



UNIT 2: THE USA, A NATION OF CONTRASTS, 1910-1929

TOPIC 2: The rise and fall of the American economy

Enw (name):

Athro/Athrowes (teacher):





KEY QUESTION: What were the causes of the economic boom experienced in the 1920's?

Aim: To understand and be able to explain the causes of America's economic boom in the 1920's

Resources: WJEC textbook, p.127-129

The USA greatly benefitted from the First World War and in the 1920s experienced an economic **boom**. The boom was due to the availability of natural resources and a cheap labour force as well as the new technique of **mass production** used by the car industry, which was then copied in other industries. There was a rapid growth in newer industries fuelled by **electrification** and by the availability of easy **credit** through hire purchase. These factors caused a growth in demand which in turn resulted in a dramatic rise in the values of **stocks and shares** on the US stock market, helping to enable the country to experience an economic boom. This was encouraged by the policies of successive **Republican** presidents who placed an emphasis on their belief in **laissez-faire**, individualism and protectionism.

MATCH UP THE WORD TO THE DEFINITION:

PROSPERITY	A share of ownership of a business or company.
CONSUMERISM	A political Party in the USA
STOCKS & SHARES	When the economy is doing well.
ECONOMIC BOOM	Someone who buys goods or services.
REPUBLICANS	A state of being wealthy and successful.

Task: Why did America experience an Economic Boom?

USA POSITION IN 1910

Cheap Labour -

Natural Resources -

WORLD WAR ONE

1

2

3

4

5

By 1922 the US economy boomed.

ELECTRICITY P. 129

What benefits did it bring? How many people were affected?

NEW MANUFACTURING METHODS P. 130-131

What were the new manufacturing methods used? How did these benefit the US economy? What developments/discoveries led to these new methods?

HENRY FORD & THE CAR INDUSTRY

How did Henry Ford impact on the car industry? What did he achieve? What the effects of higher wages?

ADVERTISING P. 132-133

How were goods advertised? How did this benefit the economy? (Think about increased demand)

CONSUMERISM AND CREDIT – HIRE PURCHASE

What is credit? What else was it called? How did it benefit the economy?

DEPARTMENT STORES

What was different about the stores opening around the USA? How did this benefit the economy?

THE ROLE OF REPUBLICAN PRESIDENTS P. 134

Who were the Republican presidents? What policies did they follow? How did these benefit the US economy?

Laissez Faire

Protectionism

Individualism

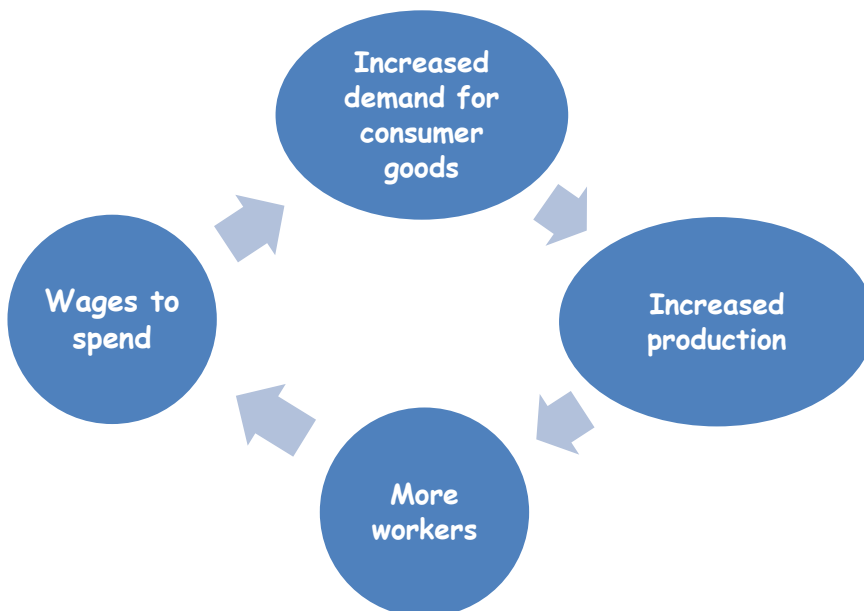
HARDING

COOLIDGE

HOOVER

SUMMARY

The US economic boom was in part the result of America's natural resources and assets, notably its cheap labour supply. Factories make and sell a lot of goods, which in turn, make money. In other words, an economy experiences the multiplier effect, whereby the growth of one industry benefits and stimulates the growth of another.



