SAMPLE PACKET

LESSON PLANS AND STUDENT SHEETS

BOOK NINE

WAR, PEACE AND ALL THAT JAZZ

A History of US

TEACHING GUIDE AND RESOURCE BOOK

CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS
TALENT DEVELOPMENT MIDDLE SCHOOLS

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BOOK NINE
WAR, PEACE, AND ALL THAT JAZZ

Description:  *War, Peace, and All That Jazz* is the story of two world wars, a failed Prohibition, the Great Depression, and the coming of the atomic age. Woodrow Wilson, Babe Ruth, FDR, Eleanor Roosevelt, Louis Armstrong, Adolf Hitler, Winston Churchill, and Dwight Eisenhower all figure prominently in this epic chapter of *A History of US*.

Teaching & Student Activity Highlights:

- compare and contrast two pandemics
- read and analyze primary source documents to evaluate Prohibition
- prepare and present an argument on women’s suffrage
- research the Roaring Twenties and create a poster and handout to present To classmates
- play a simulation game about the Stock Market Crash
- read first person accounts of the Great Depression to create a class poem
- create a New Deal collage
- analyze Holocaust photos and photos of Japanese Internment
- investigate a topic and present a World War II radio broadcast
- analyze Roosevelt’s Four Freedoms speech and study Norman Rockwell’s posters

The Lessons

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THE FOLLOWING LESSONS ARE INCLUDED IN THIS SAMPLE SET:
Lessons 6, 17 and Review Game II

To view the listing of materials needed for student activities, see the ‘RESOURCES’ section in each sample Lesson.
The Roaring Twenties was a decade of great contrasts and social change, of frantic activity, economic prosperity, and materialism.

The decade of the 1920s began with high optimism: the Great War was over, the boys were home, the frighteningly fatal influenza epidemic had ended, and the nation now looked forward to a return to the normalcy of the good old days before war and pestilence and to a growing prosperity. The new president Warren G. Harding spoke for all Americans when he proclaimed: “America’s present need is not heroics but healing; not nostrums but normalcy; not revolution but restoration; not surgery but serenity.”

The election of the handsome and genial Harding in 1920 symbolized this new optimism. But although a wildly popular choice when elected, Harding failed to live up to the trust placed in him. He appointed personal friends to cabinet positions (dubbed the “Poker Cabinet”), thus delegating important responsibilities to men who were not qualified, or worse still, who ended up stealing money from the government.

Soon the American people—and Harding himself—realized that the times would definitely not be ones of healing, restoration, or serenity. When Congress designated rich oil land in California and Wyoming to ensure the availability of enough oil for the United States Navy in case of emergencies such as a war, Interior Secretary Albert B. Fall secretly plotted to have these oil reserves turned over to his department. Fall then sold the drilling leases to private
developers in return for bribes and kickbacks. A Senate investigation headed by Montana Senator Thomas Walsh uncovered the scheme, called the Teapot Dome Scandal after the name of the oil site. Disillusioned, President Harding commented, “...this is a hell of a job! I have no trouble with my enemies. I can take care of my enemies all right. But my damn friends, ... They’re the ones that keep me walking the floor nights!”

The investigation eventually uncovered that Fall had received over three hundred thousand dollars in cash, stock, and cattle in return for the lands. He was convicted of accepting bribes and became the first cabinet member in American history to go to jail. Harding was spared learning the worst: before the Senate finished its report, he suffered a fatal heart attack. Although most historians maintain that Harding never personally profited from these corrupt dealings, the scandal shocked and outraged the American people who after Harding’s death, held the once-popular president and his presidency in contempt.

After their disillusionment with Harding, Americans turned to a very different man for leadership. So unlike his wild, turbulent times, the sober, stolid Calvin Coolidge served as president for much of the Roaring Twenties, a period of economic boom and fast-paced social change. Stating that “The chief business of America is business” and believing that the job of government was to keep out of private enterprise, Coolidge shepherded tax laws through a Congress that favored business. A man of few words, “Silent Cal” appeared the antithesis of the confusing social upheaval of the Jazz Age.

The twenties was an age of fads, dance crazes, and the adoration of popular culture heroes. The new prosperity created a materialistic age, which glorified the successful rich, and ignored the growing number of unemployed, the urban poor, and the terrible troubles of the farmers. The stock
market continued to rise, and businessmen and the public alike believed prosperity would never end.

Defying Prohibition, ordinary citizens routinely broke the law, and criminals got rich selling illegal liquor. “Flappers” flaunted a new permissiveness; both men and women sported radical changes in fashion and hair styles and in the way they spent their time. By 1927, when Henry Ford brought out his Model A, twenty-one million cars jammed the roads of America. Besides a car, ordinary people owned radios, and for the first time listened to nightly news, comedy shows, and sports events. People flocked to movies that now “talked.” Walt Disney produced the first animated sound film and introduced the endearing Mickey Mouse to the American people. Musicians, writers, and artists flourished in the twenties, most notably in the Harlem Renaissance.

