

# U.S. HISTORY: 1865 TO THE PRESENT – 2023 STANDARDS

## STUDY GUIDE - SOCIAL, ECONOMIC, AND TECHNOLOGICAL CHANGES OF THE EARLY 20TH CENTURY

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### STANDARD USII.5A – RISING STANDARD OF LIVING

The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by

- a) explain how capitalism and free markets helped foster developments in factory and labor productivity, transportation, and communication and how rural electrification changed American life and the standard of living

**Technology extended progress into all areas of American life, including neglected rural areas.**

**Social and economic life in the early 20th century was different from that in the late 19th century as a result of:**

#### Improved transportation

- affordable **automobiles**
- Greater **mobility**
- Creation of **jobs**
- Growth of **transportation-related industries** (road construction, oil, steel, automobile)
- Movement to **suburban** areas

#### Invention of the airplane

- The Wright **brothers**



#### Use of the assembly line increases factory and labor productivity

- Henry **Ford**, automobile
- Rise of **mechanization**



#### Communication changes

- Development of the **telephone** (Alexander Graham Bell) and **increased availability** of telephones
- Development of the **radio** and **broadcast** industry
- Development of the **movies**



#### Electrification changed American life:

- **Labor-saving products** (e.g., washing machines, electric stoves, water pumps)
- Traffic lights
- **Refrigerated** train cars
- Electric **lighting**
- Entertainment (e.g., **radio**)

### STANDARD USII.5B – RISE OF COMMUNISM AND RED SCARE

- b) examine how the rise of communism affected America including, but not limited to the first Red Scare;

#### Background: What Is Communism?

- **Communism** is a political and economic system in which the government owns all property and **controls the economy**.
- After the Russian Revolution in 1917, **communism spread** as the new Soviet Union called for workers around the world to rise up against capitalism.
- Many **Americans feared communism** because it opposed democracy, private property, and free enterprise.

#### The First Red Scare (1919–1920)

The First Red Scare was a time when Americans were terrified that communism might take over the country. This fear was triggered by:

- Economic troubles, like high unemployment and inflation



**the first Red Scare  
1919-1920**

- ✂ Labor strikes, where workers demanded better pay and conditions
- 👤 Increased immigration, especially from Eastern Europe, where radical ideas were more common

Many people believed that **immigrants** and **labor unions** might be trying to overthrow the government. This created a wave of **suspicion**, especially toward those who criticized the government or supported worker rights.

### 👮 Government Reaction: Raids and Deportations

In response to growing fears, the U.S. government took drastic action:

- Thousands of people were **arrested** without warrants, and many **immigrants were deported**, even if they had done nothing illegal.
- The government compiled lists of **suspected communists**, often based on little or no evidence.

Although some people **supported** these crackdowns, others argued that they **violated constitutional rights**, such as freedom of speech and protection from illegal searches.



**1920 -Police arrest 150 Chicagoans thought to be Communists or Socialists**

## STANDARD USII.5c –SOCIAL AND ECONOMIC CHANGES

c) describing the reasons for and impact of the Great Migration;



### 🏠 Why Did Many African Americans Move North and West (1916–1930)?

Between 1916 and 1930, large numbers of African Americans left the South and moved to cities in the North and West. This movement is called **the Great Migration**.

#### 🏠 Why did they leave the South?

- **Hard life on farms:** Many African Americans worked as farmers or sharecroppers, but they were often paid very little.

- **Unfair treatment:** Racist laws and violence made life dangerous and unequal for African Americans in the South.
- **Few opportunities:** There were not many chances for better jobs or education.
- **Why did they move to the North and West?**
- **Better jobs:** Factories in cities like Chicago, Detroit, and New York needed workers, especially during World War I when many men were away fighting.
- **More freedom:** Life in the North and West offered hope for fairer treatment and safer communities.
- **Better education:** Schools in northern cities often had more resources and opportunities.

African Americans also faced **discrimination and violence** in the North and Midwest, but enjoyed **greater opportunities** than in the South.

#### ☑ Summary

The Great Migration happened because African Americans were looking for a **better life**, with more freedom, better jobs, and safer places to live. It was one of the **largest movements** of people in U.S. history.