EXAM STYLE QUESTION 3



[An advert for a vacuum cleaner in the 1920's]

What was the purpose of source B?

(8 marks)

TIPS

Firstly, annotate the source – what does it suggest?

CONTENT - What message is the author trying to convey? How?

PURPOSE - Who is the source aimed at? Is it showing the issue in a positive/negative light? What is it trying to achieve?

ORIGIN - Make sure you have commented on information on where and when it was produced

Source A suggests...

.....

.....

.....

.....

.....

.....

It is probably aimed at...

because the author wants to...

.....

.....

.....

.....

.....

.....

Overall, it is clear that the purpose is...

.....

.....

.....

Peer mark:

Peer comment:

Unit 2 Q.3 mark scheme - *Circle the mark awarded:*

	AO1 4 marks		AO3 4 marks	
BAND 3	Demonstrates very detailed understanding of the historical context.	3-4	The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.	3-4
BAND 2	Demonstrates some understanding of the historical context.	2	The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.	2
BAND 1	Demonstrates only basic understanding of the historical context.	1	Answer mainly describes or paraphrases the source material with little analysis or evaluation.	1

TEST YOURSELF...

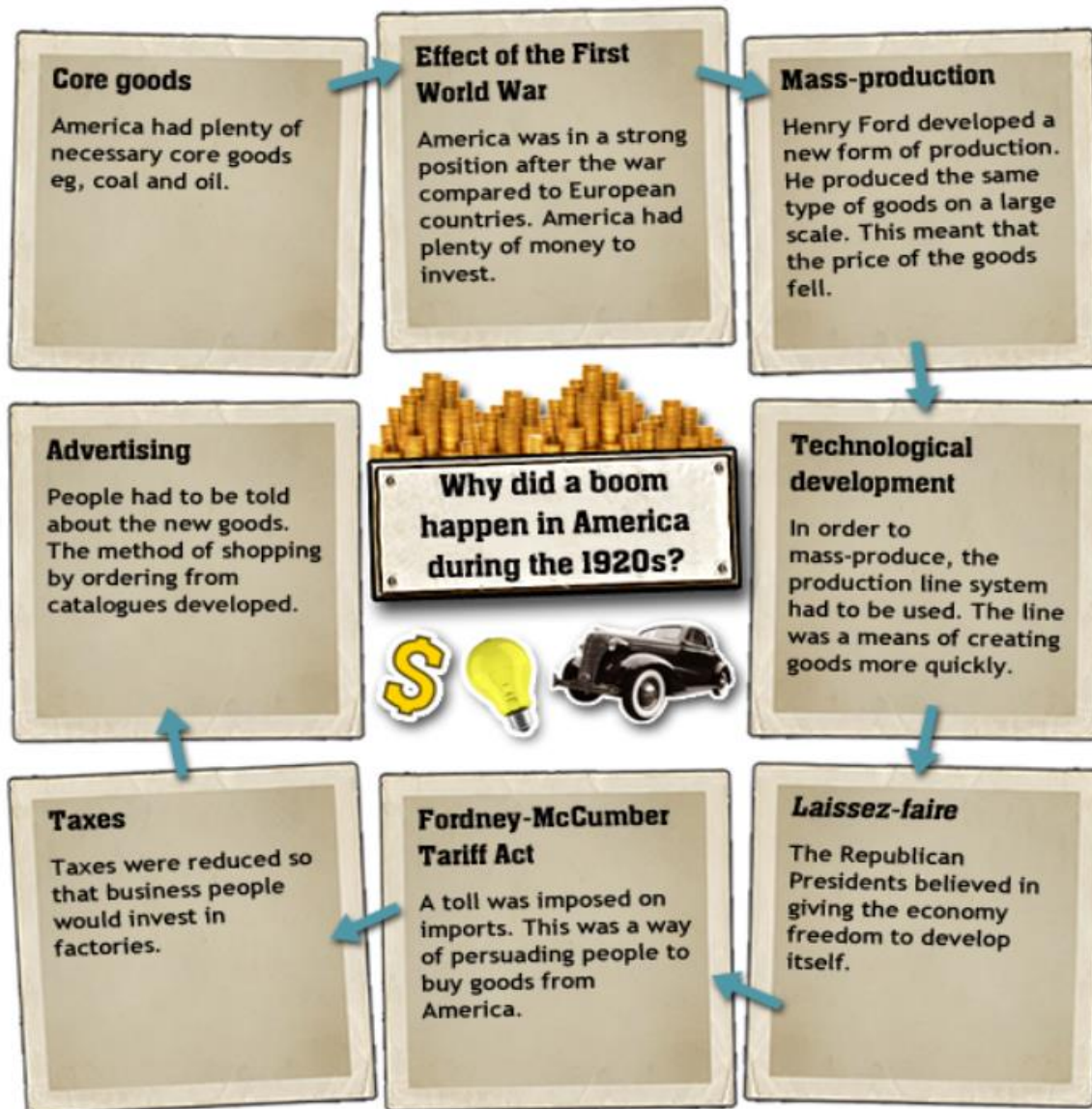
Can you name the 8 factors that helped cause the economic boom in America in the 1920s...WITHOUT LOOKING THROUGH YOUR WORK?

