



GCSE History at the Brookvale Groby Learning Campus

Name: _____ Tutor Group: _____

History Teacher: _____ History Group: _____



Part 1: Non-British Depth Study

America, 1918-1948

The People and the State

Booklet 1: The Roaring Twenties

How you will be assessed on this unit

America will be examined in Paper 1, along with the Changing Order of International Relations.

The provisional exam date for this paper (for the current Year 11) is 4th June 2018.

The section on the USA is worth 40 marks out of the 105 available for Paper 1: This is approximately 20% of your final GCSE grade (Paper 1 itself is worth 50% of your final GCSE). It should take about 45 minutes.

You will complete 4 questions for this section

Question 1 (worth 2 marks)

Knowledge based- simply tests your ability to **describe** a key term, actions, treaty, policy or event.

Question 2 (worth 10 marks)

Knowledge based- **explanation of causation or consequence**, you may also need to judge the importance or impact of a factor, or how successful an organisation or policy was. It requires you to use knowledge and analyse it fully to explain what it is asking you- and you would need to argue that one factor/ organisation/ policy was more important than another OR they were equally important OR they were connected in some way.

Question 3 (worth 10 marks)

Source based. This question can be in two parts and requires you to use two sources which may be written or pictures. You will be required to explain the **message**, the **viewpoint**, the **purpose**, the **reliability** or the **utility** (usefulness) of these sources.

OR this question can be a 10 mark **comparison question** where you use both the sources together in the same question. This might include how **similar** the two sources are, how **far they agree or disagree**, whether **one is more reliable** than the other and **if one is more useful** than the other.

Either way, you will need to support your response with your own knowledge and reference to the content of the source.

Question 4 (worth 18 marks)

This is a traditional essay-style question, where you will have to analyse the truth of a statement (**how far you agree with it**). You will need to provide a **balanced** answer, explaining your point of view but also an analysis of the alternative view.

You will need to use detailed knowledge to support your point of view.

What do I need to know for this section of the exam paper?

You will need to know the events and key questions on the following page for this exam paper (note- this isn't every single event, but it will help you with most of them!).

Timeline of Events

<p>1918: WWI ended. USA entered a period of isolationism. <u>President: Woodrow Wilson (until 1921)</u></p>
<p>1920s: Known as the Roaring Twenties- a period of economic boom. Also characterised by strikes and the Red Scare (fear of Communism).</p>
<p>January 1920: The Volstead Act- the 18th Amendment to the US Constitution which 'prohibited (banned) the manufacture, sale or transportation of intoxicating liquors'.</p>
<p>August 1920: 19th Amendment- women gained the vote.</p>
<p>1921 Sheppard Towner Act: provided \$2.6 million to help states improve maternity and child health care. <u>President: Warren Harding (1921-1923)</u></p>
<p>1924: Quota system introduced to restrict immigration to mainly north-west Europeans. <u>President: Calvin Coolidge (1923-1929)</u></p>
<p>1929: St Valentine's Day Massacre. Al Capone's men murdered seven of a rival gang.</p>
<p>1929: The Wall Street Crash leading to the Great Depression (a worldwide economic crash). <u>President: Herbert Hoover (1929-1933)</u></p>
<p>1933: Repeal of the 18th Amendment (end to Prohibition). <u>President: Franklin D. Roosevelt (1933-1945)</u></p>
<p>1933-34: Roosevelt's First New Deal</p>
<p>1935-1936: Roosevelt's Second New Deal</p>
<p>1941: Japanese attack on Pearl Harbour brought America into WWII (which had begun in 1939).</p>
<p>1942: Setting up of the War Production Board.</p>
<p>1945: End of WWII. <u>President: Harry S. Truman (1945-1953)</u></p>

Key Questions

You will need to be able to answer these questions- you could make answering them part of your revision.

1. What was changing in the 1920s?
2. What caused the economic boom?
3. What were the consequences of the economic boom?
4. Did everyone benefit from the economic boom?
5. What changes were made to women's rights?
6. Were the roaring twenties the age of irresponsibility?
7. What were the causes and consequences of prohibition?
8. Why was prohibition ended?
9. What was the experience of immigrants during the roaring twenties?
10. Why did the Wall Street Crash happen?
11. What was the impact of the Great Depression?
12. Why did Roosevelt win the 1932 election?
13. How successful were Roosevelt's New Deals?
14. How united was the USA during the Second World War?
15. How successfully did the USA mobilise their economy for war?
16. How were immigrants treated during the Second World War?

“The Roaring Twenties”

Section 1: How was life in the USA changing in the 1920s?

Learning Objectives

To be able to answer (and support with evidence) the question “how was life changing in the USA in the 1920s?”

Success Criteria

1. Describe different categories of changes in the USA at the time.
2. Explain what factors were causing life in the USA to change.
3. Pull information from different sources to help answer the question.
4. CHALLENGE: Critically evaluate at least one of the sources that you use.

Task 1: A symbol of the time?



This is Charles Lindbergh before he made the flight that made him famous- flying across the Atlantic (landing in Paris). He is pictured here with his plane (designed and built by himself), *The Spirit of St. Louis*.

Useful Statistics

\$25,000 This was the prize for flying non-stop across the Atlantic- particularly important as Charles had financial problems that he needed to overcome. St. Louis businessmen helped fund him.

33.5 hours How long the flight took. It was a non-stop flight, with technical problems and bad weather.

June 1927 When he returned to the USA, he was greeted by the President who, two years later awarded him the Congressional Medal of Honour.

a) Source Task: How do we know what kind of reception Charles Lindbergh received when he returned home from his flight?

Look at the following sources- what do they show us? Note down what you can infer.

Source 1: The New York Times front page.

Source 2: A photograph of the parade welcoming Lindbergh to New York, June 1927.



Source 2



Source 3: stamp issued to commemorate Lindbergh's flight.

CHALLENGE: Which of these sources is more useful to an historian? Write a response below.



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How to assess how useful a source is?

- Which source can we work out more information from?
- Which source is more reliable?
- Does the **purpose** of the source make a difference to how useful it is?
- Does the **creator** of the source have any special reason to be trusted- or not?

b) Why is Charles Lindbergh important?

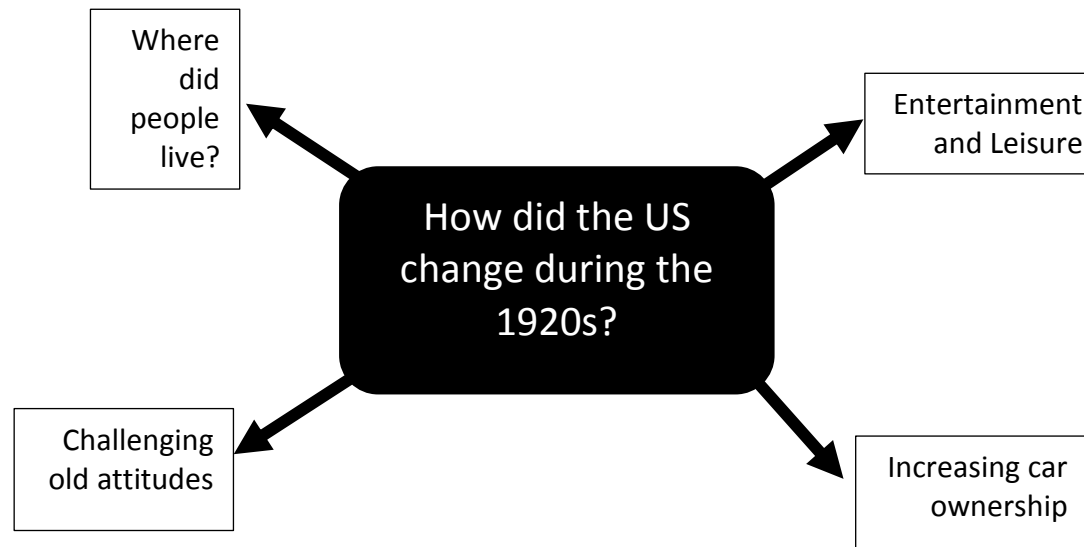
Charles Lindbergh was a celebrity with an exciting story- overcoming all odds to win wealth in a dramatic, risky way. He used new technology to do so and he did all this while being young and handsome.

What does this show us about the USA in the 1920s? Circle your response.

1. Americans loved celebrity and glamour.
2. Americans were excited by new technology.
3. The Roaring Twenties were characterised by risk, celebrity, glamour and wealth.
4. You didn't need to start off rich- you could get rich.

