AMERICAN HISTORY, 1877-1945

COURSE: American History, 1877-1945

SPECIFIC EXPECTATIONS: Strand D2. Communities, Conflict, and Cooperation
  • D2.1 explain issues underlying some key instances of social conflict in the United States during this period
  • D2.3 describe the issues that motivated various social reform movements in the United States during this time period, and assess the contribution of some of these movements, and individuals associated with them, to American society
  • D2.4 describe issues of concern to African Americans during this period, and analyse contributions of African Americans to American society

ABSTRACT: This resource package explores American History from 1877-1945, with a specific focus on curriculum strand D2 Communities Conflict and Cooperation. Each lesson focuses on a specific expectation and covers the topics of women’s suffrage, African American Race relations, immigration and the stock market crash of 1929. Each lesson challenges the students to “do” history by engaging in the work through discovering stories through various primary sources. This is not meant to be used as a unit, rather lessons that can be used independently from each other.

KEYWORDS: Continuity and Change; Ethical Dimension; Gender; Suffrage Movement; Alice Stone Blackwell; 19th Amendment; 1920s; Historical Significance; Evidence; Multiple Perspectives; African Americans; Eugene Williams; Historical Perspective; Continuity and Change; Immigration: Immigration Act of 1924; Political Cartoons; Cause and Consequence; Stock Market Crash; Black Tuesday; FDR; New York Times

AUTHORS: Lexie Houghton, Courtney Jones, and Katie Kinsman

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SPECIFIC EXPECTATION: D2.3 describe the issues that motivated various social reform movements in the United States during this period, and assess the contribution of some of the movements, and individuals associated with them, to American society

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Continuity and Change

SECONDARY HISTORICAL THINKING CONCEPT EXPLORED: Ethical Dimension

LESSON #1

TITLE OF THE STORY: The Woman Suffrage Movement in the United States

OVERVIEW: This lesson will introduce the place of women in the world prior to 1920 to the class. It will also serve as background for the suffrage movement in the United States and the changes that have been made in the world regarding women’s rights. The teacher will also use this lesson to discuss the ethics behind not allowing women the right to vote.

PLAN OF INSTRUCTION:
Step 1: Warm Up (8 minutes)
• Tell the class they no longer have the right to speak in class. The students will only be listening to the teacher from now on, there will be no discussion, debates, asking questions, or group work. They will sit quietly, listen carefully, and let the teacher do all the talking and decision-making. Let them sit with that for a minute and if they try to speak or argue, ignore or silence them.
• Next, give the students two minutes to write a list of their feelings about this rule individually.
• At the end of the two minutes explain to them that this isn’t really the new rule but that this was a reality for the many people in the world between 1877 and 1945, including Native Americans, Jewish people, immigrants, African Americans, and women. Have the students’ share some of the things they felt about this rule and write those feelings down on the board.
Step 2: Discussion (10 minutes)
- Using the Powerpoint and teachers notes, BLM 1.1, show the students the list of rights and societal expectations that women had in 1920.
  - Discuss whether or not these are typical things in today's society, or if women have gained rights.
- Have the whole class vote on the question “Do you prefer tacos or burgers?” and after they vote tell all the girls in the class that their votes weren't counted and didn’t matter.
  - Ask them how it feels to not have a say in what’s going on

Step 3: Modeling (10 minutes)
- Following the Powerpoint, have the students take out a pen and paper and write down the definition of suffrage, and the notes on women suffrage and the 19th amendment.

Step 4: Discussion (5 minutes)
- Pose the question “Why do you think that women should have the right to vote?” and write their answers on the board
  - If the class is having trouble coming up with reasons, prompt them with the idea that women make up half the population, that they should have the ability to vote on things that affect them.

Step 5: Guided Practice (20 minutes)
- Give the class the pamphlet called “Why Women Vote?” by Alice Stone Blackwell, Primary Source 1.1, and instruct the class to get into groups.
- Give the groups the task of creating a persuasive speech and campaign that they could give convincing me to give women the right to vote
  - For the campaign they need to create a slogan and a poster
- Have the groups write their speech out to hand in, along with a the poster

Step 6: Sharing/Discussing/Teaching
- Have the groups present their speech, and show the class their poster
  - Give them the option of presenting it together or having one person from their group present
- Before the class ends have the students write an exit slip answering the question, “What was the muddiest (most unclear point) of the lesson today? If there wasn’t a point that you didn’t understand, is there a question or a topic related to this that you would like to explore more in depth?”

Assessment:
The poster and persuasive speech that the students will hand into the teacher as their group work will serve as an assessment for learning to inform the teacher as to how the students grasp the ideas behind why women have the right to vote. The exit slip that students will hand in will serve as assessment as learning, and as a self-assessment for students and as a helpful tool for the teacher to know which part of lesson was not explained clearly enough, or where the students interests lie in regards to women during this time period.
APPENDICES:
Primary Source Document 1.1


Why Women Should Vote

By ALICE STONE BLACKWELL

1. Because it is right and fair that those who must obey the laws should have a voice in making them, and that those who must pay taxes should have a vote as to the size of the tax and the way it shall be spent.

2. Because the moral, educational, and humane legislation desired by women would be got more easily if women had votes. New York women have worked in vain for years to secure a legislative appropriation to found a State Industrial School for Girls. Colorado women worked in vain for one till they got the ballot; then the legislature promptly granted it.

3. Because laws unjust to women would be amended more quickly. It cost Massachusetts women 55 years of effort to secure the law making mothers equal guardians of their children with the fathers. In Colorado, after women were enfranchised, the very next legislature granted it. After more than half a century of agitation by women for this reform only 14 out of 46 states now give equal guardianship to mothers.

4. Because disfranchisement helps to keep wages down. Hon. Carroll D. Wright, National Commissioner of Labor, said in an address delivered at Smith College, on February 22, 1902: “The lack of direct political influence constitutes
a powerful reason why women’s wages have been kept at a minimum.”

