

CHAPTER 12 Section 1 (pages 412–418)

Americans Struggle with Postwar Issues

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 the chart below to take notes on the results of the Red Scare and labor strikes.

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

RED SCARE	LABOR STRIKES
<i>Civil rights violated</i>	<i>Coolidge used force to put down Boston police strike</i>

Postwar Trends (page 412)

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 413–414)

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 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?

Limiting Immigration (pages 414–417)

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?

A Time of Labor Unrest (pages 417–418)

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.

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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Section 1

PRIMARY SOURCE *from* Bartolomeo Vanzetti's
Speech to the Jury

When Sacco and Vanzetti were arrested for murder and robbery in Braintree, Massachusetts, many observers believed the men were convicted because of their radical political views and Italian immigrant backgrounds. What does this excerpt from Vanzetti's last statement to the jury reveal about the trial?

Yes. What I say is that I am innocent, not only of the Braintree crime but also of the Bridgewater crime. That I am not only innocent of these two crimes, but in all my life I have never stole and I have never killed and I have never spilled blood. That is what I want to say. And it is not all. Not only am I innocent of these two crimes, not only in all my life I have never stole, never killed, never spilled blood, but I have struggled all my life, since I began to reason, to eliminate crime from the earth.

Everybody that knows these two arms knows very well that I did not need to go in between the street and kill a man to take the money. I can live with my two arms and live well. But besides that, I can live even without work with my arm for other people. I have had plenty of chance to live independently and to live what the world conceives to be a higher life than not to gain our bread with the sweat of our brow. . . .

Well, I want to reach a little point farther, and it is this—that not only have I not been trying to steal in Bridgewater, not only have I not been in Braintree to steal and kill and have never steal or kill or spilt blood in all my life, not only have I struggled hard against crimes, but I have refused myself the commodity of glory of life, the pride of life of a good position because in my consideration it is not right to exploit man. . . .

Now, I should say that I am not only innocent of all these things, not only have I never committed a real crime in my life—though some sins, but not crimes—not only have I struggled all my life to eliminate crimes that the official law and the official moral condemns, but also the crime that the official moral and the official law sanctions and sanctifies,—the exploitation and the oppression of the man by the man, and if there is a reason why I am here as a guilty man, if there is a reason why you in a few minutes can doom me, it is this reason and none else.

I beg your pardon. There is the more good man I ever cast my eyes upon since I lived, a man that will last and will grow always more near and more dear to the people, as far as into the heart of the people, so long as admiration for goodness and for sacrifice will last. I mean Eugene Debs. . . . He know, and not only he but every man of understanding in the world, not only in this country but also in the other countries, men that we have provided a certain amount of a record of the times, they all stick with us, the flower of mankind of Europe, the better writers, the greatest thinkers, of Europe, have pleaded in our favor. The people of foreign nations have pleaded in our favor.

Is it possible that only a few on the jury, only two or three men, who would condemn their mother for worldly honor and for earthly fortune; is it possible that they are right against what the world, the whole world has say it is wrong and that I know that it is wrong? If there is one that I should know it, if it is right or if it is wrong, it is I and this man. You see it is seven years that we are in jail. What we have suffered during those years no human tongue can say, and yet you see me before you, not trembling, you see me looking you in your eyes straight, not blushing, not changing color, not ashamed or in fear. . . .

We have proved that there could not have been another Judge on the face of the earth more prejudiced and more cruel than you have been against us. We have proved that. Still they refuse the new trial. We know, and you know in your heart, that you have been against us from the very beginning, before you see us. Before you see us you already know that we were radicals, that we were underdogs, that we were the enemy of the institution that you can believe in good faith in their goodness—I don't want to condemn that—and that it was easy on the time of the first trial to get a verdict of guiltiness.

We know that you have spoke yourself and have spoke your hostility against us, and your despisement against us with friends of yours on the train, at the University Club, of Boston, on the Golf Club of Worcester, Massachusetts. I am sure that if the people who know all what you say against us would have the civil courage to take the stand, maybe your Honor—I am sorry to say this because you are an old man, and I have an old father—but maybe you would be beside us in good justice at this time.

When you sentenced me at the Plymouth trial, you say, to the best part of my memory, of my good faith, that crimes were in accordance with my principle,—something of that sort—and you take off one charge, if I remember it exactly, from the jury. The jury was so violent against me that they found me guilty of both charges, because there were only two. . . .

We were tried during a time that has now passed into history. I mean by that, a time when there was hysteria of resentment and hate against the people of our principles, against the foreigner, against slackers, and it seems to me—rather, I am positive, that both you and Mr. Katzmann has done all what it were in your power in order to work out, in order to agitate still more the passion of the juror, the prejudice of the juror, against us. . . .

Well, I have already say that I not only am not guilty of these crimes, but I never commit a crime in my life,—I have never steal and I have never kill and I have never spilt blood, and I have fought against the crime, and I have fought and I have sacrificed myself even to eliminate the crimes that the law and the church legitimate and sanctify.

This is what I say: I would not wish to a dog or to a snake, to the most low and misfortunate creature on the earth—I would not wish to any of them what I have had to suffer for things that I am not guilty of. But my conviction is that I have suffered for things that I am guilty of. I am suffering because I am a radical and indeed I am a radical; I have suffered because I was an Italian, and indeed I am an Italian; I have suffered more for my family and for my beloved than for myself; but I am so convinced to be right that if you could execute me two times, and if I could be reborn two other times, I would live again to do what I have done already. I have finished. Thank you.

from Osmond K. Fraenkel, *The Sacco-Vanzetti Case* (New York: Alfred Knopf, 1931). Reprinted in Henry Steele Commager, ed., *Documents of American History*, 7th ed., Vol. II (New York: Appleton-Century-Crofts, 1963), 218–219.

