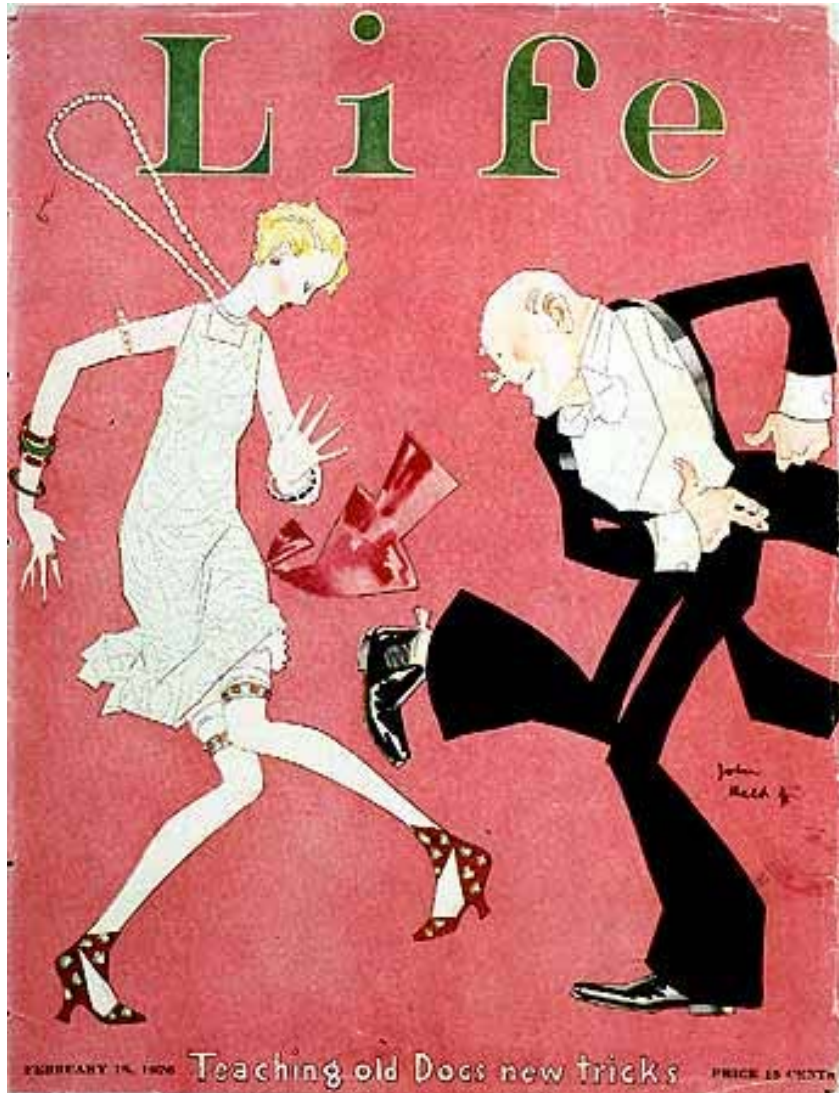


# **Booms and Busts:** **The Roaring Twenties** **and the Great Depression**

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**Year 2**  
**History Unit 7**  
Sourcebook

## Lesson 1: The Roaring Twenties



Cover of Life magazine, February 18, 1926 (Library of Congress)

How “roaring” were the 1920s?

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**Homework**  
**Crash Course: Economics**

Read “Kid’s Economic Glossary” on the Scholastic website, as well as “A Consumer Economy” on Independence Hall’s USHistory.org website.

**The Roaring Twenties**

The following text was adapted from the essay “The Roaring Twenties” by Joshua Zeitz.

The 1920s were a dramatic break between America’s past and future. In the 1920s, America seemed to break its attachments to the past and welcome a more modern era. The era is known for **flappers** [young, liberated women of the 1920s] and dance halls, grand movie theaters and radio empires, and **Prohibition** [banning of alcohol] and **speakeasies** [illegal bars]. Aviators made men fly in airplanes, and women voted and went to work. The country was confident—and rich. But the 1920s were an age of extreme contradiction. The unmatched prosperity and cultural advancement were accompanied by intense social unrest and reaction. The same decade that experienced urbanism and modernism also introduced the Ku Klux Klan, Prohibition, **nativism** [anti-immigrant sentiment], and religious **Fundamentalism** [strict interpretation of the Bible]. America stood at a crossroads between innovation and tradition.



Charleston at the Capitol, illustrating flappers Sylvia Clavins and Ruth Bennett with Congressman T. S. McMillan, 1920 (Library of Congress)

We think of the twenties as an era of prosperity, and in many ways, Americans had never lived so well. As innovation was introduced to factories and shops, the work week of the urban blue-collar worker fell from 55.9 hours in 1900 to 44.2 in 1929, while his or her income rose by 25 percent. Americans had more time and money to spend on new kinds of public amusements like dance halls, movie theaters, fun parks, and baseball stadiums. The prosperity of the postwar period greatly accelerated this trend. By 1929, American families spent over 20 percent of their household earnings on such items as record players, factory-made furniture, radios, electric appliances, automobiles, and “entertainment.” What people couldn’t afford, they borrowed. By the mid-’20s Americans bought over three-quarters of all goods on **credit** [*not paying for something right away with the promise of paying in the future*].

It was a decade of economic expansion. The stock market was booming, with the price of stocks rising year after year. As a result, the richest class of Americans were growing even richer, while the rest of the nation grew more and more confident in the strength of the economy. The business cycle was experiencing what felt like a never-ending boom.

It was a decade of firsts. For the first time ever, more Americans (51 percent) lived in cities than in villages or on farms. Between 1919 and 1929, innovation in factories increased by 50 percent. And it was a decade of technological wonder. In 1912, only 16 percent of American households had electricity; by the mid-20s, almost two-thirds did. Overnight, the electric vacuum cleaner, the electric refrigerator and freezer, and the automatic washing machine became staples in middle-class homes.

At the beginning of the 20th century, automobiles were still unreliable and rare, but in the years just prior to World War I, pioneers like Henry Ford revolutionized design and production methods to make the car affordable and trustworthy. Another prewar technology that came of age in the 1920s was film. By the mid-1920s, movie theaters were selling 50 million tickets each week. Like film, radio was invented in the late 19th century but experienced significant expansion in the twenties. By 1922, more than three million households had acquired radio sets. Seven years later, more than 12 million households owned radios.



*In 1927, Charles Lindbergh made his game-changing solo transatlantic flight, connecting the world via airplane. (Library of Congress)*

American politics had been dominated by “Progressive” presidents through World War I. After 1920, however, Americans seemed to aspire to “normalcy.” Presidents Warren G. Harding, Calvin Coolidge, and Herbert Hoover believed in a limited and conservative vision of government, pressing for lower taxes and less regulation, rejecting the reforms and regulations of the Progressive Era.

*Zeit, Joshua, The Roaring Twenties. (The Gilder Lehrman Institute of American History)*

## **Group 1: Economic Instability**

### **Document A**

#### **W. E. B. Du Bois: “The Shape of Fear”**

*W. E. B. Du Bois’s essay “The Shape of Fear,” excerpted below, was published in the North American Review in June 1926.*

Or again; why is it that in a rich country like the United States, in many respects the richest and most prosperous organization of men in the world, we continually have mobs fighting and doing [terrible] things because at bottom, men are afraid of being unable to earn a respectable living? The answer is that our postwar prosperity is built more on gambling than on honest productive industry. Gambling was the result of war, born in wartime and coming from the sudden demand for machinery and goods, which paid those who happened to hold them enormously well. The chance to the gambler, the promoter, and the manipulator of industry has come during the time since the war, in the monopoly of land and homes, in the manipulation of industrial power, in the use of new inventions and discoveries, in the reorganization of corporate ownership. We have today in the United States . . . , Prosperity and Depression. Depression among those who are selling their services, raising raw material, and manufacturing goods; prosperity among those who are manipulating prices, monopolizing land, and controlling ability and output.

*W. E. B. Du Bois, “The Shape of Fear” from North American Review 223 (June 1926). Reprinted with the permission of The Permissions Company, Inc., on behalf of The David Graham Du Bois Trust.*

**Document B**  
**Economic Inequality**

*Daisy Worthington gave the “Worcester Address” at the National Conference of Social Work on June 18, 1929. Below is an excerpt from her address.*

This myth of prosperity, if believed, will lead to inevitable catastrophe. America’s prosperity is for only 24 percent of the people, and this percentage owns all the wealth of this country . . . . In the time this excess has been accumulating, public charities have increased their **expenditures** [*spending*] 132 percent.

