

5th Grade Frameworks for the Georgia Standards of Excellence in Social Studies

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the 5th Social Studies Course.

5 th Grade Social Studies - Unit 4 - “War and Prosperity”	
Elaborated Unit Focus	<p>In this unit, students will understand the involvement of the United States in World War I and the cultural developments of the early 20th century. Students will explore the connecting themes of beliefs and ideals; conflict and change; individuals, groups, and institutions; location; movement and migration; scarcity; and technological innovations. These themes will enable students to make connections to a broader understanding of patterns that continue to occur over time.</p>
Connection to Connecting Theme/Enduing Understandings	<p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. K-5 EU: The student will understand that people’s ideas and feelings influence their decisions. What impact did baseball and baseball stars like Babe Ruth have on American society?</p> <p>Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result. K-5 EU: The student will understand that conflict causes change. Why did America choose to remain neutral for so long? How did German attacks on US shipping change America’s policy of neutrality? What were the U.S. contributions to WWI? What was the impact of the Treaty of Versailles (1919)? Why is the period from 1918 to 1929 often called the “Roaring 20s”? How did the Jazz Age change America?</p> <p>Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not. How did individuals such as Louis Armstrong, Langston Hughes, and Babe Ruth influence American culture? How did individuals such as Henry Ford and Charles Lindbergh change the face of American transportation.</p> <p>Location: The student will understand that location affects a society’s economy, culture, and development. K-5 EU: The student will understand that where people live matters. How did the location of the “fighting zone” of WWI affect how the United States used their resources (money, food, weapons)? How does a business choose the best location to build its factories or shops? Why is choosing a good location important in distributing goods and services in the United States and other countries?</p> <p>Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved. K-5 EU: The student will understand that moving to new places changes the people, land, and culture of the new place, as well as the place that was left. How did the ideas of the artists, musicians, and writers of the Harlem Renaissance affect the rest of American society? How did ideas from Harlem, New York, spread to other parts of the United States?</p> <p>Technological Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society. K-5 EU: The student will understand that new technology has many types of different consequences, depending on how people use that technology. How did the greater availability of the automobile and airplane transportation</p>

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	<p>affect American society? What new technologies were created during the 1920s? How did these technological advancements change the lives of Americans? How did technological advancements change American business?</p>
<p>GSE for Social Studies (standards and elements)</p>	<p>SS5H2 Describe U.S. involvement in World War I and post-World War I America.</p> <p>a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.</p> <p>b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and transatlantic flight (Charles Lindbergh).</p>
<p>Connections to GSE for ELA/Science/Math for Grade 5</p>	<p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>ELAGSE5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons</p> <p>ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>ELAGSE5RL2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text</p> <p>ELAGSE5RL6: Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>ELAGSE5W8: Recall relevant information from experiences or gather relevant information from print and digital sources;</p>

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	summarize or paraphrase information in notes and finished work, and provide a list of sources.
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Map and Globe Skills:</p> <ul style="list-style-type: none"> • use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps • draw conclusions and make generalizations based on information from maps • compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities • use a map to explain impact of geography on historical and current events • use intermediate directions <p>Information Processing Skills:</p> <ul style="list-style-type: none"> • identify issues and/or problems and alternative solutions • identify and use primary and secondary sources • interpret timelines • draw conclusions and make generalizations • analyze graphs and diagrams • identify social studies reference resources to use for a specific purpose • analyze artifacts



Essential Questions and Related Supporting/Guiding Questions	
Essential Question 1	<ol style="list-style-type: none">1. Was it necessary for the U.S. to enter World War I?<ol style="list-style-type: none">a. Why did the U.S. stay out of World War I for so long?b. What influenced the U.S. to join World War I?c. How did the U.S. fare in the outcome of World War I?
Essential Question 2	<ol style="list-style-type: none">2. What led to the 1920s being known as the “Roaring 20s”?<ol style="list-style-type: none">a. How did the economy change for U.S. citizens during the 1920s?b. What cultural changes took place in the 1920s?c. Were the 1920s a good time for all U.S. citizens?
Essential Question 3	<ol style="list-style-type: none">3. How did life change for African-Americans or Blacks in the 1920s?<ol style="list-style-type: none">a. What led African-Americans or Blacks to migrate to the cities?b. How did the Harlem Renaissance affect African-American or Black attitudes of the U.S.?c. What experiences influenced artists during the Harlem Renaissance?