Discussion Questions

1. What crimes did Vanzetti maintain that he did not commit?
2. Did Vanzetti believe that Judge Thayer had been fair and impartial? Give evidence to support your response.
3. What accusation did Vanzetti make against the prosecuting attorney, Mr. Katzmann?
4. Vanzetti said he had suffered for his guilt. What “crimes” did he mention?
5. Some people liken the execution of Sacco and Vanzetti to the executions during the Salem witch trials in the 17th century. Do you agree with this comparison? Explain your reasons.

CHAPTER 12 Section 2 (pages 419–421)

The Harding Presidency

BEFORE YOU READ

In the last section, you learned about some of the issues Americans faced following World War I.

In this section, you will read about President Harding and the issues his administration faced at home and abroad.

AS YOU READ

Make a chart like the one below and fill it in with the major events of Harding's presidency. Take notes on the effects of each event.

EVENT	NOTES
<i>Washington conference</i>	<i>reduced arms</i>

TERMS AND NAMES

Warren G. Harding 29th president of the United States

Charles Evans Hughes Secretary of state under Harding

Fordney-McCumber Tariff High tax on imports adopted in 1922

Ohio gang Harding's friends and advisors

Teapot Dome scandal Scandal surrounding Albert Fall

Albert B. Fall Secretary of the interior under Harding

Harding Struggles for Peace

(pages 419–420)

How did Harding handle foreign affairs?

In 1921, **Warren G. Harding** invited several major world powers to the Washington Naval Conference. Once there, Secretary of State **Charles Evans Hughes** urged that no more warships should be built for ten years and that the five major naval powers—the U.S., Great Britain, Japan, France and Italy—would scrap many of their existing warships. For the first time, nations agreed to *disarm* or reduce their weapons. In 1928, long after Harding left office, 64 nations signed the Kellogg-

Briand Pact. By signing the Pact, these nations said they would give up war as national policy.

Americans wanted to stay out of world affairs. But the United States still wanted France and Britain to repay the money they had borrowed during World War I.

Those two nations had suffered during the war. Their economies were too weak for them to repay the loans. To make matters worse, Congress passed the **Fordney-McCumber Tariff** in 1922. This tariff protected American business from foreign competition. But the tariff made it impossible for Britain and France to sell their goods in the United States.

As a result, France and Britain put pressure on Germany to pay its promised *reparations*. But Germany's economy had been destroyed. When Germany failed to make payments to France, French troops marched into Germany. To avoid another war, American banker Charles Dawes negotiated a settlement to end the loan crisis. Under the Dawes Plan, as the solution was called, the U.S. loaned money to Germany to pay back Britain and France which then repaid their American loan. Thus, the U.S. ended up getting paid with its own money. The solution left bitter feelings. Britain and France saw the U.S. as a miser for not paying its fair share of the costs of war; the U.S. felt Britain and France were financially irresponsible.

1. How did the Fordney-McCumber Tariff affect other countries?

Scandal Hits Harding's Administration (pages 420–421)

How did scandal hurt Harding's administration?

Some of Harding's cabinet appointments were excellent. But others caused problems. Three honest members of his cabinet were Charles Evans Hughes, Herbert Hoover, and Andrew Mellon. Hughes was secretary of state. He later became chief justice of the Supreme Court. The talented Herbert Hoover became secretary of commerce. Secretary of the Treasury Andrew Mellon reduced the *national debt* by about a third.

Other cabinet appointments caused problems. Some were part of the so-called **Ohio gang**. These were the president's poker-playing buddies from back home. They caused the president a great deal of embarrassment. It became apparent to some that the president's main problem was that he didn't understand many of the country's financial issues. This left him in the dark about practices going on in his own cabinet. He had to comply with whatever his advisers told him. Many of these people took advantage of the situation.

Charles R. Forbes, the head of the Veterans Bureau, was caught selling government and hospital supplies to private companies, and pocketing the money. Colonel Thomas W. Miller, the head of the Office of Alien Property, was caught taking a bribe.

One of the worst cases of corruption was known as the **Teapot Dome scandal**. It involved pieces of land called Teapot Dome and Elk Hills. This land was owned by the government and held large reserves of oil. **Albert B. Fall**, Harding's secretary of the interior, secretly leased the land to two oil companies. He received money and property in return.

Harding was not charged with corruption himself. He suddenly died in 1923, and Calvin Coolidge became president. Coolidge was then elected president in 1924.

2. What does the Teapot Dome scandal tell about President Harding?

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Section 2

RETEACHING ACTIVITY *The Harding Presidency*

Matching

A. Complete each sentence with the appropriate term or name.

- | | |
|-------------------|-------------------------|
| business affairs | Fordney-McCumber Tariff |
| Charles R. Forbes | Andrew Mellon |
| Dawes Plan | upper house |
| Albert B. Fall | Kellogg-Briand Pact |
| social reform | Charles Evans Hughes |

- In 1928, fifteen nations signed the _____, which renounced war as a national policy.
- Under the _____, American investors loaned Germany billions of dollars to pay its war reparations to Britain and France.
- As president, Warren G. Harding favored a limited role for government in _____ and _____.
- _____, a member of Harding's so-called Ohio Gang, was caught illegally selling government and hospital supplies to private companies.
- As Harding's secretary of treasury, _____ set about cutting taxes and reducing the national debt.

Evaluating

B. Write *T* in the blank if the statement is true. If the statement is false, write *w* in the blank and then write the corrected statement on the line below.

