

Unit 7

Times of Uncertainty 1917-1945

The Decades of the Twenties and Thirties



Unit #7 Overview

The period of 1917-1945 featured World War I, the decade of the 1920s, the Depression Era, and World War II. This period of uncertainty pulled America into a modern era of scientific achievements, economic restructuring, new moral values, a more active federal government, and a major player in foreign affairs.

Critical Thinking

Students continue to explore the deeper reasons behind why events unfolded the way they did. Particular emphasis is placed on how the presidents responded to the issues. Students also take a more in-depth look at why social events in the 1920s unfolded the way they did. Rather than teach a series of seemingly unrelated facts, our emphasis is **why** the events in this critical period can be interpreted.

Decision Making

Decision making concepts are reinforced particularly in the 1920s research project. In understanding why the social movements in the 1920s unfolded the way they did, we ask the students to **frame** the decisions made, **gather information** used in the time period, consider **alternatives** they faced in making the decision, and explore the **values** and **sound reasoning** used in the process of making the decisions they did during this period.

Lessons

Lesson #1: World War I Power-point

The teacher uses a power-point to go over the basics of the World War I period

Lesson #2: Overview of the 1920s

The teacher uses a power-point to go over the basic components of the 1920s period

Lesson #3: Making Connections

The students try to connect trends and events in the 1920s period

Lesson #4: Research project on the 1920s

Students choose topics and research specific topics related to the 1920s

Lesson #5: Herbert Hoover's Presidency

The students consider the presidency of Herbert Hoover

Lesson #6: Film on the Depression and FDR

Students look at footage on the start of the Depression and the rise of Franklin D. Roosevelt as president

Lesson #7: Putting Roosevelt on Trial

Students simulate different people accusing Roosevelt of going too far with his policies

Lesson #8: World War II

Students consider what they would do when confronted with the issues taking place in the late 1930s and early 1940s

Lesson #9: The Battles of World War II

The students look at film footage and a power-point on the key battles of World War II

Lesson #1

World War I

The power-point entitled *World War I* is designed to help students consider the after-effects of our decision to go to war. Several World War I film clips can also be accessed by the teacher to give the students a visual sense of how devastating was this war to end all war. The power-point emphasizes how poor decisions by the European victors would lead to the start of the next world war just 20 years later.

Lesson #2

The Roaring Twenties

The power-point entitled *The Roaring Twenties* investigates the general economic and social trends of the decade. The power-point explores the factors involved in creating such a lively culture in the 1920s.

Lesson #3

Trends and Events of the 1920s

The 1920s is a period where tremendous social changes were taking place. This decade is a good time period for students to choose one of the social movements to research on a more deep level. The question we ask is *why* these social movements took place.

1. Pass out the *Trends and Events in the 1920s* sheet. The students should try to make as many connections as they can with each trend and event. How does a trend and event connect to one another? The students can then answer the questions on the *Making Connections about the 1920s* sheet to understand how social movements can be triggered by certain trends that come into existence the same period.

Trends and Events in the 1920s

Color similar events from the list below. You should create at least 5 different colors. Each color represents a different trend in the 1920s. After you color each event, answer the questions on the next page.

Many Americans invest in the stock market	Immigrants in major cities	Urbanization: More people move to the city	Mass production techniques improve
Racism on the rise	Science and evolution theory challenges traditional values	World War I ends. Americans have a bad attitude about the war	Immigration restriction policies
Women get the vote	Prosperity for the top 25%	Labor problems continue	Great Migration of African Americans to major cities
Baseball becomes popular	The radio becomes popular	Gangsterism and organized crime is on the rise	The automobile becomes popular
Advertising	Speakeasies and illegal bars are popular	Beauty parlors and women's fashion becomes more popular	The film industry is popular
Scopes Monkey trial puts a science teacher on trial for teaching evolution	The Red Scare: Fear of Communism	Ku Klux Klan is popular	Buying on credit is easy
Americans buy more consumer goods	The airplane becomes popular	Birth control methods are used more widely	Jazz music becomes popular
Harlem Renaissance: Birth of African American art	Writers challenge basic American values	Sacco and Vanzetti Case puts 2 immigrants on trial for being radicals	Fundamentalist religion on the rise

Making Connections about the 1920s

1. What 5 major trends helped trigger a lot of the events in the 1920s?
2. How can you explain why such a lively social culture was developing in the 1920s?
3. What groups tended to gain the most from the 1920s decade? What groups still seemed to be missing out of being able to enjoy the American dream of prosperity?
4. What 5 key values seem to stand out the most?
5. In 2-3 sentences how would you make sense out of the decade of the 1920s?

