

CHAPTER

24

1. Postwar Economics and Politics
2. The Jazz Age and Popular Culture
3. The Harlem Renaissance

The Roaring Twenties

1919–1929



ESSENTIAL QUESTION

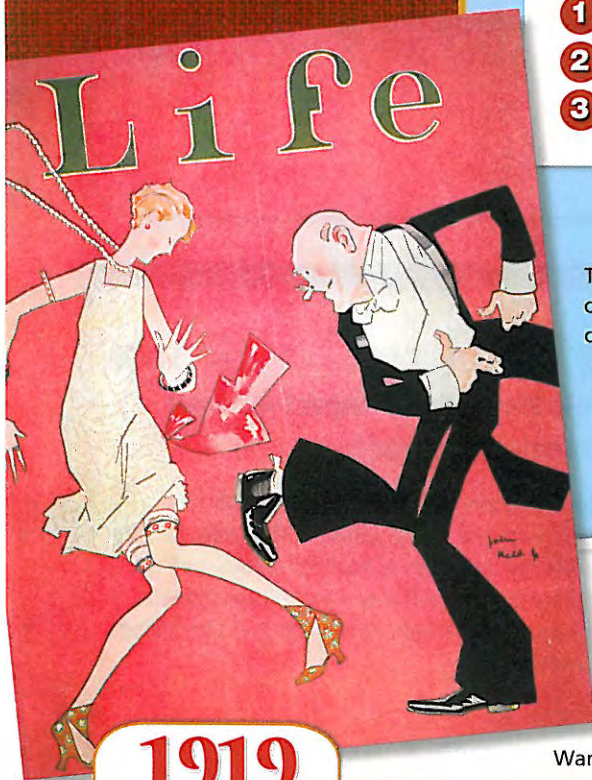
How did American society change during the 1920s?

CONNECT Geography & History

What economic activities helped drive U.S. prosperity in the 1920s?

Think about:

- 1 population growth and migration
- 2 why cities became leading economic centers
- 3 the importance of transportation



This 1920s magazine cover captures the carefree spirit of the decade.

Women vote in their first national election in 1920.



1919

United States moves to a peacetime economy.

1920 Prohibition takes effect.

Warren G. Harding is elected president.



Warren G. Harding

1923 Harding dies in office.

Effect Calvin Coolidge becomes president. U.S. economy booms.

Personal Income in the U.S. 1927

[Click here](#) to explore the Roaring Twenties @ClassZone.com



Under \$100
\$101 to \$200
\$201 to \$300
Over \$300

Louis Armstrong brought jazz from its birthplace in New Orleans to the North in the 1920s.



1924 Coolidge is elected.

Effect Influence of business grows.

1927 Charles Lindbergh makes first solo flight across the Atlantic.

1929

1925 Jazz Age and Harlem Renaissance are in full swing.

Effect American culture changes dramatically.



SECTION
1

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

The devastation of World War I and the turmoil of 1919 changed life in America in significant ways.

NOW YOU WILL LEARN

During the 1920s, most Americans were eager for a “return to normalcy” and prosperity.

▶ Vocabulary

TERMS & NAMES

Warren G. Harding 29th president, served from 1921–1923 with a focus on peace abroad and prosperity at home

assembly line manufacturing using a conveyor belt to move materials to workers who stay in one place to work

installment buying paying for items in small monthly payments

Teapot Dome Scandal corruption by a Harding cabinet member, who took bribes to allow oil drilling on public lands

Calvin Coolidge 30th president, served from 1923–1929 with a pro-business aim

laissez-faire economics theory that business, if free of government regulation, will act in ways that benefit the nation

BACKGROUND VOCABULARY

credit arrangement for delayed payment of a loan or purchase

REVIEW

tariff tax on imported goods

▶ Reading Strategy

Re-create the diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to record important events in the order in which they occurred.



Skillbuilder Handbook, page R5.

SEQUENCE EVENTS

1920 Harding elected president		
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GRAPHIC ORGANIZERS
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Postwar Economics and Politics



15.C.3 Identify and explain the effects of various incentives to produce a good or service.
16.C.3c Describe how economic developments and government policies after 1865 affected the country's economic institutions including corporations, banks and organized labor.

One American's Story

From 1908 to 1927, the Ford Motor Company sold over 15 million Model T cars, making owner Henry Ford one of the world's first billionaires. The Model T sold well because it was very affordable. To keep costs down, Ford used new manufacturing methods and sold the Model T in just one color—black.

PRIMARY SOURCE

“I will build a car for the great multitude. It will be large enough for the family, but small enough for the individual to run and care for. It will be constructed of the best materials. . . . But it will be so low in price. . . .”

—Henry Ford, quoted in *My Life and Work*, 1922



Henry Ford stands with one of his first Model Ts (right) and his 10 millionth.

However, by the mid-1920s, Ford's rival, Alfred Sloan of General Motors, saw that Americans wanted more stylish cars. Sloan began producing new models to meet these changing demands. His motto was: “A car for every purse and purpose.” In 1927, Ford stopped producing Model Ts—and General Motors became the nation's leading car maker. The car symbolized American freedom, ingenuity, and prosperity in the 1920s.

America After World War I

KEY QUESTION What did Warren G. Harding offer Americans as president?

The 1920s did not get off to a roaring start. As you learned, 1919 had been a tumultuous year, with strikes, race riots, and the Red Scare. The U.S. postwar economy also struggled, putting many people out of work. Fairly or not, many Americans blamed Europe, immigrants—and President Woodrow Wilson—for this instability.

Connecting History

Women's Suffrage

Women gained the right to vote in 1920 with the passage of the 19th Amendment.

