

# Unit Plan: 11<sup>th</sup> Grade US History

## Unit #3: 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?

### Chapter 31 Reading Guiding Questions

1. Describe the cultural conflicts over such issues as immigration, cultural pluralism, prohibition, and evolution?
2. How did the mass-consumption economy, led by the automobile industry, rise?
3. How was the cultural revolution brought about by radio, films, and changing sexual standards?
4. Explain how new ideas and values were reflected and promoted in the American literary renaissance of the 1920s.
5. How did the era's cultural changes affect women and African Americans?

#### Unit Learning Goals

##### **LG 1 Analyze the impact of new economic and political ideologies to develop during the 1920s.**

This should include discussion of:

- **The Red Scare:** Bolshevik Revolution, labor troubles, red scare, A. Mitchell Palmer, the Buford, anti-red legislative statutes, Sacco and Vanzetti case, The KKK, The Birth of a Nation, nativist, cultural pluralism, Immigration Act of 1924, Randolph Bourne, Horace Kallen,
- **Prohibition:** Al Capone, The Volstead Act, 18<sup>th</sup> amendment, wet vs. dry, soldier frustration, problems with enforcement, the cocktail, straining relations with Canada, the bootlegger, homebrew, the noble experiment, gang wars of the 1920s, Chicago, spread of crime to other industries under prohibition, organized crime, kidnapping of the Lindbergh Baby
- **The Scopes Trial:** John Dewey, fundamentalism vs. Science, John T. Scopes, Bible Belt, Dayton Tennessee William Jennings Bryant, Clarence Darrow , Fundamentalists, Modernists, outcome of the trial,
- **New Mass Consumption Economy:** the roar of the 1920s, Superficial Prosperity, Andrew Mellon and his tax policies, , Henry Ford and the automobile, The Rogue River Plant, problem of consumption, advertisers, Bruce Barton and The Man Nobody Knows, Babe Ruth, Jack Dempsey, Fredrick W. Taylor, Ransom E. Olds, Model T, Fordism, Chart pg. 734, Petroleum Business, New Roads, cars from luxury to necessity, impact on the home, New Aerospace

#### Learning Goal Guiding Questions

- Why did the United States, which had welcomed so many millions of immigrants for nearly a century, suddenly become so fearful of immigration in the 1920s that it virtually ended mass immigration for two decades?
- To what extent was the Scopes Trial only about competing theories of human origins, and to what extent was it a focal point for deeper concerns regarding the role of religion and traditional moral authorities in American life and the new cultural power of science?
- Were the intellectual critics of the 1920s really disillusioned with the fundamental character of America life, or were they actually loyal to a vision of a better America, and only hiding their idealism behind a veneer of disillusionment and irony?

##### **Habits of Mind: Unfinished Business**

Explain that history and current situations are often uncertain and even unfinished, realizing that not every problem has a viable solution.

##### **Documents**

- Film—The Great Gatsby
- Film—Against All Odds: The Artists of the Harlem Renaissance
- Film—The True Story of Sacco and Vanzetti
- Amy Jacques-Garvey, ed. *Philosophy & Opinions of Marcus Garvey*. (New York: Athenaeum, 1969).
- Excerpt from an essay written by A. Mitchell Palmer called "The Case Against the 'Reds,'" 1920.
- Excerpt from the statement Emma Goldman gave at her deportation hearings.
- Excerpt from a front page New York Times article, "Cranks and Freaks Flock to Dayton." July 11, 1925
- Ken Burns-Horatio's Drive Chapter 1- Introduction.wmv
- Ken Burns-Empire of the Air Chapter 5- Broadcasting.wmv
- 100 Years 100 Events-The 1920s-Chapter 9-1928-The Discovery of Penicillin.wmv

