

Curriculum – What do students need to know?

Brief overview of the lesson (what is the specific enduring understanding or “big idea”?)
 Students will compare and contrast three different countries approaches to the economic, political and social impacts of the Great Depression specifically the impacts of high unemployment and subsequent social unrest in Germany, the United States and European colonies of the Caribbean s like Trinidad.

Objectives

TLW understand the importance of the role of government intervention and programs during the world-wide Great Depression in the 1920’s and 1930’s as a means of stabilizing national economies and moderating the tensions between workers and business owners. TLW also understand he cultural and social differences between the approaches of the German, American and Trinidadian governments during the 1930’s.

Guiding (Essential) Questions (what questions will guide the lesson?)

How did some Americans react to the idea of government intervention in the economy especially in the early years of the Great Depression? Why did opinions change as the economic depression continued?
 How did some Germans react to the idea of government intervention in the economy especially in the early years of the Great Depression? What impact did reparations and the Great Depression have on the German people following World War One? What groups were blamed for the economic woes of Germany? How were the Nazis able to capitalize on these sentiments?
 How were Trinidadian oil workers treated in the early decades of the 1900’s? What were the Forster Commission and Moyne Commissions? What was the Butler Uprising?
 How did some Trinidadians in the British colonies react to the idea of government intervention in the economy especially in the early years of the Great Depression?
 How were attitudes similar in these different countries?
 How were attitudes different?

Next Generation Sunshine State Standards

SS.912.W.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

Lesson Materials & Resources

- 1) Copies of the lyrics from three different popular songs
- 2) Graphic organizer such as a three column compare and contrast chart or three circle Venn diagram
- 3) Access to the Internet and SmartBoard to display the lyrics and play the resistance songs
- 4) Access to world map or globe

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victims.

SS.912.E.2.4: Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.

LACC.1112.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Primary/Historical Sources

Copies of the lyrics from three popular songs during Great Depression, political cartoon and propaganda posters:

- 1) Lyrics and song: *The Five-Year Plan* Copy of disk number eight: *West Indian Rhythm: Trinidad's Calypsos on World and Local Events – Featuring the censored recordings – 1938-1940*. Editors: Donald Hill, Denis Malins-Smith, Richard Noblett, John Cowley, and Lise Winer.
- 2) Lyrics: *Happy Days are Here Again* by Milton Ager (music) and Jack Yellen (lyrics) published by EMI Robbins Catalog, Inc./Advanced Music Corp.^[1]
- 3) Lyrics: *Get Along Little Dogies* – Traditional American Cowboy song
- 4) Political cartoon: *Planned Economy or Planned Destruction?* 1934 Chicago Tribune political cartoon by Casey Orr.
- 5) Hans Schweitzer Propaganda Posters:
- 6) National Socialist Propaganda Poster

Assessment – What evidence of learning needs to be provided?

1. Performance Task (How will students demonstrate learning?)

Students will be able to compare and contrast the differences and similarities between political attitudes in the United States, Germany and Trinidad during different stages of the Great Depression leading up to World War II and the Holocaust

2. Criteria (Rubric, Checklist, etc.) Please attach your assessment.

Would vary depending on depth of assignments

Instruction – What strategies will be used?

Introduction

- 1) Teacher will introduce the general concept that opinions varied from country to country about the role of government in the recovery process during the Great Depression:
 - a) American attitudes of rugged individualism and the fear of socialist and communist influences
 - b) German attitudes after World War One and the resentments about stiff reparations and the impact of the Great Depression during the Weimar years and the rise of the Nazi Party during the early 1930's
 - c) Trinidadian attitudes as part of the British colonial empire

shaped attitudes about the role of government as a means of restricting
 ssion in 1929
 lyrics for *The Five-Year Plan* and *Happy Days are Here Again* on the

