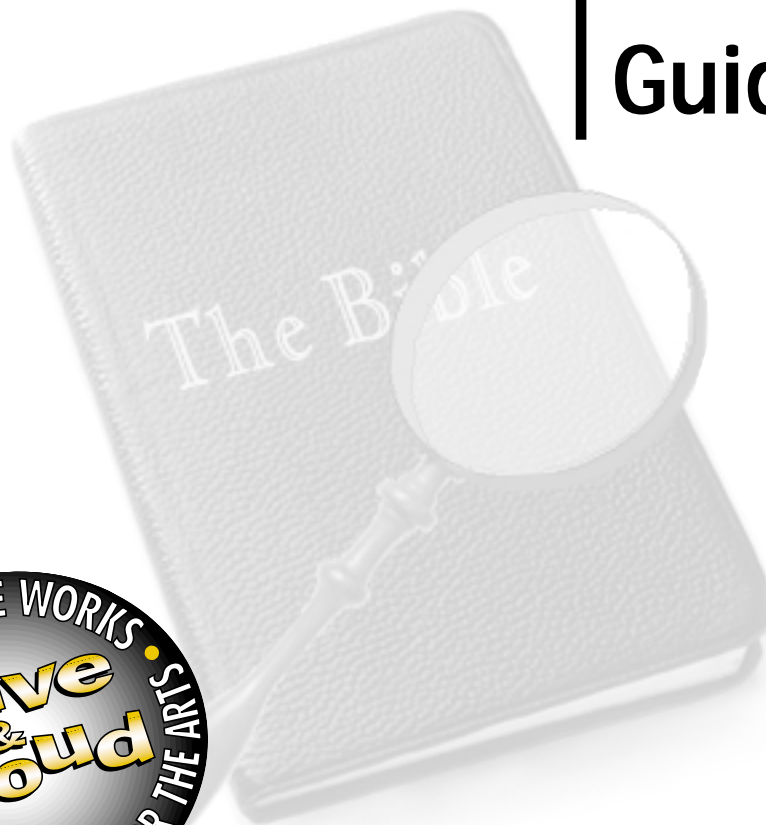




# THE GREAT TENNESSEE MONKEY TRIAL

*Adapted from the original trial  
transcripts by Peter Goodchild*

## Teacher's Study Guide



Alive & Aloud • Radio Plays for Learning in the Classroom

Dear Participating Teacher,

Fall 1999

We are pleased to provide you this Study Guide as part of our educational program **ALIVE & ALOUD: Radio Plays for Learning in the Classroom**. It is our hope that the enclosures will support your classroom lesson plans for all your students—wherever they are on the learning continuum. Using the educational materials to prepare the students to listen to the radio play will deepen the educational value of the theatre experience.

In 1925 the debate between Creationists and Evolutionists reached a fever pitch in small town Tennessee. **THE GREAT TENNESSEE MONKEY TRIAL**, adapted from the original trial transcripts by Peter Goodchild, chronicles the events surrounding this real-life courtroom drama. Famous attorneys Clarence Darrow and William Jennings Bryan squared off while the nation listened to the first live-from-the-courtroom radio broadcast.

You may want to experiment with various approaches to integrating **ALIVE & ALOUD** into your lesson plans. Students can listen to the audio plays individually with their own headset, in a group setting or on their own time outside of class. You may find that certain Study Guides exercises and activities require group listening in teams of students or with the class as a whole. Dividing the play into sections to focus on one part at a time can enhance group listening to the plays.

The Study Guide emphasizes the curriculum core subjects of secondary schools. It is organized to pose important questions and to develop significant study units inspired by the content of the play. These curriculum ideas are our way of promoting academic achievement and enriching the learning process of young people in the classroom.

Sincerely,



Susan Albert Loewenberg



## **THE GREAT TENNESSEE MONKEY TRIAL**

adapted from the original trial transcripts by Peter Goodchild

Director, John Theocaris

Executive Producer, Susan Albert Loewenberg

An L.A. Theatre Works/BBC Co-production in association with  
KCRW/Santa Monica, CA.

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**TEACHER'S STUDY GUIDE** by Sheryl Hinman

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**THE GREAT TENNESSEE MONKEY TRIAL**  
*adapted from the original trial transcripts by Peter Goodchild*

·TEACHER'S STUDY GUIDE·

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# THE BUTLER ACT

PUBLIC ACTS OF THE STATE OF TENNESSEE PASSED BY  
THE SIXTY-FOURTH GENERAL ASSEMBLY 1925



CHAPTER NO. 27  
HOUSE BILL NO. 185

An Act prohibiting the teaching of the Evolution Theory in all the Universities, Normals and all other public schools of Tennessee, which are supported in whole or in part by the public school funds of the State, and to provide penalties for the violations thereof.

