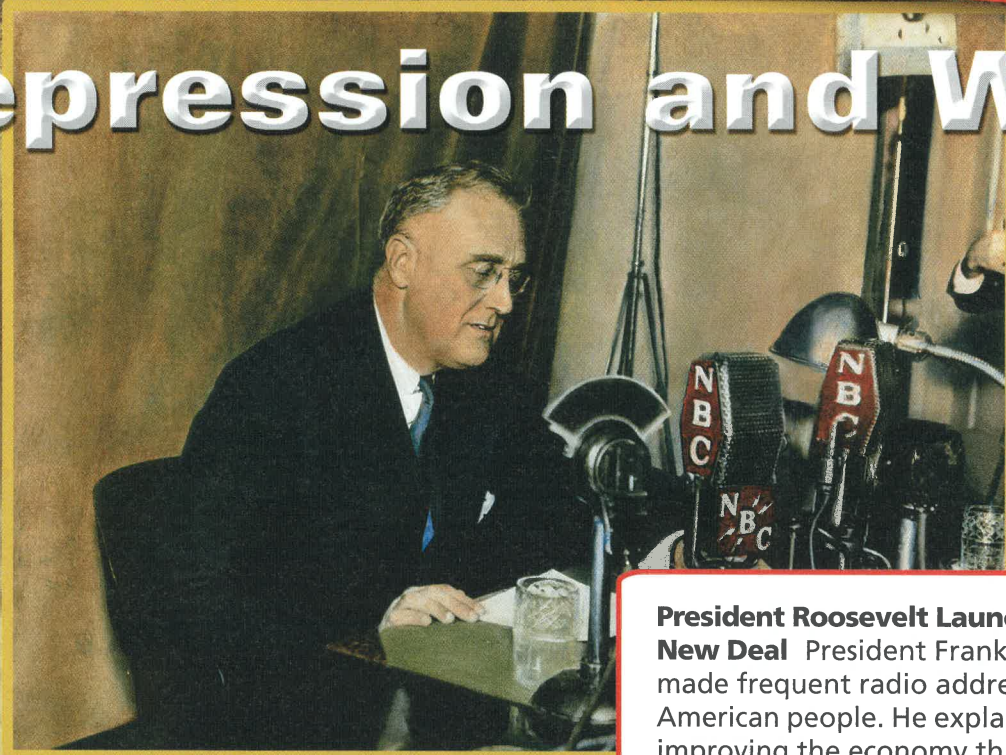


# The Great Depression and the New Deal

1929-1941



# Depression and War



**President Roosevelt Launches the New Deal** President Franklin D. Roosevelt made frequent radio addresses to the American people. He explained his plans for improving the economy through numerous programs known as the New Deal.


## 1933



**Berlin Airlift** When East Germany closed off all access to the city of Berlin, the United States and other nations joined together to supply the city with food and other necessities.

## 1948





*“We are still living on the relief....  
Will we be evicted?  
Will our family be broken up,  
our little girl taken  
away from us?”*

—Ann Rivington,  
Living on Relief, 1933

The Great Depression threw this little girl and millions of other Americans into poverty.

# CHAPTER

# 23

## Core Curriculum

### Section 1

#### HOOVER AND THE CRASH

**NY** 9.I.1 1–5, 9.II.A 1–4, 9.II.B.1,  
9.II.B.2a, 9.II.D.1, 9.II.D.3

### Section 2

#### ROOSEVELT AND THE NEW DEAL

**NY** 9.II.B.3, 9.II.C 1–3, 9.II.C.4a,  
9.II.C.5a, 9.II.C.5b, 9.II.E.4

### Section 3

#### LIFE IN THE GREAT DEPRESSION

**NY** 9.II.C.1, 9.II.C.2, 9.II.D.2, 9.II.D.4,  
9.II.D.7, 9.II.E 1–4

### Section 4

#### LEGACY OF THE NEW DEAL

**NY** 9.I.1.2, 9.I.1.4, 9.II.C 1–3, 9.II.C.4a,  
9.II.C.4b, 9.II.C.4c

## Reading Skill

**Analyze Cause and Effect** In this chapter, you will learn to identify causes and their effects to help connect and understand historical events and issues.





# How did the Great Depression affect role of government?

## The Great Depression and the New Deal

**■ Jobless and Hungry**  
Unemployed and desperate, hungry Americans lined up for food at soup kitchens run by private charities.



**■ Jobs for the Unemployed**



**■ Water Projects**



**■ The Dust Bowl**  
Drought conditions, loose top soil, and high winds in the Great Plains destroyed millions of acres of farmland.



**Migration West**  
Displaced farm families from Dust Bowl states headed to California to seek jobs.

**Deportation of Immigrants**  
Fierce competition for farm jobs led to the deportation of thousands of Mexican migrant workers.

Pacific Ocean



0 200 miles  
0 200 km  
Albers Conic Conformal Projection

### KEY

- Great Depression events
- New Deal programs



**U.S. Events**

**1929**

Stock market crash marks the beginning of the Great Depression.

Franklin Roosevelt becomes President, launches the New Deal.

**1933**

Congress passes Social Security Act.

**1935**

**1929**

**1932**

**1935**



**New York Events**

**1930**

During the Great Depression, Governor Franklin D. Roosevelt signs a system of support for New York's homeless into law.

**1932**

One out of every three workers in Buffalo, NY, is unemployed.



# the American people and change the

CHAPTER  
23

## VISUAL PREVIEW



**1935** John L. Lewis founds Committee for Industrial Organization (CIO).  
**1938** John Steinbeck publishes *The Grapes of Wrath*.  
**1939** Great Depression ends as United States prepares for war.  
**1941**

**1935**

**1938**

**1941**

**1934–1937**

New York's Lincoln Tunnel is built with the help of federal funds.

**1939**

Rockefeller Center in New York City is completed.





## A Family Loses Everything

“We lost everything.... We tried to struggle along living day by day. Then I couldn’t pay the rent. I had a little car, but I couldn’t pay no license for it.... I sold it for \$15 in order to buy some food for the family. I had three little children.”

—Ben Isaacs, recalling the Depression, quoted in Studs Terkel’s *Hard Times*

◀ A victim of the Great Depression

# Hoover and the Crash



## Core Curriculum

- 9.1.I 1–5 The stock market crash marked the beginning of the worst economic time the country has ever known
- 9.11.A 1–4 The Great Depression: contributing factors
- 9.11.B.1 Ineffective Hoover response
- 9.11.B.2a Soup kitchens and outstretched hands
- 9.11.D.1 Most people held jobs during Depression
- 9.11.D.3 Psychological strain on employed

## Reading Skill

**Analyze Causes** Analyzing causes will help you to understand the *why* and *how* of history. As you read the following section, try to answer the question: What caused the Great Depression to start? Remember that many causes can combine to yield one effect.

## Key Terms

overproduction  
bankruptcy

default  
bonus

**Why It Matters** During the 1920s, the stock market boomed and many prospered. However, much of the prosperity was based on borrowed money and buying stock on margin. Then the stock market crashed. The crash was followed by a long, severe economic downturn called the Great Depression.

**Section Focus Question: Why did the economy collapse after the stock market crash?**

## A Collapsing Economy

In 1928, Herbert Hoover had predicted that the United States would soon achieve the “final triumph over poverty.” In fact, the country was heading for the worst economic crisis in its history.

**Signs of Weakness** Several signs of economic weakness surfaced during the late 1920s. Older industries, such as coal mining, railroads, and clothing manufacture, were in decline. Agriculture was also experiencing a prolonged downturn.

Yet, as sections of the economy declined, stock prices continued to soar. As you have read, margin buying allowed people to purchase stocks by paying only a fraction of the cost at the outset and owing the balance. Margin buyers gambled that prices would be higher when they were ready to sell. The gamble seemed to pay off—for a while.

**The Stock Market Crashes** The prices for industrial stocks doubled between May 1928 and September 1929. But soon after, prices began a rapid slide. On Wednesday, October 23, six million shares of stock changed hands. Falling prices caused losses of \$4 billion. Brokers who had lent people money to buy on margin now began to recall their loans. Investors who could not pay had to sell their stocks. This caused prices to drop even more.



On October 29, 1929—known as Black Tuesday—the stock market crumbled completely. Panicked traders rushed to sell, but there were no buyers. Prices plummeted. Investors who thought they owned valuable shares of stock were left with worthless pieces of paper. Millionaires lost their fortunes overnight.

Over the next two weeks, stock prices continued to plunge. “Everybody wanted to tell his neighbor how much he had lost,” observed a reporter for the *New York Times*. “Nobody wanted to listen. It was too repetitious a tale.”

 **Checkpoint** What happened on Black Tuesday?

## The Great Depression Begins

The stock market crash marked the start of a 12-year economic and social disaster known as the Great Depression. The crash, however, was less a cause than a symptom of a deepening crisis.

**Troubled Industries** One major cause of the Great Depression was **overproduction**, a situation in which the supply of manufactured goods exceeds the demand. Factories were producing more than people could afford to buy. With prices rising faster than salaries, many Americans cut back on their purchases.

At the same time, housing and automobile manufacture were in decline. These industries had supported American prosperity during the 1920s. By the end of the decade, though, most Americans who could afford houses and cars had already bought them. Between 1926 and 1929, spending on construction fell from \$11 billion to \$9 billion. In the first nine months of 1929, car sales dropped by more than one third.

### Vocabulary Builder

**decline** (dee KĪN) **v.** to lose strength or power over time



### The Stock Market Crash

Screaming newspaper headlines announced the stock market crash of October 1929. Giant fortunes were lost overnight.