- _____ 1. Russia was not invited to the U.S.-sponsored Washington Naval Conference in 1921 because it did not have a navy.

- _____ 2. A significant weakness of the Kellogg-Briand Pact was that it had no means of enforcement.

- _____ 3. The Dawes Plan caused great resentment among the United States, Britain, and France.

- _____ 4. For his role in the Teapot Dome Scandal, Secretary of the Interior Albert B. Fall became only the second sitting cabinet member to be convicted of a felony.

- _____ 5. President Harding died while in office in August 1923, the victim of an assassination.

CHAPTER 12 Section 3 (pages 422–427)

The Business of America

TERMS AND NAMES

Calvin Coolidge President of the U.S. (1923–1929) succeeded to presidency on death of Harding, elected in 1924

urban sprawl The outward expansion of cities

installment plan An easy way to borrow money to buy goods

BEFORE YOU READ

In the last section, you read about Harding’s presidency.

In this section, you will read about the economy of the 1920s.

AS YOU READ

In the chart below, use the boxes on the left to take notes on the changes in business and technology in the 1920s.

Use the boxes on the right to show some of the effects of these changes.

CHANGES	EFFECT
<i>Standard of living goes up</i>	<i>Pro-business attitude</i>

America’s Industries Flourish

(pages 422–425)

How did the success of certain industries affect American life?

The new president, **Calvin Coolidge** said, “The chief business of the American people is business.” Both Coolidge and his Republican successor, Herbert Hoover, favored government policies that promoted business and limited government interference.

The automobile changed the American landscape. New roads were built, and new businesses sprang up such as gas stations, repair shops, public garages, motels, tourist camps and shopping centers. Automobiles ended the isolation of rural families and gave young people and women more

independence. Cars also made it possible for people to live farther from their jobs. This led to **urban sprawl**, as cities spread out in all directions.

Cities in Ohio and Michigan grew as major centers of automobile manufacturing. States that produced oil such as California and Texas also prospered.

The automobile also became a *status symbol*. Everyone wanted to have one. By the late 1920s, about 80 percent of all the cars in the world were in the United States.

The airline industry also grew. Planes carried the nation’s mail. Passenger service began.

- 1. Name three ways the automobile changed American life.**

America's Standard of Living Soars

(pages 425–426)

How did the American household change?

Another major change was the spread of electricity. In the 1920s, electric power stretched beyond big cities to the *suburbs*. Still, farms lacked electricity.

Americans began to use all kinds of electrical appliances. Radios, washing machines, and vacuum cleaners became popular. These appliances made housework easier. One result was more leisure time for families. Another effect was to increase the number of women working outside the home.

More consumer goods appeared on the market. Businesses used advertising to sell these goods. Ads didn't just give information about the product. Now, they used *psychology*. They tried to use people's desire for youth, beauty, and popularity to sell products. Things that once were luxuries became necessities. Some brand names became known nationwide.

Businesspeople formed organizations to do charity work. They also formed organizations to promote business.

2. How did advertising change American life?

A Superficial Prosperity

(pages 426–427)

What hidden problems did the economy have?

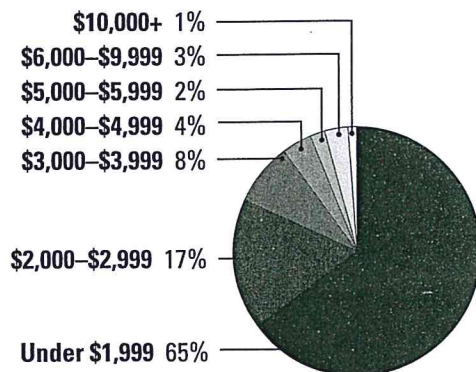
Most Americans had confidence in the prosperity of the 1920s. The *national income* rose from \$64 billion in 1921 to \$87 billion in 1929. Most businesses seemed to make fortunes. The stock market reached new heights. But this prosperity hid two big problems.

First, business was not as healthy as it seemed. As workers produced more goods, businesses grew. Large businesses bought up, or merged with, smaller ones. But as businesses grew, business managers made much more money than workers did. Also, mining companies, railroads, and farms were not doing well.

Second, *consumer debt* rose to high levels. Businesses needed to sell all the goods they were now producing. So they encouraged customers to buy on the **installment plan**. This was a form of borrowing. Customers could make low payments over a period of time. That way people could afford to buy more. Banks provided money at low *interest rates*. Advertising also pushed the idea of buying on credit. Average Americans were spending more money than they actually had.

3. Describe two economic problems hidden by the business boom of the 1920s.

Income Distribution: 1929



Source: Historical Statistics of the United States: Colonial Times to 1970.

Skillbuilder

Use the chart to answer these questions.

1. What percentage of Americans earned more than \$5000 in 1929?

2. How much money did most Americans earn in 1929?

CHAPTER
12

GEOGRAPHY APPLICATION: REGION

The Automobile Industry: Sign of the Times

Section 3

Directions: Read the paragraphs below and study the graph carefully. Then answer the questions that follow.

The automobile industry has been the single most important industry in the United States since the 1920s. The value of its products exceeds that of any other industry, and a prolonged decline in car sales is usually a sign that the entire U.S. economy is headed for rough times.

So many other industries—such as those producing oil, steel, rubber, plate glass, machine tools, plastics, and aluminum—are dependent on automobile production that cars are vital to the nation's economic health. For example, a very high percentage of the steel, rubber, and plate glass produced in the United States winds up in cars. Businesses such as road construction and car-insurance firms, filling stations, and car-repair shops owe their existence entirely to the automobile. The lodging industry would be much less widespread today without motels. (The word *motel* was created around 1925 as a blend of *motor* and *hotel*.)