We will come back to these statements again and assess the truth of them.

Task 2: How did the US change during the 1920s? Complete the spider diagram below with how the USA changed. You can find information in the textbook (pages 199-200). Feel free to add pictures!



Challenge: there are some source based tasks on page 200 of your textbook. Get some lined paper and begin working through these tasks. You can choose which of the four questions to answer- or work your way through them. **Make sure you tag your lined paper into your booklet and give it the same title as this section.**



Task 3: Conclusions

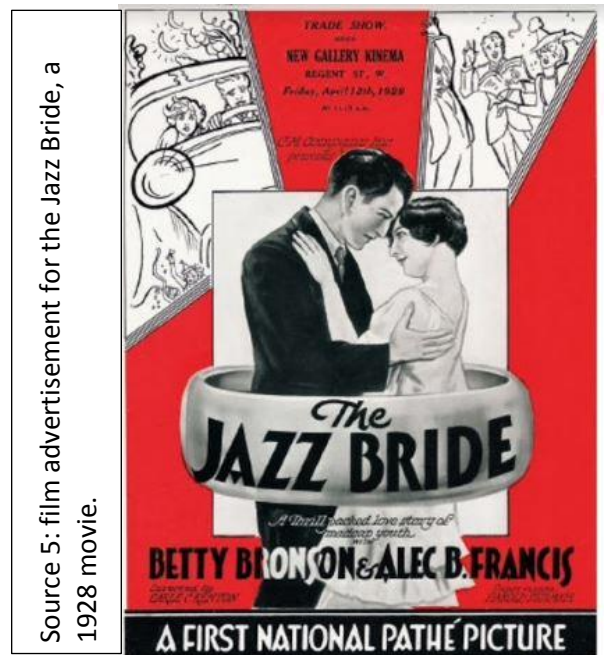
Let's go back to our previous statements from task 1.

1. Americans loved celebrity and glamour.
2. Americans were excited by new technology.
3. The Roaring Twenties were characterised by risk, celebrity, glamour and wealth.
4. You didn't need to start off rich- you could get rich.

Instructions: Annotate as many statements as you can with any evidence from the previous tasks that supports them (e.g. where would you put the expansion of cinema?). You can also refer to any of the sources in your textbook (some of which have been reproduced below for you).



Source 4: "The Builder" a painting by Gerrit A. Benecker



Source 5: film advertisement for the Jazz Bride, a 1928 movie.

CHALLENGE: Can you create a statement that explains changes to America in the 1920s better than the above four? Write it in the box below.



"The Roaring Twenties"

Section 2: Consumerism and the Stock Market

Learning Objectives

To be able to explain how and why there was an increase in consumerism and participation in the stock market during the 1920s.

Success Criteria

1. Describe different features of consumerism/ the stock market.
2. Develop skills in getting information from sources.
3. Explain why this increased during this period.
4. Assess the impact of different causes in increasing consumerism.
5. CHALLENGE: Analyse the impact on people using sources critically

Task 1: Some 1920s advertising

Look at the following sources and note down what you can learn about consumer goods in the 1920s (there is a space on page 8)

Note your conclusions down here:

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Task 2: What were the different features of the consumer boom?

a) Below is some information from the textbook (page 204) about **these new industries and methods** and the increase in consumer goods. Read the information and answer the questions in the boxes next to them.

New Industries and Methods

Through the 1920s, new industries and methods of production were developed in the USA. The theory was that companies would be more effective if they got rid of activities that wasted time or resources. Companies began to invest in research universities and schools of business and engineering to train experts who could identify those areas of waste. The same theories were also applied to governments both federal (applying to the whole of the USA) and state (applying to that one individual state).

a) What impact did business have on education?

Businesses could exploit the USA’s huge amount of raw materials to produce steel, chemicals, glass and machinery. Electricity took over as the main source of power in homes- in 1918 only a few homes were supplied but by 1929 almost all urban (in towns) homes were supplied.

Electricity and these new businesses launched a boom in consumer goods. Telephones, radios, vacuum cleaners and washing machines were mass produced on a vast scale. Mass production methods meant that lots of goods could be made much more cheaply meaning that more people could afford them (meaning that more needed to be manufactured!). Items that were once luxury became more common. Silk stockings is one example- it had been something only rich women could afford and in 1900 only 12,000 pairs had been sold. In the 1920s, the invention of rayon (a cheaper substitute

b) Write one sentence that summarises the impact of electricity.

c) Why did luxury items become more affordable?

for silk) changed this. In 1930, 300 million pairs of stockings were sold to a female population of around 60 million.

b) Below is some information from page 204 of the textbook (and other sources) about **cars**. Read the information and answer the questions in the boxes next to them.

America's Greatest Cars:

The History of FORD MOTORS

1903 Michigan: Henry Ford and 11 investors sign to incorporate Ford Motor Company

1908 Ford releases the Model T, soon to become one of the world's most popular cars

1913 Michigan: The Highland Park plant becomes world's first automobile assembly line

1914 Ford pays its workers \$5 a day, to work eight-hour days. The standard pay rate for other labor positions at the time was \$2.34 to work nine-hour days.

1917 Introduction of TT Truck. Heavy and durable with a recommended average speed of 15mph

1927 After producing 15,458,781 Model T's, Ford stops making them.

1935 Release of the Lincoln-Zephyr, Ford's first medium-priced car.

1941 Ford produces general-purpose vehicles, or "jeeps" for US military. By 1942, they're producing vehicles solely for the military.

1945 WWII ends, and Ford resumes making cars for civilians

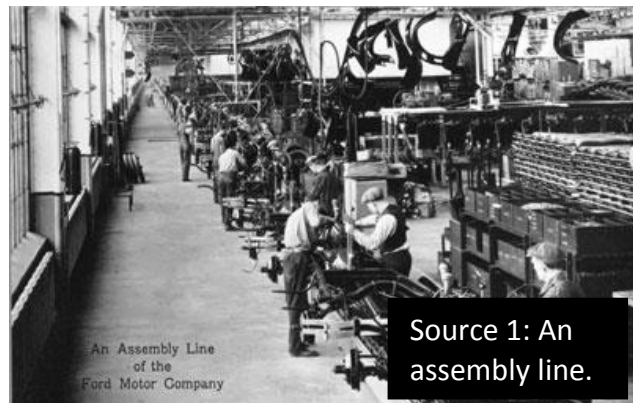
Cars

The car was first developed in the 1890s and the first cars were built by blacksmiths and other skilled craftsmen. They took a long time to make and were very expensive. **In 1900 only 4,000 cars were made.**

Henry Ford, in 1913, set up the world's first moving production line in Detroit, Michigan.

A skeleton car started at the beginning of the line and each worker had one or two small jobs to do as the vehicle moved past him on the line. By the end of the line, the complete car had been built.

More than 15 million were produced between 1908 and 1925 and in 1927 they came off the production line at a rate of one every 10 seconds.



Source 1: An assembly line.



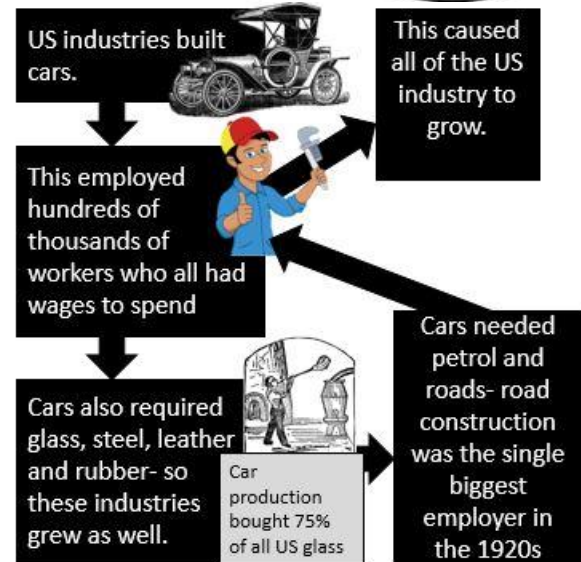
Source 2: An assembly line.

d) Why was Henry Ford able to increase the production of the Model T Ford so dramatically?

Ford was one of three huge corporations making cars- the others were Chrysler and General Motors. By 1929, they racked up sales of 29 million cars between them. There were also many smaller manufacturers making specialised vehicles such as trucks. By the end of the 1920s. cars were the USA's biggest industry which helped grow the US economy.



e) What impact did the car industry have on the US economy? Explain below in your own words.



