



CALIFORNIA'S
LIVING
NEW DEAL
PROJECT

THE NEW DEAL IN CALIFORNIA

Teachers' Resource Materials for High School

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OVERVIEW

The California Historical Society is pleased to present this resource for high school educators teaching New Deal history. These materials present three themes and accompanying activities, which focus on the New Deal in California.

Perhaps one of the greatest challenges for young historians of the Great Depression is grasping the severity of the economic problems of the time and the extent of human suffering. Losses were immense and not just of fortunes and wealth, but of human dignity, hope for the future, and the sense of a stable society. While the Great Depression meant poverty, unemployment, homelessness and frustration for many, this was not the universal experience. Indeed, for some Americans it was a period of great creativity, political change, and social innovation – a time when government created institutions and legislation to improve the lives of many people.

President Franklin Delano Roosevelt's government responded to the Great Depression with the policies and programs of the New Deal. The legacy of this era remains in the built environment (not only buildings, but infrastructure projects such as flood protection and park development), and in the emergence of some basic social services.

The three themes, activities and varied resources in these materials examine important topics for 11th grade students and relate directly to the California State Board of Education Content Standards for History and Social Science. Themes include:

1. The New Deal is All Around You – What They Built
2. The New Deal Legacy – The New Role of Government
3. The Civilian Conservation Corps – Youth at Work

These materials provide a range of relevant and structured activities that will deepen understanding of the nation's and California's New Deal history and ask students to practice historical research methods, including the evaluation of primary sources and online resources.

RELEVANT CALIFORNIA EDUCATION CONTENT STANDARDS

11.6.2 Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.

11.6.3 Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.

11.6.4 Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).

11.6.5 Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

RELEVANT RESOURCES

1. California's Living New Deal Project

A major online resource, this is a collaborative effort to identify, map, interpret and commemorate the 75th anniversary in 2008 of the vast public works legacy of FDR's New Deal. The Project provides a searchable online database and digital map of California's New Deal sites, including buildings, sites and artworks. Through the efforts of teachers, students, librarians, historians, elders and others the cumulative impact of the Civilian Conservation Corps (CCC), Public Works Administration (PWA) and the Works Progress Administration (WPA) is being revealed.

<http://livingnewdeal.berkeley.edu/>

2. California Historical Society

A section of the website provides an overview of the Great Depression in California within four main themes: Hard Times, Politics of Depression, Panaceas and Building California. Within these themes, photographs and examples of contemporary printed ephemera supplement a comprehensive text describing specific facts and details that were significant to California.

<http://www.californiahistoricalsociety.org/timeline/chapter9/index.html>

3. Civilian Conservation Corps in California State Parks

The Civilian Conservation Corps (CCC) was perhaps one of the most popular programs created by President Franklin D. Roosevelt to provide relief and recovery from the Great Depression. Between 1933 and 1942, two million young men worked on a massive building program throughout the country. Parks, forests, roads, trails, campsites and social halls, as well as valuable infrastructure for fire fighting and flood prevention were carried out by a workforce that knew they were part of an important vehicle for boosting the nation's morale. By 1935 California hosted more than 30,000 CCC enrollees, including about 7,400 working in state and national parks.

http://www.parks.ca.gov/?page_id=24877

4. New Deal Murals and the Birth of Public Art in California

Over 200 artists produced government-sponsored murals in California from 1936–1942, leaving a unique legacy of public art that embodies many of the values and ideals of the New Deal. Muralists in Mexico, paid by the government to produce public artworks had set a precedent and the programs in America aimed to not only provide work for artists, often straight from art school but also educate the public about art and improve the visual environment for all.

<http://infodome.sdsu.edu/projects/wpa/index.html>

5. Hobos to Street People: Artists' Response to Homelessness from the New Deal to the Present

A traveling exhibition (with online resources) that compares artistic interpretations of homelessness from Dust Bowl migrants of the 1930s to the stigmatized street people of today, with a particular emphasis on California. The exhibition documents local histories and struggles to address the issue of homelessness. Artworks range from prints to photographs and reflect the atmosphere surrounding homelessness as it has changed throughout the past 75 years.

<http://www.wrAPHOME.org/index.php/about-the-show>

6. We Are California

An online resource concentrating upon varied stories of immigration and change within broad time periods. 'The Great Internal Migrations' deals with the period from World War I to the 1940s and includes some New Deal material and information. The theme focuses on Filmmakers, Dust Bowl Migrants, Mexicans and Mexican-Americans, African Americans, and Filipinos.

<http://www.weareca.org/index.php/en/era/WWI-1940s/overview.html>

7. New Deal Network

A research and teaching resource devoted to the public works and arts projects of the New Deal. Includes lesson plans and other resources for teaching New Deal history.

<http://newdeal.feri.org/>

8. Library of Congress

Comprehensive collections of New Deal program materials, primary source materials, and educational resources.

<http://www.loc.gov/rr/program/bib/newdeal/>

9. Franklin D. Roosevelt Presidential Library

Resources for teachers, students and parents.

<http://www.fdrlibrary.marist.edu/education/index.html>

10. National Archives

Includes New Deal background, lesson plans and primary source documents.

<http://www.archives.gov/education/lessons/depression-wwii.html>

11. Historical Thinking Matters

Unit on Social Security

<http://historicalthinkingmatters.org/socialsecurity/>

12. National History Education Clearing House

A unit on African American service in the Civilian Conservation Corps

<http://teachinghistory.org/teaching-materials/lesson-plan-reviews/21874>

13. National History Education Clearing House

A unit on childrens' letters to Eleanor Roosevelt

<http://teachinghistory.org/teaching-materials/lesson-plan-reviews/19089>

Acknowledgments

These materials were developed by Fran Osborne, as part of an internship at the California Historical Society. Ms. Osborne is completing her Masters Degree in Museum Studies at San Francisco State University. Initial research and lesson concepts for these materials were undertaken by CHS intern Derek Anderson, who is now pursuing a teaching credential in Maine.