# STANDARD USII.5D – PROHIBITION, THE WOMEN’S SUFFRAGE MOVEMENT

d) . describe the events and leaders that led to Prohibition, the Women’s Suffrage Movement, and the passage of the Nineteenth Amendment including, but not limited to Susan B. Anthony, Lucy Burns, Elizabeth Cady Stanton, Carrie Chapman Catt, Ida B. Wells-Barnett, and Sojourner Truth

## Prohibition

**Prohibition** was imposed by a constitutional amendment (the **18th Amendment**) that made it illegal to manufacture, transport, and sell **alcoholic beverages**.

**Results: Prohibition not effective**

- **Speakeasies** were created as places for people to drink alcoholic beverages.
- **Bootleggers** made and smuggled alcohol illegally and promoted organized crime.



**Prohibition was repealed by the 21st Amendment**

## Women’s Rights

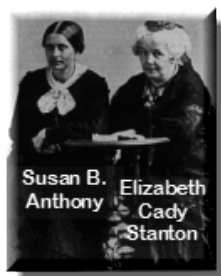
### What Was the Nineteenth Amendment?

In 1920, the Nineteenth Amendment to the U.S. Constitution was passed. It said that **no one could be denied the right to vote because of their sex**. This gave all women in the United States the legal right to vote.

### Who Were Some Important Leaders of the Women’s movement for Equal Rights?

#### Susan B. Anthony

- One of the most famous leaders of the suffrage movement.
- She gave speeches and organized meetings for women’s voting rights.



#### Elizabeth Cady Stanton

- Helped organize the first women’s rights convention in Seneca Falls, New York.
- Worked closely with Susan B. Anthony to write speeches and laws for women’s equality.

#### Lucy Burns

- A young, energetic leader who helped organize protests and marches.
- She was arrested many times and went on hunger strikes in jail.



#### Carrie Chapman Catt

- Helped create the "Winning Plan" to get the Nineteenth Amendment passed.
- She spoke with politicians and helped gain support across the country.

#### Ida B. Wells-Barnett

- A journalist who fought against racism and for women’s voting rights.

#### Sojourner Truth

- Born into slavery but became a powerful speaker for equal rights.
- Gave the famous speech, “Ain’t I a Woman?”, asking why Black women were not treated equally.

#### Summary

These women—and many others—worked for decades to make sure that women could vote. Thanks to their courage and hard work, the **Nineteenth Amendment was passed in 1920**. Today, women in the United States can vote because of their efforts.

# STANDARD USII.5E –ART & LITERATURE IN THE 1920's -30's

e) examining the art, literature, and music of the 1920s and 1930s including, but not limited to the Roaring Twenties and the Harlem Renaissance;



The 1920s and 1930s were important decades for American art, literature, and music.

**The Roaring Twenties:** a transformative decade of cultural, social, and economic change in the United States following World War I. It was a period marked by:

- unprecedented **prosperity**, new **technologies** like the automobile and radio
- the rise of **jazz music**, increased consumerism
- a rebellious "new woman" known as the flapper.



"Flappers" of the Roaring Twenties

## Harlem Renaissance

- **African American** artists, writers, and musicians based in Harlem revealed the freshness and variety of African American culture.
- The popularity of these artists spread beyond Harlem to the rest of society

The leaders of the Harlem Renaissance drew upon the heritage of African American culture to establish themselves as powerful forces for cultural change.

## Cultural figures of the 1920s and 1930s

- Art: **Georgia O'Keeffe**, an **artist** known for urban scenes and, later, paintings of the Southwest
- Literature: **F. Scott Fitzgerald**, a **novelist** who wrote about the **Jazz Age** of the 1920s;
- John **Steinbeck**, a **novelist** who portrayed the strength of poor **migrant workers** during the 1930s,
- **Jessie Redmon Fauset**, a novelist of the Harlem Renaissance,
- **Zora Neale Hurston** cultural anthropologists,
- **Langston Hughes**, a **poet** who combined the experiences of African and American cultural roots
- **Countee Cullen** poet of the Harlem Renaissance
- Music: **Aaron Copland** and **George Gershwin**, composers who wrote uniquely American music
- Art: **Jacob Lawrence**, a **painter** who chronicled the experiences of the **Great Migration** through art
- Music: **Duke Ellington** and **Louis Armstrong**, jazz musicians; **Bessie Smith**, a blues singer



