



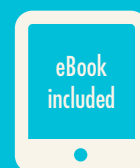
EDEXCEL INTERNATIONAL GCSE (9–1)

HISTORY

THE USA, 1918–41

Student Book

Simon Davis



Series Editor: Nigel Kelly

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ABOUT THIS BOOK

This book is written for students following the Edexcel International GCSE (9–1) History specification and covers one unit of the course. This unit is The USA, 1918–41, one of the Historical Investigations.

The History course has been structured so that teaching and learning can take place in any order, both in the classroom and in any independent learning. The book contains five chapters which match the five areas of content in the specification:

- The Roaring Twenties
- Increased social tensions in the 1920s
- The USA in Depression, 1929–33
- Roosevelt and the New Deal, 1933–41
- The Opposition to the New Deal

Each chapter is split into multiple sections to break down content into manageable chunks and to ensure full coverage of the specification.

Each chapter features a mix of learning and activities. Sources are embedded throughout to develop your understanding and exam-style questions help you to put learning into practice. Recap pages at the end of each chapter summarise key information and let you check your understanding. Exam guidance pages help you prepare confidently for the exam.

Learning objectives

Each section starts with a list of what you will learn in it. They are carefully tailored to address key assessment objectives central to the course.

Extend your knowledge

Interesting facts to encourage wider thought and stimulate discussion. They are closely related to key issues and allow you to add depth to your knowledge and answers.

Timeline

Visual representation of events to clarify the order in which they happened.

18 INCREASED SOCIAL TENSIONS THE USA, 1918–41

2.1 ATTITUDES AND POLICIES TOWARDS IMMIGRATION

LEARNING OBJECTIVES

- Understand how attitudes towards immigration changed
- Understand what policies were introduced concerning immigration
- Understand the impact of those policies.

ATTITUDES

Until the early years of the 20th century, the USA had happily accepted immigrants from around the world. They provided a cheap source of labour both for farmers and factory owners. However, after the First World War attitudes began to change.

Traditionally, most immigrants had come from western Europe and formed the largest ethnic grouping in the USA – the White Anglo-Saxon Protestants (WASPs). However, in the decade before the war the majority of immigrants had come from countries such as Italy, Austria-Hungary, Russia, Western Poland and Greece, in eastern and southern Europe. This wave of immigration upset some Americans because:

- Many of the immigrants were Catholics or Jews and so had a different cultural and religious background to the majority of the people already in the country.
- The immigrants were often poor, illiterate and could not speak English.
- There was a fear that some of the immigrants brought with them undemocratic ideas and supported **radicalism**. Fear of communism was particularly strong after the Russian Revolution in 1917.
- Many American workers were worried that workers from other countries would accept lower wages and take their jobs from them.

KEY TERM

radicalism the desire for dramatic social change

SOURCE A

A US banking poster from the 1920s. It shows an immigrant family arriving in the USA.



EXTEND YOUR KNOWLEDGE

HARRY LAUGHLIN

Harry Laughlin was an educator and sociologist who believed that people from southern and eastern Europe were born inferior. His research suggested they were more likely to end up in a prison or mental hospital than other ethnic groups. In 1922, he published a book that promoted their forced sterilisation in order to prevent them from having children. Several states made this into law, carrying it out on a small scale and there were people in the federal government who sympathised with his views. The Secretary of Labor sent Laughlin to Europe in 1923 to investigate nations that sent people to the USA. Congress then used his conclusions to create new immigration laws.

SOURCE B

From a speech by Senator Ellison Smith of South Carolina, given in April 1924 to Congress.

I think we now have enough people in our country for us to shut the door and to breed up a pure American citizenship. I would make this not an escape for the oppressed of all countries, but a country to develop that splendid type of man that has made America the best nation in her progress and in her power.

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took action to help migrant workers who travelled across the USA in search of work. They set up migrant camps to provide shelter to those who had left the Dustbowl for California and paid for doctors and dentists to look after migrants. Although this did not help migrants find work, it did help to keep them alive and healthy.

FARM PRICES

The first Agricultural Adjustment Act had been declared not valid by the Supreme Court in 1936, but the price of agricultural goods was still too low. The second Agricultural Adjustment Act created compulsory measures to limit production, using quotas. These were effective because they did not rely on co-operation from farmers. Instead, they were enforced through heavy taxes on sales above the quota, helping the government control how much was produced.

Timeline of events in the second New Deal

- 8 April 1935 Emergency Relief Appropriation Act creates the Works Progress Administration and the Rural Electrification Authority (REA)
- 14 August 1935 Social Security Act provides pensions and unemployment insurance
- 23 August 1935 Banking Act strengthens the US banking system
- May 1935 Resettlement Administration starts to rehouse urban and rural poor
- May 1936 Rural Electrification Act makes the REA a permanent agency
- 1 September 1937 Housing Act creates the US Housing Authority to build homes
- 22 July 1937 Farm Tenancy Act establishes the Farm Security Administration
- 25 June 1938 Fair Labor Standards Act improves working conditions in industry
- 16 February 1938 Second Agricultural Adjustment Act targets over-production on farms

ACTIVITY

- Look at the first three aims of the second New Deal on page 79. Find an example of a law or agency that was designed to meet each aim.
- Study Source H and answer the following questions.
 - Which second New Deal programme does the source show?
 - Who were these programmes designed to help?
 - Why would this photo make a good advert for the second New Deal?
- Use Source H, along with the information in this section, to create a poster promoting the second New Deal.

HELP FOR THE OLD AND DISADVANTAGED

Before 1935, the USA had no national system for pensions or unemployment insurance for workers. It was left to each state to establish a policy that worked for them. In most cases, this meant they had done little. Roosevelt was determined to change this and helped to make the Social Security Act law in 1935. The Social Security Act created:

- A federal pension system: employees paid into a pension scheme for their retirement, with their contributions matched by a tax on their employer. The contributions were initially 1 per cent of their income, rising to 3 per cent later on.

Key term

Useful words and phrases are colour coded within the main text and picked out in the margin with concise and simple definitions. These help understanding of key subject terms and support students whose first language is not English.

Activity

Each chapter includes activities to help check and embed knowledge and understanding.

Exam-style question

Questions tailored to the Pearson Edexcel specification to allow for practice and development of exam writing technique. They also allow for practice responding to the command words used in the exams.

Skills

Relevant exam questions have been assigned the key skills which you will gain from undertaking them, allowing for a strong focus on particular academic qualities. These transferable skills are highly valued in further study and the workplace.

Source

Photos, cartoons and text sources are used to explain events and show you what people from the period said, thought or created, helping you to build your understanding.

Hint

All exam-style questions are accompanied by a hint to help you get started on an answer.

Recap

At the end of each chapter, you will find a page designed to help you consolidate and reflect on the chapter as a whole.

Recall quiz

This quick quiz is ideal for checking your knowledge or for revision.

OPPOSITION TO THE NEW DEAL

THE USA, 1918-41

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THE ROARING TWENTIES

THE USA, 1918-41

Security, which businesses did not like. They wanted low taxation so people had more money to buy goods. They believed that was the way to create jobs.

SOURCE C

From an article by a businessman in *Scribner's Magazine*, October 1934.

NRA: Most business men accept the theory of government regulation of private industry, but they resent many of the clumsy methods of application. Five schemes thought out at the top don't work well at the bottom. Toward the agricultural end, the AAA, the feelings are similar. There's fear that the magnitude of the problem is too great for solution by a few minds in Washington.

EXAM-STYLE QUESTION

A03

ANALYSIS, ADAPTIVE LEARNING, CREATIVITY

SKILLS

SOURCE D

A 1935 cartoon criticising the cost of the New Deal.

Study Sources B and C. How far does Source B support the evidence of Source C about the reasons for opposition to the NRA and AAA? Explain your answer. (8 marks)

HINT

This question targets your ability to comprehend, interpret and cross-reference sources. Think about the attitude to the federal government as a point of agreement between the sources.

RECAP

RECALL QUIZ

- Name three natural resources that were required from the USA to help defeat Germany during the First World War.
- Who was the famous car manufacturer who used mass production techniques in the 1920s?
- How much was spent on advertising in 1929: \$1 billion, \$2 billion or \$5 billion?
- Name two reasons that farmers over-produced wheat in the 1920s.
- What replaced coal as a means of heating homes in the 1920s?
- How many cinema tickets were sold each week in 1924: 10 million, 40 million or 75 million?
- Name one famous jazz performer.
- When was the first radio network set up?
- When did women from across the USA get the right to vote?
- What percentage of the workforce were women in the 1920s: 10 per cent, 20 per cent or 50 per cent?

CHECKPOINT

STRENGTHEN

S1 Describe, in detail, three reasons why the economy of the USA grew between 1918 and 1929.

S2 What evidence can you find that farmers and manufacturers struggled in the 1920s?

S3 Give three detailed examples of changes in the society and culture of the USA in the 1920s.

CHALLENGE

C1 Find evidence for each of the interpretations of the 1920s listed below:

- a 'The First World War helped improve the USA.'
- b 'There was a huge amount of social change in the 1920s.'
- c 'Most Americans benefited from the economic boom of the 1920s.'

C2 Find evidence to challenge each of the interpretations offered in C1.

C3 In your own words, write a summary of the USA in the 1920s, using the interpretations to provide a structure for your response.

How confident do you feel about your answers to these questions? If you're not sure you answered them well, create a table with two columns: 'Positive developments in the 1920s' and 'Negative developments in the 1920s'. Then use the material in the chapter to add notes to your table.

SUMMARY

- The First World War created demand for industrial and agricultural goods from the USA.
- There was an economic boom in the 1920s, because of mass production, hire purchase plans and advertising.
- Trading in stocks and shares became popular in the 1920s.
- An economic boom helped the leisure industry to grow, as people spent money on visits to cinemas, dance halls, jazz performances and sporting events.
- Advertising encouraged Americans to buy radio sets, cars and other consumer goods.
- Women's rights improved after the First World War, as more women joined the workforce and gained the right to vote.
- Some women rejected the values of their parents and became flappers.
- Coal mining, textiles production and the railroad industries all experienced decline in the 1920s.
- Over-production and a decline in demand created problems for American farmers.

Checkpoint

Checkpoints help you to check and reflect on your learning. The Strengthen section helps you to consolidate knowledge and understanding, and check that you have grasped the basic ideas and skills. The Challenge questions push you to go beyond just understanding the information, and into evaluation and analysis of what you have studied.