**Critical Thinking: Evaluate Information** What is the young man in this picture trying to do? Do you think he will be successful? Explain.





### Analyze Causes

Identify two sentences on this page or the previous page that give causes of the Depression.

**Crisis in Banking** A nationwide banking crisis also contributed to the Depression. In the countryside, struggling farmers found it impossible to repay their bank loans. When their farms failed, many banks that had loaned farmers money also went out of business.

City banks failed, too. Some of the largest banks had invested in the stock market or loaned huge amounts to speculators. After the crash, terrified depositors flocked into banks, demanding to withdraw their savings. More than 5,500 banks closed between 1930 and 1933. Many depositors were left penniless.

**The Downward Spiral** With people unable to buy what factories were producing, many workers lost their jobs. Thus, they had even less money with which to make purchases. In a vicious circle, declining sales led to more factory closings and layoffs. Many companies were forced into bankruptcy. **Bankruptcy is financial failure caused by a company's inability to pay its debts.** These bankruptcies, of course, caused even more layoffs.

The Great Depression soon spread worldwide. After World War I, many European nations owed America huge sums of money. A slowdown in international trade, however, caused these countries to **default, or fail to repay their loans.** And as the financial crisis worsened in America, investors cut back on their loans to Europe. The vicious cycle of production cuts, layoffs, and bankruptcies repeated itself as Europe sank into economic depression.

 **Checkpoint** How did the Depression spread overseas?

## The Human Cost

The Great Depression severely affected more people than any previous downturn. During earlier depressions, most Americans still lived on farms. They could feed their families in times of crisis. By 1930, however, far more Americans lived in cities and worked in factories or offices. When factories or businesses closed, the jobless had no money for food and no land on which to grow food.

**The Unemployed** Between 1929 and 1933, the unemployment rate skyrocketed from 3 percent to 25 percent. Nationwide, some 13 million people were unemployed. Some cities were harder hit than others. In Toledo, Ohio, four out of five workers had no work.

People lucky enough to have jobs saw their hours cut back and their salaries slashed. Coal miners who had earned \$7 a day before the Depression now fought for the chance to work for a dollar.

**Growing Poverty** Grinding poverty crushed Americans' spirits. In cities, jobless people lined up at soup kitchens, waiting for meals. People tried to sell apples or pencils on the street or to pick up trash for food. Some men hopped freight trains in search of work.

On the outskirts of big cities, homeless people built communities of rundown shacks. They called these makeshift towns Hoovervilles, because they blamed the President for failing to solve the crisis. They slept under "Hoover blankets," or newspapers.

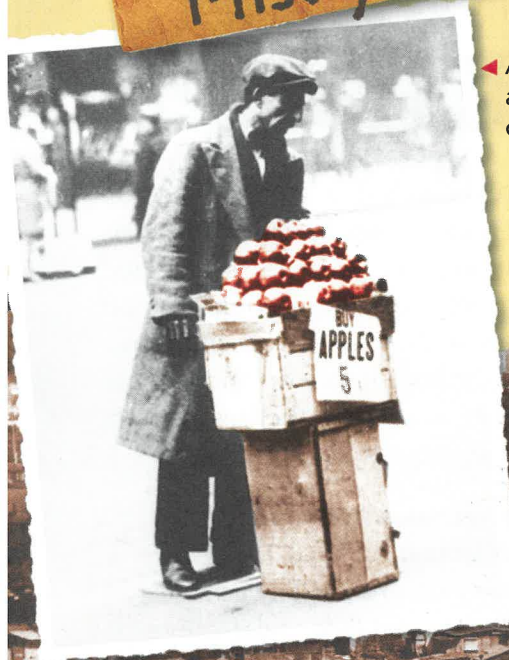
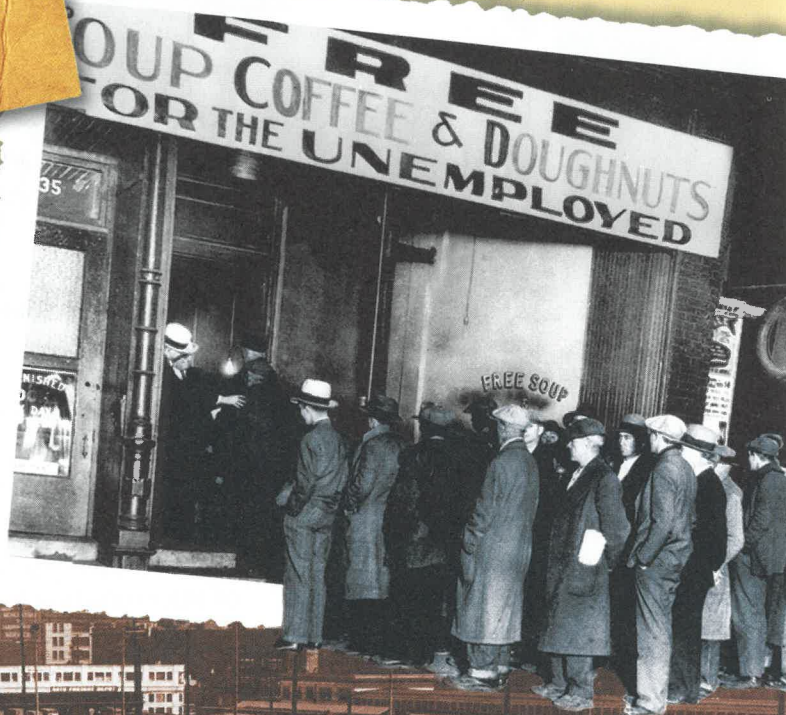


# THE GREAT DEPRESSION: Misery in the Cities

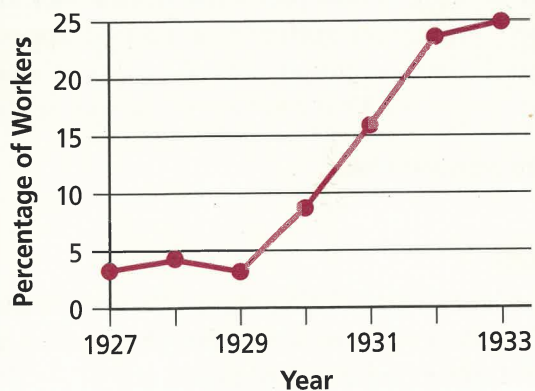
The misery of the Great Depression touched all Americans. Much of the most visible suffering took place in the nation's cities. **Critical Thinking: Link Past and Present** How do you think you would react if another depression like this one struck the United States?

Desperate for food, the jobless lined up at soup kitchens operated by churches and private charities. ▼

◀ Apple sellers were a common sight on street corners.



Unemployment, 1927–1933



Source: Historical Statistics of the United States

Unemployment reached its highest levels in American history during the 1930s.

The homeless gathered in miserable shantytowns, nicknamed Hoovervilles.





### The Bonus Army

In 1932, these World War I veterans headed for Washington, D.C., to demand their bonus.

**Critical Thinking: Evaluate Information** What is the meaning of the poster on the right for the years 1918 and 1932?

**Impact on Families** The Depression had a harsh effect on American families. Many fathers left their homes in search of work. Others, ashamed of being jobless, quit looking for work or deserted their families. With their futures uncertain, young people put off marriage plans. When couples did marry, they had fewer children.

For children, the Depression brought both hardship and a sense of uncertainty. One woman recalled that, after her father lost his job, her family had to move into a garage heated only by a coal stove:

“In the morning, we’d get out and get some snow and put it on the stove and melt it and wash around our faces. Never the neck or anything. Put on our two pairs of socks on each hand and two pairs of socks on our feet, and long underwear and lace it up with Goodwill shoes. Off we’d walk, three, four miles to school.”

—Dynamite Garland, quoted in *Hard Times* (Terkel)

Many children suffered lifelong health problems from a lack of food and dental care. Their education suffered as cash-strapped school boards cut the school year or closed schools. Almost one million rural children under the age of 13 did not attend school at all.

**✓Checkpoint** What were Hoovervilles?

### Hoover Responds

As you saw, many Americans blamed President Hoover for the worsening crisis. Hoover’s advisers considered the Depression a temporary setback. They recommended doing nothing.

**Government Aid** Hoover disagreed. After his brilliant career in mining and foreign aid administration, he believed in taking action. However, he thought business leaders and local governments should take the lead, rather than the federal government.



Hoover met with business executives and encouraged city and state governments to create public works projects to employ jobless people. He also urged private charities to set up soup kitchens.

Eventually, Hoover realized that voluntary action alone would not relieve the crisis. In 1932, he formed the Reconstruction Finance Corporation (RFC) to fund critical businesses, such as banks, insurance companies, and railroads. The RFC also gave money to local governments to fund public-works projects. Despite such measures, the economic situation continued to worsen.


### Vocabulary Builder

**voluntary** (VAHL ahn tair ee)

**adj.** not forced; done of one's own free will

**The Bonus Army** In June 1932, a protest began that would seal the President's fate. Eight years earlier, Congress had approved a **bonus, or extra payment**, of \$1,000 for every veteran of World War I. This bonus was not to be paid until 1945. Made desperate by the Depression, some veterans demanded immediate payment.

When Hoover refused, an angry "Bonus Army" of at least 20,000 veterans marched to Washington, where they camped out. But Congress also rejected their plea. Most marchers left, but about 2,000 stubbornly remained in tents or abandoned buildings. To clear them out, government forces used tear gas, tanks, and machine guns. This lopsided attack killed at least one veteran, injured 100, and left the tent city a smoldering ruin. Many Americans were outraged by the image of government forces firing on unarmed veterans.

