



Western Cape
Government

FOR YOU

Directorate: Curriculum FET

GRADE 11 HISTORY

TERM 1

2026

Dear Learner

This revision program is designed to assist **YOU** in revising the critical content and skills covered during the 1st term. The purpose is to prepare you to understand the key concepts and to provide you with an opportunity to establish the required standard and the application of the knowledge necessary to succeed in the NCS examination.

The revision program covers the following topics:

- Communism in Russia in 1900
- Capitalism in the USA 1900 – 1940
- These topics are arranged as follows:
 - A mind map to give you the summary of the topic
 - A list of concepts you must know
 - Sources with different levels of questions
 - Essays questions and how you should approach it
 - Tips to guide you when working through the sources and essays

Best wishes!

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1. Section 1: Action Verbs

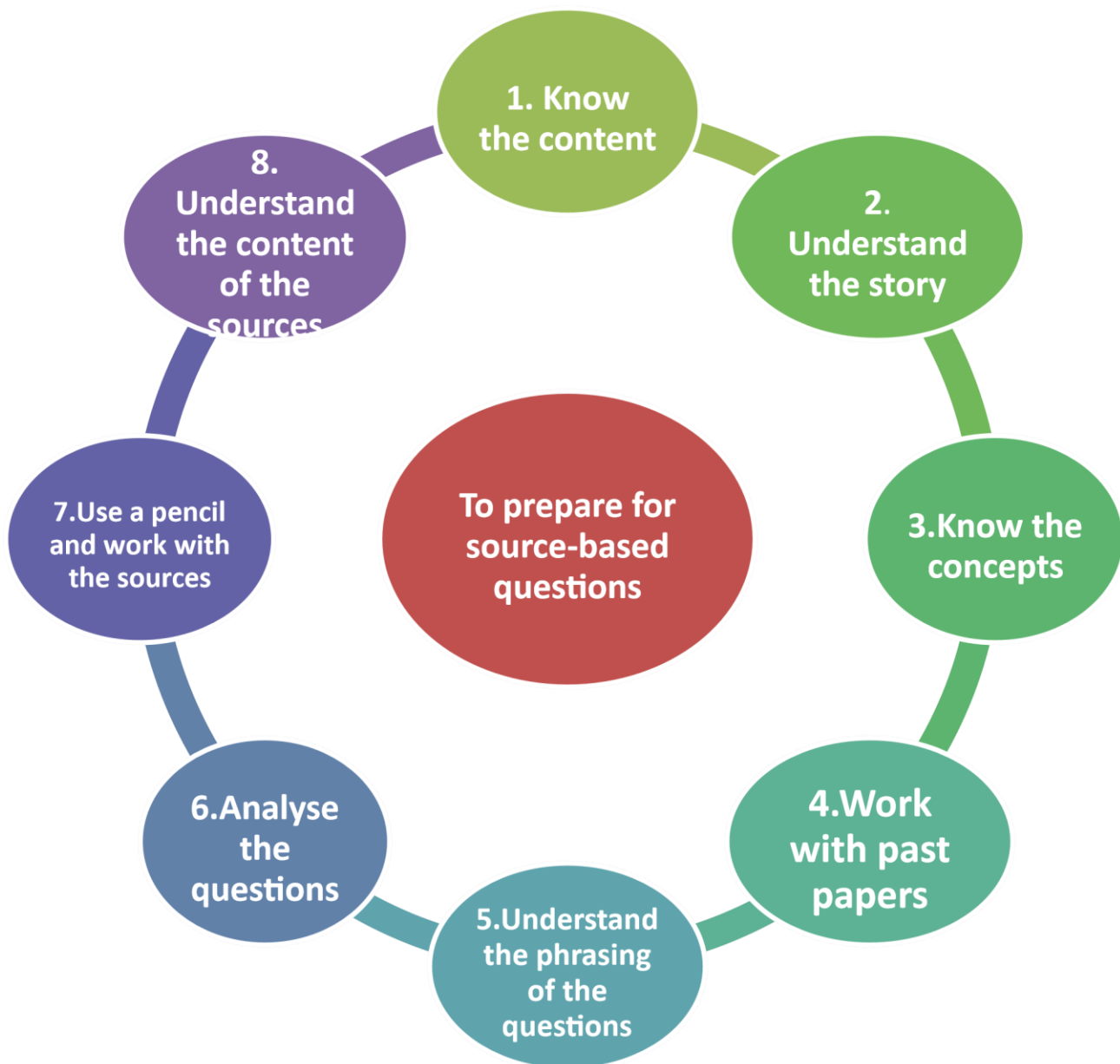
ACTION VERBS	MEANING
SOURCE-BASED QUESTIONS	
<p>List, mention, ... according to the source...</p> <p>Quote evidence from the source Definition the concept ...</p> <p>What do you understand by the concept in the context of...</p>	<p>The answers are in the source – use 'quotation marks...' when extracting the answer from the source</p> <p>The concept is defined in the source</p> <p>The concept as it is understood and used in the content</p>
<p>Explain in your own words...</p>	<p>Use the information and explain it how you understand it. Do not rewrite the information in the source</p>
<p>Compare similarities / differences Compare how the sources support each other regarding...</p>	<p>Identify the similarities/differences between two sources in response to the question.</p> <p>Please note the mark allocation (2x2) means two similarities must be given. Your response should be:</p> <p>Source A indicates... and Source B ...} √√ Both sources indicate that... } √√ (2x2)</p>
<p>Comment on</p> <p>Comment on the usefulness/ reliability/ limitations/bias of the source regarding...</p>	<p>Give your opinion, reinforcing your point of view using logic and reference to relevant information in the source and your own knowledge (2 x 2)</p> <p>The source is useful/ reliable/ limited/ bias because... (2 x 2)</p>
PARAGRAPH WRITING	
<p>Using the information in the relevant sources and your own knowledge, write a paragraph...</p>	<p>You need to identify all the relevant sources. Use the information in the source that would answer the question. Make reference to the sources you obtained your information from. E.g. According to Source 1A ... (8)</p>

