

### Unit 4. Prosperity, Depression and the New Deal (1919-1941)

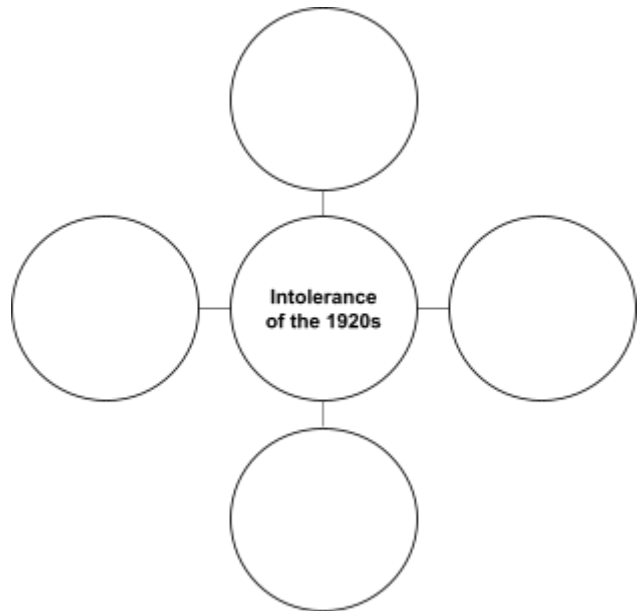
**Learning Target 17**

**Describe how racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.**



Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.

The Great Migration refers to the mass movement of African Americans from the South to the North in the first half of the 20<sup>th</sup> century. They sought to escape prejudice and discrimination and secure better paying jobs. The Great Migration to northern cities increased racial tensions there and led to a series of urban race riots in about 25 cities in 1919. The riots became known as “Red Summer” (meaning “bloody”). In Chicago, 15 whites and 23 African Americans died, hundreds more were injured, and about 1,000 black families were left homeless from arson.



*Use the graphic organizer to give examples of how intolerance led to social unrest. Double-click the organizer to enter responses.*

Lynchings and the enforcement of Jim Crow legislation continued in the South during the postwar era. Lynching refers to the practice of executing people by mob action. Lynching was an act of terror meant to spread fear among African Americans.

Racial intolerance was also seen in the revival of the Ku Klux Klan across the United States. The Second Ku Klux Klan use terror tactics to intimidate many groups including African Americans, Roman Catholics, Jews, and immigrants.

An increase in immigration to the United States from southern and eastern Europe preceded World War I. Nativism after the war was reflected in the passage of immigration quotas.

The success of the communist Bolshevik Revolution in Russia, labor strikes in the U.S., and a series of bombs sent to public and business officials in the U.S. stirred fears of revolution among Americans. The Red Scare of 1919-1920 was a reaction to these perceived threats. The Palmer Raids led to the imprisonment and deportation of many foreign-born residents perceived as radicals.

1. What was the *Great Migration* and what caused it?

2. Define *Red Summer*:

3. Based on the context of the reading, define *Nativism*:

4. Explain the connection between the *Communist Revolution*, *labor strikes* and the *Palmer Raids*.

**Learning Target 18**

**Describe how an improved standard of living for many, combined with technological innovations in communication, transportation and industry resulted in social and cultural changes and tensions.**



Following World War I, the United States experienced a period of successful advances in industry and an economic boom that improved the standard of living for many Americans. Standard of living refers to the level of wealth, comfort, material goods and necessities available.

Technological innovations in communication in this period included the first commercial radio broadcasts in 1922 and talking motion pictures in 1926. As printing became less expensive, newspaper and magazine prices were lowered. This led to wider circulation of newspapers and magazines. These innovations influenced the development of a popular culture and mass advertising.

Advances in transportation during this era include the Model A Ford and the airplane. The Model A replaced Ford's long-running Model T in 1927. The first airplane took flight in 1903, but flying was not commonplace until after 1925. In that year, Congress passed the Air Mail Act and the Air Commerce Act which facilitated the growth of airlines.

In industry, mass production techniques continued to make factory production more efficient. These developments also contributed to an improved standard of living.

These innovations brought change. But some changes challenged traditional social customs and created tensions. Automobile ownership contributed to the growth of suburbs, as people could now live outside of central cities and commute to work. Automobiles also led the creation of new businesses, such as motels and gas stations, and led to the expansion of related production factories such as rubber, plate glass, petroleum, and steel. New surfaced roads were constructed to accommodate increased traffic.

