



Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	What was the USA's policy towards Europe?	<p>E/F Describe the USA's policy towards Europe after WW1</p> <p>D/C Explain how the USA's policy towards Europe led to a split in American Politics</p> <p>B+ Analyse the consequences of America policies towards Europe</p> <p><i>The constitution and the way that the USA is governed - this gives the students an understanding of the problems faced by USA.</i></p> <p><i>The USA's policy of Isolationism and its effects (League of Nations)</i></p> <p><i>Exam practice 1a source inference</i></p>	<p>Teacher explains structure of the course - how many units, how they will be assessed, which topics will be studied, when etc</p> <p>Look at the pictures of America during the 1920's. Recap any prior knowledge of the era and identify what they see in the pictures</p>	<ul style="list-style-type: none"> • <u>PPT</u> • <u>Data capture sheet for isolationism</u> • <u>Differentiated data capture sheet for isolationism</u> • Homework sheet 	<p>Main: Whole class reading of text book (<u>walsh page 184</u>) about USA during WW1 and after.</p> <p>Match the people with the different attitudes on the PPT (This slide should be printed for the students to work off. Higher ability should explain why each different group would have a different attitude.</p> <p>Key word definition Isolationism. Recap of knowledge from Unit one Teacher definition provided as well</p> <p>Source work - <i>The views of President Woodrow Wilson after the outbreak of war in 1914</i>. What does source B suggest about the USA's policy towards Europe? <u>Page 55 source B - AQA</u></p> <p>Knowledge input from the text book - <u>Page 54 and 55 and 56</u> about Isolationism and League of Nations. Complete grid for bullet points. Simplified grid for less able.</p> <p>Homework - exam practice 1b Explain the consequences of the USA not joining the League of Nations <u>Differentiated success criteria on task sheet.</u></p>	<p>Explain why the Stock Market boom developed in the 1920s. (Total 6 marks)</p>	<p>Think Pair Share Who would you support and why? Students should decide weather or not they would have joined the league of nations</p>



<p>2</p>	<p>Why did America become so wealthy in the 1920s?</p>	<p>E/F - Will be able to describe the main factors of how America became wealthy.</p> <p>C/D - Will be able to explain how tariffs, mass production and Henry Ford impacted America in 1920s.</p> <p>B+ - Will be able to assess the causes and consequences of America's wealth.</p> <p><i>Mass production</i> <i>Consumer industries and advertising</i> <i>Hire purchase</i> <i>Share purchase and the stock market boom</i> <i>The policies of Republican presidents</i></p> <p><i>Exam practice of source inference</i></p>	<p>Picture of a <u>Model T Car</u>. Analyse this. Who, What, Where, When, Why?</p>	<ul style="list-style-type: none"> • <u>Ppt</u> • <u>Information for gathering exercise</u> • <u>Data capture sheet</u> 	<p>Main: Recap of Fordney McCumber Tariff - Just a minute task - Speak for a minute on the tariff. Work as a table - competition.</p> <p>Watch the LACKPANTS video and make notes on what each letter means. Differentiated sheet with some of the information completed.</p> <p>Information gathering exercise - Information has been placed around the room on the key ingredients of the economic boom in the 1920s:</p> <p style="padding-left: 40px;">Mass production Consumer industries and advertising Hire purchase Share purchase and the stock market boom The policies of Republican presidents</p> <p>You should approximately at least ten minutes on each to make detailed notes on the grid, before moving onto the next area. Simplified information data capture sheet for weaker students.</p> <p>Use these 5 factors to create a diagram on the A3 sheet entitled 'The Cycle of Prosperity'</p> <p>Source task What does Source A suggest about why an economic boom occurred in the USA in the 1920s? (4 marks) <u>Print from the PPT</u></p> <p>Using the <u>Teacher Feedback in their books</u> from the previous lessons source work task attempt another source question.</p> <p>Self assessment of answer. Highlight the evidence of them using the <u>EBI</u> comment.</p>	<p>Explain the effects that mass production had on the USA in the 1920s. [6 marks]</p>	<p>Think, Pair, Share Why was there a consumer boom in the 1920s? Explain in no more than 3 sentences</p>
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3	<p>What role did entertainment and advertisement play in the boom years of the 1920s?</p>	<p>E/F - Will be able to describe the role that entertainment played in the boom years of 1920s.</p> <p>C/D - Will be able to explain how factors of entertainment led to America's boom</p> <p>B+ - Will be able to analyse the consequences of the boom on the average American.</p> <ul style="list-style-type: none"> ▪ <i>Developments in the entertainment industries</i> <p><i>Exam Practice 1B explain question</i></p>	<p>A quote from F Scott Fitzgerald <i>Echoes of the Jazz Age</i> (1931) Analyses this quote.</p>	<ul style="list-style-type: none"> ▪ <u>PPT</u> ▪ <u>Information sheet about entertainment</u> ▪ <u>Homework sheet</u> 	<p>Main:</p> <p>Peer assessment of H/wk using <u>mark scheme</u>.</p> <p>What are the main similarities/differences between how people entertain themselves now and in the 1920s? <u>Video embedded in to the Slide!</u></p> <p>Create your own A3 spider diagram using the text book page 61 and 62 and also the information sheets. weaker students should work as pairs to find 3 facts about each of the sections</p> <p>Teacher input - how to answer an explain question - Use mark scheme</p> <p>Students attempt question</p> <p>Explain how the boom in ENTERTAINMENT changed the lives of ordinary Americans? (6 marks) Sentence starters for E/F students.</p>	<p>What does the Source suggest about the popularity of Jazz in the 1920s in the USA? (Total 4 marks)</p>	<p>Peer assessment (wwe ebi) of explain question.</p>