5. Because equal suffrage would increase the proportion of educated voters. The high schools of every state in the Union are graduating more girls than boys—often twice or three times as many. (Report of Commissioner of Education.)

6. Because it would increase the proportion of native-born voters. In three years from June 30, 1900, to June 30, 1903, there landed in the United States 1,344,622 foreign men, and only 561,746 foreign women. (Report of Commissioner General of Immigration.)

7. Because it would increase the moral and law-abiding vote very much, while increasing the vicious and criminal vote very little. *The U. S. census of 1890 gives the statistics of men and women in the state prisons of the different states. Omitting fractions, they are as follows:

In the District of Columbia, women constitute 17 per cent. of the prisoners; in Massachusetts and Rhode island, 14 per cent.; in New York 13; in Louisiana, 12; in Virginia, 11; in New Jersey, 10; in Pennsylvania and Maryland, 9; in Connecticut, 8; in Alabama, New Hampshire, Ohio and South Carolina, 7; in Florida, Maine, Mississippi, New Mexico and Tennessee, 6; in Georgia, Illinois, Indiana, Kentucky, Michigan, Missouri, North Carolina and West Virginia, 5; in Arkansas and Delaware, 4; in California, Minnesota, North Dakota, Texas and Vermont, 3; in Colorado, Iowa, Montana, Nebraska and Utah, 2; in Arizona, Kansas, Nevada and South Dakota, 1; in Washington, four-fifths of 1 per cent.; in Oregon and Wisconsin, two-fifths of 1 per cent.; in Wyoming and Idaho, none.

8. Because it leads to fair treatment of women in the public service. In Massachusetts the

average pay of a female teacher is about one-third that of a male teacher, and, in almost all of the states it is unequal. In Wyoming and Utah, the law provides that they shall receive equal pay for equal work. (Revised Statutes of Wyoming, Section 614; Revised Statutes of Utah, Section 1853.)

9. Because legislation for the protection of children would be secured more easily. Judge Lindsey, of the Denver Juvenile Court, writes in Progress for July, 1904: "We have in Colorado the most advanced laws of any state in the Union for the care and protection of the home and the children. These laws in my opinion, would not exist at this time if it were not for the powerful influence of woman suffrage."

10. Because it is the quietest, easiest, most dignified and least conspicuous way of influencing public affairs. It takes much less expenditure of time, labor and personal presence to go up to the ballot box, drop in a slip of paper, and come away, than to persuade a multitude of miscellaneous voters to vote right.

11. Because it would make women more broadminded. Professor Edward H. Griggs says: "The ballot is an educator, and women will become more practical and more wise in using it."

12. Because woman's ballot would make it harder for notoriously bad candidates to be nominated or elected. In the equal suffrage states, both parties have to put up men of respectable character or lose the women's vote.

13. Because it would increase women's influence. Mrs. Mary C. C. Bradford, president of the Colorado State Federation of Women's Clubs, said at the National Suffrage Convention in Washington in February, 1904:

"Instead of women's influence being lessened by the ballot, it is greatly increased. Last year there were so many members of the Legislature with bills that they wanted the club women to indorse that the Social Science department of the State Federation had to sit one day each week to confer with these legislators who were
seeking our endorsement. Club women outside
the suffrage states do not have this experience.”
14. Because it would help those women who
need help the most. Theodore Roosevelt rec-
ommended woman suffrage in his message to the
New York Legislature. On being asked why, he
is reported to have answered that many women
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and if the ballot would help them, even a little,
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Nathan, President of the National Consumers’
League, said in an address at the National Suf-
frage Convention in Washington, in February,
1904: “My experience in investigating the con-
dition of women wage-earners warrants the as-
sertion that some of the evils from which they
suffer would not exist if women had the bal-
lot. * * * In the states where women vote,
there is far better enforcement of the laws which
protect working girls.”
15. Because it is a maxim in war, “Always
do the thing to which your adversary particu-
larly objects.” Every vicious interest in the
country, would rather continue to contend with
woman’s indirect influence than try to cope with
woman’s vote.
16. Because experience has proved it to be
good. Women have for years been voting, lit-
erally by hundreds of thousands, in England,
Scotland, Ireland, Australia, New Zealand, Can-
da, Wyoming, Colorado, Kansas, Utah and
Idaho. In all these places put together, the
opponents have not yet found a dozen respect-
able men who assert over their own names and
addresses that the results have been bad, while
scores of prominent men and women testify that
it has done good. An ounce of fact is worth a
ton of theory.

Published at National Suffrage headquarters,
505 Fifth avenue, New York City.

** In case the photos do not come through clearly, there is a written version that can
be photocopied below. **
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Published at National Suffrage headquarters, 505 Fifth avenue, New York City.

Black Line Master 1.1

Slide 1:

**Women’s Rights in the 1920s**

- Women were married at a very young age, usually before 21
- The average age for a woman to have her first child was 22
- There was no birth control
- A woman could get fired for being pregnant
- A woman would have trouble getting access to a credit card and would have limited access to buying property
- With very few exceptions, women could not get post-secondary education
- There were very few positions for women to work outside the home, and when they did they made significantly less money than men
  - They held positions like secretaries and assistants
  - They faced a lot of sexism
- They did not have the right to vote
Teachers Notes for Slide 1:

Women in this time were not allowed the things that men were. They had limited access to the things that men did, they held lower positions than men, and they were relegated to working primarily in the home. These aren’t things that we typically face today. Many of the girls in the grade 11 class will be going to university, and they have access to the things that they didn’t back then.

Slide 2:

**Suffrage Definition**

- The right to vote, especially in a political election

Teacher’s Notes for Slide 2:

There are other suffrage movements that happened, as black men and women, immigrant men and women and lower class people also didn’t have access to the vote.

