**Chapter 31—American Life in the "Roaring Twenties", 1919-1929**

**SHORT ANSWER**

*Identify and state the historical significance of the following:*

1. A. Mitchell Palmer

ANS:

Student answers will vary.

2. Nicola Sacco and Bartolomeo Vanzetti

ANS:

Student answers will vary.

3. Horace Kallen

ANS:

Student answers will vary.

4. Randolph Bourne

ANS:

Student answers will vary.

5. Al Capone

ANS:

Student answers will vary.

6. John Dewey

ANS:

Student answers will vary.

7. John T. Scopes

ANS:

Student answers will vary.

8. William Jennings Bryan

ANS:

Student answers will vary.

9. Clarence Darrow

ANS:

Student answers will vary.

10. Andrew Mellon

ANS:

Student answers will vary.

11. Bruce Barton

ANS:

Student answers will vary.

12. George H. Ruth

ANS:

Student answers will vary.

13. Jack Dempsey

ANS:

Student answers will vary.

14. Henry Ford

ANS:

Student answers will vary.

15. Frederick W. Taylor

ANS:

Student answers will vary.

16. Charles Lindbergh

ANS:

Student answers will vary.

17. D.W. Griffiths

ANS:

Student answers will vary.

18. Margaret Sanger

ANS:

Student answers will vary.

19. Sigmund Freud

ANS:

Student answers will vary.

20. "Jelly Roll" Morton

ANS:

Student answers will vary.

21. Langston Hughes

ANS:

Student answers will vary.

22. Marcus Garvey

ANS:

Student answers will vary.

23. Edith Wharton

ANS:

Student answers will vary.

24. Willa Cather

ANS:

Student answers will vary.

25. H. L. Mencken

ANS:

Student answers will vary.

26. F. Scott Fitzgerald

ANS:

Student answers will vary.

27. Ernest Hemingway

ANS:

Student answers will vary.

28. Sherwood Anderson

ANS:

Student answers will vary.

29. Sinclair Lewis

ANS:

Student answers will vary.

30. Eugene O'Neill

ANS:

Student answers will vary.

31. Zora Neale Hurston

ANS:

Student answers will vary.

32. Claude McKay

ANS:

Student answers will vary.

33. William Faulkner

ANS:

Student answers will vary.

*Define and state the historical significance of the following:*

34. nativist

ANS:

Student answers will vary.

35. cultural pluralism

ANS:

Student answers will vary.

36. progressive education

ANS:

Student answers will vary.

*Describe and state the historical significance of the following:*

37. red scare

ANS:

Student answers will vary.

38. Bolshevik revolution

ANS:

Student answers will vary.

39. Sacco and Vanzetti case

ANS:

Student answers will vary.

40. Ku Klux Klan

ANS:

Student answers will vary.

41. *The Birth of a Nation*

ANS:

Student answers will vary.

42. Immigration Act of 1924

ANS:

Student answers will vary.

43. national origins quota system

ANS:

Student answers will vary.

44. "melting pot"

ANS:

Student answers will vary.

45. cultural pluralism

ANS:

Student answers will vary.

46. Volstead Act

ANS:

Student answers will vary.

47. Lindbergh Law

ANS:

Student answers will vary.

48. Fundamentalists

ANS:

Student answers will vary.

49. Bible Belt

ANS:

Student answers will vary.

50. *The Man Nobody Knows*

ANS:

Student answers will vary.

51. Model T

ANS:

Student answers will vary.

52. Fordism

ANS:

Student answers will vary.

53. scientific management

ANS:

Student answers will vary.

54. Amos 'n' Andy

ANS:

Student answers will vary.

55. *The Birth of a Nation*

ANS:

Student answers will vary.

56. *The Jazz Singer*

ANS:

Student answers will vary.

57. Equal Rights Amendment

ANS:

Student answers will vary.

58. Harlem Renaissance

ANS:

Student answers will vary.

59. United Negro Improvement Association

ANS:

Student answers will vary.

60. *The Weary Blues*

ANS:

Student answers will vary.

61. *The Sun Also Rises*

ANS:

Student answers will vary.

62. *Winesburg, Ohio*

ANS:

Student answers will vary.

63. *Babbitt*

ANS:

Student answers will vary.

64. *The Sound and the Fury*

ANS:

Student answers will vary.

