

Roosevelt vs. Long – Where’s the Wealth?

Historical Thinking Skills Assessed: Critical Reading, Corroboration

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Course: United States History

Level: High

Task Question: In what ways did President Franklin Roosevelt and Senator Huey Long influence public opinion on the economic issues facing the nation during the Great Depression?

Learning Outcomes:

Students will be able to analyze multiple primary source documents to identify arguments for and against the New Deal. Students will also be able to present a particular viewpoint using evidence from the sources.

Standards Alignment:

Common Core Standards for English Language Arts and Literacy

- RH.9-10.1 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.9-10.2 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.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

National History Standards

Era 8: The Great Depression and World War II (1929-1945)

Standard 1: The causes of the Great Depression and how it affected American society

College, Career, and Civic Life (C3) Framework for Social Studies Standards

- D2.His.4.9-12 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

Materials:

- RS#01: “Free Soup, Coffee and Doughnuts for the Unemployed”
- RS#02: “Where’s the Wealth” Student Background Essay
- RS#03: Document A – Franklin Roosevelt’s Fireside Chat (audio/video can be accessed at <https://archive.org/details/WorldHistoryFranklinD.Roosevelt-SixFiresideChats1933-1938>, clip #1: FDR1933fc02)
- RS#04: Document B – Huey Long “Share the Wealth” Speeches (audio can be accessed at <http://chnm.gmu.edu/courses/hist409/long/speech.html>)
- RS#05: “Where’s the Wealth?” Venn Diagram
- RS#06: Statement Strips for Venn Diagram
- RS#07: Planning Sheet for Call-in Radio Show
- RS#08: ARCH Historical Thinking Skills Rubric

Background for the Teacher:

The decade of the 1930s was perhaps the most difficult decade economically in American history. After the crash of the stock market in 1929, the economy went into a deep downward spiral as business slowed and the unemployment rate skyrocketed. In the 1932 presidential election, Democrat Franklin Delano Roosevelt was victorious over Republican incumbent Herbert Hoover. President Roosevelt set out in his first 100 days of office to implement wide-reaching programs to restore confidence in the banking system, relieve farmers of excess supply and falling prices, and get people working again.

Despite the massive effort on the part of the Roosevelt administration, the economic depression of the 1930s, also known as the Great Depression, did not end quickly. Roosevelt had critics on both the right and the left. Conservatives feared that the government, particularly the executive branch, was gaining too much power over the free market system. Many people were concerned that the deficit spending measures employed by the government to stimulate the economy would lead the nation into bankruptcy.

One of Roosevelt's strongest critics was Senator Huey P. Long from Louisiana. Long gained a large following from speeches promoting his "Share Our Wealth" program. With the motto, "Every Man a King," Long's populist message appealed to both the struggling middle class and the poor. Long was the governor of Louisiana when he successfully campaigned for the United States Senate. After assuming office in 1932, he gave himself the nickname, the "Kingfish." Long claimed that he was a small fish in Washington, but the king of fish to the folks of Louisiana.

President Roosevelt was extremely effective in presenting his plans for recovery, coined by his administration as "The New Deal." He used the power of the radio to address the American people. Families gathered around their household radio to listen to Roosevelt deliver his "Fireside Chats," which were between fifteen and forty-five minutes in length. Many listeners were comforted by his words and felt that he understood their problems.

Huey Long also used national radio broadcasts to champion his causes to an estimated 25 million listeners. He accused Roosevelt of not doing enough for poor people and threatened to run against Roosevelt in the 1936 election. Long was considered a viable candidate for office who could take votes from Roosevelt's Democratic constituency. The Roosevelt administration responded by incorporating some of Long's ideas into the Second New Deal recovery plan. For example, the Social Security system resembled Huey Long's proposal for old-age pensions. The Works Progress Administration included aspects of the public works programs begun by Long in Louisiana, and the National Youth Administration was similar to Long's student financial aid proposal.

Huey Long's campaign for the presidency ended abruptly. He was assassinated in September 1935 in the State Capitol building of Louisiana in Baton Rouge. While Long had many supporters in his home state, he had made political enemies, too. Long had attempted to end the career of a state district court judge and threatened to spread rumors about the judge's family. The judge's son-in-law was accused of firing shots at Long before being gunned down and killed by Huey Long's bodyguards.

