

Previewing the Unit

Unit 4 covers the changes in the United States from 1920 to 1940, as people feel a clash between the values of a traditional rural society and those of a growing urban culture. Underlying economic problems are obscured by apparent prosperity until a long, deep economic slowdown causes widespread suffering. In response, President Franklin Roosevelt experiments with various approaches to rebuilding the economy.

UNIT PROJECT**ERAS AND CHARACTERISTICS
WEBPAGES**

Use this project to assess student understanding of TEKS 2A and 2B.

Tips for Teaching

- Explain to students that this unit covers the period from 1919 to 1940. Direct students to pages 194–197 for more information about major historical eras. Have them apply these eras to the content of this unit. Explain that they will create a webpage for each era that applies, in this case, two: “The Roaring Twenties” and “The Great Depression.”
- Encourage them to review pages 192–193 to learn more about major characteristics of history. Point out that students must determine which of the six major characteristics best apply to each era. Suggest that they focus on two or three per era.

(continued on next page)

MORE ABOUT THE IMAGE

Jones chose a range of very dark colors to paint this cityscape. In the sky, dark smoke from the chimneys mixes with the heavy gray clouds to convey a feeling of oppression, while at ground level, weak patches of light alternate with larger areas of shadow.

4

CHAPTER 12

**Politics of the
Roaring Twenties
1919–1929**

CHAPTER 13

**The Roaring Life
of the 1920s
1920–1929**

CHAPTER 14

**The Great Depression
Begins
1929–1933**

CHAPTER 15

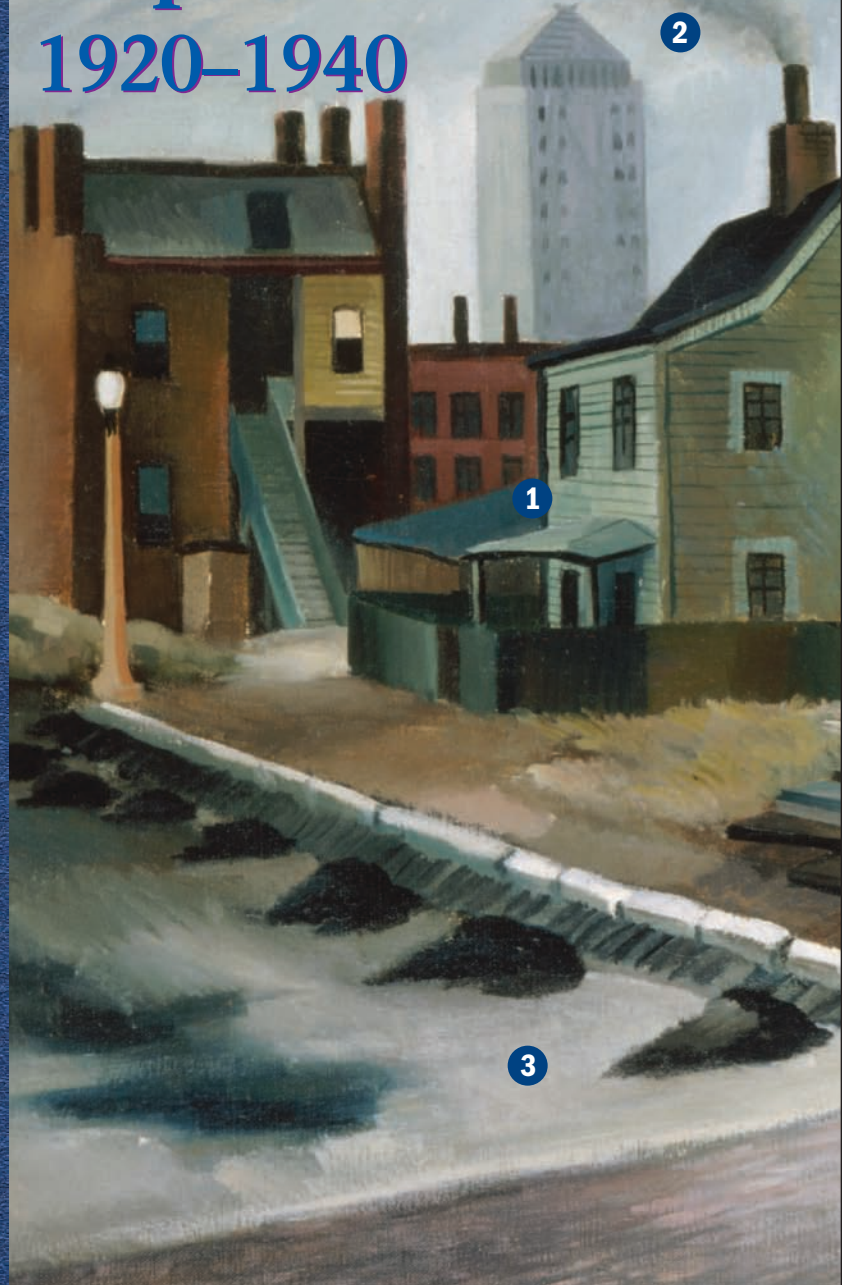
**The New Deal
1933–1940****UNIT PROJECT**

This unit covers the period of economic prosperity after World War I as well as the severe downturn of the Great Depression. Use your knowledge of historical eras, the unit’s content, and the major characteristics of history to identify the eras in this unit. Then create a webpage that describes the defining characteristics of each era.

Street Scene by Joe Jones

408

The 1920s and the Great Depression 1920–1940

**1** Wooden house

An older wooden house stands alone, set back from the road, and looking sadly out of place among its urban, brick neighbors. As American cities spread into the countryside, they often engulfed villages and farmhouses. American cities are still filled with houses that once stood in open countryside, relics of a rural way of life.

2 Skyscrapers

The background includes a glimpse of a modern kind of building that was rising in cities throughout America—the skyscraper. New materials and technologies allowed this type of commercial building to spread rapidly in urban centers, where the high cost of land encouraged developers to build upward.



4

3 Potholes and asphalt

The road is pitted with potholes. Near the curb, piles of asphalt have been dumped, ready for a road crew to shove in to patch the holes. Because it runs through a poor neighborhood, this road is obviously not important enough to be resurfaced thoroughly.

4 House construction

The shadowy workman lifting a board suggests that the brick house is under construction. Another worker stands beside the street lamp.

- Have students include an explanation of how each characteristic applies to the era and encourage them to use a variety of primary sources, both textual and visual, to support their conclusions and add interest to their webpages.

Rubric

Students' webpages should . . .

- present information clearly using engaging primary sources
- clearly identify major eras addressed in the unit, with one page for "The Roaring Twenties" and one page for "The Great Depression"
- clearly identify defining characteristics of each era

HISTORY from VISUALS

























Interpreting the Painting

Joe Jones was born in St. Louis, Missouri—the city shown in this painting. Jones was a political activist and painter whose work often dealt with social issues. In this cityscape, he has contrasted the poor residential area in the foreground with the richer commercial buildings in the distance.






Ask students to think of adjectives to describe the mood of the painting (*dark, gloomy*). Then have them compare the Jones painting to the painting by Aaron Douglas on page 435. Ask how the paintings are similar. (*They both include views of cities and have been painted in a very dark range of colors.*) Ask the students to compare the mood of the two paintings. (*The Douglas painting is more optimistic, with the viewpoint angled up toward the soaring skyscrapers, while the Jones painting is grimmer, with a street-level view of a poor section of town.*)



Extension Using Internet sources or other research materials, find other paintings or photographs of American cities in the 1920s and 1930s to compare.



Politics of the Roaring Twenties

OVERVIEW	INSTRUCTIONAL RESOURCES	
<p>ESSENTIAL QUESTION</p> <p>What political and social changes took place after World War I and through the 1920s?</p> <p> Focus on the Essential Question Podcast</p>	<p> Telescoping the Times</p> <ul style="list-style-type: none"> • Chapter Summary, pp. 23–24 <p> Planning for Block Schedules</p> <p> Multimedia Connections</p> <ul style="list-style-type: none"> • Henry Ford 	<p> Interactive Online Edition</p> <p> ExamView® Assessment Suite (English/Spanish)</p> <p> mySmartPlanner</p> <p> Power Presentations</p> <p> Video: Henry Ford: Taking the Low Road</p> <p> hmhsocialstudies.com</p>
<p>SECTION 1</p> <p>Americans Struggle with Postwar Issues</p> <p>MAIN IDEA A desire for normality after the war and a fear of communism and “foreigners” led to postwar isolationism.</p>	<p> In-Depth Resources: Unit 4</p> <ul style="list-style-type: none"> • Guided Reading, p. 1 • Building Vocabulary, p. 4 • Reteaching Activity, p. 6 • Primary Sources, pp. 11–13 • Literature, pp. 15–17 <p> Lesson Plans, pp. 97–98</p> <p> Guided Reading Workbook, Section 1</p>	<p> Geography Transparencies</p> <ul style="list-style-type: none"> • GT20 European Emigration, 1820–1920 <p> Critical Thinking Transparencies</p> <ul style="list-style-type: none"> • CT20 Isolationist Policy of the 1920s <p> Video: The True Story of Sacco and Vanzetti</p>
<p>SECTION 2</p> <p>The Harding Presidency</p> <p>MAIN IDEA The Harding administration appealed to America’s desire for calm and peace after the war, but resulted in scandal.</p>	<p> In-Depth Resources: Unit 4</p> <ul style="list-style-type: none"> • Guided Reading, p. 2 • Building Vocabulary, p. 4 • Skillbuilder Practice, p. 5 • Reteaching Activity, p. 7 • American Lives, p. 18 <p> Lesson Plans, pp. 99–100</p> <p> Guided Reading Workbook, Section 2</p>	<p> Humanities Transparencies</p> <ul style="list-style-type: none"> • HT39 <i>Looking Backward</i>
<p>SECTION 3</p> <p>The Business of America</p> <p>MAIN IDEA Consumer goods fueled the business boom of the 1920s as America’s standard of living soared.</p>	<p> In-Depth Resources: Unit 4</p> <ul style="list-style-type: none"> • Guided Reading, p. 3 • Reteaching Activity, p. 8 • Geography Application, pp. 9–10 • Primary Sources, p. 14 • American Lives, p. 19 <p> Lesson Plans, pp. 101–102</p> <p> Guided Reading Workbook, Section 3</p>	<p> Critical Thinking Transparencies</p> <ul style="list-style-type: none"> • CT54 Consumer Spending Power, 1920–1929

ASSESSMENT

- SE** Chapter Assessment, pp. 430–431
-  **Formal Assessment**
 - Chapter Tests, Forms A, B, and C, pp. 231–245
-  **ExamView® Assessment Suite** (English/Spanish)
-  **Integrated Assessment**
-  **Strategies for Test Preparation**
-  hmhsocialstudies.com **TEST PRACTICE**

- SE** Section 1 Assessment, p. 418
- TE** Self-Assessment, p. 418
-  **Formal Assessment**
 - Section Quiz, p. 231
-  **Test Practice Transparencies**, TT75

- SE** Section 2 Assessment, p. 421
- TE** Self-Assessment, p. 421
-  **Formal Assessment**
 - Section Quiz, p. 232
-  **Test Practice Transparencies**, TT76




- SE** Section 3 Assessment, p. 427
- TE** Self-Assessment, p. 427
-  **Formal Assessment**
 - Section Quiz, p. 233
-  **Test Practice Transparencies**, TT77

Chart Key:

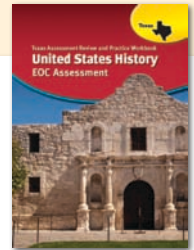
- SE** Student Edition
-  Block Scheduling
-  MP3 Audio
- TE** Teacher's Edition
-  Online-only Resource
-  HISTORY®
-  Printable Resource
-  Presentation Resource

All Program Resources available @  hmhsocialstudies.com

Supporting Resources

Texas Assessment Review and Practice

- End-of-Course Assessment tips and sample tests to prepare students
- Teacher materials with instructional guidelines, digital flash cards, and ExamView® test banks




Social Studies Trade Library Collections

- U.S. History Civil War to Present Trade Collection

Fast Track to a 5





- AP test preparation for U.S. History provides students with test-taking strategies, review, and practice exams.






For more information or to purchase these resources, go to  hmhsocialstudies.com

Differentiated Instruction


ENGLISH LEARNERS

-  **Spanish/English Guided Reading Workbook**
Sections 1–3
-  **Access for Students Acquiring English/ESL:**
Spanish Translations,
pp. 141–148
-  **Modified Lesson Plans for English Learners**
-  **Chapter Summaries**
(English/Spanish)

STRUGGLING READERS

-  **Guided Reading Workbook**
Sections 1–3
-  **Telescoping the Times**
 - Chapter Summary,
pp. 23–24
-  **Chapter Summaries**
(English/Spanish)

GIFTED AND TALENTED STUDENTS

-  **In-Depth Resources: Unit 4**
 - Primary Sources,
pp. 11–14
 - American Lives: Ernesto Galarza p. 18, Henry Ford,
p. 19
 - Literature, pp. 15–17

Enrichment Activities

SE Student Edition, pp. 410–429

- Interact with History, pp. 410–411
- Tracing Themes, pp. 428–429

CHAPTER 12: PACING GUIDE

BLOCK SCHEDULE LESSON PLAN OPTIONS (90-MINUTE PERIOD)

DAY 1

CHAPTER 12 OPENER pp. 410–411

History from Visuals, p. 410

Class Time 15 minutes

Options for Pacing and Variety

- **Time Saver** Ask students to examine the photograph and describe what is happening. Ask them the questions on the TE page. Also have them look at the time line and ask them the relevant questions in the TE under Time Line Discussion.

Class Time 10 minutes

Interact With History, p. 411

Class Time 15 minutes

Options for Pacing and Variety

- **Role-Playing** Have students read the paragraph on the page and discuss what decisions they might make and on what they would base their decisions. What dangers are involved in each option: to participate in the strike or not to participate?

Class Time 15 minutes

SECTION 1 pp. 412–418

Class Time 30 minutes

Options for Pacing and Variety

- **Internet** Have students work in groups researching the roots of the Red Scare. See TE page 413 for more details.

Class Time 20 minutes

DAY 1 continued

- **Time Saver** Ask students to look at the map and graph on page 416 and discuss the Geography Skillbuilder questions.

Class Time 10 minutes

- **Peer Teaching** Have students work in pairs to answer questions 2 and 3 of the Section 1 Assessment, and then, as a class, discuss questions 4 and 5.

Class Time 20 minutes

SECTION 2 pp. 419–421

Class Time 30 minutes

Options for Pacing and Variety

- **Peer Teaching** Ask students to read A Personal Voice on page 419. Have them write a few paragraphs on the implications of such a view: whether it was right in terms of what people wanted and what was good for the country. Give them a few questions, and then let them discuss the issues with a partner before writing.

Class Time 25 minutes

- **Peer Evaluation** Have students quiz each other on the Terms & Names. Then have pairs of students complete the Section 2 Assessment and check their answers with another pair.

Class Time 20 minutes

DAY 2

SECTION 3 pp. 422–429

Class Time 45 minutes

Options for Pacing and Variety

- **Peer Teaching** Have students work in small groups on the activity on TE page 425 and present their ad to the class. They should look at what age, social, or economic group the ad is aimed—and how that group is targeted. What do the ads say about priorities and important issues for these groups?

