



# THE USA: A NATION OF CONTRASTS 1910- 1929

From September 2024

**1 hour exam**

**5 questions**

**1) Use Source A and your own knowledge to describe....**

**(5 marks)**

**2) What is the purpose of source B? (8 marks)**

**3) Do the interpretations support the view that..... because of .....? (10 marks)**

**4) Which of the sources is more useful to an historian studying..... during the period 1910-1929? [11 marks]**

**5) 'statement' + To what extent do you agree with this interpretation? [16 marks]**



# USA: A Nation of Contrasts 1910 – 1929

## UNIT OVERVIEW



Pages 42-45

Pages 36-40

Pages 31-34

Pages 25-29

Pages 19-23

Pages 12-17

Pages 4-10

<b>KQ 1: Why did immigration become such a major issue in American society?</b>				
The Open door policy to immigration				
Changes in policy – legislation restricting immigration. Xenophobia				
The Red Scare & Palmer raids				
Sacco and Vanzetti				
<b>KQ 2: Was America a country of religious and racial intolerance during this period?</b>				
Religious fundamentalism – Scopes Monkey Trial				
Assimilation of Native Americans				
Segregation and response from black community				
<b>KQ 3: Crime and corruption: Was the 1920s a decade of organised crime and corruption?</b>				
Prohibition – causes, features and consequences				
Organised crime – Al Capone, St Valentine's Day massacre				
Gov't corruption – Ohio Gang and Teapot Dome scandal				
<b>KQ4: Economic boom: What were the causes of the economic boom experienced in the 1920s</b>				
Economic position in 1910 and impact of WWI				
Key features of boom – Hire purchase, mass production, electrification, republican policies				
<b>KQ5: The end of prosperity: What factors led to the end of prosperity in 1929?</b>				
Overproduction and over speculation				
Wall street crash – panic selling, black Thursday, market crash				
<b>KQ 6: Popular entertainment: How did popular entertainment develop during this period?</b>				
Cinema – silent movies – talkies, popularity, stars				
Music, jazz, dancing, Technological developments – radio, gramophone, Speakeasy culture				
<b>KQ7: Role of women: How did the lifestyle and status of women change during this period?</b>				
Role of women pre 1914 – changes due to WWI				
Influence of Jazz age, changes in fashion, roles, feminism and Flapper lifestyle. Attitudes to changes especially Flapper lifestyle and Jazz Age.				

# STATES OF USA



# Key Qu- 1

**Why did immigration become such a major issue in American society?**

You need to know about:

- The Open Door;
- demands for restriction;
- government legislation;
- xenophobia; anarchists
- – the Red Scare;
- Palmer Raids
- Sacco and Vanzetti case



## KEY VOCAB: *History*

### **Xenophobia**

Fear of foreigners



### **Communist**

A person who wants to create a classless society, all land and business owned collectively.

### **Immigration**

Arrival of people from other countries

### **Palmer Raids**

Arrest of 6,000 suspected communists by Mitchell Palmer during the 'Red Scare'.

### **'Melting Pot'**

A mixture of nationalities in one country

### **W.A.S.P**

White Anglo Saxon Protestants

### **Anarchist**

A person who wants to get rid of all forms of government.

### **Quota**

Limiting the number (of immigrants)

### **'Red Scare'**

Fear that immigrants from Eastern Europe were spreading communist ideas in USA



# KQ1- Immigration to USA

America has always been proud of being made up of a number of groups of different people; the national motto "E Pluribus Unum" means 'one country made of many people'. Immigration over hundreds of years made the USA a very mixed society that some people called 'the melting pot', made up of:

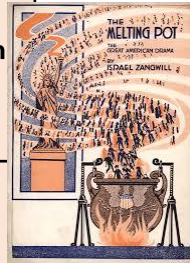
**White Americans**, older immigrant families from Britain, Germany and Scandinavia whose descendants tended to hold the best jobs, the most money and political power; but increasingly newer immigrant families from Southern and Eastern Europe especially from Russia, Poland and Italy, many of whom were Jews and Catholics

**Black Americans**, the descendants of the millions of Africans who had been brought to America to work as slaves; slavery had ended in the 1860s.

**Native Americans**, sometimes known as Indians, what remained of the people who originally lived across the whole of the continent; they were forced off their land during the 19th century and lived in reservations across America.

**Hispanics**, from central and southern America

**Asians**, especially from China and Japan.



The US government had followed an Open Door Policy towards immigration which was designed to make entry into the USA as easy as possible

## Impact of immigration in USA

- By 1910 a third of the population of the 12 largest cities in USA were immigrants and another third were the children of immigrants.
- By 1914 New York had more Italians than Naples; it had twice as many Irish as Dublin; it had 1.4 million Jewish people in a total population of 4.7 million.
- While the impact was the greatest in New York as it was the first place that many immigrants arrived in America, it could also be important elsewhere, for example by the First World War a tenth of the population of the state of California was Chinese.

## Experiences of immigrants arriving in USA



European immigrants arrived by steamship



Ellis Island was the reception point outside New York where all immigrants were processed.



Immigrants were given health checks to make sure they weren't bringing in infectious diseases. Known as Isle of Tears as in 1911 2% were rejected.



Blamed for rising crime, and became victims of violent racism



Once allowed in, most immigrants found themselves living in poverty in appalling conditions in urban ghettos

Most immigrants did not move beyond the cities- they did not have the money to set up in farming.

Tended to end up in ethnic neighbourhoods like Little Italy in New York

Some cities found immigrants concentrated in them eg Irish in Boston, Italians in New York, Czechs and Poles in Chicago.

Low wages meant women and children had to work too.

### WHY?

Rich immigrants came to enjoy the wealth and business opportunities

Poor immigrants to escape persecution or poverty

Why did people want to live in America?

Many European countries were overcrowded and USA was seen as 'Land of opportunity'

Attracted by the 'American Dream' of living a happy life



## KQ1-Why was there a growing demand to restrict Immigration to the USA?

In the 1920s many Americans were starting to question the open door policy towards immigration. Why?

**Rise of Nativism**- many Americans felt the values of those born in the USA were superior to the immigrants.

**World War One** - a sharp rise in the number of immigrants entering America to escape poverty and persecution from Europe. Calls for USA to isolate itself from events in Europe in the future.

**'Un-American'** - 'new' immigrants arriving from Eastern Europe. (13 million between 1900 and 1914) were seen as different to Protestant, Northern European immigrants who settled in the USA before 1850. 'Old' Americans felt increasingly 'swamped' by the 'new' immigrants.

**Little to offer the USA** - 'new immigrants' were often poor, unable to read and couldn't speak English.

**Xenophobia** - 'old' immigrants believed that the ideal American was a White Anglo-Saxon Protestant (WASP). 'Old' immigrants looked down on 'New' immigrants from Eastern Europe and Italy.

**The Bolshevik (Russian) Revolution** led to Communism taking hold in Russia in 1917. This led to a fear of immigrants bringing Communist ideas with them into the USA.

Although America had an 'open door policy' there was already some restrictions in place- eg 1882 Chinese exclusion Act, 1903 Anarchists not allowed in.

## KQ1-Laws introduced by US Government to restrict immigration

Increasing pressure was put upon the US Congress (the main lawmakers in the US political system) to pass laws to restrict entry into the USA. Each law was stricter than the previous one.

**1917 - Literacy Test:** *All immigrants had to pass a literacy test in English by reading a 40 word passage. This discriminated against poorly educated people from Southern and Eastern Europe.*

**1921 - Emergency Quota Act:** *This introduced a 3% quota based on the total population of each group in 1910. A maximum of 357,000 immigrants to enter the USA each year. This meant that richer Europeans who have been coming to USA for a long time would have a higher quota allowed in compared to Southern/Eastern Europe who only started recently. The idea was the exclude the 'wrong' sort of foreigners coming to USA.*

**1924 - National Origins Act-** *This cut the quota to 2% based upon the 1890 census. This discriminated against southern and eastern Europe even more.*

**1929 - Immigration Act-** *This restricted immigration to 150,000. No Asians were allowed. Northern and western Europeans were allocated 85% of places.*

However, unregulated immigration from Canada, Mexico, Puerto Rico continued throughout the 1920s. The Mexican population of California rose from 90,000 to 360,000 during the 1920s.

Table 2: impact of immigration restrictions

	Immigrants from north and west Europe.	Immigrants from other countries especially south and east Europe.
Average number	176,983	685,531
Quotas under Act	198,082	158,367
Quotas under National Origins Act 1924	140,999	21,874
Quotas under National Origins Act 1929	132,323	20,251

# How xenophobic were Americans towards

Really important to know what communism is about....

Xenophobia

Fear of foreigners

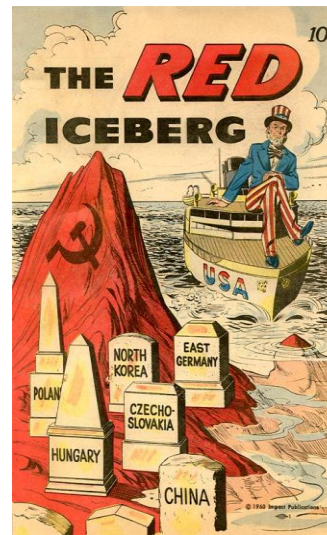
**Communism** is the belief that everyone is equal, that all wealth should be shared equally amongst all of the people. Richer people were afraid of Communism because they would lose everything, while poorer people supported Communism because it could make their lives better.

Very few people knew what communism really was, and many confused anarchists who believed that there should be no government with communists who wanted the government to make everyone equal, even though this was to be done using violent means and by denying citizens their democratic rights.

Most Americans believed in capitalism - people should be free to make as much money as they can, however they can. For them the most worrying aspect of communism was that it taught that capitalism leads workers to be exploited by capitalist bosses.

## Impact of Russian Revolution in causing xenophobia and Red Scare

- In 1917 there was a violent revolution in Russia in which the emperor - the Tsar - and the Russian aristocracy were exterminated by Communists.
- Many people believed that the Communists wanted to spread revolution around the world. There was widespread concern that such ideas could spread to the USA via Eastern European immigrants.
- This fear of communist infiltration was known as the '**Red Scare**'. A group of communists tried to seize Germany in 1919. When a communist party was formed in the USA in 1919 many Americans feared there would be a revolution.
- Many Americans saw new political ideas of radicalism and anarchism as branches of communism- this was not the case.**
- As communism and anarchism were ideas that came to America from Europe it led to an increase in **xenophobia** - fear of foreigners - despite the fact that communists and anarchists made up less than **0.1% of the American population.**



## Strikes

1) When workers in America went on strike or protested against low wages and poor working conditions those in positions of power **assumed it was because communists** were encouraging them. The scale of strikes increased after WW1 as demand for goods fell and workers were either sacked or wages reduced. 400,000 workers went on strike in **3,600 separate strikes in 1919 alone.**

2) There was a **general strike in Seattle** by the **Industrial Workers of the World (IWW)**, a name which many felt was suggestive of communist ideals. The Boston police, coal miners, and steel workers all went on strike as well. Employers used heavy handed tactics to break up these strikes. Workers were beaten, sacked or starved into submission. **And yet these strikes had nothing to do with foreigners, communists or anarchists.** They were protests against the appalling working conditions and low pay that American workers faced in this period. The strike failed, leading to loss of orders for the dockyard and increased unemployment.

3) **The American Plan** was organised by factory owners and federal government **to destroy trade unions** - organisations that represented workers - and break up strikes by force. **Union membership fell from 6 million in 1920 to just over 3 million by 1923 as a result of this pressure.** Some employers like Henry Ford encouraged their workers not to join unions by offering them higher wages and shorter working hours.

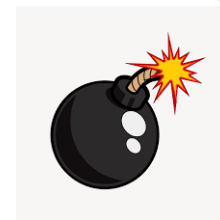
**Industrial Workers of the World** = set up in Chicago 1905. Known as 'wobblies' - wanted to create a union that benefits ALL working people.



# How xenophobic were Americans towards

## Anarchist bombings grants?

Xenophobia  
Fear of  
foreigners



- In April 1919 one of their bombs killed 10 church goers in Milwaukee, confirming many Americans' fears over these new, radical ideologies.
- The anarchist campaign sent 36 letter bombs to prominent people in May 1919

## Palmer raids

After a bomb attack on his house Mitchell Palmer, US Attorney General – the politician in charge of legal system - **made it his mission to hunt out "Red" activity.** An anarchist pamphlet called 'Plain Truth' was found near Palmer's house. It warned, "There will have to be bloodshed... there will have to be murder... there will have to be destruction... We are ready to do anything to suppress the capitalist system".

A young clerk called J. Edgar Hoover was put in charge of the Palmer raids. The organisation set out to do this became known as the FBI.

There were Palmer Raids **in 33 cities**. Those arrested were held in filthy over-crowded temporary prisons, beaten up and forced to sign confessions.

After all of those investigations only 3 pistols were found between the **6,000 suspects** arrested. Palmer had not followed the proper legal due process in the raids, and had spread anti-communist propaganda to newspapers to **inflare public opinion. Several hundred Russian immigrants were sent back in a ship called 'Soviet Ark'**

1919  
raids

Palmer ordered raids on magazine offices, private houses, union headquarters and public meetings without warrants, personally leading the **May 1920 raids in New York.**

Five elected members of the New York Assembly were disqualified from taking their seats because they were suspected of being communists, an example that other states followed. However, Congress refused to pass an extreme sedition bill that Palmer demanded.

These raids led to police and mobs attacking socialist May Day parades, while newspapers carried headlines like "Reds Planned May Day Murders". **Palmer had claimed that these May Day parades would be the start of a communist uprising and had put the police and army on alert.**

When the parades had finished peacefully people came to realize that **Palmer had exaggerated the 'red' threat to increase his own power and influence and he was sacked.** However the violence continued. In 1920 the Wall Street bombing killed 30 people.

1920  
raids

Mitchell Palmer

wrote "The Case Against the Reds" (1920), an essay justifying why communist suspects had to be deported.



# How xenophobic were Americans towards

Xenophobia

Fear of  
foreigners

## Sacco and Vanzetti Case

In 1920 known anarchist Andrea Salsedo was arrested in New York City. He was denied his constitutional right to a fair trial and a lawyer, and imprisoned for 8 weeks without any contact. One day his crushed body was found dead 14 floors below where he was being held by the FBI. The official explanation was suicide. This was the reason why many anarchists started carrying guns, including two of Salsedo's friends called Sacco and Vanzetti.



2 people  
murdered near a  
shoe factory  
after armed  
robbery in April  
1920

Before one of  
them died, they  
said they were  
shot by 'two  
olive skinned  
foreigners'

Sacco and Vanzetti were accused.  
They were Italian immigrants who  
were already under suspicion of  
being anarchists by avoiding  
military draft and supporting  
strikes.

However- there were problems with the  
evidence:

- 1) 61 eyewitnesses said they were the killers but 107 supported their alibis
- 2) Sacco and Vanzetti were carrying guns when they were arrested- Sacco's gun matched the pistol used but the bullet used did not.
- 3) Circumstantial evidence was used- eg witnesses knew the killers had Italian accents, Sacco's friends known as anarchists, Vanzetti had previous armed robbery conviction



Both sentenced to  
death.

Executed in 1927 after  
public outcry led to  
appeals/delays.

Posthumously  
pardoned in 1970s by  
Governor of  
Massachusetts.



Trial was controversial and gained  
media attention. Judge Thayer was  
very biased against Sacco and  
Vanzetti- referring to them as 'sons  
of bitches' during the trial. After a  
45 day trial, the jury delivered guilty  
verdict in one day.