- 3) Have students read silently each of two sets of lyrics
- 4) Play You Tube videos of both songs:
- 5) Pose questions to the class (Possible questions):
 How does the tone vary from song to song?
 What is motivating the authors of the songs?
 How did the songs inspire listeners?
 How did the songs raise awareness of the challenges they faced?
 How did the songs inspire hope?
- 6) Have students complete a graphic organizer such as a two-column compare and contrast chart or a Venn diagram graphic organizer: What do the songs have in common, how do they differ? How are they similar in tone? What are the messages?
- 7) Compare and contrast the lyrics in *Get Along Little Dogie* with the political cartoon *Planned Economy or Planned Destruction?* Specifically refer to the line: "It's your misfortune and none of my own". The song is sung in an American western film several years after the political cartoon and several years into the Roosevelt administrations' "Alphabet Soup" agencies. How is this line an expression of rugged individualism? What are the fears expressed in the cartoon? Using a graphic organizer how do these two documents represent American views on the role of government in economic affairs?
- 8) Display the BBC Four Year Plan of German recovery during the 1930's. Discuss the approach of the Nazi Party:
- 9) Distribute hard copies and/or display the Hans Schweitzer Propaganda Posters and the National Socialist Propaganda Poster on the Smart Board.
- 10) Have students complete a graphic organizer such as a three-column compare and contrast chart or a Venn diagram graphic organizer – what do the posters have in common, how do they differ? How are they similar in tone? What are the messages?
- 11) Have students create a three column compare and contrast chart to examine the differences between American, German and Trinidadian attitudes towards government involvement in economic affairs. Possible questions:
 Why were Americans fearful of heavy government involvement in the economy?
 Why did many Germans welcome (at least initially) the recovery programs of the Nazi Government?
 Why were Trinidadians willing to accept government programs?
- 12) Possible alternative: Have class broken into small teams and analyze the documents by country and then report back to the class.
- 13) Possible extension activities and or class assignments:
 Have students find other songs from the era that express hope and recovery
 Have students find other political cartoons that express various opinions both pro and con for government involvement
 Have students write letters to the leaders of each of the countries expressing support or opposition to government programs.
 Have students write letters to the political leaders in power or in hiding
 Have students create a PowerPoint that includes resources from the Holocaust Museum of Southwest Florida and the US Holocaust Museum in Washington about economic factors that lead to the rise of the Nazi Party in Germany during the 1930's

Student-centered activity

Students will read the song lyrics silently
 Students will listen to the song lyrics
 Students will compare/ contrast the song lyrics
 Students will relate how different political, social and geographic conditions shaped different political responses in the song lyrics

Collaboration

Students can work collaboratively when completing the compare and contrast activity

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...s that expressed views about hope and economic recovery during the

...for songs written and performed during the 2008 Great Recession –

how do they compare to the songs from the 1930's?

Have students conduct research about propaganda used in other fascist countries? Why were they effective?

What conditions existed that allowed the fascist parties to rise to power?

Have students write letters to the political leaders

Have students conduct a research project on labor conditions in the three countries: How did they differ? How did labor unrest contribute to the acceptance of government programs in Germany and Trinidad but not overwhelmingly in the US?

Students create a PowerPoint that includes resources from the Holocaust Museum of Southwest Florida and the US Holocaust Museum in Washington about the background for other popular music and songs and their (possible) impact during the pre-war era

Students create a PowerPoint that includes resources about the Butler Uprising and other issues of labor unrest in Trinidad.

Students analyze how songs of propaganda varied from different regions

Integration of Technology

The Five-Year Plan – Attila the Hun You Tube performance:

<http://www.youtube.com/watch?v=aJpNJG06Kg8>

Happy Days are Here Again – Charles King performance from the film Chasing Rainbows:

<http://www.youtube.com/watch?v=iL0Qt7IF8Q4>

Roy Rogers performance of Get Along Little Dogies:

<http://www.youtube.com/watch?v=Q2cFji4CmHE>

BBC: German Four-Year Economic Plan 1936-40

http://www.bbc.co.uk/schools/gcsebitesize/history/tch_wjec/germany19291947/2economicsocialpolicy1.shtml

National Socialist Propaganda Poster:

https://www.google.com/search?q=political+cartoons+germany+1930's+great+depression&source=lnms&tbm=isch&sa=X&ei=38nFUs3mLZOskAfjiIDYBQ&ved=0CAcQ_AUoAQ&biw=1024&bih=655#q=political+cartoons+germany+1930%27s+%&tbm=isch&facrc= &imgdii= &imgrc=uPs1weK1jkXgyM%3A%3B2NXSk0syuwT7cM%3Bhttp%253A%252F%252Fwww1.curriculum.edu.au%252Fddunits%252Fimages%252Fms3fq2_7.jpg%3Bhttp%253A%252F%252Fwww1.curriculum.edu.au%252Fddunits%252Funits%252Fms3fq2acts.htm%3B275%3B400

Hans Schweitzer Propaganda Posters:

<http://www.smashingmagazine.com/2010/06/13/100-years-of-propaganda-the-good-the-bad-and-the-ugly/>

Supplemental information on the “Butler Uprising” in the Trinidadian oilfields:

<http://owtu.org/content/owtu-history>

Notes (Approx. time, resources, etc.)

This unit could be used in a shortened version as an introduction to the Great Depression by just using the first two songs Happy Days and the Five-Year Plan. This would show the change in attitudes from 1929-30 until 1939.

Accommodations/Modifications

ESOL and ESE students: Graphic organizer, students will hear the songs and see the lyrics in print (could translate the lyrics into students language using free on-line translation programs such as Bing translator or Babelfish)



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2. How can I improve this lesson?