



Unit 5 Resources

SUGGESTED PACING CHART

<p>Unit 5 (1 Day)</p> <p>Day 1 Introduction</p>	<p>Chapter 15 (4 Days)</p> <p>Day 1 Chapter 15 Intro, Section 1</p> <p>Day 2 Section 2</p> <p>Day 3 Section 3</p> <p>Day 4 Chapter 15 Assessment</p>	<p>Chapter 16 (4 Days)</p> <p>Day 1 Chapter 16 Intro, Section 1</p> <p>Day 2 Section 2</p> <p>Day 3 Section 3</p> <p>Day 4 Chapter 16 Assessment</p>	<p>Chapter 17 (4 Days)</p> <p>Day 1 Chapter 17 Intro, Section 1</p> <p>Day 2 Section 2</p> <p>Day 3 Section 3</p> <p>Day 4 Chapter 17 Assessment</p>	<p>Chapter 18 (5 Days)</p> <p>Day 1 Chapter 18 Intro, Section 1</p> <p>Day 2 Section 2</p> <p>Day 3 Section 3</p> <p>Day 4 Section 4</p> <p>Day 5 Chapter 18 Assessment</p>	<p>Unit 5 (2 Days)</p> <p>Day 1 Wrap-Up/Project</p> <p>Day 2 Unit 5 Assessment</p>
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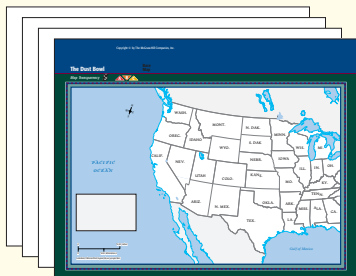


Use the following tools to easily assess student learning in a variety of ways:

- Performance Assessment Activities and Rubrics
- Chapter and Unit Tests
- Section Quizzes
- Standardized Test Practice Workbook
- tx.tarvol2.glencoe.com
- Interactive Tutor Self-Assessment CD-ROM
- MindJogger Videoquiz
- ExamView® Pro Testmaker CD-ROM
- SAT I/II Test Practice

TEACHING TRANSPARENCIES

Unit 5 Map Overlay Transparencies



Cause-and-Effect Transparency 5



interNET RESOURCES

- tx.tarvol2.glencoe.com

The American Republic Since 1877

Visit the *American Republic Since 1877* Web site for history overviews, activities, assessments, and updated charts and graphs.

- www.socialstudies.glencoe.com

Glencoe Social Studies

Visit the Glencoe Web site for social studies activities, updates, and links to other sites.

- www.teachingtoday.glencoe.com

Glencoe Teaching Today

Visit the new Glencoe Web site for teacher development information, teaching tips, Web resources, and educational news.

- www.time.com

TIME Online

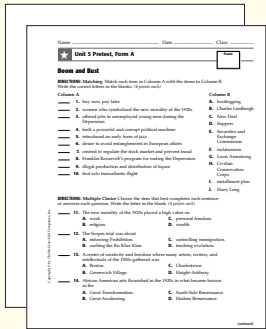
Visit the TIME Web site for up-to-date news and special reports.

Unit 5 Resources

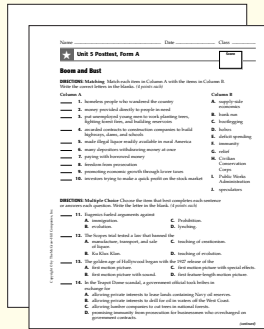
ASSESSMENT



Unit 5 Pretests

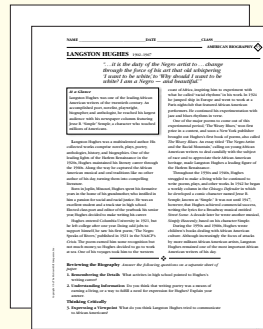


Unit 5 Posttests

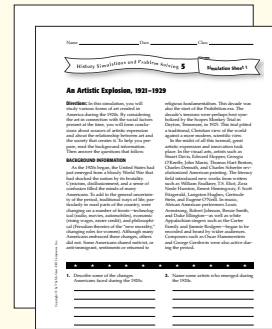


APPLICATION AND ENRICHMENT

American Biography 5

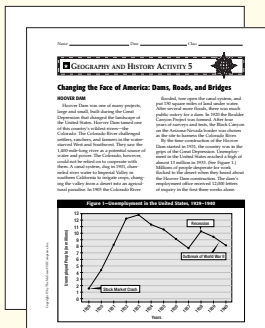


History Simulation and Problem Solving 5

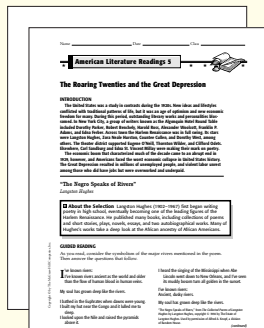


GEOGRAPHY

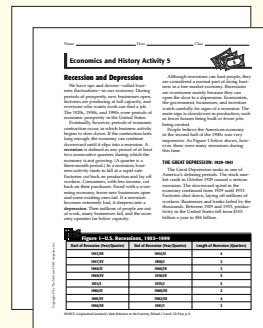
Geography and History Activity 5



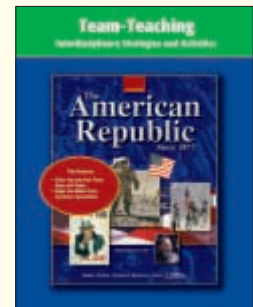
American Literature Reading 5



Economics and History Activity 5



Team-Teaching Interdisciplinary Strategies and Activities 5



INTERDISCIPLINARY ACTIVITIES

BIBLIOGRAPHY

Readings for the Student

Terkel, Studs. *Hard Times: An Oral History of the Great Depression*. New Press, 2000.

Readings for the Teacher

Clements, Kendrick A. *Hoover, Conservation, and Consumerism: Engineering the Good Life*. University Press of Kansas, 2000.

Multimedia Resources

Videocassette. *Brother, Can You Spare a Dime?* History in Action. Films for the Humanities. (20 minutes)

Additional Glencoe Resources for This Unit:

- Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 2
- Social Studies Guide to Using the Internet
- Writer's Guidebook for High School
- Living Constitution
- American Art Prints Strategies and Activities

Introducing UNIT 5

0:00 Out of Time?

If time does not permit teaching each chapter in this unit, you may want to use the **Reading Essentials and Study Guide** summaries.

Unit Overview

Unit 5 describes the Boom and Bust cycles the United States experienced from 1920 to 1941. **Chapter 15** explores the jazz age and the African American cultural renaissance. **Chapter 16** focuses on the good times of the 1920s. **Chapter 17** discusses the beginning years of the Great Depression. **Chapter 18** focuses on Roosevelt and the New Deal.

Unit Objectives

After studying this unit, students will be able to:

1. Describe the clash of values in the 1920s and the changing status of women.
2. Analyze how the growing importance of the automobile and other new industries improved the U.S. standard of living.
3. Identify the causes of the Great Depression.
4. Explain the worsening situation in the U.S. banking system in the early 1930s.

Why It Matters Activity

Tell students that the economic problems that triggered the Great Depression brought a new awareness of economic cycles. Have students bring in an article to share with the class about the current state of the economy. Ask students how important they think economic news is to their daily lives.

UNIT

5

Boom and Bust

1920–1941

Why It Matters

After World War I, the United States enjoyed a time of prosperity and confidence. The decade of the 1920s saw rising stock prices and increased consumer spending. It also witnessed cultural innovations such as jazz music and motion pictures. At the end of the 1920s, however, several economic problems combined to trigger the Great Depression that began in 1929. Understanding the events of these decades will help you understand American society today. The following resources offer more information about this period in American history.

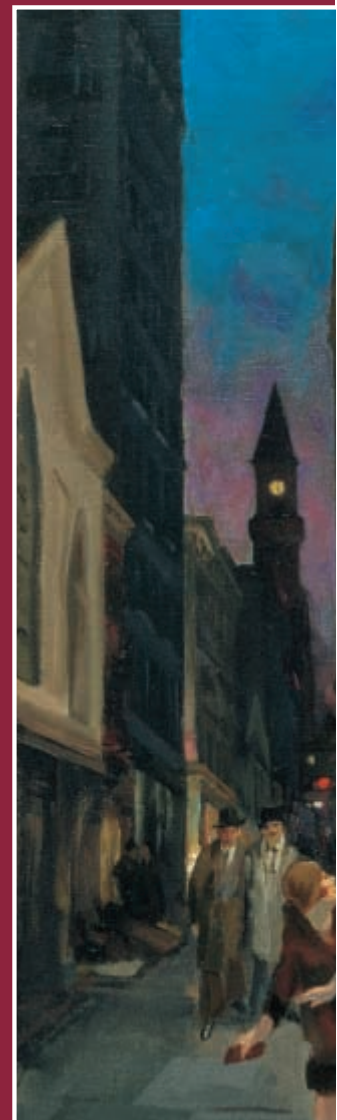
Primary Sources Library

See page 934–935 for primary source readings to accompany Unit 5.

Use the **American History Primary Source Document Library CD-ROM** to find additional primary sources about the Roaring Twenties and the Great Depression.



Hatbox depicting a New York street scene



Sixth Avenue Elevated at Third St.
by John Sloan, 1928

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TEAM TEACHING ACTIVITY

Art Have the art teacher explain the Art Deco style and show classic examples of the style. Then have students research your local community for examples of Art Deco architecture, art, and design. If possible, have students take photos of the examples to present to the class. Have students explain why the samples they have shown illustrate this art style. 📷

Introducing UNIT 5



“I have no fears for the future of our country. It is bright with hope.”

—Herbert Hoover, 1929

GLENCOE TECHNOLOGY



CD-ROM

American History
Primary Source
Document Library
CD-ROM

Use the **American History Primary Source Document Library CD-ROM** to access primary source documents related to this period in history.

More About the Art

Flappers such as these are iconic depictions of the 1920s. Despite the carefree attitude many had during that decadent decade, the Great Depression soon followed, bringing with it hardship. Have students discuss why they think the 1920s was a decade of great cultural change.



Glencoe Literature Library

The following novel from the *High School American History Literature Library* may be used to enrich the study of this unit:

- *Picture Bride* by Yoshiko Uchida



SERVICE-LEARNING PROJECT

Tell students that no matter what the country's economic circumstances there are always people who do not have adequate food, clothing, or shelter. Have students learn about the needs of a local food or clothing pantry. After learning about their needs, have students plan a food or clothing drive for the benefit of the pantry.

Refer to ***Building Bridges: Connecting Classroom and Community through Service-Learning in Social Studies*** from the National Council for the Social Studies for information about service-learning.



Chapter 15 Resources

Timesaving Tools

TeacherWorks™ All-In-One Planner and Resource Center



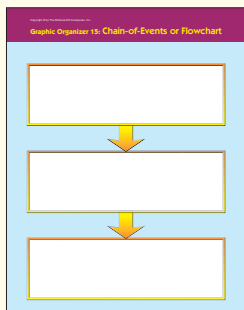
- **Interactive Teacher Edition** Access your Teacher Wraparound Edition and your classroom resources with a few easy clicks.
- **Interactive Lesson Planner** Planning has never been easier! Organize your week, month, semester, or year with all the lesson helps you need to make teaching creative, timely, and relevant.



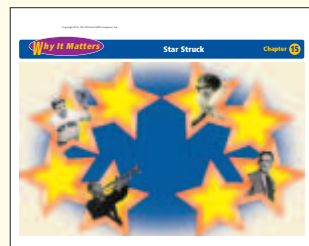
Use Glencoe's **Presentation Plus!** multimedia teacher tool to easily present dynamic lessons that visually excite your students. Using Microsoft PowerPoint® you can customize the presentations to create your own personalized lessons.

TEACHING TRANSPARENCIES

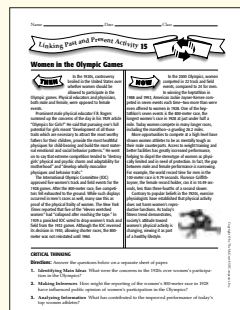
Graphic Organizer 15



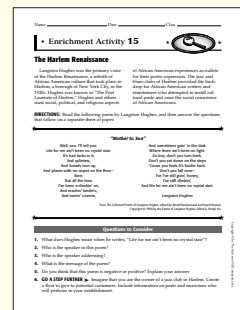
Why It Matters Chapter Transparency 15



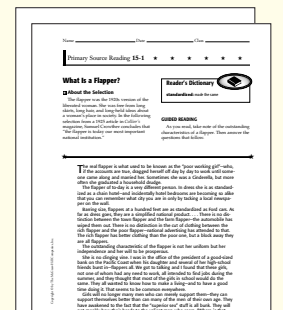
Linking Past and Present Activity 15



Enrichment Activity 15

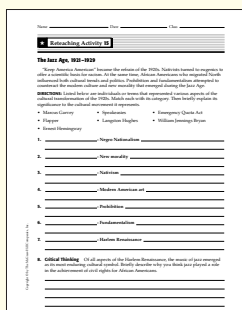


Primary Source Reading 15

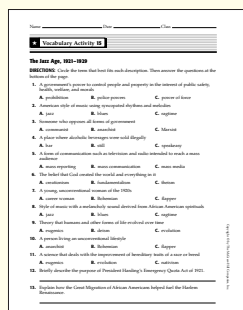


REVIEW AND REINFORCEMENT

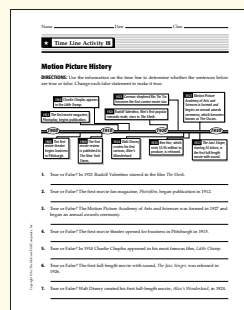
Reteaching Activity 15



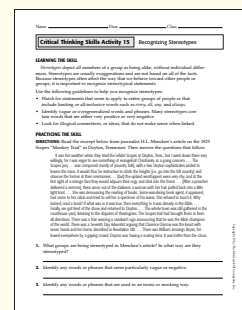
Vocabulary Activity 15



Time Line Activity 15



Critical Thinking Skills Activity 15



Meeting NCSS Standards

- The following standards are highlighted in Chapter 15:
- Section 1** **II** Time, Continuity, and Change: B, C, E, F
 - Section 2** **I** Culture: A, C
 - Section 3** **V** Individuals, Groups, and Institutions: B, C, E, F

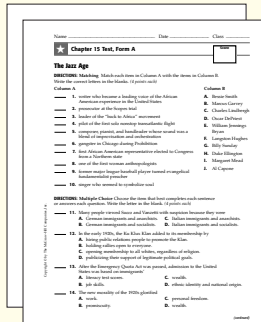
Local Standards

Chapter 15 Resources

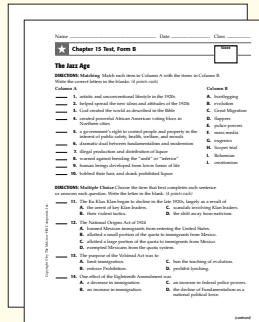


ASSESSMENT AND EVALUATION

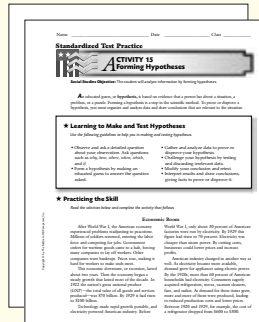
Chapter 15 Test Form A



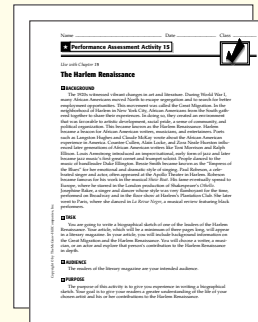
Chapter 15 Test Form B



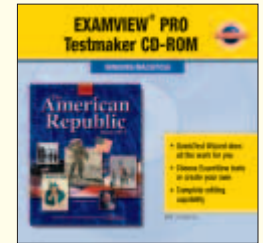
Standardized Test Practice Workbook Activity 15



Performance Assessment Activities and Rubrics 15



ExamView® Pro Testmaker CD-ROM



MULTIMEDIA

- Vocabulary PuzzleMaker CD-ROM**
- Interactive Tutor Self-Assessment CD-ROM**
- ExamView® Pro Testmaker CD-ROM**
- Audio Program**
- American History Primary Source Documents Library CD-ROM**
- MindJogger Videoquiz**
- Presentation Plus! CD-ROM**
- TeacherWorks™ CD-ROM**
- Interactive Student Edition CD-ROM**
- Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 2**
- The American Republic Since 1877 Video Program**
- American Music: Hits Through History**
- American Music: Cultural Traditions**

SPANISH RESOURCES

The following Spanish language materials are available in the Spanish Resources Binder:

- **Spanish Guided Reading Activities**
- **Spanish Reteaching Activities**
- **Spanish Quizzes and Tests**
- **Spanish Vocabulary Activities**
- **Spanish Summaries**
- **The Declaration of Independence and United States Constitution Spanish Translation**



THE HISTORY CHANNEL.®

The following videotape programs are available from Glencoe as supplements to Chapter 15:

- **Babe Ruth: His Life** (ISBN 1-56-501422-7)
- **The Monkey Trial: In Search of History** (ISBN 0-76-700609-7)
- **The Prohibition Era** (3 pack) (ISBN 0-76-700179-6)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:

A&E Television: www.aande.com

The History Channel: www.historychannel.com



Use our Web site for additional resources. All essential content is covered in the Student Edition.

You and your students can visit tx.tarvol2.glencoe.com, the Web site companion to the *American Republic Since 1877*. This innovative integration of electronic and print media offers your students a wealth of opportunities. The student text directs students to the Web site for the following options:

- **Chapter Overviews**
- **Student Web Activities**
- **Self-Check Quizzes**
- **Textbook Updates**

Answers to the student Web activities are provided for you in the **Web Activity Lesson Plans**. Additional Web resources and Interactive Tutor Puzzles are also available.



