

Name - \_\_\_\_\_

Date - \_\_\_\_\_

Mr. Meluson - \_\_\_\_\_

Political Cartoon- WW1/1920's

"The Accuser" by  
Rollin Kirby



- 1) are the three main characters and who do they represent?
- 2) What has happened here?
- 3) Does the artist support or oppose the passing of the Versailles Treaty? Explain.

4) What event in ancient history does this depict?

Name - \_\_\_\_\_

Date - \_\_\_\_\_

Mr. Meluson - \_\_\_\_\_

Political Cartoon — WW1/1920's

"The Accuser" by  
Rollin Kirby



Rollin Kirby  
The Granger Collection

1) Who are the three main characters and who do they represent?

2) What has happened here?

3) Does the artist support or oppose the passing of the Versailles Treaty? Explain.

4) What event in ancient history does this depict?

A devastating depression was the last thing on the minds of most Americans in the 1920s. Business was booming and times were good. The country was prospering and no one could envision the tremendous collapse that loomed over the horizon.

The 1920s in America are known by many names. To most people, they are the Roaring Twenties. To others they are the Jazz Age or the Era of Wonderful Nonsense. Still others refer to them as the Golden Age or the Lawless Decade. By whatever name they are called, the 1920s were, except to the poor, years of gaiety and excitement.

What brought on this unique period in American history that was also characterized by speculation in stock and by various get-rich schemes?

## The Party Before the Storm

New York City  
November 27, 1923

Dear Blanche,

I have been in New York for one month now, and life gets more exciting everyday. What a difference from Mobile, Alabama! What with goofy flagpole sitters and dance marathons, something crazy seems to be going on all the time.

Speaking of dance marathons, I watched one several nights ago for the first time. Well, I watched part of a dance marathon. I'm told these things can go on for several days. Couples dance like crazy until they can't stand, taking only brief breaks from time to time. Although they compete for prizes, I'm sure the challenge of outlasting all the other couples on the floor is what really motivates them. Say—did you read about that poor guy in Tonawanda (New York) who dropped dead on the dance floor? Really! I hear he had danced for more than 80 hours!

Well, I need to close. Five A.M. comes awfully early for the working girl. Say 'hello' to Bobby and Norma for me. I'll see you during your Christmas break.

Dottie



For the most part, it was the result of industrial expansion that took place during the First World War. Except for a brief depression that occurred as post-war America adjusted to a peacetime economy, the expansion resumed and resulted in an economic boom that brought prosperity to most Americans. Lower production costs made it possible for people to buy such things as automobiles and refrigerators, hitherto

affordable only by the wealthy. Many Americans could also take vacations, go to the movies, and indulge in ball games and other sporting activities. Consumers were encouraged to spend, and chain stores and installment buying made it easy for them to comply. Many even had enough money to invest in the stock market and in real estate ventures.

Continued on page 6.

The economic boom of the 1920s resulted in tremendous social changes. Innovations like canned goods and electric appliances helped liberate women from the home, and many took jobs for the first time. Some of the younger among them bobbed their hair, wore short skirts, and threw caution to the wind. Dubbed "flappers" by the press, these women smoked cigarettes, drank cocktails, wore lipstick, and danced a new dance called the Charleston. Young people in general revolted against the preWorld War I standards established by their parents and plunged headlong into the pursuit of thrills and excitement. Partying, dance marathons, and performing deeds of derring-do seemed foremost in their minds.

The 1920s was also an age of lawlessness. It was the era of the gangster and the bootlegger,

tion was a boost for organized crime, which illegally



manufactured beer and hard liquor and sold it in secret clubs called "speakeasies." Gang-type murders were frequent during the time, as rival gangs competed for control of the lucrative business.

YUcuU...

brought on in large part by the passage of the 18th Amendment in 1919. The 18th Amendment prohibited the manufacture and sale of all alcoholic beverages in the United States. Its ratifica-

Gangsterism aside, the 1920s for most Americans were happy and exciting years. People enjoyed themselves and got over the horrors of World War I. Because they thought the good times would go on forever, Americans

were totally unprepared when their way of life changed so abruptly in October of 1929.

