

# BILL *of* RIGHTS

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# INSTITUTE

## Life, Liberty, and the Pursuit of Happiness

*Instructor Answer Guide*

Chapter 11: 1920-1932

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## CHAPTER 11 INTRODUCTORY ESSAY: 1920–1932

### Review Questions

- One of the first orders of business for President Woodrow Wilson at the beginning of his second term in office was  
**Answer: D. keeping the United States out of World War I**
- Once the United States had declared war on Germany, what was President Wilson’s major goal?  
**Answer: B. To make the world safe for democracy**
- The most significant of President Wilson’s postwar goals was to  
**Answer: C. create a general association of nations to maintain world peace**
- At the end of World War I, President Wilson’s approach to the peace treaty centered on  
**Answer: C. his Fourteen Points**
- In the immediate aftermath of World War I, the United States faced all the following issues except  
**Answer: A. the worst economic crisis in its history**
- The labor strikes of 1919–1920 were caused by all the following except  
**Answer: D. unfair competition with European companies**
- Which politician earned public attention by firing the striking Boston police force in 1919?  
**Answer: C. Calvin Coolidge**
- The Red Scare was caused by all the following except  
**Answer: B. the Great Depression**
- Attorney General A. Mitchell Palmer targeted which group during the Red Scare?  
**Answer: C. Recent immigrants**
- The main reason the U.S. Senate did not ratify the Treaty of Versailles was  
**Answer: A. President Wilson’s unwillingness to compromise about the League of Nations**
- Which two social issues were significantly affected by federal legislation immediately after World War I?  
**Answer: B. Prohibition and immigration restriction**
- Which of the following groups from earlier periods in U.S. history would most likely have approved of the trends in immigration legislation during the 1920s?  
**Answer: B. Know-Nothings**
- An event that demonstrated the growing social tension between modernism and traditionalism during the 1920s was the  
**Answer: D. John Scopes trial**
- Compared with the Ku Klux Klan of the post-Civil War years, the Klan of the 1920s was

Answer: B. larger and more widespread, with more targets for its activities

15. The political disposition of the United States during the 1920s can best be described as

Answer: B. a rejection of Wilsonian ideals, leading to Republican control at the federal level

### Free Response Questions

1. Explain the contest between President Wilson and the U.S. Senate over the ratification of the Treaty of Versailles.

Answer: Wilson believed the core of the Treaty of Versailles was Article X, the collective security mechanism that would require the United States to join the League of Nations. Wilson's critics in the Senate, led by Henry Cabot Lodge of Massachusetts, argued that Article X violated the constitutional power of Congress to declare war. Others condemned the treaty's implicit approval of imperialism, because Britain and France not only retained their vast colonial holdings, they took control of the defeated powers colonial possessions. Wilson launched a strenuous speaking tour to create support for the Treaty but refused to compromise on Article X. The Treaty failed to receive the two-thirds threshold and was not ratified.

2. Explain the motivation for immigration restrictions during the 1920s.

Answer: During World War I Americans grew to distrust the Germans, and after the war, Americans' distrust spread to include Russians, other Eastern Europeans, socialists, anarchists, and communists. Adding in domestic strikes and the rebirth of the Ku Klux Klan, a great deal of fear spread across the United States, leading to a call to restrict immigration to small percentages of each nationality, ultimately restricting immigration of eastern and southern Europeans the most and eliminating immigration from Asia altogether.

3. Describe the reasons for the rebirth of the Ku Klux Klan in the 1920s.

Answer: The Klan's rebirth in the 1920s occurred not only in the South but in many larger northern communities as well. In the decade beginning in 1915, the Klan grew to four million members, with especially rapid growth in the booming cities of the upper Midwest, the Plains, and the Northwest—Indianapolis, Denver, Dallas, and Portland. Motivated by fear from the Red Scare, immigration, the Scopes Trial, and the Great Migration, many Protestants believed their middle-class way of life was on the verge of destruction due to the perceived threat from African Americans, Mexicans, Jews, Catholics, and immigrants. Klan members feared the effects on society of the crime, vice, and drinking they associated with immigrants in urban areas.

### AP Practice Questions

1. This political cartoon is a response to the

Answer: D. loss of tax revenue due to prohibition

2. Which of the following groups would most likely support the sentiment that led to the situation depicted in the cartoon?

Answer: C. Fundamentalist Christians

3. The federal law hinted at in the political cartoon

Answer: B. resulted in development of a big business that enriched criminal gangs linked to big-city political machines

4. According to the excerpt, with which of the following issues was Marcus Garvey most concerned?

Answer: B. Lack of equality among the races

5. Which of the following best describes the goals of the Universal Negro Improvement Association (UNIA)?

Answer: C. Black nationalism

## **NARRATIVES**

### **The Red Scare and Civil Liberties**

#### **Review Questions**

1. The Red Scare of 1919–1920 refers to the

Answer: C. fears of a Bolshevik-inspired revolution in the United States after World War I

2. The purpose of the Palmer Raids was to

Answer: D. arrest suspected radicals

3. What groups were especially targeted by the Palmer Raids?

Answer: A. Anticapitalist immigrants

4. The Palmer Raids violated constitutional protections by

Answer: D. imprisoning suspects without providing warrants or access to attorneys

#### **Free Response Questions**

1. Explain why the United States became consumed by fear of leftist radicals in 1919–1920.

Answer: The United States became consumed by fear of leftist radicals in 1919–1920 because of the convergence of events such as Bolshevik revolutions in Europe, the terrorist bombings of 1919, the formation of communist parties in the United States, and the strains created by labor and racial strife. Wartime demands for loyalty and unity were followed by economic uncertainty, terrorist activity, and a lingering suspicion of any speech, writing, or behavior that seemed “un-American.”

2. How did the government respond to fears of radicalism during the Red Scare?

Answer: The response to fears of radicalism included the actions taken by state governments, such as banning red flags or ousting Socialist members of a legislature, and the federal government’s Palmer Raids and efforts to deport aliens with radical affiliations.

3. In what ways was freedom of expression under attack during and after World War I?

Answer: In the name of protecting the nation from revolution, state legislatures passed laws criminalizing radical speech, beliefs, and associations, and the Palmer Raids sent federal officials to hunt down people who discussed and held unpopular beliefs, such as socialism.

#### **AP Practice Questions**

1. According to Debs, why are voters deserting “the twin political parties of capitalism”?

Answer: A. Capitalism is rotten and corrupt, and only Socialism can save the United States from a return to the dark ages.

2. Debs refers several times to the need to rebuild and restore the party. What caused the party to decline?

Answer: B. Enforcement of the Espionage and Sedition Acts

3. Which constitutional amendment is most closely related to the actions Debs suggests?

Answer: A. The First Amendment, which guarantees free speech, free press, and freedom of assembly

### **Postwar Race Riots**

#### **Review Questions**

1. Marcus Garvey was best known as an activist who supported

Answer: B. a black homeland

2. W. E. B. Du Bois was best known as an activist who supported

Answer: A. immediate civil rights for all African Americans

3. All the following were reasons for race riots in the post–World War I years except

Answer: D. African Americans’ drive for suffrage rights in the north

4. During the post–World War I era, the most notorious race riots took place in

Answer: B. Chicago, Illinois

5. The major objective of the United Negro Improvement Association was

Answer: D. a black homeland

### Free Response Questions

1. Analyze the causes of the Chicago Race Riots in 1919.

Answer: During the Great Migration at the start of the twentieth century, Chicago’s black population increased from more than 44,000 to more than 109,000. Some 50,000 of those migrants arrived from 1916 to 1920 in search of work opportunities. Black workers found jobs, usually grueling work at the bottom of the industrial hierarchy or domestic work in homes, but they constantly struggled to find housing. Before the wartime build-up, African Americans had lived in one five-mile-long, predominantly black neighborhood in south Chicago, known as the “Black Belt” or “Bronzeville.” Wartime arrivals had to seek housing in nearby neighborhoods, despite violent white resistance. By 1919, whites had bombed the homes of 24 black families who lived outside Bronzeville. Unofficial but vigorously enforced segregation maintained strict separation of the races. In the summer of 1919, a production slowdown caused a series of layoffs, creating more tension between the races. In July, an accidental but fatal crossing of “the color line” incited a riot that lasted 10 days.

