

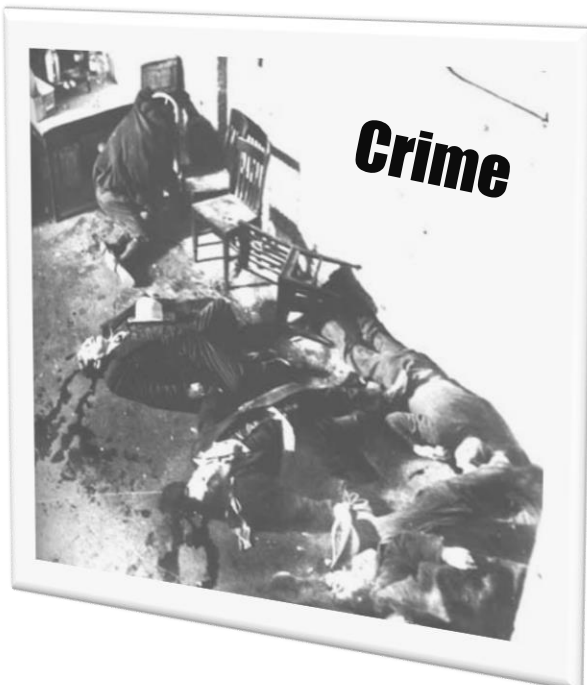


**UNIT 2: THE USA, A NATION OF  
CONTRASTS, 1910-1929**

**BOOKLET I:  
What were the main political &  
social challenges facing America?**

Enw (name):

Athro/Athrowes (teacher):





**KEY QUESTION: Why did IMMIGRATION become such a major issue in American society?**

**Aim:** To understand how and why immigration policy changed in the USA between 1910 and 29.  
To understand the consequences of immigration on American society.

Over 40 million people had immigrated to the USA by 1919 and the result was a huge **melting pot** of different races, colours, and cultures.

**CAUSES OF IMMIGRATION p.101**

1. Explain the OPEN DOOR POLICY in the USA in 1910.


2. Complete a spider diagram showing the REASONS WHY PEOPLE IMMIGRATED TO THE USA?

3. a) Explain the definitions below.

b) Identify the PUSH and PULL FACTORS on your spider diagram by colour coding them.

PUSH FACTORS
PULL FACTORS

4. Where was ELLIS ISLAND? Why was it so important?


As the number of immigrants continued to rise, some Americans began to resent the government's Open Door policy and wanted this to change.

5. a) Explain the definitions below.

OLD IMMIGRANTS
NEW IMMIGRANTS

### EXAM STYLE QUESTION 1

Source A



[A photograph showing Eastern European immigrants, taken at Ellis Island in 1910]



## RESTRICTION OF IMMIGRATION p. 102

6. What did CONGRESS do to make it more difficult to enter the USA? Fill in the blanks.

### **LITERACY TEST, 1917**

*Immigrants had to pass a series of tests to prove that they could ...*

*Many found this difficult, particularly...*

*and ...*

*as they...*

*If they didn't pass the test they were...*

### **EMERGENCY QUOTA ACT, 1921**

*This act introduced a system of q...*

*Only ... % of a national group living in the USA in*

*... were allowed to enter, e.g. only 3% of the number of Italians living in the USA in 1910*

*could now emigrate to the USA. This hit immigrants from ...*

*Europe hardest as there*

*were fewer immigrants from these national groups living in the USA in 1910 so the number*

*allowed in would be smaller.*

### **NATIONAL ORIGINS ACT 1924**

*This act cut the quota to ...*

*% and based the quota on the number of different national groups*

*living in the USA in ...*

*. This act was deliberately aimed at penalising people from*

*...*

*Europe as there were fewer southern and eastern Europeans living in*

*the USA in 1890.*

### **IMMIGRATION ACT 1929 –**

*This restricted immigration to 150,000 a year. It also banned immigration from...*

By 1930, immigration from Japan, China, and Eastern Europe had virtually ceased.

7. What were the other CONSEQUENCES OF THIS CHANGE OF POLICY?


**EXAM STYLE QUESTION 3**

Source B



[An American cartoon published in 1921 commenting on immigration quotas]

What was the purpose of source B?

