Rationale

Throughout this unit I want the students to be able to understand the events and culture of WWI, and the 1920’s in general, in order to understand how those things ended up affecting the Crash of 1929 and the Depression thereafter. In general students should learn about the history of their country in order to become better citizens of that country, because the more one knows about a subject, the better one can react to that subject. This applies to another reason why students should learn about not only U.S. History, but about the 1920s. Learning about this time period can help a student understand important aspects of finances, and how poor judgement can lead to devastating results. If a student were to at some point go into a career involving finances, they would probably have to study the events and time period leading up to the Great Depression, and studying this course at such a young age can help them have a foundation on those studies. As said before, students will also be able to apply these studies to their own personal lives as they proceed towards independence and college. Overall, all students in this class will hopefully come out with a greater understanding for these topics, and perhaps some applications for their personal lives.
Goals

1) TLW will understand the different changes that came about during the 1920s when it came to culture.

2) TLW understand the changes to music and how certain ethnicities helped facilitate those changes during the 1920s.

3) TLW understand how finances are applied in the national and state governments.

4) TLW learn how to appreciate governmental roles in the national finances.

5) TLW know how to be an effective citizen in their country.

6) TLW know who influential people were in the 1920s.

7) TLW understand the changes to women during the 1920s and how it affected the culture.

8) TLW know the basic timeline of events surrounding WWI.

9) TLW understand the role the United States had in WWI, both at home and abroad.

10) TLW learn to analyze people, documents, and events surrounding the 1920s.

11) TLW know the important terms and definitions associated with the chapters assigned.
(a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.

(b) Introduction.

(1) In United States History Studies Since 1877, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history: geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

   (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

   (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights,
Governments are instituted among Men, deriving their just Powers from the Consent of the Governed.”

(8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

(c) Knowledge and skills.

(1) History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:

(A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence;

(B) analyze and evaluate the application of these founding principles to historical events in U.S. history; and

(C) explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr.

(2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:

(A) identify the major characteristics that define an historical era;

(B) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;

(C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and

(D) explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).

(3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:

(A) analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism;

(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;

(C) analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and

(D) describe the optimism of the many immigrants who sought a better life in America.

(4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:

(A) explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power;
(B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;

(C) identify the causes of World War I and reasons for U.S. entry;

(D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing;

(E) analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front;

(F) analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles; and

(G) analyze significant events such as the Battle of Argonne Forest.

(5) History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:

(A) evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;

(B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society; and

(C) evaluate the impact of third parties, including the Populist and Progressive parties.

(6) History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to:

(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; and

(B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh.

(7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:

(A) identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor;

(B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort;

(C) analyze the function of the U.S. Office of War Information;

(D) analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons;

(E) analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps;

(F) evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton; and
(G) explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities.

(8) History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to:

(A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis;

(B) describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers;

(C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy;

(D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;

(E) analyze the major issues and events of the Vietnam War such as the Tet Offensive, the escalation of forces, Vietnamization, and the fall of Saigon; and

(F) describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.

(9) History. The student understands the impact of the American civil rights movement. The student is expected to:

(A) trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments;

(B) describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements;

(C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan;

(D) compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.;

(E) discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement;

(F) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965;

(G) describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo;

(H) evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and

(10) History. The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. The student is expected to:

(A) describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente;

(B) describe Ronald Reagan's leadership in domestic and international policies, including Reaganomics and Peace Through Strength;

(C) compare the impact of energy on the American way of life over time;

(D) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis;

(E) describe the causes and key organizations and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association; and

(F) describe significant societal issues of this time period.

(11) History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to:

(A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror;

(B) identify significant social and political advocacy organizations, leaders, and issues across the political spectrum;

(C) evaluate efforts by global organizations to undermine U.S. sovereignty through the use of treaties;

(D) analyze the impact of third parties on presidential elections;

(E) discuss the historical significance of the 2008 presidential election; and

(F) discuss the solvency of long-term entitlement programs such as Social Security and Medicare.

(12) Geography. The student understands the impact of geographic factors on major events. The student is expected to:

(A) analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina; and

(B) identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.

