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To the Student
Taking good notes helps you become more successful in school. Using this book helps you remember and understand what you read. You can use this *Reading Essentials and Note-Taking Guide* to improve your test scores. Some key parts of this booklet are described below.

**The Importance of Graphic Organizers**
First, many graphic organizers appear in this *Reading Essentials and Note-Taking Guide*. Graphic organizers allow you to see important information in a visual way. Graphic organizers also help you understand and summarize information, as well as remember the content.

**The Cornell Note-Taking System**
Second, you will see that the pages in the *Reading Essentials and Note-Taking Guide* are arranged in two columns. This two-column format is based on the *Cornell Note-Taking System*, developed at Cornell University. The large column on the right side of the page contains the essential information from each section of your textbook, *The American Journey: Modern Times*.

The column on the left side of the page includes a number of note-taking prompts. In this column, you will perform various activities that will help you focus on the important information in the lesson. You will use recognized reading strategies to improve your reading-for-information skills.

**Vocabulary Development**
Third, you will notice that vocabulary words are bolded throughout the *Reading Essentials and Note-Taking Guide*. Take special note of these words. You are more likely to be successful in school when you have vocabulary knowledge. When researchers study successful students, they find that as students acquire vocabulary knowledge, their ability to learn improves.

**Writing Prompts and Note-Taking**
Finally, a number of writing exercises are included in this *Reading Essentials and Note-Taking Guide*. You will see that many of the note-taking exercises ask you to practice the critical-thinking skills that good readers use. For example, good readers make connections between their lives and the text. They also *summarize* the information that is presented and *make inferences* or *draw conclusions* about the facts and ideas. At the end of each section, you will be asked to respond to two short-answer questions and one essay. The essays prompt you to use one of four writing styles: informative, descriptive, persuasive, or expository.

The information and strategies contained within the *Reading Essentials and Note-Taking Guide* will help you better understand the concepts and ideas discussed in your social studies class. They also will provide you with skills you can use throughout your life.
Chapter 1, Section 1 (Pages 6–9)

Slavery and the West

Essential Question
Did the compromises made by Congress effectively address slavery and sectionalism?

Directions: As you read, complete a graphic organizer like the one below to identify how each of the following compromises addressed slavery.

<table>
<thead>
<tr>
<th>Compromise</th>
<th>Major Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missouri Compromise (1820)</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>Compromise of 1850</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
</tbody>
</table>

How would slavery in Missouri affect the balance of power and the laws about slavery?

Many settlers who moved west to Missouri brought enslaved people with them. When Missouri applied for statehood, a debate began. In 1819, 11 states were free states, and 11 states were slave states. If Missouri entered as a slave state, then the balance of power in the Senate would change. There would be more senators from the slave states than from the free states.

Northerners and Southerners did not agree about slavery. Many Northerners wanted to ban it. Most Southerners did not like Northerners interfering in Southern business. These differences grew into sectionalism. Sectionalism is an exaggerated loyalty to a particular region of the country.

The Senate offered a solution to the problem. Missouri could enter the nation as a slave state, and Maine could enter as a free state. Henry Clay guided the Senate’s bill through the House of Representatives. The House passed it by a close vote in 1820. The next year, Missouri became a state. This solution, known as the Missouri Compromise, kept the balance of power in the Senate.
The debate over slavery in new territories broke out once again. Texas became a state in 1845. Slavery was legal in Texas. The United States fought with Mexico and took New Mexico and California. Representative David Wilmot called for banning slavery in any lands taken from Mexico. This plan was known as the Wilmot Proviso. Southerners protested. They wanted the new lands to be open to slavery. Senator John C. Calhoun stated that Congress had no authority to ban slavery in any territory. No action on slavery was taken.

Both of the 1848 presidential candidates ignored the slavery issue. Their failure to take a stand made voters angry. Many of those who opposed slavery formed the Free-Soil Party. They selected a candidate for office, but he lost. Even so, the party gained some seats in Congress. Zachary Taylor won the election.

In 1849 California applied to become a free state. At the same time, antislavery forces wanted to ban slavery in Washington, D.C. Southerners, in turn, wanted a stronger fugitive, or runaway, law. They wanted runaways in the North to be returned to the South. However, the key issue was the balance of power in the Senate. If California entered as a free state, the slave states would be outvoted in Congress. They might not get their fugitive law passed. Angry Southerners talked about seceding from, or leaving, the Union.

Senator Henry Clay tried to find a way to solve the problem. California, Clay said, could enter the Union as a free state. The new territories would have no limits on slavery. The slave trade, but not slavery itself, would be banned in Washington, D.C. Clay also pressed for a stronger fugitive law.

Debate broke out in Congress. Some legislators favored Clay’s plan. Others, among them President Taylor, opposed it. When Taylor died suddenly, Vice President Millard Fillmore took over. Fillmore favored Clay’s plan.

The debate went on. Finally, to end it, Senator Stephen A. Douglas divided Clay’s plan into parts that could be voted on separately. Several Whigs abstained, or did not vote, on the parts they opposed. Congress passed five bills in 1850. Taken together, these laws were called the Compromise of 1850.
1. **Predicting**  How might sectionalism affect the nation in the future?

2. **Analyzing**  How did Clay's proposal for Washington, D.C., appeal to both the North and the South?

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In the space below, write a campaign speech for the Free-Soil Party candidate in the 1848 election.
Congress passed the Fugitive Slave Act in 1850. It was passed as an attempt to please slaveholders. The act required all citizens to help catch runaways. People who helped a fugitive avoid capture could be fined or sent to prison. Southerners thought this law would make Northerners understand and accept the rights of people in the South. Instead, the law turned more Northerners against what they saw as the evils of slavery.

After the act became law, slaveholders worked harder to catch runaways. They even tried capturing runaways who had been free and living in the North for years. The slaveholders sometimes took African Americans who were not trying to escape and forced them into slavery.

Some Northerners did not follow the Fugitive Slave Act. They felt it was wrong to help the slaveholders. Some Northerners spoke out against slavery. Others gave money to buy freedom for enslaved people. Still others helped runaways find their way to freedom through a network called the Underground Railroad. Northern juries often refused to convict those who were accused of breaking the Fugitive Slave Act.
Franklin Pierce became president in 1853. He planned to uphold the Fugitive Slave Act. The next year, Senator Stephen Douglas called for making the lands west of Missouri into two territories. These territories would be called Kansas and Nebraska. Douglas hoped that both North and South would like his plan to expand the nation.

Kansas and Nebraska’s locations would make them free states. Douglas knew the South would object to adding free states. He then suggested that Congress not follow the Missouri Compromise. Instead, Douglas put forward the idea of letting the settlers in those areas vote on whether to allow slavery. He called this **popular sovereignty**, or allowing the people to decide.

Many Northerners did not approve of the plan. They were afraid that it would allow slavery in areas that had been free for more than 30 years. Southerners liked Douglas’s idea. They believed that Kansas would be settled mostly by slaveholders. Douglas also had the backing of President Pierce. Congress passed the Kansas-Nebraska Act in 1854.

Right after the law passed, people rushed to Kansas. Thousands of pro-slavery supporters from Missouri crossed the border into Kansas just to vote in the election. They traveled in armed groups known as **border ruffians**. After the election, Kansas had a pro-slavery legislature.

The new Kansas legislature passed laws in favor of slavery. People who were against slavery refused to accept the laws. Instead, they armed themselves and had their own election. By 1856, Kansas had two rival governments.

In May 1856, fighting broke out between the two groups. Pro-slavery supporters attacked a town of antislavery supporters. The antislavery supporters fought back. John Brown, an abolitionist, led a group of people in an attack. His group killed five supporters of slavery. Armed bands of people soon roamed the area. The newspapers called the conflict the “Civil War in Kansas.” A **civil war** is a conflict between people of the same country.

Fighting also broke out in Congress. Senator Charles Sumner spoke out against the pro-slavery forces in Kansas. He also criticized senators who favored slavery. A representative who was related to one of the senators took action. The representative entered the Senate chamber and attacked Sumner with a cane. These conflicts made tensions between the North and the South even worse.
Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. Analyzing How did Franklin Pierce’s position on slavery affect the situation in Kansas?

2. Hypothesizing Why do you think popular sovereignty did not work in Kansas?

In the space below, write a diary entry from the point of view of a Kansas settler. In the diary entry, describe the violence in Kansas and how it affected the people and government.

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Challenges to Slavery

Essential Question
What was the significance of the Dred Scott decision?

Directions: As you read, complete a graphic organizer like the one below to record events related to the Dred Scott case.

1. 1830s: ___________
2. 1846: ___________
3. 1857: ___________

A New Political Party (pages 15–16)

Naming
Which party, Republican or Democratic, was against slavery?

The Dred Scott Case (pages 16–17)

In the 1830s, a doctor from Missouri moved his household to Illinois, a free state. Dred Scott, an enslaved person, was part of this household. The doctor moved again to the Northwest
Territory, taking Scott with him. Later, after moving his family back to Missouri, the doctor died.

In 1846 Scott sued for his freedom. Scott said he should be free because he had lived in places where slavery was illegal. This case gained a lot of attention when it reached the U.S. Supreme Court in 1857. The Court ruled that Scott was not free, even though he had lived on free soil. The Court went even further and said that slaves were property. The Court also said that popular sovereignty and the Missouri Compromise were unconstitutional. Neither voters nor Congress could ban slavery. That would be like taking away a person’s property.

The Court’s decision divided the nation even further. Northerners were outraged. Southerners, on the other hand, were happy. They believed that nothing could now stop the spread of slavery.

In 1858 the Senate election in Illinois drew national attention. Senator Stephen A. Douglas, a Democrat, was running against Abraham Lincoln, a Republican. Douglas was popular. Lincoln, on the other hand, was almost an unknown.

Lincoln challenged Douglas to several debates. The main topic of each debate was slavery. Douglas believed in popular sovereignty. He said that slavery could be limited if people voted against slaveholders’ rights. Douglas accused Lincoln of wanting African Americans to have the same rights as whites. Lincoln denied this. However, he did say that African Americans had some rights and that slavery was wrong. Douglas won the election. But people liked Lincoln’s clear thinking and the way he made his points in the debates. Lincoln became popular.

Southerners began to feel threatened by Republicans. In 1859 an act of violence added to their fears. The abolitionist John Brown led a group on a raid of Harpers Ferry, Virginia. Their target was an arsenal, a site where weapons are stored. Brown planned to give the weapons to enslaved African Americans for a revolt against slaveholders.

Local citizens and troops stopped the raid. Convicted of treason and murder, Brown was sentenced to death. His execution shook the North. Some antislavery groups did not approve of Brown’s violent actions. Others saw Brown as a martyr—a person who dies for a great cause.
Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. **Evaluating** Do you agree with the Court’s decision in the *Dred Scott* case? Explain your reasoning.

2. **Identifying Points of View** How did Douglas and Lincoln differ in their views about enslaved people?

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**Descriptive Writing**

In the space below, write a letter from the point of view of Dred Scott as he sits in the courtroom and hears the Court’s ruling. Include vivid descriptions of the courtroom and describe how Dred Scott must be feeling as the ruling is read.
In the 1860 presidential election, Democrats were split over the slavery issue. Those in the North supported popular sovereignty. They chose Stephen Douglas as their candidate. Democrats in the South favored slavery and chose John Breckinridge.

Republicans chose Abraham Lincoln. The Republicans took the position that slavery should remain where it existed but not spread to territories. Lincoln won the election. The North outvoted the South. Lincoln’s name was not on the ballot in most Southern states.

Republicans promised not to disturb slavery where it existed, but many Southerners did not trust them. On December 20, 1860, South Carolina left the Union. Other Southern states debated secession, or withdrawal from the Union. Congress tried to find a compromise to keep states from seceding. Senator John Crittenden called for amendments to the Constitution that would protect slavery. Republicans and Southern leaders did not accept this offer.

Identifying

Write the names of the presidential candidates for each party below.

1. Northern Democrats:

2. Southern Democrats:

3. Republicans:

Secession (pages 21–23)

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Notes

Read to Learn

Secession (pages 21–23)
By February 1861, Texas, Louisiana, Mississippi, Alabama, Florida, and Georgia had also seceded. These states met with South Carolina leaders to form the Confederate States of America. They chose Jefferson Davis as their president.

Southerners in these states thought their decision to secede was right. They used the theory of states’ rights to support their decision. They argued that the states had joined the Union of their own free will. They believed the Constitution was a contract among the independent states. The federal government had not honored that contract. As a result, they said, the states had a right to leave the Union.

Not all Southerners were happy with the decision to secede. Some Southerners did not believe in secession. Northerners also disagreed about secession. Some Northerners thought secession would be bad for the country. Others were glad to see Southern states leave the Union.

Lincoln asked the seceding states to rejoin the Union when he took office in March 1861. He pleaded for peace but told them that he would enforce federal law in the South.

By the time Lincoln took office, Confederate forces had already taken some U.S. forts in their states. Lincoln did not want to start a war to take the forts back. He also could not let the Confederate states keep the forts. If he did, the seceding states might think they were right.