Lesson #4

Research Project on the 1920s

This project is designed to help students consider why a social movement can take place. The project uses the decision chain diagram to create different components of a research paper. The links serve to aid students in analyzing why certain people or groups made the particular decisions they did. The project can take on the form of a research paper or can be adapted for smaller student presentations. Students can work individually or in groups on their topics.

1. Pass out the *1920s Research Requirements* and the *1920s Possible Topics* sheets. The students can use the requirements to research their topic in more depth. They should follow the format on writing the paper to complete the assignment.

The 1920s Research Project Topics

Why did people respond the way they did to the changes taking place in the 1920s?

Select one of the following topics. Your goal is to analyze why a certain group or person made the decisions that they did in light of the changes taking place in American culture in the 1920s. Follow the *Project Requirements* sheet to successfully complete your project. The questions below each topic will guide your thesis and help make a constructive argument.

Ku Klux Klan

1. *Why did so many people join the Ku Klux Klan in the 1920s?*
2. *Why was the Ku Klux Klan viewed as being an acceptable group by many Americans?*

Red Scare/Fear of Socialism

3. *Why did a Red Scare and a fear of Communism take place in the 1920s?*
4. *Why was a Communist movement becoming popular in the United States in the 1920s?*
5. *Why was Eugene V. Debs such a popular figure?*

Sacco/Vanzetti Case

6. *How did the Sacco/Vanzetti case symbolize the fear of foreigners in the 1920s?*

Harlem Renaissance

7. *Did the Harlem Renaissance actually change racist perspectives in the 1920s?*
8. *Why did the Harlem Renaissance come into being in the 1920s?*

Marcus Garvey

9. *How did Marcus Garvey inspire changes in African American life and rights?*
10. *Why was Marcus Garvey's movement popular among African Americans?*
11. *Why did many white Americans fear Marcus Garvey's movement?*

Immigration

12. *Why did immigration restriction policies take place in the 1920s?*

Stock Market

13. *Why did so many people play the stock market in this period?*

Gangsters

14. *Why was organized crime gaining momentum in the 1920s?*
15. *To what extent was organized crime considered acceptable in American culture in the 1920s?*

Speakeasies

16. *Why did illegal bars become so popular in the 1920s?*

Scopes Monkey Trial

17. *How did the Scopes Monkey Trial reflect the changing values and traditions of the 1920s?*
18. *Why did the Scopes Monkey Trial become such a popular event in the 1920s?*

Advertising

19. *Why did advertising become so popular in the 1920s?*
20. *How did advertisements reflect and shape American ideals in the 1920s?*

Henry Ford

21. *Why did the automobile become so popular in the 1920s?*

Literary Figures

22. *How did certain literary figures represent the period of the 1920s?*
 - Edith Wharton
 - F. Scott Fitzgerald
 - Theodore Dreiser
 - Earnest Hemingway
 - Sherwood Anderson
 - Sinclair Lewis
 - William Faulkner
 - T.S. Eliot
 - Robert Frost

Radio

23. *Why did the radio become so popular in the 1920s?*

Film Industry

24. *Why did the film industry become so popular?*

Baseball

25. Why did baseball become so popular in the 1920s?

Aviation

26. Why did Charles Lindbergh become so popular in the 1920s?

Labor

27. Why did so many labor problems come into existence in the 1920s?

Women's Roles

28. How were women's roles changing in the 1920s?

29. To what extent did women reformers successfully change the status of women in the 1920s?

30. How did changes in fashion and beauty standards influence women rights?

Jazz Age

31. Why did jazz become so popular in the 1920s?

1920s Project Requirements

Basic Research Requirements

- 3-5 pages in length
- One primary source document and two secondary source documents
- Based on the sources, use an average of 3-5 footnotes in the paper

Using Sources

Primary source documents are documents written by the people who are the subject of your research. They may be diary entries, journals, newspapers from the time, speeches, or any written document from the 1920s period that relates to your topic. You need to find at least one primary source document. *Secondary source documents* are articles or books written by historians much later than your topic period. They include history books or periodicals or specialized encyclopedia sources. Your textbook alone may serve as one secondary source if the text includes a lot of information about your topic.

