**Topic**

**USA 1917 – 1929 – Source Evaluation work**

**Autumn Term – Y10 – 31 lessons**

**There are six sub topics to this unit of study. This should be completed in the Autumn term – but there is a little catch up after Christmas if you need it.**

* ***The impact of the First World War***
* ***Immigration and political intolerance***
* ***Prohibition and Gangsters***
* ***Mass production and the stock market boom***
* ***The Roaring Twenties***
* ***The position of black Americans***

**Key Skills / Concepts:**

* **Extended writing / Source evaluation / question identification / Knowledge learning**

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| **Les** | **Topic** | **Learning Objectives Timings** | **Learning Activities / Teaching Strategies** | **Resources Required** | **Prep / Extension** |
| 1 | * Course overview * Introduction to US history * The USA in 1917 / Problems after the 1WW | Admin  10 mins  To develop discussion / academic listening skills.  40 mins  Prioritisation  5 mins | Please issue / discuss the course guidance sheets as follows;   * At the front of the students’ books they should stick the marking policy and the course overview sheet. * At the back of their books they should stick the writing like a historian and grammar sheets. * Show the students the sample paper and PLC – these should go at the front of the students’ books.   Play the 20 minute boom and bust video  <https://www.youtube.com/watch?v=4Xrz69_W4ew>  This is also on DVD.  Lead a brain storming session on what we know / key features of 1920s USA. This should be copied into the students’ books.  The prep should then be explained. | Course overviews sheet  Marking sheet  PLC  Writing like a historian  Connectives and grammar sheet  Sample paper  20 minute Boom and Bust video  USA1  Glue | The students should read both pages of USA1.  They should rank the five problems 1>5 (1= most serious) and then write a paragraph in formal English explaining their decisions.  Do any ideas link together ?  This should be “deep” marked for SPAG. |
| 2. | Economic benefits of the 1WW  *US war damage*   * *Loans* * *European markets* * *Exports* | Discussion / academic listening skills.  10 mins  Securing key knowledge  25 mins  Mind-mapping  20 mins | The prep should be discussed in class with a focus on getting the students to justify their ideas.  Class read / discuss USA2. Colour code the evidence as shown below.   * *Little wartime damage to the USA compared to the European powers* * *Loans* * *Stealing European markets* * *Exports to Britain and France*   The students should then stick this in and convert the key information into a mind-map where the key concepts are developed with hard evidence.  Books in to mark paragraphs. | USA2  Red/blue / green / yellow highlighters  Glue |  |
| 3. | Introduction to Isolationism   * *What was it?* * *Reasons why did Americans favour it?*   Financial isolationism and Protectionism   * *The Emergency Tariff Act 1921* * *The Budget and Accounting Act 1921* * *The Revenue Act 1921* * *The Fordney-McCumber Act, 1922* | Feedback  5mins  Securing key knowledge  25 mins  Mind-mapping  20 mins | Allow time for the students to read your feedback on their paragraphs. Discuss as appropriate.  Issue and class read USA3 – Introduction to Isolationism. The students should then stick this in and convert the key information into a mind-map where the key concepts are developed with hard evidence.  Colour code the reasons for its introduction as shown below.   * *Tradition* * *Dislike of the Old World* * *Dangerous ideas* * *US soldiers in the First World War*   Issue USA4 and explain the prep. | USA3  USA4  Red/blue / green / yellow highlighters  Glue | The students should read USA4 with care and answer the three questions at the end of the second page. |
| 4. | The USA and the League of Nations | Discussion / academic listening / annotation skills.  10 mins  Securing key knowledge  15 mins  Academic writing  20 mins  Peer discussion of writing.  10 mins | Lead a class discussion the three prep questions.  The students should annotate and develop their written answers as appropriate.  Issue USA5 and class read. Discuss why the USA did not join the League of Nations.  Discuss the key features of effective academic writing / using connectives and hard evidence to sustain your judgement.  “The only reason that the USA did not join the League of Nations was because few agreed with Wilson’s idea of Collective security”  How far do you agree with this statement ?  Ensure that the students;   * Can identify / understand / use the key term in the question. * Can deploy arguments for (like fear of the USA getting involved in another “European” war / desire to maintain the power of Congress) * Other reasons in a new paragraph (Republicans dislike of Wilson / trade fear / rejection of the Treaty of Versailles meant rejection of the League of Nations)   The students should then swap their work with a neighbour and discuss good practice. | USA5  Glue | Revision for a short answer knowledge test |