Draw a diagram to represent each factor and to help you to remember them.

1.	2.	3.
4.	5.	6.
7.	8.	Show your diagrams to the person sitting next to you. Can they work out which factor each diagram represents?

ESSAY PLAN

What were the causes of the economic boom?



EXAM STYLE QUESTION 5

Were the policies of the Republican Governments of the 1920s the most important reason for the economic boom in the USA? (16)

(Use your own knowledge and understanding of the issue to support your answer)

SPAG (3)

TIPS

BALANCE - Give a two sided answer. Discuss the factor in the question first.

COMPARE the importance of other factors

DETAIL - Include specific detail about the factor in the question, and other factors.

JUDGEMENT - Link back to the question and give a judgement.

A large rectangular area with horizontal dotted lines, intended for writing the answer to the question.



KEY QUESTION: What factors led to the end of prosperity in 1929?

Aim: To identify and explain the long term and short term causes of the end of prosperity.

Resources: WJEC textbook, p.135-138

In October 1929, the American stock market on Wall Street crashed. This was due to long term problems with the US economy, especially over-production and a fall in consumer demand, together with over-speculation on the stock market which eventually led to the panic selling of shares, the collapse in share prices and the crash of the stock market. The immediate effects of the Wall Street Crash were disastrous for the USA and many countries in Europe, especially Britain and Germany. In America, banks went bankrupt, leading to a depression and very high unemployment. The Roaring Twenties had come to an abrupt, and in many cases, unfortunate end.



LONG-TERM REASONS FOR THE END OF PROSPERITY

Task: Using your textbooks please mind map the long term causes of the Wall Street Crash p. 135-136