The following people generously donated their time and expertise to review these education materials: Gray Brechin, Nora Eriksen, Donna Leary, Adrienne McGraw, Stan Pesick, Harvey Smith, Karen Woodson and Tim Zolezzi.

We hope these materials are helpful as you explore this history of the New Deal. Please feel free to provide feedback or share your student projects at leriksen@calhist.org.

THE NEW DEAL IS ALL AROUND YOU

What they built

THEME 1

Overview

Through this unit, students will discover the New Deal-built environment and understand the role of government in providing support for public construction and art during the Great Depression. In the first activity, students, either individually or in groups, will study one New Deal project in detail utilizing the work of the *California's Living New Deal Project*. A second activity allows students to work in groups researching a local New Deal site and its economic effect, and to share their research with the class. The follow-up activities encourage students to synthesize their learning in writing exercises.

Students will provide answers for the following focus questions during this series of activities. Teachers might consider posting the questions in the classroom and referring to them periodically throughout the lessons.

FOCUS QUESTIONS FOR STUDENTS

- What physical evidence of the New Deal can we see today?
- Why were these structures, infrastructures, and/or artwork built or created?
- Are they in use today? Has the use changed over time?
- How did New Deal projects alleviate problems or ease human suffering?
- Who may have been excluded and why?

Before you teach

1. Make sure students have an understanding of the causes of the Great Depression and the development of New Deal programs and agencies, like the CCC and the WPA.
2. If possible, for Activity 2 and the Follow-up Activities, work with your school or local history librarian to arrange any available primary source material (e.g. your own High School yearbooks may have useful information).

Background information

Unemployment soared to 25% during the Great Depression's peak in 1932 and many of those who had employment saw their income drop to below a living wage. These stark economic conditions forced many Americans to go hungry or depend on charities for food, clothing, and other necessities. The New Deal programs were a response by President Franklin D. Roosevelt's government from 1933 to the early 1940s to create jobs, and ease the severe economic and social problems caused by the Great Depression.

California's public landscape of the New Deal — schools, hospitals, parks, roads, sewers, airports, amphitheaters, bridges, golf courses, aqueducts, power stations, city halls, art works, and more — were constructed by a half dozen federal agencies created by the Roosevelt administration. Many of these New Deal-built structures, public works, and art are still in use by the public today.

The largest of the New Deal public works agencies was the Works Progress Administration (WPA), which employed over 8 million nationally from 1935-43 and was renamed the Works Project Administration in 1939. The workers of the WPA built vast projects such as the San Francisco-Oakland Bay Bridge, the San Francisco and Oakland Airports in addition to improving many public buildings like the Hollywood Bowl and many parks throughout California.

THEME 1 Activity 1

THE NEW DEAL IN CALIFORNIA

In this activity students may work individually or in groups to research a New Deal project using the *California's Living New Deal Project* map from the website to familiarize themselves with the built environment of the New Deal. <http://livingnewdeal.berkeley.edu/map/>

1. Have students look at a number of different New Deal projects on the map. Note the different types of projects (Art, Parks & Recreation, Roads, Highways & Bridges, etc.).
2. Have students pick one project from the list on page 9 and explore the history of the project on the *California's Living New Deal Project* website, go to any linked websites and then complete the California New Deal Project Worksheet on page 12.

What to look for and what you will see when using the website:

- The map uses different colors to distinguish between types of projects. To find out more information about a specific New Deal project, click on the marker on the map and then click on the site name. This will take you to a detailed page about the New Deal project selected.
- To see all projects of a specific category such as education, click on the category under the 'key' section on the right hand side of the map.
- Each project has its own web page, with location information and known facts about the project's history, such as the agency responsible for building it. Many projects have archive photographs (usually in black and white) and color photographs from today.
- Many project pages have links to other useful sources of information or similar projects that may be useful comparisons.

CALIFORNIA NEW DEAL PROJECTS LIST

THEME 1
Activity 1

Lava Beds National Monument

<http://livingnewdeal.berkeley.edu/map/view.php?l=499>

Roosevelt Pool, Susanville

<http://livingnewdeal.berkeley.edu/map/view.php?l=417>

Fort Bragg High School

<http://livingnewdeal.berkeley.edu/map/view.php?&l=370#417>

Sonoma County Hospital

<http://livingnewdeal.berkeley.edu/map/view.php?&l=556#650>

The San Francisco Zoo

<http://livingnewdeal.berkeley.edu/map/view.php?l=7>

Hetch Hetchy pipelines

<http://livingnewdeal.berkeley.edu/map/view.php?l=129>

San Francisco Aquatic Park and Maritime Museum

<http://livingnewdeal.berkeley.edu/map/view.php?&l=15#384>

Berkeley High School

<http://livingnewdeal.berkeley.edu/map/view.php?&l=167#336>

Sausal Creek Culvert, Oakland

<http://livingnewdeal.berkeley.edu/map/view.php?&l=521#605>

Forest Theatre, Carmel-by-the-Sea

<http://livingnewdeal.berkeley.edu/map/view.php?l=466>

California State University, Channel Islands

<http://livingnewdeal.berkeley.edu/map/view.php?l=243>

Visalia Public Library

<http://livingnewdeal.berkeley.edu/map/view.php?&l=208>

Fresno County Hall of Records

<http://livingnewdeal.berkeley.edu/map/view.php?l=415>

Woodbridge Canal

<http://livingnewdeal.berkeley.edu/map/view.php?&l=548#638>

White Point Sewer System, San Pedro

<http://livingnewdeal.berkeley.edu/map/view.php?&l=660#830>

Glendale Community College

<http://livingnewdeal.berkeley.edu/map/view.php?&l=426#180>

Chaffey High School and Junior College, Ontario
<http://livingnewdeal.berkeley.edu/map/view.php?l=728&user=admin>

Santa Monica High School
<http://livingnewdeal.berkeley.edu/map/view.php?l=150&user=admin>

Hollywood High School, Los Angeles
<http://livingnewdeal.berkeley.edu/map/view.php?l=241&user=admin>

