Historical events may have both short-term and long-term effects. Short-term effects take place soon after an event, but long-term effects build up over time. Evaluating long-term effects is often helpful in understanding the present and anticipating the future.

Look at the chart of short-term and long-term effects of New Deal laws. Note that some of the long-term effects are totally different from the immediate effects of the New Deal.

### Short-Term and Long-Term Effects

#### Short-Term Effects

- Social Security payments enable people to retire with pensions
- Union membership and power grow
- Farmers benefit from agricultural price supports
- The FDIC insures bank deposits
- The Securities and Exchange Commission oversees the stock market

#### Long-Term Effects

- Social Security protects millions of Americans but may not be able to pay full benefits in the future
- High-wage and low-wage earners continue to have different kinds of protection and benefits
- Americans have economic safeguards provided by the government
- A split between liberals and conservatives still affects public life

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**Learn the Skill**  To evaluate long-term effects, use the following steps:

1. **Identify the short-term effects.** Determine the immediate effects of an event.
2. **Identify the long-term effects.** Determine the consequences over time.
3. **Evaluate the long-term effects.** How do the lasting effects continue to influence people?

**Practice the Skill**  Study the chart and then answer the following questions:

1. What was one short-term effect of the New Deal?
2. What is one long-term effect of the New Deal?
3. **(a)** How does the New Deal continue to affect Americans? **(b)** Why are some Americans worried about the future of Social Security? **(c)** Select one current political or social issue and describe how liberals and conservatives differ on that issue.

**Apply the Skill**  See the Chapter Review and Assessment.
Reading Focus

• What caused the Dust Bowl?
• How did the depression affect women?
• How did the New Deal reach out to help African Americans and other groups of Americans?
• How did the creative arts reflect the needs of Americans during the depression?

Key Terms

Dust Bowl
migrant worker
Black Cabinet
civil rights
Indian New Deal

Taking Notes

As you read, prepare an outline of this section. Use roman numerals to indicate the major headings, capital letters for the subheadings, and numbers for the supporting details. The sample below will help you get started.

I. The Dust Bowl
   A. 
   B. 
II. Women Face the Depression
    A. 
    B. An active first lady
III. African Americans

Main Idea Many Americans found relief from the hard times of the Great Depression in the work of creative artists.

Setting the Scene In 1933, a reporter named Lorena Hickok set out from Washington on a government assignment. She was to report firsthand on conditions in rural areas. What she saw shocked even this veteran newswoman:

"I visited one group of . . . miners and their families, who had been living in tents for two years. . . . It [was] fairly common to see children entirely naked. . . . And some had nothing at all, actually hadn't eaten for a couple of days."

—Lorena Hickok, "Report From West Virginia," August 13–26, 1933

Few Americans suffered as much as the miners of West Virginia during the depression. Most people were able to eat adequately. Most still had some work. Some were helped by the New Deal; others were left out. Yet, almost all learned to live much more cheaply as they struggled to make ends meet.

The Dust Bowl

During much of the 1930s, states from Texas to the Dakotas suffered a severe drought. One region in the central Great Plains was especially hard hit. The topsoil dried out. High winds carried the soil away in blinding dust storms. As a result, this area became known as the Dust Bowl.

Buried Under Dust Dust storms buried farmhouses, fences, and even trees over large areas of the plains. People put shutters over doors and windows, but the dust blew in anyway. Even food crunched when it was chewed. One storm blew dust from Oklahoma to Albany, New York. A Kansas farmer sadly reported that he sat by his window counting the farms going by.
What caused the disaster? Years of over-grazing by cattle and plowing by farmers destroyed the grasses that once held the soil in place. The drought of the 1930s and high winds did the rest.

**Migrant Workers** Hardest hit by the drought and dust storms were poor farmers in Oklahoma and other Great Plains states. Hundreds of these “Okies” packed their belongings into cars and trucks and headed west. They became **migrant workers**—people who move from one region to another in search of work. They hoped to find jobs in the orchards and farms of California, Oregon, or Washington.

Once they reached the West Coast, the migrants faced a new hardship—they were not wanted. Local citizens feared that the newcomers would take away their jobs. Sometimes, angry crowds blocked the highways and sent the migrants away. Those migrants who did find work were paid little.