Sample Instructional Activities/Assessments

The War to End all Wars?

Description –

1. Play the following video: <https://www.youtube.com/watch?v=DpuOa6u6HX0>. Before watching the video ask students to try to identify one cause of World War I.
2. Have student view the World War I map. (following this activity)
3. Have students identify the countries that were working together and those they were fighting against.
4. Watch the next video clip: <https://www.youtube.com/watch?v=qzzXPkAdQXQ>
5. Ask the students why this war was called a world war.
6. Point out that the U.S. was not on the map or mentioned in either of the video clips.
7. Ask students what the pros/cons would be of helping one of the sides in World War I. Make a list of the student responses.
8. Tell students that the U.S. stayed out of World War I at the beginning, but still sent supplies and let people travel in ships to Europe. However, show the following stat of U.S. exports in 1914:

 1914 – \$ 824.8 million to Allies/Triple Entente
 1914 – \$ 169.3 million to Central Powers/Triple Alliance
9. Ask students which side the U.S. might favor based upon the stat above and why.
10. Have students think of one pro and one con of sending supplies and letting people travel to Britain.

GSE Standards and Elements

SS5H2 Describe U.S. involvement in World War I and post-World War I America.

a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.

**Literacy Standards
Social Studies Matrices
Enduring Understanding(s)**

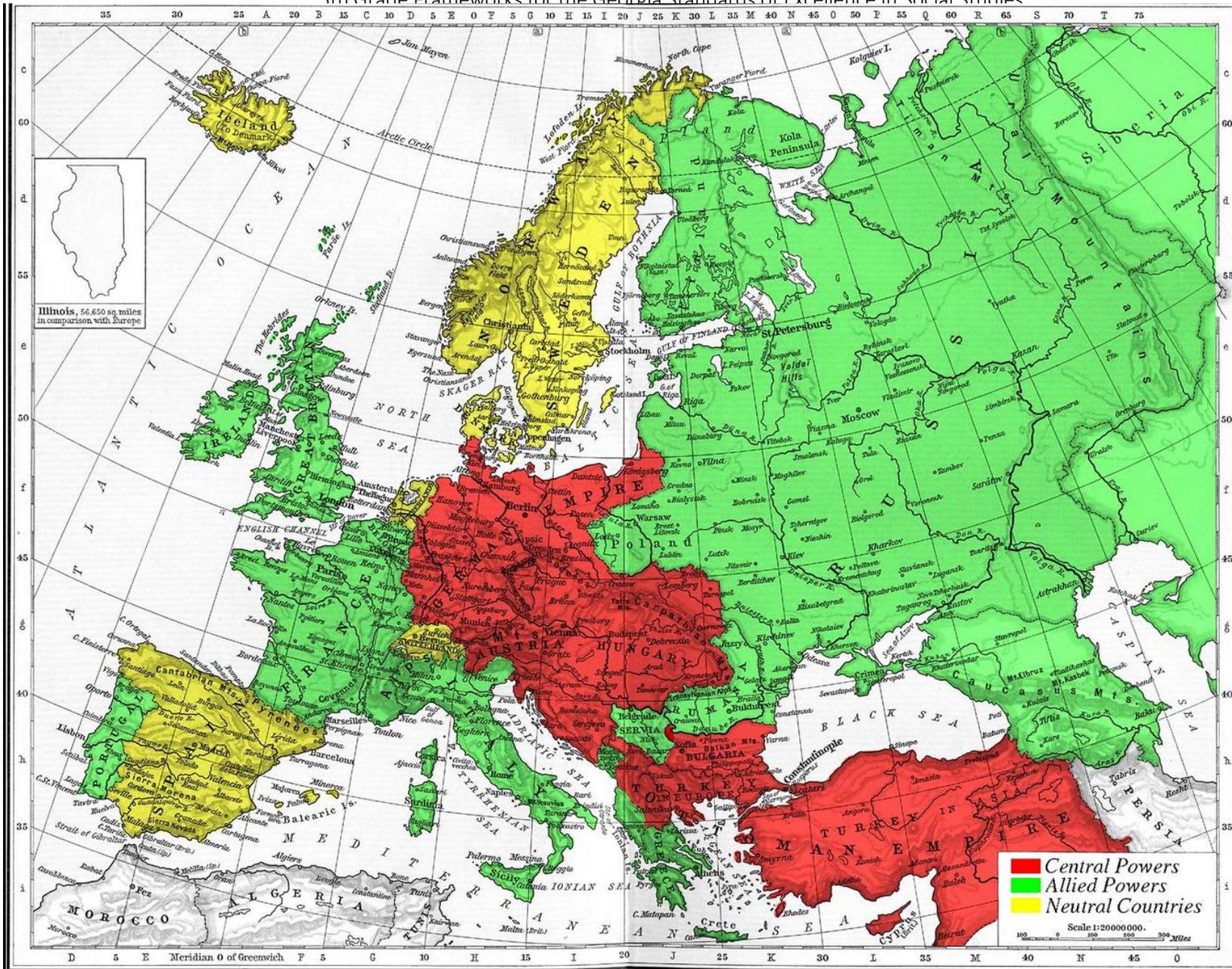
ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Information Processing Skills:

