

# The Roaring Twenties



## Essential Question

How did American society change during the Roaring Twenties?



About the Photo: People flocked to bustling city centers like New York City's Times Square.

In this module you will learn about how American life changed in the years after World War I. You will also read about important artists of the Jazz Age.

### What You Will Learn ...

<b>Lesson 1: Boom Times</b> . . . . .	<b>776</b>
<b>The Big Idea</b> American industries boomed in the 1920s, changing many Americans' way of life.	
<b>Lesson 2: Life during the 1920s</b> . . . . .	<b>782</b>
<b>The Big Idea</b> Americans faced new opportunities, challenges, and fears as major changes swept the country in the 1920s.	
<b>Lesson 3: The Jazz Age.</b> . . . . .	<b>790</b>
<b>The Big Idea</b> Musicians, artists, actors, and writers contributed to American popular culture in the 1920s.	

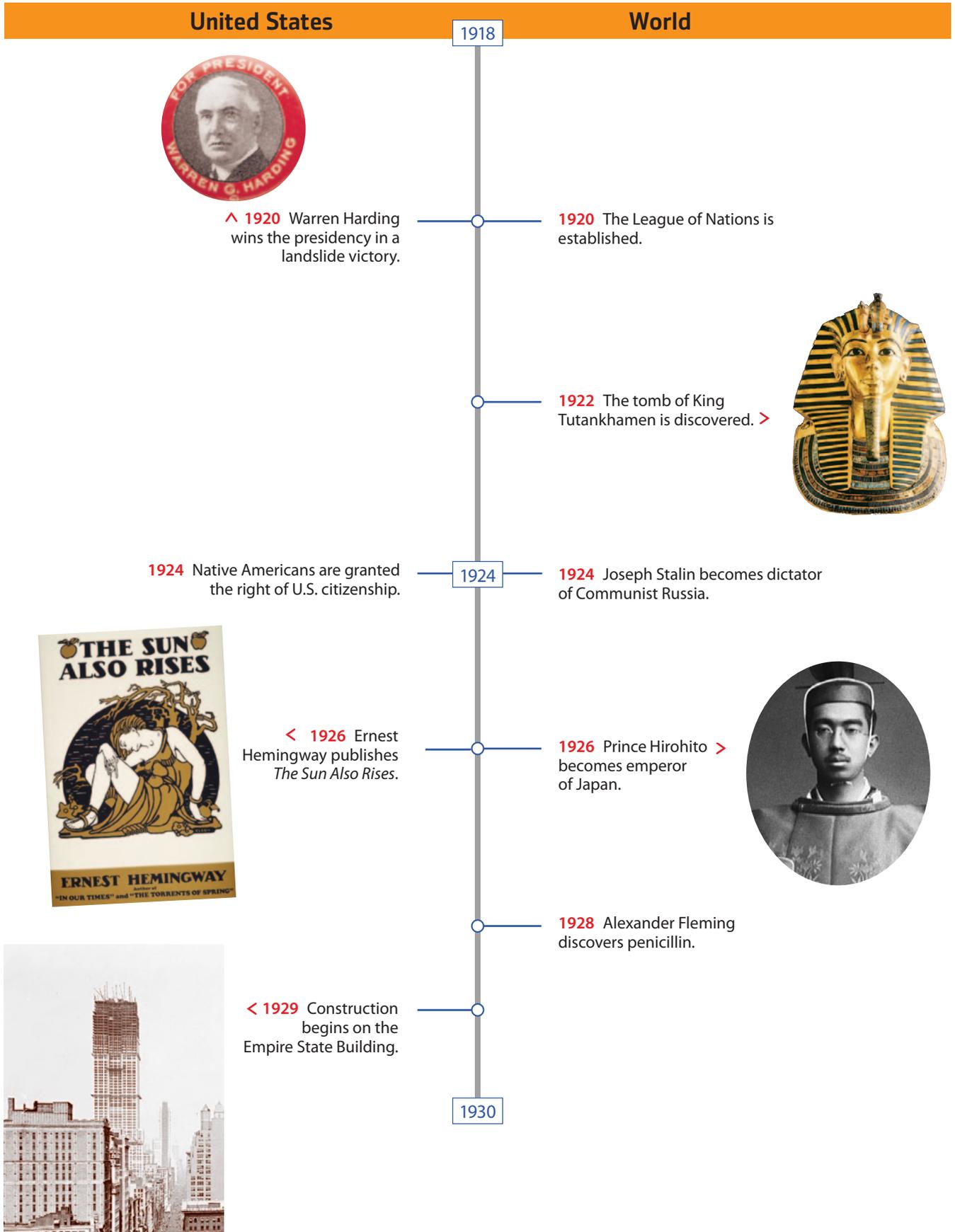
### Explore ONLINE!



#### VIDEOS, including...

- America Goes Dry with Prohibition
- Warren G. Harding
- Growth of Radio

- ✔ Document-Based Investigations
- ✔ Graphic Organizers
- ✔ Interactive Games
- ✔ Image Carousel: Model T Assembly Line
- ✔ Image Slider: The 1928 Presidential Election
- ✔ Image Carousel: American Heroes



# Reading Social Studies

## THEME FOCUS:

### Society and Culture, Science and Technology

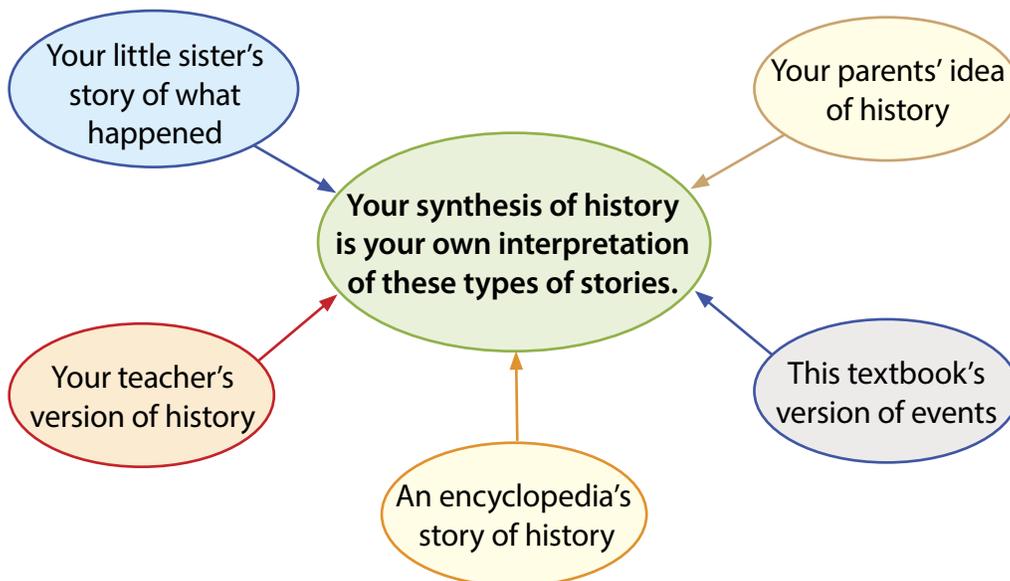
In this module you will learn about the decade of the 1920s, a period called the Roaring Twenties. During this time, many in society thought that the Great War would be the last major war and that the future was bright. Also during this time, science and technology made leaps forward that would make life easier for millions of Americans.

## READING FOCUS:

### Synthesize Information

Learning about history means synthesizing, or combining, many different sources about the past. When you read these modules, you are reading a synthesis of other sources, accounts, and ideas about history.

**Synthesize** Once you have identified the subject you are studying, you should try to read as many different accounts of the story as you can. Be sure to investigate the author of a source to learn what his or her goals might be. Compare and contrast the different sources and evaluate which ones you believe. Finally, use all the various stories you have read to form your own interpretation of what happened in history.



# You Try It!

Read these two accounts of the assassination of Archduke Francis Ferdinand and his wife, Sophie. Then write your own version of the story.

“As the car came abreast he stepped forward from the curb, drew his automatic pistol from his coat and fired two shots. The first struck the wife of the Archduke, the Archduchess Sofia, in the abdomen. . . . She died instantly. The second bullet struck the Archduke close to the heart. He uttered only one word, ‘Sofia’—a call to his stricken wife. Then his head fell back and he collapsed. He died almost instantly.”

