

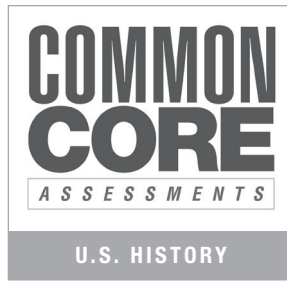
U.S. HISTORY

The
1920s

COMMON CORE

A S S E S S M E N T S

MindSparks
CHALLENGING STUDENTS TO THINK HISTORICALLY



The 1920s

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Teacher Introduction

These Common Core History Assessments are designed to help your students develop key literacy and history thinking skills as they learn about America during World War I. The assessments are intended to be formative more than summative. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Similar sets of assessments are available (or planned) for each unit in a typical American History class.

★ *Historical Thinking and the Challenge of the Common Core*

This set includes nine assessments aligned with the first nine Common Core History/Social Studies Reading Standards. We have left out the tenth Common Core History/Social Studies Reading standard, which does not lend itself to assessments of the sort provided here. The set also includes two writing tasks aligned with two key Common Core History/Social Studies Writing Standards.

These Common Core standards challenge history teachers to develop in students the complex literacy skills they need in today's world and the ability to master the unique demands of working with historical primary and secondary source texts. The Common Core standards are supportive of the best practices in teaching historical thinking. Such practices include close reading, attending to a source's point of view and purpose, corroborating sources, and placing sources in their historical context. These are the skills needed to make history less about rote learning and more about an active effort to investigate and interpret the past.

These assessments are also useful in many ways for ELA teachers. They assess many of the skills specified in the College and Career Readiness Anchor Standards, which put a good deal of emphasis on the reading of informational texts. The Anchor Standards form the basis for all of the various Common Core standards for English Language Arts.

★ *What Are These Assessments Like?*

- *A group of nine reading skills assessments and two writing tasks for each major era of American History*

Each reading skills assessment is based on one of the key Common Core History/Social Studies Reading Standards. Two writing tasks are based on the first two College and Career Readiness Anchor Standards for Writing, which are the basis for the Common Core History/Social Studies Writing Standards. The two writing standards focus on writing arguments to support claims and writing informative/explanatory texts.

- *Based on primary or secondary sources*

In most cases, one primary source is used. In some cases, an assessment is based on more than one primary source or on a primary and a secondary source. The sources are brief. In most cases, texts have been slightly altered to improve readability, but without changing meaning or tone.

- *Brief tasks promoting historical literacy*

For each assessment, students write brief answers to one or two questions. The questions are not tests of simple factual recall. They assess the student's mastery of the skills addressed by that assessment's Common Core History/Social Studies Standard.

- *Two versions of each of the nine reading standards assessments*

A *Basic* and an *Advanced* version of each assessment are provided. The *Basic* Assessment addresses the Common Core Standard for grades 6–8. The *Advanced* Assessment is based on the Common Core Standard for grades 9–10 and grades 11–12 combined. Each version uses the same source or sources. In some cases, sources have been somewhat shortened for the *Basic* version.

- *Easy to use both as learning and assessment tools*

These assessments do not take valuable time away from instruction. The primary sources and background information on each source make them useful mini-lessons as well as tools to assess student historical thinking skills. The sources all deal with themes and trends normally covered when teaching the relevant historical era.

- *Evaluating student responses*

Brief but specific suggestions are provided defining acceptable and best responses to each question asked in the assessment. The suggestions are meant to aid in evaluating students, but even more importantly they are a way for teachers to help students better understand and master the skills on which the assessment is focused.

The 1920s Assessment 1

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 1 for grades 6–8

★ Key Ideas and Details

1. (6–8) Cite specific textual evidence to support analysis of primary and secondary sources.

★ Using this Assessment

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The 1920s: Assessment 1 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 6–8. It asks students to cite specific textual evidence from two documents. It also challenges students to adapt that reading skill to the unique demands of thinking historically as they carefully interpret textual evidence in a primary source from a time in the past and a secondary source account of that same time in the past.

★ Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should note that comparing the favorite songs of adults with the even older favorites of the parents of those adults is a vivid way to support the idea that tastes constantly shifting. In the third paragraph, the details about the automobile add to the idea that the 1920s comprise a different era that is causing tastes to change dramatically. Acceptable responses to the second assessment question should note such details in Document 2 that support the idea that the 1920s are fostering a more urban, liberated, and cosmopolitan outlook : it was a time of *The Jazz Singer* and Hollywood “talkies,” bathtub gin and speakeasies,” and “rebellious teens using movies and the automobile to escape their watchful parents.” Best responses will sum up Document 2’s overall theme as consistent with what Document 1 implies—that an older, more traditional set of attitudes is clashing with new, rapidly changing views on many topics.

The 1920s: Assessment 1

Directions: This exercise asks you to read a primary source document and a secondary source document carefully and answer questions about specific details in the documents. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 1: Cite specific textual evidence to support analysis of primary and secondary sources.

Document 1: Primary Source

The secretary of the Illinois Music Teachers' Association announces that superheated jazz is on the wane. He predicts that we shall soon be in the attic digging up sheet music of "The Good Old Summer Time," "In the Shade of the Old Apple Tree," and tunes of the past, having deposited all the current works of tin-pan alley in the ash can.

May we venture an opinion that the secretary of the Music Teachers' Association is in error? We suspect he is deceived by a very common longing for a return of his youth. We share it and sympathize. Our fathers and mothers felt a similar preference for a similar reason for "Rosalie, the Prairie Flower," "Shells of Ocean," Roll On, Silver Moon," "Larboard Watch," and "O, Susannah." But they didn't pass them on. Nor are we going to infect our youngsters with our sentimental yearnings for the favorites of our youth. Our youth belongs to us. Theirs belongs to them. Fair enough, we say.

And there is another reason, a special reason, why jazz is not going to be replaced by the old tunes. Jazz is the rhythm of today. It is the rhythm of the internal combustion engine and nothing can drown that out. There are several million automobiles playing jazz and our nerves are keyed to them. We older folks may tire of it and yearn for the long swing of the waltz, but not our young folks. You can't drive a nifty roadster to waltz rhythm nor yet the airplane you are just learning to let out at one hundred miles the hour.

Source Information: This passage is adapted from "The Rhythm of the Age," an editorial in *The Chicago Tribune*, October 23, 1927.

Source: America in Class from the National Humanities Center. "The Twenties in Contemporary Commentary: The Age We Live In." *Becoming Modern: America in the 1920s*. Accessed September 26, 2013.
<http://americainclass.org/sources/becomingmodern/theage/text1/colcommentary.pdf>.

Document 2: A Secondary Source

With the end of the war years and the earnest age of Progressive reform, a more carefree time of looser social and cultural attitudes arrived. The nation turned dramatically against one Progressive reform, Prohibition. The speakeasy, where illegal alcoholic beverages flowed, became a symbol of the new era. In general, a more urban, “liberated,” and cosmopolitan outlook asserted itself against the more traditional “Victorian” attitudes of the past. It was a time for “The Jazz Singer” and other Hollywood “talkies,” bathtub gin and speakeasies, rebellious teens using movies and the automobile to escape their watchful parents, the flapper age of newly liberated women, a time of adventurous individualists and heroes—Henry Ford, Babe Ruth, Charles Lindbergh.

Critical writers like F. Scott Fitzgerald, H. L. Mencken, and Sinclair Lewis all poked fun in different ways at more conventional Main-Street American values. Mencken was famous for the satirical ridicule he directed during the Scopes trial at those who opposed the teaching of evolution in the schools. However, that trial itself shows how contradictory the 1920s were, for the Scopes trial also gave voice to a widely shared religious fundamentalism that opposed the secular, urban values of people like Mencken. Jim Crow segregation also remained solidly entrenched throughout the South and elsewhere. Support for Prohibition was as widespread as opposition to it. This was true even in the face of the gangsterism spawned by the illegal sale of liquor. Labor unions declined in strength during the decade. The 1920s began with a terrifying “Red Scare” in which radical immigrants were demonized and deported by the thousands. Fears of ethnic newcomers led to strict new limits on immigration, especially against southern and eastern Europeans.

Source Information: This document is a secondary source account of changes in social and cultural life in the 1920s. A secondary source is an account of past events written later by someone who did not experience or take part in those events. As a secondary source, this document is not evidence from the decade of the 1920s. It is a later account by someone writing about that decade. This document is adapted from the Introductory Essay for *The 1920s: Golden Age or Age of Illusion?*

Source: Burack, Jonathan. *1920s: Golden Age or Age of Illusion?* Historian's Apprentice. Culver City, C.A.: MindSparks, 2009.

Assessment Questions

1. Document 1 lists two groups of songs, and then it talks about jazz. The author's final point is that older music styles will not return and the popularity of jazz will not fade. How do the details in all three paragraphs help support that point?
2. Document 2 sums up broad social and cultural changes in the 1920s. Underline or highlight three details in it that further illustrate the shift in tastes described in Document 1.

The 1920s Assessment 1

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 1 for grades 9–12

★ *Key Ideas and Details*

- 1. (9–10)** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 1. (11–12)** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The 1920s: Assessment 1 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 9–10 and 11–12 combined. It asks students to cite specific textual evidence from two documents. It also challenges students to adapt that reading skill to the unique demands of thinking historically as they carefully interpret textual evidence in a primary source from a time in the past and a secondary source account of that same time in the past. As called for by the Common Core standard for grades 11–12, it also prompts students to relate the textual details to “an understanding of the text as a whole.”

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should first note that Document 1's central point is that the popularity of jazz will not fade in favor of older styles of music again. Answers should then note that listing the favorite songs of adults and comparing them to those of their parents is a vivid way to support the idea that tastes constantly shifting. In the third paragraph, the details about the automobile add to the idea that the 1920s are a different, more modern and industrial era that is causing tastes to change dramatically. Acceptable responses to the second assessment question should identify Document 2's more relevant details to support the idea that the 1920s fostered a more urban, liberated, cosmopolitan outlook: it was a time of *The Jazz Singer*, Hollywood “talkies,” “rebellious teens,” and movies and the automobile impacting on teens' sense of independence, etc. Less relevant are such details as the controversy over the Scopes trial and teaching of evolution, the persistence of Jim Crow segregation, the problems of labor unions, or anti-immigrant sentiment. However, best responses may see these details also as consistent with what Document 1 implies—that an older, more traditional set of attitudes is clashing with new, rapidly changing views on many topics.

The 1920s: Assessment 1

Directions: This exercise asks you to read a primary source document and a secondary source document carefully and answer questions about specific details in the documents. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 1: (9–10) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **(11–12)** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Document 1: A Primary Source

The secretary of the Illinois Music Teachers' Association announces that superheated jazz is on the wane. He predicts that we shall soon be in the attic digging up sheet music of "The Good Old Summer Time," "In the Shade of the Old Apple Tree," and tunes of the past, after having deposited all the current works of tin-pan alley in the ash can.

