

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

# U.S. History

# Roaring 20s

# Remediation

# 2016

## Politics of the Roaring Twenties

### Section 1

# Americans Struggle with Postwar Issues

### Terms and Names

**nativism** Suspicion of foreign-born people

**isolationism** Pulling away from world affairs

**communism** An economic system that supports government control over property to create equality

**anarchists** People who opposed any form of government

**Sacco and Vanzetti** Immigrant anarchists accused of murder

**quota system** A system that established the maximum number of people who could enter the United States from each country

**John L. Lewis** President of the United Mine Workers

### Before You Read

In the last section, you read about the end of the First World War. In this section, you will see how Americans adjusted to the end of the war.

### As You Read

Use a chart to take notes on the aftereffects of World War I.

#### POSTWAR TRENDS (Page 618)

##### *How did World War I affect America?*

World War I left much of the American public divided about the League of Nations. The end of the war hurt the economy. Returning soldiers took jobs away from many women and minorities, or faced unemployment themselves. A wave of **nativism** and **isolationism** swept over America as people became suspicious of foreigners and wanted to pull away from world affairs.

1. What attitudes became prevalent in America after WWI?

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#### FEAR OF COMMUNISM

(Pages 619–620)

##### *Why did Americans fear communism?*

Americans saw **communism** as a threat to their way of life. Communism is an economic and political system that supports government control over property to create equality. Some communists said there should be only one political party: the Communist Party. Communists came to power in Russia through violent revolution.

World War I created economic and political problems in Russia. In 1917, the Russian czar, or emperor, stepped down. Later, a group of revolutionaries called

**Section 1, continued**

Bolsheviks took power. Their leader was Vladimir I. Lenin. They established the world's first communist state. This new government called for worldwide revolution. Communist leaders wanted workers to seize political and economic power. They wanted to overthrow capitalism.

In the United States, about 70,000 people joined the Communist Party. Still, the ideas of the communists, or "Reds," frightened many people. A fear of communism, known as the "Red Scare," swept the nation.

Attorney General A. Mitchell Palmer set up an agency in the Justice Department to arrest communists, socialists, and anarchists, who opposed all forms of government. (The agency later became the Federal Bureau of Investigation, or FBI.)

Palmer's agents trampled on people's civil rights. Many radicals were sent out of the country without trial. But Palmer found no evidence of a plot to overthrow the government. Many suffered because of abuses of power during the Red Scare. One case involved two Italian immigrants, Nicola Sacco and Bartolomeo Vanzetti. Sacco and Vanzetti were arrested for robbery and murder in Massachusetts. They admitted they were anarchists. But they denied committing any crime. The case against them was weak. But they were convicted anyway. Many people protested the conviction. They believed it was based on a fear of foreigners. Sacco and Vanzetti were executed in 1927.

2. How did Americans show their fear of communism?

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**LIMITING IMMIGRATION**

(Pages 620–623)

**How did Americans show their Nativist feelings?**

Some Americans used the Red Scare as an excuse to act against any people who were different. For example, the Ku Klux Klan, which had threatened African Americans during Reconstruction, revived.

Now the Klan turned against blacks, Jews, Roman Catholics, immigrants, and union leaders. They used violence to keep these groups "in their place." The Klan briefly gained political power in several states.

As a result of nativism, or anti-immigrant feelings, Congress passed the Emergency Quota Act of 1921. It established a **quota system**. This set a limit on how many immigrants from each country could enter the United States every year. In 1924, a new quota limited immigration from Eastern and Southern Europe, mostly Jews and Roman Catholics.

The 1924 law also banned immigration from Japan. People from the Western Hemisphere still entered the United States in large numbers.

3. What was the quota system?

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**A TIME OF LABOR UNREST**

(Pages 623–624)

**What were the three major strikes of 1919?**

Strikes were not allowed during World War I because they might have hurt the war effort. But in 1919, three important strikes occurred.

**Section 1, continued**

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Boston police officers went on strike for a living wage. The cost of living had doubled since their last raise.

Massachusetts governor Calvin Coolidge used force to put down the strike.

A strike by steelworkers began at U.S. Steel Corporation. Workers demanded the right to join unions, which employers prohibited. In 1923, a report revealed the harsh conditions in steel mills. Public opinion turned against the steel companies, and workers were given an eight-hour day. But they still had no union.

A more successful strike was led by **John L. Lewis**, the president of the United Mine Workers. When Lewis's workers closed the coal mines, President Wilson tried to help to settle the dispute between the miners and mine owners. The miners got higher wages, but they did not get shorter hours.