—conspirator Borijove Jevtic

“As I was pulling out my handkerchief to wipe the blood away from his mouth, the duchess cried out to him, ‘In Heaven’s name, what has happened to you?’ At that she slid off the seat and lay on the floor of the car. . . . I had no idea that she too was hit and thought she had simply fainted with fright. Then I heard His Imperial Highness say, ‘Sopherl, Sopherl, don’t die. Stay alive for the children!’”

—guard Count Franz von Harrach, quoted in “Assassination of an Archduke,” *Eyewitness to History*

1. What differences do you notice between the two accounts?
2. Why might these different authors have a different view of the assassination?
3. How can you tell what each author’s viewpoint is?
4. Write your own version of what might have happened. Use details that you believe from the sources above.

**As you read Module 25**, notice any differing views from different sources.

## Key Terms and People

### Lesson 1

Warren G. Harding  
Calvin Coolidge  
Teapot Dome scandal  
Kellogg-Briand Pact  
Model T  
moving assembly line  
Herbert Hoover

### Lesson 2

flappers  
Red Scare  
Twenty-First Amendment  
fundamentalism  
Scopes trial  
Great Migration  
Marcus Garvey

### Lesson 3

talkie  
Jazz Age  
Harlem Renaissance  
Langston Hughes  
Lost Generation  
expatriates  
Georgia O’Keeffe

# Boom Times

## The Big Idea

American industries boomed in the 1920s, changing many Americans' way of life.

## Main Ideas

- President Harding promised a return to peace and prosperity.
- Calvin Coolidge supported a probusiness agenda.
- American business boomed in the 1920s.
- In 1928 Americans elected Herbert Hoover, hoping he would help good financial times continue.

## Key Terms and People

Warren G. Harding  
 Calvin Coolidge  
 Teapot Dome scandal  
 Kellogg-Briand Pact  
 Model T  
 moving assembly line  
 Herbert Hoover

## If YOU were there . . .

You have been working in a car factory for years, and now you have finally bought a car of your own—a shiny new 1920 Ford Model T. As you set out on your first drive, the car rattles and bounces over unpaved roads that were designed for horse-and-buggy travel. But you don't mind the rough ride. You now have the freedom to drive anywhere you want to go!

**How will owning a car change your life?**

## Return to Peace and Prosperity

The end of World War I had an immediate impact on the economy. Because the government no longer needed war supplies, it canceled billions of dollars' worth of contracts with American factories. This meant that factories cut back on production at the very moment that millions of soldiers left the military and began looking for jobs. The result was a sharp rise in unemployment. Meanwhile, many people who did have jobs rushed to buy products they could not buy during the war. Prices soared. Wages could not keep up with the rising prices, and thus workers could no longer afford to buy the goods they needed and wanted. Many went on strike for higher wages—more than 4 million in 1919 alone.

As the 1920 presidential election approached, the economic difficulties were bad news for the party in power, Woodrow Wilson's Democratic Party. Many voters blamed the Democrats for the hard times. Sensing the public's anger, the Republicans looked for a candidate who would offer new hope for American voters. They chose **Warren G. Harding**, a senator from Ohio. Harding picked Governor **Calvin Coolidge** of Massachusetts as his running mate.

Harding based his campaign strategy on a promise to return the country to stability and prosperity, what he called "normalcy." His conservative policies contrasted with the reform-minded policies of the Progressive Era.

### Academic Vocabulary

**incentive** something that encourages people to behave a certain way

### Reading Check

**Summarize** What did Harding mean when he promised a return to normalcy?

Democrats believed there was still support for Wilson's ideas for reform. They ran Ohio governor James M. Cox for president, and New York's Franklin D. Roosevelt for vice president. But Harding's promise of a return to normalcy captured the public's mood in 1920. Harding won a landslide victory with about 60 percent of the popular vote.

Harding worked quickly to help strengthen the economy. He put together a cabinet of experts who believed in reducing money owed by the government and limiting government involvement in the economy. Secretary of the Treasury Andrew Mellon pushed for tax cuts for wealthy Americans. Mellon believed that this policy would give the wealthy an **incentive** to invest in new businesses and create new jobs for other Americans. Mellon's opponents called this idea the trickle-down theory, arguing that money would only "trickle down" in small drops to less-well-off Americans.

While Harding was president, businesses did in fact bounce back from the postwar recession. The economy created new, better-paying jobs, leading to an economic boom that lasted for most of the decade.

Harding faced problems in other areas, however. He had appointed many of his trusted friends to high positions. Some of these men used their positions to gain wealth through illegal means. "I have no trouble with my enemies," Harding once said. "But my . . . friends . . . keep me walking the floor nights."

What came to be known as the **Teapot Dome scandal** involved Secretary of the Interior Albert Fall, who accepted large sums of money and valuable gifts from private oil companies. In exchange, Fall allowed the companies to control government oil reserves in Elk Hills, California, and Teapot Dome, Wyoming. The U.S. Senate soon began investigating Fall, who was convicted of accepting bribes. He was the first cabinet member ever to be convicted of a crime for his actions while in office.

## Coolidge's Probusiness Administration

Just before details of the Teapot Dome scandal became public, President Harding died of a heart attack. In August 1923 Vice President Calvin Coolidge took charge. Coolidge had a strong reputation as an honest and trustworthy leader. These qualities helped him restore confidence in the government.

Coolidge acted quickly to fire all officials who had been involved in the bribery scandals of Harding's administration. This helped him win the presidential election in 1924. He received nearly twice as many votes as the Democratic candidate, John W. Davis.

Coolidge proved to be even more probusiness than Harding had been. He once declared that "the business of America is business." He expanded the policies started under Harding, such as tax cuts for wealthier citizens. He also supported raising tariffs on foreign goods to decrease competition with domestic products. Despite higher tariffs, trade with other countries actually increased under Coolidge. This was mainly because many nations depended on trade with the United States to rebuild their economies after

World War I. Not everyone profited from Coolidge's efforts, however. Coolidge vetoed congressional attempts to provide aid to farmers through the regulation of prices.

Like the United States, European nations wanted a return to prosperity. Europeans also wanted to avoid another devastating war. In 1928 the United States and 14 other nations signed the **Kellogg-Briand Pact**, an agreement that outlawed war. Eventually, 62 nations accepted the pact. There was no way to enforce the pact, however. One U.S. senator complained that the treaty would be "as effective to keep down war as a carpet would be to smother an earthquake." Still, it was a sign that most countries wanted to prevent another global conflict. Today, countries still try to prevent wars with international agreements. More than 180 nations have signed the Treaty on the Non-Proliferation of Nuclear Weapons, an agreement to prevent the spread of nuclear weapons.

### Reading Check

Compare and

Contrast How were Harding and Coolidge similar, and how were they different?

## Business Booms

The 1920s were years of rapid economic growth in the United States. Between 1921 and 1929, U.S. manufacturing nearly doubled. As jobs and wages increased, so did people's ability to buy new products. Some of these products as well as developments in factory and labor productivity and transportation changed the way Americans lived. Their standard of living also changed.

**Ford's Model T** Today, we think of cars as a major part of American life. In the early 1900s, though, cars were seen as luxury items that only the wealthy could afford. Henry Ford, an inventor and business leader from Detroit, helped to change this. Ford dreamed of building a car that most Americans could afford:

"I will build a motor car for the great multitude [most of the people]. It will be large enough for the family but small enough for the individual to run and care for. It . . . will be so low in price that no man making a good salary will be unable to own one."

—Henry Ford, quoted in *My Life and Work*

Ford achieved his goal by building a sturdy and reliable car called the **Model T**, nicknamed the Tin Lizzie. In 1908 the Model T sold for \$850. By 1925 it cost just \$290. Ford was able to make his car affordable by cutting costs of production. For example, every car looked the same. The Model T came only in black for many years.

To decrease the time it took to make the cars, Ford also began using a **moving assembly line**. This system used conveyor belts to move parts and partly assembled cars from one group of workers to another. The workers stood in one place and specialized in one or two simple assembly tasks that they performed as parts moved past them. The moving assembly line greatly increased the efficiency of mass production.