Slide 3:

**Woman Suffrage**

- Movement to give women the right to vote
- Grew out of the abolitionist movement
- Slavery was abolished in 1869
- First women’s rights convention: Seneca Falls Convention in 1848
- Organized by Lucretia Mott and Elizabeth Cady Stanton
- Elizabeth Cady Stanton and Susan B. Anthony started the National Woman Suffrage Association (NWSA) and fought for universal suffrage, and for other rights like changes in divorce laws and property rights
- The American Woman Suffrage Association (AWSA) also fought for woman suffrage but was less radical than the NWSA
Teachers Notes for Slide 3:

- The abolitionist movement was the movement to end slavery
- Lucretia Mott, Elizabeth Cady Stanton, and Susan B. Anthony are 3 of the most recognized women in the suffrage movement
- The AWSA only fought for the right to vote, they didn’t want the push for other rights to take away from this.

Slide 4:

**Woman Suffrage**

- In the 1890 the two organizations merged and created the National American Woman Suffrage Association (NAWSA)
- NAWSA was a parent organization and there were offshoots organized by state and region
- Held rallies, parades, and conferences working to get woman the vote
- Carrie Chapman Catt became the President in 1900 as Stanton and Anthony were progressing in age

Teachers Notes for Slide 4:

- There would be a NAWSA in New York for example, and then another in Virginia.

Slide 5:

**19th Amendment**

- Between 1910 and 1918 17 states granted woman suffrage
- 1918 President Woodrow Wilson switched his stand and supported woman suffrage
- May 1919 the Susan Anthony Amendment, granting women the right to vote was passed in the house
- On June 4th, 1919 the Senate passed the Amendment and it went to the States to vote
- On August 26th, 1920 the 19th Amendment was approved by 36 States and therefore was passed
Teachers Notes for Slide 5:

- The president and others important people in the country didn't believe in woman suffrage. Wilson switching his belief was a big deal; it created a major push in support.
- To pass an amendment the Senate must pass it, and then the States must individually agree to “ratify” or approve the amendment.

Slide 6:

Muddiest Point

- What was the muddiest point of this lesson?
- If you understand everything that was taught today, what is one question you have or a topic you would like to explore more?

Slide 7:

Sources


**In case the sources above cannot be read they are written below.**

Sources


COURSE: CHA3U American History, Grade 11, Strand D2. Communities, Conflict, and Cooperation

SPECIFIC EXPECTATION: D2.4 describe issues of concern to African Americans during this period and analyse contributions of African Americans to American society

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Significance

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Evidence

LESSON # 2

TITLE: Multiple Perspectives

OVERVIEW: The story that will be used to shape this lesson is the story of Eugene Williams, an African American boy who drowned in Lake Michigan when he crossed the racial line and was stoned by white men. My goal in regards to this story is that hopefully by learning about a boy their own age, students can relate and realize the injustice that was done. Further this story sparks other historical events surrounding the tensions between blacks and whites during this time. This relates to the overall goal of our unit as it shows one of the major key causes conflict going on in the United States at this time.

PLAN OF INSTRUCTION:

Step 1: Warm Up (10 minutes)
- Class will be begin by posing two questions to the students. What was your last swimming experience like? Can you think of a time you got in trouble for being somewhere you were not supposed to be? What happened? Allow at maximum ten minutes for class discussion.
- Use the instructions for teachers, BLM 2.1, to guide your teaching

Step 2: Discussion (10 minutes)
- Following this discussion the teacher will then tell the story of Eugene Williams to the class, BLM 2.2. Refer to their prior knowledge on slavery and explain though it is abolished, there are still racial tensions, which is going to be our topic. They will then discuss their reactions to this story. This discussion should take about ten minutes. The goal for this is for students to relate their own experiences and stories about swimming to that of Eugene’s to help them understand the injustice done to him.

Step 4: Guided Practice (45 minutes)
- Students will be divided into five groups. Each group will receive a different primary source (PSD2.1-2.7). The students will work together to determine what their source is and the story behind it. They will have access to iPads or
computers to conduct research on their resource. There will be a few questions as attached below that each group must answer on the chart paper provided. (BLM 2.3)

**Step 6: Sharing/ Discussing/ Teaching (10 minutes)**
- All groups will present at the end of class. After each group has presented they will be asked to rate and agree upon by ordering the events in order of historical significance as a class.
- For the last five minutes of class students will be asked to fill out an exit card (BLM 2.4) asking them how whether or not they believe that their primary source was historically significant, why or why not. They will also be asked to write down one question they have.

**Assessment:** I will conduct an assessment as learning, as I will be monitoring and directing students through class discussion as well as during their small group work time. Assessment as learning will further be done by collecting their exit cards at the end of class to see what they have taken away from the class and what questions they may have.

**APPENDICES:**

**Black Line Masters 2.1**
Instructions for Teachers

The questions that are to be asked at the beginning of class can be written on the chalk/smart board, and the story of Eugene Williams is attached and is to be told orally to the class. The teacher should facilitate discussion and help students see connections.

After the class discussion break students into five or more groups as you see fit. Then distribute chart paper, markers and the questions the students are to address. The iPads have been booked out and are available for at the front of the class for any students who may need them.

Spend the next 30-40 minutes helping the students find out more about their primary source and guide them to begin to answer the questions they have been provided. Students are to figure out what their primary source is saying about race relations in the 1920’s and the impact it had.

Give each group a few minutes to present their findings to the class (if there is not enough time to do presentations this can carry over into the next day).

Get the students to rate what source they think is most historically significant on a scale of one to five. Allow for debate to occur to get them critically thinking about
the meaning of historical significance. A prompting question may be “Whose story is worth telling?”

Spend the last five minutes (regardless if they present or not) of class getting students to fill out an exit card, make sure to collect them at the end as they leave.

