**Lesson Plan**

**4/2/13**

**Author:** Cortlyn Young

**Date Created:** January 30, 2013

**Subject(s):** Social Studies, American History II

**Topic or Unit of Study (Title):** Unit 9: Turbulent Decades 1919-1945

**Title of Lesson**: The Jazz age and Roaring Twenties

**Grade Level:** 11

***Materials:*** Textbook (student) / teacher edition, provided guided notes, Pencil/Pen, container with characters printed on paper strips.

**Summary (*and Rationale*):** the 1920’s was an important decade in the history of the United States. During the jazz age and the 1920’s we see emerging a rebellious group of youth who essentially changed the youth of America forever. It is important for us to see our roots/ where we came from, and how our society has shaped as a result of history.

**I. Focus and Review (Establish Prior Knowledge):** [**10 minutes]**

Review the material that we talked about in our previous two classes. Discuss how the United States was coming out of the Red Scare and fear of communism at home. Also discuss the issues with racial unrest and labor unrest. Briefly review the Harding presidency, the “desire for normalcy,” and how things began to turn around for the better in the US.

**II. Statement of Instructional Objective(s) *and Assessments*:**

|  |  |
| --- | --- |
| **Objectives** | **Assessments** |
| After being taught the lesson material during lecture, the learner will be able to understand and describe the lifestyles of people living in the 1920’s in an assigned essay giving at least five examples of life during the 20’s. | *For homework, the students will write a brief essay describing life of individuals from the 1920’s including how they dress, acted, what they wore, etc.* |
| When given a person/place in history, the students will be able to role play/imitate characters from the 1920’s effectively portraying the item given to them and guessing those of others. | *This role play will be a fun practice for the essay the students will write that night. After blindly drawing a character from the container, the students will act out the assigned individual from the 1920’s (ex. Flapper, jazz musician).* |

State the objective: [1 minute]

Assessment: [no time required besides role play]

**III. Teacher Input (Present tasks, information and guidance):**  [**45 minutes]**

**1. Introduction to lesson**

Backwards hats, souped-up cars, “sagging”, younger dating ages, combined boy/girl parties, loud music…what do all of these things have in common? These are your ways to reject the style of youth culture that was created generations before you. You might do this on purpose or it may just be because a new youth culture is beginning to form. What else do you do that is different from your mother and father and even your grandparents?

As rebellious as some teens think they are, a rebellious youth is not a new idea. Your parents’ generations did the same things you are doing at their age.

Let’s go back yet another generation or so. These youths were sneaking out at night or trying to sneak back in early in the morning. Women in particular were getting short haircuts, driving cars, and even participating in sports, while men were wearing much baggier pants. This was post World War One America in the 1920s. If any of you have older grandparents or even great grandparents still around, ask them some time about their childhood and I bet you will be surprised at what you find out.

Today we are going to talk about this rebellious group of people and what their life was like in the 1920s.

[5 minutes]

**2. Lecture with guided notes**

**-Prohibition**. We will first begin talking about the prohibition and how that influenced society.[5 minutes]

* Ban on alcohol to combat crime, family violence, and poverty
* Eighteenth Amendment
* Bootlegging
* Criminal gangs in large cities controlled liquor sales (ex. Al Capone, Chicago (page 717) notice how he is dressed).
* Gang violence
* Twenty-first Amendment

**-Youth Culture:** [10 minutes]

The “new woman”

* flappers (page 714)  
    
  -bobbed short hair, drove cars, played sports, heavy make-up, short skirts

- Independent, stylish, own career  
  
- social freedom and economic independence (nineteenth amendment=women gain the right to vote-page714)

* College life

-before ended after high school, now enrollment tripled

-gave a new target group for advertising, movies, and magazines

* Leisure fun and fads

-dance marathons — 3 weeks long in 1928

-beauty contests — founding of the Miss America pageant

-flagpole sitting

**-Mass Entertainment:** [10 minutes]

* bigger paychecks and more free time
* radio

-600 stations by 1923-first radio broadcast in 1920

-broadcast: church services, news, music, sporting events

-advertising

* movies

-silent films, dramas, westerns (*The Jazz Singer=*first “talkie” or talking film)

