

U.S. History Since Reconstruction Curriculum Bundle #6

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| Title |   | Suggested Dates |
| The Roaring Twenties | | Dec. 6 – Dec. 17 (9.5 days) |

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| Big Idea/Enduring Understanding | Guiding Questions |
| <ul style="list-style-type: none"> The 1920s witnessed Americans struggling to make sense of a rapidly changing world with new opportunities. | <ul style="list-style-type: none"> How did urbanization contribute to economic and social changes for African-Americans and women? Why did Prohibition, an amendment which had been sought since the 1830s, fail so miserably? What were the roles of growing consumerism, the automobile, media, advertising, and growing cities in this failure? To what extent was nativism, the growth of the Ku Klux Klan, and changes to the immigration policy a reaction to the social, political, and economic changes facing white males? |

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

| Knowledge & Skills with Student Expectations | Specificity & Examples | Suggested Resources (Read the note above) |
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| <p>US.1 History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</p> <p>US.1A identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;</p> | <ul style="list-style-type: none"> Roaring 20's – Isolationism, Immigration, Red Scare, Jazz Age, Prohibition, Economic Boom, Nativism, Consumerism | <p>Go to PISD website, click Staff tab for the following resources. See your librarian for login information.</p> <p>Encyclopedia Britannica EBSCO Databases netTrekker Free Music Library http://Maps101.com UnitedStreaming.com Search for various video topics.</p> <p>PresidentialTimeline.org HistoryTeacher.net History.com</p> <p>Presidential Election of 1920 Map from Maps 101 (Password is on Intranet > Technology > Passwords)</p> |

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| <p>US.1 History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</p> <p>US.1B apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p> | <ul style="list-style-type: none"> • 1920-1929 Roaring 20's – Isolationism, Immigration, Red Scare, Jazz Age, Prohibition, Economic Boom | | | | | | | | | | |
|---|--|---|-------|---------|---|-------------|---|-------------------------------------|-----------|---|---|
| <p>US.1 History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</p> <p>US.1C explain the significance of the following dates: 1898, 1914-1918, 1929, 1941-1945, and 1957.</p> | <ul style="list-style-type: none"> • 1929 Stock Market Crash – Beginning of the Great Depression | <p>Stock Market</p> | | | | | | | | | |
| <p>US.5 History. The student understands significant individuals, events, and issues of the 1920s. The student is expected to:</p> <p>US.5A analyze causes and effects of significant issues such as immigration, the Red Scare, Prohibition, and the changing role of women; and</p> | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">CAUSES</th> <th style="padding: 5px;">ISSUE</th> <th style="padding: 5px;">EFFECTS</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; text-align: left;">Poor economy in Europe, desire for a better life in America</td> <td style="padding: 5px; text-align: left;">Immigration</td> <td style="padding: 5px; text-align: left;">Growth of cities and slums, overabundance of workers drives wages down; Nativism takes hold</td> </tr> <tr> <td style="padding: 5px; text-align: left;">Fear of foreigners and loss of jobs</td> <td style="padding: 5px; text-align: left;">Red Scare</td> <td style="padding: 5px; text-align: left;">Immigrant restrictions, Sacco and Vanzetti, Palmer Raids, KKK</td> </tr> </tbody> </table> | CAUSES | ISSUE | EFFECTS | Poor economy in Europe, desire for a better life in America | Immigration | Growth of cities and slums, overabundance of workers drives wages down; Nativism takes hold | Fear of foreigners and loss of jobs | Red Scare | Immigrant restrictions, Sacco and Vanzetti, Palmer Raids, KKK | <p>SEE HISTORY ALIVE –UNDERSTANDING TENSIONS</p> <p>United Streaming Red Scare Harlem Renaissance</p> |
| CAUSES | ISSUE | EFFECTS | | | | | | | | | |
| Poor economy in Europe, desire for a better life in America | Immigration | Growth of cities and slums, overabundance of workers drives wages down; Nativism takes hold | | | | | | | | | |
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| | <ul style="list-style-type: none"> • Flappers, change in morality • Women were successful in work place when men left to fight in WWI | Chang- ing role of women | 19 th Amendment passes | | | | | | | | |
| <p>US.5 History. The student understands significant individuals, events, and issues of the 1920s. The student is expected to:</p> <p>US.5B analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, and Charles A. Lindbergh.</p> | <table border="1"> <tr> <td data-bbox="730 505 886 643">Clarence Darrow</td> <td data-bbox="886 505 1339 643">Defense lawyer in the Scopes Trial who made Americans question their literal belief in the Bible which leads to the teaching of Evolution in schools</td> </tr> <tr> <td data-bbox="730 643 886 829">William Jennings Bryan</td> <td data-bbox="886 643 1339 829">Prosecutor in Scopes Trial who is unable to defend all of the Bible but wins case on a technicality, becomes a martyr for Christian Fundamentalists and the idea of Creationism</td> </tr> <tr> <td data-bbox="730 829 886 967">Henry Ford</td> <td data-bbox="886 829 1339 967">Creator of the assembly line process and instrumental in moving Americans into the automotive age of the 20th Century</td> </tr> <tr> <td data-bbox="730 967 886 1156">Charles A. Lindbergh</td> <td data-bbox="886 967 1339 1156">Known for his flight across Atlantic and his reflection of the values of the 1920s. He was an international hero. After his son was kidnapped in 1932, kidnapping became a federal offense.</td> </tr> </table> | Clarence Darrow | Defense lawyer in the Scopes Trial who made Americans question their literal belief in the Bible which leads to the teaching of Evolution in schools | William Jennings Bryan | Prosecutor in Scopes Trial who is unable to defend all of the Bible but wins case on a technicality, becomes a martyr for Christian Fundamentalists and the idea of Creationism | Henry Ford | Creator of the assembly line process and instrumental in moving Americans into the automotive age of the 20 th Century | Charles A. Lindbergh | Known for his flight across Atlantic and his reflection of the values of the 1920s. He was an international hero. After his son was kidnapped in 1932, kidnapping became a federal offense. | | |
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| Charles A. Lindbergh | Known for his flight across Atlantic and his reflection of the values of the 1920s. He was an international hero. After his son was kidnapped in 1932, kidnapping became a federal offense. | | | | | | | | | | |
| <p>US.10 Geography. The student understands the effects of migration and immigration on American society. The student is expected to:</p> <p>US.10A analyze the effects of changing demographic patterns resulting from migration within the United States; and</p> | <ul style="list-style-type: none"> • “The Great Migration” – African Americans left the South for the North starting in World War I | | | | | | | | | | |