- what problems arise when consumers are encouraged to spend beyond their means.
- why moral standards underwent such radical changes in the years following World War I.
- how the behavior of young people today compares with their counterparts of the 1920s.
- how the 18th Amendment to the Constitution caused more problems than it solved.

## Document A: Prohibition and Health (Modified)

Alcohol poisons and kills; Abstinence and Prohibition save lives and safeguard health.

Dr. S.S. Goldwater, formerly Health Commissioner of New York City, stated the decision of science, the final opinion of our nation after a hundred years of education upon the subject of alcohol.

"It is believed that less consumption of alcohol by the community would mean less tuberculosis, less poverty, less dependency, less pressure on our hospitals, asylums and jails."

"Alcohol hurts the tone of the muscles and lessens the product of laborers; it worsens the skill and endurance of artists; it hurts memory, increases industrial accidents, causes diseases of the heart, liver, stomach and kidney, increases the death rate from pneumonia and lessens the body's natural immunity to disease."

Justice Harlan speaking for the United States Supreme Court, said:

"We cannot shut out of view the fact that public health and public safety may be harmed by the general use of alcohol."

### Vocabulary

Abstinence: Stopping yourself from doing something (e.g., drinking)

Consumption: eating or drinking

Source: Statement read at the Eighth Annual Meeting of the National Temperance Council, Washington D.C., September 20, 1920. The National Temperance Council was created in 1913 to work for Prohibition.

## Document B: "Hooch Murder" Bill (Modified)

### 'Hooch Murder' Bill Drafted by Anderson

Anti-Saloon Head Aims to Reach Those Whose Drinks Cause Death.

William H. Anderson, State Superintendent of the Anti-Saloon League, announced in a statement yesterday that the organization would sponsor a measure at the upcoming State Legislature. The measure would be known as the "Hooch Murder" bill. It says a person can be tried for murder, and punished accordingly, if they are suspected of selling alcohol that resulted in the death of the person drinking it. Commenting on the measure, Mr. Anderson said:

"This bill is intended for whoever it may hit, but it is especially directed at the immoral foreigner, usually an alien, who had largely stopped killing with a knife from hate or with a gun for hire, and has gone into the preparation and thoughtless selling of poison for profit."

#### Vocabulary

Hooch: slang term for alcohol, commonly used in the 1920s to refer to illegal whiskey

Alien: a foreigner who is not a citizen

Source: 'Hooch Murder Bill Drafted by Anderson,' The New York Times, November 14, 1922.

STRATEGY HISTORY EDUCATION GROUP  
READING LIKE A HISTORIAN

## Document C: "Alcoholism and Degeneracy"



READING LIKE

# ALCOHOLISM

57 Children in 10 Intemperate Families

25 Died in Infancy



1 Had St. Vitus Dance -- Idiotic



# DEGENERACY

in 10 fry temperate

Cili:hten 10 Intemperate fdmilies

2 Had S t. *Dance*  
VICus

2 Were *Backward*,

G Wero Idiotic

2 Were *formed* S Were Deformod

5 Wore Dwarfed

5 Were Epileptic

10 Were Normal



50 were Normal



Temperate Parents Had Defective Children 18% Normal Children 82% Alcoholic Parents Had Defective Children 82.5% Normal Children 17.5%

See also: *Is it dangerous to be Normal in the Child?* Investigations in Bern, Switzerland, 1914-1928. Children lived in same section and were similarly situated except as regards intemperance.

PREPARED BY  
THE SCIENTIFIC TEMPERANCE FEDERATION  
BOSTON, MASS.

PUBLISHED BY  
AMERICAN ISSUE PUBLISHING COMPANY  
WESTERVILLE, OHIO.

