



# Adjusting to Peacetime



## Learning Standards

- **14D.G.5** Persuasive use of political cartoons
- **14E.G.1** U.S. principles for joining international organizations
- **14E.H.3** U.S. interests in participating in international organizations
- **16B.H.4** Development of U.S. diplomacy
- **16C.G.4** Effects of earlier economic changes

## Prepare to Read



## Reading Skill

**Paraphrase Text for Understanding** One way to clarify text is to paraphrase. Paraphrasing is simply restating the text in your own words. If you can restate text in your own words, you will be more likely to understand it. As you read Section 1, pause at an indicated side note, read the side note and corresponding text, then paraphrase the idea in your own words.

## Vocabulary Builder

### High-Use Words

domestic, p. 736

impose, p. 738

### Key Terms and People

Warren Harding, p. 737

Calvin Coolidge, p. 737

disarmament, p. 738

communism, p. 738

anarchist, p. 739



**Background Knowledge** During World War I, the United States emerged as a world power. Yet, at the end of the war, Americans rejected any major role in world affairs and instead turned to dealing with problems at home.

## Main Idea

After World War I, voters rejected the Democrats and elected Republicans to the presidency.

## Vocabulary Builder

**domestic** (doh MEHS tihk) *adj.*  
having to do with a country's internal affairs

## Return to Normalcy

President Woodrow Wilson might have expected to return from the Paris Peace Conference as a popular hero. Instead, he and his party were rejected by the voters at the next election. By 1920, the mishandling of the peace treaty at Versailles and a failing economy combined to make Wilson and the Democrats very unpopular.

The end of the Great War was followed by an economic recession. During the war, the domestic economy had expanded rapidly to produce all the extra goods needed by the military. With war's end, munitions factories shut down and workers lost their jobs. Soldiers returning from the war found it difficult to find work.

Labor unions had made a no-strike pledge as a patriotic gesture in wartime. But labor disputes led to many strikes after the war. In 1919, four million workers—one-fifth of the labor force—took part in strikes. Accounts of strike-related violence filled the newspapers.

Many Americans feared other types of violence as well. Some feared that Communists would overthrow the government, as they had recently done in Russia. Racial violence also frightened some. Many Americans hoped that a change of leadership would restore peace and prosperity.



**The Harding Administration** In 1920, the Republican nominee for President, **Warren Harding** of Ohio, promised a return to “normalcy.” It was what the public wanted. He won by a landslide.

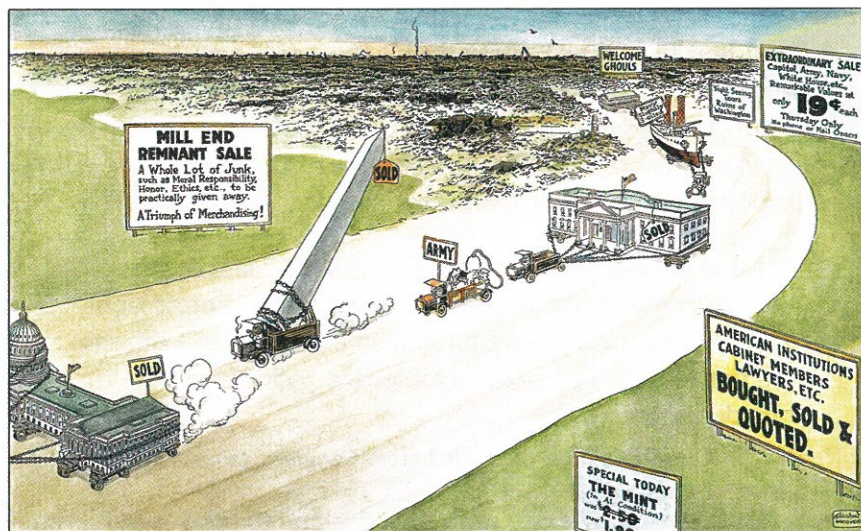
Harding was a firm supporter of business. He filled his administration with like-minded men. For secretary of the treasury, he chose Andrew Mellon, a banker and industrialist. Mellon was one of the nation’s richest men. He got Congress to lower taxes on businesses and the wealthy. He also helped slash the federal budget.

Some of Harding’s other appointees were personal friends. Some saw their government jobs as opportunities to make personal fortunes, legally or illegally. Harding’s presidency was marred by several major scandals involving these men. In one case, Charles Forbes, the head of the Veterans Bureau, was convicted of taking bribes totaling about \$200 million.

The biggest scandal centered on Teapot Dome, Wyoming, a government-owned oil reserve. The secretary of the Department of the Interior, Albert B. Fall, secretly leased the land and its reserves to an oil man. Fall received a bribe of \$400,000. After the scandal broke, Fall was tried and convicted. He was the first Cabinet member ever sent to prison.

Harding himself was never linked to any of the crimes and did not live to see the worst of the scandals unfold. In 1923, he suffered a heart attack and died, leaving his Vice President, **Calvin Coolidge**, to deal with the Teapot Dome and other scandals.

## The Harding Scandals



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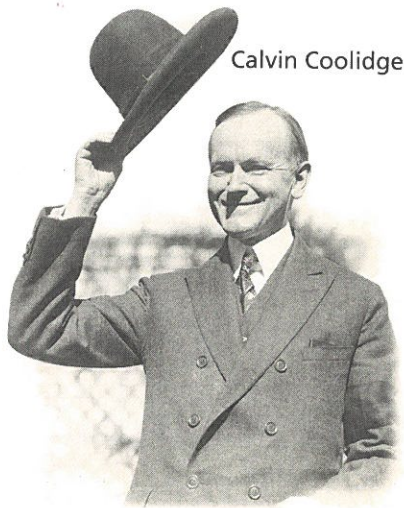
### Reading Political Cartoons

#### Skills Activity

What part of the federal government was *not* for sale, cartoonists asked, as the Harding administration’s many scandals came to light.

- (a) **Apply Information** What symbols of the nation’s government are used?
- (b) **Detect Points of View** Does the cartoonist seem to think the scandals are a serious problem? Explain.





Calvin Coolidge

### Main Idea

Isolationist sentiment kept the United States from taking a leading role in world affairs.

### Vocabulary Builder

**impose** (ihm POHZ) v. to place a burden on something or someone



### Paraphrase Text for Understanding

Paraphrase this paragraph. Be sure to use your own words to restate the main ideas and details.

**The Coolidge Administration** Coolidge was very different from Harding. He was a soft-spoken, serious New Englander who was known for his honesty and integrity. By cooperating with the investigations into the Harding White House, Coolidge helped to restore the public's trust in government. When Coolidge ran for President in 1924, he won by a large margin.

Coolidge's prospects were helped by the prosperity of the mid-1920s. The postwar recession was over, and the economy had rebounded. The 1920s had begun to "roar," and the voters wanted to keep the Republicans in power.

 **Checkpoint** Why did voters reject Wilson's Democrats?

## Foreign Policy

World War I had made the United States an international power. Still, most Americans did not want their nation to play a leading role in world affairs. As you have read, this sentiment is known as isolationism.

Isolationism did not mean cutting off contact with the rest of the world. Throughout the 1920s, the United States participated in international conferences intended to promote world peace and to encourage disarmament. **Disarmament** means the reduction or limitation of military armaments. The United States joined the Washington Naval Arms Conference of 1921. The conference resulted in a treaty limiting the navies of the United States, Britain, France, Italy, and Japan. In 1928, the United States joined France in sponsoring the Kellogg-Briand Pact. The pact condemned military aggression and outlawed war. However, it imposed no punishment on a country that acted aggressively, so it was ineffective at preventing war.

