

AQA GCSE History

America

1920-1973

Workbook



Mass Production- Ford and the Motor Industry

L/O- To assess the impact of mass production on the economy and the American people

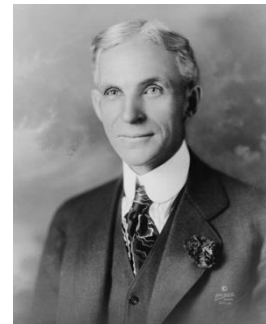
America's economy recovered quickly after The First World War. The government was Republican and favoured 'big business.' By the mid 1920s the economy was booming.

Factors leading to the Boom

- US industry had been boosted by the war.
- Republican government's policy of laissez faire.
- Protectionism - import duties raised (1922).
- Mass production - cars, radios, refrigerators etc.
- Hire Purchase - people could buy on credit. There was massive consumer spending.

Henry Ford

Henry Ford set out to build a car that everyone could afford to buy. Ford started mass-producing his first car, the Model T Ford in 1909. It was slow, ugly and difficult to drive, but for the next eighteen years this car, nick named 'Tin Lizzie', was America's bestselling car. The big attraction of the Model T Ford was its price, it never increased and instead it kept on dropping. Costing \$1200 in 1909, the price in 1928 was only \$295. By the end of the 1920s Ford was producing more than one car per minute.



How was this possible?

- Henry Ford was able to sell cars more cheaply because they were mass-produced and every part was standardised (only one colour and one engine size were available).
- By producing large numbers of cars on an assembly line Ford needed fewer workers, and that cut the cost of paying wages. By standardising the parts he cut production costs even further. Mass production worked by breaking down the job of making a car into smaller jobs that could be done quickly and simply by an unskilled person.
- A car would be pass down an assembly line and every time it stopped someone would add an extra part until finally it reached the end of the line and was finished. As Henry Ford said:

"Work is planned on the drawing board and the operations sub - divided so that each man and each machine do only one thing ... the thing is to keep everything in motion and take the work to the man not the man to the work."
Henry Ford

TASK

Design either:

- a job advert for the Ford motor company who want to recruit extra workers for the production line

OR

- product adverts to sell a selection of mass produced goods (radios, fridges etc) to the public

SCC- What do these adverts suggest about the changes mass production brought?

Effects of Mass Production

The car industry helped to make America richer in the 1920s.

Car production used up 20% of America's steel, 80% of her rubber, 75% of her plate glass, and 65% of her leather.

What would this lead to in these industries?

Model T Ford:



Production Line:



The more cars that were made, the more jobs that there were created in these industries.

- By the end of the 1920s American cars used seven billion gallons of petrol a year. This helped to create jobs in the oil industry and made the *oil state of Texas rich*.
- *New roads* had to be built for the increased numbers of cars. This meant more jobs for the construction and building industries.
- Along these new roads sprang up thousands of *garages*, 'gas stations', restaurants, 'diners' and 'motels' - all creating even more jobs.

People with jobs could afford to spend part of their wages on luxury goods such as a new car or a vacuum cleaner!

OPEN YOUR EXAM BOOKS!

Describe 2 results of Mass Production in 1920s America. [4 marks]

SCC-

Design your own success criteria for this question.

What do you need to include to achieve 4 marks?

Summarise this topic in 5 bullet points:

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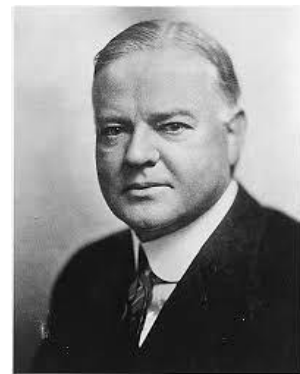
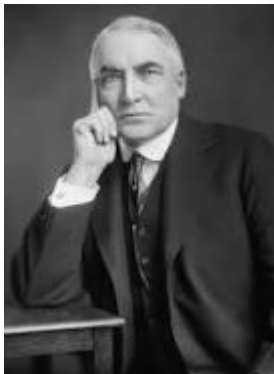
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Republican Government Policies and the Cycle of Prosperity

L/O- To decide which part of the cycle was the most important

Republican Government

The United States was led by three **Republican** Presidents during the **1920s**, namely Warren Harding, Calvin Coolidge and Herbert Hoover. The policy of these **Republican** Presidents was that **government** should leave the economy alone – they adopted a laissez-faire (free market) policy.



Government Policies

Rugged individualism-

each individual should be able to help themselves out, and that the government does not need to involve itself in people's economic lives nor in national economics in general.

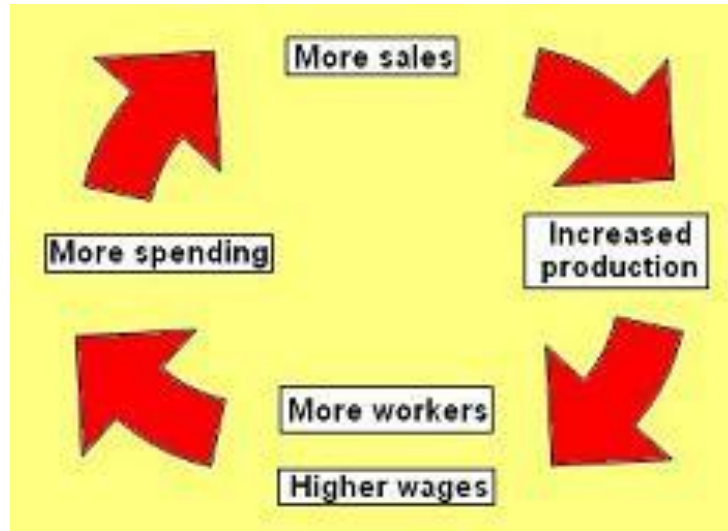
Laissez Faire- the theory or system of government that upholds the autonomous character of the economic order, believing that government should intervene as little as possible in the direction of economic affairs.

The tariff policy-

a list or table of duties or customs payable on the importation or export of goods. The Republicans increased tariffs on imported goods to encourage Americans to buy only American products.

Are these policies going to work all the time? SCC- When might they not work?

The Cycle of Prosperity



TASK

Study the cycle carefully. Discuss with a partner and then write a paragraph explaining which part of the cycle is the most important and why.

Summarise this topic in 5 bullet points:

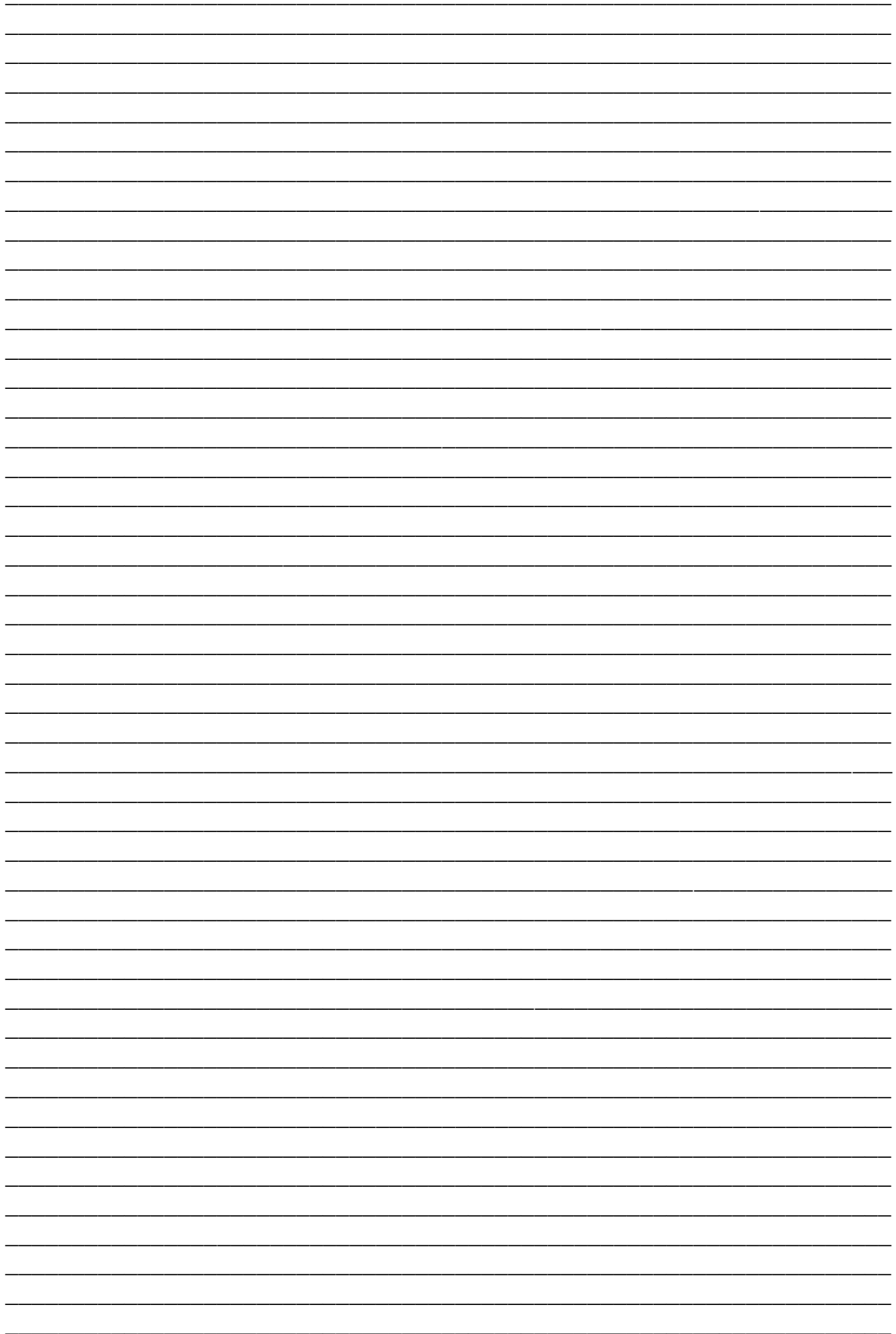
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Thinking point: Were the government's policies working? Why/why not?

TASK

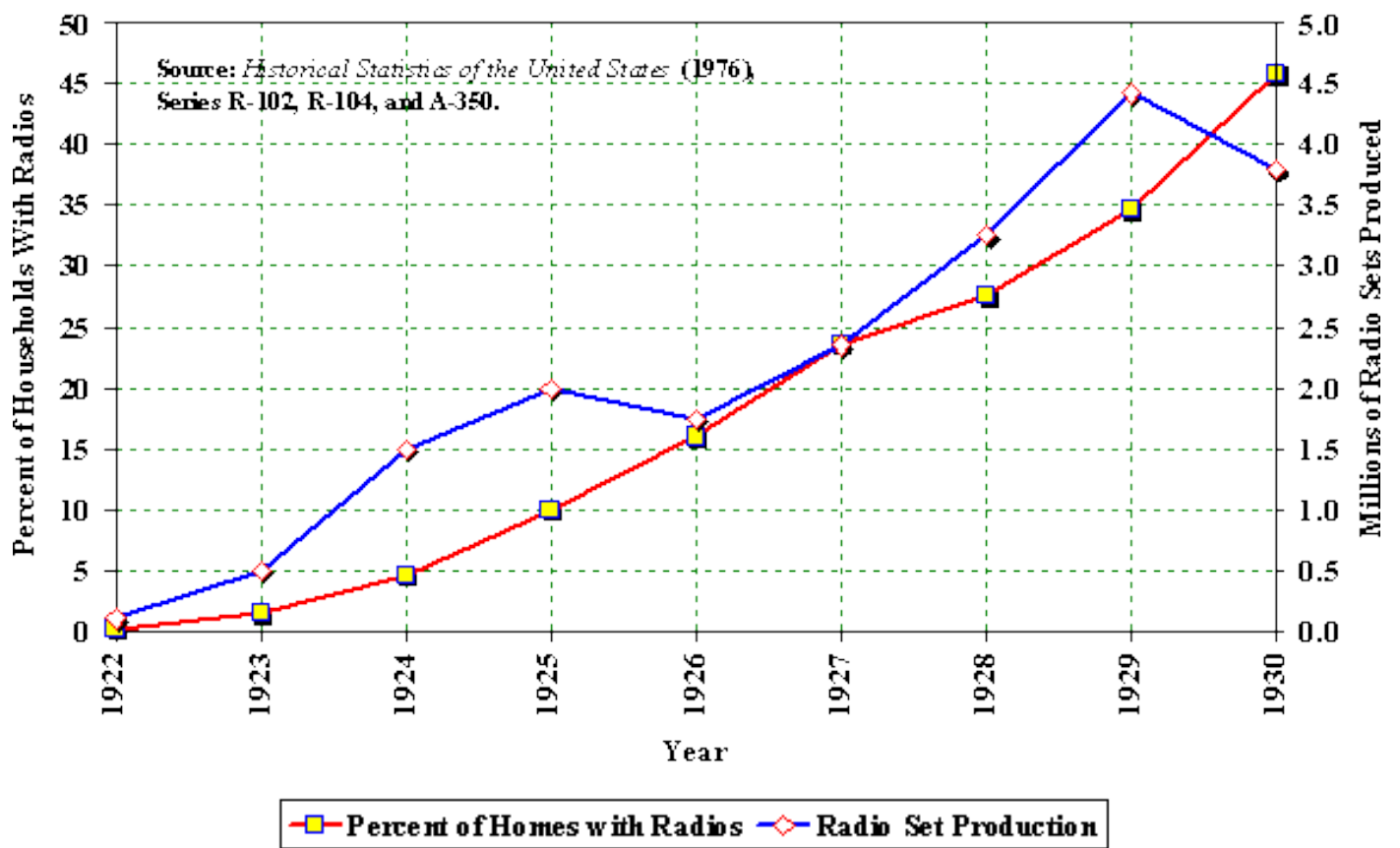
Study each of the sources on the next pages and make *inferences* about inequalities in wealth in the 1920s.