## SECTION 1.

Be it enacted by the General Assembly of the State of Tennessee, That it shall be unlawful for any teacher in any of the Universities, Normals and all other public schools of the State which are supported in whole or in part by the public school funds of the State, to teach any theory that denies the story of the Divine Creation of man as taught in the Bible, and to teach instead that man has descended from a lower order of animals.

## SECTION 2.

Be it further enacted, That any teacher found guilty of the violation of this Act, shall be guilty of a misdemeanor and upon conviction, shall be fined not less than One Hundred Dollars nor more than Five Hundred Dollars for each offense.

## SECTION 3.

Be it further enacted, That this Act take effect from and after its passage, the public welfare requiring it.

Passed March 13, 1925  
W. F. Barry, Speaker of the House of Representatives  
L. D. Hill, Speaker of the Senate  
Approved March 21, 1925.  
Austin Peay, Governor.

# ***State v. John Scopes (“The Monkey Trial”)***

BY DOUGLAS LINDER

The early 1920s found social patterns in chaos. Traditionalists, the older Victorians, worried that everything valuable was ending. Younger modernists no longer asked whether society would approve of their behavior, only whether their behavior met the approval of their intellect. Intellectual experimentation flourished. Americans danced to the sound of the Jazz Age, showed their contempt for alcoholic prohibition, debated abstract art and Freudian theories. In a response to the new social patterns set in motion by modernism, a wave of revivalism developed, becoming especially strong in the American South.

Who would dominate American culture—the modernists or the traditionalists? Journalists were looking for a showdown, and they found one in a Dayton, Tennessee courtroom in the summer of 1925. There a jury was to decide the fate of John Scopes, a high school biology teacher charged with illegally teaching the theory of evolution. The guilt or innocence of John Scopes, and even the constitutionality of Tennessee’s anti-evolution statute, mattered little. The meaning of the trial emerged because it was seen as a conflict of social and intellectual values.



William Jennings Bryan, three-time Democratic candidate for President and a populist, was the leading figure in a Fundamentalist crusade to banish Darwin’s theory of evolution from American classrooms. Bryan’s motivation for mounting the crusade is unclear. It is possible that Bryan, who cared deeply about equality, was alarmed by the way Darwin’s theories were being used by supporters of a growing eugenics movement that was advocating sterilization of “inferior stock.” More likely, the Great Commoner was attracted to the cause both because he was concerned that the teaching of evolution would undermine the traditional values he had long supported and because he had a compelling desire to remain in the public spotlight he had occupied since his famous “Cross of Gold” speech at the 1896 Democratic Convention. Bryan, in the words of columnist H. L. Mencken, who covered the Scopes Trial, had transformed himself into a “sort of Fundamentalist Pope.” By 1925, Bryan and his followers had succeeded in getting legislation introduced in fifteen states to ban the teaching of evolution. In February, Tennessee enacted a bill introduced by John Butler making it unlawful “to teach any theory that denies the story of divine creation as taught by the Bible and to teach instead that man was descended from a lower order of animals.”



The Scopes Trial was the result of a conspiracy at Fred Robinson’s drugstore in Dayton. George Rappalyea, a 31 year-old transplanted New Yorker and local coal company manager, arrived at the drugstore with a copy of a paper containing an American Civil Liberties Union announcement that it was willing to offer its services to anyone challenging the new Tennessee anti-evolution statute. Rappalyea, a modernist Methodist with contempt for the new law, argued to other town leaders that a trial would be a way of putting Dayton on the map. The others, including School Superintendent Walter White, became convinced that the publicity would help the town, whose population had fallen from 3,000 in the 1890’s to 1,800 in 1925. John Scopes, a 24 year-old general science teacher



John Thomas Scopes

and part-time football coach, was asked whether he would be willing to be the defendant in a test case challenging the law. Scopes, who accepted evolution as a fact, agreed. Herbert and Sue Hicks, two local attorneys and friends of Scopes, agreed to prosecute.

