

## **Lesson Plan - 1920's**

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**Grade Level: 8<sup>th</sup>**

**Duration: 225 minutes (5 Days – 45 minutes class time)**

### 1. Lesson Plan Summary.

A. Students will learn about the 1920's and some of the major events and people involved during this time. On the first day students will start by answering a bell ringer question in FCAT form. All students will use one sheet of notebook paper to create a CRISS Strategy vocabulary booklet for the vocabulary and definitions. All students will receive three colored sheets of paper. After they finish the vocabulary, the students will create a second CRISS foldable for notes to include discussion on how the 1920's experience has affected us in the real world today. All students will work in groups to help each other. The students will be able to use their notes for the test (DBQ). Groups will be set up. Each group will study a 4-6 frame powerpoint using a prompt that the teacher has given.

### B. Objectives.

1. Identify where and what years did the 1920's begin and was more significant.
2. Analyze what was the major causes of the depression and how does it relate to real world today?
3. Determine and name at least 3-4 other major moves that took place during this time and who was involved?
4. Why was this time called the glorious decade?

### C. US History Event. What ended the glorious decade?

D. Grade Level – Eighth Grade Middle School.

E. Materials needed: Overhead Projector (to show transparencies of the 1920's), Notebook Paper, Colored Paper, Pencils, Erasers, and Computers.

F. Lesson Time: 45 minutes each section.

2. See Below.

3. See Below.

4. Assessment. The 1920's DBQ will be used as an assessment tool for all students.

5. Resources. See below.



**Topic: The 1920's-The glorious decade**

**Concepts: How it happened and it's long lasting affects**

<b>Teacher</b>	<b>Leiva</b>	<b>Grade</b>	<b>8</b>	<b>Date</b>		<b>Subject</b>	<b>American History</b>
<b>Lesson Essential Question</b>		<b>Activating Thinking Strategies</b>		<b>Teaching Strategies</b>			<b>Summarizing Strategies Assignment and/or Assessment</b>
<b>SS Standard</b>							
<b>Key Vocabulary</b>							

<p><b>Key Learning (s)</b></p> <p>Why was this time called the glorious decade?</p> <p><b>Unit Essential Question(s):</b></p> <p>Name at least 3-4 other major moves that took place and who was involved during this time? (List major names, persons)</p> <p><b>Lesson Essential Questions:</b></p> <p>What ended the glorious decade?</p> <p>Who was the president during this time?</p>	<p><b>Bell Work:</b> (In FCAT format):</p> <p>What happened during the 1920's?</p> <p>(Give a short complete answer using the FCAT box provided.)</p> <p>This information will be presented on the overhead form each of the groups.</p>	<p>Lecturette, information, and questions to present the concepts or skills.</p> <p>Ask general questions:</p> <ul style="list-style-type: none"> <li>• About the 1920's</li> <li>• How did the glorious decade begin?</li> <li>• How did the events of the 1920's affect the United States of America then and today?</li> <li>• <b>Use the key, unit, and lesson essential question(s)</b></li> </ul> <p>Using CRISS strategies:</p> <p><b>Day 1 (45 minutes)</b></p> <p><b>In groups:</b></p> <p>Students will preview the vocabulary for background building knowledge.</p> <p>Students will create a layered book to take notes as they read and gather information from the reading and will write about the events that led to World War I under the appropriate tab. The general questions above will be answered in this activity.</p>	<p><b>Reinforcement, Review, and Assessment:</b></p> <p>Students will summarize key learnings by writing a summary as the students mind stream (CRISS). Students will use Mind streaming strategies (CRISS) to share their information learned with the rest of the class.</p> <p>CRISS Strategy</p> <p>Powerpoints</p> <p>Overhead Projector</p> <p>DBQ</p>
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SS Standard	Thinking Strategies:		Assignment:
<p>SS.A.1.3.2  SS.A.1.3.3  SS.B.1.3.2  SS.B.1.3.6  SS.C.2.3.7</p> <p>LA.B.2.3.3  LA.B.1.3.1</p>	<p>Reading and gathering information from the internet with given web sites and the textbook.</p> <p>Reading the section:  As the students read, they will take notes and gather information from the reading and will write about the events that led to World War I under the appropriate tab using a layered book (CRISS Strategy).</p> <p>Read the World War I Timeline (Last page)</p>	<p><b>Day 2 (45 minutes)</b></p> <p>Students will use mind-streaming strategies (CRISS) to share their information learned with the rest of the class. The assigned groups will also begin their powerpoint presentations.</p> <p><b>Day 3 (45 minutes)</b></p> <p>The assigned groups will share their powerpoint presentation with the rest of the class.</p> <p><b>Day 4 (45 minutes)</b></p> <p>All information from day 1 will be used as a review. The teacher will bring together all of the information as a review and answer all of the essential questions including any that the students have.</p> <p><b>Day 5 (45 minutes)</b></p> <p>The students will gather all of their notes review it and will be assessed using extended response questions document based questions (DBQ). All of the students will be using their notes.</p> <p><b>Resources and Materials:</b>  Textbook <i>Call to Freedom</i>, reproducibles, transparencies, computers (internet), notebook paper, colored paper for creating the CRISS strategy</p>	<p><b>Assignment:</b></p> <p>Have students think and write about things they already know about the depression.</p> <p>Ask general questions for comprehension about the foundations, challenges, and long lasting affects of the great depression.</p> <p>Preview Key Terms (vocabulary).</p> <p>Students read about the main ideas of the great depression, and all of the processes, people, and main events involved using the internet.</p> <p>Notes  Graphic organizers  FCAT Practice  Writing Practice Language  Arts</p>

<p><b>Key Vocabulary:</b></p> <p>This will help all of the students remember the main information. As the students gather more information, add more words to the classroom word wall.</p> <p>The Glorious Decade Black Thursday Stock Market (Crash) Flappers</p>		<p>booklets, pencils, erasers, and a good learning attitude. Students will use selected websites to gather information needed. With in each group, some of the students will work on sounds, others on pictures, and others on the written presentation for their powerpoint presentations. (Sounds added to the powerpoints are optional).</p> <p>The students will gather information form these sites:</p>   <p>Use <a href="http://www.si.edu/">SmithsonianImages.com</a> to:</p> <ul style="list-style-type: none"> <li>• Search or browse through selected images from Smithsonian collections.</li> <li>• Download free screen resolution images.</li> <li>• Create portfolios favorite Smithsonian objects.</li> </ul> <p><a href="http://www.si.edu/">http://www.si.edu/</a> (a website for the Smithsonian institute)</p>	<p><b>Assessment:</b></p> <p>The students will be assessed using extended response questions document based questions (DBQ). All of the students will be using their notes.</p> <p><b>Benchmarks:</b></p> <p>SS.A.1.3.2 SS.A.1.3.3 SS.B.1.3.2 SS.B.1.3.6 SS.C.2.3.7</p> <p>LA.B.2.3.3 LA.B.1.3.1</p>
<p>ESOL Strategies: Seat ESOL students close to the front of the room, have students verbalize the steps involved in completing the chart. Repeat the directions for the objectives. Have the students work in collaborative pairs to help each other answer question and find information for the graphic organizer. Model lesson activities. Pronounce the vocabulary words and any other difficult words. Help locate areas on a map. Give extra time to finish lessons and assessments. Use universal design strategies that will help all of the students to include the special needs students.</p>			