

Section 1 Notetaking Study Guide

Question to Think About As you read Section 1 in your textbook and take notes, keep this section focus question in mind: **Why did the economy collapse after the stock market crash?**

► Use this chart to record key information from the section. Some information has been filled in to get you started.

Hoover and the Crash	
The Collapsing Economy	
<ul style="list-style-type: none"> Problems with the U.S. economy started <u>in the late 1920s</u>. Major industries were declining, but stock prices were still <u>increasing in value</u>. This encouraged risky investments by <u>margin buying</u>. When stock prices started falling, margin buyers <u>sold their stocks</u>. The stock market crashed on <u>October 19, 1929</u>, known as Black Tuesday. 	
The Great Depression Begins	
<ul style="list-style-type: none"> The Great Depression was a major <u>economic</u> and <u>social</u> disaster that affected the entire country. The Great Depression lasted <u>12</u> years and was triggered by the <u>crash</u>. One problem that caused the Great Depression was <u>overproduction</u>. Factories produced more goods than people could afford to buy. The <u>Banking</u> crisis also contributed to the Depression. Banks closed because <u>farmers could not repay loans and from losses in the stock market crash</u>. People had less money because <u>they lost their jobs or lost savings</u>. 	
The Human Cost	
<ul style="list-style-type: none"> From 1929 to 1933, the unemployment rate went from <u>3</u> to <u>25</u> percent. The number of people without jobs was about <u>13 million</u>. With little or no money, many people lacked adequate <u>food, shelter, and clothing</u>. The Great Depression was a time of widespread <u>poverty and unemployment</u>. 	
Hoover Responds	
<ul style="list-style-type: none"> At first, President Hoover's advisers recommended doing <u>nothing</u>. They believed the Depression was <u>temporary</u>. Hoover's first measures encouraged businesses and local governments—but not the <u>Federal</u> government—to take the lead to help people. He also urged private <u>business</u> to set up <u>breadlines and soup kitchens</u>. As the Depression worsened, he created the <u>public works program</u> in 1932 to provide <u>jobs</u> to buy industries and local governments. The treatment of the <u>Bonus Army</u> further damaged Hoover's popularity. 	

Refer to this page to answer the Chapter 23 Focus Question on page 363.

Chapter 11 Section 1 Notetaking Study Guide

J Dewey



Chapter 11 Section 1 Notetaking Study Guide:

America: History of Our Nation Adapted Interactive Reading and Notetaking Study Guide 2007c Jim Davidson, Michael B. Staff, Prentice Hall Direct Education Staff, 2005-08 This edition was developed specifically for courses covering up to the Civil War or Reconstruction The text can also be used for the first part of a two year American history course Matter and Energy, 2005 Chemical Interactions, 2005 **Waves, Sound, and Light**, 2005 **Note-Taking / Reading Study Guide** McDougal-Littell Publishing Staff, 2004-04-20 **Modules** McDougal Littell Incorporated, 2005 Making Sense of Epidemiological Research Katherine W. Reeves, 2025-07-08 Using clear language and real world examples this accessible textbook provides a concise guide to the understanding and critical evaluation of journal articles in epidemiology The book offers a step by step process beginning with how to find epidemiologic studies on a given topic It then shows readers how to identify and assess the key features of a study s design the methods of data collection and analysis the conclusions that can be drawn and finally the questions that remain Including a chapter exploring the misuse of artificial intelligence this complete companion shows students not only how to evaluate individual studies but also to synthesize findings across multiple studies on a single topic as well as guidance on writing a critique of a given article Written by an experienced instructor with over 15 years of experience teaching and including activities so that readers can practice the skills they learn this will be essential reading for any student of epidemiology public health and medicine **Electricity and Magnetism**, 2005 **Motion and Forces**, 2005 **World History** Elisabeth Gaynor Ellis, Anthony Esler, 2014 McDougal Littell Science, 2004-04-30 **Study Guide to Accompany Cultural Anthropology** Margaret Rauch, 1998 Student Study Guide With IBM® SPSS® Workbook for Research Methods, Statistics, and Applications Kathryn A. Adams, Eva K. McGuire, 2022-01-17 Student Study Guide With IBM SPSS Workbook for Research Methods Statistics and Applications 3e gives students opportunities to practice and apply their knowledge Written by the authors of the main text this study guide follows the textbook and offers practice quizzes in depth exercises research application questions and instructions and exercises for SPSS Ecology: Teacher's ed, 2005 Methods of Study Claude C. Crawford, 1926 **Space Science: Teacher's ed**, 2005 Total Participation Techniques Pérsida Himmele, William Himmele, 2026-02-13 The acclaimed guide for student participation now with updated resources and more than 60 classroom techniques Research has shown time and again that the traditional stand and deliver lessons the dreaded long drawn out lectures don t help students learn Active participation is the key to keeping students cognitively engaged in the learning process Teaching and literacy experts P rsida Himmele and William Himmele have refined their Total Participation Techniques TPTs for 15 years helping tens of thousands of K 12 teachers transform their classrooms from passively disengaged to completely and actively engaged In addition to authentic classroom examples step by step instructions and reproducible blackline masters for response cards and posters this third edition comes equipped with New and updated TPTs to use with students both individually and in groups More

information about building classroom community and checking for understanding Updated guidance for using TPTs with multilingual learners and students who struggle academically Teachers who use TPTs in their classrooms report that these strategies build student confidence because they provide compelling and safe ways to demonstrate knowledge and understanding during lessons This book is an essential toolkit for teachers who want to present lessons that are relevant engaging and cognitively challenging so that every student can become an active learner **Middle School Math, Course 1** McDougal Littell Incorporated,2004 **Reading in the Academic Environment** Mary L. Dillard,2003 For courses in College Reading and Academic Literacy Reading in the Academic Environment provides teacher modeling and guided practice in content area textbook reading It teaches comprehension as a task not as an isolated skill The lessons help move the student from teacher dependency to independence in reading textbooks Students will master academic reading on the literal level of comprehension by identifying explicit main ideas and details following directions and identifying a sequence On the inferential level students select relevant information with which to base a conclusion or make a judgment On the critical creative level of comprehension experience based questions students will be able to defend their own personal judgment of a written passage as to its truth accuracy and worth **The Changing Earth: Teacher's ed** ,2005

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