Summary

The main points of each chapter are summarised in a series of bullet points. These are great for embedding core knowledge and handy for revision.

Exam guidance

At the end of each chapter, you will find two pages designed to help you better understand the exam questions and how to answer them. Each exam guidance section focuses on a particular question type that you will find in the exam, allowing you to approach them with confidence.

Student answers

Exemplar student answers are used to show what an answer to the exam question may look like. There are often two levels of answers so you can see what you need to do to write better responses.

ROOSEVELT AND THE NEW DEAL

THE USA, 1918-41

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EXAM GUIDANCE: PART (B) QUESTIONS

Study Sources A and B

SOURCE A

From a radio broadcast by an assistant commissioner of the WPA, October 1939.

The National Health Survey, one of our greatest WPA projects sponsored by the United States Public Health Service, revealed that every year some 2 million cases of serious illness go entirely without medical treatment. That is why the WPA maintains and assists clinics in most of our cities. That is why it sends nurses into the homes of the poor. That is why it builds hospitals and provides medical and dental treatment for people who could not receive such treatment otherwise.

SOURCE B

From an article in *US* newspaper published in 1935, with the title 'The Business of Relief'.

When the WPA was launched as the solution of the unemployment problem, the President announced that "the federal government must and will quit this business of relief." The new program was to give a job to every able-bodied man whose new prosperity did not place in private industry. WPA in New York City has put 223,000 persons to work. This still leaves 750,000 unemployed who can hope for no help from WPA, since it has already reached its quota.

A03

ANALYSIS, ADAPTIVE LEARNING, CREATIVITY

SKILLS

Question to be answered: How far does Source A support the evidence of Source B about the success of the Works Project Administration? Explain your answer. (8 marks)

1 Analysis Question 1: What is the question type testing? In this question, you have to demonstrate that you can comprehend, interpret and cross-reference sources. In this question, that means you can see similarity and difference between two sources in what they say about the success of the Works Project Administration.

2 Analysis Question 2: What do I have to do to answer the question well? You have to write about points of agreement and difference between the two sources that you are given. Do NOT be tempted to tell the examiner what each source says. The examiner will already know that. Go straight for the agreements and differences. You might, for example, say, 'The main areas of agreement between the two sources are ...', or 'The sources both agree that ...' or 'The two sources differ about ...'.

3 Analysis Question 3: Are there any techniques I can use to make it very clear that I am doing what is needed to be successful? This is an 8-mark question, and you need to be sure you leave enough time to answer the (c) part, which is worth 16 marks. So you need to get straight in to your answer. Divide it into three parts. In the first paragraph, identify areas and points of agreement; in the second paragraph, do the same but identify differences. Remember to quote from the source material to support what you are saying. Your final paragraph should explain the extent of the support or agreement between the two sources. That means, how strongly they agree or disagree.

You must identify both agreement and difference. You will get up to 5 marks for doing this and for supporting what you have selected with material from the sources (but a maximum of 4 if you do just one side). There are 3 additional marks for explaining the extent to which one source supports the other.

Pearson Progression

Sample student answers have been given a Pearson step from 1 to 12. This tells you how well the response has met the criteria in the Pearson Progression Map.

Advice on answering the question

Three key questions about the exam question are answered here in order to explain what the question is testing and what you need to do to succeed in the exam.

Commentary

Feedback on the quality of the answer is provided to help you understand their strengths and weaknesses and show how they can be improved.

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ROOSEVELT AND THE NEW DEAL

THE USA, 1918-41

Answer

The sources both agree on their main subject area, which is that the Works Project Administration did have some success. Source B says that it tried to end direct relief and helped to provide work relief projects for '223,000 people' in New York City. Source A supports this, as it says the WPA was successful in other ways, providing 'medical and dental treatment' for poor people.

The two sources differ in one important way. Source B makes it clear that the WPA was only a partial success when it says 'this still leaves 750,000 unemployed who can hope for no help in New York City'. But Source A only talks about successes, like 'sending nurses into the homes of the poor'. Source A does hint that there are more problems, referring to it '2 million cases of serious illness' that go untreated, but presents this as a successful finding by a WPA research project.

In conclusion, Source A supports the evidence of Source B only in as far as they both agree the WPA achieved some success. However, the lack of support is considerable. Source A is a summary of successes by a WPA assistant commissioner, whereas Source B presents the reality of the projects limited impact on local areas. It is interesting, though, that Source A does not claim to have treated all of the '2 million cases of serious illness', so the sources might not be disagreeing as strongly as it seems at first. But I still think it is true to say that Source A gives very little support to what is said in Source B.

What are the strengths of this answer?

- The agreements and differences between the sources are clearly identified in separate paragraphs.
- The points made in each paragraph are supported by appropriate quotations from the sources.
- The conclusion looks at the extent of support Source A gives to Source B.
- The comment about 'does not claim' is very perceptive.

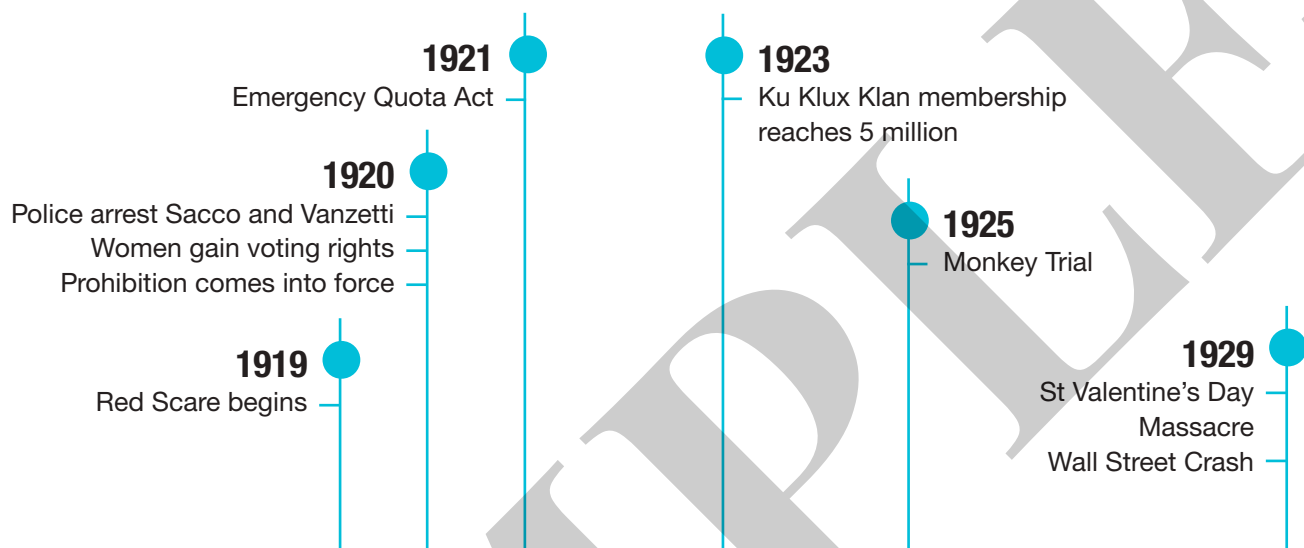
What are the weaknesses of this answer?

- There are no real weaknesses here, and this is the way to answer such questions. The student just needs to be sure that the answer can be given in no more than 10-15 minutes.

Answer checklist

- Identifies similarities
- Identifies differences
- Provides information from the sources to support the statements
- Considers the extent of the support/disagreement. Which is stronger?