What can you learn from each source?





Figure 20: Radio Set Production and Use, 1922 to 1930



© 1954 GENERAL ELECTRIC

WORLD'S FINEST, MOST MODERN AUTOMATIC DISHWASHER

... the new GENERAL ELECTRIC



*DISHES ACTUALLY
DRY IN THEIR
OWN HEAT!*

NO OTHER DISHWASHER CAN MATCH THESE FEATURES:

- 1. The world's finest "self-drying" feature.
- 2. No water spray.
- 3. A "water lock" that keeps water from dripping back down.
- 4. Water spray doors - a new feature that lets you load and unload.
- 5. Only 100% automatic - no hand loading.
- 6. A built-in "water level" indicator.
- 7. All glassware, including delicate crystal, is protected.

Look for "GE" on the top of the door. It's the mark of the world's finest engineering.



ONLY GE ENGINEERING COULD DOING YOU ALL THIS:

1. Only GE "water lock" keeps water from dripping back down.
2. Only GE "water level" indicator shows when to stop.
3. Only GE "water lock" keeps water from dripping back down.

LOW DOWN PAYMENTS LAST THREE!

By the time you've paid for your GE dishwasher, you'll have paid for it all. The GE dishwasher is the only one in the world that lets you pay for it in three equal payments. The first payment is made when you buy it. The second and third payments are made at the end of the first and second years. GE financing is available in all areas. GE financing is available in all areas. GE financing is available in all areas.

See your GE dealer for more information.

GENERAL ELECTRIC

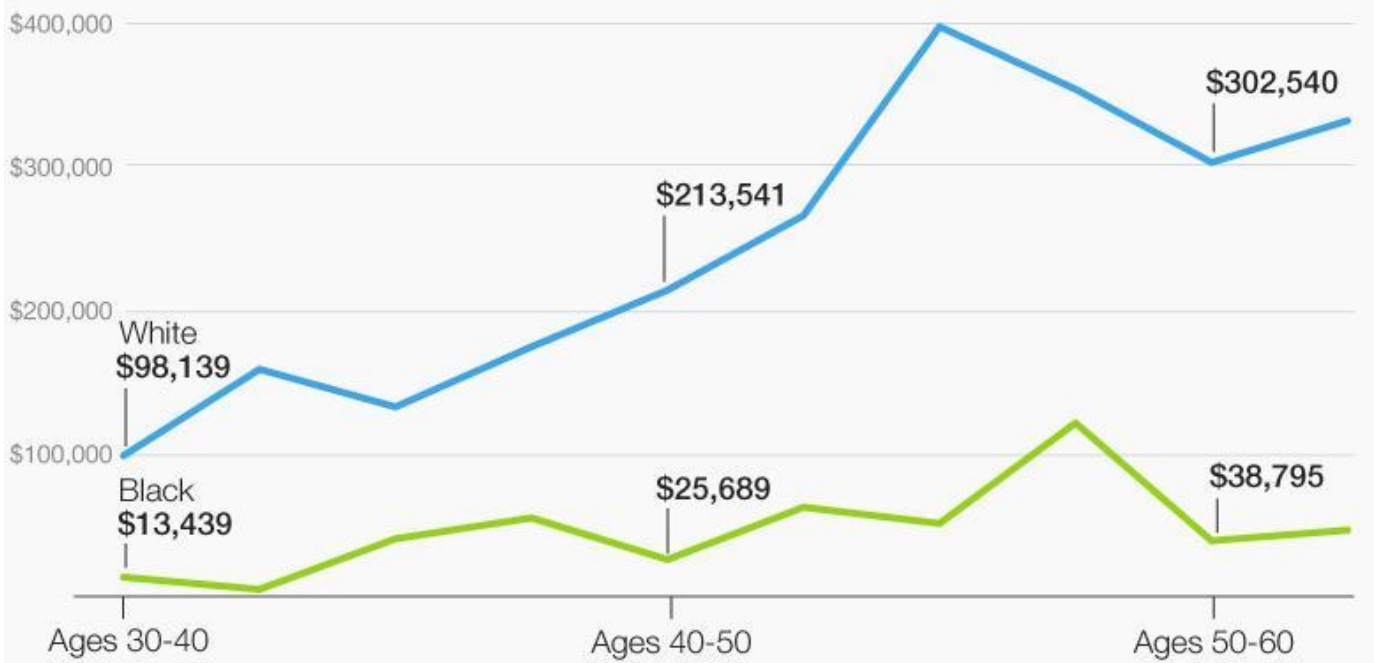


**WANTED
A DECENT
JOB**
BY A DECENT MAN
AGE 37 - FAMILY
MAN VETERAN
WORK ON HOME
COLLEGE GRAD
MATHS
ENGINEER
PURCHASING
ACCOUNTING
TRAFFIC
MANAGER
1114 S. 11TH ST.
PHOENIX ARIZ.

**WANTED
A DECENT
JOB**
FAMILY MAN
AGE 44
20 YR. EXPERIENCE
GENERAL OF
PURCHASES
3 YR. SPAN CO.
\$1000 SALARY
1114 S. 11TH ST.
PHOENIX ARIZ.



The wealth gap widens with age



MEDIAN FAMILY WEALTH FOR THOSE BORN 1942-51 | SOURCE: FEDERAL RESERVE BANK'S SURVEY OF CONSUMER FINANCES

Username:

Status goes here

5 minutes ago

Wall

Info

Photos

+

Basic information

Sex:

Current City:

Birthday:

Political Views:

Religious Views:

Personal Information

Activities:

Interests:

View photos of me (34)

Information

Current City:

Friends

Favourite Music:

Favourite Quotations:

About Me:

Contact Information

Email:

Current address:

Work

Employer:

Position:

Description:

Biography



Username: Status goes here

5 minutes ago

Wall

Info

Photos

+

Basic information

Sex:

Current City:

Birthday:

Political Views:

Religious Views:

Personal Information

Activities:

Interests:

View photos of me (34)

Information

Current City:

Friends

Favourite Music:

Favourite Quotations:

About Me:

Contact Information

Email:

Current address:

Work

Employer:

Position:

Description:

Biography



Women in the 1920s

L.O: To discover how the lives of women did/didn't change in 1920s America

How did life for women change?

1. The changing role of women was a result of the work they did during the war.
2. The number of working women increased by 25 per cent.
3. In 1920, all women were given the right to vote.
4. 'Flappers' smoked in public, danced the new dances, and were sexually liberated.
5. Women wore clothing more convenient for activity and stopped wearing long skirts and corsets.
6. Divorce was made easier and the number of divorces doubled - women were not content just to stay at home and put up with bad husbands.
7. But **most** women were still housewives and were not as free as their men.

Source 1

Though a few upper middle class women in the cities talked about throwing off the older conventions – they were the flappers – most women stuck to more traditional attitudes concerning their 'place.' Most middle class women concentrated on managing the home. Their daughters, far from taking to the streets against sexual discrimination, were more likely to prepare for careers as mothers and housewives. Millions of immigrant women and their daughters also clung to traditions that placed men firmly in control of the family.

From a school textbook by J T Patterson, America in the Twentieth Century, 1999

Inferences:

1. _____

2. _____

3. _____

Source 2

Jane's a flapper. Let us take a look at the young person as she strolls across the lawn of her parents' suburban home, having just put the car away after driving sixty miles in two hours. She is, for one thing a pretty girl. Beauty is the fashion in 1925. She is frankly heavily made up with poisonously scarlet lips and richly ringed eyes. As for her clothes, Jane isn't wearing much this summer. Her dress is brief. It is cut low. The skirt comes just below the knees. The bra has been abandoned since 1924.

An article called 'Flapper Jane' from a fashionable US magazine, 1925

Inferences:

1. _____

2. _____

3. _____

\$4.00 a Day - and Lunch - and Car Fare?

Many, many women are finding the Maytag a happy and perfect solution of the laundry problem. Thousands of women who have never before seriously considered washing by machine have been converted by the scientific Maytag Machine Principle of cleaning.

Such thorough cleaning of heavy clothes is economical. Such careful handling of delicate, costly things, luxurious draperies, such speed and economy are a joy to housewives.

With a Maytag Cabinet Electric Washer, wash-day comes to be a perfecting pleasure. And washing by machine saves so the scientific *Housewife Privately* becomes a modern-day reality.

Get the Maytag idea immediately. Note the action of the scientific *Machine Process*. Understand why this principle brings a new realization of economical washing. In the meantime, write for a free copy of our famous "Handful Manual" - printed in beautiful colors. 175 Japs. Write:

THE MAYTAG COMPANY, DEPT. 100, NEWTON, IOWA

Representatives of the Maytag Co. are available for information in all sections of the United States. Write for a list of names and addresses.

Maytag Washers Wash Clean - Save Time - Save Money - Save Space - Save Water

Fabric built into a corner cabinet with a special roller support. Note the scientific *Force* is applied to the fabric and not to the machine.

Thus, across the world of the Maytag cabinet, it has made the common-sense way of doing the *Housewife's* laundry. Note the scientific action of the machine rollers.

Source 3

An advertisement from a magazine in the 1920s.

Inferences:

1. _____
2. _____
3. _____

Source 4

Think of the modern young American girl in every town and city of this great country. She is the loveliest physical creature since the age of the Greeks, and has the brightest mentality – if only it were used.

Do they ever think, these beautiful young girls? It would seem not. Their aim appears to be to allure men, and to secure money. What can a man with a mind find to hold him in one of these lovely, brainless, unbalanced, cigarette-smoking morsels of undisciplined sex whom he meets continually? Has the American girl no modesty, no self-respect, no reserve, no dignity?

An extract from an article in the *Cosmopolitan* magazine written by a female English journalist in 1921.

Inferences:

1. _____
2. _____
3. _____

Source 5:

Lyrics from 'All that Jazz' from the film Chicago made in 1975:

Come on babe why don't we paint the town, and all that jazz
I'm gonna rouge my knees and roll my stockings down and all that jazz
Start the car I know a whoopee spot, where the gin is cold, but the piano's hot!
It's just a noisy hall, where there's a nightly brawl
And all that jazz

And all that jazz, and all that jazz,
Slick your hair and wear your buckle shoes,
And all that Jazz
I hear that Father Dip, Is gonna blow the blues
And all that Jazz,
Hold on, hon we're gonna bunny hug, I bought some aspirin down at United Drug,
In case you shake apart and want a brand new start, To do that

Find a flask, we're playing fast and loose,
And all that jazz
Right up here, is where I store the juice,
And all that jazz
Come on, babe, we're gonna brush the sky, I bet you luck Lindy never flew so high
'Cause in the stratosphere, how could he lend an ear, to all that jazz?
Oh, you're gonna see your sheba shimmy shake

Oh, she's gonna shimmy 'till her garters break

And all that jazz

Inferences:

1. _____

2. _____

3. _____

What It Costs to Be a Well-Dressed Flapper

By SCOTT PIERCE



White chignon velvet tam, trimmed with silver band, \$25

Black silk faille coat, lined with white crêpe, and trimmed with ermine fur collar and cuffs, \$150

White silk faille blouse, trimmed with tailored pipings of black faille, \$25

Black silk faille skirt, box-pleated, \$30

Lizard-skin hand-bag, black and white, \$30

Rose beige chignon stockings, \$4.50

AMONG the many things that the male of the species can never understand about feminine wearing apparel is the fact that simplicity is one of the most expensive effects a designer can achieve.

That is why a really well-dressed flapper presents such a shock to the average man's mind when he reads the price tags on the *chic* and deceptively simple garments that make up the flapper ensemble.

As a matter of fact, it costs about as much to dress a modern girl in a genuinely modish flapper outfit as it does to equip completely a reasonably well-furnished three-room flat.