Sources:

Amenta, Edwin, Kathleen Dunleavy, and Mary Bernstein. "Stolen Thunder? Huey Long's 'Share Our Wealth,' Political Mediation, and the Second New Deal." *American Sociological Review* 59.5 (1994): 678-702. *Jstor*. Accessed 18 July 2013. <http://www.jstor.org/stable/2096443>

"Huey Long." *Social Security History*. Social Security Administration, 3 Jan. 2013. Accessed 18 July 2013. <http://www.ssa.gov/history/hlong1.html>

Huey Long: The Man, His Mission, and Legacy. Long Legacy Project, 2010. Accessed 18 July 2013.
<http://hueylong.com/index.php>

Procedure

Context Setting:

- Ask students what they know about the causes and scope of the Great Depression. Who was affected? In what ways? Why and how?
- Display RS#01: “Free Soup, Coffee & Doughnuts for the Unemployed.” Ask students to describe the types of people they see in the soup line. What demographics seem to have been affected? Rich? Poor? Middle Class? Black? White? What do you think some of these men’s stories might be?
- Discuss how the Great Depression affected people from all walks of life because it affected the economy in so many ways. Working and middle class men lost jobs and struggled to find work. Rich people found themselves poor after the stock market crashed, wiping out all of their investments. And because so many parts of the economy collapsed at once and so many different types of people were suffering, finding remedies to correct the problems was incredibly difficult. There were many different opinions about what the priorities should be and what the right solutions were.
- Have students read RS #02: “Where’s the Wealth” Student Background Essay. Lead a discussion using the following questions: What are some similarities between Franklin Roosevelt and Huey Long? Radio was such a powerful medium at the time because few other tools existed. If they were attempting to share their messages today, how might they do this?
- Present the task question: In what ways did President Franklin Roosevelt and Senator Huey Long influence public opinion on the economic issues facing the nation during the Great Depression?

Document Analysis:

- Introduce RS #03: Source A – FDR’s Fireside Chat and RS #04: Source B – Huey Long’s “Share the Wealth” Radio Address. Discuss sourcing.
- Play the audio of FDR’s fireside chat (Document A). While listening, have students underline the parts they find most powerful or convincing. Engage students in a discussion relating to his New Deal plans, his tone and manner of delivery, and how listeners would have responded to the message.
 - Note: Play the first clip, which is a condensation of the highlights of Roosevelt’s Second Fireside Chat. The audio is grainy. Have students listen to it for effect.
- Play the audio of Huey Long’s “Share the Wealth” radio address (Document B) and discuss. The document contains two of his speeches given within a month of each other. While listening, have students underline the parts they find most powerful or convincing. Engage students in a discussion of Long’s main arguments, his tone and manner of delivery, and how Long’s listening audience would perceive his message.
 - Note: The audio clip is only for the April 1935 speech. Have students listen to a portion of the speech for effect.

Corroborating Evidence and Constructing Interpretations – *Close Analysis*:

- ***Prior to the lesson:** Cut statements on RS#06: Statement Strips for Venn Diagram, into individual strips and place all in an envelope for each group.
- Place students in groups of four. Distribute the Venn diagram and provide each group with an envelope containing the statement strips. Have students place each statement in the appropriate section of the organizer. Tell students that some of their answers may vary, but they should be able to defend their placement choices with their group members.
- Engage students in a class discussion of similarities and differences they generated on their group Venn diagram. Encourage students to refer to evidence from the speeches to support their

conclusions. Teacher could choose to assess the Venn Diagrams using the Corroboration section of the Historical Thinking Rubric.

Thoughtful Application:

- Explain that while radio is just one of many ways for politicians to get their messages heard by the public today, they still play an important role in communication. Political talk shows where listeners can call in are still popular, and some have very large followings.
- In their groups of four, students will create a script for a call-in radio show hosted by either Franklin Roosevelt or Huey Long. Distribute RS#07: Planning Sheet for Call-in Radio Show. Emphasize that the show needs to accept calls from listeners who support the host as well as listeners who are critical of the host. As time permits, have several groups act out their radio show. Teacher should assess the scripts of the call-in radio show using the Critical Reading section of RS#08, Historical Thinking Skills Rubric.

