

The Gilded Age

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

political machines, bosses, mugwumps, William Marcy Tweed, Rutherford B. Hayes, James A. Garfield, Chester A. Arthur, Grover Cleveland, Benjamin Harrison, William McKinley, Pendleton Civil Service Act

I. Corruption in Politics (Objective 1, pp. 606–607)

A. Political Machines—powerful organizations that influenced city and county politics

1. Used legal and illegal means to get candidates elected to office
2. **Bosses**—political machine leaders who traded favors for votes
3. Received support from immigrants who wanted jobs and assistance
4. **William Marcy Tweed**—boss of New York’s Tammany Hall who may have stolen as much as \$200 million from the city

B. Corruption in the Federal Government

1. Common in the administration of Ulysses S. Grant
2. Several revenue agents took bribes from distillers who wanted to avoid taxes in a scandal involving the “Whiskey Ring.”
3. Members of Congress who received shares in a railroad construction company called *Crédit Mobilier* approved large federal land grants to that company.

ASK THE STUDENTS...

Why did many immigrants support the political machines?

In return for their votes, immigrants received jobs and other services from political bosses.

II. Gilded Age Presidents (Objective 2, p. 608)

A. Election of 1876

1. Democratic candidate: Samuel J. Tilden; Republican: **Rutherford B. Hayes**
2. Hayes won in a disputed election.

B. Election of 1880

1. Republican **James A. Garfield** and his vice president, **Chester A. Arthur**, were elected in a close race.

The Spirit of Reform, Section 1, continued

2. Arthur became president after Garfield was assassinated in 1881.
- C. Election of 1884
 1. Republican candidate: James G. Blaine
 2. **Mugwumps**—Republicans who regarded Blaine as corrupt and supported the Democratic candidate, **Grover Cleveland**
 3. Cleveland won the election.
- D. Elections of 1888 and 1892
 1. Cleveland won the popular vote but lost the electoral vote to Republican **Benjamin Harrison**.
 2. Cleveland was reelected to the presidency in 1892.
 3. Cleveland's popularity waned; country suffered economic depression.
- E. Elections of 1896 and 1900
 1. Democrat William Jennings Bryan lost to Republican **William McKinley**.
 2. McKinley was reelected in 1900.

ASK THE STUDENTS...

Why did some Republicans support Grover Cleveland in 1884?

Republicans called mugwumps supported Cleveland because they believed the Republican candidate, James Blaine, was corrupt.

III. Civil Service Reform (Objective 3, p. 609)

A. The Civil Service System

1. Corruption led many Americans to call for reform in the civil service, or government job system.
2. Under the spoils system, jobs went to party supporters, not qualified applicants.
3. Reformers wanted civil servants to take examinations.
4. The assassination of President Garfield by a disappointed federal-job seeker increased calls for civil service reform.

B. The Pendleton Civil Service Act

1. The 1883 law established a merit system run by the Civil Service Commission.
2. Covers about 90 percent of government jobs today

ASK THE STUDENTS...

How did Garfield's assassination lead to civil service reform?

Because the president was killed by a disappointed federal-job seeker, calls for civil service reform increased.

The Progressive Movement

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

progressives, muckrakers, direct primary, recall, initiative, referendum, Ida Tarbell, Seventeenth Amendment, Robert M. La Follette, Wisconsin Idea, John Dewey, Joseph McCormack

I. The Progressive Movement (Objective 1, pp. 610–611)

A. Progressives—reformers who worked to solve problems caused by rapid industrial and urban growth

1. Were often part of the growing middle class, which included professionals and small-business owners
2. Worked for reforms in several areas, including health and education, government, and workplace conditions
3. Agreed that the federal government had a role in the reform effort

B. Muckrakers—journalists who wrote stories about corruption in business and politics

1. **Ida Tarbell**—wrote articles about the Standard Oil Company
2. Wrote on issues including child labor and racial discrimination
3. Influenced the public to question corruption and call for reform

II. Expanding Democracy (Objective 2, pp. 611–612)

A. Empowering Voters

1. **Direct primary**—let voters choose candidates for public office instead of allowing party leaders to select them
2. **Seventeenth Amendment**—allowed Americans to vote directly for U.S. senators rather than having state legislatures select them
3. **Recall**—allowed voters to sign a petition asking for a special vote to remove an elected official from office before the end of his or her term

B. Voters and Legislation

1. **Initiative**—lets voters place a proposed law on the ballot if they have enough signatures on a petition
2. **Referendum**—allows voters to approve or disapprove a law that has been proposed or passed by state or local governments

ASK THE STUDENTS...

How did the Seventeenth Amendment give more power to voters?

It took the power to elect U.S. senators from the state legislatures and gave it to voters.

III. Reforming City and State Governments (Objective 2, p. 612)

A. Some cities created new forms of government that ran cities more like businesses.

B. State Governments

1. Faced corruption problems similar to those found in city governments
2. **Robert M. La Follette**—Progressive Republican in Wisconsin who supported reform and won the governor's office in 1900
3. **Wisconsin Idea**—La Follette's effort to reduce the influence of political machines, which influenced progressive reforms in other states

IV. City Planning (Objective 3, p. 613)

A. City Life

1. Poor families often lived in dirty and dangerous tenement buildings.
2. Progressives supported reform laws that improved the quality of housing.

B. New Professions

1. City planners worked to control city growth.
2. Civil engineers planned street-paving and bridge-building projects.
3. Sanitation engineers worked to solve problems related to disease and health.

V. Social Reforms (Objective 3, p. 614)

A. Education

1. Progressives called for new public high schools and kindergartens.
2. **John Dewey**—educator who stressed teaching children critical-thinking and problem-solving skills

B. Health

1. Progressives wanted to improve medical education.
2. **Joseph McCormack**—led the American Medical Association, which supported laws protecting public health

ASK THE STUDENTS...

What aspects of education did Progressives want to improve?

They wanted to expand access to public schools, to educate children at a younger age by offering kindergarten classes, and to improve medical education.

Reforming the Workplace

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

socialism, Florence Kelley, Triangle Shirtwaist Fire, Industrial Workers of the World, William "Big Bill" Haywood

I. Child Labor Reform (Objective 1, pp. 615–616)

A. Children at Work

1. Many children worked to help support their families.
2. By 1900 more than 1.75 million children ages 15 and under worked in factories, mills, and mines.

B. Reform

1. **Florence Kelley**—board member of the National Consumers' League who led the fight against child labor
2. Congress passed federal child labor laws in 1916 and 1919, but the Supreme Court declared the laws unconstitutional.

II. Safety in the Workplace (Objective 1, pp. 616–617)

A. Many states passed minimum-wage and maximum-hour laws for women.

B. Accidents and Tragedies

1. In 1900 some 35,000 workers were killed and another 500,000 injured in workplace accidents.
2. **Triangle Shirtwaist Fire**—clothing factory fire that led to the deaths of 146 workers, most of whom were immigrants
3. The Triangle Shirtwaist Fire led to laws that improved safety in the workplace.

ASK THE STUDENTS...

What effect did the Triangle Shirtwaist Fire have on reform efforts?

The tragic fire led governments to pass laws regarding workplace safety.

III. The Courts and the Workplace (Objective 2, p. 617)

A. Opposition to Reform

1. Some business leaders argued that government regulation interfered with economic growth.

The Spirit of Reform, Section 3, continued

2. Courts ruled that the Fourteenth Amendment protected industry from laws that would take property without due process of law.

B. *Lochner v. New York*

1. In 1898 the U.S. Supreme Court ruled that states could limit workers' hours at dangerous jobs.
2. New York passed a law limiting bakers to a 10-hour workday.
3. In *Lochner v. New York*, the court ruled the New York law unconstitutional.
4. The ruling meant workers should be free to accept conditions that business owners offered, including long workdays.

C. *Muller v. Oregon*

1. Court upheld a law that limited working hours for women.
2. Court argued that differences between men and women made health and safety issues regarding women a public concern.
3. The case was argued on the basis of social evidence rather than legal precedent.

ASK THE STUDENTS...

Why did the U.S. Supreme Court uphold laws limiting the hours women worked?
women differed from men, health and safety of women needed regulation

IV. Labor Organizations (Objective 3, p. 618)

- A.** Union membership rose from 800,000 in 1900 to about 5 million in 1920.
- B.** Some unions such as the American Federation of Labor (AFL), which accepted only skilled workers, supported the capitalist system.
- C. Radical Unions**
 1. **Socialism**—an economic system in which government owns and operates the means of production
 2. **Industrial Workers of the World (IWW)**—union that supported socialism and accepted African Americans, immigrants, unskilled laborers, and women
 3. **William "Big Bill" Haywood**—IWW leader who wanted to organize all workers in one union to overthrow capitalism
 4. Business and government opposition destroyed the IWW.

ASK THE STUDENTS...

How did the International Workers of the World differ from the American Federation of Labor?

The IWW accepted women, minorities, and unskilled laborers in an effort to overthrow capitalism, while the AFL's skilled workers supported the capitalist system.

The Rights of Women and Minorities

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

Woman's Christian Temperance Union, Frances Willard, Eighteenth Amendment, National American Woman Suffrage Association, Carrie Chapman Catt, Alice Paul, National Woman's Party, Nineteenth Amendment, Booker T. Washington, Atlanta Compromise, W. E. B. Du Bois, National Association for the Advancement of Colored People

I. Progressive Women (Objective 1, pp. 619–620)

A. Women enjoyed increased access to higher education.

B. Job Opportunities

1. Female college graduates found few employment opportunities.
2. They found work as teachers but were denied positions as lawyers and doctors.
3. Many educated women formed clubs that campaigned for reform.

II. The Temperance Movement (Objective 1, p. 620)

A. Woman's Christian Temperance Union (WCTU)—organization founded in 1874 to fight against alcohol abuse

B. Frances Willard—headed the WCTU from 1879 to 1898, helping to establish some 10,000 local branches in every state, territory, and major city

C. Eighteenth Amendment—passed in 1919, the amendment banned the production and sale of alcoholic beverages in the United States

ASK THE STUDENTS...

How successful was the temperance movement's fight against alcohol abuse?

The movement led to a constitutional amendment banning production and sale of alcoholic beverages in the United States.

III. Women's Suffrage (Objective 1, pp. 621–622)

A. Opposing Women's Right to Vote

1. Political bosses feared women's anticorruption efforts.
2. Businesses feared that women voters would press for child labor laws and minimum-wage laws.