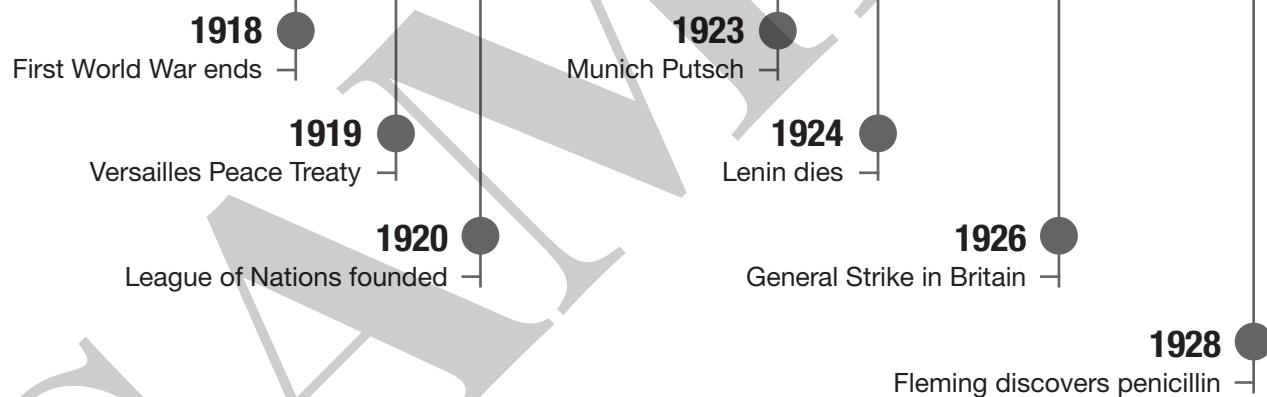
TIMELINE – THE USA, 1918–41



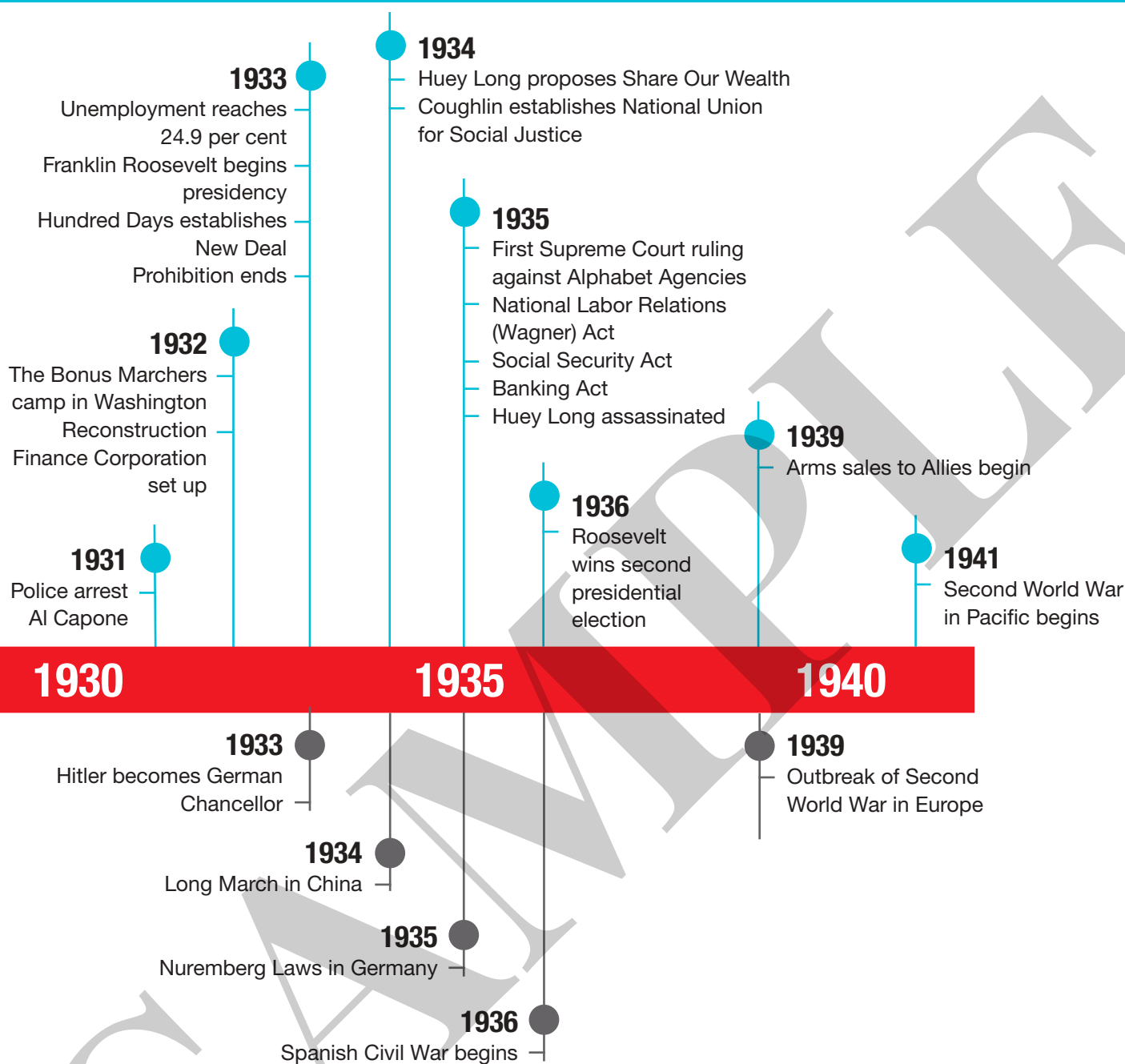
1915

1920

1925



TIMELINE – WORLD



1. THE ROARING TWENTIES

LEARNING OBJECTIVES

- Understand the reasons why America experienced an economic boom after the First World War
- Understand the changes in society and culture that the USA experienced in the 1920s, including the changing position of women
- Understand the problems in farming and the decline of older industries.

The 1920s was a decade of contrasts. On the one hand, the economy grew quickly. The First World War had created demand for US goods, factories had new methods of production and ordinary people could use cheap loans to buy the goods they heard about in radio commercials. With a radio set in most homes and a cinema in most towns, the USA had national forms of entertainment for the first time. They also had more leisure time, which meant more people went to watch sporting events or attended dances and jazz clubs.

On the other hand, there was a darker side to what was known as the 'Roaring Twenties'. Some farmers went bankrupt, as they produced more food than was needed for a world no longer at war. Factory workers in the 'older industries', such as textile mills and engineering, also struggled, as the products they made were replaced with newer ones. These workers had to accept lower wages and the threat of losing their jobs. Although women had greater freedoms in the 1920s, they still suffered inequalities in pay and employment opportunities – and for many, life continued to be a struggle running the family home and looking after children.

1.1 THE USA IN 1918

LEARNING OBJECTIVES

- Understand the geography of the USA at the end of the First World War
- Understand the key features of US society in 1918
- Understand the way in which the USA was governed.

WHAT DID THE USA LOOK LIKE?

The United States of America was a big country of over 9 million square km. It stretched across an entire continent, was bordered by Canada to its north and Mexico to its south and was divided into 48 states. Within its land borders, it was a nation of farms, but its cities had begun to grow in size. Beyond them, there was a small US **empire**, with island **colonies** in places like Hawaii and Puerto Rico.

WHO LIVED THERE?

Its people, numbering around 105 million, were from a range of ethnic backgrounds. New immigrants were still arriving from Europe, Latin America and Asia in the early 20th century, in search of work or to escape **persecution**. They joined a population that included the descendants of European settlers who had founded the USA, as well as the African Americans the settlers had used as slaves and the Native Americans, whose land the settlers had taken.

This **diversity** made the USA something of a **melting pot** for different cultures, sometimes creating tension between them. Many groups faced persecution, including:

- African Americans: many had only received freedom from slavery after the American Civil War (1861–65) and the USA was still a deeply **racist** society.

▼ Figure 1.1 A map of the USA in 1918



- Native Americans: most had ended up living in reservations, as their ancestral lands were taken from them by US settlers.
- New immigrants: the USA introduced laws to reduce immigration in the late 19th and early 20th centuries. For example, entry from Japan was **restricted** in 1900.

HOW IS THE USA RUN?

Powers

Federal

- Declare war
- Armed forces
- Foreign policy
- Regulate interstate trade
- The currency

Shared

- Law and order
- Taxes
- Court system
- Regulate banks
- Public welfare

State

- Education
- Local government
- Regulate trade within the state
- Marriage laws

Structure

Legislative (Congress)

- Passes laws
- Agrees taxes
- Agrees president's appointments of judges and ministers

Executive (President)

- Proposes laws
- Runs foreign policy
- Appoints government ministers
- Commands armed forces

Judicial (Supreme Court)

- Interprets constitution and laws
- Final appeal court

Checks and balances

President

- Checks Congress because can veto laws
- Checks Supreme Court because president appoints judges

Congress

- Checks president's power because can reject appointments or overturn the president's veto, and can withhold taxes
- Checks Supreme Court because can pass new laws and change the constitution (if states agree)

Supreme Court

- Checks president because can say actions are unconstitutional
- Checks Congress because can say actions are unconstitutional

► Figure 1.2 The US system of government

The USA has a federal system of government. Power is divided between the federal (central) government in Washington DC and the state governments, which meet in each of the states in the USA (see Figure 1.2). It is a **republic** that is divided into three parts:

- an elected president who sets policy
- an elected **Congress** that makes laws
- an appointed **Supreme Court** that checks laws are in keeping with the constitution.

This three-part system was designed to make sure that no one person or group had too much power, because each part can check the actions of the other (see Figure 1.2). Even so, shortly after the US government was designed, political parties that shared the same views and priorities began to emerge. By 1918, there were two main parties:

- the Republican Party that wanted government to play a small role in the lives of its citizens, allowing businesses to grow and succeed
- the Democratic Party that wanted government to play a larger role in the lives of its citizens, in order to tackle the social problems they faced.

This two-party system made voting simpler, but it also meant that if one party controlled all three parts of the government, they could gain more power.

1.2 THE ECONOMIC BENEFITS OF THE FIRST WORLD WAR

LEARNING OBJECTIVES

- Understand the impact of the First World War on US industry
- Understand the effect of European demand for food during the First World War on US agriculture
- Understand the problems created by the end of the First World War for the US economy and society.

KEY TERMS

submarines underwater vehicles used by the German navy during the First World War to attack enemy supply passenger and military ships, including, from February 1917, US ships

telegram a short message sent using electrical signals along a wire

When the First World War began in 1914, the US government said it would not take sides, but American support for Britain and France soon became clear. America offered huge loans to help Britain and France keep fighting and sold them far more goods than they shipped to Germany. However, it was not until 1917 that US President Woodrow Wilson felt he had to declare war. German **submarines** had begun to attack US ships and a secret **telegram** was discovered, revealing a German plot against the USA. As a result, on 2 April 1917, the president declared war on Germany and its allies.

By this point the war had already had a massive effect on the US economy, because it had created demand for American goods in Europe. Europeans involved in the war did not have time to grow enough food, extract enough fuel, or produce enough iron and steel. The Americans, who were a long way from the fighting itself, provided these resources. As a result, their industries, farms and workers benefited from a huge growth in overseas demand.