May we venture an opinion that the secretary of the Music Teachers' Association is in error? We suspect he is deceived by a very common longing for a return of his youth. We share it and sympathize. Our fathers and mothers felt a similar preference for a similar reason for "Rosalie, the Prairie Flower," "Shells of Ocean," "Roll On, Silver Moon," "Larboard Watch," and "O, Susannah." But they didn't pass them on. Nor are we going to infect our youngsters with our sentimental yearnings for the favorites of our youth. Our youth belongs to us. Theirs belongs to them. Fair enough, we say.

And there is another reason, a special reason, why jazz is not going to be replaced by the old tunes. Jazz is the rhythm of today. It is the rhythm of the internal combustion engine and nothing can drown that out. There are several million automobiles playing jazz and our nerves are keyed to them. We older folks may tire of it and yearn for the long swing of the waltz, but not our young folks. You can't drive a nifty roadster to waltz rhythm nor yet the airplane you are just learning to let out at one hundred miles the hour.

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Document 2: A Secondary Source

With the end of the war years and the earnest age of Progressive reform, a more carefree time of looser social and cultural attitudes arrived. The nation turned dramatically against one Progressive reform, Prohibition. The speakeasy, where illegal alcoholic beverages flowed, became a symbol of the new era. In general, a more urban, “liberated,” and cosmopolitan outlook asserted itself against the more traditional “Victorian” attitudes of the past. It was a time for “The Jazz Singer” and other Hollywood “talkies,” bathtub gin and speakeasies, rebellious teens using movies and the automobile to escape their watchful parents, the flapper age of newly liberated women, a time of adventurous individualists and heroes—Henry Ford, Babe Ruth, Charles Lindbergh.

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Source: Burack, Jonathan. *1920s: Golden Age or Age of Illusion?* Historian's Apprentice. Culver City, C.A.: MindSparks, 2009.

Assessment Questions

1. Document 1 makes a central point about shifting tastes in the 1920s. What is that central point, and how do the details in each of the three paragraphs help to support that point?
2. What details in Document 2 seem most relevant to understanding the shift in tastes Document 1 describes? What details are less relevant or not relevant at all? Highlight or underline two details of each kind and explain your choices.

The 1920s Assessment 2

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 2 for grades 6–8

★ Key Ideas and Details

- 2. (6–8)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

★ Using this Assessment

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The 1920s: Assessment 2 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 2 for grades 6–8. It asks students to summarize the central ideas in a source from the text itself without imposing ideas or attitudes external to the text. This is not easy to do. This activity assesses the ability to read closely in order to build an overall understanding of the source out of the text itself.

★ Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should recognize that the first half of the paragraph suggests that women's work opportunities are expanding rapidly. However, the paragraph then shifts focus halfway through to make its central point, perhaps best summed up by this sentence: "In America man still rules; all you can say is that he does not rule women so harshly as he does in Europe." Acceptable answers to the second assessment question should note that after that key sentence halfway through the source, the writer adds more details about women's employment opportunities. These further qualify the idea that women were improving their status dramatically. In other words, all the specifics in the paragraph are needed to fully understand its main point, not just a single sentence.

The 1920s: Assessment 2

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

A Primary Source Document

I have been equally surprised by the conquests made in business by American women. It is rather a shock to a European to meet a pretty girl of twenty-seven, to hear that she is employed in a drug corporation, and then to discover that she is a director. A shock to find a woman running a lawyer's office entailing annual expenses of seven or eight thousand dollars, and making a living. It is a surprise to find the American stenographer earning four times as much as her European sister. All those shocks, however, arise out of particular instances, and, though I agree that the American woman has made herself a good position, when I go through a business reference book I find that not one in a hundred of the leading names is the name of a woman. In America man still rules; all you can say is that he does not rule women so harshly as he does in Europe. . . . Consider for instance the position of women in the American civil service. The Women's Bureau of the United States Department of Labor has recently issued a report on Women in Government Service. During the period considered, 86 per cent of the women appointed were given salaries lower than \$1,300 a year while only 36 per cent of the men were given positions as low as this. The report goes on to show that as the amount of salary advances the number of women appointed decreases.

Source Information: Walter Lionel George was an English writer who admired America greatly. He traveled through the United States in 1920, and wrote a book about his experiences and observations called *Hail Columbia!: Random Impressions of a Conservative English Radical*. Despite the humorous subtitle of his book, he was liberal in his views in many ways. This excerpt is from *Hail Columbia!*, pp. 126-127.

Source: George, Walter Lionel. *Hail Columbia!* New York, N.Y.: Harper & Brothers, 1921. Google Books. <http://books.google.com/books?id=BChCAAAIAAJ&printsec=frontcover#v=onepage&q&f=false>.

The 1920s Assessment 2

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 2 for grades 9–12

★ *Key Ideas and Details*

- 2. (9–10)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 2. (11–12)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

★ *Using this Assessment*

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The 1920s: Assessment 2 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 2 for grades 9–10 and grades 11–12 combined. It asks students to summarize the central ideas in a source from the text itself without imposing ideas or attitudes external to the text. This is not easy to do. Moreover, when it comes to the unique demands of thinking historically, we do also want students to use knowledge of historical context to help them interpret sources. But that sort of contextualizing also demands that students suspend their own present-day ideas while studying a source. This activity assesses the ability to read closely in order to build an overall understanding of the source out of the text itself.

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should recognize that the first half of the paragraph seems to show women's work opportunities expanding rapidly. However, it shifts focus halfway through. It sums up what is basically its main point with this sentence: "In America man still rules; all you can say is that he does not rule women so harshly as he does in Europe." Then even after that key sentence, the writer adds details about women's employment opportunities that further qualify the idea that they were improving their status dramatically. In other words, all the specifics in the paragraph are needed to fully understand its main point, not just a single sentence. Acceptable answers to the second assessment question may vary. Many will see that the changes the document describes are only partial, especially when judged by present-day standards. Others may feel that the changes described are still deep and dramatic when judged by standards of the 1920s or of earlier times.

The 1920s: Assessment 2

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 2: (9–10) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. **(11–12)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

A Primary Source Document

I have been equally surprised by the conquests made in business by American women. It is rather a shock to a European to meet a pretty girl of twenty-seven, to hear that she is employed in a drug corporation, and then to discover that she is a director. A shock to find a woman running a lawyer's office entailing annual expenses of seven or eight thousand dollars, and making a living. It is a surprise to find the American stenographer earning four times as much as her European sister. All those shocks, however, arise out of particular instances, and, though I agree that the American woman has made herself a good position, when I go through a business reference book I find that not one in a hundred of the leading names is the name of a woman. In America man still rules; all you can say is that he does not rule women so harshly as he does in Europe.... Consider for instance the position of women in the American civil service. The Women's Bureau of the United States Department of Labor has recently issued a report on Women in Government Service. During the period considered, 86 per cent of the women appointed were given salaries lower than \$1,300 a year while only 36 per cent of the men were given positions as low as this. The report goes on to show that as the amount of salary advances the number of women appointed decreases

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Source: George, Walter Lionel. *Hail Columbia!* New York, N.Y.: Harper & Brothers, 1921. Google Books.
<http://books.google.com/books?id=BChCAAAIAAJ&printsec=frontcover#v=onepage&q&f=false>.

Student Handout

Assessment Questions

1. Explain why you cannot fully grasp this paragraph's central idea without reading through the entire paragraph.
2. One historian says, "The 1920s were a time when change in America could seem deeper and more dramatic than it actually was." Does this document support that view? Why or why not?

1920s Assessment 3

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 3 for grades 6–8

★ Key Ideas and Details

- 3. (6–8)** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

★ Using this Assessment

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The 1920s: Assessment 3 is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 6–8. It asks students to follow the way a set of ideas or sequences of events in a text interact together to describe a process or develop a central idea. This activity assesses the student’s ability to read closely in order to understand various connections between each detail and the next in a text.

★ Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should describe Basset’s main point that the monotony of industrial labor is not burdensome and is a small price to pay for the enormous wealth produced by machine production. Answer to the second assessment question should produce an outline that makes the following points:

1. People unused to factories think the work in them must be horribly boring and monotonous.
2. Those who do work in them like the monotony because the work is easy and requires no mental effort.
3. Machine production has made all kinds of products available cheaply and has greatly increased the welfare of all of us.
4. By producing huge amounts of goods cheaply, machine production has vastly increased the real, effective wages of all workers.

The 1920s: Assessment 3

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the assessment question that follows.

CCS Standard 3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

A Primary Source Document

Those who are unused to a manufacturing plant often assume that to work day in and day out at a loom, or a drill press, or a steam hammer must be most revolting in its monotony.

I have asked many workers of both sexes who perform simple motions on highly repetitive and subdivided operations if the monotony were distasteful. Many missed the meaning of my question, for they could not understand how monotony could be other than pleasant. They liked the work which they could do automatically. It required no mental effort, and so left them free to think their own natural thoughts. My observation indicates that only about one factory worker in fifty objects to repetitive operations... Few of them have pride in achievement, ambition to rise in authority, or willingness to assume responsibility.

Cynics profess to doubt that larger quantities and new kinds of consumers’ goods, made possible by machine production, actually increase the happiness or welfare of mankind. They condemn the moving pictures as low-browed amusement, the cheap automobile as a nuisance, the talking machine as canned music, and newspapers as trash. But the fact remains that the workers find amusement and happiness in all of these things. Four or five days’ labor will buy a good-looking suit of machine-made clothes which a century ago would have cost two months’ wages. A comfortable and serviceable pair of shoes costs but a couple of days’ labor as against a week’s labor before machines displaced the cobbler.

Machine production has reduced the cost of common things to a point where thousands can buy them who could not if they were made by hand. New conveniences are available that could never be made by hand. The machine has been the biggest factor in increasing the real wages of all men a hundredfold. And machines have given well paid employment to people of low-grade mentality who would in other days have lived the lives of brutes.

Source Information: This document is excerpted from “The Worker Emancipated,” an article by William R. Basset. The article appeared in the October 1924 issue of *The Forum*, pp. 463-468. *The Forum* was a magazine of social and political commentary. The article took one side in a debate in *The Forum*’s pages on the effect of modern assembly-line machinery on the industrial workers who operate it. Basset was an industrial engineer.

Source: Basset, William. “Can Machines Make Us Free?—A Debate.” *The Forum*, October 1924. <http://www.unz.org/Pub/Forum-1924oct-00463?View=PDFPages>.

Assessment Questions

1. In this document, William Basset makes one main point about the monotony of machine production in modern manufacturing plants. What is his main point about that monotony?
2. How does each paragraph help back up Basset's main point about monotony in manufacturing work?
To answer this question, create an explanatory outline of four sentences, one for each paragraph.

The 1920s Assessment 3

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 3 for grades 9–12

★ Key Ideas and Details

- 3. (9–10)** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 3. (11–12)** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

★ Using this Assessment

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The 1920s: Assessment 3 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 9–10 and grades 11–12 combined. It asks students to follow the way a set of ideas or sequence of events in a text interact together to describe a process or develop a central idea. The activity assesses the student's ability to read closely in order to understand various connections between each detail and the next in a complex text. It also asks them to evaluate the explanation offered in the passage and consider how adequate it is.

