

7.15 Comparison in Period 7

Learning Objective 7.0: Compare the relative significance of major events of the first half of the 20th century in shaping American identity.

Growth and Reform

KC-7.1: Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.

- Economic growth of the “_____” 1920s dominated American identity even though it wasn’t widespread
 - _____, _____ did not share in wealth
- American identity shifted in asking more of its government in reforms for _____, _____, direct election of senators

Urbanization

KC-7.1.I: The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.

- Urban experience
 - Factory, wage work
 - _____ conditions in the city, more _____
 - Expansion of services, _____
- Rural experience
 - _____
 - Cycle of _____ created by growing supply of crops and decreasing demand
 - Exacerbated by _____

Progressive Era

KC-7.1.II: In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures.

- American identity more likely to be on the side of the _____ / _____ than in the _____
 - _____ strengthened, regulations on meatpacking, _____, calls for minimum wage, max. working hours

The Great Depression and New Deal

KC-7.1.III: During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.

- The _____ shaped American identity more than any other economic event
 - Shaped view of government role in crisis
 - Pushed back against idea of “_____”
 - _____ created new view of government’s responsibilities
- Only comparable event was _____

Innovation and Migration

KC-7.2: Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

- _____, spreads regional cultures nationwide more than any other invention
- Compare _____ and _____, African Americans leaving the south in large numbers
 - _____ as a result of the first one

Popular Culture

KC-7.2.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

- Compare competing ideologies
 - Modernism
 - Seen in art, fashion, reliance on new technologies and discovery
 - Downfall in reliance on _____ or use of _____
 - _____
 - Seen in growth of _____ Christianity and _____

Push and Pull Factors for Migration

KC-7.2.II: Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants.

- Internal Migrants
 - Resurgence of the _____
 - Continuity of _____ from previous period
 - Segregation still prevalent, _____ in war

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- International Migrants
 - Backlash against immigrants after WWI and WWII, fear of communists (_____)
 - Further restriction of immigration, _____

War and Diplomacy

KC-7.3: Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world

- Spanish-American War
 - US criticizing Spain over treatment of Cuba
 - Began over sinking of the _____
- _____
 - Avoided war until 1917, entrance proved decisive
 - Choose _____ at conclusion
- World War II
 - Declared war after attack on _____
 - Emerges as preeminent world power

American Imperialism

KC-7.3.1: In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America's role in the world.

- Arguments for intervention
 - Belief in responsibility of the US to “_____” lesser people
 - Protect _____
 - Aid allies in fight against _____
- Arguments for isolation
 - Belief that foreigners were _____
 - Don't want to fight _____ wars
 - US has no place in European matters, focus on _____

World War I and Isolationism

KC-7.3.II: World War I and its aftermath intensified ongoing debates about the nation's role in the world and how best to achieve national security and pursue American interests.

- _____ argument for entering the war
 - "World must be made safe for _____."
 - American _____ threatened by foreign war
- Prevailing attitude at end of war
 - US should not tie itself to European allies
 - Rejection of the _____
 - Shapes identity for next 15-20 years

World War II and Global Leadership

KC-7.3.III: U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.

- Consensus on entering the war after _____ attack
 - "_____ " movement allowed for quick entry
 - Island-hopping, _____, Manhattan project worked through US leadership
- Commitment to global cooperation after the war
 - Agreement at _____, plan for _____, Marshall Plan for reconstruction

Recap

- The United States economy continued to experience boom and bust cycles, though beginning to implement reforms in Progressive era
- Internal migration fueled by discrimination and Great Depression
- International migration further restricted by Quota Acts
- New Deal attempts to curb unemployment, creates social safety net
- Spanish American War proves America's place as a world power
- Entered WWI reluctantly, revert to isolationism at conclusion
- Entered WWII over Pearl Harbor, accepts role of world leader at conclusion

Part II

Short Answer Questions

Answer the following in AT LEAST three sentences.

1. Compare the relative significance of major events of the first half of the 20th century in shaping American identity.

Reporting on the Spanish Influenza, 1918

Retrieved from: <https://www.gilderlehrman.org/history-resources/spotlight-primary-source/reporting-spanish-influenza-1918>

WAR ON INFLUENZA (York Dispatch, October 4, 1918)

Acting State Commissioner of Health B. F. Royer has ordered every place of amusement and every saloon in the state closed as a measure of warfare against the further spread of influenza. This edict goes into effect at once. The scourge is spreading at an alarming rate. Not in the history of previous epidemics has it been necessary to take drastic action.

The rapid spread over the greater part of the country of the serious epidemic has mysterious features. It is the kind of thing that usually is looked for in winter. The nearly simultaneous appearance in many army and navy camps has started speculation as to the possibility of the introduction of germs by our enemies, a suggestion that the secret service is no doubt considering.

There are times when entrance to the army camps should be more strictly guarded, and the closest scrutiny should be given to the movements of all persons giving suspicion of disloyalty and malice.

Outdoor air and sunlight help avert this or any other disease. In tightly closed workshops, stores, and railroad trains, it is no wonder that people become so enfeebled by bad air and that the germs become so contagious. It is a common sight to see hundreds of persons attending a meeting in a room where you can see no sign of any ventilation except the opening of a door when someone goes out.

If anyone feeling the oppressiveness of the atmosphere attempts to open a window the black looks he gets from his neighbors lead him to desist.

Employers in localities where grip prevails find the disease is a big handicap to their production. If this thing goes much farther, it will hold up war work. People who have charge of workshops will do well to see that they are well supplied with fresh air. Work people wear warm clothes so they can stand a few drafts. The girls with the mosquito netting waists should substitute something more appropriate to fall weather. A little effort to keep ourselves in good physical condition will save many serious and some fatal illnesses, and help keep the industrial machinery of the country running.

400 DEATHS IN PHILA. IN LAST 48 HOURS, York Dispatch, October 7, 1918

By Associated Press.

Philadelphia, Oct. 7.—Influenza continued to spread rapidly throughout Philadelphia and its environs today. During the 48 hours ending at noon, 5,561 new cases were reported to the board of health. In the same period there were more than 400 deaths from Influenza and pneumonia. It is estimated by city authorities that there have been 175,000 cases since the epidemic began. A serious feature of the epidemic is the lack of nurses. Those in regular and emergency hospitals are overworked. Instances are reported of nurses who have worked for 36 hours continuously with scarcely an hour's rest. Across the Delaware river, in Southern New Jersey, the situation is reported to be grave. Dr. Davis president of the Camden board of health, estimates that there are 5,000 individual cases in that city. He declares the epidemic has not yet reached its height. Emergency hospitals are being established and the leading women of the city have gone into them and are doing even the menial work in addition to nursing the sick. Frank J. Connell, his wife and their 10-year-old daughter all died today in the Connell home within a period of five hours.

In Gloucester, near Camden, 400 new cases developed since yesterday. Medical assistance has arrived there from Washington.

1. Provide an Attribution for the document:
2. Use the document to support the thesis: "The early twentieth century brought about great change to American National identity through its periods of rapid growth and moments of crisis."
3. Choose one of the analysis topics from HAPP and provide a 2 sentence analysis of the document.
4. Give an A-C-E response on a piece of outside evidence that is relevant to the document and topic of the thesis

Secondary Source Document Analysis

Read the essay and fill in the chart below. Identify one claim for each subsection of the essay and provide a piece of evidence that corresponds to the claim.

Title:	
Author:	
Historical Period and Topic:	
Thesis:	
Claims	Evidence
Identify an alternative viewpoint to the author's thesis.	
Does the author address this viewpoint by refuting or conceding to it?	

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The Influenza of 1918 and the Coronavirus of 2020: Some Parallels and Differences

by John M. Barry

Sometime prior to late January 1918, a virus jumped species from birds to humans, probably after passing through another mammal. It spawned a lethal pandemic.

Sometime prior to late December 2019, a virus jumped species from bats to humans, probably after passing through another mammal. It spawned a lethal pandemic.

The parallels between the two viruses and the diseases they caused, H1N1 and influenza and SARS-COV2 and Covid-19 (short for Coronavirus 2019), are significant, but so are the differences.

Both viruses transmit exactly the same way, chiefly through virus expelled when shouting, talking, or for that matter breathing, either in droplets, which fall to the ground fairly quickly, or smaller and lighter aerosolized packets of virus, which can float in the air for hours like dust motes. Both viruses primarily attack the respiratory system; they can bind to cells in the upper respiratory tract, which make them highly transmissible, as well as to cells deep in the lung, which can make them lethal—victims will then in effect start out with viral pneumonia. Though both viruses attack the respiratory system, both can kill through cardiovascular events (in fact all influenza viruses are linked to cardiovascular complications). In addition, both the 1918 influenza virus—but not the other influenza viruses that plague humans—and SARS COV-2 can infect virtually every organ in the body and have particularly pronounced neurological impacts. With both viruses, illness can linger for extended periods, and the 1918 virus also caused some sequelae which did not even surface for several years. Clearly, at this writing it is far too soon to know how long-lasting Covid-19 damage can be and what complications will eventually develop. Some complications of the 1918 virus didn't surface until the 1920s. Today tests of people, including very young people, who never develop any Covid-19 symptoms show heart and lung damage. Will they suffer serious heart or lung disease in the future? We don't know.

The viruses also have important differences. Of course they differ in molecular biology, the mechanism by which they bind to cells, and so on, but they also differ in four very important ways which one does not need a microscope to observe.

First, the 1918 virus was much more lethal and much more virulent. It killed between fifty and 100 million people; adjusted for population that would equal somewhere between 220 million and 440 million people today. The direst, worst-case projections for Covid-19 do not call for anything like those numbers. The case mortality of 1918's H1N1 in the West was probably two percent to two and a half percent, but it was much higher in the developing world, probably six percent to eight percent, most likely because people outside the West had seen few if any influenza viruses and had little or no cross-protection from prior exposure.

Second, H1N1 killed otherwise healthy young adults in large numbers, with well over ninety percent of the excess mortality in people younger than sixty-five and the peak age for death in the late twenties. (Other influenza pandemics also lowered the average age of the dead; the 1957 and 1968 pandemics saw only a slight downward trend, but 2009's H1N1 outbreak, although generally mild, had a strikingly similar age pattern to 1918 in those it did kill, with the peak age for death being thirty-one). Children also died; in 1918 children aged one to four died in numbers equal to today's all-cause mortality—the combined deaths from all drownings, accidents, cancer, heart disease, infections, murder, etc.—over a period of twenty-three years and children aged five to nine did not fare much better. Covid-19 of course does the opposite. Children die very, very rarely, and the overwhelming majority of deaths occur in people older than sixty-five.

Third, in influenza those who never develop symptoms at all do not infect others; pre-symptomatic transmission does occur, but only during a relatively brief period. With SARS COV-2 pre-symptomatic transmission occurs probably for about two days, and symptomatic people generally can transmit disease for another ten to twelve days. The real problem in containing transmission, however, is that people who never develop any symptoms whatsoever can also infect others for a roughly similar period.

Fourth, and finally, the viruses differ in the fourth dimension—time. The incubation period for influenza is generally one to three days, and most people get sick on day two; for Covid-19 the incubation period ranges from two to fourteen days and most people get sick on day five or six.

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Influenza symptoms come on suddenly, all at once, and people are usually sick for three or four days although recovery can sometimes drag on for several weeks. Covid-19 comes on gradually; it may take over a week after the first symptoms before serious complications such as shortness of breath develop, but then deterioration can be very rapid. Recovery also takes longer; for too many, including those who never became sick enough to require hospitalization, recovery takes long enough that “long Covid” names a syndrome for people who suffer in one way or another for months. Each generation of the disease—transmission from one person to another to another to another—also takes longer. Influenza in 1918, and seasonal influenza, passes through a given community generally in six to ten weeks. The duration of a Covid-19 outbreak, even without taking such measures to interrupt transmission as shutting down much of the economy, would stretch out for many months; those measures both save lives and lead to a faster and stronger economic recovery, but they also make the outbreak last longer than it would otherwise.

As a result, many young adults do not feel vulnerable even though they may suffer unknown long-term consequences of the disease, and Covid-19 has inflicted tremendous economic damage, far more than the steep but brief recession in 1918.

The two viruses also have one other commonality. In 1918 the United States government minimized the disease out of concern that the truth would damage the war effort. In 2020, the White House repeatedly and over a period of months minimized the threat and pushed states to reopen too soon.

These three things—that the young get less sick, that the economy has suffered, that the administration minimized the threat—combined to eviscerate the public health response. At this writing, the United States, population of 325 million, has four times the daily death toll of the European Union and the United Kingdom with their combined population of 510 million. The US economic recovery also lags far behind that of Europe.

What will happen in the future? How resilient will the US prove to be? Government at every level, federal, state, and local, has lost tax revenues and had dramatically increased costs, creating fiscal pressures not seen since World War II. What that means for tax and spending policies at every level remains to be seen. Small businesses have been decimated, and many will close permanently. Great industries such as transportation, particularly airlines, and tourism have been dealt devastating blows. Changes in work habits may reshape commercial real estate and public transit.

All that and more may come to pass—or it may not. If we develop a highly effective vaccine and distribute it rapidly, we may return to a pre-pandemic normal sooner rather than later, or we could see something in-between the old normal and a radical reshaping of society. Which future will it be? It is impossible to predict.

*John M. Barry is the prize-winning author of several books, including *Roger Williams and the Creation of the American Soul: Church, State, and the Birth of Liberty* (2012) *The Great Influenza: The Story of the Deadliest Pandemic in History* (2004) *Power Plays: Politics, Football, and Other Blood Sports* (2001), and *Rising Tide: The Great Mississippi Flood of 1927 and How It Changed America* (1997).*