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<p>4</p>	<p>Poverty in the midst of Plenty: Why didn't everyone benefit from the boom?</p>	<p>E/F - will be able to describe why some groups of Americans did not benefit from the boom.</p> <p>C/D - Will be able to explain the difference in prosperity experienced in America.</p> <p>B+ - will be able analyse a source to explain how useful it is in telling them about the disparity of wealth in America during the 1920s</p> <ul style="list-style-type: none"> ▪ <i>The contrast between rich and poor.</i> • <i>Immigration and restrictions</i> • <i>The Ku Klux Klan and its activities</i> <p><i>1c exam practice</i></p>	<p>Recap of knowledge</p> <p>Why is this period described as the 'Roaring 20s'?</p>	<ul style="list-style-type: none"> • <u>PPT</u> • Information on different groups.: <u>Farmers:</u> <u>Black Americans:</u> <u>Industry workers</u> • <u>Source plan sheet</u> 	<p>Main: Graph analysis Describe what is happening in this graph. Challenge for A/A* - How does this show that not everyone prospered during the boom?</p> <p>Students provided with information about one group that did not benefit from the boom. Farmers (Low) Black Americans (Medium) Industry Workers (High)</p> <p>You have ten minutes answer the questions on the group and create a presentation for the rest of the class.</p> <p>Class take notes while presentation happening Then you will feed back to the class Peer assessment - while listening students should come up with questions for the presenting groups about their group of people.</p> <p>Create a story board for the story of Sacco and Vanzetti. Page 200 of Walsh Challenge for able students: What does this tell you about America's feelings towards immigrants?</p> <p>Make flow diagram of America's immigration policy (Page 64 AQA text book)</p> <p><u>Exam question planning - NOP = Nature, Origin and Purpose</u> 1927 cover of Sears and Roebuck Catalogue How useful is this source for studying living standards in the 1920s? Use the source and your own knowledge to answer this question (10 marks)</p>	<p>To what extent were Americans prosperous in the 1920s? (Total 15 marks)</p>	<p>Plenary: Study the source and explain how this gives us and un realistic view of America in the</p>
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5	How did the Ku Klux Klan and organised crime take over in American during the 1920s?	<ul style="list-style-type: none"> E/F - will be able to describe the effects of organised crime and the KKK on American society. D/C - Will be able to explain how the presence of Organised Crime and the KKK led to a loss of control in society B+ - Will be able to analyse the causes and consequences of organised crime and KKK in America during the 1920s <p><i>Organised Crime Activity of KKK</i></p>	Think Pair Share <ul style="list-style-type: none"> In 1926 the KKK proudly marched through Washington. What does this tell us about society in the 1920s? 	<ul style="list-style-type: none"> <u>PPT</u> <u>Differentiation for note taking question</u> 	<p>Main: BLP Activity - provides students with a part of the picture and ask them to decide what it is showing. (use slide 6 on the PPT)</p> <p>Key words: Segregation and Jim Crow Laws Lower ability to use definitions on PPT Challenge to write their own definitions for these words.</p> <p>On your tables, make notes on either Black Americans in the early 20th Century (64-65 AQA text book) or The activities of the Ku Klux Klan (66-67 AQA text book) (15 minutes) Use questions for weaker students to focus their research.</p> <p>You will then teach each other about the areas you have looked at (25 minutes)</p> <p>Exam practice: What does Source A suggest about American attitudes towards Black Americans? (4 marks) On PPT</p> <p>Self Assessment Using mark scheme (on ppt) highlight the areas that show description in pink Highlight the areas that show inferences in yellow Highlight your own knowledge in green</p> <p>Write your own WWW and EBI comments.</p> <p>Listen to the lyrics of the song (embedded in the ppt)</p> <p>Class discussion: Is "Strange fruit" a fair assessment of American attitudes to Black people in the 1920s?</p>	Study Source E. Source E: The Ku Klux Klan, 1920-1925 "The Klan had 5 million members in 1925. Klansmen often met in secret. Others joined because they were afraid." What does Source E suggest about the Klan? [4 marks]	Discuss Martin Luther King and his speech in 1963. Imagine trying to do the same in 1926. The same year the KKK marched through Washington.
