

11

U.S. History  
History-Social  
Science Standard  
11.5.7.



# Mass Production, Marketing, and Consumption in the Roaring Twenties

## California Education and the Environment Initiative

Approved by the California State Board of Education, 2010

### The Education and the Environment Curriculum is a cooperative endeavor of the following entities:

California Environmental Protection Agency  
California Natural Resources Agency  
Office of the Secretary of Education  
California State Board of Education  
California Department of Education  
California Integrated Waste Management Board

### Key Leadership for the Education and Environment Initiative:

**Linda Adams**, Secretary, California Environmental Protection Agency  
**Patty Zwarts**, Deputy Secretary for Policy and Legislation, California Environmental Protection Agency  
**Andrea Lewis**, Assistant Secretary for Education and Quality Programs, California Environmental Protection Agency  
**Mark Leary**, Executive Director, California Integrated Waste Management Board  
**Mindy Fox**, Director, Office of Education and the Environment, California Integrated Waste Management Board

### Key Partners:

Special thanks to **Heal the Bay**, sponsor of the EEI law, for their partnership and participation in reviewing portions of the EEI curriculum.

Valuable assistance with maps, photos, videos and design was provided by the **National Geographic Society** under a contract with the State of California.

### Office of Education and the Environment

1001 I Street • Sacramento, California 95812 • (916) 341-6769  
<http://www.calepa.ca.gov/Education/EEI/>

© Copyright 2010 by the State of California  
All rights reserved.

This publication, or parts thereof, may not be used or reproduced without permission from the Office of Education and the Environment.

These materials may be reproduced by teachers for educational purposes.



## **Lesson 1** New Inventions Bring New Challenges

Key Unit Vocabulary . . . . .	2
Direct and Indirect Effects of New Technologies . . . . .	4

## **Lesson 2** The Rise of Mass Production

Rise of Mass Production and Mass Consumption . . . . .	5
Mass-produced Inventions Chart . . . . .	7

## **Lesson 3** A Rise in Mass Consumption

None required for this lesson.

## **Lesson 4** Changing the American Landscape

Mass Production, Marketing, and Consumption in the Roaring Twenties . . . .	10
---	----

## **Lesson 5** Consequences of Consumption

Mass Production, Marketing, and Consumption of Plastic Shopping Bags . . . .	14
--	----

## Key Unit Vocabulary

Lesson 1 | page 1 of 2

---

**Advertising:** Activities and materials used to attract attention to a product or business.

**American landscape:** The features of the land, cultural geography, and human social systems of the United States.

**Appliance:** A device or instrument designed to perform a specific function, especially a household machine, such as a refrigerator.

**Assembly line:** An arrangement of workers, machines, and equipment placed so that a product being assembled passes consecutively from operation to operation until completed.

**Biodegradable:** Objects, materials, and chemicals that can be decomposed by bacteria and fungi.

**Byproduct:** Something, such as waste materials or chemicals, produced when something else is manufactured or consumed.

**Consume:** To use economic and ecosystem goods and ecosystem services.

**Consumption:** The act or process of obtaining and using a product or resource, whether produced by a natural system or a human social system.

**Credit:** An agreement through which a borrower receives something of value, such as money, with the promise to repay the lender.

**Cycle:** A regularly repeated event or sequence of events, that occur over time, such as the water cycle.

**Demand:** (noun) Quantity of a good or service that consumers are interested in purchasing from producers and suppliers at a given price.

**Human social systems:** The functions, processes, and interactions among individuals, human communities, and societies including political, social, cultural, economic, and legal systems.

**Incentive:** A policy, action, or reward that motivates or inspires a person or entity to take a certain action.

**Innovation:** The act or process of creating a new way of doing things, or the resulting product or process.

**Investment:** An asset purchased or held with the intention to profit from an increased value when the asset is sold.

**Landfill:** A solid waste disposal site where garbage is buried between layers of dirt.

**Landscape:** The visible features of an area of land, or an image, depicting an expanse of scenery.

**Lifestyle:** A way of life or approach to living that reflects the attitudes and values of a person or group.

**Marketing:** The process of promoting goods or services for sale.

**Mass consumption:** The act or process of consuming a large quantity of a product or resource.

**Mass production:** The act or process of producing a large quantity of goods.

**Natural system:** The interacting components, processes, and cycles within an environment, as well as the interactions among organisms and their environment.

