



# UNIT 9

# Turbulent Decades

1919–1945

## Why It Matters

*As you study Unit 9, you will examine how the Great Depression affected people's lives and the nation as a whole. You will also learn about the causes of World War II. The following resources offer more information about this period in American history.*

### Primary Sources Library

See pages 974–975 for primary source readings to accompany Unit 9.



Use the **American History**

### Primary Source Document Library

**CD-ROM** to find additional primary sources about the Great Depression and World War II.



General George A. Patton's helmet

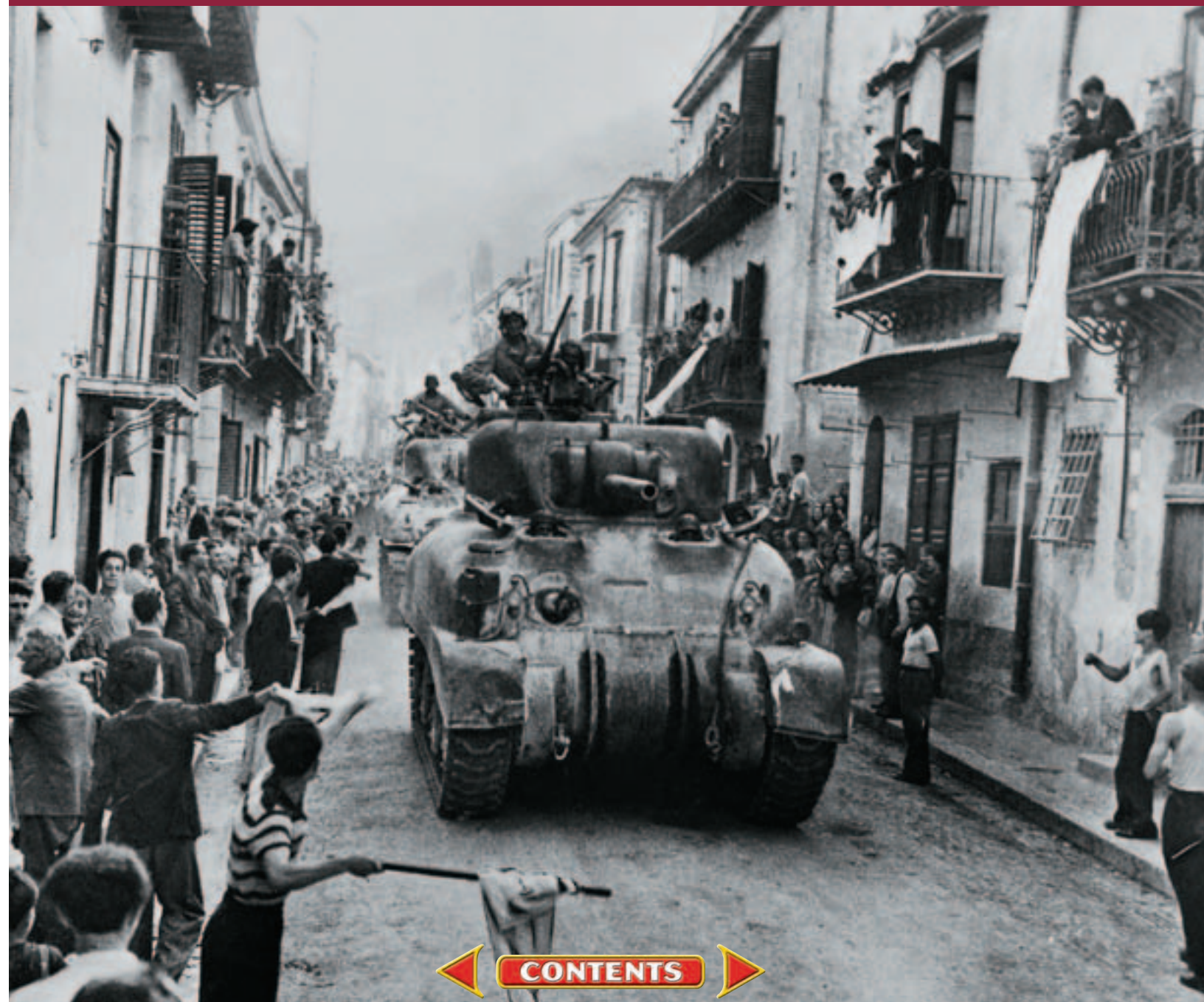


People of Palermo, Sicily,  
welcome American forces,  
July 1943



*“The only thing  
we have to fear is  
fear itself.”*

—Franklin Delano Roosevelt, 1933



◀ **CONTENTS** ▶



# CHAPTER

# 24

# The Jazz Age

1919–1929

## Why It Matters

People called the 1920s the Jazz Age—in part because of the popular new music—but also because of the restless, carefree spirit of the time. The economy boomed and many Americans prospered. Many Americans, however, did not share in the economic gains of this era.

## The Impact Today

The 1920s produced striking new changes in American society. New forms of entertainment such as radio and film remain popular today. The automobile forever changed the American way of life. It helped shift homes, shops, and factories from the inner cities to the suburbs.



**The American Journey Video** The chapter 24 video, “The Jazz Age,” explores the development of jazz music in American culture.

**1920**

- Prohibition begins
- Nineteenth Amendment grants woman suffrage

Harding  
1921–1923



1921



**1923**

- Duke Ellington forms Washingtonians

Coolidge  
1923–1929



1923

**1924**

- National Origins Act passed



**1925**

- Scopes Trial

1925



United States

PRESIDENTS



World

**1922**

- Joyce's *Ulysses* published
- Mussolini becomes prime minister of Italy



**Safety Last** Actor Harold Lloyd's movie adventures symbolized the thrills and excitement of the Jazz Age.

# FOLDABLES™

## Study Organizer

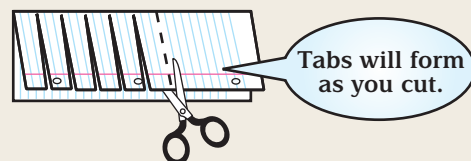
### Explaining Vocabulary Study Foldable

To fully understand what you read you must be able to identify and explain key vocabulary terms. Use this foldable to identify, define, and use important terms in Chapter 24.

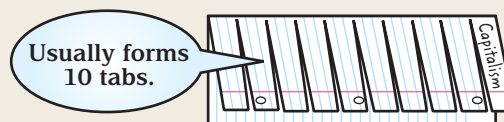
**Step 1** Fold a sheet of notebook paper in half from side to side.



**Step 2** On one side, cut along every third line.



**Step 3** Label your foldable as you read the chapter. The first vocabulary term is labeled in the model below.



**Reading and Writing** As you read the chapter, write key vocabulary terms on the front tabs of your foldable. Then write the definition of each term under the tab and write a sentence using each term correctly.



1927

- 1927 Lindbergh flies across Atlantic
- Babe Ruth hits 60 home runs
- *The Jazz Singer*, the first movie with sound, premieres



1929

- 1927 Working model of television demonstrated
- Lemaître proposes big bang theory

- 1928 Kellogg-Briand Pact signed by 15 nations
- Fleming discovers penicillin

- 1929 Hubble proposes theory of expanding universe
- U.S. stock market crash triggers global depression

CLICK HERE

HISTORY  
Online

### Chapter Overview

Visit [taj.glencoe.com](http://taj.glencoe.com) and click on **Chapter 24—Chapter Overviews** to preview chapter information.

# SECTION 1

# Time Of Turmoil

## Guide to Reading

### Main Idea

World War I made some Americans intolerant—not willing to respect the beliefs or practices of others.

### Key Terms

capitalism, anarchist, deport

### Reading Strategy

**Analyzing Information** As you read the section, re-create the diagram below and answer the question for each blank.

	What was it?
The Red Scare	
Sacco-Vanzetti trial	
UNIA	

### Read to Learn

- what factors contributed to prejudice toward foreigners.
- how the labor and racial unrest of the 1920s affected the nation.

### Section Theme

**Continuity and Change** After World War I, conflicts came to the surface, especially among workers and different races.

