



The Roaring Twenties

Teacher's Guide

**Written By:
Melissa McMeen**

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Materials in the Unit

- The video program [The Roaring Twenties](#)
- Teachers Guide

This teacher's Guide has been prepared to aid the teacher in utilizing materials contained within this program. In addition to this introductory material, the guide contains suggested instructional procedures for the lesson, answer keys for the activity sheets, and follow-up activities and projects for the lesson.

- Blackline Masters

Included in this program are ten blackline masters for duplication and distribution. They consist of, classroom activities, information sheets, take-home activities, Pre-Test, Post-Test, and the text to the Video Quiz.

The blackline masters are provided as the follow-up activities for each lesson. They will help you determine focal points for class discussion based on the objectives for the lesson.

The blackline masters have a three-fold purpose: to reinforce the program; to provide an opportunity for the students to apply and analyze what they have learned from the program; for use as diagnostic tools to assess areas in which individual students need help.

Introduction and Summary of Series

America in the 20th Century is a comprehensive series designed to provide a clear overview of the people and events that distinguished the 20th century. Rare archival footage and photographs, authentic recordings, and other primary source documents, bring history to life, while stunning graphics and engaging narration lend context and clarity to the subject.

The series has been developed specifically for classroom use. It is organized around established standards and thoughtfully divided into chapters, with each volume functioning well as a full-length program or as focused support for specific study areas.

Introduction and Summary of Program

Volume Five in the award-winning America in the 20th Century series, The Roaring Twenties captures a unique period in American history – from the fun and frivolity for which it's most known, to the important social and political legacy of the era. Included are discussion of the

‘return to normalcy;’ social tensions and politics; the Red Scare; the presidencies of Warren Harding and Calvin Coolidge; post-war changes in American business; Garveyism and the Scopes trial; and the significant pop-culture of the era.

Standards

Era 7: The Emergence of Modern America (1890-1930)

STANDARD 3:

How the United States changed from the end of World War I to the eve of the Great Depression

Standard 3A

The student understands social tensions and their consequences in the postwar era.

Benchmarks:

Grade level: 7-12

Assess state and federal government reactions to the growth of radical political movements. [Evaluate the implementation of a decision]

Grade level: 5-12

Analyze the factors that lead to immigration restriction and the closing of the “Golden Door.” [Interrogate historical data]

Grade level: 7-12

Examine rising racial tensions, the resurgence of the Ku Klux Klan, and the emergence of Garveyism. [Analyze cause-and-effect relationships]

Grade level: 7-12

Examine the rise of religious fundamentalism and the clash between traditional moral values and changing ideas as exemplified in the controversy over Prohibition and the Scopes trial. [Examine the influence of ideas]

Grade level: 9-12

Analyze how the emergence of the “New Woman” challenged Victorian values. [Examine the influence of ideas]

Standard 3B

The student understands how a modern capitalist economy emerged in the 1920s.

Benchmarks:

Grade level: 5-12

Explain how principles of scientific management and technological innovations, including assembly lines, rapid transit, household appliances, and radio, continued to transform production, work, and daily life. [Examine the influence of ideas]

Grade level: 7-12

Examine the changes in the modern corporation, including labor policies and the advent of mass advertising and sales techniques. [Analyze cause-and-effect relationships]

Grade level: 9-12

Analyze the new business downtowns, the development of suburbs, and the role of transportation in changing urban life. [Explain historical continuity and change]

Grade level: 7-12

Explain the role of new technology and scientific research in the rise of agribusiness and agricultural productivity. [Utilize quantitative data]

Standard 3C

The student understands how new cultural movements reflected and changed American society.

Benchmarks:

Grade level: 9-12

Specify and evaluate the extension of secondary education to new segments of American society. [Utilize quantitative data]

Grade level: 5-12

Analyze how radio, movies, newspapers, and popular magazines created mass culture. [Examine the influence of ideas]

Grade level: 7-12

Explain the growth of distinctively American art and literature from the social realists to the “lost generation.” [Draw upon art and literature]

Grade level: 5-12

Examine the contributions of artists and writers of the Harlem Renaissance and assess their popularity. [Draw upon visual, literary, and musical sources]

Grade level: 5-12

Assess how increased leisure time promoted the growth of professional sports, amusement parks, and national parks. [Analyze cause-and-effect relationships]

Standard 3D

The student understands politics and international affairs in the 1920s.

Benchmarks:

Grade level: 7-12

Evaluate the waning of Progressivism and the “return to normalcy.” [Explain historical continuity and change]

Grade level: 5-12

Assess the effects of woman suffrage on politics. [Evaluate the implementation of a decision]

Grade level: 7-12

Describe the goals and evaluate the effects of Republican foreign policy. [Analyze cause-and-effect relationships]

Instructional Notes

It is suggested that you preview the program and read the related Suggested Instructional Procedures before involving your students in the lesson activities. By doing so, you will become familiar with the materials and be better prepared to adapt the program to the needs of your class.

You will probably find it best to follow the program and lesson activities in the order in which they are presented in this Teacher's Guide, but this is not necessary.

It is also suggested that the program presentation take place before the entire class and under your direction. The lesson activities focus on the content of the programs.

As you review the instructional program outlined in the Teacher's Guide, you may find it necessary to make some changes, deletions, or additions to fit the specific needs of your students.

Read the descriptions of the Blackline Masters and duplicate any of those you intend to use.

Suggested Instructional Procedures

To maximize the learning experience, teacher's should:

- Preview the video [The Roaring Twenties](#)
- Read the descriptions of the blackline masters.
- Duplicate any blackline masters you intend to use.

Students should be supplied with the necessary copies of blackline masters required to complete the activities. By keeping students informed of current events, teachers can extend any of the lessons on the program.

