

23 The Roaring Twenties

(1919–1929)



Louis Armstrong was one of the most famous trumpeters and singers of the Jazz Age.



Howard Thain's painting The Great White Way — New York captured the excitement of New York City in the 1920s.



UNITED STATES

1919 A deadly race riot breaks out in Chicago, Illinois.	1920 The first radio broadcasting station, KDKA in Pittsburgh, goes on the air.	1921 President Harding signs the Emergency Quota Act, limiting immigration.	1922 Jazz pioneer Louis Armstrong moves to Chicago, which helps his musical career take off.	1924 Calvin Coolidge is elected president.
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1919	1920	1921	1922	1923	1924
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1919 The League of Nations is formed.	1920 Terence McSwiney, lord mayor of Cork, goes on a hunger strike in a London prison to try to change British policy in Ireland.	1921 Congress declares World War I ended. Treaties are signed with Germany, Austria, and Hungary.	1922 The tomb of Tutankhamen is uncovered by British archaeologists near Luxor, Egypt.	1923 Adolf Hitler tries to overthrow the Weimar Republic in Germany.	1924 Joseph Stalin becomes leader of the Communist Party in Russia.
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WORLD



This burial mask of Tutankhamen is one of the many precious items found in his tomb.

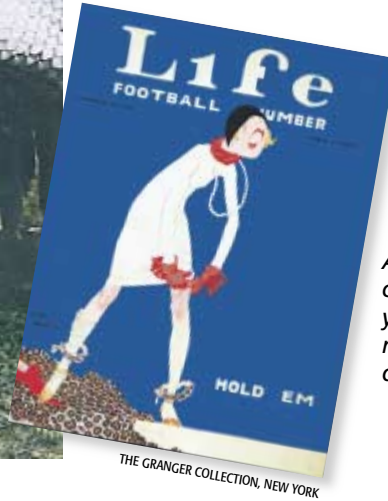
Build on What You Know

After the end of World War I, the United States suffered a brief economic downturn before business and industry began growing rapidly. Many Americans took advantage of these good times, enjoying new forms of entertainment and art. However, American society remained divided over issues such as alcohol use and the treatment of minorities.



THE GRANGER COLLECTION, NEW YORK

Charles Lindbergh posed for this photograph just before his historic flight across the Atlantic Ocean.



THE GRANGER COLLECTION, NEW YORK

As this Life magazine cover shows, some young women adopted new fashions and roles during the 1920s.

1925 Science teacher John Scopes is brought to trial in Tennessee for teaching Darwin's theory of evolution.

1926 Georgia O'Keeffe paints *Black Iris*.

1927 In May Charles Lindbergh finishes the first solo transatlantic flight. *The Jazz Singer*, the first movie with singing and spoken dialogue, is released in October.

1929 The Museum of Modern Art opens in New York City.

1925

1925 U.S. troops withdraw from Nicaragua, only to return again in 1926.

1926

1926 Hirohito becomes emperor of Japan.

1927

1927 "Black Friday" takes place in Germany, and the economic system collapses.

1928

1929

1929 The first exhibition by Spanish painter Salvador Dali opens in Paris.

Emperor Hirohito of Japan



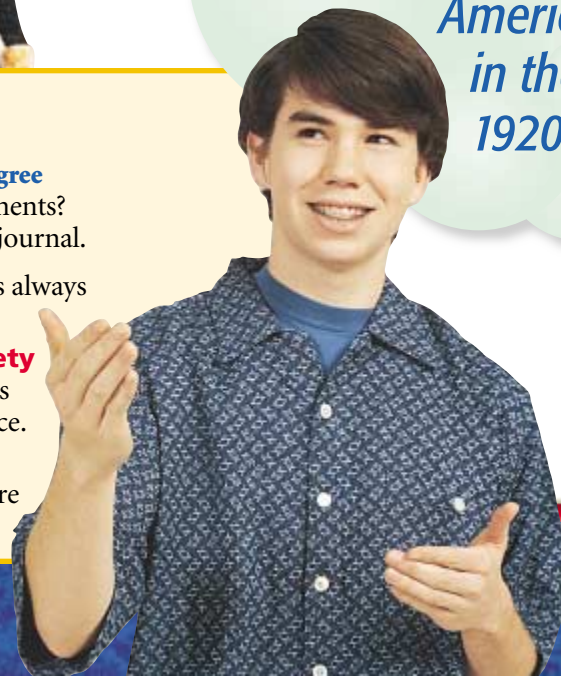
If you were there . . .
How would you describe Americans in the 1920s?

You Be the Historian



What's Your Opinion? Do you **agree** or **disagree** with the following statements? Support your point of view in your journal.

- **Economics** The end of a war is always good for a country's economy.
- **Science, Technology & Society** New technology always improves the environment of the workplace.
- **Culture** The experiences of a particular group affect the culture of an entire country.



The Transition to Peace

Read to Discover

1. How did the 1920s bring greater independence to many American women?
2. How did the end of World War I affect American workers?
3. What types of social problems did the United States face after World War I?

Reading Strategy

BUILDING BACKGROUND INFORMATION Use the "Read to Discover" questions, vocabulary, and visuals in this section to make predictions about the text. Write questions about the text based on your predictions. Look for answers to your questions as you read.

Define

- flappers
- xenophobia

Identify

- Communists
- Red Scare
- Palmer raids
- Nicola Sacco
- Bartolomeo Vanzetti
- American Civil Liberties Union
- Great Migration



Many Americans spent their leisure time listening to records played on phonographs such as this one.

The Story Continues

One afternoon in February 1919, teenager Bernard Katz and his friends walked up New York City's Fifth Avenue. Suddenly they saw a parade. The parade celebrated the return of the 369th U.S. Infantry, a heavily decorated African American unit. Katz and his friends got caught up in the joy of the moment and joined the parade. Soon the nation would have to stop celebrating, however. The end of the war had brought with it many difficult challenges.

A Changing Society

For many Americans the 1920s brought greater independence. In 1920 more than half the nation's population lived in urban areas that offered new economic and cultural opportunities. In addition, more Americans were attending high school and college. Some young people enjoyed their new freedom by attending parties and dances, listening to popular music, and driving fast cars.

Women in particular experienced more social, economic, and political freedom. Many more women went to college, and the number of working women rose by 2 million during the 1920s. The Nineteenth

The Influenza Epidemic

Americans faced more than just economic challenges at the end of World War I. The global epidemic of 1918–19 was one of the deadliest outbreaks of disease in recorded history. U.S. soldiers carried influenza, or flu, to Europe during World War I. The disease was soon spread around the world.

The flu was very contagious, and its symptoms, such as terrible fever and headache, developed rapidly. A young nurse recalled, “We’d be working with someone one day, . . . and the next day they were gone [dead].” The epidemic killed more than half a million people in the United States, more than 10 times the number of Americans killed in battle during World War I. Worldwide at least 20 million people died from the flu.

Why was the flu so deadly?

Amendment, which was passed in August 1920, gave women the right to vote in all elections. Soon voters elected more women to public office. By 1928, 145 women were serving in state legislatures, and 2 had been elected to the U.S. House of Representatives.

Some young women—known as **flappers**—used their freedom to challenge traditional dress and behavior. A historian of the time described a typical flapper.



“[She is] breezy, slangy, and informal in manner; slim and boyish in form; covered with silk and fur . . . with carmined [reddened] cheeks and lips, plucked eyebrows, and close-fitting . . . hair. . . . She cared little for approval or disapproval.”

—Preston W. Slosson, *The Great Crusade and After, 1914–1928*

The presence of flappers and female politicians showed that social traditions were changing dramatically for some women in the 1920s.

✓ **Reading Check: Finding the Main Idea** What changes did women’s roles undergo in the 1920s?

★ The Peacetime Economy

A return to peacetime brought new economic troubles. Some 4.5 million soldiers returned home after the war to find that their old jobs had been filled by others. To make room for these returning veterans, many women were forced to give up their jobs. Just as veterans began looking for work, the government canceled its huge contracts for war materials. As a result, businesses slowed production and laid off workers. Soon the demand for goods exceeded supply, and prices rose rapidly. As prices and unemployment rose, wages fell or stayed about the same, causing a severe recession.

In January 1919, members of the Metal Workers Union in Seattle, Washington, walked off the job, demanding higher pay and shorter



Interpreting the Visual Record

The Seattle strike During the Seattle general strike, union leaders set up community kitchens and milk stations to feed the strikers and their families. **How might such community support help strikers get their labor demands met?**

hours. On February 6 some 60,000 workers throughout the city joined the strike. The strikers tried to keep order on the streets and provide food to strikers and their families. Some reporters blamed the strike on **Communists** and anarchists. Communists are people who want the government to own all property. Anarchists, on the other hand, want to get rid of all government. Seattle mayor Ole Hanson gave his explanation of why the strike took place.

Analyzing Primary Sources

Identifying Points of View

What was Hanson's opinion of the Seattle strike?