Postwar Politics During the 1920 presidential campaign, the Republican nominee, **Warren G. Harding**, a U.S. senator from Ohio, promised a “return to normalcy.” Harding supported lower taxes and less government regulation over business. He also rejected Wilson’s call to join the League of Nations.

Harding’s pro-business, isolationist stances appealed to many Americans. As a result, he won the 1920 election—the first in which women could vote. Harding then chose a pro-business cabinet to help him lower taxes and balance the budget.

A Protective Tariff After World War I, many European countries had large war debts. America’s economy was also struggling to change from a war economy to a peacetime one. Congress saw its main duty as protecting “the home market for American labor, agriculture, and industry.” As a result, it passed the Fordney-McCumber Tariff in 1922, which President Harding signed into law. This **tariff** set the highest level of taxes on foreign goods in U.S. history to date. It made imported goods very expensive and enabled U.S. companies to keep their prices high.

PROBLEMS AND SOLUTIONS How did Harding’s policies address the concerns of Americans in the early 1920s?

Mixed Industrial Success

KEY QUESTION What economic developments affected life in the 1920s?

Harding’s policies helped the economy grow rapidly during the 1920s. Americans had more money to spend than ever before.

Roots of Prosperity In 1913, the United States established an income tax. To help pay for the war, the maximum tax rate was raised to 67 percent in 1917. In 1924, the maximum rate was reduced to 46 percent, and then to 25 percent in 1925. These income tax cuts helped create prosperity.

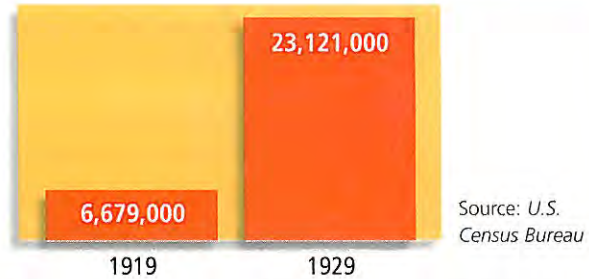
Cheap fuel also powered the new prosperity. In urban areas, electric power reached nearly every home. As a result, new consumer products—such as electric vacuum cleaners, washers, toasters, and fans—became more popular and created new jobs. But rural areas saw little economic growth.

The Transportation Industry Henry Ford wanted to make a car—the Model T—that most people could afford. To speed up production and lower costs, Ford used an **assembly line** in which materials move along a conveyor belt while workers stay in one place. Workers add parts or do one specific job as the belt moves past them. Assembly lines and modern manufacturing processes enabled Ford to lower costs and increase productivity.

The appeal of modern conveniences like this new refrigerator grew in the 1920s.



COMPARING Car Registrations



CRITICAL THINKING Form and Support Opinions
Why do you think car registrations rose so much in the 1920s?

Car makers employed hundreds of thousands of workers to meet the growing demand. Assembly line work was hard and dangerous.

PRIMARY SOURCE

“The machine that I am on goes at such a terrific speed that I can’t help stepping on it in order to keep up with it. The machine is my boss.”

—anonymous auto worker, 1920s

The 1920s also marked the birth of the airline industry. Many former military pilots found new uses for old warplanes, working as crop dusters, stunt fliers, and flight instructors. In 1918, the Post Office Department began airmail service. Transatlantic flights by Charles A. Lindbergh in 1927 and Amelia Earhart in 1928 helped to promote the idea of commercial air travel.

Economic Problems New manufacturing processes turned out products faster and cheaper. Consumer demand for these products grew. To pay for these products, especially cars, consumers relied on **credit**, a way to delay paying for a purchase. Installment buying was one form of credit that grew popular in the 1920s. **Installment buying** allowed consumers to pay for cars and purchases in small monthly payments.

Although the Harding years were generally prosperous, some economic problems remained or grew worse. Many industries protected by tariffs, such as drugs, steel, and mining, faced little or no competition. As a result, big companies regained monopoly control over many markets—and many prices rose sharply. At the same time, better machinery allowed farmers to produce more food than the nation needed, driving food prices down.

Government policies favored corporate interests over social progress. For example, the income gap between the rich and most Americans reached its widest point in history to date. Many Americans—about half—lived in poverty. Further, the practice of allowing investors to buy stocks on credit caused stock prices to rise rapidly.

SUMMARIZE Name developments that affected life in the 1920s.

The assembly line helped auto workers work efficiently, helping keep car costs low.

What would be some disadvantages to working on an assembly line?

Coolidge Takes Over

KEY QUESTION What challenges did Calvin Coolidge face as president?

Some members of Harding's cabinet were unqualified, and even corrupt. Their actions largely ruined his presidency.

Teapot Dome The worst scandal involved Secretary of the Interior Albert Fall. Oil executives bribed Fall to give them access to oil-rich government land in Teapot Dome, Wyoming, and other areas. News of this deal resulted in the **Teapot Dome Scandal**. Fall became the first cabinet member imprisoned for committing a crime while in office.

Some historians think that corruption charges led to Harding's sudden death on August 2, 1923. Americans mourned the loss of their president, but these scandals shocked them. Because Harding died in office, his vice-president, **Calvin Coolidge**, became president.

Laissez-Faire Economics Coolidge moved quickly to clean up the scandals. His efforts limited the political damage to his party. In the 1924 national elections, Coolidge and the Republican Congress retained power by promising to further strengthen pro-business policies.

(below) New York stockbrokers examine stock prices printed on tickertape. Stock prices show the value of an individual's or company's investments—a key part of a free enterprise system.

CONNECT Economics and History

GOVERNMENT AND CAPITALISM

The United States has a free-enterprise economic system, also known as capitalism. In a free-enterprise system, corporations and individuals have the right to make most economic choices. Government plays a limited, but important, role as the examples in the chart below show.

