

It Was the Best of Times, It Was the Worst of Times...

The Roaring 20's

Grade Level: 7th Grade with Special Educations modifications

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Length of Unit: Four lessons (approximately three weeks)

I. ABSTRACT

The Twenties in the United States began with the Red Scare, which was fueled by many Americans' fearful reactions to the growth of Communism in Russia. Additionally, twentieth century Americans were dealing with new heroes, Jazz, racism, Prohibition, the assembly line, and the growth of movies and radio. All was well when the stock market soared and the speakeasies poured, the Charleston and flappers were in vogue. The Harlem Renaissance was an exciting time with new musicians like Ellington and Armstrong, and writers with the likes of Fitzgerald and Hemingway. Then things began to go wrong. "Black Tuesday" changed the security most Americans were enjoying. This led the way for new heroes to help recover from The Great Depression. This unit does contain **Special Education** Modifications for an inclusion model.

II. OVERVIEW

A. Concept Objectives (Colorado State Standards - History)

1. The students know the general chronological order of events and people in history. (CSS 1.1, Grades 5-8)
2. The students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained. (CSS 5.1, Grades 5-8 #3)
3. The students understand the historical development and know the characteristics of various economic systems. (CSS 4.3 Grades 5-8)

B. Content from the *Core Knowledge Sequence*

1. America in the Twenties
 - a. Isolationism: restriction on immigration, Red Scare, Sacco and Vanzetti, Ku Klux Klan
 - b. The "Roaring Twenties": flappers, prohibition and gangsterism, St. Valentine's Day Massacre, Al Capone
 - c. The Lost Generation: Earnest Hemmingway, F. Scott Fitzgerald
 - d. Scopes "Monkey Trial"
 - e. Women's right to vote: 19th Amendment
 - f. "New Negro" movement, Harlem Renaissance
 - i. African American exodus from segregated south to northern cities
 - ii. W.E.B. DuBois: *The Souls of Black Folk*; NAACP (review from grade 6)
 - iii. Zora Neal Hurston, Countee Cullen, Lagston Hughes
 - iv. "The Jazz Age": Duke Ellington, Lois Armstrong
 - v. Marcus Garvey, black separatist movement
 - g. 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
 - 2. The Great Depression
 - a. Wall Street stock market Crash of '29 "Black Tuesday"
 - b. Hoover insists on European payment of war debts; Smoot-Hawley Tariff Act
 - Mass unemployment
 - i. Agricultural prices collapse following European peace
 - ii. Factory mechanization eliminates jobs
 - iii. Bonus Army
 - iv. "Hoovervilles"
 - c. The Dust Bowl, "Okie" migrations
 - d. Radicals: Huey Long, American Communist Party, Sinclair Lewis
- C. Skill Objectives
 - 1. The students will identify the results of isolationism.
 - 2. The students will discuss what the restrictions on immigration were and why they were used.
 - 3. The students will be able to state inconsistencies brought about by the Red Scare with the policies within the government.
 - 4. The students will justify the purpose of the 19th amendment.
 - 5. The students will be able to name prominent people and events during the 1920's.
 - 6. The students will be able to draw conclusion between the 18th amendment and gangsterism in the 1920's.
 - 7. The students will be able to judge the effects of the Scopes "Monkey Trial."
 - 8. The students will identify the results of the New Negro movement and the Lost Generation.
 - 9. The students will be able to judge the effects of the technological advances of the times.
 - 10. The students will identify the results of the crash of '29.
 - 11. The students will state in their own words how many prominent American's tried to solve the economic crisis of mass unemployment and the Dust Bowl.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. Hakim, Joy. *History of Us, Book Nine: War, Peace and all that Jazz*, Second Edition. Oxford University Press, 1999. 0-19-512768-4
 - 2. Parks, Deborah & Zinkus, Don. *Oxford: A History of Us Book Nine, Teaching Guide for War, Peace and All That Jazz*. Lexington, MA: D.C. Heath and Company, 1999. 0-669-36028-7
 - 3. **Special Education Resource:** Field, Robert J. *The History of the United States* Volume 2. New York: Educational Services, Inc. 1997. 87594-355-2
- B. For Students
 - 1. America Becomes a World Power
 - 2. World War I: "The Great War," 1914-1918
 - a. History
 - b. Geography of Western and Central Europe
 - 3. The Russian Revolution
 - a. History
 - c. Geography

IV. RESOURCES

- A. *History of Us, Book Nine: War, Peace and all that Jazz*, by Joy Hakim (copies are needed for each student)
- B. *Oxford: A History of Us Book Nine, Teaching Guide for War, Peace and All That Jazz*, by Deborah Parks and Don Zinkus
- C. *The History of United States* Vol. 2, by Robert J. Field
- D. *The Young Readers Companion to American History*, by John A. Garraty
- E. Editors: *National Geographic Eyewitness to the 20th Century*
- F. United States History Video Collection: *The Roaring Twenties* Vol. 17
- G. United States History Video Collection: *The Great Depression and the New Deal* Vol. 18
- H. Suggested books for Al Capone research:
 - 1. *Capone the Man and the Era*, by Lawrence Bergreen
 - 2. *Al Capone and the Roaring Twenties*, by David C. King
 - 3. *Capone: The Life, and World of Al Capone*, by John Kobler
 - 4. *Al Capone and His Gang*, by Alan MacDonald
 - 5. *Mr. Capone*, by Robert J. Schoenberg
 - 6. *The Life and Times of Al Capone*, by Tom Stockdale
 - 7. *My Years with Capone*, by Jack Woodford
 - 8. Al Capone website: <http://www.crimelibrary.com/capone>
- I. Music for Jazz Lesson
 - 1. Howard, Hanger Jazz fantasy Dog Breath and other mind-boggling hits for kids (CD)
 - 2. Armstrong, Louis. Ken Burns Jazz (CD)
 - 3. Ella and Duke at the Cote D'Azur (CD)
- J. Comedy from the Golden Age of Radio (20 sound cassettes with accompanying booklet)
- K. Roaring Twenties and the Great Depression website:
www.snowcrest.net/jmike/20'dep.htm/
- L. Students will bring a spiral notebook for their History Notebook.

V. LESSONS

Lesson One: The Red Scare

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. The students know the general chronological order of events and people in history.
 - b. The students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.
 - c. The students understand the historical development and know the characteristics of various economic systems.
 - 2. Lesson Content
 - a. Isolationism: restriction on immigration, Red Scare, Sacco and Vanzetti, Ku Klux Klan
 - 3. Skill Objective(s)
 - a. The students will identify the results of isolationism.
 - b. The students will discuss what the restrictions on immigration were and why they were used.
 - c. The students will be able to state inconsistencies brought about by the Red Scare with the policies within the government.
 - d. The students will be able to name prominent people and events during the 1920's.

- B. *Materials*
1. Four red dots
 2. *History of Us, Book Nine: War, Peace and all that Jazz*, pages 34-36 (copies of the book for each student)
 3. Transparency of Appendix A
 4. Hard copy of Appendix A for any Special Education students
 5. *Oxford: A History of Us Book Nine, Teaching Guide for War, Peace and All That Jazz*, pages 16 and 18
- C. *Key Vocabulary*
1. See Appendix A
- D. *Procedures/Activities*
- Two Days
1. Teacher should assume role of A. Mitchell Palmer and place a red dot on four different desks randomly before class enters.
 2. “Palmer” makes charges against students sitting at those desks, (sedition, anarchy) and accused students are removed and isolated from class.
 3. Discuss with remaining class members why students were removed. Students are returned.
 4. Introduce Chapter 6 of *History of Us, Book Nine: War, Peace and all that Jazz* on overhead (made from Appendix A).
 5. Students take out History Notebook and take notes from overhead.
 6. **Special Education Modifications:** Students receive hard copy of Appendix A with spaces to fill in definitions.
 7. Students read orally out of *History of Us, Book Nine: War, Peace and all that Jazz*, pages 34-36.
 8. Discuss questions about the chapter from overhead (more questions may be gleaned from *A History of Us Book Nine, Teaching Guide for War, Peace and All That Jazz*, page 18).
 9. Have students finish questions for homework.
- E. *Assessment/Evaluation*
1. Students will give a written response identifying five ways that the Red Scare could have been handled without the rights of others being violated.
 2. **Special Education Modifications:** Two complete sentence responses are required. (Use teacher discretion regarding written or verbal response.)