 **Checkpoint** What was the goal of the Bonus Army?

 **Looking Back and Ahead** The treatment of the Bonus Army further damaged Hoover's fading popularity. In the next section, you will see how voters turned to a dynamic new leader.

## Section 1 | Check Your Progress

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### Comprehension and Critical Thinking

- (a) List** List the major troubles that industries faced in the Great Depression.  
**(b) Analyze Cause and Effect** How did those troubles cost people their jobs?
- (a) Describe** What actions did President Hoover take to try to ease the economic crisis?  
**(b) Detect Points of View** Why do you think Hoover wanted business leaders and local governments to take the lead?

### Reading Skill

- Analyze Causes** Reread the text following the subheading "The Downward Spiral." Identify the causes in this downward spiral.

### Key Terms

Answer the following questions in complete sentences that show your understanding of the key terms.

- How can **overproduction** hurt the economy?
- When would a company declare **bankruptcy**?
- What happens when a company or individual **defaults** on a loan?

### Writing

- Review this section, including photos and other visual elements. List three possible topics for a multimedia presentation that includes non-print media such as photographs, sound recordings, interviews, computer presentations, and film. Choose one of the three topics and write a sentence describing the topic and the kinds of materials you might use in your presentation.





### Standing on My Own Two Feet

“By enrolling in President Roosevelt’s peace time army, I managed to retain my self-respect. I did not have to become either a parasite, living off my relatives, or a professional bum. In other words, it gave me a chance to stand on my own two feet.”

—Robert Miller, worker in California  
Civilian Conservation Corps, 1933

◀ Franklin Delano Roosevelt campaigning in 1932

# Roosevelt and the New Deal



## Core Curriculum

- 9.II.B.3 Election of 1932
- 9.II.C 1–3 The New Deal
- 9.II.C.4a Government regulation of business and banking
- 9.II.C.5a Court-packing scheme
- 9.II.C.5b Alternatives to New Deal
- 9.II.E.4 Works Project Administration (WPA)

## Reading Skill

**Evaluate Causes and Effects** When events have multiple effects, some may be positive and others negative. As you read the following section, look for events that have multiple effects or trigger cause-and-effect chains. Decide if you think the effects are positive or negative.

## Key Terms and People

**Franklin D. Roosevelt**  
fireside chat  
Huey Long

**Francis Townsend**  
pension  
Charles Coughlin

**Why It Matters** President Hoover’s response to the Great Depression did little to revive the economy. So, in 1932, voters elected a new President—Franklin Delano Roosevelt. Some of his new programs helped to improve the economy. Roosevelt dramatically changed the role of the federal government in the U.S. economy.

**Section Focus Question: How did President Roosevelt respond to the Great Depression?**

## Franklin D. Roosevelt

The Democrats nominated **Franklin D. Roosevelt** to run against Hoover in 1932. He became known to Americans as FDR.

**Background** FDR was a wealthy New Yorker and distant relative of Theodore Roosevelt. He had served as assistant secretary of the navy and was nominated for Vice President in 1920.

A year later, Roosevelt was stricken with polio, a deadly disease. For the rest of his life, he depended on steel leg braces to stand up. Determined to appear strong, Roosevelt never allowed photographers to take his picture in a wheelchair. In fact, most Americans never knew that Roosevelt’s legs were paralyzed.

In 1928, he was elected governor of New York. Four years later, the Democrats tapped the popular governor to run for President.

**A Voice of Hope** During the campaign, Roosevelt pledged “a new deal for the American people.” The term *New Deal* would later come to describe his entire political program. The election results were overwhelming. Roosevelt beat Hoover by a margin of 472 electoral votes to 59. Roosevelt received 57.4 percent of the popular vote.



On March 4, 1933, supported on his son's arm, Roosevelt slowly shuffled a few steps to the platform. After taking the oath of office, the new President reassured Americans:

“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.”

—Franklin Roosevelt, First Inaugural Address, 1933

FDR did not specify what actions he would take. Still, the American people were encouraged by the new President's confidence.

**Bank Holiday** An optimistic FDR quickly went into action. The day after he took office, Roosevelt declared a bank holiday, a four-day closing of the nation's banks. Its goal was to halt the nationwide epidemic of bank failures. The bank holiday gave FDR time to propose an Emergency Banking Relief Act, which provided more careful government regulation of banks.

To restore Americans' confidence in their banks, Roosevelt delivered the first of many **fireside chats, or radio talks**. He told Americans, “It is safer to keep your money in a reopened bank than under the mattress.” The next day, most of the nation's banks reopened. A relieved public began to redeposit its savings.

✓ **Checkpoint** What was the goal of FDR's bank holiday?

## Relief for the Jobless

To decide what legislation to send to Congress, FDR conferred with a group of advisers. FDR's advisers were nicknamed the “brain trust” because several members had been college professors.

### Fireside Chat

This coal miner (right) listens intently to a fireside chat by President Franklin Roosevelt (left). A friend of FDR said, “His face would smile and light up as though he were actually sitting on the front porch or in the parlor with them.” **Critical Thinking:**

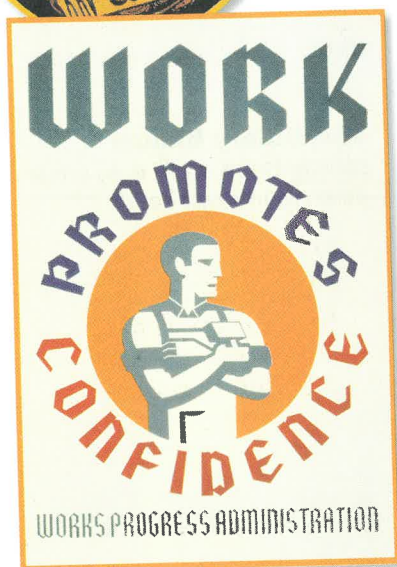
**Link Past and Present** How do Presidents communicate their ideas to the American people today?



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CCC badge (top) and WPA poster (bottom)

### Vocabulary Builder

**infrastructure** (IHN frah struhk chahr) *n.* underlying foundation on which a community or nation depends, such as its roads, bridges, etc.

During the whirlwind first hundred days of FDR's administration, Congress passed and the President signed a record 15 new bills. These New Deal measures had three goals: (1) relief for the jobless, (2) economic recovery, and (3) reforms to prevent future depressions.

**Unemployment Relief** Some measures helped the unemployed by providing financial assistance. The Federal Emergency Relief Administration, or FERA, granted funds to states so they could reopen shuttered relief agencies.

**Providing Jobs** Other programs employed jobless adults. The Civilian Conservation Corps (CCC) hired city dwellers to work in America's national parks, forests, wilderness areas, and countryside. Millions of young men planted trees, built reservoirs, constructed parks, and dug irrigation canals. In addition to providing jobs, the CCC conserved the nation's natural resources.

Another program, the Works Progress Administration (WPA), put people to work building or repairing public buildings, such as schools, post offices, and government offices. WPA workers paved 650,000 miles of roads, raised more than 75,000 bridges, and built more than 800 airports. The WPA also paid artists to paint murals in post offices and government buildings and hired writers to write stories, state guides, and histories.

**Checkpoint** How did the CCC and WPA help the jobless?

## Promoting Economic Recovery

In 1933, the President faced an enormous challenge. He needed to help two sectors of the economy recover: industry and agriculture.

**National Recovery Administration** As you saw, one of the causes of the Depression had been overproduction. Some competing businesses lured consumers by slashing prices. As a result, they had to lay off workers or cut wages.

A new federal agency, the National Recovery Administration (NRA) aimed to keep prices stable while boosting employment and buying power. Most of the country's major industries agreed to pay workers a minimum wage, to stop hiring children, and to keep wages and prices from falling too low.

The NRA succeeded in raising prices. However, critics charged that the agency's codes favored large businesses. More important, the NRA failed to improve the economy.

**Public Works Administration** Another agency, the Public Works Administration (PWA), was granted more than \$3 billion to build large public-works projects. The PWA improved the nation's infrastructure and employed many people.

PWA projects included New York's Lincoln Tunnel, Florida's Key West Highway, and the Grand Coulee Dam in Washington. In fact, nearly every county in the nation could boast at least one PWA project. Even so, the Great Depression continued.



## Tennessee Valley Authority

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Skills Activity

The TVA combated flooding and brought electricity to millions of people.

(a) **Interpret Maps** What did the TVA do to control flooding on the Tennessee and the Cumberland rivers?

(b) **Apply Information** Based on the map, why was the Tennessee River valley a good area in which to build power plants?

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**Tennessee Valley Authority** In 1933, Congress formed the Tennessee Valley Authority (TVA). This agency built giant dams along the Tennessee River. Planners believed that these dams would control flooding, provide cheap electricity, and increase jobs and prosperity in one of the country's poorest rural areas.

The TVA accomplished its major goals. By 1945, power from TVA plants lit thousands of farms that had never before enjoyed electricity. Still, the TVA failed to relieve the region's poverty. Conservatives criticized the TVA for driving some property owners off their land. They also argued that it was unfair for the government to compete with private power companies.

More recently, other critics have claimed that the TVA disrupted the natural environment and that some TVA projects led to increased air pollution. Still, in the 1930s, the popular TVA seemed to symbolize government planning at its best.

**Checkpoint** What was the goal of the NRA?

## Reforming the Economic System

The third part of Roosevelt's plan—reforming the economic system—aimed to prevent future depressions. The Truth-in-Securities Act, for example, required corporations to inform the public fully about their stocks. This act corrected one of the conditions that had contributed to the stock market crash.

