Teaching American History: Meeting the Standards

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Title of Lesson: The Roaring Twenties (1919-1929)

Amount of Time Required to Complete Lesson: 1 Week

Lesson Objective: Students will understand that World War I prompted changes in U.S. foreign and domestic policy. Students will understand that the 1920’s resulted in cultural change in American society. To provide students with the knowledge to meet the State Standards, Benchmarks and Grade Level Expectations.

1. Standard A: Historical Thinking Skills
   Standard B: United States History

2. Benchmarks:
   H-1A-H3: Interpreting and evaluating the historical evidence presented in primary and secondary sources.
   H-1A-H5: Conducting research in efforts to analyze historical questions and issues.
   H-1B-H11: Analyzing the significant changes that evolved in the United States between World War I and the Great Depression.

3. Grade Level Expectations:
   #9: Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues.
   #10: Determine when primary and/or secondary sources would be most useful when analyzing historical events.
   #17: Conduct historical research using a variety of resources to answer historical questions related to U.S. History and present that research in appropriate format(s) (visual, electronic, written).
   #33: Identify and explain the consequences of World War I in terms of changes in U.S. foreign and domestic policies during the 1920’s (e.g., Treaty of Versailles, Wilson’s Fourteen Points, League of Nations).
   #34: Identify the characteristics of the 1920’s and describe the cultural changes that resulted (e.g., Harlem Renaissance, Prohibition, Women’s Suffrage).
   #35: Analyze the international and domestic events, interests, and philosophies that prompted threats to civil liberties in the aftermath of World War I.

Essential Questions:
1. Can students use a variety of resources to conduct historical research and present the research in appropriate formats?
2. Can students explain how U.S. foreign and domestic policy was affected by World
3. Can students explain the cultural change that occurred in American society during the 1920's?
4. Can students explain why civil liberties were threatened in the aftermath of World War I?

Materials Required: Primary Source Documents, Document Analysis Worksheets, Computer, Access to the Internet, Paper, Pens

Instructional Strategies Used:
Activity 1: Becoming Familiar with Primary Documents
1. Organize the class into five different groups to evaluate and analyze their respective documents.
2. Individually, students are to use their questions and answers to write a short summary of the “story” of the document.
3. Discuss with students why primary sources are important in studying history.

Activity 2:
1. Individual student activity. As students enter the class give them each a primary source document as a reference.
2. Class Discussion/ Presentation of student work

Activity 3: Group/Individual Projects
1. Assign the students into thematic group of the Harlem Renaissance.
2. Provide the students with a format for their projects:
   a. The number of primary source documents.
   b. Due date and instructions for the research paper.
3. Class Presentations

Directions for the Lesson:
Activity 1: Becoming Familiar with Primary Documents
1. Organize the class into five groups.
2. Assign each group a primary source document related to the 1920’s (Growth of government, Civil Rights, U.S. Foreign Policy, Economics/Labor).
   Each group must answer the following questions:
   a. Why was the document written?
   b. Whose lives did it effect?
   c. What did it change?
   d. What words or phrases were used that would be considered uncommon today or have a different meaning?
   e. How would you explain the document to someone who was completely unfamiliar with it?
3. Instruct students to use textbooks, library resources, and the documents to identify the events related to each of the 4 categories listed in #2.
4. Make a timeline of this period.
5. Class discussion- Why are primary sources important?
6. Group presentation of their documents.

**Activity 2:**
1. Provide the students with political caricatures, posters, letters, and speeches of international and domestic events, interests, and philosophies that prompted threats to civil liberties, and have them interpret the elements and meanings of the documents.
2. Then have the students create/construct their own caricatures, posters, letters, or speeches of an event during the 1920’s.
3. Students must provide a description or reason for the artistic choices that they make.
4. Individual student presentations

**Activity 3: The Harlem Renaissance**
1. Provide the class with background information on the Harlem Renaissance.
2. Organize the class into 4 thematic groups. Each group will focus their research on one aspect of the Harlem Renaissance:
   a. Composers
   b. Performers
   c. Posts
   d. Authors
3. Students must keep a log of their research materials. Make sure the groups/students use a variety of primary source documents. Each student must be responsible to the group as well as having to present an individual project. This will ensure that all students are actively participating in the activity.
4. Class Presentations.