But use of the automobile also challenged traditional family values and tried the patience of travelers. Young people used the car to exercise freedom from parental rules. Increased numbers of commuters had to face the problems of traffic congestion.



A Ford Motor Company ad. What changes resulting from widespread automobile ownership are shown above?

1. Define *Standard of Living*:

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2. Identify three *technological innovations in communication* and describe what they, in turn, influenced.

1.
2.
3.

3. How could *technological innovations in transportation and industry* improve Americans' *standard of living*?

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4. Identify three social changes and two social tensions brought on by increased ownership of automobiles.

*Social Changes:*

1.
2.
3.

*Social Tensions:*

1.
2.

**Learning Target 19****Describe social changes that came from the Harlem Renaissance, African-American migration, women's suffrage and Prohibition.**

During the 1920s, Harlem became the center of African-American culture, attracting African-American intellectuals and artists from across the U.S. and the Caribbean. The Harlem Renaissance was a celebration of African American culture and contributed to social change. The term *renaissance* means “rebirth.” The themes of African-American art and literature gave pride to people of African heritage and increased awareness of the struggles related to intolerance and life in large urban centers. Jazz music flourished during the Harlem Renaissance and became an established American music genre.

During the 1910s and 1920s, the African-American population of major cities in the North and Midwest increased dramatically. The large numbers of African Americans moving to northern cities during the Great Migration increased competition for jobs, housing, and public services. Access to housing became a major source of tension between African Americans and whites during this period. Many cities adopted residential segregation ordinances to keep African Americans out of predominantly white neighborhoods.

During World War I, many supporters of women's suffrage argued that granting women the right to vote would prove that the allies were fighting for democracy. The women's suffrage movement saw the achievement of its goal with the passage of the 19th Amendment in 1920. The change brought more women into the political process, eventually including women running for public office.



Led by the Anti-Saloon League and Women's Christian Temperance Union, the movement to prohibit alcohol resulted in the ratification

of the 18th amendment. The 18th Amendment banned the production, transport and sale (but not the private possession or consumption) of alcohol. Prohibition had mixed results. Establishments that openly sold liquor closed their doors. However, enforcing the law proved almost impossible, and smuggling and bootlegging were widespread. It led to speakeasies and increased organized crime. Prohibition also lacked popular support. It further divided the nation along secularist/ fundamentalist, rural/urban, and modern/traditional lines. Prohibition was repealed with the 21st Amendment in 1933.

What changes resulted from the women's suffrage campaign?

1. What was the *Harlem Renaissance*?

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2. What in particular became a major source of tension between African Americans and whites during this period?

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3. What was one argument (claim) put forth by supporters of *Women's Suffrage* during World War I?

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4. Identify three problems caused by *Prohibition*:

1.
2.
3.

5. Briefly summarize each of the three constitutional amendments listed below:

18 <sup>th</sup> Amendment:
19 <sup>th</sup> Amendment:
21 <sup>st</sup> Amendment:

**Learning Target 20**

**Describe how the federal government's monetary policies, stock market speculation and increasing consumer debt led to the Great Depression.**



**Explain how the efforts to combat the Great Depression led to an expanded role for the federal government.**

The economic boom of the Roaring Twenties was followed by an economic bust in the 1930s. This period of severe economic decline was called the Great Depression. The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation and increasing consumer debt.

The excessive amount of lending by banks was one of several factors leading to the Great Depression in the United States. This led to stock market speculation and use of credit. The Federal Reserve attempted to control these practices by constricting (limiting) the money supply. This made economic conditions worse because it was harder for people to repay debts and for businesses, including banks, to continue operations.

Another factor leading to the Depression was stock market speculation. Many investors were buying on margin with the hope of making huge profits. In buying on margin, individuals took out loans for as much as 90 percent of the stock price. This became problematic when stock prices fell, and banks could not recoup their loans. The collapse of the stock market in 1929 led many to lose their investments and fortunes.

In the 1920s, more goods were being produced than most people could afford to buy. As a result, factories closed, workers lost needed income, and consumer debt increased.