Chapter 15 Resources

SECTION RESOURCES

Daily Objectives	Reproducible Resources	Multimedia Resources
<p>SECTION 1 A Clash of Values</p> <p>1. Explain the rise in racism and nativism in the 1920s.</p> <p>2. Describe the clash of values in the 1920s and the changing status of women.</p>	<ul style="list-style-type: none"> Reproducible Lesson Plan 15-1 Daily Lecture and Discussion Notes 15-1 Guided Reading Activity 15-1* Section Quiz 15-1* Reading Essentials and Study Guide 15-1 Interpreting Political Cartoons Supreme Court Case Studies Performance Assessment Activities and Rubrics 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 15-1 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Skillbuilder Interactive Workbook, Level 2 Audio Program
<p>SECTION 2 Cultural Innovations</p> <p>1. Describe the explosion of art and literature and the disillusionment of 1920s artists.</p> <p>2. Summarize the effects of sports, movies, radio, and music on popular culture.</p>	<ul style="list-style-type: none"> Reproducible Lesson Plan 15-2 Daily Lecture and Discussion Notes 15-2 Guided Reading Activity 15-2* Section Quiz 15-2* Reading Essentials and Study Guide 15-2 Performance Assessment Activities and Rubrics 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 15-2 American Art & Architecture Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Audio Program American Music: Hits Through History American Music: Cultural Traditions
<p>SECTION 3 African American Culture</p> <p>1. Describe the Harlem Renaissance and the rediscovery of African American cultural roots.</p> <p>2. Explain the increase in African American political activism.</p>	<ul style="list-style-type: none"> Reproducible Lesson Plan 15-3 Daily Lecture and Discussion Notes 15-3 Guided Reading Activity 15-3* Section Quiz 15-3* Reading Essentials and Study Guide 15-3 Performance Assessment Activities and Rubrics 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 15-3 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Vocabulary PuzzleMaker CD-ROM Audio Program American Music: Hits Through History American Music: Cultural Traditions



OUT OF TIME?

Assign the Chapter 15 **Reading Essentials and Study Guide**.

*Also Available in Spanish

- Blackline Master
- Transparency
- CD-ROM
- DVD
- Poster
- Music Program
- Audio Program
- Videocassette

Chapter 15 Resources



NATIONAL GEOGRAPHIC Teacher's Corner

INDEX TO NATIONAL GEOGRAPHIC MAGAZINE

The following articles relate to this chapter.

- "Growing up in East Harlem," May 1990
- "Offbeat New Orleans," January 1995
- "Traveling the Blues Highway," April 1999

NATIONAL GEOGRAPHIC SOCIETY PRODUCTS AVAILABLE FROM GLENCOE

To order the following products for use with this chapter, contact your local Glencoe sales representative, or call Glencoe at 1-800-334-7344:

- *PictureShow: Story of America, Part 2* (CD-ROM)
- *PicturePack: Story of America Library, Part 2* (Transparencies)

ADDITIONAL NATIONAL GEOGRAPHIC SOCIETY PRODUCTS

To order the following, call National Geographic at 1-800-368-2728:

- *The Complete National Geographic: 109 Years of National Geographic Magazine* (CD-ROM)
- *Eyewitness to the 20th Century* (Book)
- *Historical Atlas of the United States* (Atlas)

NGS ONLINE

Access National Geographic's Web site for current events, atlas updates, activities, links, interactive features, and archives.

www.nationalgeographic.com

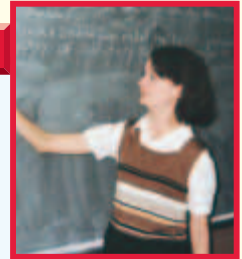
KEY TO ABILITY LEVELS

Teaching strategies have been coded.

- L1** BASIC activities for all students
- L2** AVERAGE activities for average to above-average students
- L3** CHALLENGING activities for above-average students
- ELL** ENGLISH LANGUAGE LEARNER activities

From the Classroom of...

Jennifer G. Lange
Forest Hills High School
Forest Hills, NY



The Culture of Slang

Provide the students with a list of slang expressions from the Jazz Age. Do not give them the explanations of the slang. Ask students to try to decide what the words mean (some of the expressions we still use today). Ask students to explain how the new vocabulary reflected the culture of the Jazz Age. Ask students to describe the role that slang plays in their lives today. Some slang terms that developed in the period include:

- cat's meow (or cat's pajamas)—something fantastic
- crush—an infatuation with someone
- gatecrasher—someone who "crashes" a party
- blind date—dating someone you have never met
- big cheese—the boss
- bump off—murder or kill
- goofy—silly
- gams—a woman's legs
- heebie jeebies—jitters
- high hat—snub
- flapper—the "new woman" of the 1920s
- gyp—cheat
- darb—something truly wonderful
- gin mill—a speakeasy

ADDITIONAL RESOURCES FROM GLENCOE

- American Music: Cultural Traditions
- American Art & Architecture
- Outline Map Resource Book
- U.S. Desk Map
- Building Geography Skills for Life
- Inclusion for the High School Social Studies Classroom Strategies and Activities
- Teaching Strategies for the American History Classroom (Including Block Scheduling Pacing Guides)



Block Schedule

Activities that are suited to use within the block scheduling framework are identified by:



Performance Assessment

Refer to Activity 15 in the Performance Assessment Activities and Rubrics booklet.

Why It Matters Activity

Read the title of Section 1 and the main idea statement from the Guide to Reading. Ask students to jot down ideas about why this time in history matters today. Repeat for Sections 2 and 3. Ask students to evaluate and revise their responses after they have completed the chapter. Invite students to share their ideas with the class. **ELA:** Gr9/10/11: 7A, 7F

GLENCOE TECHNOLOGY

The American Republic Since 1877 Video Program

To learn more about Harlem's art and music, have students view the Chapter 15 video, "The Harlem Renaissance," from the *American Republic Since 1877 Video Program*.

Available in DVD and VHS

MindJogger Videoquiz

Use the **MindJogger Videoquiz** to preview Chapter 15 content.

Available in VHS

CHAPTER
15

The Jazz Age

1921–1929

Why It Matters

The 1920s was an era of rapid change and clashing values. Many Americans believed society was losing its traditional values, and they took action to preserve these values. Other Americans embraced new values associated with a freer lifestyle and the pursuit of individual goals. Writers and artists pursued distinctively American themes, and the Harlem Renaissance gave African Americans new pride.

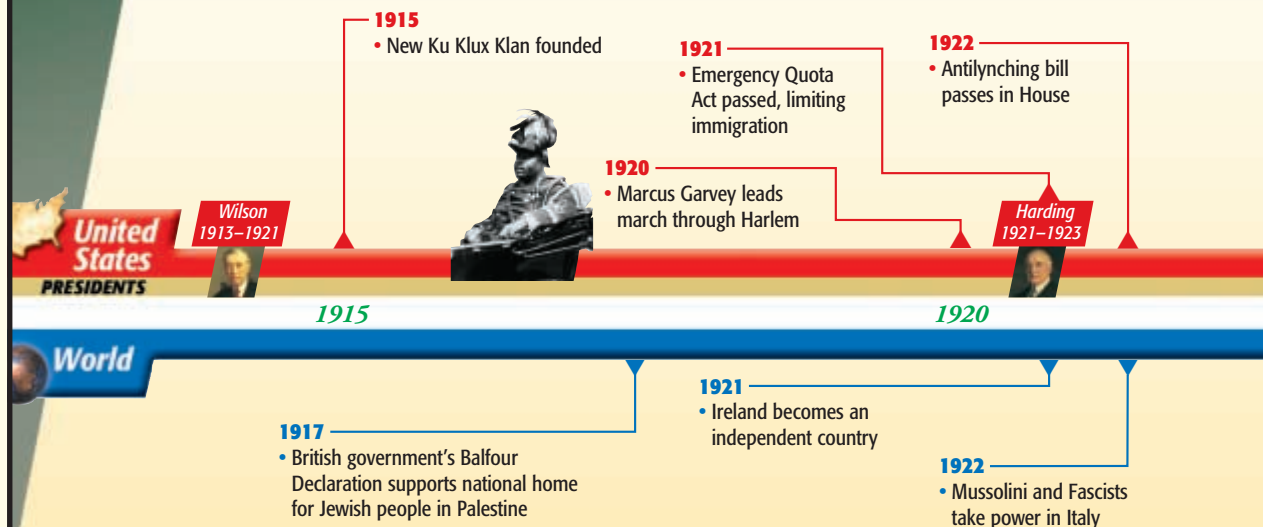
The Impact Today

The 1920s left permanent legacies to American culture.

- National celebrities in sports and film emerged.
- Jazz music became part of American culture.
- F. Scott Fitzgerald and Ernest Hemingway wrote classics of American literature.



The American Republic Since 1877 Video The Chapter 15 video, "The Harlem Renaissance," focuses on Harlem's lively arts and music scene and the movement's contributions to American culture.



TWO-MINUTE LESSON LAUNCHER

Bring to class a recording by a famous jazz musician, preferably one from the early era of jazz. Before you play the recording, ask students to listen for the distinctive rhythms of the music. If the piece has lyrics, also ask students to listen for the theme. After students have listened to the recording, ask how the piece made them feel, what they think the mood of the piece is, and, if there are lyrics, what the theme of the piece is. Tell students that they will learn more about jazz in this chapter.

Introducing CHAPTER 15

HISTORY Online

Introduce students to chapter content and key terms by having them access the **Chapter 15 Overview** at tx.tarvol2.glencoe.com.

More About the Photo

Clothing styles were beginning to change before World War I. The pace of change accelerated after the war. For women, scooped necklines, knee-length hems, and sleeveless dresses departed radically from the frumpy styles of the Victorian era. Clothing styles reflected the carefree, happy-go-lucky feeling of the time.

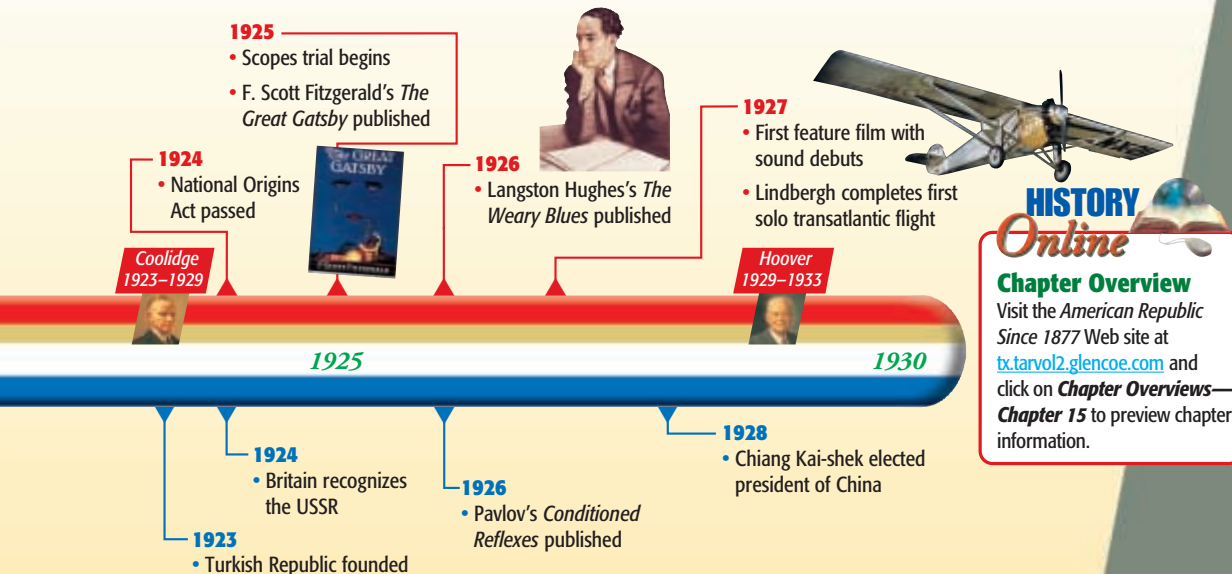


This photograph of jazz musicians captures the boisterous spirit of the 1920s.

TIME LINE

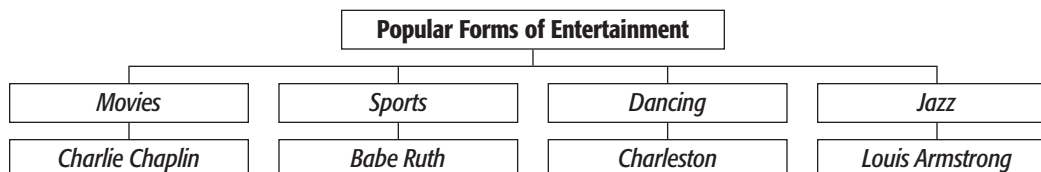
ACTIVITY

Have students re-create the United States portion of the chapter time line on a separate piece of paper. Instruct students to link the Key Terms and Names from this chapter to an appropriate event on the time line. Remind students that the terms and names appear in the Guide to Reading at the beginning of each section. **US: 1B; ELA: Gr9/10/11: 7E**



GRAPHIC ORGANIZER ACTIVITY

Organizing Information Have students create a graphic organizer similar to the one shown below to explain the forms of entertainment that were popular in the 1920s and to give an example of a person or form of each. (Answers may vary from those shown here.) **US: 24B; ELA: Gr9/10/11: 4D**



SECTION 1 A Clash of Values

1 FOCUS

Section Overview

This section focuses on the rise of racism and nativism during the 1920s.

BELLINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

Daily Focus Skills Transparency 15-1

Unit 5
Chapter 15
DAILY FOCUS SKILLS
TRANSPARENCY 15-1

Identifying Cause-and-Effect Relationships

THE "NEW MORALITY" OF THE 1920s

Single, working-class women are work to:
 • Break away from parental authority
 • Exercise personal identity
 • Participate in the consumer culture

Women's colleges encourage women to:
 • Pursue careers
 • Challenge traditional ideas about women's role in society

The automobile allows young people to:
 • Be more independent
 • Escape parental control
 • Gain new forms of entertainment outside the family
 • Find privacy

Questions: Answer the following questions based on the information at left.

In the 1920s, many Americans feared that social changes would bring an end to family-oriented values. Which of the statements below is one possible cause for this fear?
 F The automobile gave young people greater independence.
 G Women in the workplace were closely monitored by their parents.
 H Fewer women were pursuing higher education.
 J Women leaving the workforce resulted in a loss of income for their families.

Guide to Reading

Answers to Graphic: Causes: job competition, European immigrant influx, eugenics, economic recession; Effects: return of KKK, Sacco-Vanzetti case, governmental control of immigration

Preteaching Vocabulary

Have students look up the meaning of each of the Key Terms in the Glossary and write the definition on a sheet of paper to use while they are studying the section. **US: 25A; ELA: Gr9/10/11: 6A**

Student Edition TEKS

ELA: Page 482: Gr9/10/11: 4D, 6A, 7D, 7F, 8B; **Page 483:** Gr9/10/11: 6A, 10B, 19B, 20B

Guide to Reading

Main Idea

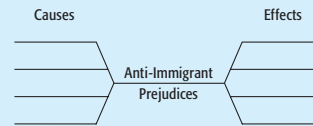
During the 1920s, clashes between traditional and modern values shook the United States.

Key Terms and Names

anarchist, eugenics, Ku Klux Klan, Emergency Quota Act, flapper, Fundamentalism, evolution, creationism, police powers, speakeasy

1 Reading Strategy

Organizing As you read about Americans' reactions to immigrants in the 1920s, complete a graphic organizer similar to the one below by filling in the causes and effects of anti-immigrant prejudices.



Reading Objectives

- **Explain** the rise in racism and nativism in the 1920s.
- **Describe** the clash of values in the 1920s and the changing status of women.

Section Theme

Continuity and Change The rapid changes of the early 1900s challenged Americans who wanted to preserve traditional values.

Preview of Events



★ An American Story ★



Alfred Levitt (standing)

In 1911 Alfred Levitt left a small town in Russia to immigrate to New York City. Like many immigrants before and since, he had big ambitions, despite his poor English and lack of education. He wanted to forget his Russian heritage and become a successful American:

“My conscious drive when I got here was to escape the rigors of poverty, to become somebody of importance. This I don’t mean economically, but someone who can justify his presence on the planet. I wonder: Who am I? What am I here for? At seventeen years, the first question for me, though, was: What was I going to do? What will I become? . . . I made up my mind, as young as I was, that I’m going to amount to something in the world, and I’m not going to continue being one of those who starve.”

—quoted in *Centenarians: The Story of the Twentieth Century by the Americans Who Lived It*

Levitt did indeed “amount to something.” A successful artist, he lived the rest of his life in New York City. Twenty of his paintings are part of the permanent collection of the city’s Metropolitan Museum of Art.

Nativism Resurges

As the 1920s opened, an economic recession, an influx of immigrants, and racial and cultural tensions combined to create an atmosphere of disillusionment and intolerance. The fear and prejudice many felt toward Germans and Communists expanded to include all immigrants. This triggered a general rise in racism and in nativism, the desire to protect the interests of old-stock Americans against those of immigrants.

SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 15–1
- Daily Lecture and Discussion Notes 15–1
- Guided Reading Activity 15–1
- Section Quiz 15–1
- Reading Essentials and Study Guide 15–1
- Interpreting Political Cartoons
- Supreme Court Case Studies

Transparencies

- Daily Focus Skills Transparency 15–1

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program

2 TEACH

Daily Lecture and Discussion Notes 15–1

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Daily Lecture and Discussion Notes
Chapter 15, Section 1

Did You Know? During the 1920s, cosmetic sales soared as 1 woman tried to copy the look of Hollywood movie stars. The average American woman used about one pound of face powder a year.

- I. **Nativism Resurges** (pages 482–484)
- A. In the 1920s, racism and nativism increased. Immigrants and demobilized military men and women competed for the same jobs during a time of high unemployment and an increased cost of living.
 - B. Ethnic prejudice was the basis of the Sacco and Vanzetti case, in which the two immigrant men were accused of murder and theft. They were thought to be anarchists, or opposed to all forms of government. Sacco and Vanzetti were sentenced to death, and

During World War I, immigration to the United States had dropped sharply. By 1921, however, it had returned to prewar levels, with the majority of immigrants at this time coming from southern and eastern Europe. Many Americans saw immigrants as a threat to stability and order. The arrival of millions of immigrants also seemed to pose a threat to the four million recently demobilized military men and women searching for work in an economy with soaring unemployment and rising prices.

As the new immigrants, many of whom were unskilled workers, sought to enter the workforce and establish a foothold in American life, many of them encountered ethnic and religious prejudices. The experience of two Italian immigrants, Nicola Sacco and Bartolomeo Vanzetti, exemplified the prejudices and fears of the period.

The Sacco-Vanzetti Case Shortly after 3:00 P.M. on April 15, 1920, two men shot and killed two employees of the Slater & Morrill Shoe Company in South Braintree, Massachusetts, and robbed the company of its \$15,000 payroll. Police subsequently arrested Nicola Sacco, a shoemaker, and Bartolomeo Vanzetti, a fish peddler.