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should describe Basset's main point that the monotony of industrial labor is not burdensome and is a small price to pay for the enormous wealth produced by machine production. The outline should make the following points:

1. People unused to factories think the work in them must be horribly boring and monotonous.
2. Those who do work in them like the monotony because the work is easy and requires no mental effort.
3. Machine production has made all kinds of products available cheaply and has greatly increased the welfare of all of us.
4. By producing huge amounts of goods cheaply, machine production has vastly increased the real, effective wages of all workers.

Answer to the second assessment question should note that Basset says workers do not mind industrial monotony in part because they lack real ambition or pride in work. He assumes they are content just to get the cheap goods their wages can purchase. Many may find his language condescending, as when he says industrial workers are people of "low-grade mentality." The important thing is to note that these assumptions are a key part of the argument Basset makes.

The 1920s: Assessment 3

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 3: (9–10) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. **(11–12)** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

A Primary Source Document

Those who are unused to a manufacturing plant often assume that to work day in and day out at a loom, or a drill press, or a steam hammer must be most revolting in its monotony.

I have asked many workers of both sexes who perform simple motions on highly repetitive and subdivided operations if the monotony were distasteful. Many missed the meaning of my question, for they could not understand how monotony could be other than pleasant. They liked the work which they could do automatically. It required no mental effort, and so left them free to think their own natural thoughts. My observation indicates that only about one factory worker in fifty objects to repetitive operations ... Few of them have pride in achievement, ambition to rise in authority, or willingness to assume responsibility.

Cynics profess to doubt that larger quantities and new kinds of consumers' goods, made possible by machine production, actually increase the happiness or welfare of mankind. They condemn the moving pictures as low-browed amusement, the cheap automobile as a nuisance, the talking machine as canned music, and newspapers as trash. But the fact remains that the workers find amusement and happiness in all of these things. Four or five days' labor will buy a good-looking suit of machine-made clothes which a century ago would have cost two months' wages. A comfortable and serviceable pair of shoes costs but a couple of days' labor as against a week's labor before machines displaced the cobbler.

Machine production has reduced the cost of common things to a point where thousands can buy them who could not if they were made by hand. New conveniences are available that could never be made by hand. The machine has been the biggest factor in increasing the real wages of all men a hundredfold. And machines have given well paid employment to people of low-grade mentality who would in other days have lived the lives of brutes.

Source Information: This document is excerpted from "The Worker Emancipated," an article by William R. Basset. The article appeared in the October 1924 issue of *The Forum*, pp. 463-468. *The Forum* was a magazine of social and political commentary. The article took one side in a debate in *The Forum's* pages on the effect of modern assembly-line machinery on the industrial workers who operate it. Basset was an industrial engineer.

Source: Basset, William. "Can Machines Make Us Free?—A Debate." *The Forum*, October 1924. <http://www.unz.org/Pub/Forum-1924oct-00463?View=PDFPages>.

Assessment Questions

1. Explain Basset's main point and create an outline showing how these four paragraphs each contribute to developing that point.
2. Basset supports his case in part by making certain assumptions about industrial workers and their attitudes. What are these assumptions, and how accurate do you think they are?

The 1920s Assessment 4

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 4 for grades 6–8

★ *Craft and Structure*

- 4. (6–8)** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

★ *Using this Assessment*

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The 1920s: Assessment 4 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 4 for grades 6–8. It asks students to recognize that words and phrases must be understood in relation to the meaning of the text as a whole. In seeking to understand historical sources, this is an especially important challenge. Words and phrases need to be understood as they were used within their historical context. This activity assesses the student's ability to read closely in order to understand terms in these ways.

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should translate the phrases into ordinary language that fits with the way the words are used in the passage. For example:

- *"Novelties crowd the consciousness of modern men"*—new and unusual items fill people's minds
- *"facts that are detached from their backgrounds"*—meaningless facts; facts in isolation
- *"flashes of publicity playing fitfully upon a dark tangle of circumstances"*—details that suddenly appear and vanish without our having any sense of their meaning or importance
- *"an ordered universe"*—a sense that reality is stable and understandable
- *"dissonance composed of a thousand noises"*—many confusing stories that make little sense

Responses to the second assessment question should be able to use some of the above phrases to explain Lippmann's main point—which is that modern media have become a confusing force in American life. They flood people's minds with all kinds of new facts and stories but without explaining or connecting them into a clear picture of reality in general.

The 1920s: Assessment 4

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

A Written Primary Source Document

Novelties crowd the consciousness of modern men. The machinery of intelligence—the press, the radio, the moving picture—have enormously multiplied the number of unseen events and strange people and queer doings with which he has to be concerned. They compel him to pay attention to facts that are detached from their backgrounds, their causes and their consequences, and are only half known because they are not seen or touched or actually heard. These experiences come to him having no beginning, no middle, and no end, mere flashes of publicity playing fitfully upon a dark tangle of circumstances. I pick up a newspaper at the start of the day and I am depressed and rejoiced to learn that anthracite miners have struck in Pennsylvania, that a price boost plot is charged ... that the Pope has refused to receive women in low-necked dress and with their arms bare, that airplanes are flying to Hawaii, that the Mayor says that the would-be Mayor is a liar ...

Now in an ordered universe there ought to be a place for all human experiences. But it is not strange that the modern newspaper reader finds it increasingly difficult to believe that through it all there is order, permanence, and connecting principle. Such experience as comes to him from the outside is a dissonance composed of a thousand noises.

Source Information: Walter Lippmann was a famous reporter and political commentator. This document is adapted from a part of Lippmann's book *A Preface to Morals*, originally published in 1929 by Macmillan Company. In this passage, Lippmann discusses how modern media affect the way people experience and make sense of the larger public world.

Source: Lippman, Walter. *A Preface to Morals*. New Brunswick, N.J.: Transaction Books, 1982. Google Books. <http://books.google.com/books?id=-E4WFG-G30sC&printsec=frontcover#v=onepage&q&f=false>.

Student Handout

Assessment Questions

1. The language in this passage may be somewhat challenging. Read the entire passage. Then define in your own words the meaning of the underlined phrases as they are used in the passage.
2. Now explain the main point of the passage. Describe in your own words the big change Lippmann seems concerned about.

The 1920s Assessment 4

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 4 for grades 9–12

★ *Craft and Structure*

- 4. **(9–10)** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- 4. **(11–12)** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

★ *Using this Assessment*

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The 1920s: Assessment 4 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 4 for grades 9–10 and grades 11–12 combined. It asks students to recognize that words and phrases must be understood in relation to the meaning of the text as a whole. In seeking to understand historical sources, this is an especially important challenge. Words and phrases need to be understood as they were used within their historical context. This activity assesses the student's ability to read closely in order to understand terms in these ways.

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question will rewrite the paragraph and its phrases while maintaining their meaning in context. Here is one possible model of such a paragraph:

New and unusual items fill people's minds. The modern press, radio, and film flood us with an odd assortment of stories. They force us to pay attention to meaningless, isolated facts that we only half understand. The stories have no beginning, middle, or end; they appear and vanish suddenly without our having any sense of their meaning. I pick up a newspaper and am depressed and rejoiced to learn about one isolated, pointless report after another. In a stable, understandable world, things would make sense. But today, the modern newspaper reader gets no sense at all of order or of meaningful connections among all these confusing stories.

Acceptable responses to the second assessment question may vary. They should be evaluated by how well they describe exactly what attitudes seemed to change in the '20s, and why new forms of media could have helped foster those changes.

The 1920s: Assessment 4

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 4: (9–10) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. **(11–12)** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

A Primary Source Document

Novelties crowd the consciousness of modern men. The machinery of intelligence—the press, the radio, the moving picture—have enormously multiplied the number of unseen events and strange people and queer doings with which he has to be concerned. They compel him to pay attention to facts that are detached from their backgrounds, their causes and their consequences, and are only half known because they are not seen or touched or actually heard. These experiences come to him having no beginning, no middle, and no end, mere flashes of publicity playing fitfully upon a dark tangle of circumstances. I pick up a newspaper at the start of the day and I am depressed and rejoiced to learn that anthracite miners have struck in Pennsylvania, that a price boost plot is charged ... that the Pope has refused to receive women in low-necked dress and with their arms bare, that airplanes are flying to Hawaii, that the Mayor says that the would-be Mayor is a liar ... Now in an ordered universe there ought to be a place for all human experiences. But it is not strange that the modern newspaper reader finds it increasingly difficult to believe that through it all there is order, permanence, and connecting principle. Such experience as comes to him from the outside is a dissonance composed of a thousand noises.

Source Information: Walter Lippmann was a famous reporter and political commentator. This document is adapted from a part of Lippmann's book *A Preface to Morals*, originally published in 1929 by Macmillan Company. In this passage, Lippmann discusses how modern media affect the way people experience and make sense of the larger public world.

Source: Lippman, Walter. *A Preface to Morals*. New Brunswick, N.J.: Transaction Books, 1982. Google Books. <http://books.google.com/books?id=-E4WFG-G30sC&printsec=frontcover#v=onepage&q&f=false>.

Student Handout

Assessment Questions

1. Note the underlined phrases in this passage. Think about how to explain them in everyday language.
Now rewrite this document in a way that makes it easier to understand.

2. Does Lippmann's point help explain anything about the way people's thinking changed in the 1920s?
Why or why not?

The 1920s Assessment 5

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 5 for grades 6–8

★ *Craft and Structure*

5. (6–8) Describe how a text presents information (e.g., sequentially, comparatively, causally).

★ *Using this Assessment*

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The 1920s: Assessment 5 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 6–8. It asks students to pay attention to a text's "structure"—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, and chapters as well as its various stylistic features. These formal elements can contribute to a text's meanings in many ways. This activity assesses the student's ability to read closely in order to understand the impact of the way one historical primary source is structured to present its information.

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should note that the "cause and effect" pattern fits with the document's purpose, which is to understand the "basic causes" of the great prosperity of the 1920s. The first paragraph recognizes that no clear understanding of these causes yet exists. But an "effect" (prosperity) of some set of causes is clearly identified. The entire rest of the passage is structured around a series of possible causes of this effect. As to the second assessment question, some may reasonably see the passage as having a "compare and contrast" structure. It does compare and contrast differing views as to the causes of 1920s prosperity held by different social types (a banker, a worker, a foreigner, etc.). The passage focuses on causes, but it simply compares them without ever trying to explain how any of them actually work.

The 1920s: Assessment 5

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

A Primary Source Document

"Our great national prosperity in recent years is not yet thoroughly understood," declared the president of the New York Stock Exchange, Mr. E. H. H. Simmons, in an address in Chicago last month. "No nation in all history has ever experienced quite the same sort of thing, and few if any of us have as yet satisfactorily analyzed its basic causes." And he might have added that few if any of us have any idea as to where it is all leading.