INDUSTRY

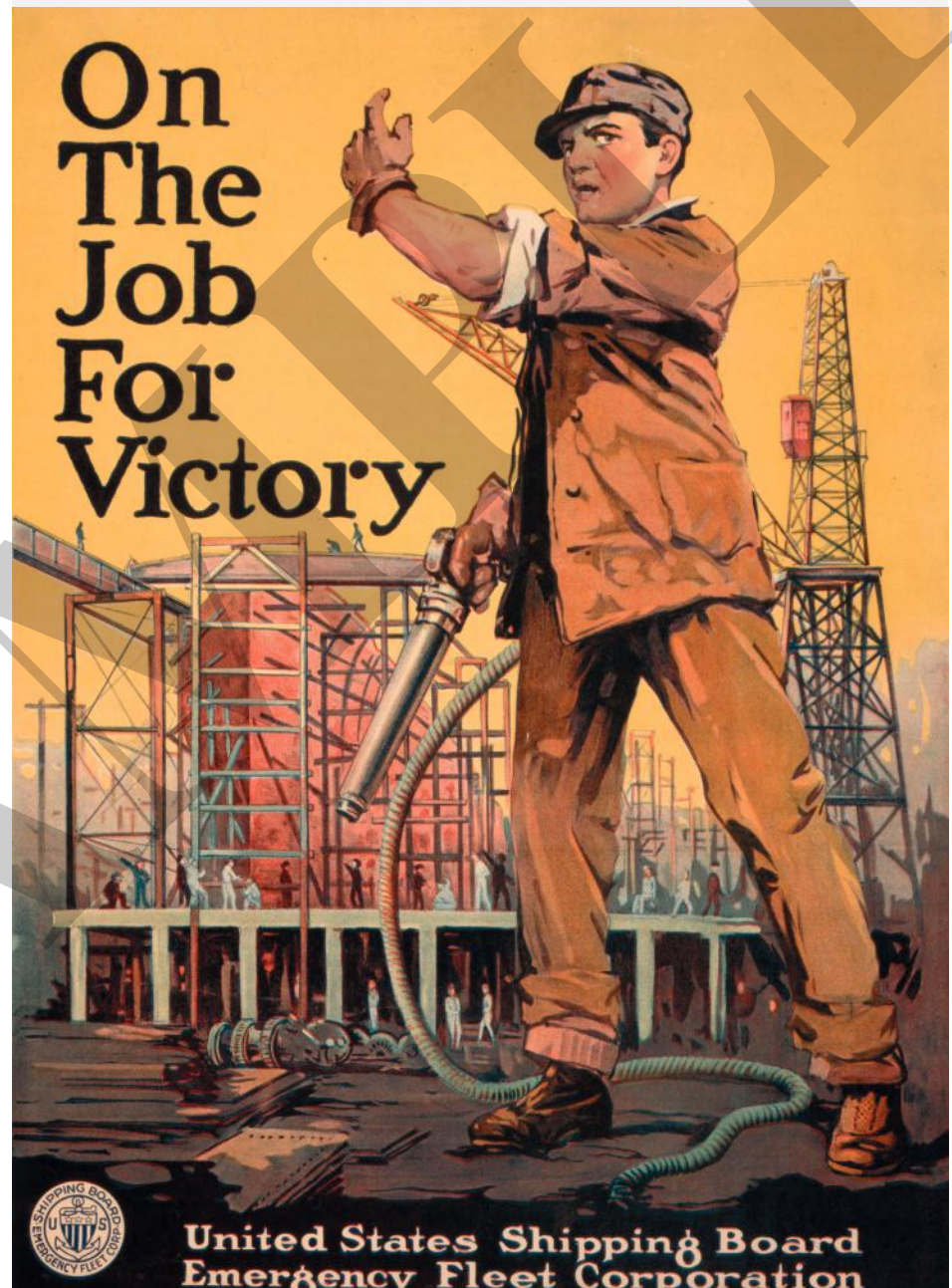
During the First World War, factory production in America grew by 35 per cent. One of the largest areas of growth was in the steel industry. In 1910, America had produced 26.1 million tonnes of steel. This had increased to 42.1 million

tonnes by 1920. Other industries also experienced expansion, including those involved in:

- Natural resources: the industries involved in coal, petrol and gas production all grew quickly.
- Transport: shipbuilding increased to replace ships destroyed by submarines and the railroads were modernised to transport wartime goods and soldiers around the USA efficiently.
- Consumer goods: American brands, especially the cigarettes smoked by US soldiers, became very popular in Europe.

SOURCE A

A poster from 1917 produced by the US Shipping Board. It shows a worker in a shipyard.



AGRICULTURE

Production on US farms grew rapidly during the First World War. Many European farmers had to fight in the war and production in Europe dropped. This created huge global demand for agricultural goods, including wheat for food production and cotton for clothing. This meant that by the time Europe had begun to recover from the war, America supplied 30 per cent of the world's wheat and 55 per cent of its cotton, which changed the lives of farmers in a number of ways:

- prices for their goods rose by around 25 per cent during the war
- the average income of a farmer who owned their farm increased by around 30 per cent
- farmers began to use machines on their farms and tractor sales increased dramatically
- more and more farmers took out loans in order to expand their farms to increase production of wheat to sell abroad.

WORKERS

The war had a number of positive impacts on American workers. Firstly, demand for more industrial and agricultural goods meant more workers were needed. As a result, the number of people in work increased by 1.3 million during the last 2 years of the war, reducing unemployment. Secondly, most workers benefited from wage increases. For example, the wages of unskilled workers rose by around 20 per cent during the war. Finally, there were more opportunities for workers from a range of backgrounds, because they were needed to replace the men who had gone to fight in Europe. Many women joined the **workforce** and black Americans moved from agriculture in the southern states into industrial jobs in the northern ones.

LIMITATIONS

The First World War had transformed the American economy, its workers and its global trade for the better. However, there were problems at the end of the war:

- Government contracts were cancelled and European farming had recovered by 1920. Demand for industrial and agricultural products from the USA dropped as a result.
- Returning soldiers re-entered the workforce. Many new workers, mainly women, lost their wartime jobs as a consequence.
- The increased number of black workers in some industrial cities had caused **race riots**, which continued after the war.
- Farmers who had borrowed money to expand production struggled to pay back their loans, especially as European demand began to drop (see pages 20–21).

EXTEND YOUR KNOWLEDGE

RACE RIOTS

During the war, black people from the southern states continued to face poverty and racism, so the idea of an escape appealed to them. An opportunity arose when businesses, whose workers had gone to fight in the war, encouraged them to move north. Around 400,000 did so. However, they did not escape racism. White workers, who did not like the new workers, looked for any excuse to attack black communities. For example, in 1917, 40 black people and nine white people were killed in a race riot in Illinois.

ACTIVITY

- 1 Look at Source A. Discuss with a partner one way it could be improved.
- 2 Read back through the text on pages 5–7 and identify another area of the economy that required more workers. Write a short design brief for a poster to attract workers to your chosen area.
- 3 Swap your brief with a partner. They should create a poster that meets your requirements.
- 4 Pass the posters around the class. Each time you see a way the US economy changed during the war, make a note of it.

1.3 REASONS FOR ECONOMIC BOOM IN THE 1920S

LEARNING OBJECTIVES

- Understand the importance of mass production and hire purchase for the US economy
- Understand the contribution of advertising and consumerism to the economic boom in the 1920s
- Understand the significance of the popularity of the stock market on the economy.

KEY TERMS

boom period when the economy is growing and unemployment is low

credit money loaned by a bank to a customer for a fixed period of time, usually repaid in instalments along with an additional amount called interest

shares evidence of ownership of part of a company, allowing the holder to receive a portion of any profit made by the company, known as a dividend

After 1922, America was experiencing an economic **boom**. This came about as a result of:

- new production methods that allowed factories to produce goods at a faster rate
- the availability of **credit** to buy new things
- advertising that encouraged people to buy newly available consumer goods
- the increased popularity of investing in stocks and **shares**.

The average income of an American was rising, while the number of hours they were expected to work was falling. Unemployment was also low, never rising above 3.7 per cent until 1929.

HENRY FORD AND MASS PRODUCTION

EXTEND YOUR KNOWLEDGE

MASS PRODUCTION

Most people think Ford invented mass production, because his publicity secretary wrote the first entry on it in the *Encyclopaedia Britannica* in 1926. However, it has a longer history. Ideas about the use of machinery in production came from the 18th-century textiles industry, along with ideas about standardised parts from the weapons industry and the organisation of mass production methods from the steel industry. Ford put these ideas together and added a conveyor belt.

Before Henry Ford introduced mass production techniques, it took 12 hours for skilled workers to produce a Model T car in a **workshop**. Mass production changed this. The idea was that workers lined up along a continuously moving surface called a conveyor belt. The car would travel along the belt as each worker stayed in the same place and performed a single job, like fitting a part or a bolt to the body of the car. This was extremely boring for the worker, but it meant that production time fell. On one of Ford's most efficient days, 31 October 1925, a Model T car was produced every 10 seconds.

The result of these **innovations** was a tremendous drop in price. More cars were made per day, so they could be sold more cheaply. The original cost of the Model T car was \$950, but by 1925 it cost only \$290. The result was a huge increase in the demand for cars amongst Americans. This helped the economy to boom because the construction of cars required the products of other industries, including steel, rubber, glass and textiles, while the use of cars boosted demand for petrol and roads. The lives of Americans themselves were affected by the increase in car ownership, which is explored on page 15.

HIRE PURCHASE

In 1919, Alfred Sloan set up a credit agency designed for ordinary consumers. His company, and others like it, helped people to get products they wanted without having to save up for them. The idea was that the customer hired the product from the business, paying for it in **instalments**. Once they had paid off the cost in full, the product became theirs. It became known as 'hire purchase'.

Hire purchase, along with the confidence to pay off the instalments that came from secure employment, helped the economy because it encouraged people to keep buying. In 1929, 75 per cent of cars and 50 per cent of electrical devices were bought using hire purchase. With more consumers buying goods, demand rose and factories had a reason to keep producing.

ADVERTISING

In the 1920s, advertising became a big business. Companies, like Kellogg's Corn Flakes, used big posters and colour pages in newspapers and magazines to encourage people to buy their products. They tried to overwhelm consumers with images of their brands in order to change their buying habits. Some companies went even further, trying to create new markets for their goods. For example, Listerine popularised the term 'halitosis' for bad breath, then rebranded their product, previously sold as an antiseptic, as a mouthwash to cure the condition. Later on, they even tried to market Listerine as a deodorant.

SOURCE B

From an article about advertising published in 1925.

Advertising does give a certain illusion, a certain sense of escape in a machine age. It creates a dream world: smiling faces, shining teeth, schoolgirl complexions, cornless feet, perfect fitting suits, distinguished collars, wrinkleless trousers, odourless breaths, regularized bowels, happy homes, fast motors, punctureless tires, perfect busts and self-washing dishes.

Radio also played a central role in the development of advertising. By 1929, there were 618 radio stations and most of these carried adverts, or were sponsored by big brand names. For example, a New York City radio programme, which started in 1923, was called the *Eveready Hour*, because it was sponsored by the battery maker. It was a light entertainment programme, based around a weekly theme, but also advertised their products. As a result, Americans even spent their leisure time listening to adverts.

By 1929, \$2 billion a year was spent on advertising and 600,000 people were employed in the industry. New advertising methods helped to create a consumer society in the 1920s, encouraging people to buy new products, or spend more on brand names. This again boosted the economy because more spending created a need for increased production. More production meant more jobs, which meant more people had money to spend.

CONSUMERISM

SOURCE C

From an article about advertising by Earnest Elmo Calkins published in 1928.

Sometimes advertising supplies a demand, but in most cases it creates demand for things that were beyond even the imagination of those who would benefit from them the most. A woman knew the use of a broom, but she could not imagine a vacuum cleaner. Therefore she could not demand one, save with that vague unspoken desire for some easing of the terrible hard work of keeping a house clean and tidy.

Advertisers and **marketing** companies actively tried to encourage **consumerism** and create a consumer society in which buying a variety of branded goods was important to ordinary people. While previously people had always washed their handkerchiefs, now Kimberley Clark sold consumers one that you could throw away. Rather than eat one flavour of yoghurt or colour their hair in a couple of shades, people were encouraged to buy an assortment of yoghurts from a range of flavours and choose from ten different hair colours.

