

UNIT 4: WWI and The United States between Wars

UNIT 4B- ROARING TWENTIES!!!!

Essential Question: How does a nation respond to economic, political and social challenges?
8.4 WORLD WAR I AND THE ROARING TWENTIES: Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace.

Roaring Twenties 8.4e- this is the separate booklet for this part of the Unit

~~☒☒ Role of women, the 19th Amendment (1920)~~ ☒☒ Economic prosperity and cultural change
~~☒☒ Prohibition temperance~~ ☒☒ Harlem Renaissance ☒☒ Jazz Era ☒☒ Leisure time (automobile culture, sports, motion pictures, literature) ☒☒ Rise of middle class ☒☒ Postwar social and racial tensions East St. Louis riot, Silent March, Tulsa riot)

Movies you can watch (with your parents permission some are rated PG13 and up) that are based in the era of the Roaring 20s and may help you understand that era are:

THE GREAT GATSBY (1974):

Chicago

Cinderella Man

The Color Purple

J. Edgar

Leatherheads

Miller's Crossing

Seabiscuit- (fav of Ms. Rubino)

The Untouchables

Singin' in the Rain (made in 1951)

1-Date: _____ I can examine American gov't and economy after WWI. p1

20s Vocabulary

Assembly Line	
Disarmament	Buying an item for a small price and making payments over time. *
Installment buying	
Bootlegger	System of government put in place in Russia by Lennin.
Fad	A style or fashion that becomes popular for a short time.
Communism	Factory workers do the same task over and over in building a consumer product
Prohibition—	A reduction of a nation's armed forces or weapons.
	production, sale, transportation of alcohol illegal
	A person who smuggled liquor in the U.S.

	oppose any form of government
Nativism—	economic, political system, single-party government - ruled by dictator - no private property
Isolationism—	prejudice against foreign-born people—sweeps nation
Communism—	—pulling away from world affairs—becomes popular
Anarchists	
Ku Klux Klan	a 20th century secret fraternal group held to confine its membership to American-born white Christians

Identification

Warren G. Harding

naval oil reserves used for personal gain

Calvin Coolidge

Bolsheviks leader, set up Communist state in Russia

Vladimir I. Lenin

Jazz musician

Teapot Dome scandal—

also known as the Will Rogers Highway and colloquially [everyday language] known as the Main Street

U.S. Route 66 (US 66 or Route 66),

Louis Armstrong

jazz pianist, orchestra leader

Duke Ellington

30th President of the United States, restores faith in government.

29th president of the United States, dies of heart attack.

Homework:

Make 2-3 foldables from the words and definitions to use for study. It will help you for the vocabulary quiz we have very soon! The foldables are due the day of the quiz!

2 Date _____ LT I can examine changes that occurred in the 1920s.

HOMEWORK- or in class work if we get done early enough!

Anticipation thoughts first!

All words in bold are to be considered vocabulary that you must learn, remember, and connect to the topic of the day, as well as the Unit of study.

Learning while practicing **WRITING REVOLUTION!**- Making a claim (usually an answer to a question) and supporting it with valid evidence (a citation from the text in quotes).

Vocabulary

Claim-claim [klām], verb [reporting verb], to state or assert that something is the case, typically without providing evidence or proof.

Support- text evidence or descriptive graphic evidence that proves your claim.

DIRECTIONS: Read information above before continuing.

Claim and support. Read the short paragraphs and then answer the question posed by completing the writing revolution activity below it. Underline the information in the paragraph that supports your claim. Key terms and phrases are in bold.