In 1925, A. Philip Randolph founded the Brotherhood of Sleeping Car Porters, an African-American union of railroad workers. But few blacks belonged to other unions. Overall, the 1920s was a bad time for unions. Union membership declined from 5 million to 3.5 million for the following reasons: (1) immigrants were willing to work in poor conditions, (2) language barriers made organizing people difficult; (3) farmers who had migrated to cities were used to relying on themselves, and (4) most unions excluded African Americans.

4. Why did union membership decline?

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**The Roaring Life of the 1920s****Section 1****Changing Ways of Life****Terms and Names**

**Prohibition** The era that prohibited the manufacture and sale of alcoholic beverages

**speakeasy** Hidden saloons and nightclubs that illegally sold liquor

**bootlegger** Smugglers who brought alcohol in from Canada and the Caribbean

**fundamentalism** Religious movement based on the belief that everything written in the Bible was literally true

**Clarence Darrow** Famous trial lawyer

**Scopes trial** Trial of John Scopes for teaching evolution

**Before You Read**

In the last section, you learned about American business in the 1920s. In this section, you will read about new lifestyles and values that emerged in the 1920s.

**As You Read**

Use a diagram to show how the government attempted to deal with problems thought to stem from alcohol use and with the teaching of evolution.

**RURAL AND URBAN DIFFERENCES**

(Pages 640–643)

**What was Prohibition?**

The 1920 census showed a change in America. For the first time, more Americans lived in large towns and cities than in small towns and on farms.

The values that most Americans had grown up with were small-town values. They included conservative social standards, hard work, thriftiness, and close families. People knew their neighbors and followed the teachings of their churches.

By the 1920s, urbanization, or the movement of Americans from rural areas to the cities, had increased. New York, Chicago, and Philadelphia had become huge cities. There were over 65 cities with more than 100,000 people. Two million

people a year left their farms and small towns for the cities.

Urban values began to dominate the nation. Life in big cities was different from in small towns. People with different backgrounds came into contact with one another.

City people were more open to new ideas in art, science, and politics. They went out at night. They were more tolerant of drinking and gambling. Life was fast-paced. Sometimes it was impersonal and lonely. Many people who were new to city life found it hard to adjust.

One clash between small-town and city values led to an era known as **Prohibition**. Prohibition was the ban on alcoholic beverages set forth in the Eighteenth Amendment. It took effect in 1920. Most

Section 1, *continued*

support for prohibition came from religious rural white Protestants.

Even though it was the law, the effort to stop drinking was doomed. The government did not have enough officers to enforce it. People made their own alcohol illegally.

In cities, even respectable middle-class people flocked to **speakeasies**. These were hidden saloons and nightclubs that served liquor illegally.

People also bought liquor from **bootleggers**, or smugglers who brought it in from Canada and the Caribbean. Bootleggers created a chain of corruption by bribing police officers and judges.

Prohibition caused a general disrespect for the law. It also caused a great deal of money to flow out of lawful businesses and into organized crime. Underworld gangs took control of the illegal liquor business. The most famous gang was headed by Chicago's Al Capone. Chicago became known for bloody gang killings.

This rise in crime and violence led many people to demand the repeal of prohibition. By the middle of the decade, only 19 percent of Americans supported it. Prohibition was repealed by the Twenty-first Amendment in 1933.

1. How did prohibition affect the nation?

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**SCIENCE AND RELIGION CLASH**

(Pages 644–645)

**What was the Scopes Trial?**

During the 1920s, the nation saw the rise of Christian **fundamentalism**. This religious movement was based on the belief that everything written in the Bible was literally true. Fundamentalists rejected the growing trust in science that most

Americans had. They were also against the religious faiths of other people, especially immigrants.

These beliefs led fundamentalists to reject Charles Darwin's theory of evolution. According to that theory, plant and animal species had developed over millions of years.

Fundamentalists believed that the Bible was correct in stating that the world and all its plants and animals were created by God in six days. They did not want evolution taught in schools.

Fundamentalist preachers drew large crowds to religious revivals, especially in the South and West. Fundamentalists also gained political power. In 1925, Tennessee passed a law making it a crime to teach evolution.

Many people opposed this law. The American Civil Liberties Union (ACLU) promised to defend in court any teacher who would challenge the law.

John Scopes, a young biology teacher from Dayton, Tennessee, challenged the law. He openly taught about evolution. He was arrested, and his case went to trial. The ACLU hired **Clarence Darrow**, the most famous trial lawyer in the nation, to defend Scopes. William Jennings Bryan was the prosecutor.

Scopes was guilty because he broke the law. But the trial was really about evolution. It was also about religion in schools. Reporters came from all over the world to cover the **Scopes trial**. Huge crowds gathered.

The highlight of the trial was when William Jennings Bryan took the stand. Darrow questioned Bryan until Bryan said that while the earth was made in six days, they were "not six days of 24 hours." Bryan was admitting that the Bible could be interpreted in different ways.

