Unit Questions

*(Prepare to answer these questions for unit exam)*

1. What is the “American Dream?” Why did some groups experience it and others did not?
2. Why did the USA develop into a consumer culture?
3. What are the defining features of U.S. popular culture in the 1920s?
4. Why did nativism develop in the USA after WWI?

Thought Jots
American Dream Packet

Over the course of the 1920s unit we will be examining the American Dream through the perspectives of different groups. At the end of every class period, you will be given five minutes to reflect on the American Dream and complete this packet (you should keep this in your binder!).

Farmers + Laborers

Successes:

Struggles:
African Americans

Successes:

Struggles:
Immigrants

Successes:

Struggles:
The Roaring Twenties: Station One

1) What is prohibition?

2) What is the temperance movement?

3) What did the 18th Amendment and the Volstead Act do?

4) How did people manage to get a hold of alcohol in the 1920s?

5) What did the 21st amendment do?

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Look at the two pictures that are in support of prohibition.

1) What do these pictures tell you about the prohibition movement?
The Roaring Twenties: Station Two

Watch the video: "How We Lived -1920's" https://www.youtube.com/watch?v=GtPkszXKhQQ

Then answer the following questions.

1) What happened to farmers after World War I?

2) As farming became less profitable, new industries became prosperous:
   a. 
   b. 
   c. 

3) Which industry produced much of the prosperity in the 1920s?

4) What were women doing during the 1920s?

5) What impact did advertisements have on American society? What did advertisements promise? How did advertisements reach the American people?

6) What was the image of the middle class in the 1920s?

7) For the most middle class families prosperity meant:
   a. 
   b. 
   c.
The Roaring Twenties: Station Three

1) In what year did Charles Lindbergh take off from Roosevelt Field, Long Island?

2) How long was the flight (in hours)?

3) What was remarkable about Lindbergh’s flight?

4) How many home runs did Babe Ruth hit by 1927?

5) What about Babe Ruth made him stand out?

6) Define “uncouth” and “imbiber.”

7) What was Man O’War’s nickname, and who gave it to him?

8) How many races did this horse win and how many did he lose?
The Roaring Twenties: Station Four

1) How did boys behave prior to the Twenties?

2) How did girls behave prior to the Twenties?

3) How did F. Scott Fitzgerald describe this time period?

4) Draw a flapper including hair and dress.
The Roaring Twenties: Station Five

Imagine you were a teenager living in the 1920s. Using at least ten slang words, write a short story describing your day. You stories should be a minimum of five sentences in length.
### 1920s Consumerism

<table>
<thead>
<tr>
<th></th>
<th>What do you see literally depicted in the advertisement?</th>
<th>What is the advertisement trying to see?</th>
<th>What audience is the advertisement targeting? How can you tell</th>
<th>What can we assume about the time period based on this advertisement?</th>
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<tbody>
<tr>
<td>1920s Ad</td>
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<td>2000s Ad</td>
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<tr>
<td>1920's Consumer Culture</td>
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1920's Consumer Culture Worksheet

1. What do all the advertisements have in common?

2. What mediums did advertisers use in the 1920s? What mediums do advertisers use today?

3. How are 1920s advertisements different from ones today? Do you think advertising is more or less effective today than in the 1920s?

4. Compare and contrast the role of consumerism in the 1920s to the role of consumerism today. In what ways are they similar and how are they different?
## The Migration Series by Jacob Lawrence

<table>
<thead>
<tr>
<th>Panel 1: Title</th>
<th>What the picture shows:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>The story the picture tells:</td>
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<td></td>
<td>Themes:</td>
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<table>
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<tr>
<th>Panel 32: Title</th>
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<th>Panel 45: Title</th>
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</table>
For more information on Jacob Lawrence, visit: http://www.phillipscollection.org/migration_series/index.cfm
1920s Popular Culture

: New Culture of Consumers

1. 1920s economic boom.
   a. The average Per Capita income grew by 30%

2. Largely because the European Economy was destroyed by
   _______________________.

• New technological inventions allowed goods to be made quicker/cheaper.
  • a. Henry Ford and the __________
  • 5. Boost in economy and invention of many household appliances
  • created more ____________________ for men & women.
1. KDKA in Pittsburgh, first radio station, starting in 1920.
2. By 1922 that number had grown to 600.
3. Popularity grew quickly, becomes primary source of home entertainment.
4. Between 1923 and 1930, 60% of Americans purchased a radio.

1. By the early 1920s Hollywood was the film capital of the world a. ______ were escapist entertainment for the working-class.
2. Films were used as a platform to address ______ issues (sex, birth-control, violence, divorce)
3. By the middle of the 1920s about half the countries population went to the movies weekly (50 million people).
4. Late 1920s and the “ ________”

| Comedy | Rudolph Valentino: Romance & Drama | Romance |
Formation of the ______________________

• 1. Fewer children had to work to support their families, teens weren’t being forced into work at 16 or 17 and teens were staying in school longer
• 2. The __________________!
• 3. Teens could now go on

The “__________” of Sports

• 1. Sports became another form of entertainment for the masses.
• 2. More free time allowed people other than just the wealthy to play:

• 1. Jazz was born in New Orleans in the early 1900s, but quickly spread throughout the country
• 2. The phonograph
4. 1920's dances, like the _____________ and the Black Bottom.

5. Prohibition and the advent of the speakeasy provided many opportunities for Jazz musicians

**Speakeasies**

1. Because of _____________ speakeasies became an established institution in America.
2. For every legitimate saloon that closed as a result of the new law, a half dozen underground palaces sprung up.
3. _____________ also become the place were fashions were made and the fashionable were seen.

