

Chapter 1 : The Great Depression in literature for youth (edition) | Open Library

The Great Depression in literature for youth a geographical study of families and young lives: a guide and resource book by Rebecca L. Berg. Published by Scarecrow Press in Lanham, Md. Written in English.

Money supply decreased considerably between Black Tuesday and the Bank Holiday in March when there were massive bank runs across the United States. There are also various heterodox theories that downplay or reject the explanations of the Keynesians and monetarists. The consensus among demand-driven theories is that a large-scale loss of confidence led to a sudden reduction in consumption and investment spending. Once panic and deflation set in, many people believed they could avoid further losses by keeping clear of the markets. Holding money became profitable as prices dropped lower and a given amount of money bought ever more goods, exacerbating the drop in demand. Monetarists believe that the Great Depression started as an ordinary recession, but the shrinking of the money supply greatly exacerbated the economic situation, causing a recession to descend into the Great Depression. Economists and economic historians are almost evenly split as to whether the traditional monetary explanation that monetary forces were the primary cause of the Great Depression is right, or the traditional Keynesian explanation that a fall in autonomous spending, particularly investment, is the primary explanation for the onset of the Great Depression. There is consensus that the Federal Reserve System should have cut short the process of monetary deflation and banking collapse. If they had done this, the economic downturn would have been far less severe and much shorter. In such a situation, the economy reached equilibrium at low levels of economic activity and high unemployment. As the Depression wore on, Franklin D. Roosevelt tried public works, farm subsidies, and other devices to restart the U. According to the Keynesians, this improved the economy, but Roosevelt never spent enough to bring the economy out of recession until the start of World War II. Real gross domestic product in Dollar blue, price index red, money supply M2 green and number of banks grey. Friedman and Schwartz argued that the downward turn in the economy, starting with the stock market crash, would merely have been an ordinary recession if the Federal Reserve had taken aggressive action. I would like to say to Milton and Anna: Friedman and Schwartz argued that, if the Fed had provided emergency lending to these key banks, or simply bought government bonds on the open market to provide liquidity and increase the quantity of money after the key banks fell, all the rest of the banks would not have fallen after the large ones did, and the money supply would not have fallen as far and as fast as it did. This interpretation blames the Federal Reserve for inaction, especially the New York branch. By the late s, the Federal Reserve had almost hit the limit of allowable credit that could be backed by the gold in its possession. This credit was in the form of Federal Reserve demand notes. During the bank panics a portion of those demand notes were redeemed for Federal Reserve gold. Since the Federal Reserve had hit its limit on allowable credit, any reduction in gold in its vaults had to be accompanied by a greater reduction in credit. On April 5, , President Roosevelt signed Executive Order making the private ownership of gold certificates, coins and bullion illegal, reducing the pressure on Federal Reserve gold. When threatened by the forecast of a depression central banks should pour liquidity into the banking system and the government should cut taxes and accelerate spending in order to keep the nominal money stock and total nominal demand from collapsing. Outright leave-it-alone liquidationism was a position mainly held by the Austrian School. The idea was the benefit of a depression was to liquidate failed investments and businesses that have been made obsolete by technological development in order to release factors of production capital and labor from unproductive uses so that these could be redeployed in other sectors of the technologically dynamic economy. They argued that even if self-adjustment of the economy took mass bankruptcies, then so be it. Bradford DeLong point out that President Hoover tried to keep the federal budget balanced until , when he lost confidence in his Secretary of the Treasury Andrew Mellon and replaced him. According to a study by Olivier Blanchard and Lawrence Summers, the recession caused a drop of net capital accumulation to pre levels by If you go back to the s, which is a key point, here you had the Austrians sitting in London, Hayek and Lionel Robbins, and saying you just have to let the bottom drop out of the world. You will only make it worse. First it is not able to explain why the demand for money was falling