Rappalyea initially wanted science fiction writer H. G. Wells to head the defense team. "I am sure that in the interest of science Mr. Wells will consent," Rappalyea said. Wells had no interest in taking the case, but others did. John Neal, an eccentric law school dean from Knoxville, drove to Dayton and volunteered to represent Scopes. William Jennings Bryan offered to join the prosecution team despite having not practiced law in over thirty years, prompting Clarence Darrow, now approaching 70, to join the battle in Dayton. Darrow was not the first choice of the ACLU, which was concerned that Darrow's zealous agnosticism might turn the trial into a broadside attack on religion. The ACLU first preferred former presidential candidates John W. Davies and Charles Evans Hughes, but neither was willing to serve alongside Darrow. Instead, it dispatched Arthur Garfield Hays, a prominent free speech advocate, to join the defense team. The final member of the defense team was Dudley Field Malone, an international divorce attorney (and another volunteer who the ACLU might have preferred to stay at home). Completing the prosecution team in Dayton were present and former attorneys general for Eastern Tennessee, A. T. Stewart and Ben B. McKenzie, and Bryan's son, federal prosecutor William Jennings Bryan, Jr.



A carnival atmosphere pervaded Dayton as the trial was set to begin in July of 1925. Banners decorated the streets. Lemonade stands were set up. Chimpanzees, said to have been brought to town to testify for the prosecution, performed in a sideshow on Main Street. Anti-Evolution League members sold copies of Bryan's book *Hell and the High School*. Holy rollers rolled in the surrounding hills and riverbanks.

Nearly a thousand people, 300 of whom were standing, jammed the Rhea County Courthouse on July 10, 1925 for the first day of trial. (Judge John T. Raulston, the presiding judge in the Scopes Trial, had proposed moving the trial under a tent that would have seated 20,000 people). Also in attendance were announcers ready to send to listeners the first live radio broadcast from a trial. Judge Raulston, a conservative Christian who craved publicity, was flanked by two police officers waving huge fans to keep air circulating. The proceedings opened, over Darrow's objections, to a prayer.

A jury of twelve men, including ten (mostly middle-aged) farmers and eleven regular church-goers, was quickly selected. The trial adjourned for the weekend. On Sunday, William Jennings Bryan delivered the sermon at Dayton's Methodist Church. He used the occasion to attack the defense strategy in the Scopes case, as Judge Raulston and his entire family listened from their front pew seats.



On the first business day of trial, the defense moved to quash the indictment on both state and federal constitutional grounds. This move was at the heart of the defense strategy, which was not to win acquittal for John Scopes but to obtain a declaration by a higher court, preferably the U.S. Supreme Court, that laws forbidding the teaching of evolution were unconstitutional. (That goal, however, was not to be realized for another 43 years, in the case of *Epperson v. Arkansas*). As expected, Judge Raulston denied the defense motion.

Opening statements pictured the trial as a titanic struggle between good and evil or truth and ignorance. Bryan claimed that "If evolution wins, Christianity goes." Darrow argued that "Scopes isn't on trial; civilization is on trial." The prosecution, Darrow contended, was "opening the doors for a reign of bigotry equal to anything in the Middle Ages." To the gasps of spectators, Darrow said Bryan was responsible for the "foolish, mischievous and wicked act." Darrow said that the anti-evolution law made the Bible "the yardstick to measure every man's intellect, to measure every man's intelligence, to measure every man's learning." It was classic Darrow and the press, mostly sympathetic to the defense, loved it.

The prosecution case, began with the court being asked to take judicial notice of the Book of Genesis, as it appears in the King James version. It did. Seven students in Scopes's class were then asked a series of questions about his teachings. They testified that Scopes told them that man and all other mammals had evolved from one-celled organism. The prosecution rested. It was a simple case, they said.



On Thursday, July 16, the defense called its first witness, Dr. Maynard Metcalf, a zoologist from the Johns Hopkins University. The prosecution objected to the testimony on the grounds that the evidence was irrelevant to Scopes' guilt or innocence under the statute. Before ruling the prosecution's evidence, Judge Raulston decided to hear some of Dr. Metcalf's testimony about the theory of evolution. The testimony evoked Bryan's only extended speech of the trial. Bryan mocked Metcalf's exposition of the theory of evolution, complaining that man was shown as descending "not even from American monkeys, but Old World monkeys." Dudley Malone countered for the defense, arguing in a thundering voice that the prosecution's position was borne of the same ignorance "which made it possible for theologians...to bring Old Galilee to trial." It was a powerful speech. Anti-evolution lawmaker John Butler called it "the finest speech of the century." Members of the press gave Malone a standing ovation and most courtroom spectators joined in the sustained applause. The next day, Raulston ruled the prosecution's expert testimony inadmissible.

