



Lesson 15.1: Impact of Unemployment

A Booming Industry

Notice What kinds of people, materials, and places do I see in the images?	Wonder What questions do I have about this work and these people?



Lesson 15.1: Impact of Unemployment



Award-winning Amoskeag Cloth, circa 1870
Source: New Hampshire Historical Society



One Day's Production of Amoskeag Cloth, undated
Courtesy of the Manchester (NH) Historic Association

Textile Mills in NH Image Set (1)



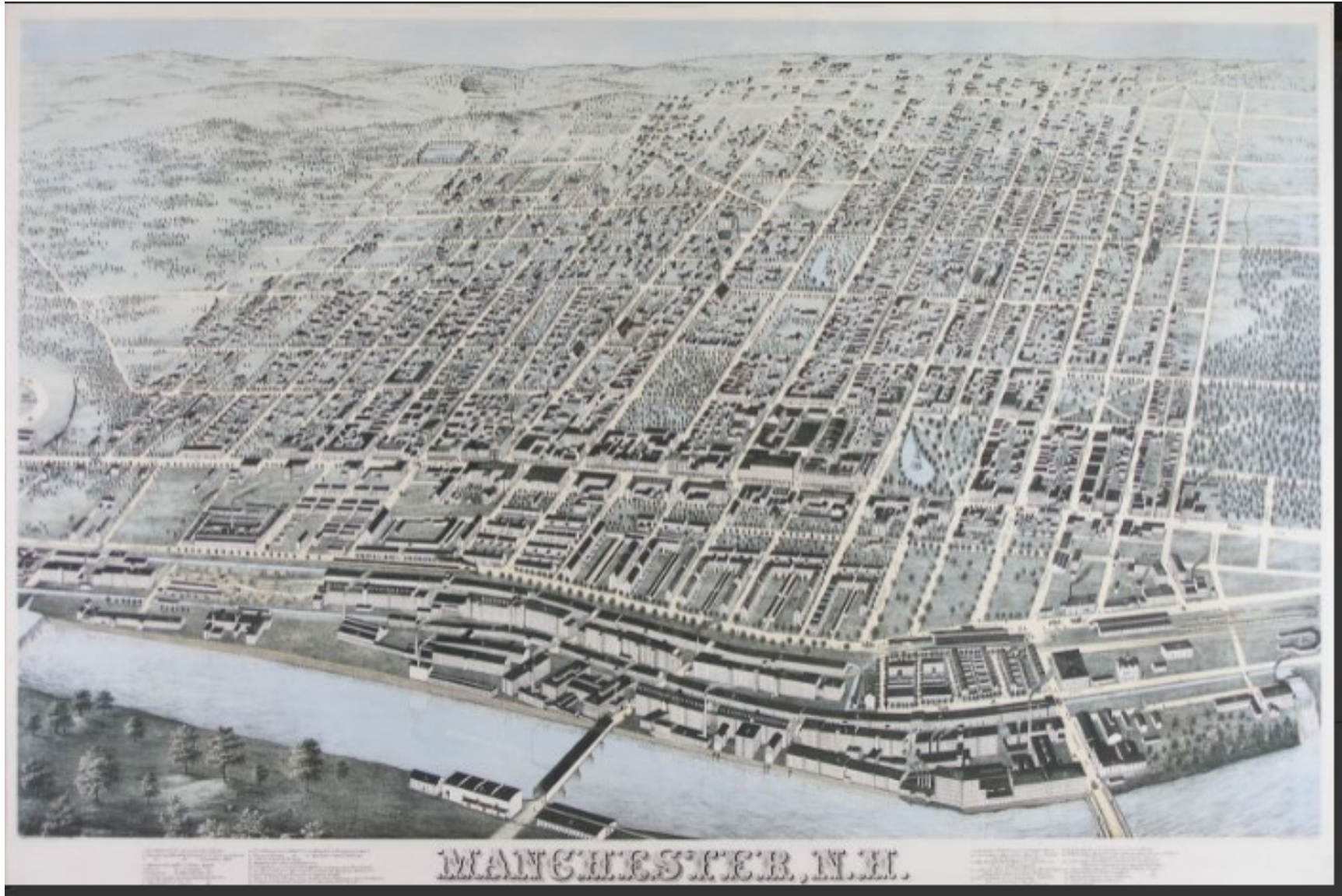
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Amoskeag Manufacturing Company Workers, circa 1899
Courtesy of the Manchester (NH) Historic Association

