

SS Grade 8 Name: _____

Period:__

Objective: How did the Nation react to social, political, economic and technological change in the 1920's?

MODULE: Unit 5- Roaring 1920's

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I. POST WWI (EARLY 1920'S)

1. America Struggles with Postwar Issues

a.

_____ leaves Americans
exhausted

b.

_____ over _____
_____ divides them

c.

Economy adjusting: _____

- cost of living doubles
- farm/factory orders drop after WWI
- soldiers take jobs from women, minorities

d.

- _____—prejudice against foreign-born people
- Radicalism sweeps the nation

e.

- _____—pulling away from world affairs—
becomes popular

Fear of Radicalism Post WWI many Americans did not trust other people who had different practices or beliefs. They were suspicious of people from foreign countries or of foreign heritage.



Foreign Policy Both Coolidge and Harding wanted world peace, but also believed that the United States should have a limited role in world affairs. Both presidents opposed joining the League of Nations because they did not want the United States to get involved in international conflicts. Harding and Coolidge favored a policy of **isolationism**.

Why did the end of World War I harm the United States economy?

- The United States had to pay all the expenses of Versailles.
- Returning soldiers refused to take low-paying jobs.
- The shutdown of munitions factories put many Americans out of work.
- Many state and local governments became Communist.

Unit 5 Objective 1: What problems at home and abroad challenged the nation after WWI?

I. POST WWI (EARLY 1920'S)



**Unit 5 Objective 1:
What problems at home and abroad challenged the nation after WWI?**

The United State in International Affairs 1920-1929 Movement Toward Peace (disarmament) / avoid future conflicts (wars)		
Gallery Walk	GOAL	U.S. ACTION
League of Nations		
Dawes Plan		
Washington Naval Conference		
The Kellog – Briand Pact		

Hosting the Washington Naval Disarmament Conference (1921) and signing the Kellogg Briand Pact (1928) were efforts by the United States to

- A. form new military alliances
- B. increase its military preparedness
- C. avoid future wars
- D. collect payment for war debts

What was outlawed by the Kellogg-Briand Pact?

- A. Colonialism
- B. communism
- C. Anarchy
- D. **war**

I. POST WWI (EARLY 1920'S) America: Domestic Issues

Growth in the 1920s - After the war, there was a two-year period of reduced economic activity called a *recession*. The returning soldiers came home and competed for jobs. Companies stopped making wartime goods. Many companies went bankrupt, or ran out of money, and many workers lost their jobs. Prices increased and people had difficulty paying for necessary goods and services.

Return to _____
- _____ campaign promise
- Return America to what it was before WWI (normal)

Return to _____
• _____ (trade) with Europe alright
• (_____) - neutral
• Increase _____ toward business (smaller government/less restrictions)

Unit 5 Objective 1: What problems at home and abroad challenged the nation after WWI?

STOP & THINK

1. Warren G. Harding won a landslide victory after promising

- A. "an end to scandals that had rocked the previous administration"
- B. "to limit business growth"
- C. "a return to normalcy"
- D. "a chicken for every pot and a car in every garage"

2. As President, Warren G. Harding

- A. Strengthened the regulations on businesses put into place by the Progressives
- B. Abolished all regulations on businesses
- C. Reduced the regulations on businesses put into place by the Progressives
- D. Took no action on economy



3. According to the Campaign Poster, during the 1920s, American farmers as a group

- A. Prospered economically
- B. Bought larger farms
- C. Purchased a lot of stock
- D. Suffered economically

II. ECONOMIC BOOM

Goods and Prices, 1900 and 1928			
1900		1928	
wringer and washboard	\$ 5	washing machine	\$150
brushes and brooms	\$ 5	vacuum cleaner	\$ 50
sewing machine (mechanical)	\$25	sewing machine (electric)	\$ 60

STOP & THINK

America's Post WWI Economy

A. Industry transforming

- Switching from _____ to _____
- ex. vacuum cleaners, washing machines, & radios

B. Henry Ford's B. ↑ automobile industry

- _____
- _____
- Americans can purchase cheap consumer products
- by 1930 23 million cars in America

The Automobile Age Installment buying made large purchases possible. Many Americans bought cars that were paid for a small amount at a time each month until the debt was paid. Car ownership jumped from \$8 million to \$23 million during the 1920s. Car makers employed almost four million Americans. Most cars were manufactured in Detroit, Michigan.

Ford's Automobile Industry: In 1914 Henry Ford began to pay his workers higher wages. He paid \$5 per day, which shocked other corporate leaders. His workers were happy, and he sold more cars. The more cars he sold, the cheaper they cost. As prices dropped and wages increased, more Americans could afford to buy cars. Many Americans could afford a Model T automobile. Other auto makers began to improve their cars, making them more comfortable and giving a choice of colors. Ford responded by making the Model A. It was an improvement of the Model T version and came in many colors. Auto manufacturers began to sell new models every year.

CRQ1 : What was one historical circumstance that made Ford so successful? TTQA

Unit 5 Objective 2: How did the Nation react to economic change in the 1920's?

