

The Roar of Peace

Grade Level or Special Area: Seventh Grade Social Studies

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Length of Unit: Six lessons, fourteen fifty minute class periods

I. ABSTRACT

Never has a time of peace sounded so loud. Whether hearing the tat of a tommy gun, or dancing the Charleston to the newest sounds, the 1920's were a Roaring time. This unit looks at the events that made the 1920's in America an era changed that American landscape.

II. OVERVIEW

A. Concept Objectives

1. Students understand that societies are diverse and have changed over time. (CSHS-2)
2. Students know that religious and philosophical ideas have been powerful forces throughout history. (CSHS-6)
3. Students understand political institutions and theories that have developed and changed over time. (CSHS-5)
4. Students understand how economic activity has developed, changed, and affected societies.
5. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (CSHS 4)
6. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (CSHS-1)

B. Content from the *Core Knowledge Sequence*

1. History and Geography: America from the Twenties to the New Deal, p. 164
 - a. America in the Twenties
 - i. Isolationism: restriction on immigration; Red Scare; Sacco and Vanzetti; Ku Klux Klan
 - ii. The "Roaring Twenties": flappers; prohibition and gangsterism; St. Valentine's Day Massacre, Al Capone
 - iii. The Lost Generation: Ernest Hemingway, F. Scott Fitzgerald
 - iv. Scopes "Monkey Trial"
 - v. Women's Right to vote: 19th Amendment
 - vi. "New Negro" Movement; Harlem Renaissance
 - a) African American exodus from segregated South to northern cities
 - b) W.E.B. Du Bois: *The Souls of Black Folk*; NAACP
 - c) Zora Neal Hurston, Countee Cullen, Langston Hughes
 - d) "The Jazz Age": Duke Ellington, Louis Armstrong
 - e) Marcus Garvey, black separatist movement
 - vii. Technological advances
 - a) Henry Ford's assembly line production; Model T
 - b) Residential electrification: mass ownership of radio; Will Rogers
 - c) Movies: from silent to sound; Charlie Chaplin
 - d) Pioneers of flight; Charles Lindbergh, Amelia Earhart
 - e) Decline of rural population

- C. Skill Objectives
1. Construct a timeline of major events from the 1920's.
 2. Construct a map of the famous flights from the 1920's.
 3. Identify the impact of new technology of the 1920's had on society.
 4. Analyze the leaders of the New Negro Movement.
 5. Analyze the impact of the Great Migration.
 6. Identify the figures of the Harlem Renaissance.
 7. Identify the major cultural events and happenings of the 1920's.
 8. Understand the societal debate found in the Scopes Monkey Trial.
 9. Analyze the Presidencies of Coolidge and Hoover and the major of events of them.
 10. Interpret the events the led to tougher immigration laws and standards in the United States.
 11. Analyze the impact of the 19th Amendment on the United States.
 12. Understand the changes in America's view towards immigration in the 1920's because of the Red Scare.
 13. Understand the events that led to the creation of the 19th Amendment.
 14. Analyze the impact that prohibition had on many aspects of society.
 15. Understand the role of influenza, prohibition, and gangsters in the 1920's.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
1. Hirsch, E.D., Jr. *What Your 6th Grader Needs to Know*
 2. Hanson, Erika, *A Cultural History of the United States; Through the Decades, The 1920's*
- B. For Students
1. Sixth Grade from the *Core Knowledge Sequence* Industrialization and Urbanization
 - a. The post-civil War industrial boom
 - b. The growing gap between social classes
 - c. Growth of industrial cities: Chicago, Cleveland, Pittsburgh
 - d. Many thousands of African-Americans move north
 2. Sixth Grade from the *Core Knowledge Sequence* Industrialization and Urbanization: Reform
 - a. Reform for African-Americans
 - i. Ida B. Wells: campaign against lynching
 - ii. Booker T. Washington: Tuskegee Institute, Atlanta Exposition Address, "Cast down your bucket where you are"
 - iii. W.E.B. Du Bois: founding of NAACP; "The problem of the twentieth century is the problem of the color line"; *The Souls of Black Folk*
 - b. Women's suffrage
 - i. Susan B. Anthony
 - ii. Nineteenth Amendment (1920)

IV. RESOURCES

- A. Joy Hakim's *War, Peace, and All That Jazz* (all lessons)
- B. *United States History Origins to 2000; The Roaring Twenties* (Lesson Three)

V. LESSONS

Lesson One: Put 'em Up (three class periods)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand that societies are diverse and have changed over time.
 - b. Students know that religious and philosophical ideas have been powerful forces throughout history.
2. Lesson Content
 - a. Prohibition and gangsterism: St. Valentine's Day Massacre, Al Capone
3. Skill Objective(s)
 - a. Understand the role of influenza, prohibition, and gangsters in the 1920's.
 - b. Analyze the impact that prohibition had on many aspects of society.

B. *Materials*

1. Appendix A - Teacher notes
2. Appendix B - Term list (one for each student)
3. Appendix C - Newspaper assignment sheet (one for each student)
4. Appendix D - Grading criteria for assignments

C. *Key Vocabulary*

1. Volstead Act – Congressional act enforcing the 18th Amendment by closing breweries and distilleries
2. Bootlegger – seller of alcohol
3. Rumrunner – importer of Alcohol
4. Speakeasy – illegal bar

D. *Procedures/Activities*

1. This is the beginning of a new unit. To begin the unit, ask the students to create a list of all the things they know about the 1920's in the United States. This should not take very long because the students do not realize that they do know some information about the era. Give the students some time to finish this, but not too long. Next pass out the term list for the unit to the class. Ask the class if they know anything about any of these terms, or even if they have just heard about these terms. There should be a few hands now. The students should have learned about W.E.B. Du Bois from the previous year, and many of the students will have heard about Babe Ruth, Al Capone, and the Radio. Inform the class that these are the people, places, things, and events from the 1920's that we will be studying in this unit. As the unit progresses the students need to fill out information about the terms on their list. This list will serve as a study guide for the end of the unit test. I have my classes write the terms into their notebooks on the first day of the unit skipping three lines between each term. Once they come across important information on one of the terms, they need to write down a definition of it in their notebooks.
2. Next pass out the copies of the newspaper assignment sheet to each student. The students will each create a newspaper about events in the 1920's. The assignment sheet outlines the requirements for the assignment, including the amount of articles necessary and possible topics. The students will create the newspaper using the computer. Our class will use Microsoft Publisher, but any word processor program will work. The students will work on this in their own time, however you may want to remind them that they should be writing articles as they go through the unit. I give the class a due date that they must have all the articles typed by. The saved articles from home or the school lab during their

free time are then taken to the lab during one or two class periods in order to lay the articles into their paper as they want them to appear.

3. The class will also be using Joy Hakim's *War, Peace and All That Jazz* as a supplement reading source for this unit. Most of the readings for the unit coincide with the topic of the day's lecture, however there are a few times when the reading's information will be discussed in the lecture in the near future. Refer to Appendix A for information to be used during lectures/discussions.
4. Begin the lecture/discussion for this lesson. This discussion will move the students from the end of World War I, to the beginning of the 1920's. This will cover the spread of influenza, prohibition, and the rise of gangsters because of the supply of illegal alcohol. As the students go through the unit, its chapters, and class notes, they should fill in information about the terms found on their term list. This term list will serve as a study guide for the end of unit test on the Roaring 20's.
5. After finishing the lecture/discussion, the students will have a writing assignment. There will be many different writing assignments during this unit. They usually come in a break in information that is being presented. Whenever you come to a point where there is a writing assignment, give it to the students. I allow them to write in class. If they finish in class, we move on to the next topic or lesson in the unit. If there is not enough time in class to complete the writings, they are to be finished for homework. Complete this in class or for homework as time allows. **WA:** How did Prohibition lead to the rise of the Gangsters of the 1920's? Use Appendix D for grading the writing assignment.
6. Homework: Read chapters 3 and 4 in *War, Peace, and All That Jazz*. There are many different readings from *War, Peace, and All That Jazz* that connect to the information in the class. Because of layout of this lesson, it is difficult for me to assign the readings for the teacher for each night. Rather, the readings listed for each lesson connect to information discussed in class. It is up to the teacher to assign what readings to do each night based upon how much was covered in class. If my classes finish their writing assignment in class, then they usually have a copy of chapter to read. However; if they did not finish the writing and have that work to complete, I put the readings off for a night, or only assign one chapter to read.

