

The New Deal

Exercise A. Analyzing Sources

Directions:

Answer the questions that follow each document.

Document 1

“What, then, happened during the last few days of February and the first few days of March? Because of undermined confidence on the part of the public, there was a general rush by a large portion of our population to turn bank deposits into currency or gold. -- A rush so great that the soundest banks could not get enough currency to meet the demand. The reason for this was that on the spur of the moment it was, of course, impossible to sell perfectly sound assets of a bank and convert them into cash except at panic prices far below their real value...

...It was then that I issued the proclamation providing for the nation-wide bank holiday, and this was the first step in the Government's reconstruction of our financial and economic fabric.

The second step was the legislation promptly and patriotically passed by the Congress confirming my proclamation and broadening my powers so that it became possible in view of the requirement of time to extend (sic) the holiday and lift the ban of that holiday gradually. This law also gave authority to develop a program of rehabilitation of our banking facilities. I want to tell our citizens in every part of the Nation that the national Congress -- Republicans and Democrats alike -- showed by this action a devotion to public welfare and a realization of the emergency and the necessity for speed that it is difficult to match in our history.”

- First Fireside Chat: The Banking Crisis, Sunday, March 12, 1933, F.D. Roosevelt

1. What was the purpose of this Fireside Chat?

2. Why did the previous banking system fail, and what was Roosevelt's response?

Document 2

IN HIS MIND'S EYE



1. What visual clues do you see in this image?

2. What textual clues do you see? With the visual and textual clues present, what do you think is the meaning of this political cartoon?

3. What was Roosevelt's TVA program trying to alleviate?

Document 3

A letter to FDR from Mrs. M. Zoller, 1933

Dear Sir:

I write to ask your assistance in securing an old age pension for my mother Mrs. Martha Gilbert, wife of C. R. Gilbert (deceased since January 6, 1920).

She is helpless, suffering from Sugar Diabetes, which has affected her mind. She has to be cared for in the same manner as an infant. She is out of funds completely. Her son whom she used to keep house for is in a hospital in Waco, Texas – no compensation for either himself or her.

I am a widow; have spent all my savings in caring for her. I have kept boarders & roomers in a private home to keep my four children for I have always been a lady; this is why I appeal to you, to place your dear mother in my dear mother's place. With no money and no place to go unless it be to the poor house. I cannot rent my rooms now for she demands constant care and attention. Please do something about this request as soon as possible.

She will be 82 years old on August 9th.

Yours truly,
Mrs. M. A. Zoller, Sr.

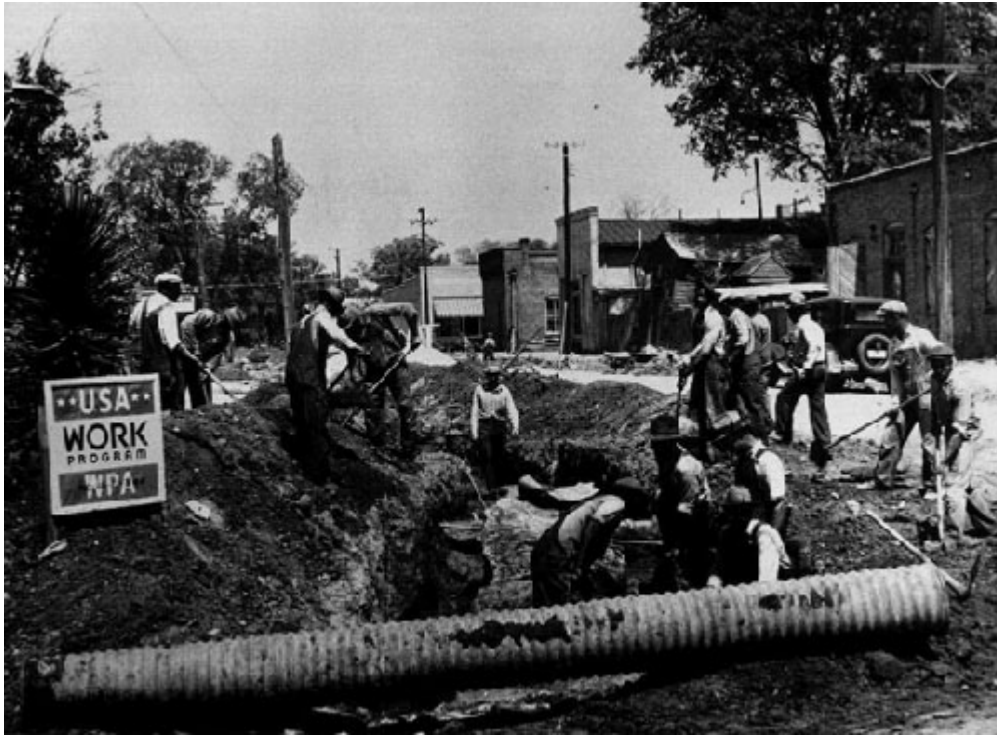
I do not own my home & at present I cannot meet my bills (overdue). I don't know what to expect next.

