

The American Diary Series: Power and Prejudice 1926-1928

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1-800-FOR-AIMS

1-800-367-2467

Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2,

INTRODUCING THIS ATM

will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3,

PREPARATION FOR VIEWING

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4,

AFTER VIEWING THE PROGRAM

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

PREPARATION FOR VIEWING

SECTION 3

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

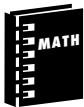
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:



Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.



Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.



Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.



Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.



Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.



Link to the World

These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.



Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.

VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.

The American Diary Series: Power and Prejudice 1926-1928

THEMES

The social studies theme of cause and effect are illustrated by the huge growth in the number of automobiles produced, the passage of Prohibition, and the emergence of the Ku Klux Klan. The theme of movement of people is reflected in the growth of Florida. The theme of change shown in the election of Herbert Hoover and the rise of Joseph Stalin in Russia.

OVERVIEW

Controversy was the rule in the late 1920s. The war on crime, mostly on bootlegging, succeeded in stopping lower-ranking mobsters, but left criminal leaders like Al Capone relatively free to operate.

Controversy raged in the military. General Billy Mitchell set out to prove that air strength should replace the respected battleship. In the end, Mitchell was court-martialed.

Injustice was reflected in Mitchell's treatment and in the treatment of Sacco and Vanzetti, immigrants tried and convicted for a crime that they did not commit.

There was social conflict too. The KKK flourished. Minority groups experienced lynchings and beatings. However, there was some social progress made in education. Educational opportunities for black Americans were expanding to include the professions.

Politics was also beset with conflict. Communism abroad seemed to threaten capitalism and free enterprise in the United States. Then, there was also the political contest of a presidential election. When Coolidge decided not to run for reelection, Al Smith was pitted against Herbert Hoover, who became the thirtieth president of the United States.

OBJECTIVES

- ▶ To describe the development of communism in the late 1920s and its effect in Russia and in the United States
- ▶ To examine intolerance during these years as seen in the actions of the Ku Klux Klan
- ▶ To review the progress made by black Americans in gaining educational rights and opportunities
- ▶ To explain Herbert Hoover's position on economics and review the election of 1928
- ▶ To show how military differences arise in presenting the conflict between advocates of battleships and air power
- ▶ To examine the development of American industry during this period

Use this page for your individual notes about planning and/or effective ways to manage this
AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments.
Please feel free to address your correspondence to:

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Chatsworth, California 91311-4409

INTRODUCTION TO THE PROGRAM

Have students discuss their understanding and impression of the 1920s and what was changing in American life. Ask them to consider what other changes and conflicts might take place at the end of the decade. Write them on the chalkboard and suggest that students look for these changes as they view the program.

INTRODUCTION TO VOCABULARY

To prepare students for viewing *The American Diary Series: Power and Prejudice (1926-1928)*, present the following words for review: bootlegging, capitalism, curb, exonerate, instigate, languorous, lionize, lynching, notorious, prejudice, segregation, socialism, speculation, stereotype, and underworld. Have students offer definitions and write them on the chalkboard.

Explain that the definitions of these words will be provided in the program through context clues, example or explanation.

DISCUSSION IDEAS

You may wish to ask students some or all of the following questions before viewing the program. What is the Ku Klux Klan? What activities do they carry on today? In the 1920s there was talk about equal educational systems. What did this mean? Do we have separate, but equal systems today? What does prohibition mean? What does bootlegging mean? Who was Nikolai Lenin? Joseph Stalin? What kinds of cars did people drive in the 1920s. What do you imagine the roads were like then?

FOCUS

As students view the program, encourage them to think of the economic, political and social changes taking place between the years of 1926 and 1928.

