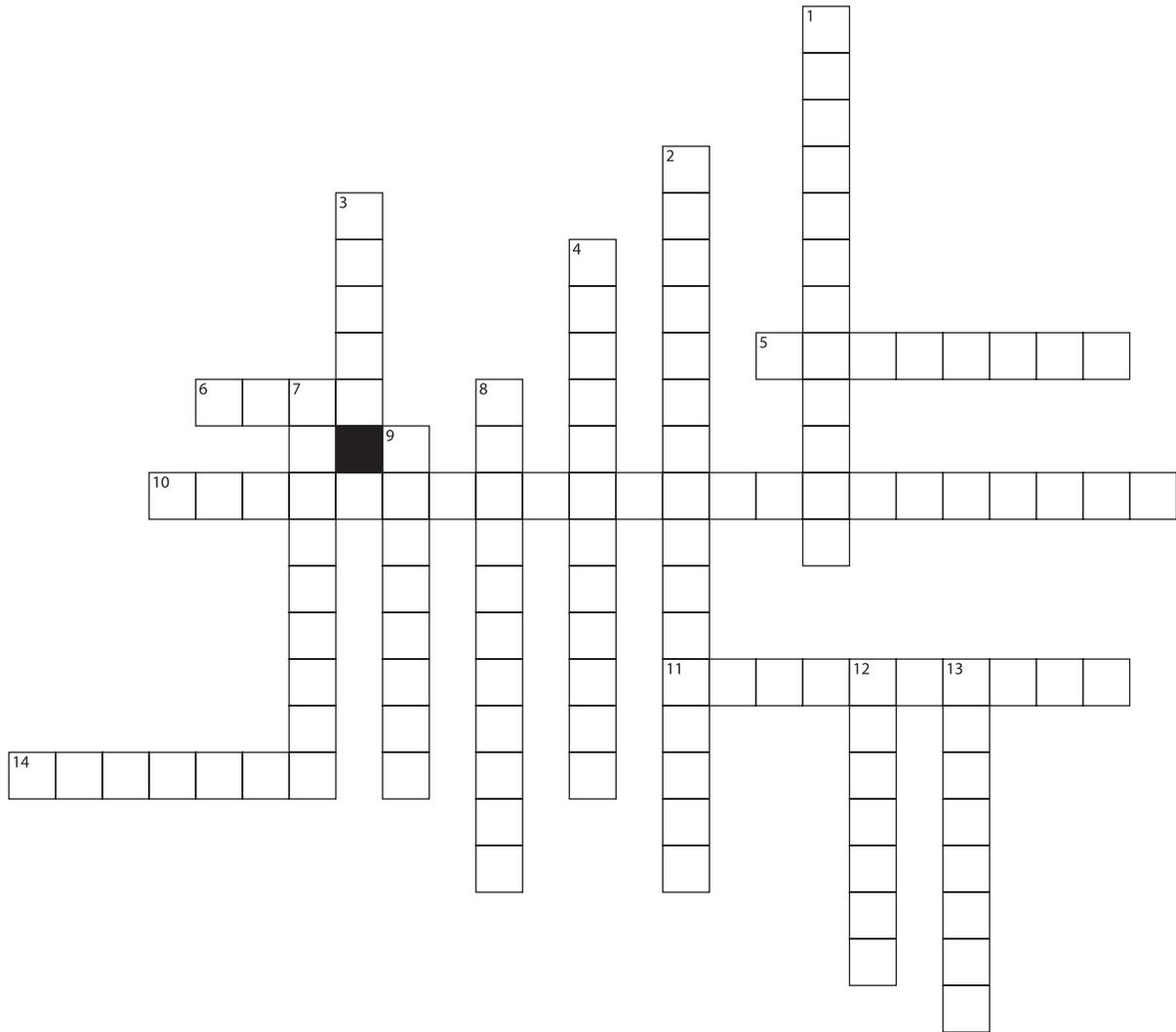
- 1. immunity from paying tax on certain income
- 2. an elite group that controls the actions of a political party
- 3. a wall or barrier built to prevent flooding
- 4. an old-growth forest in its natural state
- 7. stream that flows into larger streams, rivers, or bodies of water
- 8. a town that is completely dependent on a single firm for employment, housing, stores, and other necessities
- 9. supporting the rights and power of the people
- 12. to charge an officeholder with misconduct
- 13. to cut down all the trees in an area

Name _____

Date _____

Activity Page 2.1 (continued)

Use with Chapter 2



Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapter 3

On your own paper, write the term from the Word Bank that correctly completes each sentence.

