

Unit Plan: 11th Grade US History Honors

Unit #2: The Roaring Twenties

19 Instructional Days

Unit Overview

Big Idea:

After WW1 America enters a period of economic growth and isolationism which leads to excess and paranoia. This new economic boom helped lead to the creation of new technologies that have impact on American culture that can still be felt today.

Unit Goal:

- Analyze continuity and change in eras over the course of United States history
- Investigate causes, effects, and Complexity of significant events in United States history—Prohibition
- Examine and evaluate issues of unity and diversity from Reconstruction to present—The role of religion
- Investigate the historical development of and impact of major scientific and technological innovations—New Consumer Technologies
- Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity—Suffrage, Civil Rights and the role of government
- Analyze ideas critical to the understanding of American history—populism, progressivism, isolationism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism
- Describe and analyze the historical development and impact of the arts and literature on the culture of the United States

Enduring Understanding Connections

In the Decade after World War I, the American economy experienced tremendous growth. Using revolutionary mass-production techniques, American workers produced more goods in less time than ever before. The boom fundamentally changed the lives of millions of people and helped create the modern consumer economy. During the 1920s a new era of conservative governing was favored by the US government. These conservative policies aided the growth of business in America. This pattern—a period of activism followed by a more laissez-faire approach—would repeat itself in the 1950s and 1980s. In the 1920s, while many city dwellers enjoyed a rising standard of living, most farmers suffered through hard times. Conflicting visions of what the nation should be heightened the urban-rural division. Some of these issues, such as the immigration policy and teaching the theory of evolution, still divide Americans today. New technologies like the automobile begin to reshape American culture, creating new forms of recreation and making it easier for people to travel. Other factors also contributed to the changing ways of daily life. Americans listen to the radio, went to the movies, and followed the exploits of sports heroes. In the process, a new mass culture emerged—one whose shape and character closely resemble our own. As a result of World War I and the Great Migration, millions of African Americans relocated from the rural South to the urban North. This mass migration continued through the 1920s and contributed to a flowering of music and literature. Jazz and the Harlem Renaissance made a lasting impact, not only on African Americans but on the culture all American share.

Course Enduring Understandings

- A. The ideals of freedom, equality, democracy, and economic well being have been powerful motivators throughout our history.
- B. The tensions between liberty and equality, liberty and order, region and nation, individualism and the common welfare, cultural diversity and civic unity have shaped U.S. history.

- C. The development of the United States has been shaped dramatically by economic growth.
- D. The history of the United States is a story of diverse groups struggling to realize the American ideal. These groups have contributed to the American heritage and contemporary society.

Essential Questions

1. How has our understanding of the meaning of freedom, democracy, and economic well being changed over time? How and in what ways have these ideals shaped our history?
2. How have these tensions shaped U.S. history? What factors lead to unity? To division?
3. What factors contributed to economic growth in the U.S.? How has economic growth shaped society, politics, and culture in the U.S.?
4. In what ways and to what extent have diverse groups shaped American society, economics, politics, and culture?
5. What is the American Dream?

Unit Learning Goals

Learning Goal Guiding Questions

LG 1 Analyze the effects Postwar tensions had on America.

This should include discussion of

- *The Development of the Red Scare: Labor Unions, Bolshevik Revolution, impact by nativism*
- *Natvisim vs. Assimilation*
- *The Restriction on Immigration: Emergency Quota Act*
- *the growing importance of education*
- *the rise of nativism and the KKK*
- *Sacco and Vansetti*
- *Explain the reasons for US Isolationism*

- What effects did postwar tensions have on American Founding Ideals?

Habits of Mind: Changes and Consequences

Understand how things change and how consequences are shaped.

