



**Social Studies
School Service**

www.socialstudies.com

Downloadable Reproducible eBooks

Thank you for purchasing this eBook from
www.socialstudies.com or www.writingco.com.

To browse more eBook titles, visit
<http://www.socialstudies.com/ebooks.html>

To learn more about eBooks, visit our help page at
<http://www.socialstudies.com/ebookshelp.html>

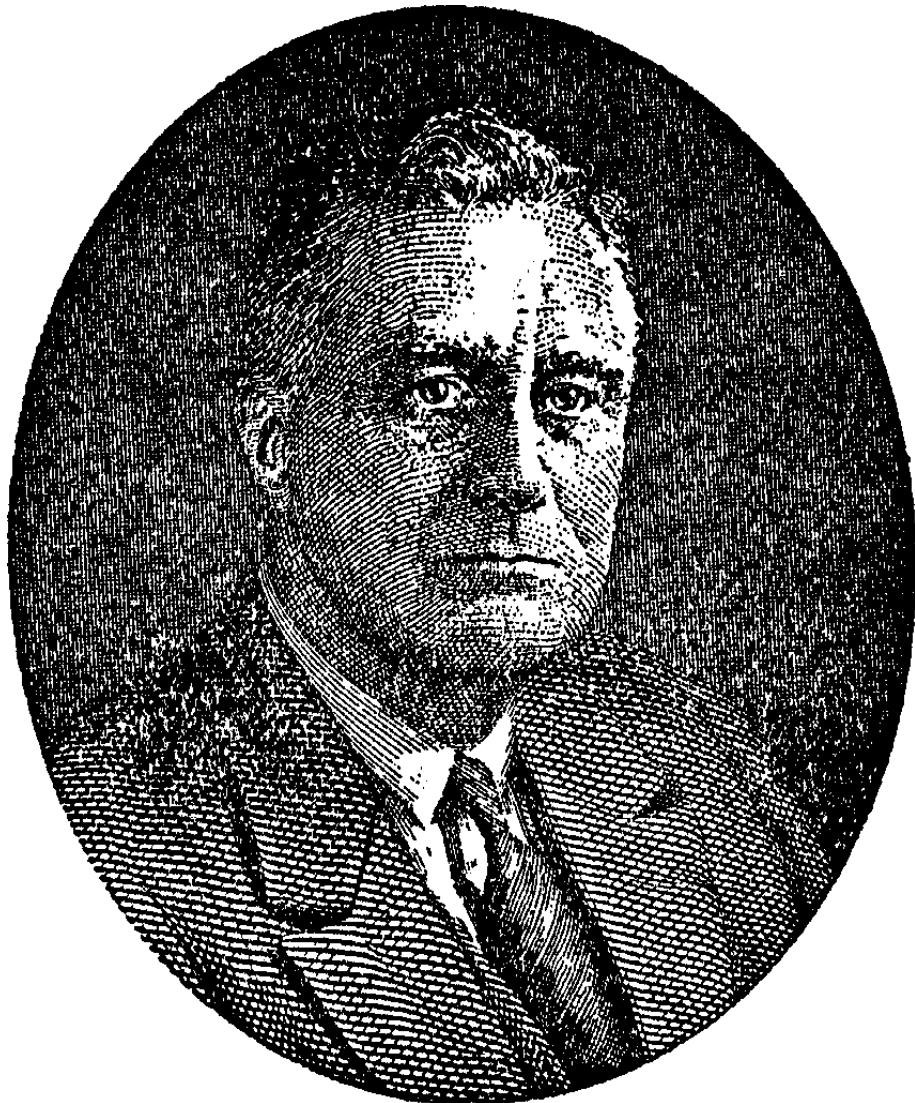
For questions, please e-mail eBooks@socialstudies.com

Free E-mail Newsletter—Sign up Today!

To learn about new eBook and print titles, professional development resources, and catalogs in the mail, sign up for our monthly e-mail newsletter at
<http://socialstudies.com/newsletter/>

1930's

***Creative Activities for Teaching
Critical Thinking & Writing***
U.S. History: The 1930's



Stevens & Shea Publishers

Introduction

This unit emphasizes writing and critical thinking. There are basically three types of activities. The news stories, writing exercises and telegrams require students to evaluate, prioritize and write about historical events. They must actually **use** the information rather than just memorize it.

The chronology and data analysis activities require students to detect trends and draw conclusions.

The viewpoints and issues activities present different views of the same event rather than just the single view often presented by textbooks. The critical thinking exercises that accompany these units require the students to evaluate the information.

Many of the activities deal with popular news stories of the decade that are usually not covered in textbooks.

This unit may be reproduced in the school that purchased it. All other forms of reproduction by any means and for any purpose are strictly prohibited without the written permission of the publisher.

Creative Activities for Teaching Critical Thinking and Writing U.S. History: The 20th Century

There are nine units in this series.

- SS140 1900's
- SS141 1910's
- SS142 1920's
- SS143 1930's
- SS144 1940's
- SS145 1950's
- SS146 1960's
- SS147 1970's
- SS148 1980's



The 1930's

Contents

Page	
4	Chronology Logic
5-6	Chronology
7	Decisions
	The Depression
	The Farm Crisis
	Rights of factory workers
	The Supreme Court
8-9	People and Terms Lists
10-11	Crosswords
12-18	Viewpoints: New Deal
	Radical, conservative and liberal views.
19-20	News Stories
	Roosevelt's death
	Morro Castle
21-24	Issues
	AAA
	NRA
	Huey Long
	Bonus Marchers
25-28	News Writing
	Farm foreclosures
	Sit-down strike
29	Telegrams
30	Data Analysis
	Economic facts
	Consumer prices
31-32	Critical Thinking

ISBN: 0-89550-284-4

Stevens & Shea Publishers, Inc.

P.O. Box 794, Stockton, CA 95201

Phone: (209) 465-1880

1930's

Directions

Chronology Logic

Events must be placed in chronological order. Each event has internal clues which place it between other events. Students must read carefully and evaluate what they read.

Chronology

The major events of the decade are listed year by year. Students must categorize events, detect trends and decide on the ten most important events of the decade.

Decisions

Major decisions of the decade are presented. Students are to discuss and decide the best possible choice.

People and Terms

Students can categorize the people and decide who was the most important or influential in each category.

Crosswords

Puzzles reinforce the items on the people and terms lists.

Viewpoints

Events and personalities are viewed from two different points of view. There is a page of questions and activities that emphasize critical thinking that accompanies the two viewpoints. Students should discuss and compare answers.

News Stories

The facts of major news stories of the decade are presented in random order. The students must write a news story using the inverted pyramid—mention the most important facts at the beginning of the story and the least important facts at the end. The stories should be limited in the number of words, e.g., 75 words. Students must prioritize information. Students can read and compare their stories.

Issues

Major issues are presented from two points of view. Students must decide which they agree with the most. Students can write short essays stating their positions.

News Writing

Several primary resources are provided for students to write a story. The sources and events are fictional but are typical of the decade. The student must assess the information and write a news report. Students should be reminded to cover who, what, when, where, why and how. They should also write the story placing the important facts first and the least important last.

Telegrams

Major news stories of the decade are described and students must condense the information into tele-

grams of no more than 10 or 20 words. Complete sentences are not required. Emphasis is upon selecting the important details.

Data Analysis

Data is presented for students to interpret and graph.

Critical Thinking

Students must critically evaluate statements about the decade, select the most precise and general statements, detect emotional words and write generalizations.

Map Puzzle

Students must identify countries from the clues and locate the countries on a map.

Answers

Page

4

Chronology Logic

1. A 2. B 3. F 4. C 5. E 6. D

7

Decisions

Have students research what actually happened.

10

Crossword: People

Across: 1. Lewis 5. Father Coughlin 8. Kingfish 10. Hopkins 12. people 14. Fiorello 16. WPA 19. Henry Wallace 20. Landon 21. Upton Sinclair. **Down:** 2. Eleanor 3. James Farley 4. Frances Perkins 6. Ickes 7. EPIC 9. Hoover 11. Democrat 13. PWA 15. Wagner 17. Johnson 18. labor.

11

Crossword: Terms

Across: 3. Hoovervilles 5. SEC 8. conservation 9. CIO 10. fire side 13. WPA 14. Dust 15. hundred 17. bonus 18. EPIC 20. TVA 21. New Deal 22. stock market. **Down:** 1. boondoggle 2. brain trust 4. prime 6. CCC 7. unemployment 11. deposits 12. Blue Eagle 15. ham and eggs 16. NRA 19. PWA 2. AAA.

12-18

Viewpoints

Students should compare and discuss answers.

19-20

News Stories

Students should compare reports.

21-24

Issues

Students should compare reports.

25-28

News Writing

Students should compare reports.

29

Telegrams

Students should compare telegrams.

30

Data Analysis

Students should discuss and compare answers.

31-32

Critical Thinking

Students should discuss and vote on correct answers. There are not always correct answers to these items.

Directions

Place the events below on the timeline at right. Read the events carefully and consider the clues which will give you the proper chronological order.

A. Stockmarket Crash

In October, the stockmarket which had been going up for three years, crashed. Prices dropped drastically overnight. Fortunes were lost. \$50 billion is lost in 2 years. The worst depression in history begins.

