

## Lesson Plan: 1

### **Essential Question**

- What impacts did World War I have on United States' society, and how does the automobile industry fit into that?
- How does the automobile represent the social construct of United States society?

### **Objectives**

- SWBAT
  - Compare and contrast contemporary cars to the cars from the 1920's.
  - Analyze and evaluate World War I's effect on United States culture.

### **Standards**

#### **Reading**

**CC.8.5.9-10.B:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**CC.8.5.9-10.D:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

#### **Writing**

**CC.8.6.9-10.H:** Draw evidence from informational texts to support analysis, reflection, and research.

### **Activating Strategy**

“In Class Car Museum”

There will be 4-5 different stations around the room. Each station will either have a model toy car or picture of contemporary cars. Students will be going around to each station, in 3-minute intervals. Students will be looking at the cars and writing down what they see, and what each car represents to them. Then the class will discuss what they wrote. In groups they will discuss what they saw and thought about the cars in the ACCA museum. They will compare and contrast the symbolic differences between the contemporary cars and the 1920's cars from the museum using a Venn diagram.

### **Teaching Strategy**

(suggestions when approaching textual evidence)

**Popcorn reading:** Using a US history textbook, students will read the text information as a group, one student will read a section or a paragraph then when they are finished they will call out a name of another student to keep reading.

**Investigator:**

Select a car that was observed at the museum. Students will use the text and other sources to find out as much information as they can about the car and make a list of their findings. They will share their findings with a partner.

**Summarizing Strategy**

One-Minute Paper

After learning about the time period, how do the 1920 cars represent that time period? Share out.

**Differentiation**

Kiinesshetics: Moving around for the ICCM

Visual/Audio: (presentation of textual evidence)

Interpersonal: class discussion

Intrapersonal: ICCM writing down their own notes, one-minute paper

**Materials**

- Toy model cars or pictures of contemporary cars
- Laptops, ipads, iphones, smartphones
- Textbook
- Notes from museum tour
- Writing utensils
- Paper

**Assessment and Assignment**

- One minute paper
- Assignment
  - Pick one of the cars from the museum and find some facts about it.

## LESSON PLAN: 2

The Topic: Extra, Extra, Read all about it! Class: US History

### Essential Questions:

- How was the car industry influenced by the surrounding world events?
- How does the automobile represent the social construct of United States society?

### Objectives: SWBAT

- Use proper research techniques to look up a topic
- Create a research plan using KWS format.
- Know how to properly cite sources in either MLA, APA, or Chicago format.

### Standards:

#### PA Common Core Standards

#### Reading

**CC.8.5.9-10.B:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**CC.8.5.9-10.E:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**CC.8.5.9-10.H:** Assess the extent to which the reasoning and evidence in a text support the author's claims.

**CC.8.5.9-10.I:** Compare and contrast treatments of the same topic in several primary and secondary sources.

#### Writing

**CC.8.6.9-10.C:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CC.8.6.9-10.E:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CC.8.6.9-10.F:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CC.8.6.9-10.G:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CC.8.6.9-10.H:** Draw evidence from informational texts to support analysis, reflection, and research.

### Activating Strategy:

#### 1. Entrance Ticket

Students will be asked to write about the specific car they looked at from the exhibit on a piece of paper. On the paper students need to list who made the car, what type of car it was, something interesting that they learned about the car and/or the manufacturer, and why they want to research it.

2. “Extra! Extra! Read all about it!”

This is the performance task students have to complete at the end of the unit. This consists of students creating a newspaper based around the time period of a car they chosen from the 20’s from the ACCA museums.

3. Library Trip

This is where the students are introduced if they have not been already, to the library and the resource librarian of the school. The Librarians will show the students how to properly research a topic, in this case the students chosen car. Students should be shown how to look up research materials that can be found in the library that can help such as dictionaries or encyclopedias. As well as websites and databases. The also should be show the proper way to cite a source, in MLA, APA, or Chicago (teacher’s or school’s choice).

4. KWS

KWS is a format to help the students create their research plan and something to do after the Librarian or research director is done talking to the students. The K stands for What I know, the W is for What I want to know, and the S stands for possible sources. Students using this format will use what they wrote about their car in the beginning of class and other things about the car and the manufacture. Then they will formulate their own research questions with the W part to help them with planning what to write a few articles on. Then the S shows the sources they plan to use.

**Game Plan: Step-by-Step**

- Entrance Ticket
- Introduction to Newspaper Project
- Library Tour/Research Introduction
- KWS
- Research Log Entry
  - Students will have a research log that will document each part of the process of researching and using the information through out the project. This is to help break it down so that students do not feel overwhelmed, and also help them plan out the rest of the project effectively.

