

# **Historical Literacy Project Model Unit Gallery Template**

**Unit Title: The Great Depression**

**Designed by: Leigh Askin and Zachary Taylor**

**District: Caesar Rodney High School**

**Content Area: U.S. History**

**Grade Level(s): 10**

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**Summary of Unit** (This should include a brief unit summary including a description of unit goals, rationale for the approach taken, and where it appears in the course of study.)

## **Stage 1 – Desired Results**

What students will know, do, and understand

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**Delaware Content Standards:** History Standard 1: students will analyze historical materials to trace the development of an idea or trend across space and over a prolonged period of time in order to explain patterns of historical continuity and change.

**Big Idea(s)** (This should include transferable core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Ex: Manifest Destiny, fighting for peace.)

The Great Depression

The New Deal

Government Involvement in the Economy

## **Unit Enduring Understanding(s)**

*Students will understand that...*

1. History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.
2. The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.

## **Unit Essential Questions(s)**

1. Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?
2. To what extent can we learn from studying historical responses to societal problems?

**Knowledge and Skills** (This should include key knowledge and skills that students will acquire as a result of this unit. Ex: difference between a primary and secondary source, historians use different sources. It should also include what students will eventually be able to do as a result of such knowledge and skill Ex: analyze a primary source document).

### **Students will know...**

- Analyze a Primary Source
- Track a trend through time

### **Students will be able to...**

- Causes and Impacts of the Great Depression
- New Deal Policies and affects on the federal government
- Critics and Supports of the New Deal
- The New Deal's legacy today

## **Stage 2 – Assessment Evidence**

**(Design Assessments To Guide Instruction)**

(This should include evidence that will be collected to determine whether or not the Desired Results identified in Stage One have been achieved? [Anchor the unit in a performance task that requires transfer, supplemented as needed by other evidence –quizzes, worksheets, observations, etc.]

**Suggested Performance/Transfer Task(s)** (Strive for an authentic task that will yield evidence of student mastery of the targeted benchmark. Ex: a book or movie review, closing statement, a Photo Story documentary, a student composed section of a history text, a timeline.)

### **Essential Question Addressed**

1. Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?
2. To what extent can we learn from studying historical responses to societal problems?

### **Prior Knowledge**

Students may have prior knowledge about the Great Depression from surviving relatives or stories passed down from them. Also, because of the current economic times, students may already have knowledge of some of the common terms and concepts associated with the Depression and its far reaching impact on American society.

### **Scenario**

Acting as a historian, students will collect a variety of primary and secondary source material to create a collage comparing and contrasting the Great Depression to the Recession of the 2000's. In addition to the collage itself, students will also make interpretations about continuity and change from the Depression to today.

### **Requirements**

Students will need to gather photographs, quotes, graphs, maps, and other source material from the internet or magazines.

### **Final Product**

The final product will be a poster-sized collage filled with sources from both the Depression and today. On the back of the poster, students will include a written analysis of at least a page explaining how their collage represents both continuity and change from the Great Depression to the 2000's Recession. Students will also present their finding to the class.

**Rubric(s)** (Be sure to align your rubric to the benchmark. A student should not be able to score well on a rubric if he or she has not mastered the standard/benchmark itself.)

	Score Point 0	Score Point 5	Score Point 10
Quality of Sources	Most sources are not from the Depression or Recession Era's or contain inaccurate information. Sources chosen represent a narrow range of American life.	Several sources are not from the Depression or Recession Era's or contain inaccurate information. Sources chosen represent a narrow range of American life. Only one or two types of sources are used.\.	All sources are from the Depression or Recession Era's and contain accurate information. Sources chosen represent a wide range of American life.
Neatness/Creativity	Many photos are blurry, info is disorganized. No headings for different eras. Multiple spelling and grammatical errors. No color.	Some photos are blurry, info is disorganized. Inappropriate headings for different eras. Some spelling and grammatical errors. Little color.	Used a wide range of sources. Clear headings for different eras. No spelling and grammatical errors. Colorful and eye-catching.
Written Analysis	No explanation of sources on the collage. No reference to continuity and change.	Brief explanation of sources. Focus is on continuity or change, not both.	Well organized explanation of sources including clear examples of continuity and change from the Depression to today.
Oral Presentation	Refuses to present collage.	Does not speak loudly or clearly. Cannot elaborate on the sources included in the collage or how they represent continuity and change.	Clear explanation of sources and their exemplification of continuity and change. Answers all questions posed by teacher and the class.
			Total Score _____/40

**Other Evidence** (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

In addition to the multiple formative assessments provided in this unit, students will also be quizzed periodically for understanding of both content and standards.

**Student Self-Assessment and Reflection** (This should include opportunities for students to monitor their own learning. Ex: reflection journals, learning logs, pre- and post-tests, editing own work.)

Students may submit sources and/or analysis prior to the completion of the collage for teacher or peer review. As an exit strategy, students can also submit questions to the teacher of concepts that they still do not understand or would like to be expanded upon. These questions can serve as the basis of future planning or a review for the start of the next class period.

## Lesson # 1

### From Boom to Bust: The Depression Begins

Author: Zach Taylor

**Lesson Description:** Briefly describe what the students will be doing in this lesson and why.

In this lesson, students will identify the causes of the Great Depression in the United States as well as identify examples of continuity and change from 1920's America to the Great Depression era of the 1930's.

**Time Required:** Approximately how long will it take to complete the instructional activities described in this lesson?

Two hours

**Essential Question Addressed:** What is the essential question for this lesson?

Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity and change?

**Enduring Understanding:** What is the enduring understanding at which students should arrive?

History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.

**Materials:** What materials will a teacher need to implement this lesson? Copies of all handouts and visuals or links to them must accompany the lesson. Do not submit copyrighted or publisher materials. *Adapt* when necessary. Be sure to label and number all handouts (e.g. *Handout 1: Emancipation Proclamation*).

