

# Viking Quest: U.S. History Assignments

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March 2015

Week: 2<sup>nd</sup> -6<sup>th</sup>

- *Read 15-1 pgs. 481-488*
- *Complete the 15-1 Guided Reading Handout*
- *Pg. 488 # 1-8*
- *Read pgs. 490-491*
- *Answer Understanding Skills on 491 # 1-3*
- *Complete 15-1 Study Guide*
- *Read 15-2 pgs. 492-495*
- *Complete 15-2 Guided Reading*
- *Pg. 495 #1-8*
- *15-2 Study Guide*
- *Pg. 497 Understanding and Timeline 1 & 2*
- *Read 15-3 pgs. 498-502*
- *Complete 15-3 Guided Reading*

# Chapter 15, Section 1

## A Clash of Values

(Pages 482-488)

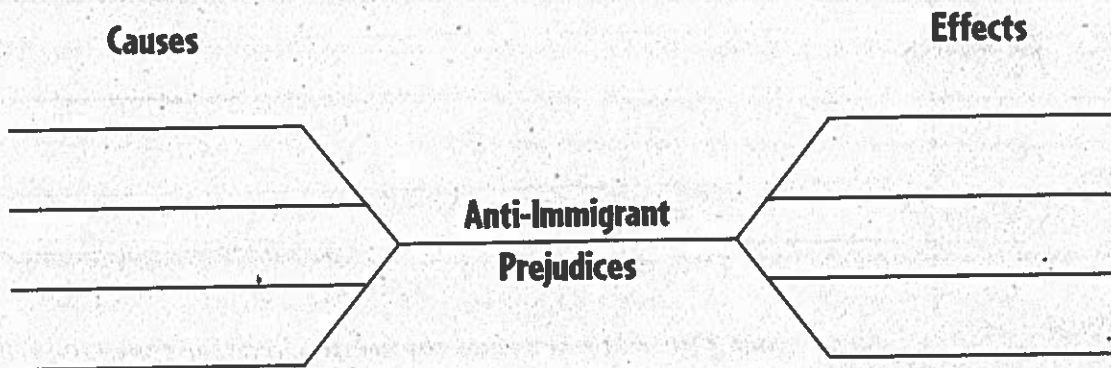
### Reason To Read

**Setting a Purpose for Reading** Think about these questions as you read:

- Why was there a rise in racism and nativism in the 1920s?
- What did the clash of values in the 1920s and the changing status of women consist of?

### Main Idea

As you read pages 482-488 in your textbook, complete this graphic organizer by filling in the causes and effects of anti-immigrant prejudices.



### Sequencing Events

As you read, place the following events on the time line below.

- Prohibition repealed
- Scopes trial takes place in Tennessee
- Eighteenth Amendment ratified
- National Origins Act passed
- Sacco and Vanzetti found guilty

◆ 1919

◆ 1924

◆ 1929

◆ 1934

**Nativism Resurges** (pages 482–484)

**Clarifying**

*As you read this lesson, write down the specific events that led to a rise in nativism.*

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**Terms To Know**

*Define or describe the following key terms from this lesson.*

**anarchist**

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**eugenics**

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**Academic Vocabulary**

*Define the following academic vocabulary word from this lesson.*

**denied**

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**Terms To Review**

*Use each of the following terms, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.*

**entrepreneur**  
(Chapter 2, Section 4)

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**subsequent**  
(Chapter 3, Section 5)

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# Controlling Immigration (page 484)

## Sequencing

As you read, number the following acts of Congress in the order in which they were passed.

- \_\_\_ National Origins Act
- \_\_\_ Newlands Reclamation Act
- \_\_\_ Emergency Quota Act

## Academic Vocabulary

Define these two academic vocabulary words from this lesson.

**previously**

**proportion**

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## Terms To Review

Circle the letter of the word or phrase that is closest in meaning to the underlined words, which you studied in an earlier chapter.

