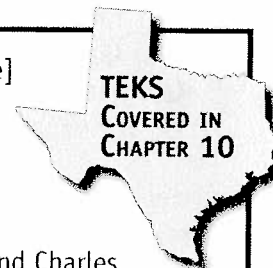




THE "ROARING TWENTIES"



- **History 5(A)** Evaluate the impact of Progressive Era reforms, including [the] 18th amendment.
- **History 6(A)** Analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women.
- **History 6(B)** Analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh.
- **Geography 13(A)** Analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including ... the Great Migration
- **Economics 15(C)** Explain how foreign policies affected economic issues such as immigration quotas.
- **Economics 16(A)** Analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies.
- **Government 19(C)** Describe the effects of political scandals, including Teapot Dome
- **Culture 25(A)** Describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature.
- **Culture 25(B)** Describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley [and] the Harlem Renaissance
- **Culture 26(D)** Identify the political, social, and economic contributions of women such as Frances Willard ... to American society.
- **Science, Technology, and Society 27(C)** Understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly-line manufacturing.

In this chapter, you will learn how Americans entered a new age of prosperity in the "**Roaring Twenties**." Automobiles, telephones, and electricity made life more comfortable than ever before. Americans generally focused on making money and enjoying themselves. The real significance of the decade was less in its politics than in the birth of new values. Beneath an appearance of calm and prosperity, America was experiencing fundamental economic and social changes.

KEY TERMS AND PEOPLE IN THIS CHAPTER

- | | | |
|--------------------------|--------------------------|----------------------|
| ■ Roaring Twenties | ■ Henry Ford | ■ Eugenics |
| ■ "Return to Normalcy" | ■ Prohibition | ■ Flapper |
| ■ Red Scare | ■ Frances Willard | ■ Tin Pan Alley |
| ■ Teapot Dome Scandal | ■ Eighteenth Amendment | ■ Great Migration |
| ■ Warren Harding | ■ Twenty-first Amendment | ■ Harlem Renaissance |
| ■ Calvin Coolidge | ■ Scopes "Monkey Trial" | ■ Langston Hughes |
| ■ Herbert Hoover | ■ Clarence Darrow | ■ Marcus Garvey |
| ■ "Rugged Individualism" | ■ Immigration Acts | ■ Charles Lindbergh |

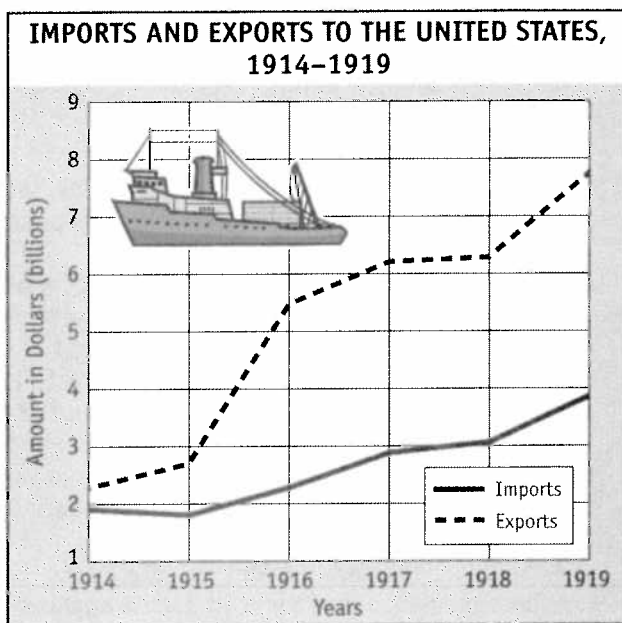
- 15 During his re-election campaign in 1916, President Woodrow Wilson used the slogan, "He kept us out of war." In April 1917, Wilson asked Congress for a declaration of war on Germany. What explains the reason for this change?
- A German forces had invaded Poland and Belgium.
 - B Germany had resumed unrestricted submarine warfare.
 - C Britain was invaded by nations of the Central Powers.
 - D Russia signed a treaty of alliance with the German government.

Hist 4(C)

Use the graph and your knowledge of social studies to answer the following question.

- 16 Data from this graph supports the conclusion that World War I —
- F caused the U.S. trade deficit to increase
 - G cost the United States many billions of dollars
 - H was a significant benefit to the American economy
 - J created an unfavorable balance of trade

Econ 15(C)



- 17 Which need did President Woodrow Wilson identify in order to persuade Congress to enter World War I?
- A the need to protect freedom of the seas
 - B the need to assist the neutral nations with their defense
 - C the need to retaliate against the Japanese bombing of Pearl Harbor
 - D the need to remove the Nazi threat from the Western Hemisphere
- 18 President Woodrow Wilson's Fourteen Points were based on the belief that —
- F military strength offers a nation's best security
 - G isolationism should guide a nation's relations
 - H self-determination should be applied to all peoples
 - J industrial nations should have equal access to colonial possessions
- 19 "The success of American soldiers during World War I was largely credited to his leadership, and he returned to the United States as a true hero." This statement was made by a speaker attending the funeral of —
- A Archduke Franz Ferdinand
 - B John J. Pershing
 - C Woodrow Wilson
 - D Henry Cabot Lodge

Hist 4(C)

Hist 4(F)

Hist 4(D)

— IMPORTANT IDEAS —

- A. The 1920s were a period of economic prosperity and of new cultural values.
- B. Immediately after the war, Americans experienced a temporary recession as businesses adjusted from a wartime to a peacetime economy. Americans, frightened by the triumph of Communism in Russia, experienced a "**Red Scare.**" Attorney General Palmer arrested thousands of suspects and deported them.
- C. **Nativism** and racism were also on the rise, and Americans retreated to a more traditional isolationist foreign policy.
- D. Three Republican Presidents pursued pro-business policies with low taxes and high tariff rates. **Warren Harding** proposed a "**return to normalcy,**" but his administration was beset by corruption as later revealed by the **Teapot Dome Scandal** and other scandals. **Calvin Coolidge** believed the "business of America is business," while **Herbert Hoover** saw "**rugged individualism**" as the spirit that had made America into a great nation.
- E. Several factors contributed to the economic prosperity of the 1920s. The most important one was the spread of the automobile. **Henry Ford** used **assembly-line** production to lower car prices, bringing ownership in reach of most Americans.
- F. Electricity and electrical appliances also greatly helped to stimulate the economy.
- G. Corporate profits led stock prices to rise. Many Americans became involved in **speculation** in the stock market and real estate, in the hopes of getting rich.
- H. The 1920s saw a clash of cultural values. The **Eighteenth Amendment** banned the sale of alcoholic beverages. Tennessee passed a law banning the teaching of evolution. This law came to national attention in the **Scopes "Monkey Trial."** A teacher broke the law and was defended by **Clarence Darrow.** **William Jennings Bryan** helped the prosecution.
- I. There was also a rise of **Nativist** feeling and the introduction of restrictions on immigration, establishing quotas for the first time. **Eugenics** attempted to promote what were considered to be superior genetic characteristics.
- J. Women gained the right to vote with the passage of the **Nineteenth Amendment.** The 1920s saw greater freedom for women as they wore less restrictive clothing, entered the work force in greater numbers, and began gaining college educations.
- K. Millions of African-Americans began moving from the rural South to cities in the North and Midwest during and after World War I in the **Great Migration.**
- L. The vibrant African-American community in Harlem in New York City became the cultural center of the **Harlem Renaissance.** Writers like **Alaine Locke** and **Langston Hughes** celebrated their heritage. **Marcus Garvey** attempted to organize African Americans in a **Back-to-Africa Movement.**
- M. Writers like **F. Scott Fitzgerald** depicted the lifestyles of the young and materialistic rich in the 1920s, while **Sinclair Lewis** ridiculed American hypocrisy.

ESSENTIAL QUESTIONS

- What difficulties did Americans have in adjusting to peace after the war?
- What factors sparked the prosperity of the 1920s?
- How did the policies of Republican Presidents differ from those of the Progressive Presidents?
- In what ways did the 1920s witness a conflict in values?
- What impact did the "Harlem Renaissance" have on the African-American community in America?

ADJUSTING TO PEACE: 1919-1921

The decade of the 1920s opened with the difficult task of adjusting to peace. Disillusioned by the war, Americans returned to their traditional policy of **isolationism** in foreign affairs — refusing to become involved in other nations' disputes or problems. The government stopped its wartime spending and soldiers returned home from war looking for jobs. Factories closed to convert from military to civilian production. Farmers lost their markets in Europe. These factors led to a temporary economic **recession** (*downturn*) in the United States, lasting from 1919 until 1921.

ACTING AS AN AMATEUR HISTORIAN

Elected President in 1920, Republican Warren Harding delivered his Inauguration Address in March 1921. He announced his intention to return to a traditional isolationist foreign policy:

"Our eyes never will be blind to a developing menace, our ears never deaf to the call of civilization. We recognize the new order in the world, with the closer contacts which progress has brought. We crave friendship and harbor no hate. But America can be a party to no permanent military alliance. It can enter into no political commitments, nor assume any economic obligations which will subject our decisions to any other than our own authority. It has been proved again and again that we cannot, while throwing our markets open to the world, maintain American standards of living and opportunity, and hold our industrial eminence in such unequal competition."