**Materials:**
- Chart paper
- Markers
- Primary sources
- iPads or laptops.
- Eugene Williams' Story
- Exit Cards

### Black Line Master 2.2
**The Story of Eugene Williams**

On the 27th of July 1919 a 17-year-old boy was swimming in Lake Michigan with his friends. This young man by the name of Eugene Williams accidentally passed the unofficial and invisible barrier between the cities white and black sides of town. A group of white men saw Eugene swimming and began to throw rocks at him. He drowned as a result. Crowds gathered at the beach and violence soon broke out between gangs of white and black people. The police were unable to control the riots that had began and they lasted three days. Eventually the state militia was brought in and the fighting ended on August 3rd, 1919. Fifteen whites and Twenty Five black people were dead and hundreds injured. Some black people even lost their homes due to the fires that were part of the riots.

Please refer to this link for more information:

http://www.history.com/topics/black-history/chicago-race-riot-of-1919

### Black Line Master 2.3
**Primary Source Analysis Sheet**

In your group please consider the following questions as you do research about your primary source.
- When was this document created?
- Who created it?
- Why / What is the purpose of this document?
- What is the main subject of this document?
- Whose story or what perspective is being delivered by this document?
• Does this relate to other historical events at the time?
• What larger historical events are happening?
• How do you feel about this document? What emotions does it evoke for you? (if any)
• Do you think this document is historically significant? Why or Why not?

Black Line Master 2.4
Exit Card

Please answer the following questions:
Do you think that your primary source is historically significant? Why or Why not? What makes something historically significant?

Do you have any questions about today?

Primary Sources:

Primary Source Document 2.1 – Plessy V. Ferguson

Primary Source Document 2.2 – Silent Riot Photo
http://www.loc.gov/pictures/resource/cph.3a34294/

Primary Source Document 2.3 – Jim Crowe Song Lyrics
https://www.loc.gov/item/amss.as200590/

Primary Source Document 2.4 – Newspaper Article on Race Riots
http://chroniclingamerica.loc.gov/lccn/sn85042345/1921-06-01/ed-1/seq-1/ocr/

Primary Source Document 2.5 – A Man Was Lynched Yesterday
http://www.loc.gov/exhibits/naacp/the-new-negro-movement.html

Primary Source Document 2.6 – The Red Summer
http://www.loc.gov/exhibits/naacp/founding-and-early-years.html#obj33

Primary Source Document 2.7 – Political Cartoons

Students can choose one political cartoon from the .pdf file they wish to focus on.
COURSE: CHA3U American History, Grade 11, Strand D2. Communities, Conflict, and Cooperation

SPECIFIC EXPECTATION: D2.1 explain issues underlying some key instances of social conflict in the United States during this period

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspective

SECONDARY HISTORICAL THINKING CONCEPT EXPLORED: Change and Continuity

LESSON #3

TITLE OF STORY: Immigration to the United States

OVERVIEW: This lesson will give students a chance to experience a small portion of what immigrants went through to get into the United States in 1924. They will learn about the Immigration Act of 1924 and how it blocked immigration from Asia, and Arab countries, and how it limited immigration from all other countries to 2% per country per year. Students will begin to understand the prejudice that American society had towards immigrants and they will work to create parallels between immigration in this time period, and immigration today.

PLAN OF INSTRUCTION:

Step 1: Warm Up (10 minutes)

- To activate student thinking, the teacher will show 3 different political cartoons, PSD 3.1, where the class will discuss the underlying message. All the cartoons have something to do with racial tensions in the United States.
- These cartoons will be used so that students can understand societies beliefs about immigration in this time period, and how immigrants felt.

Step 2: Independent Activity (30 minutes)

- Explain to students that they will be pretending to be immigrants in 1924, researching immigration from certain countries, and attempting to see if their persona could get into the United States in 1924.
- Give each student a profile from BLM 3.1, and an declaration form from BLM 3.2
- Have iPads or Netbooks booked out for students to research immigration from their countries. If your school is a Bring Your Own Device school have students get out their devices, but make sure to have iPads or some device for students who do not have a device.
- Give the students 20 minutes to research immigration from their country, fill out their immigration form and hand it in.
- Once all students have handed in their forms act as an immigration officer
and have each student stand up one by one and read out their profile. Then follow the teachers’ instructions regarding immigration, BLM 3.3, and tell the students if they would have gotten into the US.

Step 3: Discussion (5 minutes)

- Ask the students why they think they did or didn’t get into the United States.
- Have a class discussion and write some of their answers on the chalkboard.

Step 4: Teaching (10-15 minutes)

- Follow the teacher’s lecture notes, BLM 3.4, and give a lecture to the students regarding the Immigration Act of 1924, stopping once in a while to ask guiding questions and to write the most important points on the chalkboard.
- Students should be taking notes on the most important parts of the lecture and by stopping occasionally you can make sure that they are following, while also improving the note taking skills they will need for university.
- Hand out the section of the Immigration Act of 1924 located in PSD 3.2.

Step 5: Discussion (10 minutes)

- Show the students the 3 political cartoons from today, PSD 3.3, and discuss how they are different or similar to the ones we saw at the beginning of the class.
- Ask the class to draw parallels between immigration in 1924 and immigration today.
- Before the class ends have them do a quick write to hand in (only about a paragraph) on the following question:
  - “How did the activity today make you feel? How does immigration for this time period parallel immigration today? Do you have any outstanding questions from today?”