Index Cards

Handout #8: The Crash and Its After-Effects

Handout #9: The Depression: Identifying Continuity and Change

**Procedures:** Describe the steps that a teacher must follow to implement this lesson. Your steps must be numbered. Phrase the procedures so that those who have not used it will have no difficulty following the steps.

If any steps require the distribution of handouts, state this and identify the handouts by *number* and *title* (e.g. *Handout 1-Emancipation Proclamation*).

Avoid “read and discuss” as procedures. Identify specific questions that teachers should raise.

1. Students will define the words “continuity” and “change” on the board. They will be asked to explain how these words may differ and also will be asked to identify historical examples of the two terms.
2. Students will read Handout #8: The Crash and Its After-Effects. As a class, we will create a list on the board explaining the key factors which led to the Great Depression in the United States.
3. The teacher will write the following events on an index card. In pairs or small groups, students will put the events in order to explain how the Stock Market Crash led to the Great Depression. When students are finished they can identify and discuss patterns of continuity and change from the timeline they created.
  - a. Speculators want to buy stocks
  - b. Banks fail, people lose their life savings
  - c. Businesses, consumers, speculators unable to payback loans to banks
  - d. People make “runs” on banks to withdraw savings
  - e. Workers are laid off, unemployment rises
  - f. Stock Market crashes
  - g. Businesses further cut production, output and unemployment rise
  - h. Banks loan money to businesses, consumers, speculators
  - i. Stock prices fall, speculators panic and start to sell stocks
  - j. Great Depression begins
  - k. Banks recall their loans to businesses, consumers, speculators
  - l. Consumer economy is booming
  - m. Businesses cut back production due to low demand
4. Debrief and complete formative assessment (see below)

**Debrief:** Briefly but explicitly tell teachers to revisit the essential question for this lesson (write it out again here). You might also suggest activities or questions one might you pose to encourage and/or promote transfer.

At this point, teachers can begin talking about the recent recession that the United States is experiencing and ask students to identify examples of continuity and change from the early 1900's to the early 2000's. By asking these questions now, it will prepare students summative assessment at the end of the unit. It will also address the essential question which states: Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity and change?

**Formative Assessment (“Check for Understanding”):** How will you measure student understanding of the targeted benchmark or essential question? This “Check for Understanding” must assess *individual* student achievement and involve written responses.

Students will complete the assignment on Handout #9: The Depression: Identifying Continuity and Change. Students will examine the sources on the handout and identify patterns of continuity and change which they observe. They will also explain the reasoning behind the changes they found.

## Lesson # 2

### **How did the New Deal Change the Power of the Federal Government?**

**Author: Leigh Askin**

**Lesson Description:** In this lesson students will be learning about the impact of the New Deal on the role and powers of the federal government. The purpose is to introduce the impacts of the New Deal on America and Americans.

**Time Required:**

About 3-4 50 minute periods

**Essential Question Addressed:**

Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?

**Enduring Understanding:** History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.

**Materials:**

- Note cards
- Textbooks
- Access to the internet (if possible)
- Poster board or large construction paper
- *Handout #1: The C.C.C. in Delaware*
- *Handout # 2: Lasting Impact of the Election of 1932*

**Procedures:**

Part 1:

1. During the initial part of this lesson students will work in groups of two to research different agencies created by the federal government during the 1<sup>st</sup> and the 2<sup>nd</sup> New Deal.
2. Preparation: Pick different agencies created during the New Deal, or use the ones listed below. Give each agency a note card and write the name and acronym of the agency on each note card. On the back of each note card write the directions students are supposed to follow for the activity.
3. Directions for Students: Using your book and the internet, if applicable, you are going to research one of the agencies F.D.R. created during his two New Deals. You need to answer the following questions about your agency:
  1. What was the purpose of your agency?
  2. What caused the change that required this agency to be created?
  3. What types of people were affected by the agency? How were they affected?
  4. Does this agency still exist today?
    1. If yes: How has it changed or stayed the same over time?
    2. If no: What changed that made this program no longer needed?
4. Agencies to Choose from: Federal Emergency Relief Administration, Civilian Conservation Corp, Civil Worker Administration, National Industrial Recovery Act, Emergency Banking Act, Farmers Credit Administration, Tennessee

Valley Authority, Agricultural Adjustment Administration, Works Progress Administration, National Labor Relations Act (Wagner Act), Fair Labor Standard Act, and Social Security Act

5. Have each group create a poster about their Agency with all of their questions and answers clearly presented. Encourage students to find images of the Agency and the people they affected. As students are presenting have students take notes in their notebooks by using the graphic organizer below:

Agency	Purpose	Affected Who?	Still an agency today? If so, how has it changed/remained the same

*Question to answer at the end of the presentation:* Do you think that the Federal Government gained too much power as a result of the New Deal?

Part 2:

1. Have students look at pictures of the C.C.C. in Delaware (*Handout 1: The C.C.C. in Delaware*). Have students make a list on the board of the different jobs that young men did in the C.C.C. during the Depression.
2. Discuss with students the current unemployment rate in the United States and the current recession. Have students create a modern C.C.C. Agency. Have students make a list of who would be affected by the modern C.C.C. Have students make a list of jobs that the C.C.C. could perform to improve America environmentally, in education, and healthcare.
3. After students create their lists have them form into groups of four to share their ideas. Each group must present one idea for each topic that they feel would best help America. Have students share this with the class.
4. Think-Pair-Share Discussion Questions:
  1. What issues did you have creation projects for each topic? Why did these issues arise?
  2. What issues might F.D.R. Have faced during the Depression when creating the C.C.C.?
  3. How issues that the C.C.C. And other agencies faced during the Depression stayed the same. How have they changed since the Great Depression? Are there new issues that America faces today that they didn't face during the Depression.