Class Time One period

- **Time Saver** Discuss A Personal Voice on page 427 with students. Ask them how such plans encourage people to overextend themselves financially and what other payment options work similarly.

Class Time 10 minutes

ASSESSMENT pp. 430–431

Class Time 45 minutes

- **Peer Evaluation** Have students answer the Main Idea questions. Then ask them to switch papers with a partner and correct the answers as much as they can.

Class Time 15 minutes

Options for Pacing and Variety

- **Peer Teaching** Ask students to work in pairs to complete the Critical Thinking questions on page 430.

Class Time 15 minutes

DAY 2 continued

- **Peer Evaluation** Have students work in pairs to make up questions that have the terms and names of the chapter as answers. Then have students give the questions to another group to answer.

Class Time 20 minutes

TEACHER-TESTED ACTIVITY RATING PRESIDENT HARDING

Class Time 50 minutes

Task Developing a transparency summarizing and rating the Harding administration

Purpose To think critically about presidential actions

James Rosenberg, Crystal Lake South High School, Crystal Lake, Illinois

Supplies Needed

- Transparencies
- Markers

Activity Have students list the qualities of a great president. Then have small groups each create a transparency listing the positive and negative events of Harding's administration. Groups should use their lists to evaluate and rate Harding's presidency, with 1 being the lowest rating and 6 the highest. Have groups justify their ratings.

**INTERNET-BASED ANALYSIS OF POLITICAL CARTOONS**

The Internet provides students access to a great number and variety of political cartoons related to the material in Chapter 12. Careful study and analysis of these cartoons by students reveals how they effectively sum up the mood of the times in which they were created and provide insight into the public's perception of particular issues.

ACTIVITY OUTLINE

Objective Students will examine political cartoons created during the Red Scare of 1918–1921. Viewing historical cartoons allows students to practice their analytical skills. By creating their own cartoons, students can demonstrate their understanding of 1920s politics, while they practice computer graphics and paint programs.

Task Have students examine a series of political cartoons from 1918 to 1921. Using the questions in the steps below, guide students in an analysis of these cartoons and discuss their effectiveness. Then have students create their own political cartoons using a computer graphics or paint program.

Class Time One class period

DIRECTIONS

1. Using the Web sites at hmhsocialstudies.com, have students examine the political cartoons from the time of the Red Scare.
2. Ask students to consider the following: How do the cartoons portray strikers? How do the cartoons characterize immigrants?
3. Have students note specific details from the cartoons that support their observations of how these groups are portrayed.
4. Lead a class discussion in which students share their conclusions about the cartoons and provide supporting details for those conclusions.
5. In small groups, have students choose an issue from the 1920s. They might choose the Red Scare, labor unions, immigration, or another relevant topic. Then have each group sketch cartoons that comment on various sides of the issue.
6. Using a computer graphics or paint program, have students bring their cartoons “to life.” They can import digital images from the Internet, scan in magazine or newspaper pictures, or draw their own. Have students add a title and a caption (or speech or thought balloons) to each cartoon. Display the cartoons in an online art gallery, if possible.
7. **Optional Activity** Have students read the complete text of A. Mitchell Palmer’s 1920 article, “The Case Against the Reds,” available online. Lead a class discussion evaluating Palmer’s case. Does he make a convincing argument that Americans should fear the “Reds?”

POLITICS OF THE ROARING TWENTIES

Introduce the Essential Question

- Identify the issues that troubled Americans in the years after World War I.
- Consider why President Warren G. Harding's promise of a return to normalcy was attractive to so many Americans.
- Describe the economic developments that took place in the 1920s.

HISTORY from VISUALS

Interpreting the Photograph

Ask students to examine the photograph and describe what is happening. *(Students may guess that the workers have spontaneously revolted. Some will notice the woman holding the child, the children on the ground, and the police presence.)*

Time Line Discussion

Explain to students that the time line covers key events in the United States and the world during the years from 1919 to 1929.

- What happened in 1927? *(Henry Ford introduced the Model A.)*
- How and when did Calvin Coolidge become President? *(He succeeded to the presidency on the death of Harding in 1923.)*
- Examine the time lines for both U.S. and world events. What do the events listed suggest about working conditions? *(There are many strikes, which suggests conflicts regarding fair pay and better working conditions.)*

Essential Question

What political and social changes took place after World War I and through the 1920s?



Texas Essential Knowledge and Skills (TEKS)

6A, 6B, 15C, 16A, 19C, 29F, 29H

SECTION 1: Americans Struggle with Postwar Issues

Main Idea A desire for normalcy after the war and a fear of communism and “foreigners” led to postwar isolationism.

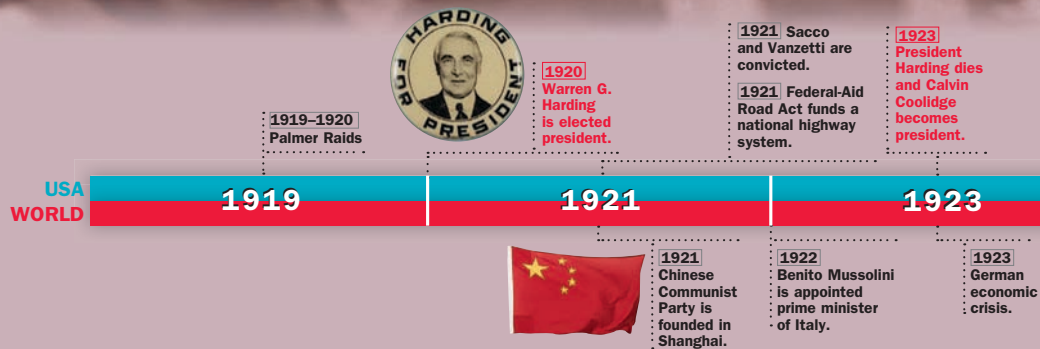
SECTION 2: The Harding Presidency

Main Idea The Harding administration appealed to America’s desire for calm and peace after the war, but resulted in scandal.

SECTION 3: The Business of America

Main Idea Consumer goods fueled the business boom of the 1920s as America’s standard of living soared.

Angry mill workers riot after walking off the job during a strike of Tennessee textile plants.



THEMES IN CHAPTER 12

ECONOMIC OPPORTUNITY

During World War I, workers were not allowed to strike because the government wouldn't let anything interfere with the war effort. After the war, union membership increased, as did strikes for higher wages and better working conditions.

See Teacher's Edition notes, p. 417.

ECONOMIC OPPORTUNITY

During the Harding administration, the United States raised taxes on imported goods. The Fordney-McCumber Tariff had far-reaching effects.

See Teacher's Edition notes, p. 420.

ECONOMIC OPPORTUNITY

In the 1920s the pursuit of the American dream was paramount. Americans were buying more products and living better lives than they had been before.


See Teacher's Edition notes, p. 425.

SCIENCE AND TECHNOLOGY

In the 1920s many Americans were able to buy cars. The automobile industry had a profound impact on American lives and the American landscape.

See Teacher's Edition notes, p. 424.

INTERACT
WITH HISTORY

HISTORY

 Henry Ford:
Taking the Low Road


 VIDEO

Objectives

- To motivate students to examine the labor issues of the 1920s
- To help students understand the effects of labor organizing and strikes on the participants and the economy

Explore the Issues

1. Have students consider the rights of workers versus the needs of all citizens for essential services like transit, police and fire protection, and sanitation.
2. Ask students to consider the possible conflict of interest involved in government intervention in a municipal workers' strike. Point out that the government is the employer.
3. Discuss with students what happens when individual workers choose not to participate in a strike.

TEKS 6A analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women **6B** analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh **15C** explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas **16A** analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies **19C** describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders **29F** identify bias in written, oral, and visual material **29H** use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons

INTERACT
WITH HISTORY

World War I has ended. As Americans struggle to rebuild broken lives, the voices of angry workers can be silenced no longer. Despite public criticism, many risk losing their jobs to strike and join unions. The streets become a battleground for fair pay and better working conditions. As you read the chapter and explore the issues below, use the annotation tools in your eBook to record your thoughts.

Explore the Issues

- Do city workers have a responsibility not to go on strike?
- Should the government intervene in disputes between labor and business?
- Does the success of a strike depend on you?

1924 Calvin Coolidge is elected president.

1925 A. Philip Randolph organizes the Brotherhood of Sleeping Car Porters.



1927 Henry Ford introduces the Model A.

1928 Herbert Hoover is elected president.

1925

1927

1929

1924 Vladimir Illich Lenin, founder of the Soviet Union, dies.

1926 British laborers declare a general strike.

1926 Hirohito becomes emperor of Japan.

1928 Joseph Stalin launches the first of his Five-Year-Plans in the USSR.



1929 National Revolutionary Party is organized in Mexico.

Politics of the Roaring Twenties 411

RECOMMENDED RESOURCES

BOOKS FOR THE TEACHER

Boyer, Richard O., and Herbert M. Morais. *Labor's Untold Story*. New York: United Electrical, Radio and Machine Workers of America, 1955.

Daniels, Roger. *Coming to America: A History of Immigration and Ethnicity in American Life*. New York: Harper Collins, 1990.

BOOKS FOR THE STUDENT

Allen, Frederick Lewis. *Only Yesterday: An Informal History of the 1920's*. Harper Perennial, 2000.

Parrish, Michael. *Anxious Decades: America in Prosperity and Depression 1920–1941*. New York: Norton, 1992.

VIDEOS

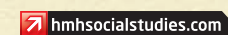
Los Mineros. PBS Home Video. 1990. Documentary of Mexican-American miners.

SOFTWARE

Between the Wars (1918–1939). CD-ROM. AIMS Multimedia.

INTEGRATED TECHNOLOGY

For teacher support, visit . . .

 hmhsocialstudies.com

OBJECTIVES

- 1 Summarize the reaction in the United States to the perceived threat of communism.
- 2 Analyze the causes and effects of the quota system in the United States.
- 3 Describe some of the postwar conflicts between labor and management.

TEKS 6A analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women **15C** explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas

Focus & Motivate


Ask students how they would react if they encountered someone with views that differed from their own. Would they engage the other person in dialogue? Ask students how they think people with unpopular views might be treated.


Instruct

Instruct: Objective 1

Postwar Trends/Fear of Communism

- Why did America move toward isolationism?
- How did Americans react to the perceived threat of communism?
- Why were so many people upset about the Sacco and Vanzetti case?

 **In-Depth Resources: Unit 4**
• Guided Reading, p. 1
• Primary Source: Speech to the Jury, p. 11

 **Humanities Transparencies HT19**
• *The Passion of Sacco and Vanzetti* by Ben Shahn



SECTION 1

Americans Struggle with Postwar Issues

MAIN IDEA

A desire for normalcy after the war and a fear of communism and “foreigners” led to postwar isolationism.

WHY IT MATTERS NOW

Americans today continue to debate political isolationism and immigration policy.

Terms & Names

- nativism
- isolationism
- communism
- anarchists
- Sacco and Vanzetti
- quota system
- John L. Lewis

One American's Story



Use the graphic organizer online to take notes on the aftereffects of World War I.

During the 1920s and 1930s, Irving Fajans, a department store sales clerk in New York City, tried to persuade fellow workers to join the Department Store Employees Union. He described some of the techniques union organizers used.

A PERSONAL VOICE IRVING FAJANS

“If you were caught distributing . . . union literature around the job you were instantly fired. We thought up ways of passing leaflets without the boss being able to pin anybody down. . . . We . . . swiped the key to the toilet paper dispensers in the washroom, took out the paper and substituted printed slips of just the right size! We got a lot of new members that way—it appealed to their sense of humor.”

—quoted in *The Jewish Americans*



Irving Fajans organized department store workers in their efforts to gain better pay and working conditions during the 1920s.


During the war, workers' rights had been suppressed. In 1919, workers began to cry out for fair pay and better working conditions. Tensions arose between labor and management, and a rash of labor strikes broke out across the country. The public, however, was not supportive of striking workers. Many citizens longed to get back to normal, peaceful living—they felt resentful of anyone who caused unrest.


1 Postwar Trends


World War I had left much of the American public exhausted. The debate over the League of Nations had deeply divided America. Further, the Progressive Era had caused numerous wrenching changes in American life. The economy, too, was in a difficult state of adjustment. Returning soldiers faced unemployment or took their old jobs away from women and minorities. Also, the cost of living had doubled. Farmers and factory workers suffered as wartime orders diminished.


Many Americans responded to the stressful conditions by becoming fearful of outsiders. A wave of **nativism**, or prejudice against foreign-born people, swept the nation. So, too, did a belief in **isolationism**, a policy of pulling away from involvement in world affairs.


PROGRAM RESOURCES

 **In-Depth Resources: Unit 4**
• Guided Reading, p. 1
• Building Vocabulary, p. 4
• Reteaching Activity, p. 6
• Primary Sources, pp. 11, 13
• Literature, pp. 15–16, 17

 **Guided Reading Workbook**
• Section 1

 **Spanish/English Guided Reading Workbook**
• Section 1

 **Access for Students Acquiring English/ESL**
• Guided Reading (Spanish), p. 144

 **Formal Assessment**
• Section Quiz, p. 231

INTEGRATED TECHNOLOGY


 **Geography Transp. GT20**


 **Critical Thinking Transp. CT20**


 **Humanities Transp. HT19**

 **hmsocialstudies.com**

TEST-TAKING RESOURCES

 **Strategies for Test Preparation**

 **Test Practice Transparencies TT75**

 **Online Test Practice**

1 Fear of Communism

One perceived threat to American life was the spread of **communism**, an economic and political system based on a single-party government ruled by a dictatorship. In order to equalize wealth and power, Communists would put an end to private property, substituting government ownership of factories, railroads, and other businesses.

THE RED SCARE The panic in the United States began in 1919, after revolutionaries in Russia overthrew the czarist regime. Vladimir I. Lenin and his followers, or Bolsheviks (“the majority”), established a new Communist state. Waving their symbolic red flag, Communists, or “Reds,” cried out for a worldwide revolution that would abolish capitalism everywhere.

A Communist Party formed in the United States. Seventy-thousand radicals joined, including some from the Industrial Workers of the World (IWW). When several dozen bombs were mailed to government and business leaders, the public grew fearful that the Communists were taking over. U.S. Attorney General A. Mitchell Palmer took action to combat this “Red Scare.”

A PERSONAL VOICE A. MITCHELL PALMER

“The blaze of revolution was sweeping over every American institution of law and order . . . eating its way into the homes of the American workman, its sharp tongues of revolutionary heat . . . licking the altars of the churches, leaping into the belfry of the school bell, crawling into the sacred corners of American homes, . . . burning up the foundations of society.”

—“The Case Against the Reds”

ECONOMIC BACKGROUND

ROOTS OF COMMUNISM

The first Communist government in Russia was based on the teachings of Karl Marx and Friedrich Engels. In 1848, these two had published *The Communist Manifesto*, which outlined a theory of class struggle. It said that a class that had economic power also had social and political power.