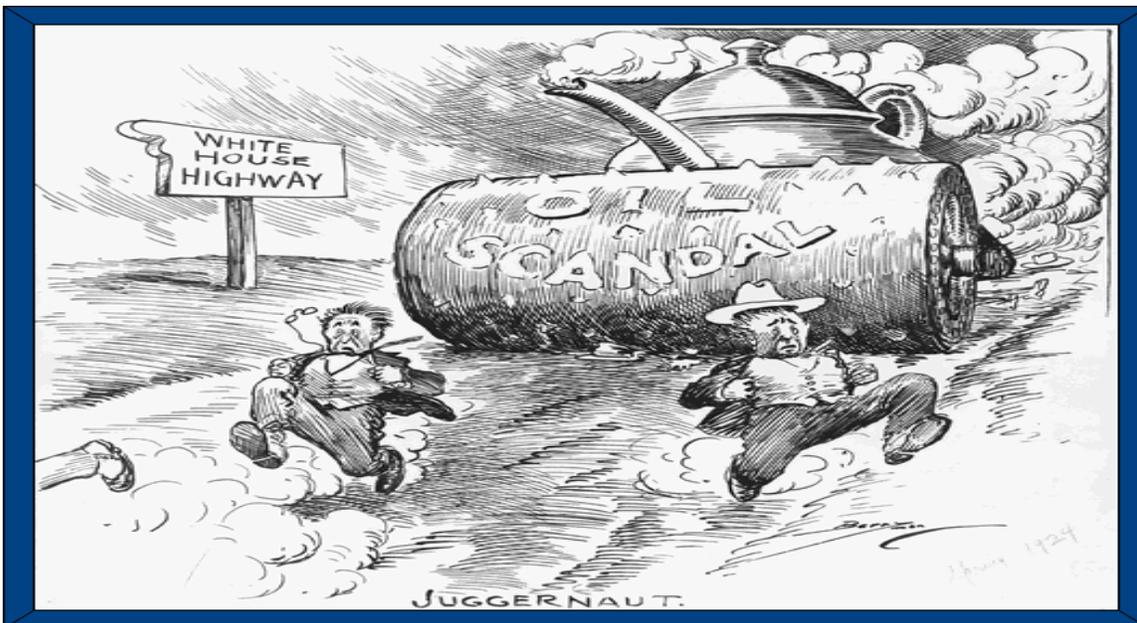
1) Following World War I, the U.S. economy fell into **recession**, *not prospering- losing*. The war industry, which had fueled growth, dropped off, and veterans returning from the war flooded the job market just when **there/they're/their** were fewer jobs to be filled. In 1920, **Warren G Harding was/were** elected president on his motto "**A return to normalcy**", he moved away from **Progressivism, or implementing social reform or new liberal ideas**. Harding hired his friends and put them in charge of various Executive Departments. These friends became known as "**The Ohio Gang**" because they all came from Harding's home state of Ohio. Harding began to decrease public spending and cut taxes as a way of pulling the economy out its slump. President Harding's administration, led by his friends, was hit by scandal as one of them sold government property and **take/took** bribes in return. The biggest scandal was titled, "**The Teapot Dome**" in 1923. Scandals, such as the Teapot Dome, may have been the reason why Mr. Harding only served one term as President.

Q: Why do you think the people voted for Warren G. Harding? Cite evidence to support your claim.

CLAIM: _____

SUPPORT:.....

.....



This political cartoon connects to what you've just read. Can you connect each image to something you've just learned? Write directly on the cartoon.

The Teapot Dome scandal was the worst Harding scandal. In 1921 and 1922, Harding's secretary of the interior Albert B. Fall, secretary gave oil- drilling rights on government oil fields in Elk Hills, California and Teapot Dome, Wyoming to two private oil companies. As a consequence, Fall received more than \$300,000 in illegal payments and gifts camouflaged as loans.

Prohibition Era- from 1920 to 1933 the production or sale of alcohol is 100% illegal in the U.S.
18th Amendment- prohibited the production or sale of alcohol in the U.S.
EXTRA CREDIT: Create a 'Wanted' poster for one of the notable bootleggers or criminals of the 1920s. Include a picture, nicknames, laws that he broke, and a reward amount. The poster is to be no bigger than this sheet of printer paper.

