

Curriculum Unit Introduction

Title of unit: The New Deal's TVA, WPA, & NYA: Economic & Social Impact in East Tennessee

Vital theme of the unit: Impact of the TVA, WPA & NYA portions of the New Deal on the society and economics of East Tennessee

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Grade level: Eleventh

Number of lessons in the unit: Two

Time needed to complete unit: Two To Three Sixty Minute Periods

Curriculum standards addressed: **Era 8: Standard 2.1** Understand the economic climate in the United States during Depression Era
Era 8: Standard 5.1 Investigate the causes, effects, and attempts to deal with the Great Depression
Era 8: Standard 6.1 Understand the changes in American life as a result of the Great Depression

Unit introduction and overview of instructional plan:

This unit of study is designed to address the impact of The New Deal, namely the TVA, NYA, and WPA, on East Tennessee. Though the New Deal included other programs that had a lasting effect on our area, these three, along with the CCC, were the most pivotal. As this unit is begun, students should have an understanding of the state of the nation and our area at the time of Roosevelt's 1933 Inauguration and the subsequent New Deal policies that soon followed. Therefore, understanding the Great Depression and its impact is essential. Beyond this, students should use prior knowledge of the status of American-Americans, Native-Americans, and other minorities in the South, namely East Tennessee, to understand the effect of these projects on minorities. With this unit, the students should take that prior knowledge and couple it with discussions of primary source documents such as photos, work orders, examples of WPA & NYA written projects to formulate a new knowledge of how the New Deal forever changed the economic and social landscape as well as the physical landscape of East Tennessee. Thus, this unit of study will cover the time period from 1933 through 1941-42.

Students will respond through discussion and writing to the documents that are analyzed as well as the information that is given in classroom lectures on the content. As the unit is being accomplished, students should be reminded of certain questions to guide them through the learning process such as: How did the Great Depression affect East

Tennessee? What kind of social & economic structure did East Tennessee have prior to the Great Depression? How did the Great Depression affect that social and economic structure? What was the status of African-Americans and other minorities in East Tennessee before and during the Great Depression? What role did the TVA, NYA, and WPA play in East Tennessee during the Great Depression/New Deal period? Why did Tennessee gain the attention of the New Deal? What were the lasting impact and changes to the society and the economy of East Tennessee because of the TVA, NYA, and WPA?

Primary Source Document Reader

Though the Great Depression brought almost instant economic strife to a great portion of the world, East Tennessee, like much of the South, seemed to its citizens to be suffering the least. It was not until the failure of the Bank of Tennessee in late 1930, a full year after the October 1929 stock market crash that had triggered the worldwide economic demise, that the citizens of East Tennessee began to feel the brunt of the Great Depression.¹ What followed was the failure of many smaller banks as well as businesses, and many Tennesseans saw their savings vanish. East Tennessee, an area of rural poverty even before the Great Depression, saw worsening economic woes by 1932 as farm products lost over one half of their total value, banks and businesses failed, and unemployment reached upwards of 25 to 30 percent.² Thus, even if it was delayed, East Tennessee could not avoid the Great Depression, and in fact, with its already low economic level, found itself stricken by poverty and economic discomfort that surpassed many other areas in America. This scenario does much to explain why many in East Tennessee were eagerly acceptant of the “New Deal” presented by Franklin Delano Roosevelt upon his March 1933 inauguration as U.S. President.

Four of the “alphabet” agencies of FDR’s New Deal saw some of their greatest activity in the Tennessee Valley, namely East Tennessee. Obviously, no discussion of the impact of the New Deal on East Tennessee is possible without mention of the Tennessee Valley Authority (TVA), which still supplies the state’s power and rests its headquarters in East Tennessee’s largest city, Knoxville, or the Civilian Conservation Corps (CCC), which contributed to one of the state’s most visited and legendary

¹ Carroll Van West, *Tennessee’s New Deal Landscape*, (Knoxville: University of Tennessee Press, 2001), 1.