2. Section 2: How to prepare for source-based questions



Hints & Tips




When preparing for source-based questions remember the following:



3. Section 3: SOURCE BASED QUESTIONS

SECTION A:

- The **mark allocation** will indicate how you much information you are required to provide in your response.
- Your responses should be clear and concise and guided by the mark allocation.

	Write 2 short responses from the source (extraction of information)	Response 1... √ Response 2 ... √	(2 x 1) (2)
	Write 1 complex response e.g., definitions or explanations	Response.... √√	(1 x 2) (2)
	Write 2 complex responses Interpretation / explanation	Response 1... √√ Response 2 ... √√	(2 x 2) (4)

COGNITIVE LEVELS OF QUESTIONS:

COGNITIVE LEVEL	HISTORICAL SKILL	WEIGHTING OF QUESTION	TYPICAL QUESTIONS
LEVEL ONE	<ul style="list-style-type: none"> Extract evidence from sources Selection and organisation of relevant information from sources 	Grade 11 30% (15)	<ul style="list-style-type: none"> What information in the source tells you about...? Quote evidence from the source... List reasons from the source.... Mention / Name... Identify ... What, according to the source,

<p>LEVEL TWO</p>	<ul style="list-style-type: none"> • Explanation of historical concepts/terms (in the context of ...) • Interpretation of evidence from sources • Explain information gathered from source • Analyse evidence from sources 	<p>Grade 11 50% (25)</p>	<ul style="list-style-type: none"> • What do you understand by the term...? • What message does the cartoonist convey regarding ...? • Explain in your own words ... • Why do you think...? • Comment on...
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<p>LEVEL THREE</p>	<ul style="list-style-type: none"> • Interpret and evaluate evidence from sources • Engage with sources to determine its usefulness, reliability, bias and limitations • • • Compare and contrast interpretations and perspectives presented in • • • sources and draw independent conclusions <p>Interpretation, evaluation, and synthesis of evidence from relevant sources (paragraph writing)</p>	<p>Grade 11 20% (10)</p>	<ul style="list-style-type: none"> • Explain to what extent the evidence in Source 1A... Compare the evidence in Sources 2A and 2B and explain how you would account for the differences... • Comment on the usefulness/limitations/reliability of the information in Sources 3C and 3D... • Using the relevant information from the sources and your own knowledge...
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4. Section 4: COMMUNISM IN RUSSIA 1900 – 1940



CONCEPT	EXPLANATION
Communism	<i>No private property; everything state-owned Wealth more equally shared</i>
Capitalism	<i>Belief in the right to private ownership of property Private enterprise and profit-making</i>
Socialism	<i>A political and economic theory or social organization which advocates that the means of production, distribution and exchange should be owned or regulated by the community as a whole.</i>
Bourgeoisie	<i>The bosses, who own the means of production and employ workers.</i>
Proletariat	<i>Those who work for the bourgeoisie, earning low wages, while the bourgeoisie earn high profits.</i>
Artisans	<i>People who do skilled work with their hands.</i>
industrial proletariat	<i>Factory workers</i>
Inefficiency	<i>Not doing a job well.</i>
Intellectuals	<i>People interested in ideas.</i>
civil war	<i>A war between citizens of the same country</i>
Coordinate	<i>Plan in advance to achieve a common aim.</i>
bread-basket	<i>A region that grows large amounts of food (especially grain)</i>
Monopoly	<i>The sole right to produce or sell a particular product.</i>
Surplus	<i>More than it needed.</i>
Incentive	<i>Encouragement, such as a reward.</i>
Famine	<i>Severe shortage of food.</i>
Nationalized	<i>Where privately owned industries are taken over by the state and made the property of the nation.</i>
Rationing	<i>State control over the amount of food or other supplies each citizen may receive.</i>

Conscription	<i>Compulsory service to the state.</i>
Marxism	<i>The political and economic theories of Karl Marx and Friedrich Engels, later developed by their followers to form the basis of communism</i>
Leninism	<i>The political theory for the organization of a revolutionary force and the achievement of a dictatorship of the proletariat as a step towards the establishment of socialism</i>
(open) market	<i>Buying and selling which is not controlled by the state.</i>
Legislation	<i>Making lawful</i>
Ideological	<i>Relating to political beliefs.</i>
Industrialization	<i>The process whereby more and more products are made on machines in factories. The development of industries in a country or region on a wide scale.</i>
Collectivization	<i>Stalin's policy aimed at consolidating landholdings and labour into collective farms, mainly the Kolkhozy and Sovkhozy</i>
Quota	<i>Share.</i>
CPSU	<i>The Communist Party of the Soviet Union or Soviet Communist Party.</i>
Kulak	<i>A Successful peasant farmer, often employing people to work on his land.</i>
Bureaucracy	<i>Body of officials, civil service</i>
Literacy	<i>The ability to read and write.</i>
gross national product (GNP)	<i>The total value of all goods and services produced in a country in a year.</i>

Source-based Question Communism in Russia

QUESTION 1: WHAT WAS THE IMPACT OF LENIN'S NEW ECONOMIC POLICY ON THE RUSSIAN ECONOMY?

