

**TEACHER'S GUIDE**  
**Document Based Activity**  
**Part 4: A New Deal for Some**  
**MISSION 5: "Up from the Dust"**

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**Reactions to the New Deal**

**A NOTE TO THE EDUCATOR**

During his campaign for the presidency in 1932, Franklin D. Roosevelt pledged to use the power of the government to help people suffering from the economic collapse. Soon after he took office, a series of new programs called "The New Deal" were launched that attempted to reform the banking industry, improve the economy, and provide relief and opportunities for people in need.

The New Deal was a landmark in American history because of the impact it had on citizen's lives and the political controversy it caused. The programs were popular with many people who needed support during the Great Depression. At the same time, there were critics of the programs. Some New Deal programs were challenged in court, and a few were struck down because they were found to be outside the constitutional powers granted to the government. Some of the New Deal programs that are still in existence, like Social Security, continue to be debated today.

In this activity, students examine primary source documents exploring the different reactions to the New Deal. Students will analyze why some people supported the programs and why others opposed them.

**Activity Components**

Four documents:

- Document 1: "A Utah Observer Praises the CCC"  
A local official writes a letter to a Civilian Conservation Corps (CCC) recruitment center describing the positive impact the program has had on the enrolled youth.
- Document 2: "A Citizen Claims the New Deal is a Path Towards Socialism"  
A writer argues for stimulating private business to create employment, and against increasing the role of the federal government.
- Document 3 "Letter to Franklin D. Roosevelt"  
In September 1935, President Franklin D. Roosevelt wrote to clergymen to seek feedback on whether conditions were improving.
- Document 4 Cartoon "A Present for the Kid"  
A cartoon from 1936 that was published in the Saturday Evening Post.



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Reactions to the New Deal Graphic Organizer

Steps to Complete

The following procedure is recommended for this activity and can be adapted based on your curricular goals and timing constraints.

1. Select one document to read as a class.
2. Using the document the class read together, model how to complete the "Reactions to the New Deal Graphic Organizer." Discuss the central idea of the text and highlight details illustrating that idea.
3. Divide students into small groups. Ask each group to examine another document together and analyze it using the graphic organizer.
4. Have students share their work with the class. Have students emphasize why people either supported or opposed New Deal programs. (The documents represent the following viewpoints: support of New Deal, criticism of New Deal for being too intrusive, desire for the New Deal to be larger and to help more people.)
5. Ask students to pick one New Deal program they learned about in Part 4 of "Up from the Dust." Then, have students write a short scene of dialogue between two or more people set in 1934. The two people should have different opinions about the New Deal. They should discuss the program and explain why they are for or against it. They may propose changes to the program that would align with their perspectives.



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**Reactions to the New Deal Graphic Organizer**

Class Document:

Central Idea of Text	Details in Text Illustrating this Idea

Group Document:

Central Idea of Text	Details in Text Illustrating this Idea



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**Document 1**

Nobel L. Chamber, "A Utah Observer Praises the CCC," *HERB: Resources for Teachers*, accessed May 9, 2016, <http://herb.ashp.cuny.edu/items/show/728>.

March 9, 1937

Mr. Glen D. Reese, For the Director of Selection  
Civilian Conservation Corps  
522 Newhouse Building  
Salt Lake City, Utah

Dear Mr. Reese:

Of the dozens of boys selected for enrollment in the Civilian Conservation Corps during the past two years, I have had occasion to observe, rather closely, some of them both before enrollment and after, and feel that some very definite benefits have **accrued**, particularly to the individual enrollee.

I have noted many who, prior to enrollment, have appeared to be suffering from malnutrition and upon return have come out much improved. In fact, they have taken on a manly appearance. It has also been interesting to note their change of attitude with respect to Government and various other problems.

Their enrollment in the C.C.C.'s seemed to have impressed them with a sense of individual responsibility as many of the boys, after returning, have found private employment chiefly because of the training received in the C.C.C. camps....

Many of the **allottees** have been made independent of other types of relief and in many cases the amount going into their homes has made possible the rehabilitation of many families.

As a general rule, comments from the outside have been very favorable. In fact, less criticism has come, concerning the activities of the Civilian Conservation Corps, to me than of any other Federal Emergency program.

Very truly yours,  
CACHE COUNTY DEPARTMENT OF PUBLIC WELFARE  
By /s/ Nobel L. Chambers, Director

<b>Glossary Terms</b>
accrued: to increase
allottees: a person who is given something



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**Document 2**

"A Citizen Claims the New Deal is a Path Towards Socialism," Robert S. McElvaine, ed., *Down & Out in the Great Depression: Letters from the "Forgotten Man"* (Chapel Hill: The University of North Carolina Press, 1983), 150-1.

