

WINTER BREAK PACKET

Grade 7 – English and Writing



Name _____

Due Tuesday, January 9

CLA parents – Please ensure your child answers every question in this packet.

The articles reinforce skills from the first semester and also preview background for our next novel to set your child up for success.

Additionally, the essay question is required writing over break.

Name _____

Record all of your answers on this page. This is the page that will be graded.

Author Harper Lee: 1. _____ 2. _____ 3. _____ 4. _____

Out of the Dust: 5. _____ 6. _____ 7. _____ 8. _____
9. _____ 10. _____ 11. _____ 12. _____
13. _____ 14. _____

Waste Not, Want Not: 15. _____ 16. _____ 17. _____ 18. _____
19. _____ 20. _____ 21. _____
22. _____ 23. _____ 24. _____

The Scottsboro Boys: 25A. _____ 25B. _____ 26. _____ 27. _____

An Overview of the Great Depression:
28A. _____ 28B. _____ 29. _____ 30. _____

Author Harper Lee, who wrote "To Kill a Mockingbird," has died at age 89

By Associated Press

NEW YORK, N.Y. — Harper Lee's novel of racial injustice, "To Kill a Mockingbird," became classroom reading for millions of young people. The author died Thursday at the age of 89. Publisher HarperCollins said in a statement Friday that Lee died peacefully. It did not give any other details.

"The world knows Harper Lee was a brilliant writer but what many don't know is that she was an extraordinary woman of great joyfulness, humility and kindness. She lived her life the way she wanted to — in private — surrounded by books and the people who loved her," Michael Morrison, head of HarperCollins U.S. general books group, said.

"Mockingbird" Inspired Many People

For most of her life, Lee divided her time between New York City and her hometown of Monroeville, Alabama. "To Kill a Mockingbird," published in 1960, is about a girl nicknamed Scout growing up in a Southern town in the 1930s. It tells the story of a black man who has been wrongly accused of attacking a white woman. Scout's father, the lawyer Atticus Finch, defends him despite threats and hatred.

The book quickly became a best-seller. It won the Pulitzer Prize for the best novel and was made into a movie in 1962. Actor Gregory Peck won an Oscar for his portrayal of Atticus. As the civil rights movement grew, the novel inspired a generation of young lawyers. It was read in high schools all over the country and was a popular choice for citywide, or nationwide, reading programs.

By 2015, it had sold more than 40 million copies worldwide, according to HarperCollins. It became one of the most widely read American novels of the 20th century. In 1991, a Library of Congress survey found that only the Bible had a more important effect on people's lives than "To Kill a Mockingbird."

Lee Guarded Her Privacy

Lee herself became more mysterious as her novel became more famous. At first, she spoke much about her book. But she began turning down interviews in the late 1960s. She did not publish another book until "Go Set a Watchman" in 2015. "Watchman" was actually written before "Mockingbird." It was set 20 years later, using the same location and many of the same characters. Readers and reviewers were disappointed that Atticus seemed nothing like the hero of the earlier book. In "Watchman," Atticus thought that black and white children should go to separate schools and said that blacks did not have to be treated equally.

According to friends and Monroeville townsfolk, Lee was a warm, lively and witty woman. She enjoyed life, played golf, loved to read, and went to plays and concerts. Yet, she guarded her privacy like others in her generation, said Claudia Durst Johnson, who has written about Lee's novel.

"Mockingbird" Mirrored Life

In 2001, the Chicago Public Library chose "Mockingbird" for its first One Book, One Chicago program. In 2007, she received a Presidential Medal of Freedom. Around the same time, Lee wrote a rare published item — for O, The Oprah Magazine — about how she became a reader as a child and remained one. "Now, 75 years later in an abundant society where people have laptops, cellphones, iPods, and minds like empty rooms, I still plod along with books," she wrote.

Born in Monroeville, Nelle Harper Lee was known to family and friends as Nelle (pronounced Nell). Like Atticus Finch, her father was a lawyer and state legislator. Lee attended Huntingdon College in Montgomery

and then went to the University of Alabama, where she wrote and became editor of the campus literary magazine. She studied to be a lawyer, but left before graduating. Lee head to New York to become a writer.

During the early 1950s, Lee worked for an airline, writing in her free time. Finally, with a loan from friends, she quit her job to write full-time.

New, Memorable Title

The book's first title was "Atticus." It later became "To Kill a Mockingbird" after an old saying. It was all right to kill a blue jay but a sin to kill a mockingbird, which gives the world its music.