65. *The Great Gatsby*

ANS:

Student answers will vary.

**MULTIPLE CHOICE**

66. The red scare of 1919-1920 was provoked by

|  |  |
| --- | --- |
| a. | the wartime migration of rural blacks to northern cities. |
| b. | urban immigrants' resistance to prohibition. |
| c. | public anger at evolutionary science's challenge to the biblical story of the Creation. |
| d. | the public's fear that labor troubles were sparked by communist and anarchist revolutionaries. |
| e. | Russian Communism's threat to American security. |

ANS: D REF: p. 700-701

67. Disillusioned by war and peace, Americans in the 1920s did all of the following *except*

|  |  |
| --- | --- |
| a. | denounce radical foreign ideas. |
| b. | condemn un-American life-styles. |
| c. | struggle to achieve economic prosperity. |
| d. | shun diplomatic commitments to foreign countries. |
| e. | restrict immigration. |

ANS: C REF: p. 700

68. Businesspeople used the red scare to

|  |  |
| --- | --- |
| a. | establish closed shops throughout the nation. |
| b. | break the backs of fledgling unions. |
| c. | break the railroad strike of 1919. |
| d. | secure passage of laws making unions illegal. |
| e. | refuse to hire communists. |

ANS: B REF: p. 701

69. The most tenacious pursuer of radical elements during the red scare of the early 1920s was

|  |  |
| --- | --- |
| a. | Frederick W. Taylor. |
| b. | William Jennings Bryan. |
| c. | J. Edgar Hoover. |
| d. | F. Scott Fitzgerald. |
| e. | A. Mitchell Palmer. |

ANS: E REF: p. 700

70. The post-World War I Ku Klux Klan advocated all of the following *except*

|  |  |
| --- | --- |
| a. | fundamentalist religion. |
| b. | opposition to birth control. |
| c. | opposition to prohibition. |
| d. | repression of pacifists. |
| e. | anti-Catholicism. |

ANS: C REF: p. 702

71. The Ku Klux Klan of the 1920s was a reaction against

|  |  |
| --- | --- |
| a. | capitalism. |
| b. | new immigration laws passed in 1924. |
| c. | the nativist movements that had their origins in the 1850s. |
| d. | race riots. |
| e. | the forces of diversity and modernity that were transforming American culture. |

ANS: E REF: p. 702

72. With 5 million members at its peak in the 1920s, the Ku Klux Klan was known for all of the following *except*

|  |  |
| --- | --- |
| a. | secret rituals. |
| b. | its Catholicism. |
| c. | flag-waving parades. |
| d. | the blazing cross. |
| e. | the bloodied lash. |

ANS: B REF: p. 702

73. The Ku Klux Klan virtually collapsed in the late 1920s when

|  |  |
| --- | --- |
| a. | the immigration restriction laws of the early 1920s were repealed. |
| b. | the organization was publicly exposed as a corrupt and cynical racket. |
| c. | the advent of radio led to a new level of public knowledge and tolerance. |
| d. | the Klan proved unable to implement its program. |
| e. | both political parties sharply criticized the Klan as un-American. |

ANS: B REF: p. 703

74. Immigration restrictions of the 1920s were introduced as a result of

|  |  |
| --- | --- |
| a. | increased migration of blacks to the North. |
| b. | the nativist belief that northern Europeans were superior to southern and eastern Europeans. |
| c. | a desire to rid the country of the quota system. |
| d. | the desire to halt immigration from Latin America. |
| e. | growing concern about urban overcrowding and crime. |

ANS: B REF: p. 703

75. Cultural pluralists like Horace Kallen and Randolph Bourne generally advocated that

|  |  |
| --- | --- |
| a. | Spanish and German should be recognized as official languages of the United States along with English. |
| b. | diverse religious beliefs could coexist peacefully in the United States. |
| c. | immigrants to the United States could remain politically loyal to their original nations. |
| d. | immigrants should be able to retain their traditional cultures rather than blend into a single American melting pot. |
| e. | a varied American cultural life should resist the bland standardization of mass culture. |

ANS: D REF: p. 704

76. The Immigration Act of 1924 discriminated directly against

|  |  |
| --- | --- |
| a. | Canadians and West Indians. |
| b. | northern and western Europeans. |
| c. | Latin Americans. |
| d. | Jews and Muslims. |
| e. | southern and eastern Europeans and Japanese. |