2. Compare the main ideas of W. E. B. Du Bois with those of Marcus Garvey in reference to the lives of African Americans.

Answer: W. E. B. Du Bois was one of the founders of the National Association for the Advancement of Colored People (NAACP), an organization that used legal means to fight unjust laws. Du Bois believed in equal civil rights for white Americans and African Americans and felt that Marcus Garvey’s fight for Black Nationalism was a diversion from the fight for African American equality. Garvey supported the separation of the races and the creation of a black homeland, preferably in Africa.

### AP Practice Questions

1. Which of the following best describes the events that led W. E. B. Du Bois to write the text excerpted here?

Answer: C. African Americans fought alongside white soldiers in World War I to protect democratic ideals but returned to a “Jim Crow” society.

2. The ideals of which of the following would most strongly agree with the viewpoints expressed by Du Bois in the provided excerpt?

Answer: A. William Lloyd Garrison

3. Based on the provided excerpt, Du Bois would most likely agree with the sentiments behind all the following except

Answer: C. the founding of the American Colonization Society

## **The Spanish Flu of 1919**

### **Review Questions**

1. The 1918 Spanish flu outbreak was the worst pandemic since

Answer: B. the bubonic plague in the fourteenth century

2. As the Spanish flu progressed across the United States, a unique characteristic that emerged was that the disease

Answer: D. killed mostly young, healthy adults

3. A major effect of the Spanish flu on U.S. society was

Answer: C. a temporary closure of schools and businesses

4. The quote “it is our duty to keep the people from fear. Worry kills more people than the epidemic” from Chicago Public Health Commissioner John Dill Robertson is related to what policy of the U.S. government?

Answer: A. Wartime censorship of news concerning the Spanish flu

5. The passage of the Sedition Act made it even more difficult to fight the flu pandemic because

Answer: A. it stifled honest discussion and reporting of the disease

### **Free Response Questions**

1. Explain the impact of Spanish influenza on commerce in the United States.

Answer: Along with the massive number of deaths, the Spanish flu caused many cities to request that businesses and schools close temporarily to prevent the continued spread of the disease. In major cities, hundreds of people died daily at the height of the epidemic, causing shortages of coffins and related items and services.

2. Analyze the role that censorship of free speech played in the nation’s ability to fight the Spanish flu pandemic.

Answer: Censorship during World War I kept people from knowing the full extent of the danger and spread of the Spanish flu. The United States enacted the Sedition Act in 1917, which made it illegal to criticize the United States government

3. Compare society’s response to the Spanish flu pandemic in 1919 with the COVID-19 pandemic of 2020. What similarities do you notice?

Answer: Both pandemics resulted in the wearing of face masks, traffic/movement of people slowing or shutting down, closing of entertainment venues/gathering places, and general confusion or fear due to not knowing much about the virus itself.

### **AP Practice Questions**

1. The information presented in the broadside at the provided link could be used to support which of the following conclusions?

Answer: A. The government developed public policies for fighting the disease.

2. The publication of this broadside most likely indicates

Answer: B. the widespread health concerns caused by the epidemic

3. The situation that prompted the broadside can be best described as

Answer: D. a devastating Spanish flu epidemic spread fear, misery, and death around the world

## **U.S. Foreign Policy between the Wars**

### **Review Questions**

1. During the 1920s the United States participated in world affairs in all the following ways except

Answer: B. joining the League of Nations

2. Although the United States remained outside the League of Nations, it did attempt to maintain world peace through all the following except

Answer: C. approving the Hawley-Smoot Tariff

3. The Four-Power Treaty was related to

Answer: D. respecting territorial rights in the Pacific Ocean

4. As part of their probusiness stance, the three Republican presidents of the 1920s were able to maintain

Answer: D. high tariffs for all imports

5. The Kellogg-Briand Pact

Answer: A. outlawed all offensive war

6. During the period immediately after World War I, the United States could be described as a

Answer: B. country that went from being a great debtor nation to a great creditor nation

### **Free Response Questions**

1. Describe several ways in which the United States contributed to world peace during the 1920s.

Answer: (1) The United States hosted the Washington Naval Conference in 1920–1921, which resulted in three treaties: the Four-Power Treaty (Pacific island territorial recognition), the Five-Power Treaty (limitation of naval tonnage), and the Nine-Power Treaty (recognizing the sovereignty of China). (2) To maintain German viability and assist its payments of reparations to France and Great Britain, the United States created the Dawes and Young Plans (1924 and 1929, respectively). The U.S. government and private banks provided loans to Germany so it could invest in private industry/infrastructure and pay reparations. (3) To promote world peace, activists in the United States founded several organizations: the World Peace Foundation, the League of Nations Association, and the Carnegie Endowment for International Peace. More radical organizations included the National Council for the Prevention of War, the Fellowship of Reconciliation, and the Women's International League for Peace and Freedom. (4) The United States proposed what eventually became known as the Kellogg-Briand Pact, intended to outlaw warfare.

2. Explain the main objectives of U.S. foreign policy during the 1920s.

Answer: The major objectives of U.S. foreign policy in the 1920s were to support naval disarmament (seen as a major cause of war); to lend money abroad, such as to Germany to facilitate their reparation payments; and avoid foreign alliances. Despite avoiding formal alliances, the U.S. government and many private citizens were part of the international movement to outlaw war during the 1920s, as shown by the signing of the Kellogg-Briand Pact and the founding of several organizations and associations dedicated to maintaining peace.

3. Compare U.S. foreign policy during the 1920s with the foreign policy of the Washington Administration (1789–1797).

Answer: The most important goal of George Washington's foreign policy was to maintain neutrality for the infant nation. Washington avoided political and military alliances, though he did send John Jay to work out a treaty normalizing relations between the United States and Britain. By the 1920s,



after a short-lived effort to “make the world safe for democracy,” foreign policy again aimed for neutrality as well as for disarmament (to be achieved through multinational pacts) and the maintenance of foreign trade (achieved by organizing Germany’s payment of wartime reparations to facilitate, in turn, Britain and France’s repayments of war debts owed to the United States).

### **AP Practice Questions**

1. Which of the following most directly contributed to the creation of the treaty excerpted here?

Answer: C. The devastation of World War I

2. The United States’ agreement to sign the treaty excerpted here most directly illustrates a foreign policy that

Answer: C. gave the United States a role in world affairs without membership in the League of Nations

3. Which of the following actions best illustrates the United States’ adherence to the treaty excerpted here?

Answer: B. Issuing a policy of refusing to recognize states created by aggression

## **The Ku Klux Klan in the 1920s**

### **Review Questions**

1. The most significant factor that helped fuel the rebirth of the Ku Klux Klan in the 1920s was

Answer: B. immigration

2. The immediate cause of the rebirth of the Ku Klux Klan in the 1920s was

Answer: A. the release of the film *Birth of a Nation*

3. Other than African Americans, the Ku Klux Klan blamed which of the following most for problems in the United States during the 1920s?

Answer: C. Catholics and Jews

4. Compared to the original Ku Klux Klan, which existed only in the South, the 1920s Klan was centered in the

Answer: C. Midwest

5. The political power of the Ku Klux Klan in the 1920s can be best described as having

Answer: D. the power to elect some members into key leadership positions, such as governorships and Senate seats

### **Free Response Questions**

1. Explain the reasons for the rebirth of the Ku Klux Klan in the 1920s.

Answer: Inspired by director D. W. Griffith’s 1915 film *Birth of a Nation*, the Ku Klux Klan (KKK) revived itself as one of many fraternal groups but harkened back to an earlier Klan that often violently fought against the rights of freed slaves in the post–Civil War Reconstruction South. Cultural conflict and modernization combined with bigotry and fear of change to turn the twentieth-century Klan into an anti-immigrant, anti-Catholic, anti-Semite, and anti-black organization. This new Klan retained its namesake’s hostility to blacks and its desires for maintaining secrecy, wearing masks and sheet-like outfits, and engaging in vigilante-style violence, but the targets of its violence were more numerous and diverse.