E. *Assessment/Evaluation*

1. Teacher observation of class discussion/lecture
2. Student writing assignment on prohibition and gangsters.

Lesson Two: Not Scared to Vote, Rather the Red Scare (two class periods)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students understand that societies are diverse and have changed over time.
 - c. Students understand political institutions and theories that have developed and changed over time.
2. Lesson Content
 - a. Women's Right to Vote: 19th Amendment
 - b. Isolationism: restriction on immigration; Red Scare; Sacco and Vanzetti; Ku Klux Klan

3. Skill Objective(s)
 - a. Understand the events that led to the creation of the 19th Amendment.
 - b. Understand the changes in America's view towards immigration in the 1920's because of the Red Scare.
 - c. Analyze the impact of the 19th Amendment on the United States.
 - d. Interpret the events that led to tougher immigration laws and standards in the United States.
- B. *Materials*
 1. Appendix A - Teacher notes
 2. Appendix D - Grading criteria for assignments
 3. Joy Hakim's *War, Peace, and All That Jazz*
- C. *Key Vocabulary*
 1. National Origins Act – limited immigrants into the US
 2. KKK – white supremacist organization
- D. *Procedures/Activities*
 1. Collect the writing assignment from the students if it was finished for homework. There are two large sections or topics in this lesson. They are the 19th Amendment to the Constitution, or Women's Right to Vote, and the Red Scare. This unit is full of subsections to help the students organize the information. Appendix A will discuss these subsections.
 2. Begin the class discussion on Women's Right to Vote and the events that lead to the changes. Appendix A has the lecture notes. After finishing the notes on the 19th Amendment, give the students a writing assignment. **WA:** What impact did women having the right to vote have on America and its society?
 3. Give the students time to write, maybe for homework, depending on how long it took to go through the notes. Next begin talking about the next topic, the Red Scare. Once again, refer to Appendix A for notes on this topic. This will look at the change of the attitude of the United States towards immigration. Once again, after the notes are finished with this section, there will be another writing assignment. **WA:** What changed America's view on immigration and its role in the world?
 4. For homework, the students are to finish the writing assignment, and read chapters five, six, and seven in *War, Peace, and All That Jazz*.
- E. *Assessment/Evaluation*
 1. Student writing assignment about the impact of the 19th Amendment to the Constitution on the United States.
 2. Student writing assignment about the events that caused America to change its views on immigration.
 3. Teacher observation of the classroom discussion.

Lesson Three: Roaring Twenties (three class periods)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students know that religious and philosophical ideas have been powerful forces throughout history.
 - b. Students understand that societies are diverse and have changed over time.
 2. Lesson Content
 - a. The "Roaring Twenties": flappers
 - b. The Lost Generation: Earnest Hemingway, F. Scott Fitzgerald
 - c. Scopes "Monkey Trail"

3. Skill Objective(s)
 - a. Analyze the Presidencies of Coolidge and Hoover and the major of events of them.
 - b. Understand the societal debate found in the Scopes Monkey Trial.
 - c. Identify the major cultural events and happenings of the 1920's.
- B. *Materials*
 1. Appendix A - Teacher notes
 2. Appendix D - Grading criteria for assignments
 3. Joy Hakim's *War, Peace, and All That Jazz*
 4. *United States History Origins to 2000; The Roaring Twenties*
- C. *Key Vocabulary*
 1. Flappers – women with bobbed hair, and shorter skirts from the 20's
 2. Charleston – popular dance of the 20's
 3. Monkey Trail – trail in Tennessee over a law making teaching evolution illegal
- D. *Procedures/Activities*
 1. Begin class by collecting the writing assignment from the previous day. Ask the students to create a list in their notebooks about the culture of today. When people mention 2003 in the future, what cultural trends will they talk about. Give them some suggestions to think about, pop icons, popular dances, cars, sports figures etc. After they have had some time to compile their lists, have the students share some of their ideas.
 2. After sharing their ideas, inform the class that they are going to learn about some of the cultural highlights of the 1920's. They are going to learn about some of the political leaders, the sports heroes, major events that caught much attention, and popular fads and happenings. Use Appendix A as an aid to discuss/lecture the main points of the fads. There are three sections to this unit, and each one should take one class period, and the first two have writing assignments at the end of the day. Begin by discussing Harding and Coolidge and the differences of the two individuals, the Tea Pot Dome Scandal, and Coolidge's attitude towards government and business. **WA:** Compare and or contrast Coolidge and Harding.
 3. Next begin to talk about the cultural aspects of the 1920's. This will include the flappers and their connection to the women's movement. Also talk about baseball, writers, dancing, and popular people. Again, Appendix A will have all the background information about these topics. **WA:** How would you categorize the attitude of the 1920's? Explain.
 4. The last issue of this unit deals with the Scopes Monkey Trail. Appendix A has the background information on this event.
 5. After the discussions have finished, show the class the video *United States History Origins to 2000; The Roaring Twenties*. This video show that students pictures of the people, places, and events that they have been learning about. This video ties together many of the topics or the era and this unit, and allows the students to see how all these different events were taking place at the same time. I make the students take notes on the video as they watch it. This will help them understand the information, get ready for the test, and to insure that they are actually watching the video.
 6. The students will also have chapters to read over this lesson. It is up to the teacher to decide which chapters are to be read which day. The students are to read chapters 8-11.
- E. *Assessment/Evaluation*
 1. Teacher observation of class discussions
 2. Student writing assignment on Coolidge and Harding

3. Student writing assignment on attitude of the 1920's.

Lesson Four: Harlem Renaissance (three class periods)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students understand how economic activity has developed, changed, and affected societies.
 - b. Students understand that societies are diverse and have changed over time.
2. Lesson Content
 - a. "New Negro" Movement; Harlem Renaissance
 - i. African American exodus from segregated South to the northern cities
 - ii. W.E.B. Du Bois' *The Souls of Black Folk*; NAACP
 - iii. Zora Neal Hurston, Countee Cullen, Langston Hughes
 - iv. "The Jazz Age": Duke Ellington, Louis Armstrong
 - v. Marcus Garvey, black separatist movement
3. Skill Objective(s)
 - a. Identify the figures of the Harlem Renaissance
 - b. Analyze the leaders of the New Negro Movement
 - c. Analyze the impact of the Great Migration.

B. Materials

1. Appendix A - Teacher notes
2. Appendix D - Grading criteria for assignments
3. Joy Hakim's *War, Peace, and All That Jazz*

C. Key Vocabulary

1. NAACP – organization fighting for equal rights for African Americans
2. Crisis – magazine for the NAACP
3. Harlem Renaissance – birth of African American culture
4. Back to Africa Movement – a push for pride in African American culture and a return to their roots in Africa

D. Procedures/Activities

1. This lesson looks at another subsection of the 1920's; the Harlem Renaissance and the birth of the New Negro Movement. This is one of the most famous, most widely known, and most important sections of the 1920's. Appendix A has all the background information for this lesson.
2. The first part of the lesson is the migration of many blacks from the segregated south to the north. After explaining that many African Americans went to the north looking for more opportunity and a better life, and that many of these people ended up in large cities because of jobs. **WA:** What impact did this migration have on northern cities and American culture and society? After the students have had some time to write, ask them to share their ideas. There will be many different ideas shared, and use this to guide the class in a discussion about the explosion of African American culture that took place in large cities around the north. The most famous area that this took place in was Harlem.
3. After exploring the most famous of artists from the Harlem Renaissance, next inform the class that with this growth in African American culture, there was also a growth in activism for African American rights. This will look at Du Bois, the NAACP, and Marcus Garvey. When this discussion has finished, there is another writing assignment. **WA:** Compare and contrast Marcus Garvey and W.E.B. DU Bois.

