Unit 1: The Roaring Twenties

Content Area: **Social Studies**
Course(s): **Social Studies**
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Unit Overview

The 1920's was a decade of great prosperity and cultural change in America. In the aftermath of World War I, military factories converted over to the creation of consumer goods and Americans began to spend their hard earned money as well as take out loans to purchase goods. The stock market increased its capacity and Americans invested in it heavily. Conservative presidents were elected who focused on increasing America's wealth. Culturally, the Harlem Renaissance demonstrated a flourish of African American culture accompanied by the widespread movement of African Americans from the rural south to northern cities where jobs were more available. Women began to express their independence through the spirit of the flapper movement while also gaining the right to vote. Finally, prohibition settled over the nation creating an underground culture of bootlegging and crime.

All of these cultural, economic, and political changes set the stage for the collapse of the economy and the upcoming Great Depression.

During this unit, the historical content will be infused with information relevant to building students' understanding of civics. This unit will particularly feature the role of Amendments in the Constitutional process and how Amendments are created. Students will also explore the rights of all Americans, especially those of immigrants as highlighted through the Sacco and Vanzetti trial. Furthermore, there will be a heavy emphasis on economic issues including the balance between supply and demand and how prices are effected by manufacturing. Finally, as with many of the units in this curriculum, the electoral process will be examined.

Standards

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SOC.6.1.12.A.6.a	Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
SOC.6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
SOC.6.1.12.A.6.c	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
SOC.6.1.12.A.7.b	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
SOC.6.1.12.A.8.a	Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
SOC.6.1.12.A.8.b	Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
SOC.6.1.12.A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
SOC.6.1.12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.
SOC.6.1.12.B.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
SOC.6.1.12.C.8.a	Analyze the push-pull factors that led to the Great Migration.
SOC.6.1.12.C.8.b	Relate social, cultural, and technological changes in the interwar period to the rise of a

	consumer economy and the changing role and status of women.
SOC.6.1.12.D.6.b	Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.
SOC.6.1.12.D.6.c	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.
SOC.6.1.12.D.7.b	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
SOC.6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
SOC.6.1.12.D.8.a	Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
SOC.6.1.12.D.8.b	Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.

Essential Questions

1. How did the 1920's help to shape the America we have today?

2. Why do people discriminate?

3. How did mass production change the landscape of American society?

Application of Knowledge and Skills...

Students will know that...

- 1. Presidents of the 1920's – Harding, Coolidge, and Hoover & how their policies help/hurt the nation.
- 2. Women's Rights and the struggle for suffrage - the fight for the 19th Amendment to the Constitution and the changes that women faced at the turn of the 20th century.
- 3. Prohibition, organized crime, and bootlegging: Learning about Civil Disobedience and how the Constitution tried to legislate morality and the uprising of everyday Americans who fought back with bootlegging.
- 4. The Harlem Renaissance & Jazz: How did African Americans lifestyle evolve during the 1920's.
- 5. Mass Production and Societal Changes - Incorporation of Americana and advertising. How Americans spent their money and how they budgeted for a changing era of modernization.
- 6. Pop Culture - Al Capone, Langston Hughes, Nora Zeale Hurston, Charles Lindbergh, Henry T. Ford, Sacco and Vanzetti, Duke Ellington, Louis Armstrong and how they contributed to the pop culture changes and mass social changes of the 1920's.
- 7. Presidential elections occur every four years and are governed by the Electoral College

Students will be able to...

- A. Identify key people, such as Al Capone, Langston Hughes, Nora Zeale Hurston, Charles Lindbergh, Henry T. Ford, Sacco and Vanzetti, Duke Ellington, Louis Armstrong and their roles in America.
- B. Define vocabulary from the 1920's. Words will include discrimination, communism, anarchist, Prohibition, jazz, speakeasies, and mass production.
- C. Create a detailed 1920's outline from their notes and handouts.
- D. Master the PQ4R reading technique.
- E. Write an accurate newspaper article about a topical event during the 1920's.
- F. Analyze primary sources from the 1920's.
- G. Integrate primary sources such as advertisements, pictures, or newspaper headlines into the newspaper and Facebook assessments.
- H. Identify societal themes/tensions expressed in popular art and music of the 1920's.
- I. Create a budget of a year's average salary using 1920's prices.
- J. Identify laws and societal changes that led to the changing roles of women in the 1920's.

