SENATE IMMERSION MODULE (SIM)

The New Deal
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ON THE COVER:
Unemployed men queued outside a depression soup kitchen opened in Chicago by Al Capone.
WELCOME TO THE EDWARD M. KENNEDY INSTITUTE

We are delighted to welcome you to the Edward M. Kennedy Institute for the United States Senate. The Kennedy Institute aims to teach students about the role of the Senate in our representative democracy, introducing important elements of the legislative process to young audiences and encouraging participation in civic life. Our programs serve the general public, students of all ages, teachers, scholars, senators, Senate staff, international visitors, and others in public service.

The materials in this curriculum are designed to enhance the Institute’s immersive Senate Immersion Module (SIM). The SIM program is an educational, role-playing experience, developed to engage new generations of Americans. This program is conducted in the Institute’s full-scale representation of the United States Senate Chamber. Running with up to 100 students at a time, participants take on the roles of senators to study issues, debate, negotiate, and vote on legislation.

Digital projections, handheld tablets, and a life-size replica of the U.S. Senate Chamber enhance the immersive role-play. The resources in this curriculum help students and teachers prepare for the SIM program and discuss the experience afterwards. They can also be used independently as print outs in the classroom.

The Institute encourages classroom preparation for the SIM, active play at the Institute, and debriefing at the end of the experience.
ABOUT THIS CURRICULUM

The purpose of this learning module is to help students learn how a U.S. senator might address an issue of public significance under consideration in the United States Congress. Learning about personal, state, party, and national interests will help students understand representation more fully. It will also help them play their roles more effectively when taking part in the Institute's SIM.

The pre-visit lesson introduces students to the history of the New Deal legislation of the 1930s. The post-visit lesson acts as a debrief and reflection on the SIM experience.

SIM Learning Goals

Using this curriculum and the Kennedy Institute SIM, students will be able to:

- Understand the basic tenets of representation: balancing personal convictions with state, party, and national interests
- Research and analyze issues of national importance
- Negotiate, persuade, and develop strategies to reach consensus
- Take a stand on issues and proposed solutions
BACKGROUND OVERVIEW

What Was the New Deal and Why Did the United States Need It?

The New Deal was a series of programs enacted by President Franklin D. Roosevelt between 1933–1936 to address the economic crisis in the United States known as The Great Depression. The Great Depression started in 1929 with the crash of the stock market. In the 1930s, a severe drought intensified the economic downturn. Farmers from North Dakota to Texas, in an area that became known as the Dust Bowl, were forced to leave unproductive land and look for jobs. Unemployment reached record highs, climbing from 3.2 percent in 1929 to 19.4 percent in the 1930s.

When President Franklin D. Roosevelt assumed office in 1933, he worked with Congress to create programs that would steady the economy, create jobs, and assist those living in poverty. Roosevelt's efforts created a powerful New Deal Coalition that consisted of interest groups that supported New Deal programs and voted for Democratic presidential candidates from 1932 to the 1960s. The Coalition consisted of state party organizations, labor unions, city political groups (called political machines), as well as women, blue-collar workers, minorities, farmers, white Southerners, new immigrants, seniors, intellectuals, and liberals. Republicans had been blamed for their lack of response to the Great Depression, which caused many white Southerners to support the New Deal and for some Republicans to either vote with the Democrats or switch to the Democratic party.

Southern Democrats were critical members of the New Deal Coalition needed to pass the New Deal legislation in Congress, and some New Deal achievements were marred by discriminatory politics. The Social Security Act of 1935 and the Fair Labor Standards Act of 1938 excluded agricultural and domestic workers from benefits, which effectively excluded many African American, Latino, and other minority workers.
PRE-VISIT LESSON: THE NEW DEAL

Pre-Visit Lesson Introduction

In this lesson, students will analyze a timeline of The Great Depression from 1929–1940 to understand the challenges that citizens faced and how the New Deal Coalition developed. They will compare President Franklin D. Roosevelt’s goals for the New Deal to the Republican Platform of 1936, which questioned many aspects of the New Deal effort. They will learn about key figures in the New Deal debate, including Southern Democrat Huey Long and Secretary of Labor Frances Perkins. Frances Perkins was the first woman in the United States to hold a cabinet-level position. Students will also reflect on their position, whether they support the New Deal, think it didn’t go far enough, or went too far in giving the federal government power over social and economic reform.

