| USHC Unit 8 America in Transition | |
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| **Unit Overview** | |
| The purpose of this unit is to explore the continuities and changes in American culture and society during the 1920s and 1930s, the impacts of boom and bust business cycles, and the changing role of the government in domestic affairs during this time period. While the targeted skills for each standard are the basis for the “I Can” statements, the skill of continuity and change is stressed in the suggested overarching inquiry final activity. | |
| **Overarching Inquiry Question** | |
| How did domestic changes at this time impact American identity?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| American Culture and Identity | |
| **Skills Emphasis at a Glance** | |
| **Causation-** Evaluate significant turning points, including related causes and effects that affect historical continuity and change.  **Periodization-** Summarize, analyze, and assess the methods historians use to categorize historical developments in order to create historical periodization.  **Contextualization-** Justify how the relationship between various historical themes and multiple historical developments create a multi-faceted context when analyzing significant events.  **Continuities and Changes**- Evaluate significant turning points and theme-based patterns of continuities and changes within a period, including catalysts for those changes.  **Evidence**- Identify, interpret, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history | |
| **Standard(s)** | |
| **USHC.4.CX** Contextualize changes in American culture within new migration patterns, participation in global conflict, and capitalist business cycles.  **USHC.4.CE** Evaluate significant turning points, including the immediate and long-term causes and effects of the business cycles of capitalism.  **USHC.4.P** Summarize the changing role of the government in the economy during the period 1917–1945.  **USHC.4.E** Utilize primary and secondary sources to analyze the impact of changes in American foreign policy, worldwide conflicts, and business cycles in capitalism. | |
| **I Can Statement(s)** | |
| 1. I can trace migration and immigration patterns and describe their impact on American culture. (USHC.4.CX, 4.E) 2. I can assess the degree of change in American life by analyzing forces for continuity and change in American society. (USHC.4.CX, 4.E) 3. I can chart the rise and fall of the American economy in the 1920s and 1930s and describe the impact those trends had on American life. (USHC.4.CE, 4.E) 4. I can summarize how changing economic conditions shaped government policy. (USHC.4.P, 4.E) 5. I can craft an argument in response to the overarching inquiry question using evidence to support my claim. (USHC 4.CX, 4.CE, 4.P, 4.E) | |
| **Unit Sequence**  *Teacher Instructional Practices and Actions Students will Take to Answer the Overarching Inquiry Question* | **Instructional Guidance and Resources**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **“I Can” Statement #1: I can trace migration and immigration patterns and describe their impact on American culture. (4.CX, 4.E)** | |
| Begin the unit by introducing the “I Can” statement.  Post a series of [political cartoons](http://americainclass.org/sources/becomingmodern/divisions/text7/pcnativeforeign.pdf) around the room for students to complete a [gallery walk](https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk). Have students source the documents with this [graphic organizer](https://www.scholastic.com/content/dam/teachers/blogs/john-depasquale/2017/JD-Primary-Source-Analysis.pdf) and record their observations. Students will return to their seats and work with a partner to determine trends among the sources and put cartoons into context.  As a class, create a list titled, “What We Know About Immigration” as a result of the cartoons. Facilitate class discussion and add to the list. Transition by asking students, how do we know if this information is accurate?  Provide students with the quote, “The North had a labor problem because it had been relying on cheap labor from immigrants from Europe… But during WWI, migration from Europe came to a virtual halt” by Isabel Wilkerson. Use this [interactive map](http://metrocosm.com/us-immigration-history-map.html) to corroborate the statement. Ask student questions such as:   1. What does it mean when countries brighten or darken? 2. Which countries got brighter in the 1910-1920’s? Which got darker? What might be the reason? Consider the historical context and push/pull factors. 3. What happened by the end of the 1920s into the 1930s and 1940s? What caused the change?   To help answer question #3 above, have students investigate US immigration policies and historical viewpoints that could have affected the changes in the map. Provide students with a graphic organizer split into four categories that illustrate the purpose and impact of the policy (Citizenship, Location, Immigration Encouraged, Immigration Discouraged). Revisit the political cartoons on immigration policy from the beginning of the lesson. *(other optional* [*primary source excerpts*](http://americainclass.org/sources/becomingmodern/divisions/text7/colcomnativeforeign.pdf) *for analysis are linked here)* and view the two timelines below.   * [Pew Research Center Timeline](https://www.pewresearch.org/fact-tank/2015/09/30/how-u-s-immigration-laws-and-rules-have-changed-through-history/) * [Library of Congress Immigration Timeline](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/alt/timeline.html)   Answer the question, “Which categories do immigration laws from the late 1800s to the 1930s belong?” Students will record 5-7 of the immigration laws in the appropriate category of the graphic organizer as well as one political cartoon from the gallery walk. If there are unique requirements of the law, such as the requirement of a literacy test, ask the students to write it below the law. Then direct students to write a five-sentence summary explaining the trends noticed from the graphic organizer.  Add to the class list titled, “What We Know About Immigration.”  Transition by asking “What was the Great Migration and what impact did it have on American culture in the 1920s?  Have students manipulate the [interactive map of the Great Migration](https://depts.washington.edu/moving1/map_black_migration.shtml) to make observations and record trends from 1900-1940 in this [graphic organizer in Appendix A](#awfbu5lt5cd7). After students make their own initial observations, have them contextualize the time period by answering the following questions adapted from [Bruce Lesh](https://3.bp.blogspot.com/-NoLkER_25dA/W14ondq21pI/AAAAAAAAAMQ/M1W0V0M3mAAlr-s77LpbSeAG_ZjSslkPwCLcBGAs/s1600/Text%2BContext%2BSubtext.jpg):  Text:   1. What information is provided by the source? 2. Does the source demonstrate migration or immigration?   Context:   1. What was going on during the time period? What background information do you have that helps you explain the information found in the source?   Subtext:   1. What is between the lines? 2. What information is not provided by the source that is still unknown? How might we find out more information?   Facilitate paired student discussion about the [text, context, and subtext](https://3.bp.blogspot.com/-NoLkER_25dA/W14ondq21pI/AAAAAAAAAMQ/M1W0V0M3mAAlr-s77LpbSeAG_ZjSslkPwCLcBGAs/s1600/Text%2BContext%2BSubtext.jpg) of the source. Have students analyze the poem, [*One Way Ticket*](http://nationalhumanitiescenter.org/ows/seminars/tcentury/gmigration/Hughes_OneWayTicket.pdf), by Langston Hughes and complete the action items below:   * I think the Great Migration is... * Evidence for my claim above includes… (document ONE piece of evidence from the map, and one from the poem)   Have students share out their findings and create a class list of “What We Know About the Great Migration.”  To corroborate their findings, students will watch this [TED Talk](https://www.youtube.com/watch?v=n3qA8DNc2Ss) from 0:00- 10:21. Have students place a check mark beside any information currently in the class list that is corroborated by the speaker. If any new information is presented, have students add the information to the list. After the video, direct students to share their annotations with a partner. Then, as a whole group, add any additional information to the class list and place check marks beside information that was corroborated.  Next, students will explore the effects the changing immigration and migration patterns had on American culture.  In small groups, students will be assigned as “experts” on a specific event and share their findings with class.  Students will use this [graphic organizer in Appendix B](#18v2ecxks18x) to take notes on each source (selected by the teacher), that includes a description of the source, who was impacted, how they were impacted (positively, negatively, etc.) and how they know with details to support their conclusions. Students will share their findings with the class and information will be added to the class list of “What We Know about the Impact of Immigration and Migration.” Students will use the information accumulated from the activities to answer the “I Can” statement and summarize the impact immigration and migration patterns had on American culture. | Provide students with the definitions of migration and immigration to prevent confusion before beginning the lesson or unpack the terms in the statement with them as a class.  This statement is centered around the collection of data and then making conclusions about that data. A great way to frame the importance of being critical consumers of information is to ask students, “How do we know these sources give us accurate information?” This will help establish the purpose that, while yes, we are learning history, we are also learning how to be smart consumers of information and corroborate information from multiple sources.  This will serve as the first “anchor chart” for student reference at the end of the second “I Can” statement.  Before beginning the activity, have students define words such as quota, emigration, nativism, repatriation, deportation, or asylum for background context. It may be helpful to explain each category to students before they begin work and model one of the events as a whole class.  It may be necessary to provide students with guiding questions when analyzing the trends from the graphic organizer. Possible questions could include:   * Which category was most often used? * Were there any apparent trends between time periods? * Did any of the events fall into more than one category?   How might you help your students make a connection between the “darkness” in the interactive map during the 1930’s and 1940s and the lack of immigration policy from 1924-1940 in the timelines?  