NOTE: A formal School Based Assessment Task has an addendum with FOUR sources.

Study Sources 1A, 1B, 1C, 1D, 1E and 1F and answer the questions that follow.

SOURCE 1A

The source below explains the effects of War Communism on the Russian economy.

War communism turned into a disaster, and the economic strength of Russia in all areas fell below the 1914 level. Peasant farmers knew that any excess crops would be seized by the state, so grew only for themselves. People in the countryside refused to cooperate in giving food for the war effort, while bad harvests compounded the hardships that the war caused. Malnutrition and disease were common.

The result was that industrial cities were starved of food, and workers started moving to the countryside to grow their own food, which further decreased the possibility of barter (exchange) of industrial goods for food and worsened the plight of the remaining urban population. In all, food requisitioning combined with the effects of seven years of war and a severe drought contributed to a devastating famine that caused a staggering 3–10 million deaths.

Worker and peasant strikes and rebellions broke out across the country. The Kronstadt Rebellion of March 1921 particularly surprised Lenin, who regarded the sailors there as the 'reddest of the Reds'. These uprisings were of further concern since they were led by opportunist leftists, which created competition with the Bolsheviks. The crisis undermined widespread loyalty to the government: Lenin needed to take decisive action.

AND

SOURCE 1B

The following source explains the impact of the NEP on the Russian economy.

he requirement of NEP was the introduction of a tax-in-kind, set at levels considerably below those of previous requisition quotas, which permitted peasants to dispose of (place) their food surpluses on the open market. This concession to market forces soon led to the denationalisation of small-scale industry and services; the establishment of trusts for supplying, financing, and marketing the products of large-scale industry; the stabilisation of the currency; and other measures, including the granting of concessions to foreign investors all of which were designed to reestablish the link between town and country.

Referring to NEP as a retreat of the state to the “commanding heights of the economy” (large-scale industry, banking, foreign commerce), Lenin insisted that it had to be pursued “seriously and for a long time.” Under the NEP the Soviet economy revived. By 1926–27, most economic pointers were at or near pre-war levels.

But recovery via market forces was accompanied by the re-emergence of a “capitalist” class in both the countryside (the kulaks) and the towns (Nepmen), persistent unemployment among workers (some of whom referred to NEP as the “new exploitation of the proletariat”), and anxieties within the party about bourgeois (middleclass) corruption and the loss of revolutionary dynamism.

The triumph of Stalin over his political rivals, the adoption of the First Five-Year Plan for industrialisation, and the decision to launch a “Socialist Offensive” against the kulaks effectively marked the abandonment of NEP by 1929.

[From <https://soviethistory.msu.edu/1921-2/the-new-economic-policy/>. Accessed on 20 February 2023]

1.1 Using Sources 1A, 1B and your own knowledge, define the following historical concepts:

1.1.1 War Communism (1 x 2) (2)

1.1.2 New Economic Policy (1 x 2) (2)



Any concept that you will be asked to define must be done so within the context of the topic you are focusing on.

1.2 Explain, with reference to Sources 1A and 1B, how the implementation of War Communism and the New Economic Policy, differed.

(2 x 2) (4)



Comparing information from different sources: When you are asked to compare information from sources, whether it be similarities or differences, you are expected to gather information from both sources which correspond or differ to each other.

For example, you will say “Source A says...” and “Source B confirms this by saying...”. The mark allocation will be as follows:

Source A says...

Source B confirms this by saying... √√

Remember, it is important that you find a link in both sources to compare. If the mark allocation is (2x2) (4) then you have to compare it TWICE.

SOURCE 1C

below is an extract from an article written by Walter Duranty an Anglo American journalist who worked in Moscow for The New York Times during 1922–1936.

Moscow had changed during my three weeks' absence. Everywhere run-down and halfruined buildings were redecorated and restored. Shops, cafes, and restaurants were being opened in all directions ... The city was full of peasants selling fruit, vegetables, and other produce ...

To the Communists, NEP was no doubt offensive, but to the mass of the workers, it brought jobs that would be paid in money instead of valueless paper or mouldy (rotten) rations, and the certainty that with money they could buy the food and necessities of life ...

To the traders, the NEP meant an opportunity and the dawn of better days. Until 9 August 1921, it was technically a crime to possess goods of value ... and a crime to buy and sell anything. The NEP decree changed all that ...

At the top of my street, I saw a man selling flour, sugar and rice on a little table ... At the end of a week, he was selling fresh eggs and vegetables ... By mid-November he had rented a tiny store ... By the following May he had four salesmen in a fair-sized store, to which peasants brought fresh produce every morning.

After a year's trading ... he made \$20 000 to \$30 000 clear profit, but the point is that his business encouraged many peasants to fatten chickens or little pigs or plant vegetables. The same thing was being done all over Russia and the effects were amazing. In a single year the supply of food and goods jumped from starvation point to something nearly adequate, and prices fell as a result.

[From Russia and the USSR 1905–1941 by T. Fiehn]

1.3 Refer to Sources 1A and 1C. Why do you think opponents of War Communism would have criticised the policy? (2 x 2) (4)

SOURCE 1D An extract on the Kronstadt Uprising from *Russia in Revolution* by J Robertson.