Most of us have some superficial idea as to the causes underlying the prosperity of the past six or eight years, but our views are likely to be colored by the prejudices, the political tenets, the occupation or previous condition of servitude of the individual expressing the opinion. To the banker it might seem that the tremendous gold stock of the country and the great expansion in credit have been the basic causes of our prosperity. To the head of a labor union it might seem that high wages and the gradual rise in the standard of living in this country were the basic reasons. The manufacturer would undoubtedly explain our prosperity by pointing to the development of mass production, which has made possible the consumption of more goods at lower prices. An habitué of Wall Street would unhesitatingly declare that the confidence inspired by the election of President Coolidge in 1924 was the spark that kindled the flame of prosperity in this country, and the foreign observer would unquestionably insist that the war, which changed this nation from a debtor to a creditor nation, to which Europeans must pay tribute for years to come, was the real cause of our prosperity. Probably all are correct to a certain degree. To pick out one specific cause as being the most important would be difficult, if not impossible.

Source Information: This document is adapted from "Why This Prosperity?" an article by Donald Rea Hanson. The article appeared in the July 1929 issue of *The Forum*, p. 78. That was just three months before the stock market crash of October 1929. Hanson was the financial writer for the *Boston Journal*.

Source: Hanson, Donald Rea. "Why This Prosperity?" *The Forum*, July 1929. <http://www.unz.org/Pub/Forum-1929jul-x00100?View=PDFPages>.

The 1920s Assessment 5

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 5 for grades 9–12

★ *Craft and Structure*

- 5. (9–10)** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 5. (11–12)** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

★ *Using this Assessment*

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The 1920s: Assessment 5 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 9–10 and grades 11–12 combined. It asks students to pay attention to a text's "structure"—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, and chapters as well as its various stylistic features. Students should see how structure is deliberately used to enable the text to achieve certain goals. Such formal elements can contribute to a text's meanings in many ways. This activity assesses the student's ability to read closely in order to understand the impact of the way one historical primary source is structured to present its information.

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should attempt to explain why both text structures are plausible. The "cause and effect" pattern fits with the document's purpose, which is to understand the "basic causes" of the great prosperity of the 1920s. The first paragraph recognizes that no clear understanding of these causes yet exists. But an "effect" (prosperity) of some set of causes is clearly identified. The entire rest of the passage is structured around a series of possible causes of this effect. As for having a "compare and contrast" structure, it should be noted that the passage does compare and contrast differing views about 1920s prosperity held by different social types (a banker, a worker, a foreigner, etc.). The passage does focus on causes, but it never really tries to explain which one or ones are true causes, and why. As to the second assessment question, answers should note that Hanson sees people's views on this issue as reflecting their own position in the economic system and their own self-interest within that system. Answers may vary on the question of how accurate Hanson's view is. Some may see it as realistic in that self-interest does shape our thinking. Others may say that our ability to understand often does go beyond our own immediate self-interest.

The 1920s: Assessment 5

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 5: (9–10) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. **(11–12)** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

A Primary Source Document

“Our great national prosperity in recent years is not yet thoroughly understood,” declared the president of the New York Stock Exchange, Mr. E. H. H. Simmons, in an address in Chicago last month. “No nation in all history has ever experienced quite the same sort of thing, and few if any of us have as yet satisfactorily analyzed its basic causes.” And he might have added that few if any of us have any idea as to where it is all leading.

Most of us have some superficial idea as to the causes underlying the prosperity of the past six or eight years, but our views are likely to be colored by the prejudices, the political tenets, the occupation or previous condition of servitude of the individual expressing the opinion. To the banker it might seem that the tremendous gold stock of the country and the great expansion in credit have been the basic causes of our prosperity. To the head of a labor union it might seem that high wages and the gradual rise in the standard of living in this country were the basic reasons. The manufacturer would undoubtedly explain our prosperity by pointing to the development of mass production, which has made possible the consumption of more goods at lower prices. An habitué of Wall Street would unhesitatingly declare that the confidence inspired by the election of President Coolidge in 1924 was the spark that kindled the flame of prosperity in this country, and the foreign observer would unquestionably insist that the war, which changed this nation from a debtor to a creditor nation, to which Europeans must pay tribute for years to come, was the real cause of our prosperity. Probably all are correct to a certain degree. To pick out one specific cause as being the most important would be difficult, if not impossible.

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Source: Hanson, Donald Rea. “Why This Prosperity?” *The Forum*, July 1929. <http://www.unz.org/Pub/Forum-1929jul-x00100?View=PDFPages>.

Student Handout

Assessment Question

1. Some say the term “cause and effect” best identifies the overall text structure of this document. Others might say it is actually better seen as an example of “compare and contrast” text structure. Why do you think the passage might fit either label?
2. According to Hanson, what factors seem to shape the way people view the causes of the era’s prosperity? Do you think Hanson is right about this? Why or why not?

The 1920s Assessment 6

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 6 for grades 6–8

★ *Craft and Structure*

- 6. (6–8)** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

★ *Using this Assessment*

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The 1920s: Assessment 6 is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 6 for grades 6–8. It asks students to note a text’s point of view as expressed by looking closely at details in the text itself. These details may take the form of emotional language, distorted or exaggerated descriptions, stereotyped labeling, etc. However, even a text with a neutral tone may express bias or point of view by selectively emphasizing some facts while omitting others. Therefore, students also need to go outside the text to interpret point of view by considering sourcing information such as the author’s background, purpose and audience. In addition, students need to see that when sources express conflicting points of view they may still be reliable in certain ways—for example, by what they share in common or by backing up their claims with solid evidence.

★ *Evaluating Student Responses to this Assessment*

Acceptable answers to the first assessment question should be able to infer a definition of installment buying from the documents if they do not know its meaning already. It means purchasing a good over time by making small payments regularly, usually each month. Document 1 sees installment buying as a huge boon to the economy, fueling extra spending and giving people access to what they want, cars in particular. Document 2 uses a single case to warn that installment buying can plunge a family into deep debt and misery. Acceptable answers to the second assessment question should note that Document 1 is full of glowing phrases describing the joys of the automobile and the wonders of installment buying as an easy and painless way to own one. It depicts installment buying in positive moral terms as well, as something “people were willing to work for, save for, strive for.” Document 2, however, speaks of sales people and shopkeepers “hounding” people to spend much more than they really can afford.

The 1920s: Assessment 6

Directions: This exercise asks you to read two primary source documents carefully and answer questions about specific details in them. In order to better understand these documents as historical primary sources, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Document 1: A Primary Source

What forces have been gathering since 1921 to make this commercial prosperity the very sizeable thing it is and to attract foreign savants by the shipload for its measurement and study?

THE SIX-CYLINDER COMPLEX

To my mind, the largest single force has been the motor car. The automobile was something which people really wanted with a desire that amounted to a passion. The effect was two-fold. It stimulated business, and it suffused the country with the visible appearance of a prosperity in which everybody seemed to share. Other prosperous periods have been stimulated by foreign trade, or by the seeping of gold into the community. But this particular period was stimulated by a large, active, noisy, and inescapable article visible on every road. Something in the nature of 500 millions of horsepower was given over to the ultimate consumer in a remarkably short space of time—the biggest single block of power, by many fold, which the world has ever delivered. It sent the credit structure spiraling upward, and it certainly made us look prosperous.

When Henry Ford and the installment contract brought the cost of the automobile down to negotiable terms, it became something that people were willing to work for, save for, strive for. It promised three great gifts dear to the human heart: romantic adventure, social standing, and the joy of rushing through the air (the urge upon which operators of roller coasters and shoot-the-chutes thrive). A car! My car!! ... A definite physical elation comes from skimming along at 30 to 40 miles an hour. Neither does this thrill die as one matures. Adults enjoy it possibly even more than children. Without exception, the motor car is the most thrilling toy which homo sapiens has ever had to play with. Airplanes may prove still more thrilling but most of us have not as yet had opportunity to try them.

But most of us have not tired of this gorgeous toy. Its appeal strikes deep into our innermost natures. It has captured our psychological interest, as nothing has ever done before, and as perhaps nothing will ever do again. It is the outstanding "Why" of American prosperity—both commercial and visible.

Source Information: Published in 1929, *Prosperity: Fact or Myth?* was a look at the economic conditions of the 1920s. It was written by Stuart Chase, a pioneering consumer advocate and critic of the new consumer economy. These excerpts are adapted from Chapter 3, "Why Business Prosperity Came," pp. 42-46.

Source: Chase, Stuart. "Why Business Prosperity Came." Chap. 3 in *Prosperity and Thrift: The Coolidge Era and the Consumer Economy, 1921–1929*. New York, N.Y.: Charles Boni, 1929. From Library of Congress, *American Memory*. Accessed September 26, 2013. [http://memory.loc.gov/cgi-bin/query/r?ammem/cool:@field\(DOCID+@lit\(lg49T000\)\)::bibLink=h?ammem/coolbib%3A@field\(NUMBER+@band\(amrlg+lg49\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/cool:@field(DOCID+@lit(lg49T000))::bibLink=h?ammem/coolbib%3A@field(NUMBER+@band(amrlg+lg49))).

Document 2: A Primary Source

The star exhibit was a young mechanic whose family consisted of a wife and two small children. This young mechanic was receiving wages of six dollars a day. It was very fair remuneration, considering conditions in the community, but he was constantly in hot water. The investigation developed the following facts: The young man had engaged himself to pay thirty dollars a month in installments on a second-hand automobile. To one of the local furniture dealers he was obligated for a like amount each month in payment of a set of parlor furniture of plush and fumed oak. Beside these obligations he had taken it on himself to buy from other installment houses a piano, a gold watch, a baby carriage, a diamond ring for his wife, and various other articles. Had he met all of his installments, which manifestly he could not, his monthly payments would have amounted to more than his wages...

Salesmanship has been raised to the status of an art, almost to that of war. Go-getters and flying squadrons hound the shop-keepers into buying more. The shop-keepers in their turn, hound the people of their communities. If a man cannot pay cash, then he must be made to buy at a dollar down and a dollar a week.

Document 2 Source Information: “Sales Resistance Stiffens” was an article by J. R. Sprague in the February 1925 edition of *American Mercury* magazine. In this article, Sprague claimed that “the most extreme efforts are necessary to force merchandise on an apathetic public.” He discusses a Texas manufacturer who hired investigators to find out how his employees managed their household finances. This passage is adapted from the account of that investigation, as reproduced in *The 1920s: Golden Age or Age of Illusion?*

Source: Burack, Jonathan. *1920s: Golden Age or Age of Illusion?* Historian’s Apprentice. Culver City, C.A.: MindSparks, 2009.

Assessment Questions

1. Both of these documents deal with cars and installment buying. What was installment buying, and how do the documents differ in their opinions about it?
2. The two documents also differ about consumer attitudes generally. Notice the language each document uses to describe consumer attitudes and behavior. How does that language help depict consumers in two very different ways? Cite examples in your answer.

The 1920s Assessment 6

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 6 for grades 9–12

★ *Craft and Structure*

- 6. (9–10)** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 6. (11–12)** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

★ *Using this Assessment*

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The 1920s: Assessment 6 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 6 for grades 9–10 and grades 11–12 combined. It asks students to note a text's point of view as expressed by looking closely at details in the text itself. These details may take the form of emotional language, distorted or exaggerated descriptions, stereotyped labeling, etc. However, even a text with a neutral tone may express bias or point of view by selectively emphasizing some facts while omitting others. Therefore, students also need to go outside the text to interpret point of view by considering sourcing information such as the author's background, purpose and audience. In addition, students need to see that when sources express conflicting points of view they may still be reliable in certain ways—for example, by what they share in common or by backing up their claims with solid evidence.

