Set a Purpose
- Analyze how Western society changed after World War I.
- Describe the literary and artistic trends that emerged in the 1920s.
- List several advances in modern scientific thought.

Postwar Social Changes
The catastrophe of World War I shattered the sense of optimism that had grown in the West since the Enlightenment. Despair gripped survivors on both sides as they added up the staggering costs of the war. It seemed as though a whole generation of young men had been lost on the battlefields. In reaction, the society and culture of Europe, the United States, and many other parts of the world experienced rapid change.

Changes in Society After World War I
During the 1920s, new technologies helped create a mass culture shared by millions in the world’s developed countries. Affordable cars, improved telephones, and new forms of media such as motion pictures and radio brought people around the world closer together than ever before.

The Roaring Twenties
In the 1920s, many radios tuned into the new sounds of jazz. In fact, the 1920s are often called the Jazz Age. African American musicians combined Western harmonies with African rhythms to create jazz. Jazz musicians, like trumpet player Louis Armstrong and pianist Duke Ellington, took simple melodies and improvised endless subtle variations in rhythm and beat. They preserved original music, and people loved it. Much of today’s popular music has been influenced by jazz.

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While Europe recovered from the war, the United States experienced a boom time. Europeans embraced American popular culture, with its greater freedom and willingness to experiment. The nightlife and the sounds of jazz were symbols of that freedom.

After the war, rebellious young people, disillusioned by the war, rejected the moral values and rules of the Victorian Age and chased after excitement. One symbol of rebellious Jazz Age youth was the liberated young woman called the flapper. The first flappers were American, but their European sisters soon adopted the fashion. Flappers rejected old ways in favor of new, exciting freedom.

Women’s Lives Flappers were highly visible, but they were a small minority. Most women saw limited progress in the postwar period. During the war, women had held a wide range of jobs. Although most women lost these jobs when the war ended, war work helped them win the vote in many Western countries. A few women were elected to public office, such as Texas governor Miriam Ferguson or Lady Nancy Astor, the first woman to serve in the British Parliament.

By the 1920s, labor-saving devices had become common in middle-class homes. Washing machines, vacuum cleaners, and canned foods lightened the burden of household chores. Some women then sought work outside the home or did volunteer work to help the less fortunate.

In the new atmosphere of emancipation, women pursued careers in many areas—from sports to the arts. Women golfers, tennis players, swimmers, and pilots set new records. Women worked as newspaper reporters, published bestselling novels, and won recognition as artists. Most professionals, though, were still dominated by men.

Reactions to the Jazz Age Not everyone approved of the freewheeling lifestyle of the Jazz Age. For example, many Americans supported Prohibition, a ban on the manufacture and sale of alcoholic beverages. For almost 90 years, social activists had waged an intense campaign against the abuse of alcohol. Finally, they gained enough support to get the Eighteenth, or Prohibition, Amendment ratified in 1919. Prohibition was meant to keep people from the negative effects of drinking. Instead, it caused an explosion of organized crime and speakeasies, or illegal bars. The Amendment was repealed in 1933.

In the United States in the early 1900s, a Christian fundamentalist movement swept rural areas. Fundamentalists supported traditional Christian ideas about Jesus and believed that all of the events described in the Bible are literally true. Popular fundamentalist preachers traveled around the country giving inspirational revival meetings. Some used the new technology of radio to spread their messages.

In 1925, a biology teacher in Tennessee named John T. Scopes was tried for teaching evolution in his classroom. His action broke a law that barred any teaching that went against the Bible’s version of creation. The teacher was found guilty in the well-publicized Scopes trial, but many fundamentalists believed that the proceedings had hurt their cause.

Checkpoint Describe the Jazz Age and some of the reactions to it.

Teach

Changes in Society After World War I

Instruct

■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder term and definition. Ask them to explain how the vocabulary words contributed to the Roaring Twenties, and then have them reread the Witness History passage. Ask: How did flappers illustrate women’s emancipation in the Jazz Age? What does the flapper in this picture look like? (A beautiful woman with short hair, wearing a flapper dress.)