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	<ul style="list-style-type: none">• compare similarities and differences• identify issues and/or problems and alternative solutions• draw conclusions and make generalizations <p>Map and Globe Skills:</p> <ul style="list-style-type: none">• use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps• draw conclusions and make generalizations based on information from maps• compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
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See below for World War I map.



Georgia Department of Education

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Down Goes the Ship

Description –

1. Show the following quote and have students discuss its meaning:
 “The United States must be neutral in fact, as well as in name, during these days that are to try men's souls. We must be impartial in thought, as well as action, must put a curb upon our sentiments, as well as upon every transaction that might be construed as a preference of one party to the struggle before another.”
 —President Wilson's Declaration of Neutrality August 19, 1914
2. Tell the students that many U.S. citizens were undecided as whether the U.S. should join the war and who to help.
3. Display the Lusitania headline. (see accompanying ppt)
4. Ask the students how the sinking of the Lusitania might change U.S. citizens’ opinion of our involvement in the war.
5. Hand out the “When the Lusitania Went Down” lyrics and analysis sheet and you can play the actual song with the following link:
<https://www.youtube.com/watch?v=2cRaYYZmVw> (See below)
6. Have the students work together to answer the questions.
7. Have the students share their answers.
8. Display the Lusitania propaganda picture and have students analyze the poster. (see accompanying ppt)
9. Tell students that after the Lusitania was sunk many propaganda posters were made to influence U.S. citizens to join the war to help Britain and France.
10. Have the students create a propaganda poster using the attached rubric. (See below.)

Differentiation:

Allow students to print out images to create the poster.

Play the song to help those that have trouble reading the lyrics.