3 Date: _____ LT: I can analyze post WWI race relations.

I- _____ ericans _____ ith Postwar _____

A. The _____ of _____ on the Public

1-War leaves _____ ericans _____; debate over League divides them

2- _____ adjusting; _____ of living _____; farm, factory orders down.

a) _____ from women, minorities farmers, factory workers suffer.

3- _____—prejudice against foreign-born people— _____.

4- _____—pulling away from world affairs—becomes _____

Communism- a political theory derived from Karl Marx, calling for class war and leading to a society in which all property is publicly owned and each person works and is paid according to the government’s idea of their abilities and needs.

Fear of Communism- Communism is the opposite of capitalism.

b) 1919 Vladimir I. _____, Bolsheviks leader, set up a Communist state in Russia

c) In U.S. a _____; some Industrial Workers of the World, a/k/a Wobblies, join

i- There are strikes, riots, and anarchist bombings in many U.S. cities.

d) _____ - named for Mitchell Palmer, who created them.

-Palmer & J. Edgar Hoover hunt down Communists, socialists, anarchists

-Many citizens see this as an infringement on civil liberties granted by the Bill of Rights, especially the 1st, 4th, and 6th Amendments.

C. In the U.S. races clash over employment and poorly developed ideals.

1. Blacks migrate north during WWI to get jobs because of the industrial boom of war.

<http://kplr11.com/2012/06/27/news11-remembers-east-st-louis-race-riots/>

Describe the facts in a summary in your notes.

SLANT!! Watch the video and take some notes in NTF! ☺

.....
.....
.....

2. The Silent March down 5th Avenue NYC.

There is a _____ down 5th Avenue in NYC to protest the treatment of people of color!

Actual video footage from the march:

<https://vimeo.com/199562750>

3. Post WWI, _____. A black man is accused of assaulting a white woman in an elevator. By the end of the day.....

SLANT!! Watch the video and take some notes in NTF! ☺

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D-Limiting Immigration

1- Anti-Immigrant Attitudes

- a) Nativists: fewer unskilled jobs available, fewer immigrants needed

2- The Klan Rises Again

- a) Bigots use anti-communism to harass groups unlike themselves
- b) KKK opposes blacks, Catholics, Jews, immigrants, unions, saloons
- 1924, 4.5 million members
- c) Klan controls many states' politics; violence leads to less power

Sacco and Vanzetti were two Italian immigrants convicted of crimes with little to no evidence.!

3- Sacco and Vanzetti

- a) Italian Immigrants accused of robbery & murder who were convicted and executed
- b) There was little evidence to convict, many believed they were convicted due to fear of foreigners of the era.

4- Immigration is limited

- a) Emergency Quota Act of 1921
 - i. Quota System sets limits on immigrant entry every year.
 - ii. 1924 new quota limits immigration from Eastern & Southern Europe, mostly Jews and Roman Catholics.

b)-The Quota System

- a) 1919-1921, number of immigrants grows almost 600%
- b) Quota system sets maximum number can enter U.S. from each country
 - i- sharply reduces European immigration

HOMEWORK: Skill Development:

READ all INSTURCTIONS! In H.S. you will be asked to write ¶s ALL THE TIME. You must hone this skill now. Choose one of the topics above; Fear of Communism or Races clashing, and complete a solid paragraph below. You will use the quick write format to formulate your ¶. I suggest you insert the ideas for your details 1st, then use those ideas in your T.S. and C.S. Recreate this form on a sheet of loose leaf. Complete the Quick-write form then complete a proper ¶ beneath it!

Put your details 1st:

- 1.....
- 2.....
- 3.....

Now create your T.S. and C.S.

T.S. _____

C.S. _____

4. Date _____ LT-LT I can compare the leisure activities from the 1920s and today.
 Correct the ELA mistakes in the sentences below. There are 3 sentences, but how can you tell?

people in the u.s. were hungry for heroes spectator sports and sports heroes began to emerge
 throughout the country babe ruth was one of the most famous

What type of worksheet would you like to use to help you with you ELA skills?