II. ECONOMIC BOOM

STOP & THINK

<https://www.dailymotion.com/video/xwiufq>



America The Story of Us Boom

Watch Video : 11:00min – 17:00min

1. Describe the Assembly line process.
2. How did the Assembly Line change production?
3. How were Ford's cars different than other available cars?
4. What's wrong with Roscoe Sheller's new job as a car salesman?

Historical Impacts: Because more Americans owned automobiles, roads, highways, gas stations, and rest stops were needed. New businesses opened up along the roads and highways. People began to travel farther and tourism increased. The increase in the demand for cars caused steel, rubber, and glass industries to grow. The oil industry began refining gasoline for cars. People moved out of cities and into the suburbs.

5. How did cars change where people live?

III. EFFECTS OF THE BOOM

America's Post WWI Economy

Unit 5 Objective 2: How did the Nation react to economic change in the 1920's?

C. Media in the 1920s

- Increase in _____ = newspaper & radio
- 1920: CBS is created, by 1930 12 million Americans have radios
- result
 - radio becomes a source of _____
 - a suitable outlet for companies to _____

STOP & THINK



Above right: A Maytag advertisement for a 1920s electric washing machine.
Above left: A vacuum cleaner advertisement promoting installment buying (monthly payments).
Right: Installment buying encouraged Americans to buy more than they could afford.

DOC A: ADVERTISING
Advertising increased as companies looked for ways to sell more products. Propaganda techniques that began during the war were used to help persuade people to buy certain brands, or products made by certain companies. Newspapers and magazines sold advertising space, and radio stations sold commercial time.

DOC B: INDUSTRY
Businesses hired specialists to study ways to manufacture goods more quickly. New work methods and scientific management helped workers produce more goods in the same amount of time. Costs were cut by increased **productivity**, or the amount of work each worker could do, and mass production. Henry Ford's assembly line method was used in many industries.

DOC C: WORKING CONDITIONS
Working conditions improved with new safety programs and health insurance coverage. Workers bought company stock and became loyal company employees. These new benefits, called welfare capitalism, discouraged workers from joining unions.

DOC D: PRODUCTS
Because of the increase in the use of electricity, new appliances were invented. These new appliances made daily life easier for many Americans. More than half of all Americans had electricity by the 1920s. Refrigerators, stoves, vacuum cleaners, radios, and fans were manufactured. The demand for these items grew. As more were made, the cost for each item decreased, and more people could afford them. Household chores took less time with the new appliances. Americans benefited from more free time.

CRQ 1: What were two historical impacts of economic growth in the 1920's according to the documents? TTQA Cite

III. EFFECTS OF THE BOOM



<https://www.youtube.com/watch?v=nU53vW3N94o>



D. Installment Buying

- Americans purchase goods on credit
 - _____
- Americans invest in companies by purchasing _____
 - (borrowing money from a broker to **purchase stock**. You can think of it as a loan)
- Historical Impact: Many Americans spend more money than they make

STOP & THINK

Consumers, the people who purchase goods and services, used a new method of paying for goods called **installment buying**. People signed agreements to pay small, regular amounts over time until the goods they bought were completely paid for. This method helped people buy more goods.

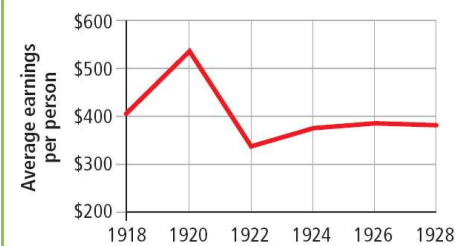
CRQ 1: Why was installment buying or buying on credit so popular? TTQA

The 1920s was a decade of economic growth. However, many Americans did not share in the economic boom. The agriculture, coal mining, and railroad industries earned reduced profits during this time as trucks replaced railroads and electricity replaced coal.

E. Farmers in the 1920s- farm problems

- WWI need _____ production
- After WWI _____
- Farmers fail to share in the economic prosperity of the 1920s due to overproduction
- ($\uparrow S \downarrow D = \downarrow P$)

Earnings of Agricultural Employees, 1918–1928



SOURCE: Historical Statistics of the United States

- They are suffering because they have little control over the prices for what they produce.
- They have worldwide competition.
- They have difficulty organizing to protect themselves.
- They pay high prices for capital goods.

2. Which group's economic situation in the 1920s is most accurately described in these statements?

- A. farmers
- B. manufacturers
- C. railroad companies 8
- D. factory workers

Unit 5 Objective 2: How did the Nation react to economic change in the 1920's?

Canva 1920's Ad:

Create an advertisement for a product from the 1920's.

- **What is the product?**
- **How much does it cost?**
- **Who is the product being advertised to?**
- **Could it be bought through installment buying?**



<https://www.canva.com/>



Unit 5 Objective 2: How did the Nation react to economic change in the 1920's?

III. EFFECTS OF THE BOOM

F. Social Impacts of Economic Change

- (_____) - 2 million _____
_____ move to northern & western cities
- Historical Impacts - _____ leads to race riots in northern cities



STOP&THINK

America The Story of US Boom
Watch 24:50min – 31:40min

<https://www.daily-motion.com/video/xwiufq>



1. Why did African Americans move to the North?
2. Where African Americans in the northern industries treated the same?
3. What event occurred in Lake Michigan to prompt the Race Riots?