**Gangsters**

1. Gangsters are the ones who provided the alcohol (and other things) to those who wanted it
2. Led to a collapse of law and order and many cities, do corruption and bribery
3. February 14, 1929, St. Valentine’s Day Massacre: _____________ killed 7 men to eliminate any potential challengers to his “throne”
Prohibition

- ___________: complete ban on the sale, manufacture, and consumption of alcohol.
- ___________: People who illegally smuggled alcohol.
- ___________: Places that illegally sold alcohol.
- ___________: People who illegally made alcohol.
Before the Russian Revolution

• Prior to the Revolution, Russia was ruled by Czar ______________________ (ruled 1894 – 1917)
• During his reign Russia was involved in two wars.
• Following ________________ Russia had experienced a massive loss of human life and territory - people were very angry and upset with the Czar

Before the Russian Revolution

• During __________________ food supplies were low, unemployment and inflation were high in Russia.
• Fed up with their circumstances workers, peasants, and soldiers joined together to overthrow the _____________________
The Russian Revolution

- Two Revolutions took place during 1917
- During the March Revolution Czar Nicholas II is forced to abdicate the throne
- A provisional government is put in place
  - forced to give up one's throne
  - temporary

Rise of the Bolsheviks

- With the provisional government in place the __________________________ under the leadership of __________________________________________ under the leadership of the __________________________ under the leadership of Vladimir Lenin assume power and establish the __________________________________________ (1917)
- Also known as the Union of Soviet Socialist Republics (USSR)

What is __________________________?

- Communism is an economic and political system
- Communism was a political theory developed by
  - in his book, The Communist
- The primary aim of communism is to establish a
  - classless and stateless society
  - Common ownership of public goods
Capitalism (USA around 1900)

- You are in charge of your life and the means to work to support yourself. You can choose to run your own business.
- Capitalism can lead to materialism - the belief that material goods and money are the most important things on the planet.
- You get the highest quality of products for the cheapest prices.
- If you are poor or sick, there is no "safety net", meaning you must rely on friends or your family to support you (with money and otherwise).
- You can become extremely rich if you work hard, know the right people, and/or are born into the right family.
- You don't have to pay taxes beyond that of the basics to protect your rights (police, courts, national defense, etc).
- You vote with your dollars. If you don't like at Store A, you can always shop at Store B. If no one shops at Store A it will shut down.
- You have the right to own property, which comes with the right to do what you wish on it (build a house, a business, etc.).
- There is no minimum wage in a true capitalism, which means business owners can pay you as little as they like.

Communism

- Everyone is treated equally by the government.
- Personal rights and freedoms are reduced, as the government tells people what they can and cannot do.
- Everyone has a job and is paid about the same amount of money.
- Laws are oftentimes much more strict, as the government wants to make sure people act in a certain way.
- There is healthcare for everyone, as the government provides it.
- Everything belongs to the government - especially businesses. There is no private property.
- When you go to any store, there are fewer choices and things are a bit more expensive than they could be.
- There are many fewer choices when you buy things, as the government wants everyone to be equal and have the same/similar things.

How is Communism compatible with the American ideals of democracy and capitalism?
The First Red Scare (1919-1920) occurred in America following a series of bombings aimed towards politicians and business leaders.

Following the Russian Revolution there was an ever growing fear of Bolshevism and a threat to the social order in American society.

- Anarchists: People who rebel against any established order, authority, or ruling power.

USA’s reaction to Communism

- After WWI, a wave of anti-communist sentiment swept over the USA.
- This is because returning veterans felt they had to compete with immigrants for jobs.
- This was also because many Americans were afraid that Communism would spread to the USA as it had through Russia. It was already gaining a strong presence in most European countries after the war.
- Hatred of foreigners. The feeling that foreigners threaten American culture with their ideas, languages, and customs.

- After these threats, the U.S. Attorney General, A. Mitchell Palmer, hunted down suspected anarchists, radicals, and Socialists.
- Federal agents raided private homes and offices, jailed suspects without legal counsel, and deported hundreds of foreign-born radicals without trial.
- No evidence of a widespread conspiracy to overthrow the government was uncovered.
Trial

- Two Italian immigrants (known anarchists), were charged with armed robbery and murder. The evidence was circumstantial, and their alibis were solid. The judge made prejudiced comments toward immigrants during their trial. They were given the electric chair in 1927. Many people protested that they were only guilty of being immigrants and radicals. Later ballistics tests tied Sacco’s gun to the crime.

Limiting Immigration

- **Immigration Act of 1924**: First large-scale immigration restriction law.
- Limited yearly immigration into the USA to 2% of the nationals from each European country living in the USA during 1890.
- This discriminated against immigrants from ________ and ________ Europe who didn’t start coming to the USA in large numbers until after 1890.
- It completely restricted immigration from ________.
“European Anarchist”

“Come unto me, Ye opprest!”
Cartoon Analysis Worksheet

### Level One

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List objects or people you see in the cartoon</td>
<td>1. Identify the cartoon caption and/or title.</td>
</tr>
<tr>
<td></td>
<td>2. Locate words or phrases used by the cartoonist to identify objects or people within the cartoon.</td>
</tr>
</tbody>
</table>

### Level Two

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which objects on your list (from level one) are symbols?</td>
<td>1. What words or phrases appear most significant?</td>
</tr>
<tr>
<td>2. What do you think each symbol means?</td>
<td>2. List adjectives to describe the emotions of the cartoon.</td>
</tr>
</tbody>
</table>

### Level Three

1. What is the message of the cartoon?