The single most important factor in persuading Lenin to abandon War Communism was the revolt of the sailors of the Baltic Fleet at the Kronstadt naval base. These sailors had played vital roles in both the November Revolution and the Civil War and had been called the 'pride and glory of the Revolution'. In

March 1921, however, they rose in rebellion against the repression and increasing dictatorship of the Soviet government, which they said had 'perverted the original ideals of the Revolution and had taken away its fruits from the workers and peasants in whose name it had been made'.

They demanded new elections for the Soviets, freedom of speech for other left-wing parties, freedom for trade unions, the release of left-wing political prisoners, the end of food requisitions and barrier searches, the right of peasants to hold land and freedom of production for craftsmen.

1.4 **Study Source 1D.** Comment on why Lenin decided to abandon War Communism?

(2 x 2) (4)

SOURCE 1E

An extract on the New Economic Policy from *Russia and the USSR 1905 - 1941* by J Murray.

Lenin said that the Kronstadt rising was 'the flash that lit up reality'. He knew that he had to do something to improve the economic situation in Russia. If he did not, the Communists would not survive. In 1921 he introduced a New Economic Policy (NEP).

Lenin said that the NEP would give the Soviet Union a 'breathing space' to get back on its feet. But many Communists were angry about what they saw as a return to capitalism. They did not like the idea that 'making a profit' was the main driving force for smaller industries. They disliked the fact that the bosses of factories or kulaks (rich peasants) could hire men to work for them. It was all too much like the old days.

Communists particularly disliked the new traders, who appeared in the cities. These 'NEPMEN', as they were called, made high profits by buying food and goods cheaply and selling them more dearly. They were middlemen who, as the Communists saw it, made money out of the labour of others. But they made the goods appear in the shops in quantities that had not been seen for years. 'NEPMEN' also set up restaurants and made enormous amounts of money from dealing in property and gambling.

Lenin persuaded the Party to accept the NEP for the time being. The majority realized that these measures were needed to revive industry and get more food produced.

1.5 Use Source 1E.

1.5.1 Why were staunch (loyal) communists dissatisfied with the New Economic Policy?

(3 x 1) (3)

1.5.2 What evidence in the source suggests that the New Economic Policy was a success?

(3 x 1) (3)

1.6 According to **SOURCE 1E**, what do you think Lenin meant when he said that the Kronstadt rising was 'the flash that lit up reality'? (2 x 2) (4)



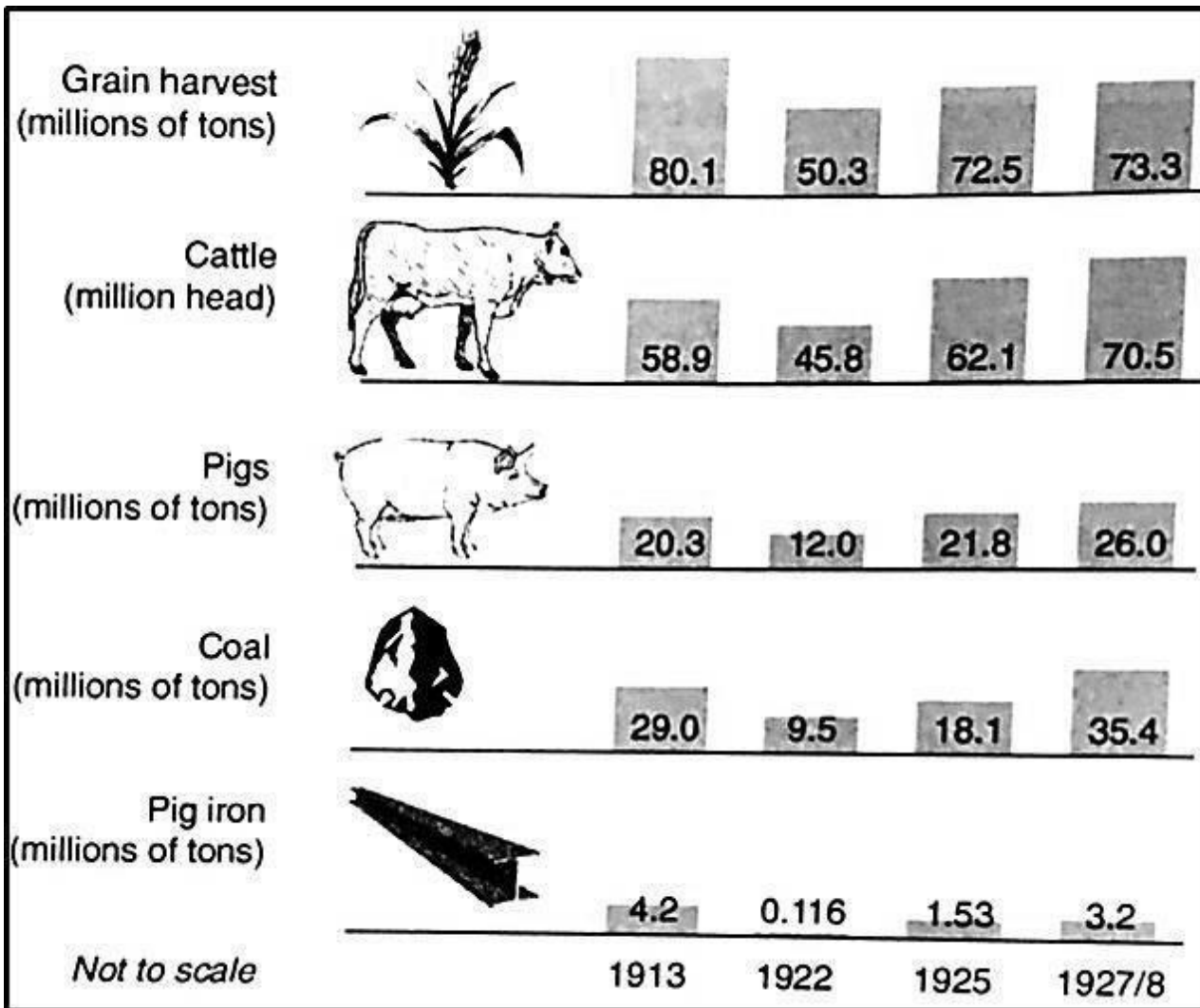
According to the source: When answering this type of question, it is important to remember that you **MUST** use the information from the source.

