

THE 1920s

1920-1929 / U.S. HISTORY

APPLYING COMMON CORE

ACTIVITIES TO MEET ANCHOR STANDARDS



CHARLIE BOONE

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COMMON
CORE**

U.S. HISTORY / 1920 – 1929

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1920s**

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SOCIAL STUDIES SCHOOL SERVICE
CULVER CITY, CALIFORNIA



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Introduction

Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

Tracking Common Core Standards

On page 3, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no WHST.6–8.3. However, this form of writing is included in this book (W.6.3–W.8.3) because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.

Common Core Standards

READING

Key Ideas and Details

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

» *Summarize primary or secondary sources.*

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

» *Summarize the steps of a process or historical event.*

Craft and Structure

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

» *Use context to decipher the meanings of difficult words.*

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

» *Determine how the author has ordered the information.*

RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

» *Interpret a reading with a visual.*

RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.6.1–SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6–8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

WRITING

Text Types and Purposes

WHST.6-8.1

Write arguments focused on discipline-specific content.

» *Argumentative writing.*

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

W.6.3–W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

Production and Distribution of Writing

WHST.6-8.4

Produce clear and coherent writing in which the development, organization,

and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

Research to Build and Present Knowledge

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

Range of Writing

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Tracking Common Core Standards

CCSS.ELA-LITERACY	Assignment	Assignment	Assignment	Assignment
<u>RH.6-8.1</u>				
<u>RH.6-8.2</u>				
<u>RH.6-8.3</u>				
<u>RH.6-8.4</u>				
<u>RH.6-8.5</u>				
<u>RH.6-8.6</u>				
<u>RH.6-8.7</u>				
<u>RH.6-8.8</u>				
<u>RH.6-8.9</u>				
<u>RH.6-8.10</u>				
<u>SL.6.1–SL.8.1*</u>				
<u>WHST.6-8.1</u>				
<u>WHST.6-8.2</u>				
<u>W.6.3–W.8.3*</u>				
<u>WHST.6-8.4</u>				
<u>WHST.6-8.5</u>				
<u>WHST.6-8.6</u>				
<u>WHST.6-8.7</u>				
<u>WHST.6-8.8</u>				
<u>WHST.6-8.9</u>				
<u>WHST.6-8.10</u>				

*Not required for social studies teachers.

Key Ideas and Details

ACTIVITY 1

Textbook from the Scopes Trial

RH.6-8.1

RH.6-8.2

ACTIVITY 2

Teapot Dome Scandal Comparisons

RH.6-8.1

RH.6-8.3

Textbook from the Scopes Trial

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- The teacher should not tell students why John T. Scopes was arrested.
- Students read text independently, highlighting lines or phrases that may be considered controversial.
- In groups of four, students share what they highlighted and decide as a group why they think he got in trouble. The groups share this with the class.
- The teacher tells the class why he was arrested (for teaching Darwin’s theory of evolution).
- Students independently answer questions.

EXTENSIONS

- Have students compare the textbook used by Scopes with a modern science textbook. Have them theorize what aspects of a modern textbook might be controversial in one hundred years.
- Ask students to explore in more depth the actual trial (referred to as the “Monkey Trial” at the time).
- Have students debate if, or how, evolution should be taught at schools.

TEXTBOOK FROM THE SCOPES TRIAL ^{1/2}

In 1925 John T. Scopes was arrested in Tennessee for teaching students ideas from the below textbook excerpt. Can you find the controversial parts that got him in trouble with the law?

.....

Evolution of Man.—Undoubtedly there once lived upon the earth races of men who were much lower in their mental organization than the present inhabitants. If we follow the early history of man upon the earth, we find that at first he must have been little better than one of the lower animals. He was a nomad, wandering from place to place, feeding upon whatever living things he could kill with his hands. Gradually he must have learned to use weapons, and thus kill his prey, first using rough stone implements for this purpose. As man became more civilized, implements of bronze and of iron were used. About this time the subjugation and domestication of animals began to take place. Man then began to cultivate the fields, and to have a fixed place of abode other than a cave. The beginnings of civilization were long ago, but even today the earth is not entirely civilized.

The Races of Man.—At the present time there exist upon the earth five races or varieties of man, each very different from the other in instincts, social customs, and, to an extent, in structure. These are the Ethiopian or negro type, originating in Africa; the Malay or brown race, from the islands of the Pacific; the American Indian; the Mongolian or yellow race, including the natives of China, Japan, and the Eskimos; and finally, the highest race type of all, the Caucasians, represented by the civilized white inhabitants of Europe and America. . . .

Charles Darwin and Natural Selection.—The great Englishman Charles Darwin was one of the first scientists to realize how this great force of heredity applied to the development or evolution of plants and animals. He knew that although animals and plants were like their ancestors, they also tended to vary. In nature, the variations which best fitted a plant or animal for life in its own environment were the ones which were handed down because those having variations which were not fitted for life in that particular environment would die. Thus nature seized upon favorable variations and after a time, as the descendants of each of these individuals also tended to vary, a new species of plant or animal, fitted for the place it had to live in, would be gradually evolved. . . .

Artificial Selection.—Darwin reasoned that if nature seized upon favorable variants, then man by selecting the variants he wanted could form new varieties of plants or animals much more quickly than nature. And so to-day plant or animal breeders select the forms having the characters they wish to perpetuate and breed them together. This method used by plant and animal breeders is known as selection. . . .

Improvement of Man.—If the stock of domesticated animals can be improved, it is not unfair to ask if the health and vigor of the future generations of men and women on the earth might be improved by applying to them the laws of selection. This improvement of the future race has a number of factors in which we as individuals may play a part. These are personal hygiene, selection of healthy mates, and the betterment of the environment. . . .

Eugenics.—When people marry there are certain things that the individual as well as the race should demand. The most important of these is freedom from germ diseases which might be handed down to the offspring. Tuberculosis, syphilis, that dread disease which cripples and kills hundreds of thousands of innocent children, epilepsy, and feeble-mindedness are handicaps which it is not only unfair but criminal to hand down to posterity. The science of being well born is called eugenics.

The Jukes.—Studies have been made on a number of different families in this country, in which mental and moral defects were present in one or both of the original parents. The “Jukes” family is a notorious example. The first mother is known as “Margaret, the mother of criminals.” In seventy-five years the progeny of the original generation has cost the state of New York over a million and a quarter dollars, besides giving over to the care of prisons and asylums considerably over a hundred feeble-minded, alcoholic, immoral, or criminal persons . . . The evidence and moral speak for themselves!

Parasitism and its Cost to Society.—Hundreds of families such as those described above exist today, spreading disease, immorality, and crime to all parts of this country. The cost to society of such families is very severe. Just as certain animals or plants become parasitic on other plants or animals, these families have become parasitic on society. They not only do harm to others by corrupting, stealing, or spreading disease, but they are actually protected and cared for by the state out of public money. Largely for them the poorhouse and the asylum exist. They take from society, but they give nothing in return. They are true parasites.

The Remedy.—If such people were lower animals, we would probably kill them off to prevent them from spreading. Humanity will not allow this, but we do have the remedy of separating the sexes in asylums or other places and in various ways preventing intermarriage and the possibilities of perpetuating such a low and degenerate race. Remedies of this sort have been tried successfully in Europe and are now meeting with success in this country.

Source: Hunter, George William. *A Civic Biology Presented in Problems*. New York: American Book Company, 1914. Quoted in “The Scopes Trial Excerpts from the Textbook John Scopes Used in Class,” Digital History, http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=1134.

Teapot Dome Scandal Comparisons

COMMON CORE STANDARDS

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

WHST.6-8.1

Write arguments focused on discipline-specific content.

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DIRECTIONS

- The class reads the text about the Teapot Dome Scandal together and completes “Scandal Basics” for the Teapot Dome Scandal.
- Students are assigned one of three scandals: Crédit Mobilier, Whitewater, or Halliburton. They independently read about their scandal and complete “Scandal Basics” based on what they read.
- As a class, students share the “Scandal Basics” for their specific scandal. The teacher clarifies and corrects any mistakes. Students fill in “Scandal Basics” for the two scandals they did not read about.
- Students pair up with someone who was assigned the same scandal. Together, they create a Venn diagram comparing the Teapot Dome Scandal to the scandal they read about.
- Students independently complete “Evaluating Financial Scandals.”
- For more complex Venn diagrams, the teacher could give students three intersecting circles and have students find similarities and differences for three of the scandals.

IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words from which you may choose to create a review activity.

