

Setting the Stage for the New Deal



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Library of Congress, Prints & Photographs Division, FSA-OWI Collection,

The 1920s were a time of prosperity and excess. Many were living the American Dream. More than 3 million acres across the Great Plains had been available at extremely cheap prices due to an investment syndicate that realized they owned a lot of useless farmland and wanted to sell it to unsuspecting folks who wanted their slice of the great American Pie. These homesteaders worked the land trying to turn a profit even though the irrigation was poor and the weather unfavorable. At the close of the decade, other factors came into play. On October 24, 1929, now known as “Black Thursday,” the stock market began to crash and the collapse continued for a month. The Great Depression began.

The homesteaders on the Great Plains had been cultivating many of the same crops for a decade or more. They did not employ crop rotation techniques during the “wet” years and the constant working of the soil kept the natural grasses from growing. When the extensive drought began in 1930, what followed was a natural disaster that no one could predict, and the devastation was worse than anyone could imagine. Huge dust storms would arise without warning and would move the topsoil as far as the New England states. Many took what they could and migrated to California, but some, having nothing but the land they owned and the shack they lived in, attempted to tough it out and eek out a living the best they could.

With the country in turmoil, President Franklin D. Roosevelt made promises for relief, reform, and recovery. Many of the people who became homeless after the dust storms were the beneficiaries of some of these new government programs. Some of the programs under the New Deal were found to be unconstitutional, but others still exist today. There is still debate over whether the New Deal programs helped or slowed the country’s recovery.

[Overview/ Materials/LOC Resources/Standards/ Procedures/Evaluation/Rubric/Handouts/Extension](#)

Overview		Back to Navigation Bar
Objectives	Students will:	
	<ul style="list-style-type: none">• Acquire empathy for the human condition;• Evaluate primary source materials as artifacts for	



	<p>greater understanding of historical events;</p> <ul style="list-style-type: none"> • Function as historians by formulating their own questions from encounters with primary source images; • Identify problems confronted by people in the past; • Recognize social issues that arose during the Progressive Era; • Summarize the causes and effects of the New Deal.
Recommended time frame	1-2 days
Grade level	9 -12
Curriculum fit	Social Studies, American Literature
Materials	<ul style="list-style-type: none"> • Setting the Stage for the New Deal ver. 2 video clip • Dust Bowl/Depression Image Table • Photo Analysis Worksheet

Michigan State Content Expectations

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	<p>U.S. History and Geography: Era 7: The Great Depression and World War II 7.1 Growing Crisis of Industrial Capitalism and Responses</p> <ul style="list-style-type: none"> • 7.1.2 Causes and Consequences of the Great Depression – Explain and evaluate the multiple causes and consequences of the Great Depression • 7.1.3 The New Deal – Explain and evaluate Roosevelt’s New Deal policies <p>General Social Studies knowledge, Processes, and Skills</p> <p>K1 General Knowledge</p> <ul style="list-style-type: none"> • K1.4 Understand historical and geographical perspectives • K1.6 Analyze events and circumstances from the vantage points of others. • K1.7 Understand social problems, social structures, institutions, class, groups, and interaction. <p>P1 Reading and Communication</p> <ul style="list-style-type: none"> • P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents. <p>P2 Inquiry, Research, and Analysis</p> <ul style="list-style-type: none"> • P2.3 Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.
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Procedures

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	<ol style="list-style-type: none"> 1. Share with your students background information about the events leading up to the
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	<p>New Deal. Include information about the history of social security, or social services. http://www.ssa.gov/history/briefhistory3.html</p> <ol style="list-style-type: none"> 2. Show the <i>Setting the Stage for the New Deal</i> video clip. 3. Allow time for students to react to the clip. 4. Provide students with images from the image table and copies of the Photo Analysis Worksheet . Another option would be to make poster-size copies of the photos from the image table and hang them around the classroom. Give them time to look at one or two of the images and respond to the questions on the worksheet. 5. Engage class in a discussion about the images and the students' interpretation of them. Include questions such as, but not limited to <ul style="list-style-type: none"> • Who were these people? • What were their lives like? • What might have happened to them if the New Deal programs were not implemented? • Should the New Deal programs have been temporary or permanent? • How have these programs affected the lives of Americans today? • What is a lasting impact of the New Deal? • How does the government respond to natural disasters today? • Could the Dust Bowl happen again? Why or why not?
<p>Evaluation Back to Navigation Bar</p>	
	<ul style="list-style-type: none"> • Discussion participation • Photo Analysis worksheet
<p>Extension Back to Navigation Bar</p>	
	<p>As an extension activity, have the students write an essay on one of the following topics:</p> <ul style="list-style-type: none"> • Compare and contrast the government's response to the Hurricane Katrina disaster to the government's response to the Dust Bowl. • Compare and contrast the effects of the New Deal to the effects of Reaganomics. <p>Divide the class into groups and organize debates over whether or not the New Deal programs and their effects (individually or as a whole) were ultimately good for the country.</p>

