

Teaching Guide: New Deal in North Carolina

Note for Teachers:

This is the Teaching Guide for the New Deal in North Carolina Case Study:
museumofthenewsouth.org/schools/new-deal-in-north-carolina/

Sections:

Background Information

Activity Instructions and Rubrics

Student Objectives

Relevant NC 8th Grade Social Studies Standards

Background Information

The Great Depression and the New Deal refer to the tumultuous times in the United States that began in the late 1920s and lasted through the 1930s. While historians still debate the most important causes of the Great Depression, most agree that deflation of the American dollar and local bank failures created a situation where many people not only lost their jobs but their savings as well.

As the effects of the Great Depression cascaded across the US economy, millions of people lost their jobs. By 1930 there were 4.3 million unemployed out of a population of about 51 million people eligible to work; by 1931, 8 million; and in 1932 the number had risen to 12 million. By early 1933, almost 13 million were out of work and the unemployment rate stood at an astonishing 25 percent. On top of that, more than a third of the nation's banks failed in the three years following 1929. Long lines of desperate and despairing people outside banks hoping to retrieve their savings were common. Many ordinary citizens lost their life savings when banks failed.

North Carolina was not spared from the effects of the Great Depression. The manufacturing, farming, and banking industries were hit hard, generating far less profit than they had in the 1920s. By 1933, unemployment had reached astonishing levels, with 27 out of 100 people receiving direct aid from the government.

United States President Herbert Hoover initially met the economic downturn with the belief that minimal government interference in the economy would be the best approach to an economic turnaround. He was concerned that people would become dependent on government assistance. The effects of his inaction were displayed in poorly and quickly constructed homes—disparagingly labeled “Hoovervilles”—lived in by people who were out of work and unable to pay their rent or mortgages.

In his 1932 run for the presidency, Franklin D. Roosevelt asserted that he would help in ways that Hoover did not. After becoming president, he championed the series of laws and policies known as the New Deal. The New Deal created a broad range of federal government programs that sought to offer economic relief to the suffering, regulate private businesses and industries, and grow the economy. The New Deal is often summed up by the “Three Rs”:

- relief (for the unemployed)
- recovery (of the economy through federal spending and job creation)
- reform (of the economy, by creating economic limits for banks and businesses and the creation of new social welfare programs to help people in need)

President Roosevelt became known for his live radio “fireside chats.” In the first chat, he spoke about the banking crisis and explained the actions he and Congress had taken to address it. During his presidency, he delivered thirty “fireside chats,” explaining to the public in reassuring tones and plain-spoken language his New Deal policies through the medium of radio.

The New Deal changed the way businesses operated to help make sure people were paid more fairly. All the New Deal programs were paid for, and run by, the government. This meant that the government’s debt grew a great deal. The U.S. debt was \$22 billion in 1933 and grew by 50 percent in the three years that followed, reaching \$33 billion. In the short term, New Deal programs helped improve the lives of people suffering from the events of the Depression. In the long run, New Deal programs set a precedent for the federal government to play a key role in the economic and social affairs of the nation.

Additional Teacher Information:

This inquiry lesson asks students to delve deeper into questions surrounding the role and purpose of government in times of crisis. Students are asked to weigh the struggles faced by the American people during the Great Depression and the myriad of effects that resulted from the New Deal. When teaching this inquiry lesson, teachers should draw connections to the following topics that will likely have been covered prior to this lesson:

- Theories/beliefs around the role of government
- Concerns over the amount of power the government or one individual should wield

In addition to the general information on the Great Depression and the New Deal above, teachers should note that some of the source material that students will be analyzing is specific to North Carolina. Teachers should use this material to help students make connections between what was going on in the greater United States as well as in the state of North Carolina as students answer the compelling question.

Activity Instructions and Rubrics

Inquiry Argument

This activity consists of three parts to address the case study compelling question: a brainstorm and discussion session, a research and source analysis section, and finally making an argument to answer the compelling question. An optional rubric is included.

Part 1

1. Teachers should pose the following question to students: When people are struggling, should the government help them?
 - a. Teachers should intentionally keep this question vague and let students guide the direction of the discussion
 - b. Teachers should allow students to think of their own answers to this question before discussing. Students could do this in the following ways:
 - i. Students could complete a quick-write on the question
 - ii. Students could sit and think about their answer to this question
 - iii. Students could answer the question as a warm-up when they come in the classroom
2. Once students have answered this question independently, students should discuss in small groups (3-4) their answers to this question. Students should use the notes sheet on the following page to write down what their small group shares out.
3. Once students have discussed their answers to this question in small groups, the teacher should ask a few groups to share out.
 - a. Teachers should review expectations for whole-class discussions with students.
 - b. Teachers should let students guide the direction of the discussion. There is not a specific answer that teachers should be looking for, but rather you want to generate inquiry and interest in students through the use of this question and discussion.
 - i. If students are struggling to answer or if the teacher notices that many students are in agreement (for example, all students say that the government should help people who are struggling), the teacher could use the following questions to generate discussion:
 1. Should the government *always* help people who are struggling? Can we think of situations where the government should not help?
 2. How much should the government help people who are struggling? Is too much help a bad thing?

- c. Students should be completing the section on the notes sheet for whole-class discussion.

Part 2

1. Background Information
 - a. In order to better answer the compelling question of the case study, have students gather more information on the Great Depression and the New Deal.
 - b. Have them read the Student Background from the case study on the Great Depression and the New Deal. Ask them to annotate and summarize the background essay.
2. Source Analysis
 - a. Next students will analyze the case study primary sources about the Great Depression and the New Deal.
 - b. In your small groups, they will work to analyze the primary source documents by answering the questions that go along with each document.
 - c. An optional organizer has been provided to give to students as they answer source questions.

