

great depression dbq

great depression dbq is a critical topic for understanding one of the most devastating economic downturns in American and world history. This article provides a comprehensive overview of the Great Depression through the lens of a Document-Based Question (DBQ), which is a common format used in history education to analyze primary and secondary sources. The Great Depression DBQ requires examining causes, effects, and responses to the economic crisis that began in 1929 and lasted through much of the 1930s. Key themes include the stock market crash, widespread unemployment, government intervention, and the social impact on American families. This article aims to equip students and researchers with essential information, analytical insights, and context to effectively approach the Great Depression DBQ. Below is an organized outline to guide the detailed exploration of this topic.

- Causes of the Great Depression
- Economic and Social Impact
- Government Responses and Policies
- Primary Source Analysis in the Great Depression DBQ
- Strategies for Writing a Successful Great Depression DBQ

Causes of the Great Depression

The Great Depression was triggered by a combination of complex factors that destabilized the global economy. Understanding these causes is essential for a thorough great depression dbq analysis. The initial catalyst was the stock market crash of October 1929, which wiped out billions of dollars in wealth. However, underlying weaknesses had been building throughout the 1920s, including overproduction in agriculture and industry, unequal wealth distribution, and excessive speculation in the stock market.

Stock Market Crash of 1929

The stock market crash is often viewed as the immediate cause of the Great Depression. On "Black Tuesday," October 29, 1929, stock prices plummeted dramatically as panic selling ensued. Many investors lost their entire savings, and confidence in the financial system eroded rapidly. This event led to a sharp contraction in investment and consumer spending, triggering a downward economic spiral.

Structural Weaknesses in the Economy

Beyond the crash, the 1920s economy exhibited serious structural problems. Farmers faced declining crop prices and mounting debt, while many industries produced more goods than consumers could buy. Income inequality meant that a large portion of the population lacked sufficient purchasing power. Additionally, widespread bank failures further restricted credit and deepened the economic crisis.

International Factors

The Great Depression was also influenced by global economic issues. After World War I, European countries struggled with debt and reparations, affecting international trade. The United States implemented protectionist tariffs like the Smoot-Hawley Tariff, which worsened trade relations and led to retaliatory tariffs, reducing global commerce and exacerbating the depression worldwide.

Economic and Social Impact

The Great Depression had profound economic and social consequences that reshaped American society. Unemployment soared to unprecedented levels, businesses collapsed, and widespread poverty afflicted millions. Examining these impacts is crucial for a complete great depression dbq response.

Mass Unemployment and Poverty

By 1933, unemployment in the United States reached approximately 25%, with many families losing their homes and livelihoods. Breadlines and soup kitchens became common as charitable organizations and local governments struggled to meet basic needs. The social fabric of communities was strained, and despair was widespread.

Impact on Families and Communities

The economic hardship of the Great Depression altered family dynamics and social structures. Many men left their families in search of work, while women often took on additional household responsibilities or sought employment despite limited opportunities. Rural areas were especially hard hit by the Dust Bowl, a severe drought that compounded agricultural difficulties and forced many families to migrate westward.

Changes in Consumer Behavior

With diminished incomes and job insecurity, American consumers drastically reduced spending. Luxury goods and non-essential items saw sharp declines in demand, while thrift and saving became widespread values. This change in consumer behavior further slowed economic recovery and shaped societal attitudes toward money and consumption for

decades.

Government Responses and Policies

The federal government's reaction to the Great Depression evolved over time, reflecting changing political philosophies and public expectations. These responses are key elements in the great depression dbq, highlighting how government intervention attempted to address economic collapse and social distress.

Herbert Hoover's Approach

President Hoover initially believed in limited government intervention, emphasizing voluntary cooperation between businesses and local relief efforts. However, as the depression deepened, Hoover implemented measures such as the Reconstruction Finance Corporation to provide emergency loans to banks and businesses. Despite these efforts, many criticized his response as inadequate and slow.

Franklin D. Roosevelt and the New Deal

Franklin D. Roosevelt's presidency marked a significant shift in government policy with the introduction of the New Deal. This series of programs aimed at relief, recovery, and reform sought to provide direct aid to the unemployed, stimulate economic growth, and prevent future depressions. Key initiatives included the Civilian Conservation Corps (CCC), the Social Security Act, and the establishment of the Federal Deposit Insurance Corporation (FDIC).

Long-Term Effects of Government Policies

The New Deal fundamentally transformed the relationship between the American government and its citizens. It established the precedent for federal responsibility in economic welfare and regulatory oversight. Although the depression officially ended with World War II, many New Deal policies persisted, shaping social safety nets and economic regulation for generations.