Owning a car was not just for the rich. There was one car to 5 people in the USA, compared with one to every 43 in Britain and one to 7,000 in Russia. They made it possible for people to buy a house in the suburbs- to live in a nice, safe, less crowded area but to work in the city. The New York suburb of Queens doubled in size in the 1920s.

Task 3: Mass Consumption- why did it happen?

All these cars being produced, all these rayon stockings and refrigerators needed someone to buy them.

There were four different factors that caused mass consumption to grow.

Read the following and complete the final column at the end. You will need to think carefully about your response- it tests your understanding of what you have read.

Cause	What happened?	How important do you think this was in causing change to happen?
Mass nationwide advertising	This had been used for the first time in the USA during the war- to encourage people to support the war effort. Many advertisers who had learned these techniques during the war set up agencies to create adverts in cinemas, posters and on the radio. Travelling salesmen also went door to door.	
Mail order	Mail order companies created catalogues of consumer goods- which helped those who lived in remote areas. In 1928, nearly a third of Americans bought consumer goods from the Sears, Roebuck and Company catalogue- greatly expanding the market.	

Cause	What happened?	How important do you think this was in causing change to happen?
Credit	People could borrow money to purchase products- or they could use the hire purchase scheme. Eight out of ten radios and six out of ten cars were bought on credit. This was a significant change- before the war, people had to save up if they wanted to buy something.	
Chain stores	A new kind of shop that emerged during this period. This was the same shop, selling the same products all across the USA.	

There is a challenge sheet available with some more challenging questions to help analyse these ideas in more depth. If you have time, ask your teacher for them.



Task 4: The Stock Market and Consumerism


Source A

James Truslow Adams, American historian and writer comments on "The American Dream".
 "life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement" regardless of social class or circumstances of birth.

Source B

The Declaration of Independence
 "all men are created equal" with the right to "life, liberty and the pursuit of happiness".

a) What do these two sources show about what Americans believed about their lives?




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CHALLENGE QUESTION: Can you think of any problem with the Declaration of Independence's text?



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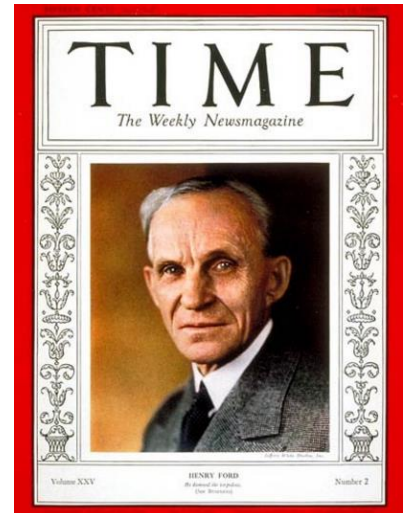
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b) Henry Ford and the popularity of business leaders.

Read the text below and assess the following statements. Are they true or false? Make sure that you explain why.

Henry Ford was very popular in the USA and demonstrated how Americans felt about industry, wealth and hard work. This particular state of mind- that businessmen know better than politicians, that Americans had a right to prosperity (wealth) and it was better to spend money than save money was very important during the 1920s.



This was also a very **Republican** point of view- referring to the views of the Republican political party in free markets, businesses being left alone to get on with what they need without government interference. Henry Ford’s business methods (including improving the lives of his workers by introducing a five day week of 8 hours a day as well as his innovations in mass production) were possible partly because the government did not interfere in what he was doing.

Henry Ford was so popular during this period that he stood for **Congress** (the US Parliament) and even though he ran no election campaign, didn’t hold any meetings and published no promotional materials, he was only narrowly defeated.

Americans felt that they should have a nice house, filled with the latest consumer products, a good job and plenty to eat. Before that, thrift (saving money for a ‘rainy day’) was considered the right thing to do, but confidence in US businesses meant that people were confident they would have jobs, therefore they would have money, and so even if they bought on credit it wouldn’t matter because they knew they would be able to pay it back.

Statement	True or False	Why?
Henry Ford was popular because he was rich.		
Henry Ford can’t have been that popular because he didn’t win the election he ran.		
People still believed in ‘thrift’- saving money in case of trouble ahead.		
People were confident that they would be able to pay for goods on credit.		
CHALLENGE: The government helped business best by not interfering.		
CHALLENGE: Americans believed that they could all get rich.		
CHALLENGE: Henry Ford’s popularity was for the same reasons Charles Lindbergh was popular.		



c) The Stock Market

To set up a new business, you need money. New companies normally raise money from getting people to invest (investors). Before WWI, only the very wealthy had been investors and they sometimes bought whole companies. However, in the 1920s, many Americans began to invest in the US stock market (Wall Street) with their own small savings. Look at the factfile below to understand how that works.

Investment and the stock market

- To set up a company you need money to pay staff, rent premises, buy equipment...
- Most companies raise this money from investors. In return, these investors own a share in the company. They become '**shareholders**'. They get a return on their money in two ways- either by receiving a **dividend** (a share of the profits made by the company) or by selling their shares.
- If the company is successful, the value of the shares is usually higher than the price originally paid for them (for example, \$100 invested in Apple in 2002 was worth \$5000 in 2016- a return of 50 times the original investment). Investors buy and sell their shares on the stock market.
- The price of shares varies from day to day. If more people buy shares in something than have shares to sell- the price goes up. If more people are selling than buying the price goes down.
- For most of the 1920s, prices of shares on the US stock market went steadily upwards.

In 1920, there had only been 4 million share owners in the USA. By 1929, out of a population of 120 million- there were 20 million shareholders.

While the economy was booming, confidence in the stock market was high and supported business. People could make more money playing the stock market than they could in a job, or by owning businesses themselves. Some even borrowed money to invest and then paid back the loan when they made a profit- this was called "**buying on the margin**".

Check your understanding by assessing these true and false statements.

Statement	True or False	Why?
Everyone got involved in the stock market.		
Dividends were the only way for shareholders to get a return on their investment.		
Shareholders own the company.		
If more people are selling than buying shares, the price goes up.		
Buying on the margin was a good way to make money in the 1920s.		

“The Roaring Twenties”

Section 3: What were the causes of the Economic Boom?

Learning Objectives

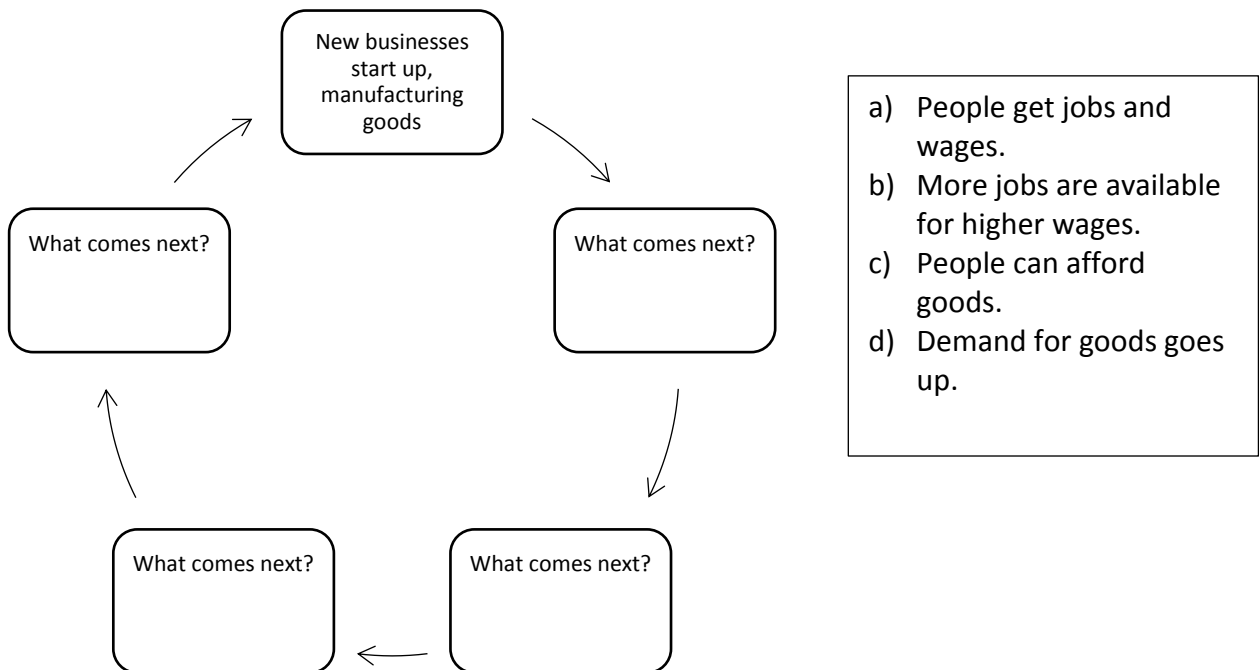
To be able to explain the causes of the economic boom. CHALLENGE: To compare the significance of these causes.