GSE Standards and Elements	<p>SS5H2 Describe U.S. involvement in World War I and post-World War I America.</p> <p>a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.</p>
Literacy Standards Social Studies Matrices Enduring	<p>ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>

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Understanding(s)	<p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>Information Processing Skills:</p> <ul style="list-style-type: none">• identify and use primary and secondary sources• identify social studies reference resources to use for a specific purpose• analyze artifacts• draw conclusions and make generalizations
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Evaluation Rubric

CATEGORY	3 POINTS	2 POINTS	1 POINT	TOTAL POINTS EARNED
<u>Message</u>	The message of this poster is clearly identifiable.	The message of this poster is not clearly identifiable.	No clear message can be identified on the poster.	
<u>Target Audience</u>	The message of this poster is clearly identifiable.	The message of this poster is not clearly identifiable.	There was no clearly defined target audience for this poster.	
<u>Propaganda Technique</u>	The poster clearly demonstrates the use of a propaganda technique.	The poster does not clearly demonstrate the use of a propaganda technique.	The poster demonstrates no propaganda technique.	
<u>Grammar and Spelling</u>	The student makes no errors in grammar or spelling that distract the reader from the content of the poster.	The student makes a number of grammatical and spelling errors that minimally distract the reader from the poster's content.	The student makes many grammatical and spelling errors that distract the reader from the poster's content.	
<u>Neatness</u>	The poster uses color, visual images and words to clearly communicate the poster's intended message. The poster is neat and cleanly presented.	The poster makes some use of color, visual images and words to communicate the poster's intended message. The poster is lacking in overall neatness and presentation.	The poster does not use color, visual images or words to communicate the poster's intended message. The poster is sloppy and poorly presented.	

TOTAL POINTS EARNED (15 points possible)

When the Lusitania Went Down (1915)

(Charles McCaroon and Nat Vincent)

The nation is sad as can be,
A message came over the sea.
A thousand or more, who sailed from our shore,
Have gone to eternity.

The Statue of Liberty high,
Must now have a tear in her eye.
I think it's a shame; no one is to blame,
But all we can do is just sigh.

Some of us lost a true sweetheart,
Some of us lost a dear dad,
Some lost their mothers, sisters and brothers
Some lost the best friends they had.

It's time they were stopping this warfare,
If women and children must cry.
Many brave hearts went to sleep in the deep,
When the Lusitania went down.

Oh, listen to all these good deeds.
When we feel like crossing the sea,
American ships that sail from our slips,
Are safer for you and me.

A Yankee can go anywhere

As long as Old Glory is there.

Although they were warned, the warning they scorned,

And now we must cry in despair.

(repeat third and fourth verses)

Name:

Date:

Song Analysis Sheet

What is the mood? Provide evidence to support your answer.

What has happened? Provide evidence to support your answer.

Who does the song blame for this event? Provide evidence to support your answer.

Do the song give a solution to the problem? Support your answer with reasons.

How do you think this song would have changed the opinion of U.S. citizens about joining the war?
Support your answer with reason

The U.S. Joins the Fight

Description –

1. Have the students view the U.S. Joins the Fight timeline and analyze it using the guiding questions contained on the sheet. (See below)
2. Have students share their opinion of which side the U.S. should join.
3. Read Wilson’s War statement to the students. (See below)
4. Have the students find reasons that President Wilson has given for the U.S. to join the war.
5. Have students work in pairs to think of how the U.S. joining the war would help Britain and France.
6. Have the students share to create a class list.
7. Show the following video clip to students to review why the US went to war and how the US helped France and Britain win (note that this video may start with ads): <http://www.history.com/topics/world-war-i/world-war-i-history/videos/the-us-in-world-war-i>
8. Have students write a brief paragraph describing how the world may have been different if the U.S. did not join the war.

Differentiation:

Students can give an oral answer instead of a written answer to the question.
 The analyzing timeline activity can be done in pairs or as a whole class.

<p>GSE Standards and Elements</p>	<p>SS5H2 Describe U.S. involvement in World War I and post-World War I America.</p> <p>a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>ELAGSE5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons</p> <p>ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>

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	<p>Information Processing Skills:</p> <ul style="list-style-type: none">• identify issues and/or problems and alternative solutions• identify and use primary and secondary sources• interpret timelines• draw conclusions and make generalizations
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U.S. and World War I Timeline & Analysis Questions

August 19, 1914: President Wilson's Declaration of Neutrality

The United States must be neutral in fact, as well as in name, during these days that are to try men's souls. We must be impartial in thought, as well as action, must put a curb upon our sentiments, as well as upon every transaction that might be construed as a preference of one party to the struggle before another.

