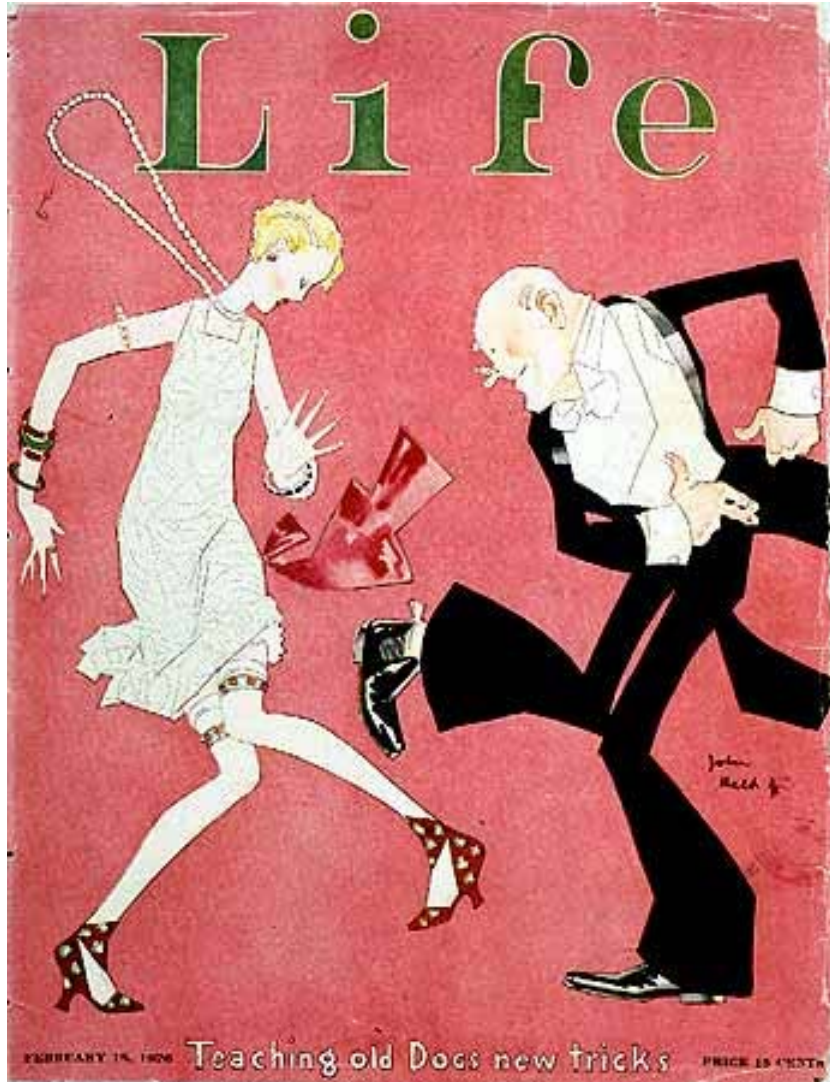


Booms and Busts:
The Roaring Twenties and
the Great Depression
1890–1925

Year 2
History Unit 7
Workbook

Lesson 1: The Roaring Twenties



Cover of Life magazine, February 18, 1926 (Library of Congress)

How “roaring” were the 1920s?

Lesson 1
Do Now



"Where there's smoke, there's fire," by Russell Paterson, 1920s (Library of Congress)

1. What are **two** things you notice about the image above?

2. What are **two** questions you have about the image above?

Lesson 1
Note-Taking Template

Economic Instability	Flappers	Fundamentalism	Prohibition

Lesson 1
Exit Ticket

1. The 1920s were “roaring” for all of the following reasons except:
 - a. the rise of fundamentalism in American religion
 - b. the evolution of the role of American women
 - c. the prosperous American economy
 - d. the rising speakeasy culture during Prohibition

2. To what extent did all Americans benefit from emerging modernity in American society?
 - a. Americans across the country shared an enthusiasm for modern American society.
 - b. While all Americans experienced wealth and prosperity, Americans could not consume alcohol.
 - c. While many groups of Americans gained new rights in society, not all Americans benefited evenly from the economic prosperity.
 - d. Only small groups of wealthy Americans benefited from emerging modernity.