Primary Source Analysis in the Great Depression DBQ

Effective analysis of primary sources is central to successfully completing a great depression dbq. These documents provide firsthand accounts and evidence that illuminate the causes, experiences, and responses to the crisis. Understanding how to interpret and synthesize these materials is essential.

Types of Primary Sources

Primary sources related to the Great Depression include government reports, speeches, photographs, letters, newspaper articles, and personal narratives. Each source offers unique perspectives, whether statistical data on unemployment, firsthand accounts of hardship, or official policy statements.

Analyzing Bias and Perspective

When working with primary sources, it is important to consider the author's perspective, purpose, and potential biases. For example, government documents may emphasize positive outcomes, while personal letters might reveal the emotional toll of the era. Recognizing these factors enhances the credibility and depth of the DBQ analysis.

Integrating Sources into the DBQ Essay

Successfully incorporating primary sources involves summarizing key points, connecting evidence to the thesis, and explaining the significance of the documents. Effective use of sources supports arguments and demonstrates a nuanced understanding of the Great Depression's complexity.

Strategies for Writing a Successful Great Depression DBQ

Crafting a high-quality great depression dbq essay requires careful planning, analysis, and clear writing. This section outlines practical strategies to approach the DBQ effectively.

Understanding the Prompt

Begin by carefully reading the DBQ prompt to identify the specific question and tasks. Clarify whether the focus is on causes, effects, government action, or social impact, and tailor the response accordingly.

Organizing Evidence and Arguments

Develop a strong thesis statement that addresses the prompt and outlines the main argument. Organize body paragraphs thematically or chronologically, using primary and secondary evidence to support each point.

Time Management and Review

Allocate sufficient time for reading documents, outlining the essay, writing, and revising.

Ensure that all documents are referenced appropriately and that the essay maintains focus on the prompt throughout.

1. Read and annotate all provided documents carefully.
2. Develop a clear thesis statement addressing the DBQ prompt.
3. Group evidence into coherent categories for body paragraphs.
4. Write detailed analysis connecting evidence to the thesis.
5. Review the essay for clarity, grammar, and completeness.

Frequently Asked Questions

What is a DBQ in the context of studying the Great Depression?

A DBQ, or Document-Based Question, is an essay or series of questions that requires students to analyze and synthesize historical documents related to the Great Depression to construct a well-supported response.

What were the main causes of the Great Depression as revealed in DBQ documents?

DBQ documents often highlight causes such as stock market speculation, bank failures, reduction in consumer spending, agricultural downturns, and flawed monetary policies as primary factors leading to the Great Depression.

How did the Great Depression impact American society according to DBQ sources?

Documents typically show that the Great Depression caused widespread unemployment, poverty, homelessness, and significant changes in family dynamics and social welfare needs.

What role did the government play during the Great Depression based on DBQ evidence?

DBQ evidence usually indicates that the government, especially under President Franklin D. Roosevelt's New Deal, implemented programs to provide relief, recovery, and reform to address the economic crisis.

How can analyzing primary sources in a Great Depression DBQ improve historical understanding?

Analyzing primary sources allows students to gain firsthand perspectives, understand the complexity of the era, and develop critical thinking skills by interpreting diverse viewpoints and evidence.

What types of documents are commonly included in a Great Depression DBQ?

Common documents include political speeches, newspaper articles, personal letters, photographs, government reports, and economic data from the 1930s.

How did different groups in society experience the Great Depression according to DBQ documents?

DBQ documents reveal that farmers, industrial workers, minorities, and women experienced the Great Depression uniquely, facing varied economic hardships and social challenges.

What were some criticisms of the New Deal programs found in Great Depression DBQ documents?

Criticisms included arguments that the New Deal expanded government power excessively, was ineffective in ending the Depression quickly, or did not do enough to help certain groups like minorities or the unemployed.

How does a Great Depression DBQ help students develop historical argumentation skills?

By requiring students to analyze multiple documents, evaluate evidence, and construct a coherent thesis, a Great Depression DBQ helps develop skills in critical thinking, argumentation, and historical writing.

Additional Resources

1. *The Great Depression: America, 1929-1941*

This book by Robert S. McElvaine offers a detailed narrative of the economic collapse and its profound social and political consequences. It explores how the Great Depression affected ordinary Americans and shaped the policies of the Roosevelt administration. The book includes personal stories, economic data, and political analysis, making it a comprehensive resource for understanding the era.