more rapidly than the supply during the initial downturn in 1929. These questions are addressed by modern explanations that build on the monetary explanation of Milton Friedman and Anna Schwartz but add non-monetary explanations. Debt deflation Crowds outside the Bank of United States in New York after its failure in Irving Fisher argued that the predominant factor leading to the Great Depression was a vicious circle of deflation and growing over-indebtedness. The chain of events proceeded as follows: When the market fell, brokers called in these loans, which could not be paid back. Government guarantees and Federal Reserve banking regulations to prevent such panics were ineffective or not used. Bank failures led to the loss of billions of dollars in assets. After the panic of 1930, and during the first 10 months of 1931, U. In all, 9, banks failed during the 1930s. With future profits looking poor, capital investment and construction slowed or completely ceased. In the face of bad loans and worsening future prospects, the surviving banks became even more conservative in their lending. A vicious cycle developed and the downward spiral accelerated. The liquidation of debt could not keep up with the fall of prices which it caused. The mass effect of the stampede to liquidate increased the value of each dollar owed, relative to the value of declining asset holdings. The very effort of individuals to lessen their burden of debt effectively increased it. Paradoxically, the more the debtors paid, the more they owed. Pure re-distributions should have no significant macroeconomic effects. Building on both the monetary hypothesis of Milton Friedman and Anna Schwartz as well as the debt deflation hypothesis of Irving Fisher, Ben Bernanke developed an alternative way in which the financial crisis affected output. According to Bernanke, a small decline in the price level simply reallocates wealth from debtors to creditors without doing damage to the economy. But when the deflation is severe falling asset prices along with debtor bankruptcies lead to a decline in the nominal value of assets on bank balance sheets. Banks will react by tightening their credit conditions, that in turn leads to a credit crunch which does serious harm to the economy. A credit crunch lowers investment and consumption and results in declining aggregate demand which additionally contributes to the deflationary spiral. Eggertsson and Christina Romer, the key to recovery and to ending the Great Depression was brought about by a successful management of public expectations. The thesis is based on the observation that after years of deflation and a very severe recession important economic indicators turned positive in March when Franklin D. Consumer prices turned from deflation to a mild inflation, industrial production bottomed out in March 1933, and investment doubled in 1934 with a turnaround in March 1933. There were no monetary forces to explain that turn around. Money supply was still falling and short term interest rates remained close to zero. Before March people expected further deflation and a recession so that even interest rates at zero did not stimulate investment. But when Roosevelt announced major regime changes people began to expect inflation and an economic expansion. With these positive expectations, interest rates at zero began to stimulate investment just as they were expected to do. The expectation of higher future income and higher future inflation stimulated demand and investments. The analysis suggests that the elimination of the policy dogmas of the gold standard, a balanced budget in times of crises and small government led endogenously to a large shift in expectation that accounts for about 70-80 percent of the recovery of output and prices from 1932 to 1934. In their view, much like the monetarists, the Federal Reserve of which was created in 1913 should shoulder much of the blame; however unlike the Monetarists, they argue that the key cause of the Depression was the expansion of the money supply in the 1920s, of which led to an unsustainable credit-driven boom. Therefore, by the time the Federal Reserve tightened in 1933 it was far too late to prevent an economic contraction. The spectacular crash of 1929 followed five years of reckless credit expansion by the Federal Reserve System under the Coolidge Administration. The passing of the Sixteenth Amendment, the passage of The Federal Reserve Act, rising government deficits, the passage of the Hawley-Smoot Tariff Act, and the Revenue Act of 1926, exacerbated and prolonged the crisis. It merely brings about a rearrangement. It diverts capital investment away from the course prescribed by the state of economic wealth and market conditions. It causes production to pursue paths which it would not follow unless the economy were to acquire an increase in material goods. As a result, the upswing lacks a solid base. It is not a real prosperity. It is illusory prosperity. It did not develop from an increase in economic wealth, i. Rather, it arose because the credit expansion created the illusion of such an increase. Sooner or later, it must become apparent that this economic situation is built on sand. Wallace, Paul Douglas, and Marriner Eccles. It held the economy produced more than it consumed, because the consumers

did not have enough income. Thus the unequal distribution of wealth throughout the s caused the Great Depression. That is, it must redistribute purchasing power, maintaining the industrial base, and re-inflating prices and wages to force as much of the inflationary increase in purchasing power into consumer spending. The economy was overbuilt, and new factories were not needed. Foster and Catchings recommended [58] federal and state governments to start large construction projects, a program followed by Hoover and Roosevelt. Productivity shock It cannot be emphasized too strongly that the [productivity, output and employment] trends we are describing are long-time trends and were thoroughly evident prior to These trends are in nowise the result of the present depression, nor are they the result of the World War. On the contrary, the present depression is a collapse resulting from these long-term trends. King Hubbert The first three decades of the 20th century saw economic output surge with electrification , mass production and motorized farm machinery, and because of the rapid growth in productivity there was a lot of excess production capacity and the work week was being reduced. Please help improve this article by adding citations to reliable sources. Unsourced material may be challenged and removed. May Learn how and when to remove this template message The gold standard was the primary transmission mechanism of the Great Depression. Even countries that did not face bank failures and a monetary contraction first hand were forced to join the deflationary policy since higher interest rates in countries that performed a deflationary policy led to a gold outflow in countries with lower interest rates. The UK was the first to do so. Facing speculative attacks on the pound and depleting gold reserves , in September the Bank of England ceased exchanging pound notes for gold and the pound was floated on foreign exchange markets. The UK, Japan, and the Scandinavian countries left the gold standard in Other countries, such as Italy and the U. According to later analysis, the earliness with which a country left the gold standard reliably predicted its economic recovery. For example, The UK and Scandinavia, which left the gold standard in , recovered much earlier than France and Belgium, which remained on gold much longer. Countries such as China, which had a silver standard , almost avoided the depression entirely. This partly explains why the experience and length of the depression differed between national economies. In a survey of American economic historians, two-thirds agreed that the Smoot-Hawley Tariff Act at least worsened the Great Depression.

Chapter 2 : From Boom to Bust | Effects of the Great Depression on Children

The Great Depression was a pivotal period in our nation's history. This annotated bibliography guides readers to biographies, oral histories, memoirs, recollections, photograph collections, fiction and nonfiction books, picture books, international resources and other reference sources.

Digital History ID The popular culture of the s was fraught with contradictions. It was, simultaneously, a decade of traditionalism and of modernist experimentation; of sentimentality and "hard-boiled" toughness; of longings for a simpler past and fantastic dreams of the future. It was a decade in which many Americans grew increasingly interested in tradition and folk culture. Under the leadership of Alan Lomax, the Library of Congress began to collect folk songs. Plus, folk singers like Woody Guthrie and Pete Seeger attracted large audiences. Henry Ford, who had revolutionized the American landscape through the mass production of cars, devoted his energies and fortune to a new project: Greenfield Village, a collection of historic homes and artifacts located near Detroit. At the same time, the Rockefeller family restored colonial Williamsburg in Virginia. Many prominent intellectuals saw modern society as excessively individualistic and fragmented. In response, they looked to the past. Another group of distinguished intellectuals known as the New Humanists, led by Irving Babbitt and Paul Elmer More, extolled classical civilization as a bulwark against modern values. In volumes like *Technics and Civilization*, Mumford examined how the values of a pre-machine culture could be blended into modern capitalist civilization. And yet, for all the emphasis on tradition, the s was also a decade in which modernism in architecture and the arts became increasingly pronounced. Martha Graham developed American modern dance. Buckminster Fuller and the industrial designer Walter Dorwin Teague employed curves and streamlining to give their projects a modern appearance. Popular culture offered many: A new phrase, "the American way of life," entered the American vernacular. Public opinion polls and statistical surveys that gave the public a better sense of what the "average American" thought, voted, and ate also emerged. The new photojournalism that appeared in new magazines like *Life* helped to create a common frame of reference. Yet regional, ethnic, and class differences occupied an important place in the literature of the s. The great novels of the decade successfully combined social criticism and rich detail about the facts of American life in specific social settings. In his novels of fictional Yoknapatawpha County, William Faulkner explored the traditions and history of the South.

