

Coping with Changes in America:
The Roaring 20's and the Great Depression
Unit Outline

I. Social/Cultural Aspect

A. Content

1. Fashion Trends in relationship to generational tensions
 - a. Clothing
 - b. Hairstyles
2. Art
 - a. Archibald Motley
 - b. Diego Rivera

B. Lesson Strategies

1. Visuals
2. Writing (Response/Primary Source)
3. Authentic Assessment

II. Economic Aspect

A. Content

1. Spending and Speculation
2. Advertising (Roland Marchand)
3. Causes/Results of Unemployment
4. "The Crash"

B. Lesson Strategies

1. Graphic Organizers
2. Visuals/Music
3. Role Play/Simulation
4. Compare/Contrast
5. DBQ - The day of the crash

III. Impact of the Depression

A. Content

1. Human Aspect
2. Economic Aspect
3. Responses

B. Lesson Strategies

1. Visuals/Music
2. Primary Source Documents (letters to the president)
3. Graphing/Interpreting statistical data
4. Film

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Project Calendar

DAY 1

FASHION VS. SOCIAL VALUES

>> Students will be completing this lesson after reading an article about values and fashion as a previous homework assignment. Groups of (4) Give students pictures of Victorian style dress. Allow 5-10 minutes to record observations. Then give students pictures of 20's style dress. Allow 5-10 minutes to record observations. Have each group report back and make a compilation list on the board. Discuss how changes in style hints at the changes in social values in the 1920's. Students should be giving specific examples and supporting them using what they have learned in class.

DAY 2

FASHION VS. SOCIOECONOMIC STATUS

Groups of (4) > Need a calculator. Give students an economic scenario showing how much their family makes per week. This should include the amounts for necessities: bills, food, etc. Pass out the fashion pages with the prices on them. Explain that they have just moved to the "big" city and must purchase new clothes using the budget provided.

1. How does the scenario determine the family's **VISIBLE** economic status?
2. How are the economic values of the 1920's represented in these catalog pages?

ART OF DIEGO RIVERA

Groups of (4) Show an overhead of Rivera's famous mural. Allow students about 5 minutes to study it and make observations. Give each group a panel of the mural to analyze.

1. Describe your panel. What is going on?
2. Make a list of the themes that you see in your panel.

Select one of the themes from your list and discuss how it relates to the artist's quote written on the board

In what ways is the artist depicting the 1920's? .DAY 4 >>>>

ALTERNATIVE ASSESSMENT

ART OF ARCHIBALD MOTLEY

Pairs> Give students a pair of paintings to analyze. The students will need to do (3) things with them:

1. Write a brief description of what's going on in each picture.
2. How does the artist show **TEMPO**?
3. How does each painting's title reflect that tempo?

Write a 5-paragraph essay about one of the paintings discussing how it fits into the time and place of the 20's.

Prepare a final visual component as a poster to go along with the essay.

DAY 5

COMPARISON OF MOTLEY & RIVERA

Pairs> Have students copy from the board the quotes of Motley and Rivera. Tell the students to read them aloud and underline words they don't know. Replace those words using the thesaurus and reread for

better understanding. Go over a brief bio on each artist.

1. How do their statements reveal their feelings about their backgrounds? Give examples
2. Do you think the artists' statements directly relate to their painting styles? Defend your position.

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DAY 6

SPENDING & SPECULATION

The students will first brainstorm their definitions of what caused the G.D. Was it an aberration or a predictable outcome?

1. Complete chart on the cost of consumer goods (Small groups)
2. Analyze charts from digital history which show economic growth.
3. Identify consumer products that became necessities in the 20's.
4. Purpose of installment buying.

Assessment: Was the prosperity of the 20's an illusion or was it real?

DAY 7

SPENDING & SPECULATION

Continue from Day 6. The students will identify basic terms associated with the stock market.

Read the article - "The Crash of 1929" to identify buying on margin.

Analysis of article (Individual/small group) How much money is necessary to purchase stock? If it inflates, what would be the value? If it deflates, what will be the value?

Assessment - Prepare for debate. Resolved the advantages of buying on margin outweigh the disadvantages. DAY 8

ADVERTISING

The students will identify the purpose of advertising, what products would be advertised, methods of advertising. After identifying the above, the students will compare/contrast a variety of advertisements from the 20's. They will describe the differences in two statements from beginning to end of the 20's. Analyze advertisements for approaches, use of images, length of text, appeals to whom, stereotyping, etc

Assessment - Create an advertisement for a product of the 20's. DAY 9

CAUSES/RESULTS OF UNEMPLOYMENT

The students will look at loss of jobs in farming, mechanization, over production and the ripple effects.

1. Students will look at a series of photos to analyze what is happening.
2. Students will analyze charts to view changing economic trends.
3. Students will complete unemployment math worksheets.
4. Students will use stock speculation to complete analysis of trends of buying on margin.

Assessment - What if you were living at this time? What would or could you have done to prepare?
Using the statistics, construct an explanation for the causes of the Depression. DAY 10 >>>>>

DBQ ACTIVITY

THE CRASH

The students will analyze two newspaper documents from October 30, 1929 to see how it was viewed by two different areas of the country.

Assessment - The students will select from a list of occupations how the crash effects them.

OCCUPATIONS:

farmer

housewife

banker

laborer

factory worker

factory owner

government official

stock broker

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DAY 11

IMPACT OF THE GREAT DEPRESSION

Students analyze and interpret music and images (photos & artwork) of the period. Create empathy for the hardships faced. Begin to understand the dramatic changes in society; reflect on the value and uses of art as types of evidence

DAY 12

CHARTING THE ECONOMIC AND SOCIAL DIMENSIONS OF THE G.D.

Students in small groups chart/graph key economic and social data. Economic statistics- unemployment, wages, foreclosures, etc. presented first. Social Statistics- marriages, divorces, birth rates, suicides presented next. Link economic change to social change. Interpret significance and scope of the Depression in light of these statistics.

DAY 13

UNDERSTANDING THE IMPACT OF THE G.D. ACROSS SOCIOECONOMIC GROUPS

Small group exercise. Each group examines letters from people of a given socioeconomic background. Students analyze letters to FDR from a cross-section of American society and summarize evidence of the problems, coping methods, changes in lifestyle, and work for each group.

Assessment - Students write their own letters to FDR from the perspective of a person from one of the groups considered.

DAY 14

UNDERSTANDING THE RISE AND SIGNIFICANCE OF ALTERNATIVE RESPONSES TO

CAPITALISM

Students view images at socialist marches, placards, etc. and analyze. The teacher provides context. Begin online primary document analysis adapting Marchand's "Bonus Army" lesson plan. Weigh competing historical interpretations as to the influence of the Communist Party on the Bonus Army march. Students discuss and reflect on the difficulties in interpreting the types of historical documents presented.

**M.S. Modification - Access Marchand's middle school version of the lesson and modify accordingly.

DAY 15

DIVERSIONS AND ESCAPISM

Students view and consider leisure artifacts of the 30's. Monopoly games, Superman comics. Interpret popularity in terms of the Depression era. Students access CHS Chicago World's Fair site, analyze themes, symbols, artifacts, as representative of the G.D.

Play a film clip of Judy Garland singing "Somewhere Over the Rainbow." Students interpret the mood and lyrics in terms of what they have learned about the Great Depression.