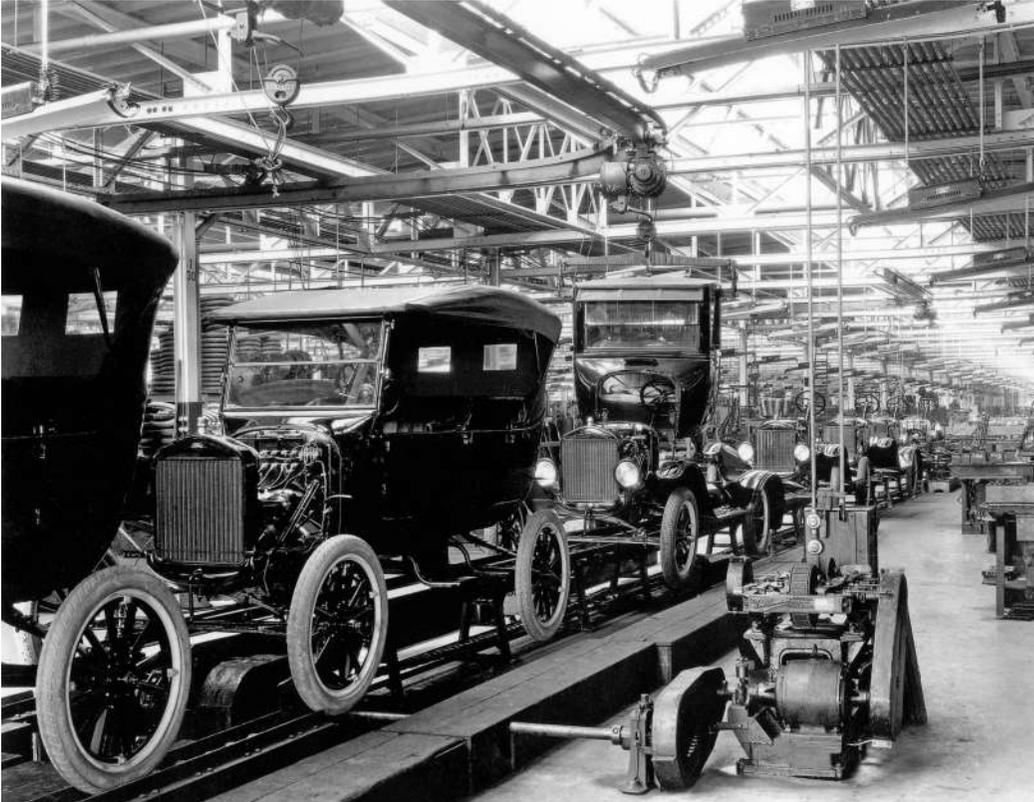
stock market crash bank run gross domestic product (GDP) prime interest rate
tariff social welfare Federal Reserve foreclose corporate bond

1. A _____ is a certificate from a business that promises interest paid on a loan.
2. A _____ is a nation's system for providing assistance to those in need
3. The price of stocks fell sharply during the _____ of 1929.
4. The _____ is the least amount of money charged by a bank for loans.
5. The value of all goods and services a country produces in a year is called the _____.
6. The bank threatened to _____ the homeowner's mortgage and sell the house.
7. The _____ is the central bank of the United States.
8. During the Great Depression, widespread fear that the banks would fail caused a _____.
9. The _____ increased the costs of imported goods.

Assessment: Chapter 1—*The Roaring Twenties*

A. On your own paper, write the letter(s) that provide the best answer.

1. Why was the decade of the 1920s called the “Roaring Twenties”? (8.12)
 - a) Motorcars became popular and made a lot of noise.
 - b) Popular jazz music was said to make a roaring sound.
 - c) The economy and culture of the United States were booming.
 - d) People more openly expressed anger about society’s injustices.
2. Use the image to answer the question.



Which of the following directly resulted from the process shown in the image? Select the **two** correct answers. (8.6.a, 8.7.a, 8.7.c, 8.12.c)

- a) Both productivity and wages rose.
 - b) The price of manufactured goods decreased.
 - c) Demand for goods and services fell dramatically.
 - d) Unemployment rose as machines put people out of work.
 - e) The supply of manufactured goods and of labor increased.
3. Which of the following had the most impact in creating a common national popular culture in the United States in the 1920s? (8.12.c)
 - a) radio
 - b) television
 - c) newspapers
 - d) the suffrage movement

4. Use the table to answer the question.

A	B	C	D
Ella Fitzgerald	Ernest Hemingway	Augusta Savage	Babe Ruth
Duke Ellington	Zora Neale Hurston	Jacob Lawrence	Jesse Owens

Which of the following lists correct headings for the table? (8.12.e)

- a) A: Sports; B: Visual Art; C: Music; D: Literature
 - b) A: Visual Art; B: Music; C: Literature; D: Sports
 - c) A: Literature; B: Visual Art; C: Sports; D: Music
 - d) A: Music; B: Literature; C: Visual Art; D: Sports
5. Charles Lindbergh and Amelia Earhart were well-known _____. (8.12.e)
- a) actors
 - b) aviators
 - c) jazz singers
 - d) newspaper columnists
6. The Great Migration is most closely associated with which of the following? (8.12.e, 8.12.j)
- a) the Eighteenth Amendment
 - b) the Harlem Renaissance
 - c) the Lost Generation
 - d) the Nineteenth Amendment
7. Use the image to answer the question.



