

## DBQ Practice... *The New Deal*

### From the Revised Period 7 Content Outline

Key Concept 7.1: Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.

- I. C. Episodes of credit and market instability in the early 20th century, in particular the Great Depression, led to calls for a stronger financial regulatory system.
- III. During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.
  - A) Franklin Roosevelt's New Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate recovery, and reform the American economy.
  - B) Radical, union, and populist movements pushed Roosevelt toward more extensive efforts to change the American economic system, while conservatives in Congress and the Supreme Court sought to limit the New Deal's scope.
  - C) Although the New Deal did not end the Depression, it left a legacy of reforms and regulatory agencies and fostered a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.

Key Concept 7.3: Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.

- A) The mass mobilization of American society helped end the Great Depression, and the country's strong industrial base played a pivotal role in winning the war by equipping and provisioning allies and millions of U.S. troops.

### Directions:

1. Consider the prompt below, and discuss in your group how you would approach it. Identify the type of prompt (Comparison, Causation, Change Over Time), and discuss how you would adapt your thesis formula. (You should be able to do this by now) ☺

**Evaluate the extent to which FDR's administration maintained continuity as well as fostered change in the role of the federal government during the Great Depression.**

2. Analyze the documents using your three step strategy. Discuss with your group how you would incorporate each document analysis into an essay *defending your thesis*.

**What is the primary skill being tested?**

**What are your parameters?**

**What is the thesis formula? How will you adapt your thesis formula in order to address your chosen prompt? (you should have this memorized by now)**

**What is your general stand on this prompt? Remember not to "ride the fence"... take a stand... make an argument... Keep this argument in mind when you analyze the documents!**



## DOCUMENT 2

Source: Meridel Lesueur, *New Masses*, January 1932.

It's one of the great mysteries of the city where women go when they are out of work and hungry. There are not many women in the bread line. There are no flop houses for women as there are for men, where a bed can be had for a quarter or less. You don't see women lying on the floor of the mission in the free flops. They obviously don't sleep . . . under newspapers in the park. There is no law I suppose against their being in these places but the fact is they rarely are.

Yet there must be as many women out of jobs in cities and suffering extreme poverty as there are men. What happens to them?

## DOCUMENT 3

Source: Letter to Senator Robert Wagner, March 7, 1934.

It seems very apparent to me that the Administration at Washington is accelerating it's [sic] pace towards socialism and communism. Nearly every public statement from Washington is against stimulation of business which would in the end create employment. Everyone is sympathetic to the cause of creating more jobs and better wages for labor; but, a program continually promoting labor troubles, higher wages, shorter hours, and less profits for business, would seem to me to be leading us fast to a condition where the Government must more and more expand it's relief activities, and will lead in the end to disaster to all classes.

Now that you've planned, interpreted, and analyzed... start writing! Start with your introduction. Remember your thesis formula and be sure to ATFP! Include your contextualization of the topic before or after your thesis, but remember your thesis must be in the first paragraph! Make sure you have outside evidence in your intro that cannot be found in the documents! (Most likely in your local context but hopefully also in your X)

What piece(s) of outside evidence will you use in your body paragraph to further the defense of your argument? Remember you must have at least one piece of outside evidence in your body paragraphs that defends your argument **THAT IS NOT FOUND IN OR INFERRED BY A DOCUMENT.** Write 2 or 3 sentences that explain this evidence and how it supports your thesis. If this evidence is consistent with one of the documents, include that analysis as well.