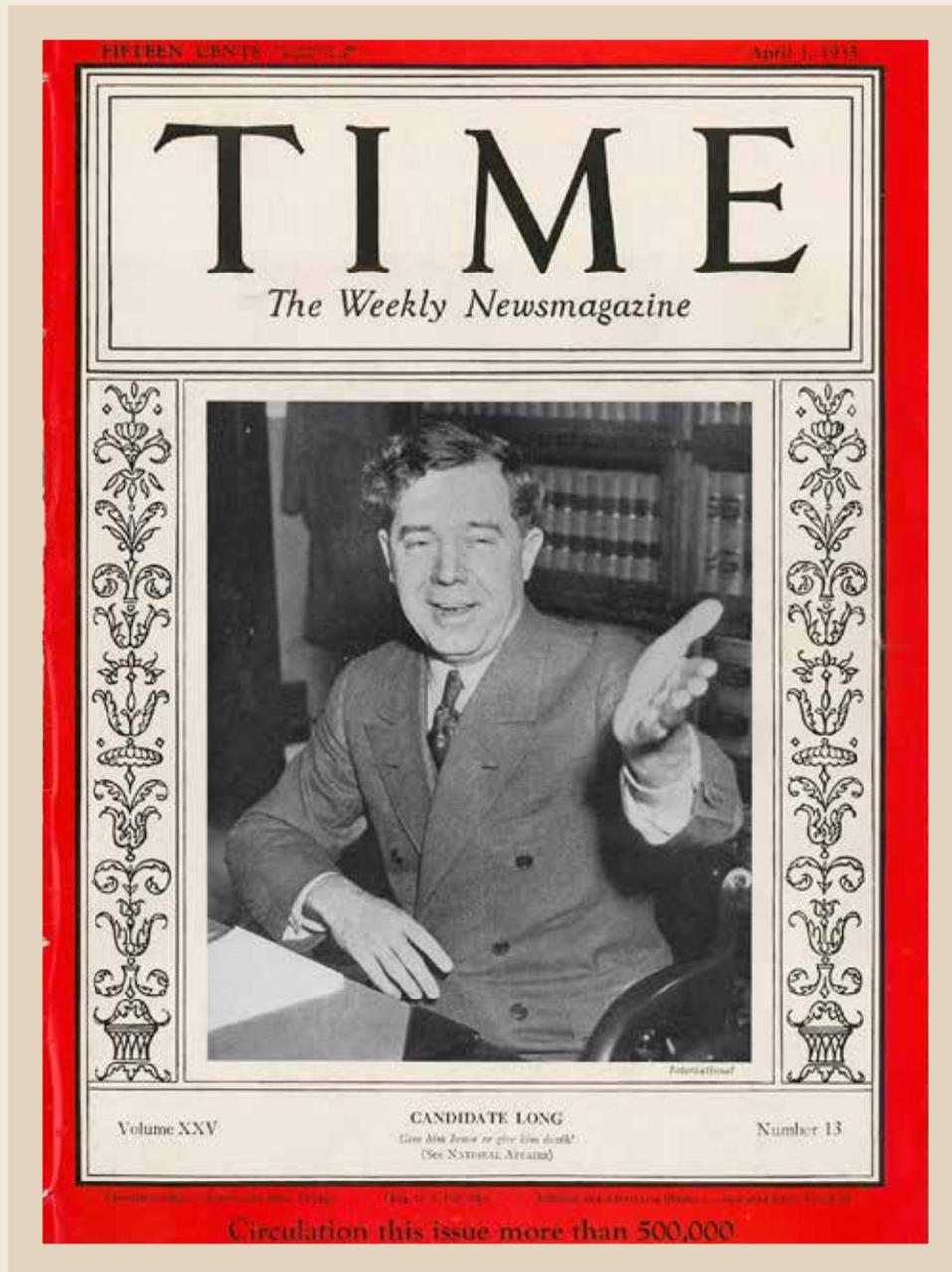




The Historic
New Orleans
Collection

MUSEUM • RESEARCH CENTER • PUBLISHER

Controversy AND THE New Deal



Teacher's guide: grade levels 7–12

Number of lesson plans: 3

Copyright © The Historic New Orleans Collection; copyright © The Gilder Lehrman Institute of American History

All rights reserved

Controversy AND THE New Deal

Metadata

Grade levels 7–12

Number of lesson plans: 3

What's Inside:

Lesson One....p. 4

Lesson Two....p. 10

Lesson Three....p. 19

Common Core Standards

CCSS.ELA-Literacy.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style appropriate to purpose, audience, and task.

The Historic New Orleans Collection, 533 Royal Street, New Orleans, LA 70130-2179

Contact: Daphne L. Derven, curator of education, (504) 598-7154, daphned@hnoc.org
Jenny Schwartzberg, education coordinator, (504) 556-7661, jennifers@hnoc.org

Cover: *Time* magazine cover featuring Huey Long; April 1, 1935; *The Historic New Orleans Collection*, 2015.0023

Overview

Over the course of three to four lessons, the students will analyze five primary source documents. These texts are excerpted from five statements expressing different points of view on President Franklin D. Roosevelt's New Deal. Students will closely analyze these primary sources with the purpose of not only understanding the literal meaning of the texts but also inferring the more subtle messages. In addition the students will read a number of secondary sources designed to provide background information on the period. Students' understanding of the texts will be determined through answers to critical analysis questions and a dramatic culminating activity.