1.7 Explain how the evidence in **SOURCE 1D** supports Lenin's statement in **SOURCE 1E** that the Kronstadt rising was 'the flash that lit up reality'.

(2 x 2) (4)

SOURCE 1F

The table below illustrates how agriculture and industry recovered under the NEP.



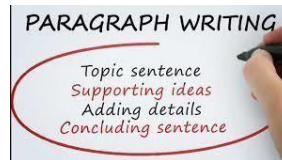
- 1.8 Refer to **SOURCE 1F**. What message does the picture convey about the improvement of agriculture and industry-? Support your answer with reference to the visual clues in the source. (2 x 2) (4)

What message: To answer these questions, you are required to explain and/or clarify information in a source, i.e. interpret the message that the creator is trying to expose.

In some instances, you could be asked to expose the creator's message by using evidence to substantiate your response.

In the case of a visual source (cartoon, poster or photograph), you will have to explain what you see in the picture – literal meaning, as well as the symbolic meaning of what you see – the figurative meaning.

5. Section 5: Paragraph writing



Write a Paragraph: A paragraph question will always instruct you to use the sources, as well as your own knowledge to write a paragraph.

This means that you read through the sources and see what information it gives you with regards to the question that needs to be answered.

Use the information in the sources to guide you into answering the question. The 'own knowledge' should only be used to help you elaborate on the information that the source gives.

Remember to only write ONE paragraph.

1.9. By using all the relevant sources and your own knowledge, write a paragraph of about 8 lines (80 words) explaining how the failures of War Communism led to the New Economic Policy.

(8)

RELIABILITY

Arguing the Reliability of a source:

When you want to argue whether a source is reliable (trustworthy), you need to look at the entire source, e.g.

- who wrote it,
- when it was created,
- what was the context in which it was created.

This information will make it easier for you to determine the reliability and can usually be found in the caption of the source.

WHAT MAKES A SOURCE RELIABLE?

A source is reliable if it was created at the time of an event in question (primary source).

Sources created by people who were directly involved in an event can be reliable because it is a firsthand account.

These sources will usually be biased but it shows us how a key role-player experienced the event in question.

Sources written by historians are also considered reliable, however, be aware of the context in which it was written (e.g., is the historian biased?)

WHAT MAKES A SOURCE UNRELIABLE?

These same sources could be considered unreliable for the very same reason. A biased source only gives that person's perspective on the event in question. If a source contains a lot of emotional language, that is a hint that it might be exaggerated.

6. Section 6: Essay Questions – Stalin’s Five Year Plans

SECTION B: ESSAY QUESTIONS

HINTS: Essay Writing

1. Read the essay question carefully to understand the focus.
2. Underline the instruction ***verb, question focus, direction given to the content focus and timeframes.***
3. You need to take note of the format of an essay namely: Introduction, Body (in paragraphs) and conclusion.
4. The essay should be written in ***chronological order*** (the order in which events unfolded)
5. The introduction should be a direct response to the question. You are expected to take a stance and use evidence to support your stance.
6. In the body of the essay, you should use the evidence mentioned in your introduction to further elaborate your stance.

QUESTION 2: THE RUSSIAN REVOLUTION – STALIN’S FIVE-YEAR PLANS

“Whilst the five-year plans were highly criticized, the Soviet Union was able to achieve its goals and shifted the economy of the nation despite the cost.”

[50]

To what extent were Stalin’s Five-Year Plans successful in transforming Russia into an industrialized nation?

HOW TO WRITE AN INTRODUCTION

1. Take a **STANCE** (e.g., to a great extent, to some extent, to a lesser extent)
2. **ELABORATE** on why a particular stance was chosen
3. **ORIENTATE** the marker by referring to the information that will be contained in the essay.

7. Section 7: The PEEL Method

HINT: Develop a line of Argument Using PEEL
Point: Introducing the essay by taking a line of argument / or making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
Explanation: The candidate should explain in more detail what the main point is about and how it relates to the question (line of argument).
Example: The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain it.
Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

