



Unit 12: The Great Depression

Lesson 3: Vocabulary

A Texas farmhouse, 1938.

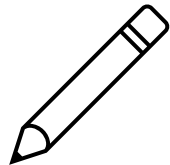
The Portal to Texas History

Warm-up:

Follow the directions to complete your warm-up



- Assess your prior knowledge of the four vocabulary terms on your warm-up.



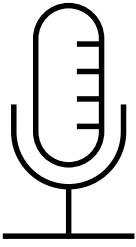
- Write your level of understanding for each term.



- Share with a partner.



Share with the class



One vocabulary term we will learn in this unit is _____.

(Read your chosen response for this term)

Essential Question



What are the key terms we need to know to understand this unit on the Great Depression, and what is the meaning of these terms in the context of our unit?

In today's lesson...

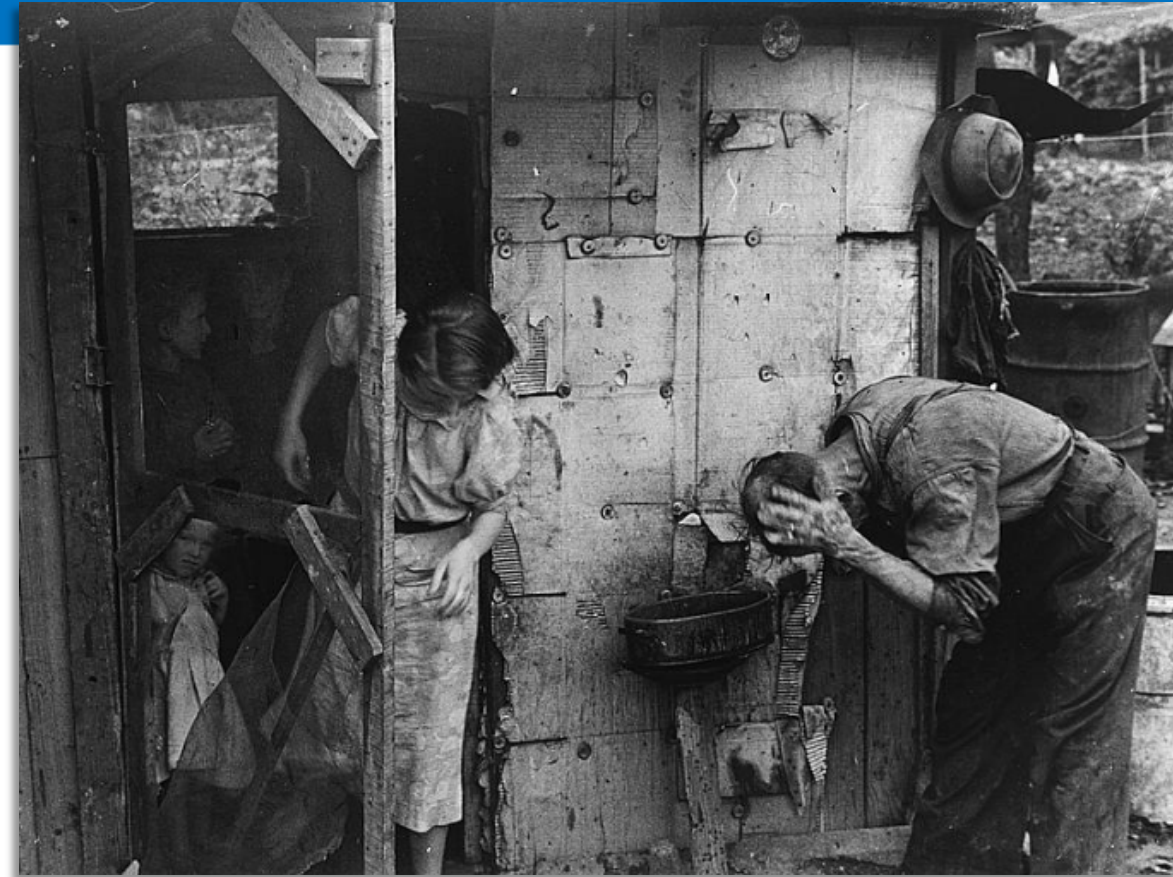
1. **We will** identify, define, and exemplify the key terms of the Great Depression era.
2. **I will** use the information and context of several short passages to identify and record the definition of each term and provide examples of the term in the context of our unit.