Shopping quickly became a leisure activity. As America grew richer, people wanted to show they were better off than their neighbours and they could do this by buying the new consumer goods. By 1929 there were 1,395 department stores to choose from and sales of all sorts of goods rose rapidly. For example, 5,000 refrigerators were sold in 1921. By 1929, this had risen to 1 million. Consumers also spent huge amounts on home entertainment, with \$850 million per year being spent on radio equipment. People were now buying things they had not even realised they needed a decade before, which helped the economy to keep growing.

EXAM-STYLE QUESTION

A03

SKILLS ANALYSIS, ADAPTIVE LEARNING, CREATIVITY

Study Sources B and C.

How far does Source B support the evidence of Source C about the effect of advertising in the USA in the 1920s? Explain your answer. **(8 marks)**

HINT

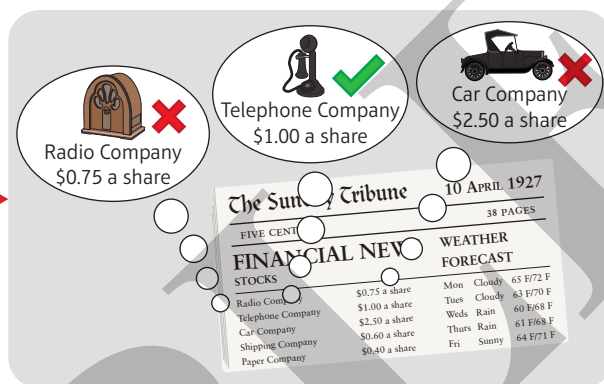
This question targets your ability to comprehend, interpret and cross-refer sources. Consider what Source B means by 'illusion' when you are looking for a point of disagreement.

STOCK MARKET POPULARITY

Between 1927 and 1929, 1.5 million ordinary Americans became involved in buying shares in the American stock market in Wall Street, New York. They either used their own money, or a method called 'buying on the margin', to buy shares in a company. This involved borrowing money from a bank, or **broker**, to invest in shares. Once they sold the shares, usually at a profit, they could pay back the loan (see Figure 1.3).



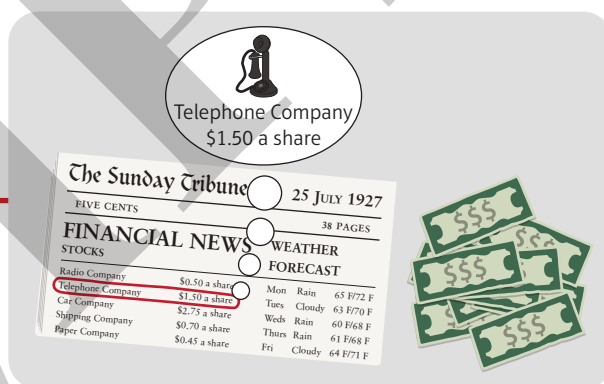
People took out loans from the bank in order to buy stocks and shares.



They chose what they thought was a promising company and bought shares in it.



They then paid their initial loan back to the bank.



When the share price increased, people sold their shares.



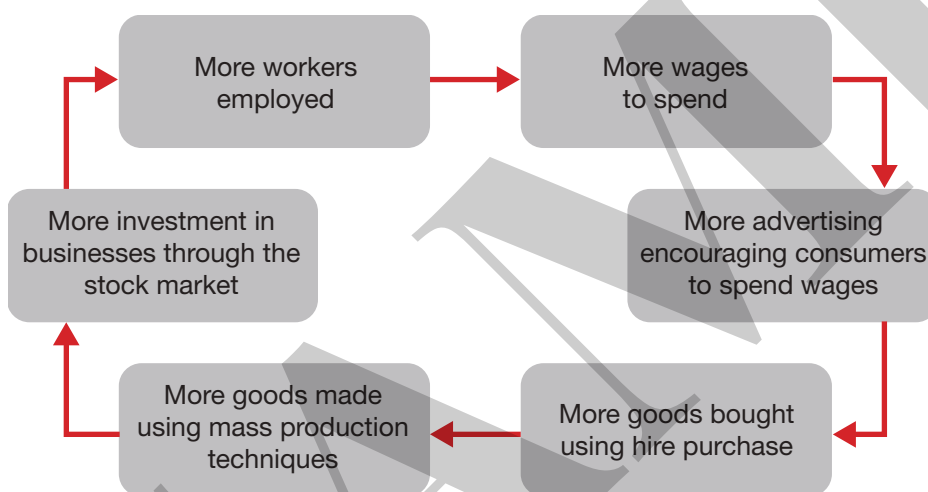
The rest of the money from selling the shares was the person's profit.

▲ Figure 1.3 'Buying on the margin'

These practices turned ordinary people into **shareholders**. Each shareholder did this in the hope that the value of the share would go up and they could sell it at a profit. They were confident share prices would rise because they had been going up since 1927. But it was a dangerous game, because ordinary Americans were effectively gambling on shares rising to make money quickly and repay their loans. What would happen if share prices stopped going up? Or even fell?

At first this helped the economy to grow. There was a huge amount of buying and selling in the stock market, which meant share prices kept on rising, as shown in the following table.

▼ COMPANY	▼ 3 MARCH 1928	▼ 3 SEPTEMBER 1929
Woolworths	\$1.81	\$2.51
Radio Corp.	\$0.94	\$5.05
AT & T (telephone company)	\$0.77	\$3.04
Westinghouse (electrical company)	\$0.92	\$2.89
General Motors (cars)	\$1.40	\$1.82



▲ **Figure 1.4** The boom cycle

It also led more companies to sell shares, which would give them the money they needed to develop their business. In 1925, there were around 500,000 shares available to buy on the stock market, but by 1929 there were 1,127,000. As a result, there were more businesses that had more money available to them. They were able to hire more people, providing them with money to invest in shares, or buy consumer goods with, resulting in greater profit. Ordinary people continued to invest and the economy continued to boom.

ACTIVITY

- 1 In groups of four, assign each person one of the causes of the economic boom on pages 8–11.
- 2 On A4 paper, create a three-box flow diagram for your cause. In the first box write in the cause, with some historical detail, and in the third put 'An economic boom in the USA'. In the second box, try and briefly explain how the cause led to the boom.
- 3 Share your findings with the rest of your group. Then place the flow diagrams in a row in order of their importance in causing the economic boom. Discuss the reasons behind your decisions.

1.4 THE SOCIAL IMPACT OF THE ROARING TWENTIES

LEARNING OBJECTIVES

- Understand the impact of the economic boom on American society, including the leisure industry, cinema, jazz music, dancing and sport
- Understand the importance of radio, advertising and motoring for the way Americans used their leisure time
- Understand the importance of the 1920s for the position of women in society, including the impact of the flappers.

As a result of the economic boom, Americans had more money to spend and more leisure time. Their average income had risen by 30 per cent in the 1920s, but they worked fewer hours to earn it.

THE LEISURE INDUSTRY

For those Americans who could afford it, the 1920s was a decade where people spent more time on leisure activities than they had since the USA was founded in the 18th century. In fact, Americans spent \$1.8 billion more on their leisure activities in 1929 than they had 10 years before. They bought new radio equipment, attended sports events and watched films at the cinema.

CINEMA

Movies grew very popular in the 1920s. In 1924, around 40 million cinema tickets were sold each week. This figure had more than doubled by 1929 because the film industry did everything they could to attract more viewers:

- They produced films in colour: by 1922, the Technicolor Corporation had come up with a way to produce colour films.
- They introduced sound: early films were silent and sometimes accompanied by live musicians. In 1927, the first film with sound, *The Jazz Singer*, was released.
- They developed animation techniques: Walt Disney's *Steamboat Willy* was the first movie to achieve general success with this technique in 1928.

The result of these developments was that, even though Americans did not have televisions in their homes, most saw films on a weekly basis at their local cinema. This generated huge profits for the film industry, which sold around \$2 billion in cinema tickets each year, and provided another way by which advertising could reach consumers. It also made celebrities of men like Rudolph Valentino, who became an idol for millions of young Americans, and Charlie Chaplin, who entertained audiences with his comic acting.

EXTEND YOUR KNOWLEDGE

HAYS CODE

In response to criticism that the film industry was immoral, Hollywood studios appointed Will H. Hays to help clean up films. He developed a production code that, amongst other things, banned the filming of long kisses, childbirth and sex between white and black people. It said that religion had to be treated with respect so churchmen could not be villains and it restricted the presentation of certain crimes, like detailed descriptions of murdering someone, to avoid the audience copying things they had seen. The Hays Code remained in force until the rating system was introduced in 1968.

SOURCE D

A photo from 1927 of a crowd of people queuing up to see *The Jazz Singer*. Vitaphone was the system used to synchronise the sound and picture.



JAZZ AND DANCING

Writer F. Scott Fitzgerald called the 1920s the 'Jazz Age' because of the growing popularity of this form of music. Jazz was a mixture of black and white American folk music that had developed in multi-racial cities, like New Orleans, across the USA.

EXTEND YOUR KNOWLEDGE

DEATH DANCE

The Charleston gained a reputation as a 'death dance', because it was such an energetic form of dancing it caused buildings to fall down. In July 1925, the dance floor of Boston's Pickwick Club collapsed, the walls caved in and 44 people died. The Charleston was blamed, but it is more likely that previous fire damage, along with poor repairs, led to the tragedy.

