



Department of
Education

Year 11 ATAR Modern History

Capitalism – the American Experience (1907-1941)



Unit 1 - Understanding
the Modern World

© Department of Education WA 2020

Requests and enquiries concerning copyright should be addressed to:
Manager Intellectual Property and Copyright
Department of Education
151 Royal Street
EAST PERTH WA 6004
Email: copyright@education.wa.edu.au

Except where indicated, this content © Department of Education Western Australia 2020 and released under Creative Commons [CC BY NC](https://creativecommons.org/licenses/by-nc/4.0/). Before re-purposing any third-party content in this resource refer to the owner of that content for permission.



<https://creativecommons.org/licenses/by-nc/4.0/>

Year 11 ATAR

Modern History

Unit 1: Understanding the Modern World

Elective 7: Capitalism – the American Experience (1907-1941)

Instructions to Students

This resource package provides you with learning materials for Year 11 ATAR Modern History in the context of Capitalism – The American Experience. This package is designed to support the program you are completing at your school. If feedback is required when completing this package, you should consult your teacher.

This resource package consists of two parts:

- the syllabus dot points with a teaching plan so that you can ascertain what you know and what you need to know; and,
- an activities section that provides an opportunity for you to actively engage with the Modern History content. The activities are designed to develop both the knowledge and the skills components of the syllabus.

This package contains eleven (11) steps.

Step 1: Engage with the Course Content

Below you will find the key teaching points for this topic. Highlight or tick the content you have covered in your course. Match these key teaching points to your school's Course Outline.

Think about the following: Where are you up to? Tick off the areas you have covered so far this year. You might like to use the traffic light method, highlighting the points to demonstrate your knowledge:

Green – what you know well

Amber – what you know some of

Red – if you have no idea.

If your understanding is in the red or amber zone, you need to complete additional study notes, using your texts and on-line resources.

Key teaching points:

Key ideas of theories of capitalism, laissez-faire, consumerism, individualism (including 'rugged individualism'), limited government, economic liberty, and the American Dream

- Capitalism
- Communism
- Laissez Faire
- Economic liberty
- The American Dream and its impact on groups (African Americans, urban workers, rural workers, immigrants, industrialists and women)

The main causes of the rise of capitalism in the USA, including the expansion of the railways; post-Civil War reconstruction; immigrant labour; discovery of oil; and mass production

- Expansion of Railways
- Post – Civil War reconstruction
- Mass Immigration and immigrant labour
- Discovery of oil and the importance of JD Rockefeller and Standard Oil
- Mass production 1907- 1914
- Henry Ford, the Model T Ford and consumerism
- Theodore Roosevelt and expansionism
- Taft economic reform to curb Laissez Faire policies

The Impact of World War I

- Woodrow Wilson and America's involvement in World War I
- The Fourteen points and the return to isolationism
- Constitutional amendments: 18th: Prohibition, 19th: women voting
- Immigration restriction

The 1920s and the impact on American capitalism the growth of consumerism; and the shaping of American values, including

- Jazz age
- Film
- Fashion
- Prohibition
- The 1920s and the shaping of the American Dream
- The chief business of the American people is business – Coolidge
- Limited Government involvement and economic liberty
- Impact of the specialisation of industry
- Mass marketing, consumerism and a change in lifestyle

The causes of the Great Depression, the consequences for different groups and the effectiveness of political responses, including the New deal, and the impact on capitalism

- The impact of the stock market dealings throughout the 1920s
- How these led to the Wall Street Crash of 1929
- Other factors which contributed to the Great Depression
- The spiral into economic depression
- Herbert Hoover and Republican policies
- The short-term and long-term social, political and economic impacts including the impact on capitalism and on different groups in society.
- Political responses including Hoover and 'Rugged Individualism'
- F. D. Roosevelt and the New Deal
- First 100 Days
- Relief, Recovery and Reform
- Alphabet Agencies
- Fireside Chats

The impact of capitalism on different groups within American society and the aims and beliefs of different groups including;

- Positive and negative experiences of different groups
- African Americans
- Urban workers
- Rural workers
- Immigrants
- Industrialists
- Indian Nations