Which statement is best supported by the image? (8.6.a, 8.12.e)

- a) The Harlem Renaissance ended most racial segregation in the United States.
- b) During the 1920s, the United States became an increasingly rural society.
- c) The Harlem Renaissance helped introduce African American culture to the wider American population.
- d) The 1920s is the decade when the most popular movie actors began to be called "stars."

8. Which of the following was an effect of Prohibition? (8.12.b)
- a) a drop in the crime rate because fewer people were becoming intoxicated
 - b) a decrease in the number of bootleggers and speakeasies across the nation
 - c) increased government corruption as police officials took bribes from gangsters
 - d) an increase in the national debt due to the loss of revenue from the taxation of alcohol
9. Why were some American writers of the 1920s called the “Lost Generation”? (8.12.e)
- a) They expressed feelings of deep alienation from American society.
 - b) They had moved from the South to Northern cities during the Great Migration.
 - c) They appreciated the Jazz Age and America’s growing mass entertainment culture.
 - d) They understood the pain of discrimination experienced by American women and minorities.
10. The new mass entertainment culture of the Roaring Twenties was made possible by _____. (8.12.c)
- a) new technologies, such as radio
 - b) the repeal of the Eighteenth Amendment
 - c) the progressive attitude of rural Americans
 - d) new media outlets, such as newspapers
11. Use the image to answer the question.



The individual in the image was campaigning for which of the following? (8.6.a, 8.12.d)

- a) the Eighteenth Amendment
- b) the Nineteenth Amendment
- c) the Fourteenth Amendment
- d) the Twenty-First Amendment

12. Use the poem to answer the question.

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor—
Bare.
But all the time
I've been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So boy, don't you turn back.
Don't you set down on the steps
'Cause you finds it's kinder hard.
Don't you fall now—
For I've still goin', honey,
I've still climbin',
And life for me ain't been no crystal stair.

—"Mother to Son," by Langston Hughes, 1922

What is Hughes making a statement about in this poem? (8.6.a, 8.6.b, 8.7.a, 8.12.e)

- a) the poor housing conditions faced by many African Americans in the 1920s
- b) the difficulties and challenges faced by African Americans in the early twentieth century
- c) the challenges of relocating from the rural South to the urban North
- d) the underlying economic problems of the so-called Roaring Twenties

13. Use the excerpt to answer the question.

. . . We hold the infinite possibilities of the myriads of new inventions within our grasp. We have learned to take for granted conveniences, and many luxuries, which not so many years ago were as yet undreamed of. We are in touch with the whole universe. We have a tremendous problem on our hands. You must help us. Give us confidence—not distrust. Give us practical aid and advice—not criticism. Praise us when praise is merited. Be patient and understanding when we make mistakes.

We are the Younger Generation. The war tore away our spiritual foundations and challenged our faith. We are struggling to regain our equilibrium. The times have made us older and more experienced than you were at our age.

—from “A Flapper’s Appeal to Parents” by Ellen Welles Page (1922)

According to Page, what two phenomena spurred the creation of flapper culture? Select the two correct answers.

- a) World War I
- b) new technologies
- c) mass entertainment
- d) the birth of celebrity
- e) the economic boom