### Preview of Events

◆ 1910

1914

Marcus Garvey founds Universal Negro Improvement Association

◆ 1915

1917

Bolsheviks seize control of Russia

◆ 1920

1920

Thousands arrested during Palmer raids

◆ 1925

1921

Sacco and Vanzetti declared guilty

## AN American Story

On a hot summer day in 1920, about 50,000 African Americans marched through the streets of Harlem in New York City. Thousands more lined the sidewalks, cheering the marchers. Their leader, Marcus Garvey, stirred new hope in African Americans, saying: “We are descendants of a people determined to suffer no longer.” A participant at the march later recalled, “It was the greatest demonstration of [African American unity] in American history. . . .”

### Fear of Radicalism

Most of the 1920s was anything but unified. During World War I, the United States government had taken away some of the liberties of American citizens. Many people who opposed the nation’s role in the war were arrested. After the war an atmosphere of distrust remained. Tired of war and world responsibilities, Americans were eager to return to normal life. They grew more and more suspicious of foreigners, foreign ideas, and those who held views different from their own.

In 1919 Wilson and the world leaders attending the peace conference signed the **Treaty of Versailles**. Despite Wilson’s efforts, however, the Senate refused to ratify the treaty.

Marcus Garvey



At about the same time, the Russian Revolution deeply disturbed some Americans. As you read in Chapter 23, the Bolsheviks took control of Russia in November 1917 and began establishing a Communist state. They encouraged workers around the world to overthrow **capitalism**—an economic system based on private property and free enterprise—anywhere it existed. Many Americans feared that “bolshevism” threatened American government and institutions.

Fanning those fears were the actions of **anarchists**—people who believe there should be no government. A series of anarchist bombings in 1919 frightened Americans. A number of public officials—mayors, judges, and the attorney general of the United States—received packages containing bombs. One bomb blew off the hands of the maid of a United States senator. Many of the anarchists were foreign-born, which contributed to the fear of foreigners that was sweeping the country.

### The Red Scare

This wave of fear led to the **Red Scare**, a period when the government went after “Reds”—as Communists were known—and others with radical views. In late 1919 and early

1920, Attorney General **A. Mitchell Palmer** and his deputy, J. Edgar Hoover, ordered the arrest of people suspected of being Communists and anarchists. Palmer and Hoover also staged raids on the headquarters of various “suspicious” groups. In the raids, the government arrested a few thousand people, ransacked homes and offices, and seized records. They did not find the large stockpiles of weapons and dynamite they claimed they were seeking.

Palmer said the raids were justified. “The blaze of revolution was sweeping over every American institution of law and order,” he declared, “burning up the foundations of society.” The government **deported**—expelled from the United States—a few hundred of the aliens it had arrested but quickly released many others for lack of evidence. In time people realized that the danger of revolution was greatly exaggerated. The Red Scare passed—but the fear underlying it remained.

### Sacco and Vanzetti

Fear of immigrants and radical ideas surfaced in a criminal case in Massachusetts in 1920. Two men robbed a shoe factory in South Braintree, Massachusetts, shooting and killing a guard and

#### Picturing History

Nicola Sacco and Bartolomeo Vanzetti enter a Massachusetts courtroom, while immigrant protesters in New York City demand the freedom of the two men. **What did the Sacco and Vanzetti case reveal about the feelings of many Americans?**





*Strikes, such as the 1919 steel strike, lessened public support for labor unions.*

paymaster. Soon afterward the police arrested Italian immigrants **Nicola Sacco** and **Bartolomeo Vanzetti** for the crime. The two men were tried and convicted in July 1921 and were sentenced to death.

The Sacco and Vanzetti case created a furor. Neither man had a criminal record. Both men were anarchists, and Sacco owned a pistol similar to the murder weapon. Future Supreme Court justice Felix Frankfurter wrote a defense of the two men. Chief Justice William Howard Taft attacked Frankfurter for “vicious propaganda.”

Many Americans demanded that the death sentence be carried out. In 1927 a special commission appointed by the governor of Massachusetts upheld the verdict. Sacco and Vanzetti—proclaiming their innocence—were executed. While historians continue to debate the verdict, the case suggested the depth of feelings against foreigners and radicals in the United States in the 1920s.

**Reading Check** Explaining What is capitalism based on?

## Labor Unrest

During the war years, labor and management had put aside their differences. A sense of patriotism, high wages, and wartime laws kept conflict to a minimum. When the war ended, conflict flared anew. American workers demanded

increases in wages to keep up with rapidly rising prices. They launched more than 2,500 strikes in 1919. The wave of strikes fueled American fears of Bolsheviks and radicals, whom many considered to be the cause of the labor unrest.

### Strikes Sweep Country

A long and bitter strike—the largest in American history to that point—occurred in the steel industry. Demanding higher wages and an eight-hour workday, about 350,000 steelworkers went on strike in September 1919.

Using propaganda techniques learned during the war, the steel companies started a campaign against the strikers. In newspaper ads they accused the strikers of being “Red agitators.” Charges of communism cost the strikers much needed public support and helped force them to end the strike—but not before violence had occurred on both sides. Eighteen strikers had died in a riot in Gary, Indiana.

In September 1919, police officers in **Boston** went on strike, demanding the right to form a union. This strike by public employees angered many Americans, and they applauded the strong stand Massachusetts governor **Calvin Coolidge** took against the strikers. Coolidge said,

“There is no right to strike against the public safety by anybody, anywhere, any time.”

When the strike collapsed, officials fired the entire Boston police force. Most Americans approved of the decision.

Workers found themselves deeper in debt because of rising prices and unchanged wages. Still labor unions failed to win wide support among working families. Many Americans connected unions with radicalism and bolshevism. A growing feeling against unions, together with strong pressure from employers and the government not to join unions, led to a sharp drop in union membership in the 1920s.

During this period of union decline, a dynamic African American, **A. Philip Randolph**, started the Brotherhood of Sleeping Car Porters. Made



up mostly of African Americans, this union of railroad workers struggled during its early years but began to grow in the 1930s, when government policy encouraged unions. In the 1950s and the 1960s, Randolph would emerge as a leader of the civil rights movement.

**Reading Check Summarizing** What was the outcome of the Boston police strike?

## Racial Unrest

During World War I, more than 500,000 African Americans had left the South for new jobs in the North. Many Northern whites resented African American competition for jobs.

In 1919 rising racial tensions led to violence. In the South more than 70 African Americans were lynched. In Chicago a violent riot broke out after a group of whites stoned an African American youth who was swimming in Lake Michigan. The youth drowned, and the incident set off rioting. For two weeks African American and white gangs roamed city streets, attacking each other and burning buildings. The riot left 15 whites and 23 African Americans dead and more than 500 people injured.

Many African Americans turned to **Marcus Garvey** for answers. Marcus Garvey was born to a poor family in Jamaica, the youngest of 11 children. Educated as a journalist and filled with ambition, Garvey arrived in New York City at the age of 28. A powerful leader with a magnetic personality, Garvey opposed integration. Instead he supported a “back-to-Africa” movement, urging African Americans to establish their own country in Africa. Garvey founded the **Universal Negro Improvement Association** (UNIA) in 1914 to promote racial unity and pride.

During the 1920s Garvey gained an enormous following and great influence, especially among the urban poor. Garvey told audiences that “to be a Negro is no disgrace, but an honor.” With branches in many states, the UNIA organized rallies and parades to build pride and confidence among African Americans. It helped African Americans start businesses. One African American newspaper summed up Garvey’s achievements: “He taught [African Americans] to admire and praise black things and black people.”

**Reading Check Explaining** Did Marcus Garvey support or oppose integration? Explain.

## SECTION 1 ASSESSMENT

### Checking for Understanding

- Key Terms** Define each of the following terms: **capitalism**, **anarchist**, **deport**.
- Reviewing Facts** Who were Sacco and Vanzetti? Explain how the fear of radicals and foreigners affected the outcome of the Sacco and Vanzetti trial.

### Reviewing Themes

- Continuity and Change** Why was there a sharp drop in union membership during the 1920s?