President Coolidge believed that the government had a right to intervene in foreign matters that affected American business. In 1926, a revolution broke out in Nicaragua. Coolidge sent in troops to protect American business interests there. Defending his actions to send troops to Nicaragua, Coolidge stated:

“It has always been . . . the policy of the United States . . . to take steps that may be necessary for the . . . protection of the lives, the property, and the interests of [U.S.] citizens. In this respect, I propose to follow the path of my predecessors.”


—Calvin Coolidge, message before Congress, January 10, 1927

The following year, Mexico announced plans to take over all foreign-owned oil lands, including those owned by U.S. companies. Although many Americans wanted to send troops, Coolidge managed to resolve this dispute by diplomacy.

In the Bolshevik Revolution of 1917, Communists had taken power in Russia. They created the Soviet Union, the world's first Communist state. **Communism** is an economic and political system in which the state owns the means of production and a single party rules. In the Soviet Union, the Communist Party crushed all opposition.



In an effort to weaken the Soviet government, the United States refused to grant it diplomatic recognition. In 1918, President Wilson sent troops to aid the opponents of communism. Yet, when a devastating famine hit Russia in 1921, the United States sent aid. That aid may have saved 10 million people from starvation.

 **Checkpoint** How did President Coolidge solve disputes in Latin America?

## The Red Scare

Alarm about communism affected not only American foreign policy but also events at home. The postwar strikes that rocked the United States made some Americans afraid that a revolution was beginning.

The fears reached a fever pitch in the spring and summer of 1919, when a series of bombings occurred. The bombings were the work of **anarchists, people who oppose all organized government**. Many anarchists were foreign-born, and the bombings led to an outcry against all foreigners. During this Red Scare, thousands of anarchists and Communists, or “Reds,” were hunted down and arrested. Many were deported, or expelled from the country.

**Sacco and Vanzetti** In May 1920, at the height of the Red Scare, two Italian immigrants, Nicola Sacco and Bartolomeo Vanzetti, were arrested. They were charged with robbing and murdering two payroll employees in Massachusetts.

At the trial, little evidence was presented that Sacco and Vanzetti, were guilty of the charges. Rather, the prosecution focused on the fact that both defendants were foreigners and anarchists. Sacco and Vanzetti were convicted in 1921 and executed in 1927.

### Main Idea

Labor unrest and anarchist bombings caused a Red Scare, during which the government expelled many foreigners.

### Links to Art

#### **Sacco and Vanzetti** by Ben Shahn

The artist Ben Shahn viewed the execution of Sacco and Vanzetti as an outrage against justice. This portrait of the two men is one in a series of 23 paintings by Shahn about their trial, conviction, and execution. **Critical Thinking:** **Apply Information** Why did the Sacco-Vanzetti case stir such strong feelings among Americans of the 1920s?







Mexican workers pick cotton

The case was controversial at the time and remains so today. Were innocent people put to death because of public hysteria? Or did two murderers receive the punishment they deserved?

**Limiting Immigration** Fears about radicals led to new limits on immigration into the United States. There were other reasons, as well. Many Americans had long worried that the mainstream culture of the United States was being overwhelmed by immigrants from southern and eastern Europe. In addition, American workers were often concerned that newcomers would compete for their jobs.

An emergency immigration law was passed by Congress in 1921. It limited the number of people admitted from eastern and southern Europe. In 1924 and 1929, Congress imposed even more restrictions on immigrants. In addition, the United States completely prohibited immigration from Asia.

The new immigration limits, however, did not apply to people from the Americas. In the 1920s, nearly 500,000 people migrated from Mexico and 950,000 from Canada. Most Mexicans migrated to the Southwest, where their labors played a vital role in the growth of farmlands, railroads, and mines. Canadians, mainly from Quebec, took jobs in factories in New York and New England.

**Checkpoint** What caused the Red Scare after World War I?

**Looking Back and Ahead** After World War I, Americans elected Republicans, who promised a return to “normalcy” and prosperity. Next we will see how, during the 1920s, the nation experienced an era of social and economic change.

## Section 1 | Check Your Progress

### Progress Monitoring Online

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### Comprehension and Critical Thinking

1. (a) **Recall** How had World War I been good for the economy?  
(b) **Analyze Cause and Effect** Why might a country face economic problems even after a victorious war?
2. (a) **Recall** Why was secretary of the Interior Albert B. Fall sent to prison?  
(b) **Draw Conclusions** Why do most historians consider Warren Harding to have been a poor President?

### Reading Skill

3. **Paraphrase Text for Understanding** Reread the first paragraph under the heading “The Red Scare.” Paraphrase the text, using your own words.

### Vocabulary Builder

- Answer the following questions in complete sentences that show your understanding of the key terms:
4. What is the goal of supporters of **disarmament**?
  5. Who owns the means of production under **communism**?
  6. What are **anarchists** against?

### Writing

7. Based on what you have read in this section, write a thesis statement and one supporting paragraph for an essay about the mood in the country the first few years after World War I.





# Changes in American Society



## Learning Standards

- **14F.H.2** U.S. political ideas included or denied amendments protecting rights
- **16B.H.1** Effects of constitutional change and continuity
- **16D.G.3** Social factors during a turning point in U.S. social history
- **16E.G.2** Development of transportation and communication networks

## Prepare to Read



## Reading Skill

**Summarize Main Ideas** In an earlier chapter, you practiced identifying main ideas. You can build on that skill here, by summarizing main ideas. Clarify your understanding of the text by stating the main ideas. You will find that you must understand the main ideas in order to weave them together into a summary.

## Vocabulary Builder

### High-Use Words

**restrict**, p. 742

**isolate**, p. 743

### Key Terms

**prohibition**, p. 741

**bootlegger**, p. 741

**speakeasy**, p. 741

★ **Background Knowledge** The political changes of the 1920s were accompanied by far-reaching social and economic changes. The goals of some nineteenth-century reform movements were achieved in the early twentieth century. In this section, you will learn how a changing economy affected American society.

## Prohibition

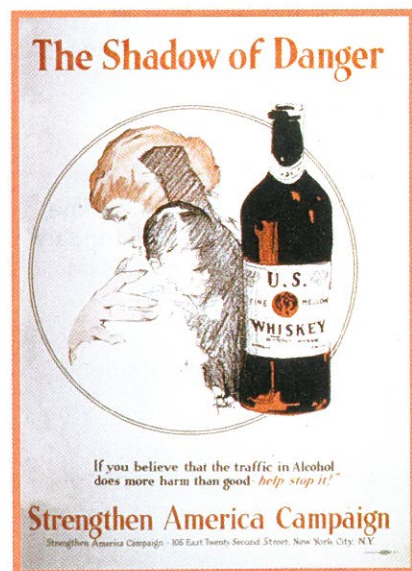
During the 1800s, many reformers had worked to reduce alcohol use in the United States. Eventually, supporters of temperance began supporting **prohibition**, a total ban on alcoholic drinks. During World War I, support for prohibition grew. Many Americans saw it as a way to conserve grains during the war. In part, due to this reasoning, the states ratified the Eighteenth Amendment in 1919. It prohibited making, selling, or transporting alcohol and began a specific time of federal enforcement known as Prohibition.