Assessments

- 1920's Facebook Page Summative: Other written assessments Create a mock Face book page about an important figure and "post" on other figure's walls to emulate these historical people. 6.1.12.A.6.b 6.1.12.A.8.a 6.1.12.A.8.c 6.1.12.C.8.b RH.6-8.4 RH.6-8.7 RH.6-8.10 WHST.6-8.3 WHST.6-8.4 WHST.6-8.5 WHST.6-8.6 WHST.6-8.7 WHST.6-8.8
- 1920's Newspaper Article Summative: Written Report Students will choose a topic about an important 1920's event. They will then write a 2-3 page newspaper article about that subject, with specific emphasis on how that event helped to transform the 1920's. The students will also indicate how that event helped to transform America into the nation it is today by making connections to it's government, society, or mass culture. 6.1.12.A.6.a 6.1.12.A.7.b 6.1.12.A.8.c 6.1.12.B.8.a 6.1.12.D.7.c 6.1.12.D.8.b RH.6-8.1 RH.6-8.2 RH.6-8.7 WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.5 WHST.6-8.6 WHST.6-8.7 WHST.6-8.8
- 1920's Quiz Formative: Written Test 1920's Quiz on important people, places, and vocabulary with emphasis on discrimination, women's rights, and mass production. 6.1.12.A.6.b 6.1.12.A.8.b 6.1.12.C.8.b 6.1.12.D.6.c 6.1.12.D.7.b 6.1.12.D.8.a RH.6-8.4 RH.6-8.10
- American History Pre-test Diagnostic: Other written assessments Students will take two pre-tests, one for masters of prior year's knowledge and one to assess knowledge of this year's content.

Activities

- Pre Evaluation on WWI Soldiers: PQ4R reading with attached questions.
- 1920's President Worksheets: Warren Harding Videography Worksheet, Calvin Coolidge Biography Crossword, Herbert Hoover Legacy Debate - Supplemental Activities to enrich discussion on Presidents and their Policies.
- Sacco and Vanzetti Jury Discussion Reaction Questions - A series of questions on Discrimination and Historical Investigation,
- Women in the 1920’s Picture Prompt - Create a 1920's diary from a young woman's standpoint and use picture prompt to involve visual learners.
- Prohibition Group Debate - Using small groups, divide and the class and debate the positives and

negatives of the Prohibition movement in America.
- 1920's Quiz Study Guide
- 1920's Quiz
- Role Play: Flying across the Atlantic - Charles Lindbergh Role Play expository assignment with accompanying Flight CD
- 1920's Figure Facebook Page - Create a mock Facebook page about an important figure and "post" on other figure's walls to emulate these historical people.
- Jazz Music Responses - 1920's Jazz Music CD and musical critique sheets to understand how music explains African plight
- Think, Pair, Share Harlem Renaissance Poems & Questions - Poem Packet and PQ4R Questions on an individual Poem
- Booms and Busts Worksheet - A Worksheet on mass production and buying habits of Americans.
- Raising a Family Game - Using calculators and 1920's prices, create a yearlong economic family plan and try to not go into debt.
- 1920's Newspaper Article on important events and significance of it and how it impacted America in the 21st century.
- Use the Maps101 map collections for making worksheets and projection in the classroom: Presidential elections

- President Worksheets
- Economy of the 1920's
- 1920's Price Index
- World War I Pre-Evaluation Questions
- World War I Reading
- Lindbergh Role Play
- Poem Packet
- Poetry Activity
- Newspaper Description
- Vocabulary Worksheet
- Prohibition Political Cartoon
- 1920's Quiz
- 1920's Quiz Study Guide
- Jazz Age Activity
- Discrimination Questions
- Picture Prompt

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Shorten the newspaper article to one page or lengthen paper to five papers for appropriate learners.
- Provide instruction for students on the usage and analysis of primary sources to help students integrate them into their projects.
- For students struggling with research techniques, provide students with sources, both primary and

secondary, so they can focus on analysis versus finding, then analyzing the sources.
- For students with writing proclivities, give detailed notes and study guides in advance of 1920's quiz.

Content specific modifications for ELL's may include:

- Tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: disarmament, Communism, Anarachist, prohibition, bootlegger, speakeasies, Jazz, installment buying, Bull Market, buying on margin

Content specific modifications to extend learning for gifted students may include:

- To challenge students, disallow the use of calculators to truly emulate the 1920's economy.
- Have students find current connections in music, art, and poetry to the 1920's styles of the Harlem Renaissance and the Jazz Age.

Integrated/Cross-Disciplinary Instruction

- Music connection to 1920's with Jazz Age musicians and history of the music.
- Art and LAL connection to the Harlem Renaissance and how the artists created their works and became voices of their generation. Students will understand the poems and break them down using the PQ4R method of reading.
- Math connection with creating an Economic Plan for a Family of four during the 1920's.

Resources

- America: History of US: Chapter 22 (Prentice Hall)
- America: History of US Notetaking Workbook
- Discovering History: 20th-Century Biographies: American Presidents: Volume 01 (Discovery Education Videos)
- Teacher-created handouts, worksheets, and daily homework assessments
- http://www.maps101.com/

"President Videos"

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the

	actions of others.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.