The Harlem Renaissance—a flowering of black playwrights, poets, musicians, artists, and actors who lived and worked within a few blocks of each other—owed its existence in part to one of the biggest population shifts in the history of the United States. In the decade before, more than one million African Americans had left their southern homes and farms and migrated north to industrial cities in search of employment. Artist Jacob Lawrence grew up knowing those people on the move. When he was thirteen, Lawrence moved to Harlem where he attended an after school arts program. Friends and teachers helped Lawrence understand the history of African Americans in the United States, and he spent countless hours reading books about the Great Migration.

At the age of twenty-two, Lawrence began to paint his migration series of sixty numbered panels that told the story of the people who made the choice to move away from their southern homes. In his own words, “... I wanted to show what made the people get on those northbound trains. I also wanted to
show what it cost to ride them.” Each panel measured a mere twelve by eighteen inches, but together they made a mighty and moving statement.

Societal changes brought about powerful resistance and intense controversy. For example, the best known and most closely followed trial of the decade—the Scopes or Monkey Trial—pitted teaching scientific material against religious fundamentalism by questioning the public school’s right to teach the theory of evolution. In 1925, the Tennessee legislature passed a law that prohibited teaching that man had evolved from lower animals or any theory that denied the creation story in the Bible. The American Civil Liberties Union believed the law to be unconstitutional based on the separation of church and state provision of the First Amendment.

Renowned attorney Clarence Darrow upheld the right of academic enquiry in his defense of school teacher John Scopes and attempted to prove that church doctrine was being imposed on public schools by claiming that the 1925 Tennessee state law told citizens what they should believe. The famous orator and politician William Jennings Bryan prosecuted for the state of Tennessee, winning the case against teaching evolution. Scopes was convicted and fined one hundred dollars. A later appeal to the state supreme court upheld the verdict. Not until 1987 did the Supreme Court find the law in conflict with the First Amendment. A continuing source of controversy, the old arguments continue to surface today.

Author F. Scott Fitzgerald spoke for many when he described the Roaring Twenties as a shallow and materialistic time: “Here was a new generation... dedicated more than the last to the fear of poverty, and the worship of success; grown up to find all gods dead, all wars fought, all faiths in man shaken.”
STANDARDS

HISTORICAL THINKING
The student will

Historical Comprehension
• reconstruct the literal meaning of a historical passage
• identify the central question(s) the historical narrative addresses
• read historical narratives imaginatively
• draw upon visual, literary, and musical sources

Historical Analysis and Interpretation
• compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions
• consider multiple perspectives
• analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance
• hypothesize the influence of the past

Historical Research Capabilities
• formulate historical questions
• obtain historical data
• question historical data

Analysis and Decision-Making
• identify issues and problems in the past
• marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action

CONTENT
The student will demonstrate understanding of How the United States changed from the end of World War I to the eve of the Great Depression

• The cultural clashes and their consequences in the post war era
  • examine the clash between traditional moral values and changing ideas as exemplified in the Scopes Trial
  • analyze the emergence of the “New Woman” and challenges to Victorian values
• How a modern capitalist economy emerged in the 1920s
  • explain how inventions, technological innovations, and principles of scientific management transformed production and work
• The development of mass culture and how it changed American society
  • analyze how radio, movies, and popular magazines and newspapers created mass culture
  • explain the emergence of distinctly American music, art, and literature including jazz, the Harlem Renaissance, the “Lost Generation”, and “modern” art
  • examine how increased leisure time promoted the growth of organized sports especially baseball
  • examine the segregation in American life, the “Jim Crow” laws, and the Negro League in baseball
• Politics and international affairs in the 1920s
  • evaluate the waning of Progressivism and the return to “normalcy”

RESOURCES

For each student
War, Peace, and All That Jazz by Joy Hakim:
  Chapters 7 through 13
Student Sheets:
  Think Sheet
  I Know Sheet
For each team
Documents, resource books, and access to Web sites that pertain to the team's assigned chapter
20 Index cards

For the teacher
Chart paper
Markers

Web sites
The Harlem Renaissance @ http://www.usc.edu/Library/Ref/Ethnic/harlem.html
Flapper Culture and Style @ http://pandorasbox.com/flapper.html
Baseball, the Color Line @ http://lcweb2.loc.gov/amem/jrhtml/jr1900s.html
Shadowball: Remembering the Negro Leagues @ http://www.iwaynet/-harlansw/negro-league/.
NASA Facts @ http://pao.gsfc.nasa.gov...eral/goddard/goddard.htm
Radio Archive @ http://www.people.memphis.edu/mbensman/
Negro Leagues Baseball Online Archives @ http://www.nc5.infi.net/-moxie/nlb/nlb.html
Library of Congress Home Page @ http://lcweb.loc.gov/
The Vintage Library – Glimpse of History @ http://www.vintagelibrar...m/history/index.htm
The African-American Mosaic (Library of Congress) @ http://lcweb.loc.gov/exhibits/african/intro.htm

Note to the teacher: Although the students will identify vocabulary words and persons to remember from their assigned chapters, the following vocabulary is important in Chapters 7 through 13 of War, Peace, and All That Jazz.