It may be best to first model how to manipulate the source before releasing students to work independently. Other additional maps are available on the site such as Latinx Migrations and Southern Diaspora that may be beneficial for student exploration. The graphic organizer provided is scaffolded to help students move through the map with items to “look for” during the investigation of the source. For more advanced students, have them take notes of their findings and then categorize the information into a graphic organizer of their choosing.  The questions are formatted to help students draw conclusions from the source. However, teachers may need to have scaffolded questions prepared that help lead students to make connections to context (such as push/pull factors of jobs or Jim Crow) and subtext (such as age or gender of those moving, what it cost, etc.).  This will serve as the second “anchor chart” for student reference at the end of the second “I Can” statement.  Stop the video periodically to gauge student take-aways or possibly integrate the video into [Edpuzzle](https://edpuzzle.com/) with scheduled questions. The class list could be digital so each student has their own copy to edit during the video.  There are many primary sources of varying degrees of difficulty for teachers to choose from in this activity. Teachers should select sources that best fit the needs of their students.  **Possible Sources for Stations:**   * [Palmer Raids](https://sheg.stanford.edu/history-lessons/palmer-raids) * [Sacco and Vanzetti](https://spartacus-educational.com/USAsacco.htm) * [Mexicans in the US During the 1920s](https://sheg.stanford.edu/history-lessons/mexicans-united-states-1920s) * [Chicago Race Riots of 1919](https://sheg.stanford.edu/history-lessons/chicago-race-riots-1919) * [KKK](https://ehistory.osu.edu/exhibitions/clash/default) * [KKK](http://americainclass.org/sources/becomingmodern/divisions/text1/text1.htm)   This will serve as the third “anchor chart” for student reference at the end of the second “I Can” statement. |
| **“I Can” Statement #2: I can assess the degree of change in American life by analyzing forces for continuity and change in American society. (USHC 4.CX, 4.E)** | |
| To begin, instruct students to write down what they already know of the 1920s from their prior knowledge using the think/pair/share strategy. Create a class list of what students already know about the time period. Then project a political cartoon in Appendix C (found on the unit page) and have students analyze the meaning.  Transition by reviewing periodization and how historians classify time periods. Then ask students to consider the multiple titles that have been used to describe the decade of the 1920s such as “Return to Normalcy,” the “Roaring 20s,” and the “Jazz Age”. From their prior knowledge, ask students “What do you think is the best description for this decade?” Based on their lists from the introduction activity above, have students answer the question in a journal response titled: Prior Knowledge. Then, create a class list of options on the board.  Transition by putting the time period into context explaining the United States was emerging from an era of progressivism, the horrors of WWI, a global flu epidemic, and was in the midst of a recession and presidential election. Have students predict: What would the average American look forward to after the war ended? Discuss ideas as a class and generate a class list (keep for future use).  Students will then read and annotate Republican Senator and presidential candidate, Warren Harding’s, message delivered to the public on May 14, 1920 where he details his perspective on the coming decade. Instruct students to look for specific arguments he makes regarding America's direction for the future. Then discuss student annotations.  Next, have students reflect on the question, “Were his views convincing?” Collect the class consensus. Then, reveal that Harding did become the president in November of 1920, which would impact American in the 1920s. Students will ultimately decide, “Did Harding’s vision come true?”  Transition by introducing the “I Can” statement.  Students will examine teacher curated primary sources that highlight how American culture was rapidly changing and answer the question, “Was prosperity a fact or myth?” Students may use the graphic organizer in [Appendix E](#l9jj1qa7lohr).  At this point, direct students to answer the “I Can” statement by creating an annotated diagram to assess the degree of cultural continuity and change in the 1920s. Draw a horizontal line on the board and label one side Prosperity: Fact and the other Prosperity: Myth. Each group will choose where their set of documents fits on the horizontal line. On the vertical axis, students will determine the degree of change the event represented in American culture. The further from the horizontal line, the greater the degree of change. Above the line represents positive change and below the line represents negative change. Students will then label who was affected as a result of the change above or below the placement of their event. Discuss the results as a class and allow the majority vote of the class determine the final positions for the documents. Then, students will analyze the trend.   * What does the trend suggest about the continuities of and changes of 1920s culture?   As a class, create a separate class list titled, “What We Know About Changing Culture of the 1920s Fact or Myth?” Facilitate class discussion and add to the list.  