Resource Sheet #01

“Free Soup, Coffee & Doughnuts for the Unemployed”



Source: “Unemployed men queued outside a depression soup kitchen opened in Chicago by Al Capone. The storefront sign reads ‘Free Soup, Coffee and Doughnuts for the Unemployed.’” February 1931. 306-NT-165.319c, Pictures of the American City. Still Picture Branch, National Archives and Records Administration, Washington, D.C. Accessed 9/8/14. <http://www.archives.gov/research/american-cities/images/american-cities-129.jpg>

Resource Sheet #02

“Where’s the Wealth?” Student Background Essay

The decade of the 1930s was perhaps the most difficult decade economically in American history. After the crash of the stock market in 1929, the economy went into a deep downward spiral as business slowed and the unemployment rate skyrocketed. In the 1932 presidential election, Democrat Franklin Delano Roosevelt was victorious over Republican incumbent Herbert Hoover. President Roosevelt set out in his first 100 days of office to implement wide-reaching programs to restore confidence in the banking system, relieve farmers of excess supply and falling prices, and get people working again.

Despite massive effort on the part of the Roosevelt administration, the economic depression of the 1930s, also known as the Great Depression, did not end quickly. Roosevelt had his critics on the right and the left.

Conservatives feared that the government, particularly the executive branch, was gaining too much power over the free market system. Many people were concerned that the deficit spending measures employed by the government to stimulate the economy would lead the nation into bankruptcy.

One of Roosevelt’s strongest critics was

Senator Huey Long from Louisiana. Long had gained a large following as



Polish miner listening to the radio

Wolcott, Marion Post. *A more well-to-do miner listening to the radio when he returns home in the morning after working on the night shift.* Sept. 1938. Prints & Photographs Division. Library of Congress, Washington, D.C. D 4315. *Farm Security Administration/Office of War Information Black-and-White Negatives.* Accessed 1 Feb. 2014. <http://www.loc.gov/pictures/item/fsa2000030730/PP/>

he made speeches promoting his “Share Our Wealth” program. With his motto, “Every Man a King,” Long’s populist message appealed to both the struggling middle and the poor. Huey Long was serving as governor of Louisiana when he successfully campaigned for the United States Senate. When he assumed his new role in 1932, he gave himself the nickname the “Kingfish.” Long claimed that he was a small fish in Washington, but the king of fish to the folks of Louisiana.

In 1933, the year Roosevelt took office, there was no Internet, no television, and no cell phones to access social media networks. However, Roosevelt was extremely effective in communicating his plans for recovery, coined by his administration as “The New Deal,” to the public. He used the power of the radio to address the American people. Families would gather around their household radio to listen to Roosevelt deliver his “Fireside Chats,” which lasted between 15 and 45 minutes. Many listeners were comforted by his words and felt he understood their problems.

Huey Long also understood the powerful impact of the radio. He used national radio broadcasts to champion his causes to an estimated 25 million listeners. Long accused Roosevelt of not doing enough for poor people and threatened to run against Roosevelt in the 1936 election. Long was considered a viable candidate for office, who could take votes from Roosevelt’s Democratic constituency. The Roosevelt administration responded by incorporating some of Long’s ideas into the Second New Deal recovery plan. For example, the Social Security system resembled Huey Long’s proposal for old-age pensions. The Works Progress Administration included aspects of the public works programs begun by Long in Louisiana, and the National Youth Administration was similar to Long’s student financial aid proposal.

Huey Long’s campaign for the presidency ended abruptly. He was assassinated in September 1935 in the State Capitol building of Louisiana in Baton Rouge. Although Long had many supporters in his home state, he had made many political enemies. Long was attempting to end the career of a state district court judge and had threatened to spread rumors about the judge’s family. The judge’s son-in-law was accused of firing shots at Long before being gunned down and killed by Huey Long’s bodyguards.

In this lesson, you will hear both Roosevelt and Long speak of their programs. Listen to their messages and compare their economic policies. Pay attention to how they deliver their messages. Think how their presentations might be appealing to different groups of people.

References:

Amenta, Edwin, Kathleen Dunleavy, and Mary Bernstein. "Stolen Thunder? Huey Long's 'Share Our Wealth,' Political Mediation, and the Second New Deal." *American Sociological Review*, 59.5 (1994): 678-702. *Jstor*. Accessed 18 July 2013. <http://www.jstor.org/stable/2096443>

"Huey Long." *Social Security History*. Social Security Administration, 3 Jan. 2013. Accessed 18 July 2013. <http://www.ssa.gov/history/hlong1.html>

Huey Long: The Man, His Mission, and Legacy. Long Legacy Project, 2010. Accessed 18 July 2013. <http://hueylong.com/index.php>

Resource Sheet #03

Document A – Franklin Roosevelt’s Fireside Chat

Roosevelt’s Second Fireside Chat, May 7, 1933

On a Sunday night a week after my Inauguration I used the radio to tell you about the banking crisis and the measures we were taking to meet it. I think that in that way I made clear to the country various facts that might otherwise have been misunderstood and in general provided a means of understanding which did much to restore confidence.