4. The reading for this unit to be spread over the two days it takes to complete this lesson are chapters 12-14.
- E. *Assessment/Evaluation*
1. Teacher observation of class discussion
 2. Student writing assignment on Marcus Garvey and W.E.B. Du Bois.
 3. Student writing assignment on the impact of the Great Migration.

Lesson Five: Technology Advancements (one class period)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand that societies are diverse and have changed over time.
 - b. Students know the general chronological order of events and people in history.
 - c. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
 2. Lesson Content
 - a. Technological advances
 - i. Henry Ford's assembly line production; Model T
 - ii. Residential electrification: mass ownership of radio; Will Rogers
 - iii. Movies: from silent to sound; Charlie Chaplin
 - iv. Pioneers of flight; Charles Lindberg, Amelia Earhart
 - v. Decline of rural population
 3. Skill Objective(s)
 - a. Identify the impact of new technology of the 1920's had on society.
 - b. Construct a map of the famous flights from the 1920's.
- B. *Materials*
1. Appendix A - Teacher notes
 2. Appendix D - Grading criteria for assignments
 3. Joy Hakim's *War, Peace, and All That Jazz*
 4. Blank world map (one for each student)
- C. *Key Vocabulary*
1. Model T – popular car of the Ford Motor Company
 2. Spirit of St. Louis – Lindberg's plane
- D. *Procedures/Activities*
1. This is the last lesson in this unit that introduces new material. Begin the first class of this lesson by collecting the last writing assignment. This lesson talks about many of the technological advances of the 1920's and the individuals that used this new technology to achieve new heights. The lesson looks at Henry Ford, Will Rogers and the radio, movies with and without sound and Charlie Chaplin, flight and Earhart and Lindberg, and the impact technology had on the move to cities.
 2. Begin a class discussion/lecture by using Appendix A for background notes. Complete the whole section of notes. After the students have learned the facts about Earhart and Lindberg, pass out the blank world maps. The lecture notes discuss the routes taken by the two aviators. The students are to create a map showing the flight paths of these two pioneers. The students are to complete the map with the remaining time in class or for homework.
- E. *Assessment/Evaluation*
1. Teacher observation of class discussion
 2. Student created map of flight paths

Lesson Six: The End (two class periods)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - 2. Lesson Content
 - a. America in the Twenties
 - b. The “Roaring Twenties”
 - 3. Skill Objective(s)
 - a. Construct a timeline of major events from the 1920’s.
- B. *Materials*
 - 1. Appendix D - Grading criteria for assignments
 - 2. Appendix E - Timeline for the 1920’s
 - 3. Appendix F - Crossword for the 1920’s
- C. *Key Vocabulary*

None
- D. *Procedures/Activities*
 - 1. This last lesson built into this unit is designed to bring all of the information together and to get the students ready to take the end of the unit test. At this point, students should have their term list. The first activity is to complete a time line of major events from the 1920’s. This will include major political events like elections or laws passed. It will also address major events in cultural and social history as well. Appendix E is a timeline for the instructor to use in order to help the students. They should have all the dates necessary to complete the timeline from their notes in class, notes from the video, and the readings from *War, Peace, and All that Jazz*. This should be completed with the remaining time in class or for homework.
 - 2. The next activity is to complete the crossword puzzle included as Appendix F. This too should take a class period. If the students finish early, they should study for the test.
- E. *Assessment/Evaluation*
 - 1. Student timeline of the 1920’s
 - 2. Student work on the crossword puzzle

VI. CULMINATING ACTIVITY

- A. The culminating activity for this unit is the end of unit test that is included as Appendix G. The answer key is included as Appendix H.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Teacher lecture notes
- B. Appendix B: Term list
- C. Appendix C: Newspaper assignment sheet
- D. Appendix D: Grading criteria for assignments
- E. Appendix E: Timeline for the 1920’s
- F. Appendix F: Crossword for the 1920’s
- G. Appendix G: Test for the Roaring Twenties Unit
- H. Appendix H: Answer Key for Test

VIII. BIBLIOGRAPHY

- A. Hanson, Erika, *A Cultural History of the United States; Through the Decades, The 1920's*. San Diego, CA: Lucent Books, Inc., 1999. ISBN 1560065524
- B. Hirsch, E.D. Jr., Kent, J., Trefil, J. *The Dictionary of Cultural Literacy*. Boston: Houghton Mifflin Company, 1993. ISBN 0395655978
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- E. "Calvin Coolidge," *Microsoft Encarta Encyclopedia 2000*. 1993-1999 Microsoft Corporation
- F. "Al Capone," *Microsoft Encarta Encyclopedia 2000*. 1993-1999 Microsoft Corporation
- G. "Charles Lindberg," *Microsoft Encarta Encyclopedia 2000*. 1993-1999 Microsoft Corporation
- H. "Amelia Earhart," *Microsoft® Encarta Encyclopedia 2000*. 1993-1999 Microsoft Corporation
- I. <http://www.tighar.org/Projects/Earhart/worldflight.html>
- J. *United States History Origins to 2000; The Roaring Twenties*; Schlessinger Media, 1996

Appendix A, page 1 Teacher Notes

Note to teachers: This unit is difficult to arrange because of the timeframe that it covers. Most units or sections of the *Core Knowledge Sequence* go in a sequential order over a short time period, like that of World War One or the Russian Revolution. Those units are easier to explain and cover because of the chronological order in which they happen. This unit looks at the 1920's as a whole time period in American history, and the small subsections that make up that era. Many of the subsections and their events happened at the same time and did not rely on one another in order to take place. I hope that this unit is presented in a way that makes sense.

Lesson One: The first subsection of this unit deals with Prohibition and the subsequent problems that arose because of it, mainly the rise of gangsters, or gangsterism as the *Core Knowledge Sequence* calls it. Prohibition officially began on January 16th, 1919 when the Eighteenth Amendment was ratified (it went into effect on January 20, 1920) making the manufacture, sale, or transportation of alcohol illegal within the United States. This was not an overnight change. There had been a push for prohibition for many years, as alcohol was blamed for many of the social problems developing in the United States. The issue in a way divided the country. Two groups were formed; the **Wets** and the **Drys**. The Wets were in favor of alcohol and therefore against any law outlawing. These people did not feel it was the role of the government to control what individuals using alcohol should. The other camp, the drys, thought that alcohol should be outlawed in order to save the integrity and security of the nation. There were a few factors that led to this movement. Most of them involved the stability of families and small communities. At this time, there were many immigrants coming to this country, and they, along with the families here, were looking for work. At this time in America, it was the men who were responsible for providing for the families. Many of the men visited saloons and bars on their way home from work, and many of them drank what their family needed to live on. This forced families into hard times, and led to other social problems like crime. Among those that were considered Drys, there were two subsections: those who believed in prohibition, or the outlawing of alcohol, and those who believed in Temperance, or moderation when it came to alcohol. There were many groups involved with the control of intoxicating liquors. They were the **Women's Christian Temperance Union** and the **Anti-Saloon League**. The overall debate was answered by Congress, but not solved with the passing of the 18th Amendment. The Amendment set the groundwork for Prohibition, but it was the **Volstead Act** of 1919 that set up the laws in order to enforce Prohibition. The experiment of Prohibition was in effect.