3. Some Americans believed women's place was the home.

B. Fighting for the Vote

1. **National American Woman Suffrage Association (NAWSA)**—founded in 1890 to help women get the vote

2. **Carrie Chapman Catt**—became president of the NAWSA in 1900, mobilizing more than 1 million volunteers

3. **Alice Paul**—left the NAWSA in 1913 to form the **National Woman's Party (NWP)**

4. The NWP captured public attention by holding public demonstrations.

C. Nineteenth Amendment—passed in 1920, giving women the right to vote

IV. African Americans Fight for Change (Objective 2, pp. 622–623)

A. Booker T. Washington

1. African American leader who founded the Tuskegee Institute in Alabama

2. Believed African Americans should improve their economic and educational well-being rather than fight for social equality

3. **Atlanta Compromise**—1895 speech that spelled out Washington's beliefs

B. W. E. B. Du Bois

1. African American leader who received a doctoral degree from Harvard

2. Argued that African Americans had to end segregation and discrimination and fight for economic and educational equality

3. **National Association for the Advancement of Colored People (NAACP)**—founded in 1909 by Du Bois and others

4. NAACP used the courts to fight against discrimination.

ASK THE STUDENTS...

How did the views of Booker T. Washington differ from those of W. E. B. Du Bois?

Washington did not want African Americans to fight for social equality, while Du Bois considered that struggle to be essential.

V. The Limits of Progressive Reform (Objective 3, pp. 623–624)

A. The Society of American Indians wanted to help American Indians but ignored Indian cultural values.

B. Progressives ignored discrimination of Chinese and Mexican immigrants.

ASK THE STUDENTS...

What groups in American life did most progressive reformers ignore?

Reformers neglected the needs of ethnic groups such as American Indians.

The Progressive Presidents

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

arbitration, conservation, Theodore Roosevelt, Pure Food and Drug Act, William Howard Taft, Bull Moose Party, Woodrow Wilson, Underwood Tariff Act, Sixteenth Amendment, Federal Reserve Act, Clayton Antitrust Act, Federal Trade Commission, Louis Brandeis

I. President Theodore Roosevelt (Objective 1, pp. 625–627)

A. Theodore Roosevelt

1. Vice president who became president after McKinley's assassination in 1901
2. Believed that the president should be a leader, not merely an administrator

B. The Square Deal

1. Was Roosevelt's policy of balancing the interests of businesspeople, laborers, and consumers for the public good
2. Arbitration—formal process to settle disputes
3. Roosevelt successfully demanded that coal company managers agree to arbitration to end a coal strike.

C. Reform under Roosevelt

1. Roosevelt attacked “bad” trusts that he believed hurt society, such as the Northern Securities Company.
2. Upton Sinclair's novel about the meatpacking industry, *The Jungle*, led to passage in 1906 of the **Pure Food and Drug Act**, which regulated food and drugs sold in interstate commerce.
3. Roosevelt persuaded Congress to regulate railroad shipping rates.

D. The Environment

1. Roosevelt supported **conservation**, or protection of nature and its resources.
2. Some Americans called for preservation, arguing that nature should be preserved for its beauty.
3. Roosevelt increased the amount of forestland under federal protection and doubled the number of national parks.

II. Taft Angers the Progressives (Objective 2, p. 627)

A. William Howard Taft

1. Elected president in 1908 with the support of Roosevelt

The Spirit of Reform, Section 5, continued

2. Had a cautious attitude toward executive power and reform that angered many progressives
- B.** Taft further angered progressives when he fired Chief Forester Gifford Pinchot, who was popular with progressives, for criticizing the secretary of the agriculture.

ASK THE STUDENTS...

Why did Taft lose the support of progressives?

He moved cautiously on progressive reforms and fired a popular progressive, Chief Forester Gifford Pinchot.

III. The Election of 1912 (Objective 2, p. 628)

- A.** Theodore Roosevelt
 1. Was among the progressives angered by Taft's performance
 2. Lost the Republican nomination to Taft and then formed the Progressive Party, also known as the **Bull Moose Party**
- B. Woodrow Wilson**—Democratic candidate committed to reform and low tariffs
- C.** Taft and Roosevelt split the Republican Party, allowing Wilson to win the electoral vote.

IV. Woodrow Wilson's Reforms (Objective 3, pp. 629–630)

- A. Underwood Tariff Act**—1913 law that lowered tariffs and introduced an income tax
- B. Sixteenth Amendment**—ratified in 1913, giving the federal government the constitutional authority to levy an income tax
- C. Federal Reserve Act**—created a national banking system that combined 12 regional Federal Reserve banks with many private banks
- D. Clayton Antitrust Act**—1914 act that strengthened federal laws against monopolies
- E. Federal Trade Commission**—could investigate corporations and issue restraining orders to stop unfair trade practices
- F. Louis Brandeis**—progressive lawyer who became the first Jewish Supreme Court justice after Wilson appointed him.

ASK THE STUDENTS...

1. What was the purpose of the Sixteenth Amendment?
It gave the federal government authority to implement a federal income tax.
2. What Wilson reforms regulated business and industry?
The Clayton Antitrust Act allowed the government to prosecute monopolies, and the Federal Trade Commission investigated unfair trade practices.

The United States Gains Overseas Territories

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

imperialism, isolationism, subsidy, spheres of influence, William H. Seward, McKinley Tariff, Liliuokalani, Matthew Perry, Open Door Policy, Boxer Rebellion

I. Imperialism and Expansion (Objective 1, pp. 640–641)

A. Imperialism—the practice of building an empire by founding colonies or conquering other nations

1. Between 1870 and 1914, Western nations built empires, taking control of most of Africa and much of Southeast Asia.
2. Western nations were driven by a desire for raw materials, new markets for goods, and national pride.

B. The United States and Expansion

1. **William H. Seward**—secretary of state who arranged the purchase of Alaska from Russia in 1867
2. Many Americans favored a policy of **isolationism**—avoiding entanglement in the affairs of other nations.
3. Alfred Thayer Mahan, author of the 1890 book *The Influence of Sea Power upon History*, argued for a strong U.S. navy.
4. Mahan's book influenced Americans who agreed that a navy would protect U.S. economic interests abroad, leading to increased economic growth.

II. Hawaii (Objective 2, p. 642)

A. Sugar

1. Was a leading Hawaiian export by the 1840s
2. An 1875 treaty allowed Hawaii to ship sugar to the United States duty-free.
3. In 1887 American sugar planters forced the Hawaiian king to grant more powers to the parliament, which foreigners controlled.

B. McKinley Tariff

1. Passed in 1890; all countries had right to ship sugar duty-free to the U.S.
2. Gave U.S. sugar producers a **subsidy**, or bonus payment
3. Ruined the Hawaiian sugar industry and the island's economy

C. Annexation

1. Queen **Liliuokalani** wanted a constitution that restored the monarchy's power.
2. Sugar planters rebelled and established a government.
3. The United States initially refused to annex Hawaii but finally did so in 1898.

ASK THE STUDENTS...

Why did the McKinley Tariff damage the Hawaiian economy?

allowed competitors to sell sugar duty-free; gave U.S. producers a subsidy; tariff ruined Hawaii's economy

III. The Opening of Japan (Objective 3, p. 643)

- A. Japan's leaders isolated the nation from the rest of the world.
- B. The United States
 1. Wanted to establish trade ties with Japan before European nations did
 2. Sent Commodore **Matthew Perry** to Japan with a military fleet in 1853
 3. Negotiated a trade treaty with Japan in 1858
- C. Japanese leaders invested in industry and the military, making the nation a major imperial power by the 1890s.

IV. Foreign Powers in China (Objective 3, pp. 644–645)

- A. Many countries sought **spheres of influence**—areas where foreign nations could control trade and resources—in China.
- B. Open Door Policy
 1. The United States lacked the naval power necessary to create a sphere of influence in China.
 2. **Open Door Policy**—American diplomatic argument that all nations should have equal access to trade in China
 3. Other nations neither accepted nor rejected the policy, but the U.S. government announced it had been accepted.
- C. The Boxer Rebellion
 1. Chinese group called Fists of Righteous Harmony, known to foreigners as the Boxers, protested foreign influence in China.
 2. **Boxer Rebellion**—Boxer attack on foreigners in which some 200 people died
 3. U.S. troops stopped the rebellion; Chinese had to pay millions in damages.

ASK THE STUDENTS...

How did other nations treat China?

They regarded it as a source of trade and resources and showed little respect for the needs or concerns of the Chinese people.

The Spanish-American War

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

yellow journalism, Joseph Pulitzer, William Randolph Hearst, Teller Amendment, Emilio Aguinaldo, Anti-Imperialist League, Platt Amendment

I. The Road to War (Objective 1, pp. 646–647)

A. Cuba

1. Revolted against Spanish rule in 1895
2. Some 200,000 Cubans died in reconcentration camps.

B. The American Press

1. New York newspaper publishers **Joseph Pulitzer** and **William Randolph Hearst** printed sensational and exaggerated stories about Cuba.
2. **Yellow journalism**—exaggerating stories to sell newspapers

C. President McKinley

1. Supported Cuban independence
2. Sent the U.S. battleship *Maine* to Havana harbor to protect U.S. citizens and property
3. The *Maine* was destroyed in an explosion of unknown origins, killing 260 sailors.

D. War

1. Congress passed a resolution declaring Cuban independence and giving Spain three days to leave the island.
2. **Teller Amendment**—stated that the United States had no interest in acquiring Cuba
3. After Spain declared war, the United States also declared war.

ASK THE STUDENTS...

How did U.S. newspapers contribute to the American response to the Cuban crisis?
Their exaggerated stories increased U.S. interest in removing Spain from power.

II. War with Spain (Objective 2, pp. 647–649)

A. The Philippines

1. U.S. fleet destroyed Spain's Pacific fleet.

2. Emilio Aguinaldo—leader of Filipino rebels who helped U.S. troops occupy the Philippine capital, Manila

B. Fighting in Cuba

1. The U.S. Army was unprepared to train and supply its troops.
2. Most U.S. casualties died from diseases, food poisoning, or causes unrelated to combat.
3. Soldiers included Theodore Roosevelt and members of the African American Tenth Cavalry.
4. The U.S. Navy destroyed the Spanish fleet, and Spain sued for peace.

ASK THE STUDENTS...

How did the U.S. Army's lack of preparedness for war affect its troops?

Lack of preparedness led to many deaths from food poisoning and disease.

III. The Question of Cuba (Objective 3, p. 650)

A. Peace Treaty

1. Placed Cuba, Guam, the Philippines, and Puerto Rico under U.S. control
2. **Anti-Imperialist League**—opposed the treaty and accused the United States of building an empire

B. Platt Amendment—limited Cuba's right to make treaties and allowed the United States to intervene in Cuban affairs

IV. New U.S. Lands (Objective 3, pp. 650–651)

A. The Philippines

1. The United States decided to retain control of the Philippines.
2. Filipino rebels waged a war against U.S. troops in which hundreds of thousands of Filipinos were killed.
3. The Philippines received limited self-government in 1902 and independence in 1946.

B. Puerto Rico

1. Puerto Ricans were granted U.S. citizenship in 1916.
2. In 1952 Puerto Rico became a U.S. commonwealth with its own constitution and its own elected officials.

