

HISTORICAL ANALYSIS – Causation... *Cultural and Political Conflict in the 1920s*

From the 2015 Revised Framework:

The Student Will...

ANALYZE CAUSES AND EFFECTS...

1. Explain long and /or short-term causes and/or effects of an historical event, development, or process.
2. Evaluate the relative significance of different causes and/or effects on historical events or processes, distinguishing between causation and correlation and showing an awareness of historical contingency.

CREATE AND DEFEND AN ARGUMENT...

1. Articulate a defensible claim about the past in the form of a clear and compelling thesis that evaluates the relative importance of multiple factors and recognizes disparate, diverse, or contradictory evidence or perspectives.
2. Develop and support a historical argument, including in a written essay, through a close analysis of relevant and diverse historical evidence, framing the argument and evidence around the application of a specific historical thinking skill (e.g., *comparison, causation, patterns of continuity and change over time, or periodization*).
3. Evaluate evidence to explain its relevance to a claim or thesis, providing clear and consistent links between the evidence and the argument.
4. Relate diverse historical evidence in a cohesive way to illustrate contradiction, corroboration, qualification, and other types of historical relationships in developing an argument.

From the 2015 Revised Content Outline:

Key Concept 7.2:

Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

- I. **Popular culture** grew in influence in U.S. society, even as **debates** increased over the effects of culture on **public values, morals, and American national identity**.
 - A) New forms of **mass media**, such as **radio and cinema**, contributed to the spread of **national culture** as well as greater awareness **of regional cultures**.
 - B) **Migration** gave rise to new forms of **art and literature** that expressed **ethnic and regional identities**, such the **Harlem Renaissance movement**.
 - C) **Official restrictions on freedom of speech** grew during **World War I**, as increased anxiety about radicalism led to a **Red Scare** and attacks on **labor activism and immigrant culture**.
 - D) In the **1920s**, **cultural and political controversies** emerged as Americans **debated gender roles, modernism, science, religion, and issues related to race and immigration**.

Framework Continued:

II. **Economic pressures, global events, and political developments** caused sharp variations in the numbers, sources, and experiences of both **international and internal migrants**.

- A) **Immigration from Europe** reached its peak in the years before **World War I**. During and after **World War I**, **nativist campaigns** against some ethnic groups led to the passage of **quotas** that restricted immigration, particularly from **southern and eastern Europe**, and increased barriers to **Asian immigration**.

Thematic Learning Objectives:

WXT-3.0: Analyze how technological innovation has affected economic development and society.

CUL-1.0: Explain how religious groups and ideas have affected American society and political life.

CUL-2.0: Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

From the 2012 Content Outline –reformatted to highlight causes of conflict

Key Concept 7.2: A revolution in communications and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress.

- I. **New technologies** led to social transformations that improved the standard of living for many, while contributing to increased political and cultural conflicts.
 - A. New technologies contributed to improved standards of living, greater personal mobility, and better communications systems.
 - B. Technological change, modernization, and changing demographics led to increased political and **cultural conflict** on several fronts:
 - tradition versus innovation,
 - urban versus rural,
 - fundamentalist Christianity versus scientific modernism,
 - management versus labor,
 - native-born versus new immigrants,
 - white versus black,
 - and idealism versus disillusionment.
 - C. The rise of an urban, industrial society encouraged the development of a variety of cultural expressions for migrant, regional, and African American artists (expressed most notably in the **Harlem Renaissance** movement); it also contributed to **national culture** by making shared experiences more possible through **art, cinema, and the mass media**.

Explaining Causation... *Cultural and Political Conflict in the 1920s*

Objective: Analyze the causes and effects of major political and cultural conflicts in the 1920s by creating an original Document Based Question.

Individual [or Group] Directions:

- Using your knowledge of history and resources provided in class [or resources available to you at home], research each of the cause/effect relationships listed above.
- Gather one image or one document excerpt representing a specific person, event, or object that relates to each conflict. Use primary sources or images from the era. You will have a total of 7 images and excerpts. You may have no more than 3 images.
- Using your Content Outline [Key Concept 7.2], write an original, relevant, and appropriate essay prompt for causation and cultural conflict in the 1920s.
- Pair your question with your image and document collection in the form of a Document Based Question.
- Save your final DBQ as a word document, and submit it to Canvas.
- Bonus: Print your DBQ, and complete the document analysis (HIPP) for each document, along with introductory and concluding paragraphs.