| 5. | Knowledge test and assessment guidance | Exam conditions test  30 mins  Source evaluation  20 mins  Examination practice (timed cons) | Test 1 should be done in examination conditions (20 mins).  It should then be class marked to secure understanding. The papers should then be taken in by the teacher for checking.  Using “Go for 5” teach the student how to analyse a source (using the McCay cartoon). This should be developed into how to answer the A type comprehension questions.  The students should then answer the question in timed conditions | Test 1  Practice question sheet.  Glue |  |
| 6. | Review of Assessment  Overview of intolerance and prejudice in 1920s (Spider-diagram)   * *Red Scare* * *Racism* * *Religion*   Immigration policy before | Examination technique  10 mins.  Key terms and concepts  10 mins.  Academic writing  30 mins  Peer marking  5 mins. | Return the marked practice a type question and lad a class discussion on good practice. The students should all understand what a supported inference looks like. Use the ladybug to show good practice  Define intolerance and prejudice, and construct an overview spider diagram to illustrate types of religious, political, gender and racial intolerance that they will meet in the course.  Class read USA6 and discuss academic writing (refer the students to the guidance sheets at the back of their books). The students should then write one paragraph to answer the following question, highlighting their use of connectives and hard evidence.  How far does Emma Lazarus’s poem on the base of the Statue of Liberty reflect US immigration policy before 1917?  Swap and discuss good practice in their table groups. | USA6  Glue  ladibug |  |
| 7. | Changes to immigration policy   * *1917: Immigration Law* * *1921: Emergency Quota Act* * *1924: Reed-Johnson Act* * *1929: Immigration Act* | Academic discussion  15 mins  Note taking / academic writing / command words  20 mins.  Academic writing  15 mins  Set prep  5 mins. | Class read / discuss USA7  The students should construct a detailed spider diagram to show how immigration policy changed in the period 1917 – 1929  The students should then rank 1>4 (where 1= biggest change) and justify their conclusion.  The students should write a paragraph (using hard evidence and connectives) to explain the effects of these changes. | USA7  Glue | “A” type question on page 5 of USA7.  No teacher help.  This is actually the 2014 paper’s A question (in the lesson 10 folder) |
| 8. | What was the Red Scare ?  Reasons for the Red Scare   * *Patriotism* * *Economic problems* * *Worker unrest* * *Violence* | Academic discussion  20 mins  Mind- mapping / academic writing / relative importance  25 mins  5 mins | Take in the prep and class read USA8  The students should write a paragraph to describe the key features of the Red Scare and then produce a whole page spider-diagram to show the four causes.  They should then rank these causes 1>4 (with 4=ing most important, and then justify their opinions in a paragraph of academic writing.  Swap and discuss good practice in their table groups. | USA8  glue |  |
| 9. | Sacco and Vanzetti | Linking and causation  5 mins  Academic discussion  20 mins  Note taking / academic writing  25mins  Academic discussion  5 mins | Lead a brief discussion linking the Red Scare and immigration policy to the underpinning cause – Isolationism. The students should explain this in their books.  Class read USA9  The students should create a one-page fact file on the Sacco and Vanzetti and then answer the following questions   * What is the causal link between the Red Scare and the Sacco and Vanzetti Case ? * What does the Sacco and Vanzetti case tell us about the USA in the 1920s ?   Discuss answers in table groups | USA9  glue | Revision for knowledge test 2. |