**dominated**  
(Chapter 1, Section 2)

1. The factory farms that dominated the landscape of the Southwest needed Mexican laborers.
  - a. brought to the level of ordinary people
  - b. led by example
  - c. had a prominent place or position

**recession**  
(Chapter 3, Section 4)

2. Nativism increased after World War I in part because of the economic recession.
  - a. period of reduced economic activity
  - b. inequality
  - c. return of part of payment

## The New Morality (pages 484–486)

### Determining the Main Idea

As you read, write down the main idea of the passage. Review your statement when you have finished reading and revise as needed.

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### Terms To Know

Define or describe the following key term from this lesson.

**flapper**

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### Terms To Review

Use each of the following terms, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.

**aspect**

(Chapter 5, Section 3)

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**linked**

(Chapter 6, Section 2)

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## The Fundamentalist Movement (pages 486–487)

### Previewing

Preview this section to get an idea of what's ahead. First, skim the section. Then write a sentence or two explaining what you think you will be learning. After you have finished reading, revise your statements as necessary.

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## Terms To Know

Define or describe the following key terms from this lesson.

evolution

creationism

## Terms To Review

Define these two academic vocabulary words that you studied in an earlier chapter.

decline

(Chapter 2, Section 4)

derive

(Chapter 10, Section 3)

## Prohibition (pages 487-488)

## Summarizing

As you read, complete the following sentences to help you summarize the lesson.

1. Many people believed the prohibition of alcohol would help reduce \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
2. The \_\_\_\_\_ specifically granted the federal government, as well as the state governments, the power to enforce prohibition.

## Terms To Know

Define or describe the following key terms from this lesson.

police powers

speakeasy

## Terms to Review

Use each of the following terms, which you studied in an earlier chapter, in a sentence that reflects the word's meaning in this lesson.

**estimated**  
(Chapter 2, Section 4)

**domestic**  
(Chapter 5, Section 1)

## Section Wrap-up

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

Why was there a rise in racism and nativism in the 1920s?

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What did the clash of values in the 1920s and the changing status of women consist of?

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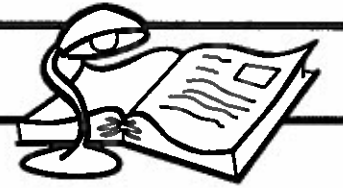
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# Study Guide



## Chapter 15, Section 1

For use with textbook pages 482–488

### A CLASH OF VALUES

#### KEY TERMS AND NAMES

- anarchist** individual who opposes all forms of government (page 483)
- eugenics** a false science that deals with the improvement of hereditary traits (page 483)
- Ku Klux Klan** a society set up to restore white Protestant America by terrorizing African Americans and other minorities (page 483)
- Emergency Quota Act** law that established a temporary quota system and limited immigration (page 484)
- flapper** a young, dramatic, stylish, and unconventional woman (page 485)
- Fundamentalism** religious movement that focused on the authority of the Bible (page 486)
- evolution** theory that suggests that human beings had developed from lower forms of life over the course of millions of years (page 486)
- creationism** Fundamentalist belief that God created the world as described in the Bible (page 486)
- police powers** government's power to control people and property in the interest of public safety, health, welfare, and morals (page 487)
- speakeasy** bar where people illegally purchased alcohol (page 487)

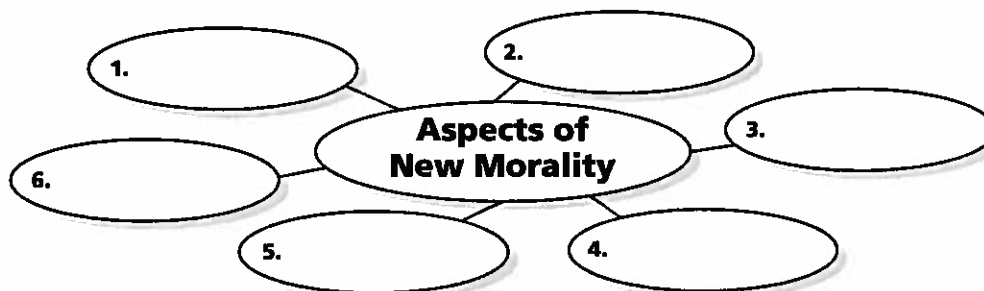
#### DRAWING FROM EXPERIENCE

How would you describe today's fashion style? What kinds of features make up this style?

