

300,000,000!

IN THE USA

Concept:

U.S. population has grown steadily from our first census in 1790 through the present. Our growth rate has increased in the last 100 years. That growth is expected to continue into the future.

Objectives:

Students will be able to:

- Describe U.S. population growth trends.
- Contrast historical census data with future projections.

Subjects:

Science, Social Studies, Math, Geography, History

Skills:

Observing patterns, critical thinking, graphing

Method:

Students experience the pace of population growth by simulating U.S. growth over our history.



USA Population Circle

Introduction:

Students may know that the U.S. population is around 300 million, but it is instructive to put that number in the context of our history. By simulating population growth since 1790, students discover that most of our growth was recent.

Materials:

Chalk, yarn, or tape
Population Circle “counting cards”

Procedure:

1. Cut out the Population Circle counting cards.
2. Using chalk, yarn, or tape, place a 10-foot diameter circle (if using yarn, measure 30 feet of yarn and tie the ends together) on the floor, and ask the class to gather around it. Explain to the class that the circle represents all of the land in the U.S., and that you will be looking at how the population of the country changed since our first census was taken.
3. Distribute the 27 counting cards. Each card represents 15 million people. One student will get a special card that represents the early growth until 1840. That student will need to first sit in the circle to represent four million people, then kneel in the circle to represent 10 million people, and then stand to represent the full 15 million people in 1840. If you have fewer than 27 students, you may use chairs or some other item to represent additional people. If you have more than 27 students, you may ask additional students to represent trees or animals inside the circle.
4. Ask the students to imagine that they are back in the year 1790 – the year the first U.S. Census was taken. Ask the student with the “Early Years” card to sit in the circle. Explain that this represents everyone who lived in the U.S. at the time of our first census, when our population was about 4 million (3,929,214) people. Now, over three hundred million people live in our country.
5. Tell the class, “We’ll be counting by fives through the years from 1790 to the present, and then forward to 2050 (1790, 1795, 1800, 1805, etc. all the way to 2050) to find out how our population grew and is expected to grow in the future. As we count, listen carefully for the number on your card. When we get to your year, step into the circle.
6. As a group, start counting at a comfortable pace. Stop when you reach 2050.

Discussion Questions:

1. What did you observe about how our population changed over time?

It took a while before more than one person was in the circle. Most of our growth has been recent.

2. After we started counting, what year did we have a standing person (15 million people) in our circle? From the start, how long did it take to reach 15 million people?

The first person in our circle stood up in 1840. It took 50 years (1790 - 1840) to grow to 15 million people.

3. As we neared the present, how long was it taking to add another 15 million people to the U.S. population?

Between 5 and 10 years. Between 1940 and the present, we added at least one person to the circle every 10 years.

4. How would you characterize the forecasted growth from the present through the year 2050?

Growth is expected to continue at a steady clip, at a pace similar to that of our last few decades.

5. What will happen if we continue to grow at this rate?

The U.S. will become more and more densely populated.

Follow Up:

Have the students draw a line graph to illustrate the history of population growth over this 260-year period.

Year	Population
1790	4,000,000
1800	5,000,000
1810	7,000,000
1820	10,000,000
1830	13,000,000
1840	17,000,000
1850	23,000,000
1860	31,000,000
1870	39,000,000
1880	50,000,000
1890	63,000,000
1900	76,000,000
1910	92,000,000
1920	106,000,000

Year	Population
1930	123,000,000
1940	132,000,000
1950	151,000,000
1960	179,000,000
1970	203,000,000
1980	227,000,000
1990	248,000,000
2000	281,000,000
2010	309,000,000
2020*	(334,000,000)
2030*	(358,000,000)
2040*	(380,000,000)
2050*	(400,000,000)

Source:

U.S. Census Bureau, www.census.gov

*Projections of the Population and Components of Change for the United States: 2015 to 2060 (NP2012-T1), Released December 2012, U.S. Census Bureau

USA Population Circle
Counting Cards

USA Population Circle 1790 (sitting)			USA Population Circle 1825 (kneeling)	USA Population Circle 1840 (standing)	USA Population Circle 1860	USA Population Circle 1875
USA Population Circle 1890	USA Population Circle 1900	USA Population Circle 1910	USA Population Circle 1920	USA Population Circle 1930		
USA Population Circle 1940	USA Population Circle 1950	USA Population Circle 1955	USA Population Circle 1960	USA Population Circle 1965		
USA Population Circle 1975	USA Population Circle 1980	USA Population Circle 1985	USA Population Circle 1990	USA Population Circle 1995		
USA Population Circle 2000	USA Population Circle 2005	USA Population Circle 2010	USA Population Circle 2020	USA Population Circle 2025		
USA Population Circle 2030	USA Population Circle 2035	USA Population Circle 2045	USA Population Circle 2050			

300,000,000!

IN THE USA

Concept:

The age and gender distribution of a national population affects its growth rate. By creating age-sex distribution charts (often called “population pyramids”) you can tell much about a nation’s demographic history and project its future.

Objectives:

Students will be able to:

- Calculate percentages using raw numbers for each age/gender group in a given population.
- Construct a population age/gender distribution graph for four different years in U.S. history and one using future projections.
- Make correlations between the shapes of the graphs and the characteristics that may have affected U.S. population patterns at different time periods.

Subjects:

Math, biology, social studies, environmental science

Skills:

Graphing, analyzing and interpreting data

Method:

Students construct and interpret population pyramids and discuss differences in population characteristics at different points in U.S. history and make projections for the future.



Population



Quality of Life

Mysteries of the U.S. Pyramids

Introduction:

To help them make population projections for different countries, demographers look at the profile of the countries’ residents. What are the ages of the people? How many are men? How many are women? This information is essential in planning the size and spending for government programs that serve the population. Demographers use these figures to construct “population pyramids” like the ones students will create in this activity. These graphs depict the configuration of a country’s population in cohorts (5-year age groups) as impacted by 70 to 80 years of economic, political and natural events. These graphs can also help predict future population trends. In this activity, students will construct “population pyramids” for four different points in U.S. history and a pyramid for a projected population in the future. Through discussion questions, they will analyze and interpret the data and charts they have created.

Materials:

Student Worksheets (one per student)
Graph paper
Colored pencils or markers
Calculator

Procedure:

1. Display the sample world population pyramid and explain that this is a kind of graph used by demographers to study the distribution of people across age categories.
2. Assign each student or group of students one of the five years (1880, 1920, 1960, 2000 or 2050) and distribute graph paper and a copy of the student worksheet for that year.
3. The figures on the worksheet represent the population (in thousands) of each age group within each gender for each particular year. In order to construct the U.S. pyramid for that year, demographers must first calculate the percentage of the population in each gender in each age group.

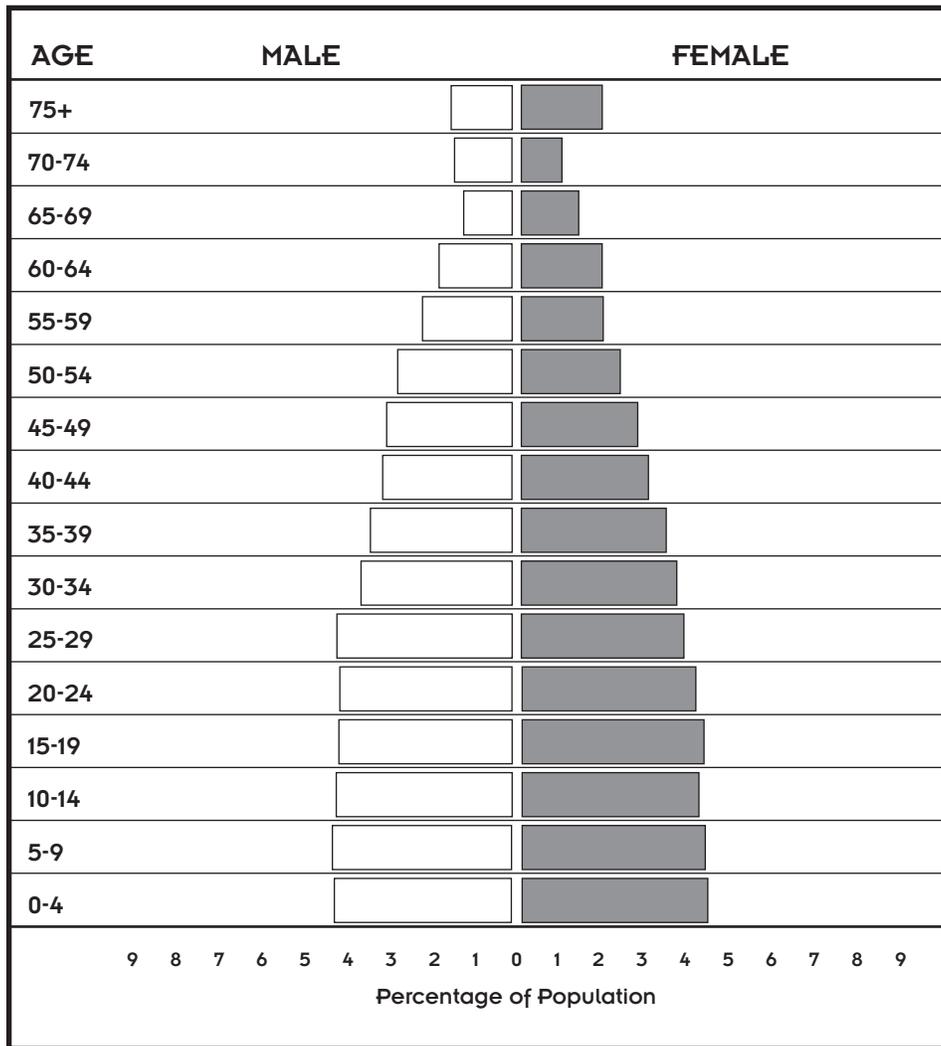
Example: According to the worksheet, the United States’ total population in 1880 was 50,155,000. The population of males ages 0-4 was 3,508,000.

$$\frac{3,508,000}{50,155,000} = 0.07 \text{ or } 7\%$$

You may have students complete these calculations for each **cohort** (age group), or, in the interest of time, provide them with the percentages.