ANS: E REF: p. 703-704

77. One of the primary obstacles to working class solidarity and organization in America was

|  |  |
| --- | --- |
| a. | ethnic diversity. |
| b. | the lack of a reform impulse in America. |
| c. | the generally fair treatment that workers received from their employers. |
| d. | the hostility of the Catholic Church to social reform. |
| e. | the growing Communist influence in the labor movement. |

ANS: A REF: p. 704

78. During the 1920s and after, many American immigrant ethnic groups

|  |  |
| --- | --- |
| a. | rapidly assimilated into the mainstream of American life. |
| b. | sought to escape urban poverty by migrating to rural areas. |
| c. | lived in neighborhoods with their own churches or synagogues, newspapers, and theaters. |
| d. | maintained a greater loyalty to the old country than to the United States. |
| e. | sought political autonomy and official recognition by the U.S. government. |

ANS: C REF: p. 704

79. Enforcement of the Volstead Act met the strongest resistance from

|  |  |
| --- | --- |
| a. | women. |
| b. | immigrants and big-city residents. |
| c. | westerners and southerners. |
| d. | businesspeople and labor leaders. |
| e. | evangelical Protestants. |

ANS: B REF: p. 705

80. The religion of almost all Polish immigrants to America was

|  |  |
| --- | --- |
| a. | Eastern Orthodoxy. |
| b. | Lutheranism. |
| c. | evangelical Protestantism. |
| d. | Roman Catholicism. |
| e. | Judaism. |

ANS: D REF: p. 706

81. Many Polish peasants learned about America from all of the following sources *except*

|  |  |
| --- | --- |
| a. | agents from U.S. railroads. |
| b. | letters from friends and relatives. |
| c. | agents from steamship lines. |
| d. | Catholic missionaries. |
| e. | Polish American businesspeople. |

ANS: D REF: p. 706

82. The zeal of federal agents in enforcing prohibition laws against liquor smugglers strained U.S. diplomatic relations with

|  |  |
| --- | --- |
| a. | Canada. |
| b. | Mexico. |
| c. | the Dominican Republic. |
| d. | Spain. |
| e. | Ireland. |

ANS: A REF: p. 708

83. Although speakeasies and hard liquor flourished, historians argue that prohibition wasn't entirely a failure for all of the following reasons *except*

|  |  |
| --- | --- |
| a. | bank savings increased. |
| b. | absenteeism in the workplace decreased. |
| c. | people consumed less alcohol overall. |
| d. | crime levels decreased. |
| e. | more people lived a sober lifestyle. |

ANS: D REF: p. 708

84. The most spectacular example of lawlessness and gangsterism in the 1920s was

|  |  |
| --- | --- |
| a. | New York City. |
| b. | New Orleans. |
| c. | Brooklyn. |
| d. | Chicago. |
| e. | Las Vegas. |

ANS: D REF: p. 708

85. Besides controlling the illegal liquor industry, American gangsters in the 1920s earned rich profits from all of the following activities *except*

|  |  |
| --- | --- |
| a. | prostitution. |
| b. | gambling. |
| c. | labor racketeering. |
| d. | illegal drugs. |
| e. | prostitution |

ANS: E REF: p. 708

86. Top gangster Al Capone was finally convicted and sent to prison for the crime of

|  |  |
| --- | --- |
| a. | murder. |
| b. | income tax evasion. |
| c. | kidnapping. |
| d. | conspiracy to violate the prohibition laws. |
| e. | running criminal prostitution rings. |

ANS: B REF: p. 708

87. John Dewey can rightly be called the "father of \_\_\_\_."

|  |  |
| --- | --- |
| a. | the American research university |
| b. | progressive education |
| c. | evolutionary science |
| d. | psychoanalysis |
| e. | Hegelian philosophy |

ANS: B REF: p. 709

88. According to John Dewey, a teacher's primary goal is to

|  |  |
| --- | --- |
| a. | instill discipline and character in young people. |
| b. | emphasize academic skills. |
| c. | educate students for life by active learning methods. |
| d. | undermine students' naive religious beliefs. |
| e. | develop a sense of history. |

