



Modern History

General course

The USA between the wars 1918–1941

Externally set task 2018



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Student number: In figures

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In words



Before starting this task check that you have:

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



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Total time for the task: 50 minutes
 Total marks: 23 marks
 Weighting: 15% of the school mark

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

Source 1

(Cartoon by John Cassel, published in October 1931 in Life magazine. Note the various words and phrases on the signs.)



THE WAY TO PROSPERITY.

The Way to Prosperity

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Source 2

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Source 3

(Photograph of Franklin D. Roosevelt (FDR) at a Civilian Conservation Corps (CCC) camp in Shenandoah Park, Virginia, taken in 1933 and published widely in American newspapers.)



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Question 2

(3 marks)

Identify whether Source 2 is a primary or a secondary source. Give **two** reasons to support your response.

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Question 3

(4 marks)

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

- similarity
- difference.

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Question 4

(4 marks)

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

- strengths of the source
- weaknesses of the source.

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ACKNOWLEDGEMENTS

- Source 1** Cassel, J. (1931). The way to prosperity [Cartoon]. Retrieved October, 2017, from: <http://www.archelaus-cards.com/archives/20090118.php>
- Source 2** Freidel, F., & Sidey, H. (1894). *The Presidents of the United States of America*. Washington, D.C.: White House Historical Association. Retrieved October, 2017, from <https://www.whitehouse.gov/1600/presidents/herberthoover>
- Source 3** *President Franklin Delano Roosevelt with dignitaries and Civilian Conservation Corps (CCC) enrollees at Camp Roosevelt. (1933).* [Photograph]. Retrieved October, 2017, from <https://www.archives.gov/publications/prologue/2006/fall/ccc.html>



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Modern History

General course

The USA between the wars 1918–1941

Externally set task 2018
Marking key

Total marks for this task: 23

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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.

Description	Marks
Describes in accurate detail the historical context of Source 1.	4
Provides some specific details about the historical context of Source 1.	3
Makes simple or general comments about the historical context of Source 1.	2
Identifies an aspect/s of the historical context of Source 1 with inaccuracies.	1
Total	4
<p>Answer(s) could include some of the following:</p> <ul style="list-style-type: none"> • the source conveys the conflicting political approaches and indecision of Republican leaders in dealing with the Depression in the USA in 1931 and the lack of direction provided to working men looking for ‘the way to prosperity’ • Herbert Hoover won the 1928 Presidential election during a period of unparalleled prosperity • in 1929 the Wall St Crash occurred, a catalyst for the Depression in combination with other weaknesses in the USA economy such as overproduction and a heavy reliance on credit • Hoover initially resisted public pressure to intervene in the problem, reflecting laissez-faire views about the Federal Government playing a minimal role in the economy, and instead advocated for support from State governments and private charities • as the effects of the Depression worsened, Hoover began to implement (or attempt to implement) a range of policies which suggested a changing role of government • Hoover’s focus was primarily on voluntarism, but he did set up several Federal Agencies (such as the Reconstruction Finance Corporation) as well as specific projects such as the Hoover Dam • Hoover believed that business was the ultimate engine that would get the USA out of Depression, shown by his 1931 statement that prosperity was ‘just around the corner’ • the apparent failure of Hoover’s policies, combined with the continued worsening of conditions due to the Depression, led to considerable public dissatisfaction with the Hoover administration, reflected in events such as the Bonus March of 1932, the sarcastic references to shanty towns as ‘Hooverilles’, and ultimately, his defeat in the 1932 Presidential Election at the hands of Roosevelt, a Democrat, who promised a ‘New Deal’ • Roosevelt’s ‘New Deal’ – a plan of actions to address the impact of the Depression – was welcomed by workers. 	
Accept other relevant answers	

Question 2

(3 marks)

Identify whether Source 2 is a primary or a secondary source. Give **two** reasons to support your response.

Description	Marks
Identification of source	
Identifies Source 2 correctly as a secondary source.	1
subtotal	1
Reasons to support the response	
Gives two reasons to support the response.	2
Gives one reason to support the response.	1
subtotal	2
Overall total	3
<p>Answer(s) could include some of the following:</p> <ul style="list-style-type: none"> the source is secondary as it is an extract from a biography and represents a commentary and/or interpretation of previous events as an online publication from the White House, the source is assumed to be written well after the events to which they refer, and that the author was not a participant in the events the source is written with the benefit of hindsight and provides an overall summary on Hoover's leadership during the Depression e.g. 'Hoover became the scapegoat for the Depression' students may identify the quote from Hoover in 1928 as a primary source and state that the source is secondary, containing a primary source. 	
Accept other relevant answers	

Question 3

(4 marks)

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

- similarity
- difference.