B. Reconstruction Finance Plan

President Hoover attempts to cope with the depression by spending federal money. The Reconstruction Finance Plan pumps money into the economy. It is not enough. Unemployment rises to 12 million in Hoover's last year in office.

C. Roosevelt Embarks on First 100 Days

Newly-elected President Roosevelt starts a series of measures to cure the problems of the depression. It includes closing the banks for a Bank Holiday. Many banks have closed their doors and gone bankrupt.

D. Roosevelt Expands Armed Forces

Germany and Japan became expanding military powers. President Roosevelt had been spending most of the government's money in attempting to cure the problems of the depression. Roosevelt now asks for an expansion of U.S. armed forces. World War II is only a year away.

E. Roosevelt Defeats Landon

President Roosevelt, while not curing the problems of the depression – unemployment remains high and poverty widespread – is re-elected by a wide margin. Alf Landon, Governor of Kansas, is the Republican candidate.

F. Hoover Defeated

Franklin Roosevelt, Governor of New York, easily defeats Herbert Hoover for president. The depression is at its lowest point. 12 million are unemployed.

Answers

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

1930

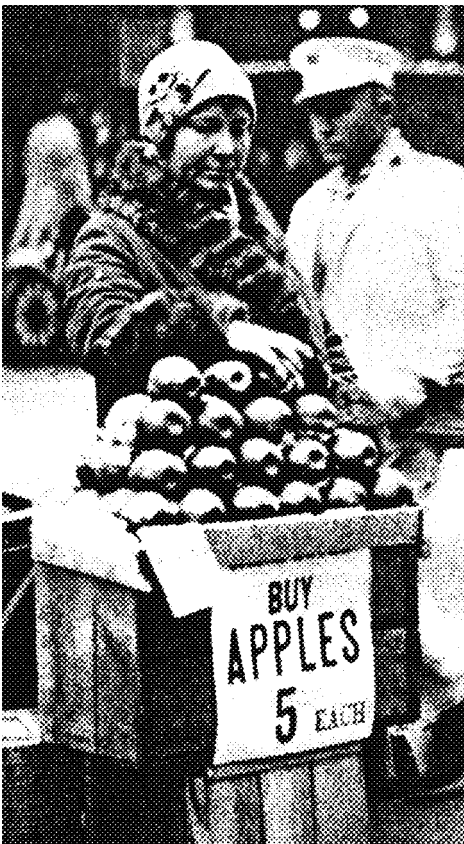
- Naval Reduction Treaty signed by U.S., Britain, Italy, France and Japan. Expires in 1936.
- Hawley-Smoot Tariff passed by Congress. Increases tariffs and reduces world trade.

1931

- Empire State Building opened in New York.
- Pearl Buck publishes *The Good Earth*.

1932

- Reconstruction Finance Corporation created by Congress to stimulate banking and business
- Unemployment reaches 12 million.
- Franklin Roosevelt elected president.
- Charles Lindbergh's child is kidnapped and found dead.
- Bonus March on Washington, D.C. World War I vets march to demand that the government pay their promised bonus in full. It was broken up with U.S. soldiers.



Directions

Use the chronology for the following activities.

1. Put the events into groups. Decide what categories you would put them into. For example, economics, war, foreign relations, etc.
2. What general trends do you see in the 1930's? Write a report. For example, What is the trend in the economy?
3. Decide what are the ten most important events of the 1930's. Tell why.

1933

- Franklin Roosevelt names first woman cabinet secretary, Francis Perkins, Secretary of Labor.
- All banks are ordered closed by Roosevelt to protect depositors.
- "100 days" special session of Congress passes a variety of New Deal measures to correct the problems of the Depression.
- Gold standard for backing money dropped by U.S. government.
- Prohibition on alcohol dropped as 21st Amendment is ratified.
- Franklin Roosevelt announces "Good Neighbor Policy," a promise that the U.S. will not intervene in the affairs of Latin American nations.

1934

- U.S. troops pull out of Haiti.

1935

- Comedian Will Rogers killed in plane crash in Alaska.
- Social Security Act passed by Congress.

1935 (Cont'd)

- Huey Long, dictatorial governor of Louisiana, assassinated.
- George Gershwin's opera *Porgy and Bess* opens.

- Committee for Industrial Organization (CIO) formed.

1936

- Boulder Dam completed.
- Margaret Mitchell publishes *Gone With The Wind*.

1937

- Amelia Earhart Putnam disappears in Pacific Ocean on round-the-world flight.



Amelia Earhart

Record-setting pilot who disappeared while flying around the world.

- Franklin Roosevelt asks for six Supreme Court justices to be added to the Supreme Court. FDR's "packing plan" is defeated.

Auto and steel labor unions win first big contracts.

1938

- Naval Expansion Act passed.
- Minimum wage law passed.
- Orson Welles radio story *War of the Worlds* frightens people.

1939

- FDR asks for increase in defense spending.
- New York World's Fair opens.
- Albert Einstein asks FDR to begin work on A-Bomb.
- War in Europe starts. U.S. declares neutrality.
- Roosevelt proclaims a limited national emergency.
- John Steinbeck writes *Grapes of Wrath*.



John L. Lewis

Lewis, President of the United Mineworkers Union, led the organization of factory workers during the Depression.

The Depression

President Roosevelt took office in the depths of the Depression. One fourth of the people were out of work. He had to do something to get the economy going. There were several approaches to the problem. Which would you choose?

Choices

A. Get business to cooperate in controlling prices and wages so that prices and wages don't fall.

B. Spend money on public works to put people to work.

C. Loan money to businesses so that they can expand and put people to work.

The Farm Crisis

Farm prices had been depressed since World War I. With the depression farm prices dropped even lower. Farmers produced more than the population was willing to buy. Many farmers had borrowed money to farm. They mortgaged their farms in order to borrow money. With the drop in farm prices they could not pay the loans back. There were several possible solutions.

Choices

A. Farmers should be paid for not growing important crops such as cotton, wheat and corn. This would benefit farmers who have the most land but would cut production, and raise the price of the crops.

B. Small farmers could not make their mortgage payments. Their farms were at risk of repossession. Small farmers should be granted loans so that they could keep their farms.

C. The excess production of U.S. farmers could be taken care of by increasing exports to other countries.

D. The government could print more money. Printing more money would cause prices to rise and reduce the amount that the farmers had to pay for their mortgages.

Directions

If you were President Roosevelt which decision would you make?

The Rights of Factory Workers

Workers had never enjoyed the legal right to organize unions and bargain with their employers. The National Recovery Act had given workers the right to bargain for better wages but employers found the provisions of the law easy to circumvent. The problem with the union representation under the National Recovery Act was, which union would represent workers. There were several possible solutions to the problem. Which would you choose?

Choices

A. The workers could join whatever union they wanted and the union they joined would represent them.

B. Workers would vote for the union they wanted to represent them. The union that won the most votes would represent all of the workers, even those who did not vote for it.

The Supreme Court

Roosevelt and Congress could pass laws to alleviate the Depression. The Supreme Court could decide whether or not these laws were constitutional. The Supreme Court was far more conservative than Roosevelt or Congress. It rejected some of the important legislation such as the National Recovery Act. Roosevelt was frustrated with the negative decisions of the Supreme Court. Supreme Court justices are appointed for life terms. What would you do?

Choices

A. Ask Congress to expand the court by six members.

B. Wait for the existing members to die or retire and appoint new judges.

Father Coughlin

The "radio priest" who had a very popular radio show. At first, a Roosevelt supporter; later turned against him. He wanted to tax the wealthy and give to the poor.

James Farley

FDR's campaign manager who was appointed Postmaster General.

Harry Hopkins

One of F.D.R.'s advisors who directed the Works Progress Administration. Hopkins encouraged direct relief to workers by the government creating jobs.

Herbert Hoover

Elected president in 1928 and voted out in 1932.

Harold Ickes

F.D.R.'s Secretary of the Interior. He oversaw some of the PWA.

General Hugh Johnson

Headed the National Recovery Administration. The NRA was the first serious attempt to halt the Depression.

Fiorello H. LaGuardia

Mayor of New York City. He completed many public works projects.



Fiorello LaGuardia

Alfred M. Landon

Governor of Kansas who opposed F.D.R. in 1936. Badly defeated.

John L. Lewis

President of the mineworkers union and of the Congress of Industrial Organizations. He spearheaded the drive to unionize factory workers.

Huey Long

U.S. Senator, former governor, and virtual dictator, of Louisiana. He disliked F.D.R. and was a possible opponent to F.D.R. in the 1936 election. He promoted the Share the Wealth program and had Share the Wealth clubs created across the country.

Frances Perkins

F.D.R.'s Secretary of Labor. She was the first woman cabinet member.

Eleanor Roosevelt

F.D.R.'s wife. She travelled throughout the country helping the poor. She was F.D.R.'s "eyes and ears."

Franklin Roosevelt

Elected president in 1932, 1936, 1940 and 1944. Also served as governor of New York.

Upton Sinclair

Author who ran for governor of California on the platform "End Poverty In California" (EPIC).

Francis Townsend

A California doctor who proposed a national sales tax to provide pensions for the elderly.

Senator Robert F. Wagner

Senator from New York whose legislation (Wagner Act) protected worker's rights.

Henry Wallace

F.D.R.'s Secretary of Agriculture. Headed a variety of programs to help farmers.