The jaunty costume illustrated by Clara Bow is an excellent example of what it costs to be a well-dressed flapper. The total cost of this outfit comes to the very interesting figure of \$346.50. The various items cost as follows:

Large white gardenia, \$5

Pearls, three strands, \$50

Doeskin gloves, with turn-back cuffs embroidered in varicolored yarns, \$8.50

Rose beige shoes trimmed with darker tan leather in appliqué designs, \$18.50

Inferences:

1. _____

2. _____

3. _____

Inferences:

1. _____

2. _____

3. _____



Dear Diary,

16 May 1923

Ever since I started working, I feel like a new woman altogether. We, women, have been suppressed so much, made to feel, like household chores and pleasing men is all that we are meant for, but now, I feel, we are no less, we have a say, a position in this male dominated society and soon, we shall be treated as equals in all areas of life. The struggle for voting rights for women has already begun, and I am sure we shall succeed in it. We, women, have taken a stand and discarded the traditional corsets, which we were made to wear, since childhood. My mother would often tell me that to be desirable and appear attractive to a gentleman, I must have a narrow, thin waist and accentuated breasts, and so I need to wear corsets. However, I have made a decision and that is, to discard the tight corseting and adopt the flapper attire. I don't wish to be looked at by men just as objects; I am an independent woman now. If I need to fight for my rights, freedom and achieve equality for my fellow women and future generations of women, I need to set an example, just like Coco Chanel. Coco Chanel is one of the first women to wear trousers, cut her hair and reject the corset. Coco Chanel is a spark and we need to spread this fire now. This era is marked for change, with the economy growing and widespread prosperity; women have been exposed to sudden employment opportunities as typists and telephone operators etc. My neighbour, Sindy Gallon's husband, just bought a car, they are no longer a luxury, mass produced vehicles have become so common throughout, and it's a good thing, because I feel that all, no matter which class of the society one belongs to, all have the right to experience new things and lead a life of equality, free from any kind of social discrimination.

Inferences:

1. _____

2. _____

3. _____

Summarise this topic in 5 bullet points:

- _____

- _____

- _____

- _____

- _____

OPEN YOUR EXAM BOOKS!

Interpretation A

Though a few upper middle class women in the cities talked about throwing off the older conventions – they were the flappers – most women stuck to more traditional attitudes concerning their ‘place.’ Most middle class women concentrated on managing the home. Their daughters, far from taking to the streets against sexual discrimination, were more likely to prepare for careers as mothers and housewives. Millions of immigrant women and their daughters also clung to traditions that placed men firmly in control of the family.

From a school textbook by J T Patterson, America in the Twentieth Century, 1999

Interpretation B

Ever since I started working, I feel like a new woman altogether. We, women, have been suppressed so much, made to feel, like household chores and pleasing men is all that we are meant for, but now, I feel, we are no less, we have a say, a position in this male dominated society and soon, we shall be treated as equals in all areas of life.

From the diary of a Flapper, 16th May 1923

1. How does interpretation A differ from interpretation B about women in 1920s America?
2. Why does interpretation A differ from interpretation B about women in 1920s America?
3. Which interpretation do you find the most convincing about women in 1920s America?

Prohibition 1919

L.O: To know the causes and consequences of Prohibition

What is prohibition?

- Midnight 16 January 1920, a new law came into force prohibiting any American from selling, making or carrying around any drink containing more than 0.5% alcohol. The law was the 18th Amendment to the Constitution.
- The nickname for the law was **PROHIBITION!**
- A few seconds after this happening, millions of people were now breaking the law.
- The Volstead Act later set out the penalties for breaking the law and defined 'intoxicating liquor' as being 0.5%.
- **It effectively removed the licenses to brew from the manufacturers.**
- But it was never illegal to buy or drink it!
-

TASK: Cause or consequence?

Colour code the cards below and create a key:

The Volstead Act was passed in 1919, making it illegal to make or sell alcohol in America.	America was a very Protestant Christian country. Many Protestants linked alcohol consumption to sin , including gambling and prostitution
In 1873 the Women's Christian Temperance Union was founded, and called for the prohibition (banning) of alcohol	Alcohol was just too popular! People would find a way of getting hold of it...
Alcohol-related crimes actually increased during the Prohibition era	It was believed that men wasted their money on alcohol, and so financially neglected their wives and children
Those who called for Prohibition cited violence by drunk husbands towards their wives and children	The Anti-Saloon League claimed that alcoholism led to 'idleness' and crime
Secret bars or clubs called speakeasies were set up to sell alcohol illegally. They were controlled by gangsters.	A lot of the breweries were run by German immigrants (like Budweiser). After World War One, anti-German feeling was running high.
Gangsters quickly took over the supply of alcohol. They soon became extremely rich and powerful through bribery and violence .	WASPs sometimes associated alcohol consumption with immigrant communities, and anti-alcohol campaigners played on the prejudice towards immigrants
Prohibition enforcement officers were supposed find and destroy alcohol, and arrest the traders. But there were very few such officers.	It was difficult to enforce: by 1929 40,000 people were in jail for Prohibition offences, and 1,360 people had been killed by police trying to enforce the law.
People set up secret distilleries on farms to produce illegal homemade alcohol (called "Moonshine")	It was clear that the law had been unsuccessful. It was repealed in 1933.

- 1.** A member of the Women's Christian Temperance Union. You believe that the only way to end the evils associated with alcohol is to ban its sale.



- 2.** A male member of the Anti-Saloon League. You believe that the sale of alcohol should be restricted and saloons closed down because of the evils associated with them.



- 3.** A high-society woman. You have become convinced before 1918 that many of the evils of society, especially crime and problems in families, are the direct result of the consumption of alcohol. You want to stop these social evils.



- 4.** A well-off man who enjoys a drink or two. But, before 1918, you are appalled by the crime and other social problems that appear to be connected with drinking alcohol. Reluctantly, you think something must be done to stop this.



- 5.** A businessman who owns a small factory making clothes. You have been looking very closely at the arguments about banning the sale of alcohol. You are particularly thinking about how it might affect your workers. Your factory is in a run-down part of Chicago.



- 6.** A worker in a car factory. You have always enjoyed regular drinking sessions with your friends. However, you are worried by all the posters you have seen showing what terrible effects alcohol can have on people's lives. You also think it might be unpatriotic to drink beer.



- 7.** A farmer who lives in Ohio. You have a very strong religious background. You believe that life should be lived simply and that people should work hard. You believe that drinking alcohol is wrong.



- 8.** A 32-year-old woman with two sons who live in Chicago. You would like this to be a pleasant place in which to live and bring up your children. In 1918, you are concerned about the social problems in the city, the drinking and the violence in the ghettos, and would like something to be done about these.



TASK

For each of the characters, state how they would feel about prohibition and why:

1.

2.

3.

4.

5.

6.

7.

8.

SCC- YOUR opinion on prohibition?

OPEN YOUR EXAM BOOKS!

Source A: Part of a song written in 1903, called “When the Prohibs Win the Day”

There'll be plenty of food for eating,
There'll be plenty of clothes for wearing,
There'll be gladness in ev'ry meeting,
There'll be praise to out measure prayer,
There'll be toys each day for baby,
And then Papa at home will stay,
And a heaven on earth will the bright home, be,
When the Prohibs win the day,

Source B A cartoon published during in a US Newspaper during the First World War.



1. How does interpretation A differ from interpretation B about the reasons for the introduction of prohibition?
2. Why does interpretation A differ from interpretation B about the reasons for the introduction of prohibition?
3. Which interpretation do you find the most convincing about the reasons for the introduction of prohibition?

Summarise this topic in 5 bullet points:

- _____
- _____
- _____
- _____
- _____

Organised Crime in 1920s America



The end of Prohibition

The **Cullen–Harrison Act**, signed by President Franklin D. Roosevelt on March 22, 1933, authorized the sale of 3.2 percent beer (thought to be too low an alcohol concentration to be intoxicating) and wine, which allowed the first legal beer sales since the beginning of Prohibition on January 16, 1920. In 1933 state conventions ratified the Twenty-first Amendment, which repealed Prohibition. **The Amendment was fully ratified on December 5, 1933.** Federal laws enforcing Prohibition were then repealed.

Example obituary

Lisa Gaye, the actress, who has died aged 81, began her professional life as a dancer before making her name in teen musicals such *Rock Around the Clock* (1956), starring Bill Haley & The Comets, in which she danced – with enviably slick timing – *Rock-A-Beatin Boogie* with Earl Barton, the show's choreographer.

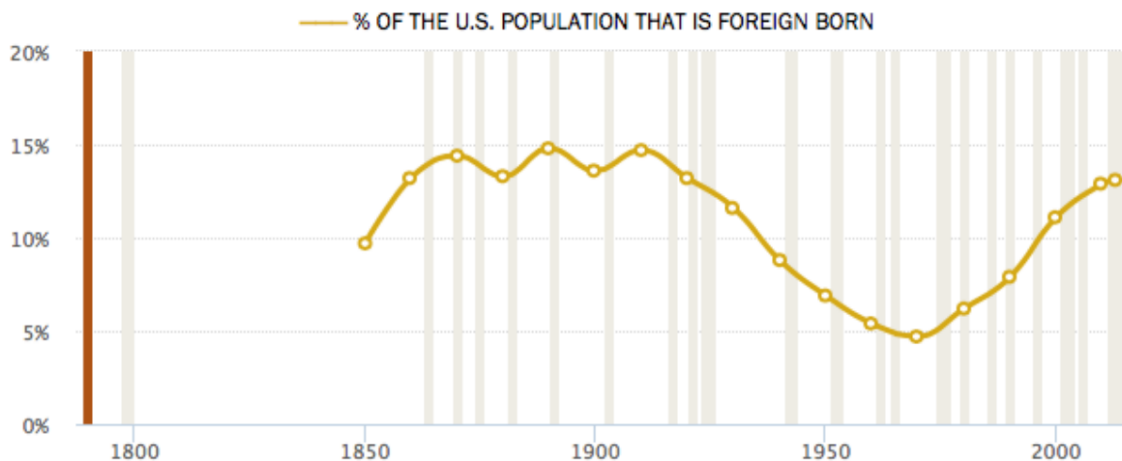
One of four children, she was born Leslie Gaye Griffin on March 6 1935, in Denver, Colorado, and moved with her family to Hollywood in the hope her mother Margaret could further her career as an actress. The quintessential stage mother, Margaret was certain she would find the stardom for her children which she herself had never quite attained.

Gaye's sisters Judith and Debralee (better known as Debra Paget), and brother Frank (Ruell Shayne) all entered motion pictures, to varying degrees of success. Debra's claim to fame was that she was Elvis Presley's first leading lady.

Leslie first trod the boards aged seven, though it was not until 1953 that she got her big break, when she was introduced to the producer Arthur Gardner, who recommended her to the talent scouts at Universal Studios. The studios changed her name to Lisa Gaye and promptly put her to work. "Mother," she later recalled, "couldn't have been happier."

Etc...

Racial Tension and Immigration



Plot the following acts on the graph above:

- **1921 EMERGENCY QUOTA ACT**

First U.S. law to create numerical quotas for immigration based on nationality. Quotas were equal to 3% of the foreign-born population of that nationality in the 1910 census. Immigration from Asian countries continued to be barred. Nationality quotas did not apply to countries in the Western Hemisphere, government officials or temporary visitors. Under this law, total annual immigration was capped at 350,000.

- **1924- LABOR APPROPRIATION ACT**

Establishes U.S. Border Patrol as a federal law enforcement agency to combat illegal immigration and smuggling along the borders between inspection stations. In 1925, the agency's duties expand to patrolling the seacoasts.

- **IMMIGRATION ACT OF 1924 (ALSO KNOWN AS 1924 NATIONAL ORIGINS QUOTA ACT OR JOHNSON-REED ACT)**

Further restricted immigration decreasing the annual cap from 350,000 to 165,000. Nationality quotas equalled 2% of the foreign-born individuals of that nationality in the 1890 census with a minimum quota of 100. As a result, the law favoured migration from northern and western European countries with longer histories of migration to the U.S. while limiting migration from eastern and southern European countries with newer immigration patterns. Immigration from Asian countries continued to be barred, and the law added a formal restriction on Japanese immigration. Denied entry to the U.S. to anyone who is ineligible to become a citizen due to race (only whites and people of African nativity or descent were eligible).

- **1942- BRACERO AGREEMENT**

A bilateral agreement between the U.S. and Mexico to permit Mexican nationals to serve as temporary agricultural workers during WWII labor shortages. Required employers to pay a wage equal to that paid to U.S.-born farmworkers and provide transportation and living expenses. In effect until 1964.

- **1943- MAGNUSON ACT (ALSO KNOWN AS CHINESE EXCLUSION REPEAL ACT OF 1943)**

Repealed the Chinese Exclusion Act and established a quota of about 105 Chinese immigrants per year. In contrast to other quotas, which are based on country of citizenship, the quota for Chinese was based on ancestry. Chinese residents were also eligible to naturalize.

- **1952- IMMIGRATION AND NATIONALITY ACT (ALSO KNOWN AS MCCARRAN-WALTER ACT)**

Formally removed race as an exclusion for immigration and naturalization and granted Asian countries a minimum quota of 100 visas per year (though this was still based on ancestry, not nationality; for example, a person with Chinese ancestry coming from the U.K. would be counted in the Chinese quota regardless of nationality/birthplace). Updated the national origins quota to one-

sixth of 1% of each nationality's population in the 1920 census. As a result, most spots were for immigrants from the United Kingdom, Ireland and Germany. Under this law, political activities, ideology and mental health, among other criteria, served as a basis for exclusion and deportation. This law also created quota preferences for skilled immigrants and family reunification.

- **1953- REFUGEE RELIEF ACT**

Authorized special non-quota visas for more than 200,000 refugees and allowed these immigrants to become permanent residents.