"Though Miss Lee then had never published even an essay or a short story, this was clearly not the work of an amateur," her editor wrote. "... She had learned the essential part of her craft, with no so-called professional help, simply by working at it and working at it, endlessly."

Her novel was hugely popular, but some critics said the book was sentimental and childish. Some people were offended because the novel highlighted the bravery of a white man who defended blacks. "Surely it is plain to the simplest intelligence that 'To Kill a Mockingbird' spells out in words of seldom more than two syllables a code of honor and conduct," Lee wrote in the early 1960s. She said the book was based on Christian values.

1. Based on the section "Mockingbird Mirrored Life," how did Lee's father influence her writing of "To Kill a Mockingbird"?

- A. Lee gave the character of Atticus Finch the same profession as her father.
- B. Lee was inspired to write the book based on an event that happened to her father in the South.
- C. Lee worked as a lawyer like her father and that experience formed the foundation of her book.
- D. Lee wrote the book about a man named Atticus Finch who was defended by her father in real life.

2. Based on the last paragraph of the article, which answer choice BEST explains how Lee's writing style influenced the popularity of "To Kill a Mockingbird"?

- A. Her choice of vocabulary made it easy for many people to understand her book.
- B. Her use of very few words in a sentence made it easy for many people to finish the book quickly.
- C. Her decision to write about a certain type of behavior made many people feel intelligent when reading her book.
- D. Her choice to deliver her message in a sincere way appealed to many intelligent people.

3. Read the sentence from the first paragraph of the article: Harper Lee's novel of racial injustice, "To Kill a Mockingbird," became classroom reading for millions of young people.

Which answer choice could replace the word "injustice" WITHOUT altering the meaning of the sentence?

- A. defiance
- B. outrage
- C. unfairness
- D. ignorance

4. Read the sentence from the section "Mockingbird Mirrored Life:" Now, 75 years later in an abundant society where people have laptops, cellphones, iPods, and minds like empty rooms, I still plod along with books," she wrote. **How does the word "plod" affect the meaning of the sentence?**

- A. It conveys that Lee considered reading books to be a chore.
- B. It suggests that Lee likes to take her time when reading books.
- C. It illustrates that Lee felt too old to replace her books with technology.
- D. It emphasizes that Lee has to read at a slow pace because of her age.

These selections are from Karen Hesse's book Out of the Dust. The speaker is a young girl who lives with her family in the Midwest during the 1930s. At that time, serious drought destroyed the farmers' crops and caused great dust storms. People were very poor and some farmers lost their farms. Read the selections and answer the questions that follow.

Out of the Dust by Karen Hesse

Debts¹

1 Daddy is thinking
of taking a loan from Mr. Roosevelt and his men,
to get some new wheat planted
where the winter crop has spindled out and died².
Mr. Roosevelt promises
Daddy won't have to pay a dime
till the crop comes in.

2 Daddy says, "
I can turn the fields over,
start again.
It's sure to rain soon.
Wheat's sure to grow."

3 Ma says, "What if it doesn't?"

4 Daddy takes off his hat,
roughs up his hair,
puts the hat back on.
"Course it'll rain," he says.

5 Ma says, "Bay,
it hasn't rained enough to grow wheat in
three years."

6 Daddy looks like a fight brewing.
He takes that red face of his out to the barn,
to keep from feuding with my pregnant ma.

7 I ask Ma
how,
after all this time,
Daddy still believes in rain.

8 "Well, it rains enough," Ma says,
"now and again,
to keep a person hoping.
But even if it didn't
your daddy would have to believe.
It's coming on spring,
and he's a farmer."

March 1934

1 *Debts* — money owed to another

2 "*where the winter crop has spindled out and died*" — the wheat plants have grown thin and died

First Rain

1 Sunday night,
I stretch my legs in my iron bed
under the roof.
I place a wet cloth over my nose to keep
from breathing dust
and wipe the grime tracings from around my
mouth,
and shiver, thinking of Ma.
I am kept company by the sound of my heart
drumming.

2 Restless,
I tangle in the dusty sheets,
sending the sand flying,
cursing the grit against my skin,
between my teeth,
under my lids,
swearing I'll leave this forsaken place.

3 I hear the first drops.
Like the tapping of a stranger
at the door of a dream,
the rain changes everything.
It strokes the roof,
streaking the dusty tin, ponging,
a concert of rain notes,
spilling from gutters,
gushing through gullies,
soaking into the thirsty earth outside.