### Critical Thinking

- Drawing Conclusions** Suppose you are making a video about the life of Marcus Garvey. If he could speak to American youth today, what statement might he make?
- Making Generalizations** Re-create the diagram below and list the reasons organized labor had for demanding better wages after the war.

Reasons for demanding better wages

### Analyzing Visuals

- Picturing History** Compare the photographs of the demonstrators on pages 701 and 702. What are the purposes of the demonstrations? In what ways are the photos similar? Different?

### Interdisciplinary Activity

**Descriptive Writing** Make a list of three to five adjectives that you think describe the mood of the country during this era. Draw or paint these adjectives on poster board in a way that expresses the words’ meanings.





# SECTION 2 Desire for Normalcy

## Guide to Reading

### Main Idea

The Harding and Coolidge administrations stressed a return to government as it had been before progressivism and World War I.

### Key Terms

lease, isolationism

### Reading Strategy

**Organizing Information** As you read the section, re-create the diagram below and describe the policies the Harding and Coolidge administrations followed.

Administration policies	
Domestic affairs	Foreign affairs

### Read to Learn

- what problems faced the Harding presidency.
- what policies Presidents Harding and Coolidge followed in business and foreign affairs.

### Section Theme

**Continuity and Change** Presidents Harding and Coolidge promised to return America to normalcy after the war.

### Preview of Events

◆ 1920

1920

Warren G. Harding is elected president

◆ 1925

1922

Senate investigates Teapot Dome lease

1923

Calvin Coolidge becomes president

◆ 1930

1928

Kellogg-Briand Pact aims to outlaw war



Harding/Coolidge decal, 1920

## AN American Story

Warren G. Harding attracted attention with his friendly personality, fine voice, and handsome appearance. These glowing assets could easily make Harding president, thought political strategist Harry Daugherty. As Harding's campaign manager, Daugherty took credit for prodding Harding into the 1920 presidential race: "I found him sunning himself, like a turtle on a log, and I pushed him into the water."

## The Harding Presidency

In the summer of 1920, the Republicans gathered in Chicago to nominate a candidate for president. Although confident of victory in the upcoming election, they had no outstanding leaders to head the party ticket. As one Republican noted, "There ain't any first raters this year." So party bosses chose "the best of the second raters" as their presidential candidate—Senator **Warren G. Harding** of Ohio. Harding had earned a reputation as a loyal Republican, and Ohio political boss Harry Daugherty pushed through his nomination.



Sensing Americans' longing for calm and stability after decades of progressive reform and world war, Harding declared in his campaign that "America's present need is not heroics, but healing." He promised a return to "normalcy." What Harding meant by "normalcy" was not really clear, but the word sounded reassuring to those Americans who wanted an end to foreign involvement and domestic turmoil.

As Harding's running mate, the Republicans nominated Massachusetts governor **Calvin Coolidge**, who was recognized for his firm stand in the Boston police strike. The Harding-Coolidge ticket won a landslide victory in November 1920—the first presidential election in which women could vote. The Republicans defeated the Democratic candidate, Governor **James Cox** of Ohio, and his young running mate, **Franklin Delano Roosevelt** of New York. The Republicans also made large gains in Congress.

Harding admitted having doubts about his qualifications for the presidency. He reportedly told a friend, "I knew that this job would be too much for me." He tried to compensate by appointing several talented people to the cabinet—**Charles Evans Hughes**, a former Supreme Court justice, as secretary of state; **Andrew Mellon**, a prominent Pittsburgh banker and financier, to head the Treasury Department; and **Herbert Hoover**, a talented organizer, as secretary of commerce.

### The "Ohio Gang"

President Harding also gave jobs in government to many of his friends and political supporters—the so-called **Ohio Gang**. He appointed **Harry Daugherty** attorney general. He named Senator **Albert Fall** of New Mexico, a close friend, secretary of the interior. **Charles Forbes**, another friend, became head of the Veterans Bureau. Other friends of Harding filled offices throughout the administration.

Many of these appointees were unqualified; some turned out to be corrupt. By 1922 Washington buzzed with rumors of scandals within the Harding administration. Forbes, convicted of stealing funds from the Veterans Bureau, fled to avoid imprisonment. Daugherty was accused of receiving bribes but refused to resign.

### Teapot Dome Scandal

The biggest scandal of the Harding administration involved Albert Fall. In 1922 Fall secretly **leased**, or rented, government oil reserves in Elk Hills, California, and Teapot Dome, Wyoming, to the owners of two oil companies. In exchange Fall received more than \$400,000. After the scandal became public, Fall was convicted of bribery and sent to prison, becoming the first cabinet officer ever to go to jail. **Teapot Dome** became a symbol of the corruption in the Harding administration and of government corruption and scandal in general.

Harding himself was not directly involved in any scandals, but as the rumors spread, he grew increasingly distressed. "I have no trouble with my enemies," he said. "But my friends . . . they're the ones that keep me walking the floor nights!"

*Warren G. Harding conducted a successful "front porch" campaign for the presidency in 1920.*





### Analyzing Political Cartoons

The cartoonist uses familiar images of the 1920s. “Big Business”, portrayed as a carefree “flapper” girl, dances to jazz music played by President Coolidge.

**What was the relationship between government and business during Coolidge’s presidency?**

Although Coolidge and Harding differed in style, they held similar political views. Coolidge believed that the best government was the least government and that government should not interfere in the life of the nation. He once said approvingly, “If the federal government should go out of existence, the common run of the people would not detect the difference for a considerable length of time.”

In the summer of 1923, before the full story of the scandals came out, Harding escaped the stresses of Washington, D.C., by taking a trip west. During the trip he became ill, suffered a heart attack, and died.

Vice President Calvin Coolidge was visiting his father in Vermont when he was awakened in the early morning hours of August 3, 1923, with the news of President Harding’s death. Coolidge’s father, a justice of the peace, administered the presidential oath of office. Then the new president—in characteristic Coolidge fashion—calmly turned off the lights and went back to bed.

### Honesty Returns to the White House

Calvin Coolidge was in many ways the complete opposite of Harding. While Harding loved to talk and meet people, Coolidge said very little and earned the name “Silent Cal.” In addition, Coolidge had a reputation for honesty. After becoming president, he allowed the investigations into the Harding scandals to proceed without interference. He fired Daugherty and replaced the remaining members of the Ohio Gang with honest officials.

### A Friend to Business

Under President Coolidge the government took an active role in supporting business. As the president explained, “The chief business of the American people is business. . . . The man who builds a factory builds a temple.”

Coolidge and the Republican-dominated Congress aimed to create a favorable climate for business to promote the nation’s economic prosperity. The government lowered income tax rates on the wealthiest Americans and on corporate profits and cut government spending. It also raised tariffs to protect American business and overturned laws regulating child labor and wages for women.

### A New Term

Coolidge seemed to be exactly what the country wanted. At the Republican national convention in 1924, the president was nominated without opposition. The Democrats took more than 100 ballots to nominate a little-known lawyer, John W. Davis of West Virginia, as their presidential candidate. Wisconsin senator Robert La Follette led a third party, the Progressives, in





the race. Coolidge swept the 1924 presidential election with 54 percent of the popular vote. For the first time in America’s history, women won governors’ races—**Nellie Tayloe Ross** in Wyoming and **Miriam Ferguson** in Texas.

**✓ Reading Check Comparing** Do you think Coolidge followed Harding’s policies about business? Explain.

## Foreign Policy

Harding and Coolidge both favored a limited role for the nation in world affairs. They desired world peace but did not want the nation to join the League of Nations or become involved in international disagreements. Harding had promised the American people that he would not lead them into the League “by the side door, back door, or cellar door.” Many Americans supported this policy of **isolationism**.

### Promoting Peace

The Harding administration made serious efforts to promote peace. After the war the United States, Great Britain, and Japan began a naval arms race. In 1921 Secretary of State Hughes invited Japan and Britain to Washington, D.C., to discuss the problem. In February 1922 the three nations, along with France and Italy, signed the **Five-Power Treaty** to limit the

size of the nations’ navies. The treaty marked the first time in modern history that world powers agreed to disarm.

