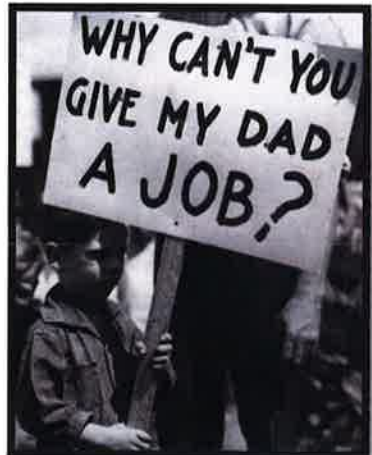
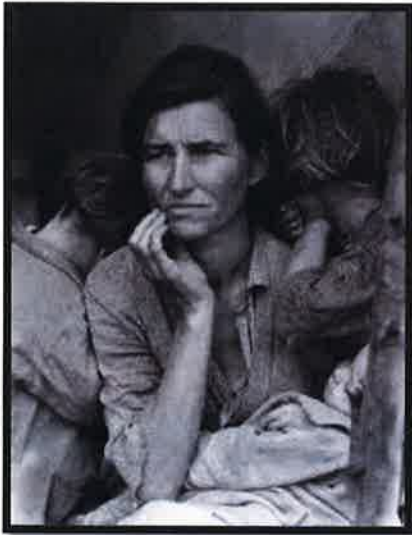


# The Great Depression





# Causes & Effects Great Depression



## Stock Market Crash

On October 29th 1929, Wall Street faced its largest drop in value ever as sellers rushed to sell their shares. As prices hit an all time low, the market crashed.



## Trade Restrictions

The Smoot-Hawley Tariff in 1930 was meant to protect American companies by charging a tax on imports, however it led to foreign countries being less willing to buy American goods.



## Causes

## Drought Conditions

The Dust Bowl and associated droughts left thousands of farmers in debt and forced to sell for little to no profit, making them homeless and jobless.



## Reduction in Purchasing

With the stock market crash and the fears of further economic woes, Americans stopped purchasing items. This then led to a reduction in the number of items produced and thus a reduction in the workforce.



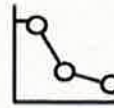
## Bank Failures

Throughout the 1930s over 9,000 banks failed. Bank deposits were uninsured and thus as banks failed people simply lost their savings.



## Unemployment

As businesses and banks failed, many companies were forced to shut their doors. In 1933, the unemployment rate was as high as 25%.



## Effects

## Business Failures

In this new economic climate, the demand for goods decreased. As prices fell, factories closed, leading many businesses to literally disappear over night.



## Foreclosures

Unemployed workers became unable to pay their mortgages, leading their homes to go into foreclosure. Farmers impacted by the dustbowl also went into foreclosure. Thousands of Americans became homeless.



**CHAPTER**  
**22**

**GUIDED READING** *The Nation's Sick Economy*

**Section 1**

**A.** As you read this section, take notes to describe the serious problems in each area of the economy that helped cause the Great Depression.

| 1. Industry | 2. Agriculture |
|-------------|----------------|
|             |                |

| 3. Consumer Spending | 4. Distribution of wealth | 5. Stock market |
|----------------------|---------------------------|-----------------|
|                      |                           |                 |

**B.** On the back of this paper, explain or define each of the following:

- |                        |                                     |
|------------------------|-------------------------------------|
| <b>Alfred E. Smith</b> | <b>Dow Jones Industrial Average</b> |
| <b>Black Tuesday</b>   | <b>Hawley-Smoot Tariff Act</b>      |

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**CHAPTER 22** Section 1 (pages 670–677)

# The Nation's Sick Economy

## BEFORE YOU READ

In the last section, you learned about the Harlem Renaissance in the 1920s.

In this section, you will read about the economic problems that led to the Great Depression.

## AS YOU READ

Use the chart below to take notes about the economic situation each group faced in the late 1920s.

|                  |                        |
|------------------|------------------------|
| <b>Farmers</b>   | <i>Income declined</i> |
| <b>Industry</b>  |                        |
| <b>Consumers</b> |                        |

## TERMS AND NAMES

**price support** Law that keeps prices above a set level

**credit** Short-term loans to buy goods with promises to pay later

**Alfred E. Smith** Democratic presidential candidate in 1928

**Dow Jones Industrial Average** Index of stock prices of select companies

**speculation** Investments in high-risk ventures

**buying on margin** Buying stock by paying only a portion of the full cost up-front with promises to pay the rest later

**Black Tuesday** October 29, 1929, the day the stock market crashed

**Great Depression** Period of bad economic times in the United States that lasted from 1929 to 1941

**Hawley-Smoot Tariff Act** Law that raised taxes on imports and worsened the Depression

## Economic Troubles on the Horizon

(pages 670–672)

*Why was the nation's economy sick in the late 1920s?*

During the 1920s, the economy boomed. But there were economic problems under the surface. Industries, such as clothing, steel-making, and mining, were hardly making a profit.

Many industries had been successful in the early 1920s. But by the late 1920s, they were losing money. These industries included auto manufacturing, construction, and consumer goods.

The biggest problems were in farming. After the war, the demand for food dropped and farmers suffered. Farmers' incomes went down. Many

could not make the *mortgage* payments on their farms. As a result, many farmers lost their land.

Congress tried to help farmers by passing **price supports**. With price supports, the government would not allow food prices to fall below a certain level. But Calvin Coolidge vetoed the bill. Farmers' incomes continued to drop.

Farmers were not the only problem with the economy. Americans were buying less. Many found that prices were rising faster than their salaries. Many people bought goods on **credit**—an arrangement in which consumers agreed to make monthly payments with interest. But too many Americans were accumulating debt they could not afford to pay off.

In the late 1920s, much of America seemed prosperous, but there was an uneven distribution of income. A small number of rich people were getting richer. But a large number of people were not doing well and falling further behind.

### 1. What problems did farmers face in the 1920s?

---

## Hoover Takes the Nation

(pages 672–673)

### *How healthy was the stock market?*

Few people recognized the problems with the economy in 1928. The Republican Herbert Hoover easily defeated the Democratic challenger, **Alfred E. Smith**. People believed Hoover when he said the American economy was healthy. The **Dow Jones Industrial Average**, a measure of 30 popular stocks, was way up. People rushed to buy stocks. Many people were engaging in **speculation**, buying risky stocks in hopes of a quick profit. To do so, they were **buying on margin**—paying just a small down payment and borrowing the rest. The problem of buying on margin was that there was no way to pay off the loan if the stock price declined sharply.

### 2. What was dangerous about how Americans bought stock?

---

## The Stock Market Crashes

(pages 673–675)

### *What was Black Tuesday?*

Stock prices did begin to fall in September 1929. On Tuesday, October 29, 1929, called **Black Tuesday**, prices fell so sharply that people said the market had “crashed.” People frantically tried to sell their shares which drove prices down further. There were no buyers. Many people lost all their savings. By mid-November, \$30 billion—more than America had spent in World War I—had been lost.

### 3. What happened on Black Tuesday?

---

## Financial Collapse (pages 675–677)

### *How did the stock market crash affect businesses?*

The stock market crash signaled the **Great Depression**. This period of bad economic times when many people were out of work lasted from 1929 to 1940. Although the crash did not cause the Depression, it did make it worse. After the crash, many people panicked and took their money out of banks. Many banks were forced to close. When the banks failed, other depositors lost the savings they had in the banks.

Businesses also began to close. Millions of Americans lost their jobs. Workers who kept their jobs experienced pay cuts or reduced hours.

The Depression spread around the world. Germany was still paying war reparations. Other European countries were struggling with debts from the war. With Americans unable to buy their goods now, European economies suffered even more.

The situation became worse when Congress passed the **Hawley-Smoot Tariff Act**. Congress hoped that higher tariffs would push Americans to buy goods made in the United States. The result would be to help American industry. Instead, when the United States charged more to bring goods in, imports from Europe declined. Then Europeans had even less money to spend on U.S. goods, and American industry suffered.

The Great Depression had several causes:

- Tariffs and war debt policies that cut down the foreign market for American goods
- A crisis in the farm sector
- The availability of easy credit
- An unequal distribution of income

These factors led to a falling demand for consumer goods. The federal government hurt the economy with its policy of low interest rates causing businesses and consumers to borrow easily and build up too much debt.

### 4. Why did many banks fail after the stock market crashed?

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## The Great Depression

In October 1929 the booming stock market crashed, wiping out many investors. The collapse did not in itself cause the Great Depression, although it reflected excessively easy credit policies that had allowed the market to get out of hand. It also aggravated fragile economies in Europe that had relied heavily on American loans. Over the next three years, an initial American recession became part of a worldwide depression. Business houses closed their doors, factories shut down, banks failed with the loss of depositors' savings. Farm income fell some 50 percent. By November 1932, approximately one of every five American workers was unemployed.

The presidential campaign of 1932 was chiefly a debate over the causes and possible remedies of the Great Depression. President Herbert Hoover, unlucky in entering the White House only eight months before the stock market crash, had tried harder than any other president before him to deal with economic hard times. He had attempted to organize business, had sped up public works schedules, established the Reconstruction Finance Corporation to support businesses and financial institutions, and had secured from a reluctant Congress an agency to underwrite home mortgages. Nonetheless, his efforts had little impact, and he was a picture of defeat.

