

## Stark County Teaching American History Grant

Stark County Educational Service Center  
2100 38<sup>th</sup> Street NW  
Canton, Ohio 44709



Courtesy of the Library of Congress

### *Postwar Fears*

**Grade Level:** 10<sup>th</sup>

**Created by:**

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**Duration:**

2 classes (55 minute periods)

### **Overview**

In this lesson plan students will examine anti-immigrant attitudes and the Red Scare and how these contributed to social unrest after World War I. Students will explore various websites researching the topic and answering questions. Students will create a storyboard based on events that were causes and effects of the Red Scare. Students will then preview multiple sources on a gallery walk and use an analysis worksheet to compare the various pieces before writing their “final thoughts” on a specific topic question.

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## Ohio's New Learning Standards

### American History

#### **Topic: Prosperity, Depression and the New Deal (1919-1941)**

**Content Statement 17:** Racial intolerance, anti-immigrant attitudes, and the Red Scare contributed to social unrest after World War I.

**Content Elaboration:** The Red Scare of 1919-1920 was a reaction to these perceived threats and led to the incarceration and deportation of many aliens.

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### Historical Background

The Red Scare of the 1920s developed due to events that occurred during World War I and continued to spread throughout American society as soldiers returned home. Americans were exhausted after the war and ready to return to a sense of “normalcy.”

A deep belief of the time period was a desire to become isolationists. Remove America from world affairs and instead focus attention on domestic issues. But before isolationism could truly take affect a revolution in Russia, the U.S.'s former ally in World War I, turned citizens attention there.

In 1917, a revolutionary government under Vladimir I. Lenin overthrew Czar Nicholas II. The Bolsheviks, or majority, believed in a communist ideology that went against the democratic and capitalistic foundations of the United States. Many Americans feared that dangerous communist radicals or “Reds” were everywhere. Americans at this time were suspicious of foreign-born citizens especially those born in Southern and Eastern Europe. This fear revived a new sense of nativism throughout the country and contributed to the first Red Scare. The rise in nativism also created an influx of members to the re-emerging Ku Klux Klan.

To add to this fear were problems with the workers of the country. During World War I labor saw significant improvements in order to keep up with the war demand. Better pay and working conditions increased workers expectations. After World War I when workers hoped to continue seeing improvements, management weeded out labor unions and cut many workers wages. Labor unions were targeted both in the private and public sector and hurt further by Supreme Court decisions banning unions and workers' rights. Many Americans were further concerned with immigrants statements encouraging labor to push for a socialist philosophy.

American fear was intensified in 1919 when bombs were sent to several government officials. One bomb was detonated outside the home of attorney general, A. Mitchell Palmer. Palmer used this incident to fan the fears of the public and to create the antiradicalism division of the Justice Department, which would later become the Federal Bureau of Investigation. Under his division Palmer launched multiple attacks on the headquarters of radical organizations. Many of the organization's alien members had committed no crime except to possess anarchist or revolutionary beliefs. Many of those captured, lacking U.S. citizenship, were deported without a formal trial or indictment. In his hopes to fan the flames of fear Palmer also hoped to obtain the presidency of the United States, but his actions to push the panic of radical revolution would eventually backfire on him and force his presidential dreams no further.

The Red Scare would eventually begin to abate but not before one of the most famous court trials would highlight the biases of a country terrified of communist radicals. In May of

1920 Nicola Sacco and Bartolomeo Vanzetti were arrested for the murder of two men during a robbery in South Braintree, Massachusetts. Both men were self-proclaimed anarchists. They were charged with murder and in 1927 the men were denied a motion for a new trial and sentenced to death. The guilt or innocence of Sacco and Vanzetti is still debated today but it was clear that their trial was unfair. Prosecutors emphasized the men's ties to radical groups in order to win their case. This event in particular highlighted the fear and hostility in the United States towards ethnic and political groups involved in World War I.