Lesson Two: The Women’s Right to Vote, The 19th Amendment (two days)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The students know the general chronological order of events and people in history.
 - b. The students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.
 - c. The students understand the historical development and know the characteristics of various economic systems.
 2. Lesson Content
 - a. Women’s right to vote: 19th Amendment
 3. Skill Objective(s)
 - a. The students will justify the purpose of the 19th amendment.
 - b. The students will be able to name prominent people and events during the 1920’s.

- B. *Materials*
1. *History of Us, Book Nine: War, Peace and all that Jazz*, pages 29-33 (copies of book for each student)
 2. Transparency of Appendix B, hard copy for Special education modifications
 3. *Oxford: A History of Us Book Nine, Teaching Guide for War, Peace and All That Jazz*, pages 16 and 18
- C. *Key Vocabulary*
1. See Appendix B
- D. *Procedures/Activities*
- DAY ONE
1. Have students get out their copies of the book, *History of Us, Book Nine: War, Peace and all that Jazz*.
 2. Have students orally respond to statement on the board: “The Right of citizens of the United States to Vote shall not be denied or abridged by the government or by and state on account of sex.”
 3. Discuss the meaning of the statement. Ask, “Why would women go to jail willingly to get to vote?”
 4. Orally read and discuss Chapter 5 out of *History of Us, Book Nine: War, Peace and all that Jazz*, pages 29-33. (Discussion will probably go into the second day.) Teacher facilitates continuing discussion by using questions used in the student text. (i.e. page 31 of student text, “Could it be that women understand democracy in a way the president doesn’t?”)
 5. Have students complete reading of Chapter 5 as homework.
- DAY TWO
1. Have students get out their copies of the book, *History of Us, Book Nine: War, Peace and all that Jazz*.
 2. Use of *History of Us, Book Nine: War, Peace and all that Jazz* overhead (made from Appendix B).
 3. Ask students to take out History Notebooks and copy *People Places and Terms* from overhead.
 4. **Special Education Modifications:** Students receive hard copy with spaces to fill in definitions.
 5. Once students have finished copying, students orally give page number for People, Place and Terms (Appendix B).
 6. Students read and discuss appropriate definition.
 7. Complete the list as a class while teacher keeps track of page number and key words from definitions.
 8. **Special Education Modifications:** Students need to put page number and one to two key words for definitions.
 9. For homework have students pre-read Chapter 4 in *History of Us, Book Nine: War, Peace and all that Jazz*, pages 25-28.
- E. *Assessment/Evaluation*
1. Students will independently formulate their own written answers to questions from Appendix B.
 2. **Special Education Modifications:** Assignments picked up at end of class will be considered complete. Adjust grading as determined by teacher discretion.
 3. As time allows discuss answers with students allowing students to self-correct their answers.

Lesson Three: The Roaring 20's (five days)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The students know the general chronological order of events and people in history.
 - b. The students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.
 - c. The students understand the historical development and know the characteristics of various economic systems.
2. Lesson Content
 - a. The "Roaring 20's": flappers, prohibition and gangsterism, St. Valentine's Day Massacre, Al Capone
 - b. The Lost Generation: Earnest Hemmingway, F. Scott Fitzgerald
 - c. Scopes "Monkey Trial"
 - d. New Negro" movement, Harlem Renaissance
 - i. African American exodus from segregated South to northern cities
 - ii. W.E.B. DuBois: *The Souls of Black Folk*; NAACP (review from grade 6)
 - iii. Zora Neal Hurston, Countee Cullen, Langston Hughes
 - iv. "The Jazz Age": Duke Ellington, Louis Armstrong
 - v. Marcus Garvey, black separatist movement
 - e. 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. The students will justify the purpose of the 19th amendment.
 - b. The students will be able to name prominent people and events during the 1920's.
 - c. The students will be able to draw conclusion between the 18th amendment and gangsterism in the 1920's.
 - d. The students will be able to judge the effects of the Scopes "Monkey Trial."
 - e. Identify the results of the New Negro movement and the Lost Generation
 - f. The students will be able to judge the effects of the technological advances of the times.

B. *Materials*

1. History Notebook
2. *History of Us, Book Nine: War, Peace and all that Jazz*, by Joy Hakim (copies of book for each student)
3. *The History of United States* Vol. 2, by Robert J. Field
4. *The Young Readers Companion to American History*, by John A. Garraty
5. Editors: *National Geographic Eyewitness to the 20th Century*
6. United States History Video Collection: *The Roaring Twenties* Vol. 17
Suggested books for Capone research:
 - a. *Capone the Man and the Era*, by Lawrence Bergreen
 - b. *Al Capone and the Roaring Twenties*, by David C. King

- c. *Capone: The Life, and World of Al Capone*, by John Kobler
 - d. *Al Capone and His Gang*, by Alan MacDonald
 - e. *Mr. Capone*, by Robert J. Schoenberg
 - f. *The Life and Times of Al Capone*, by Tom Stockdale
 - g. *My Years with Capone*, by Jack Woodford
 - h. Al Capone website: <http://www.crimelibrary.com/capone>
- 7. Music for Jazz Lesson
 - a. Howard, Hanger Jazz fantasy Dog Breath and other mind-boggling hits for kids (CD)
 - b. Armstrong, Louis. Ken Burns Jazz (CD)
 - c. Ella and Duke at the Cote D'Azur (CD)
 - 8. Comedy from the Golden Age of Radio (20 sound cassettes with accompanying booklet)
 - 9. Roaring Twenties and the Great Depression website: [www.snowcrest.net/jmike/20' dep.htm/](http://www.snowcrest.net/jmike/20%20dep.htm/)
 - 10. Transparencies of Appendices C, F, G, H, I
 - 11. Copies of Appendix C for each student
 - 12. Copies of Appendix D for every two students
 - 13. Copies of Appendix E for each student

C. *Key Vocabulary*

- 1. See Appendix C
- 2. See Appendix F
- 3. See Appendix G
- 4. See Appendix H
- 5. See Appendix I

D. *Procedures/Activities*

DAY ONE - Roaring 20's Introduction

- 1. Ask students to get out their History Notebooks.
- 2. Hand out Appendix C to add to History notes.
- 3. Show video "United States History" *The Roaring 20's* Vol. 17.
- 4. Tell students to define terms while watching the video.
- 5. Have students read *History of Us, Book Nine: War, Peace and all that Jazz* Chapter 4, pages 25-28 for homework.

DAY TWO - Amendment 18

- 1. Teacher should ask students thought provoking question, "How do you stop someone from doing something that is not good for them?"
- 2. Students break into partners, and through webbing, write the effects of the 18th amendment (Appendix D).
- 3. Students discuss their findings and ideas as a class.

DAY THREE - Al Capone

- 1. Teacher will distribute books on Al Capone (from Materials list).
- 2. Students will partner up.
- 3. Direct students to complete the Al Capone Character Sketch (Appendix E).
- 4. After students have completed the Character Sketch, discuss results of the web as a class using a large web on the board.
- 5. *Assessment 1 of Lesson Three

DAY FOUR - Scopes Trial

- 1. Introduce Chapter 8 of *History of Us, Book Nine: War, Peace and all that Jazz* overhead (made from Appendix F).
- 2. Ask students to take out History Notebooks and take notes from overhead.

3. **Special Education Modifications:** Students receive hard copy with spaces to fill in definitions.
4. Students read orally out of *History of Us, Book Nine: War, Peace and all that Jazz*, pages 44-45.
5. Discuss questions on Appendix F as a class.
6. *Assessment 2 of Lesson Three

DAY FIVE - New Negro Movement and the Harlem Renaissance, “The Jazz Age”

1. Ask students to get out their History notebooks.
2. Teacher will play two different styles of Jazz (Armstrong and Dennison, see Materials list).
3. Using the Venn Diagram, the students will compare and contrast the styles of Jazz (Appendix G).
4. Introduce the “New Negro Movement” from *History of Us, Book Nine: War, Peace and all that Jazz* overhead (Appendix H).
5. Have students take out History Notebooks and take notes from overhead.
6. **Special Education Modifications:** Students receive hard copy with spaces to fill in definitions.
7. Teacher reviews W.E.B. Dubois as the Founder of the NAACP (National Association for the Advancement of Colored People founded on June 1, 1909) and have students add name to their list of “People” on Appendix G.
8. Students read orally out of *History of Us, Book Nine: War, Peace and all that Jazz*, pages 48 and 55-62.
9. Assign discussion questions from Appendix G as homework.

