



Unit Plan

Roaring Twenties

Directions used for each page.

- Direct Students to Look at the illustration on the page.
- Read page (see suggestions in manual)
- Identify the Main Idea in bold.
- Direct students to place their Main Idea flashcard under the illustration.
- Begin Talking Points discussion (see questioning strategies in the manual)

Learning Goals

Cultural Literacy: Model T, flappers, jazz, instruments, baseball, Babe Ruth, Charleston dance, 1920s decade, Harlem, Mae West, Louis Armstrong, Yankee Stadium

Concept: Many changes in lifestyle are seen in the 1920s.

Geography: Urban, Harlem, NY

Vocabulary: product, jazz, popular, illegal

Functional: How to order a hotdog, how to ask for an autograph, cooking, voting, musical instruments, dancing, choice-making, appropriate behavior (see jazz PowerPoint)

Social Studies Standards:

Strand 1, Concept 1 PO1: Maps, charts, graphs, tables charts time lines

S1, C7 PO8 Identify the following groups' contributions to the changing social and political structure of the United States: social reformers (e.g., Susan B. Anthony, Elizabeth Cady Stanton) d. inventors: Henry Ford)

S1, C7, PO2 Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries: a. Civil Rights issues (e.g., Women's Suffrage Movement, Roaring Twenties (e.g., Harlem Renaissance, leisure time, jazz)



Unit Plan

Printable Focus

	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page
Word Scramble	Model T page 3	vote page 4	Flapper page 5	Jazz page 8	Trumpet page 8
Summary	Women page 5	Music and Dancing page 8	Baseball page 10	Products Page 3	
EZ Summary	End of book				
Map Activity	Harlem page 12				
Coloring Page	Store page 2	Model T page 3	Charleston page 7		
Presentation	Decade page 7	Babe Ruth and Baseball page 10	Jazz page 8		

	Words and page
Reading Match	Charleston, flapper, jazz, baseball page 10
Vocabulary	product, illegal, popular, jazz page 9

	Concept and Page		Concept and Page
Sorting	flapper	Wh Questions	Who End of book
Classification	Flapper page 5 Prohibition page 6	Book Exam	End of book
Pattern	Page 8	Sentence Scramble	End of book
Short Answer	End of book	Question and Answer	End of book
Opinion	Hairstyles page 5	Fill in the Blank	End of book
Capitalization	Names of people page 11	Reading Assessment	End of book
Grammar	Was - End of book	Vocabulary Assessment	End of book



Unit Plan

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How to use the plan

The lesson plans are provided in a page-by-page format. There is no set timeframe established for the pace. **Talking points, suggested activities** and **assignments** are listed throughout the plan at different points in the book. Discussing each page and engaging students with the information from each page is very important. The curriculum is designed to be flexible. The activities are appropriate at any point after they are mentioned in the plan. A good strategy is to make sure that the page that the worksheet is connected to on the plan be reviewed carefully before the printable is assigned so that the connection between the content and the activity are clearly understood. There are also printable activities that are meant to be completed after the student has studied the book. Suggestions for teaching the printable activities, differentiation suggestions, and standards alignment are found on the **Printable Plan** document.

Special education setting: The goal for *Austin & Lily* curriculum is to provide students with Intellectual Disabilities (IDs) access to general education content topics at an understandable level. The topic is then used to segue into functional topics, thus creating an academic and functional thematic approach to special education. The pace and use of printable activities is flexible. A major goal is using the materials to facilitate engagement opportunities for students to share ideas and experiences, point at specific items, answer yes/no and short answer questions. Students build background knowledge on a variety of subjects, have opportunities to discuss the new topic, and move through topics over time which builds cultural literacy. The pacing can vary. There may be a page you spend one day on, and other days you may cover 3 pages, or you may cover the whole book in a day and then focus on a page. You can group students by ability and cover the material at a pace that meets the needs of the group. Each day reread the book or pages covered and spend extra time on the page that the activity for that day will cover. The key is to engage students and spend ample time on each page so that the material is learned and filed in long-term memory.