When to Footnote

- All direct quotes
- Interpretations, analysis from your source
- Statistics and surveys
- Little-known, specialized factual information that is not your own idea

Basic Format of the Paper

For this research project we are going to use the decision chain sheet to analyze why your person or group responded the way they did to the changes taking place in the 1920s. Follow the general format below:

Paragraph #1: Thesis Paragraph-Framing your Reasons

Your thesis paragraph should be at least five sentences in length. You can begin by writing 2 or 3 sentences about any relevant biographical information about your person or any specific background information about your group. The thesis statement is a direct statement of at least two reasons about why your person or group responded the way they did to the 1920s. Your two reasons will then become your two body paragraphs respectively. If you state three reasons then you will need three body paragraphs. In framing your issue you could answer some of the following questions: Is there a problem they are trying to solve or an opportunity they are trying to create? What are they trying to accomplish? What are their goals? What situation are they trying to avoid?

Paragraph #2: Background on the 1920s-Gathering Information

This paragraph focuses on what events and information about the 1920s that relates to your person or group. You should explain how other issues during this period set the stage for the rise of your person or group. What particular events and issues during the 1920s most directly relates to why your topic became popular in this particular era? What kind of events or trends were taking place in the 1920s that made them respond the way they did? What was happening in the time period that related to the actions they were taking?

Body Paragraphs#3, 4, (5)-Analyzing the Alternatives, Values, and Sound Reasoning

You should devote a separate body paragraph of 10-15 sentences to each major reason you mention in your thesis about why your person or group responded the way they did to the 1920s. By using some primary and secondary sources you can state what your person or group was doing in the 1920s. But a

majority of this paragraph should analyze *why* they responded the way they did to the 1920s. To answer why they responded as they did you can consider if they responding to some specific event. Were they reacting against traditional values? Were they fearful of something? Were they trying to reform the culture? Were they trying to improve their status? You can also use some decision concepts such as:

- Alternatives and Values: Did they have alternatives to the course of action they took or was there only one way they could have responded? What did they seem to care about the most or dislike the most?
- Sound Reasoning: Were they being reasonable in the course of action they were choosing?

Conclusion Paragraph: A Commitment to Follow Through

Here in 3-5 sentences you weave together all of the reasons you have presented and assess how much your person or group was committed to follow through with what they accomplished in the 1920s. Did they follow through in a purposeful manner or were they merely following a fad for a while?

Checklist for the Research Project

As you write your essay it is important to interpret information rather than simply explain what happened in the period. Analyze means to examine in great detail, and find out why something occurred. Never simply state the facts in your body paragraphs.

A good analysis paragraph should:

- ☐ Incorporate persons, events, and trends of the period that you are able to evaluate and analyze in the purpose of supporting your thesis
- ☐ Include three topics or examples with quotes that when analyzed support the point you are making
- ☐ Use historical term or fact and in two or three sentences analyze how the fact supports your thesis
- ☐ When using the words change, impact, influence, show *how and why*.
- ☐ At the end of each body paragraph include one or two sentences of analysis that tie each topic in the paragraph back together, proving the thesis statement

Examples:

The following examples will guide you through the proper approach to writing your essay.

Bad Thesis:

Women's roles in the 1920s changed like never before because of economic and societal changes.

Good Thesis:

The rise of women's rights was a direct result of the changing cultural values of the time, and increased economic opportunities that allowed for advancements in independence, and power.

Bad Analysis:

Margaret Sanger invented birth control, changing standards for women and granting them more freedom. Birth control shaped the nation and improved conditions for women. Sanger wanted men and women to be equal. Her opinions shaped women's roles and helped on their road towards freedom and equality.

Good Analysis:

When Margaret Sanger invented birth control, women's sexual identity would forever change, leaving behind the tradition and purity that was placed in the past. Women no longer had to stand for the values of motherhood and family life. Margaret Sanger, who created the pill to protect and reserve rights to women, remarked that, "No woman can call herself free who does not own and control her body. No woman can call herself free until she can choose consciously whether she will or will not be a mother." Sanger granted women the freedom to extend their sexuality, moving outside the constraints of typical expectations and ways of the past.