**The treatment of Sacco and Vanzetti was an example  
of xenophobia and discrimination against immigrants  
during the Red Scare.**

# SUMMARY

## US Response to political extremism

**Source A** From *The Case Against the Reds*, an essay by Attorney General Mitchell Palmer, 1920

It is my belief that while they have stirred discontent in our midst, while they have caused irritating strikes and while they have infected our social ideas with the disease of their own minds and their unclean morals we can get rid of them and not until we have done so shall we have removed the menace of Bolshevism for good

- Written by senior American politician and the head of law enforcement across America
- Reds responsible for stirring discontent across America and infecting the population with un-American ideas
- Links the 1919 strikes with Bolshevism (and Russia). The only way to stop the threat of communism is to expel it
- Shows an uncompromising attitude to radical ideologies from immigrants



**Source B;** An advertisement in a US newspaper encouraging steelworkers to go back to work in 1919. It was written in eight languages, which linked union leadership with foreigners

- Advert published in newspapers by factory owners encouraging workers to go back to work
- It shows Uncle Sam (spirit of America) calling in multiple languages to go back to work, the inclusion of many languages suggests the immigrants are seen as responsible for leading American workers astray with their radical ideas
- Source ignores the fact that factory owners were poor employers, poor safety records and wages for their employees

**Source C;** An Anarchist pamphlet called the *Plain Truth*, found near the house of Mitchell Palmer in 1919

There will have to be bloodshed. We will not dodge. There will have to be murder. We will kill. There will have to be destruction. We will destroy. We are ready to do anything to suppress the capitalist system

- Anonymous anarchist pamphlet found near one of their highest-profile bomb sites
- The pamphlet shows their commitment to tearing down the American political system (capitalism)
- The fact that they acknowledged their willingness to kill showed their fanaticism and was probably one of the main reasons the US government resorted to equally extreme measures (Palmer Raids)



**Source D** The aftermath of one of the Palmer Raids on the offices of the Industrial Workers of the World (IWW), 15 November 1919

- Photograph of the aftermath of the Palmer Raids
- The government used the anarchist bombing campaign to target a number of organisations linked to 'Red' ideologies, especially Trades Unions
- The fact they also raided Jewish, Catholic and Black organisations was likely just a bonus for the government to suppress what they saw as troublemakers under the excuse of stamping out radical foreign ideologies

KEY QUESTION 1- Why did immigration become such a major issue in American society?

Key words / phrases

- Xenophobia –
- Anarchists –
- Open Door policy –
- Melting Pot –

List three experiences of immigrants arriving in USA

List three facts about strikes in this period

Why were there a growing demand to restrict Immigration to the USA?



Identify three major changes in government policy towards immigration.

What was the Red Scare?

Bullet point key facts about the **Palmer Raids**

Bullet point key facts about the **Sacco and Vanzetti** case

## Key Qu- 2

**Was America a country of religious and racial intolerance during this period?**

### You need to know about:

- Religious fundamentalism – the Bible Belt;
- the Monkey Trial;
- treatment of Native Americans;
- segregation, Jim Crow, KKK;
- black reaction, migration, NAACP, UNIA.



## KEY VOCAB: *History*





Bible belt part of rural America in the south east- very strict Fundamentalist Christians lived eg Alabama and Tennessee.

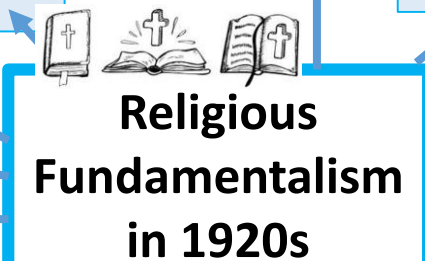
Increasing tension between 'big cities' and rural 'small town' farming

Keen supporters of Prohibition and KKK.

Most Americans considered themselves to be church-going and 'god-fearing'. However, Bible belt version of Christianity was Protestant and they felt threatened by Catholics and Jews coming into USA.

One of most contentious subjects was where humans came from originally. Creationists believe Darwin's Theory of Evolution was a direct attack on their fundamentalist beliefs.

Preachers used the radio to spread messages or went on tour eg reformed alcoholic Billy Sunday who told people to follow the Bible and give up the demon drink.



In Bible belt they had a lot of influence in state politics eg banning kissing in public, gambling on Sundays

Loose morals and consumerism of the Jazz Age they saw took young people away from a good life in the country.

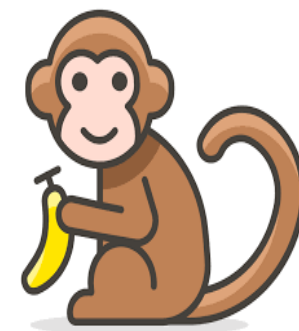
Two important movements within the Bible belt:

- 1) revivalists- wanted to increase church attendance
- 2) Fundamentalists- believed the Bible was word for word the truth



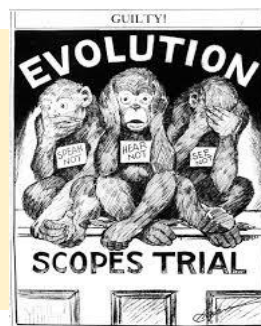
## Scopes Monkey Trial

- Fundamentalists established the Anti-Evolution League in 1924 to influence education. Six Bible Belt states enacted the Butler Act in 1924, banning the teaching of evolution in schools.
- In 1925, John Scopes, a Biology teacher in Tennessee, was tried for teaching evolution as part of a movement to modernize education.
- The Civil Liberties Union in New York encouraged him to challenge the creationism law. Scopes taught evolution deliberately, leading to a trial that was widely covered by national media, dubbed the "Monkey Trial."
- The trial featured prominent lawyer Clarence Darrow defending Scopes, and fundamentalist politician William Jennings Bryan as a prosecution witness.
- Darrow used the cross-examination to expose weaknesses in fundamentalist beliefs, despite the World Christian Fundamentalist Association's view of the trial as a major public education opportunity.



### Results:

- The judge halted Darrow's two-hour cross-examination of Bryan.
- Bryan's lack of basic scientific knowledge was exposed.
- Media coverage led many Americans to view Fundamentalist beliefs as absurd.
- Scopes was found guilty and fined \$100, which he never paid.
- The Tennessee Supreme Court overturned the verdict a year later.
- Bryan died of a heart attack shortly after the trial.
- Anti-evolution laws remained until the 1960s.
- The laws were repealed when teaching religion in state schools was prohibited



### Source B A report on the trial in the Baltimore Evening Sun, July 1925

For nearly two hours Mr Darrow goaded his opponent. He asked Mr Bryan if he really believed that the serpent had always crawled on its belly because it tempted Eve. and if he believed Eve was made from Adam's rib. Bryan's face flushed under Mr Darrow's searching words and when one stumped him he took refuge in his faith and either refused to answer directly or said in effect: 'The Bible states it; it must be true'.



# How racist was the USA in this period?- Focus- treatment of black Americans

Victory for the US government in the Civil War in 1865 meant that slavery was abolished but **black Americans living in the Southern States** that had fought to keep slavery still faced racial discrimination and economic inequality.

## THE 'JIM CROW' LAWS

- In 1910 about 12 million black people lived in the USA. 75% lived in the South.
- Slavery had been abolished in 1865 but some states in the southern USA introduced laws to control the freedom of black Americans.
- The Jim Crow laws introduced segregation, separating white and black Americans in schools, parks, hospitals swimming pools, libraries and other public places. Life for black Americans in the South was very difficult.
- They were discriminated against and found it difficult to get fair treatment. They could not vote and were denied the right to a decent education and a good job.

The 14th Amendment granted freedom and citizenship to former slaves.

The 15th Amendment granted former slaves the right to vote.

Many southern states viewed black Americans as inferior and avoided enforcing these laws.

Methods such as the "grandfather" clause were used to prevent black Americans from voting.

Freed slaves became sharecroppers, working on others' farms and paying landowners with a share of their crops. Sharecropping did not generate much income, keeping black families very poor and subject to eviction.

Poverty forced many black children to work on farms, resulting in poor education. Schools for black children were overcrowded and of low quality. Booker T. Washington organized schools to educate black men and women, many of whom were adults.



## Lynching

•Lynching was a common punishment for black people by white people who felt challenged. There were 2,734 lynching's between 1887 and 1915, and 430 lynching's between 1915 and 1922.

•Lynching's were often treated as public entertainment.

•Lynching's involved illegal and unofficial executions by mobs, typically by hanging.

•Prosecuting lynching's was very difficult.

•Southern Democrats opposed laws outlawing lynching in the 1920s. Southern senators claimed lynching was necessary to protect white women from black men, preventing the bill from becoming law.

•The federal government did not intervene, considering it a state matter.

•President Wilson extended segregation to government offices in Washington in 1916 and screened 'Birth of a Nation' at the White House.

### JIM CROW LAWS

"IT SHALL BE UNLAWFUL for a negro and white person to play together or in company with each other in any game of cards or dice, dominoes or checkers."

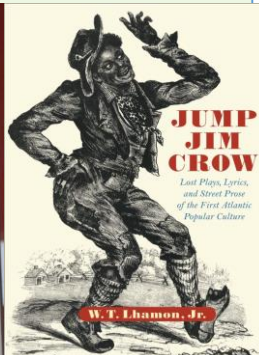
BIRMINGHAM, ALABAMA, 1930

"IT SHALL BE UNLAWFUL for any white prisoner to be handcuffed or otherwise chained or tied to a negro prisoner."

ARKANSAS, 1903

"NO COLORED BARBER shall serve as a barber to white women or girls."

ATLANTA, GEORGIA, 1926



# How racist was the USA in this period?- Focus- Ku Klux Klan

## Origins:

- Set up in 1860s after the American Civil War to keep newly freed slaves in their place.
- Popularity dropped in 1870s when declared a terrorist organisation
- Membership rose after 1915 film 'Birth of a Nation' attracted huge audiences and reinforced ideas of white supremacy

## Beliefs:

- Members were all WASPs (White Anglo Saxon Protestants) they saw themselves as superior to all other races and religions
- Additionally, they were anti communist, black, Jewish, Catholic and all foreigners

## Organisation:

- Members dressed in white sheets and hoods, this was to represent white as the supreme colour and to hide the identity of their members
- Governors of Oregon and Oklahoma were both members
- They were led by the Imperial Wizard, Hiram Wesley Evans, a dentist. Officers of the Klan were known as Klaliffs, Kluds or Klabees

## Membership:

- In 1920 membership was approximately 100,000 but by 1925 the KKK claimed to have 5M members throughout America but mostly concentrated in the Southern States
- Membership rose in the 1920s due to three factors
  - Industrialisation
  - Influx of immigrants from E & SE Europe
  - The arming of black soldiers in WW1

## Activities:

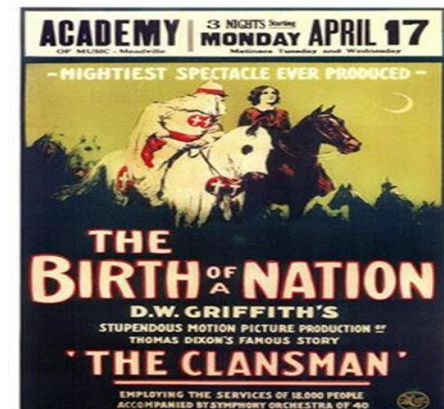
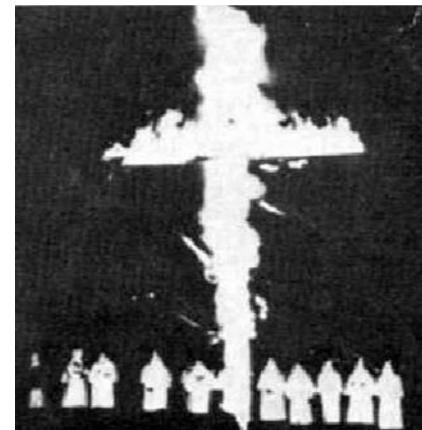
- Members terrorised their enemies with beatings, lynchings and tarring & feathering
- People of suspect heritage were often forced out of town through intimidation
- The Police often failed to investigate their violence and often did nothing to prevent KKK activities

## Decline:

- Their decline started from 1925 when Grand Wizard Stephenson raped and murdered a white woman in Chicago
- Senior politicians such as the Governor of Indiana failed to support Stephenson
- The scandal discredited their reputation and led to a sharp decline in membership

## Why did the KKK get away with it?

- Some US States believed that the federal government (based in Washington DC) had no right to interfere in the day-to-day running of their states.
- Additionally the KKK had a lot of direct political power and many sympathisers in society, politicians could lose their position if they spoke out publicly against the KKK.





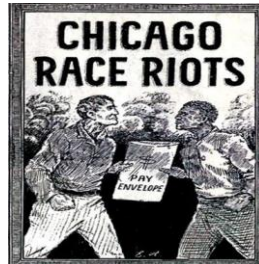
# How racist was the USA in this period?- Focus- migration of black Americans

## The Great Migration

- Segregation was absent in the Northern States, prompting many black Americans to migrate to industrial northern cities for better job opportunities and living standards.
- From 1915 to 1925, this "Great Migration" saw 1.5 million black Americans move to cities like Chicago, Detroit, New York, and Philadelphia.
- They left the South to escape discrimination, poverty, and the devastation of cotton farms by boll weevils and flooding, and to find factory jobs created by WWI.
- Despite these hopes, life in the North remained challenging. Black Americans were often treated as second-class citizens, facing job insecurity, low wages, and poor living conditions in ghettos like Harlem in New York.
- However, there were benefits: more employment opportunities, higher wages, the establishment of new churches, and the chance to own businesses, newspapers, and banks, fostering stronger black communities.

## Race riots 1919

- Growing racial tension resulted in the outbreak of riots in 20 US cities in 1919, the worst being Chicago and Washington DC.
- One of the most serious was the Chicago race riot of 1919. A black teenager on Lake Michigan got too close to the whites only beach and was stoned until he sank under water. The riots lasted 5 days and had to be broken up by the army. In the end 23 black Americans and 15 white Americans were



## Movement of Jazz through migration

Cotton Club in Harlem became the centre of the jazz movement showcasing band leaders like Duke Ellington and musicians like Louis Armstrong.

There was some irony in the demand for black performers in northern cities as black Americans were banned from being in the audience.

The 'Harlem Renaissance', as it became known, saw many black American writers like Langston Hughes, artists such as Augusta Savage, as well as musicians, comedians and actors, move to the black district of Harlem in New York to write or make works of art about the suffering of black people in America.



## NAACP and UNIA

### The National Association for the Advancement of Coloured People (NAACP):

- Founded in 1910 by WEB Du Bois. By 1919, it had 90,000 members in 300 branches.
- The NAACP believed in peaceful, non-violent protest and legal challenges such as court cases in order to fight for civil rights.
- Produced leaflets and went on marches.
- In 1915 they organized boycotts of the pro-Klan film 'Birth of a Nation'. The NAACP's first court success was in the 1915 Guinn versus USA case when Oklahoma's grandfather clause was declared unconstitutional, followed by the 1917 Buchanan versus Warley case when segregation in housing policies were declared unconstitutional.
- Dubois also published the NAACP journal "The Crisis" to highlight discrimination and black achievements.



### Universal Negro Improvement Association (UNIA):

- Founded in 1914 by Marcus Garvey. By 1920 it had 2000 members and at its peak membership was 250,000.
- Garvey believed that black people should not try to part of white society, but celebrate their colour, culture and heritage.
- UNIA encouraged black people to set up their own businesses which led to the beginnings of a black middle class
- He wanted black people the chance to return to Africa.
- He was watched by the authorities like the FBI and was put on trial for postal fraud in 1925.
- He was later deported to Jamaica and the UNIA fell apart.



The two organisations did not get along very well, despite the aim of both being able to improve the lives of black Americans. UNIA accused the NAACP of being ashamed of black Americans' ancestry and of giving into white Americans while the NAACP criticised UNIA for concentrating on race and separatism.



# How racist was the USA in this period?- Focus- Native Americans

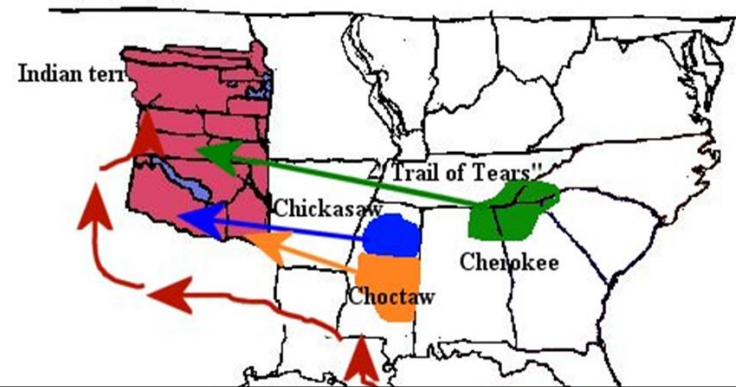
## Treatment before 1920s

Native Americans were **treated badly** over several centuries, driven off their land in the east to roam further and further west. Their nomadic lifestyle and nature-based religious beliefs led to them being **considered inferior** to white Americans.

