Scientists of the 1920s

Lesson Overview

Overview: To understand the opinions and views of scientists in the 1920s, students will investigate a scientist from that era and create a Power Point summarizing their findings.

Grade Range: 6-8

Objective: After completing this activity students will be able to:
- Identify scientific views of the 1920s.
- Communicate findings to the class.

Time Required: Three class periods of 45 minutes.

Discipline/Subject: Science

Topic/Subject: Technology, Industry & Women’s History

Era: Progressive Era to New Era, 1900-1929 & Great Depression/World War II, 1929-1945

Standards

Illinois Learning Standards: Common Core Standards:
- CC.K.12.W.R.9: Research to build and present knowledge from informational text.
- CC.6.SL.R.5: Presentation of knowledge and ideas with use of media.
- CC.6.R1.1: Key ideas and details citing textual evidence.

Materials

Analysis Tools: Article Analysis Sheet

Rubric: Grading rubric for Power Point slides.

Other: iPad, Computer Lab Other

Library of Congress Items:
Title of Source: New York tribune, August 10, 1922, Image 24
URL of Source: http://chroniclingamerica.loc.gov/lccn/sn83030214/1922-08-10/ed-1/seq-24/

Online Resources:
Title: Library of Congress Website
URL: http://www.loc.gov
Description: Library of Congress homepage.

Title: U.S. Geological Survey
URL: http://pubs.usgs.gov/circ/c1050/index.htm
Description: A history of the relation of geology during the first 110 years of the U.S. Geological Survey to the development of public-land, Federal-science, and mapping policies and the development of mineral resources in the United States.

Title: Oracle Think Quest
URL: http://library.thinkquest.org/C005846/The_1920/the1920.htm
Description: Science and technology during the 1920s.
**Title:** Third Millennium Online  
**URL:** http://www.3rd1000.com/history.htm  
**Description:** Gives list of famous scientist and discoveries by year.

### Procedures

<table>
<thead>
<tr>
<th>Procedure Step #</th>
<th>Resource or Material Used</th>
</tr>
</thead>
</table>
| 1. Students will complete the Article Analysis Sheet and study the New York Tribune article in class with the teacher. Teach can pass around the iPad with the image for a closer look. | iPad  
Library of Congress items |
| 2. Teacher will explain the assignment for which students will research scientists from the 1920s and make two Power Point slides explaining their accomplishments. Teacher will hand out grading rubric to students. | Rubric |
| 3. Students will have two days in the computer lab to gather information and create their two Power Point slides. The Library of Congress website (under browse by topic) and other websites listed above will be used to find and research a scientist of their choice. The rubric will show the student what to include on each Power Point slide. The websites are also listed on the rubric for students. | Online Resources  
Rubric  
Computer Lab |
| 4. Students will present their Power Point slides to the class. | |

### Evaluation

Completion of Power Point presentation

### Extension

None

**Author Credits:**  
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Sullivan Middle School
1872—Men's curiosity was a blind
and as a result, Edward L. Ripper
was born. He was the son of a
wealthy businessman and was expec-
ted to follow in his father's footsteps
in business. However, Ripper was not
content with the traditional path of
his family and chose a different one.

The story of Ripper's early life is
well known, and his achievements
in various fields have been the subject
of many books and articles. His
inventive mind led him to create
innovative products that changed
the course of human history.

All worthwhile men can be divided
into two classes. The majority are
primarily interested in people. The
other group are the men who are
primarily interested in concrete things—these are the builders. They
carry all through life the keen desire to know.

These are the men with question-mark minds. With their
inborn thirst for knowledge they are the ones who must have
a dictionary on their desk, an encyclopedia within reach. These
are the men who read the more serious magazines.

It is from this "got-to-know" part of the population that
Popular Science Monthly draws its readers by the law of
natural selection.

Who are these men with the question-mark minds? Where do
they live? What do they eat? How do they dress? They live
everywhere. They can't be grouped by incomes. They are
found in all walks of life. Maybe your
next-door neighbor is one of them. He may rather work on his
car than play golf. Your doctor may relax by making a hobby
of his workshop.

Last week a Texas rancher went asking for the address of the
man whose airplane view of New York had been published in
Popular Science Monthly. This Texan wanted his 7,000-acre
ranch photographed, from the air. He
would supply his own plane.

Hardly a month goes by without a letter from one of the
largest department stores in the middle west asking our help on
his mechanical problems. He made his fortune selling dry goods
to women, but his pastime is working
with things mechanical.

These are the men with question-mark minds. These are the
men who make the wheels of industry revolve. By nature they are
discriminating—they

But, having an inclination instead of by impressing, they stay
sold. Instinctively they avoid substitutes. Incidentally they
are found among the more substantial
in their communities. These are the men you talk to when you advertise in
Popular Science Monthly.
Article Analysis Sheet

New York Tribune: August 10, 1922

1. Just by looking at the articles pictures, what can you assume about the scientists of this time period?

2. Describe what images you see on the cover of this paper?

3. After reading the article, infer public opinion of scientists in the 1920's.

4. Who make up the scientists of the 1920’s?

5. After reading the article, what can you assume are the hot topics of science at that time?
**Power Point Grading Rubric**

**Scientists of the 1920’s**

<table>
<thead>
<tr>
<th>Your 2 Power Point Slides</th>
<th>Points Earned</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Student</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Name of Scientist</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>At least 3 graphics</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Description of the scientist’s work he/she did.</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Your Score: /25

**Websites used for this assignment:**

- [http://www.3rd1000.com/history/htm](http://www.3rd1000.com/history/htm) Famous Scientists