**Share of Overall National Disposable Income Going to the Richest 5%**

1920	24%
1921	29%
1922	29%
1923	27%
1924	29%
1925	31%
1926	31%
1927	32%
1928	34%
1929	34%

*(Data retrieved from AmericainClass.org and The Roaring Twenties, (The Gilder Lehrman Institute of American History))*

**Document C**  
***Watch Your Step!***

*Examine the political cartoon Watch Your Step! published in the Los Angeles Times, November 14, 1925 on the America in Class website.*

**Document D**  
***Getting Ahead of the Band Wagon!***

*Examine the political cartoon Watch Your Step! published in the Los Angeles Times, November 14, 1925 on the America in Class website.*



Group 2: Flappers  
Document A  
Flappers

Watch the video *The Roaring 20s, Flappers Dancing the Charleston on YouTube.*

# THE SATURDAY EVENING POST

For **Franklin**  
**FEB. 4, 1922** **5c. THE COPY**  
100c. in Canada



Beginning  
**Merton of the Movies—By Harry Leon Wilson**

*“Flapper” by Ellen Bernard Thompson Pyl, for the cover of the Saturday Evening Post, 1922 (Wikimedia)*

**Document B**  
**Jane the Flapper**

*Read the interview of “Jane” the flapper on the New Republic website.*

**Document C**  
**Women in the Roaring Twenties**

*The following text was adapted from the essay “The Roaring Twenties” by Joshua Zeitz.*

We think of the twenties as an era of increased freedom for women. Indeed, the decade gave rise to the flapper, described by *Webster’s Collegiate Dictionary* as “a young girl, esp. one somewhat daring in conduct, speech and dress.” The earlier women’s movements had won women the right to vote in 1920; young women of the 1920s lived in a new era of female empowerment. Spurred on by the growth of an urban, industrial economy that required a larger female labor force, and by the emergence of public amusements that defied old 19th-century traditions, many young women now had the opportunity to lead independent lives. By the dawn of the decade, anywhere between one-quarter and one-third of urban women workers lived alone in private apartments or boarding houses, free from the watchful eyes of their parents, and as early as 1896, newspaper columnist George Ade used the term “date” to describe a new convention by which boys and girls paired off at dance halls, amusement parks, and other public spaces, free from adult supervision.

*Zeitz, Joshua, The Roaring Twenties. (The Gilder Lehrman Institute of American History)*

**Group 3: Fundamentalism**  
**Document A**  
**Fundamentalism and the Scopes Trial**

*Read “Nativism and Fundamentalism in the 1920s” on the Khan Academy website.*

**Document B**  
**Jesse Sparks: Letter to the Editor**

*Read Mrs. Jesse Spark’s letter to the editor of the Nashville Tennessean from July 3, 1925 available in the lesson “The Scopes Trial” on the Stanford History Education Group website.*

**Document C**  
**Reverend Straton: “The Most Sinister Movement in the United States”**

*Read the excerpt from Reverend John Roach Straton’s article in the American Fundamentalist, “The Most Sinister Movement in the United States,” from December 26, 1925 available in the lesson “The Scopes Trial” on the Stanford History Education Group website.*

**Group 4: Prohibition**  
**Document A**  
**The 18th Amendment**

*The U.S. Senate passed the 18th Amendment on December 18, 1917. This amendment prohibited the sale of alcohol in the United States. The amendment was later repealed by the 21st Amendment on December 5, 1933.*

Section 1. After one year from the ratification of this article the manufacture, sale, transportation, importation or exportation of intoxicating liquors in the United States and all its territory is hereby prohibited.

Section 2. The Congress and the States shall both have power to enforce this article by appropriate legislation.

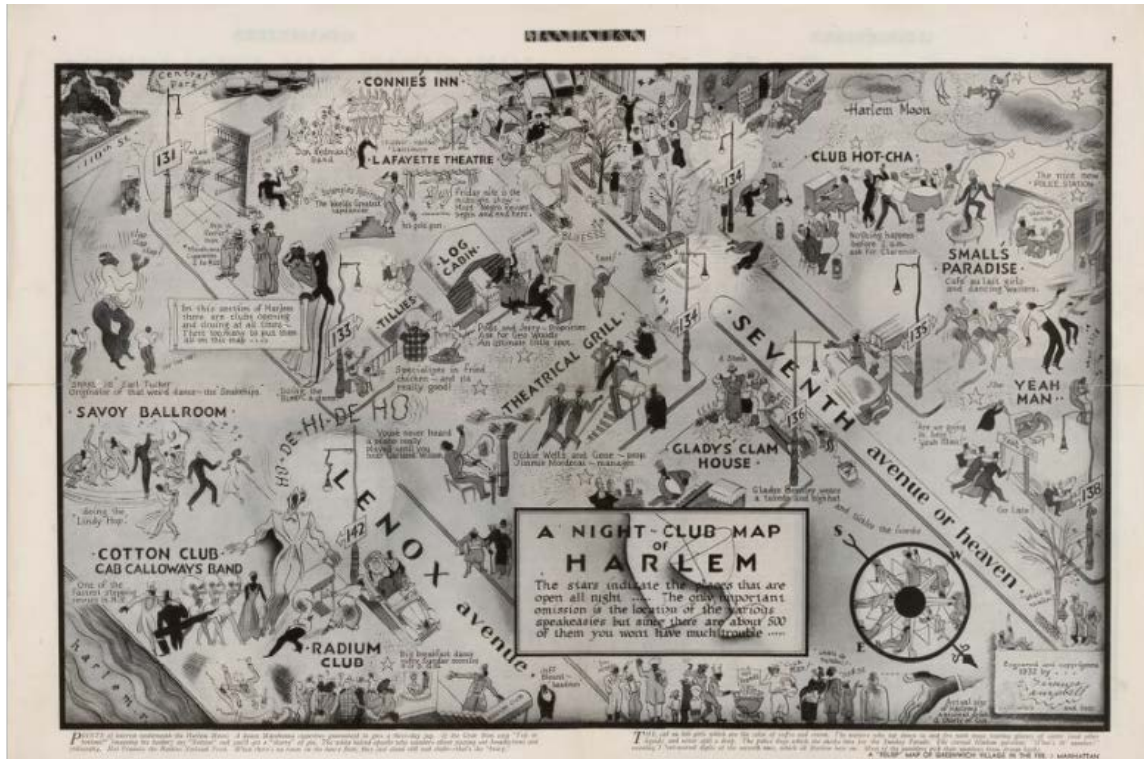
Section 3. This article shall have no power unless it shall have been ratified as an amendment to the Constitution by the legislatures of the States, as provided in the Constitution, within seven years from the date of the submission to the States by the Congress.

*The 18<sup>th</sup> Amendment. Courtesy of Stanford History Education Group.*

## Document B Speakeasies and Bootleggers

Many Americans continued to drink during Prohibition but went underground into speakeasies, illegal bars often run by bootleggers, who were illegal sellers of alcohol and often members of organized crime groups. Their alcohol was often either imported illegally or home-brewed, what became known as moonshine or bathtub gin (because many people made the gin in their bathtubs).

Watch the trailer to Ken Burns' documentary Prohibition, available on the PBS website.