The Sacco and Vanzetti case created a furor, as newspapers around the country revealed that the two immigrants were **anarchists**, or people who oppose all forms of government. They also discovered that Sacco owned a gun similar to the murder weapon and that the bullets used in the murders matched those in Sacco’s gun. Although no one at the time knew if Sacco and Vanzetti were guilty, many people leaped to that conclusion because the two men were Italian immigrants and anarchists. Others viewed the case as an example of prejudice against people based on their ethnic origin and political beliefs.

On July 14, 1921, a jury found Sacco and Vanzetti guilty, and the judge sentenced them to death. Many Americans, caught up in the anti-foreign fever of the time, applauded the verdict and the penalty. Over the next six years, lawyers filed numerous appeals for a new trial, but all were denied. In April 1927, a special Massachusetts commission studied the case and upheld the verdict. Four months later, on August 23, 1927, Sacco and Vanzetti were executed, proclaiming their innocence all the while. (See *You’re the Historian* on pages 490–491 for more information on Sacco and Vanzetti.)

Pseudo-Scientific Racism Nativist and racist feelings in the 1920s were reinforced by the beliefs of the eugenics movement. **Eugenics** is a pseudo-science (or false science) that deals with improving hereditary traits. Developed in Europe in the early 1900s, eugenics emphasized that human inequalities were inherited and warned against breeding the “unfit” or “inferior.” Eugenics fueled the nativists’ argument for the superiority of the “original” American stock—white Protestants of northern European descent. Political, intellectual, and cultural figures like Woodrow Wilson and Henry Cabot Lodge embraced eugenics. By doing so, they lent authority to racist theories, which reinvigorated the nativist argument for strict immigration control.

Return of the Ku Klux Klan At the forefront of the movement to restrict immigration was the **Ku Klux Klan**, or KKK. The old KKK had flourished in the South after the Civil War and used threats and violence to intimidate newly freed African Americans. The new Klan had other targets as well—Catholics, Jews, immigrants, and other groups believed to represent “un-American” values.

William J. Simmons founded the new Ku Klux Klan in Atlanta, Georgia, in 1915. A former circuit-riding Methodist preacher, Simmons pledged to preserve America’s white, Protestant civilization. In the 1920s, Klan publicity claimed that the organization was fighting for “Americanism.”

The Klan attracted few members until 1920, when Simmons hired public relations entrepreneurs Edward Young Clarke and Elizabeth Tyler, paying

Analyzing Political Cartoons

New Immigrants This cartoon portrays the feelings of many Americans who were opposed to immigration. What comment does the cartoon make about immigrants?



COOPERATIVE LEARNING ACTIVITY

Creating a Cartoon Organize students into groups of four. Have the groups select one of the following topics: the Sacco-Vanzetti case, eugenics, Ku Klux Klan, or the National Origins Act of 1924. Tell the groups to create a political cartoon against the topic they have chosen. For example, those who choose the Sacco-Vanzetti case could develop a cartoon expressing the opinion that the two were not given a fair trial. **US: 5A, 24B, 24F, 24G; ELA: Gr9/10/11: 21B**

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

Discussing a Topic Ask students to offer examples of how adults show bias toward teenagers. Invite students to share how they feel when they encounter bias. Have students consider reasons for the bias and discuss ways to initiate a dialogue to lessen the bias. **L1 US: 24B**

Analyzing Political Cartoons

Answer: It implies that other countries were sending their unwanted citizens to the United States.

Ask: Why did some people have such a strong opposition to the new wave of immigrants? (competition for scarce jobs, fear that immigrants were anarchists and revolutionaries)

Student Edition TEKS

US HISTORY: Page 482: 1A, 1B, 2C, 5A, 20A, 24B, 25A, 25C; Page 483: 1A, 2C, 5A, 7A, 25A

CHAPTER 15

Section 1, 482–488

Guided Reading Activity 15-1

Name _____ Date _____ Class _____

★ Guided Reading Activity 15-1

DIRECTIONS: Filling in the blanks in the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

- In the early 1920s, many Americans saw the millions of immigrants as a threat to _____ and _____, and to the four million recently _____ searching for work in an economy with soaring unemployment and rising prices.
- As anti-immigration fever rose, nativists emboldened their arguments against immigration with _____, a pseudo-science that emphasized that human _____ were inherited and warned against breeding the _____ of _____.
- This science fueled the nativists' argument for the superiority of the "original" American stock _____.

Reading Check

Answer: fear of Communists, nativism, economic competition, eugenics

Interpreting Statistics Have students use library and Internet resources to locate historical immigration statistics for 1890, 1900, 1910, 1920, and 1930. Tell them to select two countries to compare, one from Western Europe and one from Eastern Europe. Have students use the data to construct an immigration chart that shows the effects of the immigration laws of 1921 and 1924. Ask students to write a brief explanation of the significance of their findings. **L2 US:** 5A, 10B, 24A–D, 24H, 25A–D; **ELA:** Gr9/10/11: 1A, 1B

Reading Check

Answer: Students might suggest that Hispanics made the United States more ethnically and linguistically diverse.

Social Studies TAKS tested at Grades 10/11: 1 Obj 1: US5A(11); Obj 5: WH25C(10), US24B(11)
2 Obj 1: US5A(11) 3 Obj 5: WH25C(10), US24B(11)

them a commission of \$8 of every \$10 initiation fee for a new Klan recruit. Clarke and Tyler divided the nation into regions and paid more than 1,000 “sales-people” to promote the Klan. As a result of their strategy, membership in the Ku Klux Klan exploded, reaching nearly 4 million by 1924 as it spread beyond the South and into Northern cities.

The Klan began to decline in the late 1920s, however, largely as a result of scandals and power struggles involving its leaders. Membership shrank, and politicians whom the Klan supported were voted out of office. The sharp reduction in immigrants due to new immigration laws further disabled the Klan, depriving it of a major issue. The Klan never again had a major impact on politics.

1 Reading Check Explaining Why did many Americans oppose immigration after World War I?

Controlling Immigration

2 After World War I, American immigration policies changed in response to the postwar recession and nativist pleas to “Keep America American.” Even big business, which previously favored unrestricted immigration as a source of cheap labor, now feared the new immigrants as radicals.

2 In 1921 President Harding signed the **Emergency Quota Act**, which established a temporary quota system, limiting immigration. According to this act, only three percent of the total number of people in any ethnic group already living in the United States, as indicated in the 1910 census, could be admitted in a single year. This theoretically restricted the number of immigrants from all countries, but in practice it discriminated heavily against people from southern and eastern Europe. Ethnic identity and national origin thus determined admission to the United States.

2 Henry Curran, the commissioner of Ellis Island from 1922 to 1926, commented on the heartbreak caused by the Emergency Quota Act:

“The hardest quota cases were those that separated families. When part of the family had been born in a country with a quota still open, while the other part had been born in a country whose quota was exhausted, the law let in the first part and deported the other part. Mothers were torn from children, husbands from wives. The law came down like a sword between them.”

—quoted in *Ellis Island: Echoes from a Nation's Past*

GOVERNMENT

The National Origins Act of 1924 In 1924 the National Origins Act made immigrant restriction a permanent policy. The law also tightened the quota system, setting quotas at two percent of each national group residing in the country in 1890. By moving back the year to 1890, an even larger proportion of the quotas were allotted to immigrants from northwestern Europe.

A second part of the act, which took effect in 1929, replaced the 1924 quotas with a limit of 150,000 immigrants admitted per year. In addition, the percentage allotted to each nationality would now be based on the 1920 census. This resulted in northwestern European countries accounting for 87 percent of the total immigration quota.

Hispanic Immigration to the United States The immigration acts of 1921 and 1924 reduced the available labor pool in the United States. While workers and unions rejoiced at the reduction in competition for jobs, employers desperately needed laborers for agriculture, mining, and railroad work. Mexican immigrants helped to fill this need.

The first wave of Mexican immigration to the United States followed the passage of the Newlands Reclamation Act of 1902, which provided funds for irrigation projects in the arid Southwest. Factory farms soon dominated the landscape, and they needed large numbers of agricultural laborers. By 1914 more than 70,000 Mexican immigrants had poured into the United States, many of them fleeing the terror and aftermath of the Mexican Revolution of 1910.

A larger wave of immigration brought more than 600,000 Mexicans to the United States between 1914 and the end of the 1920s. The National Origins Act of 1924 exempted natives of the Western Hemisphere from the quota system. As the demand for cheap farm labor in California and the Southwest steadily increased, Mexican immigrants crossed the border in record numbers.

3 Reading Check Explaining How did Hispanic immigrants shape the national identity of the United States?

The New Morality

Many groups that wanted to restrict immigration also wanted to preserve what they considered to be traditional values. They feared that a “new morality” was taking over the nation. Challenging traditional

MEETING SPECIAL NEEDS

Reading Disability To help address the needs of students who have difficulty reading, have students create an outline using the subheadings in this section. Once they have done that, encourage them to listen to the Audio Program and highlight or circle the topics in their outline as they are discussed. **L1 ELL ELA:** Gr9: 7i; Gr10/11: 7H

Refer to **Inclusion for the High School Social Studies Classroom Strategies and Activities** in the TCR.

Student Edition TEKS
ELA: Page 484: Gr9/10/11: 7E, 8B, 10B; Page 485: Gr9/10/11: 6A, 10B, 19B, 20B

ways of seeing and thinking, the new morality glorified youth and personal freedom and influenced various aspects of American society.

The New Morality Ideals of the loving family and personal satisfaction—views popularized in magazines and other media—influenced popular views on relationships. As the loving and emotional aspects of marriage grew in importance, the ideas of romance, pleasure, and friendship became linked to successful marriages. Advice books in the 1920s dispensed such hints as, “Have lots of pleasure that both husband and wife enjoy . . . and above all, be good friends.”

Women in the workforce also began to define the new morality. Many single, working-class women held jobs simply because they needed the wages for themselves or for their families. For some young, single women, work was a way to break away from parental authority and establish a personal identity. Work also provided the wages that allowed women to participate in the consumer culture.

Women who attended college in the 1920s often found support for their emerging sense of independence. Women’s colleges, in particular, encouraged their students to pursue careers and to challenge traditional ideas about the nature of women and their role in society.

The automobile also played a role in encouraging the new morality. The nation’s youth loved cars because cars made them more independent and allowed them to escape the careful watch of their parents. Instead of socializing at home with the family, many youths could now use cars to seek new forms of entertainment with their friends and to find privacy.

Women in the 1920s Fashion took on a modern look during the 1920s, as women “bobbed,” or shortened, their hair and wore flesh-colored silk stockings. It also emphasized the youthful appearance of



Geography Skills

- Interpreting Maps** Between 1890 and 1920, what European regions sent more than three million immigrants to the United States?
- Applying Geography Skills** Why were so many people willing to leave their homelands to come to the United States?

glamorous stage and screen stars. In this new culture, the carefree, chic “flapper” played a prominent role.

Though hardly typical of American women at the time, the **flapper**—a young, dramatic, stylish, and unconventional woman—personified women’s changing behavior in the 1920s. The flapper smoked cigarettes, drank prohibited liquor, and dressed in attire considered too revealing by previous generations.

While flappers pursued social freedoms, other women sought financial independence by entering the workforce, many of them as salesclerks, secretaries, or telephone operators. A few made contributions in science, medicine, law, or literature. In science, Florence Sabin’s medical research led to a

Geography Skills

- Answers:**
- Italy, Austro-Hungarian Empire and Serbia, and Russian Empire
 - They hoped to find greater opportunities.

Geography Skills Practice
Ask: From what countries did the fewest number of people emigrate? (France, the Netherlands, Belgium, Luxembourg, and Switzerland)

Making a Table Have students make a table showing areas where women’s roles changed in the 1920s. Ask them to include visuals and examples for each area on the chart. **L1 US:** 5A, 8A, 21D, 24B, 25C, 25D; **ELA:** Gr9/10/11: 7D

Use the rubric for creating a map, display, or chart on pages 65–66 in the *Performance Assessment Activities and Rubrics*.

FYI

The first Miss America was crowned in 1921. It seems fitting that sixteen-year-old Margaret Gorman was from the nation’s capital—Washington, D.C.

Use *Interpreting Political Cartoons*, Cartoon 21.

Use *Supreme Court Case Study 15*, *Olmsted v. United States*.

Use *Supreme Court Case Study 16*, *Near v. Minnesota*.

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Economics Have interested students research the number of women in the workforce in 1900, 1910, 1920, and 1930. Also, have them find the average annual wage that women earned in each of these years. Have students use the statistics to create a line graph showing the economic gains that women made during the early 1900s. **L2 US:** 1A, 5A, 8A, 8B, 13A, 21D, 24A–D, 24H, 25A–D; **ELA:** Gr9/10/11: 4D, 13B, 13C

Student Edition TEKS

US HISTORY: Page 484: 1A, 5A, 21C, 24B; Page 485: 1A, 8B, 21A, 24H, 25A

What *Life* Was Like...

Ask: How does modern clothing compare to clothing of the 1920s? (possible answers: less formal, more synthetic fabrics; in both eras, boldly colored hats were popular and clothing expressed a person's identity with a group)

✓ Reading Check

Answer: Some pursued social freedoms, entered the workforce, and contributed to medicine, literature, and science. Many others focused on enhancing traditional marriage relationships.

Creating a Cause-and-Effect Graphic Have students use a graphic organizer similar to the one shown below to illustrate some of the causes and effects of Prohibition. Invite students to share their graphics with the class. Create a composite graphic from the various student responses. **L2 US: 5A, 8A, 24B; ELA: Gr9/10/11: 4D**



FYI

Charismatic preacher Aimee Semple McPherson gained added notoriety for a five-week disappearance she claimed was a kidnapping and for the many lawsuits filed against her in the following years, often for libel or slander.

📍 Student Edition TEKS

ELA: Page 486: Gr9/10/11: 6A, 10B; Page 487: Gr9/10/11: 6A, 10B

What *Life* Was Like...



• Modern Clothing

Women's clothing changed significantly in the 1920s. Hemlines were much shorter and showed more of the body. Stylish new hats also emphasized bold colors and a freer design.

Flappers

Perhaps no other symbol of the 1920s captured the spirit of the time like the flapper. Psychologist G. Stanley Hall wrote his observation of a typical flapper:

“She wore a knitted hat, with hardly any brim, of a flame or bonfire hue; a henna scarf; two strings of Betty beads, of different colors, twisted together; an open short coat, with ample pockets; a skirt with vertical stripes. . . . Her stockings were woolen and of brilliant hue. But most noticeable of all were her high overshoes, or galoshes. One seemed to be turned down at the top and entirely unbuckled, while the other was fastened below and flapped about her trim ankle in a way that compelled attention.”

—quoted in *We, the American Women*

• New Forms of Expression

Rebelling against older, more formal dancing styles, these Charleston dancers perform steps that one observer described as “knock-kneed and pigeon-toed.”



dramatic drop in death rates from tuberculosis. In literature, Edith Wharton received the Pulitzer Prize for her novel *The Age of Innocence*. Public health nurse Margaret Sanger, believing that the standard of living could be improved if families limited the number of children they had, founded the American Birth Control League in 1921. This organization became Planned Parenthood in the 1940s. In 1928 **Margaret Mead**, one of the first woman anthropologists, published the highly regarded study, *Coming of Age in Samoa*, which described life in a Pacific island culture.

①

✓ Reading Check **Identifying** What political, social, and economic contributions did women make to American society in the 1920s?

②

The Fundamentalist Movement

While many Americans embraced the new morality, millions more feared that the country was losing its traditional values. To these Americans, the modern consumer culture, relaxed ethics, and growing urbanism symbolized the nation's moral decline. Many of these people, especially those in small rural

③

towns, responded by joining a religious movement known as **Fundamentalism**—a name derived from a series of pamphlets titled *The Fundamentals*, published by oil millionaire Lyman Stewart.

Fundamentalist Beliefs Meant to reassert the authority of the Bible, Fundamentalism focused on defending the Protestant faith against ideas that implied that human beings derived their moral behavior from society and nature, not God. In particular, Fundamentalists rejected Charles Darwin's theory of **evolution**, which said that human beings had developed from lower forms of life over the course of millions of years. Instead, they believed in **creationism**—the belief that God created the world as described in the Bible.

Two popular evangelical preachers, **Billy Sunday** and **Aimee Semple McPherson**, stirred Fundamentalists' passions by preaching traditional religious and moral values in very nontraditional ways. A former professional baseball player, Sunday drew huge crowds with his rapid-fire sermons and on-stage showmanship. McPherson conducted her revivals and faith healings in Los Angeles in a

CRITICAL THINKING ACTIVITY

Making Generalizations Initiate a discussion by asking the following questions: **What sorts of attempts have been made to limit alcohol consumption in recent years?** (raising the minimum legal age for alcohol purchase, restrictions on hard liquor advertisements on television, warning labels on alcohol products, high alcohol taxes, education programs, MADD, SADD) Ask whether students think these attempts have been successful and whether other initiatives should be considered. **L2 US: 24B; ELA: Gr9/10: 16E; Gr11: 15E**



Charleston

The Charleston, named after the city of Charleston, South Carolina, was the dance craze of the 1920s. Women who did the Charleston were called flappers, perhaps because of the way they flapped their arms while doing the dance.

flamboyant theatrical style, using stage sets and costumes that expressed the themes of her highly emotional sermons.

The Scopes Trial Evolutionists and creationists eventually clashed in a historic trial. In 1925 Tennessee passed the Butler Act, which outlawed any teaching that denied “the story of the Divine Creation of man as taught in the Bible,” and taught instead that “man descended from a lower order of animals.” The American Civil Liberties Union (ACLU) raised money to test the new law and asked John T. Scopes, a biology teacher in Dayton, Tennessee, if he would be willing to be arrested for teaching evolution to his high school class. Scopes agreed. He taught evolution and was subsequently arrested and put on trial.

The trial took place in the summer of 1925. William Jennings Bryan, a three-time Democratic presidential candidate, was the prosecutor and represented the creationists. Clarence Darrow, one of the country’s most celebrated trial lawyers, defended Scopes. After eight days of trial, Scopes was found guilty and fined \$100, although the conviction was later overturned on a technicality. Parts of the trial had been broadcast over

the radio, and Darrow’s blistering cross-examination of Bryan did little for the Fundamentalist cause. Increasingly, Fundamentalists found themselves isolated from mainstream Protestantism, and their commitment to political activism declined.