Words to Remember
*Roaring Twenties, Jazz Age – names for the years 1920 through 1929
*Teapot Dome Scandal – Albert Fall, interior secretary under Warren G. Harding, secretly sold rights to government oil lands in Teapot Dome, Wyoming for personal profit

*Great Migration – the movement of southern blacks to northern cities during the early 1900s

*Monkey Trial, Scopes Trial – famous trial to determine the constitutionality (under the First Amendment separation of church and state) of a Tennessee law that prohibited the teaching of evolution in the public schools. Teacher John Scopes was convicted and the law stood until 1987, when the Supreme Court ruled otherwise.

*Harlem Renaissance – a period of black cultural rebirth and artistic endeavor in Harlem, New York City

*flapper – modern woman of the 1920s who defied the morals and restrictions of the earlier generation; flappers bobbed their hair, wore short skirts and dramatic make-up, used jive talk, and danced the Charleston

*Negro Leagues – baseball leagues formed in the 1920s by African Americans who were not permitted to play in the major leagues

*Jim Crow – discrimination against African Americans by legal enforcement or traditional sanctions

*jazz – original American form of music based on blues, ragtime, spirituals, and other popular music, which allows musicians to improvise

*rocket – engine that carries its own liquid fuel and oxygen, thus allowing it to soar out of the earth’s atmosphere

*Spirit of St. Louis – the small, single engine plane in which Charles Lindbergh made the first transatlantic flight

People to Remember

*Warren G. Harding – president from 1921-1923 who supported a return to normalcy and during whose term the Teapot Dome Scandal occurred

Jacob Lawrence – artist who painted a series of sixty panels telling the story of the great migration of African Americans to northern cities
*Calvin Coolidge – president from 1923-1929 who supported business and tax laws favorable to business

*John Scopes – Tennessee teacher tried and convicted for teaching evolution in the public schools

Walt Disney – produced the first animated sound film in 1928 and created Mickey Mouse

Georgia O'Keeffe – unconventional artist who painted spectacular and lush flowers, old animal bones, and scenery of the American West

*F. Scott Fitzgerald – American writer who captured the people and the frantic times of the twenties

*Babe Ruth – most famous baseball player of the 1920s with a 714 home run record that stood for 47 years

Babe Didrikson Zaharias – the most famous and versatile woman athlete of the 1920s

Josh Gibson – great hitter and pitcher baseball star of the Negro League

*Satchel Paige – baseball star of the Negro League who was known for his fast ball

Cool Papa Bell – baseball star of the Negro League who was known for his running speed

*Jesse Owens – African American track star and the first athlete to win four Olympic gold medals

Joe Lewis – African American boxer who is considered to be the best boxer ever

Bessie Smith – great African American blues singer

*Louis “Satchmo” Armstrong – the king of jazz trumpeters who created a new style which gave his horn a voice-like quality

*Duke Ellington – composer of jazz and blues that combined his African heritage, European atonal theory, and Western classical traditions

*Robert H. Goddard – scientist who successfully tested the world's first liquid-fuel rocket that made space travel practical

*Charles A. Lindbergh, Jr. – the first pilot to fly across the Atlantic Ocean
FOCUS ACTIVITY – 5 minutes

1. Ask the teams to very briefly skim Chapters 7 through 13 in War, Peace, and All That Jazz to discover events and happenings during the 1920s.

Each team lists intriguing ideas, events, people, and terms that caught their attention.

2. Using Numbered Heads, teams briefly share their responses with the class. List a few of these ideas, events, persons, and terms on the chalkboard.

3. Based on their lists of ideas, persons, events, and terms, ask the students to Predict:
   - Why do you think the 1920s were called the Roaring Twenties?
   - Why do you think the 1920s could be called the best of times?
   - Why do you think the 1920s could be called the worst of times?

TEACHING ACTIVITY – 10 minutes

1. Briefly introduce the Roaring Twenties by commenting on one or two of the ideas that the students identified or by highlighting some best/worst examples.

2. Explain the research and teaching assignment for the next three lessons to the students. Include the following points in your explanation and summarize the steps on chart paper so that students can refer to them as they work.
   - Each team reads and researches one of the
Chapters 7 through 13 in *War, Peace, and All That Jazz*.

