



GEE 21

Graduation Exit Examination
for the 21st Century

Released Test Items:

Sample Student Work Illustrating GEE 21
Achievement Levels

July 2004

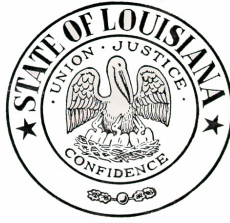
Grade 10



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**Louisiana’s Graduation Exit Examination
for the 21st Century (GEE 21)**

**GRADE 10 SAMPLE ITEMS AND STUDENT WORK
2003–2004**

GEE 21 is an integral part of the Louisiana school and district accountability system passed by the state legislature and signed into law in 1997. The primary purposes of the accountability system are to raise expectations for achievement for all Louisiana public school students and to improve public education in the state.

In March 2004, grade 10 students took GEE 21 English Language Arts and Mathematics tests. The test scores are combined with other relevant data to create school and district accountability scores, which serve as a means of measuring educational quality and improvement in educational programs over time.

This document is part of a series of materials meant to promote understanding of the knowledge and skills students must have and the kinds of work they must produce to be successful on the GEE 21. A list of other documents providing background and further information on the GEE 21 tests can be found on the Louisiana Department of Education Web site at www.louisianaschools.net.

GEE 21 Reports

Louisiana’s grade 10 students are tested each year in March. Individual student, school, district, and state test results are released in phases in May and July. School and district accountability results are reported in the fall.

For GEE 21, student scores are reported at five achievement levels: *Advanced*, *Mastery*, *Basic*, *Approaching Basic*, and *Unsatisfactory*. The percentage of students scoring at each level is reported for individual schools, districts, and the state. General definitions for the achievement levels are given on page 2. Specific definitions of achievement levels for the English Language Arts test were published in the 1999 Released Items document. The achievement level definitions for all content areas can be found on the Louisiana Department of Education Web site at www.louisianaschools.net. Click on the “Testing” link below the tabs at the top of the page, then on the “Achievement Levels” link at the left of the page.

GEE 21
General Achievement Level Definitions

Achievement Level	Definition
Advanced	A student at this level has demonstrated superior performance beyond the level of mastery.
Mastery	A student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.
Basic	A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.
Approaching Basic	A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.
Unsatisfactory	A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

Purpose of This Document

This document presents student work in the English Language Arts test, which was completed as part of a GEE 21 assessment. The document includes multiple-choice items, constructed-response (short answer, extended response, or essay) items, and a written composition that exemplify what students scoring at specified achievement levels should know and be able to do. A discussion of each item highlights the knowledge and skills it is intended to measure, as well as strengths and weaknesses in the student work on the item.

As you review the items, it is important to remember that a student's achievement level is based on his or her *total test score* (cumulative score for all questions in the test) in a content area, *not* on one particular item or section, and that the sample items included in this report represent a small portion of the body of knowledge and skills measured by the GEE 21 tests. Additional items will be released in future years of the GEE 21.

English Language Arts

The GEE 21 English Language Arts test is composed of four parts—Writing, Using Information Resources, Reading and Responding, and Proofreading.

1. Writing

In the Writing session of the English Language Arts test, students write a composition in response to a Writing Topic. They are given the opportunity to make notes or complete other idea-generating and organizing activities, write a rough draft, then write a final draft of their composition. A Writer’s Checklist of useful reminders is provided.

Each student’s composition is scored in two dimensions that address topic development—**Composing** and **Style/Audience Awareness**. The Composing dimension measures the degree to which the composition exhibits

- focus on a central idea,
- support and elaboration for the idea,
- unity of purpose, and
- organization.

The Style/Audience Awareness dimension evaluates the ways in which the student author shapes and controls language to affect readers. Features of Style/Audience Awareness are

- selection of vocabulary (diction or word choice),
- sentence variety,
- tone, and
- voice (or personality that shows through writing).

For each of these two dimensions, a student can earn from 1 to 4 score points.

In addition, the compositions are rated as showing either “acceptable control” or “unacceptable control” in the **Conventions—Sentence Formation, Usage, Mechanics, and Spelling**. An acceptable rating earns 1 score point, while an unacceptable rating earns none.

A summary of the score points for the Writing session is shown below.

Dimension/Scale	Maximum Possible Points
Composing	4
Style/Audience Awareness	4
Sentence Formation	1
Usage	1
Mechanics	1
Spelling	1
Total Points	12

A Writing Topic and directions for students from the GEE 21 test are shown on page 7. Samples of student work at achievement levels from advanced to approaching basic, with comments, are provided on pages 8 through 17.

2. Using Information Resources

The Using Information Resources session of the English Language Arts test is composed of a number of information resources appropriate for grade 10. The reference materials come from different sources and pertain to one specific topic. At grade 10, the materials may include

- tables of contents,
- indexes,
- bibliographies,
- other reference sources (including electronic sources such as Web sites), and
- articles.

The reference materials occupy several pages in the student test booklet. Students are directed to skim the resources, read the test items, then locate and read the appropriate resource and/or information to answer each item.

The Using Information Resources session of the test has five multiple-choice and two short-answer items. In the Using Information Resources session, a student can earn up to 9 points, as indicated in the chart below:

Type of Item	Maximum Points per Item	Total
5 multiple-choice	1	5
2 short-answer	2	4
Total Points		9

A Using Information Resources packet, multiple-choice items, and short-answer items with student responses are shown on pages 19 through 38.

3. Reading and Responding

At grade 10, the Reading and Responding session of the GEE 21 English Language Arts test is composed of four reading passages—excerpts from novels or stories, articles from textbooks or other informational sources, poems, and other materials appropriate to the 10th grade. Each reading passage is the source for four or six multiple-choice items and two short-answer items, depending on the length of the passage. Also included is an essay question based on two passages the students read.