Textile Mills in NH Image Set (2)

Lesson 15.1: Impact of Unemployment



Bird's-Eye View of Manchester, 1876
Source: New Hampshire Historical Society

Textile Mills in NH Image Set (3)

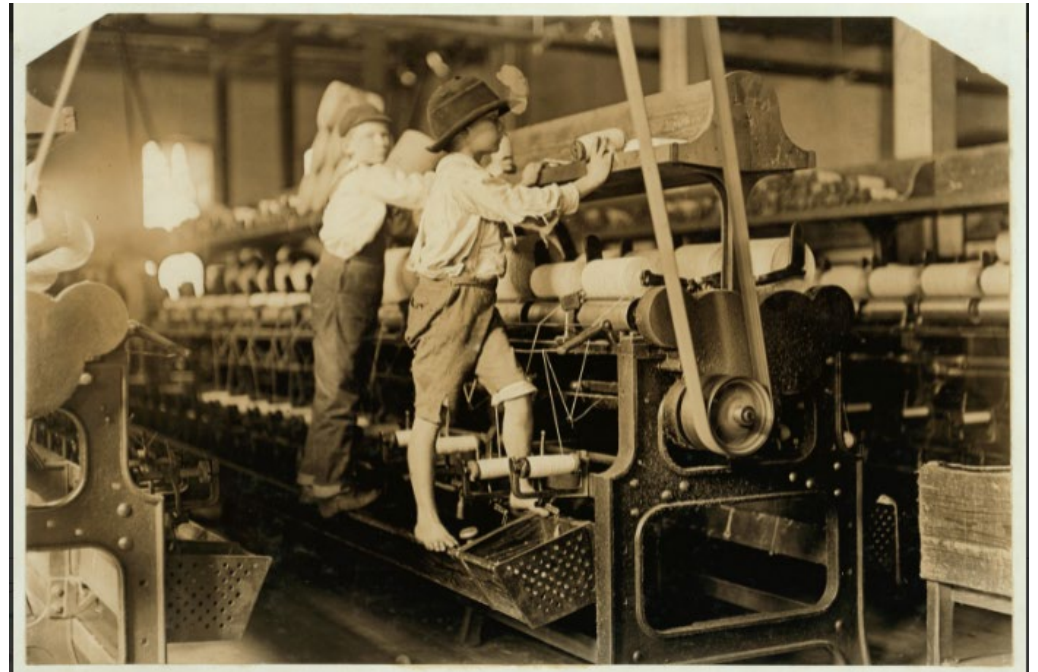


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The Bobbin Girl, circa 1860s–1880s
Courtesy of the Lowell National Historical Park,
National Park Service

Textile Mills in NH Image Set (4)



Children Working in a Textile Mill, 1909
Source: National Child Labor Committee collection,
Library of Congress



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Cocheco Mill Company Drivers, undated
Courtesy of the Dover Public Library

Textile Mills in NH Image Set (5)