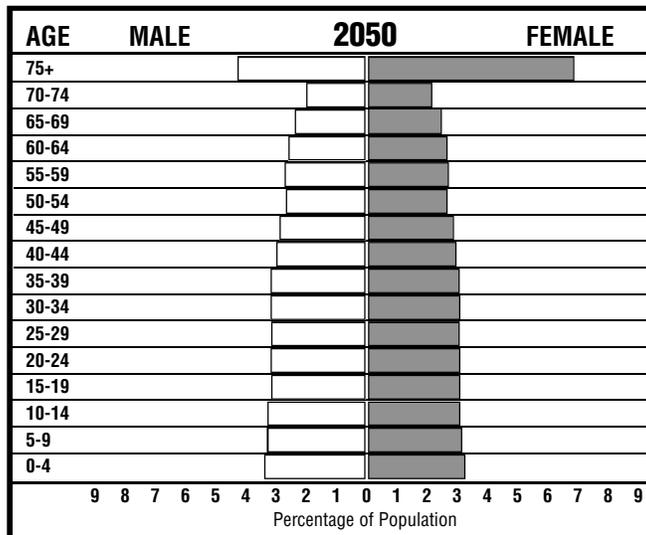
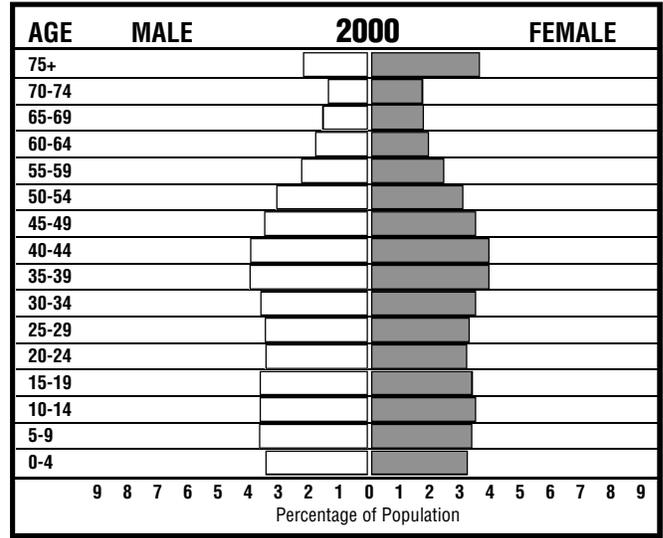
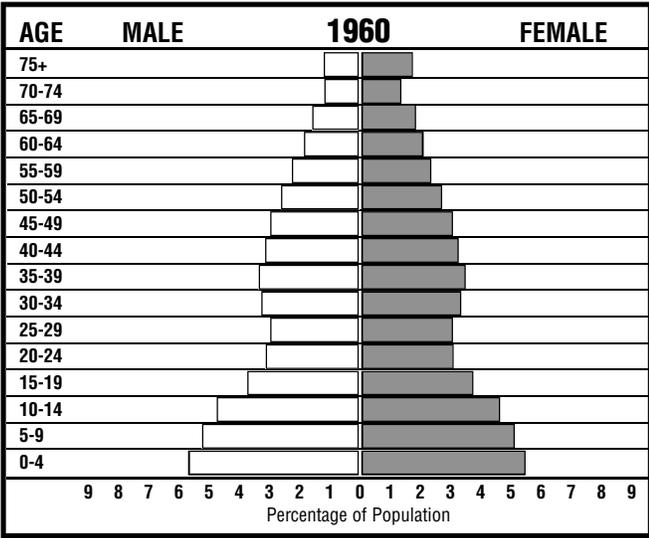
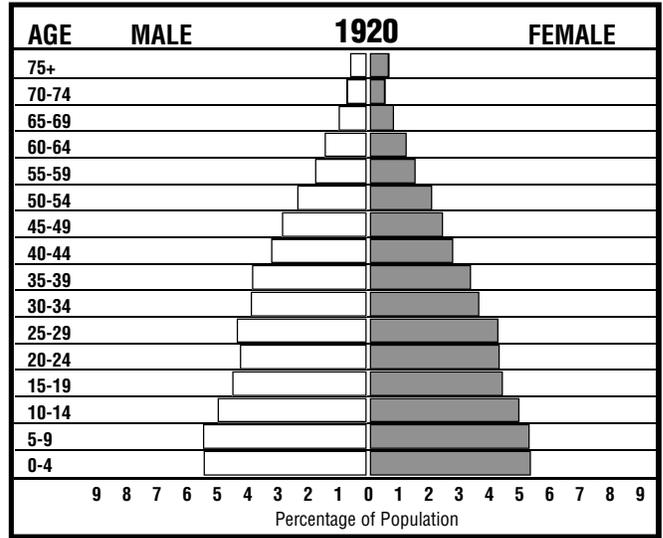
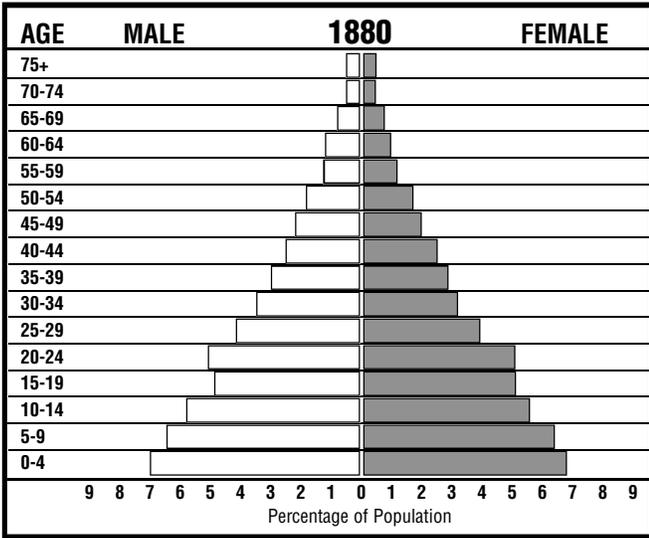
4. Using the graph paper provided, students can construct a population pyramid as in the example. A line drawn down the middle of the graph separates the male and female populations. The percentages of the population will be plotted along the X-axis — females to the right, males to the left of the center line. The age groups will be running up the Y-axis with the youngest at the bottom, oldest at the top. (See “World Population Pyramid” sample.)
5. Have students graph the percentage data for their assigned year.
6. Have students hold up their finished graphs for all to see while going through the follow-up questions in class.

World Population Pyramid



Source:
U.S. Census Bureau; www.census.gov, 2012

Sample Pyramids



Discussion Questions:

1. Which of the graphs look most like pyramids? Does that indicate slow or rapid population growth during those time periods? Why? Which graph looks most like the current world population graph shown in the sample?

The graph for 1880 looks most like a pyramid, followed by the graph for 1920. The pyramid shape indicates rapid growth because most of the population is in the younger cohorts. In 1880, over 38 percent of the population was under the age of 15, still yet to approach their reproductive years. The U.S. graph for 1920 looks similar to the current world population graph, which shows most of the population in the younger cohorts, even as the growth rates appear to be slowing.

2. In 1880, there are the same percentages of males and females at age 20-24. However, for the next two cohorts (25-29 and 30-34), the percentage of females is significantly lower than that of males. Why might that be the case?

Until the mid-1930's maternal mortality rates (women dying as a result of pregnancy or childbirth) were quite high with rates approaching one percent (900 deaths/100,000 live births) in the late 19th century. Most of these maternal deaths were due to bacterial infections. With the advent of sulfonamides and penicillin, as well as safer obstetrical procedures and antiseptic conditions in delivery rooms, maternal mortality rates fell dramatically. Today, maternal mortality stands at 21 deaths/100,000 live births in the U.S.¹

3. Looking at the data chart, what do you observe about the gender balance for the different age cohorts in 2000? What factors do you think might contribute to this?

There are more males than females in each cohort from birth to age 34. Then, there are more females in every cohort from age 35 on, especially among the population over 70 years of age. Statistically, there are more boys born each year than girls (105 boys for every 100 girls). However, life expectancy for women is higher than for men, due to a number of genetic and social factors. In the U.S. the current life expectancy is 76 for men and 81 for women.² In general, men are more predisposed to certain health risks than women, although this gap is narrowing.

4. Looking at your graph for 1960, which are the two smallest cohorts in the U.S. population? Why might that be the case? Which are the three largest cohorts that year? Why might that be the case?

The smallest cohorts in 1960 were men and women between the ages of 25-29 and 20-24 respectively. These were children born during the Great Depression years of 1931-40. Following the stock market crash of 1929 was a decade of historically high rates of unemployment and poverty in the United States. At times of economic depression, couples tend to have fewer children. By contrast, the three largest cohorts in 1960 were the youngest members of society (0-4; 5-9; and 10-14 year olds). These children were born during the economic prosperity of the post-World War II years of 1946-1960. Members of this "Baby Boom" generation still comprise the largest cohorts of our present population.

5. Current news stories about U.S. demographics often refer to the "graying of America." What do you think this means and why might it be happening?

The "Baby Boom" generation (born 1946-1964) is now entering retirement and will create the largest group of senior citizens in American history. At the same time, life expectancy has been increasing over the years due to medical advances and healthier lifestyles. From 1950 to 2000 the percentage of the population age 75 and older rose from 3 to 6 percent. By 2050, it is projected that 21 percent (1 in 5) Americans will be 65 or older.³

6. Which of the pyramids shows the slowest rate of population growth? How can you tell?

The pyramid for 2050 shows the slowest rate of growth. The graph is closer to a rectangle than a pyramid, showing more uniform population size across the age groups.

7. What do you think are some of the variables that demographers considered in coming up with this projection? What are some factors that could change this projection?

In creating the projection for 2050, demographers would have considered birth and death rates, life expectancy and total fertility rates (number of children a woman has on average). Fertility rates can be affected by economic conditions, as we saw during the Great Depression and Baby Boom and by access to reproductive health services. Life expectancy rates can vary depending on prevailing healthcare trends, advances in medical technology, and outbreaks of pandemics. The current projections, as evidenced by the chart for 2050, seems to suggest a balanced population with replacement-level fertility creating equal-size cohorts and a high life expectancy, especially for females.

Sources:

¹ CIA World Factbook, 2012. www.ciaworldfactbook.gov

² 2013 World Population Data Sheet, Population Reference Bureau.

³ “Percent Distribution of the Projected Population by Selected Age Groups and Sex for the United States: 2015-206,” (NP2012-T3), U.S. Census Bureau.