Under Article 1 of the US Constitution only Native Americans who paid taxes were recognised as citizens, which meant that if they did not pay taxes they could not vote or own land.

They could also become citizens by joining the Army or marrying an American citizen.

The 14th Amendment to the Constitution said that anybody born in the USA was a US citizen but this was not applied to Native Americans as they were considered to have been born into their tribal nations rather than into the USA.



After the Indian wars of the 19th century **Native Americans were restricted to living on federal government reservations.**

The 1887 Dawes Act gave the President the power to divide up and give away Native American land. This led to a reduction in the amount of land lived on by Native Americans from 138 million acres in 1887 to 48 million acres in 1934.

All of the rest of their land was sold off to railroad companies, mining and manufacturing industries or was set aside for national parks and military bases.

## Treatment after 1920s

Attitudes began to change after **12,000 Native Americans fought and died in the First World War**. The 1920s saw several investigations into the lives of Native Americans to help improve them.

The **1924 Indian Citizenship Act (AKA the Snyder Act)** made all Native Americans born in the **USA full American citizens**. The issue of land allocation was not finally settled until 1934 and Native Americans did not get full voting rights until 1948 as some states claimed they still had loyalty to their tribes rather than the USA, or because they were living on federal land as guardians of the state.

Some Native Americans were worried that this would mean having to give up their tribal identities and others found it hard to trust a government that had treated them so badly in the past.



Native American children had been sent to boarding schools to help them **"assimilate"** into American society.

To achieve this children from the same tribes were split up. The school curriculum tried to teach them to make jokes about or forget their culture and many were forced to convert to Christianity and change their names to Christian names.

The **1928 Meriam Report** said the programme to assimilate Native Americans through education had failed because schools were underfunded and understaffed. It also said that Native Americans should be taught useful skills rather than European culture.



### Keywords / Phrases

## Segregation –

## Jim Crow Laws –

Bible Belt –

Religious Fundamentalist -

## Evolution v Creation –

## Assimilation -

## Treatment of Black Americans

Make bullet points about the activities of the following:

Ku Klux Klan (KKK)

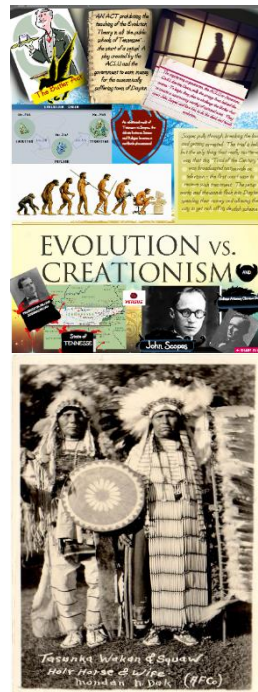
## Migration of black Americans

NAACP

UNIA

## Religious Fundamentalism

### Bullet point key facts about the **Scopes Monkey Trial**



## Treatment of Native Americans

List three ways in which Native Americans were 'assimilated'

# Key Qu- 3

**Was the 1920s a decade of organised crime and corruption?**

## You need to know about:

- Reasons for, life under and enforcement of prohibition;
- Organised crime – Al Capone, St Valentine's Day Massacre;
- Corruption – Harding, 'Ohio Gang', Tea Pot Dome scandal.



## KEY VOCAB: *History*



# Prohibition

Prohibition, as set out in the 18th Amendment to the US Constitution passed in 1919 was **the complete ban on the manufacture, sale and transportation of alcohol.** This was clarified by the Volstead Act which defined 'intoxicating liquors' as anything more than ½% alcohol. Republican President Herbert Hoover called it, "a great social and economic experiment". **And yet, fourteen years later the 21st Amendment ended Prohibition in 1933.**

In 1851 Maine became the first state to pass prohibition. By 1917 two thirds of states, mostly in the South and West, had passed prohibition laws, and many of the other states were divided into 'wet' and 'dry' districts.

Several influential organisations campaigned for the prohibition of alcohol:

• **Women's Christian Temperance Union (WCTU):**

- Focused on national prohibition, women's suffrage, the 8-hour workday, and prison reform.
- Carrie Nation, known as "The Saloon Smasher," was a member who aggressively smashed bars, leading to her arrest thirty times between 1900 and 1910.



• **Anti-Saloon League (ASL):**

- Printed anti-drinking brochures and sought support from church members.
- Lobbied Congressmen and businessmen.
- Received \$350,000 for their campaign from millionaire J.D. Rockefeller.



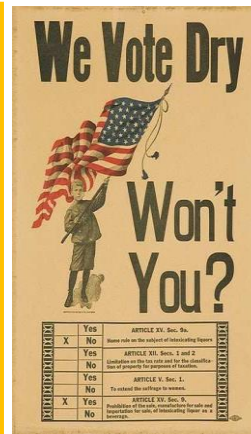
## Why did people want prohibition?

Alcohol caused an **increase in crime** and lawlessness

Alcohol was linked to **inefficiency at work** and **absenteeism** from work

Drinking **lowered moral standards**, undermined traditional values and was said to be the cause of wife beating and child neglect.

The **Food and Fuel Control Act** supported the 'dry' campaign by making it illegal to use grain for alcohol production, reserving it for feeding America's Allies.



The 'dries' ran a patriotic campaign during WWI, arguing that **drinking German beer was un-American**, turning the public against brewers like Pabst and Busch.



# Prohibition

**Bootleggers** illegally made and sold alcohol.

They often sold poorly made homemade alcohol, known as moonshine, which could cause blindness or paralysis. During Prohibition, deaths from alcohol poisoning increased by 600% due to poisonous home-brewed alcohol.



**Speakeasies** were illegal bars that often became nightclubs in cities. 10,000 in New York by 1925.

- They featured new jazz music and attracted young people exploring new lifestyles, including women wearing high hemlines and dancing the Charleston.

- Manhattan's 21 Club had emergency buttons and other anti-detection devices like drop-down shelves to avoid raids.
- The Cotton Club in Harlem was famous for showcasing black American jazz musicians.

Difficulties of enforcing prohibition

**Prohibition Agents** were hired to enforce prohibition. Initially there was 1500 prohibition agents.

One of the most famous Prohibition officers was "two-guns" Hart. He was the brother of Al Capone, the notorious gangster. He was one of the most successful agents in the state of Montana; he was later removed from his job for being too good.

A Prohibition agent did not get much pay, so often they took bribes ('back-handers') and looked the other way and let the gangsters get away with it.

## Few convictions

There were lots of trials for breaking the Prohibition law but there were very few convictions.

A large number of people openly broke the Prohibition laws.

Even President Harding was well known to drink alcohol in the White House. When the UK's heir to the throne the Prince of Wales visited the USA in 1925 he found it very easy to get alcohol. When a reporter asked the Prince what he thought of Prohibition he asked when it was going to begin.

## WHY DID PROHIBITION FAIL?

1. Caused more crime
2. More alcohol was drunk during Prohibition than before it was banned
3. During Great Depression America needed extra jobs
4. Ordinary people who liked a drink were prepared to become a criminal
5. 30,000 miles of borders which could not be patrolled
6. Many police, judges, prohibition agents were corrupt.
7. Rise in organised crime

# Organised crime in the 1920s

## Organised Crime

- Gangs had existed before 1920s but the profits associated with bootlegging and Prohibition gave them the opportunity to rapidly expand
- Gangs bought out breweries and transported/smuggled their illegal goods through various means
- Gang leaders saw themselves like businessmen; when faced with rivals, they organised takeovers, but usually involving the murder of their rival
- These gangs were involved in '**rackets**', such as: gambling, prostitution, protection and bootlegging

### AL CAPONE 1899-1947

- 1899 Born in New York
- 1917 Joins the Five Points Gang led by Johnny Torrio
- 1921 Moves to Chicago to work with Torrio
- 1922 Partner in Torrio's saloons, gambling houses and brothels
- 1925 Takes over operations when Torrio leaves Chicago
- 1929 Is responsible for the St Valentine's Day Massacre
- 1931 Is indicted for **income tax** evasion and found guilty as charged
- 1939 Wins release from prison
- 1947 Dies in Palm Island, Florida



### Al Capone

- Capone's life is the archetypal story of gangsters from the Prohibition era
- Son of Italian immigrants, he left school early and engaged in low-level criminal activities
- Earned the nickname, '**Scarface**' after a fight with a New York bouncer
- Joined and quickly rose up the ranks to lead the Chicago 'Torrio' gang by 1925
- Capone was famous for bribing city officials, including the mayor and senior members of the police department (see Source A)
- Capone also engaged in fixing local elections through violence and bribery (see Source K)
- He controlled a huge empire within Chicago, including: speakeasies, bookmakers' joints, brothels, horse racing tracks, nightclubs etc
- He drove around in an armoured limousine with his bodyguards, and between 1925-29, was responsible for the deaths of over 200 rivals
- Despite these obvious criminal links, Capone was seen by most Americans as a glamorous person, had rich and famous friends, and was believed to have 'put Chicago on the map'
- Capone was also the first to open soup kitchens and donate clothing to the needy after the **Wall Street Crash** (see Source C)

Source C 'Big Al's soup kitchen', Chicago 1930. The soup kitchen was set up for unemployed workers by Al Capone



time, but the incident made many realise gangsters (and Capone) were not as glamorous as they used to believe.



Al Capone & the rise of Gangsterism

### Downfall & Arrest

- In 1932 Capone was prosecuted for tax evasion between 1925-29, he owed +\$200,000 in unpaid tax from his gambling operations
- His downfall signalled the end of the glamorous era of gangsters, the American people had enough problems with the aftermath of the Wall Street Crash and the Great Depression

**Source A** A reporter, E Mandeville, talking about corruption in Detroit in 1925 in the *Outlook Magazine*

Ten years ago a dishonest policeman was a rarity ... Now the honest ones are pointed out as rarities ... Their relationship with the bootleggers is perfectly friendly. They have to pinch two out of five once in a while, but they choose the ones who are least willing to pay the bribes.

### St. Valentine's Day Massacre

- In an attempt to take over organised crime in Chicago, Capone was involved in the infamous St. Valentine's Day massacre (Feb 1929)
- A rival leader, Bugs Moran narrowly escaped death but seven of his men were murdered by Capone's men disguised as the Police (see Source D)
- Capone was in Florida at the

Source D The front page of *The Chicago Daily News* carrying the news of the St Valentine's Day massacre

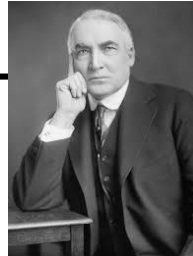


**Source K:** A description of an election in Cicero, a suburb of Chicago, from a local newspaper, 1924

Cars filled with gunmen paraded the streets slugging and kidnapping election workers. Polling places were raided by armed thugs and ballots taken at the point of a gun from the hands of voters waiting to drop them in the box. Voters and workers were kidnapped, taken to Chicago and held prisoners until the polls closed.

# Corruption within the US government in the 1920s

Corruption is the abuse of a government position for personal gain. This could be receiving or offering bribes, extortion (forcing people to pay for help), exploiting government resources or giving jobs to friends or family members.



## Harding & His Ohio Club

- As well as corruption in the cities from Prohibition, there was corruption at the highest levels of government in the 1920s
- 1919 the new **President Harding** stated there would be a return to normal life after the disruption of WW1
- Harding surrounded himself with politicians from his home state of Ohio, earning the nickname the 'Ohio Gang'
- Some of these advisors used their position to enrich themselves; one was jailed for selling off veterans' hospital supplies, another resigned in disgrace and two others committed suicide, rather than face the public scandal
- Greatest scandal to hit Harding's presidency was the **Teapot Dome** oil lease scandal

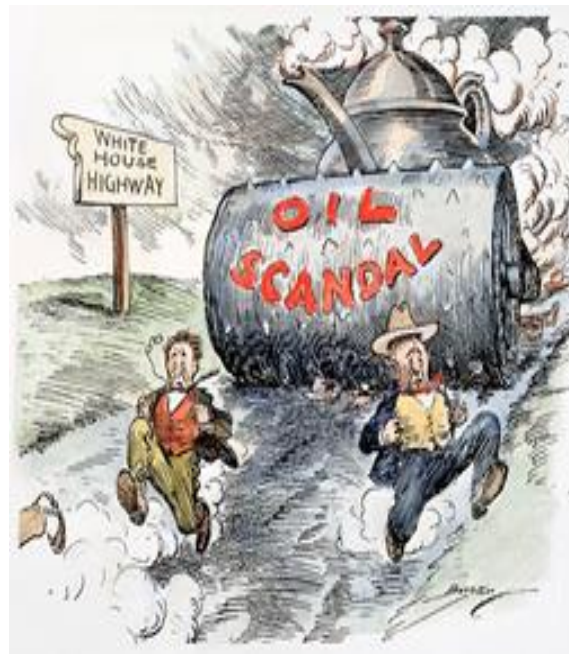
## THE 'TEAPOT DOME' SCANDAL

**Albert Fall** rented (or leased) government controlled land to drill for oil at Teapot Dome, Wyoming to his friends at Mammoth Oil Corporation and Pan-American Petroleum. The rights to this land was reserved for the US navy.

He received **illegal payments of \$400,000** from oil companies who hoped to benefit.

Details of these deals were leaked to the newspapers in 1922 and a government investigation was demanded.

The investigation took 5 years and in 1927 Fall was found guilty of conspiracy and accepting bribes. **He was fined \$100,000 and sent to prison.** The illegal leases were cancelled.





**KEY QUESTION 3- Was the 1920s a decade of organised crime and corruption?**

**Was the 1920s a decade of crime and corruption?**

**Define:**

**Prohibition –**

**Speakeasy –**

**Anti-Saloon League –**

**Volstead Act –**

**Temperance -**





**Organised crime**

Who is the man on the front of Time magazine (opposite)?  
Describe what happened on Valentine’s Day 1929.

Why was this a turning point for prohibition?

**Ohio Gang and Teapot Dome Scandal**

Who was Warren Harding?

Who were the Ohio Gang?

Where was Teapot Dome?

What was so special about it’s oil reserves?

What happened at Teapot Dome? Use these key words to help you. (Albert Fall, bribes, oil reserves, 1922, Mammoth Oil company, Harry Sinclair, Pan American Petroleum – Edward Doheny, scandal)

**Prohibition**

When was prohibition introduced?

Why was prohibition introduced? List at least 4 causes.

- 
- 
- 
- 

List 4 consequences of Prohibition?

- 
- 
- 
- 

When was the prohibition law repealed? Who was the President?





## KEY VOCAB: *History*

### Key Qu 4: What were the causes of the economic boom experienced in the 1920s?

#### You need to know about:

- America's economic position in 1910 - assets and natural resources;
- economic impact of the First World War;
- hire purchase; electrification; mass production;
- laissez faire; individualism and protectionism



#### **Protectionism**

Protecting American businesses from cheaper imports by using tariffs and quotas.

#### **Quotas / Tariffs**

A limit on the amount of a product that can be imported / A tax on imports

#### **Credit**

Buying goods by paying in instalments or borrowing money.

#### **Laissez – Faire**

Government does not interfere in the affairs of business.

#### **Mass Production**

Making more products cheaply by using a production line.

#### **Stocks and shares**

A way of raising money by selling a small part of a business

#### **Rugged Individualism**

Idea that individuals should not rely on support from the government.

#### **Consumer Goods**

Goods made to people's lives easier eg washing machines, cars

#### **Imports / exports**

Products coming into the country / Products leaving the country

# America's economic position in 1910 and assets and natural resources

In 1910 the USA had vast supplies of important **natural resources** –

**OIL** came from California, Oklahoma and Texas;

**COAL** came from Kentucky, Pennsylvania and West Virginia;

**IRON ORE** came from Minnesota;

**TIMBER** came from the forests of Washington State and Oregon.

It also had a large population to provide workers, but also to provide consumers for US products. There were the **huge farming areas** of the mid-west and south that produced so much food the USA had more than it needed to feed itself. Mining and manufacturing industries were also particularly strong.