B. On your own paper, write a well-organized paragraph in response to the following prompt:

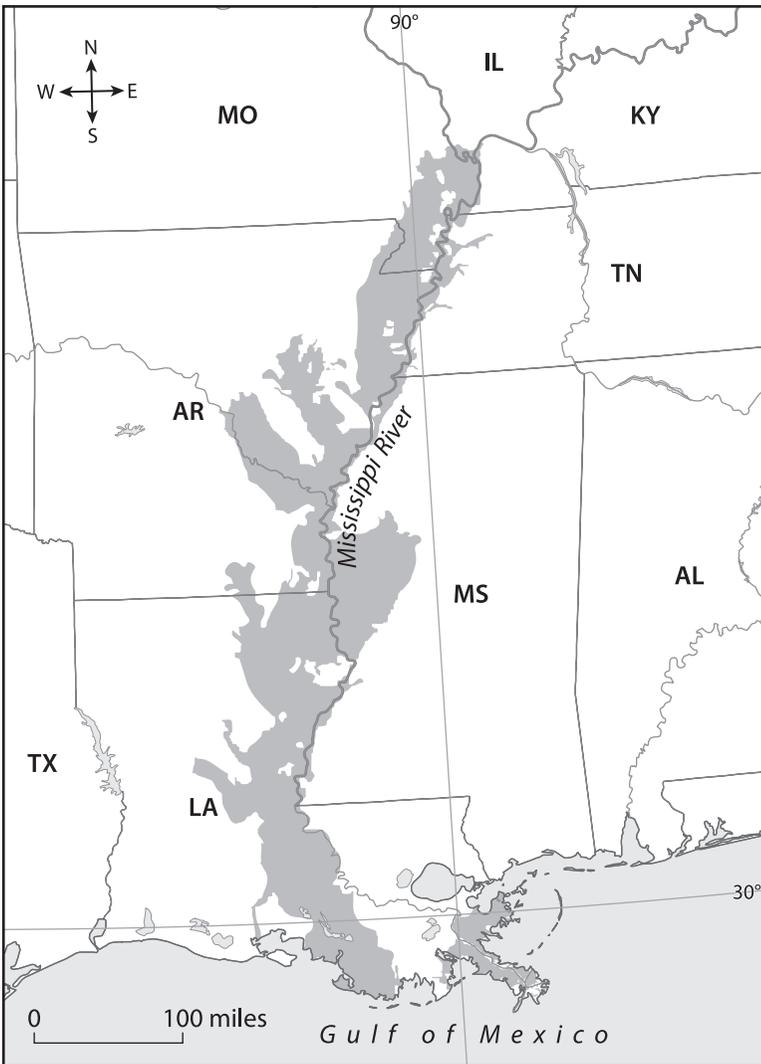
Which person or event was most important in shaping the United States during the Roaring Twenties? Make a claim that answers the question, and support it with evidence from the chapter. (8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.12.b, 8.12.c, 8.12.d, 8.12.e, 8.12.j)

Assessment: Chapter 2—*Louisiana and the Huey Long Era*

A. On your own paper, write the letter(s) that provides the best answer.

1. Which of the following best describes the policies of Louisiana's Bourbon Democrats? (8.12.h)
 - a) Louisiana needed money and resources from Northern investors to grow.
 - b) Lower taxes, tax exemptions, and subsidies would promote economic growth.
 - c) The key to prosperity was a combination of education and agricultural production.
 - d) Minimum wage laws and hour limits would help working Louisianans become more productive.
2. As a result of increasing oil production within the state, _____. (8.5, 8.12.f)
 - a) the standard of living in Louisiana increased
 - b) company towns were outlawed in Louisiana
 - c) thousands of Louisianans were put out of work
 - d) fewer service industries were established in Louisiana
3. Which of the following are examples of environmental footprints left by Louisiana's timber, oil, and gas industries? Select the **two** correct answers. (8.12.f)
 - a) massive clouds of dust that blackened the skies
 - b) widespread coastal erosion and contaminated soils and water
 - c) barren farmland that could no longer support crops or livestock
 - d) a dramatic loss in the acreage of virgin forests throughout the state
 - e) the rise of company towns that left workers dependent on their employers

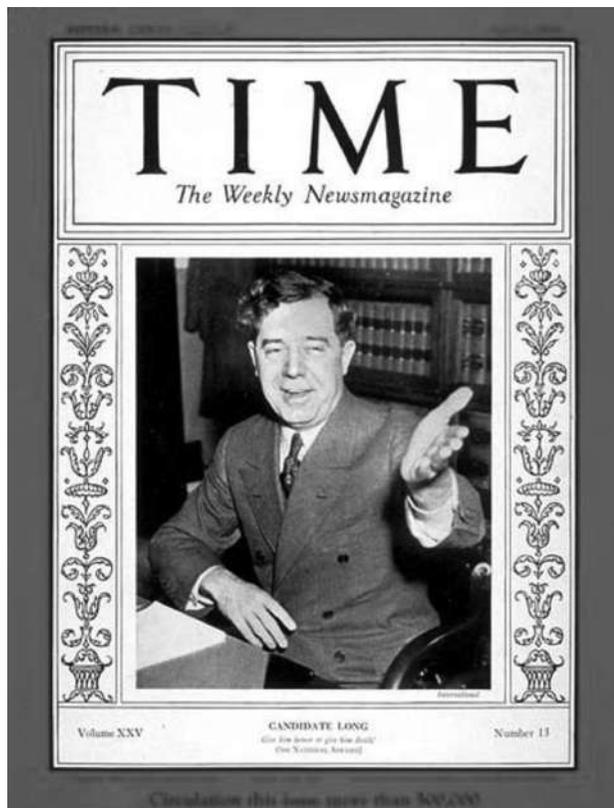
4. Use the map to answer the question.