Mysteries Of The U.S. Pyramids - Answers to Student Worksheet #1

Population in Thousands												
	1880				1920				1960			
Age Group	M	%	F	%	M	%	F	%	M	%	F	%
0-4	3,508	7.0	3,407	6.8	5,889	5.5	5,742	5.4	10,339	5.7	10,002	5.5
5-9	3,275	6.5	3,205	6.4	5,823	5.5	5,700	5.4	9,565	5.3	9,245	5.1
10-14	2,907	5.8	2,808	5.6	5,355	5.0	5,280	5.0	8,602	4.8	8,323	4.6
15-19	2,476	4.9	2,535	5.1	4,760	4.5	4,822	4.5	6,803	3.8	6,640	3.7
20-24	2,555	5.1	2,533	5.1	4,531	4.3	4,708	4.4	5,569	3.1	5,566	3.1
25-29	2,110	4.2	1,971	3.9	4,644	4.4	4,677	4.4	5,423	3.0	5,512	3.1
30-34	1,744	3.5	1,625	3.2	4,133	3.9	3,962	3.7	5,904	3.3	6,079	3.4
35-39	1,527	3.0	1,473	2.9	4,129	3.9	3,714	3.5	6,140	3.4	6,403	3.5
40-44	1,244	2.5	1,225	2.4	3,406	3.2	3,133	2.9	5,732	3.2	5,946	3.3
45-49	1,079	2.2	1,011	2.0	3,052	2.9	2,641	2.5	5,379	3.0	5,535	3.1
50-54	967	1.9	873	1.7	2,582	2.4	2,230	2.1	4,763	2.6	4,901	2.7
55-59	675	1.3	596	1.2	1,901	1.8	1,695	1.6	4,145	2.3	4,326	2.4
60-64	585	1.2	519	1.0	1,601	1.5	1,422	1.3	3,414	1.9	3,741	2.1
65-69	379	0.8	346	0.7	1,084	1.0	994	0.9	2,936	1.6	3,344	1.9
70-74	250	0.5	245	0.5	711	0.7	691	0.6	2,197	1.2	2,577	1.4
75+	238	0.5	264	0.5	690	0.6	759	0.7	2,409	1.3	3,213	1.8
Total	25,519	50.9	24,636	49.1	54,291	51.0	52,170	49.0	89,320	49.3	91,353	50.7
Total	50,155				106,461				180,673			

Mysteries Of The U.S. Pyramids Answers to Student Worksheet #2

Population in Thousands								
	2000				2050			
Age Group	M	%	F	%	M	%	F	%
0-4	9,831	3.5	9,387	3.3	12,329	3.1	11,786	2.9
5-9	10,489	3.7	9,994	3.5	12,266	3.1	11,717	2.9
10-14	10,561	3.7	10,048	3.6	12,119	3.0	11,563	2.9
15-19	10,413	3.7	9,837	3.5	12,120	3.0	11,552	2.9
20-24	9,822	3.5	9,363	3.3	12,590	3.1	11,873	3.0
25-29	9,785	3.5	9,531	3.4	13,115	3.3	12,377	3.1
30-34	10,373	3.7	10,214	3.6	13,322	3.3	12,627	3.2
35-39	11,305	4.0	11,343	4.0	13,069	3.3	12,444	3.1
40-44	11,180	4.0	11,355	4.0	12,586	3.1	12,069	3.0
45-49	9,959	3.5	10,271	3.6	12,337	3.1	11,925	3.0
50-54	8,707	3.1	9,084	3.2	12,095	3.0	11,772	2.9
55-59	6,553	2.3	7,006	2.5	12,145	3.0	11,949	3.0
60-64	5,166	1.8	5,699	2.0	11,081	2.7	11,267	2.8
65-69	4,403	1.6	5,131	1.8	9,767	2.4	10,378	2.6
70-74	3,904	1.4	4,946	1.8	8,253	2.1	9,157	2.3
75+	6,145	2.2	10,533	3.7	19,576	4.9	26,608	6.7
Total	138,596	49.1	143,742	50.9	198,770	49.5	201,037	50.3
Total	282,338				399,807			

Name _____

Date _____

Student Worksheet, Page 1

Mysteries Of The U.S. Pyramids

Population in Thousands												
Age Group	1880			1920			1960					
	M	F	%	M	F	%	M	F	%	M	F	%
0-4	3,508	3,407		5,889	5,742		10,339	10,002				
5-9	3,275	3,205		5,823	5,700		9,565	9,245				
10-14	2,907	2,808		5,355	5,280		8,602	8,323				
15-19	2,476	2,535		4,760	4,822		6,803	6,640				
20-24	2,555	2,533		4,531	4,708		5,569	5,566				
25-29	2,110	1,971		4,644	4,677		5,423	5,512				
30-34	1,744	1,625		4,133	3,962		5,904	6,079				
35-39	1,527	1,473		4,129	3,714		6,140	6,403				
40-44	1,244	1,225		3,406	3,133		5,732	5,946				
45-49	1,079	1,011		3,052	2,641		5,379	5,535				
50-54	967	873		2,582	2,230		4,763	4,901				
55-59	675	596		1,901	1,695		4,145	4,326				
60-64	585	519		1,601	1,422		3,414	3,741				
65-69	379	346		1,084	994		2,936	3,344				
70-74	250	245		711	691		2,197	2,577				
75+	238	264		690	759		2,409	3,213				
Total	25,519	24,636		54,291	52,170		89,320	91,353				

Name _____

Date _____

Student Worksheet, Page 2

Mysteries Of The U.S. Pyramids

Population in Thousands								
	2000				2050			
Age Group	M	%	F	%	M	%	F	%
0-4	9,831		9,387		12,329		11,786	
5-9	10,489		9,994		12,266		11,717	
10-14	10,561		10,048		12,119		11,563	
15-19	10,413		9,837		12,120		11,552	
20-24	9,822		9,363		12,590		11,873	
25-29	9,785		9,531		13,115		12,377	
30-34	10,373		10,214		13,322		12,627	
35-39	11,305		11,343		13,069		12,444	
40-44	11,180		11,355		12,586		12,069	
45-49	9,959		10,271		12,337		11,925	
50-54	8,707		9,084		12,095		11,772	
55-59	6,553		7,006		12,145		11,949	
60-64	5,166		5,699		11,081		11,267	
65-69	4,403		5,131		9,767		10,378	
70-74	3,904		4,946		8,253		9,157	
75+	6,145		10,533		19,576		26,608	
Total	138,596		143,742		198,770		201,037	

Name _____

Date _____

Mysteries of the U.S. Pyramids Graph Paper

Date _____

AGE	MALE	FEMALE	AGE
75+			75+
70-74			70-74
65-69			65-69
60-64			60-64
55-59			55-59
50-54			50-54
45-49			45-49
40-44			40-44
35-39			35-39
30-34			30-34
25-29			25-29
20-24			20-24
15-19			15-19
10-14			10-14
5-9			5-9
0-4			0-4

9 8 7 6 5 4 3 2 1 1 2 3 4 5 6 7 8 9

Percentage of Population

300,000,000!

IN THE USA

Concept:

The United States has grown dramatically since the first official census was taken in 1790. This activity examines the population growth and changes the country has undergone from 1800 to 2010.

Objectives:

Students will be able to:

- State at least two factors that might be used to determine the relative well-being of people living in the United States.
- Identify historical trends and impacts of quality of life indicators.
- Draw correlations between population growth, material wealth, energy use, and environmental impacts.

Subjects:

Social Studies, Science, Civics, Economics, Family and Consumer Sciences, Geography, Health, U.S. History

Skills:

Interpreting and analyzing demographic data, role-playing, drawing connections, applying academic knowledge to real world events.

Method:

Students participate in a simulation game that illustrates the change in population and wealth in the United States from 1800-2010.



The Good Old Days

Introduction:

Before European settlement, the country that came to be the United States was populated by native Americans, generally living in small communities distributed throughout the country. In 1610 the U.S. colonial population is estimated to have been just 350 persons.¹ At the time of the first national census of the United States in 1790 the population had grown to almost four million. The U.S. population reached 300 million in 2006. This activity is designed to demonstrate how the United States has changed in population density, quality of life and resource use since 1800. Population demographics, land use patterns, energy consumption, and wealth are issues that will be explored to heighten students' awareness of U.S. population growth and change through time.

Materials:

Yarn or string (preferably in 5 different colors)

Masking tape

President's cards (provided)

2 Labels for each year; one says "Energy Consumption," one says "GDP"
(see Information chart)

Transparent tape

66 individually wrapped candies (Hershey's Kisses work well)

274 toothpicks

10 sandwich bags

Overhead transparency on which terms A-J and their definitions appear (optional)

Procedure:

Prepare the night before:

1. Measure out the yarn or string for each year according to the Information Chart on the following page. You can use a different color yarn for each year, or, if you only have one color, make a tag to label each piece with the year in time whose perimeter it will represent.
2. Count out the number of candies required for each year represented and bag them. Make labels for them according to the chart, and tape the appropriate label to each bag. Do the same for the matches.
3. Read through all the discussion questions and make notes to yourself about links to current events. Seeing such ties between the activity and the real world will dramatically enhance the meaning the students glean from the exercise. As much as possible, you'll want to encourage them to make observations, critically evaluate the demographics, and hypothesize on possible causal relationships between the statistics.

Your students will likely start a discussion of these issues themselves, but if they don't, the discussion questions will help to stimulate and/or direct class discussion. It's best to discuss each group of statistics while they're fresh in the students' minds, rather than saving all discussion for the end.

Information Chart

Year	1800	1850	1900	1950	2010
Yarn Length	11 feet	19 feet	21 feet	21 feet	21 feet
Land Area (sq. mi)^s	864,746	2,940,042	3,547,314	3,552,206	3,536,338
Population in Millions^s	5	23	76	151	308
57 people (1=10 million)	1	2	8	15	31
29 people (1=20 million)	1	1	4	8	15
Fossil Fuel CO₂ Emissions, pounds per capita^r (1 toothpick = 100 lbs.)	30 1/3 of one toothpick	518 5 tooth- picks	5,247 52 tooth- picks	10,119 101 tooth- picks	11,530 115 toothpicks
GDP, per capita in year 2005 dollars^s (1 candy = \$1,000)	\$1,397 1	\$2,132 2	\$5,557 6	\$13,225 13	\$43,714 44

Set up, just before class period begins:

1. Arrange the yarn on the floor to represent the year in time and tape it in place.
2. Hide the bags of candies and matches in a larger bag. Place the bag within easy reach of where you'll be standing as you lead the activity.
3. Prepare transparencies with the terms, or write them on the chalkboard. Leave space so the statistics for each year can be charted below the respective terms for visual comparisons.

Introduce the Activity:

1. While students are still seated, read or paraphrase the following introduction:

“There has been more material progress in the United States in the last 200 years than there was in the entire world in all the previous centuries. We are wealthier, healthier, and have more leisure time than our counterparts did 100 years ago. Today more than 98 percent of American homes has a car, a microwave, air conditioning, cable TV, and a washer and dryer. In 1900, almost no homes had those modern conveniences. While modern conveniences have improved our lives, they also bring about problems like global warming, deforestation, poor air quality, and loss of biodiversity.

In 2010, the U.S. population was 309 million and continues to grow by roughly 2.5 million people each year. This makes the United States one of the world's fastest-growing industrialized nations. By 2050, the nation's population is projected to increase by 130 million people.² That is the equivalent of adding another four states the size of California. In the last 200 years, the United States has lost 50 percent of its wetlands, 90 percent of its northwestern old-growth forests, and 99 percent of its tall grass prairie.³ Every day, an estimated nine square miles of U.S. rural land is lost to development.⁴

The simulation we're about to do is going to show, that while our quality of life has improved, we face challenges as well."

2. Appoint 5 students to be the "presidents" for a given year. Give them their information cards and direct them to their area.
3. Populate the years with the rest of the students, according to the chart. Given the length of the demonstration, you may wish to have students sit, rather than stand, in their area.
4. Identify each president by name for the class.
5. Explain that the dimensions of the land area of the United States for their years are to scale, and the number of students within each year is proportional to its actual population; the idea is to show relative population density in each era.

Facilitate the Activity:

For each of the sections that follow — Population Demographics, Quality of Life, Land Use Patterns and Energy Consumption and Wealth — use this basic procedure:

1. Cover definitions of section's terms, referring students to the overhead transparency or chalkboard.
2. For the first three sections (Population Demographics, Quality of Life, and Land Use Patterns) you will call on the presidents to read their year's statistics. These should be noted on the transparency or chalkboard near the term it represents. In the last section (Energy Consumption and Wealth), you will be distributing the bags of matches and candies. Referring to the labels on the bags, you will read aloud each year's quantity of each resource. Hold each bag up high so the whole class can see it before you pass it to the appropriate president.
3. Cover discussion questions.