AAA

Agricultural Adjustment Act established to raise the prices of farm products.

**Blue Eagle**

Nickname given the National Recovery Administration because of its symbol.

boondoggle

Government projects that are not useful or use workers inefficiently.

brain trust

The nickname for F.D.R.'s advisors.

CIO

Congress of Industrial Organizations. A labor group that organized factory workers in the auto, steel and rubber industries. It was headed by John L. Lewis.

CCC

Civilian Conservation Corps established to provide jobs for young men.

Dust Bowl

The middle part of the country that suffered from drought.

FDIC

Federal Deposit Insurance Corporation. Set up to protect deposits in banks from loss.

fireside chats

Radio talks given by President Franklin Roosevelt.

Ham and Eggs Movement

The nickname of Francis Townsend's program to provide pensions for the elderly.

Hundred Days

The first three months of F.D.R.'s presidency.

Liberty League

A conservative organization opposed to the New Deal.

New Deal

The nickname given to F.D.R.'s program to help the country out of the depression.

NRA

National Recovery Administration headed by Gen. Hugh Johnson. The purpose was to fix prices and put a floor under wages. It was later declared unconstitutional.

pump priming

Government providing credit to businesses and farmers in an effort to create jobs.

PWA

Progress Works Administration provided jobs by hiring contractors to build public works projects.

Share the Wealth

The program of Huey Long to tax the rich and give to the poor.

SEC

Securities Exchange Commission was created to regulate the stock market.

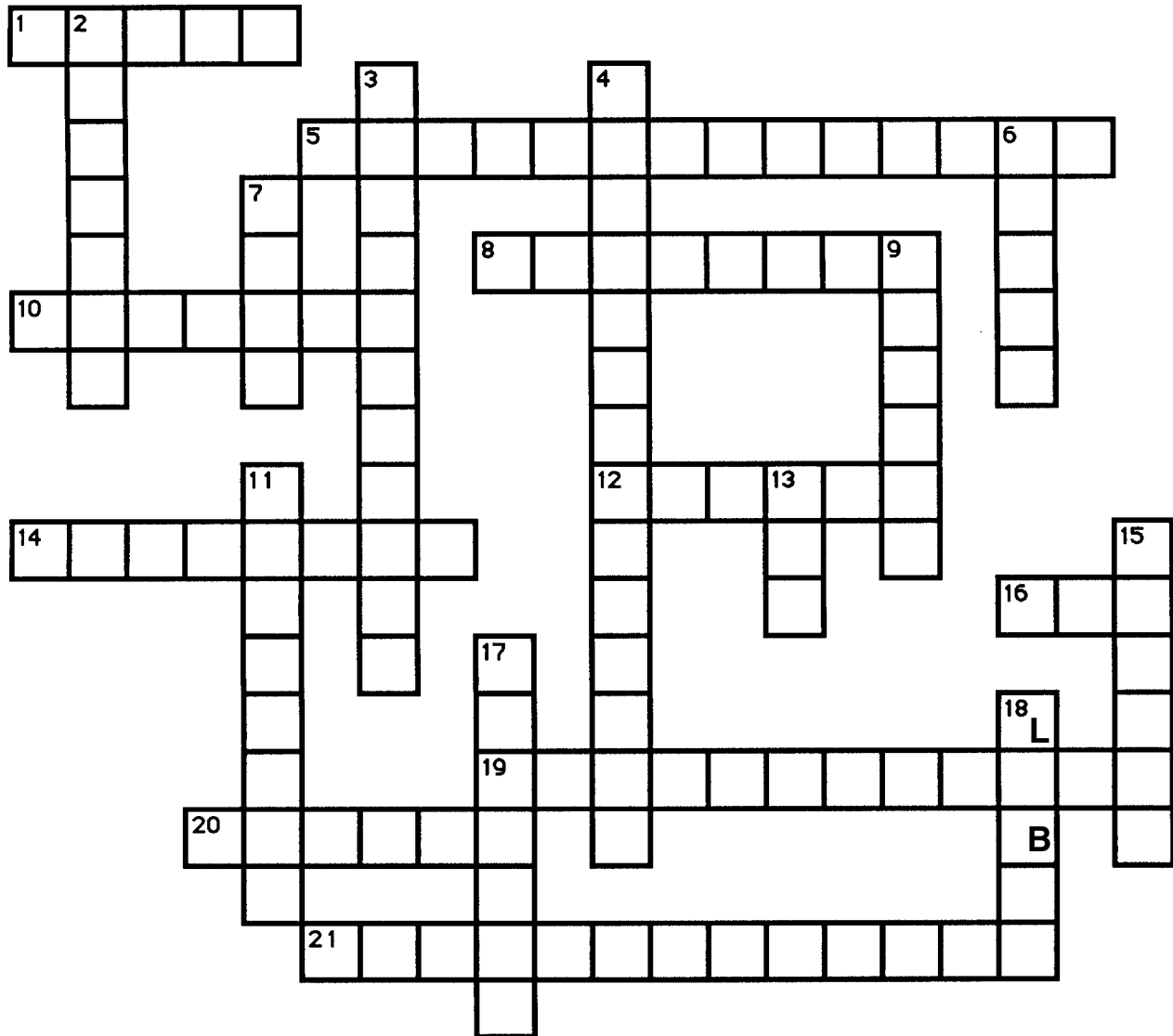
TVA

Tennessee Valley Authority. The construction of a series of dams in the Tennessee Valley to provide jobs, flood control and cheap power.

WPA

Works Progress Administration hired workers to build public works.

Harry Hopkins who directed the WPA.

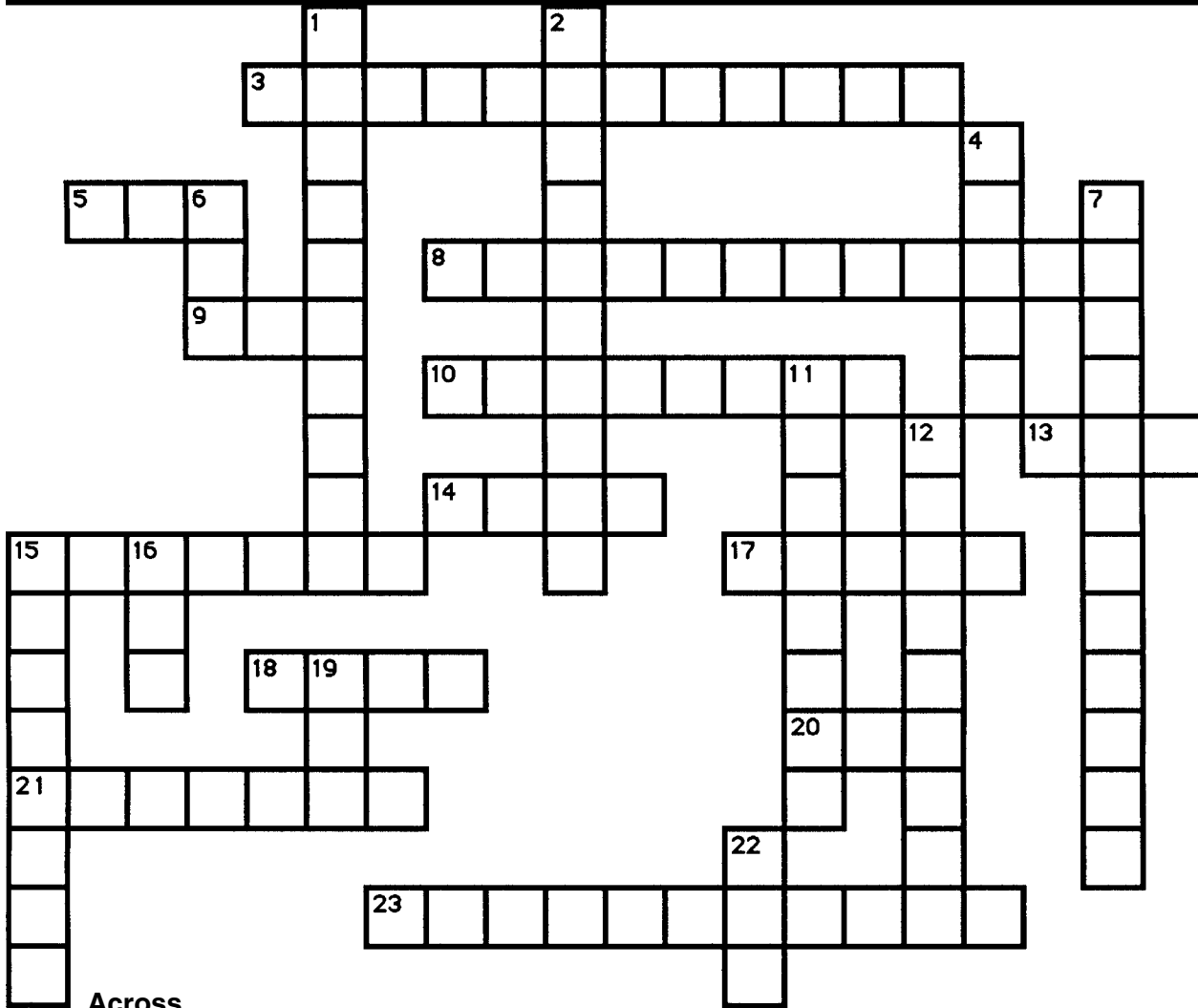


Across

1. Leader of the mineworkers who disliked FDR.
5. The radio priest who criticized FDR (2 words).
8. Huey Long's nickname.
10. One of FDR's advisors who oversaw public works programs.
12. These had confidence in FDR.
14. The mayor of New York's first name.
16. Works Progress Administration (abbr.).
19. FDR's Secretary of Agriculture (2 words).
20. Defeated by FDR in 1936.
21. Socialist candidate for governor of California (2 words).