DAY SIX - Technological Advances

1. Collect homework from Day Five and discuss answers to questions.
2. Teacher will play an old time radio show. (Use Comedy from the Golden Age of Radio – see Materials list.)
3. Ask students to get out their History Notebooks.
4. Introduce the Technological Advances overhead (Appendix I).
5. Have students take notes from overhead in their History Notebooks.
6. **Special Education Modifications:** Students receive hard copy with spaces to fill in definitions
7. Students read orally out of *History of Us, Book Nine: War, Peace and all that Jazz*:
 - a. Henry Ford, pages 43 and 44
 - b. Ownership of Radio, page 44
 - c. Movies, pages 46 and 62
 - d. Charles A Lindbergh, pages 67-71
 - e. Robert Goddard, pages 63-66
8. Assign discussion questions for homework (Appendix I).
9. *Assessment 3 for Lesson Three

E. *Assessment/Evaluation*

DAY THREE

1. Teacher will provide access to research materials for this day and topic.
2. Using materials through computer search or book search, make a character sketch of Al Capone (Appendix E). Use computer sites and book lists in Materials list.

DAY FOUR

3. Teacher will observe that all students participate in the Scopes Trial Discussion.

DAY SIX

4. Divide class into groups of four. Each group must come to a consensus on how to formulate an answer to the following question, “Which of the people discussed

over the last few days do you think produced the most lasting change in some aspect in American life? Why?"

5. Give each group ten minutes to put together their answers.
6. Have each group present to the class their choices with an explanation.
7. The groups must establish:
 - a. Who the person is
 - b. What he/she did
 - c. The lasting change they produced
 - d. Reasons why they picked this person

Lesson Four: The Depression (five days)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The students understand the historical development and know the characteristics of various economic systems.
2. Lesson Content
 - a. The Great Depression
 - i. Wall Street stock market Crash of '29 "Black Tuesday"
 - ii. Hoover insists on European payment of war debts, Smoot-Hawley Tariff Act
 - iii. Mass unemployment
 - a) Agricultural prices collapse following European peace
 - b) Factory mechanization eliminates jobs
 - c) Bonus Army
 - d) "Hoovervilles"
 - iv. The Dust Bowl, "Okie" migrations
 - v. Radicals: Huey Long, American Communist Party, Sinclair Lewis
3. Skill Objective(s)
 - a. The students will identify the results of the crash of '29.
 - b. The students will state in their own words how many prominent American's tried to solve the economic crisis of mass unemployment and the Dust Bowl.

B. *Materials*

1. United States History Video Collection: *The Great Depression and the New Deal* Vol. 18
2. History Notebooks
3. *History of Us, Book Nine: War, Peace and all that Jazz* (copies for each student)
4. *Oxford: A History of Us Book Nine, Teaching Guide for War, Peace and All That Jazz*
5. Transparencies of Appendix J, K, L, M

C. *Key Vocabulary*

1. See Appendix J
2. See Appendix K
3. See Appendix L
4. See Appendix M

D. *Procedures/Activities*

DAY ONE - The Great Depression

1. Ask students to get out their History Notebooks.

2. Introduce the Great Depression using lyrics of the song “Say Brother Can You Spare a dime.” (*A History of Us Book Nine, Teaching Guide for War, Peace and All That Jazz*, page 26)
3. Show *The Great Depression* video - 35 minutes.
4. Have students take two column notes on dates/events mentioned in the video. (Have students fold paper horizontally in thirds. Use first column for dates, key terms and names and places. The other two thirds are used for details.)
5. **Special Education Modifications:** Four dates and four events are required.

DAY TWO - Prosperity Boom

1. Ask students to get out their History Notebooks and copies of *History of Us, Book Nine: War, Peace and all that Jazz*.
2. Read orally and discuss Chapter 14, pages 72-73.
3. After discussion put up People, Places, and Terms overhead (Appendix J).
4. **Special Education Modifications:** Students receive hard copy with spaces to fill in definitions.
5. Assign Appendix J as homework.
6. *Assessment 1 for Lesson Four

DAY THREE - Getting Rich Quick

1. Discuss and collect homework.
2. Ask students to get out their History Notebooks and copies of *History of Us, Book Nine: War, Peace and all that Jazz*.
3. Read orally and discuss Chapter 15, pages 74-78.
4. Teacher facilitates continuing discussion by using questions used in the student text. (i.e. pg 31 of student text– “Could it be that women understand democracy in a way the president doesn’t?”)
5. After discussion, put up People, Places, and Terms overhead (Appendix K).
6. **Special Education Modifications:** Students receive hard copy with spaces to fill in definitions.
7. Assign Appendix K as homework.

DAY FOUR - Down and Out

1. Discuss and collect homework.
2. Ask students to get out their History Notebooks and copies of *History of Us, Book Nine: War, Peace and all that Jazz*.
3. Introduce Chapter 16 through *History of Us* overhead (Appendix L).
4. Have students copy overhead.
5. **Special Education Modifications:** Students receive hard copy with spaces to fill in definitions.
6. Have students follow along as teacher reads Chapter 16, pages 79-83.
7. Teacher facilitates continuing discussion by using questions used in the student text. (i.e. pg 31 of student text– “Could it be that women understand democracy in a way the president doesn’t?”)
8. Students fill in Appendix L as material is read.
9. In pairs, students answer questions from Appendix L.
10. Read Chapter 17 for homework (Economic Disaster, pages 84-87).

DAY FIVE - Economic Disaster

1. Ask students to get out their History Notebooks and copies of *History of Us, Book Nine: War, Peace and all that Jazz*.
2. Teacher puts overhead up of People, Places, and Terms (Appendix M).
3. Students copy from overhead.
4. **Special Education Modifications:** Students receive a hard copy with spaces to fill in definitions.

5. Teacher leads discussion on the identification of places, terms and questions (Appendix M).
 6. Students turn in work when completed.
- E. *Assessment/Evaluation*
1. Completion of Appendix J

VI. CULMINATING ACTIVITY

- A. Students will take a take home essay test. Out of six topics, students will choose three topics to write about. Students are responsible for writing three paragraphs per topic with introduction paragraph, body and conclusion paragraph.
- B. **Special Education Modifications:** Students choose three of the six topics. Students are responsible for writing a 5 – 8 sentence paragraph per topic using topic sentence, details and conclusion sentence.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Lesson One: The Red Scare: People, Places and Terms
- B. Appendix A1: Lesson One: The Red Scare: People, Places and Terms Answer Key
- C. Appendix B: Lesson Two: Women’s Right to Vote: People, Places, and Terms
- D. Appendix B1: Lesson Two: Women’s Right to Vote: People, Places, and Terms Answer Key
- E. Appendix C: Lesson Three: The Roaring 20’s Video: Terms
- F. Appendix C1: Lesson Three: The Roaring 20’s Video: Terms Answer Key
- G. Appendix D: Lesson Three: The Roaring 20’s: 18th Amendment Web
- H. Appendix D1: Lesson Three: The Roaring 20’s: 18th Amendment Web Answer Key
- I. Appendix E: Lesson Three: The Roaring 20’s: Al Capone Character Sketch
- J. Appendix E1: Lesson Three: The Roaring 20’s: Al Capone Character Sketch Answer Key
- K. Appendix F: Lesson Three: The Roaring 20’s: People, Places, and Terms
- L. Appendix F1: Lesson Three: The Roaring 20’s: People, Places, and Terms Answer Key
- M. Appendix G: Lesson Three: New Negro Movement: People, Places, and Terms (two pages)
- N. Appendix G1: Lesson Three: New Negro Movement: People, Places, and Terms Answer Key (two pages)
- O. Appendix H: Lesson Three: New Negro Movement: Venn Diagram of Jazz Styles
- P. Appendix H1: Lesson Three: New Negro Movement: Venn Diagram of Jazz Styles Answer Key
- Q. Appendix I: Lesson Three: Technological Advances: People, Places, and Terms
- R. Appendix I1: Lesson Three: Technological Advances: People, Places, and Terms Answer Key
- S. Appendix J: Lesson Four: Prosperity Boom: People, Places, and Terms
- T. Appendix J1: Lesson Four: Prosperity Boom: People, Places, and Terms Answer Key
- U. Appendix K: Lesson Four: Technological Advances: People, Places, and Terms (two pages)
- V. Appendix K1: Lesson Four: Technological Advances: People, Places, and Terms Answer Key (two pages)
- W. Appendix L: Lesson Four: Down and Out: People, Places, and Terms
- X. Appendix L1: Lesson Four: Down and Out: People, Places, and Terms Answer Key
- Y. Appendix M: Lesson Four: Economic Disaster: People, Places, and Terms

- Z. Appendix M1: Lesson Four: Economic Disaster: People, Places, and Terms Answer Key
- AA. Appendix N: Culminating Activity: Essay Test
- BB. Appendix N1: Culminating Activity: Essay Test Answer Key