The day after Lincoln took office, the commander of Fort Sumter in South Carolina sent him a message. The fort was low on supplies, and the Confederacy wanted the fort to surrender. Lincoln decided to send an unarmed expedition with supplies to the fort. He ordered his troops not to fire unless they were fired on first. Lincoln left the decision to start shooting up to the Confederates.

Jefferson Davis made a fateful choice. He ordered his troops to fire on the fort before the Union expedition arrived. On April 12, 1861, shots were fired on Fort Sumter. U.S. forces could not reach the fort in time, and the fort surrendered two days later.

President Lincoln made a call for troops. Volunteers signed up quickly. Meanwhile, four more Southern states joined the Confederacy. The Civil War had begun.
1. **Summarizing** Summarize the theory of states’ rights.

2. **Hypothesizing** In your opinion, why did Lincoln think it was important to keep the Union together?

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**Persuasive Writing**

In the space below, write a message from President Lincoln to Jefferson Davis. Try to persuade Davis to call off the attack on Fort Sumter and rejoin the Union.
Choosing sides in the Civil War was hard for the border states of Delaware, Maryland, Kentucky, and Missouri. Slavery was legal in all four states, but few enslaved people lived in them. The states had ties to both the North and the South. All four states had strategic locations that made them important to the Union. Abraham Lincoln worked hard to keep the four border states in the Union. Still, many people in those states supported the Confederacy.

The two sides in the Civil War had different advantages. The North had a larger population and better resources. The South had great military leaders and a strong will to fight. Confederate soldiers knew the land where most of the battles were fought and had a strong desire to defend it.

The two sides also had different goals. The South wanted to make itself an independent nation. It did not need to invade the North, but only needed to fight long enough to convince the North to give up. The North wanted to restore the Union. This meant invading the South.

The South hoped to get support from Britain and France because both countries depended on Southern cotton. The
Southern strategy was to defend the South and hold on to as much territory as possible. Southerners believed Northerners would soon tire of the war.

The Union strategy had three main parts. First, the Union would blockade, or close, Southern ports. This would keep supplies from reaching the Confederacy. It would also keep the Confederacy from exporting, or selling, its cotton to other countries. Second, the Union planned to gain control of the Mississippi River. This would split the Confederacy in two and cut supply lines in the South. This plan was called the Anaconda Plan, after the snake that squeezes its prey to death. Third, the North planned to capture Richmond, Virginia, the Confederate capital.

The Civil War pitted friends and family members against one another. People enlisted for a variety of reasons. Some felt loyalty to their region or nation. Others worried they would be called cowards if they did not enlist. Still others went in search of excitement. Many teenage boys ran away from home and lied about their age to join the military. At least half of the soldiers in both the North and the South came from farms. At first, African Americans were not allowed in either the Confederate or the Union army. The Union changed this policy later in the war.

Both sides hoped for an easy victory when the war began. However, the war lasted far longer than most people thought it would. As a result, soldiers’ terms became longer. By the end of the war, about 900,000 men fought for the Confederacy and about 2.1 million men fought for the Union.

Soldiers suffered terribly during the war. Camp life was often boring and uncomfortable. New rifles used during the war resulted in terrible losses on both sides. Faced with the horror of war, many soldiers deserted. One of every 11 Union soldiers and one of every eight Confederates ran away.
1. **Assessing** How did the goals of the North and the South determine their strategies?

2. **Summarizing** What were the three parts of the Union strategy for the war?

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**Descriptive Writing**

*In the space below, write a letter home from a soldier in either the Confederate or the Union army. Use information you have read and your imagination to include descriptive details about camp life, battles, the soldier’s sense of purpose, and other feelings.*
Chapter 2, Section 2 (Pages 38–45)

Early Stages of the War

Essential Question

Why did neither the Union nor the Confederacy gain a strong advantage during the early years of the war?

Directions: As you read, complete a graphic organizer like the one below to list three major battles in each section of the country and which side won each battle.

West

1. 
2. 
3. 

East

1. 
2. 
3. 

Notes

Read to Learn

War on Land and Sea (pages 39–42)

Determining Cause and Effect

Why did Union forces attack Fort Henry and Fort Donelson?

Evaluating

In the text to the right, highlight the battle that gave the Union control of the Mississippi.

The first major battle of the Civil War took place on July 21, 1861. Union and Confederate forces met in northern Virginia at the Battle of Bull Run. At first, Union forces drove the Confederates back. Then the Confederate forces rallied under “Stonewall” Jackson, and Union forces retreated in a panic. Northerners were shocked by the defeat. They began to understand that the war could be long and costly.

The Union goal in the West was to gain control of the Mississippi River and its tributaries, the smaller rivers that flow into a larger river. This would cut Southern supply lines and allow Union ships and troops to move into the South. In early 1862, Union forces under Andrew Foote and Ulysses S. Grant captured Fort Henry on the Tennessee River and Fort Donelson on the Cumberland River.

In April some of the bloodiest fighting of the war took place at the Battle of Shiloh in Tennessee. The Union won, but both sides suffered huge casualties, or people killed or wounded. After Shiloh, Union forces captured Corinth, Mississippi, and Memphis, Tennessee. The North also won an important victory when the Union navy captured New Orleans on April 25, 1862. The South could no longer use the river to ship its goods to sea.
Other battles were also taking place at sea. On March 8, 1862, the Confederacy’s *ironclad* ship, the *Merrimack*, attacked Union ships off the coast of Virginia. The Union’s ironclad ship, the *Monitor*, rushed toward Virginia. The two ironclads met in a historic battle on March 9. Neither side won.

Union forces were also trying to capture Richmond, Virginia, the capital of the Confederacy. Richmond was vulnerable to attack because it was close to the border with the Union. But Confederate armies were committed to defending it at all costs, and they kept it from falling until the end of the war.

The Confederate victories in the East were due mainly to the leadership of Generals Robert E. Lee and Stonewall Jackson. Both men knew the terrain, were able to move their armies quickly, and inspired their troops. In 1862 the Confederacy won the Seven Days’ Battle, the Second Battle of Bull Run, and the Battle of Fredericksburg. Lee’s army defeated a Union army twice its size at Chancellorsville in May 1863.

Lee’s attempts to invade the Union failed, however. In 1862 Lee invaded Maryland and split his army into four parts. He hoped to confuse Union General George B. McClellan. Instead, two Union soldiers found a copy of the Confederate plan. This gave the Union an advantage. The two sides met on September 17, 1862. The Battle of Antietam was the deadliest single day of fighting of the war. It was an important victory for the Union. It forced Lee’s forces to retreat back into Virginia.

The *Emancipation Proclamation*, issued in 1863, declared that all slaves in the rebellious Southern states would be free. President Lincoln hated slavery, but he did not want to make the Civil War a conflict to end it. He worried that many Union supporters would oppose ending slavery, especially those in the border states.

Abolitionists like Frederick Douglass urged Lincoln to make the war a fight to end slavery. Abolitionists argued that slavery was morally wrong. They also believed slavery was the root of the divisions between North and South. They pointed out that Britain and France might be less willing to support the South if the Union made the war a fight for freedom.
The Emancipation Proclamation (continued)

On September 22, 1862, Lincoln announced that he would issue the Emancipation Proclamation. This decree said that all enslaved people in the Confederacy were free on January 1, 1863. But the decree did not actually free anyone. It only applied to enslaved people in Confederate territory. The Union had no power to enforce the policy. Still, the proclamation had an important impact. It showed the world that slavery would be banned if the Union won the war.

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. Activating Prior Knowledge How did the Battle of New Orleans fit into the Anaconda Plan?

2. Making Inferences Why do you think Confederate forces were victorious in the East but not in the West?

Persuasive Writing

On a separate sheet of paper, write an essay arguing why you think Lincoln decided to emancipate enslaved people in 1862 when he had not done so at the beginning of the war.
About how many children did not attend school during the Civil War?

During the Civil War, life in both the North and the South changed dramatically. About half of the 12 million school-age children did not go to school. Some schools were closed because they were too close to battle sites or because they were used as hospitals. Many children worked to help support their families.

Parts of the South in the paths of the armies were destroyed. Many people had to flee their homes. The South also faced severe shortages of food and supplies.

Women in both the North and the South took on new roles during the war. They kept farms and businesses running. They served as teachers and clerks. They often had to make do with little money.

Women also served in the war. For the first time, thousands of women served as nurses. Dorothea Dix convinced officials to
Early in the war, the North and the South simply exchanged prisoners. When officials realized that the exchanged prisoners were returning to fight, they set up prison camps. Prisoners usually had only a blanket and a cup. Andersonville prison in Georgia was severely overcrowded. The prisoners lived in filthy conditions and received little to eat. Thousands of Union prisoners held there died from disease. At the Union prison in Elmira, New York, Confederate prisoners suffered from the cold and filthy conditions. A quarter of the prisoners held there died.

Wounded soldiers were treated in field hospitals near the battlefield. Disease struck often because troops were crowded together and drank from unsanitary water supplies. Some regiments lost half their men to disease.

Let women serve, and she recruited many nurses. Mary Edwards Walker was the first woman army surgeon. Clara Barton and Sally Tompkins cared for wounded soldiers. Some women served as spies. Others disguised themselves as men and became soldiers.

Both the North and the South faced rebellions. Food shortages in the South led to bread riots in Richmond, Virginia, and other cities. In the North, the War Democrats criticized how the Lincoln administration was running the war. Peace Democrats wanted the war to end immediately. They were nicknamed the Copperheads, because many people viewed them as dangerous traitors.

Habeas corpus was suspended in both regions. Habeas corpus is a legal protection against unlawful imprisonment. Thousands of Northerners who spoke out against the war were jailed without trial. Confederate President Jefferson Davis upset many supporters when he suspended habeas corpus.

Soon both sides had trouble recruiting enough soldiers. The Confederate Congress passed a draft law in 1862. A draft orders people to serve in the military during a war. In the North, the
3. **bounty:**

Why did many school-age children not attend school during the Civil War?

Union offered a **bounty**, or a sum of money paid to encourage volunteers. Then, in March 1863, the Union also passed a draft law. In both the North and the South, a man could avoid the draft by paying a fee or hiring a substitute.

The draft law caused protests. Riots occurred in several Northern cities. In July 1863, mobs rioted in New York City. The mobs turned against African Americans because many workers had opposed the Emancipation Proclamation. They were afraid that freed blacks would take their jobs. More than 100 people died.

The war strained the economies of both sides, but the North was better able to cope with the costs of the war. Both governments sold war bonds, imposed new taxes, and printed money. Northern money was called **greenbacks**.

Northern industries made money by producing war supplies. Farms also profited from the war. But prices rose faster than wages because goods were in high demand. This general increase in prices is called **inflation**. Inflation was much worse in the South. War destroyed transportation systems and farms there. This severely limited the supply of food and other goods in the South.

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**Descriptive Writing**

On a separate sheet of paper, write a letter from a prisoner of war to a family member living in your hometown. The letter should describe conditions in the camp using information from the text. Add details from your imagination.
After Antietam, the Confederacy won a series of victories in the East because of the leadership of Generals Robert E. Lee and Stonewall Jackson. The Union commander, General Ambrose Burnside, began to march toward the Confederate capital at Richmond, Virginia. Lee moved his forces to Fredericksburg, where they dug trenches and waited for the Union troops. Lee’s entrenched forces defeated Burnside’s troops at the Battle of Fredericksburg. Burnside resigned.

Lee also had a brilliant strategy at the Battle of Chancellorsville. He divided his troops into three groups. One group stayed to defend Fredericksburg. Another group confronted the main Union force, now led by General Joseph Hooker, at Chancellorsville. A third group, led by Stonewall Jackson, attacked the Union forces in the rear. Confederate forces won the battle, but Jackson was wounded and later died.

These Confederate victories showed the weaknesses of the Union generals. General McClellan was reluctant to do battle. He did not obey Lincoln’s order to follow the Confederate troops after the Union’s victory at Antietam. Burnside was defeated at Fredericksburg, and Hooker was crushed at Chancellorsville. Within two months, Hooker had resigned as well.
African Americans were never allowed to enlist in the Confederate army. Confederate officials believed that African Americans might attack their fellow troops or begin a revolt if they were armed.

At the start of the war, the Union army also did not allow African Americans to enlist. Lincoln feared that allowing them to do so would anger people in the border states. By 1862, the North needed more soldiers. Congress allowed African Americans to enlist in all-black regiments. By the end of the war, African Americans made up about 10 percent of the Union army. They faced prejudice from other soldiers. They also faced fierce gunfire from Southern troops, who hated them. Nevertheless, they fought bravely and well. For example, the 54th Massachusetts served in the front lines of a battle to take Fort Wagner in South Carolina. The regiment suffered nearly 300 casualties. Their sacrifice made the 54th famous for its courage.

After the Confederate victory at Chancellorsville, Lee decided to invade the North. He hoped victories there would convince Britain and France to help the Confederacy. On July 1, 1863, his forces entered Gettysburg, Pennsylvania, searching for supplies. There, the forces met Union troops. On the first day of fighting, Union troops were outnumbered and retreated to a high section of ground called Cemetery Ridge. On the second day, Southern troops tried to force the Union troops from hills named Round Top and Little Round Top. On the third day, Lee ordered an all-out attack. Thousands of Confederate troops, led by General George Pickett, attacked Union forces on Cemetery Ridge. Three-quarters of those in Pickett’s Charge were wounded or killed. On July 4, Lee retreated. The loss put an end to the Confederate hope of winning support from Britain and France.