4 Monday morning dawns,
cloaked in mist.
I button into my dress, slip on my sweater,
and push my way off the porch,
sticking my face into the fog, into the moist skin of
the fog.
The sound of dripping surrounds me as I
walk to town.

5 Soaked to my underwear,
I can't bear to go
through the schoolhouse door,
I want only to stand in the rain.

6 Monday afternoon,
Joe De La Flor brushes mud from his horse,
Mr. Kincannon hires my father
to pull his Olds out of the muck on Route 64.

7 And later,
when the clouds lift,
the farmers, surveying their fields,

8 nod their heads as
the frail stalks revive,³
everyone, everything, grateful for this moment,
free of the
weight of dust.

January 1935

³ "*the frail stalks revive*" — the weakened plants come back to life

5. What problem does the speaker's family face in the poem "Debts"?

- A. Mr. Roosevelt is taking advantage of them.
- B. Too much rain has washed away their crops for three years in a row.
- C. A lack of rain has killed their crops for three years in a row.
- D. Daddy no longer believes farming is a good idea.

6. What do stanzas 1 through 5 of "Debts" show about the farm?

- A. It has not been successful.
- B. It is different from other farms in the area.
- C. It is not large enough for Daddy.
- D. It has been taken over by Mr. Roosevelt.

7. In stanza 4 of "Debts," what is the most likely reason that Daddy roughs up his hair?

- A. He is getting ready to go to work.
- B. He is drying his hair after the rain.
- C. He is uncomfortable without his hat.
- D. He is worried about borrowing the money.

8. In stanza 6 of "Debts," what does the word *feuding* mean?

- A. talking
- B. leaving
- C. working
- D. quarreling

9. Based on evidence from the poems, what was the weather like between March 1934 and January 1935?

- A. It was mostly rainy.
- B. It was mostly dry.
- C. It was mostly misty.
- D. It was mostly hot.

10. In stanza 1 of "First Rain," why does the speaker place a wet cloth over her nose?

- A. to avoid breathing the dust that fills the air
- B. to wash her face like her Ma told her to
- C. to warm her so she'll stop shivering
- D. to help calm her drumming heart

11. Read the lines from "First Rain:" Like the tapping of a stranger at the door of a dream

What is the effect of comparing the rain to a stranger at the door?

- A. It shows that the rain is a surprise.
- B. It shows that the rain is a problem.
- C. It shows that the speaker is dreaming.
- D. It shows that the speaker is frightened.

12. In stanza 3 of "First Rain," why does the speaker compare the sound of the rain to "a concert of rain notes"?

- A. She thinks it is the radio.
- B. It sounds like music to her.
- C. She thinks she is dreaming.
- D. It reminds her of a song she knows.

13. In stanza 5 of "First Rain," why can't the speaker bear to go through the schoolhouse door?

- A. She is embarrassed to be soaking wet.
- B. She wants to continue experiencing the rain outside.
- C. She is ashamed that her family's farm is doing poorly.
- D. She wants to be with her pregnant mother.

14. Based on stanzas 7 and 8 of "First Rain," how do the farmers most likely feel after the rain?

- A. frail and weighted down
- B. soaked and muddy
- C. hopeful and thankful
- D. proud and revived

Earl Weber lived on a small farm during the Great Depression, a time when many people in the United States did not have jobs or much money. Read how the Weber family lived through these hard times. Answer the questions that follow.

Waste Not, Want Not

by Earl M. Weber

1 When I was growing up in the 1930s, the period of the Great Depression, I didn't think of our family as poor, even though we never seemed to have money. I lived on a small farm in Pennsylvania with my parents, two older sisters, and younger brother. We had an old horse, cow, a few pigs, a flock of chickens, and a big garden. Food was not a problem. We had our own supply of milk, meat, eggs, fresh vegetables, and Momma's homemade bread. But money was scarce.

2 On Sunday mornings, Momma would give each of us two pennies for our Sunday School offerings. Carefully knotting my two cents in the corner of a handkerchief, she would hand it to me and caution me to "be careful not to lose it." Today, two pennies won't buy much of anything, but in the 1930s every penny was important.