In 1932, Franklin D. Roosevelt was elected President. His plan for addressing the problems of the Great Depression was called the New Deal. The role of the federal government was greatly expanded with the New Deal. The National Recovery Administration (NRA) was designed to help the economy recover by supervising fair trade codes and guaranteeing laborers a right to collective bargaining. The Works Progress Administration (WPA) and Civilization Conservation Corps provided relief to the unemployed by creating jobs. Other programs introduced reforms for the protection of the elderly, farmers, investors, and laborers.



*How did programs like the NRA expand the role of the federal government?*

1. How did banks contribute to the *Great Depression*?

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2. How did the *Federal Reserve* actually make matters worse?

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3. What is *stock market speculation*?

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4. What is *buying on margin*?

--

5. What effect(s) did *overproduction in factories* have on the American economy in the 1920s?

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6. Describe two examples of *expansion of the role of the federal government* under FDR's *New Deal*:

1.
2.



For vocabulary activities, video tutorials, and additional assessment practice for this unit, go to: <http://www.ohiotestprep.com/american-history.html#Unit4>

**Unit 4. Checking for Understanding**

**Use the highlight text tool on the toolbar above to select the correct answers.**

1. Following World War I, large U.S. cities experienced increased competition for jobs and housing.

Which development was a significant result of this pattern of urban changes?

- A. New Deal legislation to create jobs and stimulate the economy
- B. a population shift to rural areas for increased job opportunities
- C. race riots fueled by intolerance and continuing African-American migrations
- D. the banning of women in the workplace so that they could focus on the home

2. Between 1919 and 1941, anti-immigrant sentiments had a significant impact on social trends in the United States.

Identify the general trends during this period that were related to these anti-immigrant sentiments.

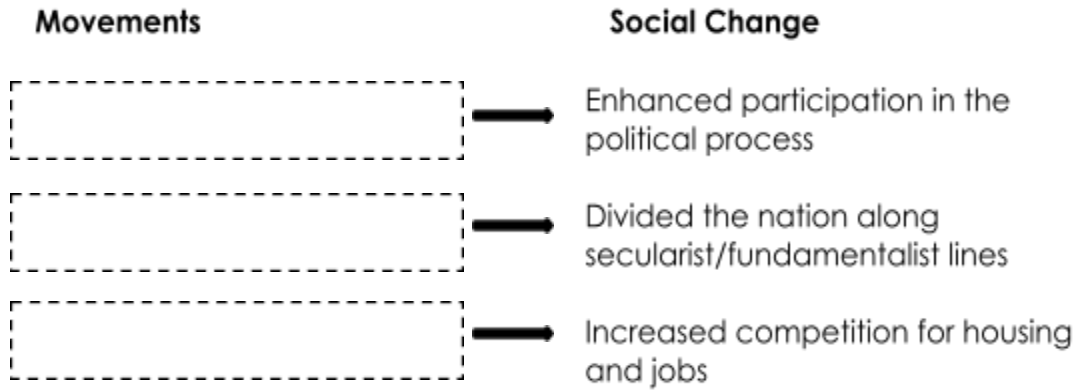
**General Trends**

- Foreign-born workforce increased
- Nativism became widespread
- Immigration quotas were enacted
- Religious tolerance increased
- Many immigrants were accepted as citizens
- Immigrants were targeted by the Ku Klux Klan

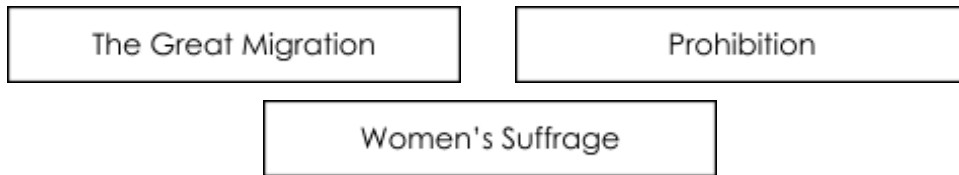
3. During the 1920s, several movements contributed to social change.

Identify the movement that primarily contributed to each social change shown.

Move each movement into the correct blank box.



**Movements**



4. The Great Depression was caused by several key factors, resulting in a dramatic change in American society.

Identify the factors that led to the Great Depression. Then identify the resulting action that was taken to address the negative conditions of the Great Depression.

Move the labels into the correct blank boxes on the chart.

- You do not need to use all of the labels.