Chapter 3 : SparkNotes: SAT Subject Test: U.S. History: Popular Culture and Literature During the Depression

This bibliography describes the youth literature and relevant resources written about the Great Depression, all categorized by geographical location. Students, educators, historians, and writers can use this book to find literature specific to their state or region, gaining a greater understanding of what the Great Depression was like in their.

No one, including those many citizens whose interest in the stock market is entirely minimal, has been able to ignore the fluctuations of the notorious Dow-Jones average of 30 stocks or the total number of shares traded daily on the New York Stock Exchange. We wonder over a point plunge in a single day when million shares changed hands. Not even the most prideful economist dares to predict with scientific precision the consequences of having learned from history, will not suffer another decade of economic privation in the Nineties as it did in the Thirties. Nevertheless, millions felt a chill of fear when the market plunged in . Older Americans, particularly those in their seventies and eighties, are especially chary of news of a stock market crash. These men and women remember another, in , when in two days the Dow-Jones industrials lost a quarter of their market value and a then“astronomical 16 million shares were traded. That cataclysm on Wall Street was the prelude to one of the worst crises ever to strike the U. Yet many Americans will recount other emotions evoked by that period“a sense of commitment, a pride in place, and a tradition of sharing. In fact, like all other complex national phenomena, the Great Depression cannot easily be characterized or explained. Rural, often religiously conservative, America saw the Depression as a national punishment for the excessive licentiousness and frivolity of the Roaring Twenties. The Leftist ideologue rejected the fundamental tenets of American political and economic traditions in favor of Marxist solutions to hopeless economic disintegration. Herbert Hoover symbolized caution and orthodoxy, but Franklin Roosevelt suggested innovation and experiment. Decades later, we may be too smug because we know the Thirties ended happily. Yet one way we can recapture the spirit of the Great Depression is through the history and fiction of the era. The story of the Great Depression, on the other hand, extends far beyond the perspective of any novelist, no matter how great he or she is. Novels have a timeless aesthetic and psychological resonance in addition to their significance as historical documents. The novels in this series are extraordinarily well-placed windows from which to observe and understand the impact of the Depression on so many Americans. Novels dramatize the widely diverse ways that people coped with disaster; they can be viewed as fictional therapies for a virulent economic sickness. Some of our writers are made hopeful by a vision of social solidarity among Americans of traditionally antagonistic race and class. Others see tragedy in the symbolic exhaustion of heroism in figures who in any earlier period would have embodied an inexhaustible American optimism. Whatever the theme and tone of these novels written in the Thirties, they transport their readers into an age of anxiety, struggle, defeat, and despair; yet through it all, the fictional“and the actual“Americans managed to endure. Rather, his is an extremely wide-ranging account of the Depression Decade, supplementing the usual reports on economics and politics with the stuff of everyday life“education, literature, the arts, religion, urban development, reform movements, fashions, entertainment, and fads. He wrote and published *Since Yesterday* in , less than a year after the period encompassed by the book ended. Allen was probably a better journalist than professional historian“especially in the formal, analytic sense“but *Since Yesterday* is a triumph of amusing accumulation. Allen wants his regards to America together like a Depression-age craze, the jigsaw puzzle. He died in , much honored for his work, which sold in large numbers from the date of publication. *Since Yesterday* seemed to readers then and now to be a fine starting place. Only a person who had experienced privation and homelessness, despair, and unemployment first hand could write such a novel. One of seven children of a Missouri coalminer, Conroy saw his father and two of his brothers die in the mines. He had a scanty formal education, but he was encouraged by his mother to fulfill his childhood dream of writing. Conroy found ready acceptance of journals like *The New Masses*. Conroy, however, was not willing to limit himself to Communist propaganda. In , the novel enjoyed a modest success for a book of its sort, selling copies. Jack Conroy wrote two other novels, long since forgotten, and for years edited *The Anvil*, a Left-leaning magazine. He died in , the grand old man of proletarian fiction at Scott Fitzgerald Most readers,

