The fourth unit of American History 2 examines the 1920s and 1930s through the lenses of Conflict, Modernism, Consumerism, and Depression.

**The Roaring Twenties: Adjusting to Cultural Change**

After World War I, the United States moved towards a period of isolationism allowing the country to focus on domestic issues. As the country moved into the 1920s, conflict developed between traditionalists and modernists. Those resistant to change, the traditionalists, championed the eugenics movement, supported prohibition, worked to limit immigration, thwarted the teaching of new scientific theories, and were vexed by the unscrupulous behavior of “flappers”. Those that embraced change, the modernists, helped to mold and shape a new “America” by developing new music, art, and literature, embracing technology and innovations, and supporting unconventional ideas aimed at changing the “status quo”. When the stock market crashed at the end of the decade, the conflict between traditionalists and modernists would be overshadowed by the Great Depression and, later, World War II. Left unresolved, the conflict between these two groups would remerge in the 1950s and 1960s.

**The Roaring Twenties: Deregulation and Consumerism**

During World War I, the United States saw a major increase of production; but when the war ended, it faced an economic recession. Post-World War I presidents used tariffs and deregulation to counteract the recession. These economic strategies, along with the adoption of new technological innovations, would result in an industrial boom and a new consumer age.

Though President Harding’s administration would suffer from political scandal, his economic strategy to bolster the U.S. economy would be used throughout the 1920s. Harding moved to limit government regulation, reversing the trend set by the Progressive presidents, and he used tariffs to promote the sale of American made products. These tactics, used by the Coolidge and Hoover administrations as well, led to increased productivity and wage increases.

In addition to the presidential economic policies of the 1920s, the industrial boom and rise of consumer culture was greatly impacted by the automobile industry. As a result of Henry Ford’s automated assembly line, the purchase cost of automobiles would be within reach of the working class and would become a common mode of transportation. The widespread usage of the automobile helped to foster urban sprawl, increased mobility, and made shopping in the city easier for rural families.
With higher wages, increased mobility, the introduction of installment plans, and a plethora of new “electric” gadgets aimed at making life easier, consumerism took off. Americans were living, or at least felt they could reach, the “American Dream”. It all seemed too good to be true. And, it was.

Examining the Great Depression

The mass marketing of the “latest must have” gadgets and the offers of “buy now and pay later” helped feed mass consumerism in the 1920s. In a quest for the “American Dream”, Americans were willing to borrow money or buy on credit. This frenzy of consumerism led businesses to be overconfident about production levels. Farmers were growing more crops and raising more livestock than in previous years. Stocks were reaching historic highs. In an attempt to cash in on the ever rising stock market, some citizens began buying stock on margin.

In the early summer of 1929, farmers faced huge losses as prices began to fall due to overproduction. This caused a brief fall in the stock market. Although the stock prices increased to record highs in September of 1929, the falling price of crops, despite a federal intervention, a decrease in demand of other products, and overinflated stock prices would lead to a major stock market crash in October of 1929. Virtually overnight, the boom of the 1920s gave way to the worst economic depression the United States had seen.

The stock market crash cost Americans billions of dollars. Those that had bought on the margin were unable to pay their debts. Banks and businesses closed. Unemployment rates skyrocketed. Homelessness and hunger plagued Americans. The plight of this Great Depression was documented in the art, literature, music, and photography of the time.

The impact of the U.S. stock market crash reached global levels as well. The already struggling European economy was further compromised as the U.S. enacted the Hawley-Smoot Tariff in effort to protect American business.

In the Midwest, the overproduction of crops resulted in soil erosion. This coupled with several years of drought led to the worst man made natural disaster in U.S. history: the Dust Bowl. Huge dust storms raged across the prairies. The result was a huge migration of farmers, particularly “Okies”, who sought opportunities for work on the west coast.

Americans were desperate for relief from the Great Depression. And despite President Hoover’s attempts to reboot the economy by lowering mortgage rates and providing emergency financing for businesses, the economy continued to crumble. Americans blamed Hoover for the lack of economic recovery and looked to a new leader, Franklin Delano Roosevelt, for relief.

Roosevelt and the New Deal

Within the first 100 days of his administration, FDR worked with Congress to implement his New Deal. His campaign promise of relief, recovery, and reform took center stage. Though some felt FDR overextended his executive reach, most Americans felt his New Deal policies were having a positive impact on their lives and economy. In the end, real economic recovery would come to the United States in the form of war.
### Unit Enduring Understanding(s) | Unit Essential Question(s)
--- | ---
1. A shift in a culture’s values and beliefs can lead to conflict. | 1. Why can new cultural values and beliefs lead to conflict?
2. “Modernism” can lead to political, economic, and social change. | 2. How does “modernism” impact society?
3. Consumerism can lead to political, economic, and social change. | 3. How can consumerism impact a nation?
4. Economic depressions can result in political, economic, and social change. | 4. How do economic depressions impact nations?

