



# *The Causes & Effects Of the New Deal*

Jose Gamino

Spring 2011

CIEP 475

*“A New Deal for the American People”*

-F.D.R.

## **Mini-Unit Description:**

This unit is designed to have students explore the cause, effects, impact, and effectiveness of the New Deal. This unit would be taught after a unit on the Great Depression and the Dust Bowl, as the students should have a solid grasp on the causes of those events and how they impacted America, economically and socially. The *MAIN GOAL* of this unit is to have students understand that the New Deal was a governmental plan of unprecedented proportion designed to assist American citizens and end the Great Depression. In the process, students should also be able to analyze and communicate the *EFFECTIVENESS* of the New Deal in accomplishing its goals.

## **Recommended Subject:**

American History, Modern American History, Social Studies

## **Age Group / Grade Level:**

High School, 10<sup>th</sup> or 11<sup>th</sup> grade

## **List of Lesson Titles:**

Lesson 1 – NEW DEAL – Its Origin and Purpose

Lesson 2 – NEW DEAL – A Closer look: Finding a Program

Lesson 3 – NEW DEAL – What is this Program Supposed to Fix?

Lesson 4 – NEW DEAL – Did it work?

Gamino TPS Mini-Unit / NEW DEAL / Lesson 1

<b>Title</b>	NEW DEAL – Its Origin and Purpose
<b>Overview</b>	Introduce the New Deal, with a brief explanation, by showing a musical video clip providing primary source visuals.
<b>Goal</b>	For students to understand what the New Deal was.
<b>Objectives</b>	Students will be able to explain the New Deal and identify and explain the purpose of various programs within the New Deal using small Jig-Saw groups.
<b>Investigative Question</b>	What was the New Deal and who did it help?
<b>Time Required</b>	1 class period, 45 minutes
<b>Recommended Grade Range</b>	High School Sophomore or Junior, 10 <sup>th</sup> or 11 <sup>th</sup> grade
<b>Differentiated Instruction</b>	Instructional practices will be differentiated by including components for various learning types. Instruction will require some collaboration, visual images, power point slides, audio recording, technology usage, primary source analysis, etc. Modifications for students for IEP will be made as all IEPs are followed.
<b>Subject / Sub-Subject</b>	Social Studies, History, American History, United States History, Contemporary American History
<b>Standards (ISBE)</b>	<ul style="list-style-type: none"> <li>• 15.A.4d – Explain the effect of unemployment on the economy</li> <li>• 15.B.4a – Explain the costs and benefits of making consumer purchases through differing means (e.g. credit, cash)</li> <li>• 15.E.4a - Explain why government may intervene in a market economy</li> <li>• 15.E.4b - Describe social and environmental benefits and consequences of production and consumption.</li> <li>• 16.B.4 - Identify political ideas that dominated United States historical eras (Federalist, Jacksonian, New Deal, etc).</li> <li>• 16.C.4c - Describe how American economic institutions were shaped by industrialists, union leaders and groups including Southern migrants, Dust Bowl refugees, agricultural workers from Mexico and female workers since 1914.</li> </ul>
<b>Credits</b>	Jose Gamino
<b>PREPARATION: Materials Used</b>	<ul style="list-style-type: none"> <li>• <i>The Americans</i>, McDougal Littell</li> <li>• Primary source video from the Loyola TPS website, <a href="http://www.loyolachicagotps.com/apps/videos/videos/show/8467590-brother-can-you-spare-a-dime-">http://www.loyolachicagotps.com/apps/videos/videos/show/8467590-brother-can-you-spare-a-dime-</a></li> <li>• Teacher created worksheets and graphic organizers, <b>Appendix A</b></li> </ul>
<b>PROCEDURE: Description of Procedure</b>	<ol style="list-style-type: none"> <li>1. Start off by showing the video “Brother can you spare a dime?” from the Loyola Chicago TPS website as an introduction to the New Deal. <a href="http://www.loyolachicagotps.com/apps/videos/videos/show/8467590-brother-can-you-spare-a-dime-">http://www.loyolachicagotps.com/apps/videos/videos/show/8467590-brother-can-you-spare-a-dime-</a></li> <li>2. This will be followed by a quick write where students will be asked to write a brief reflection expressing their thoughts and opinions about</li> </ol>