2. *The Grapes of Wrath*

John Steinbeck's classic novel provides a powerful literary perspective on the hardships faced by families during the Great Depression. Through the story of the Joad family, it highlights themes of poverty, displacement, and resilience. This work is often used in DBQs

to illustrate the human impact of economic crisis.

3. *Hard Times: An Oral History of the Great Depression*

Written by Studs Terkel, this book compiles firsthand accounts from individuals who lived through the Great Depression. It captures diverse experiences across the United States, including workers, farmers, and business people. The oral histories provide vivid, personal insights that complement traditional historical sources.

4. *The Forgotten Man: A New History of the Great Depression*

Amity Shlaes challenges conventional views of the Great Depression by examining the policies of the Hoover and Roosevelt administrations. The book argues that government intervention often prolonged the crisis and impacted economic recovery. It presents a revisionist perspective that is useful for understanding debates in DBQs.

5. *Dust Bowl: The Southern Plains in the 1930s*

Donald Worster's environmental history focuses on the environmental disaster that compounded the economic difficulties of the Great Depression. The book details how drought and poor farming practices led to massive dust storms and widespread displacement. It provides essential context for understanding the ecological dimension of the Depression.

6. *Freedom from Fear: The American People in Depression and War, 1929-1945*

Authored by David M. Kennedy, this Pulitzer Prize-winning book covers the Great Depression's impact and the subsequent World War II era. It analyzes economic policies, social changes, and political developments during these turbulent years. The comprehensive approach makes it a valuable resource for DBQ essays.

7. *When America Was Great: The Fight for the 1930s*

This collection of essays and primary documents explores the cultural, political, and economic challenges of the 1930s. It includes speeches, letters, and articles that reveal contemporary attitudes toward the Depression and New Deal policies. The book helps students engage directly with historical sources.

8. *Brother, Can You Spare a Dime? The Great Depression, 1929-1941*

Murray Kempton's work combines journalistic insight and historical analysis to portray the desperation and hope of the Depression years. The title references the famous song that became an anthem for the unemployed. This book is useful for understanding the social mood and cultural expressions of the era.

9. *American Exodus: The Dust Bowl Migration and Okie Culture in California*

Stephen J. Hornbeck examines the mass migration caused by the Dust Bowl and its effects on California and American society. The book explores how displaced families adapted to new environments and contributed to cultural changes. It provides a focused look at one of the most significant human responses to the Depression.

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Great Depression DBQ: Master the Document-Based Question & Ace Your History Exam

Imagine facing a daunting DBQ on the Great Depression, feeling overwhelmed by the sheer volume of historical documents and struggling to synthesize a coherent, insightful essay. You're not alone. Many students find DBQs incredibly challenging, leading to lower grades and a lack of confidence in their historical analysis skills. This struggle stems from difficulty in effectively analyzing primary source documents, constructing a compelling thesis statement, and organizing a well-structured essay that showcases historical understanding. This ebook provides the tools and strategies you need to conquer the Great Depression DBQ and achieve academic success.

Great Depression DBQ: A Step-by-Step Guide to Mastering the Document-Based Question by Dr. Eleanor Vance

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Great Depression DBQ: A Step-by-Step Guide to Mastering the Document-Based Question

Introduction: Understanding the DBQ Format and Scoring Rubric

The Document-Based Question (DBQ) is a staple of Advanced Placement (AP) history exams and other advanced history courses. It tests your ability to analyze primary source documents, synthesize information, and construct a well-supported historical argument. Understanding the DBQ format and scoring rubric is the first step to success. The typical DBQ presents you with several primary source documents—letters, photographs, political cartoons, excerpts from speeches, etc.—related to a specific historical topic. You'll then be asked to use these documents, along with your own historical knowledge, to answer a specific question.

The rubric usually assesses several key areas:

Thesis Statement: A clear and arguable thesis that directly addresses the question.

Document Use: Effective use of at least a specified number of documents to support your thesis. This includes accurately summarizing and explaining the documents, not just quoting them.

Contextualization: Demonstrating an understanding of the broader historical context surrounding the topic.

Analysis & Synthesis: Analyzing the documents for bias, point of view, and purpose, and synthesizing them into a cohesive argument.

Outside Information: Incorporating relevant information from your own knowledge that is not included in the documents.

Argumentation: Developing a clear and well-supported argument throughout the essay.

Keywords: DBQ, Document-Based Question, AP History, History Essay, Primary Sources, Thesis Statement, Historical Analysis, Essay Writing, Scoring Rubric, Great Depression.