Lesson #5

Herbert Hoover's Presidency

The power-point presentation is designed to look briefly at some of the causes of the Great Depression. As a committed conservative, Hoover had a hard time seeing the government as the answer to the problems of the Depression. The presentation is a good discussion about how ideology plays a major role in politics.

Lesson #6

Film on the Depression and Roosevelt

A good film that transitions from the 1920s to the 1930s is *The Century* with Peter Jennings. This film looks at how Hoover had trouble responding to the Depression. Then the film takes a closer look at Franklin D. Roosevelt and the New Deal.

Lesson #7

Putting Roosevelt and the New Deal on Trial

This lesson actively involves the students in analyzing the influential presidency of Franklin D. Roosevelt and the New Deal. Students put Roosevelt and the New Deal programs on trial for going too far from our traditional values and for not effectively dealing with the Depression. The students take on different roles as attorneys and witnesses of the Depression era. The trial follows the same format as writing a good essay on the Depression era. The lawyers begin with an opening thesis idea. The succeeding lawyers then support the thesis with supporting evidence based on the witnesses that take the stand.

1. Begin by passing out the sheet on The New Deal Programs. Then students are assigned a role according to handouts. The students should spend enough time researching their character and applying the New Deal programs to their character. Once the research is completed the trial can begin. The teacher can play the role of judge. Depending on how the witnesses are questioned, either the prosecuting team or defense team “wins” that particular witness.

The New Deal

The Change in the Role of Government

Relief	Recovery	Reform
<i>Short term programs for the unemployed</i> BANK HOLIDAY closed all banks; only sound ones reopened FEDERAL EMERGENCY RELIEF ASSOCIATION gave direct relief to states for distribution to needy CIVIL WORKS ADMINISTRATION Money to states to build roads, schools, playing fields, and athletic grounds PUBLIC WORKS ADMINISTRATION Loans to private industry to build public works (dams, power plants, airports, etc.) FARM CREDIT ASSOCIATION Provided low-interest loans to mortgaged farms through a Federal Land Bank CIVILIAN CONSERVATION CORPS provided jobs for men 18-25 in rural settings under direction of U.S. Army HOMEOWNERS' LOAN CORPORATION lowered mortgages on homes	<i>Focus on pumping money into the economy</i> ABANDONMENT OF GOLD STANDARD making it easier for money to get into circulation RECONSTRUCTION FINANCE CORPORATION set new gold value FEDERAL SECURITIES ACT allowed government to regulate stock market WORKS PROGRESS ADMINISTRATION put men to work on jobs of public usefulness NATIONAL INDUSTRIAL RECOVERY ACT devised industry-wide codes of fair business practices AGRICULTURAL ADJUSTMENT ACT limited farm production to help raise prices NATIONAL YOUTH ADMINISTRATION helped keep youth in school and provide jobs for youth FEDERAL HOUSING ACT helped repair, rebuild, and insure older homes	<i>Changes to the financial system to prevent a repeat depression</i> GLASS/STEAGALL ACT gave government power to investigate banking conditions FEDERAL DEPOSIT INSURANCE CORPORATION monitored soundness of banking institutions FEDERAL SAVINGS & LOAN INSURANCE CORPORATION monitored soundness of insured S&Ls SECURITIES AND EXCHANGE COMMISSION regulated stock and bond trading WAGNER ACT reaffirmed labor's rights to bargain FAIR LABOR STANDARDS ACT set minimum wages and maximum working hours TENNESSEE VALLEY AUTHORITY helped to bring electricity to rural "pockets of poverty" SOCIAL SECURITY provided for unemployed, aged, dependent, and handicapped

Putting Franklin D. Roosevelt and the New Deal on Trial

The year is 1940. Roosevelt's New Deal program has been in effect for 8 years. Franklin D. Roosevelt has been accused of taking his New Deal policies too far. Conservatives are accusing Roosevelt of creating a big, wasteful federal government that did not effectively address the economic problems of the Depression. Furthermore, he promoted a dependence on the government that goes against traditional American values of individualism and self-reliance. Roosevelt and his defense team must prove that he merely responded to a national emergency that helped preserve our traditional values and preserve capitalism by purging it of its worst abuses.