The Confederacy lost other critical battles in 1863. In April of that year, Ulysses S. Grant had laid siege to Vicksburg, Mississippi. A siege means surrounding a place to keep it from receiving food or supplies. Both sides suffered heavy casualties. Vicksburg finally fell on the same day Lee retreated from Gettysburg. The Confederacy lost its last stronghold on the Mississippi River a few days later. The Union had cut off Arkansas, Louisiana, and Texas from the rest of the Confederacy.
The Tide of War Turns (continued)

On November 19, 1863, Soldiers’ National Cemetery was dedicated at Gettysburg. The former governor of Massachusetts, Edward Everett, first gave a two-hour speech. Then President Lincoln rose and spoke for two minutes. His powerful words became known as the Gettysburg Address.

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. Evaluating Which Union general proved to be the most capable? Explain your answer.

2. Summarizing What was the result of Pickett’s Charge?

Expository Writing

On a separate sheet of paper, write an essay comparing and contrasting the policies of the North and the South toward the enlistment of African Americans. Also discuss the treatment African Americans faced in the military.
By 1864, Union forces surrounded the South, blocking its ports and controlling the Mississippi River. This cut off supplies to the South. In March 1864, Lincoln put General Ulysses S. Grant in charge of all Union armies. Grant’s strategy was to deliver killing blows from all sides. His armies would march to Richmond, Virginia, the Confederate capital. At the same time, Union General William Tecumseh Sherman would lead his troops through the Deep South. This was a strategy of total war. Total war is systematic destruction of an entire land, not just its army.

Grant led his army into the South. In May and June of 1864, a series of three battles began in dense woods near Richmond called the Wilderness. These battles were the six bloodiest weeks of the war. The Union lost 50,000 troops in 30 days, but Grant continued to fight. He moved his troops to Petersburg, Virginia. This city was a Confederate railroad center that moved troops and supplies. Confederate troops in the city held out for nine months.
In July Sherman laid siege to Atlanta. The Confederates put up major **resistance**, or opposition. They held the city for almost two months. On September 1, Confederate forces finally abandoned the city.

In the meantime, David Farragut led a Navy fleet into Mobile Bay in Alabama. His action was a success and blocked the last Southern port east of the Mississippi.

Until the Union victories in Atlanta and Mobile Bay, it looked like Lincoln would lose his bid for reelection. If Lincoln lost, the war would end, and the Confederacy would be recognized as an independent country. However, these victories convinced Northerners that they could win, and Lincoln was reelected in November 1864.

Lincoln believed his victory was a sign that voters wanted to end slavery. Congress passed the Thirteenth Amendment on January 31, 1865. It banned slavery in the United States.

The Union became even more determined to break the will of Southerners. Sherman’s forces burned Atlanta and then marched across Georgia to the Atlantic coast. The troops tore up railroad lines, burned cities and fields, and killed livestock. This march became known as Sherman’s March to the Sea. Sherman then continued through the Carolinas to join Grant’s forces near Richmond. Thousands of African Americans fled their plantations to follow his army in a march to freedom.

On April 2, 1865, Petersburg finally fell to Grant’s forces. Confederate leaders ordered weapons and bridges in Richmond burned and then fled the city. On April 9, Lee surrendered to Grant in Appomattox Court House, Virginia. Terms of the surrender were compassionate. The Union fed Confederate troops, and then they were allowed to make their way home peacefully.

The Civil War was the deadliest conflict in American history. Much of the South was destroyed, and it took years to rebuild. However, the North’s victory saved the Union and freed millions of African Americans from slavery. The problems facing the nation would be addressed in the years following the Civil War. This period became known as Reconstruction.
Answer these questions to check your understanding of the entire section.

1. **Identifying** What did the Thirteenth Amendment do?

2. **Predicting** What were some potential problems that would have to be dealt with during Reconstruction?

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In the space below, write a letter from a soldier in Grant’s army to his wife or parents at home on the eve of the third battle in the Wilderness. The letter should express what the soldier had experienced in previous battles as well as his feelings about the coming one.

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Reconstruction Plans

Essential Question
How did the plans to unify the nation differ after the Civil War?

Directions: As you read, complete a graphic organizer like the one below to show how the plans to reunify the country differed.

<table>
<thead>
<tr>
<th></th>
<th>Ten Percent Plan</th>
<th>Wade-Davis Plan</th>
<th>“Restoration”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whose plan?</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>Basic idea of plan</td>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>Position on slavery</td>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>Position on amnesty or allowing people to vote for delegates to the state conventions</td>
<td>4.</td>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>Position on Confederate leaders</td>
<td>5.</td>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

Reconstruction Debate (pages 77–78)

After the Civil War, the United States faced the challenge of reunifying and rebuilding the nation. Southern states had left the Union in 1861. They now needed to be readmitted. The economy and the society of the South also needed to be rebuilt. This period of rebuilding and readmitting the Southern states was called Reconstruction. Americans disagreed on the best way to carry out Reconstruction.

President Lincoln came up with the first plan to allow the Southern states back into the Union. His plan was known as the Ten Percent Plan. It said that a state could form a new government when 10 percent of the voters of the state took an oath to be loyal to the Union. The state must also adopt a new constitution that banned slavery. Lincoln wanted Southerners who supported the Union to take charge of the state governments. He did not want to punish the South. Lincoln offered Southerners amnesty, or a pardon, if they swore to be loyal to the Union. Confederate leaders were not included in this offer. In 1864 Louisiana, Arkansas, and Tennessee set up governments under this plan.
Some Republicans were less forgiving than Lincoln. Thaddeus Stevens and other Republicans wanted to put a more radical, or extreme, plan in place. They were called Radical Republicans. The Radical Republicans controlled Congress. They voted to deny seats to representatives from any state that was readmitted under Lincoln’s plan.

In July 1864, Congress passed the Wade-Davis Bill. It said that a state must meet three requirements to rejoin the Union. First, a majority of the state’s white males had to swear to be loyal to the Union. Next, only white males who swore that they had not fought against the Union could vote for delegates to a state constitutional convention. Third, any new state constitution had to ban slavery. The bill also said that former Confederates could not hold public office.

Lincoln would not sign the bill, but he wanted states to form new governments quickly. He knew that he would have to compromise with the Radical Republicans.

To help African Americans adjust to freedom, Lincoln and Congress set up the Freedmen’s Bureau. It gave food, clothing, and medical services to African Americans. It helped them obtain land and find work for fair pay. It also set up schools.

On April 14, 1865, President Lincoln attended a play at Ford’s Theater in Washington, D.C. During the play, John Wilkes Booth, an actor and Confederate sympathizer, shot and killed the president. The news shook the nation. African Americans and Northern whites mourned Lincoln’s death.

Vice President Andrew Johnson became president. He had his own plan for Reconstruction, called “Restoration.” It would grant amnesty to most Southerners when they swore loyalty to the Union. High-ranking Confederates could be pardoned only by the president. Johnson wanted to punish leaders whom he thought had tricked Southerners into seceding. His plan allowed only loyal, pardoned whites to vote for delegates to the state constitutional conventions. States also had to ratify the Thirteenth Amendment, passed by Congress in 1865. This amendment banned slavery. By the end of 1865, all former Confederate states except Texas had new governments and were ready to reenter the Union.
Answer these questions to check your understanding of the entire section.

1. **Analyzing** Why were African Americans and Northern whites so sad to lose Lincoln as a president?

2. **Explaining** What was the purpose of the Freedmen's Bureau?

---

**Informative Writing**

In the space provided, describe the challenges that the American people faced in the years following the Civil War. Discuss at least three challenges, and write a well-developed paragraph about each.
In the fall of 1865, Southern states created new governments based on Johnson's Reconstruction plan. However, whites in the South burned churches, schools, and homes of African Americans. These riots convinced the Radical Republicans that Johnson's plan was too weak. When Southern representatives came to Washington, D.C., Congress would not seat them.

By early 1866, Southern states had passed black codes. These were laws to control freed men and women. They allowed plantation owners to take advantage of African American workers. The codes also allowed jobless African Americans to be arrested and fined. The codes banned African Americans from owning or renting farms.

Congress gave the Freedmen’s Bureau the power to try people who violated the rights of African Americans. Congress then passed the Civil Rights Act of 1866. The act overturned the black codes and gave African Americans full citizenship. It also gave the federal government the right to step in to protect the rights of African Americans.
President Johnson vetoed the bills for the Civil Rights Act and the Freedmen’s Bureau. But Republicans in Congress had enough votes to override, or defeat, both vetoes. The Radical Republicans knew at this point that they could not work with the president. They created a new Reconstruction plan of their own.

Congress passed the Fourteenth Amendment in 1866. It gave full citizenship to all people who were born in the United States. It included most African Americans but excluded Native Americans. The amendment also protected a citizen’s life, liberty, and property. It barred Confederate leaders from holding national or state offices unless Congress had pardoned them. Southern states had to ratify this amendment to rejoin the Union.

After the elections of 1866, Radical Republicans controlled Congress. A period known as Radical Reconstruction began. Ten Southern states had not yet ratified the Fourteenth Amendment. The First Reconstruction Act required those states to create new governments. The act divided the 10 states into 5 districts run by military commanders until the states formed new governments. It barred Confederate leaders from office. It gave African American men the right to vote in state elections. The Second Reconstruction Act required the military commanders to register voters and prepare for state constitutional conventions.

Many white Southerners refused to vote in the elections for constitutional conventions and state governments. But thousands of African Americans did vote. This allowed Republicans to take control of the state governments. All 10 states rejoined the Union by 1870.

Johnson still had the power to direct the military commanders in the South. To limit his power, Congress passed the Tenure of Office Act. It said the president could not remove government officials without the Senate’s approval. In 1867 Johnson removed Secretary of War Edwin Stanton from office without Senate approval. The House of Representatives voted to impeach, or formally charge, Johnson for his actions. But the Senate did not have enough votes to convict Johnson, and he remained in office until the next election.
Identifying

What factors helped the Republicans win state elections in the South?

In 1868 the Republicans backed Ulysses S. Grant for president. Grant won with the help of African American voters. In 1869 the Fifteenth Amendment was passed. It said that state and federal governments could not deny the right to vote to any male citizen because of race. It gave African American men the right to vote.

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. Determining Cause and Effect Why did Congress write its own Reconstruction plan?

2. Interpreting What was the official reason for the impeachment of President Johnson by the House of Representatives? Could there have been underlying reasons as well? Explain your answer.

On a separate sheet of paper, write several paragraphs explaining how the Fourteenth Amendment affected the following groups: African Americans, Native Americans, and former Confederate leaders.
Republicans controlled Southern politics during Reconstruction. African Americans were an important part of Reconstruction politics. They were able to vote, and some became elected officials. Two African Americans, Hiram Revels and Blanche K. Bruce, became U.S. senators. Sixteen African Americans also served in the House of Representatives during this time.

Some Southern whites also supported the Republicans. Southern business leaders who supported the Union and non-slaveholding farmers were part of this group. Former Confederates called them *scalawags*. This meant “scoundrels” or “worthless rascals.”

Some Northern whites moved to the South after the war. Many of these Northerners supported the Republicans as well. Southerners called them *carpetbaggers* because they used
cheap suitcases made from carpet fabric. Some carpetbaggers were dishonest, but many were reformers who wanted to help the South.

Many Southerners thought that the new Southern governments were corrupt, or dishonest. In reality, more corruption probably took place in the North than in the South.

Most white landowners in the South refused to rent land to freed African Americans. Store owners made them pay cash, and employers would not hire them.

The Ku Klux Klan and other secret organizations used fear and violence against African Americans. Klan members wore white sheets and hoods. They beat, wounded, and even killed African Americans and their white friends. They burned their churches, schools, and homes. Many planters, Democrats, and other Southerners supported the Klan. They saw violence as a way to control Republican power. In the early 1870s, Congress passed laws to stop Klan violence. But the laws did not have much success, because many Southerners would not testify against Klan members.

Why do you think members of the Ku Klux Klan wore white sheets?

African Americans built their own schools during Reconstruction. The Freedmen's Bureau also supported education. Northern women and African Americans moved to the South to teach in the schools. Reconstruction governments built public schools for African Americans and whites. African American and white children usually went to different schools. Only a few states had laws that said schools must be integrated. Integrated schools are schools that have African American and white students. Most integration laws were not enforced.

Some African Americans were able to buy land with the help of the Freedmen's Bank. But most were not able to buy land. Many African Americans farmed using sharecropping. In the sharecropping system, a landowner rented a piece of land to a sharecropper, or farmer, along with a shack, some seed and tools, and sometimes a mule. The sharecropper would farm the land and pay the landowner a percentage of the crop.

Sharecroppers often had little left over after paying the landowners. Sometimes it was barely enough to feed their own families. Many felt that sharecropping was not much better than slavery.

What challenges did African Americans in the South face as farmers?
1. **Interpreting** How did most Southern whites view scalawags and carpetbaggers?

