GCSE History

**USA Booklet 4**

**How successful was the New Deal?**



What was ‘the New Deal’ as introduced in 1933?

How far did the character of the New Deal change after 1933?

Why did the New Deal encounter opposition?

Did all Americans benefit from the New Deal?

Did the fact that the New Deal did not solve unemployment mean that it was a failure?

Remember

Make your revision ACTIVE

The Effective Revision Cycle

This cycle is what you need to do for ALL revision. First, TEST what you know. It’s no good revising the stuff you feel confident on and ignoring the stuff you don’t like and just hoping it doesn’t come up! Once you know the areas you are least confident on REFLECT on why. What needs to change to make you confident on it? Sort that out, and then LEARN it. Be active, use ALL the resources the school has given you to help you.

TIME YOURSELF! Before you start, take 3 minutes, and 3 minutes ONLY, to write down everything you can remember about our study of the New Deal.

**Do regularly to make sure your knowledge is secure.   
Come on, it only takes 3 minutes!**

You will find it useful to highlight the information in this booklet. You will find it **even more useful** if you do this with coded colours:

1 colour to pick out dates

1 colour to pick out the names of key individuals

1 colour to pick out selected key points/facts.

Use the above as a key for your highlighting.

Here’s what’s going to be covered during this booklet...

|  |  |
| --- | --- |
| **Main topic** | **This will include...** |
| 1. Roosevelt’s Hundred Days | “Fireside chats”  The first actions of the New Deal and the ‘alphabet agencies’  What Roosevelt aimed to achieved. |
| 1. The ‘alphabet’ agencies and their work and the economic and social changes they caused | The Emergency Banking Act, the Securities Exchange Commission, the Federal Emergency Relief Administration, the Civilian Conservation Corps, the Agricultural Adjustment Administration, The National Industrial Recovery Act, the Tennessee Valley Authority.  What problems they aimed to tackle, what they did and how well they worked. |
| 1. The Second New Deal | The reasons Roosevelt introduced the Second New Deal.  The Wagner Act, the Social Security Act, the Works Progress Administration Act, the Resettlement Administration.  What problems they aimed to tackle, what they did and how well they worked. |
| 1. The election of 1936 | The outcome of the 1936 election |
| 1. Opposition to the New Deal | Opposition from the Republicans, the rich, business interests, the Supreme Court and radical critics like Huey Long. |
| 1. The strengths and weaknesses of the New Deal programme in dealing with unemployment and the Depression | The groups that benefitted most; men, farmers, etc  The groups that benefitted least; women, Native Americans, Black Americans.  How far Roosevelt met the aims he had from the start. |
| 1. The impact of the New Deal on the lives of people. | Impact on the different groups, positives and negatives. |

**You need to have specific facts and details for all of these ready to use in the exam.**

**Roosevelt’s Hundred Days**

When Roosevelt became President in 1932 he inherited a terrible economic situation. (See booklet 3 if you’re not sure). He had to solve some important problems. His priorities were:

1. Getting Americans back to work.
2. Protecting their savings and properties
3. Providing relief for the sick, old and unemployed
4. Getting American industry and agriculture back on their feet.

The first things he did would be vital for helping restore the USA’s confidence in the economy and getting trade going again.

His FIRST two actions were:

**The Emergency Banking Act:** Roosevelt closed ALL the banks in the USA the day after his inauguration. They had to remain closed until government officials had checked them over. A few days later 5,000 trusted banks were allowed to reopen. They would be supported with government money if necessary.

*“During the Hundred Days Congress, people didn’t know what was going on, but they knew something was happening, something good for them”*

**One of Roosevelt’s advisers**

**The Securities Exchange Commission:** Roosevelt advisers drew up a set of rules and regulations which would stop the reckless speculation that had contributed to the Wall Street Crash.

These acts gave the American people a taste of what to expect in the New Deal.

**The New Deal legislation**

**TASK: To make sure you’re clear on the New Deal laws passed in the first 100 days use the information below to fill in a table like this one:**

|  |  |  |
| --- | --- | --- |
| **Legislation** | **Problem** | **Action** |
| Federal Emergency Relief Administration (FERA) |  |  |
| Civilian Conservation Corps (CCC) |  |  |
| Public Works Administration (PWA) (Works Progress Administration from 1935) |  |  |
| Agricultural Adjustment Administration (AAA) |  |  |
| National Industrial Recovery Act (NIRA) |  |  |
| Tennessee Valley Authority (TVA) |  |  |

**The ‘alphabet’ agencies and their work and the economic and social changes they caused**

**Federal Emergency Relief Administration:** This was a law aimed at relieving the urgent needs of the poor. $500 million was spent on soup kitchens, blankets, employment schemes and nurseries in the cities, and seed and equipment for farmers.