Part 3, Assessment:

1. Have students read the *Handout # 2: Lasting Impact of the Election of 1932*. Discuss the events on the timeline and explain to students the impact of each event on the timeline on the power and role of the Federal Government. Have students Think-Pair-Share the Reviewing the Facts questions.
2. Have students pick one human issue that exists in America today such as unemployment, AIDS, the elderly, etc, and answer the following question a paragraph response. Is it the federal government's responsibility to provide solutions and programs to help solve this issue?
3. Have students pick one human issue that existed during the Great Depression in America and answer the same question.
4. Discussion Questions: Discuss students' answers. What stayed the same, what changed? What are the differences between the Great Depression and today, what are the similarities?

**Debrief:** Revisit the essential question for this lesson by asking students to discuss in small groups then share with the class: Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?

**Formative Assessment (“Check for Understanding”):**

Students understanding for this lesson will be determined by their written and verbal answers to Part 3 of this lesson.

Did you consider the following unit design principles?

IP – International education perspective

IL – Information Literacy

WR – Workplace readiness/21<sup>st</sup> century skills

FA – Formative assessment, used to check for understanding

DI- Differentiated Instruction

UDL– Universal Design for Learning

TL – Technology Literacy

**Lesson #3**  
**A Good Deal for Whom?**  
Author: Leigh Askin

**Lesson Description:** This lesson exposes students to a multitude of primary sources on the New Deal. Students will examine sources from the Great Depression and applaud and condemn the New Deal. They will then analyze primary sources from today that use the New Deal to answer our current economic troubles. The purpose of this lesson is to show students that historians must use many different sources and that contemporary problems and answers were also problematic for past societies.

**Time Required:**

Approximately 3-4, 50 minute periods

**Essential Question Addressed:**

Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?

**Enduring Understanding:**

History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.

**Materials:**

Construction Paper

8 Different Colored Markers

*Handout #3: Viewpoints on the New Deal, 5 pages*

*Handout # 4: Viewpoints on the New Deal Worksheet*

*Handout #5: New Deal or raw deal? Before During and After*

*Handout 6a: New Deal or Raw Deal, Powell*

*Handout 6b: New Deal or Raw Deal, Cohen*

*Handout #7: Using the Past to Answer Today's Problems*

**Procedures:**

Part 1:

1. Introduce the title of this lesson: A Good Deal for Whom? by writing it on the board for students to see. Have students work in groups of three to respond to this question by making a list of people that were positively affected by the New Deal and those that were left out or negatively impacted
  1. Students should have more positive groups because of the sources they looked at from lesson 1 and 2.
  2. Allow students to use their notes on the agencies of the New Deal from lesson 2 to complete this.
2. As a class create a list of groups that were positively and negatively affected. Ask students to quickly answer the following question: Imagine you are a newspaper writer during the 1930's what type of article would you write about F.D.R. and his New Deal?

Part 2:

1. Have a discussion with students about why it is important for historians to look at many different types of sources to ensure that their interpretation of history is as unbiased as possible. Possible questions to ask students ARE:
  1. What type of interpretation would a historian have if they only looked at sources for F.D.R. himself?
  2. What type of interpretation would a historian have if they only looked at a liberal newspaper for information about the New Deal?
  3. What type of interpretation would a historian have if they did not look at letters and resources from different ethnic groups, classes, nationality, geographical locations, etc?
  4. If you had to create a historical analysis of the New Deals real effectiveness what types of sources would you use? (Create a class list)

Part 3:

1. For this activity students will complete a shared group activity to analyze the reactions to the New Deal and President F.D.R to establish a pattern of continuity.

2. You will be breaking your class into groups of five that sit with their desks together. Using *Handout #3: Viewpoints on the New Deal* copy each of the 5 sources for each group. Make sure each group gets one copy of each source.
3. Each student is going to read one primary source. Give students *Handout # 4: Viewpoints on the New Deal Worksheet* for them to fill-out as they read their document. They should only fill-out the column for their reading. When they have finished reading and responding students are going to share their document and the answers that correspond to their document. Students that are listening to the report are to answer the questions on the worksheet for that document.
4. When groups have finished post 8 sheets of large construction paper around the room. On the top of each piece of paper write one of these questions:
  1. What reasons can you give to explain the different opinions on the New Deal?
  2. What do these primary sources call to mind about anything else you have read or learned about this topic or related issues?
  3. What continuity did you find in the documents? What differences did you find?
  4. What were some issues you had while reading and answer the questions about your document?
  5. Did the New Deal help lift the U.S. out of the Great Depression?
  6. What was radical about the New Deal when it was introduced?
  7. What can the New Deal teach us about dealing with the current economic crisis?
  8. Create 3 questions that you have about the New Deal, Great Depression, and/or any of the documents we just read.
5. Break the class into groups of 8 and have them pick a question to stand at. Give each group a different color marker. Allow the groups to have 3 minutes at each question to answer it on the sheet of paper with their colored marker. When all groups have answered each question have 8 people volunteer to read each question and the responses below it. Discuss the different and similar answers to each one of the questions. For the final 3 questions (Question # 8) see if the questions can be answered as a class.

#### Part 4:

*Remind students that in the last lesson the groups were exposed to different viewpoints on the New Deal. Then the groups answered 8 questions related to those documents and your analysis of them and as a class we discussed those answers. For this activity they will need to think about the primary sources, their analyses, and the many answers to the questions we answered as a class to complete this assignment.*

1. Pass out *Handout 5: New Deal or raw deal? Before During and After*, one copy for each student.
2. Have students answer the three questions under the first column (BEFORE) using the information they have learned though out this unit.
3. Then, break the class into groups of two. Have the two students sit together. Direct the class to share their answers to the questions with their partner. As their partner is presenting their opinion direct students to record any fact, ideas, etc. that supports their answers and/or is contrary to their answers in the second column (add/change).
4. *Handout 6: New Deal or Raw Deal* has two separate documents. *Handout 6a: New Deal or Raw Deal, Powell* and *Handout 6b: New Deal or Raw Deal, Cohen* give two viewpoints of current historians to After which, you will read a new article from CNN in February, 2009. Give each group a copy of both articles so that one member has *Handout 6a: New Deal or Raw Deal, Powell* and another has *Handout 6b: New Deal or Raw Deal, Cohen*.
5. Each student is to read their article and summarize the author's opinion under the third column (DURING).