3. Why did some Americans oppose the rise of American modernity?
 - a. They believed it jeopardized their economic security.
 - b. They feared it threatened their conservative values.
 - c. They hoped to restore regulatory economic policies in government.
 - d. They critiqued the racial inequality still inherent in American modernity.

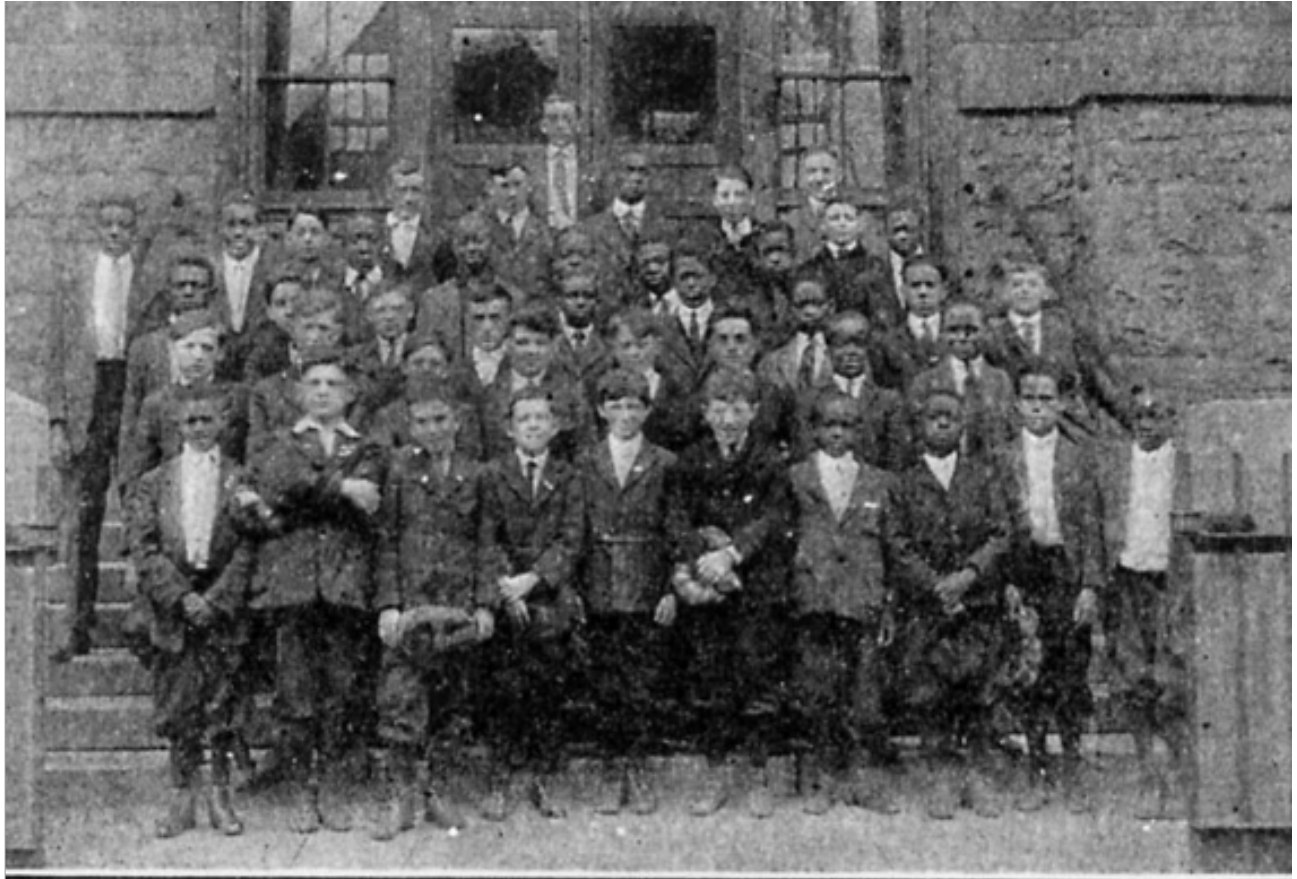
Lessons 2–4: The Great Migration



An African American family preparing to migrate north (Library of Congress)

To what extent did Northern cities provide opportunities for African Americans during the Great Migration?