Population Demographics

I. Definitions: Terms A-C

- A. **Population:** The number of people living in a given time period.
- B. **Birth Rate:** The number of births per 1,000 people per year.
- C. **Death Rate:** The number of deaths per 1,000 people per year.

II. Supplemental Information

Regarding population growth rates:

- A population grows whenever its birth rate is higher than its death rate.
- The growth rate is determined by the size of the difference between the birth and death rates. The closer these rates are, the lower the growth rate.
- Where birth and death rates are equal, the population's growth rate is zero.
- The world's current birth rate is almost two and a half times its death rate.⁵

III. Presidents Read Statistics A-C from Their Cards

IV. Discussion Questions

1. What trend can be seen in the U.S. population from 1800 – 2010?

The population has increased steeply over the last 210 years, and is projected to continue this trend.

2. What factors other than the birth and death rate might contribute to U.S. population growth?

Immigration and emigration – people moving in and out of a country – influence population in a country.

Quality of Life

I. Definitions: Terms D-G

D. Total Fertility Rate: The average number of children a woman will have in her lifetime.

E. Infant Mortality Rate: The yearly number of children who die before reaching the age of one year per 1,000 live births.

F. Life Expectancy: The average number of years a person born today could expect to live under current mortality rates.

G. School Enrollment Rate: The percentage of children ages 5-19 who are in any type of formal schooling. (data unavailable for 1800)

II. President's Read Statistics D-G from Their Cards

III. Discussion Questions

1. Do you see a connection between total fertility rates and infant mortality rates?

When people know each of their children has a relatively low chance of surviving to adulthood (about 2 out of 3 survived in 1800), they will have more children to increase the likelihood that some will survive. This may have been an even stronger motivation in earlier years in the United States, when social security and retirement plans were unheard of and the elderly were dependent on their children for financial support and personal care.

2. Infant mortality rates are consistently lower when girls have access to higher education. Is there a correlation here? What abilities and/or knowledge do educated people have that might be useful to them as parents?

Based on the statistics given, a correlation can only be made between education rates for the entire population (boys and girls together) and infant mortality rates.

Literacy (including reading and basic math) provides parents with the ability to:

- read directions, such as those on over-the-counter medicines and infant formula.
- educate themselves about any subject, including child development and care.
- get better jobs and earn more money.

Health/Biology: Exposure to these subjects makes people more aware of how to take good care of themselves and their children. They understand the importance of good nutrition and medical care, especially perinatal care.

3. What do indicators like a high infant mortality rate and short life expectancy say about the quality of life in an era? What are some possible causes?

Based on current standards of living, a high infant mortality rate and short life expectancy would indicate a low quality of life. However, a relatively low quality of life in 1850 is an improvement from life in 1800, so our standards may not apply to past eras.

Possible causes include:

- Food that's insufficient in quantity or nutritional value
- Lack of clean water
- Low quality medical care or none at all
- Exposure to high levels of pollution
- War or political violence

Land Use Patterns

I. Definitions: Terms H-J

H. **Urban Population:** Percentage of the total population living in areas termed urban by the U.S. Census Bureau (settled blocks of populations of at least 2,500).

I. **Population Density:** Number of people living in a unit of land area, usually a square mile.

J. **Percentage of Farmers:** Percentage of the labor force involved in farming.

III. Presidents Read Statistics H-J from Their Cards

IV. Discussion Questions

1. What do you think caused people to move to cities in the late nineteenth and twentieth centuries?

The shift of jobs from agriculture to industry and services, which lead to a concentration of economic opportunities in urban areas.

2. In the United States, most of the current population shift involves people moving away from concentrated urban centers to sprawling suburban and metropolitan regions, or to small and intermediate-size cities. How do you think these settlement patterns will affect the amount of farmland in the country? What are some other possible effects of having this sort of sprawling development?

As land is developed outside of cities for suburban and exurban areas, farmland and wildlife habitat are replaced by subdivisions, roads and commercial space. This sort of growth also creates more car dependency, as people live further out from jobs in the cities and public transportation needs aren't met.

3. Why has the percentage of the labor force involved in farming decreased over the years, as the number of people to feed in the U.S. has increased?

Such a large percentage of people were involved in farming in the 1800's because most were subsistence farmers, who grew only enough food to feed their family and save seed for the following year. If it was a good year for crops, they might sell or trade extra food with others in their community. Farming was also labor intensive, requiring a lot of people to plant and harvest a small area of land. As more machines were used in farming, fewer people could work a larger amount of land. Farms became larger and better transportation allowed farmers to sell their crops to distant markets, such as growing cities.

Energy Consumption and Wealth

I. Definitions: Terms K and L

K. **Fossil Fuel Emissions** – total amount of CO₂ equivalent emitted from all sources.

L. **GDP:** gross domestic product, a commonly used measure of a nation's wealth, determined from the annual profits generated within a country by all goods and services exchanged that year.

II. Symbolism of Props

Regarding the toothpicks:

- Fossil fuel consumption leads to emissions of gases that have immediate air quality effects and longer-term consequences for climate change.
- Each toothpick = 100 lbs. of carbon dioxide emissions per capita from fossil fuel consumption.

Regarding the candies:

- The candies represent the amount each person would get if the annual GDP from that year were divided equally among all its citizens, adjusted to what a dollar was worth in the year 2000. This is also considered to be an indicator of average annual income.
- Each candy = \$1,000.

III. Distribute Bags to Presidents

- Proceed in chronological order.
- Hold each bag up high so the whole class can see it.
- From the labels, read aloud each era's quantity.

IV. Instruct Presidents to Distribute the Candy Among Their Citizens.

- Assist them in making connections between their reactions to the simulation and real-world phenomena.

V. Discussion Questions

1. What has been the trend in fossil fuel use over the course of U.S. history?

It has increased dramatically. From 1800 to 1850, per capita fossil fuel use increased 17 fold (1700%). From 1850 to 1900, our fossil fuel use increased by a factor of 10 (1000%). From 1900 to 1950, it doubled (200%) and over the past 50 years, our per capita energy use has increased by 16%. While our overall use continues to grow significantly as our population grows, the rate of per capita growth does indicate that we may be finding ways to use energy more efficiently, such as more mass transportation and energy-efficient appliances and building materials.

2. In the process of eating the candies, which year generated the most empty wrappers? Do you think this is an accurate representation of real-life trends in waste production?

2010 should have the most wrappers. This reflects the trend in waste production in the United States. In 1960, the average American produced 2.7 lbs of trash per day. In 2008, the average American produced 4.5 lbs per day, nearly double the 1960 rate.¹⁰

3. In real dollars the per capita GDP has increased over the years. How has the quality of life improved as the GDP has increased? Are there examples of ways that quality of life has not been affected by the increased value in GDP?

Students may think of a number of ways that most families have benefited from national economic gains such as greater material wealth and living conveniences. They may also offer ideas of quality of life indicators that are not necessarily affected by economic wealth. For example, in recent decades Americans have complained of more commuting time, more job stress and less leisure time.

Sources:

¹ "Colonial Population Estimates," <http://www.infoplease.com/ipa/A0004979.html>

^{2,9} 2009 World Population Data Sheet, Population Reference Bureau, www.prb.org.

³ *The 1993 Information Please Environmental Almanac*, (Washington, DC: World Resources Institute, 1993), p. 159.

⁴ Alan Durning, *How Much is Enough*, (Washington, DC: Worldwatch Environmental Alert Series, 1992), p. 148.

^{5,6} US Census Bureau, *Historical Statistics of the United States: Colonial Times to 1970*. Washington, DC. 1975.

⁷ Gregg Marland and Tom Boden. Carbon Dioxide Information Analysis Center, Oak Ridge National Laboratory, Oak Ridge, TN. November 23, 2009. <http://cdiac.esd.ornl.gov/ftp/trends/emissions/USB.dat>

⁸ Johnston, Louis and Samuel H. Williamson, "What Was the U.S. GDP Then? Annual Observations in Table and Graphical Format for Years 1790 to Present." MeasuringWorth, 2009. <http://www.measuringworth.com/usgd>

¹⁰ U.S. Environmental Protection Agency, <http://www.epa.gov/garbage/facts.htm>

President Card Sources:**Introductions:** White House, www.whitehouse.gov/history/presidents/**A-G, I:** U.S. Census Bureau, www.census.gov See also: US Census Bureau, *Historical Statistics of the United States: Colonial Times to 1970*. Washington, DC. 1975.**H:** Haines, Michael, "The Urban Mortality Transition in the United States, 1800-1940," *Annales de demographie historique*, www.cairn.info and U.S. Bureau of the Census, www.census.gov**J:** Agriculture in the Classroom, U.S. Department of Agriculture, <http://www.agclassroom.org>**K:** Gregg Marland and Tom Boden. Carbon Dioxide Information Analysis Center, Oak Ridge National Laboratory, Oak Ridge, Tennessee 37831. November 23, 2009. <http://cdiac.esd.ornl.gov/ftp/trends/emissions/USB.dat>**L:** Johnston, Louis and Samuel H. Williamson, "What Was the U.S. GDP Then? Annual Observations in Table and Graphical Format for Years 1790 to Present." MeasuringWorth, 2009. <http://www.measuringworth.com/usgd>**President Card: 1800**

I am John Adams, the second president of the United States. I was born in the Massachusetts Bay Colony and served as president from 1797-1801. There are 16 states in the country. Here are some statistics that shaped the U.S. during my term in office for the year 1800:

- A. Population is estimated at: 5 million.
- B. The birth rate is: 55 per 1,000.
- C. The death rate is: 25-28 per 1,000.
- D. Women bear an average of 7-8 children.
- E. The infant mortality rate is: 350 deaths per 1,000 births.
- F. Life expectancy at birth is: 35 years.
- G. Data is not available for the national school enrollment rate in 1800.
- H. 6% of people live in urban areas.
- I. The population density of the United States is approximately 6 people per square mile.
- J. Farmers make up 94% of the labor force.

President Card: 1850

I am Millard Fillmore, the 13th president of the United States from 1850-1853. There are 31 states in the country. I attended one-room schools, worked on my father's farm, and at 15 was apprenticed to a clothes dresser. Here are some statistics that shaped the U.S. during my term in office for the year 1850:

- A. Population is estimated at: 23 million.
- B. The birth rate is: 51 per 1,000.
- C. The death rate is: 20 per 1,000.
- D. Women bear an average of 6-7 children.
- E. The infant mortality rate is: 217 deaths per 1,000 births.
- F. Life expectancy at birth is: 40 years.
- G. 47% of children, 5-19 years old, are enrolled in school.
- H. 15% of people live in urban areas.
- I. The population density of the United States is approximately 8 people per square mile.
- J. Farmers make up 64% of the labor force.

President Card: 1900

I am William McKinley, the 25th President of the United States from years 1897-1901. There are 45 states in the country. I was teaching in a country school when the Civil War broke out. Here are some statistics that shaped the U.S. during my term in office for the year 1900:

- A. Population is estimated at: 76 million.
- B. The birth rate is: 38 per 1,000.
- C. The death rate is: 17 per 1,000.
- D. Women bear an average of 4-5 children.
- E. The infant mortality rate is: 111 deaths per 1,000 births.
- F. Life expectancy at birth is: 47 years.
- G. 51% of children, 5-19 years old, are enrolled in school.
- H. 40% of people live in urban areas.
- I. The population density of the United States is approximately 22 people per square mile.
- J. Farmers make up 45% of the labor force.