Reading Check Explaining What were the major beliefs of Fundamentalists?

Prohibition

The movement to ban alcohol had been building throughout the late 1800s. By the early 1900s, many progressives and traditionalists supported prohibition. Many people believed the prohibition of alcohol would help reduce unemployment, domestic violence, and poverty. Their support helped pass the Eighteenth Amendment, which took effect in January 1920.

To try to enforce the amendment, Congress passed the National Prohibition Act, also known as the **Volstead Act**. Enforcing Prohibition became the responsibility of the U.S. Treasury Department. Treasury agents had enforced federal tax laws for many years, but **police powers**—a government’s power to control people and property in the interest of public safety, health, welfare, and morals—had generally been reserved for the state governments. The Eighteenth Amendment granted federal and state governments the power to enforce Prohibition, marking a dramatic increase in federal police powers.

The Treasury Department’s new Prohibition Unit struggled to enforce Prohibition. During the 1920s, treasury agents made more than 540,000 arrests, but Americans persisted in blatantly ignoring the law. People flocked to secret bars called **speakeasies**, where they could purchase alcohol. In New York City alone, an estimated 32,000 such bars sold liquor illegally. Liquor also was readily available in rural

Fact Fiction Folklore

New Words The youth culture of the twenties produced a number of new words and phrases that became a part of their own language. In the mid-1920s, partygoers urged fellow dancers to “Get hot! Get hot!” Young Americans also invented such terms as *beauts*, *cat’s pajamas*, and *cat’s whiskers* to describe attractive young women. The terms *lounge lizards*, *jelly beans*, and *jazzbos* described attractive young men, while the phrase *hard-boiled eggs* described tough guys.

CHAPTER 15
Section 1, 482–488

Reading Check

Answer: They believed in the authority of the Bible and creationism.

Fact Fiction Folklore

Prohibition also expanded American vocabulary. *Bootlegger*, *speakeasy*, and *hip flask* became part of common speech. It also gave new meaning to the words *wet* and *dry*.

FYI

Tennessee’s law against teaching evolution remained on the books until 1967.

3 ASSESS

Assign Section 1 Assessment as homework or as an in-class activity. **US: 25D; ELA: Gr9: 7; Gr10/11: 7H**

Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

Reading Essentials and Study Guide 15–1

Name _____ Date _____ Class _____

Study Guide
Chapter 15, Section 1
For use with textbook pages 482–488

A CLASH OF VALUES

KEY TERMS AND NAMES

anarchist individual who opposes all forms of government (page 482)
eugenics a false science that deals with the improvement of hereditary traits (page 483)
Ku Klux Klan a society set up to restore white Protestant America by terrorizing African Americans and other minorities (page 483)
Emergency Quota Act law that established a temporary quota system and limited immigration (page 484)
flapper a young, dramatic, stylish, and unconventional woman (page 485)
Fundamentalism religious movement that focused on the authority of the Bible (page 486)

EXTENDING THE CONTENT

Agents of Prohibition Isador Einstein, known as Izzy, and his partner, Moe Smith, worked as a team to trap lawbreakers during Prohibition. Masters of disguise, they were a flamboyant pair who used any number of methods to enforce the law. Izzy was particularly adept at going through diverse neighborhoods because he spoke five languages. He once nabbed an unsuspecting speakeasy owner by disguising himself as a pickle salesman. Together Izzy and Moe made some 4,000 arrests and hauled in around \$15 million worth of alcohol. Have students research Einstein and Smith to learn more about their actions during Prohibition. **US: 24A; ELA: Gr9/10/11: 4C, 13B**

Student Edition TEKS

US HISTORY: Page 486: 1A, 5A, 5B, 20A, 21D, 22A, 25A; Page 487: 1A, 5A, 5B, 25A

CHAPTER 15

Section 1, 482–488

Section Quiz 15-1

Name _____ Date _____ Class _____

★ Chapter 15 Score _____

Section Quiz 15-1
DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

Column A	Column B
1. evangelical preacher who conducted revivals and faith healings in Los Angeles	A. Margaret Sanger
2. established a temporary quota system, limiting immigration	B. anarchists
3. founded the American Birth Control League	C. Emergency Quota Act
4. opposed all forms of government	D. Althea Semple McPherson
5. one of the first woman anthropologists who published <i>Coming of Age in Samoa</i>	E. Margaret Mead

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that

Picturing History

Answer: not very successful
Ask: How did the American public respond to Prohibition? Give some examples. (many blatantly ignored the law; speakeasies, organized crime supplied alcohol, bootlegging, smuggling)

Reteach

Have students explain the reasons for the rise in racism and nativism in the 1920s, especially toward immigrants. **US:** 5A, 10B

Enrich

Invite interested students to create a collage showcasing the changing role of women in the 1920s. **US:** 5A, 21D, 25C, 25D; **ELA:** Gr9/10/11: 21B

Reading Check

Answer: Many people believed Prohibition would help reduce unemployment, domestic violence, and poverty.

4 CLOSE

Have students explain the resurgence, impact, and decline of the Ku Klux Klan. **US:** 1B



Picturing History

Prohibition in Action Federal revenue agents carried out the laws of Prohibition by destroying barrels of alcohol. How successful were their enforcement efforts?

America, where bootlegging—the illegal production and distribution of liquor—was common.

Organized crime specialized in supplying and often running these speakeasies, which popped up all over the country. The huge profits that could be made supplying liquor encouraged some people to become smugglers, bringing liquor into the United States

repealed the Eighteenth Amendment and ended federally-mandated Prohibition. It was a victory for the forces of modernism and a defeat for the supporters of traditional moral values.

Reading Check Analyzing Analyze the reasons for the adoption of the Eighteenth Amendment.

TAKS Practice

SECTION 1 ASSESSMENT

Checking for Understanding

- Define:** anarchist, eugenics, flapper, evolution, creationism, police powers, speakeasy.
- Identify:** Ku Klux Klan, Emergency Quota Act, Fundamentalism.
- Explain** why the Eighteenth Amendment was repealed.

Reviewing Themes

- Continuity and Change** How did the passage of the Eighteenth Amendment and the Volstead Act change the federal government's role?

Critical Thinking

- Synthesizing** Why were immigrants from Mexico not included in the quota system set by the immigration acts?
- Categorizing** Use a graphic organizer similar to the one below to list the provisions of the immigration acts passed in the 1920s.

Act	Provisions

Analyzing Visuals

- Analyzing Photographs** Study the image on this page of the federal agent destroying barrels of alcohol. Why do you think the barrels were destroyed in public with a crowd watching?

Writing About History

- Persuasive Writing** Imagine it is the 1920s. Write a letter to your senator to persuade him or her to either continue to support Prohibition or to work for its repeal.

SECTION 1 ASSESSMENT ANSWERS

- Terms are in blue. **US:** 25A
- Ku Klux Klan (p. 483), Emergency Quota Act (p. 484), Fundamentalism (p. 486)
- People recognized that Prohibition was not successful. **US:** 5A
- The federal government obtained police powers to enforce the law. **US:** 12E
- They provided cheap labor. **US:** 5A, 24B
- 1921 Emergency Quota Act limited the number of immigrants to 3 percent of the existing immigrant population based on the 1910 census; 1924 National Origins Act limited the number of immigrants to 2 percent of the existing immigrant population based on the 1890 census **US:** 24B, 25C
- to intimidate people, hoping to make them fearful and submissive in the face of federal authority **US:** 24B, 24G
- Letters should clearly express a point of view. **US:** 24G, 25D

Student Edition TEKS

ELA: Page 488: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 10A, 10B, 13C, 19B, 20B; Gr9: 7I; Gr10/11: 7H;
Page 489: Gr9/10/11: 1A, 1B, 4A, 4B, 4F, 10B

Critical Thinking SKILLBUILDER

Synthesizing Information

Why Learn This Skill?

The authors of this book gathered information from many sources to present a story of how the United States came about and how the country's people lived. To combine the information into a logical story, the authors used a process called *synthesis*. Being able to synthesize information can be a useful skill for you as a student when you need to gather data from several sources for a report or a presentation.

Learning the Skill

The skill of synthesizing involves combining and analyzing information gathered from separate sources or at different times to make logical connections. Follow these steps to synthesize information:

- Select important and relevant information.
- Analyze the information and build connections.
- Reinforce or modify the connections as you acquire new information.

Suppose you need to write a research paper on the status of women in the 1920s. You would need to synthesize what you learn to inform others. You could begin by detailing the ideas and information you already have about the status of women in the 1920s. A graphic organizer such as the one on this page could help categorize the facts.

Then you could select an article about women in the 1920s, such as the following:

In 1923 the National Woman's Party first proposed an equal rights amendment to the Constitution. This amendment stated that "men and women shall have equal rights throughout the United States and every place subject to its jurisdiction." The National Woman's party pointed out that legislation discriminating against women existed in every state. . . .

Some progressive women reformers, however, opposed the goals of the National Woman's Party. These progressives favored protective legislation, which had brought shorter hours and better working conditions for many women. The efforts of the progressives helped defeat the equal rights amendment.

Women's Status in the 1920s

Economic:	Many more women worked in factories and other jobs outside the home.
Social:	Women had much more social freedom, including greater choices in clothing styles and public behavior.
Educational:	Many women had a high school education, and more than ever were attending college.

Practicing the Skill

Use the graphic organizer and the passage on this page to answer the following questions.

- 1 What information is presented in the table?
- 2 What is the main idea of the passage? What information does the passage add to your knowledge of this topic?
- 3 By synthesizing the two sources and using what you know from reading Section 1 of this chapter, what conclusions can you draw about the role of women in 1920s society?

Skills Assessment

Complete the Practicing Skills questions on page 507 and the Chapter 15 Skill Reinforcement Activity to assess your mastery of this skill.

Applying the Skill

Synthesizing Information Find two sources of information on the same topic and write a short report. In your report, answer these questions: What kinds of sources did you use—primary or secondary? What are the main ideas in these sources? How does each source add to your understanding of the topic? Do the sources support or contradict each other?



Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 2**, provides instruction and practice in key social studies skills.

489

TEACH

Synthesizing Information Point out that synthesizing information is a skill that people use every day. To properly prepare for a test, a student would have to know what kind of information will be on the test, when the test will be, how much time the student needs to study, and when the student has available time to study.

Ask students to share some other examples of how they synthesize information in their daily lives.

Additional Practice

Reteaching Activity 15

Name _____ Date _____ Class _____

* Reteaching Activity 15

The Jazz Age, 1921–1929

"Keep America American" became the refrain of the 1920s. Nativists turned to eugenics to offer a scientific basis for racism. At the same time, African Americans who migrated North influenced both cultural trends and politics. Prohibition and fundamentalism attempted to counteract the modern culture and new morality that emerged during the Jazz Age.

DIRECTIONS: Listed below are individuals or terms that represented various aspects of the cultural transformation of the 1920s. Match each with its category. Then briefly explain its significance to the cultural movement it represents.

- | | | |
|--------------------|-------------------|--------------------------|
| • Marcus Garvey | • Speakeasies | • Emergency Quota Act |
| • Flapper | • Langston Hughes | • William Jennings Bryan |
| • Ernest Hemingway | | |

1. _____ Negro Nationalism _____

GLENCOE
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Glencoe Skillbuilder
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CD-ROM, Level 2

This interactive CD-ROM reinforces student mastery of essential social studies skills.

ANSWERS TO PRACTICING THE SKILL

- 1 status of women in the 1920s
- 2 An amendment dedicated to women's rights was proposed in 1923, but it was defeated with the help of women who opposed it.
- 3 Women pursued social freedom, entered the workforce, and made contributions in medicine, literature,

and science.

Applying the Skill

Students' reports will vary. Students should correctly identify the sources they used as primary or secondary.



Student Edition TEKS

US HISTORY: Page 488: 1A, 2C, 5A, 12E, 24B, 24G, 25A, 25C, 25D;
Page 489: 1A, 24A–D, 25D

1 FOCUS

Remind students that the American criminal justice system is based on the presumption of innocence. The judge and the foreman of the jury that convicted Sacco and Vanzetti presumed that the defendants were guilty before the evidence was heard.

2 TEACH

Analyzing Information Tell students that many of the people who testified for the two defendants were Italians who spoke English poorly. Much of their testimony had to be taken in Italian and translated for the judge and jury. Ask students: **How do you think the witnesses' inability to speak English well affected their credibility?** (Students should recognize that it should not have affected their credibility, but that bias toward immigrants might have unfairly influenced the jury.) **Do you think people who do not speak English well face similar bias in the United States today?** (Answers will vary. Students may note that they do not face the same degree of bias, but that bias still exists.) **L2**



Painting supporting the accused

From trial testimony

The defense produced several people who supported the defendants' alibis. When arrested, Nicola Sacco had been carrying a pistol. The prosecuting attorney questioned Captain Proctor, a Massachusetts State Police ballistics expert, about the gun.

Q. Captain Proctor, have you an opinion as to whether bullet three was fired from the Colt automatic which is in evidence [Sacco's pistol]?

A. I have.

Q. And what is your opinion?

A. My opinion is that it is consistent with being fired by that pistol.

Defense experts, however, testified that in their judgment, bullet three had not been fired from Sacco's gun. The defense called on Sacco to testify, which gave the prosecution an opportunity to ask Sacco about his political beliefs.

Q. Did you say yesterday you love a free country?

The Sacco-Vanzetti Case

On April 15, 1920, in South Braintree, Massachusetts, armed robbers murdered two factory employees during a payroll holdup. Police arrested two Italian immigrants and anarchists—Nicola Sacco and Bartolomeo Vanzetti—as suspects. After a court found the two men guilty, defense attorneys fought for six years for a new trial. The attorneys believed the trial had shown signs of prejudice, intimidation, and dishonesty. Did Sacco and Vanzetti receive a fair trial, or were they victims of the troubled atmosphere in the United States at the time? You're the historian.

Read the following excerpts from testimony and evidence. Then complete the questions and activities that follow.

A. Yes, sir.

Q. Did you love this country in the month of May 1917? [At this time, Sacco had gone to Mexico to escape military service.]

A. If you can, Mr. Katzman, if you give me that,—I could explain.

Q. There are two words you can use, Mr. Sacco, yes or no.

A. Yes.

[later]

Q. What did you mean when you said yesterday you loved a free country?

A. . . . When I came to this country I saw there was not what I was thinking before. . . . I could see the best men, intelligent, education, they been arrested and sent to prison and died in prison . . . and Debs, one of the great men in his country, he is in prison . . . because he is a socialist. He wanted the laboring class

to have better conditions . . . but they put him in prison. . . . They want the working class to be low all the times.

The jury returned a verdict of guilty. In the sentencing phase, Bartolomeo Vanzetti was asked to explain why he should not be sentenced to death.

I am suffering because I am a radical, and indeed I am a radical. I have suffered because I am 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. . . . You know I am innocent. That is the same words I pronounced seven years ago. You condemn two innocent men.

EXTENDING THE CONTENT

Due Process The Sacco-Vanzetti case influenced the Supreme Court's actions in the 1950s and 1960s under the leadership of Chief Justice Earl Warren. In more than one case, the Court ruled that the due process clause of the Bill of Rights extended to the states. This, in effect, altered the legal system in many states. Massachusetts had already changed its laws in 1939 to allow a new trial not only if the verdict violated the law, but also if it went against the evidence presented at the trial.

Student Edition TEKS

ELA: Page 490: Gr9/10/11: 8B;
Page 491: Gr9/10/11: 10B, 16B,
16D

3 ASSESS

Have students answer the Understanding the Issues questions and complete the Activities. **US:** 25D; **ELA:** Gr9: 7I; Gr10/11: 7H

Understanding the Issues

1. They argued that the defendants were found guilty because of their political views, not because of the evidence against them.
2. They wanted to establish that his radical views made him dangerous, regardless of whether he actually committed the crime.
3. A historian might argue that since the evidence was inconclusive, the verdict was unfounded.

Activities

1. Reports should consider the quality of the arguments presented.
2. Encourage students to prepare for their assigned roles. At the end of the trial, have the jury read its verdict, then discuss as a class the various opinions and thoughts about the event.

4 CLOSE

Ask students to explain how public opinion can affect the outcome of a trial. **ELA:** Gr9/10: 16E; Gr11: 15E



Headline announcing the execution

Comments on the case

The Sacco-Vanzetti case aroused indignation among intellectuals from the 1920s on. They generally agreed that the two were found guilty because they were Italian radicals, not because there was clear evidence against them. However, two students of the case, Robert Hanson, a local historian, and Francis Russell, who wrote two books on the case, believe Sacco and Vanzetti received a fair trial. Russell cites James Graham, an attorney for Sacco:

We spent considerable time with him [Vanzetti] at the Plymouth County Jail as the case was drawing to a close. . . . Toward the end of the discussion Mr. Vahey said to Vanzetti, in substance, "I can advise you as to what the District Attorney may inquire about the effect of your failure to take the stand, but you are the one who has to make the decision as to whether you will testify or not."

Vanzetti replied, I don't think I can improve on the alibi which has been established. I had better not take the stand.

Russell also reports that Carlo Tresca, an anarchist who had supported the two Italians, told friends that Sacco was guilty, Vanzetti innocent. Then Russell quotes a letter from labor writer Paul Jacobs:

. . . I had a close friend, Anthony Ramuglia. . . . One day he came to me and said he had a story he wanted me to write. . . . The story was that when he was a young man around the anarchist movement in Boston, he had been approached by one of Sacco's witnesses for his alibi in the restaurant at lunch. My friend Tony agreed, and evidently, was carefully coached in what he was to say, when suddenly he remembered that on the day in question

he had actually been in jail in St. Louis and so might obviously be found out as a perjurer. He told someone about this and was relieved of his responsibilities. . . . I asked Tony whether he thought Sacco and Vanzetti were really guilty, and he replied in much the same way as you quote Tresca. "Sacco could have done it but Vanzetti was never capable of such a thing."

Understanding the Issue

1. Why did the defense attorneys believe that the defendants were not given a fair trial?
2. Why do you think the prosecution questioned Sacco on his political beliefs?
3. After studying the historical context of the case and the frame of reference of the jury, how might a modern historian argue that Sacco and Vanzetti did not receive a fair trial?

Activities

1. **Investigate** Check your local library or the Internet and prepare a report on the latest information on the case.
2. **Create a Simulation** Recreate the trial. Research the testimony and the people involved in the case. Assign roles to class members, including witnesses, jury members, a prosecutor, a defense attorney, and a judge.

