

Changing Demographics

Lesson Synopsis:

In this lesson, students analyze thematic maps, graphs and charts to describe the causes and effects of changing demographic patterns in the 1920s. Students analyze examples of cultural movements – art, music and literature – from the 1920s to describe the positive and negative impact of the movements on the United States and the world.

TEKS:

US.13 *Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:*

US.13A Analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt. **Readiness Standard**

US.25 *Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:*

US.25A Describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature. **Supporting Standard**

US.25B Describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society. **Readiness Standard**

US.25C Identify the impact of popular American culture on the rest of the world over time. **Supporting Standard**

Social Studies Skills TEKS:

US.29 *Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:*

US.29A Use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions.

US.29B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

US.31 *Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:*

US.31A Create thematic maps, graphs, and charts representing various aspects of the United States.

US.31B Pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.

GETTING READY FOR INSTRUCTION

Performance Indicator(s):

- Produce an annotated map illustrating migration within the United States during the 1920s. Choose symbols to represent the economic and social characteristics of the places depicted on the map. (US.13A; US.25A; US.29B; US.31A)

ELPS 1C

Key Understandings and Guiding Questions:

- Migration impacts cultural development of societies due to interactions with the environment and other cultures.
 - How have demographic patterns changed as a result of migration within the United States, and what have been the causes and effects of those demographic changes?
 - How are the characteristics and issues in U.S. history reflected in various genres of art, music, film, and literature?
 - What have been the positive and negative impacts of significant examples of cultural movements in art, music and literature?
 - What has been the impact of popular American culture on the rest of the world over time?

Vocabulary of Instruction:

- migration
- cultural movement
- push factor
- demographic pattern
- globalization
- pull factor

Materials:

- Refer to teacher notes section for materials.

Attachments:

- Handout: **Great Migration**
- Handout: **Great Migration KEY**
- Handout: **Museum Exhibit**
- Handout: **Gallery Walk Notes**
- Handout: **New Values**

Resources and References:

- None identified

Advance Preparation:

1. Become familiar with content and procedures for the lesson.
2. Refer the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview available resources and websites according to district guidelines.
5. Prepare materials and handouts as needed.
6. Gather a map and primary source articles of the Great Migration

Background Information:

“By the fall of 1918, Germany’s position had become hopeless. Its armies were retreating in the face of a relentless American buildup. In October Germany asked for peace, and an armistice was declared on November 11. In 1919 Wilson himself went to Versailles to help draft the peace treaty. Although he was cheered by crowds in the Allied capitals, at home his international outlook was less popular. His idea of a League of Nations was included in the Treaty of Versailles, but the U.S. Senate did not ratify the treaty, and the United States did not participate in the league.

The majority of Americans did not mourn the defeated treaty. They turned inward, and the United States withdrew from European affairs. At the same time, Americans were becoming hostile to foreigners in their midst. In 1919 a series of terrorist bombings produced the “Red Scare.” Under the authority of Attorney General A. Mitchell Palmer, political meetings were raided and several hundred foreign-born political radicals were deported, even though most of them were innocent of any crime. In 1921 two Italian-born anarchists, Nicola Sacco and Bartolomeo Vanzetti, were convicted of murder on the basis of shaky evidence. Intellectuals protested, but in 1927 the two men were electrocuted. Congress enacted immigration limits in 1921 and tightened them further in 1924 and 1929. These restrictions favored immigrants from Anglo-Saxon and Nordic countries.

The 1920s were an extraordinary and confusing time, when hedonism coexisted with puritanical conservatism. It was the age of Prohibition: In 1920 a constitutional amendment outlawed the sale of alcoholic beverages. Yet drinkers cheerfully evaded the law in thousands of “speakeasies” (illegal bars), and gangsters made illicit fortunes in liquor. It was also the Roaring Twenties, the age of jazz and spectacular silent movies and such fads as flagpole-sitting and goldfish-swallowing. The Ku Klux Klan, a racist organization born in the South after the Civil War, attracted new followers and terrorized blacks, Catholics, Jews, and immigrants. At the same time, a Catholic, New York Governor Alfred E. Smith, was a Democratic candidate for president.

For big business, the 1920s were golden years. The United States was now a consumer society, with booming markets for radios, home appliances, synthetic textiles, and plastics. One of the most admired men of the decade was Henry Ford, who had introduced the assembly line into automobile factories. Ford could pay high wages and still earn enormous profits by mass-producing the Model T, a car that millions of buyers could afford. For a moment, it seemed that Americans had the Midas touch.

But the superficial prosperity masked deep problems. With profits soaring and interest rates low, plenty of money was available for investment. Much of it, however, went into reckless speculation in the stock market. Frantic bidding pushed prices far above stock shares’ real value. Investors bought stocks “on margin,” borrowing up to 90 percent of the purchase price. The bubble burst in 1929. The stock market crashed, triggering a worldwide depression.”

Orr, S. (2013, March 17). *World war i and the roaring 20s*. Retrieved from <http://m.usembassy.gov/67135/show/136f9627260c87ba2d54c7fadf1e6d15&t=m1scd05kcqccjr2tvmerqhc83>

GETTING READY FOR INSTRUCTION SUPPLEMENTAL PLANNING DOCUMENT

Instructors are encouraged to supplement and substitute resources, materials, and activities to differentiate instruction to address the needs of learners. **The Exemplar Lessons are one approach to teaching and reaching the Performance Indicators and Specificity in the Instructional Focus Document for this unit.** Instructors are encouraged to create original lessons using the Content Creator in the Tools Tab located at the top of the page. All originally authored lessons can be saved in the "My CSCOPE" Tab within the "My Content" area.

