Unit 10: The Roaring Twenties, The Great Depression, and The New Deal

Text: Chapters 32, 33, 34
“Justice Denied: The Trial of Sacco and Vanzetti” –Reading by Davidson and Lytle
“A Government in Action: FDR and the Early New Deal”– Reading by James M. Burns

Themes/Content:
1. Red Scare, Immigration and Nativism in the 20’s
2. 20’s Culture and Society
3. Harding Administration and its issues
4. Coolidge and Hoover- Boom to Bust and the beginnings of the Great Depression
5. The New Deal, 100 Days, and Alphabet Soup
6. The Second New Deal and FDR Economic Legacy

Major Assignments and Assessments:
20’s Prominent Figure= Report or Filmed Interview
Teaching Activity #12- Immigration Patterns in the US
Causes of the Great Depression
New Deal Reforms- Purpose
New Deal Chart

DBQ: Take Home (See Packet)

Test: 60-70 M/C (AP Style)

Vocabulary:
Chapter 32: American Life in the "Roaring Twenties"
Bolsheviks
"Red Scare”
A. Mitchell Palmer
Sacco and Vanzetti
New KKK
Nativism
Emergency Quota Act of 1921
Immigration Act of 1924
18th Amendment and the Noble Experiment
Al Capone
John Dewey
John T. Scopes and the “Scopes-Monkey Trial”
Andrew Mellon and the Mellonites
Babe Ruth
Mass-Consumption Economy
Model T and Henry Ford
Orville and Wilbur Wright at Kitty Hawk
Charles A. Lindbergh and the Spirit of Saint Louis
Radio
"The Great Train Robbery" and "The Birth of a Nation"
Hollywood
"Flapper"
Sexual Revolution
Jazz Age
Langston Hughes
Marcus Garvey
H.L. Mencken
F. Scott Fitzgerald
Ernest Hemingway
Sinclair Lewis
William Faulkner
T.S. Eliot
Eugene O'Neill
Louis Armstrong

Chapter 33- The Politics of Boom and Bust
Warren G. Harding
Calvin Coolidge
Herbert Hoover
"Ohio Gang"
Albert B. Fall
Adkins v. Children's Hospital
Disarmament
Charles Evan Hughes
Five-Power Naval Treaty
Four-Power Treaty
Washington Conference
Frank B. Kellogg
Fordney-McCumber Tariff Law
Teapot Dome Scandal
Daugherty Scandal
Death of Harding
"Business of America"
Capper-Volstead Act
World Court
Debt Knots
Dawes Plan
Alfred E. Smith
Herbert Hoover
Farm Board
Hawley-Smoot Tariff
"Long Boom"
Black Tuesday
"Great Glut and Plaque of Plenty"
False Demand
Hoovervilles
Chapter 32- The Great Depression and the New Deal
Franklin Delano Roosevelt
Polio
Eleanor Roosevelt
New Deal
“Brains Trust”
Relief/Recovery/Reform
Hundred Days
Emergency Banking Releif Act
Fireside Chats
Glass-Steagall Banking Reform Act
Federal Deposit Insurance Company
CCC
FERA
AAA
HOLC
CWA
Father Charles Coughlin
Huey P. Long
Dr. Francis E. Townsend
WPA
TVA
NRA
PWA
Dust Bowl
Black Blizzards
Grapes of Wrath- John Steinbeck
“Okies and Arkies”
SEC
FHA
Social Security
National Labor Relations (Wagner) Act
CIO
Alfred M. Landon
Nine Old Men
Court Packing
Deficit Spending
Hatch Act
1920's Prominent Figure Interview

What: At least a 2 page interview with a major historical figure from America in the 1920's.

- Includes at least 5 well-thought out and deep questions and answers.

- These questions need to give insight into who your character is, what they stood for, and how they exemplify the 1920's in some way.

Who: There is a long list. Literature, Politics, Sports, Music—You name it, they are fair game.