It also said that two classes, the “haves” and the “have-nots,” have struggled for control throughout history. During the Industrial Revolution, Communists believed, the struggle was between the capitalists, who owned capital—land, money, and machinery—and workers, who owned only their labor. Marx and Engels urged workers to seize political power and the means of production. Ultimately, they believed, laborers would overthrow capitalism in all industrialized nations.

ECONOMIC BACKGROUND

Roots of Communism

The American Communist Party firmly believed in the possibility of revolution in the United States. Ambitious politicians used the perceived threat of communist revolt as justification for their attacks on radicals and labor activists. Such attacks, which created a climate of fear and repression, served to maintain the status quo.

A. Answer He believed that a Communist revolution was imminent in the United States, and he needed an issue on which to campaign for the 1920 Democratic presidential nomination.

MAIN IDEA

Analyzing Motives

A Why did Attorney General A. Mitchell Palmer launch a series of raids against suspected Communists?

THE PALMER RAIDS In August 1919, Palmer appointed J. Edgar Hoover as his special assistant. Palmer, Hoover, and their agents hunted down suspected Communists, socialists, and **anarchists**—people who opposed any form of government. They trampled people’s civil rights, invading private homes and offices and jailing suspects without allowing them legal counsel. Hundreds of foreign-born radicals were deported without trials.

But Palmer’s raids failed to turn up evidence of a revolutionary conspiracy—or even explosives. Many thought Palmer was just looking for a campaign issue to gain support for his presidential aspirations. Soon, the public decided that Palmer didn’t know what he was talking about. **A**

SACCO AND VANZETTI Although short-lived, the Red Scare fed people’s suspicions of foreigners and immigrants. This nativist attitude led to ruined reputations and wrecked lives. The two most famous victims of this attitude were Nicola Sacco and Bartolomeo Vanzetti, a shoemaker and a fish peddler. Both were Italian immigrants and anarchists; both had evaded the draft during World War I.

In May 1920, **Sacco and Vanzetti** were arrested and charged with the robbery and murder of a factory paymaster and his guard in South Braintree, Massachusetts. Witnesses had said the criminals appeared to be Italians. The accused asserted their innocence and provided alibis; the evidence against them was circumstantial; and the presiding judge made prejudicial remarks. Nevertheless, the jury still found them guilty and sentenced them to death.

More About . . .

The Palmer Raids

The Palmer Raids occurred between 1919 and 1920. After Palmer’s house was bombed on June 2, 1919, the raids intensified. Union offices and headquarters of communist and socialist organizations were the targets. Attorney General Palmer also focused on aliens, since they had fewer rights. The most famous raid took place in December 1919, when 249 resident aliens were rounded up and placed on board the ship *Buford*, headed for the Soviet Union.

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DIFFERENTIATING INSTRUCTION GIFTED AND TALENTED

Researching the Roots of the Red Scare

Have students use Internet and library resources to research one of the following topics found in the section:

- Communism in America
- media coverage of significant events
- postwar labor conditions
- the Palmer raids

Once they have gathered information on their chosen topic, have them pursue a chosen angle or form a hypothesis. For instance, students might wish to trace the development of the FBI out of the antiradical division of the Justice Department under J. Edgar Hoover.

Have students narrow their topic by answering questions like those at the right.

Questions to narrow the topic:

1. What do I find most interesting about my topic?
2. What do I find mysterious or confusing about my topic?
3. If I had been alive at the time, what position would I have taken on my topic?

Have students write a newspaper column or editorial on their topic, taking a position they might have held.

History Through Art

Sacco and Vanzetti

The Sacco and Vanzetti case aroused protests all over the world. After the announcement of the guilty verdict, violent protests broke out. In Paris, a bomb exploded at the house of the American ambassador. In Rome, a mob threatened the American embassy. Some protests were peaceful. In Uruguay, citizens mounted a general strike and a boycott of American goods. (Shahn depicts Governor Fuller as a smaller figure to show his disrespect for the governor and, by contrast, his respect for Sacco and Vanzetti.)

Humanities Transparencies HT19
· *The Passion of Sacco and Vanzetti*
by Ben Shahn



History Through Art

SACCO AND VANZETTI (1932)

The painting by Ben Shahn shows (right to left) Nicola Sacco, Bartolomeo Vanzetti, a miniature Governor Fuller, and a group of Sacco and Vanzetti supporters. **Why do you think Shahn depicts Sacco and Vanzetti as so much larger than Governor Fuller?**

More About . . .

Ben Shahn

Ben Shahn (1898–1969) was outraged at the brazen injustice of the Sacco and Vanzetti case. Shahn created a series of 23 protest paintings. His works helped galvanize support for Sacco and Vanzetti and made the artist famous. Ben Shahn went on to have a distinguished career as a painter and graphic artist.



VIDEO

The True Story of Sacco and Vanzetti

hmhsocialstudies.com

Instruct: Objective 2

Limiting Immigration

- Why did the United States limit immigration?
- How did the anti-immigration sentiment strengthen the Ku Klux Klan's attack on ethnic and religious minorities?
- How did the Ku Klux Klan regard foreign-born Americans?
- What was the quota system?

In-Depth Resources: Unit 4
· Guided Reading, p. 1

A PERSONAL VOICE BARTOLOMEO VANZETTI

"In all my life I have never stole, never killed, never spilled blood. . . . We were tried during a time . . . when there was hysteria of resentment and hate against the people of our principles, against the foreigner. . . . 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. . . . If you could execute me two times, and if I could be reborn two other times, I would live again to do what I have done already." B

—quoted in *The National Experience*

In 1961, new ballistics tests showed that the pistol found on Sacco was in fact the one used to murder the guard. However, there was no proof that Sacco had actually pulled the trigger.

2 Limiting Immigration

During the wave of nativist sentiment, "Keep America for Americans" became the prevailing attitude. Anti-immigrant attitudes had been growing in the United States ever since the 1880s, when new immigrants began arriving from southern and eastern Europe. Many of these immigrants were willing to work for low wages in industries such as coal mining, steel production, and textiles. But after World War I, the need for unskilled labor in the United States decreased. Nativists believed that because the United States now had fewer unskilled jobs available, fewer immigrants should be let into the country. Nativist feelings were fueled by

B. Answer
Because he was a political radical and a foreigner

MAIN IDEA

Analyzing Events

B According to Vanzetti, what were the reasons for his imprisonment?

Background
On August 23, 1977, exactly 50 years after the executions, Massachusetts governor Michael Dukakis declared that Sacco and Vanzetti had not been given a fair trial.

ACTIVITY COOPERATIVE LEARNING

BLOCK SCHEDULING

Staging a Retrial for Sacco and Vanzetti ELPS 3E

Class Time Two class periods

Task Researching the Sacco and Vanzetti case and staging a trial for the accused

Purpose To study the historical record of the Sacco and Vanzetti case and develop a feeling for the issues involved

Directions During the first day, and as homework, have students research the case and take notes on the evidence presented at the trial.

During the second class period, assign groups to the prosecution and defense teams, and appoint a judge and jury.

Stage a retrial of the accused. Allow both teams to present their evidence. Encourage the judge to make sure all arguments are heard. Once the jury has heard all the evidence, have them render their verdict.

Conduct a post-trial discussion in which all participants explain what the experience was like for them.

Integrated Assessment
· Rubric 3

the fact that some of the people involved in postwar labor disputes were immigrant anarchists and socialists, who many Americans believed were actually Communists. Racist ideas like those expressed by Madison Grant, an anthropologist at the American Museum of Natural History in New York City, fed people's attitudes.

A PERSONAL VOICE MADISON GRANT

“The result of unlimited immigration is showing plainly in the rapid decline in the birth rate of native Americans . . . [who] will not bring children into the world to compete in the labor market with the Slovak, the Italian, the Syrian and the Jew. The native American is too proud to mix socially with them.”

—quoted in *United States History: Ideas in Conflict*

Vocabulary

bigot: a person who is intolerant of any creed, race, religion, or political belief that differs from his own

THE KLAN RISES AGAIN As a result of the Red Scare and anti-immigrant feelings, different groups of bigots used anti-communism as an excuse to harass any group unlike themselves. One such group was the Ku Klux Klan (KKK). The KKK was devoted to “100 percent Americanism.” By 1924, KKK membership reached 4.5 million “white male persons, native-born gentile citizens.” The Klan also believed in keeping blacks “in their place,” destroying saloons, opposing unions, and driving Roman Catholics, Jews, and foreign-born people out of the country. KKK members were paid to recruit new members into their world of secret rituals and racial violence. Though the Klan dominated state politics in many states, by the end of the decade its criminal activity led to a decrease in power. **C**



▲ In 1925, nearly 60,000 Ku Klux Klan members marched along Pennsylvania Avenue in Washington, D.C.

C. Possible Answer To keep America under the control of white, native-born males; to get rid of other groups, including Roman Catholics, Jews, and foreign-born people, and radicals; to oppose union organizers; to help enforce prohibition.

MAIN IDEA

Analyzing Issues

C What were the main goals of the Ku Klux Klan at this time?

THE QUOTA SYSTEM From 1919 to 1921, the number of immigrants had grown almost 600 percent—from 141,000 to 805,000 people. Congress, in response to nativist pressure, decided to limit immigration from certain countries, namely those in southern and eastern Europe.

The Emergency Quota Act of 1921 set up a **quota system**. This system established the maximum number of people who could enter the United States from each foreign country. The goal of the quota system was to cut sharply European immigration to the United States. As the charts on page 622 show, the system achieved that goal.

As amended in 1924, the law limited immigration from each European nation to 2 percent of the number of its nationals living in the United States in 1890. This provision discriminated against people from eastern and southern Europe—mostly Roman Catholics and Jews—who had not started coming to the United States in large numbers until after 1890. Later, the base year was shifted to 1920. In 1927, the law reduced the total number of persons to be admitted in any one year to 150,000.

In addition, the law prohibited Japanese immigration, causing much ill will between the two nations. Japan—which had faithfully kept the Gentlemen's Agreement to limit immigration to the United States, negotiated by Theodore Roosevelt in 1907—expressed anger over the insult.

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More About . . .

The Ku Klux Klan

The leader of the Ku Klux Klan was known as the Imperial Wizard. The chief organizer was the Imperial Kleagle. Kleagles kept four dollars of the ten-dollar initiation fee they collected from new recruits. Local factions were called Domains and were run by Grand Gobblins. Several Domains made up a Realm, which was led by a King Kleagle.

HISTORY from VISUALS

Interpreting a Photograph

Remind students that the First Amendment protects the rights of groups to assemble freely. The Ku Klux Klan, in the 1920s, had an estimated four to five million members. It controlled politics in many areas of the country. Ask students why groups demonstrate or march in Washington, D.C. (*To make their presence and power known to political leaders; to promote their political agendas.*)

TEKS Extension: 6A

Immigration in the Early 20th Century

Immigration in the early 20th century had many causes and effects. Many people left their countries to come to the United States for more opportunities or freedoms. When they arrived they often were drawn to ethnic communities filled with people that spoke their languages and followed the same customs. Native-born people often disliked the immigrants' unfamiliar customs and languages and viewed them as a threat to the American way of life. This led to discrimination against immigrants and favoritism for native-born people.

DIFFERENTIATING INSTRUCTION STUDENTS ACQUIRING ENGLISH/ESL

Understanding Main Ideas and Details **ELPS** 1B, 1D, 3E, 4G

Pair students who are native English speakers with students who are non-native speakers. Ask each pair to outline one paragraph in the section, “Limiting Immigration.” Show students how to label the main idea with a Roman numeral and how to list supporting details with capital letters under the main idea. An example is shown at the right.

Be sure that students are monitoring their oral and written language production and employing self-corrective techniques. Encourage students to use non-verbal cues and to convey their ideas by defining or describing when the exact English words are not known.

Outline Format

- I. Keep America for Americans
 - A. Anti-immigrant attitudes
 1. growing since the 1880s
 2. resulting from the arrival of new immigrants

HISTORY from VISUALS

Reading the Graph

The bar graph drastically illustrates the sharp reduction in European immigration between 1921 and 1929. Ask students how the reduction in immigration affected political life in the countries shown on the map. *(It might have increased political and economic tension in those countries, since people who wanted to immigrate to the United States were not able to.)*

U.S. Patterns of Immigration, 1921–1929

The map and graph below show the change in immigration patterns resulting from the Emergency Quota Act, among other factors. Hundreds of thousands of people were affected. For example, while the number of immigrants from Mexico rose from 30,758 in 1921 to 40,154 in 1929, the number of Italian immigrants dropped drastically from 222,260 in 1921 to 18,008 in 1929.



Ellis Island in Upper New York Harbor was the port of entry for most European immigrants.



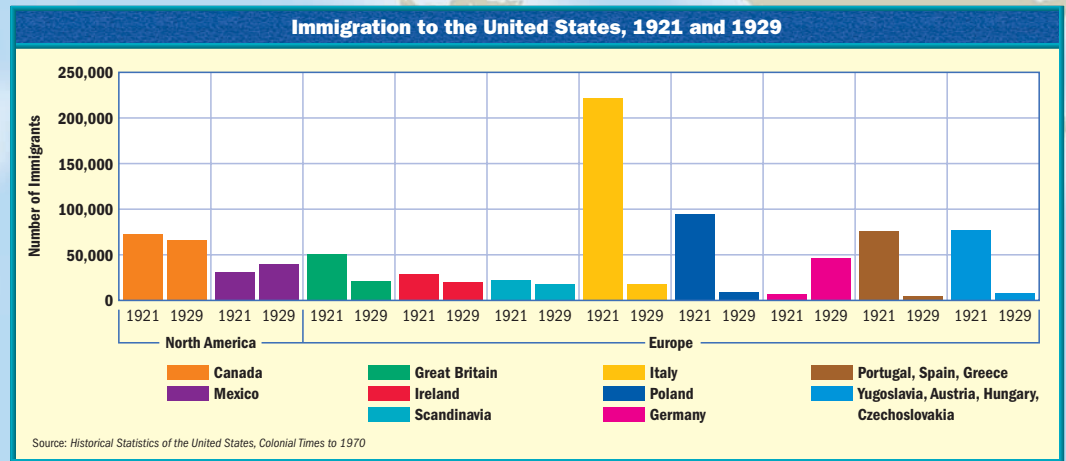
More About . . .

Quota System

It is interesting to compare the economic and political climates of the 1920s and 1950s. Immigration restrictions were enacted during both decades. The Emergency Quota Act of 1921 created the quota system. In the 1950s, the McCarran-Walter Act of 1952 reinforced restrictions on immigration and established a system for screening out communists and deporting suspected subversives. Labor conflicts and anti-communist sentiments influenced the political climate in both the Twenties and the Fifties.

Critical Thinking Transparency CT20
· Isolationist Policy of the 1920s

Geography Transparency GT20
· European Emigration, 1820–1920



SKILLBUILDER Interpreting Graphs

1. Which geographical areas show the sharpest decline in immigration to the U.S. between 1921 and 1929? What are the only areas to register an increase in immigration to the U.S.?
2. How did the quota system affect where immigrants came from?

Family Mobility

Class Time 45 minutes

Task Creating a chart showing American states and foreign countries in which students' families originally lived

Purpose To describe the mobility of Americans and the diversity of the American population

Directions As homework, ask students to find out where their ancestors originally came from. Encourage students to explore American and overseas connections.