ASK THE STUDENTS...

How did the United States treat the territory it acquired from Spain?

The United States was largely unwilling to grant those regions true independence.

The United States and Latin America

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

dollar diplomacy, John Hay, Hay-Herrán Treaty, Philippe Bunau-Varilla, Hay-Bunau-Varilla Treaty, Panama Canal, Roosevelt Corollary

I. The Panama Canal (Objective 1, pp. 653–654)

A. From the Atlantic to the Pacific

1. Travel from the Atlantic Ocean to the Pacific required a journey of weeks around the southern tip of South America.
2. A canal in Central America would reduce the voyage by 8,000 miles.
3. A canal would also allow the U.S. Navy to link quickly its Atlantic and Pacific fleets.

B. Preparing for the Canal

1. In 1850 the United States and Great Britain agreed to jointly build a canal.
2. **John Hay**—negotiated a 1901 treaty in which Britain gave up its interest in building a canal
3. **Hay-Herrán Treaty**—1903 treaty in which Colombia agreed to lease to the United States a strip of land in the Isthmus of Panama for a canal
4. The Colombian senate rejected the treaty.

C. An Independent Panama

1. **Philippe Bunau-Varilla**—chief engineer of the French Canal Company who organized a revolt in Panama against the Colombian government
2. The United States sent a warship to Panama, which declared its independence.
3. **Hay-Bunau-Varilla Treaty**—1903 treaty in which Panama leased a 10-mile wide canal zone to the United States

ASK THE STUDENTS...

What role did the United States play in Panama's revolt against Colombia?

It sent a warship to ensure that the rebels would be victorious.

II. Building the Canal (Objective 1, pp. 655–656)

- A. Dr. William C. Gorgas helped rid the canal zone of disease-carrying mosquitoes.

- B. Much of the canal had to be blasted from solid rock.
- C. Cost
 - 1. Some 6,000 lives were lost in building the canal.
 - 2. Building the canal cost \$375 million, plus the nearly \$300 million the French had spent on an earlier, failed effort.

ASK THE STUDENTS...

What obstacles did the canal builders face?

Obstacles included disease-carrying mosquitoes and miles of difficult terrain.

III. Roosevelt and Latin America (Objective 2, pp. 656–657)

- A. The Monroe Doctrine, which prohibited European colonization in the Western Hemisphere, formed the basis of U.S. policy in Latin America.
- B. Collecting European Debts
 - 1. European nations that loaned money to Latin American countries wanted to be able to collect the money owed them.
 - 2. Roosevelt did not want Europeans to use military force in the Western Hemisphere, which could threaten U.S. power in the region.
 - 3. **Roosevelt Corollary**—stated the United States had the right to intervene in any nation of the Western Hemisphere if that nation engaged in wrongdoing

IV. Taft and Wilson (Objective 3, pp. 658–659)

- A. Taft
 - 1. **Dollar diplomacy**—Taft's policy of influencing Latin American governments with economic rather than military intervention
 - 2. Sent troops to Nicaragua to quell a revolt that took place after American bankers gained control of the National Bank of Nicaragua and the national railway
- B. Wilson
 - 1. Believed the U.S. had a moral obligation to promote democracy
 - 2. Sent more troops into Latin American countries than any other president

ASK THE STUDENT...

How did President Taft's Latin American policy differ from that of President Wilson's?

Although both presidents were willing to send troops into Latin American nations, Taft was more interested in economic issues, while Wilson believed in a moral obligation to spread democracy.

The United States and Mexico

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

Porfirio Díaz, Francisco Madero, Mexican Revolution, Victoriano Huerta, Venustiano Carranza, Francisco "Pancho" Villa, Emiliano Zapata, ABC Powers, John J. Pershing

I. The Mexican Revolution (Objectives 1 & 2, pp. 660–661)

A. Porfirio Díaz

1. Was president of Mexico from 1877 to 1880 and 1884 to 1911
2. Ruled harshly in a land where some 15 million people were landless and poor
3. The United States was a major investor in Mexico at that time.

B. Francisco Madero

1. Democratic reformer who began the **Mexican Revolution** in 1910
2. Forced Díaz to resign from the presidency
3. Received recognition for his government from the Taft administration

C. Civil War

1. The revolution turned into a civil war.
2. Drove many Mexicans to immigrate to the United States
3. **Victoriano Huerta**—general who took power in 1913 and had Madero killed
4. **Venustiano Carranza**—led a revolt against Huerta

D. The United States and the Mexican Revolution

1. President Wilson called for free elections in exchange for loans to Mexico from U.S. banks but declared Huerta could not be a candidate.
2. Wilson allowed arms sales to Huerta's opponents and used warships to prevent other nations from assisting Huerta.
3. **Francisco "Pancho" Villa**—led rebels in northern Mexico against Huerta
4. **Emiliano Zapata**—led rebels against Huerta in southern Mexico

ASK THE STUDENTS...

1. Why did President Wilson oppose Victoriano Huerta?

Huerta was not democratically elected and had Francisco Madero murdered.

2. What actions did Wilson take against Huerta?

Wilson allowed arms sales to Huerta's opponents and prevented foreign nations from assisting Huerta.

II. Wilson's Reaction (Objective 3, pp. 662–663)

A. Wilson initially refused to intervene in Mexican affairs to force Huerta from office.

B. Intervention

1. Sailors from the *Dolphin*, a U.S. cruiser, landed in a restricted area in Mexico.
2. Mexican officials arrested the sailors but soon released them with an apology.
3. Huerta refused a demand by the commander of the *Dolphin* that a Mexican officer be punished and that Mexico give a 21-gun salute to the American flag.
4. Learning that a German ship carrying weapons was approaching Mexico, Wilson ordered U.S. forces to seize the port city of Veracruz.

C. Avoiding War

1. Mexico and the United States were on the verge of war.
2. ABC Powers—Argentina, Brazil, and Chile—offered to negotiate a settlement.
3. Huerta fled violence in Mexico, and Carranza took power.
4. The United States recognized the Carranza government and later removed troops from Veracruz.

D. Pancho Villa

1. Pancho Villa hoped to build support in Mexico by attacking the United States.
2. Villa's men killed 18 Americans on a train in Mexico, then killed 17 U.S. citizens in the town of Columbus, New Mexico.
3. John J. Pershing—U.S. general who chased Villa in Mexico but failed to capture him
4. Wilson eventually recalled the troops from Mexico.

ASK THE STUDENTS...

1. Why did Wilson order U.S. troops to take control of Veracruz?

He wanted to prevent a German ship from unloading its supply of weapons in Mexico.

2. How did other Latin American nations respond to the tensions between the United States and Mexico?

Three nations, Argentina, Brazil, and Chile, offered to negotiate a resolution to the crisis.

3. Why did Villa enter New Mexico and kill U.S. citizens?

He hoped his actions would increase his popularity in Mexico.

The Road to War

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

nationalism, militarism, balance of power, mobilize, Triple Alliance, Triple Entente, Franz Ferdinand, Nicholas II, Central Powers, Allied Powers, Wilhelm II, First Battle of the Marne

I. Causes of War (Objective 1, pp. 668–669)

A. Nationalism—the belief that a specific nation, language, or culture is superior to all others

1. Swept through Europe in the 1800s
2. Led German states to join together in 1871 to form the German Empire
3. Tended to divide the Austro-Hungarian Empire, which included people of many nationalities and language groups
4. Serbia, an independent Slav nation, wanted Slavs in Austria-Hungary to break away and form a Slavic empire.
5. Russia supported Serbia's goal.
6. Austria-Hungary regarded Slavic nationalism as a major problem.

B. Imperialism increased tensions between European powers as they built their empires.

1. **Militarism**—building up large militaries in preparation for war and allowing military values to have a strong influence on society
2. As Europe armed, nations sought allies in order to build a **balance of power**—a situation in which the strength of rival alliances is nearly equal.
3. **Triple Alliance**—alliance of Austria-Hungary, Germany, and Italy
4. **Triple Entente**—alliance of Britain, France, and Russia
5. The existence of competing alliances created an unsteady balance of power in Europe.

ASK THE STUDENTS...

What effect did nationalism have on Europe?

Nationalism brought some groups such as the Germans together, but it divided empires such as Austria-Hungary, which had people of many different nationalities and languages.

II. The Spark (Objective 2, p. 670)

A. Relations between Austria-Hungary and Serbia worsened.

B. Franz Ferdinand

1. Archduke who was heir to the throne of Austria-Hungary
2. Visited Sarajevo, capital of Bosnia and Herzegovina
3. Assassinated by a Serbian nationalist on June 28, 1914
4. Austria-Hungary declared war on Serbia the following day.

C. The Great War Begins

1. Russia had agreed to defend Serbia.
2. Russian Czar **Nicholas II** decided to **mobilize**, or prepare, his military for war.
3. In keeping with the alliance agreements, other European nations prepared for war.
4. The Great War, later known as World War I, had begun.

ASK THE STUDENTS...

How did the alliance system contribute to the coming of the Great War?

Because nations honored their alliance commitments, the assassination in Serbia quickly led to a war involving many European nations.

III. Europe Goes to War (Objective 3, p. 671)

A. Central Powers—Austria-Hungary, Bulgaria, Germany, and the Ottoman Empire

B. Allied Powers—Britain, France, Russia, and later Italy

C. The Early Days of the War

1. **Wilhelm II**—German kaiser who believed the war would end quickly
2. **Schlieffen Plan**—German plan to strike France by sending troops through Belgium
3. **First Battle of the Marne**—French troops forced a German retreat just 25 miles from Paris, the French capital
4. **Western front**—battle line between French and German troops that reached from Switzerland to the North Sea
5. **Eastern front**—battle line between Russia and the Central Powers that extended from the Black Sea to the Baltic Sea
6. By September 1914, most observers realized the war would not end quickly.

ASK THE STUDENTS...

Why was the First Battle of the Marne a significant battle?

The French would have suffered a severe blow had they lost Paris to the Germans.

Wilson and Neutrality

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

trench warfare, no-man's-land, stalemate, U-boats, Lusitania, Sussex pledge, Arthur Zimmermann, Zimmerman Note

I. A New Kind of War (Objective 1, pp. 672–673)

A. Trench Warfare

1. Armies fought from the protection of deep ditches to defend their positions.
2. The system of trenches on the western front extended for 400 miles.
3. **No-man's-land**—area between opposing trenches in which much of the fighting took place

B. Weapons

1. Machine guns fired 400 to 600 rounds per minute.
2. Huge guns fired artillery shells, some of which contained poison gas.
3. New weapons included airplanes and tanks.
4. **U-boats**—Germany's submarines caused heavy losses to Allied shipping

II. A Military Deadlock (pp. 674–675)

- A. The war on the western front became a **stalemate**—a situation in which neither side can win a clear victory.
- B. Death totals from battles such as Verdun and the Somme reached almost 1 million.
- C. The War at Sea
 1. Each side depended on supplies brought by ships.
 2. The British navy cut off supplies headed for Germany.
 3. German U-boats sank ships carrying supplies for the Allies.