To conclude, students will revisit the question from the beginning of the activity sequence, “What would the average American look forward to after the war ended?” Students will conduct a think/pair/share with a partner to explain if their predictions were correct. Did Hardin’s vision come true?  Students will then revisit the question, “What is the best title to describe the decade of the 1920s?” As a class, add or refine the previous class list of options on the board. Students will answer the question in a journal response titled: Final Conclusion, citing specific evidence from the sources in the station's activity and/or other prior activities. | A modified KWL chart would be beneficial for students to use with this activity. This list provides more ideas for structured [Brainstorming Strategies](http://creatingminds.org/tools/tools_ideation.htm).  This will serve as the fourth “anchor chart” for student reference at the end of the second “I Can” statement.  This question serves multiple purposes: 1) it gets students to think about what they already know of the 1920s, 2) it serves as an overarching question, and 3) it allows students the opportunity to practice the skill of periodization.  While students are reading a document, it is important they are reading for a purpose. What would the teacher want students to understand or learn from Harding's message? Here is a resource that explains some ways students may be instructed to [annotate text](https://www.chino.k12.ca.us/site/handlers/filedownload.ashx?moduleinstanceid=34965&dataid=72719&FileName=Annotation%20Guidelines.pdf). Have you considered the way you structure and facilitate student discussions? Check out some [Discussion Strategies](https://teachingcenter.wustl.edu/resources/active-learning/discussions/discussion-strategies/).  The use of an online polling platform, such as [Poll Everywhere](https://www.polleverywhere.com/) would work well here to see student responses in real time.  Students could move through the activity in stations or as a jigsaw activity, where students begin in a group and move to another group, become an expert on a topic/event, and then report back to their initial group as the “expert” on the topic.  This will serve as the fifth “anchor chart” for student reference at the end of the second “I Can” statement.  This gives students an opportunity to reflect on their own learning and make modification or add to their prior response as a result of the learning. |
| **“I Can” Statement #3: I can chart the rise and fall of the American economy in the 1920s and 1930s and describe the impact those trends had on American life. (USHC 4.CE, 4.E)** | |
| As an introduction activity, pose the question “What caused the Great Depression?” Allow students to have time individually to respond to the prompt. Collect a list of student responses as a whole group. Then ask a very simplistic question such as, “What caused you to come to school today?” Repeat the process above, however, you should have more diverse answers. Use the responses from the last question to transition into a historical investigation into the complexity of the Great Depression and introduce the “I Can” statement.  First, start by asking students the question, “Are recessions normal?” Then investigate the patterns of a normal business cycle by having students participate in this [Business Cycle Simulation](https://www.socialstudies.org/publications/socialeducation/march2007/lesson-whatdunnit-the-great-depression-mystery) (Activity 2). Pass out occupation cards to students, project Visual 1 of a Recession and Recovery Cycle, and then use the [PowerPoint slides to facilitate the simulation](https://docs.google.com/a/greenvilleschools.us/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnx1c2hpc3RvcnlidXNpbmVzc2N5Y2xlfGd4OjdlNDMzYTA3NjE1Mjc1Nzk). At the end, students should be able to understand the multiplier effect on jobs and that a trough or recession is a normal part of the business cycle. Transition to the next activity by asking students, “Why did the cycle not bounce back in 1929?”  Have students assume the role of a reporter and investigate the causes of the Great Depression by analyzing the sources regarding the 1920s economy listed at right. Students should complete the [graphic organizer labeled Reporters Research Notes in Appendix F](#3jncwnal6fuy). At the end, students will write an article for the newspaper in which they detail their most convincing evidence for the cause(s) of the Great Depression and complete the first part of the “I Can” statement.  Next, transition into the effects of the 1930s Great Depression to answer the second part of the “I Can” statement. Explain that students are going to conduct a mini-inquiry into what life was like during the Great Depression by examining a collection of primary sources in Appendix G (found on the unit page).  For each source have students respond to the following questions:   * What do I see, think, and wonder? * What does this source tell us about life during the Great Depression? * How does it tell us that information?   