

NAME _____

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DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the *source* of each document and any *point of view* that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

Historical Context: The 1920's

For many Americans, the 1920s was a decade of prosperity and confidence. However, by the end of the decade, political, social, and economic changes were starting that would create a far different America in the 1930s.

Task:

Using the information from the ten documents in part A and your knowledge of US history, write an essay in Part B in which you

- *Discuss* the changes in American society or the shifts in American culture that took place in the 1920's
 - *Explain* TWO specific changes in American culture or American society that illustrate a change from traditional to modern values.
 - What was the change?
 - What were the traditional values in the 1920s? What were the modern values in the 1920s?
 - How did this change impact the future of American history?

- ***discuss*** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- ***explain*** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”

Part A | Short Answer Questions | *directions:* Analyze the documents and answer the short-answer questions that follow in the space provided.

Document 1

The 1920s was a decade of exciting social changes and profound cultural conflicts. For many Americans, the growth of cities, the rise of a consumer culture, the upsurge of mass entertainment, and the so-called "revolution in morals and manners" represented freedom from the restrictions of the country's Victorian past. Gender roles, hairstyles, and dress all changed profoundly during the 1920s. But for many others, the United States seemed to be changing in undesirable ways. The result was a "cultural civil war," in which a society clashed bitterly over such issues as foreign immigration, evolution, the Ku Klux Klan, prohibition, women's roles, and race.

The 1920s was the first decade to have a nickname: "Roaring 20s". It was a decade of prosperity and dissipation, and of jazz bands, bootleggers, raccoon coats, bathtub gin, flappers, flagpole sitters, bootleggers, and marathon dancers. It was, in the popular view, the Roaring 20s, when the younger generation rebelled against traditional taboos while their elders engaged in a lot of speculation. It was known as the "Roaring 20s" for a variety of reasons - a reference to jazz, the economic growth, and luxurious lifestyle many indulged in.

Source: Roaring 20's - Digital History

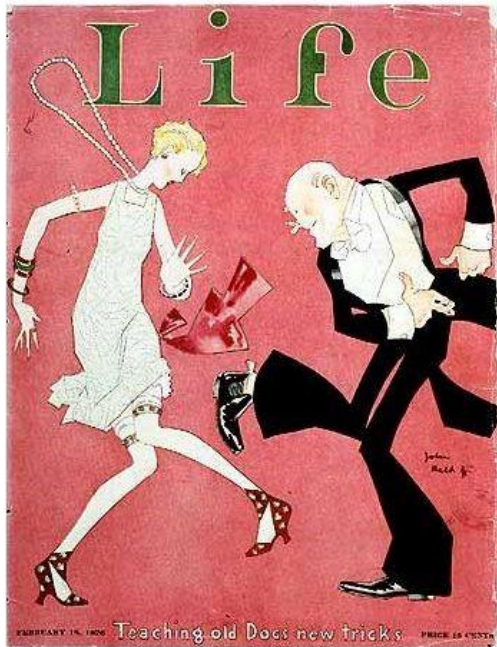
1) What are TWO ways in which American culture change in the 1920's.

a. _____

b) _____

2) What was the nickname of the 1920's decade? Why did it have that nickname?

Document 2a



The sleek style of the iconic flapper has been celebrated throughout the 1920's as the symbol of all-American women. Vastly different from the image of the traditional all-American girl who aspired to be a housewife, the flapper, according to stereotypes, is a young woman who wears short & loose dresses, uses cosmetics, smokes and drinks alcohol, and attends many different glamorous dance parties. In the image... she is shown with a formal dress, what can be assumed to be a string of pearls flying about her as she dances, and what is considered dancing shoes. Additionally, the bangles on her arm, and the company of a gentleman wearing a tuxedo suggests that she is at a formal & glamorous event, where flappers are often found enjoying the finer things of life and society. These aren't your all-American girls next door! Flappers are young, adventurous, liberated, free women - free from the traditional norms and values of society! They don't have to become a boring housewife! They can see the world! Free to pursue a life as they choose. Free to wear short skirts, and expose their legs. Free to dance, drink, and enjoy life's libations.

FREEDOM FOR ALL WOMEN.

Source: Life Magazine February 18th 1926

1) How is the flapper different from the all-American girl?

2) How does the flapper represent a change from traditional to modern values?