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6	What were the causes and consequences of Prohibition?	<ul style="list-style-type: none"> D/E - will be able to describe what Prohibition is and why it was introduced in America during the 1920s C/D -Will be able to explain why Prohibition was introduced in the USA in 1920. B+ - Will be able to assess the causes and consequences of Prohibition on American society during the 1920s. <p><i>Prohibition</i></p>	<p>Try to think of as many arguments FOR and AGAINST the banning of alcohol today. 3 MINUTES!</p> <p>Key word definition of prohibition students should copy this in to their books.</p>	<ul style="list-style-type: none"> <u>Ppt</u> <u>Card sort</u> <u>Card sort data capture</u> <u>Homework</u> 	<p><u>Main</u></p> <p>Group discussion: Can you think of any reasons why alcohol may have been banned in the USA in 1920? Link to previous knowledge of the topic.</p> <p>Card sort task Arrange the information under one of the four headings:</p> <ul style="list-style-type: none"> Social - why ordinary people supported Prohibition Economic - reasons to do with money Political - reasons to do with the government Religious - to do with religion <p>Differentiated card sort available with simpler language for the less able students More able students could be asked to create groupings their selves.</p> <p>Students should record this information on the sheet provided</p> <p>In your opinion what was the most important reason why Prohibition was introduced in the 1920s? A/A* students should be expected to justify their choice.</p> <p>Group discussion: What do you think that the consequences of prohibition would be?</p> <p>Task:</p> <p>What were the effects of prohibition? Note taking exercise from the text book (AQA pages 67-70) regarding the consequences. This should be split into four headings</p> <ol style="list-style-type: none"> Speakeasies Moonshine Smuggling Organised crime <p>Teacher input of further reasons.</p> <p>Exam practice: What does source A suggest about why prohibition was introduced during the 1920s? 4 marks</p>	<p>How useful in Source F for studying Prohibition in the USA in the 1920s? Use Source F and your knowledge to explain your answer. [10 marks] [SPaG 3 marks]</p>	<p><u>Peer assessment of exam practice.</u> Students should set themselves a target from the feedback that they have received.</p>
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7	How far did the role of women change in the 1920s?	<ul style="list-style-type: none"> E/F - will be able to describe how women acted in the 1920s C/D - will be able to explain how women's role changed during the 1920s. B+ - will be able to create a balanced argument exploring the extent of the changing role of women during the 1920s <p><i>Youth culture and changing role of women.</i></p>	What impression do these photographs give of women in the 1920s? Look at the poem: What does this tell us about women in the 1920s? What questions does this poem pose?	<ul style="list-style-type: none"> <u>PPT</u> <u>Women information sheet</u> 	<p>Main Use the video to make notes on Women during the 1920s. embedded in the ppt</p> <p>Teacher assign one statement to each pair: <u>'Women's lives had changed' or 'women's lives stayed the same'</u>.</p> <p>As a pair go through the information on the sheet using highlighters, highlight the information that agrees with their statement. EXT: Write a short two-sided argument to answer the title Q</p> <p>Set up a debate - Make notes using the highlighted information in their books.</p> <p>Join with another pair that are on your side - prepare a debate Motion: This house believes that the role of women stayed the same during the 1920's. Peer feedback on debate - WWW and EBI comments - which team won the debate?</p> <p>Exam practice: Explain how the role of women changed during the 1920s.</p>	Describe what the 'flappers' tell us about American society in the 1920s. (Total 5 marks)	Peer assessment of the exam question
8	What were the causes and the effects of the Wall Street Crash in 1929?					Use your own knowledge to explain why the USA fell into depression in 1929. (Total 15 marks)	



9	How well can I perform in a Unit 2 exam?	E - 6 out of 20 C - 10 out of 20 A - 13 out of 20 Exam Practice		Tuesday 14 June 2011 AQA website	Period 1: Final revision time - in groups, make an A4 poster and presentation on your given topic. Present to the rest of the class: <ul style="list-style-type: none">▪ B Red and orange - USA's policy towards Europe.▪ D/C Yellow -Mass Production, tariff policy and Ford T▪ E/F Green - Entertainment and Women▪ C/B Blue - Prohibition and Al Capone▪ A/A* Purple - Wall Street Crash Periods 2 and 3: Teacher marking using AQA mark scheme - use data to set initial predicted grades and to revise seating plan	None	
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