

Name: _____ Class Period: _____

Interpreting, Making Inferences and Drawing Conclusions... *The New Deal*

Skill 7: Appropriate Use of Relevant Historical Evidence

Historical thinking involves the ability to **describe and evaluate evidence about the past from diverse sources** (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and requires the students to pay attention to the content, authorship, purpose, format, and audience of such sources. It involves the capacity to **extract useful information, make supportable inferences, and draw appropriate conclusions** from historical evidence, while also noting the context in which the evidence was produced and used, recognizing its limitations and assessing the points of view it reflects.

Proficient students should be able to ...

- Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered.
- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

Skill 8: Interpretation

Historical thinking involves the ability to **describe, analyze, evaluate, and construct diverse interpretations of the past**, and being aware of how particular circumstances and contexts in which individual historians work and write also shape their interpretation of past events. Historical interpretation requires analyzing evidence, reasoning, determining the context, and **evaluating points of view** found in both primary and secondary sources.

Proficient students should be able to ...

- Analyze diverse historical interpretations.
- Evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time

Skill 6: Historical Argumentation

Historical thinking involves the ability to define and frame a question about the past and to address that question through the construction of an argument. A plausible and persuasive argument requires a **clear, comprehensive, and analytical thesis**, supported by **relevant historical evidence** — not simply evidence that supports a preferred or preconceived position. In addition, argumentation involves the capacity to describe, analyze, and **evaluate the arguments of others** in light of available evidence.

Proficient students should be able to ...

- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.
- Construct convincing interpretations through analysis of disparate, relevant historical evidence.
- Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

From the Period 7 Content Outline

National, state, and local reformers responded to economic upheavals, laissez-faire capitalism, and the Great Depression by transforming the U.S. into a limited welfare state.

- The liberalism of President Franklin Roosevelt's New Deal drew on earlier progressive ideas and represented a multifaceted approach to both the causes and effects of the Great Depression, using government power to provide relief to the poor, stimulate recovery, and reform the American economy.
- Radical, union, and populist movements pushed Roosevelt toward more extensive reforms, even as conservatives in Congress and the Supreme Court sought to limit the New Deal's scope.
- Although the New Deal did not completely overcome the Depression, it left a legacy of reforms and agencies that endeavored to make society and individuals more secure, and it helped foster a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.

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Directions:

1. Consider the prompts below, and discuss in your group how you would approach each one. Identify the type of prompt (Comparison, Causation, Change Over Time, Periodization), and discuss how you would adapt your thesis formula. (You should be able to do this by now) ☺
 - a. Compare and contrast the programs and the policies of the Progressive reformers with those of the New Deal reformers.
 - b. Evaluate the extent to which the New Deal was a turning point in American History.
 - c. Evaluate the extent to which New Deal reform measures impacted the economy and society.
 - d. 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.
 - e. Evaluate the short-term and long-term effects of the responses of FDR's Administration to the Great Depression.
 - f. Evaluate the major political and economic factors which lead to the implementation of policies to help solve the problems of the Great Depression.
 - g. Evaluate the extent to which the Great Depression contributed to maintaining continuity as well as fostering change in American society in the 1930s.
2. Choose ONE of the prompts and write a thesis. **Highlight the prompt that you choose**, and write your thesis in the space provided on the next page.
3. Analyze the documents using your HIPP strategy. Discuss with your group how you would incorporate each document analysis into an essay *defending your thesis*.

What is the thesis formula?

How will you adapt your thesis formula in order to address your chosen prompt?

Thesis:

[illegible]

Intended Audience, Author's Purpose, or Author's Point of View:

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Use your HIPP strategy to analyze each document.

Source: William Lloyd Garrison, Jr., "The Hand of Providence," *The Nation*, November 14, 1934.

Historical Context:

The New Deal, being both a philosophy and a mode of action, began to find expression in diverse forms which were often contradictory. Some assisted and some retarded the recovery of industrial activity. . . An enormous outpouring of federal money for human relief and immense sums for public-works projects started to flow to all points of the compass. . . Six billion dollars was added to the national debt . . . a bureaucracy in Washington grew by leaps and bounds . . . and finally, to lend the picture the heightened academic touch, John Maynard Keynes, of Cambridge, England, . . . commenced the plan of buying Utopia for cash.

Intended Audience, Author's Purpose, or Author's Point of View:

Source: Print and Photograph Division, Library of Congress, 1935.



Historical Context:

Intended Audience, Author's Purpose, or Author's Point of View:

Source: Charles Evans Hughes, majority opinion, *Schechter v. United States*, 1935.

The question of chief importance relates to the provision of the codes to the hours and wages of those employed . . . It is plain that these requirements are imposed in order to govern the details of defendants' management of their local business. The persons employed . . . are not employed in interstate commerce. Their wages have no direct relation to interstate commerce . . . The authority of the federal government may not be pushed to such an extreme.

Historical Context:

Intended Audience, Author's Purpose, or Author's Point of View:

Historical Context:

Source: "The Roosevelt Record," editorial in *The Crisis*, November 1940.

To declare that the Roosevelt administration has tried to include the Negro in nearly every phase of its program for the people of the nation is not to ignore the instances where government policies have harmed the race. . . At Boulder Dam, for example, the administration continued the shameful policy begun by Hoover of forbidding Negroes to live in Boulder City, the government-built town. And in its own pet project, the TVA, the administration forbade Negroes to live in Norris, another government-built town at Norris Dam.

Intended Audience, Author's Purpose, or Author's Point of View:

[The] most important contribution of the Roosevelt administration to the age-old color line problem in America has been its doctrine that Negroes are a part of the country and must be considered in any program for the country as a whole. The inevitable discriminations notwithstanding, this thought has been driven home in thousands of communities by a thousand specific acts. For the first time in their lives, government has taken on meaning and substance for the Negro masses.