

Standard 5-4: The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.

5.4.1 Summarize changes in daily life in the boom period of the 1920s, including the improved standard of living; the popularity of new technology such as automobiles, airplanes, radio, and movies; the Harlem Renaissance and the Great Migration; Prohibition; and racial and ethnic conflict. (P, E, H)

Taxonomy Level: B 2 Understand/ Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students learned about the causes of emigration from South Carolina and from rural areas to the cities (3-5.4). This concept will be expanded in 5th grade to include the Harlem Renaissance and the Great Migration. All other concepts included in this indicator are new.

In 8th grade, students will summarize the political, social, and economic situation in South Carolina following World War I, including progress in suffrage for women, improvements in daily life in urban and rural areas, and changes in agriculture and industry (8-6.3). They will also explain the causes and the effects of changes in South Carolina culture during the 1920s, including Prohibition, the boll weevil, the rise of mass media, increases in tourism and recreation, the revival of the Ku Klux Klan, and the Southern Literary Renaissance (8-6.4).

In 11th grade United States History, students will explain the social, cultural, and economic effects of scientific innovation and consumer financing options in the 1920s on the United States and the world, including the advent of aviation, the expansion of mass production techniques, the invention of new home appliances, and the role of transportation in changing urban life (USHC 7.1). They will explain cultural responses to the period of economic boom-and-bust, including the Harlem Renaissance; new trends in literature, music, and art; and the effects of radio and movies (USHC-7.2). They will also explain the causes and effects of the social conflict and change that took place during the 1920s, including the role of women and their attainment of the right to vote, the “Red Scare” and the Sacco and Vanzetti case, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial (USHC-7.3).

It is essential for students to know:

The economic boom period of the 1920s had a significant effect on the daily lives of many but not all Americans. Although the 1920s are often called the “Roaring Twenties,” it was not a good time for all Americans. The standard of living rose as **new technology** such as **automobiles, airplanes, radios, and movies** that were mass produced on assembly lines became available. New appliances and an increased reliance on electricity to run them also changed the daily lives of many Americans, particularly women. Students should be able to describe how these new advances changed the everyday lives of Americans. However, they should also understand that some groups such as sharecroppers, farmers and underpaid factory workers were not able to enjoy the rising standard of living. They could not afford to buy the automobiles and appliances that they helped to manufacture. Indeed only wealthy Americans were able to take advantage of air travel. American culture came to be more standardized as people embraced the mass culture offered by the movies and radio.

The **Great Migration** of African Americans from southern rural to northern urban areas was the result of push and pull factors. Jim Crow laws and lynchings as well as the economic hardship of sharecropping, the effects of the boll weevil and lack of alternative economic opportunities prompted many to leave the

South. Job opportunities in the factories, especially during World War I, brought African Americans to the cities of the North and Midwest.

The **Harlem Renaissance** was one result of this migration. As African Americans migrated they took their culture with them. Gathered together in cities, African Americans had an opportunity to allow their culture to flourish. Writers, artists and musicians celebrated the African contributions to American life in their art. Jazz music, which grew out of the African American musical tradition, and had become the rage in France during World War I, now became popular among whites in the United States as well as African Americans.

Racial and ethnic conflict also affected the lives of Americans during the 1920s. Although segregation was not enforced *by law* in the northern cities, it was widely practiced. African Americans were often the last hired and the first fired. Some riots in the cities targeted African Americans, especially immediately after World War I when racial violence reached a peak during the Red Scare of 1919. Whites Americans in both the North and the South were determined to dilute African American aspirations for participation on a more equitable basis even though many African American soldiers had fought in the “war to make the world safe for democracy.” Anti-immigrant feelings which had started in the early part of the 1900s got worse. More Catholics and Jewish immigrants came from the southern and eastern parts of Europe and became additional targets of a new Ku Klux Klan. Laws establishing immigration quotas were designed to limit the number of immigrants from eastern and southern Europe. **Prohibition** outlawed the production and distribution of alcohol and was intended to control the immigrant population, people the native-born Americans thought drank too much. However the law was widely ignored and speakeasies and bootleg liquor gave rise to crime. The amendment was repealed in the early 1930s.

It is not essential for students to know: This indicator does not require that students be able to identify specific automobiles, airplanes (Model T or *The Spirit of St. Louis*), or other specific brands of the new technologies. Students are not required to identify specific artists prominent during the Harlem Renaissance. It is not critical for students to describe, in detail, the various racial and ethnic issues facing Americans during the 1920s.

Assessment guidelines:

Appropriate assessments require students to **summarize** the changes in daily life experienced during the 1920s. Students should be able to **explain** major factors contributing to these changes, including the improved standard of living; the popularity of new technology such as automobiles, airplanes, radio, and movies; the Harlem Renaissance and the Great Migration; Prohibition; and racial and ethnic conflict. Appropriate assessments should also require students to **explain** how each of these factors had an effect on daily life in the 1920s.