Unit Objectives

Students will be able to:

- Identify an author's major claims and viewpoints
- Support an author's claims using textual evidence
- Identify the textual structure of a written piece
- Summarize the essential message of a written piece
- Write insightful questions focused on a specific topic
- Draw conclusions based on direct evidence found in the text
- Give an effective oral presentation
- Synthesize multiple sources of information in order to arrive at a logical conclusion that is supported by textual evidence



Above: Share Our Wealth Society pin; 1930s; *The Anna Wynne Watt and Michael D. Wynne Jr. Collection*, 2013.0027.2.38

Essential Questions

How much should the government help people who are struggling financially?

What was the New Deal, and what were its main components?

What was the Share Our Wealth program, and what were its main components?

Lesson One**Objectives**

Students will be able to:

- Identify an author's major claims and viewpoints
- Support an author's claims using textual evidence
- Identify the textual structure of a written piece
- Summarize the essential message of a written piece

Materials

"Historical Background"

"President Franklin D. Roosevelt and the New Deal"

"Excerpts from Franklin D. Roosevelt's Fireside Chat on the New Deal"

Graphic organizer: "Analyzing the Text (Lesson 1)"

Procedures

- Distribute "Historical Background" and "President Franklin D. Roosevelt and the New Deal." Share read "President Franklin D. Roosevelt and the New Deal" with the students, modeling prosody, inflection, and punctuation. Ask the students to join in with the reading after a few sentences, and continue reading.
- Introduce the Essential Question: "What was the New Deal, and what were its main components?" In small groups or aloud as a class, have students identify what they believe are the most significant aspects of the New Deal—and assess why the New Deal measures may have been necessary.
- Introduce the Essential Question: "How much should the government help people who are struggling financially?" Open up this question for class discussion, or have students write their responses and discuss them in small groups. This should set the stage for the different opinions concerning the New Deal that the students will be analyzing for the next few lessons.
- Distribute "Excerpts from Franklin D. Roosevelt's Fireside Chat on the New Deal," and share read with the students.
- Distribute the graphic organizer "Analyzing the Text."
- Answer the critical analysis questions for the Fireside Chat as a whole-class activity. Make sure that the students use and cite evidence from the text to answer the questions. They will be doing this activity on their own or in small groups in the next lesson.

Handout

Historical Background

by Tim Bailey, Director of Education,
Gilder Lehrman Institute of American History

Roosevelt collaborated with Congress in special session to enact an unprecedented number of emergency measures. To promote financial relief and recovery, stimulate jobs, and protect workers, Congress enacted the following measures:

- Emergency Banking Relief Act to reorganize and reopen sound banks
- Federal Deposit Insurance Corporation (FDIC) to insure individual bank deposits
- Home Owners Loan Corporation (HOLC) refinancing programs to prevent home foreclosures
- Farm Credit Administration to provide low-interest loans and mortgages to farmers
- Federal Emergency Relief Act (FERA) to provide grants of federal funds to state and local governments for programs to help homeless and unemployed people
- Civilian Conservation Corps (CCC) to provide jobs for young Americans to plant trees, clean forests, and drain swamps in a camp environment
- Public Works Administration (PWA) to provide jobs building large public works projects, such as bridges, highways, schools, etc.
- Social Security Act established a system (“safety net”) of unemployment insurance benefits for workers who lost their jobs, retirement benefits (pensions) for the elderly, and assistance for blind and handicapped people
- National Labor Relations Act (also known as the Wagner Act) guaranteed collective bargaining (forming labor unions) rights to workers
- Fair Labor Standards Act set a minimum hourly wage (initially at 40 cents) and a maximum work week (40 hours), and placed restrictions on the employment of children under sixteen years old
- Agricultural Adjustment Acts (AAA) of 1933 and 1935 assisted farmers by attempting to raise farm prices and reduce farm surpluses through crop production limitations and subsidiary agreements
- National Industrial Recovery Act (NIRA) of 1933 established a partnership between government and business to set codes of fair competition for business production, wages and hours for workers, and price levels for finished goods in each major industry.

Handout Share Read

President Franklin D. Roosevelt and the New Deal

from the Roosevelt Institute's online overview of Roosevelt's life and work
(<http://rooseveltinstitute.org/policy-and-ideasroosevelt-historyfdr/new-deal>)

On March 4, 1933, when FDR took the oath of office to become the 32nd President of the United States, America was a country in the midst of the worst economic crisis in its history. Since the onset of the Great Depression—initiated by the crash of the stock market in the fall of 1929—over \$75 billion in equity capital had been lost on Wall Street, the gross national product had plunged from a high of \$104 billion to a mere \$74 billion, and U.S. exports had fallen by 62 percent. Over thirteen million people, nearly 25 percent of the workforce, were now unemployed. In some cities, the jobless rate was even higher....

