Dayton Public Schools 9th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 5: American History 1920-1930

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**INTRODUCTORY LESSON**

*Introduction to Economic Systems (1 day)*

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<td>Social Studies Skills and Methods</td>
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</tr>
<tr>
<td>B. Use data and evidence to support or Refute a thesis.</td>
<td>This is an introductory lesson on economic systems. The students will determine how basic economic questions are answered in each system and they will compare economic systems by determining how the three basic economic questions are answered in each.</td>
<td>Market or Capitalist System, Mixed Economic System, Command System, Traditional System</td>
</tr>
</tbody>
</table>

**Interdisciplinary Connection**

- Economics
- Language Arts

**Differentiated Learning**

*Enrichment Activity:*

- Choose to be a supporter of either economy. Decide how your school would be run based on the economic system that you support. Create a table illustrating how the school will answer the three basic economic questions.
- Create a diagram or model that shows the flow of goods and services between government, businesses, and households. Describe in writing the path that a group of goods of your choosing would follow through the model.

*Additional Instruction:*

- Have students define each term by using a dictionary: capitalism, communism and socialism.
- Have students explain in their own words the terms. Then have the students analyze the production of a product (#2 pencil, for example) and how that differs in each system.
- Select a job. Create a diagram showing how the job selected benefits society and the incentives the job provides.

**Informal Assessment**

Clearly marked assessment in the lesson.
Creating a Magazine for the Roaring Twenties (5 days)

<table>
<thead>
<tr>
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<tr>
<td>History:</td>
<td>Core Activity</td>
<td>speculation, open shop, tariffs, National Origins Act, prohibition, Harlem Renaissance, assembly line, fads, flapper, Red Scare, Ku Klux Klan, 19th Amendment</td>
</tr>
<tr>
<td>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.</td>
<td>This lesson introduces students to the social, economic, and political developments that are part of the 1920s. Using historical developments that are part of the indicators, students will create a three-dimensional graphic organizer which identifies and analyzes the significances of such developments. Find the entire lesson on the Web site: <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setC/H10F9_Roaring_20s.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setC/H10F9_Roaring_20s.pdf</a></td>
<td></td>
</tr>
<tr>
<td>9. Analyze the major political, economic and social developments of the 1920s including:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>e. The Roaring Twenties and the Harlem Renaissance;</td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

Differentiated Learning

**Enrichment Activity:**

- Students could analyze other aspects of pop culture during the 1920s: E.g., fads, fashions, cars, sports, music, art, dance and slang.

**Additional Instruction:**

- Use graphic organizers from the lesson to guide research.

**Informal Assessment**

Clearly marked assessment in the lesson.


**Citizenship Rights and Responsibilities:**

B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good:

4. Analyze instances in which the rights of individuals were restricted including:

   b. Immigrants during the Red Scare;

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**Core Activity**

Students discuss concerns expressed by labor leaders and some intellectuals in the 1920s about the impact that "new" immigrants would have on the culture of the United States.

Find the entire lesson on the Web site: [http://www.michigan.gov/scope/0,1607,7-155-13515_13521_13525-45239-00.html](http://www.michigan.gov/scope/0,1607,7-155-13515_13521_13525-45239-00.html)

**Interdisciplinary Connections**

- Language Arts
- Math

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**Differentiated Learning**

**Enrichment Activity:**

- Divide the class into two groups. Have one group of students find out more about the Emergency Quota Act, and other quota laws of the 1920s, and the limits they placed on immigration. Have the second group of students research immigration policies in effect today. Students should gather specific immigration figures for various countries and regions of the world. Have each group represent its findings to the class. Prompt students to compare immigration figures of the 1920s with today's figures. Then have students use the data to make generalizations about immigration policy.

- Have students collect quotations from current government officials and others regarding immigration. Suggest that students look for these points of view in recent newspapers and news magazines and on news sites on the Internet. Have students create a bulletin board display of these contrasting views of immigration. Use the display as a springboard for a class discussion.