Ensuring Fair Competition

- preventing fraud
- barring monopolies

Protecting Health and Safety

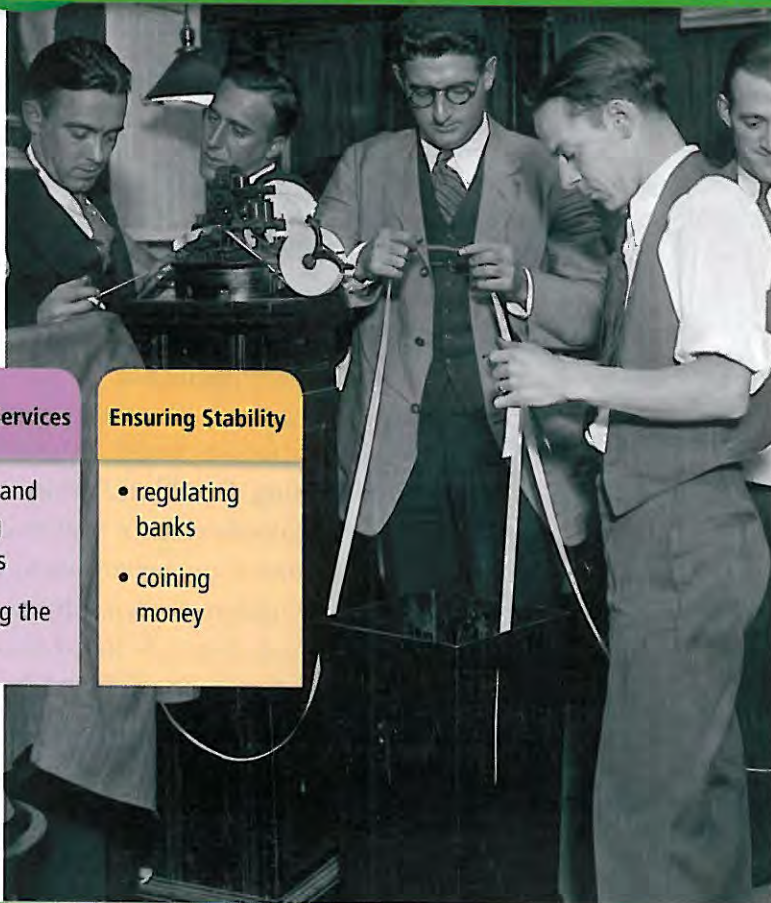
- labor laws
- building codes
- environmental protection laws

Providing Services

- building and repairing highways
- defending the country

Ensuring Stability

- regulating banks
- coining money



CRITICAL THINKING Make Generalizations In your own words, define the role of government in capitalism.

Coolidge agreed with the theory of **laissez-faire economics**, which stated that business, if left unregulated by the government, would act in ways that would benefit the nation. In 1925 Coolidge stated his belief that “the chief business of the American people is business.” Under Coolidge, American corporations prospered, and so did many individuals.

Coolidge also believed that government should not address social and economic problems. For example, Congress passed a bill that would have helped struggling farmers, but Coolidge vetoed it.

Prosperity Labor-saving appliances and shorter working hours gave Americans more leisure time. Higher wages also gave them more money to spend on leisure activities. By the end of the 1920s, Americans were buying more than 100 million movie tickets each week. Americans also spent time listening to the radio and attending sporting events. In 1929, they spent about \$4 billion on entertainment alone—a 100 percent jump in a decade.

But not all Americans prospered. Many, especially small farmers, African Americans, and other ethnic minorities, faced more limited choices. Still, Americans in general wanted more fun—and were willing to pay for it.

EVALUATE How did Calvin Coolidge respond to the challenges that faced him when he assumed the presidency in 1923?



Talking pictures—or “talkies”—transformed the movie industry in the late 1920s.



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ONLINE QUIZ

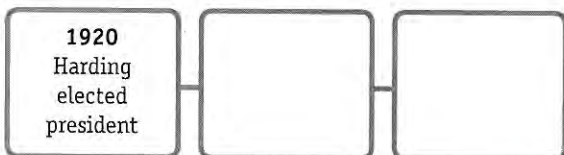
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TERMS & NAMES

- Explain the importance of
 - Warren G. Harding
 - Teapot Dome Scandal
 - assembly line
 - Calvin Coolidge
 - installment buying
 - laissez-faire economics

USING YOUR READING NOTES

- Sequence Events** Complete the diagram you started at the beginning of this section.



KEY IDEAS

- Why were American voters eager to “return to normalcy” in 1920?
- What were Harding’s and Coolidge’s policies toward business?

CRITICAL THINKING

- Draw Conclusions** Why did Coolidge act quickly to clean up the scandals of Harding’s presidency?
- Technology/Art** **1920s Ad** Use the library or the Internet to find magazine advertisements of household products that were offered in the 1920s. Design your own ad for one of these products.

SECTION
2

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

During the 1920s, most Americans were eager for a “return to normalcy” and prosperity.

NOW YOU WILL LEARN

Changes in the roles of women and in popular culture led to new attitudes and lifestyles, but also to conflicts in society.

