

Year 9 – Term 3 – 1920's America

The term begins by finishing the 'Suffrage' unit, examining the death of Emily Davison (the Suffragette martyr) and using 'genre writing' to evaluate the different causes of the eventual extension of the franchise. The course then moves to explore the inter-war period abroad, with a focus on the affluence of the USA and the gangster culture that emerged. This will then develop into a study of the devastating effects world wide of the Wall Street Crash and the rise of Hitler in Germany.

	<u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb</u>	<u>Homework/Literacy Map</u>
<p><u>KG/s Judge Emily Davison's intentions</u></p> <p>Lesson 1</p>	<p>Davison's Derby death was much debated at the time, as well as remaining a mystery to this day. Either way her "suicide" became a famous instance of martyrdom. This death epitomised the determination of the Suffragette movement to succeed at any cost.</p> <p>Feeds on from Term 2– causes of women's movement and the Suffragette movement.</p> <p>Feeds forward to 'reactions to the suffrage movement' - lesson 2.</p> <p>Feeds forward to assessed piece – main reason for getting the vote - Lesson 3.</p> <p>Feeds forward to GCSE 'source judgment skills' - All units.</p>	<p>Martyr Derby Suicide Valiant Selfless Extreme Suffragette Trampled Convictions</p>	<p>What is a martyr? – discussion of different groups What a derby is – importance as a social event attended by all classes Events of the Derby in 1913 – youtube shows the event. Also, clips of the 11 seconds or so of her death – play a few times as blink and you miss it!</p> <p>Views – use the information on the ppt and sort into Meant to die/accident</p> <p>Did she mean to die debate/mini essay using sources – TO ASSESS and grade</p> <p>Suffragette true/false quiz</p>	<p>Literacy - Martyr</p>
<p><u>KG/s Analyse the reactions to the women's suffrage campaign</u></p> <p>Lesson 2 Literacy HW due</p>	<p>Here students will examine the anti-suffrage movement, the reasons why men and some women opposed opening the vote to women, they will see that there are always two sides to every argument and examine model responses to questions</p> <p>Feeds on from Term 2– causes of women's movement and the Suffragette movement.</p> <p>Feeds on from lesson 1 - Death of Emily Davison.</p> <p>Feeds forward to assessed piece of work – main reason for getting the vote lesson 2.</p>	<p>Anti Suffrage Suffragist Suffragette Abandoned Neglecting</p>	<p>Do students think all supported the women's vote? Looking at the sources – discuss messages as a class Source A – modelled on the board</p> <p>Examine individual sources and complete the table.</p> <p>Then discuss "Was it only men who opposed women getting the vote?" – read the source "Votes for Babies, and relate to the sarcasm and its meaning.</p> <p>Read the model answer to students – discuss the two PEEs. Ask students to complete their own answer to</p>	<p>Prepare for assessment</p>

	Feeds forward to GCSE source judgment skills in all units.		this question, also using the “Votes for Babies” source or using any of the sources used in the previous task	
<u>KG/ Discuss and explain the reason why women achieved the vote in 1918</u> Lesson 3 and 4	This is another chance for students to practice genre writing to create a SOOT assessment - mimicking the 16mark GCSE questions Feeds on from Term 2 – causes of women’s movement and the Suffragette movement. Feeds on from Lessons 1 and 2 on Suffragette/Anti movements. Feeds forward to GCSE analysis, evaluate and judgment skills in all units.	Edit Suffragette Suffragist War Entitled Respect Responsibility Connectives Deconstruction Cavalry Draft/Redraft	SOOT assessment - The actions of the Suffragettes was the reason why women were given the vote in 1918. How far do you agree? Explain your answer Use the model answer to show pupils what ‘good paragraph/answer looks like. Identify the causal connectives/topic sentences/evidence/explanation It is likely to take a lesson to prepare and a lesson to write. For writing give 10 minutes a paragraph for SOOT – tell them on the 10 minutes for moving on It is better to SOT then to SOO and miss the conclusion. Please repeatedly stress this to the students. Pupils self-assess and make initial improvements REDRAFT after marking Aim to have this piece marked for next lesson, or as soon after as possible so that students can redraft effectively – give at least 20 minutes for that.	
<u>KG/s Identify key aspects of life in 1920s America</u> Lesson 5	Students’ study now moves to examine the political and economic world of the inter-war period. This lesson is a knowledge gaining exercise to establish key parameters from which to examine the impacts of the Wall Street Crash. Feeds on from pre-war society and Victorian values and living conditions – Year 8. Feeds forward to 1920’s America, ‘Flappers Society’ (Lesson 6), and prohibition - Lessons 7/8. Feeds forward to changes in post-war America and Europe, including the ‘Great Depression’ and rise of Hitler - Term 4.	Inference Technology Change Revolutionised Developments Luxuries	Double page spread in books as per ppt4 - Create intelligent graffiti – notes/images to record details – teacher to model on board Use the notes on the PPT, and teacher to add extra details from the notes section of the PPT to add to the depth of student knowledge of events Layers of inference activity – change and continuity Use question grid to help them ask higher order questions about the topic.	Herstory - Research 1920’s American gangsters such as Al Capone Bonnie and Clyde, Baby faced Nelson and Ma Barker. Make sure that you have found out about at least one female gangster too! Give two weeks