Down

2. FDR's wife.
3. FDR's campaign manager (2 words).
4. First woman cabinet member (2 words).
6. FDR's Secretary of the Interior.
7. Sinclair's plan to end poverty (abbr.)
9. Defeated by FDR in 1932.
11. FDR was a _____.
13. Progress Works Administration (abbr.).
15. New York senator who proposed law to protect workers.
17. A general who headed the NRA.
18. Organized workers who supported FDR.



Across

- 3. Shantytowns built by the homeless.
- 5. Regulates the stockmarket (abbr.).
- 8. What the CCC did.
- 9. Labor union to organize factory workers (abbr.)
- 10. Where FDR gave talks to the people (2 words).
- 13. Works Progress Administration (abbr.).
- 14. The ____ Bowl which farmers left.
- 15. The first _____ days of FDR's administration.
- 17. Veterans marched on Washington to demand this.
- 18. End Poverty in California (abbr.).
- 20. A program of regional development (abbr.).
- 21. Nickname for FDR's program (2 words).
- 23. It crashed to start the Depression (2 words).

Down

- 1. What critics called FDR's employment projects.
- 2. Nickname for FDR's advisors (2 words).
- 4. By spending money FDR hoped to _____ the pump.
- 6. Civilian Conservation Corps (abbr.).
- 7. The biggest problem of the Depression.
- 11. What the FDIC was designed to protect.
- 12. The symbol for the NRA (2 words).
- 15. Francis Townsend's plan for old people (3 words).
- 16. National Recovery Administration (abbr.).
- 19. Progress Works Administration (abbr.).
- 22. Set up to raise farm prices (abbr.).

1930's Questions: Viewpoints New Deal

Directions

Read the viewpoints on the next six pages. Answer the questions for each viewpoint. Then answer the questions on this page.

Questions

Bias

1. Which viewpoint(s) are critical of the New Deal? Why?
2. Which viewpoint(s) are favorable to the New Deal? Why?
3. Which viewpoint is the most conservative? Conservatism is a belief in the government exercising as little power as possible.
4. Which viewpoint is the most liberal? Liberalism is the belief that governmental power should be used to help those least capable of helping themselves.
5. Which viewpoint is the most radical? Radicalism wants to completely change existing institutions such as the government and the economy.

Causation

The viewpoints offer different explanations of why Roosevelt did certain things. Make a chart showing how the different viewpoints explain the following.

Increasing the income tax

Changing the Supreme Court

Providing employment or relief projects

Franklin Delano Roosevelt



Conclusions

Each viewpoint offers a different conclusion about whether or not the New Deal was effective in curing the problems of the Depression and what its lasting effects were. On what points do the viewpoints agree and disagree?

Valid generalizations

Which statements are valid generalizations? A generalization is a conclusion based upon the facts. It may also include a value judgment or opinion. A valid generalization is supported by the facts. An invalid generalization is not supported by the facts and tends to be more of an opinion. Mark (V) for a valid and (I) for an invalid generalization. Use (CT) if you can't tell.

1. ___ Roosevelt was the greatest president in U.S. history.
2. ___ Roosevelt tried a variety of things to deal with the problems of the Depression.
3. ___ Roosevelt's programs increased the power of the federal government.
4. ___ Roosevelt's relief projects built many useful things.
5. ___ In spite of criticism and failures, Roosevelt's popularity continued throughout the 1930's.

Franklin Roosevelt was elected president in 1932 in the depths of the worst depression in history. Twenty-five percent of the people were out of work. Roosevelt quickly moved to stabilize the economy; not to help the poor, the workers and the unemployed, but to help big business. Among his first acts was to slash the pay of government workers to balance the federal budget. This took place when there was high unemployment and it was necessary to put money into people's pockets to increase spending and increase jobs. Roosevelt's other actions took a similar course. A key part of Roosevelt's program was the National Recovery Act.

The National Recovery Act fixed prices and wages and limited competition. The codes were to be agreed upon by labor, management and the government. In reality, the NRA was dominated by big business. The law did away with anti-trust laws which were designed to break up big businesses.

In the early 1930's the government did little to help the poor. The poor moved to help themselves. By the end of 1932 there were 330 self-help organizations in 37 states with 300,000 members. Without government help, workers moved to help themselves.

Workers were in revolt. A million and a half workers were on strike in 1934. In San Francisco longshoremen went out on strike. Other unions in the city went out on strike in sympathy when two dockworkers were killed by police. The general strike shut down the city with 130,000 out on strike. In the fall of 1934, 325,000 textile workers went out on strike in the South. The strike was accompanied by the usual violence of police against the workers. In South Carolina police fired on pickets and killed 7 and wounded 20. As the strike spread and the violence increased President Roosevelt set up a board of mediation.

In 1934 and 35 hundreds of thousands of workers who were left out of the AFL began organizing. The AFL could not ignore them. A Committee of Industrial Organization was set up



A shantytown called a Hooverville.

headed by John L. Lewis, president of the mine workers union. The group then broke away and set up its own federation, the Congress of Industrial Organizations (CIO).

Workers in rubber factories in Akron, Ohio developed a new tactic – the sit-down strike. The workers, rather than attempting to close down a factory by setting up picket lines, occupied the factories to prevent any strike-breakers from getting in. The sit-down strike spread to many industries. 1936 there were 48 sit-down strikes. In 1937 there were 477. The most famous sit-down strike took place at the Fisher Body plants owned by General Motors. The strike began in December 1936 and lasted until February 1937. Police tried to throw out the 5,000 workers but the workers fought them off.

The government moved to attempt to control the spontaneous uprising of workers by passing the Wagner Act of 1935. The Wagner Act established the National Labor Relations Board which was to regulate disputes between workers and management. Worker's revolutionary energies were now channelled into negotiating contracts with management.

Just as the Roosevelt administration ignored the needs of workers until worker militancy forced them to take action, the New Deal ignored the needs of poor farmers. In fact, Roosevelt's response to the farm crisis hurt poor

farmers. The Agricultural Adjustment Act (AAA) raised prices for farm products by limiting production. Only large farmers could afford to limit production. Small farmers were forced out of farming.

Roosevelt was reelected in 1936. Roosevelt was worried that Huey Long, a senator from Louisiana who was promoting taxing the rich and giving to the poor, would run for president and take votes away from him. Long, and others like him, had widespread support. Long was assassinated in 1935. Long's allies put up a candidate against Roosevelt, but the candidate did poorly in the election. Roosevelt was moved, however, to increase taxes upon the rich to finance his public works programs to put people to work. His programs gave only temporary relief, but it was enough to avoid the possibility of revolution that would overturn the entire capitalist system.

The New Deal of Franklin Roosevelt was not very effective. It reduced unemployment from 13 million to 9 million. Programs to provide temporary employment such as the Works Progress Administration (WPA) and Civilian Conservation Corps (CCC) managed to put millions to work on a temporary basis.

What really ended unemployment was the beginning of World War II and the first peacetime draft which began in 1940. The war took men into the army and put everyone else to work manufacturing war supplies.

Questions

Bias

1. What is the main point of the article?
2. What evidence does the author use to support his point?

Causation

1. Why was the Wagner Act passed?
2. Why did Roosevelt increase the income tax upon the rich?
3. What ended the Depression?

Assumptions

An assumption is something that is believed to be true without proof. Our values and beliefs influence our generalizations about things. This is called bias. Often an author's values and assumptions are not openly stated. Which statements would the author of Viewpoint A agree with? Mark an (A) for those that you think the author would agree with and a (D) for those you think the author would disagree with. Use (CT) if you can't tell.

1. _____ The government will always favor big business.
2. _____ Workers and poor people will never benefit under capitalism (capitalism is private ownership for private gain).
3. _____ The wealthy benefited more from the New Deal than the poor.
4. _____ Workers would have been better off without the Wagner Act.
5. _____ Workers and poor people don't need government help.

Emotional words

Certain words are used to influence the reader's feelings or show the author's biases. Identify these words in the statements below. Underline the words or phrases.

1. Among his first acts was to slash the pay of federal workers.
2. The government moved to attempt to control the spontaneous uprising.
3. His (Roosevelt's) programs gave only temporary relief.

President Roosevelt was elected in the depths of the Depression. He ran on a conservative platform, promising a balanced budget. What the American people got was continuing deficits and an extension of Federal power into every aspect of life. Roosevelt's programs were similar to those adopted by fascist and socialist governments in Europe during the Depression.

The Federal government began to regulate business by creating the National Recovery Administration. This forced business to adopt codes of conduct and regulated their relations with organized labor. It set hours of employment and minimum wages. Federal control extended into other areas of the economy.