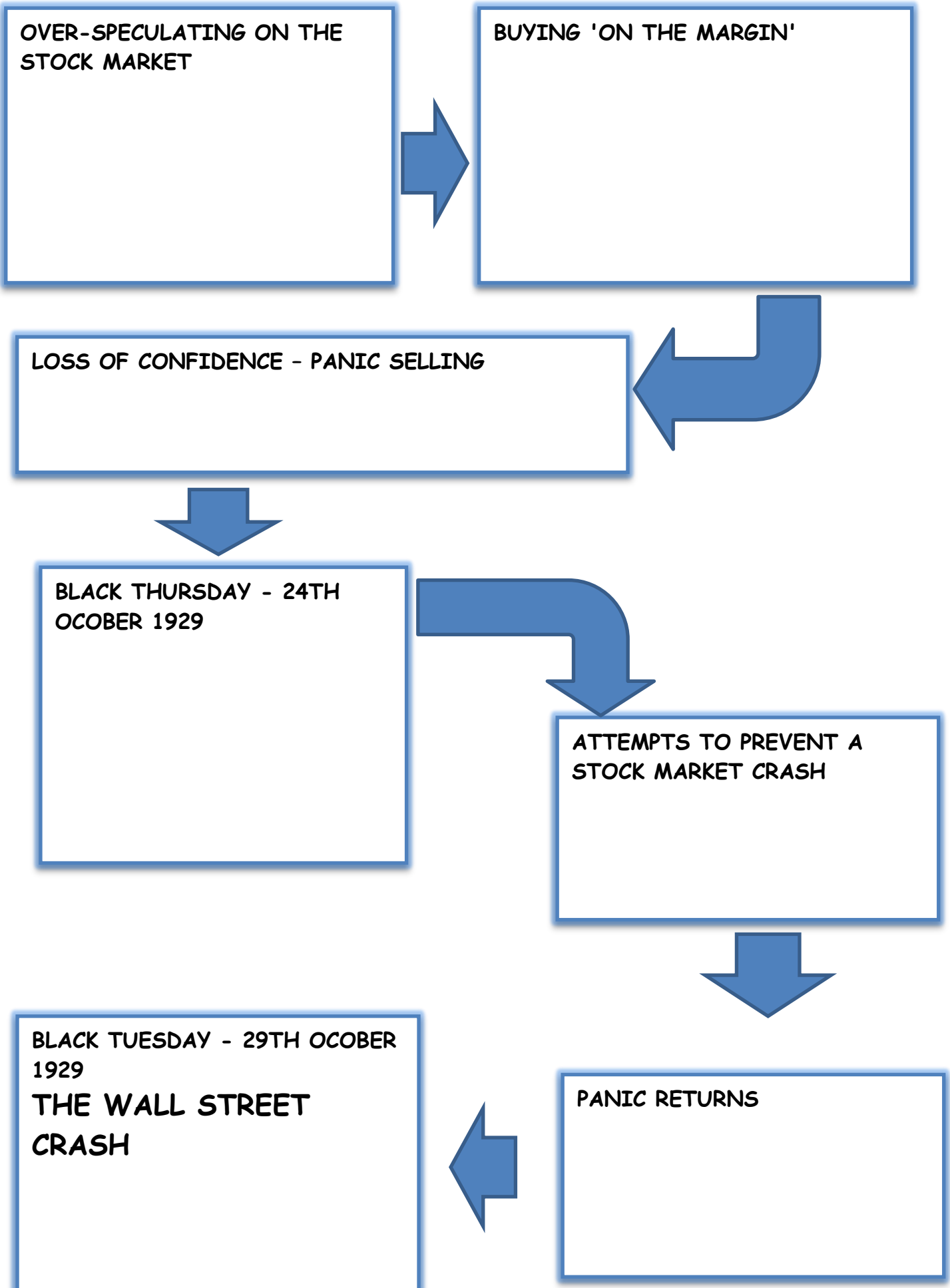
Overproduction in industry

Falling consumer demand

Long term causes
of the Wall
Street Crash

Boom in property prices

Task: Complete the flow diagram to explain the **SHORT-TERM** factors of the economic collapse using pages: 137-138



IMMEDIATE EFFECT OF THE WALL STREET CRASH P. 140

What was the immediate impact?

THE DEPRESSION

Was the Depression caused by the crash? What were the effects of the depressions?

Discussion Ideas!