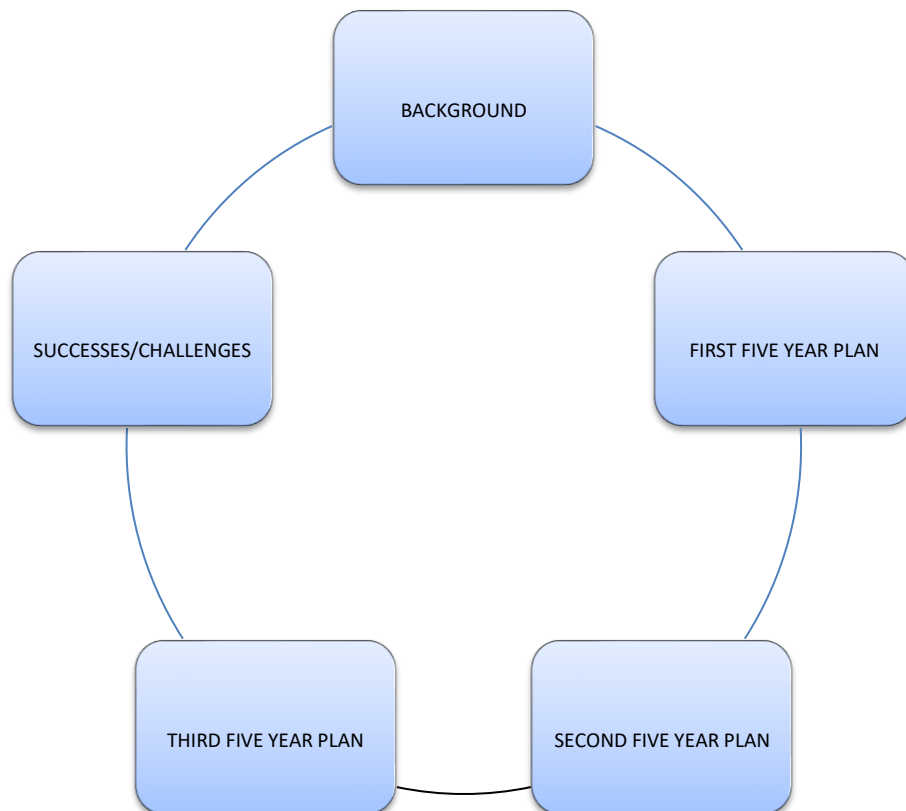
“Whilst the five-year plans were highly criticized, the Soviet Union was able to achieve its goals and shifted the economy of the nation despite the cost.”

To what extent were Stalin’s Five-Year Plans successful in transforming Russia into an industrialized nation?

[50]

Activity – Essay writing

- Write an introduction and a conclusion to the above essay question.
- Ensure that the introduction and conclusion are linked to the question
- Do a mind map to identify the events/facts that would best address the question. E.G:



Mention the following in your elaboration:

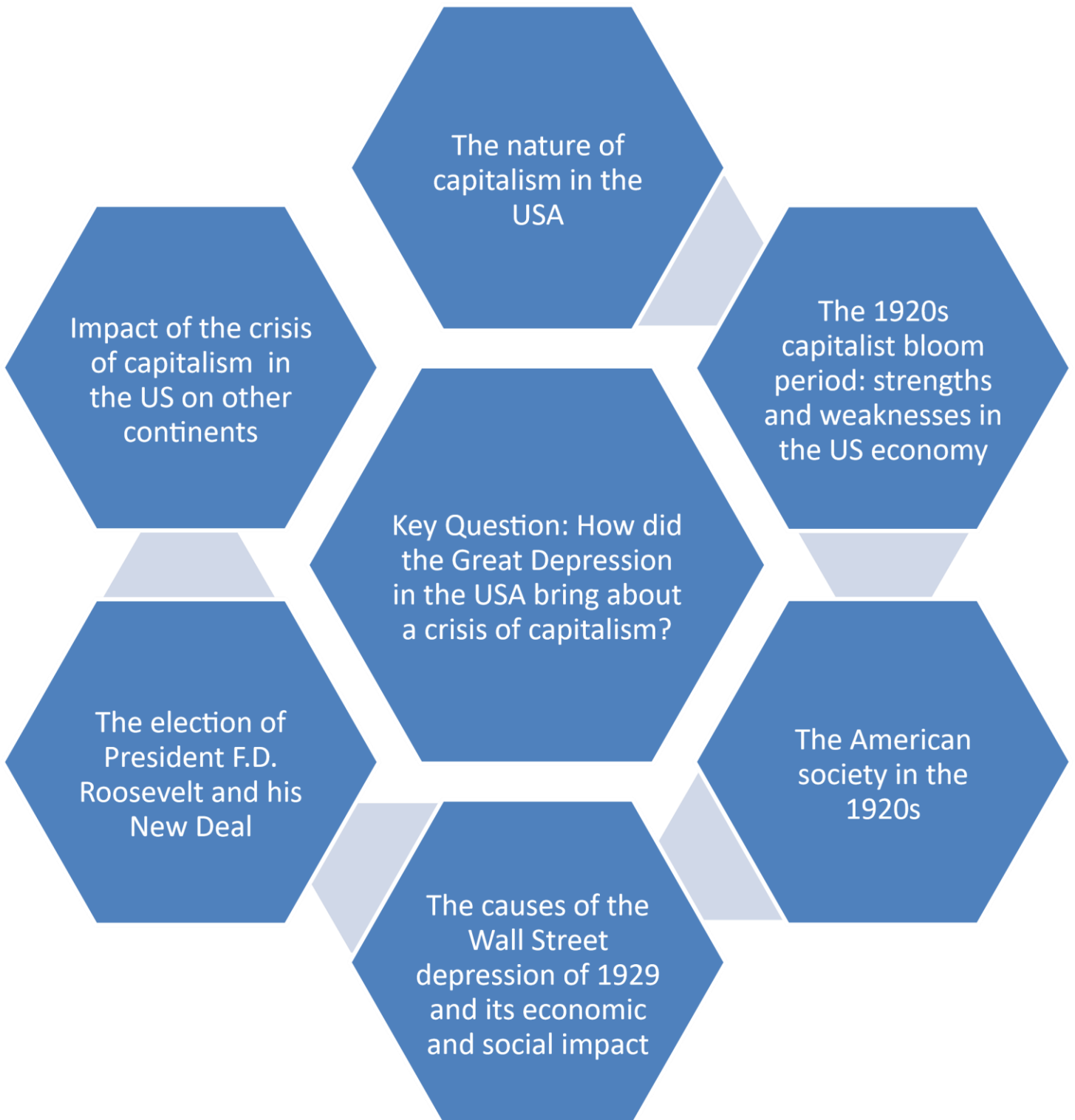
Name of the event

Explanation of the event

Appropriate examples (where applicable)

How did this event contribute to the question?