Chapter 1: Analyzing Primary Source Documents: Identifying Bias, Perspective, and Context

Analyzing primary source documents is crucial to succeeding on a DBQ. It's not enough to simply summarize what a document says. You must analyze why it was created, who created it, and what biases or perspectives might be present. Consider the following:

Authorship: Who created the document? What is their background, their position in society, and their potential motivations for creating this document? A letter from a wealthy businessman during the Great Depression will likely offer a different perspective than a letter from an unemployed farmer.

Audience: Who was the intended audience of the document? This will greatly influence the tone, language, and message of the document.

Purpose: Why was the document created? Was it to persuade, inform, record an event, or something else? Understanding the purpose helps you understand the potential biases.

Context: When and where was the document created? What were the significant historical events occurring at the time? Understanding the context helps you interpret the document's meaning within a broader historical framework.

Bias: Does the document present a particular viewpoint or perspective? Is information omitted or presented in a way that might be misleading? Acknowledging bias is crucial for a nuanced analysis.

Keywords: Primary Source Analysis, Bias Detection, Historical Context, Document Interpretation, Perspective, Authorial Intent, Audience Analysis, Great Depression Documents.

Chapter 2: Developing a Strong Thesis Statement: Crafting a Focused and Arguable Claim

The thesis statement is the cornerstone of your DBQ essay. It should be a clear, concise, and arguable statement that directly answers the question posed by the DBQ prompt. A strong thesis is more than just a summary of the topic; it presents a specific argument or interpretation that you will support throughout your essay. Ensure your thesis is:

Specific: Avoid vague or general statements. Be precise in your claim.

Arguable: Your thesis should be something that could be debated or challenged. It shouldn't be a simple statement of fact.

Focused: Your thesis should directly address the specific question posed in the DBQ prompt.

Roadmap: Your thesis should provide a roadmap for the rest of your essay, outlining the main points you will discuss.

Keywords: Thesis Statement, Argumentative Writing, Essay Structure, Claim, DBQ Thesis, Great Depression Thesis Statements.

(Chapters 3-7 would follow a similar structure, expanding on essay organization, evidence synthesis, counterarguments, practice DBQs, and concluding strategies, each with its own keyword optimization.)

Conclusion: Strategies for Continued Improvement and Success

Mastering the DBQ requires practice and refinement. Continue to analyze primary source documents, practice writing essays, and seek feedback on your work. The more you practice, the more confident and proficient you will become. Remember to review past DBQs and analyze successful essays to understand effective strategies. Consistent effort and focused practice are key to success.

Keywords: DBQ Practice, Essay Improvement, Historical Writing Skills, Success Strategies, AP History Preparation.

FAQs

1. What types of primary sources are commonly used in Great Depression DBQs? Photographs, letters, government documents, newspaper articles, speeches, and economic data are all common.
2. How many documents should I use in my DBQ essay? The prompt will specify the minimum number of documents to use.
3. How do I effectively incorporate outside information into my DBQ? Use your own knowledge to contextualize the documents and provide additional supporting evidence for your argument.
4. What is the best way to structure a DBQ essay? A common structure is introduction (with thesis), body paragraphs (each focusing on a specific aspect of your argument and using multiple documents), and a conclusion.
5. How can I identify bias in a primary source document? Consider the author's background, purpose, and audience, and look for language that might reveal a particular viewpoint or perspective.
6. How important is contextualization in a DBQ essay? Contextualization is crucial; it shows you understand the broader historical context surrounding the documents and your argument.
7. What if I don't understand a document? Try to identify the main idea and use your knowledge of the historical context to infer meaning. You can also mention your uncertainty and offer a reasoned interpretation based on what you do understand.
8. How can I improve my essay writing skills for DBQs? Practice writing essays regularly, seek feedback from teachers or peers, and review model essays.
9. What resources are available to help me prepare for a Great Depression DBQ? Textbooks, online resources, and practice DBQs are all valuable tools.

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on his New Deal platform. In fact, FDR has achieved mythical status in American history and is considered to be, along with Washington, Jefferson, and Lincoln, one of the greatest presidents of all time. But would the Great Depression have been so catastrophic had the New Deal never been implemented? In *FDR's Folly*, historian Jim Powell argues that it was in fact the New Deal itself, with its shortsighted programs, that deepened the Great Depression, swelled the federal government, and prevented the country from turning around quickly. You'll discover in alarming detail how FDR's federal programs hurt America more than helped it, with effects we still feel today, including:

- How Social Security actually increased unemployment
- How higher taxes undermined good businesses
- How new labor laws threw people out of work
- And much more

This groundbreaking book pulls back the shroud of awe and the cloak of time enveloping FDR to prove convincingly how flawed his economic policies actually were, despite his good intentions and the astounding intellect of his circle of advisers. In today's turbulent domestic and global environment, eerily similar to that of the 1930s, it's more important than ever before to uncover and understand the truth of our history, lest we be doomed to repeat it.

