

# Unit 4 The Roaring Twenties and the Great Depression

Content Area: **Social Studies**  
Course(s): **U.S. History II**  
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## Unit Overview

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The end of WWI brought peace to Americans, but not peace of mind. Dangers seen and unseen troubled the nation. A booming economy eventually smoothed the transition to peacetime as Americans were eager to focus on leisure and consumption. American culture underwent rapid and radical change during the "Roaring Twenties". The seemingly endless economic growth was, in reality, quite fragile by the end of the decade. In 1929 the economy's underlying weaknesses were exposed. The stock market collapsed, and the nation plunged into the worst economic depression in its history.

## Enduring Understandings

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- The 1920's is characterized as a time of social, economic, technological , and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems

resulting in a decade of false prosperity.

- The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society

## Essential Questions

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- What push-pull factors lead to the Great Migration and what was it's social, political and economic

impact?

- How did government policies relate to the prosperity of the country during the 1920s and what was the impact of these policies on agriculture, business, and the consumer?
- How did agricultural practices, overproduction, and the Dust Bowl intensify the worsening economic situation during the Great Depression?
- In what ways do the causes and outcomes of the stock market crash in 1929 compare with other periods of economic instability?
- How did the global context of the Great Depression contribute to the worldwide economic collapse?
- How did the economic collapse affect the lives of ordinary Americans?

## **Standards/Indicators/Student Learning Objectives (SLOs)**

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Analyze the push-pull factors that led to the Great Migration and increase in racial tensions, restrictive laws, repressive organizations using quantitative or qualitative data

Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on the environment

Use technology to demonstrate how social, cultural, and technological changes during the interwar period affected the role and status of radio, telephone, automobiles, streetcars, appliances, suburbs, movies, and popular magazines).

Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values. (Fitzgerald, Ernest Hemingway, T.S. Eliot, Eugene O'Neill, Zora Neale Hurston, Louis Armstrong, Duke Ellington, Langston Hughes, Langston Hughes, Lawrence, Romare Beardon)

Evaluate various explanations for the 1929 stock market crash and determine which explanation best accords with evidence by examining the following economic conditions of the time period:

• *uneven distribution of wealth*, • *easy credit*, • *stock market speculation*, • *overproduction of consumer goods*, • *farming economy*

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Investigate how U.S. governmental policies (e.g., high tariffs, limited banking regulations) affected the 1929 stock market crash.

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Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression

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Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

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SOC.6.1.12.A.8.a	Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
SOC.6.1.12.A.8.b	Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
SOC.6.1.12.A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
SOC.6.1.12.A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.
SOC.6.1.12.B.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
SOC.6.1.12.B.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
SOC.6.1.12.C.8.a	Analyze the push-pull factors that led to the Great Migration.
SOC.6.1.12.C.8.b	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.
SOC.6.1.12.C.9.d	Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.
SOC.6.1.12.D.8.a	Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
SOC.6.1.12.D.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
SOC.6.1.12.D.9.b	Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
SOC.6.1.12.CS8	The Emergence of Modern America: Roaring Twenties: The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.
SOC.6.1.12.CS9	The Great Depression and World War II: The Great Depression: The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.

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## Lesson Titles

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- A Booming Post War Economy
- A New Mass Culture
- Causes of the Great Depression

- Early Impact and Effects of the Depression
- Financial Collapse
- Hoover's Response
- Overview and Review of the Roaring Twenties
- People and Their Hardships
- Social and Cultural Tensions of the 1920s
- The Dust Bowl
- The Great Depression
- The Harlem Renaissance

## 21st Century Skills and Career Ready Practices

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Civic literacy

Critical Thinking and Problem Solving

Creativity and Innovation

Financial, Economic, Business and Entrepreneurial Literacy

LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.B.1	Prioritize financial decisions by systematically considering alternatives and possible consequences.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.

## Inter-Disciplinary Connections

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Economics: False prosperity

Sociology: Changing societal norms

English Language Arts

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights
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	gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.2.A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.11-12.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
SOC.9-12.2.1.2	Material culture
SOC.9-12.2.2.4	American values
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4.3	Social movements

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## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK**

- Appraise the role the government plays in the health of the economy
- Debate the coexistence of separation of church and state.

- Identify the effects of the Crash that plunge the nation into Depression in a graphic organizer.
- Evaluate why the booming stock market of the 1920s gave Americans a false sense of security and outline why it collapsed.
- Create a visual representation of the fads of specific decades.
- Explain how the stock market crash of 1929 revealed weaknesses in the American economy and triggered a national and global economic crisis in a written summary
- Identify how Herbert Hoover's *Rugged Individualism* was not sufficient to help get America out of the Great Depression.
- Stock Market Game (Investing, Tracking and Selling)
- Deductive Analysis
- Linking Historical Events
- Connecting the past and Present
- Compare and Contrast
- Power Point Presentation
- Guided Discussion
- Stock Market Handout
- Video- View, analyze and appraise
- SAWG
- Delsea One

## Modifications

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### ELL Modifications

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- Assess ELL students continuously using formative assessment methods
- 1:1 testing for exams on the Great Depression
- Repeat, reword, clarify of instructions dealing with explanations of the roles, impact, and legacy of the 1920s.
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible when completing the activities listed above for this unit
- Offer alternate/or modify assessments such as verbal explanations of what student remembers about the early presidents
- Be flexible with time frames and deadlines on Pictorial Slide Show Presentation of a topic of the 1920s.
- Allow students to use Delsea One to complete tests and quizzes or review material relating to this unit.
- Offer resources for specific topics in primary language using Google Translate
- Provide academic (Tier III) vocabulary
- Suggest student examines children's books on these early presidents as they will contain many images

and simpler language to assist in the transition.