★ *Evaluating Student Responses to this Assessment*

Answers to the first assessment question should note that Document 1 sees consumer installment buying as a huge boon to the economy, fueling extra spending and giving people easy and painless access to what they want, cars in particular. Document 2 uses a single case to warn that installment buying can plunge a family into deep debt and misery. Acceptable answers to the second assessment question should note that Document 1 is full of glowing phrases about the joys of the automobile and the economy-boosting eagerness of consumers. It even depicts their installment buying in positive moral terms as well, as something “people were willing to work for, save for, strive for.” Document 2, however, depicts consumers as greedy and easily fooled by sales people and shopkeepers who “hound” them to spend beyond their means. Nevertheless, some may feel the two documents have something in common. That is, they both see consumers as highly impulsive, with a need to spend recklessly on whatever they want “with a desire that amounted to a passion,” as Document 1 puts it.

The 1920s: Assessment 6

Directions: This exercise asks you to read two primary source documents carefully and answer questions about specific details in them. In order to better understand these documents as historical primary sources, read and make use of the source information just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 6: (9–10) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. **(11–12)** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Document 1: A Primary Source

What forces have been gathering since 1921 to make this commercial prosperity the very sizeable thing it is and to attract foreign savants by the shipload for its measurement and study?

THE SIX-CYLINDER COMPLEX

To my mind, the largest single force has been the motor car. The automobile was something which people really wanted with a desire that amounted to a passion. The effect was two-fold. It stimulated business, and it suffused the country with the visible appearance of a prosperity in which everybody seemed to share. Other prosperous periods have been stimulated by foreign trade, or by the seeping of gold into the community. But this particular period was stimulated by a large, active, noisy, and inescapable article visible on every road. Something in the nature of 500 millions of horsepower was given over to the ultimate consumer in a remarkably short space of time—the biggest single block of power, by many fold, which the world has ever delivered. It sent the credit structure spiraling upward, and it certainly made us look prosperous.

When Henry Ford and the installment contract brought the cost of the automobile down to negotiable terms, it became something that people were willing to work for, save for, strive for. It promised three great gifts dear to the human heart: romantic adventure, social standing, and the joy of rushing through the air (the urge upon which operators of roller coasters and shoot-the-chutes thrive). A car! My car!! ... A definite physical elation comes from skimming along at 30 to 40 miles an hour. Neither does this thrill die as one matures. Adults enjoy it possibly even more than children. Without exception, the motor car is the most thrilling toy which homo sapiens has ever had to play with. Airplanes may prove still more thrilling but most of us have not as yet had opportunity to try them.

But most of us have not tired of this gorgeous toy. Its appeal strikes deep into our innermost natures. It has captured our psychological interest, as nothing has ever done before, and as perhaps nothing will ever do again. It is the outstanding "Why" of American prosperity—both commercial and visible.

Source Information: Published in 1929, *Prosperity: Fact or Myth?* was a look at the economic conditions of the 1920s. It was written by Stuart Chase, a pioneering consumer advocate and critic of the new consumer economy. These excerpts are adapted from Chapter 3, "Why Business Prosperity Came," pp. 42-46.

Source: Chase, Stuart. "Why Business Prosperity Came." Chap. 3 in *Prosperity and Thrift: The Coolidge Era and the Consumer Economy, 1921–1929*. New York, N.Y.: Charles Boni, 1929. From Library of Congress, *American Memory*. Accessed September 26, 2013. [http://memory.loc.gov/cgi-bin/query/r?ammem/cool:@field\(DOCID+@lit\(lg49T000\)\)::bibLink=h?ammem/coolbib%3A@field\(NUMBER+@band\(amrlg+lg49\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/cool:@field(DOCID+@lit(lg49T000))::bibLink=h?ammem/coolbib%3A@field(NUMBER+@band(amrlg+lg49))).

Student Handout

Document 2: A Primary Source

The star exhibit was a young mechanic whose family consisted of a wife and two small children. This young mechanic was receiving wages of six dollars a day. It was very fair remuneration, considering conditions in the community, but he was constantly in hot water. The investigation developed the following facts: The young man had engaged himself to pay thirty dollars a month in installments on a second-hand automobile. To one of the local furniture dealers he was obligated for a like amount each month in payment of a set of parlor furniture of plush and fumed oak. Beside these obligations he had taken it on himself to buy from other installment houses a piano, a gold watch, a baby carriage, a diamond ring for his wife, and various other articles. Had he met all of his installments, which manifestly he could not, his monthly payments would have amounted to more than his wages...

Salesmanship has been raised to the status of an art, almost to that of war. Go-getters and flying squadrons hound the shop-keepers into buying more. The shop-keepers in their turn, hound the people of their communities. If a man cannot pay cash, then he must be made to buy at a dollar down and a dollar a week.

Document 2 Source Information: “Sales Resistance Stiffens” was an article by J. R. Sprague in the February 1925 edition of *American Mercury* magazine. In this article, Sprague claimed that “the most extreme efforts are necessary to force merchandise on an apathetic public.” He discusses a Texas manufacturer who hired investigators to find out how his employees managed their household finances. This passage is adapted from the account of that investigation, as reproduced in *The 1920s: Golden Age or Age of Illusion?*

Source: Burack, Jonathan. *1920s: Golden Age or Age of Illusion?* Historian’s Apprentice. Culver City, C.A.: MindSparks, 2009.

Assessment Questions

1. While Document 1 sings the praises of the automobile, both documents express strong and differing opinions about consumer installment spending. How do they differ regarding the issue of consumer installment spending?
2. Both documents imply things about consumers in general. In what ways do their views about consumers differ and in what ways, if any, do they agree?

The 1920s Assessment 7

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 7 for grades 6–8

★ Integration of Knowledge and Ideas

- 7. (6–8)** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

★ Using this Assessment

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The 1920s: Assessment 7 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 6–8. It asks students to do something historians must do all the time—integrate evidence found in several primary sources presented in a variety of visual and textual formats.

★ Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should note that in Document 1, the KKK broadens its complaints beyond African Americans alone to include Catholics, Jews and immigrants as groups seen to be enemies of a pure American way of life. It does stress its horror of any mixing of “races,” but it also speaks in a more general way of the dangers of “mongrelizing” America and of the need to be sure immigrants adopt American “ideas and ideals.” Answers to the second assessment question should note that Document 1 tones down (only somewhat) its racist language, admits the Klan has “made mistakes,” and focuses more heavily on immigration, which was a widely shared concern nationwide. Document 2 is a pro-Klan cartoon with a list that seems to reject violence and stress many vague and innocuous values, such as the sanctity of the home, public schools, charity, love and character, etc. Document 3 is evidence of the Klan’s mainstream acceptance in showing a huge parade that the Klan was allowed to organize in the nation’s capital. Document 4 makes it clear that as the Klan membership surged in the early 1920s, it grew most in regions outside the South and spread throughout the nation.

The 1920s: Assessment 7

Directions: This exercise asks you to study three primary source documents carefully and answer questions focused on what the sources have in common. In order to better understand these documents and their importance as historical evidence, read and make use of the source information located just below or next to each document itself. When you have studied the documents and the source information, answer the assessment question that follows.

CCS Standard 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Document 1: A Written Primary Source

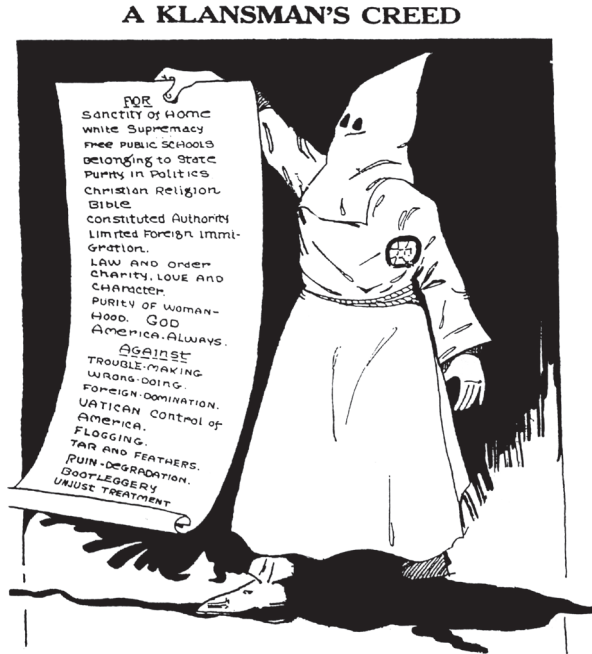
We believe that the pioneers who built America bequeathed to their own children a priority right to it, the control of it and of its future, and that no one on earth can claim any part of this inheritance except through our generosity. We believe, too, that the mission of America under Almighty God is to perpetuate and develop just the kind of nation and just the kind of civilization which our forefathers created. This is said without offense to other civilizations, but we do believe that ours, through all possible growth and expansion, should remain the same kind that was "brought forth upon this continent." Also, we believe that races of men are as distinct as breeds of animals; that any mixture between races of any great divergence is evil; that the American stock, which was bred under highly selective surroundings, has proved its value and should not be mongrelized ... Finally, we believe that all foreigners were admitted with the idea, and on the basis of at least an implied understanding, that they would become a part of us, adopt our ideas and ideals, and help in fulfilling our destiny along those lines, but never that they should be permitted to force us to change into anything else.

This is the basic idea of the Klan. There is, perhaps, much to be said for the liberal idea of making America a mongrel nation, but that involves the two points which, as I have pointed out, the Klan will not debate. We hold firmly that America belongs to Americans, and should be kept American ... The whole purpose of the Klan is to bring this belief to fulfillment. We make many mistakes, but we are doing this one thing, and no one else is even trying to do it. Within a few years the America of our fathers will either be saved or lost, and unless some other way is found, all who wish to see it saved must work with us.

Source Information: After the Civil War, the Ku Klux Klan arose in the South. It used violence and fear to keep African Americans from gaining full equality there. During the 1920s, it briefly expanded far beyond its Southern roots. It widened the scope of its intolerance as it spread to other parts of the nation. Along with African Americans, it also saw Catholics, Jews, immigrants, and others as a threat to a pure, white Anglo-Saxon Protestant America. It still engaged in acts of terror and intimidation, but in some areas, it tried to present a more nonviolent and respectable image. In December 1925, *The Forum* magazine conducted a debate on the Klan. This excerpt is from the statement there by Hiram Wesley Evans, Imperial Wizard of the Ku Klux Klan.

Source: America in Class from the National Humanities Center. "The Twenties in Contemporary Commentary: The Ku Klux Klan." *Becoming Modern: America in the 1920s*. Accessed September 26, 2013. <http://americainclass.org/sources/becomingmodern/divisions/text1/colcommentarykklan.pdf>.

