

# THE NEW DEAL FACILITATION GUIDE

## PREPERATION BEFORE CLASS

### REVIEW BACKGROUND

Here's some background information to help prepare you to lead your students through this role-play.

### SUMMARY

The New Deal role-play focuses on the Second New Deal of 1935, after the Supreme Court shut down the National Recovery Administration (NRA). Students respond to the Great Depression and the failures of the First New Deal of 1933 by voting on proposals (see page 5).

### KEY QUESTIONS

- How should state and federal governments balance power during a national crisis?
- How big a role should the federal government play in improving people's lives?

### STUDENT ROLES

As students log into VOXPOP, they are distributed across the following four groups:

SMALL FARMERS	CITY WORKERS	FEDERAL ADVISORS	STATE REPS
<p>While the first New Deal helped big farms, it did so at the cost of small family farms, tenant farmers and sharecroppers across the country. Most small farmers were already living in poverty before the Depression.</p> <p><b>Small Farmers support proposals that directly help them, not just urban Americans.</b></p>	<p>Many workers, especially women and minorities, were fired when the Depression hit. Those lucky enough to keep their jobs had their pay cut. Workers have little bargaining power, because they can easily be replaced.</p> <p><b>City Workers support federal programs that address the inequities they experience every day.</b></p>	<p>Federal Advisors include Cabinet members, Black community leaders in D.C., and prominent academics. Although their personal priorities differ, they agree that the federal government should play an active role in the country's recovery.</p> <p><b>Federal Advisors support proposals that expand the role of the federal government in American life.</b></p>	<p>Governors, members of Congress, and other state reps need money with which to help their constituents. But many fear that the administration will use this crisis to expand federal power.</p> <p><b>State Reps support proposals that have practical benefits for their voters.</b></p>

# SETUP

Prepare to run the role-play in your classroom.

## CREATE A SESSION

Create a session for each class period in which you will run the role-play. Go to:

[voxpath.io/role-plays/the-new-deal](https://voxpath.io/role-plays/the-new-deal)

You will be asked to **Name** your session. We suggest naming it after the class period in which you will run it.

Then you will be asked to enter your **email address**, so we can send you an email with the link to the session. Save the email and use it to open the session when the class starts.

VOXPOP saves your progress as you play, so you can run the role-play over multiple days. Just click on the link in the email to re-open it.

## DECIDE ON DURATION

In this guide, we suggest timings for a 60-minute session, including notes about sections that you can skip if you are pressed for time.

For a more relaxed experience, you can split the role-play into multiple sessions. Running a VOXPOP over two 45-minute sessions works particularly well. Look for the + in suggested timings to see where it's beneficial to add time. If you split the role-play into two sessions, we suggest ending the first day after the Issues (page 3). You can always revisit the videos the next day if you like. Just hit the Back button at the bottom.

## CLASSROOM SETUP

When you're ready to start the role-play, use the link in the email to open the session on your classroom's main screen.

Students should each use an individual device to log in and interact with the role-play. They can use any web-enabled device, including PCs, Chromebooks, tablets and phones.

You can leave desks in their normal configuration, but students will be moving around the class and meeting in different groups throughout the role-play. They should carry their device with them when they move.



# INTRODUCTION

During this phase students are introduced to the situation, read their profiles and get into character.

10 minutes total

## ASSIGN PROFILES - 3 min

Before class starts, open the VOXPOP session you created on your classroom screen.

As students arrive they can log in on their web-enabled device by going to the **URL**

[voxpath.run/core](https://voxpath.run/core)

Students should then enter the 6-character alphanumeric **Code** displayed on the classroom screen.

They will be asked to type in a display name.

- If students are returning to a session that's already in progress, they must type their name exactly as they did before. Names are case- and punctuation-sensitive.
- Names will be displayed on the classroom screen.

As students log in, they will be assigned to **Groups** and their name will appear on the screen.

If students arrive late, you can bring up the **URL** & session **Code** by clicking on 

## WELCOME - 1.5 min

A video introduces students to VOXPOP.

## THE SITUATION - 4 min

A video provides the historical background that students need to know.

## PROFILES - 3 min

Your students receive information about their roles, including their **Group** and a personal **Bio**.

Students should hit the yellow button on their screen when they're done reading.

## INTRODUCTIONS - 3 min

In this phase, students get into character by introducing themselves to one another.

Walk around and look at your students' profiles to get a sense of who they are.



# VALUES

During this phase students discuss their group's goals and share them with the class.

10 minutes total

## VALUES INTRO - 1 min

A video explains the next activity.

## DISCUSS VALUES - 4+ min

Students meet with their **Group** and establish common goals.

Each **Group** has a different question to discuss. The questions are listed below along with their group's perspective on the value. Each **Group** must each select one representative to explain the answer to the class.