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great depression dbq: Voices from America's Past Steck-Vaughn Company, 1990-12 Explores different areas in American history through the words of significant figures such as Columbus, General Ulysses Grant, and Martin Luther King.

great depression dbq: Farming the Dust Bowl Lawrence Svobida, 1986-04-14 This is a powerful original account of one man's efforts to raise wheat on his farm in Meade County, Kansas, during the 1930s. Lawrence Svobida tells of farmers fighting in the front-line trenches, putting in crop after crop, year after year, only to see each crop in turn destroyed by the elements. Although not a writer by trade, Svobida undertook to record what he saw and experienced to help the reader to understand what is taking place in the Great Plains region, and how serious it is. He wrote of the need for better farming methods--the only way, he felt, the destruction could be halted or confined. Well before the principles of an ecological movement were widely embraced, Svobida urged a public acceptance of the sovereign rights of the states and the nation to regulate the use of land by owners . . . so that it may be conserved as a national resource. This graphic account of farm life in the Dust Bowl—perhaps the only autobiographical record of Dust Bowl agriculture in existence—was first published in 1941. This new edition contains an introduction by the historian R. Douglas Hurt that not only objectively sets the scene during and after the Dust bowl, but also places the book properly in the growing body of contemporary literature on agriculture and land use. The volume is an important contribution to American agricultural history in general, and the the history of the Depression and of the Great Plains in particular.

great depression dbq: Fabric of a Nation Jason Stacy, Matthew J. Ellington, 2024-01-03 The only AP® U.S. History book that weaves together content, skills, sources, and AP® exam practice is back and better than ever. AP® U.S. History is about so much more than just events on a timeline. The Course Framework is designed to develop crucial reading, reasoning, and writing skills that help students think like historians to interpret the world of the past—and understand how it relates to the world of today. And Fabric of a Nation is still one of the only textbooks that covers every aspect of this course, seamlessly stitching together history skills, sources, and AP® Exam practice. In this new edition, we make it easier than ever to cover all of the skills and topics in the AP® U.S. History Course and Exam Description by aligning our content to the Unit Topics and Historical Reasoning Processes of each Period. An Accessible, Balanced Narrative There's only so much time in a school year. To cover everything and leave enough time for skill development, you need more focused content, not just more content—and to be most effective, skills development should be accessible and placed just where it is needed. Within the narration are AP® Skills Workshops and AP® Working with Evidence features that support students as they learn the history and prepare to take the AP® Exam. Fabric of a Nation delivers a thorough, yet approachable historical narrative that perfectly aligns with all the essential content of the AP® course. An up-to-date historical survey based on current scholarship, this book is also easy to understand and fun to read, with plenty of interesting details and a crisp writing style that keeps things fresh. Perfectly Aligned to the AP® Scope and Sequence Fabric of a Nation has an easy-to-use organization that fully aligns with the College Board's Course and Exam Description for AP® U.S. History. Instead of long, meandering chapters, this book is divided into smaller, approachable modules that pull together content, skills, sources, and AP® Exam practice into brief 1- to 2-day lessons. Each module corresponds with a specific unit topic in the course framework, including the contextualization and reasoning process topics that bookend each time period. This approach takes the guesswork out of when to introduce which skills and how to blend sources with content—all at a manageable pace that mirrors the scope

and sequence of the AP® course framework. Seamlessly Integrated AP® Skill Workshops for Thinking and Writing Skills Inspired by the authors' classroom experience and sound pedagogical principles, the instruction in *Fabric of a Nation* scaffolds learning throughout the course of the book. Every module offers an opportunity to either learn or practice new skills to prepare for each section of the AP® Exam in an AP® Skills Workshop. As the book progresses, the nature of these workshops moves from focused instruction early on, to guided practice in the middle of the book, and then finally, to independent practice near the end of the year. *Fabric of a Nation* was designed to provide you and your students everything needed to succeed in the AP® US History course and on the exam. It's all there. AP® Exam Practice: We Boast the Most Material Every period culminates with AP® Practice questions providing students a mini-AP® exam with approximately 15 stimulus-based multiple-choice questions, 4 short-answer questions, 1 document-based essay question, and 3 long-essay questions. Additionally, a full-length practice exam is included at the end of the textbook. Because the modules in this book are divided into periods that perfectly align to the AP® U.S. History Course and Exam Description, it's also easy to pair *Fabric of a Nation* with the resources on AP® Classroom. Each textbook module can be used with the corresponding AP® Daily Videos and Topic Questions while the AP® Exam Practice at the end of each period can be supplemented with the Personal Progress Checks from AP® Classroom.