The short-answer items are scored using the following rubric:

Score	Description
2	<ul style="list-style-type: none"> The student's response provides a complete and correct answer.
1	<ul style="list-style-type: none"> The student's response is partially correct. The student's response demonstrates limited awareness or contains errors.
0	<ul style="list-style-type: none"> The student's response is incorrect, irrelevant, too brief to evaluate, or blank.

The essay question is scored using the following rubric:

Score	Description
4	<ul style="list-style-type: none"> The student's response demonstrates in-depth understanding of the relevant content and/or procedures. The student completes all important components of the task accurately and communicates ideas effectively. Where appropriate, the student offers insightful interpretations and/or extensions. Where appropriate, the student uses more sophisticated reasoning and/or efficient procedures.
3	<ul style="list-style-type: none"> The student completes most important aspects of the task accurately and communicates clearly. The student's response demonstrates an understanding of major concepts and/or processes, although less important ideas or details may be overlooked or misunderstood. The student's logic and reasoning may contain minor flaws.
2	<ul style="list-style-type: none"> The student completes some parts of the task successfully. The student's response demonstrates gaps in conceptual understanding.
1	<ul style="list-style-type: none"> The student completes only a small portion of the task and/or shows minimal understanding of the concepts and/or processes.
0	<ul style="list-style-type: none"> The student's response is incorrect, irrelevant, too brief to evaluate, or blank.

In the Reading and Responding session, a 10th-grade student completes a total of twenty multiple-choice items, eight short-answer items, and one essay item to earn up to 40 points, as shown in this chart:

Type of Item	Maximum Points per Item	Total
20 multiple-choice	1	20
8 short-answer	2	16
1 essay	4	4
Total Points		40

4. Proofreading

For grade 10, the Proofreading session of the English Language Arts test is composed of a student essay or letter that is in rough-draft form; it includes errors in grammar, spelling, punctuation, usage, and, if a letter, format. Students answer eight multiple-choice items that address corrections to be made to the text. Each correct answer is worth 1 point, for a possible total of 8 points in this part of the test.

In summary, it is possible for a 10th-grade student to earn a total of 69 points on the GEE 21 English Language Arts test. The number of raw score points that a student would have to achieve to reach each achievement level may change slightly from year to year given the difficulty of that particular form of the test. The spring 2004 raw score range for each achievement level is listed below.

Spring 2004 English Language Arts, Grade 10

Achievement Level	Raw Score Range
Advanced	60.5 – 69 points
Mastery	53.5 – 60 points
Basic	44.5 – 53 points
Approaching Basic	37.5 – 44 points
Unsatisfactory	0 – 37 points

This document presents items that were completed by students as part of a GEE 21 assessment. The information shown for each item includes

- the correct answer,
- the achievement level or score point,
- the standard and benchmark each item measures,
- commentary on the skills/knowledge measured by the item.

Note: The test items may have been reduced in size for this document. Font size on the GEE 21 assessments is typically 12 point.

Grade 10—English Language Arts Writing Samples

Below is the Writing Topic used for a 10th-grade GEE 21 English Language Arts test, followed by samples of student writing at achievement levels from advanced to approaching basic.

Read the topic in the box below and write a well-organized, multiparagraph composition of at least 250–300 words. Be sure to follow the suggestions listed under the box.

Writing Topic

Your local leaders are trying to improve the lives of teenagers in your community. You decide to write a letter to them **explaining** what they should do to make your community a better place for teens.

Before you begin to write, think about the resources and activities your community already offers teenagers. What is **one** additional thing that could be done to meet the needs and interests of the teenagers you know? How would this improve their lives?

Now write a letter explaining one thing that your community should do to improve the lives of its teenagers. Be sure to give specific details and to support those details with clear examples. **Explain** why you think the way you do so that the local leaders will understand.

- Remember that your audience is your local community leaders; use appropriate language and explain your ideas clearly.
- Be sure to write clearly and check your composition for correct spelling, punctuation, and grammar.

Final Draft

Countless organizations are offered in America. Many of which are centered around adults. It is good that adults have these programs to occupy their time but teenagers also need this types of programs. Schools have numerous clubs but what about when summer time comes and schools are out. I think it would be a good idea to have more community based clubs for teens because it would provide teens with something productive to do, it would be fun and educational, and it would broaden teens horizons.

Community based clubs provide teens with many productive things to do. These clubs could do community service such as going to nursing homes and visit the elderly. Going to the nursing homes might make the teens feel good about what they did and get them motivated to go out and do more service for their community. I am sure that the elderly would enjoy the time spent with them also.

These clubs could be fun and also educational. You might take a trip to a wildlife refuge and have fun exploring it. Then you could have a discussion about what they learned. Also, you could talk about endangered animals and get these teens aware of what is happening in the world today.

Broadening teens horizons is another thing these clubs are sure to do. Since it would be a community based club

Final Draft (continued)

teens could meet other people than they go to school with. In these clubs a teen might do a project or a service and find out that he liked it so much he wants to pursue a career in that field later on in life.

There are many other reasons why this is a great idea. Many teens would become involved. Doing service projects would give back to the community in countless ways. Community based clubs are truly a great idea.

This essay demonstrates consistent control in the *Composing* dimension. The writer sharply focuses on the benefits of providing community-based clubs for teens. Three benefits are named in the introductory paragraph. Sequentially, the writer elaborates on the benefits in the next three paragraphs. In the last paragraph, the writer suggests that other benefits might also result, adding two examples, before concluding: “Community based clubs are a truly great idea.” The essay is clear and logical, following a standard five-paragraph organization. Each of the benefits is supported by examples and explanations that clearly convey the writer’s ideas.