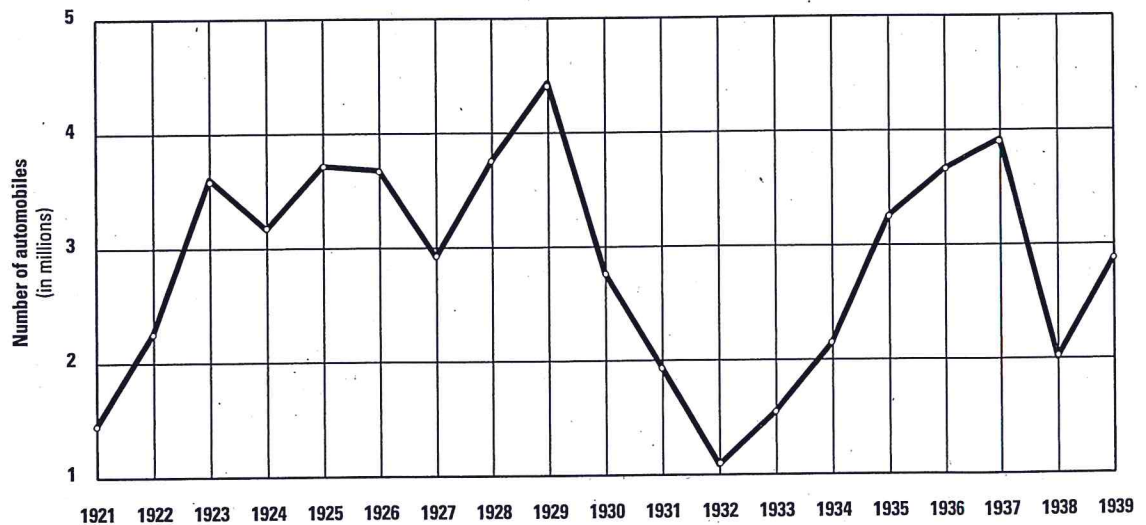
The 1920s were a period of dramatic economic growth. Prices for cars actually fell during the decade, as assembly-line techniques permitted

faster production. Early in the decade, 90 percent of all the world's cars were made in the United States. By 1930, about 23 million cars were registered in the United States, nearly three times the number registered just a decade earlier. The production of automobiles in 1929 was not surpassed in any single year until 1949.

Municipal governments scrambled to provide roads for the growing numbers of cars. To pay for the aggressive road-building campaign, property-tax revenue was soon supplemented by heavy borrowing and by the use of state funds. In the 1930s, the idea of tolls as a source for highway revenue had caught on.

Though the number of automobile registrations reveals the general health of the U.S. economy, a graph of automobile production reveals the fine points—the smaller ups and downs within boom-and-bust cycles. For purposes of contrast, the following graph shows automobile production for the decade of the 1930s as well as for the 1920s.

Two Decades of Automobile Production



Interpreting Text and Visuals

1. Characterize the general economic conditions in the United States during the decades of the 1920s and 1930s. _____

2. In what year was automobile production the highest? _____
About how many cars were produced in that year? _____
How many years did it take for annual sales to surpass that total? _____

3. What were the years of greatest economic decline between 1921 and 1939? _____

4. Describe the production of cars in 1932, in comparison to other years. _____

5. Between 1921 and 1929, there were two 13-month periods of economic downturn.
During what years do you think they occurred? _____

6. What do you think happened to the economy in 1937–1938? _____

Compare this period with the periods of 1923–1924, 1926–1927, and 1929–1932.

7. What might have spurred car production again after 1932? (Hint: Think about the durability of the average automobile.) _____

CHAPTER 13 Section 1 (pages 434–439)

Changing Ways of Life

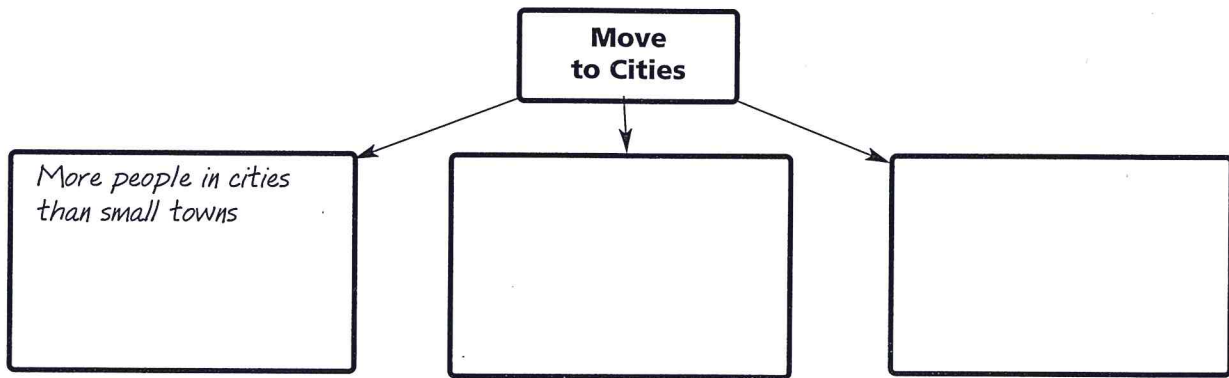
BEFORE YOU READ

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

Make a chart like the one below and fill it in. Take notes on the effects of Americans moving from rural areas to the cities.



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

Rural and Urban Differences

(pages 434–437)

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 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?

Science and Religion Clash

(pages 438–439)

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.

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?

CHAPTER
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Section 1

PRIMARY SOURCE **Political Cartoon**

The hotly debated 18th Amendment, which prohibited the manufacture, sale, and transportation of alcoholic beverages, went into effect in January 1920. According to this political cartoon, what was the impact of prohibition?