In 1914 Ford raised the wages for his factory workers to \$5 a day. This was good pay, compared with the \$2 or \$3 per day offered by many other factories. Ford believed the wage increase would keep his employees from

## The Model T Assembly Line



These workers are building flywheel magnetos, a part of the ignition system of early engines. The workers perform the same action on each part as the part passes them. Ford's system reduced the time to build a flywheel from 20 minutes to 5 minutes.



The chassis, or frame, and the engine are assembled on separate lines. Workers on a third line then attach them.



The assembled chassis is then connected to the body of the car.



Completely assembled Ford Model T

### Analyze Visuals

How does the moving assembly line reduce the time it takes to build a car?

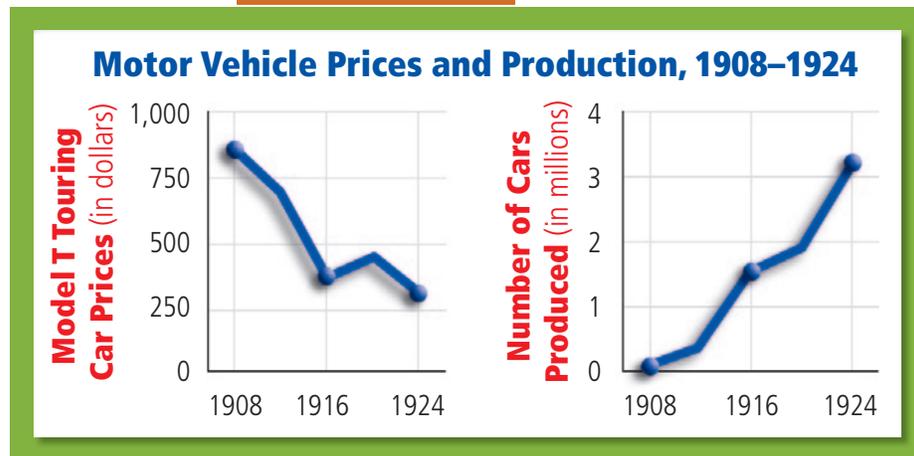
quitting. He also lowered the workday to eight hours and employed people that other factories would not hire, such as African Americans and people with disabilities.

Even with the good wages, many workers had a hard time adjusting to the fast-paced and repetitive work on Ford's assembly line. One wife of an autoworker wrote to Ford saying, "My husband has come home and thrown himself down and won't eat his supper—so done out [tired]! . . . That \$5 a day is a blessing—a bigger one than you know, but oh they earn it."

Ford wanted to help make his cars more affordable. He allowed customers to buy cars using an installment plan. Most people were used to saving up for years to buy items. Installment plans let people pay a small amount of the cost every month until the entire car was paid for. Ford's competitors also allowed customers to pay with installment plans. For a slightly higher price than the Model T, companies such as General Motors offered cars in a variety of colors and with more power.

The automobile changed, or impacted, the way Americans lived. With this advancement in transportation, they could now go on long drives or take jobs farther away from where they lived. Cars gave people a sense of freedom and adventure. As *Motor Car* magazine told drivers, "You are your master, the road is ahead . . . your freedom is complete."

**Growing Industries** The rise of the automobile affected the entire American economy. Millions of Americans found work. They made steel for car bodies, rubber for tires, or glass for windows. The government spent millions of dollars to improve road safety. The government hired workers to pave highways and build new bridges. People opened roadside businesses to serve travelers, such as gas stations, restaurants, and motels. The rising number of cars also created a demand for car repair shops and car insurance.



### Analyze Graphs

Why did sales of the Model T increase?

Manufacturers of other types of products followed Ford’s example. They began using assembly lines and allowing customers to pay on installment plans. Many companies also took advantage of the increasing number of homes with electricity. By 1929 about 85 percent of all Americans living in towns or cities had electricity. Companies responded by building new electrical appliances designed to make household chores easier. These companies made appliances such as washing machines, vacuum cleaners, and refrigerators.

As companies competed to sell these new goods, the advertising industry boomed. Companies advertised in magazines and on the radio to convince people that their lives would be improved if they owned a certain product. Many advertisers targeted women. They hoped to convince women that they needed the newest technological labor-saving products. For example, one advertisement for an electric dishwasher called its product “the greatest gift of electricity to the modern housewife.”

## Hoover Elected

With the economy booming, public support for the Republican Party remained strong. President Coolidge decided not to run for reelection in 1928. The Republican Party chose Coolidge’s secretary of commerce, **Herbert Hoover**, as its nominee. The Democrats nominated New York governor Alfred E. Smith.

Hoover told voters that he was the right choice to maintain economic prosperity. Hoover boldly claimed that “we in America today are nearer to the final triumph over poverty than ever before in the history of any land.”

Smith’s campaign focused mainly on issues facing city dwellers. This concerned some rural voters. Smith’s religious faith also became an issue. He was the first Catholic to run for president. His opponents stirred up fears that the pope and other church officials would control Smith. In the end, Hoover won easily, gaining 58 percent of the popular vote.

### Reading Check

Identify Cause and Effect How did the automobile change society?

### Reading Check

Draw Conclusions What helped Herbert Hoover win the presidency in 1928?



Republican Herbert Hoover defeated Democrat Alfred E. Smith in the 1928 presidential election.

**Summary and Preview** In this lesson you learned about politics and the economy in the 1920s. In the next lesson you will learn more about how society changed during the decade.

### Lesson 1 Assessment

#### Review Ideas, Terms, and People

1. a. **Describe** What was the result of the 1920 presidential election, and why?  
 b. **Summarize** What did the Teapot Dome scandal reveal about Warren G. Harding's administration?
2. a. **Identify** Who succeeded Harding as president, and what were his main policies?  
 b. **Analyze** What was the main weakness of the Kellogg-Briand Pact?
3. a. **Recall** Why did American businesses grow during the 1920s?  
 b. **Explain** Why were Model T prices low?
4. a. **Recall** Why was Herbert Hoover elected?  
 b. **Elaborate** Whom would you have voted for in the 1928 election? Explain your answer.

#### Critical Thinking

5. **Summarize** In this lesson you learned about the U.S. presidents in the 1920s. Create a chart similar to the one below and expand on your notes by summarizing the main ideas or achievements of each president.

President	Ideas/Achievements

# Life during the 1920s

## The Big Idea

Americans faced new opportunities, challenges, and fears as major changes swept the country in the 1920s.

## Main Ideas

- In the 1920s many young people found new independence in a changing society.
- Postwar tensions occasionally led to fear and violence.
- Competing ideals caused conflict between Americans with traditional beliefs and those with modern views.
- Following the war, minority groups organized to demand their civil rights.

## Key Terms and People

flappers  
 Red Scare  
 Twenty-First Amendment  
 fundamentalism  
 Scopes trial  
 Great Migration  
 Marcus Garvey

## If YOU were there . . .

The year is 1925. You have just finished school and you are visiting a big city for the first time. You and your friends go to a club and watch young people dancing energetically to popular music. The women have short hair and wear makeup, trying to copy the glamorous style of movie stars. Some of your friends start talking about finding an apartment and looking for jobs in the city.

**Would you want to move to a big city in 1925? Why?**

## A Changing Society

The experience of living through World War I changed the way many young people saw the world around them and inspired social changes. Young men returning from Europe had visited far-off countries and learned about other cultures. Many of them came home with a desire to continue expanding their horizons. The title of one popular song in 1919 asked, “How ‘Ya Gonna Keep’ em Down on the Farm after They’ve Seen Patee [Paris]?”

Many young people moved away from farms and small towns to cities. By 1920, for the first time in American history, more than half of the country’s population lived in urban areas. Young people took advantage of the economic opportunities of the 1920s to gain independence. In the past most young people had lived and worked at home until they got married. Now more young adults were experiencing a time of freedom before settling down. A new youth culture developed, which included going to parties and dance clubs, listening to popular music, and driving fast cars.

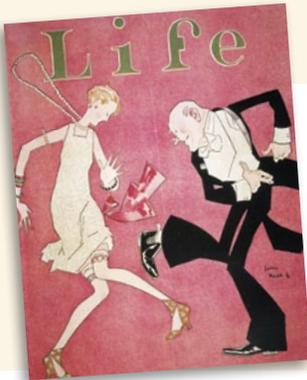
For many young Americans, access to education was an important part of this new independence. High school attendance doubled during the decade. The percentage of students going on to college was higher in the United States than in any other country. This included women, who were

## Focus on Women



Bryn Mawr and other colleges provided education to women in new fields.