6. After they have read and recorded their author's point of view have them share it with their partner. As they are sharing their partner should be summarizing the other author's point of view under the fourth column (DURING).

#### Part 5: Assessment

1. Have students complete *Handout #7: Using the Past to Answer Today's Problems* on their own. Then review the different answers as a class.
2. Have students answer the question on page two of *Handout #7: Using the Past to Answer Today's Problems*.

#### Debrief:

After students turn in *Handout #7: Using the Past to Answer Today's Problems*, review the essential questions for the unit

#### Formative Assessment (“Check for Understanding”):

Students will be assessed on their answers to the final question on the *Handout #7: Using the Past to Answer Today's Problems*

#### Did you consider the following unit design principles?

IP – International education perspective

IL – Information Literacy

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#### Resources and Teaching Tips

 (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit?**
  - CNN's Article: New Deal or raw Deal?
  - The American History textbook
  - Websites that focus on the programs and agencies of the New Deal
- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.**
  1. Students may have trouble reading the primary sources. If possible assign the hard readings to the stronger readers in the classroom.
  2. Students may not have had prior exposure to economics and its role in the American Government. You may need to assess what your students understand and what you may need to teach them so they are able to grasp the similarities and differences between the current recession and the Great Depression.
  3. Students may not have had prior exposure to the structure and function of the federal government. You may need to assess their understanding of the role of the federal government in the American economy and the federal powers that are implied and explicit in the Constitution.

*Handout # 1: The C.C.C. in Delaware*



TURNING POINTS



# The Lasting Impact of the Election of 1932

**O**n a rainy day in 1933, FDR stood before a Depression-weary crowd and took the oath of office of President of the United States. As reporter Thomas Stokes observed, a stirring of hope moved through the crowd when Roosevelt began, "This nation asks for action and action now."

Phrases like this foreshadowed a sweeping change in the style of presidential leadership and government response to its citizens' needs. Ultimately, such changes altered the way many Americans viewed their government and its responsibilities.

## A Revolutionary Change

In the depths of the Great Depression, many Americans had to give up cherished traditional beliefs in "making it on their own." They turned to the government as their only hope. Thus, the Roosevelt years saw the beginning of many programs that changed the role of the government in American society.

**Presidential Activism** In general, the Presidents since FDR—whatever their politics and personal backgrounds—have carried on the tradition begun by Roosevelt and responded actively to people's needs. Harry Truman inherited the presidency when Roosevelt died in 1945. His domestic program extended social welfare commitments that Roosevelt had made, such as social security and unemployment insurance. He also argued that government should provide medical care programs to its citizens.

Even supposedly nonactivist Presidents such as Dwight Eisenhower have acted when necessary. For example, in 1957 Eisenhower sent army troops to Little Rock, Arkansas, to protect black students entering a formerly all-white high school.

**Government Involvement Continues** In the 1960s, President Lyndon Johnson was even more successful at working with Congress than FDR had been. Johnson's proposal of programs like Medicare

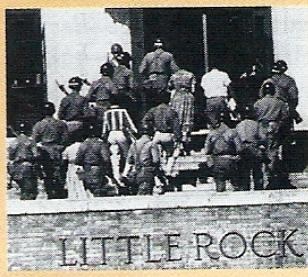


1933 Roosevelt's inauguration begins a new age of activist Presidents.

1930

1940

1950



1957 President Dwight Eisenhower sends troops to integrate Arkansas high school.



1948 President Truman bans racial segregation in the military.

which offered health care benefits to the poor, extended the ideas of

### **at a More Limited Role Fail**

In the 1970s and 1980s, several Presidents tried to play a more limited role in social welfare. Richard Nixon sought to scale back government's role in social issues, but because the American public had come to expect this commitment, he faced criticism. At the same time, people began to complain about the "imperial presidency" as Nixon acted to maintain law and order at home.

Both Ford and Carter, too, fashioned a more limited role for themselves and the government. Both presidencies, but found that without leadership, the American government could not act effectively.

When Ronald Reagan took office in 1981, he ran a campaign against "entitlements"—those programs that provide basic support for elderly, disabled, or impoverished people. Because these programs were taking the largest share of the budget, Reagan argued that they should be eliminated. In claiming that the government should not be involved in the social welfare of its citizens, Reagan still acknowledged the need for a basic

safety net that would catch those who were unable to help themselves.

### **The People Choose Social Intervention**

After such attempts to reduce government's role in people's lives, voters elected a President in 1992 who argued that the government has a responsibility to help citizens. President Bill Clinton acted on this belief often during his first year in office. When rain-swollen rivers flooded the Midwest in 1993, he authorized federal disaster funds and—as people expected—personally visited flooded towns and farmlands. He also presented a plan to Congress for a national health care program.

#### **REVIEWING THE FACTS**

1. How did Roosevelt's election affect people's expectations of the role of the President?
2. What actions has President Clinton taken that follow in President Roosevelt's footsteps?

#### **Critical Thinking**

3. **Expressing Problems Clearly** What are possible consequences of both a large government role in social welfare and a limited government role?