**The Experiment Fails** Saloons shut down, and arrests for drunkenness declined. There was a drop in the amount of alcohol that people consumed, especially working people for whom the high price of illegal liquor was an obstacle.

However, the law proved impossible to enforce. It was easy to smuggle liquor across the border from Canada and the Caribbean. **Liquor smugglers, called bootleggers**, made huge profits importing illegal alcohol. Every large town had its **speakeasies, or illegal taverns that served liquor**.

## Main Idea

In 1919, the Eighteenth Amendment bans the use and sale of alcohol.

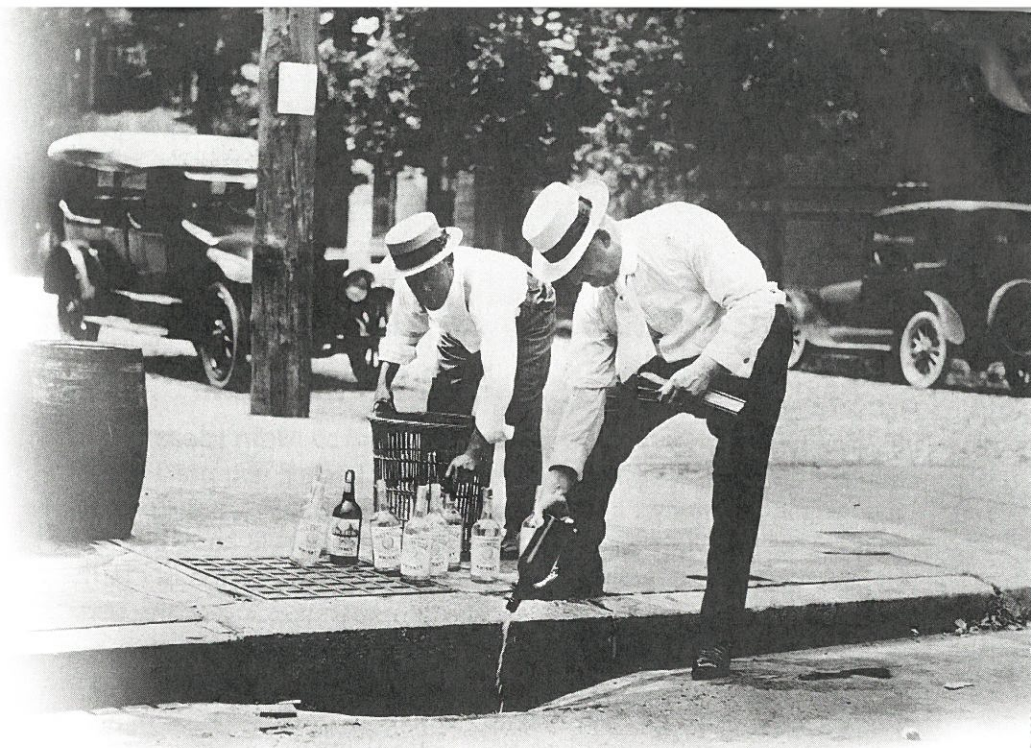


Poster in support of prohibition



### Dumping Whiskey

Prohibition was intended to solve such social problems as drunkenness and family violence. Yet, the amendment was repealed in 1933. **Critical Thinking:** **Identify Costs** What were the unintended consequences of the Prohibition Amendment that led to its repeal?



**The Growth of Organized Crime** The money to be made through bootlegging encouraged the growth of organized crime. A series of gang wars broke out in some parts of the country.

By the end of the decade, it was clear that Prohibition had failed. Many people called for the repeal of the Eighteenth Amendment. In February 1933, Congress approved the Twenty-first Amendment, repealing Prohibition. Before the year was out, the states had ratified the amendment and Prohibition was over. The federal government returned the control of alcoholic beverages to the states.

 **Checkpoint** Why did many people want to end Prohibition?

### Main Idea

Women, now able to vote, sought more freedom in the 1920s.

### Vocabulary Builder

**restrict** (ree STRIHKT) v. to confine; to keep within a certain boundary or limit; to place limitations on something or somebody

## Changing Lives of Women

Due to the Nineteenth Amendment, American women voted in their first presidential election in 1920. They also joined political parties and were elected to offices previously closed to them. In 1924, the first women governors were elected: Nellie Tayloe Ross in Wyoming and Miriam "Ma" Ferguson in Texas.

Other areas of life remained more restricted. Many universities and professional schools, such as medical schools, still barred women from admission. In some states, women still could not serve on juries or keep their own earnings if they were married. But more women were holding jobs.

**A New Attitude** Many younger women during the 1920s did not seem interested in women's rights. Called "flappers," these young women shocked the older generation. Even though their numbers were small, the flappers became the symbol of women in the 1920s.

 **Checkpoint** How did flappers represent the spirit of the 1920s?



## A New Mass Culture

The automobile also became a symbol of the 1920s—especially the Model T Ford. Henry Ford introduced the assembly line which reduced the time in making cars from about 12 hours to about 1½ hours. Middle-class families could now afford to buy a car since prices dropped.

**Impact of the Automobile** The automobile changed American life in many ways. In a restless age, it became the symbol of individual freedom and independence. The automobile also created new businesses. Gas stations, roadside restaurants, and cabins sprang up along newly built highways.

Cars affected society in other ways. Cars and new roads made it easier for many families to move to the suburbs. Cars made people in rural areas less isolated. Furthermore, they encouraged tourism.

**The Radio** Another important part of the new culture was the radio. Introduced in the 1920s, commercial radio was an instant success. Almost any family could afford to buy a radio.

The radio became a leading supplier of entertainment. Families listened together at night after dinner. Radio put Americans in the stands at baseball games and on the floor of political conventions. It turned band leaders, singers, and comedians into household names.

The first commercial radio station, KDKA, began broadcasting in Pittsburgh in 1920. By 1926, there were more than 700 radio stations and a national radio network, NBC. People all over the country could hear the same songs and thrill to the same radio dramas.

### Main Idea

The automobile, the radio, and the movies brought sweeping changes to American life.

### Vocabulary Builder

**isolate** (i sah layt) v. to set apart; to separate



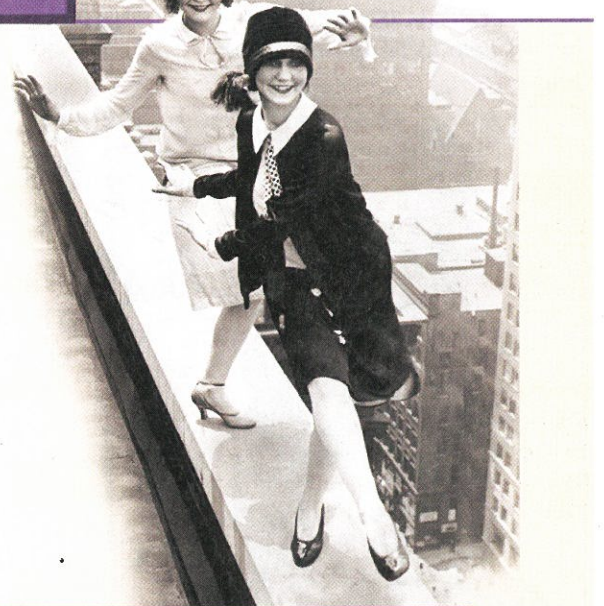
### Summarize Main Ideas

Summarize the main ideas under the heading "A New Mass Culture."