Bessie Coleman became the first African American woman to obtain her international pilot's license. She traveled the United States, performing stunts under the name "Brave Bessie."



Flappers challenged many of society's ideas about womanhood. They established new rules of speech, dress, and behavior.

### Analyze Visuals

How do these images reflect new roles for women during the 1920s?

### Reading Check

**Summarize** How did women in the 1920s express their independence?

attending college in higher numbers than ever before.

The number of women in the workforce continued to grow as well. Women with college degrees worked as nurses, teachers, librarians, and social workers.

Women were also finding new opportunities in politics. In 1923 suffrage leader Alice Paul introduced the Equal Rights Amendment to Congress, calling for equality of rights regardless of a person's gender. The U.S. Senate passed the amendment 49 years later, but it was never ratified by the states. In 1925 Nellie Tayloe Ross (Wyoming) and Miriam "Ma" Ferguson (Texas) became the first women to serve as governors in the United States. Three years later, there were 145 women serving in state legislatures. Five women had won terms in the U.S. House of Representatives.

Still, women were discouraged from careers in medicine, law, and architecture. By the end of the 1920s, less than 5 percent of the country's doctors, lawyers, and architects were women. The percentage was small—but it was beginning to rise.

Some young women found other ways, including fashion, to express their freedom. Young women known as **flappers** cut their hair short and wore makeup and short dresses, openly challenging traditional ideas of how women were supposed to behave. Many older Americans considered this behavior scandalous. One 1920s writer expressed her admiration for flappers, by saying about her daughter:

"I want my girl to do what she pleases, be what she pleases. . . . I want her to be a flapper, because flappers are brave."

—Zelda Fitzgerald, quoted in *Zelda*,  
by Nancy Milford

Fashion magazines, Hollywood movies, and advertising helped promote these new images and ideas of youthful freedom.

## Fear and Violence

Not all social changes during the 1920s were peaceful. You have read about the hard times that hit the U.S. economy after World War I—unemployment, inflation, and labor disputes that resulted in large strikes.

These troubles worried many Americans. In this atmosphere, suspicion of foreigners and radicals, or people who believe in an extreme change in government, sometimes led to violence.

**The Red Scare** After the Communists took power in Russia in 1917, many Americans began to fear Communist ideas. They worried that Communists would soon try to gain power in the United States. This fear increased when millions of American workers went on strike in 1919. Many Americans blamed Communists and radicals for the upheaval.

These attitudes led to a **Red Scare**, a time of fear of Communists, or Reds. The Red Scare began in April 1919, when U.S. postal workers found bombs hidden in several packages addressed to famous Americans. Officials never found out who sent the bombs, but they suspected members of the Communist Party.

In June a bomb exploded outside the home of Attorney General A. Mitchell Palmer. Palmer responded by organizing police raids to break up Communists and other groups. In what became known as the Palmer raids, government agents arrested thousands of suspected radicals, often without evidence. Palmer frightened the public by warning that radicals were planning a revolution.



Sacco and Vanzetti

Supporters of Sacco and Vanzetti held rallies and raised money for the immigrants' defense. The men were found guilty and were executed in 1927.

*Why did the Sacco and Vanzetti case become so famous?*

The Red Scare led to one of the best-known criminal cases in American history. In 1920 police arrested Italian-born anarchists Nicola Sacco and Bartolomeo Vanzetti for the robbery and murder of a factory paymaster and his guard. (Anarchists are people opposed to organized government.) Though both men declared themselves innocent of the crime, Sacco and Vanzetti were found guilty. The American Civil Liberties Union (ACLU), founded in 1920 to defend people's civil rights, tried unsuccessfully to get the verdict overturned. Sacco and Vanzetti were convicted. They were executed in 1927.

**Restricting Immigration** Some people thought that a general fear of foreigners from different ethnic groups influenced the Sacco and Vanzetti case. Many recent immigrants were poor and did not speak English. Some Americans saw them as a threat to their jobs and culture. Immigrants "fill places that belong to the loyal wage-earning citizens of America," said Alabama senator James Thomas Heflin.

The government responded to these concerns with new laws. Immigration legislation, such as the Emergency Quota Act of 1921, limited the total number of immigrants

**Reading Check**  
Draw Conclusions  
Why were new  
immigration laws  
passed in the 1920s?

allowed into the country. It also favored immigrants from western Europe. The National Origins Act of 1924 banned immigration from East Asia entirely. It also further reduced the number of immigrants allowed to enter the country. These laws caused a dramatic drop in immigration to the United States.

## Competing Ideals

Fear of radical ideas and foreigners was part of a larger clash over ideals and values in America. In these social conflicts, differences were growing between older, rural traditions and the beliefs and practices of modern urban society. Americans had very different ideas about what was best for the country's future.

**Prohibition** An issue that highlighted this conflict was prohibition. The Eighteenth Amendment went into effect in 1920. It outlawed the manufacture, sale, and transportation of alcoholic beverages. Support for prohibition was strongest in rural areas, while opposition was strongest in cities.

Government officials found it nearly impossible to enforce prohibition. Congress passed the Volstead Act. This act set fines and punishments for disobeying prohibition. Even respectable citizens, however, broke the law. Many people found ways to make alcohol at home using household products. Others bought alcohol at speakeasies, or illegal bars.

Organized criminals called bootleggers quickly seized control of the illegal alcohol business. They made their own alcohol or smuggled it in from Canada or Mexico. Gangsters bribed local police and politicians to avoid arrest. Competition between gangs often led to violent fighting. In Chicago, gangster Al “Scarface” Capone murdered his rivals to gain control of the alcohol trade. By 1927 Capone was earning more than \$60 million a year from his illegal businesses.

## Historical Source

### Prohibition

Agents of federal and state governments tried to enforce the Eighteenth Amendment against great odds. They usually destroyed any liquor that they found. This photograph shows an illegal barrel of beer being broken with an ax. More illegal beer and liquor would soon turn up, however. Faced with a lack of public support and an impossible task of enforcing the ban on alcohol, prohibition was repealed with the Twenty-First Amendment in 1933.



### Analyze Historical Sources

Why was enforcing prohibition such a hard task?

By the end of the decade, the nation was weary of the effects and impact of prohibition. The law had reduced alcohol consumption but had not stopped Americans from drinking. Prohibition had also created new ways for criminals to grow rich. Without government supervision of alcohol production, much of the alcohol consumed in speakeasies was more dangerous than what had been produced before prohibition. Many people came to believe that it would be better to have a legal alcohol trade that the government could monitor. In 1933 state and federal governments responded with the **Twenty-First Amendment**. This amendment ended prohibition. It made the manufacture and sale of alcohol legal again, but laws today still regulate drinking. The National Minimum Drinking Age Act of 1984 raised the minimum drinking age from 18 to 21 in every state.

**Religious Ideals** Youth culture of the 1920s and prohibition's failure concerned many religious leaders and religious groups. They saw these changes as movements away from **traditional** values. This led to a Protestant religious movement known as **fundamentalism**. Fundamentalism was characterized by the belief in a literal, or word-for-word, interpretation

**Academic Vocabulary**  
traditional  
customary,  
time-honored

## Historical Sources

### The Scopes Trial

The focus of the Scopes trial was whether or not John Scopes had broken the law. Prosecution witness **William Jennings Bryan**, however, saw the conflict as one between science and faith.