(13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:

(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

(B) analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States.

(14) Geography. The student understands the relationship between population growth and modernization on the physical environment. The student is expected to:

(A) identify the effects of population growth and distribution on the physical environment;
(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act; and

(C) understand the effects of governmental actions on individuals, industries, and communities, including the impact on Fifth Amendment property rights.

(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:

(A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century;

(B) describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act;

(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;

(D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States; and

(E) describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money.

(16) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:

(A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies;

(B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System;

(C) analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others;

(D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and

(E) describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.

(17) Economics. The student understands the economic effects of World War II and the Cold War. The student is expected to:

(A) describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment;

(B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business;

(C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;

(D) identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each; and
(E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).

(18) Economics. The student understands the economic effects of increased worldwide interdependence as the United States enters the 21st century. The student is expected to:

(A) discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream; and

(B) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.

(19) Government. The student understands changes over time in the role of government. The student is expected to:

(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government;

(B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11;

(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;

(D) discuss the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009; and

(E) evaluate the pros and cons of U.S. participation in international organizations and treaties.

(20) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:

(A) describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; and

(B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.

(21) Government. The student understands the impact of constitutional issues on American society. The student is expected to:

(A) analyze the effects of landmark U.S. Supreme Court decisions, including Brown v. Board of Education, and other U.S. Supreme Court decisions such as Plessy v. Ferguson, Hernandez v. Texas, Tinker v. Des Moines, Wisconsin v. Yoder, and White v. Regester;

(B) discuss historical reasons why the constitution has been amended; and

(C) evaluate constitutional change in terms of strict construction versus judicial interpretation.

(22) Citizenship. The student understands the concept of American exceptionalism. The student is expected to:

(A) discuss Alexis de Tocqueville's five values crucial to America's success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire;
describe how the American values identified by Alexis de Tocqueville are different and unique from those of other nations; and

(C) describe U.S. citizens as people from numerous places throughout the world who hold a common bond in standing for certain self-evident truths.

(23) Citizenship. The student understands efforts to expand the democratic process. The student is expected to:

(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;

(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

(C) explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a "more perfect union."

(24) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) describe qualities of effective leadership; and

(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton.

(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

(A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;

(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;

(C) identify the impact of popular American culture on the rest of the world over time; and

(D) analyze the global diffusion of American culture through the entertainment industry via various media.

(26) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:

(A) explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;

(B) discuss the Americanization movement to assimilate immigrants and American Indians into American culture;

(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;

(D) identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society;

(E) discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust"; and
discuss the importance of congressional Medal of Honor recipients, including individuals of all races and genders such as Vernon J. Baker, Alvin York, and Roy Benavidez.

(27) Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to:

(A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States;

(B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines; and

(C) understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management.

(28) Science, technology, and society. The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to:

(A) analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States;

(B) explain how space technology and exploration improve the quality of life; and

(C) understand how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products.

(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

(C) understand how historians interpret the past (historiography) and how their interpretations of history may change over time;

(D) use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;

(E) evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context;

(F) identify bias in written, oral, and visual material;

(G) identify and support with historical evidence a point of view on a social studies issue or event; and

(H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
(A) create written, oral, and visual presentations of social studies information;

(B) use correct social studies terminology to explain historical concepts; and

(C) use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate.

(31) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) create thematic maps, graphs, and charts representing various aspects of the United States; and

(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.

(32) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Source: The provisions of this §113.41 adopted to be effective August 23, 2010, 35 TexReg 7232.
Objectives