² *Ibid*, 2.

landmarks for the past sixty years with its building of The Great Smoky Mountains National Park, which runs for several hundred miles along the eastern border of Tennessee and western border of North Carolina.

However, little is mentioned about two other “alphabet” agencies of FDR’s plan that had an impact on the economic and physical structure of East Tennessee. The Works Progress Administration (WPA), which later became known as the Works Projects Administration, and the National Youth Administration (NYA) brought beneficial activity on a scale usually much smaller than that of the building of a series of dams or the creation of a park for land conservation but almost equally effective.

Both the WPA and NYA, like other agencies included in the New Deal, sought to improve public works. But what else did the WPA and NYA contribute to East Tennessee? On what projects did the citizens of East Tennessee work? What impact did their actions, along with the actions of the TVA, have on an ailing East Tennessee in the 1930s? Who was affected? What work was accomplished? How did the landscape see change? What economic changes came about? What social changes took place? How were minorities impacted? Many questions can be asked, but before this a deeper understanding of each agency is necessary.

One of the most important elements of the New Deal was the idea of improvement for the underdeveloped regions of the United States that had been further wrecked by the Great Depression. President Roosevelt felt that the Tennessee Valley, with its heart lying in East Tennessee, was chief of those underdeveloped regions. Seeking to improve public works as well as the education and banking systems that existed in the area, it is only natural that TVA, WPA, and NYA would be three of the

most active New Deal agencies in East Tennessee and really as active in the region as anywhere else in the nation.

The Tennessee Valley Authority was created in the first one hundred days of Roosevelt's presidency during a time period of sweeping legislation that bears just that name. The agency, originally the concept of Nebraska Senator George Norris, would help in flood control, soil conservation, fertilizer production, generation of electrical power, and increased promotion of industry within the region of the Tennessee Valley, a region that saw little to none of these amenities at the onset of the Great Depression. In order to achieve these goals, however, the TVA removed some 70,000 people from their land in building dams that forever altered the physical, economic, and social landscape of East Tennessee. But by the mid-1940s, TVA would be bringing power to over 650,000 homes in the valley of East Tennessee.³

The Works Progress Administration, or Works Projects Administration as it was known after 1939, sought to employ workers in a variety of public works projects including the construction of roads, bridges, airports as well as schools and government buildings. A majority of the money from the federal government went to wages for the economically stricken citizenry, thus leaving sponsors from East Tennessee the task of providing the necessary funds and supplies for the projects themselves.⁴

Beyond the typical public works projects, the WPA also contributed, for at least a brief time in improving the arts in East Tennessee and the state as a whole. Jobs were provided for painters, musicians, librarians, and museum curators. The Federal Writers' Project, a portion of the WPA, created *Tennessee: A Guide to The State*, which still

³ Ibid., 11.

⁴ Ibid., 20.

stands as a historic representative of the work done by the agency. During its existence until around 1940, the WPA employed some 30,000 to 40,000 Tennesseans, and many of these jobs were found in the counties of the eastern portion of the state.⁵

Roosevelt believed that a better educated citizenry in East Tennessee would help rebuild and reform the poverty stricken region, and therefore, New Deal legislation did not neglect the youth of area. The National Youth Administration was created to provide money and jobs for students in order to keep them in school rather than see them leave the classroom out of need for the wages of the workplace for their families. By the late 1930s, over 10,000 students annually were benefiting from the NYA's work projects and job training that subsequently led to making the students more attractive to employers existing outside of the New Deal agencies.⁶

The NYA provided benefits for both white and black students, and in many instances African-Americans were in the midst of the change the New Deal brought to East Tennessee, taking it from an almost strictly agricultural-based economy to a far more industrialized economy that also benefited from tourism. However, little was changed in terms of the segregation that would continue to grip East Tennessee and the South as a whole until the Civil Rights Movement of the 1960s finally gave ground to the growing desire of African-Americans who sought integration and equality.