- Each team answers the following questions by reading its assigned chapter:
  - What are the four *Big Ideas* in the chapter?
  - What do the *Big Ideas* tell us about the Roaring Twenties?
  - What are the four most *Interesting Tidbits* in the chapter?
  - Who are the four most important *People to Remember* and how did they contribute to the Roaring Twenties?
  - What are four *Words to Remember* about the era and what do they mean?

**Note to the Teacher**: If a team has four members, it chooses four ideas, tidbits, people, and words—one for each team member to research. If a team has five members, it chooses five of each.

- As soon as the team decides on the answers to the previous questions, team members write each of their chapter’s *Big Ideas, Interesting Tidbits, People to Remember, and Words to Remember* on a separate index card.

- The team assigns one of the *Big Ideas, Interesting Tidbits, People to Remember, and Words to Remember* to each team member to research, define, and illustrate. (Each team member will complete four cards, one in each category.)

- Each team summarizes the important ideas, tidbits, people, and words of its chapter by creating a handout sheet.

- Each team creates a collage poster that graphically captures its assigned chapter. The poster highlights the *Big Ideas, Interesting Tidbits, People to Remember, and Words to Remember* with illustrations, drawings, and symbols.
• Each team has five minutes to teach the class about its topic using its poster and handout. Each member of the team teaches the idea, tidbit, person, and word that he or she researched.

• Teams work on and complete the project during three class periods. Each team reads the chapter and answers the questions during this lesson (Lesson 6). Team members finish their individual research, the team’s handout, and the team’s poster during the next lesson (Lesson 7). During the third lesson (Lesson 8), the team teaches its chapter by using its poster and distributing its handout to the class.

3. After explaining the preceding information, assign one of the Chapters 7 through 13 in War, Peace, and All That Jazz to each team.

**Note to the Teacher:** You may assign chapters randomly or based on student interest. Some of the chapters contain more sophisticated information than others; for example, Chapter 8 is very content rich so you may wish to assign that chapter to a more capable team. You may also assign “Monkeys On Trial” (pages 44 and 45 of Chapter 8 in War, Peace, and All That Jazz) to a team that has a less complex chapter or to an eighth team.

**STL ACTIVITY – 40 minutes**

**Researching a topic**

1. Distribute the Student Sheet: *Think Sheet*.

2. **Reading for a Purpose:** Students use the *Think Sheet* to quickly jot down possible Big Ideas, Interesting Tidbits, People to Remember, and Words to Remember as they read their chapter.
Remind the students that if they record the page number on which they found the information, it will be easy to relocate that information as they continue their individual assignment.

3. After team members read their chapter and take notes, the team reviews each member’s selections and decides on the four (or five) most important ideas, tidbits, terms, and persons.

4. Distribute twenty note cards to each team. When the team decides on the four (or five) most important Big Ideas (one for each team member to research), the team prints those ideas and reference page numbers on index cards—one idea on each card.

The team follows the same procedure to select four (or five) Interesting Tidbits and record them with reference page numbers. Likewise, the team chooses the four People to Remember and Words to Remember and records that information on index cards.

Then the team assigns one card in each of the categories (ideas, tidbits, people, and words) to each team member to research during the next lesson.

5. Circulate and Monitor: Visit each team as students read the chapter and record information. If necessary, assist students with briefly recording information in phrases or a few words and not copying sentences verbatim from the chapter. Help teams identify the ideas, tidbits, people, and words; record those choices on the index cards; and assign the cards appropriately to team members. Be sure that each team completes the assignment so that students can research and prepare the team’s handout and poster during the next lesson.
REFLECTION AND REVIEW ACTIVITY – 5 minutes

Each student reviews his or her cards and writes the assigned Big Idea, Interesting Tidbit, Person to Remember, and Word to Remember on his or her Homework Sheet: I Know Sheet. Students complete the I Know Sheet for homework.

HOMEWORK

Record information that you recall about your assigned Big Idea, Interesting Tidbit, Person to Remember, and Word to Remember from reading the chapter on your I Know Sheet.