**Plastic:** Any of various organic materials produced by polymerization that are capable of being molded, extruded, cast into various shapes and films, or drawn into filaments to be used as textile fibers.

**Processed food:** Food changed from its natural state for safety and convenience that is canned, frozen, refrigerated, or dehydrated and aseptically processed.

## Key Unit Vocabulary

Lesson 1 | page 2 of 2

---

**Remediation:** An action to reduce, isolate, or remove contamination from an environment, or to otherwise resolve an existing problem.

**Suburb:** A community on the outskirts of a city, that typically includes both residential and commercial areas.

**Technology:** The application of engineering and science to resolve a problem, or the resulting product or process.

**Toxin:** A substance that can cause disease or damage to humans and other organisms.

**Waste:** Materials, chemicals, and products that are regarded as having no use or value, often referred to as garbage or trash.



## Rise of Mass Production and Mass Consumption

Lesson 2 | page 1 of 2

---

Name: \_\_\_\_\_

**Instructions:** Use information from today's lesson and the guide below to complete the flowchart on the next page.

### Flowchart Guide

**In the “Science and Events” space:**

List at least three events or advances in science and technology prior to the 1920s that influenced mass production. (1 point each)

**In the “Natural Environment” space:**

List at least three examples of resources extracted from the natural environment to support mass production. (1 point each)

**In the “New Products Produced” space:**

Identify at least five examples of new products produced in the 1920s. (1 point each)

**In the “New Products Consumed” space:**

Describe how mass consumption affected new product production, science, and events. (2 points)

Describe how mass consumption affected the natural environment. (2 points)

# Rise of Mass Production and Mass Consumption

Lesson 2 | page 2 of 2

Name: \_\_\_\_\_

**Science and Events**

---

---

---

---

---

---

---

**Natural Environment**

---

---

---

---

---

---

---



**New Products Produced**

---

---

---

---

---

---

---



**New Products Consumed**

---

---

---

---

---

---

---

# Mass-produced Inventions Chart

Lesson 2 | page 1 of 3

Name: \_\_\_\_\_

**Instructions:** Follow your teacher’s direction to complete the chart below. (24 points possible)

Mass produced Invention	Natural Resources Required for Production in 1920s	Intended Consequences	Unintended Consequences (including byproducts)	Effects on Natural Systems (good, bad, neutral)
Automobile				
Alarm Clock				
Camera				

## Mass-produced Inventions Chart

Lesson 2 | page 2 of 3

Name: \_\_\_\_\_

Mass produced Invention	Natural Resources Required for Production in 1920s	Intended Consequences	Unintended Consequences (including byproducts)	Effects on Natural Systems (good, bad, neutral)
Canned Food and Beverages				
Lightbulb (incandescent)				
Telephone				