NO. 9

Vocabulary

Prohibition

READING LIKE

Temperate: refraining from drinking alcohol

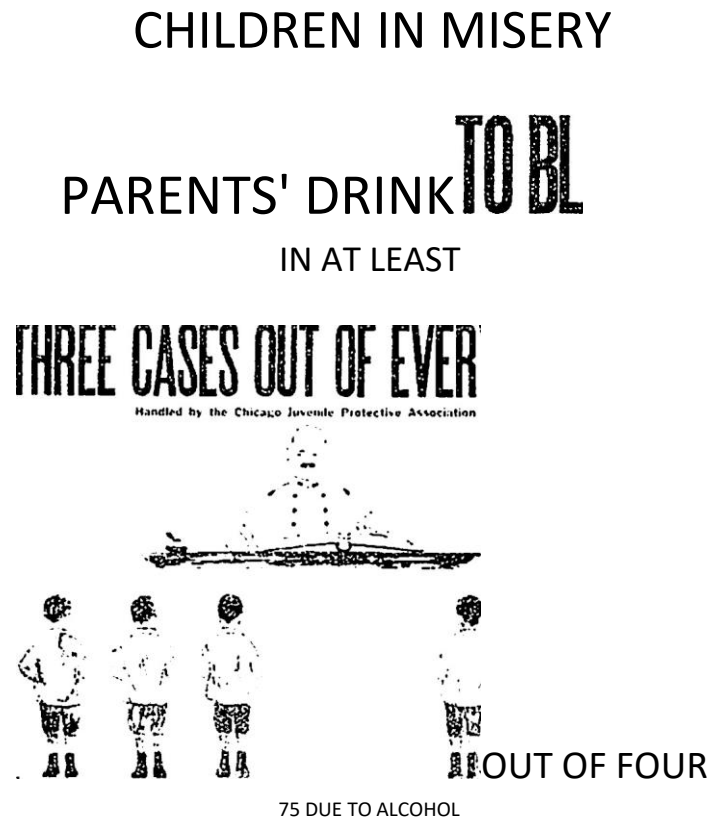
Intemperate: drinking alcohol

Degeneracy: being in decline; having qualities that are not normal or desirable

Source: Boston, MA and Westerville, Ohio: Scientific Temperance and American Issue Publishing Company, 1913.

A HISTORIAN

## Document D: "Children in Misery"



The Childs To be Well Born

READING LIKE

*thrighs* To be Well Cared for  
are To be Well Trained  
DRINK SPOILS ALL THREE

---

Copyright 1913  
By Scientific Temperance Federation  
Boston, Mass.

Published by  
American Issue Publishing Company  
Westerville, Ohio

NO 15

Source: Boston, MA and Westerville, Ohio: Scientific Temperance Federation  
and American Issue Publishing Company, 1913.

## Guiding Questions

Name \_\_\_\_\_

### Document A

1. (Sourcing) When was this document written? Was this before or after the passage of the 18<sup>th</sup> Amendment?

Why might the National Temperance Council have met in 1920 (after the passage of the 18<sup>th</sup> Amendment)? What do you predict they will say?

2. (Close reading) What does the National Temperance Council claim is caused by alcohol?
3. (Context) Do you find these claims convincing? Do you think people at the time found these claims convincing? Explain.

### Document B

1. (Sourcing) When was this document written? Was this before or after the passage of the 18<sup>th</sup> Amendment?
2. (Close reading) What is the "Hooch Murder Bill"?
3. (Context) Based on this document, who is the Anti-Saloon League blaming for the sale of alcohol during Prohibition? Why do you think they singled this group?

## Document C and D

1. (Sourcing) When were these posters made? Was that before or after the passage of the 18<sup>th</sup> Amendment?

Who published these posters? What was their perspective?

2. (Close reading) According to these posters, what are two reasons why Prohibition is a good idea?
3. (Close words) Look at the words used in Document C. These were considered "scientific" categories. What does that tell you about science at this time?
4. (Context) Using these posters, explain some of the beliefs about children that were common in the early 20<sup>th</sup> century. Do you think these beliefs are silly or reasonable? Explain.

People who supported Prohibition thought it would solve a lot of society's problems. Use the documents to explain what problems they saw in society and why they thought Prohibition would solve these problems.

