

**BRIEF LESSON PLANS FOR USE WITH BIOGRAPHIES OF THE NATION  
(FEBRUARY 2013) DOCUMENT PACKET—DAY #1  
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**Lesson #1 Immigration Cartoon Timeline**

Anticipatory Set:

Consider the political cartoon entitled “The Immigrant: Is He An Acquisition or A Detriment.” [See booklet pgs. 1-2]

- Brainstorm pros and cons of immigration from perspective of receiving nation
- According to the cartoon what interest groups have a stake in the immigration question? What are their concerns?

Activities:

1. Hand out the timeline entitled key dates in the History of Immigration and Nativism. [see pages 3-5 in packet] Encourage students to briefly review.
2. Inquire: Where do America’s attitudes re: immigrants reach key turning points?
3. Hand out the cartoon packets to small groups [see pages 6-15]
4. Compare the cartoons to the timeline. Hypothesize the approximate date/era for each cartoon
5. Place the cartoon in approximate order, emphasizing that sequence is more important than specific dates.
6. Reveal the correct order of the docs [pages 11, 13, 6, 8, 9, 7, 15,10,12, 14]

Wrap-up Discussion:

- \*What broad shifts in attitudes toward immigrants are occurring over time?
- \*What might explain these shifts?
- \*To what extent are nativist attitudes still prevalent in America today? Why?

## **Lesson #2: Shutting the Door: Nativists, the Red Scare and the Ku Klux Klan**

### Anticipatory Set:

- Offer brief background on immigration, Red Scare and the KKK
- Read the American Protective Society Oath (silently or aloud, in unison) [page 16]
- What fears/concerns are obvious? What might be the causes of these concerns?
- Why did Catholicism seem anti-American to so many native-born residents of the United states?

### Activities:

1. Distribute one biography and accompanying document to each table— double or triple up if necessary. [See 17-24]
2. Give students about 5-10 minutes to read the info
3. Discuss with full class: What concerns do each man express? What methods do each man advocate as a partial solution? Record ideas on the board.
4. Back in small groups, ask students to rank the men from the least to the most extreme re: his attitudes and proposed solutions about immigrants.

### Wrap-up:

- \*Poll the class and discuss results
- \*Collectively define the term “nativism”

### Extension Activity/Homework:

- \*Write a one-page editorial criticizing ONE of the four men and his immigration policies from the perspective of:
  - A Progressive Era Reformer
  - A New Immigrant
  - A factory owner
  - A Union Representative

### **Lesson # 3: The Queen of the Flappers**

#### Anticipatory Set:

\*Offer background on the New Woman

\*Read aloud "Miss Bolshevik has come to Town" [page 25]

\*Discuss:

--What were society's traditional expectations of women?

--Why were many opposed to the advent of the New Woman?

--Compare these attitudes to those levied against the New Immigrant.

--What's the connection between the Red Scare and the New Woman?

#### Activities:

1.) Distribute ONE bio/document to each table (duplication is OK)  
[see pages 26-31]

2.) Read

3.) Ask each table to summarize their subject, her particular cause, and her methods for expressing her "New Womanhood"

4.) Report findings to the class and record observations

5.) Discuss: Based on the evidence provided, what are the guiding principles of New Womanhood?

Wrap Up Discussion: Of the Three examples, who is most deserving of the title "Queen of the Flappers?" Why?

## **Lesson #4: Evaluating Suffrage Strategies**

### Anticipatory Set:

- Review document packet of suffrage strategies at home the night before the lesson [See pages 33-40]
- In class: Listen to Blind Alfred Reed: "Woman's Been After You Ever Since" [page 32]
- Brainstorm: What attitudes, conventions, policies, laws etc. held women back before the 1920s?

### Activities:

- 1.) Re-Examine and discuss various documents related to women's suffrage. Which strategies were innovative? Most effective? Prone to backfire?
- 2.) Rank strategies on a scale of 1-10 for both overall creativity and overall effectiveness.

### Wrap-up:

Collectively report on the rankings and discuss the feminist Strategies

### Extension:

Draw an anti-feminist cartoon that directly responds to one of the strategies examined above. Share responses with the class.

## **Lesson #5: To Bob or Not to Bob**

Anticipatory Set:

- Compare images of “Gibson Girls” with those of Flappers
- Discuss: How did fashion change from the early 1900s to the 1920s

Activities:

- 1.) Read Mary Garden “Why I Bobbed my Hair” (1927) [page 41]
- 2.) Listen to Blind Alfred Reed “Why Do You Bob Your Hair, Girls?” [page 41]
- 3.) Discuss the ideas presented by both primary sources.
- 4.) Write a one-act play in which Blind Alfred Reed confronts Mary Garden at a beauty parlor.
- 5.) Perform the plays for extra credit.

Wrap-Up Discussion:

What do the attitudes presented in these documents tell us about the complexity of the 1920s?