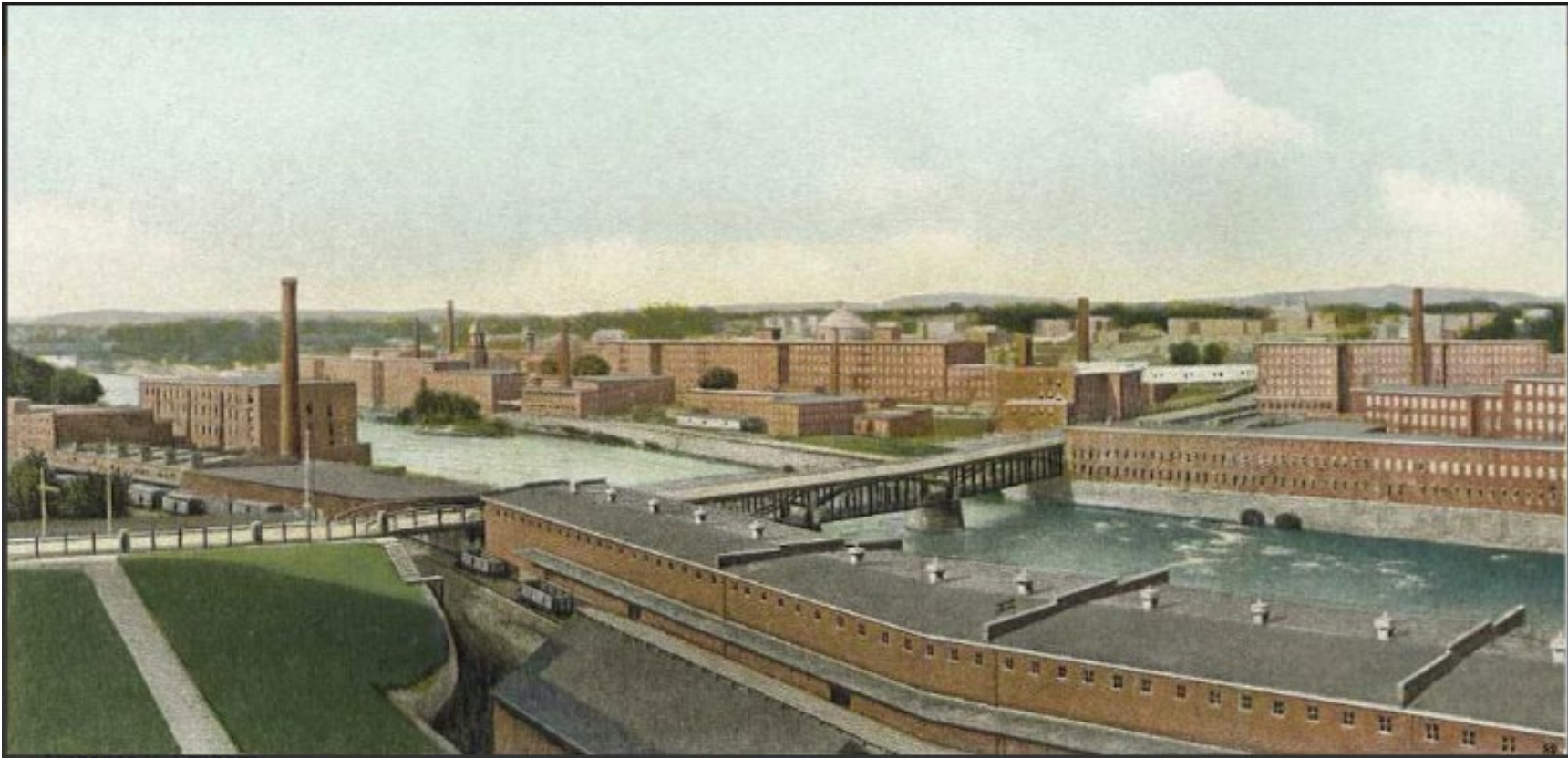
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Dover Factories, circa 1828–1830
Source: New Hampshire Historical Society

Textile Mills in NH Image Set (6)

Lesson 15.1: Impact of Unemployment



Amoskeag Manufacturing Company Upriver, 1911
Source: Wikimedia Commons

Textile Mills in NH Image Set (7)



Name _____

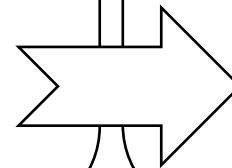
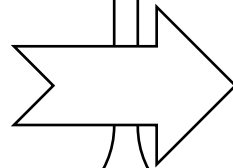
The Great Depression in New Hampshire

As you read pages 1-7 in Learn It! "The Great Depression," add supporting details beneath the topic sentences.

The textile industry in New Hampshire began to decline at the beginning of the 20th century.

After the economy in the United States crashed in 1929, the 1930s were years of hardship across the country.

New Hampshire's government used different programs to create jobs for people during the 1930s.



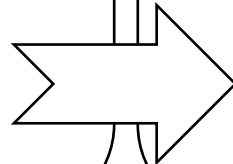


The Great Depression in New Hampshire

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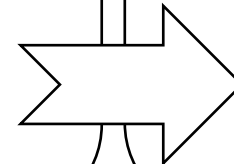
The textile industry in New Hampshire began to decline at the beginning of the 20th century.

- **New factories in other parts of the country had improved technology**
- **It was expensive to ship cotton from the South**
- **Southern factories could make textiles quickly and less expensively because cotton grows in that region**
- **By the 1920s most textile manufacturing had moved to the South**
- **New Hampshire factory owners cut pay for workers to save money and workers went on strike**



After the economy in the United States crashed in 1929, the 1930s were years of hardship across the country.