Student Objectives

After viewing the program The Roaring Twenties and participating in the follow-up activities, students will be able to:

- Explain the political and international affairs of the 1920s.
- Describe the emergence of the modern economy in business, daily life, and work.
- Give specific examples of the different social tensions and their consequences.
- Identify new cultural movements and understand how they changed American Society.

Follow-Up Activities

Blackline Master #1: Pre-Test is an assessment tool intended to gauge student comprehension of the Objectives prior to the launching of World War I – The Roaring Twenties lesson, which includes the video and the ensuing activities. The results of the Pre-Test may be contrasted with the results of the Post-Test to assess the efficacy of the lesson in achieving the Student Objectives.

Blackline Master #2: Video Quiz is a printed copy of the questions that appear at the end of the video presentation. The Video Quiz is intended to reinforce the salient points of the video immediately following its completion and may be used for assessment or as a catalyst for discussion.

Blackline Master #3a-d: Post-Test is an assessment tool to be administered after the lesson (Pre-Test, video and follow-up activities) has been completed.

Blackline Master #4: Discussion Questions offers questions to spur conversation and to identify student comprehension and misunderstanding.

Blackline Master #5: Vocabulary Terms is a list of pertinent terms and definitions

Blackline Master #6: Media's Firsts is an activity for students to research the "firsts" of the 1920s on the Internet and describe how they would have felt to experience the changes.

Blackline Master #7: Red Scare Cartoons is an activity for students to view political cartoons on the Internet regarding the different interpretations of the radical times.

Blackline Master #8: Immigrant Interviews is a writing activity for students to develop questions they would ask an immigrant of the 1920s and create possible responses.

Blackline Master #9: Roaring Twenties is a matching activity to assist students in reviewing the key terms and people of the Roaring Twenties.

Blackline Master #10: Strengths and Weaknesses is an activity to help students outline the many strengths and weaknesses of the busy times of the 1920s.

Internet Resources

For Teachers

http://odur.let.rug.nl/~usa/H/1990/ch7_p5.htm

From Revolution to Reconstruction... and what happens afterwards: A general overview of America in the 1920s.

<http://www.history.ohio-state.edu/projects/clash/Introduction/Intro.htm>

Ohio State University Department of History Clash of Cultures in the 1910s and 1920s. Topics include Prohibition, Immigration, The Klan, Women, and the Scopes Trial.

<http://www.nhmccd.edu/contracts/lrc/kc/decade20.html>

Kingwood College Library on the American Cultural History presents a Website on facts from the 1920s and information on the decade's music, literature, people, fashions, and entertainment.

<http://www.nku.edu/~diesmanj/harlem.html>

This Website provides a detailed description of the Harlem Renaissance, the artists, and samples of their work.

<http://www.pbs.org/wgbh/amex/lindbergh/>

A PBS presents a documentary of Charles Lindbergh and his first solo flight across the Atlantic.

For Students

Note: Teachers should preview all sites to ensure they are age-appropriate for their students.

<http://mediahistory.umn.edu/time/1920s.html>

This Website is a media history timeline with specific events of the media's "firsts" in the 1920s.

<http://www.cohums.ohio-state.edu/history/projects/prohibition/proh1920.htm>

The Temperance and Prohibition Websites includes viewpoints of the controversial topic from the medical use of alcohol, Women's National Committee for Law Enforcement, and other statements from those who testified.

<http://www.d.umn.edu/cla/faculty/tbacig/studproj/is3099/jazzcult/20sjazz/index.html>

The American Jazz Culture in the 1920s Website contains information on its artists, its development in the United States, the recordings, and the Jazz Culture.

<http://165.29.91.7/classes/humanities/amstud/97-98/harren/HARREN.HTM>

The Harlem Renaissance Webpage is a collection of biographies of the leaders, entertainers, and writers of the period.

Answer Key

Blackline Master #1: Pre-Test

1. false
2. false
3. true
4. false
5. true
6. true
7. true
8. false
9. true
10. true

Blackline Master #2: Video Quiz

1. true
2. false
3. true
4. true
5. true
6. true
7. false
8. false
9. true
10. false

Blackline Master #3: Post-Test

1. C
2. D
3. A
4. D
5. B
6. C
7. B
8. B
9. A
10. C

The following answers may vary.

11. Boston police went on strike to ask for a raise and U.S. Steelworkers went on strike to end a 12-hour, 7-day a week work schedule; both strikes were defeated.
12. The Teapot Dome Scandal was when the Ohio Gang, government officials and friends hired by Harding, leased federal land containing rich oil fields, located in Teapot Dome, Wyoming, to private oil companies in exchange for bribes.
13. The Sacco-Vanzetti Case personified the fear Americans had in immigrants, anarchists, communism, and other political radicals. As these two men were both immigrants and admitted to being anarchists and dodging the drafts, however, their guilt of the crimes is still debated today.
14. Mass advertising, sold consumer goods to appeal to buyers interested in youth, beauty, health, and more; buying on credit, installment plans; fueled the economy
15. 1) Ku Klux Klan, anti-immigrant, hated anyone not white, not protestant, anti-Jewish, anti-Catholic, anti-union, pro-Prohibition. 2) Garveyism- "back to Africa" movement to reject white society and take pride in African heritage.
16. Harlem Renaissance was the cultural movement in Harlem, New York. Harlem became the center for Jazz and the heart of creativity for African-Americans, like Louis Armstrong and Bessie Smith. Migrating blacks brought the style to the north.
17. The growing leisure time came from all the modern technology, such as the washing machine and vacuum. Americans spend time playing sports, going to movies, and participating in fads like miniature golf and crossword puzzles.
18. A new period of freedom for women, break from Victorian structure, received vote, starting working, new fashions like short hair and skirts, and assertive women were called "flappers."

