It was one of the most startling moments in North Carolina history. In the summer of 1933, farm agents in every county went to farms and plowed up crops in the fields. A third of the cotton, tobacco, and peanuts planted that spring were ruined. For an agrarian people who lived close to the land, to ruin a crop deliberately was unheard of. Yet, North Carolinians were ready for the “new deal” promised them by their nation’s leaders. They would be startled more than once.

When Franklin D. Roosevelt became president in 1933, the federal government immediately began to fight the effects of the Great Depression. First, Roosevelt closed all the banks temporarily and sent trusted bookkeepers to check the accounts. If a bank was solvent (sound), then it could reopen, and its account holders could know their money was safe. Second, Roosevelt used federal money to spread more relief for people in every state. All types of people were given temporary work to provide them with some money. Third, Roosevelt and the Congress helped the national economy recover by regulating how much factories and farms could operate and how much they could make. All of these New Deal measures had one thing in common – they could make. All of these New Deal measures had one thing in common – they could make.

Materials
Textbook, pages 409-421
Blackline Masters
Teacher CD-ROM
Transparencies
www.mystatehistory.com
Online textbook
Strategies for
U.S. History Test Preparation
“Roosevelt’s New Deal, 1930s,” page 99

Getting Started
This section covers the New Deal and its effects on North Carolina. Ask students if they have ever heard of the New Deal policies, what the purpose of the New Deal was, and why North Carolina and the country as a whole needed such a program.

Reading Strategies
List the three things that President Franklin D. Roosevelt did to fight the effects of the Great Depression. Use cue words from the text to help students easily identify the three actions.

Objectives
8.6.01 Identify the causes and effects of the Great Depression and analyze the impact of New Deal policies on Depression Era life in North Carolina.

Using Photographs and Illustrations
Tell students to study carefully the photograph of Franklin D. Roosevelt. What do they notice about the people riding with him in the car and the supporters surrounding his car? From this photograph, what kind of message was he trying to send to voters?
Critical Thinking

Ask: Why do you think so many programs were initiated in 1933? Do you think all those programs could be managed effectively at the same time? What is the benefit of so many programs beginning at once?

Tar Heel Trivia

Two Tar Heel women held prominent positions in the New Deal era. Annie Land O’Berry, a social service professional, headed major relief bureaucracies. Annie Kizer Bost, the state welfare director, enhanced her agency by handling some Social Security programs.

Research Activity

Divide the class into small groups and assign each group a program/legislation under the New Deal. Have each group research the basic policies and principles behind their assigned program and make an informative poster to display in the classroom.

Tar Heel Trivia

In per capita allocation of New Deal expenditures from 1933 to 1939, North Carolina ranked last in the country.

<table>
<thead>
<tr>
<th>Program/Legislation</th>
<th>Date</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Adjustment Administration (AAA)</td>
<td>1933</td>
<td>Reduced production of crops, to raise farm prices. Declared unconstitutional in 1936.</td>
</tr>
<tr>
<td>National Recovery Administration (NRA)</td>
<td>1933</td>
<td>Reduced destructive competition and helped workers by setting minimum wages and maximum weekly hours. Declared unconstitutional in 1935.</td>
</tr>
<tr>
<td>Tennessee Valley Authority (TVA)</td>
<td>1933</td>
<td>Built dams on the Tennessee River to control flooding and generate electricity.</td>
</tr>
<tr>
<td>Public Works Administration (PWA)</td>
<td>1933</td>
<td>Put people to work building roads, buildings, and other public works projects.</td>
</tr>
<tr>
<td>Federal Deposit Insurance Corporation (FDIC)</td>
<td>1933</td>
<td>Insured individual savings accounts so that people did not lose their money if banks failed or closed their doors.</td>
</tr>
<tr>
<td>Federal Emergency Relief Administration (FERA)</td>
<td>1933</td>
<td>Provided federal funds for state and community relief efforts.</td>
</tr>
<tr>
<td>Civil Works Administration (CWA)</td>
<td>1933</td>
<td>Provided temporary federal jobs for the unemployed.</td>
</tr>
<tr>
<td>Civilian Conservation Corps (CCC)</td>
<td>1933</td>
<td>Provided jobs for young single men building forest trails and roads, planting trees to reforest the land and control flooding, and building parks.</td>
</tr>
</tbody>
</table>

Relief With Temporary Jobs

Relief programs had both a short-term and a long-term impact on North Carolina. In the short term, people got money to pay off their debts and go on living. In the long term, the state was improved by structures that made common: putting money into the hands of citizens so they could spend more and revive the economy. The New Deal programs were divided into three different initiatives: relief, recovery, and reform.
Research Activity
Have students find out what in your area was built or improved by one of the New Deal programs. Find out which program was responsible and when the project was completed.