1. Students will understand the basic events of WWI, and be able to apply them to events that have happened since.
2. Student will learn how to make a timeline and include events surrounding WWI in it.
3. Students will understand how the population of America responded to the war, and the attitudes they had, and then compare their attitudes to the attitudes people have towards war nowadays.
4. Students will understand the effects WWI had on the people of America through listening to someone who experience it.
5. Students will prove their comprehension of material, and ability to compare the events of WWI to following events.
6. Students will be able to analyze how much WWI affected social life in the 1920s.
7. Students will understand definitions of the vocabulary words.
8. Students will learn more about the people who influenced the 20’s
9. Students will learn aspects of organizing a project and finishing.
10. Students will understand how much media/music has changed over time.
11. Students will understand the culture of the USA during the 1920s.
12. Understand how culture has changed since then.
13. The student will understand how politics worked in the 1920s, and the different people that influenced the government at the time.
14. The student will learn about the first Red Scare.
15. The student will prepare for the upcoming test.
16. The student will understand more about finances and debt in the 20s, as well as spending.
17. The student will understand the events and aspects leading up to the Great Depression.
18. Student will be able to understand and define the key terms and subjects involved in the chapters.
19. Students will be able to identify different causes and effects of debt in relation to an economy.
20. Students will be able to collaborate together in order to review for their test.
**Initiating Activities**

My initiating activities largely include using the book “The Great Gatsby” at the beginning of class for the large part of the unit, as well as some note taking activities and a video or two concerning some of the topics we will be covering. The audio book will be played so that the students can read along with it in the first couple of minutes of class. The goal is to have them listen to one or two chapters a day in order to finish by the time the unit is over. This will allow the students to enhance their reading abilities while at the same time learning about culture in the 1920s. The videos will allow the students to see first hand some of the aspects of the 1920s from those who lived during the time, and are on youtube.com. Some of the note taking activities I would have the students perform include using charts and timelines to illustrate parts of the notes for them, so that they will be able to understand it better.