STOP&THINK

Racial Unrest African Americans from the South competed with Northern whites for jobs after the war. The competition caused violence and hatred. The hate crimes left many people injured or dead. An African American leader named Marcus Garvey encouraged other African Americans to leave the United States to form their own country in Africa. He did not believe in integration or mixing of the races.

Marcus Garvey established an organization called the Universal Negro Improvement Association (UNIA) to help promote racial unity and pride. The organization helped African Americans start businesses and held unity rallies and parades. African Americans were encouraged to be proud of their race.

CRQ 1: What did Marcus Garvey want African Americans to do? TTQA



Sparked by a white man throwing rocks at African American boys (killing 1) on a segregated beach on Lake Michigan in Chicago, the Chicago Race Riot of 1919 began. The riots lasted over two weeks and resulted in 38 dead, 537 injured (2/3 were African American), and 1,000 left homeless. Left: A white gang searches for African Americans in Chicago's South side.

III. EFFECTS OF THE BOOM

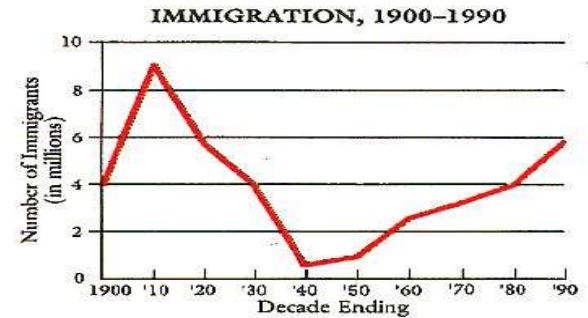
G. Effects of Immigration in the 1920s

- Historical Circumstance: Drastic _____ in the number _____ entering from Southern & Eastern Europe
- Historical Impact: _____ in America

Labor Unrest - In 1919 after the war, American workers participated in more than 3,600 strikes. They called for higher wages or pay to keep up with the rising cost of goods and services. Many Americans believed anarchists and Bolsheviks were responsible for the strikes.

Many Americans falsely believed unions were connected with radicals and Bolsheviks. Membership in unions declined in the 1920s. Employers and the government pressured workers not to join unions.

<https://www.youtube.com/watch?v=OdbCIUYyaOU>



S
P
A
M

STOP & THINK



STOP!

---Harper in the Birmingham Age-Herald.

G. Effects of Immigration in the 1920s

III. EFFECTS OF THE BOOM

- ❑ Strong _____ feelings
- ❑ _____ (1919 – 1920)
- Historical Circumstances: After the Russian Revolution, Americans are _____ spreading to America
- Historical Impacts: _____: arrested suspected communists or groups against the existing American System

STOP & THINK

The fear of foreigners led to the government to arrest Communists, or “Reds.” The government also went after people with radical or extreme beliefs. People suspected of being Communists or anarchists were arrested in late 1919 and early 1920.

Attorney General A. Mitchell Palmer and his deputy, J. Edgar Hoover, approved raiding the headquarters of suspicious groups. Thousands of people were arrested. Many people from foreign countries who were arrested were **deported** or forced to leave the United States. Other people were let go because there was no evidence of wrongdoing. Palmer and Hoover exaggerated the threat of a possible revolution in the United States. This period became known as the Red Scare.

Americans were concerned about the Communist government formed by the Bolsheviks in late 1917. Bolsheviks opposed **capitalism**, the economic system based on private businesses and free enterprise. American businesses and the government support capitalism. The Bolsheviks encouraged working people around the world to fight capitalism. This idea threatened the way of life in the United States.



COMING OUT OF THE SMOKE.

—Kirby in the New York World.

S
P
A
M

CRQ: Why were many Americans afraid of foreigners and people of different races? TTQA

III. EFFECTS OF THE BOOM

G. Effects of Immigration in the 1920s

Sacco and Vanzetti Case

- _____ arrested for armed robbery & murder
- some of the _____ with to support their guilt in the case
- many believed they did _____ receive a _____ because of their Italian ethnicity (heritage)
- both were _____

STOP&THINK

CRQ: What historical Circumstances led to the Sacco and Vanzetti court case that showed suspicion towards immigrants during the 1920's?

Unit 5 Objective 3:How did social change and social conflict mark the 1920's?



A murder case in Massachusetts was an example of this widespread fear of people with radical beliefs. Two anarchists were arrested for **Nicola Sacco** (22 April 1891 – 23 August 1927) and **Bartolomeo Vanzetti** (11 June 1888 – 23 August 1927) were convicted of killing two men during an [armed robbery](#) in [Braintree, Massachusetts](#). The men were Italian immigrants and had no criminal history.

They were put on [trial](#) in 1921. They were convicted even though [evidence](#) was clear that they had not committed the crime. This evidence involved [ballistics](#) tests and several [witnesses](#) who claimed Sacco had been in [Boston](#) and Vanzetti in [Plymouth](#) on the day of the robbery. The two men were carrying [weapons](#) when they were arrested. To explain this, Sacco and Vanzetti had to explain their anarchist beliefs in court. Some people thought the men were accused of the crime because of their threatening anarchist views (supported [rebellion](#) against governments that were violent and [oppressive](#)).