■ Teach: Discuss the social changes that took place after World War I. Ask: How did new technologies in the 1920s contribute to postwar changes? (They helped form a mass culture. Labor-saving devices became common in middle-class homes, enabling more women to work outside the home.)

What was the reaction to these new ideas and life styles? (Some people stressed the value of traditional beliefs, such as fundamentalism.)

Quick Activity: Web Code nbp-2811 will take students to interactive audio and visuals. Have students complete the interactivity on Popular Culture in the Jazz Age and then answer the questions in the text.

Independent Practice

Remind students that the changing manners and culture of the 1920s created a “generation gap” between young people and their elders. Have them write a paragraph explaining whether manners and culture create a similar gap today.

Monitor Progress

As students fill in their concept webs, circulate to make sure they understand the postwar changes in society. For a completed version of the concept web, see Web Code nnp-2811.

Answers

Caption They were higher class people who could afford to buy expensive clothes.

Solutions for All Learners

Vocabulary Builder

emancipation (ee man suh PAY shun) freedom from restrictions

Life Under Prohibition

A well-dressed couple waits to enter an illicit speakeasy (below right). Members of the United States Prohibition Service wore badges (below left) when they raided speakeasies and breweries and fought bootleggers such as Al Capone. What about the clothing the couple is wearing tells you about who could afford to go to speakeasies?

Differentiated Instruction Solutions for All Learners

English Language Learners

To help students understand the generalization “Roaring Twenties,” ask them to list things a member of an older generation might say about the music or clothing of teenagers today. Point out that the 1920s signaled an abandonment of Victorian-era ideals. Then have students look at the visuals and think about how much they have changed. Some people embraced rebelliousness and experimentation, symbolized by the new sound of jazz. Meanwhile, others supported the Prohibition amendment and fundamentalists supported traditional Christian ideas.
The New Literature

**Instruct**

- **Introduce** Read aloud the quotation from *The Sun Also Rises*, under *A Loss of Faith*: "I did not care what it was all about. All I wanted to know was how to live in it." Ask students to think about how the quote expresses the feelings of many young people in the 1920s. Ask based on this selection, how would you describe the literature of the 1920s? (bleak, pessimistic)

- **Teach** Discuss the developments in literature. Ask *What did writers like James Joyce and Virginia Woolf explore with their use of stream of consciousness? (people's hidden thoughts)*? What did the writing of the Harlem Renaissance explore? (aspects of the African American experience) Using the Numbered Heads strategy (TE, p. T23), discuss how these developments in literature reflected developments in society.

- **Quick Activity** Ask a volunteer to read aloud the passage from William Butler Yeats's poem on this page. Ask *How is this poem typical of the literature of the postwar period? (It reflects a sense of uncertainty, of a civilization falling apart.)*

**Independent Practice**

**Biography** To help students better understand the Harlem Renaissance, have them read the biography *Langston Hughes and complete the worksheet*. Use the following resources to help students acquire basic skills.

- **Adapted Note Taking Study Guide, p. 169**
- **Adapted Section Summary, p. 170**

**Monitor Progress**

To help students review the section so far, ask them to reread the black headings and summarize the information under each heading.

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**The New Literature**

In the 1920s, war novels, poetry, plays, and memoirs flowed off the presses. *All Quiet on the Western Front* by German novelist Erich Remarque, and other works like it, exposed the grim horrors of modern warfare. These works reflected a powerful disgust with war.

**A Loss of Faith** To many postwar writers, the war symbolized the moral breakdown of Western civilization. In 1922, the English poet T. S. Eliot published *The Waste Land*. This long poem portrays the modern world as spiritually empty and barren. In *The Sun Also Rises*, the American novelist Ernest Hemingway shows the restless wanderings of young people who lack deep convictions. "I did not care what it was all about," says the narrator "All I wanted to know was how to live in it." Many of these authors, including Hemingway and F. Scott Fitzgerald, left the United States and moved to Paris. Gertrude Stein, an American writer living in Paris, called them the "lost generation." Their label caught on. It referred to Stein's literary friends, and their generation as a whole.