In the end, East Tennessee was changed from a very poor, agricultural based region to one that provided great industrial input into the nation's economy with the urgency and effectiveness of the New Deal. The New Deal has left a lasting impression on our state, especially East Tennessee, where lakes created by the New Deal now dot

⁵ Ibid., 21.

⁶ Ibid., 22.

our landscape, TVA provides our power, and our children continue to attend school while our government officials work, both in buildings contributed by the New Deal agencies.

Each of the following documents will connect with the aforementioned topics and questions. Using TVA, NYA, and WPA records as well as speeches from President Franklin D. Roosevelt, this primary source document reader will encourage students to analyze those original documents to gather personal opinions as well as answers to the multi-sided question of how the New Deal, namely the TVA, NYA, & WPA impacted East Tennessee.

Document I
Inaugural Address of Franklin D. Roosevelt, 1933 (excerpted). *Inaugural addresses of the presidents of the United States: from George Washington 1789 to George Bush 1989.* Washington, D.C.: U.S. GPO, 1989

This is an excerpt from newly inaugurated Franklin D. Roosevelt's first speech as President of the United States. This excerpt is the introduction of the speech that exemplifies the aggressiveness that the President intended in his handling of the very dire situation that he inherited.

I am certain that my fellow Americans expect that on my induction into the Presidency I will address them with a candor and a decision which the present situation of our Nation impels. This is preeminently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great Nation will endure as it has endured, will revive and will prosper. 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. In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. I am convinced

that you will again give that support to leadership in these critical days.

In such a spirit on my part and on yours we face our common difficulties. They concern, thank God, only material things. Values have shrunken to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds 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.

More important, a host of unemployed citizens face the grim problem of existence and an equally great number toil with little return. Only a foolish optimist can deny the dark realities of the moment.

Document II

Franklin D. Roosevelt's Fireside Chat, 7 May 1933 (excerpted) The New Deal Network. "Outlining the New Deal." Available from <http://www.newdeal.feri.org/chat/chat02.htm>

This is an excerpt from one of Franklin D. Roosevelt's Fireside Chats that were delivered via radio across the United States. This installment came two months following the President's inauguration during Roosevelt's "One Hundred Days," which marked the

commencement of the New Deal. In this speech, the President outlines the New Deal and its intentions. This particular excerpt is Roosevelt's discussion of the legislative process that had been adopted at this point and a national introduction of the plan that would begin the New Deal's strong involvement in East Tennessee. In the speech's introduction, Roosevelt presents an alternative solution that rested on a scale of lesser proportions than the grandness of the New Deal. His intention in presenting this alternative, which he refers to as "deflation," is to explain the necessity of the New Deal to the American citizens. He reminds Americans of continuing bank and business failures, and presents the situation as one of a serious nature that he believes calls for serious measures and nationwide cooperation. He explains that, due to the need of urgency, the traditional methods of passing legislation have been altered in order to quicken the process, reminding Americans that the use of the President as "an agent to carry out certain of the purposes of the Congress" is constitutional.

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. Thus there was actually in process of destruction the property of millions of people who had borrowed money on that property in terms of dollars which had had an entirely different value from the level of March, 1933. That situation in that crisis did not call for any complicated consideration of economic panaceas or fancy plans. We were faced by a condition and not a theory.

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 and bankruptcy of banks, railroads and insurance companies and a re-capitalizing of all business and all property on a

lower level. 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 to our national security.

The Congress, and when I say Congress I mean the members of both political parties, fully understood this and gave me generous and intelligent support. The members of Congress realized that the methods of normal times had to be replaced in the emergency by measures which were suited to the serious and pressing requirements of the moment. There was no actual surrender of power, Congress still retained its constitutional authority and no one has the slightest desire to change the balance of these powers. The function of Congress is to decide what has to be done and to select the appropriate agency to carry out its will. This policy it has strictly adhered to. The only thing that has been happening has been to designate the President as the agency to carry out certain of the purposes of the Congress. This was constitutional and in keeping with the past American tradition.

