

Use our SW "Reading Label Challenge" - Students use green on the label and green on the crossword puzzle to indicate Tier 3 words!

Cross off completed clues/answers.



★ All of the labels can be mini lessons in and of themselves (ex: Fact v. Opinion, Main Idea, Point of View, etc.)

Students may also extend their learning by citing where the Tier 3 word appears in the text.

Use of SW "Reading Label Challenge" - Students indicate with color and shape that "Point of View" and "Be A Cultural Critic" go together.

Plenty of room for students to record their answers.

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Name Chloe W.

TIER 3 WORD

ACROSS

- 1. women who fought for the right to vote
- 2. an improvised style of music
- 3. Ford used the _____ line to mass-produce cars.
- 4. to go around something
- 5. Louis Armstrong's nickname
- 6. This 1924 act limited the number of _____ who could come to the U.S.

DOWN

- 7. young women in the 1920s who cut their hair and wore short skirts
- 8. a rebirth and blossoming of African American literature, art and music: Harlem
- 9. organized market where people buy and sell units of company ownership

POINT OF VIEW

Be A Cultural Critic!

The Harlem Renaissance and the Jazz Age produced some amazing songs, poems and works of art. With the help of your teacher, find a song, poem or work of art created during this time. Answer the following questions. Share your ideas with the class!

- What is the title of your artwork, and who is the creator?
Cubic Coffee Service by Erik Magnussen
1927
- Describe what is happening in your piece. Use plenty of adjectives!
The Cubic Coffee Service has a coffee pot, creamer, and sugar bowl on a tray. It is silver and gold. The angels are sharp and it looks like triangles. It's very shiney!
- What is the message of this work of art?
I think the Cubic Coffee Service was supposed to look very modern and futuristic. It might also show the viewer it is for wealthy people.
- What emotions do you feel while listening to, looking at or reading this piece?
I think the Cubic Coffee Service is beautiful - it should be used for a special event.
- How might this artwork relate to the events of the Roaring '20s?
The Cubic Coffee Service relates to the events of the 1920's because it was a happy and glamorous time and some people had extra money to buy fancy things.

Let's Write

Imagine that you lived during the late 1800s and early 1900s. Would you have supported or opposed the women's suffrage movement? In one or two paragraphs, make your case for or against women receiving the right to vote. Include specific examples to support your point of view, and be sure to use correct grammar, spelling and punctuation.

Think & Review

- Why do you think this era was called the "Roaring '20s"?
- What was the Great Migration? List the push-pull factors that led to this event.
- How did immigration change during the 1920s? Why did this change take place?
- What is a "flapper"? Explain why the behavior of flappers might have shocked society during the Roaring '20s.

Teache

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Use notebook paper for writing prompts.

WEEK 10

Vol. 13 Issue 2
Second Quarter

The Roaring '20s

USA Studies Weekly
1865 to the Present

See Primary-Source Related Media...
www.s-w.co/USAB-10

Pop Culture of the 1920s

"Alana, have I mentioned lately how much I love Grandma Minnie and Grandpa Frank's attic? There's so much great stuff up here!"

"I agree, Jackson. It's even better when we find a picture that takes us back in time. I'm ready for another time-travel experience. How about you?"

"Of course! I found this amazing old photograph the last time we were up here, and I've been listening to some cool jazz and blues albums from the 1920s. These cats were the bee's knees!"

"What do you say?"

"Sorry, Alana, just a little 1920s slang there. It means that these jazz musicians were excellent! People listened to the music of blues composer W.C. Handy, jazz and blues singer Bessie Smith and famous jazz singer and trumpet player Louis Armstrong during the '20s. Jazz music was part of the Harlem Renaissance, which was in full swing during this period. Many famous African American writers and artists were also part of this movement, including authors Langston Hughes and Zora Neale Hurston."

Primary Source Analysis

- Observe:** a mom with two kids, black and white photo, old-fashioned clothing. Anne D. Dudley
- Reflect:** photo would be in color, maybe the clothes would be different, hair styles might be different.
- Question:** What year was this photo taken? Where was this photo taken? What are the names of Anne's kids?
- Research:** I will find out the kids' names.

