

HPISD CURRICULUM
 (SOCIAL STUDIES, UNITED STATES HISTORY)

EST. NUMBER OF DAYS: 10 DAYS __

<p>UNIT NAME</p>	<p>UNIT 3C: MODERN AMERICA: ROARING TWENTIES</p>
<p>Unit Overview</p>	<p>Students will trace the political and social changes after World War I and throughout the 1920s.</p>
<p>Generalizations/Enduring Understandings</p>	<p>Constitutional Government and Federalism Political conflict and competition lead to the formation of organized political interests with different goals and ideals.</p> <p>The quest for expanded voice and meaningful participation in political life represent the core purpose of reform in democratic societies.</p> <p>Capitalism and Economic Abundance Free markets, free labor, and capital investment, in an environment of abundant resources and technological advances, lead to economic growth and opportunities for prosperity.</p> <p>Scientific discoveries and technological innovations shape economic development.</p> <p>Economic regulation and government stimulation of the economy modify and moderate the effects of free market capitalism to achieve other economic and political goals, such as stability and equality.</p> <p>Civil Rights and Equality Ongoing struggles for political and economic equality exemplify political, economic, and social change in democratic societies.</p> <p>The embodiment of the ideals of political liberty and self-determination in the Charters of Freedom, including the Bill of Rights, establish the foundation for the struggle to extend equal rights and civil liberties to all citizens regardless of economic standing, race or gender.</p> <p>The ideal of individual rights continually competes with the reality of government intervention.</p> <p>American National Character In the midst of great cultural diversity, American identity still exhibits uniqueness in its cultural intermixing, social equality, population mobility, and abundance.</p>

	<p>Cultural patterns influence the daily lives of every member of society, and are reflected in churches, schools, and other institutions, as well as literature, the fine arts, and traditions.</p> <p>Demographic shifts, including immigration, internal migration, ethnicity, and aging, have significantly influenced cultural patterns and political interests.</p> <p>Individuals can significantly influence historical events and group behavior through effective leadership.</p>	
Concepts	Postwar Issues, Business of America, Changing Ways of Life, Twenties Woman, Education and Popular Culture, Harlem Renaissance	
Guiding/Essential Questions	<p>What were the causes of postwar isolationism?</p> <p>How and why was the Harding administration affected by scandal? How was the government affected?</p> <p>What fueled the business boom of the 1920s?</p> <p>How did cultural values change in the 1920s? What conflicts resulted from the changes?</p> <p>How did roles and opportunities of women change in the 1920s?</p> <p>What were the important elements of mass popular culture that emerged in the 1920s?</p> <p>What was the impact of the Harlem Renaissance?</p>	
Learning Targets	Performance Levels	Learning Progression (***)Decision Point)
	<p>Prerequisite Knowledge and Skills: Students can list and describe the elements and factors which lead to social, political and economic change.</p> <p>Learning Target: Students will deconstruct the economic, social and political changes post -World War I through the 1920s.</p>	<ul style="list-style-type: none"> ● Build a vocabulary from the chapter. ● Interactive Notebook Entry ● The Story of US-student viewing guide to be completed ● Concept Mapping-Students are given the vocabulary terms/concepts and required to create a concept map of at least 10 items. The map must have a textual explanation and visual ● ESPN-Economic, social, political, environmental. ● Self-Directed Quiz-After a “popcorn” reading of a document, students write five content based questions with an

		<p>answer key. Quiz is passed to another student who may use the document to answer the SDQ. Quiz is returned to test maker who grades the quiz and files it.</p> <ul style="list-style-type: none"> • Physical Time Line- students are given an event and conduct research. After presenting individual information, entire class lines up for a physical time line. • KWL Chart-what you know, what you want to learn and what you learned • Quick Write-Students write 2-3 minutes about what was discussed or explained from the previous day. Open-ended question. Interactive Notebook entry. • Exit Ticket-Verbal round-robin about what was learned in today's lesson.
Formative Assessments		
Summative Assessments		
	<i>TEKS</i>	<i>Specifications</i>
TEKS (Grade Level) / Specifications RED = Readiness Standards GREEN = Supporting Standards BLUE = Process Standards <i>Italics</i> = Standards Not Tested	(4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to: (F) analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points,	Isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles. (TEKS)

	and the Treaty of Versailles.	
	<p>(6) History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to:</p> <p>(A) analyze causes and effects of events and social issues, such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women;</p>	<p>Immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women.(TEKS)</p> <p>A desire for normality after the war and a fear of communism and “foreigners” led to postwar isolationism. (HPISD)</p> <p>The Harding administration appealed to America’s desire for calm and peace after the war, but resulted in scandal. (HPISD)</p>
	<p>(B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh.</p>	<p>Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh. (TEKS)</p>
	<p>(13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:</p> <p>(A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and</p>	
	<p>(15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:</p> <p>(C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas;</p>	<p>The Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas. (TEKS)</p>
	<p>(16) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:</p> <p>(A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding’s Return to Normalcy, reduced taxes, and increased production efficiencies;</p>	<p>Consumer goods fueled the business boom of the 1920s as America’s standard of living soared. Americans experienced cultural conflicts as customs and values changed in the 1920s. (HPISD)</p>

	<p>(19) Government. The student understands changes over time in the role of government. The student is expected to:</p> <p>(C) describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton’s impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders;</p>	
	<p>(23) Citizenship. The student understands efforts to expand the democratic process. The student is expected to:</p> <p>(B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments; and congressional acts such as the American Indian Citizenship Act of 1924; and</p>	<p>American women pursued new lifestyles and assumed new jobs and different roles in society during the 1920s. (HPISD)</p>
	<p>(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>(A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;</p>	
	<p>(B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society;</p>	<p>Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society. (TEKS)</p> <p>The mass media, movies, and spectator sports played important roles in creating the popular culture of the 1920s, criticized by many artists and writers. (HPISD)</p> <p>African-American ideas, politics, art, literature, and music flourished in Harlem and elsewhere in the United States. (HPISD)</p>
Processes and Skills		
Topics	<p>Nativism, isolationism, communism, anarchists, Sacco and Vanzetti, quota system, John L. Lewis, Warren G. Harding, Charles Evans Hughes, Fordney-McCumber Tariff, Ohio gang, Teapot Dome scandal, Albert B. Fall, Calvin Coolidge, urban sprawl, installment plan, Prohibition, speakeasy, bootlegger, fundamentalism, Clarence Darrow, Scopes trial, flapper, Charles A. Lindbergh, George Gershwin, Georgia O’Keefe, Sinclair Lewis, F. Scott Fitzgerald, Edna St. Vincent Millay, Ernest Hemingway, Zora Neale Hurston, James Weldon Johnson, Marcus Garvey, Harlem Renaissance, Claude McKay,</p>	

	Langston Hughes, Paul Robeson, Louis Armstrong, Duke Ellington, Bessie Smith
Facts	
Language of Instruction	Nativism, isolationism, communism, anarchism, quota system, installment buying, modern advertising, consumer culture, speakeasy, fundamentalism, double standard
State Assessment Connections	
National Assessment Connections	
Resources	<p><i>The Americans</i>, Chapter 12-13 Primary Sources (from In Depth Resources) Bartolomeo Venzetti, "Speech to the Jury" "Report on the Steel Strike, 1919" Political Cartoon, prohibition Scopes Trial testimony "An Interview with Charles Lindbergh" Langston Hughes, "When the Negro was in Vogue"</p> <p>Art Georgia O'Keefe Louis Armstrong</p> <p>Maps Coast to Coast: Train or Plane</p>