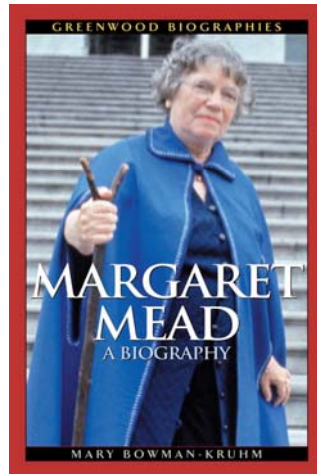


# How U.S. Society Changed during the 1920s, as Reflected in the Life of Margaret Mead

## Student Materials II



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Student materials for a unit that incorporates differentiated instruction using research-based instructional strategies and a variety of materials and is based on:

Bowman-Kruhm, M. (2003). *Margaret Mead: A Biography*. Westport, CT: Greenwood Press.

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

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## Study Guide

### How U.S. Society Changed during the 1920's, as Reflected in the Life of Margaret Mead

#### Vocabulary Words

social scientist	Nineteenth Amendment	psychology
suffrage	immigrant	World War I
anthropology	sociology	culture
stock market	Pennsylvania	sorority
economics	professional	Ruth Benedict
Samoa	influenza	pandemic

#### Reading the Lines and Summarizing

1. Before you begin to read your assigned passage, ask yourself:
  - What do the title, chapter headings and subheads, introduction and/or summary, and graphs, charts, and pictures tell me?
  - What do I already know about what I'm going to read?
  - What main point(s) will I focus on while I read?
2. Preview quickly to get an overview.
3. Then read slowly to note details.
4. After you finish this reading, rapidly review what you read to find the information needed in the chart that follows.
5. And last, fill in the chart.

**Summary of Passage**

- Title
  
- Topic
  
- Main Points
  
- 
  
- 
  
- 

**Important Vocabulary Words to Remember.** List words that (1) are important to the material read and (2) you might need to know in the future. Do not list vocabulary words that are on p. 1 of this study guide.

**Word**

**Definition**

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**Sharing with Your Team**

1. Discuss each team member's summary. As you talk, write **True** or **False** in front of each statement. Be ready to explain your answer.

- \_\_\_\_\_ 1. Mead's parents are an example of families in the early 1900s, in which the father made major decisions.
- \_\_\_\_\_ 2. Many women in the 1920s had jobs out of the home.
- \_\_\_\_\_ 3. Anthropology, psychology, and other fields in the social sciences were new in the 1920s.
- \_\_\_\_\_ 4. Most babies were born at home in the early 1900s.
- \_\_\_\_\_ 5. Emily Mead and Luther Cressman shared an interest in sociology and religion.
- \_\_\_\_\_ 6. Influenza killed more people during World War I than enemy gunfire.
- \_\_\_\_\_ 7. Most children attended school in the 1920s, just as young people do today.
- \_\_\_\_\_ 8. As with many wars, some people were not in favor of the U.S. entering World War I.
- \_\_\_\_\_ 9. Many average people began investing in the stock market during the 1920s.
- \_\_\_\_\_ 10. The 1920s were a time when change began in the lives of women and they had freedom to make more choices in their lives.



### Reading Between the Lines

Fill in the Content Frame that follows. Use the materials you and your team have read. Share information but be able to find the source of anything you write.

	<b>Before 1920</b>	<b>1920-1930</b>	<b>2001-Present</b>
<b>Role of Child in Family</b>			
<b>Education</b>			
<b>Medicine and Health</b>			
<b>Role of Unmarried Women in Society</b>			
<b>Role of Married Women in Society</b>			
<b>Entertainment</b>			
<b>Salaries</b>			
<b>Other:</b>  _____			
_____			

### Reading Beyond the Lines

Imagine you are a teen in 1920. Write a letter to your grandmother or someone important to you. Explain the work you want to do when you are older and why, or why you don't, think such a job is possible. What would hold you back? What would help you succeed? Use a sheet of paper if you prefer.

\_\_\_\_\_ [Date]

Dear \_\_\_\_\_,

\_\_\_\_\_ [Closing, such as Fondly, Miss you]

\_\_\_\_\_ [Your name]

### Bonus Work

Did you and your team find facts or data that differed, either in books or on the web? Many times, despite authors and editors checking again and again, a wrong date, name, or other fact or piece of information will be wrong. If so, tell what you found that was different and how you found out which source gave the correct information.