The Heritage of Prohibition, Herbert Johnson. Library of Congress

Discussion Questions

1. What effect of Prohibition does this cartoon illustrate?
2. According to the cartoon, what led to the growth of organized crime during Prohibition?
3. In the cartoonist's view, was Prohibition helpful or harmful? Explain your answer.

CHAPTER 13 Section 2 (pages 440–443)

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

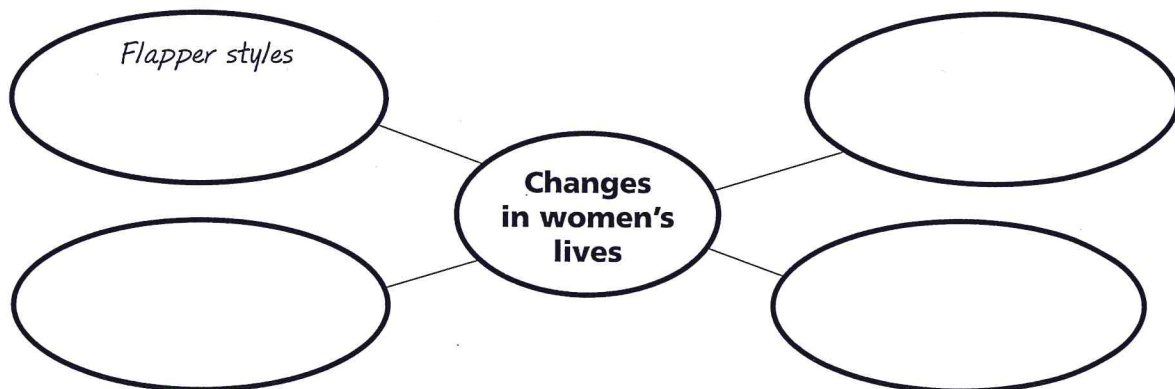
BEFORE YOU READ

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 the web below to take notes on the changes women experienced in the 1920s.



Young Women Change the Rules

(pages 440–441)

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?

Women Shed Old Roles at Home and at Work (pages 441–443)

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

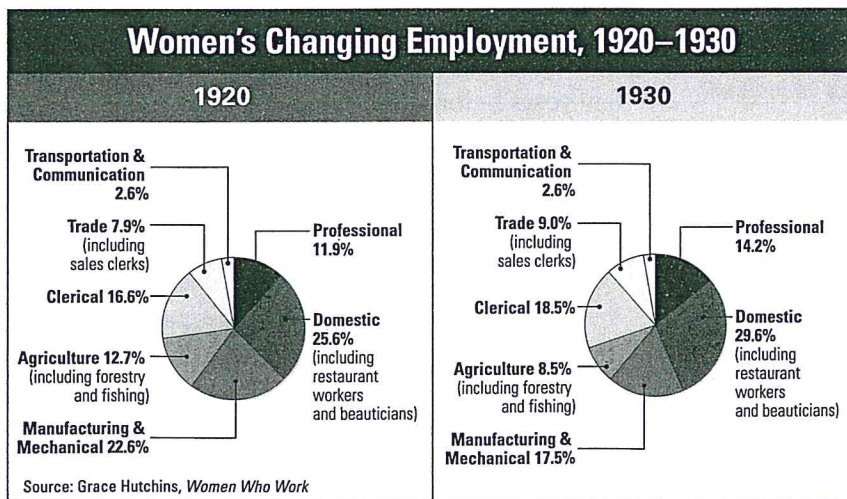
temporary workers whose real job was at home keeping house and raising children. In the twenties, patterns of discrimination against women in the business world continued.

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.



Skillbuilder

Use the chart to answer these questions.

1. How were the greatest number of working women employed in 1920?

2. Did the percentage of women with clerical jobs increase or decrease between 1920 and 1930?

CHAPTER
13

Section 2

RETEACHING ACTIVITY *The Twenties Woman*

Matching

A. Complete each sentence with the appropriate term or name.

- | | | |
|---------------|---------------|-----------------|
| nursing | social reform | managerial |
| factory | health-care | household labor |
| smoking | drinking | teaching |
| birth-control | | |

- After World War I, many female college graduates entered "women's professions," such as _____ and _____.
- While some 10 million women were in the workforce by 1930, few had risen to _____ positions.
- In 1916, Margaret Singer opened the first _____ clinic in the country.
- A number of women in the 1920s displayed their new sense of freedom by _____ and _____ in public.
- Women in the 1920s experienced greater freedom through the help of technological innovations that simplified _____.

Evaluating

B. Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below.

- _____ Teenagers in the 1920s spent more time with their families than in decades before.

- _____ As women experienced greater social and economic freedom, they also experienced greater equality in marriage.

- _____ Fearing competition for jobs, many men argued that women should be just temporary workers.

- _____ Traditionalists in churches and schools supported women's more freewheeling social behavior.

- _____ The nation's birthrate, which had been declining for several decades, rose significantly during the 1920s.

