

cobblestone

A LOOK BACK AT THE ROARING 20s

Use this issue to help students explore the social and cultural changes Americans experienced during the Roaring Twenties.

CONVERSATION QUESTION

How did American society change during the 1920s?

TEACHING OBJECTIVES

- Students will learn about the Roaring Twenties period of American history.
- Students will explain likely causes and effects of events and developments.
- Students will evaluate the relative influence of various causes of events.
- Students will classify a series of historical events and developments as examples of change and/or continuity.
- Students will conduct research.
- Students will create a timeline.
- Students will participate effectively in a range of conversations, building on others' ideas and expressing their own clearly and persuasively.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

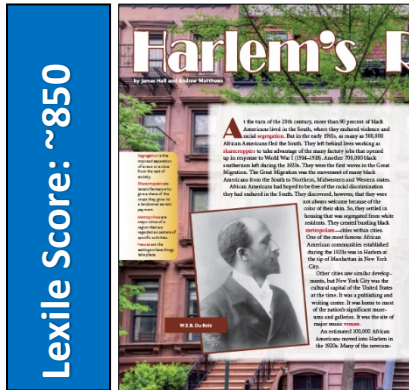
- **Harlem's Renaissance**
Expository Nonfiction, ~850L
- **Meet the New Woman**
Expository Nonfiction, ~950L
- **Science on Trial**
Expository Nonfiction/Transcript, ~950L

Cobblestone® Teacher Guide: July/August 2020

Harlem's Renaissance

pp. 4–7, Expository Nonfiction

Learn how the community of artists living in Harlem in the 1920s created a cultural movement and worked to improve social and economic opportunities for African Americans.



ENGAGE

Conversation Question: How did American society change during the 1920s?

Use images and video clips from the internet to help build background on the Harlem Renaissance. Then display a K-W-L chart and ask students to share what they know about the Harlem Renaissance. Record responses in the first column. Then ask students to come up with questions they have about the Harlem Renaissance and add these to the chart. After students read the article and complete the activities and lesson below, return to the chart and complete it with students.

INTRODUCE VOCABULARY

Write the following sentences on the board. Then ask students to use words from the vocabulary list to complete them.

1. The fact that women in the U.S. were not allowed to vote until 1920 is an example of _____ based on sex.
2. Manhattan is made of up many neighborhoods, and _____ is one of them.
3. In a _____ such as New York City, you can expect to find all kinds of music being performed, including jazz, classical, funk, and bluegrass.

RESOURCES

- Cause-Effect Relationships

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about the Roaring Twenties period of American history.
- Students will explain likely causes and effects of events and developments.
- Students will conduct research.

KEY VOCABULARY

- **Harlem (p. 4)** a neighborhood of New York City in northern Manhattan
- **discrimination (p. 4)** the practice of unfairly treating a person or group of people, especially because of race, age, or sex
- **cultural capital (p. 4)** a city that is a center of artistic activities, such as music, theater, and painting

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. What caused many African Americans to migrate northwards from the American South in the 1910s?
2. What impact did African American migration to Harlem have on demands for social change and racial equality there?
3. How was the work produced by artists of the Harlem Renaissance unique?

CONCEPT/SKILL FOCUS: Explain Causes/Effects

INSTRUCT: Explain that the article mentions several cause-effect relationships. Inform students that they will need to reread the article to find these cause-effect relationships. Distribute the *Cause-Effect Relationships* organizer to all students and go over it with them.

ASSESS: Have students work in pairs to reread the article and complete the *Cause-Effect Relationships* organizer. After students have finished their work, have them share it with the class to ensure proper understanding of these specific cause-effect relationships.

EXTEND

English Language Arts Have each student choose a different artist from the Harlem Renaissance to research using print and digital sources. Then have students create biography posters that include quotes, images, and facts to present their chosen artist's life and work.

Name _____

Cause-Effect Relationships

Events and developments throughout history often have multiple causes and effects. Reread the article and fill in the causes and effects of each event or development shown in the chart. You may have to make inferences.

Likely Causes	Event / Development	Likely Effects
	World War I	
	Harlem becomes a major center of African American artistic and intellectual activity.	
	Demands are made by individuals and organizations for improvements in economic and educational opportunities for African Americans.	
	Philanthropists' support for African American arts declines.	

Cobblestone® Teacher Guide: July/August 2020

Meet the New Woman

pp. 11–13, Expository Nonfiction

Explore how American women challenged social expectations and gender stereotypes during the 1920s.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about the Roaring Twenties period of American history.
- Students will evaluate the relative influence of various causes of events.
- Students will create a timeline.

