

## Unit 5, Activity 1, Key Concepts Chart

**Key Concepts Chart (The Roaring Twenties)**

Key Concept	+	?	-	Explanation	Extra Information
Great Migration	√			<i>Beginning in the early 20<sup>th</sup> century, large numbers of African Americans left the South and moved to cities in the North.</i>	<i>African Americans left the South to escape the injustices of Jim Crow Laws.</i>
Harlem Renaissance					
Jazz Age					
Eighteenth Amendment					
Bootlegging					
Speakeasies					
Organized Crime					
Flappers					
Nineteenth Amendment					
Equal Rights Amendment					
First Red Scare					
immigration quotas					
Nativism					
Palmer Raids					

### *Unit 5, Activity 1, Key Concepts Chart*

<b>Key Concept</b>	<b>+</b>	<b>?</b>	<b>-</b>	<b>Explanation</b>	<b>Extra Information</b>
Sacco and Vanzetti Trial					
anti-lynching campaign					
Jim Crow laws					
Ku Klux Klan					
Marcus Garvey					
Warren Harding and “normalcy”					
Calvin Coolidge					
laissez-faire					
Scopes Trial					
assembly line					
Henry Ford					
electrical appliances					
Airplane					
motion pictures					
Radio					

## *Unit 5, Activity 2, Presidencies of Harding and Coolidge*

### **Presidencies of Harding and Coolidge Anticipation Guide**

**Directions:** Before reading about the presidencies of Harding and Coolidge, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the “after” reading responses.

- |  | <b>Before</b> |          | <b>After</b> |          |
|--|---------------|----------|--------------|----------|
|  | Agree         | Disagree | Agree        | Disagree |
| 1. Harding proposed a “return to normalcy” in America following WWI.<br>Evidence _____   |               |          |              |          |
| 2. Harding’s presidency was plagued with numerous scandals.<br>Evidence _____  |               |          |              |          |
| 3. The Harding administration favored an isolationist foreign policy by signing the Kellogg-Briand Pact.<br>Evidence _____   |               |          |              |          |
| 4. Harding died while in office and Calvin Coolidge became president upon his death.<br>Evidence _____   |               |          |              |          |
| 5. Calvin Coolidge’s laissez-faire approach toward financial matters may have encouraged people to over-speculate in the market which led to the stock market crash in 1929.<br>Evidence _____ |               |          |              |          |

### ***Unit 5, Activity 3, The Great Migration***

<b>Reasons why African Americans left the South during and/or after WWI as well as the pros and cons of moving to the North:</b>	<b>Great Migration Important information and supporting details:</b>
Escape racial discrimination in the South	<ul style="list-style-type: none"><li>• <i>Jim Crow Laws</i></li><li>• <i>Separation of the races</i></li><li>• <i>Lynchings</i></li></ul>
Natural disasters that destroyed cotton crops	<ul style="list-style-type: none"><li>• <i>Boll weevil infestation</i></li><li>• <i>Droughts</i></li><li>• <i>Floods</i></li></ul>
Increased job opportunities in the North as a result of WWI	
Drop in European immigration during the war	
Pros or advantages of moving to the North	
Cons or disadvantages of moving to the North	

## Unit 5, Activity 4, Harlem Renaissance Word Grid

Harlem Renaissance Word Grid					
<b>Directions:</b> Place an X in the box that identifies the area of expertise and identify a work created by this person.					
	Composer	Poet	Performer	Artist	Author
<i>Langston Hughes</i> Work: <u>Dreams</u>		X			X
<i>James Weldon Johnson</i>					
<i>Alain Locke</i>					
<i>Claude McKay</i>					
<i>Jean Toomer</i>					
<i>Louis Armstrong</i>					
<i>Paul Robeson</i>					
<i>Zora Neale Hurston</i>					
<i>Countee Cullen</i>					

**Unit 5, Activity 6, Goals and Queries for QtC**

<b>Goal</b>	<b>Query</b>
<b>Initiate discussion</b>	What is the content about? What is the overall message? What is being talked about?
<b>Focus on content's message</b>	It says this, but what does it mean? Why was the word used?
<b>Link earlier information</b>	How does that connect with what was said earlier? What information has been added here that connects or fits in with _____?
<b>Identify problems with understanding</b>	Does that make sense? Is this explained clearly? Why or why not? What do we need to figure out or find out?
<b>Encourage students to refer to the text to find support for interpretations and answers to questions</b>	Did the content tell me that? Did the source provide the answer to that?

### ***Unit 5, Activity 7, Primary Sources***

<b>Questions to Ask When Viewing Primary Sources:</b>	<b>Topic: Jim Crow Laws</b>
What is the title of the document?	
Why was the document written?	
What words or phrases were used that would be considered uncommon today or would mean something different?	
How would you explain the document to someone who was completely unfamiliar with it?	
When would it be more useful to use primary sources in analyzing historical events?	
When would it be more useful to use secondary sources in analyzing historical events?	

## ***Unit 5, Activity 8, The First Red Scare***

Effects of the First Red Scare in the United States:

Impact of nativism and nationalism on the First Red Scare:

Impact on suspected targets and results of the Palmer Raids:

Impact of anti-immigrant feelings on Sacco and Vanzetti:

Impact of anti-immigrant legislation which resulted in the passage of the Emergency Quota Act of 1921:



## Unit 5, Activity 8, Deaths of Sacco and Vanzetti RAFT

Role	Audience	Format	Topic
Regional newspaper reporter in the spring of 1920	Subscribers	Newspaper article	The deaths of Sacco and Vanzetti

[illegible]

### ***Unit 5, Activity 9, The Scopes Trial***

<b>The Scopes Trial</b>	<b>Answers, Supporting Details, and Important Information</b>
Why is the Scopes trial sometimes referred to as the Monkey Trial?	
What do evolutionists believe?	
Those who believe in creationism believe _____.	
In 1925 the state of Tennessee passed a law stating _____.	
Explain the role of the American Civil Liberties Union in the Scopes trial.	
Explain John T. Scopes' role in the case.	
Identify the opposing lawyers in this case and list pertinent information about these men.	
Describe the questioning of William Jennings Bryan when called to the stand by Clarence Darrow.	
Explain the verdict of the court.	
Explain what the Tennessee Supreme Court later ruled.	

***Unit 5, Activity 10, Technological Advancements***

<b>Technological Advancement</b>	<b>Impact on American Society</b>	<b>Ways in Which Advancement Improved American Life</b>	<b>Extra Information</b>
Radio			
Motion Pictures Talkies			
Henry Ford Automobile Assembly Line/Mass Production			
Airplane Charles Lindbergh			

*Unit 5, Activity 10, Technological Advancements Vocabulary Cards*

<b>Definition</b>	<b>Important Information</b>
<b>Name of Technological Advancement</b>	
<b>Illustration</b>	<b>Additional Information</b>

*Unit 5, Specific Assessment, Activity 10, Venn Diagram*