## Portrait of a Flapper

“She is frankly, heavily made up . . . pallor mortis, poisonously scarlet lips, richly ringed eyes. . . . And there are, finally, her clothes. . . . Her dress . . . is cut low where it might be high, and vice versa. 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 flapper’s] haircut is also abbreviated. She wears of course the very newest thing in bobs. . . .”

—Bruce Bliven, “Flapper Jane,” *The New Republic*, Sept. 9, 1925



### Reading Primary Sources

#### Skills Activity

Some younger Americans shocked their elders by acting with a new freedom during the 1920s. In the quotation above, a magazine writer describes a 19-year-old flapper. **Critical Thinking:** **Evaluate Information** How did changes in American society help to create the flapper generation?



**The Movies** Movies were another new form of entertainment. They provided an escape from everyday life. Millions of Americans went to the movies at least once a week. The movie industry grew up in Hollywood, where mild weather allowed for filming year-round.

The first films were silent. A pianist or small musical group in each theater provided an accompaniment. In 1927, the first major “talkie,” *The Jazz Singer*, created a sensation.

Americans especially loved action films. Comedies were also popular, and actors, such as Charlie Chaplin, became celebrities. Animated movies began in the 1920s, and the Walt Disney company was founded in 1923.

Out of the love of films grew a fascination with movie stars. Fan magazines and gossip columns contributed to the worship of celebrities.

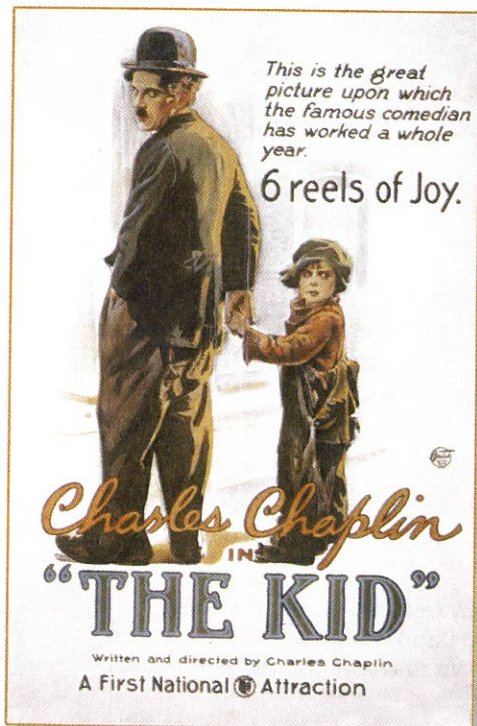
 **Checkpoint** What new forms of entertainment became popular in the 1920s?

### Main Idea

The rapid changes of the 1920s also brought social tensions and racial unrest.

### Magic of the Silver Screen

Charles Chaplin was among many Hollywood stars who became household names during the 1920s. **Critical Thinking: Draw Conclusions** How did new forms of mass culture like radio and movies help to bring Americans together?



### Social Conflict

Not everyone shared in the new postwar social values. Some were offended by what they saw. They feared that rapid social and economic changes would destroy a treasured way of life.

**The Scopes Trial** Some of those conflicts were at the heart of the Scopes trial of 1925. John Scopes was a high school biology teacher in Dayton, Tennessee. He was accused of violating Tennessee law by teaching the theory of evolution to his students.

Evolution is the scientific theory devised by Charles Darwin in the nineteenth century. Darwin claimed that all life evolved, or developed, from simpler forms over a long period of time.

Some religious leaders rejected evolution, saying it denied the word of the Bible. A number of states, including Tennessee, passed laws that banned the teaching of Darwin’s theory. Scopes wanted to challenge the law, so he announced that he taught evolution.

The trial became a national sensation. The prosecutor was William Jennings Bryan, who had run for President three times. The defense attorney was Clarence Darrow, a famous Chicago criminal defense lawyer. The trial seemed to pit modern, urban Americans against traditional, rural Americans.

In the end, Scopes was convicted and lost his job. Laws against teaching evolution remained but were rarely enforced.

**Racial Conflict** African Americans returned from service in World War I with new hope for equality at home. They tried to get better paying jobs and to move to better neighborhoods.

The 1920s saw large numbers of African Americans move north in what was called the Great Migration. Leaving the South, they headed for cities such as Chicago, Detroit, and New York. They crowded into the few neighborhoods that allowed black residents.



Racial tensions mounted, and race riots broke out in several cities. Some of the worst violence occurred in Chicago, where 13 days of rioting in 1919 left 38 people dead and some 500 injured.

Under these conditions, the Jamaican immigrant Marcus Garvey gained a wide following. Arriving in America in 1916, Garvey, a spellbinding speaker, created the Universal Negro Improvement Association (UNIA). "Up, you mighty race," Garvey told his followers, "you can accomplish what you will." The UNIA sponsored activities to promote black pride and black unity. It also encouraged African Americans to move permanently to Africa.


The social tensions of the 1920s were also expressed in the growth of the Ku Klux Klan. The whites-only Klan scorned not just blacks but also immigrants, Catholics, and Jews. The organization's power spread from the South to the Midwest and the West. In Oregon and Indiana, Klan-backed candidates were elected as governors.

However, several public scandals at the end of the 1920s cost the Klan much of its support. The general economic prosperity also contributed to the organization's decline.



Marcus Garvey

 **Checkpoint** What was one cause of the Great Migration?

 **Looking Back and Ahead** The economic and social pressures unleashed by World War I greatly changed U.S. society. The changes helped bring a burst of creative energy in the arts.

## Section 2 | Check Your Progress

### Progress Monitoring Online

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### Comprehension and Critical Thinking

- (a) **List** How did automobiles change the lives of Americans?

(b) **Draw Conclusions** How did the production of the automobile change life in small towns?
- (a) **Recall** What did Marcus Garvey encourage?

(b) **Link Past to Present** Which of Garvey's ideas have African Americans embraced and which have they rejected?

### Reading Skill

- Summarize Main Ideas** Reread the text following the subheading "The Movies." Summarize its main ideas.

### Vocabulary Builder

Complete the following sentence so that the second part further explains the first part and clearly shows your understanding of the key term.

- Supporters of the temperance movement favored **prohibition**, \_\_\_\_\_.

### Writing

- Which sentence is a better conclusion for a short essay about Prohibition? (a) "The Nineteenth Amendment outlawed the sale of alcohol." (b) "Given its unexpected effects, it is no surprise that Prohibition was repealed."





# The Jazz Age



## Learning Standards

- **18A.G.2** Art, music, and/or architecture and institutions reflect a culture
- **18A.G.3** Impact of technology and media on expressive culture
- **18A.G.4** Patterns within culture as it is transmitted from place to place
- **18A.H.6** Cultural role of the humanities

## Prepare to Read



### Reading Skill

**Summarize Main Ideas and Essential Details** A summary includes more than just main ideas. It must also include essential details. Still, a summary should not repeat everything in the text, but it should include those details necessary for understanding the main ideas. To find these details, ask yourself if the main idea would make sense without a detail. If not, then include the detail.