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| <p>US.10 Geography. The student understands the effects of migration and immigration on American society. The student is expected to:</p> <p>US.10B analyze the effects of changing demographic patterns resulting from immigration to the United States.</p> | <ul style="list-style-type: none"> • European immigration at the end of the 19th century and early 20th century – Ellis Island • Immigration from Mexico and Latin America | <p>http://www.ellisland.org/</p> <p>Timeline of Immigration from Ellis Island</p> |
| <p>US.13 Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:</p> <p>US.13A analyze causes of economic growth and prosperity in the 1920s</p> | <ul style="list-style-type: none"> • Growth in industry due to World War I • Tax policies favoring capital investment • New inventions powered by cheap energy • Buying on credit • Assembly line production • Growth of U.S. banks/businesses in Latin America & Far East • Mass production of consumer goods, advertising, and installment plans • Henry Ford’s efforts in his business and relations with his workers, over paying and better hours, influenced the country to not accept Socialism as an economic choice. | <p>http://school.nettrekker.com/subject/?ctgry_id=X168527</p> <p>The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online http://www.econedlink.org/lessons/ (In addition, current events and more are available on their homepage http://www.econedlink.org/)</p> <p>There is also a green CD available in each campus library titled “Virtual Economics.” It contains even more lessons from NCEE (1200 economics lessons, K-12). How to search: Choose “Browse Economics Lessons” then “Search by Lesson” or “Search by Keyword” or “Search by Publication” (then choose <i>United States History: Focus on Economics</i> or <i>United States History: Eyes on the Economy</i>).</p> <p>Some lessons could be taught in multiple courses. If you find and use a lesson that you want protected in your course in future years, please email Sara Lucas to make that request.</p> |
| <p>US.13 Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:</p> <p>US.13B analyze the causes of the Great Depression, including the decline in worldwide trade, the stock market crash, and bank failures;</p> | <ul style="list-style-type: none"> • <i>Decline in worldwide trade</i> – Banks made high interest loans to stock speculators instead of lending money to foreign companies, foreign companies purchased fewer products from American manufacturers and high tariff rates • <i>The Stock Market crash</i> – Margin buying and over-speculation • <i>Bank failures</i> – The Federal Reserve kept interest rates very low • Failure of European countries to pay back war debt and reparations. • Need to mention the new found ease of purchasing household items, cars and clothing | <p>http://www.econline.org see stock market crash</p> |