Document 2b

...And what were these “new middle class women” to be like? Well, for one thing, they could take jobs. Up to this time girls of the middle classes who had wanted to “do something” had been largely restricted to school-teaching, social-service work, nursing, stenographic, and clerical work in business houses. But now they poured out of the schools and colleges into all manner of new occupations. They besieged the offices of publishers and advertisers; they went into management, they sold antiques, sold real estate, opened smart little shops, and finally invaded the department stores. In 1920 the department store was in the mind of the average college girl a rather bourgeois [middle class] institution which employed “poor shop girls”. By the end of the decade college girls were standing in line for openings in the misses’ sports-wear department and even selling behind the counter in the hope that someday fortune might smile upon them and make them buyers or stylists. Small-town girls who once would have been contented to stay in Sauk Center [Minnesota] all their days were now borrowing from father to go to New York or Chicago to seek their fortunes — in Best’s or Macy’s or Marshall Field’s. No topic was so furiously discussed at luncheon tables from one end of the country to the other as the question whether the married woman should take a job, and whether the mother had a right to. And as for the unmarried woman, she no longer had to explain why she worked in a shop or an office; it was idleness, nowadays, that had to be defended....

Source: Frederick Lewis Allen, *Only Yesterday: An Informal History of the 1920s*, Harper & Row, 1931

- 1) According to Frederick Lewis Allen, what is one way middle-class women’s lives changed in the 1920s?

Document 3a

When the Butler Act was passed in Tennessee in 1925, it outlawed the teaching of evolution in schools. Many people took to the media to argue for or against it. Mrs. Sparks was one of many citizens who wrote letters to Tennessee’s newspapers in response to the Act.

Dear Editor:

When the bill (The Butler Act) against the teaching of evolution in public schools was passed, I could not see why more mothers were not thanking the lawmakers. They were protecting our children from one of the destructive forces which will destroy our civilization. I for one was grateful that they stood up for what was right. And grateful, too, that we have a Christian man for governor who will defend the Word of God against this so-called science. The Bible tells us that the gates of Hell shall not win against the church. We know there will always be those who set an example for the cross of Christ. But in these times of materialism I thank God deep down in my heart for everyone whose voice is raised for humanity and the coming of God’s kingdom.

- Mrs. Jesse Sparks Pope, Tennessee

- 1) Why does Mrs. Sparks not agree with the idea of teaching evolution in schools?

Document 3b

In 1925, the American Federation of Teachers released the following statement in support of John Scopes, who was put on trial for teaching his students about the scientific theory of evolution.

The American Federation of Teachers is deeply concerned about the effect of the Tennessee anti-evolution law. ...Teaching . . . has been menaced . . . by misguided legislative authority that fears to trust the intelligence, the public spirit and the devotion . . . of [teachers]. . . .As teachers we especially fear the effect of the present wave of intolerance in education on the task of providing the schools with enlightened teachers. Without freedom in the intellectual life, and without the inspiration of uncensored discovery and discussion, there could ultimately be no scholarship, no schools at all and no education. - Source: AFT Resolutions - July 1925

- 1) Why does the AFT support John Scopes?

Document 4:

What is the issue that has gained the attention, not only of the American people, but people everywhere? Is it a mere technical question as to whether the defendant Scopes taught the paragraph in the book of science? You think, your Honor, that the News Association in London [is here] because the issue is whether John Scopes taught a couple of paragraphs out of his book? Oh, no. . . .we are here to argue whether or not our society should be based on science, or on religion. Will we shift to being a more modern society that investigates science, or stick with the more traditional and ancient beliefs?

The least that this generation can do, your Honor, is to give the next generation all the facts, all the available data, all the theories, all the information that learning, that study, that observation has produced—give it to the children in the hope of heaven that they will make a better world of this than we have been able to make it. We have just had a war with twenty million dead. Civilization is not so proud of the work of the adults. Civilization need not be so proud of what the grown-ups have done. For God’s sake let the children have their minds kept open—close no doors to their knowledge; shut no door from them. Make the distinction between theology and science. Let them have both. Let them both be taught. Let them both live. . . .

We feel we stand with progress. We feel we stand with science. We feel we stand with intelligence. We feel we stand with fundamental freedom in America. We are not afraid. Where is the fear? We meet it! Where is the fear? We defy it!

- 1) According to Dudley Field Malone, what is really being debated in the Scopes trial?

- 2) How does the Scopes trial represent a shift from traditional to modern values in American society?

Part B | Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least **four** documents in your essay. Support your response with relevant facts, examples, and details.

Historical Context:

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Task: Using the information from the documents and your knowledge of United States history, write an essay in which you

- *Discuss* the changes in American society or the shifts in American culture that took place in the 1920's
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Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- Incorporate information from at least **four** documents
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