3 As a boy of nine, I had only a vague idea of what it meant to live during hard times. The weekly newspaper would carry pictures of people standing in line for bread, and the evening news- cast on our tabletop Crosley radio would tell about the huge number of jobless people and their hardships. But these reports referred to people in the cities, and we lived in the country. We never went to bed hungry, and we didn't stand in line for bread.

4 Although my father was fortunate to have a job at the feed mill, his salary of eighteen dollars a week was barely enough to pay the farm mort- gage and the electric bill, and to buy necessities like the our and yeast Momma needed to bake her bread.

5 Momma earned a few dollars baking pies and bread, which she sold at the local market. Twenty cents for a pie and ten cents for a loaf of bread! Sometimes I helped at the market, and if we had a good day, Momma would give me a nickel for an ice-cream cone.

6 Momma used the market money to buy clothing for the family. With four children and two adults to clothe, she seldom bought anything new. One day when I walked to the mailbox at the end of our lane, I was excited to see a pack- age from Sears, Roebuck and Company. That usually meant new clothing for one of us. As it turned out, I was the lucky one this time, with a brand-new pair of brown tweed knee-length knickers. Although we always went to school looking neat and clean, most of our clothing was patched, darned*, or mended. So to me, a new pair of knickers was very special.

7 Christmas was special, too, because then we got new socks, and for a little while we wouldn't have to wear socks darned in the toes and heels.

8 Momma made some of our clothing, using a treadle (foot-powered) sewing machine. To make nightgowns, she used the muslin sacks that our chicken feed came in. I wore a night- gown with "PRATT'S CHICKEN FEED" printed in big black letters on the front. (It wasn't until years later when my high-school class went on an overnight trip that I got my first store-bought pajamas.) Some companies actually put their feed in sacks made of colorfully patterned calico. Momma liked this material for making aprons and dresses.

9 When a piece of clothing was worn out, it wasn't thrown away. First, all the buttons were removed, sorted by size and color, and put in cans or glass jars. Then the clothing was examined, and the best parts were cut into strips and saved for making rugs.

10 Almost nothing in our house was thrown away. Store parcels were generally tied with string. We saved this string by winding it on a ball. One of my jobs was to wash and flatten used tin cans. We nailed these pieces of tin over holes in the barn roof to stop the leaks and over holes in the corncrib to stop the mice and rats from eating the corn.

11 A wooden crate was considered a real prize. We would take it apart for future projects, being careful not to split the boards. We even straightened the bent nails and stored them in a tin can.

12 Although we tend to think of recycling as something fairly new, in the 1930s it was part of everyday life. "Waste not, want not" was a familiar and often repeated phrase during those depression years.

Yesterday and Today

In the 1930s, a chocolate bar cost five cents. A single-dip ice-cream cone was also five cents. If that sounds good, consider that children living in the country, if they were lucky enough to have a job, earned only ten cents an hour for farm labor. Kids today pay around a dollar for an ice-cream cone and about the same for a chocolate bar. But some can earn five dollars an hour baby-sitting or mowing lawns.

15. According to the article, why did many people who lived in the country have enough food during the Great Depression?

- A. They waited in long bread lines for hours to get food.
- B. They could buy the food they needed at the feed mill.
- C. They had plenty of money to buy food at the grocery store.
- D. They could grow many kinds of food on their farms.

16. According to the article, how did the author's mother help the family?

- A. She washed and flattened tins to repair holes in the roof.
- B. She stood in line for bread for the family's food every day.
- C. She baked pies and bread to sell and made the family's clothes.
- D. She had a job at the grocery store.

17. Which word BEST describes the author when he noticed a package in the mailbox?

- A. proud
- B. bored
- C. thrilled
- D. concerned

18. According to the article, how did the author's mother use feed sacks?

- A. She mended socks with them.
- B. She repaired leaks in the roof with them.
- C. She patched holes in the corncrib with them.
- D. She made nightgowns, dresses, and aprons with them.

19. According to the article, when did the author get his first pair of store-bought pajamas?

- A. in high school
- B. on his birthday
- C. when his other pajamas had a hole in them
- D. on the day the package came

20. According to the article, how much did a child earn working on a farm in the 1930s?

- A. Five cents an hour
- B. ten cents an hour
- C. one dollar an hour
- D. five dollars an hour

21. Read the sentence from paragraph 3: The weekly newspaper would carry pictures of people standing in line for bread, and the evening newscast on our tabletop Crosley radio would tell about the huge number of jobless people and their hardships. **Which of the following could replace the word *hardships*?**

- A. farms
- B. difficulties
- C. families
- D. savings

22. In "Waste Not, Want Not," the author describes how his family reused almost everything they had. Which of the following phrases from the passage does NOT support this idea?