- **Millions of Americans lost their jobs**
- **Many lost homes and struggled to get enough to eat**
- **More factories closed in New Hampshire**
- **One-third of New Hampshire's workers were unemployed during the Great Depression.**



New Hampshire's government used different to create jobs for people during the 1930s.

- **Governor John Winant created road construction projects**
- **He used state funds to help people pay bills and buy food**
- **The Works Progress Administration and Civilian Conservation Corps were federal programs that created jobs for thousands of people in New Hampshire.**
- **The CCC built parks, roads, bridges, dams, and even ski resorts.**
- **The WPA built roads, airports, and also created jobs for artists and writers.**



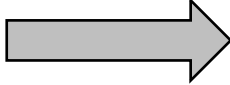

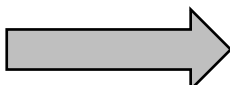
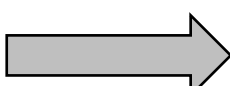
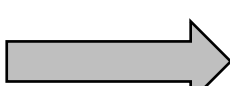
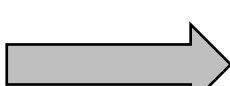




Lesson 15.1: Impact of Unemployment

Name _____

Impact of Unemployment

When people lose their jobs, it affects more than their families. How does unemployment affect the whole community? Read the effects of losing jobs on families, then decide how that could affect the community.

 Impacts on the family...		 Which affects the community because...
1. The family can have problems getting enough food		
2. The family can't pay for the house or apartment		
3. The family doesn't have money for doctors or dentists		
4. It's stressful for the family, and they worry a lot		
5. Future jobs and education are harder to get		
6. The family stops going out to eat or to movies and doesn't buy extra things		
7. The family can't pay taxes to town, state, country		
8. They use all their savings buying things they need		




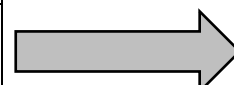
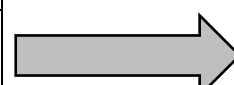
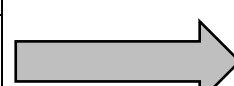






Lesson 15.1: Impact of Unemployment

Name _____ Answer Key _____

Impact of Unemployment

When people lose their jobs, it affects more than their families. How does unemployment affect the whole community? Read the effects of losing jobs on families, then decide how that could affect the community.

 Impacts on the family...		 Which impacts the community because...
1. The family can have problems getting enough food		-the family uses a food bank and relies on the community for help -the family is in worse health
2. The family can't pay for the house or apartment		-the family may become homeless and need community help -the house/apartment may be abandoned and won't be cared for
3. The family doesn't have money for doctors or dentists		-the family becomes unhealthy and could suffer bigger medical issues; community may have to support them
4. It's stressful for the family and they worry a lot		-the family struggles with mental health, might become desperate to get what they need, community is less happy in general
5. Future jobs and education are harder to get		-if family doesn't have a good job and pursue education, the community has a less educated workforce
6. They stop going out to eat or to movies and don't buy extra things		-community businesses suffer because the family isn't spending money there; movies, restaurants, local stores are affected
7. The family can't pay taxes to town, state, country		-the government has less money to take care of and run the community because the family can't pay their taxes
8. They use all their savings buying things they need		-the family may not have enough money to take care of emergencies and will rely on the community for help



Lesson 15.1: Impact of Unemployment

Name _____

Graphing Unemployment 1900–1950

When people don't have a job but want one, it is called being unemployed. Sometimes people leave jobs to look for another one, or people lose their jobs because a business closes. The government believes that to have an unemployment rate of 5% is healthy because unemployment is so low.

The government keeps records of how many people are unemployed so that it can tell how well the economy is doing—if more people have jobs, the economy is doing well. Below, find the unemployment rates from 1900–1950 in the United States. Follow the directions to graph the data and answer the questions.