Warren G. Harding

How did President Harding justify his return to isolationist policies?

THE RED SCARE

The end of World War I brought new fears to many Americans of Communists, anarchists, and immigrants. Russia had been ill-prepared for the war. In 1917, strikes in cities and soldiers' mutinies had led to the overthrow of the Tsar. Later in the year, Communist revolutionaries, led by Vladimir Lenin, had seized power.

Communists threatened to spread their revolution to other countries in Europe, like Germany and Hungary. When a wave of strikes also hit the United States in 1919, many Americans feared this was the start of their own Communist revolution. This "**Red Scare**" created an atmosphere of panic.

Palmer Raids. In January 1919, an Italian anarchist set off a bomb outside the home of Attorney General Mitchell Palmer. The bombing was one in a series of attacks that day on judges, politicians, and law enforcement officials in eight American cities, including Cleveland and New York. The nation demanded that action be taken. This convinced Palmer that a radical plot to overthrow the U.S. government was underway. In January 1920, Palmer ordered the round-up of 4,000 suspects in several cities without warrants. His assistant, **J. Edgar Hoover**, directed the raids. Palmer arrested men he accused of plotting to overthrow the government. Most were later released, but 600 were eventually deported.

The Sacco and Vanzetti Case. The anti-Communist hysteria affected immigrants as well. Two Italian immigrants, **Nicola Sacco** and **Bartolomeo Vanzetti**, were convicted of committing murder during a robbery. The robbery was allegedly committed to obtain funds for an anarchist revolution. Pressure for their release came from around the world. Many Americans feared looking weak to the rest of the world if they let them go. Although the evidence was insufficient to convict them, the judge was extremely partial in his conduct of the trial. Both Sacco and Vanzetti were found guilty and executed in 1927. Supporters of Sacco and Vanzetti's innocence believed their conviction was due to their anarchist views, despite jurors who insisted that anarchism had played no part in their decision.



Sacco (left) and Vanzetti.

THE RISE OF NATIVISM AND RACISM

The Red Scare, anarchist bombings, and the Sacco and Vanzetti trial contributed to the rise of **nativism** — a dislike of foreigners. Nativists believed white Protestant Americans were superior to other people. As you will learn later in this chapter, these attitudes led to new restrictions on immigration. The migration of African Americans from the South to Northern cities also led to increased racial tensions after the war. The **Ku Klux Klan**, dead for decades, found new life in 1915. Klan members were hostile to immigrants, Catholics, Jews, and African Americans. Major race riots broke out just after the war in many American cities. The worst riot occurred in Chicago, where 38 people were killed. The lynching of African Americans also continued, as well as segregation in the South.

APPLYING WHAT YOU HAVE LEARNED

Imagine you are living in the years following World War I. Write a letter to a friend about some of the events taking place in the years 1919–1921 and their importance.

THREE REPUBLICAN PRESIDENTS: HARDING, COOLIDGE, AND HOOVER

In 1920, Republicans returned to the White House. They were to remain there for the next twelve years, overseeing the prosperity of the twenties as well as the arrival of the Great Depression that ended it.

POLICIES FAVORING BUSINESS

In general, Presidents Harding, Coolidge, and Hoover followed policies favorable to American business. They supported *laissez-faire* policies with minimal government interference in business activities:

High Protective Tariffs. Congress passed tariffs that protected U.S. manufacturers by keeping out foreign-made goods. The **Hawley-Smoot Tariff Act (1930)** raised tariffs to their highest levels in history.

REPUBLICAN POLICIES FAVORING BUSINESS

Lower Taxes on the Wealthy and Corporations. Congress slashed taxes on the rich and corporate profits. As a result, a larger tax burden was shifted to the average wage earner.

Lax Enforcement of Antitrust Laws and Regulations. These Presidents were lax in regulating business. Business was given a much freer hand and a large number of business mergers took place in the 1920s.

THE HARDING ADMINISTRATION, 1921–1923

Warren Harding was elected President by a landslide in 1920. A former Ohio newspaperman and U.S. Senator, he captured the national spirit when he called for a “**return to normalcy**” as his campaign slogan. By this, Harding meant a less ambitious foreign policy and a greater emphasis on peacetime production and prosperity at home. Under Harding, the United States refused to join the League of Nations, enacted high tariffs, lowered taxes, and restricted immigration.

For a period when racial and ethnic prejudices were on the rise, Harding himself showed a remarkable degree of tolerance. He gave a speech in Alabama in 1921 urging greater rights for African Americans, and supported an anti-lynching bill.

Harding also resisted anti-Semitism. His campaign manager was a Jewish-American from Texas, Albert Lasker, also known as the "Father of Modern Advertising." Harding signed an act creating child health care centers. He also pursued arms reduction by sponsoring the **Washington Naval Conference** and supporting U.S. membership in the **World Court**.

ACTING AS AN AMATEUR HISTORIAN

The message below was delivered by President Harding as part of his Inaugural Address in 1921:

"We must seek the readjustment with care and courage. [W]e must strive for normalcy to reach stability The forward course of the business cycle is unmistakable. Peoples are turning from destruction to production. Industry has sensed the changed order and [is] turning to resume their normal, onward way. The call is for productive America to go on. I speak for administrative efficiency, for lightened tax burdens, for sound commercial practices, for adequate credit facilities, for sympathetic concern for all agricultural problems, for the omission of unnecessary interference of government with business, for an end to government's experiment in business, and for more efficient business in government administration."

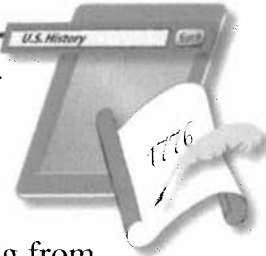
How did Harding intend to return Americans "to normalcy"?

One of Harding's most serious weaknesses was that he appointed personal friends — the Ohio Gang — who turned out to be dishonest. One Cabinet member, the Secretary of the Interior, leased oil-rich government lands at Teapot Dome, Wyoming, to two business friends in exchange for personal bribes. The **Teapot Dome Scandal**, uncovered just after Harding's death in 1923, was one of the worst scandals in U.S. history.

Additional scandals emerged in other departments. Another of Harding's appointments, Charles Forbes, stole millions from the construction of hospitals for returning war veterans. Because of Harding's poor choices for Cabinet positions, these scandals have left a lasting stain on his reputation.

THE COOLIDGE ADMINISTRATION, 1923–1929

As Governor of Massachusetts, **Calvin Coolidge** had come to national attention during the Boston police strike of 1919. In a telegram to Samuel Gompers, President of the AFL, he wrote, "There is no right to strike against the public safety by anyone, anywhere, any time." Based on his record as Governor, Coolidge was selected as Harding's Vice-President. He became President when Harding died suddenly in 1923. Coolidge was then elected for another term in 1924.



Name _____

178 MASTERING THE TEKS IN UNITED STATES HISTORY SINCE 1877

UNLAWFUL TO PHOTOCOPY OR
PROJECT WITHOUT PERMISSION

Coolidge symbolized the old-fashioned values of honesty and thrift. Continuing Harding's pro-business policies, his motto was "the business of America is business." Coolidge spoke so infrequently in public that he became known as "Silent Cal," but he received much of the credit for the business expansion of the 1920s. He had a talent for doing nothing. A noted journalist said of Coolidge: "His active inactivity suits the needs of the country admirably. It suits all the business interests which want to be let alone And it suits those who are convinced that government has become dangerously complicated and top-heavy." However, some have accused Coolidge's *laissez-faire* approach to the economy as encouraging the over-speculation that resulted in the crash of 1929.



Calvin Coolidge
(1872–1933)

THE HOOVER ADMINISTRATION, 1929–1933

The son of a Quaker blacksmith, **Herbert Hoover** was a skilled engineer and self-made millionaire. Before 1917, he had distributed relief aid to Belgian children. During the war, he oversaw U.S. food production. Later, he was Secretary of Commerce under President Coolidge. In the 1928 Presidential campaign, Hoover optimistically predicted the end of poverty in America if he were elected: "We in America today are nearer the final triumph over poverty than ever before in the history of any land."

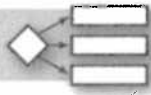


Herbert Hoover
(1874–1964)

"Rugged Individualism." Hoover was impressed by the achievements of business in raising American living standards. He believed this had come about because of a system in which individuals were given equal opportunities, a free education, and a will to succeed. This **"rugged individualism,"** as Hoover called it, spurred progress and was the foundation of America's "unparalleled greatness." Hoover felt that too much government interference in business would undermine the nation's prosperity by increasing corruption, smothering initiative, extinguishing opportunity, and "dry[ing] up the spirit of liberty and progress."