- **1962- MIGRATION AND REFUGEE ASSISTANCE ACT**

In 1961, President Kennedy directed the secretary of the Department of Health, Education and Welfare (forerunner to the Department of Health and Human Services) to create a program to provide medical care, financial aid, help with education and resettlement, and child welfare services for Cuban refugees. The Migration and Refugee Assistance Act formalized the Cuban Refugee Program and assisted individuals in the Western Hemisphere fleeing "persecution or fear of persecution on account of race, religion or political opinion."

- **1965 IMMIGRATION AND NATIONALITY ACT (ALSO KNOWN AS HART-CELLER ACT) (1965 AMENDEMENTS)**

Replaced the national origins quota system with a seven-category preference system emphasizing family reunification and skilled immigrants. (Immigrants from the Western Hemisphere were exempt from the preference system until 1976.) No visa cap was placed on the number of immediate family members of U.S. citizens admitted each year. The Eastern Hemisphere was granted 170,000 of the total visas each year with a 20,000 cap per country. Beginning in 1968, the Western Hemisphere was given 120,000 visas annually with no specific country limits.

Ethnic groups at the end of WWI

At the end of the First World War there were many identifiable groups who made up the majority of American society:

- White Anglo Saxon Protestants (also called WASPs or 'old immigrants')
- New immigrants
- Black Americans
- Native Americans
- Asians
- Hispanics

Increasing Tension

Old Immigrants were concerned that foreign culture and religion would threaten the American way of life. What they really meant was that it would threaten the WASP way of life.

- Many Americans feared that as immigration increased, jobs and housing would become harder to obtain for a number of reasons:
- There was high unemployment in America after World War One.
- New immigrants were used to break strikes and were blamed for the deterioration in wages and working conditions.
- Immigrants also increased the demand for already scarce housing, increasing rent prices.

There was also a general suspicion of new immigrants as many were poorly educated. They were blamed for spreading disease and slum housing, as well as rising crime rates, alcoholism and gambling.

WASPs vs. New Immigrants

TASK: Using the information provided, compare the lives of WASPs with that of the New Immigrants.

New immigrants

- From the 1890s onwards, a new wave of immigrants began to arrive in the USA from Eastern Europe and the Mediterranean.
- From 1892 immigrants were taken to Ellis Island in New York to be 'processed'. They received a medical inspection and if they failed, they were sent back to where they came from.
- For these immigrants Ellis Island was an 'Island of Tears'. Those who passed were given a landing card and started the search for the American Dream.
- These new immigrants came from countries such as Italy, Poland, Russia and Lithuania.
- They left their own countries to escape poverty, and religious and political persecution.
- This group were generally poorer and less well educated than the more established Old Immigrants.
- As a result, many found it difficult to obtain well-paying jobs and instead had to accept lower wages. They were also often used to break strikes.
- Slum-housing was another problem faced by this group. Cities such as New York, Boston and Chicago had high numbers of these immigrants living in such conditions in the early 20th century.
- Many new immigrants tended to live in communities consisting of people from their native country.
- Neighbourhoods with names such as 'Little Italy' and 'Irish Town' started to appear in American cities. The result of this was that many in this group found integration difficult. They faced several obstacles in their pursuit of the American Dream. These obstacles included:
 - the language barrier
 - poverty and slum housing
 - racial prejudice
 - religious conflict

WASPs

- This was the first immigrant group to settle in America in the late 17th and early 18th centuries. They are often referred to as the 'old immigrants'.
- WASPs originally came from northern Europe, especially from Britain, Ireland, Germany and Scandinavia. Immigrants from these countries continued to migrate to America throughout the 19th century.
- The promise of cheap or free land, higher wages, better housing and assisted passage schemes enticed large numbers to follow their ancestors in the pursuit of the American Dream.
- Many in this group were skilled and often had family already living in America who had arranged jobs and housing for them.
- This allowed them to forge successful and prosperous lives in America. WASPs controlled the banks, industry, politics and law (among others).

WASPs	New Immigrants

OPEN YOUR EXAM BOOKS!

In what ways were the lives of WASPs affected by the entry of the New Immigrants into 1920s America?

Explain your answer. (8 marks)

Summarise this topic in 5 bullet points:

- _____

- _____

- _____

- _____

- _____

Sacco and Vanzetti Case

The Red Scare

After the Russian Revolution of 1917, many southern and eastern European immigrants were blamed for causing strikes and spreading revolutionary ideas.

In 1919, US President Woodrow Wilson appointed Alexander Mitchell Palmer as his Attorney General.

Palmer claimed that Communist agents were trying to overthrow the American government and he ordered the arrest of over 10,000 suspected communists and anarchists.

Almost 250 were deported back to their home countries.



Listen to the lyrics of this song and answer the questions below:

1. What do you think these men were accused of in 1920?

2. Why do you think they were accused of a crime?

Case study

Ferdinando Nicola Sacco and Bartolomeo Vanzetti were suspected communists.

They were convicted of murdering two men during a 1920 armed robbery of a shoe factory in South Braintree, Massachusetts.

After a controversial trial and a series of appeals, the two Italian immigrants were executed on 23 August 1927.

The case divided opinion in America with many believing that the men were on trial for their radical beliefs, not the crimes that they were accused of.

This idea was echoed by Vanzetti himself in his final statement in court.

TASK:

In pairs using the clues you need to decide **a)** what happened **b)** were the men guilty? Colour code the information under the correct headings:

- what happened
- guilty
- not guilty

SCC- Do you think that all of the 'guilty' evidence is genuine, or might some be fabricated? Explain your answer.

61 eyewitnesses identified them as the killers. They were sure some Italian looking men did it	107 people confirmed Sacco and Vanzetti's alibi that they were somewhere else at the time of the crime. Most were Italian immigrants who didn't speak English.	Sacco and Vanzetti were both carrying loaded guns at the time of their arrests.	The prosecution witnesses did not agree on details-for example, what the men were wearing at the time, and many changed their evidence at the trial.
A number of other men confessed to being the murderers.	Vanzetti had a previous conviction for armed robbery in December 1919.	It was not a crime to carry a gun-they were worried about being attacked because of their political beliefs.	The ballistics evidence was dubious-there were rumours it had been rigged.
There were demonstrations all over the USA in support of the two condemned men.	Sacco and Vanzetti said they lied to the police because they thought they would be victimised by the police because they were foreign and because of their political beliefs.	Forensic experts say that Sacco's pistol matched the pistol that killed the guard.	Parmenter and a security guard had been shot by two armed robbers on the 15 th of April.
The judge was clearly bias reportedly saying 'I want to see the Anarchists hanged'.	In 1961 some new ballistics evidenced emerged suggesting that the murders had been committed by Sacco's gun.	A 14 year old boy was a key witness and said he could 'tell he was a foreigner by the way he ran'.	May 5 th 1920, two Italian labourers were arrested and charged with the murder of Fred Parmenter. Parmenter was the paymaster of a factory in South Braintree, Massachusetts.

The Ku Klux Klan

L.O: To understand why membership of the Klan increased in 1920s

“Strange Fruit”

Lyrics & Music by Abel Meerpool, 1937

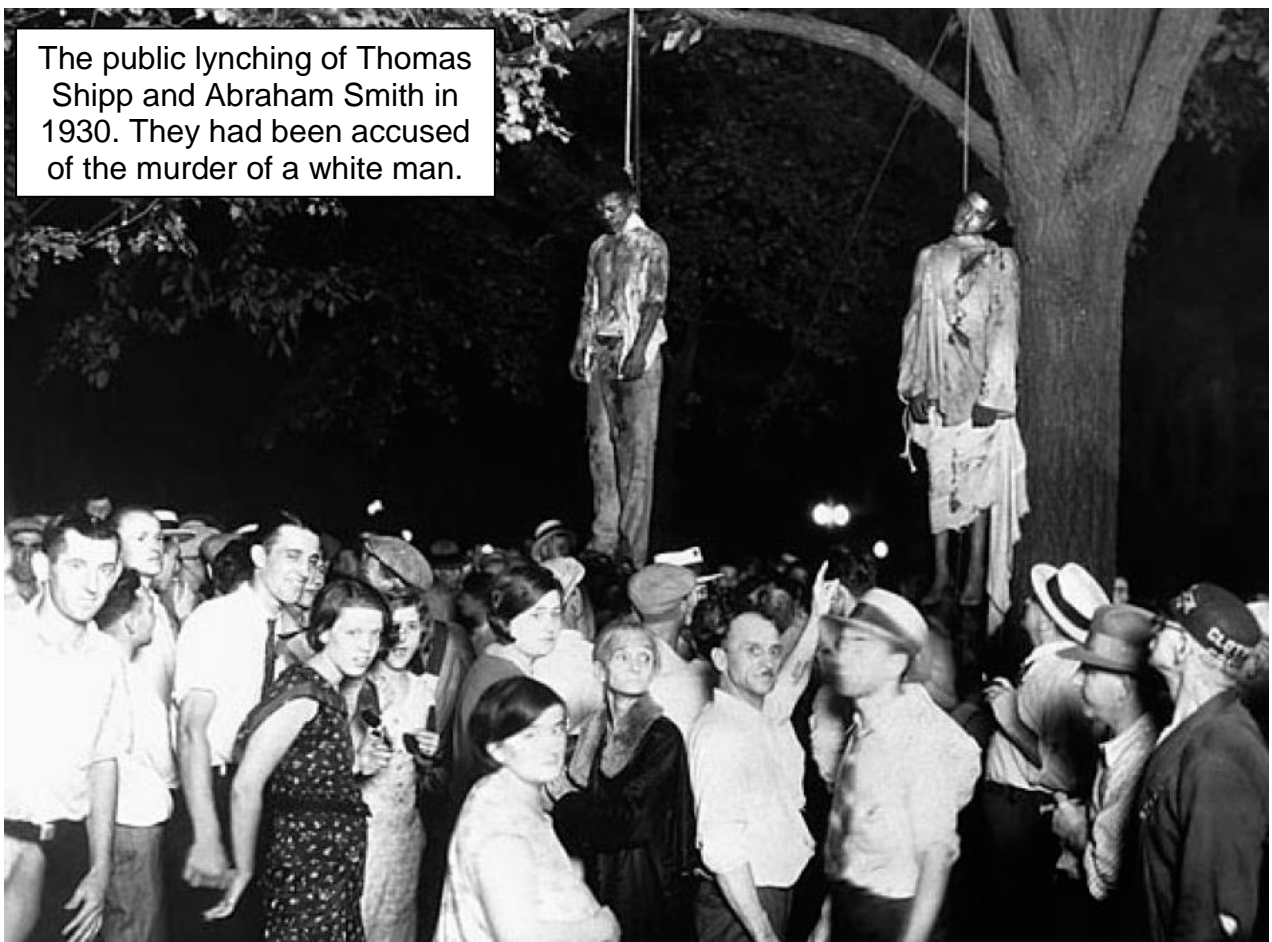
Performed by Billie Holiday

Southern trees bearing a strange fruit
Blood on the leaves and blood at the root
Black bodies swinging in the Southern breeze
Strange fruit hanging from the poplar trees

Pastoral scene of the gallant South
The bulging eyes and the twisted mouth
Scent of magnolia sweet and fresh
Then the sudden smell of burning flesh.

Here is a fruit for the crow to pluck
For the rain to wither, for the wind to suck
For the sun to rot, for the trees to drop
Here is a strange and bitter crop.

- Originally published as a poem in 1937 by Abel Meerpool, aka Lewis Allen, a Jewish schoolteacher from the Bronx, depicts Southern trees bearing “strange fruit.”



2. How did the membership of the Klan develop in the 1920s?

3. What type of people were members of the Klan?

4. How powerful were the Klan in US society?

5. What activities did the Klan get involved with?

OPEN YOUR EXAM BOOKS!

Describe 2 reasons why the KKK gained so many members in the 1920s. [4 marks]

Summarise this topic in 5 bullet points:

- ---

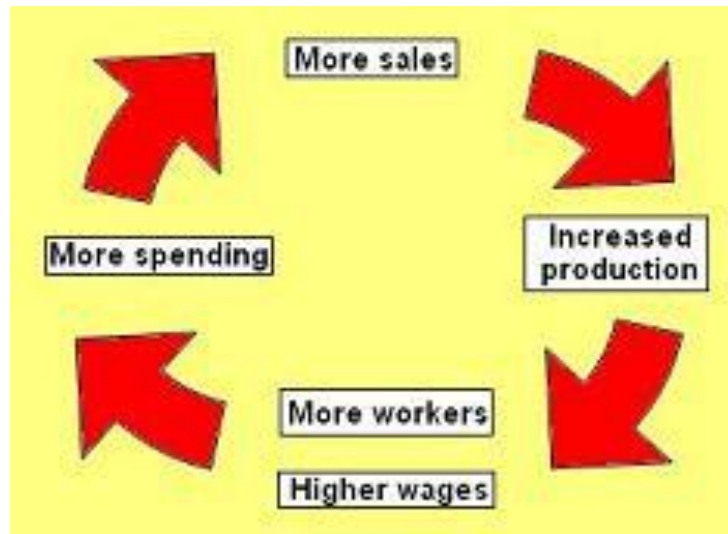
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What was life in the USA like during the depression?



What are the potential problems here?

Why did Wall St crash?



You are going to be split into 5 groups. You need to research your title and prepare a presentation to feed back to the rest of the class next lesson. **Remember, you are responsible for their learning, MAKE IT GOOD.**

Use the space below to make notes on your area, and the other presentations.