(8 marks)

**UNIT 2 Question 3 – TIPS**

*Firstly, annotate the source – what does it suggest?*

**CONTENT** - What message is the author trying to convey? How?

**ORIGIN** - Make sure you have commented on information in the attribution – use it as a tick list.

**PURPOSE** - Who is the source aimed at? Is it showing the issue in a positive/negative light? What is it trying to achieve?

*Source A shows...*

*It is probably aimed at...*

*because the author wants to...*

<i>Overall, it is clear that the purpose is...</i>

**Peer mark:**

**Peer comment:**

Unit 2 Q.3 mark scheme - *Circle the mark awarded:*

	AO1 4 marks		AO3 4 marks	
BAND 3	Demonstrates very detailed understanding of the historical context.	3-4	The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.	3-4
BAND 2	Demonstrates some understanding of the historical context.	2	The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.	2
BAND 1	Demonstrates only basic understanding of the historical context.	1	Answer mainly describes or paraphrases the source material with little analysis or evaluation.	1



## CONSEQUENCES OF IMMIGRATION

Resources: WJEC textbook, handout p104-105

Increased immigration to the USA led to a growth in XENOPHOBIA (fear or hatred of foreigners). This was seen in the RED SCARE, ANARCHIST ACTIVITY, THE PALMER RAIDS and the SACCO AND VANZETTI case.

### THE RED SCARE

1. Complete the table below.

COMMUNISM 	 CAPITALISM
Industry and agriculture are owned by the ....	Most industry and agriculture owned by private ...
People encouraged to work for the common good – all profit is ....	... -making is encouraged.
A classless society with no individual ... making.	There are limits on government interference in people's ....
The government ... most aspects of people's lives.	Freedom of ... and movement.
Strong ... with restrictions on what can be said or written.	Democratic – freedom to ... for any party and more than one political party (UK, USA, France, Germany).
Usually a one ... state (China, Cuba, Communist Russia).	
Undemocratic – no choice at ...	
Sum up Communism in 5 key words:	Sum up Capitalism in 5 key words:

2. Explain why Americans were so FEARFUL OF COMMUNISM.

<i>Many Americans were alarmed by</i>
The growth of socialism and communism in the USA -
Strikes -



3. Why was this fear of Communism called the Red Scare?


ANARCHIST ACTIVITY and THE PALMER RAIDS

Anarchism was a new political idea which was spreading in America. Anarchists are anti-government and are against the rules of law and order. Their aim was to disrupt government. In 1920 the home of Mitchell Palmer, the Attorney General was bombed, destroying the front of his house. Bombs were also planted in a church in Milwaukee (killing 10 people) and on Wall Street in New York (killing 38 people).

4. What happened in the Palmer Raids, and why?


SACCO & VANZETTI p.107

The treatment of two Italian immigrants in 1920, Nicola Sacco and Bartolomeo Vanzetti, was typical of the Red Scare hysteria.



DISCUSS: What can you learn about the Sacco and Vanzetti case from this picture?









**KEY QUESTION: Was America a country of RELIGIOUS AND RACIAL INTOLERANCE during this period?**

**Aim:** To understand the features of religious and racial intolerance in the USA at this time.  
To evaluate the problem of religious and racial intolerance.

**RELIGIOUS FUNDAMENTALISM**

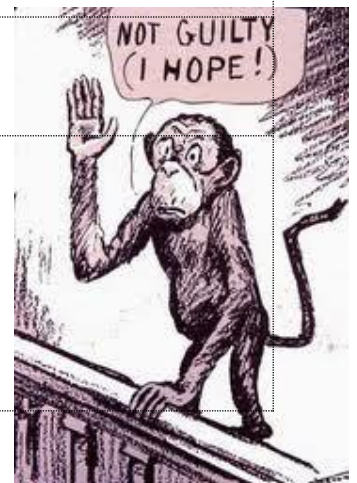
**Resources:** p.108-109

1. What is the BIBLE BELT?


2. What is RELIGIOUS FUNDAMENTALISM?


In 1925 a law was passed in Tennessee called 'The Tennessee Anti-Evolution Law', or the Butler Act. It made it illegal for schools to teach the theory of evolution. Five other states passed similar laws.

THE MONKEY TRIAL	
Who was put on trial?	
When?	
What did he do?	
What did the trial turn into?	
What were the consequences for Scopes?	
What was the significance of the trial?	



## **THE TREATMENT OF BLACK AMERICANS**

Resources: 111-114

The early 20<sup>th</sup> century saw a growth of racial prejudice and hostility towards those not seen as being 'true' Americans.