## Vocabulary Builder

### High-Use Words

critic, p. 749

analyze, p. 750

### Key Terms and People

Charles Lindbergh, p. 747

jazz, p. 747

Sinclair Lewis, p. 749

Langston Hughes, p. 750



**Background Knowledge** In the previous section, you learned how social changes and conflicts shaped American society during the 1920s. This section will examine the arts and culture produced by a society undergoing great changes.

## Main Idea

Optimistic Americans in the 1920s eagerly embraced new fads and hailed new heroes.

## Fads and Heroes

The energy and enthusiasm of the 1920s reflected the optimism felt by many Americans of the time. One hit song put it this way: "Ev'ry morning, ev'ry evening, ain't we got fun?"

As the economy soared and the culture roared, young people expressed their joy for life in dancing. Dance fads became popular quickly and then disappeared. The Charleston swept the nation, followed by the Lindy Hop, the Black Bottom, and then the Breakaway.

Other fads also became part of popular culture in the 1920s. Flagpole sitting was all the rage. Young people competed to see who could sit the longest atop a flagpole. Some did it for hours, others for days. Another fad that tested young people's endurance was the dance marathon. Couples danced for hundreds of hours until only one last bleary-eyed pair remained shuffling wearily about the dance floor.

The Chinese game of mah-jongg became extremely popular. Women went to mah-jongg clubs wearing Chinese-style silk gowns. College students formed their own mah-jongg clubs. Guests brought mah-jongg sets to dinner parties and set up their ivory and bamboo tiles on playing tables. In 1923, mah-jongg sets outsold radios.

Women playing mah-jongg





**Heroes of the New Age** The growing popularity of sports entertainment produced a new kind of celebrity: the sports hero. Baseball great Babe Ruth became one such celebrity. His record of hitting 60 home runs in one season lasted for more than 30 years.

Other celebrities of the decade included swimmer Johnny Weissmuller, football player Red Grange, golf champion Bobby Jones, tennis stars Bill Tilden and Helen Wills, and boxer Jack Dempsey.

The mass media helped to make these celebrities style setters, too. When Babe Ruth began wearing a camel's-hair coat, so did millions of other Americans.

**Charles Lindbergh**, nicknamed Lucky Lindy, was the most beloved hero of the era. The handsome young airplane pilot gained his fame by being the first to fly nonstop across the Atlantic in 1927. He became an instant hero. New York City gave him the biggest ticker tape parade ever. Lindbergh seemed to symbolize American energy and optimism.

 **Checkpoint** What sports events became popular during the 1920s?

## An American Sound

During the 1920s, a new musical sound achieved wide popularity. Jazz was created by black musicians in the nightclubs and dance halls of New Orleans. New Orleans was a major port city, where people and cultures from around the world came together. **Jazz combined rhythms from West Africa and the Caribbean, work chants and spirituals from the rural South, and harmonies from Europe into an original new style of music.**

Jazz quickly spread to other American cities, following along with the Great Migration. African American musicians also found eager audiences for their music in St. Louis, New York, Chicago, Kansas City, and Detroit. Among the most famous of the new jazz artists were trumpet player and singer Louis Armstrong, singer Bessie Smith, and band leader Duke Ellington. All had roots in the South.

Armstrong, who was known as Satchmo, learned to play the trumpet while growing up in a New Orleans orphanage. Like other jazz players, he developed the ability to take a simple melody and recombine the notes and rhythms in new ways to produce a cascade of rich and exciting sounds. Because of jazz's emphasis on improvisation and experimentation, listeners heard many different versions of the basic tune.

## Biography Quest



**Gertrude Ederle**  
1906–2003

Nobody thought a woman could swim across the English Channel, the 35-mile-wide body of water between England and France. But Gertrude Ederle did it.

On August 6, 1926, Ederle stepped into the water on the French side. And 14 hours and 31 minutes later, she stepped ashore in England. Not only was she the first woman to swim the Channel—she had beaten the existing men's record by nearly 2 hours!

### Biography Quest online

**What problems did Ederle face as a result of her swim?**

**For:** The answer to the question about Ederle

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### Main Idea

Jazz originated among African American musicians and became the dominant music form of the 1920s.



### Summarize Main Ideas and Essential Details

List three essential details from the text under the heading "An American Sound" that could be used in a summary. Use your own words.



# THE JAZZ AGE

Jazz spread from the dance halls of New Orleans to Chicago, Harlem, and beyond. Its rollicking beat was soon being heard all over the world.

**Critical Thinking: Apply Information** How did the Jazz Age open up new opportunities for African Americans?

**Jazz Greats** The leading jazz performers were African Americans, such as Louis Armstrong, Duke Ellington, and Bessie Smith. Many became "goodwill ambassadors" abroad, performing in many countries.

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To learn more about the culture of the Jazz Age, view the video.

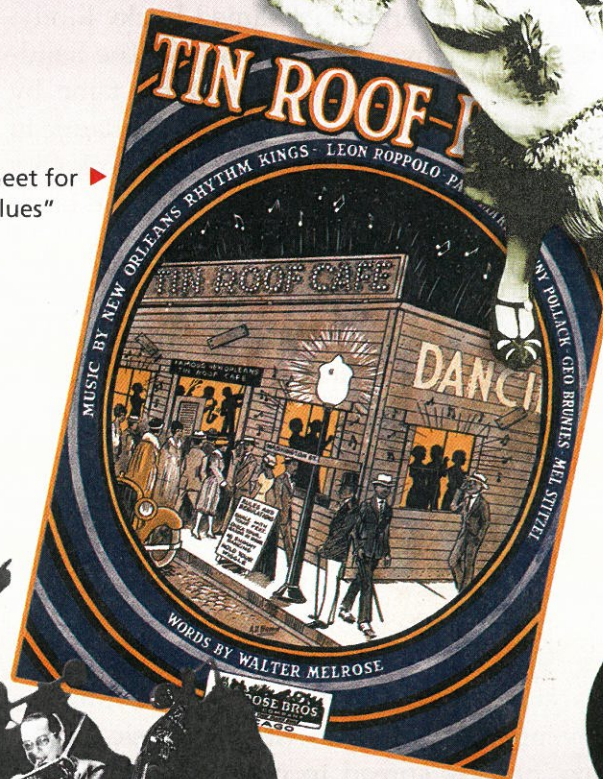
Bessie Smith ▶



The song sheet for  
"Tin Roof Blues" ▶

◀ Louis  
Armstrong

Duke  
Ellington ▼



Duke Ellington  
and his band



Radio helped to spread jazz beyond the African American community. During the 1920s, white audiences, white band leaders such as Paul Whiteman, and white composers such as George Gershwin embraced jazz. Jazz became one of the most important American contributions to world culture. It was so popular that the decade of the 1920s became known as the Jazz Age.

However, jazz did not set everyone's feet to tapping. The rhythms of the new music were jarring to many older Americans. And jazz alarmed people who thought it encouraged an overemphasis on frivolity and pleasure and undermined the morals of America's young people.

 **Checkpoint** Why was jazz considered an American art form?

## Literature of the 1920s

American literature flourished during the 1920s. Writers both reflected the exuberance of the era and criticized its excesses. Many writers seemed disillusioned by the postwar generation. They complained that Americans had turned from international idealism to greedy selfishness. Some of these writers found American society so intolerable that they became "expatriates," people who leave their own country to live abroad.

**Social Critics** F. Scott Fitzgerald's 1925 novel *The Great Gatsby* captured the luxurious society of the wealthy. Fitzgerald was a critic of what he saw as the emptiness of rich people's lives. He seemed both fascinated and disgusted by the people he described.