Inclusion setting: Our curriculum can be used as an overlay for general education topics to address modified curriculum as well as develop functional skills that students with an ID need, but may not be covered in a general education class. Teaching parents, paraprofessionals, and peers how to work with the materials is key. The Main Idea cards provide a great opportunity for students to interact with classmates and to study the book. Another suggestion is to send home printable activities along with a copy of the book so the family is able to help the student study. Our modified materials provide the “real student experience” that students with an ID do not typically experience. Our modified curriculum provides a book to learn, materials to study the content, and printable activities to develop skills identified in the student’s IEP. The student is expected to learn the material and be assessed on content and skill development.



Unit Plan

Page One:

Talking Points: The Roaring Twenties is another name for the 1920s. Roaring means it was a fun time. It was exciting. The Roaring Twenties was a roaring good time. The 1920s was an exciting decade. A decade is ten years. 1920, 1921, 1922, 1923, 1924, 1925, 1926, 1927, 1928, 1929 are one decade.

Pointing Questions: people dancing, bow tie (explain what a bow tie is), curtains, pictures on wall

Short Answer: What was the 1920s called? Why was it called the roaring twenties? How many years makes up a decade? The Roaring Twenties was after which war?

Yes/No: Was the 1920s called the Depression? Was the 1920s called the Roaring Twenties? Is a decade 10 years? Do you think the roaring twenties was a fun time? Did the Roaring Twenties start after WWI? Are these people dancing?

Sharing opinion/experiences: Have you ever been to a dance? Do you have any pictures hanging on your wall?

Peer to Peer Interaction: After you read Page 1, ask students, “What was the 1920s called?” The answer is the main idea card “Roaring Twenties.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation:

Assignment Options:



Unit Plan

Page Two:

Talking Points: There were a lot of new products made in the Roaring Twenties. Products are things that people like to buy. Products are made in factories. Factories make products. People buy the products in stores. Lamps are a product, dolls are a product, shoes are a product. A product is anything you buy. During the roaring twenties there were A LOT of new products. There were more things for people to buy.

Pointing Questions: table, chair, table lamps, floor lamps, building, window,

Short Answer: Where are products made? Where can people buy products?

Yes/No: Can people buy products at stores? Are there lamps in the store? Were there new products in the 1920s?

Sharing opinion/experiences: What is your favorite product? What are some products you can think of?

Peer to Peer Interaction: After you read Page 2, ask students, “Where can people buy products?” The answer is the main idea card “stores.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Products are things that are made in factories. Clothes are products. They are made in factories. Shampoo is a product. It is made in a factory. Computers are products. They are made in factories.

Presentation:

Assignment Options: Coloring Page Store



Unit Plan

Page Three:

Talking Points: Henry Ford made Model T cars in his factory. The Model T only came in black. People could not get a different color. The Model T was a product. People bought it. The Model T cars were affordable. That means they did not cost too much money. Many people drove Model T cars in the Roaring Twenties. The Model T was a popular car during the Roaring Twenties. (Show the following video of the Model T car)

<https://youtu.be/UD9LM7Fu948>

Pointing Questions: Model T, wheels, windshield (explain that the windshield is the window in the front of a car), steering wheel, headlights, woman, hat

Short Answer: What type of car did a lot of people drive in the Roaring Twenties? Whose company made the Model T? What color was the Model T?

Yes/No: Did people drive the Model T in the 1920s? Did the Wright Brother's make the Model T? Did Henry Fords' company make the Model T? Could you get a Model T that was red? Is there a man driving the car in the picture? Does the lady driving the Model T have a hat on? Is she holding the steering wheel?

Sharing opinion/experiences: A lot of people drove the Model T car in the 1920s? What type of car do you like? What other colors do you think people would like the Model T to be?

Peer to Peer Interaction: After you read Page 3, ask students, "What type of car did people drive in the 1920s?" The answer is the main idea card "Model T." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation:

Assignment Options: Coloring Page Model T, Word Scramble Model T, Summary Products



Unit Plan

Page Four:

Talking Points: The Roaring Twenties was exciting for women! Men could vote and now women could too! Women were happy. This was a time when women could vote. They could vote in elections. They could vote for the president. They could vote for the governor. Before the 1920s women were not allowed to vote. Women voting was new. The lady in the picture is voting.

Pointing Questions: woman, hat, ballot (explain that a ballot is a piece of paper where people check who they want to vote for)

Short Answer: Who could vote in the 1920s? What could women do in the 1920s?

Yes/No: Was the 1920s an exciting time for women? Could women vote in the 1920s? Could they vote before the 1920s? Was being able to vote a new thing? Is the lady wearing a hat? Is the lady voting? Can a lady vote for the president? Can men vote?