### Women Face the Depression

Traditional roles took on added importance during the depression. Homemakers had to stretch family budgets to make ends meet. Some women took in laundry to earn extra money. Others took in boarders to help pay the rent. Wives also found that unemployed husbands needed more nurturing to feel worthwhile.

Working women faced special problems during the depression. If jobs were available, employers hired men before they would hire women. In order to spread jobs around, the federal government refused to hire a woman if her husband had a job.

**Women in the Workplace** Despite such obstacles, millions of women earned wages in order to support themselves and their families. During the 1930s, the number of married women in the work force increased by 52 percent. Educated women took jobs as secretaries, schoolteachers, and social workers. Other women earned livings as maids, factory workers, and seamstresses.

Some women workers struck for better pay. In San Antonio, Texas, at least 80 percent of the pecan shellers were Mexican American women. When employers lowered their pay, a young worker, Emma Tenayuca, organized the shellers and led them off the job. Tenayuca said later, “I had a basic faith in the American idea of freedom and fairness. I felt something had to be done.”

**An Active First Lady** Eleanor Roosevelt created a new role for the First Lady. Acting as the President’s “eyes and ears,” she toured the nation. She visited farms and Indian reservations and traveled deep into a coal mine. She talked to homemakers, studying the condition of their clothing on the washline to measure how well they were doing.
The First Lady did more than just aid the President. She used her position to speak out for women’s rights, as well as other issues. In her newspaper column, “My Day,” she called on Americans to live up to the goal of equal justice for all. By speaking out on social issues, Eleanor Roosevelt angered some people. However, many other Americans admired her strong stands.

**African Americans**

When the Great Depression hit, African American workers were often the first to lose their jobs. By 1934, black workers were suffering a 50 percent unemployment rate, more than twice the national average. Often, they were denied public works jobs. Some charities even refused to serve blacks at centers giving out food to the needy.

Eleanor Roosevelt and others close to the President urged him to improve the situation of African Americans. The President responded to their needs. For example, thousands of young black men learned a trade through the CCC.

In aiding African Americans, FDR won their support for the Democratic party. The President invited black leaders to the White House to advise him. These unofficial advisers became known as the Black Cabinet. They included Robert C. Weaver, a Harvard-educated economist, and Mary McLeod Bethune, a well-known Florida educator. Roosevelt appointed Bethune to head the National Youth Administration’s Division of Negro Affairs. She was the first African American to head a government agency.

Often, Roosevelt followed the advice of the Black Cabinet. However, when African American leaders pressed the President to support an antilynching law, he refused. He feared that by doing so he would lose the support of southerners in Congress for his New Deal programs.

Many black leaders called on African Americans to unite to obtain their civil rights—the rights due to all citizens. African Americans used their votes, won higher-level government jobs, and kept up pressure for equal treatment. Slowly, they made a few gains. However, the struggle for civil rights would take many more years.

**Other Americans Face the Depression**

The hard times of the Great Depression created fear and insecurity among many Americans. These feelings sometimes erupted in violence and discrimination against groups of Americans who were outside of the mainstream.

**Mexican Americans** By the 1930s, Mexican Americans worked in many cities around the country. A large number, however, were farmworkers in the West and Southwest. There, they faced discrimination in education and jobs and at the polls.

In good times, employers had encouraged Mexicans to move north and take jobs in factories or on farms. When hard times struck, however, many Americans wanted Mexicans to be sent back to their original country. More than 400,000 people were rounded up and sent to Mexico. Some of them were American citizens.
Asian Americans Some Americans resented Chinese, Japanese, and Filipino workers who competed with them for scarce jobs. Sometimes, violence against Asians erupted. Responding to pressure, the government sought to reduce the number of Asians in the United States. In 1935, FDR signed a law that provided free transportation for Filipinos who agreed to return to the Philippines and not come back.

Native Americans In 1924, Congress had granted all Native Americans citizenship. Still, most Indians continued to live in deep poverty. President Roosevelt encouraged new policies toward Native Americans.

In the 1930s, Congress passed a series of laws that have been called the Indian New Deal. The laws gave Native American nations greater control over their own affairs.