This essay also displays consistent control in the *Style/Audience Awareness* dimension. The writer shows audience awareness in the opening paragraph, drawing a parallel between the needs of adults and the needs of teens: “It is good that adults have these programs to occupy their time but teenagers also need this types of programs.” The tone is consistently confident and informative: “Broadening teens horizons is another thing these clubs are sure to do.” The writer’s consistent use of the subjunctive conveys enthusiasm. Capable of constructing a compound complex sentence, the writer gives appropriate weight to the final sentence in the first paragraph: “I think it would be a good idea . . . because it would provide teens with something productive to do, it would be fun and educational, and it would broaden teens horizons.” The essay displays a balanced variety of sentence types. The writer’s use of strong modifiers (*productive, elderly, endangered, countless*) and verbs (*pursue, broaden, motivated, centered*) strengthens the arguments.

The writer demonstrates acceptable control in the *Conventions* dimension. Although in two sentences of the opening paragraph commas are omitted before the coordinating conjunction *but* a variety of simple, compound, and complex sentences throughout the essay enliven the writer’s argument. One usage error creates a sentence fragment: “Many of which [these] are centered around adults.” An error in agreement, “this [these] types of programs,” creates some awkwardness. An inflection error interferes with parallelism: “These clubs could do community service such as *going* to nursing homes and *visit* the elderly.” The writer twice omits an apostrophe to indicate possession

“broadening teens horizons”). One sentence lacks proper final punctuation (“Schools have numerous clubs but what about when summer time comes and schools are out”), and there are a few spelling errors (*then* for *than*, *persue* for *pursue*, *truely* for *truly*). Although there are errors in sentence formation, mechanics, and spelling, these do not indicate a pattern throughout the essay.

Final Draft

Dear Local Leaders,

Life for teenagers in my town, ~~XXXX~~ Louisiana, is very boring and uninteresting. The only thing that us teens have to do is ride around and go "up town." This is fun and all, but we need more to do around here. There are very few activities around here to keep teens busy.

One place would be the bowling alley. When the bowling alley was first built, everybody would go once in a while and have a good time. Now it is boring and hardly anybody goes.

Another thing we have is what they call Fifth Quarter. They have this after every home football game on Friday nights. This activity is held at Central Baptist Church. What you do there is, eat, play volley ball, listen to music, and pray. The only bad thing about this is that it is only during football season.

These two things are basically all the activities that we have to keep teens busy and off of the street. I am writing you to suggest a few ideas.

My first idea would be an arcade. An arcade would be a fun and safe "hangout" for teenagers. It might not interest people for long, but you have to start somewhere.

Final Draft (continued)

The second idea would be a club or something. It could be a non-alcoholic club for people to hang out and have a good time. It could also be a place to meet new people, because ~~the town~~ always has people coming from out of town on the weekends to ride around.

These ideas are just a few of my opinions to keep teens having fun and staying out of trouble.

Thanks,

This essay demonstrates reasonable control in the *Composing* dimension. It is clearly organized into two parts: the first describes current recreational options for teens; the second suggests two new options for the community to provide. The two parts are united by an introduction that clearly states the problem (“Life for teenagers in my town . . . is very boring”), a summary ending (“my opinions to keep teens having fun and out of trouble”), and a well-crafted transitional paragraph (“These two things are basically all the activities . . . I am writing you to suggest a few ideas”). The central idea is maintained throughout, and each idea is sufficiently elaborated.

This essay also exhibits reasonable control in the *Style/Audience Awareness* dimension. The writer employs a casual, conversational tone throughout, with phrases such as “what they call,” “but you have to start somewhere” and “everybody would go once in a while and have a good time.” Some of the sentences, however, are awkward, for example, “These ideas are just a few of my opinions to keep teens having fun and staying out of trouble.” “My first idea would be an arcade.” The vocabulary is sufficient to present ideas clearly but seldom rises above the conventional (“a fun and safe ‘hangout’” and “a club or something”). The writer uses a variety of sentence structures.

In the *Conventions* dimension, while the writer demonstrates strong skills in sentence formation, mechanics, and spelling, there are numerous usage errors. These include *us teens* instead of *we teens* and using *always* instead of *always*. Additionally, there are usage errors in the verb tenses in paragraph 2: the writer uses “would” rather than “is” in the first sentence and “would go” rather than “went” in the second. Also in paragraph 3, there is a pronoun with no antecedent. Finally, there is a comma missing between the town name, and the state name is missing.

Final Draft

Dear community leaders:

I am a bored student attending Springhill High School who feels that there should be more places for teens due to the fact that there is not much to do for people my age group in town.

Back in the 50s and 60s, teens had fun watching T.V. or hanging out at the local store or eatery, but now in the "days of the computer" more teens are in front of a computer monitor instead of being outside enjoying the outdoors and friends. There are fewer places for teens to go in town because many of them have relocated to the city, a move that has been beneficial for them and negative for us.

I feel by bringing back many of the "lost" attractions such as movie theaters, teens will feel happier about the town they live in knowing that there are more places for them and they will be more inclined to help the community in the future.

Sincerely,

The lack of development and poor presentation of ideas in this essay demonstrates inconsistent control of skills in the *Composing* dimension. The writer of this brief, three-paragraph essay demonstrates limited skills in elaboration and organization. The central idea is vague (“there should be more places for teens . . . there is not much to do for people my age group in town”). While the middle paragraph presents some explanation of why teens lack things to do or places to go (“more teens in front of a computer monitor” and places have “relocated to the city”), the final paragraph only offers a vague solution, calling for the “return of the ‘lost’ attractions such as movie theaters.” That is the only concrete suggestion offered. The writer does not explain how “watching T.V.” in the 1950s and 1960s was any better than sitting in front of a computer nowadays. The writer does not clarify what he or she means by teens being “more inclined to help the community in the future.”