A nightclub map of Harlem, 1932 (Library of Congress, Geography and Map Division)

**Document C**  
**Count Felix von Luckner: Prohibition**

*Read German naval war hero Count Felix von Luckner's account of prohibition in the United States from his visit in 1927 on the Eye Witness to History website.*

## Lessons 2–4: The Great Migration



*An African American family preparing to migrate north (Library of Congress)*

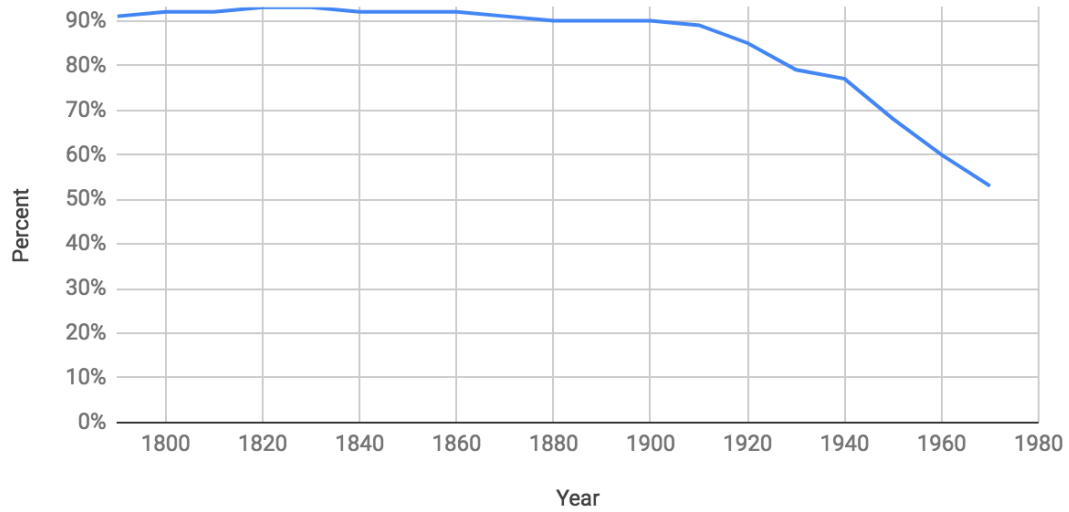
**To what extent did Northern cities provide opportunities for African Americans during the Great Migration?**

---

**Homework**  
**The Great Migration**

Read "The Great Migration" on the History Channel website.

**Percentage of African American Population Living in the South (1790-1970)**



*Beginning in the early 1900s, African Americans began leaving the South and would continue to leave for the next 70 years. (Data retrieved from Wikipedia)*



## Jacob Lawrence's *Migration Series*

In 1941, African American artist Jacob Lawrence painted his 60-panel *Migration Series*. His panels tell the story of the Great Migration: what happened, why African Americans left the South, and what living conditions were like in the North. His panels address the complex reasons for leaving (or not leaving) the South, and the equally complex reality of life in the North. Each panel is accompanied by a brief caption, explaining the scene. Lawrence conducted significant research before he began painting in order to ensure historical accuracy. Below are a selection of Lawrence's panels.



Panel 1: "During the World War there was a great migration North by Southern Negroes." (© 2019 The Jacob and Gwendolyn Knight Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York)



Panel 3: "In every town Negroes were leaving by the hundreds to go North and enter into Northern industry." (© 2019 The Jacob and Gwendolyn Knight Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York)



Panel 17: "The migration was spurred on by the treatment of the tenant farmers by the planter." (© 2019 The Jacob and Gwendolyn Knight Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York)



*Panel 22: "Another of the social causes of the migrants' leaving was that at times they did not feel safe, or it was not the best thing to be found on the streets late at night. They were arrested on the slightest provocation." (© 2019 The Jacob and Gwendolyn Knight Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York)*



*Panel 42: "They also made it very difficult for migrants leaving the South. They often went to railroad stations and arrested the Negroes wholesale, which in turn made them miss their trains." (© 2019 The Jacob and Gwendolyn Knight Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York)*

*Panel 47: "As well as finding better housing conditions in the North, the migrants found very poor housing conditions in the North. They were forced into overcrowded and dilapidated tenement houses." (© 2019 The Jacob and Gwendolyn Knight Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York)*



*Panel 49: "They also found discrimination in the North although it was much different from that which they had known in the South." (© 2019 The Jacob and Gwendolyn Knight Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York)*

*Panel 51: "In many cities in the North where the Negroes had been overcrowded in their own living quarters they attempted to spread out. This resulted in many of the race riots and the bombings of Negro homes." (© 2019 The Jacob and Gwendolyn Knight Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York)*



*Panel 58: "In the North the Negro had better educational facilities." (© 2019 The Jacob and Gwendolyn Knight Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York)*



*Panel 59: "In the North the Negro had freedom to vote." (© 2019 The Jacob and Gwendolyn Knight Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York)*



Panel 60: "And the Migrants Kept Coming" (© 2019 The Jacob and Gwendolyn Knight Lawrence Foundation, Seattle / Artists Rights Society (ARS), New York)

## Document A

### Newark Anniversary Guide

*In 1916, Newark, New Jersey, celebrated the 250th anniversary of its founding. For the occasion, the Newark Sales and Advertising Company published 250,000 copies of the Official Guide and Manual of the Anniversary Celebration. The guide included various articles, pictures, and statistics about the city. Below are excerpts from it.*

[Newark] has now most of the components of a great city. Its streets are well paved and well sewered. Its schools greatly enlarged and improved, are among the best. Its beautiful churches are sufficient to give attractive seats to all who would attend. Its superb water supply is not surpassed in quality. It has a public service in light and transportation that is excellent. Its public buildings are important and beautiful and if to some its debt may seem small for so great a city, it may be said with confidence that the projects now in sight may be relied upon to remove that cause for criticism. In the variety and extent of its industries it is among the first, and its **enterprising** [*ambitious*] salesmen make its goods known in every village throughout the land.

Newark, thank fortune, is still more or less an old-fashioned city with old-fashioned ways. It has no idle rich. It looks **askance** [*with suspicion or disapproval*] at extravagant living. It sneers at **ostentation** [*a display of wealth that is intended to attract attention of envy*]. It goes to church—not as much as it should, but it remembers that it was founded by religious men for religious reasons. And it stands for the moralities in its private and public life . . . .

Newark has 252 distinct lines of industry; fifty lines each turning out values from one to thirty million dollars annually. Newark as a manufacturing center ranks ahead of thirty states in the aggregate value of its manufactured products. Newark per person to its population leads in the variety of its manufactures . . . . Wages paid employees average \$747 yearly.

*Official Guide and Manual of the Anniversary Celebration. 1916. Courtesy of Stanford History Education Group.*

## Document B

### The Chicago Race Riots

*In the summer of 1919, more than 20 race riots broke out across the nation. The worst violence occurred in Chicago. Below, a leader of the NAACP explains the circumstances and conditions of the violence.*

Since 1915, the colored population of Chicago has more than doubled, increasing in four years from a little over 50,000 to what is now estimated to be between 125,000 and 150,000. Most blacks lived in the area called the “Black Belt.” Already overcrowded, this so called “Black Belt” could not possibly hold the doubled colored population. One cannot put ten gallons of water in a five-gallon pail.

Whites who are afraid that blacks will move out of the “Black Belt” and into “white” neighborhoods have formed the “Property Owners’ Association” to keep blacks out of white neighborhoods. They discuss ways to keep Negroes in “their part of town.” In a number of cases during the period from January 1918 to August 1919, there were bombings of colored homes and houses occupied by Negroes outside of the “Black Belt.” During this period, no less than twenty bombings took place, yet only two persons have been arrested, and neither of the two has been convicted.

*NAACP. 1919. Courtesy of The Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University, GLC.Yale.edu.*



## Document C

### Discrimination in the North?

*The passage below is from Helen Pendleton's article "Cotton Pickers in Northern Counties", which looks at how black people were treated in Newark, published by Survey magazine in February 1917.*

Although the Negro is warmly welcomed as a laborer, it is increasingly apparent that as a Negro he is unwelcome . . . . Soon after the migration began to be noticeable, suddenly, mysteriously, almost in a night, the signs "To Let [rent]" and "For Rent" in the part of the city where small houses and flats [apartments] were available were changed to "For Sale . . . ." These humble newcomers, therefore, [could not afford to buy a home and] have been forced into finding lodgings in basements and in the worst parts of our city.

*Many people in Chicago worked at meat-packing factories, where they prepared meat to be shipped around the country. These factories were housed in areas called stockyards. The article below is from the Chicago Tribune, a major newspaper in Chicago, and was published on April 12, 1919.*

Outsiders who are thinking of coming to Chicago to take a "job at the yards" will not find the "welcome" sign out awaiting them . . . . The factories promised to return every employee who enlisted in the armed forces [during World War I] to "as good or better" a job than he held when he put on a uniform. [White] men are now returning in increasingly large numbers and none are being turned away.

"No discrimination is being shown in the reducing of our forces," said an official of one of the packing companies, in discussing reports that southern colored men, who were hired during the war job shortage, were being fired. "It is a case of survival of the fittest, the best man staying on the job. It is a fact that the southern Negro cannot compete with the northerner."