The legislation which has been passed or in the process of enactment can properly be considered as part of a well-grounded plan.

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. This great group of men have (sic) entered upon their work on a purely voluntary basis, no military training is involved, and we are conserving not only our natural resources but our human resources. One of the great values to this work is the fact that it is direct and requires the intervention of very little machinery.

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 (AL) 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.

Document III

Chase, Stuart. "TVA: the New Deal's Greatest Asset I. Landscape and Background," *The Nation*, 3 June 1936; available from www.newdeal.feri.org/texts/114.htm

This is a selection of two excerpts of an article from the 3 June 1936 issue of *The Nation*, a non-partisan political commentary publication that began publication in 1865.

The first excerpt is a physical description of the Tennessee Valley from the perspective of the author who had toured the area thus giving the reader an idea of the physical status of the Valley's land in the pre-New Deal era. This article's date occurs during a period when the New Deal had not reached its full potential in terms of changing the physical landscape of the Valley, namely East Tennessee.

Excerpt I

As we shall see, cheap electric power is not the only function of the TVA, is probably not even the most important function in the long run... The TVA is an attempt to keep a region viable, healthy, and interesting, and to hold the oncoming generations on their homeland.

One day, with Benton MacKaye and the foresters, I climbed far up on the shoulder of Le Conte, one of the giants of the Great Smokies. Looking west, we saw the

great valley unroll before us until it was lost in the mists of the horizon--fields, wood lots, meadow lands, villages, the sparkle of rivers, and the mountain wall around. Fields run high on the mountain slopes. Years ago farmers used to supplement their income by day labor in mines and forests. Such work has largely disappeared. Only the land remains. The cornfields grow steeper, increasing the erosion rate, promoting floods, silting the streams and rivers. More than seven million acres in the Valley are subject to serious erosion.

The peak on which we stood, the splendid forest of hemlock, beech, poplar, and rhododendron through which we had climbed, the tumbled crags to the north, east, and south, were the property of the United States government. A good part of the mountain wall from which the little waters fall to make the tributaries which in turn make the Tennessee is national forest or national park. Nearly five million acres, more than a quarter of all the forest land in the Valley, is government owned. The TVA is thus not an isolated experiment, but yoked with large projects in recreation, which preceded it and which serve to protect the Valley's headwaters.

These waters come down from Virginia, North Carolina, Georgia, and eastern Tennessee in a series of rivers which meet not far from Knoxville to form the main river. This region is tumultuous at the height of land, rugged below with steep cornfields and little farms tucked into the mountain "coves," then rolling land with broader farms, and finally, in the cotton fields of Alabama, almost flat. The elevation descends from 6,000 to 250 feet, giving a climate which ranges from that of the Great Lakes to subtropical. The rainfall is heavy, varying from fifty to eighty inches. The Valley can grow anything which now grows between Canada and the Gulf. It is the perfect laboratory for an experiment in regional planning.

The watershed is shaped like a butterfly with the narrow waist at Chattanooga. The east wing is larger and more rugged, swelling over the eastern part of Tennessee and clipping off segments of Virginia, North Carolina, and Georgia. Here is where the water comes from; here the region of heaviest rainfall. The Powell and Clinch rivers join at Norris Dam, to pour into the Tennessee some eighty miles below. The Holston and the French Broad' rivers join at Knoxville to form the Tennessee. The little Tennessee

comes in from North Carolina below Knoxville, and the Hiawassee River still farther down.

The west wing is the course of these united waters from Chattanooga down into Alabama, over Muscle Shoals where the Wilson Dam was built during the war, and which formed the nucleus of the TVA--across the corner of Mississippi, and then due north through western Tennessee into Kentucky, and finally into the Ohio River at Paducah, not far from where the Ohio pours into the Mississippi at Cairo.

The Tennessee contributes about 20 per cent of the flood waters of the Mississippi. The commingled waters of the Ohio, the Cumberland, and the Tennessee make the spot where they enter the Mississippi one of transcendent importance for flood control. The Valley is a watershed entity, true, but at its mouth it locks into the water economy of the whole Mississippi Basin.