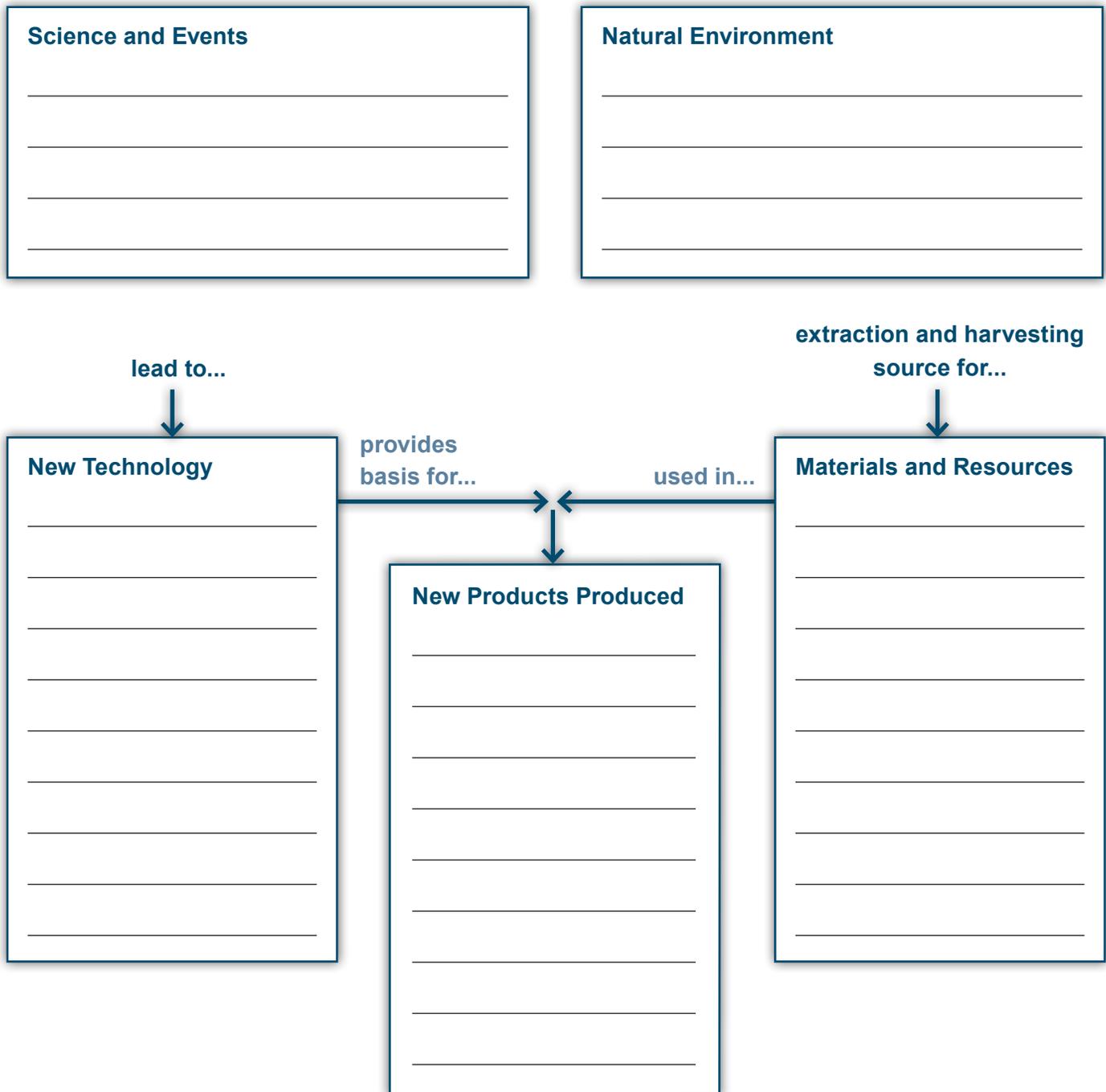
# Mass Production, Marketing, and Consumption in the Roaring Twenties