In class, have students list the states and/or countries in which their ancestors lived, and create a visual presentation of the results. They could use the form of a family tree, a web, or another diagram of their own design. Display the results, and have students who wish to do so discuss their diagrams.

MAIN IDEA

Developing Historical Perspective

D Why did Congress make changes in immigration laws during the 1920s?

D. Answer

The number of immigrants increased sharply, and many Americans did not want people from foreign countries entering the nation, since some of them were anarchists and socialists and some were believed to be Communists.

Skillbuilder Answers

1. Decline: Southern and central Europe; **Increase:** Mexico and Germany.
2. Fewer immigrants came from southern and central Europe, except immigration from Germany increased.

E. Answer

Neither strike was successful: The police lost their jobs, and the steel workers won nothing.

MAIN IDEA

Comparing

E Compare the results of the Boston police strike and the steel strike.

The national origins quota system did not apply to immigrants from the Western Hemisphere, however. During the 1920s, about a million Canadians and almost 500,000 Mexicans crossed the nation's borders. **D**

A Time of Labor Unrest **3**

Another severe postwar conflict formed between labor and management. During the war, the government wouldn't allow workers to strike because nothing could interfere with the war effort. The American Federation of Labor (AFL) pledged to avoid strikes.

However, 1919 saw more than 3,000 strikes during which some 4 million workers walked off the job. Employers didn't want to give raises, nor did they want employees to join unions. Some employers, either out of a sincere belief or because they saw a way to keep wages down, attempted to show that union members were planning a revolution. Employers labeled striking workers as Communists. Newspapers screamed, "Plots to Establish Communism." Three strikes in particular grabbed public attention.

THE BOSTON POLICE STRIKE The Boston police had not been given a raise since the beginning of World War I. Among their many grievances was that they had been denied the right to unionize. When representatives asked for a raise and were fired, the remaining policemen decided to strike. Massachusetts governor Calvin Coolidge called out the National Guard. He said, "There is no right to strike against the public safety by anybody, anywhere, any time." The strike ended but members weren't allowed to return to work; new policemen were hired instead. People praised Coolidge for saving Boston, if not the nation, from communism and anarchy. In the 1920 election he became Warren G. Harding's vice-presidential running mate.

THE STEEL MILL STRIKE Workers in the steel mills wanted the right to negotiate for shorter working hours and a living wage. They also wanted union recognition and collective bargaining rights. In September 1919, the U.S. Steel Corporation refused to meet with union representatives. In response, over 300,000 workers walked off their jobs. Steel companies hired strikebreakers—employees who agreed to work during the strike—and used force. Striking workers were beaten by police, federal troops, and state militias. Then the companies instituted a propaganda campaign, linking the strikers to Communists. In October 1919, negotiations between labor and management produced a deadlock. President Woodrow Wilson made a written plea to the combative "negotiators."

A PERSONAL VOICE WOODROW WILSON

"At a time when the nations of the world are endeavoring to find a way of avoiding international war, are we to confess that there is no method to be found for carrying on industry except . . . the very method of war? . . . Are our industrial leaders and our industrial workers to live together without faith in each other?"

—quoted in *Labor in Crisis*

The steel strike ended in January 1920. In 1923, a report on the harsh working conditions in steel mills shocked the public. The steel companies agreed to an eight-hour day, but the steelworkers remained without a union. **E**

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▲ Strikers included working women tailors who fought for improved working conditions.

Instruct: Objective **3**

A Time of Labor Unrest

- Why did conflict between labor and management increase after the war?
- Why did the public turn against strikers?
- Why did labor union membership decline in the 1920s?



In-Depth Resources: Unit 4

• Primary Sources: from Report on Steel Strike of 1919, p. 13

More About . . .

The Boston Police Strike

The Boston Police strike had immediate consequences in terms of robberies and civil unrest. At first Governor Calvin Coolidge refused to intervene. It was Boston Mayor Andrew J. Peters who called in Boston companies of the militia. Only later, once the situation was under control, did Coolidge act and send in the National Guard. Coolidge, with his defiant statement denying the right of public safety workers to strike, received publicity that propelled him into the White House.

Tracing Themes

ECONOMIC OPPORTUNITY

Discuss the factors that fostered labor unrest after the war. Ask students why workers had not been allowed to strike during the war. (*Because nothing was allowed to interfere with the war effort.*) Why did so many strikes occur after the war? (*Because wages had not kept pace with rising prices.*) Ask students whether they think labor unions harmed or helped the workers' cause. Ask them to evaluate the U.S. government's role during the 1919 strikes.

DIFFERENTIATING INSTRUCTION LESS PROFICIENT READERS

Cause and Effect **ELPS** 4F, 4G

Help students identify the causes and effects of labor unrest after World War I.

1. Label a two-column chart Causes and Effects.
2. List the causes of labor unrest from pages 417 and 418. Examples: low wages, long hours, unsafe working conditions.
3. List the effects. Examples: strikes, decline in union membership.

Causes	Effects
low wages	strikes
long hours	
unsafe working conditions	


KEY PLAYER

John Llewellyn Lewis

Lewis's greatest accomplishment was organizing the Congress of Industrial Organizations (CIO) for workers in mass-production industries such as the automobile, electrical, rubber, and other industries. The CIO soon had more members than the AFL, which was dedicated to its strategy of only organizing craft unions.

Why do you think Lewis needed to speak in a "thundering" voice? (*Management had a long history of treating workers unfairly. Once workers organized, they had the power of a thundering voice.*)

KEY PLAYER



JOHN LLEWELLYN LEWIS
1880–1969

John L. Lewis was born in the little mining town of Lucas, Iowa. His family had traditionally been concerned with labor rights and benefits.

Lewis grew up with a fierce determination to fight for what he believed companies owed their employees: decent working conditions and a fair salary. As he said years later,

"I have pleaded your case not in the tones of a feeble mendicant [beggar] asking alms but in the thundering voice of the captain of a mighty host, demanding the rights to which free men are entitled."

THE COAL MINERS' STRIKE Unionism was more successful in America's coalfields. In 1919, the United Mine Workers of America, organized since 1890, got a new leader—**John L. Lewis**. In protest of low wages and long workdays, Lewis called his union's members out on strike on November 1, 1919. Attorney General Palmer obtained a court order sending the miners back to work. Lewis then declared it over, but he quietly gave the word for it to continue. In defiance of the court order, the mines stayed closed another month. Then President Wilson appointed an arbitrator, or judge, to put an end to the dispute. The coal miners received a 27 percent wage increase, and John L. Lewis became a national hero. The miners, however, did not achieve a shorter workday and a five-day workweek until the 1930s.

LABOR MOVEMENT LOSES APPEAL In spite of limited gains, the 1920s hurt the labor movement badly. Over the decade, union membership dropped from more than 5 million to around 3.5 million. Membership declined for several reasons:

- much of the work force consisted of immigrants willing to work in poor conditions,
- since immigrants spoke a multitude of languages, unions had difficulty organizing them,
- farmers who had migrated to cities to find factory jobs were used to relying on themselves, and
- most unions excluded African Americans.

By 1929, about 82,000 African Americans—or less than 1 percent of their population—held union memberships. By contrast, just over 3 percent of all whites were union members. However, African Americans joined some unions like the mine workers', longshoremen's, and railroad porters'


unions. In 1925, A. Philip Randolph founded the Brotherhood of Sleeping Car Porters to help African Americans gain a fair wage.

While America's attitude toward unions was changing, so, too, was its faith in the presidency.

Assess & Reteach

SECTION 1 ASSESSMENT

Have students work in small groups to answer the questions in the Section Assessment. Have each group share their answer to question 3 with the class.

 **Formal Assessment**
• Section Quiz, p. 231

SELF-ASSESSMENT

Have students make a list of three or four of the key people discussed in Section 1 and the roles they played in dealing with such issues as the Red Scare, immigration, and labor unrest.

RETEACH

Use the Guided Reading worksheet to review the section.

 **In-Depth Resources: Unit 4**
• Reteaching Activity, p. 6

SECTION 1 ASSESSMENT

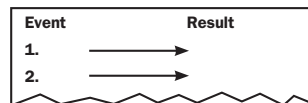
1. TERMS & NAMES For each term or name, write a sentence explaining its significance.

<ul style="list-style-type: none"> • nativism • isolationism 	<ul style="list-style-type: none"> • communism • anarchists 	<ul style="list-style-type: none"> • Sacco and Vanzetti • quota system 	<ul style="list-style-type: none"> • John L. Lewis
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MAIN IDEA

2. USING YOUR NOTES

In a cause-and-effect chart like the one shown, list examples of the aftereffects of World War I.



What event do you think was the most significant? Explain your choice.

CRITICAL THINKING

3. EVALUATING

Do you think Americans were justified in their fear of radicals and foreigners in the decade following World War I? Explain your answer.

Think About:

- the goals of the leaders of the Russian Revolution
- the challenges facing the United States

4. ANALYZING ISSUES

In the various fights between management and union members, what did each side believe?

5. DRAWING CONCLUSIONS

What do you think the Sacco and Vanzetti case shows about America in the 1920s?

SECTION 1 ASSESSMENT **Answers**

1. TERMS & NAMES

- nativism, p. 412
- isolationism, p. 412
- communism, p. 413
- anarchists, p. 413
- Sacco and Vanzetti, p. 413
- quota system, p. 415
- John L. Lewis, p. 418

2. USING YOUR NOTES

Answers will vary. Nativism led to the Red Scare and new immigration laws; labor strife led to strikes.

3. EVALUATING

Yes: Radicals and immigrants threatened American traditions. The Communists' desire to overthrow the capitalist system posed a threat to the American way of life. **No:** Radical movements in this country were small, membership in the Communist Party was minimal, and the country had enough resources to accommodate immigrants.

4. ANALYZING ISSUES

Workers believed they deserved better wages and shorter workdays. Management believed that workers had no right to strike, unions caused unrest, and cheap immigrant labor was readily available.

5. DRAWING CONCLUSIONS

Those years were ones of suspicion, persecution, and fear.

The Harding Presidency

MAIN IDEA

The Harding administration appealed to America's desire for calm and peace after the war, but resulted in scandal.

WHY IT MATTERS NOW

The government must guard against scandal and corruption to merit public trust.

Terms & Names

- Warren G. Harding
- Charles Evans Hughes
- Fordney-McCumber Tariff
- Ohio gang
- Teapot Dome scandal
- Albert B. Fall

One American's Story

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TAKING NOTES

Use the graphic organizer online to take notes on the causes and effects of the major events discussed in the section.

Warren G. Harding was described as a good-natured man who “looked like a president ought to look.” When the silver-haired Ohio senator assumed the presidency in 1921, the public yearned for what Harding described as “normalcy,” or the simpler days before the Progressive Era and the Great War. His words of peace and calm comforted the healing nation.

A PERSONAL VOICE WARREN G. HARDING

“America’s present need is not heroics, but healing; not nostrums, but normalcy; not revolution, but restoration; not agitation, but adjustment; not surgery, but serenity; not the dramatic, but the dispassionate; . . . not submergence in internationality, but sustainment in triumphant nationality.”

—quoted in *The Rise of Warren Gamaliel Harding*

Despite Harding’s soothing speeches, his judgment turned out to be poor. The discord among the major world powers and the conduct within his own cabinet would test his politics and his character.



▲ Warren G. Harding, shown here in 1923, looked presidential, but he is considered one of the least successful presidents.

1 Harding Struggles for Peace

After World War I, problems surfaced relating to arms control, war debts, and the reconstruction of war-torn countries. In 1921, President Harding invited several major powers to the Washington Naval Conference. Russia was left out because of its Communist government. At the conference, Secretary of State **Charles Evans Hughes** urged that no more warships be built for ten years. He suggested that the five major naval powers—the United States, Great Britain, Japan, France, and Italy—scrap many of their battleships, cruisers, and aircraft carriers.

Conference delegates cheered, wept, and threw their hats into the air. For the first time in history, powerful nations agreed to disarm. Later, in 1928, fifteen

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OBJECTIVES

- 1 Contrast Harding’s policy of “normalcy” with progressive era reforms.
- 2 Identify scandals that plagued the Harding administration.

TEKS 16A analyze causes of economic growth and prosperity in the 1920s, including Warren Harding’s Return to Normalcy, reduced taxes, and increased production efficiencies **19C** describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton’s impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders

Focus & Motivate

Ask students how they feel after getting back from a vacation. Are they glad to get back to their normal routines? Discuss how excitement and change can be fun but can also be exhausting.

Instruct

Instruct: Objective 1

Harding Struggles for Peace

- What was Harding’s attitude towards the reforms of the Progressive Era?
- Why was the Kellogg-Briand Pact ineffective?
- How did Harding’s tax policy on imports affect Britain and France and the war debt issue?

In-Depth Resources: Unit 4
• Guided Reading, p. 2

Humanities Transparencies HT39

PROGRAM RESOURCES

- In-Depth Resources: Unit 4
 - Guided Reading, p. 2
 - Building Vocabulary, p. 4
 - Skillbuilder Practice, p. 5
 - Reteaching Activity, p. 7

- Guided Reading Workbook
 - Section 2

- Spanish/English Guided Reading Workbook
 - Section 2

- Access for Students Acquiring English/ESL
 - Guided Reading (Spanish), p. 145
 - Skillbuilder Practice, p. 146

- Formal Assessment
 - Section Quiz, p. 232

INTEGRATED TECHNOLOGY

- Humanities Transp. HT39
 - Looking Backward

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TEST-TAKING RESOURCES

- Strategies for Test Preparation
- Test Practice Transparencies TT76
- Online Test Practice

HISTORY from VISUALS

Interpreting the Photograph

Ask students to consider the impact of skyrocketing inflation that hit Germany in 1923. Inflation was so high that it was as if \$10 and \$20 bills were only nickels and dimes. Ask students how they think rich and poor people were affected by such economic conditions. (*The rich found themselves with a lot less money. The poor were left with even less. Ironically, inflation made it easier for both groups to pay off their debts.*)



▲ In 1923, a German man papers his walls with money made nearly worthless by high inflation following World War I.

Instruct: Objective 2

Harding's Domestic Issues

- What was the goal of Harding's economic policies?
- How did the corruption scandals contribute to Harding's death?

📖 In-Depth Resources: Unit 4
• Guided Reading, p. 2

Tracing Themes

ECONOMIC OPPORTUNITY

Discuss the Harding administration's decision to raise taxes on imports. Ask students why the government chose to adopt the Fordney-McCumber Tariff. (*To protect American businesses from foreign competition.*)

countries signed the Kellogg-Briand Pact, which renounced war as a national policy. However, the pact was futile, as it provided no means of enforcement.

HIGH TARIFFS AND REPARATIONS New conflicts arose when it came time for Britain and France to pay back the \$10 billion they had borrowed from America. They could do this in two ways: by selling goods to the United States or by collecting reparations from Germany. However, in 1922, America adopted the **Fordney-McCumber Tariff**, which raised taxes on some U.S. imports to 60 percent—the highest level ever. The tax protected U.S. businesses—especially in the chemical and metals industries—from foreign competition, but made it impossible for Britain and France to sell enough goods in the U.S. to repay debts. **A**

The two countries looked to Germany, which was experiencing terrible inflation. When Germany defaulted on (failed to make) payment, French troops marched in. To avoid another war, American banker Charles G. Dawes was sent to negotiate loans. Through what came to be known as the Dawes Plan, American investors loaned

Germany \$2.5 billion to pay back Britain and France with annual payments on a fixed scale. Those countries then paid the United States. Thus, the United States arranged to be repaid with its own money.