The Valley cuts across seven states--God unfortunately did not consult the Supreme Court--and contains some 40,000 square miles of territory, about four-fifths the area of England. It has a population of nearly two and one-half million people, only a quarter of whom live in cities. More

than half the area is forested, but hardly virgin. Nearly all has been cut over, and much of it burned, slashed, and butchered in accordance with sound American practice. There are coal, iron, copper, phosphate, and other minerals in the Valley, and millions of horse-power in the rush of the rivers. There are a number of factories, but the region as a whole is not industrial. It has lived, or bled to live, primarily on its raw resources--forest, pasture, soil, minerals.

The second excerpt discusses the people of the region of the Tennessee Valley and describes the economic situation existent in East Tennessee. Included in this excerpt is a chart that presents a brief selection of the "wants" of the individuals who were a part of the 4,000 families removed from the site of the Norris Dam in Anderson County, Tennessee, and this is followed by an explanation of the reasons why the pre-New Deal citizenry could not obtain these wants. The reader must note that this opinion was expressed in the early years of the New Deal—a time period when the New Deal had not reached its full capacity in terms of economic benefits, and thus, can be accepted as an almost pre-New Deal attitude.

Excerpt II

If there be such a thing as "native stock," the Valley is peopled with it. This particular strain, however, has a

relatively high birth-rate. The youngsters sprawl at the cabin doors, and in Alabama the native stock is often black.

The Valley has tried to live on its natural resources. Yet the average annual cash income of the 4,000 families moved from the Norris reservoir site was under \$100. This failed signally to provide the relatively simple wants of the group.

Wants have been studied with some care, and include:

20 acres of crop land	Plenty of children
A tight five-room house	Some old-fashioned religion
1 horse	1 radio
1 cow	1 automobile
1 hog	1 washing machine
Chickens	Access to the movies
A reasonable chance for a little neighborly litigation	

This you will admit is not an exorbitant budget--save possibly on the score of children--but \$100 per family, plus the self-subsistence labor of the family, falls far short of it.

The people of the upper Valley are hospitable, proud, salty, independent, illiterate by modern standards, and desperately poor. They are poor because many of their ancient crafts have lapsed, and because in the highly specialized economy of today the exchange value of these crafts is low. They do not have enough to exchange with

the outside world for the things they need and want. When they do have enough by weight, the price may run so heavily against their raw agricultural products that the exchange ratio remains pitiful.

Document IV

“Table of Contents to *Tennessee: A Guide To The State*”; available from www.newdeal.feri.org/guides/tnguide.htm

This is the table of contents of the Tennessee version of the state guides created for each state by The Federal Writers’ Project of the Works Projects Administration. This guide, published in December 1939, gave employment to writers and historians, increased the appeal of the state, and most importantly outlined the actions of the New Deal throughout the state of Tennessee in an attempt to stress its benefits to those reading.

TENNESSEE

A GUIDE TO THE STATE

Compiled and Written by the Federal Writers' Project of the Work Projects Administration for the State of Tennessee

AMERICAN GUIDE SERIES

FIRST PUBLISHED IN DECEMBER 1939

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DEPARTMENT OF CONSERVATION, DIVISION OF INFORMATION

WORK PROJECTS ADMINISTRATION

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Document V

National Youth Administration of Tennessee. *Hourly Wage Rates and Monthly Hours of Employment for Non-Supervisory Employees Engaged on National Youth Administration Projects, 1 August 1938.* Special Collections, Hoskins Library, University of Tennessee, Knoxville.

This chart depicts the classifications of labor as well as the hourly wage and monthly earnings. This is separated into four groups of counties, which have been separated in this manner due to population. In using this particular chart, one should understand the current value of old money or the “purchasing power” of the dollar in this time period so to understand what these young workers were actually earning in today’s dollar value. In 1938, \$1 had the same value or purchasing power as \$13.00 in today’s money. Thus, one could be the same amount of goods with \$1.00 that can be bought with \$13.00 today.