| 10. | Knowledge test and assessment guidance | Exam conditions test  30 mins  Source evaluation  25 mins | Test 2 should be done in examination conditions (20 mins).  It should then be class marked to secure understanding. The papers should then be taken in by the teacher for checking.  Teach the students how to do the b type question on the 2014 paper.  Remember –  Two paragraphs + a conclusion – approx. 12 minutes   * *Agreement* * *Difference – contrast or omission* * *Conclusion with a direct focus on extent* | Knowledge test 2 | 2014 paper  A and B type |
| 11. | Key features of Prohibition   * *Speak easies, moonshine and bootlegging and gangsters etc* | Academic discussion  25 mins  Observation / application of knowledge  25mins  Explain the prep  5 mins | Return tests take in their answers to the 2014 paper.  Class read USA 10. This is an overview of Prohibition and its impact. In particular focus on the course language. For example, they should understand the difference between moonshine and boot leg alcohol.  Issue the spot sheet and watch the Simpson Prohibition video (BITS2). The students should call out when they spot a named aspect of Prohibition.  Reward with sweets. | USA 10  Glue  The Simpsons (BITS2 / sweets)  Simpsons spot sheet | Construct a detailed fact file on Prohibition. This should include;   * Key features * Definitions of key terms * Hard evidence |
| 12. | Reasons for the introduction of Prohibition   * *Religious pressure groups* * *Patriotism* * *Economic reasons* * *Social reasons* | Examination technique  10 mins  Academic discussion  25 mins  Mind- mapping / academic writing / relative importance  25 mins | Return the students’ marked 2014 papers and lead a discussion on good practice  Class read USA 11. This explains the causes of Prohibition.  The students should construct a detailed spider diagram to show why Prohibition was introduced in 1920.  The students should then rank 1>4 (where 1= biggest change) and justify their conclusion in a paragraph of academic writing. | Ladibug  USA11  glue |  |
| 13. | Why prohibition failed   * *Enforcement problems* * *Public opinion* * *Health problems*   Depth Study   * *Al Capone* * *St Valentine’s Day Massacre.* | Examination technique  5 mins  Academic discussion  20 mins  Note -taking  20 mins  Explain the prep  5 mins | Using the example at the back of USA 11 and the ladibug lead a class discussion about the technique required for the “a” style questions.  Class read USA 12. This is explains why Prohibition failed / is a depth study on Al Capone and gangsters.  The students should construct a detailed fact file on Al Capone. | USA11  Ladibug  USA12  glue | Using the diagram on page 7 of USA12 The students should construct a detailed spider diagram to show why Prohibition was repealed in 1920.  The students should then rank 1>4 (where 1= biggest change) and justify their conclusion in a paragraph of academic writing. |
| 14. | Examination technique | Academic discussion  15 mins  Examination technique  35 mins | Lead a class discussion on why Prohibition failed. Again the students should annotate their notes as appropriate as you go.  Issue USA13 and lead a discussion on technique for the “c” type questions.  Remember, three to four paragraphs + a conclusion – approx. 25 minutes   * *Use all the sources (with x-referring for style ?)* * *Consider a series of reasons* * *Sustained conclusion which directly answers the question.*   Issue the 2011 paper and note the change in style of the “a” type question.  Focus on the “C” essay question. | USA13  2011 paper | Revision for knowledge test 3. |
| 15. | Knowledge test and assessment guidance | Exam conditions test  30 mins  Source evaluation paper  25 mins | Test 3 should be done in examination conditions (20 mins).  It should then be class marked to secure understanding. The papers should then be taken in by the teacher for checking.  The students should then do the c type question on the 2014 paper. Again this should be done in examination conditions. | Knowledge test 3  2011 paper |  |
|  |  |  | **HALF TERM** |  |  |
| 16. | The Main features of the 1920s Boom. | Examination technique  10 mins  Academic discussion  30 mins  Mind mapping / command words  15 mins | Return the tests and practice questions and lead a class discussion on good practice using the ladibug.  Define a boom (in economic terms) and consumer goods. Class read / discuss USA14  Construct a one-page spider diagram to show the key features of the Boom in the 1920s. This is an excellent opportunity to illustrate the d e students should difference between what and why in a question. The students should look to develop their answers with hard evidence. | Glue  2011 papers (to stick in next to the students’ work)  Ladibug  USA14. |  |