Table 1: US economic production compared to its rivals c.1910

Commodity	US Production	Nearest competitor production
Wheat	638 million bushels	552 million bushels (Russia)
Coal	262 million tons	219 million tons (UK)
Oil	9.5 million tonnes	11.5 million tonnes (Russia)
Shipping	4.3 million tonnes	9.3 million tonnes (UK)
Railways	183,000 miles	28,000 miles (Germany)
Iron	28.8 million tons	16.3 million tons (Germany)
Steel	13.5 million tons	6 million tons (Germany)
Cotton	10.6 million bales	3 million bales (India)

## resources

### Economic impact of WW1

Table 2: Increases in production (in millions of tons) during the First World War

	1914	1917
Iron ore	41.4	75.3
Coal	422.7	551
Petrol	265.7	335.3
Wheat	763.4	1025.8

Table 3: Exports (in millions of dollars) during the First World War

	1914	1917
Chemicals	21.9	281
Wheat	87.9	298.2
Iron & steel	251.5	1133.7

The outbreak of the First World War caused an economic boom for the USA.

America did not join in the First World War until 1917 but was involved in selling food and weapons to the countries that were involved. This led to huge increases in production and exports.



### The war benefitted the US in the following ways:

- **US banks lent money to Britain, France and Russia to fight the war.** This would have to be paid back with interest, but also money borrowed from US banks was spent on buying weapons and supplies from American businesses.
- **Food shortages in Europe** meant that American farmers could sell their surplus crops for high prices on the international market.
- **American businesses were able to gain control of international trade markets** while their rivals were busy fighting the war, replacing Germany as world leader in chemical and plastics industries. Increased demand also encouraged manufacturers to mechanize the production process which meant that goods could be made more quickly and more cheaply
- However from **1917 onwards taxes rose sharply** to pay for America's direct involvement in the war.

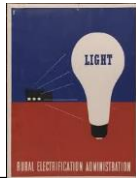
# Short term causes of the boom

## The spread of Electricity

1920s saw the electricity industry rapidly expand, for example:

- By 1929 most homes had electricity
- Approx. 70% of Americans had electricity
- Increasing numbers of factories were powered by electricity
- Electricity consumption more than doubled in the 1920s

The electrification of the USA inspired development of domestic goods (refrigerators etc.) which stimulated increased industrial output in these new areas



## Technological Change

USA began to lead the world in innovation and technology. This included **new mass production techniques**, these led to:

- Increased productivity
- Increased profits
- Reduced costs for consumers

Products were made on a assembly line which meant they could be made much more cheaply and in large numbers. Henry Ford had pioneered mass production in the car industry, so thousands of ordinary Americans could afford them.

In addition, new materials were developed including:

- Bakelite in household goods
- Glass tubing
- Concrete mixers (which led to the boom in new types of buildings, including skyscrapers)



## Consumerism

- 1920s the average wage rose by 25%, this enabled a boom in Hire Purchase (put down a small deposit and pay the rest back weekly/monthly).
- Development of advertising and radio commercials encouraged consumers to buy new goods
- Widespread electrification of homes in the 1920s (70%) meant more people wanted these labour-saving devices
- During the same period the use of other energy sources increased (Oil x2 and Gas x4)
- Telephones went from 10M (1915) to 20M (1930)



## Advertising

- Companies invested in advertising campaigns to increase sales and profits
- New kinds of media became popular eg radio and cinema to complement newspapers and magazines
- New advertising techniques included catchphrases, colour adverts, audience targeting eg women and domestic 'white goods' such as fridges.

### Mail order catalogues:

Became a popular way of shopping. People in rural, isolated places could get new products.

- Magazines like Vogue could associate products with the lifestyles of the fashionable, the rich and the famous.
- Another marketing tool was the mail order catalogue. Improving roads and the growth of the truck industry led to the growth of the mail order businesses like Sears, Roebuck and Co of Chicago

## Credit

- Availability of cheap and easy credit made it easier for people to buy goods they could not normally afford.
- Under Hire Purchase goods were paid for in instalments
- Up to 50% of goods bought in the 1920s were paid using Hire Purchase



## Confidence

- Americans had confidence in their economy and were prepared to buy goods and invest in innovative industries
- Many Americans believed they had the right to prosperity. Previously, Americans had been advised to save and be careful but in the 1920s they were encouraged to spend, spend, spend



## Growth the Stock Market and Speculation

- Throughout the 1920s the value of stocks and shares rose steadily throughout the 1920s until the crash of 1929
- The number of buying and selling shares also rose dramatically when ordinary people were encouraged to become involved- hoping to sell shares for a profit- this was called 'speculating'
- 'Buying on the margin'- people could borrow money to buy shares so that when they rose and made a profit they could sell the shares- very risky!

## Department Stores:

These were shops which sold a large number of products under one roof in different departments, often cheaper than separate shops. They were more convenient for shoppers and produced mail order catalogues.

There were new shopping experiences to be had as well as the number of department stores like JC Penney increased and Piggy Wiggly introduced the supermarket.



# Focus: Henry Ford and mass production



## Henry Ford

- Founded Ford Motor Company in Detroit in 1903.
- Revolutionised car making by reducing the choice of model and colour of car to one- the Model T Ford

## Assembly Line

- Henry Ford had seen how efficient slaughterhouses operated, with workers done one job-so he copied the idea
- 'Magic belt' / assembly line made the manufacture of cars more efficient
- An electric conveyor belt carried the partly assembled car past workers who stood on the same spot and did one job over and over again.
- In 1913 Ford was producing a car every 3 minutes but by 1920 every 10 seconds



Reasons the motor industry expanded in the 1920s



## Advertising

Ford were willing to use modern advertising techniques-this included using handsome women to attract males and promote the idea of female drivers

## Workforce

- Ford recognised that making cars was boring and that workers were reluctant to stay, so he increase wages to \$5 a day-more than any other car maker.
- Ford reduced the working day to 8 hours which allowed three shifts/day and continuous production

## Affordability

- Ford's ground breaking business and advertising methods allowed him to slash prices from \$895 in 1914 to \$295 in 1926.
- Ford also pioneered the idea of using Hire Purchase as a way of paying for cars



Families became more mobile, many urban Americans visited the countryside for the first time  
American workers could go on holiday for the first time using their own Transport. Short break holidays became popular



Other car companies Chrysler and General Motors copied Ford's techniques

Employment boosted in other industries- steel, rubber, plate glass and leather. Use of petrol increased demand for oil creating more jobs



## Impact of mass production on the car industry



Could sell cars cheaply as every part the same- one colour (black), one engine size etc

Ford needed less skilled workers – meaning less wages-keeping cost of car low

More roads were needed, more roadside diners, motels, petrol stations.





# Republican policies which helped cause the boom

## Republican Presidents of the 1920s

During the 1920s the USA was governed by a succession of three Presidents from the Republican Party. One of the most consistent Republican policies was limited government interference in the affairs of business.

### President

### Years as President

### Key Economic Policies

### Warren Harding

1921 -23

'Back to Normalcy'

### Calvin Coolidge

1923 - 29

Laissez-Faire

### Herbert Hoover

1929 -33

Rugged Individualism

### 'Back to Normalcy'

This was the policy of President Harding = Reduce and limit government interference in the economy and reduce the amount of tax paid by the rich

### Laissez-Faire

This was the policy of President Coolidge = He wanted to give business leaders the freedom

### Rugged Individualism

This was the belief held by all American presidents during this period, that success was achieved by the hard work of individuals. People should not expect the government to do things for them, they should fend for themselves

### Protectionism

Tariffs (a kind of tax) were put on imported goods and products to limit competition from foreign companies. These tariffs made European goods and products more expensive and encouraged the sale of American products. The Fordney-McCumber Tariff (1922) raised import tariffs to their highest ever level. However, it slowed international trade as Europe put high tariffs on American exports.

**IMPORT  
TARIFF**



**KEY QUESTION 4 - What were the causes of the economic boom experienced in the 1920s?**

**Define:**  
**Economic Boom -**  
**Prosperity –**  
**Rugged individualism -**  
**Isolationism –**

**Mass production/Assembly line production**  
What was mass production?

Which particular groups in society worked on an assembly line?

How did both contribute to the economic boom?

**Republican Policies**  
What was Laissez – Faire?

Tariffs

How did these policies cause the American economy to boom?

**Most significant causes of the boom?**



**World War One and the American economy?**  
**List three ways in which this impacted the boom.**

- 
- 
- 

**Why did credit and hire purchase help the economy grow rapidly?**

**New industries & electrification**

- 
- 
- 

**How did these new industries cause the boom?**

**List 4 of America’s assets and natural resources**

- 1.
- 2.
- 3.
- 4.

**How did these affect the economic boom?**

# Key Qu- 5

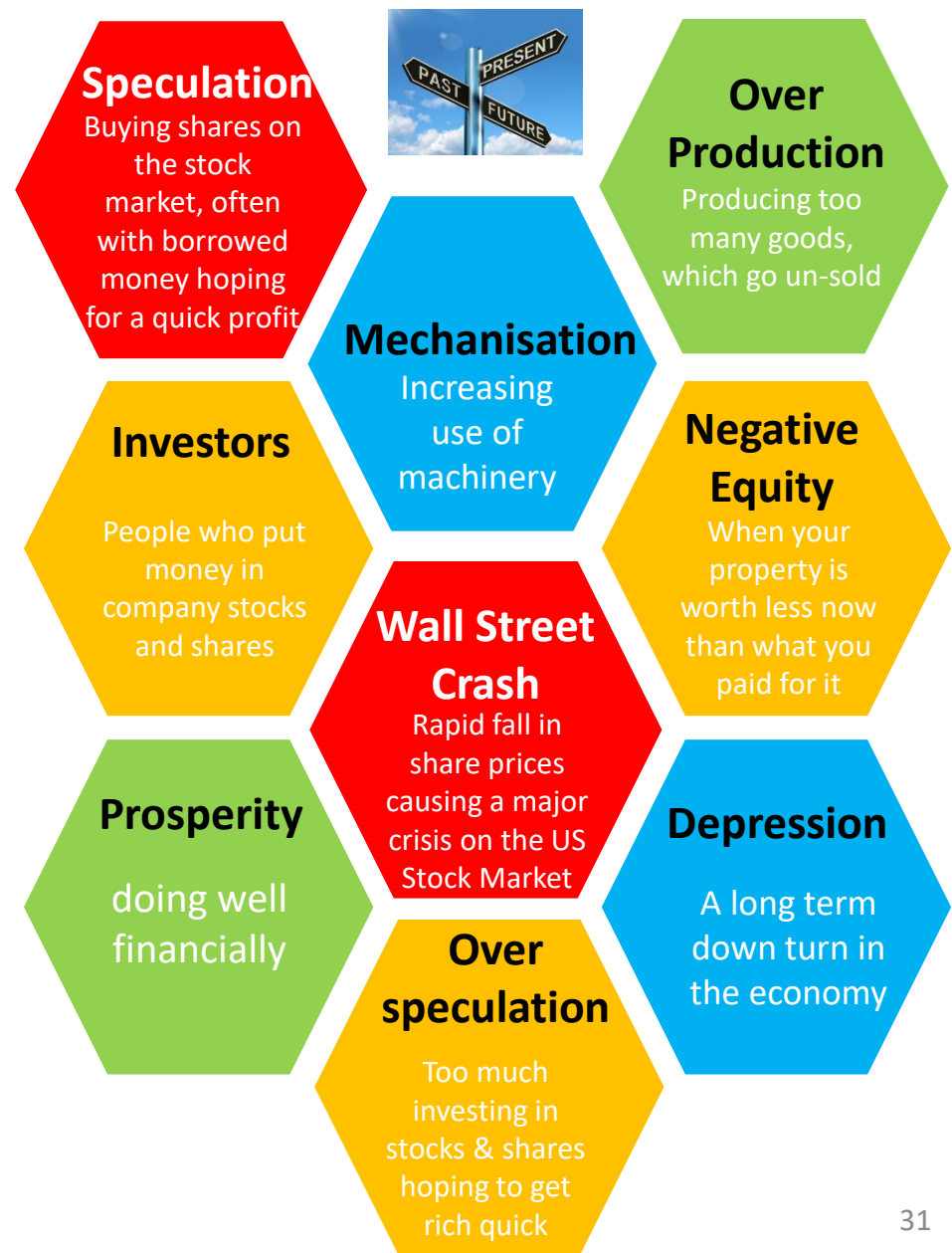
What factors led to the end of prosperity in 1929?

You need to know about

- Overproduction
- Falling consumer demand
- Boom in land and property values;
- over speculation;
- Wall Street Crash – panic selling, Black Thursday, market crash.



KEY VOCAB: *History*



# Who did not share in the prosperity of the boom?

The American economy grew in value by billions of dollars throughout the 1920s. Total national income rose from \$74.3 billion in 1923 to \$89 billion in 1929. However, this wealth was not distributed evenly through the population. The richest 1% of Americans received a 75% increase in their disposable income, while the other 99% saw only an average 9%.

## Black Americans

- They continued to face segregation in the southern states
- Many were labourers or sharecroppers who worked long hours and lived in poor conditions
- Black Americans who had move to the northern states remained the 'last to be hired and the first to be fired'
- 750,000 black farm workers lost their jobs during the 1920s
- Black Americans were share-croppers, earning very small amounts of money working on other people's farms; because black Americans were poorly educated compared to white people it was more difficult for them to get well-paid jobs.



## Immigrants

- They were a source of cheap, unskilled labour
- They experienced prejudice and discrimination
- The unemployment rate among immigrants was higher than other parts of the workforce



## Other Traditional Industries

- The coal industry faced increasing competition from oil, gas and electricity
- Many mines were forced to close
- Unions in the coal industry went on strike
- Railways faced greater competition from the road network, particularly for freight transport
- After high production levels during world War One, the shipbuilding industry went into sharp decline
- The textile industry (eg cotton) faced competition from new man made fibres such as rayon. Changes in women's fashion eg shorter dresses reduced the amount of cloth needed. Finally, cheaper foreign imports forces the closure of many textile mills



## Farmers

- A fall in demand in Europe led to lower prices so farmers couldn't afford rent
- Over-production and mechanisation meant there was too much product on the market and farmers struggled to sell produce at a profit
- Many farmers rents land and when they struggled to keep up with payments, they were evicted
- Those who lost their farms became known as Hobos
- Total farming income was fell by 60% in 10 years. By 1928 farm income was only \$13 billion
- natural disasters- 1927 Great Flood of Mississippi River, the Boll Weevil infestation in southern states destroyed cotton crops and the 'Big Blow' hurricane that killed 243 in Florida in 1926. Led to rural depopulation as 6 million moved to cities.



## Workers

- Most workers on low pay. By 1929 average wages in the north east were \$881 a year, in the south east it was \$365 a year.
- It was very difficult for urban workers to improve their pay or their working conditions. For example, a 1921 coal miners' strike in West Virginia over conditions and pay was broken up when the governor used state troops to break it up. President Harding had it investigated, and found that the miners were right but still did nothing.
- For every year in the 1920s 25,000 workers were killed on the job, 100,000 permanently disabled – two million people in New York City lived in tenements condemned as fire traps





1066

1500

1750

1900

2000

## Wall Street Crash

Rapid fall in share prices causing a major crisis on the US Stock Market



### Boom in Land and Property prices

House and land prices rose sharply during the early 1920s

After 1926 prices fell dramatically. Many homeowners had bought houses when prices were high. Many had borrowed money to do this. When prices fell, their houses were worth much less than they had bought them for. This is called **Negative Equity**.

Warnings that the economy was slowing down were ignored by investors.

**Over – production** in industry meant that markets were full of unsold consumer goods, factories were forced to cut wages and prices. Eventually they had to make workers unemployed

Over-production in agriculture was caused by greater mechanisation (use of more machinery) and lower sales in Europe caused a fall in prices, forcing many farmers out of business.

