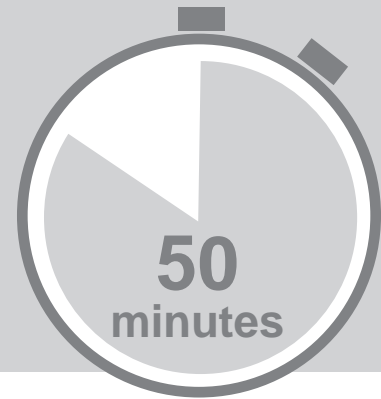




# Modern History General course

The USA between the wars 1918–1941

Externally set task 2017



Before starting this task **check** that you have:

- black or blue pen, 2B pencils
- sharpener
- eraser
- highlighters
- correction fluid/tape.



**Copyright**

© School Curriculum and Standards Authority, 2017

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.

Total time for the task: 50 minutes  
Total marks: 26 marks  
Weighting: 15% of the school mark

---

**This space has been left blank intentionally**

Use the **three** sources provided to answer the questions that follow.

**Source 1**

For copyright reasons this image cannot be reproduced in the online version of this document.

**See next page**

**Source 2**

For copyright reasons this text cannot be reproduced in the online version of this document.

**Source 3**

For copyright reasons this image cannot be reproduced in the online version of this document.

## Question 1

(4 marks)

Describe the historical context of Source 1. You should consider the following where appropriate:

- relevant event/s
- significant person/people
- key idea/s in the source.

The historical context of Source 1 is when it was made, the 5<sup>th</sup> of January 1934, as it depicts F.D.R. as a doctor treating a patient, with various medicines, the context of this image is during the election, and Roosevelt's organisations that he founded, organisations such as the N.R.A & C.W.A appear among the various bottles along with a bunch with random lettering, this source may have been made to mock F.D.R. with his attempt to cure the depression, with about a million different organisations, and how he would just make another one, if the previous didn't work out.

Question 2

(4 marks)

Explain the message/s of Source 2. Provide evidence from the source in your response.

The message of Source 2 is mostly regarding the governments lack of understanding the current issues, the main evidence is mostly in the second paragraph, where the writer says such things as "Hoover's celebration of technology failed to anticipate the end of a post war building boom", this, in addition with the entirety of the 3<sup>rd</sup> paragraph discuss how the government, especially Hoover, did next to nothing in response to the outcry of the masses.

## Question 3

(4 marks)

Compare and contrast the message/s of Source 1 and Source 2. You should consider the points of:

- similarity
- difference.

All in all, both source 1 & source 2's messages take jabs at the government, and its actions/response towards the depression, and they both argue that that government didn't really help all that much, comparatively however, they address different leaders in their message, source 1 mocked Roosevelt for simply bringing in and chucking out policies willy nilly in the hope of something working, while source 2 addresses Hoover's inactivity and lack of response leading to the depression deepening.



Question 4

(4 marks)

Explain how useful Source 3 is as historical evidence. You should consider the:

- strengths of the source
- weaknesses of the source.

Source 3 is a photo taken outside a bank in 1933, showing the large crowds still present outside banks, as people prayed that their money would still be theirs, as historical evidence, this is very good, while it does only show one issue of the depression, it does depict the issue of average citizens losing their money to banks going bankrupt very well for one, it is a photo, so it is very reliable as solid proof, another thing it does well, ~~is~~ is it showing how big the crowd is, as during the time, these sorts of crowds were very common outside banks, so overall is source is very useful as historical evidence.

## Question 5

(10 marks)

Discuss 'change' in the society that you have studied. In your response you must:

- identify **two** economic changes shown in the sources (2 marks)
- identify other major changes that occurred in the society (2 marks)
- explain the importance of the economic and other major changes, using evidence or examples to support your explanation. (6 marks)

In regards to change throughout America in the 20s and 30s, the main economic changes were the evident boom and bust, boom of the roaring 20s as technology advanced massively and people were buying more and more things, and the bust of the 30s ~~and~~ as the Great Depression rolled in due to many different factors, such as overuse of credit, and the Wall Street crash.

Some major non-economic changes that occurred during this time period were; womens right movements, giving them a right to vote and a prominent role in society and the workforce, changing society forever in America, also another change was prohibition throughout the 20s until the late 30s, as this introduced America to prominent gang violence over who could sell the most illegal alcohol.

The importance of all these changes came down to what they meant to society then, and how they impact society in the present, ~~the~~ events such as the huge drop from prosperity into a great depression was catastrophic, as  $\frac{1}{3}$  of the population was out of a job, however it's important in the present due to the simple fact of, we're now aware of what the worst possible outcome is, and we know how to prevent it in the future, events such as womens rights and prohibition ~~shaped~~ shaped ~~the~~ the idea of the 20s, the illegality of drinking and the thrill it gave, combined with the prominence of flappers due to

End of questions

Additional working space if required

women gaining more independence, these events defined the 20s, and they define how we respond to these issues in the present, we're now more aware of issues like inequality and the lengths people will go to, to get what was once legal, they define our reactions to current events and how we make laws.

## ACKNOWLEDGEMENTS

- Source 1** Berryman, C. (1934, January 5). New deal remedies [Cartoon]. *Washington Star*. Retrieved September, 2016, from [www.gettyimages.com.au/license/2669107](http://www.gettyimages.com.au/license/2669107)
- Source 2** Herbert Hoover Presidential Library and Museum. (n.d.). *The Museum Exhibit Galleries: Gallery 6: The Great Depression (Why the 'Great' Depression?)*. Retrieved September, 2016, from [www.hoover.archives.gov/exhibits/Hooverstory/gallery06/index.html](http://www.hoover.archives.gov/exhibits/Hooverstory/gallery06/index.html)
- Source 3** *Depression: 'Runs on banks'* [Photograph]. (1933). Retrieved September, 2016, from [www.fdrlibrary.marist.edu/archives/collections/franklin/?p=digitallibrary/digitalcontent&id=3485](http://www.fdrlibrary.marist.edu/archives/collections/franklin/?p=digitallibrary/digitalcontent&id=3485)