1. People in the cities- use sub headings (p. 74-77)

2. Did the depression affect everyone in the cities? (p. 78)

3. People in the countryside (p. 79- 80)

4. The Dust Bowl (p. 81)

5. Migrants (p. 82- 84)

OPEN YOUR EXAM BOOKS!

Which interpretation is more convincing about the impact of the depression? (8 marks)

Interpretation A

“Be surprised to discover that, at first and even at second glance, New York City is much the same as it was in pre-depression days... Wandering about the city looking for disaster, the visitor will very likely find no more than he would have in New York in any other winter.”

Interpretation B

American journalist said

“When I was taken through some of the eighty-seven buildings that make up the plant, I was reminded of the old desert towns left in the wake of the mining rush. There was the same sense of suspended life, as I moved among silent, untended machines or walked through departments where hundreds of half-finished automobile bodies gathered dust...”

Summarise this topic in 5 bullet points:

- ---

- ---

- ---

- ---

- ---

The 1932 Election: Why did Roosevelt Win?



Hoover & the Republicans

Vs.



Roosevelt & the Democrats

There are two main political Parties in America. The Republicans and the Democrats.

Republicans –The Republicans at this time were a more conservative party (favouring tradition). They are **RIGHT WING**.

Democrats - They were more progressive, and looked to move forwards. They are **LEFT WING**.

The Big Picture

The presidential election took place in 1932 against the backdrop of the Great Depression that had ruined the promises of the President Herbert Hoover to bring about a new era of prosperity.

The Democratic nomination went to the governor of New York Franklin D. Roosevelt, who had been re-elected in a landslide in 1930.

Roosevelt blamed Hoover for the Depression and worsening economy. With unemployment above 20% in 1932 alone, Hoover was remiss to defend his record, whilst Roosevelt promised recovery with a **New Deal** for the American people.

Why did Roosevelt win?

There are **4 main reasons** why Roosevelt won the election of 1932 which you are going to find out about:

1. Roosevelt and the **Democrats had positive policies** for dealing with the Depression.
2. **Roosevelt's personality** and the way he conducted his campaign convinced people to vote for him.
3. **Hoover was very unpopular**.
4. **Republican policies** had not been acceptable to the American people.

Republican Presidential Candidate – Herbert Hoover



Hoover's Record as President

Hoover did take actions to deal with the depression, but they were either too little too late or in some cases actually made things worse. For example, under pressure from farmers and manufacturers he agreed to the Hawley-Smoot tariff which placed even higher taxes on imports. Naturally, other nations retaliated by doing the same making it even harder for USA to export its surplus of products. This damaged world trade and helped push the rest of the world into a depression.

The image of Hoover was of being heartless and uncaring. The shanty towns built by the homeless unemployed were named Hoovervilles and the newspapers the poor huddled under for warmth were named 'Hoover blankets'. Any remaining sympathy the people may have had for Hoover was lost during the demonstrations of Bonus marchers in 1932. He called in the army which launched attacks on the marchers' camps, driving the veterans and their families out of the city.

Hoover's campaign

By 1932 Hoover was very unpopular, it seemed clear that his policies were not working. His campaign slogans were "Rugged Individualism" (that American people and businesses must rely on their own efforts to recover from the Depression and not rely on the government for help) and "Recovery is just around the corner." He seemed to believe that the only solution was to wait for the economy to cure itself. Whenever he travelled campaigning he received a hostile reception. Some demonstrators carried placards reading "In Hoover we trusted. Now we are busted."

Democrat Presidential Candidate – Franklin D Roosevelt ("FDR")

Roosevelt's election speech (he was a powerful and effective speaker)

"Millions of our citizens cherish the hope that their old standard of living have not gone forever. Those millions shall not hope in vain. I pledge you, I pledge myself, to a New Deal for the American people. This is more than a political campaign; it is a call to arms. Give me your help, not to win votes alone, but to win this crusade to restore America. I am waging a war against Destruction, Delay, Deceit and Despair."



Roosevelt – personality and campaign

As governor of New York, FDR took action to help the unemployed of his state, using public money on schemes to create jobs. He had sympathy for the problems of ordinary people. The contrast between Hoover and FDR was striking, although it was not clear what FDR would do about the depression, voters knew that he would do something. FDR ran an energetic, optimistic campaign which above all offered hope. At a time when millions were dependent on soup kitchens, his words made them feel that at last someone was on their side. Even the middle classes who were still in work responded well to FDR as they saw in him as the only hope to save the USA from violent revolution.

Use the information on the opposite page to fill in the table below.

	How would it have helped him win the election?	How wouldn't it have helped him win the election?
Hoover's actions/ Speech		
Roosevelt's Campaign/ Speech		

What interpretation of why Roosevelt won the election does this give?

Annotate the source.

Message: What is the interpretation? What is trying to get across?

Details: How do you know this looking at the source details?

Provenance: What do you know about this time period which explain who created the source?



*Franklin D. Roosevelt to Herbert Hoover: **Just leave them Herb. I'll do it all after March 4th.***

Cliff Berryman, Washington Evening Star (1932)

Summarise this topic in 5 bullet points:

- _____

- _____

- _____

- _____

- _____

What was the 'New Deal'?

L.O: To gain an understanding of the 'New Deal' and why it was implemented

The Big Picture

Franklin Delano Roosevelt won the November 1932 Presidential Election with a landslide victory. Out of 48 states, 42 chose FDR as their preferred candidate.

Although now elected, FDR would not be inaugurated until January 1933. Meanwhile Hoover remains as president, albeit without any power, for a further three months.

All the while the financial crisis deepens.

The Hundred Days

In the first hundred days of his presidency, Roosevelt worked round the clock with his advisers (who became known as the 'Brains Trust') to produce an enormous range of sweeping measures.

From his first day, Roosevelt went straight into action. One of the many problems affecting the USA was its loss of confidence in the banks. He immediately tackled this banking crisis.

The day after his inauguration Roosevelt ordered all of the banks to close and to remain closed until government officials had checked them over. A few days later 5000 trustworthy banks were allowed to reopen. They were even supported by government money if necessary. At the same time, Roosevelt's advisers had come up with a set of rules and regulations which would prevent the reckless speculation that had contributed to the Wall Street Crash.

These two measures, the **Emergency Banking Act** and the **Securities Exchange Commission**, gave the American people a taste of what the New Deal was to look like, but there was a lot more to come. One of Roosevelt's advisers at this time said, 'During the whole Hundred Days Congress, people didn't know what was going on, but they knew something was happening, something good for them.' In the Hundred Days, Roosevelt **sent 15 proposals to Congress and all 15 were adopted**. Just as importantly, he took time to explain to the American people what he was doing and why he was doing it.

Every Sunday he would broadcast on radio to the nation. An estimated 60 million Americans tuned in to these '**fireside chats**'. Nowadays, we are used to politicians doing this. At that time it was a new development.

The **Federal Emergency Relief Administration** set about meeting the urgent needs of the poor.

The **Civilian Conservation Corps** (CCC) was aimed at unemployed young men in particular.



Alphabet Agencies

Learning Objectives:

- To know the aims of each Alphabet Agency.
- To judge how successful each one was.

Recap

1. How many new laws did Roosevelt pass in the 100 days?

2. How did he make himself known to the American people?

3. How did he tackle unemployment?

4. What were the agencies he set up called?

5. What did the Americans nickname the new cycle of prosperity?

The Big Picture

In terms of tackling the problems of the Depression, FDR had three aims: Relief, Recovery and Reform. The problems were prioritised in this order.

Relief – help for the poor and unemployed.

Recovery – for farmers and industry.

Reform – improving rules and regulations for banks and industry to avoid another Depression and its consequences.

Review of the 100 days

- Most importantly, it restored confidence in the banking system and stopped investors pulling money out of the banks.
- Banking measures saved 20 per cent of home owners and farmers from repossession.
- Farmers were 50 per cent better off under AAA by 1936.
- TVA brought electrical power to underdeveloped areas.
- Public Works Administration created 600,000 jobs and built landmarks like San Francisco's Golden Gate Bridge.

TASK

Move around the room and collect information on all the Alphabet Agencies.

Complete the table.

Agency	Actions
Federal Emergency Relief Administration (FERA)	
Home Owners Loan Corporation (HOLC)	
Agricultural Adjustment Administration (AAA)	
Tennessee Valley Authority (TVA)	
Farm Credit Administration (FCA)	
Civilian Conservation Corps (CCC)	
Civilian Works Administration (CWA)	
The Public Works Administration (PWA)	
National Recovery Administration (NRA)	

Homework

1. Why was the Second New Deal introduced?

2. What were the similarities to the First New Deal?

3. What were the differences?

4. What do you think the second New Deal was trying to achieve?

5. Complete a spider diagram to give an overview of the two New Deals.

6. Summarise each of the New Deals aims in one sentence.

7. Can you think of 3 reasons why some people opposed the New Deal?

Why was there opposition to the New Deal?

- To know which types of people opposed FDR.
- To understand why there was opposition to the New Deal

The Big Picture

Not everyone was a supporter of Roosevelt and his changes. Some saw his way of governing as dictatorial rather than democratic. Some accused the Alphabet Agencies of being a waste of money. The AAA and the NRA came under particular scrutiny and were eventually disbanded.

Why would Businessmen, Republicans and the Rich have opposed these agencies, and to a wider extent, the New Deal?

Examples of opposition

Father Coughlin

Coughlin was a priest and known as the 'radio priest'. Based in Detroit, he built up an enormous national audience for his broadcasts. At first he supported the New Deal but he became rapidly disillusioned with Roosevelt. Coughlin formed the National Union for Social Justice, which at its peak had over seven million members.

His ideas were often confused, but his key message was that the New Deal was not doing enough for society. To people whose lives had been shattered by the effects of the Depression his simple and extreme ideas had much appeal, although as the years went by it became ever clearer that Coughlin had much in common with European Fascists (like the Nazi Party). For him the New Deal was the 'Jew Deal' and he would preach this to his gullible listeners.

Dr Francis Townsend

Doctor Francis Townsend was another man who had strong opposition to the New Deal and opposed Roosevelt in the 1936 election. Townsend became famous for his 'Townsend Plan'. This was the idea that everyone over the age of 60 should get a pension of \$200 a month provided they spent the money during the month and gave up their jobs. He thought this would provide jobs for young people, create a demand for goods and help the old people who had not been looked after. Many old people liked this idea and 7000 'Townsend Clubs' sprang up across the USA. They also helped pushed the Social Security Act of 1935 which introduced old age pensions.

Senator Huey Long

Huey Long was a Democrat, who denounced the rich and the banks, and created the "Share our Wealth" scheme. This was created in 1934 with the motto "Every Man a King." It proposed new wealth redistribution measures in the form of a net asset tax on corporations and individuals to curb the poverty and homelessness endemic nationwide during the Great Depression. To stimulate the economy, Long advocated federal spending on public works, schools and colleges, and old age pensions.

He began as a supporter of Franklin D. Roosevelt's in the 1932 presidential election but planned his own presidential bid for 1936 in alliance with the influential Catholic priest and radio commentator Charles Coughlin. Long was assassinated in 1935.

OPPOSITION FROM THE SUPREME COURT

The Supreme Court is the highest court of law in the USA. One of its functions is to judge whether laws passed by Congress are consistent with the terms of the American Constitution. If the court finds them unconstitutional, the laws cannot stand. From the start of the New Deal it was clear that Roosevelt would have problems with the court. AS the nine judges were fairly conservative and cautious by nature and in politics, there was always the chance that they would declare against a piece of New Deal legislation.

This eventually happened in 1935 when the court found the National Industrial Recover Act to be unconstitutional. Subsequently, it also found against the Agricultural Adjustment Act. The possibility of the court dismantling the whole New Deal appalled Roosevelt. To him it seemed as if the court was prepared to put legal quibbles before the wishes of the country.

After his re-election in 1936 Roosevelt determined to reform the Supreme Court so that it could no longer block his plans. His ideas to increase the number of judges form nine to fifteen. This was not normally allowed; you needed to wait until one had died or retired. Naturally enough Presidents nominate judges who are sympathetic to their own political views. Roosevelt wanted to appoint six of his own choice!

It was clear to everyone that this would give him control over the court. Even many of his friends were very uneasy about this. In fact the plan was one of Roosevelt's biggest mistakes. Americans believe that one of the ways their constitution protects their freedom is by ensuring that politicians cannot interfere in the work of judges.

Roosevelt's plan to 'pack' the court with his own allies produced a storm of criticism and made him look like a dictator. It was obvious that Congress would never approve this, and eventually he was forced to back down and withdraw his plan.

Even so his actions were not completely pointless. The Supreme Court had been shaken by Roosevelt's actions and was less obstructive in the future. Most of the main measures in Roosevelt's Second New Deal were approved by the Court from 1937 onwards.

Top 10 key words		Top 10 key words	
1		6	
2		7	
3		8	
4		9	
5		10	

- For each paragraph highlight a minimum of 4 and a maximum of 8 key words to demonstrate the opposition from the Supreme Court.
- Next, identify the **10 most important key words** explaining the problems with the Supreme Court.