Students will use their notes about life in the 1920s and the images in Appendix G to put together a short story to answer the “I Can” statement that describes how the economic conditions during the 1920s and 30s impacted American life. | Student responses to the first question are likely to be very limited and center around the Stock Market Crash of 1929. The responses to the second question are likely to be very varied and rouse student interest. The purpose of the second question is to show students that often the answer to historical questions such as “What caused the Great Depression?” are not so simplistic, but very complex and dependent on many factors, unlike their initial responses may suggest.  A video of this activity in action is linked [here beginning at 2:05.](https://archive.econedlink.org/interactives/tools/history-who-dunnit-the-great-depression-mystery/History_Lesson30_720.mp4) This is also a great opportunity to review what students have learned in prior lessons of this unit.  Great Depression Primary Sources:   * [Letters in Time - Federal Reserve Bank of St. Louis](https://www.stlouisfed.org/~/media/files/pdfs/great-depression/the-great-depression-lesson-2.pdf?la=en) * [Primary Source Excerpts: “Age of Prosperity”](http://americainclass.org/sources/becomingmodern/prosperity/text1/colcommentary.pdf) * [Political Cartoons: “Age of Prosperity”](http://americainclass.org/sources/becomingmodern/prosperity/text1/politicalcartoons.pdf) * [Primary Source Excerpts: Stock Market Crash](http://americainclass.org/sources/becomingmodern/prosperity/text4/colcommentarycrash.pdf) * [Political Cartoon: Stock Market Crash](http://americainclass.org/sources/becomingmodern/prosperity/text4/politicalcartoonscrash.pdf)   Teachers may choose to fill in the left side of the graphic organizer to guide students in their analysis. There are many primary sources of varying degrees of difficulty for teachers to choose from in this activity. Teachers should select sources that best fit the needs of their students. Framing questions and discussion questions accompany most sources.  This process can be accomplished in any method of the teacher’s choice. For example, the teacher may choose to post the sources around the room and have students rotate through them, or he/she may choose to post them to an online platform for students to access.  The number of sources used and the amount of editing a teacher does with them should depend on the needs of his/her students. For struggling readers, it is wise to select only key portions of the text, while advanced readers may take on more of the original document. It may also be helpful in some circumstances to provide a note-taking sheet with some details of each source, such as title and date created, already on it.  The short story could be written from the perspective of a fictitious person during this time period that explains what people may have seen, thought, or felt during the 1920s and, comparatively, during the 1930s. |
| **“I Can” Statement #4: I can summarize how changing economic conditions shaped government policy. (USHC 4.P, 4.E)** | |
| Ask students to consider the following question: “What role, if any, should the government play in promoting citizens’ well-being?” Allow students to have time individually to respond to the prompt. Then ask students to turn to their partner and explain. Discuss the idea as a class and then transition the conversation to the role of government in the 1920s and 1930s.  Introduce the “I Can” statement.  Direct students to read the primary source excerpts from Warren Harding, Calvin Coolidge, and Herbert Hoover on the role government should play in American life. The teacher can select sources on [business](http://americainclass.org/sources/becomingmodern/prosperity/text2/colcommentarybusiness.pdf) and the [economy](http://americainclass.org/sources/becomingmodern/prosperity/text1/colcommentary.pdf).  Compare/contrast their arguments using a graphic organizer such as a three-way Venn Diagram.  Have students form a prediction by answering this question: “Do you think their policies would have been different had economic conditions been different?” Further facilitate a discussion around the following questions:   1. Did the booming economy impact the public's opinion on the level of government intervention in the economy? 2. Is there evidence to suggest that the government should have been more involved in business and the economy?   Next, provide direct instruction about President Hoover’s response to the economic crisis during the Great Depression. This can be done through lecture, readings, videos, etc. A mix of all will help keep students’ attention. Have students take notes during this time period.  After comparing the different approaches to dealing with the economic crisis, transition into the elements of FDR’s New Deal policies. Explain that students are going to conduct a mini-inquiry into how the New Deal policies sought to bring relief, recovery, and reform to the American economy by examining a collection of different sources. Students will use the [graphic organizer in Appendix H](#7aviik74iznj) to record their observations and answer questions such as:   * [Did the New Deal help everyone?](https://livingnewdeal.org/what-was-the-new-deal/new-deal-inclusion/) * [What is a “New Deal” for minorities in the 1930s?](https://livingnewdeal.org/working-together/) * Were the New Deal policies constitutional?   Allow students to reflect on Hoover’s and FDR’s approaches to the economic crisis. Were they more similar or different? Allow students to share their ideas with a partner.  