JUMP RIGHT IN

HOW TO USE *THE AMERICAN DIARY SERIES: POWER AND PREJUDICE 1926-1928* AIMS TEACHING MODULE

Preparation

- ▶ Read *The American Diary Series: Power and Prejudice 1926-1928* **Themes, Overview, and Objectives** to become familiar with program content and expectations.
- ▶ Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing *THE AMERICAN DIARY SERIES: POWER AND PREJUDICE 1926-1928*

- ▶
- ▶ Set up viewing monitor so that all students have a clear view.
- ▶ Depending on your classroom size and learning range, you may choose to have students view *The American Diary Series: Power and Prejudice 1926-1928* together or in small groups.
- ▶ Some students may benefit from viewing the video more than one time.

After Viewing *THE AMERICAN DIARY SERIES: POWER AND PREJUDICE 1926-1928*

- ▶ Select **Suggested Activities** that integrate into your classroom curriculum. If applicable, gather materials or resources.
- ▶ Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- ▶ Duplicate the appropriate number of **Vocabulary, Checking Comprehension**, and consumable activity pages for your students.
- ▶ You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- ▶ Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- ▶ Use the **Culminating Activity** as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

SUGGESTED ACTIVITIES

Meeting Individual Needs

After viewing the program, have students create a simple outline of one or more of the main topics, and note one or two facts or questions under each topic. Students may need to review the program again in order to completely and accurately complete their outline. Alternatively, you may wish to pair students and have them complete the outline together.



30 Minutes

Connection to Drama

The Ku Klux Klan began a re-growth in 1915 and membership peaked in about 1926. A highly successful silent film, *The Birth of a Nation* of 1915, is a 3 hour epic about the Civil War and Reconstruction featuring a heroic role for the Klan, and a prejudice portrait of African Americans. Lead a discussion and have students consider why such a film would be popular at this period in time.



30 Minutes

Connection to Mathematics

In 1919, there were 6.5 million passenger cars in the United States. By 1929 there were 23 million. Have students research the number of passenger cars that have been built in each decade since the 1920s to create a chart or graph illustrating the increase in automobile production in the United States.



30 Minutes

Connection to Geography

The famous U.S. highway, Route 66 officially opened in 1926. It became one of the main roads in the U.S. highway system. Have students research the path of this route and plot it on a map of the United States. Students should also identify the major cities, geographic features and famous sites along the highway.

Connection to Science

Students can create a flow chart of the development and characteristics of hurricanes. Suggest that students include the name and statistics such as year, velocity, length, path and damage done by at least one Florida hurricane.



20 Minutes

Critical Thinking

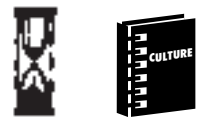
Ask students to think about the potential social, economic, and political sources for intolerance and prejudice. Encourage students to share knowledge or experiences of examples of prejudice or intolerant behavior. Lead a discussion in which students consider what can be done at a personal and political level to combat prejudice and intolerance.



20 Minutes

Cultural Diversity

During this period there was an African American literary and artistic movement known as the Harlem Renaissance. Writers such as Langston Hughes, Arna Bontemps and Claude McKay offered passionate descriptions of the African American experience. Read aloud to the class one of their poems or essays. Encourage students to respond to the ideas and images conveyed by the writer in the selection.



30 Minutes

Hands On

Have students create their own road safety campaign. Students should assume that they have only the media outlets that would have been available during the 1920s. You may wish to have students work in small groups. Allow students to present their campaigns to the class.



40 Minutes

Writing

Have students selected one of the persons mentioned in the program(Al Capone, Billy Mitchell, Herbert Hoover, Babe Ruth, Al Smith, Nikolai Lenin, Joseph Stalin, Sacco and Vanzetti, Eddie Cantor, Jimmy Higgins, Henry Ford) and write a important a brief biography of him. Suggest that they begin by outlining what information about his youth, education, important events, and so on that could be included. After collecting relevant information, students should write a rough draft. This draft can be shared with a partner or a small group to review content, structure, clarify, grammar, spelling and so on. The biography should then be revised, integrating the suggestions and corrections that have been offered, into a final draft. You may wish to have students discuss what they admired and disliked about the person, and the impact he made on the events of the time.