▶ Vocabulary

TERMS & NAMES

flapper a young woman eager to try the latest fashion, dance, or fad

Jazz Age name for the 1920s, because of the popularity of jazz—a new type of American music that combined African rhythms, blues, and ragtime



Visual Vocabulary
flapper

mass media communications that reach a large audience

popular culture movies, fashions, songs, slang, and other expressions of culture that appeal to many people

Prohibition legal ban on alcohol imposed by the Eighteenth Amendment

speakeasies nightclubs that illegally served alcohol

BACKGROUND VOCABULARY

fundamentalism belief that every word of the Bible is literally true

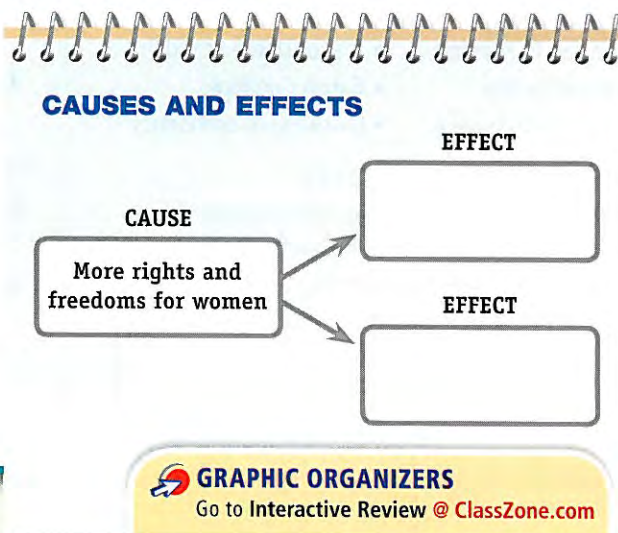
evolution scientific theory of how life forms developed over millions of years

▶ Reading Strategy

Re-create the diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to record important events and their effects. Add boxes or start a new diagram as needed



Skillbuilder Handbook, page R7.



GRAPHIC ORGANIZERS

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The Jazz Age and Popular Culture



15.D.3c Explain how workers can affect their productivity through training and by using tools, machinery and technology.

16.B.3c Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.

One American's Story

Many young American women in the 1920s called themselves **flappers**. They were eager to try new fashions, dances, and fads. With their independent attitudes, flappers helped usher in a new modern age. One of the most famous flappers of the time was Zelda Fitzgerald. Zelda wrote, painted, danced, traveled, and more.

PRIMARY SOURCE

“The flapper awoke from her lethargy [boredom] . . . and went into the battle. . . . [S]he refused to be bored chiefly because she wasn't boring. She was conscious that the things she did were the things she had always wanted to do.”

—Zelda Fitzgerald, “Eulogy on the Flapper”

Many young women admired Zelda for living life on her own terms. In so doing, Zelda Fitzgerald helped inspire them to break from tradition.



Two spirited young flappers kick up their heels atop a downtown Chicago hotel.

Daily Life in the Twenties

KEY QUESTION How did U.S. culture change during the 1920s?

Whether it was called the Roaring Twenties or the **Jazz Age**, the 1920s was a time to celebrate the new and the modern. Jazz music, a mix of African rhythms, ragtime, and blues, captured the carefree spirit of these times. Young people wanted fun and freedom—and to dance to jazz's lively beat. They rebelled against the values that had led to World War I.

New Roles for Women During the 1920s, women had more personal freedom than ever before. They drove cars, played sports, and attended college. Growing prosperity opened up more job opportunities for women, although they were still generally limited to certain jobs.



Women typists in a 1920s office. How does this office compare with a modern office?

Most often, women college graduates became teachers, nurses, and social workers. Others worked as factory laborers, office secretaries, and store clerks.

The 19th Amendment had ensured women the right to vote, and in 1924 two were elected governors—Nellie Tayloe Ross in Wyoming and Miriam “Ma” Ferguson in Texas. But the growing independence of women often clashed with traditional society. One young woman described her generation’s struggles in a popular magazine.

PRIMARY SOURCE

“We are the Younger Generation. The war tore away our spiritual foundations and challenged our faith. We are struggling to regain our equilibrium [balance]. . . . Help us. . . . Work with us!”

—Ellen Welles Page, “A Flapper’s Appeal to Parents”

Women in the 1920s had more control over their lives than ever before. This led to new attitudes toward marriage. Men and women started to view marriage as more of a partnership. However, women still did most of the housework and child rearing.

Connecting History

Rise of African-American Newspapers

The 1920s saw African American newspapers grow in influence across the country. Some papers even encouraged people in the South to move north. This “push” helped fuel more movement to the North as a continuation of the Great Migration.

Mass Media Several types of **mass media**, or communications that reach a large audience, gained importance in the 1920s. Movies presented a world of glamour few people could otherwise experience. Movies also spread **popular culture**—songs, dances, fashion, and even slang expressions.

Radio also changed American culture. The number of households with radios jumped from about 60,000 in 1922 to 10 million in 1929. Radio made athletes such as Babe Ruth, Bobby Jones, and Babe Didrikson Zaharias national heroes. Listening to common radio shows and music also helped to unite Americans.

Belief and Controversy A religious movement called **fundamentalism** gained many followers, and political power, during the 1920s. Fundamentalists believed that every word of the Bible was literally true. They objected to public schools teaching **evolution**, the scientific theory that living things developed over millions of years from earlier and simpler forms of life. They felt it contradicted the biblical account of creation.

Fundamentalists succeeded in banning the teaching of evolution in three states. In 1925, John Scopes, a biology teacher, broke the law in Tennessee to test whether it could be enforced. His trial attracted national attention. Scopes was found guilty, but the Tennessee Supreme Court reversed the decision. Controversy over the teaching of evolution continues today.

Prohibition The 18th Amendment, banning the manufacture and sale of alcohol, went into effect in 1920. Many people saw the amendment, commonly called **Prohibition**, as a victory of small-town Protestants over



city dwellers. Supporters felt that Prohibition would promote morality and health. But many people resented this government interference. Those who wanted alcohol had ways to get it. Some went to **speakeasies**, nightclubs that were supplied with alcohol by criminals called bootleggers.

As a result, Prohibition helped organized crime grow. By the late 1920s, most Americans considered Prohibition a failure. It would eventually be repealed by the 21st Amendment in 1933.

Despite the best efforts of law enforcement officials (above), they weren't able to stop the flow of alcohol by bootleggers.