Assessment:

Assessment as learning will be completed in the immigration declaration form that students will be handing in. This will allow teachers to find out how the students’ research skills are, and if they were correct in filling out their forms. As well, assessment as learning will be completed with the quick write, as this will inform students of what they do and don’t know, and it will inform the teacher of what the students have taken away from the lesson, and what they didn’t understand.
**APPENDICES:**

**Black Line Master 3.1**

Immigration Profiles

<table>
<thead>
<tr>
<th>Date of Birth: January 1, 1874</th>
<th>Date of Birth: February 2, 1905</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender: Male</td>
<td>Gender: Female</td>
</tr>
<tr>
<td>Place of Origin: Italy</td>
<td>Place of Origin: Italy</td>
</tr>
<tr>
<td>Date of Birth: June 3, 1902</td>
<td>Date of Birth: June 3, 1902</td>
</tr>
<tr>
<td>Gender: Male</td>
<td>Gender: Female</td>
</tr>
<tr>
<td>Place of Origin: Italy</td>
<td>Place of Origin: Italy</td>
</tr>
<tr>
<td>Date of Birth: March 5, 1885</td>
<td>Date of Birth: April 6, 1892</td>
</tr>
<tr>
<td>Gender: Male</td>
<td>Gender: Female</td>
</tr>
<tr>
<td>Place of Origin: Italy</td>
<td>Place of Origin: Ireland</td>
</tr>
<tr>
<td>Date of Birth: November 7, 1879</td>
<td>Date of Birth: May 8, 1911</td>
</tr>
<tr>
<td>Gender: Male</td>
<td>Gender: Female</td>
</tr>
<tr>
<td>Place of Origin: Ireland</td>
<td>Place of Origin: Ireland</td>
</tr>
<tr>
<td>Date of Birth: January 9, 1908</td>
<td>Date of Birth: June 10, 1887</td>
</tr>
<tr>
<td>Gender: Male</td>
<td>Gender: Female</td>
</tr>
<tr>
<td>Place of Origin: Ireland</td>
<td>Place of Origin: Ireland</td>
</tr>
<tr>
<td>Date of Birth: July 11, 1895</td>
<td>Date of Birth: August 12, 1895</td>
</tr>
<tr>
<td>Gender: Male</td>
<td>Gender: Female</td>
</tr>
<tr>
<td>Place of Origin: Syria</td>
<td>Place of Origin: Syria</td>
</tr>
<tr>
<td>Date of Birth: October 13, 1888</td>
<td>Date of Birth: November 14, 1900</td>
</tr>
<tr>
<td>Gender: Male</td>
<td>Gender: Female</td>
</tr>
<tr>
<td>Place of Origin: Syria</td>
<td>Place of Origin: Syria</td>
</tr>
<tr>
<td>Date of Birth: September 15, 1901</td>
<td>Date of Birth: December 16, 1899</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Gender: Male</td>
<td>Gender: Female</td>
</tr>
<tr>
<td>Place of Origin: Syria</td>
<td>Place of Origin: China</td>
</tr>
<tr>
<td>Date of Birth: January 17, 1889</td>
<td>Date of Birth: February 18, 1896</td>
</tr>
<tr>
<td>Gender: Male</td>
<td>Gender: Female</td>
</tr>
<tr>
<td>Place of Origin: Japan</td>
<td>Place of Origin: China</td>
</tr>
<tr>
<td>Date of Birth: March 19, 1903</td>
<td>Date of Birth: April 20, 1912</td>
</tr>
<tr>
<td>Gender: Male</td>
<td>Gender: Female</td>
</tr>
<tr>
<td>Place of Origin: China</td>
<td>Place of Origin: Japan</td>
</tr>
<tr>
<td>Date of Birth: March 21, 1878</td>
<td>Date of Birth: June 22, 1895</td>
</tr>
<tr>
<td>Gender: Male</td>
<td>Gender: Female</td>
</tr>
<tr>
<td>Place of Origin: Japan</td>
<td>Place of Origin: Syria</td>
</tr>
<tr>
<td>Date of Birth: February 23, 1902</td>
<td>Date of Birth: May 24, 1891</td>
</tr>
<tr>
<td>Gender: Male</td>
<td>Gender: Female</td>
</tr>
<tr>
<td>Place of Origin: Italy</td>
<td>Place of Origin: Ireland</td>
</tr>
<tr>
<td>Date of Birth: July 25, 1880</td>
<td>Date of Birth: August 26, 1890</td>
</tr>
<tr>
<td>Gender: Male</td>
<td>Gender: Female</td>
</tr>
<tr>
<td>Place of Origin: Germany</td>
<td>Place of Origin: Hungary</td>
</tr>
<tr>
<td>Date of Birth: October 27, 1900</td>
<td>Date of Birth: November 28, 1881</td>
</tr>
<tr>
<td>Gender: Male</td>
<td>Gender: Female</td>
</tr>
<tr>
<td>Place of Origin: Turkey</td>
<td>Place of Origin: Great Britain</td>
</tr>
<tr>
<td>Date of Birth: December 29, 1897</td>
<td>Date of Birth: April 30, 1894</td>
</tr>
<tr>
<td>Gender: Male</td>
<td>Gender: Female</td>
</tr>
<tr>
<td>Place of Origin: Germany</td>
<td>Place of Origin: South West Africa</td>
</tr>
</tbody>
</table>
United States of America
Declaration of Intention

I, ________________________________
(full name)
now residing at ________________________________
(full address)
Occupation ________________, Aged ___ years do declare on oath that my personal
description is: sex ____, color _____, color of eyes _____,
color of hair______, height ___, feet ___ inches, weight ____ pounds, visible distinctive
marks _____________________________.
Race ________________, nationality _________________________.
I was born in __________________ on _____________________.
I am __________, my husband/wife was born at __________
(marital status)
on ______, and entered the United States at__________, on___________________.
I have ________ children and the name, date and place of birth are as follows:
___________________________________________________________
I emigrated to the USA from __________ on _____________________.
My lawful and permanent residence in the USA is at
___________________________________________________________
I will before being admitted to citizenship renounce forever all allegiance and
fidelity to any foreign prince, potentate state or sovereignty and particularly by
name to the prince potentate state or sovereignty of which I may be at the time an
admissions or citizen or subject. I am not an anarchist; I am not a polygamist nor a
believer in polygamy and it is my intention in good faith to become a citizen of the
United States of America and to reside there permanently therein.