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| | <ul style="list-style-type: none"> on credit. • Development of advertising to get Americans to spend for the present instead of saving for the future. • Overproduction of industrial and agriculture goods that caused prices to fall. | |
| <p>US.13 Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:</p> <p>US.13C analyze the effects of the Great Depression on the U.S. economy and government;</p> | <ul style="list-style-type: none"> • 1920-1933—Passage of the 18th amendment (Prohibition) in 1919 and the economic ramifications of the amendment. Ex. Organized Crime | |
| <p>US.17 Government. The student understands the impact of constitutional issues on American society in the 20th century. The student is expected to:</p> <p>US.17B analyze reasons for the adoption of 20th-century constitutional amendments.</p> | <ul style="list-style-type: none"> • 18th Amendment – (1919-Prohibition) To eliminate alcohol to appease Temperance Movement • 19th Amendment – (1920-Women’s right to vote) Response to long term Women’s Movement to gain the vote and a reward for efforts during WW I | |
| <p>US.18 Citizenship. The student understands efforts to expand the democratic process. The student is expected to:</p> <p>US.18B evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments; and</p> | <ul style="list-style-type: none"> • 19th Amendment – Gave women the right to vote | |
| <p>US.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>US.20A describe how the characteristics and issues of various eras in U.S. history have been reflected in works of art, music, and literature such as the paintings of</p> | <ul style="list-style-type: none"> • 1920 • <i>Openness and freedom of society</i> Georgia O’Keeffe Landscapes and abstracts of the Southwestern desert environment; Lost Generation authors (F. Scott Fitzgerald) | |

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| <p>Georgia O'Keeffe, rock and roll, and John Steinbeck's The Grapes of Wrath;</p> | | | | | | | | | | |
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| <p>US.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>US.20B describe the impact of significant examples of cultural movements in art, music, and literature on American society, including the Harlem Renaissance;</p> | <ul style="list-style-type: none"> • <i>1920s Harlem Renaissance</i> – It originated in the neighborhood of Harlem in New York City, An environment that stimulated racial pride, community, and political organization through music, art, and literature, including Langston Hughes and Countee Cullen. • <i>Jazz</i> – Louis Armstrong, Bessie Smith and Duke Ellington | <p>United Streaming videos</p> | | | | | | | | |
| <p>US.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>US.20C identify examples of American art, music, and literature that transcend American culture</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">Universal Themes</th> <th style="text-align: center; padding: 5px;">Examples of American Art</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Rapid Change</td> <td style="padding: 5px;">Louis Armstrong – Jazz (music)</td> </tr> <tr> <td style="padding: 5px;">Struggle for Identity</td> <td style="padding: 5px;">Ernest Hemingway (literature)</td> </tr> <tr> <td style="padding: 5px;">Americanism</td> <td style="padding: 5px;">Norman Rockwell (art)</td> </tr> </tbody> </table> | Universal Themes | Examples of American Art | Rapid Change | Louis Armstrong – Jazz (music) | Struggle for Identity | Ernest Hemingway (literature) | Americanism | Norman Rockwell (art) | |
| Universal Themes | Examples of American Art | | | | | | | | | |
| Rapid Change | Louis Armstrong – Jazz (music) | | | | | | | | | |
| Struggle for Identity | Ernest Hemingway (literature) | | | | | | | | | |
| Americanism | Norman Rockwell (art) | | | | | | | | | |
| <p>US.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>US.20D analyze the relationship between culture and the economy and identify examples such as the impact of the entertainment industry on the U.S. economy; and</p> | <p><i>Impact of the entertainment industry on the US economy</i></p> <ul style="list-style-type: none"> • Encouraged spending on targeted audiences • Developed our culture and expectations | | | | | | | | | |
| <p>US.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>US.20E identify the impact of popular American culture on the rest of the world.</p> | <ul style="list-style-type: none"> • <i>Music</i> – Jazz and Rock n’ Roll • <i>Fashion</i> • <i>Celebrities</i> • <i>Food</i> – McDonald’s • <i>Perception others have about the United States</i> | | | | | | | | | |

