US II- Unit 3: Roaring 20s

Content Area: **Social Studies**
Course(s):
Time Period: **MP1**
Length: **12 days**
Status: **Published**

Targeted Standards

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.
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.
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.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

Rationale & Transfer Goals

The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

- Human rights serve as a foundation for democratic beliefs and practices.
- 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.
- There are multiple and complex causes and effects of historical events.
- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

- How did post–World War I America experience both prosperity and social conflict?
- How did cultural, technological, and social changes shape American life in the 1920s?

- How did issues of intolerance, racism, and xenophobia affect law and policy in the United States?

Content/Objectives

Content - What students will know

- MAIN
- Alliance Systems
- Propaganda
- Role of women and African Americans
- Military Technology
- Wilson's leadership
- 14 points
- Treaty of Versailles
- League of Nations
- Economic boom
- Prohibition
- Immigration/Xenophobia
- Sacco and Vanzetti
- Great Migration
- NAACP
- Racial Tensions in Chicago and Tulsa
- Rise of KKK
- Economic Policy
- Consumerism
- Women's roles
- Harlem Renaissance
- Scopes Trial

Skills - What students will be able to do

Debate

Argumentation

Source Analysis

Perspective analysis

Comparison

Writing

Mapping

Evaluation

Contextualization

Instructional Activites

Evidence (Assessments) - How we know students have learned

Debate

Comparison- Immigration policy and perspectives in the 1920s and in the 2020s

Activities/Strategies - How we teach content and skills

Primary Source Analysis

Silent debate

Team essay mapping

Mapping

Economic policy analysis

Evaluation of prohibition laws and impact

Contextualization practice

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

Graphs of Economics post WW 1

Maps of Domestic impact of New Deal

Primary documents/New Deal /19th Amendment

Draw Evidence from informational text Module 17 (all sections)

Interpretation of key words and phrases as used in text from Module 17

Spiral Focus from Previous Unit

Interpret and understand primary document material of organized crime development

Understand and evaluate maps and graphs of US Prior to end of WW 1 and impact of prohibition

Key use of vocabulary terms and phrases from previous unit in relation to Module 17

Utilizing revise and edit skills to improve writing during Anti-Hero Essay /Harlem Renaissance Essay

Instructional Activity

Graph Interpretation Coast to Coast/Rail & Air

Review of Primary Source Stephen F Austin

Interpret Langston Hughes works

Review of Maps of early Prohibition

Impact of Harlem Renaissance scaffold essay

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

9.4.2.IML.2: Represent data in a visual format to tell a story about the data

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and pov

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Key Resources

Harlem Renaissance Art and Artistry

Langston Hughes poetry

Tulsa Massacre Primary resources

Interdisciplinary Connections - How does this content impact the following groups

LGBTQ

Impact of global view on homosexuality vs that of the US during this timeperiod in conjunction to Pride movement today

Hispanic

Anti-Mexican Sentiment prior to Great Depression/ Discrimination felt by Mexican Americans during great depression in comparison to discrimination in today's workforce

African American

Harlem Renaissance; Great Migration; Tulsa Massacre; NAACP/ Impact of the Harlem Renaissance toward today's African American culture explosion

Women

Matrilineal societies