**Literature of the Inner Mind** Some writers experimented with stream of consciousness. In this technique, a writer appears to present a character's random thoughts and feelings without imposing any logic or order. In the novel *Mrs. Dalloway*, British novelist Virginia Woolf used stream of consciousness to explore the thoughts of people going through the

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**Differentiated Instruction**

**Solutions for All Learners**

- **Special Needs**
- **English Language Learners**

To help students understand the concept of the Lost Generation, write on the board these definitions of the word lost cannot be found, cannot find the way to some place, confused, or totally involved in something. Ask students to list other possible definitions. Have students determine which definition is most appropriate for Gertrude Stein's literary friends. Use the following resources to help students acquire basic skills.

- **Adapted Note Taking Study Guide**
- **Adapted Note Taking Study Guide, p. 169**
- **Adapted Section Summary, p. 170**

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**The Rise of Totalitarianism**

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**INFOGRAPHIC**

**Popular Culture in the Jazz Age**

**Daily Life in the United States, 1920s**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Daily Telephone Calls</th>
<th>Total Motion Picture Attendance</th>
<th>Total Dwellings with Electricity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1922</td>
<td>90.7 million</td>
<td>40 million</td>
<td>14%</td>
</tr>
<tr>
<td>1929</td>
<td>93.1 million</td>
<td>60 million</td>
<td>18%</td>
</tr>
</tbody>
</table>

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**Primary Source**

*The blood-dimmed tide is loosed, and everywhere the ceremonial of innovation is drowned.*

—William Butler Yeats, "The Second Coming"
History Background

New Scientific Theories

Instruct

- **Introduce** Ask students to read this subsection’s introductory sentences and preview the black headings. Then have them predict how new theories will challenge long-held ideas about the world.

- **Teach** Discuss the effects that the scientific theories of the early 1900s have had on society. Ask: Why did Curie’s and Einstein’s theories seem unsettling to the general public? (They seemed to reinforce the sense of old certainties falling apart and a universe that seemed beyond human understanding.) How did Fleming’s discovery of penicillin affect people’s lives? (It led to the development of antibiotics, which revolutionized the medical treatment of infections.) How did Freud’s work have an impact beyond medicine? (It led artists to explore the subconscious mind.)

Independent Practice

Ask students to work in small groups to explore the effects of one scientific discovery covered, such as Fleming’s discovery of penicillin. How did the everyday lives of people change due to this discovery? Did the discovery have an immediate effect or did it affect later generations?

Monitor Progress

To check student understanding, point out the picture of Marie Curie on the next page. Ask students to draw connections between her pioneering work and the influence of flappers on society. How did both reject the traditional roles of women?

Answers

**Thinking Critically**

1. Draw Inferences Why do you think the flapper is considered the symbol of the Jazz Age?

2. Draw Conclusions How did technology affect daily life in the United States during the Jazz Age?

Notable Records

- **In the 1920s, records and phonograph players were not new. Yet during this decade, record sales soared. Record companies adopted the small disc format for recordings, making record production easy and records themselves convenient for consumers. Double-sided records offered music fans a relatively inexpensive way to hear many of their favorite bands. In 1927 alone, Americans bought over 100 million jazz records.**

- **Radio** was a family activity.

- **Listening to the radio was a family activity.**

- **Silent movie star Charlie Chaplin**

- **For Interactive Audio and Visuals**

- **Web Code:** nbp-2811

**Vocabulary Builder**

- **spontaneously** (spahn TAY nee us lee) adv. caused by inner forces, self-generated

**Checkpoint** How did postwar authors show disillusionment with prewar institutions?

**New Scientific Theories**

It was not only the war that fostered a sense of uncertainty. New scientific discoveries challenged long-held ideas about the nature of the world. Discoveries made in the late 1800s and early 1900s showed that the atom was more complex than anyone suspected.

**Marie Curie and Radioactivity**

In the early 1900s, the Polish-born French scientist Marie Curie and others found that the atoms of certain elements, such as radium and uranium, spontaneously release charged particles. As scientists studied radioactivity further, they discovered that ordinary actions of their everyday lives. In Finnegans Wake, the Irish novelist James Joyce explored the inner mind of a hero who remains sound asleep throughout the novel.