*Pendleton, Helen. Cotton Pickers in Northern Counties. February 1917.  
Courtesy of Stanford History Education Group.*

## Document D

### Letter from the North

*Here is an excerpt from a letter written from an African American migrant in Philadelphia, Pennsylvania, to his doctor back in the South, dated October 7, 1917.*

Well Dr. with the aid of God I making very good[.] I make \$75 per month. I am carrying enough insurance to pay me \$20 per week if I am not able to be on duty. I don't have too work hard. Don't have to [say] "mister" [to] every little white boy comes along; I haven't heard a white man call a colored a nigger since I been in the state of Pennsylvania. I can ride in the electric street and steam cars any where I get a seat . . . . And if you are first in a place here shopping you don't have to wait until the white folks get through trading, yet amid all this, I shall forever love the good old South . . . . The kids are in school every day, I have only two, and I guess that all. Dr. when you find time I would be delighted to have a word from the good old home state. Wife join me in sending love you and yours. I am your friend and patient.

*October 7, 1917. Courtesy of University of Maryland, Baltimore County, UMBC.edu.*

## Lesson 5: The Jazz Age



*Jazz musician Louis Armstrong, 1953 (Library of Congress)*

**Why were the 1920s called the “Jazz Age”?**

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**Homework**  
**The Jazz Age**

*Read the articles “What Is Jazz?” on the Smithsonian National Museum of American History website and the overview of music on the 1920s page of the University of Houston Digital History website.*

## Lesson 6: The Harlem Renaissance



*Jitterbugs*, by William H. Johnson, 1941 (Wikimedia)

**How did the Harlem Renaissance transform American arts and culture?**

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**Homework**  
**The Harlem Renaissance**

Read “The New Negro Renaissance” by Maryemma Graham on the New York Public Library website.

**Alain Locke: The New Negro**

The following quote is from Alain Locke’s essay “Enter the New Negro,” published in 1925.

The Negro today ... now becomes a conscious contributor and lays aside the status of **beneficiary** [*recipient*] ... for that of a collaborator and participant in American civilization. The great social gain in this is the releasing of our talented group from the **arid** [*dry*] fields of controversy and debate to the productive fields of creative expression . . . . And certainly, if in our lifetime the Negro cannot fully integrate into American democracy, he can at least, [because of] of these things, celebrate the attainment of a significant and satisfying new phase of group development, and with it a spiritual Coming of Age.

*Locke, Alain. Enter the New Negro: Voices of the Harlem Renaissance. Albert & Charles Boni, Inc. Pgs. 10-16. 1925.*

**Group 1: Literature of the Harlem Renaissance**  
**Document A**  
**Langston Hughes: “The Negro Speaks of Rivers”**

*Langston Hughes was a leading poet and intellectual during the Harlem Renaissance. From Joplin, Missouri, he migrated to New York and became well known for his activism and unique style of poetry: “jazz poetry.” He wrote many famous poems throughout his career. The following, “The Negro Speaks of Rivers,” was one of his first, written in 1920.*

*Follow along with the audio of Langston Hughes reading the poem, available on YouTube.*

I’ve known rivers:  
I’ve known rivers ancient as the world and older than the  
flow of human blood in human veins.

My soul has grown deep like the rivers.

I bathed in the Euphrates when dawns were young.  
I built my hut near the Congo and it lulled me to sleep.  
I looked upon the Nile and raised the pyramids above it.  
I heard the singing of the Mississippi when Abe Lincoln  
went down to New Orleans, and I’ve seen its muddy  
bosom turn all golden in the sunset.

I’ve known rivers:  
Ancient, dusky rivers.

My soul has grown deep like the rivers.

*Hughes, Langston. The Negro Speaks of Rivers 1920. Courtesy of Poets.org.*

## **Document B**

### **Zora Neale Hurston: “How It Feels to Be Colored Me”**

*Raised in the all-black town of Eatonville, Florida, Zora Neale Hurston studied at Howard University, where, in 1921, she published her first story. In 1925, she arrived in New York with “\$1.50, no job, no friends, and a lot of hope.” Hurston’s flair, talent, and nerve soon made her one of the leading African American novelists of the Harlem Renaissance. Read one of Hurston’s most famous essays, “How It Feels to Be Colored Me,” published in 1928, on the Cengage website.*

**Group 2: Music of the Harlem Renaissance**  
**Document A**  
**Duke Ellington: “Take the A Train”**

*Duke Ellington was a major jazz musician during the Harlem Renaissance. His piece “Take the A Train” was composed in 1939 and performed in 1941.*

*Watch the video for “Take the A Train” on YouTube.*

**Document B**  
**Billie Holiday: “Strange Fruit”**

*Billie Holiday was a jazz singer during the Harlem Renaissance. Her most famous song, “Strange Fruit,” was released in 1939 as a direct protest to lynching and racial violence across the country. “Strange Fruit” was one of the first protest songs in American musical history.*

*Watch Billie Holiday perform “Strange Fruit” on YouTube.*

**Document C**  
**James Weldon Johnson: “Lift Every Voice and Sing”**

*James Weldon Johnson, a writer and intellectual during the Harlem Renaissance, wrote “Lift Every Voice and Sing” first as a poem. It was first performed by a children’s choir to celebrate President Lincoln’s birthday in 1900. It later became the official song of the NAACP, and today, many refer to it as the Black National Anthem.*

*Listen to “Lift Every Voice and Sing” on YouTube, and follow along with the lyrics below.*

Lift every voice and sing  
Till earth and heaven ring,  
Ring with the harmonies of Liberty;  
Let our rejoicing rise  
High as the listening skies,  
Let it resound loud as the rolling sea.  
Sing a song full of the faith that the dark past has taught us,  
Sing a song full of the hope that the present has brought us,  
Facing the rising sun of our new day begun  
Let us march on till victory is won.

Stony the road we trod,  
Bitter the **chastening** [*punishing*] rod,  
Felt in the days when hope unborn had died;  
Yet with a steady beat,  
Have not our weary feet  
Come to the place for which our fathers sighed?  
We have come over a way that with tears has been watered,  
We have come, treading our path through the blood of the slaughtered,  
Out from the gloomy past,  
Till now we stand at last  
Where the white gleam of our bright star is cast.



God of our weary years,  
God of our silent tears,  
Thou who has brought us thus far on the way;  
Thou who has by Thy might Led us into the light,  
Keep us forever in the path, we pray.  
Lest our feet stray from the places, our God, where we met Thee,  
Lest, our hearts drunk with the wine of the world, we forget Thee;

Shadowed beneath Thy hand,  
May we forever stand.  
True to our God,  
True to our native land.

*Johnson, James Weldon. Lift Every Voice and Sing. 1900. Courtesy of PBS.org.*

**Group 3: Theater and Dance of the Harlem Renaissance**  
**Document A**  
**The Apollo Theater**

*Read the history section on the Apollo Theater website.*

**Document B**  
**Paul Robeson**

*Read “Paul Robeson: The Renaissance Man — About the Actor” on the PBS American Masters website. Then watch Robeson perform “Ol’ Man River” in the 1936 film adaptation of the Broadway show Showboat on YouTube. The character, Joe, was specifically written for Robeson when the play opened on Broadway.*

**Document C**  
**Josephine Baker: The Charleston**

*Read the article “Josephine Baker” on the Biography.com website. Then watch Josephine Baker perform the Charleston on YouTube.*

**Group 4: Visual Arts of the Harlem Renaissance**  
**Document A**  
**A Study of Negro Artists**

*During the Harlem Renaissance, African American visual artists hoped to change the way their people were represented through art. In response to the mockery of blackface or minstrel shows, visual artists developed new styles of art derived from African visual traditions and folk art to represent themselves, their communities, and their histories.*

*Visual art during the Harlem Renaissance flourished during the 1930s, especially in New York City. Government-funded art programs during the 1930s further supported black artists and their development.*

*Watch the 1936 documentary A Study of Negro Artists on the National Archives website. The video is over an hour and a half long, so move through it at your own pace to explore different artists of the Harlem Renaissance.*

## Document B

### Aaron Douglas: *Aspects of Negro Life*

Aaron Douglas was a painter, muralist, and illustrator who became one of the most respected visual artists of the Harlem Renaissance. Douglas's use of African design and subject matter in his work brought him to the attention of W. E. B. Du Bois and Alain Locke, who wanted young African American artists to express their African heritage and African American folk culture in their art. Douglas created numerous large-scale murals that portray subjects from African American history and contemporary life. In 1934, he was commissioned, under the sponsorship of the Public Works of Art Project (PWAP) of the New Deal, to paint a series of murals for the New York Public Library's 135th Street branch. The four panels of *Aspects of Negro Life* incorporate African sculpture, jazz music, dance, and abstract geometric forms.