VIII. BIBLIOGRAPHY

- A. Al Capone and the G-Men, Netscape [On-line] www.crimelibrary.com/capone
- B. Field, Robert J. *The History of the United States* Volume 2. New York: Educational Services, Inc. 1997. 87594-355-2
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- G. Parks, Deborah & Zinkus, Don. *Oxford: A History of Us Book Nine*, Teaching Guide For “War, Peace and All That Jazz.” Lexington, MA: D.C. Heath and Company, 1999. 0-669-36028-7
- H. Roaring 20’s and Great Depression, Netscape [On-line] <http://www.snowcrest.net/jmike/20sdep.html>
- I. Schlessinger, Andrew *United States History Video Collection* The Roaring Twenties Volume 17. Schlessinger Video Productions, 1996. 1-57225-087-5
- J. Schlessinger, Andrew *United States History Video Collection* The Great Depression and the New Deal Volume 18. Schlessinger Video Productions, 1996. 1-57225-087-5
- K. Jazz: Howard; Hanger Jazz Fantasy Dog Breath and other mind-boggling hits for Kids. Asheville, NC: Jazz Fantasy Productions: 1997 CD
- L. Armstrong, Louis: Ken Burns Jazz CD New York, NY Columbia/Legacy 2000
- M. Ella and Duke at the Cote D’Azur. New York, NY: Verve 1997 C.D.
- N. Comedy from the Golden Age of Radio. Schiller Park, IL. Radio Spirits, 1997. (with accompanying booklet)

Appendix A-The Roaring Twenties

Lesson One: The Red Scare

People, Places and Terms

People

Vladimir Lenin
Joseph Stalin
A. Mitchell Palmer
Nicola Sacco
Bartolomeo Vanzetti

Places

Russia
South Brintree, MA

Terms

communism
reds
tsar
anarchist (anarchy)
Witch-hunt
Red Scare
alien
sedition

Questions for Discussion

1. Did Sacco and Vanzetti commit the killings and the robbery at the shoe factory? _____

2. How did the Attorney General deal with communists and anarchists? _____

3. I want to know does this mean that communists and anarchists are free to speak out as long as they are not engaged in criminal activity or plot to overthrow the government. Explain your answer. _____

4. How was A. Mitchell Palmer able to restrict immigration? See pp 118. _____

5. How was A. Mitchell Palmer's witch-hunt stopped? _____

Appendix A1-The Roaring Twenties

Lesson One: The Red Scare

People, Places and Terms (Answer Key)

People

- Vladimir Lenin: revolutionary, became dictator of Russia, didn't believe in democracy
Joseph Stalin: followed Lenin as dictator, brought totalitarianism to Russia; brought repression, murder and misery
A. Mitchell Palmer: President Wilson's Attorney General, went after anarchists and communists, made 5000 arrests, those without citizenship papers were deported; most weren't guilty of anything
Nicola Sacco: Italian immigrant, confessed anarchist; convicted and executed for anarchy
Bartolomeo Vanzetti: Italian immigrant, confessed anarchist; convicted and executed for anarchy

Places

- Russia: country ruled by fear and taken over by Lenin and Stalin (communists)
South Brintree, MA: where shoe factory robbery by Sacco and Vanzetti took place

Terms

- Communism: Most property belongs to the state; people are expected to share; never works
Reds: Communists were called this after the red flag they used.
Tsar: ruler of old Russia, overthrown in 1917
anarchist (anarchy): don't believe in government at all; wanted to do away with all government
Witch-hunt: A. Mitchell Palmer's hunt for anarchists and communists in 1920
Red Scare: created by A. Mitchell Palmer; people were not free to speak out about Communism; they couldn't criticize the government
Alien: person not from the United States
Sedition: A law making it a crime to speak against the government. People were jailed for their ideas. The law passed in 1789.

Questions for Discussion

1. Did Sacco and Vanzetti commit the killings and the robbery at the shoe factory?
See page 35: No one knows if they committed the crimes. It is thought that they were tried for anarchism and convicted for their beliefs not their criminal activity.
2. How did the Attorney General deal with communists and anarchists?
See pages 35-36: Palmer held raids in major cities, arrested and jailed 5000 people in 48 hours. If they deemed communist or anarchists, they were deported, mostly to Russia. This set off the Red Scare.
3. I want to know does this mean that communists and anarchists are free to speak out as long as they are not engaged in criminal activity or plot to overthrow the government. Explain your answer.
See page 36: Yes, people are free to speak out and express their ideas.
4. How was A. Mitchell Palmer able to restrict immigration? See pp 118.
See page 118: Soon after the nation started Alien and Sedition acts were passed, Palmer used these to keep all who couldn't speak English out of America.
5. How was A. Mitchell Palmer's witch-hunt stopped?
Palmer is stopped by election of Warren G. Harding who advocated return to "Normalcy." Palmer left office.

Appendix B-The Roaring Twenties

Lesson Two: Women's Right to Vote

People, Places and Terms

People

Alice Paul
Lucy Burn,
Katherine Morey
Dr. W.W. Parker
Susan B. Anthony
Elizabeth McShane
Mrs. John Rogers
Jeanette Rankin
Rebecca Latimer Felton
Carrie Chapman Catt
Mary Burt

Places

Washington, D.C.
Yoncalla, Oregon

Terms

suffrage
suffragist
NAWSA
19th Amendment

Questions for Discussion

1. Why were Alice Paul and other American women picketing the White House in 1917?

2. What was the 19th Amendment?

Appendix B1-The Roaring Twenties

Lesson Two: Women's Right to Vote

People, Places and Terms (Answer Key)

People

- Alice Paul: She organized in 1915 motorcade from San Francisco to Washington D.C. for Woman's Suffrage; had a petition with half a million names.
- Lucy Burn: She was arrested for peaceful picketing in front of the White House
- Katherine Morey: She was arrested for peaceful picketing in front of the White House.
- Dr. W.W. Parker: Wrote that women were superior morally, inferior mentally to men, not qualified for medicine or law.
- Susan B. Anthony: She was told that she couldn't attend math classes with the boys, that women only needed to count egg money.
- Elizabeth McShane: She went on a hunger strike and was held down and force-fed while in jail for picketing.
- Mrs. John Rogers: She is a descendent of signer of Declaration of Independence; told judge they were arrested because President refused to give Liberty to American women.
- Jeanette Rankin: from Montana; was first woman elected to Congress
- Rebecca Latimer Felton: first woman in the Senate; didn't do much, only served two days
- Carrie Chapman Catt: suffragist and first head of National American Woman Suffrage Association
- Mary Burt: She became first Woman Mayor of Yoncalla Oregon in 1920 after women got the right to vote

Places

- Washington, D.C.: where suffragists picketed
- Yoncalla, Oregon: city where in 1920 Mary Burt and an all women city council were elected to office

Terms

- Suffrage: the rights of women to be equal with men and have the right to vote
- Suffragist: women who demonstrated for Women's Suffrage
- NAWSA: National American Woman Suffrage Association
- 19th Amendment: Gives women the right to the Suffrage (to vote), passed in 1919. Women voted for the first time in 1920.

Questions for Discussion

1. Why were Alice Paul and other American women picketing the White House in 1917?
See pages 29-31: They were picketing to get President Wilson to support the women's vote amendment in the Constitution.
2. What was the 19th Amendment?
See pages 32-33: It is a Constitutional Amendment ratified in 1919 that gave women the right to vote.

Appendix C-The Roaring Twenties
Lesson Three: The Roaring 20's Video
Terms

Automobile culture _____

Flappers _____

Revolution of manners and morals _____

Rise of Advertising _____

Motion Pictures _____

Harlem Renaissance _____

Prohibition _____

KKK _____

Scopes Trial _____

Golden Age of Sports _____

Appendix C1-The Roaring Twenties
Lesson Three: The Roaring 20's Video
Terms (Answer Key)

Automobile culture (pages 43-44): By 1927 there were 21 millionaires in America. Many American didn't have indoor plumbing but they had a car.

Flappers (Chapter 8): Girls who bobbed their hair and wore short skirts and lipstick.

Revolution of manners and morals (pages 42-43): The manners and morals of the younger generation began to change. The older generation had trouble dealing with it.

Rise of Advertising (page 44): It was a materialistic age. People concentrated on making money and buying things for themselves. Industry and services wanted part of this.

Motion Pictures (pages 41 and 46): Movies began to talk. Disney released "Steamboat Willie" and "Mickey Mouse."

Harlem Renaissance (Chapter 8, page 46): Harlem began to grow as a place of artistry; writers, musicians, artists, actors that lived within a few blocks of each other and started sharing ideas.