Thomas Jefferson Middle School, Los Angeles
<http://livingnewdeal.berkeley.edu/map/view.php?l=662&user=admin>

Dorsey High School, Los Angeles
<http://livingnewdeal.berkeley.edu/map/view.php?l=412&user=admin>

Aliso Street Bridge, Los Angeles
<http://livingnewdeal.berkeley.edu/map/view.php?l=482&user=admin>

Los Angeles International Airport
<http://livingnewdeal.berkeley.edu/map/view.php?l=701&user=admin>

Griffith Park, Los Angeles
<http://livingnewdeal.berkeley.edu/map/view.php?l=374&user=admin>

El Monte Public Library
<http://livingnewdeal.berkeley.edu/map/view.php?l=462#193>

Coronado Public High School
<http://livingnewdeal.berkeley.edu/map/view.php?l=263>

La Jolla Post Office
<http://livingnewdeal.berkeley.edu/map/view.php?l=250>

San Diego Fire Station No. 4
<http://livingnewdeal.berkeley.edu/map/view.php?l=595>

Presidio Park
<http://livingnewdeal.berkeley.edu/map/view.php?l=264>

San Diego County Administration Center
<http://livingnewdeal.berkeley.edu/map/view.php?l=154>

THE NEW DEAL IN YOUR COMMUNITY

THEME 1 Activity 2

After the introductory activity, students are challenged to work together to investigate a specific New Deal Project and present their findings to the class.

1. Organize students into working groups of 3-5. Have each group identify a local New Deal project to study using the *California Living New Deal Project* map from the website – <http://livingnewdeal.berkeley.edu/map/>. Good examples include local schools, post offices, roads or bridges.

2. Ask students to investigate the history of the project in detail. Use books, websites and primary source documents if available. If using primary sources have students use the Primary Source Assessment Worksheet on page 14 to examine their sources. Have students research and include details of the New Deal agency that created the project.

3. Students should prepare a five to ten minute presentation for the class. Ask them to describe and communicate the main historical points about the project, using the New Deal Project Presentation Worksheet. The audience will want to know what the project is, what it was designed to do, who or which agency built it, and when it was commissioned and completed. If possible, students can also investigate why the project was started and use primary sources to set it in a local and national context. Ask students to assess the primary sources they use and comment upon.

If available, details of primary source material may be included and a variety of visual aids such as PowerPoint presentations, handouts with diagrams, maps, photographs, plans and drawings may be used.

CALIFORNIA NEW DEAL PROJECT WORKSHEET

– EVIDENCE OF A NEW DEAL PROJECT

Student name(s): _____

Chosen New Deal project: _____

Where is this New Deal project located? _____

When was it constructed? _____

Which New Deal agency constructed it? _____

What was this New Deal agency created to accomplish? _____

Describe the project _____

What is its use today? _____

Has the use changed over time? How and why? _____

Do you think this project helped create jobs and/or solve any problems of the Great Depression?
Explain why or why not? _____

NEW DEAL PROJECT PRESENTATION WORKSHEET

THEME 1
Activity 2

Use this worksheet to help you think about the presentation and ways of organizing and presenting information clearly. Focus on bringing the history to life for the audience.

Title of presentation _____

Chosen New Deal project _____

Team member _____ Task _____

Main points to highlight e.g. who, what, where, when, why, how? (reference any primary sources):

1. _____

2. _____

3. _____

What statistics are important? (dates, sizes etc) _____

What is the status of the project today? _____

Which New Deal Agency created the project? _____

What other information would be useful for the class to know? _____

Did the project create any jobs? What kind of jobs and how many? _____

Has the use changed over time? Why? _____

THEME 1

Activity 2/
Follow-ups

PRIMARY SOURCE ASSESSMENT WORKSHEET

When analyzing the content of any primary source, it is important to evaluate the quality of the information presented in the source. Use this worksheet to help you think about the nature of the information and the possible biases and motivations of the author/creator.

Type of source (Check one)

- | | | |
|--|--|--|
| <input type="checkbox"/> Diary/Journal | <input type="checkbox"/> Memoir | <input type="checkbox"/> Newspaper report |
| <input type="checkbox"/> Manuscript | <input type="checkbox"/> Government record | <input type="checkbox"/> Organization record |
| <input type="checkbox"/> Speech | <input type="checkbox"/> Photograph | <input type="checkbox"/> Audio recording |
| <input type="checkbox"/> Interview | <input type="checkbox"/> Research report | <input type="checkbox"/> Artifact |
| <input type="checkbox"/> Video recording | <input type="checkbox"/> Letter/Memo | <input type="checkbox"/> Drawing/Plan |
| <input type="checkbox"/> Other _____ | | |

Date of source _____ Author (or creator) of the document _____

Position (Title) or situation of creator _____

Unique qualities of the item _____

Why do you think this document was created? What evidence in the source helps you know why it was created? Quote from the document. _____

List two things the source tells you about life at that time.

1. _____
2. _____

Based on your own knowledge of history and on other sources you've examined, does this source present a valid representation of the subject without bias? Explain your answer.

List three things you learned from the source that you think are important.

1. _____
2. _____
3. _____

Adapted from US National Archives and Records Administration worksheet at <http://www.archives.gov/education/lessons/worksheets/> and a Source Analysis Template produced by the UC Berkeley History-Social Science Project.

NOW AND THEN – a comparison

THEME 1
Follow-up
Activity

1. Ask students to write a one to two-page description of the project they chose for the group assignment. If relevant, include a comparison between the original purpose and the project's current use or state of repair. For example, has the project needed restoration or conservation? If the project is a building, does it have a new purpose?
2. If they have enough information, students can discuss how successful (or even controversial) the project was and whether they can find any reliable information about how many and what kinds of jobs were created.

REPORTING THE NEW DEAL

THEME 1
Writing
Activity

Ask students to choose from the following writing activities.