Essays should contain the following main points along with an explanation.

19. Household appliances and innovations: washing machines, electric sewing machines, ready-made clothes, canned food. Transportation and Communication: rapid transit, streetcars, subway, telephones in middle-class homes, airplane industry. Development of suburbs: development of suburbs encouraged development of cars. These changes freed Americans of time-consuming tasks and allowed for leisure activities and easy transportation.
20. 1) Scopes trial: John Scopes taught the Theory of Evolution in his Biology class which contradicted the Christian interpretation of the Bible. The state of Tennessee passed a law against teaching evolution. The rural citizens disagreed with Scopes and urban citizens tended to agree. 2) Prohibition, the 18th amendment; supported by rural Protestant Americans, who saw drinking as a sin. Urban Americans and immigrants saw alcohol as a natural part of social life. Many drank in "speakeasies" and brought from "bootleggers." In 1933 Prohibition was repealed.

Blackline Master #4: Discussion Questions

Answers will vary. Possible answers follow.

1. 1. Americans feared foreign radicals, Communists, and labor unrest. Immigrants were especially blamed for bringing ideas with them and the press called it the “Red Scare.” Raids were ordered on homes and offices suspected of Communists, many were imprisoned and deported without a trial.
2. 2. Labor workers were not allowed to strike for better conditions due to the ban on strikes during the war. Meanwhile the laborer hours were too long, low wages, and prices for goods were increasing due to the sudden demand for products. Boston police and U.S. Steelworkers both attempted strikes in the 1920s and lost.
3. 3. Election of 1920, “Return to Normalcy,” Pro-business policies, Secretary of Treasury (Andrew Mellon) created Mellon Plan to cut income taxes in half for the wealthy and by one percent for the poor, Isolationist Party, raised tariffs on imported goods, “Ohio Gang” a nickname for friends Harding hired to work with and were caught taking bribes for leasing oil-rich public land to private companies (called the Teapot Dome Scandal)
4. 4. Automobile: registered cars went from 8 to 23 million, gave boost to oil industry, major U.S. industry, Henry Ford adopted the “assembly line.” Other industries: mass production, “scientific management,” revolutionized American business. Farming: getting large, more efficient, more mechanized, 13% of farmers had tractors, farmers took a “businesslike” attitude, farmers suffered overproduction, bankruptcies, and little assistance from the government.
5. 5. Household: linoleum, washing machines, vacuum cleaners, electric irons, electric sewing machines, ready-made clothes, canned food, sliced bread freed women from housework. Transportation: rapid transit, streetcars, subway, elevated systems, telephones in every middle-class home, airplane industry, 43 airlines operating, Charles Lindbergh flew solo across the Atlantic Ocean.
6. 6. Mass advertising influenced values to consumer spending versus saving, sold consumer goods: health, beauty, wealth, and youth. Credit System: buying on credit, installment plan made consumption possible for many. As consumers bought more goods, it helped fuel the money into the economy.
7. 7. Americans thought immigrants were Communists, they were taking away job opportunities for themselves, were radicals, and anarchists. Racial discrimination existed with the Ku Klux Klan, who hated those not white, not Protestant, and not American. Garveyism rejected the white society and tried to bring Africans back to Africa and African heritage, developed by Marcus Garvey.
8. 8. As people moved from rural to urban communities, the traditional value system was deteriorating. The Scope Trial argued if the Theory of Evolution should be taught in school, against traditional rural values of the Christian Bible. The Prohibition Amendment: drink in

the rural communities was thought of as a sin, where as in urban and immigrant lifestyles it was a part of social life.

9. Cultural changes included artists of all styles with the ability to express themselves after the war. Social realist, Sinclair Lewis; Theater, Eugene O’Neil; Art, Georgia O’Keeffe; Music, George Gershwin; and the Harlem Renaissance and discovery of African-American artists, Louis Armstrong, Duke Ellington, Bessie Smith.
10. American had more leisure time because of all the new modern innovations. Many were able to experience leisure time to enjoy themselves and the new form of entertainment, such as movies, sports, and fads. Women did not have to spend time working in the household as much, they were able to start working, wearing new fashions, breaking Victorian structures, and assertive women were called “flappers.”

Blackline Master #6: Media’s Firsts

Answers will vary. Activity can be evaluated on execution, accuracy, creativity, and content.

Blackline Master #7: Red Scare Cartoons

Answers will vary. Analysis and description can be assessed on execution, accuracy, and content.

Blackline Master #8: Immigrant Interviews

Answers will vary. Interviews can be assessed on execution, accuracy, creativity, and content.

Blackline Master #9: Roaring Twenties

1. B, 2. L, 3. K, 4. G, 5. H, 6. A, 7. D, 8. N, 9. C, 10. J, 11. F, 12. I, 13. M, 14. O, 15. E

Blackline Master #10: Strengths and Weaknesses

Answers will vary. Chart can be assessed on execution, accuracy, and content.

The Roaring Twenties

written by Harlan Hogan & Richard Hawksworth

It was a time of stark and sometimes startling contrasts, in American life. World War One was over. Women got the right to vote. Fashion took a liberal turn. Alcohol was outlawed. Babe Ruth was king of the ballpark, Charles Lindbergh of the skies. Jazz filled the air - and the airwaves. And just about everybody who could afford it, went to the movies in "The Roaring '20s."

CHAPTER 1 – ROAD TO RECOVERY

The Roaring Twenties has the reputation as a decade of play and prosperity. Though unemployment was low and many Americans were better off financially, real wealth was concentrated among just a few families. Sixty percent of America's riches were owned by only two percent of the people. The 27,500 wealthiest families had as much money as the twelve million poorest. With the end of World War One, the country desperately wanted to return to normal. But prices shot upward with the increased demand for goods and services, while wages were still low due to a ban on raises and labor strikes during the war.