The jury found Sacco and Vanzetti [guilty](#) of murder on 14 July 1921. The case drew attention from around the world. As details of the trial became public, many [protests](#) were held against their conviction. Sacco and Vanzetti were eventually [executed](#) on 23 August 1927. Since their deaths, scholars have mostly agreed that Sacco and Vanzetti were wrongfully convicted. They also did not speak English so they could not get a defense themselves. This wouldn't have mattered because they couldn't afford one anyway. They were convicted and executed. Some Americans, including future Supreme Court justice Felix Frankfurter, believed the two men were wrongly convicted on little evidence. The case is still debated by historians.

III. EFFECTS OF THE BOOM

STOP & THINK

H. Immigration Act of 1924 a.k.a. National Origins Act

- established a _____
- _____ the number of _____ allowed to enter the U.S.



Left: A cartoon supporting the quota system outlined in the National Origins Act (1924). The number of immigrants allowed to enter each year could not exceed 3% of the foreign-born population of that nationality. For example, if there were 100 people of German nationality living in America, then only 3 German immigrants could enter America that year. Sorry, had to keep the numbers low...otherwise I get really confused.

Southern and Eastern Europeans were the targets of anti-immigrant prejudices. Some people continued to believe foreign radicals were planning to overthrow the government and were afraid that immigrants would take their jobs. As a result, Congress passed the Emergency Quota Act. It limited the number of immigrants allowed from each country. Under the **quota system**, only 3 percent of the total # of people in any national group already living in the United States were admitted into the country each year. There were more northern and western European immigrants admitted because there were more people from these regions living in the United States. Fewer southern and eastern Europeans lived in America, so only 3 percent of the smaller number were admitted each year.

Under the terms of the National Origins Act passed in 1924, the annual quota for each country was lowered from 3 to 2 percent based on the 1890 census. Even fewer eastern and southeastern Europeans lived in the United States in 1890, so the number of new immigrants from these regions was greatly reduced. Japanese and Chinese immigrants were already excluded under earlier laws. Canadian and Mexican immigration increased. These two countries were not included under the conditions of the quota laws.

CRQ: Why was the quota system unfair? TTQA

III. EFFECTS OF THE BOOM



Nativism The Ku Klux Klan was revived during this period of *nativism*. Many people believed that American-born citizens were better than foreigners. The Ku Klux Klan used threats and violence to control freed African Americans in the South during the 1860s. In 1915 Catholics, Jews, immigrants, and other groups that represented “un-American” values were attacked by the Ku Klux Klan, as well as African Americans. The Klan spread to other parts of the country, gaining power in Indiana, Oregon, and large cities. Violence, pressure, and scare tactics were used. The Klan experienced a decline in the 1920s due to scandals, power struggles among the leadership, and decreasing numbers of members. Politicians supported by the Klan began to lose elections.

I. Re-emergence of the Ku Klux Klan in the 1920s

- _____ was strongly opposed to immigrants, communists, Catholics, Jewish people, and African-Americans
- _____ developed strong membership nationwide

STOP & THINK

During the 1920s, the influence of the Ku Klux Klan and the passage of laws setting immigration quotas illustrated (showed) the

- A. rejection of traditional religious values
- B. support for integrated (black & white students together) public schools
- C. negative reaction to the Scopes Monkey Trial
- D. growth of nativism



“The Creeping Shadow”

The Afro-American, Baltimore, February 23, 1923 African American newspaper. Cartoonist: Watson Studio. 15

Unit 5 Objective 3: How did social change and social conflict mark the 1920's?

Story Board That Immigration:

Create a story board that on
immigration during the 1920's.

- **Who is coming?**
- **Where are the coming from?**
- **How are they treated when they arrive?**
- **Was there any legislation that impacted them?**
- **Were there historic events that occurred including them?**
- **Who were the people that disliked them?**



<https://www.storyboardthat.com/storyboard-creator>

A. 18th Amendment (1919) = Prohibition

- ban the _____, _____, and _____ of _____
- brought on by the _____
- Historical Impacts
 - Increased _____ in America (mob, bootleggers, moonshiners)
 - Decreased _____ (speakeasies)
 - eventually _____ by the 21st Amendment

Prohibition People believed American values and morals were declining. They felt that cities were filled with crime, corruption, and immoral behavior and wanted all Americans to return to family values, church, and tradition. Conflicts arose between traditionalists and those who desired change, affecting daily life.

The temperance movement, which began in the 1800s, was renewed in the 1920s. People who supported the temperance movement believed the values of American society would improve if alcohol was banned. In 1919 the Eighteenth Amendment to the Constitution was approved, banning the manufacture, sale, and transportation of alcohol within the United States. The ban was called **Prohibition**. The Volstead Act enforced Prohibition.

CRQ: What Historical Circumstances led to Prohibition laws?

TTQA

IV. AMENDMENTS OF THE 1920S

STOP & THINK



Unit 5 Objective 4: What political changes marked the 1920's

Unit 5 Objective 4: What political changes marked the 1920's

STOP & THINK

America The Story of US Boom

Watch 32:00min-44:00min



<https://www.dailymotion.com/video/xwiufq>



1. What does the 18th amendment do?
2. What was a direct historical impact of Prohibition?
3. What was the negative impact of prohibition on cities?
4. What was the St. Valentine's Day Massacre?
5. What changes in detective work occurred in the 1920's?
6. Why is Capone finally caught?
7. What causes the repeal of the 18th amendment?