#### Sources:

**Danzer, Klor de Alva, Krieger, Wilson, Woloch. *The Americans*. Evanston, Illinois: McDougal Littell Inc, 2002.**

**Henretta, Edwards, Self. *America's History*. New York: Bedford/St.Martin's, 2011.**

**Rogers, W.A. "Now for a round up." *New York Herald*, May 9, 1918.**  
<http://www.loc.gov/pictures/item/2010717793/> (accessed March 26, 2013).

#### Enduring Understandings

- Increases in immigration can lead to anti-immigrant sentiment-nativism- and social unrest.

#### Essential Questions

1. Why does an increase in immigration lead to anti-immigrant attitudes and social unrest?

#### Instructional Strategies

##### Day One: Introduction

1. Pass out the Red Scare Web Quest Worksheet. **(Appendix A)** Students will need laptops in order to explore the list of websites on the worksheet and answer the questions.
2. Once students are finished discuss the answers to the questions **(Appendix B)** as a class and take time to cover any areas students may have missed. (Teachers may decide to lengthen the lesson by a day in order for students to have time to work on storyboards in class.)
3. Place students with a partner and pass out Storyboard Activity Sheet. **(Appendix C)**
  - Students will choose 6 main events that were either causes or effects of the Red Scare.
  - Model a drawing for students.
  - Students will draw scenes out on the storyboard.
  - Whatever isn't finished in class should be homework.
4. Student responses will vary but it is important to make sure that students have hit upon the main points of their research. Examples of drawings/responses could be:
  - Bolshevik Revolution
  - Palmer Raids
  - Labor Unions
  - Ku Klux Klan

- Isolationists
  - Nativists
  - Anarchy, Communism, Socialism
  - Organizations or groups
  - Bomb threats
5. **LESSON DIFFERENTIATION:** Place students with a partner based on ability level and have students' research as a team.

### **Day Two: Student Activity**

1. Beginning Activity: Compare storyboards from the night before. Review the major events that are fundamental to the time period of the Red Scare.
2. Introduce the Gallery Walk to Students:
  - Explain to students that they will be analyzing primary and secondary source documents depicting the various viewpoints during the time of the Red Scare.
  - With 30 students, arrange students into varying groups (no more than 4 to a group).
  - Pass out Primary Source Analysis Worksheet to all students. (**Appendix D**)
  - Explain to students they will need to fill out the worksheet as they move from each source.
  - **Appendixes E, F, G, H** should be placed at stations around the room.
  - Allow students 10 minutes at each station to analyze the sources.
3. Students will turn in their Primary Analysis Worksheet (check **Appendix I** for possible answers) and answer a Final Thought Assessment worksheet (**Appendix J**).
  - Describe how anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.
  - Students need to reference two of the sources they analyzed when answering the question.
  - Answers should be at least a page long (See **Appendix K**) for Final Thought Grading Rubric.)
4. **LESSON EXTENSION:** Students can create a poster or political cartoon updating the situation to a modern day example of what the United States “fears” today. Students should focus on the essential understanding component of the lesson plan.

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### **Classroom Materials**

1. **Laptops for Classroom**
2. **One copy per student** of Appendix A: Red Scare Web Quest Worksheet
3. **One copy per student** of Appendix B: Red Scare Web Quest Answer Sheet
4. **One copy per student** of Appendix C: Storyboard Activity Sheet
5. **One copy per student** of Appendix D: Primary Source Analysis Worksheet
6. **Four to five copies** of Appendix E: “The Red Scare is Un-American”
7. **Four to five copies** of Appendix F: “The Case Against the “Reds”
8. **Four to five copies** of Appendix G: Emma Goldman Deportation Statement
9. **Four to five copies** of Appendix H: *Close the Gate* Political Cartoon
10. **One copy per student** of Appendix I: Primary Source Analysis Worksheet Answer Key
11. **One copy per student** of Appendix J: Final Thought Worksheet
12. **One copy per student** of Appendix K: Final Thought Grading Rubric

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## Resources

A. Mitchell, Palmer. "The Case Against the "Reds."." *The Forum*, February 1920.  
<http://www.marxists.org/history/usa/government/fbi/1920/0200-palmer-redscase.pdf> (accessed March 9, 2013).