Conservative Accusations of FDR and the New Deal

- Too much bureaucracy and waste in the government
- Need to raise taxes to pay for programs
- Government is becoming too much like socialism where the government takes over the economy
- Creates a welfare-state mentality which undermines individualism, thrift, self-reliance
- Makes people rely upon the government to solve problems rather than letting people come up with their own solutions
- Puts expensive, short term band-aids solutions to economic problems
- Did not allow state and local governments to solve their own problems
- National debt doubled to 40 billion dollars by 1939
- Government was too much against big business
- Too much power to the president
- Ultimately failed to cure the Depression

Liberal Defense of FDR and the New Deal

- Responded to a national emergency
- Proved government could be used, not feared
- Kept the economic system from collapsing and turning to a fascist or communist government
- Kept citizens from hunger and restored hope
- Kept people from resenting big business for creating the Depression
- Cleansed capitalism of its worst abuses
- Provided reform without a bloody revolution
- Proved that the government is obligated respond to citizens in a time of crisis
- Allowed the nation to hang on long enough before the World War II started

The Characters

Conservative Prosecuting Team Opposing Roosevelt and the New Deal

Lawyer to Give Opening Remarks

Lawyer Questioning the Factory Worker

Lawyer Questioning the Middle Class Businessman

Lawyer Questioning the Western Farmer

Lawyer Questioning the Immigrant Radical Communist

Lawyer Making the Closing Remarks

Liberal Defense Team Supporting Roosevelt and the New Deal

Lawyer to Give Opening Remarks

Lawyer Questioning the Factory Worker

Lawyer Questioning the Middle Class Businessman

Lawyer Questioning the Western Farmer

Lawyer Questioning the Immigrant Radical Communist

Lawyer Giving the Closing Remarks

Witnesses Taking the Stand

A Steel Worker

Middle Class Citizen

Western Farmer

Immigrant Radical Communist

The Trial Scenes

Scene 1 (5 minutes each)

Prosecutor and Defense Attorneys give opening remarks

Scene 2

One witness at a time must take the stand to be questioned by the prosecution and the defense. Each lawyer is limited to 3-4 questions per witness.

Scene 3

Closing remarks by the two attorneys

Scene 4

Judge makes the final ruling on the New Deal

Preparing for the Trial

The Defense Team Defending Roosevelt and the New Deal

Lawyer Giving Opening Remarks

Your task is to prepare a 5 minute speech stating why you are defending the policies of Franklin D. Roosevelt and the New Deal. You should give an introduction about what the New Deal was trying to accomplish. Then you should clearly state 2 to 3 specific reasons in the form of a thesis to explain why the New Deal effectively addressed the problems of the Depression. You should confer with the rest of your team so you all agree on the position you are taking. The rest of your team will then use your reasons to try to get their witnesses to support your main ideas.

Preparing for the Trial

The Defense Team Defending Roosevelt and the New Deal

Lawyer Questioning the Factory Worker

In 3-4 questions you need to try to get your witness to support the main idea of your defense team about why the New Deal was an effective way of addressing the Great Depression. The factory worker is an important worker who is either unemployed or lives in fear of losing his or her job due to high unemployment. Your goal is to ask the factory worker questions in such a way that he or she clearly supports the New Deal policies. More specific questions are better than general questions. You should consider the following:

Figure out which New Deal programs supports the main points you want to make.

Based on some of the New Deal policies, ask a series of questions that helps the Court recognize that the factory worker supports the New Deal.

Preparing for the Trial

The Defense Team Defending Roosevelt and the New Deal

Lawyer Questioning the Middle Class Businessman

In 3-4 questions you need to try to get your witness to support the main idea of your defense team about why the New Deal was an effective way of addressing the Great Depression. The middle class businessman is an important person who represents a large percentage of the population. Roosevelt needs the support of the middle class. Your goal is to ask the businessman questions in such a way that he or she clearly supports the New Deal policies. More specific questions are better than general questions. You should consider the following:

Figure out which New Deal programs support a middle class person who owns a small business.

Based on some of the New Deal policies, ask a series of questions to the middle class businessman that helps the Court to recognize that the middle class businessman supports the New Deal.

Preparing for the Trial

The Defense Team Defending Roosevelt and the New Deal

Lawyer Questioning the Western Farmer

In 3-4 questions you need to try to get your witness to support the main idea of your defense team about why the New Deal was an effective way of addressing the Great Depression. Western farmers have been devastated by the Depression. Your goal is to ask the farmer questions in such a way that he or she clearly supports the New Deal policies. More specific questions are better than general questions. You should consider the following:

Figure out which New Deal programs supports farmers who have been hurt by the Depression.