President Cards: 1950

I am Harry S. Truman, the 33rd President of the United States from years 1945-1953. There are 48 states in the country. I went to France during World War I as a captain in the Field Artillery. Here are some statistics that shaped the US during my term in office for the year 1950:

- A. Population is estimated at: 151 million.
- B. The birth rate is: 24 per 1,000.
- C. The death rate is: 10 per 1,000.
- D. Women bear an average of: 3-4 children.
- E. The infant mortality rate is: 29 deaths per 1,000 births.
- F. Life expectancy at birth is: 68 years.
- G. 79% of children, 5-19 years old, are enrolled in school.
- H. 65% of people live in urban areas.
- I. The population density of the United States is approximately 43 people per square mile.
- J. Farmers make up 12% of the labor force.

President Cards: 2010

I am Barack Obama, the 44th President of the United States and the first African-American president in U.S. history. I became president in the year 2009. There are 50 states in the country. Here are some statistics that shaped the U.S. during my term in the office, for the year 2010:

- A. Population is estimated at: 308 million.
- B. The birth rate is: 14 per 1,000.
- C. The death rate is: 8 per 1,000.
- D. Women bear an average of 2 children.
- E. The infant mortality rate is: 7 deaths per 1,000 births.
- F. Life expectancy at birth is: 78 years.
- G. 93% of children, 5-19 years old, are enrolled in school.
- H. 80% of people live in urban areas.
- I. The population density of the United States is approximately 83 people per square mile.
- J. Farmers make up 2% of the labor force.

MAKING IT IN AMERICA

introduction

The American Dream is a cornerstone of American culture. However, many Americans today feel like it no longer exists. In fact over half of millennials feel the American Dream is more dead than alive.¹ Wealth inequality is a big reason for this. A whopping 79 percent of the country's wealth is held by just 10 percent of Americans and many people feel like even with hard work, they can't get ahead. Looking at our history, this is a relatively new phenomenon. During the mid-20th century, the American Dream was strong, wealth was relatively equitable, and the government instituted a number of programs which helped build a strong middle class. Over the past three decades, however, wealth disparity has skyrocketed. It is important for students to be aware of the wealth inequality that exists in our country today and to analyze this inequality from a historical context.

materials

Part 1

For each group:

- Colored paper
- 100 "wealth objects" (coins, paper clips, etc.)

Part 2

- Timeline Documents (provided)
- Personal computers/tablets

Part 1: Wealth Distribution in the U.S.

procedure

1. Divide students into groups of 5-6 and provide each group with 100 "wealth objects" and five sheets of colored paper – one each of blue, light blue, green, yellow, and red. These colors can be changed, as long as each group has the same colors.
2. Explain to students that they will be investigating wealth inequality in the U.S. and have them offer ideas on how wealth inequality might differ in definition from income inequality.

EARTH matters

Studies For Our Global Future

concept

There is a high degree of wealth inequality in the United States today. Looking at the past provides insight into the state of the American Dream today.

objectives

Students will be able to:

- Compare their perceptions of wealth distribution in the U.S. to the actual wealth distribution.
- Interpret historic data on the distribution of wealth in the U.S. and analyze changes from 1962 to 2016.
- Evaluate the current state of the American Dream using historic documents and current statistics.

subjects

Economics, U.S. History, Government, English Language Arts, Math

skills

Comparing and evaluating, analyzing data, guided research, interpreting primary documents, synthesizing information, writing

method

Students use wealth tokens to compare actual American wealth distribution to perceived distribution, then analyze historic documents related to the American Dream.

Answer: Income inequality only measures how much income is generated whereas wealth inequality also considers assets, like home and other property, savings, investments, and debts/payments. Measuring overall wealth gives a more comprehensive view of economic standing.

3. Point out the five sheets of paper, and explain that each paper represents a “quintile,” or 20 percent, of the U.S. population.
4. Students should write the following headings at the top of each sheet and then line the sheets up in order from lowest to highest wealth:
 - Dark blue: Lowest (bottom) 20%
 - Light blue: Second lowest 20%
 - Green: Middle 20%
 - Yellow: Second highest 20%
 - Red: Highest (top) 20%
5. Using their wealth tokens, have the groups distribute wealth how they *think* it is currently distributed among the U.S. population. What percentage of wealth does each quintile of the U.S. population own? Since there are 100 tokens, one token is equal to 1 percent of U.S. wealth.
6. After all the groups have finished, allow them time to do a gallery walk to view other groups’ distributions. Then ask the following questions:
 - a. Did your group agree on how you think wealth is currently distributed?
 - b. Did other groups give a similar distribution?
7. Have students return to their group. Ask them to repeat the process of moving wealth tokens, but this time, they should divvy them up according to how they think wealth *should* be distributed in the U.S.
8. Again, allow students time to do a gallery walk to view other groups’ distributions, and then ask the following questions:
 - a. Did your group members agree on how wealth should be distributed?
 - b. What issues came up in your group? What were arguments for making the distribution more equal? Less equal?
 - c. Did all the groups give a similar distribution?
9. Finally, display the five main columns (to the right of the bold line) from the data chart on page 3. Have students look at the 2016 data to determine how wealth is actually distributed, and move their wealth tokens accordingly, rounding to the nearest whole number.

Ask students the following questions:

- a. How does the actual distribution of U.S. wealth compare with what your group thought?
 - b. Were you surprised by the data? Explain.
 - c. How does the actual distribution compare to how your group thought wealth *should* be distributed?
10. Display the entire chart for discussion.

The Distribution of U.S. Wealth, 1962-2016 (by percentage share of wealth)

	Top 1%	Next 4%	Next 5%	Next 10%	Highest (top) 20% Total	Second Highest 20%	Middle 20%	Second Lowest 20%	Lowest 20%
1962	33.4	21.2	12.4	14.0	81.0	13.4	5.4	1.0	-0.7
1969	35.6	20.7	12.5	13.8	82.5	12.2	5.0	0.9	-0.6
1983	33.8	22.3	12.1	13.1	81.3	12.6	5.2	1.2	-0.3
1989	35.2	22.8	11.9	13.2	83.0	12.0	4.7	0.9	-0.7
1992	37.2	22.8	11.8	12.0	83.8	11.5	4.4	0.9	-0.5
1995	38.5	21.8	11.5	12.1	83.9	11.4	4.5	0.9	-0.7
1998	38.1	21.3	11.5	12.5	83.4	11.9	4.5	0.8	-0.6
2001	33.4	25.8	12.3	12.9	84.4	11.3	3.9	0.7	-0.4
2004	34.3	24.6	12.3	13.4	84.7	11.3	3.8	0.7	-0.5
2007	34.6	27.3	11.2	12.0	85.0	10.9	4.0	0.7	-0.5
2010	35.1	27.4	13.8	12.3	88.6	9.5	2.7	0.3	-1.2
2013	36.7	28.2	12.2	11.8	88.9	9.3	2.7	0.2	-1.1
2016	39.6	27.1	12.1	11.1	89.9	8.2	2.4	0.3	-0.8
Net change	+6.2%	+5.9%	-0.3%	-2.9%	+8.9%	-5.2%	-3.0%	-0.7%	-0.1

Source: Wolff, E. National Bureau of Economic Research. *Household Wealth Trends in the United States, 1962-2016: Has Middle Class Wealth Recovered?*

Note: Negative percentages indicate a negative net worth, meaning that overall, people owe more money than they own.

discussion questions

1. What implications do you think this wealth distribution has for the average American?

Answers will vary. Students may mention that average Americans can't afford many of the luxuries of the upper quintiles, need to work multiple jobs, might feel like it is more difficult to get ahead, etc.

2. Do you think the average American knows how wealth is currently distributed in the United States?

Answers will vary. According to studies, most Americans drastically underestimate wealth disparities in our country. In a 2013 study from the Harvard Business School, subjects estimated that the top 20 percent of U.S. households owned about 59 percent of the country's wealth. In reality, the top 20 percent holds 90 percent of the wealth.²

3. What does the data in the chart tell us about how wealth is distributed among the top 20 percent?

The wealth in the top 20 percent of households is skewed toward the richest Americans. 1 percent of the population holds almost 40 percent of the wealth and 10 percent of the population holds 79 percent of the wealth.

4. How do you think wealth distribution in the United States compares with other developed countries?

Answers will vary. In fact, wealth inequality in the U.S. is much greater than in other countries. As seen in the activity, the top 10 percent of households in America hold 79 percent of the wealth. A recent OECD (Organization for Economic Cooperation and Development) report showed that of OECD countries, excluding the United States, the average wealth held by the top 10 percent of the population is 48 percent (31 percent lower than in the U.S.).³

5. Have students look at the historic data in the data chart, especially the net change row. How has wealth inequality changed between 1962 and 2016? Which quintiles have gained wealth? Which have lost? What does this mean for wealth inequality in our country?

Only the wealthiest quintile gained wealth (by about 9 percent), whereas all other quintiles have lost wealth. This indicates that the wealth gap has been increasing.

6. Why do you think the wealth gap has increased in recent years?

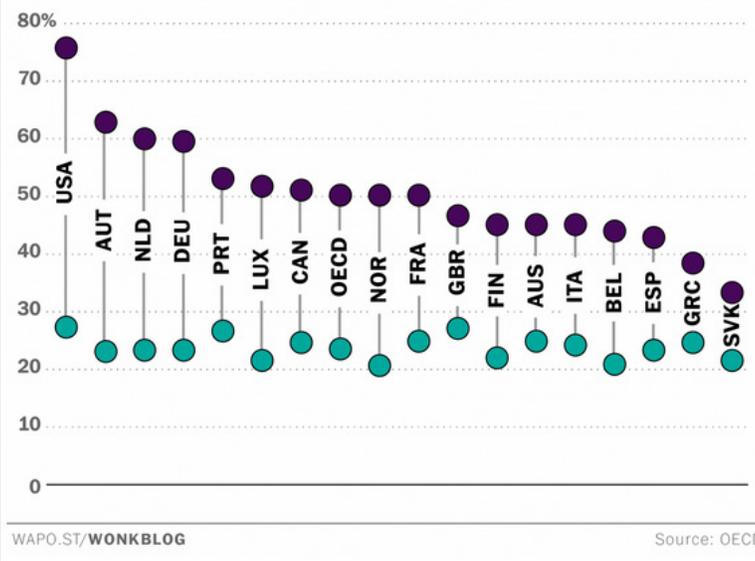
Answers will vary. Students may notice that big change occurred between 2007 and 2010, during the housing crisis and the Great Recession. They may point out that the housing crisis had a disproportionate impact on middle class and poor families. For middle class and poor families, housing assets made up a very large share of their wealth, whereas richer Americans held assets in other areas as well. Students may also be aware that incomes for the very rich have significantly risen over the past 20 years.