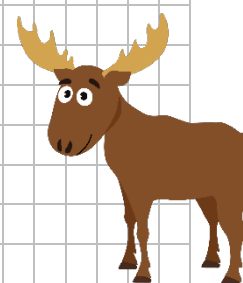
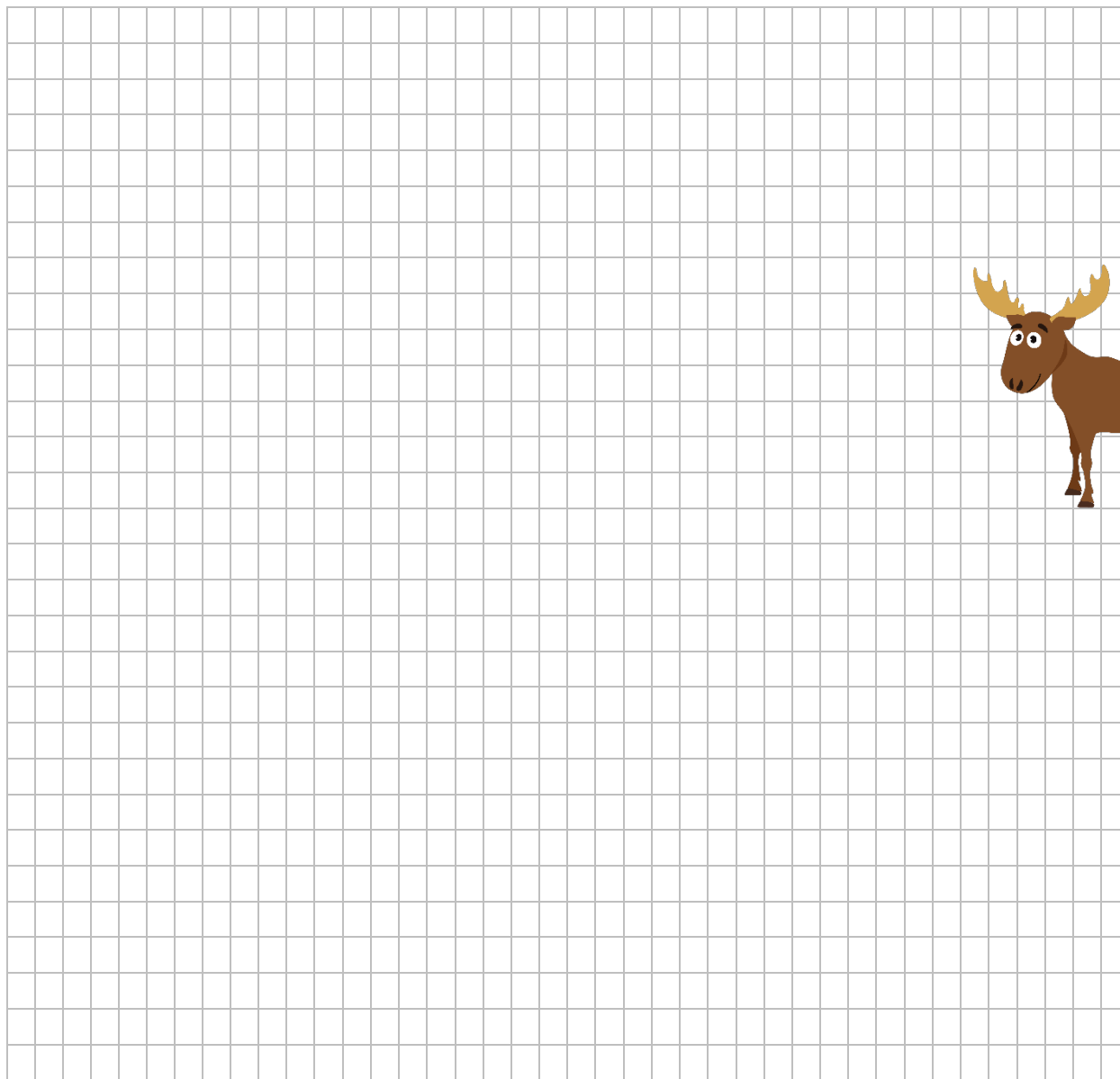
Year	Rate of Unemployment
1900	5.0 %
1905	3.1 %
1910	5.9 %
1915	9.7 %
1920	4.0 %
1925	4.0 %
1930	8.7 %
1935	20.1 %
1940	14.6 %
1945	1.9 %
1950	5.3 %

Directions

1. Get paper to make a graph. Label the X-axis (horizontal axis) "Year" and the Y-axis (vertical axis) "Rate of Unemployment."
2. Make 12 marks on your X-axis that are equally spaced. Label the first mark "1900" and add five years at every mark until the last mark is labeled "1950."
3. Make 20 marks on your Y-axis that are equally spaced. Label them from 1% to 20%, starting with 1% at the bottom.
4. Create a line graph using the data from the table.
5. Decide on a title for your graph that tells the viewer what data you are showing and write it at the top of the page.
6. Answer the reflection questions.