in the s and today, know Scott Fitzgerald as the chronicler of the Jazz Age, the poet of the opulent, the Golden Boy of the Twenties. He became a kind of anachronism in the Hangover Years of the Depression, so much so that, introduced to a Hollywood starlet in , Fitzgerald nearly cracked when she claimed that he was an imposter: But Fitzgerald was far from dead. He was writing albeit sporadically, all the time. And the sharpness of his perceptions of the triviality and absurdity of life among expatriated Americans on the Riviera had been honed by his own personal struggles with hard times and misfortune. His wife Zelda, the Golden Girl, had been diagnosed as schizoid and confined to an asylum. His literary inventiveness had flagged, his personal health was increasingly precarious, and he was drinking too much. He had produced no novel since *The Great Gatsby* in “ almost a decade. It should be no surprise, then, that the public was not entirely supportive when *Tender is the Night* appeared in . So taken is Dr. Diver by the pathos and need of this wretched but beautiful girl that he commits the unpardonable sin against medical professionalism: Then Dick is laid off, just like any marginally successful worker in the American capitalist system. However, the public bought 12, copies of *Tender* in its first year, a sale disappointing to Fitzgerald who expected a best seller, but not bad for a serious work of fiction in . Still, Scott Fitzgerald, who died in Hollywood, wrote a Depression novel that resonates as powerfully as any other in the decade. Even those who lack the stamina to read the page book have sat spellbound in a darkened movie theatre as *Atlanta burns* and *Scarlett waltzes*. It is, however, a kind of Depression epic, connected in special and subtle ways with the times in which it was written. *Anthony Adverse* by Hervey Allen evoked the Napoleonic era and led all best sellers in . All of these historical romances were lengthy, all inclined to at least a soupcon of sexual license, and all featured plucky heroes struggling against seemingly overwhelming odds. Long historical romances kept the Depression readers satisfied for days, and the optimistic themes of the books inspired their readers with a tinge of hope. Americans had had it tough in the past, but they had managed to come through again and again. *Scarlett* will save Tara. She not only endures, she triumphs. And her pluckiness occurs in an idyllic agrarian community, replete with loyal darkies and dashing freebooters. These stereotypes may be part of an escapist wish-dream, but that does not mean the book is wholly unrealistic or untrue. It also won the Pulitzer Prize. Margaret Mitchell never wrote another book. She died in , reportedly still answering her fan mail. Her famous novel continues, however, to console legions of Americans. At last count, an estimated ten million copies were in print. Horrifying as that statistic was for white Americans, unemployment among black Americans was estimated to be almost twice as high. Last hired, first fired, seared by rural poverty, ejected from the land by the owners of their tenant farms, blacks fled north in large numbers, only to find that racial discrimination knows no regional boundaries. The stories that Wright wrote in his Chicago days were bitter tales of violence and intimidation in a racist South. The black heroes here must forego racial solidarity in favor of class-consciousness. Richard Wright left the Communist Party, which in the s, writing an affecting account of his disillusionment in *The God that Failed* . He died in exile in France in , regarded by critics as the most important black novelist of his generation. The development, design, and production of this material were made possible by a grant from the National Endowment for the Humanities.

Chapter 4 : Children and Adolescents, Impact of the Great Depression on | calendrierdelascience.com

Yes, unlike children in the 21st century, children raised during the 's actually worked during the time of the Great Depression to help their family's situation, despite acts passed preventing them to.

Since the mid-nineteenth century, Americans had been moving toward a new definition of childhood and adolescence. Modern childhood was viewed as a period distinct from adulthood and separate from adult responsibilities. In , individuals nineteen years of age and under the U. The economic Depression of the s led many couples to have even fewer children, and a growing number of young men who were unable to find employment postponed marriage. Changes in public policy and culture that took place during the s established a universal definition of American childhood for the balance of the twentieth century. By most states had passed compulsory school attendance laws for those under sixteen, established public high schools although many were segregated , and placed restrictions on the industrial employment of young people under fourteen years of age. In addition, medical science had made great strides in treating and preventing childhood diseases such as diarrhea, rickets, and diphtheria. In his opening address, Hoover waxed sympathetic about the value of children, but there were few positive results from the conference. The Hoover administration seemed to turn a blind eye to the worsening economic conditions for youngsters and their families. Secretary of the Interior Ray Lyman Wilbur, a medical doctor, argued in that the economic Depression could actually be good for children. Families with less money to spend, Wilbur concluded, would be forced to depend upon each other and live a more wholesome home life. It was obvious to many others that a growing number of American children and their families were living in miserable conditions during the worsening economic crisis. By the time Franklin D. While the national divorce rate did not rise, desertion became more common. Although infant mortality rates had continued to fall during and , they were climbing again by for the first time since such data had been collected in the United States. With unemployment rates at 25 percent, many families that had been middle-class during the s slipped into poverty, contributing to rising incidence of hunger and malnutrition among children and adolescents. Psychological stress on adults resulted in domestic violence and child abuse. School districts ran out of money, classrooms became more crowded, school years were shortened, and many young people dropped out of school to seek work. Cash strapped business owners and parents ignored or intentionally violated existing child labor laws. Of those, the majority were children. Government officials from the U. Besides the better known old-age pension plan, the Social Security Act included three specific programs for children: This circumstance ran contrary to the U. Pension advocates wanted to keep mothers at home with their children and out of the wage-labor force. The federal ADC program was founded on this philosophy. It initially defined those eligible for aid as any child under sixteen who lived with a parent or close relative as caregiver, but had no breadwinner in the home. Amendments to Title IV in expanded the program to sixteen and seventeen year olds. ADC established the idea that in the absence of parental support, the federal government was ultimately responsible for needy children. States provided additional allotments to match federal ADC funds, but payments were meager and caregivers mostly single mothers received no stipend for their own support. This situation left ADC families in perpetual poverty. Title V of the Social Security Act provided federal money for maternal and child health care for needy women and children. Title V was the only health care program included in the act, making poor children and pregnant mothers the only recipients of federally subsidized health care until passage of the Medicare Act. Title VII focused on young people with "special needs. By , only one-fourth of the states had established county welfare boards to look after the needs of such children. Title VII made the health and well-being of dependent children a joint federal-state responsibility. The Great Depression also focused attention on adolescents. While some were females, most adolescent "hobos" were males. Many felt they were a burden on their already strapped families and hit the road to find work. The unemployment rate for American boys sixteen to twenty years of age was twice that of adults. Many people were sympathetic to the plight of unemployed youth, but some also charged that homeless boys were dangerous juvenile delinquents. For the next nine years the CCC employed more than 2. Enrollees built recreational facilities and engaged in land conservation work. As a division of the Works