Impact of World War II to 1941

- The impact of World War 2 on American capitalism
- The armaments industry
- Other industries
- Foreign affairs and trade
- Women in the workforce

The significance of capitalism in this period, including a comparison with other key economic ideologies, in particular, communism

- Key differences Capitalism v Communism
- Business ownership
- Distribution of wealth
- Individual v community focus
- Ideology of Communism
- Ideology of Capitalism
- The Wealth of Nations – Adam Smith
- The communist Manifesto – Karl Marx

Step 2: Timeline of Events

Complete a timeline of the experience of capitalism from 1907 – 1941. Include at least twenty (20) key events and people.

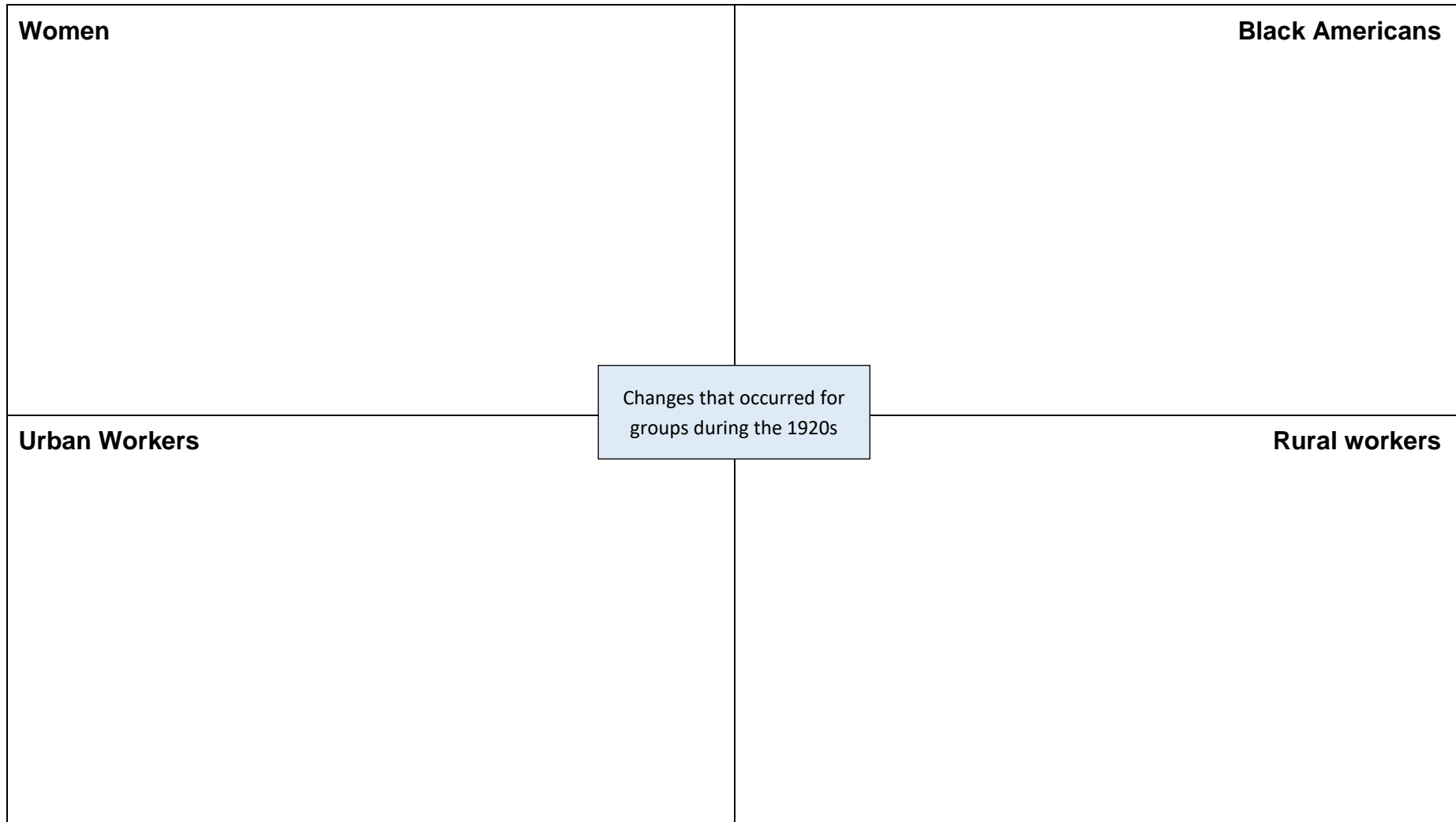
Here are five (5) key events/people to help you commence your timeline.

