

Unit 4 – The 1920s: Project Overview and Instructions

Historical Context: The 1920s heralded a dramatic break between America’s past and future. Before World War I the country remained culturally and psychologically rooted in the nineteenth century, but in the 1920s America seemed to break its wistful attachments to the recent past and usher in a more modern era. The most vivid impressions of that era are flappers and dance halls, movie palaces and radio empires, and Prohibition and speakeasies. Scientists shattered the boundaries of space and time, aviators made men fly, and women went to work. The country was confident—and rich. But the 1920s were an age of extreme contradiction. The unmatched prosperity and cultural advancement was accompanied by intense social unrest and reaction. The same decade that bore witness to urbanism and modernism also introduced the Ku Klux Klan, Prohibition, nativism, and religious fundamentalism. America stood at a crossroads between innovation and tradition. Many Americans were looking boldly ahead, but just as many were gazing backward, to cherished memories of a fabled national innocence. (Joshua Zeitz, *The Roaring Twenties*, Gilder Lehrman Institute of American History, Web. 2018)

Unit Focus Question The 1920s in the United States was a time of tremendous change, such that historians have labeled this decade the “Roaring Twenties.” *Is the “Roaring Twenties” an accurate description of the time period? How did American culture change in the 1920s? Why were the 1920s filled with political, social, and economic extremes?*

Project Overview Students will complete a series of entire class, small group, and individual lessons over the course of this two-week unit. Both the assignments and project are structured to assess not only acquisition of historical knowledge and thinking skills, but to provide opportunities for students to build and improve upon the following abilities: collaboration, communication, organization, planning, time-management, autonomy, and reflection. While some class days will be scheduled with specific entire class lessons, the majority of periods will be scheduled “work time” where students will be given the freedom to choose from pre-determined lessons and to work at a planned pace to complete required assignments. Daily “check ins” between the students and teacher will occur to manage the following: student planning and time management, tracking of student progress, evaluation of work and grading, and time for necessary teacher support and student questions.

Grading Students will track progress and evaluation of assignments in their binder. At the completion of each assignment students will “check in” with the teacher to demonstrate level of student work and completion of lesson. Each lesson requires the student to individually answer a lesson focus question with a minimum 2-3 sentence written response. At the completion of the unit all student work will be submitted for an organizational grade and to allow completion of any late or absent work.

Assessment At the conclusion of the unit students will complete both a traditional multiple-choice quiz and write an in-class timed response to the Unit Focus Question (see above) to demonstrate overall knowledge, skill, and understanding. (detailed instructions and grading rubric for written timed response will be provided)

Unit 4 – The 1920s: Assignment Tracker

ASSIGNMENT	FOCUS QUESTION	GRADE
<i>Class Assignment (*must complete all)</i>		
1. 1920s Big Picture Claim Deconstruction / Slang Vocabulary	<i>How did the vocabulary of the decade represent the changing attitudes and interests of Americans?</i>	_____ / 15
<i>Homework Notes (*must complete all)</i>		
2. Ch. 10, Sec. 1: American Life Changes (p. 294-301)	(see textbook)	_____ / 5
3. Ch. 10, Sec. 2: The Harlem Renaissance (p. 302-307)		_____ / 5
4. Ch. 10, Sec. 3: A New Popular Culture is Born (p. 308-313)		_____ / 5
<i>Individual / Small Group Work (*select 3 of 5 to complete)</i>		
5. Boom to Bust: Century Series Documentary	<i>Compare and contrast the traditional and modern values held by Americans.</i>	_____ / 10
6. Women’s Rights and A Flapper’s Appeal Article	<i>What were the new roles for American women in the 1920s?</i>	
7. Prohibition: Effects <i>Don’t Know Much About History</i> Article	<i>Why was Prohibition one of the greatest social and political disasters in American history?</i>	
8. The Harlem Renaissance: Online Investigation	<i>How did the Harlem Renaissance represent a pivotal shift in the African American experience?</i>	
9. Zora Neale Hurston <i>How It Feels To Be Colored Me</i>	<i>Examine the power of racism and its impact on the nation.</i>	
<i>Multi-Document Lesson (*select 1 of 2 to complete)</i>		
10. Prohibition: Causes	<i>Why was the 18th Amendment adopted?</i>	_____ / 15
11. The Scopes Trial	<i>How did the Scopes Trial represent the cultural and political controversies of the 1920s?</i>	
Assessment: Timed Writing Response _____ / 25	The 1920s in the United States was a time of tremendous change, such that historians have labeled this decade the “Roaring Twenties.” <i>Is the “Roaring Twenties” an accurate description of the time period? How did American culture change in the 1920s? Why were the 1920s filled with political, social, and economic extremes?</i>	Assessment: Multiple Choice Quiz _____ / 20
Questions and Comments		

Unit 4 - The 1920s: Calendar

Directions: Use the calendar below to track assignments and to plan out and manage your time.

<u>Monday 1/7</u>	<u>Tuesday 1/8</u>	<u>Wednesday 1/9</u>	<u>Thursday 1/10</u>	<u>Friday 1/11</u>	<u>"Check In" Notes</u>
Slang Vocabulary	1920s Big Picture Claim Deconstruction HW: Ch. 10, Sec. 1		HW: Ch. 10, Sec. 2		
<u>Monday 1/14</u>	<u>Tuesday 1/15</u>	<u>Wednesday 1/16</u>	<u>Thursday 1/17</u>	<u>Friday 1/18</u>	
HW: Ch. 10, Sec. 3			HW: Prepare for Assessments	Timed Writing and Multiple-Choice Quiz	