“[The Seattle strike] was an attempted revolution . . . for the overthrow of the industrial system. . . True, there were no flashing guns, no bombs, no killings. Revolution . . . doesn't need violence. . . The . . . strike is of itself the weapon of revolution, . . . it puts the government out of operation.”

—Ole Hanson, quoted in *A People's History of the United States*, by Howard Zinn

Hanson called in the state militia to keep order, but no violence took place. Within five days, the strikers had returned to work with none of their demands met.

In September two other major strikes occurred. In one strike, Boston police officers walked off the job, demanding the right to form a union. Governor Calvin Coolidge rejected their right to strike, and an entirely new police force was hired. Then the steel industry was rocked by a huge protest that began in Pennsylvania. Soon some 365,000 steelworkers—more than half the industry's workforce—were on strike. They demanded higher pay, an eight-hour workday, and a six-day workweek. Their efforts nearly shut down the steel industry. But mill owners brought in strike-breakers and used violence against strikers, forcing the union to call off the strike in January 1920. The failed efforts were a serious blow to unions.

Interpreting Political Cartoons

Red Scare This cartoon showing a foreign anarchist appeared in the *Philadelphia Inquirer* in 1919. **Why do you think the cartoon shows the anarchist crawling under the American flag?**



✓ **Reading Check: Identifying Cause and Effect** Why did many workers go on strike after World War I, and what did these strikes accomplish?

★ Fear and Violence

The strikes and riots of 1919 scared some Americans. They worried that a communist revolution like the one in Russia might take place in the United States. In 1919 and 1920 these fears led to a **Red Scare**, a widespread fear of political radicals, particularly Communists, who were called Reds.

Public concern grew after several bombings in 1919 were aimed at business and government leaders. One bomb damaged the house of Attorney General A. Mitchell Palmer, who then ordered raids on suspected radical organizations, often without warrants. The largest of these so-called **Palmer raids** took place in January 1920. There was little evidence against many of those arrested, yet hundreds of immigrants were eventually deported. These civil rights violations began to upset the public. When a revolution did not occur, the Red Scare began to fade.

Xenophobia—the fear and hatred of foreigners—played a large part in the Red Scare. This fear greatly influenced the trial of two Italian immigrants. On May 5, 1920, police authorities arrested **Nicola Sacco** and **Bartolomeo Vanzetti**. The two men were charged with robbing a Massachusetts shoe factory and murdering the payroll clerk and guard. Some people insisted that both men were innocent and were being punished because they were anarchists. The state did not have solid evidence, and many people considered the trial unfair. However, the two were convicted and sentenced to death. Thousands of people protested. Joining these protests was the new **American Civil Liberties Union** (ACLU), a civil rights organization. Despite these efforts, Sacco and Vanzetti were executed on August 23, 1927.

Many African Americans faced racial violence in the 1920s. During World War I, hundreds of thousands of southern African Americans had begun relocating to the northern United States—a movement known as the **Great Migration**. As African Americans continued to move north, many whites feared competition for housing and jobs. These tensions led to urban race riots. One of the worst riots took place in July 1919 in Chicago. A young African American man swimming in Lake Michigan accidentally drifted into the white area. People on shore threw rocks at him, and he drowned. Fighting broke out between whites and African Americans at the beach and quickly spread through the city. By the time the riots ended a week later, 38 people had died, and more than 500 had been injured. By the end of the year, some 25 race riots had taken place across the nation.



Many African Americans had to seek safe areas of the city during the Chicago race riots of 1919.

✓ **Reading Check: Analyzing Information** What contributed to social fears after World War I?

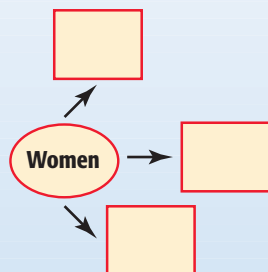
Section 1 Review

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.com Homework
Practice
Online
keyword: SC5 HP23

- 1 **Define** and explain:
- flappers
 - xenophobia

- 2 **Identify** and explain:
- Communists
 - Red Scare
 - Palmer raids
 - Nicola Sacco
 - Bartolomeo Vanzetti
 - American Civil Liberties Union
 - Great Migration

- 3 **Summarizing** Copy the graphic organizer below. Use it to explain how the 1920s brought greater independence to many women.



- 4 **Finding the Main Idea**

- What changes did the post-World War I years bring for workers?
- What social issues concerned Americans following World War I?

- 5 **Writing and Critical Thinking**

Supporting a Point of View Imagine that you are an antiunion politician in the early 1920s. Write a newspaper editorial to encourage workers to refuse to join a strike.

Consider the following:

- the post-World War I economy
- the results of the strikes of 1919 and 1920
- the fear of Communists

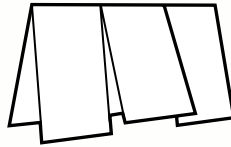
Returning to Normalcy

Read to Discover

1. What political problems did the Harding administration face?
2. How did Presidents Harding and Coolidge work to strengthen the U.S. economy?
3. What were the goals of Republican foreign policy during the 1920s?

Reading Strategy

THREE-PANEL FLIP CHART Create the “Three-Panel Flip Chart” FoldNote described in the Appendix. Label the flaps of the three-panel flip chart “Warren G. Harding,” “Calvin Coolidge,” and “Herbert Hoover.” As you read the section, write information you learn under the appropriate flap.



Define

- disarmament

Identify

- Warren G. Harding
- Calvin Coolidge
- Herbert Hoover
- Ohio Gang
- Albert Fall
- Teapot Dome scandal
- Washington Conference
- Kellogg-Briand Pact



Warren G. Harding's main strengths were his party loyalty and his ability to make political allies.

The Story Continues

As the presidential election of 1920 drew near, many people began looking for someone to bring better times. In May, Warren G. Harding, a U.S. senator from Ohio, summed up the country's mood. Speaking to an audience in Boston, Harding said that “America's present need is not heroics but . . . normalcy.” Few people really knew what he meant by “normalcy.” However, after years of war followed by economic and social problems, Americans liked the sound of the word.

The Harding Years

In the 1920 election the Democrats chose Ohio governor James M. Cox to run for president. They also chose as his running mate Franklin D. Roosevelt. The Democratic campaign focused on passing the Treaty of Versailles and joining the League of Nations. The Republicans chose Senator **Warren G. Harding** of Ohio to run for president and Massachusetts governor **Calvin Coolidge** as his running mate. Harding ran on a pro-business platform. Most Americans wanted to avoid more involvement in European affairs. This viewpoint helped Harding win a landslide victory with about 60 percent of the popular vote. Some 900,000 voters



Calvin Coolidge was known for his honesty and to many people he stood for old-fashioned values.

★ Coolidge as President

Calvin Coolidge quickly fired the people involved in the Harding scandals, keeping the Democrats from using the events to win votes. In 1924 Coolidge ran for president on a stronger pro-business platform than Harding had. Some progressive Republicans broke away to choose Senator Robert La Follette of Wisconsin as their Progressive Party candidate. The Democrats were deeply divided between urban and rural interests and chose lawyer John W. Davis, who was not well known to the public. Coolidge won a landslide victory that November.

Coolidge declared that “the business of America is business.” He reduced government spending, and Secretary of the Treasury Mellon kept his tax-cutting program. The Republican-controlled Congress raised tariffs on foreign goods to increase their prices and to prevent competition with domestic goods. Coolidge believed that the best government was one that seldom interfered in daily life. For four years, Coolidge limited government activity, and the economy boomed.

✓ **Reading Check: Comparing** How were Coolidge’s domestic policies similar to those of Harding?

★ Republican Foreign Policy

Coolidge also followed Republican policy in keeping the country out of world affairs. The United States, however, did become involved in some international issues. During World War I, European allies had borrowed billions of dollars from the United States. To pay back their loans, they needed to trade with the United States to earn money. The United States thus increased its trade with Europe, despite higher tariffs.

Hoping to prevent another world war, the United States followed a policy of **disarmament**—limits on military weapons. To further this goal, in November 1921 the United States invited the world’s major nations to the **Washington Conference**. At the Conference, Secretary of State Charles Evans Hughes proposed limiting the total naval strength of the world’s most powerful nations. The conference did result in treaties that limited the size of the world’s major navies.

In 1928 the United States and 14 other countries also signed the **Kellogg-Briand Pact**, which outlawed war. Most countries eventually signed the agreement. Their leaders could not decide how to enforce the treaty, however. As one U.S. senator remarked, the treaty would be “as effective to keep down war as a carpet would be to smother an earthquake.”

✓ **Reading Check: Sequencing** List the major accomplishments that took place in foreign policy from 1920 to 1928 in their proper order.

President Calvin Coolidge and Secretary of State Frank B. Kellogg hoped that the Kellogg-Briand Pact would keep the United States out of war.



★ The Election of 1928

Because Americans were pleased about the treaties and the booming economy, Republicans believed they would easily win the 1928 presidential election. They nominated Secretary of Commerce Herbert Hoover. Hoover based his campaign platform on promises of more prosperity.



