

Unit Calendar

Day One

Topic: The Causes of the Great Depression

Objective #1

Event: Students will begin class by creating a foldable chart on the causes and effects of the Great Depression. Check understanding of vocabulary. Inquiry lesson on the causes of the Great Depression.

Due: Vocabulary Definitions

Assessment: Formative observation of reading skills through use of scaffolding worksheet

DATA SET #1

DIRECTIONS: Read the document below with your partner and look for any clues to possible causes of the Great Depression. Once you are done, either add causes, or change causes you listed on your worksheet.

“The Economic Consequences of the Peace”
John Maynard Keynes

The Treaty of Versailles includes no requirements for the economic recovery of Europe, nothing to make the Central Powers good neighbors, or promote economic unity amongst the allies. The large amount of money spent on the war effort has left us in debt. There is an inability of the allied powers to repay America for the lend-lease program which loaned military equipment, humanitarian aid, supplies, and money.

In the two generations before the outbreak of war, Germany transformed from an agrarian state to an industrial state. As an agrarian state, Germany could feed forty million inhabitants. As an industrial state, Germany could feed sixty-seven million inhabitants, but the war has hurt German industry. Much of their food and resources were imported from their colonies. Now that the war is over, they have lost their colonies, merchant fleet, and foreign investments. There is no doubt that their industry will suffer greatly. Businesses and factories are failing, and soon Germany will not be in a position to give bread and work to her numerous millions of inhabitants who are prevented from earning their livelihood by navigation and trade.

DATA SET #2

DIRECTIONS: Read the document below with your partner and look for any clues to possible causes of the Great Depression. Once you are done, either add causes, or change causes you listed on your worksheet.

A Dangerous Imbalance

World History Textbook page 765

Both the American and the world economy had weak spots in the 1920s. Overproduction was a major problem. The war had increased demand for raw materials from Africa, Asia, and Latin America. Improved technology and farming methods contributed to higher output. When demand dwindled after the war, prices fell. Consumers benefited from the lower prices, but farmers, miners, and other suppliers of raw materials suffered severe hardship.

At the same time, industrial workers won higher wages, which raised the price of manufactured goods. An imbalance emerged because farmer's earnings had fallen, and they could afford fewer manufactured goods. Factories ignored the slowing demand and continued to pump out goods. Large amounts of credit had been extended to farmers and businesses, but as prices fell, there was an inability to repay credit.

Many nations attempted to nationalize their economy. In order to protect industry, they imposed tariffs, a tax on imported goods. By taxing imported goods, it raises the price and encourages the purchase of goods from within a country. The United States imposed the highest tariffs in history, and many European countries responded by raising their own tariffs. In the end, all countries lost access to the larger global market.

DATA SET #3- The Crash of 1929

DIRECTIONS: Read the document below with your partner and look for any clues to possible causes of the Great Depression. Add causes, or change causes you listed on your worksheet.

The market dropped sharply at the beginning of the month but rose again only to drop and rise again. The rollercoaster ride continued in October as the beginning of the month saw another drop followed by another burst of strength. Then came Black Thursday – October 24 – when a drop in stock prices triggered a burst of panic-selling so frantic that it overwhelmed the Stock Exchange's ability to keep track of the transactions.

Wall Street financiers were able to reverse the downward plunge only by buying as many shares of stock as they could over the next two days. It was a temporary victory. Monday's opening bell unleashed a frenzy of selling that soon turned into an uncontrolled panic that continued for the rest of the trading day. The following day – Black Tuesday, October 29 – saw the previous day's panic turn into bedlam on the trading floor.

According to one observer, traders "hollered and screamed and clawed at one another's collars. It was like a bunch of crazy men. Every once in a while, when Radio or Steel or Auburn would take another tumble, you'd see some poor devil collapse and fall to the floor." This was the Crash, although few could see it at the time. The Market continued its decline but never as dramatic. Thirty billion dollars had been lost - more than twice the national debt.

The Stock Market Crash launched America and a world into chaos. Banks demanded a repayment of loans which people could not afford. Money seemed to disappear. The economic situation in America made the European economy even worse. America, faced with its own financial crisis, could no longer afford to give loans to other countries.

Name: _____ Date: _____ Block: _____

DIRECTIONS: Work with your partner to complete the following tasks.

Write down any causes that you think might have caused Worldwide Depression in the 1930's

Data Set #1-List any new causes you found in the reading. Did the document mention a cause you already listed above? Which ones?