Darrow was very upset by Raulston's ruling. He said he could not understand why "every suggestion of the prosecution should meet with an endless waste of time, and a bare suggestion of anything that is perfectly competent on our part should be immediately overruled." Raulston asked Darrow, "I hope you do not mean to reflect upon the court?" Darrow's reply: "Well, your honor has the right to hope." Raulston responded, "I have the right to do something else." The insult earned Darrow a contempt finding, which was later dropped when Darrow, to a big hand from spectators, apologized for his remark. Darrow and Raulston shook hands.



After expressing concern that the courtroom floor might collapse from the weight of the many spectators, Raulston transferred the proceedings to the lawn outside the courthouse. There, facing the jury, was a sign attached to the courthouse wall with the words, "Read Your Bible." Darrow asked either that the sign be removed or that a second sign of equal size saying "Read Your Evolution" be put up along with it. Raulston ordered the sign removed. Before a crowd that had grown to about 5,000, the defense read into the record, for purpose of appellate review, excerpts from the prepared statements of eight scientists and four experts on religion who had been prepared to testify. The statements of the experts were widely reported by the press, helping Darrow succeed in his efforts to turn the trial into a national biology lesson.



On the seventh day of trial, Raulston asked the defense if it had any more evidence. What followed was what *The New York Times* described as the most amazing court scene in Anglo-Saxon history. Hays asked that William Jennings Bryan be called to the stand as an expert on the Bible. Bryan assented, stipulating only that he should have a chance to interrogate the defense lawyers. Bryan, dismissing the concerns of his prosecution colleagues, took a seat on the witness stand, and began fanning himself.

Darrow began his interrogation of Bryan with a quiet question: "You have given considerable study to the Bible, haven't you, Mr. Bryan?" Bryan replied, "Yes, I have. I have studied the Bible for about fifty years." Thus began a series of questions designed to undermine a literalist interpretation of the Bible. Bryan was asked about a whale swallowing Jonah, Joshua making the sun stand still, Noah and the great flood, the temptation of Adam in the garden of Eden, and the creation according to Genesis. After initially contending that "everything in the Bible should be accepted as it is given there," Bryan finally conceded that

the words of the Bible should not always be taken literally. In response to Darrow's relentless questions as to whether the six days of creation, as described in Genesis, were twenty-four hour days, Bryan said "My impression is that they were periods."



Bryan, who began his testimony calmly, stumbled badly under Darrow's persistent prodding. At one point the exasperated Bryan said, "I do not think about things I don't think about." Darrow asked, "Do you think about the things you do think about?" Bryan responded, to the derisive laughter of spectators, "Well, sometimes." Both old warriors grew testy as the examination continued. Bryan accused Darrow of attempting to "slur at the Bible." He said that he would continue to answer Darrow's impertinent questions because "I want the world to know that this man, who does not believe in God, is trying to use a court in Tennessee--." Darrow interrupted his witness by saying, "I object to your statement" and to "your fool ideas that no intelligent Christian on earth believes." After that outburst, Raulston ordered the court adjourned. The next day, Raulston ruled that Bryan could not return to the stand and that his testimony the previous day should be stricken from evidence.

The confrontation between Bryan and Darrow was reported by the press as a defeat for Bryan. According to one historian, "As a man and as a legend, Bryan was destroyed by his testimony that day." His performance was described as that of "a pitiable, punch drunk warrior." Darrow, however, has also not escaped criticism. Alan Dershowitz, for example, contended that the celebrated defense attorney "comes off as something of an anti-religious cynic."



The trial was nearly over. Darrow asked the jury to return a verdict of guilty in order that the case might be appealed to the Tennessee Supreme Court. Under Tennessee law, Bryan was thereby denied the opportunity to deliver a closing speech he had labored over for weeks. The jury complied with Darrow's request, and Judge Raulston fined him \$100.

Six days after the trial, William Jennings Bryan was still in Dayton. After eating an enormous dinner, he lay down to take a nap and died in his sleep. Clarence Darrow was hiking in the Smoky Mountains when word of Bryan's death reached him. When reporters suggested to him that Bryan died of a broken heart, Darrow said "Broken heart nothing; he died of a busted belly." In a louder voice he added, "His death is a great loss to the American people."



A year later the decision of the Dayton court was reversed by the Tennessee Supreme Court not on constitutional grounds, but on a technicality. According to the court, the fine should have been set by the jury, not Raulston. Rather than send the case back for further action, however, the cause was dismissed. The court commented, "Nothing is to be gained by prolonging the life of this bizarre case."