FDR's response to this unprecedented crisis was to initiate the "New Deal"—a series of economic measures designed to alleviate the worst effects of the depression, reinvigorate the economy, and restore the confidence of the American people in their banks and other key institutions. The New Deal was orchestrated by a core group of FDR advisors brought in from academia and industry known as the "Brains Trust" who, in their first "hundred days" in office, helped FDR enact fifteen major laws. One of the most significant of these was the Banking Act of 1933, which finally brought an end to the panic that gripped the nation's banking system. The success of the Banking Act depended in large measure on the willingness of the American people to once again place their faith—and money—in their local banks. To ensure this, FDR turned to the radio, and in the first of his many "fireside chats," convinced the American people the crisis was over and that their deposits—backed by the newly established Federal Deposit Insurance Corporation (FDIC)—were safe.

Handout Share Read

Excerpts from Franklin D. Roosevelt's Fireside Chat on the New Deal

Delivered on May 7, 1933; reproduced from "Outlining the New Deal Program,"
Fireside Chats of Franklin D. Roosevelt, Franklin D. Roosevelt Presidential Library and Museum_
(<http://docs.fdrlibrary.marist.edu/050733.html>)

Two months ago we were facing serious problems. The country was dying by inches. It was dying because trade and commerce had declined to dangerously low levels; prices for basic commodities were such as to destroy the value of the assets of national institutions such as banks, savings banks, insurance companies, and others. These institutions, because of their great needs, were foreclosing mortgages, calling loans, refusing credit. Thus there was actually in process of destruction the property of millions of people who had borrowed money on that property in terms of dollars which had had an entirely different value from the level of March, 1933. That situation in that crisis did not call for any complicated consideration of economic panaceas or fancy plans. We were faced by a condition and not a theory.

There were just two alternatives: The first was to allow the foreclosures to continue, credit to be withheld and money to go into hiding, and thus forcing liquidation and bankruptcy of banks, railroads and insurance companies and a recapitalizing of all business and all property on a lower level. This alternative meant a continuation of what is loosely called "deflation," the net result of which would have been extraordinary hardship on all property owners and, incidentally, extraordinary hardships on all persons working for wages through an increase in unemployment and a further reduction of the wage scale.

It is easy to see that the result of this course would have not only economic effects of a very serious nature but social results that might bring incalculable harm.... It was clear that mere appeals from Washington for confidence and the mere lending of more money to shaky institutions could not stop this downward course. A prompt program applied as quickly as possible seemed to me not only justified but imperative to our national security....

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

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. This is a big task because it means feeding, clothing and caring for nearly twice as many men as we have in the regular army itself. In creating this civilian conservation corps we are killing two birds with one stone. We are clearly enhancing the value of our natural resources and second, we are relieving an appreciable amount of actual distress....

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. It will add to the comfort and happiness of hundreds of thousands of people and the incident benefits will reach the entire nation.

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. 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....

Further legislation has been taken up which goes much more fundamentally into our economic problems.

Graphic Organizer

Analyzing the Text (Lesson 1)

Name: _____

Date: _____

Critical analysis question 1:

What is the major claim being made by the author of this piece?

What textual evidence supports the author's claim?

Does the claim that is being presented appear to be fact based or opinion based?

Critical analysis question 2:

What is the tone of this piece?

Give evidence of the tone taken from this piece:

How does this tone affect the effectiveness of the text?

Critical analysis question 3:

What are the best (most convincing or most thought-provoking) parts of the piece?

Cite textual evidence to support your opinion.

Critical analysis question 4:

Summarize, in your own words, the overall message of this piece:

What evidence in the text supports your summary?

Lesson Two**Objectives**

Students will be able to:

- Identify an author's major claims
- Support claims using textual evidence
- Identify the textual structure of a written piece
- Summarize the essential message of a written piece

Materials

"Critics of the New Deal"

"Excerpts from Huey Long's 'Every Man a King' Speech"

"Excerpts from 'Republican Party Platform of 1936'"

"Excerpts from Father Charles Coughlin's 1934 'Address on the National Union for Social Justice'"

"Excerpts from Dr. Francis Townsend's Letter to the Editor of *Long Beach Press-Telegram* on Old Age Pensions, September 30, 1933"

Procedures

1. Hand out "Critics of the New Deal" and share read with the class.
2. Divide the class into critical thinking groups of four to five students per group. Hand out "Excerpts from Huey Long's 'Every Man a King' Speech" and share read.
3. Using the graphic organizer "Analyzing the Text (Lesson 2)," have the students work within their groups to complete the questions in relation to the Huey Long document. Make sure they use and cite evidence from the text to answer the questions.
4. As a whole class, discuss different interpretations developed by the working groups.
5. Hand out "Excerpts from 'Republican Party Platform of 1936'" and share read.
6. Using the graphic organizer "Analyzing the Text (Lesson 2)," have the students work within their groups to complete the questions in relation to the Republican Party Platform document. Make sure they use and cite evidence from the text to answer the questions.
7. Repeat the process with "Excerpts from Father Charles Coughlin's 1934 'Address on the National Union for Social Justice'" and "Excerpts from Dr. Francis Townsend's Letter to the Editor of *Long Beach Press-Telegram* on Old Age Pensions, September 30, 1933."

