

1920s Images and Ideals PowerPoint Project

Subject: English III

Grade level: 11th, (can also be used at 9th and 10th grade level)

Rationale or Purpose: In order to gain a more personal and richer understanding of the literature of a time period, students need to have some knowledge about the people, lifestyles, events, dreams and beliefs of the period. After this lesson student will have an overview of many aspects of the 1920s. Through the study and exploration of *Teaching the American Twenties*, students will have a blossoming understanding of the literature, life, people, and ideals of the 1920s (post World War I America in the 1920s) and from this exploration will create a PowerPoint slide presentation depicting their understanding of the period.

Materials:

Pencils and paper

Internet access

Computers

PowerPoint software

Guide for writing a works cited for images and information used off the internet and how to include it as last slide.

Projection devise or television on which to display student presentations

Lesson Duration: Two or more 90-minute class periods – coupled with other lessons covering the literature of the time period (i.e. *The Great Gatsby*, *Spoon River Anthology*, Langston Hughes, Nora Zeale Hurston, 1920s poetry, short stories, and other literature already incorporated in the curriculum).

Objectives: TEKS

English III 110.44 (9A) Recognizes distinctive and shared characteristics of cultures through r reading;

English III 110.44 (9B) Compare text events with his/her own and other readers' experiences

English III 110.44 (14A - E) Listening/speaking/critical listening. The student listens attentively for a variety of purposes. The student is expected to: demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding; use effective strategies for listening such as prepares for listening, identifies the types of listening, and adopts appropriate strategies; demonstrate proficiency in critical, empathic, appreciative, and reflective listening; use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention; and use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.

English III 119.44 (15 A-F) The student speaks clearly and effectively for a variety of purposes. The student is expected to: use the conventions of oral language effectively; use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task; communicate effectively in conversations and group discussions while problem solving, and planning; use effective verbal and nonverbal strategies in presenting oral messages; ask clear questions for a variety of purposes and respond appropriately to the questions of others; and make relevant contributions in conversations and discussions.

English III 110.44 (21 B) Uses a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;

Activity:

Step 1: Divide student in to groups of no fewer than 4 and more than 6 and have all students explore *Teaching the American Twenties* – have them note fashion, life styles, Hollywood, key authors, key people, key events and such. Have them make notes of these things as they explore the site and note what can be learn about the time period from this collection.

Step 2: Instruct students to choose photographs, postcards, images, paintings, portraits, etc., which reflect their understanding of the time period. Remember to have them include key people and authors, life style, fashion, etc. and save these images into a folder to include in a GROUP PowerPoint presentation reflecting their study of *Teaching the American Twenties* and what they have learned about he time frame, people, lifestyles, literature, etc.

Step 3: Instruct students to write down important things about the time period, which will help them to explain their chosen images. Tell students that text (writing) on the slides will be minimal – captions, names of people, places and events in the images, but that they will be presenting their show to the class and will explain the connections more thoroughly as they present.

Step 4: Student will then create a PowerPoint presentation of no fewer than 20 slides that demonstrates their exploration and the study of the Ransom Center site and what can be learned about 1920s American from it. They will need to use transitions, backgrounds, music, and other custom animation to create a dynamic presentation.

Step 5: Guide student to the end and final projects. Give them checkpoints, do you have 20 slides, is music included, do you have a theme, how can I make my presentation more interesting?

Step 6; Present the shows – teacher grades while the group presents.

Step 7: Closure and class discussion about the shows, the time frame, the people and more.

Modification: Since students are working in groups they tend to help each other and I have found that this works well with special needs students. As with any group project, some students will and some student won't put in 100% effort – a unique grading formula deals with such situations.

Also, if computers are limited (not one for each student) groups can share and work with one computer.

Student Product:

In groups the student will create and present their PowerPoint Presentations

In groups students will turn in notes made while exploring *Teaching the American Twenties* and reflection on what it says about America in the 1920s.

Closure: The closure occurs in the presentations of the shows and discussion that expands the exploration and reflection of the time period as seen through the Ransom Center collection. Having whole class discussions after each presentation will reinforce the project, improve understanding and reveal what was gained from the lesson.

Assessment or evaluation: Using a Rubric based on teacher expectations for the product, then give the project a grade and have the student dole out the grade according to effort by member there is far less stress. Student who go the extra mile may get a higher grades (reducing other students grade, or all student may have worked equitably and equally, so they each deserve an equal grade. Students can be fired for not participating, but a non-participating student who is not fired can receive a grade no lower than a 50.

Extension: This is an excellent way to connect students to the period being studied—in this case several aspects of the 1920s. It can easily be utilized as a means to introduce a 1920s and post WWI in America literature.

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