ANS: C REF: p. 709

89. Of the following, the one least related to the other four is

|  |  |
| --- | --- |
| a. | John T. Scopes. |
| b. | Clarence Darrow. |
| c. | Frederick W. Taylor. |
| d. | William Jennings Bryan. |
| e. | Dayton, Tennessee. |

ANS: C REF: p. 710

90. The immediate outcome of the 1925 Scopes Trial was that

|  |  |
| --- | --- |
| a. | attorney Clarence Darrow got the charges against John Scopes dropped. |
| b. | the state of Tennessee modified its anti-evolution law. |
| c. | the public gained a favorable view of American fundamentalists. |
| d. | biology teacher John Scopes was found guilty of teaching evolution and fined. |
| e. | the jury was deadlocked and unable to reach a verdict. |

ANS: D REF: p. 710

91. After the Scopes "Monkey Trial"

|  |  |
| --- | --- |
| a. | fundamentalism disappeared outside the rural South. |
| b. | John Scopes was sentenced to serve time in jail. |
| c. | Christians found it increasingly difficult to reconcile the revelations of religion with modern science. |
| d. | the gap between theology and biology began to close. |
| e. | fundamentalist religion remained a vibrant force in American spiritual life. |

ANS: E REF: p. 710

92. All of the following helped to make the prosperity of the 1920s possible *except*

|  |  |
| --- | --- |
| a. | government stimulation of the economy. |
| b. | rapid expansion of capital. |
| c. | increased productivity of workers. |
| d. | perfection of assembly-line production. |
| e. | advertising and credit buying. |

ANS: A REF: p. 710-711

93. The main problem faced by American manufacturers in the 1920s involved

|  |  |
| --- | --- |
| a. | increasing the level of production. |
| b. | developing expanded markets of people to buy their products. |
| c. | reducing the level of government involvement in business. |
| d. | developing technologically innovative products. |
| e. | finding a skilled labor force. |

ANS: B REF: p. 710

94. In response to the need to develop greater and greater mass markets for their products, American business in the 1920s relied especially on the new techniques of

|  |  |
| --- | --- |
| a. | developing a large range of product variation. |
| b. | price competition. |
| c. | direct selling through catalogs and door-to-door solicitation. |
| d. | consumer advertising. |
| e. | government-backed guarantees of product performance. |

ANS: D REF: p. 710

95. During the 1920s, the new system of buying on credit resulted in all of the following *except*

|  |  |
| --- | --- |
| a. | it transformed once frugal Americans into consumers of cars, radios and more/ |
| b. | it led to the slogan of "possess today and pay tomorrow." |
| c. | it stimulated economic growth. |
| d. | it created massive amounts of consumer debt |
| e. | it led to huge defaults on monies owed. |

ANS: E REF: p. 711

96. The prosperity that developed in the 1920s

|  |  |
| --- | --- |
| a. | was accompanied by a cloud of consumer debt. |
| b. | led to a growing level of savings by the American public. |
| c. | enabled labor unions to gain strength. |
| d. | was concentrated primarily in heavy industry. |
| e. | closed the gap between rich and poor. |

ANS: A REF: p. 711

97. Among the major figures promoted by mass media image makers and the new sports industry in the 1920s were

|  |  |
| --- | --- |
| a. | John L. Sullivan and William Cody. |
| b. | Henry Ford and Charles Lindbergh |
| c. | Babe Ruth and Jack Dempsey. |
| d. | Al Jolson and Margaret Sanger. |
| e. | Mickey Mantle and Rocky Marciano. |

ANS: C REF: p. 711

98. Henry Ford's most distinctive contribution to the automobile industry was

|  |  |
| --- | --- |
| a. | installment credit buying of cars. |
| b. | the internal combustion engine. |
| c. | introducing a variety of automobile models with varied colors and styles. |
| d. | design changes that improved speed. |
| e. | production of a standardized, relatively inexpensive automobile. |

ANS: E REF: p. 711

99. Frederick W. Taylor, a prominent inventor and engineer, was best known for his

|  |  |
| --- | --- |
| a. | development of the gasoline engine. |
| b. | thoughts on Darwinian evolution. |
| c. | efforts to clean up polluted cities. |
| d. | promotion of industrial efficiency and scientific management. |
| e. | concern for worker safety. |