This essay also demonstrates inconsistent control of skills in the *Style/Audience Awareness* dimension. The writer’s vocabulary is simple and bland: “teens will feel happier about the town they live in knowing that there are more places for them and they will be more inclined to help the community in the future.” Although the writer does not seem engaged in the topic, he or she does attempt to address the audience with the appeal “they will be more inclined to help the community in the future” and by appealing to the community’s sense of loss “many of them have relocated to the city, a move that has been beneficial for them and negative for us.” The images of teens from the 1950s and 1960s “hanging out at the local store or eatery” and current teens “in front of a computer monitor” are stereotyped, adding little to the reader’s knowledge or interest.

This essay does, however, demonstrate acceptable control of skills in the *Conventions* dimension. The usage, mechanics, and spelling are generally correct. Sometimes, however, poor syntax makes the sentences awkward. For example, “there is not much to do for people my age group in town” would read more effectively as “there is not much for people my age to do in town.” Three out of the four sentences are overextended but otherwise correct.

Final Draft

I am writing this essay to let the leader know how he or she could do to improve the lives of teens and how they can make the community better.

I think that they could put shopping areas and areas and many different places where all teens could hang out and eat and age limit on the place so any one over 19 could not get in.

Another thing they could do is get together and have all different kind of teams like basketball, football, soccer and volleyball and play them against other community.

Another thing that the leader could do is have fundraisers and raise enough money and take all of the teens in the community on a trip to a water park or to the movies or out to eat so they could get out and explore the world.

Final Draft (continued)

Another thing the leader could do is put together some kind of project that all of the teens both boys and girls could get involved in and that would make an improvement in some of the teens lives.

My final thing is the leader could always show that he care she care and if the teen have a problem they would be there to help and that would make an improvement in a teens lives.

Although this essay shows much potential, the writer clearly lacks consistent control of skills in the *Composing* dimension. The essay does not present a central idea: the leader could “improve the lives of teens and how they can make the community better.” The writer then offers specific suggestions—a shopping area and arcade with age-limited activities; teams for “basketball, football, socker and valletball;” a fundraiser to take teens to a water park, the movies, or out to dinner; a community project involving all teens, girls and boys; and, a leader who shows concern when a teen has a problem—concluding, “that would make and improvement in a teens lives.” Despite the strength of the ideas, the essay rambles from one idea to another, united by simple transitions (“another thing” and “my final thing”).

This essay also demonstrates inconsistent control of skills in the *Style/Audience Awareness* dimension. The writer does express a sincere concern and interest by stating, “the leader could always show that he are she care and if the teen have a problem they would be there to help” and clearly seems to be addressing the community leaders. Nevertheless, the essay is limited by a simple, overused, vocabulary (*thing*) and a repetitive sentence pattern (“Another thing they could do is”).

The writer demonstrates unacceptable control in the *Conventions* dimension, lacking skill in sentence formation, usage, and mechanics. There are run-on sentences and overextended sentences, as well as some syntax errors (“how he are she could do to improve the lives”). Numerous errors in usage—wrong words (*were* for *where*, *seat* for *set*, *and* for *an*, *for* for *form*, and *are* for *or*)—as well as inflection or agreement errors (*community* for *communities*, *fundraiser* for *fundraisers*, *care* for *cares*, *have* for *has*, *lives* for *life*) indicate lack of control of this dimension. There are some omissions in mechanics: no commas in a series, no commas to separate phrases and clauses, and no apostrophes to indicate possession (“the teens lives”). The writer uses only end punctuation. Only the initial letter of a sentence and “I” are capitalized. A writer at this grade level must demonstrate more skill in mechanics. Despite some misspellings (*any one* for *anyone*, *enuff* for *enough*, *agains* for *against*, *to gether* for *together*, *projet* for *project*, and *volletball* for *volleyball*), the writer does demonstrate acceptable control in spelling.

**Grade 10—English Language Arts
Using Information Resources
Multiple-Choice Items**

Pages 19 through 28 include the resource materials that students skim before answering the multiple-choice and short-answer items that follow on pages 29 through 38.

Test items written for the Using Information Resources session of the test measure ELA Standard 5: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

This 10th-grade assessment focuses primarily on measuring students ability to **synthesize** information.

Note: Some of the information resources have been reduced in size to fit here. Font size on the LEAP 21 assessments is typically 12 point.

Session 2 — Using Information Resources

Introduction: In this session of the test, you will look at some reference materials and then use the materials to answer the questions on pages XX and XX.

Topic: The Great Depression and Its Impact on People in the United States

Suppose you want to write a report on the causes of the Great Depression and its impact on people in the United States during those days. Five main sources of information about this topic are contained in this session of the test. The information sources and the page numbers where they can be found are listed below.

1. Internet Web Site Information
“Great Depression and World War II, 1929–1945” (page XX)

2. From the *Encyclopedia Britannica*
“Great Depression” (pages XX–XX)

3. Internet Web Site Information
“Dear Mrs. Roosevelt” (page XX)

4. Data and Statistics
1930 Census Data (page XX)

5. From a Book on the Great Depression
a. Table of Contents (page XX)
b. Time Line (page XX)
c. Works Consulted (page XX)

Note: Model bibliographic entries for different types of documents are on page XX. These show acceptable formats for entries.

Directions: Skim pages XX through XX to become familiar with the information in these sources. Remember that these are reference sources, so you should not read every word in each source. Once you have skimmed these sources, answer questions x through x on pages xx and xx. Use the information sources to help you answer the questions. As you work through the questions, go back and read the parts that will give you the information you need.

1. Internet Web Site Information
“Great Depression and World War II, 1929–1945”
(Date accessed: October 13, 2000)

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Great Depression And World War II, 1929-1945

Overview

The widespread prosperity of the 1920s ended abruptly with the stock market crash in October 1929 and the great economic depression that followed. The depression threatened people’s jobs, savings, and even their homes and farms. At the depths of the depression, over one-quarter of the American workforce was out of work. For many Americans, these were hard times. The New Deal, as the first two terms of Franklin Delano Roosevelt’s presidency were called, became a time of hope and optimism. Although the economic depression continued throughout the New Deal era, the darkest hours of despair seemed to have passed. In part, this was the result of FDR himself. In his first inaugural address, FDR asserted his “firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror.” As FDR provided leadership, most Americans placed great confidence in him.