1. You are a young news reporter with a chance to cover an important local story – a New Deal project. Write a 500-word article about your chosen project as a journalist reporting on the opening or results of the project.
2. You are a young politician with sufficient government funds to implement your own social project to improve a local problem. Write a 500-word article about an initiative that you would start to improve the local environment or neighborhood or the building of a project you think would provide employment. Include images such as drawings, plans and diagrams to illustrate your project and work through any issues that may be faced. Include at least 3 major advantages and disadvantages for your project. Consider and discuss who would support or disapprove of the project and why.

If you identify a New Deal Project not listed on the *California Living New Deal Project* map you can submit details and photographs to be included on the website. <http://livingnewdeal.berkeley.edu/involved.html>.

A NEW DEAL LEGACY

the New Role of Government

Overview

In this unit students will consider the expanded role of government through New Deal policies and programs. In Activity 1, students will study opinion pieces from differing perspectives in several news sources, and in Activity 2 they will consider the notion of the Four Freedoms and explore this idea through analysis and writing. In Activity 3 students will compare two social or public art pieces that use the concept of the Four Freedoms.

Students will provide answers for the following focus questions during this series of lessons. Teachers might consider posting the questions in the classroom and referring to them periodically throughout the lessons.

FOCUS QUESTIONS FOR STUDENTS:

- Were the New Deal agencies effective?
- How did the New Deal change the relationship between the American people and the government?
- Can students find evidence of the survival of the New Deal philosophy?
- How far should the government go to help people in need?

Before you teach

1. Make sure that students have a clear understanding of Great Depression history, including the shock of economic collapse, the rise in unemployment and the migration of people across the United States to California.
2. Help students understand the speed and variety of Franklin D. Roosevelt's 'first 100 days' of legislation during his first term in office.

Background information

New Deal legislation and programs were a response by the incoming President Franklin D. Roosevelt to the banking crisis and a huge effort by the federal government to ease the severe social problems caused by the Great Depression. The intention was to provide immediate economic relief, leading to recovery and reform. Although some legislation was later overturned, the New Deal created the basis for many of the social programs that remain today.

Most of FDR's initiatives were controversial and yet during the 'first 100 days' of his first term of office in 1933, he was able to create many important initiatives. The Emergency Banking Act of 1933 was designed to stabilize the banks and led to the formation of the Federal Deposit Insurance Commission (FDIC), which still guarantees the safety of deposits of member banks and is administered by the federal government. Another agency, the Federal Emergency Relief Administration (FERA) provided states with federal money to help the jobless.

The Social Security Act of 1935 went on to provide welcome relief for certain categories of unemployment and provided limited pensions for the elderly for the first time. Many desperate people however, including those who had lost their livelihoods and migrated to California in search of agricultural work were not covered by this legislation. Though beneficial, some comment that by restricting the range of workers who were eligible, the Social Security Act was limited in impact. Domestic and farm workers for instance were not covered by this legislation.

New Deal measures to help some poorer workers, like the creation of a minimum wage and maximum working hours, were introduced in 1938 with the Fair Labor Standards Act, which also ended child labor in the US.

The unpopular Agricultural Adjustment Act of 1933 established a role for the federal government in planning the agricultural sector of the economy. Though declared unconstitutional by the Supreme Court in 1936, the federal government continues to be involved in agricultural planning.

Agencies to create employment by carrying out public works were a vital element of the New Deal. The largest public works project was the Works Progress Administration (WPA), which employed over 8 million nationally from 1935-43 and was renamed the Works Project Administration in 1939. The WPA's main purpose was to provide employment until the economy recovered but was often criticized by opponents for wasting funds or being inefficient. Less well-known WPA initiatives provided dental screening and food for children, distributed clothing and taught adults to read and write.

Today, many people feel that the New Deal programs created a more just and equitable society in the US. Others argue that presidential power grew too great during the New Deal and that the federal government should not be responsible for providing jobs, housing, public art, or social programs to help people in need.

Through the activities that follow, students will consider the role of government in providing support for public construction and social services.

FOR AND AGAINST – where does New Deal truth lie?

Before the 1930s, assistance to the poor was provided largely by churches and other charitable organizations rather than by government. New Deal policies required the government to become involved in the way society took care of people in need. There are opposing viewpoints about whether this was necessary or effective. Here we provide two groups of opposing contemporary viewpoints for students to read and consider before writing their own opinion piece about the New Deal.

1. Ask students to read from either group of opposing opinion editorial pieces recently written about the New Deal:

Group A

- A supportive article by Grey Brechin, academic and project scholar for *California's Living New Deal Project* http://www.alternet.org/story/114058/fdr_didn%27t_govern_from_%27the_center%27_--_neither_should_obama/?page=entire
- A critical opinion editorial in the online Washington Post by author Amity Schlaes, www.washingtonpost.com/wp-dyn/content/article/2009/01/30/AR2009013002760.html

Group B

- A critical opinion editorial in the Wall Street Journal by academics Harold L. Cole and Lee E. Ohanian, claiming that the government prolonged rather than shortened the Great Depression <http://online.wsj.com/article/SB123353276749137485.html>
- A response to the Cole and Ohanian piece by author Andrew Leonard http://www.salon.com/technology/how_the_world_works/2009/02/02/the_new_deal_worked

-
2. Debrief with each student group the main points of each opinion piece.
 3. Ask students to write their own 'opinion editorial' or give a presentation about the impact of the New Deal using the For and Against Worksheet on page 19. They can either be supportive and positive or critical and negative but should include as many facts as necessary to support their argument. Students can support their argument with New Deal projects from the map <http://livingnewdeal.berkeley.edu/map/>.

FOR AND AGAINST WORKSHEET

THEME 2
Activity 1

Students may use this worksheet to structure their opinion editorial or presentation.

1. Lead-in opening paragraph (try a bold, amusing statement that refers to a recent news item)

2. Thesis or argument statement (using solid facts and the evidence to be used below) _____

1st point _____

Evidence _____

Evidence _____

Conclusion _____

2nd point _____

Evidence _____

Evidence _____

Conclusion _____

3rd point (may expand on the bigger picture or more complex issues) _____

Evidence _____

Evidence _____

Conclusion _____

4. Pre-emptive paragraph acknowledging any flaws in your argument _____

5. Conclusion (may often circle back to the introduction or 'Lead-in') _____

THE FOUR FREEDOMS

This activity explores the concept of the Four Freedoms by comparing a speech by Franklin D. Roosevelt with a contemporary artist concerned about the lack of progress in solving the problems of homelessness.