Name \_\_\_\_\_

In 1925, Tennessee passed the following law, called the Butler Act:

It shall be unlawful for any teacher . . . to teach any theory that denies the story of the Divine Creation of man as taught in the Bible, and to teach instead that man has descended from a lower order of animals.

The Butler Act made it illegal to teach from textbooks like the one below.

### Textbook — A Civic Biology, 1925

#### The Doctrine of Evolution.

We have now learned that animals may begin with very simple one-celled forms and end with a group which contains man himself. The great English scientist Charles Darwin explained the theory of evolution. This is the belief that simple forms of life on the earth slowly gave rise to more complex forms.

#### Man's Place in Nature.

We see that man must be placed with the vertebrate animals because of his vertebral column. We place man with the apelike mammals because of structural likeness. The group of mammals which includes the monkeys, apes, and man we call the primates.

#### Evolution of Man.

There once lived races of men who were much lower in their mental organization than present people. If we follow the early history of man, we find that at first he must have been little better than one of the lower animals. Gradually he must have learned to use weapons and kill his prey, first using rough stones for this purpose. Man then began to farm the fields, and to have permanent houses. Civilization began long ago, but even today the earth is not entirely civilized.

Source: Excerpt from widely-used biology textbook, A Civic Biology, written in 1914 by George W. Hunter, a biology teacher from New York City.

Questions:

1 . (Close reading) How does this textbook explain where man came from?

2. (Contextualization) Why might people in Tennessee in 1925 have wanted to outlaw this textbook?

## Document A: Sparks Letter to the Editor (Modified)

Dear Editor:

When the bill against the teaching of evolution in public schools was passed, I could not see why more mothers were not thanking the lawmakers. They were protecting our children from one of the destructive forces which will destroy our civilization. I for one was grateful that they stood up for what was right. And grateful, too, that we have a Christian man for governor who will defend the Word of God against this so-called science.

The Bible tells us that the gates of Hell shall not win against the church. We know there will always be those who set an example for the cross of Christ. But in these times of materialism I thank God deep down in my heart for everyone whose voice is raised for humanity and the coming of God's kingdom.

Mrs. Jesse Sparks

Pope, Tennessee

Source: Mrs. Jesse Sparks, letter to the editor, Nashville Tennessean, July 3, 1925. Mrs. Sparks was one of many citizens who wrote letters to Tennessee's newspapers in response to the Butler Act.

## Document B: Malone's Trial Speech (Modified)

The least that this generation can do, your Honor, is to give the next generation all the facts and theories that observation and learning have produced—give it to the children in the hope of heaven that they will make a better world than we have. We have just had a war with 20 million dead. Civilization is not so proud of the work of the adults.

For God's sake let the children have their minds kept open—close no doors to their knowledge. Make the distinction between religion and science. Let them have both. Let them both be taught. Let them both live.

We feel we stand with progress. We feel we stand with science. We feel we stand with intelligence. We feel we stand with freedom in America. We are not afraid. Where is the fear? We meet it! Where is the fear? We defy it! (Loud applause. Bailiff raps for order)



Source: Excerpt from Dudley Field Malone's speech on the fourth day of the

Scopes trial, July 15, 1925. Dayton, Tennessee. Dudley Field Malone was a New York attorney who was on the defense team, defending John Scopes. He argued for the importance of teaching science.

READING LIKE A  RIAN

### Document C: Reverend Straton Article (Modified)

The real issue at Dayton and everywhere today is this: "Whether the religion of the Bible shall be ruled out of the schools, while the religion of evolution, with its harmful results, shall be ruled into the schools by law."

John Scopes's lawyers left New York and Chicago, where real religion is ignored, where crime is most widespread, and they came to Tennessee to save a community where women are still honored, where men are still polite, where laws are still respected, where home life is still sweet, where the marriage vow is still sacred. Think of the nerve of it! and the enormous vanity of it!

Source: Excerpt from Reverend John Roach Straton's article in American Fundamentalist, "The Most Sinister Movement in the United States." December 26, 1925. John Roach Straton was a minister who preached across the country against the sins of modern life. He was firmly opposed to the teaching of evolution.