 **SUMMARIZE** What key changes took place in the United States in the 1920s?



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ONLINE QUIZ

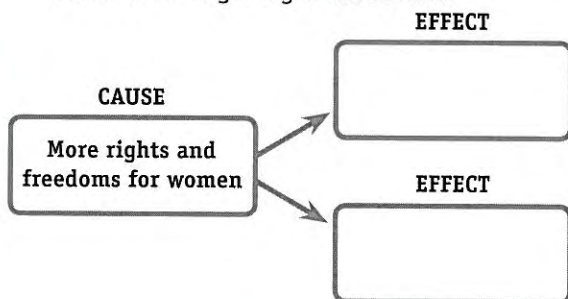
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TERMS & NAMES

1. Explain the importance of
 - flapper
 - Jazz Age
 - mass media
 - popular culture
 - Prohibition
 - speakeasies

USING YOUR READING NOTES

2. **Causes and Effects** Complete the diagram you started at the beginning of this section.



KEY IDEAS

3. How did life change for women in the 1920s?
4. What was the 18th Amendment, and how did it affect life in the 1920s?

CRITICAL THINKING

5. **Summarize** Describe two ways that religious beliefs had an impact on life in the United States during this period.
6. **Draw Conclusions** How did mass media help to unite the country?
7. **Writing Editorial** Imagine that you are a newspaper editor in the 1920s. Write an editorial that either calls for repealing Prohibition or for keeping it.

SECTION
3

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

Changes in the roles of women and in popular culture led to new attitudes and lifestyles, but also to conflicts in society.

NOW YOU WILL LEARN

After World War I, African Americans confronted new challenges and made great contributions to American culture.

▶ Vocabulary

TERMS & NAMES

Marcus Garvey leader who called for a return to Africa to form a separate nation there

Harlem Renaissance a burst of African-American culture in the 1920s and 1930s

Langston Hughes Harlem Renaissance poet

Lost Generation Americans who became disillusioned with society after World War I

expatriate (ehk•SPAY•tree•IHT) a citizen of one country who lives in another country

BACKGROUND VOCABULARY

materialistic putting value on material things above intellectual or spiritual things

REVIEW

Ku Klux Klan racist group that used violence to keep former slaves powerless and America "racially and morally pure"

NAACP (National Association for the Advancement of Colored People) group formed in 1909 to protect the rights of African Americans



Visual Vocabulary
Marcus Garvey

▶ Reading Strategy

Re-create the graphic organizer shown here. As you read and respond to the **KEY QUESTION**, use the graphic organizer to record the section's main ideas. Add ovals or start a new diagram as needed.



Skillbuilder Handbook, page R4.

MAIN IDEAS AND DETAILS



GRAPHIC ORGANIZERS

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The Harlem Renaissance



14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.

14.D.3 Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., *general public opinion, special interest groups, formal parties, media*).

One American's Story

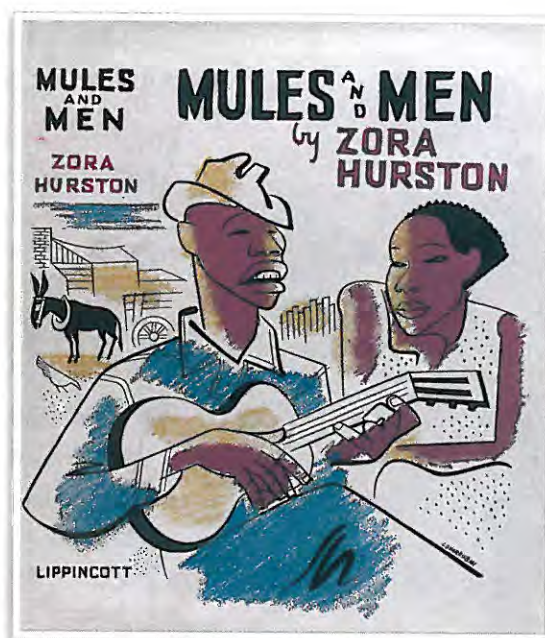
Zora Neale Hurston was born in Alabama in 1891. Like many African-American writers and artists of the time, she made her way to New York City's Harlem neighborhood.

PRIMARY SOURCE

“ [W]anting to be in New York, I decided to go there and try to get back in school in that city. So the first week of January, 1925, found me in New York with \$1.50, no job, no friends and a lot of hope.”

—Zora Neale Hurston, *Dust Tracks on a Road*

Hurston studied anthropology and incorporated her research of African-American folklore into her writing. For Hurston, as for many other African Americans in the 1920s, New York was the center for learning and culture—and the place to make their mark on American society.



Zora Neale Hurston based much of her writing, including her book *Mules and Men*, on African-American folklore.

Rising Expectations for African Americans

KEY QUESTION What did African Americans do to confront racism in the 1920s?

The 1920s brought changes to the lives of many African Americans. To find better jobs, people had begun moving to northern cities in the early 1900s. This Great Migration and the jobs that people held in industries during World War I raised their expectations for a better life.


Confronting Racism In the North, African Americans gained some economic and political power. But they still faced discrimination in jobs and housing. Rising tensions with whites had led to race riots in 1919. During the 1920s, the arrival of hundreds of thousands more African Americans to Northern cities increased tensions even more.

One result was the rebirth of the **Ku Klux Klan**. The Klan called for a “racially and morally pure” America. By 1924, the Klan claimed about five million members. It tried to influence national, state, and local politics by using violence against African Americans and others.

Marcus Garvey Daily threats and racial discrimination made some lose faith in America. As a result, **Marcus Garvey**, founder of the Universal Negro Improvement Association, or UNIA, gained support. Garvey felt that black people were kept powerless everywhere. The only solution, in Garvey’s view, was for people of African descent to unite and establish their own nation in Africa: “We are looking toward political freedom on the continent of Africa, the land of our fathers.”

