

Zanesville City Schools

Social Studies Scope and Sequence

2021-2022



Course: ZHS U.S. History

Unit 4: Post WWI Through the Roaring 20s

Length of Unit: 4.5 Weeks

Title/Theme: Post WWI Through the Roaring 20s - This unit covers the decade of the Roaring 1920s, discussing such things as racism, societal changes, and economic and material advancement during this time period. Focus is placed on such phenomena as the Harlem Renaissance, the Great Migration, women's suffrage, and Prohibition.

Social Studies Standards - Ohio's New Learning Standards

1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
2. Historians develop theses and use evidence to support or refute positions.
3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.
16. Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.
17. An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.
18. Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.

ELA Anchor Standards

- CCSS.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- CCSS.ELA-Literacy.W.9-10.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- CCSS.ELA-Literacy.W.9-10.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- CCSS.ELA-Literacy.W.9-10.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- CCSS.ELA-Literacy.W.9-10.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- CCSS.ELA-Literacy.W.9-10.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- CCSS.ELA-Literacy.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time

Zanesville City Schools

Social Studies Scope and Sequence

2021-2022



	<p>frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>
Essential Questions	<p>What are some ways the paranoia over different races and philosophies manifested itself during the 1920s?</p> <p>Why were the Roaring 20s known as a decade of change?</p> <p>How did the Harlem Renaissance and the Great Migration affect the perception of African-Americans in U.S. society?</p>
Resources	<p>Jump at the Sun, by Zora Neale Hurston</p> <p>Dreams, by Langston Hughes</p> <p>The Passion of Sacco and Vanzetti, by Ben Shahn</p>
Formatives	<p>America, the Story of US: Boom!, Homer vs. the 18th Amendment (Simpsons Episode), Prohibition Documentary by Ken Burns, Song Analysis: Old Man River, Song Analysis: Mack the Knife</p>
Writing Tasks	<p>What examples of nativism can be seen during the 1920s?</p> <p>What were the reasons for the institution of Prohibition in the U.S.?</p> <p>What were some negatives of Prohibition?</p> <p>Why did whites fear the movement of blacks to northern cities?</p>

Zanesville City Schools
Social Studies Scope and Sequence
2021-2022



Key Vocabulary	Scopes Trial, Flapper, Red Scare, Quota System, 18th Amendment, Warren G. Harding, Federal Reserve, Isolationism, Great Migration, Nativism, Harlem Renaissance, Speakeasies, Urban Sprawl, Calvin Coolidge, Anarchists, Sacco and Vanzetti,
Summative	1920s Unit Test