Group of County	Labor Classification	Hourly Wage Rate	Monthly Hours of Work	Monthly Earnings
*Group No. 4	Unskilled	.17	70	11.90
	Intermediate	.19	70	13.30
	Skilled	.23	70	16.10
	P. & T. W.	.28	68	19.04
** Group No. 3	Unskilled	.17	70	11.90
	Intermediate	.20	70	14.00
	Skilled	.23	70	16.10
	P. & T. W.	.28	68	19.04
*** Group No. 2	Unskilled	.20	70	14.00
	Intermediate	.23	70	16.10
	Skilled	.30	70	21.00
	P. & T. W.	.35	68	23.80
**** Group No. 1	Unskilled	.20	70	13.92
	Intermediate	.23	70	17.60
	Skilled	.30	70	22.00
	P. & T. W.	.35	68	23.85

****Group No. 1 – Davidson, Hamilton, Knox, and Shelby Counties.

*** Group No. 2 – Washington County.

** Group No. 3 – Bedford, Blount, Bradley, Carter, Dyer, Greene, Hamblen, Henry, Madison, Maury, Montgomery, McMinn, Obion, Robertson, Rutherford, and Sullivan Counties.

* Group No. 4 – All Other Counties.

Document VI

National Youth Administration of Tennessee. *Work Project Numbers Assigned To Applications Covering Different Types Of Work As Outlined In NYA Bulletin No. 8, July 9, 1937.* Special Collections, Hoskins Library, University of Tennessee, Knoxville.

This is a bulletin addressed to the county offices of National Youth Administration in East Tennessee. Included within the bulletin are work descriptions to be completed by the youth workers, as well as a description of the work projects that are to be discontinued. This bulletin shows that though artistic work was a portion of the NYA's actions, it was not the highest of priorities.

District No. 1

Area No. 1

Including The Following Counties

Campbell	Union	Sevier	Washington
Anderson	Hancock	Hawkins	Union
Knox	Grainger	Greene	Carter
Blount	Hamblen	Cocke	Johnson
Claiborne	Jefferson	Sullivan	

Work Project Numbers Assigned To Applications Covering Different Types Of Work As Outlined In NYA Bulletin No. 8, Dated July 9,1937

Description of Work

Other highway, road, and street projects including grading, surfacing, ditching, clearing of right-of-ways, construction of small bridges and culverts and other miscellaneous types of work in connection with highway, road and street construction repair and improvements, but excluding roadside improvements, trails, footpaths, etc.

Remodeling and repair of public buildings including improvement of grounds around buildings when supplementary to building repair, but not including ground improvements when not supplementary to building repairs.

Improvement of grounds around buildings including landscaping, generally beautification, construction of tennis courts, croquet courts, etc., ditching and other ground improvements around publicly owned buildings when not supplementary to building repairs.

Recreational facilities (exclusive of buildings) including construction, repair and improvement of recreational facilities including parks, playgrounds, athletic fields, tennis courts, and etc., and the construction or repair of park or playground equipment and other areas and

equipment for use by the public for recreational purposes,
but not including building construction.

Recreational leadership.

Sewing.

Nursery Schools.

-2-

Description of Work

Clerical and stenographic work for governmental Agencies including municipal, state, and county offices, but excluding such services rendered to other than governmental agencies.

Agricultural Demonstration (County Agent Assts.) providing general assistance to county agents and home demonstration agents including agricultural demonstration, but excluding conservation work.

Library service and book repair.

Other NYA work (not elsewhere classified). This classification including gardens, canning and all other production units, excluding work shops, and including other miscellaneous types of work not covered by projects described above and types of work referred to below.

School lunches.

It is recommended that the following types of work be discontinued:

- (1) Clerical and stenographic work for other governmental agencies
- (2) Home making
- (3) Museum work, preparation of exhibits, visual aid materials
- (4) Fine Arts

Should you desire to initiate projects in connection with any of the types of work described above carrying the recommendation that same be discontinued, you will please prepare and submit application to cover same on a districtwide basis.