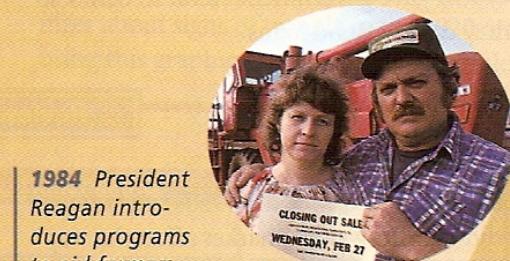


**1971** President Richard Nixon imposes a freeze on wages and prices.

1970



**1965** President Lyndon Johnson signs bills on Medicare and aid to education into law.



**1984** President Reagan introduces programs to aid farmers.

1980

**1993** President Bill Clinton visits flood-damaged areas in the Midwest.



1990

## Father Coughlin's Anti-New Deal Speech

**Father Charles Coughlin often discussed politics on his weekly radio broadcast, the "Golden Hour of the Little Flower." In a speech aired on WABC on June 19, 1936, Coughlin endorsed William Lemke's third-party presidential candidacy and attacked President Roosevelt. As you read part of this speech, consider Coughlin's opposition to the New Deal.**

"No man in modern times received such plaudits from the poor as did Franklin Roosevelt when he promised to drive the money changers from the temple—the money changers who had clipped the coins of wages, who had manufactured spurious money and who had brought proud America to her knees. March 4, 1933! I shall never forget the inaugural address, which seemed to reecho the very words employed by Christ Himself as He actually drove the money changers from the temple. The thrill that was mine was yours. Through dim clouds of the Depression this man Roosevelt was, as it were, a new savior of his people!"

*Oh, just a little longer shall there be needless poverty! Just another year shall there be naked backs! Just another moment shall there be dark thoughts of revolution! Never again will the chains of economic poverty bite into the hearts of simple folks as they did in the past days of the Old Deal!*

*Such were our hopes in the springtime of 1933.*

*My friends, what have we witnessed as the finger of time turned the pages of the calendar? Nineteen hundred and thirty-three and the National Recovery Act which multiplied profits for the monopolists; 1934 and the AAA [Agricultural Adjustment Act] which raised the price of foodstuffs, by throwing back God's best gifts in His face; 1935 and the Banking Act which rewarded the exploiters of the poor, the Federal Reserve bankers and their associates, by handing over to them the temple from which they were to have been cast!*

*In 1936, when our disillusionment is complete, we pause to take inventory of our predicament. You citizens have shackled about your limbs a tax bill of \$35 billion, most of which . . . was created by a flourish of a fountain pen. Your erstwhile savior, whose golden promises ring upon the counter of performance with the cheapness of tin, bargained with the money changers that, with 70 billion laboring hours in the ditch, or in the factory, or behind the plow, you and your children shall repay the debt which was created with a drop of ink in less than ten seconds.*

*Is that driving the money changers out of the temple?*

*Every crumb you eat, every stitch of clothing you wear, every menial purchase which you make is weighted down with an unseen tax as you work and slave for the debt merchants of America. But the \$55 billion of debt bonds, held mostly by the debt merchants and the well-circumstanced of this country, have been ably safeguarded from taxation by this peerless leader who sham-battles his way along the avenue of popularity with his smile for the poor and his blindness for their plight. Is that driving the money changers from the temple? . . .*

*It is not pleasant for me who coined the phrase "Roosevelt or ruin"—a phrase fashioned upon promises—to voice such passionate words. But I am constrained to admit that "Roosevelt or ruin" is the order of the day because the money changers have not been driven from the temple. . . .*

*Alas! The temple still remains the private property of the money changers. The golden key has been handed over to them for safekeeping—the key which is now fashioned in the shape of a double cross."*

# Oral History Interview with Raymond Moley, 1971

*Studs Terkel conducted hundreds of oral history interviews for his book on the Depression, this second interview is with Raymond Moley. Moley was a founding member and leader of the "Brain Trust," a group of economists and professors who served as Roosevelt's advisers. Although some newspaper editorials and political cartoons portrayed the Brain Trust as idealists, these men helped to formulate the policies of the first New Deal. Moley supported cooperation between business and government, and leaned to the right in his views on New Deal policies.*

"... The rescue was done not by Roosevelt--he signed the papers--but by Hoover leftovers in the administration. They knew what to do.

*The bank rescue of 1933 was probably the turning point of the Depression. When people were able to survive the shock of having all the banks closed, and then see the banks open, up, with their money protected, there began to be confidence. Good times were coming. Most of the legislation that came after didn't really help the public. The public helped itself, after it got confidence.*

*The guarantee of bank deposits was put through by Vice President Garner, Jesse Jones [a Texas banker], and Senator Vandenburg--three conservatives. They rammed it down Roosevelt's throat, and he took credit for it ever after. If you can quiet the little fellows, the big fellows pretty much take care of themselves ...*

*The first New Deal was a radical departure from American life. It put more power in the central government. At the time, it was necessary, especially in the farm area of our economy. Left to itself, farming was in a state of anarchy. Beyond that, there was no need to reorganize in industry. We merely needed to get the farms prospering again and create a market for the industrial products in the cities ...*

*Unemployment insurance is a welfare measure. It isn't insurance in any sense of the word. More and more people were living off fewer and fewer people . . . In 1935, I took a firm stand. I said welfare is a narcotic, because it will never end. We'll have to stop this business and put people to work. The best way to put people to work is to encourage the development of industrial science. The government can't put people to work ... "*

## ***Testimony by Sam T. Mayhew, 1939***

***Sam T. Mayhew was an African American man living in North Carolina during the Great Depression who voted Republican. He worked in a cotton mill while trying to provide for his family. Below is an interview collected by the Federal Writers' Project in the 1930s. Along with Sam T. Mayhew, the Federal Writer's Project collected thirty-four other life histories of sharecroppers, farmers, mill workers, townspeople, and the unemployed of the Southeast survive the Great Depression. These interviews were published in a book called These Are Our Lives.***

*"All the prosperity he has brought to the country has been legislated and is not real. Nothing he has ever started has been finished. My common way of expressing it is that we are in the middle of the ocean like a ship without an anchor. No good times can come to the country as long as there is so much discrimination practiced. . . .*

*Take me: I have applied for work at the welfare office, tried hard to get work. All they had for me, they said, came under the unskilled head. I tried one of these jobs—digging ditches for the sanitary department of the board of health. With my artificial limb, I simply couldn't compete with the other men who were digging ditches. . . .*

*Then I applied again for work, for something in the skilled labor line. I had seen men overseeing groups of workers, keeping their time, and so forth, and this I knew I could do as well as anybody. They told me that only white men had these jobs, that I would have to take something in the unskilled classification or none. . . . Because of my color, I must ditch or work on the road, in spite of my college training and in spite of physical handicaps from amputation and high blood pressure. . . .*

*I don't think that discrimination is intended at Washington, but here in this county the colored race has no chance to get a job when it's a choice between colors. I don't see much chance for our people to get anywhere when the color line instead of ability determines the opportunities to get ahead economically."*

Adapted from SUCH AS US, edited by Tom E. Terrill and Jerryld Hirsch. Copyright © 1978 by The University of North Carolina Press.