Success Criteria

1. Describe the different causes of the economic boom.
2. Use key terms to explain these different causes.
3. Assess the impact of these causes.

Task 1: What is meant by economic boom?

a) Add the different statements to the circle to create the circle of economic boom.



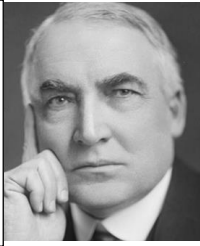
b) Read the first paragraph of page 201 in your textbook and list in the box below some statistics that show the US was enjoying a period of economic boom. You should try to make them stand out- they are useful things to include in exam questions.

Nostrums: a scheme/ remedy that is fancy- but does not work.

Task 2: How the Republican Government helped the Economic Boom

a) What is President Harding saying would be best for the USA following WWI?

What do you think he means?



America's present need is not heroics but healing; not nostrums but normalcy; not revolution but restoration.

b) Harding appointed men with strong backgrounds in business to key jobs in the Government, believing that the USA needed to get back to making money. He appointed Andrew Mellon to oversee the Treasury who was the second richest man in the USA from his aluminium and oil businesses and Herbert Hoover as secretary of commerce- he had made a fortune in mining. Hoover was a popular figure at the time. Harding's Cabinet contained many other millionaires and the New York World newspaper estimated their combined wealth was over \$600 million.

i. In what ways is a government made up of wealthy men a good thing for the USA?

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ii. In what ways is a government made up of wealthy men NOT a good thing for the USA?

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c) What were the Republican policies that helped the US economy to boom?


Complete the table below (and on page 16) with how it helped the US economy. You can use page 201 to help you but make sure that you read the information in the table as well.

Policy	Did this help the US economy? How?
Laissez Faire- The belief that government should interfere as little as possible in the everyday lives of the people. Republicans believed the government should let businessmen just get on with their jobs.	
Protective Tariffs- tariffs were taxes put on goods coming in from other countries to the USA. They made non-US goods more expensive so people would want to buy US goods. In 1922, Harding introduced the Fordney-McCumber tariff which made imported food expensive in the USA.	

Policy	Did this help the US economy? How?
Low taxation- Republicans kept taxes as low as possible. This brought some benefits to ordinary working people but even greater benefits to the very wealthy.	
Powerful trusts- Huge corporations that dominated one particular industry e.g. steel was dominated by Andrew Carnegie and oil dominated by John D. Rockefeller. The Democrats were anti-trust because they did not think it was healthy for millionaires to dominate one vital industry sector, but the Republicans believed that these ‘captains of industry’ knew better than politicians what was good for US businesses.	

*If you need some help with this task, there are some hints on a separate sheet which will help you. Ask your teacher if they don't provide you with it themselves *

CHALLENGE: Republican policies sound great, don't they? Can you think of any problems that they might cause? Why might the Democrats think different policies were better?



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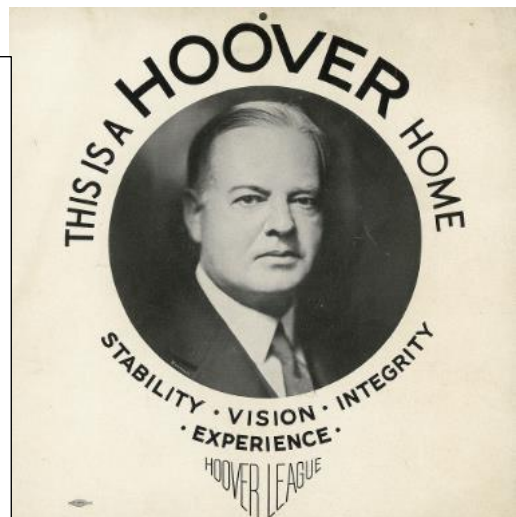


d) Coolidge and Hoover

President Harding died suddenly in 1923 and was succeeded by his vice-president, Calvin Coolidge. Coolidge shared Harding's views about government intervention. He earned the nickname 'Silent Cal' because he believed government should keep out of business and many other issues. The American people elected Coolidge in his own right in 1925. He died three years later and his vice president Herbert Hoover became president. In 1928, Hoover ran for election.

Instructions: Complete the reverse of Hoover's election poster with what sort of policies Hoover might have campaigned with.

Hoover's policies might have been:



Task 3: How did the First World War help the economic boom?

Read page 202 of your textbook and list the different ways in which the USA benefitted from WWI.

1. Before 1917 (when the US joined the war):.....

2. Benefits from what happened to Britain, France and Germany:


3. The Aviation (aircraft) industry:.....

Task 4: Resources and Transport networks

a) The USA had vast natural resources that enabled them to fuel their economic boom. You need to match them up using all the information on page 203- you could either colour code your boxes or draw lines.

Place(s)	Resource	Industry	Person/ company
Indiana, Ohio and Texas	Money (created through banking)	Car, consumer goods, skyscrapers (buildings)	Mellon (invested in a number of businesses)
	Oil	Electricity and aluminium (used for cars, electrical appliances and aircraft)	Rockefeller/ Standard Oil
Minnesota, Wisconsin, Iowa, Illinois, New York	Iron- used to produce steel	Fuel and Car Industries	Carnegie

b) Look at the map on page 203. What other resources can you see America has? How would they help its economy?




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c) Why is it important that the USA had a relatively young population?



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d) How did the Republican government's policies on roads help build the economy? (Look at the last paragraph on page 203).



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Task 5: Conclusions

We can go back to our previous statements from Section 1, as we now have more evidence that can help us support these conclusions.

Go over your notes from the past three sections and try to add evidence to support these conclusions.

CHALLENGE: Can you find any evidence that challenges these statements?



1. Americans loved celebrity and glamour.
2. Americans were excited by new technology.
3. The Roaring Twenties were characterised by risk, celebrity, glamour and wealth.
4. You didn't need to start off rich- you could get rich.

“The Roaring Twenties”


Exam Questions on the Economy of the 1920s

Where you see this symbol, it means that your work will be marked according to GCSE criteria- either by yourself, a peer or a teacher (or possibly more than one of those people). You will often be expected to comment on or improve what you have done.



Question 1: Describe Question

Describe one action that the Republican government took to encourage the growth of business in the 1920s? [2 marks]



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AO1: showing knowledge and understanding of the period.

Mark Scheme for Question 1

1 mark <input type="checkbox"/>	For identification of one action
2 marks <input type="checkbox"/>	The above- with some descriptive detail of that action.

Question 2: Explain why some industries prospered in the 1920s. [10 marks]



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Continue on lined paper if you need to. Make sure you add the title and date and tag it into your booklet.

AO1: Knowledge and understanding of the period. AO2: Explain and analyse historical events using concepts such as cause, consequence, change, continuity.

Mark Scheme for Question 2

Level 1 1-2 marks	Response shows basic knowledge relevant to the topic of the question □. Attempt at explanation although it might not be well supported. There is understanding of causes and consequences but these are not clearly mentioned □.
Level 2 3-4 marks	Response shows some knowledge and understanding relevant to the question □. Some basic use of second order historical concepts linked to the issue in the question □.
Level 3 5-6 marks	Response is supported with accurate knowledge and understanding that is relevant to the question □. Knowledge is clearly linked to analysis and explanation using second order historical concepts □.
Level 4 7-8 marks	Response uses a range of accurate knowledge and understanding that is fully relevant to the question (so discusses more than one cause or consequence □. This is used to develop a full explanation and analysis, using detailed second order historical concepts □.
Level 5 9-10 marks	Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question □. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts □.

Question 3: (you might find page 202 useful in creating your answer).

Which of these sources is more useful to historians studying the Roaring Twenties?

[10 marks]

Source A

I am pleased that American newspapers take the trouble to understand and report on what happens in the business world. After all, the chief business of the American people is business. They are profoundly concerned with buying, selling, investing and prospering in the world.

President Calvin Coolidge, speaking to a gathering of US newspaper editors in 1925.

Source B

We in America today are nearer to the final triumph over poverty than ever before in the history of any land. We shall soon, with the help of God, be in sight of the day when poverty will be banished from this nation.