CHAPTER 13 Section 3 (pages 446–451)

Education and Popular Culture

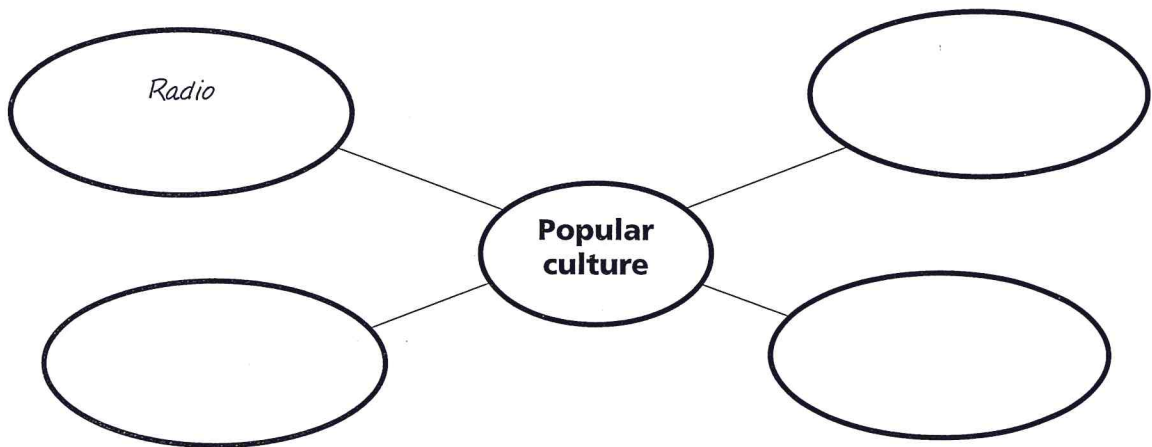
BEFORE YOU READ

In the last section, you learned about women in the 1920s.

In this section, you will read about education and popular culture during the 1920s.

AS YOU READ

Use the web below to take notes on the factors that helped create American popular culture in the 1920s.



TERMS AND NAMES

Charles A. Lindbergh First person to fly solo across the Atlantic

George Gershwin Composer

Georgia O'Keeffe Artist

Sinclair Lewis Novelist

F. Scott Fitzgerald Novelist

Edna St. Vincent Millay Poet

Ernest Hemingway Novelist

Schools and the Mass Media Shape Culture

 (pages 446–448)

How did popular culture change in America?

America was becoming more prosperous. Business and industry required a more educated work force. These two factors caused a huge increase in the number of students going to high school. In 1914, only 1 million American students went to high school after elementary school. In 1926, the number was nearly 4 million.

Schools changed as they grew. Before the 1920s, high schools were mostly for students who were going on to college. In the twenties, high schools had a wide range of students. Schools

offered vocational, or work-related, training for industrial jobs. They offered home economics courses for future homemakers.

High schools also saw an increase in the number of children of immigrants. Many of these students did not speak English. Even so, the nation's schools were successful in teaching large numbers of Americans to read.

As a result of increased *literacy*, more people read newspapers than before. Newspaper circulation rose. Big city papers and newspaper chains swallowed up small town newspapers.

National magazines were also popular. Some of them delivered the news. Other magazines published fiction and articles.

The most powerful of the *mass media* was radio. Radio networks with stations in many cities were formed in the twenties. The networks did research to find out what people wanted to hear—and gave it to them. Radio networks created something new in America: the shared national experience of hearing things as they happened. By 1930, 40 percent of American households had radios.

1. What was an effect of increased literacy in the United States?

America Chases New Heroes and Old Dreams (pages 448–451)

Who was Charles Lindbergh?

In the 1920s, Americans had more money and more free time than ever before. *Fads*, including puzzles and games, swept the nation. People also spent a great deal of money at sports events.

The twenties were called the Golden Age of Sports. Many talented athletes set new records. These athletes were portrayed as superheroes by the media. They became heroes to many Americans.

Charles A. Lindbergh thrilled the nation by becoming the first person to fly solo across the Atlantic Ocean. Lindbergh took off from New York City in his plane, *The Spirit of St. Louis*. After 33 hours, Lindbergh landed outside of Paris, France. On his return to the United States, Lindbergh became the idol of America. In an age of sensationalism and excess, Lindbergh stood for the honesty and bravery the nation seemed to have lost.

Even before the introduction of sound, movies became a national pastime. *The Jazz Singer*, the first movie with sound, was released in 1927. Walt Disney's *Steamboat Willie*, the first animated film with sound was made the next year. By 1930, the "talkies" had caused movie attendance to double.

In the 1920s, American artists broke away from European traditions. Eugene O'Neill wrote plays about the confusion of modern American life. Composer **George Gershwin** merged jazz with

traditional elements creating music with a new American sound.

American painters recorded the America they saw and felt. Edward Hopper painted the loneliness of American life. **Georgia O'Keeffe** showed the grandeur of New York City. She later became famous for her paintings of the Southwest.

Many gifted American writers criticized American society. **Sinclair Lewis** was the first American to win a Nobel Prize for Literature. His novels *Main Street* and *Babbitt* made fun of middle-class America's *conformity* and *materialism*.

Novelist **F. Scott Fitzgerald** coined the term "Jazz Age" to describe the twenties. His books, such as *This Side of Paradise* and *The Great Gatsby*, showed the negative side of the age. But the poems of **Edna Vincent Millay** celebrated youth and freedom from traditional restrictions.

Some Americans disliked American culture so much they went to live abroad. Many gathered in Paris. The writer Gertrude Stein called them the Lost Generation. They included Fitzgerald and **Ernest Hemingway**. Hemingway introduced a tough, simple style of writing that changed American literature.

2. Why did Lindbergh become an American idol?

CHAPTER
13

GEOGRAPHY APPLICATION: MOVEMENT

From Coast to Coast: By Train or by Plane?

Section 3

Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

During the early 1920s, trains were the preferred means of long-distance travel in the United States. Airlines concentrated on fulfilling money-making postal contracts for carrying mail between cities. Carrying passengers was not profitable nor a priority. The 8 to 16 passengers per flight were assaulted by motor noise, cold drafts, vibration, and the dizziness of high altitudes. Most of them had to sign releases giving airlines the right to dump them anywhere along the route that mail bags could be picked up.

