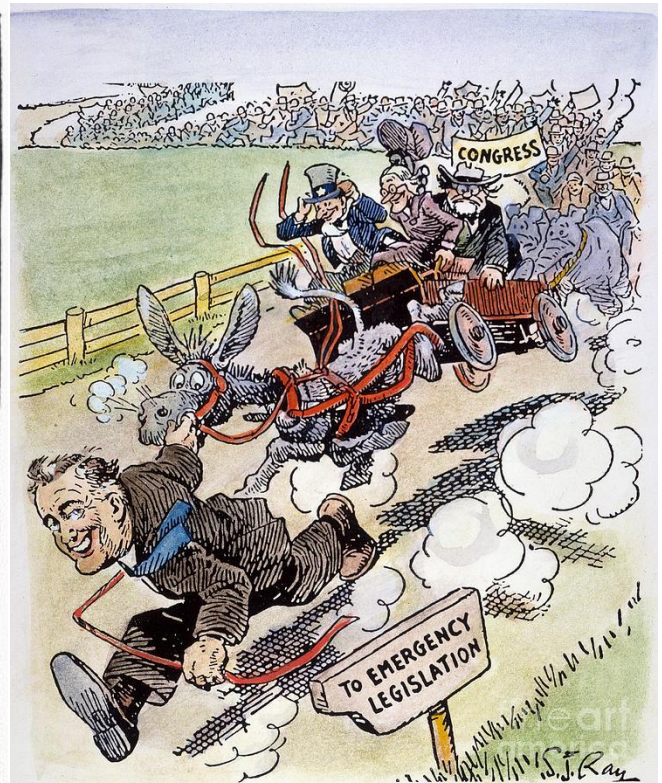




GCSE History at the Brookvale Groby Learning Campus

Name: _____ Tutor Group: _____

History Teacher: _____ Group: _____



Part 1: Non-British Depth Study

America, 1918-1948
The People and the State
Booklet 2: Prejudice, Depression,
New Deal and War

Section 1: Prejudice and Intolerance (Immigration and Anti-Communism)

Learning Objectives

To be able to explain why immigrants faced so much prejudice and intolerance in the 1920s in America.

Success Criteria

1. Describe the experience of immigrants and link to communism.
 2. Explain what factors caused prejudice and intolerance amongst those groups.
 3. Pull information from different sources to help answer the question.
 4. CHALLENGE: Critically evaluate at least one of the sources that you use.
-

Task 1: Some key terms to get to grips with

Write any definitions you can by the side of the terms.



Prejudice

Intolerance

Immigration

Persecution

'Melting Pot'

Check whether you are correct and mark them/ peer mark them and correct any definitions you are not sure of.



Immigration to the USA was at an all-time high in 1901-10, from a variety of different places. Amongst those groups there was a tendency to look down on other immigrant groups.

Complete the table below with this hierarchy of groups, information about why they were there (if you can find it) and what they were doing.

Use page 221 to help you:

Top of the Social Scale:

What nationality were they? (may be more than one)	Any other information about them?
--	-----------------------------------



They looked down on:

What nationality were they? (may be more than one)	Any other information about them?
--	-----------------------------------



who also looked down on:

What nationality were they? (may be more than one)	Any other information about them?
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CHALLENGE QUESTION: Why do you think immigrant groups looked down on other immigrant groups, rather than all co-operating together?



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Task 2: The Red Scare

The Red Scare referred to the fear of communism in the USA. Communism was a political theory (or ideology- a belief on how the world should be run) developed by Karl Marx and Friedrich Engels (which is why it is sometimes referred to as Marxism).


a) Look at the cartoon on this side. What do you think Communism stands for?



b) Why was Communism so terrifying to people in the USA?

Look at the demands on the right hand side of the page.

i) Why do you think some people were anti-Communism*?



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*HINT: think about what we have learned about America in the 1920s. What did people think about wealth and property?

Communist Demands

- Progressively higher tax on incomes (e.g. you earn more, you pay more)/
- No-one can inherit or pass on wealth.
- Banks/ railways/ media/ communication services to be owned by the state.
- Means of production (factories, farms, mines etc.) to be owned by the state.
- No-one should own private property.
- All people must work.
- Free education for all children in public schools.


ii) CHALLENGE QUESTION: What kind of people do you think would be for and against Communism? Explain why you think that.

For Communism	Against Communism
	

iii) Russia had a revolution in 1917 where the communists in Russia (known as Bolsheviks- which is why Communism is sometimes called Bolshevism) violently overthrew the monarchy in Russia and set up a new state based on communist principles.

Use the section on page 221, "The Red Scare" to answer these questions


Why do you think this meant some US people were particularly scared of immigrants from eastern Europe and Russia?



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iv) What happened in 1919 that made things worse? (especially in Boston!)



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iv) CHALLENGE: What effect do you think race riots in 25 towns across America would have on race relations?



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Task 3: The Palmer Raids

a) Most historians believe that the strikes were caused by economic hardship. What evidence is there on page 221 that they were actually caused by communist interference? (make sure that you include the word **anarchists** in your response).

1.
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2.
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b) In April 1919, a bomb planted in a church in Milwaukee killed ten people.

In May 1919, bombs were posted to 36 prominent Americans.

In June 1919, more bombs went off in seven US cities, and one of them almost succeeded in killing the US attorney general- Mitchell Palmer.



In response to these actions, the Palmer Raids took place. Use the box below to write a short summary of what happened- using page 221 to help you.

The Palmer Raids

c) CHALLENGE: The Palmer Raids evaluated
 Read the following information about the Palmer Raids:



Palmer claimed that Communist agents from Russia were planning to overthrow the American government. On 7th November, 1919, the second anniversary of the Russian Revolution, over 10,000 suspected communists and anarchists were arrested. Palmer and Hoover found no evidence of a proposed revolution but large number of these suspects were held without trial for a long time. The vast majority were eventually released but Emma Goldman and 247 other people, were deported to Russia.

In January, 1920, another 6,000 were arrested and held without trial. These raids took place in several cities and became known as the Palmer Raids. Again, Palmer and Hoover found no evidence of a planned revolution but large number of these suspects, many of them members of the Industrial Workers of the World (IWW), continued to be held without trial. When Palmer announced that the communist revolution was likely to take place on 1st May, mass panic took place. In New York, five elected Socialists were expelled from the legislature.

When the May revolution failed to materialize, attitudes towards Palmer began to change and he was criticised for disregarding people's basic civil liberties. Some of his opponents claimed that Palmer had devised this Red Scare to help him become the Democratic presidential candidate in 1920.

d) Which of the following statements is true about the Palmer Raids?

Statement	True or False?	What evidence do you have to support your conclusion?
The Palmer raids were necessary to end the Communist threat.		
Palmer was not really worried about a Communist revolution.		
The American people were really worried about a Communist revolution.		
The American people did not like how Palmer had ignored people's rights and freedoms.		

Task 4: The Case of Sacco and Vanzetti

a) Read the following and answer the questions

The story of Sacco and Vanzetti

- Italian-Americans Nicola Sacco and Bartolomeo Vanzetti.
- Arrested in 1920 on suspicion of armed robbery and murder.
- They confirmed that they were anarchists.
- Their trial became more about their radical ideas than about their murder.
- The prosecution mostly relied on racial slurs about their Italian origins and stirring up fears about their radical beliefs.
- They were convicted on flimsy evidence (e.g. a hat left at the scene of the crime resembled one worn at some point by Sacco, they had both been seen in the area the morning of the crime and Sacco was absent from his job at the shoe factory that day). Both Vanzetti and Sacco had alibis: Vanzetti had been selling fish and had several Italians testified that they had bought eels from



Remember: Anarchists are people with political beliefs that challenge the authority of the state. They usually want to destroy the government by stirring up social disorder.

“Although Vanzetti may not actually have committed the crime attributed to him he is nevertheless morally culpable [to blame] because he is the enemy of our existing institutions”.
Judge Thayer (judge at the trial)

him; Sacco had applied for a passport at the Italian Consulate and the person who had dealt with him provided a sworn statement. The shotgun shells found on Sacco had also been tampered with.

- There were 6 years of legal appeals, but Sacco and Vanzetti were executed in 1927.
- Many people (worldwide) protested at this lack of a fair trial.
- The governor of Massachusetts set up an enquiry (the Lowell Commission) headed by the

president of Harvard University and former law professor Abbot Lawrence Lowell. He agreed that the verdicts and executions were completely justified.