**Culminating Activities**

To the end of the unit I will begin reviewing with the students at the end of class periods, in preparation for their end of unit test that will happen the day following the end of the unit. The summative review will help them in their preparation for the test, and will see if they have learned and understood the material. I will also have some writing activities, such as short essays, that involve the students being creative and using what they know to create a story about someone or an instance during the 1920s. This will be fun and entertaining for the students, but at the same time the students will be able to expand their learning on the subject.
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<td>October 26th-28th (Week 1)</td>
<td>1 day Wed</td>
<td>“The United States Declares War” and “Americans on the European Front” (2 +3 in 12)</td>
<td>Students will read and take notes over the assigned sections, and create a timeline of events surrounding WWI using dipity.com; Homework will be to define the key terms from these sections. <a href="http://wwi.lib.byu.edu/index.php/Wilson%27s_War_Message_to_Congress">http://wwi.lib.byu.edu/index.php/Wilson%27s_War_Message_to_Congress</a></td>
<td>(4)C,D</td>
<td>Textboo k pages 421-431; dipity.com (timeline) Microso ft PPT. wwi.lib.byu.edu</td>
<td>1. Students will understand the basic events of WWI, and be able to apply them to events that have happened since. 2. Student will learn how to make a timeline and include events surrounding WWI in it.</td>
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<td>1 day Thur</td>
<td>“Americans on the Home Front” and “Global Peacemaker” (sections 4 and 5 of Ch.12)</td>
<td>Students will take notes over a powerpoint lecture, and watch a short clip of those in the war on the home front (youtube.com). Homework will be to define the key terms from these sections.</td>
<td>(4)E,F,G</td>
<td>Textboo k pages 432-441; youtube.com; Microso ft PPT.</td>
<td>3. Students will understand how the population of America responded to the war, and the attitudes they had, and then compare their attitudes to the attitudes people have towards war nowadays. 4. Students will understand the effects WWI had on the people of America through listening to someone who experience it.</td>
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<td>1 day Fri</td>
<td>Quiz, and basic review day</td>
<td>Students will take a quiz over WWI, after reviewing, with a jeopardy game. Winners will receive EC on the unit test.</td>
<td>(4)C,D,F,G</td>
<td>Quiz and notes. Microsoft PPT.</td>
<td>5. Students will prove their comprehension of material, and ability to compare the events of WWI to following events.</td>
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<td>Activities</td>
<td>TEKS</td>
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| October 31st - November 4th (Week 2) | 1 day Mon. | “Society in the 1920’s” (section 1 of Ch.13) Begin reading “The Great Gatsby” along with an audiobook. | Students will begin class by reading along with an audiobook of “The Great Gatsby” (one or two chapters a day); Students will then take notes on section 1, and make a vocab list. | (6) A | The book “Great Gatsby”; Textbook pages 452-458 Microsoft PPT | 6. Students will be able to analyze how much WWI affected social life in the 1920s.  
7. Understand definitions of vocab words. |
|           | 1 days Tue. | Intro and work on project over 1920’ s society | Students will start work on their project for the 9 weeks, which is an oral presentation to the class on a historical figure from the 1920’s (sign-up, explain, etc.) | (5) A, B | Will have computer cart for the day/ list of influential people | 8. Students will learn more about the people who influenced the 20’s  
9. Students will learn aspects of organizing a project |
|           | 1 day Wed. | “Mass Media in the Jazz Age” (section 2 in Ch.13) | Continue “The Great Gatsby” and take notes over section 2. Students will also listen to some Jazz music from the era. | (5) | TGG book; Textbook pages 459-466 PPT | 10. Students will understand how much media/music has changed over time. |
|           | 1 day Thurs. | “Cultural Conflicts” (section 3 in Ch.13) | Continue “The Great Gatsby” and take notes over section 3. Take a short, open note, quiz over the week’s notes | (6) A,B | TGG book; Textbook pages 467-473 PPT | 11. Students will understand the culture of the USA during the 1920s.  
12. Understand how culture has changed since then. |
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| November 7th-11th (Week 3) | 1 day Fri. | “A Republican Decade” (section 1 in Ch.14) | Continue “Great Gatsby” and take notes over this first section. Students will fill out a “Cause and Effect” chart, identifying the reasons why they think the 1920’s led to increased consumer spending, and share with the class. Then they will share their ideas with the class. | (5)   | TGG Book; Textbook pages: 480-489 Microsoft PPT | 13. The student will understand how politics worked in the 1920s, and the different people that influenced the government at the time.  
14. The student will learn about the first Red Scare.                                                                      |
|               | 1 day Mon. | “A Business Boom” Ch. 14 section 2) | Finish the “Great Gatsby” audio book. Take brief notes over the 2nd section of this chapter. Students will then make a list of the reasons why they think the 1920’s led to increased consumer spending, and share with the class. Finally, the students will identify their key terms for the chapter, and will be assigned the chapter reviews on pgs. 442-43, 474-75, and 502-03. PROJECTS WILL BE DUE ON NOVEMBER 9th! | (6)   | TGG Book; Textbook pages: 490-501 Microsoft PPT | 15. The student will prepare for the upcoming test.  
16. The student will understand more about finances and debt in the 1920s, as well as spending.  
17. The student will understand the events and aspects leading up to the Great Depression. |
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<td>Continuing Week of November 7th-11</td>
<td>1 day Tues.</td>
<td>&quot;The Economy in the Late 1920’s&quot; (Ch.14 section 3) - Hand in project day - Test review</td>
<td>Students will take notes over the section and then write a small paragraph recognizing the cause and effect relationship between a person’s personal debt and a nation’s economy. Students will then collaborate together on their reviews, and go over anything one might have missed. Finally, the students will hand in their projects and sign up for a time to present at the class following the test day.</td>
<td>(6) A,B</td>
<td>Textbook pages 498-501 Microsoft PPT</td>
<td>18. Student will be able to understand and define the key terms and subjects involved in the chapters. 19. Students will be able to identify different causes and effects of debt in relation to an economy. 20. Students will be able to collaborate together in order to review for their test.</td>
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</table>
Subject: U.S. History to 1877  
Grade Level: 11th grade  
Time Estimate: 45-50 minutes  

Unit: 1920s  
Topics: “The United States Declares War” and “Americans on the European Front” (sections 2 and 3 of Ch.12)  

Goal(s): - TLW understand what events led to WWI and how the United States got involved in it. - TLW have a greater understanding of the war in the European Front, and the major leaders involved in it.  

Objective(s): - Given the notes from a Powerpoint, Students will understand the basic events of WWI, and be able to apply them to events that have happened since.  
- Using dipity.com, the Student will learn how to make a timeline and include events surrounding WWI in it.  
- Given a document from the period, TLW be able to analyze how the United States responded to the war in Europe.  