The power of the Federal government extended into every aspect of life. Government control extended over the railroads and trucking industries. The Civil Aeronautics Authority was set up to control aircraft. Control was extended over financial institutions. The stock market was regulated by the Securities Exchange Commission and banking by the Glass-Steagall Act. The Federal Reserve system extended its control over the issuance of loans. The Federal Farm Mortgage Corporation, Home Owners Loan Corporation and the Export-Import Bank also controlled credit. The Public Utility Act of 1935 placed controls on public utilities companies.

The Federal government not only began to tightly control business but went into competition with business. The government created the Tennessee Valley Authority which produced power which competed with private companies. It also built other dams such as the Grand Coulee, Bonneville, Fort Peck, and Hoover Dam which produced power that competed with privately owned utilities.

The government also put people to work on projects that could have been more efficiently done by private contractors. Through the Civil Works Administration and the Public Works Administration billions of dollars were spent to construct buildings, parks, sidewalks and roads.

To finance these government "make-work" projects the Federal government increased its deficit. In 1936 the amount of money the government owed was \$30 billion and by 1940 it had reached \$43 billion.

The government also increased taxes upon the rich and on businesses. In 1935 inheritance and gift taxes were increased and an additional tax was placed on incomes over \$50,000. A graduated income tax on corporations was also imposed. In 1936 a tax was imposed on undistributed profits. These taxes penalized those who worked hard and were successful. They also made it difficult for businesses to spend on expansion. The money these taxes raised was not enough to pay for the deficit and wasteful government relief programs. One of the most wasteful was the Civilian Conservation Corps.

The Civilian Conservation Corps was similar to the Nazi Youth program in Germany. Its spirit was military. Youth in the CCC were required to march, drill and salute. They were required to wear military-type uniforms. The training and the camps were supervised by the War Department. It cost over \$1,400 to support a member of the CCC.

Roosevelt and the Democrats increased their power by using relief for political purposes. Those people receiving relief directly from the Federal government through their "make work" programs were told to vote for Roosevelt and Democrats so that they could continue to receive government dollars. The Hatch Act of 1939 prevented people on the government payroll from participating in politics.

Roosevelt attempted to destroy the built-in checks and balances in the Constitution in his second term when he attempted to "pack" the Supreme Court with his appointees. The Supreme Court declared a number of Roosevelt's programs unconstitutional. The Supreme Court, with lifetime appointments, is entrusted with preserving the Constitution. It declared Roosevelt's programs unconstitutional because they

gave the president and the Federal government too much power. Roosevelt attempted to remove the block to his power by making the Supreme Court depend upon his power. Congress and the American public blocked Roosevelt's efforts.

Running up huge deficits, extending Federal power and engaging in "social experiments" did not cure the problems of the Depression. The country wasn't much better off in 1940 than it was when Roosevelt took office in 1932.

However, Roosevelt's New Deal created the modern welfare state in which the Federal government regulates every aspect of business and provides welfare to those who are not willing to make the effort to hold a job in a private business.

Questions

Bias

1. What is the main point of the article?
2. What evidence does the author use to support her point?

Causation

1. Why did the government create relief projects?
2. Why did Roosevelt increase the income tax upon the rich?
3. Why did Roosevelt propose a change in the Supreme Court?

Assumptions

An assumption is something that is believed to be true without proof. Our values and beliefs influence our generalizations about things. This is called bias. Often an author's values and assumptions are not openly stated. Which

statements would the author of Viewpoint A agree with? Mark an (A) for those that you think the author would agree with and a (D) for those you think the author would disagree with. Use (CT) if you can't tell.

1. _____ Business should not be regulated by the government.
2. _____ The federal government should have as little power as possible.
3. _____ The poor benefited more from the New Deal than the wealthy.
4. _____ The government should provide welfare for those in genuine need.
5. _____ Roosevelt's New Deal was designed to increase the power of Roosevelt, the federal government and the Democratic Party.
6. _____ Roosevelt wanted to be a dictator.

Emotional words

Certain words are used to influence the reader's feelings or show the author's biases. Identify these words in the statements below. Underline the words or phrases.

1. Roosevelt's programs were similar to those of fascists and socialists.
2. The power of the government extended to every aspect of life.
3. The money these taxes raised was not enough to pay for wasteful relief programs.
4. The government provides welfare for those not willing to make the effort to hold a job.

Roosevelt took office during the depths of the Depression. One fourth of the population was unemployed. Confidence in the government and the economy was shattered. Bank depositors were taking their money out of banks. In the weeks before Roosevelt took office over \$1 billion was withdrawn from banks. More than 4,000 banks had closed since the beginning of the Depression. Roosevelt took a series of dramatic steps to save the country from collapse and restore confidence. Roosevelt brought about sweeping changes in his first 100 days of office.

Roosevelt's first step was to restore confidence in the banking system by declaring a bank holiday and passing the Emergency Banking Act. Soon people began to redeposit their money in banks and the Treasury Department regulated banks to stop bank failures.

Unemployment was at its high when Roosevelt took office with 12.5 million people out of work. He proposed the Civilian Conservation Corps that over seven years employed 2.5 million young people. He also established the Federal Emergency Relief Administration which spent \$500 million to bolster local relief efforts in providing food, housing and clothing. In many cases people had to do useful work in order to receive relief.

Farmers faced severe problems. The price of crops had dropped so low they could not pay the mortgages on their farms. Banks were foreclosing on their farms. To raise farm prices the Agricultural Adjustment Act was begun. Farmers were paid for plowing under their crops. The reduced supply of food and cotton increased prices. One of Roosevelt's boldest experiments was to develop an entire poverty-ridden farm region. The Tennessee Valley Authority was established in a large area covering Tennessee, northern Alabama and Mississippi. Thirty dams were built at a cost of \$900 million. Cheap fertilizer and energy were produced to improve the entire area. Roads and waterways were constructed to transport crops to market.

To help homeowners who had trouble paying their mortgage payments Roosevelt established the Home Owners' Loan Corporation. The HOLC made over 1 million loans and helped one in five homeowners refinance their home mortgages.

For a more permanent solution to the Depression Roosevelt established the National Recovery Administration. The NRA was an attempt to get business to regulate itself. It failed because businesses refused to follow the rules they had established for themselves. The NRA provided the first recognition for the rights of workers. Section 7A gave workers the right to join unions and organize. From 1933 to 1935 union membership increased by 1 million. The NRA also established the Progress Works Administration which spent \$3.3 billion to put people to work. It built the first public housing in the country.

The Glass Steagall Act was the last act of the First Hundred Days. It was designed to regulate the banking and investment industry. It also established the Federal Deposit Insurance Corporation which was designed to protect depositors' money in banks.

It was apparent in the winter of 1934 that more relief would be needed. The Civil Works Administration was established. The CWA employed people directly and was headed by honest Harry Hopkins. It put 4 million to work.

Roosevelt moved to help the increasing number of older citizens and youth in 1935. The Social Security Act was passed. To continue direct relief to the unemployed the Works Progress Administration, costing \$5 billion, was created. It put 8 million people to work by 1941. The National Youth Administration employed 4.7 million in seven years. The CWA, WPA and NYA provided many useful services and constructed many needed buildings, parks and roads.

Roosevelt was opposed for reelection in 1936 by the very people he had saved – the business community. Big business contributed \$9 million to the Republican campaign of Alfred

Landon. The Democrats could only spend \$5 million in the campaign. Roosevelt was worried that critics of his New Deal from the Democratic Party would split votes away from him. Huey Long, the demagogue from Louisiana, criticized the president for not doing enough for the poor. He proposed a "share the wealth" platform and planned to run for president. Long's assassination in 1935 did not stop others from attacking Roosevelt. Gerald L.K. Smith, Rev. Charles E. Coughlin, and Dr. Francis E. Townsend organized a third party to oppose Roosevelt. Neither the Republicans nor the radicals were a threat to Roosevelt. The American people overwhelmingly reelected him, and the New Deal became a fixture in American life.

Roosevelt's second administration was not as successful because his programs were stopped by a conservative Supreme Court. The Court, made up of old judges, appointed by mostly Republican presidents was opposed to the New Deal. Roosevelt wanted judges over 70 years old to resign so that he could appoint new judges. He was opposed by even members of his own party. Roosevelt's popularity suffered. However, Roosevelt's attacks upon the Supreme Court did cause one judge to resign and the court began to approve measures that it had previously ruled unconstitutional.

Roosevelt saved the country during the Depression. He steered a middle course. He was not revolutionary. His programs were practical. Not all of his programs worked nor did he cure all of the problems created by the Depression. What he did do was restore the people's confidence in their government and their economy. He introduced new programs to help people, such as social security, farm subsidies and the recognition of labor unions. These programs have become an accepted part of life today. He redefined the role of government, making government an active agent in helping the average person.

Questions

Bias

1. What is the main point of the article?
2. What evidence does the author use to support her point?

Causation

1. Why did the government create relief projects?
2. Why did Roosevelt propose a change in the Supreme Court?

Assumptions

An assumption is something that is believed to be true without proof. Our values and beliefs influence our generalizations about things. This is called bias. Often an author's values and assumptions are not openly stated. Which statements would the author of Viewpoint A agree with? Mark an (A) for those that you think the author would agree with and a (D) for those you think the author would disagree with. Use (CT) if you can't tell.

