

## TEACHING AMERICAN HISTORY PROJECT – 2009-2012

### *Lesson Title – The Roaring Twenties From Craig Demars*

Grade - 11

Length of class period – **4 77 minute class periods**

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

**What role did social and cultural changes play in America during the 1920's?  
What was the “roar” of the 1920's?**

Objectives (What content and skills do you expect students to learn from this lesson?)

**Student effectively communicates orally in front of an audience.  
Students will engage in critical thinking and effective problem solving.  
Students will use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.  
Students will communicate and receive information utilizing reading, writing, speaking and/or artistic/creative expression.**

Materials (What primary sources or local resources are the basis for this lesson?) –  
(please attach)

**Roaring 20's Project research using primary/secondary sources  
Project Rubric**

Activities (What will you and your students do during the lesson to promote learning?)

**Students will be asked to choose one of eight project types (board game, art piece children's book, newspaper, etc.) and a topic from the 1920s. As this will be a new unit, students will be given 30 minutes to research and find a topic from this decade that interest them and their partner(s) if they choose to work in a small group. Once each pair or group picks their topic they will be given 3 class periods to research their topic and find at least one primary source to utilize during their research portion. During these classes the teacher will set check in points for each person and or group for them to achieve by the end of each day. As the teacher monitors the student progress a log will be kept of what each person accomplishes each day by the student and by the teacher. After the research days students will have one class period to compile their work and will use outside of class time to make everything come together.**

**On the due date students will be broken into small groups and asked to share their projects with their classmates. Those who made board games will play the games for about 10 minutes, those with children's books will read their book as a story to**

**their classmates and so on. Upon completion of presentations students will be given a writing prompt to answer the essential question driving this project, “ What was the roar of the 1920’s?”**

How will you assess what student learned during this lesson?  
**See attached rubric.**

**Connecticut Grade Level Expectations-  
Common Core State Standards for English Language Arts and Literacy in  
History/Social Studies, Science and Technical Subjects: Reading Standards for  
Literacy in Science and Technical Subjects 6-12**

7R. Integrate and evaluate multiple sources of information presented in diverse formats and media(e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

9R. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**Critical Skills that Form the Foundation for 21<sup>st</sup> Century Success – 21<sup>st</sup> Century  
Skills Crosswalk**

1CS. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.

**Common Core State Standards for English Language Arts and Literacy in  
History/Social Studies, Science and Technical Subjects grades 9-10  
Research to Build and Present Knowledge**

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

# The Roaring Twenties

**Essential Question:** What was the "Roar"?  
What role did social and cultural changes play in America during the 1920's?

**Objective:** To gain research skills, such as evaluation of sources and thesis writing, develop knowledge about the 1920s, as well as develop creativity skills.

**Assignment:** Choose one of the following projects to complete for the 1920s. You will then research your 1920s topic using at least three sources (one of which is primary), develop and turn the following:

- A proper citation page (Noodletools)
- The creative element described in the project menu.
- Oral Presentation of your project.

**Important Dates:**

**Please choose one of the general categories (bold) and a specific focus (italic) under it for your research topic.**

**Historical Topics:**

- **Political & Social Tension**
  - *The Red Scare & Anti-Communism: Sacco & Vanzetti Trial, Radicalism, Communism, Haymarket Square, Palmer Raids, Sedition Laws*
  - *Separation Between Church & State: Evolution vs. Creationism, Scopes Trial, Lemon Test*
  - *Eugenics*
- **The Republican Era**
  - *Harding: Normalcy, Free Enterprise System, Fiscal Policy, Teapot Dome Scandal*
  - *Coolidge: Tax Cuts*
  - *Hoover: Promoting Business, Associationalism*
  - *International Politics: World Court, Washington Naval Conference, Kellogg-Briand Pact, Dawes Plan, Isolationism in Europe & Latin America*
- **Technology & Consumer Culture**
  - *Big Business: New Industries, Growth of Big Business, Speculators, Enduring Poverty*
  - *Advertising: New Products, The Man Nobody Knows*
  - *Credit: Installment Buying, New Transportation with Airplanes & Autos*
- **Early Civil Rights**
  - *Anti-Immigration: Nativism Revival, Quota System, Immigration Act*
  - *Violence: KKK, Hiram Wesley Evans, Lynching*

- *Fighting Back: ACLU, Marcus Garvey, Back-to-Africa Movement, anti-Semitism, Anti Defamation League*
- *Women's Rights: League of Women Voters, Equal Rights Amendment, Increases in Education & Jobs, Family Planning*
- **Popular Culture**
  - *The Harlem Renaissance: Langston Hughes, Zora Neale Hurston, artistic expression*
  - *Popular Art: The Lost Generation, The Great Gatsby*
  - *Spectator Sports: Football, Baseball, Swimming, Sports Stars*
- **Entertainment & Media**
  - *Print & Radio: Print Media, Radio Programs, RCA,*
  - *Movies: Sound Motion Pictures, The Jazz Singer, Movie Stars*
  - *The Jazz Age: Improvisation, Night Clubs, Duke Ellington, The Cotton Club*
- **Societal Changes**
  - *Viewpoints: Traditionalist, Modernist, Urban Growth*
  - *Religious Fundamentalism*
  - *Flappers: Changing Fashion Trends*
  - *Prohibition, Volstead Act, Speakeasies, Bootlegging, 21st Amendment*

## **Project Options:**

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### **1). BOARD GAMES:**

In this project students will design a game that demonstrates knowledge and understanding of their topic and how it relates to the theme of The Roaring Twenties.