Reviewing Information
Divide the list of New Deal programs in Figure 26 into the three categories of initiatives: relief, recovery, and reform. Then under each category, describe the type of assistance it provided to North Carolinians.

Research Activity
Tell students to find out more about the National Youth Administration using sources of their choice. Why do you think it was only available to college students? Does it still exist today?

Tar Heel Trivia
Under New Deal programs, Coastal Plain cotton and tobacco farmers got subsidies if they would grow fewer crops. In the Piedmont, the various industries followed rules that would help provide work for as many people as possible. The Mountains, however, got very little good from these programs. Their farmland had eroded to the point that not much would grow. In addition, there were only a few factories in places like Marion or Morganton. The Public Works Administration was the New Deal program that finally helped the Mountains region people.

everyone’s life better. Some towns got federal money to lay water and sewer pipes into mill villages. Some of those lines were used for decades. Other communities built new post offices that lasted half a century.

The impoverished Mountains region was particularly helped. A federal construction agency (the Public Works Administration) hired thousands of Mountains residents to clear, grade, and pave the route of the Blue Ridge Parkway. The idea was to open the Mountains for visitors to see its wonders and to trade with its residents. Another agency, the

Teacher Notes

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Program/Legislation | Date | Purpose
---|---|---
Federal Housing Administration (FHA) | 1934 | Insured home loans for low-income families.
Securities and Exchange Commission (SEC) | 1934 | Regulated stocks and gave stock information.
Social Security Administration (SSA) | 1935 | Created a system for retirement and unemployment insurance.
Works Progress Administration (WPA) | 1935 | Employed out-of-work Americans to repair roads, build or repair bridges, paint murals, write guidebooks, put on plays and musical performances, and create statues in parks.
National Labor Relations Act | 1935 | Guaranteed the right of employees to organize and to bargain collectively with their employers. Created the National Labor Relations Board to hear unfair labor practices.
National Youth Administration (NYA) | 1935 | Provided job training and part-time work for college students.
Fair Labor Standards Act | 1938 | Established a maximum work week and minimum wage, prohibited child labor in certain industries, and set a minimum age for child workers.
**Tar Heel Trivia**

The elevation on the Blue Ridge Parkway ranges from a low of 600 feet to a high of more than 6,000 feet.

**Technology Activity**

Tell students to go to web site www.nps.gov/archive/blri/parkway.htm to learn about the building of the Blue Ridge Parkway. Have them find answers to the following questions:
1. How long did it take to complete the parkway, from groundbreaking to dedication? (52 years)
2. How long is the parkway? (469 miles)
3. How many tunnels were required? (26)

**Geography Activity**

On a map of North Carolina that includes the Blue Ridge Parkway, have students find the point on the Parkway that is closest to your school. About how many miles is it from your school to that point on the Parkway, given the mileage key on the map?

**Tar Heel Trivia**

The highest allowed speed anywhere on the Blue Ridge Parkway is 45 miles per hour.
During the New Deal, more men lined up to do the work on the Blue Ridge Parkway than could be employed. Those who got the jobs were excited to be able to provide for their families. One New Deal official described the project as “a godsend to the needy.” The workers earned every penny they were paid.

**Multidisciplinary Activity**

**Math:** About how many drill bits were used up per mile in the first ten miles of the Blue Ridge Parkway? (3,500)

**Tar Heel Trivia**

Grandfather Mountain has more variety of plants than almost any place outside of the Great Smokies.
Multidisciplinary Activity

Science: Using what they know about dams and hydroelectricity (or doing further study to learn more), tell students to draw a diagram or build a model of a hydroelectric dam, such as the Fontana Dam in western North Carolina.

Technology Activity

Have students go to web site members.aol.com/famjustin/ccfdr1.html and read the message from President Franklin D. Roosevelt. Tell them to pretend that they are members of the CCC, and write a response to President Roosevelt from your CCC group in North Carolina.

Technology Activity

One of the legacies of the Civilian Conservation Corps was the widespread planting of the kudzu plant, also known as the “mile a minute” vine. Tell students to go to web site www.yahoolavista.com/kudzu/ to see some interesting photographs of how invasive the kudzu vine can be.

Above: The largest TVA project in North Carolina was the construction of the Fontana Dam. The dam helped provide electricity, flood control, and recreation.

Did You Know?

At 480 feet, Fontana Dam is the highest dam east of the Rockies. It was completed in 1945.

Tennessee Valley Authority, began to build hydroelectric dams on all the streams that fed into the Tennessee River. The idea was to give Mountains residents a source of power and stop the erosion of their bottom lands. The Fontana Dam in western North Carolina created one of the largest lakes in the state.