APPLYING WHAT YOU HAVE LEARNED

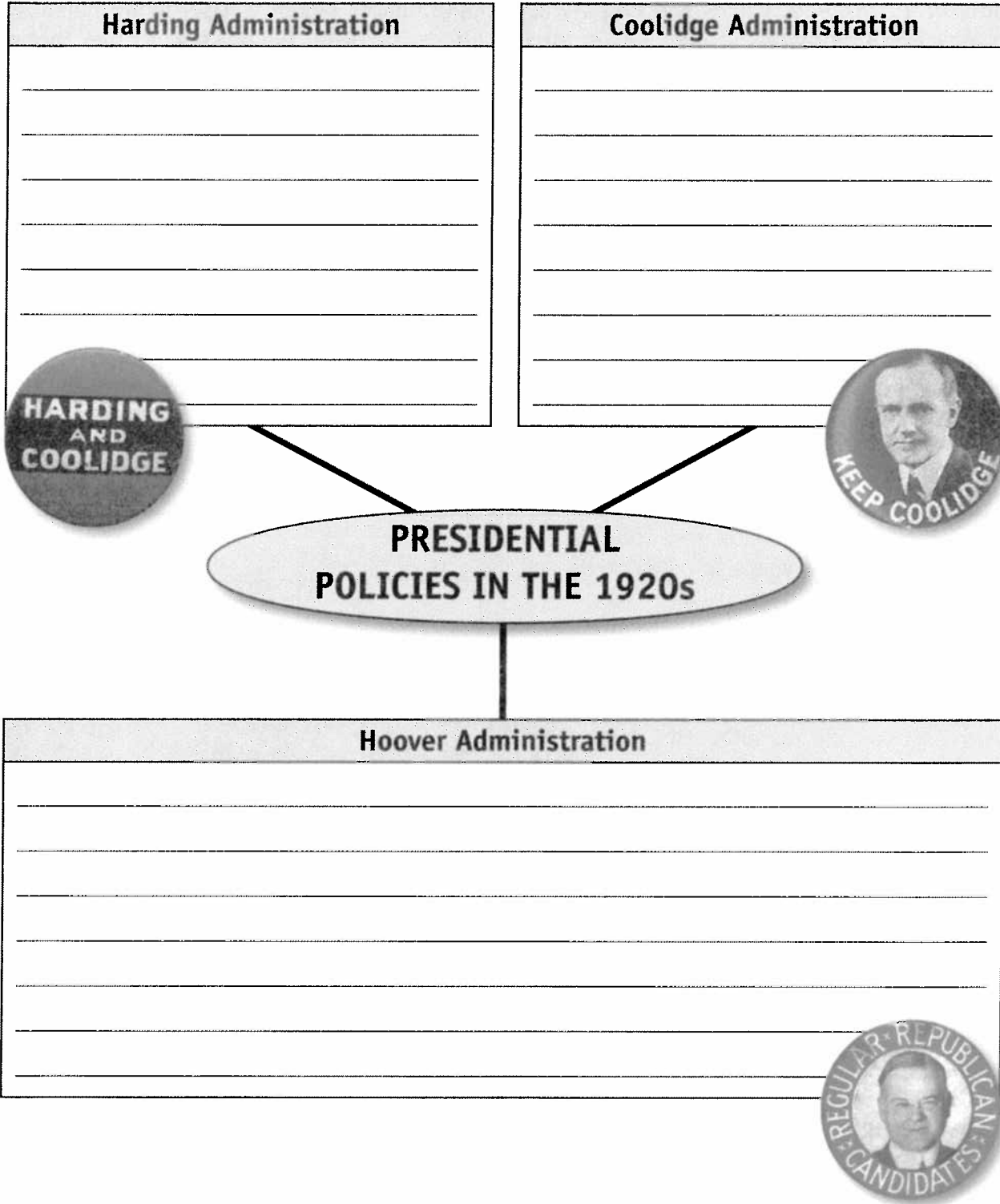
- ★ Which policies of the three Republican Presidents helped most to promote economic growth and prosperity?
- ★ Would you agree with President Hoover's assessment of the role of "rugged individualism" to the success of the American economy? Explain your answer.



LEARNING WITH GRAPHIC ORGANIZERS



Complete the graphic organizer below by describing some of the most important policies of the three Republican Presidents in the 1920s.



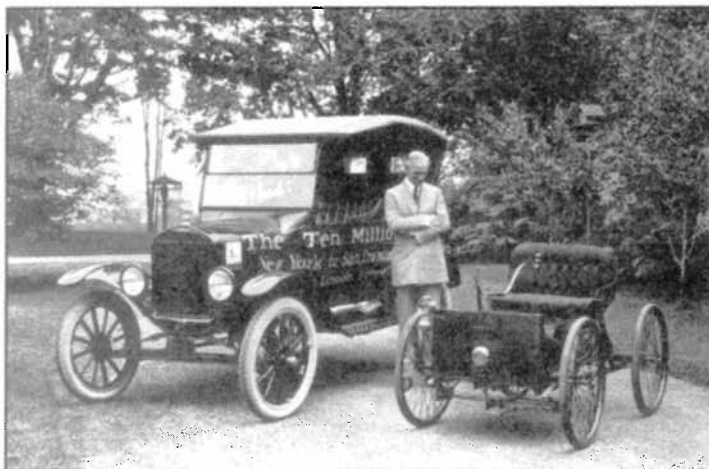
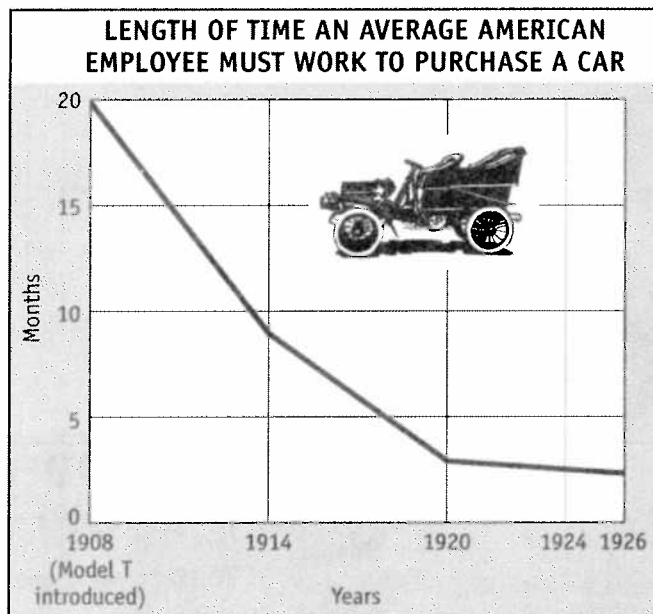
FACTORS UNDERLYING THE PROSPERITY OF THE 1920s

The 1920s were prosperous times for many Americans. After the initial slump in the economy of 1919–1920, wages and employment opportunities began to rise, while business profits and production soared. Government policies favoring business were one factor behind this prosperity. There were several others.

THE RISE OF THE AUTOMOBILE

Probably the single most important factor behind the prosperity of the 1920s was the expanded use of the automobile. The growth in automobile ownership, from 8 to 24 million, greatly affected all aspects of American life. Automobile production required vast amounts of steel, glass, and rubber — stimulating those industries. By 1929, one out of every nine workers was employed in an auto-related industry. Cars gave people greater mobility. Families were now able to drive away on vacation. The growth of suburbs was also made possible by the car. School buses allowed students in remote and rural areas to attend school regularly for the first time.

Henry Ford was an engineer and early automobile manufacturer. His goal was to build cars that everyone could afford. His **Model T**, introduced in 1905, was the first car that many middle-class Americans could buy. He introduced the assembly line in 1914, increasing production by moving cars along a conveyor belt while workers completed their assigned tasks. By 1924, Ford was producing 1.6 million cars a year at a price of less than \$300 per car. By 1925, one car was rolling off Ford's assembly line every ten seconds.



Ford poses with his 10 millionth Model T.

Ford's new assembly line production was so efficient he was able to double wages overnight while slashing prices. Ford wanted to give workers enough buying power to purchase the cars and other goods they were mass-producing.

THE RISE OF OTHER NEW INDUSTRIES

The 1920s saw new discoveries and inventions in almost every field, laying the framework for many new businesses. These inventions included improvements in transmitting electrical power, improved motors, and a new trans-Atlantic telephone service. New household appliances, like the vacuum cleaner, refrigerator and toaster, were also introduced. Radio and motion pictures became widespread. The American chemical industry expanded and the use of oil and natural gas increased. These new industries created new jobs, and changed the ways Americans lived.