EXTRA CREDIT:

- 20 points of "Test Point" Extra Credit—
  **Film your interview as well as write it out. You must be dressed up in historical costume and be your character!"
TEACHING ACTIVITY #12
UNITED STATES IMMIGRATION PATTERNS:
1891 TO 1930

OBJECTIVES
Students should be able to
1) Understand changing patterns of immigration;
2) Predict the impact of changing immigration patterns on life in the United States; and
3) Interchange chart and graph data.

MATERIAL
Yearly immigration figures from 1891 to 1930

PROCEDURE
Assign students to
1) Construct a bar graph from the chart data provided;
2) Construct two pie graphs to compare the figures from two decades;
3) Draw a series of conclusions from the graphs on the pattern of immigration during this time period; and
4) Analyze the impact of this immigration on American life.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NUMBER OF IMMIGRANTS</th>
<th>YEAR</th>
<th>NUMBER OF IMMIGRANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1891</td>
<td>560,319</td>
<td>1911</td>
<td>878,587</td>
</tr>
<tr>
<td>1892</td>
<td>579,663</td>
<td>1912</td>
<td>838,172</td>
</tr>
<tr>
<td>1893</td>
<td>439,730</td>
<td>1913</td>
<td>1,197,892</td>
</tr>
<tr>
<td>1894</td>
<td>285,631</td>
<td>1914</td>
<td>1,218,480</td>
</tr>
<tr>
<td>1895</td>
<td>258,536</td>
<td>1915</td>
<td>326,700</td>
</tr>
<tr>
<td>1896</td>
<td>343,267</td>
<td>1916</td>
<td>298,829</td>
</tr>
<tr>
<td>1897</td>
<td>230,832</td>
<td>1917</td>
<td>295,403</td>
</tr>
<tr>
<td>1898</td>
<td>229,299</td>
<td>1918</td>
<td>110,618</td>
</tr>
<tr>
<td>1899</td>
<td>311,715</td>
<td>1919</td>
<td>141,132</td>
</tr>
<tr>
<td>1900</td>
<td>448,572</td>
<td>1920</td>
<td>430,001</td>
</tr>
<tr>
<td>1901</td>
<td>487,918</td>
<td>1921</td>
<td>805,228</td>
</tr>
<tr>
<td>1902</td>
<td>648,743</td>
<td>1922</td>
<td>309,556</td>
</tr>
<tr>
<td>1903</td>
<td>857,046</td>
<td>1923</td>
<td>522,919</td>
</tr>
<tr>
<td>1904</td>
<td>812,870</td>
<td>1924</td>
<td>706,896</td>
</tr>
<tr>
<td>1905</td>
<td>1,026,499</td>
<td>1925</td>
<td>294,314</td>
</tr>
<tr>
<td>1906</td>
<td>1,100,735</td>
<td>1926</td>
<td>304,488</td>
</tr>
<tr>
<td>1907</td>
<td>1,285,349</td>
<td>1927</td>
<td>335,175</td>
</tr>
<tr>
<td>1908</td>
<td>782,870</td>
<td>1928</td>
<td>307,255</td>
</tr>
<tr>
<td>1909</td>
<td>775,786</td>
<td>1929</td>
<td>279,678</td>
</tr>
<tr>
<td>1910</td>
<td>1,041,570</td>
<td>1930</td>
<td>241,700</td>
</tr>
</tbody>
</table>
IMMIGRATION GRAPH DATA ANALYSIS

BAR GRAPH

PIE GRAPHS

CONCLUSIONS

ANALYSIS
Causes of the Depression

Part A.

Below are eleven recognized causes of the Great Depression. In your groups, first brainstorm evidence from your time line or textbook to support each of the possible causes of the Depression. Second, rank in order the following causes of the Depression, with 1 representing the strongest factor and 11 the weakest.

_____ a. Maldistribution of income and purchasing power
_____ b. Overexpansion of agricultural production
_____ c. Overproduction of industry
_____ d. Automation
_____ e. Unregulated banking practices
_____ f. American tariff policy
_____ g. Impact of European and world economy
_____ h. Monopolistic pricing
_____ i. Philosophy and policies of the Hoover administration
_____ j. Overexpansion of credit
_____ k. Stock market speculation and crash

Write a thesis showing how your three or four most important causes are related.