LIBRARY/MEDIA RESOURCES

Fiction
Child Star: When Talkies Came to Hollywood by Lydia Weaver
Mississippi Bridge by Mildred Taylor
The Summer of the Dancing Horse by Clifford Eth

Nonfiction
Flight: The Journey of Charles Lindbergh by Robert Burleigh
Picture History of the 20th Century: The 1920s by Richard Tames
The Great Migration by Jacob Lawrence
Louis Armstrong: An American Success Story by James Lincoln Collier
Georgia O'Keeffe by Robyn Montana Turner
Duke Ellington by James Lincoln Collier
The Man Behind the Magic: The Story of Walt Disney by Katherine Greene

Cobblestone Magazine
Baseball
Jazz
Louis Armstrong
Duke Ellington
Harlem Renaissance
Radio
Video

There Was Always Sun Shining Someplace: Life in the Negro Baseball Leagues, Refocus Films
History of the 20th Century: 1920-1929, ABC Video
U.S. History: Origins to WWII, The Roaring Twenties. Schlessinger

Research/The Arts – Students research and view the works of Georgia O’Keefe and Jacob Lawrence. They create gallery-like displays of the artists’ works with descriptions written by the students. The works should be displayed in a common area of the school such as the library/media center. Students research other artists and artistic movements of the twenties.

Music/Library – Students listen to the recordings of Bessie Smith, Louis Armstrong, and Duke Ellington. Students create musical timelines and presentations that trace the roots of jazz and show the influence of jazz on today’s music.

Art/Library – Students research the art of animation and cartoons in American culture. Some of the early animated films are available on videotape. Students create their own cartoon characters and create flip book animations.

Art/Music – Students listen to jazz music and create abstract drawings that capture their personal reactions to the harmony, rhythm, and melody of the musical piece.

Music/Dance – Students listen to jazz music and create abstract dances that capture their personal reactions to the harmony, rhythm, and melody of the musical piece.

Science – Students investigate the technology of animation and how the mind perceives the visual messages that create animation from still pictures.
<table>
<thead>
<tr>
<th><strong>Think Sheet</strong></th>
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<tbody>
<tr>
<td><strong>Big Ideas</strong></td>
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<tr>
<td><strong>Interesting Tidbits</strong></td>
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<td></td>
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<tr>
<td><strong>People to Remember</strong></td>
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<tr>
<td><strong>Words to Remember</strong></td>
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*Student Sheet 1 – Lesson 6*

*War, Peace, and All That Jazz*
I Know Sheet

My Assigned Big Idea ________________________________________
What I Know About This Big Idea:
________________________________________________________________
________________________________________________________________
________________________________________________________________

My Assigned Interesting Tidbit ______________________________
What I Know About This Interesting Tidbit:
________________________________________________________________
________________________________________________________________
________________________________________________________________

My Assigned Person to Remember ___________________________
What I Know About This Person:
________________________________________________________________
________________________________________________________________
________________________________________________________________

My Assigned Word to Remember ____________________________
What I Know About This Word:
________________________________________________________________
________________________________________________________________
________________________________________________________________

Student Sheet 2 – Lesson 6
War, Peace, and All That Jazz
<table>
<thead>
<tr>
<th><strong>1. Why was the decade of the 1920s called the Roaring Twenties?</strong></th>
<th><strong>2. What was the Teapot Dome Scandal?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. What new form of public communication dominated the 1920s and 1930s?</strong></td>
<td><strong>4. What was a modern woman of the 1920s with bobbed hair, short skirts, and dramatic make-up called?</strong></td>
</tr>
<tr>
<td><strong>5. What was the famous trial to determine if the theory of evolution could be taught in public schools?</strong></td>
<td><strong>6. Who said “The business of America is business”?</strong></td>
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</tbody>
</table>
7. Who produced the first animated sound film in 1928?

8. What was the period of black cultural rebirth in New York City called?

9. Why is Louis “Satchmo” Armstrong famous?

10. What African American track star won four Olympic gold medals?

11. What event did Jacob Lawrence paint on a series of 60 panels?

12. What do Josh Gibson, Satchel Paige, and Cool Papa Bell have in common?
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>13. Who was the most famous composer of jazz and blues in the 1920s?</td>
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<tr>
<td>14. For what is Robert H. Goddard famous?</td>
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<tr>
<td>15. Who was the most famous baseball player of the 1920s?</td>
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<tr>
<td>16. Who was the first pilot to fly across the Atlantic Ocean?</td>
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<tr>
<td>17. Who wrote novels about the “Jazz Age”?</td>
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<tr>
<td>18. Who moved during the Great Migration, and why?</td>
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A “Great” Depression?
19. If your address is Hooverville, where are you living?