Using an original or existing game board or style, students will create their own game and will produce all the necessary materials as well as instructions so that the game can actually be played in class after projects are scored. The only limitations are as follows:

- Game boards must not exceed 24 X 24 inches
- All boards and materials should be made by the student unless otherwise approved by the teacher (dice are the exception)
- Instructions must be included. These are to be forwarded with a brief explanation of the game and the goal of the game.
- The game should have a clever and original name.
- The game should be in an appropriate container.
- The game must clearly reflect the historical changes that occurred during this time period.
- Time and effort must be evident in the creation of this project.

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### **2). CHILDREN'S BOOK**

In this project students will design a children's book that demonstrates knowledge and understanding of their topic and how it relates to the theme of The Roaring Twenties.

Design a story around your research topic. The plot must be fiction, yet based on historical research. The story should be framed on your research. This would mean historical people, places, and events are weaved into a fictional plot. The following are required elements.

- Paper that is no bigger than 8 1/2 X 11 inch
- Book should be written for a 5<sup>th</sup> grade audience.
- Illustrations can be done by hand or computer generated.
- Cover should contain Title, Author, and historical visuals that relate to the topic/story.
- Title page should contain Title, Author, Publisher, and Copyright.
- Second page should be a Table of Contents listing the chapters and their titles.
- No less than 3 chapters are required. Minimum of 10 pages per chapter.
- The characters of the story must live through the change(s) in America that you have researched.
- Time and effort must be evident in construction, spelling, and design of book.

### **3). THE NEWSPAPER**

For this project, you will create a newspaper for your topic. You are to imagine you are newspaper journalist living in a specific region of the United States(North, South, or Midwest) in the late 1920's. Your job is to document the changes, events, and issues of the time/place with accuracy and creativity. The following are required elements:

- Create a proper banner, or heading, for your paper( includes, date, price, name of paper)
- Headline feature story that highlights your topic's central idea
- Editorial (takes a particular point of view about your topic)
- Letter to the Editor(personal opinion on a small matter)
- Include at least 5 of the following additional sectional  
Weather map, advertisement, food section, religion report, Dear Abby, fashion, business report, classified ad, city life, entertainment, interview, political cartoons from time period
- Include a number of illustrations, map, chart, graphics, etc
- All articles have headings, all pages are numbered, articles are in columns, No formatting errors, Font no larger than 10 point
- Time and effort must be evident in the appearance of you newspaper

### **4). MUSEUM EXHIBIT**

For this project student will create a museum exhibit highlighting the theme of The Roaring Twenties.

Each exhibit in your museum must have a written plaque that introduces museum-goers to the importance of the changes that took place in America during this time period. Each plaque should contain at least one paragraph to explain that portion of the exhibit. You must arrange each exhibit in the logical, artful way.

Each exhibit of your museum must combine at least 3 graphic elements listed below. A caption should accompany each graphic element.

- Pictures
  - Diorama
  - Symbols
  - Music
  - Charts and Tables
  - Timelines
  - Illustrations
  - Collages
  - Maps
  - Replications of art and artifacts
  - Important Quotes
  - Copies of Primary Source Documents
  - Computer Generated Displays
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### **5.) Art Piece**

For this project students will create an art piece illustrating the theme of the Roaring Twenties. The production must visually represent the historical era. The viewer should be able to trace the progression of time and change through your media piece.

- Accompanying your artwork will also be a one-page summary of how the piece demonstrates change in your specific topic.
- Student must present rough draft of idea to teacher in order to ensure the project is fully developed.

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### **6.) Documentary**

For this project students will produce a video on the theme of The Roaring Twenties. Using a variety of visuals the film will show the progression of change that occurred with your topic. The film can be produced on DVD or on the computer. The following are requirements.

- Must be edited.

- Contemporary photos, music, maps, are examples of primary sources that must appear in your footage.
  - Reenactments can be used as long as they are true to the time period.
  - Quotes about your topic must be incorporated into the film
  - Film must be between 10-15 minutes long
  - The entire narration of the film must be handed in with the video.
  - The film must capture the mood and emotion of the topic.
  - Time and energy should be evident in the production of the film. Organization, descriptions, and cinematography must demonstrate a clear strategy of the producer.
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### **7). POLITICAL CARTOON**

In this project students will analyze a *series* of political cartoons from the 1920s and explain how these cartoons relate to that decade. You must use a minimum of 8 cartoons that show at least 4 different parts of the 1920s.

The following are questions that need to be answered in your analysis of each cartoon.

- What is the source and date of the political cartoon?
- Who are the main characters in the cartoon?
- What symbols are shown in the cartoon?
- What important labels are used to help the viewer understand the cartoon?
- How does the cartoonist feel about the political/social issue?
- Considering the time period, is the cartoonist making a liberal, conservative, or an unbiased statement?
- How does this political cartoon demonstrate CONFLICT IN AMERICA?