Part B.

To conclude the lesson, identify three points at which some specific intervention might have slowed, halted, or reversed the Depression. Write a short essay defending your selections.
New Deal Reforms

Part A.

Complete the following activity in preparation for a writing activity on key reforms of the New Deal.

1. Identify the major purpose of each of the agencies created by the act of Congress.
2. Categorize New Deal reforms according to a common scheme by labeling each as Relief, Recovery, or Reform. In other words, did the measure bring immediate assistance to those in dire need, help to restore the economy to health, or aim to prevent a similar disastrous depression in the future?
3. Devise at least two additional schemes for categorizing the New Deal programs. Be prepared to justify your classifications.

<table>
<thead>
<tr>
<th>First 100 Days</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Emergency Banking Relief Act</td>
<td>March 9, 1933</td>
</tr>
<tr>
<td>b. Civilian Conservation Corps (CCC)</td>
<td>March 31, 1933</td>
</tr>
<tr>
<td>c. Federal Emergency Relief Administration (FERA)</td>
<td>May 12, 1933</td>
</tr>
<tr>
<td>d. Agricultural Adjustment Act (AAA)</td>
<td>May 12, 1933</td>
</tr>
<tr>
<td>e. Tennessee Valley Authority (TVA)</td>
<td>May 18, 1933</td>
</tr>
<tr>
<td>f. Home Owner's Refinancing Act (HOLC)</td>
<td>June 13, 1933</td>
</tr>
<tr>
<td>g. National Industrial Recovery Act (NIRA)</td>
<td>June 16, 1933</td>
</tr>
<tr>
<td>h. Public Works Administration (PWA)</td>
<td>June 16, 1933</td>
</tr>
<tr>
<td>i. Glass-Steagall Banking Reform Act (FDIC)</td>
<td>June 16, 1933</td>
</tr>
</tbody>
</table>

New Deal Measures from 1933–1939

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>j. Civil Works Administration (CWA)</td>
</tr>
<tr>
<td>k. National Housing Act (FHA)</td>
</tr>
<tr>
<td>m. Resettlement Administration</td>
</tr>
<tr>
<td>n. Works Progress Administration (WPA)</td>
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<tr>
<td>o. Wagner Act (NLRB—National Labor Relations Board)</td>
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<tr>
<td>p. Social Security Act</td>
</tr>
<tr>
<td>q. Soil Conservation Act</td>
</tr>
<tr>
<td>r. Fair Labor Standards Act (FLSA)</td>
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</tbody>
</table>
Part B.

New Deal Essay Questions

1. Roosevelt's New Deal differed from Hoover's administration in that the New Deal was willing to use government power to adjust the contending claims of major interest groups. Assess the validity of this generalization.

2. To what extent did the measures of the New Deal reflect a coherent economic philosophy?

3. The New Deal did not radically alter American business, but conserved and protected it. Assess the validity of this statement.

4. Despite superficial similarities, the domestic programs of the New Deal constituted a fundamental departure from those of the Progressive Era. Assess the validity of this generalization.

5. The New Deal secured the support of labor and agriculture after 1932 as the Republican party had secured the support of industry and commerce since 1920—with special-interest programs giving financial aid, legal privileges, and other types of assistance. Assess the validity of this statement, giving attention to both periods (1920–32 and 1932–40).
## Reform Periods • First New Deal

<table>
<thead>
<tr>
<th>REFORM AREA</th>
<th>RELIEF ACTIONS</th>
<th>RECOVERY ACTIONS</th>
<th>REFORM ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployed</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Labor</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Farmers</td>
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<td></td>
<td></td>
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<tr>
<td>Banking/Stock Market</td>
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<tr>
<td>Business Enterprises</td>
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<tr>
<td>Children/Elderly</td>
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<tr>
<td>Government</td>
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</tbody>
</table>
Directions: The following question requires you to construct a coherent essay that integrates your interpretation of Documents A-J and your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period.