Based on the map, the Great Mississippi River Flood of 1927 _____ . (8.5, 8.12.g)

- a) stretched from Illinois all the way to the Gulf of Mexico
 - b) was not impacted by floodwaters from tributary rivers
 - c) killed more people in Louisiana than in any other state
 - d) completely overwhelmed the city of New Orleans, Louisiana
5. Why did railroad companies and plantation owners in Louisiana partner with the Red Cross to set up refugee camps in the aftermath of the Great Flood of 1927? (8.12.g)
- a) to help assist in the distribution of food and water to flood victims
 - b) to stop Northern carpetbaggers from taking advantage of flood victims
 - c) to prevent African American laborers from evacuating and finding work elsewhere
 - d) to help organize land redistribution to poor white and African American sharecroppers
6. Because of the poor government response to the Great Flood of 1927, _____ . (8.2, 8.12.g)
- a) many African Americans switched their political loyalties
 - b) Huey Long's political power in Louisiana was greatly diminished
 - c) Americans increasingly embraced the idea of limited government
 - d) the oil and gas industries in Louisiana struggled and never recovered

7. Use the image to answer the question.



The individual in the image above strongly supported _____. (8.12.h)

- a) passing restrictive Jim Crow laws
 - b) lowering utility rates in Louisiana
 - c) allowing oil monopolies to set prices
 - d) giving tax exemptions and subsidies to businesses
8. How did the 1921 Louisiana Constitution make it easier for Louisianans to vote? (8.12.f)
- a) It lowered the voting age from twenty-one to eighteen.
 - b) It granted women the right to vote in local elections.
 - c) It allowed mail-in voting.
 - d) It eliminated poll taxes.

9. Use the chart to answer the question.

Huey Long's "Share Our Wealth" Program
<ul style="list-style-type: none">• The government would confiscate any personal income exceeding one million dollars per year• The government would confiscate any personal fortune exceeding five million dollars• Every family would receive a guaranteed annual income of two thousand dollars• Free college education and vocational training• Actions to stabilize prices

Which of the following could correctly be added to the table? (8.12.h)

- a) Forty-hour work week
 - b) Four-week vacation for all workers
 - c) All citizens over age fifty receive pensions
 - d) Free government-sponsored health care for all
10. Use the excerpt to answer the question.

We have trouble, my friends, in the country, because we have too much money owing, the greatest indebtedness that has ever been given to civilization, where it has been shown that we are incapable of distributing the actual things that are here, because the people have not enough money to supply themselves with them, and because the greed of a few men is such that they think it is necessary that they own everything, and their pleasure consists in the starvation of the masses, and in their possessing things they cannot use, and their children cannot use, but who bask in the splendor of sunlight and wealth, casting darkness and despair and impressing it on everyone else. . . .

—Huey Long, "Every Man a King" (Radio Address), February 23, 1934

Which political philosophy best describes the ideas in this excerpt? (8.12.h)

- a) communism
- b) anarchism
- c) capitalism
- d) populism

11. Use the excerpt to answer the question.

It is necessary to look upon this emergency as a national disaster. It has been so treated from its inception. Our whole people have provided with great generosity for its relief. Most of the departments of the Federal Government have been engaged in the same effort. The governments of the afflicted areas, both State and municipal, can not be given too high praise for the courageous and helpful way in which they have come to the rescue of the people. If the sources directly chargeable can not meet the demand, the National Government should not fail to provide generous relief. This, however, does not mean restoration. The Government is not an insurer of its citizens against the hazard of the elements.

We shall always have flood and drought, heat and cold, earthquake and wind, lightning and tidal wave, which are all too constant in their afflictions. The Government does not undertake to reimburse its citizens for loss and damage incurred under such circumstances. It is chargeable, however, with the rebuilding of public works and the humanitarian duty of relieving its citizens from distress.

—President Calvin Coolidge, 1927 Annual Address

Based on this excerpt, with which statement would Coolidge most likely agree?

- a)** The federal government has no role to play in the response to a natural disaster.
- b)** It is the federal government's responsibility to help people get back on their feet after a disaster.
- c)** Private businesses are better equipped than the government to help people rebuild after a disaster.
- d)** Citizens must take some responsibility for rebuilding their lives and recovering their losses after a disaster.