## Long term causes of the Wall Street Crash



### Poorly Regulated Banking and Financial Sector

Banks operated under limited regulation

Many small banks failed to keep enough cash reserves to meet demand  
If there was an economic downturn they did not have enough cash to pay out to customers

The banks' weaknesses were exposed quickly during the Wall Street Crash of 1929.

### Falling Demand for Consumer Goods

The USA had a wide difference between the richest and poorest. This meant that those people who could afford consumer goods already had them and those that didn't were too poor (about 60%) to ever be likely to afford them.

Manufacturers failed to cut production  
Tariffs (taxes on imports limited trade because when the US imposed tariffs on other countries, they responded by imposing similar tariffs on the US. This cut trade for all.

### Over-speculation on the stock market

Share prices had risen to unrealistic levels  
Investing in stocks and shares had become a popular hobby. Many inexperienced investors were speculating in the market  
The number of shareholders had risen from 4 million in 1920 to 20 million in 1929

The value of stock market shares rose from \$27 billion in 1925 to \$87 billion by October 1929

Lack of regulation encouraged more people to speculate

### Availability of Easy Credit

Many people bought shares 'on the margin'. This meant they borrowed money to buy shares working on the assumption that share prices would keep on going up. They could then repay the money they borrowed and pocket the profit. The problem was that this only worked when share prices were rising. If share prices fell, they could not pay back what they had borrowed.

By 1929 75% of all money invested in shares in the US stock market had been borrowed

# The Wall Street Crash

## October 1929

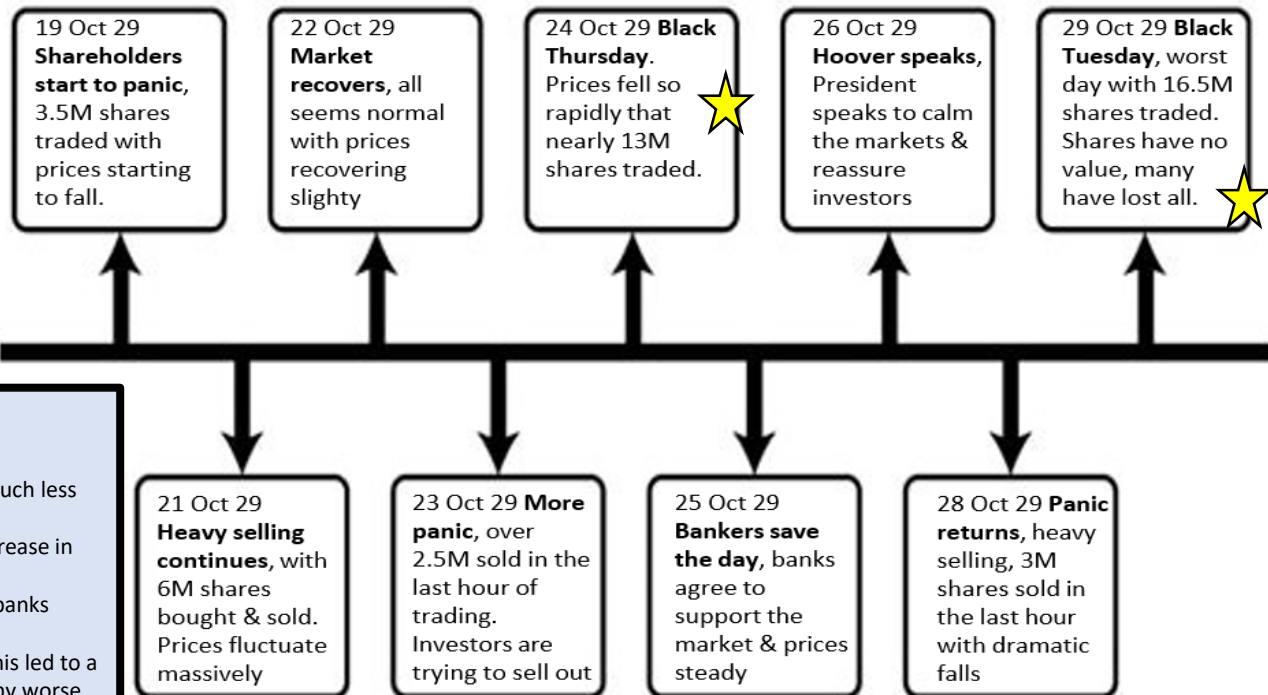
Worst financial disaster in history.

When several big investors started to sell large numbers of shares in autumn of 1929, small investors panicked.

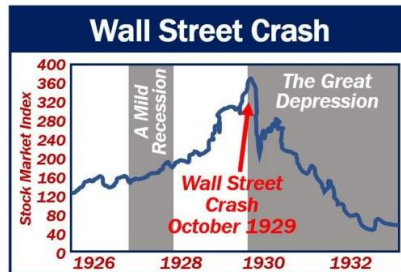
There was a rush to sell causing share prices to collapse.



### Wall Street Crash Timeline



**Wall Street Crash**  
Rapid fall in share prices causing a major crisis on the US Stock Market



### The Immediate Effects of the Wall Street Crash

- The US stock market collapsed. Shares were worth much less than they had been before the Crash
- Many shareholders lost everything. There was an increase in suicides
- People lost confidence in the financial sector. Many banks went bust
- People had less money so there was less spending, this led to a fall in demand for products and made the US economy worse
- Unemployment rose sharply. Companies began to lay off workers
- A popular saying of the period was 'In Hoover we trusted, now we are busted' (Hoover is a reference to President Hoover, who was in office when the Wall Street Crash happened)

## KEY QUESTION 5 - What factors led to the end of prosperity in 1929?

**Define:**

**Stock market –**

**Buying on the margin –**

**Boom and Bust –**

**Depression –**

**Increase in value of land  
and property**

**Wall Street Crash - immediate panic – market crash**

Draw a flow chart showing the immediate events of  
the Wall Street Crash

**Overproduction**

**What is overproduction?**

**What sort of things were being overproduced?**



**Fall in consumer demand**

**Over speculation**

**What was over speculation?**

**Why did it lead to a crash in the economy?**

## Key Qu- 6

# How did popular entertainment develop during this period?

### You need to know about:

- Advent of silent movies
- Popularity of the cinema and movie stars
- Start of the talkies
- Popular music; jazz; impact of radio and gramophone
- Dancing and speakeasy culture



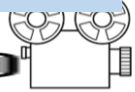
## KEY VOCAB: *History*





# Development of the cinema in the 1920s

## HOLLYWOODLAND



### Popularity of cinema and types

- 1927 60 million people a week went to the cinema- by 1929 this was 110 million.
- Cheap tickets- 5 cents to a nickelodeon to see comedies, tragedies, romances and adventures.
- 1910- 8,000 cinemas by 1930 there were 303,000.
- Nickelodeons had wooden benches and sometimes referred to as 'flea pits' but some cinemas were extravagant like the 'Roxie theatre' which could seat 6000.
- Smaller cinemas had a pianist during silent films but as cinemas got bigger they were replaced by organs.

### Hollywood - the Centre of the Film Industry

- California had an attractive climate - there were few days of rain to affect filming
- The variety of landscapes for location filming: desert, mountains, rivers and coastline
- Emerging production companies were drawn to Hollywood eg Paramount, Columbia, Warner Brothers and MGM
- The region allowed for the production of a variety of genre movies - westerns, crime stories, romantic dramas and comedies
- The success of Hollywood (originally called 'Hollywoodland') drew famous actors from around the world to the Los Angeles area

### Criticism of the Movie Industry

Movies were accused of lowering moral standards and of using movie stars as sex symbols. The lifestyle of some Hollywood stars attracted criticism, there were accusations of wild parties and extra-marital affairs. A famous comedian Fatty Arbuckle was put on trial for the murder of a young woman at a party. In an attempt to improve the image of the film industry, Hollywood introduced in 1930 the 'Hays Code of Practice' which put restrictions on what could be shown in films eg nudity, bad language etc.. In 1928, the **Oscars** were set up to celebrate the best movies.



## Reasons for the Growth in Popularity of Cinema

- People had more leisure time and disposable income
- Cheap ticket prices
- Improved transport meant people could get to cinemas
- Novelty of new technology
- Attraction of movie stars
- Wide range of films on offer
- First talking film called 'The Jazz Singer' in 1927.
- It starred Al Jolson, a hugely popular star of the 1920s.
- 'Talkies' started a new phase of popularity for cinema



## The Popularity of Movie Stars



**Rudolph Valentino**  
Romantic Star  
'The Sheik' 1926

First male star to become a sex Symbol. Italian immigrant. 50,000 people attended his funeral in 1926. Many women openly wept and even collapsed, on the news of his death.



**Clara Bow**  
Sex Symbol  
'It' 1927

Called the 'It girl' because of her sex appeal. She was linked to the 'Flapper' image. Famous for wild parties, extravagant spending



**Charlie Chaplin**  
Comedy Star/  
Political Activist  
'The Kid' 1921,

'The Gold Rush' 1925  
His trademark was tramp-like image. He wore a badly fitting suit, bowler hat and cane. In the 1930s he made more political and controversial films, such as 'Modern Times' in 1930.



Unfortunately film stars were not perfect and the industry was rocked by a number of scandals. Charlie Chaplin married two 16 year old girls (one in 1918 and another in 1924), but he also expressed strong left-wing views and was seen as Un-American. Gloria Swanson married a French Count in 1924 to avoid public scandal of being pregnant and unmarried. Clara Bow was named by her therapist's wife as the reason for her filing for divorce.

# Development of the cinema in the 1920s

## Birth of Hollywood

- Moving pictures or 'movies' were invented at the end of the 19<sup>th</sup> century. Strong in New York USA.
- WWI had distracted many countries from film making but NOT in the USA. California was seen as the ideal location with large empty spaces to films including deserts and mountains and warm climate.
- In the era of silent films the movies produced in Hollywood could be easily enjoyed around the world with no language barrier.

## Technological developments

- Early experiments with colour eg Roman splendour in 'Ben Hur'
- First Walt Disney animated cartoon 'Steamboat Willie' introduced the world to Mickey mouse in 1928.
- Most spectacular development was synchronised sound in 1927. The Warner Bros Vitaphone system used a disc with sound recorded on it that played alongside the film.
- First used in the film 'Jazz Singer' with Al Jolson. Led to a revolution in adding sound to silent movies. Birth of talkies.

## Star System

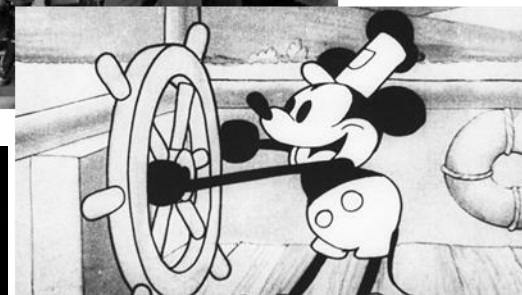
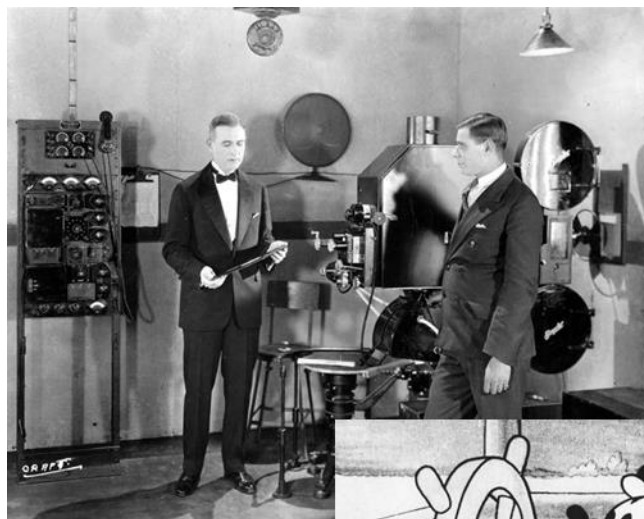
- Boosted popularity of Hollywood films by promoting actors and actresses that audiences would then choose to go and see.
- Started in 1909 when Carl Laemmle promoted Flo Lawrence as the star.
- Magazines like Life, Vogue and Harper's Bazaar helped to promote stars.
- Personal lives started being followed by the press.

## Oscars

- Started in 1928 to promote achievement in film industry. Film stars started to demand higher wages. In 1917 Charlie Chaplin signed his first \$1m contract to star in 8 films.



*The original version of the iconic 'Hollywood' sign said 'Hollywoodland' but the last four letters were removed in 1949*



# Development of Jazz music in 1920s

## Popular Music

- Jazz developed in the southern states of the United States from traditional black music such as the Blues. Many black musicians could not read music so they improvised, making up melodies as they went along.
- Jazz became increasingly popular during the 1920s in the new nightclubs and speakeasies.
- Jazz was linked to new freedoms such as the 'Flapper' lifestyle and fashionable dances, such as the Charleston.

Jazz was heavily syncopated, meaning it could be danced to. Playing Jazz required a lot of skill but also improvisation as many black musicians had no formal training and could not read music. Unusual combinations of instruments as jazz musicians couldn't afford anything expensive so relied on cheaper ones like guitar, banjo and harmonicas.

Jazz not a musical revolution as it evolved over time.  
Early type of jazz was called ragtime.



**Not everyone agreed that jazz music** was a good thing. Anne Shaw Faulkner wrote in her article 'Does Jazz Put the Sin in Syncopation?' in the Ladies Home Journal in 1921, "Jazz was originally the accompaniment of the voodoo dancer, stimulating the half-crazed barbarian to the vilest of deeds..."

Jazz music, initially played by Black Americans, was soon adopted by white musicians such as Hoagy Carmichael, Paul Whiteman, and Bix Beiderbecke. It also gained popularity among older white audiences through jazz-influenced songs by white songwriters like Irving Berlin and George Gershwin, and white singers like Al Jolson and Bing Crosby, the latter of whom was part of the Paul Whiteman Band.



## Jazz spread quickly because:

- the migration of black Americans to the cities in the north during and after the First World War carried jazz music even further
- Technology developments meant jazz spread through the radio and gramophone records- before this new music only available as live performances or sheet music.

Some cities, like Cleveland and New York banned public performances of jazz in dance halls. However, this made it more exciting to the young. Jazz became a great attraction of the nightclubs and speakeasies and was brought into homes by the radio. Most famous venue was the New York Cotton Club in Harlem. It only allowed white audiences.

## Famous Jazz musicians



**Bessie Smith**  
Vocalist

Greatest Blues singer of the 1920s. Known as the 'Empress of the Blues'



**Duke Ellington**  
Pianist / Band leader

Led a 10 piece Jazz band at the famous 'Cotton Club' in New York. Ellington composed many famous Jazz songs such as a 'Mood Indigo'



**Louis Armstrong**  
Trumpet player

Uniquely talented Trumpet and Cornet player. He moved to Chicago in the 1920s and played in the Creole Jazz Band. His playing style influenced many other musicians

## JAZZ CLUBS

**Special clubs devoted to jazz music were started in the industrial towns of the North**, particularly in Chicago and New York. Dancing was usually allowed and many were used as covers for speakeasies. One of the most famous was the Cotton Club, based in Harlem, New York City. Chicago had famous jazz clubs as well, like the Green Mill where Al Capone used to drink. Gangsters wanted only the best entertainment for their customers, so while waiters danced the Charleston at Small's Paradise in Harlem, **Fred Astaire danced at the Trocadero**, and **Duke Ellington led the house band at the Cotton Club** with tap dancer Bojangles Robinson and jazz singer Ethel Waters. **Jazz pianist Fats Waller was even kidnapped at gunpoint to play as a surprise guest at Al Capone's birthday party.**







# Impact of the radio in the 1920s



Babe Ruth-  
baseball

## Why was Radio successful in the 1920s?

50 million listened to the Radio – WHY?

### The spread of electricity

Mass production made radio sets available at reasonable prices – hire purchase helped people borrow money to buy them. Radio included news, current affairs and entertainment

**Popular daily dramas started on radio – in the age of commercial radio they were often sponsored by soap and detergent companies – they were nicknamed 'soap operas', when the same types of programmes transferred to television in the 1950s and 60s, they became known as 'soaps'**

Popular American sports such as baseball and boxing were broadcast on radio

### Jazz music broadcast live popularised radio

Radio encouraged family time, sitting listening to the same programme. By 1930 there were 600 radio stations eg NBC, and CBS

**The popularity of radio led to a fall in the sale of vinyl (gramophone) records**

## Radio Stations

KDKA in Pittsburgh was the first American radio station and began in 1920. NBC was the first national radio station and started broadcasting in 1926, closely followed by CBS in 1927; there were 60,000 radios in US homes in 1920 and 10 million by 1929, with an estimated audience of 50 million people.