8. Section 8: CAPITALISM IN THE USA 1900-19



Capitalism - Concepts and explanations

CONCEPT	EXPLANATION
Extremes	<i>Of the highest possible degree, extent or intensity</i>
economic boom	<i>Rapid growth in the economy</i>
Depression	<i>Long-term economic downturn with widespread unemployment</i>
Prosperity	<i>Economic growth with rising profits and full employment</i>
Dictatorship	<i>Government by one person with total power over the country</i>
Crisis	<i>An unstable situation of extreme danger or problems</i>
Ideology	<i>A set of ideas to support a belief system</i>
free market	<i>An economic system in which the government does not control how businesses operate and make their profits</i>
Investing	<i>Investing your money in a business with the hope that the business will do well, and you will get a share of the profits</i>
Demand	<i>Amount of available goods</i>
hire purchase	<i>Purchase of goods on an instalment plan</i>
American dream	<i>The idea that in America, a poor if person works hard enough, he can become rich and successful</i>
over production	<i>To produce too much</i>
stock exchange	<i>A place where shares issued by companies are bought and sold</i>
collapse of the stock exchange	<i>Sudden loss in value</i>
shareholders	<i>People who bought shares in a company</i>
Speculation	<i>Buy and sell stocks to make a quick profit</i>

Working with sources

HINTS: WORKING WITH SOURCES



When working with sources you need to remember the following:

1. The *key question* provides the focus of the content in the sources. It will also be asked as the paragraph question.
2. The source will be:
 - Labelled e.g. Source 1C
 - Contextualised - it will indicate what the source is about, why it was written, who wrote (owner of) the source, when it was written and where the event took place.
 - Referenced (at the end of the source)
3. Read the source with understanding.
4. Highlight concepts / terms in the source e.g. totalitarianism

QUESTION 3**WHAT MEASURES DID ROOSEVELT IMPLEMENT TO SOLVE THE UNEMPLOYMENT PROBLEM CAUSED BY THE GREAT DEPRESSION IN THE USA IN THE 1930s?****SOURCE 3A**

The source below describes the reasons why President Roosevelt decided to implement the New Deal.

The Great Depression in the United States began on October 29, 1929, a day known forever after as “Black Tuesday”, when the American stock market – which had been roaring steadily upward for almost a decade – crashed, plunging the country into its most severe economic downturn yet.

Speculators lost their shares; banks failed; the nation’s money supply diminished (lessened); and companies went bankrupt and began to fire their workers in droves. Meanwhile, President Herbert Hoover urged patience and self-reliance: “He thought the crisis was just ‘a passing incident in our national lives’, and that it wasn’t the federal government’s job to try and resolve.” By 1932, one of the bleakest years of the Great Depression, at least onequarter of the American workforce was unemployed.

When President Franklin Roosevelt took office in 1933, he acted swiftly to try and stabilise the economy and provide jobs and relief to those who were suffering. Over the next eight years, the government instituted a series of experimental projects and programs, known collectively as the New Deal, which aimed to restore some measure of dignity and prosperity to many Americans. More than that, Roosevelt’s New Deal permanently changed the federal government’s relationship with the U.S. public.

[From www.history.com/topics/new-deal. Accessed on 12 January 2023.]

QUESTIONS TO ASK:	
What is the source about?	
Why was it written?	
Who wrote the source? Who are the important <u>historical figures</u> in the source?	
When was it written?	
Where did the event take place?	

SOURCE 3B

The source below focuses on the Relief programs of the New Deal.

The New Deal programs were known as the three “Rs”; Roosevelt believed that together Relief, Reform, and Recovery could bring economic stability to the nation. Reform programs focused specifically on methods for ensuring that depressions like that in the 1930s would never affect the American public again.

The Relief programs were implemented to immediately stop the continued economic freefall. These included the Emergency Banking Act, which ensured that only solvent banks remained open, and bank holidays that would close financial institutions when a wave of financial panic occurred. In addition, the Federal Emergency Relief Act (FERA), the Civil Works Administration (CWA), and the Civilian Conservation Corps (CCC) provided immediate support in the form of cash payments and temporary employment.

The three goals of the Federal Emergency Relief Act (FERA) were (1) to be effective, (2) to provide work for employable people on the relief rolls, and (3) to have a diverse variety of relief programs. FERA provided grants from the federal government to state governments for a variety of projects in fields such as agriculture, the arts, construction, and education. Many people who were receiving relief aid were highly trained, skilled workers. The hope was that by providing many different types of jobs and salaries that were similar to workers’ previous jobs the whole country would benefit.

The Civil Works Administration (CWA) was started as a subdivision of FERA with the goal of providing a short-term solution to get people back to work. The projects under CWA were more short-term and aimed at unskilled labourers.

[From <https://dp.la/exhibitions/new-deal/reform-programs>. Accessed on 26 February 2023.]

What is this source about?



Sometimes it is not immediately clear how the source relates to the work. You will need to apply historical context [background] to understand the source. In the above source, take note of the period in which this source was created--this will give you a hint regarding the historical context.