Description	Marks
Compares and contrasts the message/s of Source 1 and Source 2.	4
Makes some relevant comments about the similarities and differences of the message/s of Source 1 and Source 2.	3
Identifies a similarity and a difference in the main ideas of Source 1 and Source 2.	2
Identifies the message/s of Source 1 or Source 2.	1
Total	4
<p>Answer(s) could include some of the following:</p> <p>Similarities:</p> <ul style="list-style-type: none"> • both sources convey messages of the political difficulties in addressing the impact of the Depression • both sources depict Hoover as someone who was active in seeking to implement policies to tackle the Depression • both identify negative characteristics associated with Hoover’s decisions. <p>Differences:</p> <ul style="list-style-type: none"> • Source 1 is largely negative about Hoover’s policies and their effectiveness, whereas Source 2 is more positive about those policies • Source 1 focuses on Hoover’s policies as contradictory and causing confusion, whereas Source 2 argues that Hoover’s policies were helpful and positive, and that it was others that contributed to the failures of government to provide effective leadership in the Depression • the message of Source 1 is that Hoover did not provide a clear direction to solve the Depression, rather, he offered a range of ideas (shown by the number of signs on the pole). The source is clearly critical of Hoover’s ‘path to prosperity’, depicting his policies as confusing (pointing in all directions) and contradictory (spend vs save; hire vs fire) • the message of Source 2 is more objective, or sympathetic, towards Hoover’s Presidency and focuses on the measures that Hoover did introduce. It argues that Hoover, rather than being ineffective, was a capable politician who was simply the victim of circumstance – to be the President at the start of the Depression. While it acknowledges the criticisms of Hoover, it sees those criticisms e.g. a ‘callous and cruel President’ as unjustified and Hoover as an easy scapegoat for the Depression. <p>Accept other relevant answers</p>	

Question 4

(4 marks)

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

- strengths of the source
- weaknesses of the source.

Description	Marks
Explains how useful the source is as historical evidence based on identified strengths and weaknesses.	4
Makes some relevant comments about how useful the source is as historical evidence based on some identified strengths and weaknesses.	3
Identifies a strength and a weakness of the source in relation to it being useful as historical evidence.	2
Identifies a strength or a weakness of the source in relation to it being useful as historical evidence.	1
Total	4

Answer(s) could include some of the following:

Strengths:

- the source is a primary source and illustrates what was happening at the time; it conveys something of the achievement of the New Deal, and the positive attitudes of people towards it
- Source 3 is a photograph of Franklin D. Roosevelt (FDR) visiting a Civilian Conservation Corps (CCC) camp, and could be seen as useful evidence in depicting the work and the effects of New Deal programs in rebuilding the country and restoring public confidence
- while the purpose of the photograph would be to convince the audience that FDR is a President who is interested in the plight of the ordinary man, and that the New Deal is effective in achieving goals and providing assistance, the fact that it was 'published widely in America' adds to the reliability and usefulness as historical evidence
- the microphone in front of FDR suggests that this was an important event involving some aspect of broadcasting to the wider public. This also adds to the usefulness of the source as historical evidence as it identifies the purpose and significance of the event and accounts for the enthusiasm of those in attendance.

Weaknesses:

- the photograph has been staged (set up by the photographer), and as a publicity shot, it reflects a positive bias towards the event. This representation was perhaps not the reality and this questions the reliability of the source as historical evidence
- the photograph is only a 'snapshot' in time and provides little information on the work or effectiveness of the CCC; it merely depicts the President and other dignitaries, and the workers happy to be together. As it lacks details, the source may be less useful as historical evidence.

Accept other relevant answers

Question 5

(8 marks)

Discuss 'change' in American society during this period. In your response you **must**:

- identify **two** changes made by leaders shown in the sources (2 marks)
- identify **two** other major changes that occurred in society (2 marks)
- explain the importance of leadership and other major changes you identified, using evidence or examples to support your explanation. (4 marks)

Description	Marks
Changes made by leaders shown in the sources	
Identifies two changes made by leaders shown in the sources.	2
Identifies one change made by a leader shown in the sources.	1
subtotal	2
Two other major changes in society	
Identifies two other major changes.	2
Identifies one major change.	1
subtotal	2
Explanation of the importance of leadership and other major changes, using evidence or examples to support the explanation	
Explains the importance of the leadership and other major changes, using relevant supporting evidence/examples.	4
Outlines the importance of the leadership and other major changes, using mostly relevant evidence/examples.	3
Provides some relevant points about the importance of the leadership and other major changes, using some evidence/examples.	2
Makes superficial comments about the leadership and/or other major change/s without evidence/examples.	1
subtotal	4
Overall total	8

Note: This question invites the student to write what they know about change during the whole period of study. Students should explain the importance of leadership and other changes and how society changed as a result.

Answer(s) could include some of the following:

Changes made by leaders shown in the sources include:

- the lack of effective leadership and change under Hoover worsening the impact of the Depression is depicted in Source 1
- Franklin D. Roosevelt (FDR) providing direct assistance to the public through the Alphabet Agencies is clearly evident in Source 3
- FDR restored the public's confidence in the government, shown by the smiles and comradeship depicted in Source 3
- the movement away from the traditional laissez-faire and 'rugged individualism' policies by the Federal government to an active leadership role supporting groups in society emerged in the 1930s, as reflected in both Hoover's policies to some extent, and FDR's New Deal, could be seen as evident in both Source 2 and Source 3.

Explanation of other major changes, with supporting evidence/examples could include:

- social/cultural changes such as those that were experienced in the 1920s for women, and in terms of popular culture, values and morality
- changes in the role and position of groups such as farmers, immigrants or African Americans in society
- changes in production, mass marketing and consumerism.

Accept other relevant answers

ACKNOWLEDGEMENTS

Question 2

Dot point 4, quote from: Freidel, F., & Sidey, H. (1894). *The Presidents of the United States of America*. Washington, D.C.: White House Historical Association. Retrieved October, 2017, from <https://www.whitehouse.gov/1600/presidents/herberthoover>