

Name \_\_\_\_\_

## **Great Depression and New Deal Station Activity 1928-1941**

**Directions:** You have three in-class days (and HW) to complete the following packet. This packet is worth 20 pts as a homework grade and will be collected the day of the test. It is also a review packet for the test. Pgs 3-10 must be completed. Your reader will be collected the day of the debate for an additional 20 pt homework grade. This document is also on the wikispace.

<http://katzus10.wikispaces.com/>

### **Overview**

#### **Class 1: Video and Review of Causes of the Great Depression**

**HW:**

1. Annolight pgs 77-79 and 100-102
2. Answer the questions on pgs 77
3. Review pgs 75-76 (you already read these)
4. Complete the in-class assignment (if you did not complete it in class)
5. Bring in headphones.

#### **Class 2: Image Analysis, Music, and New Deal Programs. Meet in room 358.**

**HW:**

1. Answer 10 questions from your syllabus(s) before break (staple these to your packet so you get HW credit) **THIS IS A REVIEW FOR THE TEST**

#### **Class 3: The New Deal: Analysis and Criticisms**

**HW:**

1. Study for the test. Make your notecard (3x5, handwritten, both sides)

**Class 4: Test** (on Progressive Era, the 1920s and the Great Depression and New Deal). This test will be similar to the last one where you will have to answer questions of varying difficulty based on choice. You must show a breadth and depth of evidence to earn full credit.

**HW:** Annolight pgs 88-94. Make your annotations about the question below.

Did the New Deal create **enduring improvements** for our nation that better ensured/ensure American *ideologies* (i.e. American Dream, capitalism, democracy, liberty/freedom, individualism, collectivism)?

**Tomorrow in class**, you will meet with your debate teams and start working on the debate.

## **Great Depression and the New Deal Focus Questions**

### **Focus Questions:**

1. How do events in the 1920s cause the Great Depression?
2. How does the New Deal solve the problems of the 1920s? How does the New Deal seek to prevent another Great Depression from happening?
3. Who did people turn to for help during the Great Depression?
4. Who did people blame for the problems of the Great Depression?
5. How does FDR hope to end the Great Depression?
6. What programs did the New Deal institute to help people?
7. What are the differences between relief, recovery and reform? Which programs represent each "r"?
8. How is the New Deal criticized (from left and right)
9. How did the New Deal seek to bring individual rights back to people?
10. How does the New Deal exemplify collectivism?
11. What is the opposition to the New Deal? (from both far right and far left)
12. What are the legacies of the New Deal?
13. How did the Great Depression respond to the depression and change the role of the federal government?
14. How do FDR and Hoover compare and contrast in their approaches to solving the depression?

### **Cross Time Questions:**

15. From 1890 to 1942, what is the relationship between the gov't and big business?
16. From 1890 to 1942, what is the relationship between the gov't and the majority of people?
17. How does the role of the President change over time?
18. How do Progressive reforms compare to New Deal reforms?
19. How do the presidents of the 1920s and FDR differ? Similar?

**Key Terms:** reform, recovery, relief, fireside chats, bank holiday, TVA, SSA, AAA, WPA, Wagner Act, CCC, FDIC, SEC, breadlines, collectivism, individualism, Eleanor Roosevelt, shantytowns, Hoovervilles, Dust Bowl, Black Tuesday, Hawley Smoot Tariff, Northern Securities Co., FWP, bracero,

**Class 1:**

1. Watch the video and fill in pages 81-83 in your reader. (40 minutes)
2. *Answer the questions below after the video:*
  - A. What caused the Great Depression? How did Herbert Hoover have a role in worsening the depression?
  - B. How successful were unions in the 1930s? How does this compare to the Progressive Era?
  - C. How does FDR try to help people during the Great Depression? Does this work?

**Annolight pgs 84-85.**

- D. How does the experience of Mr. Delgado compare to the experience of African-Americans during the Great Depression? (from video)

## **Class 2:**

*Part I: Answer the following questions based on your HW:*

1. How did FDR and Hoover differ in their view of the role of the government and the executive?
2. How did FDR and Hoover differ in their views on economics?
3. How does Hoover's reaction to the Great Depression compare to that of FDR?
4. Why does FDR want to exert "broad executive power"?

*Part II:* Go to the wikispace and click the link to listen to FDR's Inaugural address. You read this for homework. Listen to a 3 min portion of this and ADD to your answers above.

*Part III:* Listen to one of FDR's fireside chats (just the first five minutes) (link on wikispace and you can also find a link to a transcript). Answer the questions below.

1. How does FDR appeal to the people of America? (at least 7 bullet points)
2. What are the first reforms he will make? Why? How does this address the problems of the 1920s?