The United States continued working for peace. In August 1928, it joined 14 other nations in signing the **Kellogg-Briand Pact**, which called for outlawing war. Within a few years, 48 other nations had signed the pact, but it lacked any means of enforcing peace.

### A More Friendly Neighbor

The United States had intervened in Latin American countries several times in the early 1900s to support American business interests. When Harding took office, American troops were stationed in Haiti, the **Dominican Republic**, and **Nicaragua**, and relations with Mexico were tense.

After the Dominican Republic and Nicaragua held elections in the mid-1920s, the United States withdrew its troops from those countries.

At about the same time, American investors asked President Coolidge to send troops into Mexico when its government threatened to take over foreign-owned oil and mining companies. Coolidge chose to negotiate instead, and the United States reached a settlement with Mexico.

**✓ Reading Check Explaining** Why would the Kellogg-Briand Pact prove to be ineffective?

## SECTION 2 ASSESSMENT

### Checking for Understanding

- 1. Key Terms** Use the terms **lease** and **isolationism** in separate sentences that will help explain their meanings.
- 2. Reviewing Facts** Where was Teapot Dome? What did Teapot Dome come to symbolize?

### Reviewing Themes

- 3. Continuity and Change** What actions did the United States take to promote world peace in the 1920s?

### Critical Thinking

- 4. Comparing** What role did Harding and Coolidge think the government should play in people’s lives?
- 5. Making Generalizations** Re-create the diagram below and list two ways the United States government worked to promote American business.



### Analyzing Visuals

- 6. Political Cartoons** Study the cartoon on page 706. Who do the figures represent? What image of the Federal government does the cartoon portray?

### Interdisciplinary Activity

**Art** Draw a political cartoon that illustrates an example of an event that took place during the Harding presidency. Make sure to include a caption with your cartoon.



# Critical Thinking SKILLBUILDER

## Making Generalizations

### Why Learn This Skill?

If you say “We have a great football team,” you are making a generalization, or general statement, about your team. If you go on to say that your team has not lost a game this season and is the top-ranked team, you are providing evidence to support your generalization. When you are studying history, it is often necessary to put together pieces of information, called supporting statements, to arrive at a full picture.

### Learning the Skill

In some cases, authors provide only supporting statements, and you need to make the generalizations on your own.

To make generalizations, follow these steps:

- Identify the subject matter.
- Gather facts and examples related to it.
- Identify similarities or patterns among these facts.
- Use these similarities or patterns to form some general ideas about the subject.

### Practicing the Skill

*Read the passage and the generalizations. Then answer the questions that follow.*

By 1927, 4 out of 5 cars had closed tops, compared with only 1 in 10 in 1919. Now protected from the weather, many families hopped into their cars for short day trips. Many city workers moved to houses in the new suburbs. Car owners now traveled easily to once-distant places, bringing far-flung Americans together for the first time.

#### Generalizations About the Automobile

- a. Automobiles were too expensive to buy.
  - b. The automobile changed American culture in many ways.
  - c. Many businesses arose from the need to service the newly mobile nation.
  - d. Suburbs grew as a result of the automobile.
- 1 Which of the generalizations above are supported by the details in this passage?
  - 2 Write one or two statements that support each of these generalizations.
  - 3 Which of the generalizations are not supported by the passage? Explain.



Traffic jam, 1920s

### Applying the Skill

**Making Generalizations** Make a general statement about your class that describes it. Then write three or four supporting details for that generalization.



Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 1**, provides instruction and practice in key social studies skills.

# SECTION 3

# A Booming Economy

## Guide to Reading

### Main Idea

The United States experienced periods of prosperity and economic expansion during the 1920s.

### Key Terms

recession, gross national product, productivity, installment buying

### Reading Strategy

**Analyzing Information** As you read the section, re-create the diagram below and describe how these ideas affected the American economy.

	Effect on economy
Scientific management	
Assembly line	
Installment buying	

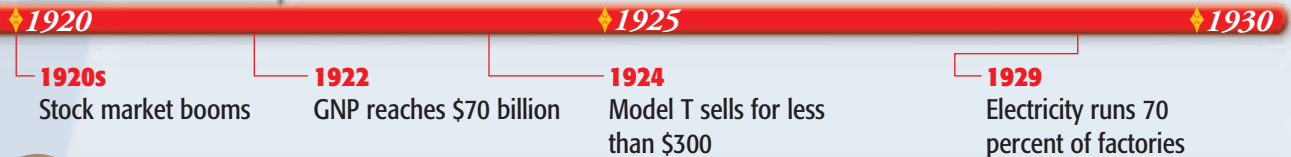
### Read to Learn

- how the prosperity of the 1920s affected the nation and the American people.
- what impact the automobile had on American life.

### Section Theme

**Economic Factors** After a brief post-war recession, the American economy began a steady growth that lasted for most of the 1920s.

### Preview of Events



1920s gas pump

## AN American Story

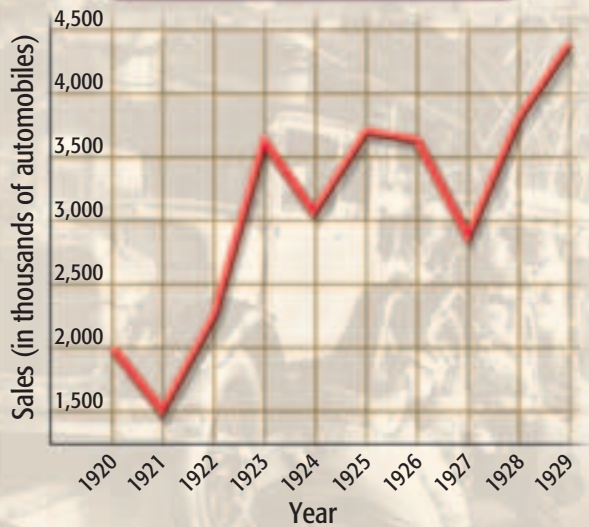
During the “golden age of the automobile” in the 1920s, the car became a vital part of many Americans’ lives. A mother of nine children said that her family “would rather do without clothes than give up the car.” In the past, they had wanted to visit her sister-in-law, but by the time the children were “shoed and dressed” there wasn’t any money left to pay for trolley fare. “Now no matter how [the children] look, we just poke ‘em in the car and take ‘em along.”

### Growth in the 1920s

After World War I, the American economy experienced problems readjusting to peacetime. Millions of soldiers returned, entering the labor force and competing for jobs. Government orders for wartime goods came to a halt, forcing many companies to lay off workers. Other companies went bankrupt. Prices rose, making it hard for workers to make ends meet. This economic downturn, or **recession**, lasted about two years. The economy then began a steady growth that lasted most of the decade. In 1922 the nation’s **gross national product**



## Auto Sales, 1920–1929



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

### Graph Skills

A drop in auto sales occurred in 1927 when Ford stopped producing the Model T. Six months later his new Model A was produced.

**Comparing** About how many more autos were sold in 1928 than in 1924?

(GNP)—the total value of all goods and services produced—was \$70 billion. By 1929 it had risen to \$100 billion!

Technology made rapid industrial growth possible, and electricity powered American industry. Before World War I, only 30 percent of factories were run by electricity. By 1929 this figure had risen to 70 percent. Electricity was cheaper than steam power. By cutting costs, businesses could lower prices and increase profits.

## Scientific Management

New ways of managing operations contributed to economic growth as well. Many employers used **scientific management**—hiring experts to study how goods could be produced more quickly. By adopting new work methods, businesses tried to lower costs and increase **productivity**—the amount of work each worker could do.

Many businesses adopted mass production techniques using the **assembly line**, which was

first introduced in Henry Ford’s automobile factories. Assembly line methods increased productivity and cut production costs.

## Worker Relations

Businesses tried to build better relations with workers. Many companies set up safety programs that lowered the risk of death or injury on the job. Some began to provide health and accident insurance. Many companies encouraged workers to buy stock in the company. These steps—known as **welfare capitalism**—were designed to link workers more closely to the company they worked for. Business also adopted these steps to discourage workers from joining independent unions.

