

## POST-WAR SOCIAL CHANGES

Subject: Social Studies

State/Group: NJ

Country: USA

School: EHTHS

Course/Grade: 11

### UNIT SUMMARY

This unit will explore the multitude of changes in the United States after the First World War.

### UNIT RESOURCES

#### **Printed Materials:**

- Sacco and Vanzetti (<http://www.nytimes.com/learning/general/onthisday/big/0823.html>)
- 1920s Inventions (<http://www.history.com/videos/1920s-inventions#1920s-inventions>)
- Prohibition (<http://www.history.com/videos/prohibition-raid#prohibition-raid>)
- Organized Crime (<http://www.history.com/videos/the-many-moods-of-al-capone#the-many-moods-of-al-capone>)
- Scopes Trial (<http://www.history.com/videos/the-scopes-monkey-trial#the-scopes-monkey-trial>)

#### **Resources:**

##### Video

- The Great Gatsby

#### **Internet Resource Links:**

- www.loc.gov (Library of Congress)
- www.americanrhetoric.com (American Rhetoric)
- www.nbclearn.com (NBC Learn)
- <http://njamistadcurriculum.org> (Amistad Commission)
- www.havefunwithhistory.com
- www.authentichistory.com
- <http://www.archives.gov/> (National Archives)
- www.history.com (History.com)
- www.pbs.org (PBS)
- www.digitalhistory.uh.edu (Digital History)
- <http://www.nypl.org/> (New York Public Library)

## Post-War Social Changes

- [www.Gilderlehrman.org](http://www.Gilderlehrman.org) (Studying American History)
- [www.ushistory.org](http://www.ushistory.org) (American History)
- [www.billofrightsintstitute.org](http://www.billofrightsintstitute.org) (Bill of Rights/Constitution)
- <http://americanhistory.si.edu> (Smithsonian Institution)
- [www.calisphere.universityofcalifornia.edu](http://www.calisphere.universityofcalifornia.edu) (University of California)

## **GOALS AND STANDARDS**

Standard State: NJ

6.1.12. U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

## **ENDURING UNDERSTANDINGS**

SWBAT:

- The workings of the mass consumption economy.
- That the prosperity of the 1920s was not available to all people and groups.
- The nature and policies of Republican politics.
- The effects of prosperity on society and culture.

## **ESSENTIAL QUESTIONS**

- How did the mass consumption economy/ culture evolve?
- Was the 1920s an age of hedonism or hardship?
- How and why did xenophobic beliefs and intolerant fears dictate public policies?
- How did the decade of Republican policies establish a foundation for an economic crumble?
- How are Prohibition and organized crime related in the 1920s?

## **KNOWLEDGE AND SKILLS**

*Students will know:*

- The 1920's were a time of great social, cultural, economic, and political change.
- Political policies of the 1920s had a profound effect on economics and foreign policies.
- How to identify cause and effect relationships.

## Post-War Social Changes

*Students will be able to:*

- Identify elements of American immigration policy.
- Analyze the role of Prohibition on society.
- Determine the effects of a free market economy via a mass consumption society.
- Identify elements of intolerance.
- Trace demographic changes of the decade.
- Recognize isolationism and its effects.
- Analyze the social effects of World War One on American society.

## PERFORMANCE TASKS

### 1. The 1920's Radio Show

#### 1920's Radio Show Project

As we have previously discussed in class, the radio broadcasts of the 1920's helped to connect people all across the nation. Everyone could now know the same news, listen to the same music and become aware of sporting events and the scores that resulted. You will be working with a group to create a 1920's radio show. Your group will choose random topics that can be found in Chapters 13 and 14 of your textbook. Your job will be to take down the important information on your topic and present that to your classmates through a radio broadcast. Be creative!!!!!! Just like any regular radio show, you will not be seen during your show. Make sure you are able to effectively present your information verbally as you will not be allowed to use any visuals.

#### Must Haves:

1. Title of news show
2. At least 2 commercials
3. Typed script to be handed in. On this script you must have EVERYTHING included on it. When you will intro sound clips, when you are pausing for commercials, etc. I will be following along on your typed script while you are performing your show. You will lose points if your script is not complete or is inaccurate.
4. Fill in sheet for class to complete while listening to broadcast (Must be turned in by end of class on Wed.) You must have 10 questions. Each question must have 1-2 blanks to be filled in and must be word for word from your script.
5. Must be no less than 5 minutes and no more than 10 minutes
6. Everyone in the group MUST have a part in the show

#### Other options you may include if you wish:

1. Interviews with important people
2. Sound effects
3. Music clips (You may **not** play songs through to their entirety)
4. Commercials

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This is how you will be graded:

Use of class time	50 points
Effort put into the creation of the broadcast	50 points
All parts of broadcast requirements have been met (Title, 2 commercials, all participated, typed script with everything included)	100 Points
Length	25 Points
Fill in is complete and easy to follow along with	25 Points
Broadcast is clear, easy to understand and follow.	75points

You also have the ability to earn up to 5 extra credit points for creativity!!!!