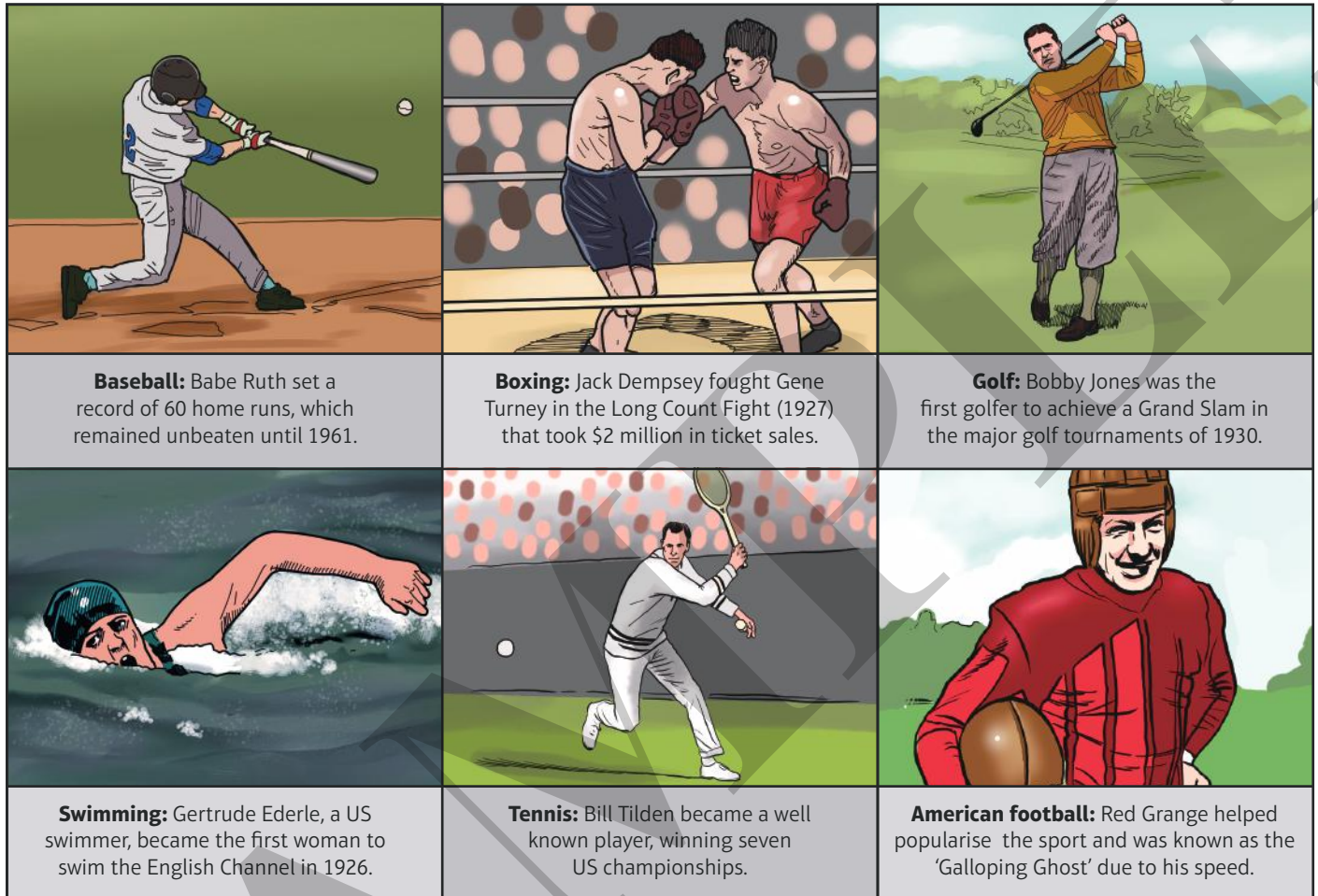
Jazz soon became popular around the world. This was thanks to the international fame of men like Duke Ellington, who performed at the Cotton Club in New York City, and Paul Whiteman, who introduced symphonic jazz performed by a white orchestra. As a consequence, jazz became popular with white and black people and made big stars of people like Louis Armstrong and Kid Ory. However, it also created opposition, because it was associated with immoral behaviour amongst younger people.

Jazz music helped to inspire new forms of dancing. The Charleston was a fast dance, involving side kicks and a complex sequence of steps. It had originally been performed by a solo dancer, but became a popular group dance in the 1920s. This was a result of its promotion by on-screen stars, like Joan Crawford, who danced the Charleston in the 1928 film, *Our Dancing Daughter*.

Another popular dance was the Black Bottom. Like the Charleston, it was a fast and energetic style and it became popular thanks to a show called George White's *Scandals*, which ran from 1919 to 1939. It was just one of a number of dances that spread to ballrooms and dance halls across the USA and resulted in a new form of competition. This was called marathon dancing and was a test of fitness. Couples had to keep dancing until everyone else had stopped due to exhaustion. The last to remain on their feet were the winners.

SPORT

More leisure time meant that Americans could spend their holidays, weekends and spare hours watching their favourite sports. This became a very popular hobby for thousands of people. For example, in 1921, 300,000 people went to watch the baseball World Series. The popularity of baseball, along with a range of other sports (see Figure 1.5), helped to create a huge number of sporting heroes in the 1920s.



▲ Figure 1.5 Sporting heroes of the 1920s

RADIO AND ADVERTISING

Radio in the 1920s became just as important in people's homes as television and the internet are today. The number of radios in the USA grew from 60,000 in 1920 to 10 million in 1929. These broadcast a range of shows, including comedies like *Amos 'n' Andy*, sport commentaries and live music. At first, there were hundreds of local stations, but these became part of networks from the late 1920s onwards. For example, the National Broadcasting Corporation (NBC) was set up in 1926. This helped to combine the material used by many stations so that people across the USA began to hear similar views, news and adverts for the first time.

The rise of this technology also meant that Americans spent part of their leisure time listening to adverts, which influenced how they used their spare time. Some women began to spend their free hours buying Max Factor make-up and applying it so that they could look like movie stars. People took up

new hobbies, like photography, using their new Kodak cameras. And they changed their expectations of how people would smell when they turned up at the dance hall, because Colgate encouraged them to brush their teeth and Listerine suggested they wash their mouth as well.

MOTORING

Car ownership changed a lot in the 1920s. At the start of the decade, 8 million people owned motor cars, but by 1929 this number had risen to 23 million. Henry Ford's Model T car was largely responsible for this rise, but its low price meant the car only came in one design and one colour. His competitors saw a gap in the market and began to turn motoring into a hobby by offering a greater variety of models. For example, General Motors produced a more expensive car called the K Model Chevrolet in 1925. From then on, car ownership, maintenance and driving became a leisure activity, rather than simply a way of getting around.

Ford's cheap car brought new possibilities to ordinary Americans. They could now travel greater distances, in shorter times, at lower prices. This had a number of effects on how they spent their leisure time, because it meant:

- It was easier to go on holidays or day trips: the number of visitors to American national parks went up from 198,606 in 1910 to 2.7 million in 1930.
- Bargain hunters could visit **suburban** shopping centres: plans for the first such development, in Kansas City, began in 1922.
- Major cities were in reach of more people: residents of rural areas felt less remote, because they could take part in social activities held in nearby cities.

ACTIVITY

- 1 Write three bullet-pointed notes to summarise one of these topics: cinema, jazz, dancing, sport, radio, advertising or motoring.
- 2 Create a table on A4 paper with two columns, 'Features' and 'Notes', and an empty row for each of the topics listed above.
- 3 Find someone who has made notes on a different topic. Without showing your notes, explain to each other your topics. You should write a few notes while your partner is talking.
- 4 Find a new partner and repeat the process a few times. Then return to your original seat and work in pairs to fill in any remaining gaps in your table.

THE POSITION OF WOMEN IN 1918

JOB

The First World War had helped to improve the position of women in the workforce, because they were needed to replace the men who went to fight. During the course of the war, women made up 20 per cent of the workforce in work places such as weapons factories and steel mills. However, most women still worked in jobs seen as traditionally female, mainly in low-paid service work, as shop assistants and secretaries. It was also expected that women, unless they were from a poor background, would not continue to work after they got married.

RIGHTS

Women's political rights had begun to improve by 1918. Some states had given women the right to vote in local and state elections, such as New York,

which passed a law to allow this in November 1917. Despite this progress, many American women did not have the vote or the same employment opportunities, right to equal pay and legal rights as men.

LIFESTYLE

Most people thought that women should do the household jobs, follow their husband's instructions and behave respectably. This meant many women spent their days cooking, cleaning and raising children. If they went out, many people expected them to be accompanied by a **chaperone** and not to drink or smoke.

IMPROVEMENTS FOR WOMEN

KEY TERM

amendment an addition to, or alteration of, the US Constitution, of which there have been 27 since the introduction of the Constitution in 1789

EXTRACT A

From a history of the USA published in 1998.

Some of the social restrictions women had faced before the war had weakened. Before the war, women had been expected to have long hair. After the war, short hair became a sign of liberation. Make-up became popular and sales boomed, led by advertisements. In the 1920s, women smoked in public and drove cars, both of which would have been frowned upon before the war. Middle-class women had more free time, partly through the new domestic labour-saving products like vacuum cleaners. If they had a car (as many did) they were no longer so bound to the home.

JOB

During the 1920s, women made progress in the world of work. Their situation improved in the following ways:

- There were more women workers: 2 million women joined the workforce, which meant they made up about 20 per cent of its total.
- They had access to different types of jobs: in one study, women were found in 537 of 572 different types of jobs available.
- More married women worked: their number increased from 1.9 million to 3.1 million during the 1920s.

RIGHTS

In 1920, the Nineteenth **Amendment** of the US Constitution gave women the right to vote. As a result, the government began to pass more laws that reflected the interests of women. For example, the Sheppard–Towner Act of 1921 provided health care services with the money needed to support pregnant women through local health centres. In addition to new laws designed to help women, some women even became politicians. In 1928, there were 145 women in state governments, which gave them a voice that they did not have before 1920.

LIFESTYLE

Women's freedom increased in the 1920s. The divorce rate rose, from 10 per cent to around 17 per cent, while the birth rate fell to 21.3 births per 1,000 people. There was also an increasing number of electrical appliances, such as the vacuum cleaner, which made household jobs easier. Fewer women felt they had to stay in failing relationships, look after several children and spend hours sweeping the house. They had more leisure time and some even rebelled against tradition and became **flappers** (see pages 18–19).

LIMITATIONS

Although women made considerable progress in their work and home life, as well as in politics, there were limits to this. Figure 1.6 illustrates some of the challenges that women still faced at the end of the 1920s.

Jobs



Most women were still in traditionally female jobs, working as secretaries or bookkeepers.



Only 12% of married women had jobs at the end of the 1920s.



Racial minority women remained in the lowest paid jobs, often as domestic servants.

Rights



Most women did not use their vote to gain more power by voting as a group, but instead followed their husband's decision.



Only two women were in the House of Representatives, part of the central government, in 1928.



Women did not achieve equal pay. In December 1927, the average woman earned around \$12 less than a man each week.

Lifestyle



Women were still expected to look after the home and her children.



There were 40,000 beauty parlours by 1930, but this was a distraction from gaining more rights.



The proportion of women who attended higher education, compared to men, fell in the 1920s.