2. Compare the Ku Klux Klan of the 1920s with the original Klan from the Reconstruction Era.

Answer: Unlike the early Klan, the 1920s Klan, although founded in the South, was not exclusively southern. It had support nationwide, primarily in the Midwest. In 1924, more than 40 percent of all



Klan membership could be found in just three states: Ohio, Indiana, and Illinois, but the group also secured significant support in Maine, Colorado, and Oregon (where it helped ban Catholic schools). It enjoyed a small-town base but also appealed to big-city Protestants, with large chapters in such cities as Chicago, Detroit, Pittsburgh, Dallas, and Indianapolis. In small towns, Klan membership often centered on cultivating business relationships with other members by virtue of “trading, dealing with, and patronizing Klansmen in preference to all others.”

### **AP Practice Questions**

1. The sentiments expressed in the provided excerpt are best understood as a response to the  
**Answer: B. events associated with the Red Scare in the early 1920s**
2. One group that would disagree with the sentiments expressed about race in the excerpt is  
**Answer: C. writers of the Harlem Renaissance**
3. Which of the following pieces of legislation would have been most influenced by the sentiments expressed in the excerpt?  
**Answer: C. Immigration Act of 1924**

## **Henry Ford and Alfred P. Sloan: Industrialization and Competition**

### **Review Questions**

1. During the first quarter of the twentieth century, the internal combustion engine enabled people to accomplish all the following except  
**Answer: B. construct an interstate highway system**
2. The adoption of assembly-line manufacture by Henry Ford was similar to which technological development in U.S. history?  
**Answer: C. Eli Whitney’s use of interchangeable parts**
3. Henry Ford’s success in the marketplace was aided by his ability to  
**Answer: B. increase the quality of the product while lowering the price**
4. In 1914, Henry Ford paid his workers \$5 a day because he wanted to  
**Answer: B. attract and keep a good workforce**
5. Henry Ford temporarily closed his factories in 1927 because  
**Answer: D. he needed to resolve how to deal with competition from General Motors**
6. Alfred Sloan’s General Motors manufactured several lines of automobiles because it  
**Answer: D. wished to give consumers at different socioeconomic levels a choice of models**

### **Free Response Questions**

1. Explain why and how Alfred P. Sloan’s General Motors cut into Henry Ford’s market share in the mid-1920s.  
**Answer: Sloan combined Henry Ford’s cost- and price-cutting efficiencies with several new ideas, including new design features. He also created an ascending price structure designed to move drivers from one GM product to another and then another as their incomes rose, and he developed the idea of “planned obsolescence.” Each year, a new, improved model of Chevrolet, Oldsmobile, or Cadillac rolled off GM’s assembly lines, appealing to GM owners’ desire for the most up-to-date model.**
2. Explain how Henry Ford came to dominate the U.S. auto industry after 1908.  
**Answer: Ford was a born tinkerer and he kept tinkering with the fledgling auto production process until every aspect of it made production—and Ford Model Ts—cheaper. Ford implemented mass**

production and standardization of parts into his massive factories with their assembly lines. He recognized that time is money and analyzed the process of building a car to maximize efficiency.

### **AP Practice Questions**

1. Which of the following best describes events depicted in this photograph?

Answer: D. The assembly line increased production and profitability.

2. Manufacturing strategies such as those used in the photo were first successfully implemented in the automobile industry by

Answer: C. Henry Ford

3. A historian might use this image to support which historical claim?

Answer: A. New manufacturing techniques led to increased production of consumer goods.

### **“Silent Cal” Coolidge**

#### **Review Questions**

1. All the following describe Calvin Coolidge as president except

Answer: B. he emulated his progressive predecessors

2. Calvin Coolidge’s Treasury secretary, Andrew Mellon, was best known for

Answer: C. dramatically cutting tax rates on the basis of the belief that businesses would be able to conduct more business and government tax revenue would rise despite the lower rates

3. The event that propelled Calvin Coolidge to political prominence was his

Answer: D. ordering the firing of police who were striking illegally in Massachusetts

4. Before serving as president, Calvin Coolidge served in all the following positions except

Answer: C. U.S. senator representing Massachusetts

5. In 1920, the Harding-Coolidge ticket was elected for all the following reasons except

Answer: D. voters’ desire to join the League of Nations

6. Which of the following statements best describes President Calvin Coolidge’s economic policies?

Answer: C. Lower taxes for businesses

#### **Free Response Questions**

1. Analyze the events that propelled Calvin Coolidge to national notice.

Answer: An illegal strike in 1919 by members of the Boston Police Department struck fear into residents of the Massachusetts city, and riots and looting ensued. The police commissioner fired the policemen, and Governor Coolidge called in the National Guard. The police then sought a reconciliation, and Coolidge refused, saying, “There is no right to strike against the public safety, by anybody, anywhere, any time.” This act made propelled Coolidge to national prominence and he was selected to be presidential candidate Warren G. Harding’s running mate.

2. Explain Calvin Coolidge’s fiscal policies were as president.

Answer: The great challenge for the White House in the 1920s was to curtail the massive debt that was the legacy of World War I. Coolidge rejected the traditional approach of raising taxes; he lowered business taxes instead. This move increased tax revenue because it allowed businesses to grow; thus, Coolidge balanced the federal budget and cut the federal debt.

### **AP Practice Questions**

1. The Coolidge Administration implemented the ideas expressed in the excerpt by

Answer: C. lowering business taxes

2. Which of the following figures from earlier periods in U.S. history would support President Coolidge's sentiments as expressed in the excerpt?

Answer: D. John D. Rockefeller

3. President Coolidge's speech arose in the context of which of the following?

Answer: C. An increase in national prosperity

## **The Scopes Trial**

### **Review Questions**

1. The Butler Law, passed by the Tennessee legislature in the 1920s,

Answer: D. made it illegal to teach scientific theories that denied biblical teachings

2. In regard to the Scopes trial, William Jennings Bryan believed all the following except

Answer: B. John T. Scopes had the right to freedom of speech in the classroom

3. John T. Scopes was found guilty because

Answer: A. he did violate the Butler Law

4. The main incentive of Protestant liberalism was to

Answer: D. construct a religion compatible with a larger role for modern science and education

5. The central issue in the Scopes trial was

Answer: C. whether Tennessee's public schools and universities should teach Darwinian evolution

### **Free Response Questions**

1. Analyze the reasons fundamentalist Protestants called for a ban on the teaching of evolution.

Answer: Fundamentalist Protestants saw the emergence of a more secular society and the rise of liberal Protestantism as ominous developments. They feared that the creation of a less religious, more scientific world would undercut the Bible as a source of moral inspiration and social values. They also feared that the advance of scientific theories such as Darwinism would undercut their belief in a God who created and governed the universe.

2. Explain why the American Civil Liberties Union (ACLU) became involved in the Scopes trial.

Answer: The ACLU, which fought against limits on free speech and supported the right to dissent, saw in the Butler Act a threat to constitutional freedoms, scientific inquiry, and academic freedom. The ACLU thus offered to cover all legal expenses for any Tennessee teacher who would defy the Butler Act to protect free speech and establish whether a state legislature could impose a curriculum shaped by religious beliefs.

### **AP Practice Questions**

1. Which statement best summarizes the main issue of the Scopes trial?

Answer: C. The trial debated whether evolution was a legitimate theory to be taught in schools.