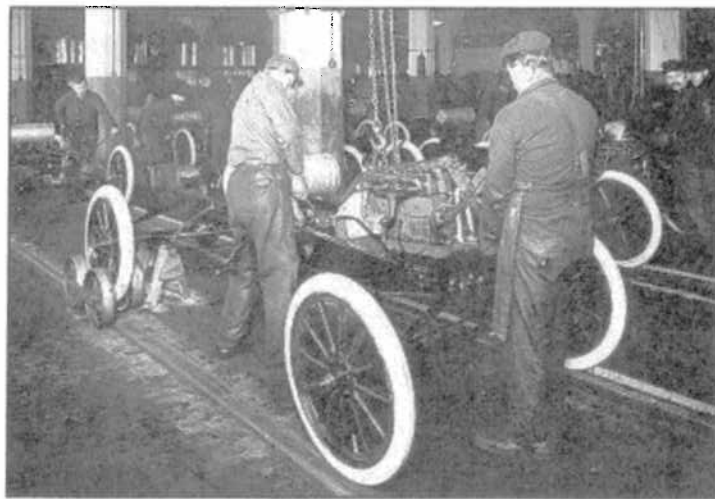
Glenn Curtiss. The first airplane, using an engine similar to that in a car, was flown by the Wright Brothers at Kitty Hawk, North Carolina in 1902. **Glenn Curtiss** was an early aviation pioneer. In 1908, he turned his attention to designing a seaplane that could take off and land on water. Three years later, he successfully flew his "hydroeroplane" in San Diego Bay, landing on a naval ship. His landing marked the birth of U.S. naval aviation, and convinced the Secretary of the Navy to buy the navy's first aircraft. In 1912, Curtiss developed a larger "flying boat." In 1919, he constructed the first airplane to cross the Atlantic Ocean for the U.S. Navy.



*Glenn Curtiss
(1878–1930)*

MORE EFFICIENT PRODUCTION TECHNIQUES

The 1920s saw remarkable improvements in manufacturing efficiency. As you know, Ford had introduced electric conveyor belts to his assembly lines. Each car moved along the belt to different groups of workers who completed one small part of the assembly. With this method, production was suddenly six times faster. Use of the conveyer belt and other new techniques spread, making industry generally more productive. When manufacturers first adopted the **assembly line** to their production process, they often achieved



Ford Motors was the first to master the assembly line.

dramatic gains in productivity, and consumers benefited from lower prices. However, one unforeseen consequence was a radical change in the nature of factory work. Skilled workers were no longer needed, even in complex manufacturing operations like car assembly.

THE AGE OF MASS CONSUMPTION

Along with changes in production, the 1920s witnessed new patterns of consumption, creating mass markets for goods. Advertising stimulated demand, while workers with higher wages and more leisure time had greater purchasing power.

Retailers developed new programs for installment purchases and **buying on credit**. The buyer had to pay a small down payment to take home an item. The buyer then paid the rest in small monthly payments, which included interest. Through installment plans, consumers were able to buy more expensive goods, such as cars, refrigerators, washing machines, vacuum cleaners, furniture, and radios, which they could not otherwise afford. Once one seller offered an installment plan, competitors were usually forced to do the same. As the table below shows, the majority of costly items were bought using this method:



Typical of the buy now, pay later ads of the 1920s.

PERCENTAGE OF ITEMS BOUGHT BY INSTALLMENT PLANS, 1921–1929

Consumer Item	Installment Plan	Consumer Item	Installment Plan
Automobiles	75%	Furniture	85%
Phonographs	89%	Washing Machine	75%
Vacuum Cleaner	65%	Jewelry	25%

SPECULATION BOOM

Speculation is the purchase of any item, not for personal use, but in the hope of selling it later at a higher price. The 1920s saw the spread of speculation in stocks and real estate. The development of new industries, improved production techniques, and the expansion of mass markets had led the shares of corporations listed on the stock market to climb to dizzying heights. Gains in stocks fueled speculation. As people read about these successes, it enticed them to buy stocks for easy profits. As more people bought stocks, stock prices went up even higher.

UNEVEN PROSPERITY

Not all groups participated equally in the prosperity of the 1920s. Wealth was highly concentrated. According to one study in 1929, the top one thousandth (0.1%) of Americans had a combined income equal to that of the bottom 42%. The same top group controlled about one-third of all savings, while more than three-quarters of Americans had no savings at all. Many Americans still faced poverty. With the introduction of tractors and spread of electricity, farmers faced lower incomes due to overproduction. Railroads suffered from new competition with cars. Textile workers faced lower wages because of foreign competition. Minority groups faced discrimination in employment.

APPLYING WHAT YOU HAVE LEARNED

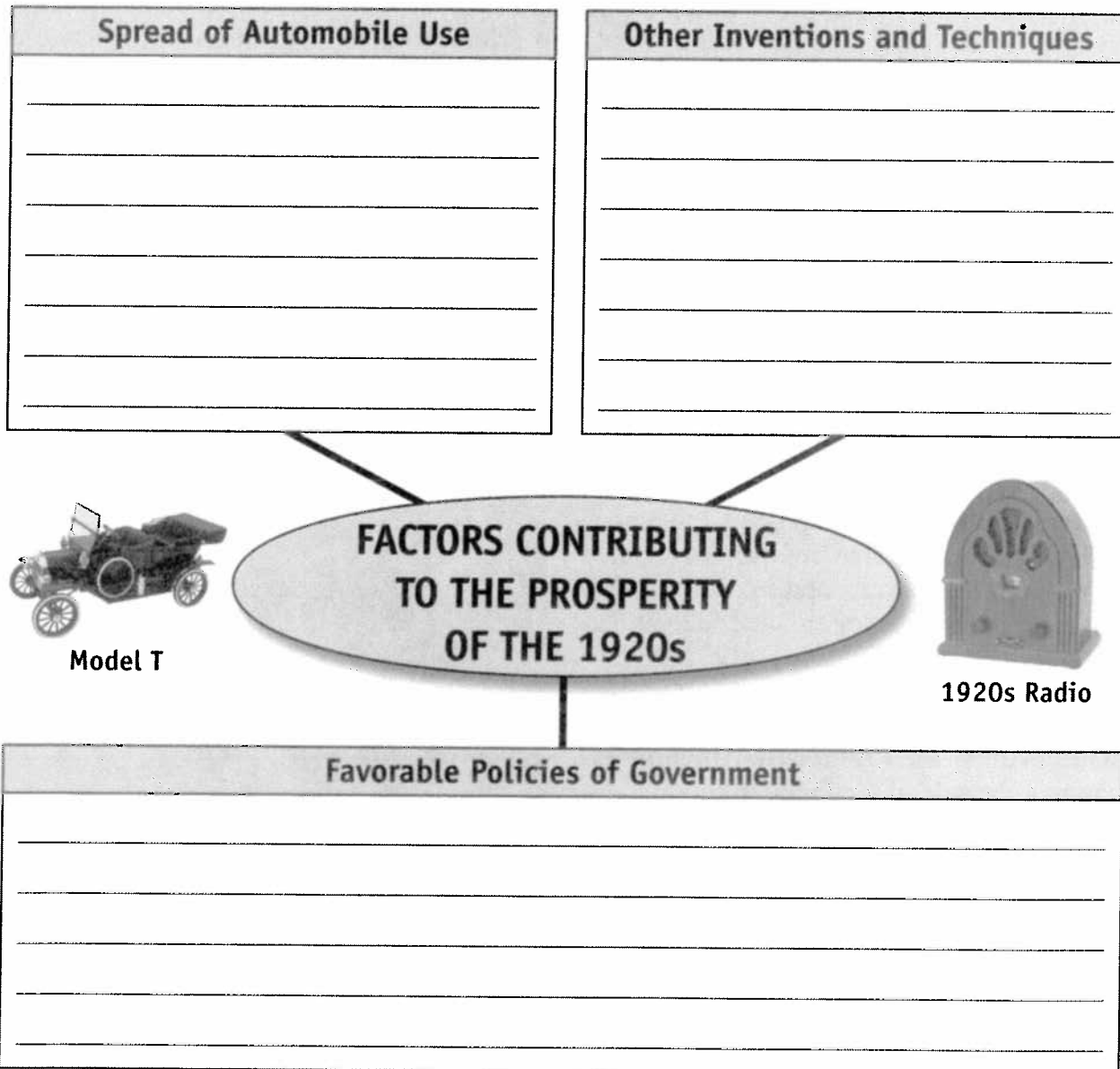
- ★ Many historians believe the mass-production of automobiles was the most important factor in the prosperity of the 1920s. Do you agree? Explain your answer.
- ★ Did the use of buying on credit make the economy fragile? Explain.



LEARNING WITH GRAPHIC ORGANIZERS



Complete the graphic organizer below by describing three factors that led to the prosperity of the 1920s.



CULTURAL VALUES IN CONFLICT

In the 1920s, many Americans began to adopt a set of new values that threatened the traditional values of the nineteenth century. The yearning of young people for greater freedom and excitement helped prompt some of these changes. The struggle between modern and traditional values was reflected in the literature, films, and dramas of the 1920s. Greater mobility and material comfort had a key impact on social patterns and beliefs. Many groups, especially women, the young, and African Americans, felt a new sense of power and independence. Others felt threatened and sought to preserve traditional ways.

ATTEMPTS TO PRESERVE TRADITIONAL VALUES

At the start of the 1920s, rural America continued to regard the rise of modern urban society with great suspicion. The best examples of efforts to defend traditional values were probably Prohibition and the Scopes Trial.

PROHIBITION

Protestant reformers often saw liquor as the cause of poverty and crime. Many women's organizations championed an end to selling alcoholic drinks, believing this would protect families, women and children from the effects of alcohol abuse.

