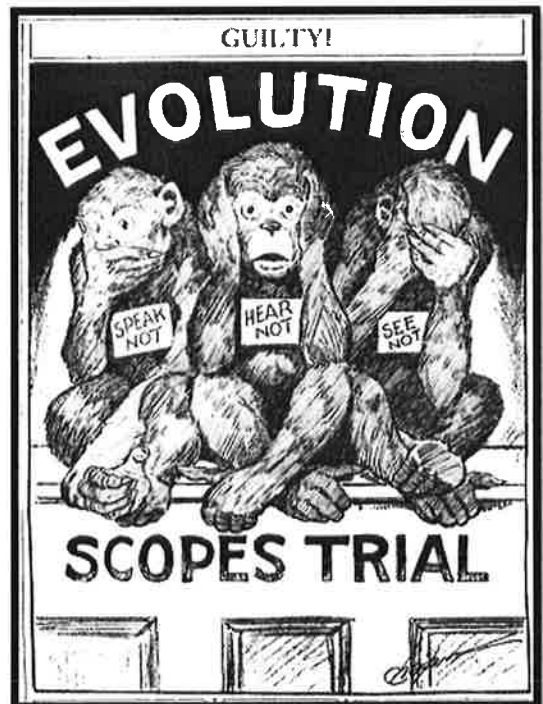
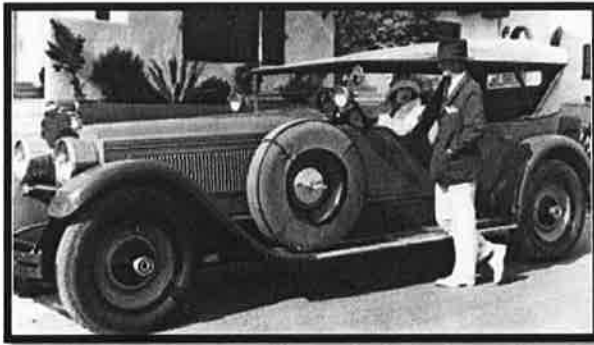


# 1920s Boom - Roaring Twenties or Jazz Age



# The 1920s – The Roaring 20s – The Jazz Age

## Post WWI America

After the Great War had ended, many Americans wanted a “return to normalcy”. They wanted to go back to the way things were before the war, however economic, political, and social changes were taking place at such a rapid pace that a fight was ready to take place between conservative and liberal-progressive values.

### Issues:

#### 1. Many Americans feared that communism would take over the country (first Red Scare).

- After the fall of the Czar in Russia, communism and socialism (which was supported and preferred by the lower working classes) became the government and economic system of the newly formed Soviet Union.
- Many lower working class people in the US seemed to prefer socialist ideas to the capitalist ones that kept them impoverished.
- Membership in communist and socialist groups and parties was on the rise throughout the US.
- The US Government, led by **Attorney General A. Mitchell Palmer**, began to crackdown on suspected communists and communist sympathizers (**Palmer Raids**).
- \*In doing so, Palmer violated people’s rights by arresting them without due process. He also sent out warnings of imminent socialist attacks that never happened.

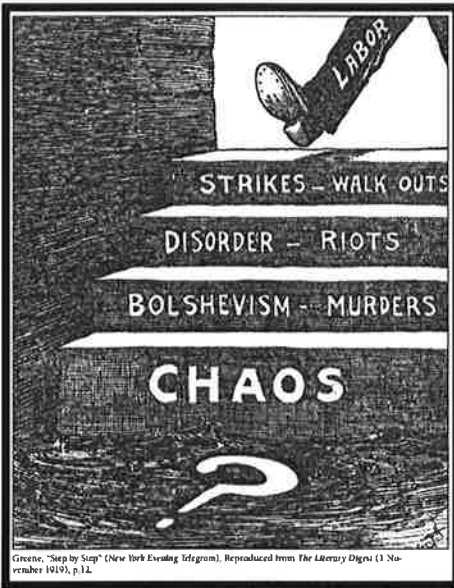


Based on *The New York Times* headline, what was one response to the “rise of communism” in the United States in the 1920s?

---

---

2. Public Opinion turned against labor unions as many Americans came to believe that unions encouraged communism.
- Boston Police Strike (1919) – the Boston police were upset that they had not seen a pay raise in 5 years when the cost of living had doubled during that time period. As a result, the police responded by going out on strike. When **MA Gov. Calvin Coolidge** called out the National Guard and the strike ended, he was praised for ending the threat to public safety and saving the city and country from communism and anarchy.
  - US Steel Strike (1919) – Steel workers went on strike to protest 12-hour, 7-day work weeks and dangerous working conditions. The steel company hired strike breakers and used force – security, state militias, and federal troops killed 18 workers and wounded hundreds more. The steel companies also successfully gained the support of the public by labeling the workers as socialists and/or communists. Only years later in 1923 did the workers finally gain an 8-hour work day.



According to the cartoon, what negative associations does the cartoonist assign to labor unions?

---



---



According to the cartoon, how does the United States government feel about union labor?

---



---

3. Anti-Immigrant sentiment – Americans wanted to a return to isolationism and neutrality –

- **Emergency Quota Act (1921)** – Congress passed a max limit (150,000/yr.) on the # of immigrants allowed
- **Gentlemen’s Agreement (1907)** – America would restrict all Japanese immigration
- **Chinese Exclusion Act (1882)** – American would stop all Chinese immigration into the country
- **Sacco and Vanzetti Trial (1921-27)** – two Italian immigrants and noted anarchists were controversially convicted of murder based on circumstantial evidence and executed. There were many who believed they were targeted because of their status as immigrants and anarchists.



Anti-radical sentiment was running high in America at the time, and the trial of Sacco and Vanzetti was regarded by many as unlawfully sensational. Authorities had failed to come up with any evidence of the stolen money, and much of the other evidence against them was later discredited. During the next few years, sporadic protests were held in Massachusetts and around the world calling for their release, especially after Celestino Madeiros, then under a sentence for murder, confessed in 1925 that he had participated in the crime with the Joe Morelli gang. The state Supreme Court refused to upset the verdict, and Massachusetts Governor Alvan T. Fuller denied the men clemency. In the days leading up to the execution, protests were held in cities around the world, and bombs were set off in New York City and Philadelphia. On August 23, Sacco and Vanzetti were electrocuted.

<https://www.history.com/this-day-in-history/sacco-and-vanzetti->

According to the document, why did people dispute the executions of Sacco and Vanzetti?



## Sacco and Vanzetti, 1921

---

On May 31, 1921, Nicola Sacco, a 32-year-old shoemaker, and Bartolomeo Vanzetti, a 29-year-old fish peddler, went on trial for murder in Boston. More than a year earlier, on April 15, 1920, a paymaster and a payroll guard were shot to death during a payroll heist in Braintree, Massachusetts, near Boston. Three weeks later, Sacco and Vanzetti were charged with the crime.

Many Americans found the evidence against the men flimsy and believed that they were being prosecuted for their immigrant background and their radical political beliefs. This broadside, published by the Sacco-Vanzetti Defense Committee, articulates the reasons for the pair's persecution: "The two workers were convicted in the midst of the red hysteria of 1921. They hold views opposed by the controlling influences of America." Sacco and Vanzetti were both Italian immigrants and avowed anarchists who advocated the violent overthrow of capitalism. It was the height of the post-World War I Red Scare, and the atmosphere was seething with anxieties about Bolshevism, aliens, domestic bombings, and labor unrest.



Sacco and Vanzetti were convicted of murder on July 14, 1921. In June 1927, responding to public criticism of the trial and verdict, a committee was appointed by the governor of Massachusetts to review the trial's fairness. The committee, which included Abbott Lawrence Lowell, the president of Harvard University, determined that the trial had been fair, and the men were electrocuted on August 23, 1927.

Their execution divided the nation and produced an uproar in Europe. Newspaper columnist and Harvard alumnus Heywood Broun criticized the execution and the trial committee's findings. Broun's opinion about the Sacco and Vanzetti case is the focus of this **broadside**, printed just after the executions: "What more can these immigrants from Italy expect? It is not every prisoner who has a President of Harvard University throw on the switch for him."

**Questions for Discussion:** Read the document introduction and view the image. Then apply your knowledge of American history in order to answer the questions that follow.

1. How were Sacco and Vanzetti linked to the fear of Bolshevism and anarchism?
2. What role did a fear of foreigners play in the accusations of murder?
3. Why did the **broadside** criticize the verdict and the committee that reviewed the trial?

4. Outside influences on the US, as well as changes happening here at home, led to an increase in conservative values and an increase in radical groups like the **Ku Klux Klan** – who targeted, harassed, and/or murdered those who were not White Anglo-Saxon Protestant (blacks, immigrants, Catholics and Jews, etc.) especially in the South.



The revival of the KKK in the early twentieth century reflected a society struggling with the effects of industrialization, urbanization, and immigration. Klan chapters in major urban areas expanded as many white Americans became bitter and resentful about immigration from Asia and Eastern Europe. Klansmen complained that these immigrants were taking jobs away from whites and diluting the imagined “racial purity” of American society. Given that the country had been populated by immigrants from the beginning, such ideas of racial purity were complete myths.

<https://www.khanacademy.org/humanities/us-history/rise-to-world-power/1920s-america/a/the-reemergence-of-the-klk>

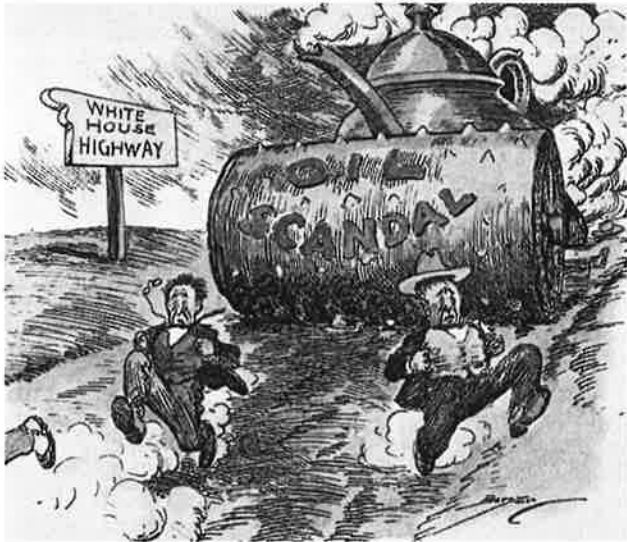
According to the document, what caused the re-emergence of the Ku Klux Klan in the 1920s?