In groups or pairs please discuss the following questions and have your answers ready to contribute to class discussion:

What is the difference between a long term and short term cause?

What was the most important long term cause of the economic crash?

What was the most significant short term cause of the economic crash?

TASK: Your teacher will give you a piece of A3 paper, please use it to plan out your essay to the question below by constructing a mind map.

EXAM STYLE QUESTION 5

Was over production in industry the main cause of the Wall Street Crash? (16)

(Use your own knowledge and understanding of the issue to support your answer)

SPAG (3)

TIPS

BALANCE - Give a two sided answer. Discuss the factor in the question first.

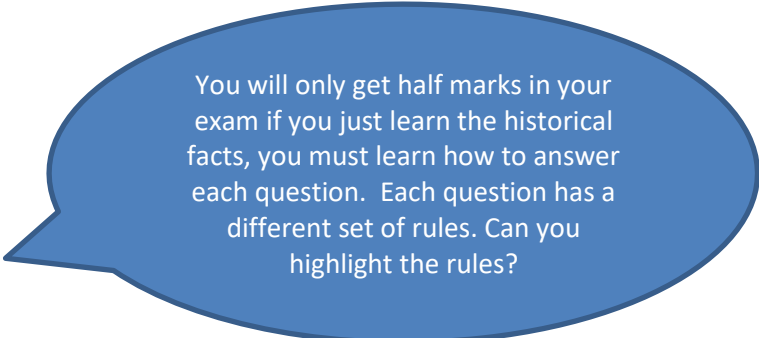
COMPARE the importance of other factors

DETAIL - Include specific detail about the factor in the question, and other factors.

JUDGEMENT - Link back to the question and give a judgement.

A large rectangular area with horizontal dotted lines, intended for writing a mind map or essay plan.

UNIT 2 EXAM OVERVIEW



Question 1 - Use Source A and your own knowledge to describe ...? (6 marks)

UNIT 2 Question 1 - TIPS	
CONTENT	- <i>What does the source suggest?</i>
CONTEXT	- <i>What background knowledge helps explain the picture further?</i>
OK	- <i>What other knowledge do you have about the topic?</i>

	AO1 4 marks		AO3 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	3-4	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1-2	Source is analysed through reference to its content only.	1

Question 2- Describe... (8 marks)

UNIT 2 Question 3 – TIPS	
SPECIFIC DETAIL	<i>Think NAMES, EVENTS, DATES?</i>

AO1 8 marks		
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	6-8
BAND 2	Demonstrates knowledge to partially describe the issue.	3-5
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

Question 3 - What was the purpose of source B?

(8 marks)

UNIT 2 Question 3 – TIPS

Firstly, annotate the source – what does it suggest?

CONTENT - What message is the author trying to convey? How?

PURPOSE - Who is the source aimed at? Is it showing the issue in a positive/negative light? What is it trying to achieve?

ORIGIN - Make sure you have commented on information on where and when it was produced

AO1 4 marks			AO3 4 marks	
BAND 3	Demonstrates very detailed understanding of the historical context.	3-4	The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.	3-4
BAND 2	Demonstrates some understanding of the historical context.	2	The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.	2
BAND 1	Demonstrates only basic understanding of the historical context.	1	Answer mainly describes or paraphrases the source material with little analysis or evaluation.	1

Question 4 - Which of the sources is more useful to a historian studying...?

(12 marks)

UNIT 2 Question 4 – TIPS

CONTENT - How useful is the information in the source? Is it accurate?

ORIGIN - Who wrote it, and when? Does this make it more/less useful?

PURPOSE - Why was the source produced? Does this make it more/less useful?

CONTEXT - What was happening at the time? Does this make it more/less useful?

ANSWER - Start and end your answer with a judgement which compares the Usefulness.

Discuss the sources in turn.

Make sure you have commented on ALL the information in the attribution – use it as a tick list.