SCC- *Without using the text write a short summary of the issues Roosevelt had with the Supreme Court*

Source Analysis

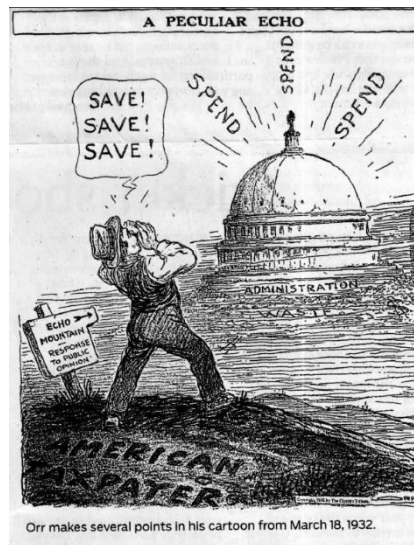
What interpretation of the New Deal does this give and why?

Annotate the source.

Message: What is the interpretation? What is the cartoonist trying to get across?

Details: How do you know this looking at the source details?

OK: What do you know about opposition to the New Deal which explain who created the source? Explain using your own knowledge.



Orr makes several points in his cartoon from March 18, 1932.

Summarise this topic in 5 bullet points:

- _____

- _____

- _____

- _____

- _____

How successful was Roosevelt and the New Deal?

L.O: To assess the impact the New Deal had on its intended key groups



What does this source suggest about America in 1937?
SCC- What links can you see to 1920s?

TASK

Use pages 64-65 to make notes on the following:

- Poverty

- Workers

- Women

- Farmers

- African-Americans

- Native Americans

SCC- give each group a mark out of 10 for how well the New Deal dealt with the issue.

OPEN YOUR EXAM BOOKS!

'Franklin D. Roosevelt was good for America in the 1930s' How far do you agree with this statement? Explain your answer. (16 marks +4 SpAG)

(Page 123)

P1. Agree

P2. Disagree

P3. Conclusion

Summarise this topic in 5 bullet points:

- ---

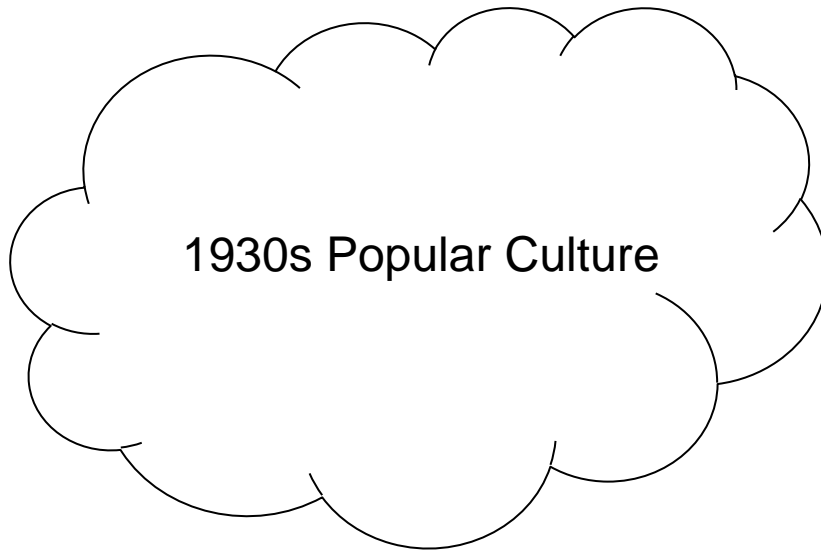
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How did popular culture develop in 1930s?



What was the impact of the Second World War on the US economy?

L.O: To understand the reasons why the second world war led to economic recovery for the USA

The Big Picture

- Despite all the efforts of Roosevelt, the New Deal was unable to bring about complete economic recovery to the USA.
- When war broke out in Europe in 1939 the USA was not involved. And most Americans wanted to keep it that way.
- However, FDR was worried by the rising power of Germany and Japan and, for political reasons, was determined to support Britain.
- When Germany betrayed the USSR and attacked Russia, FDR also supported Stalin against the Japanese and the Nazis.
- This support, followed by the US entry into the war in 1941, boosted America's economy.

American economy and industry in WWII

- Despite all the warnings of war, the United States wasn't completely prepared when World War II broke out. The Depression had rubbed out many of the country's machine and tool industries, the military was woefully under-supplied, and many soldiers found themselves drilling with toy guns and wooden tanks.
- In a way, however, the Depression was a good preparation for what was to come: Americans had learned to scrimp and persevere. And having been pushed into a fight, they were eager to oblige.
- Gearing up of the industry needed to wage a global war on two fronts was handicapped by a lack of manpower. More than 15 million Americans eventually served in the military. Training and supplying them was a staggering challenge.
- It took more than 6,000 people to provide food, equipment, medical services, and transportation to 8,000 soldiers. In addition, many raw materials, such as rubber, manila fiber, and oil, were in short supply. And to top it off, President Franklin Delano Roosevelt (FDR) was a great leader, but not a great administrator.
- Nevertheless, Americans rose to the occasion. When FDR called for the production of 50,000 planes in a year, it was thought to be ridiculous. By 1944, the country was producing 96,000 a year. Technology blossomed.
- When metals became scarce, plastics were developed to take their place. Copper was taken out of pennies and replaced with steel; nickel was removed from nickels. War-inspired pragmatism even affected fashions: To save material, men's suits lost their pant cuffs and vests, and women painted their legs to take the place of nylons.

- Other sacrifices were made as well. Gasoline and tires were rationed, as were coffee, sugar, canned goods, butter, and shoes. But the war proved to be more of an economic inconvenience than a real trial for most people.
- Of course, all that military hardware had a hefty price tag. The federal government spent about \$350 billion during World War II — or twice as much as it had spent *in total* for the entire history of the U.S. government up to that point. About 40 percent of that came from taxes; the rest came through government borrowing, much of that through the sale of bonds.
- All that money had to go someplace. A lot of it went to the West, especially California, where 10 percent of all the federal war spending took place. But the American economy rose just about everywhere else too. The civilian workforce grew 20 percent. The *Gross National Product* (the total of goods and services produced) more than doubled between 1939 and 1945. Wages and corporate profits went up, as did prices.
- In October 1942, Congress gave the president the power to freeze agricultural prices, wages, salaries, and rents. The Roosevelt Administration created the Office of Price Administration (OPA) to oversee prices and wages. But the OPA proved generally ineffective, and the economy mostly ran itself.

How did WW2 affect women & black Americans?

Women

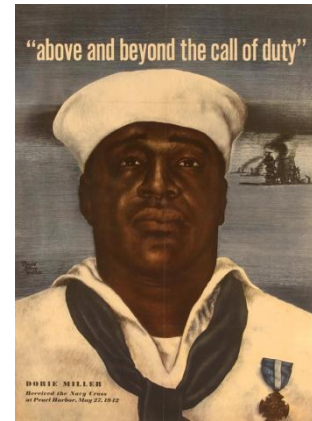
- With millions of men conscripted into wartime service and the economy now working at full stretch, women were needed to fill the gaps, especially in the weapons industry.
- The “Rosie the Riveter” poster (right) (and the song!) symbolised the opportunity for women to do “mens’ jobs”, to gain financial independence and to prove to men and to themselves they could do it.
- Nearly 19 million women held jobs during WW2. Most were already in lower paid “womens’ work” and traded up to better paid “mens’ work”, or were returning to work having lost their jobs in the 1930s Depression.
- Employers and government propaganda urged women to return to “womens’ work” after the war was won. However this was a major step towards changing attitudes and new opportunities for women, particularly in the 1960s and 70s.



Black Americans

- Opportunities for black Americans in uniform. Over 1 million served in Army & Navy, including in combat roles and winning medals for bravery. Proved themselves heroes.

- But - armed services were still segregated – black servicemen were in separate black only units.
- However - black servicemen experienced non-segregated societies in Europe and often became more critical of segregation back in America.
- There was an obvious irony of the USA fighting for freedom against racist dictators with a segregated army.
- Booming defence industries in northern cities and California saw a new wave of black Americans migrating from the Deep South to Chicago, Detroit and also Los Angeles, etc.
- In 1941 FDR set up the **Fair Employment Practice Committee (FEPC)** to help black Americans and other minorities obtain jobs in the defence and weapons industries. This had some success in opening up well-paid jobs in the defence industry to more black Americans, particularly in aircraft production, shipbuilding and in auto plants converting to military production. The proportion of black Americans in the defence industry did not decline after 1945, suggesting that long term progress was made.
- However less progress was made in the Deep South where segregation remained and the impact of FEPC was least.
- The **Congress of Racial Equality (CORE)** was founded in Chicago in 1942 by an interracial group of university students. They began protests against segregation in public facilities by organising sit-ins. CORE pioneered the strategy of non-violent direct action (inspired by Gandhi in India) that would become famous in the 1950s and 60s.



OPEN YOUR EXAM BOOKS!

In what ways was the US economy affected by the Second World War? Explain your answer. [8]

Summarise this topic in 5 bullet points:

- _____
- _____
- _____
- _____
- _____

OPEN YOUR EXAM BOOKS!

How does Interpretation A differ from Interpretation B about the American Dream?

Interpretation A

Our workforce and our entire economy are strongest when we embrace diversity to its fullest, and that means opening doors of opportunity to everyone and recognizing that the American Dream excludes no one.

Interpretation B

▼ **C** Statistics from the US Department of Commerce, 1959

People living in poverty		
Racial group	Millions	% of population
All groups	39.5	22
White Americans	28.5	18
African-Americans	11.0	56

A new President.

In 1952, Eisenhower became the new president.

He was a Republican who brought lots of businessmen into the government to keep the economy booming.

They succeeded and throughout Eisenhower's Presidency, living conditions of millions of Americans kept improving and wages kept rising.

Film: Mudbound

Summarise this topic in 5 bullet points:

- _____

- _____

- _____

- _____

- _____

How did the Civil Rights Movement begin?

L.O: To understand the link between WWI and the Civil Rights Movement

Civil Rights -

Personal rights guaranteed and protected by law

The Big Picture

The Second World War stimulated increased expectations of changes in attitudes towards African Americans.

At home, 2 million African Americans worked in factories producing war materials and over 1 million African-American soldiers joined or were conscripted into the US Army. They worked alongside white Americans, even if in a subordinate role. A sizeable proportion were stationed in Britain between 1943-44 and were shocked to find that there was no segregation there.

It was to be expected that, having fought against a racist Nazi Germany, questions would be asked after the war about the racial inequality at home.

African Americans in the 1950s

- The US Constitution was supposed to guarantee that all people were treated equally. However, for African Americans this was clearly not the case.
- Seventeen states enforced the 'Jim Crow' laws – segregation.
- African Americans officially had the right to vote but were prevented from registering by violence and lynching's.
- Law officers did not prevent these attacks but even took part in them.
- White juries almost always acquitted whites accused of killing African Americans.
- African Americans were paid less for doing the same jobs as their white counterparts.
- The best universities were closed to black people.

TASK

Read through the information sheets and answer the following for each of them:

How significant was this group in the Civil Rights Campaign?

Congress of Racial Equality

The Congress of Racial Equality (CORE) was founded in 1942 as the Committee of Racial Equality by an interracial group of students in Chicago-Bernice Fisher, James R. Robinson, James L. Farmer, Jr., Joe Guinn, George Houser, and Homer Jack.. Many of these students were members of the Chicago branch of the Fellowship of Reconciliation (FOR), a pacifist organization seeking to change racist attitudes. The founders of CORE were deeply influenced by Mahatma Gandhi's teachings of nonviolent resistance.

CORE started as a nonhierarchical, decentralized organization funded entirely by the voluntary contributions of its members. The organization was initially co-led by white University of Chicago student George Houser and black student James Farmer. In 1942, CORE began protests against segregation in public accommodations by organizing sit-ins. It was also in 1942 that CORE expanded nationally. James Farmer travelled the country with Bayard Rustin, a field secretary with FOR, and recruited activists at FOR meetings. CORE's early growth consisted almost entirely of white middle-class college students from the Midwest. CORE pioneered the strategy of nonviolent direct action, especially the tactics of sit-ins, jail-ins, and freedom rides.

From the beginning of its expansion, CORE experienced tension between local control and national leadership. The earliest affiliated chapters retained control of their own activities and funds. With a nonhierarchical system as the model of leadership, a national leadership over local chapters seemed contradictory to CORE's principles. Some early chapters were dominated by pacifists and focused on educational activities. Other chapters emphasized direct action protests, such as sit-ins. This tension persisted throughout CORE's early existence.

Through sit-ins and picket lines, CORE had success in integrating northern public facilities in the 1940s. With these successes it was decided that, to have a national impact, it was necessary to strengthen the national organization. James Farmer became the first National Director of CORE in 1953.

In April of 1947 CORE sent eight white and eight black men into the upper South to test a Supreme Court ruling that declared segregation in interstate travel unconstitutional. CORE gained national attention for this Journey of Reconciliation when four of the riders were arrested in Chapel Hill, North Carolina and three, including Bayard Rustin, were forced to work on a chain gang.