	<p>what they think the video is about.</p> <ol style="list-style-type: none"> <li>3. A brief share-out will follow where we will go around and get different opinions and perspectives and to check prediction accuracy.</li> <li>4. I will then explain that the unit we will be covering will be on the “New Deal, its Causes and Effects”.</li> <li>5. I will then divide the class into 10 groups or pairs (which ever works best for the class) and assign each group 1 New Deal program (CCC, CWA, FHA, FSA, HOLC, NRA, PWA, SSA, TVA, and WPA). Each group will then be asked to research that 1 specific program. Each group will be responsible for finding out: <ol style="list-style-type: none"> <li>a. What was the program &amp; what did it specifically do?*</li> <li>b. Who did it specifically help?*</li> <li>c. What were the results of the program and was it successful?*</li> <li>d. Each group will also be asked to find a primary source, likely a poster, of the program they have been assigned to research.</li> </ol> <p><i>* Students will not be asked to answer these questions now, these are only intended to be used as part of the unit overview and can be omitted based on teacher discretion.</i></p> </li> <li>6. Lastly, using the textbook, <i>The Americans</i> by McDougall Littell, students will individually be asked to complete a short exit slip on the New Deal. <b>See Appendix A.</b></li> </ol> <p><i>Inquiry Cycle: Wonder &amp; Investigate</i></p>
<b>Extensions</b>	One potential in class extension for this lesson is to watch video on the New Deal or on FDR.
<b>Evaluation</b>	Completed exit slip

Gamino TPS Mini-Unit / NEW DEAL / Lesson 2

<b>Title</b>	NEW DEAL – A Closer look, Find a Program
<b>Overview</b>	In this lesson students will be asked to conduct some research on the New Deal program that they have been assigned. The research will be done on the internet in the school’s computer lab. The Library of Congress site ( <a href="http://www.loc.gov">www.loc.gov</a> ) must be used in the research, but students are not exclusively limited to this site.
<b>Goal</b>	To research the assigned New Deal program.
<b>Objectives</b>	Students will be able to analyze the basic facts of a specific New Deal program by conducting internet research, in the school library, on the LOC and other sites by completing a graphic organizer and finding a primary source for the specific program they are researching.
<b>Investigative Question</b>	What are the basic facts of the New Deal program you researching?
<b>Time Required</b>	1 class period, 45 minutes
<b>Recommended Grade Range</b>	High School Sophomore or Junior, 10 <sup>th</sup> or 11 <sup>th</sup> grade
<b>Differentiated Instruction</b>	Instructional practices will be differentiated by including components for various learning types. Instruction will require some collaboration, visual images, power point slides, audio recording, technology usage, primary source analysis, etc. Modifications for students for IEP will be made as all IEPs are followed.
<b>Subject / Sub-Subject</b>	Social Studies, History, American History, United States History, Contemporary American History
<b>Standards (ISBE)</b>	<ul style="list-style-type: none"> <li>• 15.A.4d – Explain the effect of unemployment on the economy</li> <li>• 15.B.4a – Explain the costs and benefits of making consumer purchases through differing means (e.g. credit, cash)</li> <li>• 15.E.4a - Explain why government may intervene in a market economy</li> <li>• 15.E.4b - Describe social and environmental benefits and consequences of production and consumption.</li> <li>• 16.B.4 - Identify political ideas that dominated United States historical eras (Federalist, Jacksonian, New Deal, etc).</li> <li>• 16.C.4c - Describe how American economic institutions were shaped by industrialists, union leaders and groups including Southern migrants, Dust Bowl refugees, agricultural workers from Mexico and female workers since 1914.</li> </ul>
<b>Credits</b>	Jose Gamino
<b>PREPARATION: Materials Used</b>	<ul style="list-style-type: none"> <li>• <i>The Americans</i>, McDougal Littell, American History Textbook</li> <li>• WPA posters from the <i>Library of Congress</i> website <a href="http://www.loc.gov/pictures/search/?sp=1&amp;co=wpapos&amp;st=grid">http://www.loc.gov/pictures/search/?sp=1&amp;co=wpapos&amp;st=grid</a></li> <li>• “5 Ws” graphic organizer from <i>Education Oasis</i> <a href="http://www.educationoasis.com">http://www.educationoasis.com</a>, also added as <b>Appendix B</b></li> </ul>
<b>PROCEDURE: Description of</b>	<ol style="list-style-type: none"> <li>1. Either have the class meet in the school computer lab or leave to the computer lab at the very start of class.</li> </ol>