—President Wilson's Declaration of Neutrality

February 10, 1915: President Wilson's First Warning to the Germans

If such a deplorable situation should arise, the Imperial German Government can readily appreciate that the Government of the United States would be constrained to hold the Imperial Government of Germany to a strict accountability for such acts of their naval authorities, and to take any steps it might be necessary to take to safeguard American lives and property and to secure to American citizens the full enjoyment of their acknowledged rights on the high seas.

May 7, 1915: Lusitania sunk by German U-Boat

July 30, 1916: Jersey City, N.J., munitions plant destroyed; German sabotage suspected.

October 15, 1916: Germany resumes U-boat attacks under "search and destroy" rules.

November 9, 1916: Woodrow Wilson wins reelection under the slogan "He kept us out of war."

Value of U.S. Exports for 1916:

1916 – \$ 3.2 billion to Allies 1916 – \$ 1.2 million to Central Powers

Value of U.S. Loans by 1917:

\$ 2.5 billion to Allies \$ 27 million to Central Powers

February 24, 1917: Great Britain releases Zimmermann Note to U.S.

we propose an alliance on the following basis with Mexico: That we shall make war together and together make peace. We shall give general financial support, and it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas, and Arizona.

—From the German Secretary of State (Zimmerman) to the German Minister to Mexico

U.S. Joins the Fight Guiding Questions

1. What is President Wilson's first stance about the involvement of the U.S. in World War I?
2. Look at the U.S. exports and loans during the war. Do you think the U.S. is favoring one side? Why?
3. If we are to join the war on one side, which side do you think the U.S. would support?
4. Provide 2 – 3 reasons from the timeline that justify the side that we should support.

1.

2.

Woodrow Wilson's War Message

... I am not now thinking of the loss of property involved, immense and serious as that is, but only of the wanton and wholesale destruction of the lives of noncombatants, men, women, and children, engaged in pursuits which have always, even in the darkest periods of modern history, been deemed innocent and legitimate. Property can be paid for; the lives of peaceful and innocent people can not be. The present German submarine warfare against commerce is a warfare against mankind.

It is a war against all nations. American ships have been sunk, American lives taken, in ways which it has stirred us very deeply to learn of, but the ships and people of other neutral and friendly nations have been sunk and overwhelmed in the waters in the same way. There has been no discrimination. The challenge is to all mankind. Each nation must decide for itself how it will meet it. The choice we make for ourselves must be made with a moderation of counsel and a temperateness of judgment befitting our character and our motives as a nation. We must put excited feeling away. Our motive will not be revenge or the victorious assertion of the physical might of the nation, but only the vindication of right, of human right, of which we are only a single champion.

—President Woodrow Wilson's War Message, April 2, 1917

Who's to Blame?

Description –

1. Hand out the following excerpts from the Treaty of Versailles (see below) and the Map of Europe after World War I (See accompanying ppt).
2. Have the students work in groups to find answers using the question sheet.
3. Have students share their answers once the activity is completed.
4. Ask students how they would feel if they were German citizens and they were blamed for the war.
5. Chart the responses.
6. Have students make predictions on how these feelings could cause future problems.
7. Chart the responses.

Differentiation:

Here is an interactive extension activity (note that this is from a British perspective):

<http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/treatyact.shtml>

Have the students research and find other ways the Germans were punished with the Treaty of Versailles

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<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>Information Processing Skills:</p> <ul style="list-style-type: none"> • identify and use primary and secondary sources • draw conclusions and make generalizations <p>Map and Globe Skills:</p> <ul style="list-style-type: none"> • use a map to explain impact of geography on historical and current events • compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities

Treaty of Versailles Excerpts & Guiding Questions

Article 118

In territory outside her European frontiers as fixed by the present Treaty, Germany renounces all rights, titles and privileges whatever in or over territory which belonged to her or to her allies, and all rights, titles and privileges whatever their origin which she held as against the Allied and Associated Powers.