Workers showing support for Sacco (right) and Vanzetti (left)



PORTFOLIO ACTIVITY

Court Drawings Ask students to select one moment in the trial and create a drawing about it similar to the ones done by court artists today. Have students write a paragraph describing the scene they have drawn. **L2 US:** 25D; **ELA:** Gr9/10/11: 1A, 21B

Student Edition TEKS

US HISTORY: Page 490: 1A, 5A; Page 491: 1A, 5A, 24A, 24C, 24D, 24G, 25D

SECTION 2 Cultural Innovations

1 FOCUS

Section Overview

This section focuses on the cultural innovations of the 1920s including art, literature, mass media, music, and sports.

BELLINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

Daily Focus Skills Transparency 15-2

Unit 5 DAILY FOCUS SKILLS TRANSPARENCY 15-2

Making Inferences

MARY PICKFORD (1892–1979)

Directions: Answer the following question based on the information at left.

Mary Pickford was very popular with American audiences. What attribute do you think Mary Pickford had that would appeal to the movie-going public in the 1920s?

A She had unusual, exotic features.
B She had little acting experience.
C She was devoted to her family.
D She portrayed helpless characters.

Guide to Reading

Answers to Graphic: Art: diverse, individual expression influenced by European art movement; Literature: various styles and subject matter, themes of disillusionment and emptiness; Popular Culture: sports heroes, Hollywood allure, radio shows, jazz, and blues

Preteaching Vocabulary

Have students skim the section to preview each of the Key Terms and Names. **US:** 25A; **ELA:** Gr9/10/11: 6A

Student Edition TEKS

ELA: Page 492: Gr9/10/11: 4D, 6A, 7D, 7F; Page 493: Gr9/10/11: 8B, 19B, 20B

Guide to Reading

Main Idea

An era of exciting and innovative cultural trends, the 1920s witnessed changes in art and literature. This period also saw a dramatic increase in the country's interest in sports and other forms of popular culture.

Key Terms and Names

Bohemian, Carl Sandburg, Eugene O'Neill, Ernest Hemingway, F. Scott Fitzgerald, mass media

1 Reading Strategy

Organizing As you read about the 1920s, complete a graphic organizer like the one below by filling in the main characteristics of art, literature, and popular culture that reflect the era.

Cultural Movement	Main Characteristics
Art	
Literature	
Popular Culture	

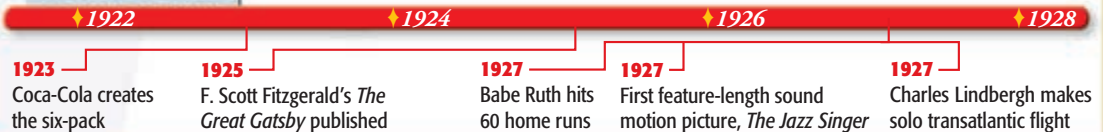
Reading Objectives

- **Describe** the explosion of art and literature and the disillusionment of 1920s artists.
- **Summarize** the effects of sports, movies, radio, and music on popular culture.

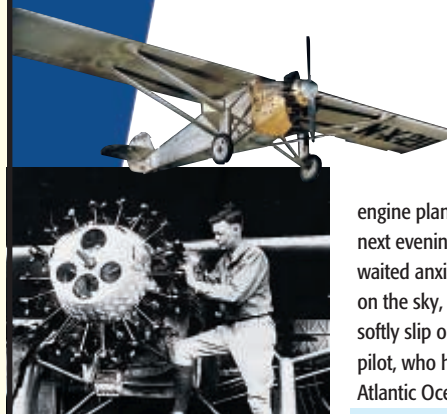
Section Theme

Culture and Traditions American culture in the 1920s saw a rise in both the arts and popular entertainment.

Preview of Events



★ An American Story ★



Charles Lindbergh and his Spirit of St. Louis

On May 20, 1927, a lanky, sandy-haired young man named Charles Lindbergh took off from an airfield on Long Island, New York, in a small, single-engine plane called the *Spirit of St. Louis* and headed east across the Atlantic Ocean. The next evening—more than 33 hours after Lindbergh left New York—thousands of people waited anxiously at the small Le Bourget airfield outside Paris, France. Attention was riveted on the sky, and the spectators strained their eyes as they watched Lindbergh's small airplane softly slip out of the darkness. When the plane landed, the crowd ecstatically greeted the pilot, who had just completed a historic event—the first solo nonstop flight across the Atlantic Ocean.

In an era when people questioned ideals and heroes, Lindbergh's historic flight symbolized American progress in the modern age, and his solo triumph restored Americans' belief in the courageous, pioneering individual. American writer F. Scott Fitzgerald said of Lindbergh:

“A young Minnesotan who seemed to have nothing to do with his generation did a heroic thing, and for the moment people set down their glasses in country clubs and speakeasies and thought of their old dreams.”

—quoted in *Echoes of the Jazz Age*

Art and Literature

The modern age symbolized by Lindbergh's historic transatlantic flight was reflected strongly in American art, literature, and popular culture. During the 1920s, American artists and writers challenged traditional ideas. These artists explored what

SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 15–2
- Daily Lecture and Discussion Notes 15–2
- Guided Reading Activity 15–2
- Section Quiz 15–2
- Reading Essentials and Study Guide 15–2

Transparencies

- Daily Focus Skills Transparency 15–2

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program
- American Music: Hits Through History
- American Music: Cultural Traditions

2 TEACH

Daily Lecture and Discussion Notes 15–2

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Daily Lecture and Discussion Notes
Chapter 15, Section 2

Did You Know? During the 1920s, families sat down together to listen to radio programs, much like families today sit down together to watch television programs.

I. Art and Literature (pages 492–494)

A. During the 1920s, American artists, writers, and intellectuals began challenging traditional ideas as they searched for meaning in the modern world.

B. The artistic and unconventional, or Bohemian, lifestyle of Manhattan's Greenwich Village and Chicago's South Side attracted artists and writers. These areas were considered centers of creativity, enlightenment, and freedom from conformity to old ideas.

C. The European art movement influenced modernist artists.

be “modern,” and they searched for meaning in the emerging challenges of the modern world.

1 “First Fig,” expressed women’s freedom and equality and praised a life intensely lived:

Greenwich Village and the South Side Many artists, writers, and intellectuals of the era flocked to Manhattan’s Greenwich Village and Chicago’s South Side. As writer Brooks Atkinson noted in a memoir,

“The Village was no prude . . . no matter what you did you could hardly be conspicuous. On my street the middle-aged lady in knickers who aired her cat on a pink ribbon twice a day and the rosy-cheeked damsel in overalls who split kindling wood on the side walk . . . were hardly more conspicuous than the formal citizenry. To become conspicuous you would probably have to shoot someone in the street.”

—from *New York’s Greenwich Village*

The artistic and unconventional, or **Bohemian**, lifestyle of these neighborhoods offered young artists and writers new lifestyles.

Modern American Art European art movements greatly influenced the modernists of American art. Perhaps most striking was the diverse range of artistic styles, each attempting to express the individual, modern experience.

Taking his cue from the bold and colorful Impressionism of French artist Paul Cézanne, American painter John Marin drew on nature as well as the urban dynamics of New York for inspiration, explaining, “the whole city is alive; buildings, people, all are alive; and the more they move me the more I feel them to be alive.” Painter Charles Scheeler applied the influences of photography and the geometric forms of Cubism to urban and rural American landscapes. **Edward Hopper** revived the visual accuracy of Realism in his haunting scenes. His paintings conveyed a modern sense of disenchantment and isolation.

History Through Art

Lonely People Like many of his works, Edward Hopper’s *Nighthawks* depicts isolated people. How do you think this painting reflects the experience of small-town people who moved to cities in the 1920s?



Poets and Writers Poets and writers of the 1920s varied greatly in their styles and subject matter. Chicago poet **Carl Sandburg** used common speech to glorify the Midwest and the expansive nature of American life. In Greenwich Village, Edna St. Vincent Millay, in her poem

“My candle burns at both ends;
It will not last the night;
But ah, my foes, and oh, my friends—
It gives a lovely light.”

1 Several poets of this time had an important impact on the literary culture. Gertrude Stein, for example, was supposed to have been able to make or break a writer’s career with a few well-placed remarks. Poets such as Ezra Pound, Amy Lowell, and William Carlos Williams used clear, concise images to express moments in time.

Some poets concentrated on what they considered the negative effects of modernism. In his poem “The Hollow Men,” for example, **T.S. Eliot** described a world filled with empty dreams and “hollow men,” and he foresaw a world that would end “not with a bang but a whimper.”

Among playwrights, one of the most innovative was **Eugene O’Neill**. His plays, filled with bold artistry and modern themes, portrayed realistic characters and situations, offering a vision of life that sometimes touched on the tragic.

Many novelists, affected by the experiences of World War I, wrote about disillusionment and reevaluated the myths of American heroes. They often created characters who were “heroic antiheroes”—flawed individuals who still had heroic qualities of mind and spirit. **Ernest Hemingway**, who served as an ambulance driver in Italy during World War I, was one such writer. His fiction presented a new literary style characterized by direct, simple, and concise prose, as when he wrote about war in such works as *For Whom the Bell Tolls* and *A Farewell to Arms*.

COOPERATIVE LEARNING ACTIVITY

Creating Multimedia Presentations Organize students into six groups. Divide Section 2 into six parts and assign one part to each group. Instruct members within each group to prepare a classroom presentation based on the topics covered in their part of the section. Each group should decide how to present its findings to the class. Encourage students to use a variety of media for their presentations. **US: 20A, 20B, 25C, 25D; ELA: Gr9/10/11: 21B, 21C**

Use the rubric for a cooperative group management plan on pages 71–72 in the *Performance Assessment Activities and Rubrics*.

History Through Art

Answer: Many would have felt lonely and alienated.

Ask: What style did Edward Hopper use in this painting? (*realism*)

Creating a Thematic Table

Have students create a thematic table listing the names of the writers mentioned in this section, the medium or media used by the writer, and a brief description of the theme or characteristics of the author’s works.

L1 US: 8A, 20A, 24B; ELA: Gr9/10/11: 4D

Use the rubric for creating a map, display, or chart on pages 65–66 in the *Performance Assessment Activities and Rubrics*.

Guided Reading Activity 15–2

Name _____ Date _____ Class _____

*** Guided Reading Activity 15-2**

DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What did American artists and writers in the 1920s explore? _____
2. What does “Bohemian” mean in relation to artists, writers, and musicians? _____
3. Where did artists go to find centers of creativity, enlightenment, and freedom? _____
4. Whose paintings conveyed a modern sense of disenchantment and isolation? _____
5. What were two of Carl Sandburg’s main themes, and how did he express them? _____

Student Edition TEKS

US HISTORY: Page 492: 1A, 1B, 5B, 20A, 24B, 25A, 25C; Page 493: 1A, 20A, 20C, 21D

CHAPTER 15

Section 2, 492–495

✓ Reading Check

Answer: These communities offered freedom from conformity to old ideas.

NATIONAL GEOGRAPHIC MOMENT in HISTORY

The Kelly Air Mail Act of 1925 allowed private carriers to deliver air mail. The act supported the fledgling airline industry, which was still considered by many people to be a novelty, partly because of the barnstormers.

History and the Humanities

- American Music: Hits Through History: “Can the Circle Be Unbroken”
- American Music: Cultural Traditions: “Wildwood Flower”
- American Art & Architecture: *Yellow Cactus Flower*

3 ASSESS

Assign Section 2 Assessment as homework or as an in-class activity. **US:** 25D; **ELA:** Gr9: 7I; Gr10/11: 7H

④ Have students use the Interactive Tutor Self-Assessment CD-ROM.

Student Edition TEKS

ELA: Page 494: Gr9/10/11: 8B, 10B; Page 495: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 8B, 10A, 10B, 19B, 20B; Gr9: 7G, 7I; Gr10/11: 7F, 7H

John Dos Passos, a critic of America’s capitalist culture, experimented with the form of the novel in his innovative trilogy *U.S.A.*, which combined fiction, biography, news headlines, and prose poems. Sinclair Lewis wrote about the absurdities of traditional life in small-town America in his novels *Main Street* and *Babbitt*. **F. Scott Fitzgerald**, perhaps the most famous writer of the era, created colorful, glamorous characters who chased futile dreams in *The Great Gatsby*, a novel that poignantly exposed the emptiness and superficiality of much of modern society.

✓ **Reading Check** **Examining** Why did many artists, writers, and intellectuals flock to New York City’s Greenwich Village and Chicago’s South Side during the 1920s?

Popular Culture

The economic prosperity of the 1920s provided many Americans with more leisure time and more spending money, which they devoted to making their lives more enjoyable. Millions of Americans eagerly

watched and participated in sports and enjoyed music, theater, and other forms of popular entertainment. They also fell in love with radio shows and motion pictures.

Baseball, Boxing, and Other Sports Thanks to radio and motion pictures, sports such as baseball and boxing reached new heights of popularity in the 1920s. Baseball star **Babe Ruth** became a national hero, famous for hitting hundreds of home runs. As one broadcaster later remarked, “He wasn’t a baseball player. He was a worldwide celebrity, an international star, the likes of which baseball has never seen since.”

Sports fans also idolized boxer Jack Dempsey. Dempsey held the title of world heavyweight champion from 1919 until 1926, when he lost it to Gene Tunney. When Dempsey attempted to win back the title in 1927, fans’ enthusiasm for the rematch reached such a frenzy that one store sold \$90,000 worth of radios—an incredible sum at that time—in the two weeks before the event.

NATIONAL GEOGRAPHIC MOMENT in HISTORY

ENTERTAINMENT FOR A NEW ERA

In the 1920s, the United States developed an almost insatiable appetite for daredevils and death-defying stunts. Itinerant pilots, known as “barnstormers,” crisscrossed the country offering airplane rides for a dollar and performing dangerous aerial maneuvers for delighted spectators. Some pilots banded together to form “flying circuses.” Competition was fierce as these troupes dreamed up ever more complex and hair-raising stunts to thrill audiences. Here, the “Flying Black Hats” engage in an airborne tennis match.



494 CHAPTER 15 The Jazz Age

MEETING SPECIAL NEEDS

Intrapersonal Have students read a poem or study a piece of art from the period covered in this section. Instruct students to use library and Internet resources to learn more about the style or characteristics of the works of the author or artist. Encourage students to make journal entries while they are doing their research. Have students share their experiences with the class. **L2 US:** 24A; **ELA:** Gr9/10/11: 4C, 13B

Refer to *Inclusion for the High School Social Studies Classroom Strategies and Activities* in the TCR.

Americans eagerly followed other sports and sports figures, too. Newspaper coverage helped generate enthusiasm for college football. One of the most famous players of the 1920s was Red Grange of the University of Illinois. Grange was known as the “Galloping Ghost” because of his speed and ability to evade members of opposing teams.

Millions of sports fans also were thrilled by the achievements of Bobby Jones, the best golfer of the decade, and tennis players Bill Tilden and Helen Wills, who dominated world tennis. In 1926 Jones became the first golfer to win the U.S. Open and the British Open in the same year. In 1927 swimmer Gertrude Ederle enchanted Americans when she shattered records by swimming the English Channel in a little over 14 hours.

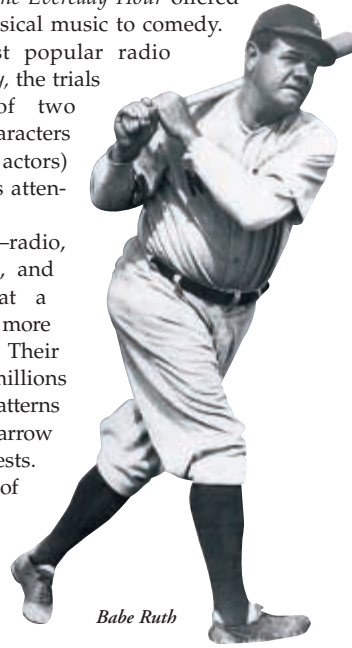
The Rise of Hollywood Although sports became increasingly popular in the 1920s, nothing quite matched the allure of motion pictures. Technology had not yet made sound possible in films, so theaters hired piano players to provide music during the feature, while subtitles revealed the plot. Audiences thronged to see such stars as Mary Pickford, Charlie Chaplin, Tom Mix, Douglas Fairbanks, Gloria Swanson, Rudolph Valentino, and Clara Bow. In 1927 the first “talking” picture—*The Jazz Singer*—was produced, and the golden age of Hollywood began.

Popular Radio Shows and Music Radio also enjoyed a large following during the Jazz Age. In 1920, in one of the first commercial radio broadcasts in history, listeners of station KDKA in Pittsburgh learned the news of Warren G. Harding’s landslide

victory in the presidential election. Within two years, Americans could turn the dial to more than 400 different radio stations around the country.

Most stations in the 1920s played the popular music of the day, such as “Yes! We Have No Bananas” and “Lover Come Back Again.” Broadcasts such as *The Eveready Hour* offered everything from classical music to comedy. In one of the most popular radio shows, *Amos ‘n’ Andy*, the trials and tribulations of two African American characters (portrayed by white actors) captured the nation’s attention every evening.

The **mass media**—radio, movies, newspapers, and magazines aimed at a broad audience—did more than just entertain. Their easy availability to millions helped break down patterns of provincialism, or narrow focus on local interests. They fostered a sense of shared national experience that helped unify the nation and spread the new ideas and attitudes of the time.



Babe Ruth

Reading Check Summarizing How did the American economy of the 1920s affect popular culture?

TAKS Practice

SECTION 2 ASSESSMENT

Checking for Understanding

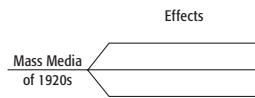
- Define:** Bohemian, mass media.
- Identify:** Carl Sandburg, Eugene O’Neill, Ernest Hemingway, F. Scott Fitzgerald.
- Describe** the main themes of artists and writers during the 1920s.

Reviewing Themes

- Culture and Traditions** How did writers, artists, and popular culture of the 1920s affect traditional ideas in the United States?

Critical Thinking

- Synthesizing** How did World War I influence the literature written during the 1920s?
- Organizing** Use a graphic organizer similar to the one below to list the effects of mass media on American culture.



Analyzing Visuals

- Interpreting Art** Study the Edward Hopper painting, *Nighthawks*, on page 493. How do different elements of this piece work to convey a sense of isolation?