Prohibition Success or Failure?

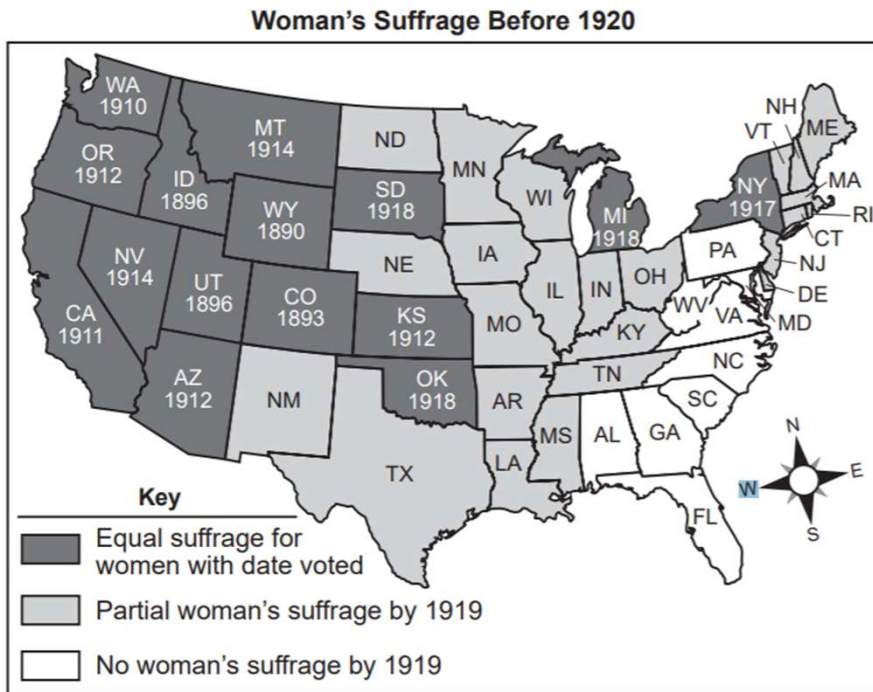
Many Americans broke this law. Some people secretly made their own alcohol, called bathtub gin, at home. Others visited illegal bars or clubs called speakeasies, where alcohol was served. Bootleggers made millions of dollars making and selling illegal alcohol. There were not enough government agents to enforce the Prohibition laws. Organized crime increased during Prohibition because making and selling alcohol illegally became very profitable for criminals.

Organized crime leaders, such as Al Capone, used their illegal profits to influence some government officials, labor unions, and businesses. Because Prohibition was impossible to enforce, it eventually ended. The 21st Amendment to the Constitution repealed, or canceled, Prohibition in 1933.

IV. AMENDMENTS OF THE 1920S

b. 19th Amendment (1920) = Women's Suffrage

- brought on by the _____
_____ (Seneca Falls, NY)
- _____ marched _____



Source: Sandra Opdycke, *The Routledge Historical Atlas of Women in America*, Routledge (adapted)

STOP & THINK

Which statement is accurate about the information contained in the map?

- Before 1920, many states allowed women some voting privileges.
- Before 1920, southern states allowed women full voting rights.
- Western states lagged behind other states in granting women voting rights.
- Suffrage was not sought by American women until 1920.



Left: Suffragists holding a sign. Right: Suffragists protesting outside the White House. Many western states (Idaho, Colorado, Utah, and Wyoming) had been allowing their women to vote since the late 1800s. However, they weren't the first, New Jersey actually allowed women to vote from 1790 until 1807. The Women's Suffrage Movement was the first organization to protest outside the White House.



Unit 5 Objective 4: What political changes marked the 1920's

Background:

STOP & THINK

Voting rights activist Alice Paul was an important figure in the struggle to win support for the 1920 constitutional amendment that gave American women the right to vote nationally. Paul helped turn the movement into a highly public battle with some dramatic events, including an eighteen-month-long protest on the sidewalk outside of the White House.

American Sentinels

American Suffragist, Alice Paul
American Social Reform Movements Reference Library, 2007
From U.S. History in Context (Modified)

Questions:

1. What strategies did the Silent Sentinels use to gain the right to vote?
2. What sacrifices did Silent Sentinels make to gain the right to vote?

Directions:

1. Annotate the article.
2. Highlight evidence that answers the above two questions.

...On January 10, 1917, twelve women appeared in front of the White House lawn along with a sign that read, "Mr. President what will you do for woman suffrage?" Holding purple and gold banners, they became known as the "Silent Sentinels," and their appearance is thought to be the first nonviolent act of **civil disobedience** in the United States.

Paul was part of the group, which took shifts and picketed for the next eighteen months every day except Sundays. Different signs and slogans were used, and some were directed at Wilson, who was about to start his second term as president. The newspapers gave daily coverage to the protesters, and the media attention brought other women to Washington as volunteers for Sentinel duty. Their peaceful protest became a more troubling situation in April 1917 when the United States entered World War I...

