

# Facilitation Guide



## The Roaring Twenties: Women's Social and Economic Shifts Unit: World War I, Prosperity & Depression, through World War II (1915 – 1945)

### EXPERIENCE OVERVIEW

After analyzing primary and secondary sources depicting women's experiences in 1920s America, students will be able to make and support a claim arguing whether women faced social and economic progress or setbacks during this time. Students will present their claim in a multimedia presentation.

### Standards

#### MSDE/BCPSS CONTENT STANDARDS AND INDICATORS

- 2.2b Evaluate the progress and setbacks of the changing social and economic roles of women.

#### C3 STANDARDS – SKILL DEVELOPMENT

- D4.1.9–12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

#### CCSS STANDARDS READING/WRITING

- RI.9–10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- W.9–10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

#### NATIONAL CORE ARTS STANDARDS

- Media Arts (High School):
  - Use research and self-developed criteria to justify choices made when selecting music, citing knowledge of the music, including its purpose and context.
  - Work creatively with others, supported by the teacher, to curate multiple types of media (video, sound, still pictures) to create one media product;
  - Interact effectively with others to manage the media production plan to include skills and individual roles
  - Act on creative ideas during media arts production
  - Explore technology tools and techniques to produce creative works
  - With teacher support, work with tools in different environments effectively and safely. (i.e. hardware and software)
  - With teacher support, students reflect on the presentation experience
- Music (High School):
  - Create music with simple melodic, rhythmic, dynamic, and formal elements, in response to artistic stimuli, using appropriate technology as available
  - With teacher guidance, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music
  - Working both independently and in collaboration with others, create musical works that clearly communicate personal, cultural, or historical experience, using appropriate technology as available

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## Getting Ready

### UNIT ESSENTIAL QUESTION:

- Did the 1920s preserve the past or invent the future?

### SUPPORTING QUESTION:

- How did the 1920s impact women socially and economically?

### OBJECTIVES:

- Social Studies: Students will be able to argue for or against the claim that women made significant progress and faced major setbacks socially and economically in the 1920s.

### ASSESSMENT:

- Students create an animated timeline set to music that is for or against the claim that women made significant progress and faced major setbacks socially and economically in the 1920s. Assessment will be scored using a rubric designed for this lesson

### MATERIALS & SUGGESTIONS FOR CLASSROOM SETUP:

- Graphic organizers
- Laptop or hard copies of all lesson materials
- Editing software (Animaker)
- Internet Access
- The teacher could have music from the era (the 1920s to 1930s) playing in the background throughout the lesson

### KEY ARTS INTEGRATION VOCABULARY:

- Jazz, Swing, Ragtime, Blues, Animation, Piano, Trumpet, Trombone, Drum Set, Saxophone, Clarinet, String Bass, Improvisation, Melody, Harlem Renaissance

### TEACHER BACKGROUND

Teachers should be familiar with 1920's era music, history and specific events from that time period. The content provided by Baltimore City Public Schools should be sufficient for providing prior knowledge.

### STUDENT PREREQUISITES

Students should have an understanding of the progression of the Women's Rights and Temperance Movement as well as the figures that are for and against each movement.

### ACCESSIBILITY NOTES

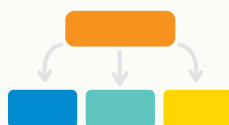
- The text-to-speech function in Animaker can be used to create a recorded voiceover for the presentation.
- Some resources in this set are made available in both English and Spanish.

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## ARTS INTEGRATION MATERIALS



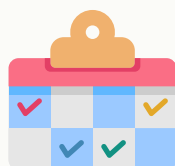
↓  
**CONCEPT  
MAP**



🔗  
**SLIDES**



🔗  
**VIDEO  
PLAYLIST**



↓  
**RUBRIC**



🔗  
**MATERIALS**  
GOOGLE FOLDER

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## TEACH

### Warm-up

- Discuss or stop-and-jot:
  - What are two issues happening in the country that need to be addressed? Explain your answer.
  - What are two issues in the country that are causing division?



**VIDEO TUTORIAL**



**SLIDES**

### Building Context

- Primary Source Photo Analysis Activity:
  - Show students a series of primary source photos and have them complete the corresponding worksheet.
    - *Note: Photo analysis organizer available in both English and Spanish.*
- Have students build knowledge by completing the DBQ and reading comprehension activity with a graphic organizer.



**HANDOUT**  
ANALYSIS - ENGLISH



**HANDOUT**  
ANALYSIS - SPANISH



**HANDOUT**  
DBQ



**HANDOUT**  
READING COMP



**HANDOUT**  
GRAPHIC ORG

### Apply Learning & Assess

- Organize students into small groups and assign them a claim:
  - For: Women experienced social and economic progress during the 1920s.
  - Against: Women experienced social and economic setbacks during the 1920s.
- Students will apply their learning, as well as use the supplied resource archive, to develop their claim, evidence, and reasoning. Students build their argument in the "Support Claims with Reasons, Evidence, and Sources" graphic organizer.
- After building their claims, students will create a multi-media presentation to demonstrate their understanding.
  - Finished projects will include text references, appropriate music, a voiceover, and relevant pictures.



**HANDOUT**  
SUPPORTING CLAIMS



**HANDOUT**  
RESOURCES ARCHIVE



**VIDEO**



**RUBRIC**



**DRIVE FOLDER**



**HANDOUT**  
MUSIC CURATION



**VIDEO TUTORIAL**

### Extend

- Research:
  - a. The musicians of the era
  - b. Prominent women of the Women's Suffrage and Temperance Movements