“We in America today are nearer to the final triumph over poverty than ever before in the history of any land. We shall soon . . . be in sight of the day when poverty will be banished from [thrown out of] this nation.”

—Herbert Hoover, quoted in *Who Built America?*, edited by Joshua Freeman et al.

Hoover’s campaign slogan was “A chicken for every pot and a car in every garage.”

The Democrats chose Alfred E. Smith, governor of New York, to run for president. Because Smith was a Roman Catholic, many Protestants feared that he would follow the orders of church officials rather than lead the nation independently. Smith was also seen as representing urban interests, which helped him win votes in large cities but hurt his support in rural areas.

In the end, Hoover received 444 electoral votes to Smith’s 87. To many Americans, it seemed that the good times would never end.

✓ **Reading Check: Analyzing Information** What were some of the key issues in the 1928 presidential election, and how did they affect the outcome?



This truck showed short films of Herbert Hoover to audiences during his presidential campaign.

Analyzing Primary Sources

Identifying Points of View

What does Hoover believe is important to American voters?

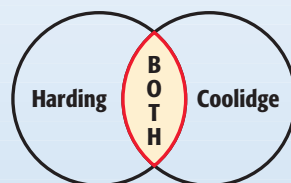
Section 2 Review

Homework Practice Online
keyword: SC5 HP23

1 **Define** and explain:
• disarmament

2 **Identify** and explain:
• Warren G. Harding
• Calvin Coolidge
• Herbert Hoover
• Ohio Gang
• Albert Fall
• Teapot Dome scandal
• Washington Conference
• Kellogg-Briand Pact

3 **Comparing and Contrasting** Copy the diagram below. Use it to explain the economic policies of Harding’s and Coolidge’s administrations.



4 **Finding the Main Idea**

- What scandals occurred as a result of President Harding’s administration?
- Why did the Republicans have the advantage in the presidential elections of the 1920s?

5 **Writing and Critical Thinking**

Supporting a Point of View Imagine that you are an adviser to President Coolidge. Write a memo describing the Republican foreign-policy goals of the 1920s and whether you agree with them.

Consider the following:

- trade with Europe
- the Washington Conference
- the Kellogg-Briand Pact

A Changing Population

Read to Discover

1. What was the goal of prohibition, and why was it eventually ended?
2. How did differing religious views affect American society?
3. What challenges did foreigners and minorities face from the United States during the 1920s?

Reading Strategy

PREVIEWING TEXT Preview the section's headings and vocabulary. Write what you already know about the people and topics. What would you like to find out? As you read, look for information that answers your questions.

Define

- speakeasies
- bootleggers

Identify

- Twenty-first Amendment
- Fundamentalism
- Scopes trial
- Clarence Darrow
- Emergency Quota Act
- National Origins Act
- Marcus Garvey
- Universal Negro Improvement Association



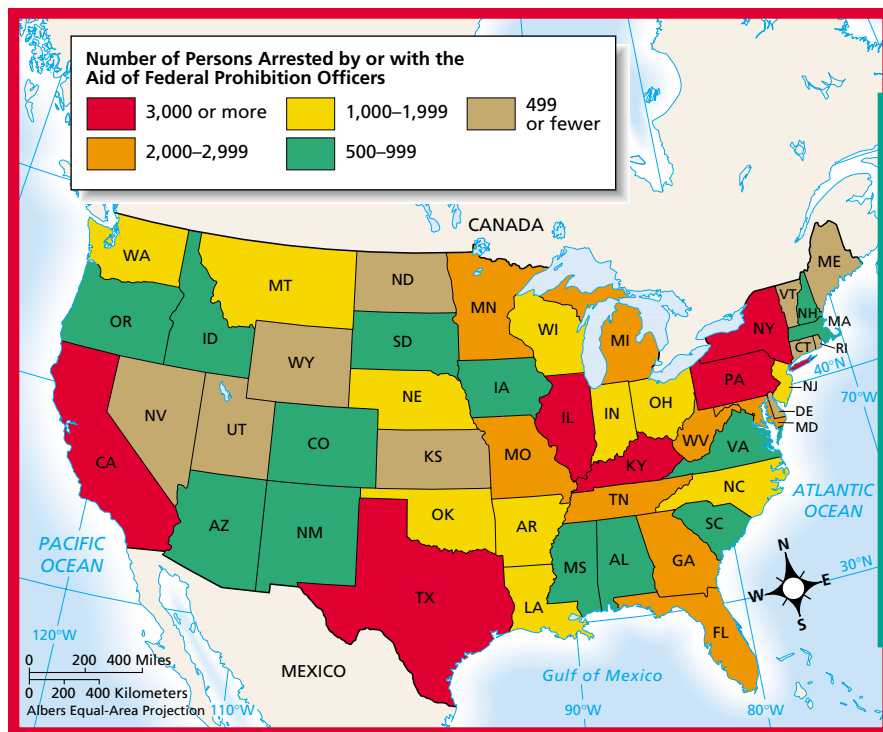
This illustration shows temperance supporters celebrating the passage of prohibition.

The Story Continues

One cold winter night Isadore “Izzy” Einstein and Moe Smith stood out on the sidewalk. Einstein, dressed in light clothing, started shivering after a while and even turned blue. Smith then pounded on the door of a nearby secret bar. He shouted, “Give this man a drink! He’s been frostbitten.” The surprised owner opened the door and served them a drink. Unfortunately for the owner, Einstein and Smith were undercover government agents who arrested the owner for selling alcohol illegally. Often wearing outrageous disguises, Einstein and Smith made more than 4,000 arrests in five years.

Prohibition

On January 16, 1920, the Eighteenth Amendment went into effect, establishing national prohibition. The amendment banned the sale, manufacture, and transportation of alcoholic beverages. Although supporters of prohibition thought most people agreed with the law, making people follow prohibition proved difficult. In cities and towns across the United States, more than 500,000 people were arrested for violating prohibition.



Arrests under Prohibition, 1929

Interpreting Maps Bootleggers smuggled illegal alcohol into the United States from Mexico and Canada.

Skills Assessment

- Places and Regions** In which states along the U.S.-Mexico border were the most prohibition arrests made?
- Summarizing** What states had the fewest prohibition arrests?



Some speakeasies were so successful they printed their own business cards.

Some people made illegal liquor from industrial alcohol meant for legal products, such as perfume and paint. These people helped supply liquor to **speakeasies**—secret illegal clubs that served alcohol. The name speakeasy came from the need for customers to keep quiet about the clubs. Speakeasies also got liquor from **bootleggers**, a name that described how smugglers used to hide bottles of alcohol in their boots. The federal government tried to close down the speakeasies and stop the bootleggers, but it met with limited success.

Prohibition shifted millions of dollars from legal businesses to criminal organizations, and crime became big business. In 1925 gangster Al “Scarface” Capone took control of Chicago’s bootlegging business. By 1927 he was earning about \$60 million a year. Capone defended his criminal activities.



“I make my money by supplying a public demand. If I break the law, my customers, who number hundreds of the best people in Chicago, are as guilty as I am. Everybody calls me a racketeer [criminal]. I call myself a businessman.”

—Al Capone, quoted in 1919: *America’s Loss of Innocence*, by Eliot Asinof

Capone’s career in crime ended in 1931, when he was sent to jail for not paying taxes.

In addition to being difficult to enforce, prohibition proved unpopular with many otherwise law-abiding Americans. A movement calling for the repeal of the Eighteenth Amendment grew in strength. In early December 1933, the **Twenty-first Amendment** ended national prohibition.

✓ **Reading Check: Summarizing** What problems arose because of prohibition?

Analyzing Primary Sources

Drawing Inferences and Conclusions What does Capone’s statement tell you about society in Chicago during the prohibition years?

★ Religious Beliefs

The failure of prohibition worried many religious leaders, as did the behavior of some young people. During the 1920s many ministers and churchgoers called for a return to traditional values. The loudest of these calls came from members of the Protestant religious movement known as **Fundamentalism**. Fundamentalism taught that the Bible was free from error and literally true.

Many people who did not trust modern industry and science were attracted to this movement. Fundamentalism was strongest in rural areas and small towns, but it also attracted followers in large cities where rural residents had moved to find work. Billy Sunday, a former professional baseball player, drew large crowds to his revival meetings. He challenged people who were against prohibition. “I will fight them till hell freezes over, then I’ll buy a pair of skates and fight ’em on the ice.” Another preacher, Aimee Semple McPherson, used an orchestra and a chorus in her services, which were aired on the radio.

Charles Darwin’s theory of evolution worried Fundamentalists. He held that humans had evolved, or developed, from simpler forms of life over millions of years. His theory states that species evolve over time by adapting to their environment. Many people believed that his theory contradicted the biblical account of creation.