2. An issue that created a national controversy by pitting traditional interpretations against modern challenges, similar to the one depicted in the provided excerpt, was

Answer: A. women's suffrage

3. The excerpt arose from which context?

Answer: A. The growing debate from traditional and modernist Christianity

## **Charles Lindbergh and Flight**

### **Review Questions**

1. The most important advantage of the airplane during World War I was that

Answer: A. it was used on reconnaissance missions

2. Before becoming the first person to fly solo across the Atlantic Ocean, Charles Lindbergh became the

Answer: C. person who completed a transcontinental flight in the shortest time

3. The airplane became a significant form of transportation during the 1920s because

Answer: D. rapid technological strides were made in airplanes during World War I

4. Before Charles Lindbergh flew solo across the Atlantic Ocean, he achieved all the following except

Answer: A. being a fighter pilot in World War I

5. The opening of the Atlantic Ocean to air travel was equivalent to which nineteenth-century accomplishment?

Answer: D. The completion of the transcontinental railroad

### Free Response Questions

1. Explain Charles Lindbergh's motivation for attempting the first solo trans-Atlantic flight from New York to Paris.

Answer: Motivated by the challenge, the chance for lasting fame and publicity, and the \$25,000 Orteig Prize (a large sum at the time), Lindbergh was willing to take the risk and pilot a 33.5-hour flight to be the first to cross the Atlantic Ocean alone.

2. Explain how Lindbergh's nonstop crossing of the Atlantic Ocean represented the American identity during the 1920s.

Answer: In the United States, the 1920s was a decade of fads, wealth, and heroes. Lindbergh represented what many believed the nation was built upon—risk and glory—because he risked his life in search of the glory that would be his if he were successful.

### AP Practice Questions

1. Charles Lindbergh's achievement can best be described as

Answer: A. a heroic accomplishment that inspired many

2. Based on the historical analysis in the provided excerpt, compared with the railroad, the airplane

Answer: C. was as risky as other forms of transportation at the time

3. An event similar to the one described in the excerpt was the

Answer: D. successful landing of humans on the moon

## The Crash of 1929

### Review Questions

1. Most of those who purchased stocks during the 1920s

Answer: A. borrowed money from banks or stockbrokers

2. "Black Tuesday" can most accurately be described as the day

Answer: B. the bottom dropped out of the New York Stock Exchange as 16 million shares were traded

3. By 1932, the Great Depression had caused

Answer: B. massive underemployment across the country

4. A major political reaction to the Great Depression was the

Answer: C. passage of legislation to redress the causes and the effects of the Depression

5. Signs of an unsound economy before the Wall Street Crash of 1929 included

Answer: B. a large increase in the practice of buying stocks on margin

### **Free Response Questions**

1. Explain why small-time investors in the stock market crash of 1929 lost their savings.

Answer: To easily buy stocks, middle-class investors borrowed money from banks or stockbrokers through a process called “buying on margin.” This allowed them to put down 10 percent of the cost of a stock and borrow the other 90 percent. If the value of the stock increased, the owner could sell the stock for a profit after paying the lender the principal plus interest. If the value of the stock went down, the buyer still had to repay the borrowed money, which, at times, meant cleaning out savings accounts, selling property, or going broke.

2. Explain the relationship between the Great Crash and the Great Depression.

Answer: The Wall Street Crash of 1929 is often regarded as the opening bell for the Great Depression. Rather than the single or primary cause, however, it was a symptom of underlying serious economic problems and a powerful catalyst of the Depression that followed.

### **AP Practice Questions**

1. Which of the following was most directly related to the events depicted in the graph?

Answer: C. Existing defects in the economy that became impossible to ignore

2. Which of the following most directly contributed to the trend depicted in the graph?

Answer: A. Investors hoping to get rich quickly borrowed to invest more in stocks than they could afford to lose.

3. The economic event depicted in the graph is most similar to which nineteenth-century event in U.S. history?

Answer: D. The Panic of 1893

## DECISION POINT

### The Bonus Army

#### Review Questions

1. The marchers in the Bonus Army were veterans from which war?

Answer: D. World War I

2. When first proposed in 1924, the adjusted service compensation bill to assist veterans was passed by Congress over the veto of which president?

Answer: B. Calvin Coolidge

3. What major event caused the Bonus Army marchers to demand immediate payment of their bonus?

Answer: B. The Great Depression

4. The most immediate reason for the demand made by war veterans in 1932 was that

Answer: A. they believed they deserved more pay for serving during the war and needed money

5. After the U.S. Senate rejected the Bonus Bill, the protesters

Answer: B. were dispersed by the U.S. Army using force

6. The government's handling of the Bonus Army March in 1932 helped guarantee that

Answer: C. President Herbert Hoover would lose his reelection bid

#### Free Response Questions

1. Explain the impact the Bonus Army's protest and the World War I Bonus Bill had on future generations.

Answer: Although the Bonus Bill from World War I was not a popular idea at first, one result of its passage was the later creation of the 1944 G.I. Bill, which gave veterans access to a college education or job training and low-interest home, farm, and small business loans, helping ensure for them a prosperous future.

2. Explain why both Presidents Calvin Coolidge (a Republican) and Franklin D. Roosevelt (a Democrat) were against the Bonus Bill.

Answer: Republican President Calvin Coolidge vetoed the adjusted service compensation or Bonus Bill (though Congress overrode his veto), saying that "patriotism which is bought and paid for is not patriotism." Democratic President Franklin Roosevelt opposed the bill because he believed it would favor a special class of citizen at a time when all citizens were suffering. Ironically, the dispersal of the Bonus Army during the Hoover Administration helped get Roosevelt elected president in 1932.

#### AP Practice Questions

1. The situation depicted in the photograph came about because

Answer: B. Congress was debating the passage of the Army Bonus Bill

2. The veterans in the photograph were unsuccessful in the short term. What was the longer-term result of their protest?

Answer: D. The incident inspired legislation providing more adequately for future veterans who put their lives on hold to answer their country's call to military duty.

# POINT-COUNTERPOINTS

## Was Prohibition a Success or a Failure?

### Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		Claim B
Claim A	Was prohibition a successful experiment that lowered the amount of alcohol consumed per capita and whose reputation for causing organized crime is greatly exaggerated by popular culture? Or was it a dramatic short-term failure whose regulations were largely evaded, contributed to the rise of organized crime, and failed to stop alcohol consumption in the United States?	
Summarize this argument in one sentence, using your own words: <i>Answer: Historian A argues that prohibition was successful in its mission to answer the public health challenge of poor health and death from overconsumption of alcohol and that its negative reputation is due to myths perpetrated by its opponents.</i>	Compare the two arguments. To what extent do these claims support or oppose each other? <i>Answer: Although both historians agree prohibition lowered the amount of alcohol consumed in the United States during prohibition, Historian B argues that the negative consequences of prohibition, such as organized crime, government's failure to regulate, and overincarceration, outweighed the positives. On the other hand, Historian A argues that the negative effects of prohibition are exaggerated and, in some instances, myths.</i>	Summarize this argument in one sentence, using your own words: <i>Answer: Historian B argues that prohibition ultimately failed in its goal by causing other issues like business failures, increased organized crime, and deaths from bootlegged liquor.</i>
Select and record the sentence or sentences that best demonstrate the historian's argument: <i>Answer: "Prohibition was a sweeping, drastic answer to public problems rooted in private behaviors. Ultimately, successful though it was, it could not sustain the broad base of support it needed to remain a part of American life because Americans wanted to exercise personal liberty in deciding whether to drink and the government needed tax revenue from excise taxes during the Depression."</i>		Select and record the sentence or sentences that best demonstrate the historian's argument: <i>Answer: "Although prohibition did decrease the amount of alcohol Americans consumed, it failed utterly to stop that consumption. In the attempt, prohibition brought a train of consequences that quickly revealed it as a mistake that should be reversed."</i>

Which argument do you find more convincing? Explain what evidence led you to this point of view.