ASK THE STUDENTS...

Why were death tolls in World War I battles so high?

Students might note that weapons such as the machine gun and airplanes contributed to the high death tolls.

III. Wilson Campaigns for Peace (Objective 2, pp. 675–676)

- A. Wilson announced the United States would remain neutral.
- B. Trading with Europe
 - 1. U.S. ships carried supplies to the warring nations.
 - 2. American banks invested in European war bonds.
- C. Submarine Warfare
 - 1. Rules of war required warships to search merchant ships rather than sink them.
 - 2. Submarines, which were defenseless on the ocean's surface, often attacked first.
 - 3. **Lusitania**—British passenger ship sunk by a U-boat, resulted in some 1,200 deaths including 128 Americans
 - 4. Americans were outraged by the sinking of the *Lusitania*.
 - 5. **Sussex pledge**—after sinking the French passenger ship *Sussex*, Germany agreed not to sink merchant ships without warning
- D. The Election of 1916
 - 1. Republican candidate Charles Evans Hughes charged that Wilson had not defended American interests.
 - 2. Wilson won reelection, in part because he had avoided war.

ASK THE STUDENTS...

What does Wilson's reelection in 1916 reveal about attitudes toward the war?

Because Wilson's victory was in part the result of his having avoided war, students might note that Americans in general did not want to become involved in the war.

IV. Congress Declares War (Objective 3, p. 677)

- A. Germany resumed unrestricted submarine warfare in January 1917.
- B. A Secret Telegram
 - 1. **Arthur Zimmermann**—German foreign secretary who wrote a secret telegram proposing that Mexico ally with Germany against the United States
 - 2. **Zimmerman Note**—publication of the secret telegram caused outrage among the American public
- C. Wilson asked for a declaration of war, which Congress gave on April 6, 1917.

ASK THE STUDENTS...

What effect did the return to unrestricted submarine warfare have on the U.S.?

Because it raised the possibility of more American deaths, the return to unrestricted submarine warfare led to the declaration of war.

Americans Prepare for War

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

Committee on Public Information, George Creel, Espionage Act of 1917, Sedition Act of 1918, Selective Service Act, Liberty bonds, War Industries Board, Bernard Baruch, National War Labor Board

I. Rallying the Public (Objective 1, pp. 678–679)

A. Committee on Public Information (CPI)

1. Created to help raise public support for the war effort
2. **George Creel**—head of the CPI
3. Used rallies, parades, posters, and pamphlets to build public support

B. Limiting Freedoms

1. **Espionage Act of 1917**—punished people for aiding the enemy or refusing military duty
2. **Sedition Act of 1918**—made it illegal to speak disloyally about the U.S. government, Constitution, or flag

ASK THE STUDENTS...

Why did the U.S. government enact laws that limited freedoms?

The government did not want critics to undermine public support for the war effort.

II. Mobilizing for the War (Objective 2, p. 679)

A. Selective Service Act

1. Passed by Congress in May 1917
2. Required all men between ages 21 and 30 to register to be drafted
3. Almost 3 million were drafted into the military

B. African Americans

1. Initially limited to noncombat roles
2. Protests by the NAACP led to the formation of some African American combat units.
3. Served in segregated units led by white officers
4. Faced continued discrimination in the United States

ASK THE STUDENTS...

What was military service like for African Americans?

They had to serve in segregated units and were led by white officers.

III. Women in Wartime (Objective 2, p. 680)

A. In France

1. Some 25,000 women served in France as interpreters, nurses, and typists.
2. Although not allowed in combat, some women worked as nurses and ambulance drivers at the front.

B. At Home

1. Women filled industrial jobs and worked as clerks.
2. Some women such as Jane Addams opposed the war.

ASK THE STUDENTS...

In what ways did women contribute to the war effort?

Some women served in France, working as nurses and interpreters, while women at home filled jobs in industry and worked as clerks.

IV. Organizing for the War (Objective 3, pp. 680–681)

A. Raising Money for the War

1. Congress raised income taxes and taxed business profits.
2. **Liberty bonds**—war bonds that raised some \$20 billion

B. Coordinating Production

1. **War Industries Board (WIB)**—created to oversee production and distribution of goods made by war industries
2. **Bernard Baruch**—head of the WIB

C. Labor

1. Allied demand for products, a labor shortage as men joined the military, and a decline in immigration combined to produce higher wages for labor.
2. **National War Labor Board**—created to settle disputes between workers and management and to prevent strikes

ASK THE STUDENTS...

Why was the War Industries Board created?

The WIB coordinated the activities of industries that produced war goods so that the war effort was run efficiently.

Americans “Over There”

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

armistice, American Expeditionary Force, Communists, Treaty of Brest-Litovsk, Second Battle of the Marne

I. The Americans Arrive (Objective 1, pp. 682–683)

A. The War in 1917

1. Germany occupied Belgium and part of France, and its navy was destroying Allied ships.
2. Russia was barely able to defend the eastern front.
3. **American Expeditionary Force**—U.S. troops headed by General John J. Pershing who arrived in France in 1917

B. The Eastern Front

1. **Communists**—people who seek the equal distribution of wealth and an end to all forms of private property—took control of the Russian government in 1917.
2. **Treaty of Brest-Litovsk**—peace agreement between Russia and the Central Powers.

ASK THE STUDENTS...

1. How were the Allied Powers faring in 1917 before the United States entered the war?

The Allied Powers were faring poorly as Germany occupied parts of France and Belgium, successfully attacked Allied ships, and placed great pressure on the Russians on the eastern front.

2. What effect did the Treaty of Brest-Litovsk have on the German war effort?

The treaty, which ended the war on the eastern front, would allow Germany to move additional troops to fight on the western front.

II. The Final Battles (p. 683)

A. In early 1918 the Germans launched major attacks on the western front.

B. German Offensives

1. The advance on Paris stalled as German troops moved ahead of their supply lines.

2. British troops in northwestern France stopped a German offensive after 20 days.

ASK THE STUDENTS...

Why were the German offensives of early 1918 unsuccessful?

The advance on Paris faltered as German troops outpaced their supplies, and British troops halted the offensive in northwestern France.

III. Allies on the Attack (Objective 2, p. 684)

- A. French and U.S. troops pushed back a German offensive in the south.
- B. The Last German Offensive
 1. **Second Battle of the Marne**—fought in mid-July 1918
 2. Both sides suffered heavy casualties, and the Germans could not attack again.
- C. The Allied Offensive
 1. In the first assault conducted mainly by Americans, U.S. troops defeated the Germans at Saint-Mihiel.
 2. By November Pershing's troops had broken through the enemy lines.

ASK THE STUDENTS...

Why was the Second Battle of the Marne a significant turning point in the war?

German casualties were so high the Germans could not launch another offensive.

IV. Armistice (Objective 3, p. 685)

- A. Troubles in Germany
 1. Germany and the other Central Powers suffered food riots and strikes.
 2. Many soldiers deserted.
 3. Austria-Hungary sued for peace.
- B. The End of the Great War
 1. Kaiser Wilhelm abandoned his throne, and Germany became a republic.
 2. Germans abandoned all occupied territory and agreed to let Allied troops occupy some German territory.
 3. The **armistice**, or truce, ended the war at the eleventh hour of November 11, 1918.

ASK THE STUDENTS...

Why did German leaders agree to an armistice in late 1918?

offensives had failed, troubles at home, wartime allies were abandoning them

Establishing Peace

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

self-determination, reparations, Fourteen Points, League of Nations, Treaty of Versailles

I. Europe after the War (Objective 1, pp. 686–687)

A. Human Cost

1. The Allies lost more than 5 million soldiers, including some 112,000 Americans.
2. The Central Powers lost 3.4 million soldiers.
3. Millions of civilians died in the Great War.

B. Money

1. The estimated cost of the war was more than \$330 billion.
2. France and Great Britain owed the United States billions of dollars.
3. Germany faced debts and food shortages.
4. Some feared Europe's economic problems might lead to communist uprisings.

II. Wilson's Fourteen Points (p. 687)

A. The Fourteen Points

1. Wilson's plan for the postwar world included 14 basic ideals.
2. He did not want a harsh peace settlement that might lead to another war.
3. Included the right of **self-determination**—the right of people to decide their own political status
4. Called for a **League of Nations**—an organization of nations that would settle disputes and maintain peace through collective security

B. Opposition

1. France wanted to punish Germany, ensuring it could not again rise to power.
2. Many Americans agreed that Germany should be punished.

ASK THE STUDENTS...

Why did some Europeans and Americans reject Wilson's Fourteen Points?

They were more concerned with punishing Germany than building a peace based on international cooperation.

III. The Paris Peace Conference (Objective 2, pp. 688–689)

A. At the Peace Conference

1. President Wilson personally attended the peace talks.
2. Russian leaders refused to attend; the Central Powers were not invited.

B. Treaty of Versailles

1. Was the final peace settlement
2. Required Germany to pay **reparations**—payments for damages and expenses caused by the war—of \$33 billion
3. Gave some groups the right of self-determination
4. Placed the former colonies of the Central Powers under Allied control
5. Created a League of Nations

ASK THE STUDENTS...

How did the Treaty of Versailles differ from Wilson's vision of the postwar world?
Although the treaty included the right of self-determination and a League of Nations, it was harsh in that called for Germany to pay billions in reparations.

IV. The League of Nations (Objective 2, p. 690)

- A.** Assembly would include a representative from each member state.
- B.** Council would include five permanent members—Great Britain, France, Italy, Japan, and the United States.
- C.** Disputes would be submitted to the Permanent Court of International Justice, or World Court.
- D.** Penalties for ignoring judgments were a ban on trade and military force.

V. Peace without a Treaty (Objective 3, pp. 690–691)

A. Opposition to the Treaty

1. Republicans worried that membership in the League of Nations would involve the United States too closely in European affairs.
2. Wilson tried to build public support by going on a speaking tour but suffered a stroke and never fully recovered.

- B.** The Senate refused to approve the Treaty of Versailles, and the United States did not join the League of Nations.

ASK THE STUDENTS...

Why did some Americans reject membership in the League of Nations?
They feared membership would draw the United States into European conflicts.

The Transition to Peace

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

flappers, xenophobia, Communists, Red Scare, Palmer raids, Nicola Sacco, Bartolomeo Vanzetti, American Civil Liberties Union, Great Migration

I. A Changing Society (Objective 1, pp. 698–699)

A. An Era of Independence

1. By 1920 more than half of Americans lived in urban areas, increasing access to cultural and educational opportunities.
2. Young people experienced new freedom by listening to popular music and driving cars.