Sharing opinion/experiences: How do you think women felt when they could vote? Who do you know that votes during the elections? Why do you think people want to vote? Do you want to vote?

Peer to Peer Interaction: After you read Page 4, ask students, “Who could vote in the 1920s?” The answer is the main idea card “women.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation:

Assignment Options: Word Scramble Vote



Unit Plan

Page Five

Talking Points: Before the 1920s most women did not show their legs. They wore long dresses. They also had long hair and wore their hair up in a bun. That changed in the 1920s. Many women in the 1920s wore short dresses. They cut their hair short and wore headbands and feathers in their hair. They were called flappers. (Show the following video that describes flappers.) <https://youtu.be/QeIgnarTH4>

Pointing Questions: short hair, headband, feather, necklace, fishnet stockings, black dress, white boa (explain that a boa is a scarf made of feathers.)

Short Answer: What were women who had short hair and wore headbands and short dresses called?

Yes/No: Did flappers have long hair? Did flappers have short hair? Did flappers wear short dresses?

Sharing opinion/experiences: Have you ever gotten your hair cut? Do you like getting your hair cut? Whose hair do you think looks nice? What do you like about long hair? What do you like about short hair?

Peer to Peer Interaction: After you read Page 5, ask students, “What were women who had short hair and wore headbands and short dresses called?” The answer is the main idea card “flappers.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation:

Assignment Options: Word Scramble Flapper, Opinion Hairstyle, Classification, Summary Women



Unit Plan

Page Six:

Talking Points: Making and selling alcohol was illegal during the Roaring Twenties. That means it was not legal. It was banned. Banned means not allowed. It was against the law. People were not supposed to make alcohol or sell it. Beer is alcohol. Wine is alcohol. It was against the law to make or sell alcohol. The time when alcohol was not legal was called Prohibition. People could get in trouble if the police caught them. People still did it. (Show the following video which explains Prohibition.) <https://www.youtube.com/watch?v=OiYqFXmVAFg>

Pointing Questions: men in white jackets, men in gray jackets, men in black jackets, men wearing hats, lights

Short Answer: What was it called when making and selling alcohol was illegal? What drink was illegal?

Yes/No: Was it ok to buy alcohol during Prohibition? Is milk alcohol? Is beer and wine alcohol? Is Prohibition today? Was Prohibition in the Roaring Twenties? Could people buy beer during prohibition?

Sharing opinion/experiences: It was against the law to make or sell alcohol during the 1920s. This was called Prohibition. Some people broke the law. They made and sold alcohol even though the government said that they couldn't. Do you think these people were right or wrong to break the law? Today it is ok to make and sell alcohol.

Peer to Peer Interaction: After you read Page 6, ask students, "What did they call it when making and selling alcohol was illegal?" The answer is the main idea card "Prohibition." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Point to the word **illegal** in the book. Illegal means "not allowed." During the Roaring Twenties selling alcohol was illegal. That means it is not allowed. Today stealing is illegal. That means people are not allowed to steal. They can get in trouble by the police if they are caught. Find the **illegal** flashcard and its matching definition.

Presentation:

Assignment Options: Classification Prohibition



Unit Plan

Page Seven:

Talking Points: Music and dancing was popular during the 1920s. That means a lot of people liked to listen to music and dance. The Charleston was a new dance during the Roaring Twenties. (Show the following video of flappers doing the Charleston.) <https://youtu.be/oizYj85lgHA>

(Have student try dancing the Charleston using any of these videos) <https://youtu.be/vKwnHGvnGPg>

<https://youtu.be/jUqRAUxip4U>

Pointing Questions: man with hat, man with tie, woman with feather in her hat, tan dress, black dresses, shoes, count the men, count the women

Short Answer: What was a new dance in the 1920s?

Yes/No: Did people like to dance in the Roaring Twenties? Was music popular in the 1920s? Was the Cha Cha Slide a new dance in the 1920s? Was the Charleston a new dance in the 1920s?

Sharing opinion/experiences: Do you like to listen to music? What is your favorite song? Do you like to dance? What type of dance do you like to do?