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Group Members:

Topic:

Radio Show Grading

Spoke clearly and loudly	10 points	
Easy to follow along with the radio show	10 points	
Effort put into radio show	10 points	
Content from book was covered effectively	10 points	
<b>Total Points:</b>	<b>40 points</b>	

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*Project as a Whole*

Use of class time	50 points	
Typed Script (on time & easy to follow)	75 points	
All parts of broadcast included & content covered(title, 2 comm, all partic, accurate)	100 points	
Length (no less than 5, no more than 10)	25 points	
Grade from Radio Show Performance	40 Points	
Fill in complete and easy to follow along with	25 points	
<b>Broadcast is clear and easy to understand</b>	50 Points	
<b>Total Points</b>	<b>365 points</b>	

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### 2. Primary Sources

Students will examine and interpret primary source material (actual and reproduction)

- Newspapers
- Advertisements

### 3. DBQ/ Essay

Students will engage in a writing activity:

- DBQ- Immigration Act of 1924 (Honors)
  
- Mini-DBQ or essay on a variety of topics

### 4.

#### 4. Sacco and Vanzetti - Document Analysis

##### Court Statements Nicola Sacco and Bartolomeo Vanzetti (1927)

In April 1920, two employees of a Massachusetts shoe company were killed during the execution of a payroll robbery. Three weeks later two Italian aliens, Nicola Sacco and Bartolomeo Vanzetti, were arrested. In 1920 the United States was still caught up in the hysteria of the Red Scare, and the two men, neither of whom had any previous criminal record, were held primarily because they were admitted anarchists. After a six-week trial, in July 1921 the jury found both men guilty of robbery and murder, in spite of unreliable eyewitnesses and the lack of evidence. The defense continued to fight using motions, appeals, and petitions until 1927, when both men were sentenced to death. They were both executed on August 23, 1927. To many people, the Sacco and Vanzetti case came to symbolize social injustice. The more vocal of the two, Bartolomeo Vanzetti, frequently corresponded with supporters throughout the world. He issued the statement below at the sentencing phase of his trial in 1927. Even today, historians continue to debate the guilt or innocence of the two men. At issue is not only the validity of the evidence, but the fairness of the trial. Even modern ballistics tests have been unable to clearly prove guilt or innocence. In 1977, Massachusetts Governor Michael Dukakis pardoned both men.

##### Statement of Bartolomeo Vanzetti

Now I should say that I am not only innocent of all these things, not only have I never committed a real crime in my life—though some sins but not crimes—not only have I struggled all my life to eliminate crimes, the crime that the officials and the official moral condemns, but also the crime that the official moral and the official law sanctions and sanctifies—the exploitation and the oppression of the man by the man, and if there is a reason why I am here as a guilty man, if there is a reason why you in a few minutes can doom me, it is this reason and none else...

We were tried during a time that has now passed into history. I mean by that, a time when there was a hysteria of resentment and hate against the people of our principle, against the foreigner, against slackers...

Well, I have already said that I not only am not guilty...but I never commit a crime in my life—I have never stole and I have never killed and I have never spilt blood, and I fought against crime and I have fought and have sacrificed myself even to eliminate the crimes the law and the church legitimate and sanctify.

This is what I say: I would not wish to a dog or to a snake, to the most low and misfortunate creature of the earth—I would not wish to any of them what I have had to suffer for things that I am not guilty of. But my conviction is that I have suffered for things I am guilty of. I am suffering because I am a radical and indeed I am a radical; I have suffered because I was an Italian, and indeed I am an Italian; I have suffered more for my family and for my beloved than for myself;

but I am so convinced to be right that if you could execute me two times, and if I could be reborn two other times, I would live again to do what I have done already.

I have finished. Thank you.

Statement by Nicola Sacco

. . . I am not an orator. It is not very familiar with me the English language, and as I know, as my friend has told me, my comrade Vanzetti will speak more long, so I thought to give him the chance.

I never know, never heard, even read in history anything so cruel as this Court. After seven years prosecuting they still consider us guilty. And these gentle people here are arrayed with us in this court today.

I know the sentence will be between two class, the oppressed class and the rich class, and there will be always collision between one and the other. We fraternize the people with the books, with the literature. You persecute the people, tyrannize over them and kill them. We try the education of people always. You try to put a path between us and some other nationality that hates each other. That is why I am here today on this bench, for having been the oppressed class. Well, you are the oppressor.

You know it, Judge Thayer,--you know all my life, you know why I have been here, and after seven years that you have been persecuting me and my poor wife, and you still today sentence us to death. I would like to tell all my life, but what is the use? . . . Among that peoples and the comrades and the working class there is a big legion of intellectual people which have been with us for seven years, but to not commit the iniquitous sentence, but still the Court goes ahead. And I think I thank you all, you peoples, my comrades who have been with me for seven years, with the Sacco-Vanzetti case, and I will give my friend a chance. . . .

### Document Analysis

In the first paragraph, how does Vanzetti's statement reflect his anarchist beliefs?

In the second paragraph, what is the "time that has now passed into history" to which

Vanzetti refers?

According to Vanzetti, what is he "guilty of"?

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### OTHER EVIDENCE

- Homework
- Quizzes
- Unit Test- 1920s

## **LEARNING ACTIVITIES**

### Teacher will:

- Introduce the unit on the 1920's with a discussion/reading regarding politics and/or intolerance.
- Give a variety of evaluative tools including quizzes and a major unit test.

### Student will:

- Examine the changes in roles encountered by women, African-Americans, and immigrants.
- Note key vocabulary words/terms/ and people (term sheet).
- Examine primary source materials (newspapers, documents, political cartoons, DBQ) in order to draw valid conclusions.

### Student and Teacher will:

- Identify elements and purposes of mass media and their effects on the mass consumption society.
- Understand the manifestations of intolerance : Red Scare, KKK, immigration restriction, isolationism
- Examine and celebrate the achievements of the Harlem Renaissance.