In this section, you will learn about the increase in racism and nativism in the 1920s. You will also learn about the conflicts between traditional and modern values that shook the country.

#### ORGANIZING YOUR THOUGHTS

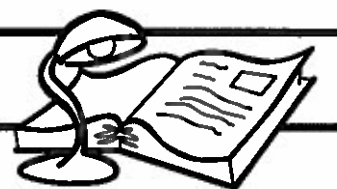
Use the diagram below to help you take notes. The 1920s saw the development of the new morality. List the ways the new morality showed itself.





# Study Guide

## Chapter 15, Section 1 (continued)



### READ TO LEARN

#### • Nativism Resurges (page 482)

During the 1920s, anti-immigrant feelings increased in the United States, leading to increased feelings of racism and nativism. Many Americans viewed immigrants as a threat to the traditional American society. They believed that immigrants were taking jobs away from the millions of Americans who returned from the war.

In the 1920s, the majority of immigrants arrived from southern and eastern Europe. They faced ethnic and religious prejudices. The Sacco-Vanzetti case is an example of this discrimination. On April 15, 1920, two armed men killed two employees of a factory in Massachusetts and robbed the company of its payroll. Two Italian immigrants—Nicola Sacco and Bartolomeo Vanzetti—were arrested for the crime. Newspapers closely covered the case. They reported that the two immigrants were **anarchists**, those who opposed all forms of government. They also reported that Sacco owned a gun similar to the murder weapon. Although no one at the time knew whether the two men were guilty, many people concluded that they were guilty because they were Italian immigrants and anarchists. Other people believed that the case was an example of prejudice against people based on their ethnic origin. In July 1921, Sacco and Vanzetti were found guilty and sentenced to death. They were executed six years later, maintaining their innocence to the end.

Nativists used the idea of **eugenics** to boost their arguments against immigration. Eugenics is a false science that deals with the improvement of hereditary traits. It stressed that human inequalities were inherited. Eugenics boosted the nativists' idea that white Protestants from northern Europe who first came to America were the superior stock. People such as Woodrow Wilson supported this idea and lent support to racist theories.

One of the biggest movements to restrict immigration came from the **Ku Klux Klan**. After the Civil War, the Ku Klux Klan used violence to intimidate freed African Americans. After World War I, the Klan targeted immigrants, Catholics, Jews and other groups they believed did not represent traditional American values. Because of a large public campaign, Klan membership skyrocketed in the 1920s, spreading beyond the South and into Northern cities.

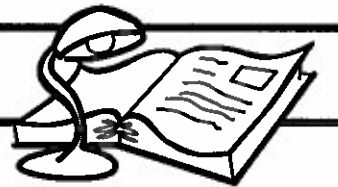
#### 7. Why did nativist feelings increase in the 1920s?

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# Study Guide



## Chapter 15, Section 1 (continued)

### • Controlling Immigration (page 484)

In 1921 Congress responded to the nativist demands to limit immigration with the **Emergency Quota Act**. The law set up a temporary quota system. The law limited the number of people admitted in a single year to 3 percent of the total number of people in any ethnic group already living in the United States as determined in the 1910 census. The provision discriminated against people from southern and eastern Europe. The National Origins Act, passed in 1924, made immigration restriction permanent. The law also changed the year residing to 1890. By moving the year back to 1890, it basically allowed immigration from northwestern Europe.

The reduction in immigration caused a shortage of workers for agriculture, mining, and railroad work. Mexican immigrants filled some of these jobs. Mexican immigration started after the passage of the Newlands Reclamation Act. This law provided money for irrigation projects in the dry Southwest. The factory farms that started there needed large numbers of laborers. The quotas set up by the National Origins Act did not include natives of the Western Hemisphere. More than 600,000 Mexicans arrived in the United States between 1914 and the end of the 1920s.