- US –involvement World War I
- Volstead Act
- Wall Street Crash
- Franklin Delano Roosevelt becomes President
- Bombing of Pearl Harbour.



Step 3: Changes Experienced by Groups during the 1920s

Complete the following Placemat relating to the changes for individual groups (both positive and negative).



Step 4: Impacts of the Great Depression

Complete the Graphic Organiser using your textbook and relevant websites to summarise the impact of the Great Depression. You may not need to fill in every box.

Impacts of the Great Depression

	Farmers	Urban Workers	African Americans	Industrialists
Social				
Political				
Economic				
Long term				

Step 5: Essay Plan

Using the timeline, placemat and the organiser you completed in Step 4, complete a detailed essay plan answering the following question:

Assess the impact of changing economic circumstances on US society during the 1920s and 1930s.

Please Note: to assess requires you to make a judgement.

You may also want to view the video from Step 10 now as it relates to the essay question.

Under timed conditions (45 minutes) write your essay out in full.

Introduction: Economic circumstances had a profound impact on all aspects of society from the boom of the 1920s to the economic crash of the 1930s.

Paragraph1: 1920s – Prosperity

Paragraph 2: 1920s – Those who weren't impacted by the economic boom

Paragraph 3 : 1930s – Those that experienced the worst impact

Paragraph 4 : 1930s – Those that benefitted from the Great Depression

Conclusion: The decades of the 1920s and the 1930s were times of economic boom and bust and there impacts would be felt by.....

Step 6: Reflection

Read through the marking key. What mark do you think you would have achieved?

Attributed SCSA (Date accessed 23/3/2020 https://senior-secondary.scsa.wa.edu.au/_data/assets/pdf_file/0018/593001/2019_HIM_Ratified_Marking_Key.PDF)

Section Two: Essay Unit 3**25% (25 Marks)**

Description	Marks
Thesis introductory paragraph	
Introductory paragraph clearly related to the area/topic of the question, containing understanding of focus and key terms of the question, which gives a clear sense of the direction of the essay.	3
Introductory paragraph contains a few sentences outlining the theme of the essay and including a simple proposition.	2
The paragraph gives a general indication that the topic is understood and includes a simple proposition. The opening paragraph has a sentence or two outlining the 'who' or 'what' to be discussed in the essay.	1
No evidence of this criterion.	0
Subtotal	3
Synthesised narrative	
Demonstrates an understanding of the inter-relationship between events, people and ideas, and continuity and change.	4
Demonstrates an understanding of the narrative, for example that there are relationships between events, people and ideas, and/or continuity and change.	3
A mainly chronological narrative with some content about, for example, events, people and ideas, and/or continuity and change.	2
A simple narrative, not always showing an understanding of the correct chronology and with minimal reference to events, people and ideas.	1
No evidence of this criterion.	0
Subtotal	4
Argument	
Develops a sustained and sophisticated argument which shows a depth of analysis throughout the essay which is analytical, logical and coherent.	5–6
Develops an argument which is analytical, logical and coherent and shows an understanding of the inter-connectedness of the narrative.	4
Written with a sense of argument using some appropriate language of history.	3
The response contains a number of generalisations and statements that lack supporting evidence.	2
Disjointed discussion/argument suggests little understanding of the topic and/or historic analysis of changing circumstance or continuity and change.	1
No evidence of this criterion.	0
Subtotal	6
Supporting evidence	
Detailed, accurate and relevant evidence used in a manner that assists analysis and evaluation. In responding to an essay instruction of debate or evaluate that proposition, historical evidence is used to argue for and against a view/proposition. Uses and cites accurately modern sources to develop or strengthen arguments.	7–9
Mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion.	5–6
Some relevant and accurate evidence is provided.	3–4
Limited evidence is provided that is sometimes inaccurate or irrelevant.	2
Very limited evidence is provided or is often irrelevant or inaccurate.	1
No evidence of this criterion.	0
Subtotal	9