Lesson Learning Objectives

By the end of this lesson students will:

• Understand the economic and psychological toll that the Great Depression had on American citizens, and how New Deal programs brought together diverse members of society to form the New Deal Coalition

• Identify the differences of opinion among Democrats and Republicans regarding the constitutionality of the New Deal

• Learn about the impact of key historical figures, including Huey Long and Frances Perkins

Essential Questions

• What circumstances caused the Great Depression?

• How did the Great Depression affect the quality of life for most Americans?

• How did the New Deal work to rebuild the economy and lead to a realignment of voters from many different walks of life?

Enduring Understandings

• The New Deal programs have had lasting effects on American government and society.

• Becoming aware of the New Deal legacy can help inform one’s positions on important issues facing the United States today.
### Pre-Visit Lesson Plan

**TOTAL TIME: 50 minutes**

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>10 minutes</td>
<td>Warm-Up</td>
<td>Assign students the Timeline of the Great Depression 1929–1940 to read and the vocabulary worksheet. Assign these before the lesson. Have them write down their comments and questions. If possible, before the lesson, enlarge and copy the timeline and post it horizontally in the classroom. Allow for writing space under the timeline. Introduce the topic of the New Deal, using the key vocabulary terms and images of the Great Depression and the Dust Bowl. Ask students to describe to what extent they have heard of or understand the terms: The Great Depression, stock market crash, the Dust Bowl, the New Deal, and the New Deal Coalition. Display a list of groups that formed the New Deal Coalition, such as labor unions, women, blue-collar workers, minorities, farmers, white Southerners, new immigrants, seniors, intellectuals, poor people, and liberals. Activity: Walk students down the timeline and make notes under any programs and events that might appeal to specific interest groups, e.g., the National Labor Relations Act appealing to blue-collar workers. Have students also comment on programs they have heard of or know something about. Lead a discussion on the comments or questions students have about the timeline. Ask these questions: 1. What would life have been like during that time? Describe how this relates to FDR’s famous quote, “The only thing we have to fear is fear itself.” 2. What appeal did certain programs have for particular interest groups? 3. What programs included some exclusionary racial policies?</td>
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<tr>
<td>15 minutes</td>
<td>Compare/Contrast Worksheet New Deal Debate</td>
<td>Have students work in pairs to read the two primary documents, highlighting the main ideas, and then work together to fill out the compare and contrast worksheet. Encourage students to think critically about both perspectives in relation to the outcomes each is attempting to achieve. Discuss their responses and what it means to weigh different perspectives on a complex and difficult issue.</td>
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**Materials:**
- Timeline of the Great Depression 1929–1940 (p. 10)
- Highlights of FDR’s Inaugural Address 1933 (p. 14)
- Excerpts from the Republican Platform of 1936 (p. 15)
- Compare and Contrast Worksheet (p. 12)
Pre-Visit Lesson Plan
(Continued)
TOTAL TIME: 50 minutes

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<tr>
<td>15 minutes</td>
<td>Analyze Key Figures in the New Deal Coalition</td>
<td>Have students continue to work in pairs to read these primary materials. Have them discuss the following questions:</td>
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<tr>
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<td>1. Did the New Deal not go far enough in helping citizens as Huey Long claims?</td>
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<td>2. Is Long's plan workable in your opinion? Does this plan remind you of any current social reform programs being proposed today?</td>
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<td>3. What do you think Perkins refers to as the &quot;constitutional issues&quot; that need to be solved?</td>
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<td>4. How does the taxing power of the federal government that Perkins mentions relate to Social Security?</td>
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<td>Have students share their answers with the class.</td>
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<td>5 minutes</td>
<td>Closing</td>
<td>Students should reflect on the New Deal and their opinions of it. Have them respond to this prompt.</td>
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<tr>
<td></td>
<td></td>
<td>Would you have joined the New Deal Coalition? Why or why not?</td>
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</tbody>
</table>

Materials:
- Excerpts from Huey Long’s “Every Man a King” Speech in a national radio address on February 23, 1934 (p. 16)
- Highlights of Frances Perkins’ “The Roots of Social Security” Speech 1962 (p. 17)

Materials:
- Journaling
THE NEW DEAL VOCABULARY

The Great Depression: A severe worldwide economic downturn that occurred in the 1930s, starting in the United States.