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Lesson 15.1: Impact of Unemployment

Reflect

1. Make two observations about the graph. What do you see?
2. Look at the years 1900–1920. There was a time where the economy wasn't doing as well in those years. About when do you think that was? Circle that data point. Why do you think that?
3. What happens when you get to 1930 and 1935? What does that mean about the economy?
4. From 1929 to 1942, there was a time called the Great Depression when the economy had A LOT of problems. Your data only gives the unemployment rate every five years. However, the worst unemployment rate was in 1933, when it was 24.9%. Add that data point to your graph. Redraw lines to show this new information.
5. By 1945, the United States was fighting World War II. In wartime, there are lots of new jobs and opportunities for all kinds of workers. What do you think happened to the unemployment rate? Why do you think that?
6. Look at 1950. Do you think World War II was over by then? Why or why not?
7. Write a sentence summarizing the information in this graph. Start like this: *This graph shows that...*



Lesson 15.1: Impact of Unemployment

Name _____ Answer Key: Possible Responses _____

Graphing Unemployment 1900 – 1950

It is expected for some people to not have a job when they would like one, which is called being unemployed. Sometimes people leave jobs to look for another one or a business closes and workers must find another job. The government believes that to have an unemployment rate of 5% is healthy because unemployment is so low.

The government keeps records of how many people are unemployed so that it can tell how well the economy is doing—if more people have jobs, the economy is doing well. Below, find the unemployment rates from 1900–1950 in the United States. Follow the directions to graph the data and answer the questions.

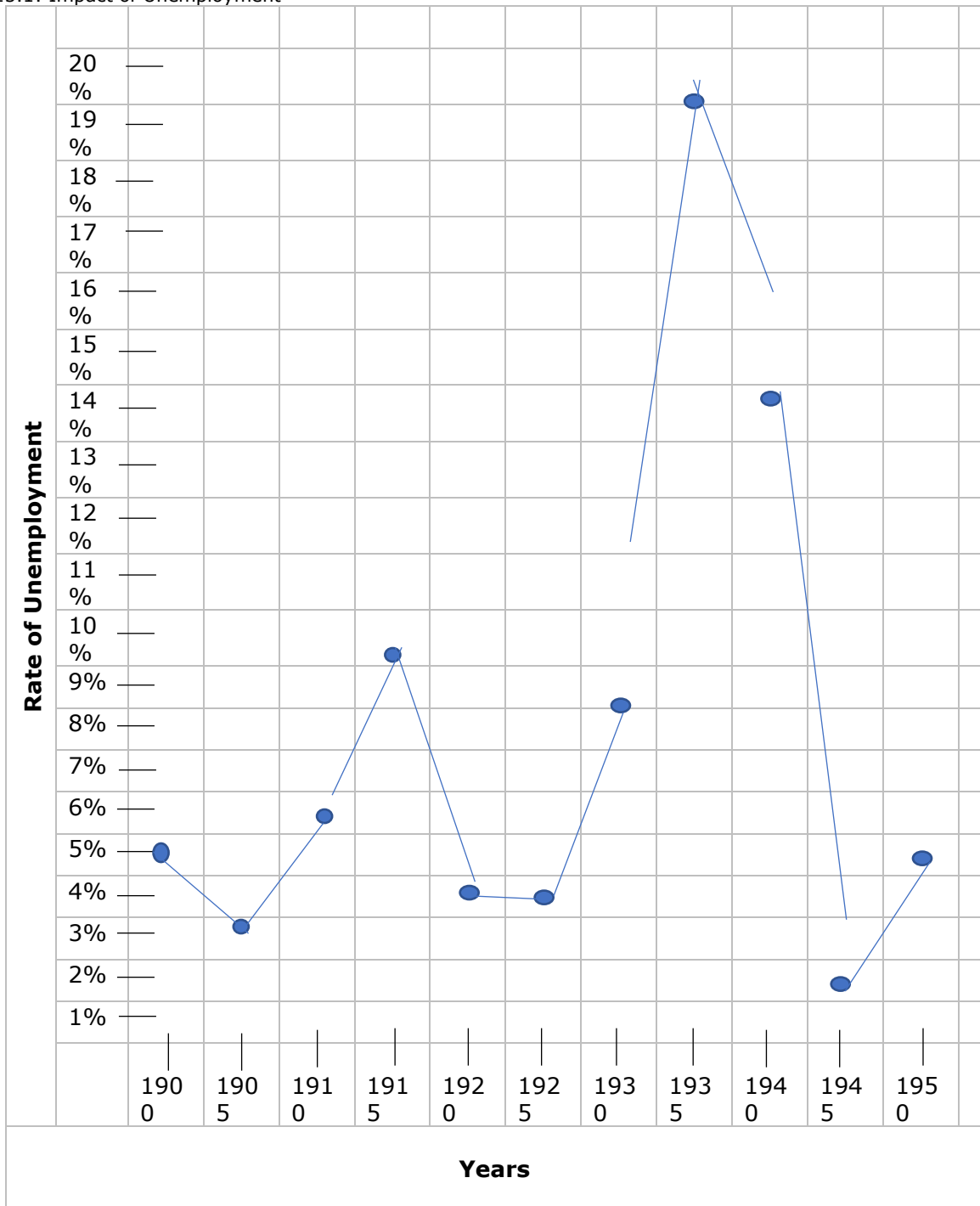
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Directions