“Attorney General A. Mitchell Palmer Makes ‘The Case against the Reds,’” History Matters: The U.S. History Survey Course of the Web, <http://historymatters.gmu.edu/d/4993/> (accessed March 28, 2013).

Goldman, Emma, Berkeley Digital Library SunSITE, "The Emma Goldman Papers." Last modified 2003. <http://sunsite.berkeley.edu/goldman/Exhibition/plea.html>. (accessed March 8, 2013).

Orr, Carey, "Close the Gate," *Literary Digest*, sec. Editorial, July 05, 1919. *Red Scare 1917-1921*, William and Anita Newman Library, Baruch College, CUNY,  
[http://www.baruch.cuny.edu/library/alumni/online\\_exhibits/digital/redscare/HTMLCODE/CHRON/RS018.HTM](http://www.baruch.cuny.edu/library/alumni/online_exhibits/digital/redscare/HTMLCODE/CHRON/RS018.HTM) (accessed March 8, 2013).

White, William Allen. "The Red Scare is Un-American," *Emporia Gazette* (Kansas), sec. Editorial, January 08, 1920,  
[http://www.wwnorton.com/college/history/archive/resources/documents/ch26\\_03.htm](http://www.wwnorton.com/college/history/archive/resources/documents/ch26_03.htm)  
(accessed March 9, 2013).

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## Appendices

**Appendix A:** Red Scare Web Quest Worksheet

**Appendix B:** Red Scare Web Quest Answer Sheet

**Appendix C:** Storyboard Activity Sheet

**Appendix D:** Primary Source Analysis Worksheet

**Appendix E:** “The Red Scare is Un-American” Article from *Emporia Gazette*

**Appendix F:** “The Case Against the “Reds” an essay from A. Mitchell Palmer

**Appendix G:** Emma Goldman Deportation Statement

**Appendix H:** *Close the Gate* Political Cartoon

**Appendix I:** Primary Source Analysis Worksheet Answer Key

**Appendix J:** Final Thought Worksheet

**Appendix K:** Final Thought Grading Rubric

## Appendix A

### Red Scare Web Quest

**Directions:** The Red Scare took place after World War I. Today you will explore the following websites and to discover the answers to the questions below.

#### Websites to Visit:

##### Red Scare-

[http://www.baruch.cuny.edu/library/alumni/online\\_exhibits/digital/redscare/default.htm](http://www.baruch.cuny.edu/library/alumni/online_exhibits/digital/redscare/default.htm)

##### Spartacus Educational- type Red Scare in the search box on the left

<http://www.spartacus.schoolnet.co.uk/>

**U.S. History-Be sure to click in the boxes on the right. They can provide additional information.**

<http://www.ushistory.org/us/47a.asp>

##### The Red Scare-

<http://law2.umkc.edu/faculty/projects/ftrials/saccov/redscare.html>

#### Questions:

1. Describe what was happening in America after World War I.
2. List the events that allowed for the rise of the Bolsheviks in Russia.
3. Define Communism and then explain why it created such fear in Americans at this time.
4. Describe the people or labor organizations that were targeted in America during this period.
5. Explain why these groups and organizations were often targeted.
6. Who was A. Mitchell Palmer? Explain his reasoning for the Palmer Raids and what the raids found.
7. List one person or people that were falsely accused and explain their story as it relates to the events of the time period.
8. Why did the Ku Klux Klan see an influx of membership during the time period?