Article 119

Germany renounces in favour of the Principal Allied and Associated Powers all her rights and titles over her oversea possessions.

Article 160

(1) By a date which must not be later than March 31, 1920, the German Army must not comprise more than seven divisions of infantry and three divisions of cavalry.

After that date the total number of effectives in the Army of the States constituting Germany must not exceed one hundred thousand men, including officers and establishments of depots. The Army shall be devoted exclusively to the maintenance of order within the territory and to the control of the frontiers.

Article 168

The manufacture of arms, munitions, or any war material, shall only be carried out in factories or works the location of which shall be communicated to and approved by the Governments of the Principal Allied and Associated Powers, and the number of which they retain the right to restrict.

Article 181

After the expiration of a period of two months from the coming into force of the present Treaty the German naval forces in commission must not exceed:

6 battleships... No submarines are to be included.

Article 198

The armed forces of Germany must not include any military or naval air forces.

Article 231

The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies.

Article 235

...Germany shall pay in such installments and in such manner (whether in gold, commodities, ships, securities or otherwise) as the Reparation Commission may fix, during 1919, 1920 and the first four months of 1921, the equivalent of 20,000,000,000 gold marks.

Map Questions

Which countries does the map claim are the winners?

Which countries does the map claim were defeated?

According to the map, which countries lost land from the creation of new countries?

Treaty Excerpt Questions

Who does the treaty blame for the war?

What restrictions were placed on Germany's military?

What land did the treaty make Germany renounce (surrender)?

How did the treaty hurt Germany financially?

Let's Party Like it's 1920

Description –

1. Remind students that World War I had just ended, but that none of the war had taken place in the U.S.
2. Ask the students what the mood of U.S. citizens may be now that the war was over and provide a reason to support their answer.
3. Tell students that they are going to get a glimpse of life in the 1920s.
4. Break the students into groups to view the following resources of the 1920s:
 - * 1920 Economy Sheet (see below)
 - * Video of 1920s dances (note that this site has ads; watch the video first to determine appropriateness for your group):
<http://www.schooltube.com/video/7283ef37819ef02eca1f/>
 - * Photos of the 1920s (See accompanying ppt)
5. Have the groups answer the 1920s guiding questions sheet as they view the resources. (see below)
6. After the students have viewed the resources and completed the sheets, have students talk with a partner to decide if he/she would like to live in the 1920s
7. Finally, place a chart titled “Life in the 1920s” and hand out a sticky note to each student.
8. Have the students write a word or phrase to describe life in the 1920s.
9. Review some of the responses.

Differentiation:

Strategic grouping of students

<p>GSE Standards and Elements</p>	<p>SS5H2 Describe U.S. involvement in World War I and post-World War I America.</p> <p>b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and transatlantic flight (Charles Lindbergh).</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p> <p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>Information Processing Skills</p> <ul style="list-style-type: none"> • compare similarities and differences • identify and use primary and secondary sources • analyze artifacts

1920s Economy

Cars on the Road

1919	6.7 million
1929	27 million

Number of Radios

1900	18 per 1,000 people
1910	82 per 1,000 people
1920	123 per 1,000 people
1930	163 per 1,000 people

Sales of Radios

1922	\$60 million
1929	\$842.6 million

Wage Levels and the Price of a Ford Model T

	Average Earnings	Price of a Model T
1912	\$592	\$600
1914	\$627	\$490
1916	\$708	\$360
1924	\$1,303	\$290

Group Members:

Date:

1920s Images

Image 1:

What are some things that you see in the picture?

What type of mood do you get from the image?

What questions do you have about the image?

What title would you give to this image?

Image 2:

What are some things that you see in the picture?

What type of mood do you get from the image?

What questions do you have about the image?

What title would you give to this image?

Image 3:

What are some things that you see in the picture?