Based on some of the New Deal policies, ask a series of questions to the western farmer that helps the Court to recognize that the western farmer supports the New Deal.

Preparing for the Trial

The Defense Team Defending Roosevelt and the New Deal

Lawyer Questioning the Immigrant Radical Communist

In 3-4 questions you need to try to get your witness to support the main idea of your defense team about why the New Deal was an effective way of addressing the Great Depression. The immigrant radical communist is perhaps the most important witness because you want to convince the court that the New Deal is not communism. Communism is a political philosophy where the government takes over all business and distributes resources equally among citizens. Your goal is to ask the radical communist a series of questions to convince the court that the New Deal is not the same as communism. More specific questions are better than general questions. You should consider the following:

Figure out which New Deal programs is regulating the economy and big business, but not taking over all businesses.

Based on some of the New Deal policies, ask a series of questions to the radical communist that helps the Court understand the difference between communism and the New Deal.

Preparing for the Trial

The Defense Team Defending Roosevelt and the New Deal

Lawyer Making Closing Remarks

Your task is to prepare a 5 minute speech stating why the New Deal effectively addressed the Great Depression. Based on what the lawyers on your team already presented, you should reinforce what the New Deal accomplished. You should also mention how the Prosecuting team failed to support their position. You need to take careful notes throughout the trial that you will use in your closing speech.

Preparing for the Trial

The Prosecuting Team Opposing Roosevelt and the New Deal

Lawyer Giving Opening Remarks

Briefly outline why you think Franklin D. Roosevelt's New Deal Program went too far in attempting to address the Great Depression and how the New Deal did not represent traditional American values. You and the Defense Team attorney will begin the trial with your remarks. State specifically how your Prosecuting Team will prove your case. You should confer with the rest of your team so you all agree on the position you are taking. The rest of your team will then use your reasons to try to get their witnesses to support your main ideas.

Preparing for the Trial

The Prosecuting Team Opposing Roosevelt and the New Deal

Lawyer Questioning the Factory Worker

In 3-4 questions you need to try to get your witness to support the main idea of your prosecuting team about why the New Deal was not effective at addressing the Great Depression. The factory worker is an important worker who is either unemployed or lives in fear of losing his or her job due to high unemployment. Your goal is to ask the factory worker questions in such a way that he or she clearly does not support the New Deal policies. More specific questions are better than general questions. You should consider the following:

Figure out which New Deal programs supports the main points you want to make.

Based on some of the New Deal policies, ask a series of questions that helps the Court to recognize that the factory worker does not support the New Deal?

Preparing for the Trial

The Prosecuting Team Opposing Roosevelt and the New Deal

Lawyer Questioning the Middle Class Businessman

In 3-4 questions you need to try to get your witness to support the main idea of your prosecuting team about why the New Deal was not an effective way of addressing the Great Depression. The middle class businessman is an important person who represents a large percentage of the population. Roosevelt needs the support of the middle class. Your goal is to ask the businessman questions in such a way that he or she clearly did not benefit from the New Deal policies. More specific questions are better than general questions. You should consider the following:

Figure out which New Deal programs support a middle class person who owns a small business.

Based on some of the New Deal policies, ask a series of questions to the middle class businessman that helps the Court to recognize that the middle class businessman does not support the New Deal.

Preparing for the Trial

The Prosecuting Team Opposing Roosevelt and the New Deal

Lawyer Questioning the Western Farmer

In 3-4 questions you need to try to get your witness to support the main idea of your prosecuting team about why the New Deal was not an effective way of addressing the Great Depression. Western farmers have been devastated by the Depression. Your goal is to ask the farmer questions in such a way that he or she clearly does not support the New Deal policies. More specific questions are better than general questions. You should consider the following:

Figure out which New Deal programs effects farmers who have been hurt by the Depression.

Based on some of the New Deal policies, ask a series of questions to the western farmer that helps the Court to recognize that the western farmer does not support the New Deal.