## The Consumer Economy

American industry changed in another way as well. As electricity became more available, demand grew for appliances using electric power. By the 1920s, more than 60 percent of American households had electricity. Consumers eagerly acquired refrigerators, stoves, vacuum cleaners, fans, and radios. As demand for these items grew, more and more of them were produced, leading to reduced production costs and lower prices. Between 1920 and 1929, for example, the cost of a refrigerator dropped from \$600 to \$300.

These appliances transformed daily life. People did not have to spend as much time on household chores. Now they had more leisure time.

In the 1920s successful companies joined with or purchased competitors. Three companies—Ford, General Motors, and Chrysler—dominated the auto industry. One grocery chain—the Great Atlantic and Pacific Tea Company (A&P)—had more than 15,000 stores across the country. Businesses became national as the products of many local companies were replaced by national brands.

To market those national brands, businesses spent more and more money on advertising. Propaganda techniques learned during World War I were now used to persuade consumers to buy a particular brand of toothpaste, clothing, or soap. Newspapers and magazines were filled



with ads, and with the spread of radio a new advertising form—the commercial announcement—was born.

Spurred by ads to buy more and more, consumers found a new way to make those purchases—**installment buying**. Consumers could now buy products by promising to pay small, regular amounts over a period of time. One critic of installment buying called the system “a dollar down and a dollar a week forever.” The installment method of buying boosted consumer spending.

**✓ Reading Check Explaining** Why did the price of some consumer goods decrease?

## The Automobile Age

More often than not, people used the installment plan to buy a new car. During the 1920s, automobile registrations jumped from 8 million

to 23 million. America quickly became a “car culture,” in which people’s lives revolved around the automobile. The nation’s economy, too, revolved around the automobile. Almost four million Americans worked for auto companies or in related jobs. **Detroit, Michigan**, became the automobile manufacturing center of the world.

**Henry Ford** was a pioneer in the manufacture of affordable automobiles with his **Model T**, which was built using assembly line methods. The car was sturdy, reliable, inexpensive, and available only in black. In 1914 Ford stunned the auto industry—and all corporate leaders, for that matter—by announcing that he would pay his workers the high wage of \$5 per day. Workers were happy, and Ford had more potential customers as he steadily dropped the price of his Model T. By 1924 the car sold for less than \$300. With the average industrial worker earning about \$1,300 a year, many families could afford to buy a Model T.

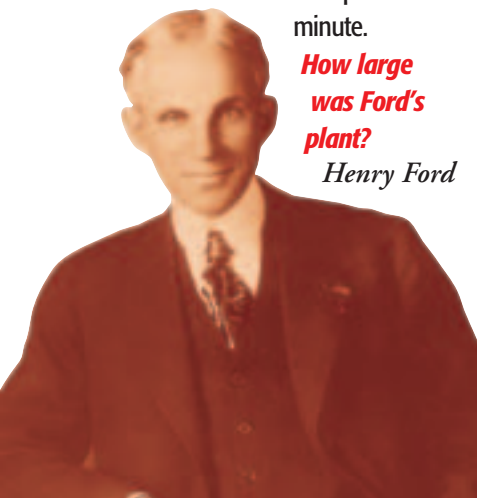
## TECHNOLOGY & History

### Henry Ford's Assembly Line

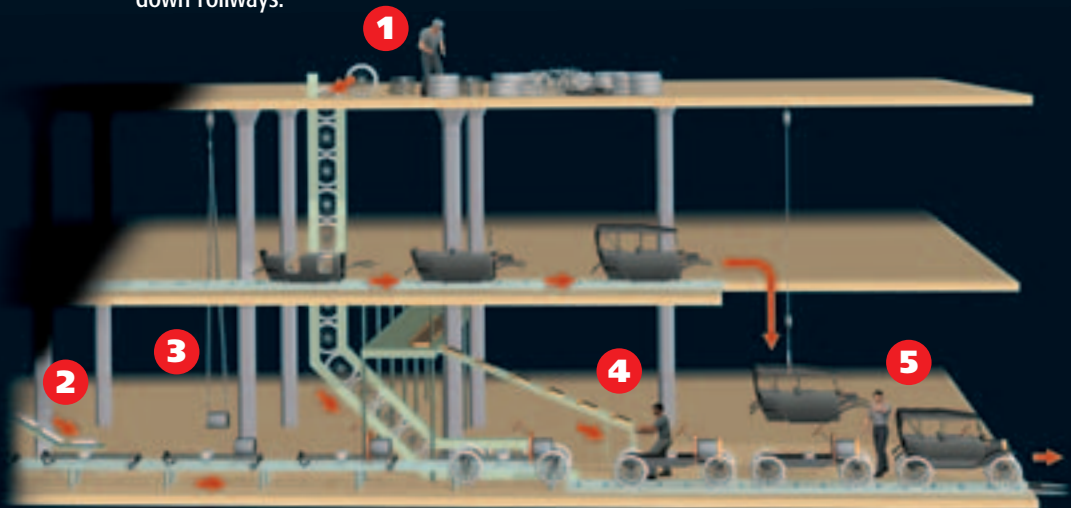
The industrial boom of the 1920s owed much to the assembly line Henry Ford first used in 1913–1914. Parts moved on a conveyor belt. Workers attached the parts to cars moving past them at a steady speed of six feet per minute.

*How large was Ford's plant?*

*Henry Ford*



**1** Tires are put on the wheels and dropped down rollways.



**2** Tanks filled with one gallon of gas slide from the “Tank Bridge.”

**3** Engines built on the third floor are lowered onto the chassis.

**4** Radiators arrive from the far end of the 60-acre factory.

**5** Auto bodies are assembled on the second floor, then lowered through the ceiling onto the moving chassis.



**Student Web Activity**

Visit [taj.glencoe.com](http://taj.glencoe.com) and click on **Chapter 24—Student Web Activities** for an activity on the history of the automobile.

By the mid-1920s, other automobile models challenged the Model T. General Motors cut into Ford's sales by offering a line of cars in a range of colors and with features to improve passenger comfort. In 1927 Ford

responded with the **Model A**, which had better engineering and came in several colors. Out of this competition came the practice of introducing new car models each year.

**Effect on Other Industries**

The automobile had a tremendous impact on other American industries. Americans' love of driving called for new roads and highways. Highways, in turn, needed gas stations and rest stops. Businesses along major roads profited from the millions of people now traveling around the country by car. Tourism grew dramatically.

The car boom affected industries that made products used in cars. The steel, rubber, and glass industries grew. During the 1920s the oil industry shifted from producing lubricants to refining gasoline for automobiles.

The automobile dramatically changed the lives of many Americans. Travel for pleasure became a regular part of American life. People could now go wherever they wished. Cars also

contributed to the spread of suburbs. Because people could now drive to work, they could live in a suburb and still hold a job in the city.

**Those Left Behind**

Despite all the signs of prosperity, many Americans did not share in the boom of the 1920s. Farmers had an especially difficult time. During the war, the federal government had purchased wheat, corn, and other products, and farmers had prospered from higher prices. When the war ended, farmers had to compete with European agriculture again. Food prices fell, and farm income plummeted. Unable to pay their debts, many farmers lost their farms.

Farmers were not the only ones feeling the pinch. Those who worked in the railroad and coal mining industries had a difficult time as trucks took business from railroads and electricity replaced coal as a power source. Americans now were buying less cotton and more clothes made of synthetic fibers. As cotton prices plunged, many textile factories were forced to shut down. Wages rose slightly for most workers, but the cost of living rose more. By 1929 nearly three-fourths of families had incomes below \$2,500, the accepted level necessary for a comfortable life.