## **Class 2 continued:**

*Part IV:* Watch the powerpoint on the wikispace AS you listen to songs (via youtube links).

*Part V:* AFTER you have watched the powerpoint and listened to the songs, read the lyrics of the songs on pgs 72-73 and below.

### **This Land Is Your Land Words and Music by Woody Guthrie**

This land is your land This land is my land  
From California to the New York island;  
From the red wood forest to the Gulf Stream  
waters  
This land was made for you and Me.

As I was walking that ribbon of highway,  
I saw above me that endless skyway;  
I saw below me that golden valley;  
This land was made for you and me.

I've roamed and rambled and I followed my  
footsteps  
To the sparkling sands of her diamond deserts;  
And all around me a voice was sounding;  
This land was made for you and me.

When the sun came shining, and I was strolling,  
And the wheat fields waving and the dust clouds  
rolling,  
As the fog was lifting a voice was chanting:  
This land was made for you and me.

As I went walking I saw a sign there  
And on the sign it said "No Trespassing."  
But on the other side it didn't say nothing,  
That side was made for you and me.

In the shadow of the steeple I saw my people,  
By the relief office I seen my people;  
As they stood there hungry, I stood there asking  
Is this land made for you and me?

Nobody living can ever stop me,  
As I go walking that freedom highway;  
Nobody living can ever make me turn back  
This land was made for you and me.

1. What do these images teach you about the Great Depression?
2. How do the songs help you understand the images?
3. How do the lyrics of the song represent both optimism and pessimism of the Great Depression?
4. Who is impacted by the Great Depression? (based on the images) How?
5. How might the songs make people feel?

**Class 2 continued:**

*Part VI:*

Using your homework and the link found on the wikispace OR ABC Clio, fill in page 80 in your reader.

*Part VII:*

Answer the questions below.

1. What sectors of the economy are helped by the New Deal?
2. How does FDR change banking and banking structures?
3. Why does FDR focus on relief, recovery AND reform?
4. Do some of the New Deal programs exemplify individualism? Collectivism?
5. Who is helped by these New Deal programs? (which groups?) Use specific programs in your answer.
6. How progressive was FDR and his programs?

### **Class 3:**

*Part I:* Finish what you did not finish in class 2.

*Part II:* Read the following article below about criticisms of the New Deal and FDR.

"By 1935, Roosevelt's programs were provoking strong opposition. Many conservatives regarded his programs as infringements on the rights of the individual, while a growing number of critics argued that they did not go far enough. Three figures stepped forward to challenge Roosevelt: Huey Long, a Louisiana senator; Father Charles Coughlin, a Catholic priest from Detroit; and Francis Townsend, a retired California physician.

Of the three, Huey Long attracted the widest following. Ambitious, endowed with supernatural energy, and totally devoid of scruples, Long was a fiery, spellbinding orator in the tradition of southern populism. As governor and then U.S. senator, he ruled Louisiana with an iron hand, keeping a private army equipped with sub-machine guns and a "deduct box," where he kept funds deducted from state employees' salaries. Yet the people of Louisiana loved him because he attacked the big oil companies, increased state spending on public works, and improved public schools. Although he backed Roosevelt in 1932, Long quickly abandoned the president and opposed the New Deal as too conservative.

Huey Long was immensely popular, especially among the poor. Part of his appeal lay in his style; he dressed in vanilla ice cream-white suits and called himself "the Kingfish," after a character in "Amos 'n Andy." He became a popular legend by playing up his country origins and ridiculing the rich. In one incident, he issued a "budget" showing how millionaires could economize by living on \$10,000 a day.

Early in 1934, Long announced his "Share Our Wealth" program. Vowing to make "every man a king," he promised to soak the rich by imposing a stiff tax on inheritances over \$5 million and by levying a 100 percent tax on annual incomes over \$1 million. The confiscated funds, in turn, would be distributed to the people, guaranteeing every American family an annual income of no less than \$2,000. In Long's words, the money would be more than enough to buy "a radio, a car, and a home." By February 1935, Long's followers had organized over 27,000 "Share Our Wealth" clubs. Roosevelt had to take him seriously, for a Democratic poll revealed that Long could attract three-to-four million voters to an independent presidential ticket.

Like Long, Father Charles Coughlin was an early supporter who turned sour on the New Deal. For about 16 years, from the mid-1920s until the United States entered World War II, Father Charles Coughlin was probably the most influential religious figure in the United States. His radio program, "The Golden Hour of the Shrine of the Little Flower," had a weekly audience of 16 million. His parish in suburban Detroit had to build a post office to handle his mail.