Tonight, eight weeks later, I come for the second time to give you my report — in the same spirit and by the same means to tell you about what we have been doing and what we are planning to do.

Two months ago we were facing serious problems. The country was dying by inches. It was dying because trade and commerce had declined to dangerously low levels; prices for basic commodities were such as to destroy the value of the assets of national institutions such as banks, savings banks, insurance companies, and others. These institutions, because of their great needs, were foreclosing mortgages, calling loans, refusing credit . . .

There were just two alternatives: The first was to allow the foreclosures to continue, credit to be withheld and money to go into hiding, and thus forcing **liquidation** [pay off debt] and bankruptcy of banks, railroads and insurance companies. . . This alternative meant a continuation of what is loosely called “deflation,” the net result of which would have been extraordinary hardship on all property owners and, incidentally, extraordinary hardships on all persons working for wages through an increase in unemployment and a further reduction of the wage scale.

It is easy to see that the result of this course would have not only economic effects of a very serious nature but social results that might bring incalculable harm. Even before I was inaugurated I came to the conclusion that such a policy was too much to ask the American people to bear. It involved not only a further loss of homes, farms, savings and wages but also a loss of spiritual values — the loss of that sense of security for the present and the future so necessary to the peace and contentment of the individual and of his family. When you destroy these things you will find it difficult to establish confidence of any sort in the future. It was clear that mere appeals from Washington for confidence and the mere lending of more money to shaky institutions could not stop this downward course. A prompt program applied as quickly as possible seemed to me not only justified but **imperative** [absolutely necessary] to our national security . . .

First, we are giving opportunity of employment to one-quarter of a million of the unemployed, especially the young men who have dependents, to go into the forestry and flood prevention work. This is a big task because it means feeding, clothing and caring for nearly twice as many men as we have in the regular army itself. In creating this civilian conservation corps we are killing two birds with one stone. We are clearly enhancing the value of our natural resources and second, we are relieving an appreciable amount of actual distress . . .

Second, I have requested the Congress and have secured action upon a proposal to put the great properties owned by our Government at Muscle Shoals to work after long years of wasteful inaction, and with this a broad plan for the improvement of a vast area in the Tennessee Valley. It will add to the comfort and happiness of hundreds of thousands of people and the incident benefits will reach the entire nation.

Next, the Congress is about to pass legislation that will greatly ease the mortgage distress among the farmers and the home owners of the nation, by providing for the easing of the burden of debt now bearing so heavily upon millions of our people. Our next step in seeking immediate relief is a grant of half a billion dollars to help the states, counties and municipalities in their duty to care for those who need direct and immediate relief. The Congress also passed legislation authorizing the sale of beer in such states as desired. This has already resulted in considerable reemployment and, incidentally, has provided much needed tax revenue.

We are planning to ask the Congress for legislation to enable the Government to undertake public works, thus stimulating directly and indirectly the employment of many others in well-considered projects . . .

The Farm Relief Bill seeks by the use of several methods, alone or together, to bring about an increased return to farmers for their major farm products, seeking at the same time to prevent in the days to come disastrous over-production which so often in the past has kept farm commodity prices far below a reasonable return . . .

Well-considered and conservative measures will likewise be proposed which will attempt to give to the industrial workers of the country a more fair wage return, prevent cut-throat competition and unduly long hours for labor, and at the same time to encourage each industry to prevent over-production.

Our Railroad Bill falls into the same class because it seeks to provide and make certain definite planning by the railroads themselves, with the assistance of the Government, to eliminate the duplication and waste that is now resulting in railroad receiverships and continuing operating deficits.

I am certain that the people of this country understand and approve the broad purposes behind these new governmental policies relating to agriculture and industry and transportation. We found ourselves faced with more agricultural products than we could possibly consume ourselves and surpluses which other nations did not have the cash to buy from us except at prices ruinously low. We have found our factories able to turn out more goods than we could possibly consume, and at the same time we were faced with a falling export demand. We found ourselves with more facilities to transport goods and crops than there were goods and crops to be transported. All of this has been caused in large part by a complete lack of planning and a complete failure to understand the danger signals that have been flying ever since the close of the World War. The people of this country have been erroneously encouraged to believe that they could keep on increasing the output of farm and factory indefinitely and that some magician would find ways and means for that increased output to be consumed with reasonable profit to the producer.

