

# Unit 12: Roaring Twenties

Content Area: **Template**  
Course(s):  
Time Period:  
Length:  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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Amistad Law: N.J.S.A. 18A 52:16A-88	Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
LBGT and Disabled Mandate	History of disabled and LGBT persons: N.J.A.S.A. 18A:35-4.35 mandates a board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.
History and Contributions of Asian American and Pacific Islanders	A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

## Unit 12: Roaring Twenties (1920-1929)

### Learning Objectives

- Analyze the pros of cons of the American credit system
- Describe examples of social intolerance during the 1920s

- Describe the economic policies of Warren Harding and Calvin Coolidge
- Describe the policies of Warren Harding and Calvin Coolidge
- Describe women's experiences during the 1920s
- Explain how mass production and the assembly helped strengthen the economy during the 1920s
- Explain the causes and effects of prohibition
- Explain the causes and effects of the Tulsa Race Massacre
- Explain why many Americans were afraid of the Red Scare during the 1920s
- Explain why the Harlem Renaissance was limited to the northern United States
- Explain why the stock market crashed in 1929
- Identify African American icons of the Harlem Renaissance and describe their achievements
- Identify groups of people that did not prosper during the 1920s

## Essential Skills

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- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

## Standards

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SOC.6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
SOC.6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
SOC.6.1.12.EconNE.6.a	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
SOC.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.
SOC.6.1.12.EconET.8.a	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.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.
SOC.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.

SOC.6.1.12.HistoryCC.8.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
SOC.6.1.12.EconNE.9.b	Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
SOC.6.1.12.HistoryCC.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.

## Essential Questions

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- How do we determine when a country is prospering?

## Instructional Tasks/Activities

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- 'Bury My Heart at Wound Knee' Screening Day 1: \*What time period does this movie take place in? \*Where does most of the story take place?
- 'Bury My Heart at Wounded Knee' Screening Day 3: \*What were the major events and conflicts between Native Americans and the U.S. government during the late 19th century? \*How did the arrival of European settlers impact Native American tribes?
- 'Bury My Heart at Wounded Knee' Screening Day 4: \*What are some of the cultural differences between the Native American tribes and the European settlers? \*How do these differences contribute to the conflicts in the movie?
- 'Bury My Heart at Wounded Knee' Screening Day 5: \*How did the U.S. government policies and actions affect the lives of Native Americans in the movie? \*What were some of the consequences of these policies?
- 1912 Election results + Taft Bio Duckster
- Boxer Rebellion facts
- Bury My Heart at Wounded Knee' Screening Day 2: \*Who are the main characters in the movie? What are their backgrounds and motivations? \*How do the characters change or evolve throughout the film?
- Chapter 18 Lesson 4 - CityofEdmond OK: Oklahoma Land Rush - Far and Away Clip
- Chapter 18 Summary
- Chapter 18 Summary Review
- Chapter 18 Test
- Chapter 19 Lesson 1 - Crash Course: The Industrial Economy
- Chapter 19 Lesson 2 - History for Humans: The Rise of John D. Rockefeller
- Chapter 19 Lesson 3 - The Power of Innovation: Inventors of the Industrial Revolution
- Chapter 19 Summary
- Chapter 19 Summary Review
- Chapter 19 Test
- Chapter 20 Lesson 1
- Chapter 20 Lesson 2
- Chapter 20 Lesson 3
- Chapter 20 Lesson 4
- Chapter 20 Summary/Review

- Chapter 20 Test
- Chapter 22 Lesson 1
- Chapter 22 Lesson 2
- Chapter 22 Lesson 3
- Chapter 22 Lesson 4
- Chapter 22 Lesson 5
- Chapter 22 Lesson 6
- Chicago Fire - Duckster
- Cruel Life of Child Labor - Nutty Professor
- Current Event Writing Activity
- Ellis Island - History.com
- Ellis Island Duckster
- Film and study Guide for Hester Street
- Gilded Ages Era : Crash Course
- Immigration and Pop. Growth - Crash Course
- Industrial Revolution Key Events Project
- Life in the Big Cities - NatGeo
- LKF @ Thanksgiving
- Panama Canal videos + facts
- Review games
- Spanish-American War Intro + Duckster
- Statue of Liberty - Duckster
- Statue of Liberty : BrightSide
- Territorial control of Hawai'i
- Textbook readings
- The Newsies Day 1 screening and viewing ?'s What is the main theme or message of the movie "Newsies"? Who are the main characters in the movie, and what are their roles in the story?
- The Newsies Day 2 screening and viewing ?'s Why did the newsboys decide to go on strike in the movie? What time period is the movie "Newsies" set in, and how does the historical context affect the story?
- The Newsies Day 3 screening and viewing ?'s How do the newsboys organize and communicate with each other during the strike? What role does Jack Kelly play in the strike, and how does he change throughout the movie?
- The Newsies Day 4 screening and viewing ?'s Can you identify any major obstacles or challenges the newsboys face during the strike? What is the significance of the character Pulitzer in the movie, and how does he relate to the newsboys' strike?
- The Newsies Finals Day screening and viewing ?'s What role does the character of Davey play in the story, and how does he contribute to the strike's success? How does the movie "Newsies" portray the power of unity and the importance of fighting for one's rights?
- Theodore Roosevelt Fact + Panama Canal Building
- Various TRL resources
- Wright Brothers - Duckster

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Homework
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments

- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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N/A

## **Resources**

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- Activities from publishers Teacher Resource Library
- DVD Hester Street
- Internet research
- Reading level appropriate on-line text ([www.ducksters.com](http://www.ducksters.com))
- Textbook: Pearson/AGS United States History ISBN:0-7854-3860-2