Coughlin blamed the Depression on greedy bankers and challenged Roosevelt to solve the crisis by nationalizing banks and inflating the currency. When Roosevelt refused to heed his advice, Coughlin broke with Roosevelt and in 1934 formed the National Union for Social Justice. The National Union's weekly newspaper serialized "The Protocols of the Elders of Zion," an anti-Semitic forgery.

Father Coughlin helped to invent a new kind of preaching that made effective use of the microphone and radio. Coughlin exemplified what historian Richard Hofstadter called the "paranoid style." He believed that Jews and Communists, in league with bankers and capitalists, were out to get the little man.

Roosevelt's least likely critic was Dr. Francis Townsend, a California public health officer, who found himself unemployed at the age of 67 with only \$100 in savings. Seeing many people in similar or worse straits, Townsend embraced old-age relief as the key to ending the Depression. In January 1934, Townsend announced his plan, demanding a \$200 monthly pension for every citizen over the age of 60. In return,

recipients had to retire and spend their entire pension every month within the United States. Younger Americans would inherit the jobs vacated by senior citizens and the economy would be stimulated by the increased purchasing power of the elderly. Although critics lambasted the Townsend plan as ludicrous, several million Americans found his plan refreshingly simple.”

*Part III:* Answer these questions:

1. What were *historical* criticisms and who were historical critics of the New Deal?

2. Place FDR’s critics on the political spectrum.

Radical ← ← ← ← ----- ⇒ ⇒ ⇒ ⇒ Reactionary

3. Do you find these criticisms to be valid? Why or why not?

4. Which solution proposed by these critics do you think if better than the New Deal?  
Worse?

*Part IV:* Read pgs 86-87 and answer the questions circled on pg 87.

*Part V:* Answer the questions below.

1. How does this modern criticism compare with the historical criticisms?



*Part VI:* Read the following excerpt.

**FDR Proposes "Packing" the Court** So on February 5, 1937, in a special address to Congress, FDR unveiled a plan that would dilute the power of the sitting Justices of the Supreme Court. He called for adding up to six new Justices to the nine-member Court. He justified his proposal by noting that the Constitution did not specify the number of judges on the Court. He added that many of the Justices were elderly and overworked. Critics, recognizing that Roosevelt's new appointees would most likely be New Deal supporters, called his plan **court packing**. They accused him of trying to increase presidential power and upsetting the delicate balance between the three branches of the federal government. Some critics urged Americans to speak out.

Given Roosevelt's enormous popularity, he might have convinced Congress to enact his plan but he did not have to because the Court began to turn his way. On March 29, 1937, the Court ruled 5 to 4 in favor of a minimum wage law. Two weeks later, again by a vote of 5 to 4, the Supreme Court upheld the constitutionality of the Wagner Act. In both cases, Justice Owen J. Roberts provided the deciding vote. Pundits called it the "switch in time to save nine," because Roberts had previously voted against several New Deal programs. Roberts's two votes in support of the New Deal removed FDR's main reason for packing the Court.

Shortly after this switch, Judge Willis Van Devanter, who had helped strike down several New Deal programs, resigned from the Court. This enabled FDR to nominate a Justice friendlier to the New Deal. With more retirements, Roosevelt nominated a number of other new Justices, including Felix Frankfurter, one of his top advisers.

Indeed, 1937 marked a turning point in the history of the Court. For years to come, the Court more willingly accepted a larger role for the federal government. Yet the court packing incident weakened FDR politically. Before the court packing plan, FDR's popularity prevented critics from challenging him. Now that Roosevelt had lost momentum, critics felt free to take him on. And even though the Court did not strike down any more laws, after 1937 Roosevelt found the public much less willing to support further New Deal legislation.

*Part VII:*

1. Does this change the way you view FDR and the New Deal?
2. How does FDR compare to Theodore Roosevelt?
3. Would you have allowed FDR to "pack" the Supreme Court? Why or why not?



### Analyzing Political Cartoons

**The Ingenious Quarterback!** This 1937 cartoon makes fun of FDR's court-packing plan.

1. Why did the cartoonist make FDR the quarterback and Congress the referee?
2. What is the cartoonist's message?

*Part VIII:*

- Complete or review (if you already finished it) page 71 using your notes from before break.

*Part IX:*

- Make sure pgs 3-9 of this packet are complete.
- Make sure you have done all your homework (check your reader—most pages from pgs 71-87 should be filled in/have writing/annotated).

*Part X:*

Start to answer the focus questions on page 2 of this packet. Start to define key terms.

\*If you can do this with ease, you have learned a lot. If you struggle, review your notes and readings until you can answer the focus questions with ease.