40 Minutes

In the Newsroom

The Sacco and Vanzetti trial made headline news. Have students research the details of their alleged crime, the trial, its results, Sacco and Vanzetti's execution and finally, their eventual exoneration. Using this information, have students write the headlines that might have appeared at different stages of this developing story. Remind students to include strong, descriptive word in their headlines.

20 Minutes



20 Minutes

Link to the World

Alcohol production and consumption was an immense social and political issue in the 1920s. Have students research the laws and attitudes about alcohol consumption today and compare and contrast them to those during the years of Prohibition. You may wish to have students do this in a panel discussion, in a chart, or a written report.

30 Minutes



30 Minutes

Culminating Activity

The automobile was quickly creating an enormous impact on American life during the 1920s. Assign students into teams to debate the positive and negative impact of the automobile on life during this period.

40 Minutes



40 Minutes

VOCABULARY

The following words are taken from *Power and Prejudice* (1926-1928). Write the definition of each word in the space provided. Then on a separate sheet of paper, write each word in a sentence.

1. bootlegging: _____

2. capitalism: _____

3. curb: _____

4. exonerate: _____

5. instigate: _____

6. languorous: _____

7. lionize: _____

8. lynching: _____

9. notorious: _____

10. prejudice: _____

11. segregation: _____

12. socialism: _____

13. speculation: _____

14. stereotype: _____

15. underworld: _____

CHECKING COMPREHENSION

Answer the questions below with the correct word or phrase. Write your answer in the space provided.

1. Who was the most powerful boss of the underworld during the 1920s?

2. Of what was Billy Mitchell trying to convince military and political leaders?

3. Of what crime were Nicola Sacco and Bartolomeo Vanzetti convicted?

4. What Russian leader died in 1924?

5. Given an example of a racial, religious or ethnic stereotype.

6. What is the name of the organization that professed racial and religious intolerance?

7. What kind of educational progress was being made for black Americans at this time?

8. Give two nicknames for the baseball player, George Herman Ruth.

9. In what state was there enormous land speculation and growth?

10. What new automobile was introduced in 1927?

NEWSMAKERS

Match the name of the newsmakers listed below with the phrase that best describes that person. Draw a line from each name to the best description.

- | | |
|-----------------------|---|
| 1. Herbert Hoover | a. powerful underworld boss |
| 2. Eddie Cantor | b. defeated for president in 1928 |
| 3. George Herman Ruth | c. WWI hero who believed in the military value of air power |
| 4. Nicola Sacco | d. popular black American entertainer |
| 5. Nikolai Lenin | e. car manufacturer |
| 6. Al Capone | f. Elected president in 1928 |
| 7. Jimmy Higgins | g. executed at the height of the "Red Scare" |
| 8. Al Smith | h. popular Jewish entertainer |
| 9. Henry Ford | i. Communist leader |
| 10. Billy Mitchell | j. famous New York Yankee baseball player |

WORLD AND NATIONAL EVENTS

In the line following each word, fill in at least one event from this period of the 1920s under each category.

Military _____

Sports _____

Education _____

Political _____

Socia _____

Economic/ Business _____

QUOTABLE QUOTES

Read the following quotations from *Power and Prejudice*. Using what you have learned from the program, write a brief explanation of each remark in the space provided.

1. "Black Americans in the twenties were still a subject people."
Dr. Kenneth Clark

2. "It will take a hundred years to tell whether you have helped us or hurt us, but you certainly didn't leave us like you found us."
Will Rogers

3. "Some fine Sunday morning."
Billy Mitchell

4. "My voice may be loud above the crowd, and my words just a bit uncouth. But I'll stand and should 'til the last man's out, there never was a guy like Ruth."
John Kieran

5. "You can't go to town in a bathtub."
Farmer's wife

THE ELECTION OF 1928

Complete the outline of the election of 1928. You will need to use your textbook or other resources from the library to complete this outline.