As a culminating activity, students will answer the “I Can” statement by completing this [DBQ](https://digital.library.sc.edu/blogs/academy/2019/07/23/dbq-economics-and-policy/) which asks students to consider the government’s response to WWI, the Roaring 20s, and the Great Depression.  Have students revisit the initial question, “What role, if any, should the government play in promoting citizens’ well-being?” Allow students to modify their arguments with the evidence from the lesson. | A possible extension to this activity could be a “Four Corners” or “Philosophical Chairs” activity that requires students to stand on a particular side of the room depending on their answer to the question. Students could stand in varying degrees (from middle to extreme side) to show the level to which they agree or disagree. The teacher may prompt the students with a list of possible situations and allow them to rearrange as desired. The teacher could then facilitate discussion and transition into the lesson.  If more background knowledge/information is necessary on the three presidents or Laissez-faire policies, this source from [Digital History](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit9_1.pdf) could be helpful to supplement the primary source readings. Students should already know and understand the concept of laissez-faire economics from prior lessons. However, the teacher should make sure to reinforce or reteach vocabulary in this section if necessary.  Question 2 requires students to use prior knowledge of 1920s discrimination and inequities. To add an additional inquiry piece, teachers could provide students with information about [Labor Unions](http://americainclass.org/sources/becomingmodern/prosperity/text5/lettersbishop.pdf) in the 1920s.  Consider using a graphic organizer emphasizing the skill of continuity and change from [The Critical Thinking Consortium](https://tc2.ca/uploads/PDFs/thinking-about-history/continuity_and_change_secondary.pdf).  This sources may be helpful to provide context on Hoover   * [Digital History - Hoover and the Depression](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit9_7.pdf) * [YouTube: Hoover and the Great Depression](https://www.youtube.com/watch?v=18dFdWe2n4s)   [Possible Sources](https://livingnewdeal.org/us/sc/greenville-sc/): using this link, students can explore how New Deal projects impacted South Carolinians. Other great links are included within the web resource, such as a timeline, glossary, oral stories, and how the New Deal is relevant today.   * Relief   + [AAA](https://livingnewdeal.org/glossary/agricultural-adjustment-act-1933-re-authorized-1938-2/)   + [CCC](https://livingnewdeal.org/glossary/civilian-conservation-corps-ccc-1933/) * Recovery   + [NIRA](https://livingnewdeal.org/glossary/national-industrial-recovery-act-1933/)   + [WPA](https://livingnewdeal.org/glossary/works-progress-administration-wpa-1935/) * Reform   + [FLSA](https://livingnewdeal.org/glossary/fair-labor-standards-act-1938/)   + [FDIC](https://livingnewdeal.org/glossary/federal-deposit-insurance-corporation-fdic-1933-present/)   + [Wagner Act](https://livingnewdeal.org/glossary/wagner-peyser-act-u-s-employment-service-1933/) * [Court Packing Plan](https://livingnewdeal.org/when-fdr-clashed-with-the-supreme-court-and-lost/) |
| **“I Can” Statement #5: I can assess the positive and negative changes in society and craft an argument in response to the overarching inquiry question using evidence to support my claim. (USHC 4.CX, 4.CE, 4.P, 4.E)** | |
| Ask students to brainstorm and create a list of every domestic change they can think from the end of WWI through the Great Depression.  Collect student responses on the board or in an online platform, such as Google Classroom or Padlet, that all students can access.  Next ask students to categorize their lists into events that demonstrated “positive” change and events that demonstrated “negative” change. Allow them to add to the overall list if they think of something new during this process.  Next ask students to rank order the events in their categories by asking the questions:   * Which event had the most positive change? * Which had the most negative change?   Then students will summarize how the events in the “positive change” category and the “negative change” category impacted the American Identity during this time period.  Finally, ask students to respond to the overarching inquiry question for themselves: How did domestic changes at this time impact American identity? Have them give at least three reasons to support their answer. | Have the definition of domestic change and possible an example on the board for students to reference. Allow students to use their notes from the unit during the brainstorm activity and/or work in pairs to generate a list. One way to make it more interesting is to do an ABC brainstorm where students have to come up with an answer that starts with each letter of the alphabet.  Allow them to add to the overall list if they think of something new during this process.  Infuse movement into the class by asking students to find a partner, or another pair of students are working in pairs prior, that has the same answer and explain their reasoning. Then have students find a partner or pair with a different answer and share.  This can be done as a short written reflection, a response in video format on a website like [Flipgrid](https://info.flipgrid.com/), or as a more complete essay. If giving this as a major assignment, make sure to provide a rubric with work expectations. |