**Reading Check Explaining** What action did Henry Ford take when other auto manufacturers offered new lines of cars?

**SECTION 3 ASSESSMENT****Checking for Understanding**

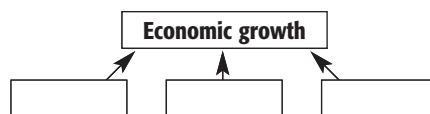
- Key Terms** Define each of the following terms: **recession**, **gross national product**, **productivity**, **installment buying**.
- Reviewing Facts** Describe the economic problems that existed in America after World War I.

**Reviewing Themes**

- Economic Factors** How did the auto industry help boost other industries?

**Critical Thinking**

- Drawing Conclusions** How did welfare capitalism discourage people from joining unions?
- Organizing Information** Re-create the diagram below and identify three factors that helped to bring about a strong economy.

**Analyzing Visuals**

- Graph Skills** Study the graph on page 710. In which year did auto sales first pass three million?

**Interdisciplinary Activity**

**Math** Research the total auto sales for a recent 10-year period. Compare your findings with the graph on page 710. Write a paragraph comparing the two sets of figures. Include any conclusions you reach.

# SECTION 4

# The Roaring Twenties

## Guide to Reading

### Main Idea

Many Americans favored traditional values, while others favored change.

### Key Terms

flapper, mass media, expatriate, Prohibition, nativism, quota system, evolution

### Reading Strategy

**Organizing Information** As you read the section, re-create the diagram below and describe the accomplishments of these individuals.

	Accomplishments
Charles Lindbergh	
Bessie Smith	
Langston Hughes	
Ernest Hemingway	

### Read to Learn

- how lifestyles in America changed in the 1920s.
- what cultural clashes occurred in the United States in the 1920s.

### Section Theme

**Continuity and Change** The Roaring Twenties were a time of changing attitudes and clashing cultures.

### Preview of Events



Song sheet honoring Lindbergh

## AN American Story

On the evening of May 19, 1927, a young pilot named Charles Lindbergh learned that, although it was drizzling on Long Island, the weather reports predicted fair skies for his miraculous trip. He decided to get ready. Throughout a sleepless night, Lindbergh made the final preparations for takeoff. Shortly before 8:00 A.M., Lindbergh climbed into his aircraft and took off for Paris. With the news of his departure “flashing along the wires,” the American people were united in “the exaltation of a common emotion.” All minds and hearts were focused on the brave pilot who was crossing the vast Atlantic Ocean.

### New Directions

In May 1927, aviator **Charles Lindbergh** became the first person to fly alone across the Atlantic Ocean. He did so in a tiny, single-engine plane named the *Spirit of St. Louis*. Americans went wild and hailed a new hero. Cities across the nation held parades to honor Lindbergh—in New York City well-wishers threw





*Flappers reflected the modern spirit of the Jazz Age.*

*Movie poster, 1926*



1,800 tons of paper streamers—and newspapers reported on his every move. The national embrace of Lindbergh showed what one historian called a “delighted concern over things that were exciting but didn’t matter profoundly.”

### Changes for Women

The 1920s did bring profound changes for women. One important change took place with the ratification of the **Nineteenth Amendment** in 1920. The amendment guaranteed women in all states the right to vote. Women also ran for election to political offices. 📖 (See page 249 for the text of the *Nineteenth Amendment*.)

Throughout the 1920s the number of women holding jobs outside the home continued to grow. Most women had to take jobs considered “women’s” work, such as teaching and working in offices as clerks and typists. At the same time, increasing numbers of college-educated women

started professional careers, and more women worked after marriage. But the vast majority of married women remained within the home, working as homemakers and mothers.

The flapper symbolized the new “liberated” woman of the 1920s. Pictures of **flappers**—care-free young women with short, “bobbed” hair, heavy makeup, and short skirts—appeared in magazines. Many people saw the bold, boyish look and shocking behavior of flappers as a sign of changing morals. Though hardly typical of American women, the flapper image reinforced the idea that women now had more freedom. Pre-war values had shifted, and many people were beginning to challenge traditional ways.

✔ **Reading Check** **Describing** What did the Nineteenth Amendment guarantee?

## Entertainment

Changes in attitudes spread quickly because of the growth of **mass media**—forms of communication, such as newspapers and radio, that reach millions of people. Laborsaving devices and fewer working hours gave Americans more leisure time. In those nonworking hours, they enjoyed tabloid-style newspapers, large-circulation magazines, phonograph records, the radio, and the movies.

### The Movies and Radio

In the 1920s the motion picture industry in **Hollywood**, California, became one of the country’s leading businesses. For millions of Americans, the movies offered entertainment and escape.

The first movies were black and white and silent, with the actors’ dialog printed on the screen and a pianist playing music to accompany the action. In 1927 Hollywood introduced movies with sound. The first “talkie,” *The Jazz Singer*, created a sensation.

The radio brought entertainment into people’s homes in the 1920s. In 1920 the first commercial radio broadcast, which carried the presidential election returns, was transmitted by station KDKA in Pittsburgh. In the next three years nearly 600 stations joined the airwaves.





The networks broadcast popular programs across the nation. The evening lineup of programs included something for everyone—news, concerts, sporting events, and comedies. Radio offered listeners a wide range of music—opera, classical, country and western, blues, and jazz. *Amos 'n' Andy* and the *Grand Ole Opry* were among the hit shows of the 1920s. Families sat down to listen to the radio together.

Businesses soon realized that the radio offered an enormous audience for messages about their products, so they began to help finance radio programs. Radio stations sold spot advertisements, or commercials, to companies.

### Sports and Fads

Among the favorite radio broadcasts of the 1920s were athletic events. Baseball, football, and boxing soared in popularity. Americans flocked to sporting events, and more people participated in sports activities as well.

Sports stars became larger-than-life heroes. Baseball fans idolized **Babe Ruth**, the great outfielder, who hit 60 home runs in 1927—a record that would stand for 34 years. Football star Red Grange, who once scored four touchdowns in 12 minutes, became a national hero. Golfer Bobby Jones and Gertrude Ederle, the first woman to swim the English Channel, became household names.

In the 1920s Americans took up new activities with enthusiasm, turning them into fads. The Chinese board game *mah-jongg* (mah•ZHANG) and crossword puzzles were all the rage. Contests such as flagpole sitting and dance marathons—often lasting three or four days—made headlines. Americans also loved the Miss America Pageant, which was first held in 1921.

 **Reading Check** **Comparing** What fads were popular in the 1920s? What are two comparable fads today?

## The Jazz Age

During the 1920s people danced to the beat of a new kind of music called jazz. Jazz captured the spirit of the era so well that the 1920s is often referred to as the **Jazz Age**.

Jazz had its roots in the South in African American work songs and in African music. A blend of ragtime and blues, it uses dynamic rhythms and **improvisation**—new rhythms and melodies created during a performance. Among the best-known African American jazz musicians were trumpeter **Louis Armstrong**, pianist and composer **Duke Ellington**, and singer **Bessie Smith**. White musicians such as Paul Whiteman and Bix Biederbecke also played jazz and helped bring it to a wider audience.

Interest in jazz spread through radio and phonograph records. Jazz helped create a unique African American recording industry. Equally important, jazz gave America one of its most distinctive art forms.

### Harlem Renaissance

The rhythm and themes of jazz inspired the poetry of **Langston Hughes**, an African American writer. In the 1920s, Hughes joined the growing number of African American writers and artists who gathered in **Harlem**, an African American section of New York City. Hughes described his arrival in Harlem:

“I can never put on paper the thrill of the underground ride to Harlem. I went up the steps and out into the bright September sunlight. Harlem! I stood there, dropped my bags, took a deep breath and felt happy again.”

*Langston Hughes*



Harlem witnessed a burst of creativity in the 1920s—a flowering of African American culture called the **Harlem Renaissance**. This movement instilled an interest in African culture and pride in being African American.

During the Harlem Renaissance, many writers wrote about the African American experience in novels, poems, and short stories. Along with Hughes were writers like James Weldon Johnson, Claude McKay, Countee Cullen, and Zora Neale Hurston.