<b>Procedure</b>	<p>2. Class will be broken up into 10 equal sized groups or pairs, based on the teacher's preference.</p> <p>3. Each group will have to work together to complete 2 general tasks:</p> <p>A) Complete the "5 Ws" worksheet, <b>Appendix B</b>. This assignment is designed to gather the basic details of the program.</p> <p>B) To find one primary source / poster of the New Deal Program they are researching providing the group with a primary source. They can be found at  <a href="http://www.loc.gov/pictures/search/?sp=1&amp;co=wpapos&amp;st=grid">http://www.loc.gov/pictures/search/?sp=1&amp;co=wpapos&amp;st=grid</a></p> <p>4. These two assignments are intended to have the students dive into a New Deal program and both should be turned in at the end of class.</p> <p><i>Inquiry Cycle: Investigate</i></p>
<b>Extensions</b>	Complete a biographical or personal account of a citizen impacted by the specific New Deal program researched.
<b>Evaluation</b>	As a group, one completed graphic organizer and one New Deal poster from the program that was being researched.

Gamino TPS Mini-Unit / NEW DEAL / Lesson 3

<b>Title</b>	NEW DEAL – What is this Program Supposed to Fix?
<b>Overview</b>	This lesson will have students use prior knowledge to figure out what Great Depression era problem the New Deal program they are researching was designed to solve.
<b>Goal</b>	Complete a Cause & Effect chart to work backwards to find the causes or reasons the New Deal programs were created.
<b>Objectives</b>	Students will be able to locate the causes of various New Deal programs by using previous research to complete a cause & effect chart.
<b>Investigative Question</b>	What was the specific <i>cause</i> of the New Deal program you are researching?
<b>Time Required</b>	1 class period, 45 minutes
<b>Recommended Grade Range</b>	High School Sophomore or Junior, 10 <sup>th</sup> or 11 <sup>th</sup> grade
<b>Differentiated Instruction</b>	Instructional practices will be differentiated by including components for various learning types. Instruction will require some collaboration, visual images, power point slides, audio recording, technology usage, primary source analysis, etc. Modifications for students for IEP will be made as all IEPs are followed.
<b>Subject / Sub-Subject</b>	Social Studies, History, American History, United States History, Contemporary American History
<b>Standards (ISBE)</b>	<ul style="list-style-type: none"> <li>• 15.A.4d – Explain the effect of unemployment on the economy</li> <li>• 15.B.4a – Explain the costs and benefits of making consumer purchases through differing means (e.g. credit, cash)</li> <li>• 15.E.4a - Explain why government may intervene in a market economy</li> <li>• 15.E.4b - Describe social and environmental benefits and consequences of production and consumption.</li> <li>• 16.B.4 - Identify political ideas that dominated United States historical eras (Federalist, Jacksonian, New Deal, etc).</li> <li>• 16.C.4c - Describe how American economic institutions were shaped by industrialists, union leaders and groups including Southern migrants, Dust Bowl refugees, agricultural workers from Mexico and female workers since 1914.</li> </ul>
<b>Credits</b>	Jose Gamino
<b>PREPARATION: Materials Used</b>	<ul style="list-style-type: none"> <li>• <i>The Americans</i>, McDougal Littell</li> <li>• Timeline from the <i>Library of Congress</i> website <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/</a> also added as Appendix D</li> <li>• Cause and Effect graphic organizers from <i>Education Oasis</i> <a href="http://www.educationoasis.com">http://www.educationoasis.com</a> also added as <b>Appendix C</b></li> </ul>
<b>PROCEDURE: Description of Procedure</b>	<ol style="list-style-type: none"> <li>1. New Deal timeline / historical background from the “Teacher’s Guide Primary Source Set” can be shared with the class via handouts, <b>Appendix D</b>.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Groups will be given a “Cause &amp; Effect: Events &amp; Consequences” chart to complete. See <b>Appendix C</b>.</li> <li>3. Students are to find their New Deal Program in the timeline. Along with all previous notes, work, and the textbook, the students are to use these resources to complete the graphic organizer, <b>Appendix C</b>.</li> <li>4. Teacher is to explain to the students that they are to fill in the “Consequence” or effect part with the New Deal program they are researching and work their way up the chart, completing the “Event” or cause section with the specific Great Depression event. The two “what happened” boxes are to be filled with specific details of the Great Depression that would lead to the selected New Deal programming being implemented. This should take about 15-20 minutes. Textbook &amp; previous notes should be used to gather the information to complete the chart. Teacher is to make sure that the appropriate responses are made, as answers will vary depending on the New Deal program selected.</li> <li>5. The remainder of the class will consist of a brief share out where each group will be asked to in a minute or two to explain to the rest of the class about the program they are researching and explain WHY their specific New Deal program was implemented. Primary source posters that were located in the previous lesson should also be shared with the rest of class.</li> <li>6. The Cause &amp; Effect charts and posters will be posted in the class as examples of student work and used for further analysis of the New Deal. A brief gallery walk can also take place.</li> </ol> <p style="text-align: center;"><i>Inquiry Cycle: Construct</i></p>
<b>Extensions</b>	Creating an original New Deal poster for the specific program being researched
<b>Evaluation</b>	Completed cause & effect chart and participation in the share out



