

Course: U.S. History II
Unit #2: The Rise and Fall of the US Economy in the 1920s & 1930s

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

Unit Standards:

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.

6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.

6.1.12.History CC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.

6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product,

the consumer price index, the national debt, and the trade deficit).

6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability

6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.

6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).

6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.

6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.

6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.

9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.

9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.

9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.

9.1.12.EG.5: *Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.*

9.2.12.CAP.13: *Analyze how the economic, social, and political conditions of a time period can affect the labor market.*

Amistad Law: N.J.S.A. 18A 52:16A-88 *Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.*

Holocaust Law: N.J.S.A. 18A:35-28 *Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.*

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 *A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.*

Transfer Goal:

Students will be able to independently use their learning to evaluate how fluctuations in the US economy impact the scope of government involvement in the lives of citizens to draw parallels between past and present-day issues.

As aligned with LRHSD long term learning goal(s):

1. Choose and analyze appropriate sources to gain content knowledge
2. Apply acquired content to connect past and present day events
3. Collaborate and interact with others in a diverse and ever-changing world
4. Independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics
5. Communicate effectively through written, oral, and visual means

Enduring Understandings

Students will understand that. . .

EU 1

government policies are established to maintain order, manage conflict and address the needs of the people.

EU 2

politics, economics, religion, the environment and social issues impact various groups of people in a variety of ways.

Essential Questions

EU 1

- How were government policies of the 1920s directly tied to the prosperity of the country during the 1920s?
- Did various types of financial institutions and the services they offered contribute more detriment or prosperity to this era?
- How did the actions and policies of the US government contribute to the Stock Market Crash and Great Depression?
- Were the attempts by the US government to facilitate recovery from the Great Depression successful?
- To what extent should the government attempt to regulate societal ills?

EU 2

- How were minority groups impacted by federal institutions' decisions regarding economic growth?
- How is restrictive economic policy connected to increased racial tensions?
- How can nationalism devolve into social intolerance and result in the violation of human rights of individuals and groups?
- How were normative gender roles challenged during the 1920s and 1930s?
- How did environmental issues exacerbate pre-existing

EU 3

advancements in technology along with investments in capital goods and human capital increase economic growth and standards of living.

EU4

artists, writers, and musicians both reflect and impact American culture.

political and economic turmoil in the 1920s and 1930s?

EU 3

- How can personal spending choices and decision-making result in positive or negative consequences?
- How much of a role should the government play in helping consumers make responsible financial decisions including saving, spending, or donating money?
- How does information disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members influence consumer behavior?
- What were the most influential technological advancements of the 1920s and 1930s?

EU 4

- How were the escalating racial divisions of the country reflected in the art, music, and writings of the Harlem Renaissance?
- How were authors, photographers, and artists impacted by the Great Depression?

Knowledge

Students will know . . .

EU 1

- the pros and cons of Prohibition and how it led to the growth of crime. (9.1.12.EG.5)
- the main features of the domestic policies of Harding, Coolidge and Hoover. (6.1.12.History CC.8.b)
- the benefits and drawbacks of buying on credit (9.1.5.FI.1)

Skills

Students will be able to . . .

EU 1, EU 2, EU 3, EU 4

- read and analyze primary source documents to determine different points of view.
- draw inferences from factual material.
- recognize and interpret different points of view.
- detect bias in data presented in various forms.
- compare and contrast the credibility of differing ideas,

- the economic conditions that led to the stock market crash of 1929. (6.1.12.EconNE.9.a; 6.1.12.EconNE.9.b)
- the causes and effects of the Great Depression. (6.1.12.EconNE.9.b; 6.1.12.A.9.a)
- the approaches of Hoover and FDR in addressing the depression. (6.1.12.A.9.a)
- the programs of the New Deal and their impact.(6.1.12.HistoryCC.8.b; 6.1.12.EconNE.9.c)
- constitutional challenges to the New Deal. (9.1.12.EG.5)
- the New Deal programs that are still in effect today. (6.1.12.EconNE.9.c)

EU 2

- the impact of the 19th Amendment and changing roles of women. (6.1.12.EconET.8.a)
- how traditional relationships relating to religion, race, and gender were challenged (ie religious revivals, the Scopes trial). (6.1.12.EconET.8.a; 6.1.12.HistoryUP.9.a)
- how the practice of redlining, ushered in by the National Housing Act of 1934, impacted people of color for generations to come. (6.1.12.HistoryCC.8.a)
- how growing racial tensions contributed to race riots. (such as Tulsa riots and Red Summer riots) (6.1.12.HistoryCC.8.a; 6.1.12.HistoryUP.9.a)
- the reasons for the restrictions placed on immigration and the fear of foreign ideas such as the Red Scare, Sacco and Vanzetti. (6.1.12.CivicsHR.8.a)
- ways in which the quality of life was affected for Americans during the Great Depression. (6.1.12.HistoryUP.9.a)
- the variety of responses in addressing the country's needs. (such as Huey Long, Charles Coughlin). (6.1.12.HistoryUP.9.a)
- the human and geographic factors which contributed to the Dust Bowl. (6.1.12.GeoHE.9.a)

elements or accounts.