What type of mood do you get from the image?

What questions do you have about the image?

What title would you give to this image?

1920s Dances Video

What is the mood of the people in the video?

How would you describe the dancing in the video?

How would you describe the music in the video?

What type of tempo and/or style would you call the music?

1920s Economy Sheet

What changes were taking place in the 1920s based upon the statistics on the sheet (List at least 3)?

1. _____

2. _____

3. _____

Based upon the statistics, how do you feel that most US citizens felt during this time? Provide reasons for your answer.

The Harlem Renaissance

Description –

1. Use a map or Google Earth/maps to identify Harlem on a map.
2. Have students make observations about where Harlem is located (in New York, part of New York City, in the Northeast, etc...)
3. Tell students that in the 1920s many people, especially African-Americans or Blacks, were moving to the cities.
4. Watch the video about the Harlem Renaissance - https://www.pbslearningmedia.org/resource/vt107.la.rv.text.whatharlem/what-was-the-harlem-renaissance/#.WfUqwYZrw_U or you may be able to access this free video on Brainpop about the Harlem Renaissance: <https://www.brainpop.com/socialstudies/ushistory/harlemrenaissance/>
5. As the video plays, have students write down three things they learned from the video.
6. Have students share what they learned with each other.
7. Take the online quiz as a class.
8. Next break the students into groups to have them experience the Harlem Renaissance.
9. Hand out: Harlem Renaissance poems, links to jazz during the Harlem Renaissance, and pictures of art (all attached in the file below)
10. Let the students read, look, and listen to the resources. You may have them use the attached guiding questions to help them analyze the information.
11. At the end of the activity have students write an answer to the question: “Why do they call the Harlem Renaissance a rebirth of African-American or Black culture?”

Differentiation:

Let students orally answer the question

Adjust the amount of information that needs to be written down from the video.

Replay the video, if needed, to increase understanding of the concept.

GSE Standards and Elements	SS5H2 Describe U.S. involvement in World War I and post-World War I America. b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and transatlantic flight (Charles Lindbergh).
Literacy Standards	ELAGSE5RL2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama

5th Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text</p> <p>ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>ELAGSE5RL6: Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>Map and Glob Skills</p> <ul style="list-style-type: none">• use intermediate directions <p>Information Processing Skills</p> <ul style="list-style-type: none">• compare similarities and differences• analyze artifacts• draw conclusions and make generalizations• identify and use primary and secondary sources
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Harlem Renaissance Resources

Harlem Renaissance music links:

http://www.teachertube.com/video/harlem-renaissance-music-96835?utm_source=video-google&utm_medium=video-view&utm_term=video&utm_content=video-page&utm_campaign=video-view-page

http://www.teachertube.com/video/harlem-renaissance-music-instrumental-96840?utm_source=video-google&utm_medium=video-view&utm_term=video&utm_content=video-page&utm_campaign=video-view-page

Harlem Renaissance Poems:

I, Too

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed--

I, too, am America.

Langston Hughes

Mother to Son

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor—
Bare.
But all the time
I've been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So, boy, don't you turn back.
Don't you set down on the steps.
'Cause you finds it's kinder hard.
Don't you fall now—
For I've still goin', honey,
I've still climbin',
And life for me ain't been no crystal stair.

Langston Hughes

Dreams

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.
Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

Langston Hughes

Guiding Questions

For Art:

What is the image of?

What mood do you get from the image? Why?

Why do you think the artist used the colors he/she chose for the painting?

Why do you think the artist decided to paint an image of what he/she did?

What title would you give the painting? Why?

For Music:

What instruments do you see or hear in the videos?

What tempo is the music?

What mood do you get from the music? Why?

Why do you think the musicians choose to play this type of music?

For Poems

What is the mood of the poem? How do you know?

What message do you think the poet is trying to give to the reader? Provide evidence to support your answer.

Why do you think the poet chose to write about the topic(s) in the poem?