ANS: D REF: p. 711

100. Which of the following was *not* among the industries that prospered mightily with widespread use of the automobile?

|  |  |
| --- | --- |
| a. | Rubber |
| b. | Highway construction |
| c. | Oil |
| d. | Aluminum |
| e. | Glass |

ANS: D REF: p. 712

101. The automobile revolution resulted in all of the following *except*

|  |  |
| --- | --- |
| a. | the consolidation of schools. |
| b. | the increased dependence of women on men. |
| c. | the spread of suburbs. |
| d. | a loss of population in less attractive states. |
| e. | altered youthful sexual behavior. |

ANS: B REF: p. 712-713

102. Car advertisements reached out to women in all of the following ways *except*

|  |  |
| --- | --- |
| a. | showing them cars were respectable for women. |
| b. | illustrating that families could afford one car for wives and another for husbands. |
| c. | linking modern, independent women to automobiles. |
| d. | noting that cars enabled women to better fulfill their roles as household managers. |
| e. | demonstrating that women could indeed learn to drive. |

ANS: B REF: p. 713

103. Charles Lindbergh's solo flight across the Atlantic made him an American hero especially because

|  |  |
| --- | --- |
| a. | his political principles were widely admired. |
| b. | he and his wife Anne Morrow Lindbergh made such an appealing couple. |
| c. | his wholesome youthfulness contrasted with the cynicism and debunking of the jazz age. |
| d. | Americans were impressed by daredevil stunts. |
| e. | Lindbergh's journey opened closer cultural connections to France. |

ANS: C REF: p. 714

104. The first talkie motion picture was

|  |  |
| --- | --- |
| a. | *The Great Train Robbery*. |
| b. | *The Birth of a Nation*. |
| c. | *The Wizard of Oz*. |
| d. | *Gone With the Wind*. |
| e. | *The Jazz Singer*. |

ANS: E REF: p. 716

105. The American airline industry in the 1920s made most of its early profits through

|  |  |
| --- | --- |
| a. | mail contracts with the federal government. |
| b. | passenger fares. |
| c. | air freight and bulk cargo. |
| d. | subsidies from state and local governments. |
| e. | crop dusting and cloud seeding. |

ANS: A REF: p. 714

106. The American radio industry was distinctive from radio in European nations because it

|  |  |
| --- | --- |
| a. | did not carry news programming. |
| b. | gave preference in station ownership to religious and other nonprofit groups. |
| c. | practiced censorship against sexually offensive material. |
| d. | developed nationwide networks of stations broadcasting the same program. |
| e. | was a commercial business dependent on advertising. |

ANS: E REF: p. 715

107. Automobiles, radios, and motion pictures

|  |  |
| --- | --- |
| a. | were less popular than had been anticipated. |
| b. | contributed to the standardization of American life. |
| c. | had little impact on traditional life-styles and values. |
| d. | were for the most part too expensive for ordinary working families. |
| e. | strengthened American family life. |

ANS: B REF: p. 715

108. The 1920 census revealed that, for the first time, most

|  |  |
| --- | --- |
| a. | men worked in manufacturing. |
| b. | adult women were employed outside the home. |
| c. | Americans lived in cities. |
| d. | Americans lived in the trans-Mississippi West. |
| e. | families had fewer than four children. |

ANS: C REF: p. 716

109. Margaret Sanger was most noted for her advocacy of

|  |  |
| --- | --- |
| a. | abortion rights. |
| b. | women's suffrage. |
| c. | birth control. |
| d. | free love. |
| e. | the Equal Rights Amendment (ERA). |

ANS: C REF: p. 716-717

110. Job opportunities for women in the 1920s

|  |  |
| --- | --- |
| a. | expanded dramatically. |
| b. | offered higher-paying positions than before. |
| c. | were plentiful in Hollywood and radio. |
| d. | existed mainly in the area of education. |
| e. | tended to cluster in a few low-paying fields. |

ANS: E REF: p. 716

111. To justify their new sexual frankness, many Americans pointed to

|  |  |
| --- | --- |
| a. | increased consumption of alcohol. |
| b. | the decline of fundamentalism. |
| c. | the rise of the women's movement. |
| d. | the theories of Sigmund Freud. |
| e. | the influence of erotically explicit movies. |