- However, Lowell was known for his racist and controversial views (e.g. segregating- separating out- dormitories for black and white students, introducing a quota to limit the number of Jews studying at Harvard and expelling homosexual students).
- Sacco and Vanzetti were eventually pardoned 50 years later.


b) Highlight the evidence that indicates Sacco and Vanzetti were not guilty.

c) Highlight the evidence that indicates Sacco and Vanzetti were found guilty because of their heritage and political beliefs.



Protests in London about the Sacco Vanzetti Case

d) How far does the Sacco and Vanzetti case support the idea that Americans were intolerant of immigrants? Explain your answer below. Continue on lined paper if necessary.



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Task 5: immigrant Quotas in the USA

Partly as a result of the Red Scare, the government changed its policy on immigration. In 1924, it introduced a quota system that ensured that the largest proportion of immigrants came from north-west Europe (mainly British, Irish and German). No Asians were allowed in at all.

Immigration fell from 1 million a year between 1901 and 1910 to 150,000 a year by 1929.


a) Why do you think that the USA allowed more north west Europeans into the USA than any other group?



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b) What predictions can you make about how African Americans in the USA would be treated?



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Plenary Task: Why did immigrants face so much intolerance in 1920s USA?

Answer this question in the box below.

“The Dark Side of the 1920s”

Section 2: Prejudice and Intolerance (African Americans)

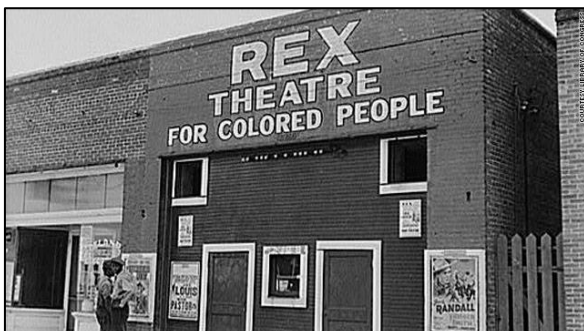
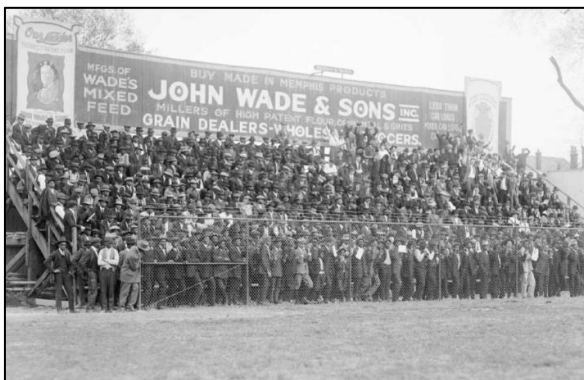
Learning Objectives

To be able to explain why African Americans faced so much prejudice and intolerance in the 1920s in America.

Success Criteria

1. Describe the experience of African Americans in 1920s USA.
2. Explain what factors caused prejudice and intolerance amongst those groups.
3. Pull information from different sources to help answer the question.
4. CHALLENGE: Critically evaluate at least one of the sources that you use.

Task 1: What connects all these images?



What connects all these images?
Answer in this box


Task 2: The position of African Americans in 1920s USA

a) Use the information in the textbook on page 223 to complete this task.
 You need to match up the beginning of the sentence to the end of the sentence.

Beginning of the Sentence
African Americans had long been...
The first Africans had been brought...
Slavery ended in the 19 th Century and there were more...
White governments feared the power of this large group and...
These laws were called Jim Crow Laws and they...
African Americans were also denied access to good jobs and good education and so...

End
... African Americans than white people in the southern US.
... segregated (separated out) many areas of life for African Americans- including the ability to vote.
... to the USA as slaves
... part of US History
.... suffered
.... introduced many laws to control their freedom.

b) Why did the US government want to limit African American freedoms?



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Task 3: Racial Violence and the Ku Klux Klan

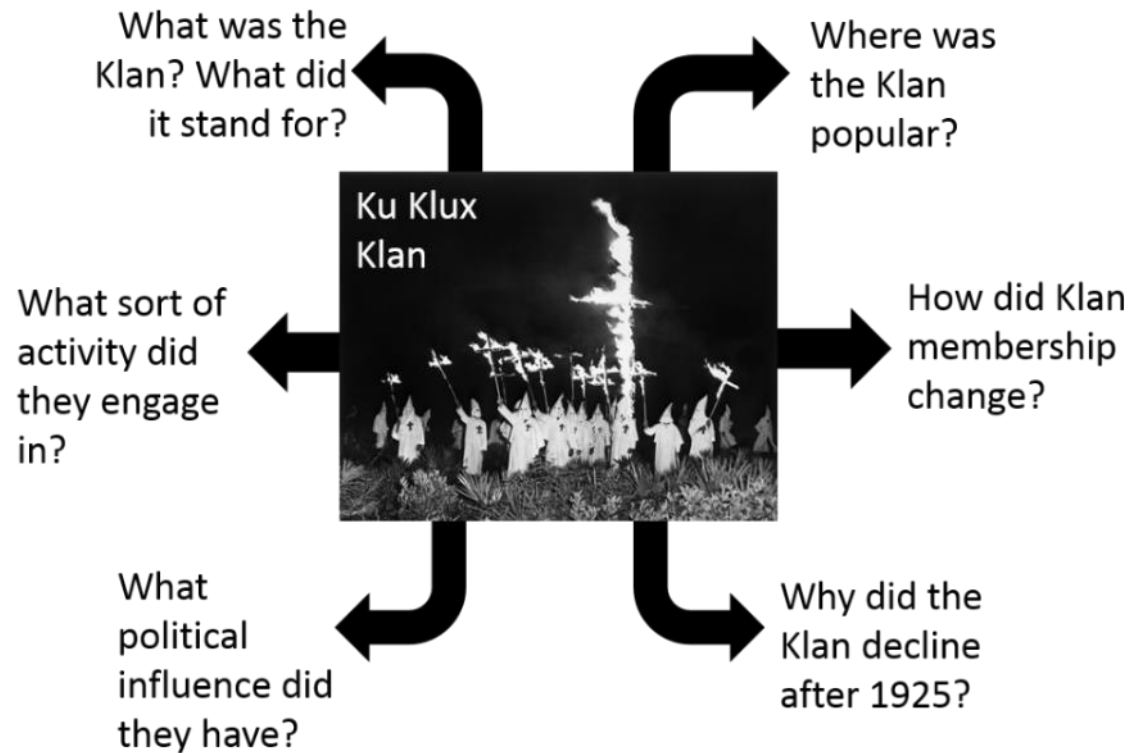
a) Source 1: What can you learn from this photograph about the Ku Klux Klan?



Photograph from a Ku Klux Klan march in Washington in the 1920s.

Prejudice and Intolerance towards African Americans

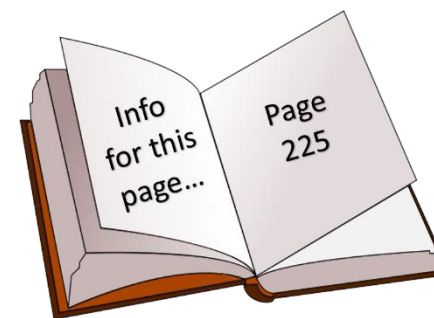
b) Complete the tasks on these next three pages about the different issues, examples and case studies highlighting Prejudice and Intolerance.



Challenge: What happened to James Cameron in 1930?

Was his situation unusual?

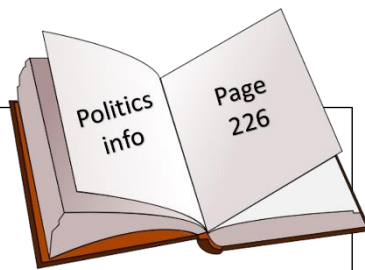
Opportunities and Achievements of African Americans		
Example	What opportunities or achievements does it show African-Americans have?	Does this example show any evidence of racism?
Howard University		
Growing African-American middle class and the "Black Capitalist" movement	Business: Chicago: Effects by 1930:	
Paul Robeson	Career as a lawyer Career as a singer Communist sympathiser	
Jazz and the 'Harlem Renaissance'		



Challenge Task 1: Looking at your information about the Ku Klux Klan and these opportunities and achievements, why do you think that many African Americans left the South and moved to cities like Chicago and New York in the northern USA?