**The Harlem Renaissance**

Also during the 1920s, an African American cultural awakening called the Harlem Renaissance began in Harlem, a neighborhood in New York City that was home to many African Americans. African American writers and artists expressed their pride in their unique culture. James Weldon Johnson, Jean Toomer, and Zora Neale Hurston explored the African American experience in their novels and essays. The poets Claude McKay and Langston Hughes experimented with new styles, while Countee Cullen adapted traditional poetic forms to new content.

**History Background**

Notable Records: In the 1920s, records and phonograph players were not new. Yet during this decade, record sales soared. Record companies adopted the small disc format for recordings, making record production easy and records themselves convenient for consumers. Double-sided records offered music fans a relatively inexpensive way to hear many of their favorite bands. In 1927 alone, Americans bought over 100 million jazz records. Recordings—by acts such as Louis Armstrong’s Hot Five brought jazz to remote areas that rarely saw live bands. These phonograph records made the rapid spread of jazz music possible, and for the first time turned music and music production into a major industry.
Modern Art and Architecture

Instructions

- Introduce: Ask students to recall how writers and musicians rejected traditional values and styles after World War I. Point out the Kandinsky painting on the next page. Ask students how this research changed the New Objectivity of traditional styles. Then have them predict how the public would react to this work.

- Teach: Explore the new styles artists developed during and after the war, from cubism and dada to surrealism. Ask Why did critics call the new artists fauves, or wild beasts? (because the colors and odd distortions seemed wild to them?) What did surrealism have in common with the stream-of-consciousness technique and Freud's work? (They all attempted to explore the unconscious mind.)

Quick Activity: Display Color Transparency 168: The Persistence of Memory, by Salvador Dali. Remind students that surrealist rejected rational thought, which they felt had led to the devastation of World War I. Discuss the meaning of the painting's title. Then use the lesson suggested in the transparency book to guide a discussion on Dalí's painting.

- Color Transparencies, 168

Independent Practice

In groups, have students create a chart, listing the name of each new artistic movement, its style, its key artists, and what it stood for. Then ask them to create an image in one of those styles.

Monitor Progress

- To check student understanding of this section, ask students to summarize the ways in which dadaists and surrealists each reflected a new view of the world.

- Check Reading and Note Taking Study Guide entries for student understanding.

Answers

BIography

Sample: Pursuing a career in science and winning Nobel prizes were not what a woman was expected to do.

- Atomic research changed the Newtonian view of science and led to the development of atomic weapons, the discovery of penicillin, paved the way for antibiotics, and Freud's ideas revolutionized psychology.

it can change atoms of one element into atoms of another. Such findings proved that atoms are not solid and indivisible.

Einstein’s Theory of Relativity

In 1905 and 1916, the German-born physicist Albert Einstein introduced his theories of relativity. Einstein argued that measurements of space and time are not absolute but are determined by the relative position of the observer. Einstein's ideas raised questions about Newtonian science, which compared the universe to a machine operating according to absolute laws. In 1934, building on Curie's and Einstein's theories, Italian physicist Enrico Fermi and other scientists around the world discovered atomic fission, or the splitting of the nucleus of atoms in two. This splitting produces a huge burst of energy. In the 1940s, Fermi (now an American), along with fellow American physicists J. Robert Oppenheimer and Edward Teller, would use this discovery to create the devastating atomic bomb.

In the postwar years, many scientists came to accept the theories of relativity. To the general public, however, Einstein's ideas were difficult to understand. They seemed to further reinforce the unsettling sense of a universe whirling beyond the understanding of human reason.

Fleming Discovers Penicillin

In 1928, the Scottish scientist Alexander Fleming made a different type of scientific discovery. He accidentally discovered a type of mold that kills bacteria, which he called 'penicillin.' Later, other scientists used Fleming's work to develop antibiotics, which are now used all over the world to treat infections.

- Freud Probes the Mind

The Austrian physician Sigmund Freud (froyd) also challenged faith in reason. He suggested that the subconscious mind drives much of human behavior. Freud said that learned social values such as morality and reason help people to repress, or check, powerful urges. But an individual feels constant tension between the two drives.

