



## **South Carolina Academic/Career Development Integration Activity (DRAFT)**

**Title**                    **Power of the Press (HSS-3)\***  
**Subject**            **United States History and the Constitution**      **Grade Level 11**

**SC Content Standard United States History and the Constitution** – Standard USHC-7. The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.

USHC-7.3 Explain the causes and effects of the social conflict and change that took place during the 1920s, including the role of women and their attainment of the right to vote, the “Red Scare” and the Sacco and Vanzetti case, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial.

### **National Career Development Guidelines Goal/Indicator**

Career Management GOAL CM3. Use accurate, current, and unbiased career information during career planning and management.

Indicator CM3.K5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.

### **Career Development Objectives**

1. Students will explain the causes and effects of one example of the social conflict and change that took place during the 1920s.
2. Students will expand their awareness of the wide variety of occupations in the South Carolina career cluster: Arts, A/V Technology and Communications.

### **Assessment**

1. Students will select an area of social conflict to research (e.g., women’s right to vote movement, the “Red Scare” and the Sacco and Vanzetti case, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, or the Scopes trial) and complete the worksheet, *The Roaring 20s – A Time of Social Conflict*. Students will write an editorial that expresses their point of view about the topic they selected.
2. Students will identify at least 20 occupations in the Arts, A/V Technology and Communications career cluster. Students will complete the *Occupations that Communicate* worksheet.

### **Preparation**

- Prior Learning—Unit on social conflict and change during the 1920s, research skills including use of the Internet and computer-based career information resources
- Handouts/Worksheets— *The Roaring 20s – A Time of Social Conflict* worksheet *Internet Sites for Career Information* handout, *Occupations that Communicate* worksheet.
- Resources/Materials—Internet access, access to computer-based career information resources such as: O\*NET Online <http://online.onetcenter.org>, *Occupational Outlook Handbook* <http://www.bls.gov/oco>, and South Carolina's career information system; and related resource books. Optional: Guest speaker from a local newspaper.
- Time Required—120 minutes of class time (longer if you invite a guest speaker) plus ample time for students to do research and the homework assignments

### **Procedures**

#### **Part One (60-90 minutes)**

- This activity leads students to a deeper understanding of the social conflicts and changes that took place in the 1920s, the power of the press then and now, and expands their awareness of the many occupations in the broad field of communications.
- After study of the unit on the 1920s, tell students they will research and report on an area of social conflict from that era (e.g., women's right to vote movement, the "Red Scare" and the Sacco and Vanzetti case, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, or the Scopes trial).
- Distribute the worksheet: *The Roaring 20s – A Time of Social Conflict*. Review the directions for completing the worksheet and resources the students might use. Discuss the elements of an editorial. Remind students that although an editorial expresses an opinion, that opinion should be backed up by accurate information. Students are to complete the worksheet and editorial for homework.
- Discuss any questions the students have about the assignment.
- When students have completed the homework assignment, provide some time for the sharing of findings and conclusions.

#### **Part Two—Career Development Connections (30-60 minutes)**

- Ask students to brainstorm occupations in the Arts, A/V Technology and Communications career cluster.
- Give students the *Occupations that Communicate* worksheet and review the directions with them.
- Give students the *Internet Sites for Career Information* handout and review it with them.
- Tell students to complete the worksheet for homework.
- Briefly discuss the completed worksheets. What new occupations did students learn about? Were they surprised by the variety of occupations in the Arts, A/V Technology and Communications career cluster? Were any of the occupations of interest to them? Why or why not?

What kind of education/training is required by occupations in communications? Do they have the skills and personal qualities needed to work in the field of communications?

- Remind students that many high schools and community colleges offer classes and career pathways in the Arts, A/V Technology and Communications career cluster. Suggest they talk to their school counselor about courses that might be available to them now or at the postsecondary level.
- Optional: Invite a guest speaker from a local newspaper.

### **Crosswalks**

#### **SC Career Guidance Standard/Competency**

Learning to Work Standard 3. Students will explore careers and the connection of school to work.

Competency 3.6. Develop skills to locate, evaluate, and interpret career information.

Competency 3.7. Become aware of different occupations and nontraditional roles.

Competency 3.10. Become aware of resources for obtaining information about career clusters.

#### **Key Employability Skills**

Communication Skills—Writing and speaking

Creative Thinking—Generates new ideas

Information—Obtains, evaluates, organizes, interprets, and communicates information.

Technology—Uses computers and other technology to process and convey information.

\* Adapted from *Career Development Tool Kit*, Linda Kobylarz & Associates, 2001. Used with permission.

## *The Roaring 20s - A Time of Social Conflict*

Name \_\_\_\_\_

Date \_\_\_\_\_

### **Part 1      Topic Research**

Directions: The 1920s was a time of social conflict and change. Choose one of the following topics to research: women's right to vote movement, the "Red Scare" and the Sacco and Vanzetti case, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, or the Scopes trial. Use at least three resources to get the information you need to answer the questions about the topic you selected. Be sure to take careful notes and document the sources of your information in the project.

Research Topic \_\_\_\_\_

1. What were the main events or issues related to your topic (e.g., what were the causes, background issues, and triggering events)?
2. Who were the key people associated with your topic?
3. What opinions and views were expressed (e.g., pros and cons)?
4. How was your topic portrayed in the media (e.g., newspapers, radio, films)?

5. What role did the media (e.g., newspapers, radio, films) play in influencing public opinion about your topic?
6. What were the short term effects of the changes and conflicts associated with your topic?
7. What were the long term effects of the changes and conflicts associated with your topic?

## **Part 2 Your Opinion**

Directions: Based on your research, what are your conclusions regarding the issues surrounding your topic? Have they been resolved? Are they still an "issue" today? Write a short editorial expressing your opinions.

## *Occupations that Communicate*

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Identify a total of at least 20 occupations from the Arts, A/V Technology and Communications career cluster. Group the occupations by the areas listed below. Suggested career information resources are provided.

### **1. The Arts**

### **2. A/V Technology**

### **3. Communications**

## Internet Sites for Career Information

### 1. Search Engines:

Yahoo (<http://www.yahoo.com>)

Google (<http://google.com>)

Enter keywords for a career field or career cluster information.

**2. Career Information Websites (A Sampler)** – Check with your teacher, media specialist, and school counselor for other resources at your high school.

*Occupational Outlook Handbook*  
(U.S. Dept. of Labor)

<http://www.bls.gov/oco>

Information about hundreds of occupations

O\*NET Online  
(U.S. Dept. of Labor)

<http://online.onetcenter.org>

Includes information about 950 occupations including information on skills, abilities, work activities, and interests

Career Voyages  
(U.S. Dept. of Labor)

[www.careervoyages.gov](http://www.careervoyages.gov)

Provides information on high growth, high demand occupations

South Carolina Career  
Information System

Check with your school counselor or media specialist for access information