Writing About History

- Descriptive Writing** Imagine that you have moved to New York’s Greenwich Village in the 1920s. Write a letter to a friend describing the atmosphere in your neighborhood.

Reading Essentials and Study Guide 15–2

Name _____ Date _____ Class _____

Study Guide

Chapter 15, Section 2
For use with textbook pages 492–495

CULTURAL INNOVATIONS

KEY TERMS AND NAMES

Bohemian an artistic and unconventional lifestyle (page 493)
Carl Sandburg a poet who used common speech to glorify the Midwest (page 493)
Eugene O’Neill an innovative playwright whose plays showed realistic characters and situations (page 493)
Ernest Hemingway a novelist who presented a new literary style characterized by direct, simple, and concise prose (page 493)
F. Scott Fitzgerald famous writer of the 1920s who created colorful, glamorous characters that chased futile dreams (page 494)
mass media radio, movies, newspapers, and magazines aimed at a broad, general audience

Section Quiz 15–2

Name _____ Date _____ Class _____

Chapter 15 Score _____

Section Quiz 15-2

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

Column A	Column B
1. a film star	A. F. Scott Fitzgerald
2. Chicago poet who used common speech to glorify the Midwest	B. Bohemian
3. part of Manhattan where many artists, writers, and intellectuals lived	C. Mary Pickford
4. famous writer who created colorful, glamorous characters who chased futile dreams in <i>The Great Gatsby</i>	D. Greenwich Village
5. artistic and unconventional lifestyle	E. Carl Sandburg

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that

Reteach

Have students describe the disillusionment of 1920s artists. **US: 20A, 24B**

Enrich

Invite interested students to locate and view a silent movie and prepare a brief report on how silent movies differ from movies made today. **US: 24B; ELA: Gr9/10/11: 1A, 1B**

Reading Check

Answer: Economic prosperity allowed Americans more leisure time and more spending money to pursue different kinds of popular culture.

4 CLOSE

Have students summarize the effects of sports, movies, radio, and music on popular culture. **US: 24B**

Student Edition TEKS

US HISTORY: Page 494: 1A, 20A, 20C, 20E; Page 495: 1A, 5A, 20A–D, 24B, 25A, 25C, 25D

SECTION 2 ASSESSMENT ANSWERS

- Terms are in blue. **US: 25A**
- Carl Sandburg (p. 493), Eugene O’Neill (p. 493), Ernest Hemingway (p. 493), F. Scott Fitzgerald (p. 494) **US: 20A**
- disenchantment, isolation, disillusionment, and emptiness **US: 20A**
- They broke down patterns of narrow focus on local interest. **US: 5A**
- It led many writers to portray disillusionment and to reevaluate the myths of American heroes. **US: 5A**
- broke down patterns of provincialism, unified Americans through shared national experience, spread new ideas and attitudes **US: 20D, 25C**
- One man eats by himself, there are only three customers in the diner, there is only one person working at the diner, and there are no people on the sidewalk or in the street. **US: 20C**
- Letters should include words and phrases popular at the time. **US: 25D**

1 FOCUS

Ask students to consider what life would be like in the United States today if the government had the power to force everyone to practice the same religion. Tell students that freedom of religion is a fundamental guarantee of the Constitution.

2 TEACH

Identifying the Main Idea

Write on the board the words of the First Amendment that protect freedom of religion. Tell students that some citizens believe that some of the court rulings have gone to the extreme of advocating freedom from religion, meaning that one's religious beliefs should not be expressed in any public forum. As a class discuss the difference between freedom of religion and freedom from religion. **L1**

Predicting Consequences

Have groups of students research President George W. Bush's faith-based initiatives and discuss potential court challenges to the initiative. After the groups have completed their research, ask them to write a two-page position paper expressing their support or opposition for such initiatives. **L2 US: 24A, 24B, 25D; ELA: Gr9/10/11: 1A, 1B, 4C, 4F, 13B**

Religious Freedom in the United States

Why It Matters During the summer of 1925, a young teacher, John Scopes, was put on trial for teaching evolution in defiance of Tennessee law. The Scopes trial involved more than a debate between science and religion. It also involved the constitutional principle of the separation of church and state. This principle is based on the First Amendment, which states that the federal government cannot establish an official religion or interfere with a person's right to practice a religion. In 1926 an appeals court upheld Tennessee's law. In 1968, however, the United States Supreme Court ruled that laws banning the teaching of evolution were unconstitutional because they indirectly helped to establish an official religion.

1 From early colonial times, Americans have struggled to preserve their right to worship as they choose and to define the proper relationship between the church and the government.



Steps to . . . Religious Freedom

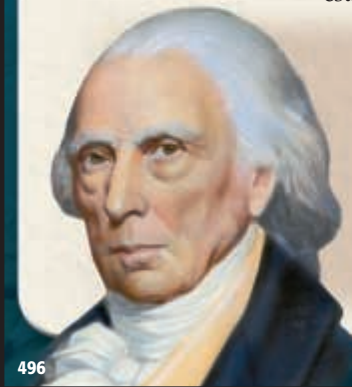
The American tradition of religious freedom began in the 1600s. England's government persecuted people who did not worship in the manner required by the Church of England. Among the persecuted were Puritans, Catholics, and Quakers, many of whom moved to America in search of religious freedom.

Colonial Beginnings In 1620 the Pilgrims established the Plymouth colony so that they could practice their faith freely. Ten years later, thousands of Puritans, led by John Winthrop, established the colony of Massachusetts. In 1634 Lord Baltimore established Maryland as a

refuge for Catholics fleeing persecution, and in 1681 William Penn, a Quaker, founded Pennsylvania, promising religious tolerance to all who settled there.

Church and State At first the Massachusetts Puritans did not practice separation of church and state. Instead they enacted policies that promoted the Puritan faith. For example, taxes supported the Puritan churches; laws required citizens to attend church; and only church members were allowed to vote. People who expressed ideas contrary to Puritan beliefs could be banished.

In the 1630s, Massachusetts banished many people for their religious beliefs, including Roger Williams and Anne Hutchinson. Williams, Hutchinson, and others joined together to create the colony of Rhode



"The Civil rights of none shall be abridged on account of religious belief or worship, nor shall any national religion be established. . . ."

—James Madison

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EXTENDING THE CONTENT

Passing the Amendment After the Bill of Rights was debated and passed in each house of Congress, a committee met to agree to the final wording. The House version of the First Amendment read: "Congress shall make no law establishing religion, or to prevent the free exercise thereof, or to infringe the rights of conscience." The Senate version read: "Congress shall make no law establishing articles of faith or a mode of worship, or prohibiting the free exercise of religion." The final wording was accepted by the House on September 24, 1789, and by the Senate on September 25, 1789.



Virginia colonists attending Old Bruton Church

Island, where church and state were kept separate and the government did not try to coerce religious belief. Meanwhile, in 1639, settlers in Connecticut adopted the Fundamental Orders of Connecticut. These Orders allowed non-church members to vote.

The Great Awakening During the early 1700s, a period of religious revivalism known as the Great Awakening strengthened the idea of religious freedom. Ministers began preaching the importance of each individual's commitment to faith. The Great Awakening divided many congregations and led to the rise of the Baptists and Presbyterians. It also led to greater religious tolerance. By the time of the American Revolution, the idea of freedom of religion was widely accepted in the American colonies.

The Virginia Statute for Religious Freedom

In 1786, shortly after the American Revolution, Virginia passed the Statute for Religious Freedom. Its author, Thomas Jefferson, believed religious toleration to be one of the most important aspects of a free society. The Virginia statute stated that "all men shall be free to profess... their opinion in matters of religions, and that the same shall in no wise...affect their civil capacities."

A Constitutional Guarantee American leaders guaranteed religious freedom in the new U.S. Constitution. The First Amendment states that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." This sentence consists of two parts. The establishment clause forbids the federal government from creating an official religion or supporting

religious activities. The free exercise clause forbids the government from suppressing freedom of religious worship.

Continuing Issues Like many other ideas in the Constitution, the idea of religious freedom has been reinterpreted over time. In the 1879 case *Reynolds v. United States*, the U.S. Supreme Court ruled that freedom of religion is not absolute. Religious practices that violate the law or undermined the public interest, the Court declared, were not protected by the First Amendment.

One of the most controversial issues has been the role of religion in the public schools. In 1962, in *Engel v. Vitale*, the Court ruled that states could not require official prayers to be recited in schools. In 1963, in *Abingdon School District v. Schempp*, the Court also ruled out daily Bible readings in schools. In 1990, however, the Court ruled that student groups could study the Bible and pray together because they were private individuals, not school officials. With religion an integral part of many Americans' lives, the nation continues to grapple with the problem of balancing freedom of religion with the need to avoid federal support of a particular church.

Creating a Political Cartoon

Encourage students to create a political cartoon that expresses one of the current positions on freedom of religion in the United States. **L2 US: 25D; ELA: Gr9/10/11: 21B**

3 ASSESS

Have students trace the historical developments in the colonial period that helped establish the principle of religious freedom. **US: 25D; ELA: Gr9: 7; Gr10/11: 7H**

FYI

Many of the founders were Deists in religion. Deists believe in one god. They are inspired by the design found in the universe. They do not support the idea of divine revelation, nor do they have a holy book.

4 CLOSE

Review with students the fundamental reasons that religious freedom was so important to the founders of the country.

Checking for Understanding

1. How did the Great Awakening promote greater religious tolerance?
2. What did the Supreme Court rule in *Reynolds v. United States*?

Critical Thinking

1. How has the establishment clause of the First Amendment been applied to public schools?
2. Why do you think freedom of religion is such an important and controversial right?

Checking for Understanding

1. The Great Awakening fostered the founding of many new churches. These many new churches increased religious toleration.
2. According to *Reynolds v. United States*, religious practices that violated the law or undermined the public interest were not protected by the First Amendment.

Critical Thinking

1. Two Supreme Court decisions, *Engel v. Vitale* and *Abingdon School District v. Schempp* ruled that school-sponsored prayers are unconstitutional. The issue continues to be debated.
2. Answers will vary. Encourage students to use specific examples in their responses.

Student Edition TEKS

US HISTORY: Page 496: 1A, 24B; Page 497: 1A, 24G

SECTION 3 African American Culture

1 FOCUS

Section Overview

This section focuses on African American culture during the 1920s, including the Harlem Renaissance and political activism.

BELLINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

Daily Focus Skills Transparency 15-3

Unit 5 DAILY FOCUS SKILLS TRANSPARENCY 15-3

Identifying the Main Idea

ALAIN LOCKE (1886-1954)

Alain Locke, a Harvard graduate and the first African American Rhodes Scholar, earned his Ph.D. from Harvard in 1918. Locke gained national attention in 1925 when he edited *The New Negro*, an anthology of African American writings. It aimed "to document the Negro culturally and socially, to register the transformations of the inner and outer life of the Negro in America that have so significantly taken place in the last few years."

Directions: Answer the following question based on the reading.

What was Alain Locke's contribution to the 1920s era known as the Harlem Renaissance?

F Locke had a prestigious education.
G Locke documented African American cultural and social events of that era.
H Locke was an author as well as an editor.
J Locke was a nationally known historian.

Guide to Reading

Answers to Graphic: Causes: Great Migration and racial pride; Effects: important African American writers, jazz, blues, theater; also sparked political change

Preteaching Vocabulary

Have students write a paragraph using at least four of the Key Terms and Names. **US: 25A; ELA: Gr9/10/11: 1A, 6A**

Student Edition TEKS

ELA: Page 498: Gr9/10/11: 4D, 7D, 7F, 8B; **Page 499:** Gr9/10/11: 6A, 19B, 20B

Guide to Reading

Main Idea

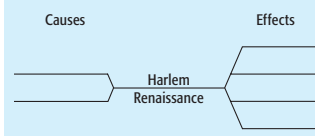
During World War I, the prospect of employment and greater freedoms spurred the "Great Migration" of African Americans from the rural South to industrial cities in the North.

Key Terms and Names

Great Migration, Harlem Renaissance, Claude McKay, Langston Hughes, jazz, Cotton Club, blues, Marcus Garvey

1 Reading Strategy

Organizing As you read about the African American experience in the 1920s, complete a graphic organizer similar to the one below by filling in the causes and effects of the Harlem Renaissance.



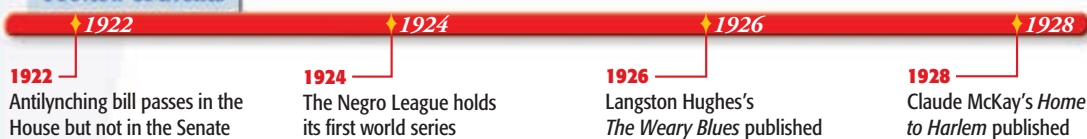
Reading Objectives

- Describe the Harlem Renaissance and the rediscovery of African American cultural roots.
- Explain the increase in African American political activism.

Section Theme

Groups and Institutions African Americans played stronger political and cultural roles in the 1920s than they had in previous decades.

Preview of Events



★ An American Story ★



Louis Armstrong

On August 8, 1922, a young cornet player named Louis Armstrong took the train from New Orleans to Chicago. His hero, the bandleader Joe "King" Oliver, had sent a telegram to Armstrong offering him a job. Here, Armstrong recalls his trip:

“When I got to the station in Chicago, I couldn't see Joe Oliver anywhere . . . I'd never seen a city that big. All those tall buildings, I thought they were universities. I said, no, this is the wrong city. I was just fixing to take the next train back home . . . when a red cap [train porter] Joe had left word with came up to me. He took me to the Lincoln Gardens and when I got to the door there and heard Joe and his band wailing so good, I said to myself, 'No, I ain't supposed to be in this band. They're too good.'”

The next night, near the end of the show, Oliver let Armstrong perform a solo. Armstrong later recalled his feelings: "I had hit the big time. I was up North with the greats. I was playing with my idol, the King, Joe Oliver. My boyhood dream had come true at last."

—quoted in *The African American Family Album*

The Harlem Renaissance

- 2 Louis Armstrong's first impressions of Chicago and his desire to fulfill a dream were probably similar to the first impressions and desires of hundreds of thousands of other African Americans who joined in what was called the **Great Migration** from the rural

SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 15-3
- Daily Lecture and Discussion Notes 15-3
- Guided Reading Activity 15-3
- Section Quiz 15-3
- Reading Essentials and Study Guide 15-3

Transparencies

- Daily Focus Skills Transparency 15-3

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program
- American Music: Hits Through History
- American Music: Cultural Traditions

1 South to industrial cities in the North. By moving north, African Americans sought to escape the segregated society of the South, to find economic opportunities, and to build better lives. After World War I, black populations swelled in large northern cities. The cities were full of nightclubs and music, particularly in the New York City neighborhood of Harlem—the heart and soul of the African American renaissance. It was there that African Americans created an environment that stimulated artistic development, racial pride, a sense of community, and political organization. The result was a flowering of African American arts that became known as the **Harlem Renaissance**.

The Writers Considered the first important writer of the Harlem Renaissance, **Claude McKay** emigrated from Jamaica to New York. There, he translated the shock of American racism into *Harlem Shadows*, a collection of poetry published in 1922. In such poems as “The Lynching” and “If We Must Die,” McKay’s eloquent verse expressed a proud defiance and bitter contempt of racism—two striking characteristics of Harlem Renaissance writing.

One of the most prolific, original, and versatile writers of the Harlem Renaissance was **Langston Hughes**. Born in Joplin, Missouri, Hughes became a leading voice of the African American experience in the United States. (See American Literature on page 503 for more information on Langston Hughes.)

2 Harlem Renaissance authors continue to influence writers today. **Zora Neale Hurston** published her first novels, *Jonah’s Gourd Vine* and *Their Eyes Were Watching God*, in the 1930s. These works influenced such contemporary authors as Ralph Ellison and Toni Morrison. Hurston’s personal and spirited portrayals of rural African American culture, often set in Florida where she grew up, were also the first major stories featuring African American females as central characters. Other notable writers of the Harlem Renaissance include Countee Cullen, Alain Locke, Dorothy West, and Nella Larsen.

Jazz, Blues, and the Theater Shortly after **Louis Armstrong** arrived in Chicago from New Orleans, he introduced an improvisational, early form of **jazz**, a style of music influenced by Dixieland music and ragtime, with its ragged rhythms and syncopated melodies.

In 1925, three years after joining Joe “King” Oliver’s band, Armstrong awed fellow musicians with a series of recordings made with his group, the “Hot Five.” In these recordings, especially in the song “Cornet Chop Suey,” Armstrong broke away from the

New Orleans tradition of ensemble or group playing by performing highly imaginative solos. He became the first great cornet and trumpet soloist in jazz music.

Ragtime also influenced the composer, pianist, and bandleader **Duke Ellington**, who listened as a teenager to ragtime piano players in Washington, D.C. In 1923 Ellington formed a small band, moved to New York, and began playing in speakeasies and clubs. He soon created his own sound, a blend of improvisation and orchestration using different combinations of instruments. The Ellington style appeared in such hits as “Mood Indigo” and “Sophisticated Lady.”

Like many other African American entertainers, Ellington got his start at the **Cotton Club**, one of the most famous Harlem nightspots. Years later, reflecting on the music of this era, Ellington said, “Everything, and I repeat, *everything* had to swing. And that was just it, those cats really had it; they had that soul. And you know you can’t just play some of this music without soul. Soul is very important.”

Picturing History

Renaissance Writers Claude McKay wrote about his Jamaican homeland, while Zora Neale Hurston celebrated the courage of African Americans in the rural South. **How did these writers contribute to African Americans’ cultural identity?**



HISTORY Online
Student Web Activity Visit the *American Republic Since 1877* Web site at tx.tarvol2.glencoe.com and click on **Student Web Activities—Chapter 15** for an activity on the Jazz Age.

HISTORY Online

Objectives and answers to the student activity can be found in the **Web Activity Lesson Plan** at tx.tarvol2.glencoe.com.

2 TEACH

Daily Lecture and Discussion Notes 15–3

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Daily Lecture and Discussion Notes
Chapter 15, Section 3

Did You Know? Langston Hughes was a recent graduate from high school when his first poem, “The Negro Speaks of Rivers,” was published. He enrolled in Columbia University in 1921, but only stayed a year. While working as a busboy in a Washington, D.C., hotel in 1925, Hughes showed some of his writings to poet Wachel Lindsay, who helped Hughes get his work published.

1. **The Harlem Renaissance** (pages 498–500)
A. The Great Migration occurred when hundreds of thousands of African Americans from the rural South headed to industrial cities in the North with the hope of a better life.