### Document D: New York Times Article (Modified)

Cranks and Freaks Flock to Dayton:

Strange Theories are Preached and Sung

Visitors to Scopes Trial are Mostly Tennessean Mountaineers.

Tennessee came to Dayton today in overalls to attend the trial of John Scopes for the teaching of evolution. The Tennesseans came from mountain farms near Dayton, where work, usually begun at day light, had been deserted so that gaunt, tanned, toil-worn men and women and shy children might see William Jennings Bryan's "duel to the death" with "enemies of the Bible."

They stood in groups under the trees, listening to evangelists, moved by the occasion to speak for the "Word." They listened to blind minstrels, who sang mountain hymns and promises of reward for the faithful, and to a string quartet of negroes. They walked up and down hot, dusty Market Street, with

READING LIKE A

its buildings hung with banners, and lined with soda-water, sandwich, and book stalls, as for a carnival. Religion and business had become strangely mixed.

Vocabulary Cranks: oddballs minstrels: white entertainers who wore black makeup and performed in variety shows

Source: Excerpt from a front page New York Times article, "Cranks and Freaks Flock to Dayton." July 11, 1925. The New York Times editorials sided with the defense and criticized Dayton's small-town mentality. Dayton's population in 1925 was 1,800.

READING LIKE A HISTORIAN

Guiding Questions

Name \_\_\_\_\_

### Document A: Sparks Letter to the Editor

1. (Sourcing) Who is Mrs. Sparks and why does she care about what is taught in schools?
2. (Contextualizing) What is Mrs. Sparks referring to when she says "these times of materialism"?
3. (Close Reading) Find all of the words that suggest the presence of a great danger. Why might Mrs. Sparks believe that evolution is such a threat?

### Document B: Malone's Trial Speech

READING LIKE A

1. (Sourcing) The audience in the courthouse mostly supported Bryan and the Butler Act. Why do you think they applauded Malone's speech?
  
2. (Close Reading) Why does Malone think science is so important?
  
3. (Contextualizing) What is Malone referring to when he says "civilization is not so proud of the work of the adults"?

### Document C: Reverend Straton Article

1. (Close reading) What words does Straton use to show that he likes small towns?
2. (Contextualizing) According to Straton, what are signs of corruption in New York and Chicago?

### Document D: New York Times Article

1. (Sourcing) What was New York City like in the 1920s? Why might the New York Times look down on Dayton, Tennessee?
2. (Close Reading) How does the New York Times describe the local Tennesseans? What words can you find that show that the New York Times thinks of these people and events as bizarre and interesting?

Name \_\_\_\_\_

Context: What was happening in the 1920s?

SUPPORTED the Butler Act	OPPOSED the Butler Act
State of Tennessee Fundamentalists William Jennings Bryan (defended Tennessee)	John Scopes American Civil Liberties Union (ACLU) Clarence Darrow (defended John Scopes)
Person or Source:	Person or Source:
Reason for supporting Butler Act:	Reason for opposing Butler Act:
Quote:	Quote:
Person or Source:	Person or Source:
Reason for supporting Butler Act:	Reason for opposing Butler Act:
Quote:	Quote:

### Document A: "The Case Against the "Reds" (Modified)

In 1917, Russia became a communist country. Also, right after WWI, the country experienced high inflation, high unemployment, and a number of labor strikes. Against this backdrop, the United States began arresting and deporting anyone suspected of "radical" thinking (e.g., communism, socialism, anarchism,

prolabor). These arrests became known as the "Palmer Raids" after the Attorney General of the United States, A. Mitchell Palmer.

Like a prairie-fire, the blaze of revolution was sweeping over every American institution a year ago. It was eating its way into the homes of the American workmen, its sharp tongues of revolutionary heat were licking the altars of the churches, leaping into schools, crawling into the sacred corners of American homes, burning up the foundations of society.

My information showed that thousands of aliens supported communism in this country.

