



## Teaching Guide

### SEGMENT 3, WEBISODE 12

Please note: Each segment in this Webisode has its own Teaching Guide



#### Segment Overview

Both Franklin and Eleanor Roosevelt faced and conquered personal difficulties to lead a suffering nation through the Great Depression and, in that process, redefined the role of government in the lives of ordinary Americans. As individuals and as a couple, Franklin and Eleanor Roosevelt were unique in our nation's history. In his four terms as president, Franklin Roosevelt transformed the American government to serve the welfare of the people. And Eleanor Roosevelt revolutionized the role of first lady from hostess to social and political activist, thus paving the way for future influential first ladies. Both Franklin and Eleanor brought vision, energy, and activism to their respective roles, even as they sparked controversy and criticism.

Franklin Roosevelt's New Deal directly influenced the everyday lives of Americans and changed the role of the federal government to include aid to needy citizens. No one was certain exactly how to end the Great Depression, but Roosevelt knew that the previous government policy of doing nothing was definitely not the answer. He initiated pragmatic programs and tried new methods, keeping what worked and trying again when something failed. Roosevelt kept the nation informed about the government's efforts by using radio to directly communicate with the people in his innovative fireside chats.

The New Deal changed the emphasis from people supporting the government to the government supporting its people.

These fundamental and drastic changes angered many Americans, particularly the socially elite, the wealthy, industrialists, and business leaders who attacked him as a dangerous radical. Roosevelt remained undeterred, and today, his legacy of government responsibility and involvement remains—and so does the opposition from those who view the government spawned from New Deal initiatives as an out of control, "big brother" welfare state.

#### Teacher Directions

1. Display photographs of Franklin and Eleanor Roosevelt, available on the Library of Congress web site @ <http://lcweb2.loc.gov/pp/mdbquery.html>.
2. Ask students to identify these people and share what they know about Franklin and Eleanor Roosevelt. Briefly write their responses on the chalkboard.
3. Explain to the students that both Eleanor and Franklin Roosevelt had personal difficulties and hardships in their lives that defined their characters



#### Let's Discuss

Let's Discuss, Cont.



History Sleuth

and influenced their roles as president and first lady of the United States. Both were innovative: Franklin Roosevelt redefined the role of government in the lives of its citizens, and Eleanor Roosevelt became a force for justice, a true political partner to her husband, and an active first lady.

### Teacher Directions

1. Use the cartoon "Dr. New Deal" found on page 102 of *War, Peace and All That Jazz* by Joy Hakim.
2. Students, working in their small teams, use the Student Sheet: *Cartoon Analyzer Worksheet* to understand the political cartoon.
3. Ask the students the following questions.
  - What are the "medicines" for the sick United States?
  - What do the initials on the medicine bottles represent?
4. Distribute the Student Sheet: *Alphabet Soup* and give each team a sheet of poster paper.
5. Students in their teams decide which are the ten most valuable or important New Deal programs. Each team creates a collage poster of "The New Deal Big Ten" or "The Most Important Alphabet Soup Programs" that illustrates its choices of the ten programs.

The collage should include one or more pictures or illustrations for each of the ten New Deal programs or agencies. Students may cut pictures from magazines and newspapers or draw illustrations that relate to the goals or achievements of their New Deal Big Ten. (For example: young men building a road might illustrate the CCC or photographs of the elderly might illustrate the Social Security Act.)

6. Each team assembles the pictures and illustrations on poster paper. Students neatly write captions for the illustrations that include the name of the agency or program and a one-sentence description of the goal or achievement symbolized by the picture or illustration.

### Teacher Directions

1. Students debate one of the following statements.
  - The federal government should support the people who need help.
  - The federal government should not support the people who need help.
2. Students consider the question: Which do you think was the most far-reaching of the New Deal programs? Explain your choice. Students pose an argument to support their choices.



What do you Think?



Moving Toward  
Freedom



Connections

### Teacher Directions

Eleanor Roosevelt invited African American singer Marian Anderson to perform at the Washington Monument. Students use primary documents on web sites to investigate what events led to this performance and Eleanor Roosevelt's role in them. Good sources include the Library of Congress web site, the Connecticut Women's Hall of Fame web site, and the Franklin Roosevelt Presidential Library web site.

### Teacher Directions

Use the following activities with your students.

**Language Arts/Library** — Students read novels or biographies of Franklin and Eleanor Roosevelt.

**Art** — How are presidents and their first ladies characterized by artists? Students compare art works, photographs, and cartoons of presidents and first ladies.

**Technology/Library** — Students use the Internet to research Eleanor Roosevelt's role in the United Nations and explain what the Universal Declaration of Human Rights is and how it is enforced.

**Writing** — Eleanor Roosevelt began a series of regular press conferences for women only, and she supported the idea that women had a right to work. Students make a list of some of her other views about women's rights.

**Science/Library** — Students research the Tennessee Valley Authority and decide how the TVA changed and improved the lives of farmers.

**Math** — The Fair Labor Standards Act (a New Deal program) raised the minimum wage to 40 cents an hour. Students compare that to today's minimum wage. Students determine the buying power of each wage by researching costs of specific items and services in the thirties and today.

**Science/Technology** — A number of advances in technology altered and improved everyday life in the thirties. Students research inventors and inventions such as parking meters, jet engines, nylon, the photocopier, electric guitar, paperback books, DDT, and the first successful helicopter.

# Cartoon Analysis Worksheet

## Visuals

Which of the objects or characters in the cartoon are symbols?

What do you think each symbol means?

## Words (not all cartoons include words)

Which words or phrases in the cartoon appear to be the most significant?

Why do you think so?

Describe the action taking place in the cartoon.

Explain the message of the cartoon.

Adapted from a design by the Education Staff, National Archives and Records Administration



# ALPHABET SOUP



CCC	Civilian Works Administration	gave people jobs keeping rural schools open, taking arts programs to rural areas, and in conservation efforts
CWA	Civilian Works Administration PWA	Public Works Administration built bridges, tunnels, highways and libraries.
FDIC	Federal Deposit insurance Corporation	Insured bank deposits so people would not lose their savings if banks failed.
WPA	Works Progress Administration	Gave people jobs building highways, clearing slums, and in construction in rural areas; gave artist and writers jobs decorating public buildings, writing oral histories; gave musicians and actors jobs
SSA	Social Security Administration	Established retirement, unemployment, and welfare benefits for the elderly, children, and handicapped
TVA	Tennessee Valley Authority	A model corporation producing electric power and fertilizer
SEC	Securities and Exchange Commission	Regulated the stock market



## MORE ABOUT ALPHABET SOUP



AAA	Agriculture Adjustment Act	Paid farmers to limit the production of crops and livestock
FERA	Federal Emergency Relief Act	Gave money to local and state relief organizations
FLSA	Fair Labor Standards Act	Raised minimum wage to 40 cents an hour and shortened the work week to forty hours
FSA	Farm Security Administration	Loaned money to sharecroppers and tenant farmers so they could buy their own land
HOLC	Home Owners Loan Corporation	Reduced interest on loans and provided for postponement of payments
NIRC	National Industry Recovery Act	created work codes and industry safety regulations
NLRB	National Labor Relations Board	Guaranteed workers the right to join labor unions and call strikes
NRA	National Recovery Administration	Encouraged business owners and labor unions to cooperate in regulating prices, production, and wages