**Civilian Conservation Corps:** This was aimed at solving the issue of unemployed young men. It was a scheme that people (men aged 18-25) could sign on to for 6 months, to work on environmental projects. Most of the money went to their families. This scheme did help families, and 2.5 million young men joined.

**Public Works Administration:** A scheme to help tackle joblessness and public facilities. Government money was spent on building schools, roads, dams, bridges, and airports. Millions of jobs were created and public areas improved

**Agricultural Adjustment Administration:** Aimed to tackle the problems in farming, rural poverty and low crop prices. It introduced quotas (limits) to reduce production to force prices up. The government helped to buy produce, farmers became more organised and modernised .It gave farmers help with their mortgages. However, it did help the wealthiest farmers most and did lead to unskilled workers losing their jobs.

**National Industrial Recovery Act (NIRA):** This aimed to tackle the general economic condition of the USA. It set up the National Recover Administration which set standards on working practices, including hours and child labour). This helped to create more jobs. Workers could display the eagle symbol of government approval and over 2 million employers joined the scheme.

**Tennessee Valley Authority:** The Tennessee Valley spread across several states and no one wanted to take responsibility. There was regular flooding and agricultural overproduction causing real problems. It was too big and area and too big a problem for one state to deal with, so a huge project was set up to deal with it. Dams, irrigation, canals and water transport were developed. Hydro-electric power created thousands of jobs and meant many Americans had electricity for the first time. Farmers were given loans and training in soil conservation.

**The Second New Deal**

In later years Roosevelt updated some laws and created further legislation where it was needed. The Hundred Days, or First New Deal was about economic recovery. The Second New Deal was more about making the USA a fairer society for all.

* In 1935 the Works Progress Administration replaced the PWA. It extended the range of work provided, from building work to the Federal Theatre project that gave work to unemployed artists and writers.
* The National Labour Relations Act, or Wagner Act (1935) forced employers to recognise trade unions after the National Recover Administration was declared illegal by the American Supreme Court. This law meant that workers kept the protection that the NRA had given them.
* The Social Security Act (1935) provided federal aid for the elderly and set up an unemployment insurance scheme. However, the provisions were still far less comprehensive than in Germany or Britain.

THINK: Before you read on, what are the successes and limitations of the New Deal? Did Roosevelt tackle all 4 things that he needed to? What should/could he have done differently?

**The election of 1936**

You need to know about the opposition to the New Deal. Different individuals or groups opposed the New Deal for many different reasons, but it’s important to keep it in context. In 1926 the election proved that many Americans still supported Roosevelt. He won 27 million votes, with the highest margin of victory ever achieved by a US president. Roosevelt also won further elections in 1940 and 1944, and was the only president to have four terms in office. He was also the first President to talk regularly to the people.

Task:

As you read through the opposition to the New Deal consider the reasons why people opposed it.

Pick out who said:

**It’s doing too much**

**It’s not doing enough**

**It’s unconstitutional**

*“Everyone is against the New Deal except the voters”*

Roosevelt in 1936

**Opposition to the New Deal**

**Business leaders and Republicans**

Business leaders and Republicans were unhappy about various parts of the New Deal.

* Regulations on working conditions took away employers power.
* Trade unions allowed to bargain together to help their members. They would often ask for more pay or shorter hours.
* The cost of the welfare programmes was high and came from taxes paid by Americans. Republicans disagreed with this because they believed in laissez-faire.

**The states**

They were concerned about the New Deal because

* Measures such as the TVA cut right across the rights of individual states.
* Some states feared that the Federal Government was becoming too powerful.

**Individuals**

* Huey Long wanted the New Deal to go much further. He believed in taxing big corporations and businessmen a lot in order to pay for roads, schools, hospitals etc. He originally supported the New Deal but by 1934 criticised it for being too complicated and not doing enough.

**The Supreme Court**

* The Supreme Court (mainly old Republican judges) ruled that several of the New Deal measures were illegal after it tried to punish the Schechter Poultry Corporation for breaking the rules of the NRA.
* Matters came to a head in 1937 when Roosevelt wanted to make some of his own supporters into the Supreme Court. This plan failed, but afterwards Supreme Court opposition lessened.

**The strengths and weaknesses of the New Deal programme in dealing with unemployment and the Depression**

Task:

Go back to what Roosevelt wanted to achieve on p. 7. For each one decide whether or not he managed to achieve it.