SMALL FARMERS value SECURITY	CITY WORKERS value EMPOWERMENT	FEDERAL ADVISORS value INDEPENDENCE	STATE REPS value RESPONSIBILITY
<p><b>Has the New Deal provided security for everyone?</b></p> <p>Many Small Farmers were not helped by the First New Deal...in fact, many are poorer today than they were in 1933!</p>	<p><b>Why is the issue of worker power urgent?</b></p> <p>Jobs were unsafe and poorly paid before the Depression...and now with so many unemployed people competing for work, things have gotten even harder for City Workers!</p>	<p><b>Why should the federal government take responsibility for Americans' well-being?</b></p> <p>The Depression is like a war: it's too big a problem for anyone but the federal government to handle.</p>	<p><b>Why is it important to maintain states' independence?</b></p> <p>As demonstrated by the First New Deal, the federal government cannot make a one-size-fits-all solution that helps all Americans. State governments know what their people need.</p>

## SHARE YOUR VALUES - 5 min

In this phase, students practice public speaking and learn about the other **Groups**.

Encourage **Groups** to cheer for each other and show support for the **Values** that align with theirs.

As you click **Next**, the software will call up the **Groups**, in this order:

- SMALL FARMERS
- CITY WORKERS
- FEDERAL ADVISORS
- STATE REPS

# ISSUES

During this phase, we break the challenge facing the class into three issues.

8 minutes total

ISSUES INTRO - 1 min

A video explains the next activity.

THE ISSUES - 7+ min

VOXPOP divides the conflict into three main **Issues**. There is one video per **Issue**.


These are the **Issues**:

FINANCE	EMPLOYMENT	STABILITY
Many Americans lost their life savings overnight when banks failed across the country. Meanwhile, big business tycoons are making millions. Should we force banks to insure people's savings, or demand that wealthy Americans pay more in taxes?	The CCC provided meaningful work for many Americans. We could try to replicate its success. Or, we could address the problem of violence that is inflicted on union members.	A new Social Security program would help elderly and unemployable Americans who are starving. But Social Security would not help all Americans. Would a national healthcare program do more to ensure stability for everyday Americans?

## POST-VIDEO DISCUSSIONS - Time-permitting

A discussion question will appear after each video plays, with suggestions for groups to call on. These classwide discussions are a good way to review the **Issues** and establish alliances between **Groups**.

However, **they are not necessary, and discussion is not included in the time estimates** given in this guide.

If you choose to answer the questions with your class, remind students to click the **Perspective** button  to learn more about what their group thinks.

# COMMITTEES

During this section, students are divided into committees to work on one of the three issues.

10 minutes total

## COMMITTEE INTRO - 1 min

A video explains the next activity.

## WORK IN COMMITTEES - 9 min

In this phase, students must work with members of other **Groups** to select proposals that address the crisis.

Students from each **Group** are distributed across three **Committees**.

In their **Committees**, students:

- Vote on their individual devices to select one **Proposal** for a whole class vote,
- Pick a representative to explain and argue for their **Proposal** to the class,
- If applicable, pick a representative to present arguments against the proposal.

These are the **Proposals**:

COMMITTEE ON FINANCE	COMMITTEE ON EMPLOYMENT	COMMITTEE ON STABILITY
<p><b>DEPOSIT INSURANCE</b></p> <p>Banks must contribute to a pool of money that insures everyone's personal bank accounts.</p> <p>Supporters: SMALL FARMERS, STATE REPS</p>	<p><b>RECOGNIZE UNIONS</b></p> <p>Businesses must let workers form unions, engage in collective bargaining, and take collective action such as strikes.</p> <p>Supporters: CITY WORKERS, STATE REPS</p>	<p><b>SOCIAL SECURITY</b></p> <p>A nationwide unemployment and retirement plan. Tax working people now and distribute the money to retired people.</p> <p>Supporters: CITY WORKERS, FEDERAL ADVISORS</p>
<p><b>WEALTH TAX</b></p> <p>Raise taxes on the wealthy. It won't raise a lot of money, but it sets a precedent that wealthy people pay more taxes.</p> <p>Supporters: CITY WORKERS, FEDERAL ADVISORS</p>	<p><b>WPA: PUBLIC WORKS</b></p> <p>Fund new state and local infrastructure such as public roads and buildings.</p> <p>Supporters: SMALL FARMERS, FEDERAL ADVISORS</p>	<p><b>NATIONAL HEALTHCARE</b></p> <p>Fund new and existing hospitals around the country, and fund states so they can run statewide insurance.</p> <p>Supporters: SMALL FARMERS, STATE REPS</p>

Your students' devices have more information about the proposals they can access by clicking



**Ask your students to tell you more about the proposals.**

## VOTE & EPILOGUE

During this section, students debate the solutions, cast votes, learn about what really happened and reflect on the experience.

17 minutes total

### VOTE INTRO - 1 min

A video explains the next activity.

### DEBATE & VOTE - 9 min

The class decides by majority vote whether to pass the **Proposals** selected by the **Committees**.

This is an opportunity for students to practice public speaking as they attempt to persuade classmates to vote for or against proposals.

**Encourage debate! This is the last chance to address the crisis.**

As you click **Next**, the website will prompt a **DEBATE** and then a **VOTE** on each proposal, in this order:

COMMITTEE ON FINANCE

COMMITTEE ON EMPLOYMENT

COMMITTEE ON STABILITY

### WHAT HAPPENED - 7+ min

An **Epilogue** video explains what really happened.

When the video is done playing, these suggested discussion questions appear:

- Should the federal government wield extra power during a national crisis?
- How big a role should the federal government play in improving people's lives?

The post-activity discussion gives students time to decompress from the role-playing experience.