The Negro in an African Setting (*Treasures of the New York Public Library, Exhibitions.NYPL.org*)



An Idyll of the Deep South (*Treasures of the New York Public Library, Exhibitions.NYPL.org*)



From Slavery Through Reconstruction (*Treasures of the New York Public Library, Exhibitions.NYPL.org*)



Song of the Towers (*Treasures of the New York Public Library, Exhibitions.NYPL.org*)

## Lesson 7: The Crash of 1929



*Crowd gathering on Wall Street, New York, October 1929 (Wikimedia)*

## Why did the banks fail in 1929?

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**Homework**  
**The Stock Market Crash**

Read "The Great Depression" on Independence Hall's USHistory.org and "Bank Run" on the History Channel website.

**Document A**  
**Bank Runs**



*New York, 1933 (Wikimedia)*





*Crowds of depositors gathered outside the banks after the Clearing House Association announced withdrawals would be limited to five percent of deposits. The crowd shown above is gathered in front of the Guardian Trust Company and National City Bank, 1933 (Wikimedia)*

## Document B

### President Roosevelt: Fireside Chat on the Bank Crisis

*On March 12, 1933, President Franklin D. Roosevelt — who was elected in a landslide over then President Herbert Hoover in 1932 — delivered the following radio address from his study at the White House. Nearly two and a half years after the October Stock Market crash, Roosevelt hoped to calm the public on the national banking crisis. Follow along with the transcript below as you listen to Roosevelt’s address on the Miller Center website.*

My friends, I want to talk for a few minutes with the people of the United States about banking — to talk with the comparatively few who understand the mechanics of banking but more particularly with the overwhelming majority of you who use banks for the making of deposits and the drawing of checks. I want to tell you what has been done in the last few days, and why it was done, and what the next steps are going to be. I recognize that the many **proclamations** [*announcements*] from state capitols and from Washington, the legislation, the Treasury regulations, and so forth, **couched** [*expressed*] for the most part in banking and legal terms, ought to be explained for the benefit of the average citizen. I owe this in particular because of the fortitude and good temper with which everybody has accepted the inconvenience and the hardships of the banking holiday. I know that when you understand what we in Washington have been about, I shall continue to have your cooperation as fully as I have had your sympathy and your help during the past week.

First of all, let me state the simple fact that when you deposit money in a bank, the bank does not put the money into a safe deposit vault. It invests your money in many different forms of credit — in **bonds** [*a lending agreement*], and commercial paper, and **mortgages** [*loans for buying a house*], and in many other kinds of loans. In other words, the bank puts your money to work to keep the wheels of industry and of agriculture turning around. A comparatively small part of the money that you put into the bank is kept in currency — an amount which in normal times is wholly sufficient to cover the cash needs of the average citizen. In other words, the total amount of all the currency in the country is only a comparatively small proportion of the total deposits in all the banks of the country.

What, then, happened during the last few days of February and the first few days of March? Because of **undermined** [*hurt*] 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.

By the afternoon of March 3rd, a week ago last Friday, scarcely a bank in the country was open to do business. Proclamations closing them in whole or in part had been issued by the governors in almost all of the states. It was then that I issued the proclamation providing for the national bank holiday, and this was the first step in the government’s reconstruction of our financial and economic fabric.

The second step, last Thursday, 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 the holiday and lift the ban of that holiday gradually in the days to come. This law also gave authority to develop a program of rehabilitation of our banking facilities. And 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 all our history.

The third stage has been the series of regulations permitting the banks to continue their functions to take care of the distribution of food and household necessities and the payment of payrolls.

This bank holiday, while resulting in many cases in great inconvenience, is affording us the opportunity to supply the currency necessary to meet the situation. Remember that no sound bank is a dollar worse off than it was when it closed its doors last week. Neither is any bank which may turn out not to be in a position for immediate opening. The new law allows the 12 **Federal Reserve Banks** [*central banking system of the United States*] to issue additional currency on good **assets** [*property*], and thus the banks that reopen will be able to meet every legitimate call. The new currency is being sent out by the Bureau of Engraving and Printing in large volume to every part of the country. It is sound currency because it is backed by actual, good assets.

Another question that you will ask is this: Why are all the banks not to be reopened at the same time? The answer is simple, and I know you will understand it. Your government does not intend that the history of the past few years shall be repeated. We do not want and will not have another epidemic of bank failures.

As a result, we start tomorrow, Monday, with the opening of banks in the 12 Federal Reserve Bank cities — those banks which on first examination by the Treasury have already been found to be all right. That will be followed on Tuesday by the resumption of all their functions by banks already found to be sound in cities where there are recognized **clearinghouses** [*a place where banks settle accounts*] That means about 250 cities of the United States. In other words, we are moving as fast as the mechanics of the situation will allow us.

On Wednesday and succeeding days, banks in smaller places all through the country will resume business, subject, of course, to the government's physical ability to complete its survey. It is necessary that the reopening of banks be extended over a period in order to permit the banks to make applications for the necessary loans, to obtain currency needed to meet their requirements, and to enable the government to make commonsense checkups.

Please let me make it clear to you that if your bank does not open the first day, you are by no means justified in believing that it will not open. A bank that opens on one of the subsequent days is in exactly the same status as the bank that opens tomorrow.

I know that many people are worrying about state banks that are not members of the Federal Reserve System. There is no occasion for that worry. These banks can and will receive assistance from member banks and from the Reconstruction Finance Corporation. And, of course, they are under the immediate control of the state bank authorities. These state banks are following the same course as the national banks except that they get their licenses to resume business from the state authorities, and these authorities have been asked by the secretary of the Treasury to permit their good banks to open up on the same schedule as the national banks. And so I am confident that the state banking departments will be as careful as the national government in the policy relating to the opening of banks and will follow the same broad theory.

It is possible that when the banks resume, a very few people who have not recovered from their fear may again begin withdrawals. Let me make it clear to you that the banks will take care of all needs — except, of course, the hysterical demands of hoarders, and it is my belief that hoarding during the past week has become an exceedingly unfashionable pastime. It needs no prophet to tell you that when the people find that they can get their money — that they can get it when they want it for all legitimate purposes — the phantom of fear will soon be laid. People will again be glad to have their money where it will be safely taken care of and where they can use it conveniently at any time. I can assure you, my friends, that it is safer to keep your money in a reopened bank than it is to keep it under the mattress.

The success of our whole national program depends, of course, on the cooperation of the public — on its intelligent support and its use of a reliable system. Remember that the essential accomplishment of the new legislation is that it makes it possible for banks more readily to convert their assets to cash than was the case before. More **liberal** [*flexible*] **provision** [*supply*] has been made for banks to borrow on these assets at the Reserve Banks, and more liberal provision has also been made for issuing currency on the security of these good assets. This currency is not **fiat** [*ordered*] currency. It is issued only on adequate security, and every good bank has an abundance of such security.

One more point before I close. There will be, of course, some banks unable to reopen without being reorganized. The new law allows the government to assist in making these reorganizations quickly and effectively and even allows the government to subscribe to at least a part of any new capital that may be required.

I hope you can see my friends from this essential **recital** [*telling*] of what your government is doing that there is nothing complex, nothing radical, in the process.

We had a bad banking situation. Some of our bankers had shown themselves either incompetent or dishonest in their handling of the people's funds. They had used the money entrusted to them in speculations and unwise loans. This was, of course, not true in the vast majority of our banks, but it was true in enough of them to shock the people of the United States for a time into a sense of insecurity and to put them into a frame of mind where they did not differentiate but seemed to assume that the acts of a comparative few had tainted them all. So it became the government's job to straighten out this situation and to do it as quickly as possible. And that job is being performed.

I do not promise you that every bank will be reopened or that individual losses will not be suffered, but there will be no losses that possibly could be avoided; and there would have been more and greater losses had we continued to drift. I can even promise you **salvation** [*saving*] for some, at least, of the sorely pressed banks. We shall be engaged not merely in reopening sound banks but in the creation of more sound banks through reorganization.

It has been wonderful to me to catch the note of confidence from all over the country. I can never be sufficiently grateful to the people for the loyal support that they have given me in their acceptance of the judgment that has dictated our course, even though all our processes may not have seemed clear to them.

After all, there is an element in the readjustment of our financial system more important than currency, more important than gold, and that is the confidence of the people themselves. Confidence and courage are the essentials of success in carrying out our plan. You people must have faith; you must not be stampeded by rumors or guesses. Let us unite in banishing fear. We have provided the machinery to restore our financial system; and it is up to you to support and make it work.