As a 1929 newspaper article put it, "From the feeble wireless telegraph service in 1920, radio had grown swiftly into the billion dollar industry it is today". The gramophone industry grew rapidly in 1910s' peaking sales of \$106 million in 1921 until radio ate into its profits as people could listen to new records without having to buy them.

**New dances:** These resulted from swing dancing that developed alongside jazz music. Dances such as the Charleston and the Black Bottom became very popular with young people.

Because many of these new dances were sexually suggestive, parents were shocked by their children's enthusiasm to dance them.

The Lindy Hop also became a popular dance – Jazz had been prohibited in a number of cities, for example New York and Detroit. Therefore, the performances moved to the speakeasies' making the young people even more determined to rebel.



## Dancing

### Dance crazes

Dance crazes where large groups of people who would learn and perform particular dances together and were followed by dance marathons where dancers would try to set records for dancing for as long as they could. In 1923 Alma Cummings danced non-stop for 27 hours, wearing out six partners in the process. This then led to organised competitions where individuals and couples competed for financial rewards.



Dance marathon 1923

### Opposition from fundamentalist Christians

These new dances and crazes were particularly attractive to young people and so a lot of older, more religious, more small-town and rural people were horrified by it.

Reverend Culpepper, a Methodist preacher, said in 1925, "Dancing is a divorce feeder. It is heathen, animalistic and damnable. It degrades manhood and womanhood. Now is the time to say plainly that it is the most pernicious of modern customs".



### Speakeasy Culture

- Prohibition in 1920 resulted in the speakeasy, where entertainment was usually jazz played by black musicians.
- These allowed young black and white Americans to mix without social disapproval. Young audiences from all classes in society mixed.
- Young also attracted by the music and sexually suggestive dances which caused disapproval in the older generations.
- Prices of alcohol in the speakeasies ensured the clientele was middle class.
- Gangster bosses employed the most popular bands and dancers, which attracted famous stars from the movies



# KEY QUESTION 6 - How did popular entertainment develop during this period?

**Define:**  
**Culture –**

**Talkies –**

**Gramophone –**

## Cinema

Give examples of two popular films

- 
- 

Give examples of three popular film stars

- 
- 
- 

Why was cinema important in the 1920s?

## Developments in film

1.

2.

3.



## Speakeasy culture

## Dancing

What were the main types of dances in USA 1920s?

## Dance crazes

What were the main types of crazes in USA 1920s?

## Music and radio

Name one famous club.

Name two famous musicians.

What was the most popular type of music?

What was the impact of radio in the 1920s?

**Who opposed the modern music and lifestyle?**

## Key Qu- 7

**How did the lifestyle and status of women change during this period?**

### You need to know about:

- Role of women before and after the First World War
- Changing attitudes, influence of Jazz culture
- Flapper lifestyle and feminism; new fashions; opposition to the flapper lifestyle



## KEY VOCAB: *History*



## Women before WW1

### Political

- Women had no vote and as a result, did not take part in politics.

### Employment Opportunities

- Opportunities were limited, middle & upper class ladies did not work. They were expected to care for the home and the child
- Lower class women were expected to work in low pay & low status jobs such as cleaner, dress making or secretarial roles



### Social Role

- It was thought unladylike for women to drink or smoke in public
- Well-bred women were accompanied by a chaperone if they went out
- Divorce and sex before marriage were rare

### Appearance

As the image shows women were expected to wear:

- Tight waisted & ankle length skirts
- Long hair, tied back
- No make-up

### Role of women after World War One

- New labour-saving machines eg washing machines, freed women from time consuming jobs and gave them more free time.
- Advertising helped popularise new fashions which were taken up by women
- By 1930, 2 million more women were employed in the USA. Office work, teaching and healthcare gave women greater leisure and working opportunities, although some of the jobs were low paid.
- The 19th Amendment to the US Constitution gave women the right to vote in 1919.

## Changes for women during WW1



With 2.8M men drafted into fighting in WW1, over 1M women helped in the war effort

Women worked in jobs they were previously excluded from. These included heavy industry, engineering and transport.

Nearly 90K US women served in the forces in Europe in WW1-doing jobs previously reserved for men



War proved women could do more and encouraged greater freedom especially in social habits and paved the way for the 19<sup>th</sup> Amendment in 1920 (right to vote for women)



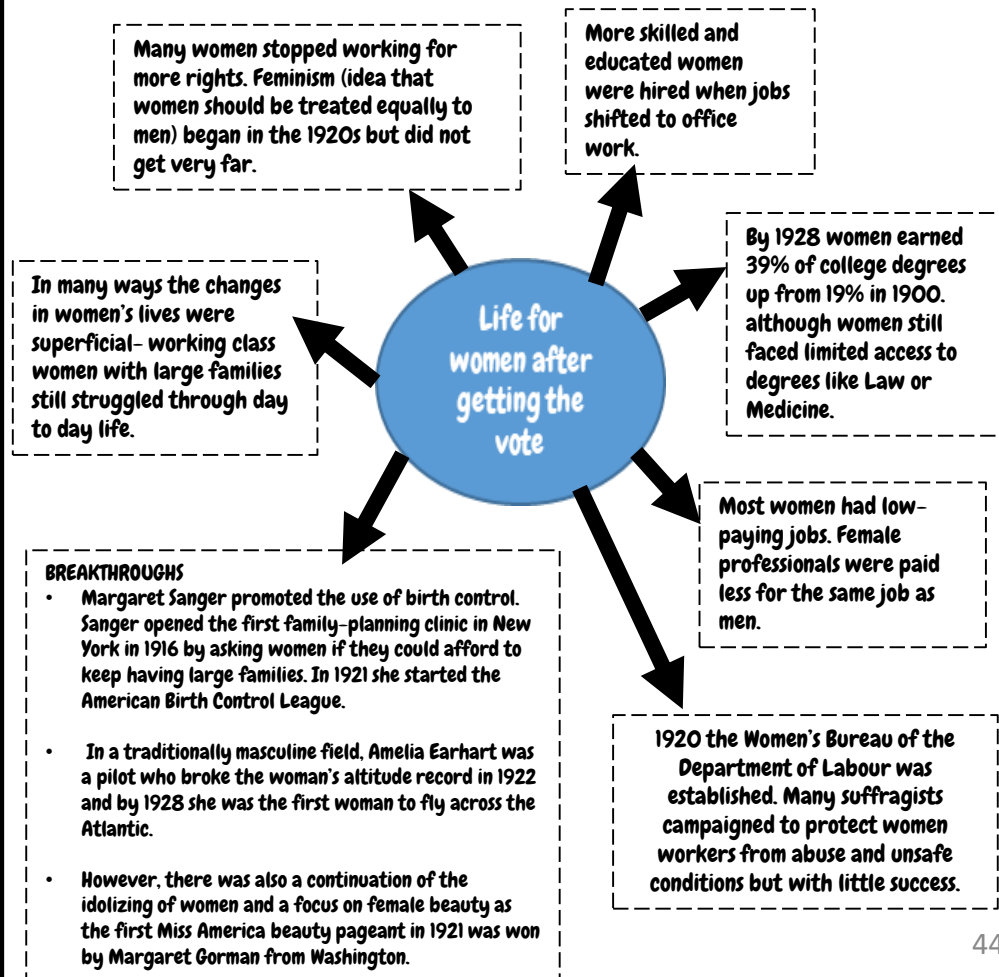
# Early progress in the Women's Suffrage Movement



- 1) Early Progress: Women began gaining the vote state by state, starting with Wyoming in 1869.
- 2) National American Women's Suffrage Society (NAWSA): Founded by Susan B. Anthony in 1890, gaining support from wealthy, educated women for suffrage.
- 3) State Achievements: By 1911, six states (Wyoming, Colorado, Utah, Idaho, Washington, and California) had granted women the right to vote in state and local elections.
- 4) National Women's Party (NWP): Founded by Alice Paul in 1913 to increase publicity for women's suffrage through dramatic protests, such as obstructing traffic and chaining themselves to railings.
- 5) Impact of NWP Protests: The NWP's 'Silent Sentinels' protests outside the White House helped persuade Oregon, Kansas, and Arizona to grant women the vote.

## Key Developments in Women's Suffrage Campaign

- 1912: Theodore Roosevelt's Progressive Party supports national women's suffrage, raising the issue to national prominence despite his election loss.
- 1916: President Wilson begins supporting women's suffrage in the Democratic Party campaign.
- 1917: Congress establishes the Women's Suffrage Committee, and a New York referendum grants women the vote in the state.
- WWI Impact: Recognition of women's industrial efforts and support for prohibition helps shift political opinion in favor of women's suffrage.
- 1918: The 'Anthony Amendment' passes the House but falls short in the Senate by 2 votes. The National Women's Party successfully campaigns against anti-suffrage senators.
- 1919: The amendment granting women the vote is passed by Congress.
- 1920: The 19th Amendment is ratified, granting women the right to vote in national elections.
- 1920 Presidential Election: First election where women nationwide can vote.
- Political Milestones:
  - Jeanette Rankin becomes the first female Congressman.
  - Mary Howard and Bertha Knight Landes become the first female mayors in 1924.
  - Miriam Ferguson and Nellie Taylor Ross become the first elected female state governors in 1925.
- League of Women Voters: Founded in 1920 to encourage women to use their vote to advance women's rights.





# Flapper lifestyle and feminism



During the 1920s younger middle class and upper class women began to challenge the traditional attitudes towards women.

The aim was to develop a more independent social life for women. Women young women were nicknamed '**Flappers**'. The **Jazz clubs** played a crucial role in allowing the flappers to express themselves. This is where they could smoke and dance. They also drank illegal alcohol in the speakeasies.

## Dress and appearance

- They had short hair and wore make up
- They wore short skirts and bright clothing
- They wore revealing swimming costumes on public beaches



## Role Models

- Actresses who openly drank, danced and smoked in the new movies, they provided an example for the flappers to copy.
- Examples included:

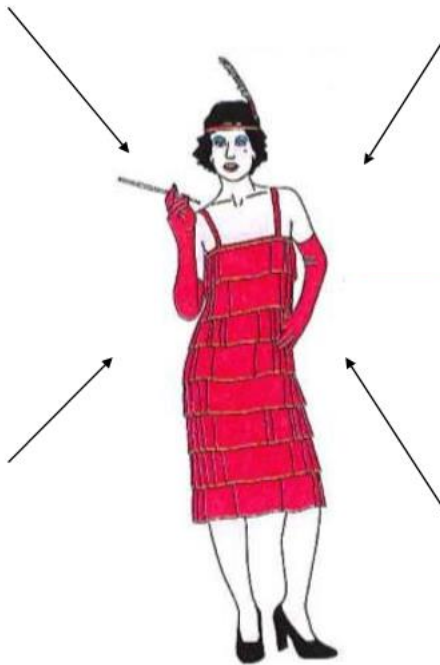


Joan Crawford



Clara Bow

## Flappers



## Lifestyle

- They drank and smoked in public
- They went outside without chaperones
- They openly danced with men in public
- They went to speakeasies and listened to Jazz
- They drove cars and motorbikes

## Opposition

- Many in rural areas saw them as too extreme, especially religious and traditional groups
- Flappers often deliberately broke laws, such as wearing revealing swimsuits which led people to believe they were selfish, pleasure seekers
- Some would have liked to live the flapper lifestyle but lacked the money



## Influence of Jazz culture

- Jazz music allowed women to break free from traditional roles
- Greater freedom of expression of language, clothing and behaviour
- Women found employment in advertising, cosmetic, clothing industries
- Consumer goods like dancing garments, radios and cosmetics revolved around jazz
- Many women could not afford to share in this development and some completely opposed it.

In some states female tourists were arrested for wearing bathing costumes that were too revealing. Chicago fined women \$10 to \$100 for wearing short skirts or baring their arms. Mothers formed the Anti-Flirt League to protest against the acts of their daughters.

## KEY QUESTION 7 - How did the lifestyle and status of women change during this period?

### Define:

Flapper –

Feminism –

Modernity –

Tradition –



How did Jazz affect the lifestyle of women?

List 6 key aspects of the Flapper lifestyle

Describe the fashion of the 1920s.

How did World War change the role of women?

Key developments in getting the vote

Who opposed the new 'flapper' modern life style and why?

How did new consumer goods change the lives of women?  
Give 3 examples.

The role of women changed dramatically in the 1920s. How far do you agree?

List three pieces of evidence which **supports** the above interpretation.

- 
- 
- 

V

List three pieces of evidence which **challenge** the above interpretation.

- 
- 
-

# **Exam technique and model answers**

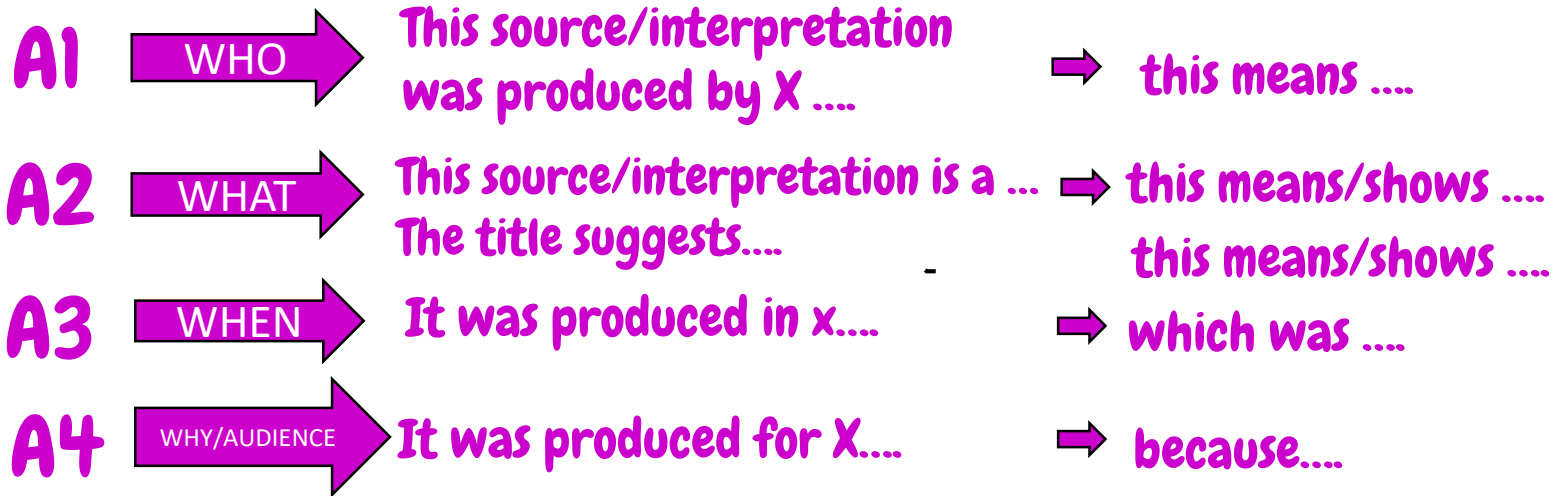
## Past Exam questions– USA 1910–1929

	Q1- 5 marks	Q2- 8 marks	Q3- 10 marks	Q4- 11 marks	Q5 16+3
2018	KQ7- Use Source A and your own knowledge to describe the flapper lifestyle	KQ3-What was the purpose of Source B? (prohibition)	KQ2- Do the interpretations support the view that immigration was important in increasing popularity of the KKK?	KQ1-Which of the sources is more useful to an historian studying the Palmer raids?	KQ6- To what extent do you agree with this interpretation? (popular entertainment)
2019	KQ4- Use Source A and your own knowledge to describe the economic boom of the 1920s	KQ1- What was the purpose of Source B? (immigration)	KQ5- Do the interpretations support the view that overproduction caused the Wall Street Crash?	KQ2- Which of the sources is more useful to an historian studying the Monkey Trial?	KQ7- To what extent do you agree with this interpretation? (women)
2020	KQ3- Use Source A and your own knowledge to describe the activities of organised crime in the 1920s	KQ2- What was the purpose of Source B? (KKK)	KQ6- Do the interpretations support the view that jazz was the most significant development in popular entertainment during this period?	KQ7- Which of the sources is more useful to an historian studying the flapper lifestyle?	KQ4- To what extent do you agree with this interpretation? (boom)
2022	KQ2- Use Source A and your own knowledge to describe the treatment of Native Americans during this period.	KQ7- What was the purpose of Source B? (women)	KQ4- Do the interpretations support the view that the impact of the First World War was the main reason for the economic boom of the 1920s?	KQ6- Which of the sources is more useful to an historian studying popular entertainment during this period?	KQ1- To what extent do you agree with this interpretation? (immigrants, anarchists)
2023	KQ5- Use Source A and your own knowledge to describe the Wall street Crash, 1929	KQ4- What was the purpose of Source B? (boom)	KQ1- Do the interpretations support the view that there was a danger of revolution in the United States after the First World War?	KQ3- Which of the sources is more useful to an historian studying prohibition during this period?	KQ2- To what extent do you agree with this interpretation? (KKK)
2024	KQ6- Use Source A and your own knowledge to describe popular entertainment.	KQ3- What was the purpose of Source B? (Prohibition)	KQ2- Do the interpretations support the view that the Monkey trial was an attack on Christianity?	KQ1- Which of the sources is more useful to an historian studying the Red Scare during this period?	KQ5- To what extent do you agree with this interpretation? (Wall Street Crash)