Economic Depression *(n)*

An **economic depression** is a long-term period of severe decline in the economy. **Economic depressions** typically lead to a decline in sales, bank and business failures, and high rates of people losing their jobs.

During the 1930s, the U.S. experienced the worst **economic depression** in the nation's history, known as the **Great Depression**. Banks failed and businesses closed causing many to lose their savings, homes, and jobs. At the height of the **depression** in 1933, 25% of Americans were out of work – that is 1 in 4 people!

This unit explores how the **depression** affected Texans, and how the government worked to address the challenges millions faced.



A family during the Great Depression
The Library of Congress

Stock Market *(n)*

The **stock market** is a financial system that allows people to buy **stocks**, or shares in different companies. For example, people can buy **stock** in a video game company. If the company does well, the value of the **stock** increases. People can sell their **stocks** for more than they bought them, earning a profit.

Today, about 62% of Americans take part in the **stock market**. In the 1930s, barely 10% of the population held **stocks**, while many, including Texans, did not know what the **stock market** was! Even so, the **stock market** would play a critical role in the challenges of this era.



The floor of the stock exchange during market session, 1934.

The Library of Congress

Relief *(n)*

The stock market crashed in October 1929, leading to the worst economic depression in U.S. history. Businesses failed, banks closed, millions lost their jobs, savings, and even homes.

People across the U.S. needed **relief**, or help with necessities like food, shelter, clothing, and work. Churches and other organizations that typically provided **relief** for the needy could not meet the needs of so many people. Under President Franklin D. Roosevelt, the government initiated **relief** programs to provide assistance to Americans in need.



Police distribute supplies to the needy, 1930
The Library of Congress

Unemployment *(n)*

At any given time in any country, there are some adults who are out of work for any number of reasons. The number or percentage people who do not have a job is referred to as **unemployment**. On average, the rate of **unemployment** in the U.S. is around 5%, meaning 5 out of 100 people are out of work.

During the Great Depression, the number of **unemployed** Americans rose to over 25%, meaning 25 out of 100 people (or 1 out of 4) people were **unemployed**. Government relief programs addressed the high rate of **unemployment** by instituting programs to provide jobs to **unemployed** Americans.



Men waiting in line to receive unemployment benefits, 1938

The Library of Congress

Ecology *(n)*

Ecology is the study of how living things interact with their environment, from plants to insects to animals to humans. Every living being plays a role to maintain balance.

During the Great Depression, the U.S. experienced the worst **ecological** disaster in the nation's history. For decades, the native grasses of the Great Plains had been depleted due to harmful farming and ranching practices like over-farming and over-grazing cattle.

As a result of these harmful **ecological** practices combined with a severe drought, when high winds swept through the plains, without the grasses to hold down the soil, dirt and dust was thrown into the sky. Towns were covered in dust for hours or days at a time during the 1930s. This was known as the "Dust Bowl."



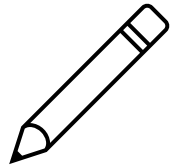
A dust storm approaches Stratford, TX. 1935
The National Oceanographic and Atmospheric Administration

Exit Ticket:

Follow the directions to complete your exit ticket



- Choose three to five terms in the graphic organizer the best relate to the unit.



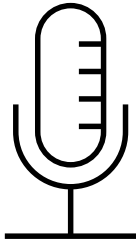
- Of your 3 to 5 choices, pick one and write a sentence explaining how it connects to the unit using the sentence stem provided.



- Share with a partner.



Share with the class



One term I chose was _____.
I think this term best relates to
our unit because _____