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E. The _____ Trial

1. 1925, _____essee passes _____ making it a
 _____ to teach _____
2. John T. _____
3. Scopes _____— _____,
 role of _____, _____ in school.
 -national sensation; thousands attend
4. _____ found _____ & fined \$100

We've learned a tremendous amount about the women of the era already.

V- The Twenties Woman

1920- Women's Suffrage is granted in the 19th Amendment, women now have the ability to partake in the voting process and have a voice for the 1st time as American citizens nationwide. (We'll do a themed unit on this later in the year)

A. The Flapper

1. **Flapper**—emancipated young woman, adopts new fashions, attitudes
2. Many young women want equal status with men, become assertive
3. Middle-class men, women begin to see marriage as equal partnership
 - a) - housework, child-rearing still woman's job

B. The Changing Family

1. Birthrate drops partly due to more birth-control information
2. Manufactured products, public services give homemakers freedom
3. Marriages increasingly based on romantic love, companionship
4. Working-class, college-educated women juggle family, work

5- Date_____LT- I can examine consumerism of the 1920s.

Claim and support Read the short paragraphs and then answer the question posed by completing the writing revolution activity below it. Underline the information in the paragraph that supports your claim. Key terms and phrases are in bold.

BOOMING ECONOMY OF THE ROARING 20s

Directions: Read question, read the ¶. Restate and answer (claim) the question below in one complete sentence. Cite (support) your answer with text from the ¶. Use quotation marks around the text you use to support your claim.

Many Americans enjoyed economic good times in the 1920s. The quantity of goods made by industry almost doubled in the decade. More importantly, most American's income rose! As a result, people bought more goods. The auto industry was the engine of American economy in the 1920s. Car sales grew rapidly during the decade. The auto boom caused growth in related fields such as steel and rubber. One reason for the auto boom was a drop in prices. By 1924, the cost of a Model -T car had decreased from \$850 to - \$290. As a result ordinary Americans, not just the rich, could afford to buy a car. Car prices fell because factories became more efficient due to the **assembly-line**. Henry Ford introduced his assembly-line method of car making in 1913. His goal was to make the cars identical and quick. Before the assembly line it took 14 hours to put together a Model T. With the new method a car could be built in 93 minutes!

Q: How did the auto industry fuel growth of the economy in the 1920s?

CLAIM-_____

SUPPORT:_____

Answer the questions that follow using RAC.

The automobile was just one of many new products in the 1920s. Electric refrigerators, radios, photographs, vacuum cleaners, telephones and many other appliances took their place in American homes. With so many new products, Americans often wanted to buy things they could not afford. In response, businesses allowed **installment buying**, or *buying on credit*. For example, buyers could take home a refrigerator today just by paying down a few dollars. Then, each month they would have to pay an **installment**, or *portion owed*, until the item was paid in full, plus some interest.

1: How did the auto industry fuel growth of the economy in the 1920s?

® RESTATE Q-_____

(A)CLAIM-_____

(C)SUPPORT:_____

2) **Vocabulary words from text notes should you try to remember?:**

3)-Explain "installment buying", and do people still buy items this way today?

® RESTATE Q-_____

(A)CLAIM-_____

(C)SUPPORT:_____

Homework or in class, depends on you!

We do not have to use RAC for the following questions.

-What would you purchase using installment buying? Make a list, we'll need it tomorrow!

What are the benefits to installment buying during the 1920s?

What are the problems of installment buying during the 1920s?

What do we mean by the idiom: "*Keeping up with the Jones's.*"

We must also be mindful of the fact that production on farms in the Great Plains was a problem. During WWI these farmers were over producing, farming too much, to export food products for the war effort. When the war ended, production slowed dramatically especially with all of the new farming technology. The land in the Great Plains was very abused by over-farming.

To add insult to injury, Mother Nature gave the Great Plains several periods of intense drought, or no rainfall. This drought destroyed the farming industry there from 1930 through to 1940.

<http://drought.unl.edu/DroughtBasics/DustBowl/DroughtintheDustBowlYears.aspx>