Fitzgerald's friend Ernest Hemingway was another important writer of the decade. A one-time newspaper reporter, Hemingway was noted for his short, direct sentences using everyday language. Living among American expatriates in France, Hemingway wrote *The Sun Also Rises* (1926) about a group of young Americans who drifted around Spain after the war. Another Hemingway novel, *A Farewell to Arms* (1929), powerfully captured the growing antiwar sentiments of his generation.

**Sinclair Lewis** reacted against what he saw as the hypocrisies of middle-class culture. In *Babbitt* (1922), Lewis used a fictional real estate agent named George F. Babbitt to criticize American society.

**“Babbitt was virtuous. He advocated, though he did not practice, the prohibition of alcohol; he praised, though he did not obey, the laws against motor-speeding; he paid his debts; he contributed to the church, the Red Cross, and the Y.M.C.A.; he followed the custom of his clan and cheated only as it was sanctified by precedent. . . .”**

—Sinclair Lewis, *Babbitt*

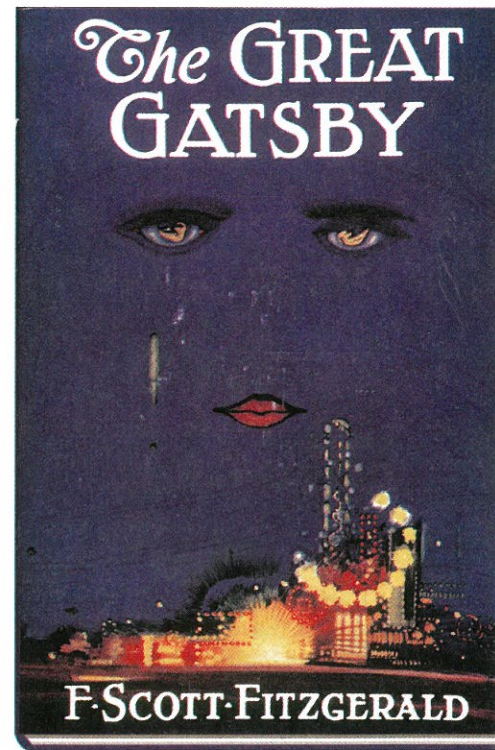
Based on this character's moral faults, "babbitty" became a common term for mediocrity combined with an unthinking conformity to middle-class standards and prejudices.

### Main Idea

Writers of the Harlem Renaissance cast a critical eye on American society.

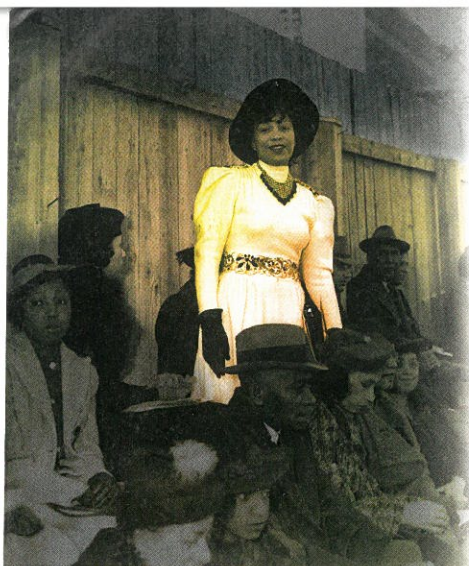
### Vocabulary Builder

**critic** (KRIHT ihk) *n.* someone who makes judgments on the value of objects or actions



F. Scott Fitzgerald's *The Great Gatsby* calls attention to the excesses of the Roaring Twenties.





Zora Neale Hurston

### Vocabulary Builder

**analyze** (AN ah līz) v. to critically examine an idea or object by separating it into parts

**The Harlem Renaissance** During the 1920s, a vibrant African American culture grew in Harlem, a part of New York City that attracted thousands of migrants from the South. Writers, musicians, and poets reacted against the prejudice they faced while expressing the hopes of black Americans. Jazz clubs and the music scene were one part of the Harlem Renaissance. Perhaps even more important were the writers.

Poet **Langston Hughes** won praise not only for the beauty of his poems but also for his moving expressions of racial pride. He wanted his poems to sound like jazz music. He said, "I tried to write poems like the songs they sang on Seventh Street. . . . [These songs] had the pulse beat of the people who keep on going."

James Weldon Johnson was another Harlem Renaissance figure who combined poetry and politics. Johnson wrote editorials for the *New York Age*, one of the most important black-owned newspapers in the country. He also worked as an organizer for the NAACP.

Zora Neale Hurston moved to New York to study anthropology at Barnard College. She, too, became swept up in the cultural excitement of the Harlem Renaissance. Hurston spent much time recording folk songs and folk tales to both preserve and **analyze** them. She also became an accomplished writer and is most remembered today for her novel *Their Eyes Were Watching God*.

**Checkpoint** What was the Harlem Renaissance?

**Looking Back and Ahead** While Americans benefited from the general prosperity of the 1920s, it was easy to overlook a number of disturbing economic trends. In the next section, you will learn why a frenzied stock market boom concealed signs of an economy that was facing serious problems.

## Section 3 | Check Your Progress

### Progress Monitoring

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### Comprehension and Critical Thinking

- (a) **Identify** Who was Charles Lindbergh?  
(b) **Draw Inferences** How did Lindbergh symbolize the American hero of the 1920s?
- (a) **List** Who were the leading writers of the 1920s and what were their major works?  
(b) **Explain Problems** Which problems were the writers addressing in their works?



### Reading Skill

- Summarize Main Ideas and Essential Details** Reread the text following the subheading "The Harlem Renaissance." List three essential details, in your own words, for a summary.

### Vocabulary Builder

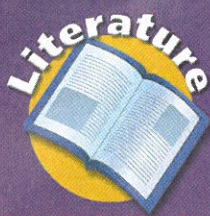
Read the sentence that follows. If the sentence is true, write YES. If the sentence is not true, write NO and explain why.

- Jazz** began in New Orleans when musicians of French heritage combined sounds from Europe with Native American music.

### Writing

- Proofread and correct the following sentences: The Jazz age is similar to currant life in America in a many ways. Four example, the people of both periods warshipped sports heros and other celebrities. Both ages was known for there populous fads. I think I druther live today than in the past.





# I, Too

by Langston Hughes

## Prepare to Read



18A.H.3, 18A.H.6, 18C.H.1

### Introduction

Langston Hughes is considered one of the greatest of all African American poets. His short poem "I, Too" expresses two major themes of the Harlem Renaissance. The first is pride in being African American. The second is protest against injustice.



### Reading Skill

**Analyze Poetic Voices** Poets often write in voices other than their own. Sometimes, a poet may take on the voice of a character totally unlike himself or herself. At other times, the "I" of a poem may be symbolic of a group or idea. As you read this poem, look for clues as to who the "I" is supposed to be.