- test the validity of the information, using criteria such as source, objectivity, technical correctness, and currency.
- research useful and valid resources in all forms of media
- develop media literacy.

EU3

- the effects of the growth of consumerism and technological innovations on American society. (9.1.5.FP.3)
- how the Great Depression affected the global economy. (6.1.12.HistoryCA.9.a)
- advertising and propaganda techniques influence consumer choices. (9.1.5.FP.3; 9.1.5.FP.5)
- the technological advancements of the 1920s and 1930s such as the car, radio, photography and film, and consumer innovations. (dishwasher, toaster, etc.) (9.1.5.FP.3; 9.1.5.PB.2)

EU4

- the individuals of the Harlem Renaissance and their contributions. (such as Claude McKay, Alin Locke, Hubert Harrison, Langston Hughes, Duke Ellington, Louis Armstrong, etc.) (6.1.12.HistoryCC.8.c)
- various cultural icons and their contributions to the era. (such as Charlie Chaplin, Henry Ford, Babe Ruth, Jackie Robinson, Coco Chanel, etc.) (6.1.12.HistoryUP.9.a)
- famous artists, writers, and photographers such as John Steinbeck's *Grapes of Wrath* and Dorothea Lange, etc. (6.1.12.HistoryUP.9.a)

Stage Two - Assessment

Other Evidence:

- Tests/Quizzes
- Discussion/Debate, etc.
- Essays /DBQ
- Presentations

- Research projects
- Primary and secondary source analysis

Stage Three - Instruction

***Learning Plan:* Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.**

- Brainstorm and discuss the conditions that cause change in a culture and how those conditions are apparent today. (A, M, T, EU 3 and EU 4)
- Create a Social Media page for a young woman in the 1920s that reflects the concerns and attitudes of a 'modern woman'. (M, EU3)
- Write a magazine or newspaper article about the people and events of the 1920s. Include topics such as sports, lifestyle and culture, politics and policies, economic developments and advertisements. (M, EU3 and EU4)
- Debate the validity of 'nativism' in the US as it relates to immigration policy, the trial of Sacco and Vanzetti, and the rise of the Ku Klux Klan. (A,M, EU 2)
- Create a chart that compares the issues from the 1920s (i.e., immigration, tradition vs modernity, religion) to these issues today. (M, T, EU2)
- Use a graphic organizer to highlight the political and economic policies of Harding, Coolidge, and Hoover. (A, EU1)
- Analyze the works of various Harlem Renaissance figures and evaluate the impact they had on African American thought and culture. (A, M, EU4)
- Show and discuss NPR's segment titled "[Housing Segregation and Redlining in America: A Short History](#)" and have students trace how the policy of redlining has impacted communities of color in the present day. (A, M, EU2)
- Select a product that emerged in the 1920s and trace it to today (the auto, baseball, department stores) Include major developments and it's place in our society. (M, T, EU3)
- Create a graphic organizer on how the automobile impacted the US economy. (A, EU3)
- Complete a graphic organizer of the causes and effects of the Great Depression. Include the global impact as well. (A)
- Using current economic data have students determine where in the business cycle the US economy falls. (M, T)
- Use a stock market simulation to teach students how the market operates. (A, M, EU1)

- Use a photograph from this era (i.e. Dorothea Lange), without explanation, and have students write a story about the Depression that uses terms from the unit. (M, EU3)
- View and discuss excerpts from films such as “*Cinderella Man*” or “*The Century, America’s Time: Boom to Bust*” other applicable 1920s & Great Depression era films . (A, M) (EU 1, 2, 3, 4)
- Create posters that promote the various New Deal agencies and present them to the class. (A, M, EU1)
- Listen and analyze Franklin Roosevelt’s First Inaugural Address and scrutinize his ideas and goals for solving the depression. (M, EU1)
- Write a ‘Fireside Chat’ that addresses a current issue. (M,T, EU1)
- Create an original, written proposal for how the current Social Security system can be modernized and sustained. (T, EU1)
- Speculate the future role of government in the lives of the citizens- expansion or contraction. (T, EU1)
- Analyze the Supreme Court decisions regarding constitutionality of the New Deal. (A,M, EU1 and EU2)
- Compare Woody Guthrie’s Dust Bowl songs with contemporary artists and their portrayal of the plight of modern America. (M,T, EU3)
- Write a persuasive letter to Congress in support of or in opposition to a quota system for controlling immigration. In the first part of your letter present the evidence that supports your position on immigration; in the second half of your letter, acknowledge the opposing viewpoint and provide a counterargument to address it. (A, M, EU2)
- Use [this resource](#) to help craft lessons around educational awareness regarding African American history and the many contributions Africans have made to American society. (A,M, EU2, EU4)