Reading Poetry Have students select a poem by an African American poet of the Harlem Renaissance and prepare to read it aloud for the class. Suggest that students work in pairs as they practice reading the poetry with the proper rhythm and intonation. **L1 ELA: 8A, 8B, 9A, 10A**

Picturing History

Answer: by writing proudly about their own experience
Ask: **What two striking characteristics of Harlem Renaissance writing are evident in some of McKay’s poetry?** (*proud defiance and bitter contempt of racism*) **US: 20B**

COOPERATIVE LEARNING ACTIVITY

Holding Panel Discussions Have students prepare for a panel discussion on aspects of the following general topic: The Legacy of the Harlem Renaissance. Organize students into groups which have students with varying abilities and interests. Each group should decide on a focus for its discussion. Remind students that each person should contribute to the discussion. **US: 20A, 20B, 21C, 24B, 26B; ELA: Gr9/10: 16E; Gr11: 15E**

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

Student Edition TEKS
US HISTORY: Page 498: 1A, 10A, 20A, 20B, 21A, 24A, 24B, 25A, 25C;
Page 499: 1A, 10A, 20B, 20C, 21A, 21D, 25A

CHAPTER 15

Section 3, 498–502

Guided Reading Activity 15-3

Name _____ Date _____ Class _____

★ Guided Reading Activity 15-3

DIRECTIONS: Recording Who, What, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What did African Americans seek to escape and find in their move to the North?
2. Where did African Americans create an environment that stimulated artistic development, racial pride, a sense of community, and political organization?
3. What were two striking characteristics of Harlem Renaissance writing?
4. Who was one of the most prolific, original, and versatile writers of the Harlem Renaissance?
5. Who among the new writers introduced the first major stories of African American female characters?
6. Who became the first African American to be elected to the U.S. Congress?

Picturing History

Answer: After World War I, many African Americans moved to large cities. There they found many nightclubs that welcomed them as performers. The African American community in these cities stimulated artistic development, racial pride, a sense of community, and political organization.

Ask: Although they made economic gains, what persistent problems still existed for African Americans?

(segregation and racial prejudice)

US: 7C; **ELA:** Gr9/10: 16E; Gr11: 15E

Reading Check

Answer: They developed the rhythms and sound of jazz and the blues; their literature reflected the African American as a part of American life.

History and the Humanities

- American Music: Hits Through History: “Ain’t Misbehavin’,” “These Foolish Things”
- American Music: Cultural Traditions: “Muskrat Ramble,” “Downhearted Blues”

Student Edition TEKS

ELA: Page 500: Gr9/10/11: 10B;
Page 501: Gr9/10/11: 8B

Bessie Smith seemed to symbolize soul. Her emotional singing style and commanding voice earned her the title “the Empress of the Blues.” Smith sang of unfulfilled love, poverty, and oppression—the classic themes of the **blues**, a soulful style of music that evolved from African American spirituals. Born in Tennessee, Smith started performing in tent shows, saloons, and small theaters in the South. Discovered by Ma Rainey, one of the first great blues singers, Smith later performed with many of the greatest jazz bands of the era, including those of Louis Armstrong, Fletcher Henderson, and Benny Goodman. Her first recorded song, “Down Hearted Blues,” became a major hit in 1923.

While jazz and blues filled the air during the Harlem Renaissance, the theater arts were also flourishing. *Shuffle Along*, the first musical written, produced, and performed by African Americans, made its debut on Broadway in 1921. The show’s success helped launch a number of careers, including those of Florence Mills and Paul Robeson.

Paul Robeson, a celebrated singer and actor, received wide acclaim in the title role of a 1924 New York production of *Emperor Jones*, a play by Eugene

O’Neill. In 1928 Robeson gained fame for his work in the musical *Show Boat*. He also often appeared at the Apollo Theater, another famous entertainment club in Harlem. Robeson’s fame ultimately spread to Europe, where he became well known as a singer and actor.

Perhaps the most daring performer of the era, Josephine Baker transformed a childhood knack for flamboyance into a career as a well-known singer and dancer. Baker performed on Broadway but went to Paris to dance in 1925. Baker took Paris by storm, launching an international career.

The Harlem Renaissance succeeded in bringing international fame to African American arts. It also sparked a political transformation in the United States.

Reading Check Analyzing Analyze how African Americans helped shape the national identity through the use of music and literature.



Picturing History

Harlem Renaissance The growing fame of African American artists, who often performed (but could not be patrons) at Harlem’s “Cotton Club,” encouraged a flamboyant lifestyle. What conditions encouraged the growth of African American art?

MEETING SPECIAL NEEDS

Auditory/Musical Have interested students create a presentation titled “Introduction to Jazz.” Encourage students to create a multimedia presentation that provides a musical overview of the musical patterns and themes common in jazz. **L2 US:** 25D; **ELA:** Gr9/10/11: 21B, 21C

Refer to *Inclusion for the High School Social Studies Classroom Strategies and Activities* in the TCR.

African American Politics

① The racial pride that sparked the artistic achievements of the Harlem Renaissance also fueled the political and economic aspirations of many African Americans. The postwar years saw the development of new attitudes among African Americans, who forged new roles in life and in politics. For many, the sight of the 1,300 African American men of the Fifteenth Regiment of New York's National Guard, returning from the war and marching through Manhattan and home to Harlem, symbolized these aspirations. W.E.B. Du Bois, editor of *The Crisis*, captured the new sense of dignity and defiance of African Americans:

“We return.
We return from fighting.
We return fighting.
Make way for democracy! We saved it in France, and
by the Great Jehovah, we will save it in the United
States of America, or know the reason why.”

—from *When Harlem Was in Vogue*

② **The Black Vote in the North** The Great Migration had a significant impact on the political power of African Americans in the North. As their numbers grew in certain city neighborhoods, African Americans became a powerful voting bloc that could sometimes sway the outcome of elections.

At election time, most African American voters in the North cast their votes for Republicans, the party of Abraham Lincoln. In 1928 African American voters in Chicago achieved a significant political breakthrough. Voting as a bloc, they helped elect **Oscar DePriest**, the first African American representative in Congress from a Northern state. During his three terms in Congress, DePriest introduced laws to provide pensions to formerly enslaved African Americans over 75 years old, to declare Lincoln's birthday a public holiday, and to fine and imprison officials who allowed lynchings of prisoners.

③ **The NAACP Battles Lynching** On the legal front, the National Association for the Advancement of Colored People (NAACP) battled valiantly but often unsuccessfully against segregation and discrimination against African Americans. Its efforts focused primarily on lobbying public officials and working through the court system.

From its beginning in 1909, the NAACP lobbied and protested against the horrors of lynching. The NAACP's persistent efforts led to the passage of anti-lynching legislation in the House of

World History Connection



Jazz's Global Roots **TAKS Practice**

Jazz may be an American creation, but its roots stretch across the Atlantic Ocean to Europe and Africa. The music Louis Armstrong and Duke Ellington helped to make famous originated from the spirituals and work songs of African slaves. These songs were a blend of African rhythms and European melodies and harmonies, which African slaves encountered after arriving in North America. This music evolved into ragtime during the late 1800s and early 1900s. By the 1920s, artists had combined aspects of ragtime with the uniquely African American sounds of the blues, and thus jazz was born.

Why do you think music often spreads easily across different cultures?

Representatives in 1922. The Senate defeated the bill, but the NAACP continued to lobby against lynching throughout the 1920s and 1930s. Its ongoing efforts kept the issue in the news and probably helped to reduce the number of lynchings that took place.

One of the NAACP's greatest political triumphs occurred in 1930 with the defeat of Judge John J. Parker's nomination to the U.S. Supreme Court. The NAACP joined with labor unions to launch a highly organized national campaign against the North Carolina judge, who allegedly was racist and anti-labor. By a narrow margin, the Senate refused to confirm Parker's nomination. His defeat demonstrated that African American voters and lobby groups had finally begun to achieve enough influence to affect national politics and change decisions in Congress.

While some people were fighting for integration and improvement in the economic and political position of African Americans, other groups began to emphasize black nationalism and black pride. Eventually, some began to call for black separation from white society.

④ **Black Nationalism and Marcus Garvey** A dynamic black leader from Jamaica, **Marcus Garvey**, captured the imagination of millions of African Americans with his call for "Negro Nationalism," which glorified the black culture and traditions of the past.

Inspired by Booker T. Washington's call for self-reliance, Garvey founded the Universal Negro Improvement Association (UNIA), an organization aimed at promoting black pride and unity. The central message of Garvey's Harlem-based movement was that African Americans could gain economic and

World History Connection

Answer: There is no language barrier; everyone can appreciate instrumental music.

Ask: What elements were blended together to create jazz? (*ragtime and blues*)

you don't say...

All That Jazz The origin of the term *jazz* is one notable dispute in American English. It may have come from the word *Chaz*, the nickname of an early ragtime drummer named Charles Washington, or from *chasse*, a kind of dance step. African and Creole sources are also possibilities.

3 ASSESS

Assign Section 3 Assessment as homework or as an in-class activity. **US: 25D**

⑤ Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

Reading Essentials and Study Guide 15–3

Name _____ Date _____ Class _____

Study Guide

Chapter 15, Section 3
For use with textbook pages 498–502

AFRICAN AMERICAN CULTURE

KEY TERMS AND NAMES

Great Migration the movement of African Americans from the rural South to the industrial North (page 498)

Harlem Renaissance the flourishing of African American arts (page 499)

Claude McKay an important writer of the Harlem Renaissance (page 499)

Langston Hughes a writer of the Harlem Renaissance and leading voice of the African American experience in the United States (page 499)

jazz a style of music influenced by Dixieland music and ragtime (page 499)

Cotton Club a famous Harlem nightclub (page 499)

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Music Have students listen to recordings of jazz and blues performances by popular musicians from the 1920s, such as Duke Ellington and Bessie Smith. Instruct students to use the library, Internet, and other resources to learn more about the performer they have selected. Have students prepare a profile of the life of their chosen performer. Encourage students to include a look at their music and their personal lives. **L2 US: 20A, 20B, 21C, 24A–D, 25A–D; ELA: Gr9/10/11: 13B, 13C**

Student Edition TEKS

US HISTORY: Page 500: 1A, 20B, 20C, 21C, 21D, 24B; **Page 501:** 1A, 4C, 7A, 7B, 10A, 18A, 21A, 24G

CHAPTER 15

Section 3, 498–502

Social Studies TAKS tested at Grades 10/11: 1 Obj 3: US7B(11), US21A(11) 2 Obj 3: US7B(11); Obj 4: US7A(11) 3 Obj 5: WH25C(10), US24B(11)

Section Quiz 15–3

Name _____ Date _____ Class _____

★ Chapter 15 Score _____

- Section Quiz 15-3**
- DIRECTIONS: Matching** Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)
- | | |
|--|-------------------------|
| Column A | Column B |
| 1. first African American representative in Congress from a Northern state | A. Zora Neale Hurston |
| 2. “the Empress of the Blues” | B. Oscar DuPriest |
| 3. the first musical written, produced, and performed by African Americans | C. <i>Shuffle Along</i> |
| 4. flowering of African American arts | D. Bessie Smith |
| 5. author whose work continues to influence writers today | E. Harlem Renaissance |

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement or answers the question. (10 points each)

Picturing History

Answer: He was convicted of mail fraud and deported. His attempts to revive his movement worldwide failed.

Reading Check

Answer: African Americans saw themselves as defenders of democracy and thus entitled to all the rights of citizens.

Reteach

Have students describe the rediscovery of African American cultural roots. **US:** 20A, 20B, 21C

Enrich

Invite students to read one of the novels mentioned in the section and write a book report. **US:** 20B, 21C, 24A–D, 25A–D; **ELA:** Gr9/10/11: 8A–D, 9A, 11A

4 CLOSE

Have students explain the increase in African American political activism. **US:** 21A; **ELA:** Gr9/10: 16B; Gr11: 15B



Picturing History

Black Nationalism Marcus Garvey’s Universal Negro Improvement Association advocated African American self-reliance and separation from whites and white society. **What eventually happened to Garvey and his movement?**

1 political power by educating themselves. Garvey also advocated separation and independence from whites.

In 1920, at the height of his power, Garvey presided over an international conference in the UNIA Liberty Hall in Harlem. After the convention, about 50,000 people, led by Garvey, marched through the streets of

Harlem in a show of support. Garvey told his followers they would never find justice or freedom in America, and he proposed to lead them to Africa.

Garvey’s plan to create a settlement in the African country of Liberia alarmed France and Great Britain, which governed surrounding territories. In the United States, the emerging African American middle class and intellectuals distanced themselves from Garvey and his push for racial purity and separation. FBI officials saw UNIA as a dangerous catalyst for black uprisings in urban areas. Garvey also alienated key figures in the Harlem Renaissance by characterizing them as “weak-kneed and cringing . . . [flatterers of] the white man.”

Garvey was convicted of mail fraud in 1923 and served time in prison. In 1927 President Coolidge commuted Garvey’s sentence and used Garvey’s immigrant status to have him deported to Jamaica. Garvey’s subsequent attempts to revitalize his movement from abroad failed.

Despite Garvey’s failure to keep his movement alive, he inspired millions of African Americans with a sense of pride in their heritage and hope for the future. That sense of pride and hope survived long after Garvey and his “back to Africa” movement was gone. This pride and hope reemerged strongly during the 1950s and played a vital role in the civil rights movement of the 1960s.

Reading Check Summarizing How did World War I change attitudes among African Americans toward themselves and their country?

TAKS Practice

SECTION 3 ASSESSMENT

Checking for Understanding

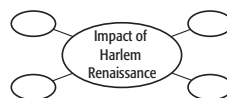
- Define:** jazz, blues.
- Identify:** Great Migration, Harlem Renaissance, Claude McKay, Langston Hughes, Cotton Club, Marcus Garvey.
- Explain** how Bessie Smith’s music conveyed universal themes.
- Explain** the importance of the defeat of Judge John Parker’s nomination to the U.S. Supreme Court.
- Describe** the goals of Marcus Garvey’s Universal Negro Improvement Association.

Reviewing Themes

- Groups and Institutions** What actions did the NAACP take to expand political rights for African Americans?

Critical Thinking

- Synthesizing** How did the Great Migration affect the political power of African Americans in the North?
- Analyzing** How did Duke Ellington create a new musical style that grew out of the ragtime tradition?
- Organizing** Use a graphic organizer similar to the one below to describe the impact of the Harlem Renaissance on U.S. society.



Analyzing Visuals

- Examining Photographs** Study the pictures on page 500 of the Cotton Club and African Americans posing by their car. What are some elements of these pictures that show African Americans adopting parts of the 1920s social culture?

Writing About History

- Descriptive Writing** Imagine that you witnessed the African American men of the Fifteenth Regiment of New York’s National Guard, who had come back from the war, march through Manhattan and home to Harlem. Write a paragraph describing your feelings upon seeing these men.

SECTION 3 ASSESSMENT ANSWERS

- Terms are in blue. **US:** 20C, 25A
- Great Migration (p. 498), Harlem Renaissance (p. 499), Claude McKay (p. 499), Langston Hughes (p. 499), Cotton Club (p. 499), Marcus Garvey (p. 501)
- She sang of love, poverty, and oppression. **US:** 20B
- showed political strength of African Americans **US:** 7A
- emphasized black pride and separate African American society **US:** 21A, 21C
- lobbied and worked through the courts **US:** 18A, 21A
- created a strong voting bloc **US:** 10A
- distinctive orchestration and improvisation **US:** 20B
- literature; new styles of music; theater; political influence **US:** 20B, 25C
- style of clothing
- Students’ paragraphs should focus on emotional responses. **US:** 25D

Student Edition TEKS

ELA: Page 502: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 10A, 10B, 19B, 20B; Gr9: 7G, 7I; Gr10/11: 7F, 7H; **Page 503:** Gr9/10/11: 6A, 7A, 7B, 8A, 8C, 9A, 10A, 10B

American LITERATURE



Langston Hughes was born in Joplin, Missouri, in 1902. After high school Hughes went on to Columbia University to study engineering, but he soon dropped out to pursue his first love—poetry. Hughes eventually became known as the “Poet Laureate of Harlem.” The following poems are representative of Hughes’s work. In “I, Too” he describes the disenfranchisement many African Americans felt in the United States in the 1920s, and their willingness to stand up and take pride in their heritage. In “The Negro Speaks of Rivers,” Hughes reveals a profound love of his heritage.

Read to Discover

What is Hughes’s perception of the place of African Americans in society at the time he wrote these poems?

Reader’s Dictionary

Euphrates: River in the Middle East

Congo and Nile: Rivers in Africa

lulled: calmed; soothed

Selected Poems by Langston Hughes

The Negro Speaks of Rivers

I’ve known rivers:
I’ve known rivers ancient as the world and older than the flow of human blood in human veins.

My soul has grown deep like the rivers.

I bathed in the Euphrates when dawns were young.
I built my hut near the Congo and it lulled me to sleep.
I looked upon the Nile and raised the pyramids above it.

I heard the singing of the Mississippi when Abe Lincoln went down to New Orleans, and I’ve seen its muddy bosom turn all golden in the sunset.

I’ve known rivers:
Ancient, dusky rivers

My soul has grown deep like the rivers.



I, Too

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I’ll be at the table
When company comes.
Nobody’ll dare
Say to me,
“Eat in the kitchen,”
Then.

Besides,
They’ll see how beautiful I am
And be ashamed—

I, too, am America.

Analyzing Literature

- 1. Recall and Interpret** How do you think Hughes’s use of punctuation and line breaks helps convey his point?
- 2. Evaluate and Connect** Do you think these poems convey a positive message or a negative one? Why?

Interdisciplinary Activity

Response Writing The poem “I, Too” is a response to Walt Whitman’s poem, “I Hear America Singing.” Using the Internet or other resources, find and read Whitman’s poem. In small groups, try to figure out how Hughes’s poem ties in to Whitman’s. Then write your own response poem to “I Hear America Singing.”

Answers to Analyzing Literature

1. Answers will vary. The use of punctuation and line breaks forces the reader to pause and reflect on the line just read.
2. Possible response: a positive, hopeful message; the poet suggests that while things are not good now, there is hope for the future

Interdisciplinary Activity

Students’ answers will vary. Encourage students to reflect on their own experiences in composing their response.

Block Schedule

Team Teaching This selection of poems by Langston Hughes can be presented in conjunction with English or Language Arts.