The Federal Deposit Insurance Corporation (FDIC), created in 1933, protected bank depositors. It guaranteed individual deposits up to \$2,500. By raising public confidence in banks, the FDIC stemmed the tide of bank failures.



### Evaluate Causes and Effects

Evaluate the positive and negative effects of the TVA on the Tennessee Valley region.



## FDR and the Supreme Court

FDR beats a drum labeled "New Deal."

This man is Chief Justice Charles Evans Hughes.



### Reading Political Cartoons

#### Skills Activity

Congress passed most New Deal legislation. However, the Supreme Court overturned some key measures. This cartoon is based on a famous painting about the American Revolution.

- (a) **Interpret Cartoons** What do the three figures represent? What seems to be the attitude of FDR and Hughes toward each other?
- (b) **Draw Conclusions** Summarize the main idea of this cartoon.

Other New Deal agencies set fairness and safety standards for various industries. The Federal Power Commission (FPC), for example, helped control the oil and gas industries. The New Deal also strengthened the power of the Food and Drug Administration to ensure product safety.

 **Checkpoint** How did the FDIC protect bank depositors?

## Obstacles to the New Deal

Millions of Americans were enthusiastic about the New Deal. As a result, FDR won reelection in 1936 by a wide margin. Still, the New Deal faced a major challenge in the Supreme Court.

**Supreme Court** In 1935 and 1936, the Supreme Court declared several New Deal measures, including the NRA, to be unconstitutional. In response, Roosevelt proposed appointing up to six new Supreme Court justices. He claimed that he wanted to relieve the overworked judges. However, conservatives protested. They understood that FDR had designed this "court-packing plan" to gain a majority of justices.

Congress embarrassed the President by defeating his plan. Even so, FDR won a backdoor victory. When a conservative justice resigned in 1937, Roosevelt appointed a liberal in his place. FDR eventually named eight Supreme Court justices.



**New Deal Critics** Conservatives claimed that the New Deal went too far in regulating businesses and restricting individual freedom. On the other hand, some liberals thought it did not go far enough in helping the poor.


Three New Deal critics attracted widespread attention and some national support. **Huey Long**, a Democratic senator from Louisiana, argued that the government could end the Depression immediately. Long proposed to tax the wealthy and distribute their wealth to the poor. Long's radio speeches on behalf of what he called the Share Our Wealth plan won many enthusiastic followers.

A California doctor, **Francis Townsend**, called for a system of government **pensions, or retirement payments**. Under Townsend's plan, retired Americans over the age of 60 would receive \$200 each month as long as they pledged to spend all the money. Congress never approved the Townsend plan, but it later helped set the stage for the government-supported pensions of the Social Security system. You will read about Social Security in Section 4.

Like Huey Long, Father **Charles Coughlin** used the radio to attract followers. A Catholic priest from Michigan, Coughlin came to distrust Roosevelt's policies on banking and money. Coughlin called on the government to take over the banks.

Supporters of Long, Townsend, and Coughlin eventually joined forces to back a third-party candidate in the 1936 election. However, they were not strong enough to combat FDR's popularity.

 **Checkpoint** Why did FDR try to increase the size of the Supreme Court?

 **Looking Back and Ahead** In this section, you have read how Roosevelt tried to tackle the problems of the Great Depression. In the next section, you will see how the Depression affected American life.



Huey Long addresses a rally in Louisiana.

## Section 2 | Check Your Progress

### Comprehension and Critical Thinking

- (a) Recall** What were the three goals of the New Deal?  
**(b) Organize Information** Categorize five New Deal measures according to these three goals.
- (a) Recall** How did the Supreme Court threaten the New Deal?  
**(b) Draw Inferences** How might Roosevelt's response have threatened separation of powers in the federal government?



### Reading Skill

- Evaluate Causes and Effects**  
Reread the text under the heading "Relief for the Jobless." Evaluate the effects of FDR's plan to help the poor and unemployed.

### Key Terms

Read each sentence below. If the sentence is true, write YES. If the sentence is not true, write NO and explain why.

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- Townsend's **pension** plan forced retired people to pay higher taxes.
- In his **fireside chats**, FDR explained his programs directly to the American people.

### Writing

- List two topics for a multimedia presentation about Franklin Roosevelt's presidency.





### From Oklahoma to California

“One year the drought killed everything. We made \$100—just enough money to pay the rent. . . . We just knew that there was work in California because of what we’d been told and what we’d read in the papers. So we decided to come to California.”

—Mildred Ward, recalling why her family migrated during the Great Depression

◀ A family fleeing drought-stricken Oklahoma in the 1930s

## Life in the Great Depression



### Core Curriculum

- 9.II.C.1 New Deal: psychological boost
- 9.II.C.2 New Deal: relief of suffering
- 9.II.D.2 Women, blacks, and unskilled suffered most
- 9.II.D.4 Depression’s effect on male’s provider role
- 9.II.D.7 Dust Bowl and the Okies
- 9.II.E 1–4 The cultural environment during the Great Depression



### Reading Skill

**Analyze Effects** Effects are the results of an action, event, or attitude. Often an action, event, or attitude will have several effects. Certainly, the events of the Great Depression had dramatic effects on American business, families, and culture. As you read this section, ask yourself: What happened to businesses and individuals because of these events? How did American culture change because of these events?

### Key Terms and People

**Eleanor Roosevelt**  
civil rights  
**Mary McLeod**  
Bethune

**Marian Anderson**  
migrant worker  
**John Collier**  
**John Steinbeck**

**Why It Matters** Not everyone benefited equally from FDR’s New Deal. Poverty and discrimination plagued many. Farmers in the Plains suffered drought and terrible dust storms that destroyed crops. Thousands headed west to California hoping for a better life.



**Section Focus Question: How did the Great Depression affect daily life?**

### Women in the Depression

With so many men out of work, many Americans felt that women should stay at home. Yet, women often had to help support themselves or their families. By the end of the Great Depression, more women were working outside the home than at the start.

**Women in the Workplace** Women enjoyed two small advantages in the workplace. Female salesclerks and secretaries faced little competition from men. In addition, such jobs were less likely to disappear than the factory jobs many men held.

Still, most women with jobs struggled. For example, women who had trained to become schoolteachers or librarians suddenly found themselves competing for jobs with men who had lost other work. Female factory workers were more likely than men to lose their jobs or to have their wages cut. Many maids, seamstresses, and housekeepers also lost their jobs because fewer people could afford domestic help. African American women were especially hard hit because they held the majority of domestic jobs.

The Great Depression complicated life for most women, whether or not they worked outside the home. To save money, more women found themselves sewing clothes, canning fruits and vegetables, and baking bread instead of buying it.





## Eleanor Roosevelt

Born to a wealthy New York family, Eleanor Roosevelt spent much of her time as First Lady visiting the needy. At far left, she greets two children with polio—the same disease that struck her husband. At left, she descends into a coal mine. **Critical Thinking:** **Apply Information** How did Eleanor Roosevelt assist the President?



**An Active First Lady** The most famous working woman in the country was FDR's wife, **Eleanor Roosevelt**. After polio had stricken her husband in 1921, Mrs. Roosevelt overcame her shyness to begin speaking and traveling on his behalf.

Eleanor Roosevelt helped transform the role of First Lady. The wives of earlier Presidents had hosted teas and stayed in the background. By contrast, the energetic Mrs. Roosevelt crisscrossed the country, serving as the President's "eyes and ears." Then, she conferred with FDR on what she had seen and what he should do. In 1933 alone, Eleanor Roosevelt logged 40,000 miles, including a trip down into a West Virginia coal mine. She also made frequent radio speeches and wrote a daily newspaper column.

Mrs. Roosevelt used her position to champion women's rights. She held press conferences limited to female reporters. She also urged FDR to appoint more women to government positions.

**✓Checkpoint** What challenges did women face during the Great Depression?

## African Americans in the Depression

African Americans had been hit hard by the Depression. They generally suffered more unemployment, homelessness, illness, and hunger than did whites.

**South and North** In the South, plunging cotton prices forced many African American sharecroppers off their land. Moving to southern cities, they found that many jobs traditionally done by blacks, such as cleaning streets, were now filled by jobless whites. By 1932, more than half the African Americans in the South were unemployed.

## Vocabulary Builder

**confer** (kahn FER) **v.** to exchange ideas with someone



## Biography Quest



**Marian Anderson**  
1897–1993

Marian Anderson began singing in a local Philadelphia church at the age of six. By 1934, she was singing for the kings of Sweden and Denmark.

Anderson is best remembered for her 1939 concert at the Lincoln Memorial. At first, she shied away from the attention. But she realized, "I had become, whether I liked it or not, a symbol, representing my people."

### Biography Quest

**What other barriers did Anderson break in her career?**

**For:** The answer to the question about Anderson

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### Vocabulary Builder

**drastic** (DRAS tik) **adj.** extreme in effect or action

The migration of African Americans to the North, which had started after World War I, continued at an even faster pace. Even in northern cities, though, more black than white factory workers lost their jobs. African Americans were usually the last hired and the first fired. In New York, almost 50 percent of blacks were jobless.

**FDR's Mixed Record** The majority of African American voters had backed Roosevelt. Still, the President had a mixed record on civil rights. **Civil rights are the rights guaranteed in the Constitution, especially voting and equal treatment under the law.** For example, FDR failed to support a federal antilynching bill, which his wife strongly supported. The President feared that he might lose the support of southern senators for his New Deal programs.

Still, in part due to his wife's prodding, Roosevelt appointed at least 100 African Americans to government posts. Educator **Mary McLeod Bethune**, a friend of Eleanor Roosevelt's, became the top-ranking African American in the government.