In 1925 a Tennessee law made it illegal to teach any theory other than creationism. Later that year, John Scopes, a high school science teacher in Dayton, Tennessee, was arrested for teaching evolution. Scopes was brought to trial in July 1925. Newspaper, magazine, and radio reporters from the United States and abroad covered the **Scopes trial**. Preachers held meetings in tents on the edge of town, and vendors sold soda, hot dogs, fans, and Bibles.

Clarence Darrow, a famous criminal defense attorney, and the American Civil Liberties Union defended Scopes. Three-time presidential candidate William Jennings Bryan led the prosecution. He also took the stand as an expert on the Bible. The crowd watching Bryan was so large that officials moved the trial outdoors. While on the stand, Bryan seemed to accept that some parts of the Bible might be open to interpretation. Despite Darrow’s efforts, Scopes was convicted and fined \$100. In 1927 the Tennessee Supreme Court overturned his conviction. People still remained divided over evolution and religious views, however.

✓ **Reading Check: Identifying Cause and Effect** Why did Fundamentalism grow, and how did it affect American society?

Interpreting Political Cartoons

The Scopes trial The ape standing between opposing attorneys William Jennings Bryan (left) and Clarence Darrow (right) represents Darwin’s theory of evolution. Why do you think the cartoonist chose an ape to indicate evolution?



★ Nativism

Immigration laws also caused conflicts. Before World War I, immigration to the United States had nearly stopped, but it rose rapidly after the war ended. More than 800,000 immigrants arrived in 1921 alone. Soon a wave of nativism—strong anti-immigrant feelings—swept the country. Nativists saw immigrants as a threat to the nation’s future. Many voters agreed with Alabama senator James Thomas Heflin, who said that immigrants “fill places that belong to the loyal wage-earning citizens of America.”

On May 19, 1921, President Harding signed the **Emergency Quota Act**. The law set total immigration at 357,000 people a year. It also limited the number of immigrants from any country to 3 percent of each nationality’s 1910 U.S. census population. However, the act did not limit immigration from countries in the Western Hemisphere. In May 1924 Congress passed the **National Origins Act**, which further reduced immigration but favored northern European immigrants. It also completely stopped Japanese immigration.

Some of the loudest voices against immigration came from the Ku Klux Klan, which had formed again in Georgia in 1915. The new Klan was hostile toward Catholics, Jews, and foreigners, in addition to African Americans. It used cross-burnings, beatings, and murders to scare its victims. At its peak in the mid-1920s, the Klan had perhaps as many as 5 million members, including women and children. It became a powerful political force in states from Oregon to Maine. After Indiana Klan leader David Stephenson was found guilty of murder in 1925, he revealed the Klan’s secrets. His reports, along with the news that Klan leaders were getting rich on membership fees, weakened the Klan’s influence.

✓ **Reading Check: Analyzing Information** How did events in the 1920s show some Americans’ fears of people of different cultures and races?

★ Minority Rights

Many African Americans and other minorities worked together to protect their rights and fight racial hatred. African American leaders urged black people to take pride in their culture and to become economically independent. These leaders became known as black nationalists. **Marcus Garvey** was an important black nationalist. Born in Jamaica, he founded the **Universal Negro Improvement Association** (UNIA) in 1914. This group wanted to end imperialism in Africa and discrimination in the United States. Two years later, Garvey moved to New York City, where he started a UNIA chapter. In his speeches, Garvey encouraged African Americans to learn about their heritage. “You must fall back on the intelligence of others who came before you and have left their records behind.”



Interpreting the Visual Record

Nativist views Anti-immigrant sentiment led to the publishing of songs like this one, which encouraged restrictions on immigration to the United States. **What do you think the “Gates” in the song title are referring to?**

Research on the ROM

Free Find:

Marcus Garvey

After reading about Marcus Garvey and black nationalism on the **Holt Researcher CD-ROM**, create a script for a scene from a movie about Garvey’s back-to-Africa movement.



A delegation of Pueblo Indians traveled to Washington, D.C., in 1923 to protest the mistreatment of their people and threats to their lands.

Garvey started a number of businesses to offer economic opportunities for African Americans. However, he was arrested in connection with his business activities and served two years in jail. Despite his difficulties and limited success in fighting discrimination, Garvey influenced millions of people around the world. As the *Amsterdam News*, a New York newspaper, wrote, Garvey “made black people proud of their race. In a world where black is despised he taught them that black is beautiful.”

Like African Americans, American Indians organized for their rights. Thousands of American Indians had served in the U.S. armed forces during World War I, even though many were not U.S. citizens. Indian leaders pointed to these patriotic acts and demanded citizenship. In response, Congress passed the Indian Citizenship Act in June 1924. This law gave all American Indians the legal and voting rights of U.S. citizens. During the 1920s Indians also successfully stopped the federal government from taking away some of their remaining lands.

Many Mexicans and Mexican Americans moved to U.S. cities to fill jobs during World War I. Immigration restrictions did not apply to Mexico, and during the 1920s about half a million Mexicans moved to the United States. Some looked for factory work in northern cities such as Chicago, Detroit, and Pittsburgh. Most chose to settle in the Southwest where they found work on farms. Like other immigrants, Mexican immigrants usually received low wages and faced discrimination in employment and housing.

✓ **Reading Check: Summarizing** How did African Americans, American Indians, and Mexican Americans work to improve their lives?

Section 3 Review


Homework Practice Online
 keyword: SC5 HP23

- 1 **Define** and explain:
 - speakeasies
 - bootleggers
- 2 **Identify** and explain:
 - Twenty-first Amendment
 - Fundamentalism
 - Scopes trial
 - Clarence Darrow
 - Emergency Quota Act
 - National Origins Act
 - Marcus Garvey
 - Universal Negro Improvement Association

- 3 **Analyzing Information**
Copy the chart below. Use it to show the challenges that foreigners and minorities faced in the United States in the 1920s.

Challenges	
Foreigners	
Minorities	

- 4 **Finding the Main Idea**
 - a. What did prohibition hope to accomplish, and how was it unsuccessful?
 - b. What new religious beliefs did some Americans come to hold, and how did these affect society?

- 5 **Writing and Critical Thinking**
Summarizing Imagine that you are a newspaper reporter in the 1920s. Write an article about the efforts that members of different racial groups made in order to improve their lives.

Consider the following:

- immigration quotas
- the efforts of African Americans, American Indians, and Mexican Americans

Boom Times

Read to Discover

1. What was the growth of the automobile industry in the United States like?
2. What were important elements of the 1920s economy?
3. What workers struggled during the 1920s?

Reading Strategy

VISUALIZING INFORMATION Preview the visuals in this section.

What do they tell you about the main ideas of the section? What questions do you have about them? Write your questions on a sheet of paper. As you read, look for answers to your questions.

Define

- assembly line
- installment plans

Identify

- Henry Ford
- Model T

The Story Continues

Engineer and inventor Henry Ford founded the Ford Motor Company in 1903. His goal was to develop a car made “of the best materials, . . . after [using] the simplest design.” Ford confidently predicted that he could build a vehicle “so low in price that no man making a good salary will be unable to buy one.” In 1908 he achieved his goal with the Model T, helping change American industry and society.



Nicknamed the Tin Lizzie by owners, the Model T could be driven on almost any surface—an important consideration because most roads in the 1920s were unpaved.

The Rise of the Automobile

Henry Ford and his engineers designed the **Model T** to be durable, reliable, and easy to repair. The car was not fancy, and for many years came only in black. By 1921 Ford was selling more than 1 million cars a year.

Ford’s goal was “to make one automobile just like another.” To accomplish this goal, Ford equipped his plant with an **assembly line**, a system of chains, slides, and conveyor belts. Parts and partly assembled cars moved along the assembly line from one group of workers to another. This production method cut the time needed to put together a Model T from 12.5 hours to less than 2 hours. Lower production costs helped reduce the price of a Model T from about \$850 in 1908 to about \$290 in 1927.



Interpreting the Visual Record

Industry Mexican artist Diego Rivera based this mural on one of Ford's automobile plants. How does this mural show the energy of the assembly line?

Analyzing Primary Sources

Identifying Points of View

Why does this worker feel that assembly-line work is stressful?



“The weight of a tack . . . is insignificant, but if you have to drive eight tacks in every Ford cushion . . . and you continue to do this for four years, you are going to break under the strain.”

—Anonymous assembly-line worker, quoted in *Who Built America?*, edited by Joshua Freeman et al.

Ford also used a private police force to check up on his workers' activities after hours.

As more people bought automobiles, the American economy was transformed. By 1929 the auto industry employed some 375,000 workers and had created jobs in related industries. Millions of Americans produced steel for auto bodies and rubber for tires, as well as auto paint, glass, and machine tools. Cars required gasoline and oil, leading to explosive growth in the petroleum industry. As the number of automobile accidents increased, drivers also needed insurance companies and repair shops.

