

Lesson Plan
Comparing/Contrasting Interwar U.S. and S.U.

Teacher Name: Angela Scheer

Grade level(s): 10th grade

Course: World History

Describe the classroom or homework activity to be performed (individual assignment, cooperative learning, cross curricular, technology based, using artifacts and/or primary sources, etc.)

- Activity is both individual and cooperative. Students will work together to analyze primary sources on the inter-war period in both the Soviet Union and the United States and will work individually to draw conclusions about those sources by producing a Venn Diagram. Students will then participate in a teacher-led discussion about the topic and will draw conclusions as a class by producing a class Venn Diagram.

Rationale (why are you doing this?)

- The lesson will allow students to compare and contrast two of the major powers in the world during the interwar period. Also, because the two powers they will be examining are the Soviet Union and the United States, students will be able to see that despite the many differences between the two countries, there are also similarities. This lesson will occur after the assessment on World War I.

Required time frame: 2 class periods

Where in the teacher conference did you get the idea for this activity or assignment (speaker, document, photograph, activity, audio recording, other)?

- I decided to create this assignment after the discussion on consumerism and flappers in the 1920's US and the mention of a similar situation in 1920's Soviet Union during the Modernity talk.

Lesson objectives – the student will:

- Analyze ads and pictures as primary sources.
- Compare and contrast life in interwar Soviet Union and United States.
- Draw conclusions about events depicted in the sources.

District, state, or national performance and knowledge standards/goals/skills met (be specific when referencing):

MISSOURI STATE PERFORMANCE STANDARDS

1.5 comprehend and evaluate written, visual and oral presentations and works

1.6 discover and evaluate patterns and relationships in information, ideas and structures

1.8 organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

1.9 identify, analyze and compare the institutions, traditions and art forms of past and present societies

MISSOURI STATE ACADEMIC STANDARDS

Social Studies 6. relationships of the individual and groups to institutions and cultural traditions


Social Studies 7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Secondary materials (book, article, video documentary, etc.) needed – cite title and other detailed information:

- Attached instructions and analysis sheet

Primary sources (document, photograph, artifact, diary or letter, audio or visual recording, etc.) needed – cite detailed information:

Advertisements from the 1920's from the following websites (included in the PowerPoint):

- <http://www.wildpostcards.com/2009/06/two-for-tuesday-soviet-propaganda/>
- http://dlutskiy.com/archive2/2006_01_01_russianmarketing_archive.html
- 
- <http://www.flickr.com/photos/gatochy/357978054/>

Fully describe the activity or assignment in detail. What will both you and the students do?

- {Please be aware students have already learned about traditional roles of women, consumerism (capitalism and socialism), flappers, and prohibition} Students will be divided into groups of two to examine the primary source images from the Soviet Union and the United States. Students will make a list of what they see in each image and begin to make inferences from the information gathered. For homework, students will individually make a Venn Diagram comparing and contrasting life in the 1920's in the Soviet Union and the United States. The next class period, the teacher will lead a discussion on the topic by drawing a big Venn Diagram on the board and asking students to fill it in. The Images will be projected in the classroom so students can defend how they made their inferences.

Assessment: fully explain your assessment method in detail or create and attach your scoring guide:

- On the exam over the interwar period, students will be asked to compare/contrast the social situations in the United States and the Soviet Union during the interwar period in an essay response. Full points will be awarded if students can describe two similarities and two differences.