### Essential State Standards

<table>
<thead>
<tr>
<th>Priority Objectives</th>
<th>Supporting Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AH2.H.3.2 Explain</strong> how environmental factors influenced the patterns of migration and settlement within the U.S. since the end of Reconstruction.</td>
<td><strong>AH2.H.3.4 Analyze</strong> voluntary and involuntary immigration trends since Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response.</td>
</tr>
<tr>
<td><strong>AH2.H.4.1 Analyze</strong> the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted.</td>
<td><strong>AH2.H.4.3 Analyze</strong> the social and religious conflicts, movements and reforms that impacted the United States since Reconstruction in terms of participants, strategies, opposition, and results.</td>
</tr>
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<td><strong>AH2.H.4.2 Analyze</strong> the economic issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted.</td>
<td><strong>AH2.H.5.1 Summarize</strong> how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic.</td>
</tr>
<tr>
<td><strong>AH2.H.4.4 Analyze</strong> the cultural conflicts that impacted the United States since Reconstruction and the compromises that resulted.</td>
<td><strong>AH2.H.7.3 Explain</strong> the impact of wars on American society and culture since Reconstruction.</td>
</tr>
<tr>
<td><strong>AH2.H.8.1 Analyze</strong> the relationship between innovation, economic development, progress and various perceptions of the “American Dream” since Reconstruction.</td>
<td><strong>AH2.H.8.2 Explain</strong> how opportunity and mobility impacted various groups within American society since Reconstruction.</td>
</tr>
</tbody>
</table>
AH2.H.8.3 **Evaluate** the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” since Reconstruction.

AH2.H.8.4 **Analyze** multiple perceptions of the “American Dream” in times of prosperity and crisis since Reconstruction.

<table>
<thead>
<tr>
<th>“Unpacked” Concepts (students need to know)</th>
<th>“Unpacked” Skills (students need to be able to do)</th>
<th>COGNITION (RBT Level)</th>
</tr>
</thead>
</table>
| AH2.H.3.2  
- the environmental factors influenced the patterns of migration and settlement within the U.S. | AH2.H.3.2  
- Explain (influence) | AH2.H.3.2  
- Understanding |
| AH2.H.4.1  
- the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted | AH2.H.4.1  
- Analyze (impact) | AH2.H.4.1  
- Analyzing |
| AH2.H.4.2  
- the economic issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted | AH2.H.4.2  
- Analyze (impact) | AH2.H.4.2  
- Analyzing |
| AH2.H.4.4  
- the cultural conflicts that impacted the United States since Reconstruction and the compromises that resulted | AH2.H.4.4  
- Analyze (impact) | AH2.H.4.4  
- Analyzing |
| AH2.H.8.1  
- the relationship between innovation, economic development, progress and various perceptions of the “American Dream” since Reconstruction | AH2.H.8.1  
- Analyze (relationship) | AH2.H.8.1  
- Analyzing |
<table>
<thead>
<tr>
<th>AH2.H.8.2</th>
<th>AH2.H.8.3</th>
<th>AH2.H.8.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- how opportunity and mobility impacted various groups within American society</td>
<td>- Evaluate (opportunity)</td>
<td>- Analyze (perceptions)</td>
</tr>
<tr>
<td>AH2.H.8.3</td>
<td>- Explaining (impact)</td>
<td>- Evaluating</td>
</tr>
<tr>
<td>- the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” since Reconstruction</td>
<td></td>
<td>- Analyzing</td>
</tr>
<tr>
<td>AH2.H.8.4</td>
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<tr>
<td>- multiple perceptions of the “American Dream” in times of prosperity and crisis since Reconstruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard(s)</td>
<td>Unit “Chunking” &amp; Enduring Understandings</td>
<td>Suggested Lesson Essential Questions</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------</td>
<td>-------------------------------------</td>
</tr>
</tbody>
</table>
| AH2.H.4.1         | The Roaring Twenties: Adjusting to Cultural Change | Modernism often conflicts with traditional values and practices. | • Traditionalists vs. Modernists  
- science  
  * Fundamentalism  
    ~ Aimee Semple McPherson  
    ~ Billy Sunday  
  * Charles Darwin  
  * Albert Einstein  
  * Scopes Monkey Trial  
- immigration  
  * nativists  
  * red scare  
  * Sacco and Vanzetti  
  * Chinese  
  * Immigrant Quota Act of 1924  
- prohibition  
  * “law of the land”  
  * reasons for  
    * reason repealed  
  * speakeasies  
  * bootleggers  
- eugenics  
  * political movement  
  * impact on groups  
  * 14th Amendment  
- innovation and progress  
  * automobile  
  * radio  
  * aviation  
    ~ Charles Lindberg  
    ~ Amelia Earhart  
| How “modernism” developed and challenged conventional or traditional practices of American society during the 1920s. |
| AH2.H.4.4         |                                           | Why was there a conflict between “modernism” and traditionalism in the 1920s? | How and why eugenics became a political movement in several states at the beginning of the 20th Century and how the movement impacted various groups. |
| AH2.H.8.1         |                                           |                                     | How the invention and use of the radio and television impacted the economic, political and cultural development of the United States during the 20th Century. |
| AH2.H.8.2 | Explain how opportunity and mobility impacted various groups within American society since Reconstruction. | Conflicts within a society are often reflected in the society’s literature, art, and music. | How did 1920s literature, art, and music express the cultural conflicts facing the United States? |
| AH2.H.8.3 | Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” since Reconstruction. | Modernism can challenge the traditional roles of minorities in society. | How did minority groups contribute to the modernist movement? |
| AH2.H.8.4 | Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis since Reconstruction. | | |