*Answer: Students may agree with Historian A or B but should support their opinion with specific evidence from whichever essay they choose.*

List at least two primary sources that would provide additional context to help you evaluate the arguments presented in this Point-Counterpoint.



Answer: Students could list primary sources, such as the Eighteenth and Twenty-First Amendments, health statistics from the time, crime statistics from the time, accounts from members of the temperance movement, or accounts from bootleggers.

Explain how this debate highlights the goal of Progressives to pass federal legislation they believed would effectively generate moral reform.

Answer: The debate highlights Progressives' goal to create federal legislation to generate moral reform by outlawing the production and sale of alcohol during prohibition.

## Should Herbert Hoover Be Considered an Activist President?

### Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		
Claim A	Was Herbert Hoover a conservative president whose policies of individualism shaped his response to the Great Depression? Or was he an activist president who introduced unprecedented government intervention during the Great Depression?	Claim B
<p>Summarize this argument in one sentence, using your own words:</p> <p>Answer: Historian A argues that Hoover was an ineffective president with old-fashioned ideals and lacked the experience or activism needed to prevent and subsequently solve the issues of the Great Depression.</p> <p>Select and record the sentence or sentences that best demonstrate the historian's argument:</p> <p>Answer: "The 'forgotten man' of the Great Depression labeled empty pockets turned inside out "Hoover flags" and the newspapers used to line the coats of the homeless "Hoover blankets," because Hoover refused to use the federal government to provide a massive welfare state for the suffering masses on farms and in cities during the Great Depression like the New Deal."</p>	<p>Compare the two arguments. To what extent do these claims support or oppose each other?</p> <p>Answer: Both historians agree that Hoover did not do enough to prevent and remedy the Great Depression. Historian A argues that Hoover did little, if any, effective work to help the American people through the Great Depression, whereas Historian B argues Hoover created programs and government assistance that helped many Americans.</p>	<p>Summarize this argument in one sentence, using your own words:</p> <p>Answer: Historian B argues that Hoover pushed unprecedented actions as president and actively advocated for farmers, national relief programs, and banking reform.</p> <p>Select and record the sentence or sentences that best demonstrate the historian's argument:</p> <p>Answer: "Hoover's activism, tethered to his faith in voluntary cooperation between private and public sectors, focused as well on ending the banking crisis and meeting the increasing need for providing relief to the millions who became jobless by 1932."</p>

Which argument do you find more convincing? Explain what evidence led you to this point of view.

Answer: Students may agree with Historian A or B but should support their opinion with specific evidence from whichever essay they choose.

List at least two primary sources that would provide additional context to help you evaluate the arguments presented in this Point-Counterpoint.

Answer: Students could list primary sources such as economic data from the time, documents from the NCC and RFC, speeches by Hoover, photos from the time, or accounts from American people.

Explain how this debate highlights how episodes of credit and market instability in the early twentieth century led to calls for a stronger financial regulatory system.

Answer: The debate highlights the need for a stronger financial regulatory system by discussing Hoover's ability to react to credit and market stability and both prevent and fix the issue for Americans.

## PRIMARY SOURCES

### Cartoon Analysis: Elmer Andrews Bushnell, “The Sky Is Now Her Limit,” 1920

#### Sourcing Questions

1. What major event does this cartoon commemorate?

Answer: The Nineteenth Amendment guaranteeing women nationwide the right to vote had just been adopted.

2. Note the title of the cartoon. If someone told the young woman shown at the bottom of the ladder that “The sky is now your limit,” how do you think she would have responded in 1920?

Answer: Accept reasoned responses. She might have been optimistic, noting that a very important opportunity was now open to her through which she could take political action to eliminate other obstacles to her hopes for her life. Or, she might have been disheartened about so many remaining obstacles that did not exist for men.

#### Comprehension Questions

1. In the a–z list, which positions or causes had women achieved as of August 1920?

Answer: By 1920, women had been leaders in the crusade to end slavery and had achieved job opportunities in shop work and as clerks’ agents, maids, teachers, caretakers, bookkeepers, stenographers, nurses, governesses, and private secretaries [rungs a–h]. Women also had held influential positions at some level in school affairs, churches and charities, and as war workers [rungs k, l, m]. Opportunity for women’s advancement was rare in the fields of arts, crafts, sciences, business leadership, and most rungs in the upper half of the ladder. However, they did win the vote and expected to be able to use their increased political influence to change discriminatory laws and policies, thus gaining access to all the rungs on the ladder.

2. What positions or causes have women achieved as of the present day?

Answer: All positions except the wage equality and the presidency have been achieved as of 2020.

3. What do the yoke and buckets symbolize? Based on the young woman’s appearance and clothing in the political cartoon, what do you think are her chances of reaching the sky?

Answer: The yoke and buckets symbolize the drudgery of the menial labor that were available to women (especially those of the middle or working classes without a good education). Students might say that with these burdens, she has little chance of reaching the sky.

4. Why do you think Bushnell showed the equal suffrage rung and the presidency rung as larger than the others?

Answer: Bushnell may have seen those as two of the most significant steps that women could take. Perhaps the implication was that, because equal suffrage had finally been guaranteed, women would someday have a viable chance at the other positions, including election to the presidency.

#### Historical Reasoning Questions

1. To what extent do you believe Bushnell was sympathetic to the cause of women’s suffrage? To women’s rights in general?

Answer: Accept reasoned answers. Students may say Bushnell’s portrayal of the young woman as a “beast of burden,” combined with his use of darkness and light and the cartoon’s title, is sympathetic and that he favors women’s suffrage and women’s rights in general. However, others may say that

his portrayal of her as weighed down projects a lack of confidence in her advancement and that the title is intended as an unrealistic or sarcastic goal.

2. What do you think is the tone of the cartoon's title: hopeful, sarcastic, encouraging, something else?

Answer: Accept reasoned answers. Student opinion on this question is likely to be related to their response on the previous question.

## **Mitchell Palmer, "The Case against the Reds," 1920**

### **Sourcing Questions**

1. Who wrote this document?

Answer: Attorney General Mitchell Palmer wrote this document.

2. What was the author's purpose in writing this? How might this affect his point of view?

Answer: He wrote this essay to defend his actions in detaining suspected radicals during the Palmer Raids. Because Palmer was the one to order the raids, he will likely justify them in this account.

### **Comprehension Questions**

1. What did Palmer hope to achieve by writing this essay?

Answer: Palmer wanted to demonstrate how communist agitators posed a threat, so the Department of Justice could claim to need to handle the threat in the absence of legislation.

2. What did Palmer blame Congress for doing?

Answer: Palmer blamed Congress for ignoring the seriousness of the threat that communism posed and not passing appropriate legislation.

3. According to Palmer, what institutions did "the blaze of revolution" affect? Do you think Palmer is exaggerating?

Answer: Palmer stated "the blaze of revolution" affected churches, education, the home, marriage, and the foundation of society. Students should note that he may be exaggerating for affect, because he ordered the raids and believed them justified.

4. According to Palmer, how could a revolution be prevented?

Answer: Palmer believed if citizens were aware of the issue of revolution, it would never occur.

5. How many agitators did the Department of Justice claim to have discovered in the United States?

Answer: Palmer maintained that the Department of Justice had discovered 60,000 agitators.

6. According to Palmer, what would occur if Bolsheviks were allowed to carry out their ideas into law?

Answer: Palmer stated horror and tyranny would take control of the United States if the Bolsheviks were allowed to carry their ideas into law.

7. Why did Palmer believe the government was treating alien enemies with consideration?

Answer: Palmer argued that because the agitators despise U.S. values and its form of government, he was doing them a favor by deporting them to Russia.

8. Why did Palmer focus on Russians and Germans?

Answer: Palmer focuses on Russians and Germans because of the Russian Revolution and that the Germans were the enemy of the United States in World War I.

### **Historical Reasoning Questions**

1. Why did Palmer claim he ordered raids on organizations that supported communism and socialism?

Answer: Palmer feared a communist attempt to overthrow the U.S. government and the capitalist system.