2. **Theorizing** Why wouldn’t most Southerners testify against Klan members?

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**Expository Writing**

In the space provided, describe the sharecropping system and explain why it was often viewed as another form of slavery.
Support for Reconstruction fell in the early 1870s. Northerners began to lose interest and wanted the South to take care of its own problems. Radical leaders lost elections or retired. Corruption in President Grant’s administration and in Reconstruction governments spread. This caused some Republicans to leave the party. A group called the Liberal Republicans wanted to reconcile, or come together again, with Southern whites.

The Liberal Republicans helped pass the Amnesty Act. This act pardoned most former Confederates. It allowed nearly all white Southerners to vote and hold office again. Many of these people supported the Democratic Party. Democrats soon gained control of state governments in the South.

In 1873 poor railroad investments caused a major bank to close. A panic broke out. This forced smaller banks to close. It also caused a drastic drop in the stock market. Thousands of businesses shut down, and many workers lost their jobs. Republicans were blamed for the economic depression.

In 1874 Democrats gained seats in the Senate and won control of the House. This weakened support in Congress for
Reconstruction and African American rights. In the 1876 presidential election, the Democratic candidate, Samuel Tilden, appeared to be the winner. But some of the results were disputed, or questioned. Congress set up a special commission to review the election. The commission voted to give the election to Rutherford B. Hayes, the Republican candidate. Democrats threatened to fight the decision. Republican and Southern Democratic leaders met in secret. Hayes remained the winner, but an agreement was made. This agreement is often called the Compromise of 1877. The Democrats promised to maintain African American rights. The Republicans promised to give help to the South and remove all troops from Southern states.

After taking office, Hayes made it clear that the federal government would not interfere with Southern society. Reconstruction had come to an end.

When Reconstruction ended, new Democratic leaders took charge in the South. These Democrats called themselves “Redeemers.” They lowered taxes and government spending. They also cut many social services that were started during Reconstruction.

The New South worked to develop strong industry. The area had coal, iron, tobacco, cotton, and lumber resources as well as a cheap and reliable workforce. Development of the railroad also helped industry in the South. The South made many advances in industry but did not develop an industrial economy as strong as the North’s. Its economy still relied on agriculture.

The New South hoped to rely on small farms that raised a variety of crops instead of on large plantations that grew only cotton. But sharecropping and tenant farming increased, and these farmers grew cash crops. These are crops that can be sold for money. Cotton was the main cash crop. Too much cotton caused prices to fall. Sharecropping and relying on one crop hurt Southern agriculture.

When Reconstruction ended, African Americans’ rights suffered. African Americans had the right to vote, but state governments found ways around the Fifteenth Amendment. Many Southern states created a poll tax. This is a fee people
Could African Americans use the grandfather clause? Why or why not.

had to pay to vote. Many African Americans and poor whites could not afford the tax, so they could not vote. Some states made voters take literacy tests. In these tests, they had to read and explain parts of constitutions. Many African Americans could not pass the tests. Some whites could not pass the tests but were allowed to vote because of grandfather clauses. These laws allowed people to vote if their fathers or grandfathers had voted before Reconstruction. Laws like these and the threat of violence caused fewer African Americans to vote.

Southern states also passed Jim Crow laws. These laws required races to be separated in almost every public place. In Plessy v. Ferguson, the Supreme Court ruled that segregation, or separation of the races, was legal as long as African Americans had access to public places that were equal to those of whites. In reality, public areas were separate but in no way equal.

Violence against African Americans increased. Lynching was one form of violence used. In a lynching, an angry mob killed a person by hanging.

**Section Wrap-Up**

*Answer these questions to check your understanding of the entire section.*

**1. Analyzing** Why were Democrats able to regain control of the state governments of the South?

**2. Interpreting** Who do you think gained more from the Compromise of 1877, Democrats or Republicans? Explain your answer.

**Descriptive Writing**

Assume you are an African American who lives in the South following Reconstruction. You want to vote at an upcoming election, but you are facing many challenges. On a separate sheet of paper, describe in detail the challenges that you face and how you feel about these challenges.
After the California Gold Rush, miners began looking for gold in other parts of the West. In 1858 gold was found at Pikes Peak in the Colorado Rockies. The discovery brought about 50,000 prospectors to the gold fields of Colorado. Prospectors found some gold in the streams and land, but most of the gold was deep in the rocks. Mining companies with machinery and many workers had a much better chance of finding large amounts of gold than individual miners did.

In 1859 several prospectors found one of the world’s richest deposits of silver ore in Nevada. The find was called the Comstock Lode. Thousands of silver mines opened in the area, but few were successful.

Gold and silver strikes created boomtowns. These were towns that developed around the mining sites. Money was earned quickly but was often lost by gambling and spending. Few boomtowns had police or prisons, so violence and crime were common. Sometimes regular people acted to punish criminals. They were known as vigilantes.

**Explanation:**

**Why were mining companies more successful than individual miners?**

- Mining companies had machinery and many workers, which increased their chances of finding large amounts of gold.
- Individual miners relied on their own tools and effort, making it harder to locate significant amounts of gold.
- Mining companies could invest in more advanced techniques and equipment to extract gold from deeper deposits.
Most of the people who lived in boomtowns were men. But some women also moved to the towns. They opened businesses, schools, and churches, and worked by cooking, doing laundry, and other jobs. Boomtowns usually lasted only until all the ore was mined. Then people left, creating ghost towns.

As the quantities of gold and silver decreased, miners began looking for other metals, like copper, lead, and zinc. People moved to areas that had these metals. The growing populations led to the creation of new states in the West.

Gold and silver had little value unless they could reach factories, ports, and markets. People moving to boomtowns needed to have food and supplies shipped to them. Railways grew quickly between 1865 and 1890 to meet these needs.

Railroad companies asked for free land on which to build tracks. Because railroads were so important, the federal government agreed. It gave subsidies, or financial aid and land grants, to the railroad companies. In all, it granted more than 130 million acres (52.6 ha) of land. States and communities also offered subsidies to make sure railroads were built in their areas.

Eventually, people saw the need for a transcontinental rail line. This would cross the continent and connect the Atlantic and Pacific coasts. More than 1,700 miles (2,736 km) of track were laid by two companies. In 1869 the railroad was completed. The two sets of tracks met at Promontory Summit in Utah Territory. The governor of California, Leland Stanford, hit a final golden spike to join the two tracks.

Railroads brought workers to the West. They also carried metals, produce, and manufactured goods. The need for steel to build tracks helped the steel industry. The growth of the railroads also helped many other industries.

New towns were created along the railways. Ranchers and farmers began to settle in the West. Railroads even changed how time was measured. Time zones were created to make travel safer and more reliable. The railways also helped unite Americans in different regions.
1. **Assessing** Read the following statements about boomtowns and mark each as true or false. For statements that are false, explain why they are false on a separate sheet of paper.

   _______ a. Boomtowns were good places to develop businesses that required time and effort to set up.

   _______ b. Because of the quick development of schools and churches, a boomtown was usually a great place to raise a family.

   _______ c. Boomtowns were built quickly but were often deserted when they were no longer needed.

2. **Analyzing** Why were federal and state governments willing to give land and subsidies to the railroad companies?

   ________________________________

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   ________________________________

   In the space provided, write an article that describes the development of the railways over time. Include information that explains why the railroads were important to the development of the West.

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Ranchers and Farmers

Essential Question
How did cattle ranchers and farmers adapt to life in the West?

Directions: As you read, complete a graphic organizer like the one below to explain how ranchers and farmers adapted to life in the West. Give two examples of how each group adapted.

<table>
<thead>
<tr>
<th>Ranchers</th>
<th>Farmers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3.</td>
</tr>
<tr>
<td>2.</td>
<td>4.</td>
</tr>
</tbody>
</table>

Analyzing

Why do you think the price of beef was so much higher in the North and East?

Cattle on the Plains (pages 119)

Much of Texas was open range. This meant that it was not fenced, and cattle roamed free. Ranchers added to their own herds by rounding up wild cattle. Markets for beef were growing in the North and the East, but ranchers needed a way to ship cattle to those markets. By 1865, the Missouri Pacific Railroad reached Kansas City, Missouri. Ranchers could now herd cattle to railroad towns and ship them to the markets in the North and East.

The Long Drive was the herding of cattle 1,000 miles (1,609 km) or more to meet the railroads. The trip was long, but it was worth the time and cost. Cattle that were worth $3 in the Plains sold for $40 in the new markets. More than 5 million cattle were herded north from the late 1860s to the mid-1880s.

Naming

What group developed the special skills used by cowhands?

Life on the Great Plains (page 120)

Cattle driving, or herding the cattle north, was a hard and lonely job. Cowhands rode up to 15 hours per day through rain, dust storms, and the blazing sun. They had to bring stampeding cattle under control and deal with “rustlers” who tried to steal cattle.
Many Civil War veterans, African Americans, and Hispanics became cowhands. The riding, roping, and branding skills used by cowhands were developed by vaqueros. They were Hispanic ranch hands of the Spanish Southwest.

Ranchers became rich as long as cattle prices boomed. Eventually, prices fell because too many cattle were for sale. The cattle industry continued, but it was changed forever.

**Farmers Settle the Plains (pages 121–123)**

Early pioneers of the Great Plains did not believe they could farm the area. In the 1860s and 1870s, free land, railroads, and higher rainfall encouraged farmers to move to the area. The Homestead Act of 1862 gave up to 160 free acres (65 ha) of land to any settler who paid a $10 fee and lived on the land for five years. To homestead is to earn ownership of land by settling on it. The Homestead Act brought thousands of settlers to the Plains. The settlers included immigrants, single women and widows, and African Americans who were moving to safety.

Farming in the Plains was difficult. The area flooded in some years and had droughts and brushfires in others. Crops, livestock, and homes could be destroyed by these disasters. The deep snow of winters could trap families in their homes and bury animals. Families planned ahead by storing food. Men, women, and even children helped work on the farms. Farmwork often kept children from attending school.

Plains farmers were called sodbusters. They developed new tools and farming methods. They planted seeds deep in the moist ground. This is called dry farming. Wooden plows could not dig deep into the sod, so steel plows were used. Windmills pumped water from deep in the ground. Barbed wire was used to protect farmers’ land. Even with these methods, farmers were often not able to make a profit. Many farmers went into debt and lost their farms.

The last area of the Plains to be settled was the Oklahoma Territory. This land had previously been set aside as “Indian Territory.” In 1889 the government opened the land to homesteaders. People raced to claim this last land of the Plains.
Section Wrap-Up  

Answer these questions to check your understanding of the entire section.

1. Analyzing  Why was farming so difficult in the Great Plains?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Differentiating  Why was there such a land rush for the Oklahoma Territory? How did this area differ from the rest of the Plains?

________________________________________________________________________

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________________________________________________________________________

Descriptive Writing  

In the space provided, write a description of the Long Drive from the point of view of an African American cowhand. Include details of hardships and prejudice that the cowhand might have encountered.

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Chapter 4, Section 2  

45
Miners, ranchers, and farmers began to settle on the Plains in the mid-1850s. They changed the Native Americans’ way of life. Some Native Americans lived in communities, but others lived a nomadic life. They traveled long distances, following their main food source, the buffalo.

After the Civil War, American hunters began to kill the buffalo to feed workers who were building the railroads. Railroad companies did not want the buffalo to block trains. They killed even more buffalo and sold their hides in the East.
receive. The goods they did receive were often of poor quality. Many reservations were on poor land.

Some Native Americans refused to move to reservations. Many clashes took place in the 1860s between Native Americans and whites. The Sioux, Cheyenne, and Arapaho staged a series of attacks from 1865 to 1867. In one attack, Crazy Horse, a Sioux leader, led white troops into a trap. During the attack, the troops were killed. This attack became known as the Fetterman Massacre. In Colorado, Cheyenne and Arapaho raided wagon trains and stole animals from ranches. The Native Americans were ordered to surrender, but many did not. In 1864 several hundred Cheyenne traveled to talk about a peace agreement. On their way, they were attacked by the Colorado Volunteers, and hundreds were killed.

A treaty in 1868 was supposed to bring peace, but fighting continued. The Black Hills of the Dakotas had been set aside for Native Americans. But white settlers came to the area when they heard that the hills contained gold. Sitting Bull, a leader of the Lakota Sioux, refused to sell the land. Lieutenant Colonel George Custer attacked the Sioux at Little Bighorn. In a quick battle, Custer and all of his men were killed. News of the army’s defeat shocked the nation. The army soon crushed the uprising and sent most of the Native Americans to reservations.

The Southwest also experienced conflict. The Chiracahua Apache were sent to a reservation in Arizona. Their leader, Geronimo, then fled to Mexico. During the 1880s, Geronimo led raids in Arizona. In 1886 he became the last Native American to surrender.

The killing of buffalo, army attacks, and reservations all changed the lives of Native Americans. Reformers also brought change. They wanted to bring Native Americans into white culture. The Dawes Act tried to break up reservations and tribal groups. It gave each Native American some land. Reformers hoped that Native Americans would become farmers. Some did succeed as farmers, but many did not want to farm or did not have enough training.