Candidate: Herbert Hoover

Political Party:

Background:

Platform:

Electoral vote:

Candidate: Al Smith

Political Party:

Background:.

Platform:

Electoral Vote:

MAIN IDEA AND SUPPORTING DETAILS

Complete the following chart by listing at least two facts to support the main idea as presented in *Power and Prejudice*.

1. The twenties have been called the "lawless decade."

2. The United States faced several serious social problems during this period.

3. American industry was growing.

4. There was conflict in politics.

TEST

Read the following questions. Circle the letter of word or phrase that correctly completes the statement.

1. A bootlegger was someone who
a. made boots and shoes b. went South after the Civil War c. a member of organized crime d. someone who sold illegal alcohol e. none of the above
2. Billy Mitchell was treated badly because
a. he was not a good military leader b. he challenged the military traditionalists
c. he accidentally sank several battleships d. he was a socialist e. he was an immigrant
3. His nickname was "the happy warrior"
a. Billy Mitchell b. Herbert Hoover c. Al Smith d. Babe Ruth d. Jimmy Higgins
e. Al Jolson
4. This Russian leader died in 1924.
a. Leon Trotsky b. Joseph Stalin c. Czar Alexander d. Nickolai Lenin e. none of the above
5. One thing that was slow to change in the 1920s was
a. the attitude about alcohol b. the rules of safety c. racial and religious stereotypes d. the attitudes of the Republican Party e. the attitudes of the Democratic party.
6. An organization that was behind much of the racial violence during this period was
a. the Knights of Columbus b. the mob c. the Ku Klux Klan d. b and c e. a and c
7. This statement is true about the state of education for black Americans at this time.
a. schools were largely segregated b. there were few African American college graduates
c. there about 100 black colleges in the United States d. a and c e. all of the above
8. Babe Ruth played longest for the
a. Boston Red Sox b. the Brooklyn Dodgers c. the New York Yankees d. the Atlanta Braves e. none of the above
9. This man was elected president in 1928.
a. Andrew Mellon b. Al Smith c. Franklin D. Roosevelt d. Calvin Coolidge
e. Herbert Hoover
10. This industry had an enormous impact on the American economy.
a. the movie industry b. the oil industry c. the auto industry d. all of the above e. none of the above

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

9759-EN-VID-JE3: *"Coming of Age: 1924-1928"*

8460-EN-VID-JE3: *"The American Constitution: The Road from Runnymede"*

9756-EN-VID-JE3: *"The Price of Peace: 1917-1918"*

8762-EN-VID-JE3: *"The Passing Storm: 1931-1933"*

ANSWER KEY for page 18

VOCABULARY

The following words are taken from *Power and Prejudice* (1926-1928). Write the definition of each word in the space provided. Then on a separate sheet of paper, write each word in a sentence. **ANSWERS APPEAR IN BOLD.**

1. bootlegging: **to make, sell, or transport (alcoholic liquor) for sale illegally**
2. capitalism: **an economic system in which the means of production and distribution are privately or corporately owned; growth is driven by profits from a free market.**
3. curb: **to check, restrain, or control**
4. exonerate: **to free from blame**
5. instigate: **to urge on; to stir up**
6. languorous: **lack of physical or mental energy; listless, dreamy quality**
7. lionize: **to look on or treat (a person) as a celebrity**
8. lynching: **to execute without due process of law, especially to hang, as by a mob**
9. notorious: **known widely and usually unfavorably; infamous**
10. prejudice: **a negative judgment or opinion formed beforehand or without knowledge or examination of the facts**
11. segregation: **the policy and practice of imposing the social separation of races, as in schools, housing, and industry**
12. socialism: **a social system in which the means of producing and distributing goods are owned collectively and political power is exercised by the whole community**
13. speculation: **engagement in risky business transactions on the chance of quick or large profit**
14. stereotype: **a conventional and oversimplified opinion, or image**
15. underworld: **the part of society that is engaged in and organized for the purpose of crime and vice**

ANSWER KEY for page 19

CHECKING COMPREHENSION

Answer the questions below with the correct word or phrase. Write your answer in the space provided. **ANSWERS APPEAR IN BOLD.**

1. Who was the most powerful boss of the underworld during the 1920s?

Al Capone

2. Of what was Billy Mitchell trying to convince military and political leaders?

The ships of the United States navy were vulnerable to air attack.