B. On your own paper, write a well-organized paragraph in response to the following prompt:

How was the Great Mississippi Flood of 1927 a turning point in the history of both Louisiana and the United States? Make a claim that answers the question, and support it with evidence from the chapter. (8.2, 8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.12.f, 8.12.g, 8.12.h)

Assessment: Chapter 3—The Great Depression

A. On your own paper, write the letter(s) that provides the best answer.

- How did the Reconstruction Finance Corporation represent a major shift in President Herbert Hoover's economic recovery efforts during the Great Depression? (8.13.d)
 - It favored small, local businesses over utility companies and large multinational corporations.
 - It authorized direct government payments to farmers and ranchers to help them prevent foreclosures.
 - It offered direct government loans to large businesses, which contradicted Hoover's typical "limited government" stance.
 - It represented an admission that state governments were better equipped to deal with the crisis than the federal government.
- Which statements about the stock market during the year and a half before the 1929 stock market crash are correct? Select the **two** correct answers. (8.13.a)
 - The average price of most stock increased dramatically.
 - Cash payment in full was required for all stock purchases.
 - There was a widespread speculative frenzy among investors.
 - Relatively few Americans had money invested in the stock market.
- Overproduction of goods by American companies contributed to the Great Depression by _____. (8.13.a)
 - encouraging business to hire more workers
 - creating large inventories of unsold products
 - causing an increase of prices in imported goods
 - paying employees high wages, leading to inflation
- Use the image to answer the question.



Which statement is supported by the image? (8.6.a, 8.13.b)

- The Great Depression led to widespread hunger and poverty.
- The stock market crash of 1929 caused the Great Depression.
- The Great Depression impacted mainly urban factory workers.
- During the Great Depression, GDP increased by more than one-third.

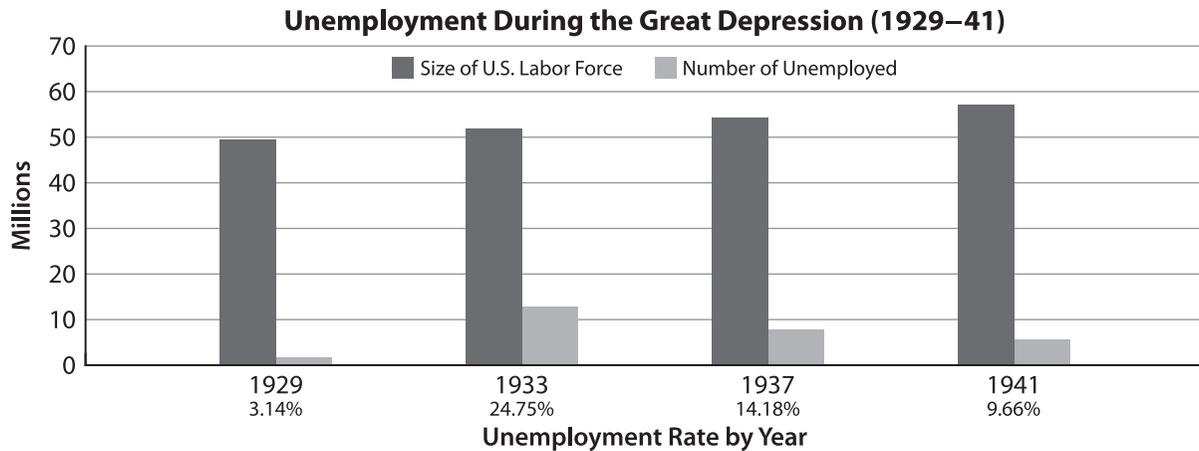
5. What was a result of the Smoot-Hawley Tariff? (8.13.a, 8.13.d)
- a) U.S. exports increased as the price of American-made goods fell in most other countries.
 - b) Panicked depositors caused a bank run, fearing they would lose their life savings.
 - c) Unemployment fell sharply, and the United States began to recover from the Great Depression.
 - d) Other countries raised their own tariffs on American-made goods, worsening the economic crisis.
6. Use the image to answer the question.



Communities such as the one shown in the image sprang up across the United States because of President Herbert Hoover's _____. (8.6.a, 8.13.b, 8.13.d)

- a) efforts to help residents return to their farms
- b) refusal to provide direct federal aid to the homeless
- c) emergency relief programs to provide food for the poor
- d) support for federal programs to provide jobs for the unemployed

7. Use the graph to answer the question.



What led to the decline in unemployment after 1933 shown on the graph? (8.4, 8.13.b)

- a) the New Deal
 - b) the Smoot-Hawley Tariff
 - c) the Share Our Wealth Society
 - d) the Reconstruction Finance Corporation
8. Which statement about President Franklin Roosevelt's New Deal program is accurate? (8.13.d, 8.13.e)
- a) Protective tariffs were imposed.
 - b) Social welfare programs were expanded.
 - c) Government regulation of businesses was reduced.
 - d) Government support of farmers and ranchers ended.
9. Which of these programs was created in the Second New Deal? (8.13.e)
- a) Reconstruction Finance Corporation
 - b) Tennessee Valley Authority
 - c) Social Security
 - d) Glass-Steagall