The Scopes trial by no means ended the debate over the teaching of evolution, but it did represent a significant setback for the anti-evolution forces. Of the fifteen states with anti-evolution legislation pending in 1925, only two states (Arkansas and Mississippi) enacted laws restricting teaching of Darwin's theory. <sup>1</sup>

<sup>1</sup> Douglas O. Linder. "The Scopes Trial." Famous Trials Web site. (<http://www.law.umkc.edu/faculty/projects/ftrials/scopes/scopes.htm>)



Darrow & Bryan chat in courtroom

## *About the Playwright*



**Peter Goodchild** is a British writer and producer who has been involved with the BBC since 1963. He was researcher for, then a producer of and finally series editor for the television series HORIZONS on which the American series NOVA was modeled. In 1976, Goodchild moved to BBC's drama department and made MARIE CURIE, starring Jane Lapotaire and Nigel Hawthorne, which won the 1977 BAFTA best drama series award. In 1978, he set up Special Features Unit to concentrate specifically on factually based drama, and in 1980, he became head of the BBC's Science Features department. In 1984, he made the unusual move from heading a documentary department to becoming head of television's Plays Department. Here he set up the two long running TV feature film series, SCREEN ONE and SCREEN TWO. In recent years Goodchild has devoted himself to producing single films including the award winning THE MARCH by William Nicholson and BLACK EASTER, which won the Gold Plaque at the 1996 Chicago Film Festival. In addition to his radio plays, Goodchild has written a biography of J. Robert Oppenheimer. Peter Goodchild is also the author of IN THE NAME OF SECURITY and THE CHICAGO CONSPIRACY TRIAL, available from L.A. Theatre Works.

## ***In the Beginning... It was Sunday, October 23, 4004 BC***

During his testimony on the witness stand, William Jennings Bryan referred to various Biblical dates. He was using the work of James Ussher (1581-1656), Archbishop of Armagh and Primate of All Ireland, as his resource. Ussher was a highly regarded religious scholar. His most famous work was *The Annals of the Old and New Testament*, published in the 1650s. The book provided a detailed chronology Biblical history in which Ussher determined that God created the world on Sunday morning of October 23, 4004 B.C. He arrived at this date by adding the ages of Adam and his descendants found in Genesis V and II. Ussher listed other key dates such as Monday, November 10, 4004 B.C. as the day that Adam and Eve were driven from the Garden of Eden and Wednesday, May 5, 1491 B.C. as the day that the ark touched down on Mt. Ararat.

After he published these conclusions in 1650, the chronology was printed in the margins of Bibles. Fundamentalists, who believed in the Bible's historical accounts, accepted the dates supplied by Ussher as accurate.

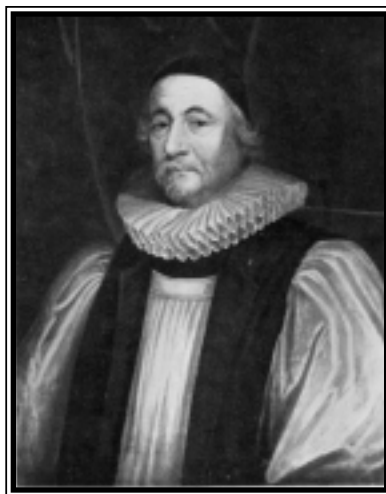


Later, Dr. John Lightfoot, vice-chancellor of the University of Cambridge, and one of the most respected Hebrew scholars of his time, declared, that "heaven and earth, centre and circumference, were created all together, in the same instant, and clouds full of water," and that "this work took place and man was created by the Trinity on October 23, 4004 B.C., at nine o'clock in the morning."

The theories of these two scholars supplied the exact date that Bryan quoted during his examination by Darrow.

References:

Craig, G. Y. and E. J. Jones. *A Geological Miscellany*. Princeton University Press, 1982.  
Andrew D. White. *A History of the Warfare of Science with Theology in Christendom*. D. Appleton and Co., 1897.



Archbishop James Ussher

## Notes on “*Inherit the Wind*”

BY DOUGLAS LINDER

Playwrights Jerome Lawrence and Robert E. Lee wrote *Inherit the Wind* in 1950 as a response to the threat to intellectual freedom presented by the anti-communist hysteria of the McCarthy era. Lawrence and Lee used the Scopes Trial, then safely a generation in the past, as a vehicle for exploring a contemporary climate of anxiety and anti-intellectualism.