<p>Technology: Charles Lindbergh, Spirit of St. Louis, Airplane in warfare, the Radio, KDKA, the impact of film., <i>Birth of a Nation</i>, code of censorship, propaganda, <i>The Jazz Singer</i>,</p> <ul style="list-style-type: none"> <li>• <b>Changing Lifestyles in the 20s:</b> women employment, Margaret Sanger, birth control movement, Alice Paul and the National Women’s Movement, fundamentalism vs. Modernism, “Sex O’ Clock”, flappers, Sigmund Freud, Jazz, King Oliver, Harlem, Langston Hughes, United Negro Improvement Association, Marcus Garvey, Black Star Line Steamship, Henry James, H. L. Mencken, F. Scott Fitzgerald, <i>The Great Gatsby</i> Ernest Hemingway, Sinclair Lewis, William Faulkner</li> </ul>	<ul style="list-style-type: none"> <li>• Influenza 1918.wmv</li> <li>• Inherit the Wind</li> <li>• Theodore Roosevelt Preaches Americanism (1915)</li> <li>• Randolph Burns Defends Cultural Pluralism (1916)</li> <li>• Tar Bucket Terror in Texas (1921)</li> <li>• A Methodist Editor Clears the Klan (1923)</li> <li>• Margaret Sanger Campaigns for Birth Control (1920)</li> <li>• The Lynds Discover Changes in the Middle American Home (1929)</li> <li>• The Supreme Court Declares that Women are Different from men (1908)</li> <li>• The Supreme Court Declares the Men and Women are Equal (1923)</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• NextText: World War, Boom, and Bust: Cars for the People pgs. 90-99</li> <li>• NextText: World War, Boom, and Bust: A Writer Comes to Harlem pgs. 115-125</li> <li>• From Columbus to Today</li> <li>• Against All Odds -The Artists of the Harlem Renaissance</li> <li>• Upton Sinclair, The jungle</li> <li>• NextText: World War, Boom, and Bust: The Scopes Trial pgs. 126-140</li> </ul>
<p><b>LG 2 Analyze the impact of Prohibition on the Culture of the United States.</b></p> <p><i>This should include discussion of</i></p> <ul style="list-style-type: none"> <li>• <i>The 18<sup>th</sup> amendment</i></li> <li>• <i>Early Temperance Movements</i></li> <li>• <i>The Volstead Act</i></li> <li>• <i>The rise of organized crime</i></li> <li>• <i>Bootleggers</i></li> <li>• <i>Causes and effects of Prohibition</i></li> <li>• <i>Repeal of Prohibition</i></li> </ul>	<ul style="list-style-type: none"> <li>• Why did people want to ban the sale of alcohol in America?</li> <li>• Why did Prohibition Fail?</li> </ul> <p><b>Habits of Mind: Significance of the Past</b> Understand the significance of the past to one’s own life and to one’s society.</p> <p><b>Documents:</b></p> <ul style="list-style-type: none"> <li>• Ken Burns—Prohibition</li> <li>• DBQ—Prohibition: Why did America Change its Mind?</li> <li>• A German Observes Bootlegging (1928)</li> <li>• Fiorello La Guardia Pillories Prohibition (1926)</li> <li>• The WCTU Upholds Prohibition (1926)</li> <li>• Film—Ken Burns—Prohibition</li> <li>• Statement read at the Eighth Annual Meeting of the National Temperance Council, Washington D.C., and September 20, 1920.</li> <li>• “Hooch Murder Bill Drafted by Anderson,” The New York Times, November 14, 1922.</li> <li>• The 18<sup>th</sup> Amendment</li> <li>• The Volstead Act</li> <li>• The 21<sup>st</sup> Amendment</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Daniel Okrent, Last Call the Rise and Fall of Prohibition</li> </ul>

### Measuring and Tracking Learning Goals

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

### Measuring and Tracking of Progress towards Unit Goals

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

### Blog Posts

Blog Site: <http://mrmacsclassroom.com/>

**Blog Post #5:** Why did the United States, which had welcomed so many millions of immigrants for nearly a century, suddenly become so fearful of immigration in the 1920s that it virtually ended mass immigration for two decades?