AO1 6 marks			AO3 6 marks		
BAND 3	Demonstrates detailed understanding of the key feature in the question.	5-6	BAND 3	The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.	5-6
BAND 2	Demonstrates some understanding of the key feature in the question.	3-4	BAND 2	The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.	3-4
BAND 1	Demonstrates limited understanding of the key feature in the question.	1-2	BAND 1	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	1-2

Question 5 – Essay question

(16 marks + 3 SPG marks)

UNIT 2 Question 5 – TIPS

BALANCE - Give a two sided answer. Discuss the factor in the question first.
COMPARE the importance of other factors

DETAIL - Include specific detail about the factor in the question, and other factors.

JUDGEMENT - Link back to the question and give a judgement.

	AO1 4 marks		AO2 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	10-12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	7-9
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Basic analysis while considering some other factors and their impact.	4-6
BAND 1	Demonstrates basic knowledge and understanding of the key features in the question.	1	Offers a generalised response with little analysis of impact.	1-3

UNIT 2: THE USA, A NATION OF CONTRASTS, 1910-29

Personalised Learning Checklist (PLC)

Topic 2: The Rise and Fall of the Economy



	<i>I know this well</i>	<i>I understand it but need to review/learn it</i>	<i>I don't understand this yet</i>
America's economic position in 1910 – assets and natural resources			
Economic impact of WWI			
The contribution to the economy from: <ul style="list-style-type: none"> - Hire purchase - Electrification - Mass production - Laissez faire - Individualism - Protectionism 			
KEY QUESTION: What were the causes of the economic boom experienced in the 1920's			
Long term causes of the economic collapse: <ul style="list-style-type: none"> - Falling consumer demand - Boom in land and property prices - Overproduction 			
Short term causes of the Economic collapse <ul style="list-style-type: none"> - Over speculation - The Wall street crash 			

- Panic selling - Black Thursday - Market Crash			
KEY QUESTION: what factors led to the end of prosperity in 1929?			
EXAM TECHNIQUE: purpose of a source question (Q3)			
EXAM TECHNIQUE: Essay question			

How can I improve my knowledge/Revise?

- Review your **notes** in your work booklet.
- Read over the relevant sections in the textbook.
- Draw a **timeline** to help visualise the key events across the period.
- Create a **revision mind-map** for each of the key questions.
- Visit **BBC BITESIZE**:
www.bbc.co.uk/schools/gcsebitesize/history/
 - *Twentieth Century History (WJEC) - The USA, a nation of contrasts, 1910-29*
 - *Video summaries – The USA 1919-1941*