ANS: D REF: p. 718

112. Jazz music was developed by

|  |  |
| --- | --- |
| a. | Latinos. |
| b. | Caribbean immigrants. |
| c. | Caucasian impresarios. |
| d. | American teenagers. |
| e. | American blacks. |

ANS: E REF: p. 718-719

113. The most influential classical film of the 1910s, D.W. Griffiths' *Birth of a Nation*, stirred extensive protest by African Americans because

|  |  |
| --- | --- |
| a. | the film was heavily financed by white racist Hollywood film business owners. |
| b. | the film depicted the black leader Marcus Garvey in an unfavorable light. |
| c. | African Americans were not allowed to see the film even in northern movie theaters. |
| d. | the film glorified the Ku Klux Klan and portrayed blacks as corrupt politicians or rapists. |
| e. | Griffiths refused to use black actors. |

ANS: D REF: p. 716

114. All of the following are true of Marcus Garvey, founder of the United Negro Improvement Association, *except* he

|  |  |
| --- | --- |
| a. | promoted the resettlement of American blacks in Africa. |
| b. | advocated the idea of developing an elite "talented tenth" to lead African American progress. |
| c. | inspired strong feelings of self-confidence and self-reliance among blacks. |
| d. | was convicted of mail fraud and deported by the U.S. government. |
| e. | sponsored black-owned business enterprises. |

ANS: B REF: p. 719-720

115. Match each literary figure below with the correct work.

|  |  |  |  |
| --- | --- | --- | --- |
| A. | Ernest Hemingway | 1. | *The Sun Also Rises* |
| B. | F. Scott Fitzgerald | 2. | *Main Street* |
| C. | Sinclair Lewis | 3. | *The Sound and the Fury* |
| D. | William Faulkner | 4. | *The Great Gatsby* |

|  |  |
| --- | --- |
| a. | A-3, B-2, C-4, D-1 |
| b. | A-1, B-3, C-2, D-4 |
| c. | A-2, B-1, C-3, D-4 |
| d. | A-1, B-4, C-2, D-3 |
| e. | A-4, B-3, C-1, D-2 |

ANS: D REF: p. 720-721 | p. 724

116. The Harlem Renaissance can best be described as

|  |  |
| --- | --- |
| a. | a celebration of black culture and creative expression |
| b. | the migration of Southern blacks to northern sections of New York City |
| c. | the movement led by Marcus Garvey |
| d. | the effort to resist racism and segregation in the North. |
| e. | None of these |

ANS: A REF: p. 724

117. Buying stock on margin meant purchasing

|  |  |
| --- | --- |
| a. | only a few shares of stock. |
| b. | inexpensive stock. |
| c. | little-known stock. |
| d. | risky or marginal stock. |
| e. | it on credit with only a small down payment. |

ANS: E REF: p. 725

118. The leading cultural critic of the 1920s, H.L. Mencken, attacked all of the following *except*

|  |  |
| --- | --- |
| a. | the South. |
| b. | patriotism. |
| c. | technology. |
| d. | democracy. |
| e. | Puritanism. |

ANS: C REF: p. 720

119. Which of the following was *not* among prominent African American cultural figures of the 1920s?

|  |  |
| --- | --- |
| a. | Joseph "King" Oliver |
| b. | Ralph Ellison |
| c. | "Jelly Roll" Morton |
| d. | Langston Hughes |
| e. | W.C. Handy |

ANS: B REF: p. 719

120. As secretary of the treasury, Andrew Mellon placed the heaviest tax burden on

|  |  |
| --- | --- |
| a. | middle-income groups. |
| b. | the wealthy. |
| c. | the working class. |
| d. | the business community. |
| e. | the estates of those deceased. |

ANS: A REF: p. 725-726

**MULTIPLE RESPONSE**

121. During the red scare

|  |  |
| --- | --- |
| a. | hundreds of immigrant radicals were deported from the United States. |
| b. | many states passed laws making it a crime to advocate violence. |
| c. | labor union membership nearly doubled. |
| d. | several lawfully elected Socialists were denied their seats in the New York State legislature. |
| e. | the United States threatened war against the revolutionary Soviet Union. |