Herbert Hoover, speaking after being elected president in 1928.

Write your answer on the next page.

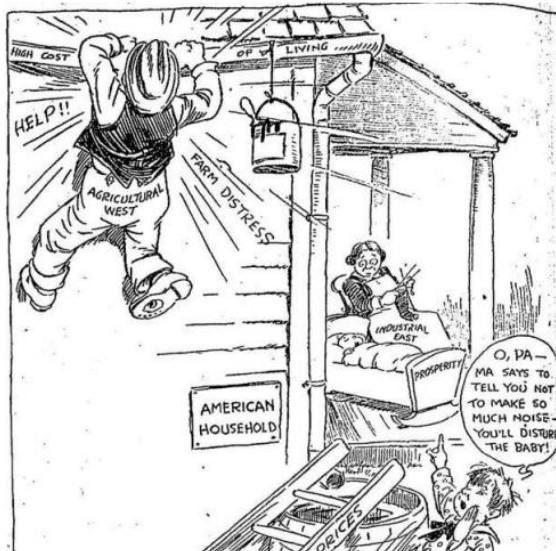
“The Roaring Twenties”

Section 4: Who did not share in the economic boom?

Task 1: The Farmers

You will need to use page 208 of the textbook to complete this task,

a) What is this source saying?



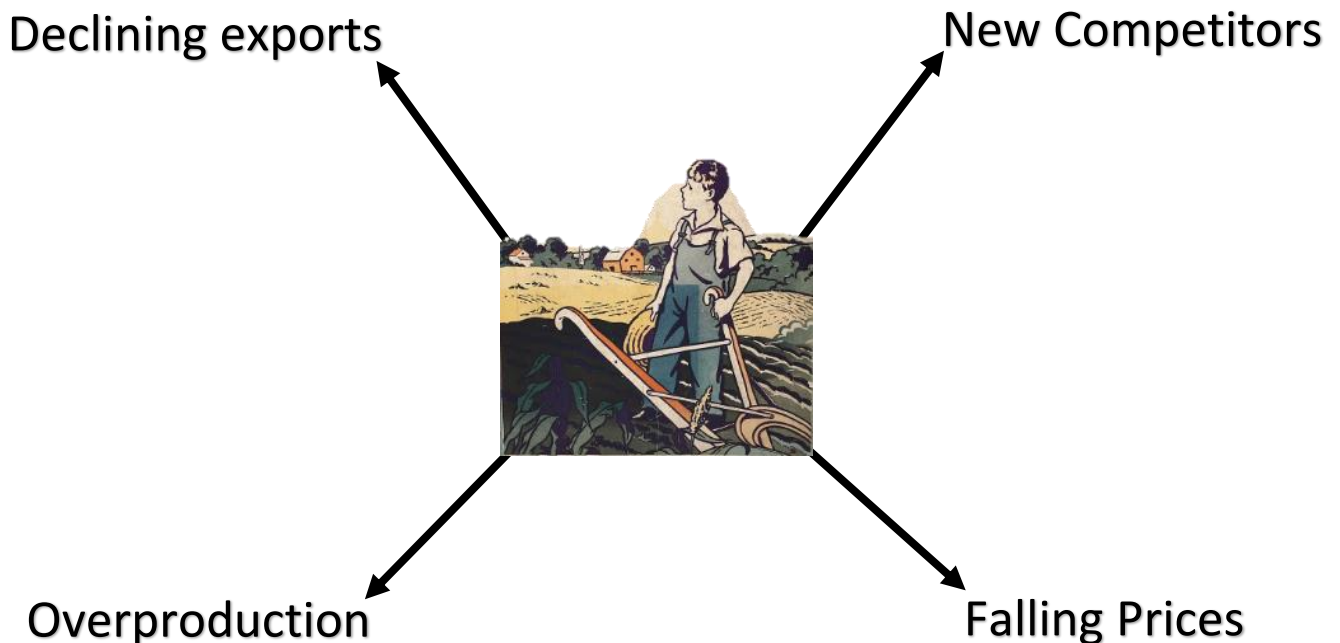
What does this cartoon show happens to the farmers?

Who is the baby in the cradle marked “prosperity” who is being knitted for by a woman wearing the apron marked “industrial east”

Source A: A cartoon from the Chicago Daily Tribune, April 1927. It was called “The Farmer’s Predicament” (predicament means a difficult, embarrassing or unpleasant situation).


b) Why were the farmers not prospering?

Total US farm income dropped from \$22 billion in 1919 to \$13 billion in 1928. Use page 208 to explain why the farmers were doing so badly.





c) Did this apply to all farmers?



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d) Statistics, statistics, statistics

Below are several statistics. Can you find what these numbers represent (pages 208-209)?


Nearly half of all Americans

More than 60 million people

Six million rural Americans

$\frac{3}{4}$ s of a million


e) CHALLENGE: Why do you think African Americans were particularly badly hit by problems with farming?



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f) CHALLENGE: Why do you think the Republicans were less interested in farmers than industry?



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g) EXAM QUESTION: Go back to the cartoon. **What do you think the cartoonist's message is?** (Bear in mind that to identify the message of the source, you must identify if the cartoonist is being supportive or critical of the issue in the source). Make sure that you support your answer with detail from the source and the knowledge that you have learned.



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Task 2: Workers in traditional industries

Read page 208 and fill in the gaps in these paragraphs.

The traditional industries in the USA were coal, leather, shoemaking, textiles and cotton growing in the

The coal industry employed lots of people, but its industry suffered because coal was replaced as a power source by and The protected these industries by putting tariffs on foreign imports, but these were not industries like the markets for electrical goods.

Skilled workers could not keep with or all the cheap labour in the

southern states. Unions tried to protect jobs and improve wages and working conditions through calling, some of which were violent and required the army to be called in to control them. However, union action was not very successful in the 1920s as and politicians were all extremely to them- as were newspaper owners who reported on the strikes.

Even when workers did get pay rises, company profits and paid to shareholders increased more. In North Carolina's coal industry, male workers were paid \$18 a week and workers \$9 (both working 70 hours per week when \$48 was considered the for a decent standard of living), leading to a strike in 1928. The of Americans earned well below this figure in the 1920s.

Approximately 42% of people in the USA lived below the line, meaning they did not have enough money to pay for essentials (e.g. food,, housing and).

businessmen
clothing
dividends
electricity
female
growth
heating
hostile
machinery
majority
minimum
oil
poverty
Republicans
South
strikes




Task 3: The unemployed and the poor

Unemployment was a problem in the 1920s because one of the effects of mechanising production (using machines) and using electricity was that less manual labour was needed to produce goods.

The number of unemployed remained at 5% throughout the 1920s, but the number of goods produced doubled.

Many poor white people were included, but even greater proportions of African-Americans, Hispanic and immigrants were unemployed.

a) Explain, in your own words, why the number of goods produced could double in the US using the same amount of labour it always had.




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b) Look at the images to the right. Why do you think unemployment was a great problem for African-Americans, Hispanic and immigrants than white Americans?



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c) Read page 209 (last paragraph). Why was poverty and unemployment also a problem for US industry?



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d) Why did the Republicans take no steps to deal with unemployment or poverty?



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Task 4: CHALLENGE Case Study of Chicago in the 1920s

Use the box below to create your own story of what happened to the steel, meat and clothing industries in Chicago. You can lay it out in any way that you like (page 210).

Task 5: The Learning Objectives for Today’s Lesson- how did you do?

Below are the learning objectives and success criteria for today’s lesson. Comment on your performance.

Learning Objective	Comment
To be able to explain why not everyone benefited from the economic boom.	
Success Criteria	Comment
Describe what happened to different groups in the USA.	
Explain why the boom affected groups in different ways.	
Draw conclusions about race and immigration in the USA.	
CHALLENGE: Apply to Chicago in the 1920s.	

“The Roaring Twenties”

Section 5: Women in the 1920s

Learning Objectives

To be able to explain how and why women’s lives changed in the 1920s

Success Criteria

1. To describe changes to women’s lives in the 1920s.
2. To explain why those changes happened in the 1920s.
3. To use sources to draw conclusions about the lives of women.
4. CHALLENGE: Critically use sources to assess their use to historians.

Task 1: The Rights of Women today

Look at the table below and tick off the rights that women have today (in the USA). If you believe they would have had those rights before the 1920s then tick that column also.

The final column we will complete at the end of this section.

