

Educator Outline

Grade Level(s)	High School
Time Allotment	1 to 2 periods
Standards Alignment	Ohio's Learning Standards: High School American History 2, 3, 16
Student Learning Outcomes	Students will learn how to search the Chronicling America website to find evidence of the past, detect bias in newspaper articles, and analyze the activities of the 1920s Ku Klux Klan in a historical context and from an immigrant perspective.
Vocabulary	database: organized collection of information in digital form; keyword: a term used as to retrieve documents in a database or search engine; limit: to search only part of the database; newspaper: a publication reporting information and current events; news: information about recent events, a presentation of such information in a newspaper or on television; headline: display type placed over a story summarizing the story for the reader; bias: a particular tendency or inclination, especially one that prevents unprejudiced consideration of a question

Resource Introduction: Chronicling America

- Introduce Chronicling America, the free digital newspaper database of the Library of Congress and National Endowment for the Humanities.
- Have students watch the following videos:
 - What is Chronicling America?: <http://youtu.be/Bvg73KAyTDA>
 - How Do I Perform a Basic Search?: https://youtu.be/cIB_Eso44B0
 - How Do I Perform an Advanced Search?: <http://youtu.be/rEs4YgtpqB8>
- Review the information provided on the Resource Introduction worksheet.
- Once students are on their computers or devices, make sure to model how to use Chronicling America and allow students time to get familiar with the website.

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- Provide students about three minutes to write down their responses in their notebooks. After students are finished, choose four random students to share what they think.

Activity 1: Anticipation Guide: The 1920s Ku Klux Klan in Indiana

- For this activity, pass out the anticipation guide first and have students give their best educated guesses to the questions. After giving students about three minutes to fill out the "Before Watching" section, have students share their guesses.
- As the video clip is playing, have students write down the correct answers as they hear them. After video clip is finished, have them report the correct answers.

Activity 2: Analyze and Wonder: The Second Ku Klux Klan

- Have students read the linked article and think about the questions on the PowerPoint as they read. After about eight minutes of reading, select random students to share their answers.

The 1920s Ku Klux Klan from an Immigrant Perspective

Lesson 1: Background on the Ku Klux Klan

Activity 3: Locating Regional Newspaper Stories about the 1920s Ku Klux Klan

- Have students count off up to six to help create randomly selected groups of students. Based on their number 1-6, students will pair up with their numbered partners and be assigned the following geographic region of the United States. You may show a map of the continental U.S. on the board.
 - 1 = Northeast (Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont)
 - 2 = Midwest (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Ohio, Nebraska, North Dakota, South Dakota, Wisconsin)
 - 3 = South Atlantic (Delaware, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, Washington D.C., West Virginia)
 - 4 = South Central (Alabama, Arkansas, Kentucky, Louisiana, Mississippi, Oklahoma, Tennessee, Texas)
 - 5 = Mountain (Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming)
 - 6 = Pacific (Alaska, California, Hawaii, Oregon, Washington)
- Pass out the charts and inform them that they will, as a group, locate newspaper articles in their region that contain information about the 1920s Klan.
- Before they start working as a group, go over the example on Slide #10 with them.
- If some groups finish early, have them share their findings. This may turn into homework.

The 1920s Ku Klux Klan from an Immigrant Perspective
Lesson 1: Background on the Ku Klux Klan

Resource Introduction: Chronicling America

Chronicling America is a resource for conducting historical research that is maintained by the Library of Congress and the National Endowment for the Humanities. It provides access to millions of historic newspapers and it's FREE! We will be working with this later in class.

Link to Chronicling America: <http://chroniclingamerica.loc.gov>

The screenshot shows the Chronicling America website interface. At the top, there is the Library of Congress logo and navigation buttons for "ASK A LIBRARIAN", "DIGITAL COLLECTIONS", and "LIBRARY CATALOGS". A search bar is located on the right. Below the navigation is a search interface with filters for "All states", "from 1789 to 1924", and a search input field. A "GO" button is next to the search field. Below the search bar, there are links for "About Chronicling America", "About the Site and API", "Recommended Topics", and "Help". A "More Resources" section includes links to "National Digital Newspaper Program", "NDNP Award Recipients", "Newspaper and Current Periodicals Reading Room", "Ask LC Newspaper & Current Periodicals Librarian", and "Historic Newspapers on Flickr". The main content area displays "100 Years Ago Today: 8/25/1917 (107 issues)" and features three newspaper thumbnails: "The Pioneer Press" from Martinsburg, W. Va., "The St. Tammany Farmer" from Covington, La., and "Hickory Daily Record" from Hickory, N.C. Each thumbnail includes a title, a brief description, and a link to the volume.