- SWAG
- Delsea One

## **IEP & 504 Modifications**

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- Maps with keys/ word banks for the topics of the Dust Bowl
- Current events can be watched or read to compare the economy of the 1920s to the present
- Read test aloud when given on the Great Depression
- Test in small groups when taking tests/quizzes dealing with the Great Depression
- Projects can be submitted digitally or paper
- Oral presentations to small groups or teacher only
- SWAG
- Delsea One

## **G & T Modifications**

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- Employ differentiated curriculum to keep interest high through the use of tech, media, and informational text to evaluate the causes of the Great Depression
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.
- Encourage students to make transformations- use a common task or item in a different way.
- Different test items. (DBQ, RAFT, thesis statement, **projects**, inquiry based)
- Cross-curricular connections, especially to historical events involving economic failures
- History: provide rationale for thinking about the role of the Presidents
- Close reading: historical texts, poetry, speeches, primary sources, etc. Students will examine presidential letters as provided by the Gilder Lehrman Institute
- Examine historical illustrations in textbooks and convert them into the written language.

## **At Risk Modifications**

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- Meetings or tutoring during Delsea One
- SWAG
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors

- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Allow extra time for completion of homework dependent upon circumstances

## **Benchmark Assessment**

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessment**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Formative Assessment**

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### **Warm Up**

- Current Event Connection Activity (relating cultural and economic issues)
- Group Activity/Colloboration (How could the Depression have been prevented)
- Overview of the Week
- Reading Prompt 9History Interactive in Text/ Experiencing the Roaring Twenties)
- Review Previous Info and Bridge to Lesson
- Writing Prompt (Infographic Questions/Effects of the GReat Depression)

### **Anticipatory Set**

- Photo Slide Show - 1920s People and Culture
- Political Cartoon Analysis on Prohibition
- Witnessing History- "The Harlem Renaissance" and Louis Armstrong Music Intro
- Witnessing History - "The Stock Market Prosperity"
- Buying Stock Activity
- Infographic Activity -"Effects of the Great Depression"



- Photo Analysis Slide Show of People and The Depression
- Dust Bowl Map Work and Primary Source Quote

## **Closure**

- Writing Prompt
- Debriefing
- Exit Ticket
- Idea Spinner
- Index card Summary
- Oral Questions and Review
- Whip Around

## **Summative Assessment**

- Quiz on Causes of the Depression
- Exam ( The Great Depression)
- Slide Presentation on 1920s Topic
- Outline Notes on Other Students 1920s Slide Presentations
- Diary Entry on the Depression (Creative Writing)

## **Resources & Materials**

- US History Textbook (Prentice Hall) C20 The Raoring Twenties and C21 The Great Depression
- Century Series: From Boom to Bust/Stormy Weather - The Roaring Twenties/The Great Depression
- Yahoo Stocks
- Dorothea Lange Photo Gallery
- Rand McNally Outline notes, collected images and historical maps
- Prentice Hall Map Collection (Dust Bowl)
- DVD : American Stories (McDougal Little) Anne Marie Lowe/Dust Bowl Survivor
- Featured Primary Stories of the Depression (Glider-Lehrman)
- Amistad Lesson on Langston Hughes and Harlem Renaissance
- Gilder-Lehrman: Women and the Great Depression, The Great Depression

## **Technology**

Internet: Yahoo Stocks: <https://finance.yahoo.com/>

Smartboard to project outline notes, images and maps

Primary Sources <https://www.gilderlehrman.org/history-by-era/great-depression.../great-depression>

Dorothea Lange Gallery : [www.historyplace.com/unitedstates/lange/](http://www.historyplace.com/unitedstates/lange/)

Google Chromebook

Rand McNally Historical Maps: <https://worldatlas.randmcnally.com/map>

Century Series DVD Collection : From Boom to Bust/ Stormy Weather: <https://www.youtube.com/watch?v=foooDFF9Dgs>

Langston Hughes and the Harlem Renaissance : <http://www.njamistadcurriculum.net/history/unit/new-deal/content/4154/7149>

Gilder-Lehrman: <https://www.gilderlehrman.org/history-by-era/great-depression-and-world-war-ii-1929-1945/great-depression>

Gilder-Lehrman: <https://www.gilderlehrman.org/history-by-era/great-depression/essays/women-and-great-depression>

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.