Documents

- 100 Years 100 Events-The 1920s-Chapter 5-1924-Stalin-Lenin.wmv
- 100 Years 100 Events-The 1920s-Chapter 4-1923 The Putsch-Hitler.wmv
- Emma Goldman
- The True Story of Sacco and Vansetti.wmv
- America in the Roaring Twenties.wmv

Readings:

- The Americans Chapter 12 Sec 1
- The Americans Chapter 12 Sec 2
- TCI Pursuing American Ideals Chapter 26
- TCI Pursuing American Ideals Chapter 27.3

LG 2 Analyze the 1920s Popular culture and how it impacted the American economy

This should include discussion of

- *Ford's use of mass production, scientific management how the automobile changed America*
- *the consumer revolution, the growth of advertising and credit ,installment plans*
- *Superficial Prosperity and its impact on the Economic Boom*
- *the impact of the stock market*
- *the growth and migration of people to cities and suburbs*
- *The Growth of electric appliances and its impact on leisure time*
- *The increase in leisure time*
- *The popularity of the film industry*
- *The rise of the radio and phonograph*
- *The new roles of women, flappers*
- *Postwar modernism in art and literature*

- What Social trends and innovations shaped popular culture during the 1920s?

Habits of Mind: Historical Empathy

Describe past events and issues as people experienced them at the time, in order to develop historical empathy.

Documents:

- From Columbus to Today
- Ken Burns-Horatio's Drive Chapter 1- Introduction.wmv
- Ken Burns-Empire of the Air Chapter 5- Broadcasting.wmv
- Against All Odds -The Artists of the Harlem Renaissance
- Upton Sinclair, The jungle

Readings:

- The Americans Chapter 12 Sec 3
- The Americans Chapter 13 Sec 2, 3, 4
- TCI Pursuing American Ideals Chapter 28

<ul style="list-style-type: none"> • <i>The Harlem Renaissance and its lasting impact</i> • <i>The great migration</i> • <i>Marcus Garvey</i> • <i>The Creation of the jazz age</i> • <i>African American Literature</i> 	<ul style="list-style-type: none"> • NextText: World War, Boom, and Bust: Cars for the People pgs. 90-99 • NextText: World War, Boom, and Bust: A Writer Comes to Harlem pgs. 115-125 • NextText: The Great Depression: Investments Soared pgs. 14-18
<p>LG 3 Analyze the Clash Between Traditionalism and Modernism</p> <p><i>This should include discussion of</i></p> <ul style="list-style-type: none"> • <i>The Growing Traditionalist-Modernist divide</i> • <i>The consumer price index</i> • <i>Falling Crop Prices and Failing Farms</i> • <i>The Growth of Religious Fundamentalism</i> • <i>The New Youth Culture: Flappers,</i> • <i>Prohibition</i> • <i>The Conflict between science and the Bible</i> • <i>the conflict over Evolution and the scopes trial</i> • <i>Evolution, Creationism and Intelligent Design</i> 	<ul style="list-style-type: none"> • How did social, economic, and religious tensions divide Americans during the Roaring Twenties? <p>Habits of Mind: Significance of the Past Understand the significance of the past to one’s own life and to one’s society.</p> <p>Documents:</p> <ul style="list-style-type: none"> • 100 Years 100 Events-The 1920s-Chapter 9-1928-The Discovery of Penicillin.wmv • Influenza 1918.wmv • Inherit the Wind <p>Readings:</p> <ul style="list-style-type: none"> • The Americans Chapter 13 Sec 1 • TCI Pursuing American Ideals Chapter 29 • NextText: World War, Boom, and Bust: Bernice Talks to Mother pgs. 100-114 • NextText: World War, Boom, and Bust: The Scopes Trial pgs. 126-140
<p>LG 4 Analyze the causes and effects of Prohibition</p> <p><i>This should include discussion of</i></p> <ul style="list-style-type: none"> • <i>The 18th amendment</i> • <i>Early Temperance Movements</i> • <i>The Volstead Act</i> • <i>The rise of organized crime</i> • <i>Bootleggers</i> • <i>Causes and effects of Prohibition</i> • <i>Repeal of Prohibition</i> 	<ul style="list-style-type: none"> • Why did people want to ban the sale of alcohol in America? • Why did Prohibition Fail? <p>Habits of Mind: Significance of the Past Understand the significance of the past to one’s own life and to one’s society.</p> <p>Documents:</p> <ul style="list-style-type: none"> • Ken Burns—Prohibition • DBQ—Prohibition: Why did America Change its Mind? <p>Readings:</p> <ul style="list-style-type: none"> • The Americans Chapter 13 Sec 1 • Daniel Okrent, Last Call the Rise and Fall of Prohibition, Chapter 7 96-114, Pages 276-288