KEY VOCABULARY

- **political liberties (p. 13)** basic political freedoms that are guaranteed to all citizens, such as the freedom of speech
- **self-reliant (p. 13)** not needing help from others
- **equality (p. 13)** the state of being equal, especially in terms of rights, social status, and economic opportunities

ENGAGE

Conversation Question: How did American society change during the 1920s?

Point out that historically, women in American society were expected to be reliant on men and to assume subservient roles to men. Explain that as a result of efforts to change this reality, women in the 1920s experienced more freedom than they had ever had before in American society. Ask students to make predictions about what liberties were gained by women during this time and to check their predictions as they read the article.

INTRODUCE VOCABULARY

Display the vocabulary words and read them and their definitions aloud. Next, have students work in pairs to write sentences using the vocabulary words. Invite students to share the sentences they wrote. Then remind them to look for these words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. How did the passage of the 19th Amendment affect women’s social, political, and economic opportunities?
2. How did flappers challenge social norms regarding women’s dress and behavior?
3. How did the Great Depression challenge the social changes women had experienced throughout most of the 1920s?

CONCEPT/SKILL FOCUS: Explain Causes/Effects

INSTRUCT: Explain that the article mentions several factors that could be considered “causes” of the increased liberties women experienced during the 1920s. Have students reread the article with a partner to identify these causes and then compare them to evaluate which causes had the greatest impact on women’s liberty during the 1920s.

ASSESS: Instruct pairs of students to reread the article together, identifying various causes of increased women’s liberties during the 1920s (i.e., specific political opportunities, educational opportunities, economic opportunities, social opportunities). Then have pairs evaluate which of these opportunities had the greatest impact on women’s liberty during the 1920s. Ask them to explain their thinking.

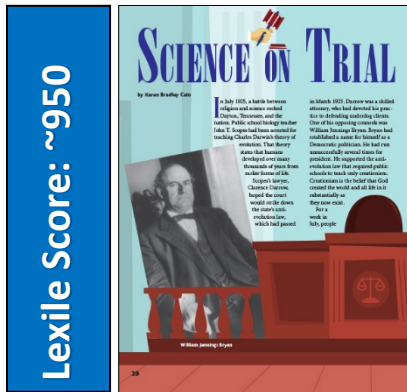
EXTEND

Social Studies Have students use dates in the article to create a timeline of women’s expanding liberties during the 1920s. Encourage students to annotate and illustrate their timelines.

Science on Trial

pp. 20–23, Expository Nonfiction
/Transcript

Find out how the controversy over explaining the origins of modern humans impacted public education in the 1920s.



OBJECTIVES

- Students will read and analyze a primary source.
- Students will learn about the Roaring Twenties period of American history.
- Students will classify a series of historical events and developments as examples of change and/or continuity.
- Students will participate effectively in a range of conversations, building on others' ideas and expressing their own clearly and persuasively.

KEY VOCABULARY

- **evolution** (p. 22) the theory that modern humans evolved from apelike ancestors over a period of millions of years
- **creationism** (p. 22) the belief that God created all things out of nothing as described in the Bible
- **religious freedom** (p. 23) the constitutional right to express one's religious views free from government intervention

ENGAGE

Conversation Question: How did American society change during the 1920s?

Discuss what students are currently taught in science about how species such as human beings developed. Ask students to share alternative ideas on this subject they are aware of but not taught in school. Finally, discuss why they might be taught some ideas and not others.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions with students. Then ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students predict the topic by revealing the title of the article. Remind students to check their predictions and look for the vocabulary words as they read.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. Why was Scopes put on trial?
2. What law was Scopes accused of breaking?
3. What does Scopes's response to the verdict suggest might happen regarding the teaching of human origins after the trial?

CONCEPT/SKILL FOCUS: Classify Events

INSTRUCT: Explain that certain historical events may be considered important even though they don't represent a change in how things have been done or thought about in the past. These are known as *historical continuities*. Alternatively, some events do represent a change in how things have been done or thought about in the past. These are known as *historical changes*.

ASSESS: Have students work in pairs to find examples of historical continuities and historical changes in the article. Then hold a class discussion about why this trial is viewed as a significant event in American history.

EXTEND

Speaking and Listening Have students hold small-group discussions using the questions in the section titled "The Battle Continues" at the end of the article. Then ask groups to summarize their points of view and share them with the class. Suggest interested students view the 1960 movie *Inherit the Wind*, a fictionalized account of the Scopes trial. Have them compare the movie's portrayal of events with the excerpt of the trial transcript in the article.