

Lesson Plan  
(Insert Title)

Teacher Name: Susan Smith

Grade level(s):11<sup>th</sup> Course: U.S. History A

Describe the classroom or homework activity to be performed (individual assignment, cooperative learning, cross curricular, technology based, using artifacts and/or primary sources, etc.)

- The students will be expected to compare and contrast the life styles of various groups of 1920s people with the same groups of those groups in the present time.

Rationale (why are you doing this?)

- To help the students understand that the way we do things today, are not the way things have always been done.

Required time frame: Part of two class periods.

Where in the teacher conference did you get the idea for this activity or assignment (speaker, document, photograph, activity, audio recording, other)?

- From the session presented by Lynn Dunmenil and the visit to the Negro Leagues Baseball Museum.

Lesson objectives – the student will:

- To make students aware that there is a constant change in our social world.
- To encourage students to investigate “the way it used to be.”
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District, state, or national performance and knowledge standards/goals/skills met (be specific when referencing):

- State Standard 4 – HISTORY: The student demonstrates a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.
- Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the emergence of the modern United States (1860-1930
- HG.HS.4.1.10: Evaluate various social conflicts in the early 1920s(e.g., rural vs. urban, *fundamentalism* / modernism, prohibition, nativism, flapper vs. traditional woman’s role)
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Secondary materials (book, article, video documentary, etc.) needed – cite title and other detailed information:

- Video—“The Roaring Twenties”
- Various books and articles that are part of my classroom collection (items that I have accumulated through the years) that document changes in style, etc.
- Video—“Cinderella Man” I have found this movie very helpful in pointing out various styles of dress, etc.

Primary sources (document, photograph, artifact, diary or letter, audio or visual recording, etc.) needed – cite detailed information:

- Some articles of clothing( a woman's bonnet, a man's hat, baseball cap); various photographs (family photos), various items used in preparing food items in the 1920s; various magazine photos of automobiles from the 1920s.
- Letters that document life in the 1920s—family letters
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Fully describe the activity or assignment in detail. What will both you and the students do?

- Initially, we will spend some time in the classroom looking over the items that I have gathered to show to the students.
- I will assign to them, to be read, Chapter 19 in their textbooks.
- We will watch the video The Roaring Twenties
- Will provide computers, so that the students may do some research on their own.
- Will assign the “Compare and Contrast” paper for the students prepare. I will offer them several options about how the material may be formatted for presentation--

Assessment: fully explain your assessment method in detail or create and attach your scoring guide:

- Self-evaluation—Let the student tell how he feels he did on meeting the project. goals.
- Peer evaluation—Let the other students tell how they feel he did on meeting the project goals.
- Teacher evaluation—I will check to determine at what level the student has meet the goals of the project.
- Total class evaluation—what did the members of the class think of the project outcome. Was it a worthy project,