In 1890 Sitting Bull was killed by police. After his death, hundreds of Lakota Sioux gathered at a creek in South Dakota called Wounded Knee. The army went there to collect Sioux weapons. A shot was fired. The army then fired on the Sioux. More than 200 Sioux and 25 soldiers were killed. This event marked the end of armed conflict between the U.S. government and Native Americans.
1. **Determining Cause and Effect** Why did most Native Americans not succeed as farmers?

2. **Speculating** Why did white settlers want to buy the land of the Black Hills from Native Americans? Do you think the Native Americans would have agreed to sell the land if the government had offered more money? Explain your answer.

---

**Persuasive Writing**

Did the Native Americans have the right to keep the land in the Plains, or was it fair for the white settlers to fight for it? In the space provided, write a persuasive piece to express your opinion. Give facts to support your opinion.
Chapter 4, Section 4 (Pages 132–136)

Farmers in Protest

Essential Question
Why did economic reform movements develop in the late 1800s?

Directions: As you read, fill in the blanks in the graphic organizer below to show the chain of events that led to economic reform movements in the late 1800s.

1. Falling prices
2. High costs of seed, equipment, manufactured goods, and transporting goods to market
3. Economic reform movements

Notes

The Farmers Organize (pages 133–134)

After the Civil War, farming expanded in the West and South. The supply of crops grew faster than the demand for them. This caused prices to fall. At the same time, farmers’ expenses remained high.

Farmers blamed the railroads for high shipping costs. Railroads charged farmers more for shipping than they charged manufacturers. Farmers also blamed manufacturers in the East for charging high prices. They resented banks for charging high interest rates.

Farmers began to organize to solve their problems. The first farmers’ organization was the National Grange. This was a network of local organizations that offered education, fellowship, and support to farmers. The Grange tried to get farmers to support themselves without help from others. The Grange set up cooperatives. These were stores where farmers bought goods from each other. Cooperatives charged lower prices than regular stores. To help farmers stay out of debt, they accepted only cash as payment. But the cooperatives did not work. Farmers usually had to borrow money until their next crop was sold. The cash-only cooperatives could not survive when farmers needed to borrow money.

Identifying

Name three groups that farmers blamed for their economic problems.
1. ___________________
2. ___________________
3. ___________________
The Grange tried to save farmers money by getting states to limit railroad rates. Many states in the Midwest passed laws that helped. But the railroads soon put so much pressure on the states that they repealed the rate laws.

The Farmers’ Alliances were also set up to help farmers. These were a network of organizations that backed education and cooperative buying and selling. The Alliances asked the government to store farmers’ crops and lend them money. They hoped this would reduce the power that railroads, banks, and merchants had over farmers. The Alliances could have been a powerful force, but regional differences and personality clashes kept the Alliances apart.

In 1890 the Farmers’ Alliances got involved in political campaigns. They formed a political party called the People’s Party of the U.S.A. It was also known as the Populist Party. The goals of the party were based on populism, or appeal to the common people.

The Populists thought that the government should own railroads and telegraph lines. They wanted to replace the gold-based money system with a system based on free silver, or the unlimited production of silver coins. They believed that more farmers could pay their debts if more silver coins were put into the economy.

The Populist Party wanted political changes. They wanted the president and vice president to serve only one term. They also wanted to elect senators directly. They fought for shorter hours for workers and for a national income tax that would tax higher earnings at higher rates.

Farmers and debtors liked the idea of free silver. They hoped that their loans could be repaid more cheaply. Silver-mining companies also supported the idea.

Democrat William Jennings Bryan and Republican William McKinley ran for president in 1896. Bryan supported free silver and other Populist ideas. McKinley opposed free silver. By election time, the economy was improving, and McKinley won by a landslide.

Despite the loss, the Populist Party made a difference. In the 1900s, the nation ended the gold standard. It also adopted an eight-hour workday, an income tax, and the direct election of senators.
Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. Evaluating Why were farmers continually in debt?

2. Speculating Why would the Populist Party support a system that taxed higher earnings at higher rates?

Expository Writing

In the space provided, compare the National Grange and the Farmers’ Alliances. Include information about the purpose of each network as well as their actions.
After the Civil War, the railroad system grew quickly. It led to economic growth in the United States. As the railroad system grew, many railroad companies consolidated. **Consolidation** is the practice of combining separate companies. Large railroad companies bought smaller companies or drove them out of business. Consolidation made companies more efficient, and they developed standard prices.

Some people made fortunes by consolidating railroad companies. These powerful people, known as **railroad barons**, controlled the railroads. The barons were aggressive, and there were few laws to control how they did business.
Railroads helped the nation’s economy. They helped manufacturers ship their goods. They helped farmers reach markets in the cities. Building tracks increased the demand for lumber, iron, and steel. It caused these industries to grow.

The coal industry also grew. It provided fuel for the trains. The railroads provided jobs for thousands of people.

At first, railroad tracks were not the same across the country. Different lines used different widths of tracks. As a result, trains from one line could not run on a different line. As the railroad companies consolidated, they began to use a standard gauge for all tracks. This meant that all tracks would be built using the same width. Now all trains could run on all tracks. Use of the standard widths made transportation faster and cheaper. Trains no longer had to be unloaded and reloaded to other trains that ran on different tracks.

New technology also improved the railroads. George Westinghouse invented air brakes. They improved the safety of train travel. Janney car couplers made linking train cars easier. They were invented by Eli H. Janney. Gustavus Swift developed refrigerated cars to keep meat and other goods from spoiling. This allowed these goods to be shipped over long distances. The Pullman sleeping car was developed by George M. Pullman. This luxury car had seats that changed into beds for overnight trips.

Railroad companies fought to keep their old customers and to win new ones. Large railroads gave secret discounts, called rebates, to their largest customers. Smaller railroads were often forced out of business. The discounts for large customers increased rates for other customers, including farmers.

Railroad barons also made secret deals among themselves, called pools. They divided business among their companies and set rates. Without competition, railroads could charge higher rates and make larger profits.

The railroad network helped industry expand west. The manufacturing center for farm equipment moved from the East to the Midwest. The railroads also helped the American population move. They took people to the Great Plains and the West and from rural areas to the cities.

Name four industries that grew due to the expanding railroads.
1. 
2. 
3. 
4. 

How did pools affect the rates customers would pay?

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Answer these questions to check your understanding of the entire section.

1. **Contrasting** Explain how trains carried goods across the nation before and after a standard gauge was set.

2. **Analyzing** Why were rebates offered to large railroad customers? How did rebates affect smaller customers?

**Expository Writing**

In the space provided, make a list of the advantages and disadvantages that the railroad had for different groups of customers. After you complete your list, write a paragraph summarizing the effect of railroad expansion on one of the groups.
Chapter 5, Section 2 (Pages 146–151)

Inventions

Essential Question
How did the inventions of the late 1800s revolutionize society?

Directions: As you read, complete a chart like the one below to show how inventions of the late 1800s affected society.

<table>
<thead>
<tr>
<th>Invention</th>
<th>Effect on Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>7.</td>
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<tr>
<td>8.</td>
<td></td>
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</tbody>
</table>

How did new inventions help unify the country?

Communications (pages 147–148)

New inventions of the 1800s helped people communicate more quickly over long distances. They also helped unify the country and promote economic growth.

The telegraph was introduced in 1844. By 1860, thousands of miles of telegraph lines connected the country. Operators sent messages by Morse code around the nation. In 1866 Cyrus Field laid telegraph cable across the Atlantic Ocean. Messages could then be sent between America and Europe, bringing nations closer together.

Telegrams allowed messages to be sent almost instantly. Telegrams were used to order goods, to send stories from reporters to newspapers, and to send personal messages.

Alexander Graham Bell took communications one step further. He invented the telephone. Businesses were the first to use telephones. Even so, telephones quickly became popular in homes as well.
Thousands of inventions were created in the United States in the late 1800s. Many, like the typewriter and adding machine, were designed to help businesses. Others were used in everyday life. In 1888 George Eastman invented the Kodak, a small box camera that made it easier and cheaper to take pictures. John Thurman made housework easier with his invention of the vacuum cleaner.

Thomas Edison set up a laboratory to make inventions. Out of his laboratory came the motion picture projector, the phonograph, the storage battery, and most importantly, the electric lightbulb. Edison also developed power plants that could produce electric power. By 1882, he had built an electric power plant in New York City that lit up 85 buildings.

George Westinghouse added to Edison’s work. In 1885 he built transformers that could send electric power more cheaply over long distances. Soon factories, trolleys, streetlights, and lamps throughout the nation were powered by electricity.

Several African Americans developed inventions. Lewis Howard Latimer improved the wire for the lightbulb. Granville Woods patented the electric incubator and various railroad improvements. Elijah McCoy invented a device for oiling machinery. Jan E. Matzeliger developed a shoe-making machine that changed the shoe industry.

In 1903 Henry Ford started his own auto-making company in Detroit. In 1908 he introduced the Model T. This car was sturdy and affordable. It became popular. Ford also created a new way to make cars—the assembly line. On the assembly line, each worker performed one production task again and again. The assembly line was soon used in other industries as well. The assembly line allowed mass production, or production of large quantities, of goods. This reduced costs and prices.

Merchants looked for better ways to sell their goods. Many began using the mail. Companies like Montgomery Ward and Sears Roebuck printed catalogs of their goods. Chain stores, such as F.W. Woolworth’s “five-and-ten-cent stores,” grew rapidly. These were stores with branches in many places.
Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. Speculating  What advantage did the telephone have over the telegraph?


2. Analyzing  Why were the inventions of the light bulb, power plants, and transformers so significant?


Descriptive Writing

Choose two or more inventions, and describe how your life would be different without them. Choose inventions that have a great impact on your life.
In the 1850s, researchers discovered that oil could be burned to produce heat and smoke-free light. It also could be used to lubricate machines. In 1859 Edwin Drake drilled a well and struck oil. This led to the start of the petroleum industry.

During the late 1800s, the United States changed from an agricultural economy to an industrial economy. This was possible because the United States had many resources. These resources included the factors of production—land, labor, and capital. Land means the land plus the natural resources within the land. Labor is the workers who turn raw materials into goods. Capital includes the machines, buildings, and tools used to make other goods. Capital also means money for investment.

Companies needed more capital to grow their businesses. One way to get more capital is to become a corporation. This is a company that sells shares of its business, or stock, to the public. People who buy stock are partial owners called shareholders. They can earn dividends, or cash payments from the corporation’s profits. They can also lose money if the corporation performs poorly.

The growth of corporations helped industries grow following the Civil War. Railroads and manufacturing firms were among the first to form corporations.
The first oil strikes attracted prospectors to Pennsylvania, Ohio, and West Virginia. The oil industry grew quickly. John D. Rockefeller built an oil refinery in Ohio. He became one of the most famous people in the industry. He formed the Standard Oil Company of Ohio. The company became powerful and wealthy. It combined competing companies into one corporation. This is called horizontal integration.

Rockefeller dropped his prices to force other oil companies out of business. He pressured customers not to work with competitors, and he convinced railroads to give him special rates. In 1882 he formed a trust, or a group of companies managed by the same board of directors. Rockefeller had created a monopoly, or total control of an industry by a single producer.

The steel industry also became huge in the late 1800s. Demand for steel rose as railroads and bridges were built. New methods of making steel changed the industry. They allowed mills to produce large amounts of steel at lower prices. Pittsburgh became the steel capital of the nation.

In 1865 Andrew Carnegie invested in the growing iron industry. He soon saw that steel was in high demand, so he built a steel plant near Pittsburgh. By 1890, Carnegie led the industry. He acquired the companies that provided the equipment and services he needed. This is called vertical integration.

Carnegie, Rockefeller, and other millionaires of the time used some of their money to benefit the community. Carnegie donated $350 million. He built Carnegie Hall and more than 2,000 libraries. Rockefeller used his fortune to create the University of Chicago and New York’s Rockefeller Institute for Medical Research.

In 1889 New Jersey allowed holding companies to buy the stock of other companies. Other states passed laws that made mergers, or the combining of companies, easier. These laws encouraged the development of monopolies. Some Americans liked the efficiencies of large businesses. Others complained that less competition hurt consumers. In 1890 the Sherman Antitrust Act was passed. It made trusts and monopolies illegal. However, in its early years, the act had little effect on big business.
Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. **Determining Cause and Effect** How could the Standard Oil Company afford to drop its prices so low? How did this force other companies out of business?

2. **Drawing Conclusions** Would you describe Carnegie and Rockefeller as competitive and greedy, or as caring and generous? Explain your answer.

---

**Expository Writing**

In the space provided, name and describe the three factors of production. Give at least one example of each.
Chapter 5, Section 4 (Pages 160–164)

Industrial Workers

Essential Question
Why did workers form labor unions in the middle to late 1800s?

Directions: As you read, fill in a graphic organizer like the one below to list the reasons that workers formed labor unions in the middle to late 1800s.

1. 

2. 

3. 

Formation of Labor Unions

Notes

Working Conditions (page 161)

Calculating
How many hours per week did many people work in the late 1800s?