Across the state, thousands of young men enlisted in the Civilian Conservation Corps. They lived in CCC Camps, where they were fed and housed and given money to share with their families back home. They worked on stopping the effects of erosion caused by overfarming and overtimbering. Their biggest accomplishment was clearing and grading the Great Smoky Mountains National Park, which was opened in 1939. Perhaps their worst action was planting millions of kudzu plants. Kudzu, which quickly grew in gullies and fields across the state, was a Japanese vine that was supposed to hold the soil in place. Instead, it grew faster than anyone anticipated and took over fields, forests, and abandoned buildings.

Recovery Attempts

The major problem attacked by the New Deal was overproduction. The theory was this: If the amount of stuff made in the fields and the factories could be reduced—while as many people as possible were still working—then the price of the goods would go up, but people would have the money to buy them.

In 1933, the federal government set up two programs to do this. The first one was the Agricultural Adjustment Administration for farms,
Economics Activity
Discuss the sentence: “The idea was that, by reducing the acreage of crops, farmers would make more money by growing less.” Drawing on their knowledge of supply and demand, have students explain how the seemingly contradictory ideas worked to increase farmers’ income.

Multidisciplinary Activity
Math: The text states that most cotton and tobacco farmers’ incomes went up by a third by 1934. Using that information, determine a farmer’s income in 1934 if it had been $5,000 a year before the “plow up” in 1933. Round your answer to the nearest dollar. ($6,667; Solution: $5,000 x 1/3 = $1,667 amount of increase, $5,000 + $1,667 = $6,667 total income)

Critical Thinking
Ask: Why did the tobacco farmers also participate in the recovery attempts to increase their income if tobacco was one of the only money-making items during the depression?

Reviewing Information
Why couldn’t the black farmers vote for the local congressmen who set up the farm program in their area?
Cooperative Activity
Tell students to assume that your class has been chosen to devise a parity system for your town. Make a list of common occupations held by adults living in your town. As a group, decide the appropriate amount of income for each.

Using Photographs and Illustrations
Notice the “slogans” on the advertisements for Lucky Strike cigarettes (It’s toasted), Camel cigarettes (Set you right), and Prince Albert smoking tobacco (The National Joy Smoke). Ask: If you were rating the slogans as to their marketing effectiveness, how would you rank them?

Writing Activity
Tell students to imagine that they are writers for an eastern newspaper. Have each student write an article for the paper explaining the benefits and drawbacks of tobacco price supports.

Critical Thinking
Ask: Do you think that tobacco price supports are a fair practice? What other industries could benefit from this type of support? Why do you think that other industries did not have the benefit of this support?

Tobacco Price Supports
Still, the farm program became a long-lasting part of life on the Coastal Plain. This was particularly the case for tobacco farmers. They devised a cooperative system where each grower got a share of the tobacco market. Each grower held a tobacco allotment, that is, a specific amount of land on which to grow the crop. If a grower violated the size of the field, he or she paid a penalty. In return, the cooperative worked with the federal government to ensure that every farmer received enough cash to live on. This was called parity, the amount of money needed to make a minimum profit. If a farmer did not get a parity price at the auction, he or she stored the crop in an approved warehouse. The farmer then got a parity loan from the cooperative. When the market price went up, the farmer sold the crop at a profit and paid back the loan. North Carolina became quickly known for the success of these tobacco price supports.

The tobacco price support system had several effects. First, it allowed thousands of farm families to stay on the land and not move to the towns where jobs were scarce. Since price supports lasted for years, these families could better their lot and still live like their ancestors had. Second, it meant that voters in the east continued to be closely tied to the Democratic Party, which devised the plan. Third, it provided merchants, bankers, and warehousemen in the towns on Tobacco Road with guaranteed market prices for tobacco. Market prices for tobacco rose from 11.6 cents a pound in 1932 to 15.3 cents a pound in 1933.
Class Discussion

Discuss whether Congress should have the right to regulate business the way it did with the NRA. Why or why not? Explore the students’ different reactions to this type of government intervention.

Using Photographs and Illustrations

What is the main message of the cartoon? Then have students draw or write their own cartoon that conveys the same idea.

Cooperative Activity

Research the kinds of rules set for employment in North Carolina today. As a class, develop a list of 20 different rules that employers must obey when interviewing, hiring, and employing workers. Then, circle the rules that are similar in some way to the codes devised by the NRA.

Addressing Multiple Learning Styles

Using art, writing, or drama, ask students to demonstrate their understanding of the phrase, the right to collective bargaining. Show at least two examples.