*Inherit the Wind* does not purport to be a historically accurate depiction of the Scopes trial. The stage directions set the time as “Not long ago.” Place names and names of trial participants have been changed. Lawrence and Lee created several fictional characters, including a fundamentalist preacher and his daughter, who in the play is the fiancée of John Scopes. Henry Drummond is less cynical and biting than the Darrow of Dayton that the Drummond character was based upon. Scopes, a relatively minor figure in the real drama at Dayton, becomes Bertram Cates, a central figure in the play, who is arrested while teaching class, thrown in jail, burned in effigy, and taunted by a fire-snorting preacher. William Jennings Bryan, Matthew Harrison Brady in the play, is portrayed as an almost comical fanatic who dramatically dies of a heart attack while attempting to deliver his summation in a chaotic courtroom. The townspeople of fictional Hillsboro are far more frenzied, mean-spirited, and ignorant than were the real denizens of Dayton.

Nonetheless, Lawrence and Lee did draw heavily from the Scopes trial. A powerful Darrow condemnation of anti-intellectualism, an exchange between Darrow and Judge Raulston that earned Darrow a contempt citation, and portions of the Darrow examination of Bryan are lifted nearly verbatim from the actual trial transcript.



Spencer Tracy, left, and Fredric March as characters based on Darrow and Bryan in “*Inherit the Wind*.”

Although Lawrence and Lee completed *Inherit the Wind* in 1950, the play did not open until January 10, 1955. The Broadway cast included Paul Muni as Henry Drummond, Ed Begley as Matthew Harrison Brady, and Tony Randall as E. K. Hornbeck (H. L. Mencken). The play received rave reviews and was a box office success.

Nathan Douglas and Harold Smith wrote the play into a screen script in 1960. The Douglas and Smith screenplay differs from the stage version in several respects, most notably perhaps in its downplaying of some academic and theological points, and its playing up of the trial’s circus atmosphere. <sup>2</sup>

<sup>2</sup> Douglas O. Linder. “The Scopes Trial.” *Famous Trials Web site*. (<http://www.law.umkc.edu/faculty/projects/ftrials/scopes/scopes.htm>)

## Cast of Characters

CHARACTERS

ACTORS IN THE L.A. THEATRE WORKS/BBC  
RADIO THEATRE PRODUCTION (*in alphabetical order*)

Williams Jennings Bryan . . . . .	EDWARD ASNER
Morgan . . . . .	DANNY COOKSEY
John Thomas Scopes . . . . .	JEFF CORBETT
Narrator . . . . .	TYNE DALY
Clarence Darrow . . . . .	CHARLES DURNING
Shelton . . . . .	WALT GOGGINS
Dudley Field Malone . . . . .	HAROLD GOULD
Arthur Garfield Hays . . . . .	GERRIT GRAHAM
Beamish/Spurlock/Metcalf/The Spectator . . . . .	PETER JACOBS
Bailiff/Riley/Robinson . . . . .	MACON MCCALMAN
General Ben McKenzie . . . . .	LOGAN RAMSEY
Judge John Raulston . . . . .	JOHN RANDOLPH
H.L. Mencken/The Foreman . . . . .	JOE SPANO
Massingill/Superintendent White/Stribling . . . . .	RAY STRICKLYN
Attorney General Stewart . . . . .	HARRIS YULIN

## Suggested Vocabulary

Rr

farce

radical

fundamentalist

hordes

advocating

prohibitionists

quash

heathen

palpable

divine

consolation

mogul

bigotry

creed

suckle

mammal

raconteur

ambiguity

profusely

agnostic

dejection

exclude

interpretations

literally

ignoramus

S

y

Aa



## THINKING, WRITING & READING EXERCISES

1. Gather as many versions of the Bible as possible and compare the descriptions of Creation in the first chapter of Genesis. What differences do you notice?
2. The Scopes Trial was the first to be broadcast over the radio. Do you believe that trials should be broadcast over the radio or television? Are there any special conditions that you would impose? Prepare a debate argument to support your ideas.
3. If you could have been present at the trial, what role would you like to have taken? Explain why that would have appealed to you.
4. Many citizens in the community felt that religious principles should be fostered in school. What values do you believe should have a greater emphasis in schools today?
5. What else happened in 1925? Select an area such as sports, automobiles, music, art, politics, fashion, entertainment, literature, etc. and learn what was popular. List some of the events in your area of interest that captured the news.
6. Select any children's book you know well. Make a case for banning that book.
7. Design posters or buttons to represent one of the views presented in the Scopes trial.
8. Many people of the period were apprehensive about the power and influence of science. What scientific concepts are causing controversy today?
9. The defense team objected to the use of prayer to open the trial each day and to the use of a religious sign outside the courtroom. What do you believe about prayer and religious displays at public facilities? Should religion be part of court or legislative procedures? The school day?
10. John Scopes eventually destroyed many of the letters sent to him as a result of his participation in the case. If you could write a letter to him about the case, what would you say?
11. At the close of the case, Judge Raulston told the courtroom, "A man who is big enough to search the truth and find it and declare it in the face of all opposition is a big man." How does that quotation apply to this case?
12. Look at Science text books in your school. Read what they say about evolution. Is there any school board policy about the teaching of evolution at your school?
13. Do you think a person can believe in evolution and the Bible at the same time?