Lesson 4 | page 1 of 4

Name: \_\_\_\_\_

## Part 1

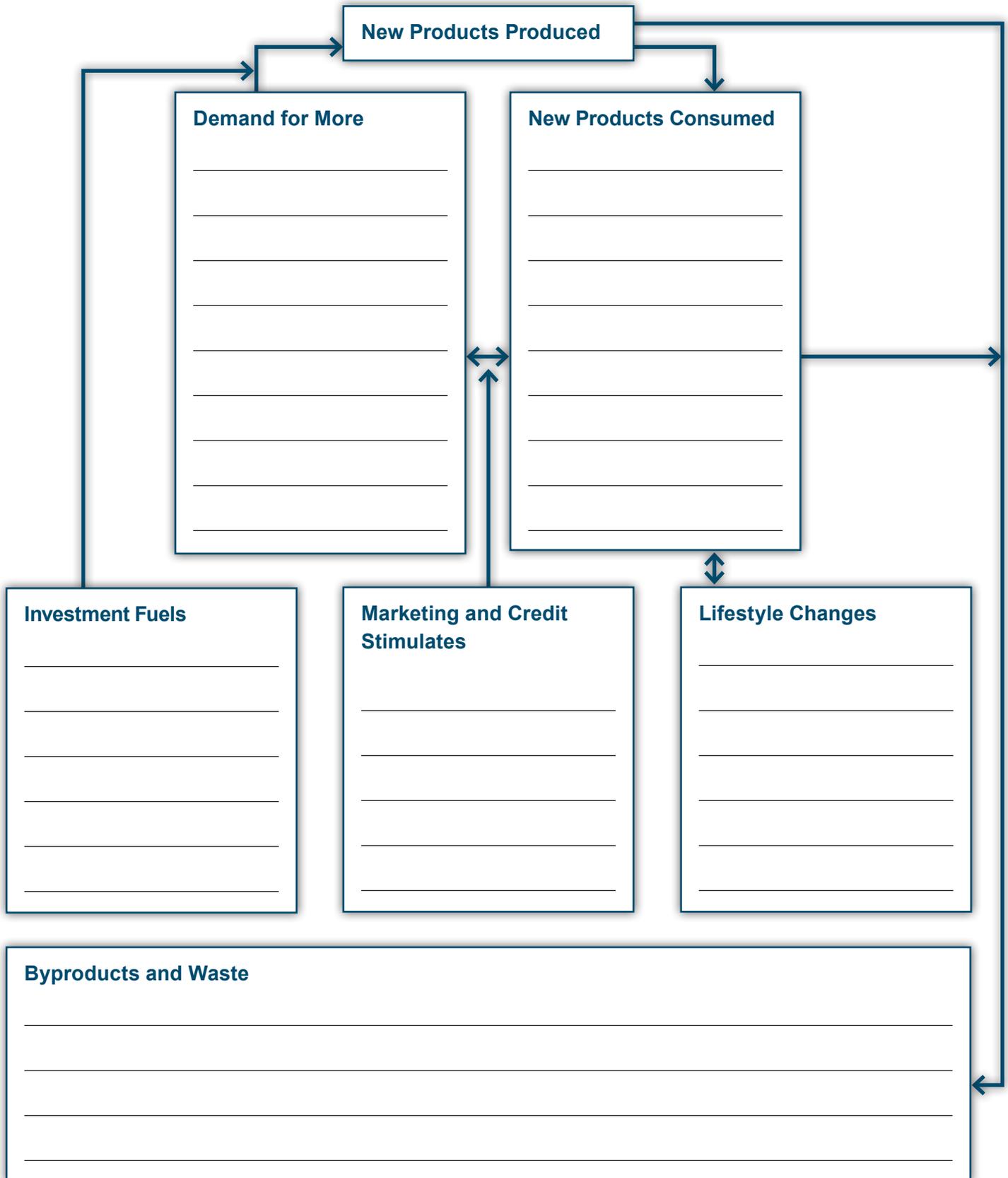
**Instructions:** Use the information in this lesson to fill in the spaces on the flowchart below and on page 2. You may use information from the **Rise of Mass Production and Mass Consumption** (on pages 5–6) to help you.



Mass Production, Marketing, and Consumption in the Roaring Twenties

Lesson 4 | page 2 of 4

Name: \_\_\_\_\_



## Mass Production, Marketing, and Consumption in the Roaring Twenties

Lesson 4 | page 3 of 4

Name: \_\_\_\_\_

### Part 2

**Instructions:** Write a brief essay (2–3 paragraphs) describing the direct and indirect influences of the changes taking place in the 1920s on the American landscape. Include the following in your essay:

- A description of the American landscape before 1920.
- Descriptions of the growing cities and human social systems that developed in the 1920s.
- Explanations of the influences of growing cities and human social systems on natural systems.

The following Scoring Tool will be used to score your essay:

### Mass Production, Marketing, and Consumption in the Roaring Twenties Scoring Tool

Element	4 points	3 points	2 points	1 point
<b>Describes features from natural systems</b>	Thoroughly describes five or more features from natural systems.	Describes three or four features from natural systems.	Describes two features from natural systems.	Identifies one feature from natural systems.
<b>Describes features of growing cities and human social systems</b>	Thoroughly describes five or more influences and features of other human social systems that developed in the 1920s.	Describes three or four influences and features of cities or other human social systems that developed in the 1920s.	Describes one or two influences and features of cities or other human social systems that developed in the 1920s.	Mentions one feature of a city or other human social system that developed in the 1920s.
<b>Explains the influences of growing cities and human social systems on natural systems</b>	Thoroughly explains how growing cities and human social systems directly and indirectly influenced the American landscape and natural systems.	Explains some aspects of how growing cities and changing human social systems directly and indirectly influenced the American landscape and natural systems.	Describes several aspects of how growing cities and changing human social systems directly and indirectly influenced the American landscape and natural systems.	Mentions how growing cities and changing human social systems directly and indirectly influenced the American landscape and natural systems.