TEKS: (4) C,D  

Materials/Resources/Technology needs:  
- Powerpoint presentation  
- http://wwi.lib.byu.edu/index.php/Wilson%27s_War_Message_to_Congress: Woodrow Wilson’s address to Congress concerning WWI  
- dipity.com- Timeline (will have computer cart on this day)  
- Students will need their notebooks and writing utensils.  
- Textbook pages 421-431  

Instructional Procedures  
Focusing Event: I will begin the class by introducing the unit and the current subject, WWI. I will ask the students what they know about WWI, and what they hope to learn. Based on their responses, I will introduce some of the topics we will be covering in the 2 sections we will be covering on that day.  

Teaching/ Learning Procedures: 1. After the Focusing question, I will begin lecturing with a Powerpoint presentation.  
2. Students will take notes on their own while paying attention to the Powerpoint lecture.  
3. Following the Powerpoint, the students will read Woodrow Wilson’s address to Congress concerning the war on a handout I will have printed up.  
4. They will discuss the reasons why the U.S. entered the war in small groups.  
5. Students will then use dipity.com to create a timeline about the events in WWI, and they will use this timeline to study for their exam at one point.  

Formative Check(ongoing or specific): Ongoing formative check. I will walk around the room while the students are filling out their timelines and ask if there are any questions. If any students are having trouble I will prompt some ideas, as well as give some assistance if they are having trouble with the actual website or computer.
Reteach (alternative used as needed): If by the end of class the students are not finished with their timelines, or have more questions as to the subject, I will let them ask me more questions at the start of the next class, or be allowed to finish them for homework.

Closure: At the end of the class period after I have asked the students how far along they are in their timeline creation, I will ask them to briefly share aloud some of the events they chose to include in their timelines, so that students could include those events if they forgot them in their own timelines.

Assessment/Summative Evaluation: All of this material will be present on the next week’s quiz and on the next scheduled test, so I will be able to assess how much information the students comprehended at that time, based on the number of incorrect/correct answers.

___

Modifications/Notes: ELL: The student will be able to be paired up with another student in order to understand the information better.
GT: The student might add some more information to their timelines, like who was involved in the events or what groups were involved.
Special Ed: The student would be assisted by me and perhaps might be paired up with another student who could help them.
Subject: U.S. History to 1877  
Grade Level: 11th grade  
Time Estimate: 45-50 minutes  

Unit: 1920s  
Topic: “Society in the 1920’s” (section 1 of Ch.13)

Goal(s): - TLW understand what changes occurred socially in the culture surrounding the 1920s, and what caused those changes to occur.  
- TLW have a greater understanding of leaders in culture and music of the time period.

Objective(s): - TLW be able to analyze how much WWI affected social life in the 1920s.  
- TLW understand definitions of vocabulary words and how they relate to the topic.  
- TLW understand the role of F.Scott Fitzgerald and his book “The Great Gatsby” in the culture of the 1920s, and how it represents the culture of the time.

TEKS: (6) A

Materials/Resources/Technology needs:
- Powerpoint presentation  
- http://history1900s.about.com/od/1920s/a/flappers.htm - Flappers  
- Students will need their notebooks and writing utensils.  
- Textbook pages 452-458

Instructional Procedures
  
  Focusing Event: The class will begin with me asking if anyone had ever read “The Great Gatsby,” and if they had to tell the class what they think about the book and what it is briefly about. Then I will explain to the class what we will be doing for the next couple of weeks regarding reading parts of the book every day.

  Teaching/ Learning Procedures:
  1. After the Focusing question, I will begin the audio book and play it for about 15 minutes, hoping to get through at least a chapter or two. Students will read along with their books.
  1. Following the reading, the students will take notes over the first section of Ch.13 through powerpoint lecture.
  2. Students will then read a hand out on Flappers to illustrate how society changed especially with women at the time, and talk in groups about how women have changed over the years.
  3. Students will then make a vocabulary list of the words in the chapter in order to help them study for the unit test.

  Formative Check(ongoing or specific): Ongoing formative check. I will walk around the room while the students are reading along in their books to make sure that they are paying attention. I will also walk around the room while they are in small groups to determine if they are on track, and if they need any ideas.