The solution caused resentment all around. Britain and France considered the United States a miser for not paying a fair share of the costs of World War I. Further, the U.S. had benefited from the defeat of Germany, while Europeans had paid for the victory with millions of lives. At the same time, the United States considered Britain and France financially irresponsible.

2 Harding's Domestic Issues

On domestic issues, President Harding favored a limited role for government in business affairs and in social reform.

ECONOMIC POLICIES Harding believed the answer to the nation's postwar economic struggles could be found in his campaign slogan, "Less government in business and more business in government." To help achieve his pro-business goal, Harding sought to cut the federal budget and to reduce taxes on the wealthiest Americans. Harding and his advisers believed that it was the wealthy who started and expanded businesses. By taxing them less, the thinking went, business would grow and pull the nation out of the hard times. These policies did contribute to a period of prosperity for a time.

HARDING'S CABINET Harding appointed Charles Evans Hughes as secretary of state. Hughes later went on to become chief justice of the Supreme Court. The president made Herbert Hoover the secretary of commerce. Hoover had done a masterful job of handling food distribution and refugee problems during World War I. Andrew Mellon, one of the country's wealthiest men, became secretary of the treasury and set about drastically cutting taxes and reducing the national debt. However, the cabinet also included the so-called **Ohio gang**, the president's poker-playing cronies, who would soon cause a great deal of embarrassment. **B**

SCANDAL PLAGUES HARDING Harding saw his job as president as largely ceremonial and told his friends that the job was beyond his skills. His administration began to unravel as his corrupt friends used their offices to become wealthy through

Vocabulary
reparations: payments demanded from a defeated enemy

MAIN IDEA

Summarizing

A What were the reasons European countries were not paying their war debts?

A. Possible Answers Their economies had been weakened in the war; they were unable to raise money because U.S. imports were limited by high tariffs; Germany failed to pay them expected reparations.

B. Possible Answers That although he made some good appointments, his appointment of cronies from his home state showed poor judgment.

MAIN IDEA

Evaluating Leadership

B What do Harding's appointments indicate about his judgment?

ACTIVITY SKILLBUILDER LESSON

Clarifying; Summarizing

Explaining the Skill To summarize means to present a condensed version of a passage by stating the main ideas of the original version in one's own words.

Applying the Skill Have students read about high tariffs and reparations, identify the main points, and write a summary. The main points include the following:

Britain and France owed the United States money. They could repay the debt by selling goods or collecting reparations. Tariffs made it impossible for Britain and France to pay their debts. The Germans defaulted on war reparations. To avoid war, the United States lent Germany the money.

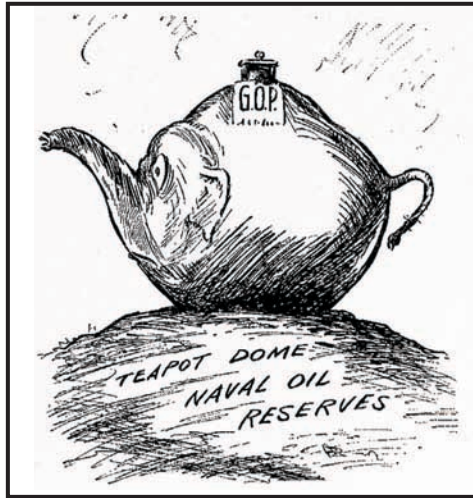
📖 In-Depth Resources: Unit 4
• Skillbuilder Practice: Clarifying; Summarizing, p. 5

graft. Charles R. Forbes, head of the Veterans Bureau, was caught illegally selling government and hospital supplies to private companies. Colonel Thomas W. Miller, head of the Office of Alien Property, was caught taking a bribe.

THE TEAPOT DOME SCANDAL The most spectacular example of corruption was the **Teapot Dome scandal**. The government had set aside oil-rich public lands at Teapot Dome, Wyoming, and Elk Hills, California, for use by the U.S. Navy. Secretary of the Interior **Albert B. Fall**, a close friend of various oil executives, managed to get the oil reserves transferred from the navy to the Interior Department. Then, Fall secretly leased the land to two private oil companies, including Henry Sinclair's Mammoth Oil Company at Teapot Dome. Although Fall claimed that these contracts were in the government's interest, he suddenly received more than \$400,000 in "loans, bonds, and cash." He was later found guilty of bribery and became the first American to be convicted of a felony while holding a cabinet post. **C**

In the summer of 1923, Harding declared, "I have no trouble with my enemies. . . . But my . . . friends, they're the ones that keep me walking the floor nights!" Shortly thereafter, on August 2, 1923, he died suddenly, probably from a heart attack or stroke.

At the time of his death, Harding's popularity was high. The nation sincerely mourned the passing of their good-natured president. Over time, however, the corruption of his administration and Harding's own failings soured his reputation and shook people's trust in government. Vice President Calvin Coolidge, a respected man of integrity, assumed the presidency and helped to restore people's faith in their government and in the Republican Party. The next year, Coolidge was elected president.



▲ The elephant, shaped like a teapot here, is the symbol of the Republican Party (Grand Old Party). The cartoonist implies that Republicans were responsible for the Teapot Dome scandal.

C. Answer The government lost revenue when veterans' hospitals overcharged it; in the Teapot Dome scandal, public oil reserves were leased for private gain.

MAIN IDEA

Making Inferences

C How did the scandals of the Harding administration hurt the country economically?

HISTORY from VISUALS

Interpreting the Cartoon

Ask students how the cartoonist placed blame for the scandal through the use of symbolism, without actually naming the Republicans. (By drawing the elephant in the shape of a teapot; by labeling the teapot GOP)

Assess & Reteach

SECTION 2 ASSESSMENT

Have gifted students work with less proficient readers to answer the questions in the Section Assessment.

Formal Assessment
· Section Quiz, p. 232

SELF-ASSESSMENT

Have pairs of students use the Main Idea questions to review the main ideas in this section. Students should locate the portion of the text that helps answer each question.

RETEACH

Use the Section Quiz to help students understand the key concepts.

In-Depth Resources: Unit 4
· Reteaching Activity, p. 7

SECTION 2

ASSESSMENT

1. TERMS & NAMES For each term or name, write a sentence explaining its significance.

- Warren G. Harding
- Fordney-McCumber Tariff
- Teapot Dome scandal
- Charles Evans Hughes
- Ohio gang
- Albert B. Fall

MAIN IDEA

2. USING YOUR NOTES

List five significant events from this section and their effects, using a table like the one shown.

Event	Effects
1.	
2.	

Which event benefited the country the most? Why?

CRITICAL THINKING

3. MAKING INFERENCES

How do you think the Harding administration viewed the role of America in world affairs? Support your response with examples from the text.

4. EVALUATING

How successful was Harding in fulfilling his campaign pledge of returning the country to "normalcy"? Support your opinion with specific examples.

5. ANALYZING ISSUES

How do you think the postwar feelings in America influenced the election of 1920? **Think About:**

- the desire for normalcy
- Harding's image
- the issues Americans wanted to focus on

6. ANALYZING EFFECTS

Describe the effects of the Teapot Dome political scandal on U.S. citizens' views concerning Harding's reputation and trust in the federal government.

Answers ASSESSMENT

SECTION 2

1. TERMS & NAMES

- Warren G. Harding, p. 419
- Charles Evans Hughes, p. 419
- Fordney-McCumber Tariff, p. 420
- Ohio gang, p. 420
- Teapot Dome scandal, p. 421
- Albert B. Fall, p. 421

2. USING YOUR NOTES

Event 1—Washington Naval Conference: naval disarmament; Event 2—Fordney-

McCumber Tariff: raised tariffs to highest level; Event 3—Dawes Plan: U.S. loans to Germany repay reparations; Event 4—Quota Act: immigration restricted; Event 5: Teapot Dome scandal: government corruption

3. MAKING INFERENCES

Isolationist: high tariffs, Quota Act and failure to enforce international agreements, limited United States

involvement with other nations. Peacemaker: urging international disarmament.

4. EVALUATING

Harding had some success at restoring normalcy with the Kellogg-Briand Pact. High tariffs, immigration restrictions, and government corruption created an atmosphere of distrust that was not normal.

5. ANALYZING ISSUES

Perhaps Harding's call for peace and normalcy swayed public opinion.

6. ANALYZING EFFECTS

The scandal caused Harding's reputation to suffer and led people to lose faith in their government and the political party.

OBJECTIVES

- 1 Summarize the impact of the automobile and other consumer goods on American life.
- 2 Explain how prosperity affected different groups of Americans.
- 3 Explain in what ways the country's prosperity was superficial.

TEKS 6B analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh
16A analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies


Focus & Motivate

Ask students what products they use that make their lives easier. Ask them to imagine life without basic electrical appliances—refrigerator, washing machine—and communication devices such as the telephone, or computer.



Instruct




Instruct: Objective 1 American Industries Flourish

- How did the automobile change American life?
- What advances were made in the airplane industry during the postwar years?

 In-Depth Resources: Unit 4
• Guided Reading, p. 3

PROGRAM RESOURCES




-  In-Depth Resources: Unit 4
• Guided Reading, p. 3
• Reteaching Activity, p. 8
• Geography Application: The Automobile Industry, pp. 9–10
• American Lives: Henry Ford, p. 19
-  Guided Reading Workbook
• Section 3

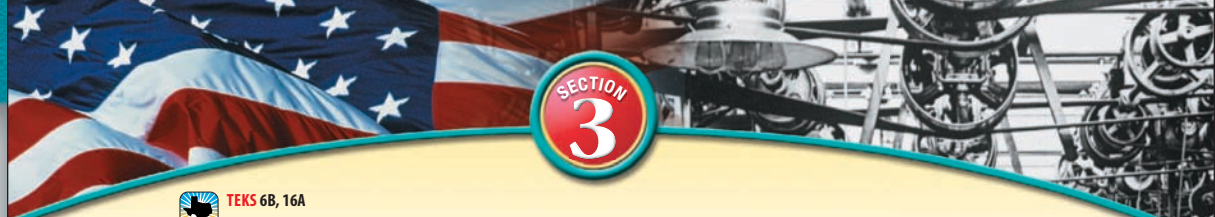
-  Spanish/English Guided Reading Workbook
• Section 3
-  Access for Students Acquiring English/ESL
• Guided Reading (Spanish), p. 146
• Geography Application: The Automobile Industry, pp. 148–149
-  Formal Assessment
• Section Quiz, p. 233

INTEGRATED TECHNOLOGY

-  Critical Thinking Transp. CT54
 hmhsocialstudies.com

TEST-TAKING RESOURCES

-  Strategies for Test Preparation
 Test Practice Transparencies TT77
 Online Test Practice



SECTION 3



The Business of America

MAIN IDEA

Consumer goods fueled the business boom of the 1920s as America's standard of living soared.

WHY IT MATTERS NOW

Business, technological, and social developments of the 1920s launched the era of modern consumerism.

Terms & Names

- Calvin Coolidge
- productivity
- urban sprawl
- installment plan

One American's Story



▲ The Model A was a more luxurious car than the Model T. It was introduced at \$495. Model T's were selling for \$290.

A PERSONAL VOICE

“Good-looking as that car is, its performance is better than its appearance. We don't brag about it, but it has done seventy-one miles an hour. It will ride along a railroad track without bouncing. . . . It's the smoothest thing you ever rode in.”

—a Ford salesman quoted in *Flappers, Bootleggers, "Typhoid Mary," and the Bomb*

The automobile became the backbone of the American economy in the 1920s (and remained such until the 1970s). It profoundly altered the American landscape and American society, but it was only one of several factors in the country's business boom of the 1920s.

American Industries Flourish 1

The new president, **Calvin Coolidge**, fit into the pro-business spirit of the 1920s very well. Both Coolidge and his Republican successor, Herbert Hoover, favored government policies that would keep taxes down and business profits up, and give businesses more available credit in order to expand. Their goal was to minimize government interference in business and to allow private enterprise to flourish. For most of the 1920s, this approach seemed to work. Coolidge's administration continued to place high tariffs on foreign imports, which helped American manufacturers. Reducing income taxes meant that people had more money in their pockets. Wages were rising because of new technology and so was productivity.

Skillbuilder Answers

1. Possible Answers: With a Southwestern route, engineers did not have to build a road across the Rocky Mountains. Also, Route 66 would help open up the sparsely populated Southwest to the rest of the country and thus spur population growth and economic development.
2. Cities along the route grew as traffic brought more business to the area.

A. Possible Answers Roads were paved, and shopping centers and other services for cars were built; people commuted to work, and urban sprawl developed; regional differences diminished.

MAIN IDEA

Analyzing Effects

A What was the impact of the automobile?

THE AUTO INDUSTRY AND INCREASED PRODUCTIVITY To create his black Model T's, Henry Ford used a number of methods to make production as efficient and cost-effective as possible, such as employing assembly-line manufacturing, increasing pay for workers, and avoiding changes to the automobile's design. Other industries learned from Ford. Manufacturers began using assembly-line techniques to make goods in large quantities and at lower costs. During the 1920s **productivity**, a measure of output per unit of input such as labor, rose by about 45 percent. American workers were producing more in less time.

THE IMPACT OF THE AUTOMOBILE The automobile literally changed the American landscape. Its most visible effect was the construction of paved roads suitable for driving in all weather. One such road was the legendary Route 66, which provided a route for people trekking west from Chicago to California. Many, however, settled in towns along the route. In addition to the changing landscape, architectural styles also changed, as new houses typically came equipped with a garage or carport and a driveway—and a smaller lawn as a result. The automobile also launched the rapid construction of gasoline stations, repair shops, public garages, motels, tourist camps, and shopping centers. **A**

The automobile liberated the isolated rural family, who could now travel to the city for shopping and entertainment. It also gave families the opportunity to vacation in new and faraway places. It allowed both women and young people to become more independent through increased mobility. It allowed workers to live

Gas for cars was cheap and plentiful. Gas stations sprung up on Route 66 charging 25¢ per gallon.



More About . . .

Impact of the Automobile

Prior to the advent of the automobile, men and women had few places for private meetings. Young people enjoyed new freedom with access to automobiles. A variety of courting customs became popular, such as taking long drives, going out on the town, or “parking” in a secluded location.



Roadside stands offering food, drink, and other items appeared in increasing numbers.

Route 66

Commissioned on the cusp of the Depression, Route 66 symbolized the road to opportunity. Also known as “the Mother Road,” it became the subject of countless songs, films, books, and legends.

1916 Federal-Aid Road Act sets up highway program with the federal government paying half the cost of states' highway construction.

1921 Highway construction in 11 western states begins under administration of Bureau of Public Roads.

1926 U.S. Highway 66, which would run 2,448 miles from Chicago to Los Angeles, California, is established.

The “Auto Camp” developed as townspeople roped off spaces alongside the road where travelers could sleep at night.