| 17. | Mass Production  Depth Study   * *Henry Ford, the Model T and the Production Line.* * *Specialisation* | Note taking  25 mins  Academic discussion  25 mins  Set prep.  5 mins | Introduce the topic and define;   * Standardisation * The moving assembly line (aka the production line) * Specialisation (aka division of labour)   Issue USA 15 and USA16. Watch <https://youtu.be/lpTecAeYvGU> (13mins) - ask the students to write three things down – lead a class discussion to secure the concepts.  Class read / discuss USA15 and 16 and define cycle of prosperity. | USA 15  USA 16  glue | The students need to construct a detailed fact-file on Henry Ford and the Model T. This should include;   * Detailed hard evidence to show the importance of Ford and the Model T. |
| 18. | Other reasons why the US economy boomed. Especially;   * *Advertising* * *Hire Purchase* | Academic discussion  15 mins  Academic discussion  20 mins  Mind-mapping/ linking historical ideas.  20mins | Lead a class discussion on the importance of the Ford Model T to the US economy in the 1920s. Again the students should annotate their notes as appropriate as you go.  Define hire purchase.  Class read / discuss USA17.  Construct a one-page spider diagram to show other reasons why the US economy boomed in the 1920s This should include;   * 1WW (earlier notes) * Republican policies * Hire purchase (credit) * Advertising | USA 17  glue | Complete for prep if required.  Write a paragraph to explain how these ideas link together. |
| 19. | The Stock market boom   * *How Wall Street worked.* * *Speculation and buying on the margin.* | Academic discussion  10 mins  Academic discussion  25 mins  Academic writing  20mins | Discuss the links (and relative importance?) of the causes of the boom.  Class read USA18, and then define;   * A stock market * Stocks and shares * Speculation * Buying “on the margin”   The students should write a paragraph (using hard evidence and connectives) to explain how and why the stock market boomed in the 1920s. | USA18  glue |  |
| 20. | Inequality   * *Evidence of and reasons for problems in farming (over-production)* * *Older industries and urban poverty* | Academic discussion  5 mins  Academic discussion  25 mins  Academic writing / mind mapping  25 mins  Set prep | Define the term inequality, and explore what source 20 reveals about the USA in the 1920s.  Class read / discuss USA 19  Write a paragraph to explain why farming missed out on the Boom. This should include;   * Over-production. * Declining European export markets * Competition from Canadian wheat farmers.   Construct a spider-diagram to show the other groups that missed out on the Boom. | USA 19  glue | Revision for knowledge test 4. |
| 21. | Knowledge test and assessment guidance | Exam conditions test  30 mins  Source evaluation paper  25 mins | Test 4 should be done in examination conditions (20 mins).  It should then be class marked to secure understanding. The papers should then be taken in by the teacher for checking.  The students should then start the 2012 paper. They will do the full paper (open book) – complete for prep. | 2012 paper  Knowledge test4 | Complete the 2012 paper. This should be open book, but with no teacher guidance. |
| 22. | Evidence of the Jazz Age   * *Jazz and dance* * *Radio* * *Cinema* * *Sports and Crazes* | Academic discussion  10 mins  Group work / academic reading / mind mapping  30 mins  Linking / rel importance  10 mins | Collect in the completed 2012 past paper. Issue USA20 and watch <https://youtu.be/3svvCj4yhYc> (7mins) - what surprises the students ?  The students should speed read the booklet on their own (to get a sense of it) and then in their table groups colour code the following aspects of the Jazz Age as shown below. The students should look useful hard evidence. This should be turned into a spider-diagram   * *Jazz and dance* * *The radio* * *Cinema and Hollywood* * *Sport and crazes*   The students should then study page 7 of USA again, and explain how these aspects of the Jazz Age link together. | USA 20  Glue  Red/blue / green / yellow highlighters | The students should answer questions 1 and 2 on page 7 of USA20 and then the practice A type question on page 8. One paragraph only. |