Connections

Women's Suffrage Around the World

In 1920, women in the U.S. won the right to vote, but there are still some countries where women don't have full voting rights. Saudi Arabia is only just beginning to allow women to vote in some elections. Good!

United Arab Emirates does not allow its citizens to vote for its national council. Some women have voted in village elections, however.

Look at the timeline to see when each country gave women the right to vote:

Year	Country
1838	Pitcairn Islands
1893	New Zealand
1902	Australia
1906	Finland
1913	Norway
1915	Denmark
1917	Russia
1918	Austria, Germany, Poland
1919	Netherlands
1920	Iceland, United States
1922	Ireland
1924	Mongolia
1928	Great Britain (some women could vote)
1931	Spain
1932	Brazil
1945	Japan, Italy
1947	Mexico
1949	China
1989	Namibia

TRUE FACTS

SEQUENCE

Use our SW "Reading Label Challenge" - Students highlight "true facts" within the article (blue on label; blue highlight on text).

Primary Source Analysis - Use SW PSAT template to guide students to analyze the primary source photo. *BONUS: No additional copies to make if the students write directly on the newspaper.

Student can make comments/reactions to the text (shows engagement!)

Students can indicate directly on text.

Use of SW "Reading Label Challenge" - Students identify sequence of events and timeline.

Close Reading is a thoughtful, critical examination of text to develop a deep understanding of text format and word meanings. Students highlight main ideas, supporting details, or cause/effect examples.

Use the SW "Reading Label Challenge" to have students identify important parts of the text.

Students may use highlighter and pen/pencil to indicate Main Idea and Supporting Detail. This article also shows close reading

Use our SW "Speech and Thought Bubbles" on people or objects featured in the newspaper provide a way for students to add humor, demonstrate comprehension, cite sources, and show that the primary or secondary sources were analyzed.

USA Lesson

The Roaring '20s

Too much food and items = prices dropped and hurt farmers and businesses

The Serious Side

"Visiting the Roaring '20s surprised me, Alana. I thought the '20s were all about hot jazz music, amazing art and literature, and new freedoms. I found out they also had a serious side."

"That's right, Jackson. Some people grew rich, and many people enjoyed a better way of life. However, our nation made decisions during the 1920s that soon brought the U.S. into the Great Depression. Let's share what we learned on our trip..."

Economy

People called this period the "Roaring '20s" because times were good, and life improved for most people. The American economy experienced a boom. **Factories produced more goods, prices were reasonable and many people worked shorter hours while enjoying higher wages.**

Presidents Warren G. Harding and Calvin Coolidge both worked to cut taxes for the rich. Coolidge also encouraged Americans to spend and save wisely. By 1927, over half of American families owned cars. Consumers purchased groceries

paychecks were good and prices were low.

The Sunny Side

"Well, we've learned about the serious side of the Roaring '20s. Now let's learn about the sunny side of this era!"

Great African American Migration

With the beginning of WWI, several "push and pull" factors drew millions of African Americans from the South to busy Northern cities. The military needed engines, ships and weapons to fight the war, and Northern factory workers produced most of these items. **The hope of stable, paying jobs in Northern factories pulled many African Americans north.**

Harsh discrimination that African Americans faced in the South pushed many of them away from the Southern area. They went north, hoping for a better life. The huge number of African Americans who settled in **America's largest cities** led to a great cultural movement called the Harlem Renaissance. This movement was a wonderful, "sunny" outcome of the push-pull factors in the Great Migration. **African Americans moved north for better treatment, jobs, and settled in big cities.**

Harlem was a section of New York City where many African Americans settled. **The Harlem Renaissance, named after this area, was a rebirth and blossoming of African American literature, art and music.** Langston Hughes was a famous poet from this movement. He

The Jazz Age

Many new changes - art, music, books, looks and styles

The African Americans who gathered in America's big cities also introduced the world to a new style of music—jazz. Many jazz bands created the music as they played, which was a style called improvisation. Trumpet player and singer Louis Armstrong was one of the most famous jazz musicians. Nicknamed "Satchmo," he created a new style of trumpet playing that brought people out of their seats and onto the dance floor. Whites as well as African Americans soon had a taste for jazz, and young women called "flappers" flocked to nightclubs to dance to the beat. **Flappers shocked society by cutting their hair short, wearing make-up and shortening their skirts.**

This period of growth and new activity in the arts has been a bright part of our American history.