Now that the war had ended, strikes over higher wages resumed. In September 1919 Boston Police walked off patrol, citing lousy pay and long hours. Their subsequent absence triggered a free-for-all of looters and vandals. In turn, city officials granted no negotiation; the police force was replaced without the option to return. That same month 343,000 steel workers staged a nation-wide strike, only to taste a violent defeat. When substitute workers were hired, rioting erupted resulting in the mobilization of federal troops. Eighteen steelworkers lost their lives in the struggle; the walkout lasted four months with no reward. As labor unrest spread across the country some Americans felt it was being fostered by communists - radicals who believed in an economic and social system where prosperity is owned by everyone, and the needs of the whole are more important than those of the individual. Other citizens grew increasingly suspicious of immigrants, fearing they too, might be communists.

This so-called "Red Scare" was at a high during the Presidential election of 1919. And Ohio Lieutenant governor, Warren G. Harding's campaign promise of, "A return to normalcy" was just what the country wanted to hear and believe.

WARREN G. HARDING:

"America's present need is not heroics, but healing; not nostrums, but normalcy; not revolution but restoration..."

Handsome, good-natured and well spoken, Harding and his running mate, Calvin Coolidge of Massachusetts easily defeated the democratic ticket of James Cox and Franklin D. Roosevelt. Harding's proposal of a "return to normalcy" meant going back to pre-progressive era policies. He was opposed to the federal government's interference in business affairs, and most social reforms. He rejected Woodrow Wilson's plea that America should actively participate in the League of Nations.

WARREN G. HARDING:

"We seek no part in directing the destinies of the Old World."

Harding's isolationist policy, keeping America out of world affairs, was popular and his successors, Presidents Calvin Coolidge and Herbert Hoover followed his lead through the decade. Harding's cabinet was filled with pro-business appointees including Herbert Hoover, head of the Commerce Committee, Charles Evans Hughes, Secretary of State and Andrew Mellon, Secretary of the Treasury.

In 1923 he presented Congress his, "Mellon Plan" which, on the surface, sought a general reduction in income taxes. In fact, the plan cut the top income tax bracket level from 50 per cent to 25, while only reducing the lowest bracket from four percent to three. Congressman William P. Connery of Massachusetts was outraged.

WILLIAM P. CONNERY:

"When I see a provision in this Mellon tax bill which is going to save Mr. Mellon himself \$800,000 on his income tax and his brother \$600,000 on his, I cannot give it my support."

Nevertheless, the Mellon Plan passed, as did his proposal to raise tariffs on imported goods to one of the highest levels in history. Americans soon stopped buying foreign-made products and that made it almost impossible for France and Great Britain to repay their war debts to the United States. Meanwhile, Secretary of Commerce Hoover aggressively helped American businesses recover from the war effort, while Secretary of State Hughes convinced the leading world powers to reduce the size of their navies.

Despite these recoveries and Harding's popularity, by the end of his third year scandal rocked his administration. His old poker buddies from Ohio, whom he'd handed jobs in government, were caught taking bribes. Harding expressed his disappointment.

WARREN G. HARDING:

"I have no trouble with my enemies...but my friends...they're the ones that keep me walking the floor nights."

The worst offense of the notorious, "Ohio Gang" involved Secretary of the Interior, Albert Fall. During the Progressive Era, oil-rich public lands, located in Teapot Dome, Wyoming and Elk Hill, California were set aside for use by the Navy. Fall transferred control of those lands to his Interior Department and then secretly leased them to oil companies in exchange for a hundred thousand dollars in bonds, cattle and cash.

By the summer of 1923 - Harding, now saddened, confused and disillusioned by the betrayal of his friends, left Washington for a goodwill trip to Alaska. Upon his return to San Francisco, he became ill and died on August second.

CHAPTER 2 – BOOM TIMES

Harding's vice-president, Calvin Coolidge assumed office. A simple, honest, and quiet man he once joked about his subdued demeanor.

CALVIN COOLIDGE:

"I have never been hurt by what I haven't said."

"Silent Cal" as Coolidge was nicknamed, was elected President one year later receiving almost 16 million votes, and would have easily won a second term, but unexpectedly decided not to run.

With Coolidge at the helm, continuing Harding's pro-business policies, it was "boom times" for the American economy. Over forty percent of the world's wealth belonged to Americans, with eleven thousand millionaires living in America by 1926. Low interest rates meant that the construction of plants, homes and office buildings soared. By the end of the era, construction had begun on the mammoth 102 story Empire State Building.

Meanwhile, on the streets below, millions of Americans learned to drive. At the beginning of the Roaring Twenties there were only eight million automobiles registered in the U.S. by the end of the decade, more than twenty three million. Henry Ford made a bold prediction.

HENRY FORD:

"When I'm through everybody will be able to afford one, and about everyone will have one."

America's new love affair with the car spurred production of rubber, steel, glass, and gasoline. A mobile America wanted new roads, new destinations, and new places to live - the suburbs. Auto making became a major American industry. To meet demand automakers perfected the assembly line method of manufacturing and many other industries followed their lead. "Scientific Management" championed by Frederick Taylor, revolutionized American business by identifying the most time-efficient ways to complete a task, increase production beyond the rate of technology.

Farmers adopted modern methods of production, but with an entirely different result. Larger, more efficient farms, utilizing more farm machinery than human laborers, created an overproduction of farm commodities. Many farmers had borrowed money to expand their farms and buy equipment when demand was high during the war. Now, falling prices and income forced many into bankruptcy. Congressmen from farm states unified as "The Farm Bloc" and proposed price supports and legislation to aid farmers. Repeatedly, President Coolidge vetoed their attempts. Farmers wished that "Silent Cal" would just remain silent. His remarks brought them little consolation.