Jessie Redmon Fauset, novelist



Countee Cullen, poet

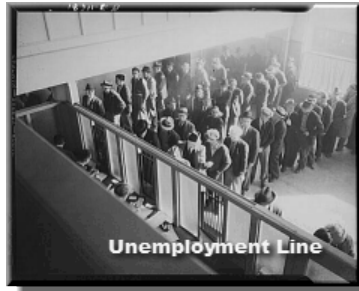
## STANDARD USII.5F – THE GREAT DEPRESSION

- f) analyze the causes of the Great Depression and the impact of the Dust Bowl on the lives of Americans

**American spending and consumer optimism of the 1920s concealed problems in the American economic system.**

### Causes of the Great Depression

- People **over-specified** on **stocks**, using **borrowed money** that they could not repay when stock prices crashed.
- The **Federal Reserve's poor monetary policies** contributed to the collapse of the banking system.
- High **tariffs** discouraged international trade.



- African Americans were **disproportionately impacted** by the Great Depression and they were **discriminated** against when New Deal agencies were created, both in hiring, pay, and access.

- **Farmers' incomes** fell to low levels.

### The Dust Bowl

- Weather conditions and agricultural practices, like over farming/overproduction, led to the stripping of nutrients from topsoil and the failure of crops.

- This led to the event known as the **Dust Bowl** and increased **rural poverty** and **migration**.

- The **Dust Bowl** resulted in **many hardships** for those living in the **Midwest** and created especially difficult

circumstances for the **farming community**.



### Impact on Americans

- A large number of **banks closed** and other **businesses failed**.
- One-fourth of workers were **without jobs**.
- Large numbers of people were **hungry** and **homeless**.

## STANDARD USII.5G – FRANKLIN D. ROOSEVELT'S NEW DEAL

- g) describe the features, effects, programs, and lasting institutions of Franklin D. Roosevelt's New Deal

**The Great Depression and the New Deal dramatically changed the lives of most Americans and began to change both their understanding of the economic system and the role of government in American life.**

**Franklin Roosevelt's New Deal** used government programs to help the nation recover from the Depression .

The New Deal was grounded in the belief that the **federal government had the power and responsibility to lift the country out of economic crisis**

### Major features of the New Deal

- **Social Security**
- Federal **work programs**
- **Environmental** improvement programs
- **Farm** assistance programs Increased **rights** for labor

The New Deal programs provided **direct aid**, **created jobs**, and **helped millions of people**.



# STANDARD USII.5H – RACIAL SEGREGATION AND DISCRIMINATION

h) describing racial segregation, housing discrimination via redlining, the rise of “Jim Crow” laws, Black Codes, and threats of violence including, but not limited to intimidation, lynchings, armed conflicts, suppressed voting rights, and limits on political participation faced by African Americans and other people during post-Reconstruction

After the Civil War and Reconstruction, African Americans had **new rights and freedoms**—but many of these were **taken away** over time. **Laws and unfair treatment** made life very difficult, especially in the South.

## 🚫 What Were Black Codes and Jim Crow Laws?

After slavery ended, some states created **Black Codes**—these were rules meant to **limit the freedom of African Americans**.

Later, **Jim Crow laws** were passed. These laws **forced Black and white people to be separated** in schools, restaurants, buses, and more.

Jim Crow laws said it was **okay to treat people differently because of their race**. This is called **segregation**.

These laws caused **unequal opportunities** in:

- 📖 Schools
- 🏠 Housing
- 💼 Jobs
- 🗳️ Voting and government

🗣️ *Did you know?* The name “**Jim Crow**” came from a character in old shows that made fun of Black people. The name was later used to describe unfair laws.

## ⚖️ The Supreme Court said Segregation was Legal (But It Wasn’t Fair)

- In **1896**, the Supreme Court case **Plessy v. Ferguson** decided that **segregation was legal** as long as things were “**separate but equal**.”
- In real life, **things were rarely equal**. Black schools and services were often **poorly funded**.