Lesson 2
Do Now



**A RESULT OF THE MIGRATION. A NEGRO TEACHER WITH PUPILS
OF BOTH RACES**

*“A Result of the Migration. A Negro Teacher with Pupils of Both Races,” by Carter G. Woodson, 1922
(Digital Public Library of America)*

1. What are **two** things you notice about the photograph above?

2. What are **two** questions you have about the photograph above?

Lessons 2–4
DBQ

Historical Context: The Great Migration was the relocation of more than six million African Americans from the rural South to the cities of the North, Midwest, and West from 1916 to 1970. Driven from their homes by limited economic opportunities and harsh segregation laws, many black Americans headed north in search of new opportunities. When they arrived, however, many uncovered new and different challenges.

Task: Using the information from the documents and your knowledge of history, answer the questions that follow each document. Your answers will help you write the essay that follows: *To what extent did Northern cities provide opportunities for African Americans during the Great Migration?*

As you read documents A through D, answer the corresponding questions below:

1. Based on the Newark anniversary guide in Document A, why did many African Americans from the South **most likely** migrate to Northern cities like Newark? Be sure to think carefully about your claim and to articulate it simply and clearly.

2. Based on the NAACP report in Document B, why did conflict erupt between the black and the white citizens in Northern cities? Be sure to think carefully about your claim and to articulate it simply and clearly.

3. Based on **both** articles in Document C, to what extent were African Americans welcomed in the North? Be sure to think carefully about your claim and to articulate it simply and clearly.

4. How does the author of the letter in Document D characterize his experiences in the North? Be sure to think carefully about your claim and to articulate it simply and clearly.

DBQ Planning Page

Directions: Write a well-organized essay of no more than 400 words that answers the following question: **To what extent did Northern cities provide opportunities for African Americans during the Great Migration?**

In your essay, be sure to:

- Clearly answer the question being asked. **THINK before you write!**
- Use evidence from **at least** three of the documents provided.
- Include relevant outside information from your knowledge of U.S. history.

Thesis:

Piece of evidence 1:

Analysis:

Piece of evidence 2:

Analysis:

Piece of evidence 3:

Analysis:

Lesson 5: The Jazz Age



Jazz musician Louis Armstrong, 1953 (Library of Congress)

Why were the 1920s called “the Jazz Age”?

Lesson 5
Do Now



King and Carter Jazzing Orchestra, 1921 (Wikimedia)

1. What are **two** things you notice about the photograph above?

2. What are **two** questions you have about the photograph above?

Lesson 6: The Harlem Renaissance



"Jitterbugs," by William H. Johnson, 1941 (Wikimedia)

How did the Harlem Renaissance transform American arts and culture?

Lesson 6
Note-Taking Template

Literature	Music	Theater and Dance	Visual Art

Lesson 6
Exit Ticket

1. Which of the following **best** describes the Harlem Renaissance?
 - a. A renewed interest in classical arts and values that sparked the “Roaring Twenties.”
 - b. A musical movement that laid the groundwork for the beginning of the “Jazz Age.”
 - c. A cultural movement that emphasized African American artistic achievement and power.
 - d. A period in American literature where authors wrote about their experiences in Harlem, New York.

2. To what extent were the messages of Harlem Renaissance artists similar?
 - a. All Harlem Renaissance artists hoped to expose racism in American society.
 - b. While the artists of the Harlem Renaissance explored many creative themes, they all worked to emphasize the humanity of African Americans in society.
 - c. While the artists of the Harlem Renaissance all used different art forms, they all experienced the same racism in Harlem as in the South.
 - d. The artists of the Harlem Renaissance hoped to express their own individuality in society.

