

Roaring 20s Lesson Plan

Subject: AP US History

Grade level: 11th

Lesson title: The Roaring 20s

Length of lesson: 1.5-2 class periods

Objective: The students will analyze primary sources originating from the 1920s and utilize techniques in providing perspective for DBQs in preparation for the AP US History exam.

Materials/resources:

- iPads
- Primary source documents
- DBQ assignment
- Pencil, highlighter

Focus:

- Prior to the activities planned, there will be a brief introduction/vocabulary presentation shared with the students. Before class begins, students will receive an anticipation guide to not only take notes, but for students to also draw upon their prior knowledge of the Roaring 20s and the events taking place during that period.

Instructional Delivery:

After students complete their anticipation/notes guide from the brief introduction/vocabulary presentation, we will have a brief think-pair-share activity with the Modernism presentation. Students will view images set in the 1920s, ranging from labor strikes, the assembly line, women in the 1920s, and race (specifically the presence of the Ku Klux Klan and how it affected children of those members). Students will think about their perspective of each picture, then share with partner to refine that perspective, and we will then hold a brief whole group discussion of the topic.

Guided Practice:

After the Modernism think-pair-share, I will briefly model how to answer Document Based Questions based on the primary sources titled “Comprehensive Immigration Law” and “Vanzetti Court Statement” based on the strategies from Mr. Brooks.

Independent Practice:

After guided practice, the students will complete three DBQ sets titled “The Harlem Renaissance,” “Women in the 1920s,” and “The Automobile & Culture.” I will walk around the classroom monitoring students and making sure to answer any questions they may have.