Handout Share Read

Critics of the New Deal

Sources: Matt Farah, John H. Lawrence, and Amanda McFillen, *From Winnfield to Washington: The Life and Career of Huey P. Long*, exhibition catalog (2015); Long Legacy Project, “Share Our Wealth” (<http://www.hueylong.com/programs/share-our-wealth.php>) (website now defunct); Tim Bailey, Director of Education, Gilder Lehrman Institute of American History

Criticism of President Roosevelt’s New Deal programs came from a variety of directions.

Huey Long’s political star was on the rise following his decisive victory in the 1928 Louisiana gubernatorial election and his swift defeat of impeachment charges. He had shown incredible efficiency; if not necessarily finesse, with his ability to effect legislative change at the state level. Long’s will and charisma allowed him to go from being a small-town lawyer to one of the most powerful politicians in the United States, and his quick rise underlined his exceptional political skill. Long never gave up on his self-proclaimed position as champion of the common man. After his successful bid for the US Senate gave him joint status as sitting governor of Louisiana and senator elect, he continued to carry forward his progressive agenda. And for the time being, at least, he enjoyed a mutually beneficial relationship with the established power structure in the Democratic Party. Once he arrived in the Senate, Long lost no time in amplifying his national profile. With small regard for congressional traditions respecting tenure, the rookie legislator routinely delivered long, eloquent speeches on legislation he supported and spit incendiary vitriol at those who opposed him. This behavior on the Senate floor made many Democrats very nervous—none more so than President Roosevelt, who came to regard the Kingfish (along with Douglas MacArthur) as “one of the two most dangerous men in the country.”

Long’s growing disdain for President Roosevelt’s New Deal appeared to run counter to his concern for the common man. More carefully considered, Long’s critique represented a radical challenge to the essential conservatism of reform politics. It was Long’s contention that the New Deal did not go far enough: it would simply enhance the wealth of the already rich by empowering them in different ways. The program he proposed—Share Our Wealth—would tax the wealthiest Americans in an attempt to close the poverty gap. His proposal was especially popular in rural areas of poor states like Louisiana and extremely unpopular with wealthy urbanites like the old-guard New Orleanians who had long been the Kingfish’s adversaries.

Once Long gained enough power to consider his own run at the White House, the Roosevelt Administration took quick steps to distance itself from the Louisiana firebrand. Provided Long’s brand of populism propped up Roosevelt’s agenda, the president had been willing to tolerate the senator. But by 1934, the alliance was frayed beyond repair, and the Share Our Wealth program completed the break.

In a national radio address on February 23, 1934, Huey Long unveiled his “Share Our Wealth” plan (also known as Huey Long’s “Share the Wealth” plan), a program designed to provide a decent standard of living to all Americans by spreading the nation’s wealth among the people. Long proposed capping personal fortunes at \$50 million each (roughly \$600 million in today’s dollars) through a restructured, progressive federal tax code and sharing the resulting revenue with the public through government benefits and public works. In subsequent speeches and writings, he revised his graduated tax levy on wealth over \$1 million to cap fortunes at \$5–\$8 million (or \$60–\$96 million today). Long advocated free higher education and vocational training, pensions for the elderly, veterans benefits and health care, and a yearly stipend for all families earning less than one-third the national average income—enough for a home, an automobile, a radio, and the ordinary conveniences. Long also proposed shortening the work week and giving employees a month vacation to boost employment, along with greater government regulation of economic activity and production controls. He later proposed a debt moratorium to give struggling families time to pay their mortgages and other debts before losing their property to creditors.

In the presidential election of 1936, the Republican Party accused Roosevelt of moving the nation toward socialism, undermining capitalism and free enterprise, and exercising dictatorial political power. Additionally, Republicans accused the administration of creating a massive bureaucracy that usurped constitutional authority and the rights of the states and exacerbated divisions and conflicts between the business and working classes. Although business activity had increased and the unemployment rate had declined from 25 percent in 1933 to 15 percent in 1936, the economy was still in a fragile state. Yet the New Deal programs and President Roosevelt's active, optimistic, and personable leadership style were popular with farmers and industrial workers and received very strong endorsement from the American people. In a landslide victory in the 1936 presidential election, Roosevelt won every state except Maine and Vermont. Moreover, the Democrats retained control of both houses of Congress and won all but six governorships.