1. Decide how you want to limit your search. For instance, do you want to only research a certain state's newspapers or all of the newspapers throughout the United States? Also, what years are you researching?
2. Decide what search terms will be most helpful in finding articles that pertain to your research topic. Think of terms that would have been in use during the time period you're researching.
3. For more help on how to search Chronicling America, watch the following videos:
 - What is Chronicling America?: <http://youtu.be/Bvg73KAyTDA>
 - How Do I Perform a Basic Search?: https://youtu.be/clB_Eso44B0
 - How Do I Perform an Advanced Search?: <http://youtu.be/rEs4YgtpqB8>

Created by the [Ohio History Connection](#) for the [National Digital Newspaper Program](#), a partnership of the [National Endowment for the Humanities](#) and [Library of Congress](#).

The 1920s Ku Klux Klan from an Immigrant Perspective

Lesson 1: Background on the Ku Klux Klan

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Ku Klux Klan demonstration photograph; Lima, Ohio; August 4, 1923

Image: Ohio History Connection via Ohio Memory

<http://www.ohiomemory.org/cdm/ref/collection/p267401coll32/id/10473>

Question: What do you know about the Ku Klux Klan (KKK)? Think about what you have learned from previous classes, news sources, or other experiences and list three facts in your notebook about this notorious group.

Activity 1: Anticipation Guide: The 1920s Ku Klux Klan in Indiana



David Curtis Stephenson

HS2330_K63_B6_1927

David Curtis Stephenson (1891-1966); Indiana; 1927

Image: Indiana Historical Society

<http://images.indianahistory.org/cdm/ref/collection/dc010/id/108>

The 1920s Ku Klux Klan from an Immigrant Perspective

Lesson 1: Background on the Ku Klux Klan

Instructions: Answer the questions below, once before watching the video, and again during the video.

Video Clip: Indiana Ku Klux Klan in the 1920s; C-SPAN; <https://youtu.be/ErvUEDrYAwA>

Questions	Before watching	After watching
What was the religious origin of many Indiana Klan members?		
What kind of people joined the Klan in Indiana in the 1920s?		
Who were the “enemies” of the KKK in the 1920s?		
What sorts of activities was the Klan involved in?		
What caused the downfall of the Indiana Klan in 1920?		

Activity 2: Analyze and Wonder: The Second Ku Klux Klan

Instructions: Go to the Digital Public Library of America's Primary Source Set on the Second Ku Klux Klan and *The Birth of a Nation* (<https://dp.la/primary-source-sets/second-ku-klux-klan-and-the-birth-of-a-nation>). Think about the following questions as you read and analyze the article and primary sources provided.

- What factors led to the resurgence of the KKK in the early 20th century?
- How large was the KKK of the mid-1920s?
- How does today's existing Klan compare?
- In your opinion, which primary source in the set best demonstrates the growth of the KKK in the 1920s?

Activity 3: Locating Regional Newspaper Stories about the 1920s Ku Klux Klan

Instructions: Go to the Chronicling America (<http://chroniclingamerica.loc.gov>) and locate three newspaper sources from three different states pertaining to the KKK of the 1920s. Limit your search to the states in your assigned region (i.e. Southeast: Florida, Georgia, Alabama, Mississippi, etc.) and years to 1920-1930. Complete the chart to document your findings. For tips on using Chronicling America, refer to the Resource Introduction worksheet and Using Chronicling America videos.