## Appendix B

### Red Scare Web Quest Answers

#### Questions:

1. Describe what was happening in America after World War I.  
**Need to return to isolationists. Fear of immigrants & rise in nativism. Push towards conservatism and dislike for labor unions. Fear of “radicals.”**
2. List the events that allowed for the rise of the Bolsheviks in Russia.  
**Czar Nicholas II leave his throne in 1917. Temporary government replace him & over thrown by Bolsheviks. Government & economy based on communism.**
3. Define Communism and then explain why it created such fear in Americans at this time.  
**Communism is property owned by the state with one political party. Americans fear immigrants have ideas of overthrow & labor unions uniting.**
4. Describe the people or labor organizations that were targeted in America during this period.  
**Mostly southern & eastern European immigrants feared & Industrial Workers of the World. Any organization that spouted socialism or radical ideas to get labor to unite.**
5. Explain why these groups and organizations were often targeted.  
**Fearful that they would organize and overthrow the government & take people’s private property & destroy democratic & capitalistic ways. Did see bomb threats sent to certain individuals.**
6. Who was A. Mitchell Palmer? Explain his reasoning for the Palmer Raids and what the raids found.  
**Attorney General. Palmer Raids was his way of hunting down all the possible communists & anarchists. Also way for him to spread fear amongst public and draw attention to himself as try to run for Presidential election of 1920.**
7. List one person or people that were falsely accused and explain their story as it relates to the events of the time period.  
**Sacca & Vanzetti- tried for murder & anarchists attitudes  
 Emma Goldman-deported because of possible ties to communists  
 Many people students can choose from as long as able to explain their story.**
8. Why did the Ku Klux Klan see an influx of membership during the time period?  
**KKK emerged stronger because people afraid & want to protect themselves & “standards” of country. Group preys off of the public’s fear.**

## Appendix C

**The Red Scare Storyboard Activity Sheet:** Choose 6 events that led society to a state of panic and fear after World War I.

<b>Event 1</b>	<b>Event 2</b>
<b>Event 3</b>	<b>Event 4</b>
<b>Event 5</b>	<b>Event 6</b>



## Appendix D

Name: \_\_\_\_\_

### Primary Sources Analysis Worksheet

**Directions:** First look over the questions below. Keep them in mind as you read through and analyze the following sources on the Red Scare.

Piece: \_\_\_\_\_ (Title of Piece)

1. What type of document is this?
2. What is the purpose of the text?
3. Who created it and who was its intended audience?
4. What is the larger story or context for why this was printed?
5. What surprises you about the text?
6. How do you suppose readers of the time responded to the text?
7. What questions do you have after reading the text about the time period?

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3. Who created it and who was its intended audience?
4. What is the larger story or context for why this was printed?
5. What surprises you about the text?
6. How do you suppose readers of the time responded to the text?
7. What questions do you have after reading the text about the time period?

## **Appendix E**

### **The Red Scare is Un-American (1920), William Allen White**

The Attorney General seems to be seeing red. He is rounding up every manner of radical in the country; every man who hopes for a better world is in danger of deportation by the Attorney General. The whole business is un-American. There are certain rules which should govern in the treason cases.

First, it should be agreed that a man may believe what he chooses.

Second, it should be agreed that when he preaches violence he is disturbing the peace and should be put in jail. Whether he preaches violence in politics, business, or religion, whether he advocates murder and arson and pillage for gain or for political ends, he is violating the common law and should be squelched—jailed until he is willing to quit advocating force in a democracy.

Third, he should be allowed to say what he pleases so long as he advocates legal constitutional methods of procedure. Just because a man does not believe this government is good is no reason why he should be deported.

Abraham Lincoln did not believe this government was all right seventy-five years ago. He advocated changes, but he advocated constitutional means, and he had a war with those who advocated force to maintain the government as it was.

Ten years ago Roosevelt<sup>1</sup> advocated great changes in our American life—in our Constitution, in our social and economic life. Most of the changes he advocated have been made, but they were made in the regular legal way. He preached no force. And if a man desires to preach any doctrine under the shining sun, and to advocate the realization of his vision by lawful, orderly, constitutional means—let him alone. If he is Socialist, anarchist, or Mormon, and merely preaches his creed and does not preach violence, he can do no harm. For the folly of his doctrine will be its answer.

The deportation business is going to make martyrs of a lot of idiots whose cause is not worth it.

## **Appendix F**

### **"The Case Against the "Reds" By: A. Mitchell Palmer**

Like a prairie-fire, the blaze of revolution was sweeping over every American institution of law and order a year ago. It was eating its way into the homes of the American workmen, its sharp tongues of revolutionary heat were licking the altars of the churches, leaping into the belfry of the school bell, crawling into the sacred corners of American homes, seeking to replace marriage vows with libertine laws, burning up the foundations of society....