1. Create a mind-map, or make notes, on how black Americans were treated between 1910 and 1929. Key points to include: JIM CROW LAWS, JOBS, KKK, LYNCHINGS.







**BLACK REACTION – p. 115-117**

5. What happened during the GREAT MIGRATION, 1910- 1930, and why?


6. What were the consequences of the Great Migration?


7. Complete the table and answer the question ‘which organization did more to help improve the lives of black Americans - the NAACP or the UNIA? Give reasons to support your answer.

	NAACP	UNIA
1900's		
1910's		
1920's		

The NAACP/UNIA did more to improve the lives....


## EXAM STYLE QUESTION 2

**Describe** how black Americans reacted between 1910 and 1929 to the racism and discrimination they faced? (8 marks)

**UNIT 2 Question 3 – TIPS**  
**SPECIFIC DETAIL** Think NAMES, EVENTS, DATES?

Handwriting practice area consisting of 20 horizontal dotted lines.

**Peer mark:**

**Peer comment:**

Unit 2 Q.2 mark scheme - Circle the mark awarded:

AO1 8 marks		
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	6-8
BAND 2	Demonstrates knowledge to partially describe the issue.	3-5
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

## THE TREATMENT OF NATIVE AMERICANS p. 110

Black Americans were not the only racial group to face discrimination in this period.

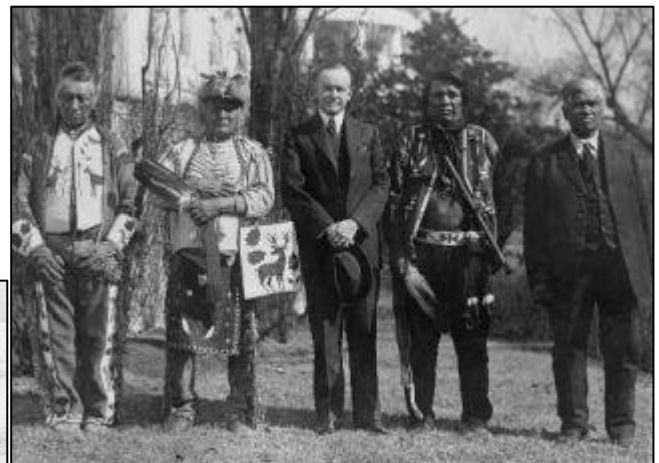
1. How were Native Americans treated in this period in this period?

Laws –
Reservations -
Rations and housing -
Education –
Culture –
Religion -

2. How and why did the lives of Native Americans change after 1924?

How?
Why?

Student at a native American schools



President Coolidge with native Americans at a ceremony at the White House.





# KEY QUESTION: Was the 1920s a decade of ORGANISED CRIME AND CORRUPTION?

**Aim:** To understand the causes, features and significance of organised crime and corruption on America in the 1920s.

## PROHIBITION

**Resources:** p.118-122

1. What was PROHIBITION?

.....

.....

2. What was the 18<sup>TH</sup> AMENDMENT?

.....