ANS: A, B, D REF: p. 701

122. The postwar anxiety and intolerance of Americans in the 1920s was manifested in the

|  |  |
| --- | --- |
| a. | Sacco-Vanzetti case. |
| b. | state laws prohibiting the advocacy of violent social change. |
| c. | resurgence of the Ku Klux Klan. |
| d. | Immigration Act of 1924. |
| e. | deportation of radicals to Russia. |

ANS: A, B, C, D, E REF: p. 701-704

123. In the mid-1920s the Ku Klux Klan gained considerable power by attacking

|  |  |
| --- | --- |
| a. | big business. |
| b. | Catholics and Jews. |
| c. | foreigners. |
| d. | the federal government. |
| e. | adultery and birth control. |

ANS: B, C, E REF: p. 702

124. Among the consequences of prohibition were

|  |  |
| --- | --- |
| a. | a growing recognition of the health risks of alcohol consumption. |
| b. | growing cultural conflict between urban immigrants and residents of the South and West. |
| c. | reduced absenteeism in American industry. |
| d. | a vast increase in organized crime and gangsterism. |
| e. | increased respect for law enforcement. |

ANS: B, C, D REF: p. 704-705

**ESSAY**

125. The 1920s was a time of heroes. Why? Why were Charles Lindbergh, Babe Ruth, and Henry Ford all so greatly admired in this decade? What were the similarities and differences in their appeal?

ANS:

Student answers will vary.

126. How did the rise of the mass media and marketing affect the kind of people Americans admired and imitated?

ANS:

Student answers will vary.

127. Describe the dominant themes of American literature in the 1920s. Explain why these themes prevailed.

ANS:

Student answers will vary.

128. Do you think that the 1920s should be most noted as a decade of anxiety and intolerance or a decade of cultural innovation and liberation? What were the deepest forces shaping American culture in this period?

ANS:

Student answers will vary.

129. Do you think that the noble experiment of prohibition did more harm than good or vice versa? Explain your view by citing specific consequences of the prohibition amendment.

ANS:

Student answers will vary.

130. Some historians have considered the tensions of the 1920s in terms of a rural backlash against a rising urban America. Do you agree with this proposition? Why or why not?

ANS:

Student answers will vary.

131. List at least five major economic and/or technological developments of the 1920s. Select the three most significant ones and explain your choices.

ANS:

Student answers will vary.

132. What were the greatest changes in religious and moral values in the 1920s? How did Americans respond to these changes?

ANS:

Student answers will vary.

133. What sparked the greater public expression of sexuality in the 1920s? Did the greater frankness about sex represent an advance for women, or did it open opportunities for exploitation of women?

ANS:

Student answers will vary.

134. Would you like to have lived in the 1920s? Why or why not? Explain what you find most alluring about the decade and what you would *not* have liked.

ANS:

Student answers will vary.

135. In what ways did writers like F. Scott Fitzgerald, Ernest Hemingway, and Theodore Dreiser reflect the prevalent American culture of the 1920s? In what ways did they criticize it?

ANS:

Student answers will vary.

136. Most American writers and cultural commentator before World War I had celebrated American democracy and politics. Why did the 1920s produce a cultural critic like H.L. Mencken who mocked democracy and middle American values? Was Mencken's criticism itself a healthy reflection of democracy or the sign of a dangerous cynicism entering American life?

ANS:

Student answers will vary.

137. What part did African American artists, writers, and musicians play in the new culture of the 1920s? How do you explain this burst of cultural creativity at a time when most blacks were still oppressed and segregated?

ANS:

Student answers will vary.

138. What explains the rise of Marcus Garvey's United Negro Improvement Association movement? Why was Garvey such an important figure even though his movement failed?

ANS:

Student answers will vary.

139. The text authors argue that immigration legislation in the 1920s "caused America to sacrifice something of its tradition of freedom and opportunity, as well as much of its color and variety." How do you react to this argument? Do you agree that immigration restrictions were necessary? Why or why not?

ANS:

Student answers will vary.

140. How did the arguments of cultural pluralists like Horace Kallen and Randolph Bourne anticipate later American debates over multiculturalism? In what ways did the technological and cultural developments of the 1920s make it more difficult for smaller cultural groups to retain their traditions?

ANS:

Student answers will vary.

141. Do you see any hidden dangers in the social and economic life that Americans pursued in the 1920s for which they would one day have to pay? What were these dangers, and in what way were they potentially threatening?

ANS:

Student answers will vary.