The economic troubles of the 1930s were worldwide in scope and effect. Economic instability led to political instability in many parts of the world. Political chaos, in turn, gave rise to dictatorial regimes such as Adolf Hitler’s in Germany and the military’s in Japan. (Totalitarian regimes in the Soviet Union and Italy predated the depression.) These regimes pushed the world ever closer to war in the 1930s. When world war finally broke out in both Europe and Asia, the United States tried to avoid being drawn into the conflict. But so powerful and influential a nation as the United States could scarcely avoid involvement for long.

When Japan attacked the U.S. Naval base at Pearl Harbor, Hawaii, on December 7, 1941, the United States found itself in the war it had sought to avoid for more than two years. Mobilizing the economy for world war finally cured the depression. Millions of men and women joined the armed forces, and even larger numbers went to work in well-paying defense jobs. World War Two affected the world and the United States profoundly; it continues to influence us even today.

Topics

- [Americans React to the Great Depression](#)
- [Art and Entertainment in the 1930s and 1940s](#)
- [The Dust Bowl](#)
- [President Franklin Delano Roosevelt and the New Deal](#)
- [Labor Unions During the Great Depression and the New Deal](#)
- [Race Relations in the 1930s and 1940s](#)
- [World War II](#)

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<http://lcweb2.loc.gov/ammem/ndlpedu/timeline/depwwii/depwar.html>

2. From the *Encyclopedia Britannica*
“Great Depression”

ENCYCLOPEDIA BRITANNICA

Great Depression also called DEPRESSION OF 1929, or Slump of 1929, economic slump in North America, Europe, and other industrialized areas of the world that began in 1929 and lasted until about 1939. It was the longest and most severe depression ever experienced by the industrialized Western world.

Though the U.S. economy had gone into depression six months earlier, the Great Depression may be said to have begun with a catastrophic collapse of stock-market prices on the New York Stock Exchange in October 1929. (*See* Stock Market Crash of 1929.) During the next three years stock prices in the United States continued to fall, until by late 1932 they had dropped to only about 20 percent of their value in 1929. Besides ruining many thousands of individual investors, this precipitous decline in the value of assets greatly strained banks and other financial institutions, particularly those holding stocks in their portfolios. Many banks were consequently forced into insolvency; by 1933, 11,000 of the United States' 25,000 banks had failed. The failure of so many banks, combined with a general and nationwide loss of confidence in the economy, led to much-reduced levels of spending and demand and hence of production, thus aggravating the downward spiral. The result was drastically falling output and drastically rising unemployment; by 1932, U.S. manufacturing output had fallen to 54 percent of its 1929 level, and unemployment had risen to between 12 and 15 million workers, or 25–30 percent of the work force.

The Great Depression began in the United States but quickly turned into a worldwide economic slump owing to the special and intimate relationships that had been forged between the United States and European economies after World War I. The United States had emerged from the war as the major creditor and financier of postwar Europe, whose national economies had been greatly weakened by the war itself, by war debt, and, in the case of Germany and other defeated nations, by the need to pay war reparations. So once the American economy slumped and the flow of American investment credits to Europe dried up, prosperity tended to collapse there as well. The Depression hit hardest those nations that were most deeply indebted to the United States, *i.e.*, Germany and Great Britain. In Germany, unemployment rose sharply beginning in late 1929, and by early 1932 it had reached 6 million workers, or 25 percent of the work force. Britain was less severely affected, but its industrial and export sectors remained seriously depressed until World War II. Many other countries had been affected by the slump by 1931.

Almost all nations sought to protect their domestic production by imposing tariffs, raising existing ones, and setting quotas on foreign imports. The effect of these restrictive measures was to greatly reduce the volume of international trade: by 1932 the total value of world trade had fallen by more than half as country after country took measures against the importation of foreign goods.

The Great Depression had important consequences in the political sphere. In the United States, economic distress led to the election of the Democrat Franklin D. Roosevelt to the presidency in late 1932. Roosevelt introduced a number of major changes in the structure of the American economy, using increased government regulation and massive public-works projects to promote a recovery. (*See New Deal.*) But despite this active intervention, mass unemployment and economic stagnation continued, though on a somewhat reduced scale, with about 15 percent of the work force still unemployed in 1939 at the outbreak of World War II. After that, unemployment dropped rapidly as American factories were flooded with orders from overseas for armaments and munitions. The depression ended completely soon after the United States' entry into World War II in 1941. In Europe, the Great Depression strengthened extremist forces and lowered the prestige of liberal democracy. In Germany, economic distress directly contributed to Adolf Hitler's rise to power in 1933. The Nazis' public-works projects and their rapid expansion of munitions production ended the Depression there by 1936.

At least in part, the Great Depression was caused by underlying weaknesses and imbalances within the U.S. economy that had been obscured by the boom psychology and speculative euphoria of the 1920s. The Depression exposed those weaknesses, as it did the inability of the nation's political and financial institutions to cope with the vicious downward economic cycle that had set in by 1930. Prior to the Great Depression, governments traditionally took little or no action in times of business downturn, relying instead on impersonal market forces to achieve the necessary economic correction. But market forces alone proved unable to achieve the desired recovery in the early years of the Great Depression, and this painful discovery eventually inspired some fundamental changes in the United States' economic structure. After the Great Depression, government action, whether in the form of taxation, industrial regulation, public works, social insurance, social-welfare services, or deficit spending, came to assume a principal role in ensuring economic stability in most industrial nations with market economies.

3. Internet Web Site Information
“Dear Mrs. Roosevelt”



- Home
- Library
- Classroom
- Timeline

How the Depression Affected Children

What was it like growing up during the Great Depression? For many people, life was a daily struggle. At the peak of the Depression, 25% of the nation’s workers—one out of four—were unemployed. No job meant no money to pay the mortgage or buy food and clothes for the family.