As industry grew in the late 1800s, new jobs were created. But working conditions in factories and mines were poor. Many people worked 10 to 12 hours per day, six days per week. They worked in unsafe and unhealthy conditions. Garment makers worked in dangerous, crowded factories called sweatshops. Many women and children worked in the factories. Child-labor laws were often ignored.

Growth of Labor Unions (pages 162–164)

Unhappy workers organized into groups called labor unions. They demanded that employers give them better pay and working conditions. Skilled workers had formed trade unions earlier in the 1800s. Trade unions represented workers in specific trades, or crafts. They were too small to have much impact.

In 1869 Philadelphia garment cutters started a trade union called the Knights of Labor. Led by Terence V. Powderly, it
became a national organization. Unlike most unions, the Knights asked women, African Americans, immigrants, and unskilled workers to join. The union grew in size, but it lost public support because of strikes.

The American Federation of Labor (AFL) formed in 1881. This group of unions represented skilled workers in many trades. Led by Samuel Gompers, it fought for higher pay, shorter hours, better working conditions, and the right to collective bargaining. Collective bargaining is when unions represent workers in labor discussions with management. Violent strikes turned the public against this group, but it continued to grow. By 1904, it had more than 1.6 million members.

Many unions would not allow women to join, so some women formed their own labor unions. In 1911 a fire broke out at the Triangle Shirtwaist Company. This sweatshop had locked its doors to keep employees from leaving early. Almost 150 workers were trapped and killed. This event led the International Ladies' Garment Workers Union to fight for safer working conditions.

In the 1870s and 1890s, companies lowered wages and fired some workers because of poor economic conditions. Workers reacted by striking. The strikes sometimes led to violence. In one case, strikers destroyed railroad tracks and property. Federal troops were brought in to stop the violence, and strikebreakers were hired to replace the striking workers.

In 1886 police and strikers clashed in Chicago’s Haymarket Square. A bomb killed a police officer. Several more people were killed in the riot that followed. After the Haymarket Riot, many Americans linked unions with terrorism and disorder.

In 1892 workers went on strike at Andrew Carnegie’s steel plant in Homestead, Pennsylvania. They were protesting a cut in wages. The managers hired nonunion workers to replace the strikers and brought in guards to protect them. A fight broke out, and at least 10 people were killed. After this strike failed, membership in the steelworkers’ union declined.

Workers at George Pullman’s railway-car plant also went on strike when wages were cut. Pullman closed the plant. The American Railway Union backed the strikers by refusing to handle Pullman cars. This caused rail traffic to stop. The government issued an injunction, or court order, to stop the strike. The union and its leader, Eugene V. Debs, refused to end the strike. Debs was sent to jail, and the strike was soon over. This dealt another blow to the unions.
Section Wrap-Up  

Answer these questions to check your understanding of the entire section.

1. **Distinguishing Fact From Opinion** Put an F in front of the statements that are facts and an O in front of those that are opinions.

   ___ Employers deserved to experience strikes because they cut wages of workers.
   ___ Strikes can lead to violence.
   ___ The AFL fought for better pay, hours, and working conditions.
   ___ Children under the age of 16 should not work.
   ___ Sweatshops were dangerous.
   ___ Women should have been allowed to join unions.

2. **Determining Cause and Effect** Fill in the graphic organizer below to list the chain of events that led to negative views of the labor movement.

   ![Diagram](image)

   On a separate sheet of paper, write a newspaper editorial either for or against the right to strike. Write as if you are living in the late 1800s. Give facts to support your argument.
The New Immigrants

Essential Question
What were some characteristics of the new wave of immigrants that arrived after 1865?

Directions: As you read, complete a graphic organizer like the one below to list five characteristics of the new wave of immigrants that arrived after 1865.

A Flood of Immigrants (pages 171–173)

Most people who came to the United States before 1865 were from northern and western Europe. These were the “old” immigrants. After the Civil War, many “new” immigrants came from eastern and southern Europe. Many were Catholics or Jews and did not speak English. They chose to live in areas made up of people from their home country. As a result, they did not blend into society as easily as the “old” immigrants.

Economic troubles caused many people to emigrate, or leave their homelands. Jobs were in short supply in some places. In other places, farmers could not own enough land to support their families. Many places had crop failures.

Some people left their homelands because they were treated poorly. Some countries passed laws against certain ethnic groups. These are people who speak a different language or follow different customs from those of others in a country.

The immigrants who came to the United States believed they could find a better life here. The journey was not an easy one. It took about 12 days to cross the Atlantic Ocean and many weeks to cross the Pacific Ocean. Most immigrants traveled in steerage. These are cramped quarters on the lower decks of the ships. That was the cheapest way to travel.
Most people landed at New York City where, after 1866, the magnificent sight of the Statue of Liberty greeted them. At the base of the statue were the stirring words of Emma Lazarus, an American poet. The immigrants had to register at government centers such as Ellis Island in New York Harbor. Those from the Asian countries often registered at the center on Angel Island in San Francisco Bay. Examiners asked immigrants for their name, occupation, and whether they had relatives in the United States. Immigrants also had to take health exams.

The biggest challenge for immigrants was finding a job. Some found work in industries such as the steel mills. Many others worked in sweatshops. These were dark, crowded shops where workers made clothing. The work was hard and often unsafe. The pay was low, and the hours were long.

In their new homes, immigrants wanted to keep their own cultures. Most also wanted to assimilate, or become part of the American culture. Sometimes these two desires caused conflict. For example, while parents continued to speak their own language, children spoke English at school and with their friends. The grandchildren of the immigrants generally spoke only English. New lifestyles sometimes conflicted with traditional ways. This caused problems for some families.

Most immigrants did not have enough money to buy land in the United States. They often settled in cities and worked as unskilled laborers. People of the same ethnic group usually lived in the same area. Jewish, Italian, and Polish groups had their neighborhoods in cities such as New York and Chicago. The immigrants wanted their communities to have some of the same things they had left behind in their homelands. They set up houses of worship and celebrated the holidays as they did in their homelands. Many of the ethnic groups had their own newspapers printed in their home languages. They also had their own stores and theaters.
Many native-born Americans did not like the new wave of immigrants. They were afraid that the new immigrants would take away their jobs. They feared that the new immigrants would drive down wages by working for lower pay. These Americans also thought that the new immigrants would never fit into American society.

People found it easy to blame immigrants for all sorts of problems. They were often blamed for increasing crime and unemployment. The nativist movement had been against immigration since the 1830s. That movement became stronger in the late 1800s. Congress responded to this tide of feeling. It passed the Chinese Exclusion Act in 1882. Under this act, Chinese workers could not come to the United States for 10 years. In 1907 the United States and Japan agreed to limit the number of Japanese immigrants. Other laws had an impact on immigrants from all nations. The Immigration Act of 1917 said that immigrants had to be able to read and write in some language.

Not all Americans feared immigration. Some saw the value that the immigrants had. Immigrants gave industry a new source of workers. Immigrants also made the United States even better with the culture of their homelands.

**Section Wrap-Up**

*Answer these questions to check your understanding of the entire section.*

1. **Determining Cause and Effect** What caused so many people to leave their homelands and come to the United States after 1865?

2. **Analyzing** Why did some native-born Americans not like the new immigrants?

---

**Expository Writing**

*Take on the role of a “new” immigrant to the United States. On a separate sheet of paper, write a journal entry about why you and your family came to the United States, where you settled, and what your life is like now.*
Growth of Cities

Describe where the following classes of people lived in the cities of the late 1800s.

1. Poor:__________
   __________

2. Middle class:____
   __________

3. Wealthy:__________
   __________

The United States was changing from a rural to an urban nation in the late 1800s. Immigrants played a big part in the growth of cities. In many big cities, like New York, immigrants made up about 80 percent of the population. Farmwork also changed. New farm machines made it possible to grow crops using fewer workers. Many people left the farms to find work in cities. African Americans also moved to Northern cities. They hoped to find jobs and less discrimination there.

The nation had a good transportation system and many resources. Railroads helped cities grow. Trains carried cattle to Chicago and Kansas City, making these cities large meatpacking centers. Some cities grew because of nearby resources. For example, Pittsburgh became the big iron and steel manufacturing center because iron ore and coal were found in the area. New York and other seaports grew even bigger as trade with the rest of the world increased.

In the big cities, the poorest people lived in tenements. These were apartment buildings in the slums, or poor, rundown urban areas. The growing middle class had families of
doctors, lawyers, and managers. They moved to the **suburbs**. These are areas where people live outside of city centers. The very rich lived in huge mansions in the cities. They had grand lives. Because of their great wealth and the poverty beneath it, this time period became known as the Gilded Age. *Gilded* means that something is covered with a thin layer of gold.

**Cities in Crisis** *(page 181)*

**Identifying**

**What was Hull House?**

The quick growth of cities caused problems. Garbage built up everywhere, and sewers could not hold all the waste. Fires were always a threat. The filth caused many diseases to spread. Disease was not the only threat. The poverty in cities led to crime. Homeless children often committed minor crimes to survive. Gangs roamed the streets. Many people worked to improve city life and to help the poor. Some help for the poor came from religious groups and from **settlement houses**. One of the most famous settlement houses was Chicago’s **Hull House**. It was founded by Jane Addams in 1889.

**The Changing City** *(pages 182–183)*

**Drawing Conclusions**

**Why did architects in the late 1800s begin to design skyscrapers?**

The growth of cities led to new developments. Cities had limited space. Architects had to begin building up rather than out. A 10-story office building was constructed in Chicago in 1884. It was the world’s first **skyscraper**. Louis Sullivan was one of the first to design skyscrapers. Soon architects were making plans for higher buildings.

Some people wanted those who lived in cities to enjoy the beauties of nature. Frederick Law Olmstead led the “City Beautiful” movement. He designed Central Park in New York and the fairgrounds in Chicago for the World’s Fair in 1892 and 1893. The Fair showed off American architecture.

Growing cities needed new ways for people to move around. Streetcars were the main form of transportation at the time. By the early 1900s, people were using cable cars, trolley cars, and subways in many of the big cities.

Bridges also helped improve transportation in the growing cities. Bridges linked parts of cities that were divided by rivers. These new forms of transportation helped cities grow. People who moved to the suburbs could use the train or trolley to go downtown to work or shop.
Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. Synthesizing  What problems did the growing cities in the late 1800s face?

2. Summarizing  What new forms of transportation developed in the late 1800s and early 1900s in the cities?

Descriptive Writing

Take on the role of a person from a rural area visiting a large city in the late 1800s. In the space provided, write a letter to a friend back home describing the changes in architecture and transportation. Also include the problems that you have observed.
A Changing Culture

Essential Question
In what ways did American culture change during the late 1800s?

Directions: As you read, complete a graphic organizer like the one below to list four ways that American culture changed during the late 1800s.

1. 
2. 
3. 
4. 

Cultural Changes

Expanding Education (pages 185–186)

Listing
List three ways that education had changed by the late 1800s.

1. 
2. 
3. 

Most Americans in 1865 attended school for only four years. By 1914, most states began to require children to have at least some schooling. More than 80 percent of children between 5 and 17 were in school. The biggest change was in high schools. The number increased from 100 schools in 1860 to 12,000 in 1914. Not everyone could get a public school education. Many African Americans received little or no education.

A new idea, known as progressive education, started around 1900. Supporters of this idea believed that children should be taught through hands-on activities. One supporter, John Dewey, believed schools stressed too much memorization of facts. He thought schools should relate what students learn to their interests.

Colleges in the United States changed in the late 1800s. States sold federal land to get money to start schools called land-grant colleges. Land-grant colleges allowed women to attend. Some new colleges, like Tuskegee Institute, provided education for African Americans. Tuskegee Institute was
Expanding Education  (continued)

founded by Booker T. Washington. Scientist George Washington Carver was one of its professors.

Reservation schools were set up to train Native Americans for jobs. Yet they were often far from students’ homes and cut students off from their tribal traditions.

A Nation of Readers  (pages 187–188)

More Americans began reading. New books, magazines, and newspapers were published. In 1881 Andrew Carnegie promised to set up a public library in any city that would pay the costs of running it. Soon every state had set up free public libraries.

Writers of the era explored new subjects. Their view was called realism because they described the lives of people. Regionalism focused on a particular region of the country. Mark Twain was a realist and a regionalist. One of his main works, The Adventures of Tom Sawyer, was set along the Mississippi River. Stephen Crane wrote about city slums. Jack London wrote about the lives of hunters and miners. Edith Wharton wrote about the lives of upper-class Easterners. Paul Laurence Dunbar wrote books that used the dialects of Southern African Americans. Horatio Alger wrote a series of books based on the themes of hard work and honesty. They were sold as paperbacks. Millions of copies were sold.

Changes in printing led to the publishing of a daily newspaper that was read by millions. Joseph Pulitzer created a newspaper with illustrations, cartoons, and big headlines. William Randolph Hearst printed newspapers with vivid and grisly details. This type of writing was called yellow journalism. By 1900, some 5,000 magazines were being printed.