The Dust Bowl: A period of severe dust storms that occurred in the central plains of the United States and Canada in the 1930s caused by drought and a lack of appropriate dryland farming methods.

Stock Market Crash: A sudden steep decline of stock prices across all sectors of the market, resulting in a significant loss of wealth; can be caused by over-speculation and/or panic of stockholders, who decide to dump their shares.

The New Deal: A series of more than a dozen programs enacted by President Franklin D. Roosevelt between 1933–1936 to address the Great Depression.

The New Deal Coalition: This coalition was a voting block and interest groups that supported FDR’s New Deal and voted for Democratic presidential candidates from 1932 to the 1960s. It consisted of state party organizations, labor unions, city political groups (called political machines), as well as women, blue-collar workers, minorities, farmers, white Southerners, new immigrants, seniors, intellectuals, and liberals.

Southern Democrat: Critical member of the New Deal Coalition whose support was necessary for passage; favored racially exclusionary policies.

Political Machines: Political organizations run by a leader or a small group of people who have supporters consisting of businesses and individuals. The machine helps supporters to vote for their selected candidates or issues on election day.

Blue-Collar Workers: These people are members of the working class who perform manual labor.

Liberals: People who believe that personal freedom should be protected and enhanced and that government can have a role in economic and social reform.

Conservatives: People who believe that established rules and tradition are important to preserve, and that government should not have a major role in regulating business or social reform.

Recession: A recession is a general decline in economic activity; usually caused by a decline in spending.
TIMELINE OF THE GREAT DEPRESSION 1929–1940

1929
The stock market crashes and $30 billion in stock values disappear by mid-November.

1930
More than 3.2 million people are unemployed, up from 1.5 million before the crash.

The street corners of New York City are crowded with nearly 6,000 unemployed people working to sell apples for five cents apiece.

1931
“Food riots” break out in parts of the U.S. In Minneapolis, several hundred men and women smash the windows of a grocery market for food.

Resentment of immigrant workers increases with increases in unemployment. Thousands of immigrants are deported.

1932
Franklin Delano Roosevelt is elected President in a landslide over Herbert Hoover. He was elected based on his commitment to deal directly and quickly with the economic crisis.

1933
During his inaugural speech, President Roosevelt tells the country that “the only thing we have to fear is fear itself.”

FDR announces a four-day bank holiday to begin on Monday, March 6. On March 9, Congress passes the Emergency Banking Act of 1933 to stabilize the banking system by determining which banks were solvent. It also guaranteed depositors’ funds so that people could feel secure about putting money in the banks when they reopened.

The Emergency Conservation Work Act creates the Civilian Conservation Core (CCC). The CCC employs young men between the ages of 18 and 25 to work in national forests and parks. They receive training, education, shelter, health care, food, and a monthly pay of $25–$30, which was required to be sent home to support their families.

The Federal Emergency Relief Administration is created by Congress. Harry L. Hopkins, Chief Administrator, issues more than 5 million dollars in grants by the end of his first day. The grants went to supplement state funds for people in need.

The National Industrial Recovery Act is introduced into Congress. As part of the act, The National Labor Board is set up to negotiate disputes between labor and management.

The Tennessee Valley Authority, a federally run hydroelectric power program, is created. Opponents of the TVA call it “communistic to its core.”

Congress passes the Glass-Steagall Act setting up the Federal Deposit Insurance Corporation (FDIC) to guarantee bank deposits.
TIMELINE OF THE GREAT DEPRESSION 1929–1940
(Continued)

1933 (Continued)
As a result of the disastrous effects of the Dust Bowl, the federal government establishes the Soil Erosion Service, to protect and conserve natural resources on private lands.