_________________________________
Signature of applicant

__________________________________
U.S Department of Citizenship
Black Line Master 3.3
Teachers Instructions Regarding Immigration

- You should not let anyone from Japan or China into the United States
- Out of 6 people from Italy, only let 2 or 3 people in
  - There are two profiles from Italy that are twins, feel free to let one in and not the other, or vice versa, to show how families were separated
- Out of 6 people from Ireland, only let 4 or 5 people in
- Do not let anyone from Syria in
- Let both people from Germany, and the person from Great Britain in
- Use your judgment on the person from Hungary
- Let only one out of the two people from Turkey and South West Africa in

Black Line Masters 3.4
Lecture Noted for the Immigration Act of 1924

(These lecture notes should take 10-15 minutes to go over with the class. Ask them any questions you see fit and always allow for questions from the students.)

What is the Immigration Act of 1924?
The Immigration Act of 1924 is a federal law that was passed in May of that year. It was meant to limit the annual number of immigrants that came into the United States each year. They wanted only 2% of the immigrants from each country to be admitted.

This was meant to restrict the people were trying to come from Southern Europe, Eastern Europe and Africa. *Question to consider asking the class: Does anyone know which countries are located in Southern and Eastern Europe?* (Southern Europe: Spain, Portugal, France, Greece, and Malta. Eastern Europe: Bulgaria, Czech Republic, Hungary, Poland, Romania, Russia, Slovakia, and Ukraine.) An example of how drastically the numbers of immigrants would change because of this act: The quota for Italian immigrants under the 1924 law was 3,845. In the period from 1900 through 1910, an average of 200,000 Italians had emigrated to the United States each year.

The Immigration Act of 1924 not only tried to limit the number of immigrants from those countries but it outright banned Arabs and Asians from coming to the United States. *Question to consider: What countries have Asian and Arabic peoples in them?* Even though this new act was banning the immigration of Asians, it should be noted that there was a previously law already put in place from the 1880s banning all Chinese from entering the country.

Why did the Immigration Act of 1924 come into play? *Question to consider: ask the class what they think the reasons may be for this Act being passed. (You can hint at the year and what recently happened in the world a few years prior to this.)*

There are two main reasons this Act was passed. The Immigration Act of 1924 was created because of the recession that was created by World War I. There was a huge recession during 1920-1921. Many Americans
had a fear that if more immigrants kept coming into the States, the unemployment rate would keep increasing.
The second reason was because of ‘The Red Scare’ from 1919-1921. The Red Scare was the fear of communism that started after the 1917 Revolution in Russia. Many Americans thought that immigrants from any country could come into the United States and “undermine” American values.

**How did the Immigration Act of 1924 affect the United States?**
Immigration slowed down to the United States for years to come.
“The new quotas for immigration from Southern and Eastern Europe were so restrictive that in 1924 there were more Italians, Czechs, Yugoslavs, Greeks, Lithuanians, Hungarians, Portuguese, Romanians, Spaniards, Jews, Chinese, and Japanese that left the United States than those who arrived as immigrants.”
The low number of immigrants remained like this until 1965 when a new law called Immigration and Nationality Act of 1965 was passed.

*Question to consider: Why do you think so many people left the United States during those years? Did they feel welcomed or was there a hatred towards their races?*

*Read the section PSD 3.2 from the Immigration Act to the students. Ask them if based on the requirements of what was just said do they think they would have been allowed access into the United States during 1924? Now that they have talked about themselves, let them think about their profile they were given at the beginning of the class. Does their profile meet any of those criteria?*

**Primary Source Document 3.1**
Political Cartoons from the Past
Cartoon 1
Source for Cartoon 2

“Illustrations by Rev. Bradford Clarke in Heroes of the Fiery Cross, 1928, by Bishop Alma White, founder of the Pillar of Fire Church in Denver, Colorado, which promoted the Klan’s opposition to Catholic (“Rome” and “Rum”), Jewish, and immigrant (“Red”) influences in American politics and culture.”

Cartoon 3

Source: Judy, or London Satiro-Comic Journal, August 5, 1881
Primary Source Document 3.2

Excerpt from the Immigration Act of 1924

When used in this Act the term "non-quota immigrant" means
(a) An immigrant who is the unmarried child under 18 years of age, or the wife, of a citizen of the United States who resides therein at the time of the filing of a petition under section 9;
(b) An immigrant previously lawfully admitted to the United States, who is returning from a temporary visit abroad;
(c) An immigrant who was born in the Dominion of Canada, Newfoundland, the Republic of Mexico, the Republic of Cuba, the Republic of Haiti, the Dominican Republic, the Canal Zone, or an independent country of Central or South America, and his wife, and his unmarried children under 18 years of age, if accompanying or following to join him;
(d) An immigrant who continuously for at least two years immediately preceding the time of his application for admission to the United States has been, and who seeks to enter the United States solely for the purpose of, carrying on the vocation of minister of any religious denomination, or professor of a college, academy, seminary, or university; and his wife, and his unmarried children under 18 years of age, if accompanying or following to join him; or
(e) An immigrant who is a bona fide student at least 15 years of age and who seeks to enter the United States solely for the purpose of study at an accredited school, college, academy, seminary, or university, particularly designated by him and approved by the Secretary of Labor, which shall have agreed to report to the Secretary of Labor the termination of attendance of each immigrant student, and if any such institution of learning fails to make such reports promptly the approval shall be withdrawn....
Primary Source Document 3.3

Political Cartoons from Today


Cartoon 1

Cartoon 2
Cartoon 3

"Give me your tired, your poor, your huddled masses yearning to breathe free."

"What?! Huddled masses?!"

"Go back to France and take your huddled masses with you!"

"We don't want any huddled masses!"

"What do you expect? She's French!"
**COURSE:** CHA3U American History, Grade 11, Strand D2. Communities, Conflict, and Cooperation

**SPECIFIC EXPECTATION:** D2.1 explain issues underlying some key instances of social conflict in the United States during this period

**PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:** Cause and Consequence

**LESSON #4**

**TITLE OF STORY:** Black Tuesday – The Stock Market Crash

**OVERVIEW:** The 1920s, otherwise known as the Roaring 20s saw a prosperous time in the United States. Very few thought that this would ever change and yet once the Stock Market crashed in October of 1929, the States could not recover for some time and thus the Great Depression began.