Data Set #2-List any new causes you found in the reading. Did the document mention any causes you already listed? Which ones?

Data Set #3-List any new causes you found in the reading. Did the document mention any causes you already listed? Which ones?

Causes and Effects of the Great Depression

Long-Term Causes	Immediate (Short Term) Causes	Immediate (Short-term) Effects	Long-Term Effects
<ul style="list-style-type: none"> • Huge debt resulting from WW I • European Dependence on American Loans • Widespread use of credit • Overproduction of goods paired with a decline in demand 	<ul style="list-style-type: none"> • Stock Market Crash of 1929 • Banks demand repayment of loans • Americans can no longer give loans to other countries • Businesses and factories fail • High protective tariffs 	<ul style="list-style-type: none"> • Vast unemployment and misery • Bank Failures and collapse of credit • Loss of faith in capitalism and democracy • Authoritarian leaders gain support 	<ul style="list-style-type: none"> • Nazis take control of Germany • Scapegoats are blamed for economy • Fascist leaders gain control of Eastern Europe • World War II begins

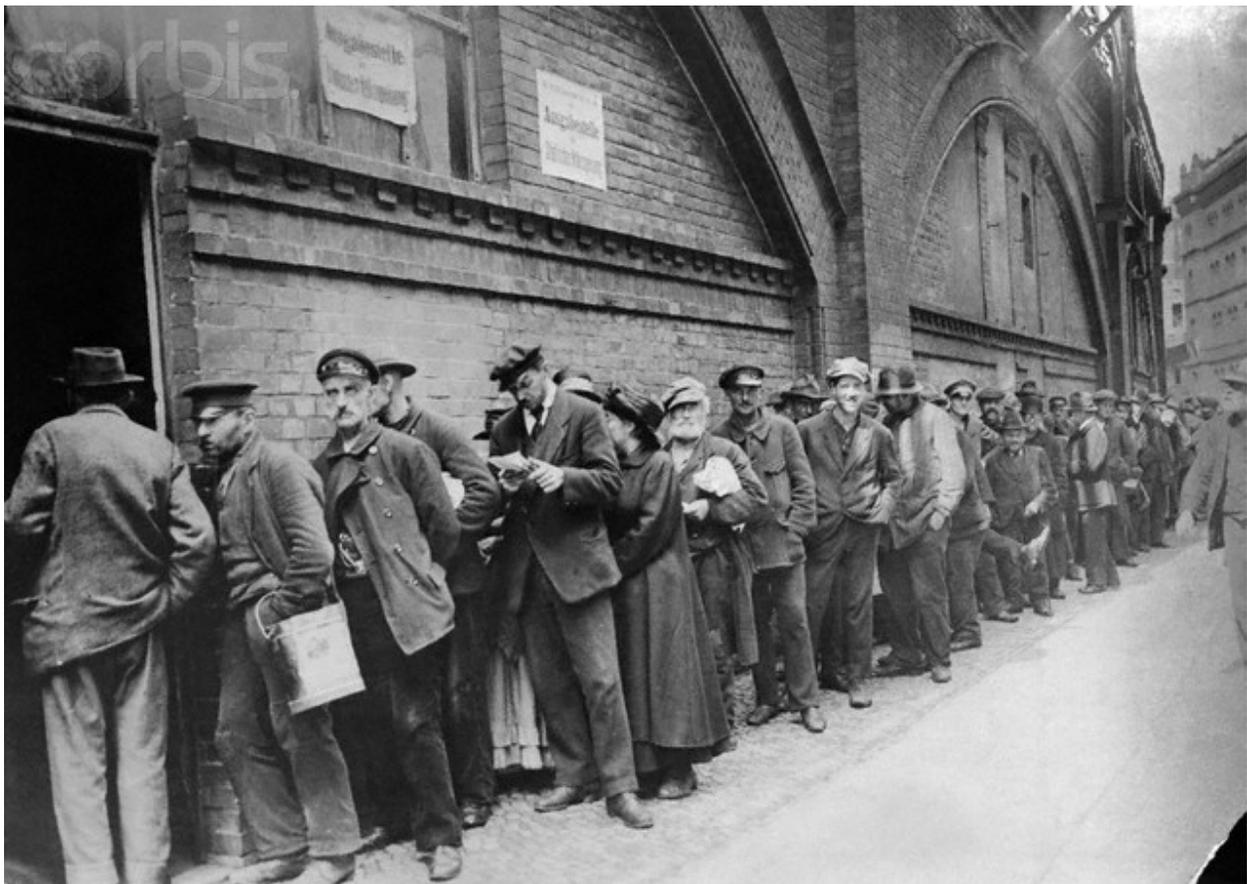
Day Two

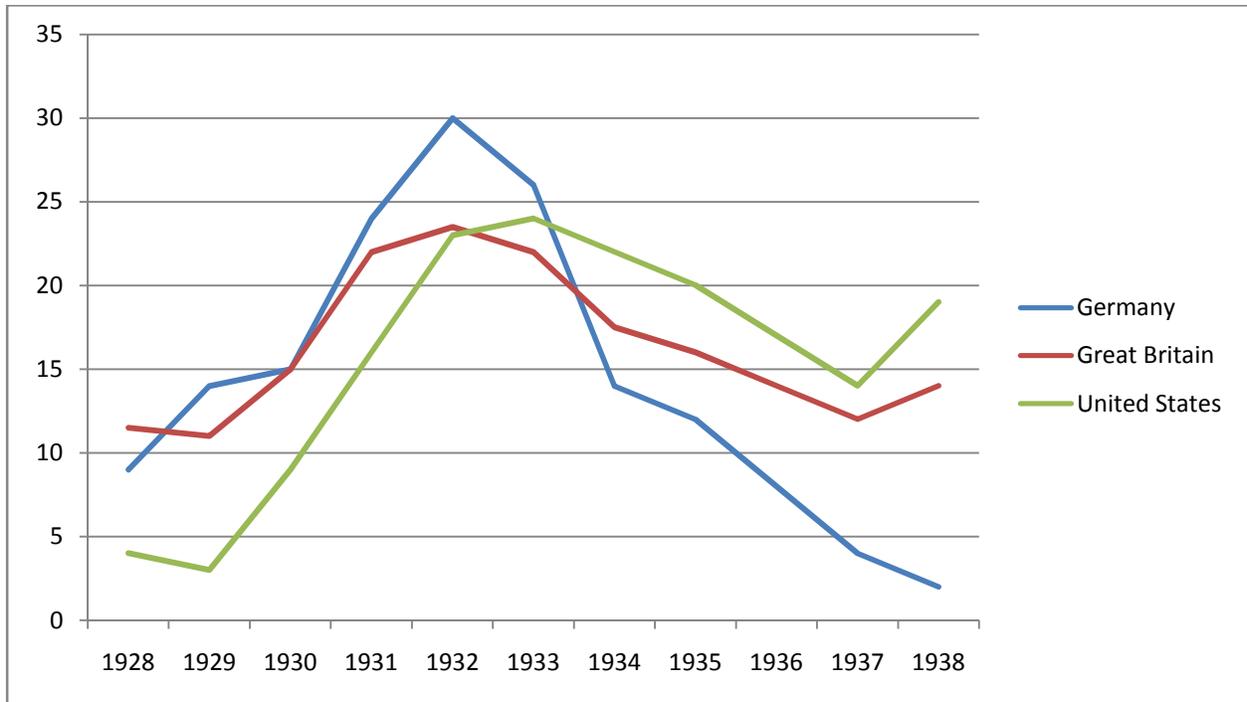
Topic: The Impact of world depression.

Objective #1

Event: Class will begin with an analysis of a German breadline in 1923. Students will participate in a jigsaw activity to understand how various groups were affected by the depression and evaluate its overall impact. Students will also complete a foldable that identifies both immediate and long-term effects of the depression.

Assessment: Formative observation of discussion and participation





Day Three

Topic: Totalitarian Governments

Objective #s 2, 3

Event: Students will write one paragraph about the causes of the Depression. Students will participate in a concept formation lesson on totalitarianism.

Assessment: Paragraph on causes of the Depression and formative observation of discussion and participation in class

Name: _____ Date: _____ Block: _____

Concept Formation Notes

Directions: Please fill out the worksheet below after reading “Examples of Concept” and completing your chart. Work on each section as instructed. Do not go ahead of the teacher.

Please list at least four **differences** between the examples you just read.

- 1.
- 2.
- 3.
- 4.
- 5.

Please list at least four **similarities** between the examples you just read.

- 1.
- 2.
- 3.
- 4.
- 5.

Critical Attributes:

- 1.
- 2.
- 3.

Definition: All of the examples you read are examples of a concept. How would you define this concept? Write a definition in one sentence below and be sure to include your critical attributes.