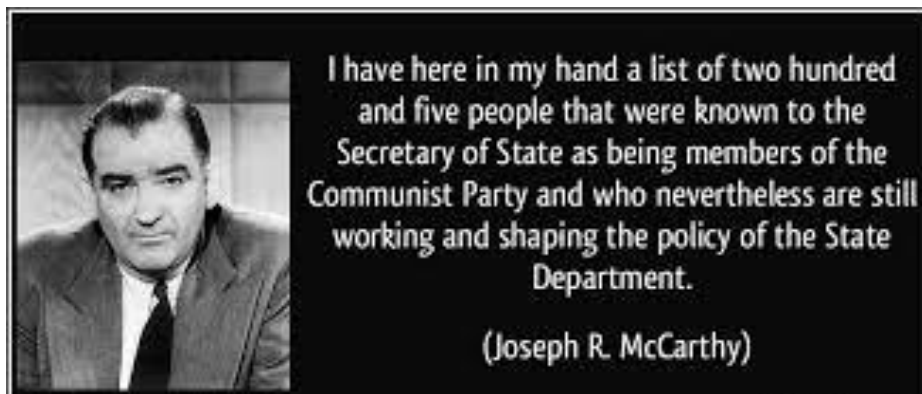
In the aftermath of the 1954 Brown v. Board of Education decision, CORE was revived from several years of stagnation and decline. CORE provided the 1955 Montgomery Bus Boycott with its philosophical commitment to nonviolent direct action. As the Civil Rights Movement took hold, CORE focused its energy in the South.

CORE's move into the South forced the leadership to address the question of the organization's place within the black community. Though whites still remained prominent, black leaders were sought out for high profile positions. CORE remained committed to interracialism but no longer required that new chapters have an interracial membership, largely expecting little white support in the South. While middle-class college students predominated in the early years of the organization, increasingly the membership was made up of poorer and less educated African Americans.

CORE provided guidance for action in the aftermath of the 1960 sit-in of four college students at a Greensboro, North Carolina lunch counter, and subsequently

McCarthyism

L.O: To discover why there was such a fear of communism during the Cold War



The big picture

Hand in hand with the 'American Dream' was the notion that the American values of democracy and personal freedoms were under threat and must be protected.

After the First World War American society had developed a fear of Communism spreading from Russia – THE RED SCARE. After the Second World War these fears were heightened as Russia's control of eastern Europe was consolidated. In 1949 China also became communist, increasing the US fear of Communism spreading throughout the world.

These fears turned inwards, as Americans began to suspect anyone who did not display the so-called American virtues of patriotism, freedom and enterprise, of being Communist sympathisers.

Senator Joe McCarthy started a campaign against possible Communists using half-truths, rumours, smears and lies. In essence, this was a witch hunt.

AMERICANS
DON'T PATRONIZE REDS!!!!

—•—

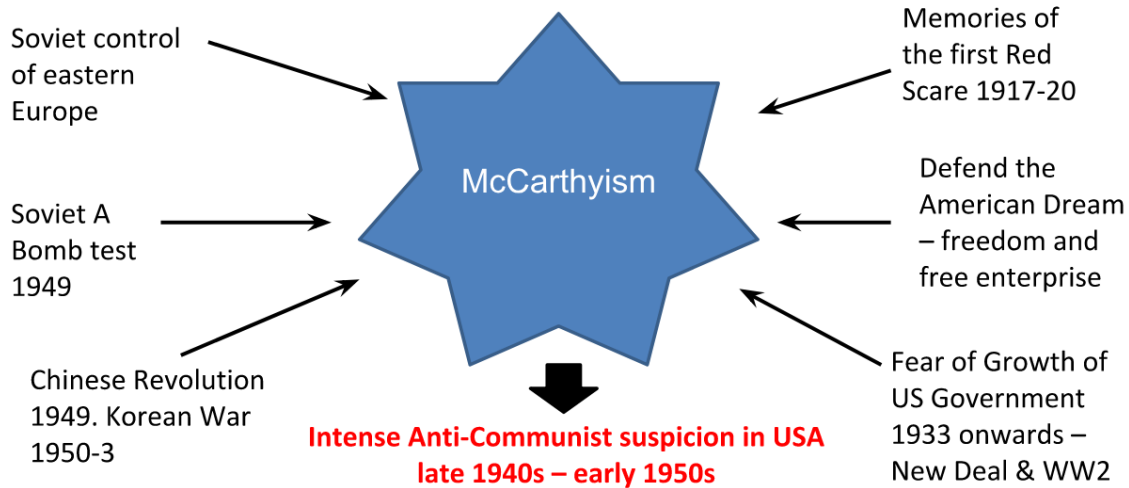
YOU CAN DRIVE THE REDS OUT OF TELEVISION, RADIO AND HOLLYWOOD

THIS TRACT WILL TELL YOU HOW.

WHY WE MUST DRIVE THEM OUT:

1) The REDS have made our Screen, Radio and TV Moscow's most effective Fifth Column in America . . .
2) The REDS of Hollywood and Broadway have always been the chief financial support of Communist propaganda in America . . . 3) OUR OWN FILMS, made by RED Producers, Directors, Writers and STARS, are being used by Moscow in ASIA, Africa, the Balkans and throughout Europe to create hatred of America . . . 4) RIGHT NOW films are being made to craftily glorify MARXISM, UNESCO and ONE-WORLDISM . . . and via your TV Set they are being piped into your Living Room—and are poisoning the minds of your children under your very eyes !!!

So REMEMBER — If you patronize a Film made by RED Producers, Writers, Stars and STUDIOS you are aiding and abetting COMMUNISM . . . every time you permit REDS to come into your Living Room VIA YOUR TV SET you are helping MOSCOW and the INTERNATIONALISTS to destroy America !!!



Victims of McCarthyism

McCarthy's Tactics

- Public accusations of links to the Communist Party without supporting evidence.
- "Guilt by association." Any loose links were enough.
- Speaking out to criticise McCarthy? You must be a commie too!



McCarthyism's Victims

- Perhaps 10,000 lost their jobs in government, Hollywood and elsewhere.
- The Hollywood Blacklist banned hundreds accused of left wing sympathies (eg Charlie Chaplin)

What was wrong with McCarthyism?



Journalist
Edward
Murrow
1954

"We must not confuse dissent with disloyalty. We must remember always that accusation is not proof and that conviction depends upon evidence and due process of law. We will not walk in fear, one of another."



Ex-President
Harry
Truman 1954

"It is the corruption of truth, the abandonment of the due process law. It is the use of the big lie and the unfounded accusation against any citizen in the name of Americanism or security."

In your own words, what was wrong with McCarthyism?

1954

- Campaign against Senator McCarthy by the journalist Edward Murrow.
- McCarthy's televised hearings made the American public dislike his methods.
- The Senate voted to "condemn" McCarthy's methods.



McCarthyism was discredited.



Summarise this topic in 5 bullet points:

- ---

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The Development of the Civil Rights Campaign

L.O: To examine 4 different developments in Civil Rights and judge their significance.

Events in the 1950s

During the 1950s a series of events happened that helped the Civil Rights Movement to gain support.

- Brown Vs Board of Education- 1954
- The murder of Emmett Till - 1955
- The Montgomery Bus Boycott- 1955
- Little Rock, Arkansas- 1957

TASK

1. Each table has a different event to focus on and learn.
2. One person from each table is going to stay and be the teacher. The other people will go to one other table and gather information.
3. You will then have time to feed back to your group.

Everyone must have a completed table by the end.

Which is the most significant?

Summarise this topic in 5 bullet points:

- ---

- ---

- ---

- ---

- ---

Significance? What was the impact?

Summarise.
3 bullet points max

Event – Name
and date

MLK and Malcolm X

LO: to assess the significance of key figures in the Civil Rights Movement.

The big picture

There is no doubt that the Black Power Movement brought to national attention the disillusionment of many African Americans.

Equally Martin Luther King's involvement helped to transform the movement from a Southern sideshow to a national movement.

By the end of the 1960s it is fair to say that the Civil Rights Movement had gained a lot, at least in law, if not in practice. But whose campaign is more responsible?

Explain the significance of Martin Luther King

Immediate impact?

Long term impact?

Widespread impact (geographically)?

Amount of support (and what type of people)?

Changed the way people think?

/Malcolm X

Immediate impact?

Long term impact?

Widespread impact (geographically)?

Amount of support (and what type of people)?

Changed the way people think?

What was the more important reason why the Civil Rights Movement made progress in 1960s? The policies and activities of Martin Luther King or the policies and activities of the Black Power movement. [12]

MLK	Black Power

Martin Luther King, Jr., (January 15, 1929-April 4, 1968) was born Michael Luther King, Jr., but later had his name changed to Martin. He attended **segregated** public schools in Georgia, graduating from high school at the age of fifteen; he received the B. A. degree in 1948 from Morehouse College, a distinguished Negro institution of Atlanta from which both his father and grandfather had graduated. After three years of theological study at Crozer Theological Seminary in Pennsylvania where he was elected president of a predominantly white senior class, he was awarded the B.D. in 1951. With a fellowship won at Crozer, he enrolled in graduate studies at Boston University, completing his residence for the doctorate in 1953 and receiving the degree in 1955. In Boston he met and married Coretta Scott. Two sons and two daughters were born into the family.

In 1954, Martin Luther King became pastor of the Dexter Avenue Baptist Church in Montgomery, Alabama. Always a strong worker for civil rights for members of his race, King was, by this time, a member of the executive committee of the National Association for the Advancement of Coloured People, the leading organization of its kind in the nation. He was ready, then, early in December, 1955, to accept the leadership of the first great Negro nonviolent demonstration of contemporary times in the United States, the bus boycott. The boycott lasted 382 days. On December 21, 1956, after the Supreme Court of the United States had declared unconstitutional the laws requiring segregation on buses, Negroes and whites rode the buses as equals. During these days of boycott, King was arrested, his home was bombed, he was subjected to personal abuse, but at the same time he emerged as a Negro leader of the first rank.

In 1957 he was elected president of the Southern Christian Leadership Conference, an organization formed to provide new leadership for the civil rights movement. The ideals for this organization he took from Christianity; its operational techniques from Gandhi. In the eleven-year period between 1957 and 1968, King travelled over six million miles and spoke over twenty-five hundred times, appearing wherever there was injustice, protest, and action; and meanwhile he wrote five books as well as numerous articles. In these years, he led a massive protest in Birmingham, Alabama, that caught the attention of the entire world, providing what he called a coalition of conscience. and inspiring his "Letter from a Birmingham Jail", a manifesto of the Negro revolution; he planned the drives in Alabama for the registration of Negroes as voters; he directed the peaceful march on Washington, D.C., of 250,000 people to whom he delivered his address, "I Have a Dream", he conferred with President John F. Kennedy and campaigned for President Lyndon B. Johnson; he was arrested upwards of twenty times and assaulted at least four times; he was awarded five honorary degrees; was named Man of the Year by *Time* magazine in 1963; and became not only the symbolic leader of American blacks but also a world figure.

At the age of thirty-five, Martin Luther King, Jr., was the youngest man to have received the Nobel Peace Prize. When notified of his selection, he announced that he would turn over the prize money of \$54,123 to the furtherance of the civil rights movement.

On the evening of April 4, 1968, while standing on the balcony of his motel room in Memphis, Tennessee, where he was to lead a protest march in sympathy with striking garbage workers of that city, he was assassinated.

Malcolm Little, the son of an African American Baptist preacher, Earl Little, was born in Omaha, Nebraska, on 19th May, 1925. Malcolm's mother, Louise Little, was born in the West Indies. Her mother was black but her father was a white man.

Malcolm moved to Boston to live with his sister. He worked as a waiter in Harlem and after becoming addicted to cocaine, turned to crime. In 1946 he was convicted of burglary and sentenced to ten years imprisonment. While in prison he was converted to the Black Muslim faith and the teachings of Elijah Muhammad: "The teachings of Mr. Muhammad stressed how history had been whitened - when white men had written history books, the black man simply had been left out. Mr. Muhammad couldn't have said anything that would have struck me much harder. I had never forgotten how when my class, me and all those whites, had studied seventh-grade United States history back in Mason, the history of the Negro had been covered in one paragraph. This is one reason why Mr. Muhammad teachings spread so swiftly all over the United States, among all Negroes, whether or not they became followers of Mr. Muhammad. The teachings ring true - to every Negro. You can hardly show me a black adult in America - or a white one, for that matter - who knows from the history books anything like the truth about the black man's role."

After his release from prison in 1952 he moved to Chicago where he met Elijah Muhammad, leader of the Nation of Islam sect. He changed his name to X, a custom among Muhammad's followers who considered their family names to have originated with white slaveholders. Malcolm soon became a leading figure in the movement. He went on several speaking tours and helped establish several new mosques. He was eventually assigned to be minister of the mosque in New York's Harlem area. Founder and editor of Muhammad Speaks, Malcolm **rejected integration** and racial equality and instead advocated black power.

Malcolm was suspended from the movement by Elijah Muhammad after he made a series of extremist speeches. This included his comments that the assassination of John F. Kennedy was a "case of chickens coming home to roost".

In March 1964 Malcolm left the Nation of Islam and established his own religious organization, the Organization of Afro-American Unity. After a pilgrimage to Mecca, Malcolm rejected his former separatist beliefs and advocated world brotherhood. Malcolm now blamed racism on Western culture and urged African Americans to join with sympathetic whites to bring to an end.

