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Department: Social Studies

Unit: 1920's

Unit Essential Question: How did the end of World War I help to shape the nation politically, economically and socially during the 'Roaring 1920's'?

	10/16	10/17	10/18
Essential Question	How did Americans postwar fear of Communism affect civil liberties and the labor movement?	What ideas fueled President Harding's and the nations desire to return to isolationism and how did he achieve this goal?	What factors caused the economy to change so drastically during the 1920's?
Content	The Russian Revolution, The Red Scare, Palmer Raids, The Sacco and Vanzetti Trial, Labor Strikes	'Normalcy', Kellogg Briand Pact, Quota System	Mass production, Advertising, Installment Plan, Electricity
Activity	Students will complete a guided reading activity that will help them to outline the significant events listed above.	Lecture and class discussion regarding 'normalcy'. Significant questions addressed will include: What constituted 'normal' before the war? How did war change this? What was the postwar climate?	Students will create a graphic organizer which illustrates how mass production, advertising, credit and electricity contributed to the economic boom of the 1920's. They will provide supporting details for each factor.
Skills	Reading comprehension, Identifying the main idea	Listening, Oral response and participation	Identifying cause and effect, recognizing relationships
Assessment	Students will complete the Guided Reading Questions and submit.	Students will be assessed during class discussion and later on the test.	Students will submit their Graphic Organizer
Curriculum Standards	3.1, 6.4	3.4, 3.3, 6.4	3.2, 6.4, 6.5

	10/19	10/20	10/23
Essential Question	How did the automobile literally change the landscape of America and its society?	Why did the assembly line have such a significant impact on the economy?	What were the unintended consequences of Prohibition?
Content	Urban Sprawl, Route 66, Suburbia, commuting, Jobs production resulting from the car	Horizontal consolidation, Vertical consolidation, Mass Production	Organized crime, Speakeasies, Bootlegging, Prostitution. Gambling
Activity	Class will brainstorm a list of businesses that would not exist without the automobile to illustrate its impact. Class discussion will follow focusing on how the car has changed our society. Students will complete a worksheet analyzing the car production over several decades.	Groups will demonstrate the power of efficiency by working together to develop a set of instructions for creating a paper airplane. Groups will then test their methods.	Students will view a Powerpoint presentation about the Prohibition Era including video clips of actual footage from the 1920's.
Skills	Identifying Cause and Effect, Graph analysis	Problem solving, Collaboration, Working within a group	Listening, Analyzing primary source materials
Assessment	Each student will provide 1 idea for the brainstorming activity and submit their graph analysis.	Groups will evaluate one another's methods informally	Quiz on Prohibition Era
Curriculum Standards	4.4, 6.4, 6.5, 6.6	4.5, 6.4, 6.5	3.4, 6.4

	10/24	10/25	10/26 / 10/27
Essential Question	How do poetry, artwork and music of the Harlem Renaissance reflect the time period and the lives of the people involved?	How do poetry, artwork and music of the Harlem Renaissance reflect the time period and the lives of the people involved?	How do poetry, artwork and music of the Harlem Renaissance reflect the time period and the lives of the people involved?
Content	Historical background of the Harlem Renaissance Poetry, Artwork and Song Analysis	Poetry, Artwork and Music analysis	Student Presentations
Activity	Cohort - Students will view a Powerpoint presentation highlighting the historical significance of the Harlem Renaissance. They will then watch examples of poetry, artwork and music analysis.	Students will work in small groups to provide analysis for 2 primary source pieces from the Harlem Renaissance and develop a presentation for fellow students.	Students will present their analysis to their peers using a Powerpoint provided by instructors.
Skills	Listening	Identifying main ideas, themes, literary devices, mood or tone, a connection to the Harlem Renaissance and a connection between the 2 sources. Collaboration, Working Within a Group.	Public Speaking
Assessment	Students will demonstrate their ability to analyze various works from the Harlem Renaissance in a follow up activity tomorrow.	Students will earn a group grade out of a possible 50 points. They will also earn an individual grade out of a possible 20 points. The criteria for earning this grade will be discussed.	Students will earn a group grade out of a possible 50 points. They will also earn an individual grade out of a possible 20 points. The criteria for earning this grade will be discussed.
Curriculum	3.4, 6.4	3.1, 3.2, 3.4, 6.2, 6.4, 6.6	3.3, 3.4, 3.5, 6.4