# Oral History Interview with Gardner C. Means, 1971

*Studs Terkel conducted hundreds of oral history interviews for his book on the Depression, this first interview is with Gardner C. Means, who served as the economic adviser on finance to Henry Wallace, the secretary of agriculture. Means explains his perspective on how the New Deal changed the economy of the United States.*

*"At the beginning of the New Deal, they called it a revolution. Then they began to say it wasn't a revolution. Our institutions were being shored up and maintained. What really happened was a revolution in point of view. We backed into the twentieth century describing our actual economy in terms of small enterprises of the nineteenth century.*

*We were an economy of huge corporations, with a high degree of concentrated control. It was an economy that was in no sense described by classical theory. What Roosevelt and the New Deal did was to turn about and face the realities ...*

*Before that Hoover would loan money to farmers to keep their mules alive, but wouldn't loan money to keep their children alive. This was perfectly right within the framework of classical thinking. If an individual couldn't get enough to eat, it was because he wasn't on the ball. It was his responsibility. The New Deal said: Anybody who is unemployed isn't necessarily unemployed because he's shiftless.*

*... Laissez-faire as such did not come to an end with the New Deal. We still have a tremendous amount of freedom of decision-making in the individual corporate enterprise. The new element is the government's positive responsibility for making our economy run.*

"From HARD TIMES by Studs Terkel. Copyright © 1970 by Studs Terkel. Published by Pantheon Books.

## ***Testimony by George Dobbin, 1939***

*George Dobbins was a 67-year-old cotton-mill worker during the Great Depression who supported Franklin Delano Roosevelt and his New Deal policies. Below is an interview collected by the Federal Writers' Project in the 1930s. Along with Sam T. Mayhew, the Federal Writer's Project collected thirty-four other life histories of sharecroppers, farmers, mill workers, townspeople, and the unemployed of the Southeast survive the Great Depression. These interviews were published in a book called These Are Our Lives.*

*"I do think that Roosevelt is the biggest-hearted man we ever had in the White House. . . . It's the first time in my recollection that a President ever got up and said, "I'm interested in and aim to do somethin' for the workin' man." Just knowin' that for once in the time of the country they was a man to stand up and speak for him, a man that could make what he felt so plain nobody could doubt he meant it, has made a lot of us feel a sight better even when they wasn't much to eat in our homes.*

*Roosevelt picked us up out of the mud and stood us up but whenever he turns us loose I'm afraid we're goin' to fall and go deeper in the mud than we was before. That's because so many of his own party has turned against him and brought defeat to lots of his thinkin' and plannin'.*

*. . . If they keep abuckin' against him and bigheads get in there that try to make too quick a turn back, desolation will follow in our country.*

*Roosevelt is the only President we ever had that thought the Constitution belonged to the pore [poor] man too. . . . Yessir, it took Roosevelt to read in the Constitution and find out them folks way back yonder that made it was talkin' about the pore man right along with the rich one. I am a Roosevelt man."*

Adapted from THESE ARE OUR LIVES, Federal Writers Project of the Works Progress Administration. Copyright © 1939 by The University of North Carolina Press.

**Handout 4: Viewpoints on the New Deal Student Worksheet****Viewpoints on the New Deal**

Directions: You are to read your primary source on the New Deal by yourself. After you have finished the reading you are to answer the questions in the chart below. When you and your group have finished you will share your primary source document with your group. Describe the document and provide them the answers to your chart. As others are presenting their sources fill out the chart for their source.

	Yours:	Source 2	Source 3:	Source 4:	Source 5:
Source Title					
Year:					
Type of Source					
Describe the Author's background					
Paraphrase what you have read and be prepared to retell it.					
What is the author's viewpoint on the New Deal?					
What is your reaction to the text? What thoughts did you have while you read it?					
What biases might this person have that influence their opinion					
What is the most important word or phrase in the text?					



## Handout #5: New Deal or raw deal? Before, During, and After

# New Deal or raw deal?

## *Before, During, and After*

**Directions:** You will answer the three questions below using the primary sources, your analyses, and the many answers to the questions we answered as a class in the last activity. You will answer the questions or add to your answers 5 times. First before we read anything, Second after you discuss your answers with a partner, Third, after you read your authors viewpoint, Fourth after your partner shares their author's viewpoint, and Finally at the end when you consider all the viewpoints.

	<b>BEFORE</b>  Answer the questions using what you already know	Add/Change  Add or change your answers in lieu of hearing your partners point of view	<b>DURING</b>  Summarize your author's point of view <b>Authors Name:</b> _____	<b>DURING</b>  Summarize your partners author's point of view <b>Authors Name:</b> _____	<b>After</b>  Describe how your opinion has changed or remained the same in lieu of all of the viewpoints
Did the New Deal help lift the U.S. out of the Great Depression?					
What was radical about the New Deal when it was introduced?					
What can the New Deal teach us about dealing with the current economic crisis?					

## New Deal or raw deal?

By John Blake, CNN  
Friday, February 20, 2009

**CNN -- The clash between Democrats and Republicans over the nation's economic crisis isn't just fueled by politics. It's also being driven, in part, by two competing views of history.**



GRANT IMAGES

He was born into wealth, but President Franklin Roosevelt became a champion for the poor with the New Deal.