Document 2: A Visual Primary Source



Cartooning Texas, by Maury Forman and Robert A Calvert (Texas A&M University Press, 1993)

Source Information: This cartoon by an unknown artist was titled “Texas 100 Percent American.” It appears in *Cartooning Texas*, by Maury Forman and Robert A Calvert (Texas A&M University Press, 1993). It was reprinted by permission in *Moving North*, a lesson on the Harlem Renaissance. The cartoon presents the Klan’s view of itself in the long list this Klansman unfolds. That list reads as follows:

For: Sanctity of Home; White Supremacy; Free Public Schools Belonging to State; Purity in Politics; Christian Religion; Bible; Constituted Authority; Limited Foreign Immigration; Law and Order; Charity, Love and Character; Purity of Womanhood; GOD; America, Always.

Against: Trouble-making; Wrong-doing; Foreign Domination; Vatican control of America; Flogging; Tar and Feathers; Ruin-Degradation; Bootlegger; Unjust Treatment.

Source: Burack, Jon. “Moving North.” *The Harlem Renaissance*. U.S. History Unfolding: 1865–Present. Culver City, C.A.: MindSparks, 2001.

Document 3: A Visual Primary Source



Library of Congress

Source Information: This photo is of a Ku Klux Klan parade near the nation’s Capitol Building in Washington, D.C. on September 13, 1926.

Source: “Ku Klux Klan Parade.” Photograph. September 13, 1926. From Library of Congress, *National Photo Company Collection*. Accessed September 26, 2013. <http://www.loc.gov/pictures/item/npc2007016218/>.

Student Handout

Document 4: A Primary Source

Regional Distribution of Klan Membership		
Region	1922 % of Membership	1924 % of Membership
North Central (Indiana, Ohio, Illinois)	6.4	40.2
Southwest (Texas, Oklahoma, Arkansas, Louisiana, New Mexico, Arizona)	61.0	25.6
South (Entire South east of the Mississippi River)	22.2	16.1
Midwest (Minnesota, Iowa, Nebraska, Kansas, Missouri, Michigan, North Dakota)	5.0	8.3
Far West (Oregon, California, Idaho, Utah, Washington, Colorado, Wyoming)	5.1	6.1
North Atlantic (New York, Delaware, New Jersey, Pennsylvania, Maryland, New England)	0.3	3.7

Source Information: The Ku Klux Klan died out after the Civil War. It was revived in 1915 by one small group of men in Georgia. By 1925, it had at least one or two million members (exact figures are difficult to determine.) This table shows changing percentages of Klan membership in several regions from 1922 to 1924, the years of the Klan's greatest overall growth. The table is adapted from figures in Kenneth Jackson's *The Ku Klux Klan in the City, 1915–1930*.

Source: Jackson, Kenneth. *The Ku Klux Klan in the City, 1915–1930*. New York, N.Y.: Oxford University press, 1967.

Assessment Questions

1. After the Civil War, the Ku Klux Klan's activities centered on terrorizing African Americans in the South. Document 1 suggests that in the 1920s the KKK broadened its complaints and expanded its targets. Explain how Document 1 shows this.
2. In the 1920s, the KKK tried to gain wider acceptance and approval nationwide. How do all four of these documents show this? Cite evidence from all three documents.

The 1920s Assessment 7

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 7 for grades 9–12

★ *Integration of Knowledge and Ideas*

- 7. (9–10)** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- 7. (11–12)** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

★ *Using this Assessment*

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The 1920s: Assessment 7 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 9–10 and 11–12 combined. It asks students to do something historians must do all the time—integrate evidence found in a wide variety of primary sources presented in many visual and textual formats. It also asks them to judge the relative strengths and weaknesses of visual as compared with written sources.

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should note that in Document 1, the KKK broadens its complaints beyond African Americans alone to include Catholics, Jews and immigrants as groups seen to be enemies of a pure American way of life. It does stress its horror of any mixing of “races,” but it also speaks in a more general way of the dangers of “mongrelizing” America and of the need to be sure immigrants adopt American “ideas and ideals.” Document 1 and Document 2 also show the Klan toning down its rhetoric to gain wider acceptance and approval. Document 1 admits the Klan has “made mistakes,” and it focuses more heavily on immigration, which was a widely shared concern nationwide. Document 2 is a pro-Klan cartoon with a list that rejects violence and stresses many vague and innocuous values, such as the sanctity of the home, public schools, charity, love and character, etc. Document 3 is evidence of the Klan’s mainstream acceptance in that it shows a huge parade the Klan was allowed to organize in the nation’s capital. Document 4 makes it clear that as the Klan membership surged in the early 1920s, it grew most in regions outside the South and spread throughout the nation. Answers to the second assessment question may vary. Answers should show some awareness that the 1920s were a time of social change and tension. An organization like the Klan may have appealed to many as a way to hold on to a past set of traditions that seemed endangered.

The 1920s: Assessment 7

Directions: This exercise asks you to study three primary source documents carefully and answer questions focused on what the sources have in common. In order to better understand these documents and their importance as historical evidence, read and make use of the source information just below or next to each document itself. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 7: (9–10) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. **(11–12)** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Document 1: A Written Primary Source

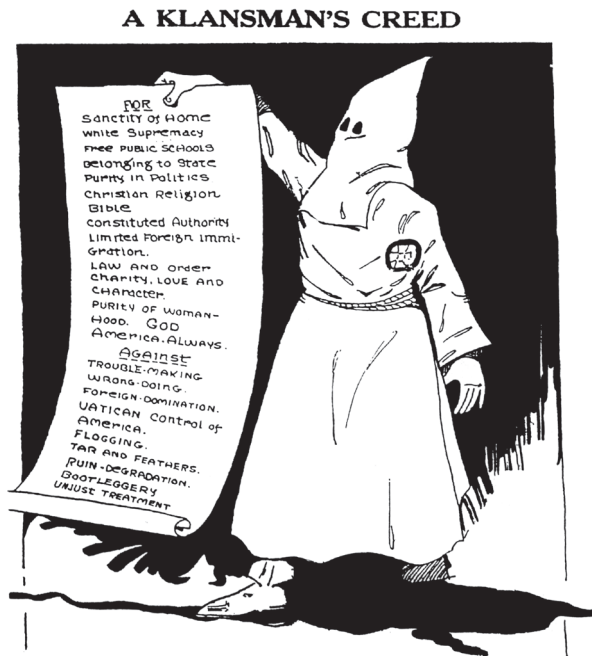
We believe that the pioneers who built America bequeathed to their own children a priority right to it, the control of it and of its future, and that no one on earth can claim any part of this inheritance except through our generosity. We believe, too, that the mission of America under Almighty God is to perpetuate and develop just the kind of nation and just the kind of civilization which our forefathers created. This is said without offense to other civilizations, but we do believe that ours, through all possible growth and expansion, should remain the same kind that was "brought forth upon this continent." Also, we believe that races of men are as distinct as breeds of animals; that any mixture between races of any great divergence is evil; that the American stock, which was bred under highly selective surroundings, has proved its value and should not be mongrelized ... Finally, we believe that all foreigners were admitted with the idea, and on the basis of at least an implied understanding, that they would become a part of us, adopt our ideas and ideals, and help in fulfilling our destiny along those lines, but never that they should be permitted to force us to change into anything else.

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Source Information: After the Civil War, the Ku Klux Klan arose in the South. It used violence and fear to keep African Americans from gaining full equality there. During the 1920s, it briefly expanded far beyond its Southern roots. It widened the scope of its intolerance as it spread to other parts of the nation. Along with African Americans, it also saw Catholics, Jews, immigrants, and others as a threat to a pure, white Anglo-Saxon Protestant America. It still engaged in acts of terror and intimidation, but in some areas, it tried to present a more nonviolent and respectable image. In December 1925, *The Forum* magazine conducted a debate on the Klan. This excerpt is from the statement there by Hiram Wesley Evans, Imperial Wizard of the Ku Klux Klan.

Source: America in Class from the National Humanities Center. "The Twenties in Contemporary Commentary: The Ku Klux Klan." *Becoming Modern: America in the 1920s*. Accessed September 26, 2013.
<http://americainclass.org/sources/becomingmodern/divisions/text1/colcommentaryklan.pdf>.

Document 2: A Visual Primary Source



Cartooning Texas, by Maury Forman and Robert A Calvert (Texas A&M University Press, 1993)

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For: Sanctity of Home; White Supremacy; Free Public Schools Belonging to State; Purity in Politics; Christian Religion; Bible; Constituted Authority; Limited Foreign Immigration; Law and Order; Charity, Love and Character; Purity of Womanhood; GOD; America, Always.

Against: Trouble-making; Wrong-doing; Foreign Domination; Vatican control of America; Flogging; Tar and Feathers; Ruin-Degradation; Bootlegger; Unjust Treatment.

Source: Burack, Jon. “Moving North.” *The Harlem Renaissance*. U.S. History Unfolding: 1865–Present. Culver City, C.A.: MindSparks, 2001.

Document 3: A Visual Primary Source



Library of Congress

Source Information: This photo is of a Ku Klux Klan parade near the nation’s Capitol Building in Washington. D.C. on September 13, 1926.

Source: “Ku Klux Klan Parade.” Photograph. September 13, 1926. From Library of Congress, *National Photo Company Collection*. Accessed September 26, 2013. <http://www.loc.gov/pictures/item/npc2007016218/>.

Student Handout

Document 4: A Primary Source

Regional Distribution of Klan Membership		
Region	1922 % of Membership	1924 % of Membership
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Southwest (Texas, Oklahoma, Arkansas, Louisiana, New Mexico, Arizona)	61.0	25.6
South (Entire South east of the Mississippi River)	22.2	16.1
Midwest (Minnesota, Iowa, Nebraska, Kansas, Missouri, Michigan, North Dakota)	5.0	8.3
Far West (Oregon, California, Idaho, Utah, Washington, Colorado, Wyoming)	5.1	6.1
North Atlantic (New York, Delaware, New Jersey, Pennsylvania, Maryland, New England)	0.3	3.7

Source Information: The Ku Klux Klan died out after the Civil War. It was revived in 1915 by one small group of men in Georgia. By 1925, it had at least one or two million members (exact figures are difficult to determine.) This table shows changing percentages of Klan membership in several regions from 1922 to 1924, the years of the Klan's greatest overall growth. The table is adapted from figures in Kenneth Jackson's *The Ku Klux Klan in the City, 1915–1930*.

Source: Jackson, Kenneth. *The Ku Klux Klan in the City, 1915–1930*. New York, N.Y.: Oxford University press, 1967.

Assessment Questions

1. After the Civil War, the Ku Klux Klan's activities centered on terrorizing African Americans in the South. These documents show that for the revived Klan of the 1920s this narrow focus shifted in several ways. Cite evidence for this from *all four* documents.
2. Why do you think the Klan able to grow and appear more mainstream briefly in the 1920s?

The 1920s Assessment 8

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 8 for grades 6–8

★ *Integration of Knowledge and Ideas*

8. (6–8) Distinguish among fact, opinion, and reasoned judgment in a text.