Document VII

The Glandon family around the fireplace in their home at Bridges Chapel near Loyston, Tennessee. October 31, 1933: Reprinted from Patricia Bernard Ezzell,

***TVA Photography: Thirty Years of Life in the Tennessee Valley.* Jackson: University Press of Mississippi, 2003.**

This photograph exemplifies the traditional conditions of life in East Tennessee prior to the full realization of the New Deal. The photo, taken in October of 1933, shows a family that resided near Loyston—a town directly impacted by the building of Norris Dam, which was completed in 1936.



The Glandon family around the fireplace in their home at Bridges Chapel near Loyston.

The Depression Era (31)

Document VIII

***Interior of a Norris house. Circa 1936. Reprinted from Patricia Bernard Ezzell, TVA Photography: Thirty Years of Life in the Tennessee Valley.* Jackson: University Press of Mississippi, 2003.**

This photograph when used in comparison with Document VII, exemplifies the changes brought to the Norris region of Anderson County, Tennessee with the New Deal, namely TVA. The town of Norris was constructed from the ground up to be a permanent living area for the TVA workers and staff of Norris Dam. The modern amenities show that TVA brought money and technology to a very traditional, poverty-stricken region.



Interior of a Norris house. TVA built Norris with the idea that it would be a perma-

Introduction to The New Deal in Tennessee

Submitted by Brent Tuggle
Central High School of McMinn County

Unit: The New Deal's TVA, WPA, & NYA: Economic & Social Impact in East Tennessee

Lesson Title: Introduction to The New Deal in East Tennessee

Grade Level: Eleventh

Essential Question related to Vital Theme: Can students understand the dire situation and economic climate in 1930s East Tennessee and the plan Franklin Delano Roosevelt had in reference to the New Deal and East Tennessee using primary source documents?

Lesson Time: One Sixty minute class period

Curriculum Standards—list:

Materials: Copy of Documents I, II, III

Activity description(s) and overview of instructional strategies:

Upon completion of a unit discussing the causes and effects of the Great Depression, students will be given copies of the three documents mentioned above. After reading the three documents, students will be given a series of questions to address in writing in reference to the documents. Their responses will then be discussed class-wide. The questions used for responses are included in a separate attachment.

Assessment:

Students will be graded on simple discussion participation as well as on their written answers to the provided questions. The grade assigned to the written answers will assess content as well as expression and defense of opinion.

U.S. History Questions for Discussion – Introduction to The New Deal

Directions: Answer the following questions in complete sentences using the primary source documents.

Document I

1. Describe the tone of FDR's Inaugural speech. Does the tone give evidence of the economic climate of the time? Why or why not?

Document II

2. How is the Fireside Chat a continuation of the Inaugural speech?
3. Explain FDR's description of the economic climate and the two alternatives that he presents. Do you agree with the alternative that he chooses?
4. What are the two main elements of the legislation that FDR mentions?

Document III

5. What is the tone of Excerpt I? Is it a positive description of the Tennessee Valley and East Tennessee? Why or why not?
6. Do you believe Excerpt II describes an area suffering from the Great Depression? Why or why not?
7. Study the chart in Excerpt II. Do you believe the families of the Norris region were asking for too much? Why or why not?

The NYA & WPA in East Tennessee

Submitted by Brent Tuggle
Central High School of McMinn County

Unit: The New Deal's TVA, WPA, & NYA: Economic & Social Impact in East Tennessee

Lesson Title: The NYA & WPA in East Tennessee

Grade Level: Eleventh

Essential Questions related to Vital Theme: Can the students understand the economic climate of East Tennessee and the impact the NYA & WPA had on the region? What projects were done by the NYA & WPA in East Tennessee? What was the monetary reward for a worker in NYA & WPA? What was the impact of the New Deal on African-Americans in East Tennessee?