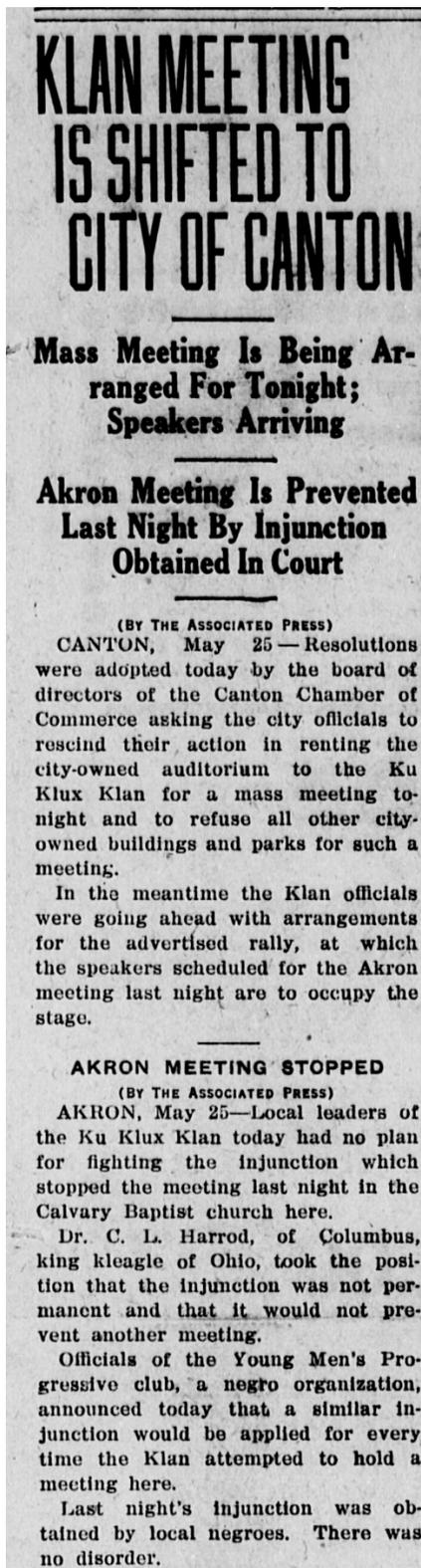
Name: _____

Class: _____

Date: _____

Newspaper, date, search terms & limits used	Title of the article	Write down specific textual evidence from the article that details specific activities of the KKK during the 1920s.	Explain in your own words whether you think this article depicts the KKK in a positive, negative or neutral manner. Explain your rationale using evidence from the article.

Activity 3: Locating Regional Newspaper Stories about the 1920s Ku Klux Klan – Example



Article describes the cancellation of KKK meeting in Akron.

The Democratic Banner (Mt. Vernon, OH), May 26, 1922, Image 1, col. 1.

Image: Chronicling America: Historic American Newspapers, Library of Congress

<https://chroniclingamerica.loc.gov/lccn/sn88078751/1922-05-26/ed-1/seq-1/>

The 1920s Ku Klux Klan from an Immigrant Perspective

Lesson 1: Background on the Ku Klux Klan

Newspaper, date, search terms & limits used	Title of the article	Write down specific textual evidence from the article that details specific activities of the KKK during the 1920s.	Explain in your own words whether you think this article depicts the KKK in a positive, negative or neutral manner. Explain your rationale using evidence from the article.
<p><i>The Democratic Banner</i>, May 26, 1922</p> <p>“Klan”</p> <p>limited to Ohio newspapers published in 1922</p>	<p>“Klan Meeting is Shifted to City of Canton.”</p>	<p>“...renting city-owned the auditorium to the Ku Klux Klan for a mass meeting tonight...In the meantime the Klan officials were going ahead with arrangements for the advertised rally, at which the speakers scheduled for the Akron meeting last night are to occupy the stage.”</p> <p>“Local leaders of the Ku Klux Klan today had no plan for fighting the injunction which stopped the meeting last night in the Calvary Baptist church here.”</p>	<p>This article seemingly depicts the Klan in a neutral manner. The Democratic Banner plainly reports that the Klan is facing governmental and organizational pressure to prevent the Klan from holding functions in government and religious buildings. Even though this article shares how some community members are reacting against the Klan, the newspaper does not make any statements that show whether they favor or are against the Klan themselves.</p>