One of the most outspoken voices of the Temperance Movement was **Frances Willard** (1839–1896). Her own brother had been an alcoholic. In 1879, she was elected as President of the National Women's Temperance Union. During her nineteen years as President, Willard advocated women's rights, suffrage, prison reform for women, an eight-hour workday and improved working conditions in factories. In 1882, Willard organized the Prohibition Party. By 1919, the work of Willard and other reformers had created efficient pressure to persuade enough states to ratify the **Eighteenth Amendment**, banning the sale of alcoholic drinks.



Officials pour beer down a sewer during Prohibition.

Many Americans believed Prohibition wrongly tried to force one group's moral beliefs on others. Others opposed Prohibition because the closing of bars, breweries, and distilleries put thousands of people out of work. These critics argued that the return of a legal liquor industry would provide new jobs. In addition, Prohibition led to a growth in lawlessness and the rise of organized crime, which supplied illegal alcohol to willing consumers.

By 1933, most Americans saw this "experiment" in morals as a failure. Many people had simply refused to accept the ban on alcohol. Although illegal, alcoholic drinks were widely available at "speakeasies" and other underground drinking establishments. Even President Harding drank alcohol in the White House. Fewer than fourteen years after the ban on alcoholic drinks went into effect, Prohibition was repealed by the **Twenty-first Amendment** (1933). The experience of Prohibition demonstrated that unpopular laws are sometimes unenforceable.

THE SCOPES "MONKEY TRIAL" OF 1925

An even greater clash between traditionalists and modernists took place in the 1920s in Tennessee, the first state to pass a law against the teaching of Darwin's Theory of Evolution. State legislators believed that Darwin had contradicted the Biblical account of Creation. In 1925, John Scopes, a biology teacher, was arrested for teaching his class about the theory of evolution. Scopes was arrested and put on trial.



Clarence Darrow argues one of his points during the Scopes "Monkey Trial."

The **Scopes "Monkey Trial"** drew nationwide attention for pitting older religious beliefs against new scientific theories.

The state was represented by **William Jennings Bryan** as special prosecutor, while the famed attorney **Clarence Darrow** defended Scopes. Bryan and Darrow were considered to be the greatest orators of their day, and the Scopes trial became the first in American history to be broadcast over national radio. Darrow cross-examined Bryan as an expert on the Bible, pointing to seeming contradictions in the Biblical text. In the end, Scopes was convicted for teaching evolution, but his \$1 fine was later set aside.

ACTING AS AN AMATEUR HISTORIAN

Journalist H.L. Mencken wrote the following just before the trial:

"No principle is at stake ... save the principle that school teachers, like plumbers, should stick to the job that is set before them, and not go roving around the house, breaking windows, raiding the cellar, and demoralizing children. When a [teacher] takes his oath of office, he renounces his right to free speech quite as certainly as a bishop does, or a colonel in the army, or an editorial writer of a newspaper. He becomes a paid propagandist of certain definite doctrines, and every time he departs from them deliberately, he deliberately swindles his employers."



★ Which side does Mencken support and what were his reasons for doing so?

★ Do you agree or disagree with this argument? Why?

NEW RESTRICTIONS ON IMMIGRATION

In 1910, Eastern and Southern Europeans made up 70 percent of all immigrants entering the United States. During World War I, immigration was reduced to a trickle by the conflict in Europe. After the war, nativist feelings against immigrants led Congress to restrict immigration from Europe for the first time.

American nativist feeling had deep roots in anti-Catholicism, ethnic bias and the fear of admitting foreign radicals. Many Americans saw the influx of immigrants without skills, education, or a knowledge of English as a threat to the nation's economic stability. The "New Immigrants" often settled in inner cities, which put added pressures on local governments and schools to provide them with services.



European immigrants arrive in New York Harbor.

The **Immigration Acts** of 1921, 1924, and 1929 were basically designed to keep out immigrants from Southern and Eastern Europe. These laws established quotas for each separate nationality, based on America's existing ethnic composition. Under this system, Great Britain, Ireland, and Germany were allowed the greatest number of immigrants, while the number of "New Immigrants" (from Eastern and Southern Europe) was severely limited. Asian immigration was barred altogether.

EUGENICS

Belief in the superiority of the Anglo-Saxon "race" was common in this time period. Many Americans believed that light-skinned, blond-haired, blue-eyed people were superior to others. Such feelings had contributed to the new restrictions on immigration. They also led to the rise of eugenics. **Eugenics** was a pseudo-scientific belief that the human race could be improved by breeding. It was supposed that superior parents would have even better children.

A leading proponent of eugenics, **Charles Davenport**, thought that by preventing the mentally ill from having children, mental illness in the United States might be sharply reduced. Davenport and other eugenicists also wanted to reduce immigration to the United States by what they saw as "inferior races" from Eastern and Southern Europe.

Eugenics led to forced sterilizations, segregation laws, and marriage restrictions. Some of the money to finance this racist thinking came from such prestigious groups as the Carnegie Institution and Rockefeller Foundation. The belief in eugenics later spread from the United States to Germany. Eugenics was also closely tied to **Social Darwinism**. Social Darwinists believed that different human races competed for survival just as different plants and animals did in the natural world.

APPLYING WHAT YOU HAVE LEARNED

- ★ Research one of the areas of traditional values discussed on the previous pages and give a PowerPoint or photo story presentation to your class.
- ★ Write a brief position paper on whether you believe in the basic ideas of eugenics. Support your position using research from the Internet or from your school library.

THE EMERGENCE OF NEW VALUES

In opposition to these traditional values were the newer, modern values of the period, which encouraged greater openness and self-expression.

WOMEN

The decade opened with the passage of the Nineteenth Amendment, giving women the right to vote. New household appliances reduced housework, and greater numbers of women now went to college. As more women worked, they demonstrated a new economic independence and became more assertive. This brought about changes in manners and morals. Young women began to smoke and drink in public. They rejected restrictive clothing and instead adopted the new look of the "**flapper**." Flappers wore short dresses that revealed their body shapes as well as their legs and arms. Their hair was short and choppy, and they also wore a lot of make up. Young women went out on dates or to dances without a chaperone. Flappers enjoyed energetic popular dances like the Charleston. People began reading **Sigmund Freud** and treating sexuality more openly.



The "flapper" look.

TIN PAN ALLEY

After the Civil War, thousands of pianos were sold to individuals. As a result, the demand for sheet music exploded. Around 1910, New York City began to emerge as the capital of popular music publishing. **Tin Pan Alley**, a section of New York City, was the area where song-writing and musical ideas mixed together to form American popular music. Various styles, such as blues, jazz, and ragtime, were melded together.

Publishers were surprised to discover that sheet music for popular tunes was being bought up by ordinary people who just wanted to play these songs at home. During this same period, vaudeville became the most popular form of stage entertainment. Vaudeville shows had a great need for music and the publishing houses of Tin Pan Alley were glad to provide them since a great deal of money was made by selling the songs they popularized.

Songs such as *In the Good Old Summertime* (1902), *Give My Regards to Broadway* (1904) and *Shine on Harvest Moon* (1908) were all written for vaudeville. Tin Pan Alley saw the emergence of such famous songwriters as Irving Berlin, Cole Porter, Scott Joplin, and George Gershwin. These artists created some of the most memorable pieces in our nation's songbook.

YOUTH AND THE LOST GENERATION

In the 1920s, young adults were responsible for many fads like flagpole sitting and marathon dancing. A new group of writers, known as the "Lost Generation," rejected the desire for material wealth. They believed they did not fit in the patterns of everyday life after the horrors and brutality of World War I. This group of writers believed America had become overly materialistic and lacking in spirituality. Several, like Ernest Hemingway, lived in Paris. Hemingway wrote *A Farewell to Arms* about experiences in World War I, and *The Sun Also Rises*, showing the strength of the Lost Generation. **Sinclair Lewis**, in *Main Street* and *Babbitt*, ridiculed the narrowness and hypocrisy of American life. Lewis's novels were innovative for giving strong characterizations of modern working women. In 1930, he became the first American author to be awarded the Nobel Prize in Literature. **F. Scott Fitzgerald** wrote *The Jazz Age* and *The Great Gatsby*. *Gatsby* is the story of an immensely rich, but mysterious and unhappy self-made man. It hints that the search for purely material success often leads to tragedy.



This area of NYC was known as
Tin Pan Alley.

THE GREAT MIGRATION

The two decades from 1910 to 1930 witnessed the movement, known as the **Great Migration**, of about two million African Americans out of the South to the "Promised Land" of the Northeast and Midwest. They left in search of jobs in the nation's growing industrial cities and to escape sharecropping, tenant farming, and the deep racism they faced in the South. Northern industrial jobs, even menial ones, offered wages significantly higher than jobs in the South. Reports from friends and family that had previously migrated to the North also inspired increased African-American migration.



African Americans leaving the South to migrate north.