*"Science is a magnificent force, but it is not a teacher of morals. It can perfect machinery, but it adds no moral restraints to protect society from the misuse of the machine. . . . The [Scopes] case has assumed the proportions of a battle-royal [a struggle involving many people] between unbelief that attempts to speak through so-called science and the defenders of the Christian faith."*

—William Jennings Bryan,  
from Bryan's Last Speech:  
*Undelivered Speech to the Jury  
in the Scopes Trial*

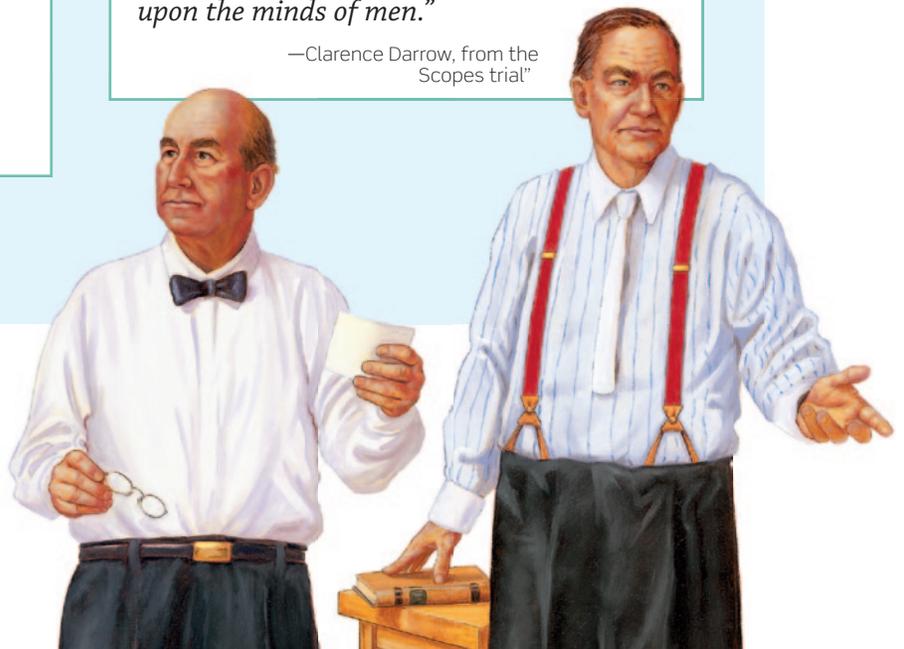
**Clarence Darrow** saw the conflict as a battle over free speech.

*"If today you can take a thing like evolution and make it a crime to teach it in the public school, tomorrow you can make it a crime to teach it in the private schools, and the next year you can make it a crime to teach it . . . in the church. At the next session you may ban books and the newspapers. Soon you may set Catholic against Protestant and Protestant against Protestant, and try to foist [force] your own religion upon the minds of men."*

—Clarence Darrow, from the  
Scopes trial"

### Analyze Historical Sources

Why did Darrow believe the Scopes trial was about free speech?



of the Bible. Popular preachers like Aimee Semple McPherson used the radio and modern marketing tools to draw followers. Fundamentalism was especially strong in rural areas and small towns. In these areas, people often blamed society's problems on the culture of urban areas.

Many fundamentalists believed that modern scientific theories conflicted with the teachings of the Bible. This included theories such as Charles Darwin's theory of evolution. Darwin's theory states that species evolve over time by adapting to their environment. To fundamentalists, this contradicted the biblical account of how the world was made. They opposed the teaching of evolution in public schools. Many cities and states passed laws to prevent the teaching of evolution.

In May 1925 a Dayton, Tennessee, high school science teacher named John T. Scopes was put on trial for teaching evolution. This became known as the **Scopes trial**. The fact that famous Americans represented each side heightened national interest in the event. Criminal attorney Clarence Darrow led the ACLU defense team. Three-time presidential candidate William Jennings Bryan assisted the prosecution.

Over live radio, Darrow and Bryan attacked each other's ideas. After more than a week on trial, Scopes was convicted and fined \$100 for breaking the law. The state supreme court later overturned his conviction, but the debate over evolution continued.

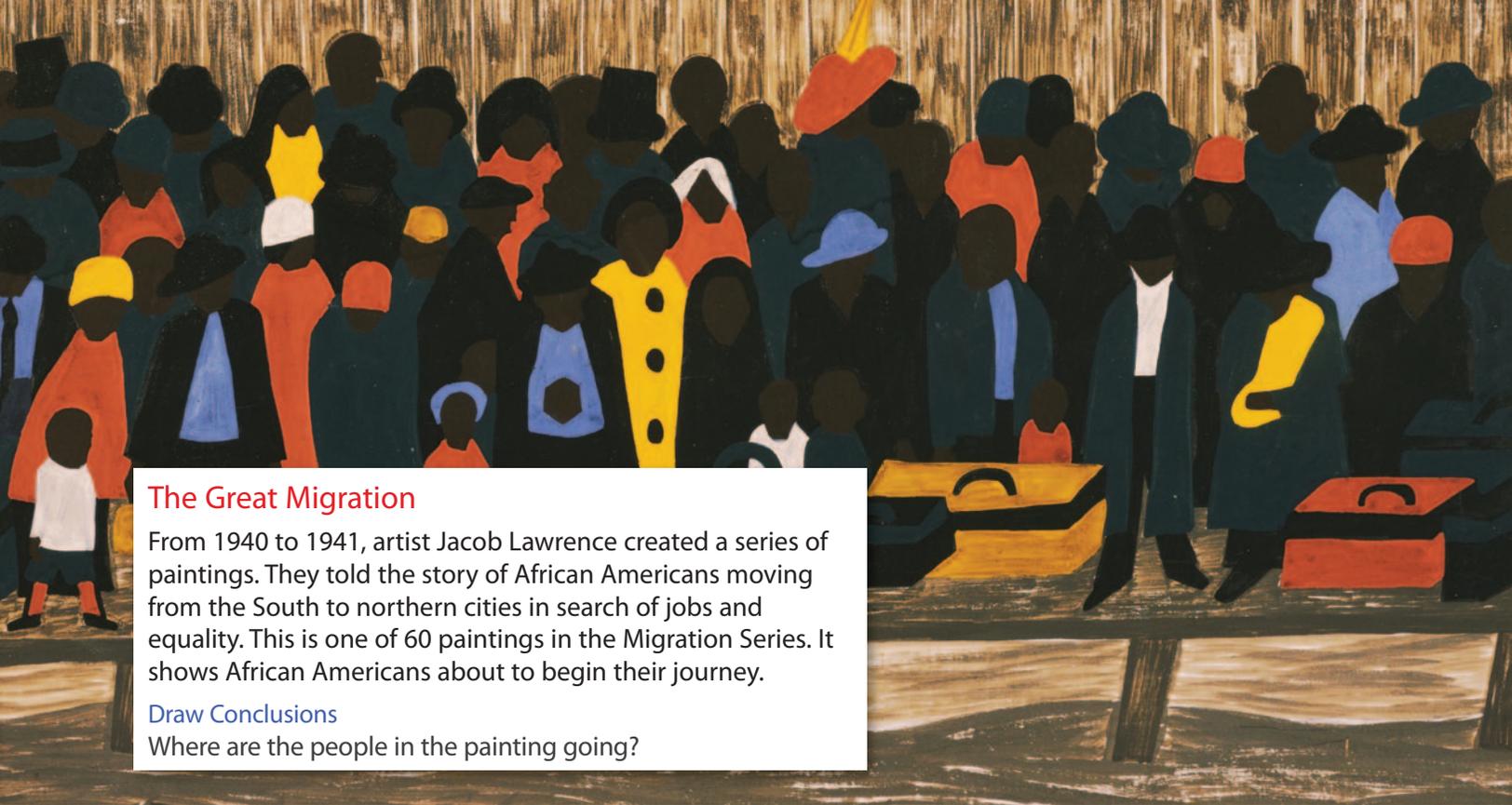
**Reading Check**  
Analyze Information  
What cultural conflict did the Scopes trial represent?

## Minority Rights

During World War I large numbers of African Americans began leaving the South to take jobs in northern factories. This movement, or migration, continued during the economic boom of the 1920s. It was called the **Great Migration**. While African Americans found jobs in the North, they did not escape racism. During the Great Migration, northern cities, such as New York City, grew.

**Racial Tensions** The economic recession that followed the war led to increased racial tensions. Many white laborers feared the competition for jobs. Several race riots broke out. In 1919, a race riot in Chicago left 38 dead. This riot was considered the worst of the approximately 25 riots that occurred during the Red Summer of 1919. In 1921 a group of whites attacked a community of African Americans in Tulsa, Oklahoma. This resulted in the businesses and homes of the Greenwood District being destroyed. At that time the Greenwood District was the wealthiest black community in the United States.

The Silent Parade, also called the Silent March or the Silent Protest Parade, happened on July 28, 1917, in New York City. The parade was partially a response to the East St. Louis riots in May and July 1917. White mobs killed between 40 and 250 blacks in these riots. In the Silent Parade between 8,000 and 10,000 African Americans marched. They protested lynching and anti-black violence. The National Association for the Advancement of Colored People, or NAACP, organized the parade. This was one of the first parades of this kind in New York City. It was also one of the first instances of blacks publicly demonstrating for civil rights.