1. _____ Business should not be regulated by the government.
2. _____ The federal government should take an active role in helping people.
3. _____ Rich people benefited from the New Deal as well as poor people.
4. _____ The government should provide welfare for those in genuine need.
5. _____ Roosevelt's New Deal was designed to increase the power of Roosevelt, the federal government and the Democratic Party.
6. _____ Roosevelt wanted to be a dictator.

Directions

Write a news story using the facts below. Write the story using the inverted pyramid. Decide which facts are the most important and put them at the beginning of the story. Place the least important facts at the end of the story. You may combine facts into one sentence and you may rewrite sentences.

Write the story in a journalistic style. Put no more than five sentences in a paragraph and limit the sentences to 20 words or less.

Facts: Roosevelt's Inauguration

- š At 12 o'clock noon President Franklin Delano Roosevelt was sworn in as President.
- š He is the 32nd President.
- š He defeated Herbert Hoover in the election.
- š It is Saturday, March 3, 1933.
- š The day was cold, dark and dreary.
- š In his inauguration speech Roosevelt said, "This great Nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself – nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance."
- š The inaugural parade included the cowboy movie star, Tom Mix. Mix was dressed in a white suit.
- š The nation is in the middle of the worst depression ever. One quarter of the people are unemployed.
- š Roosevelt was born in 1883 in New York.
- š Roosevelt served two terms as Governor of New York.
- š Roosevelt is a Democrat.
- š Roosevelt had polio in 1921 and could only walk with the help of leg braces and crutches.

Directions

Write a news story using the facts below. Write the story using the inverted pyramid. Decide which facts are the most important and put them at the beginning of the story. Place the least important facts at the end of the story. You may combine facts into one sentence and you may rewrite sentences.

Write the story in a journalistic style. Put no more than five sentences in a paragraph and limit the sentences to 20 words or less.

Facts: Morro Castle

- š The Morro Castle is a twin-screw turbo-electric ocean liner which runs from New York to Havana.
- š The Morro Castle sailed from Havana to New York on September 5.
- š The ship carried 318 passengers and a crew of 231 men and women.
- š On September 8 the ship was entering the New York Harbor.
- š At 5 minutes to 3 in the morning, Mr. Hackney, the second officer, saw smoke coming from a stokehole.
- š The captain, R. Willmott, died early in the night of Sept. 8. Chief Officer William F. Warms took command.
- š At 2:56 A.M. Hackney pulled the fire alarm which sounded throughout the ship.
- š It was 18 minutes before Warms ordered a distress call to be sent out.
- š The ship was traveling at 19 knots into a 20-mile-an-hour wind. By the time the ship stopped the middle part of it was in flames.
- š 134 people were killed.
- š The ship came to rest on the beach of Asbury Park.
- š The city manager of Asbury Park, Carl Bischoff, attempted to claim the ship as the property of Asbury Park. He wanted to use it as a tourist attraction.
- š As the bodies floated ashore on the beach, people cut off the fingers to get the rings.

Directions

Read the background and the pro and con views. Decide whether or not Congress should pay the bonus.

Background: Bonus March

Many felt that the men who served in World War I deserved a "bonus" for their service. In 1924, after many years of arguing, Congress passed a bonus bill and overrode a presidential veto. President Coolidge thought the country could not afford it and people should not be paid for what he considered to be their "patriotic duty." The bill provided a sum of money that would earn interest and be paid in 1945. The interest was 7%.

When the Depression hit in 1929, World War I veterans began to demand the payment of their bonuses. Congressman Wright Patman of Texas introduced a bill in Congress to pay the veterans their bonuses. Patman thought the money would increase spending during the Depression and create more jobs.

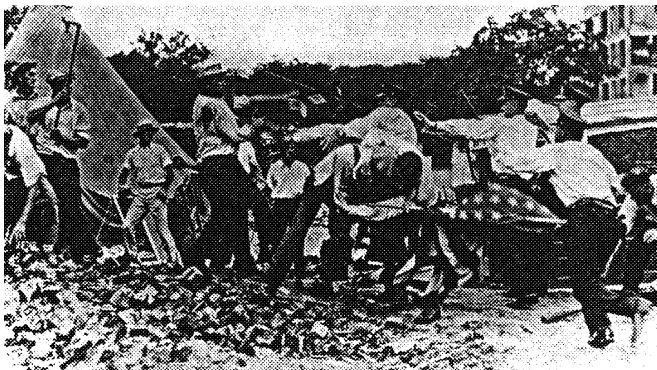
Veterans organized a Bonus Expeditionary Force to march on Washington, D.C. The veterans arrived in Washington in the spring of 1932. The BEF, made up of veterans from across the country, came to stay until they persuaded Congress to pass a bill that would give them immediate payment of the bonus. They set up small towns of shacks, which came to be known as "Hoovervilles." On the whole the veterans were law-abiding and did not cause problems. President Hoover thought the government could not afford to pay the bonus. In late July the BEF was forced out of Washington by the U.S. Army commanded by General Douglas MacArthur.

In 1933 and 1934 more bonus marches took place. Finally in 1936 Congress passed a bill to pay the veterans their bonuses. President Roosevelt vetoed the measure and Congress overrode the veto.

Pro

Putting money into the hands of the veterans would help the economy. They would spend the money and that would increase employment.

The veterans deserved a bonus because they served the country during World War I.

**Con**

The government could not afford to pay the bonus. It would have to borrow the money.

The veterans were not the most deserving of those who needed help in the United States. The veterans were financially better off than many Americans.

It is a person's patriotic duty to fight in a war when his country needs him. Soldiers should not expect to get special pay.

Police forcing the Bonus Marchers to leave Washington, D.C.

Directions

Read the background and the pro and con views. Which do you agree with the most?

Background: AAA

The Depression hurt farmers. Farmers borrow money each year to plant their crops and hope they can sell the crops at a high enough price to pay their loans off and make enough profit to make a living. Farm prices were low during the 1920's making farming difficult. During the Depression they dropped even lower. Farmers could not make enough to pay the banks back. Many farmers began to lose their farms as banks foreclosed on them.

The basic problem of the farmers was that they produced too much food. As production increased to keep up and even pass consumption, the price of the food stayed the same or dropped. The farmers' other costs such as paying for farm machinery continued to climb.

Roosevelt's Secretary of Agriculture, Henry Wallace, proposed the Agricultural Adjustment Act (AAA) to solve the farmers' problem of overproduction. Farmers were paid to take crops out of production. They plowed up crops. Farmers plowed under 10 million acres of cotton and were paid \$200 million. Six million pigs were destroyed. Having fewer crops available raised the price of the crops and enabled farmers to make a living.

Many were critical of the AAA. They thought it was a bad idea to pay farmers for not growing food, especially when some people were going hungry. What do you think?



Henry Wallace, FDR's Secretary of Agriculture.

Pro

Farmers had to be able to make a living. The AAA program saved many farmers.

If farmers cannot make a living, there will be no one to grow the food that people need.

Con

No one should be paid for not producing something.

The excess crops should not have been destroyed but should have been given to the poor who didn't have the money to buy them anyway.

Destroying crops raises the prices of food. While this may help the farmer, it hurts the consumer who must pay higher prices.

Paying farmers not to grow food benefits larger farmers who have more land to take out of production. It is welfare for the wealthy.

Directions

Read the background and the pro and con views. Decide which you agree with the most.

Background: NRA

At the end of Roosevelt's first 100 days in office Congress passed the most sweeping change that had ever been attempted in regulating the economy. The National Industrial Recovery Act established the National Recovery Administration which became known as the "Blue Eagle."

The NIRA abolished anti-trust laws and created a system of business self-government. The Federal government became the arbitrator and supervisor. The NRA was empowered by the act to draw up codes for each industry. The codes specified maximum hours of labor, minimum wage rates and standards of fair business practices. As time passed about 500 separate codes were established.

The act established the right of workers to organize unions and bargain for wages. It set up a National Labor Relations Board to settle disputes between workers and employers.

The NRA also established the Works Progress Administration(WPA) which spent \$3.3 billion by contracting for the construction of public works projects. It helped build Hoover Dam, the Triborough Bridge in New York, the Key West causeway and the port of Brownsville. It also built sewage plants, hospitals, fifty military airports and the aircraft carriers *Yorktown* and *Enterprise*.

The purpose of the NRA was to keep prices and wages from falling. Since the beginning of the Depression both wages and prices had dropped making it difficult for workers to make a living and for businesses to stay in business.

At first the NRA was very popular. Soon, however, many became unhappy with it. On May 27, 1935, the Supreme Court declared the NRA unconstitutional. Was it a good idea or not?

Pro

It was the first federal legislation that recognized the rights of workers to organize and bargain for better wages. It set up the National Labor Relations Board to protect the rights of workers.

It also put thousands of people to work on public works projects.

Con

The NRA was dominated by big business, and small businesses were harmed by the codes.

Labor did not make any gains under the NRA as businesses managed to avoid the labor provisions.



Directions

Decide which view you agree with the most.

Background: Huey Long – Dictator or Savior of the Poor?

Huey Long was born in a log cabin in Louisiana in 1893. He married young and made his living as a traveling salesman. He completed a three-year law course at Tulane University in 8 months and became a lawyer at age 21. He was defeated for governor in 1924 but won in 1928. During the four years he became a prosperous lawyer. As governor he increased taxes and built roads, schools and hospitals.