5. International Peace Agreements – the rejection of the Treaty of Versailles by the US Senate forced the United States to broker its own peace treaties with other countries around the world.

Washington Naval Conference	Kellogg-Briand Pact
Conference held with Japan, France, and Italy to promote peace and war by reducing the size of their navies (form of disarmament)	US signed a treaty with 64 other nations agreeing to never go to war with one another – nice idea but difficult to enforce



6. Corruption – **Tea Pot Dome Scandal** – political friends of President Warren Harding took advantages of their offices -> Secretary of the Interior, Albert B. Fall used government controlled lands that were being saved for military use and sold them to private oil companies in return for an illegal payment (kickback).



**"Who Says a  
Watched Pot  
Never Boils?"**

**...Fall was not so lucky. Following a lengthy Senate investigation, he was tried for accepting bribes. He was convicted and sent to federal prison, the first Cabinet-level officer in American history to go to jail for crimes committed while serving in office.**

- <https://www.wyohistory.org/encyclopedia/teapot-dome-scandal>

According to the excerpt, what happened to Secretary Fall as result of the Tea Pot Dome scandal?

## The Business of America - What happened as a result of these new or improved innovations?

Invention or Trend	Effects of the Invention or Trend	Related Company or Product
1. Automobiles	<b>Construction of paved roads, building of gas stations, traffic lights-allowed easier travel &amp; commuting; more vacations, etc</b>	<b>Ford Motor Co. (Henry Ford)</b>
2. Airplanes	<b>Carried mail; 1<sup>st</sup> passenger planes (6-10 people); led to new innovations</b>	<b>Lockheed; Ford (Wright Bros.)</b>
3. Alternating electrical current	<b>Could distribute electricity by transformer; into'd to 'burbs – inc. use of appliances and activities</b>	<b>Zenith</b>
4. Modern advertising	<b>Tried to appeal to consumers (potential buyers) -&gt; inform and sell</b>	<b>Listerine</b>
5. Installment plan	<b>Buying goods on CREDIT – “Enjoy today while you pay!”</b>	

### **1920s consumption**

In the 1920s, assembly line production and easy credit made it possible for ordinary Americans to purchase many new consumer goods.

#### **Overview**

- For many middle-class Americans, the 1920s was a decade of unprecedented prosperity. Rising earnings generated more disposable income for the purchase of consumer goods.
- Henry Ford's advances in assembly-line efficiency created a truly affordable automobile, making car ownership a possibility for many Americans.
- Advertising became as big an industry as the manufactured goods that advertisers represented, and many families relied on new forms of credit to increase their consumption levels as they strived for a new American standard of living.

#### **Consumption in the 1920s**

The prosperity of the 1920s led to new patterns of consumption, or purchasing consumer goods like radios, cars, vacuums, beauty products or clothing.

The expansion of credit in the 1920s allowed for the sale of more consumer goods and put automobiles within reach of average Americans. Now individuals who could not afford to purchase a car at full price could pay for that car over time -- with interest, of course!

With so many new products and so many Americans eager to purchase them, advertising became a central institution in this new consumer economy.

What were the benefits and drawbacks of buying on credit?



## The Model T: Impact of Mass Production

**FORD PRICES REDUCED!**

EFFECTIVE SEPTEMBER 22, 1920

We are in receipt of a telegram from the Ford Motor Co., announcing a general reduction in the prices of all Ford cars and the Fordson Tractor, as follows:

Runabout	\$465.00
Touring	510.00
Coupe	745.00
Sedan	795.00
Truck, pneumatic tires	545.00
Tractor	790.00

All Above Prices f. o. b. factory.

All cars equipped with electric starter. Now booking orders at the new prices. Place your order immediately and avoid disappointment.

**Rockingham Motor Co, Inc.**  
HARRISONBURG, VA.  
THE HARRISON PRESS, HARRISONBURG, VA.

*Henry Ford did not invent the automobile, or the assembly line, but he made it possible for ordinary Americans to have their own cars. His innovations in mass production, reduced prices, use of advertising, and increased wages for workers made automobile sales skyrocket. Widespread automobile ownership made a tremendous impact on this country. Ford's ideas were adopted by businesses everywhere as the U.S. entered this period of economic growth.*

### Mass Production

In 1913, it took fourteen hours to build a Ford car. By 1914, a car could be produced in 93 minutes, and by 1925, a new car was being produced every ten seconds. Ford did this in part by applying Frederick Taylor's "Principles of Scientific Management." Taylor said that in a business, every job should be reduced to the simplest or easiest form possible so that anyone could be trained to do it. If you worked in the Highland Park, Michigan, factory your job might be to tighten one bolt or drill one hole on each car, over and over again. Workers were easy to replace and the company didn't have to spend time training anyone for a complicated skill. The idea of *assembly line* production had been around for a while,

but Ford had an idea to speed things up. He put the assembly line onto a *conveyor belt* and made it move. Workers stayed in one place as their step in production came to them. Ford's first conveyor belt assembly line was 250 feet long. An important part of making production efficient was speed. Workers were expected to complete their individual tasks in a matter of seconds and a supervisor was on hand to see that they did.

### Mass Consumption

It wasn't enough to produce a lot of cars quickly. Ford needed to sell them as well. He needed a *market* for his goods. Fortunately, his efficient methods of production greatly reduced the amount it cost to make a car. This meant he could sell his cars at lower prices and people who never thought they could afford a car now could. Ford employees were some of his best customers. Ford had decided to pay his employees \$5.00 a day. This made a great impact on their lives. It was about twice the amount unskilled factory workers had been paid. Imagine all of the things they could buy. Not only could employees buy cars, they were more likely to stay in their jobs. This meant the rapid production of cars could continue with fewer interruptions. Ford used *advertising* to spread the word about his price reductions. By 1920 he had sold over one million cars.

### Installment Buying

Two hundred ninety dollars, the price of an automobile, was low, and advertisements told people they could afford a car. But many could not afford the automobile, much less purchase the optional equipment: speedometers, windshield wipers, gas gauges, and car beds. Businesses and banks came to the rescue, offering *credit* to those who did not have the money in hand to buy cars and other larger purchases. Using credit enabled people to receive an automobile immediately and pay for it gradually with a monthly *installment plan*. In 1920, 75% of automobiles sold were bought using installment plans. The idea became so popular that by 1928 over 75% of washing machines, radios, and furniture were bought on credit as well. Many people no longer had to wait and save their money to purchase the things they wanted: immediate gratification. "Buy now, pay later."



### **Impact of the Automobile**

Everyone was affected by the mass production and consumption of automobiles. However, not everyone could afford an automobile, even with an installment plan. Many people still struggled with poverty, including African Americans, women, and other minority groups who were often excluded from higher paying jobs as a result of intolerance and discrimination. They were indirectly affected as the automobile brought economic, political, and social changes in the country.

### **Economic Impacts**

Cars had once been only for the wealthy. It wasn't long until the average person felt a car was a necessity, not a luxury. Household budgets were arranged to accommodate the purchase of an automobile, considered more important than savings, clothing, and even food, at times. A record number of women went to work to so their families could buy automobiles and other luxuries, such as vacuum cleaners and phonographs. The growth of the automobile industry led to the growth of other related industries that manufactured the things needed to make and run a car. These included petroleum, rubber, steel, and glass, as well as construction and tool-making companies. During the 1920s one of every fourteen industrial workers worked for a car manufacturer. But the auto industry created other new jobs as well. People were needed to run gas stations, auto repair shops, construct highways, work as state policemen, and provide fast food. A new form of advertising arose alongside new roads: billboards. Businesses advertised their products as Americans drove by.

### **Political Impacts**

With all of those new cars on the roads, the government got involved to keep things moving. States issued taxes on fuel and used the money to build and maintain highways. In 1925 a system was created to number major highways across the country. The most famous of these highways is Route 66. Travelers often slept in their cars (remember, a car bed was one of the car options) and cities set up camping facilities for them along the roads.

### **Social Impacts**

The automobile changed where people lived and how they spent their free time. People no longer had to live near work or near the railroad lines to get to work. The growth of the suburbs, which began prior to WWI, was accelerated as more people could drive themselves to work. Suddenly, it was easy to get places. You could get to a school or hospital quickly, visit relatives far away, or visit the country for the weekend if you were an urban dweller. Some people felt there were negative impacts as well. Parents feared the automobile gave their teenagers too much freedom from parental supervision.

Henry Ford's ideas about business and production were applied to countless other industries. New and better products were available in large amounts and advertisements helped to persuade people that they needed to buy them. Higher wages for some and installment buying allowed people to own goods they had never even dreamed of before. The U.S. would never be the same.

## Henry Ford and the Model T

1. What innovations did Ford develop that led to the growth of the automobile industry?
2. How did he improve mass production?
3. How did Ford help increase the demand for his car?
4. How were most Americans able to afford a car?
5. What were the many impacts of the automobile in the early 1900s?



## Prohibition & Temperance Movement

→ **Directions:** Watch the video linked below. Answer the questions that follow.

### Contextualize

---

Watch this video clip - Prohibition and Temperance

- 1) When was the 18th Amendment passed?
  - a) What behavior of Americans did it try to change?
  
- 2) What are three things the “drys” thought prohibition would do for America?
  
  
  
  
  
  
  
  
  
  
- 3) Which amendment repealed the ban on alcohol?
  