★ *Using this Assessment*

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The 1920s: Assessment 8 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 8 for grades 6–8. It asks students to pay attention to the way a text reasons about its factual claims and to distinguish between these and expressions of opinion. This could mean paying close attention to the factual evidence offered or to the reasoning process and logic used to support a claim—as well as an ability to distinguish these from the text's biases or expressions of opinion. This activity assesses the student's ability to read closely in order to understand a text in these ways.

★ *Evaluating Student Responses to this Assessment*

Responses to the first assessment question should note Palmer's language when he speaks of "a revolution" that is "eating its way into the homes" with "sharp tongues of revolutionary heat." He speaks of the "fanaticism" of the immigrant anarchists and radicals, describing them as people with a "misshapen caste of mind and indecencies of character," vowing that the government is now "sweeping the nation clean of such alien filth." This language depicts the radical immigrant as an almost inhuman, animal-like monster. Responses to the second assessment question should show that Palmer makes the following argument: He identifies a danger, "criminal aliens," and not just a few individuals but "an organization of thousands of aliens" allied to Russia's communists. He claims it is impossible to separate the radicals' ideas from their deeds ("there could be no nice distinctions drawn between the theoretical ideals of the radicals and their actual violations of our national laws"). Thus, as a result, he says the government is justified in rounding up aliens as a group and deporting them. Best responses may comment on how solid this reasoning is and the fact that not much real evidence is cited.

The 1920s: Assessment 8

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 8: Distinguish among fact, opinion, and reasoned judgment in a text.

A Primary Source Document

Like a prairie-fire, the blaze of revolution was sweeping over every American institution of law and order 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 the belfry of the school bell, crawling into the sacred corners of American homes, seeking to replace marriage vows with libertine laws, burning up the foundations of society.

Robbery, not war, is the ideal of communism. This has been demonstrated in Russia, Germany, and in America. As a foe, the anarchist is fearless of his own life, for his creed is a fanaticism that admits no respect of any other creed. Obviously it is the creed of any criminal mind.

Upon these two basic certainties, first that the “Reds” were criminal aliens and secondly that the American Government must prevent crime, it was decided that there could be no nice distinctions drawn between the theoretical ideals of the radicals and their actual violations of our national laws. An assassin may have brilliant intellectuality, he may be able to excuse his murder or robbery with fine oratory, but any theory which excuses crime is not wanted in America. This is no place for the criminal to flourish, Nor will he do so as long as the rights of common citizenship can be exerted to prevent him...

By stealing, murder and lies, Bolshevism has looted Russia not only of its material strength but of its moral force ... My information showed that communism in this country was an organization of thousands of aliens who were direct allies of [Bolshevik leader] Trotsky. Aliens of the same misshapen caste of mind and indecencies of character, and it showed that they were making the same glittering promises of lawlessness, of criminal autocracy to Americans, that they had made to the Russian peasants. How the Department of Justice discovered upwards of 60,000 of these organized agitators of the Trotsky doctrine in the United States is the confidential information upon which the Government is now sweeping the nation clean of such alien filth.

Source Information: In 1919 and 1920, strikes, political violence, even some bombings in the United States led Attorney General A. Mitchell Palmer to launch raids to arrest and deport immigrants seen as radical threats. The raids came as suspicions of immigrants were at a high point. The recent Bolshevik (communist) triumph in Russia also fueled fears about the radical political activities of some immigrants. This document is part of a 1920 essay by Attorney General Palmer titled “The Case Against the ‘Reds.’” In it, Palmer describes the nature of the revolutionary threat he sees and its links to immigrant radicals. His purpose in writing this essay was to justify his department’s massive raids. The document is adapted from *The First “Red Scare.”*

Source: Burack, Jonathan. *The First “Red Scare.”* Debating the Documents. Culver City, C.A.: MindSparks, 2004.

The 1920s Assessment 8

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 8 for grades 9–12

★ *Integration of Knowledge and Ideas*

- 8. (9–10)** Assess the extent to which the reasoning and evidence in a text support the author's claims.
- 8. (11–12)** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

★ *Using this Assessment*

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The 1920s: Assessment 8 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 8 for grades 9–10 and grades 11–12 combined. It asks students to pay attention to the way a text backs up or seeks to explain its factual claims. This could mean paying close attention to the factual evidence offered in the text as compared with expressions of opinion. Or it could mean attention to the reasoning process and logic used to support a claim. It may also require students to examine underlying assumptions and bias in order to see how they shape or distort the reasoning process presented by the text. This activity assesses the student's ability to read closely in order to understand a text in these ways.

★ *Evaluating Student Responses to this Assessment*

Responses to the first assessment question should note Palmer's appeals to bigotry and hysteria when he speaks of a revolution "eating its way into the homes" with "sharp tongues of revolutionary heat." He speaks of the "fanaticism" of the immigrant anarchists and radicals, describing them as people with a "misshapen caste of mind and indecencies of character," vowing that the government is now "sweeping the nation clean of such alien filth." These images depict the radical immigrant as an almost inhuman, animal-like monster. Palmer does make a reasoned argument in the following way: He identifies a very great danger, "an organization of thousands of aliens" allied to Russia's communists. He claims it is impossible to separate the radicals' ideas from their deeds ("there could be no nice distinctions drawn between the theoretical ideals of the radicals and their actual violations of our national laws"). As a result, he says the government is justified in rounding up aliens as a group and deporting them. Responses to the second assessment question may vary. Many will note that Palmer uses his heated rhetoric to add to his case by making the danger seem more alarming than it really was. Some may see that Palmer offers no real evidence of a conspiracy linking criminal acts with any Bolshevik-led organization.

The 1920s: Assessment 8

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 8: (9–10) Assess the extent to which the reasoning and evidence in a text support the author’s claims. **(11–12)** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

A Primary Source Document

Like a prairie-fire, the blaze of revolution was sweeping over every American institution of law and order 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 the belfry of the school bell, crawling into the sacred corners of American homes, seeking to replace marriage vows with libertine laws, burning up the foundations of society.

Robbery, not war, is the ideal of communism. This has been demonstrated in Russia, Germany, and in America. As a foe, the anarchist is fearless of his own life, for his creed is a fanaticism that admits no respect of any other creed. Obviously it is the creed of any criminal mind.

Upon these two basic certainties, first that the “Reds” were criminal aliens and secondly that the American Government must prevent crime, it was decided that there could be no nice distinctions drawn between the theoretical ideals of the radicals and their actual violations of our national laws. An assassin may have brilliant intellectuality, he may be able to excuse his murder or robbery with fine oratory, but any theory which excuses crime is not wanted in America. This is no place for the criminal to flourish, Nor will he do so as long as the rights of common citizenship can be exerted to prevent him...

By stealing, murder and lies, Bolshevism has looted Russia not only of its material strength but of its moral force ... My information showed that communism in this country was an organization of thousands of aliens who were direct allies of [Bolshevik leader] Trotsky. Aliens of the same misshapen caste of mind and indecencies of character, and it showed that they were making the same glittering promises of lawlessness, of criminal autocracy to Americans, that they had made to the Russian peasants. How the Department of Justice discovered upwards of 60,000 of these organized agitators of the Trotsky doctrine in the United States is the confidential information upon which the Government is now sweeping the nation clean of such alien filth.

Source Information: In 1919 and 1920, strikes, political violence, even some bombings in the United States led Attorney General A. Mitchell Palmer to launch raids to arrest and deport immigrants seen as radical threats. The raids came as suspicions of immigrants were at a high point. The recent Bolshevik (communist) triumph in Russia also fueled fears about the radical political activities of some immigrants. This document is part of a 1920 essay by Attorney General Palmer titled “The Case Against the ‘Reds.’” In it, Palmer describes the nature of the revolutionary threat he sees and its links to immigrant radicals. His purpose in writing this essay was to justify his department’s massive raids. The document is adapted from *The First “Red Scare.”*

Source: Burack, Jonathan. *The First “Red Scare.”* Debating the Documents. Culver City, C.A.: MindSparks, 2004.

Student Handout

Assessment Questions

1. One historian says of this document, “Despite Palmer’s appeals to hysteria and bigotry, he does make a reasoned argument here. You might not agree with it, but it is a reasoned argument.” Cite details in the text to explain this historian’s point.
2. How does Palmer’s loaded language help enhance his reasoning and make it seem sounder than it actually is?

The 1920s Assessment 9

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 9 for grades 6–8

★ *Integration of Knowledge and Ideas*

9. (6–8) Analyze the relationship between a primary and secondary source on the same topic.

★ *Using this Assessment*

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The 1920s: Assessment 9 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 9 for grades 6–8. It asks students to understand the relationship between primary and secondary sources. This means students must know the difference between the two kinds of sources—that primary sources provide the evidence for secondary source claims and interpretations. This should lead them to adopt a critical approach to secondary sources themselves. That is, such secondary accounts should not be regarded as final and complete. They are interpretations of the past, not the past itself. Students should learn to weigh secondary source accounts against the relevant primary source evidence.

★ *Evaluating Student Responses to this Assessment*

Responses to the first assessment question may vary, but acceptable answers should all note that Document 1 identifies the 1920s as a time of growing tensions over race and other matters in small towns and rural areas especially. If these areas were feeling increasingly threatened by a more “modern” spirit elsewhere, this could help explain how hatreds could build and explode as they did in Rosewood. Best answers will also see that African Americans were becoming more assertive. This might help explain why Rosewood residents fought back so fiercely. Answers to the second assessment question should note that the two papers (in Documents 2A and 2B) are from different regions, one a white-owned paper in a small town Southern region, the other a black-owned paper in Pittsburgh in the North. Each newspaper takes a very strong stand, one basically excusing white mob violence, and the other calling on blacks to consider armed resistance to such violence. Document 1 suggests how such different views might arise in the 1920s given how wide the rural-urban and black-white divides were then.

The 1920s: Assessment 9

Directions: This exercise asks you to read two documents carefully and answer questions about specific details in them. One document is a secondary source; the other is a historical primary source. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 9: Analyze the relationship between a primary and secondary source on the same topic.

Document 1: A Secondary Source

Widespread economic growth during the 1920s did not occur without social and cultural conflicts. Culturally, the 1920s saw a bitter dispute between the forces of modernism associated with the new urban-industrial society and the forces of traditionalism associated with provincial, rural communities. Many farmers moved from surrounding rural areas to cities. Increasing tensions between the old society and the new became apparent in arguments over race, religion, and prohibition. In New York City, a group of African American intellectuals, poets, novelists, and artists created a wide range of works that emphasized the richness of their racial heritage; the movement as a whole came to be known as the “Harlem Renaissance.” In addition, innovations in the artistic, music, and intellectual communities added to the creative ferment of the “Jazz Age.” In contrast, the Ku Klux Klan experienced its greatest growth during this time period and drew its members primarily from small towns and rural areas in the south. The organization claimed 4 million members in 1924 and terrorized Catholics, Jews, African Americans, and foreigners.

Source Information: The excerpt is a secondary source account summarizing social and cultural developments in the 1920s. It is part of “Overview: The Roaring Twenties,” an introductory essay for the lesson “Prohibition.”

Source: Vargas, Stephanie. *The 1920s*. Document-Based Activities for U.S. History. Culver City, C.A.: Social Studies School Service, 2001.