**Assessment/Assignment & Materials needed**

Students will need to bring in their research log to class the next day. They also need to bring the beginning of an article for the newspaper with at least 2 sources they found during the library tour that will be used in the project.

**Materials**

- Paper
- Library/Resource Center
- Computers
- Databases
- Reference material
  - Books
  - Magazines

### **Summarizing Strategy**

- Research Log
  - Students will be keeping a research log where students will list what car they are researching, what research material they find, and they will also have to explain why they chose the research material they did.

### **Differentiation**

- The Entrance Ticket is differentiated because students are expected to give a variety of answers based upon their different levels of understanding about their car.
- The newspaper project is differentiated by incorporating visual, linguistic, and kinesthetic intelligences with the different aspects of the newspaper from the article to the advertisement. Students also can create the project in their own ways, as long as they follow the directions and the rubric that will be provided.

## LESSON PLAN: 2

The Topic: Extra, Extra, Read all about it! Class: US History

### Essential Questions:

- How was the car industry influenced by the surrounding world events?
- How does the automobile represent the social construct of United States society?

### Objectives: SWBAT

- Use proper research techniques to look up a topic
- Create a research plan using KWS format.
- Know how to properly cite sources in either MLA, APA, or Chicago format.

### Standards:

#### PA Common Core Standards

#### Reading

**CC.8.5.9-10.B:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**CC.8.5.9-10.E:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**CC.8.5.9-10.H:** Assess the extent to which the reasoning and evidence in a text support the author's claims.

**CC.8.5.9-10.I:** Compare and contrast treatments of the same topic in several primary and secondary sources.

#### Writing

**CC.8.6.9-10.C:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CC.8.6.9-10.E:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CC.8.6.9-10.F:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CC.8.6.9-10.G:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CC.8.6.9-10.H:** Draw evidence from informational texts to support analysis, reflection, and research.

### Activating Strategy:

#### 1. Entrance Ticket

Students will be asked to write about the specific car they looked at from the exhibit on a piece of paper. On the paper students need to list who made the car, what type of car it was, something interesting that they learned about the car and/or the manufacturer, and why they want to research it.

2. “Extra! Extra! Read all about it!”

This is the performance task students have to complete at the end of the unit. This consists of students creating a newspaper based around the time period of a car they chosen from the 20’s from the ACCA museums.

3. Library Trip

This is where the students are introduced if they have not been already, to the library and the resource librarian of the school. The Librarians will show the students how to properly research a topic, in this case the students chosen car. Students should be shown how to look up research materials that can be found in the library that can help such as dictionaries or encyclopedias. As well as websites and databases. The also should be show the proper way to cite a source, in MLA, APA, or Chicago (teacher’s or school’s choice).

4. KWS

KWS is a format to help the students create their research plan and something to do after the Librarian or research director is done talking to the students. The K stands for What I know, the W is for What I want to know, and the S stands for possible sources. Students using this format will use what they wrote about their car in the beginning of class and other things about the car and the manufacture. Then they will formulate their own research questions with the W part to help them with planning what to write a few articles on. Then the S shows the sources they plan to use.

**Game Plan: Step-by-Step**

- Entrance Ticket
- Introduction to Newspaper Project
- Library Tour/Research Introduction
- KWS
- Research Log Entry
  - Students will have a research log that will document each part of the process of researching and using the information through out the project. This is to help break it down so that students do not feel overwhelmed, and also help them plan out the rest of the project effectively.

**Assessment/Assignment & Materials needed**

Students will need to bring in their research log to class the next day. They also need to bring the beginning of an article for the newspaper with at least 2 sources they found during the library tour that will be used in the project.

**Materials**

- Paper
- Library/Resource Center
- Computers
- Databases
- Reference material
  - Books
  - Magazines

**Summarizing Strategy**

- Research Log
  - Students will be keeping a research log where students will list what car they are researching, what research material they find, and they will also have to explain why they chose the research material they did.

**Differentiation**

- The Entrance Ticket is differentiated because students are expected to give a variety of answers based upon their different levels of understanding about their car.
- The newspaper project is differentiated by incorporating visual, linguistic, and kinesthetic intelligences with the different aspects of the newspaper from the article to the advertisement. Students also can create the project in their own ways, as long as they follow the directions and the rubric that will be provided.



### LESSON PLAN: 3

Topic: The Roaring 20's

Class: 10<sup>th</sup> grade United States History

#### Essential Questions:

- How was the car industry influenced by the surrounding world events?
- How does the automobile represent the social construct of United States society?
- How did consumerism affect United States society before and after the stock market crash?
- What makes advertisements so effective in the 1920's and today?

#### Objectives: SWBAT

- Cite sources in MLA, APA, or Chicago format.
- Analyze and describe how consumerism played a part of the car industry as well as society in the United States in the 20's.
- Use evidence to create pieces of writing that portrays different parts of the 1920's.