*Note: This letter was reproduced with all of the author's original spelling, syntax, and grammar.*

Selections from "A Citizen Claims the New Deal is a Path Towards Socialism"	Glossary Terms
<p>Hornell, New York            March 7, 1934</p> <p>My Dear Senator:</p> <p>It seems very apparent to me that the Administration at Washington is accelerating its pace towards <b>socialism</b> and <b>communism</b>. Nearly every public statement from Washington is against stimulation of business which would in the end create employment.</p> <p>Everyone is <b>sympathetic</b> to the cause of creating more jobs and better wages for labor; but, a program continually <b>promoting</b> labor troubles, higher wages, shorter hours, and less profits for business, would seem to me to be leading us fast to a condition where the Government must more and more expand its <b>relief</b> activities, and will lead in the end to disaster to all classes.</p>	<p><u>socialism</u>: social organization in which much of the planning of the economy is done through a centralized government, though private property is still recognized</p> <p><u>communism</u>: an economic system in which there is collective ownership of property</p> <p><u>sympathetic</u>: to be in agreement with something</p> <p><u>promoting</u>: encouraging, helping</p> <p><u>relief</u>: assistance</p>
<p>I believe that every citizen is entitled to know the policy of the Government, and I am so confused that I wish you would write me and advise me whether it is the policy of this Administration, of which you are a very important part, to further discourage <b>business enterprise</b>, and eventually set up a program which eliminates <b>private industry</b> and effort, and replaces it with Government control of industry and labor, — call it what you will: socialism, <b>fascism</b>, or communism, or by any other name.</p>	<p><u>business enterprise</u>: an organization that provides goods or services</p> <p><u>private industry</u>: business owned by individuals, as opposed to the government</p> <p><u>fascism</u>: a system of government with strong centralized control often under a dictator; people who disagree with the government are controlled</p>



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I am not addicted to annoying public office holders with **correspondence**, but if there are any private rights left in this country, then I would appreciate an early reply to this letter, so that I may take such action as is still possible, to protect myself and my family.

With kindest personal regards,

Yours truly,  
W.L.C. [male]

WLC:JFE  
U.S. Senator Robert F. Wagner  
Senate Building,  
Washington D.C.

correspondence: writing letters to someone

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**Document 3**

Armand Guerrero, "Letter to Franklin D. Roosevelt," 11 October 1935, accessed online from <http://newdeal.feri.org/clergy/cl028.htm>, 18 November 2009.

Selections from "Letter to Franklin D. Roosevelt"	Glossary Terms
<p>Our Honored President:</p> <p>Your kind letter to me as a clergyman prompts me to record the following reactions:</p> <p>The people I represent generally are looking at your Social Security Program as a step in the direction of progress...</p> <p>The relief situation is <b>deplorable</b>--the standards are inadequate to the point of desperation. Little <b>consideration</b> is being shown the victims of the depression.</p>	<p><u>deplorable</u>: very unfortunate</p> <p><u>consideration</u>: careful thought</p>
<p>The Public Works Program has hardly reached the people of Chicago. We hardly know there is one. We hear of large <b>appropriations</b>--but delays have given the people faintness of heart. The announced standards of wages for these projects are far too low. <b>Abandonment</b> of the housing projects took away what little evidence we had that the federal government was going to do something for the people.</p>	<p><u>appropriations</u>: money set aside for a specific purpose</p> <p><u>abandonment</u>: to desert or leave something behind</p>
<p>Generally our criticism is that your administration had not gone far enough. The bold announcement in your <b>inaugural address</b> gave us hope that there would be a divorce between your administration and the elements that had been running the country to the dogs. We are still hoping.</p>	<p><u>inaugural address</u>: speech given by a person at the beginning of a term of office.</p>
<p>Assuring you that we will join you in every movement for the good of our country.</p> <p>Sincerely yours,            Armand Guerrero, Minister            Arnold Memorial Methodist Episcopal Church            Chicago, IL            October 11, 1935</p>	



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**Document 4**

Herbert Johnson. "A Present for the Kid." Saturday Evening Post. 1936. Political Cartoons, 1900 Archives & Special Collections, University of Nebraska-Lincoln Libraries.

<http://unllib.unl.edu/archon/?p=collections/controlcard&id=1869>

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