  
  
  
  
  
  
  
  
  
- 4) Construct an argument: *Was the “noble experiment” a success? Why or why not? Cite two examples from the video clip to support your claim.*

## For Prohibition

Note: underlined terms are defined on the next page

### A Moral & Ethical Argument for Prohibition in *North American Review* - September 1925 | By: Reverend Walter A. Morgan

...The moral quality of the will that voted the nation dry had its origin in a moral and social source. It was an honest desire to protect human life. This wish made concrete and appealing through the lives of women and children...As the race has evolved, womanhood and childhood have come to occupy more commanding positions. Today in the United States the moral sense of the people puts them first. What is good for them should become a law. So the voters were led to believe and so they acted. Men and women merely said, "The liquor business is a menace to our women and children. Let us get rid of it..."...Salvation Army leaders, social workers, district nurses, Prohibition officers, child welfare organizations, and others who are in close observance of social conditions have repeatedly declared that no other law has worked so great a revolution in social welfare as has Prohibition..... Nearly one hundred million dollars of funds once spent to cure the harm done by the saloon is now expended in fresh air work, free dental clinics, prematurity care, district nursing, hospitalization, and other forms of work...

### Prohibition and the Medical Fraternity in *North American Review* - September 1925 | By: Dr.Howard A. Kelly

We insist with every energy at our command that the state has the inalienable right to restrict any action whatever - whether it concerns our eating or drinking or other personal habits - in order to promote the public welfare. If the government controls our use of opium and of cocaine, then why not by reasoning, alcohol?

### Prohibition and Respect for the Law in *North American Review* - September 1925 | By: James J Britt

That there is a general increase in lawlessness, all know, but it has no connection with the Prohibition Amendment....It is due to the general lowering of morale following a war in which the moral props of centuries were removed...There is an awesome increase of murder, manslaughter, burglary, theft, false pretense, and other crimes... It is not impossible that cheats, whose business is ill-gotten gain, seeing a larger opportunity in bootlegging, may have shifted from one crime to another, but Prohibition did not make them criminals; they were already criminals, and merely revealing themselves in a different way.

### Prohibition as seen by a Businessman in *North American Review* - November 1925 | By: Richard H. Scott

The businessman sees Prohibition's results, not in terms of moral issues or personal appetites, but in the dual terms of business: production and distribution. Especially noteworthy have been the effects upon production....The efficiency of the average worker was increased. Factories were more nearly able to work up to the reasonable expectation of their machine power. Instead of dulled minds, unsteady muscles, and jumping nerves after the holiday of Saturday afternoon and Sunday, the workers began the week on Monday with full power. . . . These factors in the business problem increased efficiency per worker, continuity of machine output due to fewer absences of workers, lowered labor turnover and fewer accidents, would have been sufficient to change the red ink [deficit] figures of loss to a substantial profit so far as production is concerned. In each of these factors,







## Arguments for and against Prohibition

→ **Directions:** You will be assigned to read / analyze four different primary sources. Each source sheds light on arguments for *or* against prohibition. Use the table provided to summarize the main idea of each source. When you are done, answer the analysis questions that follow the sources.

### Close Read

---

#### For Prohibition

Using the table below, summarize the main argument of each primary source.

<u>Primary Source</u>	<u>Argument</u>
A Moral and Ethical Argument for Prohibition	
Prohibition and the Medical Fraternity	
Prohibition and Respect for the Law	
Prohibition as seen by a Businessman	

## Against Prohibition

Note: underlined terms are defined on the next page

### The Paradise of the Ostrich in *North American Review* - July 1925 | By: Samuel H. Church

Prohibition is the paradise of the ostrich. With his head in the sand the stupid bird believes that what he will not see does not exist. But all around him there has been created a business worth hundreds of millions a year, which pays no tax, knows no control, is without responsibility, dispenses more or less poisoned liquors, debauches youth and age, corrupts the politicians, demoralizes the police, and spreads everywhere a contempt for all law.

### Prohibition Against Human Nature in *North American Review* - July 1925 | By: Henry Bourne

Five years have rolled by, and many think that Prohibition has had its chance. Many have come to think and believe that after the most diligent effort for five years by the government of the United States of America to enforce bone-dry prohibition upon our people, it has totally failed. Vast appropriations have been made by the national government and by the state governments to no avail. In Michigan one of the leading state officials recently said that the more money we appropriate and the more people we employ to enforce Prohibition, the more freely is liquor available. . . . Have the American people lost their balance wheel of common sense so that they can no longer understand human nature? We might as well legislate against the natural functions of existence [i.e., respiration, elimination, etc.] as to seek to continue on our present path towards a complete disrespect for our laws and for the natural rights of a free people.

### Prohibition and Respect for the Law in *North American Review* - July 1925 | By: Henry Samuel Priest

We have hundreds of thousands of laws that should have no place upon the statute books and that come to be disregarded and lead to a disrespect and disregard of all law. The Eighteenth Amendment is this type of such frivolous enactment. They enforce no duty and protect no rights. . . . The constitutional amendment (18th) announces no fundamental principle of government. It is an effort to regulate the morals of the country, to make that immoral and criminal which is neither immoral nor criminal per se [in itself]. The evil consists in the excessive use of intoxicants, not in their moderate use.

#### Vocabulary

Debauches: destroy or morally corrupt  
Appropriations: money spent on a specific purpose  
Statute: written law  
Frivolous: not having any serious purpose or value  
Intoxicants: substances that lead to drunken state



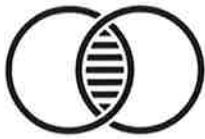
### Against Prohibition - Analysis Questions

- 1) Do these primary sources support or oppose the 18th amendment? Cite textual evidence from at least one of the sources to support this.
  
- 2) Imagine you were a U.S. citizen in the 1920's. Which argument do you think would have been the most convincing to you as a citizen in the 1920's? Why?
  
- 3) Is there a common theme or idea that repeats among the arguments? What is that theme or idea?

### **Against Prohibition**

Using the table below, summarize the main argument of each primary source.

<u>Primary Source</u>	Argument
The Paradise of the Ostrich	
Prohibition Against Human Nature	
Prohibition and Respect for the Law	
The Unhappy Couple	



## 18th Amendment Debate

→ **Directions:** You and your partner each read arguments either for or against the prohibition movement. Share each of the arguments you read with your partner, and document them in the t-chart. When you are done, answer the five analysis questions together.

**Compare**

---

## 18th Amendment Debate

Arguments for Prohibition	Arguments against Prohibition

800  
words

# THE RISE and FALL OF PROHIBITION

Prohibition was a ban on the manufacture, sale, and transport of alcohol within the United States. It began with the ratification of the 18th Amendment in 1919. The roots of Prohibition include the Temperance Movement. Temperance was the effort to persuade individuals not to drink alcohol. Prohibition legally banned its sale and transport for everyone.

## TOWARDS PROHIBITION

In the early 19th century, Protestants took part in revivals to convert new followers to Christ. In their eyes, drinking was a worldly evil that needed to be overcome. They became promoters of temperance. This meant they worked to convince people to choose not to drink. They wrote articles and gave speeches, letting people know that alcohol caused many serious health problems. Organizations like the Women's Christian Temperance Union (WCTU) called for schoolchildren to be taught about temperance and wrote textbooks on the subject.

Many Protestant churches joined forces with the Anti-Saloon League. The Anti-Saloon League was the nation's leading lobbying group for anti-alcohol legislation. It promoted temperance, but also called for laws suppressing the rights

of saloon owners. By the early 1900s, the League was gaining influence. By 1917, 26 of the 48 states had passed prohibition measures. Congress was also considering a constitutional amendment for nationwide prohibition of alcohol.

The 18th Amendment was approved by Congress in December of 1917. It prohibited the "manufacture, sale, and transportation of intoxicating beverages." The amendment went into effect in 1920, one year after the required number of states ratified it. The 18th Amendment was the first ever to limit citizens' personal liberties.

## PROHIBITION AND THE PROGRESSIVE MOVEMENT

Prohibition was connected to the wider Progressive movement. Advocates for it believed that alcohol was holding back the progress of mankind. Therefore, they believed, the government had to intervene. This belief was consistent with an important shift away from the traditional American understanding of the purpose of government. The founders believed that limiting government power was the best way to ensure citizens could best pursue happiness. They believed people were naturally flawed, and government should



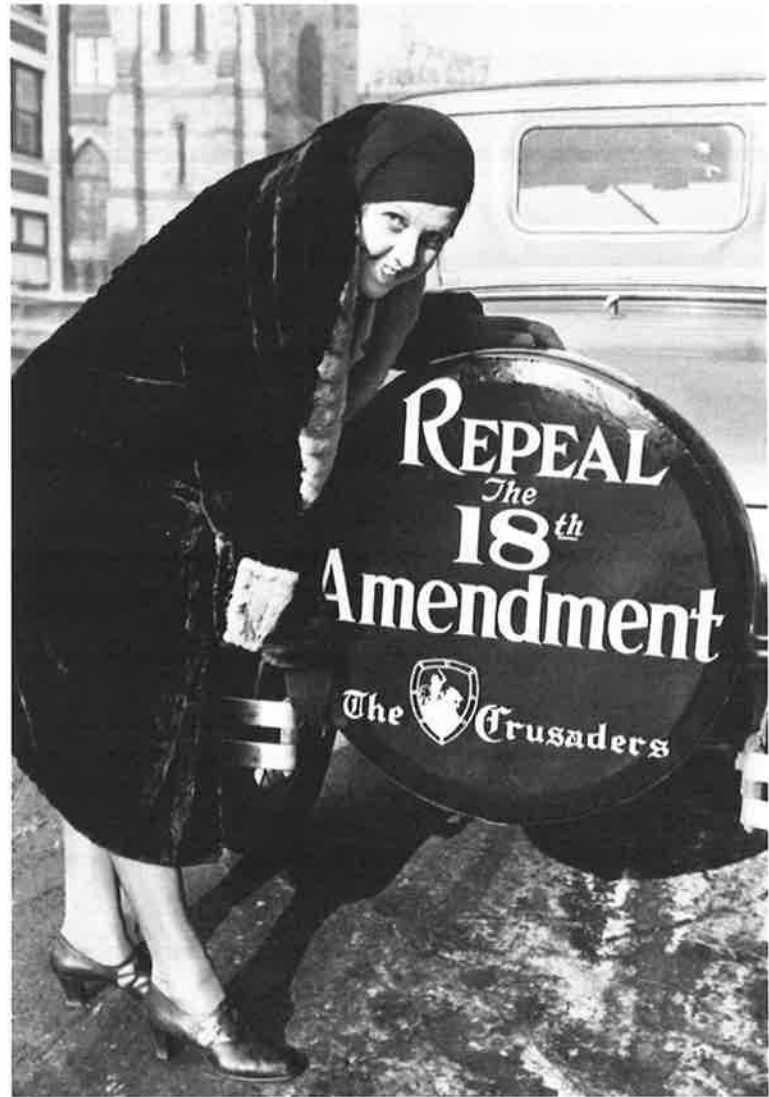
be structured with checks and balances. Unlike the framers of the Constitution, Progressives believed that people's natures could be made better through government action. Therefore, government should provide citizens with ways to improve themselves through programs and policies. The Sixteenth through 19th Amendments are sometimes called the "Progressive Era Amendments."