Conclusion	
Draws the essay's argument or point of view together.	3
Summarises the essay's point of view.	2
Is based on the essay's general focus. Is very superficial, or vaguely summarises with use of clichés such as 'In conclusion ...' or one that just repeats the proposition stated in the introduction.	1
Little to no attempt at providing a conclusion.	0
Subtotal	3
Total	25

Step 7: Source Analysis – Modelled Example Refer to the website <https://www.wpr.org/history-prohibition-wisconsin> and study the source. Take time to study the deconstruction of the source in the chart below.

Elements: Identify key features of the source	<ul style="list-style-type: none"> - Prohibition sign - Wealthy white men & women - Alcohol 	INSERT SOURCE – You may want to copy and paste the source here.
Historical context: Focus, events detail	<ul style="list-style-type: none"> - 1919 - Volstead Act - 18th amendment 	
Author’s perspective: Identify & account Purpose Motive Place & time	<ul style="list-style-type: none"> - Mocking the law The Act was impractical - Give an insight to what was occurring in society - How people blatantly disregarded the law - 1919 Wisconsin 	
Message	<ul style="list-style-type: none"> - That law-abiding people have a disregard for this law 	
Usefulness – strength weakness	<ul style="list-style-type: none"> - A photograph taken at the time. - Indicates that there was dissent - No representation of the alternative - A photograph can have a limited view 	

Step 8: Source Analysis – Over to you!

Now it’s your turn to deconstruct a source. Go to <https://www.britannica.com/event/Great-Depression> and scroll to the photograph of evicted sharecroppers and complete the table below.

<p>Elements: Identify key features of the source</p>	<p>-</p>	<p>INSERT SOURCE – You may want to copy and paste the source here.</p>
<p>Historical context: Focus, events detail</p>	<p>-</p>	
<p>Author’s perspective: Identify & account Purpose Motive Place & time</p>	<p>-</p>	
<p>Message</p>		
<p>Usefulness: Strength Weakness</p>		

Step 9: Explaining historical context

Using the information you gathered on the photograph in Step 8 of the evicted sharecroppers in Step 8, complete the question below.

Explain the historical context of Source 3. Include the relevant events, people and ideas depicted or represented in the source. (3 marks)

Description	Marks
Identify the focus of the source.	1
Outline the causes or events that lead to the focus of the source.	1
Provide specific details for the focus of the source: dates/events/people place/ideas.	1
Total	3
Markers' notes: This question is concerned with the historical context in which the source is located. The answer must concentrate on what is in the source and explain the relevance/significance.	

SCSA ratified marking key (Date accessed: 26/03/20) <https://senior>

[secondary.scsa.wa.edu.au/_data/assets/pdf_file/0018/593001/2019_HIM_Ratified_Marking_Key.PDF](https://senior.secondary.scsa.wa.edu.au/_data/assets/pdf_file/0018/593001/2019_HIM_Ratified_Marking_Key.PDF)

Step 10: Video Viewing.

View the video **GCSE History – Economic Boom 1920s America** and complete the activity.

Click here to view the video: <https://www.youtube.com/watch?v=gAS7xGIUJck>

Name and date of video:

Key information:

Perspective:

Purpose:

Bias:



Step 11: Glossary of terms. Use your notes and textbook to explain the following terms.

Capitalism	
Factors of Production:	For example, land.
WASPs	White Anglo-Saxon Protestants.
Manifest Destiny	
Rugged Individualism	
Mass Production	
Laissez Faire	
Consumerism	
Sharecroppers	
Economic Liberty	
Limited Government	
American Dream	
KKK	

Flapper	
Prohibition	
Speakeasy	
Wall Street	
Hooverville's	
New Deal	
Fireside Chat	
R,R and R	
Alphabet Agencies	
Communism	

Well done! You have now completed this package.
Keep this for your Semester 1 exam.