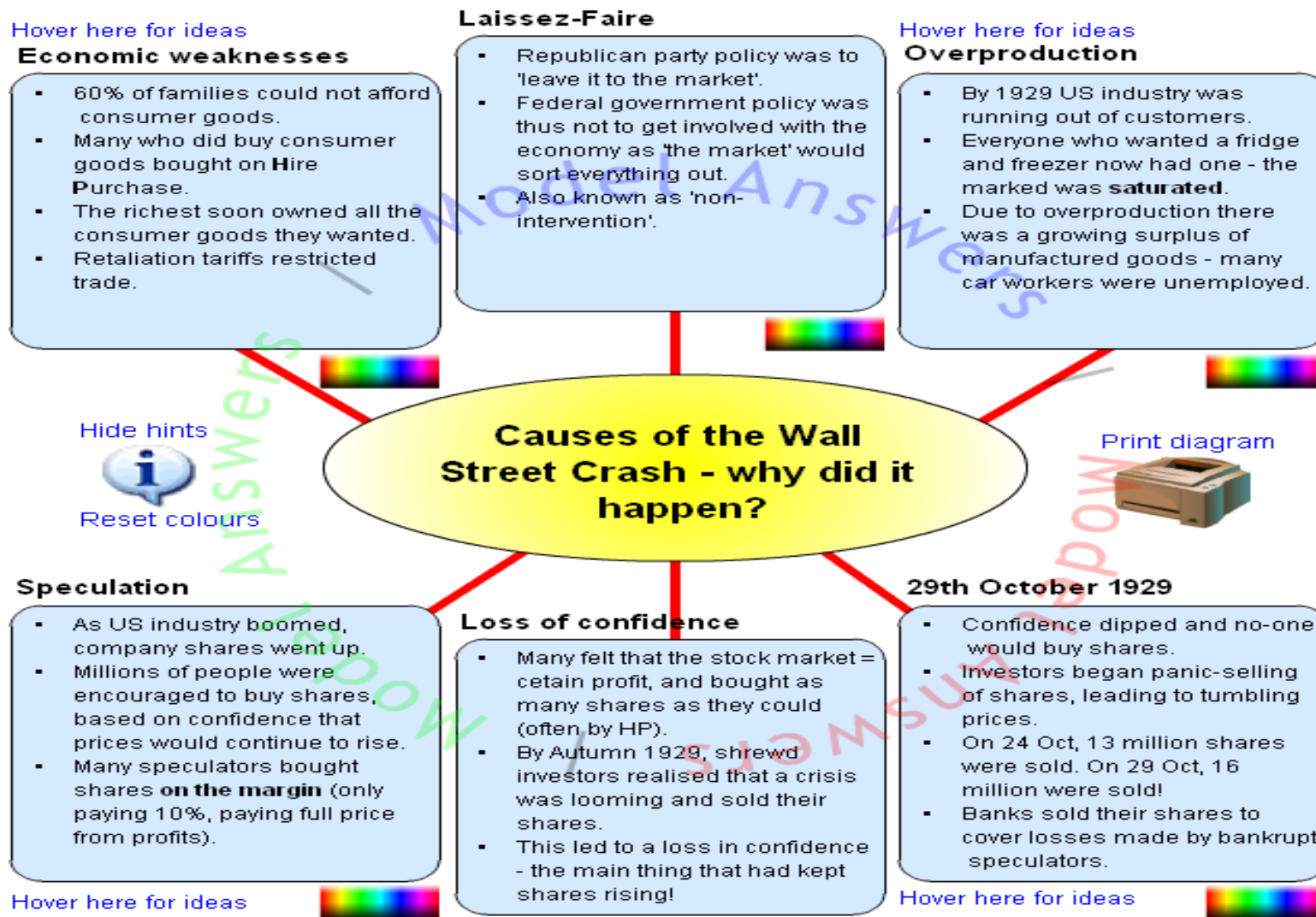
What will your NEXT STEPS be?

What will you do to maintain or improve your knowledge of this topic?

What will skills or learning techniques do you want to commit to using for the next topic?

Further Revision Tips

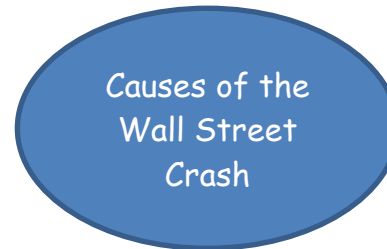
You will be tested regularly to make sure you understand the historical content and specific exam technique. At the end of each booklet we will give you some revision guidance and strategies to help you. Here is an example:



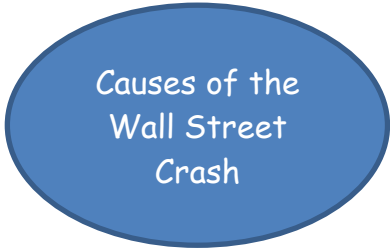
Let's try the **Reduce** technique here that we briefly looked at when revising in topic 1.

Can you **condense** (make smaller) the information on the spider diagram above onto your own on this page?

1. Read through each box and only highlight what you think is important.
2. Transfer that information onto a mind map below. DO NOT just copy otherwise you will not learn. Aiming for at least 1/2 to a 1/3 of the content above.



3. Now turn over onto the back page and reduce the information even further from the mind map on this page.



Causes of the
Wall Street
Crash