Thank you in advance.

1. Why did Mrs. M.A. Zoller, Sr. write to President Roosevelt?

2. What was the intent of Roosevelt's Social Security Act? Who did it help?

Document 4



1. What visual and textual clues do you see in this photograph?

2. What do you think that Roosevelt's WPA program was implemented for? Who do you think it helped?

Answer Key and Grading Rubric

Scaffolding questions:

For each numbered question, inclusion of one of the listed responses should be awarded full credit.

Document 1:

1. To explain what happened with the bank failures.
2. The banking system failed because everyone tried to pull out their money at the same time, and Roosevelt explained why the bank failed through his fireside chats and he created a nation-wide bank holiday in order to restore confidence in the banking system.

Document 2:

1. FDR (Roosevelt) in the middle, pointing out into the distance; A man with “private utilities” on his shirt; a dam called “TVA;” the countryside with the words “country-wide, community, power, projects”
2. The gentleman with “private utilities” on his shirt looks worried, while Roosevelt is looking towards the horizon as if to represent a change in utilities in the near future. The TVA dam signifies the change from private to public utilities.

Document 3:

1. She wrote to hopefully get a pension from the government for her grandmother and to help her with bills.
2. The Act created federal old-age pensions, unemployment, and family assistance. It helped the elderly, unemployed, low income families, etc.

Document 4:

1. Men working on a ditch, a sign that says “USA Work Program, WPA,” power lines, car that looks like it’s from the 30s.
2. It was implemented to help provide work for people, and it helped mostly young men find employment.

Use DBQ Generic Scoring Rubric for Essay Question.

Students must have at least three of these with discussion for full credit.

1. The Emergency Banking Act: aimed at stabilizing banking institutions (doc 1).
2. TVA: regional economic development, the dam (doc 2).
3. Social Security Act: federal old-age pensions, unemployment, family assistance (doc 3)
4. WPA: public works programs, employment in public works, rural electrification, arts program. (doc 4)

Outside information:

They could also talk about any of the other “Alphabet Soup” governmental reforms of the New Deal. (ex.: FDIC, FERA, CWA, CCC, Indian Reorganization Act of 1934, NIRA, PWA, SEC, AAA, FSA, Fair Labor Standards Act of 1938)

**DOCUMENT-BASED QUESTION
GENERIC SCORING RUBRIC
FOR PARAGRAPH QUESTION**

Score 4 Highly Effective

- Answers all aspects of the task by using the documents and may bring in relevant outside information related to the documents; includes at least 4 reforms
 - Consistently uses accurate data
 - Develops ideas fully, using such supporting evidence as examples, reasons, details, explanations, and generalizations that are relevant and appropriate; includes and discusses evidence from all 4 documents
 - Demonstrates a logical plan of organization and coherence in the development of ideas
 - Consistently expresses ideas clearly
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Score 3 Generally Effective

- Answers most aspects of the task by using the documents; includes at least 3 reforms
 - Generally uses accurate data
 - Develops ideas satisfactorily with adequate supporting evidence: includes and discusses evidence from at least 3 documents
 - Develops and answer, using a general plan of organization
 - Generally expresses ideas clearly
-

Score 2 Somewhat Effective

- Answers some aspects of the tasks by using some of the documents; includes only 2 reforms
 - Uses some accurate data
 - Demonstrates weakness in development of ideas with little supporting evidence; uses less than 3 documents and/or does not include discussion of those documents
 - Attempts to organize an answer but is weak and goes off the topic
 - Attempts to express ideas clearly
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Score 1 Ineffective

- Does not use information to support ideas or uses information which is not relevant
 - Shows limited understanding of the task
 - Fails to use documents or only vaguely refers to the documents
 - Lacks a plan of organization
 - Does not express ideas clearly
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Score 0 Insufficient

- Uses no accurate data
 - Fails to answer question or response is totally unrelated to topic
 - Illegible or so many words cannot be read that no sense can be made of the response
 - Is incoherent; i.e., words are legible but syntax is so garbled that no sense can be made of the response
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