

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

## THE SCOPES TRIAL

For each of the following questions, pull ***at least*** two quotes from the documents that answer each question. (This means you need 4 quotes in total.) Under each quote, analyze and explain how the quote helps answer that question.

Why did some Americans in the 1920s support the teaching of evolution in schools?

Quote #1:

Explanation/Analysis:

Quote #2:

Explanation/Analysis:

Why were some Americans in the 1920s opposed to the teaching of evolution in schools?

Quote #1:

Explanation/Analysis:

Quote #2:

Explanation/Analysis:

## CLASS SET: SCOPES TRIAL DOCUMENTS

Document 1: Dear Editor:

When the bill against the teaching of evolution in public schools was passed, I could not see why more mothers were not thanking the lawmakers. They were protecting our children from one of the destructive forces which will destroy our civilization. I for one was grateful that they stood up for what was right. And grateful, too, that we have a Christian man for governor who will defend the Word of God against this so-called science.

The Bible tells us that the gates of Hell shall not win against the church. We know there will always be those who set an example for the cross of Christ. But in these times of materialism I thank God deep down in my heart for everyone whose voice is raised for humanity and the coming of God's kingdom.

Mrs. Jesse Sparks  
Pope, Tennessee

Source: Mrs. Jesse Sparks, letter to the editor, *Nashville Tennessean*, July 3, 1925

Document 2:

*This textbook was rejected for use in North Carolina schools by the State Board of Education after they criticized its treatment of evolution.*

One erroneous notion, which some people have about evolution, is that it means that man has descended from the monkey. What it really means is that if we could trace back far enough through thousands of years the ancestry of man and monkey, it would be found that they came from the same ancestor. Man is related to the monkey but did not descend from one. The relationship is much like two twigs on a tree that come out of a common branch like a letter Y. One twig does not grow from the other but they both grow from the same branch. Man and monkey are like cousins in that they had a common ancestor.

Source: Gilbert Trafton, *Biology of Home and Community: A Textbook for High Schools*. New York: Macmillan, 1923, pp. 579-580.

Document 3:

The real issue at Dayton and everywhere today is this: "Whether the religion of the Bible shall be ruled out of the schools, while the religion of evolution, with its harmful results, shall be ruled into the schools by law."

John Scopes's lawyers left New York and Chicago, where real religion is ignored, where crime is most widespread, and they came to Tennessee to save a community where women are still honored, where men are still polite, where laws are still respected, where home life is still sweet, where the marriage vow is still sacred. Think of the nerve of it! and the enormous vanity of it!

Source: Excerpt from Reverend John Roach Straton's article in *American Fundamentalist*, "The Most Sinister Movement in the United States." December 26, 1925

Document 4:

The least that this generation can do, your Honor, is to give the next generation all the facts and theories that observation and learning have produced—give it to the children in the hope of heaven that they will make a better world than we have. We have just had a war with 20 million dead. Civilization is not so proud of the work of the adults.

For God's sake let the children have their minds kept open—close no doors to their knowledge. Make the distinction between religion and science. Let them have both. Let them both be taught. Let them both live.

We feel we stand with progress. We feel we stand with science. We feel we stand with intelligence. We feel we stand with freedom in America. We are not afraid. Where is the fear? We meet it! Where is the fear? We defy it!  
(Loud applause. Bailiff raps for order)

Source: Excerpt from Dudley Field Malone's speech on the 4<sup>th</sup> day of the Scopes Trial- Dudley was a defense attorney for Scopes

### Document 5:

*William Jennings Bryan was the legendary lawyer that fought against Clarence Darrow (John Scopes' lawyer) in an effort to maintain the fundamentalist viewpoint in public schools. Bryan past away just 5 days after the case was closed. Below is a song written about Bryan.*

#### **Bryan's Last Fight**

Listen now all you good people  
And a story I will tell.  
About a man named Mr. Bryan  
A man that we all loved so well.  
He believed the Bible's teaching  
And he stood for what was right.  
He was strong in his conviction  
And for them he'd always fight.  
Now he's gone way up in heaven  
Where he'll find an open door.  
But the lesson that he taught us  
It will live forevermore.  
When the good folks had their troubles

Down in Dayton far away.  
Mr. Bryan went to help them  
And he worked both night and day.  
There he fought for what was  
righteous  
And the battle it was won.  
Then the Lord called him to heaven  
For his work on earth was done.  
If you want to go to heaven  
When your work on earth is through  
You must believe as Mr. Bryan  
You will fail unless you do.

### Document 6:

The American Federation of Teachers is very concerned about the effect of the Tennessee anti-evolution law. Teaching has been threatened by unwise lawmakers who fear to trust the intelligence, the public spirit, and the devotion of teachers. As teachers we especially fear the effect of the present wave of intolerance in education on the task of providing schools with open-minded and informed teachers. Without intellectual freedom, without open discovery and discussion, there could be no scholarship, no schools at all, and no education.

*Source: Excerpt from resolution adopted by the American Federation of Teachers on July 18, 1925*

### Document 7:

Political cartoon published during the 1920s after the Butler Act was passed.

**Let There Be Darkness**



July 19, 1925

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