The construction industry benefited from the need for new roads. Two early motorists described the roads between New York City and Buffalo as “nothing but muddy ditches.” Soon federal, state, and local governments were spending millions of dollars to build bridges, tunnels, and highways. New businesses, such as service stations and restaurants, began appearing beside the roads. Many of these businesses served the growing number of Americans taking driving vacations. *Motor Car* magazine explained the appeal of this new pastime. “You are your master, the road is ahead. . . . Your freedom is complete.”

✓ **Reading Check: Identifying Cause and Effect** What led to the growth of the automobile industry, and how did the automobile industry change the U.S. economy?

Research on the ROM

Free Find:

Henry Ford

After reading about Henry Ford on the Holt Researcher CD-ROM, create a chart that shows how Ford's business strategies both benefited and created hardships for the average American worker.

★ Business Booms

Mass production methods soon spread beyond automobile manufacturing to other industries. These improvements lowered the prices of many goods in the 1920s. Between 1921 and 1929 U.S. manufacturing nearly doubled, giving Americans many new products to enjoy. Much of the growth came in the electrical appliances industry. By 1930 some 85 percent of all Americans who lived in towns or cities had electricity, which was used to run newly purchased washing machines, vacuum cleaners, and refrigerators.

Many consumers bought these labor-saving devices through **installment plans**. These programs let customers buy goods by making a small down payment followed by additional monthly payments with interest. The new system let people buy goods that had once been out of their reach.

The new products led to a huge boom in advertising. Magazines and newspapers carried ads urging people to buy, and radios aired a steady stream of commercials. These ads often led people to buy new goods, even when they did not have enough money. An ad for car tires summed up how people spent money in the 1920s when it encouraged consumers to “Ride Now, Pay Later.”

✓ **Reading Check:** Finding the Main Idea How did advertising affect consumer spending?

Productivity and Technology

In the 1920s mass production increased productivity in many industries. In economics, *productivity* means the amount of output generated by a worker or machine. Increasing productivity helps businesses grow, hire more workers, and increase wages. For example, getting workers to produce \$110 worth of goods a day instead of \$100 worth a day would help the company to sell more, which would increase profits and give the company more to spend on salaries. Technology is one way businesses improve productivity. Better machines help workers be more productive. **Why is productivity important to a healthy economy?**

Struggling Industries

Despite the prosperity of the 1920s, several large U.S. industries faced major challenges.

Coal



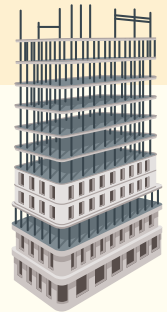
Oil, natural gas, and hydroelectric power replaced coal as a form of energy.



Lumber



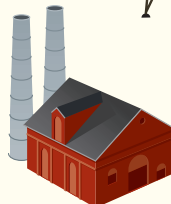
Concrete replaced wood in buildings.



Textile



The introduction of synthetic fabrics such as rayon and overproduction of cotton hurt the industry.



Farming



Facing dropping prices and demand, many farmers went into debt and lost their farms to banks.



Visualizing History

1. **Economics** What problems caused these industries to struggle?

2. **Connecting to Today** What major U.S. industries are facing difficult challenges today?



Even though much of the nation prospered during the 1920s, events such as this flood along the Mississippi River brought hard times to some parts of the country.

★ The Limits of Prosperity

Despite the economic boom, some laborers and industries suffered during the 1920s. Skilled workers at successful corporations often received good pay and benefits. However, unskilled workers in smaller industries generally received poor pay and few benefits. Many of these people worked in “sick,” or economically depressed, industries. For example, the growth in the use of synthetic, or artificial, fabrics hurt the textile industry. Workers suffered because synthetics required less labor to produce than did traditional materials.

Organized labor lost government support after World War I. The violent strikes of 1919 also had led to strong antiunion feelings across the United States. During the 1920s union membership dropped, from more than 5 million in 1920 to 3.6 million just three years later. Business leaders also started an open-shop campaign called the American Plan. In an open shop, union membership was not required and was sometimes even forbidden. Unions fought unsuccessfully against the American Plan. Such antiunion efforts were supported by President Harding’s administration. The courts also often struck down laws that helped workers and upheld those that enabled companies to ban unions.

The postwar years also brought hardships to farmers. Keeping the Allies supplied during World War I had led to high demand and high prices for agricultural goods. In response, many farmers grew more crops, often buying land and equipment on credit. The war’s end brought a steep drop in prices. For example, Nebraska corn dropped from \$1.22 to 41 cents a bushel in just one year. Soon, many farmers could not repay their loans, and nearly half a million lost their land.

✓ **Reading Check: Summarizing** What workers did not benefit from the 1920s economic boom, and why?

Section 4 Review

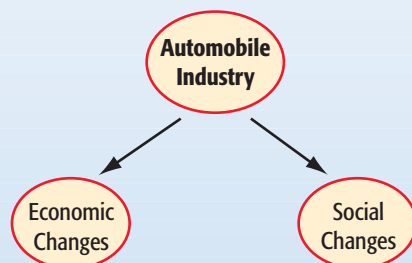
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- 1 **Define** and explain:
- assembly line
 - installment plans

- 2 **Identify** and explain:
- Henry Ford
 - Model T

- 3 **Summarizing** Copy the graphic organizer below. Use it to describe the growth of the automobile industry and how it changed American society.



- 4 **Finding the Main Idea**

- a. What contributed to the economic boom of the 1920s?
- b. Why did some workers not share in the prosperity of the 1920s?

- 5 **Writing and Critical Thinking**

Contrasting Imagine that you are an American who has just bought a new Ford car. Write a letter to a friend in another country telling that person how life in the United States has changed because of the booming car industry.

Consider the following:

- consumer spending habits
- new industries
- American lifestyles

The Jazz Age

Read to Discover

1. How did mass media contribute to the new national culture of the 1920s?
2. What types of people became heroes of the 1920s, and how did many Americans treat them?
3. What developments occurred in music, literature, and other arts during the Jazz Age?

Reading Strategy

BRAINSTORMING Write the letters of the alphabet vertically on a sheet of paper. Brainstorm what you already know about the Jazz Age. List your ideas next to as many letters as possible.

Define

- fads
- nickelodeons
- talkie
- expatriates

Identify

- Charles Lindbergh
- Jazz Age
- Harlem Renaissance
- Lost Generation

The Story Continues

One day in 1927 Alvin “Shipwreck” Kelly climbed onto a flagpole and did not come down. Day after day, he perched on top of the pole. Kelly had food and drink hauled up to him in a bucket. At night he slept only briefly, fearing he would fall to his death. He took a five minute nap every hour. After 23 days and seven hours on his flagpole, Kelly finally climbed down. He had achieved his goal. Kelly was the new world-record holder in flagpole sitting. Some hotels actually hired him to attract business by sitting on flagpoles.



Alvin “Shipwreck” Kelly made \$29,000 in 1929 for sitting on flagpoles.

★ A National Culture

Shipwreck Kelly’s stunt showed the popularity of **fads** during the 1920s. Fads are interests that many people follow with great excitement for a short time. Other fads included marathon dancing and mah-jongg, a Chinese game played with tiles. The mass media—newspapers, magazines, movies, and radio—greatly helped the development and spread of fads. In the 1920s these old and new forms of information and entertainment linked the country in a truly national culture.



BIOGRAPHY

Mary Pickford

(1893–1979)

Character Trait:
Pursuit of Excellence

Mary Pickford first appeared on stage at the age of five and quickly rose to stardom. By 1916 Pickford was earning \$10,000 a week. Movies such as *Poor Little Rich Girl* and *Rebecca of Sunnybrook Farm* established her as “America’s Sweetheart.”

Although fans wanted her to play familiar, girlish roles, Pickford was determined to find new challenges. With fellow Hollywood legends D. W. Griffith, Charlie Chaplin, and Douglas Fairbanks she helped form the independent film distribution company United Artists in 1919. **How did Pickford excel in the motion picture industry?**

In 1920 WWJ in Detroit became the first radio station to air regular programs. Other stations soon followed. On November 2, 1920, KDKA in Pittsburgh broadcast the results of that year’s presidential election. Just one year later, stations announced the plays at the 1921 World Series. In 1926 the first network, National Broadcasting Company (NBC), was created, followed by the Columbia Broadcasting System (CBS). By gathering stations together, these networks reached huge numbers of listeners. Soon they were broadcasting radio shows coast-to-coast to a growing audience. By 1929, more than 10 million households owned radios.

Radio broadcasts educated many Americans. A woman working at home in rural Idaho, for example, could hear the daily news from New York City. One man remembered how the new technology amazed him. “[We] could pull unseen voices out of the air and into the living room from all over the world.” Businesspeople also loved radio because it let them capture listeners’ attention and advertise products.

When Americans went out for entertainment, movies were a popular choice. Thomas Alva Edison and others had invented motion pictures, or “movies,” in the late 1800s. Some early theaters were called **nickelodeons** because admission usually cost five cents. In the 1920s millions of Americans went to the movies. Young people copied movie stars’ clothes, hairstyles, and ways of walking and talking. When heartthrob Rudolph Valentino died in 1926, tens of thousands of women lined up outside the funeral home. Other movie stars of this period included Douglas Fairbanks, Charlie Chaplin, and Mary Pickford.

