

The Great Depression Web Quest

WEB QUEST

Background: As the roaring twenties came to a close, the downturn in the economy signaled the end of an era. In 1929, the Stock Market crashed, marking the beginning of the Great Depression. This economic downturn brought enormous suffering to Americans from all walks of life.

PART I The Impact of the Great Depression on the American People

Task #1 Read the abbreviated [biography of Mrs. Roosevelt](#) by Doris Kearns Goodwin and answer the questions below (NOTE: In order to access the biography, you have to DOUBLE CLICK on the link!).

1. What two characteristics justify Mrs. Roosevelt's selection as a person of the millenium?
2. How did Mrs. Roosevelt redefine the role of First Lady?
3. Why would America look to Mrs. Roosevelt for support during the Depression?

Task #2 Letters to Mrs. Roosevelt <http://newdeal.feri.org/eleanor/index.htm>. Click on the link for "The Letters" Read one letter from each category (requests for clothes, money, bicycles, luxuries), and identify one of the seven hardships (employment, housing, farming, family life, children, and psychological impact) reflected in the letter.

Date	Author	Letter Summary	Nature of Response
Month and year letter was written	Initials and location	1. What was the request? 2. What reason or explanation does the author give for the request? 3. What hardship	How does Eleanor respond to the letter?

		from task #1 is reflected in the letter?	

- What conclusions can you draw from these letters? For instance, what patterns emerged?
- Did the letters represent a cross-section of Americans, or did a single group dominate?
- What do their findings suggest about Mrs. Roosevelt's appeal?
- Discuss the characteristics of the people who wrote the letters.
- In your own words, discuss Mrs. Roosevelt's replies to the children's letters. How would you have felt if you received one of the "secretary's letters?"

Task #3 Images of the Depression Choose one [Depression image](#) from each of the categories listed below.

- [Banks and Banking](#)
- [Business Decline](#)
- [Foreclosures](#)
- [Job Lines](#)
- [Soup Kitchens and Breadlines](#)
- [Unemployment](#)

What hardships are represented by the images?

How do these image(s) reflect what you read about in task #1 (text) and task #3 (Letters)?

Task #4 - The "Alphabet Soup Chart"

Using the link http://faculty.washington.edu/qtaylor/Courses/101_USH/new_deal.htm, complete the chart. YOU MUST put the information in your own words!

Initials	Full Name	Purpose and Information
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CCC		
AAA		
NRA		
PWA		
FCA		
HOLC		
WPA		
NYA		
NLRB		
TVA		
SSA		

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After completing the chart, please complete the follow-up questions below.

Task #5 - The DBQ

[CLICK HERE FOR THE APUSH DBQ \(2003 APUSH exam\).](#)

For each document, complete the information/inference chart.

Document Letter/Source	Information Gained From the Document	Inferences from the Document
A. "New Masses" Meridel Leseur, 1932	<ul style="list-style-type: none"> • Many women are unemployed. • There are some forms of assistance available. • Fewer women than men seek assistance. • As many women probably suffer from poverty as men. 	<ul style="list-style-type: none"> • Women appear to be invisible during the Depression. • There appears to be a lack of concern for women during the Depression. • Aid to people prior to the New Deal was not effective.

In the space below, construct a well developed thesis statement that addresses the question below:

“Analyze the responses of FDR’s administration to the problems of the Great Depression. How effective were the responses? How did they change the role of the Federal Gov’t?”

Task #6 - Test your knowledge!

[CLICK HERE.](#) Take the quiz once (On your honor!). Email me (michael.tesler@wjps.org) the results!