INSTRUCTIONAL PROCEDURES

Instructional Procedures

ENGAGE – Great Migration

1. Group students into three or four.
2. Distribute one Great Migration map.
3. Students write observations and questions on the map.
4. Facilitate a discussion with students about their observations. Possible questions include:
 - **Where did migrants originate and where did they go?**
 - **What are some reasons for the migration away from an area? (push factor)**
 - **What are some reasons for the migration to an area? (pull factor)**
5. Post group questions on the board. Throughout the lesson, students can post possible answers to the questions they pose, using evidence from the sources they analyze throughout the lesson.

EXPLORE – Cultural Movements Museum

1. Distribute the Handout: **Great Migration**.
 - **How did the push factors impact migration?**
 - **How did the pull factors impact areas where migrants settled?**
 - **How did cultural movements arise from the areas where migrants settled?**
 - **What are some examples of those cultural movements in art, literature, and music?**
4. Distribute Handout: **Museum Exhibit**.
5. Working in groups, students research and examine works of art, music and literature from the 1920s to describe the impact of cultural movements in the 1920s.
6. Students create a museum exhibit to explain the impact of their cultural work of art on the 1920s.
7. Distribute the Handout: **Gallery Walk Notes**.
8. Once exhibits are prepared, students do a Gallery Walk

Notes for Teacher

NOTE: 1 Day = 50 minutes

Suggested Day 1 – 10 minutes

Materials:

- Great Migration map

Purpose:

The purpose of this part of the lesson is to engage students with the image of demographic patterns related to the Great Migration and the art of the 1920s.

TEKS: US.13A, US.31A

Instructional Note:

Posting the questions on the board allows the teacher to gauge the level of understanding of skills and content knowledge from the 1920s. This is a higher order KWL – allowing students to demonstrate what they know, want to know, and eventually what they learned.

Suggested Day 1-2 continued – 55 minutes

Materials:

- Articles on the Great Migration, the Harlem Renaissance, resurgence of the Ku Klux Klan, and Tin Pan Alley

Attachments:

- Handout: **Great Migration**
- Handout: **Great Migration KEY**
- Handout: **Museum Exhibit**
- Handout: **Gallery Walk Notes**

Purpose:

The purpose of this part of the lesson is for students to make the connection between the Great Migration and the cultural movements in the 1920s.

TEKS: US.25ABC

Instructional Note:

Students may struggle with analyzing the art, music and literature, but should focus on themes and ideas

Instructional Procedures

through the exhibits, writing notes on the Handout: **Gallery Walk Notes**.

9. Upon returning to original groups, students compare the different cultural movements, using Handout: **Gallery Walk Notes**.
10. Facilitate a discussion to compare and contrast the cultural movements of the 1920s.

Notes for Teacher

presented in each piece.

Possible Topics for Museum Exhibit:

- The Great Migration in Literature
- The Impact of Jazz
- Harlem Renaissance
- Tin Pan Alley
- The Lost Generation
- Ernest Hemingway
- F. Scott Fitzgerald
- American Cultural Events, 1920-1929

EXPLAIN – Art Reflection

1. Students partner with a person from a different group.
2. Partners create a visual of the themes from their Gallery Walk: words, ideas, people and events that represent the cultural movements studied in the 1920s.
3. Partners share their visual with another partnership.
4. As a group (two sets of partners), students write a two-sentence summary of the role of culture in the 1920s.

Suggested Day 2 continued – 35 minutes

Materials:

- Social Studies notebook

Purpose:

The purpose of this part of the lesson is to facilitate student thinking about the impact of cultural movements on the 1920s.

TEKS: US.25A

Instructional Note:

Students should record their group summary to support their own understanding of the role of culture in the 1920s.

ELABORATE – Art Reflection

1. Distribute the **Handout: New Values**.
2. Students use **Handout: New Values** to describe how new American values emerged in the 1920s.
3. Facilitate a discussion with students about the graphic organizer. Possible questions include:
 - **How have demographic patterns changed as a result of migration with the United States, and what have been the causes and effects of those demographic changes?**
 - **How are the characteristics and issues in U.S. history reflected in various genres of art, music, film, and literature?**
 - **What have been the positive and negative impacts of significant examples of cultural movements in art, music and literature?**

Suggested Day 3 – 20 minutes

Attachments:

- Handout: **New Values**

Purpose:

The purpose of this part of the lesson is to describe how characteristics and issues in the 1920s have been reflected in the various genres of art, music, film and literature.

TEKS: US.25A, US.31AB

Instructional Note:

Students use knowledge from prior lessons about the 1920s as well as knowledge from this lesson to complete the graphic organizer. Students can use notes to complete the graphic organizer.

EVALUATE – Annotated Map

Produce an annotated map illustrating migration within the United States during the 1920s. Choose symbols to represent the economic and social characteristics of the places depicted on the map. (US.13A; US.25A; US.29B; US.31A)

 1C

Suggested Day 3 continued – 30 minutes

TEKS: US.13A, US.25A, US.29B, US.31AB