The President chose John Collier, a longtime defender of Indian rights, to head the Bureau of Indian Affairs. Collier ended the government policy of breaking up Indian landholdings. In 1934, Congress passed the Indian Reorganization Act (IRA). It protected and even expanded landholdings of Native American reservations. The Roosevelt administration also strengthened Native American governments by letting reservations organize corporations and develop their own business projects.

To provide jobs during the depression, the government set up the Indian Emergency Conservation Work Group. It employed Native Americans in programs of soil-erosion control, irrigation, and land development.

The Arts of the Depression

Creative artists powerfully portrayed the hardships of depression life. Many writers depicted the hard times Americans faced across the country. In his 1939 novel The Grapes of Wrath, John Steinbeck told the heartbreaking story of the Okies streaming over the mountains trying to find new homes in California. (See Primary Source feature at left.)

Painting and Photography During the Depression Many painters turned to familiar themes. The huge murals of Thomas Hart Benton brought the history of the frontier to life. In American Gothic, Grant Wood painted an Iowa farmer and his daughter who look determined enough to survive any hardship.

The government sent out photographers to create a lasting record of American life during the Great Depression. The vivid photographs of Dorothea Lange (see page 756) showed the suffering of Dust Bowl farm families. Margaret Bourke-White photographed poor tenant farmers in the South.

Radio During the Depression Americans found ways to escape the hard times of the 1930s. Listening to the radio and going to the movies were among their favorite pastimes.

Every night, millions of Americans tuned in to their favorite radio programs. Comedians such as the husband-and-wife team,
George Burns and Gracie Allen, made people forget their troubles for a time. With so many people out of work, daytime radio shows became popular. People listened to dramas like “Ma Perkins” that told the story of families weathering the depression. Because soap companies sponsored many of these serials, the programs became known as soap operas.

Perhaps the most famous broadcast took place in 1938. On Halloween night, actor Orson Welles presented a “newscast” based on a science fiction novel, The War of the Worlds. Welles grimly reported the landing of invaders from the planet Mars. People who tuned in late mistook the program for a real newscast. Thousands of terrified people ran into the streets, seeking ways to escape the Martian invasion.

Movies During the Depression In the 1930s, moviemakers tried to restore Americans’ faith in the future. Movies told optimistic stories about happy families or people finding love and success. Shirley Temple became a hugely popular star at the age of five. When Temple sang “On the Good Ship Lollipop,” her upbeat spirit cheered up audiences.

One of the most popular movies was Walt Disney’s Snow White and the Seven Dwarfs. It was the first full-length animated film. In 1939, Judy Garland won American hearts in The Wizard of Oz. The movie told of a young girl’s escape from a bleak life in depression-era Kansas to the magical land of Oz.

The most expensively made and most popular movie of the 1930s was Gone With the Wind. It showed the Civil War in a romantic light. For more than three hours, many Americans forgot their worries as they watched the story of love and loss in the Old South. The movie also encouraged many Americans. They had survived hard times before. They would do so again.

### Section 4 Assessment

**Recall**

1. **Identify** Explain the significance of (a) Dust Bowl, (b) Black Cabinet, (c) Mary McLeod Bethune, (d) Indian New Deal, (e) John Collier.

2. **Define** (a) migrant worker, (b) civil rights.

**Comprehension**

3. What was the Dust Bowl, and what problems did it create for American farmers?

4. What special hardships did women face during the Great Depression?

5. How did the depression affect African Americans, Mexican Americans, Asian Americans, and Native Americans?

6. How did the depression affect the creative arts?

**Critical Thinking and Writing**

7. **Exploring the Main Idea** Review the Main Idea statement at the beginning of this section. Then, make a list of the ways in which the arts filled needs during the depression.

8. **Analyzing Primary Sources** In The Grapes of Wrath, why does John Steinbeck compare the migrating farmers to ants?

**Activity**

**Creating a Cartoon**

Draw a political cartoon that might have appeared in an American newspaper in the 1930s. The cartoon should show the effects of the Great Depression on Dust Bowl farmers, working women, African Americans, Mexican Americans, or creative artists.