The Four Freedoms was introduced at the end of a famous wartime speech by Franklin D. Roosevelt (FDR) in 1941, and is a theme often used by artists and social activists.

1. Ask students to read the section of FDR's speech, which outlines the Four Freedoms. A transcript is provided and an audio of the entire speech can be found at the following link, though the Four Freedoms is towards the end:

<http://174.132.193.190/~eiden/mp3clips/politicalspeeches/fdrfourfreedoms.mp3>

The vocabulary and notes to the speech on page 21 may be useful.

2. Have students listen to the audio link of artist Art Hazelwood talking about homelessness <http://www.wraphome.org/index.php/about-the-show>

3. Debrief with students and discuss the major points of both pieces.

4. Ask students to write their own campaign speech for a contemporary audience, using the theme of the Four Freedoms. Have students structure their speech to echo the paragraphs of FDR but use a contemporary perspective and address the following questions.

- Has the federal government's concern for the welfare of the population developed or declined?
- Would FDR be listened to today?
- Would New Deal programs solve any of today's social problems such as homelessness?
- What kind of problems can the government solve if any?

4. Students can deliver their speeches to the class.

Transcript of final portion of the speech now known as the Four Freedoms,
delivered by FDR to Congress on January 6th 1941

THEME 2
Activity 2

“In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression – everywhere in the world.

The second is freedom of every person to worship God in his own way – everywhere in the world.

The third is freedom from want, which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants – everywhere in the world.

The fourth is freedom from fear, which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor – anywhere in the world.

That is no vision of a distant millennium. It is a definite basis for a kind of world attainable in our own time and generation. That kind of world is the very antithesis of the so-called “new order” of tyranny which the dictators seek to create with the crash of a bomb.

To that new order we oppose the greater conception – the moral order. A good society is able to face schemes of world domination and foreign revolutions alike without fear.

Since the beginning of our American history we have been engaged in change, in a perpetual, peaceful revolution, a revolution which goes on steadily, quietly, adjusting itself to changing conditions without the concentration camp or the quicklime in the ditch. The world order which we seek is the cooperation of free countries, working together in a friendly, civilized society.

This nation has placed its destiny in the hands and heads and hearts of its millions of free men and women, and its faith in freedom under the guidance of God. Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle to gain those rights and keep them. Our strength is our unity of purpose.

To that high concept there can be no end save victory.”

FDR speech on the state of the nation to Congress January 6th, 1941.

Notes on the language and vocabulary of FDR's Four Freedoms speech

President Roosevelt made this speech in January 1941 with the increasing shadow of war in Europe (the United States did not enter World War II until December). FDR made this speech in January of that year with the increasing shadow of war in Europe. The overall political climate was uncertain and unpredictable. The United States was officially neutral but popular opinion was against Hitler and his Nazi regime in Germany. This speech was written to address congress and inspire a vision of a future world where life for everyone is fair and equal, and centered upon freedom.

4th paragraph: 'Freedom from want'

Economic understandings: In discussing the third freedom, FDR is essentially talking about poverty and lack of food and resources. This term means the variety of economic systems used by governments around the world to manage their country's resources. It suggests that good relationships are needed with different government systems and countries to supply the economic needs that cannot be met by one country alone. For example, a 'market economy' like that of the United States may need to trade with a country such as China, which has a different political system and a more centralized way of organizing its economy.

5th paragraph: 'Freedom from fear'

The United States was not yet fighting in World War II when FDR made this speech but he wanted to emphasise how important the freedom from fear (and war) should be.

Armaments: Military equipment and weapons.

Thorough fashion: Very carefully and in a thorough way.

Physical aggression: Causing harm through physical violence (and acts of war).

6th paragraph: FDR is speaking about the kind of world he wishes to create.

Millenium: A time span of one thousand years.

Antithesis: Opposite.

"new order": FDR is referring to the term used by the Nazi party in Germany to describe the world they were aiming to impose. Their goal in waging war on other European countries was to create a new political system under a strong, central government with a single leader and harsh policies.

Tyranny: A government in which a single ruler has complete power over a country.

7th paragraph: FDR is implying that a good society has nothing to fear from opponents whose power is based on threats of violence rather than a moral approach to government.

Greater conception – the moral order: FDR is referring to the system of government and politics in western countries including the United States and Europe, where many freedoms are allowed.

Schemes of world domination: for example the campaigns of Hitler in Nazi Germany.

Foreign revolution: FDR could be referring to specific events such as the communist revolution in Russia.

8th paragraph: FDR is contrasting the ongoing evolution of American society which he says does not need to treat its people with violence, unlike countries where freedoms are not important.

Perpetual: continuing without interruption forever.

Quicklime in the ditch: a method of disguising the evidence of bodies in mass graves

9th paragraph:

Destiny: events beyond human control, often referring to a higher power or inevitable outcome.

Supremacy: dominance or going beyond normal limits.

Unity of purpose: joint goal or objective.

Final paragraph: FDR is stating his moral desire to see the four freedoms succeed and the defeat of violent or repressive governments.

High concept: in 1941 this term meant a moral idea or philosophy that was inspiring and important.

ART FOUR FREEDOM

THEME 2 Activity 3

The Four Freedoms was an idea used by the artist Anton Refregier for the focal point of the final panel in a series of 29 commissioned by the WPA in 1941 and completed in 1948 at the Rincon Annex Post Office in San Francisco. The artist was chosen via public competition for this largest art commission of the WPA and was often criticized for depicting scenes of social conflict. The mural itself was put on trial in 1953 before a congressional subcommittee who were to decide if it was communist. The trial was led in part by a young Richard Nixon but failed because many influential curators from major museums defended the mural's value. The Four Freedoms panel is flanked to the left by images from WWII and on the right by a depiction of the formation of the United Nations in San Francisco in 1948.