Progress Administration WPA , the NYA provided part-time work-relief for high school and college-aged students, as well as full-time jobs for unemployed young people no longer in school. Organized to provide jobs for unemployed teachers, these high quality preschools opened to children of all races and set the standard for preschool education throughout the United States. Another side of the New Deal focused on getting young people out of the wage-labor force. The Fair Labor Standards Act successfully wrote child labor restrictions into federal law for the first time. It outlawed the employment of individuals under sixteen in the manufacture of goods shipped across state lines. It also set regulations for the employment of sixteen and seventeen year olds, and prohibited all minors from working in specific industries. The law ignored young people who worked in agriculture or domestic service , but the economic crisis of the s increased pressure on politicians to end child labor. For the first time in history, American children were expected to spend more of their time in school than on the job. Popular radio shows appealed to young consumers, even during dire economic times. Films featuring the "Our Gang" kids, and child stars such as Mickey Rooney , Judy Garland , and Shirley Temple depicted an idealized childhood absent from adult responsibilities. The quality of schools varied widely, but communities accepted the notion that education through high school was a public responsibility. The shift to high schools as a universal experience for American adolescents reinforced the development of a distinct youth culture. Dating moved adolescent boys and girls far from the watchful eyes of parents. Racial and ethnic segregation persisted, but comic books and other "kid" centered aspects of popular culture crossed social divisions. Highlighting the significance of youth culture, a article in Popular Science introduced the word teenager into the American print vocabulary. The important matter of growing up became the focus for most children and teens. The economic crisis somewhat hindered the development of a commercialized youth culture dancing to the rhythm of swing music, but the concentration of most young people into high schools strengthened the trend. The dramatic crisis that engaged Americans during the s clearly shaped the lives of children and youth. Racial, gender, and ethnic discrimination persisted, but the idea that every child should have the right to basic economic security, a childhood separate from adult responsibilities, and a high school education was accepted as an American entitlement.

Chapter 5 : Transition to manhood: effects of the Great Depression on male youth.

The Great Depression and Children's Books With all the current talk of hard times, this might be a good time to look at the Great Depression in literature. The study can stay within the language arts curriculum or serve as a means of crossing the curriculum into social studies, science, economics, and the arts.

The study can stay within the language arts curriculum or serve as a means of crossing the curriculum into social studies, science, economics, and the arts.

Order Info Grades 2 - 8 This thoroughly delightful and touching book brings us a series of letters between young Lydia and her family. This is one of those books where the pictures add immeasurably to the plot and must be examined carefully to get the most out of the book. They begin with the end-papers, continue on through the title pages and then on to the text. The one spread that shows Lydia dwarfed by the interior of Penn Station is a story in itself. Lydia misses her family and the gardens terribly. The city is bleak and her uncle even bleaker. Lydia is determined to get him to smile. Her letters home reveal a bit of her plans and there are other hints along the way but the surprise she creates will bring a smile to the readers as well as to her uncle.

Order Info Grades 3 - 5 A little girl vows that she is not moving away even though her family is.

Order Info Grades 3 - 6 This is a book with a limited vocabulary in which a family falls victim to the Dust Bowl. After losing their farm, they set out for California. The plot is sparse but the book makes a good one for less skillful readers. Grandfather, however, remembers a time when the drought and the dust were worse than this. He tells them about the Dust Bowl and the way many neighbors abandoned their farms then. His family decided to stick it out and they did -- through the drought, the cold and the grasshopper plague.

Order Info Grades 2 - 4 Set in the Bronx in , this book gives us a young narrator who learns that his father is not going off to work each morning as he has pretended to do but instead is selling apples on the street. The boy then learns how to help out by selling newspapers near Yankee Stadium, yelling out the exploits of Babe Ruth in order to attract buyers. When the Babe himself buys a paper, our newspaper boy gets to watch a game.

Candlewick, ISBN Best used after students have already had some exposure to information on the Dust Bowl.

Walker, ISBN **Order Info Grades 4 - 8** Arly is saved from a sinking boat crossing Lake Okeechobbe during a storm by clinging to an oar. He makes it to shore only to be forced into migrant labor work. In this volume, we focus on Cassie, one of four children living in Mississippi during the Depression.

Order Info Grades 4 - 7 The effects of the Great Depression on two families is the center of this novel. Like many children of that era, Daniel Garvey must take on adult responsibilities, bringing in money for the family and caring for his sister, even begging for money as the Depression grows. His father leaves the family to find work. The Riley family is in even worse shape as their father turns to alcoholism.

Order Info Grades 5 - 9 This spare novel, a Newbery Award winner told in a sort of blank verse, tells of Billie Jo and her family on the plains of Oklahoma in Many of their neighbors have already left as the dust covers everything. When a fire kills her mother and wounds Billie Jo extensively, her father becomes unreachable. Billie Jo leaves at last only to be pulled back home. More Information including activities, related books and links.

