

Title: **Life in the US After WW I** Subject: US History

Topic: **Roaring 20's**

Grade: 11

School: Brooks County High

Wiregrass History Consortium Unit Plan			
GPS Standard:	SSUSH16 The Student will identify key developments in the aftermath of WWI. <ol style="list-style-type: none"> a. Explain how rising communism and socialism in the United States led to the Red Scare and immigrant restriction. b. Identify Henry Ford, mass production, and the automobile. c. Describe the impact of radio and the movies. d. Describe modern forms of cultural expression; include Louis Armstrong and the origins of jazz, Langston Hughes, and the Harlem Renaissance, Irvin Berlin, and Tin Pan Alley 		
Concept:	Life in America After WW I		
Essential questions (2-5 questions) (What you want the students to know.)	<ol style="list-style-type: none"> 1. How did rising communism and socialism lead to the Red Scare and immigration restriction? 2. How did Henry Ford and mass production of the automobile change American life? 3. What was the long reaching effect of WWI in terms of women's roles and the roles of the African American? 4. What was the Harlem Renaissance and who were the major creative influences of that time? 		
Elements (What you want the students to understand.)	<p>The students will:</p> <p>Learn about how the rise of communism led to the Red Scare and how it affected American life.</p> <p>Be able to explain about the rise of mass production, the factory system, with emphasis on Henry Ford and the mass production of the automobile.</p> <p>Discuss how the automobile and electricity changed our society</p> <p>Discuss the impact of radio and the movies and recognize the entertainment that was popular during the Roaring Twenties</p> <p>Describe the Harlem Renaissance Artists and their contributions to Art, Music and Literature.</p>		
Launch Activity (Hook)	CD of music of the time period to introduce the Unit.		
Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	Knowledge Communism Red Scare Mass Production Model T Nativism	People Sacco and Vanzetti A Mitchell Palmer Henry Ford Langston Hughes Louis Armstrong Bessie Smith	Skills Research
Assessment Evidence: What evidence will show that students met the learning goal?			
Traditional Assessment (Quizzes, Test, Selected Responses)			
Pretest and post test			

Portfolio Assessment

Research a Harlem Renaissance Artist—must show example of the artist work. Either a the work of literature, the music or copy of painting.

- Writing assignment—Write 3 diary entries
1. Flapper who is living the typical Lifestyle.
 2. Farmer-who is trying to recover from From the war ending
 3. Soldier – returning from the war

Group project-select top 10 important events of the time period. Illustrate and put on a time line. Must be able to defend the choices of the group

DVD of the 1920's with questions.

Class discussion of the Roaring 20's and how life in America changed during this time.

Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)

Rubric for research paper
Oral presentation of research paper w/ visual
Class participation during discussion
Participation during group project

Student Self-Assessment

Students will self assess w/ rubric for research paper

Differentiation Associated with this unit

Choosing which events for the time line to report on and which subject to research

Resources and instructional tools:

Computers
Internet
CD's
Textbook
Color pencils
markers