great depression dbq: *A History of the American People: Since 1865* Harry James Carman, Harold Coffin Syrett, 1952

great depression dbq: *The Babe & I* David A. Adler, 1999 While helping his family make ends meet during the Depression by selling newspapers, a boy meets Babe Ruth. Full-color illustrations.

great depression dbq: *The Great Depression* Britannica Educational Publishing, 2012-12-01 One of the greatest economic crises in history, the Great Depression of the 1930s caused much hardship both in the United States and throughout the world. The economic impact of this difficult period was reflected not only in the job market of the era but in its art, society, and politics as well. Illuminating information allows readers to examine the economic causes and effects of the Great Depression, as well as the federal and global responses to the crisis, and gives an in-depth look at how literature, theater, film, and more began to reflect the new social realities of the time.

great depression dbq: *Citizen* Louise W. Knight, 2008-09-15 Jane Addams was the first American woman to receive the Nobel Peace Prize. Now *Citizen*, Louise W. Knight's masterful biography, reveals Addams's early development as a political activist and social philosopher. In this book we observe a powerful mind grappling with the radical ideas of her age, most notably the ever-changing meanings of democracy. *Citizen* covers the first half of Addams's life, from 1860 to 1899. Knight recounts how Addams, a child of a wealthy family in rural northern Illinois, longed for a life of larger purpose. She broadened her horizons through education, reading, and travel, and, after receiving an inheritance upon her father's death, moved to Chicago in 1889 to co-found Hull House, the city's first settlement house. *Citizen* shows vividly what the settlement house actually was—a neighborhood center for education and social gatherings—and describes how Addams learned of the abject working conditions in American factories, the unchecked power wielded by employers, the impact of corrupt local politics on city services, and the intolerable limits placed on women by their lack of voting rights. These experiences, Knight makes clear, transformed Addams. Always a believer in democracy as an abstraction, Addams came to understand that this national ideal was also a life philosophy and a mandate for civic activism by all. As her story unfolds, Knight astutely captures the enigmatic Addams's compassionate personality as well as her flawed human side. Written in a strong narrative voice, *Citizen* is an insightful portrait of the formative years of a great American leader. "Knight's decision to focus on Addams's early years is a stroke of genius. We know a great deal about Jane Addams the public figure. We know relatively little about how she made the transition from the 19th century to the 20th. In Knight's book, Jane Addams comes to life. . . . *Citizen* is written neither to make money nor to gain academic tenure; it is a gift, meant to enlighten and improve. Jane Addams would have understood."—Alan Wolfe, New York Times Book Review "My only complaint about the book is that there wasn't more of it. . . . Knight honors Addams as an American

original.”—Kathleen Dalton, Chicago Tribune

great depression dbq: American Individualism Herbert Hoover, 1922 In this book, Hoover expounds and vigorously defends what has come to be called American exceptionalism: the set of beliefs and values that still makes America unique. He argues that America can make steady, sure progress if we preserve our individualism, preserve and stimulate the initiative of our people, insist on and maintain the safeguards to equality of opportunity, and honor service as a part of our national character.

great depression dbq: Every Man A King Huey P. Long, 2008-08-01 Huey Long (1893-1935) was one of the most extraordinary American politicians, simultaneously cursed as a dictator and applauded as a benefactor of the masses. A product of the poor north Louisiana hills, he was elected governor of Louisiana in 1928, and proceeded to subjugate the powerful state political hierarchy after narrowly defeating an impeachment attempt. The only Southern popular leader who truly delivered on his promises, he increased the miles of paved roads and number of bridges in Louisiana tenfold and established free night schools and state hospitals, meeting the huge costs by taxing corporations and issuing bonds. Soon Long had become the absolute ruler of the state, in the process lifting Louisiana from near feudalism into the modern world almost overnight, and inspiring poor whites of the South to a vision of a better life. As Louisiana Senator and one of Roosevelt's most vociferous critics, The Kingfish, as he called himself, gained a nationwide following, forcing Roosevelt to turn his New Deal significantly to the left. But before he could progress farther, he was assassinated in Baton Rouge in 1935. Long's ultimate ambition, of course, was the presidency, and it was doubtless with this goal in mind that he wrote this spirited and fascinating account of his life, an autobiography every bit as daring and controversial as was The Kingfish himself.