Lesson Time: One Sixty minute class period

Curriculum Standards—list: **Era 8: Standard 2.1** Understand the economic climate in the United States during Depression Era
Era 8: Standard 5.1 Investigate the causes, effects, and attempts to deal with the Great Depression
Era 8: Standard 6.1 Understand the changes in American life as a result of the Great Depression

Materials: Copy of Document V, VI, VII, VIII

Activity description(s) and overview of instructional strategies: After completing the lesson on the introduction of the New Deal in East Tennessee, the students will receive a copy of each of the four documents mentioned above. After studying the documents, students will respond to a series of questions in writing in reference to the documents. Their responses will be discussed class-wide. The questions used for responses are included in a separate attachment.

Assessment: Students will be graded on simple discussion participation as well as on their written answers to the provided questions. The grade assigned to the written answers will assess content as well as expression and defense of opinion.

U.S. History Questions for Discussion – The NYA & WPA in East Tennessee

Directions: Answer the following questions in complete sentences (where necessary) using the primary source documents.

Document V

1. Using the information provided in the chart, how much money did the four types of NYA workers in McMinn County make in terms of today's money values?
2. Why do you believe McMinn County NYA workers made less than the NYA workers from other counties like Knox and Davidson? Explain.

Document VI

3. Using the work descriptions, is manual labor or office work more common for NYA employees? Why do you believe this is true?
4. Studying the work descriptions and payrolls of the NYA, would you want to be a part of NYA if you lived in this era? Why or why not?
5. Describe the types of work that are being discontinued. Do you believe these discontinuations have a greater impact on men or women? Why?
6. Why do you believe this type of work is being discontinued? Explain.

Documents VII & VIII

7. Comparing the photographs, what kind of lifestyle changes took place with the arrival of the Norris Dam?
8. By simply comparing the photographs, do you believe that the New Deal improved life in East Tennessee? Why or why not?
9. Do you believe either family appears happier? If so, why? If not, why not?
10. An adult male is absent in the second picture. Why do you believe this is true?

All Documents

11. Do any of these documents suggest the inclusion or disallowing of African-Americans from the benefits of the New Deal? How do you believe African-Americans were probably treated within The New Deal in East Tennessee? Do you believe it would have an impact on segregation and racism? Why or why not?

Annotated Bibliography

Ezzell, Patricia Bernard. *TVA Photography: Thirty Years of Life in The Tennessee Valley*. Jackson: University Press of Mississippi, 2003.

A collection of photographs that covers the first thirty years (1933-1963) of the Tennessee Valley Authority. The photographs document both the pre-New Deal area and the impact of the New Deal on the area.

Federal Writers' Project. *The WPA Guide to Tennessee*. 1939; reprint, Knoxville: University of Tennessee Press, 1986.

A guide written under the order of the Federal Writers' Project portion of the Works Project Administration details the actions of the New Deal in East Tennessee as well serves as a guide to the places and things government writers believed were important.

Michael McDonald and John Muldowny. *TVA and the Dispossessed: the Resettlement of Population in the Norris Dam Area*. Knoxville: University of Tennessee Press, 1982.

A book that provides both statistical and written information in reference to population displacement, an extremely important element of the New Deal and its impact on East Tennessee.

The New Deal Network, www.newdeal.feri.org (16 July 2005)

An internet database of countless primary and secondary sources in reference to the New Deal and its agencies. Includes pictures, correspondence, articles, and personal accounts.

The Tennessee Valley Authority, www.tva.gov (16 July 2005)

Website provides information about the current actions of the Tennessee Valley Authority and provides a link to the history of the agency allowing viewers to understand the influence of them in the Tennessee Valley, namely East Tennessee

Van West, Carroll. *Tennessee's New Deal Landscape*. Knoxville: University of Tennessee Press, 2001.

An explanation of the agencies of the New Deal and their actions in East Tennessee that provides county by county pictures and discussions of the effects of the New Deal that still exist today.