3. How did the Harlem Renaissance affect African Americans?
 - a. The Harlem Renaissance brought about the end of Jim Crow laws in the South and the end of racial discrimination.
 - b. The Harlem Renaissance empowered African Americans to express themselves and their culture.
 - c. The Harlem Renaissance sparked a series of race riots that destroyed African American communities.
 - d. The Harlem Renaissance led to the establishment of the NAACP, which fought for the rights of African Americans.

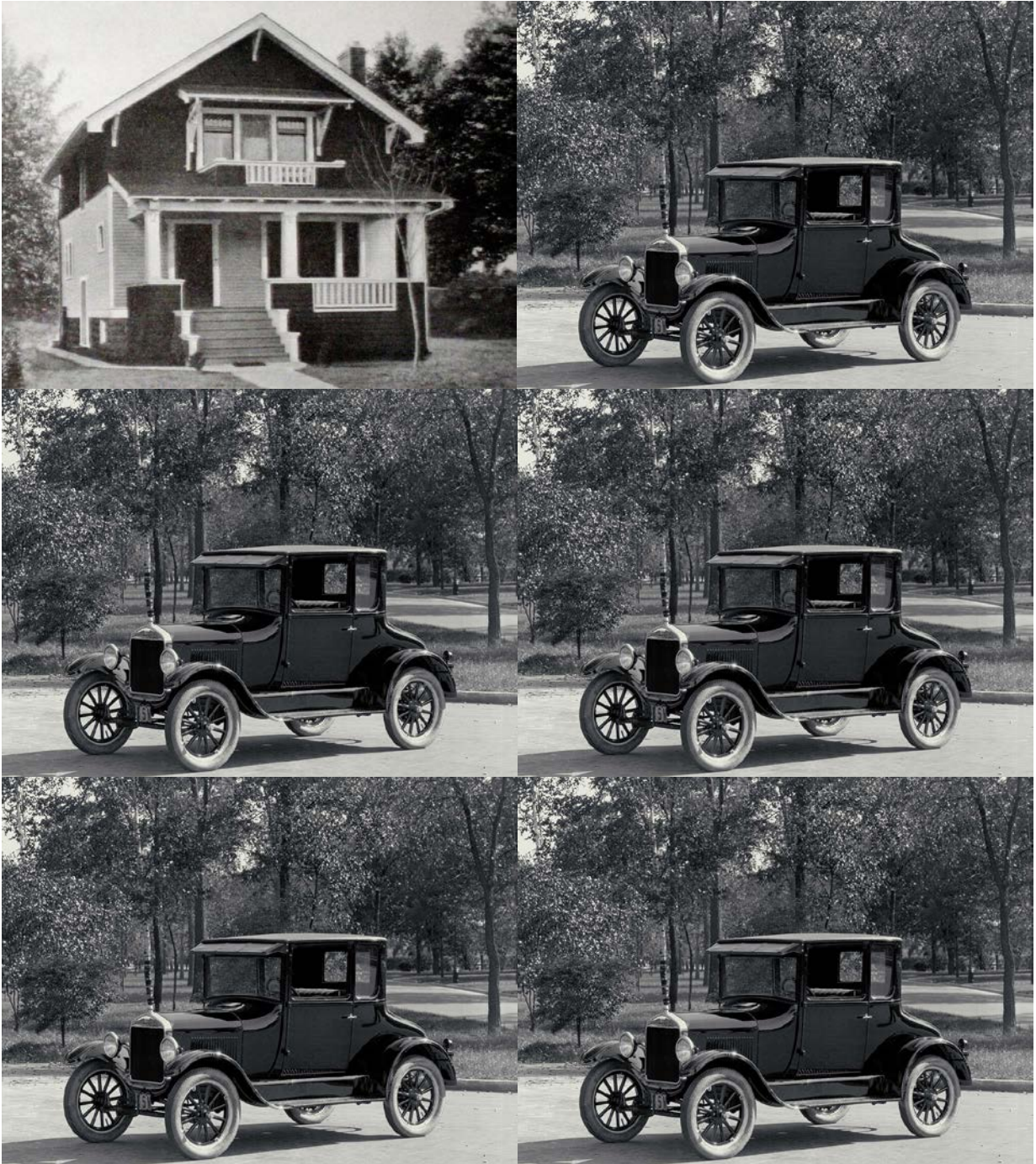
Lesson 7: The Crash of 1929



Crowd gathering on Wall Street, New York, October 1929 (Wikimedia)

Why did the banks fail in 1929?