It is your problem, my friends, no less than it is mine. Together we cannot fail.

*Roosevelt, Franklin D., March 12, 1933. Courtesy of Miller Center, University of Virginia, MillerCenter.org.*

## Lesson 8: The Great Depression



*A soup kitchen during the Great Depression, 1936 (Wikimedia)*

**How did the Great Depression affect the quality of life for Americans across the country?**

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## Homework

### The Great Depression and the Dust Bowl

Read *"The Great Depression"* and the *"Dust Bowl"* on the History Channel website.

### **"Brother, Can You Spare a Dime?" Transcript**

*"Brother, Can You Spare a Dime"* was originally written by E. Y. "Yip" Harburg and composer Jay Gorney for the musical *Americana* in 1932. The song was then re-recorded by many famous singers and became known as the *"anthem of the Great Depression."* Listen to the song on YouTube.

**Group 1: The Great Depression in the Cities**  
**Document A**  
**The Great Depression: In the Cities**

*In the cities, people from all walks of society—rich or poor—lost their jobs. Poverty was everywhere, and many people had nowhere to get food or earn money. Read Judith Christ’s and Patricia Johnson’s account of New York City life during the Great Depression in the article “Remembering the Great Depression” on the Time magazine website.*

**Document B**  
**Homelessness in New York City**



*A homeless man sleeps on a New York City pier, 1935. (Wikimedia)*

## Document C Soup Kitchens

*At the height of the Great Depression, almost half of all Americans were living in poverty. These Americans had no jobs and had lost their savings in the crash. As a result, many went hungry. Charities, and eventually, government programs, established soup kitchens to help feed the poor.*



*In an attempt to clean up his public image, gangster Al Capone opened a soup kitchen to feed Chicago's needy, as shown above. (U.S. National Archives and Records Administration)*



**Group 2: The Great Depression in the Rural United States**  
**Document A**  
**Lawrence Brown: Life on the Farm**

*The Great Depression hurt farmers, who had already been struggling with a general farm depression since the 1920s. When businesses went broke in the cities, farmers struggled even more, losing markets to sell their goods. Read the account of Lawrence Brown of Carmine, Illinois in the article “Remembering the Great Depression” on the Time magazine website.*

**Document B**  
**Overproduction and the Depression**

*Watch the video “Overproduction Leads to Low Prices” on the Iowa Pathways website.*

## Document C

### John Steinbeck: *The Grapes of Wrath*

*As a result of severe dust storms, often called the Dust Bowl, the farmlands of the Great Plains were destroyed, forcing the farmers and homesteaders to relocate from the Plains. Poor, with no home and few possessions, the migrants, known as Okies, moved west, living in migrant camps called Hoovervilles, named after then-President Herbert Hoover. Below, author John Steinbeck describes the plight of the Okies in his famous novel The Grapes of Wrath.*

And then the **dispossessed** [*deprived, robbed*] were drawn west—from Kansas, Oklahoma, Texas, New Mexico; from Nevada and Arkansas, families, tribes, dusted out, tractored out. Carloads, caravans, homeless, and hungry; twenty thousand and fifty thousand and a hundred thousand and two hundred thousand. They streamed over the mountains, hungry and restless—restless as ants, scurrying to find work to do—to lift, to push, to pull, to pick, to cut—anything, any burden to bear, for food. The kids are hungry. We got no place to live. Like ants scurrying for work, for food, and most of all for land . . . .

And the dispossessed, the migrants, flowed into California, two hundred and fifty thousand, and three hundred thousand. Behind them new tractors were going on the land and the tenants were being forced off. And the new waves were on the way, new waves of the dispossessed and the homeless, hardened, intent, and dangerous . . . .

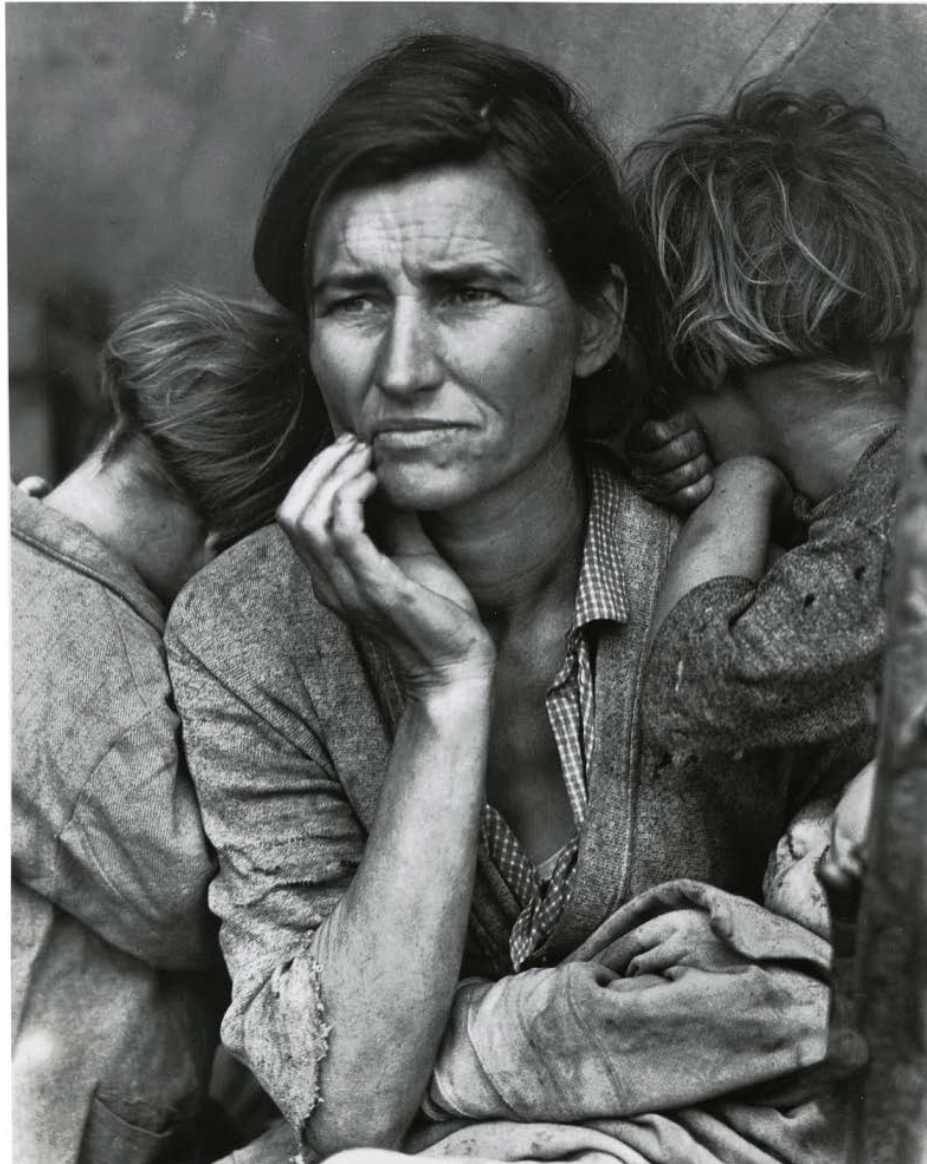
He drove his old car into a town. He **scoured** [*searched*] the farms for work. Where can we sleep tonight? Well, there's Hooverville on the edge of the river. There, a whole raft of Okies there. He drove his old car to Hooverville. He never asked again, for there was a Hooverville on the edge of every town.

The rag town lay close to water; and the houses were tents, and the weed-thatched enclosures, paper houses, a great junk pile. The man drove his family in and became a citizen of Hooverville—always they were called Hooverville. The man put up his own tent as near to water as he could get; or if he had no tent, he went to the city dump and brought back cartons and built a house of **corrugated** [*layered*] paper. And when the rains came the house melted and washed away.