#### 8. How did the Emergency Quota Act and the National Origins Act affect immigration?

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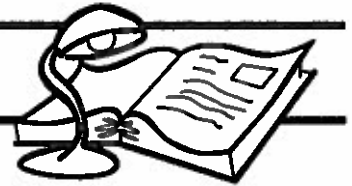
### • The New Morality (page 484)

During the 1920s, a "new morality" took over the nation. The new morality challenged traditional ways of thinking. It stressed youth and personal freedom. In the family, the new morality focused on the ideas of romance, pleasure, and friendship for a successful marriage. Work changed the relationships between men and women. In the 1920s, young single women began to work not just for wages for themselves and their family, but also as a way to break from parental authority and to establish their own personal identities.

The automobile also played a part in the new morality. It gave America's young people more independence and made it easier for them to escape parental control and find new forms of entertainment with their friends.

# Study Guide

## Chapter 15, Section 1 (continued)



A new fashion look started in the 1920s. Women shortened their hair and wore silk stockings. Glamorous stage and screen stars became popular. A **flapper** was a young, dramatic, stylish, and unconventional woman. She smoked cigarettes and drank liquor. She also dressed in clothes considered too revealing at that time.

Many women in the 1920s looked for financial independence. They entered the workforce as salesclerks and secretaries. They made contributions in fields such as science, medicine, and literature.

9. What things did the new morality stress?

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### • The Fundamentalist Movement (page 486)

Many Americans feared that the new morality threatened traditional values and beliefs. These Americans believed that the nation was going through a moral decline. Many joined a religious movement known as **Fundamentalism**. This movement stressed the teachings of the Bible. Fundamentalists rejected the theory of **evolution**, which suggested that human beings had developed from lower forms of life over millions of years. Fundamentalists believed in **creationism**, that God created the world as described in the Bible.

Evolutionists and creationists eventually clashed. In 1925 Tennessee passed a law that prohibited the teaching of evolution. When John T. Scopes, a biology teacher, taught evolution in his high school in Dayton, Tennessee, he was arrested and put on trial. In the Scopes trial, William Jennings Bryan, a Fundamentalist, was the prosecutor. Clarence Darrow defended John Scopes. Scopes was found guilty and fined \$100. The conviction was later overturned.

10. On what two theories did the Scopes trial focus?

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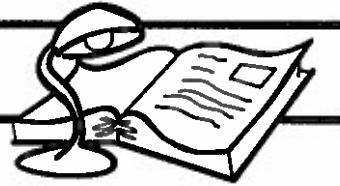
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# Study Guide



## Chapter 15, Section 1 (continued)

### • Prohibition (page 487)

Throughout the early 1900s, many people began supporting prohibition. Many believed that prohibition would reduce unemployment, domestic violence, and poverty. The Eighteenth Amendment, which took effect in January 1920, provided for prohibition. To enforce the amendment, Congress passed the National Prohibition Act, also known as the Volstead Act. Enforcing Prohibition became the job of the U.S. Treasury Department, which greatly expanded the federal government's **police powers**. This is a government's power to control people and property in the interest of public safety, health, welfare, and morals. The Treasury Department set up the Prohibition Unit to enforce Prohibition. It made hundreds of thousands of arrests. However, Americans ignored the law. They went to secret bars called **speakeasies**, where they could buy alcohol. Organized crime supplied and often ran these speakeasies, which were located all over the country.

The huge profits that could be made from illegally selling liquor led to smuggling. Smugglers brought liquor into the United States from Canada and the Caribbean. Smuggling and the buying of liquor led to an illegal billion-dollar industry. Violence broke out in the streets as gangs fought to control the liquor trade. Crime became big business. Some gangsters made enough money and had enough power to corrupt local politicians. The Eighteenth Amendment was eventually repealed by the Twenty-first Amendment in 1933.

**11.** What was the purpose of the Eighteenth Amendment?

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# Chapter 15, Section 2

## Cultural Innovations

(Pages 492-495)

### Reason To Read

**Setting a Purpose for Reading** Think about these questions as you read:

- How did the explosion of art and literature reflect the disillusionment of 1920s artists?
- What effects did sports, movies, radio, and music have on popular culture?

### Main Idea

As you read pages 492-495 in your textbook, complete this graphic organizer by filling in the main characteristics of art, literature, and popular culture of the era.

Cultural Movement	Main Characteristics
Art	
Literature	
Popular Culture	

### Sequencing Events

As you read, place the following events on the time line below.

