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**From WWI to *The Roaring 20s***

**US History, Unit #3**

Chapters 6, 7, & 8

CCCS Standards RH: 11-12.4 – 11-12.6; WHST: 11-12.1, 11-12.4, & 11-12.5

State Standards 11.4 (11.4.5) & 11.5

**Overview: *:*** 1915 – 1929, this unit covers America’s involvement in World War I and the cultural significance of the Roaring 20’s. “Interventionism” gave way to an attempt at “isolationism” as America attempted to focus on itself rather than world affairs

1. **Essential Question(s)**: By the end of the unit, students should be able to expertly answer the following question(s):
	1. What were the major political, economic, and social effects of WWI on the home front?
	2. What were the main political, social, economic, technological, and cultural developments of the 1920s?
2. **Key Terms**: In order to fully understand and connect the current topic of inquiry with previous and future topics in history and the social sciences, it is necessary to have a working knowledge of the following key terms.

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| 1. The Great War 2. Conscription3. War Industries Board4. Great Migration  | 5. Isolationism6. Nativism7. Red Scare8. Palmer Raids | 9. “Back to Africa” movement10. Flappers11. Volstead Act12. Speakeasy |

1. **Historical People:** These people shaped the history of this time period. The knowledge and understanding of the following people and groups’ contribution to this unit of inquiry is essential.

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| 1. Woodrow Wilson2. Warren Harding3. Calvin Coolidge4. Herbert Hoover5. Marcus Garvey | 6. Ku Klux Klan7. American Civil Liberties Union8. NAACP9. Anti-Defamation League10. W.E.B. DuBois | 11. Langston Hughes12. Zora Neale Hurston13. Elizabeth Stanton14. Susan Anthony |

1. **Events and Ideas**: History is a series of events woven together to create the fabric of our history. Events, however, do not occur in isolation. Events are driven by the popular ideas of the time. As such, students must have a clear understanding of not only the major events of this unit of inquiry, but also the ideas behind those events.

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| 1. WWI on the Home Front 2. Harlem Renaissance | 3. Prohibition4. Suffrage | 5. Mass Production and Consumerism16. Popular Culture of the 1920s |

1. **Graphic Organizers:** (Maps, timelines, charts, organizers, etc.) – Graphic organizers serve as a way to visualize historical topics of inquiry, creating not only a deeper understanding of the topic of inquiry being addressed but also allows for the ability to recognize the interconnectedness among historical topics.

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| 1. Political, Economic, Social ramifications of WWI2. War and Challenges to the Bill of Rights! | 3. The effects of new technologies on society | 4. Attacks on Civil Liberties |

1. **Primary Sources**: Primary sources are “first-hand” accounts that give us an insight into the dominant thoughts, beliefs, and ideas of the time helping us to better understand and make inferences about the unit of inquiry.

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| 1. 18th Amendment2. 19th Amendment | 3. 21st Amendment | 4. Harlem Renaissance |

1. **Class Notes:** Use Cornell notes to record class lectures.
2. **Miscellaneous**: Anything else used in support of this unit but not specifically listed on the unit sheet.
3. **Capstone Activity:** Create a collage using at least 20 terms/people that compares the 1920s to today in the following areas: politics, society, economics, technology, and culture. Collages must include pictures and key terms for each term/people used.

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| **COMMON CORE LITERACY STANDARDS** |

**Reading History:**

**11-12.4 -** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

**11-12.5 -** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**11-12.6 -** Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

**Writing History:**

**11-12.1** Write arguments focused on *discipline-specific content.*

1. Introduce precise, knowledgeable claim(s),establish the significance of the claim(s),distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counter claims, reasons, and evidence.
2. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counter claims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
3. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
5. Provide a concluding statement or section that follows from or supports the argument presented.

**11-12.4 -** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**11-12.5 -** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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| **CALIFORNIA STATE CONTENT STANDARDS** |

* 1. **Students trace the rise of the United States to its role as a world power in the twentieth century.**
		1. Analyze the political, economic, and social ramifications of World War I on the home front.
	2. **Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.**
		1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
		2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey’s “back-to-Africa” movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
		3. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).
		4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society.
		5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).
		6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
		7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.