*Bessie Smith*



*Jazz record label*

*Based in New Orleans, King Oliver's Creole Jazz Band was one of the best and most important bands in early jazz.*

## A Lost Generation of Writers

At the same time that the Harlem Renaissance blossomed, other writers were questioning American ideals. Disappointed with American values and in search of inspiration, they settled in Paris. These writers were called **expatriates**—people who choose to live in another country. Writer **Gertrude Stein** called these rootless Americans “the lost generation.”

Novelist **F. Scott Fitzgerald** and his wife, **Zelda**, joined the expatriates in Europe. In *Tender Is the Night*, Fitzgerald wrote of people who had been damaged emotionally by World War I. They were dedicated, he said,

“to the fear of poverty and the worship of success.”

Another famous American expatriate was novelist **Ernest Hemingway**, whose books *The Sun Also Rises* and *A Farewell to Arms* reflected the mood of Americans in postwar Europe.

While some artists fled the United States, others stayed home and wrote about life in America. Novelist **Sinclair Lewis** presented a critical view

of American culture in such books as *Main Street* and *Babbitt*. Another influential American writer was **Sherwood Anderson**. In his most famous book, *Winesburg, Ohio*, Anderson explored small-town life in the Midwest.

**✓ Reading Check Describing** What type of music did Louis Armstrong play?

## Prohibition

During the 1920s the number of people living in cities swelled, and a modern industrial society came of age. Outside of the cities, many Americans identified this new, urban society with crime, corruption, and immoral behavior. They believed that the America they knew and valued—a nation based on family, church, and tradition—was under attack. Disagreement grew between those who defended traditional beliefs and those who welcomed the new.

The clash of cultures during the 1920s affected many aspects of American life, particularly the use of alcoholic beverages. The temperance movement, the campaign against alcohol use, had begun in the 1800s. The movement was



rooted both in religious objections to drinking alcohol and in the belief that society would benefit if alcohol were unavailable.

The movement finally achieved its goal in 1919 with the ratification of the **Eighteenth Amendment** to the Constitution. This amendment established **Prohibition**—a total ban on the manufacture, sale, and transportation of liquor throughout the United States. Congress passed the **Volstead Act** to provide the means of enforcing the ban. In rural areas in the South and the Midwest, where the temperance movement was strong, Prohibition generally succeeded. In the cities, however, Prohibition had little support. The nation divided into two camps: the “drys”—those who supported Prohibition—and the “wets”—those who opposed it.

### Consequences of the Ban

A continuing demand for alcohol led to widespread lawbreaking. Some people began making wine or “bathtub gin” in their homes. Illegal bars and clubs, known as speakeasies, sprang up in cities. Hidden from view, these clubs could be entered only by saying a secret password.

With only about 1,500 agents, the federal government could do little to enforce the Prohibition laws. By the early 1920s, many states in the East stopped trying to enforce the laws.

Prohibition contributed to the rise of organized crime. Recognizing that millions of dollars could be made from **bootlegging**—making and selling illegal alcohol—members of organized crime moved in quickly and took control. They used their profits to gain influence in businesses, labor unions, and governments.


Crime boss Al “Scarface” Capone controlled organized crime and local politics in Chicago. Defending his involvement in illegal alcohol, Capone said,

“I make my money by supplying a popular demand. If I break the law, my customers are as guilty as I am.”

Eventually, Capone was arrested and sent to prison.



Al Capone

Over time many Americans realized that the “noble experiment,” as Prohibition was called, had failed. Prohibition was repealed in 1933 with the **Twenty-first Amendment**.  (See pages 249 and 250 for the text of the Eighteenth and Twenty-first Amendments.)

 **Reading Check** **Analyzing** Why was Prohibition difficult to enforce?

## Nativism

The anxieties many native-born Americans felt about the rapid changes in society contributed to an upsurge of **nativism**—the belief that native-born Americans are superior to foreigners. With this renewed nativism came a revival of the **Ku Klux Klan**.

As you read in Chapter 17, the first Klan had been founded in the 1860s in the South to control newly freed African Americans through the use of threats and violence. The second Klan, organized in 1915, still preyed on African Americans, but it had other targets as well—Catholics, Jews, immigrants, and other groups believed to represent “un-American” values.

In the 1920s the new Klan spread from the South to other areas of the country, gaining considerable power in such states as Indiana and Oregon and in many large cities. For the most part, the Klan used pressure and scare tactics to get its way, but sometimes Klan members whipped or lynched people or burned property.

The Klan began to decline in the late 1920s, however, largely as a result of scandals and power struggles involving Klan leaders. Membership shrank, and politicians who had been supported by the Klan were voted out of office.

The concerns of the Red Scare days had not completely disappeared. Some Americans feared foreign radicals would overthrow the government. Others believed foreigners would take away their jobs. This anti-immigrant prejudice was directed mainly at southern and eastern Europeans and Asians.

# People In History

Will Rogers 1879–1935



Part Native American, Will Rogers grew up in the West roping cattle and riding on the range. He landed jobs with Wild West shows and soon perfected his riding and trick-roping act, which, along with his personality and sense of humor, made him a star.

By 1920 Will Rogers was starring on both

stage and screen.

A daily newspaper column he started in 1926 spread his humorous views on life and politics. Claiming “I don’t make jokes—I just watch the government and report the facts,” he poked fun in a light-hearted way and was never hostile. One of his favorite sayings was

“I never met a man I didn’t like.”

By the late 1920s, audiences were listening to his commentary on the radio. To Americans, Rogers had become a national treasure. They mourned when Rogers died in a plane crash near Point Barrow, Alaska, in August 1935.

In 1921 Congress responded to nativist fears by passing the **Emergency Quota Act**. This law established a **quota system**, an arrangement placing a limit on the number of immigrants from each country. According to the act, only 3 percent of the total number of people in any national group already living in the United States would be admitted during a single year. Because there had been fewer immigrants from southern and eastern Europe than from northern and western Europe at that time, the law favored northern and western European immigrants.

Congress revised the immigration law in 1924. The **National Origins Act** reduced the annual country quota from 3 to 2 percent and based it on the census of 1890—when even fewer people from southern or eastern Europe lived in America. The law excluded Japanese immigrants completely. An earlier law, passed in 1890, had already excluded the Chinese.

These quota laws did not apply to countries in the Western Hemisphere. As a result, immigration of Canadians and Mexicans increased. By 1930 more than one million Mexicans had come to live in the United States.

 **Reading Check** **Describing** What is a quota system?

## The Scopes Trial

Another cultural clash in the 1920s involved the role of religion in society. This conflict gained national attention in 1925 in one of the most famous trials of the era.

In 1925 the state of Tennessee passed a law making it illegal to teach **evolution**—the scientific theory that humans evolved over vast periods of time. The law was supported by Christian fundamentalists, who accepted the biblical story of creation. The fundamentalists saw evolution as a challenge to their values and their religious beliefs.

A young high school teacher named John Scopes deliberately broke the law against teaching evolution so that a trial could test its legality. Scopes acted with the support of the American Civil Liberties Union (ACLU). During the sweltering summer of 1925, the nation followed day-to-day developments in the **Scopes trial** with great interest. More than a hundred journalists from around the country descended on Dayton, Tennessee, to report on the trial.

Two famous lawyers took opposing sides in the trial. **William Jennings Bryan**, Democratic candidate for president in 1896, 1900, and 1908



and a strong opponent of evolution, led the prosecution. **Clarence Darrow**, who had defended many radicals and labor union members, spoke for Scopes.

Although Scopes was convicted of breaking the law and fined \$100, the fundamentalists lost the larger battle. Darrow’s defense made it appear that Bryan wanted to impose his religious beliefs on the entire nation. The Tennessee Supreme Court overturned Scopes’s conviction, and other states decided not to prosecute similar cases.

The Scopes case may have dealt a blow to fundamentalism, but the movement continued to thrive. Rural people, especially in the South and Midwest, remained faithful to their religious beliefs. When large numbers of farmers migrated to cities during the 1920s, they brought fundamentalism with them.

**Reading Check Explaining** What law did Scopes challenge?

## The Election of 1928

In 1927 President Coolidge shocked everyone by announcing that he would not run for a second full term. **Herbert Hoover** declared his candidacy for the Republican nomination.