- | | | |
|-----------------|-------------------|---------------------|
| ▪ Corporation | ▪ Exposé | ▪ Scrutiny |
| ▪ Corrupt | ▪ Lease | ▪ Severance package |
| ▪ Dummy company | ▪ Loans | ▪ Stock interests |
| ▪ Embezzling | ▪ No-bid contract | ▪ Subsidiary |

TEAPOT DOME SCANDAL

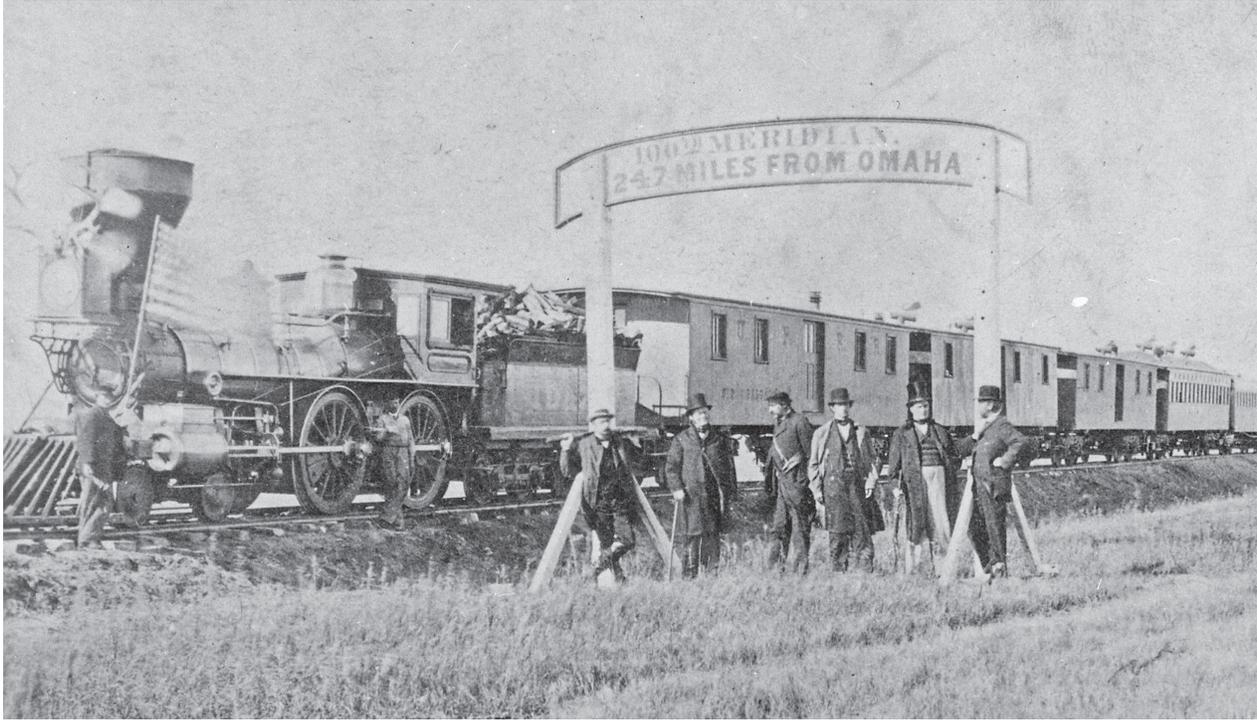


Oil wells near Teapot Dome, Wyoming

At the beginning of the twentieth century, the United States Navy began fueling their boats by oil (instead of coal). To make sure that the navy would not run out of fuel during a war, the U.S. government held on to various oil reserves. These reserves included two places in California and an area in Wyoming named Teapot Dome. A member of President Warren Harding's cabinet, Albert Fall, convinced President Harding to give control of the reserves to the Department of the Interior, which Fall led. In 1921 and 1922, Fall secretly granted oil companies the right to drill at the two places in California and at Teapot Dome on a cheap, no-bid contract in exchange for secret gifts and loans worth hundreds of thousands of dollars. In other words, a member of Warren Harding's cabinet got rich by leasing public land.

After the story broke, the crooked oilmen lost what they bought, and Fall served a year in prison. There wasn't any proof that Harding profited off this scandal, but it was not the only scandal in his cabinet; other government officials were caught embezzling and taking payoffs. Harding died in 1923 before most of these scandals were discovered, avoiding much of the public scrutiny. Still, many historians rank him among the worst presidents.

CRÉDIT MOBILIER



Directors of the Union Pacific Railroad

To expand railroads in the United States, the government offered companies free land and enormous loans to build tracks across the country. Stockholders of the Union Pacific Railroad took advantage of this system. The government had hired Union Pacific Railroad to build a railroad from the Missouri River to the Pacific Coast. In 1864 the owners of Union Pacific Railroad created a dummy construction company, called *Crédit Mobilier*, to do their building. Union Pacific Railroad then proceeded to overpay *Crédit Mobilier*. Because Union Pacific Railroad owned both companies, its stockholders received all the extra money. It is estimated that even though the actual cost of building the transcontinental railroad was \$44 million, *Crédit Mobilier* charged the government \$84 million. They and their stockholders reaped the benefits. To make it even more complicated, many of the congressmen who had helped pass the railroad legislation were given stock interests in *Crédit Mobilier*. This gave them a financial incentive to want *Crédit Mobilier* to do well.

This all came to a head during the 1872 presidential election. An 1872 exposé by a newspaper led to an investigation that found that more than thirty politicians had received *Crédit Mobilier* shares. These congressmen faced few to no consequences, and one even went on to become president (James Garfield, elected in 1880). Although the scandal started before Grant was president, the investigation occurred during his administration, along with various other scandals like the Black Friday Gold Panic and the Whiskey Ring. Grant is not thought to have been personally dishonest, but his presidency has earned the reputation of being one of America's most corrupt.

WHITEWATER



White River

In 1978 Bill and Hillary Clinton, along with James and Susan McDougal, borrowed over \$200,000 to buy 220 acres of land on the banks of the White River in Arkansas. Shortly after, the Clintons and McDougals together formed the Whitewater Development Corporation. They planned to use this company to subdivide the land into vacation rentals. Their real estate venture eventually failed, with the Clintons losing around \$40,000.

In 1986 Susan McDougal received an illegal \$300,000 federal loan from an Arkansas judge. The judge who approved this loan would later claim that Bill Clinton, governor of Arkansas at the time, had pressured him to approve the loan. It was later discovered that the McDougals used \$50,000 of this loan to pay for Whitewater expenses.

Various major newspapers brought the Whitewater affair to the nation's attention in 1992. The issue grew increasingly complicated due to numerous odd financial dealings between the Clintons and the McDougals. Some people began to question the legality of some of their Whitewater Development Corporation business dealings. Tragically, in 1993 Vince Foster, who was in charge of much of the Whitewater paperwork, was found dead. Three different investigators deemed it a suicide. Within hours of his death Hillary Clinton's chief of staff entered his office, but she claimed she did not remove any files. Conspiracy theorists, however, speculated that the Clintons had Foster killed, had files removed from his office before investigators arrived, and destroyed files that would have shown their Whitewater dealings to be illegal.

An investigation into these events was launched in 1994. It would examine, among other issues, if the Clintons had paid all their taxes on the Whitewater Development Corporation, whether the McDougals had channeled money from the 1986 loan to pay off Whitewater debts, and if Bill Clinton, as governor of Arkansas, had pressured the judge to give Susan McDougal the federal loan in return for campaign contributions. In the end, both McDougals served jail time for the fraudulent loan they obtained, but there was never enough evidence found against the Clintons to support formal charges being filed against them.

HALLIBURTON



Dick Cheney served as chairman and CEO of Halliburton from 1995 until 2000.

Halliburton is one of the biggest oil field services companies in the world. Its main focus is on constructing pipelines, oil refineries, and oil fields. After Operation Desert Storm in 1991 the defense secretary at the time, Dick Cheney, paid a Halliburton subsidiary \$8.5 million to study how private companies could support soldiers in Iraq. While taking a break from politics in 1995, Dick Cheney became chairman and CEO of Halliburton. After he was selected to be George W. Bush's vice-presidential candidate in 2000, Cheney resigned from the company. Halliburton gave him a severance package of \$36 million, and he continued to receive salary payments from Halliburton while serving as vice president.

In 2003 the United States removed Saddam Hussein from power in Iraq. Halliburton was awarded a \$7 billion no-bid contract to take over the Iraqi oil infrastructure. No-bid contracts are rare and can result in getting bad deals because other companies don't have the chance to offer to do the work for less. Critics charged that Cheney's connections to the company secured them the deal. Some critics even claimed that Cheney's severance package may have been so high so that he would bring Halliburton government business. The government contends they agreed to a no-bid contract because no other company could handle such a large project, and Halliburton maintains that large severance packages are par for the course for such an enormous corporation. Furthermore, a subsequent investigation done by the U.S. Justice Department, FBI, and the Pentagon found no wrongdoing.

SCANDAL BASICS ^{1/4}

Teapot Dome Scandal

When did this happen?

Who was involved?

How was the president connected?

Break down the scandal into four to six events.

Crédit Mobilier Scandal

When did this happen?

Who was involved?

How was the president connected?

Break down the scandal into four to six events.

Whitewater Scandal

When did this happen?

Who was involved?

How was the president connected?

Break down the scandal into four to six events.

Halliburton Scandal

When did this happen?

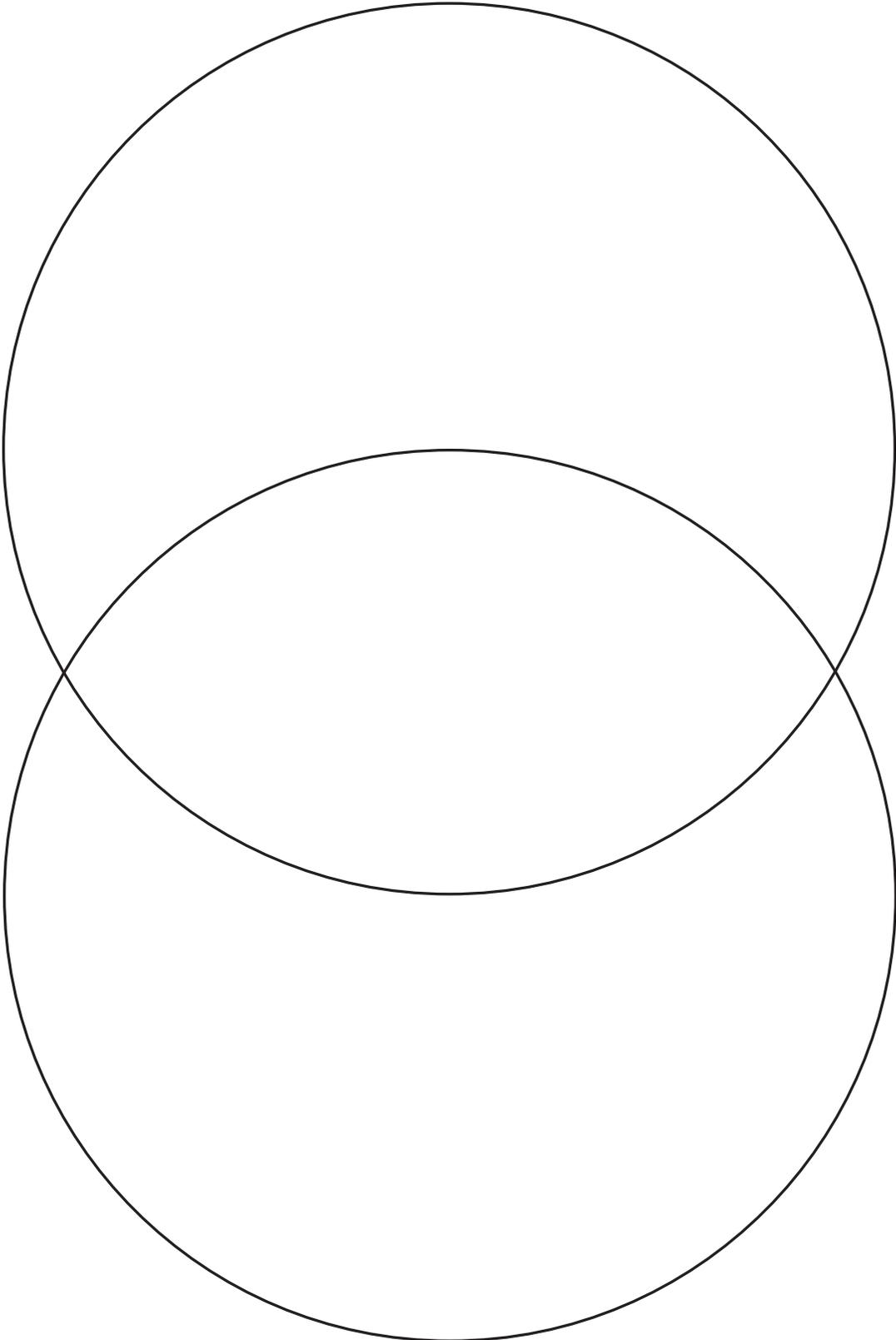
Who was involved?

How was the vice president connected?

Break down the scandal into four to six events.

VENN DIAGRAM OF TWO SCANDALS

Label each oval the name of a scandal. List similarities where the circles intersect and differences where the circles do not intersect.



EVALUATING FINANCIAL SCANDALS

Look over the four scandals and decide which you think were the two worst. Explain why, refer to facts from the texts, and explain why these two scandals are worse than the other scandals you read about.

1. Worst Scandal:

2. Second-Worst Scandal:

Craft and Structure

ACTIVITY 3

Jazz

RH.6-8.5

ACTIVITY 4

“These Wild Young People”

RH.6-8.4

RH.6-8.6

Jazz

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- The teacher plays different examples of jazz from the 1920s while students respond in their journals to the prompt, “Describe the music you are listening to. What instruments do you hear? How is it similar or different to music you normally listen to? What does it remind you of?” Students share what they wrote with a neighbor, then the class.
- The class reads the first paragraph of “Jazz” together, highlighting any lines or phrases that students either connect to or find surprising. They should draw a line from the highlighted part to the margin and explain why this information surprised them or how they connected to it.
- Students read the rest of the text independently, annotating like above. Students share what they highlighted with a neighbor, then the class.
- Students answer questions independently.

EXTENSIONS

- Teach the class how to do the Charleston or a different popular dance from the 1920s.
- Have students explore other arts from this era (books, poems, paintings, photographs, movies, etc.)
- Play different jazz records from different eras and have students identify how it changed over time.

JAZZ ^{1/2}

Louis Armstrong

It is much easier to identify jazz by listening to it than by reading descriptions of it. The *Merriam-Webster Dictionary* calls jazz “a type of American music with lively rhythms and melodies that are often made up by musicians as they play.” Is that how you would describe it? This paper will focus on the role of jazz in the 1920s and the influences that created this distinctive style of music.

An exact date cannot be given for the birth of jazz, but most musical historians trace its start to the early twentieth century in New Orleans. However, jazz really hit its stride when it spread to the North in the 1920s. After temperance crusaders closed down many of the saloons and dance halls in New Orleans, New Orleans jazz musicians, including Louis Armstrong and Jelly Roll Morton, needed to find new places to play. They joined the migration of other African Americans to northern cities. This helped create renowned jazz centers in Chicago, New York, and Kansas City. And with the emergence of radio, anyone anywhere could listen to this crazy new music.

Not everyone embraced jazz, though. Many parents found it offensive. In 1922 the *Atlantic Monthly* called it “an unloosing of instincts that nature wisely has taught us to hold in check.” It was basically that era’s hip-hop, but possibly more controversial. In particular,

an essential aspect of jazz is improvisation. Soloists invented new material on the spot; this was deemed as rule breaking. That its main innovators were African American, still heavily discriminated against in the 1920s, certainly added to people's objections to it. Despite this, jazz became very popular and in many ways came to define the time, with many historians referring to the 1920s as the Jazz Age. This was also shown in film, with one of the first talking films titled *The Jazz Singer*. The 1920s are thought of as an exciting time of pushing boundaries, and jazz fit right into that.

Many trace jazz's origins to various African and European musical traditions in New Orleans. The city was a hot bed of diversity. Besides its history of French and Spanish



Sisters listening to the radio

occupations, New Orleans was also one of America's biggest cities at the end of the nineteenth century, attracting many European immigrants. Additionally, ex-slaves from all over the South and Afro-Caribbean people, who were only a short boat ride away, also moved there. Each group brought their own musical traditions, and these traditions began to influence each other. Going back further, one can see the particular influences of African music in jazz. African

music had elements of call and response (one person plays or sings and another person plays or sings in response to what they heard), improvisation, and discordant melodies.

Even after the 1920s, jazz continued to be a musical force. The 1930s brought more big bands, including the wildly popular Benny Goodman. After World War II ended, some of jazz's most famous names came to prominence, like John Coltrane and Miles Davis. Jazz continues to be popular, with over eleven million albums sold in 2011 in the United States. America had a big influence on all forms of art throughout the twentieth century, but jazz is considered the first new art form from the United States. In many ways, jazz is the perfect symbol for America, which has also taken its multicultural roots to create something truly unique.

JAZZ QUESTIONS

1. Cite a line or phrase you found surprising. Explain why it surprised you.
2. Cite a line or phrase you connected to. Describe the connection.
3. Why can't there be an exact date for when jazz started?
4. Why is the decade of the 1920s sometimes called the Jazz Age?
5. List some areas of the world that were represented in New Orleans in the early twentieth century.
6. What elements from African music influenced jazz?
7. Why do you think jazz was so controversial?
8. How is the first paragraph organized?
 - a. An introduction of the main topic and a preview of what subjects will be covered.
 - b. A hook that draws the reader in; followed by questions that will be answered in the rest of the text.
 - c. States how important jazz continued to be after the 1920s; then provides examples
 - d. A summary of the main topic and a review of the subjects that were covered.
9. What is the main topic of the second paragraph?
10. What is the main topic of the third paragraph?
11. What is the main topic of the fourth paragraph?
12. How is the fifth paragraph organized?
 - a. An introduction of the main topic and a preview of what subjects will be covered.
 - b. A hook that draws the reader in; followed by questions that will be answered in the rest of the text.
 - c. States how important jazz continued to be after the 1920s; then provides examples
 - d. A summary of the main topic and a review of the subjects that were covered.

“These Wild Young People”

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.6

Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.10

By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- Students complete the vocabulary activity independently and then check answers with a partner. After most people are done, partners share their answers with the class.
- The class reads the first five paragraphs of “These Wild Young People” together, highlighting any statements that criticize or refer to a criticism about the 1920s youth. Additionally, students should summarize each paragraph in the margins (except for the second paragraph).
- Students read the rest independently, highlighting any statements that criticize or refer to a criticism about the 1920s youth. Additionally, students should summarize each paragraph in the margins.
- Students share their summaries and what they highlighted with a neighbor, then the class.
- Students independently answer questions.

VOCABULARY ACTIVITY

Write the letter of the definition in front of the vocabulary word. Use the context sentences or phrases for help.

- a. written work
- b. the taking of money dishonestly
- c. being honest and direct about matters sometimes not discussed
- d. courteous behavior
- e. cotton fabric
- f. a long list of things wrong in the world, often predicting society's downfall
- g. wishful thinkers
- h. hassle
- i. proper

1. ____ **Decorous**

*Then they are surprised that we don't accept it with the same attitude of pretty, **decorous** enthusiasm.*

2. ____ **Treatise**

*Hardly a week goes by that I do not read some ignorant **treatise**.*

3. ____ **Chivalry**

*We actually haven't got so much time for the noble procrastinations of modesty or for the elaborate rigmarole of **chivalry**.*

4. ____ **Rigmarole**

*We actually haven't got so much time for the noble procrastinations of modesty or for the elaborate **rigmarole** of chivalry.*

5. ____ **Jeremiads**

*His article is one of the best-tempered and most gentlemanly of this long series of **Jeremiads** against "these wild young people."*

6. ____ **Idealists**

*We have been forced to become realists overnight, instead of **idealists**.*

7. ____ **Peculation**

*We have seen hideous **peculation**, greed, anger, hatred, malice, and all uncharitableness, unmasked and rampant and unashamed.*

8. ____ **Frank**

***Frank** in the way we feel toward life and this badly damaged world.*

9. ____ **Muslin**

*They see their youth through a mist of **muslin**.*

"THESE WILD YOUNG PEOPLE" ^{1/2}

In the 1920s, World War I had just ended and young people were growing up in a much different world than their parents had. Many adults believed young adults were out of control. John Carter wrote the following article, "'These Wild Young People' by One of Them" for *The Atlantic Monthly*, in 1920 in response to all the criticism his generation was getting.

For some months past the pages of our more conservative magazines have been crowded with pessimistic descriptions of the younger generation, as seen by their elders and, no



Jitterbug dancers

doubt, their betters. Hardly a week goes by that I do not read some indignant treatise depicting our extravagance, the corruption of our manners, the futility of our existence, poured out in stiff, scared, shocked sentences. . . .

In the May issue of the *Atlantic Monthly* appeared an article entitled "Polite Society," by a certain Mr. Grundy. . . .

"Chivalry and Modesty are dead. Modesty died first," quoth he, but expressed the pious hope that all might yet be well if the oldsters would but be content to "wait and see." His article is one of the best-tempered and most gentlemanly of this long

series of Jeremiads against "these wild young people." It is significant that it should be anonymous. In reading it, I could not help but be drawn to Mr. Grundy personally, but was forced to the conclusion that he, like everyone else who is writing about my generation, has very little idea of what he is talking about. . . .

Mrs. Katharine Fullerton Gerould has come forward as the latest volunteer prosecuting attorney, in her powerful "Reflections of a Grundy Cousin" in the August *Atlantic*. She has little or no patience with us. She disposes of all previous explanations of our degeneration in a series of short paragraphs, then launches into her own explanation: the decay of religion. . . .

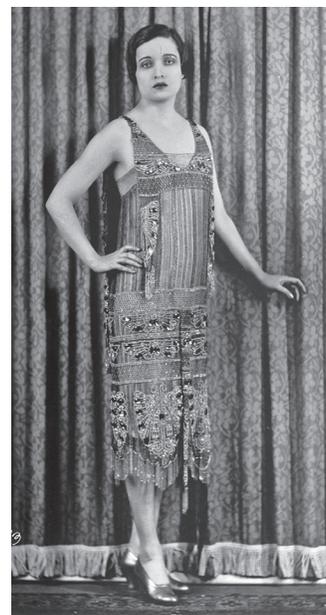
In the first place, I would like to observe that the older generation had certainly pretty well ruined this world before passing it on to us. They give us this Thing, knocked to pieces, leaky, red-hot, threatening to blow up; and then they are surprised that we don't accept it with the same attitude of pretty, decorous enthusiasm with which they received it, way back in the eighteen-nineties, nicely painted, smoothly running, practically fool-proof. "So simple that a child can run it!" But the child couldn't steer it. He hit every possible telegraph-pole, some of them twice, and ended with a head-on collision for which we shall have to pay the fines and damages. Now, with loving pride, they turn over their wreck to us; and, since we are not properly overwhelmed with loving gratitude, shake their heads and sigh, "Dear! dear! We were so much better-mannered than these wild young people. But then we had the advantages of a good, strict, old-fashioned bringing-up!" . . .

The acceleration of life for us has been so great that into the last few years have been crowded the experiences and the ideas of a normal lifetime. . . . We have been forced to become realists overnight, instead of idealists, as was our birthright. We have seen man at his lowest, woman at her lightest, in the terrible moral chaos of Europe. We have been forced to question, and in many cases to discard, the religion of our fathers. We have seen hideous speculation, greed, anger, hatred, malice, and all uncharitableness, unmasked and rampant and unashamed. We have been forced to live in an atmosphere of "to-morrow we die," and so, naturally, we drank and were merry. We have seen the rottenness and shortcomings of all governments, even the best and most stable. We have seen entire social systems overthrown, and our own called in question. . . .

Now I think that this is the aspect of our generation that annoys the uncritical and deceives the unsuspecting oldsters who are now met in judgment upon us: our devastating and brutal frankness. And this is the quality in which we really differ from our predecessors. We are frank with each other, frank, or pretty nearly so, with our elders, frank in the way we feel toward life and this badly damaged world. It may be a disquieting and misleading habit, but is it a bad one? . . . In earlier generations this was not the case. The young men yearned to be glittering generalities, the young women to act like shy, sweet, innocent fawns toward one another. And now, when grown up, they have come to believe that they actually were figures of pristine excellence, knightly chivalry, adorable modesty. . . . But I really doubt if they were so. . . . However, now, as they look back on it, they see their youth through a mist of muslin, flannels, tennis, bicycles, Tennyson, Browning, and the Blue Danube waltz. The other things, the ugly things that we know about and talk about, must also have been there. But our elders didn't care or didn't dare to consider them, and now they are forgotten. We talk about them unabashed, and not necessarily with Presbyterian disapproval, and so they jump to the conclusion that we are thoroughly bad, and keep pestering us to make us good.

The trouble with them is that they can't seem to realize that we are busy, that what pleasure we snatch must be incidental and feverishly hurried. We have to make the most of our time. We actually haven't got so much time for the noble procrastinations of modesty or for the elaborate rigmarole of chivalry, and little patience for the lovely formulas of an ineffective faith. Let them die for a while! . . .

Oh! I know that we are a pretty bad lot, but has not that been true of every preceding generation? At least we have the courage to act accordingly. Our music is distinctly barbaric. . . . We drink when we can and what we can, we gamble, we are extravagant—but we work. . . . The oldsters stand dramatically with fingers and toes and noses pressed against the bursting dykes. Let them! They won't do any good. They can shackle us down, and still expect us to repair their blunders, if they wish. But we shall not trouble ourselves very much about them any more. Why should we? What have they done? They have made us work as they never had to work in all their padded lives—but we'll have our cakes and ale for a' that.



Flapper

Source: Carter, John F. "These Wild Young People' by One of Them." *Atlantic Monthly*, September 1920. <http://www.unz.org/Pub/AtlanticMonthly-1920sep-00301>.

Photo source: Public domain, via Wikimedia Commons

5. How does the author feel the war has affected his generation?
6. In what ways does the author feel that his generation is no different from previous generations? Support with a quote.
7. In what ways does the author feel his generation is different from previous generations? Support your response with a quote.
8. Circle the below statement that you most agree with. Explain why you agree with it.
- Every older generation thinks the younger generation is more wild and impolite than they were.
 - The youth of the 1920s were particularly wild and impolite compared to their parent's generation.
 - The youth continue to get more wild and impolite.

Integration of Knowledge and Ideas

ACTIVITY 5

The Real Era of Change

RH.6-8.7

ACTIVITY 6

Palmer Raids

RH.6-8.8

RH.6-8.9

ACTIVITY 5

CHAPTER
Integration of Knowledge and Ideas

DURATION
1 class period

The Real Era of Change

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- In their journals, students respond to the prompt, “How is the world you live in different from the world your parents grew up in? Be specific.” Students share what they wrote with a neighbor, then the class.
- Students look at the chart independently, highlighting the two categories they think saw the biggest change between the 1890s and the 1920s. Students share what they highlighted with a neighbor, then the class.
- The class reads the text together, highlighting lines or phrases they think make good points. Students share what they highlighted with a neighbor, then the class.
- Students answer the questions independently.

EXTENSIONS

- Have students learn about cultures that never industrialized. Discuss with them the pros and cons to maintaining that type of lifestyle.
- Show clips from Charlie Chaplin movies (*The Kid*, *The Gold Rush*, *The Circus*, etc) or early “talkies” (*The Jazz Singer*, *Don Juan*, *The Love Parade*, etc.)
- Ask students to analyze line graphs that show improvements of various aspects of life between 1860 and 1930.

THE REAL ERA OF CHANGE ^{1/2}

	1880s	1920s
Movies	The first motion picture won't be released until the 1890s.	On average, 800 feature films were released each year.
Cars	First automobile patented in 1886 (Benz Patent-Motorwagen).	By 1927, 55 percent of families in America owned cars.
Where They Lived	Over 70 percent of Americans lived in rural areas.	Over 50 percent of Americans lived in cities by 1920. This percentage increased throughout the rest of the decade.
Electricity	The first power plant started generating electricity for a neighborhood in 1882.	By 1929, 68 percent of American homes had electricity.
Telephones	There was about 1 phone for every 1,000 people.	There were almost 124 phones for every 1,000 people.
Keeping Food	Most people kept food that could go bad in an insulated box filled with ice (like a cooler).	The first electric refrigerator to have widespread use came out in 1927.
Listening to music	The phonograph had just been invented and few people listened to recorded music. Most people listened to it live, usually on special occasions.	People could listen to music on the radio or records on a phonograph.
Indoor Plumbing	Private homes rarely had indoor plumbing.	Indoor plumbing became more common.

People love to bandy about tired phrases that overestimate our self-importance like, "Change keeps happening faster and faster," or, "No generation has ever experienced the rapid change we have." Please. Anyone who says this has not taken history into account because it is clear that the generation that experienced more change than any before it was the 1920s.

I love what people consider revolutionary today. The new smartphone comes out, and people *freak out* about its bigger screen. This is what passes for technological advancement! You want to know what would be a change? A big change would be going from only being able to talk to people in person to suddenly being able to have conversations with people *who aren't there*. In 1880 most people did not have a telephone. By the 1920s, phones were far more common. In a century's worth of time since the phone was invented they have gone from being connected to the wall to in our pockets. A difference, yes, but nothing compared to when it was first made possible.

And that's not all. In just a generation many families suddenly had ovens, indoor plumbing, a car, a stove, and electricity. That means it was common in a family to have a kid with all of the aforementioned amenities whose parents grew up on a farm, rode to town on a horse, had no running water, and used a wood-fire stove to cook their meals. And we think we have a technological gap between the generations?

Okay, I'll admit the creation of the Internet was, and continues to be, a big deal. No one can deny that the ability we now have to access information and stream content has been life-altering. But that still doesn't measure up to the plethora of changes in the 1920s. Let's

just focus on one—electricity. Imagine your life without electricity. Can you, even? All of your electronics would be gone. And what would you do after it gets dark? You would struggle to see over candlelight or just go to sleep. That's right; you're probably in bed by eight. There would be no threats from your parents to stop the texting or turn off your light—because they don't exist.

This would probably actually be fine though, since you were ready for bed. You'd need to rest so you could wake up when the sun rose and labor all day. Because before the 1920s you most likely lived in rural areas like people had for thousands of years. And then suddenly, in a flash, one generation found themselves in the modern world. Seriously, I can't even imagine a time ever happening that could pass up the 1920s for culture shock—unless my kids start driving flying cars and eating food pills for their meals. Now that would be pretty hard to relate to.

Palmer Raids

COMMON CORE STANDARDS

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- Students go through both readings with a partner and use context to try to determine what every bold word means. If students are able to determine the meaning, students draw a line from the bolded word to the margin, and write a short definition of the word.
- The class shares the meanings of the words in bold. Students should fix or add definitions where needed.
- Students read the secondary source independently, highlighting three facts and underlining three opinions. Students share with the class what they highlighted and underlined.
- Students read the primary source independently, highlighting loaded language that puts communists in a bad light. Students share with the class what they highlighted.
- Students answer the “Palmer Raids Questions” with a partner.
- Students complete an exit ticket answering the questions, “Why did the Palmer Raids occur? Why were they controversial?”

PALMER RAIDS: SECONDARY SOURCE

World War I was over, but the hysteria lingered. The Eastern Front had not gone well for Russia. The pressures of their losing effort forced the Russian **czar** to **abdicate**. The new government had not fared much better. Finally in November 1917, Lenin led a successful revolution of the **Bolshevik** workers. The ideas of Karl Marx had been known since 1848, but nowhere in the world until now had a successful communist revolution occurred. Once the war against Germany was over, the Western powers focused their energies at restoring Czar Nicholas. Even the United States sent troops to Russia hoping the White Russians could oust the communist Reds. All this effort was in **vain**. The Bolsheviks murdered the entire royal family and slowly secured control of the entire nation.

THE COMMUNIST PARTY FORMS

Back in the United States, veterans were returning home. Workers who avoided striking during the war were now demanding wage increases to keep pace with spiraling **inflation**. Over 3,300 postwar strikes swept the land. A small group of radicals formed the Communist Labor Party in 1919. Progressive and conservative Americans believed that labor activism was a menace to American society and must be squelched. The **hatchetman** against American radicals was President Wilson's **attorney general**, A. Mitchell Palmer. Palmer was determined that no Bolshevik Revolution would happen in the United States.

PALMER'S EFFORTS

From 1919 to 1920, Palmer conducted a series of raids on individuals he believed were dangerous to American security. He deported 249 Russian immigrants without just cause. The so-called "Soviet ark" was sent back to Mother Russia. With Palmer's sponsorship, the Federal Bureau of Investigation was created under the leadership of J. Edgar Hoover. In January of 1920, federal agents broke into the homes of suspected **anarchists** without search warrants, jailed labor leaders, and held about 5,000 citizens without respecting their right to legal counsel. Palmer felt that American civil liberties were less important than rooting out potential wrongdoers. Eventually most of the detainees were released, but some were deported.

The climate set by Palmer and Hoover could not be contained. Still agitated by wartime propaganda, members of the American public took matters into their own hands.

American Legionnaires in Centralia, Washington, attacked members of the **Wobblies**. Twelve radicals were arrested; one of them was beaten, castrated, and then shot. The New York State Legislature expelled five Socialist representatives from their ranks. Twenty-eight states banned the public display of red flags. It seemed as though the witch hunt would never end. Responsible Americans began to speak out against Palmer's raids and demand that American civil liberties be respected. By the summer of 1920, the worst of the **furor** had subsided.

PALMER RAIDS: PRIMARY SOURCE

Palmer describes why the raids are necessary in his essay “The Case against the ‘Reds,’” published in 1920.

.....

In this brief review of the work which the Department of Justice has undertaken, to tear out the radical seeds that have entangled American ideas in their poisonous theories, I desire not merely to explain what the real menace of communism is, but also to tell how we have been compelled to clean up the country. . . .

The anxiety of that period in our responsibility when Congress, ignoring the seriousness of these vast organizations that were plotting to overthrow the Government, failed to act, has passed. The time came when it was obviously hopeless to expect the hearty cooperation of Congress in the only way to stamp out these **sedition** societies in their open defiance of law by various forms of **propaganda**.

Like a prairie-fire, the blaze of revolution was sweeping over every American institution of law and order a year ago. It was eating its way into the homes of the American workmen, its sharp tongues of revolutionary heat were licking the altars of the churches, leaping into the **belfry** of the school bell, crawling into the sacred corners of American homes, seeking to replace marriage vows with **libertine** laws, burning up the foundations of society.

Robbery, not war, is the ideal of communism. This has been demonstrated in Russia, Germany, and in America. As a foe, the anarchist is fearless of his own life, for his creed is a fanaticism that admits no respect of any other creed. Obviously it is the **creed** of any criminal mind, which reasons always from motives impossible to clean thought. Crime is the **degenerate** factor in society.

Upon these two basic certainties, first that the “**Reds**” were criminal **aliens** and secondly that the American Government must prevent crime, it was decided that there could be no nice distinctions drawn between the theoretical ideals of the radicals and their actual violations of our national laws. An assassin may have brilliant intellectuality, he may be able to excuse his murder or robbery with fine oratory, but any theory which excuses crime is not wanted in America. This is no place for the criminal to flourish, nor will he do so so long as the rights of common citizenship can be exerted to prevent him. . . .

It is my belief that while they have stirred discontent in our midst, while they have caused irritating strikes, and while they have infected our social ideas with the disease of their own minds and their unclean morals we can get rid of them and not until we have done so shall we have removed the menace of Bolshevism for good.

.....

Source: Palmer, A. Mitchell. “The Case against the ‘Reds.’” *Forum* 63 (February 1920):173–85. Quoted in “The Case against the Reds,” Digital History, http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3992.

Writing Standards

ARGUMENTATIVE WRITING

Sacco and Vanzetti Retrial

WHST.6-8.1
WHST.6-8.4
WHST.6-8.9
WHST.6-8.10

INFORMATIVE WRITING

Prohibition Then and Now

WHST.6-8.2
WHST.6-8.5
WHST.6-8.7
WHST.6-8.8
WHST.6-8.10

NARRATIVE WRITING

1920s Celebrity Biography

W.8.3
WHST.6-8.5
WHST.6-8.6
WHST.6-8.7
WHST.6-8.8
WHST.6-8.10

Sacco and Vanzetti Retrial

COMMON CORE STANDARDS

WHST.6-8.1

Write arguments focused on discipline-specific content.

WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DIRECTIONS

- The teacher assigns half the class to be the lawyer for Sacco and Vanzetti and the other half of the class to be the lawyer for the prosecution.
- The class reads “Background” and “Character” sections from “Sacco and Vanzetti Retrial Arguments” together, writing down facts that support what they are arguing in “Sacco and Vanzetti Retrial Notes.”
- Students trade off reading sections of “Scene of the Crime” with a partner who is arguing the other side. They write supporting facts in the appropriate “Sacco and Vanzetti Retrial Notes” section.
- Students read “Weapon” independently and write supporting facts in the appropriate “Sacco and Vanzetti Retrial Notes” section.
- Students partner with a student who is arguing the same side and compare the facts they chose. Students should add any they missed.
- The teacher may want to give students the chance to research more about the trial on their own.
- Students use their “Sacco and Vanzetti Retrial Notes” to write a paper arguing the side they were assigned.
- The teacher chooses three students to be the jury. The remaining students present arguments from their assigned sides, and the jury decides whether Sacco and Vanzetti were guilty or not guilty. The class should give Sacco and Vanzetti separate trials.
- The teacher may want to show students examples of lawyers presenting their final arguments.

SACCO AND VANZETTI RETRIAL

Overall

In 1927 Sacco and Vanzetti were executed for armed robbery and murder. Their defenders called it a travesty of justice, believing the two men were framed because of their political beliefs. Since their trial, new evidence has come out. We are going to pretend they are getting a retrial. You will be assigned to be either a lawyer for Sacco and Vanzetti or a lawyer against them, and your job is to write that lawyer's final argument. Your audience is a jury who will be deciding this retrial.

Sides

- Prosecution Lawyer: Sacco and Vanzetti were guilty.
- Defense Lawyer: Sacco and Vanzetti were not guilty.

Requirements

- 1 to 2 pages
- 2–3 arguments and a counterargument

Rubric

	Exceeding	Proficient	Developing	Beginning
Argument	Uses logical reasoning and solid support to write highly convincing arguments and dispute a counterclaim.	Uses logical reasoning and solid support to write convincing arguments. Brings up a counterclaim but may struggle to successfully dispute it.	At times arguments are solid, but needs to improve reasoning, support, and/or counterclaim.	Arguments are weak due to issues with reasoning, support, and/or counterclaim.
Voice	Word choice and voice consistently sound like a lawyer addressing a jury. Also, persuasive word choice is used throughout.	Word choice and voice consistently sound like a lawyer addressing a jury.	Word choice and voice at times sound like a lawyer addressing a jury.	Word choice and voice rarely sound like a lawyer addressing a jury.

SACCO AND VANZETTI RETRIAL ARGUMENTS ^{1/4}

Background

At around 3 p.m. on April 15, 1920, a crime took place in Braintree, Massachusetts. Frederick Parmenter (paymaster) and Alessandro Berardelli (guard) were in the process of taking two metal boxes filled with paychecks to Slater and Morrill shoe factory, when two men shot and killed them. The assailants took the boxes, containing a total of \$15,776.51, and jumped into a getaway car. Police arrested Sacco and Vanzetti after they went to pick up a suspect's car. On July 14, 1921, a jury found them guilty and sentenced them to death. As more evidence emerged, requests for retrials were made, but all were denied. Bowing to public pressure to pardon them, the governor of Massachusetts created an advisory committee to review the case. The committee came to the same conclusion as the courts, and on August 23, 1927, Sacco and Vanzetti were executed by electric chair. In response to what people all over the world saw as an unjust trial, people rioted, places were bombed, and assassination attempts were made. It's been over ninety years since the incident; were they guilty or was it a travesty of justice?

Character

PROSECUTION

Gentlemen and gentlewomen of the jury, before we begin to delve into the details of this despicable case, it is important to see just what kind of people these two men were. Nicola Sacco and Bartolomeo Vanzetti immigrated to America from Italy in 1908. In 1917, instead of representing this fine country that welcomed them, the pair cowardly snuck off to Mexico. Even more suspect, during their time here Sacco and Vanzetti attended anarchist meetings where speakers preached that workers should violently overthrow our government. Yes, people have the right to free speech, but not to threaten someone's life, and the anarchists clearly

crossed this line. Sacco and Vanzetti admired Luigi Galleani, who not only expounded these wretched doctrines, but also inspired his followers to bomb innocents. The Galleanists, as they were called, have been connected to the Wall Street bombing in 1920, which killed 38 people and injured an additional 143. Sacco actually wrote for this monster's newspaper and donated to various Galleanist causes.

Sacco and Vanzetti were connected to this crime even before the evidence began to pile up against them. They were arrested because they went to a car shop to pick up a vehicle the police believe was involved in the crime. The man for whom they were picking up the car, Mario Boda, had suspiciously



disappeared after being questioned by investigators. Police believe Boda fled the country to avoid arrest.

Additionally, after the police picked them up, their behavior was highly suspect. Sacco and Vanzetti claimed they weren't anarchists or communists, even though Sacco was carrying anarchist literature. When asked about multiple people the two knew, Sacco and Vanzetti suddenly forgot whom these men were. And most damaging, they maintained they weren't armed, when in fact they both had fully loaded guns on them. Overall, it doesn't seem the least bit surprising that these men would be associated with a murder.

DEFENSE

It is true that they were armed and were anarchists, but as any school-aged kid can tell you, the freedom of speech and the right to bear arms is protected under the Bill of Rights. And it is also true they fled the country during World War I. This was not meant to disrespect this country, but it was because they were pacifists. Because they did not believe in killing innocent people, it was very important to them to avoid fighting in the Great War.

But most importantly, these aren't the men the prosecution paints them as. Nicola Sacco and Bartolomeo Vanzetti were simply hardworking men trying to support their families. Sacco worked at a shoe factory; Vanzetti sold fish at market. Before this trial, neither had ever been found guilty of a crime nor even been accused of one. They also continued at their jobs and to live in the exact same manner after the robbery. Ask yourself, would men who just earned a windfall continue to show up to work each day and not even buy themselves something special?

They did lie to the police after they were arrested, but we must remember the era in which they lived. Starting in 1919, Attorney General Palmer was deporting people for the sole crime of being anarchists. Because Sacco and Vanzetti had not been involved in this murder, they assumed that was why they were being picked up and interrogated. If they admitted to being anarchists, they might have been sent away from their families. These were good men who were only guilty of being immigrants who used their constitutional right to freely criticize the government.

The Scene of the Crime

PROSECUTION

Neither suspect had an adequate alibi for the day in question. Sacco, coincidentally, had the day off from work. Vanzetti claimed to have been working at his fish market, but since there was no time card at his job, it cannot be proven. It is true that people stepped forward to say they saw each man elsewhere that day. However, it is highly questionable that these witnesses would remember what day and time they bought fish or had lunch from about a year ago. Also, various witnesses admitted later to being paid off by anarchist organizations to lie about Sacco and Vanzetti's whereabouts. Details like this make it even harder to trust anything they or their compatriots say.

Additionally, seven eyewitnesses asserted that Sacco was in Braintree at the time of the murder, and four saw Vanzetti in the getaway car. One man, Carlos Goodridge, stepped out of a poolroom and was shooed back in by a gun-wielding Sacco as they drove away from the robbery.

Lastly, a cap was found at scene of the crime. The son of the owner of the shoe factory asserted it was the same color and type of cap Sacco used to wear. There was even a hole at the top, which would have occurred from his habit of hanging it up by a nail when he worked. Also, a medical examiner found hair in the cap that was identical to Sacco's.

Despite the attempts of various anarchist organizations to buy Sacco and Vanzetti's innocence, noble Americans stepping forward and a forgotten cap prove that both were at the scene of the crime.

DEFENSE

Actually, they both have solid alibis. On the day in question, Sacco was in Boston applying for a passport so that he could go visit his ailing father in Italy. An official of the Italian consulate substantiated this in writing. Sacco also had lunch nearby, with seven witnesses testifying to seeing him there.

Additionally, the few witnesses that claimed Sacco was at the scene of the crime were highly questionable. For example, Mary Splaine purported to have seen highly specific details. This seems surprising considering she was on the second story of a building and half a block away from the incident. Also, Splaine went to her window after she heard the gunfire, so she was identifying Sacco from the few seconds she caught as the car raced away. There is ample evidence that witnesses were pressured into their testimonies, which may be why she seemed so sure. One of the prosecution's witnesses, Lola Andrews, told a shopkeeper, "The Government took me down and want me to recognize those men and I don't know a thing about them. I have never seen them and I can't recognize them." For their witness Goodridge, the prosecution neglected to mention that he was indicted at the time and may have been given leniency on his felony for giving them his "poolroom" account. Considering the cap as evidence is particularly ridiculous. It turned up at the police station two days after the murder. Sacco even tried it on at that trial, and it was too small.

The case against Vanzetti manages to be even weaker. Thirty-one witnesses testified that they saw Vanzetti at the fish market twenty-five miles away from Braintree on the day in question. No one saw Vanzetti at the scene of the crime, but hours before or after the incident. The defense was so clearly desperate for witnesses that they called to the stand someone who claimed Vanzetti was driving the car, light-haired, and young. In reality Vanzetti was middle-aged and dark-haired. Also, he had a long moustache, and even the prosecution said he wasn't driving.

As if this isn't enough to prove their innocence, in 1925 a convicted mobster, Celestino Madeiros, admitted to having been at the scene of the crime and contended that neither Sacco nor Vanzetti were there. Even without Madeiros' confession, this clearly appears to be the case.

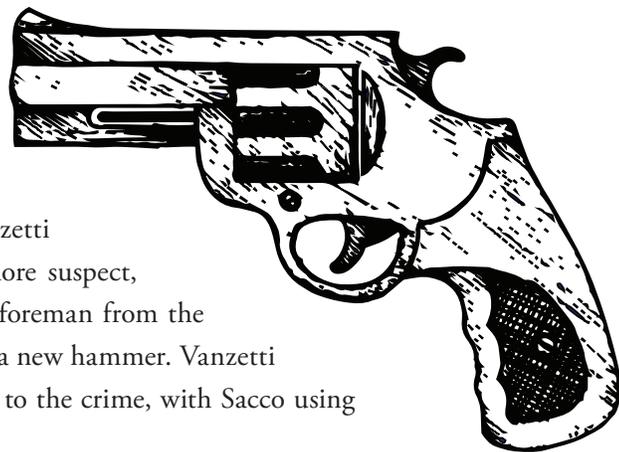
Weapon

PROSECUTION

The case here is very simple. The bullet that killed Berardelli, the guard, was shot from Sacco's gun. At the time of the arrest this was suspected, but as technology has improved it has become indisputable. In 1961 a ballistics test performed at the Massachusetts police lab confirmed that the bullet came from his gun. Even more condemning, it appears Sacco's bullet was the one that killed the guard.

This aspect of the case is so incriminating that the defense has been reduced to conspiracy theories like that the police switched the guns. But what else can the defense do when Sacco has been attached to the smoking gun? Unfortunately for them, since there were matching shells at the scene of the crime as well, gun experts agree that the police would have needed to both switch the barrels and to substitute a shell casing.

The gun found on Vanzetti also links him to the crime scene. When arrested, he was carrying a .38 caliber Harrington and Richardson revolver. This is the exact same gun that Berardelli was armed with, and Vanzetti had taken it from Berardelli after he was shot. Even more suspect, Berardelli had it fixed at Iver Johnson Co. and the gun foreman from the shop confirmed that the gun found on Vanzetti also had a new hammer. Vanzetti and Sacco both were carrying weapons connecting them to the crime, with Sacco using his to murder an innocent guard.



DEFENSE

The accusations against Vanzetti over the weapon can just be dismissed at this point. He bought the gun from a friend after the crime, so even if it was the same gun, it could have come to him accidentally. But in fact it wasn't the same gun. In 1977 it was determined that the guard's weapon was actually a .32-caliber gun and not a .38, like Vanzetti's.

The Sacco gun also has a simple answer, although it is very disturbing. It appears the police either tampered with the evidence or switched the guns. In fact, one police officer, Edward Seibolt, admitted it, telling a journalist in 1937, "We switched the murder weapon in that case."

Furthermore, if Sacco had done the shooting, it needs to be asked why his was only one of the four bullets found in the victim. According to witnesses, the same assailant killed Berardelli by shooting him four times. For their case to stand, all four should have been connected to Sacco's gun. That is unless a counterfeit bullet found its way into the evidence. I hate to point fingers at the authorities, but it appears that, seeing they had no case, they were reduced to framing these poor men.

SACCO AND VANZETTI RETRIAL NOTES

Facts That Support Your Argument	
Character	
Scene of the Crime	
Weapon	

Prohibition Then and Now

COMMON CORE STANDARDS

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DIRECTIONS

- The students are divided into pairs. One person researches the prohibition of alcohol in the 1920s, and the other person researches prohibition of marijuana today. The students take notes on the research page and make sure to keep track of citations. After a suitable amount of time, each student shares what he or she found with his or her partner.
- The partners switch topics and repeat.
- The partners list the similarities and differences between the two prohibitions at the bottom of the “Prohibition Then and Now Research Page.”
- Student use the “Prohibition Then and Now Research Page” to complete the outline.
- Students use the outline to write the paper.
- Because of the possibility of coming across controversial subject matter, the teacher may choose to provide students with up-to-date articles on the subjects instead of allowing open research.

PROHIBITION THEN AND NOW

Overall

The laws on marijuana in America are in flux. After being illegal for years, some states have legalized it for anyone over twenty-one, while other states allow its use for medical purposes. States around the country are trying to decide what they should do. During an era referred to as “Prohibition” now, alcohol was illegal from 1920 to 1933. What is similar about these situations? What is different? What do you think American states should decide about the legality of marijuana? Your job is to research both prohibitions, summarize the situations, compare them, and share your own opinion on the legality of marijuana. Your paper should be one to two pages long and have a Works Cited page.

Paragraphs

- Introductory paragraph where the overall subject is presented and the topics to be covered are previewed
- Body paragraph that explains what happened with alcohol prohibition in the 1920s
- Body paragraph that explains what is currently happening with marijuana prohibition
- Body paragraph that examines similarities and differences between the two situations
- Conclusion that restates the overall topic and gives the student’s opinion on how marijuana prohibition should be currently handled

Rubric

	Exceeding	Proficient	Developing	Beginning
Informative	Shows a strong understanding of both prohibitions.	Shows a sufficient understanding of both prohibitions.	Shows a sufficient understanding of one of the two prohibitions.	Does not show a sufficient understanding of either prohibition.
Higher-Order Thinking	Lists varied similarities/differences between the two prohibitions and strongly supports an opinion on marijuana prohibition.	Accurately finds similarities/differences between the two prohibitions and sufficiently supports an opinion on marijuana prohibition.	Accurately finds similarities/differences between the two prohibitions or sufficiently supports an opinion on marijuana prohibition.	Does not accurately find similarities/differences between the two prohibitions and does not sufficiently support opinion on marijuana prohibition.

PROHIBITION THEN AND NOW RESEARCH PAGE

Prohibition of Alcohol (1920s) Negative effects of alcohol; why it was made illegal; why it was made legal again; the positives to having it legal; the positives to having it illegal, etc.	Prohibition of Marijuana (now) Negative effects of marijuana; why it was made illegal; what is happening in states in which it has been legalized; the positives to having it legal; the positives to having it illegal; etc.

COMPARING PROHIBITIONS

Similarities	Differences

PROHIBITION THEN AND NOW OUTLINE

<p>Introduction (Introduce main topic and preview other topics)</p>	
<p>Transition/Topic Sentence</p>	
<p>Body Paragraph 1 (Prohibition of alcohol in the 1920s)</p>	
<p>Transition/Topic Sentence</p>	
<p>Body Paragraph 2 (Prohibition of marijuana today)</p>	
<p>Transition/Topic Sentence</p>	
<p>Body Paragraph 3 (Similarities and differences between the two prohibitions)</p>	
<p>Conclusion (Restate the overall topic and give an opinion on how marijuana prohibition should be handled)</p>	

1920s Celebrity Biography

COMMON CORE STANDARDS

W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DIRECTIONS

- Each student chooses a historical person whose biography he or she will write. There should be no repeats in a class.
- Students research their subject and record notes on the research page. They should make sure to keep track of sources.
- Students write a one- to two-page biography of their chosen person.
- Students complete “1920s Celebrity Peer Review” with another student.
- Students use peer review to write a one-page final draft.
- Students trade final drafts with a classmate, read the biography their partner wrote, and answer 1920s “Celebrity 1” questions. Then, they repeat with a second classmate to answer “Celebrity 2” questions.

1920s CELEBRITY BIOGRAPHY ^{1/2}

Overall

With the onset of radio, records, movies, and urbanization, mass media began its inexorable rise. This brought many figures into the national light. Learning the life story of these individuals sheds light on history in interesting and unpredictable ways. Choose a celebrity from the list below, research this person's life, and write his or her biography. Your rough draft may be one to two pages, but your final draft should be no longer than one page.

Biography Format Options

- Childhood through death
- Moment before death to childhood through death
- A moment they are known for to childhood through death
- Make up your own biography format

1920s Celebrities

Musicians

- Louis Armstrong
- Jelly Roll Morton
- Duke Ellington
- Fats Waller
- Big Bill Broonzy
- Blind Lemon Jefferson
- Bessie Smith
- Ma Rainey
- Ethel Waters

Writers

- Langston Hughes
- Ernest Hemingway
- William Faulkner
- F. Scott Fitzgerald
- Gertrude Stein
- Zora Neale Hurston
- Emily Post
- Willa Cather
- Dorothy Parker

Actors/Actresses

- Charlie Chaplin
- Al Jolson
- Buster Keaton
- Gary Cooper
- John Barrymore
- Stan Laurel
- Oliver Hardy
- Rudolph Valentino
- Joan Crawford
- Mae West
- Greta Garbo
- Norma Shearer
- Gloria Swanson
- Louise Brooks

Athletes

- Babe Ruth (baseball)
- Lou Gehrig (baseball)
- Satchel Paige (baseball)
- Jack Dempsey (boxer)
- Harold "Red" Grange (football)
- Knute Rockne (football coach)
- Helen Wills (tennis)
- Gertrude Ederle (swimming)
- Glemma Collett-Vare (golf)
- Man o' War (a horse)

Other

- Charles Lindbergh (pilot)
- Josephine Baker (dancer)
- Walt Disney (animator)
- Zelda Fitzgerald (socialite)

Rubric

	Exceeding	Proficient	Developing	Beginning
Conventions	No convention errors. <i>or</i> Uses high-level conventions with few to no errors.	Convention errors in one area. <i>or</i> A single error in a few areas.	Convention errors in two or more areas.	Too short to assess conventions. <i>or</i> Major issues with conventions.
Information	Comprehensively informs about the person, choosing only interesting and important information to share.	Informs about the person, including important information.	Informs well at times about the person, but needs to go into more detail.	Contains little information about the person.

1920s CELEBRITY RESEARCH

Use the below table to record information you find out about your subject as you research. Make sure to keep track of sources. There may be some overlap between topics (there is no need to write any information twice) and not all categories will have the same amount of facts.

Most Known For	
Childhood	
1920s	
Career	
Challenges	
Death	
Other	

1920s CELEBRITY PEER REVIEW

Organization

- Which biography format did your partner use?
- Come up with a different biography format for his or her paper.
- Which biography format do you think your partner should use? Explain.

Conventions

- Correct any convention errors.

Focus Paper

- Go through your partner's paper. Highlight any information in your partner's paper you found interesting. Underline any information you think could be removed.

Rubric

Assess your partner's paper using the rubric. Below the rubric, justify your score.

	Exceeding	Proficient	Developing	Beginning
Conventions	No convention errors. <i>or</i> Uses high-level conventions with few to no errors.	Convention errors in one area. <i>or</i> A single error in a few areas.	Convention errors in two or more areas.	Too short to assess conventions. <i>or</i> Major issues with conventions.
Information	Comprehensively informs about the person, choosing only interesting and important information to share.	Informs about the person, including important information.	Informs well at times about the person, but needs to go into more detail.	Contains little information about the person.

1920s CELEBRITIES

Celebrity 1

1. Who is the subject of this biography?
2. What is this person most known for?
3. What did this person do during the 1920s?
4. What do you think is most interesting about this person?
5. How is their subject similar to your subject? (Choose something unobvious.)
6. How are they different from your subject? (Choose something unobvious.)

Celebrity 2

1. Who is the subject of this biography?
2. What is this person most known for?
3. What did this person do during the 1920s?
4. What do you think is most interesting about this person?
5. How is their subject similar to your subject? (Choose something unobvious.)
6. How are they different from your subject? (Choose something unobvious.)

Selected Answers

ACTIVITY 1

Textbook from the Scopes Trial Questions

1. Answers will vary.
2. The five types are Ethiopian, Malay, American Indian, Mongolian, and Caucasian. The textbook claims the Caucasian race is the best, writing, "the highest race type of all, the Caucasians, represented by civilized white inhabitants of Europe and America." This is not backed up by any science.
3. Answers will vary, but the following is one possible answer: "If the stock of domesticated animals can be improved, it is not unfair to ask if the health and vigor of the future generations of men and women on the earth might be improved by applying to them the laws of selection." This is controversial because it is comparing people to animals.
4. Answers will vary, but the following are some possible answers: "Gradually he must have learned to use weapons"; "As man became more civilized, implements of bronze and of iron were used"; "Thus nature seized upon favorable variations and after a time, as the descendants of each of these individuals also tended to vary, a new species of plant or animal, fitted for the place it had to live in, would be gradually evolved"; etc.
5. According to Darwin, even though plants and animals were similar to their ancestors, there was variation between them. Those whose differences best fit their environment succeeded, leading to more of those types of plants and animals. This led to plants and animals evolving into new types of plants or animals that better fit within their environments.
6. Artificial selection is when humans breed animals or plants to bring out specific traits. The author says we can improve the human race by discouraging intermarriage between "parasites" and by choosing people with better hygiene and health for our mates.
7. Answers will vary, but the following are some possible responses: "He must have learned": "must have" could be removed. "It is not unfair to ask": this whole part could be removed. "The evidence and moral speak for themselves!": textbooks today don't use exclamation points.
8. Answers will vary, but the following is one possible answer: We can infer from this textbook that people during this time period not only were racist but also believed it was a scientific fact that white people were better than other people.

ACTIVITY 2

Scandal Basics

Teapot Dome Scandal

- In 1922 Fall leased government oilfields.
- Albert Fall and oilmen.
- Fall was part of President Harding's cabinet, and Harding approved giving Fall's department control over the oilfields.
- (1) Fall convinced Harding to give Fall's department control over the government-owned oilfields. (2) Fall was given gifts and loans on the side from oilmen. (3) Fall then leased the oil reserves to those men for a cheaper price than the fields would have gotten on the free market. (4) After the scandal was discovered, the oilmen lost the oil reserves, and Fall went to jail.

Crédit Mobilier

- In 1864 the Union Pacific Railroad created Crédit Mobilier. The scandal was discovered in 1872.
- Union Pacific Railroad and more than thirty congressmen
- President Grant did not take any bribes and was not president when the government's deal with Crédit Mobilier was first made. However, he was president when the scandal broke.
- (1) The United States government loaned money to Union Pacific Railroad to build a transcontinental railroad. (2) Union Pacific Railroad created its own company to build the railroad and gave congressmen stock in the new company. (3) Union Pacific overpaid the company to do the job. (4) After it came out, very little happened to the politicians who were involved.

Whitewater

- In 1978 the Clintons and McDougals borrowed \$200,000 for a business venture that would eventually fail. It became a scandal in 1992, the year Clinton was elected president.
- Bill and Hillary Clinton and James and Susan McDougal
- Before being elected president, Bill Clinton may have used his influence as governor to pressure a judge to loan Susan McDougal money. This loan was later used to pay off debt on a failed business venture the Clintons and McDougals had gone in on together.
- (1) The Clintons and the McDougals borrowed money to buy land to build vacation rentals. (2) They all lost money. (3) An Arkansas judge approved a fraudulent loan to Susan McDougal. (4) The McDougals used part of this loan to pay off debt from the land loan. (5) A man who had been in charge of Whitewater's legal proceedings committed suicide. (6) The McDougals went to jail for receiving the fraudulent loan. The Clintons were never found guilty.

Halliburton

- In 2003 Halliburton was hired by the U.S. government to provide oil services for Iraq.
- Halliburton and Dick Cheney
- Dick Cheney was vice president when the deal was made with Halliburton.
- (1) In 2000 Dick Cheney left his position as CEO of Halliburton to run as George W. Bush's vice president. Cheney received a \$36 million severance package from Halliburton. (2) The United States invaded Iraq in 2003. (3) Halliburton was awarded a no-bid contract to take over Iraq's oil infrastructure. (4) Subsequent government investigations found nothing wrong with this deal.

Evaluating Financial Scandals

Answers will vary, but the following is one possible answer:

1. I think the worst scandal was Crédit Mobilier. What makes it so bad in my opinion is how much money the government lost over this. The Union Pacific Railroad overcharged the government by \$40 million dollars! I think this is worse than the Teapot Dome Scandal because so many people were involved and it lasted for so long. The Union Pacific Railroad wasn't caught until after eight years and over thirty politicians accepted bribes. The Teapot Dome Scandal was discovered about a year after it happened and may have only involved one corrupt politician.
2. I do think the Teapot Dome Scandal was the second-worst scandal, though. A man used government land to make millions of dollars for himself. Whitewater could be worse if the Clintons had anything to do with Foster's death, but it appears Foster's death was a suicide. It also does seem highly coincidental that Cheney's ex-company got the billion-dollar government contract, but it doesn't seem like he made any additional money by giving it to them.

ACTIVITY 3

Jazz Questions

1. Answers will vary, but the following is one possible answer: "Many parents found it offensive." I found this surprising because what offends people today is usually in the lyrics, and jazz often doesn't have words.
2. Answers will vary.
3. Because jazz formed from so many different influences, it would be difficult to say exactly when a type of music became jazz.
4. The decade of the 1920s is sometimes called the Jazz Age because jazz became popular then.
5. Spain, France, Europe, Africa, the South, the Caribbean
6. Call and response, improvisation, and discordant melodies
7. An improvisational aspect to the songs that did not follow rules, its African-American roots during a very racist time, its popularity with the young, etc.
8. A
9. Jazz migrated from New Orleans to the northern cities.
10. Although jazz was controversial, it became very popular in the 1920s.
11. It describes the influences that helped create jazz.
12. C

ACTIVITY 4

Vocabulary Activity

I, A, D, H, F, G, B, C, E

"These Wild Young People" Questions

1. More change has happened in the last couple of years than most generations experienced in a lifetime. He might feel this way since World War I occurred while he was growing up.
2. The new generation has too much to do and experience to waste time learning and practicing outdated chivalry practices.
3. Answers will vary, but the following is one possible answer: "But then we had the advantages of a good, strict, old-fashioned bringing-up." I've heard my parents say that the reason kids misbehave is because the parents of the kid or the school is not strict enough.
4. Answers will vary, but the following is one possible answer: "We are extravagant." My parents often complain that we aren't extravagant enough, at least in terms of dressing. They would like my friends and I to dress up more.
5. The war has made them less idealistic, less grateful, and more interested in living life in the moment.
6. He thinks the past generations also misbehaved, they just don't talk about it. "The other things, the ugly things that we know about and talk about, must also have been there."
7. He believes his generation is more brutally honest. "Our devastating and brutal frankness. And this is the quality in which we really differ."
8. Answers will vary.

ACTIVITY 5

The Real Era of Change

1. The author is arguing that the 1920s generation saw more change than the current generation or any other generation.
2. "Please," "Okay," "Seriously," etc.
3. Answers will vary, but the following is one possible answer: I think the informal voice hurt the overall argument. I found it distracting and it made me question if this author's facts should be trusted.
4. The ability to actually call someone on a phone is a much bigger deal than your phone fitting in your pocket; electricity alters one's life more than the Internet; in the 1920s many people transitioned from rural life to city life; etc.
5. The author brings up that the invention of the Internet has caused lots of changes. Still, the author claims the effects of electricity are much more life-changing than the Internet.
6. Answers will vary, but the following is one possible answer: I think the developments in the 1920s changed life more. As much as I have a hard time imagining my life without a cell phone or the Internet, I really can't comprehend there being no electricity or cars.
7. Answers will vary, but the following is one possible answer: I think having electricity in your house changed life the most. Not only do so many things I use every day require electricity, but I can't imagine going to bed every night when the sun went down.
8. Answer will vary.

ACTIVITY 6

Palmer Raids Questions

1. Communists overthrew the government.
2. The Palmer Raids were raids during which the U.S. government detained, and sometimes deported, people who were considered dangerous. The government often had no evidence and did not allow those arrested to see a lawyer. Anarchists, communists, and Russians were often the targets.
3. Wobblies were attacked in Centralia, Washington; five socialists were kicked out of the New York State Legislature; twenty-eight states passed laws making flying red flags against the law; etc.
4. "Menace," "criminal aliens," "radical seeds," "seditious societies," etc.
5. Palmer argued that if he didn't deport communists, their beliefs would spread and the government would eventually be taken over by communists.
6. People should not be deported for their political views.
7. He is basically saying that having radical views was enough to deport someone. It is understandable for Palmer to believe this because some anarchists did believe in a violent overthrow of the government. However, acting on this is dangerous because if the government doesn't have to make sure someone has broken the law before arresting that person, people's civil rights could easily be ignored.

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