Label:

Concept Example	How Many Rulers are there?	What does the State (government) control	How many political parties or ideologies are there?	How does the state deal with any opposition?
1				
2				
3				

EXAMPLES OF CONCEPT

Directions: Read the following four examples. After you read each example, go to your blank chart and fill it out. For example, read #1, and answer all four questions on your chart for concept example #1. Once you are done go on to #2 and repeat the same steps until you are finished with example #4.

1.

At first, Fascists in Italy held only a few cabinet posts, but in 1925 Benito Mussolini had assumed a large amount of control for his Fascist party. Mussolini took the title *Il Duce* (The Leader) using combat squads known as the “black shirts,” he used violence instead of democracy to attack socialists, intimidate unions, remove elected officials and suppress all opposition. To strengthen his position and the Fascist Party, Mussolini controlled the press, limited the number of voters, and rigged elections. To help his country, the Fascist government took strict control of the economy, industry, agriculture, trade, and workers. In order to strengthen Italy and the power of the Fascist Party, men were urged to be ruthless, selfless, warriors. Women were pushed out of paid jobs and encouraged to give birth to more than fourteen children. In school children were taught military discipline and to chant “Mussolini is always right.”

2.

Communists were the sworn enemy of Fascist Italy. No where was the Communist Party stronger than in the Soviet Union. In 1929, Joseph Stalin, the “Man of Steel,” defeated Trotsky to become the leader of Soviet Russia. In order to modernize Russia’s industrial power, Stalin brought all economic activity under government control and developed a command economy where the government owned all businesses and resources. Through his development of collectives all agriculture was directly controlled by the state. Peasants resisted Communist collectivization by producing just enough food to feed themselves. Stalin responded to this opposition by seizing all grain which produced a famine that killed between five and eight million people in Ukraine alone. Fearing rivals, Stalin initiated the Great Purge in which party activists, army heroes, industrial managers, writers, and ordinary citizens were sent to forced-labor camps in Siberia or executed. Stalin’s use of violence, movies, art, literature, and education of children produced absolute loyalty to the Soviet Union and its leader.

3.

Legally elected to the position of Chancellor in 1933, Adolf Hitler became a powerful head of state and leader of the Nazi party in Germany. Within a year, Hitler suspended civil rights, destroyed Communists, and disbanded all other political parties. Like Stalin, Hitler purged his party and executed all disloyal Nazis. Using a brutal system of terror, repression, and violence, Hitler enforced the power of the Nazi Party with his SS troops and secret police known as the Gestapo. To combat the effects of the Great Depression, Hitler reorganized the economy and brought all big business and labor under government control. Churches and religions were reorganized into a single state church that reflected Hitler’s racial creed. School courses and textbooks were rewritten to reflect Nazi racial views while all other unapproved books were burned. To prevent the spread of Marxist ideas or a Jewish influence, the Hitler Youth was formed to prepare young Germans for war and to pledge absolute loyalty to Germany, the Nazi Party, and Hitler.

Example of Totalitarianism?

Directions:

Read the following example below and decide whether or not it is an example of the concept we are studying. Make sure to use the critical attributes and definition of the concept to test the examples. If you think **it is** an example of the concept, write yes, and identify the three critical attributes that prove that. If you **do not** think it is an example of the concept, write no, and explain which critical attributes are missing.

Like much of the World, Japan was hit hard by the Depression. The government of Japan proved unable to end the economic crisis and its people demanded help. Many people turned to the military to take control and help. In 1931 a military attack on Manchuria restored National Pride and a sense of hope in Japan's future. People turned to ultranationalists and militarists who soon dominated the government. Socialist ideas and democratic freedoms were eliminated. The government arrested critics, imposed censorship, and used a secret police force to hunt-down and punish enemies. To spread nationalism, the government taught students nationalism, and absolute obedience to Emperor Hirohito. With Militarists in power, traditional values were restored. Ancient warrior values were restored, and a cult was built around Emperor Hirohito, who was believed to be descended from the sun goddess. Unlike many other countries, the Japanese political and religious systems are identical.

Day Four

Topic: Totalitarian Governments, characteristics of Germany, Italy, Soviet Union, and Japan

Objective #s 2, 3

Event: Bell Ringer-writing activity the impact of worldwide depression. Students will create a profile chart identifying the characteristics of totalitarian governments such as Germany, Italy, the Soviet Union, and Imperial Japan.

Due: Analysis of an example of Totalitarianism

Assessment: bell ringer and formative observation of participation in class

'Remember . . . One More Lollypop. and Then You All Go Home!'

