**Chapter 20, Section 1: A Clash of Values**

**I. Nativism Resurges** *(pages 610–612)*

**A.** In the 1920s, racism and nativism increased. Immigrants and demobilized military men and women competed for the same jobs during a time of high unemployment and an increased cost of living.

**B.** Ethnic prejudice was the basis of the **Sacco and Vanzetti case,** in which the two immigrant men were accused of murder and theft. They were thought to be **anarchists,** or opposed to all forms of government. Sacco and Vanzetti were sentenced to death, and in 1927 they were executed still proclaiming their innocence.

**C.** Nativists used the idea of **eugenics,** the false science of the improvement of hereditary traits, to give support to their arguments against immigration. Nativists emphasized that human inequalities were inherited and said that inferior people should not be allowed to breed. This added to the anti-immigrant feeling of the time and further promoted the idea of strict immigrant control.

**D.** The **Ku Klux Klan** (KKK) led the movement to restrict immigration. This new Klan not only targeted the freed African Americans but also Catholics, Jews, immigrants, and other groups believed to have “un-American” values.

**E.** Because of a publicity campaign, by 1924 the Ku Klux Klan had over 4 million members and stretched beyond the South into Northern cities.

**F.** Scandals and poor leadership led to the decline of the Klan in the late 1920s. Politicians supported by the Klan were voted out of office.

**Discussion Question**

What led to a resurgence of racism and nativism in the United States after World War I? *(During the early 1920s, an economic recession, an influx of immigrants, and racial and cultural* *tensions led to an atmosphere of disillusionment and intolerance. Many Americans saw immigrants* *as a threat to the status quo of traditional American values. Immigrants and demobilized* *military men and women competed for the same jobs during a time of high unemployment and an* *increased cost of living.)*

**II. Controlling Immigration** *(page 612)*

**A.** In 1921 President Harding signed the **Emergency Quota Act,** limiting immigration to 3 percent of the total number of people in any ethnic group already living in the United States. This discriminated heavily against southern and eastern Europeans.

**B.** The National Origins Act of 1924 made immigrant restriction a permanent policy. The act lowered the quotas to 2 percent of each national group living in the U.S. in 1890. This further restricted immigrants from southern and eastern Europe. The act exempted immigrants from the Western Hemisphere from the quotas.

**C.** The immigration acts of 1921 and 1924 reduced the labor pool in the United States. Employers needed laborers for agriculture, mining, and railroad work. Mexican immigrants began pouring into the United States between 1914 and the end of the 1920s. The immigrants fled their country in the aftermath of the Mexican Revolution of 1910.

**Discussion Question**

How did the Newlands Reclamation Act of 1902 help bring Mexican immigrants to the United States? *(This act provided funds for irrigation projects in the Southwest. This led to a* *need for large numbers of agricultural laborers for factory farms. Since the National Origins Act* *of 1924 limited immigration from southern and eastern Europe but not from the Western* *Hemisphere, Mexican immigrants looking for jobs and political freedom poured into the United* *States.)*

**III. The New Morality** *(pages 612–614)*

**A.** A “new morality” challenged traditional ideas and glorified youth and personal freedom. New ideas about marriage, work, and pleasure affected the way people lived. Women broke away from families as they entered the workforce, earned their own livings, or attended college. The automobile gave American youth the opportunity to pursue interests away from parents.

**B.** Women’s fashion drastically changed in the 1920s. The **flapper,** a young, dramatic, stylish, and unconventional woman, exemplified the change in women’s behavior. She smoked cigarettes, drank illegal liquor, and wore revealing clothes. Professionally, women made advances in the fields of science, medicine, law, and literature.

**Discussion Question**

How did the automobile encourage the new morality? *(The automobile led to the independence of many youths. As a result, many American youths spent time away from family to socialize with friends.)*

**IV. The Fundamentalist Movement** *(pages 614–615)*

**A.** Some Americans feared the new morality and worried about America’s social decline. Many of these people came from small rural towns and joined a religious movement called **Fundamentalism.**

**B.** The Fundamentalists rejected Darwin’s theory of **evolution,** which suggested that humans developed from lower forms of life over millions of years. Instead, Fundamentalists believed in **creationism**—that God created the world as described in the Bible.

**C.** In 1925 Tennessee passed the Butler Act, which made it illegal to teach anything that denied creationism and taught evolution instead.

**D.** The debate between evolutionists and creationists came to a head with the Scopes Trial. Answering the request of the ACLU, John T. Scopes, a biology teacher, volunteered to test the Butler Act by teaching evolution in his class. After being arrested and put on trial, Scopes was found guilty, but the case was later overturned. After the trial, many fundamentalists withdrew from political activism.

**Discussion Question**

How did the American Civil Liberties Union (ACLU) cause the clash between the evolutionists and the creationists? *(The ACLU raised money to test the Butler Act, and it asked for* *a volunteer who would purposely teach evolution in the classroom.)*

**V. Prohibition** *(pages 615–616)*

**A.** Many people felt the passage of the Eighteenth Amendment, which prohibited alcohol, would reduce unemployment, domestic violence, and poverty.

**B.** The **Volstead Act** made the enforcement of Prohibition the responsibility of the U.S. Treasury Department. Until the 1900s, **police powers**—a government’s power to control people and property in the public’s interest, had been the job of the state governments.

**C.** Americans ignored the laws of Prohibition. They went to secret bars called **speakeasies,** where alcohol could be purchased. Crime became big business, and gangsters corrupted many local politicians and governments.

**D.** In 1933 the ratification of the Twenty-first Amendment ended Prohibition. It was a victory for modernism and a defeat for supporters of traditional values.

**Discussion Question**

How were Prohibition and crime related? *(Organized crime ran most of the speakeasies. Bootlegging—the illegal production and distribution of alcohol—was common. Gangsters smuggled alcohol into the United States, and violence occurred as gangs fought to control the liquor trade. Some gangsters gained enough money and power to corrupt local politicians.)*