## 🗳️ Losing the Right to Vote

- Laws called **disfranchisement laws** made it harder or impossible for **African Americans to vote**.
- 

- These laws used tricks like:
  - Charging people money to vote (**poll taxes**)
  - Giving unfair tests to African Americans (**literacy tests**)
  - Using **threats or violence** to scare people away from voting

## 😡 Lynching and Violence

**Lynching** was when angry mobs or groups of people **illegally killed someone**, often by hanging.

- African Americans, especially in the South, were often lynched for things they didn’t do or for speaking up for their rights.
- These acts were used to **scare African Americans** from standing up for themselves or getting involved in politics.
- Sadly, local police often did nothing to stop the violence.
- This was most common during the **1890s and early 1900s**, when thousands were killed.

## 👤 Why Did People Leave the South?

- Life under Jim Crow laws was dangerous and unfair.
- Many African Americans moved to the **North and West** where they hoped to find better jobs, safer communities, and more rights.
- This movement was called the **Great Migration**.

## 💬 How Did African Americans Respond?

- Some spoke out against unfair laws and violence.
- Others worked to build strong schools, businesses, and communities.
- Many believed in **fighting for justice through peaceful protest, writing, or education**.

# STANDARD USII.5I – AFRICAN AMERICAN LEADERS RESPOND TO “JIM CROW”

i) analyze events and impacts of African American leaders in response to “Jim Crow” including, but not limited to the formation of the National Association for the Advancement of Colored People (NAACP), strikes, protests, the role of historically black colleges and universities (HBCUs), and the work of leaders like Booker T. Washington, W.E.B. DuBois, Mary White Ovington, and Ida B. Wells-Barnett.

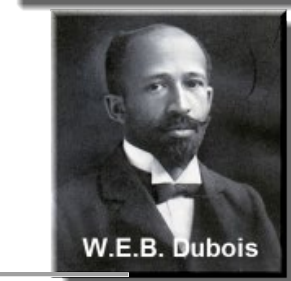
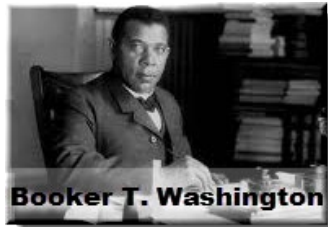
Even though **laws and unfair treatment** made life very difficult for African Americans after the Civil War, many **strong leaders** and communities **stood up and fought back**. They used **education, writing, protests**, and organizations to **challenge racism and segregation**.

## How African American Leaders Responded

African American leaders found different ways to **fight back against unfair treatment**. Here are some important people and what they did:

### Booker T. Washington

- Believed that African Americans should **learn useful job skills** through **vocational (career) training**.
- Thought equality would come slowly, so he worked quietly behind the scenes to fight unfair laws.
- Founded **Tuskegee Institute**, a famous HBCU.



### W.E.B. DuBois

- Wanted African Americans to have **full rights right away**—civil rights, voting rights, and fair treatment.
- Did not agree with waiting for change.
- Helped start the **NAACP** (National Association for the Advancement of Colored People) to fight for equal rights in the courts and government.

### Mary White Ovington

- A white woman who believed in **equal rights for all people**.
- Worked as a writer, supported voting rights for women, and **helped start the NAACP** with DuBois and others.

### Ida B. Wells-Barnett

- Was a brave journalist who **wrote articles and gave speeches** about the unfair treatment of African Americans.
- She spoke out strongly against **lynching** and wanted the world to know the truth.
- Also helped start the **NAACP**.

## Other Ways African Americans Fought Back

- **Strikes and protests** were organized to fight for better working conditions and civil rights.
- The NAACP and other groups worked hard to **change unfair laws** and speak out for justice.

## Historically Black Colleges and Universities (HBCUs)

- After the Civil War, **African Americans were not allowed to attend many colleges**.
- To fix this, new schools were created just for them. These schools are called **Historically Black Colleges and Universities**, or HBCUs.
- These colleges gave Black students a chance to get a **great education** and become leaders.

## Why This Matters

These leaders showed great courage. Even when it was dangerous, they:

- **Spoke out** against injustice
- **Educated others**
- **Organized** to make change
- **Built schools and groups** to support their communities

Thanks to their hard work, they helped pave the way for the **Civil Rights Movement** many years later.