The Civil Works Administration employs up to 4 million people, building bridges, schools, hospitals, airports, parks, and playgrounds, as well as highways and roads.

1934
An estimated 350 million tons of soil blow east from the West and Southwest in a three-day dust storm. Some East Coast cities burn streetlamps during the day to see through the blowing dust.

1935
President Roosevelt signs the Wagner National Labor Relations Act, validating the right for workers to form trade unions and participate in collective bargaining and collective actions such as strikes.

The Social Security Act is signed into law creating old-age pensions for people 65 or older, unemployment benefits, aid to dependent children, maternal and child welfare, public health services, and aid to the blind. When the act passes, agricultural and domestic workers are excluded from Social Security, which effectively excludes many African American, Latino, and other minority workers.

The Works Progress Administration (WPA) puts thousands of artists to work on federally-funded projects. Those employed included writers, painters, directors, and sculptors.

1936
People had to be strong to endure the personal hardships brought on by the Great Depression. In the San Francisco News, Steinbeck wrote, “...One has only to go into the squatters’ camps where the families live on the ground and have no homes...to look at the strong purposeful faces, often filled with pain...to know that this new race is here to stay and that heed must be taken of it.”

FDR is elected to a second term.

1937
The slow economic recovery is called “Roosevelt’s Recession.”

1938
The Fair Labor Standards Act establishes a minimum wage (25 cents per hour, soon to rise to between 30 and 40 cents per hour), a standardized 44-hour work week (which would later drop to 40 hours), a requirement to pay extra for overtime work, and a prohibition on certain types of child labor. Agricultural and domestic workers were also excluded from the benefits provided by this act—again excluding many minority workers.

FDR asks Congress to authorize 3.75 billion dollars in federal spending to stimulate the struggling economy. Unemployment remains high.

1940
FDR is elected to a third term as president.

In December 1941, the Japanese bomb Pearl Harbor. The war effort jump-starts the economy and unites the country.

NEW DEAL DEBATE

1. Read the list of statements below and decide whether the statements represent the goals of FDR’s New Deal of 1933 or the position of the Republican Party Platform of 1936. Place a checkmark in the appropriate column.

<table>
<thead>
<tr>
<th>Issues</th>
<th>FDR’s Goals, 1933</th>
<th>Republican Platform, 1936</th>
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<tr>
<td>The main task is to put people to work.</td>
<td></td>
<td></td>
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<tr>
<td>Laws have been passed that are contrary to the Constitution.</td>
<td></td>
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<td></td>
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<td>People have become dependent on government.</td>
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<td></td>
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<tr>
<td>The American people want direct and vigorous action.</td>
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2. Summarize in a few sentences what you think is the major difference between the two points of view with regard to the role of the federal government during the Great Depression.
NEW DEAL DEBATE: TEACHER SAMPLE

1. Read the list of statements below and decide whether the statements represent the goals of FDR’s New Deal of 1933 or the position of the Republican Party Platform of 1936. Place a checkmark in the appropriate column.

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<td>X</td>
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2. Summarize in a few sentences what you think is the major difference between the two points of view with regard to the role of the federal government during the Great Depression.

FDR’s goals were to do whatever was necessary to put people to work and solve the economic crisis. He was ready to use his executive power, if necessary, to confront the Great Depression, just the same as if the country was going to war. The Republican Platform of 1936 stated that the New Deal programs threatened personal liberty and free enterprise. They believed that FDR had overreached his authority and the laws passed gave too much power to the federal government in controlling people’s lives.
HIGHLIGHTS OF PRESIDENT FRANKLIN D. ROOSEVELT’S INAUGURAL ADDRESS
MARCH 4, 1933

• So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance.

• Values have shrunken to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kind is faced by serious curtailment of income; the means of exchange are frozen in the currents of trade; the withered leaves of industrial enterprise lie on every side; farmers find no markets for their produce; the savings of many years in thousands of families are gone.

• A host of unemployed citizens face the grim problem of existence, and an equally great number toil with little return.

• Plenty is at our doorstep, but a generous use of it languishes in the very sight of the supply. Primarily this is because rulers of the exchange of mankind’s goods have failed through their own stubbornness and their own incompetence, have admitted their failure, and have abdicated.

