Chapter 18 Lessons

Use *The American Republic Since 1877* to complete the worksheets on slides 2-12.

After you complete all of the work contained in this module, proceed to the following website, [http://www.breathitt.kyschools.us/admin/olc/folder.aspx?id=19450&cid=7300&s=37](http://www.breathitt.kyschools.us/admin/olc/folder.aspx?id=19450&cid=7300&s=37), and complete the quiz over Chapter 18.
Roosevelt and the New Deal, 1933–1939

DIRECTIONS: Choose the term that best completes each sentence. Write the correct term in the space provided. Then answer the question at the bottom of the page.

<table>
<thead>
<tr>
<th>sit-down strike</th>
<th>safety net</th>
<th>broker state</th>
<th>gold standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Security Act</td>
<td>bank holidays</td>
<td>binding arbitration</td>
<td>deficit spending</td>
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</table>

1. Some lawmakers were alarmed by Roosevelt’s policies because he had abandoned a balanced budget and began to rely on ________________, which is spending borrowed money rather than raising taxes to pay for his programs.

2. A law known as the ________________ required workers and employers to pay a tax to provide a monthly stipend for retired people.

3. Roosevelt’s policies provided a ________________ for Americans, giving them some security against misfortune through government relief programs.

4. General Motors workers participated in the first ________________ by refusing to leave the establishment.

5. People began withdrawing their money from banks in the early 1930s because of their concern that Roosevelt would abandon the ________________, in which one ounce of gold equaled a set number of dollars.

6. The National Labor Relations Act set up a process called ________________, in which a neutral party could listen to opposing sides of a conflict and make a decision that both sides must accept.

7. The New Deal established the ________________, in which the government played a mediating role working out conflicts among competing interest groups.

8. Some state governors declared ________________, closing banks before bank runs could put them out of business.

9. Using the following terms, write a brief paragraph explaining President Franklin D. Roosevelt’s strategy to build confidence in the nation’s economy: Hundred Days, fireside chats, Securities and Exchange Commission, and Federal Deposit Insurance Corporation.

__________________________________________________________________________________________
LEARNING THE SKILL

You can enhance your study of history by learning to identify and determine cause-and-effect relationships. Understanding cause and effect involves understanding why an event occurred. Any condition or event that makes something happen is called a cause. What happens as a result is an effect. Many effects have more than one cause, and a cause may have several effects.

Use the following guidelines to help you determine cause and effect:

- Identify two or more events.
- Ask questions about why the events occurred.
- Look for vocabulary cues to help decide whether one event caused the other. Words or phrases such as because, as a result of, for this reason, therefore, thus, as a consequence, brought about, and if... then indicate cause-and-effect relationships.
- Look for relationships between the events.
- Identify the outcomes of the events.

PRACTICING THE SKILL

DIRECTIONS: Read the excerpt below from a speech delivered by Franklin D. Roosevelt on March 12, 1933, explaining his declaration of a national bank holiday. Then answer the questions that follow.

What then, happened during the last few days of February and the first few days of March? Because of undermined confidence [in the banks] 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... By the afternoon of March 3 scarcely a bank in the country was open to do business... 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.

1. In the diagram below, list what Roosevelt cites as the cause and effects of the “general rush” on the banks in February/March 1933.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effects</th>
</tr>
</thead>
</table>

2. Why, specifically, were the banks unable to get enough currency to meet the demands of the public?
Agencies of the New Deal

During the years of Franklin D. Roosevelt's presidency, numerous federal agencies were created. Some expired or were eventually absorbed into other agencies. However, others continue to exist to the present day.

DIRECTIONS: Imagine that you are living during the Great Depression. Use the time line information to decide what agency was created to help you in each situation described below. Use a separate sheet of paper for your answers.

1. If you retired, what agency would distribute your Social Security benefits to you?
2. If you needed to extend the length of your mortgage, what agency would grant you a long-term loan?
3. If you wished to invest in stocks, what agency would oversee and regulate the stock exchange?
4. If you and a group of coworkers wanted to negotiate for better benefits, what agency would protect your rights?
5. If your organization needed federal funds, what agency would direct the lending of those funds?
6. If you were to deposit money in the bank, what agency would insure that deposit for you?
7. If you purchased a house, what agency would insure your mortgage?
Role of the First Lady

**THEN**

The president's spouse holds a unique position in American politics. The first lady is neither elected nor appointed. Yet her close relationship with the president and her place in the public spotlight offer the potential for significant influence on public policy as well as fashion and social custom.