Simulation Materials





Lesson 7
Do Now



A solemn crowd gathers outside the Stock Exchange after the crash, New York, 1929 (Social Security Administration)

1. What are **two** things you notice about the photograph above?

2. What are **two** questions you have about the photograph above?

Lesson 8: The Great Depression



A soup kitchen during the Great Depression, 1936 (Wikimedia)

How did the Great Depression affect the quality of life for Americans across the country?

Lesson 8
Note-Taking Template

Rural United States	Cities

Lesson 8
Exit Ticket

1. How did the Dust Bowl worsen the impact of the Great Depression?
 - a. The Dust Bowl forced many Americans into unemployment.
 - b. The Dust Bowl destroyed the homes and crops of farmers.
 - c. The Dust Bowl sparked an increase in urban homelessness.
 - d. The Dust Bowl caused the banks to lose their money and fail.

2. How did the experience of rural Americans differ from that of urban Americans during the Great Depression?
 - a. Although many Americans lived in poverty, the Dust Bowl further devastated the livelihood of farmers in the rural United States.
 - b. Although crops failed across the country, only rural Americans experienced food shortages and starvation.
 - c. Although the Dust Bowl devastated the entire nation, only rural Americans lost their jobs as a result of the disaster.
 - d. Although all Americans lived in Hoovervilles during the Great Depression, homelessness was more common in the rural United States.

3. The Great Depression affected Americans in all of the following ways except:
 - a. Many Americans lost their savings in the stock market crash.
 - b. Many Americans became unemployed and fell into poverty.
 - c. Many Americans invested in farmers to boost the economy.
 - d. Many Americans were homeless, living in Hoovervilles or eating at soup kitchens.

Lessons 9–11: The New Deal



A poster for the WPA, a program for workers established by the New Deal (Wikimedia)

To what extent was the New Deal a success?

Lesson 9
Do Now



Public Works Administration Project, U.S. Army Corps of Engineers, Bonneville Power and Navigation Dam in Oregon, Columbia River, 40 miles East of Portland, "Downstream side of Blocks 7 and 8 of North Half of Spillway Dam and Piers 9 to 12. Inclusive of South Half of Dam," October 24, 1936 (*National Archives, Franklin D. Roosevelt Library*)

1. What are **two** things you notice about the photograph above?

2. What are **two** questions you have about the photograph above?

Lessons 9–11
DBQ

Historical Context: The New Deal was a set of federal government programs in the 1930s. President Franklin D. Roosevelt started the programs to help the country recover from the economic problems of the Great Depression. While New Deal programs helped alleviate the hardships of poverty, the Great Depression did not end until U.S. entry into World War II in 1941.

Task: Using the information from the documents and your knowledge of history, answer the questions that follow each document. Your answers will help you write the essay that follows: *To what extent was the New Deal a success?*

As you read documents A through D, answer the corresponding questions below:

1. Based on **both** President Roosevelt’s and Landon’s speeches in Document A, to what extent did Social Security benefit Americans? Be sure to think carefully about your claim and to articulate it simply and clearly.

2. According to the chart in Document B, to what extent did the New Deal reduce unemployment during the Great Depression? Be sure to think carefully about your claim and to articulate it simply and clearly.

3. According to Woodward’s speech in Document C, how did the WPA’s lunch program affect American children during the Great Depression? Be sure to think carefully about your claim and to articulate it simply and clearly.

4. According to Houston’s statement in Document D, why did African Americans suffer “more than any other classes of the community” during the Great Depression? Be sure to think carefully about your claim and to articulate it simply and clearly.