## TEAM RESEARCH PROJECTS



### *Setting the Scene*

The Scopes Trial became a battleground for dynamic personalities and divergent philosophies. To fully appreciate the historic setting, select one of the topics below and research it using reference and Internet resources. Focus questions follow each topic. Share your findings with the class.

#### **AMERICAN CIVIL LIBERTIES UNION**

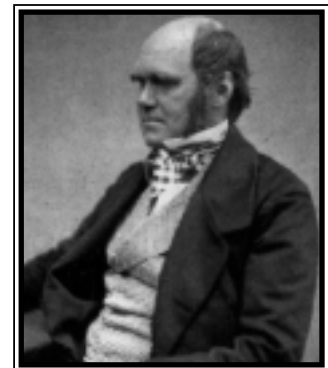
What is the history of this organization?  
What causes are most important to the group?

#### **WILLIAM JENNINGS BRYAN**

What were his major achievements prior to the case?

#### **CLARENCE DARROW**

What were his major achievements prior to the case?



Charles Darwin



Dayton, Tennessee

#### **CHARLES DARWIN**

What observations led to his theory?  
What other permutations of his original theory exist today?

#### **KING JAMES VERSION OF THE BIBLE**

Who was King James?  
What motivated him to organize the translation of the Bible?  
Who was involved in the translation?

#### **DAYTON, TENNESSEE**

What was the size and background of the community at the time of the trial?

#### **H.L. MENCKEN**

What is the background of this American scholar and writer?

## ***In the News: A Simulation***

BY DOUGLAS LINDER



As you listen to the play, take notes as if you were a journalist sent to cover the Scopes Trial.

### ***Decide on the role you will play:***

- humor columnist
- editorial cartoonist
- advertising designer
- editorial writer for a fundamentalist publication
- ACLU publicity writer
- biographer of one of the lawyers
- reporter who is not a Christian
- reporter for a liberal newspaper
- Dayton, Tennessee journalist
- fashion and social editor of the local paper
- historian
- science textbook author
- political writer for state Democrats or Republicans
- photographer and caption writer



H.L. Mencken

### ***Before you create a contribution for a publication decide...***

- What slant will take on the story?
- What facts and incidents would stand out for you?
- What facts and incidents would be ignored or downplayed?
- Will your bias show in the work that is presented? If so, how will that be revealed?
- Which people would you want to interview? What questions would you ask?

### ***When you complete your example for the trial publication,***

- visit the site with excerpts from the work of Baltimore Sun reporter H. L. Mencken (<http://www.law.umkc.edu/faculty/projects/ftrials/scopes/menk.htm>)

## TALKING POINTS



### HIGHLIGHTS IN THE RECORDING FOR CLASS DISCUSSION.

#### TAPE 1 SIDE 1

**NARRATOR:** From the beginning, all the lawyers had been graced with the title colonel and in the case of old timers and Attorney General Stewart, the title general was bandied about. It was an attempt to defuse an atmosphere of tension between the two sides in court which at times was palpable.

**DARROW:** Shall I proceed?

**RAULSTON:** I will hear you, Colonel Darrow.

**DARROW:** If the court please.

**SPECTATOR:** (indicating Darrow) I'd like to hear this man talk for ten minutes and then hang him. (The crowd reacts, one or two applauding)

#### DISCUSSION



Clarence Darrow

- What are some of the examples of insults and tension that have appeared in the courtroom so far?
- As the opening shows, this trial was part of a strategy to gain publicity and business for Dayton, Tennessee. How might the circus-like atmosphere and the courtroom insults affect the public's view of the community?

**DARROW:** I do not question the right of the legislature to fix the courses of study but the state of Tennessee cannot make it a criminal act for this teacher to teach evolution and then permit books on evolution to be sold in every store and to permit newspapers from foreign countries to bring into your peaceful community the horrible utterances of evolution. Oh, no nothing like that.