His Democratic opponent, Franklin D. Roosevelt, already popular as the governor of New York during the developing crisis, radiated infectious optimism. Prepared to use the federal government's authority for even bolder experimental remedies, he scored a smashing victory - receiving 22,800,000 popular votes to Hoover's 15,700,000. The

United States was about to enter a new era of economic and political change.

1. What happened to the American economy in October, 1929?
2. Approximately how many American workers were unemployed by November, 1932?
  - a. 5%
  - b. 10%
  - c. 15%
  - d. 20%
3. Describe President Herbert Hoover's efforts to end the Great Depression.
4. Who won the presidential election of 1932?
  - a. Franklin D. Roosevelt
  - b. Herbert Hoover
  - c. Warren G. Harding
  - d. Woodrow Wilson
5. It is often said that hindsight is 20/20. Looking back upon the Roaring Twenties, what might have been done to avoid the Great Depression? Explain your answer.

**CHAPTER**  
**22**

**GEOGRAPHY APPLICATION: MOVEMENT**

*The Great Depression Takes Its Toll*

**Section 2**

*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

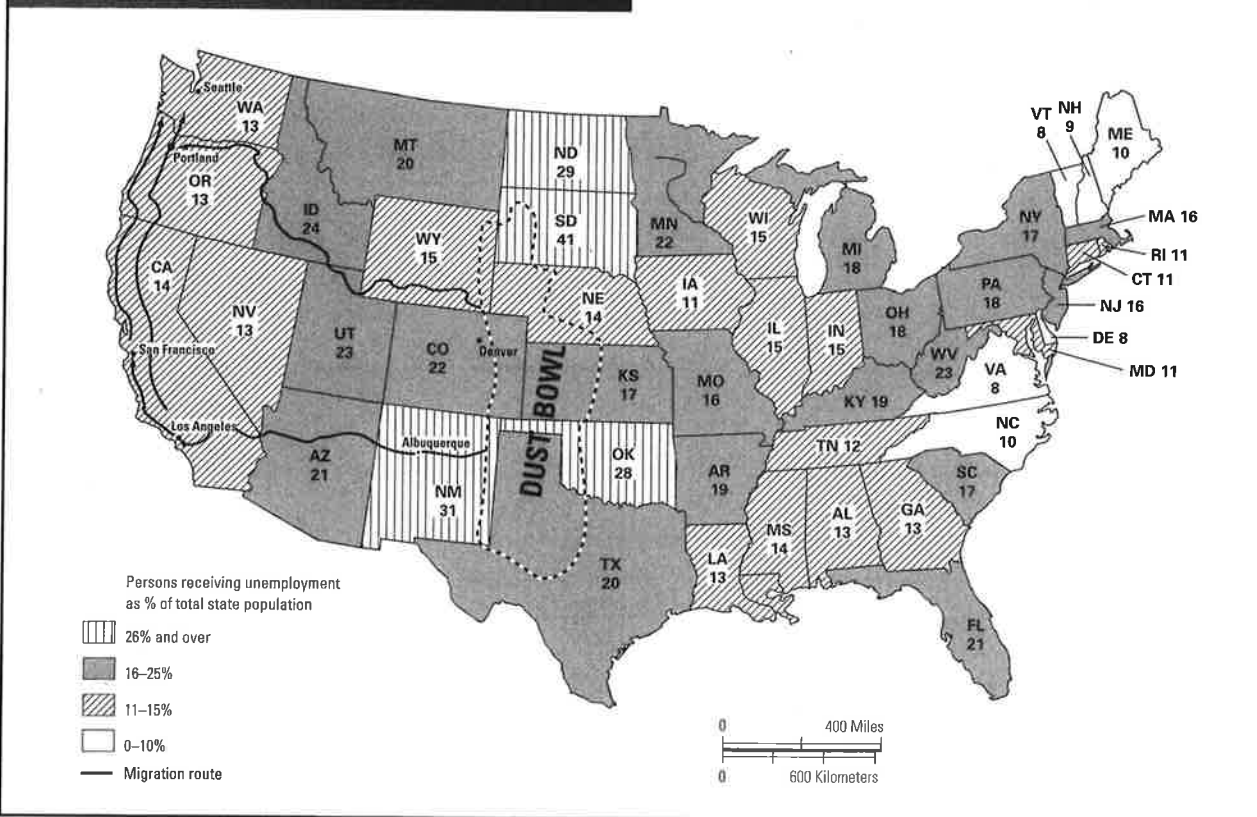
The effects of the Great Depression were heart-breaking. In 1932, for example, not a single person was employed in 28 percent of the families in the United States. Widespread unemployment contributed greatly to the steep 40-percent fall in average family income in the four years 1929–1933. In 1933 nearly 13 million workers, about 25 percent of the U.S. total, had no jobs.

Rates of unemployment, though, were far from uniform across the country. Some states—with industries such as radio and airplane production—were relatively well off, so that at one point, in 1934, there was a 33-percent difference between the highest and lowest state unemployment rates.

This disparity in unemployment rates started people moving all over the country. At the begin-

ning, many unemployed city dwellers moved to the countryside, hoping that farms were better off economically than cities. But soon agriculture suffered just as much as other businesses, especially during the Dust Bowl drought that began in 1933. Tens of thousands of families in the hardest-hit states—North Dakota, South Dakota, Nebraska, Kansas, Colorado, Oklahoma, and Texas—put everything they owned into cars and trucks and left home. (By 1936, some areas were ghostlike, with more than half of the houses abandoned.) By the end of the decade, all of the hardest-hit states except for Colorado and Texas had experienced population declines, even though the U.S. population grew by 9 million people during the decade.

**Unemployment and Major Migration Routes, 1934**



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### Interpreting Text and Visuals

1. Which four states had the highest unemployment rate in 1934?

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2. Which region of the country—east or west of the Mississippi River—was better off in 1934? \_\_\_\_\_

What statistics support your choice? \_\_\_\_\_

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3. Which of the hardest-hit Dust Bowl states lost population in the 1930s?

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4. What was the main destination of most people leaving the northern part of the Dust Bowl? \_\_\_\_\_

Through which states did they travel? \_\_\_\_\_

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5. What was the first destination of most people leaving the southern part of the Dust Bowl? \_\_\_\_\_

What does the migration northward from Los Angeles imply? \_\_\_\_\_

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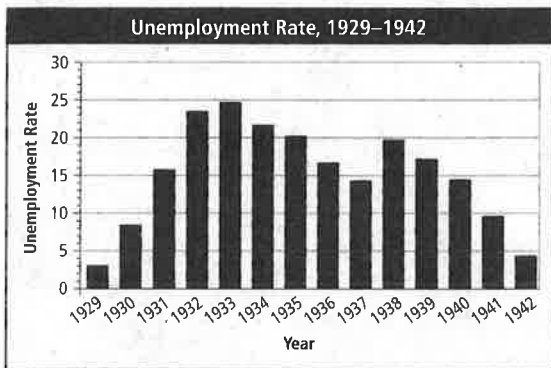
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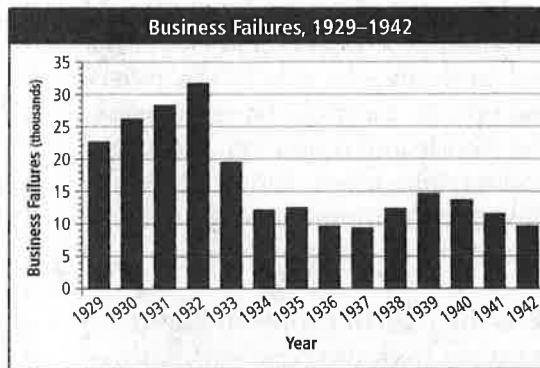
**THE GREAT DEPRESSION**  
**Reading a Chart**

In October 1929, the stock market crashed. The seeming prosperity of the 1920s had masked nationwide economic instability that suddenly erupted in panic and crisis. Investors lost most of their investments. People rushed the banks to withdraw their savings, but banks could not pay, and they closed their doors. Businesses folded and laid off millions of workers. The early years of the Great Depression saw some of the highest unemployment rates in the history of the United States as well as some of the highest levels of business failures. The unemployment rate reflects the percentage of Americans who are looking for but cannot find jobs. The Great Depression lasted until the 1940s, when increased production for World War II created jobs for millions of Americans. ♦ Read the chart, paying attention to how the unemployment rate and the number of business failures change. Then, on a separate sheet of paper, answer the questions that follow.