B. Women

1. Nineteenth Amendment gave women the right to vote.
2. **Flappers**—women who challenged traditional dress and behavior

ASK THE STUDENTS...

How did living in urban areas give Americans a new sense of freedom?

Americans who lived in cities had greater access to education and to new cultural activities, which contributed to a sense of independence.

II. The Peacetime Economy (Objective 2, pp. 699–700)

A. Economic Troubles

1. Women were forced to give up jobs to returning veterans.
2. The U.S. government canceled wartime contracts; businesses laid off workers.
3. Demand for goods exceeded supply; prices rose while wages fell

B. Strikes

1. In February 1919 some 60,000 workers in Seattle went on strike.
2. Some journalists blamed **Communists**—people who want the government to own all property—and anarchists—people who want to get rid of all government—for the strike.
3. Seattle strikers returned to work peacefully without having their demands met.
4. When Boston police officers struck, they were replaced with a new police force.

5. Mill owners used violence to end a steelworkers' strike in 1920.

ASK THE STUDENTS...

Why did unemployment increase immediately after World War I?

Women who had worked in industry lost their jobs to returning veterans, and many businesses laid off workers after the government cancelled wartime contracts.

III. Fear and Violence (Objective 3, pp. 700–701)

A. Red Scare

1. Widespread fear of political radicals, especially Communists, that swept the United States in 1919 and 1920
2. **Palmer raids**—raids on suspected radical organizations, often conducted without warrants, organized by Attorney General A. Mitchell Palmer

B. The Sacco and Vanzetti Trial

1. **Xenophobia**—fear and hatred of foreigners—played a role in the Red Scare.
2. **Nicola Sacco and Bartolomeo Vanzetti**—two Italian immigrants and anarchists charged with murder in a robbery in Massachusetts
3. State lacked solid evidence, and many people protested that the men were charged only because they were immigrants and anarchists.
4. **American Civil Liberties Union**—civil rights organization that joined protests against the trial and execution of Sacco and Vanzetti

C. African Americans

1. **Great Migration**—movement of hundreds of thousands of African Americans from the South to the northern United States during and after World War I.
2. Many whites in the north feared that African Americans would work for low wages and take their jobs.
3. A 1919 race riot in Chicago led to 38 deaths and more than 500 injuries.
4. By the end of 1919, there had been 25 race riots in the United States.

ASK THE STUDENTS...

1. Why did some groups protest the trial and execution of Nicola Sacco and Bartolomeo Vanzetti?

Because the government lacked solid evidence of their guilt, some Americans believed the men were found guilty and executed because they were immigrants and anarchists.

2. Why did some northern whites react negatively to the Great Migration?

They feared losing their jobs to African Americans willing to work for low wages.

Returning to Normalcy

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

disarmament, Warren G. Harding, Calvin Coolidge, Herbert Hoover, Ohio Gang, Albert Fall, Teapot Dome scandal, Washington Conference, Kellogg-Briand Pact

I. The Harding Years (Objectives 1 & 2, pp. 702–703)

A. Election of 1920

1. Democratic candidate: Ohio governor James M. Cox
2. Republican candidate: Senator **Warren G. Harding** of Ohio, whose running mate was Massachusetts governor **Calvin Coolidge**
3. Tired of involvement in European affairs, Americans elected Harding in a landslide.

B. The Harding Administration

1. **Herbert Hoover**—mining engineer who served as secretary of commerce
2. Focused on strengthening U.S. economy by promoting business growth
3. The postwar recession ended, and the country enjoyed rapid economic growth.

ASK THE STUDENTS...

Why were so many Americans willing to vote for the Republican candidate?

Weary of involvement in Europe under the Democrat Woodrow Wilson, many Americans voted for Warren G. Harding.

II. Scandals (Objective 1, p. 703)

A. Ohio Gang

1. Group of Harding's friends involved in a series of scandals
2. After Harding's sudden death, Coolidge became president in August 1923.

B. Teapot Dome Scandal

1. Biggest scandal of the Harding administration
2. Secretary of the Interior **Albert Fall** leased federal oil reserves—one located at Teapot Dome, Wyoming—to oil companies and then received gifts from those companies.
3. Fall was sent to prison and fined for his role in the scandal.

III. Coolidge as President (Objective 2, p. 704)

- A. Coolidge fired people involved in scandals.
- B. Election of 1924
 - 1. Progressive Republicans broke ranks and selected Senator Robert La Follette of Wisconsin as their candidate.
 - 2. Democrats chose the largely unknown John W. Davis.
 - 3. Coolidge, who ran on a pro-business platform, won a landslide victory.
- C. The Economy
 - 1. Coolidge's officials reduced government spending and continued cutting taxes.
 - 2. Congress approved high tariffs to support U.S. industries.
 - 3. Rapid economic growth continued under Coolidge.

ASK THE STUDENTS...

What Coolidge administration policies contributed to economic growth?

Policies included tax cuts, reduced government spending, and protective tariffs.

IV. Republican Foreign Policy (Objective 3, p. 704)

- A. The United States increased trade with Europe in part so that Europe would be able to pay its war debts to the United States.
- B. Pursuing Peace
 - 1. The United States followed a policy of **disarmament**—limits on military weapons.
 - 2. **Washington Conference**—1921 meeting that led to treaties in which several nations agreed to limit the size of their navies
 - 3. **Kellogg-Briand Pact**—1928 agreement in which the United States and other countries agreed to outlaw war without creating any means to enforce the treaty

V. The Election of 1928 (p. 705)

- A. Democratic candidate Alfred Smith received support in urban areas, but some Americans did not vote for him because he was Catholic.
- B. Herbert Hoover won the election in a landslide after promising continued prosperity.

ASK THE STUDENTS...

- 1. How did the Washington Conference contribute to the policy of disarmament?
It resulted in treaties that reduced the size of several nations' navies.
- 2. Why did Herbert Hoover receive widespread support in the 1928 election?
He promised continued economic prosperity.

A Changing Population

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

speakeasies, bootleggers, Twenty-first Amendment, Fundamentalism, Scopes trial, Clarence Darrow, Emergency Quota Act, National Origins Act, Marcus Garvey, Universal Negro Improvement Association

I. Prohibition (Objective 1, pp. 706–707)

A. The Eighteenth Amendment banned the sale, manufacture, and transport of alcoholic beverages.

B. Enforcement

1. More than 500,000 Americans were arrested for violating prohibition.
2. **Speakeasies**—secret illegal clubs that served alcohol
3. **Bootleggers**—people who made liquor available to speakeasies
4. Organized crime grew wealthy supplying liquor during prohibition.

C. The **Twenty-first Amendment** ended national prohibition in 1933.

ASK THE STUDENTS...

Why did Americans decide to end prohibition?

Many Americans continued to use alcoholic beverages, and prohibition had enriched organized crime.

II. Religious Beliefs (Objective 2, p. 708)

A. Fundamentalism

1. Protestant religious movement that taught that the Bible was literally true
2. Attracted people who distrusted modern industry and science
3. Most popular in rural areas and small towns

B. The Battle over Evolution

1. Fundamentalists opposed Charles Darwin's theory of evolution.
2. **Scopes trial**—1925 Tennessee trial of John Scopes, a high school science teacher, for teaching evolution
3. **Clarence Darrow**—attorney who defended Scopes
4. Scopes was found guilty and fined, but a court later overturned the conviction.

ASK THE STUDENTS...

Why was fundamentalism most popular in rural areas and small towns?

It was in those areas that more Americans distrusted modern industry, a feature of fundamentalist beliefs.

III. Nativism (Objective 3, p. 709)

A. As immigration swelled after World War I, nativism, or anti-immigrant feelings, swept the United States.

B. Federal Laws

1. Emergency Quota Act—1921 law that set total immigration at 357,000 people per year and limited the number of immigrants from any country to 3 percent of that nationality's 1910 U.S. census population

2. National Origins Act—1924 law that reduced immigration, favored immigration from northern Europe, and ended immigration from Japan

C. The Ku Klux Klan

1. Formed again in Georgia in 1915

2. Hostile toward Catholics, Jews, immigrants, and African Americans

3. Waned in influence after its leader was convicted of murder and members learned that leaders had grown rich on membership dues

IV. Minority Rights (Objective 3, pp. 709–710)

A. Marcus Garvey

1. African American leader originally from Jamaica

2. Taught that African Americans should have pride in their heritage and culture and strive for economic independence

3. Founded the **Universal Negro Improvement Association (UNIA)** to end imperialism in Africa and discrimination in the United States

4. Influenced millions but was jailed for criminal business activities

B. American Indians

1. Served in World War I, although many were not considered U.S. citizens

2. Indian Citizenship Act—1924 law that made all American Indians citizens

C. Many Mexicans and Mexican Americans moved to cities to find work but experienced discrimination in employment and housing.

ASK THE STUDENTS...

What message did Marcus Garvey share with peoples of African descent?

He taught them to have pride in their culture and heritage and to strive for economic independence.

Boom Times**ASK THE STUDENTS...**

to look up and learn the following vocabulary terms:

assembly line, installment plans, Henry Ford, Model T

I. The Rise of the Automobile (Objective 1, pp. 711–712)**A. Henry Ford**

1. Inventor who founded the Ford Motor Company in 1903
2. **Model T**—Ford car that was durable, reliable, and easy to repair
3. Equipped plants with an **assembly line**—system of chains, slides, and conveyor belts along which workers assembled automobiles
4. The assembly line reduced production costs, and the price of a Model T dropped from \$850 in 1908 to \$290 in 1927.

B. Working for Ford

1. Employees had an eight-hour workday and earned \$5 a day
2. Ford was willing to hire African Americans and people with disabilities.
3. Assembly line work was fast but dull.
4. Ford's private police force monitored employees after hours.

C. The Automobile and the Economy

1. By 1929 the auto industry had some 375,000 employees.
2. Automobile manufacturing created jobs in other industries such as rubber, paint, glass, and petroleum.
3. Governments spent millions of dollars building roads and bridges.
4. Businesses such as service stations and restaurants appeared along highways.

ASK THE STUDENTS...

What affect did the assembly line have on the automotive industry?

The assembly line improved efficiency and lowered production costs, allowing the industry to lower prices and reach more consumers.

II. Business Booms (Objective 2, p. 713)**A. Mass production**

The Roaring Twenties, Section 4, continued

1. Spread to industries beyond automobile manufacturing
2. Lowered the prices of many goods
3. Contributed to the doubling of U.S. manufacturing between 1921 and 1929

B. New Products, New Ways to Purchase

1. Consumers bought electrical appliances such as washing machines, vacuum cleaners, and refrigerators.
2. They bought many of these goods on **installment plans**, which allow customers to buy goods by making a small down payment followed by additional monthly payments with interest.
3. The availability of new products led to a boom in advertising.