...President Wilson had asked the U.S. Congress to approve the declaration of war by arguing that Europe needed America's help to ensure that the world be made safe for democracy. The protest signs carried by Paul, Burns, and the other women changed to reflect Wilson's words. "We women of America tell you that America is not a democracy," one of the leaflets put out by Paul's group read. "Twenty million women are denied the right to vote ... Help us make this nation really free. Tell our government that it must liberate its people before it can claim free Russia as an ally."

These wartime statements angered some who believed the suffragists should not be mocking the president or government during a time of war. Paul's Sentinels were jeered at and mocked, and then began to be arrested on charges of obstructing traffic...

...The conditions at the women's facility were horrible, and what little food the inmates received was infested with mealworms. Paul's health rapidly declined, and she was finally sent to the prison hospital wing. There, she went on a hunger strike, and others joined her in the protest. Prison officials warned her that they could easily send her to a psychiatric facility, which offered even more brutal conditions. As her health grew weaker, officials worried that she would die in custody. They decided to force-feed her and the others. This was done by inserting a rubber tube through the nose, and then down the throat and esophagus into the stomach.

Paul and the others resisted the force-feeding. On the night of November 15, 1917, Occoquan guards launched a vicious attack on the suffragists in their cells. The assault was ordered by the warden, and Lucy Burns had her hands chained to the bars of her cell, above her head, for hours. Others were dragged, kicked, punched, and tossed against furniture and walls...

...Ten days later, all the Silent Sentinel inmates were released. Six weeks after that, on January 9, 1918, Wilson declared that he would support a constitutional amendment granting women the right to vote. It passed in the House, but failed in the Senate later that year. The Sentinels took up their protest again in the summer of 1918. As elections neared in November, Paul urged Americans to vote against the lawmakers who had not supported the amendment.

Finally, in May 1919 the suffrage amendment passed in the House; in June it passed in the Senate. Paul and her group turned their energies to making sure that the state legislatures ratified it. An amendment to the U.S. Constitution must be approved by Congress, but to become law it also must be approved by three-fourths of the states. Each state legislature debates and votes on whether to approve amendments to the Constitution. Fourteen months later, in August 1920, Tennessee became the thirty-sixth state to approve the amendment. American women cast their vote for president for the first time in the November election that year...

Source: "Paul, Alice." *American Social Reform Movements Reference Library*, edited by Carol Brennan, et al., vol. 3: Biographies

V. PRESIDENTS OF THE 1920S - HARDING

Unit 5 Objective 4: What political changes marked the 1920's?

A. Warren G. Harding

- Harding Administration - Favors _____ role in _____
- Called for _____
- Creates _____ (\$) to help run government
- Has capable men in cabinet—Hughes, Herbert Hoover, Andrew Mellon

- _____
- appointed friends and acquaintances to government jobs and cabinet
- full of _____ & _____



Left: President Warren G. Harding
 People typically remember only the bad things you do. Same can be said for a president. However, President Harding did host the Washington Naval Conference, which many historians believe to be the one true attempt at disarmament in the 1920s. Back to the bad stuff, it was often said the President Harding enjoyed gambling. In fact, one time he gambled away some fine presidential china. Oops!

STOP&THINK

The Harding Presidency Senator Warren G. Harding of Ohio was the Republican presidential nominee in the election of 1920. Harry Daugherty, an Ohio political boss, used his connections to help Harding become nominated. Harding’s campaign promise was to help the nation heal after the war. Many Americans were tired of foreign conflicts and problems at home. People wanted a return to peacefulness.

Governor Calvin Coolidge of Massachusetts was the Republican candidate for vice president. He was respected for supporting the firing of the Boston police force when they went on strike.

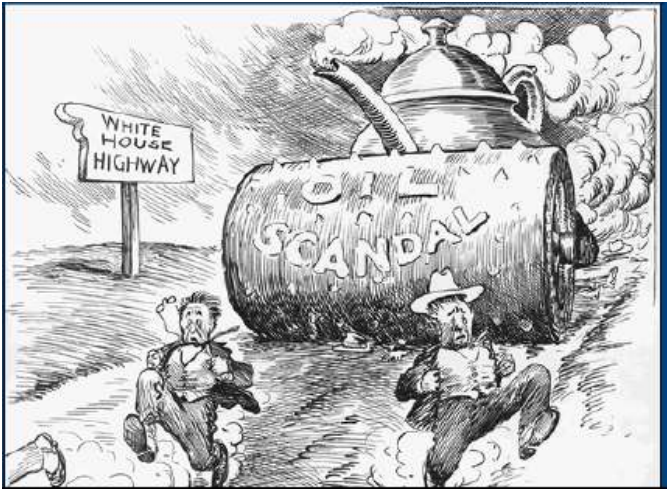
President Harding picked smart, experienced people to serve as advisers in his cabinet. He also gave jobs to his friends and supporters. Many of these friends were not qualified for the jobs, and some of them were dishonest. President Harding’s hired friends became known as the Ohio Gang.

The Ohio Gang brought problems to the Harding administration. For example, one of the Gang was found guilty of stealing money from the Veterans Bureau. Another was believed to have accepted bribes, but denied the charges.