1920s Icons

Description –

1. Provide students with the following list of names: Louis Armstrong, Langston Hughes, Babe Ruth, Henry Ford, Charles Lindbergh.
2. Let students know that they are going to create trading cards of each one of the figures.
3. Provide students with the list of information that must be contained on each card.
4. Provide students with various resources to find the information needed for the cards.
5. After students have completed the cards, have a trading day to let students trade their cards with each other.

Differentiation:

Let students print out pictures for the front of their cards.

Decrease the number of cards that a student must make.

Provide various leveled resources.

Use a trading card online program or a word processing program to type the information instead of writing it.

Files:



1920sTrading
Cards.docx

<p>GSE Standards and Elements</p>	<p>SS5H2 Describe U.S. involvement in World War I and post-World War I America.</p> <p>b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and transatlantic flight (Charles Lindbergh).</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Information Processing Skills</p> <ul style="list-style-type: none"> • draw conclusions and make generalizations • identify social studies reference resources to use for a specific purpose

1920s Trading Card Requirements

Front:

A picture of the person or a picture of an item that represents the person

A title with the person's name

Back:

Birth year and death year

Most famous accomplishment

3 Fun Facts

Impact of U.S. culture in the 1920

Culminating Unit Performance Task

My Life in the 1920s

Description –

1. Let students know that they are going to imagine they have been transported back into the 1920s.
2. Tell the students that they are going to write an autobiography about their life in the 1920s.
3. Hand out the organizer for the students and go over the topics that must be included in the autobiography. (see below)
4. Remind students that they may need to research or review certain topics to provide more information about their life during this time.
5. Hand out the rubric for the students and discuss how their autobiography will be scored. (see below)

Differentiation:

Instead of a written autobiography, students could create a video, newscast, or make a presentation about their life.

Provide different leveled books and resources for research and review work.

Allow students to work in partners.

GSE Standards and Elements	<p>SS5H2 Describe U.S. involvement in World War I and post-World War I America.</p> <p>a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.</p> <p>b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and transatlantic flight (Charles Lindbergh).</p>
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>ELAGSE5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>

1920s Autobiography Organizer

You will pretend that you are a soldier (or you can be the child or wife of a soldier) who came back from World War I. Now you are experiencing the 1920s. Remember or research information for the following topics. Each topic will need to be included in your autobiography. You may take notes with this organizer.

Provide background about WWI (Why did you, your father, or your husband go to war. Who did you or he fight against, what was the result):

Living situation – (describe where you live, what the house/apartment/tenement is like, who you live with)

What items do you or your family own and what do you or your family do for fun – (new inventions, car, listen to music, go dancing, baseball games, etc...)

Add information about what you have or experienced from the Harlem Renaissance:

Autobiography Rubric

Date: _____		Score: _____ /20		
Category	4	3	2	1
Introduction	The introduction is inviting , states the main topic and previews the structure of the paper.	The introduction states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Content	Details are placed in logical order and the way they are presented effectively keeps the reader. Included information on all required topics.	Details are placed in logical order and included the information on almost all required topics.	Some details are not in a logical and/or did not include information on all required topics.	Many details are not in a logical or expected order. There are many topics missing.
Focus on Topic (Content)	Each paragraph contains a topic sentence, supporting sentences, and closing sentence that clearly makes a transition to the next paragraph.	Each paragraph contains a topic sentence, with some supporting sentences and closing sentence.	Topic sentence is somewhat clear but there is a need for more supporting information.	The topic sentence is not clear. There is a seemingly random collection of information.
Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seem accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract meaning.
Spelling Grammar Technical	No misspellings. No grammatical errors. The paper is typewritten, double-spaced, 12-point font, single page.	Some misspellings and/or some grammatical errors. The paper is typewritten, double-spaced, 12-point font, single page.	Some misspellings and/or some grammatical errors and/or paper does not exactly follow technical requirements.	Many misspellings or grammatical errors and/or paper does not follow technical requirements.