## The Great Migration

From 1940 to 1941, artist Jacob Lawrence created a series of paintings. They told the story of African Americans moving from the South to northern cities in search of jobs and equality. This is one of 60 paintings in the Migration Series. It shows African Americans about to begin their journey.

### Draw Conclusions

Where are the people in the painting going?

Racial tensions and fear of foreigners helped give rise to a new form of the Ku Klux Klan. This racist group had terrorized African Americans during Reconstruction. The new Klan harassed Catholics, Jews, and immigrants, as well as African Americans. It also worked against urbanization, women's rights, and modern technology. By the mid-1920s the Klan had more than 5 million members. It had become an influential force in American politics. Its influence then began to decline as news of financial corruption became public.

**Protecting Rights** People who were the targets of the Klan's hatred found new ways to protect their rights. In 1922, for example, the NAACP began placing advertisements in newspapers. The ads presented the harsh facts about the large number of lynchings taking place across the South.

Another way minorities tried to protect their rights was to strengthen their culture. During the 1910s and 1920s, **Marcus Garvey** encouraged black people around the world to express pride in their culture. Garvey argued that black people should build their own businesses and communities to establish economic independence. These ideas were the basis of a movement known as black nationalism. The *New York Amsterdam News* praised Garvey's work, saying he "made black people proud of their race."

Hispanic Americans also organized to fight prejudice and promote civil rights. In 1929 Mexican American leaders met in Corpus Christi, Texas, to form the League of United Latin American Citizens (LULAC). This group worked to end unfair treatment such as segregation in schools and voting restrictions.

Most Native Americans lacked the legal protections of citizenship and the right to vote because they were not citizens of the United States. The

## Marcus Garvey 1887–1940

Marcus Garvey grew up in Jamaica and moved to the United States in 1916. A talented speaker, he quickly became one of the country's most famous and controversial black leaders. His newspaper *Negro World* promoted the idea of building an independent black economy. To encourage worldwide trade among black people, he created the Black Star Steamship Line. Some black leaders, including W.E.B. Du Bois, considered Garvey's ideas dangerous and extremist. After a series of legal problems related to his steamship company, Garvey was arrested in 1922 and was later deported.



### Make Inferences

How did Marcus Garvey try to help African Americans?

**Reading Check**  
**Find Main Ideas**  
 How did minorities react to discrimination in the 1920s?

fact that thousands of Native Americans had performed military service in World War I helped bring about change. In 1924 Congress passed the Indian Citizenship Act. The act granted citizenship to all Native Americans. However, the federal government also attempted to buy or take back some of the reservation lands. Native Americans successfully organized to stop these attempts, which were part of a larger effort to encourage Indians to adopt the culture of white Americans.

**Summary and Preview** Americans saw many conflicts as their culture changed. In the next lesson you will learn about entertainment and the arts in the 1920s.

## Lesson 2 Assessment

### Review Ideas, Terms, and People

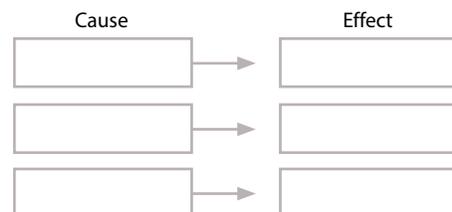
1. **a. Recall** How did flappers express their freedom?  
**b. Elaborate** How were young people of the 1920s more independent than their parents?
2. **a. Identify** What caused the Red Scare, and what was its result?  
**b. Explain** Describe the results of the immigration laws of the 1920s.
3. **a. Recall** What kinds of social conflicts developed during the 1920s?  
**b. Describe** What did the Twenty-First Amendment accomplish?  
**c. Analyze** How did fundamentalism influence the Scopes trial?
4. **a. Identify** How did minorities fight for their rights in the 1920s?

**b. Recall** What was the Great Migration?

**c. Draw Conclusions** Why did Marcus Garvey call for African Americans to build their own businesses?

### Critical Thinking

5. **Identify Cause and Effect** In this lesson you learned about the social changes that took place in the 1920s. Create a chart similar to the one below and use it to identify the causes and effects of several changes in American society.



# The Jazz Age

## The Big Idea

Musicians, artists, actors, and writers contributed to American popular culture in the 1920s.

## Main Ideas

- Radio and movies linked the country in a national culture.
- Jazz and blues music became popular nationwide.
- Writers and artists introduced new styles and artistic ideas.

## Key Terms and People

talkie  
Jazz Age  
Harlem Renaissance  
Langston Hughes  
Lost Generation  
expatriates  
Georgia O'Keeffe

## If YOU were there . . .

The year is 1924. The New York Giants are playing the Washington Senators in the World Series. You just bought your first radio, and you are listening to an announcer describe the tense action as the seventh and deciding game goes into extra innings. You used to have to wait to read about the games in the newspaper. Now you can follow your favorite team pitch by pitch!

**What other forms of entertainment could the radio bring to you?**

## A National Culture

On November 2, 1920, KDKA, the first commercial radio station, announced that Warren Harding had won the presidential election held that day. Just one year later, stations broadcast the action from the 1921 World Series. One newspaper writer predicted, "It might not be too long before farmers at the four corners of the Union may sit in their own houses and hear the president of the United States." Such an event seemed amazing to Americans in the early 1900s. But it quickly became a reality. Soon, hundreds of radio stations began broadcasting all over the United States.

National radio networks, such as the National Broadcasting Company (NBC) and Columbia Broadcasting System (CBS), allowed people all over the country to listen to the same programs. People suddenly had access to music, news, weather reports, children's bedtime stories, sports broadcasts, and political speeches without leaving their homes. Business owners loved this technology. It allowed their advertisements to reach millions of listeners. Radio helped build a new national culture by allowing Americans everywhere to share common experiences.

Movies also became a major national passion in the 1920s. Early motion pictures had no sound. However, they opened a new world of exciting adventures for audiences. People packed theaters to see Westerns, romances, and

stories about bootlegging gangsters. The 1927 movie *The Jazz Singer* thrilled movie fans. In the movie, actor Al Jolson shouted the line “You ain’t heard nothin’ yet!” This was the first **talkie**, or motion picture with sound.

The movies quickly became big business. By the end of the decade, Americans were buying 95 million movie tickets each week. This was an amazing figure, considering that the U.S. population was only 123 million.

Young movie fans copied hair and clothing styles of movie stars. Fans felt a personal connection to stars like Douglas Fairbanks, Charlie Chaplin, and Mary Pickford, who was known as “America’s Sweetheart.” Few fans at the time realized that Pickford was also a smart businesswoman. She was one of the highest paid actors in Hollywood and a founder of United Artists, one of the nation’s most successful film companies.

Movie stars were not the only national heroes. Fans packed baseball stadiums to watch the great players of the 1920s, especially George Herman “Babe” Ruth. Ruth shattered home-run records, drawing thousands of new fans to the sport. Because baseball was segregated, African American players and business leaders started their own league. Negro League stars such as Satchel Paige and Josh Gibson are considered to be among the best baseball players in history.

Fans always loved to see athletes break records. In 1926 American swimmer Gertrude Ederle became the first woman to swim the English Channel between England and France. Ederle beat the men’s world record by almost two hours.

Pilots also became national heroes in the 1920s. Charles Lindbergh dominated the national news in 1927. He completed the first nonstop solo flight across the Atlantic Ocean, traveling from New York to Paris. A few years later, Amelia Earhart became the first woman to fly solo across the Atlantic.

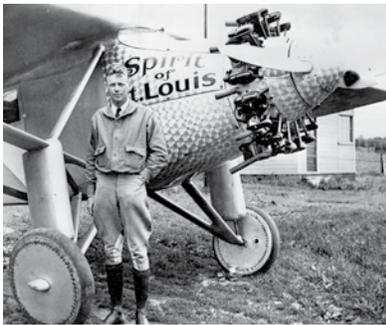
New ideas like psychoanalysis became more popular. Developed by physician Sigmund Freud, psychoanalysis is a method for examining human behavior to find out why people behave the way they do.

## Popular Music

With a booming economy and exciting forms of entertainment, the 1920s became known as the Roaring Twenties. An explosion in the popularity of jazz music gave the decade another nickname—the **Jazz Age**.