Garvey spread his vision, rallying hundreds of thousands of people from all over the world to join his cause. In 1920, UNIA delegates met in New York City for a convention at which Garvey named himself president of a future nation in Africa. In the end, however, Garvey’s vision failed. Few migrated to Africa, not even Garvey himself. But Garvey had given African Americans dignity and pride, setting an example for future political movements.


The NAACP Founded in 1909 in New York City, the **NAACP** (National Association for the Advancement of Colored People) worked for the enforcement of the civil and voting rights of African Americans. It also worked to end segregation and to make people aware of crimes against African Americans. The NAACP published a magazine, *Crisis*, which became one of the most important African-American publications in the country. But the NAACP was unable to get Congress to help African Americans fight against discrimination.

 **COMPARE AND CONTRAST** Describe how the UNIA and the NAACP responded to racism in the 1920s.

(top) Jazz and blues great Bessie Smith, 1923
(bottom) Church on Lenox Avenue (ca. 1930), William H. Johnson



The Harlem Renaissance

 **KEY QUESTION** How did Harlem become a center of African-American culture?

Military service and work in war industries had given African Americans a new sense of freedom. They migrated to many cities, but it was New York City that became the unofficial capital of black America.

The Rise of Harlem In the 1920s, Harlem, a neighborhood on New York’s West Side, was the world’s largest black urban community. In the late 1800s it had been developed as a community for wealthy whites. The developers thought people would move away from the congestion of the city. They built elegant apartment buildings and homes on tree-lined streets. But they erected too many buildings in Harlem, which caused real estate prices to fall.

An African-American businessman, Philip Payton, Jr., saw an opportunity. He started to buy up the inexpensive buildings and sell them to African Americans who lived in other neighborhoods in New York City. The Great Migration brought many more African Americans to Harlem. By 1920, most Harlem residents were African Americans.

Soon Harlem produced a burst of cultural activity known as the **Harlem Renaissance**, which began in the 1920s and lasted into the 1930s. It was called a renaissance because it symbolized a rebirth of hope and culture for African Americans.

A Cultural Center Harlem became home to writers, musicians, singers, painters, sculptors, and scholars. There they were able to exchange ideas and develop their creativity. They also worked with organizations such as the NAACP and the National Urban League to fight racism. In fact, many leading activists in these organizations also wrote fiction, essays, poetry, and plays. Their works became regular features in the NAACP's *Crisis* and *Opportunity*, the magazine of the National Urban League.



Les Fétiches (1938), Lois Mailou Jones. Jones (1905–1998) was an African-American painter who used African themes in her work. She taught at Howard University.

COMPARING Perspectives

Langston Hughes and Zora Neale Hurston explored similar themes in their writings—love, life, beauty, and justice. Although both wrote about race, Hughes believed it should be a focus of his work while Hurston claimed her individuality as her focus.

Langston Hughes

“Most of my poems are racial in theme and treatment, derived from the life I know. In many of them I try to grasp and hold some of the meanings and rhythms of jazz. . . . [Y]et after every reading I answer questions like these from my own people: Do you think Negroes should always write about Negroes? . . . What makes you do so many jazz poems?”

—*The Negro Artist and the Racial Mountain* (1926)



Zora Neale Hurston

“I do not belong to the sobbing school of Negrohood who hold that nature somehow has given them a lowdown dirty deal and whose feelings are all hurt about it. Even in the helter-skelter skirmish that is my life, I have seen that the world is to the strong. . . . At certain times I have no race, I am *me*.”

—*How It Feels to Be Colored Me* (1928)

Langston Hughes and Zora Neale Hurston

CRITICAL THINKING Compare and Contrast What is the main difference between Hughes's and Hurston's perspectives?

ONLINE
PRIMARY SOURCE

Hear the perspectives
at the Research &
Writing Center
@ ClassZone.com

Among Harlem's residents were poets **Langston Hughes**, James Weldon Johnson, and Countee Cullen and novelists Claude McKay and Zora Neale Hurston. Hughes became one of Harlem's leading writers.

Jazz spread from its birthplace in New Orleans to other parts of the country and made its way into the nightclubs of Harlem. These nightclubs featured popular jazz musicians such as Louis Armstrong and Duke Ellington, and singers such as Bessie Smith. Harlem's most famous nightclub, the Cotton Club, made stars of many African-American performers, but only white customers were allowed into the club.

The Lost Generation For some, the decade after World War I was not a time of celebration, but a time of deep despair. They had seen Progressive ideals end in a senseless war. Filled with resentment, they saw little hope for the future. They were called the **Lost Generation**.

Many of them found freedom and tolerance in Paris. The French capital became a gathering place for American **expatriates**, people who choose to live in a country other than their own. Among the American expatriates living in Paris was the young novelist Ernest Hemingway. Driving an ambulance during World War I had shown him the war's worst side. Hemingway's early novels, *The Sun Also Rises* and *A Farewell to Arms*, reflected the despair that followed the war.

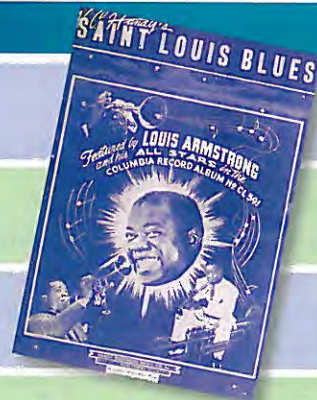


CONNECT to the Essential Question



How did American society change during the 1920s?

CHANGE	IMPACT
Pro-business stance of Harding and Coolidge	Many Americans experience great prosperity.
The assembly line	New, cheaper products flood the market.
New roles for women	More women work; views on marriage change.
Mass media	Radio and the movies bring Americans closer together as a nation.
Harlem Renaissance	African-American culture changes American music and other popular culture.
The Lost Generation	People question America's values.