- Modern Art and Architecture

In the early 1900s, many Western artists rejected traditional styles. Instead of trying to reproduce the real world, they explored other dimensions of color, line, and shape. Painters like Henri Matisse (ma TEES) utilized bold, wild strokes of color and odd distortions to produce works of strong emotion. He and fellow artists outraged the public and were dubbed fauves (fowy), or wild beasts, by critics.

New Directions in Painting

While Matisse continued in the fauvist style, other artists explored styles based on new ideas. Before World War I, the Spanish artist Pablo Picasso and the French artist Georges Braque (bruhk) created a revolutionary new style called cubism. Cubists painted three-dimensional objects as complex patterns of angles and planes, as if they were composed of fragmental parts.
After the trauma of World War I, many people sought to change the way they thought and acted during the turbulent 1920s. As nations recovered from the war, people began to feel hope rising out of their disillusionment. But soon, the “lost generation” would face a new crisis—this one economic—that would revive many old problems and spark new conflicts.

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Later, the Russian Vasily Kandinsky and the Swiss Paul Klee moved even farther away from representing reality. Their artwork was abstract, composed only of lines, colors, and shapes, sometimes with no recognizable subject matter at all.

During and after the war, the dada movement burst onto the art world. Dadaists rejected all traditional conventions and believed that there was no sense or truth in the world. Paintings and sculptures by Joan Arp and Max Ernst were intended to shock and disturb viewers. Other dadaist artists created collages, photomontages, or sculptures made of objects they found abandoned or thrown away.

Cubism and dada both helped to inspire surrealism, a movement that attempted to portray the workings of the unconscious mind. Surrealism rejected rational thought, which had produced the horrors of World War I, in favor of irrational or unconscious ideas. The Spanish surrealist Salvador Dalí used images of melting clocks and burning giraffes to suggest the chaotic dream state described by Freud.

New Styles of Architecture

Architects, too, rejected classical traditions and developed new styles to match a new world. The famous Bauhaus school in Germany influenced architecture by blending science and technology with design. Bauhaus buildings feature glass, steel, and concrete but have little ornamentation. The American architect Frank Lloyd Wright held that the function of a building should determine its form. He used materials and forms that fit a building’s environment.

Looking Ahead

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Pablo Picasso

Objectives
■ Gain a better understanding of Picasso's artwork.
■ Understand the significance of Picasso in the development of modern art.

Build Background Knowledge
Ask students if they have visited an art museum or art gallery. Ask them to list the different styles of art they may have seen there. Tell them they will learn about the different styles used by one artist, Picasso.

Instruct
■ For each image, ask students to read the caption and describe the image. Ask students what they notice about Picasso's use of color, lines, and shape. Ask Why do you think Picasso used so many different styles to create his artwork? (Sample: Perhaps his tastes and goals changed over time; perhaps he enjoyed experimenting with new techniques.)
■ Direct students to Still Life With Violin. Ask students if they can see the parts of the violin. Point out that cubism rejected the traditional ways of representing objects in a natural or realistic way by adapting such techniques as perspective. Ask How are Still Life With Violin and Hand With Flowers similar? (They both show a two-dimensional image.)

Monitor Progress
To review this section, ask students to reread the first sentence in the introductory paragraph. Ask students to explain why his work is considered to be so significant.

Thinking Critically
1. Mother and Child is a realistic representation of a scene, while Still Life With Violin is a cubist representation broken into abstract angles and shapes, rendering the objects almost unrecognizable.
2. Picasso’s style ranged from realistic (Mother and Child), to abstract and cubist (Still Life With Violin), and back to representational (Hand With Flowers). He also ventured into different media like sculpture.

History Background
The Artist's Life
Born in Malaga, Spain, in 1881, Picasso's talent was recognized by his father, a professor of drawing, at an early age. The young artist had his first exhibition at age 13. Although he attended art school in Barcelona as a teenager, he disappointed his family by dropping out to develop his own style. He moved to Paris in 1904 and spent most of the rest of his life in France.

Still, he took a keen interest in Spain. During the Spanish Civil War, he supported the Republican (anti-fascist) side and painted his famous mural called Guernica for Spain to show the 1937 World’s Fair. Guernica is a powerful anti-war piece. The fascists won the civil war in 1939, and maintained power until the 1970s. Picasso never returned to Spain.