

1920's Documents

Document 1

GRANITE CITY AMERICANIZATION SCHOOLS

Monday
and
Thursday
Evenings
7:30 p. m.



Underwood & Underwood

These two men are brothers, one is an American Citizen and the other has just come to this country with their old mother. See the difference in the way they dress and look. America is a great country. In America everybody has a chance. Everybody who comes to America from the old country ought to learn the American language and become an American citizen. If the people that come to America do not become Americans, this country will soon be like the old country.

Beginning
Monday,
September
the 27th,
1920

SCHOOLS:

<p>HIGH SCHOOL, 20TH AND D STREETS LINCOLN PLACE, 917 PACIFIC AVENUE</p>	<p>LIBERTY SCHOOL, 20TH AND O STREETS MADISON SCHOOL, 1322 MADISON AVENUE</p>
---	--

Keep America Great.**Become an American
Citizen****Learn The Language.**

Press Record Publishing Co. 1834 D St., Granite City, Ill

—file 27671/44, Americanization files, Records of the Immigration and Naturalization Service, Record Group 85

Source: *Teaching With Documents: Using Primary Sources From the National Archives*, National Archives Trust Fund Board (adapted)

According to this poster, what advantage would immigrants gain by attending an Americanization school?

Document 2

Immigration Before and After Quota Laws	From Northern and Western Europe	From Southern and Eastern Europe and Asia
Average annual number of immigrants before quotas (1907–1914)	176,983	685,531
Emergency Quota Act of 1921	198,082	158,367
Emergency Quota Act Amended 1924	140,999	21,847
National Origins Act of 1929	132,323	20,251

— *Historical Statistics of the United States*

According to this chart, what effect did the quota laws have on immigration to the United States?

Document 3

We were tried during a time that has now passed into history. I mean by that, a time when there was . . . resentment and hate against the people of our principles, against the foreigner, against slackers, and it seems to me—rather, I am positive, that both you and Mr. Katzmann [have] done all . . . [that was] in your power in order to work out, in order to agitate, still more the passion of the juror, the prejudice of the juror, against us. . . .

But my conviction is that I have suffered for things that I am guilty of. I am suffering because I am a radical and indeed I am a radical; I have suffered because I was an Italian and indeed I am an Italian; I have suffered more for my family and for my beloved wife than for myself. . . .

--Bartolomeo Vanzetti, to Judge Thayer upon being sentenced to death,

State **two** reasons the speaker in this passage believed he was brought to trial.

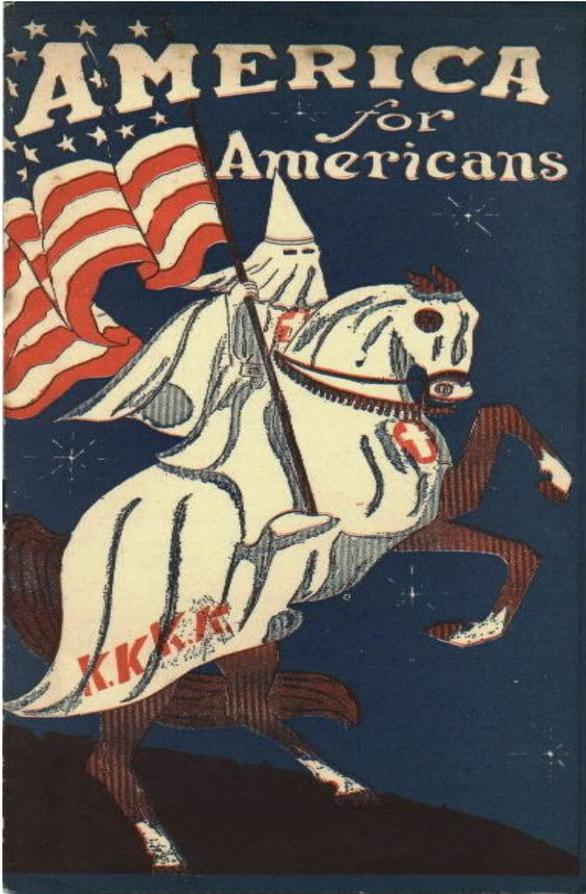
Document 4

...And what were these “own lives” of theirs [women] to be like? Well, for one thing, they could take jobs. Up to this time girls of the middle classes who had wanted to “do something” had been largely restricted to school-teaching, social-service work, nursing, stenography, and clerical work in business houses. But now they poured out of the schools and colleges into all manner of new occupations. They besieged the offices of publishers and advertisers; they went into tea-room management until there threatened to be more purveyors [sellers] than consumers of chicken patties and cinnamon toast; they sold antiques, sold real estate, opened smart little shops, and finally invaded the department stores. In 1920 the department store was in the mind of the average college girl a rather bourgeois [middle class] institution which employed “poor shop girls”; by the end of the decade college girls were standing in line for openings in the misses’ sports-wear department and even selling behind the counter in the hope that some day fortune might smile upon them and make them buyers or stylists. Small-town girls who once would have been contented to stay in Sauk Center [Minnesota] all their days were now borrowing from father to go to New York or Chicago to seek their fortunes — in Best’s or Macy’s or Marshall Field’s. Married women who were encumbered [burdened] with children and could not seek jobs consoled themselves with the thought that home-making and child-rearing were really “professions,” after all. No topic was so furiously discussed at luncheon tables from one end of the country to the other as the question whether the married woman should take a job, and whether the mother had a right to. And as for the unmarried woman, she no longer had to explain why she worked in a shop or an office; it was idleness, nowadays, that had to be defended....