SOURCE 3C

This source explains the Works Progress Administration (WPA).

President Franklin D. Roosevelt created the WPA with an executive order on May 6, 1935. It was part of his New Deal plan to lift the country out of the Great Depression by reforming the financial system and restoring the economy to pre-Depression levels.

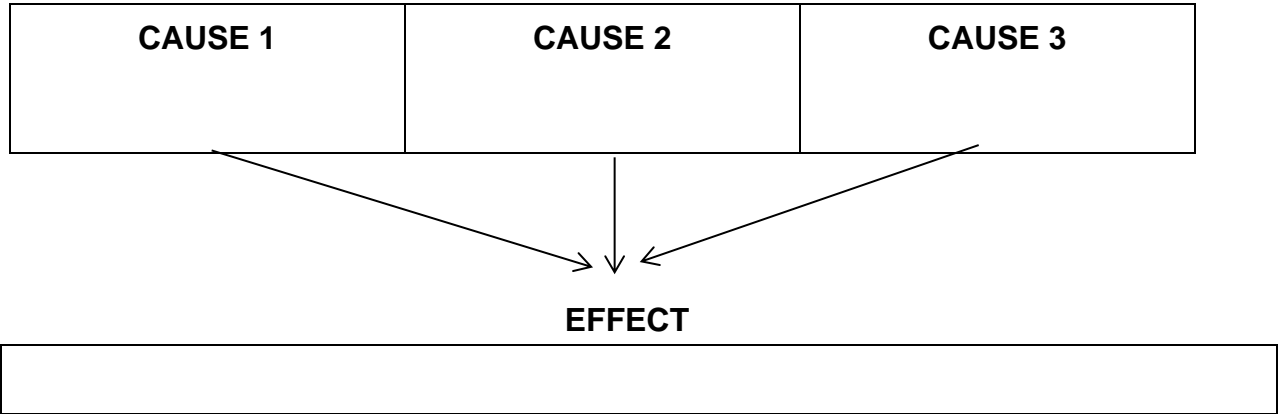
The unemployment rate in 1935 was at a staggering 20 percent. The WPA was designed to provide relief for the unemployed by providing jobs and income for millions of Americans. At its height in late 1938, more than 3,3 million Americans worked for the WPA.

The WPA – which in 1939 was renamed the Work Projects Administration – employed mostly unskilled men to carry out public works infrastructure projects. They built more than 4 000 new school buildings, erected 130 new hospitals, laid roughly 9 000 miles of storm drains and sewer lines, built 29 000 new bridges, constructed 150 new airfields, paved or repaired 280 000 miles of roads and planted 24 million trees to alleviate (lessen) loss of fertile topsoil during the Dust Bowl.

In addition to its well-known building and infrastructure projects, the WPA also oversaw a group of programs collectively known as Federal Project Number One. These programs employed artists, musicians, actors and writers.

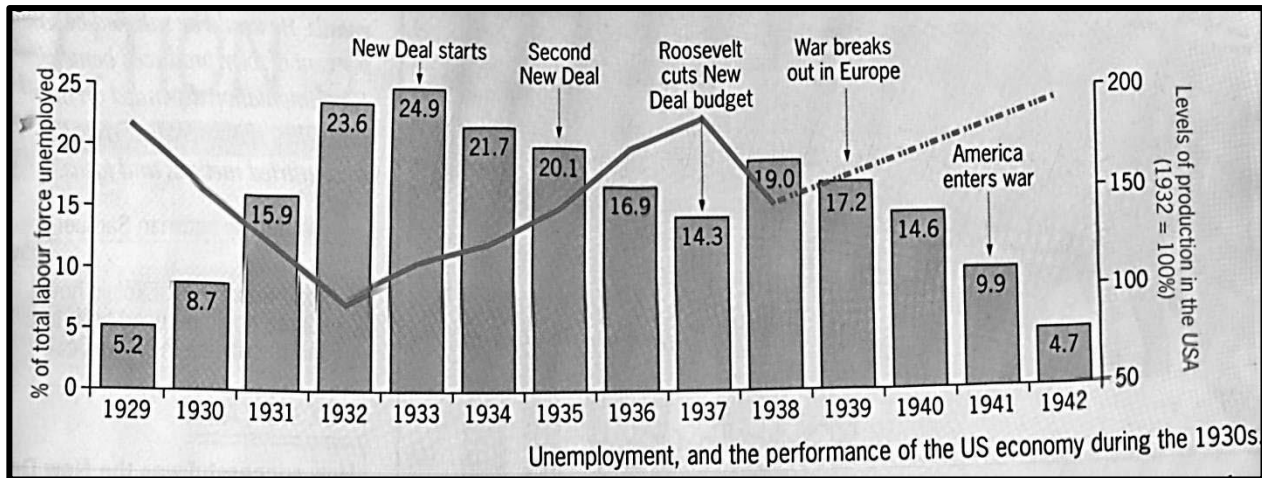
[From <https://www.history.com/topics/great-depression/works-progress-administration>. Accessed

Use this template to identify how the aspects of the PWA have improved the situation in America. Identify three aspects from the source, and then outline the effect this had on American society.



SOURCE 3D

The source below is a representation of the unemployment and the performance of the American economy during the 1930's.



[From GCSE Modern World History by Ben Walsh]

QUESTION 4: CAPITALISM IN USA 1900-1940 – THE NEW DEAL

“Although the New Deal did not end the Depression, it was a success in restoring public confidence for the greater good of the United States of America”

Do you agree with the above statement? Use evidence to support your answer.