Preparing for the Trial

The Prosecuting Team Opposing Roosevelt and the New Deal

Lawyer Questioning the Immigrant Radical Communist

In 3-4 questions you need to try to get your witness to support the main idea of your prosecuting team about why the New Deal was an effective way of addressing the Great Depression. The immigrant radical communist is perhaps the most important witness because you want to convince the court that the New Deal is similar to communism. Communism is a political philosophy where the government takes over all business and distributes resources equally among citizens. Your goal is to ask the radical communist a series of questions to convince the court that the New Deal is clearly creeping toward communism. More specific questions are better than general questions. You should consider the following:

Figure out which New Deal programs is regulating the economy and big business and appears to be taking over all businesses.

Based on some of the New Deal policies, ask a series of questions to the radical communist that helps the Court understand that the New Deal is clearly supporting communism.

Preparing for the Trial

The Prosecuting Team Opposing Roosevelt and the New Deal

Lawyer Making Closing Remarks

Your task is to prepare a 5 minute speech stating why the New Deal did not effectively address the Great Depression. Based on what the lawyers on your team already presented, you should reinforce what the New Deal failed to accomplish. You should also mention how the Defense team failed to support their position. You need to take careful notes throughout the trial that you will use in your closing speech.

Preparing for the Trial

Witnesses

The Factory Worker

The factory worker is a key witness because you represent such a large segment of the population. You should be prepared to take the witness stand by looking at the New Deal programs that dealt with creating jobs or dealing with unemployment. You need to consider if you have been helped by the New Deal or not. You will be asked questions by both the defense and prosecuting teams about your perspective on the New Deal.

Preparing for the Trial

Witnesses

The Middle Class Businessman

The middle class businessman is a key witness because you represent a large segment of the population who own small businesses. You should be prepared to take the witness stand by looking at the New Deal programs that dealt with creating jobs, raising taxes, dealing with corruption in big business, or dealing with unemployment. You need to consider if you have been helped by the New Deal or not. You will be asked questions by both the defense and prosecuting teams about your perspective on the New Deal.

Preparing for the Trial

Witnesses

The Western Farmer

The western farmer is a key witness because you represent a large segment of the population who has struggled to survive the Depression. Many people you know have lost their farms. You should be prepared to take the witness stand by looking at the New Deal programs that dealt with farming issues or programs that helped people keep their farms and houses. You need to consider if you have been helped by the New Deal or not. You will be asked questions by both the defense and prosecuting teams about your perspective on the New Deal.

Preparing for the Trial

Witnesses

Immigrant Radical Communist

The immigrant radical communist is a key witness because you represent a radical element of the population that wants the government to take over industry and spread out the wealth more evenly. You should be prepared to take the witness stand by looking at the New Deal programs that dealt the government controlling big business. The defense team does not want you to be associated with a communist system. The prosecuting team wants you to agree that the New Deal is heading toward communism. You need to consider if the New Deal is similar to communism or not.

Lesson #8

World War II

This lesson asks the students to consider when they would have entered World War II. If the students pick a particular time when they would have responded to the event then they need to justify their response based on the *Understanding Foreign Policy* sheet and the Decision links.

World War II: What would be your response?

At what point would you begin responding to the situations that took place below to the events that lead to World War II?

- In the 1930s the dictator Adolph Hitler takes over Germany
- The Fascist Dictator Mussolini takes over power in Italy
- In the Spanish Civil War of 1936-1939 the Fascist dictator Franco, aided by dictators Hitler and Mussolini, overthrew the democratic government of Spain
- 1935 Hitler begins his extermination of Jews
- 1937 Japan invades China. The U.S. had been sending war supplies to Japan. Japan sank an American ship
- 1938 Hitler takes over Czechoslovakia
- 1939 Soviet Union signs a nonaggression pact with Germany
- 1939 Hitler invades Poland
- September 1, 1939 England and France declare war on Germany and Italy
- The U.S. signs the Neutrality Act of 1939 stating that European democracies could buy arms from the U.S. on a cash and carry basis
- 1940 Hitler took over Denmark, Norway, the Netherlands, Belgium, and France. England was the last standing democracy left in Europe
- 1940 Congress passes the Lend-Lease Law stating that the U.S. could lend arms to England. Germany began attacking U.S. ships
- German U-boats begin sinking American ships
- 1941 the U.S. stopped sending war supplies to Japan
- December 7, 1941 Japan attacks Pearl Harbor

Lesson # 9

The Battles of World War II

The power-point highlights some of the key battles in World War II. World War II is obviously a good time to show actual footage of the war through the many documentaries and major films available.