Most early first ladies limited their activities to that of hostess and social role model. Some, however, took more politically active roles. Abigail Adams supported women's rights, urging John to “remember the ladies” in making laws. Lucy Webb Hayes, the first first lady to have a college degree, advocated for social causes.

Eleanor Roosevelt, however, extended the limits of what a first lady could do. She was a public figure in her own right, traveling extensively to speak on social issues. She served as Franklin's unofficial adviser.

The first to hold regular press conferences, Eleanor allowed only women to attend to force news agencies to hire more women reporters. She openly expressed her opinions in her daily newspaper column, “My Day.” When the Daughters of the American Revolution (DAR), a prominent social group, refused to allow African American singer Marian Anderson to appear in concert at Constitution Hall, Eleanor publicly resigned from the DAR, focusing the national spotlight on racial discrimination. After her term as first lady, Eleanor served as a delegate to the United Nations.

**NOW**

Eleanor Roosevelt paved the way for modern activist first ladies such as Lady Bird Johnson, Rosalynn Carter, and Hillary Rodham Clinton. These first ladies formed professional partnerships with their husbands based on mutual political respect.

Lady Bird Johnson advised her husband on speeches and appointments, and took an active role in his campaigns. In her effort to promote beautification, she became the first presidential spouse to participate in legislative and lobbying strategy sessions, resulting in the Highway Beautification Act.

The Carters were best friends and full partners in their peanut business. Unlike Eleanor's fact-finding trips, Rosalynn traveled to seven Latin American countries to discuss matters such as trade and defense with political leaders. She was the first to attend cabinet meetings and used her influence to pass the Mental Health Systems Act.

No first lady since Eleanor Roosevelt took more of an active role than Hillary Rodham Clinton. A lawyer and activist for children's rights for over 20 years, Hillary brought a solid reputation with her to the White House. At the president's request, Hillary chaired a task force on health care reform and presented its recommendations to Congress. At one time, the New York political establishment tried unsuccessfully to enlist Eleanor Roosevelt in a campaign for the U.S. Senate. In 2000 Hillary Rodham Clinton won that seat.

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**CRITICAL THINKING**

**Directions:** Answer the questions below on a separate sheet of paper.

1. **Analyzing Information** Why is the position of first lady potentially influential? Explain.
2. **Drawing Conclusions** In what ways did Eleanor Roosevelt change the role of first lady?
3. **Identifying Main Ideas** In what ways did Lady Bird Johnson, Rosalynn Carter, and Hillary Rodham Clinton break new ground for first ladies?
FDR Takes on the Supreme Court

About the Selection

During President Franklin Roosevelt's first term, the Supreme Court ruled some New Deal programs unconstitutional. Worried that the Court might undo his plan to fight the Great Depression, Roosevelt proposed to "pack" the Supreme Court with extra justices. This proposal caused a great controversy, and Roosevelt tried to win public support by taking his case directly to the people in the "fireside chat" excerpted below.

GUIDED READING

As you read, note what is wrong with the Supreme Court, according to Roosevelt. Then answer the questions that follow.

I want to talk with you very simply about the need for present action in this crisis—the need to meet the unanswered challenge of one third of a nation ill-nourished, ill-clad, ill-housed.

Last Thursday, I described the American form of government as a three-horse team provided by the Constitution to the American people so that their field might be plowed. The three horses are, of course, the three branches of government—the Congress, the Executive, and the Courts. Two of the horses are pulling in unison today. The third is not. . . . The Court has been acting not as a judicial body but as a policymaking body.

When the Congress has sought to stabilize national agriculture, to improve the conditions of labor, . . . and in many other ways to serve our clearly national needs, the majority of the Court has been assuming the power to pass on the wisdom of these acts of the Congress—and to approve or disapprove the public policy written into these laws. . . .

We have, therefore, reached the point as a nation where we must take action to save the Constitution from the Court and the Court from itself. . . . We want a Supreme Court which will do justice under the Constitution—not over it.