**Weaknesses**

* When Roosevelt cut back his programme in 1937 unemployment rose dramatically.
* He reduced but did not conquer in the 1930s; unemployment was only solved by the USA’s entry into the Second World War in 1941.
* The USA’s trade (and the world’s trade) did not recover.
* He failed to convince even his own supporters of the need to change the organisation of the Supreme Court to stop it opposing his reforms.
* Black Americans gained relatively little from the New Deal. From the millions helped by organisations such as the CCC only 200,000 were African Americans.
* The New Deal most benefitted younger white men. Black Americans, Native Americans, older men and women did not benefit as much, and were even discriminated against.

**Strengths**

* The New Deal restored the faith of the American people in their government.
* In the USA the Depression did not lead to extreme movements (e.g. Communism or fascism) taking hold
* Many millions of jobs were created and vital relief (food, shelter, clothing) was supplied to the poor.
* Agriculture and industry benefitted from efficient infrastructure (roads, services).
* The CCC benefitted approximately 2.5 million young men.
* The New Deal organisations handled billions of dollars of public money, but there were no corruption scandals. The head of the Civil Works Administration Harold Hopkins distributed $10 billion in schemes and programmes, but never earned more than his salary of $15,000.

**The impact of the New Deal on the lives of people.**

Key Word:

Labour Unions: Unions are groups of workers who coordinate to argue for better pay, conditions and working hours.

* The NRA and Second New Deal strengthened the position of the labour unions against the large American industrial giants.
* Although the rights of workers were strengthened, Big businesses were still powerful and broke up strikes with brutal violence. Companies such as Ford, Republic Steel and Chrysler employed their own thugs or controlled the local police force.
* Many New Deal agencies discriminated against African Americans. They either got no work or lower wages.
* Although Roosevelt made some attempts to improve the lives of Native Americans and did help some to preserve and practice their traditions, laws and culture (Indian Reservation Act 1934) but they remained a poor and excluded section of society.
* The New Deal saw some women achieve prominent positions. Eleanor Roosevelt became an important campaigner on social issues.

**Past exam questions**

**You should be able to answer ALL these questions. At least plan answers and practice writing them using the advice on the last page.**

Aiming at A\*? Take time to look at the TYPE of questions that are being asked on each topic. If they ask 10 mark questions on it you need to know it REALLY well. If they ask 4 mark questions on it you need specific details to describe. If it’s 6 mark questions then you need to know the different factors you could explain. Most of the topics are a mixture. Are you ready for ALL of them?

**Knowledge Questions**

|  |  |
| --- | --- |
| **Paper 1 Part 2: How successful was the New Deal?** | |
| 1. Roosevelt’s Hundred Days | **(a)** What were Roosevelt’s ‘fire side chats’? **[4]**  **(b)** Explain why Roosevelt dealt with the banking crisis as soon as he became President in 1933. **[6]**  **(a)** What actions did Roosevelt take in his first hundred days in office? **[4]** |
| 1. The ‘alphabet’ agencies and their work and the economic and social changes they caused | **(a)** Describe the work of one ‘alphabet’ agency. Remember to state which alphabet agency you are writing about. **[4]** |
| 1. The Second New Deal |  |
| 1. The election of 1936 |  |
| 1. Opposition to the New Deal from the Republicans, the rich, business interests, the Supreme Court and radical critics like Huey Long | **(c)** ‘The most serious opposition to the New Deal came from the Supreme Court.; How far do you agree with this statement? Explain your answer **[10]**  **(b)** Explain why there was opposition to the New Deal. **[6]**  **(b)** Explain why Republicans opposed the New Deal **[6]**  **(b)** Explain why some people opposed the New Deal **[6]** |
| 1. The strengths and weaknesses of the New Deal programme in dealing with unemployment and the Depression | **(c)** ‘The New Deal was a success’. How far do you agree with this statement? Explain your answer. **[10]** |
| 1. The impact of the New Deal on the lives of people. | **(c)** Which of the following benefitted more from the New Deal: **(i)** farmers and industrial workers; **(ii)** black Americans? Explain your answer referring only to **(i)** and **(ii) [10]**  **(c)** How far did all Americans benefit from the New Deal? Explain your answer **[10]** |

You might notice that there are not AS many past knowledge questions for the New Deal. Look over the next few pages... the New Deal has come up quite a few times as the source section. This **doesn’t** mean we can guess what will happen in your exam.