CRQ: What problems did the Harding administration experience? TTQA

V. PRESIDENTS OF THE 1920S - HARDING

https://www.youtube.com/watch?v=Fqdd_qaUubk



Above: Cartoon depicting the Tea Pot Dome Scandal.

Sec. of Interior, Albert Fall was the first Presidential cabinet member to ever go to jail (1 year). He was also ordered to pay a \$100,000 fine. How much was the bribe? \$100,000 So I guess he broke even and won a year in jail (if you're a glass half-full person). He lost \$100,000 and was forced to go to prison (if you're a glass half-empty person).

Unit 5 Objective 4: What political changes marked the 1920's

–Tea Pot Dome Scandal

- Sec. of Interior Albert Fall took a _____ from Sinclair Oil Co. in exchange for a cheap lease on government oil fields in Wyoming
 - largest _____ in American history (until Watergate)
 - stress contributes to President Harding's heart attack

The largest problem was the Teapot Dome Scandal. The scandal started when the owners of two oil companies secretly *leased*, or rented, oil reserves owned by the government. The oil reserves were located in Elk Hills, California, and Teapot Dome, Wyoming. Cabinet member Albert Fall was paid more than \$400,000 for making this illegal deal possible. Fall was caught and found guilty of bribery. He became the first cabinet member ever to go to prison.

STOP & THINK

1. **What was Teapot Dome?**
 - A. a Harding-era scandal named after an oil reserve in Wyoming
 - B. a Coolidge-era scandal named after a bribery scheme in Idaho
 - C. a scandal involving bribery in the Veterans' Bureau
 - D. the name of Harding's federal budget-slashing program

V. PRESIDENTS OF THE 1920S - COOLIDGE

Unit 5 Objective 4: What political changes marked the 1920's

- a. continued _____

 - Decrease _____
 - Trim the _____
 - Lower _____
- result = businesses and Wall Street continue to operate with few _____



Left: President Calvin Coolidge Right: President Herbert Hoover
Wow, two presidents in a row with same first and last initials. What are the chances? Both Presidents had interesting methods of exercise. Coolidge kept a mechanical horse in the White House which he rode daily. Hoover was a bit more innovative as he invented his own game, "Hoover Ball". Hoover Ball was played each morning with the President and his cabinet members.



<https://www.youtube.com/watch?v=aAIG3SYBB04&feature=youtu.be>

STOP & THINK

**"The business of America is business."
President Calvin Coolidge. By making this statement, President Coolidge was expressing his support for**

- A. higher taxes on corporations
- B. banking regulations
- C. democratic socialism
- D. the free-enterprise system

President Coolidge believed the federal government should interfere as little as possible in Americans' lives. He and the Republican-controlled Congress believed economic growth in the United States would benefit from the expansion of businesses.

Together, Coolidge and Congress cut government spending, lowered taxes on the profits made by large corporations and the richest Americans, increased the taxes or tariffs on imported goods to promote American-made goods, and eliminated many laws that controlled child labor and women's wages.

In the election of 1924, President Coolidge won the Republican nomination. No one opposed him. The Democrats nominated John W. Davis of West Virginia, and the Progressive Party nominated Senator Robert La Follette of Wisconsin. President Coolidge won the election easily. ***In this election, two women, Nellie Taylor Ross of Wyoming and Miriam Ferguson of Texas, became the first female governors in history.***

1. Presidential Propaganda:

Draw a propaganda comic or cartoon comparing Coolidge and Harding. In the drawing show how they were different people and presidents.

Unit 5 Objective 4: What political changes marked the 1920's

HARDING	COOLIDGE

VI. SOCIAL CHANGES DURING THE 1920S

- change in women from _____ to _____
 - _____ in _____ working _____ of the home (many after WWI continue to work)
 - Passage of the _____ (Women’s Suffrage)
 - _____ = short hair/skirts dancing (Charleston most popular dance)

Right: Flappers doing the Charleston. Women wore short skirts and were often called “flappers” because of the sound the dresses made while dancing. Late night partying at speakeasies became and dancing the Charleston to jazz music were very popular in the 1920s.

Unit 5 Objective 3:How did social change and social conflict mark the 1920’s?

<p>Create a <u>Snap Chat Story Wall</u> called “A Day in the life of a Flapper”.</p> <ul style="list-style-type: none"> <input type="checkbox"/> You must create 5 stories about your day <input type="checkbox"/> 2 of which have to be pictures. 		

VI. SOCIAL CHANGES DURING THE 1920S

b. Scopes Trial (*Tennessee v. Scopes*) Scopes Monkey Trial

- ❖ Tennessee passed a law that forbade teaching Darwin's theory of evolution because it contradicted the Biblical account of creation
- ❖ A high school teacher named John Scopes wanted to find out whether the law banning the teaching of evolution was constitutional or not. To find out, Scopes intentionally broke the law by teaching the theory of evolution to his students.
- ❖ Scopes was supported by the American Civil Liberties Union (ACLU),
- ❖ In 1925, John Scopes, a biology teacher, was tried and convicted for teaching evolution fined \$100
- ❖ On appeal, the state Supreme Court upheld the constitutionality of the 1925 law but acquitted Scopes on the technicality that he had been fined excessively.
- ❖ The law was repealed in 1967.