## TOWARDS REPEAL

The 18th Amendment did not ban the consumption of alcohol, only its manufacture, sale, and transport. The Volstead Act codified it into U.S. law. Many began hoarding alcoholic beverages while they could. Individuals could legally make wine and alcoholic cider for home use, but moonshine could be deadly if made incorrectly. Smugglers brought liquor into the United States at port cities around the country.

Federal agents charged with enforcing the law were not prepared to deal with the large numbers of bootleggers and speakeasies. Courts were overloaded with Prohibition-related cases. Chicago and New York were hubs for crime bosses who attempted to transport alcohol across the country. Gangs began fighting for power in their territories. The results were corruption, destruction, and death.

The Great Depression struck a major blow to the nation's economy, and the tide began to turn against Prohibition. Lawmakers believed that a tax on alcohol could help increase federal revenue to aid the struggling country. Citizens were concerned about the upsurge in crime and violence. Franklin



After 13 years, the 21st Amendment repealed Prohibition.

Photo Courtesy Library of Congress

Roosevelt reversed his position and came out against Prohibition during his 1932 presidential campaign. In 1933, Congress passed and President Franklin Roosevelt signed a law legalizing the sale of light beers and wine below a new, higher limit for "intoxicating" beverages. Congress approved the 21st Amendment on February 20, 1933, and it was ratified by state conventions throughout the year.

On December 5, 1933, the United States ratified the 21st Amendment, repealing the 18th Amendment. This was the first time in American history a constitutional amendment had been repealed. Many

states began tightly controlling liquor usage through licensing requirements, drinking age limits, and specific hours of operation for liquor sellers. Many of these regulations are still in force today.

**CRITICAL THINKING  
QUESTIONS**

1. What is the historical relationship between the Temperance Movement and Prohibition?

---

2. How did the Founders' view of government differ from the Progressives' view in terms of:

- the nature of mankind

---

- the purpose of government

---

- the types of powers government should be given

---

- the types of things it is possible for government to do

---

3. Why did Prohibition lead to crime and violence? What were other effects of Prohibition?

---

4. How did the 18th Amendment differ from every other constitutional amendment in history?

---

5. Why do you believe the people changed their minds about Prohibition?

---

6. What do the 18th and 21st Amendments teach us about the role of states in policy considerations?

---

## The Roaring '20s: Changing Lifestyle

*Prohibition: In January 1920, Prohibition (18<sup>th</sup> Amendment) went into effect.*

1. a.) Who tended to be supporters of Prohibition at this time?

-small towners; reformers, church-related groups; Anti-Saloon League & WCTU; Protestants; regions of the South and West; rural areas

b.) Why did they support it?

- They believed that alcohol was the source of many social problems and issues

2. a.) Who tended to be opponents of Prohibition at this time?

- saloon owners & drinkers, people who wanted to enjoy life; liberals, intellectuals, immigrants; regions of the East and Midwest; Urban areas (cities)

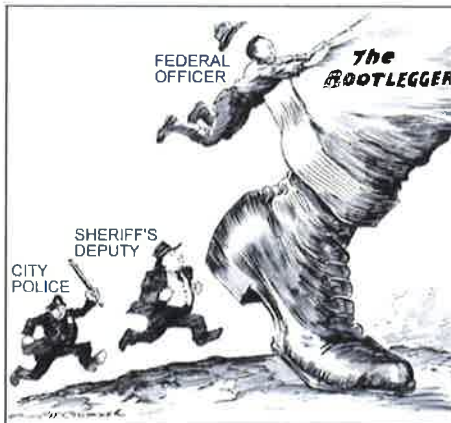
b.) Why did they oppose it?

- culturally accepted; no gov't restriction on something that was a personal choice



Document -

Too big for them



Source: P.W. Cromwell, Bentley Historical Library, University of Michigan (adapted)

... While in reality national prohibition sharply reduced the consumption of alcohol in the United States, the law fell considerably short of expectations. It neither eliminated drinking nor produced a sense that such a goal was within reach. So long as the purchaser of liquor, the supposed victim of a prohibition violation, participated in the illegal act rather than complained about it, the normal law enforcement process simply did not function. As a result, policing agencies bore a much heavier burden. The various images of lawbreaking, from contacts with the local bootlegger to Hollywood films to overloaded court dockets, generated a widespread belief that violations were taking place with unacceptable frequency. Furthermore, attempts at enforcing the law created an impression that government, unable to cope with lawbreakers by using traditional policing methods, was assuming new powers in order to accomplish its task. The picture of national prohibition which emerged over the course of the 1920s disenchanted many Americans and moved some to an active effort to bring an end to the dry law [Volstead Act].

Source: David E. Kyvig, *Repealing National Prohibition*, Kent State University Press, 2000

Based on these documents, what were two problems that resulted from national Prohibition?

1. \_\_\_\_\_
2. \_\_\_\_\_

3. Why Prohibition was repealed (21<sup>st</sup> Amendment – 1933)?

It was too difficult to govern social life; Gov't didn't anticipate the problems created by Prohibition – didn't budget enough money or man power to enforce it -> illegal activities grew = bootleggers, gangs/mafia (Al Capone); the gov't needed the tax revenue during the Depression



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

1. a.) Who were Darrow's main supporters?  
**- those who believed in Darwin's Theory of Evolution; moderates and liberals**

b. Why did they support him?  
**- believed in science (Darwin's Theory); questioned the Bible and its teachings**

2. a.) Who were Bryan's main supporters?  
**- fundamentalists, conservatives, Protestants and believers in creation theory**

b.) Why did they support him?  
**- believed in creation theory and saw evolution as blaspheme and didn't want it taught to their kids**



## THE SCOPES TRIAL -

In the 1920s newly formed fundamentalist organizations began to agitate for state laws making it illegal to teach evolution in the schools. Over several years, dozens of bills were introduced, mainly in Southern and Border States, to criminalize the teaching of evolution. Finally, in the spring of 1925, the Tennessee legislature passed a law making the teaching of evolution a misdemeanor. Under the law, a public school teacher could be fined a maximum of \$500 for teaching "any theory that denies the story of Divine Creation of man taught in the Bible, and to teach instead that man had descended from a lower order of animals." This legislation was a byproduct of a wave of repression launched by the US government to quell labor unrest following World War I, and to discourage the powerful impact of the Russian Revolution on the American working class. Thousands were arrested, deported and detained during the "Red Scare." The American Civil Liberties Union, which had been founded during the war to defend opponents of US involvement, became a leading defender of those arrested.

As part of its campaign to defend academic freedom, the ACLU advertised in Tennessee newspapers that it would represent any teacher who challenged the newly enacted anti-evolution law. John Scopes was a 24-year old general science teacher and part-time football coach. The son of an immigrant railroad mechanic and labor organizer, and an avowed socialist and agnostic, Scopes opposed the new law. When told that his use of the standard high school science textbook was in violation of the law because it included Darwin's theory, he agreed to participate in a test case.

What caused the Scopes Trial? \_\_\_\_\_

What was the outcome of the case?

**- Scopes was found guilty of teaching evolution and fined \$100 – the law, outlawing the teaching of evolution, continued in the state of Tennessee**

## **The Scopes Monkey Trial: Evolution vs. Creationism**

The so-called "Scopes Monkey Trial" began July 10, 1925 in Dayton, Tennessee, when high school biology teacher **John T. Scopes** (1900-70), faced court proceedings on the charge of having taught evolution in violation of the **Butler Act**. The trial was originally conceived as a publicity stunt to promote business in Dayton, and it truly became a media circus, with reporters from all over the world sending reports back home. One of Scopes' lawyers was the famous agnostic and criminal defense attorney **Clarence Darrow** and one of the prosecuting attorneys was the famous populist and fundamentalist **William Jennings Bryan**.



Clarence Darrow and William Jennings Bryan during the trial.

The following is a quote of the judge's instructions to the jury:

*"Gentlemen of the grand jury, on May 25, 1925, John T. Scopes was indicted in this county for violating what is generally known as the anti-evolution statute. There is some uncertainty as to whether or not this indictment is valid, and, in order to avoid a possibility of it being invalid. I have determined to convene this grand jury for the purpose of reinvestigating these charges, I now use substantially the same charge I gave the first grand jury.*

*The statute, which it is alleged the said Scopes violated, is Chapter 27 of the acts of 1925, which makes it unlawful to teach in the universities, normals and all other public schools of the state, which are supported in whole or in part by the public school funds of the state, any theory that denies the story of Divine creation of man as taught in the Bible and teach instead theory that man descended from a lower order of animals. This act became the law in Tennessee on March 21, 1925."*

The defense did not argue that Scopes was innocent of technically violating the law - instead, they argued that evolution was valid, that it was compatible with certain interpretations of the Bible, and hence that the original law itself was wrong. The court refused to rule in such matters and instead stuck strictly to whether or not the law was violated - and so found Scopes guilty, fining him \$100. The state supreme court later reversed this judgment, but Scopes and the trial were already famous around the country.

Although Scopes technically lost the case, many perceive it as a victory for evolutionists and rationalism. It put a spotlight on the beliefs of fundamentalists, holding them up to public ridicule - and indeed, there was widespread rejection of their anti-science stance. It also opened the door to wider dissemination of the ideas behind evolution, leading more people to give it serious consideration

## Putting Religion & Fundamentalism on Trial

A famous highlight of the case was when **Clarence Darrow** called **William Jennings Bryan** himself to the stand as a hostile witness. It is highly unusual for a prosecuting attorney to be called by the defense as a witness, but Bryan accepted out of a desire to get his message across and directly refute Darrow's position. In the end, it was Darrow who achieved those goals for himself.