Father Charles F. Coughlin, who had a parish in suburban Detroit, Michigan, with a small congregation of largely blue-collar automobile workers and their families, eventually developed a following of 40 million listeners through his Sunday radio broadcasts. While his initial broadcasts addressed religious topics, he became increasingly political, denouncing Communism, internationalism, Wall Street, and international bankers (the "money power"). In November 1934, Coughlin founded the National Union for Social Justice and broadened his message into a political platform of "Sixteen Principles," which called for monetary reforms, nationalization of key industries, and protection of labor unions. His populist messages appealed to many unemployed industrial workers and struggling farmers as well as American isolationists. It has been estimated that as many as eight million Americans became members of the National Union for Social Justice during the 1930s. However, Coughlin's messages became filled with conspiracy theories as well as hints of anti-Semitism and pro-Fascism. In 1942, his religious superiors ordered him to discontinue his radio broadcasts.

In September 1933, Dr. Francis Townsend, a retired physician from California, put forward his own plan to revitalize the American economy. According to the "Townsend Plan," all retired Americans over sixty years of age would receive a monthly stipend of two hundred dollars from the federal government that they would be required to spend during the month that they received it. This fund would be financed with a 2 percent national sales tax on all business transactions. Townsend argued that his plan would provide direct financial assistance to the elderly, promote employment, increase workers' wages, and enhance economic activity. Within a year, more than five thousand Townsend Clubs were formed across the country with an enrollment of more than two million. Moreover, nearly 25 million Americans signed Townsend Petitions and sent them to Congress, demanding that Dr. Townsend's plan be enacted. Critics of the Townsend Plan charged that its provisions would double the nation's tax burden and absorb one-half of the national income without stimulating the economy. Although the proposal did not receive congressional support, its widespread popularity ultimately persuaded President Roosevelt to introduce an alternative proposal, the Social Security Act (1935).

Handout Share Read

Excerpts from Huey Long's "Every Man a King" Speech

Delivered in a national radio address on February 23, 1934
from Robert C. Byrd, *Classic Speeches, 1830–1993*, vol. 3 of *The Senate, 1789–1989* (1994)
see also <http://www.senate.gov/artandhistory/history/resources/pdf/EveryManKing.pdf>

Now, we have organized a society, and we call it "Share Our Wealth Society," a society with the motto "every man a king."

Every man a king, so there would be no such thing as a man or woman who did not have the necessities of life, who would not be dependent upon the whims and caprices . . . of the financial martyrs for a living. What do we propose by this society? We propose to limit the wealth of big men in the country. There is an average of \$15,000 in wealth to every family in America. That is right here today.

We do not propose to divide it up equally. We do not propose a division of wealth, but we propose to limit poverty that we will allow to be inflicted upon any man's family. We will not say we are going to try to guarantee any equality or \$15,000 to families. No; but we do say that one third of the average is low enough for any one family to hold, that there should be a guaranty of a family wealth of around \$5,000; enough for a home, an automobile, a radio, and the ordinary conveniences, and the opportunity to educate their children; a fair share of the income of this land thereafter to that family so there will be no such thing as merely the select to have those things, and so there will be no such thing as a family living in poverty and distress.

We have to limit fortunes. Our present plan is that we will allow no one man to own more than \$50 million. We think that with that limit we will be able to carry out the balance of the program. . . .

Another thing we propose is old-age pension of \$30 a month for everyone that is sixty years old. Now, we do not give this pension to a man making \$1,000 a year, and we do not give it to him if he has \$10,000 in property, but outside of that we do.

We will limit hours of work. There is not any necessity of having overproduction. I think all you have to do ladies and gentlemen, is just limit the hours of work to such an extent as people will work only so long as is necessary to produce enough for all of the people to have what they need....

Those are the things we propose to do. "Every man a king." Every man to eat when there is something to eat; all to wear something when there is something to wear. That makes us all sovereign.

Handout Share Read

Excerpts from “Republican Party Platform of 1936”

from Political Party Platforms: Parties Receiving Electoral Votes: 1840–2012, The American Presidency Project
(<http://www.presidency.ucsb.edu/ws/?pid=29639>)

America is in peril. The welfare of American men and women and the future of our youth are at stake. We dedicate ourselves to the preservation of their political liberty, their individual opportunity and their character as free citizens, which today for the first time are threatened by Government itself. For three long years the New Deal Administration has dishonored American traditions and flagrantly betrayed the pledges upon which the Democratic Party sought and received public support.

The powers of Congress have been usurped by the President.

The integrity and authority of the Supreme Court have been flouted. The rights and liberties of American citizens have been violated. Regulated monopoly has displaced free enterprise.

The New Deal Administration constantly seeks to usurp the rights reserved to the States and to the people.

It has insisted on the passage of laws contrary to the Constitution.

It has intimidated witnesses and interfered with the right of petition.

It has dishonored our country by repudiating its most sacred obligations.

It has been guilty of frightful waste and extravagance, using public funds for partisan political purposes.

It has promoted investigations to harass and intimidate American citizens, at the same time denying investigations into its own improper expenditures.

It has created a vast multitude of new offices, filled them with its favorites, set up a centralized bureaucracy, and sent out swarms of inspectors to harass our people.