Bethune was a member of FDR's "Black Cabinet," a group of high-ranking appointees who advised the President on African American issues. Other members of the Black Cabinet included William Hastie, who later became the first African American federal judge.

**A Symbolic Moment** In 1939, the Daughters of the American Revolution (DAR) refused to allow African American singer **Marian Anderson** to perform at their hall. Eleanor Roosevelt, a DAR member, resigned in protest. She then arranged for Anderson to sing on the steps of the Lincoln Memorial on Easter Sunday.

Anderson's performance drew a crowd of 75,000 listeners. The concert became a key symbol of the struggle for civil rights.

 **Checkpoint** What was the Black Cabinet?

## Other Americans in the Depression

All Americans were affected by the Depression. Yet, some faced **drastic** circumstances. Many Mexicans and Mexican Americans were not only forced out of work but also out of the country. Meanwhile, the New Deal meant a new government policy toward Native Americans.

**Mexican Immigrants Are Deported** Many Mexican immigrants lived in the Southwest as **migrant workers, people who travel from farm to farm picking crops.** During good times, farm owners had welcomed the Mexicans, who were willing to toil for low wages under harsh conditions. During the Depression, though, thousands of white migrant workers also flooded the area looking for work.



Many Americans wanted the government to force the Mexicans out of the country. Federal immigration officials rounded up hundreds of thousands of people and deported them to Mexico. Some of those deported were not immigrants but were citizens who had been born in the United States.

**The Indian New Deal** A law in 1924 had granted American citizenship to Native Americans. Still, when the Great Depression hit, most of the nation's 170,000 Indians lived in poverty on reservations administered by the government.

Under FDR, **John Collier** became Commissioner of Indian Affairs. Collier, a white man who had lived among the Pueblo Indians of New Mexico, embarked on an ambitious program that became known as the Indian New Deal. With funding from federal agencies, he hired Native Americans to build needed schools, hospitals, and irrigation systems. Collier also hoped to put reservations under Indian control, stop sales of Native American lands, and encourage Indian schools to teach Native American history and the arts.

Congress approved part of Collier's plan in the Indian Reorganization Act (IRA) of 1934. The IRA did restrict tribal land sales. Yet, it failed to bring self-government to the tribes or to promote education. Native Americans continued to be the poorest Americans.

 **Checkpoint** Why were many Mexican Americans expelled from the country during the Great Depression?

## The Dust Bowl

In the southwestern Plains, farmers already suffering the effects of the Great Depression faced another disaster. In 1930, very little rain fell. The resulting drought caused widespread crop failure and sent storms of dust swirling across the land. These gigantic dust storms lasted for five years, turning 100 million acres of rich farmland into a wasteland known as the Dust Bowl.

**Black Blizzards** Modern farming methods contributed to the Dust Bowl. Mechanical farming equipment, which had made farming easier, encouraged farmers to clear huge plots of land. They removed native grasses along with the sod formed by the grass roots. This sod layer, however, had held the dry Plains soil in place. When the rains failed, the rootless soil blew away like powder. (See the Geography and History feature following this section.)

Some dust storms arose so suddenly that people called them "black blizzards." Black blizzards made noon seem like midnight, buried fences, seeped into houses, and killed people and animals. "We went to school with headlights on and with dust masks on," recalled one man.



### **Native Americans and the New Deal**

In addition to the Indian Reorganization Act, Native Americans benefited from other New Deal programs. These farmers display the blue eagle, the symbol of the National Recovery Act.

**Critical Thinking: Apply Information** What was the Indian New Deal?



## Artists of the Depression

William Gropper created this painting, *Construction of the Dam*, for the Department of the Interior in 1937. The vibrant colors and dynamic poses reflect the strength of the men who labored on public works projects during the New Deal.

**Critical Thinking: Apply Information** Why was dam building a fitting subject for a painting during the era of the New Deal?



### Analyze Effects

Review and analyze the effects of the Great Depression and the Dust Bowl on farmers in the Great Plains.

**Okies Head West** By the thousands, ruined farm families abandoned their dusty homes to seek work elsewhere. In some of the worst-hit Dust Bowl counties, as many as one family in three left. Many headed west to the rich farmlands of California.

California residents scornfully called the migrants Okies because so many had come from Oklahoma. The migratory agricultural workers found conditions in California almost as miserable as the ones they had left. Unable to buy land, they competed with local workers to pick crops at starvation wages. The police eventually closed some roads entering the state. Still, the migrants kept coming.

**✓Checkpoint** What were the causes of the Dust Bowl?

## Arts and Media of the Depression

In 1939, writer **John Steinbeck** captured the miseries of the Dust Bowl in *The Grapes of Wrath*. The novel tells the story of the Joads, Okies who seek a better life in California. In one scene, Ma Joad describes how her family has been shattered by hard times:

“They was the time when we was on the lan’. They was a boundary to us then. Ol’ folks died off, and little fellas come, an’ we was always one thing—we was the fambly—kinda whole and clear. An’ now we ain’t clear no more. Pa’s lost his place. He ain’t the head no more. We’re cracking up, Tom. There ain’t no fambly now.”

—John Steinbeck, *The Grapes of Wrath*

Steinbeck’s novel became the classic example of how American writers and artists tried to cope with the human toll of the Great Depression.



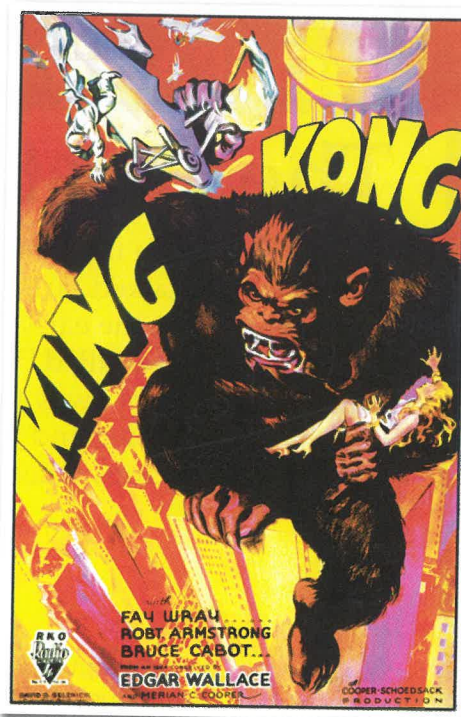
**Visual Arts** Photographers and painters used the Depression as a theme for their art. Under a New Deal program called the Farm Security Administration, photographer Dorothea Lange recorded the experiences of Dust Bowl migrants. Her classic photograph of a woman migrant farmworker remains the symbol of the Depression.

As you have read, the WPA hired artists to paint murals on public buildings. The realistic, colorful murals of artists such as Thomas Hart Benton paid tribute to the lives of ordinary working people.

**Movies and Radio** During the Depression, some movies dealt realistically with social problems. These included a 1940 movie version of *The Grapes of Wrath*. Gangster films, such as *The Public Enemy*, depicted the rise of organized crime in American cities.

Most movies of the era, however, were meant to help people forget their problems. Audiences laughed at the antics of Mickey Mouse and thrilled to the adventure fantasy *King Kong*. One of the most popular stars was Shirley Temple, a little girl who symbolized optimism in the face of trouble.

The radio was a vital part of everyday life. Families gathered in their living rooms to listen to FDR's fireside chats. For entertainment, people enjoyed popular bands and comedians. During the day, many listeners tuned in to continuing dramas sponsored by soap companies. Such serials are still known as soap operas.



Poster for the 1933 movie *King Kong*

**✓Checkpoint** How did movies and radio help Americans during the Great Depression?

★ **Looking Back and Ahead** In this section, you saw how the Great Depression affected Americans of the time. In the next section, you will look at the lasting impact of the New Deal.

## Section 3 | Check Your Progress

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### Comprehension and Critical Thinking

- (a) Recall** How did Eleanor and Franklin Roosevelt differ in their position on a proposed antilynching bill?  
**(b) Draw Conclusions** Why might it have been difficult for FDR to push for civil rights reforms in the 1930s?
- (a) Describe** What caused the Dust Bowl in the 1930s?  
**(b) Make Predictions** What do you think finally ended Dust Bowl conditions?

### Reading Skill

- Analyze Effects** Reread the text under the heading "Other Americans in the Depression." Analyze the effects of the Depression on Mexican Americans.

### Key Terms

Answer the following questions in complete sentences that show your understanding of the key terms.

- What is the goal of people who seek **civil rights**?
- What did Mexican Americans and Okies do as **migrant workers**?