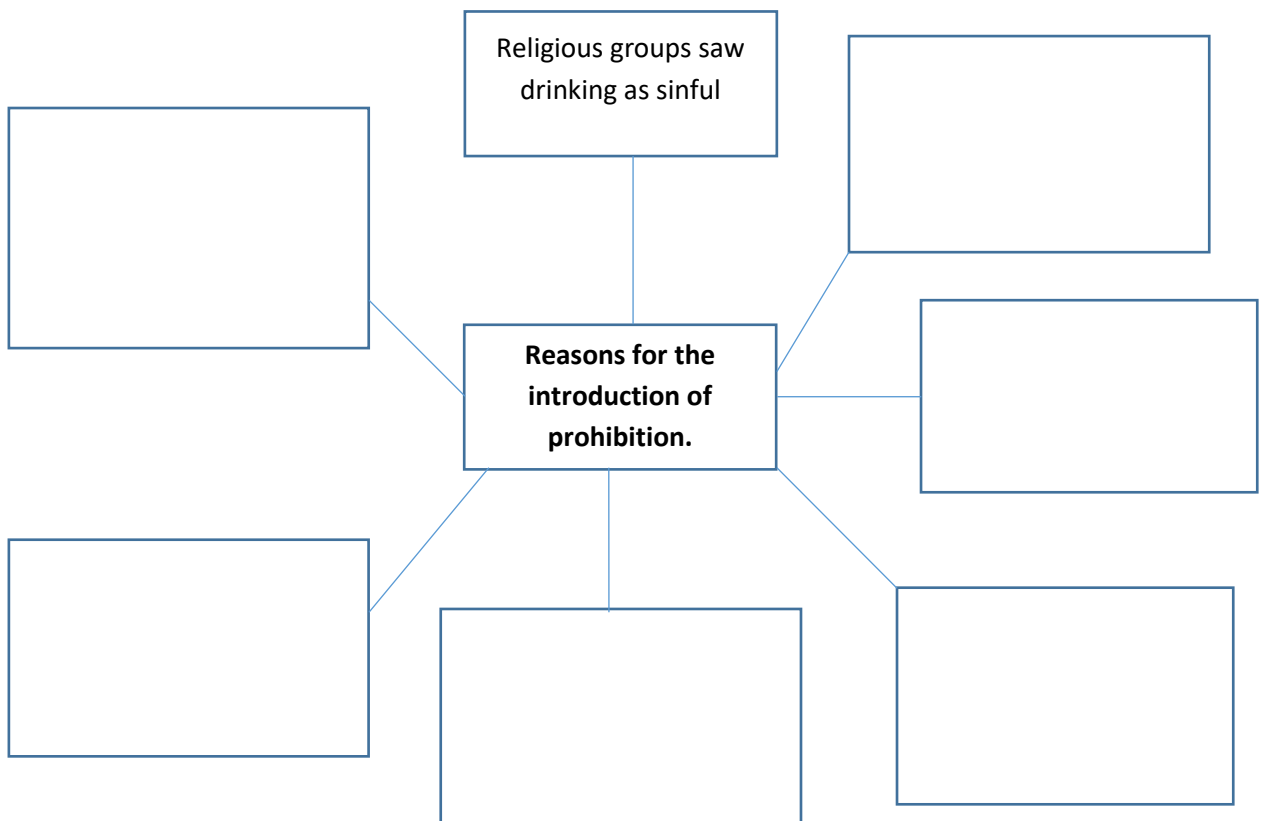
.....

4. What was the VOLSTEAD ACT?

.....

.....

5. Complete the mindmap to show why prohibition was introduced.



6. Find the effects of the prohibition in your handout and categorise them eg gangsters, health, economy.

Effects of Prohibition	
Gansters (smuggling/speakeasies)	
Health	
Economy	



7. Watch the Simpsons episode 'Homer vs the 18<sup>th</sup> Amendment' and add any further information in diagram Form on causes and effects of prohibition.



**EXAM STYLE QUESTION 3**

Source B



[A cartoon published in a US newspaper during the First World War]

What was the purpose of source B?

(8 marks)

**UNIT 2 Question 3 – TIPS**

**Firstly**, annotate the source – what does it suggest?

**CONTENT** What message is the author trying to convey? How?

**ORIGIN** Make sure you have commented on information in the attribution – use it as a tick list..

**PURPOSE** Who is the source aimed at?

**AIM** Is it showing the issue in a positive/negative light? What is it trying to achieve?

Source A suggests...

It is probably aimed at...

because the author wants to...

Overall, it is clear that the purpose is...

**Peer mark:**

**Peer comment:**

Unit 2 Q.3 mark scheme - Circle the mark awarded:

AO1 4 marks		AO3 4 marks	
BAND 3	Demonstrates very detailed understanding of the historical context.	3-4	The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.
BAND 2	Demonstrates some understanding of the historical context.	2	The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.
BAND 1	Demonstrates only basic understanding of the historical context.	1	Answer mainly describes or paraphrases the source material with little analysis or evaluation.

8. Write a definition of the following words:

**Speakeasy**

**Bootleggers**

**Moonshine**

**Racketeering**

Prohibition ended in 1933 with the passing of the 21st amendment to the constitution.



# ORGANISED CRIME

Resources: 123-124

There were criminal gangs in the USA before Prohibition, but the 1920s saw a rapid growth in their power.

1. Why did prohibition contribute to an increase in organised crime in the USA during the 1920s?


## GANGSTERS

2. Which gangsters were prominent in the following areas of America?

NEW YORK	
DETROIT	
CHICAGO (north and south)	

3. Give examples of their criminal activity.


4. Research the St Valentine's Day Massacre. Find out the following information:

ST VALENTINE'S DAY MASSACRE	
When?	
What? Who?	
Why?	
Significance?	