It has destroyed the morale of our people and made them dependent upon government. Appeals to passion and class prejudice have replaced reason and tolerance.

It has bred fear and hesitation in commerce and industry, thus discouraging new enterprises, preventing employment and prolonging the depression.

It secretly has made tariff agreements with our foreign competitors, flooding our markets with foreign commodities.

It has coerced and intimidated voters by withholding relief to those opposing its tyrannical policies...

To a free people, these actions are insufferable.

This campaign cannot be waged on the traditional differences between the Republican and Democratic parties. The responsibility of this election transcends all previous political divisions. We invite all Americans, irrespective of party, to join us in defense of American institutions.

Handout Share Read

Excerpts from Father Charles Coughlin's 1934 "Address on the National Union for Social Justice"

from Charles E. Coughlin, *A Series of Lectures on Social Justice*, vol. 2 (1935)

These shall be the principles of social justice towards the realization of which we must strive:

1. I believe in liberty of conscience and liberty of education, not permitting the state to dictate either my worship to my God or my chosen avocation in life.
2. I believe that every citizen willing to work and capable of working shall receive a just, living, annual wage which will enable him both to maintain and educate his family according to the standards of American decency.
3. I believe in nationalizing those public resources which by their very nature are too important to be held in the control of private individuals.
4. I believe in private ownership of all other property.
5. I believe in upholding the right to private property but in controlling it for the public good.
6. I believe in the abolition of the privately owned Federal Reserve Banking system and in the establishment of a Government owned Central Bank.
7. I believe in rescuing from the hands of private owners the right to coin and regulate the value of money, which right must be restored to Congress where it belong.
8. I believe that one of the chief duties of this Government owned Central Bank is to maintain the cost of living on an even keel and arrange for the repayment of dollar debts with equal value dollars.
9. I believe in the cost of production plus a fair profit for the farmer.
10. I believe not only in the right of the laboring man to organize in unions but also in the duty of the Government, which that laboring man supports, to protect these organizations against the vested interests of wealth and of intellect.
11. I believe in the recall of all non-productive bonds and therefore in the alleviation of taxation.
12. I believe in the abolition of tax-exempt bonds.
13. I believe in broadening the base of taxation according to the principles of ownership and the capacity to pay.
14. I believe in the simplification of government and the further lifting of crushing taxation from the slender revenues of the laboring class.
15. I believe that, in the event of a war for the defense of our nation and its liberties, there shall be a conscription of wealth as well as a conscription of men.
16. I believe in preferring the sanctity of human rights to the sanctity of property rights; for the chief concern of government shall be for the poor because, as it is witnessed, the rich have ample means of their own to care for themselves.

Handout Share Read

Excerpts from Dr. Francis Townsend's Letter to the Editor of *Long Beach Press-Telegram* on Old Age Pensions, September 30, 1933

from Dr. Francis E. Townsend, *New Horizons (An Autobiography)*, ed. Jesse George Murray (1943)

It is estimated that the population of the age of 60 and above in the United States is somewhere between nine and twelve millions. I suggest that the national government retire all who reach that age on a monthly pension of \$200 a month or more, on condition that they spend the money as they get it. This will insure an even distribution throughout the nation of two or three billions of fresh money each month. Thereby assuring a healthy and brisk state of business, comparable to that we enjoyed during war times.

"Where is the money to come from? More taxes?" Certainly. We have nothing in this world we do not pay taxes to enjoy. But do not overlook the fact that we are already paying a large proportion of the amount required for these pensions in the form of life insurance policies, poor farms, aid societies, insane asylums, and prisons. The inmates of the last two mentioned institutions would undoubtedly be greatly lessened when it once became assured that old age meant security from want and care. A sales tax sufficiently high to insure the pensions at a figure adequate to maintain the business of the country in a healthy condition would be the easiest tax in the world to collect. . . .

Our attitude toward Government is wrong. We look at Government as something entirely foreign to ourselves; as something over which we have no control, and which we cannot expect to do us a great deal of good. . . . But the fact is, we must learn to expect and demand that the central Government assume the duty of regulating business activity. When business begins to slow down and capital shows signs of timidity, stimulus must be provided by the National Government in the form of additional capital. . . . This function of the Government could be easily established and maintained through the pension system for the aged.

Graphic Organizer

Analyzing the Text (Lesson 2)

Name: _____

Date: _____

Critical analysis question 1:

What is the major claim being made by the author of this piece?

What textual evidence supports the author's claim?

Does the claim that is being presented appear to be fact based or opinion based?

Critical analysis question 2:

What is the tone of this piece?

Give evidence of the tone taken from this piece:

How does this tone affect the effectiveness of the text?

Critical analysis question 3:

What are the best (most convincing or most thought-provoking) parts of the piece?

Cite textual evidence to support your opinion.

Critical analysis question 4:

Summarize, in your own words, the overall message of this piece:

What evidence in the text supports your summary?