**Blog Post #6:** To what extent was the scopes Trial only about competing theories of human origins, and to what extent was it a focal point for deeper concerns regarding the role of religion and traditional moral authorities in American life and the new cultural power of science?

**Blog Post #7:** According to Daniel Okrent’s book Last Call the Rise and Fall of Prohibition and all other in class materials, what was the ultimate cause of Prohibition’s failure? How did Prohibition and its ultimate demise affect American Society?

### Measuring and Tracking Unit Goals

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

### Summative Assessment

<b>Standard Assessment</b>	<b>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.</b>
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### Summative Writing Assessment

Students use the background knowledge learned in class and answer the prompt in a five paragraph DBQ essay: <b>What were the causes and effects of Prohibition on American society in the 1920s?</b>
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### Unit 3: Learning Goals and Lesson Objectives

Learning Goal	Lesson Objectives
<b>LG 1</b>	<p><b>LO 1A</b> SWBAT analyze the movement toward social conservatism following World War I</p> <p><b>LO 1B</b> SWBAT describe the cultural conflicts over such issues as immigration, cultural pluralism, prohibition, and evolution?</p> <p><b>LO 1C</b> SWBAT explain how the rise of the mass-consumption economy, led by the automobile industry.</p> <p><b>LO 1D</b> SWBAT describe the cultural revolution brought about by radio, films, and changing sexual standards?</p> <p><b>LO 1E</b> SWBAT Explain how new ideas and values were reflected and promoted in the American literary renaissance of the 1920s.</p> <p><b>LO 1F</b> SWBAT explain how the era’s cultural changes affect women and African Americans?</p>
<b>LG 2</b>	<p><b>LO 2A</b> SWBAT Describe the deep-rooted tradition of alcohol in American culture and how this tradition has costs and benefits</p> <p><b>LO 2B</b> SWBAT Analyze the motives and actions of different groups involved in the prohibition of alcohol in 19th and early 20th century America</p> <p><b>LO 2C</b> SWBAT analyze the effectiveness of the Volstead act on the enforcement of Prohibition</p> <p><b>LO 2D</b> SWBAT analyze the negative effects of Prohibition on American society.</p> <p><b>LO 2E</b> SWBAT to use primary source documents to determine why prohibition was repealed</p>

### Unit 3: Demonstrations of Learning

Learning Goal	Demonstration of Learning
<b>LG 1</b>	<p><b>LO 1A</b> GSA: Why did America move toward a policy of social conservatism following the end of World War I and how was this change reflected in the national social culture?</p> <p><b>LO 1B</b> GSA: Explain the roots of the cultural and political upheaval of the 1920s and why it was centered around communism, evolution, and prohibition.</p> <p><b>LO 1C</b> GSA: Explain how 1920s consumerism influenced the development of technology. Use specific examples to justify your answer.</p> <p><b>LO 1D</b> Explain how the changings sexual standards of young people in the 1920s would lead to a revival of the women’s movement.</p> <p><b>LO 1E</b> Explain why we call the Harlem Renaissance a Renaissance?</p> <p><b>LO 1F</b> Explain how both women and African American lives were altered during the 1920s and how this might affect the society in the future.</p>
<b>LG 2</b>	<p><b>LO 2A</b> 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><b>LO 2B</b> 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><b>LO 2C</b> 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><b>LO 2D</b> 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><b>LO 2E</b> GSA: Why do you think prohibition failed in America? Use evidence from the text to support your answer.</p>

### Instructional Calendar

January 27 The Rise of the Consumer Economy	January 28 The Scopes Trial	January 29 The 1920s Woman	January 30 The Harlem Renaissance	January 31 The Harlem Renaissance LG 1 Formative Assessment
February 3 Tradition of Alcohol	February 4 The Volstead Act	February 5 The Gangster	February 6 Effects of Prohibition	February 7 LG 2 Formative M/C

			<b>Prohibition DBQ</b>	<b>Assessment Formative Writing Assessment</b>
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