In 1927, movies became even more exciting with the release of *The Jazz Singer*. This film was the first full-length feature **talkie**—a movie with sound or dialogue. One Mississippi theater owner remembered it as “just about the most wonderful thing I had ever seen in my life.” By 1928 there were some 20,000 movie theaters across the country.

✓ **Reading Check: Analyzing Information** How did mass media affect American culture in the 1920s?



A Search for Heroes

Movie stars were not the only famous people of the 1920s. As organized sports became more popular, Americans also made celebrities out of star athletes. Perhaps the greatest athlete of all was Jim Thorpe, an American Indian of Sauk and Fox descent. Thorpe won several gold medals at the 1912 Olympics and later played professional baseball and football. Tennis star Helen Wills and champion swimmer Gertrude Ederle also became sports heroes. Wills won more than 30 tennis championships during her career. Ederle won a gold medal and two bronze medals at the 1924 Olympics. Two years later she broke the world record when she swam the English Channel in under 15 hours.

Team sports were popular as well. Thousands of fans packed stadiums to see college football games. One of the greatest players was halfback Harold “Red” Grange of the University of Illinois. Fans also flocked to see professional baseball players, particularly George Herman “Babe” Ruth. In 1927 Ruth hit 60 home runs for the New York Yankees—a record that stood for 34 years. African Americans were not allowed to play in the major leagues. In response, Andrew “Rube” Foster formed the Negro National League. African American stars such as Leroy Robert “Satchel” Paige and James T. “Cool Papa” Bell were eventually elected to the Baseball Hall of Fame.

Pilots also became famous during the 1920s. Many veteran World War I pilots flew stunt flights and earned money by giving rides. Pilot **Charles Lindbergh** was perhaps the biggest hero of the 1920s. On May 20, 1927, Lindbergh loaded his plane with sandwiches, personal papers, and fuel and took off from Long Island, New York. Less than 34 hours later he completed the first nonstop solo flight across the Atlantic Ocean. About 100,000 people welcomed Lindbergh as he landed the *Spirit of St. Louis* in Paris. Lindbergh later recalled his arrival.



“I opened the door, and started to put my foot down onto ground. But dozens of hands took hold of me—my legs, my arms, my body. . . . I found myself lying . . . up on top of the crowd, in the center of an ocean of heads that extended as far out into the darkness as I could see.”

—Charles Lindbergh, *The Spirit of St. Louis*

Other pilots soon followed Lindbergh. In 1932 Amelia Earhart became the first woman to fly solo across the Atlantic.

✓ **Reading Check: Summarizing** Who were some of the major celebrities of the 1920s?

★ Blues and Jazz

During the 1920s ragtime, blues, and jazz music were very popular. African American musician Scott Joplin had written the first popular ragtime tune, “Maple Leaf Rag,” in 1899. Blues developed in the rural Mississippi Delta region of the South and expressed the difficulties that African Americans faced during and after slavery. Jazz came from southern cities such as New Orleans and blended many influences, including African American spirituals, European harmonies, and West African rhythms. As African Americans moved north, they carried these musical styles with them.

W. C. Handy is known as the Father of the Blues. However, Bessie Smith, Empress of the Blues, was possibly the most successful blues artist of the 1920s. Jazz singer and trumpeter Louis (LOO-ee) Armstrong said that Smith had a “certain something in her voice that no other blues singer could get. She had music in her soul.” Other famous blues singers included Mamie Smith, Memphis Minnie, and Gertrude “Ma” Rainey.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ **That's Interesting!** ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Dance 'Til You Drop How far would you go to win a dance contest? Would you believe that one couple danced in three different states to avoid having their contest ended? Well, believe it! Alma Cummings, a 32-year-old dance teacher, helped start the dance marathon craze in 1923.

Some people did not approve of these dance marathons, however. In 1923 a group of dancers learned that local police planned to end their contest. The contestants danced their way into a van, which carried them, still dancing, to a ferry. When the contest finally ended, the winning couple had danced for 69 hours in three states, four moving vans, and one ferry.

In 1920 Babe Ruth hit more home runs in one season than all of the other players in the American League combined.



Many jazz musicians moved from the South to Chicago during the 1920s. Armstrong and his band, the Hot Five, recorded classics such as “Willie the Weeper” and “Jazz Lips.” Armstrong also invented new ways of performing, such as stepping out from the group to play a solo. Some of these techniques are still used today. Edward “Duke” Ellington began appearing at jazz clubs in New York City in 1927. He composed jazz classics such as “Black and Tan Fantasy” and “Take the A Train.” His unique sound came from a skillful blend of the many instruments in his big band. Jazz became so popular that the 1920s are often called the **Jazz Age**.

✓ **Reading Check: Comparing** What did blues and jazz have in common?

★ Literature and the Arts

Jazz was only one of many art forms that bloomed in the 1920s. The Great Migration made the New York City neighborhood of Harlem the country’s largest African American community. The **Harlem Renaissance**—an important period of African American artistic growth—took its name from the neighborhood, although many Harlem Renaissance artists did not live there. Poet Countee Cullen, writer Zora Neale Hurston, and singer-actor Paul Robeson were all important Harlem Renaissance artists.

Literature played a key role in the Harlem Renaissance. In 1920 writer W. E. B. Du Bois called for “a renaissance of American Negro literature.” As editor of *The Crisis*, Du Bois published the works of many young African American writers, such as Langston Hughes and Claude McKay. Much of this literature showed the struggles of African American life.

Harlem Renaissance writers were not alone in examining American society. Other writers of the 1920s were disgusted by the destruction caused by World War I. Ernest Hemingway called the war “the most

CONNECTING TO THE ARTS

Georgia O’Keeffe

Georgia O’Keeffe was born in Wisconsin in 1887. She studied art in Chicago and New York City. While teaching in Texas, she first sketched the western landscapes that became a key part of her art. O’Keeffe often painted single flowers in great detail. “Most people in the city rush around so, they have no time to look at a flower,” O’Keeffe said. After becoming a successful artist, O’Keeffe spent time in Taos, New Mexico. There she again painted desert images—bleached bones, old churches, and storms sweeping in over the mountains. **Why do you think Georgia O’Keeffe used the desert as a subject for many of her paintings?**



colossal [huge], murderous, mismanaged butchery that had ever taken place on earth.” Author Gertrude Stein named the writers who spoke against postwar American society the **Lost Generation**. These well-known authors included Sherwood Anderson and John Dos Passos, and poets e. e. cummings, Edna St. Vincent Millay, and Wallace Stevens. Novelist F. Scott Fitzgerald described the sadness and glamour of the Jazz Age in *The Great Gatsby*.



“All night the saxophones wailed the . . . *Beale Street Blues* while a hundred pairs of golden and silver slippers shuffled the shining dust. . . . Fresh faces drifted here and there like rose petals blown by the sad horns around the floor.”

—F. Scott Fitzgerald, *The Great Gatsby*

Some Lost Generation writers moved to Europe and became **expatriates**—people who leave their native country to live elsewhere. Hemingway’s novel about expatriates in Paris, *The Sun Also Rises*, became a best-seller.

Visual arts and architecture also boomed. Many painters created images of workers, factories, and technology. Edward Hopper focused on the loneliness of modern city life. Artists such as George Bellows, Georgia O’Keeffe, and Charles Sheeler also contributed to new painting styles, while Alfred Stieglitz and Ansel Adams were well-known photographers. Architects often used a “modernistic” style that later became known as art deco. Art deco included numerous vertical and zigzag design elements. Its clean simple shapes sometimes looked like the lines of machines. These new styles of architecture and art showed both the spirit of the times and hopes for the future.

✓ **Reading Check: Analyzing Information** How did developments in literature, arts, and architecture reflect the period?

Analyzing Primary Sources

Drawing Inferences and Conclusions What mood does Fitzgerald create in this paragraph?

The Chrysler Building is an example of art deco design.



Section 5 Review

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1 Define and explain:

- fads
- nickelodeons
- talkie
- expatriates

2 Identify and explain:

- Charles Lindbergh
- Jazz Age
- Harlem Renaissance
- Lost Generation

3 Categorizing Copy the chart below. Use it to show new artistic developments of the Jazz Age.

Visual Arts	
Architecture	
Music	
Literature	

4 Finding the Main Idea

- How did developments in media change American culture?
- How did Americans pick their celebrities and respond to them?

5 Writing and Critical Thinking

Summarizing Imagine that you are a historian who is writing a book about the arts of the 1920s and how they reflected the issues and interests of American society. Write a brief essay explaining what you would propose to say in your book.

Consider the following:

- the Harlem Renaissance
- the Lost Generation
- the visual arts and architecture

Chapter 23 Review

The Chapter at a Glance

Examine the following visual summary of the chapter. Then use it to write five true-or-false statements about life in the 1920s. Give your statements to a classmate to complete.

