

Exercise walk-through

7.8

1920s: Cultural and Political Controversies

AP United States History

What problem did each New Deal measure address?

Teaching summaries of programme functions

- A** The Works Progress Administration employed people on public projects.
- B** The Agricultural Adjustment Act sought higher farm prices by reducing crop production.
- C** Federal deposit insurance protected covered deposits when an insured bank failed.

Try it: Match each to **relief** , **recovery** or **reform** , explaining the function. Could an employment programme also help recovery?

Worked purposes: income, recovery and safeguards

A: Relief. Employment provided income to people needing help. Their spending could also support economic activity, so purposes could overlap.

B: Recovery. Reducing crop output was intended to raise farm prices and improve farmers' incomes. Explain the intended mechanism rather than only naming the AAA.

C: Reform. Deposit insurance changed the financial system by protecting covered deposits. This was a continuing safeguard, not a promise to prevent every future economic crisis.

Use purpose to explain a policy's function. Sorting agencies into three columns alone does not establish their success or make an argument.

Does continued depression mean nothing changed?

Teaching evidence paraphrased from CED Topic 7.10

The New Deal attempted to provide relief, stimulate recovery and reform the economy. It did not end the Depression. It left reforms and regulatory agencies and helped create a lasting political realignment toward the Democratic Party among many ethnic groups, African Americans and working-class communities.

Try it: Assess this claim:

“Because the New Deal did not end the Depression, it had no economic or political effects.”

Distinguish ending the crisis from changes in government responsibilities, economic safeguards and political support.

Worked judgment: an unmet aim and lasting changes

Unmet aim: The New Deal did not end the Depression. An account of success must acknowledge that limit.

Economic institutions: Relief programmes and lasting safeguards changed government's role in economic security. Institutional reforms themselves affected economic life.

Politics: Many groups developed stronger ties to the Democratic Party. Political realignment was another lasting effect.

An unmet recovery aim does not mean an absence of effects. Judge a specific purpose using relevant evidence; avoid “complete success” and “nothing changed.”

Pressure for and against broader action

The New Deal

Franklin Roosevelt's New Deal attacked the Depression through **relief**, **recovery** and **reform**.

Pressure from outside

Radical, union, and populist movements – Huey Long's share-the-wealth plan, the Townsend pension movement, a newly militant labour movement – pushed him toward more extensive measures.

Competing pressure

Conservatives in Congress and the Supreme Court sought to limit the New Deal's scope. Policies were contested and revised.

Explain pressure for broader action alongside opposition that sought to limit it; avoid a single-cause account.

Exercises 2.1·2.2

2.1 State the CED's demographic claim about 1920 and its consequence. [2]

2.2 Name five subjects of 1920s controversy. [3]

Exercises 2.1·2.2

2.1 State the CED's demographic claim about 1920 and its consequence. [2]

2.1

- a majority lived in urban centers, which offered new economic opportunities for women, international migrants and internal migrants
-

2.2 Name five subjects of 1920s controversy. [3]

2.2

- gender roles; modernism; science; religion; issues related to race and immigration

Exercise 2.3 (a)

2.3 The decade produced expression and restriction.

(a) Name an example of each.

[2]

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2.3 The decade produced expression and restriction.

(a) Name an example of each.

[2]

(a)

- expression: the Harlem Renaissance; restriction: the immigration quotas

Exercise 2.3 (b)

2.3 The decade produced expression and restriction.

(b) Explain why they belong in one unit.

[1]

Exercise 2.3 (b)

2.3 The decade produced expression and restriction.

(b) Explain why they belong in one unit.

[1]

(b)

- both are responses to the same demographic change

Exercises 3.1-3.2

3.1 By 1920, a majority of the U.S. population lived in

[1]

☐

A urban centers

B rural areas

C the South

D the West

3.2 The Harlem Renaissance is given as an example of

[1]

☐

A new forms of art and literature expressing ethnic and regional identities

B immigration policy

C economic regulation

D foreign policy

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D foreign policy

3.2 A

- new art expressing ethnic and regional identities

Exercise 3.3 (a)

3.3 A society becomes more diverse and restricts entry in the same decade.

(a) State what both respond to.

[1]

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(a)

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Exercise 3.3 (b)

3.3 A society becomes more diverse and restricts entry in the same decade.

(b) Explain the difference between the two responses.

[2]

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[2]

(b)

- one makes the new population's experience part of the national culture, while the other seeks to limit further change of the same kind