Prohibition (Chapter 4, page 26): The outlawing of all drinking of alcohol: The 18th Amendment outlawed sale of all alcohol. It was no illegal to possess or drink alcohol.

KKK (page 72): At its peak in the mid-twenties, KKK had 4 million members and political clout in the Midwest as well as the South.

Scopes Trial (Chapter 8, pages 44-45): Monkey trial took place in Dayton IN; it pitted William Jennings Bryan, a fundamentalist against Clarence Darrow an agnostic. Started as a joke. John Scopes, a teacher, was tried for teaching evolution. It was ruled that evolutionism was not allowed to be taught at school.

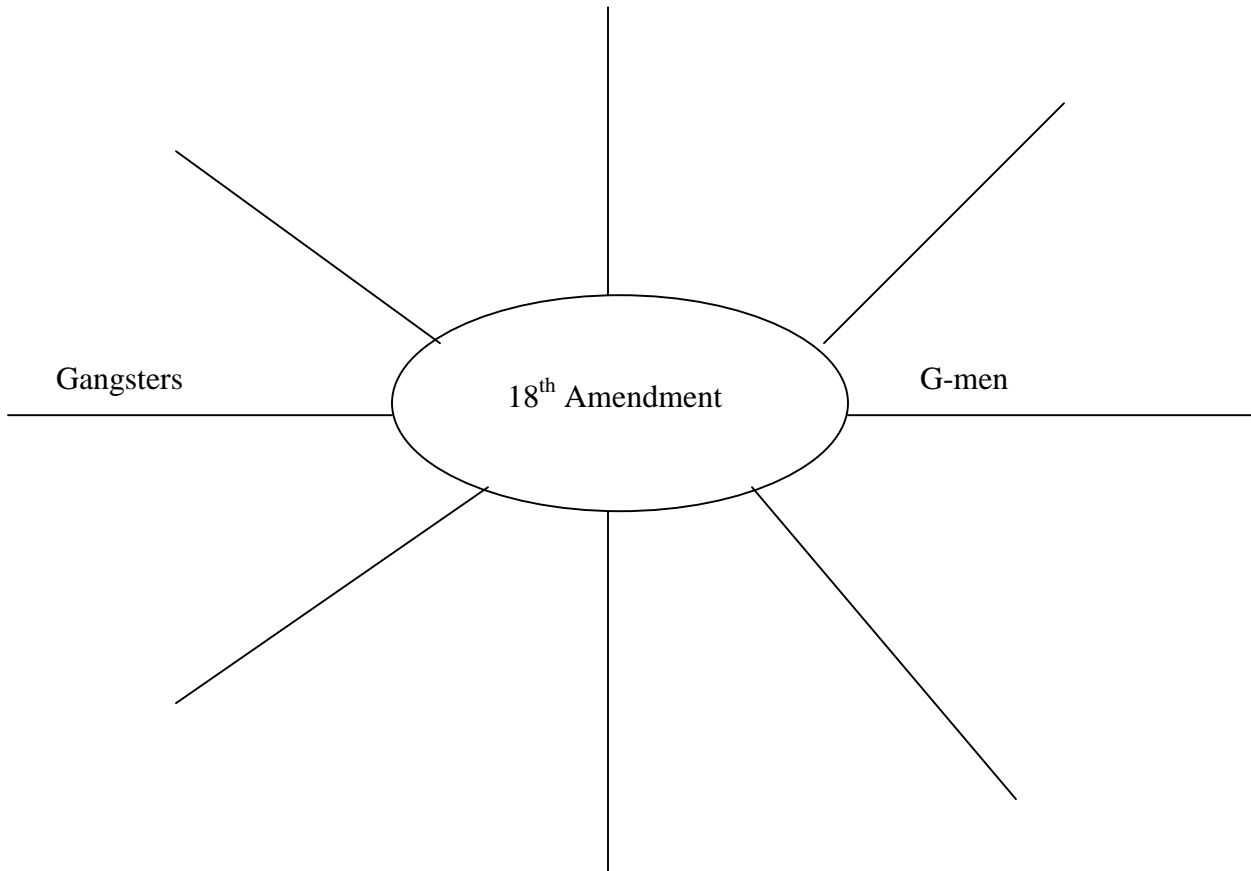
Golden Age of Sports (pages 47-54): Radios were broadcasting baseball games, everyone knew the heroes were Babe Ruth, Dizzy Dean, and many others. Red Barber was the sportscaster of the world broadcasting White Socks baseball games. Working hours were changing. Americans had more time for leisure to follow sports stars. By the end of the 20's golf courses and tennis courts were everywhere. Americans were hard at play.

Appendix D-The Roaring Twenties

Lesson Three: The Roaring 20's

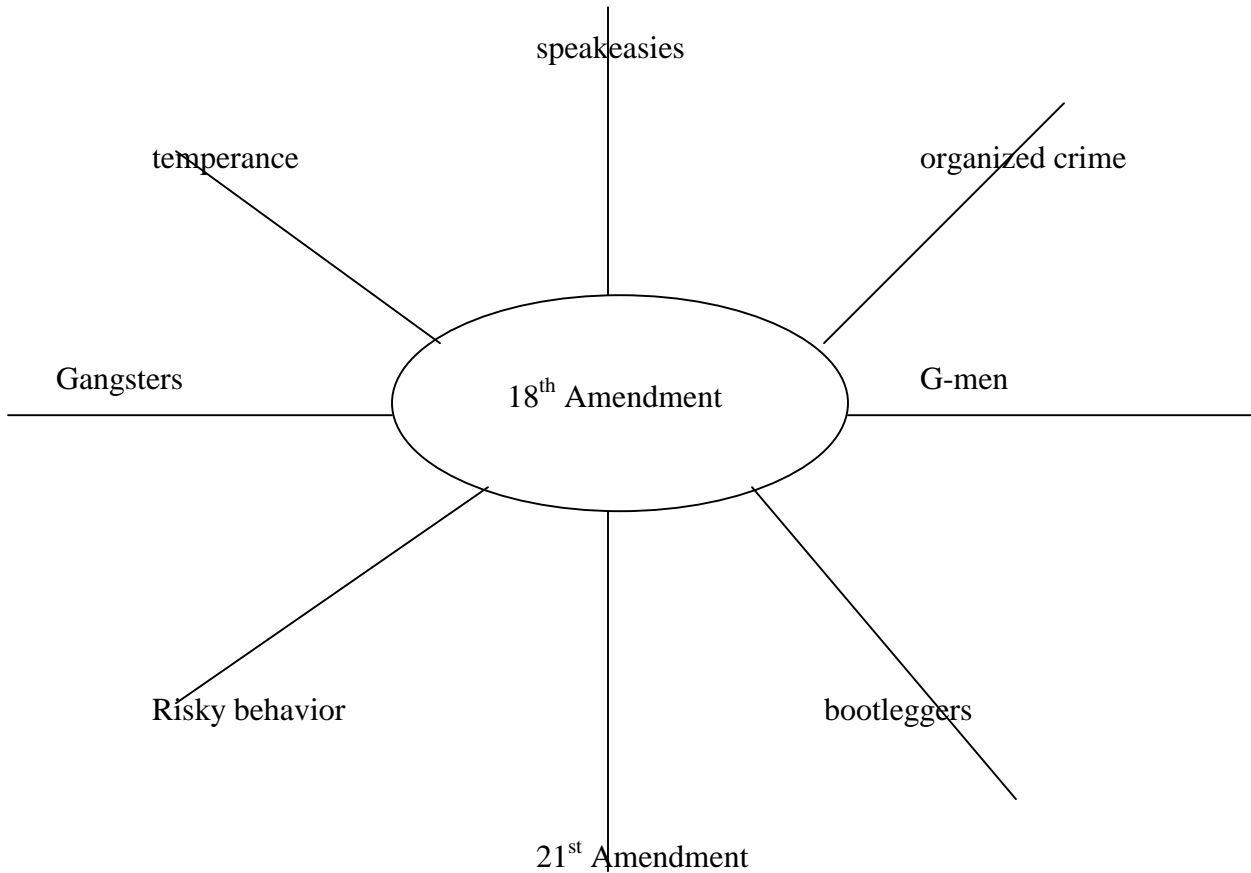
18th Amendment Web

Using the web, define the effects the 18th amendment had on the American culture.



Appendix D1-The Roaring Twenties
Lesson Three: The Roaring 20's
18th Amendment Web (Answer Key)

Using the web, define the effects the 18th amendment had on the American culture.



Student answers will vary.