| 23. | Changing morals   * *Flappers* * *The Model T and the end of the chaperone system.* | Examination technique  15 mins  Souce evaluation practice  10mins  Academic discussion  15 mins  Academic writing  10mins | Return the tests and practice questions and lead a class discussion on good practice using the ladibug.  Define morals (and morality) and lead a discussion of Source 12 (USA 21)   * What aspects of the Jazz Age can be seen here ? * What does Hart Benton think about the Jazz Age ?   Define consumerism and thrift, and then class read USA21.  The students should write an academic paragraph (with hard evidence and connectives) to answer the following question.   * Explain how, and how far morality changed in the USA the 1920s. | USA 21  Glue  Ladibug |  |
| 24. | Evidence for and against improved standards of living for women. | Academic discussion  20 mins  Note-taking  20 mins  Essay planning / group work  10 mins | Class read USA22. The students should colour code as shown below.   * Green – Improvement in the lives of women * Yellow – Continued inequality   The students should then turn this into a two-page fact file (One for continuity one for change), and explain which view they consider to be best supported.  In their table groups the students should plan out how they would structure (build) an answer to the question  “In the 1920s the position of women changed enormously”  How far do you agree ? | USA 22  Green / yellow highlighters  Glue |  |
| 25. | Religious intolerance   * *The significance of the Monkey Trial* | Academic discussion  15 mins  Note-taking / academic writing  25 mins  Examination technique  15 mins | Class read USA 23 – the students should understand what happened, and how this struggle summed up the urban / rural divide as well as who won.  The students should produce a detailed flow diagram to show the key events, and then write a paragraph in academic English to explain who won the Court case (and why).  Use a past paper to show the timings and techniques required in next lesson’s full paper. | USA 23  Glue  A past paper | Revision for unseen paper – exam conditions next lesson. The students should be told that it is on the Roaring Twenties. They need to know the evidence and technique required. |
| 26. | Exam conditions assessment | Examination conditions practice | There will be no knowledge test for this unit. Instead, the students will do the 2013 paper unseen in examination conditions. Put the timings on the board, but allow | 2013 paper |  |
| 27. | Racist system   * Comparison of the situation in the North and South. | Examination technique  15 mins  Academic discussion  15 mins  Academic writing / attacking an assertion  25 mins | Return the students’ marked papers and walk through the paper. They should each have x2 targets to raise their grades. The students should stick their paper and the 2013 paper in their books.  Class read / discuss USA24.  Re-cap effective academic writing.  “In the 1920s racism was an overwhelming confined to the Southern states of the USA.”  How far do you agree with this assertion ?  Two paragraphs and a conclusion. | 2013 paper  Glue  USA 24 |  |
| 28. | Racist violence  Depth Study   * *The Ku Klux Klan* | Academic discussion  25 mins  Note taking  25 mins  Set prep  5 mins | Class read / discuss USA24.  The students will be x2 pages of detailed notes on the Ku Klux Klan. This should include;   * Origins * Beliefs * Tactics * Membership * Posy-25 decline | USA 25  Glue | B type question – page 3 on USA25. |
| 29. | Black reaction – integration or separation ?   * Garvey * Du Bois | Examination technique  15 mins  Academic discussion  20 mins  Academic writing  20 mins | Using the ladybug compare some preps – maybe class mark ?  Define Black Renaissance, segregation and integration.  Class read / discuss USA25.  Who was more effective in resisting racism – WEB DuBois or Marcus Garvey ? Explain your answer with reference to both men. | Ladibug  USA26  Glue | Revision for Knowledge test 5 – on all content studied in the course. |
| 30. | Christmas Essay  “The USA in the 1920s was a good place to live”  How far do you agree with this statement ? | Essay planning  20 mins | Issue the essay planning sheet and discuss the key features of effective academic writing | Essay plan | Christmas Essay  “The USA in the 1920s was a good place to live”  How far do you agree with this statement ? |
| 31. | Knowledge test | Test –  55 mins | Collect in the essays.  Ideally this will take place after the Christmas break. | End of Unit Knowledge test |  |