ASK THE STUDENTS...

1. How did mass production methods affect American manufacturing?

Mass production allowed U.S. manufacturing to double in the period from 1921 to 1929.

2. How did the installment plan benefit manufacturers?

Because the installment plan allowed consumers to buy goods they would otherwise have been unable to afford, it boosted profits for manufacturers.

III. The Limits of Prosperity (Objective 3, p. 714)

A. Some laborers and industries did not prosper during the 1920s.

B. Unskilled workers in smaller industries received poor pay and few benefits.

C. Some industries, such as the textile industry, were economically depressed, as newer industries grew up and replaced much of their business.

D. Unions

1. Lost government support after World War I and public support after the strikes of the postwar era
2. Membership declined from 5 million in 1920 to 3.6 million in 1923.
3. American Plan—anti-union effort in which a business ran an open shop where union membership was not required and was at times forbidden

E. Farmers

1. Fell deeply into debt when crop prices fell after World War I
2. Nearly half a million farmers lost their land because they could not repay loans.

ASK THE STUDENTS...

Why did unions experience difficulties in the 1920s?

Loss of government and public support and opposition from business led to declining union membership in the 1920s.

The Jazz Age

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

fads, nickelodeons, talkie, expatriates, Charles Lindbergh, Jazz Age, Harlem Renaissance, Lost Generation

I. A National Culture (Objective 1, pp. 715–716)

A. Fads

1. Interests that many people follow with great excitement for a short time
2. Included flagpole sitting, marathon dancing, and mah-jongg
3. Spread by the mass media, which contributed to the growth of a national culture

B. Radio

1. The 1920s marked the beginning of regular radio broadcasts.
2. By 1929 some 10 million American households owned radios.
3. Educated people by broadcasting news
4. Attracted businesspeople, who used it to sell products to consumers

C. Motion Pictures

1. **Nickelodeons**—early movie theaters that charged five cents for admission
2. **Talkie**—movie with sound or dialogue, first released to the public in 1927

ASK THE STUDENTS...

What does the growth of fads reveal about American life in the 1920s?

Fads reflected the development of a national culture spread by mass media.

II. A Search for Heroes (Objective 2, pp. 716–717)

A. Sports Stars

1. Jim Thorpe won several gold medals at the 1912 Olympics.
2. Tennis star Helen Wills and swimmer Gertrude Ederle gained fame.
3. George Herman “Babe” Ruth set a longstanding home-run record.
4. African American baseball players such as Leroy Robert “Satchel” Paige were not allowed to play in the major leagues.

B. Pilots

1. **Charles Lindbergh** became the biggest hero of the 1920s after completing the first solo flight across the Atlantic Ocean.
2. In 1932 Amelia Earhart became the first woman to repeat Lindbergh's feat.

ASK THE STUDENTS...

What does the experience of Leroy Robert "Satchel" Paige reveal about the role of race in the United States in the 1920s?

Despite their talent, athletes such as Paige were not allowed to compete with white athletes because of negative racial attitudes in the United States.

III. Blues and Jazz (Objective 3, pp. 717–718)

A. Blues

1. Developed in the Mississippi River delta
2. Bessie Smith was one of the great singers of the blues.

B. Jazz

1. Developed in southern cities and blended African, African American, and European elements
2. Louis Armstrong and Duke Ellington were among the great jazz artists of the day.
3. Because of the music's popularity, the 1920s are often called the **Jazz Age**.

IV. Literature and the Arts (Objective 3, pp. 718–719)

A. Harlem Renaissance

1. Important period of African American artistic growth
2. Leading figures included Langston Hughes and Zora Neale Hurston.

B. The Lost Generation

1. Writers who were disgusted by the destruction of World War I
2. Many became **expatriates**—people who leave their native country and live elsewhere—when they moved to Europe.
3. Leading figures included Gertrude Stein and Ernest Hemingway.

C. Architects, painters, and photographers experimented with new forms in the 1920s.

ASK THE STUDENTS...

What did the artists of the Harlem Renaissance have in common with the members of the Lost Generation?

Students might note that members of both groups held an outsider status in American society, either because of racial discrimination or by choice.

The End of Prosperity

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

bull market, bear market, buying on margin, speculation, business cycle, Great Depression, Bonus Army, Herbert Hoover

I. The Stock Market Crash (Objectives 1 & 2, pp. 732–733)

A. The Rise in Stock Prices

1. In the late 1920s the United States experienced a **bull market**—a continuing rise in stock market prices.
2. Few believed there would be a **bear market**—a continuing drop in stock prices.
3. Many investors were **buying on margin**—purchasing stocks on credit with a loan from a broker.
4. **Speculation**—putting money in a high-risk investment with the hope of making a profit

B. Rapid Decline

1. In October 1929 the stock market dropped sharply.
2. Many speculators lost everything as stock prices fell.
3. The nation fell into a downward economic spiral called the **Great Depression**.

II. The Economy Collapses (Objective 2, pp. 733–734)

A. Failing Banks

1. Banks lost investments when the stock market collapsed.
2. Customers who had borrowed money could not repay bank loans.
3. Many banks failed or went out of business.

B. The Effect of the Bank Failures

1. Millions of investors lost their life savings as banks failed.
2. Unable to borrow money, thousands of businesses also failed.

ASK THE STUDENTS...

How did the stock market collapse lead to thousands of business failures?

The crash led many banks to fail because they lost money, customers could not repay loans, and businesses could not borrow from banks.

III. The Causes (Objective 2, pp. 734–735)

A. The Business Cycle

1. When supply exceeds demand, businesses stop producing and lay off workers.
2. When consumers buy up surpluses, businesses increase production and hire workers.
3. This pattern is called the **business cycle**.

B. The Great Depression was much longer and more severe than normal downturns in the business cycle.

C. Overproduction as a Cause

1. Overproduction in the 1920s led to large surpluses.
2. Unequal distribution of wealth meant that people who might have bought goods were unable to make purchases.
3. By the late 1920s, businesses had unusually large surpluses and few consumers.

D. International Trade

1. High tariffs made it difficult for Europeans to sell goods in the United States.
2. Lacking money, Europeans could not buy American goods, and international trade declined.

IV. The Depression Hits Home (Objective 3, p. 735)

A. As unemployment skyrocketed, state governments and charities could not keep up with the demand for services.

B. The Bonus Army

1. Group of World War I veterans who traveled to Washington, D.C., to demand early payment of their war bonuses
2. Herbert Hoover ordered federal troops to remove the Bonus Army, which led many Americans to criticize Hoover.

V. President Hoover Fights Back (Objective 3, p. 736)

A. Hoover believed that voluntary efforts rather than federal assistance would end the economic crisis.

B. He approved some federal programs such as the Reconstruction Finance Corporation (RFC), which loaned money to businesses.

C. Americans began to blame Hoover for their difficulties.

ASK THE STUDENTS...

Why did many Americans begin to blame Hoover for their problems?

The use of federal troops to remove the Bonus Army, combined with Hoover's unwillingness to make extensive use of the federal government to assist Americans, led to increasing public criticism of the president.

Roosevelt's New Deal

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

fireside chats, sit-down strikes, Brain Trust, New Deal, Harry L. Hopkins, Tennessee Valley Authority, National Industrial Recovery Act, Huey Long, Works Progress Administration, Social Security Act, Frances Perkins, National Labor Relations Act, Congress of Industrial Organizations

I. The Election of 1932 (Objective 1, pp. 737–738)

- A.** Democratic candidate Franklin D. Roosevelt won a landslide victory over Republican Herbert Hoover.
- B. Brain Trust**—experts such as college professors, labor leaders, lawyers, and social workers that Roosevelt brought together to give him advice
- C. New Deal**—government programs intended to battle the depression

II. New Deal Programs (Objectives 1 & 2, pp. 738–739)

- A.** The “Bank Holiday”
 - 1. Roosevelt called for all banks to close temporarily so that government regulators could make certain that each bank was in good financial condition.
 - 2. **Fireside chats**—Roosevelt’s weekly radio broadcasts to reassure Americans
 - 3. As banks reopened, Americans began depositing their savings in banks.
- B.** Federal Emergency Relief Administration—gave states money for the needy
- C.** Creating Jobs
 - 1. **Harry L. Hopkins**—headed the Civil Works Administration, which hired people to build airports, roads, and sewers
 - 2. **Tennessee Valley Authority**—built dams to provide flood control and hydroelectricity along the Tennessee River
 - 3. **National Industrial Recovery Act**—suspended antitrust laws so that businesses could agree on wages and hours for their employees

ASK THE STUDENTS...

What was the purpose of agencies such as the Civil Works Administration?

These agencies created jobs for unemployed Americans.

III. New Deal Critics (Objective 3, p. 739)

The Great Depression, Section 2, continued

- A. Some argued that it expanded the size of government and cost too much.
 - B. Other critics argued the New Deal did not go far enough in helping Americans.
 - 1. Father Charles E. Coughlin, a Catholic priest in Detroit, wanted wealth and resources nationalized.
 - 2. **Huey Long**—Louisiana senator who wanted a more equal distribution of wealth
- IV. The Second New Deal (Objective 2, p. 740)**
- A. In 1934 Democrats gained more seats in Congress, prompting Roosevelt to launch new programs.
 - B. **Works Progress Administration**—paid millions of workers to build hospitals, parks, roads, and schools
 - C. **Social Security Act**—provided government assistance to older people, children, Americans with disabilities, and job seekers
- V. New Deal Labor Programs (Objective 2, p. 741)**
- A. **Frances Perkins**—secretary of labor and first woman to hold a cabinet position
 - B. **National Labor Relations Act (NLRA)**—protected unions and their right to collective bargaining
 - C. **Congress of Industrial Organizations (CIO)**—founded in 1938 to organize skilled and unskilled workers, including women and African Americans, into unions
 - D. Some major strikes of the 1930s were **sit-down strikes**—strikes in which laborers stay in factories but refuse to work.
- VI. The Election of 1936 (pp. 741–742)**
- A. Republican candidate: Alfred M. Landon, the governor of Kansas
 - B. Democrat Franklin D. Roosevelt won in an enormous landslide.
- VII. Evaluating the New Deal (Objective 3, p. 743)**
- A. Some critics argue that the New Deal did not end the Great Depression and started a tradition of deficit spending, in which the government spends more than it takes in as income.
 - B. Supporters
 - 1. Claim that New Deal prevented an economic and political collapse
 - 2. Point out that New Deal reforms such as Social Security remain in place today

ASK THE STUDENTS...

What are some of the different ways that the New Deal has been evaluated?

New Deal critics argue that it did not end the depression and promoted deficit spending, while supporters maintain that it prevented an economic collapse and created programs that Americans rely on today.

Americans Face Hard Times

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

Dust Bowl, Eleanor Roosevelt, Marian Anderson, John Steinbeck, Dorothea Lange, Margaret Mitchell, Woody Guthrie, Will Rogers

I. Family Life (Objective 1, pp. 744–745)

A. A Heavy Toll

1. Many families lacked money for food, clothing, and shelter.
2. Divorce rates rose, while marriage and birthrates fell.
3. Some children had to drop out of school to help support their families.

B. Families acted as a safety net, providing for members who faced difficulties.

II. Farmers in the Depression (Objective 2, pp. 745–746)

A. Hard Times

1. Prices fell so low that farmers could not afford to ship their products to market.
2. Many farmers lost their farms in a process called foreclosure, in which banks take over ownership of property when the owner cannot repay loans.

B. The Dust Bowl

1. Caused by a severe drought that struck the Great Plains
2. Farmers in the region had overworked the land and ignored the problem of soil erosion.
3. Included storms in which high winds swept up dried-out topsoil

ASK THE STUDENTS...

What caused the Dust Bowl?

Farmers overworked the land without concern for soil erosion, and when a drought struck, high winds lifted the dried-out topsoil, creating the Dust Bowl.

III. Working Hard to Survive (pp. 746–747)

A. The U.S. government deported many Mexican immigrants and their children, some of whom were American-born and therefore U.S. citizens.

B. African Americans

1. Usually received lower wages than white Americans

The Great Depression, Section 3, continued

2. Faced segregation in some New Deal programs
3. Received assistance from the government and gave their support to President Roosevelt
4. Roosevelt appointed African Americans to positions in his administration.

C. The First Lady

1. **Eleanor Roosevelt**—First Lady who championed minority rights
2. **Marian Anderson**—African American opera singer denied the right to perform at the concert hall owned by the Daughters of the American Republic (DAR)
3. Eleanor Roosevelt quit the DAR and arranged for Anderson to perform at the Lincoln Memorial.

ASK THE STUDENTS...

What was life like for African Americans during the 1930s?

Although African Americans faced continued discrimination, they received enough assistance from New Deal programs to lend their support to President Roosevelt.

IV. Arts and Literature (Objective 3, p. 747)

A. Federal Writers Project—hired writers to create travel guides, oral histories, and folklore collections

B. Leading Artists

1. **John Steinbeck**—published the novel *The Grapes of Wrath*
2. **Dorothea Lange**—photographed rural life for the Farm Security Administration
3. **Margaret Mitchell**—published the best-selling novel *Gone With the Wind*

V. Popular Entertainment (p. 748)

A. Music

1. Americans danced to swing music and listened to gospel singers such as Mahalia Jackson.
2. **Woody Guthrie**—popular folk musician who sang about loss and struggle

B. Radio programs such as that of humorist **Will Rogers** entertained many people.

C. Movies, ranging from escapist entertainment to documentaries, were popular during the depression.

ASK THE STUDENTS...

What sources of entertainment eased the worries of Americans during the Great Depression?

Americans turned to music, radio programs, and the movies to escape the difficulties of the depression.

The Rise of Totalitarianism

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

totalitarianism, fascism, Good Neighbor policy, Benito Mussolini, Blackshirts, Adolf Hitler, Nazis, Axis Powers, Kristallnacht

I. Latin America (Objective 1, pp. 750–751)

A. Good Neighbor Policy

1. President Roosevelt used economic influence rather than military force in Latin America and promoted trade and cultural exchanges.
2. Canceled Platt Amendment, which the U.S. used to intervene in Cuba
3. Removed troops from Haiti

B. Problems in Latin America

1. Dictators took control in Cuba, El Salvador, Guatemala, and Nicaragua.
2. Mexico nationalized the oil industry but later agreed to pay oil companies for their property.

ASK THE STUDENTS...

What was the goal of the Good Neighbor policy?

The policy was to improve relations between the U.S. and Latin America.

II. Empires in Europe and Asia (Objectives 2 & 3, pp. 751–752)

A. Totalitarianism—political system in which the government controls every aspect of citizens' lives

B. Italy

1. **Benito Mussolini**—former journalist and soldier who took over the Italian government
2. **Blackshirts**—Mussolini's followers
3. **Fascism**—government established in Italy, in which a single person leads the “state,” or government, which is seen as more important than individuals
4. In October 1935 Italy conquered the African nation of Ethiopia.

C. Germany

1. World War I reparations and depression had ruined the German economy.

The Great Depression, Section 4, continued

2. **Adolf Hitler**—World War I veteran and politician who gained a following
3. Hitler blamed Germany's problems on Communists, Jews, and intellectuals.
4. **Nazis**—Hitler's National Socialist Party, which was elected to power in 1932
5. Hitler became the German chancellor in 1933 and then became a dictator.

D. Nazi Rule

1. Germany violated the Treaty of Versailles by rebuilding its army and seizing territory.
2. **Axis Powers**—military alliance between Germany and Italy
3. Nazis deprived Jews of their citizenship and seized their property.
4. **Kristallnacht**—rampage on November 9, 1938, in which Nazis demolished Jewish businesses and destroyed synagogues in Germany and Austria

E. Japan

1. Invaded Manchuria in northern China in 1931
2. Built up its navy in violation of the Washington Conference pledge
3. Controlled most of China by 1937
4. Although the United States condemned Japan's actions, most Americans opposed using force against Japan.

ASK THE STUDENTS...

What aggressive actions did Japan take during the 1930s?

Japan invaded most of China and began building a large navy.

III. Roosevelt's Response (p. 753)

A. Roosevelt wanted to stop aggression without going to war.

B. Public Opinion

1. Remembering World War I, most Americans favored a policy of isolationism.
2. Congress passed four Neutrality Acts to keep the United States out of international conflicts.
3. As the totalitarian states grew more aggressive, some Americans wanted the United States to act.

ASK THE STUDENTS...

Why did many Americans favor isolationism in the 1930s?

They remembered American involvement in Europe's affairs in World War I and did not want to repeat that experience.

World War II Begins

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

appeasement, nonaggression pact, Munich Conference, Winston Churchill, Allied Powers, Blitzkrieg, Maginot Line, Battle of Britain, Lend-Lease Act, Battle of the Atlantic, Atlantic Charter

I. Hitler's War Machine (Objective 1, pp. 762–763)

A. Hitler

1. Forced Austria to unite with Germany in 1938
2. Called for Czechoslovakia to return the Sudetenland—an area with many ethnic Germans—to Germany and threatened war when the Czechs refused

B. Munich Conference

1. 1938 meeting; France and Britain gave the Sudetenland to Germany
2. British politician **Winston Churchill** condemned this **appeasement**—giving in to an aggressor to keep the peace.
3. Hitler demanded that Poland return the city of Danzig to Germany.

II. The Fighting Begins (Objective 1, pp. 763–764)

A. Great Britain and France pledged to defend Poland.

B. The Invasion of Poland

1. **Nonaggression pact**—August 1939 agreement in which Germany and the Soviet Union agreed not to attack one another and to divide Poland
2. World War II began when Germany invaded Poland on September 1, 1939.
3. Britain and France—the **Allied Powers**—declared war on Germany.
4. **Blitzkrieg**—“lightning war” in which Germans used a concentration of tanks and airplanes to break through enemy lines

C. France

1. **Maginot Line**—French line of fortified defenses along the border with Germany
2. Germany bypassed the Maginot Line by going through Belgium to France.
3. France surrendered to Germany on June 22, 1940.

D. Great Britain

1. **Battle of Britain**—two months of warfare in which Germany and Great Britain battled for control of the skies over Britain

2. British victory led Hitler to cancel plans for a land invasion of Great Britain.

ASK THE STUDENTS...

Why did the Maginot Line fail to prevent a German invasion of France?

German armies bypassed the line by entering France through Belgium.

III. U.S. Neutrality (Objective 2, pp. 764–765)

A. Aiding the Allies

1. In 1939 Congress approved “cash and carry,” which allowed the Allies to pay cash for weapons and carry them to Europe in their own ships.
2. Roosevelt gave 50 U.S. destroyers to Great Britain in exchange for naval bases in the Caribbean.

B. The Election of 1940

1. Republican candidate: Wendell Wilkie
2. Franklin Roosevelt won an unprecedented third term.

C. More Aid to the Allies

1. **Lend-Lease Act**—1941 law that allowed the president to loan weapons and supplies to Great Britain and later to the Soviet Union
2. **Battle of the Atlantic**—German ships attacked Allied shipping, which led the U.S. Navy to escort convoys as far as Iceland
3. **Atlantic Charter**—1941 agreement in which Great Britain and the United States decided to work for peace together at war’s end

IV. Conflict with Japan (Objective 3, p. 766)

A. Japan

1. Joined the Axis Powers in 1940
2. Seized French Indochina in 1941

B. The United States Enters the War

1. The United States froze Japanese funds and blocked oil sales to Japan.
2. Japan launched a surprise attack on U.S. forces at Pearl Harbor, Hawaii.
3. The United States declared war on Japan; and Germany, an ally of Japan, then declared war on the United States.

ASK THE STUDENTS...

Why did the United States enter World War II?

It declared war only after Japan had attacked U.S. forces.

Mobilizing for War

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

braceros, zoot-suit riots, internment, Selective Training and Service Act, War Production Board, A. Philip Randolph, Fair Employment Practices Committee

I. Building an Army (Objective 1, pp. 767–768)

A. Selective Training and Service Act—1940 law that required men from age 21 to 35, and later for men ages 18 to 45, to register for the draft

B. Some 15 million Americans serve in the army, including 1 million African Americans and some 300,000 Mexican Americans.

II. The Wartime Economy (Objective 1, pp. 768–769)

A. The war ended the Great Depression as unemployed workers took jobs in defense-industry factories.

B. The Government Prepares

1. War Production Board—supervised the conversion of factories to wartime production

2. Government organized scrap drives for supplies such as rubber and metal.

3. People needed ration coupons to buy scarce goods such as coffee and gasoline.

4. Office of War Information—informed press and public of government policies

5. To pay for the war, the government increased income taxes and sold bonds.

ASK THE STUDENTS...

How did the American people contribute to the war effort?

Many Americans served in the military, while civilians helped with scrap drives, enjoyed fewer rationed goods, paid more in taxes, and bought war bonds.

III. Women and the War Effort (Objective 2, p. 769)

A. Women took jobs in factories and offices but often received lower wages than men.

B. Some 300,000 women served in the armed forces, in jobs ranging from pilots to serving as nurses in combat areas.

ASK THE STUDENTS...

Why did women fill many factory jobs?

a need for labor as industries produced more and many men served in the military

IV. Opportunities and Obstacles (Objective 2, p. 770)

A. African Americans

1. Migrated to the North to find jobs in factories
2. Experienced discrimination, such as lower wages than white workers
3. **A. Philip Randolph**—African American leader who planned a march on Washington to protest discrimination against African Americans
4. After Randolph agreed to cancel his march, Roosevelt created the **Fair Employment Practices Commission (FEPC)** to prevent discrimination in war industries and government jobs.