**Step 1: Warm Up (30 Minutes)**

- Stock Market Crash simulation (inspired by [www.brown.digication.com](http://www.brown.digication.com)), use Instructions for teachers (BLM 4.1)
- Start out by explaining to the class they will be put into groups of five. Up on the board there will be stock prices of companies from 1925 (These prices can be found on the pages for instructions for the teacher.) (BLM 4.2)
- In these groups they will assign themselves to either be the banker, recorder, mathematician, materials manager or reporter.
- The banker will be the one in charge of receiving money and giving the team stock cards.
- The recorder will be the one to write down on the sheet provided what stocks they are buying and how much they are profiting etc.
- The mathematician will be the one counting the money they first receive to make sure everything is accounted for.
- The materials manager will be the one in charge to collect the supplies at the beginning and the end of the simulation. Will grab BLM 4.3-4.5
- The reporter will be the one who will report their earnings (or losses) to the class.
- Explain to the class that there will be five rounds to this game. (Use the attached power point slide BLM 4.7). Each team has five minutes to buy and sell what stocks they want to. Once the stock market has closed we will briefly discuss (through the reporters) what they bought and if their profits will have increased at all. For each round make sure to change the amount that the stocks are worth for each year.
- They will make it to the 5th round in which it is 1929 which means the stock markets will crash. The bank will no longer be able to give them money or stock cards so they will distribute out IOUs (can be found with materials.)
Step 2: Discussion (5 minutes)
- We will then as a class discuss if any teams have money left and why they think this happened. Ask them if it was frustrating to lose all that money. Did anyone play it safe? Why or why?
- The materials manager will then collect their materials and return them back to the desk (along with their sheet).

Step 3: Modelling (15 minutes)
- Once everyone is back in their seats, we will go through the rest of the PowerPoint. On the power point it is asked, “Why did the stock market crash?” Before I give them the answers to that I want them to think about why it may have happened. They can use their previous knowledge on the Roaring 20s to help them out. We will continue through the power point but pause before we get to the slide that asks the question, “Would the United States bounce back from this?” because we want the students to ponder on this question to see if they know what event in American History comes after the stock market crash. Once someone has answered we will continue on with the power point.
- The power point shows how large everyone was living in the 1920s. People thought they could invest any money they wanted to into the stocks and they would become rich. Unfortunately for them, the stock market crashed and the Great Depression started. Since the stock market created such a big oversupply of goods and services, the consequence of that was the crash and the Great Depression.

Step 5: Independent Activity (15 minutes)
- Students will be given a newspaper article (PSD 4.1) and will silently read it. Once they have completed the reading they will answer the questions provided. They will be able to work on this for the rest of class. If it is not finished then they will have to complete it for homework and hand it in the next day. The questions will be about the simulation and the newspaper.
- For the last 5 minutes of the class, we will listen to FDR’S Fireside Chat from March 12th, 1933. (PSD 4.2)

Assessment:
The assessment for this class will be an assessment as learning and will be based off of how the students are answering the questions that are being asked to them and how they filled out their stock market shares and the worksheet since it is asking them to reflect on their findings for the day.
APPENDICES:
Black Line Masters 4.1
Instructions for Teachers:
Materials that will be needed for the warm up exercise:
1. The PowerPoint that is attached
2. The list of stock market prices
3. Worksheet for the simulation game
4. Fake money in envelopes (depends on how many students are in your class but two envelopes per group. One titled Banker and the other Mathematician. The banker will receive 1-$100 bill, 1-$50 bill, 4-$20's and 4-$10's and the mathematician will have 1-$50, 4-$20's, 4-$10's, 4-$5's, and 10-$1's.
5. IOU Cards

Materials that will be needed for the newspaper article:
1. The worksheet with the article on it
2. The worksheet

Warm Up: Have the attached PowerPoint already up on the board with the Stock prices from 1925 on the board beside it as the students come into the class. Explain to them that they will be put into assigned groups of five and in each of those groups they will be assigned to be the banker, recorder, mathematician, materials manager or reporter. The banker will be the one in charge of receiving money and giving the team stock cards. The recorder will be the one to write down on the sheet provided what stocks they are buying and how much they are profiting etc. The mathematician will be the one counting the money they first receive to make sure everything is accounted for. The materials manager will be the one in charge to collect the supplies at the beginning and the end of the simulation. The reporter will be the one who will report their earnings (or losses) to the class. Explain to the class that there will be five rounds of stock market selling. Show them that up on the board are the stocks and their worth. They will have FIVE minutes as group to decide what they want to buy into. The recorder has to write everything they do on the worksheet that is provided. You will keep track of the time and when 5 minutes is up change the slide that says Stock Market closed. Let the reporters one at a time explain what their group did during that round while you change the stock prices to the New Year. Do this for all five rounds until you get to 1929. Once the Stock Market has crashed show what the stocks are now worth. This means that the banks may be handing out a lot of IOUs. Discuss why they think this went wrong. We will then as a class discuss if any teams have money left and why they think this happened. Ask them if it was frustrating to lose all that money. Did anyone play it safe? Why or why? Did anyone catch on to what was happening? Get the materials manager to hand everything in.
# Black Line Masters 4.2