The Federal government listened to the desires of the people and made alcohol illegal, but did not aid the law enforcement agencies in upholding the law. Lack of funds left law enforcement weaponless against what was now a very popular crime. Just because Congress made it illegal to drink, the people's thirst did not disappear. There were many individuals who continued to want to drink intoxicating liquors. Following the laws of supply and demand, because there was still a demand, and now supplying was illegal, lots of money could be made in giving the masses what they wanted. Organized crime families and groups soon found illegal alcohol to be a very lucrative endeavor. These groups sprung up throughout major cities around the country. The most famous stories and figures sprang into the national spotlight in New York, and Chicago. Individuals and groups found ways to sell alcohol. Drinks brought into the country from foreign ports were carried by **rumrunners**. Individuals who sold alcohol were called **bootleggers**. They got their name because many of them carried flasks in their boots. People looking for a drink in big cities went to places called **speakeasies**, bars that sold illegal alcohol. The gangs of the large cities made their money supplying and controlling the distribution of the alcohol. This was such a profitable endeavor that many gangs competed in the large cities. The most famous leader during this time was **Al Capone**, in Chicago.

Al Capone was notorious for his strength in Chicago and the ruthless ways his gang used to keep control of the city. One example of Capone's wicked ways is known as the **St. Valentine's Day Massacre**. Several of Capone's men dressed as police officers paid a visit to a warehouse owned by Bug

Appendix A, page 2

Moran, Capone's rival. There the faux police officers opened fire killing seven of the rival gang members. A few of them used a new weapon called the **Tommy gun**. This sub machine gun fired many bullets in a short time period. Events like this, with blatant disregard for the law, happened all the time in Chicago at the hands of Capone's men. However, the authorities were never able to prove that Capone was responsible. He escaped imprisonment for many years until a new task force was assembled to try and stop the crime in Chicago. This group was led by **Elliot Ness** an agent for the U.S. Department of Justice. They arrested and convicted Capone for tax evasion, and he served time in prison, including the famous jail in San Francisco Bay, Alcatraz. Even with Capone's imprisonment, crime continued in Chicago. Much of this notorious crime was caused by Prohibition.

Lesson Two

The next two subsections deal with the **19th Amendment** and the **Red Scare**. The first started along the lines of the Temperance movement. Women had a big part in the outlawing of intoxicating liquors. They joined together in groups like Women's Christian Temperance Group and the Anti-Saloon League. These groups were instrumental in the passing of the 18th Amendment. The women's right to vote, or the Women's Suffrage movement had been an issue for quite a while. By 1919, 39 of the 48 states had granted women the right to vote in state and local elections. There was still a push to make it a Constitutional Amendment similar to the 15th Amendment that gave African-Americans the right to vote. Suffragists, the term used to describe the women fighting for the right to vote, held marches, rallies, and drew national attention to their cause. They were determined and were not going to go away. There was strong resistance from many leading men around the country. They were afraid that giving women the right to vote would drastically alter the complexion of the American political scene. Carrie Chapman Catt was the head of the National American Woman Suffrage Association. She led the charge of the suffragists and celebrated when the Nineteenth Amendment was ratified on August 18th, 1920.

The second subsection of this unit is the Red Scare. The **Red Scare** is the hunt, crackdown, and fear of the immigrants in the United States that were believed to have radical views. The fears spread through the country as people learned about the changes that were taking place in Russia, and the growth of communism. Many Americans were afraid of changes like this happening in the United States and were quick to point at the new immigrants coming to the United States. Stories spread through the country of communists plotting against the government and most unsolved large crimes were blamed on these radicals. One response of America was a witch-hunt of immigrants. This started from the very top of the government. **A. Mitchell Palmer**, the Attorney General of the United States, organized raids in major cities that arrested over five thousand suspected radicals. He angered many people, causing some to bomb his home.

There were many instances of Americans arrested for crimes that they did not commit due to the political or ethnic backgrounds. The most famous case involved two Italian immigrants named **Nicola Sacco** and **Bartolomeo Vanzetti**. A factory paymaster and a guard were killed at a factory during a robbery and the two immigrants were arrested, tried, and convicted for the murders, even though the prosecutors lacked evidence to prove that they did it. The two were professed anarchists who were upset and protesting police because a friend of theirs died in police custody. This is just one story of the treatment of those with different views than the mainstream during the 1920's.

Another tactic the government took was to limit the immigrants coming into the country. Many laws were passed to bring immigration to a crawl. Congress passed the **National Origins Act** in 1924. This limited the number of immigrants coming to the United States from southern and Eastern Europe, and stopped all immigration from Asia.

There were many groups in the United States that were pushing for the United States to limit immigration and for it to isolate itself from the rest of the world. The most famous of these groups was the **Ku Klux Klan**. Not only did the KKK dislike and target blacks, Catholics, and Jews as they had

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before, but also foreigners. William J. Simmons was one of KKK leaders at this time. They tried to force out communists from this country.

There was a tremendous push for the United States to be isolated. Many felt that the United States should stay away from the affairs of the other countries in the world, because that is how problems at home began to start. This was a shift in America's view after the Spanish American War and being thrust into World War I.

Lesson Three

This lesson looks at the culture of the 1920's in America. When many people look back at an era, the main figures using come to mind first. There were four Presidents during the 1920's: Woodrow Wilson, **Warren G. Harding**, **Calvin Coolidge** and Herbert Hoover. Wilson was President in 1920, and was in office while Congress voted the 18th and 19th Amendments on. Harding became President in 1921 on the slogan "Return to Normalcy." Harding looked the part of a President. The item that stands out during Harding's presidency was an incident called the Tea Pot Dome Scandal. Harding appointed friends to high-ranking government positions. Many of these friends were not qualified to have the jobs that they did and a few took advantage of their positions. They used their jobs to help themselves and friends get land that was very rich in oil and natural resources that the government was selling at a very low price. They used their positions that are supposed to be there to help the people, to help themselves make lots of money. The most famous piece of land was a section of Wyoming called Tea Pot Dome, and this is how the scandal got its name. Harding was also famous for the poker games that took place in the White House and the illegal drinking as well. Most of these stories came out after Harding left the White House and have tarnished his legacy. In office, Harding was hard working and dedicated, but his other actions over shadowed his positive traits.

Coolidge took over after Harding died in office in 1932, and did not have a scandal that shook his presidency. Coolidge, also known as Silent Cal, let the country run its self. That's not to say he did not care, but he whole heartedly believe that the government should stay away from running the economy, or laissez faire. Coolidge is famous for saying the "Business of America is business." His administration strove to make sure that the United States was set to grow here at home, and that the economy should run its own course. They allowed the economy to grow to new heights and did little to control, monitor, or limit the growth. He got the nickname Silent Cal for his reputation of never wasting words.

Herbert Hoover became President in 1929. His Presidency is looked at in the *Core Knowledge Sequence* on the Great Depression

While Coolidge was in office, many changes seemed to grow with the strengthening economy. There is a belief in American cultural history that as the economy does better and better, or grows to new heights; the hemlines of women's skirts get shorter and shorter. This can be seen through many different periods in American history. As discussed in the second lesson, women were achieving new rights and liberties in the United States during the 1920's, and they were not limited to voting rights. Young women were becoming outspoken and educated. They were changing the social norm of the role of women as seen in the United States over the previous 100 years. Many young women began to wear skirts that showed their ankles, and they also began to wear makeup. Women were driving the cars, and going out dancing. The famous dance of the time was the **Charleston**. They also cut their hair shorter than was wildly accepted. This was called a bobbed haircut. These women with bobbed hair, shorter skirts, and out dancing were called **flappers**. This change shocked many Americans, but was a perfect symbol of the 1920's. People were letting loose. They were spending money, buying new goods, and enjoying life. They were enjoying the automobile (lesson 5), and listening to the widely popular jazz music (lesson 4).

Americans seemed to be tossing aside the dark gloom that the war days brought the world, and because they were not forced to rebuild like their European counterparts, they had a good time. American culture was blossoming; not only in Harlem and in African-American circles, but also on a larger scale. There were many voices of this culture, but few are as famous as **Earnest Hemingway** and **F. Scott Fitzgerald**. They were a part of The Lost Generation. They did not grasp the carefree lifestyle that many

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were living and stayed in a darker state. Hemingway wrote novels like *The Sun Also Rises*, *A Farewell to Arms*, and *The Old Man and the Sea*. F. Scott Fitzgerald is famous for his novel *The Great Gatsby*.