**Additional Instruction:**

- Compare and contrast Ellis Island and Angel Island, including immigrants processed, policies, etc.

**Additional Resources**

**Web Sites:**

- Political Cartoon on Deportation. September 2001
  [http://sunsite.berkeley.edu/Goldman/Curricula/Immigration/cartoon.html](http://sunsite.berkeley.edu/Goldman/Curricula/Immigration/cartoon.html)
Community Connections

- A debate still continues among those who would like to limit and those who would like to keep an "open door" policy on immigration to the United States. Students can engage in discussions in school and outside of school about the role immigration plays in society today and the arguments for and against limiting immigration to the United States. Students can express their reasoned opinion to political leaders and the community on immigration patterns and level of immigration, especially in light of the War on Terror after the attacks on the World Trade Center and the Pentagon in September of 2001.

Informal Assessment

Clearly marked assessment in the lesson.
### Standard: Benchmark: Indicator

#### History:

F. Identify major historical patterns in the United States during the 20th Century and explain their significance:

9. Analyze the major political, economic and social developments of the 1920s including:
   
a. The Red Scare:
   
b. Women's right to vote:
   
c. African-American migrations From the South to the North;
   
d. Immigration restrictions, Nativism, race riots and Reemergence of the Ku Klux Klan:
   
e. Roaring Twenties and the Harlem Renaissance;
   
f. Stock market speculation and the Stock market crash of 1929.

#### Core Activity

This lesson introduces students to the social, economic, and political developments that are part of the 1920s. Using historical developments that are part of the indicators, students will create a three-dimensional graphic organizer which identified and analyzes the significances of such developments.

Find the entire lesson on the Web site: [http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setC/H10F9_Roaring_20s.pdf](http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setC/H10F9_Roaring_20s.pdf)

### Interdisciplinary Connections

**Language Arts**

- speculation,
- Open shop,
- Tariffs, National Origins Act,
- prohibition,
- Harlem Renaissance,
- assembly line,
- fads, flapper,
- Red Scare, Ku Klux Klan, 19th Amendment

### Differentiated Learning

**Enrichment Activity:**

- Students could analyze other aspects of pop culture during the 1920s. E.g., fads, fashions, cars, sports, music, art, dance and slang.

**Additional Instruction:**

- Use graphic organizers from the lesson to guide research.

### Informal Assessment

Teachers can create their own assessment based on the lesson content.
### Pacifism vs. Patriotism in the 1920s (2-4 days)

<table>
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<tr>
<td>History:</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Students gain understanding of the philosophy of The Women's International League for Peace and Freedom (WILPF) toward war and disarmament; explore the atmosphere of the &quot;Red Scare&quot; and its impact on peace organizations; and examine the Daughters of the American Revolution (DAR)'s opposition to pacifism and disarmament.</td>
<td>Bolshevik Revolution in 1917, Versailles Treaty, Red Scare</td>
</tr>
</tbody>
</table>

#### Enrichment Activity:

- Explore further the WILPF organization's responses to the Red Scare of the 1920s. See [How Did the Women's International League for Peace and Freedom Respond to Right-Wing Attacks, 1923-1931?](http://womhist.binghamton.edu/teacher/milit.htm), also on this Web site. This project examines how WILPF responded to anti-socialist intimidation during the 1920s. This second "red scare" targeted the women's peace movement during a period of armaments buildup following World War I. WILPF, although powerless to halt the persistent attacks, contested them with dignity and restraint.
- Students may also find [Red Scare](1918-1921), an Image Database created by Leo Robert Klein, an interesting way to continue exploring this period in American History.

#### Additional Instruction:

- Have students identify reasons for the fear of communism in 1919 and 1920. Then ask students why immigrants and foreigners were particular targets during the Red Scare. Conclude by asking volunteers to take the role of 1920s Americans and to give a fifteen second statement about why they think a Communist Revolution is at hand.
• Divide the class in half to prepare radio commentaries on the Sacco and Vanzetti trial. Direct each student in the first group to support the conviction of Sacco and Vanzetti. Direct those in the second group to protest the conviction. Call on volunteers to present their commentaries. Then discuss what the cases revealed about Americans in the early 1920s.