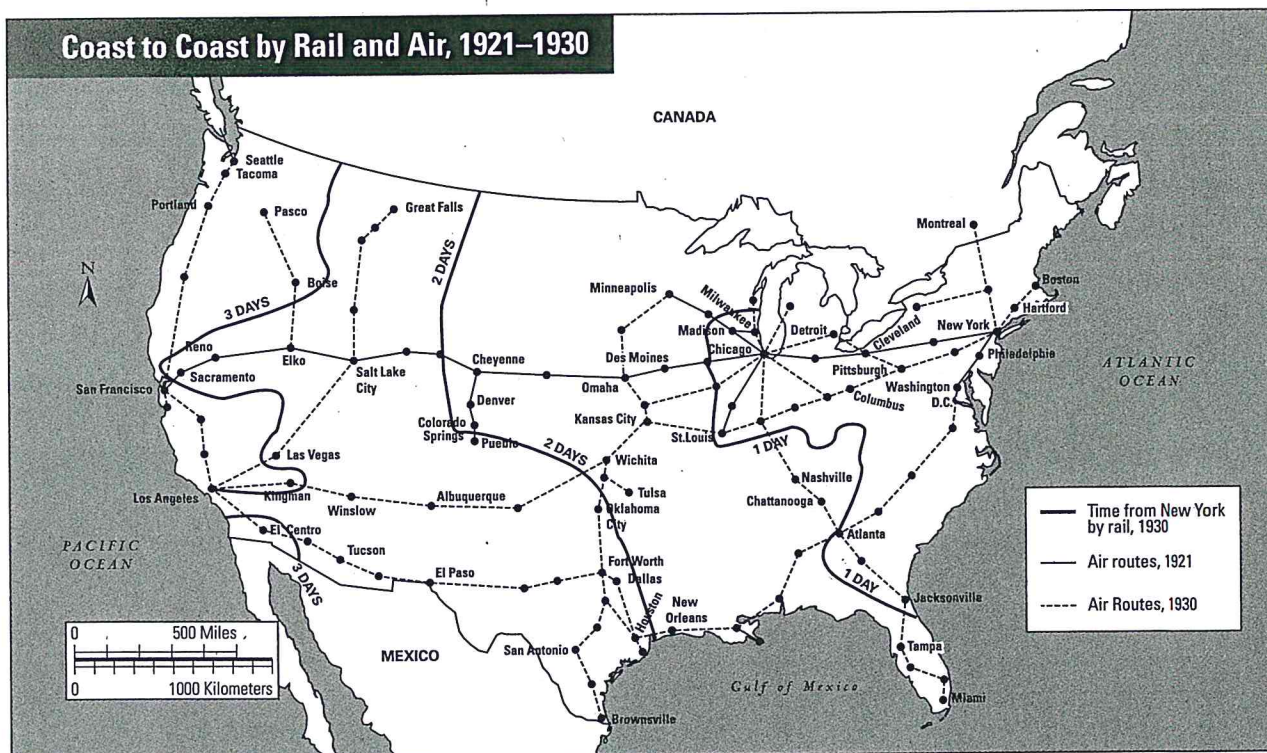
Then, in 1926, the Air Commerce Act was passed. Standards were established for pilot selection and flight equipment, and the day of thinking of flying as mostly for “daredevils” was nearing an end. By 1930 stewardesses (dressed in nurses’ uniforms!) began serving on some flights. Comfort became a priority—as did speed.

In 1929, when a trip from New York to Los

Angeles entirely by rail took about three days, a journey combining trains and planes brought that travel time down to less than two days, about 46 hours. At the time, commercial airliners were still not allowed to fly at night, so a plane would fly during the day, landing often to refuel. In the evening, its passengers would move by train overnight to a spot where a plane would be waiting to fly them to their next refueling stop along the way to their destination. Small towns with airports gained fleeting fame at the time.

The combination of air and rail travel lasted about 18 months, but it served to hook Americans on flying. In 1926 less than 6,000 people chose air travel; in 1930 the number was nearly 400,000.

By 1931, improved airplanes could fly greater nonstop distances and at night. In 1934 the trip from New York to Los Angeles was down to as little as 18 hours, with just three refueling stops.



Interpreting Text and Visuals

1. Imagine that it is 1925 and you live in Chicago. You have learned that a friend is about to fly to Salt Lake City. Make up a description of such a flight to warn your friend about what he or she might encounter.

2. In 1930 about how long did it take to travel by rail from New York to each of these places: Chicago, Denver, and Los Angeles? _____

3. In 1921, how many air routes served New York? served Chicago? _____

4. What were the final destinations of coast-to-coast flights in 1921? _____

5. What was the quickest time from New York to Los Angeles by air in 1929? in 1934? _____

6. What regions of the United States still lacked air routes in 1930? _____

7. It is 1921 and you want to fly from St. Louis to Cheyenne, Wyoming. Describe how you would get there. _____

It is now 1929. How might you get to Cheyenne by air this time? _____

CHAPTER
13

RETEACHING ACTIVITY *Education and Popular Culture*

Section 3

Matching

A. Match the person in the first column with his or her accomplishments in the second column.

- | | |
|----------------------------------|--|
| _____ 1. F. Scott Fitzgerald | a. wrote poems celebrating youth |
| _____ 2. Helen Willis | b. famous home-run slugger |
| _____ 3. Ernest Hemingway | c. made first solo flight across Atlantic |
| _____ 4. Edna St. Vincent Millay | d. dominated women's tennis |
| _____ 5. Babe Ruth | e. introduced simple, tough style of prose |
| _____ 6. Charles A. Lindbergh | f. wrote <i>The Great Gatsby</i> |

Main Ideas

B. Answer the following questions in the space provided.

1. What prompted the sharp rise in high school enrollment during the 1920s?

2. How did radio have a strong impact on American society?

3. What major themes did the writers of the 1920s promote?

CHAPTER 13 Section 4 (pages 452–457)

The Harlem Renaissance

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 the chart below to take notes on how African-American artists expressed themselves in the 1920s.