Did women have the right to:	Do women have them today?	Do you think women had them before 1920?	Did women get these rights during the 1920s?
Vote			
Own property			
Be employed			
Be educated			
Have equal opportunities in employment			
Be paid equally to men			
Choose how to dress and behave in public			

Task 2: Women’s lives in the 1900s.

a) Use page 211 and complete the table with different aspects of women’s lives. You could also use source 17. What can you learn infer about women’s lives from it?

How women dress	
Women’s relationships with men	
Women’s jobs	
Behaviour in public	

b) Source 18 on page 211. Complete the questions in the box from what you read in the source.

Source 18: An extract from *Main Street*, a novel by Sinclair Lewis published in 1920. By 1922, it had sold around 2 million copies. In this extract, one of the main characters, Carol, is talking to her husband Will.

Will: That's the whole trouble with you! You haven't got enough work to do. If you have five kids and no hired girl, and had to help with the chores and separate the cream, like these farmers' wives, then you wouldn't be so discontented.

Carol: I know. That's what most men- and women- like you would say. These businessmen, from their crushing labours of sitting in an office seven hours a day, would calmly recommend that I have a dozen children. As it happens, I've done that sort of thing. I'm a good cook and a good sweeper, and you don't dare say I'm not!

Will: No-no, you're...

Carol: But was I more happy when I was drudging? I was not. I was just bedraggled and unhappy. It's work- but not my work. I could run an office or a library, or nurse and teach children. But solitary dishwashing isn't enough to satisfy me- or many other women. We're going to chuck it. We're going to wash 'em by machinery, and come out and play with you men in the offices and clubs and politics you've cleverly kept for yourselves! Oh we're hopeless, we dissatisfied women! Then why do you want to have us about the place?

What does this source show us about what men think about women?

What does Carol want to happen?

Do you think this was common amongst women in the 1920s?

What causes can you find that explain why women were able to change their lives?

CHALLENGE: Answer one or both source questions on lined paper (page 211 for the sources).

- How are sources 17 and 18 useful to historians investigating the lives of American women in the 1920s?
- Is it possible to say one source is more useful than the other?



Task 3: Changes in the Lives of Women in the 1920s.

This is a group task and you will need to be in a group of three/ four.

Use the textbook (pages 212-215) and don't forget to look at the sources) and source packs to find the information about the lives of women for one of four topics (Women's Movement and the Vote/ Political Empowerment/ Employment Opportunities/ More money, greater freedom). You may have time to look at more than one topic. Make notes on the sheet. Then share those notes with the other members of your group. Teach them your topic/s!


Task 4: Exam Question Practice

Where you see this symbol, it means that your work will be marked according to GCSE criteria- either by yourself, a peer or a teacher (or possibly more than one of those people). You will often be expected to comment on or improve what you have done.



1. Describe one example of how life changed for women in the 1920s.

[2 marks]



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AO1: showing knowledge and understanding of the period.

Mark Scheme for Question 1

1 mark <input type="checkbox"/>	For identification of one action
2 marks <input type="checkbox"/>	The above- with some descriptive detail of that action.

Question 2: Explain why life changed for some women in the 1920s.

[10 marks]



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Continue on lined paper if you need to. Make sure you add the title and date and tag it into your booklet.

AO1: Knowledge and understanding of the period. AO2: Explain and analyse historical events using concepts such as cause, consequence, change, continuity.

Mark Scheme for Question 2

Level 1 1-2 marks	Response shows basic knowledge relevant to the topic of the question □. Attempt at explanation although it might not be well supported. There is understanding of causes and consequences but these are not clearly mentioned □.
Level 2 3-4 marks	Response shows some knowledge and understanding relevant to the question □. Some basic use of second order historical concepts linked to the issue in the question □.
Level 3 5-6 marks	Response is supported with accurate knowledge and understanding that is relevant to the question □. Knowledge is clearly linked to analysis and explanation using second order historical concepts □.
Level 4 7-8 marks	Response uses a range of accurate knowledge and understanding that is fully relevant to the question (so discusses more than one cause or consequence □. This is used to develop a full explanation and analysis, using detailed second order historical concepts □.
Level 5 9-10 marks	Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question □. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts □.

Question 3: “The 1920s saw a revolution in the lives of American women”. How far do you agree with this view?

[18 marks]

Important: when you are answering an exam question you MUST make sure that you understand what it is asking you. In this case, it is asking you whether the 1920s saw a **revolution** in the lives of American women- revolution is referring to a **dramatic change**, their lives must be completely different to what happened before.

As this is our first attempt at an 18 mark question, it’s worth looking at this suggested structure.

FIRST: Say what is meant by revolution in the lives of women. Top answers will state the answer to the question e.g. “no, the 1920s did not see a revolution in the lives of American women”.

Defining the key term is important so the examiner knows how you are judging the issue. Other words- like successful- would also need defining.

NEXT: Give at least two reasons for one side of the argument (e.g. no there wasn’t a revolution). If you have stated your answer to the question then it needs to be that side of the argument that you explain. The exam board say that you need at least two separate reasons to reach Level 3 (out of 5) in this question.

If you end your response here, you will not be able to get more than 10 marks.

THEN: Give at least two sides for the opposite side of the argument. Explain why they are wrong if you have stated your answer to the question already.

FINALLY: Give a conclusion that is supported by the rest of your answer.

We will do this question on lined paper, so make sure that you put today's date, and the title and tag it into your booklet.

AO1: Knowledge and understanding of the period. AO2: Explain and analyse historical events using concepts such as cause, consequence, change, continuity.

Level 1 1-3 marks	Response shows simple relevant knowledge ☐. The question is EITHER only partially answered ☐ OR asserted (stated without support) ☐ OR the answer does not fit with the explanation before it ☐. Uses some understanding of second order historical concepts although might not refer to them specifically ☐
Level 2 4-6 marks	Explanation of relevant knowledge ☐. Uses relevant second order historical concepts ☐. Gives a clearly stated answer to the question ☐. Supported by some knowledge and has a relevant, partly structured argument ☐.
Level 3 7-10 marks	Explanation and analysis of relevant knowledge ☐. Uses relevant second order historical concepts ☐. Gives a clearly stated and supported answer to the question ☐. Supported by accurate knowledge and has a mostly relevant and structured argument ☐.
Level 4 11-14 marks	Full explanation and analysis of relevant knowledge ☐. Uses relevant second order historical concepts ☐. Gives a clearly stated and fully supported answer to the question ☐. Supported by a range of accurate knowledge and has a fully relevant and structured argument ☐.
Level 5 15-18 marks	Full explanation and thorough analysis of relevant knowledge ☐. Convincingly uses relevant second order historical concepts ☐. Gives a clearly stated and fully supported answer to the question ☐. Supported by a range of detailed and accurate knowledge and has a fully relevant and structured argument ☐.

Must answer the question with some support

Must use at least two separate reasons.

Must consider both sides of the argument.

Must contain a full argument that flows throughout the answer.

CHALLENGE: Can you write to A-Level standard?

This type of question is similar to an A-Level 20 mark essay, however, the level that you have to write at it different.

You would be expected to:

- Have a very detailed use of knowledge- you would need to use very specific evidence to support your answers.
- Your analysis would be much deeper- e.g. you would need to compare different changes within different aspects of women's lives and may need to identify that some areas were revolutionary, others were not.
- You would have to have your answer flow through your answers- the other side of the argument would have to be clearly assessed and said why it was wrong.

If you want to be told what sort of mark you might get at A-Level, write CHALLENGE next to your response.



Check the end of this section for your learning objectives and success criteria

“The Roaring Twenties” Section 6: Prohibition

Prohibition banned the sale and manufacture of alcohol (it didn't actually ban the consumption of alcohol). It became law across the whole of the United States in January 1920 as the 18th Amendment to the Constitution and was known as the Volstead Act. It caused levels of alcohol consumption to drop by 30%.

Prohibition lasted from 1920-1933.

Task 1: Why did people support prohibition?

a) What does this source suggest about why people wanted prohibition?

