

FORMAT for TYPING YOUR ESSAY

First page should include

- Name
- Instructor's Name
- Course Title
- Date

Left-aligned & double-spaced

Jane Doe
Mr Smith
English II
5 January 2015

Title of paper should be centered

Finding Hope in Adversity: The Great Depression

Imagine working sixty-hour weeks on your family farm planting the harvest, feeding the livestock, mending fences, and fixing the equipment because your family can't afford to hire a mechanic. You rise well before sunrise in the dark to tend to the animals while your younger siblings sleep. As they laugh and play on their walk to school, you must stay home and help your parents work to keep the farm going. They get to socialize with their peers each day, but you can't remember the last time you talked to anyone your age. Then one day you wake up to find all your hard work and sacrifice has blown away in the wind. Your family is homeless. Penniless. Hungry. For too many people during the 1930s, this was common. The Great Depression had an adverse affect on families, education, and the economy.

The economic impact of the Great Depression was devastating for families, forcing them to become more frugal and resourceful. President Franklin

MLA 8 Format

LAST NAME and PAGE NUMBER in header, right-aligned

Doe 1

The rest of the paper should be left-aligned, double-spaced

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Your header should continue on each page with last name & page number in the right corner

Doe 2

D. Roosevelt addressed this issue in his second inaugural speech in 1937. "I see millions of families trying to live on incomes so meager that the pall of family disaster hangs over them day by day." The idea of not being able to provide for your family was bad enough; for at least a third of the nation, it was reality. In many cases, though, it brought the families together. According to Robert J. Hastings in his memoir "Digging In," many people "weathered the storm" (1). Fathers worked whatever jobs they could get their hands on, and mothers worked to stretch every dollar they could get at home. "The cotton bags from flour, salt, and cracked chicken feed were washed, bleached, and cut into dish cloths and towels" (2). Some even created clothing out of the feed sacks. Nothing was wasted or thrown away; everything had a purpose. With no money for entertaining, families spent more time together at home after a hard day's work. They listened to music, sang to one another, and formed lasting family bonds that would help them "weather" whatever came next (3).

PARENTHETICAL (IN-TEXT) CITATIONS
Use just the page number(s) if the author's name was used in the sentence

TAB (indent) when you start a new paragraph

With so many families needing every member to work—no matter how young—education was no longer a priority for some families. It, too, was affected by the Great Depression during the 1930s. Roosevelt knew that denying children a proper education could have lasting negative consequences. "I see millions denied education, recreation, and the opportunity to better their lot and the lot of their

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Doe 3

children." Parent's couldn't afford to properly feed or clothe their children, let alone send them to school to get an education. They were needed at home or on the farm. For those who could afford to send their children to school, the costs were sometimes overwhelming. Hastings remembers as a child dropping his spelling book in a puddle when he was in the seventh grade. He had been using the book since the first grade and it needed to last him through the eighth grade. "I thought Mom was unfair when she sent me all the way back to school, retracing my steps to look for the book..." (2). The government was not as involved with public education until the Great Depression years, when it forced states to help schools more so more children could have a free education. The effect was more consolidation of schools, larger classes, and less pay for teachers (Bondi). Even so, more students stayed in school than ever before because there were so few jobs for teens. No longer did public education end by eighth grade; more and more students graduated from high school (Spellings). As more students stayed in school longer, students learned more and improved their chances of gaining better jobs in the future.

The lack of jobs—which forced students to stay in school longer—was one of the largest contributors to the failing economy. With no jobs, there was no money to spend. "I see millions lacking the means to buy the products of farm and

Use the author's name and page number (if there is one) for in-text citations without an attribution in the sentence

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Doe 4

factory and by their poverty denying work and productiveness to many other millions" (Roosevelt). President Roosevelt recognized that in order to help the economy, people needed cash to put back into it. He took action with his New Deal initiatives to create jobs for the American people. The Civil Conservation Corps and the Works Progress Administration collectively employed over 11.5 million people ("The New Deal"). While it still took time to recover the economy, having jobs helped boost the spirit of the nation, giving them a sense of dignity and purpose.

Though the Great Depression had an adverse affect on families, education, and the economy, hope was not lost. When families found themselves homeless and penniless, President Roosevelt's New Deal reforms helped them back on their feet, reassuring the American people that even in the darkest days, the government would not turn its back on them. Roosevelt proclaimed, "The test of our progress is not whether we add more to the abundance of those who have much; it is whether we provide enough for those who have too little." And it was perhaps those provisions, spurred by the New Deal, that gave the nation the sustenance and hope it desperately needed when it faced a new enemy just a few years later.

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