Times were hard whether you lived in a city or on a farm, whether you were an adult or a child.

Families unable to pay the mortgage lost their homes and farms. As a result, about 250,000 young people were homeless in the early years of the Depression. Many became nomads, traveling the highways and railways.

20% of America’s children were hungry and without proper clothing. In some coal mining regions, the percentage of malnourished children reached as high as 90%.

Children went without shoes and warm clothes for the winter.

Thousands of schools had to close down because they lacked the money to stay open. About 3 million children between 7 and 17 had to leave school. 40% of young people from age 16 to 24 were neither in school nor working.

4. Data and Statistics

1930 Census Data

State	Total number of people able to work but unemployed	Total population
ALABAMA	21,441	2,646,248
ARIZONA	7,990	435,573
ARKANSAS	12,820	1,854,482
CALIFORNIA	161,687	5,677,251
COLORADO	22,696	1,035,791
CONNECTICUT	38,230	1,606,903
DELAWARE	3,187	238,380
FLORIDA	33,120	1,468,211
GEORGIA	27,672	2,908,506
IDAHO	6,194	445,032
ILLINOIS	226,999	7,630,654
INDIANA	60,714	3,238,503
IOWA	22,340	2,470,939
KANSAS	22,157	1,880,999
KENTUCKY	29,452	2,614,589
LOUISIANA	30,866	2,101,593
MAINE	13,419	797,423
MARYLAND	24,438	1,631,526
MASSACHUSETTS	116,210	4,249,614
MICHIGAN	157,812	4,842,325
MINNESOTA	44,545	2,563,953
MISSISSIPPI	10,798	2,009,821
MISSOURI	63,413	3,629,367
MONTANA	10,963	537,606
NEBRASKA	14,778	1,377,963
NEVADA	2,888	91,058
NEW HAMPSHIRE	8,184	465,293
NEW JERSEY	116,305	4,041,334
NEW MEXICO	5,654	423,317
NEW YORK	354,390	12,588,066
NORTH CAROLINA	28,621	3,170,276
NORTH DAKOTA	5,982	680,845
OHIO	159,936	6,646,697
OKLAHOMA	37,333	2,396,040
OREGON	25,482	953,786
PENNSYLVANIA	207,691	9,631,350
RHODE ISLAND	22,437	687,497
SOUTH CAROLINA	11,950	1,738,765
SOUTH DAKOTA	3,516	692,849
TENNESSEE	20,412	2,616,556
TEXAS	75,827	5,824,715
UTAH	8,712	507,847
VERMONT	5,293	359,611
VIRGINIA	26,461	2,421,851
WASHINGTON	36,972	1,563,396
WEST VIRGINIA	21,375	1,729,205
WISCONSIN	46,982	2,939,006
WYOMING	3,719	225,565
TOTAL	2,420,063	122,288,177

5. From a Book on the Great Depression

a. Table of Contents

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5. From a Book on the Great Depression
b. Time Line

Important Dates in the History of the Great Depression

1919

1919

The treaty of Versailles ends World War I; its terms demand full reparations and payment of war debts from the defeated countries.

1927

Some American banks fail because of bad investments and low prices for agricultural produce.

1928

Herbert Hoover, an advocate of rugged individualism, is elected president of the United States.

1929

The American stock market fails in October, and millions of investors are plunged into bankruptcy.

1930

The Hawley–Smoot Tariff Act raises import duties on a variety of industrial products and raw materials.

1931

Hostilities begin between Japan and China; the resulting increase in defense spending and war preparations effectively insulates Japan from the economic depression felt in other industrial nations; Hoover creates the Reconstruction Finance Corporation to lend money to banks and businesses to prevent them from failing.

1932

Franklin Delano Roosevelt is elected president of the United States.

1933

Adolf Hitler becomes chancellor of Germany and puts into effect his four–year plan of economic recovery; Roosevelt declares a federal bank holiday to determine which are solvent enough to reopen; FDR broadcasts first fireside chat with America; the One Hundred Days congressional session approves fifteen major acts, thus initiating the New Deal; the World Economic Conference in London fails to agree on policies of international cooperation to combat the worldwide depression.

1934

1934

The Securities and Exchange Act regulates Wall Street trading; the Democratic majorities in Congress and state governments in midterm elections are seen as a mandate for extending New Deal policies.

1935

The National Labor Relations Act gives workers the right to organize; the Social Security Act provides for old–age pensions and unemployment insurance; Italy invades Ethiopia; the continuing military buildup ends Italy’s economic depression.

1936

Germany’s second four–year plan focuses on defense spending and the buildup of arms.

1937

Franklin Delano Roosevelt begins second term as president of the United States; the recession of 1937–1938 begins, and unemployment rises to 20 percent of American workers; Congress defeats the Supreme Court Reform Bill, emphasizing that the Constitution must remain the guiding principle of the government.

1939

Germany invades Czechoslovakia, and the resulting defense spending and arms buildup by Great Britain, France, and the United States ends the Great Depression of the 1930s.