• Our greatest primary task is to put people to work. It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources.

• There must be a strict supervision of all banking and credits and investments, so that there will be an end to speculation with other people’s money; and there must be provision for an adequate but sound currency.

• These are the lines of attack. I shall presently urge upon a new Congress, in special session, detailed measures for their fulfillment, and I shall seek the immediate assistance of the several States.

• It is to be hoped that the normal balance of Executive and legislative authority may be wholly adequate to meet the unprecedented task before us.

• I am prepared under my constitutional duty to recommend the measures that a stricken Nation in the midst of a stricken world may require. These measures, or such other measures as the Congress may build out of its experience and wisdom, I shall seek, within my constitutional authority, to bring to speedy adoption.

• In the event that the Congress shall fail to take one of these two courses, and in the event that the national emergency is still critical, I shall not evade the clear course of duty that will then confront me. I shall ask the Congress for the one remaining instrument to meet the crisis—broad Executive power to wage a war against the emergency, as great as the power that would be given to me if we were in fact invaded by a foreign foe.

• We do not distrust the future of essential democracy. The people of the United States have not failed. In their need they have registered a mandate that they want direct, vigorous action. They have asked for discipline and direction under leadership. They have made me the present instrument of their wishes. In the spirit of the gift I take it.

EXCERPTS FROM “REPUBLICAN PARTY PLATFORM OF 1936”

The Republican Party Platform of 1936 outlined the main conservative objections to the New Deal

- America is in peril. The welfare of American men and women and the future of our youth are at stake. We dedicate ourselves to the preservation of their political liberty, their individual opportunity and their character as free citizens, which today for the first time are threatened by Government itself. For three long years the New Deal Administration has dishonored American traditions and flagrantly betrayed the pledges upon which the Democratic Party sought and received public support.
- The powers of Congress have been usurped by the President.
- The integrity and authority of the Supreme Court have been flouted.
- The rights and liberties of American citizens have been violated.
- Regulated monopoly has displaced free enterprise.
- The New Deal Administration constantly seeks to usurp the rights reserved to the States and to the people.
- It has insisted on the passage of laws contrary to the Constitution.
- It has intimidated witnesses and interfered with the right of petition.
- It has dishonored our country by repudiating its most sacred obligations.
- It has been guilty of frightful waste and extravagance, using public funds for partisan political purposes.
- It has promoted investigations to harass and intimidate American citizens, at the same time denying investigations into its own improper expenditures.
- It has created a vast multitude of new offices, filled them with its favorites, set up a centralized bureaucracy, and sent out swarms of inspectors to harass our people.
- It has destroyed the morale of our people and made them dependent upon government. Appeals to passion and class prejudice have replaced reason and tolerance.
- It has bred fear and hesitation in commerce and industry, thus discouraging new enterprises, preventing employment and prolonging the depression.
- It secretly has made tariff agreements with our foreign competitors, flooding our markets with foreign commodities.
- It has coerced and intimidated voters by withholding relief to those opposing its tyrannical policies.
- To a free people, these actions are insufferable. This campaign cannot be waged on the traditional differences between the Republican and Democratic parties. The responsibility of this election transcends all previous political divisions. We invite all Americans, irrespective of party, to join us in defense of American institutions.

Huey Pierce Long Jr., nicknamed “The Kingfish,” served as the governor of Louisiana from 1928 to 1932 and was a member of the United States Senate from 1932 until his assassination in 1935. Originally a supporter of the New Deal, he came to oppose it saying it did not go far enough to decentralize wealth and help the poorest members of society. He proposed his own program called “Share the Wealth” in this radio address.

Now, we have organized a society, and we call it “Share Our Wealth Society,” a society with the motto “every man a king.” Every man a king, so there would be no such thing as a man or woman who did not have the necessities of life, who would not be dependent upon the whims and caprices...of the financial martyrs for a living. What do we propose by this society? We propose to limit the wealth of big men in the country. There is an average of $15,000 in wealth to every family in America. That is right here today. We do not propose to divide it up equally. We do not propose a division of wealth, but we propose to limit poverty that we will allow to be inflicted upon any man’s family. We will not say we are going to try to guarantee any equality or $15,000 to families.