William Jennings Bryan with bible in hand, arguing the legitimacy of Creationism.

Darrow was a master at cross-examination and through a series of quick, direct questions he got Bryan to admit that the Bible needed to be interpreted metaphorically in many places, for example admitting that the world was far older than 6,000 years (Bryan was never the literalist that many fundamentalists were, a shock to his supporters) and to admit ignorance about evolutionary theory. Indeed, Bryan had to admit ignorance on quite a few matters, disappointing fundamentalists as he repeatedly gave ground to Darrow.

None of that mattered for the actual case, however, and the Dayton court rejected the arguments of the defense, refusing even to rule in many matters. In the end, the judge stuck strictly to whether or not the law was violated and found Scopes guilty, fining him \$100. The state supreme court later reversed this judgment on a technicality, but Scopes and the trial were already famous around the country. Scopes himself went on to study geology at the University of Chicago and became a petroleum engineer, never seeking to capitalize on his fame in any fashion.

## Scopes in the Court of Public Opinion

*The Scopes Monkey Trial* was a true media circus, with reporters from all over the world sending reports back home. However, even though the reporters found the case interesting enough to send daily reports back home about every event that occurred every day of the trial, ultimately many said that it wasn't such a big deal after all because the final decision was, well, indecisive - Scopes was found guilty of violating the law, but no decision was reached on the more profound issues like the validity of evolution or whether anti-evolution laws promoted a particular religious viewpoint. That, after all, is what people were really hoping for. The trial became an epic event of the twentieth century, a debate over free speech that spiraled into an all-out duel between science and religion.





## Flappers – A Positive or Negative Image For Women?

**Directions:** Please read the following article. After you read it you will be asked to assess the following: Agree or disagree with the following statement and justify your answer: "The flapper was a positive image for women."

### The "Flapper"

The term "flapper" first appeared in Great Britain after World War I. It was there used to describe young girls, still somewhat awkward in movement who had not yet entered womanhood...

Authors such as F. Scott Fitzgerald described the ideal flapper as "lovely, expensive, and about nineteen."<sup>1</sup> John Held Jr. accentuated the flapper image by drawing young girls wearing unbuckled galoshes that would make a "flapping" noise when walking.<sup>2</sup>

Many have tried to define flappers. In William and Mary Morris' *Dictionary of Word and Phrase Origins*, they state, "In America, a *flapper* has always been a giddy, attractive and slightly unconventional young thing who... 'was a somewhat foolish girl, full of wild surmises and inclined to revolt against the precepts and admonitions of her elders.'"<sup>3</sup> Flappers had both an image and an attitude.

### Flapper Image

The Flappers' image consisted of drastic - to some, shocking - changes in women's clothing and hair. Nearly every article of clothing was trimmed down and lightened in order to make movement easier.

It is said that girls "parked" their corsets when they were to go dancing.<sup>4</sup> The new, energetic dances of the Jazz Age, required women to be able to move freely, something the "ironsides" didn't allow. Replacing the pantaloons and corsets were underwear called "step-ins."



women

The outer clothing of flappers is even still extremely identifiable. This look, called "garconne" ("little boy"), was instigated by Coco Chanel.<sup>5</sup> To look more like a boy, tightly wound their chest with strips of cloth in order to flatten it.<sup>6</sup> The waists of flapper clothes were dropped to the hipline. She wore stockings - made of rayon ("artificial silk") starting in 1923 - which the flapper often wore rolled over a garter belt.<sup>7</sup>

The hem of the skirts also started to rise in the 1920s. At first the hem only rose a few inches, but from 1925 to 1927 a flapper's skirt fell just below the knee.

The skirt comes just an inch below her knees, overlapping by a faint fraction her rolled and twisted stockings. The idea is that when she walks in a bit of a breeze, you shall now and then observe the knee...



The Gibson Girl, who prided herself on her long, beautiful, lush hair, was shocked when the flapper cut her's off. The short haircut was called the "bob" which was later replaced by an even shorter haircut, the "shingle" or "Eton" cut. The shingle cut was slicked down and had a curl on each side of the face that covered the woman's ears. Flappers often finished the ensemble with a felt, bell-shaped hat called a cloche.

Flappers also started wearing make-up, something that had previously been only worn by loose women. Rouge, powder, eye-liner, and lipstick became extremely popular...



## Flapper Attitude

The flapper attitude was characterized by stark truthfulness, fast living, and sexual behavior. Flappers seemed to cling to youth as if it were to leave them at any moment. They took risks and were reckless.

They wanted to be different, to announce their departure from the Gibson Girl's morals. So they smoked. Something only men had done previously. Their parents were shocked.

*I was sure my girls had never experimented with a hip-pocket flask, flirted with other women's husbands, or smoked cigarettes. My wife entertained the same smug delusion, and was saying something like that out loud at the dinner table one day. And then she began to talk about other girls.*

*"They tell me that that Purvis girl has cigarette parties at her home," remarked my wife.*

*She was saying it for the benefit of Elizabeth, who runs somewhat with the Purvis girl. Elizabeth was regarding her mother with curious eyes. She made no reply to her mother, but turning to me, right there at the table, she said: "Dad, let's see your cigarettes."*

*Without the slightest suspicion of what was forthcoming, I threw Elizabeth my cigarettes. She withdrew a fag from the package, tapped it on the back of her left hand, inserted it between her lips, reached over and took my lighted cigarette from my mouth, lit her own cigarette and blew airy rings toward the ceiling.*

*My wife nearly fell out of her chair, and I might have fallen out of mine if I hadn't been momentarily stunned.<sup>8</sup>*

Smoking wasn't the most outrageous of the flapper's rebellious actions. Flappers drank alcohol. At a time when the United States had outlawed alcohol (Prohibition), young women were starting the habit early. Some even carried hip-flasks full so as to have it on hand. More than a few adults didn't like to see tipsy young women. Flappers had a scandalous image as the "giddy flapper, rouged and clipped, careening in a drunken stupor to the lewd strains of a jazz quartet."<sup>9</sup>

The 1920s was the Jazz Age and one of the most popular past-times for flappers was dancing. Dances such as the Charleston, Black Bottom, and the Shimmy were considered "wild" by older generations. As described in the May 1920 edition of the *Atlantic Monthly*, flappers "trot like foxes, limp like lame ducks, one-step like cripples, and all to the barbaric yawp of strange instruments which transform the whole scene into a moving-picture of a fancy ball in bedlam."<sup>10</sup> For the Younger Generation, the dances fit their fast-paced life-style.



For the first time since the train and the bicycle, a new form of faster transportation was becoming popular. Henry Ford's innovations were making the automobile an accessible commodity to the people. Cars were fast and risky - perfect for the flapper attitude. Flappers not only insisted on riding in them; they drove them.

Unfortunately for their parents, flappers didn't just use cars to ride in. The back seat became a popular location for the new popular sexual activity, petting. Others hosted petting parties. Though their attire was modeled after little boys' outfits, flappers flaunted their sexuality. It was a radical change from their parents' and grandparents' generations.

## The End of Flapperhood

Though many were shocked by the flapper's skimpy attire and immoral behavior, a less extreme version of the flapper became respectable among the old and the young. Some women cut off their hair and stopped wearing their corsets, but didn't go to the extreme of flapperhood.

*If one judges by appearances, I suppose I am a flapper. I am within the age limit. I wear bobbed hair, the badge of flapperhood. (And, oh, what a comfort it is!) I powder my nose. I wear fringed skirts and bright-colored sweaters, and scarfs, and waists with Peter Pan collars, and low-beeled "finale hopper" shoes. I adore to dance. I spend a large amount of time in automobiles. I attend hops, and proms, and ball-games, and crew races, and other affairs at men's colleges. But none the less some of the most thoroughbred superflappers might blush to claim sistership or even remote relationship with such as I. I don't use rouge, or lipstick, or pluck my eyebrows. I don't smoke (I've tried it, and don't like it), or drink, or tell "peppy stories." I don't pet.<sup>11</sup>*

At the end of the 1920s, the stock market crashed and the world was plunged into the Great Depression. Frivolity and recklessness was forced to come to an end. However, much of the flapper's changes remained.

In the 1920s, flappers broke away from the Victorian image of womanhood. They dropped the corset, chopped their hair, dropped layers of clothing to increase ease of movement, wore make-up, created the concept of dating, and became a sexual person. They created what many consider the "new" or "modern" woman.

#### End Notes

1. As quoted in Jackie Hatton, "Flappers," *St. James Encyclopedia of Popular Culture*, 2000.
2. G. Stanley Hall, "Flapper Americana Novissima," *Atlantic Monthly* 129 (June 1922): Hall, 772 and Ralph K. Andrist, ed., *The American Heritage: History of the 20's & 30's* (New York: American Heritage Publishing Co., Inc., 1970) 130.
3. As quoted in Andrist, 130.
4. Hall, 773.
5. Judith S. Baughman, ed., *American Decades: 1920-1929* (New York: Manly, Inc., 1996) 155.
6. Hatton, 112.
7. Baughman, 157.
8. W. O. Saunders, "Me and My Flapper Daughters," *The American Magazine* 104 (Aug. 1927): 27.
9. Hatton, 112.
10. As quoted in Baughman, 269.
11. Ellen Welles Page, "A Flapper's Appeal to Parents," *Outlook* 132 (Dec. 6, 1922): 607.

Source: Jennifer Rosenberg, "Flappers in the Roaring Twenties," *About.com*, <http://history1900s.about.com/od/1920s/a/flappers.htm>, last visited January 8, 2009.