**References**

**Additional Resources**

Stanford History Education Group: [Historical Thinking Skills Chart](https://sheg.stanford.edu/sites/default/files/download-pdf/Historical%20Thinking%20Chart.pdf)

**Appendices**

Appendix A:

**Decoding the Great Migration with Data**

|  | **1900** | **1920** | **1930** | **\_\_\_\_\_\_\_**  **(Your Choice)** | **Trend Noticed Across Decades** |
| --- | --- | --- | --- | --- | --- |
| **Map: Born in South, Living in North/West**  Summarize what is happening in the decade |  |  |  |  |  |
| **Map: Big Cities**  Summarize what is happening in the decade |  |  |  |  |  |
| **Map: Where to?**  Summarize what is happening in the decade |  |  |  |  |  |
| **Map: Number from Each State**  Summarize what is happening in the decade |  |  |  |  |  |
| **Overall Conclusions:** | | | | | |

Appendix B:

**Impact of Great Migration and Immigration Patterns of the 1920s**

**Secondary Question:** What impact did the Great Migration and immigration patterns have on American culture in the 1920s?

| **Source** | **Description of the Source** | **Who Was Impacted?** | **How Were They Impacted?** | **How Do You Know?** |
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|  |  |  |  |  |
|  |  |  |  |  |
| **What was the overall impact on American culture?** Cite Evidence from the text. Keep in mind that your argument is stronger if you use multiple documents to support your answer. | | | | |

Appendix E: America’s Changing culture - Station Activity Graphic Organizer

| **Station** | **Source** | **Notes** | **Conclusion About Culture Change** |
| --- | --- | --- | --- |
| **Station 1**  Farm to City | A |  | Circle One - Prosperity: FACT, MYTH, or BOTH  Evidence that supports my conclusion... |
| B |  |
| C |  |
| **Station 2**  Mass Production Techniques | A |  | Circle One - Prosperity: FACT, MYTH, or BOTH  Evidence that supports my conclusion... |
| B |  |
| C |  |
| **Station 3** Consumerism | A |  | Circle One - Prosperity: FACT, MYTH, or BOTH  Evidence that supports my conclusion... |
| B |  |
| C |  |
| **Station 4**  Leisure Activities | A |  | Circle One - Prosperity: FACT, MYTH, or BOTH  Evidence that supports my conclusion... |
| B |  |
| C |  |
| **Station 5**  Flappers/  Modern Woman | A |  | Circle One - Prosperity: FACT, MYTH, or BOTH  Evidence that supports my conclusion... |
| B |  |
| C |  |
| **Station 6**  Harlem Renaissance | A |  | Circle One - Prosperity: FACT, MYTH, or BOTH  Evidence that supports my conclusion... |
| B |  |
| C |  |
| **Station 7**  Modernism vs Fundamentalism | A |  | Circle One - Prosperity: FACT, MYTH, or BOTH  Evidence that supports my conclusion... |
| B |  |
| C |  |

Appendix F: Reporter’s Research Notes - [Adopted from the Federal Reserve Bank of St. Louis](https://www.stlouisfed.org/education)

| **Event, Policy, or Condition** | **Resulting Condition or Problem** |
| --- | --- |
| Temporary Closing of Ford Plant |  |
| Farm Failures |  |
| Stock Market Crash |  |
| Bank Failures |  |
| Housing Losses |  |
| Smoot-Hawlet Tariff |  |
| Federal Reserve Monetary Policy |  |
| Fiscal Policy |  |

Appendix H: New Deal Policies

| **New Deal Policy** | **Purpose** | **Who benefited?** | **Who did not benefit?** | **What problems were solved?** | **What problems were not solved?** |
| --- | --- | --- | --- | --- | --- |
| AAA |  |  |  |  |  |
| CCC |  |  |  |  |  |
| NIRA |  |  |  |  |  |
| WPA |  |  |  |  |  |
| FLSA |  |  |  |  |  |
| FDIC |  |  |  |  |  |
| Wagner Act |  |  |  |  |  |
| **Were the New Deal Policies Constitutional?** | | | | | |
| YES | | | NO | | |