Gamino TPS Mini-Unit / NEW DEAL / Lesson 4

<b>Title</b>	NEW DEAL – Did it work?
<b>Overview</b>	This lesson is designed to have the student analyze the New Deal program that has been researched to develop pro and con positions on the effectiveness of the program.
<b>Goal</b>	Develop a pro and a con position on the selected New Deal program.
<b>Objectives</b>	Student will be able to analyze the New Deal program that has been researched and will be able to develop brief both pro and con positions.
<b>Investigative Question</b>	In your opinion, was the New Deal program you are researching successful? Did it solve the problem it was designed to help? Provide support for your response.
<b>Time Required</b>	1 class period, 45 minutes
<b>Recommended Grade Range</b>	High School Sophomore or Junior, 10 <sup>th</sup> or 11 <sup>th</sup> grade
<b>Differentiated Instruction</b>	Instructional practices will be differentiated by including components for various learning types. Instruction will require some collaboration, visual images, power point slides, audio recording, technology usage, primary source analysis, etc. Modifications for students for IEP will be made as all IEPs are followed.
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<b>Credits</b>	Jose Gamino
<b>PREPARATION: Materials Used</b>	<ul style="list-style-type: none"> <li>• <i>The Americans</i>, McDougal Littell</li> <li>• Previously completed primary source analysis worksheets and organizers from <i>Education Oasis</i></li> <li>• Teacher created worksheets and graphic organizers, <b>Appendix E</b></li> </ul>
<b>PROCEDURE: Description of Procedure</b>	<ol style="list-style-type: none"> <li>1. Using all of the research from this and previous units, complete the “New Deal Program Analysis” worksheet, <b>Appendix E</b>.</li> <li>2. The student is to develop 2 arguments, one that supports or shows the strengths of the program and the other argument should show the failure or weaknesses of the program.</li> </ol>

	<ol style="list-style-type: none"> <li>3. For each argument, the student is to provide reasons, support, or evidence for the argument presented.</li> <li>4. At the bottom, the student is to take a position on whether the program was successful or not by circling the appropriate answer and follow that with an explanation.</li> </ol>
<b>Extensions</b>	A short 2-3 page typed researched essay expanding on one of the positions taken in this assignment or a letter to the local Congressman stating his / her opinion on the program.
<b>Evaluation</b>	Completed "New Deal Program Analysis" worksheet