**Agree or disagree with the following statement and justify your answer in one paragraph: "The flapper was a positive image for women."**

## The Twenties Woman

1. Note 2 ways women's fashions changed.	2. Note 2 ways women's social behaviors changed.	3. Note 2 words that describe the attitude reflected by these fashions and behaviors
<b>Close fitting felt hats, bright waistless dresses above the knee, skin-toned stockings, pumps, beads and bracelets, short hair</b>	<b>They became more assertive, smoked and drank in public and viewed marriage as a partnership</b>	<b>ASSERTIVE, CONTROVERSIAL, REVOLUTIONARY, PROACTIVE</b>
4. Note 1 way women's work opportunities improved	5. Note 2 ways women's home and family life improved.	6. Note 3 negative effects that accompanied these changes during the 1920s.
<b>Working during WWI launched careers in certain industries – typists and clerks</b>	<b>Birth control, careers, new appliances and innovations sped up housework -&gt; more free time</b>	<ul style="list-style-type: none"> <li>- <b>rebellious adolescents</b></li> <li>- <b>increase divorce rates</b></li> <li>- <b>many struggled with the changes (for and against)</b></li> </ul>

Document -

...And what were these "own lives" of theirs [women] to be like? Well, for one thing, they could take jobs. Up to this time girls of the middle classes who had wanted to "do something" had been largely restricted to school-teaching, social-service work, nursing, stenography, and clerical work in business houses. But now they poured out of the schools and colleges into all manner of new occupations. They besieged the offices of publishers and advertisers; they went into tea-room management until there threatened to be more purveyors [sellers] than consumers of chicken patties and cinnamon toast; they sold antiques, sold real estate, opened smart little shops, and finally invaded the department stores. In 1920 the department store was in the mind of the average college girl a rather bourgeois [middle class] institution which employed "poor shop girls"; by the end of the decade college girls were standing in line for openings in the misses' sports-wear department and even selling behind the counter in the hope that some day fortune might smile upon them and make them buyers or stylists. Small-town girls who once would have been contented to stay in Sauk Center [Minnesota] all their days were now borrowing from father to go to New York or Chicago to seek their fortunes — in Best's or Macy's or Marshall Field's. Married women who were encumbered [burdened] with children and could not seek jobs consoled themselves with the thought that home-making and child-rearing were really "professions," after all. No topic was so furiously discussed at luncheon tables from one end of the country to the other as the question whether the married woman should take a job, and whether the mother had a right to. And as for the unmarried woman, she no longer had to explain why she worked in a shop or an office; it was idleness, nowadays, that had to be defended...

Source: Frederick Lewis Allen, *Only Yesterday: An Informal History of the 1920s*, Harper & Row, 1931

According to Frederick Lewis Allen, what is one way middle-class women's lives changed in the 1920s?

---



---

**CHAPTER**  
**21**

**GUIDED READING** *Education and Popular Culture*

**Section 3**

A. As you read this section, take notes summarizing how public education changed.

	Education Before the 1920s	Education During the 1920s
1. Enrollments	1 million in HS	4 million in HS
2. Types of courses	HS catered to college-bound students	HS was open to a broad range of students - increased vocational training
3. Immigrants	schools struggled with growing # of immigrants-many did not attend	schools taught immigrants to read and write English
4. Financing	were grossly underfunded - until taxes were raised and used to fund them	devoted \$2.7 billion per year

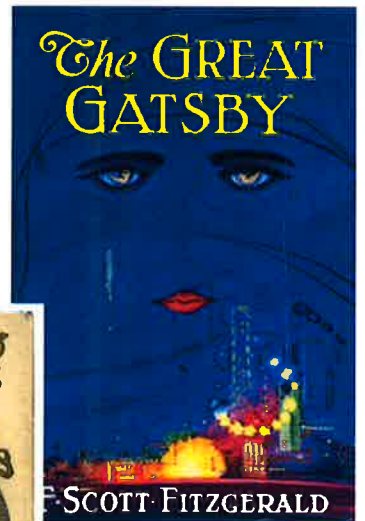
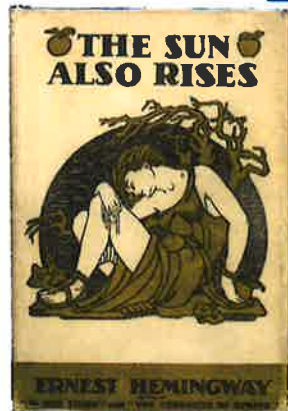
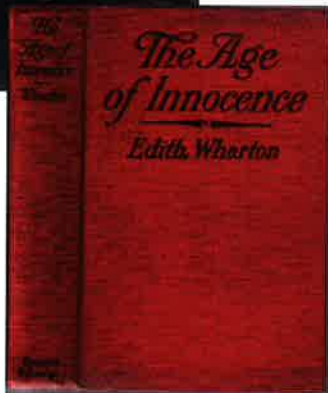
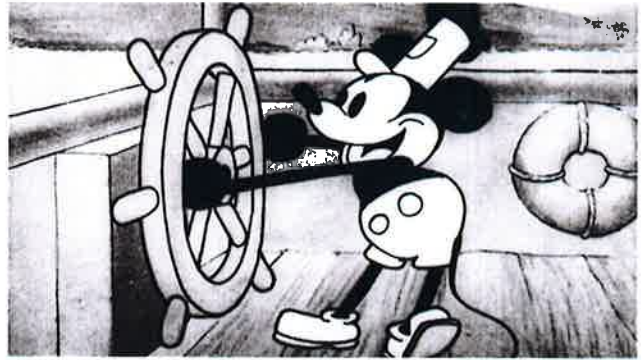
B. As you read about how America's popular culture developed in the 1920s, give at least two specific examples of each area of popular culture.

1. Newspapers - as literacy grew, so did the sale & circulation - yellow journalism helped grab attention and sell papers	2. Magazines - Time, Life, Reader's Digest, & Harper's Weekly brought detailed accounts of the news with pictures on a weekly basis	3. Radio brought the nation together => people were getting the same information (news) & listened to the same programs; by 1930, 40% of US households had them
---	--	--

4. Sports tennis and golf became popular; baseball (Yankees & Babe Ruth), boxing (Jack Dempsey) and football (Red Grange) became popular spectator sports	5. Movies became popular past times (escape from realities); 1st cartoon = Steamboat Willie (Mickey Mouse); actors gained fame (Charlie Chaplin, Rudolph Valentino)
6. Theater, music, and art American forms became very popular; Al Jolson - popular all-around performer; playwright Eugene O'Neill; composer George Gershwin, painter Georgia O'Keefe	7. Literature birth of the modern American novelist Sinclair Lewis - F. Scott Fitzgerald - The Great Gatsby; Edith Wharton - The Age of Innocence; Ernest Hemingway - The Sun Also Rises

C. On the back of this paper, briefly explain who **Charles A. Lindbergh** was and how he became America's "most beloved hero" of the 1920s.







# Historical Background

[Back to Navigation Bar](#)

The Great Migration of the twentieth century was one of the most significant developments to occur in our history. It signals the movement of African Americans from the rural south to the northern cities; and this migration lasted for fifty years. Three fourths of the African American population lived in the rural south; by 1960, three fourths of this population was urban and the majority lived outside the southern states. The need for a better life, jobs, education, and the escape of blatant racism called our love ones to the Promised Land or to the North.

For many, the final destination was Harlem; an attractive New York City neighborhood welcomed African Americans. Harlem was more than a neighborhood; it was the Mecca and the cultural center of Black Culture of the New Negro. During the 1920s, Harlem was like a magnet for the Negro intellectual, pulling him from everywhere. Aspiring writers like Jessie Faust (Philadelphia), Zora Neale Hurston (Florida), Claude McKay (Jamaica), Langston Hughes, James Weldon Johnson, and his brother J. Rosamond Johnson called from different parts of the country.

The Harlem Renaissance developed such genres as jazz music, Negro spirituals, musicals, theater, literature, and art. For example, Negro Spirituals were performed on the concert stage by such famous artists as Marian Anderson, Roland Hayes, and Paul Robeson. The period also gave birth to a new form of religious music called gospel. This music borrowed some of its lyrics from spirituals; the accompaniment sounded like blues. The Jazz Age developed such well known entertainers as Duke Ellington, Louis Armstrong, Bessie Smith, Fletcher Henderson, and Josephine Baker. Noble Sissie and Eubie Blake introduced the Charleston Dance.

The Harlem Renaissance was an era in U.S. History so full of creativity that it was short lived due to the Great Depression in 1929 and the beginnings of World War II. This period will always be remembered as the beginning of Black Awareness and Consciousness; and to quote Langston Hughes, "*The Negro was in Vogue*

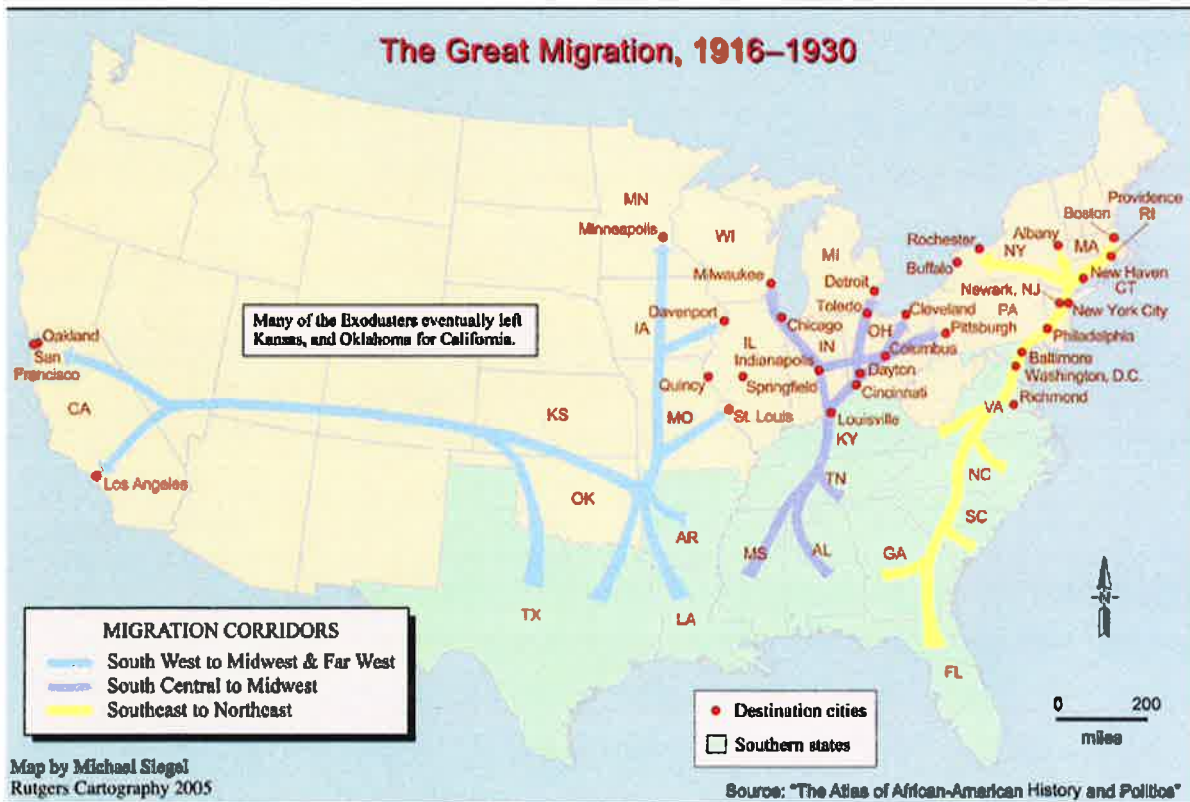


# Harlem Renaissance - Symbols in Songs and Poems

## Analysis

**Objective** *What does the poetry and music of Harlem Renaissance artists tell us about social, political, and/or economic impact of the Jim Crow era on African Americans in the 1920's and 1930's?*