1. Get paper on which you can make a graph. Label the X-axis (horizontal axis) "Year" and the Y-axis "Rate of Unemployment."
2. Make 12 marks on your X-axis that are equally spaced. Label the first mark "1900" and add five years at every mark until the last mark is labeled "1950."
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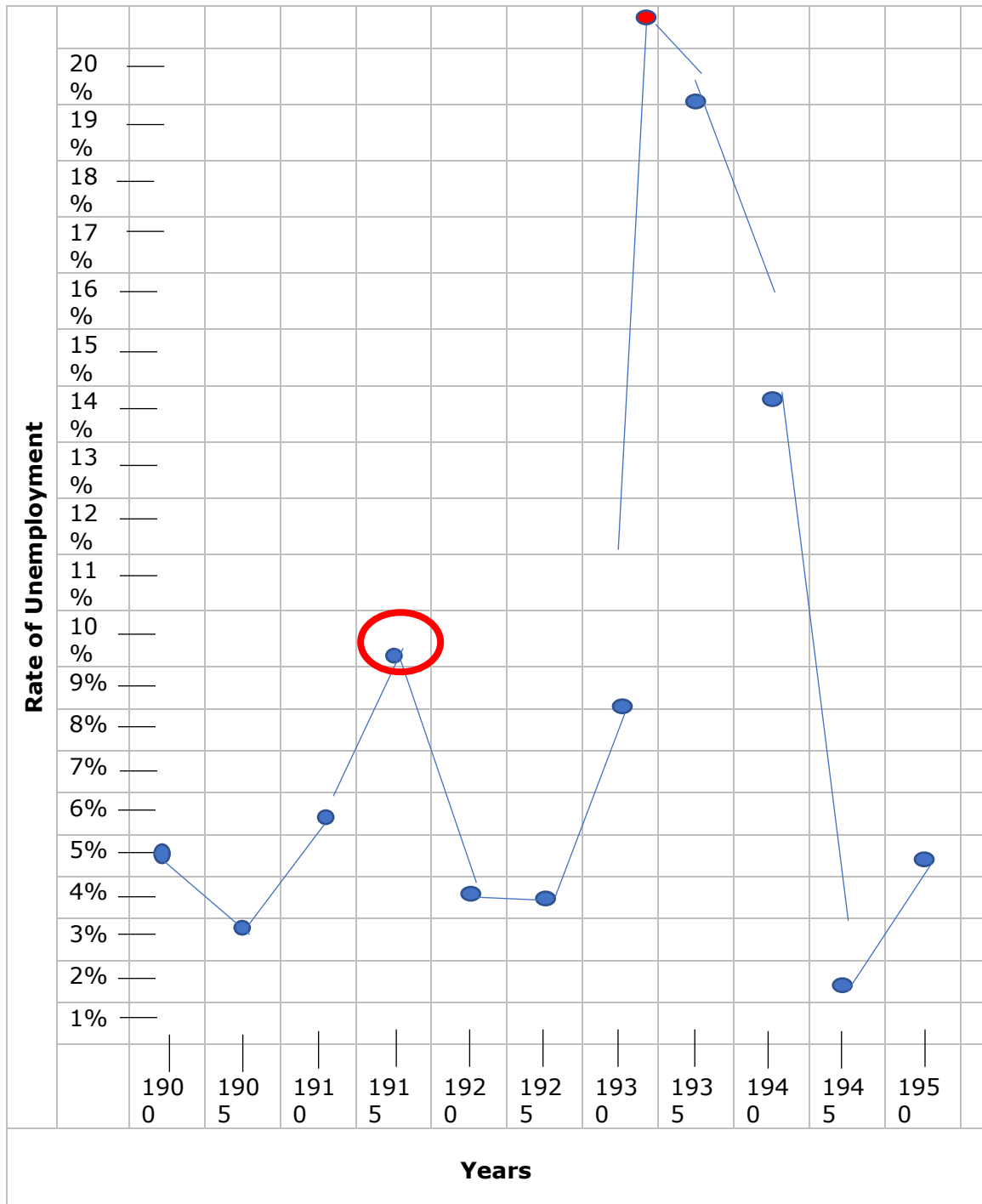
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Graph of Unemployment in the U.S. 1900 - 1950