**Rising Unemployment and Business Closures**



Source: U.S. Department of Labor, Bureau of Labor Statistics



Source: U.S. Bureau of the Census

**Questions to Think About**

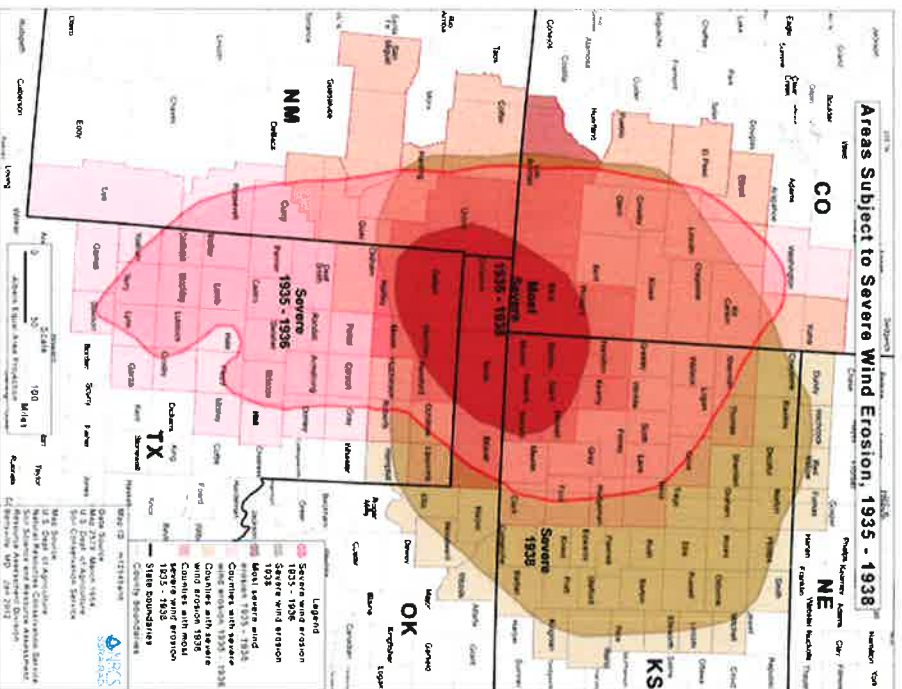
1. In what year did the unemployment rate peak? In what year did the most businesses fail?
2. Between which two years did the unemployment rate increase the most?
3. How many businesses failed in 1931?
4. **Summarize** Describe the trends in the business failures and the unemployment rate between 1929 and 1942.
5. **Analyze Cause and Effect** How do you think business failures and rising unemployment were related?



## Dust Bowl Migrants Using Evidence

**Objective** *What were the effects of the Dust Bowl? How did the Dust Bowl impact and shape migration patterns? Who were the Dust Bowl migrants?*

**Contextualization - Part 1:** Read the historical context provided below and closely review the map. When you are done, answer the contextualization questions on the next page.



The Dust Bowl began as a drought, or severe lack of rain water. When the drought struck in 1930, temperatures soared. For example, in 1930 it was 108 degrees in Kansas for weeks on end. As the drought waged on, high winds would blow the top layer of soil away, eroding the land and making it impossible to farm. One Kansas county, which produced 3.4 million bushels of wheat in 1931, harvested just 89,000 bushels in 1933. Regular rainfall would not return to the region until 1939.

The Dust Bowl resulted in hundreds of families migrating to the southwest and West Coast. Although the Dust Bowl included many Great Plains states, the migrants were generically known as "Okies," referring to the approximately 20 percent who were from Oklahoma. The migrants came primarily from Oklahoma, Texas, Arkansas, and Missouri. Most migrants ended up in California.

California was not the promised land of the migrants' dreams. Although the weather was comparatively better and farmers' fields were bountiful with produce, Californians also felt the effects of the Depression. Local and state infrastructures were already overburdened, and the steady stream of newly arriving migrants was more than the system could bear. Additionally, arrival in California did not put an end to the migrants' travels. Their lives were characterized by migration. In an attempt to maintain a steady income, workers had to follow the harvest around the state. When potatoes were ready to be picked, the migrants needed to be where the potatoes were. The same principle applied to harvesting cotton, lemons, oranges, peas, and other crops.

Source for map: [National Resources Conservation Service](#) | Source for text: [Digital History, Library of Congress](#)

**Contextualization - Part 1 - Analysis Questions:**

1) How did the weather phenomenon during the Dust Bowl impact farming? \_\_\_\_\_

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2) When did the Dust Bowl take place in relation to the Great Depression? \_\_\_\_\_

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3) Who were the "okies"? Do you think that nickname was a positive or negative name? Why or why not? \_\_\_\_\_

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4) Where did most Dust Bowl migrants end up? \_\_\_\_\_

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5) According to the map, which many states were impacted by the Dust Bowl? \_\_\_\_\_

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Image 3



Caption: Migrant agricultural worker's family. Seven hungry children. Mother aged thirty-two. Father is native Californian. Taken in: Nipomo, California

Photographer: Dorothea Lange

Date: February or March 1936

Original Image: [Library of Congress](#)

### Image 3 - Analysis Questions

1. List all the things you see in this image.

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2. Is this image happy or sad? What makes you say that (include / circle two specific details from the image to support your claims)?

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3. Give a new title to this image. Star the details of the picture that led you to the new title. Why did you choose that title?

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4. What is the most important part of this picture? What makes you say that?

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## Primary Source Document Analysis - Harvest Gypsies by John Steinbeck

Thus, in California we find a curious attitude toward a group that makes our **agriculture** successful. The **migrants** are needed, and they are hated. Arriving in a district they find the dislike always **meted** out by the resident to the foreigner, the outlander. This hatred of the stranger occurs in the whole range of human history, from the most **primitive** village form to our own highly organized industrial farming. The migrants are hated for the following reasons, that they are ignorant and dirty people, that they are carriers of disease, that they increase the necessity for police and the tax bill for schooling in a community, and that if they are allowed to organize they can, simply by refusing to work, wipe out the season's crops. They are never received into a community nor into the life of a community. Wanderers in fact, they are never allowed to feel at home in the communities that demand their services.

Let us see what kind of people they are, where they come from, and the routes of their wanderings. In the past they have been of several races, encouraged to come and often imported as cheap labor; Chinese in the early period, then Filipinos, Japanese and Mexicans. These were foreigners, and as such they were **ostracized** and segregated and herded about.

If they attempted to organize they were deported or arrested, and having no **advocates** they were never able to get a hearing for their problems. But in recent years the foreign migrants have begun to organize, and at this danger signal they have been deported in great numbers, for there was a new **reservoir** from which a great quantity of cheap labor could be obtained.

The drought in the middle west has driven the agricultural populations of Oklahoma, Nebraska and parts of Kansas and Texas westward. Their lands are destroyed and they can never go back to them. Thousands of them are crossing the borders in ancient rattling automobiles, **destitute** and hungry and homeless, ready to accept any pay so that they may eat and feed their children. And this is a new thing in migrant labor, for the foreign workers were usually imported without their children and everything that remains of their old life with them.

The migrants arrive in California usually having used up every resource to get here, even to the selling of the poor blankets and utensils and tools on the way to buy gasoline. They arrive **bewildered** and beaten and usually in a state of semi-starvation, with only one necessity to face immediately, and that is to find work at any wage in order that the family may eat.

And there is only one field in California that can receive them. Ineligible for relief, they must become migratory field workers.

The earlier foreign migrants have invariably been drawn from a **peon** class. This is not the case with the new migrants. They are small farmers who have lost their farms, or farm hands who have lived with the family in the old American way. They are men who have worked hard on their own farms and have felt the pride of possessing and living in close touch with the land. They are resourceful and intelligent Americans who have gone through the hell of the drought, have seen their lands wither and die and the topsoil blow away; and this, to a man who has owned his land, is a curious and terrible pain.

And there is another difference between their old life and the new. They have come from the little farm districts where democracy was not only possible but unavoidable, where popular government, whether practiced in the **Grange**, in church organization or in local government, was the responsibility of every man. And they have come into the country where, because of the movement necessary to make a living, they are not allowed any vote whatever, but are rather considered a properly unprivileged class.

As one little boy in a **squatters** camp said, "When they need us they call us migrants, and when we've picked their crop, we're bums and we got to get out."

**Vocabulary**

|  |   |
|--|---|
| Agriculture - science and practice of farming                        | Reservoir - supply  |
| Migrants - someone who moves from place to place doing seasonal work | Destitute - without basic necessities, poor, penniless        |
| Meted - dispense or hand out justice or punishment                   | Bewildered - cause someone to be confused or frightened       |
| Primitive - not developed, simple                                    | Peon - unskilled farm worker, lower class, day laborer        |
| Ostracized - exclude someone from a group, freeze out                | Grange - farm or countryside, rural land                      |
| Advocates - someone who supports or recommends something             | Squatters - person who unlawfully occupies a land or building |

Source: **The Harvest Gypsies** was originally published in seven parts the *San Francisco News*, between October 5 and October 12, 1936. This excerpt comes from Eric Foner's *Voices of Freedom - Volume 2*.

**Harvest Gypsies - Analysis Questions:**

1) *Close Reading:* According to Steinbeck, why are migrants always hated? \_\_\_\_\_

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2) *Close Reading:* In the past, where did the migrants come from? How were they treated? \_\_\_\_\_

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3) Analysis: How would you describe the new migrants (*Dust Bowl migrants*), based on your reading of this primary source?

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4) Analysis: What does the little boy in the squatter's camp mean when he says: "*When they need us they call us migrants, and when we've picked their crop, we're bums and we got to get out.*" What does that tell you about how the Dust Bowl migrants are viewed by others?