Appendix E-The Roaring Twenties
Lesson Three: The Roaring 20's
Al Capone Character Sketch

Younger Years

History

Al Capone

Moral Condition

Crimes

Appendix E1-The Roaring Twenties

Lesson Three: The Roaring 20's

Al Capone Character Sketch (Answer Key)

Younger Years

(Poorly educated)

History

(Italian Immigrant)

Al Capone

Moral Condition

(Murderer)

Crimes

(Tax Evasion)

Student answers will vary and be very descriptive!

Appendix F-The Roaring Twenties
Lesson Three: The Roaring 20's
People, Places and Terms

People

John Scopes

William Jennings Bryan

Clarence Darrow

Places

Dayton, TN

Terms

materialistic

monkey trial

evolution

fundamentalist Christian

separation of church and state

ACLU

agnostic

Questions for Discussion

1. If the Scopes trial went to the Supreme Court how do you think the Court would have ruled? _____

2. Why do you think the Scopes Trial got so much attention? _____

Appendix F1-The Roaring Twenties

Lesson Three: The Roaring 20's

People, Places and Terms (Answer Key)

People

John Scopes: teacher in Dayton, TN who taught evolution and was put on trial

William Jennings Bryan: prosecutor (in favor of TN law)

Clarence Darrow: defense attorney and brilliant lawyer

Places

Dayton, TN: location of the Scopes trial

Terms

Materialistic: (page 44) people making money and buying things for themselves – “Keeping up with the Jones”

monkey trial: since evolution says man is descended from “the ape,” the Scopes trial was known as this

Evolution: to teach that man is descended from a lower order of animals

fundamentalist Christian: (page 44) people who believe in the exact words of the Bible

separation of church and state: (page 45) 1st Amendment to the Constitution; Congress shall make no law respecting an established religion or prohibiting the free exercise of oneself

ACLU: (page 45) American Civil Liberties Union: private organization founded to protect civil rights in America

Agnostic: (page 45) Someone who is not sure if there is a God or not.

Questions for Discussion

1. If the Scopes trial went to the Supreme Court how do you think the Court would have ruled?

Answers will vary, but should mention that Supreme Court rules on Constitutionality of law. Therefore 1st Amendment and Separation of Church and State would rule against Tennessee.

2. Why do you think the Scopes Trial got so much attention?

Answers will vary: The issues should be mentioned and students should make statements regarding fundamentalism vs. evolutionism.

Appendix G, page 1-The Roaring Twenties

Lesson Three: New Negro Movement

People, Places and Terms

People

Georgia O’Keeffe

F. Scott Fitzgerald

Zora Neal Hurston

Countee Cullen

Langston Hughes

Duke Ellington

Louis Armstrong

Marcus Garvey

Terms

Jazz Age

bobbing

flapper

The Charleston

Jim Crow

Creole Jazz

hybrid

Improvisation

atonal

Appendix G1, page 1-The Roaring Twenties

Lesson Three: New Negro Movement

People, Places and Terms (Answer Key)

People

- Georgia O’Keeffe: (pages 188-89) Artist who became very famous and lived in Harlem.
- F. Scott Fitzgerald: (pages 46 and 59) Novelist who sketched Portraits of the fast life with words; author of the Great Gatsby.
- Zora Neal Hurston: novelist living in Harlem
- Countee Cullen: (page 46) poet living in Harlem
- Langston Hughes: (page 46) poet living in Harlem
- Duke Ellington: (pages 46 and 59) Created Jazz with colors with songs like Mood Indigo, Magenta Haze.
- Louis Armstrong: (pages 55, 56, 57, 58) Trumpet player Jazz musician credited with inventing the Jazz Solo.
- Marcus Garvey: (page 73) He started Universal Negro Improvement Association and was the most influential black leader of the 1920’s. He promoted self-help and race pride.

Terms

- Jazz Age: (pages 46 and 59) The Roaring Twenties are also called this.
- Bobbing: Young women cutting their hair short.
- Flapper: Flappers were girls who bobbed their hair, wore short skirts and make-up.
- The Charleston: (pages 53-54) dance craze of the 20’s
- Jim Crow: (page 56) Laws in the south that restricted what Negroes could and could not do in public.
- Creole Jazz: This originated in New Orleans in the early 1900’s and spread to Chicago where it became Jazz.
- Hybrid: Making some things new from something that came before; i.e. African music becomes Jazz.
- Improvisation: (page 59) means doing your own thing
- Atonal: (pages 58 and 59) European style of music where musicians are expected to play what is written.

Appendix G, page 2-The Roaring Twenties
Lesson Three: New Negro Movement
People, Places and Terms

Questions for Discussion

1. What was the Harlem Renaissance? _____

2. Explain what musician Willie Ruff meant when he said that Jazz is a hybrid? _____

3. What is the major difference between Jazz and European-Style music? _____

Appendix G1, page 2-The Roaring Twenties

Lesson Three: New Negro Movement

People, Places and Terms (Answer Key)

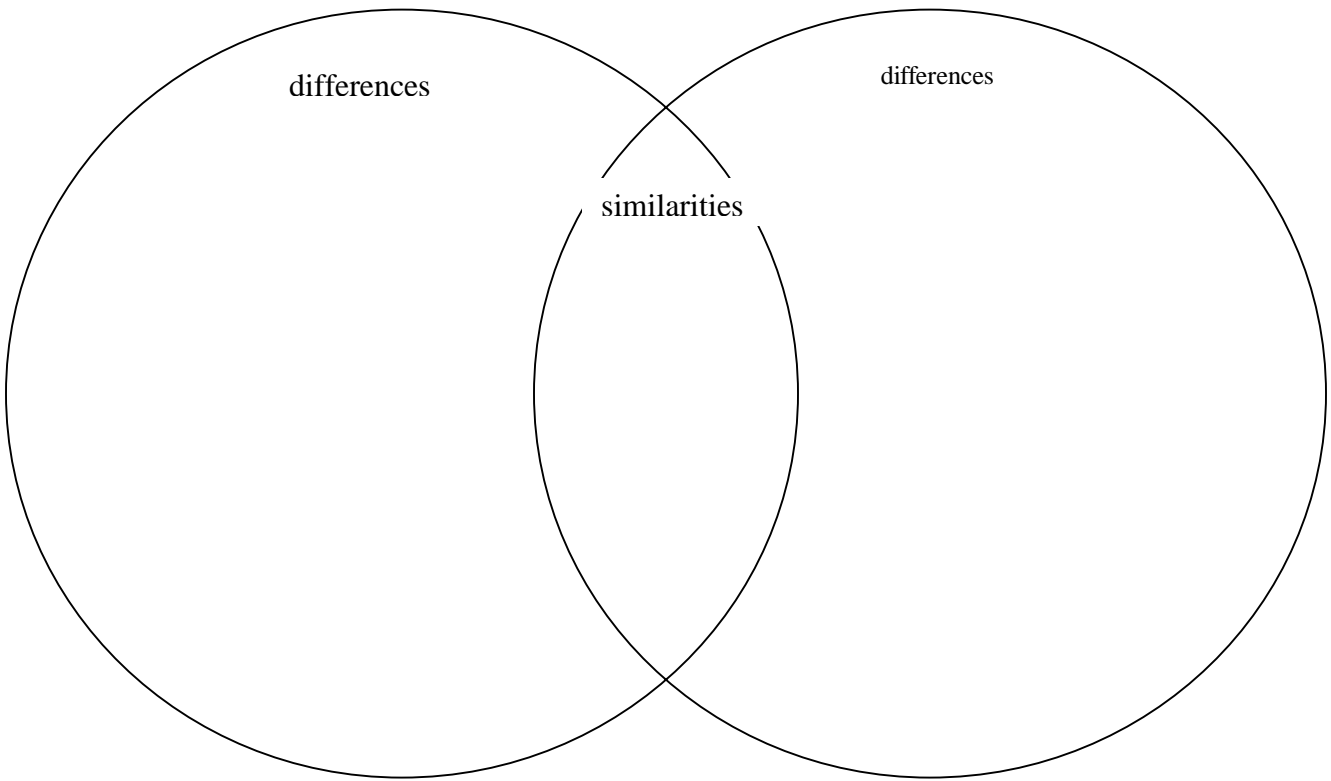
Questions for Discussion

1. What was the Harlem Renaissance?
See pages 44 and 46: An explosion of artistic creativity by African Americans and others that centered in Harlem, New York.
2. Explain what musician Willie Ruff meant when he said that Jazz is a hybrid?
See pages 57 and 58: He said Jazz was of mixed origins combining elements of African rhymes, European instruments, nature, chants and spirituals into a unique form.
3. What is the major difference between Jazz and European-Style music?
See pages 58 and 59: European music is meant to be played as it is written, while Jazz is improvised, creating variations on a basic theme.

