

Ferdinand Pecora and the 1929 Stock Market Crash

Student Materials

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Name: _____

“Step In - Step Out - Step Back” Graphic Organizer



Directions: Using the letter from Harry Fein to Senator Duncan Fletcher, complete the chart.

Step In: Given what you see and know about this time, what do you think Harry Fein might feel, believe, know, or experience?	Step Out: What else would you like or need to learn to understand Harry Fein's perspective better?	Step Back: Given your exploration of this perspective so far, what do you notice about your own perspective and what it requires to take somebody else's?
Feel:		
Believe:		
Know:		
Experience:		

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Comprehension Questions

- ☐ Who was Ferdinand Pecora and why did they name the Senate investigation into the Stock Market Crash after him?

 - ☐ What was different about Pecora's investigation tactics from other congressional investigations at the time?

 - ☐ What types of abuses were uncovered during Pecora's investigation?
-

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Problem-Solution Graphic Organizer

Directions: With a partner, read Sources A-D related to the Pecora Investigation. For each source, fill out the Problem-Solution Graphic Organizer. You should turn in a complete sheet. Answer the reflection questions below for yourself when you are done.

Source A: “Who caused the Panic of 1929?” Adapted Article Excerpt

1. What is this author’s main concern? (use a quote or paraphrase from the source)	2. Explain your reasoning in your own words.
3. Check which law best addresses this concern or complaint.	
<input checked="" type="checkbox"/> Glass-Steagall Banking Act of 1933 <input type="checkbox"/> Securities Act of 1933 <input type="checkbox"/> Securities Exchange Act of 1934	
4. Explain your reasoning in your own words.	

Source B: Pecora and J.P. Morgan, Jr.

1. What is this author’s main concern? (use a quote or paraphrase from the source)	2. Explain your reasoning in your own words.
3. Check which law best addresses this concern or complaint.	
<input type="checkbox"/> Glass-Steagall Banking Act of 1933 <input checked="" type="checkbox"/> Securities Act of 1933 <input type="checkbox"/> Securities Exchange Act of 1934	
4. Explain your reasoning in your own words.	

Source C: Pecora and Richard Whitney

1. What is this author’s main concern? (use a quote or paraphrase from the source)	2. Explain your reasoning in your own words.
3. Check which law best addresses this concern or complaint.	
<div><input type="checkbox"/> Glass-Steagall Banking Act of 1933</div> <div><input type="checkbox"/> Securities Act of 1933</div> <div><input checked="" type="checkbox"/> Securities Exchange Act of 1934</div>	
4. Explain your reasoning in your own words.	

Source D: New York Times Article “Lesser Exchanges Declared in Peril” Excerpt

1. What is this author’s main concern? (use a quote or paraphrase from the source)	2. Explain your reasoning in your own words
3. Check which law best addresses this concern or complaint.	
<input type="checkbox"/> Glass-Steagall Banking Act of 1933 <input type="checkbox"/> Securities Act of 1933 <input checked="" type="checkbox"/> Securities Exchange Act of 1934	
4. Explain your reasoning in your own words.	



Constituent Statement Rubric

As a member of Congress, write a statement to your constituents on why you voted for or against one of the following: the Glass-Steagall Banking Act of 1933, the Securities Act of 1933, or the Securities Exchange Act of 1934. In your statement you must include:

1. A topic sentence that states the law you voted for or against.
2. A specific reference to the problem the law was meant to address (use your Problem-Solution graphic organizer to help you!).
3. An explanation of how the law will impact the problem (either positively or negatively).

Because this is a formal statement to your constituents your writing must be free of grammar, spelling, and punctuation errors.

OPTIONAL: If you want to record your statement as either a radio address or short newsreel clip you may do so.

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement
Explanation of the Problem	Clearly identifies a significant problem; provides detailed background and relevant context.	Clearly identifies the problem the law addresses; some background provided.	Identifies the problem but lacks clarity or detail.	Problem is vague, missing, or not connected to the law.
Rationale for Support	Provides a thoughtful, persuasive, and well-supported explanation for voting in favor of the law.	Explains why they voted for the law with some supporting reasons.	Gives a basic reason for support; explanation lacks depth.	Offers little or no explanation for their vote.
Organization Mechanics	Statement is well-organized, with clean spelling, grammar, and punctuation.	Statement is clear and organized; few spelling, grammar, or punctuation errors.	Statement is somewhat disorganized, with spelling, grammar, and punctuation errors.	Statement is hard to follow or lacks structure with many spelling, grammar, and punctuation errors.

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