**Knowledge questions advice**

|  |  |  |
| --- | --- | --- |
| **Command words** | **Question numbers and marks** | **What that means you need to do** |
| Describe ...  What... | 2 (a) 4  3(a) 4  8 (a) 4  9(a) 4 | This is a short question where you need to select key points relevant to the question and write them in clear sentences. You do not need to explain, but if you can only remember 2 or 3 points you can explain to get all four marks. Spend around 4 minutes on this question. |
| Explain...,  Why... | 1 (b) 8  2 (b) 6  3 (b) 6  8 (b) 6  9 (b) 6 | This means you need to explain your answer. For these questions you need to say WHY. Use the words ‘because’, ‘this meant that’, ‘therefore. Write in paragraphs (2 for a 6 mark question and 3 for an 8 mark question)  You need to back up your answer with specific and relevant details from your knowledge. Spend around 8 minutes on a 6 mark and 10 minutes on an 8 mark question |
| How far (10) | 2 (c) 10  3 (c) 10  8 (c) 10  9 (c) 10 | This means you need to weigh up- balance two sides of the answer and give your judgement on how much you agree with the statement.  You should plan what you’re going to write before you write it and follow your plan.  You need to back up your points with specific examples from your knowledge and use to explain each side. Spend at least 20 minutes on a 10 mark question. |

**Source Questions**

ANY source could come up in the exam. It is HIGHLY likely you won’t have seen any of the 3 USA sources before, so you need to practice analysing the sources.

Label them to pick out the key details and pick out the key pieces of contextual knowledge that will help you to explain.

|  |
| --- |
| **(a)** What is the cartoonist’s message? Use details from the cartoon and your knowledge to explain your answer. **[7]**  **(b)** Why was this cartoon published in 1937? Use the source and your knowledge to explain your answer. **[7]**    **(a)** How useful is this source for an historian studying the New Deal? Use the source and your knowledge to explain your answer. **[6]**    **(b)** What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer. **[7]**      **(c)** How far does this source explain why some Americans hated Roosevelt’s New Deal? Use the source and your knowledge to explain your answer **[7]**    **(a)** What is the message of this cartoon? Use the source and your knowledge to explain your answer. **[6]**    **(b)** Why was this cartoon published in 1933? Use the source and your knowledge to explain your answer. **[7]**    **(c)** ‘Roosevelt’s New Deal was a complete success.’ How far do you agree with this interpretation? Use the source and your knowledge to explain your answer. **[7]**    **(a)** Why was this poster published in America in the mid-1930s? Use the source and your knowledge to explain your answer. **[7]**    **(c)** What is the cartoonist’s message? Use details of the cartoon and your knowledge to explain your answer. **[7]** |

**Source Questions advice**

|  |  |  |
| --- | --- | --- |
| **Command words** | **Question numbers** | **What that means you need to do** |
| What is the message...? | 1 (a) [7]  7 (a) (b) or (c) [6] or [7] | You need to do three things (ASK)  Answer the question  Details from the Source to support your answer  Details from you Knowledge that explains the message. Spend around 8 minutes on it |
| Why was this source published in...? | 7 (a) (b) or (c) [7] | You need to use ASK for this question too. This question is asking you two things; the PURPOSE of the cartoon, what it’s trying to do; and why at that TIME? What was happening in that year or in that period to mean that source was published then? You must use your own knowledge and details from the source to answer. (They could ask it without the date for [6] marks). Spend around 8-10 mins on each source question) |
| How far...? | 7 (a) (b) or (c) [6] or [7] | This means you need to weigh up – balance two sides of the answer and give your judgement on how much you agree. Give evidence from the source to back up each side. Consider where the source has come from (provenance) to help you decide which side it supports. Use your own knowledge to support your argument. Spend around 8-10 mins on each source question) |
| How useful...? | 7 (a) (b) or (c) [6] or [7] | This means you need to decide how much we get from this source as historians for the issue in the question. E.g. if it’s: How useful is this source for an historian studying the New Deal? Use the source and your knowledge to explain your answer. **[6]** then it’s asking you what we CAN get from this source, how much evidence it does give us, and what it misses out, what we know that isn’t in the source. This needs to be weighed up and you need to make a clear judgement. Spend around 8-10 mins on each source question) |

**What else can I do?**

* Have you planned out or answered all the questions?
* Has your revision been effective?
* What areas have you identified as needing the most work? What do you need to do to get confident on them?
* Have you made revision notes on everything in this booklet?
* Have you checked that you remember it?
* Have you come back to this after a few days and a few weeks to check it’s ‘stuck’?
* Have you gone to Memrise to memorise the key information?
* Have you done any extra reading? Go to twitter @LHSGCSEHistory to find links to great websites
* Have you worked with a friend to check each others’ revision?
* Feeling confident? Do a whole Paper 1 in 2 hours. They’re on the History page of the school website, or your teacher can give you one. Give it to your teacher to find out what grade it would be. Even better if you have a go at marking it yourself first.

Use this space to write yourself a ‘to do’ list, or to write questions about anything you’re not clear on to ask your teacher.

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