The 1920s

Government and Law

- Eighteenth Amendment
- Twenty-first Amendment
- Washington Conference
- Harding administration scandals
- Kellogg-Briand Pact
- Palmer raids
- Scopes trial
- Emergency Quota Act
- National Origins Act

Labor and Industry

- Labor strikes
- Pro-business policies
- Production boom
- Assembly lines
- Installment plans and advertising
- Decline in unions

Culture

- Flappers
- Red Scare
- Great Migration
- Prohibition
- Fundamentalism
- Nativism
- Minority Rights
- Model T

Identifying People and Ideas

Use the following terms or people in historically significant sentences.

- | | |
|-----------------------------------|------------------------|
| 1. American Civil Liberties Union | 6. Marcus Garvey |
| 2. Great Migration | 7. assembly line |
| 3. Calvin Coolidge | 8. installment plans |
| 4. Washington Conference | 9. Charles Lindbergh |
| 5. speakeasies | 10. Harlem Renaissance |

Understanding Main Ideas

Section 1 (Pages 698–701)

1. What social problems faced the United States after World War I?

Section 2 (Pages 702–705)

2. What actions did Presidents Harding and Coolidge take to strengthen the U.S. economy?

Section 3 (Pages 706–710)

3. What was the goal of prohibition, and why was prohibition eventually ended?
4. How did minorities try to improve their lives during the 1920s?

Section 4 (Pages 711–714)

5. How did the growth of the automobile industry affect the U.S. economy and society?

Section 5 (Pages 715–719)

6. What new forms of entertainment and artistic movements became popular in the 1920s?

You Be the Historian— Reviewing Themes

1. **Economics** What difficulties did the U.S. economy face after the end of World War I?
2. **Science, Technology & Society** How did the development of new manufacturing techniques change the way some Americans worked?
3. **Culture** How did African Americans contribute to the cultural changes in the United States during the 1920s?

Thinking Critically

1. **Categorizing** What types of social changes did women experience in the 1920s?
2. **Summarizing** What were the goals of Republican foreign policy during the 1920s?
3. **Supporting a Point of View** What do you think was the most important contribution to economic growth in the 1920s? Explain your answer.

Interpreting Political Cartoons

Look at the following political cartoon created after the end of World War I and answer the questions that follow.



- Which of the following statements best reflects the message of this political cartoon?
 - Europe took a long time to recover from the Napoleonic Wars.
 - Problems in the American government caused the Civil War.
 - World War I differed from previous wars because it brought destruction to the whole world.
 - World War I had the worst effect on the United States.

- Based on your knowledge of Harding's and Coolidge's foreign policy and the cartoon, how do you think they would have responded to this cartoon?

Analyzing Primary Sources

Read the following quotation by Dud Lee, who tried to make a living as a farmer in the 1920s. Then answer the questions that follow.

“We replanted the entire 330 acres as fast as we could. Dad had to borrow money to buy the cottonseed. . . . Soon the stalks loaded up with squares and blooms, promising a bumper [unusually large] crop after all. Dad was really happy. Despite all his troubles, this time he was going to make it. But then the dang armyworms came in by the billions and started eating the crop. We worked day and night spraying arsenic [poison] on the cotton to try to kill the armyworms. But the poison wasn't very effective. We finally harvested about twenty bales of poor quality cotton, which wasn't nearly enough to get Dad out of debt.”

- What challenges kept Lee and his family from earning enough money from their crops?
 - They could not plant the crops fast enough.
 - The quality of the cotton was too poor to sell for a good price.
 - Cotton prices were too low.
 - Armyworms destroyed the crop, and there was not enough to pay off the debt.
- Based on your knowledge, what other circumstances would have made it difficult for Lee and his father to get out of debt by selling crops?

Alternative Assessment

Building Your Portfolio

Building Your Portfolio

Cooperative Learning Complete the following activity in small groups. Imagine that you and your group are in charge of running a radio station in the 1920s. As a group, decide what programs you will have and create a detailed outline. Include any celebrities who might appear on your show, events that you might report on, and music that you might play. Then write a script for the different radio shows.

Internet connect

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Choose an activity on the Roaring Twenties to:

- Explore cultural changes of the Jazz Age.
- Write a biography of a baseball player of the 1920s.
- Research the trial of Sacco and Vanzetti.



American Migrations, 1865–1930



The United States became increasingly industrialized from 1865 to 1930. Some of today's major U.S. cities, such as Chicago, Detroit, and St. Louis, grew rapidly during this time.

Many Americans moved from rural areas, hoping to find industrial jobs in large towns and cities. For example, many African Americans began moving from the South to northern cities in the 1890s.

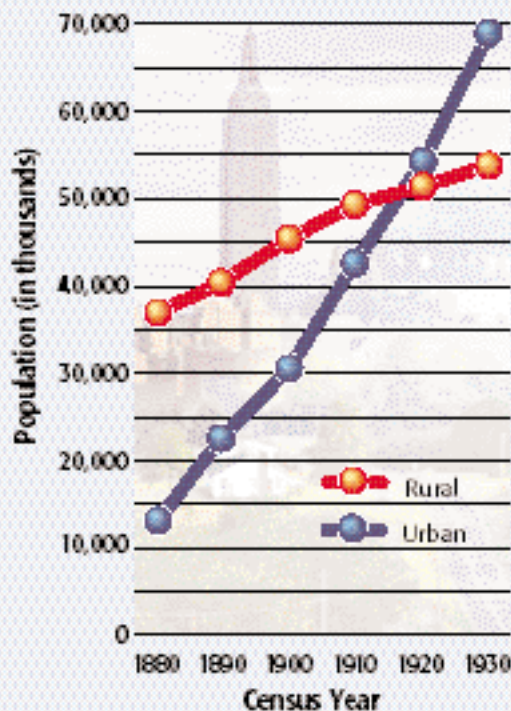
Immigration also added to the urban population. Millions of immigrants came from all across Europe, many settling in cities in the Northeast and Midwest. Large numbers of immigrants also arrived from Mexico. Most Mexican immigrants settled in rural areas in the Southwest. Many Mexican Americans later moved to cities, particularly in Texas and California. Gradually, all these different migrations transformed U.S. cities.

Farms to Cities



In 1880 more than two and a half times as many people lived in rural areas than in cities. By 1930 the United States had become a mostly urban nation. Many people moved to cities to find work.

Population Shift: Rural to Urban, 1880–1930



Source: Historical Statistics of the United States

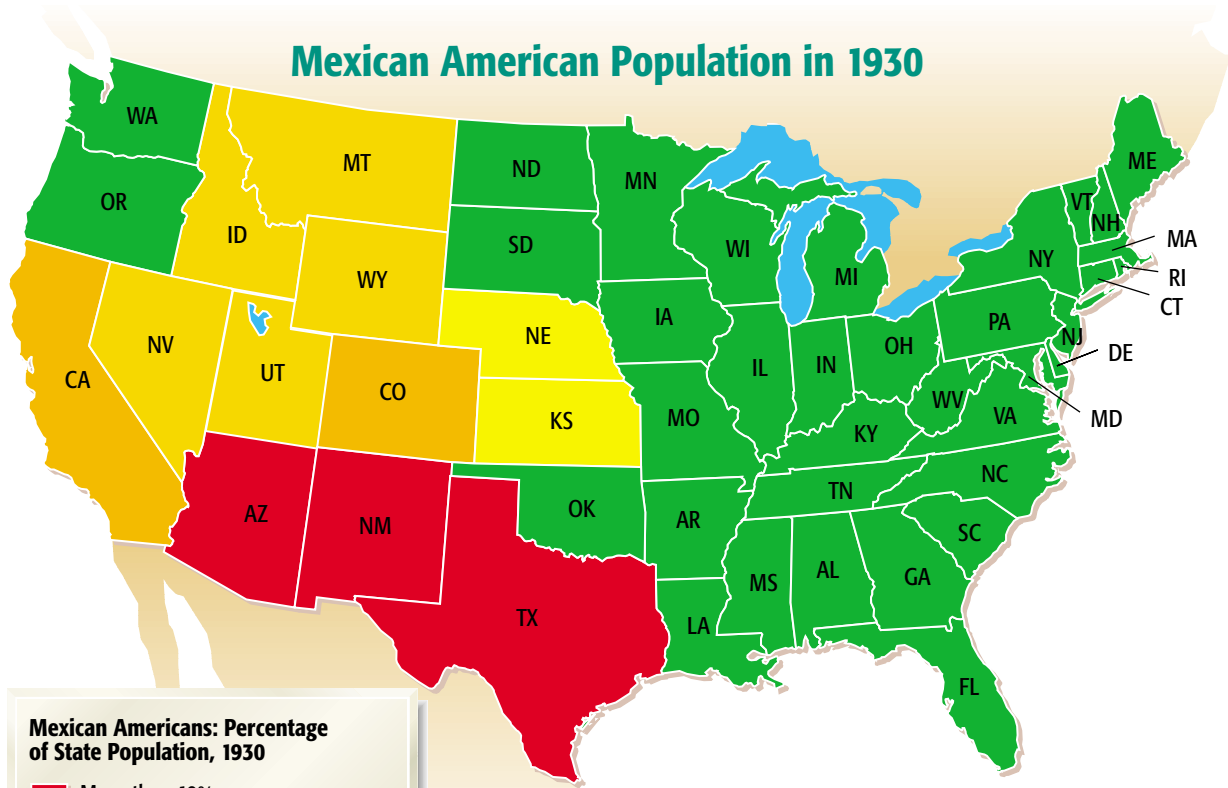


Geography Skills

Interpreting Line Graphs

1. In what census year did the urban population of the United States become larger than the rural population?
2. **Human Systems** In what decade did the rural population experience the least growth? In what decade did the urban population experience the most growth?
3. **Making Generalizations and Predictions** What do you think the graph would show if it continued on to the present?