  Reteach (alternative used as needed): If the students have any more questions about culture changes in the 1920s, I will try and come up with an additional lecture day in order to inform the students more on the topic.
Closure: I will ask the class to tell me what they think of this time period, and tell me what their opinions are on the social changes that happened during the time. Then I will ask the students what the most interesting part of the social changes that came about through 1920s was for them.

Assessment/Summative Evaluation: All of this material will be present on the next week’s quiz and on the next scheduled test, so I will be able to assess how much information the students comprehended at that time, based on the number of incorrect/correct answers.

Modifications/Notes: ELL: The student will be able to be paired up with another student in order to understand the information better.
GT: The student might look up some more information on other aspects of 1920s culture, like different groups or themes that emerged.
Special Ed: The student would be assisted by me and perhaps might be paired up with another student who could help them.
Subject: U.S. History to 1877  
Grade Level: 11th grade  
Time Estimate: 45-50 minutes

Unit: 1920s  
Topic: “A Republican Decade” (section 1 in Ch.14)

Goal(s): - TLW understand who some of the people of the 1920s were who formed the government, and who the major political leaders were.  
- TLW learn the basic aspects of communism and be able to define it’s basic elements.

Objective(s): - The student will understand different aspects of politics in the 1920s, and the different people that influenced the government at the time, and then analyze what aspects still remain in place today.  
- The student will learn about the first Red Scare, and analyze how those in the U.S reacted to it at home.

TEKS: (5) B, (6) A,B

Materials/Resources/Technology needs:  
- Powerpoint presentation  
- Students will need their notebooks and writing utensils.  
- Textbook pages 480-489

Instructional Procedures  
Focusing Event: The class will begin as before with the reading of one or two chapters of the audio book “The Great Gatsby” following as always with a brief classroom discussion about the events of the book thus far. Then I will ask the students if they have any questions so far about the lecture from the previous day, or anything that they are expected to do on their projects that will be due shortly.

Teaching/ Learning Procedures:  
1. After the Focusing question, I will begin the audio book and play it for about 15 minutes, hoping to get through at least a chapter or two. Students will read along with their books.  
1. Following the reading, the students will take notes over the first section of Ch.14 through powerpoint lecture.  
2. Students will then create a “Cause and Effect” chart illustrating the causes and effects of the first Red Scare, as said in the textbook, and the notes.  
3. Students will share their ideas on the causes and effects of the first Red Scare with the class.  
4. Students will finish the day with the defining of vocabulary words from that section.

Formative Check(ongoing or specific): Ongoing formative check. I will walk around the room while the students are reading along in their books to make sure that they are paying attention. I will also walk around the room while they are doing their cause and effect charts to make sure that they have understood the concept.

Reteach (alternative used as needed): If the students have any more questions about causes and effects, or about the Red scare in general, I will try and take an extra couple of minutes during the next class day to help them understand better. I could perhaps use a game or activity as an incentive for them to want to learn the information.
Closure: In closing, I will have the group shut their notes and define for me some of the key words and definitions they had to have written down, as well as some basic concepts. This will show whether they had learned the information or not.

Assessment/Summative Evaluation: All of this material will be present on the next week’s quiz and on the next scheduled test, so I will be able to assess how much information the students comprehended at that time, based on the number of incorrect/correct answers.

Modifications/Notes: ELL: The student will be able to be paired up with another student in order to understand the information better.
GT: The student might look up some more information on other aspects of communism and perhaps some reasons why the Americans were so afraid.
Special Ed: The student would be assisted by me and perhaps might be paired up with another student who could help them.
List of Resources

• Videos
  - http://www.youtube.com/watch?v=erxUXmpaUhw (WWI on the home front)
  - http://www.youtube.com/watch?v=Lx8kqNBUkdU&feature=related (WWI effects on population)

• Books

• Websites for Activities
  - http://history1900s.about.com/od/1920s/a/flappers.htm (Flapper information)
  - http://wwi.lib.byu.edu/index.php/Wilson%27s_War_Message_to_Congress (Wilson’s WWI message to Congress)

• Software
  - Microsoft PowerPoint 2010
  - Windows Media Player
  - Microsoft Word 2010

• Other things used
  - Markers
  - Notebooks
  - pens/pencils
  - Computer for in class work on projects.
  - Audio book.