Malcolm X argued: "The American black man should be focusing his every effort toward building his own businesses, and decent homes for himself. As other ethnic groups have done, let the black people, wherever possible, patronize their own kind, and start in those ways to build up the black race's ability to do for itself. That's the only way the American black man is ever going to get respect. One thing the white man never can give the black man is self-respect! The black man never can be become independent and recognized as a human being who is truly equal with other human beings until he has what they have, and until he is doing for himself what others are doing for themselves. The black man in the ghettos, for instance, has to start self-correcting his own material, moral and spiritual defects and evils. The black man needs to start his own program to get rid of drunkenness, drug addiction, prostitution. The black man in America has to lift up his own sense of values."

Malcolm X was shot dead at a party meeting in Harlem on 21st February, 1965. Three Black Muslims were later convicted of the murder. *The Autobiography of Malcolm X*, based on interviews he had given to the journalist, Alex Haley, was published in 1965.

How far was a 'Great Society' created in the 1960s?

LO1: To compare the achievements of the social reforms of JFK and LBJ.

LO2: To judge how far they succeeded.

The big picture

- After 8 years of Republican government under Eisenhower, in 1961 John Fitzgerald Kennedy was elected as a young Democrat promising changes in society. Even though his presidency was dominated by foreign affairs, he did initiate many domestic reforms.
- After Kennedy's shock assassination in November 1963, Lyndon B. Johnson took over and was re-elected in his own right in 1964. Although Johnson lacked Kennedy's charm, it was during his presidency that some of Kennedy's planned changes came into effect.

JFK's 'New Frontier' Speech

Here at home, the changing face of the future is equally revolutionary. The New Deal and the Fair Deal were bold measures for their generations--but this is a new generation.

A technological revolution on the farm has led to an output explosion--but we have not yet learned to harness that explosion usefully, while protecting our farmers' right to full parity income.

An urban population explosion has overcrowded our schools, cluttered up our suburbs, and increased the squalor of our slums.

A peaceful revolution for human rights--demanding an end to racial discrimination in all parts of our community life--has strained at the leashes imposed by timid executive leadership.

A medical revolution has extended the life of our elder citizens without providing the dignity and security those later years deserve. And a revolution of automation finds machines replacing men in the mines and mills of America, without replacing their incomes or their training or their needs to pay the family doctor, grocer and landlord.

There has also been a change--a slippage--in our intellectual and moral strength.

Seven lean years of drought and famine have withered a field of ideas. Blight has descended on our regulatory agencies--and a dry rot, beginning in Washington, is seeping into every corner of America--in the payola mentality, the expense account way of life, the confusion between what is legal and what is right. Too many Americans have lost their way, their will and their sense of historic purpose.

It is a time, in short, for a new generation of leadership--new men to cope with new problems and new opportunities.

All over the world, particularly in the newer nations, young men are coming to power--men who are not bound by the traditions of the past--men who are not blinded by the old fears and hates and rivalries-- young men who can cast off the old slogans and delusions and suspicions. But I believe the times demand new invention, innovation, imagination, decision. I am asking each of you to be pioneers on that New Frontier. My call is to the young in heart, regardless of age--to all who respond to the Scriptural call: "Be strong and of a good courage; be not afraid, neither be thou dismayed."

For courage--not complacency--is our need today--leadership--not salesmanship.

And the only valid test of leadership is the ability to lead, and lead vigorously. A tired nation, said David Lloyd George, is a Tory nation--and the United States today cannot afford to be either tired or Tory.

How far was a "Great Society" created in the 1960s?

Kennedy's charismatic speaking and his youthful image impressed Americans. His tragic assassination in 1963 strengthened his status as an American hero.

Kennedy declared his support for civil rights. He stood up to southern governors and tried to make them protect the Freedom Riders. In 1962 he sent 23,000 soldiers to ensure that just one student, James Meredith, could attend Mississippi University without being hounded out by racists.

Johnson's great experience in Congress and contacts with southern senators helped him get his way with Congress where Kennedy had struggled.

Johnson's Medical Care Act 1965 provided free medical care for the elderly and for low-income families. This was the great US healthcare reform of the century.

Kennedy did not succeed in passing a Civil Rights Act through Congress. Black campaigners were frustrated at the slow pace of reform while southern states said he was moving too quickly.

Johnson persuaded Congress in 1965 to give him full powers to fight the spread of communism in the Vietnam War. Johnson escalated US involvement to ½m US soldiers who became bogged down in an "unwinnable" war with mounting casualties. Protestors chanted "Hey, hey, LBJ! How many kids did you kill today?"

Johnson's Civil Rights Act 1964 made racial segregation illegal in all public facilities. Johnson extended this with the Voting Rights Act 1965 and the Civil Rights Act 1968

Kennedy boosted defence spending and new technology and the economy boomed, but there was much inequality and poverty, especially in the black ghettos. Kennedy's social reforms such as higher minimum wages and slum clearances did little to change that inequality.

Very unpopular because of the Vietnam War, Johnson chose not to stand for re-election in 1968. The Republicans won by a landslide.

The spiralling cost of the Vietnam War caused economic problems – unemployment and inflation (price rises). Spending on Great Society schemes had to be cut.

Johnson tried to help the inner cities with job creation schemes, slum clearance and improvements for education.

JFK's "New Frontier"



LBJ's "Great Society"



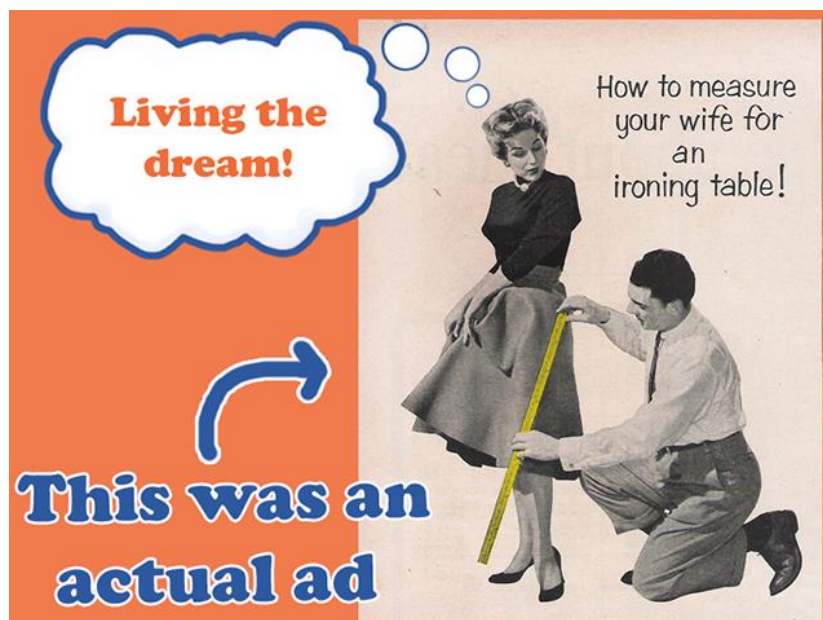
How did the feminist movement develop after WWII?

LO: To gain an overview of the campaign for equal rights for women in America.

The big picture

- During the war women entered the workforce for the first time doing the most difficult and technical jobs such as welding airplane wings or making fuses. 60% of factory managers in American said that women were the best workers. In addition, 200000 joined the Women's Army Corps, or the navy's Women Accepted for Volunteer Emergency Services.
- 50% of married women were in employment during the war but many men held prejudices against women working in well-paid jobs.
- Also, returning soldiers often expected life to be as it had been and expected their wives to return to their domestic lives again once the war was over. Women, having experienced independence and job satisfaction, were understandably frustrated by their traditional roles as wives and mothers.

1950s stereotypes



Feminist protest against the 1968 Miss America Competition for “objectifying” women



How did the campaign develop?

- Mix and match the name of the event or group with the correct definition

Publication of the 'Feminine Mystique' by Betty Friedan, 1963	This Supreme Court decision made abortion legal. Abortion was declared to a fundamental right under the US Constitution but with limitations after the first trimester. This overturned the laws of individual states that had outlawed abortion or severely limited its use.
Equal Pay Act 1963	A group of women including Betty Friedan set up NOW. It adopted a Bill of Rights.
The National Organisation for Women, 1966	This established the principle of equal pay for women doing the same job as men but there were many exceptions.
Supreme Court Ruling on Equal Rights, 1972	The symbolic starting point of the feminist movement. She argued that for middle-class women the home had become a concentration camp and that most women wanted to break out of this limited environment.
Opposition to the Equal Rights Amendment, 1972	The Supreme Court ruled that contraception should be legally available to unmarried couples on the same terms as married couples.
Roe v Wade, 1973	Not all women agreed that the US Constitution should be amended to give equal rights to women. Not all were pro-abortionist or in favour of measures that seemed to encourage premarital sex. Many women were happy with their status in society, especially if they enjoyed comfortable lifestyles. Many working class women were not interested in feminism as such – just tangible parts like equal pay. Many religious groups including men and women used the Bible to justify male domination in the home and elsewhere.

Would the equal rights amendment be passed?



Equal Rights Amendment – to give women equal rights in the American Constitution.

- Passed by Congress in 1972
- Needed to be Ratified by $\frac{3}{4}$ of states by 1979 (deadline later extended to 1982 by Congress)

Who opposed ERA?

- Phyllis Schlafly led conservatives who wanted to preserve traditional gender roles.
- Would ERA lead to women being conscripted to fight in the army?



Anti-Women's' Lib demonstrator Harry Britton.

Here are some excellent books, films, TV shows and plays to help bring this period of history to life. There are thousands of things you can watch, read or listen to that will help you to improve your understanding of events and cultural attitudes during half a century of significant change in America. Underlined texts are particular favourites!

Fiction

The Great Gatsby by F. Scott Fitzgerald; A Fine Imitation by Amber Brock; Of Mice and Men, The Grapes of Wrath, The Winter of our Discontent by John Steinbeck; The Amazing Adventures of Kavalier & Clay by Michael Chabon; To Kill A Mockingbird by Harper Lee; Gone With the Wind by Margaret Mitchell; The Color Purple by Alice Walker; Fried Green Tomatoes at the Whistle Stop Cafe by Fannie Flagg; A Boy at War by Harry Mazer; Slaughterhouse Five by Kurt Vonnegut; Catch 22 by Joseph Heller; Revolutionary Road by Richard Yates; The Invisible Man by Ralph Ellison; The LA Quartet (The Black Daliah, Big Nowhere, LA Confidential, White Jazz) by James Ellroy; On The Road by Jack Kerouac; Breakfast at Tiffany's, In Cold Blood by Truman Capote; One Crazy Summer by Rita Williams-Garcia; The Help by Kathryn Stockett; 11/22/63 by Stephen King; Freshwater Road by Denise Nicholas; The Watsons go to Birmingham by Christopher Paul Curtis; The Bell Jar by Sylvia Plath; Matterhorn by Karl Marlantes; Stoner by John Williams; The Godfather by Mario Puzo.

Non-fiction

Anything Goes by Lucy Moore; New World Coming: The 1920s and the Making of Modern America by Nathan Miller; The Man Who Walked Backward by Ben Montgomery; Hard Times by Studs Terkel; Freedom From Fear by David Kennedy; Five Families by Selwyn Rabb; One Summer: America 1927 by Bill Bryson; Band of Brothers by Stephen Ambrose; Day of Infamy by Walter Lord; Harlem at War by Nathan Brandt; King: A Critical Biography by David Lewis; Carry Me Home by Diane McWhorter; Bearing The Cross by David Garrow; A Testament of Hope: The Essential Writings and Speeches by Martin Luther King and James Washington; One Minute to Midnight by Michael Dobbs; The Feminine Mystique by Betty Friedan; The Autobiography of Malcolm X by Malcolm X; I Know Why The Caged Bird Sings by Maya Angelou; Welcome to Mars by Ken Hollings; Fear and Loathing on the Campaign Trail '72 by Hunter S Thompson.

Television

Boardwalk Empire; The Waltons; Prohibition, The Dust Bowl, The Roosevelts, The War, Jackie Robinson, Vietnam - Ken Burns documentary series; Band of Brothers, The Pacific - WW2 series; I Love Lucy; Mad Men; Happy Days; M*A*S*H; The Brady Bunch.

Film

The Roaring Twenties; White Heat; Angels With Dirty Faces; King Kong; Some Like it Hot; Bugsy Malone; Fantastic Beasts and Where to Find Them; The Godfather Part 1 and Part 2; Once Upon a Time in America; Lawless; The Untouchables; The Wizard of Oz ; It's A Wonderful Life; Mr Smith Goes To Washington; Mudbound; Casablanca; Citizen Kane; Big Fish; Fury; Dr Strangelove; The Hustler; Stand By Me; The Aviator; Catch Me If You Can; The Green Book; Rebel Without A Cause; Back To The Future; Dreamgirls; Grease; Inside Llewyn Davis; Ray; Forrest Gump; Hidden Figures; The Long Walk Home; Selma; Mississippi Burning; JFK.

Plays

The Crucible, A View from the Bridge, Death of a Salesman by Arthur Miller; A Raisin in the Sun by Lorraine Hansberry; Cat on a Hot Tin Roof, A Streetcar Named Desire by Tennessee Williams; Clybourne Park by Bruce Norris; Fences by August Wilson.