Immigration

After WWI, many Americans were nervous about the number of immigrants that had entered our country. They thought American jobs would be lost to foreigners. They also wanted to keep possible enemies from entering the country. The U.S. started to set limits on how many immigrants could come. President Calvin Coolidge signed the **Immigration Act of 1924**. It limited the number of southern and eastern European immigrants coming to the United States. **Only two percent of the total U.S. population of residents from those countries would be allowed to move here.** The act also stated that no immigrants would be accepted from many parts of Asia. This system of limiting immigrants into the country remained essentially the same until 1962, when immigration laws were changed again.

U.S. closed borders, and not very many immigrants were allowed.

Transportation of the 1920s

Two of the most exciting products of the Roaring '20s were the automobile and the airplane. Henry Ford used an assembly line to build reasonably priced cars. In an assembly line, the product moves past workers who each do a unique task for the product. Charles Lindbergh showed off the possibilities of air travel by making the first nonstop airplane flight from New York to Paris. Take a look at the pictures. Write your own captions describing these marvelous new ways to travel!

This car is the latest in 1920's technology for all people!

The Spirit of St. Louis proved that flying long distances was possible!

They broke the mold when they made these people!

1. W.E.B. DuBois
"... the problem of the twentieth century is the problem of the color line."
W.E.B. Du Bois was the first African American to earn a doctorate degree from Harvard University. He founded the National Association for the Advancement of Colored People (NAACP), with the goal of ending discrimination against African Americans.

2. John T. Scopes
"I was hired to teach science, and I went ahead and taught it."
John T. Scopes was a young high school science teacher who was put on trial for teaching the theory of evolution in a public high school. Evolution is the theory that humans developed from earlier life forms, including monkeys. Scopes was found guilty and fined \$100. The guilty verdict was later overturned.

3. Amelia Earhart
"The most effective way to do it, is to do it."
Amelia Earhart was the first female pilot to fly solo across the Atlantic Ocean. In 1937,

4. Helen Keller
"I will not just live my life, I will not just spend my life, I will invest my life."
At just 19 months old, Helen Keller suffered a serious fever and became unable to hear or see. Helen's mother hired teacher Anne Sullivan to work with Helen, who eventually learned to speak. Helen went to college, wrote books and worked to help others who were deaf or blind.

5. Zelda Fitzgerald
"I did not have a single feeling of inferiority, or shyness, or doubts ..."
The ultimate "flapper," Zelda Fitzgerald grew up as a Southern belle and went on to marry author F. Scott Fitzgerald. (She) was the inspiration for some heroines of his popular novels. Zelda was also a writer, dancer and painter.

TEACHES THE READER

PRIMARY SOURCES (all of the photos!)

Equality for all means EVERYONE!

VERBS

The 19th Amendment—A Report by Alana

Since the mid-1800s, many American women had been fighting for the right to vote. Susan B. Anthony was a leader in this movement and argued that women and men should have equal voting rights. Other men and women argued against equal voting rights. Some common reasons were: Most women didn't want to vote, women belonged in the home and women who voted would argue with their husbands.

WWI brought women out of the home and into the job market. In 1918, President Woodrow Wilson said, "We have made partners of the women in this war. Shall we admit them only to a partnership of suffering and sacrifice and toil and not to a partnership of right?"

In 1919, Congress passed the 19th Amendment to the Constitution, giving women the right to vote. In August 1920, enough states had ratified the amendment, and it became a law. The efforts of Susan B. Anthony (above) and other suffragettes had finally paid off, and women could now vote with men in every election. For women who wanted to make their voices heard, this decade was off to a great start!

Finally! women can vote!

Write on the newspaper!

Mini Lesson opportunity for verbs and identification - You could extend the lesson to include verb conjugation.

Mini Lesson on pronouns - You could extend the lesson by replacing pronouns with the intended noun.

SW "Speech and Thought Bubbles."

SW "Reading Label Challenge - Student can add info directly onto the labels, too!"