**Assessment:**
1. The immigration policies of the 1920s limited immigration from all of the following countries EXCEPT
   a. Italy.
   b. China.
   c. Mexico.

2. Which of the following rose dramatically in the early 1920s?
   a. tariffs
   b. wages
   c. labor union membership
   d. the build-up of armaments

3. All of the following were signs that the prosperity of the 1920s was superficial EXCEPT
   a. the success of the advertising industry.
   b. The economic situation present on farms.
   c. The number of products purchased on credit.
   d. A comparison of white-collar and blue-collar wages.
4. The phrase a “return to normalcy” was the slogan of
   a. the Bolsheviks.
   b. The Progressive Era.
   c. The Nativist movement.
   d. Warren G. Harding’s presidential campaign.

5. The term “The Harlem Renaissance” refers to
   a. a struggle for civil rights led by the NAACP.
   b. A population increase in Harlem in the 1920s.
   c. a program to promote African-American-owned businesses.
   d. A celebration of African-American culture in literature and art.

6. The term “Harlem Renaissance” refers chiefly to a
   a. social movement.
   b. literary movement.
   c. Political movement.
   d. Economic movement.

7. During the 1920s, the NAACP tried but failed to get Congress to pass
   a. a voting rights act.
   b. Anti-lynching laws.
   c. A school desegregation law.
   d. Equal employment opportunity laws.

8. What signs existed in the 1920s suggesting that economic prosperity might be
   superficial?

9. Why were advertisements so successful in the 1920s? Do they serve the same purpose today? Explain your answer.


11. Describe one way in which U.S. society or culture has changed significantly from the 1920s to today and one way in which it has not.

12. Do you think that the 1920s were a time of significant change in the lives of American women or not? Explain your answer.

Enrichment Activity:
1. Group Presentations
2. Research Project

Attachments:
Web Sites:
U.S. National Archives & Records Administration
  Photo Analysis Worksheet
  Cartoon Analysis Worksheet
  Map Analysis Worksheet
  Movie Analysis Worksheet
  Poster Analysis Worksheet
  Document Analysis Worksheet
  

Images in Tax History
“Will the Brakes Hold?”
“Try to Make Out My Theory and Your Income Tax Work Will Look Simple”
  http://www.taxhistory.org/thp/imagegallery.nsf/Images
  http://www.taxhistory.org

Flyer for Brooklyn Mass
Anti-Lynching Crusaders
  http://womhist.binghamton.edu/lynch/image1.htm
  http://womhist.binghamton.edu/lynch/image2.htm

Letter to President Calvin Coolidge
Creation of the Negro Commission
  http://memory.loc.gov/cgi-bin/ampage?collId=amrlm&fileName=mc14page.db&recNum=12&itemLink=D?coolbib:14/temp/...

Tax History Museum: 1901-1932: The Income tax Arrives
  http://www.tax.org/Museum/1901-1932.htm

Internal Revenue Service - IRS.gov
The Newsroom- Tax Quotes
  http://www.irs.gov/newsroom/article/0,,id=110483,00.html

Prosperity and Thrift: The Coolidge Era and the Consumer Economy, 1921-1929
Coolidge Speech: Address at the Fifteenth Regular Meeting of the Business Organization of Government, June 11, 1928
http://memory.loc.gov/cgi-bin/query/r?ammem/cool@field

19th Amendment to the U.S. Constitution: Women’s Right to Vote (1920)

NARA/The Constitution of the United States: Amendment 19
U.S. National Archives and records Administration
http://www.archives.gov/national_archives_experience/print_friendly.html

Aaron Douglas, painter, Art Web Lesson Harlem renaissance Page
http://www.ops.org/wal/douglasweb/ad_harlem.html

Perspectives in American Literature- A Research and Reference Guide
The Harlem Renaissance- A Brief Introduction

Events of the 1920’s
http://www.fatherryan.org/harlemrenaissance/time.htm

Mcnary-Haagen Farm Relief Bill
The Coolidge Administration: McNary-Haagen Farm Relief Bill 1924-1928
http://www.u-s-history.com/pages/h1439.html

Harding Domestic Policy: Budget and Accounting Act, June 10, 1921
http://www.u-s-history.com/pages/h1375.html

Harding Domestic Policy: Fordney-McCumber Tariff, September 19, 1922
http://www.u-s-history.com/pages/h1370.html