Jazz developed in New Orleans. African American musicians in this city blended spirituals with European harmonies and West African rhythms. When African Americans moved north during the Great Migration, they brought their music with them.

As with many new forms of popular culture, jazz sparked arguments between older and younger generations. “When my grandmother found out that I was playing jazz music . . . she told me that I had disgraced the family,” remembered “Jelly Roll” Morton, an early jazz composer. But young Americans loved the music and the wild, fast-paced dances that went along with it. Dance crazes sweeping the nation included the Charleston, the Toddle, and the Shimmy. New magazines arose that taught dance steps to subscribers.



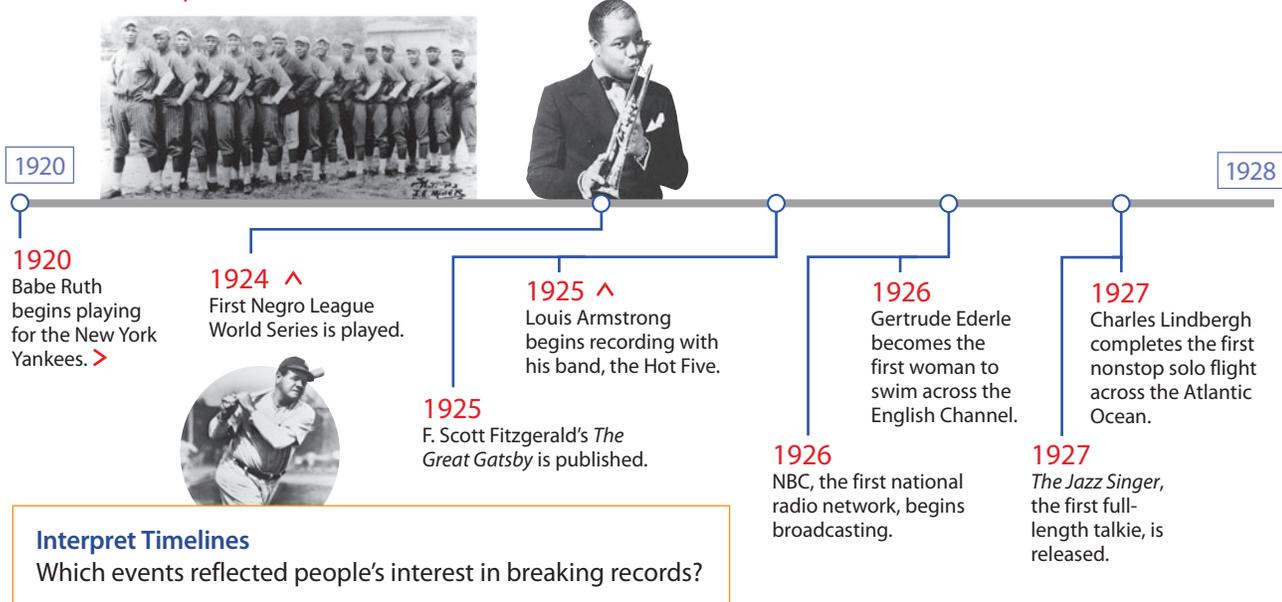
Charles Lindbergh specially modified his plane, the *Spirit of St. Louis*, for his transatlantic flight.

### Reading Check

#### Summarize

How did American culture change during the 1920s?

## Timeline: Popular Culture of the 1920s



### Academic Vocabulary

**innovation** a new idea or way of doing something

### Reading Check

**Find Main Ideas** Where did jazz originate, and what musical styles influenced it?

Jazz musicians such as Louis Armstrong experimented with various sounds and rhythms to create a new kind of music. Armstrong, who played the trumpet, was known for his solo numbers. His method of stepping out from the band to perform a solo was an **innovation** that is still copied by musicians today. Another major figure of the Jazz Age was conductor and composer Edward “Duke” Ellington. His “big band” sound blended many instruments together in songs such as “Take the A Train.” Ellington described the exciting life of Jazz Age musicians in New York City:

“A lot of guys liked to play so much that in spite of being on a regular job, they’d still hire out to work matinees, or breakfast dances. . . . Nobody went to bed at nights and round three or four in the mornings you’d find everyone making the rounds bringing their horns with them.”

—Duke Ellington, quoted in *Reminiscing in Tempo*, by Stuart Nicholson

Blues music came from the rural South of the Mississippi delta. It also gained national popularity in the 1920s. Blues began as an expression of the suffering of African Americans during slavery. One of the leading blues singers of the 1920s was Bessie Smith, nicknamed the Empress of the Blues. “She had music in her soul,” said Louis Armstrong.

## Writers and Artists

As new forms of music were being created, writers and artists were also reshaping culture. Many works of the 1920s are still admired today.

**The Harlem Renaissance** Many of the African Americans who came north in the Great Migration built a thriving community in the Harlem neighborhood of New York City. This community became the center of the **Harlem Renaissance**, a period of African American artistic accomplishment. Artists of the Harlem Renaissance celebrated the cultural traditions and the life experiences of African Americans.

Harlem Renaissance writers included **Langston Hughes** and Claude McKay. Hughes produced poems, plays, and novels about African American life. His works often incorporated African American slang and jazz rhythms. McKay was a poet and activist. He spoke out against racial discrimination and called on African Americans to stand up against lynchings and other violence. Another important writer of the Harlem Renaissance was Zora Neale Hurston. Her novels, such as *Their Eyes Were Watching God*, reflected the experiences of African American women.

**The Lost Generation** Other Americans also wrote of their experiences living in the United States and in places around the world. Soon after he graduated from high school in Illinois, Ernest Hemingway volunteered as an ambulance driver in World War I. Hemingway called the war “the most colossal, murderous, mismanaged butchery that had ever taken place on earth.” He began writing short stories and novels. Soon, he gained fame for his powerful and direct writing. Hemingway was among a group of young American writers who expressed disillusionment in the American society. They felt it denied them a voice in their own futures. Author Gertrude Stein called these writers “a lost generation.” Writers who criticized American society in the 1920s thus became known as the **Lost Generation**.

Many members of the Lost Generation moved to Paris in the 1920s. They formed a community of **expatriates**—people who leave their home country to live elsewhere. Hemingway wrote about the expatriate community in his best-selling novel *The Sun Also Rises*. Another Lost Generation writer was F. Scott Fitzgerald, who wrote *The Great Gatsby*. His novel focused on what he saw as the loss of morality behind the seemingly fun and free-spirited times of the Jazz Age. Another writer of the time, Sinclair Lewis, became the first American to receive the Nobel Prize in literature.

## Historical Sources

### America

In one of his most celebrated poems, Claude McKay expressed his conflicted feelings about the United States. The poem describes how he feels resentment, love, and admiration for the country all at the same time.

#### Analyze Historical Sources

Who do you think McKay is referring to when he speaks of “her”?

*“Although she feeds me bread of bitterness,  
And sinks into my throat her tiger’s tooth,  
Stealing my breath of life, I will confess  
I love this cultured hell that tests my youth!  
Her vigor flows like tides into my blood,  
Giving me strength erect against her hate.  
Her bigness sweeps my being like a flood.  
Yet as a rebel fronts a king in state,  
I stand within her walls with not a shred  
Of terror, malice, not a word of jeer.  
Darkly I gaze into the days ahead,  
And see her might and granite wonders there,  
Beneath the touch of Time’s unerring hand,  
Like priceless treasures sinking in the sand.”*

## Georgia O'Keeffe 1887–1986

Georgia O'Keeffe grew up in Wisconsin and studied art in Chicago and New York. While teaching art at a college in Canyon, Texas, she would sometimes hike in Palo Duro Canyon, where she sketched scenes of amazing colors and rock formations. This was the start of a lifelong fascination with the beauty of the desert landscape. O'Keeffe lived much of her life in rural New Mexico, where many of her paintings were created. Animal bones, rocks, and desert flowers fill her works. She would often paint these objects in close-up view, showing tiny details. O'Keeffe said, "Most people in the city rush around so, they have no time to look at a flower. I want them to see it whether they want to or not."



### Find Main Ideas

How did Georgia O'Keeffe's life influence her painting?

**Reading Check**  
Compare and Contrast How were the artists of the Harlem Renaissance and the Lost Generation similar and different?