- *The Jazz Singer* becomes first talking picture
- Charles Lindbergh makes solo transatlantic flight
- F. Scott Fitzgerald's *The Great Gatsby* published
- Gertrude Ederle swims across English Channel

◆ 1922

◆ 1924

◆ 1926

◆ 1928



**Art and Literature** (pages 492–494)

**Questioning**

*As you read, write down three questions about the main ideas presented in the text. After you have finished reading, write the answers to these questions.*

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**Terms to Know**

*Define or describe the following key term from this lesson.*

**Bohemian**

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**Academic Vocabulary**

*Define these two academic vocabulary words from this lesson.*

**visual**

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**range**

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**Terms to Review**

*Use each of the following terms, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.*

**symbolized**  
(Chapter 9, Section 1)

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**impact**  
(Chapter 2, Section 1)

## Popular Culture (pages 494–495)

### Connecting

*As you read, compare the sports, movies, radio, or music of today with the discussion of those topics in the 1920s. Summarize your thoughts in a paragraph. Be sure to include ways that popular culture of the 1920s was similar to and different from popular culture today.*

### Terms To Know

*Define or describe the following key term from this lesson.*

**mass media**

### Academic Vocabulary

*Define the following academic vocabulary word from this lesson.*

**revealed**

### Terms To Review

*Use each of the following terms, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.*

**participate**  
(Chapter 5, Section 3)

**technology**  
(Chapter 1, Section 2)

## Section Wrap-up

Now that you have read the section, answer these questions from *Setting a Purpose for Reading* at the beginning of the section.

How did the explosion of art and literature reflect the disillusionment of 1920s artists?

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What effects did sports, movies, radio, and music have on popular culture of the 1920s?

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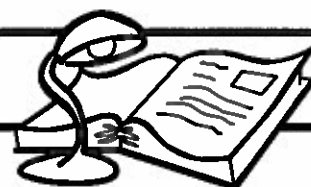
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# Study Guide



## Chapter 15, Section 2

For use with textbook pages 492–495

### CULTURAL INNOVATIONS

#### KEY TERMS AND NAMES

**Bohemian** an artistic and unconventional lifestyle (page 493)

**Carl Sandburg** a poet who used common speech to glorify the Midwest (page 493)

**Eugene O'Neill** an innovative playwright whose plays showed realistic characters and situations (page 493)

**Ernest Hemingway** a novelist who presented a new literary style characterized by direct, simple, and concise prose (page 493)

**F. Scott Fitzgerald** famous writer of the 1920s who created colorful, glamorous characters that chased futile dreams (page 494)

**mass media** radio, movies, newspapers, and magazines aimed at a broad, popular audience (page 495)

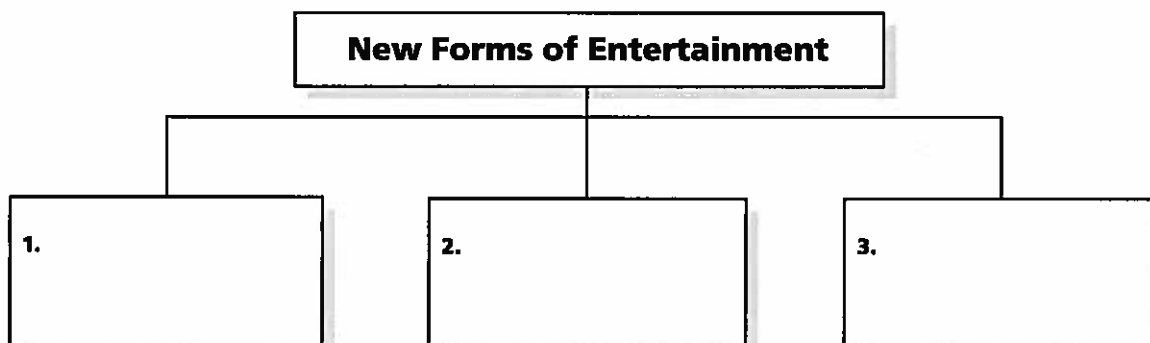
#### DRAWING FROM EXPERIENCE

What do you think is the most popular form of entertainment in the United States today? What is the most popular form of entertainment among your classmates and friends?