In our courts, we want a government of laws and not of men. . . .

In 45 out of the 48 states of the union, judges are chosen not for life but for a period of years. In many states, judges must retire at the age of 70. . . . But all federal judges, once appointed, can, if they choose, hold office for life, no matter how old they may get to be.

What is my proposal? It is simply this: Whenever a judge or justice of any federal court has reached the age of 70 and does not avail himself of the opportunity to retire on a pension, a new member shall be appointed by the
President then in office—with the approval, as required by the Constitution, of the Senate of the United States.
That plan has two chief purposes. By bringing into the judicial system a steady and continuing stream of new and younger blood, I hope, first, to make the administration of all federal justice speedier and, therefore, less costly. Secondly, [I hope] to bring to the decision of social and economic problems younger men who have had personal experience and contact with modern facts and circumstances under which average men have to live and work.


**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. **What reasons does Roosevelt give for his proposed Court restrictions?**

2. **How does the appointment of federal judges and Supreme Court justices differ from that of most other judges?**

3. **What change to the federal bench does Roosevelt propose?**

4. **Critical Thinking** What other reason besides the ones given might Roosevelt have had for restructuring the Supreme Court?
Roosevelt and the New Deal, 1933–1939

President Roosevelt faced the challenge of stimulating the economy and providing relief while minimizing deficit spending. Guided by his brain trust advisers, he introduced many initiatives designed to provide relief, encourage recovery, or create reform. The underlying goal of the New Deal programs was to offer a measure of economic security for all citizens.

**DIRECTIONS:** Briefly describe what each New Deal program listed below was to accomplish. Then identify a specific group who opposed it or was adversely affected by it. (If the chapter does not specify one, indicate “none.”) The first is completed for you.

<table>
<thead>
<tr>
<th>New Deal Programs</th>
<th>Description</th>
<th>Opposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Glass-Steagall Act</td>
<td>Prohibited commercial banks from involvement in stock market; created Federal Deposit Insurance Corporation to insure bank deposits up to a certain amount</td>
<td>American Bankers' Association</td>
</tr>
<tr>
<td>2. Securities Act of 1933</td>
<td>a.</td>
<td>b.</td>
</tr>
<tr>
<td>3. Public Works Administration</td>
<td>a.</td>
<td>b.</td>
</tr>
<tr>
<td>6. Tennessee Valley Authority</td>
<td>a.</td>
<td>b.</td>
</tr>
<tr>
<td>7. Social Security Act</td>
<td>a.</td>
<td>b.</td>
</tr>
</tbody>
</table>

**Critical Thinking** Many New Deal programs provided work relief rather than just handouts. In your opinion, should people be required to work for benefits? Why or why not? If so, under what circumstances should exceptions be allowed?
Guided Reading Activity 18-1

DIRECTIONS: Recording Who, What, When, Where, Why, and How 
Read the section and answer the questions below. Refer to your textbook to write the answers.

1. Who was the Democratic candidate for president in 1932?

2. What was the New Deal?

3. How did Franklin Roosevelt’s attitude contrast with Herbert Hoover’s?

4. What was the vote breakdown of the election of 1932?

5. How did Roosevelt’s personality seem made for a life in politics?

6. When did Roosevelt win his first political race, and what was it?

7. What was Roosevelt’s reputation in the New York State Senate?

8. How did Roosevelt attempt to overcome the effects of polio?

9. When did Roosevelt run for governor of New York?

10. How did Roosevelt help New York during his term as governor?

11. What was perhaps the most important thing Roosevelt offered the people during the Depression?

12. Why did the run on banks increase during the winter of 1932-1933?

13. Why did people want to exchange their dollars for gold?

14. What was the state of banking by March 1933?

15. What was a “bank holiday”?

16. What did Roosevelt say to the American people in his Inaugural Address?
DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. In the first hundred days of Roosevelt’s administration, Congress passed ______________ to meet the economic crisis.

2. One of Roosevelt’s first actions was to restore confidence in the ______________.

3. The ______________ required federal examiners to survey the nation’s banks and issue ______________ to those that were financially sound.

4. The ______________ required companies that sold stocks and bonds to provide complete and truthful information to investors.