African American population of both Chicago and New York more than doubled in the 1920s



Politics in the USA

Complete the gaps to get your notes on this section.

African Americans were involved in politics. W.E.B Dubois founded the National for the of Colored People which had 300 branches and around 90,000 members by They campaigned to end..... laws and pass laws against

Marcus Garvey was another key figure at this time, and he founded the Universal Negro Association (UNIA). Garvey wanted African Americans to be of their race and helped them set up their own and created an honours system for African Americans. He also set up a line to support UNIA businesses and to help African Americans to Africa. Eventually, Garvey's businesses failed- he was prosecuted for exaggerating the value of in his company, although he was one of the very few businessmen to be for this.

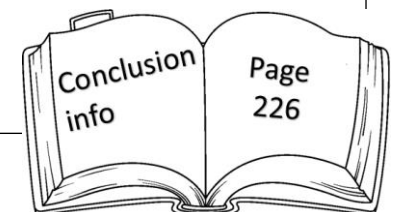
Garvey's movement attracted over members at its height in 1921.

Words: 1919, 1 million, advancement, association, businesses, emigrate, improvement, lynching. Prosecuted, proud, segregation, shares.

Conclusion Task: African Americans in the USA

Complete the following questions.

- Did attitudes in the USA towards African Americans change?
- Did life expectancy improve for African Americans? Did it match white Americans?
- CHALLENGE: What does lower life expectancy indicate about African American lives?
- What other evidence is there that there was still huge inequality between African Americans and white Americans?
- What evidence was there of prejudice between African American groups?



Question 2: An 18 mark question

‘African Americans gained significant improvements in their rights and freedoms in the 1920s’. How far do you agree with this view? (18 marks)

We will do this question on lined paper, so make sure that you put today’s date, and the title and tag it into your booklet.

AO1: Knowledge and understanding of the period. AO2: Explain and analyse historical events using concepts such as cause, consequence, change, continuity.

Level 1 1-3 marks	Response shows simple relevant knowledge ☐. The question is EITHER only partially answered ☐ OR asserted (stated without support) ☐ OR the answer does not fit with the explanation before it ☐. Uses some understanding of second order historical concepts although might not refer to them specifically ☐
Level 2 4-6 marks	Explanation of relevant knowledge ☐. Uses relevant second order historical concepts ☐. Gives a clearly stated answer to the question ☐. Supported by some knowledge and has a relevant, partly structured argument ☐.
Level 3 7-10 marks	Explanation and analysis of relevant knowledge ☐. Uses relevant second order historical concepts ☐. Gives a clearly stated and supported answer to the question ☐. Supported by accurate knowledge and has a mostly relevant and structured argument ☐.
Level 4 11-14 marks	Full explanation and analysis of relevant knowledge ☐. Uses relevant second order historical concepts ☐. Gives a clearly stated and fully supported answer to the question ☐. Supported by a range of accurate knowledge and has a fully relevant and structured argument ☐.
Level 5 15-18 marks	Full explanation and thorough analysis of relevant knowledge ☐. Convincingly uses relevant second order historical concepts ☐. Gives a clearly stated and fully supported answer to the question ☐. Supported by a range of detailed and accurate knowledge and has a fully relevant and structured argument ☐.

Must answer the question with some support

Must use at least two separate reasons.

Must consider both sides of the argument.

Must contain a full argument that flows throughout the answer.

Suggested structure:

Paragraph 1- explain your point of view. Do you agree with the statement or not?

Paragraph 2- support your point of view with some detailed evidence, explaining how it answers the question.

Paragraph 3- balance your point of view with the other side of the argument. Explain why it isn't the right point of view.

Conclusion- make sure you have compared both points of view and the relevant causes thoroughly.

Economic Turbulence in the 1930s

Section 3: The Great Depression

Learning Objectives

To be able to evaluate the impact of the Great Depression on the American people.

Success Criteria

1. Describe the Great Depression.
 2. Explain why the Great Depression occurred.
 3. Identify various different consequences of the Great Depression.
 4. Assess the consequences for the significance of their impact.
 5. CHALLENGE: Develop your ideas through good use of detailed support.
-

Task 1: Why did the US economy crash in 1929?

a) Look at the source below. Can you think of any adjectives to summarise the expressions on the faces of these people?



Source 1: 'On Margin', November 1929

CHALLENGE: Can you work out what they are doing?

b) Speculation and decreasing confidence in the stock market.

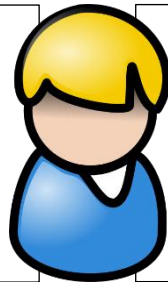
Read the following text and complete the empty boxes as you work through the information. You might find it helpful to highlight where it shows a **cause**.

As the economy boomed through the 1920s, the value of shares rose and this led to speculation on the stock market- where people buy shares, not to invest in a company but to sell them quickly to make a quick profit.

People began to buy shares on credit (called buying 'on margin')

People borrowed money to buy shares in companies and would sell the shares when they rose in value, to pay back the loan and keep the profit.

This is Curtis. Curtis is a speculator on the stock market. How does he get the money to buy shares?

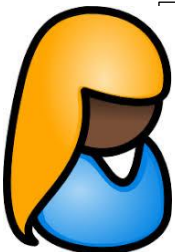


What will he do with his shares once he has bought them?

Loss of confidence comes from too many people selling shares. Speculation increases people selling shares.

People borrowed money to buy shares in companies with the intention of selling those shares when they rose in value to pay back the loan. Ordinary people, businesses, wealthy investors and banks speculated because the value of shares just kept rising.

This becomes a problem when so many people start selling shares. The system depends on confidence- shares continue rising in value as long as people believe they are valuable and keep buying them. In autumn 1929, investors began to lose confidence in the US economy. They believed they could see weakness and thought the value of shares had gone too high, so they began to sell them. This caused the other investors to panic and sell their shares.