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5) Analysis: Why do you think Steinbeck called this essay "*Harvest Gypsies*"?

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**THE GREAT DEPRESSION****Section 1 Quiz****A. Key Terms and People**

Choose the letter of the person or term that best fits each description.

**Column I**

- \_\_\_\_\_ 1. a time of economic downturn and high unemployment between 1929 and 1941
- \_\_\_\_\_ 2. the periodic expansion and contraction of the economy
- \_\_\_\_\_ 3. United States President from 1929 to 1933
- \_\_\_\_\_ 4. a risky stock purchase intended to turn quick profits
- \_\_\_\_\_ 5. a tax passed in 1930 on foreign products brought into the United States
- \_\_\_\_\_ 6. the time at which the stock market collapsed in the Great Crash

**Column II**

- a. business cycle
- b. Herbert Hoover
- c. Black Tuesday
- d. Hawley-Smoot Tariff
- e. speculation
- f. Great Depression

**B. Key Concepts**

Write the letter of the best answer or ending in each blank.

- \_\_\_\_\_ 7. Which of these factors helped hide economic problems in the 1920s?
  - a. Investors lost confidence in the market.
  - b. Farmers sold crop surpluses to pay off their debts.
  - c. Americans purchased many consumer goods on credit.
  - d. Wages increased at the same pace as worker productivity.
- \_\_\_\_\_ 8. Why did so many banks fail at the onset of the Great Depression?
  - a. Too many investors tried to open new accounts.
  - b. Too many depositors tried to withdraw their money all at once.
  - c. The stock market collapsed too slowly to collect on debts.
  - d. The Federal Reserve put too much money into circulation.
- \_\_\_\_\_ 9. European countries reacted to the Hawley-Smoot Tariff by
  - a. increasing global trade.
  - b. taxing American imports.
  - c. importing more American goods.
  - d. lowering prices on exports.
- \_\_\_\_\_ 10. What economic condition did economist John Maynard Keynes believe caused the Great Depression?
  - a. lack of government intervention
  - b. strict controls on stock speculation
  - c. too much oversight of banking
  - d. limits on production and spending

**THE GREAT DEPRESSION****Section 2 Quiz****A. Key Terms and People**

Use the terms and people in the word bank to fill in the blanks in the statements below.

|             |              |                |
|-------------|--------------|----------------|
| bread lines | Hoovervilles | tenant farmers |
| Dust Bowl   | Okies        | repatriation   |

- Dust Bowl refugees from the Great Plains, called \_\_\_\_\_, headed west to look for work.
- During the Great Depression, many homeless people grouped together to build \_\_\_\_\_, or makeshift shantytowns of tents and shacks.
- \_\_\_\_\_ lived on and worked land owned by someone else.
- Local, state, and federal governments tried to coerce Mexican immigrants to return to Mexico through \_\_\_\_\_.
- Impoverished people in the cities often waited in \_\_\_\_\_ to obtain free food from charities and public agencies.
- The \_\_\_\_\_ caused hundreds of thousands of people to migrate from the Great Plains.

**B. Key Concepts**

Write the letter of the best answer or ending in each blank.

- At the onset of the Great Depression, urban unemployment
  - decreased slightly.
  - stayed about the same.
  - increased slightly.
  - increased dramatically.
- Members of the Taxpayers Protection League resisted evictions by
  - building Hoovervilles.
  - staging nonviolent protests.
  - moving to cheaper lodgings.
  - pooling resources to pay their rent.
- Farmers contributed to the problems that led to the Dust Bowl by
  - putting down new layers of topsoil.
  - moving off of the plains to find new farmland.
  - damming western rivers and using irrigation techniques.
  - using intensive farming practices that removed protective grasses.
- The unemployment rate among African Americans was
  - nearly double the national rate.
  - slightly higher than the national rate.
  - about the same as the national rate.
  - slightly lower than the national rate.

## THE GREAT DEPRESSION

**Section 3 Quiz****A. Key Terms**

Write a description for the five terms and one person listed below.

1. localism

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2. RFC

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3. trickle-down economics

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4. Hoover Dam

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5. Bonus Army

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6. Douglas MacArthur

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**B. Key Concepts**

Write the letter of the best answer or ending in each blank.

- \_\_\_\_\_ 7. President Hoover responded cautiously to the depression because he
- a. thought that the business cycle would correct itself.
  - b. was distracted by the giant dust storms in the Great Plains.
  - c. had little experience with business methods and economic theory.
  - d. wanted to take an aggressive approach to recovery.
- \_\_\_\_\_ 8. President Hoover urged Congress to institute the RFC because he believed that the economy suffered from
- a. a lack of credit.
  - b. over-employment.
  - c. too much regulation.
  - d. a concentration of wealth.
- \_\_\_\_\_ 9. Some Americans blamed the Great Depression on
- a. fascism.
  - b. socialism.
  - c. capitalism.
  - d. communism.
- \_\_\_\_\_ 10. Why did many Americans want new leadership in 1932?
- a. Prices for farm products were rising again.
  - b. Congress passed a bill to pay World War I veterans their bonuses early.
  - c. President Hoover's economic policies had failed.
  - d. President Hoover denied responsibility for the use of federal troops against protestors.

CHAPTER  
**22**

Section 3

PRIMARY SOURCE **Attack on the Bonus Army**

*The government planned to pay World War I veterans bonuses in 1945; however, in 1932 tens of thousands of veterans and their families descended on Washington to demand immediate payment. President Hoover eventually ordered the U.S. Army to drive the Bonus Army from the capital. As you read this excerpt from reporter Lee McCardell's eyewitness account, consider whether the veterans were treated fairly.*

WASHINGTON, July 29—The bonus army was retreating today—in all directions. . . .

The fight had begun, as far as the Regular Army was concerned, late yesterday afternoon. The troops had been called out after a veteran of the Bonus Army had been shot and killed by a Washington policeman during a skirmish to drive members of the Bonus Army out of a vacant house on Pennsylvania Avenue, two blocks from the Capitol.

The soldiers numbered between seven hundred and eight hundred men. There was a squadron of the Third Cavalry from Fort Myer, a battalion of the Twelfth Infantry from Fort Washington, and a platoon of tanks (five) from Fort Meade. Most of the police in Washington seemed to be trailing after the soldiers, and traffic was tied up in 115 knots.

The cavalry clattered down Pennsylvania Avenue with drawn sabers.

The infantry came marching along with fixed bayonets.

All Washington smelled a fight, and all Washington turned out to see it.

Streets were jammed with automobiles.

Sidewalks, windows, doorsteps were crowded with people trying to see what was happening. "Yellow! Yellow!"

From around the ramshackle shelters which they had built on a vacant lot fronting on Pennsylvania Avenue, just above the Capitol, the bedraggled veterans jeered. . . .

The cavalrymen stretched out in extended order and rode spectators back on the sidewalks. The infantry started across the lot, bayonets fixed.

Veterans in the rear ranks of a mob that faced the infantry pushed forward. Those in front pushed back. The crowd stuck. An order went down the line of infantrymen. The soldiers stepped back,

pulled tear-gas bombs from their belts, and hurled them into the midst of the mob.

Some of the veterans grabbed the bombs and threw them back at the infantry. The exploding tins whizzed around the smooth asphalt like devil chasers, pfutt-pfutt-pfutt. And a gentle southerly wind wafted the gas in the faces of the soldiers and the spectators across the street.

Cavalrymen and infantrymen jerked gas masks out of their haversacks. The spectators, blinded and choking with the unexpected gas attack, broke and fled. Movie photographers who had parked their sound trucks so as to catch a panorama of the skirmish ground away doggedly, tears streaming down their faces.

The police tied handkerchiefs around their faces.

"Ya-a-a-ah!" jeered the veterans.

But more gas bombs fell behind them. The veterans were caught in the back draft. They began to retreat. But before they quit their shacks they set them on fire. The dry wood and rubbish from which the huts were fashioned burned quickly. The flames shot high. Clouds of dirty brown smoke blanketed the avenue.

*from Lee McCardell, Baltimore Evening Sun, July 29, 1932. Reprinted in Richard B. Morris and James Woodress, eds., Voices from America's Past, vol. 3, The Twentieth Century (New York: Dutton, 1962), 94–97.*

### Discussion Questions

1. According to McCardell, what sparked the fight between Bonus Army veterans and the soldiers?
2. How did the soldiers drive the veterans from the capital?
3. Do you think the veterans were treated fairly? Why or why not? Cite evidence from your textbook to support your opinion.

## Effects of the Depression

The Great Depression did not affect everyone the same way. Many rich people felt no impact at all, and were oblivious to the suffering of others. Up to forty percent of the country never faced real hardship during those years. But most were touched by it in some way. By the time of Franklin Roosevelt's inauguration in 1933, the unemployment rate hovered close to twenty-five percent. Fluctuating during the 1930s, it never fell below 14.3% until 1941.