My information showed that communism in this country was an organization of thousands of aliens who were direct allies of Trotsky. Aliens of the same misshapen caste of mind and indecencies of character, and it showed that they were making the same glittering promises of lawlessness, of criminal autocracy to Americans that they had made to the Russian peasants. How the Department of Justice discovered upwards of 60,000 of these organized agitators of the Trotsky doctrine in the United States is the confidential information upon which the Government is now sweeping the nation clean of such alien filth....

The whole purpose of communism appears to be a mass formation of the criminals of the world to overthrow the decencies of private life, to usurp property that they have not earned, to disrupt the present order of life regardless of health, sex or religious rights. By a literature that promises the wildest dreams of such low aspirations, that can occur to only the criminal minds. Communism distorts our social law....

The Department of Justice will pursue the attack of these "Reds" upon the Government of the United States with vigilance, and no alien, advocating the overthrow of existing law and order in this country, shall escape arrest and prompt deportation.

## **Appendix G**

### **Emma Goldman Deportation Statement (ORIGINAL)**

At the very outset of this hearing I wish to register my protest against these star-chamber proceedings, whose very spirit is nothing less than a revival of the ancient days of the Spanish Inquisition or the more recently defunct Third Degree system of Czarist Russia.

Every human being is entitled to hold any opinion that appeals to her or him without making her or himself liable to persecution. Ever since I have been in this country--and I have lived here practically all my life--it has been dinned into my ears that under the institutions of this alleged Democracy one is entirely free to think and feel as he pleases.

And what is the object of this star-chamber proceeding that is admittedly based on the so-called Anti-Anarchist law? Is not the only purpose of this law, and of the deportations en masse, to suppress every symptom of popular discontent now manifesting itself through this country, as well as in all the European lands? It requires no great prophetic gift to foresee that this new Governmental policy of deportation is but the first step towards the introduction into this country of the Old Russian system of exile for the high treason of entertaining new ideas of social life and industrial reconstruction. Today so-called aliens are deported, tomorrow native Americans will be banished.

The Anti-Anarchist law confuses the most varied social philosophies and isms in order to cover with the same blanket, so to speak, every element of social protest, so that under the guise of this single law, striking steel workers, railroad men, or any other class of workers, may be corralled wholesale and the most active of the strikers hurried out of the country, in order to serve the interests of our industrial kings.

...the people can only profit by a free discussion of the new ideas now germinating in the minds of thinking men and women in society. The free expression of the hopes and aspirations of a people is the greatest and only safety in a sane society. In truth, it is such free expression and discussion alone that can point the most beneficial path for human progress and development. But the object of deportations and of the Anti-Anarchist law, as of all similar repressive measures, is the very opposite. It is to stifle the voice of the people.

## Appendix H

### Close the Gate

*Literary Digest*, 7/5/19.

Originally from the *Chicago Tribune* (attributed to Carey Orr).