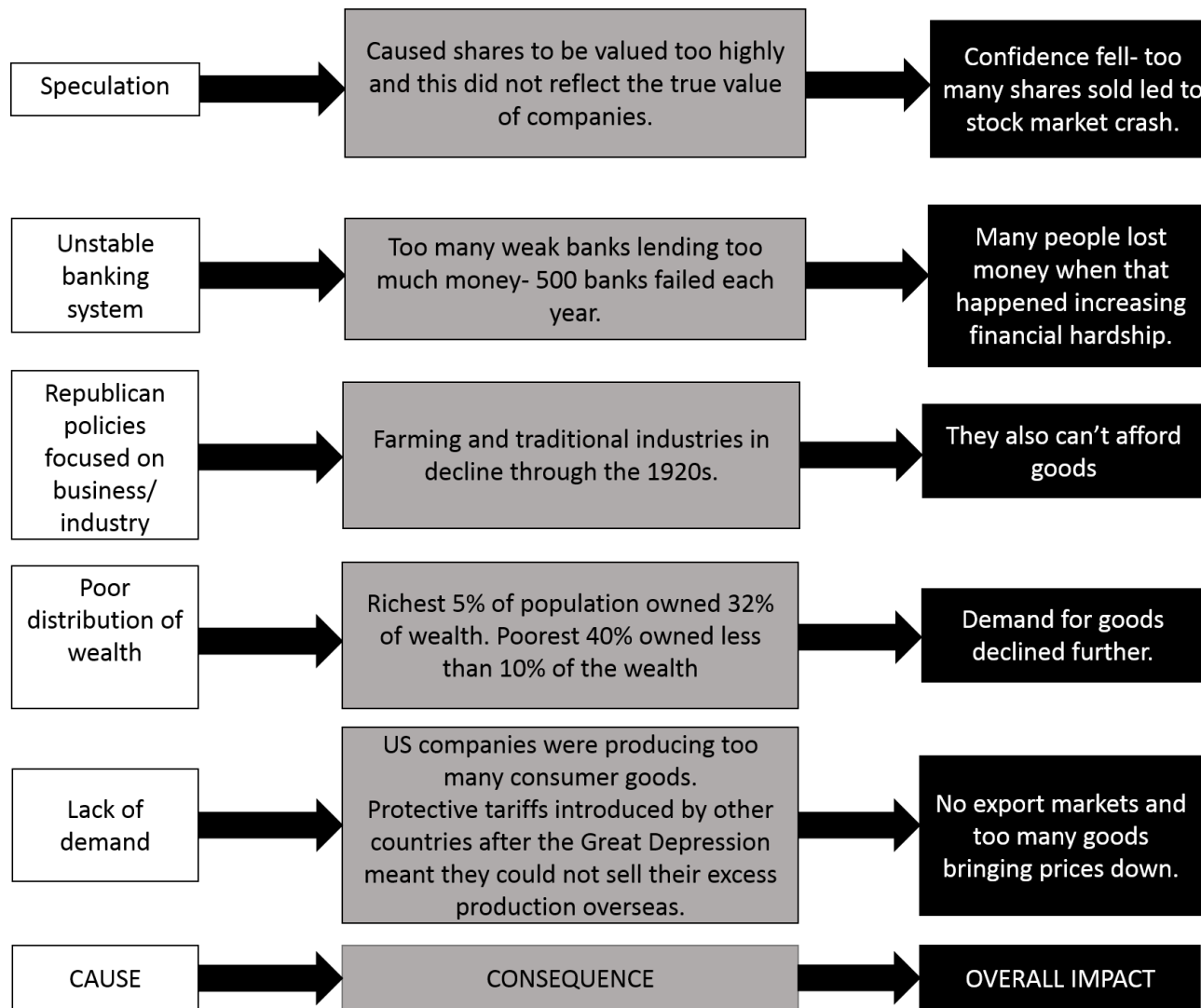


This is Mabel. She, like Curtis, is a speculator on the stock market. What does she do when Curtis sells his shares?

The stock market lost nearly half its value in four days.

As people sold their shares, the value of US companies collapsed making the shares worth even less- even in strong companies. This became known as the Wall Street Crash. Prominent Americans, such as Rockefeller lost significant amounts of money (Rockefeller lost 80% of his wealth leaving him with a mere \$40 million). Even Winston Churchill lost \$500,000. The worst day of the Crash was Tuesday 29 October 1929, referred to as Black Tuesday.

c) Some more causes of the Great Depression. Read the diagram below and answer the questions in the box.



Which of these causes do you think was the most important?

Which of these consequences do you think was the most severe for the USA?



Aiming for a grade 5+?
Remember, top level responses will compare more than one cause and consequence.

Task 2: How did the Crash affect Americans?

Read the following and highlight:

- What impact the depression has on people in towns and cities?
- What impact the depression has on people in the countryside?
- What impact the depression has on banks?
- What impact the depression has on businesses.
- What causes the depression to get worse.

“Prosperity is just around the corner”

Herbert Hoover, Republican President when the Great Depression hit the USA.

For a while, it was not clear whether this would be a short term or long term crisis. President Hoover cut taxes to encourage people to buy more goods and by mid-1931 production was rising again. There was hope that the situation was more settled. But the Crash had destroyed confidence.

This was most evident in the banking industry. In 1929, 659 banks failed. This caused people to stop trusting them and many withdrew their savings. Consequently, in 1930 another 1,352 went bankrupt. These included the Bank of the United States in New York which had 400,000 account holders- almost one-third of New Yorkers saved with this bank. Panic set in. Around the country a billion dollars was withdrawn from banks and put in safety deposit boxes or stored at home. People felt that only cash was safe from the effects of the Crash. Another 2,294 banks went under in 1931.

Challenge question: Do you think Hoover was right to cut taxes?



A downward spiral

While Hoover talked optimistically about the return of prosperity, Americans kept hold of their money instead of buying new goods or shares. This meant that banks had less money to offer in loans to businesses or to people as mortgages on homes. To make matters worse, banks began asking businesses to repay loans, although those businesses could not afford to do so. As loans were called in by the banks, many businesses collapsed or cut back.

Challenge question: What was the impact of banks calling in loans on the average working man?



Between 1929 and 1933 both industrial and farm production fell by 40% and average wages by 60%. By 1932, the USA was in the grip of the most

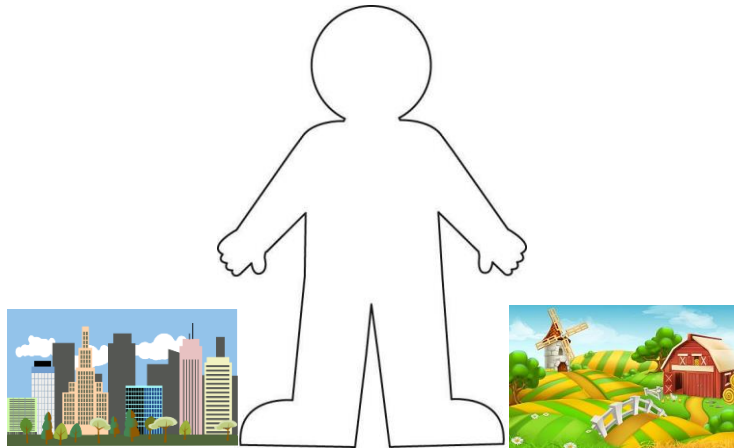
serious economic depression the world had ever seen. By 1933, there were 14 million unemployed and 5,000 banks had gone bankrupt. The collapse in urban areas soon had an impact on the countryside. Total farm income slipped to just \$5 billion.

Task 3: The Human Cost of the Depression

a) Annotate the image of the human with the effects of the Depression on the countryside and in the towns.

Towns and cities

Countryside



b) Attitudes to poverty



What are these people all moaning about? These migrant workers and unemployed layabouts need to get off their lazy behinds and **GET TO WORK**. No-one's going to give them a handout- they need to sort it out for themselves!

John D. WealthyMcWealthface: a (fictional) rich person in the 1920s displaying a common attitude towards the unemployed.

Look at the following sources- highlight evidence that you could use to yell at John D. WealthyMcWealthface for his terrible attitude towards poverty.



Source 2: a poster telling unemployed men not to stay in their town.

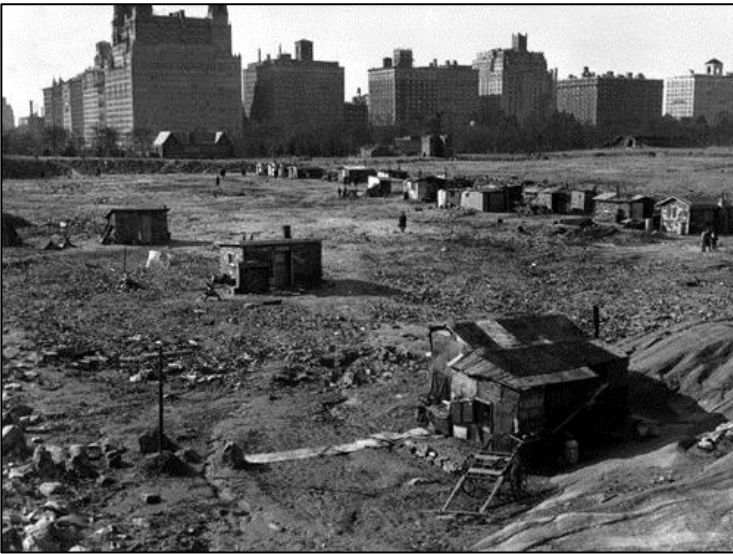
Unemployed men often travelled from town to town looking for work. During the Depression, towns refused to allow out-of-towners to stay as they had no work for them anyway.



Source 3

A man selling his car after the stock market crash. The sign says “\$100 will buy this car. Must have cash. Lost all on the stock market”.

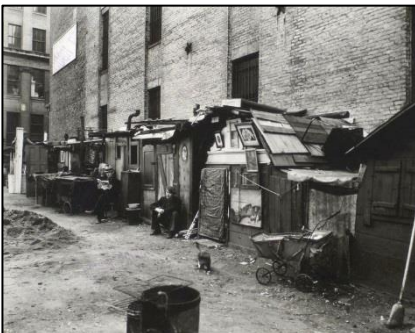
The average car price before the stock market crash was \$385.



Source 4

A Central Park Hooverville (Hoovervilles were shanty towns built of wood, cardboard, scrap metal- anything they could get their hands on- and they were named after President Hoover)

This one has the Dakota building in the background- which was fully occupied with wealthy New Yorkers during the Depression.



Sources 5, 6 and 7. Hoovervilles in Manhattan, Seattle and in an unidentified place (from left to right)



Sources 8 and 90 'Dustbowl' farms in the 1930s. The farm in Illinois (source 8, left) is suffering the after effects of the drought. Source 9 (right) is a dust storm in Texas

CHALLENGE: Your teacher will give you a copy of sources 8-15 of the textbook, giving you some more detailed sources.

Use those sources to:

- find evidence of sympathy towards the poor
- evidence of anger at the existing system
- evidence of desire for change

and annotate the sources with that information.