Surviving an attempt at impeachment, Long was elected to the U.S. Senate in 1932. In 1934 he began advocating his Share the Wealth program. He argued that President Roosevelt only wanted to protect the rich and was not doing enough to help the poor.

On September 8, 1935, he was assassinated by a young doctor in the capitol of Louisiana.

Pro

At age 24 Huey Long was elected to the Louisiana Railroad commission where he attacked big business. In 1928 he was elected governor. He promised the poor good roads, lower utility rates, free bridges, free school books and more hospitals. He carried through on his promises. He persuaded the legislature to pass a \$30 million bond issue to provide for better roads, school-books and hospitals.

When he went to the U.S. Senate in the middle of the Depression he developed his Share the Wealth program which was popular throughout the country. He wanted to limit fortunes to \$5 million and provide a minimum income of \$2,000. He wanted a free education from kindergarten through college for every citizen, old-age pensions and an abundance of radios, cars and cheap food through governmental purchase and distribution.

He was opposed by old-line politicians in New Orleans. He was fearful that he was going to be assassinated by wealthy interests. In July, 1935, he charged that his enemies planned his death.

Con

Huey Long was a dictator. While he spent millions on the poor, a good sum went into graft to support his political friends. After his death a number of his supporters went to jail for graft. The president of Louisiana State University went to jail for stealing state bonds. Long's state treasurer also went to jail.

Long forced laws through the state legislature that gave him almost total control of the state. Long appointed election supervisors who had total control of ballot boxes and the power to appoint "guards" at the polling places. These guards could be used to keep away anti-Long voters. The governor had the power to call out the state militia, which Long did to scare his political opponents. He expanded the state police force which became his secret police and personal bodyguards. State commissions and state officials, which Long controlled, were given the power to control all police and police chiefs in the state, to change any local tax assessment, to hire or fire any school teacher and to take over the prosecution in any local trial. Any city or county that did not do what Long wanted could be taken over by state officials appointed by Long. Cities and counties had to go along with what Long wanted to do.

His assassin was a doctor whose family opposed Long. The doctor's two sisters had been fired from their teaching jobs by Long, and his father, a judge, had been forced out of his job.

Directions

Farmers suffered throughout the 1920's. The price of basic crops such as corn, wheat and cotton did not increase because farmers could produce more than was needed. The price of farm equipment and other goods continued to increase. With the drastic drop in prices during the Depression many farmers could not make loan payments to banks. Farmers usually borrow money to plant their crops and pay the bank back when they sell the crops. The bank secures the loan by having the farmer put up the farm as collateral. If the farmer fails to pay the money back, the bank can take the farm.

Using the information below, write a news story about the event. Use the inverted pyramid approach putting the important information first and the least important last. If you quote someone use quotation marks and identify the source. The events described below are fictional but typical of the time.

Interview with Oscar Moeller, Farmer

Interviewer: How do you feel seeing your farm sold?

Moeller: Pretty bad. My daddy and granddaddy worked this farm. This is our life.

Interviewer: You lived here all your life?

Moeller: Born here. Right in this house. My great grandfather homesteaded this place way back in the 1870's.

Interviewer: Why is the sheriff selling your property?

Moeller: You know the reason. Can't make the payments on the farm machinery. When I bought the new tractor and plow I had to put the farm up as collateral to the bank. I can't make the payments to the bank so they're taking the farm.

Interviewer: Why can't you make the payments?

Moeller: You know how things are. The price of corn is so low you can't even give it away. Everyone around here is using it to burn for heating and cooking.

Interviewer: What are you going to do now?

Moeller: I don't know. Farming is all I ever done. I got three kids to feed. This is all I ever done. I gotta do something. I'll probably move to the city. Maybe I can find something there.

Interview with Frank Schmidt, owner of the local bank

Interviewer: Why are you putting up Moeller's farm for sale?

Schmidt: I don't like it, but it has to be done. We loaned him money to buy a tractor and plow and he can't make the payments. He put up his farm as collateral. He understood when he got the loan that if he couldn't make the payments he might lose his farm.

Interviewer: But everybody is having a tough time out there. Couldn't you give him more time to pay?

Schmidt: The bank is not a charity. It is a business. If we let farmers go without paying their loans, we'll be out of business. Then where would anybody get money?

Interview with Sheriff Wallace

Interviewer: How long have you known Mr. Moeller?

Sheriff: All my life. We grew up together.

Interviewer: How do you feel about putting his farm up for auction?

Sheriff: Terrible. Just terrible. It's all he has. All these farmers are in the same boat. This is the third auction I've had this month.

Interviewer: Why do you do it?

Sheriff: I have to. It's my job. The bank goes to court and gets an order to foreclose. I have to enforce it. I don't like it, but it's my job.

Legal Notice

The 160 acre farm of Oscar Moeller is to be put up for sale on August 23, 1933, for payment on an \$8,000 loan to the Holmes City Bank. Sheriff E. J. Wallace will conduct the sale.

Flyer from the National Farmers' Union

The farm of Oscar Moeller is being put up for sale. The farm is worth \$80,000 and is being sold because Moeller can't pay an \$8,000 loan. All farmers should gather at the Moeller farm at 8 A.M. on August 23 to stop the sale.

We all know that we can't make payments when the price of corn is so low. We know that the bankers are getting rich off these foreclosures. Now it is the Moeller farm. Next, it might be yours. Support Oscar. Make sure that no one bids on his farm.

Directions

A new strike tactic emerged in the Depression – the sit-down strike. Traditionally, when workers struck, they set up picket lines around the factory that union workers would not cross. Employers could still bring in strike-breakers. During the Depression, with high unemployment, there were plenty of workers willing to cross a picket line. The sit-down strike prevented the use of strikebreakers. The workers take control of the factory and refuse to leave.

Using the information below, write a news story about the event. Use the inverted pyramid approach, putting the most important information first and the least important last. If you quote someone use quotation marks and identify the source. The events described below are fictional but typical of the time.

Interview with Arnold Flynn,
striking worker

Interviewer: How are you guys getting along in there?

Flynn: We're doing fine. We've set up teams to take care of things.

Interviewer: I hear the company may cut off the water to the plant.

Flynn: Well, they've already cut off the heat so we've made stoves to burn newspapers and wood scraps. They are a real fire danger. If they cut off the water, the plant wouldn't be safe.

Interviewer: Are you saying that you will burn down the plant?

Flynn: No. I'm saying there might be an accident.

Interviewer: How long are you willing to stay?

Flynn: As long as it takes to get a contract with the company.

Interview with John Morris,
company manager

Interviewer: Is the company prepared to negotiate with the workers?

Morris: No. Not until they leave the factory.

Interviewer: The workers say they won't leave until they get a contract.

Morris: They are engaged in an illegal act. They are trespassing and that's against the law.

Interviewer: What can you do about that?

Morris: We're talking to the governor about calling in the National Guard and evicting them.

Interviewer: Why not use the police?

Morris: We tried that. There are just too many workers for the police to handle.

Interviewer: I understand you have cut off the heat and are thinking about cutting off the water.

Morris: That's right, and those people are vandalizing the place. They're burning rags, wood and anything they get their hands on, and they're threatening to burn the place down if we cut off the water.

Interviewer: What's your next move?

Morris: We're waiting to hear from the governor. In any case, we will not negotiate. They're trying to blackmail us.

Press Release from the Auto Workers Union. January 12, 1937

The workers sitting in Plant No. 12 are ready to resist any attempts to dislodge them. All the workers want is a contract with the company. The company so far has refused to negotiate. The workers will continue their strike until the company negotiates a contract. The workers have been sitting in for seven days and plan to continue indefinitely until they have a contract. The owners of the company think they still live in the 19th Century and don't have to pay any attention to the rights of workers to decent pay and hours. They are ignoring new Federal laws which give the workers the right organize, strike and to negotiate with management for a contract.

It is not the workers who are breaking the law. it is the company.

Interview with Police Chief Bowen

Interviewer: Why can't you arrest the workers for trespassing?

Bowen: We tried. They turned the fire hoses on us.

Interviewer: Why didn't you turn off the water?

Bowen: We thought of that, but the company is scared to do that. They're afraid the workers might burn the place down. Besides we've seen them setting up giant sling shots on the roof of the plant.

Interviewer: Slingshots?

Bowen: Yes, they're using inner tubes from tires.

Interviewer: What about cutting off their food supply?

Bowen: We tried that, too. We just don't have enough police to surround the plant. The workers' wives and friends find a place where we have no guards and cut a hole in the fence and bring in food. The thing is out of our control.

Interviewer: Do you think the National Guard should be brought in?

Bowen: I can't say. The only thing I can say is that I don't want anyone to get hurt.

Press Release from the Governor's Office October 13, 1937

Governor Briscoe has sent telegrams to both the union and the company owners urging them to negotiate. He urged the sit-down strikers to leave Plant No. 12 and the owners to begin negotiations immediately.

In response to the company owners' request to use the National Guard to evict the workers, the Governor replied that he would not use the National Guard unless the workers began to destroy property. Otherwise, he considers criminal trespassing a matter for local police to handle.



UAW organizers Walter Reuther (left) and John Frankensteen recovering from a beating by Ford Company guards.