5. The ______________ was created to regulate the stock market and prevent fraud.

6. Under the ______________, commercial banks could no longer risk depositors’ money by speculating on the stock market.

7. The purpose of the ______________ was to provide government insurance for bank deposits up to a certain amount.

8. The theory behind the ______________ was that prices for farm goods were low because farmers grew too much food.

9. Under the AAA, the government would pay farmers ______________, such as hogs, and ______________, such as cotton, corn, wheat, and tobacco.

10. The National Industrial Recovery Act (NIRA) provided industry with a set of rules that were known as ______________.

11. The Civilian Conservation Corps (CCC) offered unemployed ______________ the work of planting trees, fighting forest fires, and building reservoirs.

12. The Federal Emergency Relief Administration (FERA) channeled a half-billion dollars to ______________ to fund their relief projects.

13. By insisting that contractors hire ______________, the PWA agency broke down some of the longstanding racial barriers in the construction trades.

14. The Civil Works Administration employed four million people in the winter of 1933-1934, ______________ of them women.

15. Perhaps the most important result of the first New Deal was a noticeable change in the ______________.
DIRECTIONS: Using Headings and Subheadings Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

I. Challenges to the New Deal
   A. What did the right wing think of the New Deal? ____________________________
   B. What did the left wing think of the New Deal? ____________________________
   C. What did Father Coughlin call for to make life better for many Americans? _____
   D. How did Dr. Francis Townshend propose to free up jobs for the unemployed? ____

II. Launching the Second New Deal
    A. What was the result of the Works Progress Administration (WPA)? ___________
    B. What was the result of the “Federal Number One” program under the WPA? _____
    C. What was the ruling of the Supreme Court in the “sick chicken case”? _________

III. The Rise of Industrial Unions
    A. How did the National Labor Relations Act protect workers? _________________
    B. What was the main goal of the Committee for Industrial Organization (CIO)? _____
    C. How were the sit-down strikes at the General Motors plants finally resolved? _____

IV. The Social Security Act
    A. What is one of the most important pieces of legislation in American history, and what was its major goal? ________________________________
    B. Who did the Social Security Act initially leave out? __________________________
**Guided Reading Activity 18-4**

**DIRECTIONS:** Identifying Supporting Details Read each main idea. Use your textbook to supply the details that support or explain each main idea.

1. **Main Idea:** As the election of 1936 approached, millions of voters owed their jobs, mortgages, or salvaged bank accounts to the New Deal, and they knew it.
   1. **Detail:** The ____________, which had been the core of the ____________, now became just one part of a new coalition that included farmers, laborers, African Americans, new immigrants, ethnic minorities, women, progressives, and intellectuals.
   2. **Detail:** To oppose Roosevelt in 1936, the Republicans nominated ____________, who declared it was time ____________.
   3. **Detail:** When it seemed likely that the Supreme Court would strike down nearly all of the major New Deal programs, Roosevelt tried to change the political balance on the Court through a ____________ plan.
   4. **Detail:** ____________, the theory that government should spend heavily during a ____________, even if it had to run a ____________, in order to jump-start the economy, argued that Roosevelt had done exactly the wrong thing when he cut back programs in 1937.

2. **Main Idea:** Although he pushed ahead with a new series of New Deal programs, Roosevelt’s successes were far more limited than they had been in previous years.
   5. **Detail:** The ____________ gave loans to ____________ so they could purchase farms.
   6. **Detail:** The ____________ provided more protection for workers, the abolition of child labor, and a 40-hour workweek for many workers.
   7. **Detail:** As Republicans and conservative Southern Democrats began blocking New Deal legislation, Roosevelt became increasingly preoccupied with the growing threats posed by ____________.

3. **Main Idea:** Even though the New Deal was only a limited success in terms of ending the Depression, it did give Americans a stronger sense of security and stability.
   8. **Detail:** As a whole, the New Deal tended to operate so that it ____________.
   9. **Detail:** In 1937, in *NLRB v. Jones and Laughlin Steel*, the Supreme Court ruled that the federal government had the constitutional authority, under the ____________, to regulate production ____________.

10. **Detail:** By the time the Roosevelt years were over, the American people felt that the government had a ____________ to maintain its safety net, even though it required a ____________ than at any time previously in American history.