CALVIN COOLIDGE:

"Well, farmers have never made much money. I don't believe we can do much about it."

Urban workers were much better off than farmers, despite a decline in labor union membership, average wages increased by twenty percent. A more startling increase was in the number of homes with electricity. Between 1913 and 1927 the number grew by 465%. Soon, moderately priced electrical conveniences like vacuum cleaners, washing machines, and refrigerators were found in more and more American households.

Chain stores like Sears and J.C. Penney did a brisk business selling ready-made clothes, and "grocery-cafeterias," like Piggly Wiggly - the forerunner of the modern supermarket - offered everything from canned foods to sliced bread. Advertising lured consumers into the stores and readily available credit using the: "Installment Plan," made buying easy. Americans suddenly found they had much more time for community and leisure activities.

Telephones, and later, radios became common in most middle-class homes. Mass transit - streetcars and subways - provided mobility for city-dwellers and the airplane was used to move mail from coast to coast. In 1927, Charles Lindbergh flew his airplane, from continent to continent. "Lucky Lindy's" solo 3,614-mile flight across the Atlantic Ocean to Paris ensured his place as America's new hero. Four million people witnessed Charles Lindbergh's triumphant return to America, showering him with thousands of pounds of ticker tape, as he paraded up Broadway. Lindbergh's flight also captured the imagination of the public and stirred their interest in flying.

CHARLES LINDBERGH:

"I look forward to the day when transatlantic flying will be a regular thing."

Soon, the single-engine Lockheed Vega and the Ford Tri-Motor airplanes were carrying as many as ten passengers. An already mobile America, became even more so. By the end of the Roaring Twenties 43 airlines were operating in the United States.

CHAPTER 3 – POST-WAR INTOLERANCE

Despite the economic boom times, the Roaring Twenties was a period of great tension between Americans. Social, racial and moral beliefs were constantly being challenged. A fear of communism, socialism and anarchy, fueled by a distrust of any foreigner, led to one of the most notorious convictions and executions in American history.

Two Italian immigrants shoemaker, Nicola Sacco and fishmonger, Bartolomeo Vanzetti were accused of robbing and killing a factory paymaster and a guard. Sacco and Vanzetti admitted to being anarchists - people who want to abolish all forms of government - and to being draft dodgers during World War One. However, both maintained they had not committed the crime. On the basis of circumstantial evidence, Sacco and Vanzetti were convicted and executed. Their guilt or innocence is still debated today.

Guilty or not, the case personified the fear Americans had of immigrants. Some paranoid citizens felt immigrants took jobs rightfully belonging to American citizens, others felt too many immigrants were political radicals.

Between 1919 and 1921 the yearly number of new immigrants had shot up, from 141,000 to 805,000 and Congress bowed to the pressure of Americans with nativist attitudes, by passing a new law limiting immigration into the U.S. Additional restrictions were imposed three years later, when the National Origins act of 1924 further limited immigration. The acts discriminated against people from eastern and southern Europe, mostly Roman Catholics and Jews and excluded the immigration of Japanese citizens altogether. The laws did not apply to immigrants from the Western Hemisphere however, and approximately one million Canadians and a half a million Mexicans crossed the borders into the U.S.

The increasing popularity of nativism also stirred the resurgence of the Ku Klux Klan, whose members had tormented and killed many African-Americans in the South after the Civil War. The "new" Klan extended their bigotry to anyone not American, not Protestant, not white, while attempting to stamp out unions and saloons. By 1924, it boasted a membership of more than four million members. The imperial wizard of the KKK summed up the Klan's doctrine succinctly in his 1926 booklet, "The Klan's Fight for Americanism" when he revealed the Klan's slogan: Native, white, Protestant, supremacy. Although the KKK dominated certain state politics at times during the roaring twenties, its popularity waned after Indiana Klan chieftain, D.C. "Steve" Stevenson, was indicted and jailed for a brutal assault on a female assistant. The resulting scandal and his conviction for second-degree murder signaled the decline of Klan's political influence and, by the end of the decade, membership had dwindled to only fifty thousand.

While the hateful Ku Klux Klan was growing in popularity a peaceful separatist movement was gaining a large group of followers - Garveyism. Marcus Garvey, a Jamaican, founded the Universal Negro Improvement Association in 1914. He moved his organization to New York and by the mid-1920s there were more than a half a million members. The association had two central beliefs: The first was that blacks should return to Africa and build a homeland of their own. Garvey had even designed a uniform for himself as the, "Provisional President of Africa." Second, Garvey insisted his followers should not envy or imitate whites or seek integration. "Black is beautiful" he declared, "and you are better than white people." Garvey started a successful newspaper and a steamship company to help raise funds for the cause, but the steamship company, The Black Star, failed. He was convicted of mail-fraud, and sent to prison. Only a handful of his followers actually returned to Africa, but Marcus Garvey's fundamental belief in the dignity and pride deserved by all African Americans certainly lives on.

CHAPTER 4 - THE MORAL QUESTION

The Roaring Twenties marked the first time in American history when more people lived in cities and towns than in rural areas. Americans moving to cities from small villages had to adapt not only to new and challenging physical living conditions they encountered a new, more permissive moral environment as well. Two events fittingly demonstrate the clash between traditional moral values of the country and the modern mores of the city: the Scopes Trial and Prohibition.