The last section discussed the conflicts that developed in the 1920s between traditional and modern values. This section discusses the cultural trends of the 1920s.

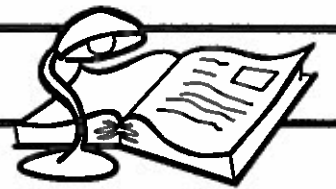
#### ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. New forms of entertainment became popular in the United States in the 1920s. List these forms in the diagram.



# Study Guide

## Chapter 15, Section 2 (continued)



### READ TO LEARN

#### • Art and Literature (page 492)

During the 1920s, American writers and artists searched for meaning in the modern world. Many artists, writers, and intellectuals gathered in Greenwich Village in Manhattan and Chicago's South Side. There they lived a **Bohemian**, or artistic and unconventional, way of life. The places helped free them from conforming to old ideas.

European art movements influenced American art. The modernist artists tried to express the individual, modern experience. They included painters John Marin, whose subjects included nature and New York City, and Edward Hopper, whose paintings used Realism and often showed isolated individuals.

Poets and writers of the 1920s used a variety of styles and subject matter. **Carl Sandburg** used common speech to glorify the Midwest. Edna St. Vincent Millay wrote about women's freedom and equality. Some poets, such as T.S. Eliot, wrote about the negative effects of modernism. Other writers of the 1920s included Ezra Pound, Amy Lowell, and William Carlos Williams. One of the most creative playwrights was **Eugene O'Neill**. He wrote about realistic characters in realistic, sometimes tragic, situations.

World War I affected many American novelists. They wrote about disillusionment with war and the myths of American heroes. **Ernest Hemingway** was one such writer. John Dos Passos criticized the capitalist culture. **F. Scott Fitzgerald** wrote about the emptiness of modern society.

#### 4. What was the subject matter of many artists and writers in the 1920s?

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#### • Popular Culture (page 494)

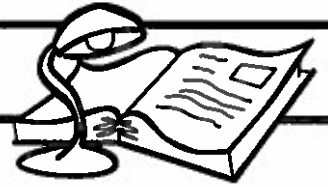
Many Americans in the 1920s had more money and more leisure time than they ever had before. Many used their leisure time to watch sports such as baseball and boxing. Some sport stars, such as baseball star Babe Ruth and boxing champion Jack Dempsey, became national celebrities. Newspaper coverage of sports helped Americans follow their favorite sports and sports figures.

Motion pictures became even more popular than sports. Feature-length films became popular. Although sound was still not possible, theaters provided music during the movie and subtitles told the movie's story line. Actors such as Mary Pickford, Charlie Chaplin, Douglas Fairbanks, and Gloria Swanson became very famous.



# Study Guide

## Chapter 15, Section 2 *(continued)*



Radio shows and music also became popular. Most radio stations in the 1920s played the popular music of the day. Radio shows also included classical music and comedy shows. In addition to entertaining, the **mass media**—radio, movies, newspapers, and magazines aimed at a broad, popular audience—helped to expand people’s view of the world. It helped unify the nation and spread the new ideas of the time.

5. How did the mass media change American society?

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# Chapter 15, Section 3

## African American Culture

(Pages 498–502)

### Reason To Read

**Setting a Purpose for Reading** Think about these questions as you read:

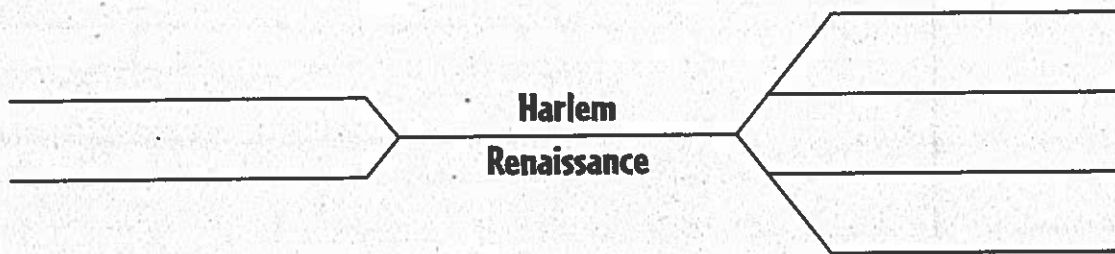
- How did the Harlem Renaissance lead to a rediscovery of African American cultural roots?
- Why was there an increase in African American political activism?