2. In this essay, Palmer stated “the nationality of most of the alien ‘Reds’ is Russian and German.” If this were true, should the U.S. government have scrutinized Russian-Americans and German-Americans more than others? Explain your answer.

Answer: Answers may vary. Students may argue that all citizens deserve due process no matter the situation. Other students may argue that national security may require additional scrutiny of certain peoples more likely to pose a threat.

3. In what ways were the Palmer Raids a continuation of the government suppression of free speech during World War I?

Answer: Under the Espionage Act (1917) and the Sedition Act (1918), those who opposed the war effort were convicted of obstructing the draft and war effort. Many of these individuals identified as socialists, anarchists, or pacifists. Socialists, anarchists, and communists were targeted in the Palmer Raids, continuing the government’s power to control suspected revolutionaries or dissidents.

## **Marcus Garvey, “Declaration of the Rights of the Negro Peoples of the World,” 1920**

### **Sourcing Questions**

1. Who wrote this document?

Answer: Marcus Garvey wrote this document, and it was approved by 25,000 delegates from the United Negro Improvement Association.

2. How was Garvey’s approach to helping blacks in the United States different from other civil rights leaders during his time?

Answer: Although other civil rights leaders wanted blacks to live among whites in the United States with equal rights, Garvey advocated for blacks to form their own separate countries in Africa apart from whites.

### **Comprehension Questions**

1. Where were the delegates assembled?

Answer: The delegates assembled at Liberty Hall in New York City.

2. According to this document, why were blacks not admitted to public hotels and inns?

Answer: Blacks were not admitted because of their race/color.

3. According to this document, what problems did blacks face on public transportation?

Answer: Blacks paid the same fare as whites but were given separate and inferior accommodations. In addition blacks were insulted and humiliated by drunken whites.

4. According to this document, how did funding for black schools compare with funding for white schools?

Answer: Black schools received less funding than did white schools.

5. According to this document, how did the wages for black workers compare with those of white workers?

Answer: Blacks worked for lower wages than did whites.

6. Why did the delegates demand a Declaration of Rights?

Answer: They demanded the listed rights to encourage blacks around the world to overcome their difficult situations and achieve their destiny.

7. According to this document, what right should blacks have concerning trials by judges and juries?

Answer: When a black person is put on trial, members of his or her race serve on the jury.

8. According to this document, what rights did black people have concerning the continent of Africa?

Answer: Blacks had a right to possess Africa regardless of claims by other nations and peoples.

9. What punishment involving black peoples' hair did this document protest against?

Answer: It protested against the shaving of black prisoners' hair.

10. According to this document, what rights should black newspapers have?

Answer: All newspapers and periodicals have a right to the freedom of the press and black media should not be suppressed.

11. According to this document, how would the delegates view the teaching of the superiority of other races?

Answer: The teaching of the superiority of an "alien race" was an insult to black people around the world.

12. According to this document, what were the colors of the black race?

Answer: The colors of the black race were red, black, and green.

13. What did this document state concerning the League of Nations?

Answer: The League of Nations was deemed to be null and void because it deprived blacks of their liberty.

14. What did the delegates pledge in defense of the rights listed in Garvey's text?

Answer: The delegates pledged the sacred blood of their race in defense of the rights they listed.

## Historical Reasoning Questions

1. Compare the Declaration of the Rights of the Negro Peoples of the World with the Appendix A: The Declaration of Independence ([https://cnx.org/contents/NgBFhmUc:P\\_Ce2EBM](https://cnx.org/contents/NgBFhmUc:P_Ce2EBM)). How are they similar? How are they different?

Answer: Both documents protest against existing conditions, list specific rights, and the signers pledge to pursue those rights. The signers of the Declaration of Independence broke away from their former nation; the Declaration of the Rights of the Negro Peoples of the World laid the foundation for black nationalism and a black nation separate from Europe and the United States. The Declaration of the Rights of the Negro Peoples of the World focuses on the rights denied to blacks and explicitly distinguishes them from whites.

2. Does this document follow the U.S. tradition of republican principles? Defend your answer.

Answer: Answers may vary. Students may argue that the UNIA argued in favor of republican principles such as individual liberty, equal protection of the law, and consent of the governed. They may also note that, though the Declaration of Independence proclaims the rights of "all men," the rights denied to enslaved people at the Founding were still unaddressed more than a century later. Other students may argue that the UNIA's principle of black nationalism violated the principles of the Declaration of Independence because it calls for a separation of races and denies the unity expressed in the Declaration of Independence.

## **Charlie Chaplin, *The Kid*, 1921**

### **Sourcing Questions**

1. What forms of entertainment were common in the United States in the nineteenth century?

Answer: Traveling shows and circuses were common forms of entertainment in the nineteenth century. These shows brought a variety of performers such as singers, comedians, jugglers, dancers, animal acts, and acrobats.

2. What three technologies were essential to create the “motion picture”?

Answer: Developments in the technology of the camera, film, and projection enabled the motion picture.

3. Who was Charlie Chaplin?

Answer: Charlie Chaplin was an international silent film actor, famous for his character the Tramp. He also a writer, director, and producer.

### **Comprehension Questions**

1. Charlie Chaplin was known for slapstick comedy—physical comedy based on exaggerated actions and good timing. What elements of slapstick are present in these clips?

Answer: Students may cite, for example, the exaggerated walk of the Tramp, the baby’s reaction to drinking from the kettle, the Tramp’s fight with the authorities and escape on the rooftop.

2. Why would slapstick comedy lend itself to silent film?

Answer: Physical action/pantomime explains the plot, so dialogue becomes unnecessary.

3. What elements of drama or pathos are present in these clips?

Answer: The Tramp’s separation and reunification with the Kid are dramatic and affecting.

4. What is the role of the title card?

Answer: The title card is very brief and could be read quickly. It is meant to help the audience understand the plot line, though the majority of the plot is still explained through physical action.

### **Historical Reasoning Questions**

1. Explain why silent films might be popular with immigrant audiences.

Answer: Silent films depended mainly on physical action to explain the plot or story line. Also, title cards inserted during movies were brief and easy to understand, allowing immigrants to process the short phrases more easily than if they were listening to a conversation in English.

2. Chaplin himself was separated from his mother as a young child when she checked into a workhouse in England when she could not afford to pay rent (Chaplin was born in London but came to the United States as an actor at the age of 19 years). How has Chaplin commented on the social practice of separating children from their parents in these clips?

Answer: Chaplin portrays the separation of the Kid from the Tramp as traumatic for both characters, leading the audience to sympathize with them and disagree with the authorities trying to separate the family.

## **Alice Paul and the Equal Rights Amendment (Lucretia Mott Amendment), 1923**

### **Sourcing Questions**

1. Who wrote the first two versions of the Equal Rights Amendments? Who wrote the final version?



Answer: Alice Paul and her supporters wrote the first two versions of the ERA and Congress wrote the final version.

2. Why did Alice Paul lobby for the Equal Rights Amendment?

Answer: Paul believed additional measures beyond the ability to vote were needed to protect women's rights in society.

### Comprehension Questions

1. According to the amendment, where would men and women have equal rights?

Answer: Men and women would have equal rights in the United States and all places subject to the jurisdiction of the United States.

2. Who was given the power to enforce the Equal Rights Amendment?

Answer: Congress was given the power to enforce the Equal Rights Amendment.

3. How long after ratification would the amendment take effect?

Answer: The amendment would take effect two years after ratification.

### Historical Reasoning Questions

1. In 1943, Paul changed the wording of her amendment to reflect the text of the Fifteenth and Nineteenth Amendments. Why do you think she did this?

Answer: Paul likely did this to increase support for her amendment. The public and representatives were familiar with the phrasing of the Fifteenth and Nineteenth Amendments and mimicking them would have made her ideas appear less foreign.

