



University of South Carolina Aiken
 471 University Parkway
 Aiken, South Carolina 29801
 803-641-3313
<http://rpsec.usca.edu/CE-MIST/>

Unit Plan Overview for Traveling Interdisciplinary Literacy Trunk (TILT)

Title of Unit: *The Roaring Twenties* Grade Level: 7 Duration: 3-6 weeks

Developed by: Courtney Baker, Ramey Fulmer, Jessica Greenlee, Brittney Jones, Monica Johnson, and Amy Morris

Alignment with Common Core and/or South Carolina Academic Standards for two or more content areas:

Science	Social Studies	ELA	Mathematics
7.4.3 7.4.6	7.4.3 7.4.2	W.7-1 RI 7.8 RI 7.7 SL 7.3 RI.7.1	7.SP.5 7.SP.6

Connections to one or more Exploratories:

Art	Music	Technology	PE
7.27 7.26			

Summary of activities showing connections between content areas	<p>This Roaring 20s unit is intended to enrich and enhance 7th grade through the use of cross-curricular activities. All standards fall within the 3rd quarter Aiken County Public Schools' pacing guide. Each of the standards are woven together to craft an atmosphere of educational creativity.</p> <p>All courses will focus on the same time era. While ELA is reading the Great Gatsby, Art will be learning about artwork from the same time period. Art will also do a project that focuses on advertising in the 1930s. This advertisement will be created while students are reading the Great Gatsby. Students must use people, places, and ideas from the novel, must focus on key events from the novel, must meet the needs of characters from the novel, and must use a quote from the novel.</p> <p>Before students read the novel in English class, they will receive a short introduction to the author in math class, where they will calculate the expenditures of Fitzgerald and his family, and determine how much money, in today's dollars, the couple spent.</p>
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Text Set (This includes children's literature, films, music, games other resources)	<p>CD/Music Vintage Music Original Classics from the 1920s and 1930s (1)</p> <p>Movies <i>The Crash of 1929</i> (1) <i>The Men Who Built America</i> (1)</p> <p>Books <u>The Great Gatsby</u> (Digest Version) (8) <u>The Great Gatsby</u> (Original Version) (20) <u>Six Days in October</u> (6) <u>You Wouldn't Want to Be a Chicago Gangster!</u> (3) <u>Spotlight on America: The Great Depression</u> (4) <u>Children of the Great Depression</u> (1) <u>Cornerstones of Freedom: The Great Depression</u> (1) <u>Dear Mrs. Roosevelt: Letters from Children of the Great Depression</u> (8) <u>The 1920s Decade in Photos</u> (1) <u>The Roaring 20: The First Cross-Country Air Race for Women</u> (1) <u>Social Studies Activity Book: the Roaring Twenties & Great Depression</u> (1) <u>Graphic Library: Henry Ford and the Model T</u> (1) <u>The Star Fisher</u> (8)</p> <p>1920s Games Classic Ludo (1) Laripin (1) Grand Prix (1) Barnstormer (1)</p>
Essential Questions	<p>Math:</p> <ol style="list-style-type: none"> 1. How does assessing the degree of overlap of two data distributions provide information about the data? 2. Why might a probability model differ from actual outcomes? <p>ELA:</p> <ol style="list-style-type: none"> 1. How does a reader know an author has presented a credible, accurate claim? 2. How can an audience change the information used to support a claim? 3. What is the American Dream, and how has it changed over the years? <p>Social Studies:</p> <ol style="list-style-type: none"> 1. What caused the economic crash of 1929? 2. What were the effects of the world-wide depression? <p>Art:</p> <ol style="list-style-type: none"> 1. How does Art Deco's style compare to modern day buildings, interior design, and fashion? 2. How does Surrealism's dream-like images help you escape reality? 3. What influence did Surrealism have from psychology of the period? 4. How would an advertisement look from the period of <i>The Great Gatsby</i>?
Pre-Writing and Writing Activities	<ol style="list-style-type: none"> 1. Quick Writes throughout lesson Plans (ELA). 2. Map of settings from <i>The Great Gatsby</i> (ELA). 3. Symbolism explanations (ELA). 4. Final essay and revision (ELA). 5. Explanation of advertising project (ELA). 6. "Living the Good Life" explanation (Math). 7. Performance evaluation (Math).

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Instructional Strategies	Discussion, cooperative groups, exit slips, jigsaw, Frayer model, multiple means of engagement, hands-on activities, project, cultural and stylistic introductions (art), compare and contrast, research, station learning.
Accommodations, Modalities of Learning, Differentiating Instruction	<ol style="list-style-type: none"> 1. Use <i>Dragonspeak</i> software on iPad/Pod for students with disabilities (speech to text). 2. Listen to book on tape or CD for students with reading disabilities. 3. Condensed version of <u>The Great Gatsby</u> for students who need modified reading level. 4. Mediations and enrichment stations. 5. Kinesthetic, auditory, and visual activities. 6. Provide models/exemplars for projects.
Assessment	<p>Math:</p> <ol style="list-style-type: none"> 1. Games Learning Stations 2. Living the Good Life (formative) 3. Stock Market Contest (formative or summative) <p>ELA:</p> <ol style="list-style-type: none"> 1. Quick Writes 2. Exit slips 3. Setting map 4. Character map 5. Final essay <p>Social Studies:</p> <ol style="list-style-type: none"> 1. T-chart 2. Written response 3. Opinion piece 4. Summative assessment <p>Art:</p> <ol style="list-style-type: none"> 1. Finished project of Art Deco: comparing 1920s to Modern Day. 2. Advertisement: finished project as it relates to <u>The Great Gatsby</u>. 3. Writing sample: How does the student use surrealism to reflect on their dreams?