#### Standards:

PA Common Core Standards

##### Reading

**CC.8.5.9-10.B:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**CC.8.5.9-10.E:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**CC.8.5.9-10.H:** Assess the extent to which the reasoning and evidence in a text support the author's claims.

**CC.8.5.9-10.I:** Compare and contrast treatments of the same topic in several primary and secondary sources.

##### Writing

**CC.8.6.9-10.C:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CC.8.6.9-10.E:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CC.8.6.9-10.F:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CC.8.6.9-10.G:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to

maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CC.8.6.9-10.H:** Draw evidence from informational texts to support analysis, reflection, and research.

**Activating Strategy:**

1. Carousel Questions

There will be five stations set up around the room. Each station has one question in regards to what the students should have learned during the library tour from the day before. Students will go around in groups and will only spend 1 minute at each station. Question will be: What is a database? What are 2 resources you can use at the library? What makes up a good source? Who can help you with your research? How do you properly cite a source? (this will depend on what type of style you use)

2. What's In an Ad?

Students are put in groups and given advertisements that span from the 1920's to present day. Each group will have to determine what is unique about their advertisement, what the advertisement is trying to sell, and who is the target audience. Then one student from each group will present their advertisement to the class. Students then will have to determine what are some similarities and differences in the advertisements, how did advertisements change over time and what influenced that change.

3. Buddy Check

Students will pair up with another student in the group, these can be self generated or chosen by the teacher. This "Buddy" will see what the student has done with the project during class and will serve as a peer editor seeing if certain things make sense, checking if sources were used, and what is the overall tone of the project. Then the other student will do the same. Students will be provided with a checklist to review the other student's work, which is to be handed in after the activity has ended.

**Game Plan: Step-by-Step:**

- Carousel Questions
- Newspaper Performance Task (time to work on the project)
- Buddy Check
- Research Log

**Assessment/Assignment & Materials needed**

**Assessment**

The Buddy Checklist will serve as a type of assessment of the progress of the students work on the newspaper project.

**Assignment**

Students should continue to work on the project at home until the due date that will be set for them. It should be no more than a week after the beginning of the

performance task. The research log should be brought in as a benchmark to see how the students are doing.

**Materials**

- Paper
- Construction Paper
- Markers
- Colored Pencils
- Computers
- Printer
- Print outs of Advertisements
- Projection Screen or SmartBoard
- Projector

**Summarizing Strategy**

- The Checklist
  - Provides a summary of another peer's work and can provide a point where each student is by the end of the class. Also students have to summarize what they have been working on for most of the class and the topic they are covering.
- Research Log
  - Students have to write down things they found, sources they used, and the progress of their project.

**Differentiation:**

- The Newspaper Project is differentiated by incorporating different multiple intelligences such as visual with the presentation of the overall newspaper, as well as the car advertisement. Linguistic, which is in the writing of the articles and research log. Kinesthetic for those who decide to make their newspaper on a large poster instead of using the computer.
- Carousel Questions will help differentiate because not all the questions are the same, and students who might be on different levels can answer the best way they see fit, it also helps to gauge where certain students may be in understanding.
- The Checklist can be used to help differentiate by helping gauge where certain students are in their writing skills, as well as interpersonal skills.

## AACA Museum History Performance Task

Student will use research and information from the museum and library to create a newspaper front page featuring an advertisement for one of the specific cars that can be found in the museum. The newspaper needs to include what was going on during that time when the car was manufactured and information that was gathered from the museum as well as reliable sources.

ACCA History Performance Task: Newspaper	Pulitzer Prize (Exemplary)	Keystone Press Award (Above Average)	Staff Writer (Acceptable)	Freelance (Inadequate)
Articles 8 points	6 or more articles were consistent about the year the car was manufactured. Articles covered main points and were detailed about "current events"	4-5 articles were consistent about the year the car was manufactured. They covered main points of the "current events."	3 articles were consistent about the year the car was manufactured. It briefly covered main points of the "current events."	2-1 articles were/not consistent about the same year as when the car was manufactured. It did not cover "current events."
Advertisement 16 points	Was eye catching and exceptionally incorporated into the newspaper. It went above and beyond in identifying four or more aspects of the society and fully addressed the audience who would be interested in the car	Was prominent and incorporated into the newspaper. It identified three aspects of the society and addressed a particular audience in the advertisement.	Was indistinct and part of the newspaper but not appropriately incorporated. It identified with one-two aspects of society. It lacked clarity as to who the audience of the advertisement was.	Was obscure and/or not in the newspaper and was disjointed from the rest of the newspaper. Did not identify with a social aspect of society or was unclear as to who the audience was.
Research 12 points	5 or more sources were used. Both	4 sources were used. Primary and secondary	3 sources were used. Secondary	2 or fewer sources were used. Only