In 1930 Al Capone appeared on the front cover of Time Magazine, one of America's biggest selling magazines.



## HOMEWORK

8. You have been given the task of interviewing Al Capone for a news programme in 1931. In pairs, work out 10 questions, and work out the 10 answers he may have given. Include at least one question about his prosecution for tax invasion.

## EXAM STYLE QUESTION 4

### Source C

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

[A description from a local newspaper of an election in a suburb just outside Chicago, 1924.]

### Source D

I got there just as the first bunch of cops were going in. I went with them. Sprawled grotesquely at the base of the bullet-riddled stone wall were six distorted bodies; a seventh lay slumped over a wooden chair. One of the officers called out, "This one's Pete Gusenberg, an ex-con and the chief gunner for the Drucci-Moran gang. Here's Al Weinshank, the North Side booze runner, and Artie Davis from the West Side mob. And this was James Clark, Bugs Moran's brother-in-law. Here what's left of Doc Schwimmer." The other mobster was Frank Gusenberg, the only one still alive. He died within half an hour without giving the police any information.

[John Miller, a photographer with the *Chicago American*, describing the St Valentine's Day Massacre, in 1929.]

**Which of the sources is more useful to a historian studying organised crime in the USA between 1920 and 1929?**

(12 marks)



**Peer mark:**

**Peer comment:**

Unit 2 Q.4 mark scheme - Circle the mark awarded:

AO1 6 marks			AO3 6 marks		
BAND 3	Demonstrates detailed understanding of the key feature in the question.	5-6	BAND 3	The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.	5-6
BAND 2	Demonstrates some understanding of the key feature in the question.	3-4	BAND 2	The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.	3-4
BAND 1	Demonstrates limited understanding of the key feature in the question.	1-2	BAND 1	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	1-2

## GOVERNEMENT CORRUPTION

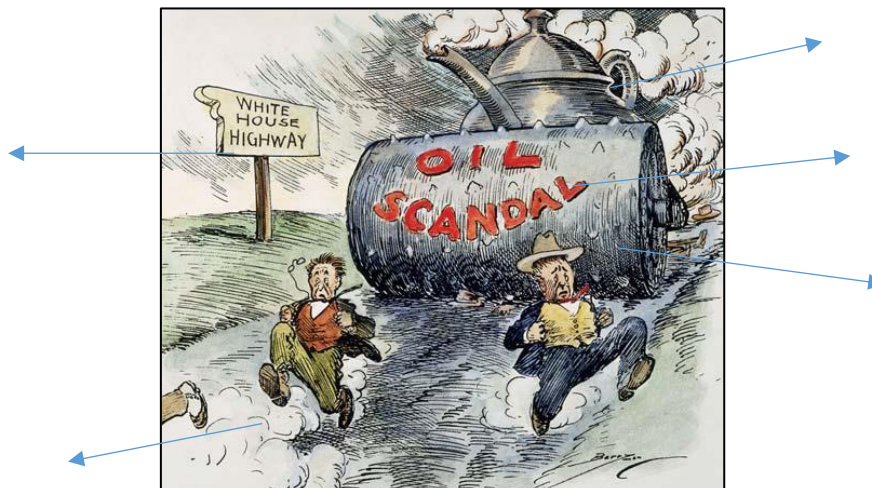
### President Harding and the 'Ohio Gang' p.125-126

**1. Work out the missing words.**

In 1921, Warren Harding of the Republican Party became \_\_\_\_\_ of the USA. He promised a 'return to normalcy' after the turbulent years of the First World War. Harding came from \_\_\_\_\_ and appointed many of his \_\_\_\_\_ to important positions in his administration. For example, Harry Daugherty became Attorney General, Albert Falls became Minister for the Interior and Charles Forbes became the chief of the Veterans Bureau. This group of friends and advisers to the President became known as the '\_\_\_\_\_'. However, these people became involved in corruption and scandal on a massive scale. A total of \$250 million was \_\_\_\_\_ from government programmes. Daugherty and Forbes were involved in an illegal bootlegging scam. Forbes was \_\_\_\_\_ of fraud and bribery and sentenced to two \_\_\_\_\_ in prison. Falls went to \_\_\_\_\_ after the notorious TEAPOT DOME SCANDAL, which disgraced Harding and his government further.