### Writing

- Choose one of the general topics from the list that follows. Narrow that topic down to a more specific subtopic that could be covered in a multimedia presentation of 5 minutes. List three elements for that presentation.
  - popular media of the 1930s
  - the Dust Bowl
  - the Depression and women
  - the Depression and African Americans
  - family life in the 1930s



## GEOGRAPHY AND HISTORY

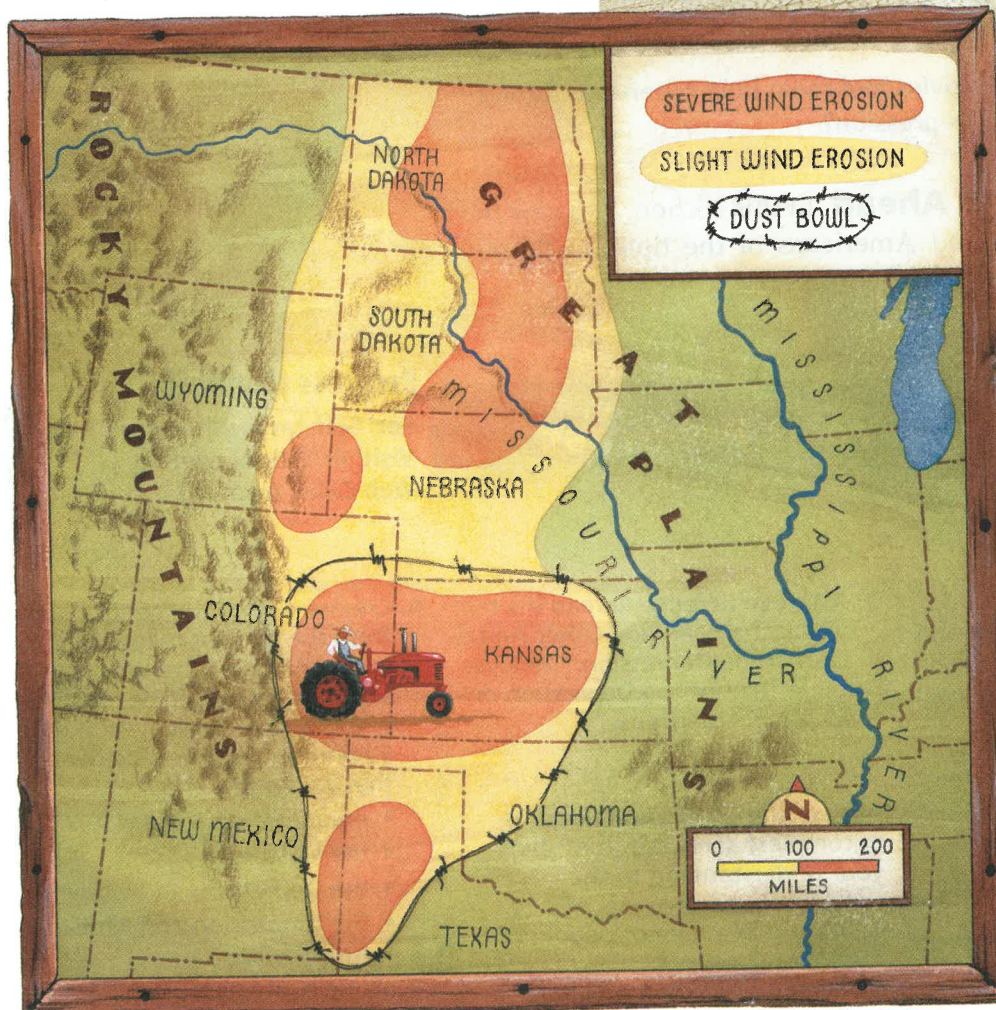
# The Dust Bowl



9.II.D.7

As the Depression tightened its grip on the country, a new enemy stalked farmers on the Plains. Drought came in the early 1930s. Farmers had to endure great dust storms, called black blizzards, that blotted out sunlight and swept away farmland. The Great Plains became a Dust Bowl, and thousands of Americans watched as the crops failed.

Windswept soil could bury farmhouses in drifts. ►



### ◀ Dust Bowl, 1933–1940

The Dust Bowl spanned parts of six states in the southern plains. Wind erosion wore away soil beds in Nebraska and the Dakotas as well. Dirt from these areas swept east over the Mississippi River—far enough to darken the skies over New York and Washington!



**Explore More Video**

To learn more about the Dust Bowl, view the video.

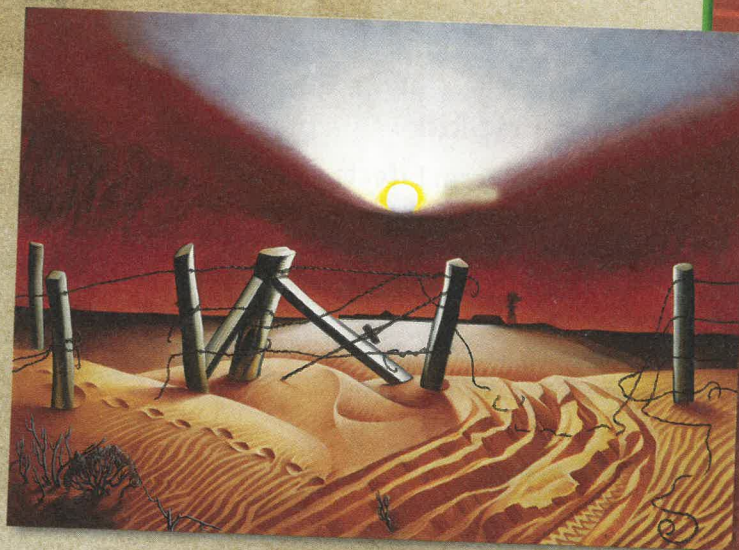
*Understand Effects:*

# A Wave of Migrants

In the face of drought, wind, and low prices for their crops, thousands of Dust Bowl farmers lost their farms. Many headed west to California to look for work. Once they reached California, these displaced laborers often pushed African Americans, Mexican Americans, and Asian Americans out of their jobs.



The painting at right captures a Dust Bowl landscape after a pounding storm.

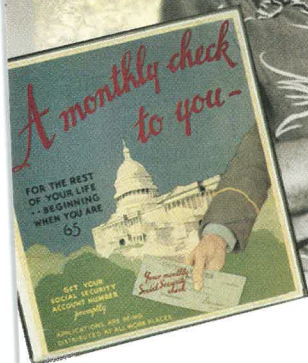


▲ Farmers and their families braced themselves against strong windstorms of swirling topsoil. After these storms passed, the sky and horizon often held the red tint of airborne prairie dirt for hours.

## Analyze GEOGRAPHY AND HISTORY

Drought and high winds created terrible dust storms on the Great Plains during the 1930s. Write a journal entry describing the effects of a dust storm on a farm family.





### NY Core Curriculum

- 9.I.I.2 The crash: problems with economic structure
- 9.I.I.4 The crash: ineffectiveness of government
- 9.II.C 1–3 The New Deal
- 9.II.C.4a Government regulation of business and banking
- 9.II.C.4b Social Security
- 9.II.C.4c Wagner Act

### Reading Skill

**Evaluate Long-Term Effects** Important historical events such as the Depression often have far-reaching effects. In fact, the Depression changed America permanently in some areas, such as its culture, political system, and economy. Read this section to identify these long-term effects. Think about how, if at all, they affect your life today.

### Key Terms and People

payroll tax  
Frances Perkins  
collective bargaining

John L. Lewis  
sit-down strike  
deficit spending

## Social Security

“Social Security has been one of the most successful government programs. Social Security is the foundation of well being for the elderly, the disabled and their families. . . . But today Social Security faces serious long-range financing issues.”

—James B. Lockhart III, government official testifying before Congress, 2004

◀ Her first Social Security check

# Legacy of the New Deal

**Why It Matters** FDR’s New Deal programs tried to solve the immediate problems of the Great Depression. Yet programs that Roosevelt created in the 1930s had a lasting impact on the American economy and society.

**Section Focus Question: What were the long-term effects of the Great Depression?**

## Social Security

“Those suffering hardship from no fault of their own have a right to call upon the government for aid,” FDR argued. In 1935, he signed the Social Security Act. It gave the federal government a major and lasting role in providing support for the needy.

A key part of the Social Security Act was Old-Age Insurance. It guaranteed retired people a pension. To fund the pensions, the new law imposed a **payroll tax, or a tax that removes money directly from workers’ paychecks**. Employers were required to make matching contributions. Business leaders opposed Old-Age Insurance, arguing that matching payments removed too much money from the economy.

The Social Security Act included Aid to Dependent Children (ADC) to help children whose fathers were dead, unemployed, or not living with the family. The ADC granted federal money to states to help mothers stay home to raise their young children. The Social Security Act also provided financial aid to the disabled and gave the states federal money to make temporary payments to the unemployed.

At first, the Social Security Act excluded some categories of labor. Employers of agricultural and domestic workers were not required to pay into the system. As a result, many African Americans, migrant workers, and poor rural whites did not benefit from Social Security.

**Checkpoint** How did the Social Security Act pay for pensions for retired Americans?



## Lasting Labor Reforms

The committee that drafted the Social Security Act was chaired by FDR's secretary of labor, **Frances Perkins**. The first woman to serve in the Cabinet, Perkins backed major labor reforms. She said that "the ideal of government should be, through legislation and through cooperation between employers and workers, to make every job the best that the human mind can devise as to physical conditions, human relations, and wages."

**New Laws Favor Workers** In 1935, Congress passed the National Labor Relations Act. It became known as the Wagner Act, after the New York senator who sponsored it. The Wagner Act guaranteed workers' rights to organize into unions and prohibited unfair business practices, such as firing union members.

The Wagner Act also upheld **collective bargaining, or the right of a union to negotiate wages and benefits for all of its members**. A new National Labor Relations Board required employers to participate in collective bargaining with unions. Largely due to the Wagner Act, union membership tripled during the 1930s.

Workers gained additional benefits with the 1938 passage of the Fair Labor Standards Act. The new law set minimum wages at 25 cents per hour and maximum weekly work hours at 44. It also established time-and-a-half payment for overtime work and put an end to child labor in some businesses.

**A Powerful New Union** In 1935, **John L. Lewis**, head of the United Mine Workers, formed the Committee for Industrial Organization, later renamed the Congress of Industrial Organizations (CIO). The CIO was an umbrella organization consisting of many other unions. The CIO differed from the older American Federation of Labor (AFL).

The AFL organized member unions by their skills. However, Lewis thought that organizing unions differently would give workers more bargaining power. The CIO combined all the workers in a particular industry, skilled and non-skilled alike. This policy opened up union membership to more women and African Americans, many of whom worked in unskilled positions.