Read to Discover

Answer: The poem indicates that African Americans are not currently accepted in American society but they will be in the future.

Reinforcing Vocabulary

Have students locate and label the rivers on a world map. **US:** 8A; **ELA:** Gr9/10/11: 6A

Historical Connection

Point out that “I, Too” demonstrates the racial pride that was characteristic of the Harlem Renaissance.

Portfolio Writing Activity

Have students read “The Weary Blues” and listen to a recording by blues singer Bessie Smith. Instruct students to write a short paper on the poem and blues music. **US:** 24B; **ELA:** Gr9/10/11: 1A, 1B

HISTORY Online

Refer to tx.tarvol2.glencoe.com for additional Glencoe Literature titles, lesson plans, and study guides related to this unit.

Student Edition TEKS

US HISTORY: Page 502: 1A, 7A, 10A, 20B, 20C, 21A, 21C, 24B, 25A, 25C, 25D; Page 503: 1A, 20A–C, 24A, 24B, 25A, 25D

TEACH

Appreciation

Have students work in groups to select one Louis Armstrong recording and find photos to illustrate the mood and tone of the piece. Have the groups combine the music and the photos into a multimedia tribute to the jazz legend. Have the groups share their presentations with the class and, if possible, select several of the presentations to be made to a wider audience. **US:** 24A–D, 25C, 25D; **ELA:** Gr9/10/11: 21B, 21C

Verbatim

Have students select one of the quotes and find a list of specific examples that support or refute the statement. Have students use their lists to write a letter to the person named in the quote. The letter should either offer support of their point of view or refute their statement. **US:** 24B, 24G; **ELA:** Gr9/10/11: 1A, 1B

Visit the **TIME** Web site at www.time.com for up-to-date news, weekly magazine articles, editorials, online polls, and an archive of past magazine and Web articles.



LOUIS DANIEL ARMSTRONG *Writer Stanley Crouch remembers Louis Armstrong, a Jazz Age great.*

Pops. Sweet Papa Dip. Satchmo. He had perfect pitch and perfect rhythm. His improvised melodies and singing could be as lofty as a moon flight or as low-down as the blood drops of a street thug dying in the gutter. The extent of his influence across jazz and across American music continues to this day.

Not only do we hear Armstrong in trumpet players who represent the present renaissance in jazz, we can also detect his influence in certain rhythms that sweep from country-and-western music to rap.

Louis Daniel Armstrong was born in New Orleans on August 4, 1901. It was at a home for troubled kids that young Louis first put his lips to the mouthpiece of a cornet and later, a trumpet.

In 1922 Armstrong went to Chicago, where he joined King Oliver and his Creole Jazz Band. The band brought out the people and all the musicians, black and white, who wanted to know how it was truly done.

When he first played in New York City in 1924, his improvisations set the city on its head. The stiff rhythms of the time were slashed away by his combination of the percussive and the soaring. He soon returned to Chicago, perfected what he was doing, and made one record after another.

Louis Armstrong was so much, in fact, that every school of jazz since has had to address how he interpreted the basics of the idiom—swing, blues, ballads, and Afro-Hispanic rhythms. His freedom, his wit, and his discipline give his music a perpetual position in the wave of the future that is the station of all great art.

VERBATIM

“The great creators of the government . . . thought of America as a light to the world, as created to lead the world in the assertion of the right of peoples and the rights of free nations.”

WOODROW WILSON,
in defense of the League of Nations, 1920

“We seek no part in directing the destinies of the Old World.”

WARREN G. HARDING,
Inaugural Address, 1921

“Here was a new generation, . . . dedicated more than the last to the fear of poverty and the worship of success; grown up to find . . . all faiths in man shaken.”



F. Scott Fitzgerald

F. SCOTT FITZGERALD,
author; This Side of Paradise

“There has been a change for the worse during the past year in feminine dress, dancing, manners and general moral standards. [One should] realize the serious ethical consequences of immodesty in girls’ dress.”

from the PITTSBURGH OBSERVER

“[In New York] I saw 7,000,000 two-legged animals penned in an evil smelling cage, . . . streets as unkempt as a Russian steppe, . . . rubbish, waste paper, cigar butts. . . . One glance and you know no master hand directs.”

article in Soviet newspaper PRAVDA describing New York City in 1925

COOPERATIVE LEARNING ACTIVITY

Creating a Magazine Spread Organize the class into small groups. Tell the groups that they are to create a magazine spread that includes articles or items about each section of Chapter 15. Students should look at current magazines and books for ideas about page design. This activity can be completed using desktop publishing software or the more traditional cut-and-paste method. **US:** 24A–D, 25A–D, 26A; **ELA:** Gr9/10/11: 1A, 1B, 8A, 8B, 21B, 21C

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

Student Edition TEKS
ELA: Page 504: Gr9/10/11: 8B;
Page 505: Gr9/10/11: 8B



BROWN BROTHERS

Hide the Hooch

Ingenious Americans are finding unusual places to store their liquor under Prohibition:

- canes
- hot water bottles
- shoe heels
- rolled newspaper
- folds of coats
- perfume bottles

Milestones

EMBARRASSED, 1920. TEXAS SENATOR MORRIS SHEPPARD, a leading proponent of the Eighteenth Amendment, when a large whiskey still is found on his farm.

ERASED, 1922. THE WORD "OBEY," from the Episcopal marriage ceremony, by a vote of American Episcopal bishops.

DIED, 1923. HOMER MOREHOUSE, 27, in the 87th hour of a record-setting 90-hour, 10-minute dance marathon.

EXONERATED, 1921. EIGHT CHICAGO WHITE SOX PLAYERS charged with taking bribes to throw the 1919 World Series. The players were found "not guilty" when grand jury testimony disappeared. Newly appointed commissioner of baseball Kenesaw Mountain Landis banned the "Black Sox" from baseball.



CULVER PICTURES

MAKING A COMEBACK. SANTA CLAUS, after falling into low favor in the last decade. Aiming at children, advertisers are marketing St. Nick heavily.



BROWN BROTHERS

WHAT'S NEW

Invented This Decade

How did we live without . . .

- push-button elevators
- neon signs
- oven thermostats
- electric razors
- tissues
- spiral-bound notebooks
- motels
- dry ice
- zippers
- pop-up toasters
- flavored yogurt
- car radios
- adhesive tape
- food disposals
- water skiing
- automatic potato peeler
- self-winding wristwatch

NUMBERS

60,000

Families with radios in 1922

9,000,000

Motor vehicles registered in U.S. in 1920

\$2,467,946

Income tax paid by Henry Ford in 1924

500,000

People who wrote to Henry Ford in 1924 begging for money

33.5

Number of hours Charles Lindbergh spent in his nonstop flight from New York to Paris on May 20, 1927

1,800

Tons of ticker tape and shredded paper dropped on Charles Lindbergh in his parade in New York City

\$16,000

Cost of cleaning up after the parade

7,000

Job offers received by Lindbergh

3.5 million

Number of letters received by Lindbergh



Charles Lindbergh

BROWN BROTHERS



Portfolio Writing Project

Have students research one of the inventions mentioned in the magazine spread. They should discover what preceded the invention, who invented it, and what improvements were made to the product. Students should also decide if the invention is still relevant today or has become obsolete. Based on their research, students should write a two-page report about their chosen invention. **US:** 22A-C, 24A-D, 25A-D; **ELA:** Gr9/10/11: 1A, 1B, 13B, 13C; Gr9: 7E-H; Gr10/11: 7E-G

Compare and Contrast

Have students create two political cartoons, one expressing the popular sentiment about Prohibition and one expressing the concerns over alcohol consumption today. **US:** 5A, 24B, 25C, 25D; **ELA:** Gr9/10/11: 13B

CLOSE

Have students select one of the numbers and find a correlating statistic for today. For example, a student could identify the number of motor vehicles registered in the United States in the current year. **US:** 24B; **ELA:** Gr9/10/11: 13B

EXTENDING THE CONTENT

Banned From the Game Commissioner Landis banned all White Sox players from professional baseball, saying that "regardless of the verdict of the juries, no player who throws a ball game, no player who undertakes or promises to throw a ball game, no player who sits in confidence with a bunch of crooked players and does not promptly tell his club about it, will ever play professional baseball." The ban remained in effect, and none of the players were ever allowed to participate in professional baseball again.



Student Edition TEKS

US HISTORY: Page 504: 1A, 20B, 20C; Page 505: 1A, 5A, 5B, 24H

GLENCoe
TECHNOLOGY

MindJogger Videoquiz

Use the **MindJogger Videoquiz** to review Chapter 15 content.



Available in VHS

Reviewing Key Terms

Students' answers will vary. The pages where the words appear in the text are shown in parentheses.

1. **anarchist** (p. 483)
2. **eugenics** (p. 483)
3. **flapper** (p. 485)
4. **evolution** (p. 486)
5. **creationism** (p. 486)
6. **police powers** (p. 487)
7. **speakeasy** (p. 487)
8. **Bohemian** (p. 493)
9. **mass media** (p. 495)
10. **jazz** (p. 499)
11. **blues** (p. 500)

US: 25A, 25B; **ELA:** Gr9/10/11: 6A

Reviewing Key Facts

12. Emergency Quota Act (p. 484), Fundamentalism (p. 486), Carl Sandburg (p. 493), Eugene O'Neill (p. 493), Ernest Hemingway (p. 493), F. Scott Fitzgerald (p. 494), Great Migration (p. 498), Harlem Renaissance (p. 499), Claude McKay (p. 499), Langston Hughes (p. 499), Marcus Garvey (p. 501) **US:** 2C, 5B
13. influx of immigrants and a recession **US:** 5A; **ELA:** Gr9/10/11: 2C, 8B
14. Emergency Quota Act and National Origins Act **US:** 2C, 5A
15. Southern and Eastern Europeans **US:** 2C, 5A
16. allowed them to escape parents' control **US:** 23A
17. It was a religious movement to reassert the Bible's authority in life. **US:** 5A
18. The communities offered freedom from conformity and traditional ideas. **US:** 10A, 20A

CHAPTER
15 ASSESSMENT and ACTIVITIES

Reviewing Key Terms

On a sheet of paper, use each of these terms in a sentence.

1. **anarchist**
2. **eugenics**
3. **flapper**
4. **evolution**
5. **creationism**
6. **police powers**
7. **speakeasy**
8. **Bohemian**
9. **mass media**
10. **jazz**
11. **blues**

Chapter Summary

Cultural Changes

- The "new morality" emphasized youth and beauty
- Young people and women gained more independence
- The working class enjoyed more leisure time
- The mass media expanded

African American Renaissance

Harlem Renaissance

- Breakthrough period for African American arts
- Literature revealed racial pride and contempt of racism
- Jazz and blues popularized

Political Renaissance

- Great Migration created strong African American voting blocs in Northern cities
- First African American elected to Congress from a Northern state
- NAACP battled segregation and discrimination

Revitalized Traditional Values

- Fundamentalists preached traditional religious values
- Emphasis on family and moral values
- Traditionalists supported Prohibition

Nativism

- Nativists used eugenics as a pseudo-scientific basis for ethnic and religious prejudice
- The new Ku Klux Klan targeted African Americans, Jews, Catholics, immigrants, and other groups they considered to be "un-American"
- Congress established immigration quotas

Reviewing Key Facts

12. **Identify:** Emergency Quota Act, Fundamentalism, Carl Sandburg, Eugene O'Neill, Ernest Hemingway, F. Scott Fitzgerald, Great Migration, Harlem Renaissance, Claude McKay, Langston Hughes, Marcus Garvey.
13. Why was there a rise in racism and nativism in the 1920s?
14. What actions did Congress and the president take during the first half of the 1920s to restrict immigration?
15. What national groups were affected most by the new restrictions on immigration?
16. What role did the automobile play in changing the way that young people in the United States lived and socialized?
17. What was the Fundamentalist movement?
18. Why did artists and writers move to Greenwich Village and Chicago's South Side in the 1920s?
19. Why was Harlem the center of the African American renaissance?
20. What were two reasons for the rise in African American political activism?

Critical Thinking

21. **Analyzing Themes: Groups and Institutions** In what ways did the new morality change American family life?
22. **Interpreting** Why was Charles Lindbergh a symbol of modern America?
23. **Determining Cause and Effect** Analyze the causes and effects of the changing role of women in the 1920s.
24. **Identifying** List three works of American art or literature that convey universal themes.
25. **Analyzing** Analyze the impact that Clarence Darrow and William Jennings Bryan had on American society as the lawyers in the Scopes trial.
26. **Categorizing** Use a graphic organizer similar to the one below to list the major organizations and movements of the 1920s and their goals or purposes.

Organizations/Movements	Goals/Purposes

27. **Interpreting Primary Sources** Arna Bontemps was a poet who started his writing career during the Harlem Renaissance. Read the poem and answer the questions that follow.

19. because of its large, concentrated African American population. **US:** 20B
20. Harlem Renaissance and African American experience in World War I **US:** 18A, 21A

Critical Thinking

21. The new morality increased youth's independence and allowed women to develop a personal identity that was demonstrated in work and fashion. **US:** 5A, 24B
22. His solo flights restored Americans' belief in the courageous, pioneering individual.

23. Causes: new morality, more education, and job experience; Effects: greater public freedom, women's contributions in new fields **US:** 24B; **ELA:** Gr9/10/11: 7E
24. Students' answers will vary but should include reasonable examples from the text. **US:** 20C
25. They caused a debate over science and religion. **US:** 5B, 24B
26. the new morality aimed to expand individual freedom; Fundamentalism aimed to restore the Bible's authority; Prohibition aimed to ban alcohol **US:** 5A, 24B, 25C



Self-Check Quiz

Visit the *American Republic Since 1877* Web site at tx.tarvol2.glencoe.com and click on **Self-Check Quizzes—Chapter 15** to assess your knowledge of chapter content.

A Black Man Talks of Reaping

I have sown beside all waters in my day.
I planted deep, within my heart the fear
That wind or fowl would take the grain away.
I planted safe against this stark, lean year.

I scattered seed enough to plant the land
In rows from Canada to Mexico
But for my reaping only what the hand
Can hold at once is all that I can show.

Yet what I sowed and what the orchard yields
My brother's sons are gathering stalk and root,
Small wonder then my children glean in fields
They have not sown, and feed on bitter fruit.

- What does Bontemps mean by “what the hand can hold at once is all that I can show” and “bitter fruit”?
- What major theme of Harlem Renaissance writing is evident in this poem?

Practicing Skills

- Synthesizing Information** Read the subsections titled “Nativism Resurges” and “Pseudo-Scientific Racism” at the beginning of Section 1. What information is presented in the first subsection? The second? Synthesize the information in these two subsections and write a short statement that describes American attitudes toward immigrants during the 1920s.

Chapter Activities

- Research Project** Work with another student to research the art of Georgia O’Keeffe made in the 1920s. Examine how her efforts reflect the characteristics of the Jazz Age, such as experimentation and innovation. Present your findings to the class.
- American History Primary Source Document Library CD-ROM** Under *The Roaring Twenties*, read “The Movies” by Preston William Slossen. Work with a few of your classmates to write an article that compares and contrasts the motion picture industry in the 1920s with the motion picture industry today.

Writing Activity

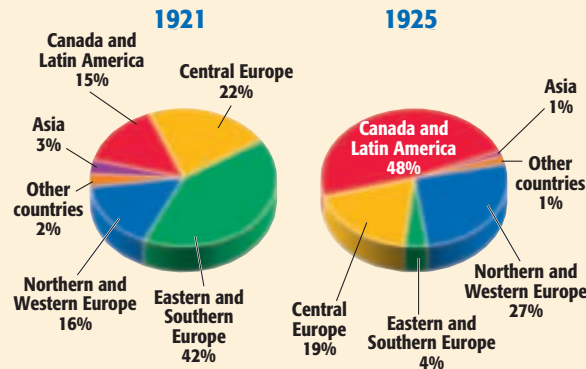
- Persuasive Writing** Imagine that you are living during the early 1920s. Marcus Garvey is campaigning to lead African Americans to a new settlement to be founded in Liberia.

- He has worked hard all his life but has little to show for it.
- disillusionment **US:** 20B, 24A, 24C; **ELA:** Gr9/10/11: 4C, 8C, 13B

Practicing Skills

- Students’ statements will vary but should reflect the difficulties faced by immigrants during the 1920s. **US:** 5A; **ELA:** Gr9/10/11: 8B

U.S. Immigration, 1921 and 1925



Source: *Historical Statistics of the United States*

Write a letter to a newspaper editor in which you take a position on the merits of Garvey’s plan. In your letter, describe how you think this plan will affect the nation and your own community.

Geography and History

- The circle graphs above show immigration numbers in the United States in 1921 and 1925. Study the graphs and answer the questions below.
 - Interpreting Graphs** What significant changes in immigration do the circle graphs show?
 - Applying Geography Skills** Why did these changes in immigration occur between 1921 and 1925?



Directions: Choose the best answer to the following question.

Which of the following trends of the 1920s did NOT contribute to a renewed nativist movement?

- Economic recession
- Influx of immigrants
- Fear of radicals and Communists
- Prohibition

Test-Taking Tip: First you must be clear on the meaning of nativism. Then use the process of elimination to rule out the one answer that seems the least related to the definition of nativism.

Chapter Activities

- Multimedia presentations featuring O’Keeffe and her works are ideal. **US:** 20A, 24A, 25D
- Students’ comparisons will vary and should include specific examples. **US:** 24B; **ELA:** Gr9/10/11: 1A, 1B



Have students visit the Web site at tx.tarvol2.glencoe.com to review Chapter 15 and take the Self-Check Quiz.

Writing Activity

- Letters to the editor will vary but should express a clear point of view. **US:** 8B, 24G, 25D

Geography and History

- They show a dramatic increase in the percentage of immigrants from Latin America and a dramatic decrease in the percentage of immigrants from Eastern and Southern Europe.
- changes in immigration laws **US:** 5A, 8B, 24H



Answer: D

Test-Taking Tip: If students know that nativism means favoring native-born people over immigrants they can infer an influx of immigrants contributed to nativism. This means students can eliminate B. Although some fundamentalists were nativists, fundamentalist beliefs were not anti-immigrant. Therefore students can infer that the correct answer is D. **US:** 5A; **TAKS:** Obj 2, 3

Bonus Question ?

Ask: Billy Sunday and Aimee Semple McPherson are both regarded as examples of what religious movement of the 1920s? (*Fundamentalism*)