2. Compare this document with Sarah M. Grimké, Letters on the Equality of the Sexes and Condition of Women, 1837 Primary Source (<https://cnx.org/contents/NgBFhmUc:zI8ybiVo>). What do these documents reveal about the continuities and changes in the women's rights movement from 1837 to 1920?

Answer: Grimké argues for the protections of civil law so women are not subsumed into their husband's identity. She likens a women's position to that of a slave and laments that women are treated as lesser than men. The Lucretia Mott Amendment sought to codify equality between the sexes in the Constitution. Both documents address inequalities in the way men and women are treated. By 1920, women were given the right to vote, so much progress had been made since Grimké's time, but women still faced discrimination.

## Ellison DuRant Smith, "Shut the Door," 1924

### Sourcing Questions

1. Who gave this speech?

Answer: Senator Ellison Smith gave this speech.

2. Why did some Americans want to restrict the number of people who could emigrate to the United States?

Answer: Some feared immigrants would take jobs, bring violent and extremist ideologies, and fail to assimilate into American society.

### Comprehension Questions

1. Why did Smith no longer want the United States to be a melting pot?

Answer: Smith feared the melting pot would itself be melted with too many immigrants arriving to the United States.

2. What did Smith argue is one of the most frequent causes of war?

Answer: Smith argued the need for more land for a congested population was one of the most frequent causes of war.

3. How did Smith believe Americans compared to other nationalities?

Answer: Smith believed American progress had demonstrated the superiority of the nation's political, moral, religious, and social ideals.

4. How do you think Smith would answer his own question regarding a "typical American"?

Answer: He refers to "unadulterated American citizenship." One might infer that he sees a typical American as one who has no immigrants in his recent ancestry.

5. What clue is available in this paragraph to reveal what ethnicity Smith thinks makes up the ideal American heritage?

Answer: Smith brags about the percentage of "unadulterated Anglo-Saxon stock" and "Nordic breed," indicating his preference for ethnicities descended from northern and western Europe.

6. What did Smith think we should consider to allow the United States to progress and prosper?

Answer: Smith believed we should consider our condition and experience during World War I.

7. If an immigration quota was to be passed, what did Smith think it should be?

Answer: Smith wanted the immigration quota to be as low as possible.

8. According to Smith, what can a boy in the gutter achieve in the United States?

Answer: Smith argued that in the United States, a boy in the gutter could look with confidence to being elected president of the United States.

9. What did Smith think was necessary to keep and protect the United States?

Answer: He argued for shutting the door on immigration and refining American citizenship.

### **Historical Reasoning Questions**

1. Throughout his speech, Smith uses the term "breed" and "stock" to discuss nationalities. What does this reveal about his point of view?

Answer: Smith's ongoing analogy of comparing different nationalities to breeds reflects his racial and ethnic bias but also his belief that humans could be classified into a hierarchy. Smith believed that the Anglo-Saxon "breed" was the most desirable for maintaining American institutions. He was not alone in thinking this, as he references the work of Madison Grant, a eugenicist.

2. Consider the history of immigration to the United States. Do you believe there will be controversy around immigration no matter what group of people is arriving in the United States? Use examples to defend your argument.

Answer: When studying history, one can see there has always been controversy around groups of immigrants arriving. Students can point to resentment against Irish immigrants in the 1840s, the Chinese Exclusion Act, and the modern debate to show this has always been a contentious topic.

## **Langston Hughes, "I, Too" and "The Weary Blues," 1920 and 1925**

### **Sourcing Questions**

1. What caused many African Americans to leave the south in the early twentieth century?

Answer: Poverty and violence led to many African Americans choosing to leave the South.

2. What was the Harlem Renaissance?

Answer: The Harlem Renaissance was a period of prolific African American cultural and artistic achievements centered in Harlem in the 1920s.

3. What characteristics defined Langston Hughes's poetry?

Answer: Hughes's poems used jazz rhythms and dialect and were addressed to his own people.

### Comprehension Questions

1. How would you characterize the speaker's reaction to the discrimination he faces?

Answer: The speaker seems to enjoy the irony that he is happy and eats well despite discrimination.

2. What is the message of this poem?

Answer: The message of the poem is hopeful; he looks forward to the future when he will not be sent to the kitchen and people will be ashamed of the unjust way he was treated.

3. Why do you think Hughes used the phrase "I, too, *sing* America" in the first line?

Answer: Accept reasoned responses. Perhaps this is a reference to Harlem's contribution to the intellectual and artistic achievements of Americans.

4. Compare these lyrics of the old man's song with the lyrics in the previous stanza.

Answer: Whereas in the previous stanza, the singer promises to put his troubles out of his mind, this stanza conveys a much more melancholy mood.

### Historical Reasoning Questions

1. Explain how these poems offer the reader a glimpse into the experience of African Americans in the 1920s.

Answer: The first poem describes discrimination that African Americans routinely faced. The speaker is segregated to eat in another part of the establishment, which shows that even in the North, discrimination was widespread and a common part of the African American experience. The second poem paints a vivid picture of an old man singing the blues on the main street through Harlem. The blues were a forerunner of jazz and, like jazz, a uniquely African American art form. Though the singer in the second poem never describes why he has the blues, it is clear to the reader his life New York City has been difficult. The reader is left to infer what challenges the man was facing to wish he were dead—perhaps poverty, discrimination, missing family/home in the South.

2. Explain two examples in these poems that demonstrate Hughes was influenced by other artistic achievements of the Harlem Renaissance in his work.

Answer: "The Weary Blues" uses musical imagery that evokes the blues and jazz. Examples include: "Droning a drowsy syncopated tune/Rocking back and forth to a mellow croon" and referencing song lyrics in both stanzas.

## Andy Razaf (lyrics), Thomas "Fats" Waller and Harry Brooks (score), "Ain't Misbehavin'," Jazz and the Radio, 1929

### Sourcing Questions

1. What musical tradition did jazz develop from?

Answer: Jazz developed from a number of traditions, including the blues and ragtime.

2. What was the role of the radio in popularizing jazz?

Answer: Because radios were mass produced and in many homes, more people could listen to jazz music.

### Comprehension Questions

1. What proof did the singer offer that he was not misbehaving?

Answer: The singer does not care to stay out late and comes home around eight o'clock.

2. What provided company for the singer at home?

Answer: His only companion is the radio at home.

### **Historical Reasoning Questions**

1. Explain how technological inventions like the radio altered the social lives of Americans while also transforming the entertainment industry in the 1920s.

Answer: Prosperity in the 1920s allowed consumers to purchase new technologies like the phonograph and radio. These devices allowed Americans to listen to music in their own homes rather than traveling to a club or performance venue. Businesses could advertise on radio programs and reach larger audiences regardless of distance. Musicians could create recordings of their compositions, expanding their audience and popularity.

## **LESSONS**

### **Ernest Hemingway and the Lost Generation**

#### **Handout A: Student Document Packet**

##### **Document 1: Allied Casualties in World War I**

1. What statistics illustrate the terrible cost of victory in World War I to the Allied powers?

Answer: Students may cite many possible combinations of the statistics. They should identify the large numbers of casualties, that were significant civilian casualties, and that those casualties made up a significant percentage of the entire population in many nations.

##### **Document 2: A Farewell to Arms, chapter 9, by Ernest Hemingway**

1. How does Manera (another ambulance driver) react to the prospect of the upcoming battle?

Answer: Manera reacts by anticipating problems such as bad road conditions or difficulty getting his meal from the field kitchen.

2. What do the Bersaglieri (a special infantry unit of the Italian Army) involved in the upcoming attack not know yet?

Answer: The Bersaglieri do not know there are not enough troops for a real attack and the upcoming battle is just a decoy from the real attack.

3. What is revealed about the mindset of some of the soldiers from the incident with the Carabinieri?

Answer: Some of the soldiers involved in the Carabinieri incident went out to the battle only because their families would be punished if they refused.

4. What is revealed about Manera's view of the war when he reflects, "If everybody would not attack the war would be over"?