To see more images of the murals look at the following document:

http://www.teachingamericanhistory.us/documents_2/summer_09/Rincon_annex_mural.pdf

1. Ask students to look at the Four Freedoms panel by Anton Refregier

<http://www.flickr.com/photos/californiahistoricalsociety/sets/72157623925102133/>

2. Ask students to look at Art Hazelwood's linocut version of the Four Freedoms from 1996.

<http://www.wrathome.org/index.php/view-art/daily-realities/art-hazelwood-four-freedoms>

3. Have students write a short comparison of the way the two artists have used elements from FDR's speech to create their art. Refer back to specific sentences in the speech if appropriate.

- Does each artist list the Four Freedoms in the same order as FDR?
- If they have changed the order, how and why is this important or significant?
- Does each artist use the same title for each freedom as FDR?
- If not, how does this change affect the message overall?



*Four Freedoms, 1948 Anton Refregier (1905–1979)
Casein tempera on gesso over plaster
(Rincon Annex Post Office, San Francisco)*



*Four Freedoms, 1996, Art Hazelwood (1961-) Linocut,
(Collection of the Hearst Gallery, Saint Mary's College of California)*

PUBLIC ART AND PERSONAL AGENDA?

Commissioning public art is not always an easy task when the views of many people are involved. This is a group exercise designed to introduce students to the communication skills needed by those commissioning art for the New Deal.

1. In pairs or small groups, ask students to agree upon the content they would ask an artist to include in an artwork of the Four Freedoms today.
2. Ask students to think about the kind of artist they would commission and why? (or why not?). How would their versions today be different from the two artists featured? For instance, what media would they choose and why? Would they want street art, a satirical cartoon, or a video or would they design an online game to convey their ideas most effectively?
3. Ask the groups to think about who the audience would be and write a brief paragraph about the purpose of their artwork.

WHERE ARE THEY NOW?

- 1 Taking the 'Freedom From Want' theme, have students write a serious one-page letter or email to their Congressperson or local government representative describing the New Deal initiative they admire and asking what action is being taken by government today to alleviate similar problems.
- 2 If appropriate, send copies to Washington or local government representatives, with a letter from you describing the class's study of and response to the Four Freedoms.
- 3 Create a display of the letters or emails and any response they create.

THE CIVILIAN CONSERVATION CORPS

Youth at work

THEME 3

Overview

In the first activity of this unit, students will learn about the Civilian Conservation Corps, its workers, and the projects they built. A second activity asks students to consider the positive and negative outcomes of this New Deal program in a class debate. If students are to do both activities, the order could be reversed with the debate to be followed by the writing exercise.

Students will provide answers for the following focus questions during this series of activities. Teachers might consider posting the questions in the classroom and referring to them periodically throughout the lessons.

FOCUS QUESTIONS FOR STUDENTS:

- What was the purpose of the Civilian Conservation Corps (CCC)?
- Did the CCC help to avoid unemployment and crime for young men in America, during the Great Depression?
- Was this program a success? Or was it a flawed program? Or both?
- Would a similar initiative be successful today?

Before you teach

1. Make sure that students are familiar with the scale of unemployment and the reduced incomes for many in the 1930s, the lack of a social security safety net and the numbers involved in mobilizing the Civilian Conservation Corps. Students need to be aware of the experimental nature of some New Deal programs and the scale of the problems faced by the federal government in the early 1930s. Consulting books and primary documents may reveal a different view of the 'accepted' or 'official' history of the CCC and the way enrollees were treated.
2. Go through the approach to debating and clarify any issues for students.
3. Print out sufficient Debate Worksheets for use by the groups.

Background information

More than any other New Deal program, the Civilian Conservation Corps (CCC) was the embodiment of Franklin D. Roosevelt's personal philosophy. He sought to instill pride and responsibility in young men by providing them with jobs and a purpose. The program also aimed to reverse the depletion of natural resources with a peacetime army of able-bodied recruits. Enlistees were men between 18 and 26 years of age, and over two million served in the nine years from 1933-42. They were paid \$30 per week, with \$25 sent home to their families. Members lived in camps in regimented military lifestyle for six-month periods, and many re-enlisted.

The CCC became known as the “Tree Army,” planting an estimated three billion trees during its nine-year duration. This was essential in Dust Bowl states that suffered from a lack of windbreaks or forests to stabilize the soil. In California, the CCC was the first New Deal program to have an impact, and it dramatically transformed the state’s physical landscape, especially in fire and flood control. The CCC was especially active in state parks, working on land that the state had already set aside but lacked funding to develop.

By 1935, California hosted more than 30,000 CCC enrollees, 7,400 of whom worked in the park system. Men built bridges, roads, trails, utilities, campgrounds, restrooms, visitor centers, staff housing, and larger projects, such as museums and amphitheaters. The CCC built structures in the National Park Service which were designed in a “Park Rustic” style, using native stone and timber with few details. They emphasized fine craftsmanship without ostentation, and above all blended their work with the natural environment. The CCC also transformed the American attitude toward park planning and construction, bringing new energy, enthusiasm, and labor to state and municipal park projects across the nation. A testament to the quality of work is that 900 of the 1,500 CCC-built structures are still in use today.

The CCC had its problems and vocal critics. Labor leaders opposed such a wide-scale military influence on the organization of labor, as well as the oppressively low wages that actively fostered subsistence-level poverty. Others were concerned over destroying the natural American landscape to create an artificial one. The most lasting criticism is that the CCC transported hundreds of thousands of urban youth to the rural military camps where they learned forestry skills that had little relevance for a future vocation near their homes. This was particularly true of the hardest hit urban youth and most African Americans. However, vocational training programs were implemented sporadically, and in fact 40,000 enrollees learned to read and write in their time in the CCC.