He was born into wealth, but President Franklin Roosevelt became a champion for the poor with the New Deal.

President Franklin Roosevelt's New Deal traditionally has been credited with helping lift the nation out of the Great Depression. When Roosevelt took office in 1933, he pushed through the passage of a sprawling set of laws and public works programs geared to revive the economy.

But there are some historians who say the New Deal not only failed to help lift the nation out of the Great Depression, it made it worse.

We talked to two New Deal historians who represent opposing sides of this debate. Adam Cohen is the author of "Nothing to Fear: FDR's Inner Circle and the Hundred Days That Created Modern America." Jim Powell is the author of "FDR's Folly: How Roosevelt and His New Deal Prolonged the Great Depression." Their remarks were edited for brevity.



COURTESY OF BACHRACH

Jim Powell says historians who call the New Deal a success don't pay attention to the numbers.

### Your Author is Jim Powell.

#### Did the New Deal help lift the U.S. out of the Great Depression?

**Powell:** It certainly did not. The New Deal prolonged the Great Depression not because of one mistake, but because of a combination of policies that make it more expensive to hire people.

Some of the time during the 1930s, the economy expanded, but chronic high unemployment persisted throughout the period. It averaged 17 percent. The best the New Deal could do was 14 percent (double what we have now), and at times, New Deal unemployment was over 20 percent. The chronic high unemployment is what

concerns everybody. FDR might have lifted people's spirits, but he never could figure out how to promote the recovery of private-sector employment.

## **What was radical about the New Deal when it was introduced?**

**Powell:** It involved the biggest peacetime expansion of government power in American history. So the New Deal was different, but I'm not sure one would call that radical.

Was it radical to triple the tax burden, which is what FDR did between 1933 and 1940? Was it radical to destroy food and make three-quarters of the American population pay higher prices for food -- in the country's worst depression? That's what the New Deal did under the Agricultural Adjustment Act.

Was it radical to make it more expensive for employers to hire people, triggering unemployment, as a number of New Deal policies did? Regardless of whether one would call such policies radical, I think it's fair to say that they harmed the people they were supposed to help.

## **What can the New Deal teach us about dealing with the current economic crisis?**

**Powell:** The private sector creates all the wealth in any society. Government doesn't have any money other than what it taxes or borrows from people in the private sector. Everywhere, government has a dismal record of trying to operate businesses.

During the 1830s, U.S. states got into the business of building railroads and canals, and they all lost money. Government-run Conrail (freight) and Amtrak (passengers) have lost billions. And of course, the Soviet Union collapsed under the dead weight of its government-run economy.

Expanding the government sector doesn't promote recovery of the private sector.

We need to make our priority the recovery of the private sector and private-sector employment. This means making it easier for employers to hire people -- removing obstacles that misguided government policies have been put in the way of forming new businesses, expanding existing businesses and hiring people. Taxes and labor market restrictions are among the many obstacles that need to be reviewed and reduced if not eliminated altogether.

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**Handout #7: Using the Past to Answer Today's Problems**

## **Using the Past to Answer Today's Problems**

**Directions:** Answer the following questions using your notes, any of the sources you have used in this lesson, and your book. When you complete the answers use them to answer the final question on the next page.

<b>FOR</b>		<b>AGAINST</b>	
<b>Past</b>	<b>Current</b>	<b>Past</b>	<b>Current</b>
Describe <i>past</i> arguments <u>FOR</u> the New Deal and increased government involvement in the economy	Describe <i>current</i> arguments <u>FOR</u> increased government involvement in the economy	Describe <i>past</i> arguments <u>AGAINST</u> the New Deal and increased government involvement in the economy	Describe <i>current</i> arguments <u>AGAINST</u> increased government involvement in the economy
<b>FOR</b>		<b>AGAINST</b>	
Analyze the arguments <u>for</u> more government involvement over time. Determine what has changed about the argument or issue and what has stayed the same about the argument or issue		Analyze the arguments <u>against</u> more government involvement over time. Determine what has changed about the argument or issue and what has stayed the same about the argument or issue	
Change:	Continuity:	Change:	Continuity:

## **Handout #7: Using the Past to Answer Today's Problems**

# **Using the Past to Answer Today's Problems**

**Directions:** Answer the questions below using your prior knowledge and information from the above worksheet. Focus your answer on the Great Depression, New Deal, and the current Recession:

Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change? What can we learn from past issues to help solve contemporary issues? Support your answers with evidence and examples.

## Handout #8

### The Crash and Its After-Effects

*Directions* Read the following selection, then answer the questions.

During the 1920s, American production soared. New machines and the assembly line made it possible for companies to make many more products than ever before. Profits in these businesses increased by 80 percent. Profits in banking increased by 150 percent. Millions of people, hearing stories about investors becoming millionaires almost overnight, rushed to invest their life savings in the stock market.

Stocks are shares of ownership in a corporation. The price of a stock depends on several factors: the number of shares available, the number of people who want to buy the stock, and the price that people are willing to pay for it. If someone buys stock and then later, many others want to buy it, the investor can sell it at a higher price than was originally paid for it. If people continue to want to buy, an owner can make even greater profits. This is what happened during the 1920s – speculation (gambling) on the stock market ran wild.

Many Americans were able to speculate due to a practice known as a "broker's loan" or "buying on margin." A broker is someone who buys and sells stock for customers. During the 1920s, brokers sold stock for only 10 percent of the market price. The remaining 90 percent was considered a loan from the broker. In this way, a customer could buy \$1000 worth of stock with only \$100. He would owe the broker the remaining \$900. When he sold the stock, he would repay the broker the money he owed and keep the remaining money as profit.

This system worked well as long as stock prices and demand for stocks continued to rise, as they did throughout most of the 1920s. But on October 24, 1929, stock prices dropped sharply. Panic spread throughout brokers' offices across the nation. Millions of shares of stock were suddenly dumped on the market by brokers hoping to recoup some of the money they had loaned to investors. Everyone wanted to sell, few wanted to buy. Prices dropped even more. Soon the entire economic structure of the nation was near collapse.