Order Info Grades 4 - 8 Bud holds all the remnants of his once loving home in a cardboard suitcase as he walks from Flint to Grand Rapids, Michigan in search of a man he believes to be his father. Many people lend a hand especially a labor union leader who finds Bud hiding at the side of the road. Set in the late s, hard times still prevail here. Joey, the older grandchild, is working in a CCC camp but Mary Alice has come to stay with her grandmother for a year while her parents give up their home. This is a hilarious Newbery Award winner. Make a chart showing how the characters in the books are affected by the Great Depression and how they do or do not cope with the changes. How would any of the characters in those books thrive in the present day? Carefully prepare an interview or series of interviews with someone who has lived through the Great Depression. Make sure that your comments and questions will be apt to get information you want. You can find some suggested questions for your survey at:

Chapter 6 : What Effect did the Great Depression have on Youth? by Lauren Lewicki on Prezi

1. *Adolescence. Fall;20(79) Transition to manhood: effects of the Great Depression on male youth. Scheibach M. This paper has been an exploration into the social and psychological problems associated with male youth growing up in the s.*

It began on October 24, 1929, and was the most devastating stock market crash in the history of the United States. Much of the stock market crash can be attributed to exuberance and false expectations. In the years leading up to 1929, the rising stock market prices had created vast sums of wealth for those invested, in turn encouraging borrowing to further buy more stock. However, on October 24 Black Thursday, share prices began to fall and panic selling caused prices to fall sharply. After the stock market crash and the bank closures, people were afraid of losing more money. Because of their fears of further economic challenge, individuals from all classes stopped purchasing and consuming. Thousands of individual investors who believed they could get rich by investing on margin lost everything they had. The stock market crash severely impacted the American economy. Banking failures[edit] A large contribution to the recession was the closure and suspension of thousands of banks across the country. Financial institutions failed for several reasons, including unregulated lending procedures, confidence in the Gold standard, consumer confidence in future economics, and agricultural defaults on outstanding loans. This overall decreased the money supply and forced the banks to result to short sale real estate and liquidation of existing loans. In November the first major banking crisis began with over banks closing their doors by January. By October over banks were suspended with the highest suspension rate recorded in the St. Louis Federal Reserve District, with 2 out of every 5 banks suspended. As a result, GDP fell from the high seven-hundreds in to the low to mid six-hundreds in before seeing any recovery for the first time in nearly 4 years. The Federal Reserve Act could not effectively tackle the banking crisis as state bank and trust companies were not compelled to be a member, paper eligible discount member banks heavily restricted access to the Federal Reserve, power between the twelve Federal Reserve banks was decentralized and federal level leadership was ineffective, inexperienced, and weak. Unregulated growth[edit] Throughout the early s banking regulations were extremely lax if not non-existent. The Currency Act of 1913 lowered the required capital of investors from 50, to 25, to create a national bank. As a result of this change nearly two thirds of the banks formed over the next ten years were quite small, averaging just above the 25, in required capital. Throughout the corn and cotton belts real estate increases drove the demand for more local funding to continue to supply rising agricultural economics. The rural banking structures would supply the needed capital to meet the farm commodity market, however, this came with a price of reliability and low risk lending. Economic growth was promising from 1918 to 1929 with an average of 6 percent growth in [GDP]. In particular the participation in World War I drove a booming agricultural market that drove optimism at the consumer and lending level which, in turn, resulted in a more lax approach in the lending process. Overbanked conditions existed which pressured struggling banks to increase their services specifically to the agricultural customers without any additional regulatory oversight or qualifications. This dilemma introduced several high risk and marginal business returns to the banking market. Banking profitability and loan standards begin to deteriorate as early as 1920 as a result. Dust storm approaching Stratford, Texas Crop failures beginning in 1929 began to impact this poorly regulated system, the expansion areas of corn and cotton suffered the largest due to the dust bowl era resulting in real estate value reductions. In addition, the year was the peak for banking expansion with roughly 31, banks in activity, however, with the failures at the agricultural level banks would close between marking the largest banking system failure on record. Regulatory questions began to hit the debating table around banking qualifications as a result; discussions would continue into the [Great Depression] as not only were banks failing but some would disappear altogether with no rhyme or reason. Contagion[edit] With a lack of consumer confidence in the economic direction given by the federal government panic started to spread across the country shortly after the Wall Street Crash of 1929. As a result, the American shareholders with the majority of the gold reserves began to grow wary of the value of gold in the near future. The market continued to suffer due to these reactions, and in result caused several of the everyday