1937

1939

1940

5. From a Book on the Great Depression
c. Works Consulted

Works Consulted

- Frank Kingdon, *As FDR Said: A Treasury of His Speeches, Conversations, and Writings*. New York: Duell, Sloan, and Pearce, 1950. A collection of Franklin Roosevelt's most famous speeches and some of his correspondence to colleagues.
- John A. Lapp, *The First Chapter of the New Deal*. Chicago: John A. Prescott and Son, 1933. Includes copies of texts of New Deal legislation.
- Richard Lowitt and Maurine Beasley, eds., *One Third of a Nation: Lorena Hickok Reports on the Great Depression*. Urbana: University of Illinois, 1981. A collection of the letters of presidential adviser Lorena Hickok, who traveled throughout the United States during the depression to report on conditions and evaluate the effectiveness of New Deal programs.
- Robert S. McElvaine, *The Great Depression: America 1929–1941*. New York: New York Times Book Company, 1984. An in-depth analysis of the causes, conditions, and effects of the depression on American society.
- John Major, ed., *The New Deal*. New York: Barnes and Noble, 1967. A collection of speeches, newspaper articles, and government documents of the 1930s that tell about the depression and New Deal in the words of participants in New Deal agencies and journalists who covered it firsthand.
- Broadus Mitchell, *Depression Decade: From New Era Through New Deal 1929–1941*. New York: Rinehart, 1955. A history of the depression years.
- Ted Morgan, *FDR: A Biography*. New York: Simon and Schuster, 1985. An in-depth analysis of the life of Franklin D. Roosevelt.
- Michael E. Parrish, *Anxious Decades: America in Prosperity and Depression 1920–1941*. New York: W. W. Norton, 1992. An analysis of events in America from 1920 to 1941, which includes the cultural implications of the Great Depression as well as the history.
- James T. Patterson, *America's Struggle Against Poverty 1900–1980*. Cambridge, MA: Harvard University Press, 1981. Contains a chapter on the New Deal's efforts to combat poverty in America.
- Franklin D. Roosevelt, *My Friends: Twenty-eight History Making Speeches*. Buffalo, NY: Foster and Stewart Publishing Company, 1945. A collection of FDR's speeches.
- _____, *Nothing to Fear: The Selected Addresses of Franklin Delano Roosevelt 1932–1945*. New York: Houghton Mifflin, 1946. A collection of FDR's speeches.
- Richard Norton Smith, *An Uncommon Man: The Triumph of Herbert Hoover*. New York: Simon and Schuster, 1984. A biography of Herbert Hoover.
- Studs Terkel, *Hard Times: An Oral History of the Great Depression*. New York: Pantheon, 1970. A collection of interviews with survivors of the Great Depression about daily life in the 1930s.
- Rexford G. Tugwell, *FDR: Architect of an Era*. New York: Macmillan, 1967. Background information on the New Deal by a member of FDR's brain trust.
- Harris Gaylord Warren, *Herbert Hoover and the Great Depression*. New York: W.W. Norton, 1967. A biography of Herbert Hoover.

Models of Bibliographic Entries

The following six sample entries are from the *Modern Language Association (MLA) Handbook for Writers of Research Papers*. They show you some acceptable formats for bibliographic entries.

A Book by a Single Author

Harris, Celia. Interesting Habitats. Chicago: Grayson Publications, 1996.

A Book by More Than One Author

Baraty, Joseph A., and Rosa Garcia. Marsh Birds of the Southeast. New York: Wendy Press, 1982.

An Encyclopedia Entry

“Dwarfed Trees.” Encyclopedia Americana. 1958.

A Magazine Article

Chen, David. “Floating Down the River.” Our Wildlife 9 July 1988: 120–25.

Book Issued by Organization Identifying No Author

National Wildlife Association. Swamp Life. Washington: National Wildlife Association, 1985.

WWW Sites (World Wide Web)

Smith, Laura P. “A History of Wildlife.” 2 Aug. 1999 <<http://www.wildlife.com/talent/lpb/muddex/essay>>.

Note: The date indicates when the Web site was accessed.

Standard 5: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Benchmark ELA-5-H2: Synthesizing information resources.

Achievement Level: *Advanced*

Which resource in the works consulted is a **primary** source?

- A. *Depression Decade: From New Era Through New Deal 1929–1941*
- B. *Anxious Decades: America in Prosperity and Depression 1920–1941*
- C. *An Uncommon Man: The Triumph of Herbert Hoover*
- * D. *The New Deal*

* correct answer

This is a question students scoring at the *Advanced* level and above would be likely to answer correctly. The question requires students to identify which of the given sources is a primary source, sources that contain documents or speeches written or delivered by someone. Students should be able to eliminate options A and B since these sources are histories of the Depression years. Students should be able to eliminate option C; this source is a biography, which is not a primary source.

Standard 5: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Benchmark ELA-5-H1: Evaluating and using organizational features of printed text, other media, and electronic information (e.g., citations, endnotes, bibliographic references).

Achievement Level: *Mastery*

Which two resources focus **mainly** on the impact of the Depression in the United States?

- * A. 1930 census data and “Dear Mrs. Roosevelt”
- B. the encyclopedia article and the time line
- C. “Great Depression and World War II, 1929–1945” and 1930 census data
- D. the works consulted and “Great Depression and World War II, 1929–1945”

* correct answer

This is a question students scoring at the *Mastery* level and above would be likely to answer correctly. The question requires students to analyze the texts to determine which two sources focus on one topic. Students should be able to eliminate option B because both the encyclopedia article and the time line contain information about the effect of the Depression on other nations, not just on the United States. Option C may be attractive to students because one of the two sources does focus on the impact of the Great Depression on the United States. However, “Great Depression and World War II, 1929–1945” discusses the economic problems of Europe and the effect of the war on the Depression. Students should be able to eliminate option D because the source covers topics broader than the effects of the Great Depression on the United States.

Standard 5: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Benchmark ELA-5-H3: Accessing information and conducting research using a variety of primary and secondary sources to produce formal papers.

Achievement Level: *Mastery*

Which resource would be the **most** efficient for finding out when Congress approved the first bills that started the New Deal?

- * A. the time line
- B. the works consulted
- C. the 1930 census data
- D. the table of contents

* correct answer

This is a question students scoring at the *Mastery* level and above would be likely to answer correctly. The qualifier *most* in the stem requires students to evaluate the given sources. Students should be able to eliminate option B because bibliographies would not provide information about a specific date in history. Likewise, students should be able to eliminate option C because census data would not give the information sought. Although students may be attracted to option D, the table of contents would not be the most efficient way to locate the date when Congress approved the new bills. One would have to use prior knowledge to know in which chapter to search.