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Reflect

1. Make two observations about the graph. What do you see?

I see that the line goes up and down a lot. I see that the line doesn't go all the way down to zero.

2. Look at the years from 1900–1920. There was a time when the economy wasn't doing as well in those years. About when do you think that was? Circle that data point. Why do you think that?

I think it was in 1915 that the economy wasn't doing as well. I think it was then because it is the highest rate of unemployment between 1900 and 1920.

3. What happens when you get to 1930 and 1935? What does that mean about the economy?

When I get to 1930 and 1935 the rate of unemployment goes up higher than it was before, a lot higher. I think that means the economy was doing really badly.

4. From 1929–1941, there was a time called the Great Depression when the economy had A LOT of trouble. Your data only gives the unemployment rate every five years. However, the worst unemployment rate was in 1933, when it was 24.9%. Add that data point to your graph. Redraw lines to show this new information.
5. By 1945, the United States was fighting World War II. In wartime, there are lots of new jobs and opportunities for all kinds of workers. What do you think happened to the unemployment rate? Why do you think that?

I think when World War II came, the economy got better because of the new jobs and opportunities. I think that because the unemployment went way down to 1.9%--nearly everybody was working.

6. Look at 1950. Do you think World War II was over by then? Why or why not?

I think it was over by then because the unemployment rate went back up to about 5%, which is ok, but not as low as it was during the war.

7. Write a sentence summarizing the information in this graph. Start like this: *This graph shows that...*

This graph shows how the unemployment rate from 1900 – 1950 went up and down a lot because the economy got better and worse.

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Factory Images



Close up of Aerial View of Manchester, 1967
Courtesy of the Library of Congress



Amoskeag Manufacturing Company, circa 1939
Source: New Hampshire Historical Society



Lesson 15.1: Impact of Unemployment

Reinforcement Activity: Mason's Marvelous Ice Cream Market!

Help Mason make his ice cream market successful by brainstorming the factors of production.

Land: The natural resources needed to make a product

Entrepreneurship: The people and systems that combine the other three factors and make a profit



Labor: The human workers needed to make a product

Capital: The human-made items used to make a product, like factories and machines



Reinforcement Activity: Mason's Marvelous Ice Cream Market!

Help Mason make his ice cream market successful by brainstorming the factors of production that will keep him in business.

Land: The natural resources needed to make a product

- **Cows, grass, water to make milk**
- **Trees to make bowls and containers**
- **Rubber to make spoons**
- **Sugar, vanilla, chocolate, other special candy to make fun flavors**

Capital: The human-made items used to make a product, like factories and machines

- **Machines to make ice cream**
- **Freezers to keep ice cream cold**
- **Trucks to deliver ice cream**
- **Building to sell ice cream out of**



Entrepreneurship: The people and systems that combine the other three factors and make a profit

- **Mason the Moose who owns the market**
- **Workers at the store who help him sell it and run the business**
- **Sarah the Squirrel who advertises the ice cream market**

Labor: The human workers needed to make a product

- **Farmers for milk**
- **Factory workers to make ice cream, bowls, containers for ice cream**
- **Bakers to make cones**
- **Drivers to deliver ice cream to market**