Textbook Chapter 8: The Jazz Age

Grading: All homework assignments will be collected and graded. DO NOT COPY each other’s work. Any student caught cheating, plagiarizing, or submitting work that is not their own will receive an automatic grade of zero and will be subject to further penalization.

Directions: Read the assigned pages below from Chapter 8 in the textbook, and answer the questions below.

Chapter 8, Lesson 1: Time of Turmoil, p. 200-203
4 EXPLAINING ISSUES  Why did many Americans distrust unions?

5 GEOGRAPHY  What were some negative results of the Great Migration?

6A EXPLAINING ISSUES  What is meant by the word integration as it is used in this lesson?

6B ANALYZING IDEAS  Why do you think Marcus Garvey opposed integration?
Desire for Normalcy

DIRECTIONS: Search for evidence in the lesson to help you answer the following questions.

1. **DETERMINING MEANING** What kinds of things represented “normalcy” to Americans in 1920?

2A. **DESCRIBING** What was the “Teapot Dome” scandal?

2B. **EXPLAINING EFFECTS** How did the “Teapot Dome” scandal affect the Harding administration?

3. **ECONOMICS** What is meant by the term *laissez-faire*?

4. **IDENTIFYING STEPS** What steps did the federal government take under Coolidge to help business?
5. **COMPARING AND CONTRASTING** During the 1920s, the United States followed policies of isolationism and intervention. How are these policies similar and different?

6. **SUMMARIZING** In the 1920s, the United States joined with other nations in agreements aimed at world peace. Fill in the chart below with the information you learned about each of these two agreements.

<table>
<thead>
<tr>
<th>Name of Agreement</th>
<th>Purpose</th>
<th>Who signed it</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Power Treaty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kellogg-Briand Pact</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Vocabulary:**
Write the definition and significance of each vocabulary word from the textbook reading.

A. **Recession:**

B. **Gross National Product:**

C. **Productivity:**

D. **Installment Buying:**
2B IDENTIFYING EFFECTS What were the expected outcomes of these "welfare capitalism" efforts?

3 DESCRIBING How did electricity change people's lives?

4 ECONOMICS How did government investment in new highways affect the economy?

5 EXPLAINING EFFECTS Why didn't farmers share in the prosperity of the 1920s?

6 ANALYZING INFORMATION By 1929, what percentage of American families could afford a "comfortable life"?
**Chapter 8, Lesson 4: The Roaring Twenties, p. 212-217**

**Vocabulary:**
Write the definition and significance of each vocabulary word from the textbook reading.

E. **Flapper:**
   __________________________
   __________________________
   __________________________

F. **Mass Media:**
   __________________________
   __________________________
   __________________________

G. **Expatriate:**
   __________________________
   __________________________
   __________________________

H. **Nativism:**
   __________________________
   __________________________
   __________________________

I. **Evolution:**
   __________________________
   __________________________
   __________________________
3. **COMPARING AND CONTRASTING** What themes did black and white writers of the 1920s explore in their writings?

4. **EXPLAINING EFFECTS** What was prohibition intended to do, and what was the actual result?

5. **DESCRIBING** What is nativism?

5b. **IDENTIFYING EFFECTS** Name three results of nativism.

6. **COMPARING** What recent events are similar to the Scopes trial?