**Traditionalists vs. Modernists**
- **Modernists**
  * art and music
    * jazz
    * Harlem Renaissance
      ~ art, music, drama
    * “the lost generation”
      ~ Ernest Hemingway
      ~ F. Scott Fitzgerald
      ~ Thomas Wolfe
      ~ William Faulkner
      ~ Sinclair Lewis
      ~ cultural struggle
      ~ American Dream

*How the Harlem Renaissance raised American awareness of issues affecting the lives of African Americans in the 1920s through various forms of expression such as literature, art, music and drama.*

**Traditionalists vs. Modernists**
- **Modernists**
  * African Americans
    * “Great Migration”
      ~ cultural impact
    * Back to Africa movement
    * Negro nationalism
    * Marcus Garvey
      ~ Universal Negro Improvement Association
    * W.E.B. Du Bois
    * NAACP
    * Harlem Renaissance
      ~ art, music, drama
      ~ Alain Locke
      ~ Langston

*How and why the “Great Migration” of African Americans to northern cities occurred during American involvement in two world wars and how that migration culturally impacted African Americans and the nation.*

To what extent...
| AH2.H.4.1 | The Roaring Twenties: Deregulation and Consumerism | • Conservative Governments  
- Harding  
  * Teapot Dome scandal  
  * “Return to Normal”  
- Coolidge  
- Hoover  
- lower taxes  
- deregulation |
| AH2.H.4.2 | Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted.  
| | Analyze the economic issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted.  
| Hughes  
~ Zora Neale Hurston  
~ James Weldon Johnson  
~ American Dream  
* jazz  
  ~ Louis Armstrong  
* KKK  
- women  
  * 19th Amendment  
  * 14th Amendment  
* flappers  
* gained roles  
* American Dream  
* Margaret Sanger  
- 1924 Indian Citizenship Act | How the administrations of Warren G. Harding, Calvin Coolidge and Herbert Hoover reverted to conservative government practices based on lower taxes and deregulation of industries.  
How national and political leaders have expressed their perceptions of the “American Dream” during times of prosperity and crisis.  
the American woman has successfully gained expanded roles in American society and gender equality.  
the American woman has successfully gained expanded roles in American society and gender equality.
| AH2.H.8.1 | Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” since Reconstruction. | Innovations can result in increased consumerism. | Why did the 1920s see an increase in consumerism? | How, why and to what extent a consumer based economy flourished in the United States in the 1920s and 1950s. |
| AH2.H.8.4 | Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis since Reconstruction. | | | How and why the birth of the automobile industry impacted the economic and cultural development of the United States at the beginning of the 20th Century. |
| AH2.H.3.2 | Explain how environmental factors influenced the patterns of migration and settlement within the U.S. since the end of Reconstruction. | Examining the Great Depression | Economic depressions can impact the movement and culture of people. | How did the stock market crash and resulting economic depression impact the movement and culture of Americans? |
| AH2.H.4.1 | Analyze the political issues and conflicts that impacted | Examining the Great Depression | Economic depressions can impact the movement and culture of people. | How did the Great Depression impact |
| | | | | Speculation |
| | | | | Overproduction |
| | | | | “Black Tuesday” / October 29, 1929 |
| | | | | Global impact |
| | | | | Great Depression |
| | | | | How/why |
| | | | | Impact livelihood |
| | | | | Impact fortunes |
| | | | | Migration |
| | | | | American culture |
| | | | | Radio |
| | | | | Automobile |
| | | | | “Talkies” |
| | | | | Reflections on conditions and turmoil |
| | | | | Such as Us |
| | | | | John Steinbeck |
| | | | | Grapes of Wrath |
| | | | | How rampant speculation in the stock market led to the “Black Tuesday” crash of October 29, 1920 and the global impacts of the crash. |
| | | | | How the economic circumstances of the Great Depression influenced patterns of migration and |
| the United States since Reconstruction and the compromises that resulted. | impact a citizen's perception of his/her nation. | American’s belief in the “American Dream”? | * Richard Wright *Native Son* Studs Terkel *Hard Times* soup kitchens * breadlines - American Dream | settlement. How people lived during the Great Depression reflected on the conditions and turmoil of the era. |
| AH2.H.4.2 | Analyze the economic issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted. | Environmental disasters can impact the movement and culture of people. | How did the Dust Bowl impact migration and culture in the United States? | __________________ |
| AH2.H.4.4 | Analyze the cultural conflicts that impacted the United States since Reconstruction and the compromises that resulted. | Leaders are often criticized when their actions fail to address economic issues. | Why was President Hoover blamed for the lack of economic improvement during the Great Depression? | __________________ |
| AH2.H.8.1 | Analyze the relationship between innovation, economic development, progress and various | | | __________________ |