-showed changes in morality and sexuality

* sports

-professional and college level

-football, baseball  
  
 – Babe Ruth (page 715)

* books and magazines

-Harlem Renaissance (Langston Hughes)

**-Celebrities and Heroes:[5 minutes]**

* media helped audience to share accomplishments and victories
* youth often copied behavior of their idols
* Babe Ruth
* Charles Lindbergh-flew from New York to Paris in 33.5 hours alone (page 713)
* Amelia Earhart-first woman to fly across the Atlantic Ocean

**-Religion:**[10 minutes because of Scopes trial]

* worried about declining moral standards led to era of revivalism
* Fundamentalism
* conservative, Christian doctrine should be accepted without question
* Scopes trial: challenges Charles Darwin’s theory of evolution (expand upon-page 718-719)

**IV. Guided Practice (Elicit performance):** [**20 minutes]**

The guided practice for this lesson is the role play activity. I will help guide both the acting students and guessing students in this activity. . Role Play

Each student will blindly draw a character out of the container. Each character in the container is an important person/term from what we learned in class, and that they have written notes about. The student will then come to the front of the class and imitate the word on their strip of paper. The students not acting will try to guess who/what the person is (students should not reveal their character/term!) The student may speak to give clues; however, they may not reveal a word that is part of the term written on their paper. They also try and get the class to guess who/what they are by acting it out.

* This activity will help the students memorize the importance of the character/term through a fun and interactive activity.

***V.* Closure (Plan for maintenance):** **[5 minutes]**

Very briefly recap what we talked about in class, and assign essay for homework.

***VI.* Independent Practice: [9 minutes]**

Within the remaining minutes of class, students should begin working on their homework, which is an essay. This brief, yet informative essay is to written about life in the 1920’s. How did people act? How did people dress? What were some major societal changes? Etc.

**STANDARDS:**

|  |  |  |  |
| --- | --- | --- | --- |
| **AH2.H.4** | | **How conflict and compromise have shaped the US.** | |
| AH2.H.4.4 | | Cultural conflicts that helped shape the Us. (Women’s Movement etc.) | |
| **AH2.H.5** | | **How tensions between freedom, equality, and power have shaped the development of the US** | |
| AH2.H.5.2 | How judicial, legislative, and executive decisions have impacted the US and power. | |
| **AH2.H.8** | **The relationship between progress, crisis, and the “American Dream”** | |
| AH2.H.8.3 | Extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” | |

**Technology Standards**

|  |  |
| --- | --- |
| **HS.SI.1** | **Evaluate resources needed to solve a given problem** |
| HS.SI.1.3 | Evaluate content for relevance to the assigned task |

**Plans for Individual Differences:**

My plans for individual differences mainly come into play with the role play activity. If I particular students who are unable to speak and act alone, I will pair them up with one or two more individuals to make them more comfortable in participating in the activity. I will also help these particular students along in the assignment. I can also help students brainstorm for their essays at the end of class if they are having trouble.

**-**I will also use the Independent Study style of differentiation during the writing of their essays.

**References (APA style):**

Hotchalk Lesson Plans Page. Retrieved January 30, 2013

<http://lessonplanspage.com/>

North Carolina Public schools: Essential Standards. Retrieved January 30, 2013 from: [http://www.ncpublicschools.org/acre/standards/new-standards/#social](http://www.ncpublicschools.org/acre/standards/new-standards/%23social)

\*\*Only the bolded times [in minutes] are the ones counted, the minutes not bolded were simply for me to break it down and see how much time I would have.\*\*

Items for slips of paper:

-Duke Ellington

-Flapper

-Nineteenth amendment

-The Jazz Singer

-Hollywood

-F. Scott Fitzgerald

-Charles Lindbergh

Guided notes attached below:

Chapter 24 Section 4 Guided Notes-The Jazz age and the Roaring Twenties

New Directions

In May 1927, aviator\_\_(Charles Lindbergh)\_\_\_became the first person to fly alone across the Atlantic Ocean. He did so in a tiny single-engine plane named the \_\_\_(Spirit of St. Louis)\_\_. Americans went wild and hailed a new hero.