Lesson Three**Objectives**

Students will be able to:

- Write insightful questions focused on a specific topic
- Draw conclusions based on direct evidence found in the text
- Give an effective oral presentation
- Synthesize multiple sources of information in order to arrive at a logical conclusion that is supported by textual evidence
- Compare and contrast different points of view on a specific topic

Materials

“Excerpts from President Franklin D. Roosevelt’s Fireside Chat on the New Deal”

“Excerpts from Huey Long’s ‘Every Man a King’ Speech”

“Excerpts from ‘Republican Party Platform of 1936’”

“Excerpts from Father Charles Coughlin’s 1934 ‘Address on the National Union for Social Justice’”

“Excerpts from Dr. Francis Townsend’s Letter to the Editor of *Long Beach Press-Telegram* on Old Age Pensions, September 30, 1933”

Graphic organizer: “The News Conference”

“Looking Back at the New Deal”

Graphic organizer: “Compare and Contrast”

Procedures

1. If possible, have the students watch a recording of an actual press conference, such as a presidential news conference, prior to this activity.
2. Divide the class into groups of four to six students. Each group should be assigned (or should choose) one of the five excerpts. It is best if all five texts are used before doubling up on any of the documents.
3. Students should select who will portray the speaker. The rest of the group members will take the role of reporters at a news conference.
4. Hand out the “News Conference” graphic organizer. (Print enough copies to allow for one question per reporter—or, if you have time for follow-up questions, enough for two questions per reporter.)
5. Working together, the students in each group should develop both the questions and the answers. The questions should highlight the major issues in the document. The students should be careful to cite evidence from the text for the answers given by the speaker. Students should record all of the questions and answers developed by the group, not just their own questions.
6. Presentation:
 - a. The speaker delivers the speech (or reads the letter, etc.).
 - b. The reporters raise their hands and the speaker selects one at a time to ask his or her question.
 - c. Continue until all of the questions have been asked, one per reporter. If time permits, the students could create follow-up questions.
7. Repeat the process with all of the groups. This may demand a second class period to allow time for all of the presentations.
8. Have the class review the presentations: Which were the most effective? What made them effective? How could the presentations have been improved? Focus on good oral presentation skills as well as which questions elicited the most meaningful answers and whether the answers were based on evidence in the text.
9. Hand out “Looking Back at the New Deal.” After reading the selection, either individually or through share reading, students should address the Essential Question: “How much should the government help people who are struggling financially?” Has their opinion changed due to their analysis of both the primary and secondary texts in this unit?
10. Hand out the “Compare and Contrast” graphic organizer. Using the evidence from both the primary and secondary source readings, students will work individually or in their small groups to complete the worksheet comparing and contrasting the programs put forward by Long, the Republican Party, Coughlin, and Townsend to Roosevelt’s New Deal. Students must be able to justify their answers by using textual evidence that allows them to infer their conclusions. Make sure that the students understand the questions on the worksheet. For example, what kind of new idea would have been considered radical or what changes would have sounded reasonable? Students should consider such groups as small farmers, businessmen, bankers, the elderly, minorities, etc., when answering the last question (“Who would this appeal to most?”) and their answers should explicitly address why the idea would appeal to a particular group.
11. The “Compare and Contrast” graphic organizer should then be used to develop an essay about those persons and groups who opposed the New Deal and the reasons for that opposition. In their essays, the students must use and cite evidence from the five texts.

Graphic Organizer

The News Conference

Name: _____

Date: _____

Speaker/Author: _____

Title of Text: _____

<p>Write your question here:</p>	<p>Answer:</p> <p>Evidence from text:</p>
<p>Write your question here:</p>	<p>Answer:</p> <p>Evidence from text:</p>

Write your question here:

Answer:

Evidence from text:

Write your question here:

Answer:

Evidence from text:

[Handout](#) [Share Read](#)

Looking Back at the New Deal

by Tim Bailey, Director of Education, Gilder Lehrman Institute of American History

Supporters of the New Deal have asserted that it saved the American capitalist economic system from collapse, reduced unemployment, established the concepts of federal responsibility for the poor and federal oversight of the American economy, and brought substantial benefits to consumers, farmers, and industrial workers. Important conservation and public works projects (bridges, dams, roads, tunnels, and government buildings) were completed, and federal government price supports were provided for agricultural products to help American farmers. Workers and organized labor were permitted to form unions, minimum-wage and maximum-working-hours legislation was enacted by Congress, and a Social Security program established retirement pensions for the elderly and unemployment insurance benefits for workers who lost their jobs. Moreover, the American people were provided with a financial safety net with the establishment of government agencies like the Federal Deposit Insurance Corporation (FDIC) and the Securities and Exchange Commission (SEC) and a reorganization of the nation's banking system.