**Informal Assessment**

Teachers can create their own assessment based on the lesson content.
Roadside Attractions (2-4 days)

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<td>Geography:</td>
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<td></td>
</tr>
<tr>
<td>B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.</td>
<td>Students follow the highways of the 1920s and 1930s, exploring the whimsical, extravagant architecture that came with American auto culture.</td>
<td>wigwam, highway landscape, popular culture</td>
</tr>
<tr>
<td>2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources.</td>
<td>Find the entire lesson on the Web site: <a href="http://www.cr.nps.gov/nr/twhp/www/lps/lessons/6roadside/6roadside.htm">http://www.cr.nps.gov/nr/twhp/www/lps/lessons/6roadside/6roadside.htm</a></td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Connections

Language Arts

Differentiated Learning

Enrichment Activity:

- Many innovations and inventions of the 1920s led to far reaching cultural and social changes in American life. Labor saving devices such as the vacuum cleaner and the sewing machine freed women from the time consuming household chores and enabled them to take on new roles. Ask students to choose invention or innovation of the 1920s and research its history and impact. Have each student create a graphic organizer to present this information.

Additional Instruction:

- Explain to students that workers on the Ford assembly line stood at their stations while unfinished cars moved past them on a conveyer belt. Each worker performed one task on each car as it passed by. Divide the class into small groups. Then, have the students in each group form an assembly line to make something like sandwiches or a snack for their group. Each person on the assembly line should do a different task to make the product. After the exercise, ask: "What advantages and disadvantages might there be working on an assembly line."

Informal Assessment

Teachers can create their own assessment based on the lesson content.
Co-workers in the Kingdom of Culture:  
Black Swan Records and the Political Economy of African American Music (5 days)

<table>
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<tr>
<td>People in Societies:</td>
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<tr>
<td>A. Analyze the influence of different Cultural perspectives on the actions Of groups:</td>
<td></td>
<td></td>
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<tr>
<td>2. Analyze the perspectives that are Evident in African-American, American Indian and Latino art, Music, literature and media and How these contributions reflect and shape culture in the United States.</td>
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<tr>
<td>Economics:</td>
<td></td>
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</tr>
<tr>
<td>A. Compare how different economic Systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them.</td>
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<td></td>
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<tr>
<td>2. Analyze the development and impacts of labor unions, farm organizations and business organizations on the U.S. economy.</td>
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<td></td>
</tr>
<tr>
<td>Social Studies Skills and Methods:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Evaluate the reliability and credibility of sources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Determine the credibility of sources by considering the following:</td>
<td></td>
<td></td>
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<tr>
<td>c. Recognition of stereotypes.</td>
<td></td>
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</tbody>
</table>

**Core Activity**

David Suisman’s article on Black Swan Records, the first major black-owned record company, raises provocative issues about music, racial and cultural uplift, economic development, and the relationships between art and business. The company existed for only a few years, but in its short history it challenged prevailing ideas about the economic and social significance of “black” music. This installment of “Teaching the JAH” offers students the opportunity to investigate those issues in a range of primary sources. In both the article and the exercises, Suisman presents music and sound as historical sources that need to be understood not just in aesthetic or cultural terms but also in their sociopolitical context. Using sound recordings, sheet music, newspaper advertisements, and magazine articles, these exercises invite you to dig deeply into the questions the Black Swan Story raises.


**Interdisciplinary Connection**

Music

Language Arts

Vocabulary: minstrel, blackface comedy, propaganda, NAACP
Differentiated Learning

Enrichment Activity:
- The Web site contains four exercises. Enrichment can be gained by usage of Exercise Four.

Additional Instruction:
- Exercise Three is most adaptable for those needing additional instruction.

Informal Assessment
Teachers can create their own assessment based on the lesson content.