During World War I, Hoover had won respect as the head of a committee providing food relief for Europe. He showed such a gift in the role that “to Hooverize” came to mean “to economize, to save and share.” Later, Hoover served Presidents Harding and Coolidge as secretary of commerce.

Hoover worked tirelessly to promote cooperation between government and business. A symbol of the forward-looking middle class, he easily won the Republican nomination.

The Democrats chose a far different kind of candidate—**Alfred E. Smith**, governor of New York. The son of immigrants and a man of the city, Smith opposed Prohibition and championed the poor and the working class. As the first Roman Catholic nominee for president, Smith was the target of anti-Catholic feeling. Hoover won the election by a landslide due to both the Republican prosperity of the 1920s and the prejudice against Smith. The contest reflected many of the tensions in American society—rural versus urban life, nativism versus foreign influences, “wets” versus “drys,” Protestants versus Catholics, traditional values versus modern values.

**Reading Check Identifying** Who was elected president in 1928?

# SECTION 4 ASSESSMENT

### Checking for Understanding

- Key Terms** Use each of these terms in a sentence that will help explain its meaning: **flapper, mass media, expatriate, Prohibition, nativism, quota system, evolution.**
- Reviewing Facts** What was the Harlem Renaissance? Name two writers associated with it.

### Reviewing Themes

- Continuity and Change** How did the Scopes trial reflect the desire of many Americans to return to traditional values?

### Critical Thinking

- Making Generalizations** Why do you think Gertrude Stein referred to many American writers as “the lost generation”?
- Drawing Conclusions** Re-create the diagram below and describe how each person contributed to his or her field.

	Contribution
Sherwood Anderson	
Countee Cullen	
Louis Armstrong	

### Analyzing Visuals

- Picturing History** Study the photos on page 716. What does the mood of the country seem to be at this time? Write a short paragraph in which you explain your analysis.

### Interdisciplinary Activity

**Reading** Find and read a poem by a writer who interests you. Find illustrations and photographs that help to communicate the meaning of the poem. Display the poem and illustrations on poster board.





# Chapter Summary

## The Jazz Age

### Time of Turmoil

- Fear of communism grows.
- Labor strikes occur.
- Racial tensions grow.
- Voters elect leaders who promise isolation.
- Harding’s administration is marred by scandal.
- Coolidge continues Harding’s pro-business economic policies.



### A Booming Economy

- Demand grows for products.
- Installment buying boosts consumer spending.
- The auto industry brings benefits and changes.



### The Roaring Twenties

- Women gain the right to vote through the Nineteenth Amendment.
- Mass media grows.
- Entertainment industry grows.
- Harlem Renaissance instills interest in African culture.



### Clashing Cultures

- The Eighteenth Amendment establishes Prohibition. The Twenty-first Amendment repeals Prohibition.
- Nativism helps revive the Ku Klux Klan.
- Congress passes quota laws to limit immigration.
- The Scopes trial symbolizes the tensions of the 1920s.

### Reviewing Key Terms

On a sheet of paper, use the following vocabulary words to write two paragraphs about the decade of the 1920s.

1. isolationism
2. gross national product
3. installment buying
4. Prohibition
5. quota system

### Reviewing Key Facts

6. What is capitalism?
7. How did Calvin Coolidge respond to the 1919 Boston police strike?
8. Who were the presidential candidates in 1920?
9. What did the Five-Power Treaty limit?
10. What is installment buying?
11. What did Charles Lindbergh accomplish?
12. Name three important jazz musicians.

### Critical Thinking

13. **Determining Cause and Effect** How was the Red Scare used to turn the public against unions?
14. **Reviewing Themes: Global Connections** How did President Harding feel about the League of Nations?
15. **Analyzing Information** What new forms of entertainment were available to the American people in the 1920s as a result of new technology?
16. **Economic Factors** Re-create the diagram below and describe what you think are the advantages and disadvantages of scientific management.

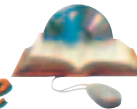
Scientific management	
Advantages	Disadvantages

### Citizenship Cooperative Activity

17. **The Political Process** With a partner, find out how political parties in your state nominate candidates for office. Then interview neighbors who are active in a political party. If any of them have participated in the nominating process, ask them about their experiences. Prepare a brochure on the nominating process to distribute in your neighborhood.

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HISTORY  
Online



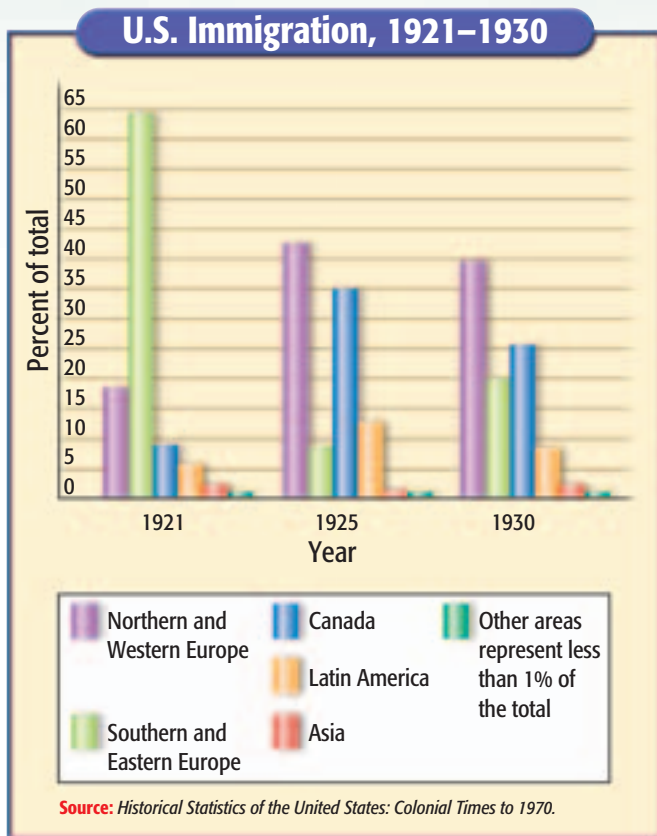
Self-Check Quiz

Visit [taj.glencoe.com](http://taj.glencoe.com) and click on **Chapter 24—Self-Check Quizzes** to prepare for the chapter test.



**Geography and History Activity**

Study the graph below; then answer the questions that follow.



- 18. What information is presented on the graph?
- 19. What percentage of emigrants came from Asia in 1925?
- 20. During which year shown was emigration from Canada the highest?
- 21. From what region was emigration the highest in 1921?
- 22. Use information presented in the graph to confirm or disprove this generalization: The percentage of emigrants from Canada remained constant throughout the decade.

**Practicing Skills**

- 23. **Making Generalizations** Over a period of weeks, read the editorials in your local newspaper. Then write a list of generalizations about the newspaper's position on issues such as politics or crime.

**Economics Activity**

- 24. Working with a partner, contact your local chamber of commerce to learn about some of the major businesses or industries in your area. Next conduct a business survey in your neighborhood. Find out where people work, what type of work they do, and how long they have worked. Encourage the people you survey to learn more about local businesses.



**Alternative Assessment**

- 25. **Portfolio Project** Research the lives of people who were teenagers during the 1920s. Your local history museum or back issues of newspapers may be helpful. Try to learn about some of the following topics: education, styles of clothing, forms of recreation, and music. Look for pictures that record styles of clothing, hairdos, and social events of the period. Report your findings orally to the class. Then file your written summary in your portfolio.



**Standardized Test Practice**

**Directions: Choose the best answer to the following question.**

In 1920, women won an important victory when the Nineteenth Amendment was ratified. What did this amendment accomplish?

- F It required colleges to accept women.
- G It guaranteed equal wages for equal work.
- H It banned discrimination in the workplace.
- J It granted women the right to vote.

**Test-Taking Tip**

Eliminate answers that don't make sense. For example, choice F is unlikely because the Nineteenth Amendment did not require colleges to accept women. Use the process of elimination to find the right answer.