Section 1, *continued*

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Even so, Scopes was found guilty. His conviction was later overturned by the state Supreme Court. But the ban on teaching evolution remained a law in Tennessee.

2. How did fundamentalist beliefs lead to the Scopes trial?

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**Section 1, continued**

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As you read about how the 1920s reflected conflicts and tensions in American culture, take notes to answer the questions below.

**In January 1920, Prohibition went into effect.**

1. a. Who tended to be supporters of Prohibition at this time?          b. Why did they support it?	2. a. Who tended to be opponents of Prohibition at this time?          b. Why did they oppose it?
3. Why was Prohibition repealed?	

**In July 1925, Clarence Darrow and William Jennings Bryan faced each other in the Scopes trial.**

4. a. Who were Darrow's main supporters?          b. Why did they support him?	5. a. Who were Bryan's main supporters?          b. Why did they support him?
6. What was the outcome of the case?	



**The Roaring Life of the 1920s****Section 2****The Twenties Woman****Terms and Names**

**flapper** Young woman who embraced the new fashions and values of the 1920s

**double standard** Set of principles granting one group more freedom than another group

**Before You Read**

In the last section, you read about some lifestyle changes in the 1920s.

In this section, you will learn how women's lives changed during the 1920s.

**As You Read**

Use a web diagram to take notes on the changes women experienced in the 1920s.

**YOUNG WOMEN CHANGE THE RULES (Pages 646–647)****What was a flapper?**

In some ways, the spirit of the twenties was a reaction to World War I. Many young soldiers had witnessed horrible events in Europe. This led them to rebel against traditional values. They wanted to enjoy life while they could.

Young women also wanted to take part in the rebellious, pleasure-loving life of the twenties. Many of them demanded the same freedom as men.

The new urban culture also influenced many women. Their symbol was the **flapper**. She was an emancipated young woman. She held new independent attitudes and liked the sophisticated new fashions of the day.

She wore make-up, short skirts, short hair, and more jewelry than would have been proper only a few years before. She often smoked cigarettes and drank alcohol in public. She went dancing to new, exciting music.

Other attitudes changed, too. Many young men and women began to see marriage as more of an equal partnership.

At the same time, churches and schools protested the new values. The majority of women were not flappers. Many people felt torn between the old values and the new ones.

One result of this clash between old values and the image of the flapper was the **double standard**. This was a set of principles or values generally accepted by society. One American double standard allowed men to have greater sexual freedom than women. Women still had to observe stricter standards of behavior than men did.

1. How did the flapper represent the spirit of the twenties?

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Section 2, *continued*

**WOMEN SHED OLD ROLES AT HOME AND AT WORK**

(Pages 647–649)

**How did women's roles change?**

Many women had gone to work outside the home during World War I. This trend continued in the twenties. But their opportunities had changed after the war. Men returned from the war and took back traditional "men's jobs." Women moved back into the "women's professions" of teaching, nursing, and social work.

Big business provided another role for women: clerical work. Millions of women became secretaries. Many others became salesclerks in stores. Many women also worked on assembly lines in factories. By 1930, 10 million women had paid jobs outside the home. This was almost one-fourth of the American work force.

Women did not find equality in the workplace. Few women rose to jobs in management. Women earned less than men. Men regarded women as temporary workers whose real job was at home keeping house and raising children. In the twenties, patterns of discrimination against women in the business world continued.

Family life changed, too. Families had fewer children. Electrical appliances made

housework easier. Many items that had been made at home—from clothing to bread—could now be bought ready-made in stores.

Public agencies took over some family responsibilities, too. They provided services for the elderly and the sick. Nevertheless, most women remained homemakers. Some women had to work and also run their homes. It was hard for them to combine these roles.

In the 1920s, marriages were more often based on romantic love than arranged by families. Children were no longer part of the work force. They spent their days in school and other activities with people of their own age. Peer pressure began to be an important influence on teens' behavior. This reflected the conflict between traditional attitudes and modern ways of thinking.

2. Describe two changes in women's roles in the workplace.

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**Section 2, *continued***

As you read about women's changing roles in the 1920s, fill out the chart by writing notes in the appropriate spaces.

<b>Social Life in the 1920s</b>	
1. Note two ways women's fashions changed.	
2. Note two ways women's social behavior changed.	
3. Note two words that describe the attitude reflected by these changes.	

<b>Work and Home Life in the 1920s</b>	
4. Note one way women's work opportunities improved.	
5. Note two ways women's home and family life improved.	