**Stock Market Prices**

<table>
<thead>
<tr>
<th>Company</th>
<th>1925</th>
<th>1926</th>
<th>1927</th>
<th>1928</th>
<th>1929</th>
<th>1929 after</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coca-Cola</td>
<td>$20</td>
<td>$35</td>
<td>$50</td>
<td>$100</td>
<td>$80</td>
<td>$10</td>
</tr>
<tr>
<td>US Radio</td>
<td>$10</td>
<td>$50</td>
<td>$75</td>
<td>$100</td>
<td>$95</td>
<td>$1</td>
</tr>
<tr>
<td>US Steel</td>
<td>$20</td>
<td>$100</td>
<td>$200</td>
<td>$250</td>
<td>$260</td>
<td>$10</td>
</tr>
<tr>
<td>AT &amp; T</td>
<td>$25</td>
<td>$50</td>
<td>$150</td>
<td>$250</td>
<td>$100</td>
<td>$5</td>
</tr>
<tr>
<td>General Electric</td>
<td>$50</td>
<td>$100</td>
<td>$200</td>
<td>$250</td>
<td>$255</td>
<td>$10</td>
</tr>
<tr>
<td>Paramount Pictures</td>
<td>$80</td>
<td>$150</td>
<td>$200</td>
<td>$275</td>
<td>$250</td>
<td>$20</td>
</tr>
<tr>
<td>Deere &amp; Co.</td>
<td>$25</td>
<td>$75</td>
<td>$150</td>
<td>$200</td>
<td>$175</td>
<td>$5</td>
</tr>
<tr>
<td>American Tobacco</td>
<td>$50</td>
<td>$100</td>
<td>$200</td>
<td>$250</td>
<td>$200</td>
<td>$5</td>
</tr>
</tbody>
</table>
Group Names:

**Goal:** In your group of 5, you must make as much money as you can by working with your group and buying and selling stocks on the stock market. Every time you buy or sell a stock it must be reflected on this sheet.

<table>
<thead>
<tr>
<th>Round</th>
<th>Company</th>
<th># Of Shares</th>
<th>Buying Price</th>
<th>Total Purchase Price</th>
<th>Round Sold</th>
<th>Sale Price</th>
<th>Profit or Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex.</td>
<td>Coca Cola</td>
<td>2</td>
<td>20</td>
<td>40</td>
<td>3</td>
<td>50 each</td>
<td>+110</td>
</tr>
</tbody>
</table>
.BLACK LINE MASTER 4.5

[Image of an IOU Certificate template]

www.MyActivityMaker.com
Did anyone in your group catch onto the event that was going to unfold as you were deciding which stocks to sell or buy? Why or why? /3

Were you left with more or less money than with what you started with? Was this frustrating to you? Why or why not? /3

Now that you have done your own simulation of the stock market, can you explain in your own words WHY you think the Stock Market crashed? /5

After you have read the newspaper article from the New York Times, answer if they seem pretty optimistic or pessimistic that the Stock Market Crash will affect them for a long time. Use references to the article to support your answer. /4
**Blackline Master 4.7**

**Slide 1**

Stock Market

**Slide 2**

What is a stock?

- A **stock** represents a share in the ownership of a company. If you own a company’s stock, then you are an owner, or **shareholder**, of the company. A stock represents a claim on the company’s assets and profits. A stock is also known as **equity**.

**Slide 3**

What is the stock exchange?

- It is a public market where stocks are sold, bought and exchanged between brokers and traders.
- One of the most famous stock exchanges can be found on **Wall Street in New York City**.
Your goal today is to make as much money as possible. Remember, you are living in the roaring twenties so live life to the fullest.

1925

Stock Market is now open. You have five minutes to buy or sell

Stock Exchange CLOSED
1926

Stock Market is now open. You have five minutes to buy or sell.

Stock Exchange CLOSED

1927

Stock Market is now open. You have five minutes to buy or sell.
Stock Exchange CLOSED

1928

Stock market is now open. You have five minutes to buy or sell.

Stock Exchange CLOSED
Slide 13

1929

You have five minutes to buy or sell.

Slide 14

Stock Exchange CLOSED

Slide 15

STOCK MARKET CRASH

GREATEST CRASH
DELUGE OF PANIC SELLING OVERWELMS MARKET
10,000,000 SHARES CHANGE IN HANDS
PRICES TUMBLE LIKE AN AVALANCHE
WILD SCENES TILL GREAT FINANCIERS COME TO RESCUE

The scene such as the lottery of Wall Street took place yesterday.
Black Tuesday, October 29th, 1929

Why did this happen?

- During the 1920s, the United States' economy was booming as they were constantly exporting to Europe who was still recovering from World War I
- This meant that unemployment rates were at an all time low during the '20s.
- Since people were living in a time of prosperity, more people were investing their savings into the stock market
Slide 19

- The more money that people invested into stocks, the more the stock was worth.
- The stock market became a place where ordinary people believed they too could become rich if they invested their money.
- If someone could not afford a stock, they would give what they could afford and borrow the rest from a stock broker.
- This is known as a 'margin'.
- This means that there was an oversupply in many industries thanks to everyone investing money.
- And what happens when there is an oversupply of something?

Slide 20

- When there is an oversupply, many companies (such as farm crops, iron and steel) were forced to start tossing away their products.
- This means that companies were starting to lose money on their production.

Slide 21

- The stock market reached their highest peak in the summer of 1929 but unfortunately that came crashing down on October 24th, 1929. Otherwise known as Black Thursday.
- This is because many people started to panic of the lowering prices of stocks and as a result they tried to sell their stocks.
- As many as ‘12,894,650 shares were traded.’
- Leading bankers bought up big stocks to stabilize the market that day but this stability would only last for a few days.
Slide 22

- “Black Monday was followed by Black Tuesday (October 29), in which stock prices collapsed completely and 16,410,030 shares were traded on the New York Stock Exchange in a single day. Billions of dollars were lost, wiping out thousands of investors, and stock tickers ran hours behind because the machinery could not handle the tremendous volume of trading.”

Slide 23

Would the United States quickly bounce back from this?

No. Many people will lose their jobs, take their own lives and not be able to afford food for their family

Slide 24

[Image of people holding signs, one of which reads: "Why can't you give my dad a job?"]
Primary Source Document 4.1
Newspaper Article from New York Times – Wednesday, October 30th, 1929

Primary Source Document 4.2
https://www.youtube.com/watch?v=iipnhLTdh-0 FDR’s Fireside Chat from March 12th, 1933