Today we have reason to believe that things are a little better than they were two months ago. Industry has picked up, railroads are carrying more freight, farm prices are better, but I am not going to indulge in issuing proclamations of over enthusiastic assurance . . . I do not want the people to believe that because of unjustified optimism we can resume the ruinous practice of increasing our crop output and our factory output in the hope that a kind providence will find buyers at high prices. Such a course may bring us immediate and false prosperity but it will be the kind of prosperity that will lead us into another tailspin.

It is wholly wrong to call the measure that we have taken Government control of farming, control of industry, and control of transportation. It is rather a partnership between Government and farming and industry and transportation, not partnership in profits, for the profits would still go to the citizens, but rather a partnership in planning and partnership to see that the plans are carried out . . .

We are working toward a definite goal, which is to prevent the return of conditions which came very close to destroying what we call modern civilization. The actual accomplishment of our purpose cannot be attained in a day. Our policies are wholly within purposes for which our American Constitutional Government was established 150 years ago.

I know that the people of this country will understand this and will also understand the spirit in which we are undertaking this policy. I do not deny that we may make mistakes of procedure as we carry out the policy. I have no expectation of making a hit every time I come to bat. What I seek is the highest possible batting average, not only for myself but for the team. Theodore Roosevelt once said to me: "If I can be right 75 percent of the time I shall come up to the fullest measure of my hopes" . . .

Source: Roosevelt, Franklin D. *Fireside Chat 2: On Progress during the First Two Months (May 7, 1933)*. *The Miller Center*. U. of Virginia, 2013. Accessed, 18 July 2013. <http://millercenter.org/president/speeches/detail/3299>

Video/Audio Source: Fireside Chat2: Outlining the New Deal Program, Sunday, May 7, 1933. Modern History: Franklin D. Roosevelt – Six Fireside Chats 1933-1938. Internet Archive. Accessed 9/9/14. <https://archive.org/details/WorldHistoryFranklinD.Roosevelt-SixFiresideChats1933-1938>

Resource Sheet #04

Huey Long's "Share the Wealth" Speeches

"Share the Wealth" – Huey Long Talks to the Nation, Part One, March 1935

. . . Now, my friends, when this condition of distress and suffering among so many millions of our people began to develop in the Hoover administration, we knew then what the trouble was and what we would have to do to correct it. I was the first man to say publicly -- but Mr. Roosevelt followed in my tracks a few months later and said the same thing. We said that all of our trouble and woe was due to the fact that too few of our people owned too much of our wealth. We said that in our land, with too much to eat, and too much to wear, and too many houses to live in, too many automobiles to be sold, that the only trouble was that the people suffered in the land of abundance because too few controlled the money and the wealth and too many did not have money with which to buy the things they needed for life and comfort.

So I said to the people of the United States in my speeches which I delivered in the United States Senate in the early part of 1932 that the only way by which we could restore our people to reasonable life and comfort was to limit the size of the big man's fortune and guarantee some minimum to the fortune and comfort of the little man's family . . .

. . . I propose:

First. That every big fortune shall be cut down immediately by a capital levy tax to where no one will own more than a few million dollars, as a matter of fact, to where no one can very long own a fortune in excess of about three to four millions of dollars. I propose that the surplus of all the big fortunes, above the few millions to any one person at the most, shall go into the United States ownership. How would we get all these surplus fortunes into the United States Treasury? Not hard to do. We would not do it by making everyone sell what he owned; no. We would send everyone a questionnaire. On that he would list the properties he owns, lands and houses, stocks and bonds, factories and patents, and so on. Every man would place his appraisal on his property, which the Government would review and maybe change on some items. On that appraisal the big fortune holder would say out of what property he would retain the few millions allowed to him, the balance to go to the United States. Say Mr. Henry Ford should allow that he owned all the stock of the Ford Motor Co., worth, say, \$2 billion; he could claim, say \$4 million of the Ford stock, but \$1,996,000,000 would go to the United States. Say the Rockefeller fortune was listed at \$10 billion in oil stocks, bank stocks, money, and stores. Each Rockefeller could say whether he wanted his limit in either the money, oil, or bank stocks, but about nine billion and eight hundred million would go to the Government. And so, in this way, the Government of the United States would come into the possession of about two-fifths of its wealth, which on normal values would be worth, say, \$165 billion.

