The Roaring Twenties ‖ The Changing Role of Women in America

## Goals & Objectives

Goal:

Students will understand the changing roles of women in America during the Roaring Twenties.

Objective:

By analyzing the textbook, students will be able to individually identify how women’s fashion, social behaviors, work opportunities, and family life changed during the 1920’s.

## California State Content Standards

11.5.4

Analyze the passage of the Nineteenth Amendment and the changing role of women in society.

## Common Core Literacy Standards

[CCSS.ELA-Literacy.RH.11-12.2](http://www.corestandards.org/ELA-Literacy/RH/11-12/2/)  
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

[CCSS.ELA-Literacy.WHST.11-12.9](http://www.corestandards.org/ELA-Literacy/WHST/11-12/9/)  
Draw evidence from informational texts to support analysis, reflection, and research.

## Driving Historical Question

### How did the role of American women in society change in the 1920’s and why?

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ **Time: 10 mins**

Students will use a pre-reading strategy to engage with the text. Students will go through their textbook reading captions, bold text, quotes, and looking at images between pages 440-444. Students will then write a brief response in their journal predicting what the section will be about and what they’d like to learn from it.

### Vocabulary (Content Language Development) ‖ **Time: 2 mins**

Vocabulary will be written on the board before class begins. The terms will be accompanied by a clear definition and will be briefly discussed after the pre-reading and journal assignment.

* Flapper
* Double Standard

### Content Delivery(Method of Instruction) ‖ **Time: 5 mins**

The teacher will go through the section that the students pre-read, providing additional information about images and giving necessary background on ideas which will help students access prior knowledge. For a discussion about societal changes for women in the 1920’s, the teacher would discuss how the end of World War I served as the catalyst for a break from traditional/fundamental values in favor of modernization. Students would also have a chance to ask any additional questions before they begin reading.

### Student Engagement (Critical Thinking &Student Activities) ‖ **Time:**

15 minutes

Students will be directed to take out a blank sheet of paper and fold it into separate squares. They will then be instructed to write fashion in one box and then social behavior, work opportunities, and family life in the others. Students will then begin independently reading through the section in their textbook starting on page 440 while writing down at least three changes that occurred for women and drawing one image associated with it in each designated square.

18 minutes

Upon completion of the foldable, students will be placed into groups to develop a comic strip related to the changing roles of women in society during the Twenties. The comic must have 4 frames, one completed by each group member. The group must work together to determine which change they want to address and how the comic will be organized before completing their separate frames. Students will not be graded based on their artistic ability, but on their ability to synthesize the material from their organizer into a coherent, 4 frame comic as a group.

### Lesson Closure‖ **Time: 5 mins**

Students will put all of their frames together coherently and staple them to the wall of the class. Students will then write a brief response to the question, “How have women’s roles in society changed between the Roaring Twenties and today?” to be answered at the bottom of their foldable. Foldables with a critical thinking response will be collected as an exit card.

### Assessments (Formative & Summative)

Formative: Foldable organizer with a one sentence response at the bottom will be collected as an exit card and assessed based on content and completion.

Summative: Each group of 4 will assemble their comic frames into chronological order and staple them to the wall to be assessed based on the group’s ability to synthesize the textbook information into a coherent and relevant example.

### Accommodations for English Learners, Striving Readers and Students with Special Needs

English Learners: The assignment provides multiple opportunities for creative expression through the use of images. On the graphic organizer, students must draw a picture to represent the subject of each square as well as completing one frame of a comic to be included in their group’s strip. This way, EL’s have an opportunity to draw images to associate with the new ideas they learn during the lesson.

Striving Readers: Having students pre-read the chapter, looking for bold words, headlines, captions, and images prepares striving readers to engage with the text. This makes it easier for students who have difficulty reading as they are familiarized with what will be read. In addition, students will be given helpful context information and will be familiarized with key vocabulary in advance.

Special Needs: Not only do special needs students have the opportunity to create associated images and pre-read the textbook in advance, but because the assignment requires groups, they will have the chance to collaborate with peers in a low stress environment. Groups can also be designated in advance to ensure the SSN student is grouped with students who will help them through the learning process and allow them to fully participate.

### Resources (Books, Websites, Handouts, Materials)

Textbook:

Danzer, Gerald A. *The Americans*. Teacher's ed. Evanston, IL: McDougal Littell, 2003.