- many states outlawed teaching of _____ wanted Old Testament of creation taught
- _____ – Bio teacher arrested for teaching evolution in Tennessee
- shows the conflict between _____ and religious _____ in America during the 1920s
- Scopes is found not guilty
 - _____ were _____ of decision
 - _____ were _____

CRQ 1: What historical circumstances led to the Scopes trial?



Afraid of his own shadow



"WHAT WOULD THEIR VERDICT BE?"
—The Daily Star (Montreal).

Unit 5 Objective 3: How did social change and social conflict mark the 1920's?

VI. SOCIAL CHANGES DURING THE 1920S

Unit 5 Objective 3: How did social change and social conflict mark the 1920's?

c. Literature (Writing): Lost Generation (authors between wars)

- _____ = wrote about small town U.S.A.
- _____ = materially wealthy, but spiritually poor
- emphasized the _____ in America during the 1920s

d. Harlem Renaissance

- _____ writers & artists from Harlem created influential works of art
- Ex. _____ (I, Too & Mother to Son)
 - encouraged _____ for African American culture & heritage
 - emphasized the _____ for equality in America

1. Which generalization most accurately describes the literary works of Langston Hughes, Sinclair Lewis, and John Steinbeck?

- Politics and art seldom mix well.
- The best literature concerns the lives of the wealthy.
- Literature often reflects the times in which it is created.
- Traditional American themes are the most popular.

2. The Harlem Renaissance of the 1920s is best known for

- ending racial segregation in public facilities
- promoting the cultural creativity of African Americans
- encouraging passage of new voting rights legislation
- supporting legislation to eliminate the Ku Klux Klan

3. The Harlem Renaissance of the 1920's was a period when African Americans

- left the United States in large numbers to settle in Nigeria
- created noteworthy works of art and literature
- migrated to the West in search of land and jobs
- used civil disobedience to fight segregation in the Armed Forces

VI. SOCIAL CHANGES DURING THE 1920S

e. Aviation, Movies, Music, & Sports

- Music = rapid spread of _____
- _____ = baseball, football, boxing, tennis, & golf (golden age of sports)
- ↑ _____ = Charles Lindbergh 1st flight across the Atlantic
- _____ = 50 million Americans went to the movies weekly

In May 1927, Charles Lindbergh did something no one had ever done before. He flew alone across the Atlantic Ocean in a single-engine plane named the *Spirit of St. Louis*. Lindbergh became famous overnight, with parades held in his honor in cities across the nation. The successful flight became front-page news, causing great excitement everywhere.

The Jazz Age

A new kind of music called jazz was the rage. People loved to dance to the blend of ragtime and blues. Jazz originated in the South from African American work songs and African music. People loved the new rhythms and melodies. The 1920s became known as the Jazz Age. Famous African American jazz musicians included Louis Armstrong, Duke Ellington, and Bessie Smith. White jazz musicians joined in and helped the audience for jazz music grow.

Harlem, an African American section of New York City, became the center for creative African American writers and artists. The Harlem Renaissance movement expanded African American culture. Many poets and writers helped African Americans develop a sense of pride in their heritage. At the same time, other writers and artists moved to Paris, France, searching for inspiration. Writers and artists who chose to move to other countries because they no longer shared American values were called **expatriates**. Famous American expatriates include the writers F. Scott Fitzgerald, Ernest Hemingway, and Sinclair Lewis.

The image shows the front page of The New York Times from May 20, 1927. The main headline reads: "LINDBERGH DOES IT! TO PARIS IN 33 1/2 HOURS; FLIES 1,000 MILES THROUGH SNOW AND SLEET; CHEERING FRENCH CARRY HIM OFF FIELD". Below the headline is a map showing the flight route from New York to Paris. To the right of the map is a portrait of Charles Lindbergh. Other headlines include "LEVINE ABANDONS BELLanca FLIGHT" and "LINDBERGH TRIUMPH THRILLS COULDRAGE". The page is filled with news articles and smaller headlines related to the historic flight.

Unit 5 Objective 3: How did social change and social conflict mark the 1920's?

Jazz Age Slang



The 1920's were synonymous for outlandish catch phrases. Do your best to define the list of Jazz slang on the left by matching them with the definitions on the right. Getting them all correct would be the bee's knees!!

1. ____ Berries
2. ____ Half-Pint
3. ____ Flat Tire
4. ____ Goofy
5. ____ Razz
6. ____ High Hat
7. ____ Dr. Dentons
8. ____ Hep
9. ____ Handcuff
10. ____ Ritzy
11. ____ Lollygagger
12. ____ Horse Feathers
13. ____ Two Bits
14. ____ Fire Extinguisher
15. ____ Line

- A. Snob
- B. Nonsense
- C. A bore
- D. Highly stylish; glamorous
- E. In love
- F. False Story
- G. Small Child
- H. A quarter
- I. Chaperone
- J. Engagement ring
- K. Great
- L. Make fun of
- M. Trendy; with it
- N. An Idle Person
- O. Footed Pajamas

**Unit 5 Objective
3:How did social
change and social
conflict mark the
1920's?**