**Historical and Geographical Context:** Review the map below. Answer the contextualization questions that follow.



### Contextualization - Analysis Questions:

1) *Contextualization:* What was the Great Migration?

---

---

2) *Close Reading and Contextualization:* According to the map, which set of directions listed below BEST describes the movement of African Americans and other minorities during the Great Migration? *Circle your answer below AND circle evidence in the map above that supports the answer you choose below.*

West to East

East to South

North to South

South to North

3) *Contextualization*: What was the impact and/or relationship between Jim Crow laws / Jim Crow Era and the Great Migration?

---

---

---

4) *Contextualization*: What was the significance of the Supreme Court case *Plessy vs. Ferguson*? The events depicted in the map above were before or after *Plessy vs. Ferguson*?

---

---

---

---

5) *Analysis*: Harlem is a neighborhood in New York City, NY. Using your knowledge of social studies, what do you predict what the term Harlem Renaissance might mean, keeping in mind the context of the 1920's / 1930's.

---

---

---

---



***Good Morning*** by Langston Hughes (1926)

1 Good morning, daddy!  
I was born here, he said,  
watched Harlem grow until the colored folks spread from river to river  
across the middle of Manhattan

5 out of Penn Station  
dark tenth of a nation,  
planes from Puerto Rico,  
and holds of boats, chico,

10 up from Cuba Haiti Jamaica,  
in buses marked New York  
from Georgia Florida Louisiana  
to Harlem Brooklyn the Bronx  
but most of all to Harlem dusky sash across Manhattan

15 I've seen them come dark  
wondering  
wide-eyed  
dreaming  
out of Penn Station

20 but the trains are late.  
The gates are open  
Yet there're bars at each gate.  
What happens to a dream deferred?  
Daddy, ain't you heard?

*I, Too* by Langston Hughes (1926)

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.

*Oriflamme* by Jessie Redmon Fauset (1920)

“I can remember when I was a little, young girl, how my old mammy would sit out of doors in the evenings and look up at the stars and groan, and I would say, ‘Mammy, what makes you groan so?’ And she would say, ‘I am groaning to think of my poor children; they do not know where I be and I don’t know where they be. I look up at the stars and they look up at the stars!’”

— *Sojourner Truth*

I think I see her sitting bowed and black,  
Stricken and seared with slavery’s mortal scars,  
Reft of her children, lonely, anguished, yet  
Still looking at the stars.

Symbolic mother, we thy myriad sons,  
Pounding our stubborn hearts on Freedom’s bars,  
Clutching our birthright, fight with faces set,  
Still visioning the stars!



***Strange Fruit*** by Abel Meerpool (1937), sang by Billie Holiday (1939)

Southern trees bear strange fruit  
Blood on the leaves and blood at the root  
Black bodies swinging in the southern breeze  
Strange fruit hanging from the poplar trees

Pastoral scene of the gallant south  
The bulging eyes and the twisted mouth  
Scent of magnolias, sweet and fresh  
Then the sudden smell of burning flesh

Here is fruit for the crows to pluck  
For the rain to gather, for the wind to suck  
For the sun to rot, for the trees to drop  
Here is a strange and bitter crop

CHAPTER  
**21**

## Section 4

**PRIMARY SOURCE** *from* “When the Negro Was in Vogue”  
by Langston Hughes

*Poet Langston Hughes was one of the leading voices of the Harlem Renaissance. What different aspects of life in Harlem does Hughes capture in this excerpt from his autobiography?*

The 1920s were the years of Manhattan’s black Renaissance. . . .

White people began to come to Harlem in droves. For several years they packed the expensive Cotton Club on Lenox Avenue. But I was never there, because the Cotton Club was a Jim Crow club for gangsters and monied whites. They were not cordial to Negro patronage, unless you were a celebrity like Bojangles. So Harlem Negroes did not like the Cotton Club and never appreciated its Jim Crow policy in the very heart of their dark community. Nor did ordinary Negroes like the growing influx of whites toward Harlem after sundown, flooding the little cabarets and bars where formerly only colored people laughed and sang, and where now the strangers were given the best ringside tables to sit and stare at the Negro customers—like amusing animals in a zoo.

The Negroes said: “We can’t go downtown and sit and stare at you in your clubs. You won’t even let us in your clubs.” But they didn’t say it out loud—for Negroes are practically never rude to white people. So thousands of whites came to Harlem night after night, thinking the Negroes loved to have them there, and firmly believing that all Harlemites left their houses at sundown to sing and dance in cabarets, because most of the whites saw nothing but the cabarets, not the houses. . . .

It was a period when, at almost every Harlem upper-crust dance or party, one would be introduced to various distinguished white celebrities there as guests. It was a period when almost any Harlem Negro of any social importance at all would be likely to say casually: “As I was remarking the other day to Heywood—,” meaning Heywood Brown. Or: “As I said to George—,” referring to George Gershwin. It was a period when local and visiting royalty were not at all uncommon in

Harlem. And when the parties of A’Lelia Walker, the Negro heiress, were filled with guests whose names would turn any Nordic social climber green with envy. It was a period when Harold Jackman, a handsome young Harlem schoolteacher of modest means, calmly announced one day that he was sailing for the Riviera for a fortnight, to attend Princess Murat’s yachting party. It was a period when Charleston preachers opened up shouting churches as sideshows for white tourists. It was a period when at least one charming colored chorus girl, amber enough to pass for a Latin American, was living in a penthouse, with all her bills paid by a gentleman whose name was banker’s magic on Wall Street. It was a period when every season there was at least one hit play on Broadway acted by a Negro cast. And when books by Negro authors were being published with much greater frequency and much more publicity than ever before or since in history. It was a period when white writers wrote about Negroes more successfully (commercially speaking) than Negroes did about themselves. It was the period (God help us!) when Ethel Barrymore appeared in blackface in *Scarlet Sister Mary!* It was the period when the Negro was in vogue.

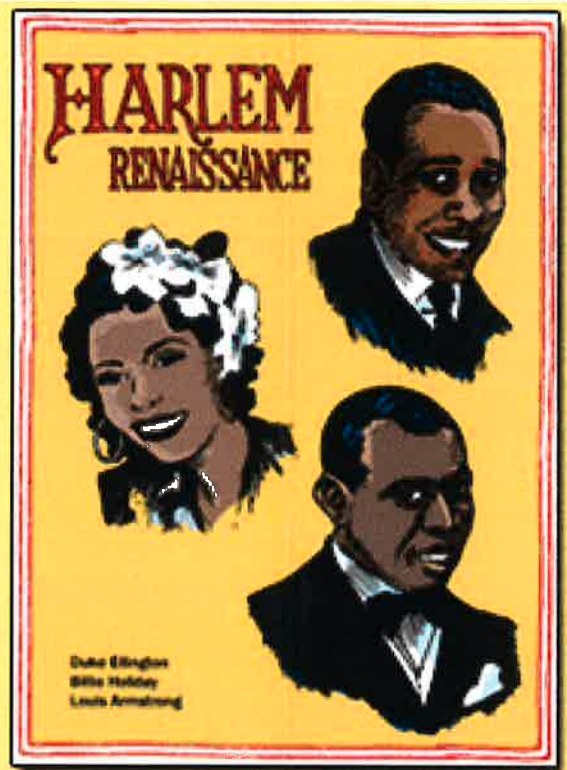
*from* Langston Hughes, *The Big Sea: An Autobiography* (New York: Hill & Wang, 1940).

### Discussion Questions

1. How would you describe Harlem of the 1920s based on your reading of this excerpt?
2. Why do you think white America suddenly became fascinated by Harlem?
3. What is ironic about the situations described in this excerpt?



**Apollo Theater**



**Harlem Musicians:**  
Duke Ellington, Billie Holiday,  
Louis Armstrong



**Harlem Writers:**  
Zora Neale Hurston, Langston  
Hughes, Countee Cullen



**Strivers Row:**  
Eubie Blake, Noble Sissie

## Clash of Cultures

Some Americans expressed their discontent with the character of modern life in the 1920s by focusing on family and religion, as an increasingly urban, secular society came into conflict with older rural traditions. Fundamentalist preachers such as Billy Sunday provided an outlet for many who yearned for a return to a simpler past.

Perhaps the most dramatic demonstration of this yearning was the religious fundamentalist crusade that pitted Biblical texts against the Darwinian theory of biological evolution. In the 1920s, bills to prohibit the teaching of evolution began appearing in Midwestern and Southern state legislatures. Leading this crusade was the aging William Jennings Bryan, long a spokesman for the values of the countryside as well as a progressive politician. Bryan skillfully reconciled his anti-evolutionary activism with his earlier economic radicalism, declaring that evolution "by denying the need or possibility of spiritual regeneration, discourages all reforms."