In 1925, the state of Tennessee passed a law that outlawed any teaching English biologist Charles Darwin's theory of evolution. Darwin's book, *The Origin of Species* challenged contemporary beliefs about creation and outraged fundamentalist Christians' literal interpretation of the bible believing God created the universe in six days. John Scopes, a high school biology teacher from Dayton, Tennessee believed Darwin was right and, despite the state law, taught his students the theory of evolution. As a result, Scopes was charged under the anti-evolution statute and went to trial for the misdemeanor.

The American Civil Liberties Union or ACLU, which had been founded during the "Red Scare" earlier in the decade, hired the most renowned trial lawyer of the day, Clarence Darrow to defend Scopes. The prosecutor was equally well known, William Jennings Bryan, a three-time candidate for President, skilled orator and fundamentalist Christian. The press had a field day and called it the, "Monkey Trial" as the big-city reporters repeatedly made fun of rural values. Darrow defended his stance.

CLARENCE DARROW:

"We have the purpose of preventing bigots and ignoramuses from controlling the education of the United States, and you know it, and that is all."

Although the judge found John Scopes guilty of violating the state's law, many felt that Clarence Darrow had actually won the case because he had managed to get William Jennings Bryan to admit on the stand, that he did not actually believe the earth was created in six 24 hour days. The Tennessee Supreme court later overturned the verdict on a technicality and Scopes was set free, but the debate over teaching the theory of evolution in schools still continues.

Americans with conservative, traditional values succeeded in convincing Congress to prohibit the sale and use of alcohol. But prohibition, "the noble experiment" as Herbert Hoover dubbed it, simply didn't work. On January 16th, 1920 the eighteenth amendment to the constitution was passed outlawing the manufacture, sale or transportation of alcoholic beverages. The amendment was supported mainly by rural Americans, from the South and Southwest, who believed drinking to be a sin. Urban city dwellers generally saw drinking as a natural part of life and the use of alcohol as an individual's decision.

Evangelist Billy Sunday spoke for many prohibitionists.

Billy Sunday

Every man who casts a vote for the saloons deserves that his son shall die a drunkard, or that his daughter should be consigned to the tender mercies of a drunken husband.

Billy Sunday got his wish when Prohibition became the law of the land. But Prohibition did not stop people from drinking alcohol. Many went to "Speakeasies," hidden illegal clubs, and drank liquor smuggled in by "bootleggers" from Canada. Organized crime, which provided illegal "booze" or "hooch" flourished and Prohibition, incited more crime, not less. Thirteen years later the "Noble Experiment" was over.

CHAPTER 5 – THE JAZZ AGE

The Roaring Twenties are often called: "The Jazz Age" a time when new forms of art like jazz, emerged with a distinctly American flare. Anti-war literature like Ernest Hemmingway's *The Sun Also Rises* found favor with Americans, as did the writing of F. Scott Fitzgerald, who's *Great Gatsby* depicted the new American dream of wealth and success, while Sinclair Lewis examined the realities of life in small-town America, revealing its greed and lack of culture. On the stage, ground breaking playwrights like Eugene O'Neill presented dramas that focused on family conflict and isolation in the modern age. Artists such as Georgia O'Keeffe depicted life in urban America in the twenties.

Nowhere, was America's uniqueness more evident than in her music. From George Gershwin's instant success with *Rhapsody in Blue* and *Concerto in F*, to the phenomenal growth of a truly American musical form: Jazz.

Jazz was born in New Orleans in the early part of the century, a blend of the blues and ragtime. Migrating African-Americans brought this new music to the north. A great many settling in the upper west side of New York City in an area called: Harlem. Harlem, became the center not only for Jazz, it became the heart of African-American creativity during the "Harlem Renaissance." From poets like

Langston Hughes, to performers like Duke Ellington to songstress Bessie Smith who sold a million recordings of Down Hearted Blues. By 1927 Smith was the highest-paid African-American performer in the world. Singer, dancer, comedian, Josephine Baker on the other hand chose to live and work in Paris, spreading the influence of the Harlem Renaissance even to Europe.

Women and men found pleasure and entertainment listening to the radio. And for many, radio became their main source of news about the world.

Americans were also leaving their homes to find new entertainment, at the movies. By 1925 filmmaking had become the nation's fourth-largest industry, and there were more than twenty thousand movie houses nationwide many of them elaborate, "Picture Palaces."

Women saw also a new image emerge for them in the Roaring Twenties - "The Flapper." Having finally gotten the right to vote with the passage of the nineteenth amendment to the Constitution. Emancipated women threw out their corsets, high-laced shoes and dull floor length dresses. They bobbed their hair, and wore short skirts.

A woman of the Roaring Twenties also had new choices. She didn't necessarily have to be a housewife anymore. Instead she could choose whether to marry at all, have children, go to work or build a career. Marriage became more of a romantic choice. Equality was not prevalent in the work force, with women usually earning much less than men, even when they performed the same job. Medical schools went so far as to impose strict quotas on the number of women allowed to enter.

Americans were also reading. Eight million more Americans were reading newspapers by the mid-twenties, many enjoying, tabloids and magazines that featured sensational stories about gangsters and entertainers. By the end of the decade, ten magazines had circulations of more than two million. Literacy was on the rise. The number of people attending high school had quadrupled since 1914 and High school was no longer just for college-bound students.

Americans also discovered the pleasures of watching professional sports, from baseball's Leroy "Satchel" Paige, to boxing's "Manassa Mauler," Jack Dempsey.

Entertainment of all kinds became part of the legacy of the Roaring Twenties, as Americans spent over 4.5 billion dollars on entertainment, much of it on pastimes and fads. Some of those fads, like flagpole sitting, or dance marathons that seem so silly now. These images of an almost adolescent America, finally free of the fear and drudgery of war, are how most people view the Roaring Twenties, and in fact, it was a brief period of relative prosperity.