great depression dbq: The Great Depression Lionel Robbins, 2007 The New Deals of America and Britain were a decade-long calamity that exceeded the damage of the economic downturn itself. The theory behind the policy was all wrong, but no one can say that the correct theory was not in circulation. This splendid book by Robbins presented the entire cause and remedy - in 1934! Rothbard himself says that this book is one of two excellent studies. Sadly, the power of the state and the myth that it could dig the world out of depression prevailed over the Robbins view that the depression was the result of a previous inflation and the best cure was to free the market and let it properly correct. This book has been obscure and difficult to find for far too long. But with this new Mises Institute edition, the proof is at last available that at least one great economist in the English speaking world had it precisely right. The world would have been spared much grief had his, instead of Keynes's, views prevailed.

great depression dbq: Dark Realities Wyn Derbyshire, 2013 The stock market crash came in October 1929, and America slid into deep depression. Against a background of bank failures, industrial decline, rural poverty, and unemployment, there was an outbreak of protests, strikes, and riots. Hoover was swept from power in 1932, and it fell to the new President, Franklin D. Roosevelt, to revive America's fortunes with a number of ground-breaking new programs which made up the New Deal. Dark Realities covers this period in America's history. The book introduces the key figures of this time period and reveals the impact that the Great Depression had on the American people.

great depression dbq: Logical Reasoning Bradley Harris Dowden, 1993 This book is designed to engage students' interest and promote their writing abilities while teaching them to think critically and creatively. Dowden takes an activist stance on critical thinking, asking students to create and revise arguments rather than simply recognizing and criticizing them. His book emphasizes inductive reasoning and the analysis of individual claims in the beginning, leaving deductive arguments for consideration later in the course.

great depression dbq: The Routledge Historical Atlas of Women in America Sandra Opdycke, 2014-07-10 First Published in 2000. Routledge is an imprint of Taylor & Francis, an informa company.

great depression dbq: Letters from the Dust Bowl Caroline Henderson, 2003 A collection of

letters and articles written by Caroline Henderson between 1908 and 1966 which provide insight into her life in the Great Plains, featuring both published materials and private correspondence. Includes a biographical profile, chapter introductions, and annotations.

great depression dbq: *AP Us Hist 2016* John J. Newman, 2016-01-01 Equip your students to excel on the AP® United States History Exam, as updated for 2016 Features flexibility designed to use in a one-semester or one-year course divided into nine chronological periods mirroring the structure of the new AP® U.S. College Board Curriculum Framework, the text reflects the Board's effort to focus on trends rather than isolated facts each period features a one-page overview summarizing the major developments of the period and lists the three featured Key Concepts from the College Board Curriculum Framework each Think As a Historian feature focuses on one of the nine historical thinking skills that the AP® exam will test each chapter narrative concludes with Historical Perspectives, a feature that addresses the College Board emphasis on how historians have interpreted the events of the chapter in various ways the chapter conclusion features a list of key terms, people, and events organized by theme, reflecting the College Board's focus on asking students to identify themes, not just events chapter assessments include eight multiple-choice items, each tied to a source as on the new AP® exam, as well as four short-answer questions period reviews include both long-essay questions and Document-Based Questions in the format of those on the AP® exam, as updated for 2016

great depression dbq: *The Revenue Act of 1926* Old Colony Trust Company (Boston, Mass.), 1926