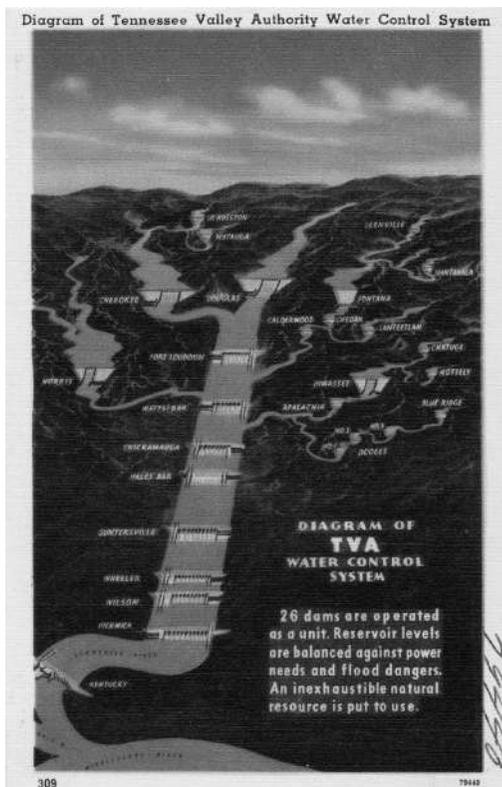
10. Use the table to answer the question.

 AAA	Agricultural Adjustment Administration	1933–42	Agricultural Adjustment Act (also called Farm Relief Bill)	limit farm production, reduce export surpluses, raise prices	mortgage loans, payments to farmers who limited planting, price regulation	more than doubled farm income, 1932–35; unintended: long-term trend from small farms to agribusiness
 NRA	National Recovery Administration	1933–35	National Recovery Act	eliminate unfair business practices, reduce unemployment	establish codes for business practices (e.g., child labor, minimum wage, maximum hours)	improved labor conditions, aided collective bargaining and unionization
 PWA	Public Works Administration	1933–39	National Industrial Recovery Act		public works: schools, courthouses, city halls, public health facilities, roads, bridges, subways	\$4 billion in construction of public works, many still in use
 FRS	Glass–Steagall Act	1933–99	Banking Act of 1933	safer use of bank assets, interbank control, prevention of undue speculation	commercial banks no longer allowed to underwrite securities, investment banks no longer allowed close connections with commercial banks	separated commercial banking from investment banking, tighter regulation of banks by Federal Reserve System, created FDIC

Which information correctly completes the table? (8.13.d, 8.13.e)

- a) protect bank depositors
- b) encourage collective bargaining
- c) regulate all aspects of securities industry
- d) reduce unemployment, improve purchasing power

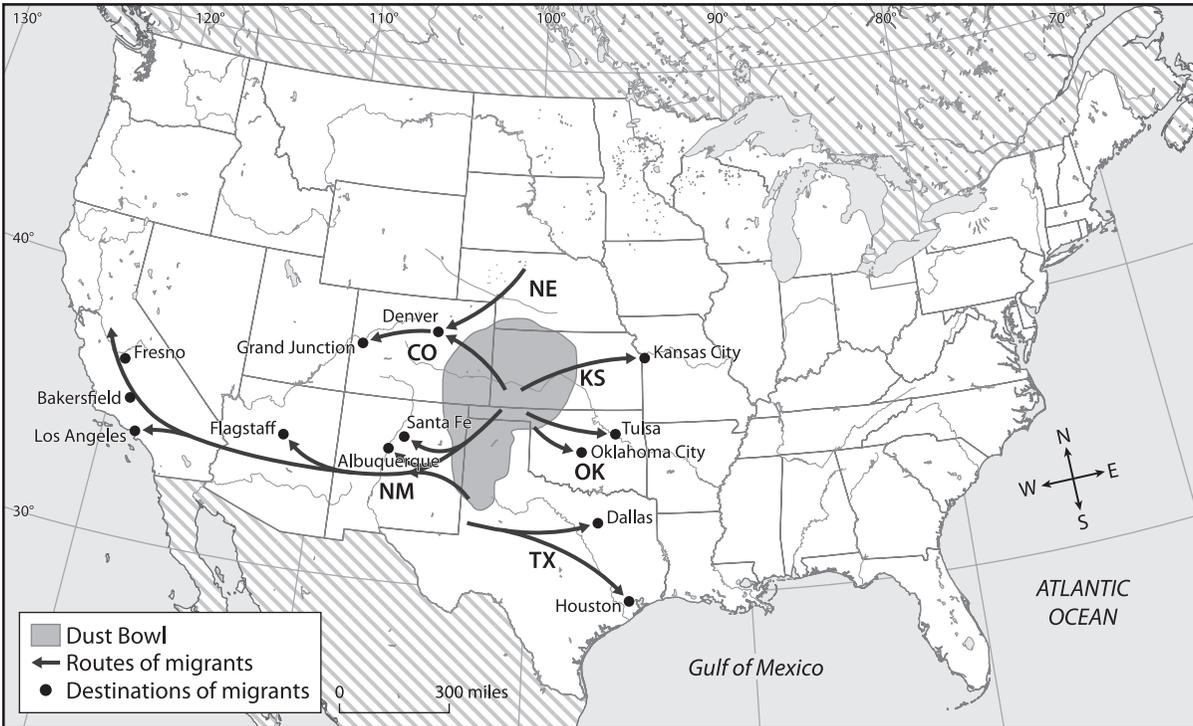
11. Use the image to answer the question.