*Steinbeck, John. The Grapes of Wrath 1939, pgs. 233–234*

**Document D**  
**Dorothea Lange: *Migrant Mother***

*Lange was working for the Farm Security Administration as part of a team of photographers documenting the impact of federal programs in improving rural conditions. Lange described the photograph below years later in 1960: "She said that they had been living on frozen vegetables from the surrounding fields, and birds that the children killed. She had just sold the tires from her car to buy food. There she sat in that lean-to tent with her children huddled around her, and seemed to know that my pictures might help her, and so she helped me."*



*This photograph was taken in March 1936 at a camp for seasonal agricultural workers 175 miles north of Los Angeles by Dorothea Lange. (Library of Congress)*

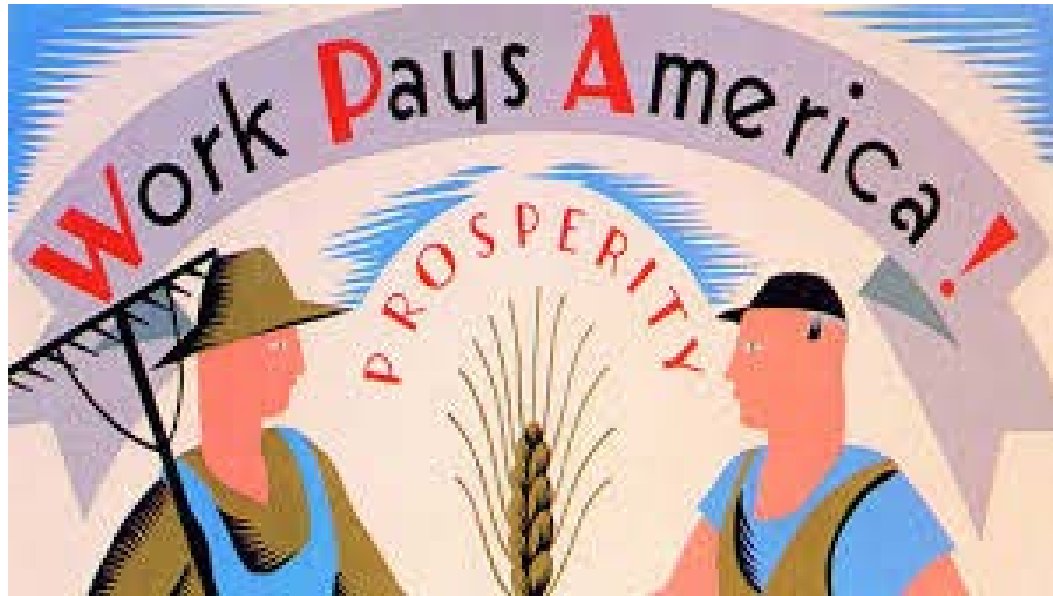
**Document E**  
**The Dust Bowl**

*The Dust Bowl destroyed farms across rural areas in the American prairies, worsening the already devastating poverty of the Great Depression.*



*Above, a tractor in South Dakota is buried in dust, illustrating the devastating impact of the Dust Bowl. (National Agricultural Library, Agricultural Research Service, U.S. Department of Agriculture)*

## Lessons 9–11: The New Deal



*A poster for the WPA, a program for workers established by the New Deal (Wikimedia)*

**To what extent was the New Deal a success?**

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## Homework

### The New Deal

*The following text was adapted from the essay “The New Deal” by historian Thomas Kessner, published by the Gilder Lehrman Institute of American History.*

Franklin Delano Roosevelt was president from 1933 to 1945, the longest term of leadership in this nation’s history. His presidency has provoked many debates about the man and his policies. For some, he is the brilliant politician who wrestled bravely with the forces of economic crisis to save capitalism in its time of grave danger. Others accuse him of dramatically expanding the role of the government, destroying the freedom of the American economy without fixing or ending the Great Depression.

In 1932, in the depths of the Depression, the Democratic Party nominated Roosevelt to run for the presidency. Promising a “new deal” for the troubled nation, he easily defeated a vulnerable Herbert Hoover to become the 32nd president of the United States.

In his first 100 days, Roosevelt declared that he intended to use powers similar to those granted by the Constitution to fight a war to battle the Depression. Roosevelt persuaded Congress to pass legislation assigning him unprecedented responsibilities for economic planning and assistance and relief to the unemployed.

Over the next eight years, the New Deal built the beginnings of a federal **welfare** [*financial support*] system, providing relief, unemployment insurance, and old-age **pensions** [*income for those in retirement*]. Through the National Recovery Administration, Agricultural Adjustment Act, Securities and Exchange Commission, Federal Deposit Insurance Corporation, Federal Housing Administration, and National Labor Relations Act—or the NRA, AAA, SEC, FDIC, FHA, NLRA—and other agencies established by Roosevelt nicknamed “alphabet agencies,” the federal government regulated agriculture, industrial policy, labor, and banking and investment. This expanded federal authority over the daily lives of citizens. It had people pay different taxes based on their incomes, prioritized developing metropolitan America, and undertook many federal projects to provide jobs and boost the economy. This program alone created many school buildings, post offices, airports, federal housing projects, and dams.

One example of the large scale of these projects was the Tennessee Valley Authority (TVA), an agency in seven Southeastern states that tried to modernize the poor region through conservation and economic development. The Authority preserved endangered forests, built dams to protect against floods, and brought electricity and running water to thousands of rural households that never had them before. The TVA made electric power available at a reasonable cost, and their experts taught farmers better farming techniques. Another New Deal agency, the Civilian Conservation Corps (CCC), placed millions of unemployed urban teenagers in rural camps to work on nature conservation projects and other improvements.

Roosevelt was very practical and experimented with different solutions. Roosevelt’s equally shifting approach to work relief led to some plans and programs that critics called wasteful. More significantly, before the end of Roosevelt’s first term, the Supreme Court struck down critical parts of his AAA and NRA agencies as unconstitutional extensions of federal power.

The economic crisis, Supreme Court decisions, and political opposition forced Roosevelt to change course before the end of his first term. In addition to establishing a safety net for the elderly and unemployed, the new initiatives targeted monopolies, publicized big-business abuses, and strengthened labor unions. Later, he signed legislation for a minimum wage and the 40-hour work week.

However, the New Deal did little to address systemic racial discrimination. Fearful of offending the white South, Roosevelt declined to back legislation that would make lynching a federal crime; many of the New Deal programs tolerated Jim Crow practices. Women played a more visible role in the New Deal than in previous administrations, but women's rights remained an afterthought in the Depression era.

Yet despite all the New Deal programs, Roosevelt could not completely solve the complex Depression crisis. Only World War II, with its demand for production, labor, and spending, restored the economy. What the New Deal did accomplish was to redefine the federal government's role in protecting and aiding the public, to expand federal authority, and to place the presidency at the center of American government.

*Kessner, Thomas, The New Deal. (The Gilder Lehrman Institute of American History)*

## **Document A** **Social Security**

*President Franklin D. Roosevelt gave this speech on August 14, 1935, when he signed the Social Security Act. Roosevelt's Social Security program continues to aid Americans to this day.*

Today a long-held hope is largely fulfilled. The civilization of the past 100 years, with its startling industrial changes, has made life insecure. Young people have come to wonder what would happen to them in old age. The man with a job has wondered how long the job would last.

This social security measure gives some protection to 30 million of our citizens who will receive direct benefits through unemployment compensation, through old-age **pensions** [*regular payments made to people in retirement from a fund that they or their employer has contributed to throughout their working life*], and through increased services for the protection of children and the prevention of ill health . . . .

This law, too, represents a **cornerstone** [*foundation*] in a structure intended to lessen the force of possible future depressions. It will act as a protection to future administrations against the necessity of going deeply into debt to help the needy. It is, in short, a law that will take care of human needs and at the same time provide the United States a sound economic structure.

*Republican politician Alf Landon gave the following speech in 1936 in response to the Social Security act.*

Beginning next January employers must, in addition, begin paying taxes on the payrolls out of which your wages are to come. This is the largest tax bill in history. And to call it "social security" is a fraud on the workingman . . . . Do not forget this: Such an excessive tax on payrolls is beyond question a tax on employment. In prosperous times it slows down the advance of wages and holds back re-employment. In bad times it increases unemployment.

*Roosevelt, Franklin D., August 14, 1935. Courtesy of HistoricalThinkingMatters.org.  
Landon, Alf. 1936, Courtesy of History Matters, George Mason University, HistoryMatters.GMU.edu.*

**Document B**  
**U.S. Unemployment Rates, 1929–1941**

*New Deal programs were first enacted in 1933. New Deal legislation continued to be passed through 1938. World War II began in 1939, and the United States joined World War II in 1941. The table below illustrates the percentage of the total American workforce that was unemployed between 1929 and 1941.*

<b>Year</b>	<b>Unemployment Rate</b>
1929	3.2%
1930	8.7%
1931	15.9%
1932	23.6%
1933	24.9%
1934	21.7%
1935	20.1%
1936	16.9%
1937	14.3%
1938	19.0%
1939	17.2%
1940	14.6%
1941	9.9%

*(Data retrieved from Bureau of Labor Statistics)*



## Document C

### Hot Lunches for Children

*The following text was adapted from a speech by Ellen S. Woodward, assistant administrator of the Works Progress Administration.*

One million undernourished children have benefited by the Works Progress Administration's school lunch program. In the past year and a half, 80,000,000 hot well-balanced meals have been served at the rate of 500,000 daily in 10,000 schools throughout the country.