Then we would turn to the inventories of the 25 million families of America. All those who showed properties and money clear of debts that were above \$5,000 and up to the limit of a few millions would not be touched. But those showing less than \$5,000 to the family free of debt would be added to, so that every family would start life again with homestead possessions of at least a home and the comforts needed for a home, including such things as a radio and an

automobile. These things would go to every family as a homestead, not to be sold either for debts or taxes or even by consent of the owner except by the consent of the court or Government, and then only on condition that the court hold it to be spent for the purpose of buying another home and comforts thereof.

Such would mean that the \$165 billion or more taken from big fortunes would have about \$100 billion of it used to provide all with the comforts of home and living. The Government might have to issue warrants for claim and location, or even currency to be retired from such property as was claimed, but all that is a detail not impractical to get these homes into the hands of the people.

So America would start again with millionaires, but no multi-millionaires or billionaires; with some poor, but none too poor to be denied the comforts of life. America, however, would still have maybe a \$65 billion balance from these big fortunes not yet used to set up the poor people. What would we do with that? Wait a moment. I am coming to that, too.

Second. We propose that after homes and comforts of homes have been set up for the families of the country, that we shall turn our attention to the children and the youth of the land, providing first for their education and training. We would not have to worry about the problem of child labor, because the very first thing which we would place in front of every child would be not only a comfortable home during his early years but the opportunity for education and training, not only through the grammar school and the high school but through college and to include vocational and professional training for every child. If necessary, that would include the living cost of that child while he attended college, if one should be too distant for him to live at home and conveniently attend, as would be the case with many of those living in the rural areas. . .

Source: *Huey P. Long: Radio Speech-Share Our Wealth Broadcast March 7, 1935. Top 100 Speeches*. American Rhetoric, n.d. Web. 18 July 2013.
<<http://www.americanrhetoric.com/speeches/hueyplongshare.htm>>.

Source: "Huey Long's Senate Speeches." Social Security Administration. Accessed 9/9/14.
<http://www.ssa.gov/history/longsen.html>

"Share the Wealth" – Huey Long Talks to the Nation, Part Two, April 1935

Now in the third year of his administration, we find more of our people unemployed than at any other time. We find our houses empty and our people hungry, many of them half-clothed and many of them not clothed at all . . .

We find not only the people going further into debt, but that the United States is going further into debt. The states are going further into debt, and the cities and towns are even going into bankruptcy. The condition has become deplorable. Instead of his promises, the only remedy that Mr. Roosevelt has prescribed is to borrow more money if he can and to go further into

debt. The last move was to borrow \$5 billion more on which we must pay interest for the balance of our lifetimes, and probably during the lifetime of our children. And with it all, there stalks a slimy specter of want, hunger, destitution, and pestilence, all because of the fact that in the land of too much and of too much to wear, our president has failed in his promise to have these necessities of life distributed into the hands of the people who have need of them . . .

Here is what we stand for in a nutshell:

Number one, we propose that every family in America should at least own a homestead equal in value to not less than one third the average family wealth. The average family wealth of America, at normal values, is approximately \$16,000. So our first proposition means that every family will have a home and the comforts of a home up to a value of not less than around \$5,000 or a little more than that.

Number two, we propose that no family shall own more than three hundred times the average family wealth, which means that no family shall possess more than a wealth of approximately \$5 million—none to own less than \$5,000, none to own more than \$5 million. We think that's too much to allow them to own, but at least it's extremely conservative.

Number three, we propose that every family shall have an income equal to at least one third of the average family income in America. If all were allowed to work, there'd be an income of from \$5,000 to \$10,000 per family. We propose that one third would be the minimum. We propose that no family will have an earning of less than around \$2,000 to \$2,500 and that none will have more than three hundred times the average less the ordinary income taxes, which means that a million dollars would be the limit on the highest income.

We also propose to give the old-age pensions to the old people, not by taxing them or their children, but by levying the taxes upon the excess fortunes to whittle them down, and on the excess incomes and excess inheritances, so that the people who reach the age of sixty can be retired from the active labor of life and given an opportunity to have surcease and ease for the balance of the life that they have on earth.