Task 5: Conclusions about the Great Depression

Complete the following table based on your learning objectives and success criteria.

Try as far as possible to do so without looking at your notes.

Questions	What can you remember WITHOUT looking at your notes?	What can you add to this with your notes?
Describe the Great Depression. Bullet point what happened during the Great Depression		
What caused the Great Depression?		
What were the consequences of the Great Depression?		
Which of these consequences were the most significant?		

Economic Turbulence in the 1930s

Section 4: The 1932 Election

Learning Objectives

To be able to explain the most significant reason for Roosevelt's victory in the 1932 election.

Success Criteria

1. Describe the two candidates
2. Explain why Roosevelt won
3. Assess the significance of these reasons
4. CHALLENGE: Complete the source based challenge tasks.


Task 1: Would you re-elect this man for President of the United States?



Herbert Hoover:

- Was President when the Stock Market collapsed in 1929?
- Constantly talked optimistically about the return of prosperity.
- Presided over an America where industrial and farm production fell by 40% and average wages by 60%, where 14 million were unemployed and 5000 banks had gone bankrupt.
- Presided over an America undergoing a severe drought- with over-farming causing dust storms.
- Had cardboard/ wood/ scrap metal shanty towns named after him.
- Failed to end the Depression.

a) Would you re-elect this president? Explain why, or why not?




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b) Were any of the issues in the box above Hoover's fault? Can Hoover be blamed for them? Explain why you think this.



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c) Read page 233. What had Hoover tried to do to solve the Depression? Make sure that you explain how it was supposed to help.

Wages:




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Tax Cuts (make sure that you refer specifically to the Revenue Act of 1932)




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Reconstruction Finance Company:




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Hoover Dam and the Colorado River:



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CHALLENGE: A popular banner at the time repeated “In Hoover we trusted and now we are busted!”. Do you think that is a fair statement?



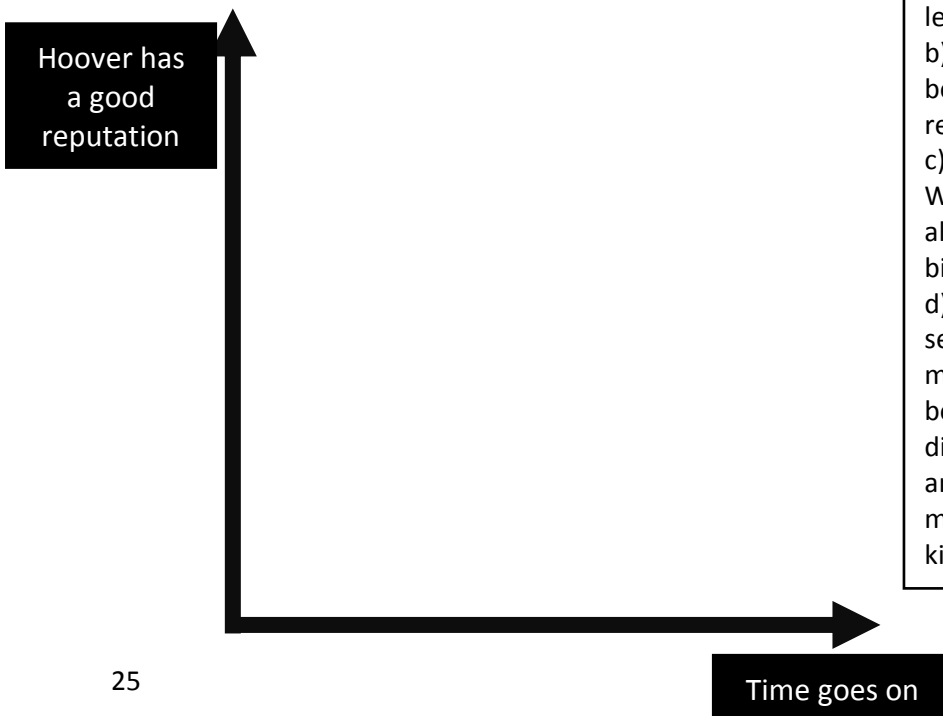
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Task 2: Hoover’s reputation takes a nosedive.

Below is a graph and a number of statements about Hoover are on the next page. Plot the statements where you think they should fit on the graph of Hoover’s reputation to show how that changes over time (the statements are in the correct order, so you don’t have to get them in the right order).



- a) Hoover believed that government intervention was not the long term answer while Americans wanted leadership that would take action.
- b) Hoover (and the Republicans) believed that prosperity would soon return (cycles of boom and bust).
- c) Hoover blocked the Garner-Wagner Relief Bill which would have allowed Congress to provide \$2.1 billion to create jobs.
- d) ‘Bonus Marchers’ (thousands of servicemen who fought in WWI marched asking for their war bonuses to be paid early). Not only did Hoover refuse to meet them, and set police and troops on the marchers with guns and tear gas, killing two of them.

Task 3: Franklin D. Roosevelt

Use the information surrounding Franklin D. Roosevelt to help you create an explanation of why Roosevelt won the 1932 election.

He believed in 'active government' to improve the life of ordinary people- but only if self-help and charity had failed.

Roosevelt had plans to spend public money on getting people back to work- he had begun doing this in New York, where he was Governor.

He asked for advice on important issues from a wide range of experts- factory owners, union leaders and economists.

He went on a grand train tour of the USA- a 20,800 km trip, making 16 major speeches and 60 from the back of his train to gathered crowds- see below.



Roosevelt promised a 'New Deal'- policies to take charge and solve the problems in the Great Depression.



Roosevelt had a winning personality- he radiated warmth and inspired confidence. He made personal contact with ordinary people and seemed to offer a way out.

Roosevelt won a landslide victory. He won by 7 million votes and the Democrats won a majority of seats in Congress.

Aiming for a grade 5+?
Remember, top level responses will think about which cause is more significant.



a) Why did Roosevelt win the 1932 election?

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b) CHALLENGE: Do you think Roosevelt won, or Hoover lost? What is the difference?

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c) How similar are these two sources? (10 mark question)

Source 1: Herbert Hoover giving a speech to the most important businessmen in America in 1930.

While the crash only took place six months ago, I am convinced we have now passed the worst and with continued unity of effort we shall rapidly recover. There is one certainty of the future of a people of the resources, intelligence and character of the people of the United States—that is, prosperity.

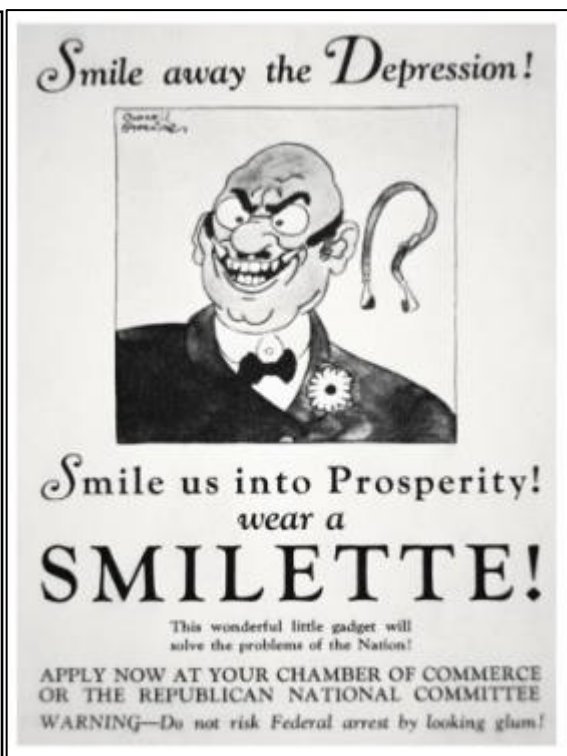
Address at annual dinner of the Chamber of Commerce of the United States (1930)

Remember: when looking at purpose, you are looking for the action/ reaction the creator of the source wants to get from his audience. Grades 5+ should really focus on how comparing the purpose of both sources and using it to explain why they are similar/ different.



Source 2: A Democrat campaign poster for the 1932 election.

Smaller text:
 “This wonderful little gadget will solve the problems of the Nation”
 Apply now at your Chamber of Commerce of the Republican National Committee
 Warning- do not risk Federal arrest by looking glum!