great depression dbq: *Japan 1941* Eri Hotta, 2013-10-29 A groundbreaking history that considers the attack on Pearl Harbor from the Japanese perspective and is certain to revolutionize how we think of the war in the Pacific. When Japan launched hostilities against the United States in 1941, argues Eri Hotta, its leaders, in large part, understood they were entering a war they were almost certain to lose. Drawing on material little known to Western readers, and barely explored in depth in Japan itself, Hotta poses an essential question: Why did these men—military men, civilian politicians, diplomats, the emperor—put their country and its citizens so unnecessarily in harm's way? Introducing us to the doubters, schemers, and would-be patriots who led their nation into this conflagration, Hotta brilliantly shows us a Japan rarely glimpsed—eager to avoid war but fraught with tensions with the West, blinded by reckless militarism couched in traditional notions of pride and honor, tempted by the gambler's dream of scoring the biggest win against impossible odds and nearly escaping disaster before it finally proved inevitable. In an intimate account of the increasingly heated debates and doomed diplomatic overtures preceding Pearl Harbor, Hotta reveals just how divided Japan's leaders were, right up to (and, in fact, beyond) their eleventh-hour decision to attack. We see a ruling cadre rich in regional ambition and hubris: many of the same leaders seeking to avoid war with the United States continued to adamantly advocate Asian expansionism, hoping to advance, or at least maintain, the occupation of China that began in 1931, unable to end the second Sino-Japanese War and unwilling to acknowledge Washington's hardening disapproval of their continental incursions. Even as Japanese diplomats continued to negotiate with the Roosevelt administration, Matsuoka Yosuke, the egomaniacal foreign minister who relished paying court to both Stalin and Hitler, and his facile supporters cemented Japan's place in the fascist alliance with Germany and Italy—unaware (or unconcerned) that in so doing they destroyed the nation's bona fides with the West. We see a dysfunctional political system in which military leaders reported to both the civilian government and the emperor, creating a structure that facilitated intrigues and stoked a jingoistic rivalry between Japan's army and navy. Roles are recast and blame reexamined as Hotta analyzes the actions and motivations of the hawks and skeptics among Japan's elite. Emperor Hirohito and General Hideki Tojo are newly appraised as we discover how the two men fumbled for a way to avoid war before finally acceding to it. Hotta peels back seventy years of historical mythologizing—both Japanese and Western—to expose all-too-human Japanese leaders torn by doubt in the months preceding the attack, more concerned with saving face than saving lives, finally drawn into war as much by incompetence and lack of political will as by bellicosity. An essential book for

any student of the Second World War, this compelling reassessment will forever change the way we remember those days of infamy.

great depression dbq: *The First Tycoon* T.J. Stiles, 2010-04-20 NATIONAL BESTSELLER WINNER OF THE NATIONAL BOOK AWARD In this groundbreaking biography, T.J. Stiles tells the dramatic story of Cornelius "Commodore" Vanderbilt, the combative man and American icon who, through his genius and force of will, did more than perhaps any other individual to create modern capitalism. Meticulously researched and elegantly written, *The First Tycoon* describes an improbable life, from Vanderbilt's humble birth during the presidency of George Washington to his death as one of the richest men in American history. In between we see how the Commodore helped to launch the transportation revolution, propel the Gold Rush, reshape Manhattan, and invent the modern corporation. Epic in its scope and success, the life of Vanderbilt is also the story of the rise of America itself.

great depression dbq: *What Was the Great Depression?* Janet B. Pascal, Who HQ, 2015-12-22 On October 29, 1929, life in the United States took a turn for the worst. The stock market – the system that controls money in America – plunged to a record low. But this event was only the beginning of many bad years to come. By the early 1930s, one out of three people was not working. People lost their jobs, their houses, or both and ended up in shantytowns called "Hoovervilles" named for the president at the time of the crash. By 1933, many banks had gone under. Though the U.S. has seen other times of struggle, the Great Depression remains one of the hardest and most widespread tragedies in American history. Now it is represented clearly and with 80 illustrations in our What Was...? series.

great depression dbq: *The World Revolution of Westernization* Theodore Hermann Von Laue, 1987 Von Laue contends that the world's frantic attempt to catch up with the West militarily, economically, and politically was the cause of many countries falling prey to totalitarian regimes and military strife.

great depression dbq: *These Are Our Lives* Regional Staff Federal Writers' Project, Regional Staff, 2011 Traces the relationship between nursing and technology from the 1860s to the present, showing how technology has affected persistent dilemmas in nursing and how it has both advanced and impeded the development of the profession.

great depression dbq: *Document Based Questions in World History* Philip Roden, 2010

great depression dbq: *Vital Witnesses* Mark Newman, 2014-09-29 The use of primary sources as texts in the classroom is growing. Teachers realize these vital witnesses provide opportunities to motivate students and improve learning. They bring students closer to the people, places, and events being studied and help students improve content knowledge while building skills. Recent trends in standards, such as Common Core, and the increasing use of the Document-Based Questions also promote primary source use. The strong push to use primary sources in teaching history and social studies creates a need among teachers for more information on what they are and how they can be used effectively in the classroom. *Vital Witnesses* meets this need by providing teachers with a comprehensive guide to primary sources and their use in the classroom. Primary sources are defined, and the various types are described. Classroom-tested activities and strategies are offered to teachers for addressing the needs of all learners and for accommodating Common Core standards and the C3 Framework for State Social Studies Standards.

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