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

<i>James Weldon Johnson</i>	<i>Author, lawyer, led antilynching effort</i>

African-American Voices in the 1920s

(pages 452–454)

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 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?

The Harlem Renaissance Flowers in New York (pages 454–457)

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.

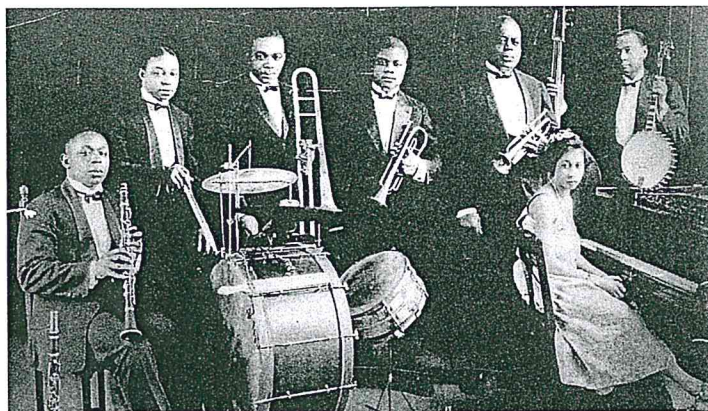
Music and drama were important parts of the Harlem Renaissance, too. Some African-American performers became popular with white audiences. **Paul Robeson** became an important actor and singer. He starred in Eugene O'Neill's play *The Emperor Jones* and in Shakespeare's *Othello*.

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.



This photo shows Louis Armstrong with King Oliver's Creole Jazz Band in the 1920s. Credit: Culver Pictures

Skillbuilder

1. What does this photograph tell you about the 1920s?

2. How do pictures of popular bands today compare with this picture?

CHAPTER
13

Section 4

AMERICAN LIVES

Louis Armstrong

Jazz Master, Entertainment Superstar

"[Louis] Armstrong's story on records between 1923 and 1932 is one of almost continuous seeping growth—and after that is frequently one of entrenched excellence."—Martin Williams, The Smithsonian Collection of Classic Jazz (1973)

Louis Armstrong—known everywhere as Satchmo—was born in the poorest section of New Orleans and had a difficult early life. When he died, he was loved by millions as a popular entertainer. In between, he revolutionized jazz.

Armstrong (c. 1900–1971) grew up in Storyville, a part of New Orleans set aside for dance halls and other entertainment. In his early teens, he ran afoul of the law and was placed in a home for juveniles. The experience changed his life. There he began to learn to play the cornet and decided to become a musician. After leaving the home, he played in countless local bands. Soon his talent was noticed, and in his late teens he played with Joe “King” Oliver, the most admired cornet player in the city.

Oliver left for Chicago—recommending Armstrong to replace him in the band he left. A few years later, he invited Armstrong to join his Creole Jazz Band in the north. The band was famous in the world of jazz, and musicians flocked to hear Oliver’s and Armstrong’s duets on the cornet. Armstrong became known for the imagination and technical skill of his solo playing.

Armstrong traveled to New York to join the famous dance band of Fletcher Henderson. He perfected his ability to sight-read music and learned to appreciate ensemble playing. At the same time, he took the town by storm with dazzling solos. He returned to Chicago in 1925, switched to trumpet, and made jazz history.

Over the next few years, Armstrong made a series of records with a group of musicians called the “Hot Five” and the “Hot Seven.” One music historian says that the cuts “transformed jazz,” adding that “few performers [who came later] . . . escaped their influence.” Jazz trumpeter Miles Davis put it differently: “You can’t play a note on the horn that Louis hasn’t already played.” In these recordings, Armstrong manipulated complex rhythms. He showed range of feeling in his music, bringing greater emotion to jazz than had previous-

ly been the case. He also added his distinctive singing style to the group’s work. He started scat singing—using the voice as an instrument by singing nonsense syllables. Most of all, he combined tight combo playing with spectacular solos. Through him, jazz became dominated by adventurous, masterful soloists.

In the early 1930s, he acquired his famous nickname “Satchmo.” His importance as a jazz innovator peaked around 1937, and thereafter he became known more as an entertainer. He began to play more commercial music, and he did it with a winning style. His band became one of the popular big bands of the swing era. He became the first African American to appear regularly in movies and to have his own radio show. He toured the country—and the world—constantly. After World War II, the big-band sound lost popularity. So Armstrong formed a small jazz combo called “Louis Armstrong and His All Stars.” He continued to delight audiences with his warm, joyful sound. As time passed, his lips became injured, so he played trumpet less and sang more. Even then, he could still thrill an audience with his playing. As one critic said, he “frequently created more pure jazz from straightforward statements of mediocre tunes than lesser players could produce from much better material.”

Armstrong continued to be an entertainer through his sixties. In 1964, his version of “Hello, Dolly” even knocked the Beatles off the top of the pop-music charts for a while. While he closed his career as a popular musician, Satchmo’s lasting achievement was the impact he had on jazz.

Questions

1. How did his experience with the Fletcher Henderson band help Armstrong musically?
2. What made Armstrong’s jazz style special and influential?
3. Why was Armstrong’s wide popularity unusual?