1. Analyze the responses of Franklin D. Roosevelt’s administration to the problems of the Great Depression. How effective were these responses? How did they change the role of the federal government?

Use the documents and your knowledge of the period 1929-1941 to construct your essay.

Document A


It’s one of the great mysteries of the city where women go when they are out of work and hungry. There are not many women in the bread line. There are no flop houses for women as there are for men, where a bed can be had for a quarter or less. You don’t see women lying on the floor of the mission in the free flops. They obviously don’t sleep . . . under newspapers in the park. There is no law I suppose against their being in these places but the fact is they rarely are.

Yet there must be as many women out of jobs in cities and suffering extreme poverty as there are men. What happens to them?

Document B


It seems very apparent to me that the Administration at Washington is accelerating it’s [sic] pace towards socialism and communism. Nearly every public statement from Washington is against stimulation of business which would in the end create employment.

Everyone is sympathetic to the cause of creating more jobs and better wages for labor; but, a program continually promoting labor troubles, higher wages, shorter hours, and less profits for business, would seem to me to be leading us fast to a condition where the Government must more and more expand it’s relief activities, and will lead in the end to disaster to all classes.
Document C


Library of Congress, Prints & Photographs Division.
Clifford Berryman Collection, LC-USZ62-17290.

Document D


The New Deal, being both a philosophy and a mode of action, began to find expression in diverse forms which were often contradictory. Some assisted and some retarded the recovery of industrial activity. . . An enormous outpouring of federal money for human relief and immense sums for public-works projects started to flow to all points of the compass. . . Six billion dollars was added to the national debt . . . a bureaucracy in Washington grew by leaps and bounds . . . and finally, to lend the picture the heightened academic touch, John Maynard Keynes, of Cambridge, England, . . . commenced the plan of buying Utopia for cash.
Document E


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HOW TO OBTAIN APPLICANTION

INFORMATION MAY BE OBTAINED AT ANY POST OFFICE.
Document F


The question of chief importance relates to the provision of the codes to the hours and wages of those employed... It is plain that these requirements are imposed in order to govern the details of defendants' management of their local business. The persons employed... are not employed in interstate commerce. Their wages have no direct relation to interstate commerce...

The authority of the federal government may not be pushed to such an extreme.

Document G

Source: NBC radio broadcast, John L. Lewis, December 13, 1936.

It is the refusal of employers to grant such reasonable conditions and to deal with their employees through collective bargaining that leads to widespread labor unrest. The strikes which have broken out... especially in the automobile industry, are due to such "employee trouble."

Huge corporations, such as United States Steel and General Motors... have no right to transgress the law which gives to the workers the right of self-organization and collective bargaining.

Document H


The government as an instrument of democratic action in the future has also been strengthened and renovated. This is not merely a matter of the addition of many new agencies, but of the more efficient organization of the whole executive department — including a planning board under the President which so far has been relatively unimportant but is capable of future development. The Courts, too, have been revivified, partly by legislation, but principally by excellent new appointments, so that we now have a Supreme Court which is abreast of the times.
Document I

Source: "The Roosevelt Record," editorial in The Crisis, November 1940.

To declare that the Roosevelt administration has tried to include the Negro in nearly every phase of its program for the people of the nation is not to ignore the instances where government policies have harmed the race...

At Boulder Dam, for example, the administration continued the shameful policy begun by Hoover of forbidding Negroes to live in Boulder City, the government-built town. And in its own pet project, the TVA, the administration forbade Negroes to live in Norris, another government-built town at Norris Dam.

[The] most important contribution of the Roosevelt administration to the age-old color line problem in America has been its doctrine that Negroes are a part of the country and must be considered in any program for the country as a whole. The inevitable discriminations notwithstanding, this thought has been driven home in thousands of communities by a thousand specific acts. For the first time in their lives, government has taken on meaning and substance for the Negro masses.

DOCUMENT J

UNEMPLOYMENT OF NONFARM WORKERS BY PERCENTAGE AND NUMBER

END OF DOCUMENTS FOR QUESTION 1