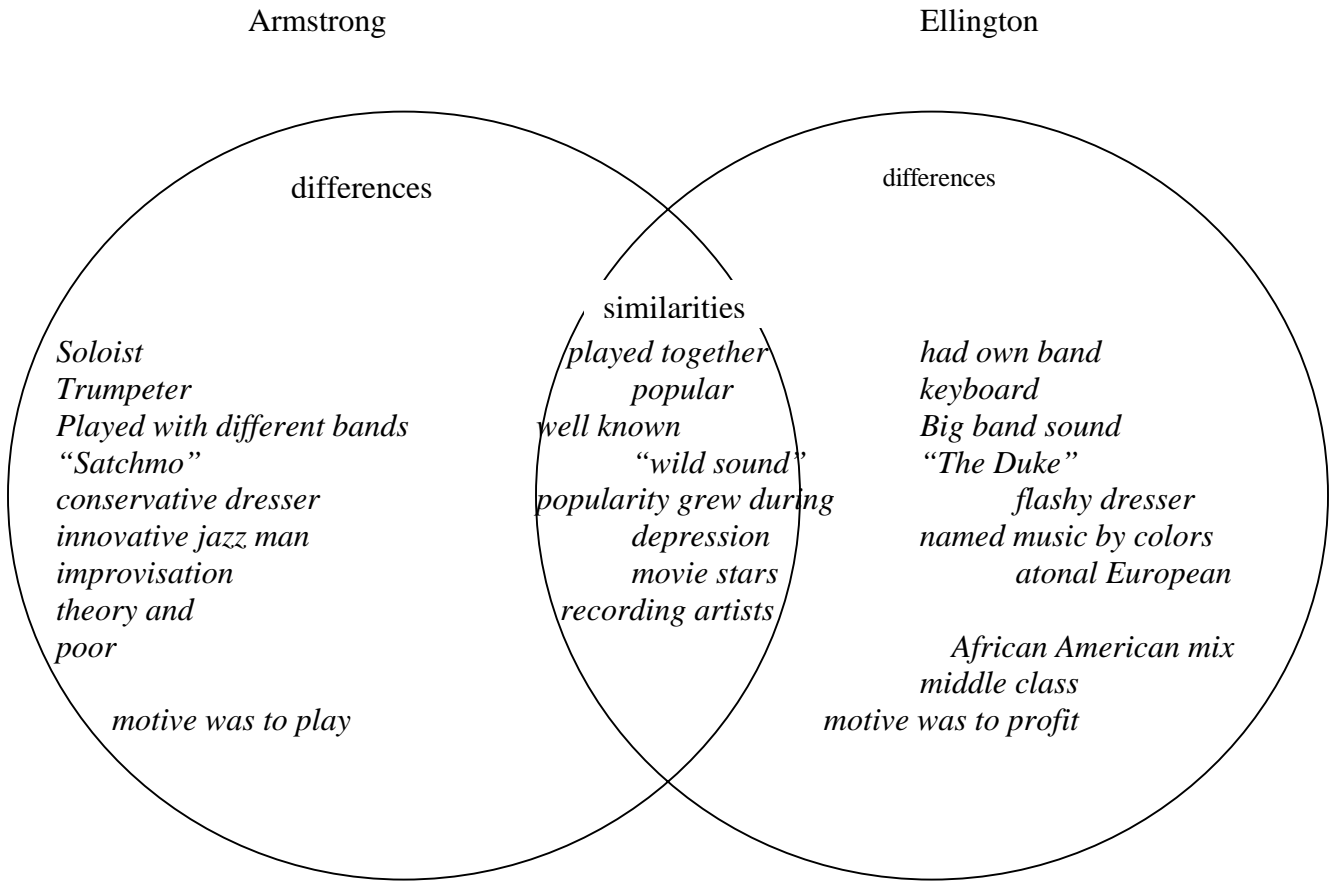
Appendix H-The Roaring Twenties
Lesson Three: New Negro Movement
Venn Diagram of Jazz Styles

Armstrong

Ellington



Appendix H1-The Roaring Twenties
Lesson Three: New Negro Movement
 Venn Diagram of Jazz Styles (Answer Key)



Students' answers will vary.

Appendix I-The Roaring Twenties
Lesson Three: Technological Advances
People, Places and Terms

People

Henry Ford

Charles A. Lindbergh

Robert Hutchings Goddard

Richard E. Byrd

Walt Disney

Will Rogers

Terms

Radio

Rocket

Spirit of St. Louis

Movies: Silent to Sound

Appendix I1-The Roaring Twenties
Lesson Three: Technological Advances
People, Places and Terms (Answer Key)

People

Henry Ford: (pages 43 and 87) invented use of assembly line for automobile production

Charles A. Lindbergh: Known as “Lucky Lindy,” was the first to fly solo- nonstop transatlantic from New York to Paris.

Robert Hutchings Goddard: He invented the liquid fueled rocket in 1926. He was the first to use a movie camera as a recording device.

Richard E. Byrd: American explorer, first to fly over the North Pole; also first to fly over the South Pole

Walt Disney: He was a 1928 filmmaker, released first animated sound film called “Steamboat Willie.” He introduced Mickey Mouse to the world.

Will Rogers: A Cowboy humorist and essayist who “poked fun” at politicians and politics.

Terms

Radio: (page 48) use of radio grew rapidly; in 1920 the first radio station signed on, four years later there were 576 stations

Rocket: (pages 63-66) invention of liquid fueled rocket; the Space Age had begun

Spirit of St. Louis: (pages 68-70) This was the single engine plane flown by Lindbergh from New York to Paris. He was sponsored by St. Louis businessmen.

Movies: Silent to Sound: (pages 41, 46, and 62) first movies synchronized to sound in 1926; first movie with a sound track in 1927

Appendix J-The Roaring Twenties

Lesson Four: Prosperity Boom

People, Places and Terms

People

Herbert Hoover

Al Smith

Terms

Fiscally Responsible

Ku Klux Klan

Questions for Discussion

1. Was Herbert Hoover qualified for the job of the President? Why or Why not? _____

2. On what grounds did many of Hoover's supporters attack opposing candidate Al Smith during the election campaign of 1928? _____

Appendix J1-The Roaring Twenties

Lesson Four: Prosperity Boom

People, Places and Terms (Answer Key)

People

Herbert Hoover: (page 72) engineer and businessman, he had a reputation for accomplishing things; he was elected the 31st president

Al Smith: (page 72) Governor of New York; ran against Hoover and was defeated because of a smear campaign by Hoover's campaign manager because he was Catholic and Irish

Terms

Fiscally Responsible: Al Smith's ability to do a good job with New York State's budget

Ku Klux Klan: (page 72) people who put sheets over their heads and minds; a very large hate group

Questions for Discussion

1. Was Herbert Hoover qualified for the job of the President? Why or Why not?
See pages 72-73: He was very qualified as a business, engineer and served for many years in the government. He worked hard but his presidency was a disaster. He didn't know how to deal with the individual; he was interested in supporting business.
2. On what grounds did many of Hoover's supporters attack opposing candidate Al Smith during the election campaign of 1928?
See pages 72-73: Using an anti-city, anti-immigrant approach, Al Smith was attacked for being Catholic. Because of his Irish Catholic background the smear campaign suggested that Smith was not a real American and would probably take his orders from the Pope in Rome.

Appendix K, page 1-The Roaring Twenties

Lesson Four: Getting Rich Quick

People, Places and Terms

People

Joseph P Kennedy

Places

Wall Street, NY

Terms

go public

share

stock

stockholder

dividend

law of supply and demand

margin

stockbroker

stock market

stock exchange

bull market

bear market

acumen

panic

depression

Appendix K1, page 1-The Roaring Twenties

Lesson Four: Getting Rich Quick

People, Places and Terms

People

Joseph P Kennedy: (page 75) He was the first chairman of the United States Securities and Exchange Commission.

Places

Wall Street, NY: This is the location of New York stock exchange; known as the most important exchange in the World.

Terms

go public: When a company looks for investors from the general public.

Share: A thing sold to raise money for a company.

Stock: What shares are called when they are purchased.

Stockholder: A person who has purchased shares in a company.

Dividend: When a company makes money stockholders are paid a percentage of company profits.

law of supply and demand: rule of economics as demand grows so grows supply

Margin: Buying stocks with borrowed money, using little or none of your own.

Stockbroker: One who buys and sells stocks for someone else.

stock market: The business of buying and selling stocks.

stock exchange: The place where stocks are bought and sold.

bull market: when the market is up

bear market: when the market is down

Acumen: (page 76) business smarts

Panic: When the stock market values come down fast and everyone is selling and there are no buyers.

