



#8830

NATIONAL POLITICS: HARDING, COOLIDGE, HOOVER, AND AL SMITH

Grade Levels: 7-12

26 minutes

AIMS MULTIMEDIA 1996

1 Instructional Graphic Enclosed



DESCRIPTION

Covers America's national politics at the beginning of the 20th century. Discusses the Teapot Dome scandal of Warren G. Harding's administration, the 19th Amendment and women's suffrage, "Silent Cal" Coolidge, Herbert Hoover's relief efforts and the Great Depression, and Al Smith's unsuccessful bid for president. Each segment has a pretest, followed by historic footage, and correct answers.

ACADEMIC STANDARDS

Subject Area: Historical Understanding

- ◆ Standard: Understands the historical perspective
 - Benchmark: Analyzes the values held by specific people who influenced history and the role their values played in influencing history
 - Benchmark: Analyzes the influence specific ideas and beliefs had on a period of history



Subject Area: United States History

- ◆ Standard: Understands how the United States changed between the post-World War I years and the eve of the Great Depression
 - Benchmark: Understands events that shaped the political structure of America in the 1920s (e.g., changes in Progressivism during the Harding and Coolidge administrations; foreign policy of the Republican administrations of Harding, Coolidge and Hoover; U.S. territories and spheres of influence in the 1920s; the extent of support for an Equal Rights Amendment)

INSTRUCTIONAL GOALS

1. To explore the contributions of Presidents Warren G. Harding, Calvin Coolidge, Herbert Hoover and Governor Al Smith to the first half of the 20th century.
2. To provide factual information about United States politics in the 1910s and 1920s.
3. To stimulate interest in United States politics.

VOCABULARY

1. emancipation
2. GOP
3. suffrage

BEFORE SHOWING



1. Prepare students for their role in playing a history game.
 - a. Determine if students will play on an individual or team basis.
 - b. Provide each student/team with a "History Game Worksheet." (See INSTRUCTIONAL GRAPHICS.)
 - c. Begin the video and allow the program to play until the narrator completes question #3. Stop the tape each time the star symbol (accompanied by an audible beep) appears on the screen. This will occur after every third question. Allow the student/team time to answer the three questions before continuing. In the segment following the three questions, the video presents historical footage to provide the answers for each question.
 - d. After each set there will be a bonus question. The answers will appear at the end of the video.
2. Discuss vocabulary words used in the video.

AFTER SHOWING

Discussion Items and Questions

1. Discuss the role of the President of the United States of America.
2. Discuss the leadership roles of Presidents Harding, Coolidge and Hoover.
 - a. What did each man do prior to becoming President?
 - b. What were their major contributions while in office?
 - c. What contributions did the men make after their presidential term?
3. Discuss the role of Governor Al Smith in 1920s politics.
 - a. What did Al Smith do before he became the Governor of New York?
 - b. What was his educational background?
 - c. What nickname was he given?
 - d. What were some of the factors that hurt him in the election against Hoover?
 - e. What did Smith do after losing the election to Hoover?

Applications and Activities

1. Create a time line depicting the major contributions and events throughout the presidential terms of Harding, Coolidge and Hoover.
2. Compare and contrast the presidential styles of Harding, Coolidge and Hoover. Discuss how their styles compare to more recent presidents'.
3. Examine the women's suffrage movement in American history.
 - a. What prompted the women's movement?

- b. Prepare a time line illustrating the advancement of the movement to the passing of the 19th Amendment to present-day victories for the movement.
 - c. Compare and contrast the life of a woman in the late 1800s to the life of a present-day woman.
 - d. Lead a class discussion on the following: Is the struggle for equality over for American women?
 - e. Compare the struggle of women to other minorities' struggle for equality throughout history.
4. Visit the National Museum of Women's History via the Internet: http://www.ointeractive.com/nmwh/exhibits/exhibit_frames.html. Explore the multimedia exhibits on the women's suffrage movement and report on one of the exhibits.
 5. Research the Great Depression.
 - a. What were the main causes of the Depression?
 - b. What occurred on Black Thursday, October 24, 1929?
 - c. How long did the Depression last?
 - d. How were citizens affected by the Depression?
 - e. What are *labor unions*? How did they come about during the Depression?
 - f. Prepare a the following for a presentation:
 - 1) Interview an individual about his/her life during the Great Depression.
 - 2) Compare life during the Depression and now.
 - 3) Lead a class discussion speculating on how present-day generations would react if another Depression occurred.
 6. Compare and contrast the Teapot Dome scandal of the early 1920s to other political scandals in the United States government.
 7. Using the Internet and other resources, research political parties of the past and present.
 - a. What is the purpose of political parties?
 - b. Which parties have been the strongest?
 - c. What does the term *third party* mean?
 - d. What is the importance of third parties?
 - e. Choose a party that interests you. Based on current issues, create a platform for your party and present the platform to the class. Have the class vote for their favorite candidate.

RELATED RESOURCES



Captioned Media Program

- National Politics: Roosevelt, Taft and Wilson #8831

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **THE AMERICAN PRESIDENT**

<http://www.americanpresident.org>

This educational Web site includes information on each American President. Included are biographies and life before and after the presidency.

- **POLITICS.COM**

<http://www.politics.com>

Features an informative section on political parties in the United States. Also includes political news updates, polls and updates on campaign financing.

- **HERBERT HOOVER PRESIDENTIAL LIBRARY AND MUSEUM**

<http://hoover.nara.gov/index.html>

Contains a vast amount of information on the life and times of President Herbert Hoover including a virtual exhibit about his life.

INSTRUCTIONAL GRAPHICS

- **HISTORY GAME WORKSHEET**

History Game Worksheet

Student/Team Name: _____

Directions: Place the letter of the correct answer on the line provided. Answers will be revealed at the end of each round. Answers for the bonus questions will be revealed at the end of the video.

Pretest	Posttest
a) _____	a) _____
b) _____	b) _____
c) _____	c) _____

Round One

- 1) _____ (5 points)
- 2) _____ (10 points)
- 3) _____ (15 points)

Bonus Question: _____ (10 points)

Round Two

- 4) _____ (5 points)
- 5) _____ (10 points)
- 6) _____ (15 points)

Bonus Question: _____ (10 points)

Round Three

- 7) _____ (5 points)
- 8) _____ (10 points)
- 9) _____ (15 points)

Bonus Question: _____ (5 points)

Round Four

- 10) _____ (5 points)
- 11) _____ (10 points)
- 12) _____ (15 points)

Super Bonus Question: _____ (25 points)