No nation could emerge from the cauldron of national crisis without profound social and cultural changes. While many undesirable vices associated with hopelessness were on the rise, many family units were also strengthened through the crisis. Mass migrations reshaped the American mosaic. While many businesses perished during the Great Depression, others actually emerged stronger. And new forms of expression flourished in the culture of despair.



The Great Depression brought a rapid rise in the crime rate as many unemployed workers resorted to petty theft to put food on the table. Suicide rates rose, as did reported cases of malnutrition. Prostitution was on the rise as desperate women sought ways to pay the bills. Health care in general was not a priority for many Americans, as visiting the doctor was reserved for only the direst of circumstances. Alcoholism increased with Americans seeking outlets for escape, compounded by the repeal of prohibition in 1933. Cigar smoking became too expensive, so many Americans switched to cheaper cigarettes.

Starvation and illness hurt a lot of the country. Everyone who did not have a job was having a hard time feeding themselves and paying the rent. If they could not eat, it made them more prone to get an illness. If someone was unemployed, it is likely that they are living in a "Hooverville" or tight quarters where it is easier to get sick. And living somewhere without a bathroom or running water, things were not very clean. Children also suffered most from the long-term effects of a poor diet and no medical care.

Higher education remained out of reach for most Americans as the nation's universities saw their student bodies shrink during the first half of the decade. High school attendance increased among males, however. Because the prospects of a young male getting a job were so incredibly dim, many decided to stay in school longer. However, public spending on education declined sharply, causing many schools to open understaffed or close due to lack of funds.

Demographic trends also changed sharply. Marriages were delayed as many males waited until they could provide for a family before proposing to a prospective spouse. Divorce rates dropped steadily in the 1930s. Rates of abandonment increased as many husbands chose the "poor man's divorce" option — they just ran away from their marriages. Birth rates fell sharply, especially during the lowest points of the Depression. More and more Americans learned about birth control to avoid the added expenses of unexpected children.

Mass migrations continued throughout the 1930s. Rural New England and upstate New York lost many citizens seeking opportunity elsewhere. The Great Plains lost population to states such as California and Arizona. The Dust Bowl sent thousands of "Okies" and "Arkies" looking to make a better life. Many of the migrants were adolescents seeking opportunity away from a family that had younger mouths to feed. Over 600,000 people were caught hitching rides on trains during the Great Depression. Many times offenders went unpunished.

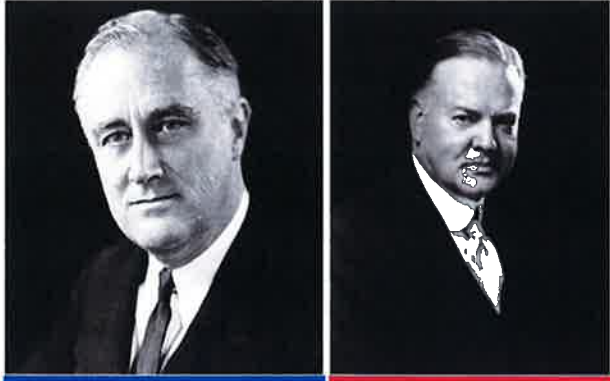


Popular culture saw new trends as well. Despite the costs of an evening out, two out of every five Americans saw at least one movie per week. Classic films like *Frankenstein, It Happened One Night*, and *Gone with the Wind* debuted during the Great Depression. Radio flourished as those who owned a radio set before the crash could listen for free. President Roosevelt made wide use of radio technology with his periodic "fireside chats" to keep the public informed. Dorothea Lange depicted the sadness of Depression farm life with her stirring photographs. And an apt musical form — the blues — gained popularity during the decade.

1932 Presidential Election – Incumbent President Herbert Hoover v. Franklin D. Roosevelt

531 electoral votes of the Electoral College  
266 electoral votes needed to win

Turnout 56.9%<sup>[1]</sup> — 0.0 pp



|                |                              |                           |
|----------------|------------------------------|---------------------------|
| Nominee        | <b>Franklin D. Roosevelt</b> | Herbert Hoover            |
| Party          | Democratic                   | Republican                |
| Home state     | New York                     | California <sup>[2]</sup> |
| Running mate   | <b>John Nance Garner</b>     | Charles Curtis            |
| Electoral vote | <b>472</b>                   | 59                        |
| States carried | <b>42</b>                    | 6                         |
| Popular vote   | <b>22,821,277</b>            | 15,761,254                |
| Percentage     | <b>57.4%</b>                 | 39.7%                     |

According to the election results and Electoral College map below, what impact did the Great Depression have on the outcome of the 1932 Presidential election?

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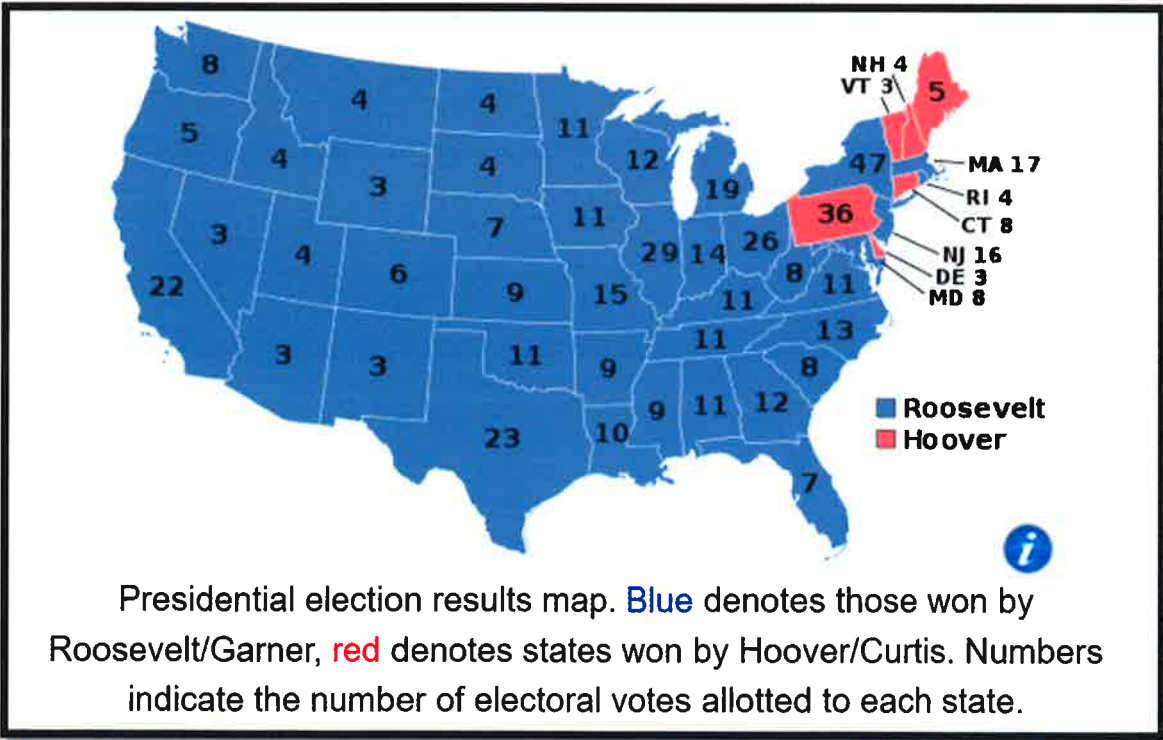
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# Launching the New Deal: FDR and Congress Respond to the Great Depression

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## Handout 1: Excerpts from Franklin D. Roosevelt's Inaugural Address, March 4, 1933 (NAID 197333)

1. "This is preeminently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. 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. In every dark hour of our national life, a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. I am convinced that you will again give that support to leadership in these critical days..."
2. "Yet our distress comes from no failure of substance. We are stricken by no plague of locusts. Compared with the perils which our forefathers conquered because they believed and were not afraid, we have still much to be thankful for. Nature still offers her bounty and human efforts have multiplied it. Plenty is at our doorstep, but a generous use of it languishes in the very sight of the supply. Primarily this is because the rulers of the exchange of mankind's goods have failed through their own stubbornness and their own incompetence, have admitted their failure and have abdicated. Practices of the unscrupulous money changers stand indicted in the court of public opinion rejected by the hearts and minds of men...  
The money changers have fled from their high seats in the temple of our civilization. We may now restore that temple to the ancient truths. The measure of the restoration lies in the extent to which we apply social values more noble than mere monetary profit."
3. "I am prepared under my constitutional duty to recommend the measures that a stricken Nation in the midst of a stricken world may require. These measures, or such other measures as the Congress may build out of its experience and wisdom, I shall seek, within my constitutional authority, to bring to speedy adoption.  
But in the event that the Congress shall fail to take one of these two courses, and in the event that the national emergency is still critical, I shall not evade the clear course of duty that will then confront me. I shall ask the Congress for the one remaining instrument to meet the crisis – broad Executive power to wage a war against the emergency, as great as the power that would be given to me if we were in fact invaded by a foreign foe."