<i>Rubric</i> ...Document Based Question Components	Percent of Grade
Format of DBQ is consistent with College Board format, including directions, prompt, and 7 documents	10%
Prompt is original, relevant, and appropriate for objective, era, and historical thinking skills	20%
Between 1 and 3 high quality images are included with sources cited.	10% per image
Between 4 and 6 primary source excerpts are included with sources cited	10% per doc.
Bonus option: accurate HIPP for each document and introductory and concluding paragraphs using thesis and conclusion formulas (see writing guidelines if you do not have the formulas memorized yet)	10%
Total Percent Possible	110%

Causes: CHANGE!

- Migration Patterns to the United States and within the United States
- Racism, White Superiority, Social Darwinism
- Science and innovation; modernization
- Red Scare and changing views of labor
- New urban cultural values and artistic expressions
- New technologies altered lifestyle
- Idealism of the Great War turns to disillusionment of postwar (*you could also consider cultural idealism/disillusionment of the era as illustrated in The Great Gatsby*)

Effects: CULTURE CONFLICT!

- Racial and ethnic identities and conflict over ethnic assimilation and distinctiveness
- Civil Rights activism and identity based political and social movements
- Conflict between science and religion
- Labor unions are limited and feared, membership declines, and businesses approach labor needs differently
- New “modern” art and architecture (urban) conflicts with tradition (rural); Traditional role of women and Victorian values conflict with new modern women willing to rebel against norms
- Increased freedom, mobility, communication, entertainment redefined culture creating urban/rural cultural gap
- Isolationism and fear of another war conflicts with America’s role in the world to promote democracy and capitalism

Alternative: Use or adapt one of the past prompts from College Board to create DBQ. See next page for list.

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If you are using a past prompt (or adapting a past prompt), consult the list below. For adaptation of a prior Change Over Time, Periodization, or Comparison prompt, be sure to change it to a Causation style prompt.

Past College Board APUSH Prompts including culture conflict of the 1920s, reworded to match new Framework

(Prompts were rewritten during the 2014 AP Summer Institute by various AP teachers including Rebecca Richardson and Willis Hudson, complete list was edited and compiled by John P. Irish)

Change Over Time

1. Evaluate the extent to which technological innovations contributed to maintaining continuity as well as fostered change in the lives of urban and rural workers in United States from 1865 to 1920.
2. Explain the continuities and changes in the roles that women played in the Progressive Era political and social reforms from the 1880s through the 1920s.

Causation

1. Explain the major causes and consequences for the cultural conflicts of the 1920's in the United States.
2. Explain the impact women had on the political and social reforms of the Progressive Era from the 1880s through the 1920s.
3. Explain the causes and consequences of major shifts in political party loyalties that were evident in presidential elections between 1920 and 1948.
4. Evaluate the reasons for the loss of momentum of the Progressive Movement during 1920s.
5. Evaluate the extent to which new technologies impacted American culture in the 1920's.
6. Evaluate the extent to which conditions of industrial workers and urban life contributed to maintaining continuity as well as fostering change in American society from 1890 to 1920.

There has only been one DBQ over the 1920s. It was in 1986.

7. The 1920's were a period of tension between new and changing attitudes on the one hand and traditional values and nostalgia on the other. What led to the tension between old and new AND in what way was the tension manifested? (*Verbatim – not reworded*)

Periodization

1. Evaluate the extent to which the 1920's were a cultural turning point in American History.
2. "The 1920s represent a significant American cultural expression." Support, modify, or refute this statement.
3. Evaluate the extent to which the 1920s were a turning point of cultural and economic change?

Comparison

1. Compare and contrast reactions of Americans to immigration in the 1840s-1850s with immigration in the 1910s-1920s.
2. Compare and contrast goals and strategies of African American leaders in the 1890s-1920s with the goals and strategies of African American leaders in the 1950s-1960s.
3. Compare and contrast labor union strategies between the 1870s and 1920s. Be sure to address their strategies for advancing the interests of workers and their success in achieving those goals.
4. Compare and contrast technology and attitudes of Americans in the 1920s and 1950s.

Wording for DBQ directions:

Directions: Question 1 is based on the accompanying documents. You are advised to spend 15 minutes planning and 40 minutes writing your answer.

In your response you should do the following.

- ▶ State a relevant thesis that directly addresses all parts of the question.
- ▶ Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.
- ▶ Incorporate analysis of all, or all but one, of the documents into your argument.
- ▶ Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.
- ▶ Support your argument with analysis of historical examples outside the documents.
- ▶ Connect historical phenomena relevant to your argument to broader events or processes.
- ▶ Synthesize the elements above into a persuasive essay