20. What happened during the Stock Market crash?

21. What did it mean to be on relief in the 1930s?

22. What was the Dust Bowl?

23. What did the Bonus Army want?

24. What is the stock market?
25. Why did the stock market crash?

26. Why was John Scopes fined $100?

27. What is meant by Jim Crow?

28. Why would someone go to the stock exchange on Wall Street?

29. Why did Hoover believe “trickle down” economics would help people?

30. Why was jazz an original American form of music?
1. It was a decade of frantic activity, loud and boisterous social behavior, new flamboyant styles in clothing, fads, jazz music and wild dancing.
2. Albert Fall, Interior Secretary under Warren G. Harding, secretly and illegally sold rights to government oil lands in Teapot Dome, Wyoming, to individuals and private companies for kick-backs and personal profit.
3. The radio
4. A flapper
5. The Scopes Monkey trial
6. Calvin Coolidge
7. Walt Disney
8. The Harlem Renaissance
9. He was the king of jazz trumpeters. He created a new style that gave his horn a voice-like quality.
10. Jesse Owens
11. The Great Migration
12. All three were great baseball players and stars of the Negro League.
13. Duke Ellington
14. He successfully tested the world’s first liquid-fuel rocket that eventually made space travel practical.
15. Babe Ruth
17. F. Scott Fitzgerald
18. Southern blacks moved to northern cities during the early 1900s to find work.
19. You live in one of the communities of homeless people in shanty towns while looking for work during the Great Depression.
20. Many businesses and workers lost all their savings.
21. Relief was jobs or money from the government to the unemployed.
22. The Great Plains underwent a severe drought in which farmland was turned into dust.
23. The Bonus Army was World War I veterans who marched to Washington in an attempt to collect their military service bonus early.
24. The business of buying and selling stocks to investors
25. A panic of wild selling caused the prices of stocks to fall drastically and ruined investors.
26. For breaking the Tennessee law forbidding the teaching of the theory of evolution in a public school
27. The name given to discrimination against African Americans by laws or traditional rules
28. To buy and sell stock
29. He believed that if government helped businesses, the money would trickle down to the people.
30. Jazz is an American invention based largely on blues, ragtime, and spirituals which allows musicians to improvise.
While Hitler’s conquest of European democracies and the wartime fate of England and France were of great concern to Americans, it took the Japanese attack on the United States fleet in Pearl Harbor to galvanize American public opinion and lead to the declaration of war on Japan.

During the 1930s, as totalitarian governments of Germany, Italy, and Japan gained strength and began aggressive conquest of other nations, American popular sentiment still embraced a policy of isolationism. While they sympathized with nations that had been swallowed up by totalitarian regimes, most Americans did not want to repeat the losses of the Great War (World War I). When the Japanese Army invaded Manchuria, China, in 1931, President Hoover refused to take either military or economic measures against Japan. He responded with a policy of non-recognition, vowing that the United States would not recognize Japan’s right to any of the captured Chinese territory. This policy had no effect on deterring Japanese aggression; Japan continued to expand its territory in East Asia, conquering French Indochina (now Vietnam, Laos, and Cambodia) and threatening to take over Thailand, the Philippine Islands, and other Pacific nations.

Meanwhile, Hitler had been gobbling up western Europe with little resistance or interference from other nations. In 1939, he invaded Poland; in 1940, he invaded Denmark, Norway, Belgium, France, and the Netherlands. Great Britain had declared war on Germany after the invasion of Poland, and was in imminent danger of falling to
Hitler’s powerful war machine. British Prime Minister Winston Churchill appealed to President Roosevelt for help in July 1940. American popular sentiment favored aid to Great Britain, but most people drew the line at sending American boys to fight overseas. Nevertheless, the United States was increasingly drawn into the conflict through the Lend-Lease Act (which gave the President authority to sell or lend war supplies to Britain), and through submarine warfare in the Atlantic.

American intelligence workers had broken Japan’s diplomatic code, and knew that war with Japan was near. In late November 1941, American commanders in the Pacific were warned to expect a “surprise aggressive move” by Japan. However, it was thought that the Japanese would attack in southeast Asia or the Philippines; Hawaii, many believed, lay beyond the range of Japanese forces.

The Japanese attack on Pearl Harbor in the early morning hours of December 7 was a complete surprise, and wrecked serious damage on the Pacific fleet. Japanese dive bombers hit every ship in the harbor, including the seven hulking battleships lined up like ducks on Battleship Row. In less than two hours, the Japanese sunk or disabled eighteen warships, and destroyed over one hundred and fifty planes—most of which were lined up wing-to-wing on the ground. The attack killed over 2,300 servicemen, and wounded nearly 1,200. More than one thousand men on the USS Arizona died when a 1,700 pound bomb made a direct hit on the battleship’s ammunition magazine.

While the Japanese achieved a spectacular military victory, they misjudged the attack’s effect on the United States. Rather than demoralizing the nation and keeping it out of the war, the attack rallied public opinion, resulted in a large influx of enlistments in the armed forces, and effectively ended American isolationism. The day after the attack, the United States and Britain declared war on
Japan and President Roosevelt, in one of his most famous radio addresses, called December 7 “a day which will live in infamy…” The European and Southeast Asian wars became united in one global conflict, with the Axis powers of Japan, Germany, and Italy fighting against America, Britain, France, and their Allies.

The senior commanders at Pearl Harbor, Navy Admiral Kimmel and Army Lt. General Short, were dismissed after the attack, and were later faulted for failing to adopt adequate defense measures.