The whole purpose of communism appears to be a mass organization of the criminals of the world to overthrow the decencies of private life, to usurp property that they have not earned, to disrupt the present order of life. Communism distorts our social law.

The Department of Justice will pursue the attack of these "Reds" upon the Government of the United States with vigilance, and no alien, advocating the overthrow of existing law and order in this country, shall escape arrest and prompt deportation.

#### Vocabulary

Aliens: Foreigners

Usurp: take over

Distort: Twist out of shape

Source: Excerpt from an essay written by A. Mitchell Palmer called "The Case Against the 'Reds,'" 1920.

## Document B: Emma Goldman Deportation Statement (Modified)

I wish to register my protest against these proceedings, whose very spirit is nothing less than a revival of the ancient days of the Spanish Inquisition or Czarist Russia (when anyone who disagreed with the government was deported or killed). Today so-called aliens are deported. Tomorrow American citizens will be banished. Already some "patriots" are suggesting that some native-born American citizens should be exiled.

The free expression of the hopes of a people is the greatest and only safety in a sane society. The object of the deportations and of the anti-anarchist law is to stifle the voice of the people, to muzzle every aspiration of labor. That is the real and terrible menace of these proceedings. Their goal is to exile and banish every one who does not agree with the lies that our leaders of industry continue to spread.

Emma Goldman

New York, October 27, 1919

### Vocabulary

Banish= Exile= Deported= Kicked out of the country

Aspiration: hope or ambition

Menace: danger, threat

Source: Excerpt from the statement Emma Goldman gave at her deportation hearings. Goldman was an anarchist and socialist who

READING LIKE A HISTORIAN  
sympathized with the working poor. She was deported during the Palmer Raids.

READING LIKE A HISTORIAN

Guiding Questions

Name\_\_\_\_\_

Document A: "The Case Against the Reds"

1. (Sourcing) Read the sourcing information and the headnote.

Who wrote this document and what is his perspective?

What do you predict he will say in this document?

2. (Close reading) Read the document carefully.

According to Palmer, what is spreading like a fire? (Don't just write 'revolution!' Explain what he's referring to).

How does Palmer describe communism? Why does he think it's dangerous?

What is he promising to do?



3. (Contextualization) Think about what's happening at the time.

According to this document, who is Palmer going to arrest?

READING LIKE A HISTORIAN

Document B: Emma Goldman

1. (Sourcing) Read the sourcing information at the bottom.

Who wrote this document and what is her perspective?

What do you predict she will say in this document?

2. (Close reading) Read the document carefully.

According to Goldman, what is wrong with the Palmer Raids?

According to Goldman, what is the goal of the Palmer Raids?

3. (Contextualization) Think about what's happening at the time.

According to this document, who did Palmer arrest?

(Corroboration) Use evidence from the two documents to answer the question:

Why did Palmer arrest thousands of people and deport hundreds between 1919-

# ROARING TWENTIES

## Vocabulary

Domestic Policy

Foreign Policy

Isolationism

Flappers

Bootleggers

"Buying on Margin"

Installment Buying

Speakeasies

Bolshevik Revolution

Communism

Anarchists

Red Scare

Nativists

## Main Ideas and Themes

U.S. returns to Isolationism. Why?

Senate votes against Versailles and the League of Nations

"Return to Normalcy"

Internationalism

Why were the 1920's so prosperous?

New consumer goods

Installment Buying

"Buying on Margin"

Bull Market

Henry Ford's Model T

## Assembly Line

Role of women

19<sup>th</sup> Amendment Flappers

Prohibition

18<sup>th</sup> & 21<sup>st</sup> Amendments

Bootleggers

Bathtub Gin

Speakeasies

Why did it fail?

Rise of organized crime

Age of Jazz

Radio

"Harlem Renaissance"

Anti- Immigration feelings spread

Quota system

Sacco and Vanzetti

Nativists

Red Scare

Communism

Anarchists

Scopes Monkey Trial

Fundamentalist Christian movement v. Science

Reformation of the Ku Klux Klan (KKK)

W.A.S.P.

ROARING

The Great Migration