No; but we do say that one third of the average is low enough for any one family to hold, that there should be a guaranty of a family wealth of around $5,000*; enough for a home, an automobile, a radio, and the ordinary conveniences, and the opportunity to educate their children; a fair share of the income of this land thereafter to that family so there will be no such thing as merely the select to have those things, and so there will be no such thing as a family living in poverty and distress.

We have to limit fortunes. Our present plan is that we will allow no one man to own more than $50 million. We think that with that limit we will be able to carry out the balance of the program.

Another thing we propose is old-age pension of $30 a month for everyone that is sixty years old. Now, we do not give this pension to a man making $1,000 a year, and we do not give it to him if he has $10,000 in property, but outside of that we do.

We will limit hours of work. There is not any necessity of having overproduction. I think all you have to do ladies and gentlemen, is just limit the hours of work to such an extent as people will work only so long as is necessary to produce enough for all of the people to have what they need....Those are the things we propose to do. “Every man a king.” Every man to eat when there is something to eat; all to wear something when there is something to wear. That makes us all sovereign.

*Note: $1.00 in 1930 was worth about $15.04 in purchasing power in 2018: $5,000 (1930) = $75,200 (2018)

HIGHLIGHTS OF “THE ROOTS OF SOCIAL SECURITY” SPEECH 1962

Given by Frances Perkins at the Social Security Administration

Frances Perkins (1880–1965) was the first woman in the United States to hold a cabinet-level position and served as President Franklin D. Roosevelt’s Secretary of Labor from 1933 to 1945. She was an important member of the New Deal Coalition. She helped to establish many New Deal programs, but her star achievement was chairing the commission that wrote the Social Security Act. In this speech given many years later to Social Security staff she speaks about her appointment as Secretary of Labor and how the Social Security became law.

Here she reflects on how she was appointed to the Secretary of Labor position:

“Before I was appointed, I had a little conversation with Roosevelt in which I said perhaps he didn’t want me to be the Secretary of Labor because if I were, I should want to do this, and this, and this. Among the things I wanted to do was find a way of getting unemployment insurance, old-age insurance, and health insurance. I remember he looked so startled, and he said, “Well, do you think it can be done?” I said, “I don’t know.” He said, “Well, there are constitutional problems, aren’t there?” “Yes, very severe constitutional problems,” I said. “But what have we been elected for except to solve the constitutional problems? Lots of other problems have been solved by the people of the United States, and there is no reason why this one shouldn’t be solved.”

The “constitutional problems” she mentions were the ones that the Republicans were most concerned about. They maintained that the Constitution did not give the federal government the right to regulate industry or manage social or economic reform.

She goes on to describe attending a social event at the home of Supreme Court Justice Harlan Stone while she was working on legislation for the Social Security Administration. When the justice asked about it, she told him that the committee was having difficulty finding the constitutional authority for the legislation.

“He looked around to see if anyone was listening. Then he put his hand up like this, confidentially, and he said, “The taxing power, my dear, the taxing power. You can do anything under the taxing power.” I didn’t question him any further. I went back to my committee and I never told them how I got my great information. As far as they knew, I went out into the wilderness and had a vision. But, at any rate, I came back and said I was firmly for the taxing power. We weren’t going to rig up any curious constitutional relationships. “The taxing power of the United States—you can do anything under it,” said I. And so, it proved, did it not?”

To this day, almost all workers and employers pay Social Security tax to fund the program. Employees pay 6.2% of their wage earnings up to the maximum wage base. Employers also pay 6.2% of their employee’s wage earnings up to the maximum wage base, for a total of 12.4%.

Source: Excerpted from: The Roots of Social Security by Frances Perkins
https://www.ssa.gov/history/perkins5.html
**POST-VISIT LESSON: THE NEW DEAL**

**Post-Visit Lesson Introduction**

In this lesson, students will debrief their experiences as senators in debating New Deal programs. They will have the opportunity to research projects completed during the New Deal (livingnewdeal.org) or public history sites dedicated to the New Deal or FDR (Roosevelt Memorial). They will create their own New Deal program and write to their legislator to ask for his or her support.