**STANDARDS**

**HISTORICAL THINKING**
The student will
**Historical Comprehension**
- draw upon data in historical maps

**Historical Analysis and Interpretation**
- compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions
- analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance

**CONTENT**
The student will demonstrate understanding of
**The origins and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs**
- The effects of World War II at home
  - explain the economic and military mobilization of the home front during World War II
  - contrast the contributions of United States minorities to the war effort with the racism and discrimination they faced
  - evaluate the internment of Japanese Americans during the war.
  - analyze the effects of World War II on gender roles and the American family
  - evaluate the war's impact on United States culture and technology

**RESOURCES**

*For each student*
*War, Peace, and All That Jazz* by Joy Hakim:
  Chapter 29, “Pearl Harbor”

*For each team*
One set of *People of Pearl Harbor* cards

*For the classroom*
Map of Europe
Web Sites
Pearl Harbor @ http://www.lhistoryplace.com/worldwar2/timeline/pearl.html
The Attack on Pearl Harbor @ http://brill.acomp.usf.edu/~mportill/assign.html
National Archives: Pearl Harbor @ http://www.nara.gov/exhall/originals/fdr.html

Words to Remember
Blitzkrieg – “lightning war”; Nazi Germany’s ability to quickly overrun its enemies with massive weaponry and soldiers
*fireside chats – FDR’s radio speeches to the American people
*infamy – loss of reputation; total disgrace
*Pearl Harbor – Navy base in Hawaii that was badly damaged during the Japanese surprise attack of Dec. 7, 1941

The Lesson

Focus Activity - 5 minutes
Explain that in this lesson, you will discuss the events that led up to the United States’ entrance into World War II.

1. On a map, point out the nations that Hitler has already conquered by the end of 1940: Poland, Czechoslovakia, Austria, Finland, Denmark, Norway, Holland, Belgium, and France. Also, in East Asia, a militarily aggressive Japan, eager to expand its territory and natural resources, has seized territory from China and is threatening other small Pacific nations.

2. The United States, while concerned about events in Europe and Asia, is reluctant to get involved.
Isolationists protest loudly that the United States should isolate itself from foreign conflicts, while interventionists believe the United States has the responsibility to help stop world aggression. **Students Think-Pair-Share:**
- What will it take for the interventionists to persuade the country to go to war?

3. Use **Numbered Heads** for students to share their responses.

**TEACHING ACTIVITY – 35 minutes**

1. Review the Vocabulary *Words to Remember.*

2. **Reading for a Purpose:** Students Partner Read Chapter 29, “Pearl Harbor,” to answer the following questions, which are written on chart paper:

   - What was the *Blitzkrieg* and why was it so effective?
   - What happened at Dunkirk?
   - In what way was Pearl Harbor a disaster? In what way did it unite the country?
   - What do you think the Japanese hoped to accomplish at Pearl Harbor? Did they succeed?

3. **Circulate and Monitor:** Visit each team as students read the selection and discuss the questions. Assist students with the reading, ask and answer questions, and encourage oral elaboration.

4. Use **Numbered Heads** for the class to review and discuss the questions.
STUDENT TEAM LEARNING ACTIVITY

STL Activity – 15 minutes
Analyzing cause and effect relationships

1. Distribute one set of *People of Pearl Harbor* Cards to each team.

2. Students read aloud the question side (darker print) of the card and make a prediction about what will happen to the person described.

3. Students turn the cards over and read the answer side of the cards.

REFLECTION AND REVIEW ACTIVITY – 5 minutes

1. In their teams, students discuss and predict the ramifications of the United States entrance into the war.

2. Students consider
   - In addition to sending American troops overseas to fight, how did the war affect the average American?
   - How did the war affect the U.S. economy?

3. After some discussion, explain that the United States entrance into World War II was the final death knell for the Great Depression as the nation became (in Roosevelt’s words) the “arsenal of democracy.” America’s productivity and employment increased dramatically as the nation began manufacturing much-needed war supplies—everything from battleships to army boots.

HOMEWORK

Ask students to consider how they might have responded to the bombing at Pearl Harbor if they had been alive in 1941. How would they have felt? What actions might they have taken? Have students write a personal response to this pivotal event.
Nonfiction
Eyewitness to History edited by John Carey
At Dawn We Slept: The Untold Story of Pearl Harbor by Gordon Prange
The Good War: An Oral History of World War II by Studs Terkel

Fiction
Home Front Heroes by Robert Burch

Videocassette
World War II, Social Studies School Service
Pearl Harbor: Surprise and Remembrance Social Studies School Service

CD Rom
World War II: Global Conflict, Zenger Media
World War II: Sources and Analysis, Zenger Media
Story of America II – World War II Era, National Geographic Society

Art – Students make an illustrated timeline of the events leading up to Pearl Harbor.