What was one of the purposes of the New Deal agency depicted in the above image? (8.6.a, 8.13.d, 8.13.e)

- a) produce hydroelectric energy
- b) eliminate unfair trade
- c) reduce export surplus
- d) raise farm prices

12. Use the map to answer the question.



Which statement is supported by the map? (8.5, 8.13.c)

- a) The Great Plains is not suitable for large-scale agricultural activities.
- b) Dust storms were major push factors driving migration from the Great Plains during the 1930s.
- c) Migrants from Dust Bowl regions made better lives for themselves in California and the Upper Midwest.
- d) The experiences of Great Plains farmers during the Dust Bowl era demonstrate the success of government farm subsidy programs.

13. Use the image to answer the question.



Which action by President Franklin Roosevelt did critics claim threatened the principle of checks and balances? (8.13.d)

- a) his court-packing scheme
 - b) his “fireside chat” addresses
 - c) his promotion of labor unions
 - d) his veto of the Smoot-Hawley Tariff
14. Which statement about labor unions during the Great Depression is accurate? (8.13.b)
- a) FDR’s New Deal programs sharply restricted the growth of unions.
 - b) Union membership grew rapidly during the Great Depression.
 - c) The Supreme Court ruled that the existence of labor unions were unconstitutional.
 - d) Fewer people joined labor unions during the 1930s because they could not pay membership fees.
15. Use the excerpt to answer the question.

We do not distrust the future of essential democracy. The people of the United States have not failed. In their need they have registered a mandate that they want direct, vigorous action. They have asked for discipline and direction under leadership. They have made me the present instrument of their wishes. In the spirit of the gift I take it.

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

This excerpt suggests that the Great Depression had caused the American people to begin to think that _____. (8.13.d, 8.13.e)

- a) the federal government was responsible for the welfare of the nation’s citizens
- b) a limited government response to the economic crisis was the best solution
- c) the rights of workers were less important than the interests of large corporations
- d) the federal government should take control of the country’s factors of production

16. Use the excerpt to answer the question.

My countrymen, the proposals of our opponents represent a profound change in American life—less in concrete proposal, bad as that may be, than by implication and by evasion. Dominantly in their spirit they represent a radical departure from the foundations of 150 years which have made this the greatest nation in the world. This election is not a mere shift from the ins to the outs. It means deciding the direction our Nation will take over a century to come.

—Herbert Hoover, 1932

This excerpt suggests that the New Deal was seen by opponents as a _____. (8.13.d)

- a) serious break with American tradition and values
 - b) necessary evil to deal with the Great Depression
 - c) proposal that would lose Roosevelt the election
 - d) set of policies that could not be implemented
17. Use the excerpt to answer the question.

For nearly four years you have had an Administration which instead of twirling its thumbs has rolled up its sleeves. We will keep our sleeves rolled up.

We had to struggle with the old enemies of peace—business and financial monopoly, speculation, reckless banking, class antagonism, sectionalism, war profiteering.

They had begun to consider the Government of the United States as a mere appendage to their own affairs. We know now that Government by organized money is just as dangerous as Government by organized mob.

Never before in all our history have these forces been so united against one candidate as they stand today. They are unanimous in their hate for me—and I welcome their hatred.

—President Franklin D. Roosevelt, Campaign Address at Madison Square Garden, 1936

Based on this excerpt, what is Roosevelt’s message to the American people?

- a) Government is most effective when supported by organized money.
 - b) Businesses have been great allies in implementing the New Deal.
 - c) The government has successfully ended the Great Depression.
 - d) He will continue to fight for them despite great opposition.
- B. On your own paper, write a well-organized paragraph in response to the following prompt.**

The Great Depression demonstrated that the federal government has the responsibility to provide for citizens’ basic needs.

Support or refute this claim using evidence from the chapter. (8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.13.a, 8.13.b, 8.13.c, 8.13.e)