**LESSON DURATION**

50 minutes

**KEY VOCABULARY**

- See Vocabulary Worksheet on page 9

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**Lesson Learning Objectives**

By the end of this lesson students will:

- Reflect on their role play and representation of their senator’s interests while participating in the SIM
- Understand the legacy of the New Deal and its continuing impact today
- Apply their knowledge of the New Deal to contemporary issues by creating their own New Deal program

**Enduring Understandings**

- The New Deal programs have had lasting effects on American government and society.
- Becoming aware of the New Deal legacy can help inform one’s positions on important issues facing the United States today.

**Essential Questions**

- How do senators balance the interests and needs of the country, their party, their constituents, and themselves when taking a position on an issue?
- How does the legacy of the New Deal affect our economic and social programs today?
- What New Deal program do I want to propose in order to support positive change?
## Post-Visit Lesson Plan

TOTAL TIME: 50 minutes

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>Senator Reflection Warm-Up</td>
<td>Distribute the Considering My Vote worksheet, which they filled out and turned in at the end of their SIM at the Kennedy Institute.</td>
</tr>
<tr>
<td></td>
<td>Materials:</td>
<td>Students should analyze their decisions in the SIM using their activity summaries to evaluate how they voted</td>
</tr>
<tr>
<td></td>
<td>- Considering My Vote Worksheet (p. 20)</td>
<td></td>
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<tr>
<td>20 minutes</td>
<td>Research projects completed during the New Deal</td>
<td>Give students the opportunity to research New Deal programs at “The Living New Deal” website (livingnewdeal.org).</td>
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<tr>
<td></td>
<td>(livingnewdeal.org) or public history sites dedicated to the New Deal or FDR (Roosevelt Memorial)</td>
<td>Explain to them that their writing assignment will be to write a letter to a current legislator about a social program they want to propose. Their research should help them focus on a current problem or issue that their social program will address.</td>
</tr>
<tr>
<td></td>
<td>Materials:</td>
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<tr>
<td></td>
<td>- Access to the internet using computers or cell phones</td>
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</tr>
<tr>
<td>25 minutes</td>
<td>Writing a Letter</td>
<td>Have students write a letter to their current legislator proposing a social program that will address a current problem or issue. Remind students to use facts and be persuasive and the benefits of their program.</td>
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<tr>
<td></td>
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<td>Have students turn in the letter at the end of class or assign it as homework.</td>
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</tbody>
</table>
CONSIDERING MY VOTE

Fill out the worksheet.

1. What New Deal programs were under consideration during the SIM?

2. What was your vote and why?

3. If the bill passed, what compromises had to be made to build a New Deal coalition?

4. If the bill failed, what do you think caused this outcome?
STANDARDS ALIGNMENT

The pre-visit and post-visit lessons along with the SIM, itself, are aligned to the following Common Core and Massachusetts standards.

CONTENT STANDARDS (MASSACHUSETTS)

**U.S. United States and Massachusetts Government and Civic Life**

HSS.8.T3.02 Examine the relationship between the three branches of government (the checks and balances system).

HSS.8.T3.05 Describe the role of political parties at the state and national levels.

HSS.8.T4.03 Distinguish among civic, political, and private life.

HSS.8.T4.05 Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.

HSS.8.T4.07 Apply knowledge of leadership and the qualities of good leaders to evaluate political leaders at the community, the state and the national levels.

HSS.8.T4.08 Explain the importance of individuals working cooperatively with their elected leaders.

**U.S. History II Standards**

USII.T2.04 Using primary sources such as campaign literature, news articles/analyses, editorials, and radio/newsreel coverage, analyze the important policies, institutions, trends, and personalities of the Depression era (e.g., Presidents Herbert Hoover and Franklin D. Roosevelt, Eleanor Roosevelt, Frances Perkins, Huey Long, Charles Coughlin, Charles Lindbergh)

USII.T2.05 Evaluate the effectiveness of the New Deal programs enacted during the 1930s and the societal responses to those programs.