	Students can search the Library of Congress for images and oral histories and create a fictional digital story telling about the life of one of the people they find.
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Primary Resources from the Library of Congress

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Image	Description	Citation	URL
	Sand piled up in front of outhouse on farm. Cimarron County, Oklahoma	Library of Congress, Prints & Photographs Division, FSA-OWI Collection, Arthur Rothstein, photographer, LC-USF35-1326	http://hdl.loc.gov/loc.pnp/fsa.8b38341
	Results of a dust storm. Cimarron County, Oklahoma.	Library of Congress, Prints & Photographs Division, Arthur Rothstein, photographer, LC-USF34-004072-E DLC	http://hdl.loc.gov/loc.pnp/fsa.8b38290
	Son of farmer in dust bowl area. Cimarron County, Oklahoma.	Library of Congress, Prints & Photographs Division, Arthur Rothstein, photographer, LC-DIG-ppprs-00257	http://hdl.loc.gov/loc.pnp/fsa.8b38282
	Threshing wheat near Questa, New Mexico.	Library of Congress, Prints & Photographs Division, Russell Lee, photographer, LC-USF34-034212-D DLC	http://hdl.loc.gov/loc.pnp/fsa.8b22834
	Fighting the drought and dust with irrigation. Cimarron County, Oklahoma.	Library of Congress, Prints & Photographs Division, Arthur Rothstein, photographer, LC-USF34-004109-E DLC	http://hdl.loc.gov/loc.pnp/fsa.8b27567

	Stock watering hole almost completely covered by shifting topsoil. Cimarron County, Oklahoma.	Library of Congress, Prints & Photographs Division, Arthur Rothstein, photographer, LC-DIG-fsa-8b38284 DLC	http://hdl.loc.gov/loc.pnp/fsa.8b38284
	Dust is too much for this farmer's son in Cimarron County, Oklahoma.	Library of Congress, Prints & Photographs Division, Arthur Rothstein, photographer, LC-USF34-004047-E DLC	http://hdl.loc.gov/loc.pnp/fsa.8b38283
	Children of farmer in dust storm area on Oneida County grazing project, Idaho.	Library of Congress, Prints & Photographs Division, Arthur Rothstein, photographer, LC-USF34-004626-E DLC	http://hdl.loc.gov/loc.pnp/fsa.8b27809
	Dust storm. Baca County, Colorado.	Library of Congress, Prints & Photographs Division, D.L. Kernodle, photographer, LC-USF34-001615-ZE DLC	http://hdl.loc.gov/loc.pnp/fsa.8b26998
	Dust storm. It was conditions of this sort which forced many farmers to abandon the area. Spring 1935. New Mexico.	Library of Congress, Prints & Photographs Division, Dorothea Lange, photographer, LC-DIG-fsa-8b27355 DLC	http://hdl.loc.gov/loc.pnp/fsa.8b27355
Photograph Analysis Worksheet		http://www.mlb.ilstu.edu/aam/Analysis sheets from the NA/photo analysis worksheet.doc	

Rubric

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Replace this text with an assessment rubric for your learning experience. There are some excellent web sites such as <http://rubistar.4teachers.org/index.php> that simplify rubric development.

A. People, Objects, Activities Chart	All people, objects, and activities in photograph are listed in chart accurately.	Most people, objects, and activities in photograph are listed in chart accurately.	Some people, objects, and activities in photograph are listed in chart accurately.	Less than 50% of people, objects, and activities in photograph are listed in chart accurately.
B. Inference	Lists 3 or more thoughtful, relevant inferences from the photograph	Lists 3 inferences with 2 of the inferences thoughtful and relevant to photo	List 2 relevant inferences to photograph	List 1 relevant inference to photograph.
C. Questions	Lists 3 or more relevant questions from the photograph	List 3 questions to photograph, with 2 of the questions relevant to photo	List 2 relevant questions to photograph	List 1 question relevant to photograph.
D. Sources	Lists 3 appropriate and useful resources that could be used to find answers to questions about the photographs	Lists 2 appropriate and useful resources that could be used to find answers to questions about the photographs	Lists 1 appropriate and useful resources that could be used to find answers to questions about the photographs	Does not list any possible resources that may provide answers to the questions about the photographs

Handouts

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An electronic version of this document can be found here: [Photo Analysis Worksheet](#)
Image Analysis Worksheet

Step 1. Observation

- A. Study an image for 2 minutes. Form an overall impression, then examine individual items. Next, divide the image into quadrants and study each section to see what new details become visible.
- B. Use the chart below to list people, objects, and activities in the image. Work with your group to formulate responses.

<u>People</u>	<u>Objects</u>	<u>Activities</u>

Step 2. Inference

Based on what you have observed above, list three things you might infer from this image.

Step 3. Questions

- A. What questions does this image raise in your mind?

B. Brainstorm some possible places where could you find answers to your questions?