7. Do you think race and ethnicity is a factor in America's wealth distribution? If so, why do you think this is?

Race is a significant factor in America's wealth distribution. In fact, according to the 2010 census, the median white household had \$111,146 in wealth holdings, compared to just \$7,113 for the median black household and \$8,348 for the median Latino household. The wealth gap between black and white families is the largest it's been since 1989. This inequality exists due to a multitude of reasons including disparities in home ownership, education, and income.

The U.S. stands out on wealth inequality.

Share of **income** and **wealth** owned by top 10% of households, 2012



Part 2: Looking Back

In the exercise in Part 1, students learn that wealth in the United States is not equitably distributed among the population. But the U.S.'s wealth was not always this skewed toward the rich. In the mid-20th century, wealth was more evenly distributed – a strong middle class was developed and maintained through a variety of government initiatives that encouraged home ownership, attendance in school, participation in the workforce, and more. The economy boomed, consumption reigned, and most people in the U.S. felt that they could advance to a better place

in society than their parents. In other words, the “American Dream” was alive and well. However, the economic downturn in the 1970s and rising wealth inequality over the past three decades have challenged the traditional cornerstones of the American Dream.

procedure

1. Divide students into groups of three and distribute the Timeline Documents handout to each student. Each student will need access to a computer or tablet.
2. In their groups, each student will read the description and study the included primary sources for two or three of the first nine documents on the Timeline Documents handout. All group members should study different documents and no one should study document #10. The Timeline Documents provide an outline of historical moments that have impacted the creation, preservation, and, more recently, threats to the American Dream through the 20th century. (Web links are provided for each Timeline Document at the end of the lesson.)
3. After students have studied their documents, give them time to share with their small group what they learned.
4. Then as a group, students should analyze the graphs on PowerPoint slides included in document #10.
5. Lastly, have students work in their small groups to answer the questions at the bottom of the Timeline Documents handout.
6. Either in class or for homework, ask students to write a short essay exploring *one* of the following two questions:
 - What, if anything, do you think the government’s role should be in reducing wealth inequality and preserving the American Dream?
 - What does the American Dream mean to you? Do you think the American Dream is still alive for your generation?

assessment

Review student essays and their answers to the questions on the Timeline Documents.

Part 1 has been adapted with permission from TeachableMoment.org, a project of Morningside Center for Teaching Social Responsibility. <http://www.morningsidecenter.org/teachable-moment/lessons/wealth-inequality-america>

¹ Harvard University Institute of Politics. (2015, December). *Survey of Young Americans’ Attitudes Toward Politics and Public Service* (28th Edition). Retrieved from <http://www.iop.harvard.edu/survey-young-americans%E2%80%99-attitude-toward-politics-and-public-service-24th-edition>

² Sorapop Kiatpongsan and Michael I. Norton, “How Much (More) Should CEOs Make? A Universal Desire for More Equal Pay,” *Perspectives on Psychological Science*, 9, no. 6 (November 2014): 587–593.

³ Organization for Economic Development and Cooperation. (2016). *Share of top 10% of wealth* [data set]. Retrieved from <http://stats.oecd.org/Index.aspx?DataSetCode=WEALTH>

For your convenience, the primary sources linked on the Timeline Documents handout can be accessed on the following sites:

Social Security Act, Original Document, Pg. 1

<https://www.ourdocuments.gov/doc.php?flash=true&doc=68>

“Unemployed insured workers registering for jobs and filing benefits claims at a State Employment Office,” Photo (Image 2)

<https://www.ourdocuments.gov/doc.php?flash=true&doc=68>

FDR Second Bill of Rights, Speech Footage

<https://www.youtube.com/watch?v=3EZ5bx9Ayl4>

FDR Second Bill of Rights, Original Script Pg. 1

http://www.fdrlibrary.marist.edu/archives/images/exerpt_c.jpg

FDR Second Bill of Rights, Original Script Pg. 2

http://www.fdrlibrary.marist.edu/archives/images/exerpt_d.jpg

The GI Bill of Rights, An Explanation of Its Provisions and Complete Text (Pages 1-4)

<https://www.nationalww2museum.org/sites/default/files/2017-07/gi-bill-of-rights.pdf>

Image of Levittown, PA

<https://upload.wikimedia.org/wikipedia/commons/6/64/LevittownPA.jpg>

“Envisioning the American Dream,” Image

<https://envisioningtheamericandream.files.wordpress.com/2012/05/american-dream-post-war-abundance-swscan00536-copy.jpg>

Lyndon B. Johnson’s “Great Society” Speech, delivered during his commencement address at the University of Michigan

<https://www.c-span.org/video/?153610-1/great-society-speech>

“American Dream/American Nightmare,” CBS special airing in 1979 (watch 3 minute clip from 2:10-5:10)

https://www.youtube.com/watch?v=w7E0H2KE_c0&t=313s

Jimmy Carter’s Crisis of Confidence Speech (watch short clip from 11:35-13:37 or longer clip from 11:35 – 17:40)

<https://www.youtube.com/watch?v=kakFDUeoJKM>

Crisis of Confidence Speech, Full Script

<http://www.americanrhetoric.com/speeches/jimmycartercrisisofconfidence.htm>

MAKING IT IN AMERICA | timeline documents

DOC #	DATE	DESCRIPTION	PRIMARY SOURCE/S
1	1931	<p>The first public definition of the American Dream:</p> <p><i>“It is a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement regardless of social class or circumstances of birth. It is not a dream of motor cars and high wages merely, but a dream of social order in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are, regardless of the fortuitous circumstances of birth or position.”</i></p> <p>– “The Epic of America” by James Truslow Adams</p>	
2	1935	<p>Signing of the Social Security Act: The Social Security Act established a system of old-age benefits for workers and victims of industrial accidents, unemployment insurance, aid for dependent mothers and children, the blind, and the physically handicapped. Social Security led to a drastic decline in the number of elderly people living in poverty.</p> <p><i>“We can never insure 100 percent of the population against 100 percent of the hazards and vicissitudes of life, but we have tried to frame a law which will give some measure of protection to the average citizen and to his family against the loss of a job and against poverty-ridden old age.”</i></p> <p>– President Franklin Roosevelt</p>	<ol style="list-style-type: none"> 1. Social Security Act, Original Document, Pg. 1 2. “Unemployed insured workers registering for jobs and filing benefits claims at a State Employment Office,” Photo (Image 2)
3	1944	<p>Franklin D. Roosevelt’s State of the Union Address (also known as the Economic Bill of Rights or Second Bill of Rights): FDR’s speech laid out specific rights, without which he declared limited individual freedom, equal opportunity and economic security. The Bill did not pass Congress, but contributed to a modern vision of the American Dream and influenced policy in the coming decades.</p>	<ol style="list-style-type: none"> 1. FDR Second Bill of Rights, Speech Footage 2. FDR Second Bill of Rights, Original Script Pg. 1 3. FDR Second Bill of Rights, Original Script Pg. 2
4.	1944	<p>The Servicemen’s Readjustment Act of 1944 (The GI Bill of Rights): The GI Bill of Rights offered veterans returning from World War II the building blocks of the American Dream – low cost loans to buy a home or start a business and free college education. 8 million vets used the education benefits and the bill is widely viewed as encouraging economic growth and promoting the middle class.</p>	<ol style="list-style-type: none"> 1. The GI Bill of Rights, An Explanation of Its Provisions and Complete Text (Pages 1-4)

DOC #	DATE	DESCRIPTION	PRIMARY SOURCE/S
5.	1950s	<p>Post-War Consumption: A growing middle class brought widespread consumption:</p> <p><i>“Residential construction jumped from 114,000 new homes in 1944 to 1.7 million in 1950. In 1947, William Levitt turned 4,000 acres of Long Island, New York potato farms into the then largest privately planned housing project in American history. With 30 houses built in assembly-line fashion every day – each with a tree in the front yard – the American subdivision was born. Then came the cars. And the backyard barbecues. And the black-and-white TVs. Ozzy and Harriet, Lucy and Ricky, Leave it to Beaver.”</i></p> <p>– Time Magazine, A Brief History of the Middle Class by Claire Suddath, February 27 2009</p>	<ol style="list-style-type: none"> 1. Image of Levittown, PA 2. “Envisioning the American Dream,” Image
6.	1964-1965	<p>The Great Society: President Lyndon B. Johnson introduces “The Great Society” with the goal of ending poverty, promoting equality, improving education and health care, and rejuvenating cities. A number of policies were implemented as a result, including the Economic Opportunity Act, the Elementary and Secondary Education Act, and the Social Security Act of 1965 which authorized creation of Medicare (health insurance for Americans 65 and older) and Medicaid (healthcare for low income families).</p>	<ol style="list-style-type: none"> 1. Lyndon B. Johnson’s “Great Society” Speech, delivered during his commencement address at the University of Michigan
7.	1970s	<p>Inflation, Oil Crisis, and Recession: The 70s brought a series of events that challenged the widespread economic security of the American people. Inflation soared (meaning prices increased while the value of the dollar decreased) and the American Dream suddenly cost more. Unemployment increased and debt rose as people financed their way into material possessions. Then, rising oil prices (between the 1973 and 1979 oil crises) led to further economic recession.</p> <p>In 1968, 65 percent of Americans reported to Gallup that the high cost of living was the most urgent problem facing them and their families.</p>	<ol style="list-style-type: none"> 1. “American Dream/American Nightmare.” CBS special airing in 1979 (watch 3 minute clip from 2:10-5:10)
8.	1979	<p>Jimmy Carter’s Crisis of Confidence Speech: In an important speech to the nation in midst of the energy crisis in 1979, President Jimmy Carter explained what he saw as a “crisis of confidence” in the nation, “a crisis that strikes at the very heart and soul and spirit of our national will.”</p>	<ol style="list-style-type: none"> 1. Jimmy Carter’s Crisis of Confidence Speech (watch short clip from 11:35-13:37 or longer clip from 11:35 – 17:40) 2. Crisis of Confidence Speech, Full Script

DOC #	DATE	DESCRIPTION	PRIMARY SOURCE/S
9.	1980s	The start of income inequality: By the mid-1980s the economy began to grow largely because of tax cuts for the wealthy implemented during the Reagan years. While the economy recovered, only those in the top 20 percent benefited and earnings remained flat for everyone else.	
10.	The past 30 years	Income inequality soars and the American Dream is in question.	1. Statistics on the state of the American Dream today

Questions:

1. Based on the Timeline, what were some of the characteristics/tenants of the American Dream in the mid-20th century?
2. Do you think these aspects of the American Dream are still attainable?
3. Does wealth inequality in our country mean that the American Dream is no longer alive?
4. Has the definition of the American Dream changed?

AMERICAN HERSTORY

introduction

From a historical perspective, women's roles and rights have advanced significantly over the past century in the U.S. Still, evidence of gender inequities and sexism isn't difficult to find.

While opportunities for U.S. women have dramatically expanded over the past 100 years, they still face a number of challenges like underrepresentation in certain professional fields and the gender **wage gap**. According to a 2015 report from the American Association of University Women (AAUW), the gender pay gap not only exists but increases with age. The difference between what older male and female workers earn is much bigger than that of younger workers. The AAUW reported that, "women typically earn about 90 percent of what men are paid until they reach age 35. After that, median earnings for women are typically 74–82 percent of what men are paid." This is due, in part, to prevailing perceptions of women as the primary caregivers for children and other family members.