In the first two decades of the twentieth century, Chicago's African-American population more than doubled; Cleveland's grew by three times; and Detroit's increased six-fold. African Americans were still greeted by racism, housing shortages and crime, even in the North, but they also found organizations such as the National Urban League and the NAACP, which were dedicated to helping them adjust to their new lives. Confined to all-black neighborhoods, African Americans created cities-within-cities. The largest of these was **Harlem**, in upper Manhattan of New York City. About 200,000 African Americans lived together there in one of the most vibrant communities of the 1920s.

THE HARLEM RENAISSANCE

The 1920s is often referred to as the **Jazz Age**, reflecting the great importance of this new form of African-American music. The general awakening of African-American culture in these years has become known as the **Harlem Renaissance**.

The Harlem Renaissance was begun by a rising middle class of African Americans. It was more than simply about music. It reached into other forms of art such as dance and visual arts. It sought to bring recognition to the African-American community. It was an era in which many African Americans felt as though they had liberated themselves from a past marked by self-doubt and uncertainty. They shared an unprecedented level of optimism, a pride in all things black, and a confidence in their own future that reached beyond Harlem to other African-American communities.



Famous hot spots included the Cotton Club and the Apollo Theater.

Poets and writers like **Langston Hughes** (1902–1967) and **Alain Locke** expressed this new pride in their heritage, while attacking racism. They felt their accomplishments in literature and art demonstrated their value as a people. Hughes is recognized as one of America's best poets. Born in Missouri, he was drawn to Harlem like other African-American artists and writers. Hughes drew on his personal experiences in writing about what it was like to be an African American growing up in America. His poems, novels, plays and newspaper columns made him one of the most popular writers of the Harlem Renaissance. His writings expressed the new mood of rugged determination to overcome racial prejudice. **Countee Cullen** was another leading poet, who won more major literary prizes than any other African-American writer of the 1920s. **Zora Neale Hurston** became one the first successful African-American women authors. In 1937, she published what is considered her greatest novel, *Their Eyes Watching God*.



*Langston Hughes
(1902–1962)*

Name _____

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Jamaican-born **Marcus Garvey** (1887–1940) was a highly controversial political activist, known for his fiery rhetoric and fancy uniforms. Garvey emphasized racial pride. While living in London in 1914, he formed the Universal Negro Improvement Association. Two years later, he came to the United States to help organize African Americans. His goal was the total liberation of African people around the world.

African-American soldiers serving in France during World War I had witnessed a society in Europe that was more tolerant than in America. When many of these soldiers returned home, they found racism against African Americans as deeply entrenched as ever. Garvey spoke to African Americans who were alienated at finding racism so widespread in the United States after the war.

Garvey stressed racial unity through self-help. He encouraged African Americans to set up their own shops and businesses. The disillusionment that came from those who had migrated to the North and the frustrations of struggling to cope with urban life set the scene for Garvey's **Back-to-Africa Movement**. Garvey advocated that African Americans should return to Africa, especially to Liberia.

UNLAWFUL TO PHOTOCOPY OR
PROJECT WITHOUT PERMISSION



Marcus Garvey planned a Back-to-Africa Movement, in which African Americans would return to Africa.

POPULAR NEW HEROES

More leisure time in the 1920s gave people greater opportunity for entertainment. They turned to spectator sports, the radio, movies, and magazines. The rise of new popular heroes resulted from the need to preserve a sense of personal identity in an increasingly impersonal age of machines. Popular heroes like Babe Ruth and Jack Dempsey served as new role models.

Charles Lindbergh became the first person to fly across the Atlantic Ocean in 1927. Lindbergh made his historic flight alone in a single-engine plane. He took off from Roosevelt Field on Long Island. Traveling through fog and ice, and despite sleep deprivation, Lindbergh landed his plane 33 hours later in Paris on May 20, 1927. His airplane, "The Spirit of St. Louis," had carried him over 3,600 miles. His daring trip made him a national hero and worldwide celebrity.



Lindbergh stands next to the plane he used to cross the Atlantic.

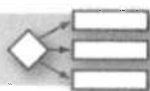
ACTING AS AN AMATEUR HISTORIAN



Lindbergh's flight served as a bridge between tradition and modernity. John Ward wrote an essay, *The Meaning of Lindbergh's Flight*, in which he looked at the impact of his flight on history:

"Lindbergh, in every remark about his flight and in his writings, resisted the tendency to exploit the flight as the achievement of an individual. He never said 'I,' he always said 'We.' But there was always the fact that his exploit was a victory of the machine over nature. There was another aspect, one in which the public celebrated the machine and the society of which it was a product. By calling Lindbergh a pioneer, people could read into history the need [for] turning back to the frontier past. Yet people could also read history in terms of progress into the future. They did this by emphasizing the machine involved in Lindbergh's flight."

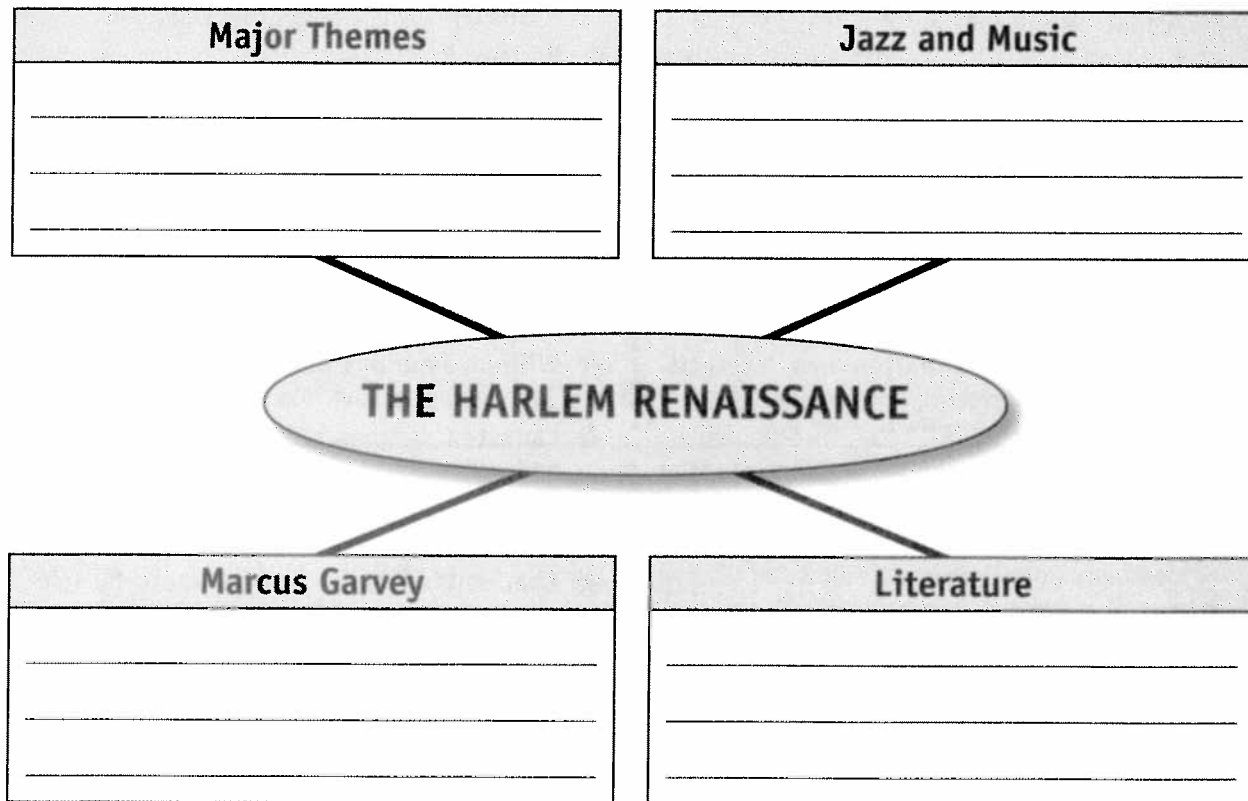
What did Ward think was the one of the meanings of Lindbergh's flight?



LEARNING WITH GRAPHIC ORGANIZERS



The Harlem Renaissance a crucial event for African Americans in the 1920s. Complete the graphic organizer below by describing four of its aspects.



CHAPTER STUDY CARDS

The Republican Presidents

- ★ **Warren Harding.**
 - Sought a “return to normalcy” after WWI.
 - **Teapot Dome Scandal** and other scandals.
- ★ **Calvin Coolidge.**
 - No right to strike against the public safety.
 - Believed business of America is business.
- ★ **Herbert Hoover.**
 - Engineer who organized food production in World War I; Secretary of Commerce.
 - As President, predicted an end to poverty.
 - Believed in “**rugged individualism.**”
 - Felt government interference should be minimal in the economy.

Reasons for Prosperity of 1920s

- ★ **Rise of Automobile.**
 - Cars allowed greater mobility to people.
 - Model T priced at under \$300 per car.
- ★ **Other New Industries.**
 - Electricity and electrical appliances.
 - Radio, motion pictures, vacuum cleaners.
- ★ **More Efficient Production Techniques.**
 - Assembly line.
 - Standardized parts.
- ★ **Age of Mass Consumption.**
 - Advertising stimulated demand.
 - Retailers introduced installment buying.