Sports were also a big part of 1920's America, and no sport was bigger than American's pastime, baseball, and the king of that game was Babe Ruth. Ruth helped save baseball from one of its darkest moments. In 1919, the Chicago White Sox made it to the World Series, where they lost. Eight of the White Sox players, including the great Shoeless Joe Jackson, were convicted of taking money from gamblers connected to the gangs to lose the World Series. These players were banned from baseball, and the game lost some fans. George Herman Ruth came to the game and brought back the masses. It was a combination of his past, his personality, and his ability to hit the ball farther than any other player with more consistency. Ruth hit 60 homeruns in one year, when the average at the time was closer to fifteen or twenty. Ruth, started his carrier with the Boston Red Sox, but was traded for cash to the New York Yankees because the Boston owner had a debt he needed to pay off. The Red Sox have never recovered and have not won a title since.

Baseball was so popular that people all over the nation were playing it; however, not everyone was allowed to play professionally. African Americans were kept out of the big leagues, and thus created their own league. The Negro League saw some of the best baseball players in American History. They were not as widely popular as the New York Yankees, but teams like the Kansas City Monarchs, had fans around the country. The Negro League teams did not make as much money as the big league teams, but they loved to play. The best teams would go on barn storming tours around the country playing sometime three games a day for the fans in smaller communities. Two of the most famous Negro League players were Satchel Paige and Josh Gibson. African Americans were also excelling in boxing, Joe Louis world champion, and Jesse Owens, track and field. The African American community was drawn to the games, and these athletes.

The many events and ideas of change of the 1920's brought many debates with people with ideals. The debate of prohibition, and women's rights, to vote and other freedoms, were often discussed. However, the debate that caught the biggest attention took place in Tennessee 1925. Tennessee created a state law that made it illegal to teach evolution, or any other story that conflicts with the creation story found in the bible, in the public schools. The American Civil Liberties Union offered to pay the legal expenses of anyone convicted of teaching creationism because they felt it went against the 1st Amendment of the Constitution. **John Scopes** was a 24-year-old teacher and took the ACLU on their offer. Scopes was arrested and a trial was set up.

Charles Darrow, an agnostic, represented Scopes for the ACLU. Famous politician, lawyer, and fundamentalist Christian **William Jennings Bryan** represented the state of Tennessee. Darrow argued that the state was trying to impose Church doctrine on the teaching of the state in violation of the 1st Amendment. Jennings Bryan argued that Darrow was out to slur the Bible for his own beliefs. The case brought the nation to small Dayton, Tennessee. The verdict of the case was that Scopes was found guilty of violating the law and fined \$100. Because of a small error, Scopes did not have to pay the fine. Another error or technicality made it impossible for the case to be appealed to the Supreme Court. The law stayed in effect until the mid 60's.

The large overall feeling of the 1920's was one of carefree fun. It was a time of firsts. People pushed the ideas of what was acceptable and changed society.

Lesson Four

This lesson looks at the rise of a new African American culture, identity, and push for equality. The biggest event, the one that started this explosion of African American culture was the mass movement of African Americans in the segregated South to large industrial northern cities. This was to get away from the harsh treatment and lack of opportunity in the South and to have a chance to succeed in the north where jobs were more readily available and the practice of segregation was not as wide spread. Cities like Chicago, Detroit, and New York saw the biggest increase in population. Part of this movement

Appendix A, page 5

happened during the First World War as the factories in the North, where steel was produced and factories made war equipment, needed people to fit the needs of production.

When African Americans made it to the north they moved to parts of the cities where other African Americans were living. These new neighborhoods produced a sense of security, and companionship, but also a burst of light that brought new forms of art and entertainment. Because the populations of the large cities were not only African American, the new form of art and entertainment was seen and enjoyed by many different groups, races, and genders. This explosion of African American culture is called the **Harlem Renaissance**. The new entertainment consisted of poems, novels, art, and music. Many famous African American musicians, authors, and artists came from this time period.

The most famous thing for the masses to come out of the Renaissance was jazz music. Jazz expanded from New Orleans and the South to Chicago and New York. There were many great jazz performers like **Duke Ellington**, **Louis Armstrong**, and **Bessie Smith**. Armstrong was a trumpeter from New Orleans that moved to the northern cities with the music. Satchmo, as he was nicknamed, carried jazz music with him all over the world and is one of the most famous jazz artists of all time. Ellington was a master at the piano and composed all sorts of music, but was best known for his jazz. Bessie Smith, the Empress of the Blues, also sang jazz throughout the country.

There were also many achievements in writing at this time. The most famous author was **Langston Hughes**. Hughes wrote poems, articles, and many short stories. His poems speak of the experience of African Americans in the United States. One of his most famous poems was "The Negro Speaks of Rivers." Another famous poet was **Countee Cullen**. He wrote the poem "Ballad of the Brown Girl." Cullen differed from Hughes, in that Hughes lived in a predominately black neighborhood and saw the struggle of his neighbors. Cullen did not come from this type of background and thus his poems did not draw on this kind of experience. W.E.B. Du Bois published much of Cullen's work in the NAACP's publication the **Crisis**. A novelist of this time was **Zora Neal Hurston**. Her most famous work was *Their Eyes Were Watching God*. She too relied on accounts of her life and the lives of those around here in her works.

The growth of African American art and culture was aided by the growing amount of African Americans that were educated in northern schools. There was a desire and a call for better treatment of African Americans all over the country. There were many different strategies used to call attention to the injustices and many different people involved in this campaign. The first person was **W.E.B. Du Bois**. Du Bois was well educated, the first African American to get a Ph.D. from Harvard University. He tried to end the inadequate treatment of African Americans. He was a part of a group that founded the Niagra Movement in 1905 that led to the creation of the **Nation Association for the Advancement of Colored People**. The NAACP worked on ending unjust laws and practices through the power of litigation and lobbying. Du Bois edited and oversaw the production of the NAACP magazine *Crisis*. This shared stories of African American's success around the country. He also wrote *The Souls of Black Folk*. This was a collection of essays about African Americans and society. He urged African Americans to be well educated and to overcome the obstacles in front of them.

Another approach to fighting unequal rights was tried by **Marcus Garvey**. He is known for the **Back to Africa Movement**. He urged African Americans to be proud of their African heritage and that some of them should even return to Africa to be apart of a country their. He was quite outspoken against the unequal society and even African Americans that prospered in the white system. This was known as the black separatist movement.

The movement north brought the many changes to American culture.

Lesson Five

This last lecture/discussion lesson looks at many of the new technological developments of the 1920's. We will start with the one that made the biggest impact of the time. Many students believe that **Henry Ford** invented the automobile. The truth is it was first developed in Europe many years before; however, Ford did have an incredible impact on the automobile industry and making the car an

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affordable object. Henry Ford revolutionized the way that the car was built, and in doing so, made it more affordable for the masses. Ford is responsible for using the assembly line to make cars. In fact, he developed the modern assembly line. The first **Model T**'s lacked individuality and personality. All Model T's were exactly the same: same model and same color. This reduced production costs immensely and therefore made the cars cheaper to buy. Another technique that Ford used to keep prices low was for his company to produce everything needed to build cars. They did not have to pay the high prices for steel, glass, and rubber that other manufacturers did, because they made them themselves. The Tin Lizzie, the Model T's nickname, became the most popular car, and a lot of that had to do with the price. Ford was able to lower the price of a Model T from \$850 to \$290 in 1924. By the end of the 1920's, half the cars sold in the United States were Fords. Over time, the sales dropped because people wanted to have different forms or cars than their neighbors, like different colors or extras, and Ford had to keep up with the times and change, but they left their mark on American history. Now that more and more America's owned cars, American culture grew to the countryside, and people that lived in the cities were able to enjoy the country as well. American expanded their sphere of activity and thus made the country smaller. Drivers used the car as a form of entertainment.