- Dust Bowl
  - migration
  - displacement
  - “Okies”
  * automobile
  - American Dream

- Great Depression
  - Hoover
  * Hawley-Smoot Tariff
  * scapegoat
  * rugged Individualism
  * Bonus Army
  * Hoovervilles

How Herbert Hoover became a scapegoat for what ailed the economy at the beginning of the Great Depression and why his “rugged individualism”
perceptions of the “American Dream” since Reconstruction.

AH2.H.8.2

Explain how opportunity and mobility impacted various groups within American society since Reconstruction.

AH2.H.4.1

Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted.

Roosevelt and the New Deal

Leaders can develop policies that provide for economic recovery and increase the morale of citizens.

How did President Roosevelt attempt to ease the effects of the depression and keep American’s belief in the “American Dream” alive?

- Franklin D. Roosevelt
  - 1936 election
    * significance
  - 1940 election
    * significance
  - First Inaugural Address
    * American Dream
  - Fireside Chats
    * radio
  - “pack” Supreme Court
    * reason
    * impact balance of power
- New Deal
  - relief, recovery, and reform
    * eases depression

failed to work.

How Franklin D. Roosevelt delivered a “New Deal” to the American people that aimed to ease the effects of the depression through government programs and agencies that provided direct government relief, recovery and reform.

How national and political leaders have expressed their perceptions of the “American Dream” during times of prosperity and crisis.
| AH2.H.8.4 | Government intervention during an economic crisis can lead to conflict. | Why was there opposition to the New Deal? | New Deal - relief, recovery, and reform 
- eases depression 
- agencies and programs 
* opposition to 
  ~ U.S. Supreme Court 
  ~ Huey Long 
  ~ Francis Townsend 
  ~ Charles Coughlin 
- lasting change to political and economic systems 
- American Dream | How and to what extent Franklin D. Roosevelt and his “New Deal” eased the economic effects of the depression through direct government relief, recovery efforts and reform. 
How and why the New Deal and some of its agencies and programs were opposed by a variety of individuals and groups. |

| HISTORY | Change Conflict Leadership National Identity | GEOGRAPHY Human Environment Interaction Migration Region | CIVICS & GOVERNMENT Authority Domestic Policy Political Action Power | ECONOMICS Needs and Wants Standard of Living Supply and Demand | CULTURE Culture Technology Values and Beliefs |
### Language Objective EXAMPLES

<table>
<thead>
<tr>
<th>Historical Thinking and Geography Skill Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ “Straight Ahead”  □ “Uphill”  △ “Mountainous”</td>
</tr>
<tr>
<td>Historical Thinking</td>
</tr>
</tbody>
</table>

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<thead>
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<th>General Unit Resources</th>
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<td>○ “Straight Ahead”  □ “Uphill”  △ “Mountainous”</td>
</tr>
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</table>

Additional resources will be listed here as unit development continues.

Text differentiation symbols: Texts will be categorized in teacher resource documents as Straight Ahead (less challenging for struggling readers), Uphill (having some challenging words and more complex sentence structure that is appropriate for on-grade level readers), or Mountainous (containing challenging vocabulary, complex sentences, and more abstract ideas).