Perhaps most troubling, the CCC, as a product of its era, had a disturbing history of segregation and exclusion. The Emergency Conservation Work Act expressly prohibited any kind of discrimination (other than women, who were excluded from military participation), but segregated CCC companies quickly emerged in practice. Overall, 300,000 African Americans (30,000 of them veterans) served in the CCC, most in segregated units. A modification of policy in late 1933 allowed a quota of 14,000 Native American young men to serve at any one time, many of them coming from horrendous poverty to help modify and maintain the land of their ancestors. By the 1940s, 80,000 Native Americans had served.

The CCC decreased in importance as the economy mobilized for war production in the late 1930s and early 1940s, at first as part of the Lend-Lease Act and for the US military after Pearl Harbor. The program officially ended in June 1942.

CONSIDERING THE CIVILIAN CONSERVATION CORPS

THEME 3 Activity 1

In this activity, after learning about the Civilian Conservation Corps (CCC), either in prior lessons or using the background summary above, students examine photographs of CCC workers and the projects they created. Students will consider what life was like for young people during the Great Depression and learn how much in California was built or improved by CCC workers.

1. Have students look at all or some of the following CCC projects on the *California's Living New Deal Project* website.

Tilden Park

<http://livingnewdeal.berkeley.edu/map/view.php?&user=admin&l=294#231>

Russian Gulch State Park

<http://livingnewdeal.berkeley.edu/map/view.php?&user=admin&l=313#351>

Mendocino Woodlands

<http://livingnewdeal.berkeley.edu/map/view.php?&user=admin&l=371#418>

Roosevelt Pool, Susanville

<http://livingnewdeal.berkeley.edu/map/view.php?&user=admin&l=417#476>

Lone Pines CCC Camp, Inyo National Forest

<http://livingnewdeal.berkeley.edu/map/view.php?&user=admin&l=472#544>

Tule Elk State Reserve

<http://livingnewdeal.berkeley.edu/map/view.php?&user=admin&l=496#581>

Lava Beds National Monument

<http://livingnewdeal.berkeley.edu/map/view.php?&user=admin&l=499#582>

Mount Diablo State Park

<http://livingnewdeal.berkeley.edu/map/view.php?&user=admin&l=519#602>

Stanislaus National Forest

<http://livingnewdeal.berkeley.edu/map/view.php?&user=admin&l=570#666>

2. Then have students look at photographs of young CCC workers on the California State Park's excellent resource on CCC history, which includes a collection of 66 images, if time allows.

CCC State Parks website

http://www.parks.ca.gov/?page_id=24877

Or have students review the handout of a selection of California State Parks CCC images.

3. Have students write an essay on the CCC to answer the following question. Remember to include evidence which proves your thesis in your essay.

Was the Civil Conservation Corps a success or flawed or both?

Consider these points in providing evidence for your essay.

1. Describe some of the types of projects the CCC enrollees worked on.
2. Describe what you see in the photographs – use detailed language.
3. What do the photographs tell us about the work of the CCC?
4. Describe the CCC workers you see in the photographs.
5. Do the photographs represent a positive or negative view of the CCC?
6. How might these photographs have been used by the federal government?
What might the political, social, and economic purpose of the photographs be?
7. Given what you have learned about CCC, comment on who and what are left out of most of these photographs.

Some possible follow up discussion questions:

- What can these images tell us that written history cannot? What can written history tell us that these photos cannot?
- Which photograph will you best remember? Why do you think you will remember it? Is it the subject of the photo or how the photographer shot it? Or both? Explain.

CIVILIAN CONSERVATION CORPS WORKERS PHOTOGRAPH HANDOUT

THEME 3
Activity 2

All images courtesy of California State Parks, 2010



Object Number: 3-720

Date: April 1936

Photographer: Dan Sheehan,
American

Medium: nitrate negative; black and
white

Description: Two crewmen working
on the redwood footbridge using
handtools to shave off chips of wood
from the top of the bridge to make it
flat. Five other men use a rope and
pully system to haul a rock up out of
the creekbed.

Park Unit: Mount Tamalpais SP



Object Number: SP14-118

Title: Hewing Slabs for Table Tops -
Sugar Pine

Date: September 1934

Medium: nitrate negative; black and
white

Description: Crewmen smoothing
piece of Sugar Pine for picnic table
top. Many stacks of boards are in the
background.

Park Unit: Cuyamaca Rancho SP

Object Number: SP2-88

Date: February 1935

Medium: nitrate negative; black and white

Description: Eight crewmen posing on a log with a shovel in the area where they are planting.

Park Unit: Humboldt Redwoods SP



Object Number: 3-682

Date: April 1936

Photographer: Dan Sheehan,
American

Medium: nitrate negative; black and white

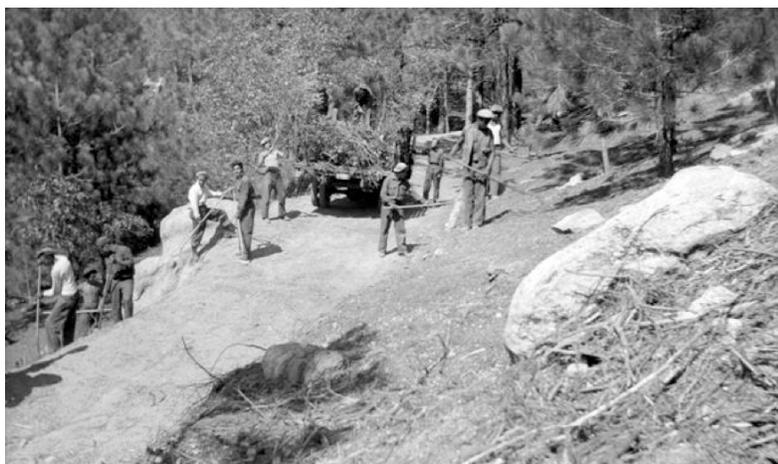
Description: Two crewmen sitting on the ground wiring dynamite.