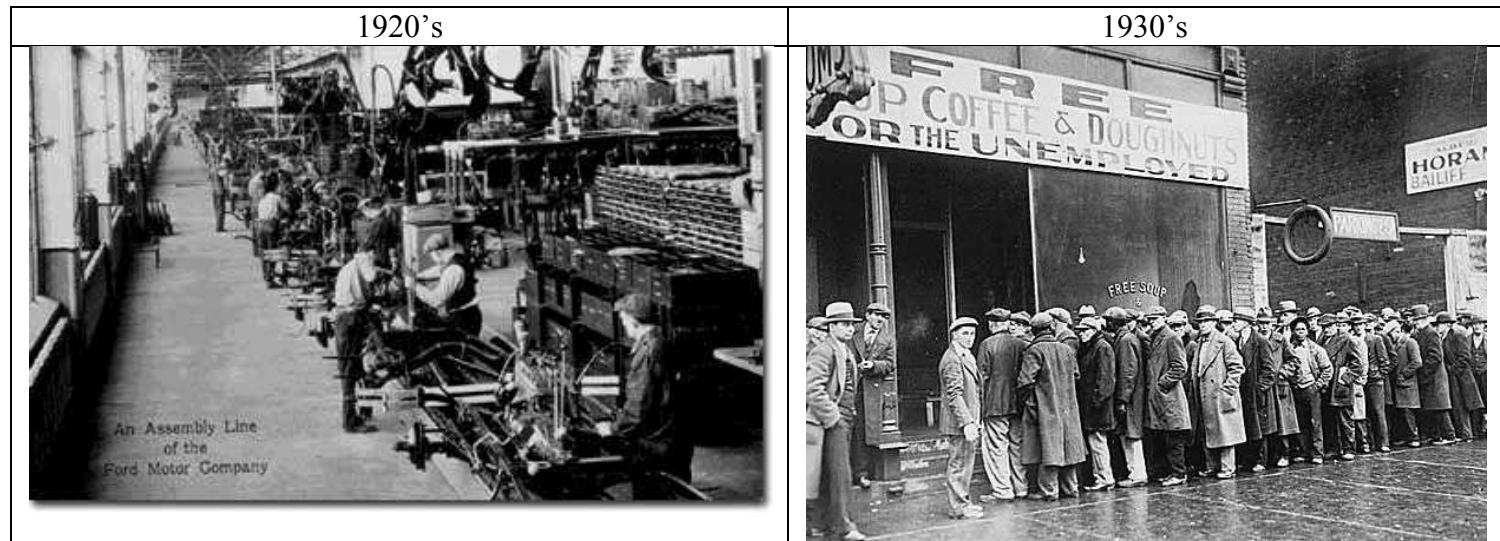
Speculation by individuals and businesses was not the only cause of the stock market crash, but it was a major contributing factor. Many other factors affected the extent of the crash and the Great Depression that followed. These included:

- Worldwide economic problems followed World War I.
- Sales of American products in foreign nations slowed after World War I.
- American industry made more products than the American public was able to purchase.
- Automation increased unemployment.
- Buying on installment (buying on credit) by individuals and businesses increased during the 1920s.
- Many corporations released misleading or false information to their stockholders.
- Many people borrowed money to buy stock.
- Banks used the money deposited in their accounts to buy stock.
- Savings accounts were not insured. If a bank failed, all the depositors lost their money.
- Farmers grew more crops than the public consumed.

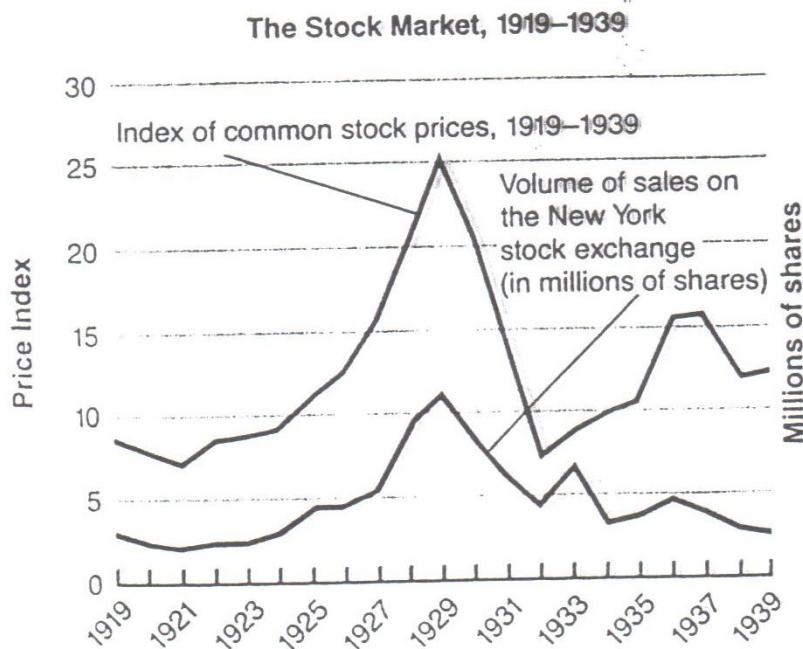
# Handout #9: The Depression: Identifying Continuity and Change

**Directions:** Examine the sources below. On a separate sheet of paper, identify one example of continuity and one example of change within each of the topics listed. For each change you identify, explain what factors may have led to that change.

## Employment



## Stock Market



## Politics

"We in America today are nearer to the final triumph over poverty than ever before in the history of any land."

— President Herbert Hoover August, 1928

"A host of unemployed citizens face the grim problem of existence, and an equally great number toil with little return. Only a foolish optimist can deny the dark realities of the moment."

- President Roosevelt March, 1933

## Housing

1920's



1930's



## Banking

### Bank Failures in the 1920s and 1930s

Source: The Great Depression by Murray Rothbard