Science – Students research the tanks, artillery, and airplanes used in the Blitzkrieg. In what ways were they superior to the forces of other nations?

Math – Students use maps to determine how far the Japanese aircraft had to fly to reach Pearl Harbor. How far did they fly to attack United States forces in the Philippines?

Art – Students draw the flags of the Allied and Axis nations and display them.

Local History/Library – Students use old newspapers on microfilm to research their community’s response to the bombing of Pearl Harbor.
<table>
<thead>
<tr>
<th>1. You are General Douglas MacArthur and are stationed in the Philippines in December, 1940. When new B-17 bombers arrive, you confidently brag, “Nothing would please me better than if they (Japan) would give me three months and then attack here.” Three days later, the Japanese attack Pearl Harbor. What happens to you after this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. You are Admiral James Richardson. You do not want your Pacific Fleet stationed at Pearl Harbor because you feel the site is inadequate. You fear Japan will realize the military weaknesses of this position and attack. You complain to your bosses, the Secretary of the Navy and President Roosevelt. What happens to you?</td>
</tr>
<tr>
<td>3. It is 7:02 a.m., and you are one of two Army operators at a radar station on Hawaii. You see Japanese bombers approaching on radar. You contact a junior officer and tell him what you see. What happens?</td>
</tr>
<tr>
<td>4. You are one of the servicemen on the U.S.S. Arizona, a large battleship stationed at Pearl Harbor. Early Sunday morning, you get up, get dressed, and plan a relaxed afternoon on shore. What happens to you?</td>
</tr>
<tr>
<td>5. You are Doris “Dorie” Miller, an African American man who joined the Navy and is serving on the U.S.S. West Virginia at Pearl Harbor. Because of your race and the military’s racial restriction policy, you can only serve as a messman. What happens to you at Pearl Harbor?</td>
</tr>
<tr>
<td>6. You are an American airman stationed at Pearl Harbor. On the morning of December 7, 1941, you join some of your fellow soldiers for breakfast in the mess hall at Hickman Airfield. What happens to you?</td>
</tr>
<tr>
<td>7. You are a serviceman stationed on the aircraft carrier U.S.S. Lexington. Your two buddies are stationed on the carriers Enterprise and Saratoga. Where are you and your buddies on the morning of December 7, and what happens to you?</td>
</tr>
<tr>
<td>8. You are a Japanese diplomat. It is your job to present Japan’s Declaration of War to U.S. Secretary of State Cordell Hull. Because of delays, you can’t deliver your message until 2:30 p.m. What happens?</td>
</tr>
<tr>
<td>9. You work for the U.S. code-breaking service. On December 6 and 7, you intercept Japanese messages instructing their diplomats to end formal relations with the United States at 1 p.m. on December 7. You decipher the messages and send them to President Roosevelt and Secretary of State Cordell Hull.</td>
</tr>
</tbody>
</table>
1. General MacArthur became the Allied supreme commander of the Southwest Pacific Area in 1942. In 1944, he became general of the army. He signed the Japanese surrender and later, as Allied commander, led the reconstruction of Japan.

2. Admiral James Richardson was dismissed shortly after complaining to the Secretary of the Navy and the President about the fleet’s location at Pearl Harbor.

3. The junior officer thought the approaching bombers were American planes from the west coast. He disregarded the radar operator’s sighting. Thus, the Pacific Fleet was taken completely by surprise and had no advance warning of the attack.

4. You are one of the 1,177 servicemen on the *Arizona* who is killed when the battleship is hit with a one-ton bomb. The ammunition on board explodes, and the ship sinks.

5. During the attack on Pearl Harbor, “Dorie” Miller risks his life to take over the weapon of a fallen gunman and fire at the attacking planes. He hits Japanese planes and is awarded the Navy Cross, but only after his cause is taken up by the black press. He is featured as a hero on U.S. war posters.

6. The mess hall at Hickman Airfield is hit by a bomb. All thirty-five men having breakfast are killed. You are one of the more than 2,300 men killed in the attack.

7. You and your buddies, who are stationed on the aircraft carriers *Lexington*, *Enterprise*, and *Saratoga*, are very lucky! Your ships were not among those lined up in Pearl Harbor on December 7, and were not damaged in the attack.

8. You deliver your message just as Secretary of State Cordell Hull is reading the first reports of the surprise air strike at Pearl Harbor. He is not pleased!!!

9. The War Department realizes this 1 p.m. deadline corresponds with early morning in Pearl Harbor. It sends an alert to the forces there. Unfortunately, the War Department uses commercial telegraph because radio contact with Hawaii is broken. Because of delays, the alert arrives in Hawaii four hours after the attack.