Unit 04: The Roaring Twenties

Content Area: **Social Studies**
Course(s): **US History 2**
Time Period: **Semester 1**
Length: **3 weeks**
Status: **Published**

Standards

	Human rights serve as a foundation for democratic beliefs and practices.
6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
	Human settlement activities impact the environmental and cultural characteristics of specific places and regions.
6.1.12.GeoHE.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
	Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production.
6.1.12.EconNE.8.a	Analyze the push-pull factors that led to the Great Migration.
	There are multiple and complex causes and effects of historical events.
6.1.12.HistoryCC.8.a	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
6.1.12.HistoryCC.8.b	Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
	Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
	Geography, People, and the Environment: Global Interconnections
6.3.12.GeoGI.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
	Economics, Innovation, Technology: Global Economy
	Historical sources and evidence provide an understanding of different points of view about historical events.
6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Enduring Understandings

1. Students will be able to understand that changing technology and industry influenced the political, social and military history in the United States.
2. Students will be able to understand that the executive, legislative and judicial branches of government played a significant role in shaping and reacting to the societal and political changes in the United

States.
3. Students will be able to understand that the past has shaped present day conditions and policies.
4. Students will be able to understand that dissent and political activism has played a significant role in the historical struggle for freedom and equality at home and abroad.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

- 1. How did the moral, political, social, and economic change the decade of the 1920's?
- 2. How did the famous figures and styles of the decade challenge traditional values and behaviors?
- 3. How did prohibition and the expanding role of women change American society?
- 4.How did government policies and private organizations highlight the revival in American Nativist attitudes?
- 5. How were Asian-Americans, African Americans, Hispanics, People with Disabilities, LGBTQ+ communities promoted and given rights during the Roaring 20s?
- 6. How did the economic policies of the 1920's help lead to the economic collapse of the 1930's?

Knowledge and Skills

OBJ: How did US isolationist policy affect society and politics?

Red Scare

Palmer Raids

Sacco and Vanzetti

Rise of KKK (Rise of the "Invisible Empire") and the Decade Plan

Emergency Quota Act 1921

National Origins Act of 1924

Labor Unrest (Boston Police Strike, Steel Strike 1919, Coal Miners' Strike)

OBJ: How did President Harding "return to normalcy"?

President's and Their Policies

Harding -

Teapot Dome Scandal

Unregulated Business

Washington Naval Conference

Dawes Plan

Kellogg-Briand Pact

Fordney-McCumber Tariff

Conservatism in Government with the 3 presidents of the 1920s - Harding, Coolidge, and Hoover

OBJ: How did President Coolidge's economic policy affect society?

Free Enterprise

Boom of Economics

Automobile Effects - urban sprawl

Installment plans

OBJ: What role did women have during the Roaring Twenties?

Modern Women and the Youth

Slang Terms

Flappers (Betty Boop)

New Fashions vs. Traditional Gibson Girls

OBJ: What impact did the Icons of the 1920s have on society?

Ernest Hemingway

F. Scott Fitzgerald

Gertrude Stein

Erich Remarque

Sinclair Lewis

Sherwood Anderson

William Van Alen

Walt Disney, Charles Chaplin, Warner Brothers

Bob Douglas Bessie Smith, Langston Hughes,

Amelia Earhart

CoCo Chanel

Zora Neale Hurston

Nick Lucas

Charles Gibson

William Haines

Albert Einstein

Louis Armstrong

Duke Ellington

Al Capone

Charles Lindbergh - Trial in Flemington, NJ

Jack Dempsey

Red Grange

OBJ: To what extent was the Roaring Twenties a "modern" decade?

Educational Standards

Vocational Training

Literacy Rates Increased

Effects of Radio

Fundamentalism

American Civil Liberties Union (ACLU)

Scopes Trial (Clarence Darrow and William Jennings)

Gay nightclubs during Prohibition

Openness in sexual mores

Evolution v. Biblical Beliefs

OBJ: What impact did Harlem Renaissance have on society?

Harlem Renaissance and the Jazz Age

Louis Armstrong, Bessie Smith, Duke Ellington

Effects of Great Migration

"New Negro Movement"

Marcus Garvey - "Back to Africa Movement"

New Dances (Charleston, One Step, and Black Button)

Transfer Goals

Students will be able to independently inquire and draw conclusions about the changing role of women in society as reflected through their studies and comparisons to continuing issues of gender inequality.

Students will be able to independently evaluate the discrepancies between perceived prosperity with "hidden"

problems in society that can lead to economic and social turmoil.

Resources

Textbook: The Americans by Gerard A Danzer 2012

American Yawp - Stanford University: Edited by Joseph Locke and Ben Wright; updated yearly starting in 2019

Who Built America by Christopher Clark et. al 2007

Openstax - Rice University 2003

Taking Sides by William Miller 21st edition 2002

AP Textbook: By the People by James Fraser 2014

Liberty, Equality and Power- Murrin 1999

ADDITIONAL RESOURCES

Including Sheg - Stanford Prohibition Readings 1920-33

President Coolidge Speech- Business of America is Business 1924

Including reading on the Scopes Monkey Trial 1925

Including clips of silent movies (Rudolph Valentino Safety Last and Charlie Chaplin's Modern Times) 1894-1929

Including reporting of the Chicago Race Riot: Chicago Tribune 1919

Music of the 1920s including Bessie Smith and Louis Armstrong Clips

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Modifications for Text levels/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

DocsTeach (Library of Congress)

Voices of Freedom, Foner

Amsco Review Book

Portrait of America (secondary source anthology)

Give Me Liberty, Foner

American History, Brinkley

March of Liberty, Urofsky & Finkleman

Myth America, Keven Kruse

For the Record (primary source anthology)

The Atlantic Monthly

Bill Moyers 1920s

Dissent in America, Ralph Young (primary source)

Zinn: Voices of a People's History

American Spirit: Bailey/Kennedy (primary)

Taking Sides: Clashing Views in US History

New Visions for Learning

Stanford Thinking Like a Historian

Immigration Political Cartoons

PBS American Experience Video Clips

Facing History

60 Minutes

Lange Photos: Great Depression

News publications, including but not limited to NYTimes, Washington Post.

Newsela

Vox Videos

Upfront Magazine

Four Freedoms Speech - Roosevelt; Letters to Hoover and Roosevelt

Zinn Education Project

Internet and AI (Gemini, Magicschoolai, etc.)

Diffit

Pear Deck

Albert i.o.

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit