

**Where have we been  
and where are we  
going?**

**We are continuing to evaluate the social, cultural, economic, political, and technological developments of the country and how they affected different groups.**

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**What are some of the specific topics will we study this unit?**

- **The Progressive Era**
- **American Imperialism**
- **WWI**
- **Women's Suffrage**

**First up...**

**What was life like for  
Americans at the  
turn of the 20<sup>th</sup>  
century?**

**Life** at the turn of the 20th century:

## Entertainment

- a new industry emerged:  
**RECREATION/  
COMMERCIAL  
ENTERTAINMENT**
- Why was this possible?
  - More leisure time for working people
  - More \$
  - Cultural attitude: acceptance of indulgence in “FUN”
- *Random: This is where we get the introduction of "snack" foods*



**"Take me out to the ball game  
Take me out with the crowd  
Buy me some peanuts and Cracker Jacks  
I don't care if I never get back!"**

# Life at the turn of the 20th century: Entertainment

- Vaudeville and minstrel shows: variety shows, perpetuated stereotypes
- Movies: silent, piano
- The Circus Train
- Amusement Parks

# VAUDEVILLE!

## A DAZZLING DISPLAY

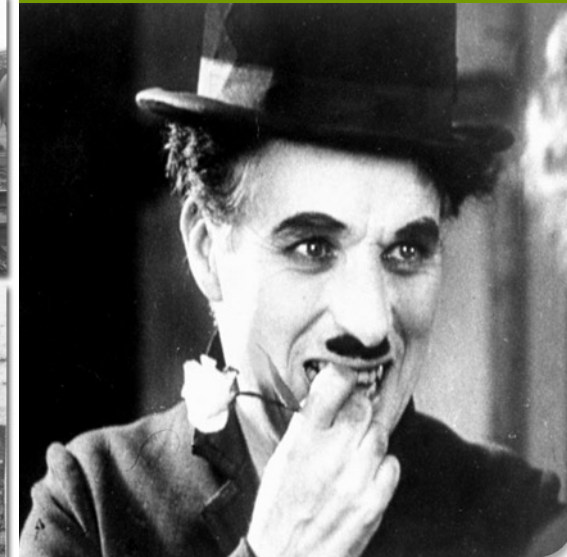
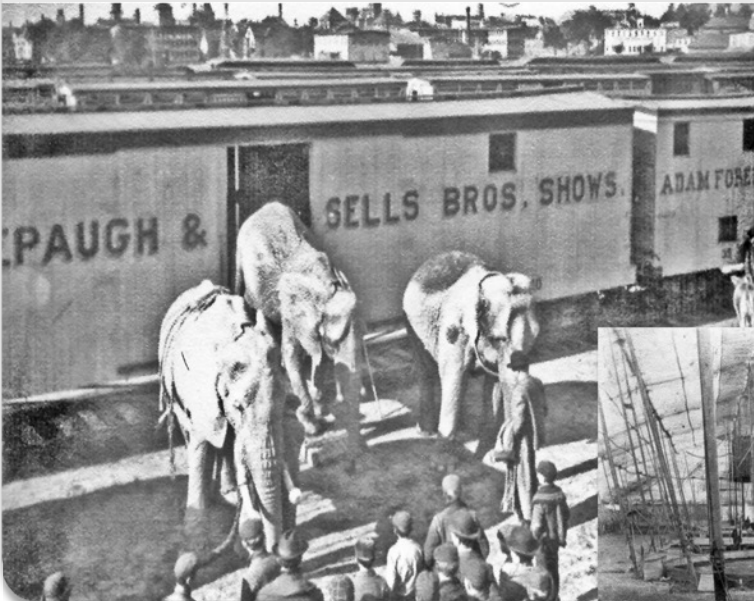


## HETEROGENEOUS SPLENDOR

DESIGNED TO EDUCATE, EDIFY, AMAZE, AND UPLIFT



"The vaudeville theatre is an American invention. There is nothing like it anywhere else in the world." - 1890s actor



# Entertainment

## EXAMPLES:

- Sports!!
  - Bicycling!
  - Baseball
  - Football (from rugby)
  - Basketball!

*Mark Twain called baseball "the very symbol, the outward and visible expression of the drive and push and rush and struggle of the raging, tearing, booming 19th century."*

Invented by a PE teacher in 1891 to keep athletes fit during winter has asked for two boxes. Superintendent of building replied "No , but I have two old peach baskets down in the store room." What would have been box ball became "basket ball."



Other Examples:

## Reading for Entertainment

- **Yellow Journalism:** sensationalized NOT well researched information (anything to sell more papers)
- **Newspapers & Magazines:** New features, optimistic stories about desire and determination to succeed
- **Popular fiction:** adventure and rags-to-riches stories
  - **The Adventures of Huckleberry Finn** by Mark Twain



Other Examples:

## Music

- **New innovation: Phonograph (500,000 sold per year by 1914)**
- **Significance: Marked the beginning of music business that is SO important to American culture and economy today**





# **Life** at the turn of the 20th century

## **Education**

- **Connection to democracy:**
  - **More & more believed that a healthy democracy required an educated citizenry (America had been one of the first in history to suggest universal & free education for ALL children)**
- **Educational opportunities expanded**
  - **Universities and colleges created**
  - **Seen as first step to economic & social success**
  - **Pressure increased on states to offer better schools**
  - **Pressure to institute child labor laws**
  - *Evidence: Still only 2% graduated from High Schol in 1870, but up to 8.6% by 1920*
- **What were schools like?**
  - **Usually one-room school houses, multi-age**
  - **Focused on literacy and civics**

**Life** at the turn of the 20th century

## Education

- **Assimilation was encouraged, but integration was more likely**
- **What does this mean?**
  - **Contact between both groups led to constant sharing of cultural traditions and helped redefine American culture**

"Education was free. That subject my father had written about repeatedly, as compromising his chief hope for us children, the essence of American opportunity, the treasure that no thief could touch, not even misfortune or poverty... A little girl from across the alley came and offered to conduct us to school... No application made, no question asked, no examinations, no fees. The doors stood open for every one of us. The smallest child could show us the way." - Mary Antin, Russian immigrant

"I liked school... The teacher told us stories about General Grant and Abraham Lincoln and other great Americans. She also taught us how to read and write in English.... For the Centennial celebration we had a pageant at school. I wore a white wig and played the role of George Washington. My father was very proud." - Tony Longo, Italian immigrant

## **Something to keep in mind:**

**Despite the warning of a popular immigrant guidebook to “forget your past, your customs, and your ideals,” many of the new Americans clung to their own languages, customs, cuisines, and gravitated to communities populated by other from their country.**

# Segregation in Education

- In many places, there were separate schools for:
  - Black Americans
  - Asian Americans
  - Hispanic Americans



# Segregation in Education

- **Native Americans rarely received "formal" schooling. Rather "Boarding Schools" forced children to leave their families and abandon traditions through FORCED ASSIMILATION.**



A group of boys in school uniforms, circa 1890.

- **Also, separate women's colleges**

[Click here for article: How Boarding Schools Tried to "Kill the Indian, Save the Man" Through Assimilation](#)

**Life** at the turn of the 20th century:

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# **RACE RELATIONS**

## CAN WE FILL IN THE BLANKS?

In the 14 Amendment, section 1, has the following 4 clauses (fill in the missing words)

All persons born or naturalized in the United States and subject to the jurisdiction thereof, **are** \_\_\_\_\_ **of the United States and of the State** wherein they reside

No State shall make or enforce any law which shall abridge the \_\_\_\_\_ or \_\_\_\_\_ of citizens of the United States...

Nor shall any \_\_\_\_\_ deprive any person of life, liberty, or property without \_\_\_\_\_ of \_\_\_\_\_...

nor deny to any person within its jurisdiction the \_\_\_\_\_ protection of the laws

# In the **SOUTH**

## **Jim Crow & Legal Segregation**

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- **What about the 13<sup>th</sup> – 15<sup>th</sup> Amendments?**
  - **In short: they were being ignored.** Courts were not enforcing/eradicating legislation that was contradictory to these Amendments.
  - **Even though the 13<sup>th</sup>-15<sup>th</sup> Amendments were important changes to the Constitution and would be used decades later in the battle for Civil Rights, the period of Reconstruction had failed to give blacks equal rights and a conservative U.S. Supreme Court ensured that failure would last another 50 or 60 years.**



# In the **SOUTH**

## **Jim Crow & Legal Segregation**

- **Must know Supreme Court Case: *Plessy v. Ferguson***
  - **Year: 1896**
  - **Ruling: Separate facilities were lawful as long as they were equal (segregation did not violate the 14<sup>th</sup> Amendment).**

**Explanation: In the case *Plessy v. Ferguson*, Court decided states had right to legally segregate any public facilities, from schools to trains. Separate facilities were fine as long as they were equal. They stated that the 14th Amendment had been created “not to give Negroes social equality, but only political equality.” However, the “equal” part of the “separate-but-equal” would prove hard to enforce.**

**The result of this case was legally protected segregation until the 1950s.**

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# SEPARATE BUT EQUAL

COLORED →

← WHITES

# EXPLAINED

<https://www.youtube.com/watch?v=6BBEz3Ne-zY>



<https://www.youtube.com/watch?v=Sj54KP16llw>



**BLACK  
HISTORY** / **IN  
TWO  
MINUTES**  
(OR SO)

**THE CASE THAT UPHELD  
THE COLOR LINE**

[https://www.youtube.com/watch?v=RpY\\_T5dYjgo](https://www.youtube.com/watch?v=RpY_T5dYjgo)

Stopped here Monday 6<sup>th</sup> and 7<sup>th</sup> Hour

In the Plessy v. Ferguson case, the Supreme Court claimed that...

- A. the 14th Amendment was never intended to enforce social intermingling of races
- B. Separate facilities did not suggest that one race was inferior to the other, therefore segregation was not unfair discrimination
- C. Both A and B
- D. Neither A or B

In the **SOUTH**  
**Jim Crow & Legal Segregation**

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**Justice John Harlan, was the only dissenter. He wrote, “Our Constitution is color-blind.”**

In the **SOUTH**

## **Jim Crow & Legal Segregation**

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Encouraged by these decisions, Southern states passed **Jim Crow laws**.

**What were they?**

- **State and local laws that enforced legal segregation in the Southern United States**
- **Examples: Required the separation of blacks and whites in schools, parks, public buildings, hospitals, and transportation systems. Black Americans couldn't serve on juries, represent themselves in court, or drink from the same public drinking fountains or use the same bathrooms as whites. Facilities were consistently inferior & underfunded compared to those available for white Southerners**



# In the **SOUTH**

## **Jim Crow & Legal Segregation**

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### Methods of **disenfranchisement:**

- **Grandfather clause**
- **Literacy tests**
- **Poll tax**
- **Intimidation and fear**

**Lynching definition: murder of an accused person by a mob without a trial.**

### **Lynching:**

- **During the 1890s, the South averaged 130 lynchings a year.**

### **What will many Americans do in response to these conditions?**

- **LEAVE – heading to Northern cities**

**Life** at the turn of the 20th  
century:

# Race Relations in the North

- **Northern response to events in the South?**
  - “The North generally shrugged at the Jim Crow laws and ignored the lynchings. ‘The Negro’s day is over,’ observed Yale Professor William Graham Sumner. ‘He is out of fashion.’ ” – Wiegand, *p. 270*
- **Migration**
  - **Altered attitudes as many resented the competition for jobs**
  - **Result:**
    - ***de facto* segregation/discrimination: exists, but not mandated by law (by custom, rather than law)**
    - **increasing racial tensions**

**Life** at the turn of the 20th  
century:

**What else do we know?**

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**Where does that leave us  
regarding what is going well  
and what needs reforming at  
the start of the 20<sup>th</sup> century?**

***Brainstorm!***