There were many different new forms of entertainment at this time. The radio, much like the car had been around for a while, but was not accessible to the masses. During the 20's, many Americans added the radio to their homes, and listened to shows much like many Americans watch television today. The biggest star of the radio those days was Will Rogers. He was a actor and satirist with a voice that reached the nation.

Another innovation in entertainment revolved around movies. Silent movies were the big thing, and actor Charlie Chaplin was the main man. But during this time, sound was added to movies. Over 100 million Americans visited the movies in 1930. These people rushed to hear and see stories about the world and far off places. Today's multi-billion dollar industry got its huge break with the talking movies of the 1920's.

Americans were also making waves with airplanes. The first innovator was **Charles Lindberg**. Lindberg was a former mail pilot delivering the mail to smaller cities across the Midwest. He answered a challenge for \$25,000 to dollars to become the first to fly solo across the Atlantic Ocean. Several pilots attempted this trek and failed, but on May 21st, 1927, he landed in Paris, France in his plane the **Spirit of St. Louis**. The plane was stripped of all extra weight to make room for extra fuel. Lindberg himself had only some water and a bag of sandwiches. He started in New York and headed northeast towards Nova Scotia. He than took the big leap across the ocean and continued over Ireland and southern England before making it to France. The whole trip took thirty-three and a half hours. When Lindberg landed he was an instant celebrity and hero, not only in the United States, but also across Europe.

Lindberg inspired others to fly and attempt new feats, like **Amelia Earhart**. She became the first women to fly across the Atlantic and Pacific Oceans, but her most famous flight was the failed attempt to fly around the world. She left Oakland, CA on May 20th, 1937. She headed south Tucson, Arizona, and then east to New Orleans, and then to Miami. From there she went to San Juan Puerto Rico, Caripito Venezuela, Natal Brazil, Dakar Senegal, Al Fashar Sudan, Assab Ethiopia, Karachi Pakistan, Calcutta India, Bangkok Thailand, Singapore Malaysia, Bandoeng Indoneisia, Darwin Australia, and then to Lae, Papua New Guinea. From here see was going to go to Howland Island, and then to Honolulu. She never made this part of the journey from New Guinea on, and died on her trek. This is one of the most famous adventures of all time, not only because she did not make, but also because of the feat she was rying to accomplish.

The advances in technology during this time, greatly changed America. It not only brought more people into the cities for jobs and entertainment, but it also shrunk what was considered the rural parts of America.

Appendix B, page 1
Term List

Sacco
Venzetti
Red Scare
Wets
Drys
Langston Hughes
Marcus Garvey
Harlem Renaissance
Great Migration
The Souls of Black Folk
CRISIS
Prohibition
Temperance
Will Rogers
Radio
Ku Klux Klan
National Origins Act
Volstead Act
Suffrage
Elliot Ness
Al Capone
Tommy Gun
St. Valentine's Day Massacre
Bootlegger
Rum Runner
W.E.B Du Bois
NAACP
Louis Armstrong
Duke Ellington
Countee Cullen
Zora Neal Hurston
A Mitchell Palmer
Women's Christian Temperance Association
18th Amendment
19th Amendment
Speakeasies
Flappers
Ernest Hemingway
F. Scott Fitzgerald
Influenza

Appendix B, page 2

Sacco- Italian immigrant that was arrested, tried, convicted, and executed for the murder of a factory paymaster, even though there was a lack of evidence

Venzetti- same as above

Red Scare- hunt, crackdown, and fear of immigrants coming to the U.S. because of the fear of communism

Wets- in favor of alcohol, against prohibition

Drys- in favor of prohibition, against alcohol

Langston Hughes- African American Author, “The Negro Speaks of Rivers”

Marcus Garvey- Leader of the Back to Africa Movement

Harlem Renaissance- Explosion of African American Culture

Great Migration- the movement of African Americans from the segregated South to the North

The Souls of Black Folk- DuBois collection of essays about African Americans and society

CRISIS- Edited by DuBois; publication of the NAACP

Prohibition- outlawing of alcohol

Temperance- the use of alcohol in moderation

Will Rogers- important humorist and radio personality from the 20’s

Radio- invention that blossomed in the 20’s, a huge form of entertainment

Ku Klux Klan- white supremacy group; disliked blacks, Catholics, Jews, and foreigners

National Origins Act- Congressional act that limited the number of immigrants coming to the U.S. from Eastern Europe and Asia

Volstead Act- 1919; Set up laws that enforced Prohibition

Suffrage- the right to vote

Elliot Ness- Federal agent that arrested Capone

Al Capone- notorious gangster from Chicago

Tommy Gun- weapon used by the mob

St. Valentine’s Day Massacre- slaughter of rival gang members by Capone’s gang

Bootlegger- sold illegal alcohol

Rum Runner- transporter of alcohol into the U.S.

W.E.B Du Bois- first African American PhD. from Harvard, leader of the NAACP

NAACP- fought unjust laws and practices through the power of litigation

Louis Armstrong- trumpeter from New Orleans, Satchmo

Duke Ellington- master pianist, best known for jazz

Countee Cullen- poet, “Ballad of the Brown Girl”

Zora Neal Hurston- novelist, *Their Eyes Were Watching God*

A Mitchell Palmer- Attorney General of the U.S.; pushed the Red Scare; arrested over 5,000 suspected radicals

Women’s Christian Temperance Association – group that was weary of alcohol’s impact on nation

18th Amendment- made the manufacturing, sale, and transportation of alcohol illegal

19th Amendment- gave women the right to vote

Speakeasies- illegal bars during prohibition

Flappers- new generation of women; free spirited- short hair and skirts; loved to dance and live free

Ernest Hemingway- author of *The Old Man and the Sea*, *Sun Also Rises*, and *A Farewell to Arms*, member of the lost generation

F. Scott Fitzgerald- member of the lost Generation, author of *The Great Gatsby*

Influenza- Disease that killed more Americans than fighting in WWI

Appendix C

Newspaper Assignment Sheet

The large assignment for this unit is to create a newspaper on the 1920's. You will design the layout for the paper, write the articles, and serve as the editor. In class we will be using Microsoft Publisher as the model for the newspaper that we will be making. You may use any computer format that you choose in order to finish the assignment.

You choose which articles you want to write about. The subject of the articles should come from the term list. You decide which article goes on the cover and the layout of the paper.

The newspaper, using Publisher, should have four full pages of text and pictures. You may either use clip art, pictures, or your own drawings in the paper. Below you will find the main areas that you will be graded upon.

Have fun with this assignment. Make the paper informative, pleasing to the eye, and fun to read.

Guidelines

Content:	40 pts
Grammar and Punctuation:	25 pts
Layout:	15 pts
Pictures:	10 pts
Overall appeal:	10 pts

Appendix C, page 2

Rubric for Newspaper Assignment

Grading Criteria	Pts	Meets expectations Grade A through B	Meets Expectations Grade B- through C-	Far below expectations Grade D or Lower
Accurate and Sufficient Content	40	Paper includes accurate and sufficient content	Paper includes some inaccurate and insufficient content	Paper includes very inaccurate or very insufficient content
Logical sequence	5	Easy to see that the paper follows a logical, sequential order	Ideas jump around at times, and sequence is difficult to follow	Lack of organization makes following the message impossible
Sentence Usage	5	Uses complex and/or compound sentences	Uses simple sentences	Many examples of sentence fragments and/or run-on sentences
Paragraphs	5	Divided into paragraphs and indented	Missing some paragraph breaks and not indented	Missing Paragraph breaks and not indented
Spelling	5	No spelling errors	Some spelling errors	Many spelling errors
Punctuation-Capitalization	5	Few or no errors	Many errors	Errors detract from the message presented
Layout	15	The paper flows from article to article in a concise, and clear manner.	There are some holes in the layout that keep the information from being presented in the most effective manner	The layout is not well thought out and does not flow together
Pictures	10	The pictures are clear and are connected to the content of the articles.	The pictures are rushed or a few do not connect to the content	There are no pictures or the pictures are very unclear and/or do not connect at all to the content
Overall Appeal	10	The paper is pleasing to the eye and informative	The paper has evidence of being a little rushed or hurried.	The paper is not complete or looks hurried

Appendix D Grading Criteria for Assignments

1. Maps

The maps are graded on six categories, for a total of 10 pts.