For many children, who are required to leave home early in the morning and travel long distances after school hours to reach their homes, the WPA lunch constitutes the only hot meal of the day.

Through the daily service of warm, nourishing food, prepared by qualified, needy women workers, the WPA is making it possible for many underprivileged children of the present to grow into useful, healthy citizens of the future.

*Woodward, Ellen S. Courtesy of Stanford History Education Group.*

## Document D

### The New Deal and African Americans

*The following excerpt is from the statement of Charles H. Houston, representing the NAACP, to the House Ways and Means Committee on the Economic Security Bill, February 1, 1935.*

Now, for the benefit of Negroes, I want to **inquire** [ask] who would be benefited or excluded by that provision? First, and very serious, Negro sharecroppers and cash tenants would be excluded. I take it that I do not need to argue to this committee the fact that of the Negro population and of the population of the country generally, your Negro sharecropper and your Negro tenant are just about at the bottom of the economic scale. Many are not employed . . . . Therefore, this population is excluded from the entire benefits of the old-age benefits given by Social Security, and that represents approximately, according to the 1930 census, 490,000 Negroes.

Next: Domestic servants are excluded from the act because the system of employing domestic servants is so loose. In addition to that, from the standpoint of present persons unemployed, this old-age **annuity** [fixed amount of money paid to someone each year] does not provide for these . . . . I do not need to argue to the committee that Negroes have suffered from unemployment more than any other class of the community.

*Houston, Charles H. February 1, 1935. Courtesy of Stanford History Education Group.*

## Lesson 12: The Legacy of the New Deal



*Members of the Civilian Conservation Corps (CCC) laying bricks (Wikimedia)*

**How did the New Deal affect American society over time?**

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**Homework****The Legacy of the New Deal**

*Read the articles “The New Deal’s Legacy” on the America’s Great Depression and Roosevelt’s New Deal page of the Digital Public Library of America website and “Conclusion: The Legacy of the New Deal” on the Lumen Learning website.*

## Station 1: Banking and the New Deal

### Banking and the New Deal

Read section 3, “Federal Deposit Insurance Corporation (FDIC)” in the article “7 Alphabet Soup Agencies That Stuck Around” on the Encyclopedia Britannica website, as well as the section entitled “Banking” in “An Enduring New Deal” on Time magazine’s The Legacy of F.D.R. website.



*Bank run at American Union Bank, New York, 1930 (Wikimedia)*

## Station 2: Housing and the New Deal

### Housing and the New Deal

Read section 5, “Federal Housing Administration (FHA),” in the article “7 Alphabet Soup Agencies That Stuck Around” on the Encyclopedia Britannica website, as well as the section entitled “Housing” in the article “An Enduring New Deal” on Time magazine’s The Legacy of F.D.R. website.



*A Hooverville homeless community in Portland, Oregon, 1936 (Library of Congress)*

### Station 3: Infrastructure and the New Deal Infrastructure and the New Deal

Read the section “Infrastructure” in the article “An Enduring New Deal” on Time magazine’s The Legacy of F.D.R. website.



*The Lincoln Tunnel in New York City connects lower Manhattan to New Jersey. The tunnel, built thanks to the Public Works Authority from 1934 to 1937, remains an essential commuter tunnel in New York today. (Wikimedia)*

**Station 4: Social Security and the New Deal**  
**Social Security and the New Deal**

Read section 7, "Social Security Board (SSB)," in the article "7 Alphabet Soup Agencies That Stuck Around" on the Encyclopedia Britannica website, as well as the section entitled "Social Security" in "An Enduring New Deal" on Time magazine's The Legacy of F.D.R. website.

**A monthly check to you -**

**FOR THE REST OF YOUR LIFE  
•• BEGINNING  
WHEN YOU ARE  
65**

**GET YOUR  
SOCIAL SECURITY  
ACCOUNT NUMBER  
promptly**

**APPLICATIONS ARE BEING  
DISTRIBUTED AT ALL WORK PLACES**

**WHO IS ELIGIBLE •• EVERYBODY WORKING FOR SALARY OR WAGES  
(WITH ONLY A FEW EXCEPTIONS, SUCH AS AGRICULTURE, DOMESTIC SERVICE, AND  
GOVERNMENT WORK). APPLICATIONS FOR SOCIAL SECURITY ACCOUNTS ARE AVAIL-  
ABLE THROUGH EMPLOYERS. IF YOU DO NOT GET ONE FROM YOUR EMPLOYER, ASK  
FOR ONE AT THE POST OFFICE.**

**HOW TO RETURN APPLICATION**

1. HAND IT BACK TO YOUR EMPLOYER, *or*
2. HAND IT TO ANY LABOR ORGANIZA-  
TION OF WHICH YOU ARE A MEMBER, *or*
3. HAND IT TO YOUR LETTER CARRIER, *or*
4. DELIVER IT TO LOCAL POST OFFICE, *or*
5. MAIL IT IN A SEALED ENVELOPE  
ADDRESSED: POSTMASTER, LOCAL  
**DO IT NOW. NO POSTAGE NEEDED.**

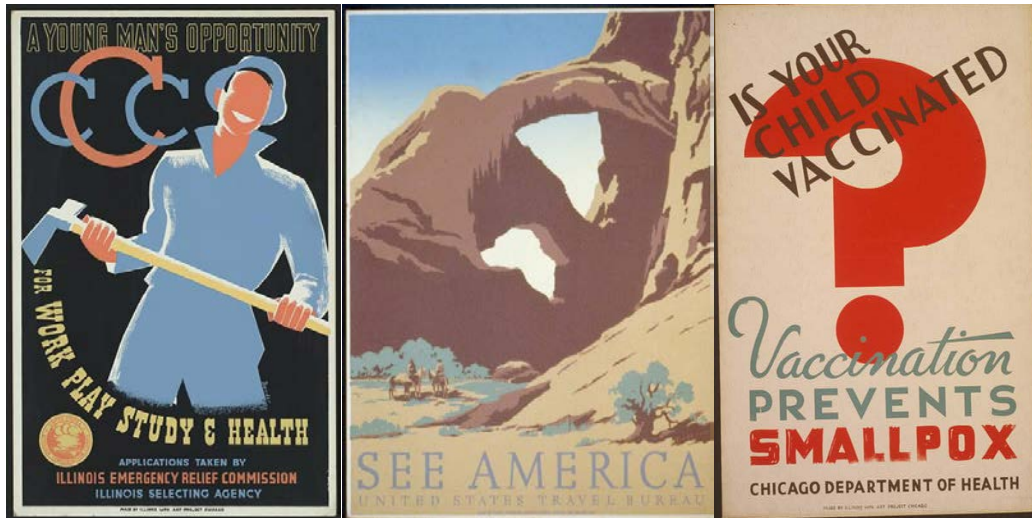
**INFORMATION MAY BE OBTAINED  
AT ANY POST OFFICE**

*- Social Security Board*

(HistoricalThinkingMatters.org)

## Station 5: The Arts and the New Deal The Arts and the New Deal

Read the section entitled “The Arts” in “An Enduring New Deal” on Time magazine’s The Legacy of F.D.R. website.



A recruitment poster for the Civilian Conservation Corps (left); the U.S. Travel Bureau was established during the New Deal to promote travel and tourism within the United States, as well as to promote the protection and conservation of the national parks (center). This poster (right) was part of a public health campaign encouraging vaccination against smallpox. (Library of Congress)



This New Deal mural by Alfredo de Giorgio Crimi, like many murals, was displayed in a government building and depicted a scene of Americans hard at work. This mural is in the Ariel Rios Federal Building in Washington, D.C. (Library of Congress)



**Station 6: The Social Safety Net and the New Deal**  
**The Social Safety Net and the New Deal**

*Read the sections entitled “Unemployment” and “Welfare” in “An Enduring New Deal” on Time magazine’s The Legacy of F.D.R. website.*



*WPA workers, in 1938, constructing a paved pathway in Inwood Hill Park (The Works Progress Administration)*