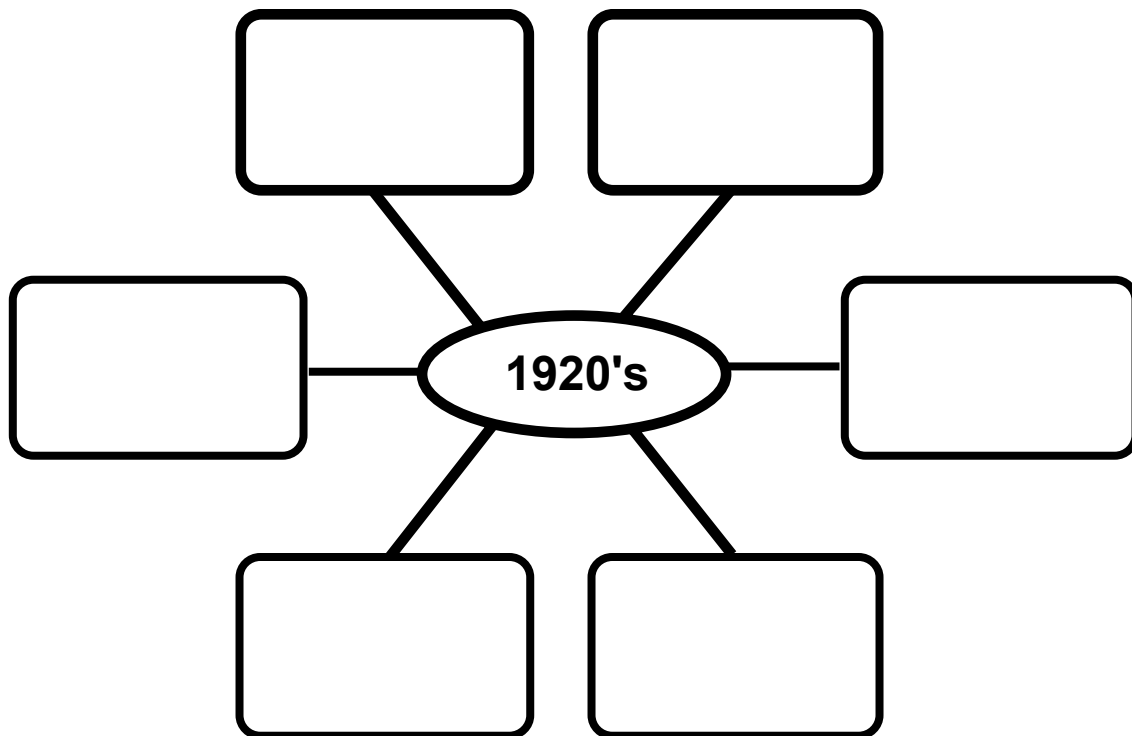
<b>Title of Source</b>	<b>Information Given</b>
1.	
2.	

Which source had the correct information?

How did you decide which information was correct?

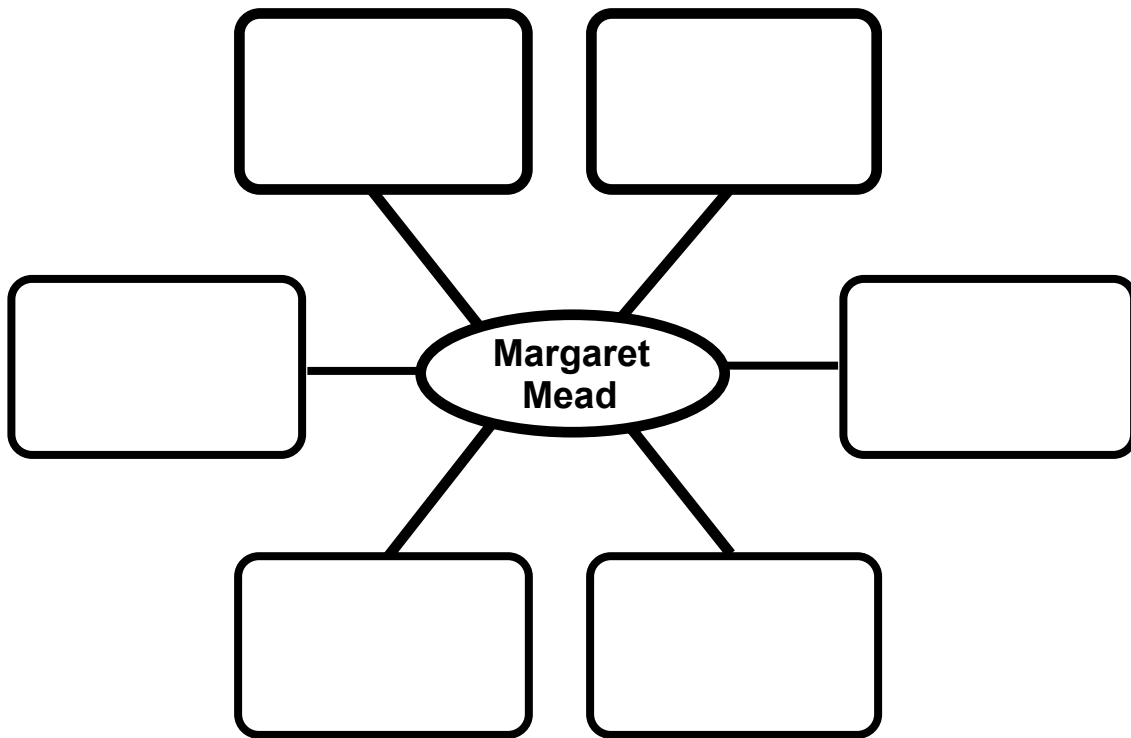
**Key Concepts: The U.S. in the 1920's**

What key information did you learn about social, political, and cultural developments in the United States during the 1920's?



### Key Concepts: Margaret Mead's Early Years

What key information did you learn about the early life of anthropologist Margaret Mead?



**Did the Team Work?**

1. List the members of your team. Mark **X** at the place on the line that shows how well you feel each team member worked to get the assignment done. Remember: work means contributing in many ways, such as staying on task, helping other team members, making positive comments, finding resources, reading, summarizing, and doing the actual writing to be turned in.

Team Member	Your Rating	
	Did little Work to Help	Did much Work to Help Team
	_____	
	_____	
	_____	
	_____	
	_____	

2. Would you like to work with this team on another assignment? \_\_\_\_\_
3. Do you want to meet with the teacher to talk about this assignment? \_\_\_\_\_