Title (2 pts.)		2 pts.- if title is accurate in that it addresses the complete subject of the map. "The Dust Bowl of the United States"	1 pt.- if the title refers to part of the map's subject, but is not specific. "The United States", or "The Dust Bowl"	0 pts.- No title, or one that does not connect to the subject of the map at all
Key (1 pt.)			1 pt.- if included and accurate	0 pts. if not included or inaccurate
Compass (1 pt.)			1 pt.- if included and accurate	0 pts. if not included or inaccurate
Colored Map (1 pt.)			1 pt.- if colored and appropriate	0 pts. if not colored
Overall presentation (2 pts.)		2 pts.- map is easy to read and the labels are organized	1 pt.- map has all the labels in the correct spots but are a little hard to read	0 pts. map is choppy and difficult to read and understand
Content (3 pts.)	3 pts.-the map shows the assigned content correctly and completely	2 pts.- map has most of the content for the map or has one or two mistakes	1 pt.- map has some of the needed content and/or has at least 3 mistakes	0 pts. for incorrect content or many mistakes

2. Journal Entries/ Writing Assignments

The writing assignments are graded on four categories for a total of 10 pts.

Clear Presentation (2 pts.)		2 pts.- writing answers the question or addresses the topics fully	1 pt.- writing attempts to answer the question or address the topic	0 pts. - fails to address the topic or attempt to answer the question
Grammar and Punctuation (2 pts.)		2 pts. - no grammar or punctuation mistakes	1 pt. - very few grammar or punctuation mistakes	0 pts. - many grammar or punctuation mistakes
Spelling (2 pts)		2 pts.- no misspelled words	1 pt. - very few misspelled words	0 pts. - many misspelled words
Content (4 pts.)	4 pts.- the content is correct and meets the parameters of the given assignment.	3-2 pts.- the content is accurate but not necessarily complete. More information could be included	1 pt. - a little bit of the correct content is included, but not enough to answer the question or validate the writer's POV	0 pts. The content included is incorrect and does not pertain to the assignment

Appendix D, page 2 Grading Criteria for Assignments

3. Class discussions

The classroom discussions are based upon a plus, check, or minus scale. The students receive these scores based upon their participation in the classroom discussion, note taking, or other activities. The participation scores are averaged in at the end of the quarter and represent 10% of the students' quarter grade.

4. Timeline

Presentation (5 pts.)	5 pts. - the timeline is legible, organized, spaced out, in the correct chronological order, and written with proper grammar and spelling.	4-3 pts. - is a little unorganized, a few misspellings, or grammatical mistakes.	2-1 pts. - there are many mistakes in grammar or spelling and the timeline is very unorganized.	0 pts. - does not have any organization and a lot of spelling and grammatical errors.
Content (5 pts.)	5 pts. - addresses all major themes, ideas, events, and people of the unit and has the correct dates that correspond.	4-3 pts. - missing a few key dates or events or has some incorrect information.	2-1 pts. - missing major eras or themes in the timeline along with important dates that should be included.	0 pts. - there are many dates missing and large amounts of time unaccounted for.

Appendix E

Timeline of the 1920's

1920-

- 1- Palmer raids target immigrants
- 1.16- 18th Amendment goes into effect
- 5.2- First Negro League game
- 5.5- Sacco and Venzetti arrested
- 8.18- 19th Amendment ratified
- 11.2- Warren G. Harding elected

1922

- 4- Tea Pot Dome sold to friends

1923

- 8.2- Harding dies in office

1924- National Origins Act

- 11.4- Coolidge elected President

1925

Great Gatsby Published

1926

The Sun Also Rises is published

1927

First talking movie

- 5.20- Lindberg takes off for France
- 8.23- Sacco and Vanzetti executed

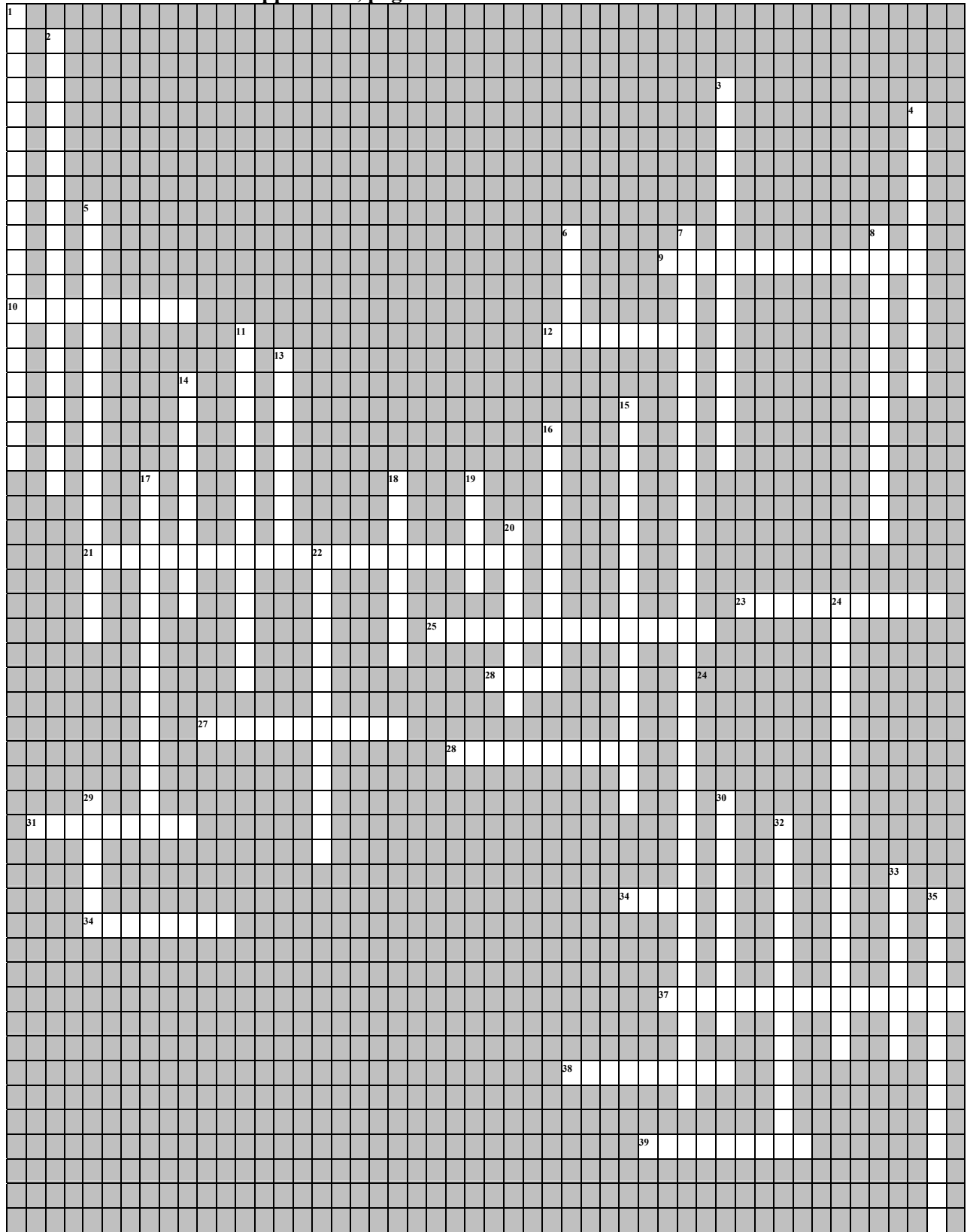
1928

- 9.19- *Steamboat Willie* first Mickey Mouse film
- 11.6- Herbert Hoover elected President