**The NRA and Labor**

The industrial component of the New Deal had its biggest impact on the industrial cities in the Piedmont. NRA officials in Washington, D.C., required each segment of business to devise a “code of conduct,” a list of rules and procedures that would allow the maximum number of people to be employed for a specific number of hours. Wages and prices were to be in the code. Everyone came under some code. Even barbers had to meet and come up with hours and prices. The NRA essentially allowed manufacturers to regulate themselves by cutting production.

In North Carolina, the NRA quickly stabilized the textile industry, in the sense that most of the mills could reopen and hire many of their workers back. It also finally, effectively, eliminated child labor. The textile code limited the work week to forty hours, instead of the average of sixty, and provided a minimum wage that, although low, helped everyone. (A minimum wage is the least amount an employer can pay a worker for a certain number of hours.) The NRA also had a provision that allowed labor unions to serve as a genuine voice for workers.

**The General Strike of 1934**

The right to collective bargaining, where a union spoke for all the workers in negotiations with employers, encouraged northern labor unions to try once more to organize the textile workers. Thousands of textile workers walked out of their mills on Labor Day 1934.

The General Strike, as it was called, spread from Danville, Virginia, across the two Carolinas into Georgia. It was the most aggressive strike by workers in the history of the state. Union members in places like Gastonia went from town to town to close other mills. Their “flying
Multidisciplinary Activity

Art: Tell students to design a poster or sign that they could hold in the 1937 Labor Day parade in Gastonia, protesting the working conditions in the textile mill.

Differentiated Instruction – For English Language Learners

The first full paragraph begins with the sentence: “The reaction was mixed.” Ask students if they understand what this means and, if so, to explain it to you. If they have difficulty understanding, assist them with comprehension through the use of a dictionary and/or verbal explanation.

Using Photographs and Illustrations

How would you describe the clothing worn by the men? The women?

Critical Thinking

Ask: How was the General Strike of 1934 different from earlier strikes? How was it similar? Were the results the same or different?

Reform Efforts of the New Deal

The New Deal meant for its relief and recovery efforts to be temporary. They were to end once the national economy was back on its feet and people were working and buying again. Some features, however, became permanent; more accurately, they lasted for the lifetime of the people affected by them.
Within a year of the end of the New Deal, North Carolina began to put more money into vocational education to help workers get better jobs. It also added the twelfth grade to the school system and a ninth month to the school calendar and began to pay black teachers at the same rate as whites.

Critical Thinking

Ask: Do you think the programs initiated by the New Deal did more to unify the different socioeconomic groups in North Carolina or more to drive them apart? Explain your answer.

Lesson Closure

Overall, do you think the New Deal helped North Carolinians? If so, did all North Carolinians benefit? Give specific details from this section to support your answer.

ASSESS

It’s Your Turn

1. In the short term, people got money to pay off their debts and go on living. In the long term, the state was improved by structures that made everyone’s life better.
2. Agricultural Adjustment Administration, National Recovery Administration
3. They raised the tobacco prices.

Teacher Notes

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
Addressing Multiple Learning Styles
Read to the class a few passages from *Look Homeward, Angel* by Thomas Wolfe. Have students listen for descriptions of his life in North Carolina that they recognize from studying life in North Carolina during that period of time.

Multidisciplinary Activity
**Art:** Have students design a brochure encouraging people to visit Thomas Wolfe’s historic site in Asheville.

Class Discussion
Ask students if any of them have visited the Thomas Wolfe house in Asheville. Discuss favorite authors of students in the class, and if they believe that one day the author’s home will be a historic site that North Carolina students can visit.

Using Photographs and Illustrations
What can you tell about Wolfe’s family based on the pictures on these two pages? List at least five things.

**HISTORY BY THE HIGHWAY**

The most famous author in state history was Thomas Wolfe. His series of novels, based loosely upon his life growing up in his mother’s boarding house in Asheville, became worldwide bestsellers in the 1930s. His most famous book, *Look Homeward, Angel*, took its name from an angel sold by his father in the family tombstone shop. The state has made his house a historic site in downtown Asheville and the angel still graces a grave in Hendersonville.
Technology Activity
Tell students to go to web site library.uncwil.edu/wolfe/wolfe.html to read the biographical information about Thomas Wolfe. Then they should answer the following questions:
1. Where did Wolfe grow up?
2. What was his family like?
3. Name three of his books.
4. How did he die?

Research Activity
Have students find out more about boarding houses like the one Thomas Wolfe’s mother operated. What was a boarding house? Who lived there? What similar types of living arrangements are in existence today?

Addressing Multiple Learning Styles
Ask: If you were going to write a book about your childhood as Thomas Wolfe did, what would be the title for your book? Put the title on a cover page that you design for your book.