- A. "We never went to bed hungry, and we didn't stand in line for bread."
- B. "Almost nothing in our house was thrown away."
- C. "I wore a nightgown with 'PRATT'S CHICKEN FEED' printed in big black letters on the front."
- D. "A wooden crate was considered a real prize."

23. If Earl Weber's family were still alive today, they would most likely do which of the following?

- A. eat at McDonald's
- B. throw out clothing as soon as it got a hole in it
- C. recycle plastic containers
- D. drive a big sport utility vehicle (SUV)

24. What was the author's purpose for including the "Yesterday and Today" box at the end of the article?

- A. to let students know how much an ice cream cone cost in the 1930s
- B. to explain how lucky kids were in the 1930s because chocolate bars were so inexpensive
- C. to remember what his life was like in the 1930s
- D. to compare how much money children in the 1930s could earn and spend compared to what children can earn and spend today

The Scottsboro Boys

By Jessica McBirney

The trial of the Scottsboro Boys was a historic event in which nine black youths were wrongfully accused and convicted for a crime they didn't commit. Occurring in 1931, the Scottsboro Boys' trials sparked outrage and a demand for social change. As you read, take note of the variety of ways in which the criminal justice system failed the Scottsboro Boys.

There are few legal cases in U.S. history that have received as much media attention as the trials of the nine Scottsboro Boys in 1931. The trials of the African American teenagers went on for decades and began to carve out a path for racial equality in the U.S. justice system.

False Accusations

On the morning of March 25, 1931, nine young black men rode illegally in the back of a freight train chugging across Alabama. Charlie Weems, Ozie Powell, Clarence Norris, Olen Montgomery, Willie Roberson, Haywood Patterson, Eugene Williams, and brothers Andrew and Leroy Wright were all unemployed, travelling to a new destination to look for work. The oldest was 19, and the youngest only 13.

During the journey, a fight broke out between the nine young men and some white men who had also jumped onto the freight car. The train had to stop in Scottsboro, Alabama to end the fight, and the white men went to the local authorities to accuse the black youths of assault. As it turned out, two white women had also been hiding in the train car. They falsely claimed the nine black teenagers had raped them. The accusation was inflammatory¹ in the Jim-Crow South.² News of the alleged³ crime spread rapidly across the county; later that same day, the Jackson County Sentinel condemned⁴ the "revolting crime." Whites in Scottsboro were so upset that a mob gathered outside the jail where the boys were held, and the Alabama Army National Guard had to step in to control the crowd.

The trial was held in Scottsboro just two weeks after the arrests, and an all-white jury quickly recommended the death penalty for eight of the nine boys, all except 13-year-old Leroy Wright. The judge scheduled the executions for mid-July, the earliest the law would allow.

Anger and Appeals

News of the ruling and severe sentences travelled around the country, and after a demonstration in New York, the Communist Party USA decided to get involved to try to stop the executions. Their legal division convinced the boys' parents to request new trials and launched detailed investigations into the rape accusations. The stir was enough to delay the boys' execution date until the case could be appealed to the Alabama Supreme Court.

Meanwhile, the Communist Party USA brought continuous media attention to the details of the case. They hoped to use the baseless accusations and the extreme punishments to shine a light on blatantly⁵ unjust legal practices in the South. The Scottsboro Boys became symbols of racial inequality and the need for change.

1. Inflammatory (adjective): stirring up anger, disorder, or rebellion
2. Throughout the first half of the 20th century, southern states enforced "Jim Crow" laws, which promoted racial segregation.
3. Alleged (adjective): said to have happened but not yet proven
4. Condemn (verb): to express complete disapproval of something
5. Blatant (adjective): very obvious and offensive

The Alabama Supreme Court upheld the original convictions, but the boys and their legal counsel brought the case to an even higher court, the U.S. Supreme Court. In the landmark case, *Powell v. Alabama*, the justices determined that the boys had not received access to competent⁶ legal counsel — thus, their Fourteenth Amendment⁷ rights had been violated, and they would have the right to start new trials.