\*Changes for Women\*

The 1920’s did bring profound changes for women. One important change took place with the ratification of the \_\_\_(Nineteenth Amendment)\_\_in 1920. This guaranteed women in all states the right to vote. Women also ran for election to political offices. Throughout the 1920’s the number of women holding jobs outside the home continued to grow. Most women had to take jobs considered \_\_(“women’s”)\_\_ work, such as teaching an working in offices as clerks and typists. At the same time, increasing numbers of \_\_(college educated)\_\_ women started professional careers, and more women worked after marriage. But the vast majority of married women remained within the home, working as homemakers and mothers. The \_\_(flapper)\_\_ symbolized the new “liberated” woman of the 1920’s pictured as care free young women with short, “bobbed” hair, heavy makeup, and shorts skirts. Many people saw the bold, boyish look and shocking behavior as a sign of changing \_\_(morals)\_\_. This look reinforced the idea that women now had more freedom.

Entertainment

\*Movies and Radio\*

Changes in attitudes spread quickly because of the growth of \_\_(mass media)\_\_. In the 1920’s the movie industry in \_\_(Hollywood, California)\_\_became one of the country’s leading businesses. The first movies were black and white and silent, with the actors’ dialogue printed on the screen and a pianist playing music to accompany the action. In 1927, Hollywood introduced movies with sound. These were called \_\_(“talkies”)\_\_ and the first was \_\_(The Jazz Singer)\_\_, which created a sensation.

The \_\_(radio)\_\_ brought entertainment into people’s homes in the 1920’s. In 1920, the first radio broadcast was transmitted by station KDKA in Pittsburgh. In the next three years, nearly\_\_(600)\_\_ stations joined the airwaves. Businesses soon realized that the radio offered an enormous audience for messages about their products, so they began to help \_\_(finance)\_\_ radio programs.

The Jazz Age

During the 1920s people danced to the beat of a new kind of music called jazz. Jazz captured the spirit of the era so well that the 1920’s is often referred to as the \_\_(Jazz Age)\_\_. Jazz had its roots in the South in \_\_(African American)\_\_work songs and in African music. A blend of ragtime and blues, it uses dynamic rhythms and \_\_(improvisation)\_\_-new rhythms and melodies created during a performance. Among the best-known African American jazz musicians were trumpeter \_\_(Louis Armstrong)\_\_, pianist and composer \_\_(Duke Ellington)\_\_, and singer Bessie Smith. Interest in Jazz spread through radio and phonograph records. Jazz gave America one of its most distinctive art forms.

\*Harlem Renaissance\*

The rhythm and themes of Jazz inspired the poetry of \_\_(Langston Hughes)\_\_, an African American writer. In the 1920’s he joined the growing number of African American writers and artists who gathered in Harlem, an African American section on New York City. Harlem witnessed a burst of creativity in the 1920’s-a flowering of African American culture called the \_\_(Harlem Renaissance)\_\_. This movement instilled an interest in African culture and pride in being African American.

\*A Lost Generation of Writers\*

At the same time that the Harlem Renaissance blossomed, other writers were questioning American ideals. Disappointed with American values and in search of inspiration, they settled in Paris. These writers were called \_\_(expatriates)\_\_-people who chose to live in another country. Writer Gertrude Stein called these rootless Americans, \_\_(“the lost generation”)\_\_. Novelist \_\_(F. Scott Fitzgerald)\_\_ wrote of people who had been damaged emotionally by World War I. Another famous American expatriate was novelist \_\_(Ernest Hemingway)\_\_ whose book The Sun Also Rises and A Farewell to Arms reflected the mood of Americans in postwar Europe. While some artists fled the United States, others stayed home and wrote about life in America. Novelist \_\_(Sinclair Lewis)\_\_ presented a critical view of American culture in such books as Main Street and Babbitt.