

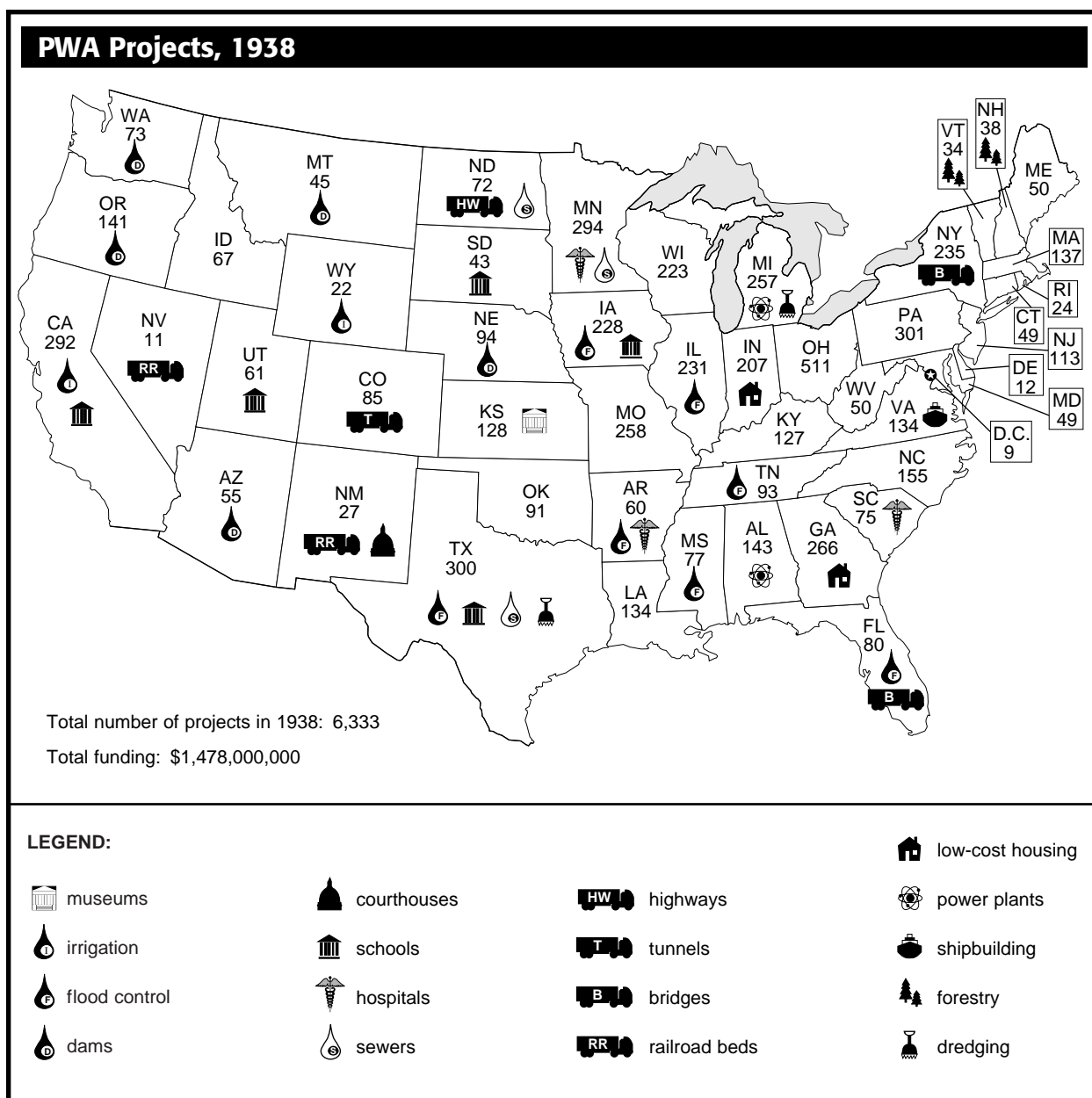
The New Deal

GEOGRAPHY ACTIVITY

The Public Works Administration

The Public Works Administration (PWA) was a New Deal agency created in 1933 to help fund major construction projects. Its goal, in part, was to reduce unemployment and promote economic recovery. The PWA provided federal funds (often matched by state and

local contributions) for public works such as dams, schools, bridges, and water treatment plants. The map below shows the number and variety of PWA projects underway in 1938. Examine the map, and answer the questions that follow.



