

American History

Grade 11

Textbook: Glencoe The American Vision Modern Times

Time for Completion: 7class periods

Unit 4 – Roaring Twenties

Chapt. 10

State Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Indicator:

(A) analyzes factors that contributed to changes in work, *production* and the rise of a consumer culture during the 1920's (e.g., leisure time, *technology*, communication, travel, assembly line, *credit* buying).

(A) evaluates various social conflicts in the early 1920's (e.g., rural vs. urban, *fundamentalism* vs. modernism, prohibition, *nativism*, flapper vs. traditional woman's role).

(A) analyzes significant developments in race relations (e.g., rise of Ku Klux Klan, the Great *Migration*, race riots, NAACP, Tuskegee)

(A) develops historical questions on a specific topic in Kansas history and analyzes the evidence in *primary source* documents to speculate on the answers.

(A) - analyzes the costs and benefits of investment alternatives (e.g., stock market, bonds, real estate).

(K) explains the factors that could change supply of or demand for a product (e.g., societal values: prohibition of alcohol; *scarcity of resources*: war; technology: assembly line production).

Purpose of Unit:

Tested on State Assessment	Supply/Demand -Prohibition -Assembly Line Production Investment Cost/Benefits - Stock Market
Academic Skills	Cause & Effect (pg. R3 and R10) Sequencing Events (pg. R17) Primary/Secondary Source (pg. R19-20)
GCHS Dept. Purpose	Birth of our modern culture
Overlying Concept/Idea	Social Conflict and Change

Unit 4 – Roaring Twenties

Historical Concepts/Vocabulary:

Credit Buying
Installment Plan
Consumerism
Investments (Stocks, Bonds, Real Estate)
Assembly Line/Mass Production
Rural vs. Urban
Prohibition (supply and demand)
Flappers vs. Traditional Women Roles
Teapot Dome Scandal
KKK
Great Migration
Race Riots
Tuskegee
NAACP
Radio/Movies/Mass Media
Isolationism
Nativism
Immigration Quotas
Laissez Faire
Black Tuesday

Suggested Activities

- Stock Market Game/Crash (Kelly)
- Assembly Line Activity (Adam)
- Map Urban vs. Rural conflicts
- Listen to music, read African American poetry (Langston) view the movies from the 1920's. Compare current music to music from the 1890's thru WWI. Discuss: Why did jazz break into the era
 - Strange Fruit by Bill Holiday
- Analyze *primary source* documents to determine the effects of various factors on the supply or demand for a product. Societal values: prohibition of alcohol: web resource:
http://www.archives.gov/digital_classroom/lessons/volstead_act/volstead_act.html
Scarcity of resources: war web resource:
http://www.archives.gov/facilities/ca/laguna_niguel/workbook/ww2_opa_records.html
Technology: assembly line production web resource:
<http://www.pbs.org/wgbh/peoplescentury/teachers/tgontheline.html>

Unit 4 – Roaring Twenties

Other areas to include:		
Geography	Economics Supply/Demand Investments	Government

Document Based Questions	Performance Assessment
Technology and History pg 371 Lost Generation pg. 383 Harlem Renaissance pg. 389 Hostility Toward Imperialism pg. 377	Create a media project (newspaper, movie, radio show) over the culture and consumerism of the 1920's. (assignment and rubric to be set next year)

Accommodations: ESL/SPED	Enrichment
	Harlem Renaissance Sacco & Vanzetti Must Die pg. R74-75

Internet Sources:	
For Information www.eyewitnesstohistory.com	For Assignments:

Unit 4 – Roaring Twenties

State Assessment Examples

The diagram below shows some benefits of investing in bonds.

Which best completes the diagram?

- A) a vote at corporate meetings
- B) profits from interest payments
- C) tax-free profits during inflation
- D) a share in corporate ownership

State Recommended Vocab.