Chapter 15 Lessons

Use *The American Republic Since 1877* to complete the worksheets on slides 2-6.

After you complete all of the work contained in this module, proceed to the following website, [http://www.breathitt.kyschools.us/admin/olc/folder.aspx?id=19450&cid=7300&s=37](http://www.breathitt.kyschools.us/admin/olc/folder.aspx?id=19450&cid=7300&s=37), and complete the quiz over Chapter 15.
The Jazz Age, 1921–1929

DIRECTIONS: Circle the term that best fits each description. Then answer the questions at the bottom of the page.

1. A government’s power to control people and property in the interest of public safety, health, welfare, and morals
   A. prohibition  B. police powers  C. power of force

2. American style of music using syncopated rhythms and melodies
   A. jazz  B. blues  C. ragtime

3. Someone who opposes all forms of government
   A. Communist  B. anarchist  C. Marxist

4. A place where alcoholic beverages were sold illegally
   A. bar  B. still  C. speakeasy

5. A form of communication such as television and radio intended to reach a mass audience
   A. mass reporting  B. mass communication  C. mass media

6. The belief that God created the world as described in the Bible
   A. creationism  B. fundamentalism  C. theism

7. A young, unconventional woman of the 1920s
   A. career woman  B. Bohemian  C. flapper

8. Style of music with a melancholy sound derived from African American spirituals
   A. jazz  B. blues  C. ragtime

9. Theory that humans and other forms of life evolved over time
   A. eugenics  B. deism  C. evolution

10. A person living an unconventional lifestyle
    A. anarchist  B. Bohemian  C. flapper

11. A science that deals with the improvement of hereditary traits of a race or breed
    A. eugenics  B. evolution  C. nativism

12. Briefly describe the purpose of President Harding’s Emergency Quota Act of 1921.

13. Explain how the Great Migration of African Americans helped fuel the Harlem Renaissance.
Guided Reading Activity 15-1

DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. In the early 1920s, many Americans saw the millions of immigrants as a threat to ___________ and ___________ and to the four million recently ___________ searching for work in an economy with soaring unemployment and rising prices.

2. As anti-immigration fever rose, nativists emboldened their arguments against immigration with ___________, a pseudo-science that emphasized that human ___________ were inherited and warned against breeding the ___________ or ___________.

3. This science fueled the nativists' argument for the superiority of the "original" American stock—___________.

4. According to the 1921 Emergency Quota Act, only ___________ of the total number of people in any ethnic group already living in the United States, as indicated in the ___________, could be admitted in a single year.

5. The 1924 National Origins Act tightened the quota system, setting quotas at ___________ of each national group residing in the country in ___________.

6. The immigration acts of 1921 and 1924 greatly reduced the ___________ in the United States.

7. Many groups that wanted to restrict immigration also feared the "new morality" that glorified ___________ and ___________.

8. The flapper personified ___________.

9. While flappers pursued social freedoms, other women sought ___________ by entering the workforce.

10. To many Americans, the modern ___________, relaxed ethics, and growing urbanism symbolized America's ___________.

11. Fundamentalists focused on defending the Protestant faith against ideas that implied human beings derived their moral behavior from ___________, not God.

12. Evangelist ___________ conducted her revivals and faith healings in Los Angeles in a flamboyant theatrical style.

13. Many people believed the prohibition of alcohol would help reduce ___________, ___________, and ___________.

14. The ___________ specifically granted the federal government, as well as the state governments, the power to enforce prohibition.
**Guided Reading Activity 15-2**

**DIRECTIONS: Recalling Facts** Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What did American artists and writers in the 1920s explore? 

2. What does “Bohemian” mean in relation to artists, writers, and musicians? 

3. Where did artists go to find centers of creativity, enlightenment, and freedom? 

4. Whose paintings conveyed a modern sense of disenchantment and isolation? 

5. What were two of Carl Sandburg’s main themes, and how did he express them? 

6. What writer expressed women’s equality and praised a life intensely lived? 

7. Who was supposed to have been able to make or break a writer’s career with a few well-placed remarks? 

8. How did T.S. Eliot describe the negative effects of modernism? 

9. What did Eugene O’Neill’s work dramatize? 

10. How was John Dos Passos’s *U.S.A.* trilogy innovative? 

11. What was the theme of F. Scott Fitzgerald’s *The Great Gatsby*? 

12. With what did the economic prosperity of the 1920s provide many Americans? 

13. What did radio and motion pictures make more popular? 

14. When was the first “talking” picture produced, and what was it? 

15. When was one of the first radio broadcasts in history, and what was it?
Guided Reading Activity 15-3

DIRECTIONS: Recording Who, What, When, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What did African Americans seek to escape and find in their move to the North?

2. Where did African Americans create an environment that stimulated artistic development, racial pride, a sense of community, and political organization?

3. What were two striking characteristics of Harlem Renaissance writing?

4. Who was one of the most prolific, original, and versatile writers of the Harlem Renaissance?

5. Who among the new writers introduced the first major stories of African American female characters?

6. Who became the first great cornet and trumpet soloist in jazz music?

7. Who was the “Empress of the Blues”?

8. What themes showed up in the classic repertoire of the blues?

9. Where did Josephine Baker launch her international career?

10. What did the NAACP’s persistent efforts lead to in 1922?

11. What was “Negro Nationalism”?

12. What were the two levels of Marcus Garvey’s message to African Americans?

13. What did Garvey tell his followers?

14. Who distanced themselves from Garvey and his message?

15. What did the FBI fear from Garvey and his Universal Negro Improvement Association (UNIA)?
The Jazz Age, 1921–1929

“Keep America American” became the refrain of the 1920s. Nativists turned to eugenics to offer a scientific basis for racism. At the same time, African Americans who migrated North influenced both cultural trends and politics. Prohibition and fundamentalism attempted to counteract the modern culture and new morality that emerged during the Jazz Age.

**DIRECTIONS:** Listed below are individuals or terms that represented various aspects of the cultural transformation of the 1920s. Match each with its category. Then briefly explain its significance to the cultural movement it represents.

- Marcus Garvey
- Speakeasies
- Emergency Quota Act
- Flapper
- Langston Hughes
- William Jennings Bryan
- Ernest Hemingway

1. ___________________ : Negro Nationalism ___________________

2. ___________________ : New morality ___________________

3. ___________________ : Nativism ___________________

4. ___________________ : Modern American art ___________________

5. ___________________ : Prohibition ___________________

6. ___________________ : Fundamentalism ___________________

7. ___________________ : Harlem Renaissance ___________________

8. **Critical Thinking** Of all aspects of the Harlem Renaissance, the music of jazz emerged as its most enduring cultural symbol. Briefly describe why you think jazz played a role in the achievement of civil rights for African Americans.

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