The impact on the President - It is unclear how much President Harding knew of his friends' illegal activities. He certainly seemed powerless as the scandals were developing. He died in 1923 after suffering a stroke.

**2. What can you work out about the TEAPOT DOME SCANDAL from studying this picture source.**



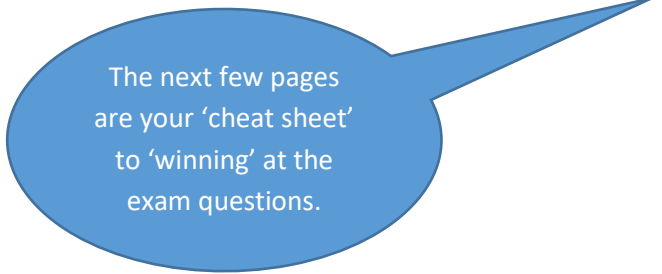
## THE TEAPOT DOME SCANDAL

**Creat a mind map /storyboard/bulletpoint list**

Think : who? What? Where? When? Why? significance







## UNIT 2 EXAM OVERVIEW

Question 1 - **Use Source A and your own knowledge to describe ...?** 6 marks)

**UNIT 2 Question 1 - TIPS**

**CONTENT** - *What does the source suggest?*  
**CONTEXT** - *What background knowledge helps explain the picture further?*  
**OK** - *What other knowledge do you have about the topic?*

	AO1 4 marks		AO3 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	3-4	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1-2	Source is analysed through reference to its content only.	1

Question 2 - **Describe...**

(8 marks)

**UNIT 2 Question 3 – TIPS**

**SPECIFIC DETAIL** *Think NAMES, EVENTS, DATES?*

	AO1 8 marks	
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	6-8
BAND 2	Demonstrates knowledge to partially describe the issue.	3-5
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

Question 3 - **What was the purpose of source B?**

(8 marks)

**UNIT 2 Question 3 – TIPS**

**Firstly, annotate the source – what does it suggest?**

**CONTENT** - *What message is the author trying to convey? How?*  
**ORIGIN** - *Make sure you have commented on information in the attribution – use it as a tick list*  
**PURPOSE** - *Who is the source aimed at?*  
*- Is it showing the issue in a positive/negative light? What is it trying to*

	AO1 4 marks		AO3 4 marks	
BAND 3	Demonstrates very detailed understanding of the historical context.	3-4	The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.	3-4
BAND 2	Demonstrates some understanding of the historical context.	2	The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.	2
BAND 1	Demonstrates only basic understanding of the historical context.	1	Answer mainly describes or paraphrases the source material with little analysis or evaluation.	1



**Question 4 - Which of the sources is more useful to a historian studying...? (12 marks)**

**UNIT 2 Question 4 – TIPS**

**CONTENT** - How useful is the information in the source? Is it accurate?  
**ORIGIN** - Who wrote it, and when? Does this make it more/less useful?  
**PURPOSE** - Why was the source produced? Does this make it more/less useful?  
**CONTEXT** - What was happening at the time? Does this make it more/less useful?  
**JUDGEMENT** - Start and end your answer with a judgement which compares the Usefulness.

*Discuss the sources in turn.*  
*Make sure you have commented on ALL the information in the attribution – use it as a tick list.*

AO1 6 marks			AO3 6 marks		
BAND 3	Demonstrates detailed understanding of the key feature in the question.	5-6	BAND 3	The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.	5-6
BAND 2	Demonstrates some understanding of the key feature in the question.	3-4	BAND 2	The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.	3-4
BAND 1	Demonstrates limited understanding of the key feature in the question.	1-2	BAND 1	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	1-2

**Question 5 – Essay question**

(16 marks + 3 SPG marks)

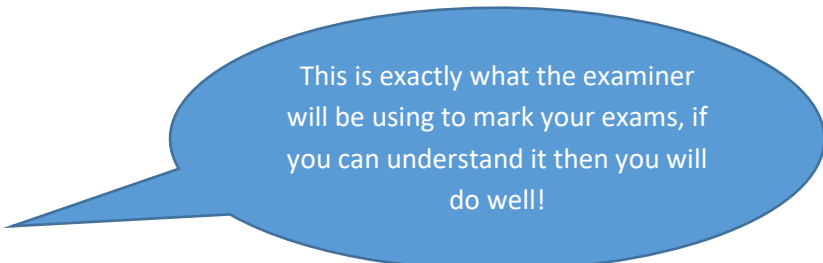
**UNIT 2 Question 5 – TIPS**

**BALANCE** - Give a two sided answer. Discuss the factor in the question first.  
*COMPARE the importance of other factors*