CRITICAL THINKING Causes and Effects Which factor played the greatest role in how America changed during the 1920s? Explain and justify your answer.

F. Scott Fitzgerald and his wife, Zelda, lived the whirlwind life of the Jazz Age—fast cars, nightclubs, wild parties, and stays in Paris. His masterpiece, *The Great Gatsby*, is a tragic story of wealthy New Yorkers whose lives spin out of control. The novel—and the real-life tragedies of the Fitzgeralds—show the dark side of the Roaring Twenties.

Sinclair Lewis was another member of the Lost Generation. He wrote *Babbitt*, a novel that satirized, or made fun of, the American middle class and its **materialistic** concerns.

PRIMARY SOURCE

“It’s the fellow with four to ten thousand a year . . . and an automobile and a nice little family in a bungalow . . . that makes the wheels of progress go round! . . . That’s the type of fellow that’s ruling America today; in fact, it’s the ideal type to which the entire world must tend.”

—Sinclair Lewis, *Babbitt*

Lewis could not know at the time that the social values and materialistic lifestyles he criticized would not last much longer. The soaring economy that brought prosperity in the 1920s came to a crashing halt in the 1930s.



F. Scott Fitzgerald and Zelda Fitzgerald were one of the most famous celebrity couples of the 1920s.

SUMMARIZE How did Harlem become a cultural center in the 1920s?



Illinois Learning Standards Review



ONLINE QUIZ

For test practice, go to [Interactive Review @ ClassZone.com](http://InteractiveReview@ClassZone.com)

TERMS & NAMES

1. Explain the importance of
 - Marcus Garvey
 - Harlem Renaissance
 - Langston Hughes
 - Lost Generation
 - expatriate

USING YOUR READING NOTES

2. **Main Ideas and Details** Complete the diagram you started at the beginning of this section.



KEY IDEAS

3. Why was Harlem called the unofficial capital of black America?
4. What actions did African-American organizations take to counter racism in the 1920s?

CRITICAL THINKING

5. **Summarize** Why were the writers and artists of the Lost Generation disillusioned?
6. **Make Inferences** Why do you think so many African Americans responded to Marcus Garvey’s ideas?
7. **Writing Analysis** Zora Neale Hurston was raised in the rural South, and Langston Hughes was raised in the Midwest and Northeast. Write a brief analysis explaining what role their backgrounds may have played in their views.

THE JAZZ AGE

The Jazz Age was named after the style of music that became widely popular during the 1920s. What contributions to culture were being made at the time?

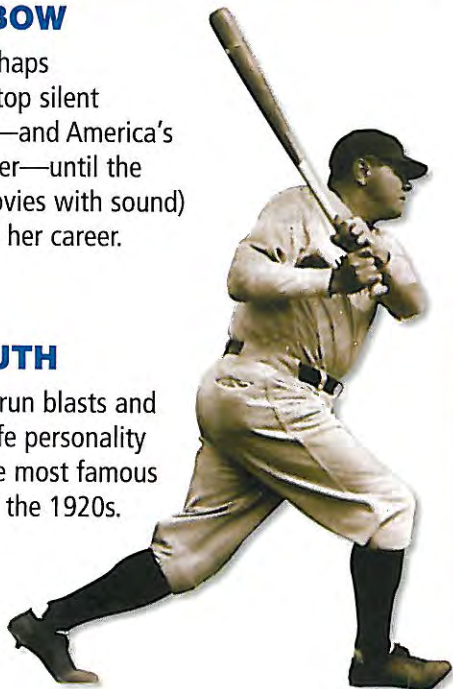


CLARA BOW

Bow was perhaps Hollywood's top silent pictures star—and America's leading flapper—until the "talkies" (movies with sound) all but ended her career.

BABE RUTH

Ruth's home run blasts and larger-than-life personality made him the most famous sports star of the 1920s.



DUKE ELLINGTON

Ellington blended elements of blues, jazz, and popular songs into classics such as *Mood Indigo*.



AIMEE SEMPLE MCPHERSON

McPherson used radio to become a leading religious preacher in the 1920s.

Activity

Pop Culture: 20s Style

- 1 Choose a person who was popular during the 1920s.
- 2 Design a visual on his or her life and work.
- 3 Use styles and themes from this era in your visual.
- 4 Present your visual to the class.



Chapter Summary

- 1 Key Idea**
During the 1920s, most Americans were eager for a "return to normalcy" and prosperity.
- 2 Key Idea**
Changes in the roles of women and in popular culture led to new attitudes and lifestyles, but also to conflicts in society.
- 3 Key Idea**
After World War I, African Americans confronted new challenges and made great contributions to American culture.

For detailed Review and Study Notes go to **Interactive Review** @ **ClassZone.com**

Name Game

Use the Terms & Names list to complete each sentence online or on your own paper.

1. ____ is the theory that business, if free of government regulation, will act in ways that benefit the nation.
laissez-faire economics
 2. ____ is a way of purchasing that allows people to pay for items in small monthly payments.
 3. When ____ served as president, he focused on peace abroad and prosperity at home.
 4. The ban on alcohol was called ____.
 5. The belief that every word in the Bible is literally true is called ____.
 6. A ____ loved to try the latest fashion, dance, or fad.
 7. An ____ is a citizen of one country who lives in another.
 8. ____ was a Harlem Renaissance poet.
 9. ____ wanted to lead African Americans back to Africa so that they could form a separate nation there.
 10. The organization formed in 1909 to protect the rights of African Americans is the ____.
- A. Prohibition
B. flapper
C. expatriate
D. Marcus Garvey
E. Lost Generation
F. NAACP
G. assembly line
H. fundamentalism
I. laissez-faire economics
J. Calvin Coolidge
K. popular culture
L. installment buying
M. Langston Hughes

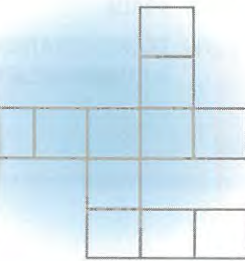
Activities

CROSSWORD PUZZLE

Complete the online cross word puzzle to show what you know about the Roaring Twenties.