In 1936, the United Auto Workers—a member union of the CIO—launched a sit-down strike at the nation's largest auto factory. In a **sit-down strike, workers stay in the factory but stop production**. After six weeks, the strikers won their demands for higher wages and shorter hours. The Supreme Court later ruled sit-down strikes illegal.

✓ **Checkpoint** How did the Wagner Act protect workers?

### Vocabulary Builder

**minimum** (MIHN ah muhm)

**adj.** smallest or least required or allowed

### A Sit-Down Strike

The sit-down strike was a new labor tactic in the 1930s. These auto workers are literally sitting down on the job—on unused car seats.

**Critical Thinking:**  
**Evaluate Information** Why do you think sit-down strikes were an effective means of protest?





## Cause and Effect

### CAUSES

- The gap between rich and poor Americans widens.
- Industries decline when people cannot afford new items.
- Margin buying leads to inflated stock prices.
- The stock market crashes in 1929.
- Banks fail because people cannot repay their loans.

## THE GREAT DEPRESSION

### EFFECTS

- Demand for goods decreases, leading to production cuts in America and Europe. Millions of people lose their jobs.
- The U.S. banking system nears collapse.
- Trade links American economy to Europe. As less U.S. money circulates abroad, businesses fail internationally.
- FDR institutes New Deal legislation to promote economic recovery; the government's role in social welfare increases.
- Totalitarian governments rise in Europe and Asia.

## Reading Charts

### Skills Activity

The economic collapse known as the Great Depression had multiple causes. Its effects reached every American.

- (a) **Interpret Charts** Identify one economic cause of the Great Depression.
- (b) **Analyze Cause and Effect** In what way are the effects of the Great Depression and the New Deal still felt today?

## Scorecard on the New Deal

The Social Security Act and other reforms permanently enlarged the role of the federal government. However, not everyone agreed that the government should take such an active approach to social problems. The debate over the New Deal continues to this day.

**Arguments Against the New Deal** Since the 1930s, critics have charged that the New Deal gave too much power to the federal government. They argue that government programs threaten both individual freedom and free enterprise. Herbert Hoover warned:

“Either we shall have a society based upon ordered liberty and the initiative of the individual, or we shall have a planned society that means dictation, no matter what you call it or who does it. There is no halfway ground.”

—Herbert Hoover, speech, June 10, 1936

Such critics favor a return to the tradition of *laissez faire*, which stated that the government should interfere with the economy as little as possible.

Critics of the New Deal also worried about a massive increase in the nation's debt. To pay for his programs, FDR had resorted to a policy of deficit spending. **Deficit spending is a situation in which the government spends more money than it receives in taxes.**



### Evaluate Long-Term Effects

Evaluate the long-term effects of the New Deal, as viewed by its critics.



Finally, critics pointed out that the New Deal failed to fulfill its most fundamental goal. FDR's programs did not end the Great Depression. Full economic recovery would not come until 1941, when the United States began producing goods in preparation for entering a new world war.


### Vocabulary Builder


**fundamental** (fuhn duh MEHN tahl)

**adj.** basic; essential; most important

**Arguments for the New Deal** Supporters of the New Deal pointed out that FDR's active approach eased many problems. It employed millions of jobless people, ended the banking crisis, reformed the stock market, saved poor families from losing their homes, and improved working conditions. New Deal programs built dams and bridges, preserved 12 million acres of national parkland, brought electricity to rural America, and sponsored the creation of lasting works of art.

For many Americans, the New Deal restored their faith in government. They felt that their government would take care of them. Franklin and Eleanor Roosevelt received millions of letters from admirers. One writer said, "I have always felt like you and your wife and your children were as common as we were." In countless homes, FDR's picture held a place of honor.

 **Checkpoint** Summarize one argument against the New Deal.

 **Looking Back and Ahead** Admirers of the New Deal said that people's faith in FDR helped American democracy survive the Great Depression. By contrast, several nations in Europe and Asia turned from democracy to dictatorship. In the next chapter, you will see how the rise of dictators led to World War II.



Eleanor and Franklin Roosevelt

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### Comprehension and Critical Thinking

- (a) **Identify** What were the main provisions of the Social Security Act?  
(b) **Link Past and Present** Why is Social Security still important today?
- (a) **Describe** How was the organization of the CIO different from that of the AFL?  
(b) **Identify Benefits** How might the organization of the CIO have made it more effective in negotiating with companies on behalf of workers?

### Reading Skill

#### 3. Evaluate Long-Term Effects

Reread "Arguments for the New Deal" on this page. Evaluate the long-term effects of the program, as viewed by its supporters.

### Key Terms

Complete each of the following sentences so that the second part further explains the first part and clearly shows your understanding of the key term.

- Union and company representatives sit down together in **collective bargaining**, \_\_\_\_\_.
- Many people fear a government might hurt the economy through **deficit spending**, \_\_\_\_\_.

- Social Security was funded by a **payroll tax**, \_\_\_\_\_.

### Writing

- Create a two-column checklist for a multimedia presentation on a topic from this section. Insert the topic at the top of the checklist. In the left column, list three of these media types: Music; Videos/DVDs; Art; Photographs; Computer Presentations; Interviews. In the right column, describe specific materials you would explore for each type. For example: Interviews (*left column*); Talk to grandmother about Social Security (*right column*).





Often, paintings and drawings include important evidence about daily life during a particular historical period. Studying works of art helps us draw conclusions about the society that created the art.



*Unemployment*, by Ben Shahn

### Learn the Skill

Use these steps to analyze art.

- 1 **Identify the subject and artist.** The title or caption often identifies the subject and artist. Details in the painting may also tell you who or what is being shown.
- 2 **Analyze the details in the work of art.** Look for the most important details to help you identify the focus of the painting.
- 3 **Draw conclusions based on the work of art.** Use information provided by the work of art and your own knowledge of the period or event. Does the art convey a particular mood or point of view? What can you conclude about the values and culture of the people who lived in that society?

### Practice the Skill

Answer the following questions about the mural on this page.

- 1 **Identify the subject and artist.** (a) What is the title of the mural? (b) Who is the artist? (c) What is the subject matter?
- 2 **Analyze the details in the work of art.** (a) Who are the people shown in this mural? (b) What are they doing? (c) What details in the mural attract your attention the most?
- 3 **Draw conclusions based on the work of art.** (a) What mood or feeling is created by this mural? (b) What does this mural show you about American society during this period? (c) What is the artist's point of view about the subject?

### Apply the Skill

See the Review and Assessment at the end of this chapter.





## How did the Great Depression affect the American people and change the role of government?

### Section 1

#### Hoover and the Crash

- The stock market crash in October 1929 marked the start of the Great Depression.
- Causes of the Depression included overproduction and a banking crisis.
- Unemployment led to widespread misery.
- President Hoover believed business and local government should lead the way out of the Depression.

### Section 2

#### Roosevelt and the New Deal

- In 1933, President Roosevelt launched the New Deal, an ambitious program to bring relief to the jobless, spur economic recovery, and prevent future depressions.
- The Supreme Court overturned several major New Deal measures.
- Some critics felt that the New Deal did not do enough to improve conditions.

### Section 3

#### Life in the Great Depression

- Women, African Americans, and Mexican Americans faced special challenges during the Depression.
- Droughts in the early 1930s turned much of the Plains region into a Dust Bowl.
- Painters, photographers, and writers in the 1930s depicted hard times in their works.

### Section 4

#### Legacy of the New Deal

- The Social Security Act offered assistance to older Americans and others.
- Labor reforms and the founding of the CIO increased the power of unions.
- Critics of the New Deal feared it made the government too powerful, while supporters believed it strengthened faith in the democratic system.



## Focus on New York History



9.II.B.2b, 9.II.C.4,  
9.II.E.4, 9.II.D.3

**The Great Depression** As President Franklin D. Roosevelt was putting the New Deal into place across the country, what became known as the “Little New Deal” was growing in New York under the leadership of Governor Herbert H. Lehman. Having served under Roosevelt before his election to the White House, Lehman modeled several programs on Roosevelt’s ideas.

By 1935, one-sixth of New York’s population was receiving government relief money. Homelessness and joblessness remained high. Even for those employed, the fear of losing one’s job was a great psychological strain. Governor Lehman targeted homelessness and job growth during his ten years as the state’s governor. Lehman helped create laws focusing on everything from low-cost housing to child labor.

At the same time, hundreds of thousands of New Yorkers were enrolled in various New Deal work-relief programs, including the Civilian Conservation Corps (CCC) and the Civil Works Administration (CWA). In New York City alone, 700,000 residents worked for the Works Progress Administration (WPA) between 1935 and 1943. Across the state, residents built and decorated bridges, dams, high schools, parkways, and hospitals. Today, the Central Park Zoo and the WPA murals in the Albany Post Office and various libraries and schools are evidence of the different ways New Yorkers survived the Great Depression.

**Research how New Deal programs affected your hometown or county. Make notes on a map of your town or county with information you gathered from your research.**



## CHAPTER 23 | Review and Assessment

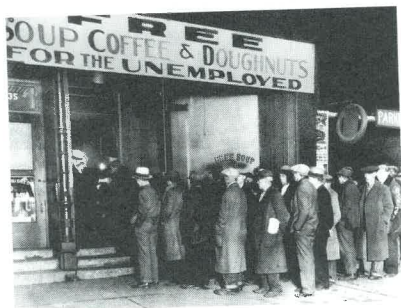
### Key Terms

Read each sentence below. If the sentence is true, write YES. If the sentence is not true, write NO and explain why.