**New Directions in Art** Painters were also experimenting with new artistic styles in the 1920s. Edward Hopper painted images of the loneliness of modern urban life. **Georgia O'Keeffe** was well known for her detailed paintings of flowers and of the Southwest.

Architects of the 1920s embraced a style they called art deco. Buildings constructed in this style had clean, sharp lines that resembled machines. Today, art deco skyscrapers still stand out in American skylines. New York City's Chrysler and Empire State Buildings are examples of art deco style.

In 1929, the Museum of Modern Art in New York City was founded. Photography was also being accepted as an art form during this time.

**Summary and Preview** Americans became interested in new forms of entertainment and art in the 1920s. In the next module you will learn about how life changed in the 1930s.

## Lesson 3 Assessment

### Review Ideas, Terms, and People

- a. Recall** What new forms of entertainment dominated American society during the 1920s?

**b. Identify** What was the first talkie?
- a. Explain** Why were the 1920s called the Jazz Age?

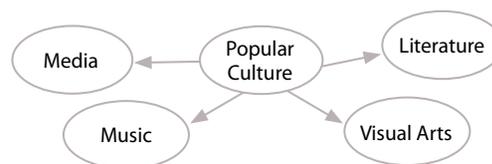
**b. Make Inferences** Why do you think jazz music became so popular?
- a. Recall** How did writers and artists express new ideas during the 1920s?

**b. Describe** What did the Lost Generation writers express in their works?

**c. Predict** How might the artists of the Harlem Renaissance influence African American artists of later generations?

### Critical Thinking

- 4. Categorize** In this lesson you learned about the popular culture in the 1920s. Create a chart similar to the one below and use it to categorize examples of popular culture in the 1920s.



# Social Studies Skills

## Compare Graphs

### Define the Skill

Graphs are often a very useful way to organize historical information. They can present a large amount of detailed information clearly. Graphs can be an especially good way of showing how something like population or average income changed over time.

When information is organized in a graph, it is often easy to see patterns. Looking at two related graphs, you can compare patterns and make conclusions. For example, you can ask yourself, “Do the numbers in the graphs go up or down for the same reasons? What are the causes behind the changes shown by these graphs?”

### Learn the Skill

These guidelines will help you to compare information in two or more graphs.

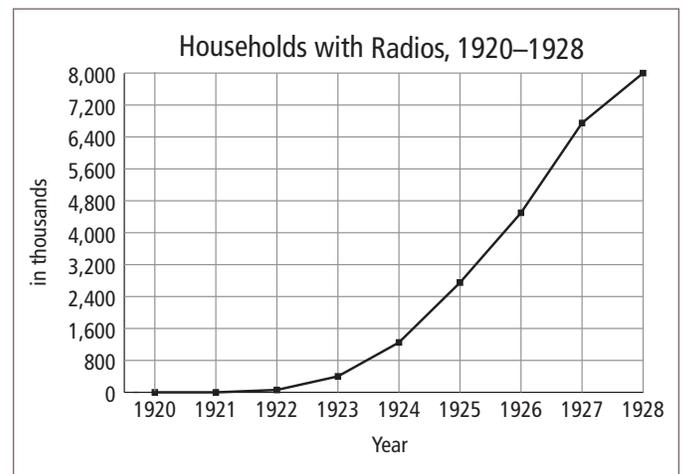
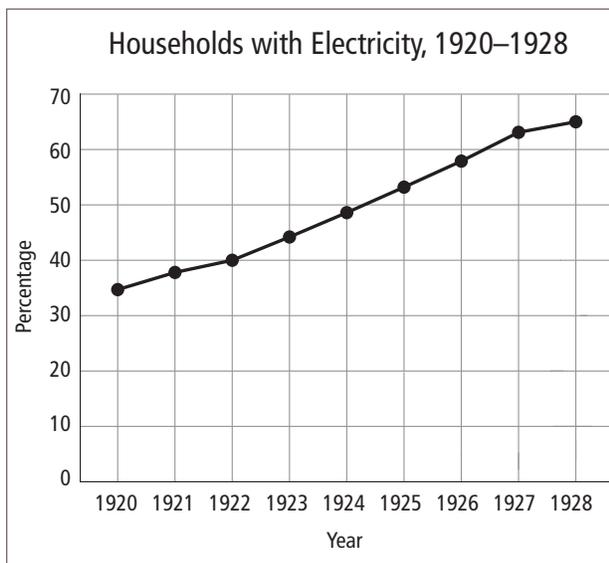
1. Use your basic graph-interpreting skills. Identify each graph’s subject, purpose, and type. Study its parts and categories.

2. Analyze the data in each graph. Then compare any increases, decreases, changes, or patterns you find.
3. Finally, draw conclusions about the relationship between the information in each graph. Think about what could cause such relationships. It will probably help you to review what you know about related events at the same time.

### Practice the Skill

Compare the graphs below to answer the following questions.

1. What are the topics of these graphs?
2. What percentage of American households had electricity in 1922? What was the first year when more than half of American households had electricity?
3. Based on the information in the graphs, draw a conclusion about how electricity changed American households.



Source: Historical Atlas of the United States

# Module 25 Assessment

## Review Vocabulary, Terms, and People

Complete each sentence by filling in the blank with the correct term or person from the module.

1. Harlem Renaissance writer \_\_\_\_\_ wrote poems, plays, and novels about African American life.
2. The United States and other nations signed the \_\_\_\_\_, which outlawed war.
3. In the \_\_\_\_\_, Clarence Darrow defended a high school teacher tried for teaching evolution.
4. The \_\_\_\_\_ repealed prohibition.
5. Writers who criticized American culture during the 1920s were known as the \_\_\_\_\_.
6. African Americans moved north for jobs during the \_\_\_\_\_.

## Comprehension and Critical Thinking

### Lesson 1

7.
  - a. **Describe** What was President Warren Harding's plan for strengthening the U.S. economy?
  - b. **Explain** What methods did Henry Ford's competitors use to attract customers?
  - c. **Elaborate** What do you think might have made the Kellogg-Briand Pact more effective?

### Lesson 2

8.
  - a. **Recall** What was the Red Scare?
  - b. **Analyze** What are some reasons women had more opportunities in the 1920s?
  - c. **Evaluate** Would you have become involved in the youth culture if you had lived during the 1920s? Why or why not?

### Lesson 3

9.
  - a. **Identify** What were talkies?
  - b. **Explain** How did African Americans play an important role in Jazz Age culture?
  - c. **Predict** How do you think new aspects of American culture affected life after the 1920s?

## Review Themes

10. **Society and Culture** How did the prosperity of the 1920s change American culture?
11. **Science and Technology** What new forms of technology emerged in the 1920s?

## Social Studies Skills

**Compare Graphs** Use the Social Studies Skills taught in this module to answer the question below.

12. Look back at the line graphs in the Social Studies Skills. Do you think a graph showing the number of radio stations in the United States during the 1920s would look similar to these graphs? Explain your answer.

# Module 25 Assessment, continued

## Reading Skills

**Synthesize Information** Use the Reading Skills taught in this module to answer the question below.

The number of women in the workforce continued to grow as well. Women with college degrees worked as nurses, teachers, librarians, and social workers. . . . Women were still discouraged from pursuing fields such as medicine, law, and architecture, however. By the end of the 1920s, less than 5 percent of the country's doctors, lawyers, and architects were women. The percentage was small—but it was beginning to rise.

13. Which of the following sources might have been used to synthesize the information above?
- a. a history of architecture
  - b. an instructional manual for nurses
  - c. a history of working women in the 1920s
  - d. the list of graduates from a women's college in 1910

## Focus on Writing

14. **Write a Radio Advertisement** Radio stations began to air regular broadcasts in the 1920s. Radios linked Americans from coast to coast, allowing them to hear the same programs and the same advertisements. In the 1920s Americans with means could afford to buy various products and could choose different entertainment, travel, fashion, and convenience. Choose one product that was popular in the 1920s that is mentioned in the module. Write a radio ad for that product. Think about these questions as you design your radio ad: Who is your audience? How will this product improve people's lives? What words or sounds will best describe your product? Write the dialogue for your ad, including directions for the actors. Also, include information about music or sound effects you want to use.

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ISBN 978-0-544-45414-9

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