Depression: When the stock market panic spreads to other agencies, banks and industry.

Appendix K, page 2-The Roaring Twenties
Lesson Four: Getting Rich Quick

Questions for Discussion

1. How do many large companies raise the money needed for growth and expansion?

2. How did buying stock on margin cause problems for many people? _____

3. How much money did Mr. Jones spend on ABC Stock? How much money will he have when he sells the stock? If Mr. Jones sells 100 shares for \$200 each, how much money will he have? _____

Appendix K1, page 2-The Roaring Twenties

Lesson Four: Getting Rich Quick

(Answer Key)

Questions for Discussion

1. How do many large companies raise the money needed for growth and expansion?
See page 74: They sell shares in the business to investors, who get paid a dividend or percentage of any company profits.
2. How did buying stock on margin cause problems for many people?
See page 77-78: Buying on margin only worked when value of stocks keep going up. One could sell stocks and pay off loans from the profits. But if value drops there are no profits and loans could not be repaid.
3. How much money did Mr. Jones spend on ABC Stock? How much money will he have when he sells the stock? If Mr. Jones sells 100 shares for \$200 each, how much money will he have?
See page 74: $10 \times 100 = 1000$: $100 \times 200 = 20,000$: $20,000 - 1000 = 19,000$

Appendix L-The Roaring Twenties

Lesson Four: Down and Out

People, Places and Terms

People

Okies

Arkies

Place

Great Plains

Terms

depression

urban

abuse

crop rotation

evicted

dust bowl

Shantytowns

Hooverilles

Questions for Discussion

1. What financial problems did American farmers face during the Great Depression? _____

2. How much would \$.25 cents worth of corn have weighed in 1933? (see page 80) _____

3. What factors contributed to the creation of the Dust Bowl? _____

4. Where did many people find to live after being evicted from their homes during the Depression? _____

Appendix L1-The Roaring Twenties

Lesson Four: Down and Out

People, Places and Terms (Answer Key)

People

Okies: people who moved from Oklahoma during the depression

Arkies: people who moved from Arkansas during the depression

Place

Great Plains: (page 80) more than 3 million people left the plains during late 20's and early 30's

Terms

Depression: (page 79) A time of decline in business activity accompanied by falling prices and high unemployment.

Urban: cities

Abuse: (page 81) to hurt or to treat carelessly

crop rotation: changing crops and land from year to year

Evicted: thrown out of home or apartment

dust bowl: name given to region that was devastated by drought during the depression years

Shantytowns: Towns where houses were built of old boxes and boards on land usually near a dump.

Hoovervilles: what people called Shanty Towns after President Hoover

Questions for Discussion

1. What financial problems did American farmers face during the Great Depression?
See page 81: Prices for farm products were low and fell lower in the depression. Farmer couldn't pay mortgages, taxes and lost their farms.
2. How much would \$.25 cents worth of corn have weighed in 1933? (see page 80)
See page 80: It would have weighed 140 pounds.
3. What factors contributed to the creation of the Dust Bowl?
See pages 81-82: Over planting for crops, excess cutting of trees and unusually long droughts and very severe windstorms.
4. Where did many people find to live after being evicted from their homes during the Depression?
See pg. 82: People in the country moved in with relatives in the cities or anyone else who would take a person and family. One also moved to a Shanty Town and built a cardboard house to live in. Some families lived out of their cars; others lived by moving on trains from one place to another.

Appendix M-The Roaring Twenties

Lesson Four: Economic Disaster

People, Places and Terms

People

Herbert Hoover

Douglas MacArthur

Adolph Hitler

Mussolini

Joseph Stalin

Charles Lindbergh

Theodore Bilbo

Will Rogers

Stephen Spencer

Terms

Bonus Army

Voluntarism

pacifist

Questions for Discussion

1. Why did thousands of U.S. Veterans of WWI march on Washington D.C. in 1932?

2. Why did some people of the 1930's look favorably on the rise of dictators in various countries? _____

3. How did Herbert Hoover attempt to solve the problems of the Depression? _____

Appendix M1-The Roaring Twenties

Lesson Four: Economic Disaster

People, Places and Terms (Answer Key)

People

- Herbert Hoover: 31st President during the Depression
- Douglas Macarthur: General who evicted Bonus Army by force from Washington, D.C.
- Adolph Hitler: gaining power in Germany
- Mussolini: had taken total control of Italy
- Joseph Stalin: was in total control of Russia
- Charles Lindbergh: went to Germany and reported that Hitler was a fine leader
- Theodore Bilbo: Senator from Mississippi favored the idea of communist economy as depression solution.
- Will Rogers: liked the idea that every Russian was going to work
- Stephen Spencer: English poet: the social organization of the country was baking the Victorian Age

Terms

- Bonus Army: WWI veterans who were due a bonus in 1945; they wanted it early and went to Washington to get it
- Voluntarism: the idea the individuals should help each other
- Pacifist: person who doesn't believe in fighting wars or otherwise

Questions for Discussion

1. Why did thousands of U.S. Veterans of WWI march on Washington D.C. in 1932?
See pages 84-85: Since many Veterans were out of work, they came to Washington, D.C. to ask the government for early payment of a bonus promised them for service during WWI.
2. Why did some people of the 1930's look favorably on the rise of dictators in various countries?
See pg. 86: The depression was so severe that the older and traditional political systems seemed to have failed. Some thought that only the actions of a strong leader could solve the country's problems.
3. How did Herbert Hoover attempt to solve the problems of the Depression?
See page 87: He urged volunteerism and people work together to solve their problems without intervention of the government. He thought government should aid businesses.

Appendix N-The Roaring Twenties
Culminating Activity

Essay Test

Directions: On your own paper, choose three topics to write about. Essays must be at least three paragraphs containing topic sentences, body and conclusion statements.

1. Prohibition was sometimes called “the noble experiment.” Explain why you think it got the name and whether you believe it was deserved.
2. “The Roaring Twenties were a wonderful time for Americans.” Explain why you agree or disagree with that statement.
3. Do the years of this unit, the 1920’s, represent an advance or setback for the rights of Americans guaranteed under the First Amendment to the Constitution?
4. Jazz has been called “the only original American Art Form.” Explain why you agree or disagree with the statement.
5. What natural and economic problems did many mid-western farmers face in the early 1930’s?
6. How did economic changes brought on by the Great Depression threaten the nation’s political system?

Appendix N1-The Roaring Twenties
Culminating Activity (Answer Key)

Essay Test

Directions: On your own paper, choose three topics to write about. Essays must be at least three paragraphs containing topic sentences, body and conclusion statements.

1. Prohibition was sometimes called “the noble experiment.” Explain why you think it got the name and whether you believe it was deserved.

The 18th Amendment was well-intentioned desire to eliminate alcohol abuse. The majority of people considered it their duty to try and control alcohol abuse. They thought it very noble of themselves to do this. It was the progressive era: people thought the laws could help make people perfect.

2. “The Roaring Twenties were a wonderful time for Americans.” Explain why you agree or disagree with that statement.

Student answers will vary: Suggest that they begin with a persuasive paragraph. Give three examples to support their stand. (See 7th grade Core Knowledge Language Arts).

3. Do the years of this unit, the 1920’s, represent an advance or setback for the rights of Americans guaranteed under the First Amendment to the Constitution?

Student answers will vary: they should explain 1st Amendment rights; Mention Scopes Trial, A. Mitchel Palmer, Prohibition, Women’s Rights and others as setbacks. This should show how people have learned from the mistakes of the past.

4. Jazz has been called “the only original American Art Form.” Explain why you agree or disagree with the statement.

Student answers will vary: Mention that Jazz is pure American, combines African tribal music, spirituals, chants, European style and came up with something entirely new. They should have sound arguments to support their stand.

5. What economic and natural problems did many mid-western farmers face in the early 1930’s?

Natural Problems: droughts for prolonged periods, no use of crop rotation techniques, lower yields per acre, severe winds, and clear-cutting natural vegetation in to create more acreage.

Economic Problems: crop prices fell, they were over extended on loans, mortgages were called in, loss of control of the farm to outsiders.

6. How did economic changes brought on by the Great Depression threaten the nation’s political system?

The Economic situation was so bleak that people began to look to the government for solutions. When the government couldn’t or wouldn’t deal with the situation it clearly suggested a change in political system was needed. Systems outside the county seemed to be doing very well; everyone had food, medical and work. These systems looked so successful and ours was so bad, that we were willing to give anything that offered improvement a try.