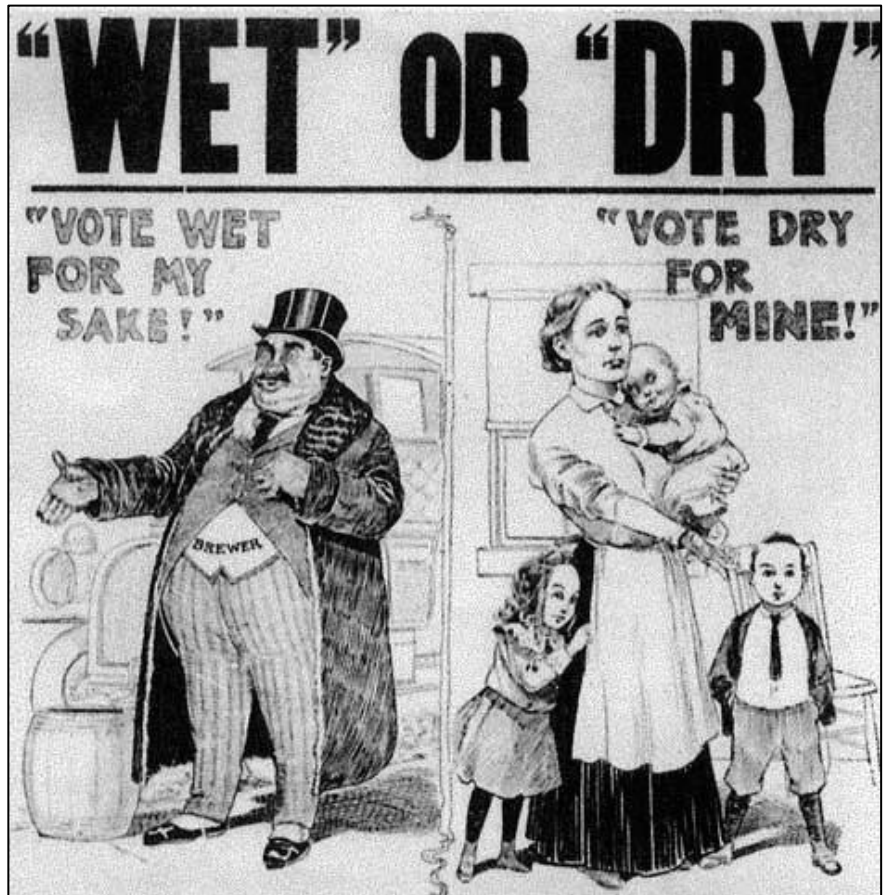


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b) How can we tell that it is a pro-temperance poster?



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Source A: A pro-temperance poster produced in 1917.

c) In 1917, the USA entered the First World War against Germany. Most brewers in the USA were German. What impact do you think that had on the temperance movement?



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d) What does source B suggest about why people wanted prohibition?



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Source B: A temperance campaigner, speaking in 1917

Our nation can only be saved by turning the pure stream of country sentiment and township morals to flush out the cesspools of cities and so save civilisation from pollution.

e) Match the argument to the person who might have said it. They might have more than one argument attached to them. Also, an argument might have more than one supporter.

The Anti-Communist

The Patriot

The Christian

The Politician

The Industrialist

The Mother

“Alcohol causes so much damage to family life!”

“Drinkers make German immigrant breweries richer”

“Workers will be more reliable and productive if they don’t drink!”

“Supporting prohibition will win me votes in rural areas!”


“”3000 infants are smothered yearly in bed by drunken parents!!”

“The Russian revolution was run on alcohol- it leads to communism”

“Won’t somebody please think of the children?”

“Alcohol leads to lawlessness and vice that destroys families!”

f) CHALLENGE: Which of these arguments do you think would have the most significant effect on creating support for prohibition?



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Task 2: How was Prohibition enforced?

The government ran information campaigns and Prohibition agents arrested offenders. Two of the most famous agents were Isadore Einstein and his deputy Moe Smith, who made 4392 arrests.

Their raids were always low-key: they would enter speakeasies and simply order a drink. Einstein had a special flask hidden inside his waistcoat with a funnel attached. He preserved the evidence by pouring his drink down the funnel and the criminals were caught!

a) How effective do you think a government information campaign would be?



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b) Do you think it would be more or less effective than raids by Prohibition agents?



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c) Why do you think sources such as C-E were published during the 1920s?



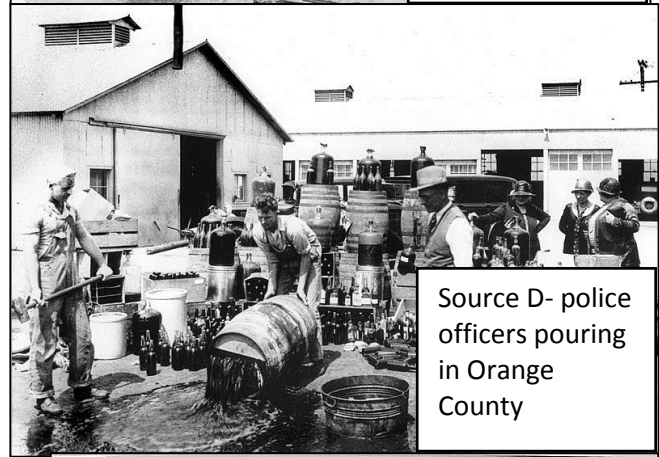
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Source C- police officers pouring illegal liquor away.




Source D- police officers pouring in Orange County



Source E: Police in Detroit raiding an illegal distillery.

d) What does Source F show about how successful the enforcement of prohibition was?

Source F: A table showing the activities of federal Prohibition agents			
	1921	1925	1929
Illegal distilleries seized	9,746	12,023	15,794
Gallons (US) of spirit seized	414,000	11,030,000	11,860,000
Arrests	34,175	62,747	66,878




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e) Why do you think it was so difficult to enforce Prohibition in the cities? (Hint, you can look at page 217 in the textbook to help you).



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Task 3: How did Americans respond to Prohibition?

Use pages 217-219 plus the sources on page 36 (booklet) to complete the following table.

Evidence that Americans supported Prohibition	Evidence that Americans did not support Prohibition

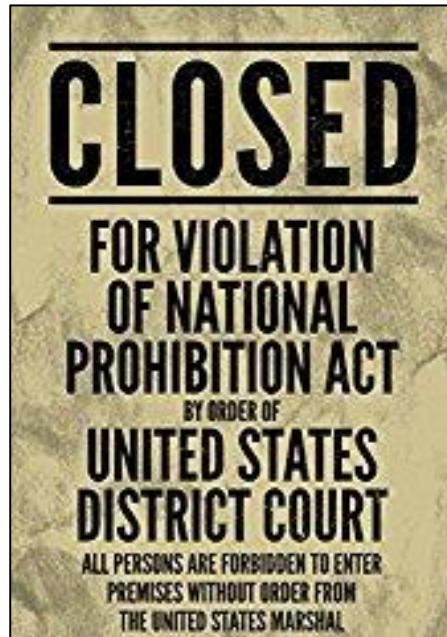
Source E: a writer recalls his childhood during Prohibition

“My parents both drank. Everybody my family knew drank. My father lived in a little house on 93rd Street and I can remember the doorbell ringing and the bootlegger arriving with a suitcase full of booze downstairs. I used to have lunch with my mother who was working at the New Yorker. We’d go out and have a lunch in a speakeasy where the food was good. And we’d just go knock on the door someplace in the West 50s or 40s and go in... This is why New York had those little wonderful French and Italian restaurants. They had all formerly been speakeasies where the food was good even when the booze was terrible”.

Source F: a US government website about the history of Prohibition

After repeal (the end of Prohibition) per head annual consumption of alcohol stood at 1.2 US liters, less than half the level of the pre-Prohibition period. The liquor industry was nearly destroyed, and the old time salon culture was finished off.

Source H: a still and other equipment used for distilling alcohol illegally in the home



Source G: a poster placed on a speakeasy caught selling alcohol.

Source I. An historian’s account from an interview with a family who lived during Prohibition

There was one family that came up with a system based on the delivery of milk in the mornings. They had their still located down in the basement of their home. It was underneath the mother’s bedroom floor. She would move the bed out of the way, move the rug and they would go down and they’d make a batch of hooch. Their little truck was painted just like a milk truck. Their uniforms were white and the jugs, they painted them up just like milk. And so they would fill it up with moonshine. And they did this for years.

CHALLENGE TASKS (Answer these questions on lined paper.

1. What do you think Al Capone meant when he said “Prohibition is a business. All I do is supply a public demand”?
2. Where does the phrase “the real McCoy” come from?
3. Why do you think source 34 on page 217 of your textbook was published?




Task 4: What was the impact of Prohibition?

Read the following text and answer the questions as they appear.