We also propose the care for the veterans, including the cash payment of the soldiers' bonus. We likewise propose that there should be an education for every youth in this land and that no youth would be dependent upon the financial means of his parents in order to have a college education.

Source: "Share Our Wealth." Apr. 1935. Speech. *"Share the Wealth:" Huey Long Talks to the Nation. History Matters*. George Mason University, n.d. Accessed, 18 July 2013. <http://historymatters.gmu.edu/d/5109/>

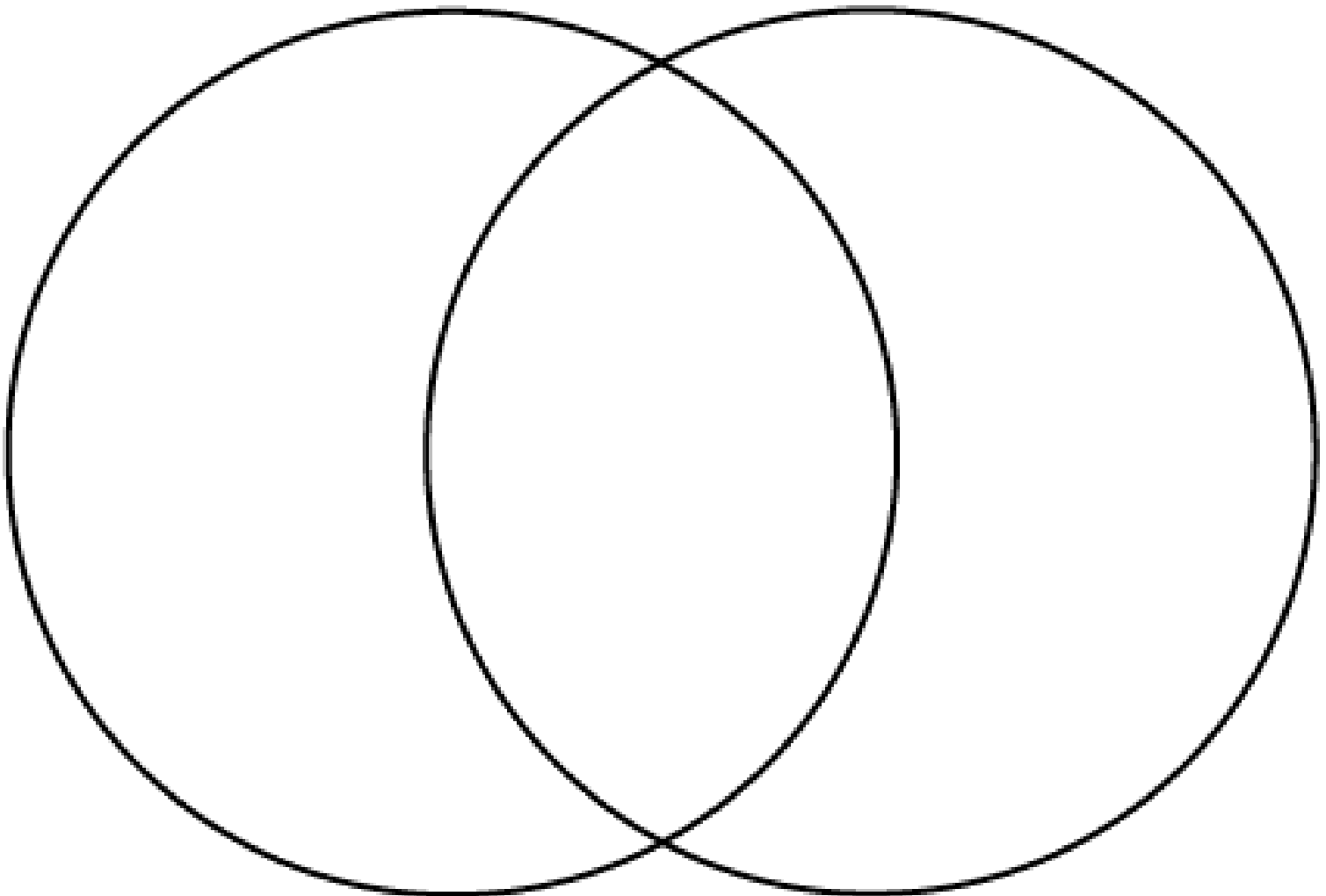
Audio Source: "Huey Long and 'Share Our Wealth.'" *Between the Wars*. Roy Rosenzweig Center for History and New Media, George Mason University. Accessed 9/9/14. <http://chnm.gmu.edu/courses/hist409/long/speech.html>