**DETAIL** - Include specific detail about the factor in the question, and other factors.

**JUDGEMENT** - Link back to the question and give a judgement.

AO1 4 marks			AO2 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	10-12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	7-9
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Basic analysis while considering some other factors and their impact.	4-6
BAND 1	Demonstrates basic knowledge and understanding of the key features in the question.	1	Offers a generalised response with little analysis of impact.	1-3



# UNIT 2: THE USA, A NATION OF CONTRASTS, 1910-29

## Personalised Learning Checklist (PLC)



### Topic 1: Political & Social Challenges

	<i>I know this well</i>	<i>I understand it but need to review/learn it</i>	<i>I don't understand this yet</i>
Reasons for immigration to America			
Restriction of immigration: government legislation			
Consequences of immigration: Xenophobia and the Red Scare			
<b>KEY QUESTION: Why did immigration become such a major issue in American society?</b>			
Religious fundamentalism: Bible Belt, Monkey Trial			
<b>Treatment of Native Americans</b>			
Treatment of black Americans: segregation, KKK			
Black American's reaction: migration, NAACP, UNIA			
<b>KEY QUESTION: Was America a country of religious and racial intolerance during this period?</b>			
Prohibition: Causes, features, enforcement			
Organised crime: Gangsters, St Valentine's Day Massacre			
Government corruption: The Teapot Dome Scandal			
<b>KEY QUESTION: Was the 1920s a decade of organised crime and corruption?</b>			
EXAM TECHNIQUE: Past paper completed			
EXAM TECHNIQUE: 'Describe' question (Q2)			
EXAM TECHNIQUE: purpose of a source question (Q3)			
EXAM TECHNIQUE: Usefulness of 2 sources question (Q4)			
EXAM TECHNIQUE: Essay question			

### How can I improve my knowledge and revise?

- Review your notes in your work booklet.
- Read over the relevant sections in the textbook.
- Read the 'extra reading' material on Moodle.
- Look through the PowerPoints, videos and podcasts on Moodle.
- Draw a timeline to help visualise the key events across the period.
- Create a revision mind-map for each of the key questions.
- Visit BBC BITESIZE:  
[www.bbc.co.uk/schools/gcsebitesize/history/](http://www.bbc.co.uk/schools/gcsebitesize/history/)  
 - *Twentieth Century History (WJEC) - The USA, a nation of contrasts, 1910-29*  
 - *Video summaries – The USA 1919-1941*

### What will your NEXT STEPS be?

*What will you do to maintain or improve your knowledge of this topic?*

*What will skills or learning techniques do you want to commit to using for the next topic?*

## Revision Tips

You will be tested regularly to make sure you understand the historical content and specific exam technique. At the end of each booklet we will give you some revision guidance and strategies to help you.

**Task:** As well as using your work booklets you may want to make notes from your textbook. However, there is a lot of text and it can be difficult to identify and learn the key facts. Complete the task below as an example of how you can **Reduce, Expand and Test**.

### 1. How can we **reduce** the text in this paragraph?

- a. Read through the paragraph and highlight what you think are 10 key words relating to Push and Pull factors. Write out the 10 words into the table on your right.

#### *Why did people want to come?*

A combination of push and pull factors caused people to migrate. The push factors were those that made people want to leave their homeland while the pull factors were those that attracted them to the USA.

These factors included:

- an attempt to get away from the poverty of their home country
- a desire to escape from political and economic persecution
- the promise of religious toleration and chance to practise their faith safely
- the lure of plentiful land and the prospect of owning property
- the hope of building a better life for themselves and their families
- a sense of adventure in the land of opportunity.

#### **Push and Pull Factors**

1
2
3
4
5
6
7
8
9
10

2. **Cover up the two boxes and see if you can complete the mind map below with as much detail as possible, how much can you **expand** on the information you have learned?**

Push and  
Pull Factors  
for  
Immigrants

### 3. Cover up the page and **test** your friend.