Faint Signs of Hope

Even though they had new hope for freedom now, the retrial process was slow and contentious,⁸ despite overwhelming evidence of the boys' innocence. One of the strongest pieces of evidence came from an accuser herself. In early 1932, a letter surfaced from one of the accusers, Ruby Bates. In it, she admitted that her rape claim was a sham: “[It] is a lie about those negroes jassing⁹ me... Those negroes did not touch me or those white boys.” She blamed the Scottsboro police for coercing¹⁰ her into the original accusation. She further admitted, “I know it was wrong to let those Negroes die on account of me.”

Still, the retrial process dragged on. In 1933, one of the boys, Haywood Patterson, stood retrial in the courtroom of one Judge James Horton. His defense attorney called numerous witnesses and built a strong argument that the two girls on the train had lied. Their story did not match medical evidence or the stories of other witnesses, and he even got Ruby Bates to testify that the whole story had been made up. The defense seemed inarguable.¹¹ And yet, after only a few minutes of deliberation, the jury pronounced Patterson guilty and recommended execution.

Judge James Horton knew he had to step in. In an unprecedented¹² move, he reversed the jury's decision and mandated that the trial restart yet again. His courage cost him his judgeship in the next election.

Patterson was not the only one of the Scottsboro Boys to experience stubborn juries in the face of convincing evidence. When another all-white jury convicted Clarence Norris in his retrial, he appealed to the Supreme Court. The 1935 *Norris v. Alabama* case determined that it was unconstitutional to exclude African Americans from serving on juries for African American defendants. Alabama's jury selection process was inherently racially skewed¹³ and violated Norris' 14th amendment right.

Digging Up the Past

The legal proceedings continued for several years. A few of the young men managed to get acquitted.¹⁴ By 1938, five of the Scottsboro Boys remained in Alabama prisons. Their sentences had been reduced from the death penalty to decades in jail, a small but significant victory. Over the next 12 years, the remaining five also made it out of the prison system, usually by receiving parole.¹⁵ Haywood Patterson, however, accomplished an impressive escape in 1948.

Years later, in 2013, the Alabama Board of Pardons and Paroles granted posthumous¹⁶ pardons to three of the Scottsboro Boys who never had their convictions overturned: Charlie Weems, Andrew Wright, and Haywood Patterson.

6. Competent (adjective): having the necessary ability, knowledge, or skill to do something successfully

7. An amendment passed soon after the Civil War that guarantees equal protection under the law to all people.

8. Contentious (adjective): causing or likely to cause arguments

9. most likely referring to some kind of sexual act

10. Coerce (verb): to persuade, especially by force or threats

11. Inarguable (adjective): not open to doubt or debate

12. Unprecedented (adjective): never done or known before

13. Skew (verb): to make something favor a particular group of people in a way that is unfair

14. to free someone from a criminal charge by a verdict of not guilty

15. “Parole” is the release of a prisoner before the completion of their prison sentence, on the promise of good behavior.

16. Posthumous (adjective): occurring after the death of the person

The Scottsboro incident was one of the earliest signs of the need for racial justice in the U.S. It garnered¹⁷ media attention for several years, and racial equality groups such as the Communist Party USA and the National Association for the Advancement of Colored People (NAACP) capitalized¹⁸ on the cases to win support for their cause.

17. Garner (verb): to gather or collect
18. Capitalize (verb): to get an advantage from something

If the Scottsboro Boys' story sounds familiar, it might be because the saga partially inspired two famous novels: Richard Wright's Native Son and Harper Lee's To Kill a Mockingbird. Lee's novel in particular has some key similarities: in it, a black man is accused of raping a white woman, and the book's protagonist is six years old, about the same age as Lee during the first Scottsboro trials. One reason the Scottsboro Boys appear repeatedly in literature and pop culture is because their story clearly demonstrates the importance of racial equality and freedom.

25. PART A: Which statement best identifies the central idea of the text?

- A. The Scottsboro Boys' trials showed the enormous degree of racial inequality that existed in the United States' criminal justice system.
- B. The Scottsboro Boys' trials were an unfortunate mistake made in U.S. history that have since been apologized for.
- C. The Scottsboro Boys' trials proved that a new system of screening witnesses was necessary.
- D. The Scottsboro Boys' trials showed how disorganized the criminal justice system was at the time and how far it has come since then.