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| <p>US.21 Culture. The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contributes to our national identity. The student is expected to:</p> <p>US.21A explain actions taken by people from racial, ethnic, and religious groups to expand economic opportunities and political rights in American society;</p> | <p><i>Racial Groups</i> Nation of Islam, NAACP, SCLC, SNCC, the Black Panthers</p> <p><i>Ethnic Groups</i> League of United Latin American Citizens, American Indian Movement, NAWSA, NO, United Farm Workers</p> <p>Quakers ex. William Penn, John Winthrop, Joseph Smith and Brigham Young,</p> <p>Ku Klux Klan</p> <p>American Civil Liberties Union (ACLU) in the defense of discrimination of above mentioned groups.</p> | | | | | |
| <p>US.21 Culture. The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contributes to our national identity. The student is expected to:</p> <p>US.21C analyze how the contributions of people of various racial, ethnic, and religious groups have helped to shape the national identity; and</p> | <ul style="list-style-type: none"> • <i>Racial Groups</i> – African Americans created the music of jazz | | | | | |
| <p>US.21 Culture. The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contributes to our national identity. The student is expected to:</p> <p>US.21D identify the political, social, and economic contributions of women to American society.</p> | <ul style="list-style-type: none"> • Jeanette Rankin • Bessie Smith | | | | | |
| <p>US.22 Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</p> <p>US.22A explain the effects of scientific discoveries and technological innovations such as electric power, the</p> | <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Scientific discoveries and technological innovations</td> <td style="width: 50%;">Effects on the development of the United States</td> </tr> <tr> <td>Electric Power</td> <td>More productivity and a 24 hour day</td> </tr> </table> | Scientific discoveries and technological innovations | Effects on the development of the United States | Electric Power | More productivity and a 24 hour day | |
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| <p>telegraph and telephone, petroleum-based products, medical vaccinations, and computers on the development of the United States;</p> | | |
| <p>Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using all of the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p> | | |
| <p>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>US.24B analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> | <ul style="list-style-type: none"> • Access Inspiration template from campus share drive. (Campus share/Social Studies) • Have students use Excel to categorize information. • Use Graphic Organizers on the PISD Social Studies Resources webpage. • Practice, Practice, Practice - Use current events(weekly and/or bi weekly), short answer questions on test using complete sentences and research topics (once a semester) | <p>“Immigration: The Changing Face of America” from the Library of Congress</p> |
| <p>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>US.24C explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context;</p> | <ul style="list-style-type: none"> • Analyze political cartoons and editorials. Make sure to look at both view points (Twice a six weeks) | <p>See cartoons in textbook and teacher’s materials</p> |
| <p>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>US.24D use the process of historical inquiry to research, interpret, and use multiple sources of evidence;</p> | <ul style="list-style-type: none"> • Ex. Decade projects, important people, places, and or events of specific eras, (once a year) | |

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| <p>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>US.24H use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> | <ul style="list-style-type: none"> • Transfer data from one type of graph to another type of graph. • Effects of Immigration Quotas | <p>http://lcweb2.loc.gov/ammem/ndlpedu/features/immig/immigration_set2.html</p> |
| <p>US.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>US.25A use social studies terminology correctly;</p> | <ul style="list-style-type: none"> • Make sure that your students know the assurance words for the grade level. | |
| <p>US.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>US.25B use standard grammar, spelling, sentence structure, and punctuation;</p> | <ul style="list-style-type: none"> • Get students in the practice of using spell check and grammar check. Also use peer editing in class. | |
| <p>US.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>US.25C transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and</p> | <ul style="list-style-type: none"> • Role plays key events that shaped history. Create a new report on a key event in history | |
| <p>US.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>US.25D create written, oral, and visual presentations of social studies information.</p> | <ul style="list-style-type: none"> • Create a power point presentation over any key events in history. Presentation should use multiple social studies skills as previously stat | |