1929

- 2.14- St. Valentine's Day Massacre

Appendix F, page 1: Crossword for the 1920's Unit



Appendix F, page 2
Crossword Puzzle Clues

ACROSS

9. Satchmo
10. Federal Agent that sought Al Capone
12. Weapon the gangs used in the 1920's
21. Killing of rival gangs members
23. This Congressional Act closed distilleries and breweries
25. Attorney General of the United States
26. Those in favor of prohibition
27. The term for making alcohol illegal
28. White supremacist organization that was against immigrants
31. Transporter of illegal alcohol
34. Those against prohibition
36. The right to vote
37. Two Italian immigrants convicted for a murder they did not commit
38. Early leader of the NAACP and editor of its magazine
39. Illegal bar

DOWN

1. This gave women the right to vote
2. A collection of essays by W.E.B DuBois
3. Author of *The Great Gatsby*
4. Founder of the Back to Africa Movement
5. This limited the number of immigrants coming to the United States from Eastern Europe and Asia
6. Invention that brought the world into people's homes in the 20's
7. Group that wanted to fix the problems that alcohol was creating in the country
8. Author of "Ballad Brown Girl"
11. Author of the *Old Man and the Sea*, and *The Sun Also Rises*
13. The disease that killed thousands in the United States in 1918
14. Early radio personality
15. Birth of a new African American culture
16. Sellers of illegal alcohol
17. Author of *Their Eyes Were Watching God*
18. Notorious Chicago gangster
19. Organization that sought equal rights through the legal system
20. A witch hunt for communists and anarchists in the United States
22. African American jazz pianist and composer
24. This Amendment outlawed selling alcohol
29. Magazine of the NAACP
30. The movement for restricting or limiting, but not abolishing alcohol
32. Poet who wrote "The Negro Speaks of Rivers"
33. Young women who liked to dress differently and dance
35. The move of African Americans from the south to the north

Appendix G, page 1
Roaring Twenties Test

Roaring Twenties Test

Name: _____

1. Which Amendment created Prohibition?
 - a. 10th
 - b. 18th
 - c. 19th
 - d. 27th

2. What required all distilleries, breweries, and wineries to close their doors and made it a federal offense to make or sell alcohol?
 - a. The Volstead Act
 - b. The National Origins Act
 - c. The Congressional Quota Act
 - d. Temperance

3. Who was a founder of the NAACP and an editor for *CRISIS*?
 - a. Booker T. Washington
 - b. Duke Ellington
 - c. W.E.B. DuBois
 - d. Marcus Garvey

4. What term describes the cultural Rebirth of the African American community?
 - a. Great Migration
 - b. Volstead Act
 - c. Flapper movement
 - d. Harlem Renaissance

5. Who founded the back to Africa Movement, which would send African Americans back to Africa?
 - a. KKK
 - b. Booker T. Washington
 - c. Louis Armstrong
 - d. Marcus Garvey

6. What term describes the fear of communism and anarchy in the United States?
 - a. Flappers
 - b. Red Scare
 - c. St. Valentine's Day Massacre
 - d. Temperance

7. What gave women the right to vote in America?
 - a. The 18th Amendment
 - b. The 19th Amendment
 - c. The 21st Amendment
 - d. The Suffrage Act

Appendix G, page 2

8. What notorious gangster controlled several illegal activities in Chicago?
 - a. Elliot Ness
 - b. William J. Simmons
 - c. Al Capone
 - d. Louie “Tommy Gun” Cable

9. What called for the limitation of alcohol but did not want it to be illegal?
 - a. Drys
 - b. Wets
 - c. Temperance Groups
 - d. Parents

10. Who was one of the first radio personalities?
 - a. Duke Ellington
 - b. Billy Holiday
 - c. Papa Murphy
 - d. Will Rogers

11. What illness killed more Americans than World War I did?
 - a. Cancer
 - b. Influenza
 - c. Polio
 - d. Forest Flea Bug

12. What government policy limited the number of immigrants from Eastern Europe?
 - a. Volstead Act
 - b. National Origin Act
 - c. 20th Amendment
 - d. Stamp Act

13. On what holiday did a large shootout take place between Fake Police officers and a Chicago gang?
 - a. St. Patrick’s Day
 - b. St. Valentine’s Day
 - c. Fourth of July
 - d. Halloween

14. Who believed that the primary business of America is business?
 - a. Woodrow Wilson
 - b. Franklin Roosevelt
 - c. Herbert Hoover
 - d. Calvin Coolidge

15. What Italian immigrant was sentenced to death for the murder of a factory paymaster?
 - a. Nicola Sacco
 - b. Al Capone
 - c. Bonito Mussolini
 - d. Mario Vespucci

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- c. What type of music gained nationwide popularity during the 1920's?
- Rock
 - Country
 - Folk
 - Jazz
17. Which President faced controversy over his cabinet members and their actions with National Park land?
- Woodrow Wilson
 - Teddy Roosevelt
 - Warren G. Harding
 - Calvin Coolidge
18. What were young women who bobbed their hair and wore short skirts called?
- Flappers
 - Wets
 - Drys
 - Suffragists
19. The Ku Klux Klan accepted members who were
- black sharecroppers
 - Jewish immigrants
 - Foreign-born, white Catholics
 - Native-born, white
20. Where did people go to drink illegal alcohol?
- Colleges
 - Bootleggers
 - Speakeasies
 - Canada
21. What dance was very popular in the 1920's?
- The Samba
 - The Flip flap
 - The Mashed Potato
 - The Charleston
22. Who was credited with saving baseball?
- Shoeless Joe Jackson
 - Babe Ruth
 - Satchel Paige
 - Charles Lindbergh
23. Where did Charles Lindbergh land the Spirit of St. Louis?
- London, England
 - Sydney, Australia
 - New York, New York
 - Paris, France

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24. What was the Scopes Monkey Trial about?
 - a. Which came first the Chicken or the Egg
 - b. Teaching of evolution in schools
 - c. If segregation was legal
 - d. The treatment of animals

25. Which American author wrote about the struggles of man in books like *The Old Man and the Sea*, and *A Farewell to Arms*?
 - a. F. Scott Fitzgerald
 - b. Langston Hughes
 - c. Marcus Garvey
 - d. Ernest Hemingway

26. Which 1920's President died while in office?
 - a. Warren G. Harding
 - b. Abe Lincoln
 - c. Calvin Coolidge
 - d. John F. Kennedy

27. Who set up the League of Women Voters?
 - a. Harriet Tubman
 - b. Bessie Smith
 - c. Billie Holiday
 - d. Carrie Chapman Catt

28. An individual that wants there to be no government at all?
 - a. Communist
 - b. Socialist
 - c. Anarchist
 - d. Humanist

29. The presidential election of 1920 was the first election in which
 - a. a Democrat won Reelection
 - b. both candidates were from the Midwest
 - c. women could vote
 - d. foreign policy was not an issue

30. What is the African American transition from the south to the north called?
 - a. Great Migration
 - b. Great Depression
 - c. Westward Movement
 - d. The Great Leap Forward

Essay

1. How did America feel about immigration during the 1920's? Explain.
2. Explain why the 1920's were known as the Roaring Twenties.

Appendix H Answer Key

1.C
2.A
3.C
4.D
5.5

6.B
7.B
8.C
9.C
10.D

11.B
12.B
13.B
14.D
15.A

16.D
17.C
18.A
19.D
20.B

21.D
22.B
23.D
24.B
25.D

26.A
27.D
28.C
29.C
30.A

1. America was afraid of the unknown changes that were happening around the world, most notably Communism. This fear turned into action through the Red Scare. The government was responsible for the arrests of thousands of individuals who were thought to be radicals. They also limited the number of immigrants entering the country from areas where Communism was spreading. Groups like the KKK also showed the distaste that many Americans had towards immigration.
2. The 20's are referred to as Roaring for all the changes that were occurring. Besides Coolidge, much of the nation was actively going through change. Examples of this are the Great Migration and Harlem Renaissance, the Suffrage Movement and the Flappers, and Prohibition.