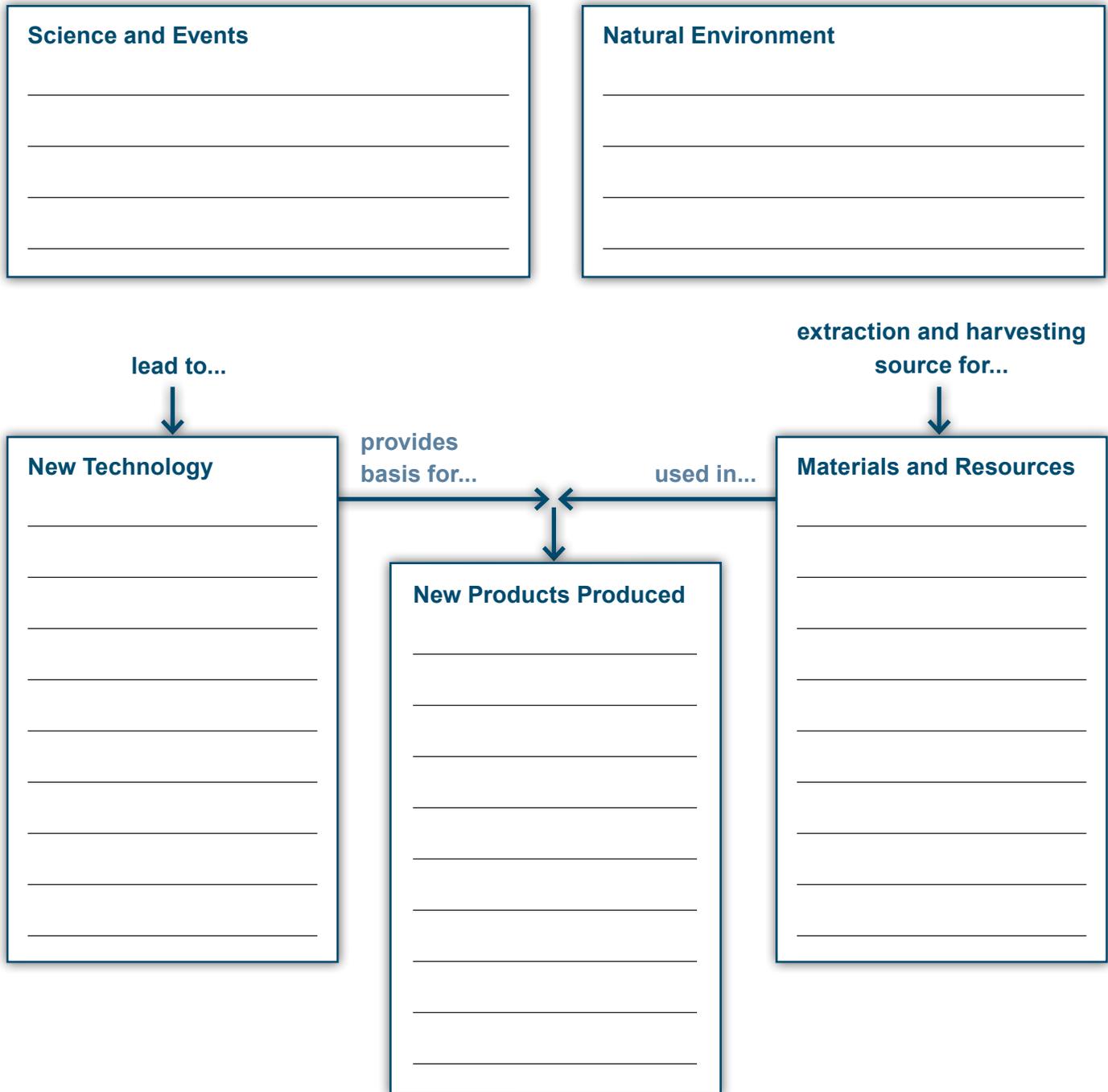
# Mass Production, Marketing, and Consumption of Plastic Shopping Bags