— Source: Frederick Lewis Allen, *Only Yesterday: An Informal History of the 1920s*, Harper & Row, 1931

According to Frederick Lewis Allen, what is one way middle-class women’s lives changed in the 1920s?

Document 5

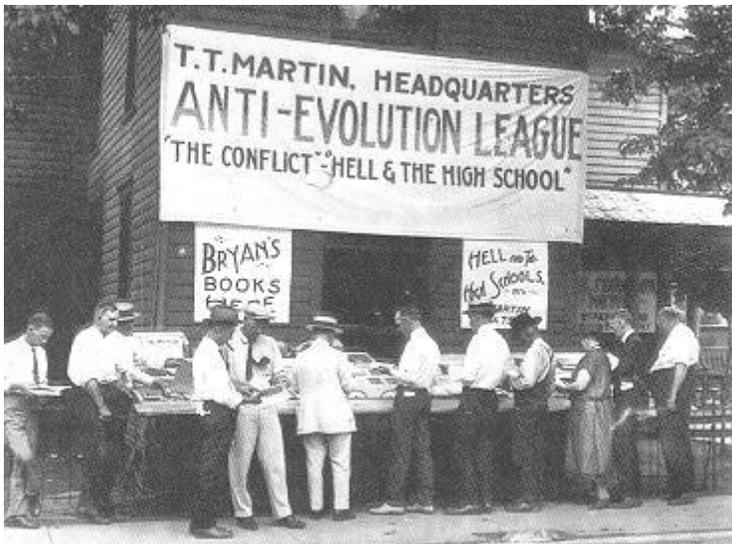


1. Who does this cartoon portray?

2. Why did this group grow during the 1920s?

3. List 2 groups targeted by this group.

Document 6



1. What does this group support?

2. What role did John Scopes play in the anti-evolution movement of the 1920s?

Document 7

I, Too, Sing America

by Langston Hughes

I, too, sing America.
I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.
Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.
Besides,
They'll see how beautiful I am
And be ashamed

--

I, too, am America.

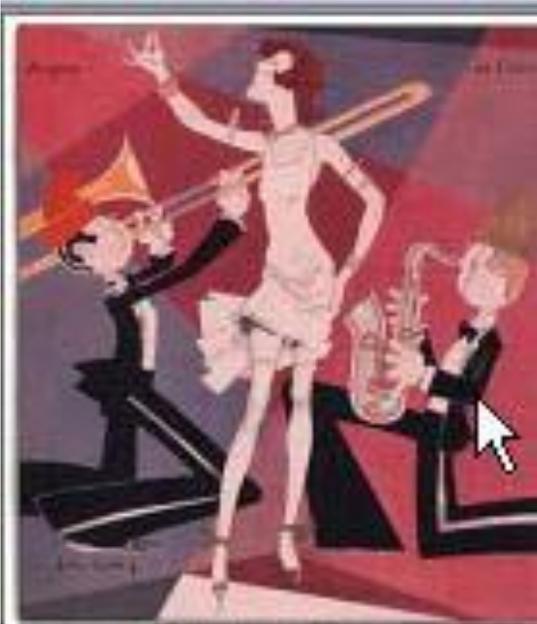
From
The Collected Poems of Langston Hughes
, published by Knopf and Vintage Books. Copyright © 1994 by the Estate of Langston Hughes.
All rights reserved. Used by
permission of Harold Ober Associates Incorporated.

1. Who wrote this poem? (1)

2. What is the purpose of the poem? (2)

3. In what part of the 1920s was this poem written? (2)

Document 9



Cover of McClure's magazine, 1920s

What does this magazine cover tell us about fashion and music?

Document 10

The image is an advertisement for Boncilla skin cream. At the top, the brand name "Boncilla" is written in a large, cursive font, followed by the slogan "Makes My Face Feel So Good!" in a smaller, bold font. Below this, a black and white photograph of a woman with voluminous, curly hair is the central focus. She is smiling and looking directly at the camera, holding a tube of Boncilla cream in her right hand. The tube is labeled "Boncilla" and "Cosmetics". To the left of the woman, there is a section of text titled "Restful and Refreshing" which describes the benefits of the cream. At the bottom left, the brand name "Boncilla" is repeated in a smaller font, along with the words "Classic Beautifier". At the bottom right, there is a "FREE TEST COUPON" section with fields for Name, Street Number, City, and State. The entire advertisement has a vintage, slightly grainy appearance.

How does this advertisement showcase changes for women in the 1920s?