individuals to speculate on the economy in the coming months. Rumors of market stability and banking conditions began to spread, consumer confidence continued to drop and panic began to set in. Contagion spread like wild fire pushing Americans all over the country to withdraw their deposits en masse. This idea would continue from causing the greatest financial crisis ever seen at the banking level pushing the economic recovery efforts further from resolution. An increase in the currency-deposit ratio and a money stock determinant forced money stock to fall and income to decline. This panic-induced banking failure took a mild recession to a major recession. However, it is evident that the banking system suffered massive reductions across the country due to the lack of consumer confidence. As withdraw requests would exceed cash availability banks began conducting steep discount sales such as fire sales and short sales. Due to the inability to immediately determine current value worth these fire sales and short sales would result in massive losses when recuperating any possible revenue for outstanding and defaulted loans. This would allow healthy banks to take advantage of the struggling units forcing additional losses resulting in banks not being able to deliver on depositor demands and creating a failing cycle that would become wide spread. The federal government would run additional policy changes such as the Check tax, monetary restrictions including reduction of money supply by burning , High Wage Policy, and The New Deal through the Hoover and Roosevelt administration. Urban desperation politic[edit] Huts and unemployed men in New York City, One visible effect of the depression was the advent of Hoovervilles , which were ramshackle assemblages on vacant lots of cardboard boxes, tents, and small rickety wooden sheds built by homeless people. Residents lived in the shacks and begged for food or went to soup kitchens. The term was coined by Charles Michelson, publicity chief of the Democratic National Committee, to refer sardonically to President Herbert Hoover whose policies Michelson blamed for the depression. Job losses were less severe among women, workers in nondurable industries such as food and clothing , services and sales workers, and those employed by the government. Unskilled inner city men had much higher unemployment rates. Age also played a factor. Young people had a hard time getting their first job. Men over the age of 45, if they lost their job, would rarely find another one because employers had their choice of younger men. Millions were hired in the Great Depression, but men with weaker credentials were not, and they fell into a long-term unemployment trap. The migration in the s that brought millions of farmers and townspeople to the bigger cities suddenly reversed itself. Unemployment made the cities unattractive, and the network of kinfolk and more ample food supplies made it wise for many to go back. However, tax revenues were plunging, and the cities as well as private relief agencies were totally overwhelmed by ; no one was able to provide significant additional relief. People fell back on the cheapest possible relief, including soup kitchens providing free meals to anyone who showed up. The Democrats won easy landslide victories in and , and an even bigger one in ; the hapless Republican Party seemed doomed. The Democrats capitalized on the magnetic appeal of Roosevelt to urban America. The key groups were low skilled ethnics, especially Catholic, Jewish, and black people. The Democrats promised and delivered in terms of political recognition, labor union membership, and relief jobs. FDR won the vote of practically every demographic in , including taxpayers, small business and the middle class. However, the Protestant middle class voters turned sharply against him after the recession of undermined repeated promises that recovery was at hand. Historically, local political machines were primarily interested in controlling their wards and citywide elections; the smaller the turnout on election day, the easier it was to control the system. However, for Roosevelt to win the presidency in and , he needed to carry the electoral college and that meant he needed the largest possible majorities in the cities to overwhelm rural voters. The machines came through for him. Roosevelt worked very well with the big city machines, with the one exception of his old nemesis, Tammany Hall in Manhattan. There he supported the complicated coalition built around the nominal Republican Fiorello La Guardia , and based on Jewish and Italian voters mobilized by labor unions. The conservative coalition of Northern Republicans and Southern Democrats took control of Congress, outvoted the urban liberals, and halted the expansion of New Deal ideas. Roosevelt survived in thanks to his margin in the Solid South and in the cities. Even before Pearl Harbor, Washington pumped massive investments into new factories and funded round-the-clock munitions production, guaranteeing a job to anyone who showed up at the factory gate. Unemployment in the U. Construction was virtually halted in many countries. However, in the U. At the time

the great majority of economists around the world recommended the "orthodox" solution of cutting government spending and raising taxes. However, British economist John Maynard Keynes advocated large-scale government deficit spending to make up for the failure of private investment. No major nation adopted his policies in the s. Democracy was discredited and the left often tried a coalition arrangement between Communists and Socialists, who previously had been harsh enemies. There were no programs in Britain comparable to the New Deal. In France, the " Popular Front " government of Socialists with some Communist support, was in power It launched major programs favoring labor and the working class, but engendered stiff opposition. Germany during the Weimar Republic had fully recovered and was prosperous in the late s. The Great Depression hit in and was severe. The political system descended into violence and the Nazis under Hitler came to power through elections in early Economic recovery was pursued through autarky , pressure on economic partners, wage controls, price controls, and spending programs such as public works and, especially, military spending. Spain saw mounting political crises that led in 1939 to civil war. The economy was never prosperous. The Soviet Union was mostly isolated from the world trading system during the s. To force peasants into industrial jobs in the cities, food was stripped from rural areas, and millions died of starvation. Worst hit were areas dependent on primary industries such as farming, mining and logging, as prices fell and there were few alternative jobs. Families saw most or all of their assets disappear and their debts became heavier as prices fell. Local and provincial government set up relief programs but there was no nationwide New-Deal-like program. The Conservative government of Prime Minister R. Nevertheless, the economy suffered. In , Bennett proposed a series of programs that resembled the New Deal; but was defeated in the elections of that year and no such programs were passed. Australia and New Zealand[edit] In Australia , s conservative and Labor-led governments concentrated on cutting spending and reducing the national debt. In New Zealand, a series of economic and social policies similar to the New Deal were adopted after the election of the first Labour Government in The boom of the US economy in the s was based on high indebtedness, and the rupture of the debt chain caused by the collapse of the bank had produced widespread and far-reaching adverse effects. It is precisely because of the shaky banking system, the United States was using monetary policy to save the economy that had been severely constrained. The American economist Kindleberger of long-term studying of the Great Depression pointed out that in the , before and after the collapse of the stock market, the Fed lowered interest rates, tried to expand the money supply and eased the financial market tensions for several times, however they were not successful, the fundamental reason was that the relationship between various credit institutions and the community was in a drastic adjustment process, the normal supply channels for money supply were blocked.

Chapter 7 : Great Depression Book Lists

books " voters Books that punch life and happiness in the gut, and make the reader want to go to the nearest bridge over water and jump (but they don't, because that would be horrible) books " 93 voters.