Lesson 5 | page 1 of 4

Name: \_\_\_\_\_

## Part 1

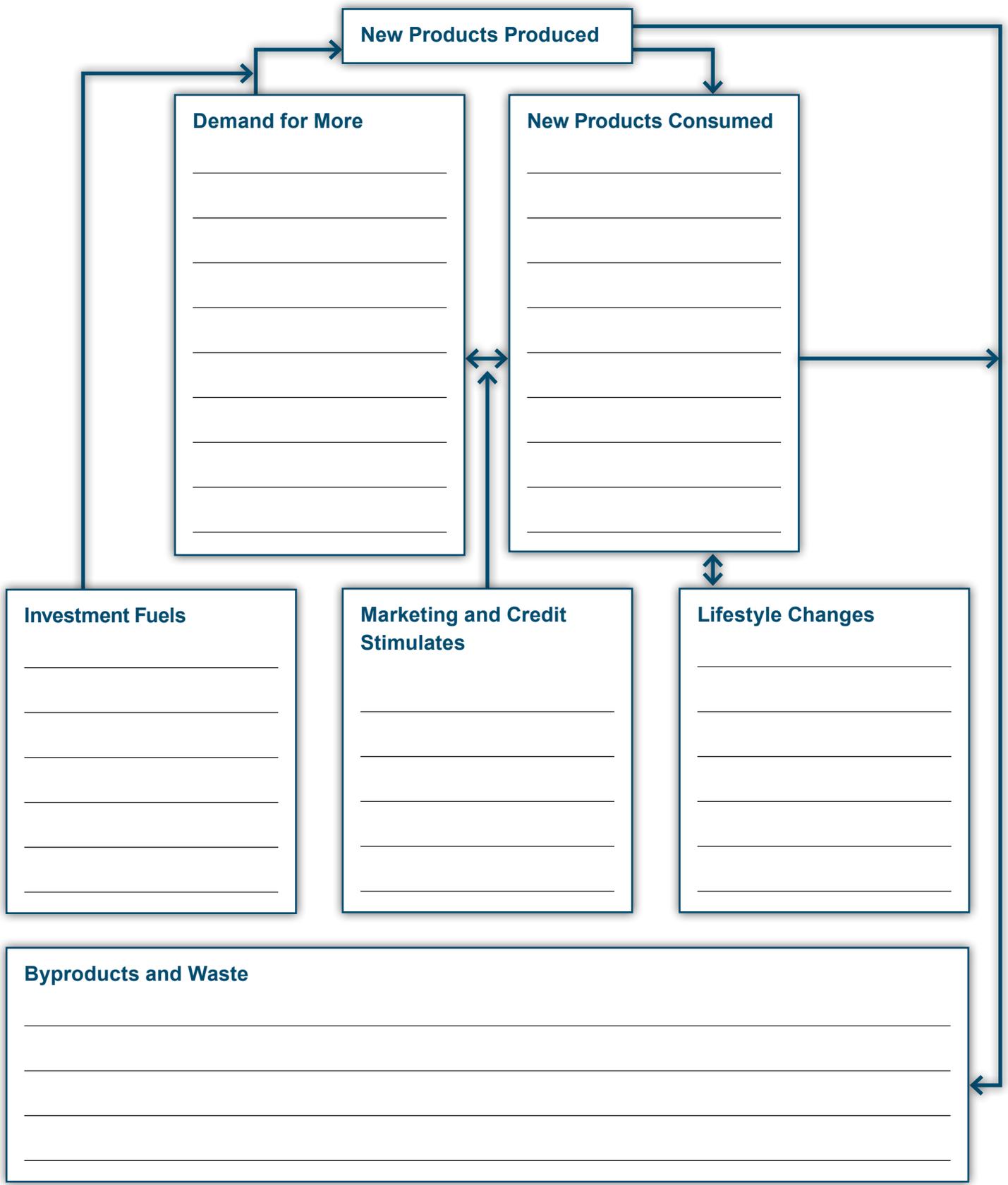
**Instructions:** Use the information in today’s lesson to fill in the spaces on the flowchart below (and on the next page) about the mass production, marketing, and consumption of plastic shopping bags. (2 points each box)



**Mass Production, Marketing, and Consumption of Plastic Shopping Bags**

Lesson 5 | page 2 of 4

Name: \_\_\_\_\_













California STATE BOARD OF  
EDUCATION

---

## California Education and the Environment Initiative