# Launching the New Deal: FDR and Congress Respond to the Great Depression

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## Worksheet 1: Excerpts from Franklin D. Roosevelt's Inaugural Address, March 4, 1933 (NAID 197333)

**Instructions:** Read one excerpt from Handout 1 and answer the appropriate questions below.

1. What words would you choose to describe President Roosevelt's tone in the assigned excerpt?
2. Excerpt 1: Excerpt one features two variations of the term frank: frankly and frankness. Contrast how President Roosevelt used these words with the concept of fear that was used in the same excerpt.
3. Excerpt 2: In the second excerpt, President Roosevelt contrasted nature's bounty with the goods of mankind. What does each phrase mean, and which of the two does he link most directly related to the peril the nation faces?
4. Excerpt 3: What two courses of action does the President propose in the third excerpt? What role does he assert for Congress and the President in choosing one of the courses of action?
5. As an American hearing this speech, live or on radio, how would it make you feel about the launch of the FDR administration?



# Launching the New Deal: FDR and Congress Respond to the Great Depression

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Excerpts from President Franklin D. Roosevelt's Second Fireside Chat, 5/7/1943, NAID 197303

On a Sunday night a week after my Inauguration I used the radio to tell you about the banking crisis and the measures we were taking to meet it. I think that in that way I made clear to the country various facts that might otherwise have been misunderstood and in general provided a means of understanding which did much to restore confidence.

Tonight, eight weeks later, I come for the second time to give you my report -- in the same spirit and by the same means to tell you about what we have been doing and what we are planning to do...

The legislation which has been passed or is in the process of enactment can properly be considered as part of a well-grounded plan.

1. First, we are giving opportunity of employment to one-quarter of a million of the unemployed, especially the young men who have dependents, to go into the forestry and flood prevention work...
2. Second, I have requested the Congress and have secured action upon a proposal to put the great properties owned by our Government at Muscle Shoals to work after long years of wasteful inaction, and with this a broad plan for the improvement of a vast area in the Tennessee Valley...
3. Next, the Congress is about to pass legislation that will greatly ease the mortgage distress among the farmers and the home owners of the nation, by providing for the easing of the burden of debt now bearing so heavily upon millions of our people...
4. Our next step in seeking immediate relief is a grant of half a billion dollars to help the states, counties and municipalities in their duty to care for those who need direct and immediate relief.
5. The Congress also passed legislation authorizing the sale of beer in such states as desired. This has already resulted in considerable reemployment and, incidentally, has provided much needed tax revenue.
6. We are planning to ask the Congress for legislation to enable the Government to undertake public works, thus stimulating directly and indirectly the employment of many others in well-considered projects.
7. The Farm Relief Bill seeks by the use of several methods, alone or together, to bring about an increased return to farmers for their major farm products, seeking at the same time to prevent in the days to come disastrous over-production which so often in the past has kept farm commodity prices far below a reasonable return...
8. Well-considered and conservative measures will likewise be proposed which will attempt to give to the industrial workers of the country a more fair wage return, prevent cut-throat competition and unduly long hours for labor, and at the same time to encourage each industry to prevent over-production.

# Launching the New Deal: FDR and Congress Respond to the Great Depression

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## Worksheet 4: Was the New Deal a Plan for Long-term Change or a Series of Short-term Responses?

1. Who is seated in the chair and who is pictured on the wall in this cartoon?
2. Why might the holiday celebrated on October 12 prompt the statement made by the man seated in the chair?
3. Is Berryman's political cartoon suggesting that the New Deal is a long-term plan or a series of short-term responses?
4. For how long had President Roosevelt been in office when he gave this fireside chat?
5. How many of the 8 actions mentioned in the May 7, 1933 Fireside Address provide jobs for unemployed people?
6. How many were intended to have a direct impact on the lives of ordinary Americans?
7. How many of the 8 actions changed how government affects the lives of Americans?
8. Which of the 8 actions seems to be a long-term change in the role of government, and which seems to be a short-term action to address a one-time crisis?

## FDR and the New Deal –

1. RELIEF – were short-term actions designed to tide people over until the economy recovered (ex. Bank holiday – FDR closed all of the nation’s banks until Federal inspectors found the bank to be financially sound)
2. RECOVERY – the key to recovery was to rebuild people’s purchasing power to stimulate demand (ex. “Priming the Pump” – believed by “pouring” money into the economy businesses and people would spend more)
3. REFORM – were designed to fix the long-term problems in the nation’s economy so that a depression would never happen again – gov’t should protect people from risks they could not handle on their own

### EXAMPLES OF NEW DEAL PROGRAMS:

| PROGRAM | INITIALS | BEGAN | PURPOSE  | RELIEF, RECOVERY, OR REFORM |
|---------|----------|-------|--|-----------------------------|
|         | EBRA     | 1933  | Authorized the Treasury Dept. to inspect and close banks in order to restore public confidence in the banking system               | RELIEF                      |
|         | CCC      | 1933  | Provided jobs to young men to plant trees, build bridges and parks; set up flood control projects                                  | RELIEF                      |
|         | TVA      | 1933  | Built dams to prevent flooding and provide cheap hydroelectric power, set up schools and health centers                            | REFORM                      |
|         | FERA     | 1933  | Gave money to states and cities to provide relief to unemployed and needy  | RELIEF                      |
|         | AAA      | 1933  | Paid farmers not to grow certain crops; crop prices doubled between 1933-37;<br>*1 <sup>st</sup> AAA was declared unconstitutional | RECOVERY                    |
|         | NRA      | 1933  | Enforced codes that regulated prices, wages, and working conditions<br>*declared unconstitutional                                  | RECOVERY                    |
|         | PWA      | 1933  | Built schools, ports and aircraft carriers, & other large scale public works projects  | RELIEF                      |

|                          |      |      |   |                 |
|--------------------------|------|------|---|-----------------|
|                          | FDIC | 1933 | <b>Insured savings accounts in banks approved by the government; separated commercial and investment banking</b>                  | <b>REFORM</b>   |
|                          | SEC  | 1934 | <b>Authority to regulate the stock market (est. SEC – Securities and Exchanges Commission)</b>                                    | <b>REFORM</b>   |
|                          | REA  | 1935 | <b>Loaned money to extend electricity to rural areas</b>  | <b>RECOVERY</b> |
|                          | SSA  | 1935 | <b>set up a system of pensions for elderly, unemployed and handicapped</b>  | <b>REFORM</b>   |
|                          | WPA  | 1935 | <b>Employed men and women to build schools, parks, airports; employed artists, writers and musicians</b>                          | <b>RECOVERY</b> |
|                          | NLRA | 1935 | <b>(Wagner Act) legalized labor unions &amp; collective bargaining; set up NLRB to monitor elections &amp; enforce labor laws</b> | <b>REFORM</b>   |
| (aka. Wages & Hours Act) | FLSA | 1938 | <b>Set a minimum wage and max work week; banned child labor in interstate commerce businesses</b>                                 |                 |

**MONETARY POLICY** – President Roosevelt also used the Federal Reserve’s power to control the money supply to help fix the economy.

1. He encouraged the Fed to increase the money supply in order to increase consumer spending and business investment – they did this by lowering the interest rates to borrow money.
2. He also took the US dollar off of the gold and silver standard (fiat money) – he issued an Executive Order outlawing the owning of gold, as a commodity, so people would rely on paper money and spend it to stimulate the economy.

## New Deal Remedies



Answer the following questions in complete sentences.

1. Who are the three people depicted in this cartoon? How do you know who they are?
2. What do some of the abbreviations stand for? Name two.
3. What is ironic about the "New Deal Remedies" bag?
4. How is Roosevelt depicted by the illustrator?
5. Do you think this cartoon is optimistic or pessimistic of the "New Deal" Programs?

# Opponents to the New Deal

|                             |  |
|-----------------------------|--|
| <b>Liberty League</b>       | Had proposed alternative approaches to dealing with the Depression; they claimed he was a “traitor to his class” and that he was attempting to establish a popular dictatorship  |
| <b>Dr. Francis Townsend</b> | He wanted to go further than the New Deal – he wanted to give citizens over 65 years old a \$200 a month pension, to be spent within the month to increase spending and help the economy                                 |
| <b>Huey P. Long</b>         | Former Governor and US Senator from Louisiana who wanted to give each American family an income of \$5,000 a year to be paid for by taxing the rich. He was assassinated before he could mount his campaign against FDR. |
| <b>Father Coughlin</b>      | He gave radio addresses to millions calling for the nationalization of banks and utilities. Coughlin was anti-Semitic (anti-Jewish) and was eventually told to stop by the Catholic Church.                              |

## Supreme Court and the New Deal

The greatest threat to the New Deal came from the US Supreme Court – in 1935 & 1936, the court ruled that both the **National Industrial Recovery Act (NIRA)** and the first **Agricultural Adjustment Act (AAA)** were unconstitutional. In both cases, the Supreme Court said that the Congress could not give the President more powers than those granted in the Constitution.



FDR’s plan to combat the unwelcomed decisions from the Supreme Court was to increase the number of Supreme Court justices by 6. Through Presidential appointment he could tip the court in favor of his New Deal legislation and programs. Unfortunately for FDR, his court-packing scheme was condemned by the public and rejected by Congress.



According to the political cartoon, why did FDR’s court packing plan fail?