From the stock market crash in 1929 until 1933, jobs were limited and people had little resources, not to mention little hope, for the future. Many people use general statements to describe this economic trench. They learned about the average difficulties people went through. However, are people actually learning about the different hardships US citizens in different economic classes experienced during the Great Depression? When learning about this low point of US history, the highlights seem to focus on the broad hardships that were experienced. Were these only the difficulties that applied to the middle class of America or did everyone involved experience the same thing? To better portray and relate this information, people must see and comprehend these difficulties through the point of view that not widely known. Teenagers and children, the generation being raised during this time, could do nothing to better their situation. They were at the mercy of how their parents handled the crisis and their job situation. So what is it like for children during this time? Did they understand what was going on or did they just accept the hardships as the norm? You will be exploring this perspective throughout this site and activities included in it. In the end, you should be able to explain how the youth of the Great Depression survived this time through the use of photos, youthful accounts of this time, and editorial cartoons to make a lasting impression that shows how children and teenagers endured the Great Depression. Photos of youth during the depression can depict the many hardships they went through. Whether it was not having clean clothes or not having enough food, children suffered greatly during this time but are not given the attention. But actually visualizing the hardships makes it real. What could these children do to better their lives? What could be done, if anything? These pictures depict destroyed lives from the depression in the eyes of children, a perspective in history which is often neglected. What happens when it gets personal? The best way to find this out is from the primary source. The thoughts of the Great Depression children serve as reference points in their thought processes about what was going on and what was important to them at the time. This is something not published commonly in textbooks nor in required reading material, but is an important viewpoint in making this information more relatable. Economic crisis comes to affect many levels of livelihood and the best way to demonstrate this is to try to put yourself in the shoes of the ones experiencing the event first-hand. It is one thing to see how adults dealt with their hardships, but these accounts serve as representations of the youth during this time and can be quite helpful in understanding how someone in your age range went through the Great Depression. The last part of this project to make it hit home is comparing the current wreck of the economy to the Great Depression. Our horrible economy now is very relatable to the depression and can be compared through the use of editorial cartoons. To achieve this, you will see how the Great Depression and the current recession are a lot alike, but different as well. Media is a great example of how people are influenced during times of depression. It is also one of the best ways to gauge public opinion about a situation. These political cartoons stand for the perspective of the media in troubled times. But they were viewed by children when they would see a newspaper and provoke a number of reactions from its audience. These depictions are similar to the ones we have about current economic troubles, making it easy to compare the perspectives of children during the Great Depression to the views of the youth today around the same age. The Great Depression affected the US enormously and still has an impact on the way people handle their finances in the face of economic downturn. A demographic commonly overlooked in situations like these is the youth and younger generation. When covering this time in history, teachers and textbooks cover what the general population went through. But, should there not be emphasis on what the youth experienced throughout this poor economy? Views from the general population help people gauge what American citizens in different demographics went through during the Great Depression. Can everyone relate to a middle class family during this time? To perceive how the Great Depression affected different people, people need to understand different points of view. This includes looking at this event in American history through the eyes of the most helpless group that went through it, the youth and children. By analyzing pictures of the youth

during this time, sharing their perspective through personal accounts, and comparing and contrasting the views of the current youth and the youth of the Great Depression on the criteria within editorial cartoons, you will be able to envision what an ignored demographic went through in crisis instead of just learning about a general experience. Seeing the depression through this perspective gives it an entirely different feel and demonstrates how historical events are experienced in many ways other than just one generality and in a way that can relate to you. They are teaching interns enrolled at Baylor University and getting their degrees in secondary social studies education. Their key focus is making sure students can understand multiple perspectives that they may or may not share with others, giving the students the opportunity to become more open-minded.

Chapter 8 : Great Depression - Wikipedia

*CHILDREN AND ADOLESCENTS, IMPACT OF THE GREAT DEPRESSION ON*The s marked a seminal decade in the history of American childhood. The onset of the Great Depression hit children and adolescents hard, but at the same time new policies and changing public attitudes signaled positive changes for America's youngest citizens.

Overview Depression is one of the most common mental disorders in the United States. It affects an estimated Depression affects LGBT people at higher rates than the heterosexual population, and LGBT youths are more likely than heterosexual students to report high levels of drug use and feelings of depression. Lesbian, gay, and bisexual youths in grades are twice as likely to attempt suicide than their heterosexual peers. Negative attitudes and cultural stigmas put LGBT youth at a higher risk for bullying, teasing, and physical violence than their heterosexual peers. Fifty-five percent of LGBT youth feel unsafe at school because of their sexual orientation, and 37 percent feel unsafe because of their gender expression. Seventy-four percent of LGBT youth were verbally harassed because of their sexual orientation, and 55 percent were verbally harassed because of their gender expression. Sixteen percent were physically assaulted, either punched, kicked, or injured with a weapon, because of their sexual orientation, and 11 percent of them experienced this type of assault because of their gender expression. Many parents react negatively upon learning that their teen is LGBT and may even throw them out of the house, while other LGBT teens run away from home due to conflict or stress with their parents. Because of this, LGBT youth are also at a greater risk for homelessness than heterosexual youth. The True Colors Fund states that 1. This number is even more astounding considering that LGBT youths make up only 7 percent of the youth population. According to the CDC , stresses experienced by LGBT youth put them at a greater risk for mental health problems and other health risks than heterosexual youths. These health risks include: Depression in lesbian, gay, and bisexual adults is usually rooted in discrimination and victimization from childhood and adolescence. Research on transgender people is still lacking. Some research aims to study depression in older gay men. It examines cognitive behavioral therapy, its benefits, and how effective it is for gay men over the age of Support can begin in childhood and adolescence. LGBT youths should feel comfortable and safe in environments that are socially, emotionally, and physically supportive. Schools can do a number of things to make the environment safer and more supportive of LGBT youth, including:

Chapter 9 : Depression Book Lists

30 books â€” voters Books that punch life and happiness in the gut, and make the reader want to go to the nearest bridge over water and jump (but they don't, because that would be horrible) books â€” 94 voters.