

## LESSON 1

**Title:** Introduction to the 1920s

**Essential Question:** What is American culture and how is it created?

**Content Questions:**

- How do you define the decade of the 1920s?
- What was the “roar” of the 1920s?

**Instructional Activities:**

1. Hook: What is culture?
  - Have students’ first independently respond to the question. Then lead a class discussion. Additional questions that students should consider are listed below.
    - How do we define culture?
    - What do we value as Americans?
    - What has an impact on us as Americans?
    - Transition into the 1920s: How has our culture evolved over time?
2. Brainstorm: Padlet ([www.padlet.com](http://www.padlet.com))

Padlet is a Web 2.0 tool that is an online bulletin board. For more information about how to use Padlet in a history class check out TeachingHistory.org. You can also find numerous videos on YouTube about how to setup a Padlet account.

  - What do you know about the 1920s?
  - Why do you think the 1920s are important?
  - What do you want to learn about the 1920s?
3. Guided Outline (Notes): Introduction to the Roaring Twenties
4. Project Publication: The Roaring Twenties
  - This document provides students with a brief introduction to the 1920s and reinforces some of the content information that may have already been covered during the Brainstorm. The purpose of this document to provide students with direction so that they know what to expect for this unit. The document mainly focuses on research and offers a brief breakdown of the two major projects that are associated with this unit.

## LESSON 2

**Title:** Presidential Politics of the 1920s

**Content Questions:**

- What political events and ideas marked the Warren G. Harding presidency?
- What political events and ideas marked the Calvin Coolidge presidency?
- What were the lingering effects of World War I on politics in the 1920s?

**Instructional Activities:**

1. Watch *The Presidents* DVD
  - Students should answer guided questions in their notes as they are watching the DVD. First show the Harding clip and discuss responses to questions then show the Coolidge clip and discuss responses to questions. The clips are about five minutes in length.
    - Warren G. Harding
      - (1) What does “return to normalcy” mean?
      - (2) What is the Teapot Dome Scandal?
      - (3) What is the Budgeting and Accounting Act?
    - Calvin Coolidge
      - (1) When did Coolidge take office?
      - (2) What is the Indian Citizenship Act?
      - (3) How did Coolidge feel about American business and industry?
2. Discussion about the role of the president today.
  - Harding was considered to be one the worst presidents of all time, how does the president measure up today?

## LESSON 3

**Title:** American Life Changes

**Content Questions:**

- How does American life change in the 1920s?
- How was urban life different from rural life in the 1920s?
- Were the 1920s really “roaring” for everyone?
- How did cities contribute to the creation of a popular culture?

**Instructional Activities:**

1. PowerPoint: The Roaring Twenties

This PowerPoint contains information that should be used when covering “American Life Changes” and “The Age of Consumerism Arises.” The PowerPoint is intended to assist students with the note-taking process. The PowerPoint contains content information, discussion questions, and numerous images that combined enhance students understanding of the 1920s. The PowerPoint is a teaching tool and is not provided to the students.

2. Guided Outline (Notes): American Life Changes

- Students independently brainstorm urban and rural differences. Then discuss differences with the class and add additional content information if necessary.
- Consider the guided questions below:
  - How do you think schools were affected by growing urban populations?
  - What kind of changes do you think schools had to make?
  - How could having an educated work force affect business and industry?
  - What is the purpose of schooling?

**Homework:**

- R&Q, A New Economic Era

## LESSON 4

**Title:** The Age of Consumerism

**Content Questions:**

- What role did the Ford Motor Company and Henry Ford play in revolutionizing American industry?
- How did both the auto industry and the nation change during the 1920s?
- What were some qualities of the new consumer of the 1920s?

**Instructional Activities:**

1. Hook: The First Macy's Thanksgiving Day Parade (<http://www.history.com/news/the-first-macys-thanksgiving-day-parade>)
2. PowerPoint: The Roaring Twenties  
While going over the PowerPoint you should also go over last night's homework (R&Q, A New Economic Era) because the content overlaps. Incorporate additional content information as well. The questions to consider are listed below.
  - What products were introduced during the 1920s?
  - How did these new products change American life?
  - How did the advertising industry emerge?
  - What impact did the assembly line have on car production?
  - What is welfare capitalism and why was it used?
3. Project #1: Advertising Revolution  
Project #1: Sample Project, Pez  
Students will be assigned a particular product that was introduced in the 1920s or became popular in the 1920s. Students will complete research and will create a digital advertisement.
  - Go over the assignment with the students and allow time for questions.
  - Show students the library databases.
  - Emphasize the importance of not plagiarizing and citing your sources.
  - Remind students that they will need to draw their own conclusions.
    - Why was the product popular in the 1920s?
    - How is the product connected with themes of the 1920s?