Peer to Peer Interaction: After you read Page 7, ask the students, “What was a new dance in the Roaring Twenties?” The answer is the main idea card “Charleston?” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Point to the word **popular** in the book. Popular means “liked by a lot of people.” Music and dancing was popular in the 1920s. That means a lot of people liked music and a lot of people liked to dance. If a song is popular that means a lot of people like that song. If a lot of people like a person, then that person is popular. Find the **popular** flashcard and its matching definition.

Presentation: Decade of the 1920s (the last page shows some of the food that was popular. You can do a Google image search with the class (use projector) to look at Jell-O desserts or deviled eggs, etc. You can also make one or two of them for a 20s party. To bring home the idea of voting from page 4, you could pick two items that you see and vote for which one you make or which one looks more delicious and tally the number on the board)

Assignment Options: Coloring Page Charleston (spend time learning the Charleston)



Unit Plan

Page Eight:

Talking Points: Jazz music was popular in the Roaring Twenties. That means a lot of people liked to listen to jazz music. Louie Armstrong was a famous jazz musician who played the trumpet. (Show the following video of Louie Armstrong playing the trumpet and singing “Hello Dolly.”) <https://www.youtube.com/watch?v=l7N2wssse14>

Pointing Questions: Louie Armstrong, teeth, trumpet, suit, bowtie, eyes, ears, nose, smile

Short Answer: What type of music was popular during the 1920s? Who was a famous jazz musician? What instrument did Louie Armstrong play?

Yes/No: Was country music popular in the 1920s? Was jazz music popular in the 1920s? Did Louie Armstrong play the drums? Did Louie Armstrong play the trumpet?

Sharing opinion/experiences: Do you like jazz music? What type of music do you like? Do you play any instruments? Do you know anyone who plays an instrument? What are some instruments you can think of?

Peer to Peer Interaction: After you read Page 8, ask the students, “Who was a popular jazz musician in the Roaring Twenties?” The answer is the main idea card “Louie Armstrong.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Point to the word **jazz** in the book. Jazz is a type of music.” Rock is a type of music. Country is a type of music. Hip Hop is a type of music. Jazz music was popular in the 1920s. That means a lot of people liked to listen to jazz. Find the **jazz** flashcard and its matching definition

Presentation: Jazz (the first page of the presentation contains activity suggestions)

Assignment Options: Word Scramble jazz, Word Scramble trumpet, Pattern, Summary Music and Dancing



Unit Plan

Page Nine:

Talking Points: Baseball was a popular sport in the 1920s. Popular means that a lot of people liked baseball. Baseball is played with a bat and ball. It is a game. A lot of people liked to watch baseball games. A mitt is used to catch the ball. It protects your hand. If you don't have a mitt, your hand would hurt. A special ball is used in baseball. It is called a baseball. There are many types of balls. Baseball hats keep the sun out of the players eyes.

Pointing Questions: baseball mitt, baseball hat, letter C, baseball

Short Answer: What sport was popular in the 1920s? What do baseball players use to catch the ball?

Yes/No: Was basketball a popular sport in the 1920s? Was baseball a popular sport in the 1920s? Did people like to watch baseball games? Do players use a mitt? Do baseball players use a volleyball?

Sharing opinion/experiences: What is your favorite sport? Do baseball players wear baseball hats? Do you have a baseball hat? Do you know anyone who likes to wear baseball hats?

Peer to Peer Interaction: After you read Page 9, ask the students, "What was a popular sport in the 1920s?" The answer is the main idea card "baseball." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: popular

Presentation:

Assignment Options: Word Scramble-Baseball, Sorting-Baseball hat, Vocabulary

Activity: Although Baby Ruth candy bars are supposedly not named after Babe Ruth, many believe they were. There are a number of fun recipes you might want to make. There is one called Baby Ruth Caramel Corn that has a lot of pictures showing the steps. It is on pinterst.



Unit Plan

Page Ten:

Talking Points: Babe Ruth was a famous baseball player during the Roaring Twenties. He hit a lot of home runs. A home run is when you hit the ball so far that you are able to run around all of the bases and back to home plate (Show portions of the following video of baseball players getting homeruns.) <https://youtu.be/7oRyzf8rIMo>
(Show following black and white video of Babe Ruth playing baseball.) <https://youtu.be/P6H1LKSzdP>

Pointing Questions: Babe Ruth, hair, eyes, nose, New York Yankees baseball hat, baseball bat, belt

Short Answer: Who was a famous baseball player in the Roaring Twenties? How many homeruns did he hit? What is a homerun?

