

Unit Four: World War One and The 1920s

Content Area: **Social Studies**
Course(s): **Advanced Placement U.S. History II**
Time Period: **November**
Length: **4 weeks**
Status: **Published**

Enduring Understandings:

- African Americans experienced initial advancement because of the war, but then were socially limited as a result of discrimination and the stock market crash.
- Immigration/migration patterns changed because of the Great Migration and WWI.
- Nativism was intensified as a result of WWI, resulting in events such as the trial of Sacco and Vanzetti.
- Religion made a resurgence during the 1920s similar to the First and Second Great Awakening, resulting in conflict with more modernist beliefs.
- The 1920s allowed for shifts in cultural expectations of women as the flapper culture emerged.
- The impact of new technology like radio and cars transformed American culture
- WWI production, inflation, and buying on margin led to the disastrous stock market crash of 1929.

Essential Questions:

- How are immigrants treated as a result of WWI?
- How did life change for minority groups because of WWI and the 1920s?
- How did the failure to resolve major issues of WWI lead to WWII?
- How did the Stock market crash of 1929 occur? What impact does it have on Hoover and all demographic groups comprising the American people?
- How do the presidents of this era impact the events of the decade?
- How does consumerism factor into analysis of the 1920s?
- What does the clash between modernism and fundamentalism mean for American culture and politics?

Lesson Titles:

- 1920s LEQ
- Ch 22 and 23 Annotations
- Ch 22 and 23 Notes/Lecture/Class Discussion
- Great Migration and Harlem Renaissance
- Harding/Coolidge/Hoover organizational chart
- HIPP practice
- Janus Figure
- LEQ prep and practice
- Scopes Movie Analysis

- Textbook comparison reading
- Ultimate Guide to the Presidents Video Analysis
- War propaganda Analysis
- Women and the War

21st Century Skills and Career Ready Practices:

- Civics and government
- Global issues
- Economic and financial literacy
- Environmental Literacy
- Critical thinking and problem solving
- Information literacy
- Initiative and Self-direction
- Productivity and Accountability

PFL.9.1.12.A.2	Differentiate between taxable and nontaxable income.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.F.6	Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.
PFL.9.1.12.G.1	Analyze risks and benefits in various financial situations.
PFL.9.1.12.G.7	Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Inter-Disciplinary Connections:

Language Arts Integration: Students will utilize reading and writing skills for understanding primary sources and secondary informational text.

Economics/Personal Financial Literacy: Students will analyze the boom and bust cycle of the American economy. Students will begin to analyze the concept of credit along with its pros and cons.

Math: Students will analyze graphs and charts demonstrating the changes of populations due to the Great Migration, deaths in WWI, and economics numbers (GDP, income, debt, etc.) during the 19teens and 1920s.

Art: Students will examine works of art from the Harlem Renaissance.

Sociology: Students will evaluate societal changes that took place during the 1920s.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.2.A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting

(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LA.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.11-12.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.WHST.11-12.2.D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
SCI.9-12.5.1.12.C.2	Use data representations and new models to revise predictions and explanations.
SCI.9-12.5.1.12.C.c	Science is a practice in which an established body of knowledge is continually revised, refined, and extended as new evidence emerges.
SOC.9-12.2.1.1	Nonmaterial culture, including norms and values
SOC.9-12.2.1.2	Material culture
SOC.9-12.2.2.4	American values
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.4.4.2	Group responses to inequality such as social movements
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.2.12.A.CS1	Cultural and historical events impact art-making as well as how audiences respond to works of art.
	Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.
	Statistics and Probability

Bloom's Taxonomy as students analyze, evaluate, and synthesize information about this era.

- Thematic thinking: Understanding the AP theme Migration and Settlement, American National Identity, and Work, Technology, and Exchange. (Synthesis/DOK 4)
- Annotation writing of AMSCO book chapter 22 and 23 (Recall/ DOK 1)
- Lecture to present basic concepts on WWI and the 1920s (Recall/DOK1)
- Linking historical events from one time period to another; imperialism to WWI, the 1920s to the Great Depression (Synthesis/DOK 4)
- Stimulus Based Multiple Choice Exams modeled on the AP format (Evaluate, synthesize, analysis/DOK 4)
- Scopes Movie Analysis. (Analysis/DOK 3 and 4)
- LEQ prep and writing (Analysis/DOK 3 and 4)
- Harlem Ren. Art analysis (Interpret information from artifacts/ DOK 2)
- Harding/Coolidge/Hoover Comparison Diagram (Compare and contrast/DOK 2)
- Delsea One
- SWAG

Modifications

Formative Assessment:

- Anticipatory Set: Current event analysis as needed to connect today to the past.
- Anticipatory set: Iron-Jawed Angels Segment
- Anticipatory set: Ultimate Guide to the Presidents Video Analysis
- CH 22 and 23 Annos
- Class discussion on WWI and the 1920s
- Closure: Whip Around: How does WWI lead to WWII?
- Closure: Google Forms to rank the presidents of the 1920s and defend ranking.
- Closure: Kahoot to demonstrate retention of class activity
- Warm Up: Image of the Day (War Propaganda and Harlem Ren. imagery)
- Warm up: Q&A about the role of America in WWI.

Summative Assessment:

- 1920s vocab quiz
- Chapter 22 and 23 SBMC test
- Fundamentalism vs. Modernism LEQ
- Janus Figure
- MPA Benchmark Assessment for Quarter One
- Sacco and Vanzetti Reading Quiz

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials:

AMSCO text book

American Pageant textbook

Annotations Chart

Ultimate Guide to the Presidents (purchased on Amazon Prime for \$18.99)

Janus outline, markers, and art supplies for the Janus figure project

[Native American soldiers](#)

[Jim Crow and WWI](#)

[Asian Suffragette](#)

[Asian American Silent Movie Star](#)

[Sacco and Vanzetti](#) article

[1920 Race Riots](#)

[Gladys Bentley: Jazz Musician LGBTQ?](#)

Hello Girls Documentary (Female Phone Operators)