

Unit 6: Roaring Twenties (1919-1929)

Unit #:	APSDO-00022859	Duration:	3.0 Week(s)	Date(s):	
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Team:
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Grades:
11

Subjects:
Social Studies

Unit Focus

In this unit, students will understand the ways in which American society changed in the decade following World War I. Students will examine the emergence of and resistance to new social values and ideas in American society during the economic prosperity of the 1920s. In addition to a unit test, students will create a position statement that evaluates the extent to which the cultural changes of the 1920's were consistent with American values. Primary instructional materials for this unit will include primary and secondary sources as well as a U.S. History textbook *The American Pageant or The Americans*, maps and or artifacts.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>History/Social Studies: 11</i></p> <ul style="list-style-type: none"> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>CCSS.ELA-LITERACY.WHST.11-12.4</i> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the 	<p>T1 (T1) Access and analyze text for context, reliability and accuracy to determine relevance.</p> <p>T2 (T5) Apply social studies concepts and content to make connections to a given situation, problem or challenge.</p> <p>T3 (T6) Evaluate how individuals and groups influence or change society.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U104) Institutions other than governments often have power in society.</p> <p>U2 (U200) Innovations and revolutions address significant societal needs.</p> <p>U3 (U302) Economic systems affect the choices, actions and opportunities of</p>	<p>Q1</p> <p>How do people evaluate the success of a nation?</p> <p>Q2</p>

<p>subject under investigation. <i>CCSS.ELA-LITERACY.WHST.11-12.7</i></p> <ul style="list-style-type: none"> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <i>CCSS.ELA-LITERACY.WHST.11-12.8</i> Draw evidence from informational texts to support analysis, reflection, and research. <i>CCSS.ELA-LITERACY.WHST.11-12.9</i> 	<p>producers and consumers. U4 (U402) Movement of population depends upon availability of resources and perception of security. U5 (U802) Human rights involves the recognition of human dignity and the promotion of freedom, justice and peace for all humanity. U6 (U902) What it takes to "fit in" with a group may come at too high a personal cost.</p>	<p>How much should government regulate business? Q3 To what extent was the Twenties a decade of progress or decline? Q4 (Q201) When and why does reform become revolutionary? When doesn't it? Q5 (Q501) How do religious and political institutions influence each other?</p>
Acquisition of Knowledge and Skill		
Knowledge	Skills	
<p>K1 American Women pursued new lifestyles and assumed new jobs and different roles in society during the 1920's</p> <p>K2 Organized crime emerged as a response to the passage of prohibition</p> <p>K3 The clash between religion and science intensified</p> <p>K4 Americans became increasingly intolerant of foreigners and minority groups, resulting in restrictive immigration policies</p> <p>K5 Despite continued discrimination and segregation, African American experienced an era of creativity and growth</p>	<p>S1 Evaluate the accuracy and credibility of a source to determine bias</p> <p>S2 Conduct short research task to answer a question or solve a problem</p> <p>S3 Make a claim and support it with specific textual evidence using primary and secondary sources</p> <p>S4 Construct arguments using precise and knowledgeable claims with supporting evidence</p>	
<p>Connecticut Goals and Standards <i>Social Studies : 11</i></p> <ul style="list-style-type: none"> Analyze change and continuity in historical eras. <i>HIST.9-12.2</i> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. <i>HIST.9-12.4</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. <i>INQ.9-12.10</i> Distinguish between long-term causes and triggering events in developing a historical argument. <i>HIST.9-12.15</i> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. <i>HIST.9-12.1</i> Integrate evidence from multiple 		

<p>relevant historical sources and interpretations into a reasoned argument about the past. <i>HIST.9-12.16</i></p>	<p>K6</p> <p>Consumerism and new credit techniques fueled economic growth, while economic inequality grew and the agricultural sector suffered</p> <p>K7</p> <p>Essential Concepts/Terms: Nativism, isolationism, Communism, anarchists, Sacco and Vanzetti trial, quota system, Ohio Gang, Teapot Dome scandal, urban sprawl, installment plan, Prohibition, speakeasy, bootlegger, fundamentalism, Scopes trial, flapper, double standard, Harlem Renaissance, Jazz, 19th Amendment, suffrage, National American Woman Suffrage Association</p>	
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