Answer: Manera seems to think the war is futile and the best way to end the struggle is for everybody to simply refuse to fight.

5. How does Henry make the case that defeat is worse than war?

Answer: Henry maintains that being conquered is worse than continuing war because the losing side faces continuing hardships such as loss of their homes, harm to their families, hanging, being forced to fight for the winning side, and other consequences.

6. Describe how Passini (another ambulance driver) makes the case that war is worse than defeat.

Answer: Passini asserts that continuing war is worse than defeat because the winners cannot punish everyone who fought against them; soldiers could go home and protect their own families. He says, “They can’t hang everyone.” He says there is nothing as bad as war and no one really understands how terrible it is until they are in the midst of it.

7. How does Passini make the case that the war is pointless, beyond the fact that there is really no glory or victory?

Answer: Passini insists that even victory does not really finish a war. No matter how much territory a victorious army conquers, everyone knows that it does not really solve problems.

### **Document 3: “A Way You’ll Never Be” by Ernest Hemingway**

1. Use Nick’s tone and the nature of his descriptions to explain his emotional state as he tells about the horrific, post-battle scene he encounters. What does this tell us about Nick?

Answer: Students should identify that he seems very unemotional in his descriptions of this horrific scene. They should be able to infer that his numbness is due either to being desensitized to this type of horror or to being in a general sense of shock. It is also reasonable at this early stage of the story for students to infer that he is a callous, unfeeling person.

2. What does it tell us about the experience of war encountered by Nick from his descriptions of the pornographic pictures he finds and what he calls “actual rape”?

Answer: Student answers should parallel whichever path they took in their answer to question 1. They will see these details either as showing he is numb to the horrors of war and has lost touch with basic human empathy, or they will again see him as a horrible person.

3. Why do you think Nick is not cooperative with the second lieutenant he encounters?

Answer: Students should be able to see that Nick has no patience for bureaucracy, military regulations, or procedures in the face of the horrors he has witnessed and survived.

4. What is the purpose of Nick being with the Italian troops, as revealed in his conversation with Captain Paravicini?

Answer: He is there to represent the United States, ahead of its full involvement in the war. He seems there to establish relationships with allies and assure them America is coming to their aid.

5. What do we learn about Nick’s health from his conversation with Captain Paravicini? How does this change your interpretation of his observations from early in the story?

Answer: He seems to have some mental health issues. He refers to being certified as “nutty” and is having difficulty sleeping. Students should be able to determine that he is suffering from posttraumatic stress (i.e., “shell shock”). For those who assumed the worst of him in the opening of this story, they may reconsider their assumptions now knowing of his trauma and perhaps have a more sympathetic view of his observations.

### **Document 4: “Soldier’s Home,” by Ernest Hemingway, 1925**

1. What does the opening paragraph’s description reveal about “Krebs”?

Answer: Students should detect that Hemingway is establishing that Krebs is not a remarkable person. He is described as fitting in and not standing out in any way, neither as a student member of a fraternity, nor as a Marine. This is done to establish that the feelings he shows on returning from war are also typical of those who served. Hemingway does not wish the reader to think this is the story of a unique individual.

2. Why does Krebs not talk honestly about his experience in the war?

Answer: He finds no one interested or able to have open, honest discussions about the war. To those who did not serve, there is no common frame of reference on which to base a discussion. With those who did serve, the common feelings of shame about their experience makes it impossible to be open and honest. He can only speak in generalities and clichés, telling only the stories that people expect to hear or those that do not involve any specific memories involving himself, which seem too painful to approach.

3. What effects of Krebs's wartime experience are revealed in his description of his thoughts on girls?

Answer: Hemingway is showing how Krebs is numbed in every aspect of his life by his wartime trauma. Even sexual feelings, common to young men, no longer have any effect on Krebs. His reflections on not wanting to deal with people, even women, in a personal way also illustrate that he may be incapable of intimacy. Any relationship in which his true self or true feelings may be revealed is to be avoided as a defense mechanism to avoid dealing with his trauma.

4. What does Hemingway mean to illustrate in the discussion of God and prayer with Krebs's mother?

Answer: Hemingway makes it clear that Krebs was brought up in a religious home. It starts in the opening by revealing that he attended a Methodist college and continues in this conversation with his mother. His inability to pray and his statement that he no longer lives in God's kingdom again illustrate he is numb to the world around him and fundamentally changed by his wartime experience

5. How has Krebs's mental state affected his mother?

Answer: She is clearly worried about him. She sees him floundering without ambition after returning from Europe. Krebs's mother appears heartbroken after the prayer incident and seems to sense his numbness.

6. What is the only feeling that Hemingway describes Krebs as having? He mentions this feeling more than once. What is Hemingway trying to communicate by this?

Answer: Hemingway describes Krebs's as feeling nauseous. Hemingway seems to be doing this to show that Krebs is disgusted with the person he has become. He does not like who he is, does not get any satisfaction, let alone joy from life, and is lost in a world to which he no longer relates. Students may interpret this as a consequence of a world spinning out of Krebs's control, and the main things he feels are this sickness, hopelessness, and apathy at the reality of his situation.

## **The KKK during Reconstruction vs. the KKK in the 1920s**

### **Handout A: Image Analysis**

#### **Document 1: "The Union as It Was" cartoon by Thomas Nash as it appeared in Harper's Weekly, October 10, 1874.**

1. Who is depicted in this cartoon?

Answer: The cartoon depicts a member of the White League and a hooded Klansmen shaking hands over an African American family.

2. What was going on at the time this cartoon was drawn?

Answer: This cartoon was drawn in the midst of the Reconstruction period. Federal attempts to integrate freed men and women into society were met with heavy resistance in the South.

3. What is the cartoonist's message?

Answer: The cartoonist, Thomas Nast, is condemning the violence of the KKK against African Americans. He implies that the whites of the South are dedicated to their “lost cause” and are intent on keeping African Americans in their “rightful” place below them. The two white characters are armed and there is a victim of lynching shown in the shield to the left and a burning schoolhouse to the right.

## **Document 2: Jane Synder at KKK Services, August 9, 1925**

### **The Blues and the Great Migration**

1. How many years have passed between the publication of Thomas Nast’s cartoon and the taking of this photograph?

Answer: Fifty-one years have passed.

2. What do you notice about the people in this photograph? How does this depiction of the KKK differ from the previous image?

Answer: Students may point out the hoods of the Klan members expose their faces, so they are not hiding; women and children are present, including the child in the Klan robe; this is a large gathering of Klan members in some sort of outdoor (i.e., public) space.



# UNIT 6 ESSAY ACTIVITY

## Handout A: Long Essay Rubric

### College Board AP History Long Essay Rubric (6 points)

Reporting Category	Scoring Criteria	Decision Rules
<b>A. Thesis/Claim (0–1 pt.)</b>	<b>1 pt.</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
<b>B. Contextualization (0–1 pt.)</b>	<b>1 pt.</b> Describes a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.
<b>C. Evidence (0–2 pts.)</b>	<p><b>1 pt.</b> Provides specific examples of evidence relevant to the topic of the prompt.</p> <p><b>OR</b></p> <p><b>2 pts.</b> Supports an argument in response to the prompt using specific and relevant examples of evidence.</p>	<p>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</p> <p>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</p>
<b>D. Analysis and Reasoning (0–2 pts.)</b>	<p><b>1 pt.</b> Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.</p> <p><b>OR</b></p> <p><b>2 pts.</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or</p>	<p>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced. To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>Explaining nuance of an issue by analyzing multiple variables</li> <li>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</li> <li>Explaining relevant and insightful connections within and across periods</li> </ul>

	<p>modify an argument that addresses the question.</p>	<ul style="list-style-type: none"> <li>• Confirming the validity of an argument by corroborating multiple perspectives across themes</li> <li>• Qualifying or modifying an argument by considering diverse or alternative views or evidence. This understanding must be part of the argument, not merely a phrase or reference.</li> </ul>
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