#### DISCUSSION

- Do you agree with the argument that Darrow is advancing?
- What is the difference between allowing information to be purchased and allowing it in public schools?
- Discuss the controversy surrounding the teaching of evolution in schools today. Do you think states should regulate what schools teach?

**TAPE 2 SIDE 1**

**MALONE:** We have no fears about the young people of America. They are a pretty smart generation. And we have just had a war with twenty million dead. Civilization need not be so proud of what the grown ups have done. God's sake let the children have their minds kept open, close no doors to their knowledge.

Let them have both theology and science. Let them both be taught. Your honour, in a criminal case, we think the defendant has a right to put his own case in his own way. If, in the end, the court feels it is not informing the jury then you can exclude it—strike it out.

We want everything we have to say on science and religion told, and we are ready to submit our theories to the direct and cross-examination of the prosecution. We have come in here ready for a battle, for a duel. Is our only weapon—the witnesses who shall testify to the accuracy of our theory—to be taken from us? That is not my idea of a duel, but there isn't going to be a duel. There is never a duel with the truth. The truth always wins and we are not afraid of it. The truth is no coward, the truth does not need the law—or Mr. Bryan. The truth is imperishable, eternal, and immortal, and needs no human agency to support it.

We are ready to tell the truth as we understand it. We feel we stand with progress, with intelligence, with science. Where is the fear? We defy it. We ask your Honour to admit the evidence as a matter of correct law, as a matter of sound procedure, and as a matter of justice to the defense in this case.

**DISCUSSION**

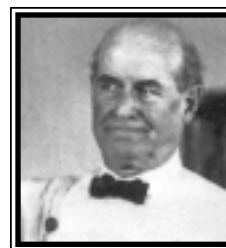
- Bryan called this the greatest speech he had ever heard. What are some of the lines and concepts that stand out?

**TAPE 2 SIDE 2**

**BRYAN:** It is hard to believe for you, but easy for me. A miracle is a thing performed beyond what man can perform. When you get beyond what man can do, you get within the realms of miracles, and it is just as easy to believe the miracle of Jonah as any other miracle in the Bible.

**DISCUSSION**

- Bryan characterized himself as a man of deep religious faith, and he willingly accepted the witness stand. Darrow used his interrogation techniques to reveal Bryan's lack of scientific knowledge. When the question draws to a close, what is your opinion of each man?



William Jennings Bryan

## ***Bibliography***

**THE GREAT TENNESSEE MONKEY TRIAL** adapted from the original trial transcripts by Peter Goodchild is available from L.A. Theatre Works.

To receive a copy, send \$5.00 (shipping & handling included) to:  
L.A. Theatre Works: 681 Venice Blvd., Venice, CA 90291.

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## ***Resources on the Internet***

American Civil Liberties Union

**<http://www.aclu.org/index.html>**

- detailed information about the organization and its causes

Banned Books Week: Celebrating the Freedom to Read

**<http://www.ala.org/bbooks>**

- American Library Association plans, rationale for celebration

William Jennings Bryan

**<http://tlc.ai.org/bryanidx.htm>**

- general resources, speeches, teaching materials

Christian History: The Monkey Trial

**<http://www.christianity.net/christianhistory/55H/55H010.html>**

- Summary as well as editorial cartoons.

Darrow page

**<http://www.law.umkc.edu/faculty/projects/ftrials/DARROW.HTM>**

- Darrow poem by Edgar Lee Masters, reflections at age 61, information on childhood

Evolution/Creationism Article by William Jennings Bryan

**<http://www.icr.org/pubs/imp/imp-213.htm>**

- "Impact No. 213, Mr. Bryan on Evolution."

Famous Trials Website: Scopes Trial

**<http://www.law.umkc.edu/faculty/projects/ftrials/scopes/scopes.htm>**

- cartoons; background on the year; bibliography; pages of the textbook under debate; information about Inherit the Wind; information about Dayton, Tennessee

Greatest Trials - Court TV

**<http://www.court tv.com/greatesttrials/scopes/making.html>**

- photos, background, bibliography

Inherit the Wind - Comments

**<http://xroads.virginia.edu/~UG97/inherit/1996home.html>**

- background on productions, playbill

Recent Developments in the Creation Versus Evolution debate

**<http://www.nytimes.com>**

- current and past articles

Reporting of H.L. Mencken

**<http://www.law.umkc.edu/faculty/projects/ftrials/scopes/menk.htm>**

- excerpts of trial coverage for the Baltimore Sun by a celebrated scholar