### Main Idea

As you read pages 498–502 in your textbook, complete the graphic organizer below by filling in the causes and effects of the Harlem Renaissance.

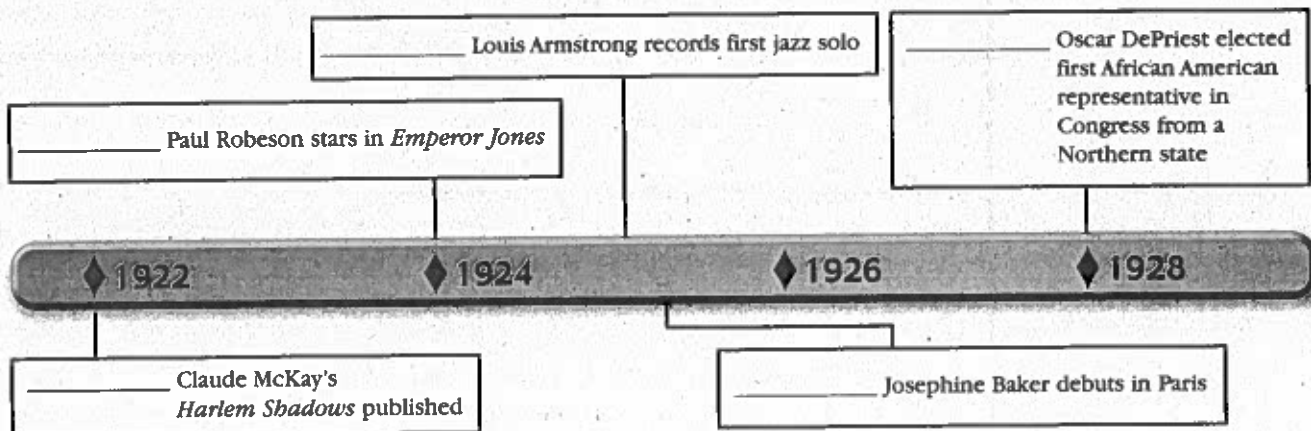
Causes

Effects



### Sequencing Events

As you read, write the correct dates next to each item on the time line below.



# The Harlem Renaissance (pages 498–500)

## Outlining

*As you read this lesson, fill in the outline below.*

### I. The Writers

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

### II. Jazz, Blues, and the Theater

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_

## Terms To Know

*Define or describe the following key terms from this lesson.*

jazz

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blues

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## Academic Vocabulary

*Define the following academic vocabulary words from this lesson.*

contemporary

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author

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## Terms To Review

Use each of the following terms, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.

**created**  
(Chapter 3, Section 3)

**style**  
(Chapter 10, Section 3)

## African American Politics (pages 501–502)

## Drawing Conclusions

As you read, write down three details about African American politics in the 1920s. Then write a conclusion on the basis of these details.

**Conclusion**

## Academic Vocabulary

Define the following key terms from this lesson.

**editor**

**attitude**

## Terms to Review

Use a form of each of the following terms, which you studied in an earlier chapter, to fill in the blanks of the sentences below.

**achievement**  
(Chapter 5, Section 3)

**margin**  
(Chapter 3, Section 5)

1. African American voters in Chicago \_\_\_\_\_ a political victory with the election of Oscar DePriest to Congress.
2. The Senate refused, by a narrow \_\_\_\_\_, to confirm Justice Parker for the Supreme Court.
3. The \_\_\_\_\_ of African Americans in the arts and politics brought new pride and hope.

## Section Wrap-up

Now that you have read the section, answer these questions from *Setting a Purpose for Reading* at the beginning of the section.

How did the Harlem Renaissance lead to a rediscovery of African American cultural roots?

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Why was there an increase in African American political activism?

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