26. PART B: Which quote from the text best supports the answer to Part A?

- A. "In early 1932, a letter surfaced from one of the accusers, Ruby Bates. In it, she admitted that her rape claim was a sham..." (Paragraph 9)
- B. "Alabama's jury selection process was inherently racially skewed and violated Norris' fourteenth amendment right." (Paragraph 12)
- C. "The legal proceedings continued for several years. A few of the young men managed to get acquitted." (Paragraph 13)
- D. "...in 2013, the Alabama Board of Pardons and Paroles granted posthumous pardons to three of the Scottsboro Boys who never had their convictions overturned..." (Paragraph 14)

27. PART A: What is the meaning of the word "inflammatory" used in paragraph 4?

- A. inspiring disbelief
- B. causing anger
- C. spreading quickly
- D. encouraging reckless behavior

28. PART B: Which detail from the text best supports the answer to Part A?

- A. "They falsely claimed the nine black teenagers had raped them." (Paragraph 3)
- B. "News of the alleged crime spread rapidly across the county..." (Paragraph 4)
- C. "...a mob gathered outside the jail where the boys were held..." (Paragraph 4)
- D. "The judge scheduled the executions for mid-July, the earliest the law would allow." (Paragraph 5)

An Overview of the Great Depression

By Jessica McBirney

From 1929 to 1939, America experienced the Great Depression: the worst economic downturn in its history. In this informational text, Jessica McBirney explores the causes and effects of the Great Depression, as well as how America's economy began to recover. As you read, take notes on the causes and effects of the Great Depression.

On a fateful Tuesday in October 1929, American citizens experienced the beginning of the worst economic disaster in the country's history. The day marked the beginning of the Great Depression, a severe¹ economic crisis that lasted for more than ten years and hurt millions of people around the country. The Great Depression had many causes. In fact, economists still debate over all the factors that led to the crisis. The following are some of the most important causes.

1. Severe (adjective): very great, intense, or harsh

The Stock Market

Maybe you have heard your parents or news commentators talk about the stock market. Essentially, it is where people can buy stocks, or very small pieces, of big companies like Walmart or Facebook. If the company makes money, the stock-holder gets also gets a small profit. Investing in a stock is like taking a gamble, because the company could earn a lot of money, or it could lose money.

In the years before 1929 the stock market was an extremely popular way for everyday people to earn some extra money. Because of this, the prices of stocks kept getting higher and higher. By 1929, many prices were much higher than the actual values of companies. Some people started getting skeptical. Prices could not keep going up forever. So they started selling their stocks while they were still at high prices. More and more people started catching on, until everyone was scrambling to sell their stocks at once. There was no one left to buy all these available stocks, so the prices dropped steeply. This caused what is known as a stock market crash. In just one day, on October 29, 1929, the whole stock market lost over \$14 billion.

Bank Failures

During the popularity of the stock market, most banks had very few rules about loaning out money. They would loan money to customers so those customers could go use it to buy more stocks. When the stock market lost so much money, suddenly all those customers had no way to pay back their loans. But when people heard about the crash, they started to panic and wanted to pull the money out of their savings accounts just to keep it safe.

With no money back from all the loans they had given out, the banks did not have enough money supply to also pay out everything from everyone's savings. The bank failures rippled throughout the nation, causing even more economic problems and panic for average Americans.

The Dust Bowl

A record-setting drought hit the middle states, especially Oklahoma, around the same time. The timing could not have been worse. Farmers, who usually remained stable during economic uncertainty because they could at least grow their own food, were suddenly in just as much trouble as the rest of the country.

The drought brought hot, dry winds sweeping across the plains, blowing huge clouds of dust across the plains and into many peoples' houses and lungs. Families could not stay in the area. They packed up and left the

Great Plains,² heading west to places like California to find work. Unfortunately, other states already had their own unemployment problems; there were not enough jobs for the newcomers.

Effects of the Depression

At the beginning of the financial problems few people predicted the crisis would last over a decade. But the problems were more extensive and much deeper than analysts realized at first. One of the most important effects of the Great Depression was unemployment. At its peak in 1933 around 25% of adults were unemployed — this means 1 in 4 adults did not have jobs.

Without steady income, many families were forced out of their homes. Some found other family members to live with, while others had to take to the streets. Some people moved into small shanty³ towns called Hoovervilles, named after the president at the time, Herbert Hoover. These people often had to rely on charity soup kitchens to get enough food to eat.

Political Interventions

In 1932, near the worst of the Depression, President Franklin D. Roosevelt was elected. He immediately started working to fix the problems. The set of policies and government programs he instituted are known as the New Deal.⁴

To address the banking issues, he temporarily closed all banks to give them a chance to restructure themselves. He set guidelines for future bank operations. He also made more rules for how investors on the stock market could buy and sell stocks more responsibly.