Cultural Values of the 1920s

Attempts to preserve traditional values.

- ★ **Prohibition.**
 - 18th Amendment banned alcoholic drinks.
 - Social experiment was a failure. 21st Amendment ended Prohibition.
- ★ **Scopes “Monkey Trial” (1925).**
 - Pitted traditional Fundamentalist values against Darwin’s Theory of Evolution.
 - William Jennings Bryan v. Clarence Darrow.
- ★ **New Restrictions on Immigration.**
 - Growth in nativist sentiment.
 - Immigration Acts of 1921, 1924, 1929.

Emergence of New Values in 1920s

- ★ **Women.** 19th Amendment; “flappers,” greater independence; new morals and manners.
- ★ **Youth and Lost Generation.**
 - Fads: flagpole sitting, marathon dancing.
 - Rejected desire for material wealth.
 - Sinclair Lewis and F. Scott Fitzgerald.
- ★ **Harlem Renaissance.** New optimism and growth of African-American culture.
 - **Langston Hughes:** Poet and novelist.
 - **Alain Locke:** Black historian.
 - **Marcus Garvey:** Leader of the Back-to-Africa Movement.

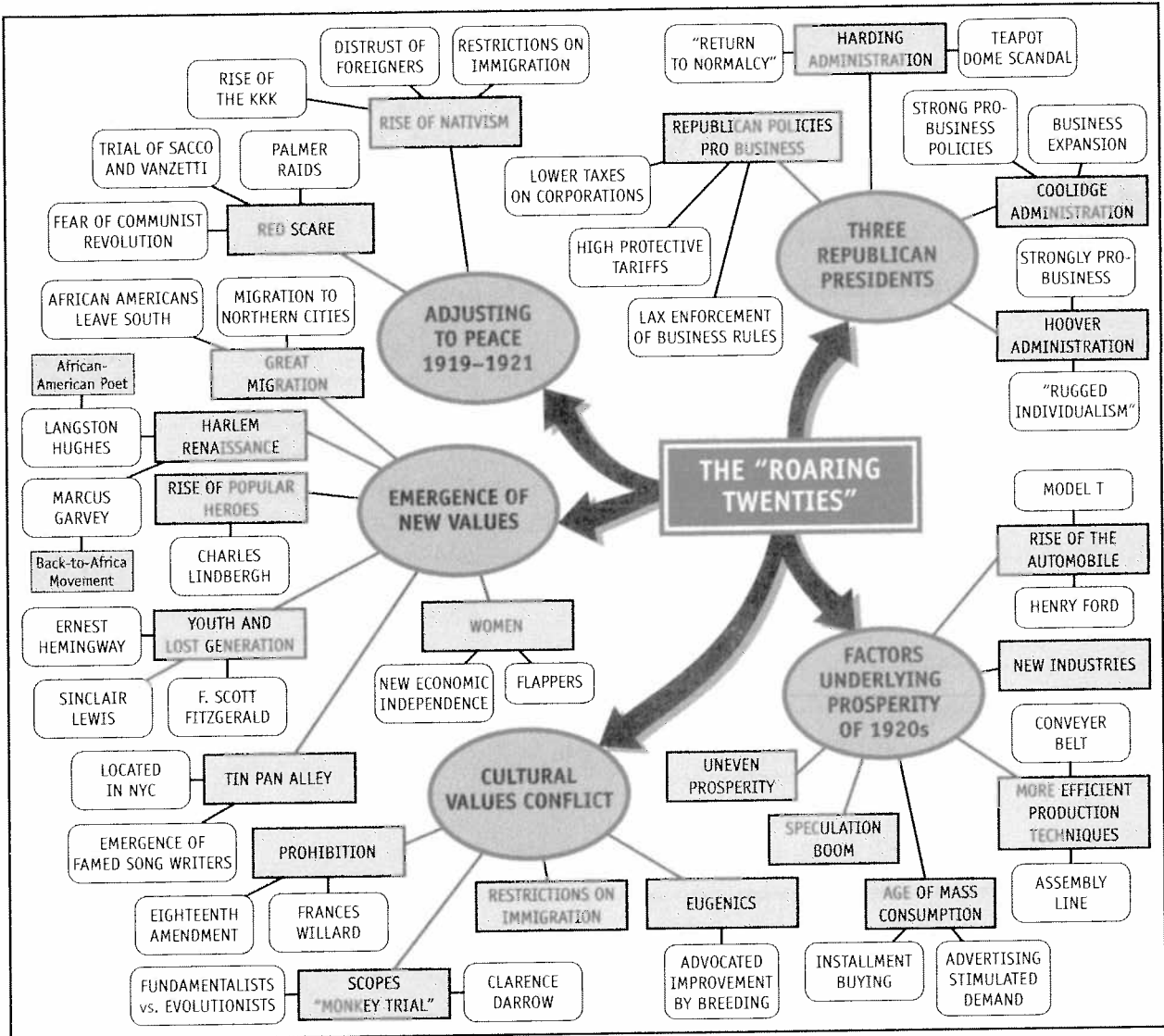
Key Individuals

- ★ **Nicola Sacco and Bartolomeo Vanzetti.** Convicted and executed of a robbery in part because of the hysteria against foreigners.
- ★ **Henry Ford.** Early auto manufacturer who pioneered new production techniques.
- ★ **Glenn Curtiss.** Aviation pioneer who developed airplanes that landed on water.
- ★ **Frances Willard.** Active in the Temperance and Woman’s Rights Movement.
- ★ **Clarence Darrow.** Represented Scopes at the “Monkey Trial” on evolution in 1925.

Other Key Individuals

- ★ **William Jennings Bryan.** Helped prosecute John Scopes at the “Monkey Trial.”
- ★ **Langston Hughes.** African-American poet and writer during Harlem Renaissance.
- ★ **Marcus Garvey.** Believed in black-owned businesses; led Back-to-Africa Movement.
- ★ **Charles Lindbergh.** First person to fly solo across the Atlantic Ocean; became an international hero.
- ★ **F. Scott Fitzgerald.** His works, like *The Great Gatsby*, captured the spirit of the Jazz Age.

CHAPTER 10 CONCEPT MAP

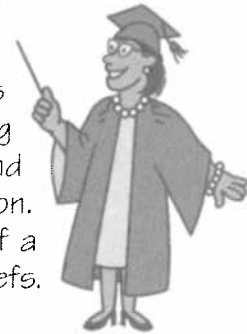


CHECKING YOUR UNDERSTANDING

Directions: Put a circle around the letter that best answers the question.

- 1 Why was national attention drawn to William Jennings Bryan and Clarence Darrow in the Scopes trial of 1925?
 - A The case represented a conflict between modern science and religion. Hist 6(B)
 - B The case reversed a previous Supreme Court decision on free speech.
 - C The case upheld the right of veterans to protest in Washington, D. C.
 - D The case revealed the extent of prejudice against immigrants.

EXAMINE the question. This question tests your understanding of the reasons why William Jennings Bryan and Clarence Darrow went to Tennessee. **RECALL what you know.** You should recall that Scopes was a biology teacher in Tennessee who was accused of violating the state's new law prohibiting the teaching of evolution. Bryan and Darrow were both interested in the case, as was the rest of the nation. The case pitted opposing beliefs. Darrow defended the teaching of a scientific theory, while Bryan supported traditional religious beliefs. **APPLY what you know.** The best answer is **Choice A**.



Now try answering some additional questions on your own.

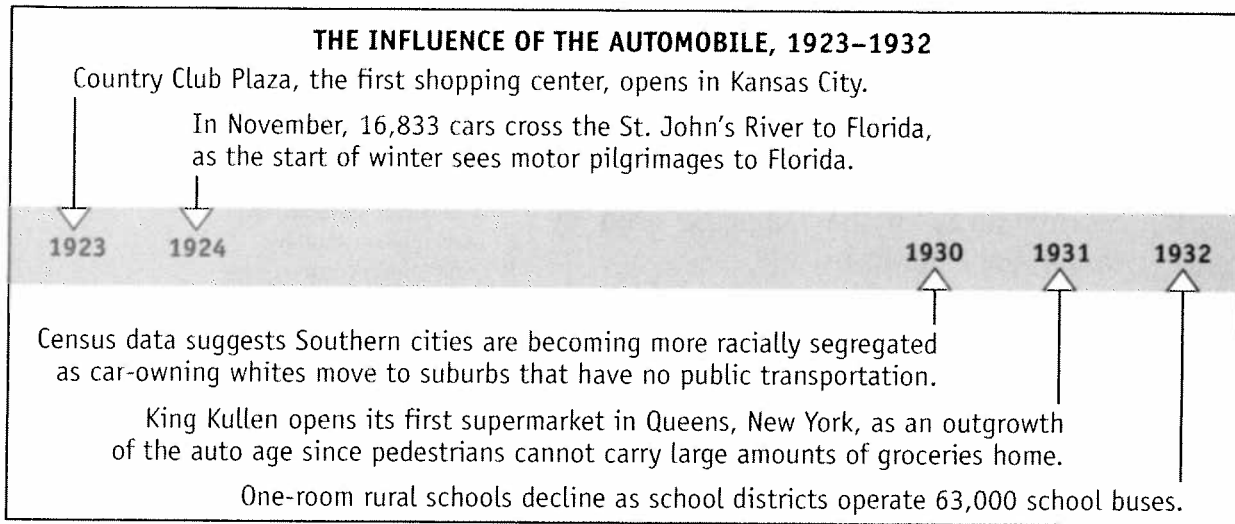
Use the information in the passage and your knowledge of social studies to answer the following question.