Park Unit: Mount Tamalpais SP





Object Number: SP29-P206
Date: July 1935
Medium: positive; black and white; paper
Description: Company 1951 standing at attention for roll call in CCC Camp Purisima.
Park Unit: La Purisima Mission SHP



Object Number: SP14-99
Title: Roadside Clearing on Truck Trail No. 9
Date: August 1934
Medium: nitrate negative; black and white
Description: Several crewmen clearing sticks and debris from the side banks of a trail. A flatbed truck carries the debris.
Park Unit: Cuyamaca Rancho SP

DEBATE THE CCC IN CALIFORNIA

This activity asks students to consider and debate the positive and negative outcomes of the Civilian Conservation Corps (CCC).

1. After the students have researched a variety of CCC projects and initiatives in California, have them engage in a debate of the successes and failures of the CCC. Use the following arguments:

For	Against
The CCC was successful as an experimental approach to a crisis	The CCC failed to provide relevant skills and training
The CCC had a positive impact on the environment	Some initiatives were harmful to the environment
The CCC was an equitable program to relieve unemployment	Segregation of African Americans and the initial exclusion of Native Americans made the CCC an exclusive and unfair (racist) program

2. Divide the class into 3 groups of As and Bs, so that there are 6 groups in all –randomly assign the topics.

3. Ask the groups to review a range of documents from the links below, to be used to argue in favor of, or against the CCC. Each group should have 2 primary source items to include in their arguments but they must also do independent and group research to assemble their case and main points.

4. Ask the teams to rehearse and prepare what they are going to say. Allow sufficient preparation time for the debate. A worksheet is provided for note taking.

5. Introduce the debate with an overview of the CCC.

6. Team A delivers its statements and main points (3-5 minutes)

Team B prepares rebuttals (3-5 minutes to prepare)

Team B delivers rebuttals (3-5 minutes)

Team A and Team B deliver closing statements

Provide a few minutes to conclude the debate and thank the participants. Follow the process for each theme, with the whole class listening.

7. Conclude the lesson with a few summary remarks of how we can use documentary evidence from the past to expand our knowledge of history and present both sides of an issue.

Questions to think about

- Did the CCC relieve poverty and reduce youth unemployment and unrest?
- Were the men of the CCC simply cheap labor for the government?
- The CCC was initially called FDR's 'Soil Soldiers' and his 'Tree Army'. How accurate were these nicknames? What do they mean?
- Was the CCC an equitable program? Was it sensible to exclude women and other minorities from the CCC? Would a similar initiative work today?

Primary sources and other documents online:

Experimental program and environmental impact

<http://newdeal.feri.org/nation/na35459.htm>

Article on the Army's role in the CCC and the future role of the Corps from Take the Army Out of the CCC, Raymond Gram Swing, The Nation, October 23, 1935

http://www.parks.ca.gov/?page_id=24877

California State Parks CCC website with images and other primary source materials.

http://www.parks.ca.gov/?page_id=25043

Happy Days CCC Newspaper from April 27, 1935: Courtesy of the California State Archives; California State Parks.

<http://hazelshobbies.com/CampSeiadPhotoPage.html>

Photo of CCC workers at Camp Seiad

<http://hazelshobbies.com/CampChinaCreekSideCamp.html>

Photo of CCC workers at Camp China Creek Side Camp

<http://hazelshobbies.com/SeiadCampHis.htm>

History of Camp Seiad

<http://hazelshobbies.com/CampOrleans.htm>

History of Camp Orleans

<http://www.cagenweb.com/shasta/camps/ccchazel.html>

History of 978th Company Camp Sims F-14

<http://newdeal.feri.org/index.htm>

New Deal Network

Equitable program

<http://newdeal.feri.org/aaccc/index.htm>

African Americans in the Civilian Conservation Corps, New Deal Network

<http://newdeal.feri.org/aaccc/aaccc04.htm>

Letter to Mr. Thomas L. Griffith, Jr., President, National Association for the Advancement of Colored People from Robert Fechner Director, CCC, New Deal Network.

<http://newdeal.feri.org/aaccc/aaccc07.htm>

Note from FDR to Robert Fechner. Director, CCC, New Deal Network.

<http://newdeal.feri.org/speeches/1933e.htm>

FDR's Greetings to the Civilian Conservation Corps, New Deal Network

<http://newdeal.feri.org/ron/n86info.htm>

Image and text by Rondal Partridge, on CCC youth, New Deal Network

CCC Stories

<http://hazelshobbies.com/MemoriesofCampSeiadSiskiyouCo.html>

Oral history of Camp Seiad by Chuck Edwards of Tracy in 2003

<http://livingnewdeal.berkeley.edu/stories.html>

Short quotes from CCC enrollees on the California's Living New Deal Project website.

Additional sources and resources for exploring the CCC and youth during the Depression

<http://newdeal.feri.org/ron/index.htm>

Rondal Partridge, California Youth

<http://newdeal.feri.org/index.htm>

New Deal Network

<http://www.museumcollections.parks.ca.gov/code/eMuseum.asp?page=collections#CivilianConservationCorps>

California State Parks Online Museum Collections: CCC

CCC Bibliography

Engbeck, Joseph H., Jr. *By the People, for the People: The Work of the Civilian Conservation Corps in California State Parks, 1933-1941*. Sacramento, CA: California State Parks, 2002.

Paige, John C. *The Civilian Conservation Corps and the National Park Service, 1933-42: An Administrative History*. Washington: National Park Service, 1985.

Cole, Olen Jr. "African American Youth in the Program of the Civilian Conservation Corps in California, 1933-42: An Ambivalent Legacy."

CCC DEBATE WORKSHEET

THEME 3
Activity 2

1. The CCC was successful as an experimental approach to a crisis

For	Against	Documents

2. The CCC had a positive impact on the environment

For	Against	Documents

3. The CCC was an equitable program to relieve unemployment

For	Against	Documents

WRITING HOME

Write a series of 5 diary entries or letters home from a new Civilian Conservation Corps (CCC) enlistee. Describe the particular local projects that are being worked on and include, for instance, the number of men and resources required to complete the project. Small details can help to give readers a greater understanding of life in the CCC and many of the resources listed will aid you in your research. Remember to base your writing on solid facts.