DOWN

1. 30th president, served from 1923–1929. Calvin ____



FLIPCARD

Use the interactive flipcards to study the 1920s.



manufacturing technique that uses a conveyor belt to move materials to workers who stay in one place

ANSWER
assembly line

VOCABULARY

Explain the significance of each of the following.

1. Calvin Coolidge
2. Marcus Garvey
3. Prohibition
4. assembly line
5. Harlem Renaissance
6. fundamentalism
7. laissez-faire economics
8. Langston Hughes
9. Lost Generation
10. Jazz Age

Explain how the terms and names in each group are related.

11. Warren G. Harding, Calvin Coolidge, Teapot Dome Scandal
12. mass media, flapper, popular culture
13. Ku Klux Klan, Marcus Garvey, National Association for the Advancement of Colored People (NAACP)



Calvin Coolidge

KEY IDEAS

1 Postwar Economics and Politics (pages 752–757)

14. What was Warren Harding's view of the League of Nations?
15. Which factors contributed to prosperity in the 1920s?

2 The Jazz Age and Popular Culture (pages 758–761)

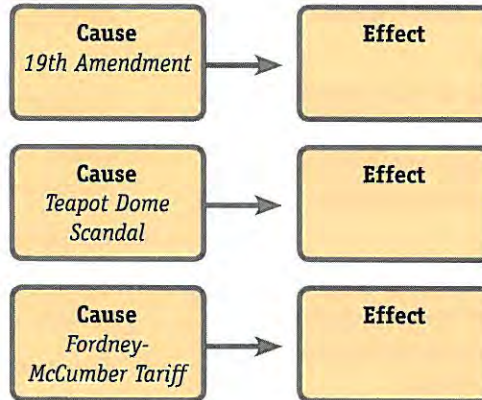
16. What types of mass media became popular in the 1920s?
17. Explain why Prohibition was not a success.

3 The Harlem Renaissance (pages 762–767)

18. What was Marcus Garvey's plan for dealing with discrimination against blacks?
19. Why did Harlem's Cotton Club benefit only a few African Americans and not others?

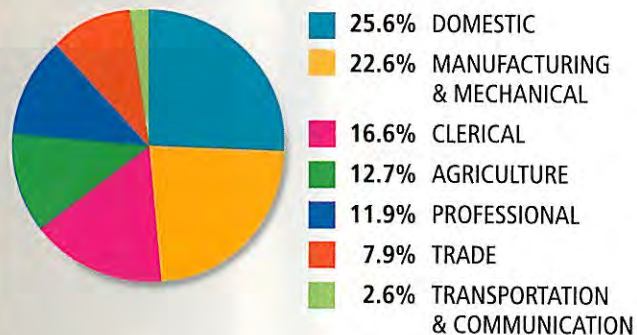
CRITICAL THINKING

20. **Make Inferences** Would Coolidge have been more likely to support or oppose the 18th Amendment? Explain your answer.
21. **Causes and Effects** Fill in the effects caused by each of the events shown in the Cause boxes.



22. **Summarize** How did the jazz music style develop?
23. **Causes and Effects** Why did the members of the Lost Generation leave the country during the 1920s?
24. **Compare and Contrast** What are the strengths and weaknesses of a laissez-faire economic policy?
25. **Make Inferences** Read the graph below. Why would the leading job category for women in 1920 be "domestic"?

Women's Employment 1920



Source: Grace Hutchins, *Women Who Work*



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies & Practice at the front of this book

DOCUMENT-BASED QUESTIONS

Study each document carefully and answer the questions that follow.

DOCUMENT 1



1. This image is the cover to sheet music from the 1920s. What does it tell you about the KKK's views on being an American?

DOCUMENT 2

“We shall march out, yes, as black American citizens, as black British subjects, as black French citizens, as black Italians or as black Spaniards, but we shall march out with a greater loyalty, the loyalty of race. We shall march out in answer to the cry of our fathers, who cry out to us for the redemption of our own country, our motherland, Africa.”

—Marcus Garvey, speech, November 25, 1922

2. How does this quote support Marcus Garvey's view that African Americans should form a separate nation?

PART 2: Essay

3. Using information from the documents, your answers to the questions in Part 1, and your knowledge of U.S. history, write a brief essay that discusses the various responses of African Americans to American society in the 1920s.

YOU BE THE HISTORIAN

26. **Form and Support Opinions** What effect did the Fordney-McCumber Tariff likely have on European countries in the 1920s?
27. **Draw Conclusions** What do you think was the most important technology of the 1920s? Explain and justify your answer.
28. **Evaluate** Why did women's roles in society change so significantly in the 1920s?
29. **WHAT IF?** What do you think might have happened if the 18th Amendment had not been ratified?
30. **Connect to Today** Name some ways the Harlem Renaissance still influences American culture today.



Answer the

ESSENTIAL QUESTION

How did American society change during the 1920s?

Written Response Write a two- to three-paragraph response to the Essential Question. Be sure to consider the key ideas of each section as well as the most significant economic, political, and social changes that occurred. Use the Response Rubric below to guide your thinking and writing.

Response Rubric

A strong response will

- summarize government policies that promoted prosperity, such as lowering the income tax rate
- analyze changing cultural values, including the role of women in society
- discuss the increased expectations of African Americans