**Homework:**

- Video Link: Cars, Planes, and Radios
- Guided Questions: Cars, Planes, and Radios

## LESSON 5

**Title:** The Age of Consumerism

**Content Questions:**

- How did mass entertainment change in the 1920s?
- How did technological advancements contribute to the creation of a popular culture?
- Were the Roaring Twenties really roaring for everyone?
- What does it mean to be a consumer-based economy and why did this shift occur?

**Instructional Activities:**

1. Hook: For The Day We Shall All Fly (1929) <http://www.britishpathe.com/video/for-the-day-when-we-shall-all-fly/>
2. Discussion Board Post, Canvas (LMS)  
Students should answer one of the following questions and comment on at least two of their peers' responses. Give students at least ten minutes to work on this and then lead a class discussion about the different questions.
  - How did radios contribute to the creation of a popular culture?
  - How did cars transform the American landscape?
  - How did planes affect American industry during the 1920s?
3. Class Discussion: Were the Roaring Twenties really "roaring" for everyone?  
Have students think about the response and then lead a class discussion.
4. Partners Activity: Slang of the 1920s  
Students should work in pairs and create a story that uses slang from the 1920s. Students can then share their stories with the rest of the class. This is a very fun activity.

**Homework:**

- Students should be working on their Advertising Revolution project. Encourage students to incorporate some of the twenties terminology in their final products.

## LESSON 6

**Title:** The Scopes Monkey Trial

**Content Questions:**

- In what ways did the 1920s reveal a national conflict over basic values?
- What was the issue at the heart of the Scopes Trial?

**Instructional Activities:**

1. R&Q: The Monkey Trial (<http://www.ushistory.org/us/47b.asp>)
  - What is fundamentalism?
  - Why did John Scopes teach evolution?
  - Identify Clarence Darrow and William Jennings Bryan.
  - What was the outcome of the trial?
2. Song Analysis: Can't Make a Monkey of Me (Song Lyrics)  
([http://www.pbs.org/wgbh/amex/monkeytrial/sfeature/pop\\_monkey\\_03.html](http://www.pbs.org/wgbh/amex/monkeytrial/sfeature/pop_monkey_03.html))
  - How did the Scopes Trial affect popular culture?
  - How does the Scopes Trial illustrate a conflict in values during the 1920s?
3. Political Cartoon Analysis: The Verdict (contained in Roaring Twenties PowerPoint)
4. Discussion Board Post, Canvas (LMS)
  - Do you think it is okay to teach evolution in school?
  - Identify topics that you think might be questionable—or do teachers have a right to teach whatever they want...it is our freedom of speech.

## LESSON 7

**Title:** New Roles for Women

**Content Questions:**

- What is a flapper?
- Were all women flappers?
- Why/how did the flapper emerge?
- How did people feel about flappers?

**Instructional Activities:**

1. Advertising Revolution Project Due: Do any of the students want to share their work?
  - The write-up for the product should be posted on Canvas.
2. R&Q: Flappers (<http://www.ushistory.org/us/46d.asp>)
  - Who is Margret Sanger?
  - Define Flapper.
  - What did the flappers typically look like?
  - What did flappers enjoy doing?
  - Why did the flappers emerge? (Thinking question, connect with previously learned content information.)
3. Discussion:
  - Were all women flappers?
  - How did people feel about the flappers?
4. Create a Flapper Meme: The meme should reflect content information and must be appropriate; consider different perspectives or opinions that people had about flappers. After students create their meme they should post it on the Canvas gallery.
  - Makeameme (<http://makeameme.org/>)
  - Imgflip (<https://imgflip.com/memegenerator>)

## LESSON 8

**Title:** Hollywood & Heroes

**Content Questions:**

- How did mass entertainment change in the 1920s?
- Who were the cultural heroes of the 1920s?
- How was the culture of the 1920s reflected in the arts and literature of the era?

**Instructional Activities:**

1. Discussion Question: What impact did celebrities have on people during the 1920s? Consider the impact that celebrities have on us today.
  - Content Covered: Film industry moves from New Jersey to Hollywood, Charlie Chaplin, Clara Bow, F. Scott Fitzgerald, Charles Lindbergh, Amelia Earhart, Babe Ruth and Red Grange
2. Watch Video Clips
  - Charles Lindbergh – Flight Across the Atlantic (<https://www.youtube.com/watch?v=nTwiu6wnpqw>)
  - Charlie Chaplin “The Kid” – 1921 (<https://www.youtube.com/watch?v=MAUFUv1k9Zw>)
  - Clara Bow, “Get Your Man” (<https://www.youtube.com/watch?v=wO3YFNmmGc8>)
  - Sports – 1920s (<https://www.youtube.com/watch?v=j6wNAB7xcXw>)

**Homework:**

- Video Link: Prohibition
- Guided Questions



## LESSON 9

**Title:** Prohibition

**Content Questions:**

- What was Prohibition, and how did it affect that nation?
- In what ways did Prohibition cause more problems than it solved?