B. Mexican Americans

1. **Braceros**—Mexican American workers allowed to enter the United States to meet labor needs in agriculture in the American Southwest
2. **Zoot-suit riots**—1943 Los Angeles riots in which U.S. sailors attacked Mexican Americans wearing zoot-suits, or outfits with big jackets and baggy pants

ASK THE STUDENTS...

What role did protest play in fighting discrimination against African Americans?

Although the march on Washington never took place, the threatened protest led to the creation of the Fair Employment Practices Commission, an agency dedicated to ending discrimination in war industries and government jobs.

V. Japanese American Internment (Objective 3, p. 771)

A. More than 125,000 people of Japanese descent lived in the United States in 1941.

1. **Issei**—immigrants born in Japan
2. **Nisei**—full citizens born in the United States

B. Internment—U.S. government policy of relocating and imprisoning Japanese Americans that began in 1942 out of fear of espionage

C. Many Japanese Americans volunteered for military service and saw combat.

ASK THE STUDENTS...

How did the Issei differ from the Nisei?

Issei—Japanese citizens who had immigrated to the U.S.

Nisei—born in the U.S. and were citizens.

The War in North Africa and Europe

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

Erwin Rommel, Bernard Montgomery, Battle of El Alamein, Dwight D. Eisenhower, Battle of Stalingrad, George C. Marshall, D-Day, Omar Bradley, George S. Patton, Battle of the Bulge

I. A Desperate Situation (Objective 1, pp. 772–773)

A. Late 1941

1. German submarine attacks hampered Allied supply ships on the Atlantic.
2. Axis forces occupied Greece and Yugoslavia and advanced into North Africa and the Soviet Union.

B. Strategy

1. The United States and Great Britain agreed to concentrate on defeating Germany rather than making a full attack on Japan.
2. China and the Soviet Union joined the Allied Powers in 1942.

C. War at Sea and in the Skies

1. Sonar and long-range bombers improved Allied situation in North Atlantic
2. Bombers attacked German factories, military centers, and railroads.

ASK THE STUDENTS...

How did technology aid the Allied war effort?

Allies used sonar and long-range bomber to attack the Germans in the North Atlantic and in Germany.

II. North Africa and Italy (Objective 1, pp. 773–774)

A. Battles in North Africa

1. **Erwin Rommel**—German general who led forces in North Africa
2. **Bernard Montgomery**—British general who stopped Rommel's advance into Egypt at the 1942 **Battle of El Alamein**
3. **Dwight D. Eisenhower**—U.S. general; pushed back Germans in North Africa
4. German forces in Africa surrendered in early 1943.

B. Italy

1. Allied troops landed in Sicily in July 1943
2. The Italian government overthrew Benito Mussolini.
3. German resistance slowed the Allied advance in Italy.
4. After almost two years, Allied troops drove Germans out of Italy in May 1945.

ASK THE STUDENTS...

How did the Allies fare in North Africa and Italy?

In both North Africa and Italy the Allied troops were able to defeat the German army.

III. Turning Points (Objectives 2 & 3, pp. 774–776)

A. The Soviet Union

1. **Battle of Stalingrad**—enormous battle that ended with a German surrender to Soviet troops in January 1943
2. Soviet victory at the Battle of Kursk marked the end of Germany's effort to conquer the Soviet Union.

B. Fighting in France

1. **George C. Marshall**—U.S. general who supported an invasion of German-occupied France
2. **D-Day**—Allied invasion of Normandy, in northwestern France, on June 6, 1944
3. **Omar Bradley**—general who led U.S. forces in the breakout from the Normandy beaches
4. **George S. Patton**—general whose tank forces broke through German lines
5. Allies liberated Paris from German rule in August 1944.

IV. The Battle of the Bulge (Objective 3, pp. 776–777)

- A. Battle of the Bulge**—German counterattack against the Allied invasion in Belgium that lasted through January 1945
- B.** Allies took heavy losses but defeated the Germans at the Battle of the Bulge, ending Germany's ability to take the offensive.
- C.** By the beginning of 1945, U.S. and British troops were preparing to enter Germany from the west, while Soviet forces pushed toward Berlin from the east.

ASK THE STUDENTS...

What was the significance of the Battle of the Bulge?

The Allied victory in the battle ended the Germans' ability to take the offensive and opened the way into Germany.

War in the Pacific

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

island-hopping, kamikaze, Hideki Tōjō, Douglas MacArthur, Bataan Death March, Chester Nimitz, Battle of the Coral Sea, Battle of Midway, Battle of Leyte Gulf

I. Japan Advances across the Pacific (Objective 1, pp. 778–779)

A. Japanese Expansion

1. Led by General **Hideki Tōjō**
2. By 1942 Japan controlled the British colonies of Hong Kong and Singapore, had invaded the British colony of Burma, and controlled the Dutch East Indies.
3. Japan captured U.S. territories in the Pacific, including Guam and Wake Island, and invaded the Philippines.

B. In the Philippines

1. **Douglas MacArthur**—U.S. general who led American and Filipino forces
2. On Roosevelt's order MacArthur went to Australia.
3. U.S. and Filipino troops surrendered to Japanese forces.
4. **Bataan Death March**—forced march of American and Filipino prisoners to prison camps on which thousands died

II. Halting Japan's Advance (Objective 2, pp. 779–780)

A. Battle of the Coral Sea

1. **Chester Nimitz**—commander of the U.S. Navy in the Pacific
2. Navy experts knew of a Japanese plan to attack New Guinea because they had broken Japanese codes.
3. **Battle of the Coral Sea**—U.S. planes sank a Japanese carrier and damaged another, halting Japan's advance for the first time in the war.

B. Battle of Midway

1. Japanese fleet planned to attack Midway Island near Hawaii.
2. **Battle of Midway**—battle of carrier-based airplanes in which Japan lost four carriers, placing the Japanese navy on the defensive for the rest of the war

C. Guadalcanal

1. Island that allowed Japan to threaten sea links between Australia and the U.S.
2. After months of fighting, Allies won control of Guadalcanal in early 1943.

ASK THE STUDENTS...

Why was the Battle of Midway an important turning point in the war in the Pacific?

The Japanese defeat placed its navy on the defensive for the remainder of the war.

III. Taking the Offensive (Objectives 2 & 3, pp. 781–782)

A. Island-hopping—Allied strategy of capturing important Pacific islands in the advance toward Japan

1. Began in late 1943
2. As Allies captured islands, they used them as bases to bomb the Japanese mainland and to attack Japanese cargo ships.

B. Retaking the Philippines

1. Allies prepared to invade the Philippines in October 1944.
2. **Battle of Leyte Gulf**—largest naval battle in history during which the Allies greatly reduced the strength of the Japanese fleet
3. Allied victory in the Philippines took months as Japanese soldiers offered fierce resistance.

ASK THE STUDENTS...

What was the purpose of the island-hopping strategy?

Island-hopping drove the Japanese back and brought Allied troops close enough to launch major attacks on the Japanese mainland.

IV. Closer to Japan (Objective 3, p. 783)

A. Air raids on Japan caused great destruction and loss of life.

B. Battle for Okinawa

1. The Japanese crashed piloted planes into Allied ships, and these **kamikaze** planes often caused great damage.
2. Japanese casualties: more than 110,000 dead; Allied casualties: some 12,000 dead and about 37,000 wounded
3. The Allied victory at Okinawa set the stage for invading the Japanese homeland.

ASK THE STUDENTS...

Why was the capture of Okinawa significant?

Okinawa would serve as a base for attacking Japan.

Final Victory and Consequences

ASK THE STUDENTS...

to look up and learn the following vocabulary terms:

atomic bomb, genocide, Harry S Truman, Manhattan Project, Holocaust

I. Victory in Europe (Objective 1, pp. 784–785)

A. Bombing Raids

1. In 1945 Allies bombed German cities such as Berlin, Dresden, and Hamburg.
2. Intended to destroy German weapon factories but also killed civilians

B. Allied Advance

1. British and U.S. rushed to cross the Rhine before Germans could destroy bridges.
2. Some Allied leaders wanted to occupy as much of Germany as possible to keep the territory out of Soviet control.

C. Surrender

1. As Soviet troops moved toward Berlin, Adolf Hitler committed suicide.
2. German authorities surrendered unconditionally, and May 8, 1945, became known as V-E (Victory in Europe) Day.
3. **Harry S Truman** was U.S. president, having taken office after Franklin Roosevelt died in April 1945.

ASK THE STUDENTS...

Why did Allied troops rush toward Germany?

They wanted to cross the Rhine River before Germans destroyed the bridges, and some Allied leaders wanted to occupy as much German territory as possible to keep the region out of Soviet control.

II. Victory in the Pacific (Objective 1, pp. 785–786)

A. An Allied invasion of Japan would cost many lives.

B. The Atomic Bomb

1. Produced great destructive power by splitting atoms
2. **Manhattan Project**—U.S. government program to build an atomic bomb that employed more than 600,000 people
3. Successfully tested in New Mexico on July 16, 1945

C. Using the Atomic Bomb

1. Japanese leaders refused to an unconditional surrender.
2. On August 6, 1945, a U.S. plane dropped an atomic bomb on Hiroshima, Japan.
3. A second bomb was dropped on Nagasaki, Japan, on August 9, 1945.
4. Japan surrendered.

ASK THE STUDENTS...

What events led to Japan's surrender?

Japan surrendered after the homeland had been struck by two atomic bombs.

III. The Costs of the War (Objective 2, pp. 786–787)

- A.** World War II cost the lives of some 50 million people, many of them civilians.
- B.** The war devastated the economies of Asia, Europe, and the Soviet Union.
- C.** The United States emerged as the most powerful economy in the world.

ASK THE STUDENTS...

Why was the economy of the United States in better condition than other economies around the world?

The United States had not suffered any physical devastation during the war.

IV. The Holocaust (Objective 3, pp. 787–789)

A. The Holocaust—attempt by Hitler and the Nazis to murder the Jews of Europe

1. German Jews were placed in concentration camps.
2. As Germany expanded in Europe, more Jews came under Nazi rule.
3. Polish Jews forced into urban areas unsuccessfully resisted.
4. Special killing squads murdered Jews by the hundreds of thousands.

B. Genocide

1. Defined as the deliberate murder of an entire people
2. Became the official policy of Germany toward the Jews in 1942
3. Nazis killed some 6 million Jews and hundreds of thousands of other Europeans in death camps.

ASK THE STUDENTS...

What was the goal of Nazi Germany in regard to Europe's Jewish people?

Nazi Germany wanted to commit genocide, or the deliberate murder, of all Europe's Jews.