▲ Figure 1.6 The limitations to women's progress in the 1920s

SOURCE E

From the account of a spinner, written in 1930, of the lives of textile mill workers in North Carolina.

The married women of the South get up at about five to take the cow out to the pasture, do some weeding in the garden, and they always have hot cakes for their husband's breakfast when he arises. Then they prepare their children for school and finally start work in the mill at 6:30 to work eleven hours. Upon their return to their homes they have housework to do.

THE FLAPPERS

EXTEND YOUR KNOWLEDGE

BEACH ARRESTS

Flappers often wore revealing swimwear when they visited a beach, which showed a lot of leg or chest. In response, some states passed dress code laws, meaning that flappers could be arrested for their fashion choices. One widely reported case involved a 39-year-old novelist called Louise Rosine, who refused to follow the rules on a beach in Atlantic City and punched a police officer who had asked her to roll up her stockings.

Some young single **working-class** women, **middle-class** college students and free-spirited **upper-class** women decided to become flappers in the early 1920s. They challenged the traditional image of a woman by cutting their hair short, colouring it, putting on make-up and wearing short skirts with stockings rolled down to their knees. Once dressed for the evening, they drove themselves to clubs and dancehalls, where they smoked and danced the night away. These actions were a rejection of the values of their parents, who had grown up in the clean-living culture of the 19th century.

SOURCE F

An advert from 1928 in a mail order catalogue for a hat inspired by the flapper style. It is modelled by Clara Bow, the 'It Girl'.

The CLARA BOW HATS
DESIGNED FOR AND POSED BY THE FAMOUS PARAMOUNT PICTURE STAR



98¢ **78N6664**—Fits 21 to 22 inches head size.
Colors: Red, gobelin blue, almond green or sand.
Measure and state color. Shipping weight, 4 ounces.
A genuine Clara Bow tam of fine quality **wool felt**. Dainty embroidered design across front and encircling top of crown.

98¢ **78N6665**—Fits 21 to 21¾ inches head size.
Colors: Sand with brown, red with navy, or gobelin blue with gray. Measure and state color. Shipping weight, 4 ounces.
Genuine Clara Bow model in smart, new "Eyebrow" line style. Good quality **wool felt**. Jaunty brim with end outlined in showy embroidery.

Flappers also helped to change the position of women, because they challenged traditional attitudes. Some, like Clara Bow, who was known as the 'It Girl', became role models for young women. They felt more able to behave independently, which led to:

- more women going on dates without chaperones
- greater emphasis on appearance, with more money spent on perfume and make-up
- an increase in the number of women who had sex before marriage.

However, the flapper lifestyle was only for those who could afford it, which left out many **ethnic** and racial minority groups, and it was short-lived. Many flappers, as they aged, gave up their freedom and followed the more traditional pattern of getting married and having children.

SOURCE G

From an article about flappers in a US newspaper published in 1925, with the title 'Flapper Jane'.

"Jane, why do all of you dress the way you do?"

"In a way," says Jane, "it's just honesty. Women have come down off the pedestal lately. They are tired of this mysterious feminine-charm stuff. Maybe it goes with independence, earning your own living and voting and all that. Lots of them prefer to earn their own living and avoid the home-and-baby act. Well, anyhow, put it off for years and years."

EXAM-STYLE QUESTION

A03

A04

SKILLS

CRITICAL THINKING, REASONING,
DECISION MAKING, ADAPTIVE
LEARNING, CREATIVITY, INNOVATION

Study Extract A.

Extract A suggests that the social restrictions women had faced before the war had weakened.

How far do you agree with this interpretation?

Use Extract A, Sources E and G and your own knowledge to explain your answer.

(16 marks)

HINT

This question targets your ability to use source material and your own knowledge to evaluate an historical interpretation.

ACTIVITY

- 1 Look at Source F. Write a brief that the designer might have used when they created the advert. Include:
 - the target audience for the advert
 - the methods used to make the product look appealing
 - a way the product could make women feel their position in society has improved.
- 2 Create an advert for an alternative product available in the 1920s that would appeal to women. It should show how the product would make women feel like they had more freedom.
- 3 Swap your advert with a partner. Repeat Question 1 with their advert.

1.5 PROBLEM INDUSTRIES

LEARNING OBJECTIVES

- Understand the reasons that farmers experienced problems in the 1920s, including over-production and mechanisation
- Understand the consequences of agricultural problems for farmers in the 1920s
- Understand the causes and effects of the decline of the older industries, including coal mining, textiles production and railroad transportation.

The 1920s was a decade of division. While many newer industries were successful, for those involved in farming, coal mining and textile manufacturing it was a difficult time.

Around one-third of the labour force in the USA worked on farms. During the First World War, they benefited from huge price rises. However, in the 1920s prices fell just as quickly. Wheat went from a high point of \$2.50 per **bushel** to less than \$1 per bushel, while cotton prices fell by as much as two-thirds. Farm incomes dropped and around two-thirds of farmers began to operate at a loss. They could no longer afford to pay their costs and, in 1924 alone, around 600,000 people lost their farms. Why was this?

KEY TERM

bushel a measurement used for crops including wheat and corn, equivalent to about 32 litres

CAUSES: OVER-PRODUCTION AND MECHANISATION

KEY TERM

tariffs taxes on imported goods, often introduced to encourage people to buy produce from their own country

The problem farmers faced was that demand for their goods fell, at the same time as their production rates rose. There were a wide variety of causes for this fall in demand.

- New man-made materials, such as rayon, along with the fashion for shorter skirts, meant there was less demand for cotton.
- Prohibition, a ban on the production, sale and drinking of alcohol, began in 1917 and was properly introduced in 1920. This reduced the demand for wheat, which was used as part of the brewing process.
- **Mechanisation** involved the replacement of horses with tractors. Instead of food, farmers now needed fuel to run their farm.
- The US government introduced measures such as the Emergency Tariff Act of 1921 which put **tariffs** on goods from overseas coming into the country. This made them more expensive, so Americans bought home-produced goods. However, other countries placed similar tariffs on their imports from the USA, so American goods became harder to sell outside the country.
- The recovery of Europe by 1922 meant their farms were able to produce enough food for them to feed themselves, reducing demand for imported food from the USA.

SOURCE H

A photo from 1925 of a farmer ploughing a field using a Ford tractor.



ACTIVITY

- 1 Imagine you are the farmer pictured in Source H. In pairs, each of you should write one of the following:
 - a thought bubble describing what the farmer may have been thinking in 1917
 - a thought bubble describing what the farmer may have been thinking in 1925.
- 2 Share your idea with your partner. Discuss what the differences between your responses are.
- 3 In your pair, choose one of the eight bullet points listed on these pages that you think gives the most important reason for the difference in your responses. Be prepared to share your idea with the class.

Even though fewer people wanted to buy farm produce, the amount US farms produced grew rapidly in the 1920s. This was partly a result of the First World War, which encouraged farmers to increase production. However, there were other factors that affected it.

- Easy access to credit: the Agricultural Credits Act of 1923 made it easier for farmers to borrow money in order to run and improve their farms.
- Mechanisation: there were ten times as many tractors in 1920 than there had been in 1915. This speeded up food production and made it possible to farm more land with fewer people.
- Other scientific advances: during the war, the government had encouraged farmers to use new seeds, fertilisers and pesticides to increase the amount of crops they could produce.

The effect of these changes was that even though demand dropped in the 1920s, farmers produced 9 per cent more. In some years, the results of this over-production were very damaging. For example, there was an especially big cotton crop in 1926, but little demand for so much cotton. Its price dropped and many farmers in the southern states of the USA went **bankrupt** and their workers lost their jobs. All these problems meant that by the end of the 1920s, farm workers now made up only a fifth of the labour force. Their number had been reduced by around 1 million in 10 years.

EXAM-STYLE QUESTION

A01

Describe **two** features of the problems faced by US farmers in the 1920s.

(6 marks)

HINT

This question targets your ability to demonstrate knowledge and understanding of the key features of the period you have studied.

THE DECLINE OF OLDER INDUSTRIES

As newer industries producing motor cars, refrigerators and radios boomed in the 1920s, older ones started to decline. They faced two main problems: lower demand for their goods and increased competition from products that could replace them.

COAL MINING

Coal mining, which produced fuel to heat homes and power machines, suffered considerably. In 1920, 568 million **tonnes** of coal had been mined, but this fell to 518 million tonnes in 1930, even though the population grew during this period. This was because oil began to replace coal as a means of heating homes. By 1929, 550,000 homes were heated by oil. Miners also faced competition from electricity and gas as alternative sources of power.

TEXTILES FACTORIES

During the period before the war, the cotton and woollen mills had processed the material needed for clothing Americans. Afterwards, the textiles industry faced a huge drop in the demand for its goods due to changing fashions and competition from silk and the new material, rayon. As a result, textile production began to decline in the mills of New England, the Appalachian regions and the rural South. This was a problem the mill workers shared with the cotton farmers of the southern states of the USA, who struggled to find a market for their crop.

