

Standards

This unit was developed to meet the following standards.

California Academic Content Standards for American History, Grades 9–12

United States History and Geography: Continuity and Change in the Twentieth Century

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.
5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

11.8 Students analyze the economic boom and social transformation of post-World War II America.

2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.

CTE AME Industry Sector Foundation Standards

1.3 History–Social Science

Specific applications of Historical Interpretation standards:

- (1) Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- (2) Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

Specific applications of United States History and Geography: Continuity and Change in the Twentieth Century standards:

- (11.2) Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
- (11.5.7) Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

Specific applications of Principles of Economics standards:

- (12.4.1) Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.

3.0 Career Planning and Management

- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.