Write your answer on lined paper and tick off where you have met the following necessary criteria:

I have:	One source ✓	Both sources ✓
Assessed the content- saying what is similar about them.	One source	Both sources
Assessed the content- saying what is different about them	One source	Both sources
Used the context of the time to explain similarities	One source	Both sources
Used the context of the time to explain differences	One source	Both sources
Used the purpose/ author of the source to explain differences	One source	Both sources

Economic Turbulence in the 1930s

Section 5: The New Deal and the Second New Deal

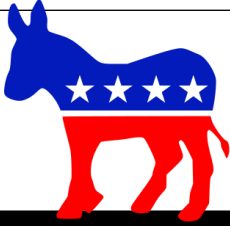
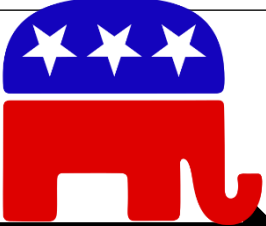
Learning Objectives

To be able to assess how successfully Roosevelt solved the problems of the Great Depression with his New Deals

Success Criteria

1. Describe the different policies that made up the New Deal/ Second New Deal
2. Explain the impact that New Deal/ Second New Deal policies had on the USA.
3. Assess how successfully those policies solved the problems.
4. Evaluate whether Roosevelt's aims were achieved.
5. CHALLENGE: Think about the impact these policies had on government, and how government worked.


Task 1: Roosevelt's aims- why was Roosevelt different to the Republican presidents?

<p>The Democratic Donkey</p>  <p>A more left wing party</p>	<p><u>A note on the two different parties</u></p> <p>Republicans: they were pro industry, believed in self-help and non-intervention (laissez faire). Sometimes known as the GOP (stands for Grand Old Party). They had been in power for the whole 1920s.</p> <p>Democrats: supported government intervention and a welfare state.</p>	<p>The Republican Elephant</p>  <p>A more right wing party</p>
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Roosevelt's aims

1. Get American back to work.
2. Protect their savings and property.
3. Provide relief for the sick, old and unemployed.
4. Get US industry back on its feet.
5. Get US agriculture back on its feet

a) Do you think that these would be popular promises among the American people? Why?




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b) What made Roosevelt's aims different from how Herbert Hoover was dealing with the Depression?



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c) CHALLENGE: How does this show that Democrats are different from Republicans?


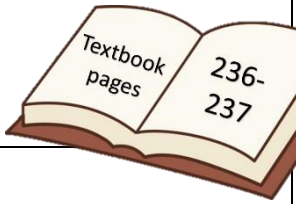







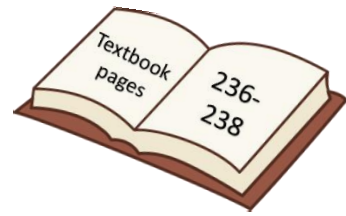
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The Hundred Days:
 Presidents are often judged according to what they have done by this landmark- their first hundred days in office.

Task 2: The Hundred Days (the First New Deal)
 Complete the table below with the different information required.

Area affected	Policies Passed	How would this help solve the problems of the Depression?
The Banks 	Emergency Banking Act- what did Roosevelt do to the Banks? Securities Exchange Commission- how did Roosevelt control speculation?	
Unemployment 	What did the Federal Emergency Relief Administration do? What did the Civilian Conservation Corps (CCC) do?	
Farming 	What did the Agricultural Adjustment Administration (AAA) do?	
The Tennessee Valley Authority (the TVA) 	Which states were affected by the TVA? What did the TVA do?	
Industry 	The National Industrial Recovery Act (the NIRA) set up two organisations. What did they both do? The Public Works Administration (PWA): The National Recovery Administration (NRA):	
Confidence of the American people 	What were Roosevelt's "Fireside Chats?"	



Task 2: The Impact of the New Deal

a) What truth can you find in the following statements?

Either in the information on page 30, and pages 236-8 of your textbook, what evidence can you find that the following statements were true?

Confidence was restored in government	There was a boost in morale around the USA	Roosevelt's bold and decisive action had a marked effect on the American people

b) What evidence can you find in these sources?

Source 25 Raymond Moley, one of Roosevelt's advisers during the 'Hundred Days' Congress session.

The bank rescue of 1933 was probably the turning point of the Depression. When people were able to survive the shock of having all the banks closed, and then see the banks open up again, with their money protected, there began to be confidence. Good times were coming. It marked the revival of hope.

Source 26 Frances Perkins, labour secretary under Roosevelt, writing in 1947.

As Roosevelt described it, the 'New Deal' meant that the forgotten man, the little man, the man nobody knew much about, was going to be dealt better cards to play with. ... He understood that the suffering of the Depression had fallen with terrific impact upon the people least able to bear it. He knew that the rich had been hit hard too, but at least they had something left. But the little merchant, the small householder and home owner, the farmer, the man who worked for himself – these people were desperate. And Roosevelt saw them as principal citizens of the United States, numerically and in their importance to the maintenance of the ideals of American democracy.

Task 3: Reactions to the First New Deal

Like all Presidents trying new things, Roosevelt faced a lot of criticism.




Roosevelt is not doing enough to help the American people. Also- the new deal is far too complicated!

The views of Senator Huey Long- a Democrat, who developed a "share our wealth" scheme and believed firmly in helping the poor. (See page 240 of the textbook for more details)

The New Deal is far too complicated. It is interfering far too much with business. It shouldn't control what we pay our workers and taxes are too high to pay for all these initiatives. Also, some of the jobs people are doing are worthless and government schemes like the TVA create unfair competition for private companies.



a) What kind of people would have that angry point of view about the New Deal?



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Roosevelt was trying really hard to make his New Deal work, but the USA was recovering from the Depression less quickly than Europe. Business was losing enthusiasm for the NRA and were starting to cut workers' wages. Roosevelt had wanted to transform the USA but it wasn't working. Time for a second New Deal

Task 4: The Second New Deal

14th May 1935, Roosevelt met with a group of senators and close advisers who shared his views and aims- to make the USA a fairer place for all.

One month later, the President presented the leaders of Congress with a huge range of laws that he wanted passed.

AIM: To make America a fairer place for all	So Roosevelt planned to: <ul style="list-style-type: none"> • Strengthen trade unions to fight for member's rights. • Provide financial security in old age. • Tackle unemployment
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a) Use page 238-9 of your textbook to explain what Roosevelt did in each area

Increased taxes on Wealthy Americans	Strengthened trade unions	Extra support and security for poor Americans
	Jobs for unemployed Americans	
Extra help for farmers		

Policies that you should have included (cross them out when you have): The Revenue Act of 1935 (also known as the Wealth Tax Act); Undistributed Profits Act 1936; The Wagner Act; The Social Security Act; The Works Progress Administration (WPA); the Resettlement Administration (RA) and the Farm Security Administration (FSA).



Task 5: The successes of the New Deal

a) Complete the Successes of the New Deal sheet that your teacher will give you. There is an easier task sheet if you struggle with the information.

b) Challenge task: Look at the Focus Task on page 245 of your textbook.

Part 1: You can choose which of the question areas to focus on- or you can do all of them (opposition and criticisms and achievements will require a little research on your part).

Part 2: You could then attempt your own balanced account of the New Deal.

c) Exam Question Practice:

Select an exam question from the list below and practice it on lined paper. It should ONLY be the two mark question if you only have a very limited amount of time.

- i. Describe one way the Second New Deal tried to help poorer Americans. [2 marks]
- ii. How did Roosevelt try to transform America into a fairer society? [10 marks]
- iii. "Roosevelt was successful in changing the lives of the American people for the better". How far do you agree with this view? [18 marks]



Aiming for a grade 5+?

18 mark questions should be balanced- including both points of view with an assessment of which side is more convincing.



Task 6: Reactions and Criticisms to the New Deal

a) Case studies of the New Deal

Use the case studies below to analyse what people thought about the New Deal. You could match them up to the statements in the box, or you could come up with your own reasons why people reacted the way they did to the New Deal.

Case Study 1: The 1936 Election

- The Republicans used a smear campaign to reduce support for the New Deal, claiming that Roosevelt was disabled because of a sexually transmitted disease rather than polio.
- Employers put messages in their workers' pay packets saying that New Deal Schemes would never happen.
- Roosevelt won 27 million votes, with the highest margin of victory every achieved by a US president.
- He then said "Everyone is against the New Deal except the voters."

Opinions on the New Deal

- The New Deal was popular with voters.
- President Roosevelt was becoming a dictator- changing the balance of power in the USA.
- The New Deal was unconstitutional.
- The New Deal made life fairer.
- The New Deal wasted money on worthless projects.
- The New Deal helped the American arts.
- Roosevelt was a communist.