	<p>Feeds forward to the events of the 'Wall Street Crash' - Term 4.</p> <p>Feeds forward to GCSE 'Germany' unit – the impact of WSC on Germany – Henry Ford funded the Nazi party.</p> <p>Feeds forward to English – Of Mice and Men</p>			
<p><u>KG/s Analyse the reactions to changing culture</u></p> <p>Lesson 6</p>	<p>This time-period saw massive change for women following their role in the first world war, and the culmination of the fight for freedom and the right to vote.</p> <p>Feeds on from Term 2– causes of women's movement and the Suffragette movement.</p> <p>Feeds forward to pre-war society and Victorian values and living conditions – Year 8.</p> <p>Feeds forward to the role of women in the war effort - Term 2.</p> <p>Feed forward to GCSE source judgment skills in all units</p> <p>Feed forward to changing society of prohibition lessons 7/8</p>	<p>Flapper</p> <p>Conventional</p> <p>Revolution</p> <p>Independence</p> <p>Freedom</p> <p>Liberated</p> <p>Traditional</p> <p>Conservative</p> <p>Radical</p>	<p>Sources – use so pupils can see views on flappers – You may choose the whole class look at one source together – or you may select a range of sources for students based on their ability levels.</p> <p>Role-play cards as a class – each student given a card and move around the room to discuss their views on women and flappers based on their character profile – are women making progress in the decade?</p> <p>Students could complete tables as they discuss with character cards, or they could make notes in tables once they have sat down again</p> <p>Vote with your feet judgment – explain viewpoints.</p>	
<p><u>KG/s Summarise why prohibition was introduced in 1920?</u></p> <p>Lesson 7</p>	<p>Prohibition was a major change in American society, it was a reaction to the affluence post-WW1 and although the policy lasted less than a decade, it has made a considerable mark on popular culture, and offers a good topic to evaluate and analyse to practice skills in preparation for GCSE</p> <p>Feeds on from Term 2– causes of women's movement and the Suffragette movement.</p> <p>Feeds on from pre-war society, Victorian values and living conditions – Year 8.</p> <p>Feeds on from the role of women in the war effort - Term 2.</p>	<p>Prohibition</p> <p>Alcohol</p> <p>Intoxicated</p> <p>Social Freedom</p> <p>Equality</p> <p>Volsted Act</p>	<p>Definition of prohibition make literacy Feed explicit – prohibit – verb/prohibition - noun</p> <p>Discuss the reasons for drinking and the Volset Act–</p> <p>Sources – which reasons do they support? chart to complete</p> <p>Judgment/class discussion – how much impact did different sources have? Why?</p> <p>Pros/cons prohibition – class discussion and notes</p>	

	<p>Feeds forward to GCSE source judgment skills in all units.</p> <p>Feeds forward to GCSE Germany unit – impact of USA and WSC on Germany and Hitler’s policies.</p> <p>Feeds forward to next lesson - why prohibition failed.</p> <p>Feeds forward to gangsters and Al Capone - Lesson 9.</p>			
<p><u>KG/s Explain the reasons for the failure of prohibition</u></p> <p>Lesson 8</p>	<p>Prohibition was a major change in American society, here students can discuss and debate the reasons for the failure of the policy</p> <p>Feeds on from Term 2– causes of women’s movement and the Suffragette movement.</p> <p>Feeds on from pre-war society, Victorian values and living conditions – Year 8.</p> <p>Feeds on from the role of women in the war effort - Term 2.</p> <p>Feeds on from previous lesson on prohibition.</p> <p>Feeds forward to GCSE ‘source judgment’ skills - all units.</p> <p>Feeds forward to GCSE ‘Germany’ unit – impact of USA and WSC on Germany and Hitler’s policies.</p> <p>Feeds forward to gangsters and Al Capone Lesson 9.</p>	<p>Moonshine</p> <p>Bootlegger</p> <p>Smuggler</p> <p>Prohibition</p> <p>Significance</p> <p>Coastline</p> <p>Illegal</p>	<p>ISM source – it shows police posing for an early “selfie” with the seized stills etc – they are not taking this evidence seriously.</p> <p>Speakeasy – to introduce where people went to drink – go through why it is called ‘speak easy’</p> <p>Sort the Diamond nine and explain why it failed. Sort the causes into a diamond.</p> <p>EXT – explain some of choices i.e. least important reason, most important etc.</p> <p>Write up – why did prohibition fail? MARKED WORK</p>	
<p><u>KG/s Analyse one of the impacts of 1920’s prohibition laws</u></p> <p>Lesson 9</p>	<p>Al Capone is a major character in American popular history, the inspiration from comic book villains and movie plots. Students can use the carer of the infamous “Scarface” to debate positive and negative bias and representations of key characters</p> <p>Feeds on from Term 2– causes of women’s movement and the Suffragette movement.</p>	<p>Speakeasies</p> <p>Bookie joints</p> <p>Brothels</p> <p>Nightclubs</p> <p>Distilleries</p> <p>Horse tracks</p> <p>Breweries</p> <p>Prohibition</p> <p>Gangster</p>	<p>Teacher led info, - get students to Feed to HW research, quick note taking exercise on Who was Al Capone</p> <p>Then debate – separate positive and negative sheets one half of the room gets positive information, one half negative - Give time to set up arguments, and make notes, then debate in pairs.</p> <p>Then teacher led what happened to him,</p>	

<p>HERSTORY hw due</p>	<p>Feeds on from pre-war society, Victorian values and living conditions – Year 8. Feeds on from the role of women in the war effort - Term 2. Feeds on from previous lesson ideas of Prohibition and its impact. Feeds forward to GCSE source judgment skills in all units. Feeds forward to GCSE – all units – analysis of sources and interpretations of the past. Feeds to GCSE Germany unit – impact of USA and WSC on Germany and Hitler’s policies. Feeds forward to gangsters and Al Capone - Lesson 9.</p>	<p>Murder Massacre Tax Evasion Dementia Syphilis Racketeer</p>		
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