1. The company declared **bankruptcy** to celebrate profits from selling stock.
2. European countries **defaulted** on loans, paying off their debts early.
3. His **pension** provided him with an income after he retired.
4. By spending more money than it took in, the government practiced **deficit spending**.
5. **Migrant workers** built permanent homes in the communities where they worked.

### Comprehension and Critical Thinking

6. (a) **Summarize** What were the causes of the stock market crash of 1929?  
(b) **Analyze Cause and Effect** How did the crash contribute to increased unemployment?  
(c) **Apply Information** What measures did Roosevelt take to prevent another crash?



7. (a) **Recall** Why did Americans buy fewer and fewer cars and homes in the late 1920s?  
(b) **Analyze Cause and Effect** How did that trend contribute to the Great Depression?
8. (a) **Recall** How did Hoover propose to handle the economic crisis?  
(b) **Contrast** How did Roosevelt's approach differ from Hoover's?  
(c) **Evaluate Information** Why do you think more Americans responded favorably to Roosevelt's approach than to Hoover's?
9. (a) **Recall** How did the Great Depression affect women? African Americans? Mexican Americans?

(b) **Compare and Contrast** How were Depression experiences similar for all three groups? How were they different?

10. (a) **Describe** How did writers and artists tell the story of Americans during the Depression?  
(b) **Contrast** What approaches did the movies take toward the Depression?  
(c) **Identify Benefits** Which approach do you think benefited Americans more? Explain.
11. (a) **List** How did Americans benefit from the Social Security Act of 1935?  
(b) **Analyze Cause and Effect** Why do you suppose legislators saw a need to pass the act?

### Reading Skill

12. **Analyze Cause and Effect** Which effect of the Depression do you think was most devastating? Which effect do you think has caused the greatest change to today's world?

### Writing

13. **Plan your research for a short multimedia presentation about one of the following topics:**
  - Contrast Herbert Hoover and Franklin Roosevelt.
  - Show how the New Deal changed daily life.
  - Describe American arts and media in the 1930s.

#### Your plan should:

- narrow the issue into a topic that can be covered in a short multimedia presentation;
- include a media checklist for that topic;
- end with a few sentences describing the presentation you would like to create.

#### 14. Write a Narrative:

Write a short narrative describing an argument between two friends in the 1930s who have very different feelings about FDR and the New Deal.

### Skills for Life

#### Analyze Art

Use the painting by William Gropper in Section 3 to answer the questions.

15. (a) What is the title of the painting? (b) Who is the artist? (c) When was the mural painted?
16. (a) What are the people doing? (b) What details attract your attention the most?
17. (a) What mood is created by this painting? (b) What does it illustrate about American government during this period?



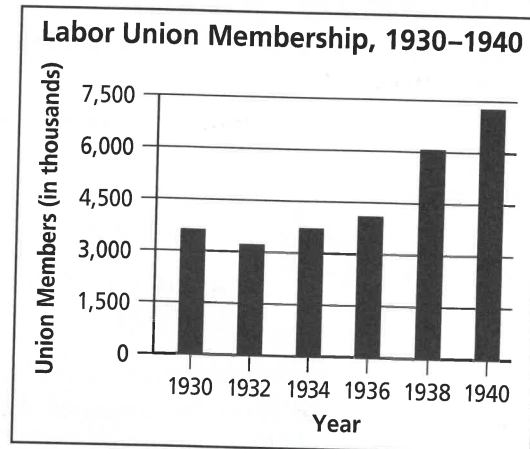


# Grade 8 Intermediate Test Practice

9.I.1 1–5, 9.II.B.1, 9.II.C 1–3,  
9.II.E.2

- 1 Which New Deal program met the goal of providing jobs for the unemployed?
  - (1) Civilian Conservation Corps
  - (2) National Recovery Administration
  - (3) Social Security Act
  - (4) Federal Deposit Insurance Corporation
- 2 Conservative critics argued that the New Deal
  - (1) did too little to help the poor.
  - (2) made the federal government too powerful.
  - (3) relied too much on private action.
  - (4) was unfair to migrant workers.
- 3 How did margin buying contribute to the stock market crash of October 1929?
  - (1) It made it harder to buy stocks.
  - (2) It slowed down production of goods.
  - (3) It encouraged risky investments.
  - (4) It led to deficit spending.

Base your answer to question 4 on the graph and on your knowledge of social studies.



Source: Historical Statistics of the United States

- 4 Which of the following contributed most directly to the trend shown on this graph?
  - (1) the Wagner Act
  - (2) the Social Security Act
  - (3) the National Recovery Act
  - (4) the bank holiday

## Document-Based Questions

**Task:** Using information from the documents and your knowledge of social studies, answer the questions that follow each document in Part A. Your answers will help you write the Part B essay.

### Part A

#### Short-Answer Questions

**Directions:** Analyze the documents and answer the questions that follow each document.

#### Document 1

"It is essential . . . that measures immediately be enacted aimed at unemployment relief. . . . The first is the enrollment of workers . . . by the Federal Government for . . . public employment. . . . The second is grants to States for relief work. The third extends to a broad public works labor-creating program. . . .

The first of these measures . . . can and should be immediately enacted. I propose to create a civilian conservation corps to be used in . . . forestry, prevention of soil erosion, . . . and similar projects. . . . I estimate that 250,000 men can be given temporary employment by early summer."

Source: Franklin Roosevelt, March 21, 1933

- 1 What three measures did Roosevelt propose?

#### Document 2

The graph below shows the percentage of American workers who were unemployed between 1933 and 1941.



Source: Historical Statistics of the United States

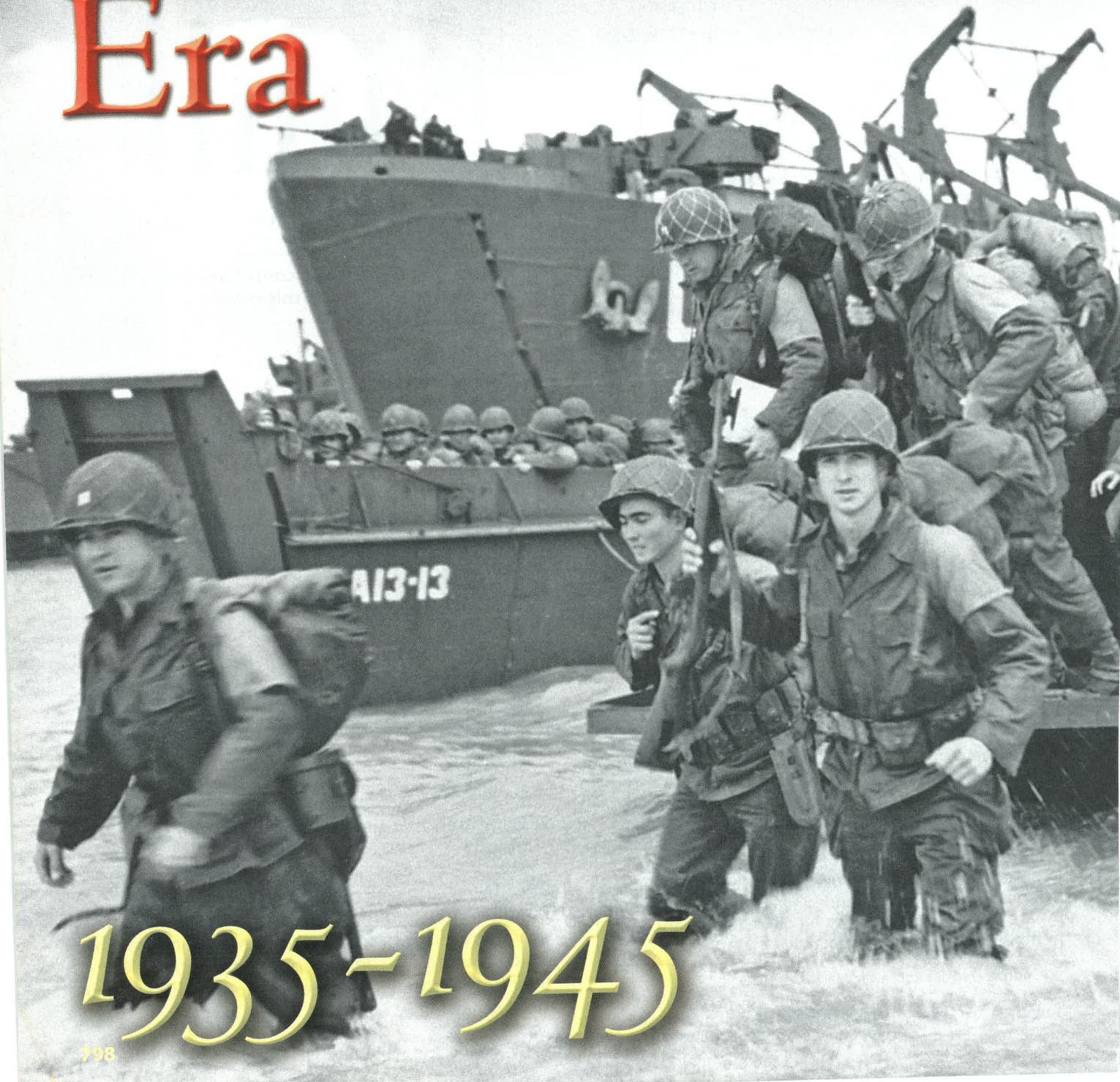
- 2 What trends in unemployment do you see in the graph?

### Part B

**Task:** Using information from the documents and your knowledge of social studies, write an essay in which you draw a conclusion about whether the New Deal succeeded in meeting Roosevelt's employment goals.



# The World War II Era



1935-1945