Resource Sheet #05

“Where’s the Wealth?” Venn Diagram

Directions:

1. Read each statement in the envelope provided by your teacher.
2. Based on the evidence from the radio broadcasts you heard and read, as well as your background knowledge, decide where each statement belongs on the Venn Diagram below. Do you think the statement best relates to FDR’s message in his fireside chat or with Huey Long’s Share the Wealth philosophy? If you think both President Roosevelt and Senator Long would agree with the statement, place it in the middle of the Venn Diagram.
3. Be sure to support your conclusions by explaining your reasoning to your group members using evidence from your sources.



FDR

Huey Long

Resource Sheet #06

Statement Strips for Venn diagram

Instructions for the teacher: Cut these statements into strips and place all in an envelope for each group.

<p>Overproduction was the primary cause of the Depression.</p>
<p>The uneven distribution of wealth is America's main economic problem.</p>
<p>The government must partner with private industries for planning purposes.</p>
<p>The government must institute a highly progressive tax system.</p>
<p>The role of the government during hard economic times is to provide jobs to get people working.</p>
<p>Public confidence in our banking system is of key importance to national security.</p>
<p>No one in America should earn more than \$1,000,000 a year.</p>
<p>All children, regardless of family income and wealth, should be provided a full and free public education from grammar school to college.</p>
<p>Borrowing money to fund economic reforms is not the answer.</p>
<p>Poverty in America needs to be addressed through government reforms.</p>
<p>The federal government should fund direct relief programs for needy families.</p>
<p>No one over 60 years of age should work.</p>
<p>Every family should own a home, a car, and a radio.</p>
<p>The economy is improving slightly.</p>
<p>The economy is getting worse.</p>
<p>It is important for the economic health of the nation that banks extend credit to businesses.</p>

Resource Sheet #07

Planning Sheet for Call-in Radio Show

In your group, you will create and perform a call-in radio show set in the 1930s during the Great Depression. Your show should focus on the nation's economic crisis and the proposed policy solutions.

For your show, decide which of the two political figures, President Franklin Roosevelt or Senator Huey Long, will host and accept listeners' calls. Then, create the characters of four radio listeners who will call in with questions. Two of your callers should represent supporters of the host. The other two callers should represent critics of the host.

You can create your script on a separate sheet of paper for the host to use in answering each of the four call-in listeners, or your host can ad-lib (perform on the spot) responses to the questions.

Radio Show Host: _____

Group Member Performer: _____

Caller 1 - Name and Character Background: _____

Caller 1 Question: _____

Group Member Performer: _____

Caller 2 - Name and Character Background: _____

Caller 2 Question: _____

Group Member Performer: _____

Caller 3 - Name and Character Background: _____

Caller 3 Question: _____

Group Member Performer: _____

Caller 4 - Name and Character Background: _____

Caller 4 Question: _____

Group Member Performer: _____

Resource Sheet #08

ARCH Historical Thinking Skills Rubric – Critical Reading and Corroboration

	Close Reading Strategies	Strategies/Procedural Concepts
Criteria	Critical Reading	Corroboration
4	<p>Questions the author's thesis and determines viewpoint and evidence to evaluate claims, highlighting what the author leaves out.</p> <p>Cites accurate examples of how the author uses persuasive language and specific words and phrases to influence the reader.</p> <p>Seeks answers to questions left unanswered in the source to formulate an interpretation.</p>	<p>Constructs an interpretation of events using information and perspectives in multiple sources.</p> <p>Identifies consistencies and inconsistencies among various accounts.</p>
3	<p>Analyzes the author's thesis, determines the viewpoint and evidence to evaluate the claims; may highlight what the author leaves out.</p> <p>Cites examples of how the author uses persuasive language and specific words and phrases to influence the reader.</p> <p>Notes that the author has left some questions unanswered.</p>	<p>Explains similarities and differences by comparing information and perspectives in multiple sources.</p>
2	<p>States the author's claims and evidence presented to prove those claims.</p> <p>Determines the author's viewpoint.</p> <p>Notes how language is used to persuade.</p>	<p>Identifies similarities and differences in information in multiple sources.</p>
1	<p>Attempts to identify the author's claims, viewpoint, or evidence.</p>	<p>Demonstrates little to no attempt to examine sources for corroborating or conflicting evidence.</p>