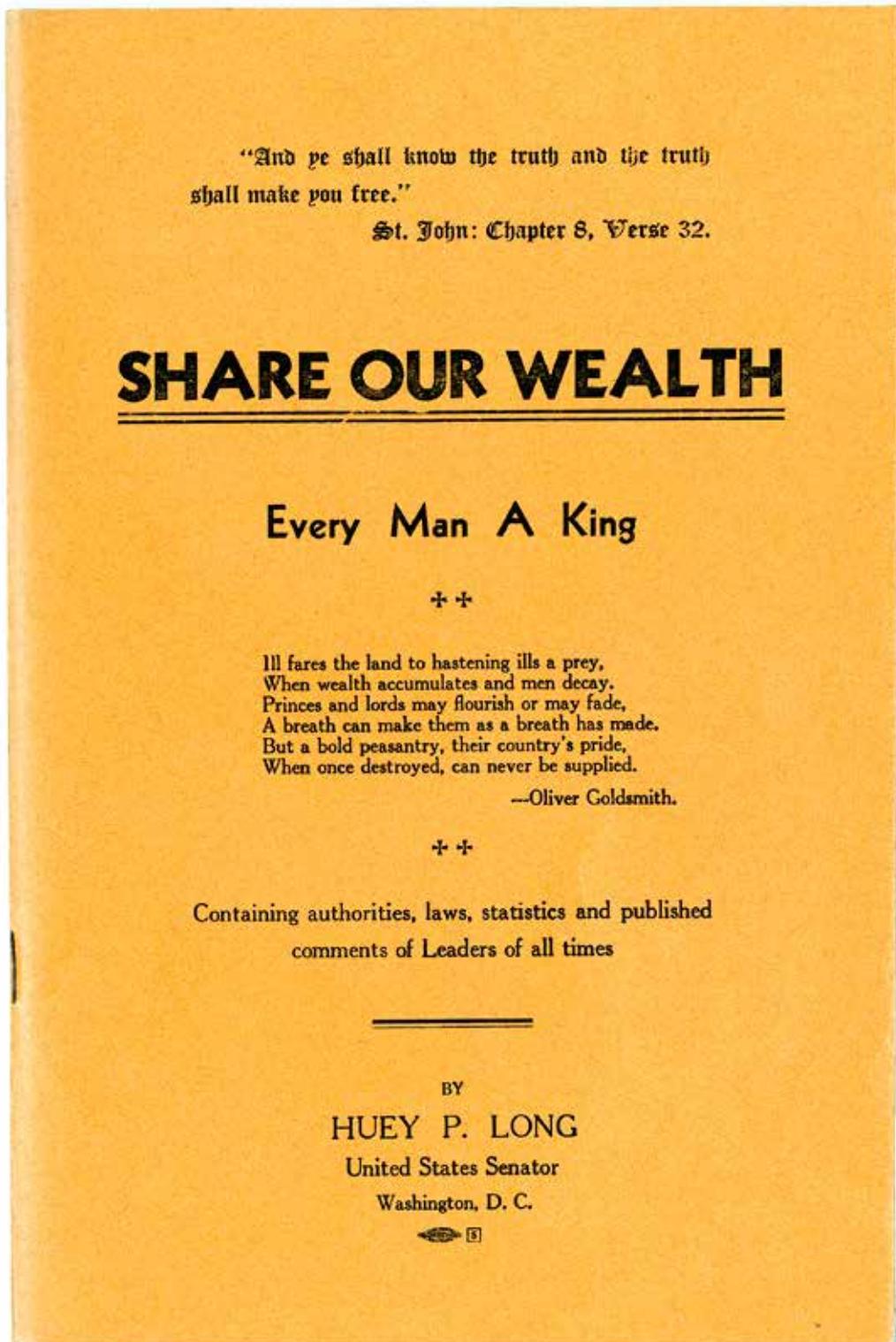
Opponents have contended that the New Deal significantly increased the nation's indebtedness and required increased taxes to pay for its programs. Moreover, critics decried the growing interference in the free market economy and the expansion of the federal bureaucracy into many sectors of American life, which they viewed as "creeping socialism." While joblessness was reduced by the New Deal programs, the unemployment rate remained stubbornly high with consistent farm surpluses and industrial underproduction throughout the 1930s. Business did not begin to boom and unemployment did not significantly and consistently decline until the military buildup for World War II. According to Roosevelt's critics, the New Deal does not deserve credit for ending the Great Depression and restoring prosperity to the United States, for its results were not justified by its huge financial costs.

In many ways, the New Deal represented "reform without revolution" (or a "halfway revolution") for it brought needed economic and social reforms but preserved and safeguarded the fundamentals of American capitalism and democracy. Eight decades later, historians still debate the extent to which the New Deal brought national recovery from the Great Depression and affected American society as a whole.

Graphic Organizer

Compare and Contrast

President Roosevelt	Huey Long	Republican Party	Father Coughlin	Dr. Townsend
	Greatest difference from the New Deal			
	Greatest similarity to the New Deal			
Most radical aspect				
Most reasonable aspect				
Which group would this appeal to the most?	Which group would this appeal to the most?	Which group would this appeal to the most?	Which group would this appeal to the most?	Which group would this appeal to the most?



“Share Our Wealth: Every Man a King”; ca. 1934; pamphlet; by Huey P. Long
courtesy of the David McGuire Memorial Collection, Louisiana Research Collection,
Tulane University