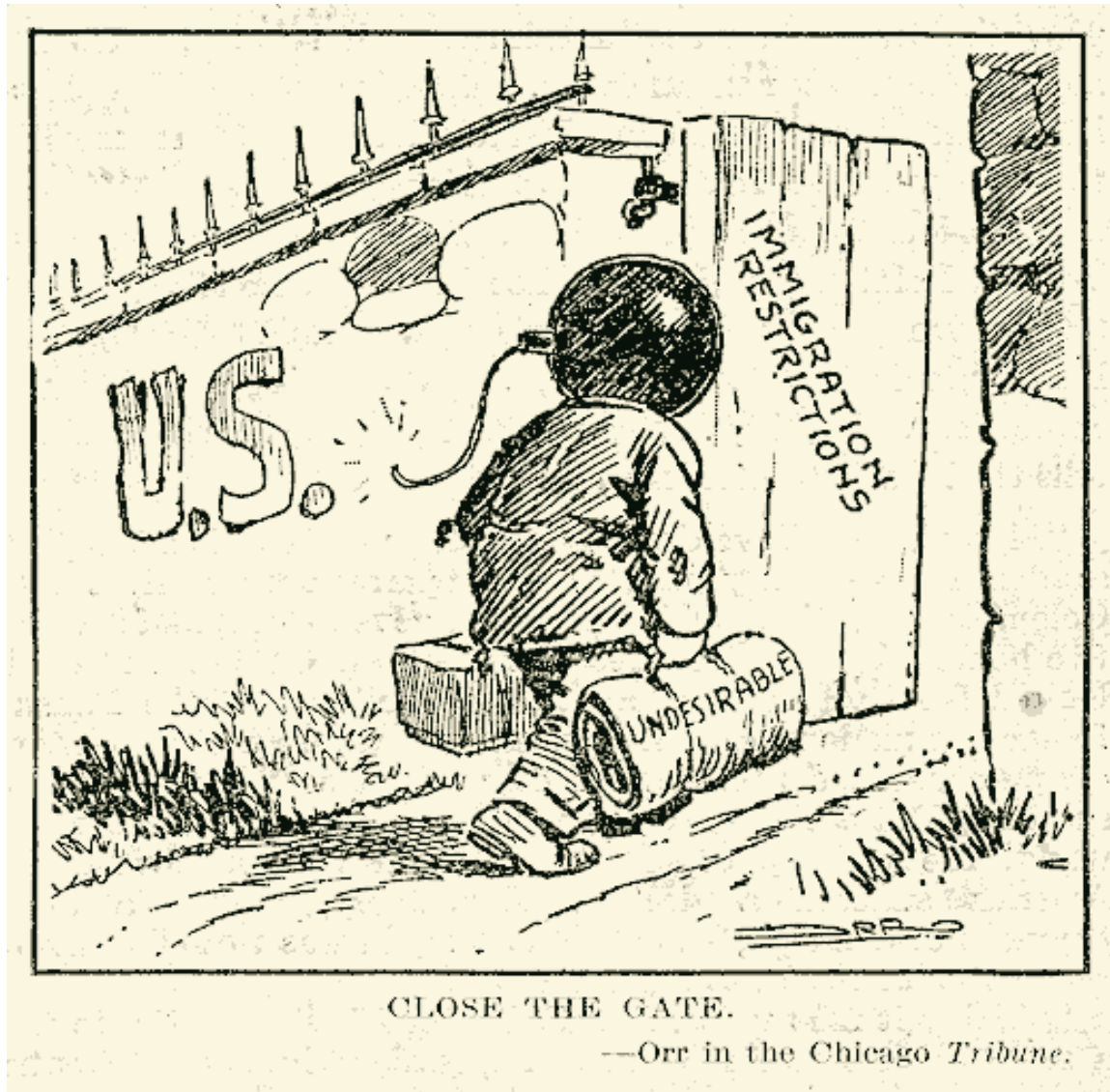


Image Courtesy of the William and Anita Newman Library, Baruch College, CUNY

## Appendix I

Name: \_\_\_\_\_

### Primary Sources Analysis Worksheet **Answer Key**

**Directions:** First look over the questions below. Keep them in mind as you read through and analyze the following sources on the Red Scare. **Possible student responses**

Piece: **The Red Scare is Un-American** (Title of Piece)

1. What type of document is this? **News Article**
2. What is the purpose of the text? **Show contempt for deportation of some individuals voicing an opinion that wants change but nonviolently.**
3. Who created it and who was its intended audience? **William Allen White. Citizens tired of the fear spreading because of the Red Scare. Those who don't agree with what government doing.**
4. What is the larger story or context for why this was printed? **The issue of deportation and raids taking place on potentially innocent people with different opinions that may oppose the government of the day.**
5. What surprises you about the text? **Any Answer can do but maybe that White supports these people having an opinion but he clearly doesn't agree with them. He agrees with the idea of change through constitutional means.**
6. How do you suppose readers of the time responded to the text? **Some probably agreed but many might have thought White was being too liberal.**
7. What questions do you have after reading the text about the time period? **Students may have multiple answers. How many Americans agreed with White?**

Piece: **The Case Against the "Reds."**(Title of Piece)