Yes/No: Did Babe Ruth play basketball? Did Babe Ruth play baseball? Did Babe Ruth hit a lot of homeruns?

Sharing opinion/experiences: Have you ever played baseball? Do you like to watch people play baseball games? Do you know anyone who plays baseball? Do you know anyone who has brown hair like Babe Ruth?

Peer to Peer Interaction: After you read Page 10, ask the students, "Who was a famous baseball player in the Roaring Twenties?" The answer is the main idea card "Babe Ruth." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation: Babe Ruth and Baseball

Assignment Options: Reading Match, Summary Baseball



Unit Plan

Page Eleven:

Talking Points: There were a lot of famous entertainers during the Roaring Twenties. Entertainers are famous people. Entertainers make people feel happy. Some entertainers play musical instruments. Some entertainers sing. Some entertainers are in movies. Mae West was a famous entertainer. She was a movie star. She was in movies. (Show the followings 28 second video of Mae West talking in different movies. Preview first to be sure you are comfortable with her lines) https://youtu.be/S3V9g_uPSfc

Pointing Questions: eyes, nose, ears, hair (What color is her hair?), necklace, earrings

Short Answer: Who was a famous movie star in the Roaring Twenties? What color hair did Mae West have?

Yes/No: Was Mae West a singer? Was Mae West a movie star? Was Mae West a movie star during the Roaring Twenties?

Sharing opinion/experiences: A movie star is someone who is in movies. Have you ever watched a movie? What is your favorite movie? Who is your favorite movie star? Do you know anyone who has blond hair like Mae West? What entertainers do you see on TV?

Peer to Peer Interaction: After you read Page 11, ask students, “Who was a famous movie star in the Roaring Twenties?” The answer is the main idea card “Mae West.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation:

Assignment Options: Capitalization



Unit Plan

Page Twelve:

Talking Points: Harlem is a neighborhood in New York City. Harlem was exciting. Many African Americans lived in Harlem during the Roaring Twenties. The people in Harlem enjoyed being in bands, singing, painting, or writing books. African Americans liked having fun in the 1920s. Life had been difficult, and the 1920s was more fun. (Show the following video which shows pictures of Harlem and briefly explains the Harlem Renaissance.)

<https://youtu.be/moP6isEwDW8>

Pointing Questions: American flag, building, people, car, trolley, tree branches, leaves

Short Answer: What neighborhood in NYC did a lot of African Americans live? What state is Harlem in?

Yes/No: Is Harlem a neighborhood in Phoenix? Is Harlem a neighborhood in NYC? Was Harlem a great place for African Americans to live during the Roaring Twenties?

Sharing opinion/experiences: Have you ever been to NYC? People in Harlem liked to play music? What instrument would you like to play? Some people in Harlem liked to paint? Do you like to paint? Some people in Harlem liked to write books? Would you like to write a book?

Peer to Peer Interaction: After you read Page 12, ask students, “What neighborhood in NYC was exciting for African Americans?” The answer is the main idea card “Harlem.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation:

Assignment Options: Map Activity



Unit Plan

Page Thirteen:

Talking Points: The Roaring Twenties ended in 1929. 1929 was the end of the decade. It was the last year of the 1920s. Remember that a decade is ten years. The Roaring Twenties started in 1920 and ended in 1929. After the 1920s, the Depression started. The Depression was a difficult time for most people. A lot of people lost their jobs. A lot of people became poor. (Show the following video of a Great Depression rap song.)

<https://youtu.be/fFu7us6bNSQ>

Pointing Questions: building, women, children, hat

Short Answer: What happened to the Roaring Twenties in 1929? What was it called after the Roaring Twenties?

Yes/No: Did the Roaring Twenties end on 1929? Did the Depression begin? Was the Depression an easy time for people? Was the Depression a difficult time for people?

Sharing opinion/experiences: How do you think people felt when the Roaring Twenties ended? Would you rather have lived in the Roaring Twenties or the Depression? What was your favorite thing about the 1920s? Who were some of the famous people in the roaring twenties?

Peer to Peer Interaction: After you read Page 13, ask students, “What happened to the Roaring Twenties in 1929?” The answer is the main idea card “ended.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation:

Assignment Options: See end of book options