## ***New Deal Exit Questions***

*What was the New Deal?*

*Who started it?*

*The New Deal was a response to what?*

*In your opinion, does the New Deal sound like a good idea? Why?*

## ***New Deal Exit Questions***

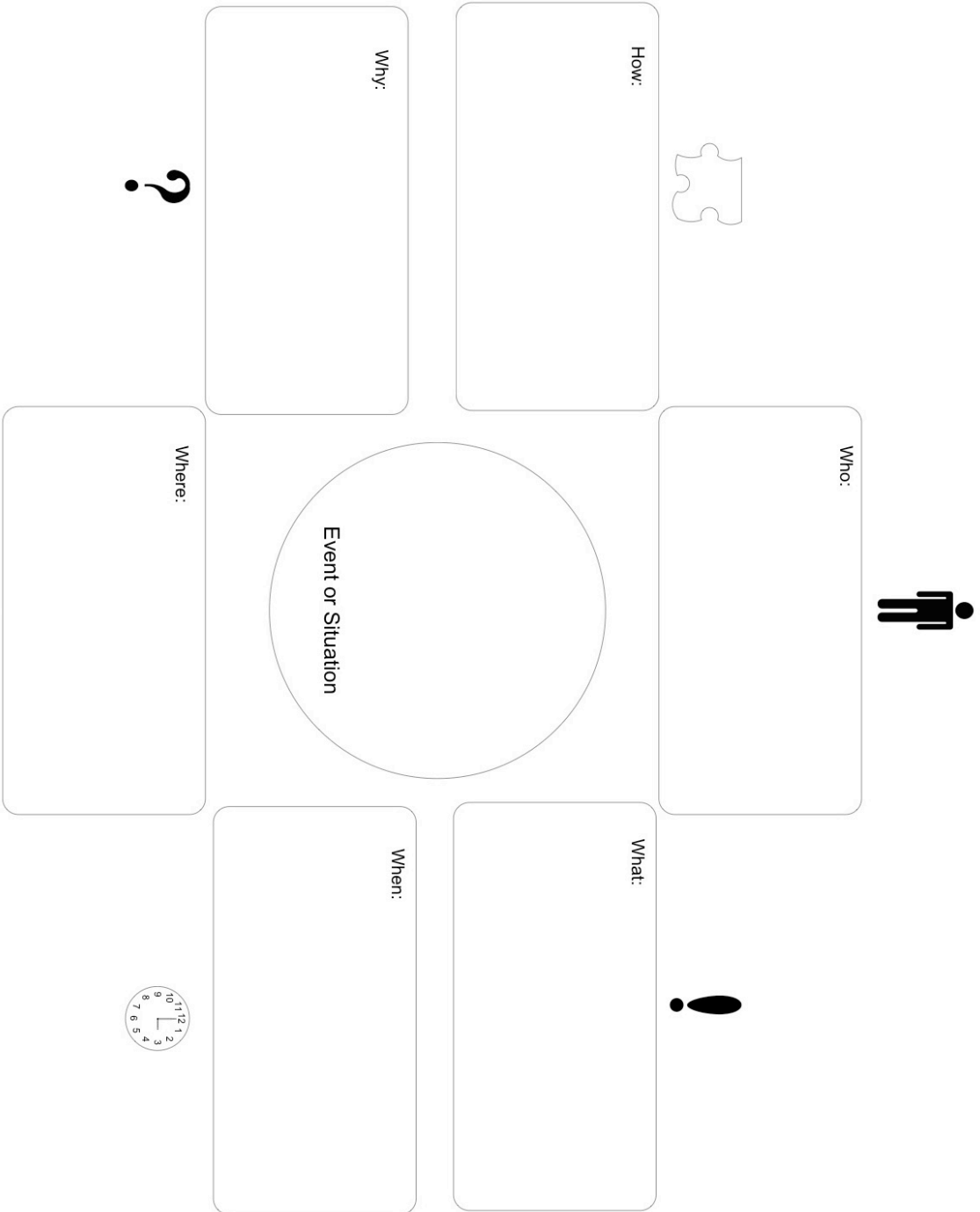
*What was the New Deal?*

*Who started it?*

*The New Deal was a response to what?*

*In your opinion, does the New Deal sound like a good idea? Why?*


# The 5 Ws and Why

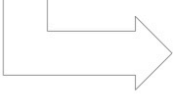


## Cause and Effect: Events and Consequences

Event #1

Happened because:

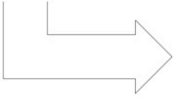





Consequence:

Event #2

Happened because:





Consequence:

## Appendix D

**Historical Background**

The timeline below shows some major events related to the New Deal, beginning with its antecedents in the four years before Roosevelt's inauguration:

**1929** In October, the stock market crashes, marking the beginning of the Great Depression.

**1930** Unemployment grows from almost 4 million in January to 7 million in December. President Herbert Hoover appoints the President's Emergency Committee for Employment to stimulate state and local relief (no funding for relief was provided the committee).