RAILROAD INDUSTRY

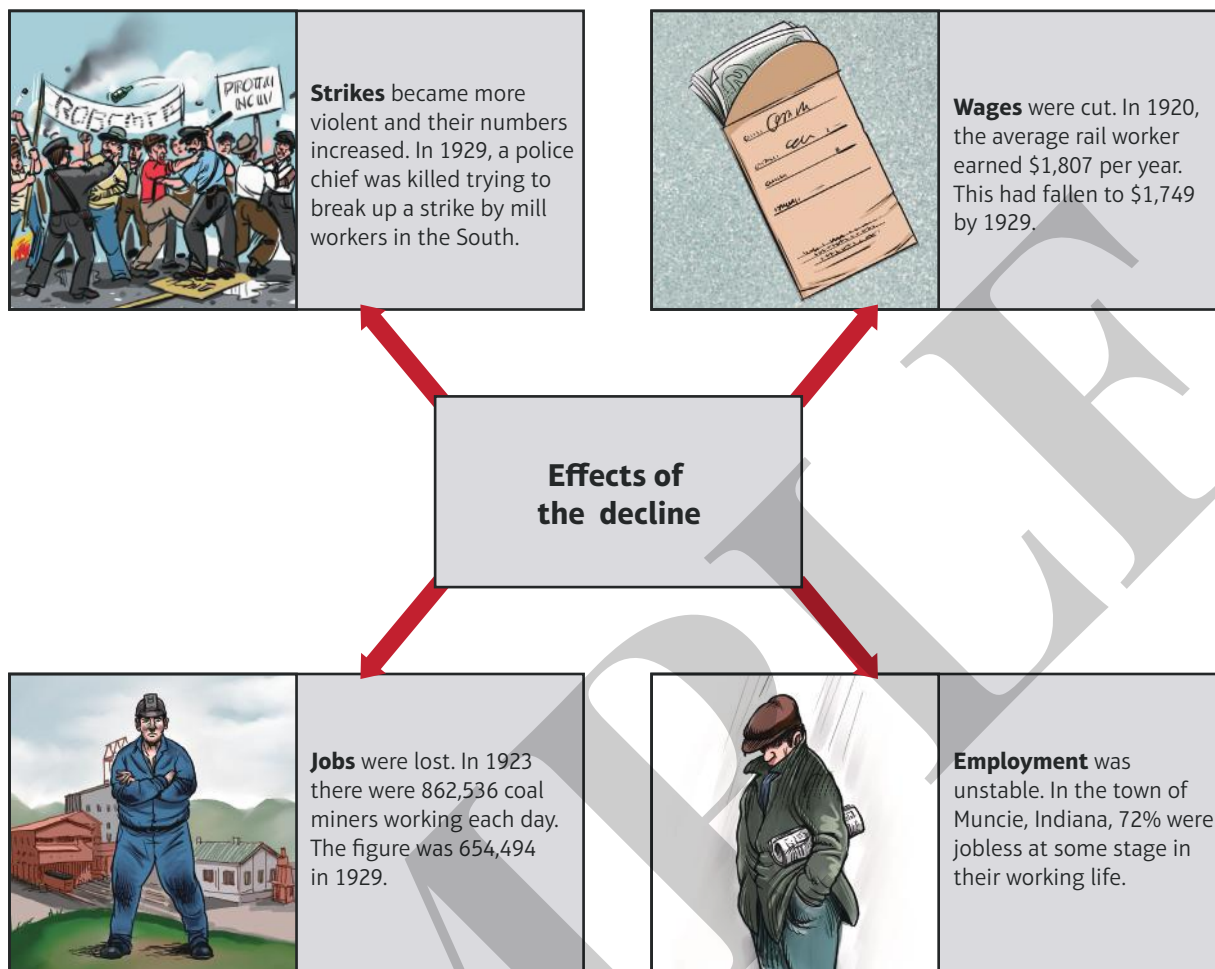
Another industry to suffer during the 1920s was the railroad industry. It had grown rapidly during the First World War to meet the need to transport supplies and troops around the USA. For example, the Railroad Administration had introduced a standard size for the track, speeding up transportation times. Progress did continue in the 1920s, as railroad use for the transportation of goods grew at a rate of around 10 per cent, but this was nowhere near the dramatic growth it had experienced in the late 19th and early 20th centuries. This had been slowed by the rise in car ownership for personal use, which affected passenger numbers on trains, and the increase in the number of roads, which meant more commercial goods were transported on them.

EFFECTS OF DECLINE

As the older industries declined, the workers suffered. It was not easy to find alternative work, because one industry often dominated a region. To do so, workers would have to leave their homes, find enough money to move to a new area and continue to support their family, without the guarantee of a new job. They would also have to overcome the challenge that they lacked the skills required for the new manufacturing industries, making them less attractive to employers. The result, illustrated by the various problems outlined in Figure 1.7, was that workers stayed in the older industries and experienced poverty.

ACTIVITY

- 1 Create a table with three headings: 'Causes', 'Key features' and 'Consequences'.
- 2 Sort the information on pages 20–23 into the table. Each row should be about one industry.
- 3 Challenge a partner by covering up one column of the table. They should try and guess what you have written in the column. Swap roles and repeat with a different column.



▲ **Figure 1.7** Decline of older industries: the effects

SOURCE I

From an article in the *New York Daily News* by a reporter in the 1920s.

I have just returned from a visit to “Hell-in-Pennsylvania.” I have seen horrible things there. Many times it seemed impossible to think we were in modern, civilized America. We saw thousands of women and children, literally starving to death. We found hundreds of destitute families living in crudely constructed bare-board shacks. They had been evicted from their homes by the coal companies.

SOURCE J

From a book by a French writer published in 1927, with the title *America comes of Age*.

European luxuries are often necessities in America. One could feed a whole country in Europe on what America wastes. American ideas of extravagance, comfort and sensible spending are entirely different from European. In America the daily life of the majority is on a scale that is reserved for the rich anywhere else. To the American, Europe is a land of poor people.

ACTIVITY

Can you explain why Sources I and J say such different things about America in the 1920s?

RECAP

RECALL QUIZ

- 1 Name three natural resources that were required from the USA to help defeat Germany during the First World War.
- 2 Who was the famous car manufacturer who used mass production techniques in the 1920s?
- 3 How much was spent on advertising in 1929: \$1 billion, \$2 billion or \$5 billion?
- 4 Name two reasons that farmers over-produced wheat in the 1920s.
- 5 What replaced coal as a means of heating homes in the 1920s?
- 6 How many cinema tickets were sold each week in 1924: 10 million, 40 million or 75 million?
- 7 Name one famous jazz performer.
- 8 When was the first radio network set up?
- 9 When did women from across the USA get the right to vote?
- 10 What percentage of the workforce were women in the 1920s: 10 per cent, 20 per cent or 50 per cent?

CHECKPOINT

STRENGTHEN

- S1** Describe, in detail, three reasons why the economy of the USA grew between 1918 and 1929.
- S2** What evidence can you find that farmers and manufacturers struggled in the 1920s?
- S3** Give three detailed examples of changes in the society and culture of the USA in the 1920s.

CHALLENGE

- C1** Find evidence for each of the **interpretations** of the 1920s listed below:
- a 'The First World War helped improve the USA.'
 - b 'There was a huge amount of social change in the 1920s.'
 - c 'Most Americans benefited from the economic boom of the 1920s.'
- C2** Find evidence to challenge each of the interpretations offered in **C1**.
- C3** In your own words, write a summary of the USA in the 1920s, using the interpretations to provide a structure for your response.

How confident do you feel about your answers to these questions? If you're not sure you answered them well, create a table with two columns: 'Positive developments in the 1920s' and 'Negative developments in the 1920s'. Then use the material in the chapter to add notes to your table.

SUMMARY

- The First World War created demand for industrial and agricultural goods from the USA.
- There was an economic boom in the 1920s, because of mass production, hire purchase plans and advertising.
- Trading in stocks and shares became popular in the 1920s.
- An economic boom helped the leisure industry to grow, as people spent money on visits to cinemas, dance halls, jazz performances and sporting events.
- Advertising encouraged Americans to buy radio sets, cars and other consumer goods.
- Women's rights improved after the First World War, as more women joined the workforce and gained the right to vote.
- Some women rejected the values of their parents and became flappers.
- Coal mining, textiles production and the railroad industries all experienced decline in the 1920s.
- Over-production and a decline in demand created problems for American farmers.

EXAM GUIDANCE: PART (A) QUESTIONS

A01

Question to be answered: Describe two features of the leisure industry in the 1920s (6 marks)

1

Analysis Question 1: What is the question type testing?

In this question you have to demonstrate that you have knowledge and understanding of the key features and characteristics of the period studied. In this particular case it is knowledge and understanding of the leisure industry in the 1920s.

2

Analysis Question 2: What do I have to do to answer the question well?

Obviously you have to write about the leisure industry! But it isn't just a case of writing everything you know. You have to write about two features. What are features? They are 'aspects' or 'characteristics'. We might even say that if you were allowed to put sub-headings in your answers, both features would be the sub-headings you would put.

So in this case you need to think about things linked to the leisure industry which you could write about. There are many of these. You could write about how baseball was so popular in the 1920s or how the popularity of other sports grew. There is plenty of material you could include on jazz and dancing, with reference to great musicians like Louis Armstrong. The boom in the cinema was very important at this time and the development of the motor car meant people could go and visit places that previously were too far away.

3

Analysis Question 3: Are there any techniques I can use to make it very clear that I am doing what is needed to be successful?

This is a 6-mark question and you need to make sure you leave enough time to answer the other two questions fully (they are worth 24 marks in total). Therefore you need to get straight in to writing your answer. The question asks for two features, so it's a good idea to write two paragraphs and to begin each paragraph with phrases like 'One feature was...', 'Another feature was...'. You will get a mark for each feature you identify and up to 2 marks for giving detail to support it. This gives the maximum of 6 marks.

You have to demonstrate knowledge, so make sure you back up your paragraphs with as much detailed knowledge as you have. But remember you are not writing an essay here. You are providing enough detail to pick up 2 extra marks on each feature you have identified.

**Answer A**

Leisure means what people do for fun in their spare time. Some people listened to the radio. Other people went to the cinema to see films.

What are the strengths and weaknesses of Answer A?

It doesn't have many strengths. It identifies a feature (what the leisure industry was) but the support that people listened to the radio is a bit obvious to count as detailed support. Other people went to the cinema might be another feature or it might be a bit of support for the first feature.

Whatever the examiners decide, this answer is not going to get more than 2 marks. It needs much more detail.

**Answer B**

One feature of the leisure industry was that people had more spare time, which they used to relax and enjoy themselves. Lots of Americans bought their own radio sets and listened to them in their homes. By 1929, 10 million sets had been sold. However, this also meant Americans listened to more adverts, which were broadcast on the radio.

An important feature of the leisure industry at this time was the growth of the film industry. Many people went to the cinema to watch films. These became more popular when colour was introduced in 1922, which was followed by sound in 1927. The popularity of films helped to create celebrities like Charlie Chaplin and Rudolph Valentino. Although people did not have televisions in their houses at this time, huge numbers of people saw films regularly at their local cinema. In 1924 around 40 million cinema tickets were sold each week. By 1929 this number had doubled.

What are the strengths and weaknesses of Answer B?

This is an excellent answer. It identifies two features (radio and cinema) and provides detailed support for them both.

There is no need to look for ways to improve this answer, you should just learn from it.

Challenge a friend

Use the Student Book to set a part (a) question for a friend. Then look at the answer. Does it do the following things?

- ☐ Identify two features
- ☐ Make it clear two features are being addressed
- ☐ Provide 3–4 lines of detailed information to support the feature.

If it does, you can tell your friend that the answer is very good!