DBQ Planning Page

Directions: Write a well-organized essay of no more than 400 words that answers the following question: **To what extent was the New Deal a success?**

In your essay, be sure to:

- Clearly answer the question being asked. **THINK before you write!**
- Use evidence from **at least** three of the documents provided.
- Include relevant outside information from your knowledge of U.S. history.

Thesis:

Piece of evidence 1:

Analysis:

Piece of evidence 2:

Analysis:

Piece of evidence 3:

Analysis:

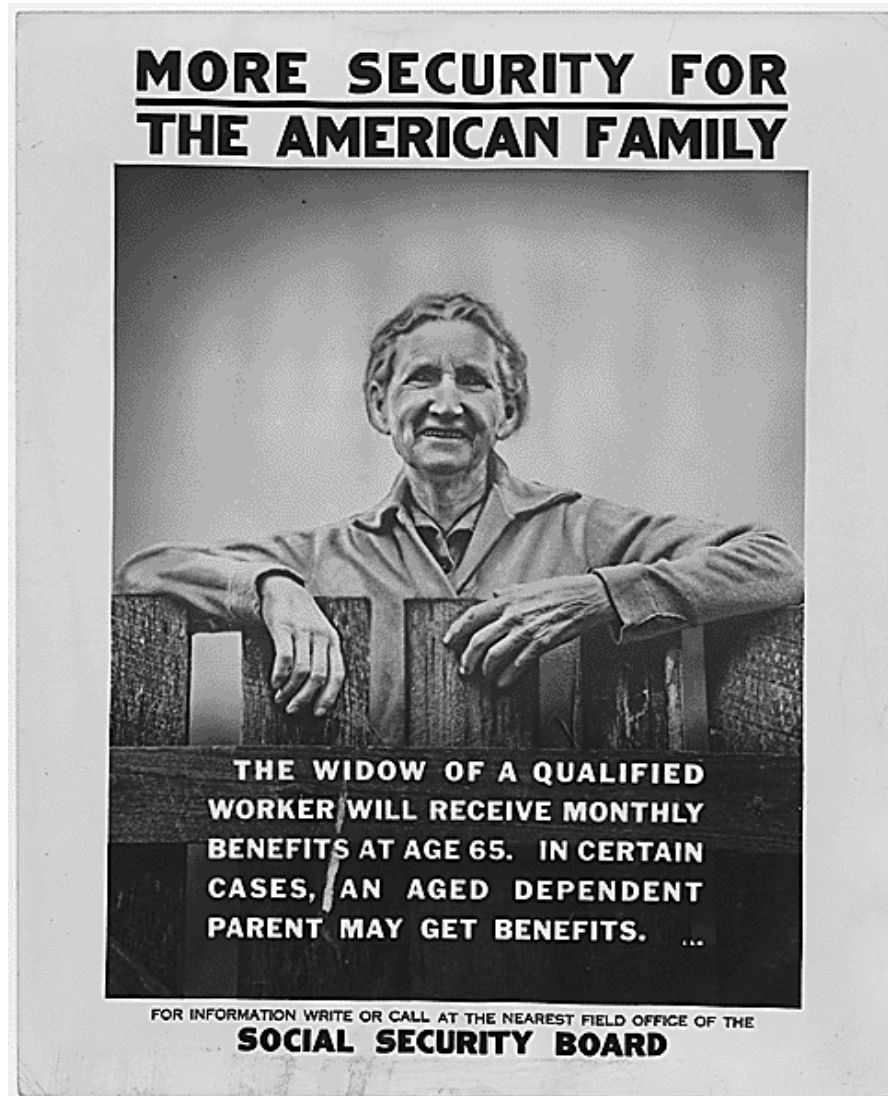
Lesson 12: The Legacy of the New Deal



Members of the Civilian Conservation Corps (CCC) laying bricks (Wikimedia)

How did the New Deal affect American society over time?

Lesson 12
Do Now



Social Security poster, late 1930s (Franklin D. Roosevelt Library)

1. What are **two** things you notice about the advertisement above?

2. What are **two** questions you have about the advertisement above?