Leisure and the Arts  (pages 189–190)

Americans had more leisure time. To fill this time, they created ways to amuse themselves. For many people, that meant sports. Baseball became the most popular spectator sport. The first World Series was held in 1903. Football and basketball also became popular. In addition to watching sports, many Americans also played sports. Wealthy people played tennis and golf. Bicycling became popular as well.
Americans also enjoyed movies and shows. Large cities had theaters in which plays ranged from dramas to vaudeville shows. Vaudeville shows were variety shows with dancing, singing, comedy, and magic acts. Circuses and movies were also popular. Theaters called nickelodeons drew large audiences. They got this name because they charged people five cents to see short movies. They were the beginning of today’s film industry.

Europeans had an impact on American art and music during the 1800s. After that time, however, Americans began creating their own style. Some American painters used realism in their works. Frederic Remington showed the American West. He depicted cowhands and Native Americans. Winslow Homer painted Southern farmers.

American styles of music also became popular. John Philip Sousa created marches. African American musicians had a new kind of music called jazz. This kind of music combined parts of work songs, gospel music, spirituals, and African rhythms. Related to jazz was ragtime music. Scott Joplin was a famous ragtime composer.

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. Making Connections How did changes in education affect the number of magazines being printed by 1900?

2. Describing What did Americans do in their leisure time in the late 1800s?

On a separate sheet of paper, write an essay in which you describe what you think most affected the greater interest in reading by Americans in the late 1800s. Give reasons for your opinion.
In the late 1800s, many Americans wanted reforms in government and business. Powerful organizations called political machines controlled local government in many cities. The machine’s representative in each part of a city was called the political boss. The boss controlled jobs and services and could help citizens. Many bosses were dishonest and made money from their activities. For example, many took kickbacks, or illegal payments, from contractors. One corrupt boss in New York City was William H. Tweed. “Boss Tweed” and his ring of corrupt officials collected millions of dollars in illegal payments in the 1860s and 1870s.

Reformers wanted to take away power from the political bosses. They wanted to make government more honest. As a result, some cities began using commissions, or groups of leaders, to control local government.

At the federal level, several presidents tried to change the spoils system. Under this system, political supporters received government jobs. Many people who received the jobs were not qualified or were dishonest. In 1883 Congress passed the Pendleton Act. This law set up the Civil Service Commission to give tests for federal jobs.
Many Americans thought trusts, or groups of companies, had too much power. In 1890 Congress passed the Sherman Antitrust Act, the first federal law to control trusts and monopolies.

Reformers also wanted new laws to regulate railroads. The railroads had formed an oligopoly. In an oligopoly, a few large companies control prices for an entire industry. In 1887 Congress passed the Interstate Commerce Act. This law required railroads to charge “reasonable and just” rates.

Reformers also believed tariffs were too high. Grover Cleveland favored lower tariffs. He was elected president in 1893.

In the early 1900s, reformers had new ideas for solving social problems. Socialists, like Eugene V. Debs, wanted the government to own and operate resources and major industries. Other reformers, called progressives, wanted government to regulate industries, not own them. They wanted government to be more efficient and less influenced by powerful businesses.

Journalists called muckrakers helped reformers by exposing corruption. One muckraker, Ida Tarbell, exposed unfair practices in the oil industry. Another muckraker, Upton Sinclair, wrote a novel describing the horrors of the meatpacking industry. In response, Congress passed the Meat Inspection Act and the Pure Food and Drug Act. These laws kept harmful food from being sold. They also required accurate labels on food and medicine.

Progressives wanted to increase people’s control of government. Oregon made important government reforms. The initiative allowed voters to place issues on ballots in state elections. Voters could accept or reject measures with the referendum. The recall allowed voters to remove incompetent officials.

Progressives also changed the way senators were elected. At that time, state legislatures chose senators. In 1912 Congress passed the Seventeenth Amendment. This amendment gave people the right to elect their senators directly.
Answer these questions to check your understanding of the entire section.

1. **Explaining** How did muckrakers help reformers fight corruption?

2. **Determining Cause and Effect** How did the Oregon reforms increase people's control of government?

---

**Expository Writing**

*In the space below, write an essay comparing socialists and progressives. Explain the similarities and differences between the two kinds of reformers.*

---

Chapter 7, Section 1

---
Women and Progressives

Essential Question
How did reforms affect the lives of women and other groups in the late 1800s?

Directions: As you read, complete a graphic organizer like the one below to describe how two constitutional amendments affected women.

<table>
<thead>
<tr>
<th>Amendment</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eighteenth</td>
<td>1. ____________________</td>
</tr>
<tr>
<td></td>
<td>____________________</td>
</tr>
<tr>
<td>Nineteenth</td>
<td>2. ____________________</td>
</tr>
<tr>
<td></td>
<td>____________________</td>
</tr>
</tbody>
</table>

Women’s Roles Change (pages 209–210)

Describing
Underline adjectives in the paragraph to the right that describe the “new women” of the late 1800s.

In the late 1800s, more people left farms to work in cities. Families became smaller, and more children spent the day at school. New technology made women’s housework easier. These changes gave middle-class women time to pursue activities outside the home. Some attended college and started professional careers. These educated, modern women were called “new women.” Jane Addams, for example, was a pioneer in the field of social work. She inspired many young women. So did Mother Cabrini, an Italian nun who worked with the poor.

Many women joined women’s clubs. At first, these clubs focused on cultural activities. Later, they became concerned about social problems. African American women started their own clubs. Mary Church Terrell and other women from these clubs formed the National Association of Colored Women.

The Fight for Suffrage (pages 210–212)

After the Civil War, freed men were given the right to vote, but women still could not vote. Some leading abolitionists became suffragists. These are people who fought for women’s
right to vote. Suffragists formed organizations, like the National American Woman Suffrage Association, to fight for the vote. Some people opposed the idea of giving women the vote. They thought woman suffrage would lead to divorce and child neglect. But many middle-class and working-class women wanted the right to vote. They organized marches and gave speeches. Some even participated in a hunger strike.

In 1920 women finally won the right to vote when the Nineteenth Amendment was ratified.

Which reforms of the 1800s do you still see today?

During the Progressive Era, women helped improve the lives of others. Middle-class women helped working-class people and immigrants. They supported schools and libraries and raised money for various charities.

Some women supported laws to regulate labor of women and children. They pressured Congress to create the Children’s Bureau in the Labor Department. They also influenced state legislators to provide pensions for widows and for abandoned mothers with children.

Working women formed the Women’s Trade Union League. This group encouraged women to create labor unions. It also supported the rights of women factory workers. Members raised money to support women workers who went on strike.

In 1874 the Woman’s Christian Temperance Union (WCTU) was founded. Twenty years later, the Anti-Saloon League was formed. These groups called for temperance, or not drinking alcohol. They supported prohibition. These were laws that banned the making and selling of alcohol. Frances Willard became head of the WCTU and taught people about the dangers of alcohol abuse. In 1917 Congress passed an amendment that made it illegal to produce, transport, or sell alcohol in the United States. The Eighteenth Amendment, also known as the Prohibition Law, was ratified in 1919.
Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. **Determining Cause and Effect** How did changes in the late 1800s make it easier for women to be involved in reform movements?

2. **Hypothesizing** Why do you think women led the crusade against alcohol?

---

Descriptive Writing

*In the space below, write a diary entry from the point of view of a woman suffragist. In the diary entry, describe some activities the woman might be involved in and her feelings about the right to vote.*
Progressive Presidents

Essential Question
Why were Theodore Roosevelt and William Howard Taft known as progressive presidents?

Directions: As you read, complete a chart like the one below to identify three progressive actions of Theodore Roosevelt and William Howard Taft.

<table>
<thead>
<tr>
<th>Progressive Actions</th>
<th>Roosevelt</th>
<th>Taft</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>

Notes

Theodore Roosevelt (pages 215–217)

In 1901 President McKinley was assassinated. Vice President Theodore Roosevelt took over the presidency. Roosevelt had progressive ideas. Early in his presidency, Roosevelt targeted a railroad monopoly, the Northern Securities Company. The Supreme Court ordered that the monopoly be taken apart. Roosevelt then brought charges against other industries. He became known as a trustbuster. But he did not want to break up all trusts. He believed that “good” trusts were concerned about the public.

In 1902 Roosevelt had to deal with a major labor crisis. Members of the United Mine Workers went on a long strike. Mine owners refused to negotiate with workers. Roosevelt threatened to send troops to work in the mines. The owners then agreed to arbitration. Arbitration means settling the dispute by agreeing to accept the decision of a neutral outsider. The mine workers won higher wages and fewer hours.
In the 1904 presidential election, Roosevelt promised Americans a **Square Deal**, or fair and equal treatment for all. He won easily. His Square Deal called for government regulation of business. The Meat Inspection Act and the Pure Food and Drug Act allowed government agencies to inspect businesses.

Roosevelt also believed in **conservation**, or the protection and preservation of the country’s natural resources. He set aside hundreds of acres of national forests for wildlife sanctuaries. Roosevelt has been called the nation’s first environmental president. But he tried to balance business and conservation.

**William Howard Taft** *(pages 217–219)*

**Identifying**

Complete the following sentences.

1. In the 1908 election, Roosevelt supported ____________________.

2. The winner of the 1912 election was ________________.

**Listing**

List four progressive reforms supported by Woodrow Wilson.

1. ________________
2. ________________
3. ________________
4. ________________

Theodore Roosevelt chose not to run in the 1908 presidential election. Instead, he chose William Howard Taft to run for president. Taft easily won the election.

Taft supported many of Roosevelt's policies. He won even more antitrust cases than Roosevelt had. He supported job safety for mine and railroad workers. He also supported the Sixteenth Amendment. This amendment allowed the government to tax people's incomes. Progressives believed income taxes were fairer than tariffs.

Despite these actions, many progressives were disappointed in Taft. They believed he was weak on conservation and tariffs. Roosevelt also became disappointed in Taft. In 1912 Roosevelt decided to run for president again. Roosevelt won every primary. Primaries are elections in which a political party chooses its candidate. But Taft had the support of party leaders and business interests, and he won the Republican nomination.

Roosevelt charged party leaders with stealing the nomination from him. He and his supporters formed a new party, the Progressive Party. They held their own convention and nominated Roosevelt. The split in the Republican Party hurt both Roosevelt and Taft. Woodrow Wilson, the Democratic candidate, won the election.

Wilson was a progressive reformer. He called his program the “New Freedom.” In 1913 he convinced Congress to lower tariffs on imports. The same year, Congress passed the Federal Reserve Act. This law created 12 regional banks to regulate the banking industry. Wilson also wanted to strengthen government control of business. In 1914 Congress created the Federal Trade Commission. This commission investigated unfair trade practices. Wilson also supported the Clayton Antitrust Act. This law was a major weapon against trusts.
Section Wrap-Up  

Answer these questions to check your understanding of the entire section.

1. **Explaining**  Why has Theodore Roosevelt been called the first environmental president?

2. **Determining Cause and Effect**  Why did Woodrow Wilson win the 1912 election instead of Roosevelt or Taft?

---

**Persuasive Writing**

In the space below, write a few paragraphs for a campaign brochure for either Taft or Roosevelt in the 1912 election. Explain why voters should support your candidate.

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Chapter 7, Section 3
Groups Suffering From Discrimination

1. Jewish immigrants
2. Asian immigrants
3. Catholics
4. African Americans
5. In the 1800s, many Americans wanted the nation to remain a white Protestant country. Nonwhites, non-Protestants, and immigrants often faced discrimination. Discrimination is unequal treatment because of race, religion, ethnic background, or place of birth.

Some Americans faced discrimination because of their religion. Catholics and Jews were two religious groups that suffered discrimination. Eastern European Jews faced extra discrimination, because eastern Europeans were seen as more “foreign” than western Europeans.

People also faced discrimination because of race. Asians faced discrimination in Western states. White Americans claimed that Chinese immigrants took jobs away from them. In 1882 Congress passed a law to stop Chinese immigration. The Gentlemen’s Agreement with Japan limited Japanese immigration.

African Americans also faced discrimination. They were denied basic rights. Many held low-paying jobs. They were segregated, or separated, from white society. The Supreme Court legalized this segregation in the case Plessy v. Ferguson. In 1915...
the Ku Klux Klan was reborn. The new Klan targeted Catholics, Jews, and immigrants, as well as African Americans.

Many people lost their jobs during economic depressions in 1893 and 1897. Some people took out their frustration on African Americans and other minorities. More than 2,600 African Americans were lynched between 1886 and 1916.

Most progressive reformers were from the middle or upper class. They improved conditions for many Americans, but some of their reforms discriminated against minorities. Other reforms were really attempts to control certain groups. For example, the temperance movement was partly an effort to control Irish Catholic immigrants.

During the Progressive Era, minorities had to fight for justice on their own. African Americans rose to the challenge. Booker T. Washington founded the Tuskegee Institute. He believed African Americans needed more economic power. He encouraged African Americans to seek education and learn skills. He also promoted business development among African Americans. W.E.B. Du Bois, another African American leader, thought the right to vote was the way to end racial inequality. He helped start the Niagara Movement to fight for equal opportunities. This movement led to the creation of the National Association for the Advancement of Colored People. Other African Americans, like George Washington Carver and Maggie Lena, achieved success in a variety of professions.

African American women also worked to end discrimination. The National Association of Colored Women fought lynching. A book by Ida B. Wells caused the number of lynchings to decline.