Measuring and Tracking Learning Goals

<p>Measuring Progress of Learning Goals</p> <ul style="list-style-type: none"> • Daily checks for understanding • Daily demonstrators of learning to be completed for each Lesson objective 	<p>Tracking Student Progress</p> <ul style="list-style-type: none"> • Weekly averages of Learning Goal objective demonstrations of learning
<p>Assessing the progress of the Learning Goals</p> <p>Students complete formative assessments during and after the completion of each learning goal. Formative assessment consists of:</p> <ul style="list-style-type: none"> • A 15-25 Multiple choice formative assessment at the completion of the learning goal • Chapter reading and guided reading questions • Formative assignments throughout the learning goal • Socratic seminars, formative writing assignments, and class discussions on the primary sources and secondary readings associated with the learning goal 	

Measuring and Tracking of Progress towards Unit Goals

Measuring the Unit Goals	Tracking Student Progress
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Students complete Formative writing assessments after the completion of each learning goal.	<ul style="list-style-type: none"> Weekly graphing of student progress on learning goal formative writing assessments
Measuring Progress to Unit Goals: <ul style="list-style-type: none"> Students score proficient or advanced on 80% of learning goal formative assessments Students score proficient or advanced on 80% of learning goal formative writing assignments Students score proficient or advanced on 100% of take home practice 	

Measuring and Tracking Unit Goals	
Measuring the Unit Goal <ul style="list-style-type: none"> Document Based Question Assessment Summative Writing Assessment Formative Writing Assessment Historical Interview Summative Assessment 	Tracking Student Progress <ul style="list-style-type: none"> Weekly graphing of student progress on learning goal formative assessments
Measuring Progress to Unit Goal: <ul style="list-style-type: none"> Students score proficient or advanced on 80% of learning goal formative assessments Students score proficient or advanced on 80% of formative assignments 	

Summative Assessment	
Standard Assessment	Students will complete a standard multiple choice assessment on Learning Goals 1, 2, 3, and 4 consisting of 50 multiple choice, short answer, essay, and document based questions.

Summative Writing Assessment
Students use the background knowledge learned in class and answer the prompt in a five paragraph DBQ essay: What were the causes and effects of Prohibition on American society in the 1920s?

Student Reflection: Blog Post
Students read the Great Gatsby and complete a five paragraph essay from the prompt: How does Gatsby represent the American dream? What does the novel have to say about the condition of the American dream in the 1920s? In what ways do the themes of dreams, wealth, and time relate to each other in the novel's exploration of the idea of America?

Unit 4: Learning Goals and Lesson Objectives	
Learning Goal	Lesson Objectives
LG 1	LO 1A SWBAT analyze the economic, political, social, and racial tensions of the postwar period LO 1B SWBAT explain the role of communism and American reaction to communism played in American politics during the 1920s. LO 1C SWBAT analyze the effect changing racial and political attitudes had on immigration in the 1920s LO 1D SWBAT synthesize key content to assess the effects of postwar tensions on America's founding ideals.
LG 2	LO 2A SWBAT describe the social trends and innovations (the automobile and advertising) that shaped popular culture during the 1920s. LO 2B SWBAT describe 1920s consumerism, including superficial prosperity and installment plans, and how it impacted the economy LO 2C SWBAT analyze the lasting impact of the Harlem Renaissance on American Culture LO 2D SWBAT analyze the lasting impact of the Harlem Renaissance on American Culture LO 2E SWBAT Compare and Contrast the social trends of the 1920s to today

<u>LG 3</u>	<p>LO 3A SWBAT identify the perspectives of the traditionalists and modernists on important social issues of the 1920s and discuss opinions about these issues</p> <p>LO 3B SWBAT identify the differing views associated with traditionalism and modernism by examining the Scopes trial.</p> <p>LO 3C SWBAT analyze the impact of the intelligent design controversy on America today</p> <p>LO 3D SWBAT Synthesize information from the text and the class discussion to write a comparison of traditionalist and modernist perspective on a 1920s' social issue that is still controversial today</p>
<u>LG 4</u>	<p>LO 4A SWBAT Describe the deep-rooted tradition of alcohol in American culture and how this tradition has costs and benefits</p> <p>LO 4B SWBAT Analyze the motives and actions of different groups involved in the prohibition of alcohol in 19th and early 20th century America</p> <p>LO 4C SWBAT analyze the effectiveness of the Volstead act on the enforcement of Prohibition</p> <p>LO 4D SWBAT analyze the negative effects of Prohibition on American society.</p> <p>LO 4E SWBAT to use primary source documents to determine why prohibition was repealed</p>