The issue came to a head in 1925, when a young high school teacher, John Scopes, was prosecuted for violating a Tennessee law that forbade the teaching of evolution in the public schools. The case became a national spectacle, drawing intense news coverage. The American Civil Liberties Union retained the renowned attorney Clarence Darrow to defend Scopes. Bryan wrangled an appointment as special prosecutor, then foolishly allowed Darrow to call him as a hostile witness. Bryan's confused defense of Biblical passages as literal rather than metaphorical truth drew widespread criticism. Scopes, nearly forgotten in the fuss, was convicted, but his

fine was reversed on a technicality. Bryan died shortly after the trial ended. The state wisely declined to retry Scopes. Urban sophisticates ridiculed fundamentalism, but it continued to be a powerful force in rural, small-town America.

Another example of a powerful clash of cultures – one with far greater national consequences – was Prohibition. In 1919, after almost a century of agitation, the 18th Amendment to the Constitution was enacted, prohibiting the manufacture, sale, or transportation of alcoholic beverages. Intended to eliminate the saloon and the drunkard from American society, Prohibition created thousands of illegal drinking places called "speakeasies," made intoxication fashionable, and created a new form of criminal activity – the transportation of illegal liquor, or "bootlegging." Widely observed in rural America, openly evaded in urban America, Prohibition was an emotional issue in the prosperous Twenties. When the Depression hit, it seemed increasingly irrelevant. The 18th Amendment would be repealed in 1933.

Fundamentalism and Prohibition were aspects of a larger reaction to a modernist social and intellectual revolution most visible in changing manners and morals that caused the decade to be called the Jazz Age, the Roaring Twenties, or the era of "flaming youth." World War I had overturned the Victorian social and moral order. Mass prosperity enabled an open and hedonistic life style for the young middle classes.

The leading intellectuals were supportive. H.L. Mencken, the decade's most important social critic, was unsparing in denouncing sham and venality in American

life. He usually found these qualities in rural areas and among businessmen. His counterparts of the progressive movement had believed in "the people" and sought to extend democracy. Mencken, an elitist and admirer of Nietzsche, bluntly called democratic man a boob and characterized the American middle class as the "booboisie."

Novelist F. Scott Fitzgerald captured the energy, turmoil, and disillusion of the decade in such works as *The Beautiful and the Damned* (1922) and *The Great Gatsby* (1925). Sinclair Lewis, the first American to win a Nobel Prize for literature, satirized mainstream America in *Main Street* (1920) and *Babbitt* (1922). Ernest Hemingway vividly portrayed the malaise wrought by the war in *The Sun Also Rises* (1926) and *A Farewell to Arms* (1929). Fitzgerald, Hemingway, and many other writers dramatized their alienation from America by spending much of the decade in Paris.

African-American culture flowered. Between 1910 and 1930, huge numbers of African Americans moved from the South to the North in search of jobs and personal freedom. Most settled in urban areas, especially New York City's Harlem, Detroit, and Chicago. In 1910 W.E.B. Du Bois and other intellectuals had founded the National Association for the Advancement of Colored People (NAACP), which helped African Americans gain a national voice that would grow in importance with the passing years.

An African-American literary and artistic movement, called the "Harlem Renaissance," emerged. Like the "Lost Generation," its writers, such as the poets Langston Hughes and Countee Cullen, rejected middle-class values and conventional literary forms, even as they addressed the realities of African-American experience. African-American musicians – Duke Ellington, King Oliver,

Louis Armstrong – first made jazz a staple of American culture in the 1920s.

1. Who led the crusade to prohibit the teaching of evolution?
2. The American Civil Liberties Union (ACLU) retained what renowned attorney to defend John Scopes?
3. Describe the 18<sup>th</sup> Amendment.
4. During Prohibition, illegal drinking places were called what?
5. The transportation of illegal liquor is called what?
6. When was the 18<sup>th</sup> Amendment repealed?
  - a. 1931
  - b. 1932
  - c. 1933
  - d. 1934
7. Who wrote *The Beautiful and the Damned* (1922) and *The Great Gatsby* (1925)?
8. Who wrote *The Sun Also Rises* (1926) and *A Farewell to Arms* (1929)?
9. W.E.B. DuBois helped to found what organization in 1910?
10. Describe the Harlem Renaissance.
11. Which of the following did **not** make jazz a staple of American culture in the 1920s?
  - a. Duke Ellington
  - b. King Oliver
  - c. Louis Armstrong
  - d. Michael Bublé



# How did the Boom of the 1920s lead to the Bust of the 1930s?

## Document 1

Yes, Sir, He's My Baby!



Source: Andrew Cayton et al., *America: Pathways to the Present*, Prentice Hall, 1995 (adapted)



Source: Daniel R. Fitzpatrick, *St. Louis Post-Dispatch*, September 21, 1924

1. Based on these cartoons, what is the relationship between President Calvin Coolidge's administration and big business in the 1920s?

## Document 2



Source: Carry Orr, *Chicago Tribune*, 1924 (adapted)

2. State one criticism that this cartoonist is making about the 1920s generation.

---

---

---

## Document 3a

### I.W. Burnham was a Wall Street stockbroker

...People were making a lot of money in the stock market—you could sort of feel it when you visited customers or made deliveries. Everybody was really, really busy and they were feeling pretty good about themselves. It was around this time that the public got more interested in the market than they had been. Stock prices had been going up pretty steadily, and even though it was still mainly rich people investing, the average guy was starting to hear about friends making \$20,000 or \$30,000 overnight. There was rampant [widespread] speculation, and if you wanted to take part all you had to do was put up 10 percent of the money and a broker would cover the rest....

Source: I. W. Burnham, interviewed in Jennings and Brewster, *The Century*, Doubleday, 1998 (adapted)

3a. According to I.W. Burnham, what was one reason the public became more interested in the stock market in the 1920s?

---

---

## Document 3b

...Critics of big business in the 1920s emphasized not only the increase in concentration, but also the fact that the benefits of technological innovation were by no means evenly distributed. Corporate profits and dividends far outpaced the rise in wages, and despite the high productivity of the period, there was a disturbing amount of unemployment. At any given moment in the "golden twenties," from 7 to 12 percent were jobless. Factory workers in "sick" [weak] industries such as coal, leather, and textiles saw little of flush [prosperous] times. Nor did blacks [African Americans] in ghetto tenements, or Hispanics in the foul barrios of Los Angeles or El Paso, or Native Americans abandoned on desolate reservations. The Loray Mill in Gastonia, North Carolina, site of a bloody strike in 1929, paid its workers that year a weekly wage of \$18 to men and \$9 to women for a 70-hour week. At the height of Coolidge prosperity, the secretary of the Gastonia Chamber of Commerce boasted that children of fourteen were permitted to work only 11 hours a day. Perhaps as many as two million boys and girls under fifteen continued to toil in textile mills, cranberry bogs, and beet fields. In 1929, 71 percent of American families had incomes under \$2,500, generally thought to be the minimum standard for a decent living. The 36,000 wealthiest families received as much income as the 12,000,000 families—42 percent of all those in America—who received under \$1,500 a year, below the poverty line....

Source: William E. Leuchtenburg, *The Perils of Prosperity, 1914–1932*, University of Chicago Press (adapted)

3b. According to William Leuchtenburg, what was one economic problem of the 1920s?

---

---



## Document 4



Then, on Black Thursday, the American dream turned into a nightmare as Wall Street's Stock Market Boom turned into The Crash. People were stunned, unbelieving at first. Paper fortunes had vanished, but money was the foundation of American life. Disbelief turned to panic as people besieged [stormed] the banks (this one was in New Jersey) trying to withdraw their life's savings — often too late. The banks began to collapse and industrial production ground to a halt.

Source: Robert Goldston, *The Great Depression: The United States in the Thirties*, Bobbs-Merrill

4. According to this document, what effect did The Crash have on banks?

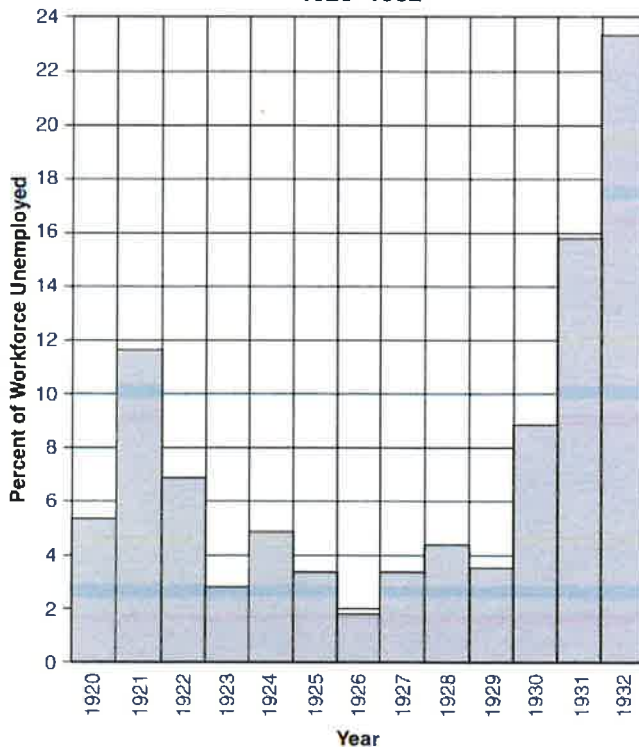
---

---

---

## Document 5

**Unemployment in the United States  
1920–1932**



Source: *Historical Statistics of the United States*, U. S. Bureau of the Census (adapted)

5. According to this graph, how did the stock market crash of 1929 affect workers?

---

---

---

# Why should Americans in the 1920s have shown greater concern for their future?

Note 3 things that were or might have been seen as "clouds in the blue skies of prosperity":

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The Stumbling Block



Although the nation's wealth grew by billions throughout the 1920s, it was not distributed evenly.

The top 1% received a 75% increase in their disposable income while the other 99% saw an average 9% increase in their disposable income.

80% of Americans had no savings at all.

Disposable income is money remaining after the necessities of life have been paid for.