Case Study 1 Questions:

Who was against Roosevelt?

Do you think the reasons they are giving for criticising Roosevelt are true?

What evidence does Roosevelt have that most people supported the New Deal?

Case Study 2: The Supreme Court and the Case of the Schechter Poultry Corporation

The Supreme Court was dominated by Republicans who opposed the New Deal. It had the power to overturn laws if they were believed to contradict the rights and freedoms guaranteed by the Constitution.

In May 1935, the Schechter Poultry Corporation was found guilty of breaking NRA regulations, because it had sold chicken that was unfit for humans to eat. It had also exploited workers and threatened government inspectors.

The corporation appealed to the Supreme Court. The court ruled that the government had no right to prosecute the company because the NRA was unconstitutional. It undermined the power of the local states.

Case Study 2 Questions

Why did they oppose Roosevelt?

Who opposed Roosevelt?

Case Study 3: Roosevelt and the Supreme Court

Roosevelt asked Congress to give him the power to appoint more Supreme Court judges that supported the New Deal. However, many people felt that the president was attacking how government worked and were frightened by these steps. Roosevelt had to back down (although the Supreme Court did stop blocking most New Deal actions following this).

Case Study 3: Questions

Why was Roosevelt criticised?

Case Study 4: The New Deal and the Media
New Deal Programmes gave a lot of funding to photographers, film makers, writers and artists. There was a Federal Arts Project that funded projects in all areas, Dorothea Lange was given funding for her photography exhibitions on the Depression and there was a Federal Writers' Project, funding the work of authors and journalists. They tended to paint quite a positive picture of the New Deal.
Many New Deal agencies, such as the NRA, also put together "information films" about their work- emphasising the problems Roosevelt inherited from Hoover and the achievements of the New Deal.

Case Study 4: Questions
Who supports Roosevelt?

Why do they support Roosevelt?

Could you trust their reasons for supporting Roosevelt? Why? Why not?

Does this case study show any reasons why people might criticise Roosevelt?

Case Study 5: Questions

What indicates that people have stopped supporting the New Deal?

What reasons might they have for no longer supporting Roosevelt?

What indicates that Roosevelt is still supported by the people?

Case Study 5: The New Deal and the 1938 Recession

Early in 1937, the USA seemed to be more prosperous and so Roosevelt cut the New Deal.

This caused a new recession and unemployment to increase, damaging Roosevelt's reputation and causing the middle class to lose confidence in him. The Republicans (remember Roosevelt was a Democrat) then improved their vote share in the Congressional Elections. However, Roosevelt was re-elected with a large majority in the 1940 Presidential Elections, but it did indicate that the USA was no longer as united behind the New Deal as it had been.

Task 7: New Deal Source Tasks

On the back of your successes of the New Deal sheet there are also some sources that you need to work with. Complete the tasks on the sheet and then use those sources to answer the exam style questions below (you don't have to do them all, you can choose)

- a) Study source A. What is the cartoonist's message?
- b) Study source B. How reliable do you think it is about the role of government in the USA?
- c) Study sources C and D. How similar are they about attitudes towards the New Deal? (10 marks)
- d) Study source E. Why was source E published in 1937?
- e) CHALLENGE: Which of sources A to E do you think is the most useful?

The USA and the Second World War

Section 6: Mobilising the USA

Learning Objectives

To be able to assess how successfully the population of the USA mobilised for the American war effort

Success Criteria

1. Describe how the USA mobilised different areas of the population in order to fight the Second World War
2. Explain the impact that the Second World War had on the USA.
3. Explain why the USA was so successful in its wartime mobilisation.
4. CHALLENGE: Can you find evidence that all was not as successful as it appears?

Task 1: True or False- the Impact of the War on the USA

Read the following statements about the impact of the Second World War on the USA. Use pages 246-247 of the textbook to assess whether they are correct. Make sure that you correct them, if they are false- you may be able to add more detail if they are true.

Statement	True or False?	Correction/ More detail
100,000 more Americans died in industrial accidents on the home front than were killed in fighting the Japanese and the Germans.		
The war effort cost the USA approximately \$800 million		
US factories, six months after Pearl Harbor produced more than the factories of the Axis powers combined- rising to twice as much by the end of the year.		
By 1942, the USA was producing almost half of all the weapons produced around the world.		
More than 500,000 new businesses started up during the war.		
Coca Cola and Wrigley's were two brands that won war time contracts and became extremely wealthy as a result.		
The war effort did not end unemployment- the New Deal did.		
Life was still very tough for farmers, who did not profit at all from the war.		

Aiming for a grade 5+?

Make sure that you explain in detail why these statements are not only false, but true! What can you add to these claims?



CHALLENGE: Stalin gave a toast in a summit meeting between the three main allies (USA, USSR and Britain) "To American production, without which this war would have been lost". Does this surprise you? Why? Why not?



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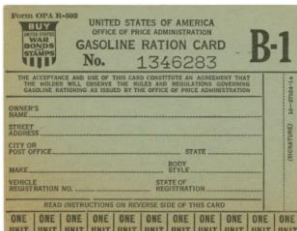
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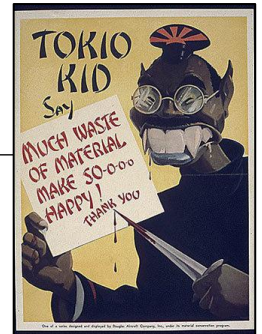
Task 2: How did the USA achieve wartime prosperity?

a) The contribution of individuals in the USA (individual action)

Complete the following notes around the images on how these people and groups contributed to the USA's wartime prosperity. Use page 247.



Rationing and conserving material



Finding different ways for the US people to contribute



War Bonds



And perhaps the most significant contribution of all, from Miss Jo Carroll Dennis of Texas, Miss America 1942.



CHALLENGE: How significant do you think the contribution of individuals was to the war effort?



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Task 3: Wartime Propaganda

a) You are going to watch a couple of videos about wartime propaganda.

Next to the image of the videos, what do these videos tell you about American propaganda during the war? (If not doing this in class, you could scan the QR codes for these and more videos)

The Ducktators 1942,
produced by Warner Bros.



What messages are being spread in this video? How?

What do they want the audience to do?

Who has produced this source? What does this indicate about war propaganda in the USA?



1946 film, directed by It's
a Wonderful life producer



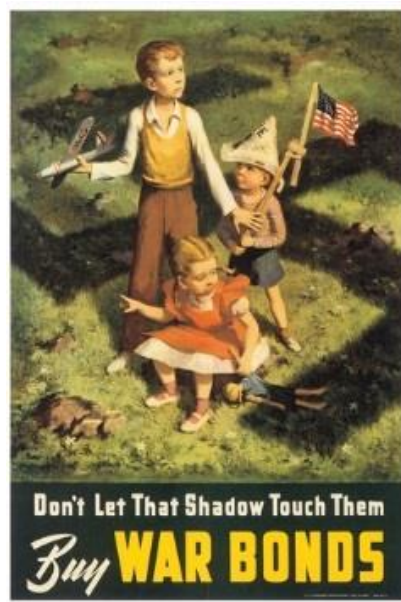
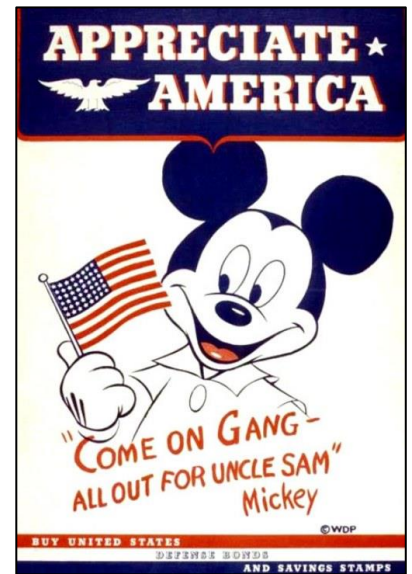
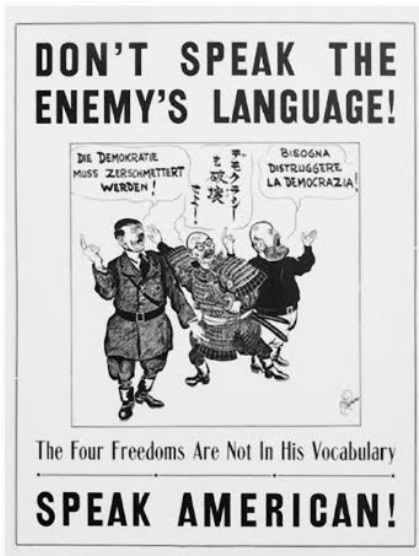
What messages are being spread in this video? How?