	primary and secondary sources and were appropriately used. All sources were properly cited in the newspaper.	sources were incorporated. Most were properly cited in the newspaper.	sources with at least 1 primary source was incorporated. Some of the sources were cited in newspaper.	secondary sources were used. Sources were not cited in the newspaper.
Grammar, Usage, Mechanics 4 points	There were no or minimal grammatical, and/or mechanical errors	There were several grammatical, and/or mechanical errors.	There were many grammatical, and/or mechanical errors that made it hard to read.	There were numerous grammatical, and mechanical errors that made it almost unreadable.

Laufer

Car Unit Plan

“Buddy Check” Checklist.

Use the checklist below as you go over your “Buddy’s” work. Make sure each question is answered and provide comments in the appropriate spaces below each question.

1. Is the article(s) consistent with a certain main idea or topic?
  
  
  
  
  
  
  
  
  
  
2. Is it clear what year the car was made and is that year indicated on the newspaper?
  
  
  
  
  
  
  
  
  
  
3. Does the car advertisement make sense and represent the car properly in its time period?
  
  
  
  
  
  
  
  
  
  
4. Are the articles and headlines interesting and draw in the reader?
  
  
  
  
  
  
  
  
  
  
5. Does it seem to be written in the student’s own words?
  
  
  
  
  
  
  
  
  
  
6. Is information properly cited?

7. Is it easy to read and understand the articles and/or the advertisement?
8. Are the articles and advertisement consistent with the year of when the car was produced?
9. Is the grammar correct?
10. Are there periods at the end of each sentence, or a question mark if it is a question?
11. Is proper punctuation used throughout?
12. Is the spelling correct?

13. What I liked about the piece was...

14. You might want to add, modify, etc...



**Laufer**  
**Car Unit Test**

**True/False:** Read each question carefully. In the space under the question, write **True** if the answer is correct or **False** if it is incorrect. ***If it is false, you must write what would make it a true statement.***

1. Speakeasies were created because dancing was outlawed.
  
  
  
  
  
  
  
  
  
  
2. Cars were simplified during the 1920's to be more conservative.
  
  
  
  
  
  
  
  
  
  
3. The Stock Market Crash happened because of the overuse of credit.
  
  
  
  
  
  
  
  
  
  
4. Women became more independent after the end of World War I and were part of a powerful work force.

**Matching:** Match the word/concept to the appropriate description in the space next to the number by writing the letter.

- A. The Great Gatsby
- B. World War I
- C. 18<sup>th</sup> Amendment
- D. Henry Ford
- E. Packard Motor Car Co.
- F. Prohibition
- G. 21<sup>st</sup> Amendment

\_\_\_\_\_ 5. The Amendment that repealed prohibition in 1933.

\_\_\_\_\_ 6. Created the assembly line that produced cars on a massive scale.

\_\_\_\_\_ 7. Conflict between the Allies and Central Powers from 1914 and 1918.

\_\_\_\_\_ 8. The Amendment that started prohibition in 1920.

\_\_\_\_\_ 9. One of the elite car companies in America.

\_\_\_\_\_ 10. Describes the lifestyle and problems in and during the “Roaring 20’s”

**Short Answer:** In 3 to 5 complete sentences, answer each question in the space below.

11. How were cars a status symbol of the 1920's?

12. What were the benefits of having more affordable cars?

**Essay:** Select one of the essays to write about below. Write in complete sentences in the space below and on the other side of this test. Indicate which question you are answering.

13. What were the major events during the 1920's that affected the automobile industry? What changes did the industry have to make because of these events? Were these changes positive or negative and why?

**OR**

14. Choose a particular car that was seen in the museum and describe it and what was happening historically in the United States when it was made. Who could afford the car and why? What was the social significance of the car?

## Answer Key

### True/False

1. False, they were made because alcohol was outlawed because of prohibition.
2. False, they were made more affordable, but also luxury cars were on the rise.
3. True
4. False, women while some stayed in the work force, were not a major factor nor did they become as independent.

### Matching

5. G
6. D
7. B
8. C
9. E
10. A

### Short Answer

11. *Various*
  - a. Represented a growing economy as more people bought more cars
  - b. Innovations because cars became not just a luxury item
  - c. Symbolic of social status with the type of car
12. *Various*
  - a. People could work farther way from home
    - i. Created a commuter society
    - ii. Increase economy
  - b. Increased social circles
    - i. Family and friends could live farther than closer together

### Essay

13. *Various*
  - a. Jazz Age
  - b. World War I
14. *Various*
  - a. Will depend on what the students choose.