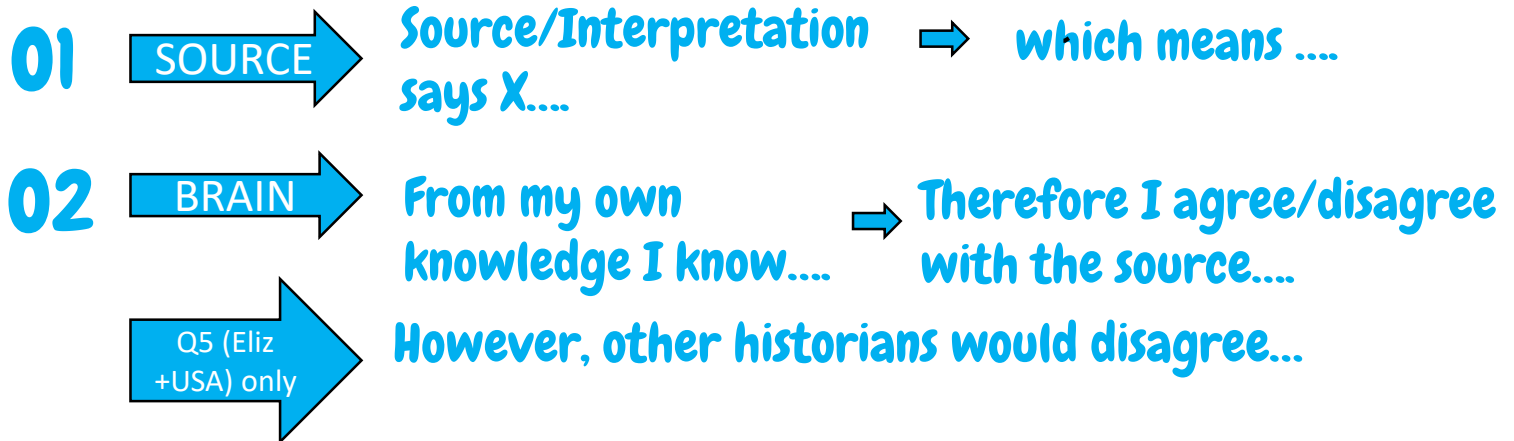


## History Source and Interpretation Analysis

**A =  
Author**



**O =  
OWN  
KNOWLEDGE**



**L =  
LINK BACK  
TO THE  
QUESTION**

Overall, this source is useful/not useful because

I agree with this interpretation to a large/small extent because...

This source is/is not accurate because...

# How do I answer the questions on the USA paper?

## Analysing the authorship

### A1- Who wrote the source/interpretation?- *Possible ideas*

<b>Specialist historian</b>	Depth of analysis- detailed, well-researched, grounded in thorough examination of evidence	Might emphasise specific areas of their expertise, reflecting their academic focus or debates within the field	Purpose often to educate and inform other scholars, students and those with interest in the subject. Interpretation will be more analytical and assumes some prior knowledge from the reader. Therefore contributing to ongoing scholarly discussions on this topic.	To contribute to knowledge within the field. Might seek to refine previous knowledge or introduce new interpretations based on their research.	Present an argument supported by rigorous research to give credible perspective
<b>Website with no author</b>	Written by authors with an interest or expertise in topic. May not include original evidence.	Website/organisation's perspective reflect a positive view of what they are writing- emphasising certain aspects	Specific audience if website is specific eg students, communists		
<b>Website with author/ specialist</b>	Digital and educational	Intended to be scholarly resource/teaching tool.	Author might provide analysis of historical information rather than present original evidence.	A blog- a platform for students to share academic research and insights	Promote debate
<b>Chicago Tribune newspaper</b>	Chicago newspapers had significant political interest in 1920s, played a role in swaying public opinion	The paper's stance on major political issues, like prohibition, women's rights reflected the political leanings of the editors	McCormick was editor of Chicago Tribune in 1920s and used newspaper to promote his conservative, nationalist views.	Newspaper had largest circulation in the country and extended beyond Chicago.	Aggressive reporting and contributed to development of modern American journalism.
<b>Economist</b>	Want to educate the public on economic cycles of boom and bust using historical perspective	Will want to advocate for stable economic policies, warning against laissez-faire which contributed to the Crash of 1929	A economist will break down complex economic concepts so they are accessible for students/educators	Will be aiming to improve the reader's understanding of the economic situation	Will draw on lessons from the past, so mistakes are not made in the future
<b>Marxist supporter (communist believer)</b>	Criticise the capitalist system. The Boom created a lot of wealth for some, but widened the divide between the rich/poor. Marxist author would emphasise this	Emphasises ongoing struggle between working classes/rich. Would emphasise how the wealth of the minority is created from capitalism.	Support the rights of the workers in 1920s. Might support unions. Promote socialism.	Inspire political change by removing capitalism	Defend Marxist ideas during the Red Scare against US government repression
<b>Feminist supporter</b>	Continue the fight for women's rights following 19 <sup>th</sup> Amendment 1920 which gave women the right to vote.	Advocate for more legal reforms to address inequalities eg marriage, employment.	Promote and celebrate the 'New Woman' encouraging women to break from traditional roles	Criticize the social expectations that limited women's lives	Emphasise importance of economic independence for women. Engage in political and social activism

Analysing the authorship

## A2- types of sources- *Possible ideas*

### From 1920s:

- Official record
- Literary works from the period eg book
- Art and visual sources eg portraits, paintings
- Newspaper articles/cartoons

### From recent times:

- History book from historian
  - Biography
- Academic journal articles
- Digital articles eg website
- Encyclopaedia website

### Purpose of different sources

To  
educate

To  
persuade

To  
entertain

To  
record/document

To  
critique

To inspire

# How do I answer the questions on the USA paper?

## Analysing the authorship

### A3- Date the source/interpretation was produced- *Possible ideas*

<b>Modern website- 2000's</b>	In digital age- reflecting contemporary interest in historical figures and use of online to reach broad audience	Mainly use secondary evidence- to inform and engage rather than present academic research	Popular history- designed to be accessible to general audience rather than academic publication.	Reflects time of growing use of the internet as a platform for academic publishing , expanding access to scholarly resources.	A time when historians increasingly interested in examining cultural, social, economic impacts of a variety of lifestyles changes
<b>Chicago newspaper 1920s</b>	Played a significant role in the social, cultural, and political life of Chicago and beyond.	The newspaper was a powerful tool in shaping public discourse, reflecting the concerns, interests, and values of its time			
<b>Book/article written in modern times eg 20<sup>th</sup> century</b>	To reinterpret historical events	To learn lessons from the period	Educate others	Make American history accessible to everyone	Engage readers by linking issues from 1920s to modern times
<b>Book or article from 1920s</b>	Time of significant economic, political and social change so will reflect key issues of time	Promoting debate	Providing insight into historical events as they happen to give context	Influence public/political policy at the time	

### A4- Audience- *Possible ideas*

<b>Modern website- 2000's</b>	Popular history- designed to be accessible to general audience rather than academic publication.
<b>Book written in 1920s</b>	Religious groups Parents Students General public
<b>Book written in modern times</b>	Students, scholars, general enthusiasts
<b>Chicago newspaper</b>	American public



## How do I answer Question 1 on the USA paper?

### QUESTION 1

Study the source below and then answer the question which follows.

#### Source A

The United States has more money than any country in the world and more gamblers, though they prefer to call themselves investors. Every man who is buying and selling on the margin is gambling. And the snowball they have rolled up the hill has rolled back over them. The little fellow is not just to blame; the big fellows, bankers, brokers and money lenders are equally guilty.

[An extract from the *Denver Post* newspaper, 30 October 1929]

Use Source A and your own knowledge to describe the Wall Street Crash, 1929.

[5]

**You need to make two comments about Source A and show what you can learn from each point**

**You need to make two comments about Source B and show what you can learn from each point**

**You DO NOT analyse the authorship of any Question 1's on any papers**

Source A states that the Wall Street Crash was very significant in the 1920s and was due to many people.

The source states 'more gamblers'. I know that by 1929 there was 20 million shares which had been bought, this was due to it becoming a popular hobby with the people. It gave many companies their money. I know many used credit to buy shares in the hope they would make money and be able to sell them off. When the crash happened, this was not the case causing mass debt for the people. The source also states 'bankers....are equally guilty'. I know that banks loans out too much money with credit and when people couldn't repay the credit they couldn't give other peoples' money they used back. This caused mass debt.

Overall, I know that on Black Thursday 13 million shared were traded in. the banks pumped money into the stock market over the weekend however by 'Black Tuesday' 16 million shares were traded causing a huge crash.

-

4/4 marks.

## How do I answer Question 2 on the USA paper?

### QUESTION 2

Study the source below and then answer the question which follows.

Source B



[A poster published by the Ford Motor Company, June 1924. The caption reads "The 10,000,000th Ford Car left the Highland Park factories of the Ford Motor Company June 4. This is a production achievement unapproached in automotive history. Tremendous volume has been the outgrowth of dependable, convenient, economical service. Ford Motor Company. The Touring Car \$295".]

What was the purpose of Source B?

[8]

[Use details from Source B and your own knowledge and understanding of the historical context to answer the question.]

You need to write 3 paragraphs:

**Write about the purpose using the content of the source**

**Write about the purpose from the authorship**

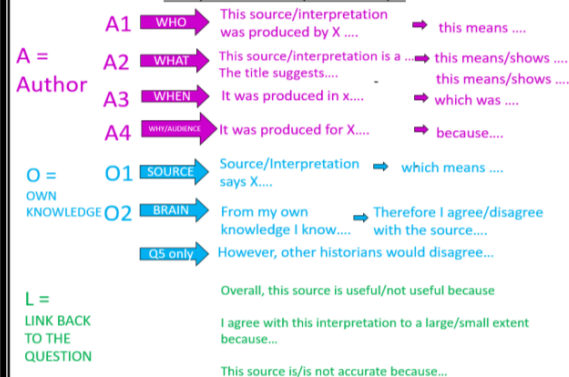
**Write about the purpose of WHO the audience would have been**

Source B is a poster meaning it was for a large audience who also would share the same beliefs. The source was written by Ford Motor Company meaning it was there to promote their product to other people and show their success. The source is contemporary meaning it is reliable to the time and must be accurate of what people would have seen.

The purpose of Source B is to show the success of the Ford Motor car. I know that during the time Henry Ford adopted the assembly line. This mean that he could employ unskilled immigrants as they didn't need to be mechanics to make the cars. The assembly line produced cars quickly, cheaply, efficiently and one every 10 seconds in 1920s. this allowed the company to sell them cheaply at \$295 so many could afford a car for the first time with the help from credit as well as the company being to sell lots 'ten millionth'.

I know that the Ford car was extremely popular during their time and allowed the American people to experience new freedoms as well as giving people more jobs so they had disposable income to spend on new goods. This led to a huge boom in America and I believe the purpose of this source was to show how the Ford car was responsible for it.

### History Source and Interpretation Analysis



8/8 marks

# How do I answer Question 3 on the USA paper?

## QUESTION 3

Study the interpretations below and then answer the question which follows.

### Interpretation 1

With the war's end, the Red Scare increased, especially after the Bolshevik Revolution in Russia of 1917. Events in the post-war United States made many Americans suspicious of radicals. The rapid demobilization of four million troops, a burst of price inflation, general strikes and bombings, produced a fearful public climate. The revolutionary dangers that stoked these fears were real and ominous.

[Professor David Hamilton, a conservative author, writing in an article entitled *The Red Scare and Civil Liberties*, published on the website of the Bill of Rights Institute]

### Interpretation 2

The carefully stirred up hatred of the war years was unsatisfied. It was easy for people who knew what they were doing to turn the terrors of government officials and the average American's distrust of foreigners into a great crusade of hate against reds, radicals and dissenters. The Department of Justice, backed by the press and by the man on the street, invented an imminent revolution which was never going to happen.

[John Dos Passos, writing in his book *Facing the Chair: Sacco and Vanzetti*, published in 1927. Dos Passos was an author and playwright who supported Communism.]

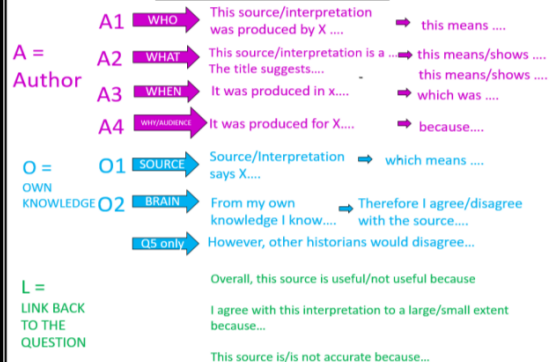
Do the interpretations support the view that there was a danger of revolution in the United States after the First World War? [10]

[In your answer you should refer to how and why the interpretations may differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

You need to write 3 paragraphs:

- 1) **Interpretation 1- does it agree with the question- refer to authorship and content**
- 2) **Interpretation 2- does it agree with the question- refer to authorship and content**
- 3) **Judgement- do both interpretations agree with the question and what is your opinion of the view given in the question?**

### History Source and Interpretation Analysis



Interpretation 1 states that there were 'bombings'. I know that during this time xenophobia was high and there were many anarchist bombs. Such as the one at Mitchell Palmer's house in 1919 and one on Wall street killing 38 people in 1920. This caused people to fear immigrants and that they would believe anti-communist ideas as well as causing the Red Scare to increase.

Interpretation 2 states that there wasn't a danger of revolution and doesn't agree with the view. The author of this source is contemporary meaning they knew what was happening at the time so could be reliable. The author writing in a book about Sacco and Vanzetti I know this would be biased as he is angry for them as they were immigrants who were discriminated against. He was an author who supported communism meaning his view would be one sided as he would believe they didn't cause revolution.

Interpretation 2 states there was 'hatred'. I know this is true and many of the old immigrants who were wasps didn't want new immigrants entering the USA. This was because it was believed they would bring communist ideas, had little to offer and swamped the old immigrants. The interpretation also states 'great crusade of hate'. I know that the Palmer raids were a mass arrest of 6,000 only suspected communists. This shows how the xenophobia caused them to be discriminated against.

Overall, I believe both interpretations are extremely biased. Interpretation 2 more accurately reflects the events of the time. This is because I know that many were against immigrants and fully discriminated them. For example, Sacco and Vanzetti case shows how badly immigrants were treated and that many faced death due to xenophobic beliefs.