Vocabulary: wage gap

materials

Part 1

- Sticky notes

Part 2

- Research Guide (provided)

Part 1: Gender Stereotypes

procedure

1. Select five professions from the list below and write them on the board. Without providing any context, ask students to imagine what a person who works within each profession might look like (clothes, hairstyle, shoes, etc.).

- Doctor
- Firefighter
- Engineer
- Fighter Pilot
- Nurse
- Scientist
- Police Officer
- Kindergarten Teacher



Studies For Our Global Future

concept

While women in the United States have gained more equality over time, observable differences in gender roles remain today.

objectives

Students will be able to:

- Identify and discuss their own perception of gender roles.
- Conduct, analyze and present research on the role of women in the U.S. from 1900-present day.

subjects

U.S History, English Language Arts

skills

Critical thinking, researching, synthesizing research, public speaking

method

Students examine their own perceptions of gender roles through two short mental exercises, then research and present on the role of women in the home and workplace throughout U.S. history.

2. For each profession, take a blind vote and on the board, tally the number of men imagined versus women imagined.
3. Have students turn to the person closest to them and discuss what trends they saw in the responses. Were there any professions that were seen as predominantly male? Predominantly female?
4. As a class, discuss why these professions might be seen as more “male” or more “female.” Does this say anything about our larger society? If so, what?
5. Have students complete one of the following statements on a sticky note based on their gender identity. Tell the students not to put their names on the statements.
 - a. Because I am a woman I must _____.
If I were a man I could _____.
 - b. Because I am a man I must _____.
If I were a woman I could _____.
6. Ask the students to stick the notes up on a wall in the classroom. Allow students a few minutes to walk around and read their classmates’ answers.

discussion questions

1. Do you agree with all the statements posted? Why or why not?

Answers will vary.

2. Did you personally have trouble filling out either of the statements? Explain.

Answers will vary.

3. Imagine your parents or grandparents when they were your age. Would they have filled out these statements differently? If so, what would be different? Would there be anything that would stay the same?

Answers will vary. Students may note that gender norms have become more flexible over the years. There are more women in public office, higher education, sports, and in a variety of roles in the workforce, many of which were previously male-dominated. On the flipside, there are also more men in traditionally female dominated roles (nurses, teachers, childrearing, etc.).

4. Imagine you are a teenager in a developing country. Would you have filled out your statement differently? Why or why not?

Answers will vary. Students may mention that in many developing countries, gender norms are less flexible. Men typically have greater access to formal schooling so are more educated and thus are more likely to enter the workforce while women are more likely to be denied education, stay home with children, collect firewood, cook, etc.

Part 2: The Past Informs the Present

procedure

1. Ask the students where our perceptions of men and women come from. (*Answers may include: observing others, from our parents and grandparents, from stories we hear, from books, magazines, television, movies, music, etc.*)
2. Tell students that they are going to complete a research project, looking at the role of women in the home and workplace in the U.S. from 1900 to present day. Divide students into six equal groups, provide each student with a copy of the Research Guide, and assign each group a time period:
 - 1900–1919
 - 1920–1939
 - 1940–1959
 - 1960–1979
 - 1980–1999
 - 2000–Present Day
3. Using the Suggested Resources on the Research Guide, have individual students investigate the role of women in the home and workplace during their specific time period. They should use the provided guiding questions to help focus their research.
4. Each group should examine the collective material and information gathered and prepare a presentation summarizing their findings. Groups should be ready to share this information with the rest of the class.

assessment

Student contributions to the discussions, as well as student presentations, should be graded for thoroughness and clarity.

follow-up activity

Gender roles within the U.S. are constantly evolving as new issues are discussed and both females and males expand areas of responsibility at work and at home. Ask students to consider how gender roles might continue to change in the future by answering the question in a short essay: “*How do you think the role of women in the United States might change in the next 20 years? The next 40?*” In formulating their answer, students can consider changing roles in the home and workplace, political representation, and changing perceptions of gender differences and identities.

Part 1 is based on the activity, “Understanding Gender,” *Gender and Development: The CEDPA Training Manual Series*, The Centre for Development and Population Activities, 1996.

AMERICAN HERSTORY | research guide

Name: _____ Date: _____

Using the Suggested Resources provided, answer the following questions about your time period. Make sure to record all of your data sources and print out/save any images that you want to share during your group's presentation!

1. Were women employed outside the home during this time period?
2. What professions did women most commonly have during this time period?
3. What was the average family size during this time period? How do you think this impacted women's lives?
4. How did the role of women change over the 20 year span of your time period?
5. What improved for women during this time period? What stayed more or less the same?
6. Did anything get worse for women during this time? If so, why?
7. Did women's experiences in the home and workplace differ by race, ethnicity or socioeconomic level? If so, how?
8. What similarities did you see between this era and today? What differences did you find?

After each member of your group has collected the data needed to respond to the questions above, examine your findings together. What conclusions can you draw about the role of women during this period in time? As a group, create a short presentation that distills your group's finding. Present evidence to support your conclusions.

Suggested Resources:

General—Passages from novels and historical records, song lyrics, print ads from magazines and newspapers, television advertisements, video clips from old television shows

The State of Women in America—<https://www.americanprogress.org/issues/women/reports/2013/09/25/74836/the-state-of-women-in-america/>

Guide to Online Primary Sources: Women—<http://ucsd.libguides.com/c.php?g=90745&p=585667>

United States History Primary Resources: Women's History—<http://libguides.southernct.edu/c.php?g=200161&p=1316607>

Women's History Primary Sources—<http://www.nycarchivists.org/resources/Documents/AEI%202015%20-%20Women%27s%20history%20primary%20sources%20list.pdf>

Discovering American Women's History Online—<http://digital.mtsu.edu/cdm/landingpage/collection/women>

U.S. Library of Congress, Women's History—<http://www.loc.gov/teachers/classroommaterials/themes/womens-history/set.html>

Examining Women's Roles through Primary Sources and Literature—<https://www.gilderlehrman.org/history-by-era/womens-history/resources/examining-women%E2%80%99s-roles-through-primary-sources-and-literatu>

Women's History in America—<http://www.wic.org/misc/history.htm>

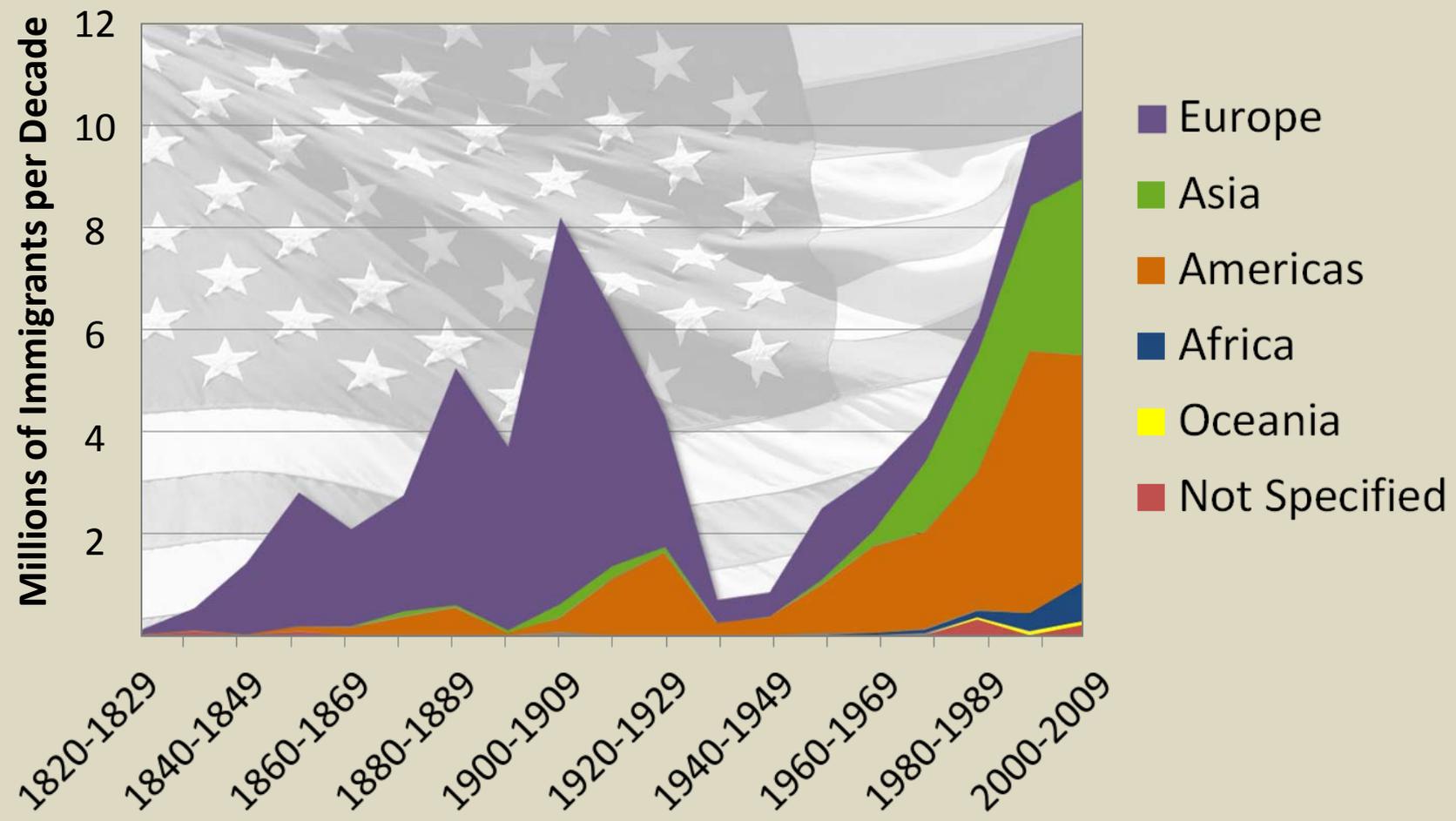
History At a Glance: Women in World War II—<https://www.nationalww2museum.org/students-teachers/student-resources/research-starters/women-wwii>

The Changing Role of American Women in the 1920s—<http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/usa/1920srev2.shtml>