Part 3

1. Argument
 - a. Using primary source analysis and the Student Background, students will answer the following question: Was the New Deal a good deal for North Carolina? A handout for them is included. They will present their argument by completing one of the following tasks:
 - An argumentative paragraph
 - Clear argument that answers the compelling question
 - 7-10 sentences
 - Include evidence from at least 3 primary sources analyzed
 - A recorded video
 - Clear argument that answers the compelling question
 - 2-4 minutes
 - Include evidence from at least 3 primary sources analyzed
 - A slideshow/presentation
 - Clear argument that answers the compelling question
 - 8-10 slides

New Deal in NC: Class Discussion Notes

Quick-Write: When people are struggling, should the government help them?

Small-Group Discussion: What did your small group share?

Whole-Class Discussion: What did your classmates share?

New Deal in NC: Source Analysis

Instructions: Using the Great Depression and New Deal Primary Sources, complete the graphic organizer below. Make sure you follow the instructions for each column. Then, answer the Compelling Question below the graphic organizer. You may use a separate piece of paper if you need more room.

Source	In 2-3 sentences, what is the source about?	Question 1	Question 2	Question 3
#1				
#2				
#3				

#4				
#5				

New Deal in NC: Making An Argument

Compelling Question Argument: Now that you have analyzed the Great Depression and the New Deal, construct an argument that answers the following question:

- **Was the New Deal a good deal for North Carolina?**

To answer this question, use the following resources:

- Class Discussion Notes
- New Deal Student Background Essay
- New Deal Primary Sources
- New Deal Graphic Organizer (above)

To answer this question, you have the following options. **Choose only one:**

- Construct a written argument that is at least 5-7 sentences, has a clear argument, and includes evidence from at least 3 primary sources.
- Record a verbal argument that is at least 2-4 minutes, has a clear argument, and includes evidence from at least 3 primary sources.
- Construct a Google Slides presentation that has at least 8-10 slides, has a clear argument, and includes evidence from at least 3 primary sources.

This box should be used for the argumentative paragraph option. If you choose to record a video or create a slideshow, please note that in this box.

New Deal in NC: Inquiry Argument Rubric

	0 Points (Does Not Meet Standards)	1 Point (Needs Improvement to Meet Standards)	2 Points (Meets Standards)	3 Points (Exceeds Standards)
Argument	No evidence of the student including an argument	Student response includes an argument but it is unclear or difficult to understand	Student response includes an argument	Student response includes an argument AND the argument is communicated at the beginning of the student response
Use of Evidence/Support	No evidence of student using reasons or evidence to support their answer	Student response has reasons that support the argument, but does not include specific evidence from primary sources used in the inquiry	Student response has 1-2 pieces of specific evidence from primary sources used in the inquiry AND the evidence supports the main idea/argument	Student response has at least 3 pieces of specific evidence from primary sources used in the inquiry AND the evidence supports the main idea/argument
Writing/Composition Requirement	No evidence of a student response	Student response exists but only has 1-2 sentences, 1-3 slides or video is 30 seconds long	Student response is close to 5 sentences, 6-8 slides or video is 90 seconds long	Student response is at least 7 sentences, 8 slides or video is at least 2 minutes long

Modification: Teachers may eliminate one or two sources for students if needed. Additionally, teachers may allow students to analyze sources together in groups. Teachers should consider modeling analysis of one of the sources to show students how to analyze and to set expectations.

Extension: Pose the following question to students and choose a format for them to respond in: Think about the economy and health of our country today. Does the United States need another New Deal? Why or why not?

Case Study Discussion

Students will engage in a class discussion based on the compelling question for this case study: Was the New Deal a good deal for North Carolina?

1. Prior to this discussion, students will fill out the pre-discussion section of the included worksheet.
2. During the discussion
 - a. You will set up the classroom with an inner circle and outer circle
 - b. Explain to students the expectations for participation in each circle
 - i. Inner circle - discussing answers to the compelling question and teacher prompts
 1. Possible teacher prompts:
 - a. What was the strongest reason that supported your argument?
 - b. What was the strongest piece of evidence that supported your argument?
 - ii. Outer circle - documenting what is being discussed in the inner circle and planning for their turn in the inner circle
3. Following the discussion, they will reflect on what was said by answering the following questions:
 - a. What argument did you have before the discussion?
 - b. Has your argument changed based on the discussion? If so, how?

Modification: Teachers can provide students with sentence starters or example answers if they are struggling to answer the questions above. Additionally, teachers can consider having students discuss some answers in small groups.

Extension: Have students research the history and effects of another country impacted by the Great Depression and then compare and contrast that country with the United States in a format of their choosing or one that you provide.

New Deal in NC: Class Discussion Notes

Pre-Discussion:

What argument am I making?

What reasons did I provide?

What evidence did I include?

What is my strongest reason that supports my argument?

What is my strongest piece of evidence that supports my argument?

Discussion: While you are in the outer circle, take notes in the space below about what is going on during the inner circle discussion.

Post Discussion:

What argument did you have before the discussion?

Has your argument changed based on the discussion? If so, how?

Student Objectives

1. Students will be able to construct an argument about the benefits and negatives of the New Deal based on evidence from primary sources.
2. Students will be able to compare different perspectives on the role of the national government to help people and strengthen the economy during the Great Depression.
3. Students will be able to assess the effectiveness of the New Deal programs and policies on individuals and the nation.

Relevant NC 8th Grade Social Studies Standards

- 8.I.1.7** Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail.
- 8.C&G.1.4** Compare different perspectives on the role of state, national, and tribal governments.
- 8.C&G.2.2** Assess the effectiveness of reforms in terms of the impact on individuals, policies, and institutions in North Carolina and the nation.