What do they want the audience to do?

Who has produced this source? What does this indicate about war propaganda in the USA?

b) Annotate these propaganda posters in a similar way. Think about message, purpose and how these are spread?






c) In the box below, summarise how Propaganda worked in America. Use your conclusions above and page 248 of the textbook.

- Why the US needed to use Propaganda
- Anti-Japanese Propaganda
- Anti-Nazi propaganda
- Hollywood

Task 4: A Hands-On Government and Willing Industrialists (use pages 249-250)

a) How did the government become more “hands on” during the Second World War? (plus you could use the box below)




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CHALLENGE: Can you identify what was different about this from previous governments- either the Republicans in the 1920s, or Roosevelt during his New Deal era?



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FACTFILE

US government measures in the Second World War

Once war began, the government took over most aspects of life and work. In the course of 1942, a wide range of measures was introduced and government organisations were set up that remained in place for the rest of the war.

- Roosevelt got Congress to agree to higher taxes. Taxation remained a contentious issue throughout the war. However, by 1944 almost all working Americans were paying federal taxes compared with just 10 per cent in 1940.
- The War Production Board was created to manage war industries.
- The Office of Price Administration controlled prices and tried to stamp out illegal trading on the black market.
- Rationing was introduced on food and fuel. Clothing, cars and some other items were not rationed, but these were usually very expensive because they were not subject to price controls.
- The Office of Censorship published a code of guidelines for newspapers, magazines, broadcasters and film studios. There were no officials to enforce these guidelines; the organisation relied on co-operation from the media.

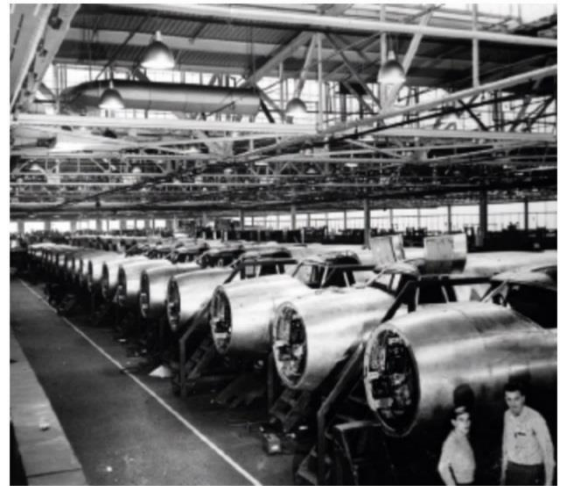
b) How did the following measures help the US War effort?


January 1942: Roosevelt set up the War Production Board (run by William Knusden)	
80% of American contracts going to only 100 firms	
Henry J. Kaiser and his shipbuilding	

c) The Studebaker B-26 bombers

This source is an official US government photograph showing B-26 bombers being assembled in the Martin aircraft factory in Baltimore in 1941. They were made by the Studebaker wagon and automobile company. It was used in a newsreel programme about aircraft production in wartime. These bombers were NOT sold to the public.

Why do you think it was used in a newsreel programme about aircraft production in wartime?





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Task 5: Willing workers and all available women (pages 250-251)

a) Complete the following table about willing workers, using page 250.

What did 16 million American men and women serving in the US armed forces mean for people at home?	How many people worked in the factories?
Where were most manufacturing jobs in the USA?	What did workers (particularly African Americans) in the rural south do?
What did labour unions agree to do to help the war effort?	What did labour unions demand from the government?

b) There were 12 million working women before the war. What happened to these numbers during the war?

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c) What were the advantages for employers of women workers?

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d) How did the government get women to contribute to the war effort?

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e) Were these changes all positive for women? Use these prompts to help you create your notes.

Equal Pay

Threat to jobs

When the men came home

Child care

f) How did life change for family life and women as a result?

Positive Changes	Negative Changes

The USA and the Second World War

Section 7: The US War Effort- a different side to the story

Learning Objectives


To be able to assess how some American groups did not have a positive experience of the Second World War

Success Criteria

1. Describe different experiences of Japanese Americans and African Americans within the USA.
2. Explain why their experiences were so different during the Second World War.
3. Evaluate the Zinn's views and his alternative view of the Second World War.
4. CHALLENGE: Develop comparisons between 1920s and 1930s America, compared to those of the 1940s.

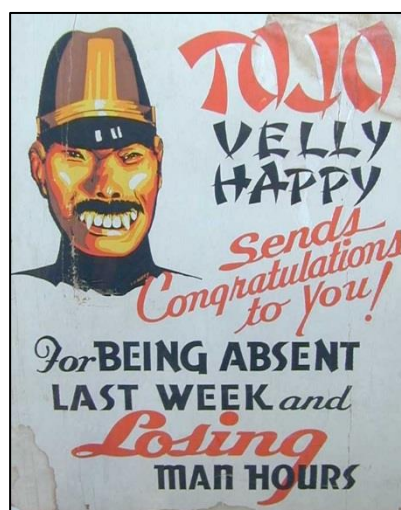
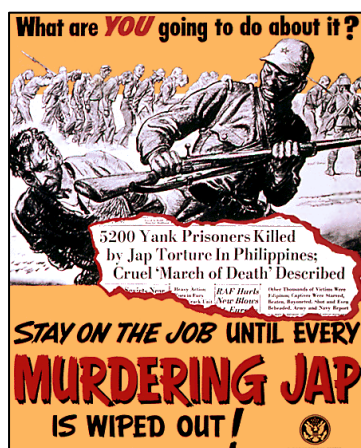
Task 1: The Positive War Effort- a view of American History

This is an American propaganda poster of Captain America, a superhero created for the purpose of rallying people in WW2.

<p>1. What can we learn about the US war effort from this source?</p>		<p>2. What evidence do we have that America was united during WW2?</p>
		<p>2. What evidence do we have that America was NOT united during WW2?</p>

Task 2: The Internment of Japanese Americans during the Second World War

The USA had a large Japanese immigrant population- particularly on the Pacific coast. The attack on Pearl Harbor created a wave of anti-Japanese feeling across much of the country and official propaganda encouraged this attitude.



a) What evidence can you find in these posters of anti-Japanese attitudes? How do you think you would feel about these posters if you were a Japanese immigrant living in the USA?

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b) CHALLENGE: Do you think they would treat German Americans in the same way?

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c) Use pages 253-254 to develop your notes on what happened to Japanese Americans during the Second World War.

<p>What are Issei and Nisei? Did that affect how Japanese people were treated?</p>	<p>How were Japanese Americans treated?</p>
<p>How did the Japanese Americans act in the camps?</p>	
<p>What happened when Japanese Americans were allowed in the armed forces in January 1943?</p>	<p>Did all Americans support the policy of internment?</p>

d) Why do you think this photograph was taken during the Second World War? It was by Dorothea Lange, who took photographs during the Depression to raise awareness of how difficult life was for the poorest Americans. She gave up a prestigious award to take photos of Japanese Americans. This photo is of children pledging allegiance (loyalty to the American flag) at a public school in San Francisco, just before the Japanese- including the children- were taken into the internment camps.

Why do you think this photograph was taken during the Second World War?

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Task 3: African Americans during the Second World War

Use pages 254-255 to complete the table of what happened to African Americans during the Second World War.

In the Workplace	In the Armed Forces
What happened to the 400,000 African Americans that migrated from the south to the industrial north?	1 million African Americans joined the armed forces. What discrimination did they face there? <u>Before 1944</u>
How did African Americans stand up for their rights?	<u>After 1944- once allowed in combat</u>
What was Roosevelt's Executive Order 8802?	<u>In the Navy</u>
Describe the race riots that took place during the war. Why do you think they happened?	How well did the African American soldiers contribute to the armed forces?
What impact did WW2 have on the Civil Rights movement?	What did executive order 9981 attempt to do? How did it work out in the end?

Task 4: Sources and Interpretations- A Choice of Challenge

Complete the following tasks on lined paper and tag them into your booklet.

- Complete the source investigation tasks on page 256-257 of your textbook.
- Complete the tasks on page 252 about Zinn's "A People's History of the United States"