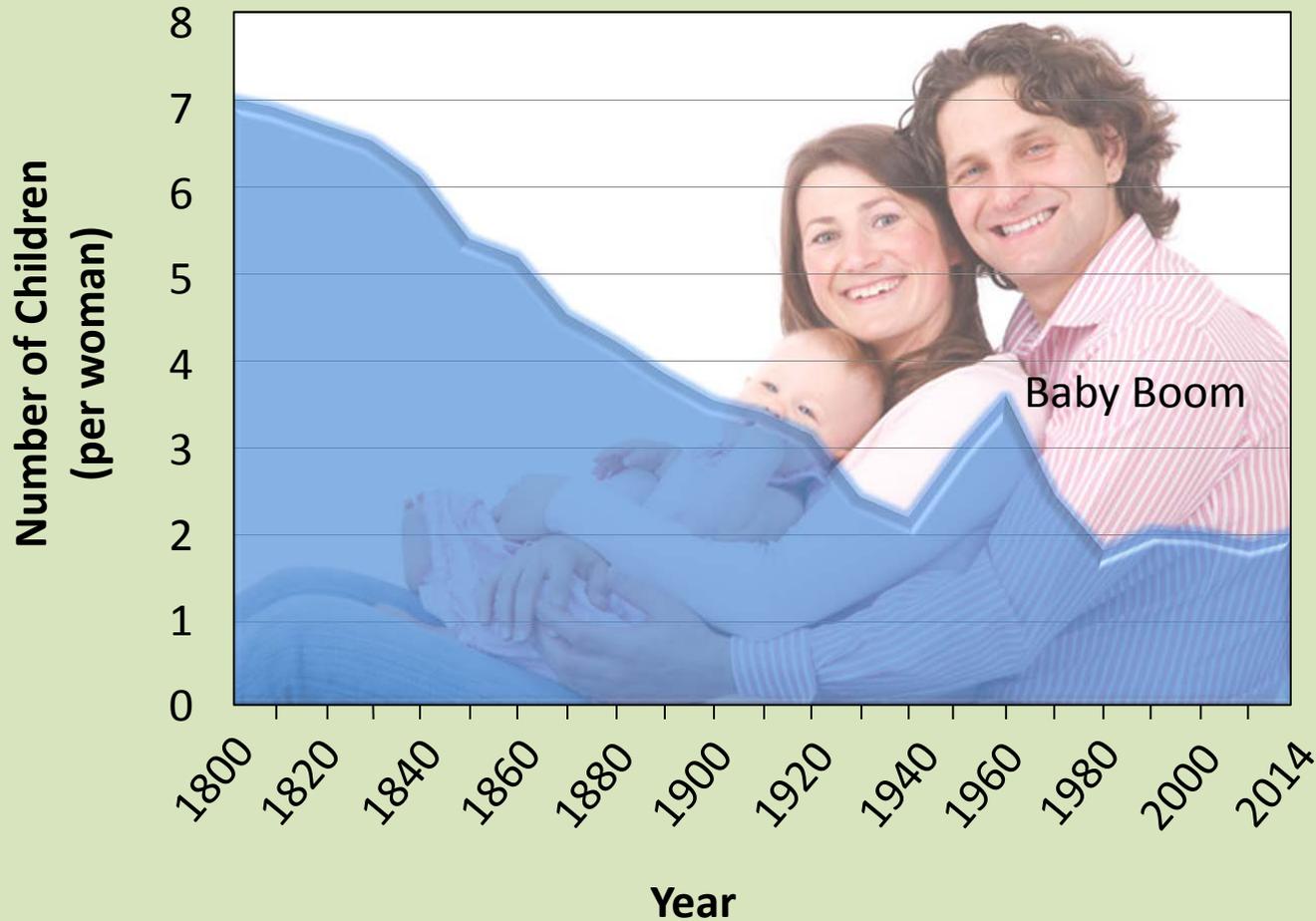
Women in the 1950s—<https://www.khanacademy.org/humanities/ap-us-history/period-8/apush-1950s-america/a/women-in-the-1950s>

Profile of Women in the United States in 2000—<https://www.thoughtco.com/women-in-the-us-in-2000-3988512>

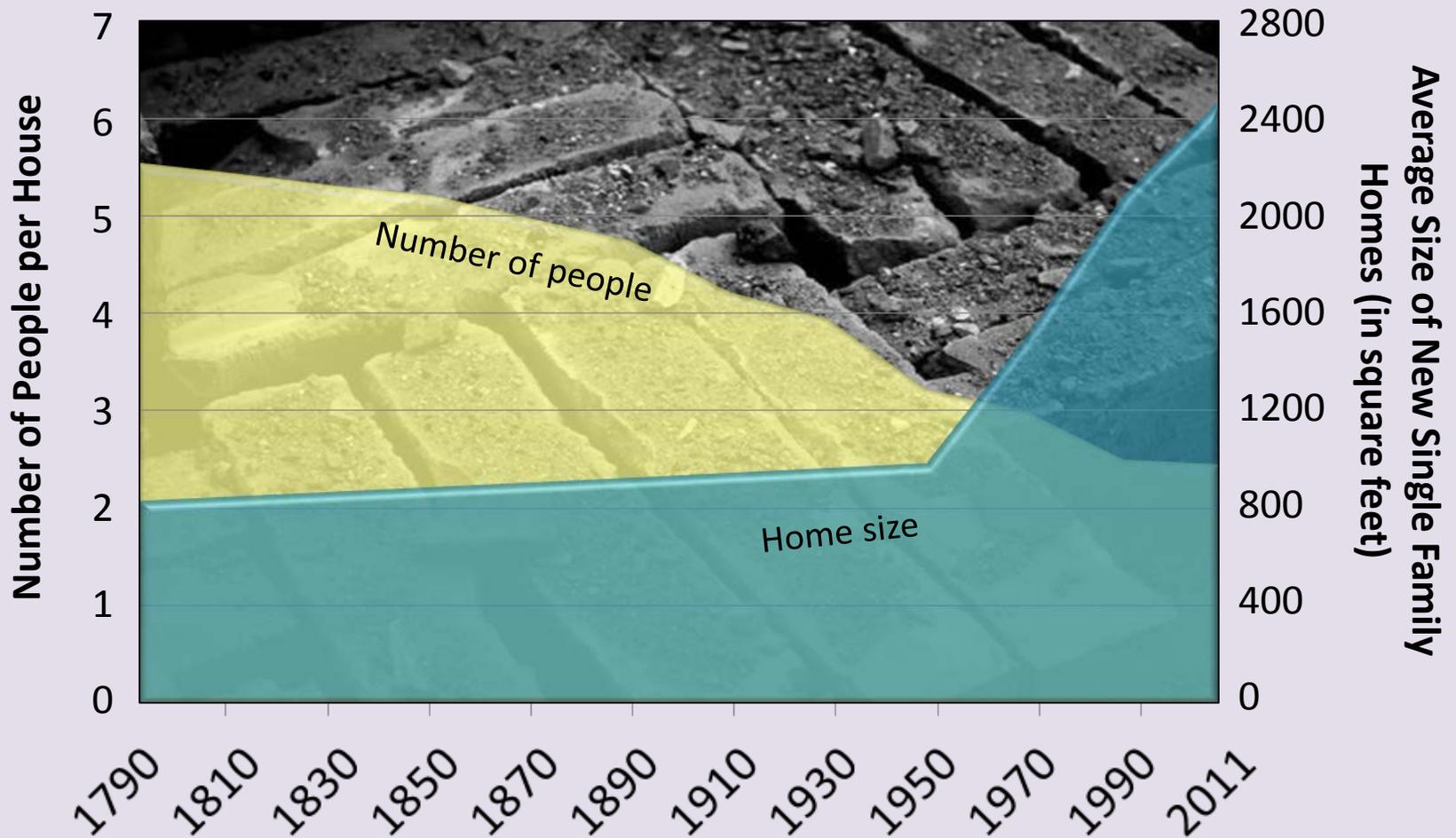
Immigration to the U.S. by Geographic Region, 1820-2009



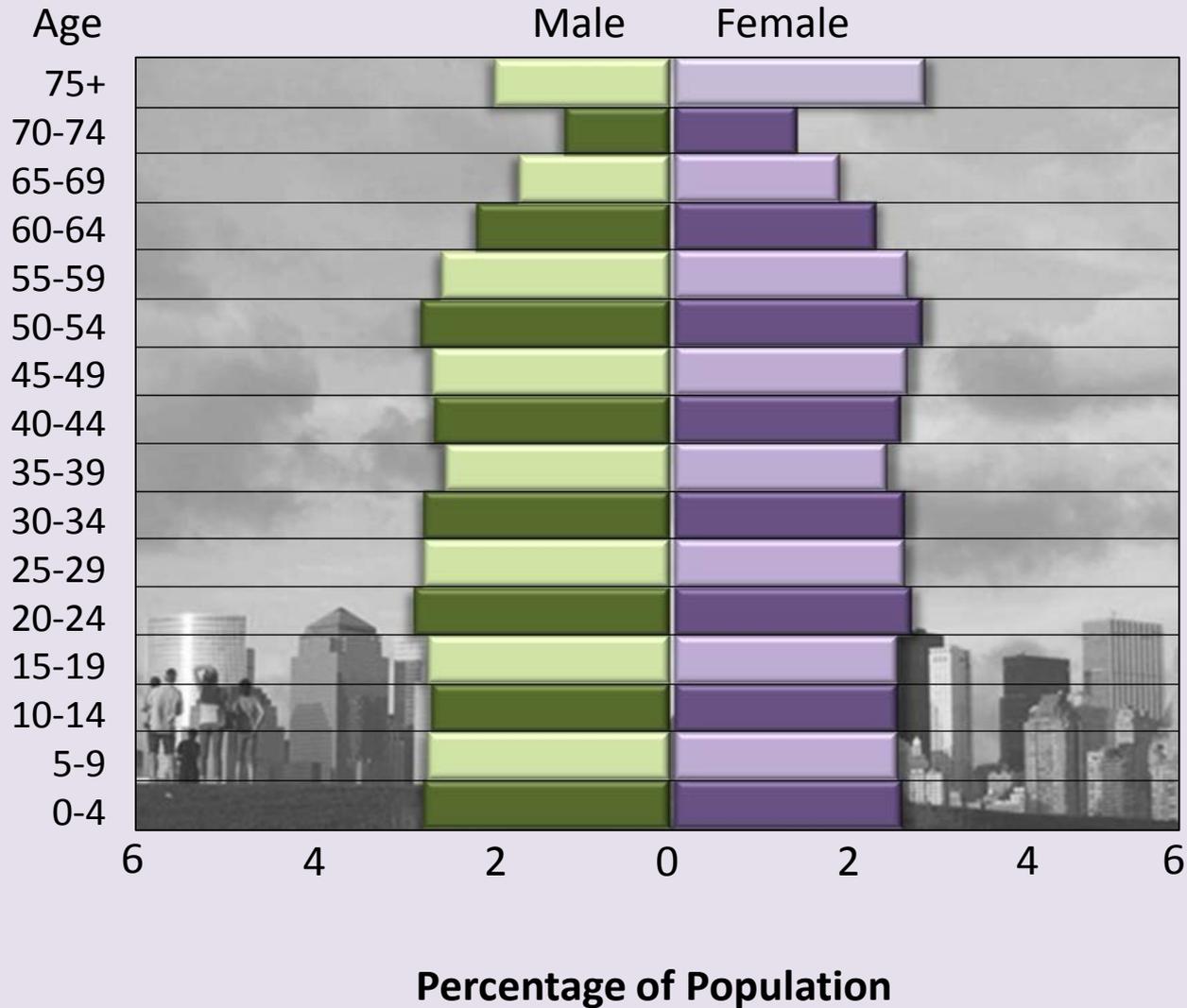
Average Number of Children Per U.S. Family (Historic)



Average House and Household Size in the U.S.



United States Population Pyramid



Percentage of Population

U.S. Population and Projection 1790-2050