Unit 4: Demonstrations of Learning

Learning Goal	Demonstration of Learning
<u>LG 1</u>	<p>LO 1A GSA: From the reading quote three lines that show tension taking shape in America during the postwar period.</p> <p>LO 1B Write a short summary of the impact of the Red Scare on American culture and political freedoms</p> <p>LO 1C Explain how the Emergency quota act was a reflection of the view of immigrants in America in the 1920s.</p> <p>LO 1D Extended response: What effect did the postwar tensions have on our American ideals?</p>
<u>LG 2</u>	<p>LO 2A Using the different automobile advertisements of the 1920s from the overhead, explain how these ads show a shift in social trends in the 1920s.</p> <p>LO 2B In a short constructed response give three examples of how 1920s consumerism influenced the development of technology.</p> <p>LO 2B In a short constructed response explain how the impacts of the Harlem Renaissance can still be felt today.</p> <p>LO 2D Pick one of the Harlem Renaissance legends discussed in class, and explain their role in shaping the culture in the 1920s</p> <p>LO 2E In an extended response Compare and Contrast the social trends of the 1920s to today.</p>
<u>LG 3</u>	<p>LO 3A GSA: Describe the difference between the traditionalists and modernists of the 1920s. Cite examples to justify your answer.</p> <p>LO 3B You are the judge of the Scopes trial. Using the information that you have learned today, explain how you would have ruled in the court case. Explain your reasoning.</p> <p>LO 3C In your opinion should intelligent design be taught in schools? Why or why not? Justify your answer using the text.</p> <p>LO 3D Why do you think that the issues of the 1920s are still relevant today?</p>
<u>LG 4</u>	<p>LO 4A Using the information that you have gained in class about Prohibition, explain which impact you think is most important to American society today.</p> <p>LO 4B GSA: Using the projected document, students are to determine whether or not this group is for or against the banning of alcohol pointing to evidence in the text to prove their opinion.</p> <p>LO 4C GSA: Look at the Volstead act again. What about the law made it ineffective in the stopping of alcohol consumption? Point to evidence from the text.</p> <p>LO 4D GSA: Looking at the document, what was the worst effect of prohibition on America? Use evidence from the text to support your answer.</p> <p>LO 4E GSA: Why do you think prohibition failed in America? Use evidence from the text to support your answer.</p>

Instructional Calendar

September 2 Labor Day No School	September 3 LO 1A Great Gatsby	September 4 LO 1B	September 5 LO 1C Great Gatsby	September 6 LO 1D LG Review LG 1 Formative Assessment
September 9 LO 2A	September 10 LO 2B Great Gatsby	September 11 LO 2C	September 12 LO 2D Great Gatsby	September 13 LG 2 Formative M/C Assessment Formative Writing Assessment
September 16 LO 3A	September 17 LO 3B Great Gatsby	September 18 LO 3C	September 19 LO 3C Great Gatsby	September 20 LG 3 Formative Assessment Film—Ken Burns’ Prohibition
September 23 LO 4A Film—Ken Burns’ Prohibition	September 24 LO 4B LO 4C	September 25 LO 4D DBQ Assessment	September 26 LO 4E DBQ Assessment Summative Assessment Review	September 27 Summative Assessment

<u>Assignments</u>	<u>Due Date</u>
Chapter 12 Summary Outline	September 13
Chapter 13 Summary Outline	September 20
Learning Goal #1 Formative Assessment	September 6
Learning Goal #2 Formative Assessment	September 13
Learning Goal #3 Formative Assessment	September 20
DBQ Essay	September 26
Summative Assessment	September 27
Finish Reading the Great Gatsby	Week of September 20
Blog Post Reflection on the Great Gatsby	September 30