1. What type of document is this? **Essay**
2. What is the purpose of the text? **To discuss the issues of radical Bolsheviks in the country and the need to immediately deport them .**
3. Who created it and who was its intended audience? **A. Mitchell Palmer. Citizens of the United States possibly wondering what the government was doing about the Red Scare. Possible supporters of Palmer**
4. What is the larger story or context for why this was printed? **Palmer seems to be justifying his actions by explaining the many accounts that have supposedly taken place across the country dealing with radical aliens.**
5. What surprises you about the text? **Again, students may have multiple answers. Possibly the imagine filled language at the beginning of the essay as to what Bolshevism is doing.**
6. How do you suppose readers of the time responded to the text? **Some may have felt safer knowing what the government was doing or some may have seen it as a push of power on the behalf of the government.**
7. What questions do you have after reading the text about the time period? **Students may have multiple answers here as long as they pull from the reading.**

Piece: **Emma Goldman's Deportation Statement** (Title of Piece)

1. What type of document is this? **Speech**
2. What is the purpose of the text? **Goldman is defending herself and expressing her dislike for the activities of the United States Government in deporting aliens thought to be anarchists.**
3. Who created it and who do you feel was its intended audience? **Emma Goldman and believe she was trying to make a statement to committee hearing her case & the American people.**

## Appendix I Continued

4. What is the larger story or context for why this was printed? **Government under Palmer raiding & deporting aliens though to harbor anarchist or radical thoughts to overthrow government.**
5. What surprises you about the text? **Students may have varying responses but maybe about the idea of what country was founded on (Free speech) now something government trying to squelch just like what has been done in Russia.**
6. How do you suppose readers of the time responded to the text? **Some probably thought Goldman was hiding something while others probably agreed with her statements.**
7. What questions do you have after reading the text about the time period? **Students may have varying responses here but maybe wonder if she was deported.**

Piece: **Close the Gate** (Title of Piece)

1. What type of document is this? **Political cartoon**
2. What is the purpose of the text? **Making a comment on immigration and the radicals entering the U.S. from other questionable countries.**
3. Who created it and who do you feel was its intended audience? **Orr was the artist and created for American people as commentary for what happening in society at the time.**
4. What is the larger story or context for why this was printed? **Americans worried about the immigrants entering our country and their radical ideas to overthrow our government system.**
5. What surprises you about the text? **Students may have varying responses.**
6. How do you suppose readers of the time responded to the text? **Some probably agreed with the cartoonist while others may have felt a little extreme.**
7. What questions do you have after reading the text about the time period? **Students may have varying responses but may want to know what type of immigration restrictions were created during this time.**





## Appendix K

### Final Thought Grading Rubric

Categories	40	30	20	10
<b>Clearly shows a cause &amp; effect relationship</b> <b>30%</b>	Paper includes a well-reasoned analysis of all the required events of a cause & effect relationship  <b>12 points</b>	Paper includes a well-reasoned analysis of 90% of the required events of a cause & effect relationship  <b>9 points</b>	Paper includes a limited analysis of more than 75% of the required events of a cause & effect relationship  <b>6 points</b>	Paper includes a limited analysis of more than 50% of the required events of a cause & effect relationship  <b>3 points</b>
<b>Knowledge/ Understanding</b> <b>30%</b>	Thorough understanding of topic <b>12 points</b>	Considerable understanding of topic <b>9 points</b>	Moderate understanding of topic <b>6 points</b>	Emerging understanding of topic <b>3 points</b>
<b>Accuracy of Information</b> <b>30%</b>	Abundant, accurate specific facts for each point made  <b>12 points</b>	Abundant, accurate specific facts for 90% of main points made  <b>9 points</b>	Limited but accurate specific facts for less than 75% of main points  <b>6 points</b>	Limited facts which do not support the major points at all  <b>3 points</b>
<b>Referencing Primary Documents</b> <b>10%</b>	Paper correctly references more than one of the primary documents  <b>4 points</b>	Paper references only one primary document  <b>3 points</b>	Primary documents are referenced but no credit or explanation of where is given  <b>2 points</b>	No primary sources are referenced at all  <b>1 point</b>

#### Comments:

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\_\_\_\_\_ / 40 points  
**Final Grade:**