**1932** Congress authorizes release of government surplus wheat and cotton for relief purposes. Emergency Relief and Construction Act is passed. The Act provides funding to help state and local governments with their relief efforts. Franklin D. Roosevelt is elected president in November.

**1933** In the first two months of 1933, 4,004 banks fail. Unemployment reaches approximately 14 million (about 25 percent). FDR is inaugurated on March 4. The following day, he proclaims a four-day bank holiday. He calls a special session of Congress to begin March 9. On the first day of its special session, Congress passes the Emergency Banking Act, which gives the president power over the banks. Within a few days, many banks reopen, lifting national spirits. Over the next 100 days, Congress enacts a number of laws creating New Deal programs. These include:

- The Reforestation Relief Act, establishing jobs for 250,000 young men in the Civilian Conservation Corps (CCC). By the program's end in 1941, 2 million people will have worked on CCC projects.
- The Federal Emergency Relief Act, which provides funds to states for relief.
- The Agricultural Adjustment Act, establishing prices for farm products and paying subsidies to farmers, and the Farm Credit Act, providing agricultural loans.
- Tennessee Valley Authority Act, which creates the TVA to build dams and power plants.
- Federal Securities Act, which gives the executive branch the authority to regulate stocks and bonds.
- Home Owners Refinancing Act, providing aid to homeowners in danger of losing their homes.
- National Industrial Recovery Act, which establishes the Public Works Administration (PWA) and the National Recovery Administration (NRA). The PWA provides employment in the building of roads and public buildings. The NRA regulates trade to stimulate competition.
- Banking Act of 1933, creating the Federal Deposit Insurance Corporation to protect depositors' funds. Roosevelt establishes the National Labor Board (NLB) to protect workers' rights to join unions to bargain collectively with employers.

**1934** Congress continues to pass relief and reform legislation, including the Securities Exchange Act, which establishes the Securities and Exchange Commission (SEC) to regulate sale of securities, and the National Housing Act, which establishes the Federal Housing Administration (FHA) to provide insurance for loans needed to build or repair homes.

**1935** Congress passes the Emergency Relief Appropriation Act, which funds the Works Progress Administration (WPA) to provide employment on "useful projects." Through June 1943, when the WPA ends, the program The Supreme Court rules the NIRA unconstitutional. Congress passes National Labor Relations Act, Social Security Act, Bank Act, Public Utilities Act, and Revenue Act. These acts provide a safety net for the elderly and disabled, authorize greater government regulation of banks and utility companies, and increase taxes on wealthier Americans.

**1936** Supreme Court rules the Agricultural Adjustment Act unconstitutional. Roosevelt is reelected. Canyon National Park, a free men service [oc.gov/pictures/item/2007676131/](http://oc.gov/pictures/item/2007676131/)

**1937** Grand Roosevelt is inaugurated in January. Govern <http://l> Thwarted by Supreme Court decisions; Roosevelt develops a plan to change the Court's composition. His proposal would add a judge for every justice who does not retire at age 70. The plan is not well received, even among Roosevelt supporters. Supreme Court upholds National Labor Relations Act and Social Security Act.

**1938** Congress passes Fair Labor Standards Act, which sets a minimum wage for workers and a maximum number of work hours. This is the last significant New Deal legislation. Historians still debate whether the New Deal succeeded. Those who say it succeeded point out that economic indicators, while they did not return to pre-Depression levels, did bounce back significantly, and also point to the infrastructure created by WPA workers as a long-term benefit. Critics point out that, while unemployment fell after 1933, it remained high. They argue that the New Deal did not provide long-term solutions and only the war ended the Depression. Furthermore, many critics feel the New Deal made changes in the government's role that were not a benefit to the nation.

Appendix E

NAME \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

## ***New Deal Program Analysis***

PROGRAM \_\_\_\_\_

ONE POSITIVE ASPECT OR RESULT OF THIS PROGRAM WAS:

SUPPORT / REASON / EVIDENCE:

ONE NEGATIVE ASPECT OR RESULT OF THIS PROGRAM WAS:

SUPPORT / REASON / EVIDENCE:

OVERALL, I WOULD SAY THIS PROGRAM WAS SUCCESSFUL / UNSUCCESSFUL  
BECAUSE: