

**APPLYING
COMMON
CORE**

U.S. HISTORY / 1920 – 1929

**THE
1920s**

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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.

ACTIVITY 1

CHAPTER
Key Ideas and Details

DURATION
1–2 class periods

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

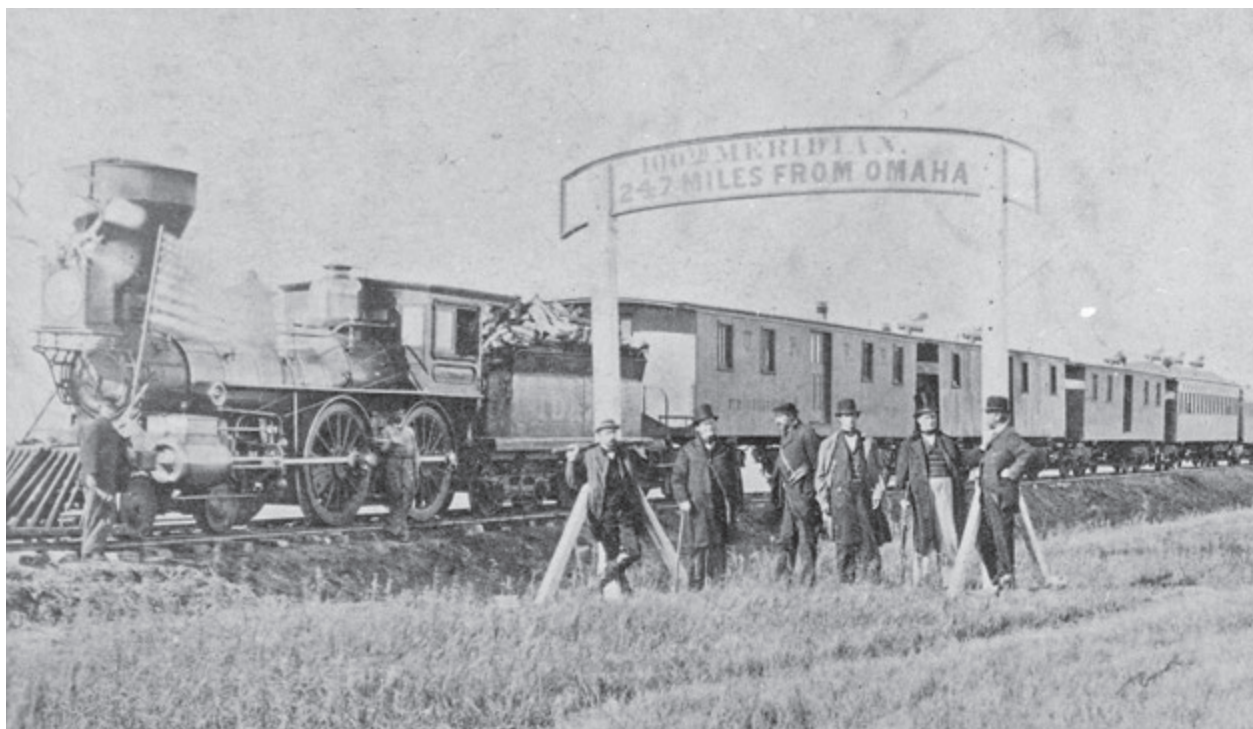


Oil wells near Teapot Dome, Wyoming

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.

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	