Standard 5: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Benchmark ELA-5-H6: Analyzing and synthesizing graphic organizers (e.g., organizational charts, concept maps, comparative tables).

Achievement Level: *Approaching Basic*

<p>Which state had the greatest number of unemployed people in 1930?</p> <p>A. Illinois</p> <p>B. California</p> <p>* C. New York</p> <p>D. Pennsylvania</p>

* correct answer

This is a question students scoring at the *Approaching Basic* level and above would be likely to answer correctly. The question requires students first to identify the 1930 census data chart as the source containing the information and then to compare the numbers of unemployed people from the different states. Option C is clearly the correct answer.

**Grade 10—English Language Arts
Using Information Resources
Short-Answer Items**

Below are samples of student responses to a constructed-response item that accompanies “The Great Depression and Its Impact on People in the United States.” The item and the rubric used to score each student response are included below. Under each student sample is an explanation of why each answer received the score it did.

Sample 1

Standard 5: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Benchmark ELA-5-H3: Accessing information and conducting research using a variety of primary and secondary sources to produce formal papers.

Write **three** main topics that could be included in an outline for a report on the Great Depression and its impact on the people in the United States.

Scoring Rubric

Score	Description
2	The student’s response includes three main headings with a focus on the Great Depression and its impact.
1	The student’s response is partially correct. It includes fewer than three main headings with a focus on the Great Depression and its impacts.
0	The student’s response is incorrect, irrelevant, too minimal to evaluate, or blank.

Exemplary:

- I. The causes of the Great Depression
- II. The results of the Great Depression
- III. Coping with the Depression and the New Deal

Score Point 2

Write **three** main topics that could be included in an outline for a report on the Great Depression and its impact on the people in the United States.

Three topics could be: 1) What caused the Great Depression

2) How people reacted

3) What were the short term and long term effects?

This response is complete; it includes three main headings that focus on the Great Depression and its impact on people in the United States: “1) What caused the Great Depression, 2) How people reacted, 3) What were the short term and long term effects?”

Score Point 1

Write **three** main topics that could be included in an outline for a report on the Great Depression and its impact on the people in the United States.

Three main topics could be about

how the Depression affected citizens, the

number of people without jobs, and how

the president reacted.

This response is partially correct. It includes two main headings that focus on the Great Depression and its impact on people: 1) “the number of people without jobs,” and 2) “how the president reacted.” “How the Depression affected citizens” is a rephrasing of the question, not a separate topic.

Score Point 0

Write **three** main topics that could be included in an outline for a report on the Great Depression and its impact on the people in the United States.

Great Depression, also called Depression of 1929, or
Slump of 1929. lasted from 1929 to about
1939. longest and most severe depression ever
experienced by the western world.

This response is incorrect because it offers information from the passage instead of providing main headings that focus on the Great Depression and its impact on people of the United States.

Sample 2

Standard 5: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Benchmark ELA-5-H5: Citing references using various formats (e.g., citations).

When you complete your report, you need to list the reference sources you used to gather information. Using the appropriate model on page XX, write a bibliographic entry for the article “Great Depression and World War II, 1929–1945.”

Scoring Rubric

Score	Description
2	The student’s response accurately reproduces the model that is given including the title, date, and www address.
1	The student’s response generally reproduces the model (at least two correct parts) but may have two minor punctuation errors.
0	The student’s response is incorrect, irrelevant, too minimal to evaluate, or blank.

Exemplary: “Great Depression and World War II, 1929–1945.” 13 Oct. 2000 <<http://lcweb2.loc.gov/ammem/ndlpedu/timeline/depwwii/depwar.html>>.

Score Point 2

When you complete your report, you need to list the reference sources you used to gather information. Using the appropriate model on page 21, write a bibliographic entry for the article "Great Depression and World War II, 1929–1945."

"Great Depression and World War II, 1929–1945," 13 October
2000 <[http://lcweb2.loc.gov/ammem/ndlpedu/timeline/
depwwii/depwar.html](http://lcweb2.loc.gov/ammem/ndlpedu/timeline/depwwii/depwar.html)>.

This response accurately reproduces the model that is given, including the title, date, and Web site.

Score Point 1

When you complete your report, you need to list the reference sources you used to gather information. Using the appropriate model on page 21, write a bibliographic entry for the article "Great Depression and World War II, 1929–1945."

"Great Depression and World War II, 1929–1945"
13 October, 2000 <[http://lcweb2.loc.gov/
ammem/ndlpedu/timeline/depwwii/depwar,
html](http://lcweb2.loc.gov/ammem/ndlpedu/timeline/depwwii/depwar.html)>

This response is partially correct. The student generally reproduces the model by including three correct parts: the title, the date, and the Web site address. But there are minor punctuation errors: the comma after 1945 should be a period, the period after October should be a comma, and the period at the end of the entry is missing.

Score Point 0

When you complete your report, you need to list the reference sources you used to gather information. Using the appropriate model on page 21, write a bibliographic entry for the article "Great Depression and World War II, 1929–1945."

"Great Depression and World War II." Encyclopedia Britannica. 1929-1945

This response is incorrect. It fails to provide the correct form of bibliographic entry for the article, identifying the source as a print encyclopedia rather than a Web site.

ACKNOWLEDGMENTS

“How the Depression Affected Children” from the *Dear Mrs. Roosevelt* section of the New Deal Network Web site. Reprinted with the permission of the Franklin and Eleanor Roosevelt Institute.

“Great Depression and World War II, 1929–1945” courtesy of *The Learning Page*, Library of Congress Web site.

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GEE 21

Graduation Exit Examination
for the 21st Century

Spring 2004

**Louisiana Department of Education
Office of Student and School Performance
Division of Student Standards and Assessments**