“I will build a motor car for the great multitude. It will be large enough for the family but small enough for the individual to run and care for. It will be constructed of the best materials, by the best men, after the simplest designs that engineering can devise. But it will be so low in price that no man making a good salary will be unable to own one — and enjoy with his family the blessing of hours of pleasure in God’s open spaces.”

— Henry Ford, 1909

- 2 Which management innovation helped Henry Ford to realize this vision?
- F providing various models of cars
 - G creating a business monopoly
 - H downsizing the labor force
 - J using assembly-line production methods
- Hist 6(B)
-
- 3 Which American author’s works are closely associated with the Harlem Renaissance of the 1920s?
- A F. Scott Fitzgerald
 - B Upton Sinclair
 - C Langston Hughes
 - D John Steinbeck
- Cult 25(B)
- 4 Which factor played the largest role in fueling the economic boom of the 1920s?
- F government subsidies paid to farmers
 - G tariff reductions on imported European goods
 - H the increasing ownership of automobiles by families
 - J construction by the Tennessee Valley Authority (TVA)
- Econ 16(A)
- 5 The executions of Sacco and Vanzetti in the 1920s demonstrated the —
- A federal government’s war on crime
 - B the persistence of lynchings
 - C corruption of political machines
 - D increase in Nativist attitudes
- Hist 6(A)

Use the information in the timeline and your knowledge of social studies to answer the following question.



- 6 Based on this timeline, which conclusion can be drawn about the influence of the automobile?
- F Automobiles created large scale unemployment in certain cities. Econ 16(A)
- G The automobile had little economic impact on the United States.
- H The growth of automobiles had a dramatic effect on life in the United States.
- J Henry Ford produced automobiles at a price many Americans could afford.
-
- 7 Prohibition, established by the Eighteenth Amendment, stated that —
- A only imported alcoholic beverages could be sold Hist 6(A)
- B the manufacture and sale of alcoholic beverages was banned
- C Americans must be 18-years old to purchase alcoholic beverages
- D alcoholic beverages could be sold only in government-run stores
- 8 During the 1920s, Congress passed a series of immigration laws that were primarily designed to —
- F increase immigration from Asia Hist 6(A)
- G expand the workforce for the growing economy
- H limit immigration from Southern and Eastern Europe
- J prohibit immigration from Latin America
- 9 Which development in the 1920s was inconsistent with much of the racial and ethnic intolerance of the decade?
- A Red Scare C Harlem Renaissance Cult 25(B)
- B revival of the Ku Klux Klan D trial of Sacco and Vanzetti
- 10 Which event represented an expression of nativism during the 1920s?
- F trial of John Scopes for teaching evolution Hist 6(A)
- G adoption of a quota system to limit immigration
- H Charles Lindbergh's solo transatlantic flight
- J the rise in popularity of spectator sports

Use the information in the poem and your knowledge of social studies to answer the following question.

- 11 One purpose of this poem, written by Langston Hughes in 1922, was to —
- A explain the advantages of inner-city living
 - B discuss ideas in the language used by immigrant Americans
 - C ask African Americans to accept things as they are
 - D encourage African Americans to continue their struggle for equality

Cult 25(B)

Mother to Son
Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor—
Bare.
But all the time
I've been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So boy, don't you turn back.
Don't you set down on the steps
'Cause you finds it kinder hard.
Don't you fall now—
For I've still goin', honey,
I've still climbin',
And life for me ain't been no crystal stair.

- 12 During the first three decades of the twentieth century, what was the main reason many African Americans left the South?
- F The Dawes Act made free land available in the West. Hist 6(A)
 - G More factory jobs were available in the North.
 - H Many white landowners refused to accept them as sharecroppers.
 - J Racial discrimination did not occur in states outside the South.
- 13 What would a study of the “flappers” of the 1920s indicate?
- A Some women rejected traditional restrictions. Hist 6(A)
 - B Many women were elected to national political office.
 - C Women were barred from traditionally male occupations.
 - D The earning power of women equaled that of men in most occupations.
- 14 What was an important result of Prohibition during the 1920s?
- F Respect for the law decreased. Hist 6(A)
 - G Woman's suffrage was restricted.
 - H Racial prejudice increased.
 - J Religious tolerance grew.
- 15 What was Frances Willard's contribution to American society?
- A She helped overturn the Eighteenth Amendment. Cult 26(D)
 - B She spoke out against the introduction of eugenics.
 - C She fought for women's rights and a ban on the sale of alcohol.
 - D She spearheaded important innovations in manufacturing.

Use the chart and your knowledge of social studies to answer the following question.

Immigration Before and After Quota Laws	From Northern and Western Europe	From Southern and Eastern Europe and Asia
Average annual number of immigrants (1907–1914)	176,983	685,531
Immigration Act of 1921	198,082	158,367
Immigration Act of 1924	140,999	21,847
Immigration Act of 1929	132,323	20,251

Source: *Historical Statistics of the United States*

- 16 Based on this chart, what effect did the passage of immigration laws have on immigration to the United States?
- F They ended all immigration to the United States. Econ 15(C)
 - G They had little effect on the flow of immigrants entering the United States.
 - H The number of immigrants from Southern and Eastern Europe and Asia declined dramatically.
 - J The number of immigrants from Northern and Western Europe increased.

Use the passage and your knowledge of social studies to answer the following question.

We were tried during a time when there was ... resentment and hate against the foreigner, and it seems to me — I am positive, that you [have] done all ... [that was] in your power in order to agitate, still more the passion of the jurors, the prejudice of the jurors, against us But my conviction is that I have suffered not for things that I am guilty of. I am suffering because I am a radical and indeed I am a radical; I have suffered because I was an Italian and indeed I am Italian; I have suffered more for my family than for myself

— Bartolomeo Vanzetti, to the Judge on being sentenced to death, Sacco-Vanzetti case, 1927

- 17 According to Vanzetti, why was he found guilty at his trial?
- A He had strongly supported eugenic laws. Hist 6(A)
 - B He was the victim of a scandal from the Harding administration.
 - C He was convicted because he was an immigrant with radical views.
 - D He violated the Eighteenth Amendment, calling for Prohibition.
-
- 18 Which individual encouraged African Americans to own their own businesses and once said that, "A people without the knowledge of their past history, origin and culture is like a tree without roots"?
- F Charles Lindbergh Hist 6(B)
 - G Marcus Garvey
 - H Glenn Curtiss
 - J William Jennings Bryan

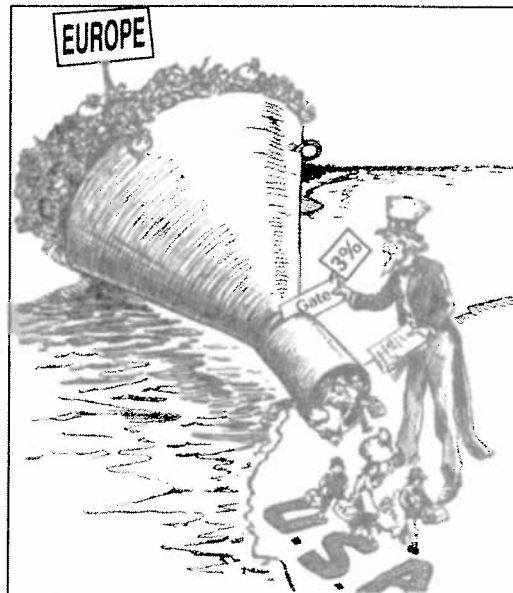
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Use the cartoon and your knowledge of social studies to answer the following question.

- 19** This cartoon is from the 1920s. It shows attempts of the United States government to deal with the issue of ---
- A foreign trade
 - B transportation gridlocks
 - C immigration
 - D migrant workers

Econ 15(C)

The Only Way to Handle It

Source: Milton Halladay, *Providence Journal* (adapted)

- 20** What did President Harding mean when he introduced the phrase a “return to normalcy” after World War I?
- F increased United States involvement in Europe
 - G no longer selling liquor in the United States
 - H going back to a peacetime economy
 - J restoring a Democratic president to power
- 21** Which aspect of the 1920s is most closely identified with the emergence of Tin Pan Alley?
- A the printing and distribution of Prohibition pamphlets
 - B the successful flight of the first hydroplane in North Carolina
 - C the location of the music publishing industry in New York City
 - D the repeal of the Twenty-first Amendment

Econ 16(A)

Cult 25(B)

Use the illustration on the right and your knowledge of social studies to answer the following question.

- 22** What management innovation for improved production is illustrated in this picture?
- F Bessemer process
 - G assembly line
 - H robotics
 - J unionization

STS 27(C)