## THE NEW DEAL DEBATE

Did the New Deal create **enduring improvements** for our nation that better ensured American *ideologies* (i.e. American Dream, capitalism, democracy, liberty/freedom, individualism, collectivism)?

-----

For this debate, you will be on **one** of **two** teams: (*highlighted*)

*Team Pro Legacies of the New Deal:* This team will argue that the New Deal is did help obtain the American ideologies with its enduring improvements.

*Team Anti Legacies of the New Deal:* This team will argue that the New Deal did not create enduring improvements that helped America achieve its ideologies.

### Grading Components

(total 60 points)

**1. Writing component:** Talking points sheet filled out completely by you (typed). (30 pts)

- a. includes 8 arguments
- b. chart is typed
- c. evidence is specific, relevant and accurate
- d. evidence is from a variety of sources
- e. there are at least 18 pieces of specific elements (numbered in chart)
- f. at least 4 pieces of evidence prior to 1928 (highlighted in yellow)

**g. Due first day of debate**

**2. Participation:** Quality participation at least three times (*using **summative** discussion grading sheet*) (30 pts) *You may use your writing components sheet ONLY*

- a) participate in ways that further the arguments of the team
- b) transition effectively
- c) clear explanation of which **ideology** you are debating
- d) argument must be clear
- e) evidence is specific, precise, and relevant
- f) sources are provided
- g) go meta!

### Debate Day

We will proceed with the ideologies *1 at a time*. (in random order)

1. American Dream
2. Capitalism
3. Democracy
4. Liberty and freedom
5. Individualism/Collectivism

\*These ideologies are connected so the debate may not proceed neatly between the five ideologies.

The debate will start on March 6<sup>th</sup> 2014

**Talking points sheet (worth 30 pts)**

\_\_\_\_/30

**Directions:**

Write your arguments (can include challenges) for the debate topic in the first column. Place your supporting evidence (at least 2) in the evidence column. Which ideologies and improvements are you discussing? (place in 3<sup>rd</sup> and 4<sup>th</sup> column). Put your sources in the fifth column.

<i>Argument:</i>	<i>Evidence:</i>	<i>Ideology:</i>	<i>Improvement:</i>	<i>Sources</i>

**\*\*Remember, you must *type* up this sheet and follow the grading components sheet.**  
(there are requirements about how much evidence and what type evidence you use)

Name \_\_\_\_\_

*Feedback from Ms. Katz*

√- = needs improvement

√ = proficient

√+ = exemplary

**During a discussion, you should be:**

- **Listening to your classmates**

- giving positive reinforcement (nodding, helping out)
- taking notes
- making eye contact

- **Adding new information**

- Knowledgeable about time period
- Has facility with information
- Able to use specific information
- Able to use information from the entire unit and time period
- Able to use the most relevant evidence

- **Using specific, relevant and accurate evidence**

- Cite your source (with the pg number or author if possible)
- Using specific evidence including quotations or paraphrasing of the source

- **Transitioning effectively from previous comments**

- Use qualifiers (adding onto Ms. Katz's point, I disagree with Ms. Katz and instead believe...)
- Offer evidence that directly supports or counters previous evidence (the evidence about \_\_\_\_\_ is also supported on pg \_\_\_\_\_ when the author says)
- Adding onto what other have said

- **Take risks**

- Adding a risky idea that is controversial can inspire a great discussion
- Go meta!
- Do not be afraid to disagree with a comment or offer a counter opinion if the group
- Add your own opinion or information that you know on your own/have learned in class

- **Answer the question/prompt: This is the analysis**

- Help *guide* your group toward coming to a resolution that answers the question.
- *Resolve* disagreements rather than just the idea to "agree to disagree"
- *Analyze* evidence presented to answer the question/prompt
- *Consistently relates back to ideology*

*Participated at least three times*                      *yes*                      *no*

*Commendations:*

*Deductions:*

\_\_\_\_\_/30

## Debate Teams

Tan:

*Yes: The New Deal did create enduring improvements that aided in American ideologies being restored.*

Griffin

Brian

TJ

Laura

Andrew

Sam

Laurel

*No: The New Deal did not create enduring improvements that aided in American ideologies being restored.*

Gabby

Henry

Charlotte

Meggie

Julian

Graydon

Yellow:

*Yes: The New Deal did create enduring improvements that aided in American ideologies being restored.*

Cole

Harrison

Harlan

Christina

Alyssa

Samantha

Brendan

Tommy

Katrina

Summer

Austin

*No: The New Deal did not create enduring improvements that aided in American ideologies being restored.*

Peter B.

Peter M.

Athenec

Graham

Rebekah

Johnny

Olivia

Delaney

David

Teddy

Roland

Elizabeth Vahey