Documents 2A and 2B: Primary Sources

*We do not write in justification of lynch law for offenses like murder or arson or crimes like that. We believe the law should take its course and that patience should prevail even with what [we] are pleased to call "the law's delays." Preach and admonish and warn as you may, however, the crime of rape will never be tolerated for one single moment. Congressmen may rave and froth and pass laws as they please but the time will never come when a southern white man will not avenge a crime against innocent womanhood. Nor will the men of the north tolerate it any more than the men of the south. —from the *Daily Sun*, Gainesville, Florida, Jan. 7, 1923*

*Things have come to the place in this country that the only course for the Negro is armed resistance. The states refuse to protect us against the mob and the federal Congress has washed its hands of all anti-lynching legislation. Lynchers are free to prowl the earth and butcher any Negro who gets in their path. The only way for the black man then is to keep his powder dry and shoot back ... It was a much needed lesson in race solidarity that these southern Negroes at Rosewood gave to their brothers in the North. —from the *Pittsburgh American*, Jan. 19, 1923*

Source Information: In January, 1923, reports spread that a black man had beaten and possibly raped a white woman near Rosewood, Florida. Rosewood was a mainly black community. In response to the rumors, white mobs lynched a Rosewood resident. Blacks fought back and defended their town. Over several days, six blacks and two whites were killed. Rosewood was destroyed. These two excerpts (Documents 2A and 2B) are from news stories about this incident. The top excerpt is from a white-owned newspaper, the bottom excerpt is from a black-owned newspaper. The excerpts are available at *Becoming Modern: America in the 1920s: Black and White*.

Source: America in Class from the National Humanities Center. "The Twenties in Contemporary Commentary: Black and White in America." *Becoming Modern: America in the 1920s*. Accessed September 26, 2013. <http://americainclass.org/sources/becomingmodern/divisions/text2/colcommentaryblackwhite.pdf>.

Assessment Questions

1. How does Document 1 help you better understand the extreme nature of the conflict in Rosewood, Florida (as described in the Source Information for Documents 2A and 2B)?
2. How does Document 1 help you better understand why the two newspapers in Documents 2A and 2B could differ so widely in their views about this incident?

The 1920s Assessment 9

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 9 for grades 9–12

★ *Integration of Knowledge and Ideas*

- 9. (9–10)** Compare and contrast treatments of the same topic in several primary and secondary sources.
- 9. (11–12)** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

★ *Using this Assessment*

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The 1920s: Assessment 9 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 9 for grades 9–10 and grades 11–12 combined. It asks students to understand the relationship between primary and secondary sources. This means students must know the difference between the two kinds of sources—that primary sources provide the evidence for secondary source claims and interpretations. This should lead them to adopt a critical approach to secondary sources themselves. That is, such secondary accounts should not be regarded as final and complete. They are interpretations of the past, not the past itself. Students should learn to weigh secondary source accounts against the relevant primary source evidence.

★ *Evaluating Student Responses to this Assessment*

Responses to the first assessment question should all note that Document 1 identifies the 1920s as a time of growing tensions over race and other matters, in small towns and rural areas especially. If these areas were feeling increasingly threatened by a more “modern” spirit elsewhere, this might explain how hatreds could build and explode as they did in Rosewood. Answers should also note that the two papers in Documents 2A and 2B are from different regions, one a white-owned paper in a small town Southern region, the other a black-owned paper in Pittsburgh in the North. Each newspaper takes a very strong stand, one basically excusing white mob violence, and the other calling on blacks to consider armed resistance to such violence. Document 1 suggests how such different views might arise in the 1920s given how wide the rural-urban and black-white divides were then. Some answers to the second assessment question may see the Harlem Renaissance information as less relevant to an incident in rural Florida. However, best responses will see that the Harlem Renaissance may be evidence of growing African American assertiveness in general. The fierce resistance by blacks in Rosewood and the defiant tone of the Pittsburgh-American could both reflect that growing assertiveness.

The 1920s: Assessment 9

Directions: This exercise asks you to read two documents carefully and answer questions about specific details in them. One document is a secondary source; the other is an historical primary source. In order to better understand the documents, read and make use of the source information just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 9: (9–10) Compare and contrast treatments of the same topic in several primary and secondary sources. **(11–12)** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Document 1: A Secondary Source

Widespread economic growth during the 1920s did not occur without social and cultural conflicts. Culturally, the 1920s saw a bitter dispute between the forces of modernism associated with the new urban-industrial society and the forces of traditionalism associated with provincial, rural communities. Many farmers moved from surrounding rural areas to cities. Increasing tensions between the old society and the new became apparent in arguments over race, religion, and prohibition. In New York City, a group of African American intellectuals, poets, novelists, and artists created a wide range of works that emphasized the richness of their racial heritage; the movement as a whole came to be known as the “Harlem Renaissance.” In addition, innovations in the artistic, music, and intellectual communities added to the creative ferment of the “Jazz Age.” In contrast, the Ku Klux Klan experienced its greatest growth during this time period and drew its members primarily from small towns and rural areas in the south. The organization claimed 4 million members in 1924 and terrorized Catholics, Jews, African Americans, and foreigners.

Source Information: The excerpt is a secondary source account summarizing social and cultural developments in the 1920s. It is part of “Overview: The Roaring Twenties,” an introductory essay for the lesson “Prohibition.”

Source: Vargas, Stephanie. *The 1920s*. Document-Based Activities for U.S. History. Culver City, C.A.: Social Studies School Service, 2001.

Student Handout

Documents 2A and 2B: Primary Sources

*We do not write in justification of lynch law for offenses like murder or arson or crimes like that. We believe the law should take its course and that patience should prevail even with what [we] are pleased to call "the law's delays." Preach and admonish and warn as you may, however, the crime of rape will never be tolerated for one single moment. Congressmen may rave and froth and pass laws as they please but the time will never come when a southern white man will not avenge a crime against innocent womanhood. Nor will the men of the north tolerate it any more than the men of the south. —from the *Daily Sun*, Gainesville, Florida, Jan. 7, 1923*

*Things have come to the place in this country that the only course for the Negro is armed resistance. The states refuse to protect us against the mob and the federal Congress has washed its hands of all anti-lynching legislation. Lynchers are free to prowl the earth and butcher any Negro who gets in their path. The only way for the black man then is to keep his powder dry and shoot back ... It was a much needed lesson in race solidarity that these southern Negroes at Rosewood gave to their brothers in the North. —from the *Pittsburgh American*, Jan. 19, 1923*

Source Information: In January, 1923, reports spread that a black man had beaten and possibly raped a white woman near Rosewood, Florida. Rosewood was a mainly black community. In response to the rumors, white mobs lynched a Rosewood resident. Blacks fought back and defended their town. Over several days, six blacks and two whites were killed. Rosewood was destroyed. These two excerpts (Documents 2A and 2B) are from news stories about this incident. The top excerpt is from a white-owned newspaper, the bottom excerpt is from a black-owned newspaper. The excerpts are available at *Becoming Modern: America in the 1920s: Black and White*.

Source: America in Class from the National Humanities Center. "The Twenties in Contemporary Commentary: Black and White in America." *Becoming Modern: America in the 1920s*. Accessed September 26, 2013. <http://americainclass.org/sources/becomingmodern/divisions/text2/colcommentaryblackwhite.pdf>.

Assessment Questions

1. How does Document 1 help you better understand both the incident in Rosewood, Florida, and the widely differing reactions to it by the two newspapers excerpted in Documents 2A and 2B?
2. Does the information on the Harlem Renaissance in Document 1 help in understanding anything about the incident or the newspaper reactions to it? Why or why not?

The 1920s

Writing Assignment 1

Teacher Instructions

The College and Career Readiness Anchor Standard for Writing

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

[This standard is the basis for the corresponding No. 1 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.]

★ Using this Assessment

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The 1920s: Writing Assessment 1 is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 1. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that makes meaningful claims and that develop those claims using relevant evidence and sound reasoning. The essay should make clear the strengths and limitations of the claims it makes while also considering possible challenges or counter claims.

★ Evaluating Student Responses to Writing Assignment 1

Essays for this assignment should be scored according to these criteria.

- How well does the essay state a claim addressing all elements of the prompt?
- Does the essay use evidence from all or most of the documents assigned for this task?
- Is the evidence explained effectively using careful reasoning and a logical flow of one idea to the next?
- Does the essay defend the claim in relation to any relevant alternative claims?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its claims?
- How well does the essay follow rules of usage, spelling and punctuation?

The 1920s: Writing Assignment 1

The Standard: Write a brief essay that presents a well-reasoned argument focused on historical content.

The Question

Using your background history knowledge and the primary source documents listed here, explain why you *do* or *do not* agree with the following statement: *“The 1920s have been called ‘The Jazz Age,’ and also ‘The Roaring Twenties.’ These phrases are half-truths. And the truth they hide is at least as important as the truth they reveal.”*

Documents: Base your essay on your general background knowledge and all of the primary and secondary source documents in the *The 1920s* assessments.

Instructions

- Write a brief well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce a specific claim that you can defend in response to the question.
- Support your claim with an argument based on evidence from the documents and sound reasoning about that evidence.
- Consider other possible claims that may differ from your own.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect all parts of your essay to the claim you are making.
- Write a conclusion that follows from the argument your essay has made.

The 1920s

Writing Assignment 2

Teacher Instructions

The College and Career Readiness Anchor Standard for Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

[This standard is the basis for the corresponding No. 2 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.]

★ *Using this Assessment*

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The 1920s: Writing Assignment 2 is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 2. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that uses sources effectively to provide strong support and evidence clarifying and explaining a central idea or set of ideas and concepts.

★ *Evaluating Student Responses to Writing Assignment 2*

Essays for this assignment should be scored according to these criteria.

- How well does the introduction address the prompt with a clear, well-defined central idea and a preview of supporting ideas?
- Does the essay use evidence from many of the documents assigned for this task?
- Is the evidence used effectively to support the essay's key ideas and concepts?
- Does the essay engage in careful reasoning and a logical flow of one idea to the next?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its key ideas?
- How well does the essay follow rules of usage, spelling and punctuation?

The 1920s: Writing Assignment 2

The Standard: Write an informative/explanatory essay clearly describing and explaining historical events and trends.

The Question

It is 1929. You are an Italian immigrant from Naples who came to America as a five-year old with your parents in 1905. You are now working in a Ford plant in Detroit, Michigan. A newspaper from Naples in Italy has written to ask you about life in America. The paper wants you to write *not* about your personal experiences but about America itself. Its key question to you is this: “What is life in America like, and how has it changed in the 1920s from when you first arrived?” Your task in this assignment is to write an essay answering this question.

Documents: Base your essay on your general background knowledge and all of the primary and secondary source documents in these *The 1920s* assessments.

Instructions

- Write a brief well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce the topic with a clear, well-defined central idea and preview in a general way other key ideas your essay will develop.
- Support each of your key ideas with evidence from many of the documents and with sound reasoning about that evidence.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect the major parts of your essay.
- Write a conclusion that follows from and summarizes the main points your essay has made.

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