1. How many PWA projects were underway nationwide in 1938?

2. How many projects were underway in the District of Columbia in 1938?

3. Which state had the most projects underway in 1938? Which state had the fewest?

4. How did California compare with New York in number of projects? What kind of projects were undertaken in California?

5. What kind of projects are noted for Georgia and Indiana?

6. In what states did the PWA help build schools?

7. **Critical Thinking: Environment and Society** Look at the kinds of PWA projects listed on the map. How might these projects have affected people directly? How might these projects have stimulated a local economy?

ACTIVITY



If the PWA existed today, what useful jobs could it do in your state or community? Describe a project that a modern PWA might undertake. Explain why such a project should be chosen, and explain the good it would do in your state or community.

CHAPTER 23

GEOGRAPHY WORKSHEET 23

1. California, Texas, Illinois, Kentucky, Pennsylvania, New York; Texas, Illinois, Kentucky, Pennsylvania
2. Nevada, Utah, Wyoming, Kansas, North Dakota, Vermont, Connecticut, Rhode Island, Delaware, Maine; Nevada, Wyoming, North Dakota, Connecticut, Maine (Vermont did not report)
3. Nevada, Montana, Wisconsin, Maryland, New York, Massachusetts; New York, Maryland
4. Georgia, Florida; over 25,000 each; Vermont
5. the East; the East
6. **Critical Thinking: Places and Regions**
Answers will vary; however, many students will say that prohibition was counterproductive because of the number of alcohol-related crimes and the growth of gangs that resulted. But some students may argue that the violations reinforced the need for tough laws.

ACTIVITY

Answers will vary depending on the information that the students gather. Be sure that students have identified and located important sites. If no local newspapers are available, have students select a location from the Geography Activity map and search secondary sources for information. Then have each student create a map of the state or community he or she chose, based on what he or she learned.

CHAPTER 24

GEOGRAPHY WORKSHEET 24

1. the Harlan County miners' strike of 1931; farmers' strikes in Minnesota and Iowa (1932), Alabama sharecroppers' protests (1931), Southern Tenant Farmers Union marches in Arkansas (1935–36), and farm-worker protests in California (1934)
2. Camden, New Jersey; GM strikes in 1936
3. Washington and West Virginia

4. Tennessee, less than 20%; Missouri, 20–39%; Montana, 20–39%
5. **Critical Thinking: Human Systems** The protests and strikes involved miners, industrial workers, sharecroppers, and independent farmers, as well as general strikes that cut across occupational lines and included the unemployed. The widespread nature of the strikes and protests reflect the frustration of the times and the fact that the Great Depression affected all workers. Students might also point out that strikers were demanding jobs as well as higher wages and that farmers tried to raise crop prices by limiting food supplies.

ACTIVITY

Answers will vary depending on the event chosen by students. Students should identify key issues for both sides, labor and management. Their responses should be to the issues at hand.

CHAPTER 25

GEOGRAPHY WORKSHEET 25

1. 6,333 projects
2. 9 projects
3. Ohio (511); Nevada (11)
4. California had more projects than New York. California's public works included schools and irrigation projects.
5. low-cost housing
6. California, Utah, South Dakota, Texas, Iowa
7. **Critical Thinking: Environment and Society** Answers will vary. Some students may feel that the projects most likely to affect people directly included water management, health and sanitation, transportation, power plant, school, hospital, and low-cost housing projects. All these projects would provide jobs and increase demands for goods and services.

ACTIVITY

Answers will vary depending on the projects chosen by students. Students should clearly define the need(s) and the benefits of the project.