Unfortunately, despite the outward appearance of stability, the American economy was crumbling and by late 1929 would be brought to its knees by the start of "The Great Depression." But until the stock market crashed, the twenties were indeed roaring.

Blackline Masters

- [Blackline Master #1: Pre-Test](#)
- [Blackline Master #2: Video Quiz](#)
- [Blackline Masters #3a-3d: Post-Test](#)
- [Blackline Master #4: Discussion Questions](#)
- [Blackline Master #5: Vocabulary](#)
- [Blackline Master #6: Media's Firsts](#)
- [Blackline Master #7: Red Scare Cartoons](#)
- [Blackline Masters #8: Immigrant Interview](#)
- [Blackline Master #9: Roaring Twenties](#)
- [Blackline Master #10: Strengths and Weaknesses](#)

Activity: **Pre-Test (1)** Name _____
Subject: **The Roaring Twenties** Date _____

DIRECTIONS: Read the following statements, and circle whether they are true or false.

1. The Roaring Twenties did not have a reputation as a decade of fun and prosperity.
True False
2. The Red Scare was the name of a deadly racial riot in the 1920s.
True False
3. President Harding's campaign slogan was for American to "Return to Normalcy."
True False
4. The Teapot Dome Scandal was the main cause of the Boston Tea Party.
True False
5. For the first time Americans were able to use rapid transit.
True False
6. As many people moved from small villages to cities, many tensions developed.
True False
7. An act was passed which limited the number of immigrants into the United States.
True False
8. Conservative women who did not agree with the new changes were called "Flappers."
True False
9. During the Roaring Twenties, United States citizens were not allowed to drink alcohol.
True False
10. The Roaring Twenties was also known as the Jazz Age.
True False

Activity: **Video Quiz (2)** Name _____

Subject: **The Roaring Twenties** Date _____

DIRECTIONS: Read the following statements, and circle whether they are true or false.

1. Over half of America's riches were owned by only two percent of the people.
True False
2. Boston police and U. S. Steel workers went on strike for higher wages and won.
True False
3. Low interest rates sparked the construction of plants, homes, office buildings, and skyscrapers.
True False
4. Scientific Management identified the most time efficient ways to complete a task.
True False
5. Vacuums, washing machines, irons, and toasters, were becoming popular and affordable in most homes.
True False
6. In the 1920s, there were great tensions between Americans regarding social, racial, and moral beliefs.
True False
7. After President Calvin Coolidge died, Warren Harding became the new President.
True False
8. Garveyism discriminated against anyone who was not American, not white, and not Protestant.
True False
9. The Scopes Trial debated whether the Theory of Evolution could be taught in schools.
True False
10. In the 1920s, many students did not attend high school, as it was only for college bound students.
True False

Activity: **Post-Test (3a)**

Name _____

Subject: **The Roaring Twenties**

Date _____

Multiple Choice**DIRECTIONS: Read each of the following statements. Then circle the best answer.**

1. Which of the following was not true of the economy during the Roaring Twenties?
 - a. Real wealth was only concentrated among very few families
 - b. Prices were high due to increasing demand for goods
 - c. Unemployment was high
 - d. Employee wages were low

2. Which of the following statements about the Red Scare of the 1920s is not true?
 - a. The communists were accused of fostering labor unrest
 - b. Immigrants were feared as communists
 - c. There were tens of thousands of communists in the United States
 - d. All of the above

3. Which of the following was not included in President Harding's policies?
 - a. Supported social reform
 - b. Opposed the federal government interference with business affairs
 - c. Supported the Isolationist party
 - d. Opposed participation in the League of Nations

4. The sudden production and sales with the automobile resulted with...
 - a. A boost to the oil industry
 - b. Construction of highways
 - c. Development of a major United States Industry
 - d. All of the above

5. Which of the following describes the farmer of the 1920s?
 - a. Used more human labor than machines
 - b. Forced into bankruptcy
 - c. Unable to produce enough farm commodities
 - d. All of the above

6. During the 1920s, which country was only allowed a certain number of immigrants to enter the United States?
 - a. Mexico
 - b. Canada
 - c. Eastern and Southern Europe
 - d. Japan

Activity: **Post-Test (3b)** Name _____
 Subject: **The Roaring Twenties** Date _____

7. What procedure did Henry Ford adopt to help make it possible for every American to own a car?
 - a. Installment Plan
 - b. Assembly Line
 - c. Scientific Management
 - d. Mass Advertising

8. Which of the following was not a new term associated with the radio, movie, or popular press?
 - a. Talkies
 - b. Flappers
 - c. Palaces
 - d. Tabloids

9. Which did not occur for the first time during the 1920s?
 - a. Train ride
 - b. Telephone in every middle class home
 - c. Solo plane flight across the Atlantic Ocean
 - d. Talking motion picture

10. Who did not earned their fame in the Roaring Twenties?
 - a. Georgia O’Keeffe
 - b. Duke Ellington
 - c. Claude Wright
 - d. George Herman “Babe” Ruth

Short Answer Questions

Directions: Read each of the following statements and answer in one or two sentences.

1. What were the two key union strikes and what were their outcomes?

Activity: **Post-Test (3c)**

Name _____

Subject: **The Roaring Twenties**

Date _____

12. What was the Teapot Dome Scandal and who was responsible for it?

13. What role did the Nicola Sacco and Bartolomeo Vanzetti Case play in American's fears?

14. List two changes in business practices during the Roaring Twenties.

15. What were the names of two groups involved in the racial tensions of the 1920s and what was the purpose of each?

16. Briefly explain what the Harlem Renaissance was and how it developed?

Activity: **Post-Test (3d)** Name _____
 Subject: **The Roaring Twenties** Date _____

17. How were Americans suddenly able to have leisure time and give three examples of how they enjoyed it?

18. Give at least three example of the woman’s new role in the Roaring Twenties.

Essay Questions

Directions: Write a short essay in response to each statement on separate piece of paper.