Mexican American Population in 1930



Mexican Americans: Percentage of State Population, 1930

- More than 10%
- 5.1 – 10%
- 1.1 – 5%
- 0.5 – 1%
- Less than 0.5%

Total Mexican American population: 1,422,533



Geography Skills

Interpreting Thematic Maps

1. **The Uses of Geography** In which states did the highest percentage of Mexican Americans live? Why do you think this was the case?
2. **Analyzing Information** In 1930 how many states had a Mexican American population that was less than 0.5 percent of the total state population?

History Note 1

In the early 1900s large numbers of Mexican immigrants began arriving in the United States. Between 1920 and 1930, nearly 500,000 Mexican immigrants settled in the United States. Most of these immigrants started out in rural areas in the West and Southwest. By the 1930s, however, many Mexican Americans had migrated to large cities in search of higher-paying industrial jobs. These cities included Chicago, Los Angeles, and San Antonio.

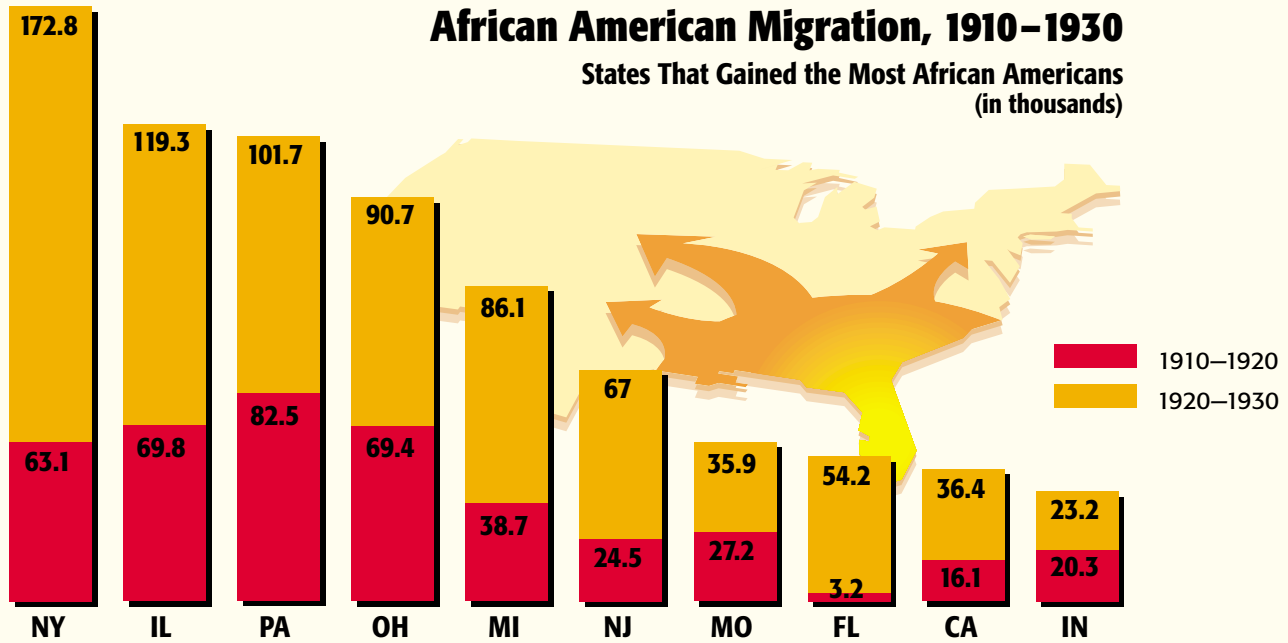


In 1937 this family of Mexican American migrant workers from Texas picked sugar beets in Minnesota.

The Great Migration



Thousands of African Americans began moving from the rural South to northern cities in the 1890s. They were seeking better jobs. This movement, known as the Great Migration, reached its peak during World War I and the 1920s.



Geography Skills

Interpreting Bar Graphs

- Which state listed had the smallest increase in its African American population between 1910 and 1920?
- Human Systems** Which states' African American population increased by more than 100,000 between 1910 and 1930? By more than 200,000?
- Summarizing** Use the information presented on this bar graph to create a map of the United States showing the states whose African American population grew the most by 1930.

History Note 2

Although the Great Migration began in the 1890s, more than 80 percent of African Americans still lived in the South as late as 1910. Beginning in 1910, however, even more African Americans began moving to northern and western cities. The Great Migration changed the nation's population dramatically. In 1930 Chicago, Detroit, and New York had African American populations three times greater than they had in 1910. Today about half of all African Americans live outside the South.

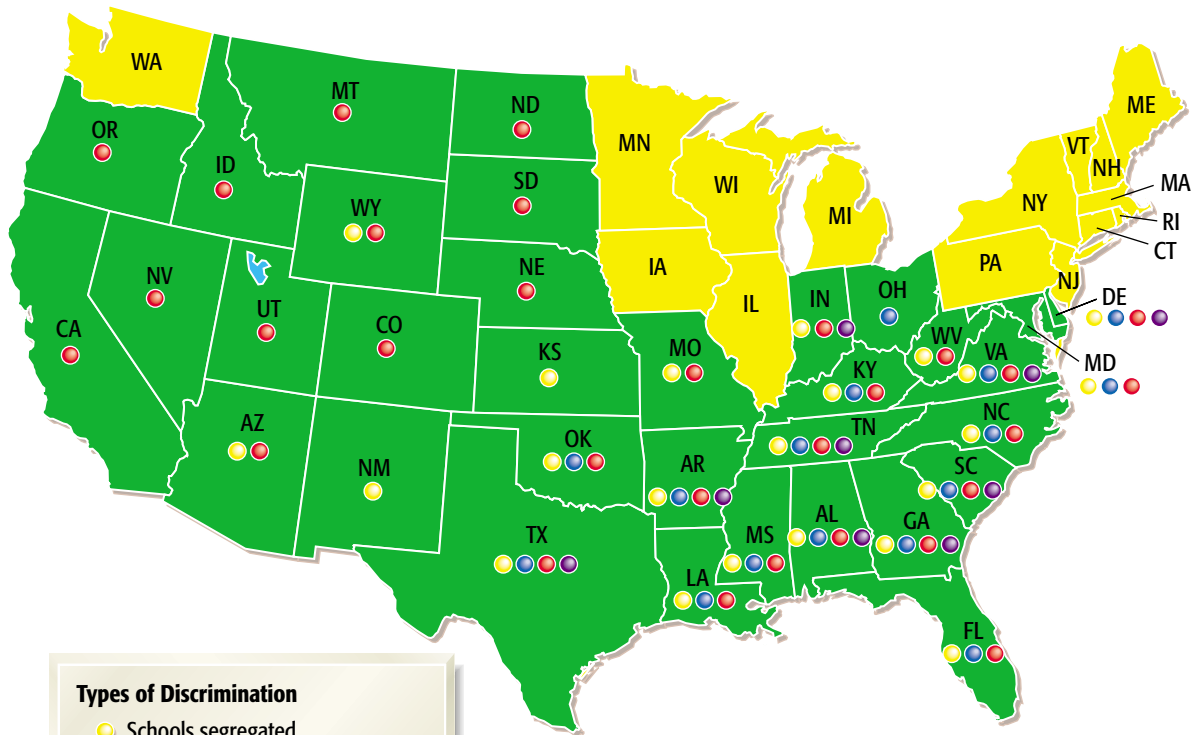
History Note 3

During the 1930s many African Americans had hoped to find better opportunities in the North. However, during the Great Depression northern cities experienced high unemployment and poverty. The National Association for the Advancement of Colored People fought to ensure equal treatment for African Americans during these hard times.



In 1912 this African American family moved to Chicago from the rural South.

Discrimination Against African Americans in 1930



Geography Skills

Interpreting Thematic Maps

1. In which states did African Americans face the most discriminatory legislation?
2. **Places and Regions** Which geographic region of the United States had the fewest discriminatory laws? Which region had the most discriminatory laws?
3. **Finding the Main Idea** What was the most common form of legal discrimination?



New city residents

NEW YORK