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# The New Deal Affects Many Groups

| 1. women   | Gains women made under the New Deal - <b>LIMITED</b>  | Problems of women not solved by the New Deal   |
|--|---|--|
| <p>Women:</p> <ul style="list-style-type: none"> <li>▪ Eleanor Roosevelt (1<sup>st</sup> Lady)</li> <li>▪ Francis Perkins (1<sup>st</sup> female Cabinet Secretary – Labor)</li> </ul>   | <ul style="list-style-type: none"> <li>• some programs tried to not discriminate</li> <li>• women gained positions and influence in gov't</li> <li>• was a small increase in women in the workforce</li> </ul>  | <ul style="list-style-type: none"> <li>• Long-standing patterns of prejudice and discrimination continued</li> <li>• Faced discrimination in the workplace</li> <li>• Women were passed over for New Deal jobs and wages were set lower for women – 2<sup>nd</sup> wage earner</li> </ul>  |
| 2. African Americans   | Gains African Americans made under the New Deal - <b>LIMITED</b>  | Problems of African Americans not solved by the New Deal   |
| <p>African Americans:</p> <ul style="list-style-type: none"> <li>▪ Mary McLeod Bethune (head of NYA) &amp; organized FDR's "Black Cabinet"</li> <li>▪ William H. Hastie &amp; Robert C. Weaver – appointed to Interior Department</li> </ul> | <ul style="list-style-type: none"> <li>• Some improved opportunities</li> <li>• Increased government representation</li> <li>• Organizations were made to help African Americans</li> </ul>   | <ul style="list-style-type: none"> <li>• Long-standing patterns of prejudice and discrimination continued</li> <li>• In fear of upsetting Southern whites, FDR refused to support laws to stop lynching and outlaw poll taxes</li> <li>• A number of New Deal programs (FHA, CCC) discriminated against African Americans</li> </ul> |
| 3. Labor unions  | Gains unions made under the New Deal  | Problems of unions not solved by the New Deal  |
| <p>Congress of International Organizations (CIO):</p>  | <ul style="list-style-type: none"> <li>• Wagner Act – unions became more politically accepted</li> <li>• Sit-downs, strikes, &amp; collective bargaining became union tools</li> <li>• Union membership increased</li> </ul>  | <ul style="list-style-type: none"> <li>• Unions were opposed by industry leaders and some craft unions</li> <li>• Not all labor disputes were peaceful – violence broke out between workers and police and in the case of the strike at the Republic Steel plant in 1937, 10 people were killed</li> </ul>                           |
| 4. Other groups  | Reasons they supported the Democratic Party   |  |
| <ul style="list-style-type: none"> <li>▪ Mexican Americans</li> <li>▪ Native Americans</li> </ul>  | <ul style="list-style-type: none"> <li>• Both groups seemed to support the New Deal even though they received even fewer benefits than African Americans</li> <li>• Most Mexican Americans were migrant farmers and did not qualify for New Deal jobs – their pay did however decrease during that time</li> <li>• Indian Reorganization Act (1934) – after getting citizenship in 1924, Native Americans supported this law that restored some ownership of lands to their tribes</li> </ul> |  |



# African Americans and the New Deal

## Using Evidence

**Objective** *Did the New Deal provide relief and recovery for all Americans? Why or why not?*

**Contextualization:** [Watch the first minute](#) of this video clip from the Smithsonian Channel.

1) *Contextualization:* What was the unemployment rate for African Americans during the Great Depression? How did it compare to the rate of unemployment for white Americans?

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2) *Contextualization:* What were the Jim Crow laws? When did the Jim Crow era begin?

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3) *Contextualization:* Based on your knowledge of US History and the video clip, how do you think the existence of Jim Crow laws impacted the relief that New Deal programs provided for African Americans living through the Great Depression?

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## Document Analysis

**Directions:** You have been assigned to review one document. Read your document carefully and then fill out the table below the document. When you are done, work together as a group to complete the prompt and chart below.

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**Claim:** As a group, draft a claim in response to this question: Did African Americans receive equal support for relief and recovery from New Deal programs?

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| Corroborating Evidence | Corroborating Evidence | Corroborating Evidence |
|------------------------|------------------------|------------------------|
|                        |                        |                        |

## Document 1: Secondary Source

Roosevelt's record on civil rights was modest at best. Instead of using New Deal programs to promote civil rights, the administration consistently bowed to discrimination. In order to pass major New Deal legislation, Roosevelt needed the support of southern Democrats. Time and time again, he backed away from equal rights to avoid antagonizing southern whites...

Most New Deal programs discriminated against blacks. The National Recovery Association, for example, not only offered whites the first crack at jobs, but authorized separate and lower pay scales for blacks. The Federal Housing Authority (FHA) refused to guarantee mortgages for blacks who tried to buy in white neighborhoods, and the CCC maintained segregated camps. Furthermore, the Social Security Act excluded those job categories blacks traditionally filled.

The story in agriculture was particularly grim. Since 40 percent of all black workers made their living as sharecroppers and tenant farmers, the Agricultural Adjustment Administration (AAA) acreage reduction hit blacks hard. White landlords could make more money by leaving land untilled than by putting land back into production. As a result, the AAA's policies forced more than 100,000 blacks off the land in 1933 and 1934... Roosevelt feared that conservative southern Democrats, who had seniority in Congress and controlled many committee chairmanships, would block his bills if he tried to fight them on the race question.

Source: [African Americans and the New Deal - Digital History](#)

| <b>Claims:</b> Based on this document, what are TWO claims you can make about the New Deal and African Americans? | <b>Evidence:</b> Where is the evidence in the document to support each claim? |
|---|---|
|   |   |
|   |   |

## Document 2: Primary Source

During the two years of its previous existence I had heard many conflicting reports concerning the Civilian Conservation Corps\*, President Roosevelt's pet project....Some said that the colored got all the leftovers. Others said that everything was all right. But my brother, who is a World War veteran, advised me emphatically: "I wouldn't be in anything connected with the Army."

So it was with some apprehension that....I was "accepted for enrollment," and should report the following Monday "to U. S. Army authorities for further registration"....

So there I was, on a bus bound for Camp Dix, New Jersey...

We reached Camp Dix about 7:30 that evening....And here it was that Mr. Jim Crow first definitely put in his appearance. When my record was taken at Pier I, a "C" was placed on it. When the busloads were made up at Whitehall street an officer reported as follows: "35, 8 colored." But until now there had been no distinction made.

But before we left the bus the officer shouted emphatically: "Colored boys fall out in the rear." The colored from several buses were herded together, and stood in line until after the white boys had been registered and taken to their tents. This seemed to be the established order of procedure at Camp Dix.

This separation of the colored from the whites was completely and rigidly maintained at this camp....

Source: Luther C. Wandall, "A Black New Yorker Describes Life in a CCC Camp."

\*Note: the CCC or Civilian Conservation Corps was

| <b>Claims:</b> Based on this document, what is ONE claim you can make about the New Deal and African Americans? | <b>Evidence:</b> Where is the evidence in the document to support that claim? |
|---|---|
|   |   |

### Document 3: Primary Source

Between 1933 and 1935, the Federal Emergency Relief Administration gave states \$3.1 billion to distribute directly to the poor in the form of food, blankets, and construction projects to provide employment. Though the funds were from the federal government, local committees decided how and to whom to distribute funds and supplies. This letter is from an African American man to President Roosevelt.

Hon. Franklin D. Roosevelt.  
President of U.S. Washington D.C.

Dear Mr. President

Would you please direct the people in charge of the relief work in Georgia to issue the provisions and other supplies to our suffering colored people? I am sorry to worry you with this, Mr. President, but hard as it is to believe the relief officials here are using up most everything that you send for them self and their friends.

They give out the relief supplies here on Wednesday of this week and give us black folks, each one, nothing but a few cans of pickled meat and to white folks they give blankets, bolts of cloth and things like that.

Please help us Mr President because we can't help ourselves and we know you are the president and a good Christian man we are praying for you.

Yours truly  
Cant sign my name Mr. President they will beat me up and run me away from here and this is my home

Source: [Anonymous, "An African American Describes Why New Deal Relief Is Not Reaching the Black Community \(with text supports\)."](#) HERB: Resources for Teachers.

| <b>Claims:</b> Based on this document, what is ONE claim you can make about the New Deal and African Americans? | <b>Evidence:</b> Where is the evidence in the document to support that claim? |
|---|---|
|   |   |

**Document 4: Primary Source**

THE WHITE HOUSE | WASHINGTON

Fechner—

In the CCC Camps, where the boys are colored, in the Park Service work, please try to put in colored foremen, not of course in technical work but in the ordinary manual work.

FDR

Source: [NEH Edsitement](#)

| <b>Claims:</b> Based on this document, what is ONE claim you can make about the New Deal and African Americans? | <b>Evidence:</b> Where is the evidence in the document to support that claim? |
|---|---|
|   |   |

# Society and Culture of the 1930s and the Great Depression

## Motion Pictures and Radio:

Despite the hardships of the 1930s, it was a golden age for movies and the radio. About 65% of the population went to the movies at least once a week, while 90% of American households owned a radio.