Route 66 linked hundreds of rural communities in Illinois, Missouri, and Kansas to Chicago, enabling farmers to transport produce.

Routing of highway through 392 miles of Oklahoma gave the state more miles, more jobs, and more income than other states on Route 66.

GEOGRAPHY SKILLBUILDER

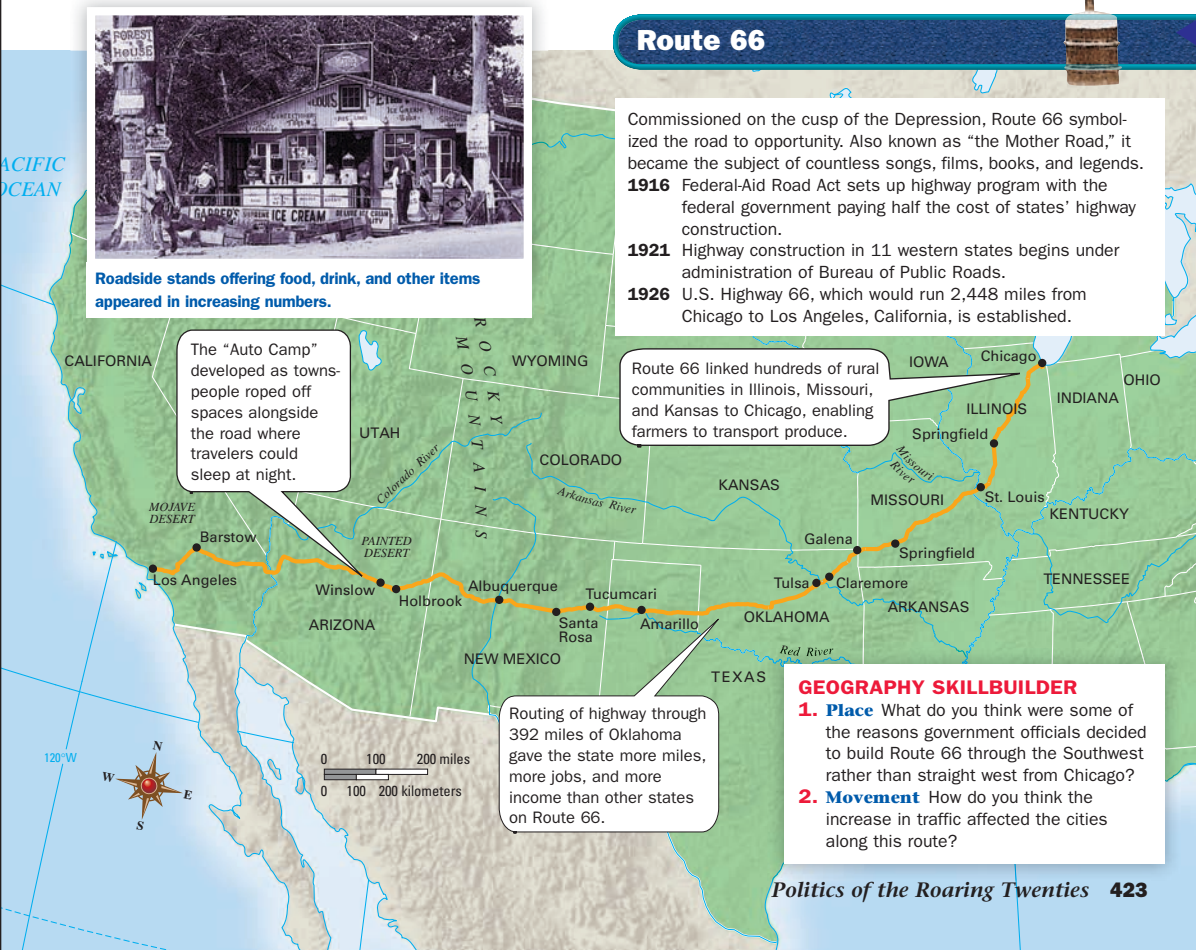
- 1. Place** What do you think were some of the reasons government officials decided to build Route 66 through the Southwest rather than straight west from Chicago?
- 2. Movement** How do you think the increase in traffic affected the cities along this route?

HISTORY from VISUALS

Interpreting Infographics

Ask students in which direction they think most traffic flowed on Route 66. (People looking for a new start were likely to travel from east to west.)

Extension Have students plan a road trip following Route 66. They should include a list of sites to visit along the way.



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DIFFERENTIATING INSTRUCTION

GIFTED & TALENTED STUDENTS

Early Car Companies

Have students use the Internet to research car companies that thrived in the 1920s, but have since gone out of business. Some examples: Pierce-Arrow, Packard, and Hudson. Have students choose a car and put together a multimedia profile that includes a picture of the car and information on why the company was not successful in the long run.

Rubrics

The multimedia profile should . . .

- Provide an in-depth view of the car company
- Utilize two or more media
- Include an analysis of the reasons for the failure of the company

Integrated Assessment
• Rubric 6


KEY PLAYER

Calvin Coolidge

Why do you think Coolidge did not run for reelection? (*Coolidge was not a typically ambitious politician.*)

Famous for his reticence, a Washington hostess once said to him at a party, “You must talk to me, Mr. President. I made a bet today that I could get more than two words out of you.” Coolidge replied, “You lose.”

KEY PLAYER



CALVIN COOLIDGE
1872–1933

Stepping into office in 1923, the tightlipped Vermonter was respected for his solemnity and wisdom. Coolidge supported American business and favored what he called “a constructive economy.”

Known for his strength of character, Coolidge forced the resignation of Attorney General Daugherty and other high officials who had created scandal in office.

Shortly after Coolidge was elected, his son died of blood poisoning. Coolidge later wrote, “The power and the glory of the presidency went with him.” When he decided not to seek reelection in 1928, Coolidge stumped the nation. Keeping in character, he said, “Goodby, I have had a very enjoyable time in Washington.”

miles from their jobs, resulting in **urban sprawl** as cities spread in all directions. The automobile industry also provided an economic base for such cities as Akron in Ohio, and Detroit, Dearborn, Flint, and Pontiac in Michigan. The industry drew people to such oil-producing states as California and Texas. The automobile even became a status symbol—both for individual families and to the rest of the world. In their work *Middletown*, the social scientists Robert and Helen Lynd noted one woman’s comment: “I’ll go without food before I’ll see us give up the car.”

The auto industry symbolized the success of the free enterprise system and the Coolidge era. Nowhere else in the world could people with little money own their own automobile. By the late 1920s, around 80 percent of all registered motor vehicles in the world were in the United States—about one automobile for every five people. The humorist Will Rogers remarked to Henry Ford, “It will take a hundred years to tell whether you helped us or hurt us, but you certainly didn’t leave us where you found us.” **B**

THE YOUNG AIRPLANE INDUSTRY Automobiles weren’t the only form of transportation taking off. The airplane industry began as a mail carrying service for the U.S. Post Office. Although the first flight in 1918 was a disaster, a number of successful flights soon established the airplane as a peacetime means of transportation. With the development of weather forecasting, planes began carrying radios and navigational instruments. Henry Ford made a trimotor airplane in 1926. Transatlantic flights by Charles Lindbergh and Amelia Earhart helped to promote cargo and commercial airlines. In 1927, the Lockheed Company produced a single-engine plane, the Vega. It was one of the most popular transport airplanes of the late 1920s. Founded in 1927, Pan American Airways inaugurated the first transatlantic passenger flights.

Vocabulary
status symbol: a possession believed to enhance the owner’s social standing

MAIN IDEA

Analyzing Effects

B How did the widespread use of the automobile affect the environment and the lives of Americans?

B. Possible Answers It encouraged consumers to consider many more items necessities rather than luxuries. The Coolidge administration and big business got along very well together.

Tracing Themes

SCIENCE AND TECHNOLOGY

Discuss Will Rogers’s remark to Henry Ford: “It will take a hundred years to tell whether you helped us or hurt us, but you certainly didn’t leave us where you found us.” Ask students how the automobile improved American lives. (*Gave people more freedom; made travel easier and faster.*) Then ask them what harm, if any, has been caused by the automobile. (*Injuries and fatalities from car accidents; traffic; pollution.*)

TEKS Extension: 6B

Glenn Curtiss

Glenn Curtiss, American aviation pioneer, was a significant individual that had an impact on the U.S. aircraft industry. As a pioneer in flying, he made the first officially witnessed flight of at least one kilometer in North America. Later, his contributions in designing and building aircraft led to the formation of what is now the Curtiss-Wright Corporation. This company built aircraft for the U.S. Army and Navy. Curtiss’s experiments with sea-planes led to developments in the years leading up to World War I. His ideas in civil and military aircraft were used in the period between the wars and during World War II.



Flight attendants train for an early United Airlines flight. When commercial airline flights began, all flight attendants were female and white. ▶

ACTIVITY LINK TO ECONOMICS

B BLOCK SCHEDULING

Creating New Industries

Class Time 30 minutes

Task Creating a cluster graphic to illustrate how the automobile and aviation industries created new industries

Purpose To underscore how the automobile and aviation industries expanded the nation’s economy

Directions Have students work in small groups to research the spin-off industries that arose out of the automobile or the airplane industry. Ask them to include parts and services and changes in infrastructure. Have students create a graphic to illustrate their ideas.

2 America's Standard of Living Soars

The years from 1920 to 1929 were prosperous ones for the United States. Americans owned around 40 percent of the world's wealth, and that wealth changed the way most Americans lived. The average annual income rose more than 35 percent during the period—from \$522 to \$705. People found it easy to spend all that extra income and then some.

ELECTRICAL CONVENIENCES Gasoline powered much of the economic boom of the 1920s, but the use of electricity also transformed the nation. American factories used electricity to run their machines. Also, the development of an alternating electrical current made it possible to distribute electric power efficiently over longer distances. Now electricity was no longer restricted to central cities but could be transmitted to suburbs. The number of electrified households grew, although most farms still lacked power.

By the end of the 1920s, more and more homes had electric irons, while well-to-do families used electric refrigerators, cooking ranges, and toasters. Eunice Fuller Barnard listed prices for electrical appliances in a 1928 magazine article:

Goods and Prices, 1900 and 1928			
1900		1928	
wringer and washboard	\$ 5	washing machine	\$150
brushes and brooms	\$ 5	vacuum cleaner	\$ 50
sewing machine (mechanical)	\$25	sewing machine (electric)	\$ 60



▲ American consumers in the 1920s could purchase the latest household electrical appliances, such as a refrigerator, for as little as a dollar down and a dollar a week.

MAIN IDEA

Forming Generalizations

Ⓒ How did the use of electricity affect Americans' lifestyle?

C. Answer It transformed the nation. Factories used electricity to run their machines. Electricity could now be transmitted to the countryside. Well-to-do families had electric refrigerators, cooking ranges, and toasters.

These electrical appliances made the lives of housewives easier, freed them for other community and leisure activities, and coincided with a growing trend of women working outside the home. Ⓒ

THE DAWN OF MODERN ADVERTISING With new goods flooding the market, advertising agencies no longer just informed the public about products and prices. Now they hired psychologists to study how to appeal to people's desire for youthfulness, beauty, health, and wealth. Results were impressive. The slogan "Say it with flowers" doubled florists' business between 1912 and 1924. "Reach for a Lucky instead of a sweet" lured weight-conscious Americans to cigarettes and away from candy. Brand names became familiar from coast to coast, and luxury items now seemed like necessities.

One of those "necessities" was mouthwash. A 1923 Listerine advertisement aimed to convince readers that without Listerine a person ran the risk of having halitosis—bad breath—and that the results could be a disaster.

A PERSONAL VOICE

"She was a beautiful girl and talented too. She had the advantages of education and better clothes than most girls of her set. She possessed that culture and poise that travel brings. Yet in the one pursuit that stands foremost in the mind of every girl and woman—marriage—she was a failure."

—Listerine Advertisement


Businesspeople applied the power of advertising to other areas of American life. Across the land, they met for lunch with fellow members of such service organizations as Rotary, Kiwanis, and the Lions. As one observer noted, they sang


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Instruct: Objective 2

America's Standard of Living Soars

- What role did credit play in the American economy in the 1920s?
- What role did mass advertising play in the American economy in the 1920s?

 In-Depth Resources: Unit 4
• Guided Reading, p. 3

 Critical Thinking Transparency CT54
• Consumer Spending Power

Tracing Themes

ECONOMIC OPPORTUNITY

During the prosperous years of the 1920s, many Americans believed they were living a better life than their ancestors. Electricity and appliances made life easier and more pleasant. The introduction of the installment plan made access to goods once reserved for the rich a possibility for many not-so-wealthy Americans.

ACTIVITY LINK TO POPULAR CULTURE


Advertising Messages

Class Time One class period

Task Analyzing advertisements to determine the underlying messages

Purpose To understand how advertisements appeal to people's emotions

Directions Have students work in small groups to review advertisements found in print media or on television. Have students pay attention to how the product is displayed, the people and/or setting, colors, and any other noticeable features. Have them place stick-on notes next to each element that they identify and explain its purpose.

 Integrated Assessment
• Rubric 2



BLOCK SCHEDULING

ANOTHER PERSPECTIVE

The Needy


Ask students what the South Dakota state senator meant by his comment, “Depressions are farm led and farm fed.” (*When farmers weren’t able to pay their debts, businesses that depended on the farmers also suffered.*)

Throughout the 19th century, many farmers lived a subsistence life. They produced just enough to feed their families and take care of necessities. In the 20th century, a majority of farmers fell into debt. Prices collapsed, and farmers had little to fall back on. Many lost their farms.

Instruct: Objective 3

A Superficial Prosperity

- Why did some businesses not do well in the 1920s?
- Why did American farmers suffer during the 1920s?
- How did the installment plan fuel a superficial prosperity?

 In-Depth Resources: Unit 4
• Guided Reading, p. 3

Analyzing Political Cartoons

SKILLBUILDER ANSWERS

1. Big business was center stage in the 1920s. Like the flappers, industry was idolized by a portion of the American public. New products continued to impress and entertain.
2. Coolidge plays the saxophone, and big business puts on a dancing show. The cartoon suggests that Coolidge was supporting the success of big business.

ANOTHER PERSPECTIVE

THE NEEDY

While income rose for many Americans in the 1920s, it did not rise for everyone. Industries such as textile and steel manufacturing made very little profit. Mining and farming actually suffered losses. Farmers were deeply in debt because they had borrowed money to buy land and machinery so that they could produce more crops during World War I. When European agriculture bounced back after the war, the demand for U.S. crops fell, as did prices. Before long there were U.S. farm surpluses.

Many American farmers could not make their loan and mortgage payments. They lost their purchasing power, their equipment, and their farms. As one South Dakota state senator remarked, “There’s a saying: ‘Depressions are farm led and farm fed.’”

songs, raised money for charities, and boosted the image of the businessman “as a builder, a doer of great things, yes, and a dreamer whose imagination was ever seeking out new ways of serving humanity.” Many Americans idolized business during these prosperous times.

A Superficial Prosperity 3

During the 1920s, most Americans believed prosperity would go on forever—the average factory worker was producing 50 percent more at the end of the decade than at its start. Hadn’t national income grown from \$64 billion in 1921 to \$87 billion in 1929? Weren’t most major corporations making fortunes? Wasn’t the stock market reaching new heights?

PRODUCING GREAT QUANTITIES OF GOODS As productivity increased, businesses expanded. There were numerous mergers of companies that manufactured automobiles, steel, and electrical equipment, as well as mergers of companies that provided public utilities. Chain stores sprouted, selling groceries, drugs, shoes, and clothes. Five-and-dime stores like Woolworth’s also spread rapidly. Congress passed a law that allowed national banks to branch within cities of their main office. But as the number of businesses grew, so did the income gap between workers and managers. There were a number of other clouds in the blue sky of prosperity. The iron and railroad industries, among others, weren’t very prosperous, and farms nationwide suffered losses—with new machinery, they were producing more food than was needed and this drove down food prices.

BUYING GOODS ON CREDIT In addition to advertising, industry provided another solution to the problem of luring consumers to purchase the mountain of goods produced each year: easy credit, or “a dollar down and a dollar forever.” The **installment plan**, as it was then called, enabled people to buy goods over

Analyzing Political Cartoons

“YES, SIR, HE’S MY BABY”

This cartoon depicts Calvin Coolidge playing a saxophone labeled “Praise” while a woman representing “Big Business” dances up a storm.

SKILLBUILDER Analyzing Political Cartoons

1. The dancing woman is a 1920s “flapper”—independent, confident, and assertive. In what ways was big business in the 1920s comparable to the flappers?
2. What do you think the cartoonist suggests about Coolidge’s relationship with big business?



DIFFERENTIATING INSTRUCTION

LESS PROFICIENT READERS

Identifying Supporting Details **ELPS** 4F, 4G

Tell students that the heading on page 426, “A Superficial Prosperity,” states the main idea. Help students understand the meaning of “superficial prosperity,” explaining that superficial means shallow or only on the surface.

Ask students to find examples, on pages 426 and 427, of how prosperity was superficial. They should look for details that explain why people weren’t really prosperous, including the income gap, the plight of farmers, and the widespread use of the installment plan.

On the board, list the examples as details under the head “Superficial Prosperity.”

SUPERFICIAL PROSPERITY	
1. income gap between workers and managers	p. 426
2. farm losses	p. 426
3. installment plan	p. 426

MAIN IDEA

Analyzing Issues

D What were the main advantage and disadvantage of buying on credit?

D. Answer Advantage: People could buy goods they could not otherwise afford.
Disadvantage: People could go far into debt without realizing it.

an extended period, without having to put down much money at the time of purchase. Banks provided the money at low interest rates. Advertisers pushed the “installment plan” idea with such slogans as “You furnish the girl, we’ll furnish the home” and “Enjoy while you pay.”

Some economists and business owners worried that installment buying might be getting out of hand and that it was really a sign of fundamental weaknesses behind a superficial economic prosperity. One business owner even wrote to President Coolidge and related a conversation he had overheard on a train. **D**

A PERSONAL VOICE

“Have you an automobile yet?”
 “No, I talked it over with John and he felt we could not afford one.”
 “Mr. Budge who lives in your town has one and they are not as well off as you are.”
 “Yes, I know. Their second installment came due, and they had no money to pay it.”
 “What did they do? Lose the car?”
 “No, they got the money and paid the installment.”
 “How did they get the money?”
 “They sold the cook-stove.”
 “How could they get along without a cook-stove?”
 “They didn’t. They bought another on the installment plan.”

—a business owner quoted in *In the Time of Silent Cal*

MAIN IDEA

Predicting Effects

E How do you think the changes in spending will affect the economy?

Still, most Americans focused their attention on the present, with little concern for the future. What could possibly go wrong with the nation’s economy? The decade of the 1920s had brought about many technological and economic changes. And yet the Coolidge era was built on paradox—the president stood for economy and a frugal way of life, but he was favored by a public who had thrown all care to the wind. Life definitely seemed easier and more enjoyable for hundreds of thousands of Americans. From the look of things, there was little warning of what was to come. **E**

E. Possible Answer
 The economy may falter when consumers are unable to meet their credit obligations.

More About . . .

Easy Credit

Credit financing played a pivotal role in the Twenties economy. Advertisers needed a mass market for automobiles, electrical appliances, and “big ticket” items. The installment plan seemed the ideal solution. Consumers bought goods with abandon and, for the most part, ignored their accumulating debts. The Twenties economy began to resemble a financial house of cards. It was precarious, at best, when disaster hit the stock market in 1929.

Assess & Reteach

SECTION 3 ASSESSMENT

After the students have answered the questions, discuss question 3 in class.

Formal Assessment
 · Section Quiz, p. 233

SELF-ASSESSMENT

Have students create a cluster diagram listing five characteristics of American business in the 1920s.

RETEACH

Use the cartoon on page 426 to review the role of business and consumer goods in the 1920s.

In-Depth Resources: Unit 4
 · Reteaching Activity, p. 8

SECTION 3

ASSESSMENT

1. TERMS & NAMES For each term or name, write a sentence explaining its significance.
 • Calvin Coolidge • productivity • urban sprawl • installment plan

MAIN IDEA

2. USING YOUR NOTES

Re-create the web below on your paper and fill it in with events that illustrate the central idea.



Choose one event from the web and explain its significance in the 1920s.

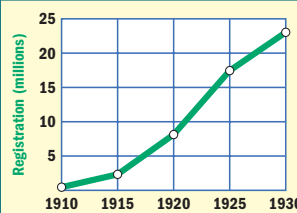
CRITICAL THINKING

3. EVALUATING

Do you agree with President Coolidge’s statement “The man who builds a factory builds a temple—the man who works there worships there”? Explain your answer. **Think About:**

- the goals of business and of religion
- the American idolization of business
- the difference between workers and management

Automobile Registration 1910–1930



Source: Historical Statistics of the United States.

4. INTERPRETING GRAPHS

What trend does the graph show between 1920 and 1930? What were some of the reasons for this trend?

SECTION 3

1. TERMS & NAMES

Calvin Coolidge, p. 422
 productivity, p. 423
 urban sprawl, p. 424
 installment plan, p. 426

2. USING YOUR NOTES

Development of the automobile industry; expansion of the airline industry; invention of new electrical appliances; spread of modern advertising; use of the installment plan.

3. EVALUATING

Agree: A business and a religion both serve important needs. The workers must put their faith in the management of the factory where they work.
Disagree: A business is organized for financial gain. A religious institution serves the spiritual needs of its members.

4. INTERPRETING GRAPHS

Registration increased between 1920 and 1930. Reasons: automobile production, more roads, advertising, and automobile purchases made on the installment plan.

TRACING THEMES

OBJECTIVES

- Examine examples of the adventurous economic spirit of Americans throughout American history.
- Explain how providing equal opportunity for all Americans remains a national challenge.

Focus & Motivate

Ask students what risks they have taken. Have they been successful? Does failure discourage them from taking another risk?

More About . . .

Success and Failure

American history is full of examples of triumph, failure, and perseverance. Thousands of families failed at homesteading in the Great Plains. Thousands of immigrants came to the United States, and some did not stay. Recently, Internet start-ups produced young millionaires, but many of these companies went out of business.

TRACING THEMES

Economic Opportunity

The courage to take risks, the confidence to rely on one's self, the strength to stand in the face of despair, and the resourcefulness to make the most of opportunity—these are all qualities often considered distinctly American. Freedom requires individuals to discover or create opportunities for themselves. However, the government has also played a key role in distributing and creating economic opportunities.



1830s–1860s

HOMESTEADING

Even before 1763, Americans looked toward the untamed west in search of greater wealth and freedom. In the 1830s, the Mormons went west to escape religious as well as economic persecution. The government helped to expand economic opportunities for whites by first clearing the land of its native inhabitants, relocating them to reservations or killing them.

As the nation claimed ownership of the land, it also gave it away. The Homestead Act of 1862 provided free of charge 160 acres of public land to anyone 21 years of age or older or the head of a family who had inhabited the land for five years and had improved it. This provided Americans a chance to be independent and self-sufficient if they would work hard. From 1862 until 1900, between 400,000 and 600,000 families were provided homesteads.

1900s

IMMIGRATION

While many people have come to the U.S. seeking political and religious freedom, economic opportunity has also been a key reason for immigration. In 1905, for instance, almost half a million people from southern and eastern Europe migrated to the United States in search of economic freedom and opportunity, as well as to escape religious persecution. Many found work at menial jobs for low pay but still were able to save enough money to eventually open their own businesses.



RECOMMENDED RESOURCES

BOOKS

Carter, Stephen L. *Reflections of an Affirmative Action Baby*. New York: Basic Books, 1991.

Daniels, Roger. *Coming to America: A History of Immigration and Ethnicity in American Life*. New York: Harper Collins, 1990.

Levy, Steven. *Hackers: Heroes of the Computer Revolution*. New York: Penguin Books, 2001.

Wollaston, Percy. *Homesteading: A Montana Family Album*. New York: Penguin Putnam, Inc., 1999. A family memoir.


Raban, Jonathan. *Bad Land: An American Romance*. New York: Pantheon, 1996. The story of east Montana homesteaders challenged by drought.

VIDEOS

The West. PBS Home Video, 1996. Dir. Stephen Ives. An eight-part series produced by Ken Burns.

INTEGRATED TECHNOLOGY

For teacher support and more information about economic opportunity in U.S. history, visit . . .

 hmhsocialstudies.com

1960s–1970s

EQUALITY OF OPPORTUNITY AND AFFIRMATIVE ACTION

In the 1960s and 1970s, groups pressed for changes in the law to remove barriers to economic opportunity. Laws such as the Civil Rights Act of 1964 were passed to prevent discrimination against women and racial and ethnic minorities in order to provide equity in educational and business opportunities.

As well, affirmative action policies were designed to remedy effects of past discrimination. The term affirmative action—first used by Lyndon B. Johnson in 1965—includes efforts to give work and educational opportunities to members of historically disadvantaged groups. Some have labeled affirmative action “reverse discrimination,” while others view it as a means to counterbalance continued discrimination that the law has been unable to prevent.



2000s

COMPUTERS AND INTERNET STARTUPS

In recent years, many of the brightest college students have chosen to study computer science in hopes of landing a high-paying job. Alternatively, independent-minded computer experts might become entrepreneurs—people who start and run their own businesses. For an initial period of several months to several years, an entrepreneur may work upwards of 70 or 80 hours each week, yet the business will have no income.

Since the late 1990s, both groups have increasingly looked to the Internet for opportunities. Entrepreneurs seek money-making opportunities as they develop ways to expand the capabilities of this developing technology. In turn, the growth of Internet-based businesses creates jobs for people who have specialized computer skills.



THINKING CRITICALLY

CONNECT TO HISTORY

- 1. Identifying Problems** What were some obstacles to achieving equal opportunity in each of the cases described on these two pages? Choose one of the time periods discussed and write a paragraph describing how these obstacles were overcome.

CONNECT TO TODAY

- 2. Evaluating a Business Opportunity** What economic opportunities available to you seem most promising? Discuss with your family and teachers or guidance counselor what jobs and business opportunities they think you might be suited for, then choose one and investigate it. Summarize your research by making a chart listing the pros and cons of the opportunity.

 hmhsocialstudies.com **RESEARCH WEB LINKS**

Politics of the Roaring Twenties 429

Instruct

1. How did land figure in Americans' pursuit of wealth?
2. What economic factors brought immigrants to the United States?
3. What are the goals of affirmative action?
4. How did the Internet provide new economic opportunities?

MAKING PERSONAL CONNECTIONS

Discuss with students the role of supply and demand in determining economic opportunity in the labor market. Ask them why they think people with computer skills are currently in demand, while those with other skills may find it harder to get a job.

More About . . .

Internet Start-Ups and Downs

Following a meteoric rise in “dot.coms”—businesses on the Internet—in the 1990s, the early years of new century brought the “dot.bombs”—business failures. Venture capital, which is needed to establish businesses, dried up when stocks of dot.com companies began to drop in value. Thousands of companies went bankrupt, and thousands of their employees lost their jobs.

THINKING CRITICALLY: ANSWERS

CONNECT TO HISTORY

Homesteading: physical ability, need for capital to get to the Great Plains; Immigrants: physical ability and health; capital for transportation; Internet: education and knowledge; capital.

CONNECT TO TODAY

Be sure students find out the educational requirements and skills needed for each job they research. Emphasize to students that since business can change so rapidly, it might be hard to train for a specific job. Employers often look for candidates with fundamental knowledge and skills who are adaptable and able to learn.

TERMS & NAMES

1. communism, p. 413
2. Sacco and Vanzetti, p. 413
3. Calvin Coolidge, p. 422
4. John L. Lewis, p. 418
5. Warren G. Harding, p. 419
6. Fordney-McCumber Tariff, p. 420
7. isolationism, p. 412
8. quota system, p. 415
9. Teapot Dome scandal, p. 421
10. installment plan, p. 426

MAIN IDEAS

1. All three events happened as a result of the perceived threat of the spread of communism and a growing suspicion of foreigners, immigrants, and radical movements. As Communist revolutionaries overthrew the regime in Russia and called for a revolution around the world, people in the United States worried that communism would spread to their country. This Red Scare and a strong sense of nativism caused anti-immigrant feelings, fueling the case against Sacco and Vanzetti. The Ku Klux Klan used the fear of the Red Scare and anti-immigrant feelings to persecute and harass others.
2. The goal of the quota system was to reduce European immigration to the United States.
3. Harding wanted to get America back to the simpler days before the Progressive Era reforms.
4. The scandal was about corruption in the leasing of government oil reserves to private companies; one cabinet member received bonds, cash, and ranches in exchange for oil contracts.
5. The automobile prompted the building of new roads, gave people more mobility, and created jobs; airplanes improved transportation and communication; electrical appliances freed up time for other activities.
6. The income gap between workers and managers was growing; some industries were stagnant or losing money; people were increasing their debt.



TERMS & NAMES

For each term or name below, write a sentence explaining its connection to the decade following World War I.

1. communism
2. Sacco and Vanzetti
3. Calvin Coolidge
4. John L. Lewis
5. Warren G. Harding
6. Fordney-McCumber Tariff
7. isolationism
8. quota system
9. Teapot Dome scandal
10. installment plan

MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

Americans Struggle with Postwar Issues
(pages 412–418)

1. Analyze the causes and effects of the Red Scare, the Sacco and Vanzetti case, and the rise of the Ku Klux Klan. How did these events reflect concerns held by many Americans?
2. Describe the primary goal of the immigration quota system established in 1921.

The Harding Presidency (pages 419–421)

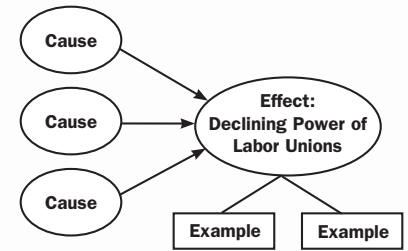
3. What did Harding want to do to return America to “normalcy”?
4. Summarize the Teapot Dome scandal.

The Business of America (pages 422–427)

5. How did changes in technology in the 1920s influence American life?
6. What evidence suggests that the prosperity of the 1920s was not on a firm foundation?

CRITICAL THINKING

1. **USING YOUR NOTES** Create a cause-and-effect web, similar to the one shown, in which you give several causes for the declining power of labor unions in the 1920s and give examples of the unions’ decline.



2. **ANALYZING CAUSES** How did Harding’s economic policies and increased production efficiencies lead to economic growth and prosperity in the 1920s?
3. **INTERPRETING MAPS** Look at the path of Route 66 in the map on page 423. What factors may have influenced where and why the highway was built? Explain your answer.

VISUAL SUMMARY POLITICS OF THE ROARING TWENTIES

ECONOMIC

- a superficial prosperity ensued
- increased production of consumer goods
- buying on credit
- increased standard of living and consumer spending

GOVERNMENTAL

- election of pro-business presidents Harding and Coolidge
- isolationist philosophy
- immigration quotas
- tariffs on imports to discourage foreign business competition
- corruption in Harding’s administration

LIFE IN POSTWAR AMERICA

SOCIETAL/SOCIAL

- a perceived threat of communism
- fear and distrust of immigrants
- fear of the labor movement and faith in business
- strikes and worker unrest

TECHNOLOGY/INDUSTRY

- growth of automobile industry
- introduction of airlines as transportation
- widespread use of electricity
- advertising gains popularity

CRITICAL THINKING

1. Using Your Notes

Causes: Association of unions with radicalism; difficulty recruiting immigrants. **Effects:** New membership declines; strikers fired in Boston; troops prevent picketing; negative public perception of unions.

2. Analyzing Causes

Harding’s pro-business policies advocated for a more limited role for government in business. Harding limited government interference and decreased taxes to the rich so that they could start more businesses. Many manufacturers also began employing techniques that increased productivity.

In combination, these factors led to a period of prosperity in the 1920s.

3. Interpreting Maps

The road was built through the Southwest to bypass the Rocky Mountains; the road was meant to promote vacation, travel, and regional growth.

TEXAS TEST PRACTICE

Use the cartoon and your knowledge of United States history to answer question 1.



- The cartoon criticizes President Coolidge by suggesting that —
 - Coolidge's policies benefited wealthy business owners.
 - Coolidge was known as "Silent Cal" because he had no economic policy.
 - Coolidge assisted struggling industries.
 - Coolidge had supported the Immigration Act.

- After World War I ended, workers in many industries went on strike for wage increases and better working conditions. But in the decade that followed, public support of labor unions declined, as did union membership. Which of the following helps to explain this decline in labor union popularity?
 - Wages and working conditions in most industries had already improved before the mid-1920s.
 - Most labor unions actively opposed isolationist policies.
 - Most labor unions had large immigrant memberships.
 - Few labor unions would allow unskilled veterans returning from the war to join.
- Which of the following beliefs did not result from America's desire for "normalcy" after World War I?
 - isolationism
 - conservatism
 - nativism
 - anarchism

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For additional test practice, go online for:

- Diagnostic tests
- Tutorials

INTERACT WITH HISTORY

myWriteSmart

Recall the issues that you recorded in *myNotebook* as you read the chapter. Suppose you are a reporter covering the Boston police strike. Write a newspaper column describing the mood and explaining why people acted as they did. Invent realistic quotations from workers, union members, strikebreakers, and management. Use *myWriteSmart* in your eBook to write your column.

FOCUS ON WRITING

myWriteSmart

Imagine it is the 1920s. Write a persuasive letter to your representative in Congress in support of or in opposition to a quota system for controlling immigration. Include evidence that supports your position. You should also provide a counterargument to address the opposition's concerns. Use *myWriteSmart* in your eBook to write your letter.

MULTIMEDIA ACTIVITY

21ST CENTURY

Visit the links for Chapter Assessment to research incomes, prices, employment levels, divorce rates, or other statistics that show how people were affected by the events of the 1920s. Use your findings to create a graph.

- Decide the main purpose of your graph. What statistics will you show?
- Choose the type of graph that would best show your data. Consider using a line graph, bar graph, or circle graph.
- Clearly label the parts of the graph.
- Share your graph with the class.

hmhsocialstudies.com INTERNET ACTIVITY

TEXAS TEST PRACTICE

- The correct answer is letter A. Coolidge supported the free enterprise system and big business. Letters B and C are not correct because Coolidge had an economic policy, but it did not give aid to struggling industries. Letter D is not correct because the cartoon does not refer to immigration.
- The correct answer is letter F. With some improvement in wages and working conditions, fewer workers unionized. Letters G, H, and J do not accurately present union policies.
- The correct answer is letter D. America's desire for "normalcy" did not promote opposition to all forms of government. Letters A, B, and C are not correct because the period was marked by isolationism, conservatism, and nativism.

UNIT PROJECT

ERAS AND CHARACTERISTICS WEBPAGES

The Unit Project is introduced on page 408 of the student text.

Tips for Teaching

- Point out to students that the webpages they create in this unit should align with the style and tone they adopted in prior units.
- Have students review pages 194–197 to determine that this chapter's content fits within "The Roaring Twenties" era.
- Redirect students' attention to pages 192–193 and encourage students to review the chapter with these characteristics in mind and to add appropriate characteristics and supporting materials to their webpages.



Formal Assessment

- Chapter Test, Forms A, B, and C, pp. 234–245

INTERACT WITH HISTORY

myWriteSmart

Rubric

A newspaper article should . . .

- Describe the events of the Boston police strike in an organized and detailed manner
- Support editorial opinion with factual evidence and appropriate quotes
- Give insight into the economic, social, and political conditions surrounding the events of the strike

FOCUS ON WRITING

myWriteSmart

Rubric

The persuasive letter should . . .

- elaborate the main point and provide supporting details to support your position
- provide a counterargument to address the opposition's concerns
- be clearly organized
- use vivid and engaging language

MULTIMEDIA ACTIVITY

Rubric

A graph should . . .

- Present historical statistics in a logical, readable format
- Highlight pertinent information with labels, colors, or other visual aids
- Present a quantitative analysis of how people were affected by the events of the 1920s

END-OF-CHAPTER SKILL ACTIVITY

Objectives

- To interpret political cartoons in order to understand social studies information
- To identify bias in political cartoons
- To analyze political cartoons in order to consider universal themes in history

Instruct

Share these tips with students as they review the cartoon.

1. Consider the context of the situation. What was happening in the world when the cartoon was created?
2. Consider bias. A bias is not always negative. For instance, a teacher might have a bias in favor of one group of people. A bias shows an author or viewer's opinion or viewpoint. Conversely, though, by having a bias in favor of one group, it may show an unfair bias against another group.
3. Think about how the cartoonist is trying to convey his or her point. A cartoonist often uses exaggerated expressions on the people or items in the cartoon, as well as metaphors in their message. Look for symbols, words, and exaggerations added by the artist.
4. Think about the message. Is this a universal theme or one specific to this situation? Consider the topic and think about whether a situation like this has occurred in another time period.

End-of-Chapter Skill Activity

Analyzing Political Cartoons

DEFINING THE SKILL

Political cartoons use humor to make a serious point. Political cartoons often express a point of view on an issue better than words do. Historians use political cartoons to understand how a particular person or event was perceived at the time. Understanding signs and symbols will help you to interpret political cartoons. To interpret political cartoons, examine all the elements while considering the social, political, and historical context of the time.

Like many text sources that express a point of view, cartoons are often **biased**, or unfairly weighted toward one point of view. To identify a cartoon's bias, look for exaggerations and caricature. Political cartoons often exaggerate characteristics of subjects or events in order to convey a specific message, either about politics in particular or society in general. Try to restate the message of the cartoon in words, then identify overgeneralizations and opinions stated as facts.

UNDERSTANDING THE SKILL

STRATEGY: INTERPRET VISUAL SOURCES When looking at a political cartoon, look at the cartoon as a whole to determine the subject. Read any text and study all symbols. Establish the cartoon's message. Then compare the message with any historical knowledge you have. Does the cartoon agree or disagree with the facts you already know? The following political cartoon shows President Calvin Coolidge playing the saxophone while a woman representing big business dances. The chart on the next page summarizes historical information gained from interpreting the visual sources.

- 1 **Identify the subject.** This cartoon deals with President Coolidge's relationship with big business.
- 2 **Identify important symbols and details.** Big business is shown as a carefree flapper of the 1920s. The president's saxophone is labeled "Praise," suggesting his positive attitude toward the fun-loving flapper.
- 3 **Interpret the message.** The image implies that serving big business interests is important to the president.
- 4 **Analyze the point of view.** The cartoonist suggests that the relationship between the president and big business is too cozy.
- 5 **Identify bias.** The president is caricatured by being depicted engaging in frivolity and at the service of big business. The cartoon charges that the president does not take his responsibilities seriously.



431 SK1

DIFFERENTIATING INSTRUCTION

Understanding Vocabulary

ELPS 1F, 2C, 2D, 3D, 4C, 4E

Use linguistic accommodation to help students understand the following terms and concepts. Have beginning ELLs draw a caricature. Have intermediate ELLs restate the meanings. Have advanced ELLs use the words in sentences. Have advanced high ELLs ask questions that can be answered using the terms.

Defining the Skill

exaggerations: misrepresentations of things as more important or larger than they really are
caricature: a representation of a person, place, or idea that distorts or exaggerates particular features
symbols: items that stand for or represent something else

Strategy, page SK1

flapper: a term to describe a 1920s woman whose clothes and behavior challenged societal norms

Strategy, page SK2

interpretation: the process of explaining the meaning of something
satirical: relating to satire and using irony or sarcasm to expose human imperfections

Applying the Skill

symbolism: the use of symbols to represent ideas

STRATEGY: MAKE A CHART Summarize your interpretation of the cartoon in a simple chart. Look for details and analyze their significance. Then decide on the message of the cartoon.

Subject: Coolidge's Relationship with Big Business		
Point of View	Symbols/Details	Message
Satirical of the Coolidge administration and of big business	Flapper: big business, carefree and overgrown President: playing a tune for business	Big business and the president are too close. Business is having too good a time—with the president's help.

APPLYING THE SKILL

Turn to the political cartoon in Chapter 12, Section 2, p. 421, which presents an opinion about the Teapot Dome scandal. Read the text on the page to help you understand the historical context of the cartoon. Understand the symbolism of the elephant. Note the elephant's expression. Use a chart like the one above to analyze and interpret the cartoon.

- 1. Identify the subject.**
Who is depicted in this cartoon?
- 2. Identify important symbols and details.**
What symbol is used to show the Republican Party? What other details do you notice?
- 3. Interpret the message.**
What is the cartoonist trying to say in this cartoon?
- 4. Analyze the point of view.**
Whose point of view is the cartoonist representing? What might be a different point of view to this situation?
- 5. Identify bias.**
What point of view is this cartoon weighted towards? Did the cartoonist support or oppose the role of Republicans during the Teapot Dome scandal? How can you tell?

431 SK2

Applying the Skill: Answers

1. The Republican party and the Teapot Dome scandal are the subjects of the cartoon.
2. Elephant = the symbol for the GOP; the teapot = Teapot Dome, Wyoming. It is shown on a hill to imply public lands.
3. Possible response: The cartoonist may be trying to say that the GOP is responsible for the Teapot Dome scandal. The elephant looks guilty and perhaps annoyed to be discovered.
4. The cartoonist probably represents the Democratic point of view since the Republicans are not presented kindly here. A different point of view might show only the people involved in the scandal and not use the elephant to represent the whole Republican Party.
5. The cartoonist seems to be biased against the Republican Party. You can tell because he has taken the actions of a few individuals and blamed the whole Republican Party and does not portray them in a positive light.

Students' charts should reflect the information above.

More About . . .

Political Cartoons

The earliest political cartoons in the United States can be traced to before the Revolutionary War. In 1754, Benjamin Franklin published his "Join or Die" cartoon, urging the colonies to form one political entity. A political cartoon can be similar to an opinion column in a magazine or newspaper, or on a website. Instead of using words, a cartoonist uses images to portray his or her point of view on a person, event, or situation.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES

TEKS 29F identify bias in . . . visual material **29H** use appropriate skills to analyze and interpret social studies information such as . . . political cartoons



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Henry Ford



Henry Ford was a brilliant inventor and industrialist and founder of the Ford Motor Company. He helped bring about a time of rapid growth and progress that forever changed how people worked and lived. Henry Ford grew up on his family's farm near Dearborn, Michigan. As a child, he disliked life on the farm. He found the clicks and whirs of machinery much more exciting. When Ford

was 16, he went to nearby Detroit to work in a machine shop. From there, he turned his ideas for how to make affordable and well-built cars into one of the world's largest automobile companies. Explore the amazing life and career of Henry Ford online. You can find a wealth of information, video clips, primary sources, activities, and more at hmhsocialstudies.com.

431 MC1 MULTIMEDIA CONNECTIONS

Henry Ford

Resources hmhsocialstudies.com

The following resources come with printable introductions, comprehension and critical thinking questions, transcripts, and vocabulary support.

Full Length DVD

Henry Ford (50 minutes)

Video Clips

- Down on the Farm (1:55)
- Big Plans (1:22)
- Off to the Races (1:33)
- Taking the Low Road (2:40)
- A Factory Ahead of Its Time (1:20)
- The Assembly Line (2:27)
- Turnover (3:32)
- The Colossus of Rouge (1:48)
- Visionary or Fool? (1:42)
- Ford and Anti-Semitism (2:58)
- Tarnish on the Tin Lizzie (2:31)

Primary Sources

- *My Life and Work*
- The Other Side of the Shield
- Ford's Profit Sharing Plan
- Chevrolet Advertisement

"My 'gasoline buggy' was the first and for a long time the only automobile in Detroit. It was considered . . . a nuisance, for it made a racket and it scared horses."

— Henry Ford



My Life and Work

Read the document to learn more about Henry Ford's life and career in his own words.



Big Plans

Watch the video to learn more about Henry Ford's early career.



Taking the Low Road

Watch the video to explore Henry Ford's vision for his car company.



The Assembly Line

Watch the video to see how Henry Ford used the assembly line to produce cars more efficiently and cheaply.

HENRY FORD **431 MC2**

Big Plans

Henry Ford's vision for the future was encouraged by new inventions, such as the internal combustion engine. As an apprentice in a Detroit machine shop in 1879, Henry Ford began to obtain the skills and knowledge he needed to build his own "horseless carriage."



My Life and Work

In his autobiography, *My Life and Work*, Henry Ford reflects on his fascination with machines. He also describes some of his early experiments with automobiles and shares the business philosophies that helped ensure the Ford Motor Company's success.



Taking the Low Road

After founding the Ford Motor Company in 1903, Ford concentrated on building a car for the masses. Ford's vision was to create an affordable and reliable car that average Americans could buy.



The Assembly Line

Although Henry Ford did not invent the assembly line, his innovation was in breaking down assembly line production into smaller steps. Each worker in Ford's system did a specialized task. Ford also invented and installed single-purpose machines and conveyors to speed up production.



Activities

- Life Before the Car
- Rehearsal for the Model T
- Reporting from the Track
- A Car for All Americans
- Innovations in Architecture
- Manufacturing an Assembly Line
- Employee Benefits
- A Day in the Life of the Rogue
- Ford's Place in Time
- Who Was Henry Ford?
- Cars for Sale!



Extended Activities



General Review Questions



General Discussion Questions



Web Links



Bibliography