To help families affected by unemployment, he created many employment programs. Groups like the Civilian Conservation Corps (CCC) and Works Progress Administration (WPA) used government funds to pay young men for services like building roads and cleaning parks. This gave families some money to start buying necessities again. President Roosevelt started dozens of programs during his time in the White House. Not all of them were successful, and a few were even deemed unconstitutional, but many did have positive results.

Culture Amid Crisis

Even though Americans faced one of the greatest challenges in our nation's history during the 1930s, they were able to produce art and entertainment to raise everyone's spirits. Radio became a central aspect of many people's home lives. They could listen for free to comedy shows like Amos 'n' Andy and The Jack Benny Show. President Roosevelt also made regular speeches on the radio, known as his fireside chats, to reassure the American people and explain his newest New Deal policies. Movies continued to grow in popularity. Many movies featured tough gangsters and witty city-dwellers with exciting plots. Viewers could escape into this world for a few hours any time they watched a movie.

Music portrayed a more complex, and for many people more relatable, view of society during the Great Depression. Some songs recalled the better days of the 1920s when the country was happy. The mid 1930s introduced swing music and the big band genre, full of upbeat and exciting melodies. The dancing that accompanied it was fast paced. But other artists, like Bing Crosby, did not shy away from writing music that reflected the hard times. His song "Brother, Can You Spare a Dime?" became popular.

Recovery

Even though the worst of the Great Depression came in 1933, its negative effects and high unemployment continued throughout the 1930s.

2. the grassland prairie region of North America
3. A "shanty" is a small, crudely built shack.
4. a series of programs that were enacted between 1933 and 1938 in the United States

When the United States entered World War II in 1941, things began to change. The military needed new equipment and supplies, so thousands of new manufacturing jobs opened to support the war effort. This cut down on the still-soaring unemployment rates. Living standards still remained relatively low, because so many factories built war materials instead of everyday goods for households. Still, Americans began to regain their sense of hope for the future. After the war ended, their hopes were realized as living standards rose and economic prosperity spread across the country.

- 5. a novel about the hardships of an American farm family in the Dust Bowl during the Great Depression
- 6. a regular payment made during a person's retirement from an investment fund to which that person or their employer has contributed during their working life

The Great Depression lives on through famous literature like John Steinbeck's novel *The Grapes of Wrath*,⁵ published in 1939. But the Great Depression's legacy may best be seen in the Social Security Act, which was passed by Congress in 1935. Since then the government has provided Americans with pensions⁶ for the retired, as well assistance to the unemployed and those with disabilities.

29. PART A: Which of the following identifies the central idea of the text?

- A. The Great Depression was a very difficult time for America, and the government took action to help the economy recover.
- B. The Great Depression could have easily been avoided if Americans had been more informed on how the stock market and banks operated.
- C. The Great Depression could not have been prevented, as the previous decades had experienced nothing but growth.
- D. The Great Depression was a horrible economic time for America, but the government's violation of citizens' rights while helping the economy recover was much worse.

30. PART B: Which section from the text best supports the answer to Part A?

- A. "Because of this, the prices of stocks kept getting higher and higher. By 1929, many prices were much higher than the actual values of companies." (Paragraph 4)
- B. "In 1932, near the worst of the Depression, President Franklin D. Roosevelt was elected. He immediately started working to fix the problems. The set of policies and government programs he instituted are known as the New Deal." (Paragraph 15)
- C. "Music portrayed a more complex, and for many people more relatable, view of society during the Great Depression. Some songs recalled the better days of the 1920s when the country was happy." (Paragraph 22)
- D. "Even though the worst of the Great Depression came in 1933, its negative effects and high unemployment continued throughout the 1930s." (Paragraph 23)

31. How does the section on entertainment in America contribute to the development of ideas in the text?

- A. It shows how hard the Great Depression was on all businesses.
- B. It emphasizes how the Great Depression affected all aspects of life.
- C. It proves Americans were unable to afford even basic necessities.
- D. It shows how the entertainment industry used the Great Depression to their advantage.

32. How did President Roosevelt influence the recovery from the Great Depression?

- A. He pumped money into the economy to inflate it.
- B. He encouraged women to join the workforce.
- C. He allowed the economy to recover on its own.
- D. He created programs to help citizens find work.