19. Explain three areas of change found in the 1920s, give specific examples for each area, and state why it made such an impact on Americans’ lives.

20. Describe one of the two landmark events from the clash between rural and urban values in the 1920s, as well as why each side believed as it did.

Activity: **Discussion Questions (4)** Name _____
Subject: **The Roaring Twenties** Date _____

1. Explain the Red Scare and its development.
2. Describe the state of labor workers and their difficulties during the 1920s.
3. Discuss the presidential election of Warren Harding, his policies, and scandal.
4. Compare and contrast the changes in work in automobiles, farming, and other industries during the Roaring Twenties.
5. List some of the innovations created for the home and transportation and how they affected peoples lives.
6. Describe the changes in business practices and how it helped to fuel an economic explosion in the United States during the 1920s.
7. Summarize the social tensions found between American citizens and immigrants, as well as the racial discrimination.
8. Give examples of the differing values and problems that developed as more people moved from rural to urban communities.
9. Discuss the cultural changes in the American society during the 1920s.
10. Explain why Americans had more leisure time, how they made use of it, and how it affected the women's role.

Activity: **Vocabulary Terms (5)** Name _____
Subject: **The Roaring Twenties** Date _____

Communists

Those who believed in an economic and social system where property is owned by everyone and the needs of the whole are more important than those of the individual.

Radicals

One who advocates revolutionary changes in current practices

Isolationism

A national policy of abstaining from political or economic relations with other countries

Assembly Line

An arrangement of workers, machines, and equipment where the product being assembled passes consecutively from operation to operation until completed

Socialism

A social system based on government ownership and administration of the means of production and distribution of goods

Anarchist

People who want to abolish all forms of government

Suburbs

A residential area or community outlying a city

Theory of Evolution

A scientific theory of the origin of species of plants and animals

Prohibition

The forbidding by law of the manufacture, transportation, sale, and possession of alcoholic beverages

Navitism

A policy favoring the interests of establish citizens over those of immigrants

Activity: **Media's Firsts (6)** Name _____
Subject: **The Roaring Twenties** Date _____

DIRECTIONS: DIRECTIONS: The Roaring Twenties were full of American “firsts.” Explore the Website listed below and identify five “firsts” that occurred during the 1920s. Next write a brief reflection on the feelings an American citizen of the 1920s might have had to the new changes. ** <http://mediahistory.umn.edu/timeline/1920-1929.html>

“Firsts”

1. _____
2. _____
3. _____
4. _____
5. _____

An American's Reflections

Activity: **Red Scare Cartoons (7)** Name _____
Subject: **The Roaring Twenties** Date _____

DIRECTIONS: The Red Scare was a very controversial time during the Roaring Twenties. Many were able to express their viewpoint of the Red Scare by publishing political cartoons. Explore the Website listed and all the many Red Scare cartoons. Pick one cartoon to study and complete the information below.

<http://newman.baruch.cuny.edu/digital/redscare/default.htm>

Title: _____

Artist: _____ Date Published: _____

Brief description of cartoon images: _____

What was the artist's message in the cartoon? Explain your answer.

Activity: **Immigrant Interview (8)** Name _____
Subject: **The Roaring Twenties** Date _____

DIRECTIONS: It is the 1920s and radio broadcasting has just become very popular. You have your own radio program and are about to interview an immigrant living in the United States. Develop questions to ask and create some possible responses. Be sure to include questions about the latest fears Americans are having of immigrants and the legislation to restrict and limit immigrants.

Question #1: _____

Possible Response: _____

Question #2: _____

Possible Response: _____

Question #3: _____

Possible Response: _____

Question #4: _____

Possible Response: _____

Question #5: _____

Possible Response: _____

Activity: **Roaring Twenties (9)**

Name _____

Subject: **The Roaring Twenties**

Date _____

DIRECTIONS: Read the following key terms of the Roaring Twenties. Match each term in Column I with its description in Column II by writing the letter next to the term.

Column IColumn II

- | | |
|--------------------------|--|
| 1. talkies | A. Harding's pro-business cabinet member |
| 2. speakeasies | B. movie with sound |
| 3. Ohio gang | C. most efficient way to perform a task |
| 4. Warren G. Harding | D. reduction in income taxes |
| 5. Calvin Coolidge | E. oil lands illegally sold |
| 6. Herbert Hoover | F. new credit system |
| 7. Mellon plan | G. "return to normalcy" |
| 8. the Flapper | H. "silent Cal" |
| 9. Scientific Management | I. street cars and subways |
| 10. picture palaces | J. elaborate movie theaters |
| 11. installment plan | K. Harding's poker buddies |
| 12. mass transit | L. illegal clubs that sold alcohol |
| 13. Origins Act of 1929 | M. limitation on immigration |
| 14. Monkey Trial | N. womens' new image |
| 15. Teapot Dome scandal | O. theory of evolution taught in schools |

Activity: **Strengths and Weaknesses (10)** Name _____Subject: **The Roaring Twenties** Date _____

DIRECTIONS: The Roaring Twenties was a time of many changes. Many of the conditions and events of the 1920s were very positive while other areas were not. Complete the chart below to outline the different strengths and weaknesses of the Roaring Twenties.

	<i>Strengths</i>	<i>Weaknesses</i>
<i>Economy Status</i>		
<i>Labor/Workforce Status</i>		
<i>Womens' Status</i>		
<i>Social Status</i>		
<i>Racial Status</i>		

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