New Deal programs like WPA supported artists and writers alike by giving living wages to produce public art that would inspire hope and appreciation in Americans. Writers were paid to write the histories of ethnic and immigrant groups while others focused on themes of American nationalism. Artists were paid to create posters and murals promoting New Deal programs or American life. They were paid to teach art in schools and some were hired to build sets and props for theater productions around the country.

| Films   | Radio programs                    | Literature   | Art & Theater   |
|---|-----------------------------------|--|---|
| <i>Gone with the Wind</i> (1939)              | FDR's "Fireside chats"            | <i>Native Son</i> by Richard Wright                              | Muralist Diego Rivera                                     |
| <i>The Wizard of Oz</i> (1939)                | Soap Operas – "The Guiding Light" | <i>Their Eyes Were Watching God</i> by Zora Neale Hurston        | <i>American Gothic</i> by Grant Wood                      |
| <i>Snow White and the Seven Dwarfs</i> (1937) | "The Shadow"                      | <i>The Grapes of Wrath</i> by John Steinbeck                     | <i>Nighthawks</i> by Edward Hopper – NY artist            |
| <i>Duck Soup</i> (1933)                       | "The Lone Ranger"                 | <i>U.S.A.</i> - three-part book by John Dos Passos               | <i>Our Town</i> – play by Thornton Wilder                 |
| <i>Mr. Smith Goes to Washington</i> (1939)    | "The War of the Worlds"           | <i>Let Us Now Praise Famous Men</i> by James Agee & Walker Evans | <i>Waiting for Lefty</i> – play written by Clifford Odets |



Clockwise from left: CCC poster; FDIC logo; TVA poster; NRA poster. [Public Domain], via Wikimedia Commons.

Based on the New Deal advertisements and your knowledge of social studies, why were these posters created?

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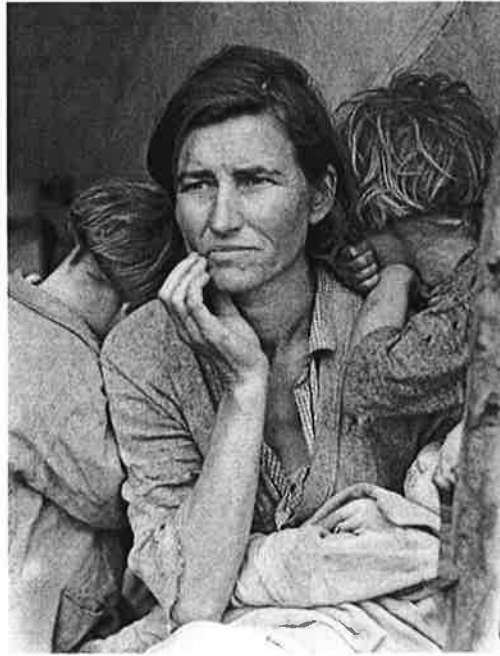
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## How Dorothea Lange and John Steinbeck Captured California in the 1930s

By ReadWorks



By the time California became an American state in 1850, it was already an important place for farming. Miners, ranchers, and farmers had been settling there for decades due to the state's many types of geography. California had a population of about 90,000 in 1850, and this grew to over 5 million by 1930. By the 20th century, California produced a lot of the nation's fruits, vegetables, and other crops.

When severe drought hit the Great Plains in the 1930s, many sought refuge in California. Migrant laborers arrived in the United States with no work, and their families often went hungry. This disastrous time was captured by newspaper reporters, but it also lives on in history through novels and photographs. Two Californians in particular were exceptional at recording this hard period.

John Steinbeck was born in Salinas, California, in 1902. He attended Stanford University, also in California, though he did not graduate. Eventually he moved to New York to become a writer, but did not manage to get a career off the ground. He returned to his

home state, where he started to write fiction about California and its people. Many of Steinbeck's most famous novels and short stories were written in the 1930s during America's Great Depression. Even though they are fictional, his subjects often show what was happening in history at the time. His book *Tortilla Flat* focused on people living in the countryside in Monterey, California.

*Tortilla Flat* was a funny story about a group of friends mostly enjoying themselves, but Steinbeck's later books dealt with more serious issues. *In Dubious Battle*, which the writer published in 1936, looked at migrant laborers who picked fruit in California's orchards. The workers were striking for better working conditions. Steinbeck also used his work to show the life and hardships faced by California's migrant ranch workers. *Of Mice and Men* is his story of two such workers, Lennie and George, who make their way from one town to another in California looking for work. Their dream is to own their own land one day, but many obstacles make this difficult to achieve.

Finally, Steinbeck's most famous novel about Californians is *The Grapes of Wrath*, published in 1939. Like some of Steinbeck's other stories, the book shows people facing poverty and hardship during the Great Depression. In the novel, a family of tenant farmers, the Joads, moves from Oklahoma to California after a drought leaves them too poor to farm. They are forced to become migrant laborers in order to survive.

Steinbeck's novels showed fictional versions of the very real problems people in California faced during the 1930s. In contrast, the photographs of Dorothea Lange offer real-life examples of hardship. Lange was born in New Jersey in 1895. As a young adult, she settled in San Francisco, California. She had decided in high school to become a photographer, and at first, she ran her own studio, where she took people's portraits.

During the 1920s, Lange traveled with her first husband, Maynard Dixon, around the southwestern United States. She began to take pictures of people and places in what is called "documentary style photography," because of the way it documents people's lives. In the 1930s, during the Great Depression, she began to take many more photos of the poor in order to illustrate the many problems they faced. She started with what she saw right in San Francisco and took pictures of striking laborers and people waiting on bread lines.



In 1934, Lange started working for the California State Emergency Relief Administration. The next year, she began to work as a photographer for the Resettlement Administration. Lange worked with her second husband, Paul Taylor, who wrote reports on migrant farm workers while Lange took the photos.

In 1936, Lange took what became her most famous picture. “Migrant Mother” shows a woman staring away from the camera, two of her seven children next to her. They are hiding their faces. Everyone is hungry. The family is stuck in a pea-pickers’ camp in California. They sold the tires on their car in order to buy food. Conditions at the migrant workers’ camps were terrible. After Lange put the photo in a newspaper in San Francisco, the government stepped in to make sure no one at the camp starved. Without Lange and her work, conditions there could have been very different.

While we have history books to remind us of what took place in California and across the country during the Great Depression, photos and fiction can serve this purpose, too. Steinbeck’s novels and Lange’s photographs, showing specific people and events from that time period, have made a lasting impression on how we view the events of 1930s California.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What caused people to seek refuge in California in the 1930s?
  - A a large flood
  - B a severe drought
  - C arrival of migrant workers
  - D the varied geography
  
2. What does the author describe in the second half of the passage?
  - A how John Steinbeck used his fiction to portray real problems faced by real people
  - B the circumstances that caused many people to migrate to California in the 1930s
  - C reasons for California's rapid population growth between 1850 and 1930
  - D how Dorothea Lange used photographs to capture the suffering of migrant workers
  
3. By the 1900s, California had a significant agricultural presence in the United States. What evidence from the passage supports this conclusion?
  - A "By the 20th century, California produced a lot of the nation's fruits, vegetables, and other crops."
  - B "By the time California became an American state in 1850, it was already an important place for farming."
  - C "California had a population of about 90,000 in 1850, and this grew to over 5 million by 1930."
  - D "Miners, ranchers, and farmers had been settling there for decades due to the state's many types of geography."
  
4. Based on the passage, what can you conclude about Dorothea Lange?
  - A She did not care about the problems of the poor.
  - B She cared about the problems of the poor before the 1930s.
  - C She was not able to help the poor with their problems.
  - D She cared about the problems of the poor.

5. What is this passage mostly about?

- A how John Steinbeck became one of America's most famous novelists
- B the differences between John Steinbeck's fiction and Dorothea Lange's photography
- C two people who recorded the Great Depression in California using fiction and photos
- D the problems faced by migrant workers in California during the 1930s

6. Read the following sentences: "Eventually he moved to New York to become a writer, but did not manage to **get a career off the ground**. He returned to his home state, where he started to write fiction about California and its people."

What does the phrase "**get off the ground**" mean?

- A start something
- B pick something up
- C finish something
- D leave something behind

7. Choose the answer that best completes the sentence below.

Two people were very influential in capturing what California was like in the 1930s, \_\_\_\_\_, John Steinbeck and Dorothea Lange

- A therefore
- B but
- C also
- D namely

8. What is documentary style photography?

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**9.** How did Lange’s photography help migrant workers in the 1930s?

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**10.** How would our understanding of California in the 1930s be different without the work of Steinbeck and Lange?

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CHAPTER  
**23**

GUIDED READING *The Impact of the New Deal*

Section 5

A. As you read about the impact of New Deal reforms, take notes about the lasting effects of those reforms on American society.

|                               | New Deal Laws and Agencies | Lasting Effects of These Laws and Agencies on American Government and Life |
|-------------------------------|----------------------------|--|
| 1. Labor                      |                            |  |
| 2. Agriculture and rural life |                            |  |
| 3. Banking and finance        |                            |  |
| 4. Social welfare             |                            |  |
| 5. Environment                |                            |  |

B. On the back of this paper, explain the meaning of **deficit spending** and **parity**.