### Vocabulary Builder

As you read this literature selection, look for the following underlined word:

**ashamed** (uh SHAYMD) *adj.* feeling sorry and guilty about a wrong action

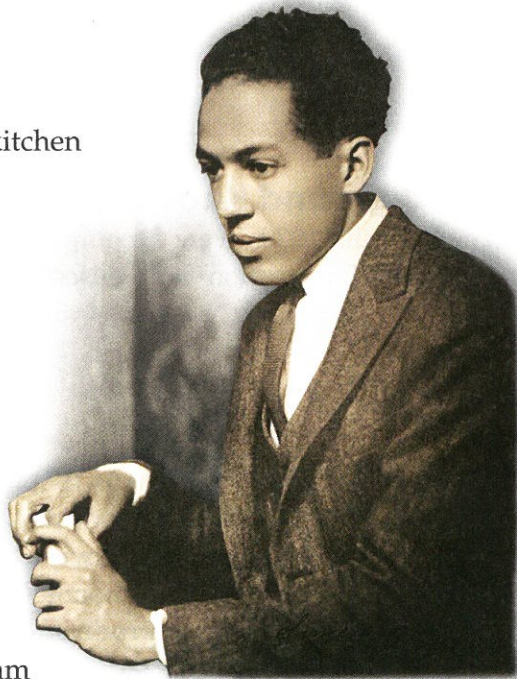
I, too, sing America.

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.



Langston Hughes

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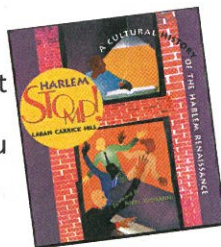
### Analyze Poetic Voices

The speaker of the poem says, "I am the darker brother." Who do you think the "I" represents? Who are "they" who send the speaker to "eat in the kitchen"? Only by identifying the "I" and "they" can you understand what the poem is saying.

### Analyze LITERATURE

Make a two-column chart. In the first column, list the ways in which this poem expresses a sense of injustice. In the second column, list ways in which this poem expresses a sense of optimism and patriotism.

If you want to learn more about the Harlem Renaissance, you might want to read *Harlem Stomp!: A Cultural History of the Harlem Renaissance*, by Laban Carrick Hill. Little, Brown & Co., 2004.







# The Economy of the 1920s



## Learning Standards

- **15A.H.4** Economic role of financial institutions
- **16A.G.5** How an historical event can have many causes
- **16C.G.1** Major periods in U.S. economic history
- **16C.G.4** Effects of earlier economic changes

## Prepare to Read



### Reading Skill

**Summarize a Passage** Combine the skills you practiced in Sections 1 through 3 as you read Section 4. Pause after each major portion of text. Summarize the main ideas that fall under the major heading. Remember to paraphrase in your own words and to include all the important ideas.

## Vocabulary Builder

### High-Use Words

**accumulate**, p. 753

**participate**, p. 754

### Key Terms

**installment buying**, p. 752

**bull market**, p. 753

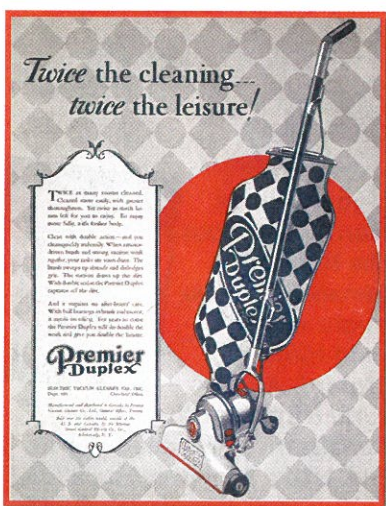
**buying on margin**, p. 753



**Background Knowledge** The social and economic changes of the 1920s were accompanied by a prolonged period of prosperity. This section will describe the economic boom while explaining some key problems that were hidden beneath the prosperity.

## Main Idea

After a brief postwar recession, industry revived and offered Americans a bounty of consumer goods.



New product to make life easier

## Industrial Growth

The end of World War I was followed by a severe recession in agriculture and industry. For industry, that downturn did not last long. Industrial production recovered, and from 1922 to 1928 it climbed 70 percent. Many companies successfully switched from producing military goods to producing consumer goods. The market was filled with refrigerators, radios, and cars.

As more goods came to market, prices dropped. Meanwhile, rising incomes gave consumers more to spend. To encourage spending, businesses offered **installment buying**, or **buying on credit**. In 1925, Americans got 75 percent of their cars on the installment plan.

New forms of advertising surrounded customers with images of things they should consume. Chain stores and mail-order catalogs made it easier for people outside of major cities to buy these goods. A new consumer culture arose.

Middle-class women were especially affected by these changes. Many of the new electric appliances were designed to appeal to the American homemaker. Vacuum cleaners, toasters, washing machines, and refrigerators all lightened the household workload.



Government policies helped boost the economy. High tariffs on imports kept out goods that might compete with domestic products. Taxes on the wealthy were cut to encourage greater spending.

These measures did stimulate the economy. But they also helped Americans develop a recklessness about spending. In 1928, when Ford announced its new Model A, half a million people made a down payment on the car without even having seen it.

 **Checkpoint** What factors caused an increase in consumer spending?

## A Booming Stock Market

With a strong economy, more people chose to invest in the stock market. Many people could now afford to purchase stocks, or shares of companies. With money pouring into stocks, stock values kept rising. A period of rising stock prices is called a **bull market**.

Stocks were so profitable that many people began **buying on margin**—borrowing money in order to buy stocks. The investor put down a portion of a stock's cost and paid the rest later with the profits earned from selling the stock. So long as the market continued to rise, the investor had no problem paying the loan back.

Many Americans grew wealthy buying and selling stocks. Newspapers were filled with stories of investors who accumulated fortunes. However, by 1928, some economists began to worry. High stock prices seemed to have little to do with the actual value of the company that issued them. A few experts warned that the stock market was overvalued. But investors mostly ignored the warnings.

### Main Idea

Rising stock prices lured many Americans into buying stocks with borrowed money.

### Vocabulary Builder

**accumulate** (uh KYOOM yoo layt) v.  
to slowly collect; to increase in amount over time

### History Interactive

#### Buying Stocks on Margin

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### Links to Economics

#### Buying Stocks on Margin

A sharp drop in the stock market is alarming news to investors who have bought stock on margin. **Critical Thinking: Identify Costs**  
*How might the practice of buying stock on margin turn a small drop in stock prices into a larger and more prolonged decline?*

#### Investor buys stock on margin

Investor pays for part of the stock and takes out a loan from a broker for the rest.

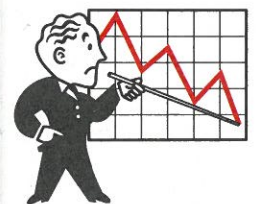
#### Stock Price Rises

Investor pays off the margin loan and earns a profit.



#### Stock Price Falls

Investor must put more money into the margin account, or sell stock, losing part or all of the original investment.







### Summarize a Passage

Use what you have learned in this chapter to summarize the text under the heading "A Booming Stock Market."

### Main Idea

Many farmers and workers did not share in the era's prosperity.

### Vocabulary Builder

**participate** (pah-TEE-ah-payt) v. to take part in; to share in an activity

### Farmers in Trouble

Drought and erosion contributed to the troubles of farmers, who made up one fifth of the population. **Critical Thinking: Draw Conclusions** Why might bad times for farmers also be bad for the American economy in general?

They preferred to listen to predictions like this one spoken by Irwin Fisher, a professor of economics in 1929: "The nation is marching along a permanently high plateau of prosperity." However, most people at the time were far from prosperous. The wealthiest Americans made up about 5 percent of the population. Most people just worked hard to make ends meet.