6. Note three negative effects that accompanied women's changing roles in the 1920s.	
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## The Roaring Life of the 1920s

### Section 4

# The Harlem Renaissance

## Terms and Names

- James Weldon Johnson** Poet and civil rights leader  
**Marcus Garvey** Black nationalist leader  
**Harlem Renaissance** African-American artistic movement  
**Claude McKay** Poet  
**Langston Hughes** Poet  
**Zora Neale Hurston** Anthropologist and author  
**Paul Robeson** Actor, singer, and civil-rights leader  
**Louis Armstrong** Jazz musician  
**Duke Ellington** Jazz musician  
**Bessie Smith** Blues singer

## Before You Read

In the last section, you read about education and popular culture in the 1920s. In this section, you will learn about the Harlem Renaissance.

## As You Read

Use a chart to take notes on the achievements of the Harlem Renaissance.

### AFRICAN-AMERICAN VOICES IN THE 1920S (Pages 658–660)

#### How did African Americans approach civil rights in the 1920s?

Between 1910 and 1920, hundreds of thousands of African Americans had moved from the South to the big cities of the North. This was called the Great Migration. It was a response to racial violence and economic discrimination against blacks in the South. By 1929, 40 percent of African Americans lived in cities. As a result, racial tensions increased in Northern cities. There were race riots.

The National Association for the Advancement of Colored People (NAACP) worked to end violence against

African Americans. W. E. B. Du Bois led a peaceful protest against racial violence.

The NAACP also fought to get laws against lynching passed by Congress. **James Weldon Johnson**, a poet and lawyer, led that fight. While no law against lynching was passed in the twenties, the number of lynchings gradually dropped.

**Marcus Garvey** voiced a message of black pride that appealed to many African Americans. Garvey thought that African Americans should build a separate society. He formed a black nationalist group called the Universal Negro Improvement Association (UNIA).

Garvey promoted black-owned businesses. He also urged African

Section 4, *continued*

Americans to return to Africa to set up an independent nation.

1. How did the NAACP and Marcus Garvey's followers respond to racial discrimination?

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**THE HARLEM RENAISSANCE  
FLOWERS IN NEW YORK**

(Pages 660–663)

**What was the Harlem Renaissance?**

In the 1920s, many African Americans moved to Harlem, a section of New York City. So did blacks from the West Indies, Cuba, Puerto Rico, and Haiti. Harlem became the world's largest black urban community.

This neighborhood was also the birthplace of the **Harlem Renaissance**. This literary and artistic movement celebrated African-American culture.

Above all, the Harlem Renaissance was a literary movement. It was led by well-educated middle-class blacks. They took pride in their African heritage and their people's folklore. They also wrote about the problems of being black in a white culture. An important collection of works by Harlem Renaissance writers, *The New Negro*, was published by Alain Locke in 1925.

The Harlem Renaissance produced many outstanding poets. **Claude McKay** wrote about the pain of prejudice. He urged African Americans to resist discrimination.

One of the most famous Harlem Renaissance poets was **Langston Hughes**. In the 1920s, he wrote about the daily

lives of working-class blacks. He wove the tempos of jazz and the blues into his poems.

**Zora Neale Hurston** was the most famous female writer of the Harlem Renaissance. She collected the folklore of poor Southern blacks. Hurston also wrote novels, short stories, and poems.

Music and drama were important parts of the Harlem Renaissance, too. Some African-American performers became popular with white audiences. **Paul Robeson** became an important actor and singer. He starred in Eugene O'Neill's play *The Emperor Jones* and in Shakespeare's *Othello*.

Jazz became more popular in the twenties. Early in the 20th century, musicians in New Orleans blended ragtime and blues into the new sound of jazz. Musicians from New Orleans traveled North, and they brought jazz with them. The most important and influential jazz musician was **Louis Armstrong**.

Many whites came to Harlem to hear jazz in night clubs. Edward Kennedy "**Duke**" **Ellington** led an orchestra there. He was a jazz pianist and one of the nation's greatest composers.

The outstanding singer of the time was **Bessie Smith**. Some black musicians chose to live and perform in Europe. Josephine Baker became a famous dancer, singer, and comedy star in Paris.

2. Describe the contributions of one artist of the Harlem Renaissance.

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Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**Section 4, continued**

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Name the organization with which each leader was associated. Then note their beliefs and goals as well as the tactics they believed necessary to achieve them.

<b>1. W. E. B. Du Bois and James Weldon Johnson</b> Organization: _____ Beliefs, goals, and tactics:	<b>2. Marcus Garvey</b> Organization: _____ Beliefs, goals, and tactics:
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Describe briefly what each of the following artists was known for.

<b>African-American Writers</b>
1. Claude McKay
2. Langston Hughes
3. Zora Neale Hurston

<b>African-American Performers</b>
4. Paul Robeson
5. Louis Armstrong
6. Duke Ellington
7. Bessie Smith