**American Government Standards**

USG.2.8 Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension or conflict.

USG.3.12 Use a variety of sources, including newspapers and internet web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, the news media, and individual voters.

USG.5.10 Practice civic skills and dispositions by participating in activities such as simulated public hearings, mock trials, and debates.

**Common Core Standards**

**Anchor Standards for Reading (see differentiated Reading Standards for Literacy in History/Social Studies 6–12 for more grade level detail)**

RH.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.2: Determine the central ideas or information of a primary or secondary source, provide an accurate summary of how key events or ideas develop over the course of the text.

RH.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

RH.10: Read and comprehend complex literary and informational texts independently and proficiently.

**Anchor Standards for Writing (see differentiated Writing Standards for Literacy in History/Social Studies 6–12 for more grade level detail)**

WHST.9–10.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
STANDARDS ALIGNMENT (Continued)

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9–10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9–10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Anchor Standards for Speaking and Listening

CCSS.ELA-LITERACY.SL.9–10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

B. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCR: SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR: SL.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

CCR: SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR: SL.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

21ST CENTURY SKILLS (FROM WWW.P21.ORG)

• Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.

• Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

• Effectively analyze and evaluate evidence, arguments, claims and beliefs.

• Analyze and evaluate major alternative points of view.

• Synthesize and make connections between information and arguments.

• Interpret information and draw conclusions based on the best analysis.

• Identify and ask significant questions that clarify various points of view and lead to better solutions.

• Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

• Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

• Use communication for a range of purposes (e.g., to inform, instruct, motivate and persuade).

• Demonstrate ability to work effectively and respectfully with diverse teams.

• Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.

• Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.
ADDITIONAL RESOURCES

NEW DEAL RESOURCES
Resources related to the New Deal

The Great Depression/Ken Burns/The Dust Bowl

Franklin D. Roosevelt, Inaugural Address Online by Gerhard Peters and John T. Woolley, The American Presidency Project
https://www.presidency.ucsb.edu/node/208712

The Living New Deal. A rich resource that profiles all New Deal programs, their history and their legacy.
https://livingnewdeal.org

“Reprising New Deal Fear” by Ira Katznelson. An article explaining the impact of the Southern Democrats on New Deal programs.
https://livingnewdeal.org/tag/southern-democrats-and-the-new-deal/

The American Presidency Project, Excerpts from the Political Party Platforms Receiving Electoral Votes: 1840–2016
https://www.presidency.ucsb.edu/documents/republican-party-platform-1936

Huey Long: The Man, His Mission, and Legacy
https://www.hueylong.com/

Every Man a King Speech
https://www.senate.gov/artandhistory/history/resources/pdf/EveryManKing.pdf

The Roots of Social Security by Frances Perkins
https://www.ssa.gov/history/perkins5.html

A profile of Frances Perkins
https://www.fdrlibrary.org/perkins

GENERAL RESOURCES
The following general resources provide more information and curriculum about the U.S. Congress and the Senate.

Annenberg Classroom
https://www.annenbergclassroom.org/
Provides resources for teaching civics

GovTrack
https://www.govtrack.us/
This website helps track activities in the U.S. Congress

iCivics
https://www.icivics.org
Free curriculum and games to learn civics

Library of Congress
https://www.loc.gov/
Supports Congress in fulfilling their duties and contains millions of resources, like books, photographs, maps, etc.

Library of Congress teacher’s page
http://www.loc.gov/teachers/usingprimarysources/guides.html
Numerous resources, pay special attention to the “Using Primary Sources” section

Library of Congress teacher’s page
http://www.loc.gov/teachers/classroommaterials/
Section containing Primary Source sets, lesson plans and numerous other valuable resources

PopVox
https://www.popvox.com/
Enables you to share your opinion about a bill with your representatives and the public

Senate.gov
https://www.senate.gov/
Provides information about past and present Senates

CongressLink
https://www.loc.gov/item/2003557479
Provides resources for teachers about Congress

Being a Senator Curriculum
https://www.emkinstitute.org/resources/being-senator-curriculum
Curricular materials to prepare students for the senate immersion modules at the Kennedy Institute

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