Prohibition led to massive corruption among law enforcement. Many officers were involved in the liquor trade. Big breweries stayed in business throughout the era by bribing local government officials, Prohibition agents and the police to leave them alone. In some cities, police officers were prepared to tell people where they could find speakeasies if they wanted a drink! In Seattle, one police officer (Roy Olmstead) was fired for importing alcohol and so he became a full time bootlegger. By the time he was caught in 1928, he had built up a large network of paid officials and police officers. Even when arrests were made, senior officers and judges were often in the pay of the criminals, and so it was difficult to get them convicted.

a) Why do you think there was so much corruption amongst law enforcement when it came to alcohol?




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The bootlegger George Remus had a huge network of paid officials allowing him to escape charge after charge against him. At one party he gave a car to each of the women guests while all the men received diamond cufflinks worth \$25,000. The head of the New York FBI, Don Chaplin, once ordered his 200 agents; 'Put your hands on the table, both of them. Every son of a bitch wearing a diamond is fired'. One in 12 Prohibition agents was dismissed for corruption.

b) Why do you think Don Chaplin fired the diamond wearing agents?



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One of the most enduring images of the Prohibition era is that of the gangster. Estimates suggest that organised gangs made about \$2 billion out of the sale of illegal alcohol during this period. Gangsters generally came from poor immigrant backgrounds- Jewish, Polish, Irish and Italian. They were often clever and ruthless, and fought viciously to control the liquor trade, prostitution, gambling and protection rackets centred on the speakeasies. In Chicago alone, there were 130 gangland murders in 1926-7 but not one single arrest. By the late 1920s, fear and bribery had made law enforcement ineffective.

CHALLENGE: If you have time and your teacher allows it, use your own device to research Dan O'Banion, Pete and Vince Guizenberg, Bugsy Moran and Lucky Luciano.



c) Why do you think that prohibition caused gangsters to be so successful?

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One of the most powerful gangsters was Chicago gangster Al Capone (pictured below in his police mugshot). He took over a gang and built up a huge network of corrupt officials among Chicago’s police, local government workers, judges, lawyers and Prohibition agents. He even controlled Chicago’s mayor, William Hale Thompson. By 1929, he had destroyed the influence of the other Chicago gangsters, committing at least 300 murders in the process. The peak of his violent reign came in 1929 with the St Valentine’s Day Massacre where Capone’s men murdered seven of Moran’s gang, using a fake police car and two gangsters in police uniform to put Moran’s men off their guard.



Capone was a high profile and even popular figure in Chicago. He regularly attended baseball and American football games and was cheered by the crowd when he took his seat in the stadium. He was well known for giving generous tips (over \$100) to waiters and shop girls and spent \$30,000 on a soup kitchen for the unemployed.

d) Why do you think that Al Capone was so popular in Chicago? (Think back to our work on Charles Lindbergh)


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e) Think back across this whole section so far on Prohibition. Do you think that Prohibition had more negative effects than positive? Explain your answer.

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Task 5: Why was Prohibition repealed?

Use page 220 to answer this question. Make sure that your answer refers to a) The St Valentine’s Day Massacre, b) crime, c) economic reasons.



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Task 6: Why did Prohibition fail?

Complete the table explaining the impact of each group on the failure of Prohibition.

The American people	The law enforcers
The bootleggers	The gangsters

Have you been successful on this section?

Look at the learning objectives and success criteria and tick off what you have achieved.

Learning Objective: to be able to explain and evaluate the reasons for Prohibition being introduced and repealed.	
Success Criteria 1: Describe the features of Prohibition	
Success Criteria 2: Explain why Prohibition happened/ ended.	
Success Criteria 3: Assess the impact of different groups on Prohibition.	
Success Criteria 4: Assess the impact of Prohibition on the USA.	
Success Criteria 5: Make use of sources for information. CHALLENGE: critically evaluate them.	

Useful Practice Exam Questions

2 mark questions

1. Describe one example of how life stayed the same for women in the 1920s. (2)
2. Describe one example of reactions to changes in the lives of women in the 1920s. (2)
3. Describe one example of social change in the 1920s (2 marks)
4. Describe one example of the arguments made by supporters of Prohibition. (2)
5. Describe one example of how Prohibition affected US society. (2)

10 mark Questions

6. Explain why not every industry prospered in the 1920s. (10)
7. Explain why Prohibition ended in 1933. (10)
8. Explain why the Roaring Twenties got their name. (10).
9. Explain why life did not change for all women in the Roaring Twenties. (10)
10. Explain why some people were opposed to women's rights in the 1920s. (10)

18 mark Questions

11. 'Without the new automobile industry, the prosperity of the 1920s would not have been possible'. How far do you agree with this view? (18)
12. 'Everyone in the USA in the 1920s prospered'. How far do you agree with this view? (18)
13. 'Laissez faire Republican policies improved people's lives in the 1920s'. How far do you agree with this view?
14. 'Prohibition was a success'. How far do you agree with his view? (18)
15. 'Women gained more freedom during the 1920s'. How far do you agree with this view?

America, 1919-1948: Key Terms List

Bootlegger	Someone who supplies illegal alcohol.
Buying on the Margin	Borrowing money to buy shares. When the shareholder made a profit, paying the loan back and having the profit left over.
Commerce	The activity of buying and selling, especially on a large scale.
Congress	US Parliament. Made up of two houses (bicameral) – the Senate and the House of Representatives
Constitution	The constitution lays out how the constitution is supposed to operate and what it can do, legally.
Consumer Goods	goods bought and used by people at home/ work, rather than by manufacturers for producing other goods. Finished products, on shop shelves.
Consumerism	the fact or practice of an increasing consumption of goods (people buying more stuff)
Corporation	A large company or group of companies authorized to act as a single entity and recognized as such in law.
Credit	When you borrow money in order to purchase an item.
Dividend	a share of the profits made by a company and paid out to shareholders.
Dries	Americans who supported the temperance movement.
Federal	Law/ theory that applies to all of the United States of America (as the USA is made up of states, each maintains some independence but some laws apply to all).
Federal System	Individual states look after their own internal affairs (such as education). Questions that concern all states (such as defence, or war) are dealt with by Congress.
Flapper	(in the 1920s) a fashionable young woman intent on enjoying herself and flouting conventional standards of behaviour by having short hair, short skirts, listening to jazz, smoking, drinking and engaging in casual sex.
Hire Purchase (often shortened to hp)	When you pay off a large sum of money (such as to buy a car, or a refrigerator) in instalments each week/ month. You get the item immediately (so it is rented) but when you finish paying it off you own it (it has been purchased).
Hispanic	a Spanish-speaking person, especially one of Latin (South) American descent, living in the US.
Hooch	Alcohol- often used to refer to moonshine.
Hosiery	Tights/ stockings.
Laissez-faire	The belief that government should interfere as little as possible in the everyday lives of the people.
Moonshine	Alcohol made in illegal stills- often at home.
Noble Experiment	Name given to Prohibition by its supporters- noble because it had good intentions and experiment because it hadn't been done before.

Political Parties	Two main political parties in the US, Republicans and Democrats. In the 1920s, the Republicans were stronger in the industrial north of the USA while the Democrats had more support in the south. Republicans in the 1920s and 1930s preferred government to stay out of people's lives as much as possible. The Democrats were more prepared to intervene in everyday life.
Poverty Line	When people can't afford the basic essentials of living (food, clothing, housing and heating) they are said to live below the poverty line.
Prohibition	The banning of the sale and manufacture (making) of alcohol in the United States during the 1920s.
Republican Party	Commonly referred to as the GOP (abbreviation for Grand Old Party), is one of the two major contemporary political parties in the United States, the other being its historic rival, the Democratic Party. They stood for American conservatism- free markets, low government interference and laissez faire policies.
Shareholders	People who invested in a company by buying shares on the stock market.
Speakeasies	Illegal bars set up during Prohibition, selling alcohol.
State law	Laws that apply only to an individual state within the United States of the America (e.g. Florida).
Stock Market	Where shares were bought and sold- often referred to as Wall Street.
Suburb	an outlying district of a city, especially a residential one.
Supreme Court	Judges (usually experienced lawyers) whose job is to ensure US governments do not misuse their power or pass unfair laws. They have the power to block laws that are unconstitutional (against the constitution).
Temperance	The belief that people should not drink alcohol.
Trusts	Huge corporations that dominated one particular industry e.g. steel was dominated by Andrew Carnegie and oil dominated by John D. Rockefeller.
Unions (or Trade Unions)	an organised association of workers in a trade, group of trades, or profession, formed to protect and further their rights and interests.
Volstead Act	18 th Amendment to the US constitution that enforced Prohibition.
Wets	People who did not support Prohibition.