3. Of what crime were Nicola Sacco and Bartolomeo Vanzetti convicted?

Killing a man in a robbery.

4. What Russian leader died in 1924?

Nikolai Lenin

5. Given an example of a racial, religious or ethnic stereotype.

Answers will vary.

6. What is the name of the organization that professed racial and religious intolerance?

The Ku Klux Klan

7. What kind of educational progress was being made for black Americans at this time?

Students were beginning to graduate from college in larger numbers and enter into the professions.

8. Give two nicknames for the baseball player, George Herman Ruth.

Babe Ruth, the Babe, the Bambino, the Sultan of Swat, the Colossus of Clout, or the Home Run King

9. In what state was there enormous land speculation and growth?

Florida

10. What new automobile was introduced in 1927?

The Model A

ANSWER KEY for page 20

NEWSMAKERS

Match the name of the newsmakers listed below with the phrase that best describes that person. Draw a line from each name to the best description. **ANSWERS APPEAR IN BOLD.**

- | | |
|-----------------------|--|
| 1. Herbert Hoover | a. Elected president in 1928 |
| 2. Eddie Cantor | b. popular Jewish entertainer |
| 3. George Herman Ruth | c. famous New York Yankee baseball player |
| 4. Nicola Sacco | d. executed at the height of the "Red Scare" |
| 5. Nikolai Lenin | e. Communist leader |
| 6. Al Capone | f. powerful underworld boss |
| 7. Jimmy Higgins | g. popular black American entertainer |
| 8. Al Smith | h. defeated for president in 1928 |
| 9. Henry Ford | i. car manufacturer |
| 10. Billy Mitchell | j. WWI hero who believed in the military value of air power |

ANSWER KEY for page 21

WORLD AND NATIONAL EVENTS

In the line following each word, fill in at least one event from this period of the 1920s under each category. **ANSWERS APPEAR IN BOLD.**

Military	Billy Mitchell tries to convince the government of the military value of air power.
Sports	Babe Ruth hits 60th home run of the 1927 baseball season
Education	Black Americans are beginning to graduate from college and enter the professions.
Political	Herbert Hoover is elected president. Lenin comes to power in Russia.
Social	Sacco and Vanzetti are executed at the height of the "Red scare." The Ku Klux Klan rises to power. Henry Ford introduces the Model A car.
Economic/ Business	10 million Model T cars were produced. There was a land boom in Florida. Stock speculation was encouraged.

ANSWER KEY for page 22

QUOTABLE QUOTES

Read the following quotations from *Power and Prejudice*. Using what you have learned from the program, write a brief explanation of each remark in the space provided. **ANSWERS APPEAR IN BOLD.**

1. "Black Americans in the twenties were still a subject people."

Dr. Kenneth Clark

ANSWER: Black Americans were not thought to be equals to whites in this country. They were thought to be people to be ruled.

2. "It will take a hundred years to tell whether you have helped us or hurt us, but you certainly didn't leave us like you found us."

Will Rogers

ANSWER: He is speaking about the automobile. He is sure that the car will effect Americans, but is not sure whether it will be positively or negatively.

3. "Some fine Sunday morning."

Billy Mitchell

ANSWER: He was predicting that America would face a naval attack some time in the future and that the military would not be prepared.

4. "My voice may be loud above the crowd, and my words just a bit uncouth. But I'll stand and should 'til the last man's out, there never was a guy like Ruth."

John Kieran

ANSWER: He was a sports writer talking about the baseball player, Babe Ruth. He believes that there never had been a player as good as Ruth.

5. "You can't go to town in a bathtub."