**Instructional Activities:**

1. Guided Outline: Prohibition
2. Project #2: Speed Friending
  - Students will be assigned a person from the 1920s. Students will complete research on this person and take on the role of their assigned person one day in class. Students will interact with other characters from the 1920s and will evaluate who their character would be friends' with during the 1920s.
    - Completing valid research
    - Character role play
    - Interact with other students and take notes during the "Speed-Friending" process
    - Evaluate information and draw conclusions
3. Use class time to go over library databases and show students how to access information.

**Homework:**

- Students should begin researching their assigned character for Speed Friending project.
- If students are having trouble researching they can refer to the video that is posted to help with the process.

## LESSON 10

**Title:** In-Class Research**Content Questions:**

- What does valid research look like?
- How do I complete valid research?
- How should I cite my sources?

**Instructional Activities:**

1. Use class-time to work on Speed Friending Project
  - Show students how to access the library databases
  - Remind students that all of their sources need to be cited
2. Students should consider the following:
  - How are they going to act out/take on the role of their character?
  - Why is their character important in the 1920s?
  - How does their character reflect themes of the 1920s?

**Homework:**

- Type a one-page paper on the character that you were assigned and when finished upload your paper to Turnitin and Canvas. Don't forget that your sources need to be cited.

## LESSON 11

**Title:** The Harlem Renaissance

**Content Questions:**

- What was the Great Migration, and what problems and opportunities faced African Americans in the post-World War I era?
- What was Harlem, and how did the Great Migration affect it?
- Who were the key figures of the Harlem Renaissance?

**Instructional Activities:**

1. BrainPop: The Harlem Renaissance
  - Why Harlem?
  - What is the Great Migration?
  - Who is Marcus Garvey?
  - What is the NAACP?
2. R&Q: The Harlem Renaissance
  - Background information pertaining to the movement.
3. Poem Analysis: Langston Hughes
  - A Dream Deferred (<http://www.poetryfoundation.org/poem/175884>)

**Homework:**

- Work on Speed-Friending Project. Don't forget that you want to come to class in character. In addition be sure to have your bios posted prior to class.

## LESSON 12

**Title:** Speed-Friending**Class Room Structure and Setup:**

- The desks should be organized in pairs and facing one another. Dependent upon class size you may want to assign students to stay seated the entire time. Or you can allow students to get up and switch seats on their own.
- A timer will be needed—it allows for structure and helps with organization. It is up to teacher discretion, but I have allotted each pair to talk for 3 minutes and then one minute to reflect on the conversation and jot down some notes.
- To add to the environment I would recommend purchasing sparkling cider or ingredients to make Shirley Temples as a way to enhance and engage the students into the lesson.

**Instructional Activities:**

1. Activity Framing Questions:
  - Who are you and how do you want to present yourself?
  - What do you want to share about yourself?
  - What questions do you want to ask other people?
  - Who do you want to be friends with?
2. Notes Sheet: Speed-Friending
  - Students should first do some self-reflecting as their character and jot down some notes about themselves. Then they should think about what questions they want to ask other people.
  - Students should fill out the notes sheet only after they have spoken with another student. Students should not be taking notes during the initial meeting/conservation. Students will have time afterwards to reflect upon the content that was presented.
3. Discussion Board: On Canvas students should post who they would be friends with and who they would not be friends with.

**Homework:**

- On Canvas post who you would be friends with and who you would not be friends with. Rationale and relevant content information should be provided for each justification.

## LESSON 13

**Title:** Recap/Review/Catch-Up

- This day was built in for a variety of reasons. Teachers could use this day to debrief on the Speed Friending lesson and or they could cover any other additional information about the 1920s. Teachers also have the option to use this day to review for the upcoming assessment. This day and activities of this day is entirely up to teacher discretion.
- Reflection Questions:
  - Why do we study the 1920s?
  - What have we learned about the 1920s?
  - What conclusions can we draw about the 1920s?
  - How have the 1920s shaped our current American culture?

**Homework:**

- Look through your notes and make sure that they are organized.

## LESSON 14

**Title:** In-Class Assessment

- In-Class Assessment
  - Question: How have the 1920s shaped our current American culture? Write a five-paragraph essay to answer this question; be sure to include supporting evidence and content information.
  - Students should be encouraged to brainstorm.
  - Essay Rubric