Directions

Write a telegram containing no more than 20 words reporting each of the events below. You do not have to write complete sentences. Imagine you are a reporter on the scene and you have to send a telegram to your paper reporting the news story and you only have enough money for 20 words.

1929 Stock prices fall

On Thursday, October 24, panic strikes the stock market. A record of 12,894,650 shares are traded. Leading bankers tried to stop the fall in stock prices by buying at higher prices. The following Tuesday, October 29, prices plunged. 16,410,030 shares were traded. The stock ticker fell two and one-half hours behind. Thousands of investors went broke. Much of the money invested in stocks is borrowed money. By the end of 1928 stock brokers had loaned \$5,700,000.

1933 Banking Holiday

Roosevelt called Congress into special session on March 9th. On March 4th he called a Bank Holiday, closing all banks for four days. The first day Congress met, the president presented the Emergency Banking Act. It passed after 40 minutes of debate. The Senate took longer. The bill passed in eight hours. The bill allows the Treasury Department to decide which banks will close. The bill is designed to restore confidence in the banking system. In the last two weeks of the Hoover administration people withdrew one billion dollars from banks. A large number of banks have closed since the beginning of the Depression causing many people to lose their savings.

1933 President Slashes Salaries

To balance the Federal budget the president has asked Congress to cut the pay of Federal employees by \$100 million. He also is proposing to cut payments to World War I veterans by \$400 million. Critics say that the move is unwise because people need to spend money to stimulate the economy.

1933 Pigs Killed

Under the new AAA program passed by Congress six million pigs have been killed. Some of them are baby pigs. The Agricultural Adjustment Act is designed to raise the price of crops that farmers produce by limiting production. Farmers could not sell the pigs for what it cost to feed them. It is expected that the killing of the pigs will double the price of pork.

1933 National Recovery Administration

President Roosevelt has proposed the most sweeping change in the relationship between government and business ever tried in the U.S. The National Industrial Recovery Act suspends anti-trust laws that the government has used to control business. Instead industries will be encouraged to set up codes which will set the maximum number of hours of work, minimum wage rates and standards of fair business practice. The minimum wage will be 30 cents an

1936 Roosevelt Visits Argentina

President Roosevelt is the first president to visit Latin America while in office. Roosevelt is attending the Pan American Conference in Buenos Aires, Argentina. Roosevelt declared in his inaugural address that he wanted to be a "good neighbor." The United States has had a history of interfering in the affairs of weaker Latin American countries. Roosevelt withdrew troops from Haiti, refused to intervene in Cuba, and signed a treaty with other Latin American countries agreeing not to intervene.

Economic Facts

	1920	1930	1940	1950	1960	1970	1980	1990
Population (millions)	106.5	123.2	132.1	149.2	177.8	204.9		
Unemployed (millions)	2.1	4.3	8.1	3.3	3.9	4.1		
Gross National Product (billions)	\$91.5	\$90.4	\$99.7	\$364.8	\$503.7	\$977.1		
Federal budget (billions)	\$6.4	\$5.46	\$13.2	\$39.6	\$92.3	\$197.2		
National debt (billions)	\$23.7	\$16.9	\$43.0	\$257.4	\$286.3	\$382		
Union membership (millions)	5	3.6	8.1	14.8	17.5	20.7		
Strikes	3,411	637	2,508	4,843	3,333	5,716		
Prime rate	5.4%	3.6%	0.6%	1.5%	3.9%	7.7%		
Car sales (millions)	1.9	2.8	3.77	6.67	6.67	6.55		
Average Income	\$1,236	\$1,368	\$1,299	\$2,992	\$4,743	\$7,564		

Activities

1. Look at each item over the decades. What are the trends?
2. Calculate the percentage increase for each decade on all or selected items. Is there any difference in the percentage increase for the 1930's? On what items? Can you explain the differences?
3. Research the figures of 1980 and 1990. Include them on the chart.
4. Make a line graph of any or all of the statistics.
5. Compare the percentage changes in two selected statistics. E.g., personal income and the national budget.

Consumer Prices

	1920	1930	1940	1950	1960	1970	1980	1990
Consumer Price Index (1967=100)	60	50	42	77.1	88.7	116.3		
Eggs (1 doz.)	68¢	44¢	33¢	72¢	58¢	61¢		
Milk (qt.)	17¢	14¢	13¢	21¢	26¢	33¢		
Bread (loaf)	12¢	9¢	8¢	14¢	20¢	24¢		
Butter (1 lb.)	70¢	46¢	36¢	60¢	75¢	87¢		
Bacon (1 lb.)	52¢	42¢	27¢	64¢	66¢	95¢		
Round steak (1 lb.)	42¢	42¢	36¢	94¢	\$1.06	\$1.30		
Oranges (1 doz.)	63¢	57¢	29¢	52¢	75¢	86¢		
Coffee (1 lb.)	47¢	39¢	21¢	55¢	75¢	91¢		
Average Income	\$1,236	\$1,368	\$1,299	\$2,992	\$4,743	\$7,564		

Activities

1. What general trends do you see in the price of food?
2. What general trends do you see in the consumer price index income?
3. Do you see any exceptions in the trends for the decade of the 1930's?
4. Find the data for 1980 and 1990 and include it on the chart.
5. Compare the trend you see in the price of food products with the trend in income. Are they increasing at the same rate?
6. Do the same for the Consumer Price Index and the income.
7. Make a line graph showing the rise in the Consumer Price Index and income.

Directions

Below is a series of statements about the 1930's. There are four types of statements. 1. True facts which are well-documented. 2. Arguable facts which are not well-documented but can be proven true or false with further research. 3. Purely opinion which are statements judging the facts. 4. Mixed fact and opinion in which the facts are interpreted with a person's opinion. Decide which statements are factual and which are opinions. Mark an F for truly factual statements, AF for an arguable fact, O for opinion and FO for statements that contain an interpreted fact.

1. ____ Roosevelt was elected to four terms.
2. ____ Roosevelt did not do much to help the poor.
3. ____ The New Deal did not work.
4. ____ The New Deal reduced unemployment but many were still out of work in 1940.
5. ____ Unemployment was still high in 1940.
6. ____ Roosevelt was power hungry.
7. ____ Roosevelt introduced the welfare system.
8. ____ Welfare makes people lazy.
9. ____ Not all of Roosevelt's programs worked.
10. ____ Many lasting programs were started by Roosevelt.
11. ____ Roosevelt was a Democrat.
12. ____ Huey Long was a great leader.
13. ____ Huey Long wanted to help the poor.
14. ____ Huey Long was a demagogue.
15. ____ It didn't make any sense to destroy food when people were starving.
16. ____ The Depression began in 1929.
17. ____ Roosevelt's favorite program was the Civilian Conservation Corps.
18. ____ The power of the Federal government extended into every aspect of American life.
19. ____ Roosevelt's programs were very much like Hitler's.
20. ____ The Depression happened because there wasn't enough government control.
21. ____ Roosevelt knew that the Japanese would attack the U.S.
22. ____ The U.S. fought World War II to protect democracy.
23. ____ The U.S. fought World War II to protect American business interests.
24. ____ Roosevelt restored confidence in banks by closing them and allowing only sound banks to reopen.
25. ____ Workers gained important rights during the 1930's.

Directions

Below is a series of statements. Select the statement that you think is most precise in each group.

Group 1

- A. The NRA didn't work.
- B. Many people were unhappy with the NRA.
- C. The NRA had many good provisions.
- D. The price and wage fixing in the NRA didn't work well but it did provide jobs and protection for workers.

Group 2

- A. The New Deal did not reduce unemployment by much.
- B. The New Deal reduced unemployment by 4 million.
- C. The New Deal didn't work very well.
- D. The New Deal wasn't effective.

Group 3

- A. FDR put people to work.
- B. FDR created public works projects to put people to work.
- C. FDR created the WPA, CWA, NYA, PWA and CCC to provide employment.
- D. FDR did a lot for people by providing millions of jobs for needed projects such as sidewalks and parks.

Directions

From the statements below select the most general statement .

Group 1

- A. FDR's New Deal had lasting effects upon the lives of Americans.
- B. FDR's programs built many useful things.
- C. The TVA was a great social experiment.
- D. Dams, schools, hospitals and other public works projects were built during the New Deal.

Directions

Write a general statement that is supported by all of the facts in each group.

Group 1

- A. Roosevelt had Congress pass many laws in his first hundred days.
- B. Legislation was passed to regulate the stockmarket.
- C. He created the NRA to regulate prices and wages.
- D. FDR moved to close banks to stop withdrawals of deposits.

Group 2

- A. The Supreme Court overturned much of Roosevelt's legislation.
- B. Most of the Supreme Court was old and had been appointed by Republicans.
- C. Roosevelt wanted to change the Supreme Court.
- D. FDR's idea of changing the Supreme Court was unpopular.

Group 3

- A. The AAA paid farmers for taking land out of production.
- B. Farm prices were so low farmers could not make a living.
- C. Farms produced too much food.
- D. The AAA had bad effects on small farmers.

Directions

Emotional words are used to influence how people think about events. They also are used to distort reality. Select what you think might be the emotional word in each of the statements below.

1. Roosevelt saved American democracy.
2. Many of FDR's programs were socialistic.
3. Roosevelt was not an idealist but was highly practical in his approach to problems.