

Lesson Plan
Jazzed, Boozed, and Busted: 1920's Mural Project

Teacher Name: Joe Henke

Grade level(s): 9-11

Course: American History

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 1920's Mural Project will be an alternative way of learning about the period of time in American history that was commonly referred to as the Jazz Age or Roaring twenties. It was a time of traditional, cultural, and political change.
- For this project, the student's will be required to put together a PowerPoint or PosterBoard presentation on a theme from the Roaring Twenties. The presentation (PowerPoint slides or Posterboard) must include pictures, descriptions, and various other items that each student feels relevant to the topic. Following completion of project, each student will give a presentation to the rest of the class.

Rationale (why are you doing this?)

- I have given this project, in various formats, each year. My students really enjoy doing "hands-on" type activities and this time period always catching their attention. The Roaring Twenties mural project also appeals to the non-traditional students; those students that may not score well on tests, but are skilled in other areas (art, speech, etc.)

Required time frame: The Roaring Twenties or Interwar Years Mural Project should be broken into several days. I usually give the students two-three class periods to research their chosen topic. On the third or fourth day, the students give their presentations in class.

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

- I combined several of presentations into one project. I enjoyed the presentations by Lynn Dumenil, Tom Heuertz, Michelle Brattain, and Kari Frederickson. Since I enjoyed parts of so many presentations, I decided to put together a lesson plan that would pull from each of the topics.

Lesson objectives – the student will:

- The student will demonstrate a clear plan and organized thought process around an easily identified theme.
- The student will present facts and ideas in a correct, relevant, and cohesive manner.
- The student will illustrate and depict important ideas and individuals in the presentation.
- The student will gain valuable information through a hands-on activity about the interwar years.

District, state, or national performance and knowledge standards/goals/skills met (be specific when referencing):

MISSOURI SHOW ME Standards:

- 2. continuity and change in the history of Missouri, the United States and the world**
- 4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)**

5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment

6. relationships of the individual and groups to institutions and cultural traditions

7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Secondary materials (book, article, video documentary, etc.) needed – cite title and other detailed information:

- The student will conduct research via the internet. A few useful websites include:
 - www.trumanlibrary.org
 - <http://hoover.archives.gov/>
 - <http://www.kchistory.org/>
- Research will be on a per student basis.

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

- No specific primary source will be used. Each student is required to use at least one primary source for the project.

Fully describe the activity or assignment in detail. What will both you and the students do?

- The Roaring Twenties or Interwar Years project should be used as an activity to conclude a unit of study of the time period.
- The teacher should discuss the project and hand out the directions for the project and the rubric for the project on the first day. I spend one class period setting up student/teacher expectations for the research process.
- On day two and three, students use class time for self-guided and teacher-guided research and a student selected theme or topic.
- On day four and five, student should use the class time to prepare their PowerPoint or Poster-Board presentations.
- Day five or six should be used for classroom presentations.

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

- I have included the project directions and the grading rubric.

Jazzed, Boozed, and Busted!

1920's Mural Project

The Roaring Twenties Mural Project will be an alternative way of learning about the period of time in American History that was commonly referred to as the Jazz Age or Roaring Twenties. It was a time of great traditional, cultural, and political change.

For this project, each student will be required to research a topic from the list and design a PowerPoint or Poster-Board presentation on that selected theme. Your presentation should include pictures, descriptions, primary sources, and any other items that you feel is relevant to the topic/theme in American History. Each student will conclude the project with a in-class presentation.

Themes

A. Politics and Government

1. Harding scandals
2. 18th, 19th, and 20th Amendments
3. Prohibition (enforcement, enactment, etc.)
4. Organized crime/Gansters
5. Creation of the FBI,/J. Edgar Hoover
6. FDR and the New Deal legislation
7. Huey P. Long

B. Economics

1. Influence of Henry Ford
2. Labor Unrest
3. Mass Production
4. Labor Unions
5. Stock Market Crash
6. Great Depression

C. Social Issues

1. Russian Revolution/Red Scare/Palmer Raids
2. President Wilson reactions
3. Traditional moral values vs. Flappers
4. Race Relations (challenges to desegregation, KKK, Quota Systems, etc)
5. Back to Africa movement
6. Scopes trial
7. Flapper culture and style
8. 1920's slang

D. Cultural Influences

1. Jazz development
2. Harlem Renaissance
3. Automobile and roads
4. Negro Leagues
5. The Lost Generation
6. Radio
7. Black Sox Scandal

E. Famous People

1. Margaret Sanger
2. J. Edgar Hoover
3. John Dillinger
4. Marcus Garvey
5. Pick a Person

The Roaring Twenties

Presentation

Student Name:

CATEGORY	4	3	2	0
Rough Draft	Rough draft brought on due date. Well organized and planned out.	Rough draft brought on due date. Organized and thought out.	Rough draft brought on due date, but lacking organization and planning.	Rough draft not ready.
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance the presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.

Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Oral Presentation	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Sources	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.
Add-ons (Video or Audio)	Student integrated video into presentation smoothly and applied correctly.	Student used video with presentation with accuracy.	Video used, but with poor integration and accuracy.	No video used

Total _____/44 pts
X 3=

OVERALL GRADE: /132 pts.