Farmer's wife

ANSWER: She was talking about owning a Model T Ford. She and her family are proud to own one. It is a symbol of their success.

ANSWER KEY for page 23

THE ELECTION OF 1928

Complete the outline of the election of 1928. You will need to use your textbook or other resources from the library to complete this outline.

Candidate: Herbert Hoover

Political Party: Republican

Background: Served as Commerce Secretary under presidents Harding and Coolidge.

Platform: He thought Congress should take legislative initiative, believed in values of rural America, was pro-business

Electoral vote: won votes in 40 states, but did not win in the 12 largest cities in the country

Candidate: Al Smith

Political Party: Democrat

Background: He had been governor of New York. He was the first Roman Catholic to run for the presidency.

Platform: He was an advocate for immigrants, was opposed to Prohibition, represented the interests of the cities

Electoral vote: won votes in only eight states

ANSWER KEY for page 24

MAIN IDEA AND SUPPORTING DETAILS

Complete the following chart by listing at least two facts to support the main idea as presented in *Power and Prejudice*.

1. The twenties have been called the "lawless decade."

ANSWER:

- a. There was public and official apathy about enforcing the laws of prohibition.
- b. Large powerful criminal gangs developed around the liquor industry and gambling.

2. The United States faced several serious social problems during this period.

ANSWER:

- a. The racist and intolerant Ku Klux Klan had a strong and active membership.
- b. Educational opportunities for black Americans were still limited. Schools and colleges were largely segregated.
- c. Lynchings and tar and feathering were fairly common.
- d. Sacco and Vanzetti were treated unfairly largely because of their immigrant status.

3. American industry was growing.

ANSWER:

- a. The auto industry was producing more cars each year.
- b. The petroleum industry was growing in support of the auto industry.
- c. There was land speculation and development in Florida.
- d. Skilled workers were in high demand.

4. There was conflict in politics.

ANSWER:

- a. Herbert Hoover defeated the urban, Catholic candidate, Al Smith for the presidency.
- b. Stalin over took Trotsky for control of the Russian government.

ANSWER KEY for page 25

TEST

Read the following questions. Circle the letter of word or phrase that correctly completes the statement. **ANSWERS APPEAR IN BOLD.**

1. A bootlegger was someone who
a. made boots and shoes b. went South after the Civil War c. a member of organized crime **d. someone who sold illegal alcohol** e. none of the above
2. Billy Mitchell was treated badly because
a. he was not a good military leader **b. he challenged the military traditionalists**
c. he accidentally sank several battleships d. he was a socialist e. he was an immigrant
3. His nickname was "the happy warrior"
a. Billy Mitchell b. Herbert Hoover **c. Al Smith** d. Babe Ruth d. Jimmy Higgins
e. Al Jolson
4. This Russian leader died in 1924.
a. Leon Trotsky b. Joseph Stalin c. Czar Alexander **d. Nickolai Lenin** e. none of the above
5. One thing that was slow to change in the 1920s was
a. the attitude about alcohol b. the rules of safety **c. racial and religious stereotypes** d. the attitudes of the Republican Party e. the attitudes of the Democratic party.
6. An organization that was behind much of the racial violence during this period was
a. the Knights of Columbus b. the mob **c. the Ku Klux Klan** d. b and c e. a and c
7. This statement is true about the state of education for black Americans at this time.
a. schools were largely segregated b. there were few African American college graduates
c. there about 100 black colleges in the United States d. a and c **e. all of the above**
8. Babe Ruth played longest for the
a. Boston Red Sox b. the Brooklyn Dodgers **c. the New York Yankees** d. the Atlanta Braves e. none of the above
9. This man was elected president in 1928.
a. Andrew Mellon b. Al Smith c. Franklin D. Roosevelt d. Calvin Coolidge
e. Herbert Hoover
10. This industry had an enormous impact on the American economy.
a. the movie industry b. the oil industry **c. the auto industry** d. all of the above e. none of the above