 **Checkpoint** Why did rising stock prices encourage people to gamble on the stock market?

## Signs of Trouble

There were other signs of potential trouble, too. In fact, for many Americans, the 1920s were years of poverty rather than prosperity.

**Farmers** Farmers were among the groups that did not participate in the good times. About one fifth of Americans made their living on the land and many of them lived in serious poverty.

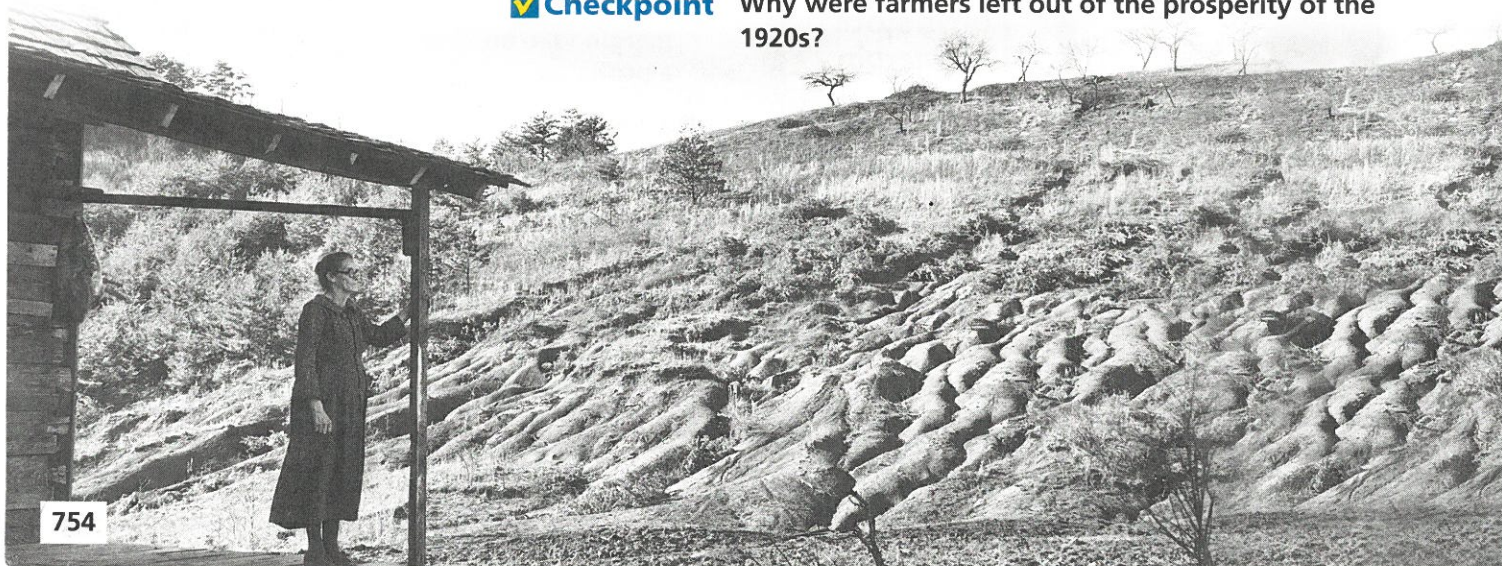
There were several reasons for the agricultural depression. American farmers grew far more crops than the American public could consume. Before World War I, farmers had sold their surplus abroad. However, demand for American farm products declined after the war, because many nations were too poor to purchase them.

High-debt was another reason for rural poverty. In the good years before the world war, farmers had taken out loans to buy new lands and equipment. After the war, though, sales went down. Many farmers were unable to pay off their debts.

**Workers** The 1920s were years of mixed results for American workers. On the one hand, wages were rising. Companies also began offering new benefits, such as pensions and paid vacations, in an attempt to keep their workers from joining unions.

On the other hand, unemployment was high. During the 1920s, it was about 5 percent of the workforce each year. Those who had jobs found that their jobs were changing. The assembly line system was squeezing out skilled labor. Each step had been reduced to its simplest methods. Unskilled workers could handle the work—and they received lower pay.

 **Checkpoint** Why were farmers left out of the prosperity of the 1920s?





## The Election of 1928


The Republicans had held the presidency throughout the 1920s, and they claimed responsibility for the decade's prosperity. For their candidate in the 1928 presidential election, they chose Secretary of Commerce Herbert Hoover. The Democrats nominated New York Governor Alfred E. Smith.

The campaign highlighted some of the continuing divisions in American society. Smith was the first Catholic ever to run for President, and religion became one of the issues. Immigrants, Catholics, and urban residents tended to support Smith. Rural residents and Protestants tended to support Hoover, a Quaker born in Iowa.

The economy was another major issue. Hoover pledged to continue the policies he credited for prosperity. He campaigned on the slogan "a chicken in every pot and a car in every garage." He said the nation was near to "the final triumph over poverty."

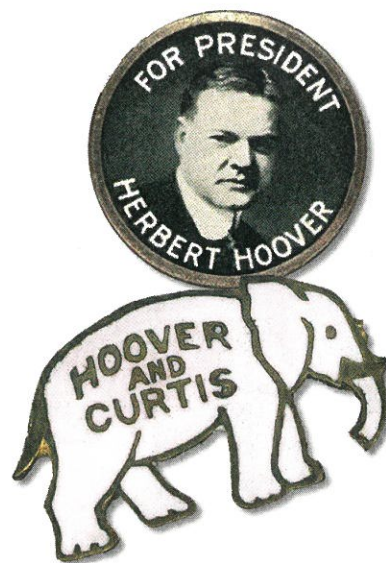
Although Alfred Smith won the largest cities, he lost every state but Massachusetts and six Deep South states. Hoover won with special strength in rural areas. Herbert Hoover entered the White House in 1929 with great expectations for a prosperous future.

 **Checkpoint** Among what groups was Hoover strong?

 **Looking Back and Ahead** A widespread prosperity and sweeping changes in society made the 1920s an exciting time. Within months of Hoover's election, however, a stock market crash plunged the nation into a great depression that spread misery across the land.

### Main Idea

Expectations of continued prosperity helped Herbert Hoover win the 1928 election for the Republicans.



Hoover campaign plugs

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### Comprehension and Critical Thinking

- (a) List** What were the reasons the economy, after a short slump, boomed following World War I?  
**(b) Identify Economic Benefits** Explain how high tariffs and low taxes boosted the economy during the 1920s.
- (a) Recall** Which groups of Americans did not benefit from the prosperity of the 1920s?  
**(b) Synthesize Information** Why might some farmers have felt government support was necessary at this time?

### Reading Skill

- Summarize a Passage** Reread and then summarize the text under the heading "Signs of Trouble."

### Vocabulary Builder

Complete each of the following sentences so that the second part further explains the first part and clearly shows your understanding of the key term.

- To purchase a car, a person can turn to **installment buying**, \_\_\_\_\_.
- People make money during a **bull market**, \_\_\_\_\_.
- In order to purchase even more stock in the 1920s, people began **buying on margin**, \_\_\_\_\_.

### Writing

- Revise the following paragraph by putting the sentences in logical order: In the mid-1920s, however, reduced taxes and extended credit encouraged consumer spending. By 1929, the economy had grown to the point of being overheated. In the early 1920s the economy declined, partly as a result of World War I. The U.S. economy improved a great deal from the beginning to the end of the 1920s. The war had badly weakened European economies, and the overseas market for American goods shrank.