7/10 marks

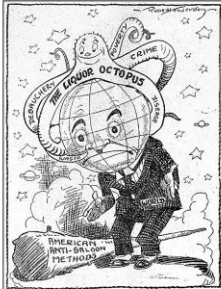
Next steps- more analysis of the authorship- especially Interpretation 1

# How do I answer Question 4 on the USA paper?

**QUESTION 4**

Study the sources below and then answer the question which follows.

**Source C**



[A cartoon entitled "The Liquor Octopus", published in the newspaper *The American Issue*, in 1919. *The American Issue* was the newspaper of the Anti-Saloon League. The captions on "the liquor octopus" are "waste", "debauchery", "poverty", "crime", and "disease", on the suit, it is "world", and on the object on the floor it is "American anti-saloon methods".]

**Source D**

It is undeniable that Prohibition has in some respects been successful. The filthy saloons, which were on every corner and in which the labourer once drank off half his wages, have disappeared. Now, he can buy his own car and ride off for a few days with his wife and children in the country. But, on the other hand, a great deal of poison and methyl alcohol has taken the place of the good old pure whiskey.

[Felix von Luckner, writing in his book *See Devil Conquers America*, published in 1928. Luckner was a German war hero who toured America on a goodwill mission in the 1920s.]

Which of the sources is more useful to an historian studying prohibition during this period? [11]

[You should refer to both sources in your answer and use your knowledge and understanding of the historical context.]

You need to write 3 paragraphs:

- 1) **Source C- is the source useful- refer to authorship and content**
- 2) **Source D- is the source useful-refer to authorship and content**
- 3) **Judgement- do both interpretations agree with the question and what is your opinion?**

Source C states that prohibition was a good thing during this period. The source has been written for the anti-saloon league meaning it is extremely biased as they were fully against prohibition. This does not make the source useful as it is unreliable. The source was for a newspaper meaning it is meant for a large audience to see so many must have also had the same opinions on the topic. The source is also contemporary so could be useful as it is a first-hand account.

Source C is useful because it shows what alcohol did to the world for example, 'poverty', 'crime', 'waste'. I know that in 1920s, prohibition came about, this was due to people believing that alcohol caused wife beating, neglect of children, debt, as lots of money was being spent on alcohol and caused a lack of efficiency of working hours. This led to groups such as anti-saloon league to fight for Prohibition.

Source D states that prohibition was not a good thing. The author of this source is writing in a book meaning it may be biased so not useful. However, because it is for a book it must mean many people would have had the same opinion at the time. This author has a reliable account as they toured the country meaning they experiences all different beliefs and ways so is very useful. It is also contemporary meaning it is a first-hand account which is useful as it is more likely to be true.

Source D is useful because it states prohibition 'in some respects been successful'. I know that during this time period the alcohol trade was driven underground and taken on by gangsters such as Al Capone. They created illegal speakeasies where many groups went like flappers, in New York where there were 100,00 illegal bars. This meant that prohibition was opening ignored and caused much more crime. Source D also states 'a great deal of poison', I know that during this time 50,000 got alcohol poisoning due to moonshine being created at home illegally.

Overall, I believe Source D is much more useful as the author is less biased as well as the source giving a more balanced view. This is because the source talks about positives of prohibition 'buy his own car' which I know is true due to more having disposable income however also mentions the negatives of prohibition which cause it to end in 1933.

Next steps- more analysis of the authorship- title of the sources, when they were produced

9/11 marks

**History Source and Interpretation Analysis**

**A = Author**

- A1 WHO** → This source/interpretation was produced by X.... → this means ....
- A2 WHAT** → This source/interpretation is a... → this means/shows ....
- A3 WHEN** → It was produced in X.... → this means/shows ....
- A4 WHY/AUDIENCE** → It was produced for X.... → because....

**O = OWN KNOWLEDGE**

- O1 SOURCE** → Source/Interpretation says X.... → which means ....
- O2 BRAIN** → From my own knowledge I know.... → Therefore I agree/disagree with the source....
- QS only** → However, other historians would disagree...

**L = LINK BACK TO THE QUESTION**

- Overall, this source is useful/not useful because
- I agree with this interpretation to a large/small extent because...
- This source is/is not accurate because...

# How do I answer Question 5 on the USA paper?

## QUESTION 5

Read the interpretation below and then answer the question which follows.

The KKK capitalized on fears about immigration and recruited members immediately – they were the main issue to do with religion and race during this period.

[An extract from an article entitled *Ku Klux Klan – History*, published on the website of the Anti-Defamation League. This organisation was founded to protect civil rights.]

To what extent do you agree with this interpretation?

[16]

[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

Marks for spelling, punctuation and the accurate use of grammar and specialist terms are allocated to this question. [3]

You need to write 4/5 paragraphs:

- 1) Discuss where the interpretation has come from and its limitations- refer to authorship and content
- 2) Agree with the interpretation- take a quote- apply your knowledge
- 3) Show how some historians would disagree with the interpretation and apply your knowledge. Aim for two disagree paragraphs.
- 4) Explain why there are different interpretations of this issue. Make reference to the wider historical debate
- 5) Judgement- how FAR do you agree with the interpretation?

**Paragraph 1 and 2-** This question is asking you to agree with the interpretation by applying your own knowledge and fully analysing where this interpretation came from (authorship). You must refer to pages 52-54 on how to analyse using A1-A4.

**Paragraph 3-** You also need to provide counter arguments- who might disagree with the interpretation and support their argument with knowledge and explain why they would have a different view. Here are some examples:

Military historians	Social historian (focuses on life of the poor/working classes)	Marxist or communist	Fundamentalist Christian
Black American	KKK	Native American	Immigrant
Economic historians	Low paid white Americans	Bible belt	Feminist
Trade unions	Political historian	<b><i>Everyone should be able to use: 'Other historians'</i></b>	

**For paragraph 4-** you need to be able to explain why there are different interpretations of the issue. Think about how these things below will influence different interpretations. Refer to 2/3 in your paragraph.

Analytical background- eg a political historian will focus on power struggles whereas social historian on everyday lives	Cultural background eg- a Spanish and English interpretation will be very different	Use of different source material	New evidence	
Intended audience can influence interpretation eg academic article will differ from a popular article for general public	Different theological backgrounds- eg Marxism, feminism can lead to different interpretations of same issue. Eg feminist will focus on gender issues	Human subjectivity- different people will just analyse the same evidence but in different ways	Purpose of the author will influence their interpretation	Personal bias



## How do I answer Question 5 on the USA paper?

The interpretation provided suggests that the Ku Klux Klan (KKK) capitalized on fears surrounding immigration and positioned itself at the forefront of issues related to religion and race during this period.

The source is from the Anti-Defamation League (ADL), an organization founded in 1913 to combat anti-Semitism and protect civil rights. This is significant, as the ADL's mission influences the perspective of the interpretation. The ADL views the KKK as a central threat to religious and racial minorities, particularly Jewish people, African Americans, and Catholics. Therefore, their interpretation may emphasize the KKK's role in exacerbating tensions related to race and religion during this period, with a particular focus on immigration and its impact on American society. The fact that this interpretation was written on the ADL's website suggests that it is aimed at an audience seeking to understand or confront modern forms of hate and prejudice, not just the historical role of the Klan. As a modern website, it will reach a wider digital audience and most probably will be using secondary evidence rather than presenting academic research.

The interpretation correctly acknowledges the Klan's exploitation of fears surrounding immigration. During the 1920s, the Klan re-emerged as a powerful force, recruiting millions of members across the country. This period coincided with increased immigration from Southern and Eastern Europe, particularly of Catholics and Jews, who were viewed as threats to the "traditional" Protestant, Anglo-Saxon identity of the United States. The Klan positioned itself as the defender of white Protestant values and used nativism to stoke fears that immigrants would corrupt American culture and politics. As a result, the Klan found significant support in areas far beyond the South, such as in the Midwest and parts of the West, where anxieties about immigration were high.

However, an alternative interpretation would be a religious historian writing in the 1920s who would focus on supporting the fundamentalist agenda. They wanted to protect what they saw as the moral values of America, which they believed were being threatened. One of the best examples of this is the **Scopes "Monkey" Trial** in 1925, where a teacher, John Scopes, was taken to court for teaching evolution. Fundamentalists were against evolution because it went against the Bible's story of creation. This trial was a major event and showed how religion and science were in conflict during the 1920s. Religious fundamentalists were also worried about other social changes, like women gaining more rights, new cultural trends like jazz, and the growth of cities, which they believed were leading to a loss of traditional morality.

Also, a Native American activist might argue that the treatment of Native Americans in this period was the main issue as they were being forced to give up their traditional beliefs and adopt Christianity and American ways of life. One way this happened was through boarding schools. Children were taken away from their families and sent to these schools to give up their traditions. The US government continued to break up Native American lands which forced them to live on the Great Plains which was not productive to grow crops. The Indian citizenship Act of 1924 was a significant turning point as this gave native Americans equal voting rights although this wasn't fully settled until 1948.

There is a wider debate on this issue and different interpretations will differ depending on who is writing them, what type of source they are writing, when they are writing it and who the audience is. Overall, I agree with this interpretation to a small extent as immigration was a central issue exploited by the Klan but the interpretation does not fully capture the broader issues of the 1920s like religion, treatment of Black Americans and native Americans.

15/16 marks  
3/3 Spag

# How do I answer the Questions on the USA paper?

Q	USA writing frame										
1	<p><b>It will ask:</b> "Use Source A and your own knowledge to describe..."</p> <p><b>You should write:</b></p> <ul style="list-style-type: none"> <li>- Source A shows that x 2</li> <li>- From my own knowledge,...</li> </ul>										
2	<p><b>It will ask:</b> "What was the purpose of Source B?"</p> <p><b>You should write:</b></p> <table border="1"> <tr> <td><b>Para 1</b></td><td> <table border="1"> <tr> <td>A1- Who is the author?</td><td><i>The source was produced by X this means...</i></td></tr> <tr> <td>A2- What is the source?</td><td><i>This source is a ... This means/shows...The title suggests...</i></td></tr> <tr> <td>A3- When was it produced?</td><td><i>It was produced in X which was...</i></td></tr> <tr> <td>A4- Why was it produced? Audience?</td><td><i>It was produced for X because...</i></td></tr> </table> </td></tr> </table> <p><b>Para 2</b> own knowledge on the topic</p> <p><b>Para 3- Link back to question-</b> Overall, main purpose of the source</p>	<b>Para 1</b>	<table border="1"> <tr> <td>A1- Who is the author?</td><td><i>The source was produced by X this means...</i></td></tr> <tr> <td>A2- What is the source?</td><td><i>This source is a ... This means/shows...The title suggests...</i></td></tr> <tr> <td>A3- When was it produced?</td><td><i>It was produced in X which was...</i></td></tr> <tr> <td>A4- Why was it produced? Audience?</td><td><i>It was produced for X because...</i></td></tr> </table>	A1- Who is the author?	<i>The source was produced by X this means...</i>	A2- What is the source?	<i>This source is a ... This means/shows...The title suggests...</i>	A3- When was it produced?	<i>It was produced in X which was...</i>	A4- Why was it produced? Audience?	<i>It was produced for X because...</i>
<b>Para 1</b>	<table border="1"> <tr> <td>A1- Who is the author?</td><td><i>The source was produced by X this means...</i></td></tr> <tr> <td>A2- What is the source?</td><td><i>This source is a ... This means/shows...The title suggests...</i></td></tr> <tr> <td>A3- When was it produced?</td><td><i>It was produced in X which was...</i></td></tr> <tr> <td>A4- Why was it produced? Audience?</td><td><i>It was produced for X because...</i></td></tr> </table>	A1- Who is the author?	<i>The source was produced by X this means...</i>	A2- What is the source?	<i>This source is a ... This means/shows...The title suggests...</i>	A3- When was it produced?	<i>It was produced in X which was...</i>	A4- Why was it produced? Audience?	<i>It was produced for X because...</i>		
A1- Who is the author?	<i>The source was produced by X this means...</i>										
A2- What is the source?	<i>This source is a ... This means/shows...The title suggests...</i>										
A3- When was it produced?	<i>It was produced in X which was...</i>										
A4- Why was it produced? Audience?	<i>It was produced for X because...</i>										
3	<p><b>It will ask:</b> "Do the interpretations support the view that..."</p> <p><b>You should write:</b></p> <p>Paragraph on <b>Interpretation 1-</b>  <b>A-</b> Who is the author? Why did they write it? Is it reliable? Look at the date. Does it support the view? <b>O-</b> Use own knowledge to challenge/support.</p> <p>Paragraph 2 on <b>Interpretation 2-</b>  <b>A-</b> Who is the author? Why did they write it? Is it reliable? Look at the date. <b>O-</b> Use own knowledge to agree/disagree.</p> <p><b>Link-</b> your answer to the question- do both interpretations support the view?</p>										

4	<p><b>It will ask:</b> "Which of the sources is more useful to an historian studying..."</p> <p><b>You should write:</b></p> <p>Paragraph 1 on <b>Source C- A-</b> Who is the <b>author</b>? Why did they write it? Is it reliable? Look at the date. <b>O-</b> Use own knowledge to agree/disagree if it is useful.</p> <p>Paragraph on <b>Source D-</b>  <b>A-</b> Who is the author? Why did they write it? Is it reliable? Look at the date. <b>O-</b> Use own knowledge to agree/disagree if it is useful.</p> <p><b>L-</b> Overall, source C/D is more useful because...</p>										
5	<p><b>It will ask:</b> "To what extent do you agree with this interpretation?"</p> <p><b>You should write:</b></p> <table border="1"> <tr> <td><b>Para 1</b></td><td> <table border="1"> <tr> <td>A1- Who is the author?</td><td><i>The source was produced by X this means...</i></td></tr> <tr> <td>A2- What is the source?</td><td><i>This source is a ... This means/shows...The title suggests...</i></td></tr> <tr> <td>A3- When was it produced?</td><td><i>It was produced in X which was...</i></td></tr> <tr> <td>A4- Why was it produced? Audience?</td><td><i>It was produced for X because...</i></td></tr> </table> </td></tr> </table> <p>Paragraph 2- Give reasons to <b>AGREE</b> with the interpretation</p> <p>Paragraph 3- explain who would <b>DISAGREE</b> with the interpretation and why. Support with knowledge. X2 (Eg, other historians, political historian, social historian, feminist , Christian)</p> <p>Paragraph 4- explain WHY there are different interpretations of this issue</p> <p>Paragraph 4- OVERALL, I agree/disagree to a large/small extent because...</p>	<b>Para 1</b>	<table border="1"> <tr> <td>A1- Who is the author?</td><td><i>The source was produced by X this means...</i></td></tr> <tr> <td>A2- What is the source?</td><td><i>This source is a ... This means/shows...The title suggests...</i></td></tr> <tr> <td>A3- When was it produced?</td><td><i>It was produced in X which was...</i></td></tr> <tr> <td>A4- Why was it produced? Audience?</td><td><i>It was produced for X because...</i></td></tr> </table>	A1- Who is the author?	<i>The source was produced by X this means...</i>	A2- What is the source?	<i>This source is a ... This means/shows...The title suggests...</i>	A3- When was it produced?	<i>It was produced in X which was...</i>	A4- Why was it produced? Audience?	<i>It was produced for X because...</i>
<b>Para 1</b>	<table border="1"> <tr> <td>A1- Who is the author?</td><td><i>The source was produced by X this means...</i></td></tr> <tr> <td>A2- What is the source?</td><td><i>This source is a ... This means/shows...The title suggests...</i></td></tr> <tr> <td>A3- When was it produced?</td><td><i>It was produced in X which was...</i></td></tr> <tr> <td>A4- Why was it produced? Audience?</td><td><i>It was produced for X because...</i></td></tr> </table>	A1- Who is the author?	<i>The source was produced by X this means...</i>	A2- What is the source?	<i>This source is a ... This means/shows...The title suggests...</i>	A3- When was it produced?	<i>It was produced in X which was...</i>	A4- Why was it produced? Audience?	<i>It was produced for X because...</i>		
A1- Who is the author?	<i>The source was produced by X this means...</i>										
A2- What is the source?	<i>This source is a ... This means/shows...The title suggests...</i>										
A3- When was it produced?	<i>It was produced in X which was...</i>										
A4- Why was it produced? Audience?	<i>It was produced for X because...</i>										