Native Americans and Mexican Americans also faced discrimination. In 1911 Native American leaders formed the Society of Native Americans to improve their living conditions. The society tried to teach white Americans about native cultures. Mexican Americans formed mutualistas, or self-defense groups, to provide insurance and legal help. These groups handled problems in labor camps and barrios, or Mexican neighborhoods.
Answer these questions to check your understanding of the entire section.

1. **Determining Cause and Effect** What effect did progressive reformers have on minorities?

2. **Contrasting** How did Booker T. Washington’s ideas about achieving equality differ from those of W.E.B. Du Bois?

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**Informative Writing**

In the space below, write a letter to a friend from the point of view of a member of a minority group during the Progressive Era. In your letter, describe your struggles with discrimination and events that have helped or hurt your cause.

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Motives for Imperialism

In the late 1800s, many Americans began to reject isolationism, or noninvolvement in world affairs. This idea had guided foreign policy since George Washington’s presidency. Americans had increased their territory by moving west and south. This was known as expansionism. Most of the land between the Atlantic and Pacific coasts was now settled.

Directions: As you read, complete the diagram below to show three reasons why the United States extended its influence to other regions in the late 1800s.

1. isolationism:
2. expansionism:
3. imperialism:

Define the following words:

1. isolationism:

2. expansionism:

3. imperialism:

In the late 1800s, many Americans began to reject isolationism, or noninvolvement in world affairs. This idea had guided foreign policy since George Washington’s presidency. Americans had increased their territory by moving west and south. This was known as expansionism. Most of the land between the Atlantic and Pacific coasts was now settled.

Americans began to look overseas. Many Americans wanted an empire abroad. Merchants already traded with China. They wanted to trade with Japan as well. In 1853 Commodore Matthew Perry traveled to Japan with four warships. He asked the Japanese to begin trading with the United States. When he returned the next year, the Japanese signed the Treaty of Kanagawa. This treaty opened two ports to American ships.
The late 1800s and early 1900s were called an age of imperialism. Imperialism means creating empires by gaining control over weaker nations. Powerful European nations built large empires. One reason nations wanted to build empires was to gain raw materials. They also wanted new markets where they could sell their manufactured goods. These motives led European nations to compete for influence in Asia and Africa.

Some Americans believed imperialism would allow the country to become a world power. Secretary of State William H. Seward supported American empire building. He wanted the United States to create an empire in the Caribbean, Central America, and the Pacific. The empire would be connected by a canal across Central America, a transcontinental railroad system, and a telegraph system. As part of his plan, Seward bought Alaska from Russia in 1867. Many Americans thought the purchase was foolish until gold was discovered there in the 1890s.

Other Americans wanted to build an empire to spread Christianity and Western civilization. They thought Americans should bring their religion and culture to “uncivilized” nations in Africa, Asia, and Latin America.

Americans increased their influence in Latin America during this period. Secretary of State James G. Blaine invited Latin American leaders to a Pan-American Conference in 1889. The conference led to the Pan-American Union. This organization encouraged cooperation among member nations.

The United States needed a more powerful navy to support its expansion overseas. During the 1880s, the navy’s ships were improved by switching to steam power and steel hulls. By the early 1900s, the nation had a powerful navy.

In the text to the right, highlight the parts of the world that Western nations wanted to influence or control.

What were two events that extended American influence and control into other parts of the world?

1. ________________
   __________________
2. ________________
   __________________
Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. **Contrasting** What is the difference between isolationism and imperialism?

2. **Describing** How did the United States build a more powerful navy?

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**Informative Writing**

In the space below, write an essay explaining how Americans were able to extend their influence to other parts of the world.
Chapter 8, Section 2 (Pages 236–241)

Imperialism in the Pacific

Essential Question
Why did the United States expand its role in the Pacific?

Directions: As you read, complete the cause-and-effect diagram below to list two events that led Americans in Hawaii to set up a provisional government there.

1. Americans overthrew Liliuokalani and set up a provisional government in Hawaii

2. Americans began to build a trading empire in the Pacific in the mid-1800s. In 1867 the United States acquired the Pacific islands of Midway. These islands were important as a stopping place for American ships traveling to China.

Americans began trading with Hawaiians in the 1790s. In 1820 Christian missionaries and merchants from the United States began settling in Hawaii. In the 1830s, these Americans began buying land and setting up sugarcane plantations. They made huge profits and began to take control of most Hawaiian businesses and land.

In the 1890s, Congress placed tariffs on Hawaiian sugar. Sugar exports to the United States dropped. Sugar planters faced ruin. Hawaiians began to resist the growing influence of the Americans. Queen Liliuokalani took away the powers of the American sugar planters. Planters began plotting to make Hawaii a territory of the United States. In 1893 they overthrew Liliuokalani and set up a provisional government, or temporary government. In 1900 a treaty to annex, or add, Hawaii was approved. Hawaii became a territory of the United States.

In 1899 the United States and Germany split the Samoa Islands between them. They did this without asking the Samoans. The United States quickly annexed its part of the islands.

Notes

Listing
List three Pacific island groups that were acquired by the United States.
1. __________________
2. __________________
3. __________________

Defining
Highlight the definition of provisional government.
Pacific islands were used by foreign powers as stepping stones to China. China was unable to resist the foreign powers that wanted to use its vast resources. By the late 1890s, Japan, Germany, Great Britain, France, and Russia had set up spheres of influence in China. These were sections of the country where each of the foreign nations had special rights and privileges.

Some Americans worried about being left out of China. Secretary of State John Hay proposed an Open Door policy. This would give each foreign nation in China the right to trade freely within all the spheres of influence. The other powers were unwilling to approve the policy.

In 1899 the Boxer Rebellion broke out in China. During this rebellion, a secret Chinese society, the Boxers, revolted against the foreigners in China. It took a year for foreign troops to defeat the Boxers. Alarmed, the foreign nations approved a second Open Door proposal. It emphasized the importance of China’s independence and respecting the country’s borders.

Japan wanted to increase its power in Asia and began to ignore the Open Door policy. In 1904 Japan attacked the Russian fleet at a port in Manchuria, a province of China that contained many natural resources. This started the Russo-Japanese War. In 1905 leaders of Russia and Japan met in the United States and signed the Treaty of Portsmouth. This treaty gave Japan control over Korea. In return, Japan promised to stop expanding.

Tensions grew between the United States and Japan. Many Japanese had immigrated to the United States during the war. They settled in California. The Japanese resented their treatment in the United States and the limits placed on Japanese immigration. Relations between the two countries grew worse. Some people called for war. Roosevelt responded by sending 16 battleships on a cruise around the world. The Japanese were impressed. By 1909, the two countries had resolved many of their differences.
1. **Assessing** How would the Open Door policy benefit the United States?

2. **Analyzing** Why do you think Roosevelt sent 16 battleships on a cruise around the world?

---

**Expository Writing**

In the space below, write an essay explaining why the United States annexed Hawaii.
Cuba, an island 90 miles (144.84 km) from the United States, had been ruled by Spain for centuries. In 1895 José Martí led the Cuban people in a revolt. Many Cubans were killed. American newspapers printed shocking reports about the violent revolution. This type of sensational and biased reporting is called yellow journalism. Sympathy for the Cubans and the sensational reports led many Americans to call for war. But the U.S. government opposed American involvement.

In January 1898, rioting broke out in Havana, Cuba’s capital. President McKinley sent the battleship Maine to protect American citizens and property in Havana. On February 15, an explosion on the battleship killed 260 crew members. Americans blamed Spain for the explosion and called for war. In April Congress recognized Cuban independence and declared war on Spain.

The first actions in the Spanish-American War came in the Philippines. These islands in the Pacific were a Spanish colony. On May 1, 1898, U.S. Commodore George Dewey began a surprise attack that destroyed most of the Spanish fleet in Manila Bay. American troops followed in July. They helped Filipino rebels capture the city of Manila. The rebels took the main island and declared independence.

Next, American ships trapped a Spanish fleet in the harbor of Santiago, Cuba. Cuban and American troops then drove off Spanish soldiers in heavy fighting. On July 1, the Rough Riders,
led by Theodore Roosevelt, joined with African American soldiers to fight the Battle of San Juan Hill. They captured the hill after intense fighting. Two days later, Americans destroyed the Spanish fleet in the Santiago harbor. American troops then landed in the Spanish colony of Puerto Rico and quickly took control of the island. On August 12, the Spanish signed an armistice, or peace agreement. The war lasted less than four months. Only about 400 Americans died in the fighting. Secretary of State John Hay called it “a splendid little war.”

The Treaty of Paris was signed on December 10, 1898. It ended the war and most of the Spanish Empire. Cuba became an American protectorate. A protectorate is technically an independent country but is under the control of another country. In 1901 the United States gave Cuba full independence in exchange for certain rights. These conditions were known as the Platt Amendment. They prohibited Cuba from making treaties with other nations and gave the United States a naval base at Guantanamo Bay.

The treaty made Puerto Rico and Guam American territories. A territory is an area that is completely controlled by another country. In 1917 Puerto Ricans were given American citizenship, but many still wanted independence.

In the Treaty of Paris, Spain gave the Philippines to the United States in exchange for $20 million. Some American anti-imperialists fought approval of the treaty. They argued that American rule of other nations was undemocratic. They also argued that a large army would be necessary to control the Philippines and that Filipinos would compete with Americans for jobs. But the imperialists won. They argued that the Philippines would provide another naval base and a stopover on the way to China. It would also be a market for American products.

Filipinos began a fight for independence in February 1899. More than 4,000 Americans and 200,000 Filipinos died in the fighting. In 1901 the United States set up a civilian government in the Philippines to prepare the islands for self-rule. The Philippines eventually gained independence in 1946.
1. **Defining**  What is yellow journalism? How did it contribute to the start of the Spanish-American War?

2. **Contrasting**  What is the difference between a protectorate and a territory? Did the Treaty of Paris make Cuba, Puerto Rico, and Guam territories or protectorates?

**Persuasive Writing**

*Secretary of State John Hay called the Spanish-American War “a splendid little war.” Do you agree with this statement? Explain your point of view in an essay in the space below.*
Americans and Europeans wanted to build a canal across Central America to connect the Atlantic and Pacific Oceans. The Colombian province of Panama was an isthmus and seemed like a perfect site for the canal. An isthmus is a narrow strip of land connecting two larger bodies of land. French efforts to build a canal failed. In 1903 the United States negotiated a treaty with Colombia to lease a strip of land across Panama where a canal could be built. However, the Colombian Senate rejected the treaty.

Rebels in Panama had staged many revolts against Colombian rule. President Theodore Roosevelt believed they might revolt again if given American support. He sent a warship into the port of Colón on the coast of Panama on November 2, 1903. The next day, the Panamanians revolted. U.S. forces turned back Colombian troops which were sent to stop the revolt. The U.S. government quickly recognized Panama’s independence. Within weeks, the new nation of Panama signed a treaty with the United States. It gave the United States land on which to build a canal.

Building the Panama Canal was long and dangerous work. The canal finally opened on August 15, 1914. It was an immediate success. It shortened the trip between the Atlantic and Pacific Oceans. This helped both the U.S. Navy and U.S. trade. Yet many Latin Americans were angry over how the canal had been acquired.
President Roosevelt thought the United States should respond with military force to foreign crises. He believed this “big stick” approach would keep the world from falling into anarchy, or disorder and lawlessness. In 1904 Roosevelt said the United States had the right to act as a “policeman” in Latin America. This policy was known as the Roosevelt Corollary. The United States used the Roosevelt Corollary in 1905 in the Dominican Republic and in 1906 in Cuba.

Roosevelt’s successor, William Howard Taft, thought the United States should intervene in other nations’ affairs if American business interests were threatened. This policy was known as dollar diplomacy. Under this policy, American investments in Latin America grew. This money helped build roads, railroads, and harbors. It also increased trade and profits. However, U.S. military intervention in the region increased anti-U.S. feelings in Latin America.

In which of the situations below would Taft had been more likely to use dollar diplomacy? Circle the correct answer.

A Latin American country decides to take over all private businesses.

Rioting in Havana results in the deaths of two dozen Cubans.

In the early 1900s, Mexico was a poor country. A few rich landholders controlled the nation. American businesspersons also invested heavily in Mexican businesses. In 1911 a popular reformer, Francisco Madero, overthrew Mexico’s brutal dictator, Porfirio Diaz. Just two years later, Madero himself was overthrown by General Victoriano Huerta. Huerta favored wealthy and foreign interests.

President Woodrow Wilson wished to base his foreign policy on moral principles or “moral diplomacy.” He refused to recognize Huerta’s government. After civil war broke out in Mexico, Wilson allowed arms sales to Huerta’s rival, Venustiano Carranza. When Huerta’s forces arrested some American sailors, Wilson ordered troops to seize the port of Veracruz. Huerta was forced to flee, and Carranza took power.

Rebel leader Francisco “Pancho” Villa soon rose up against Carranza. Because of American support for Carranza, Villa and his forces killed 34 Americans in Mexico and New Mexico. U.S. troops under General John J. Pershing crossed into Mexico to pursue Villa. Many Mexicans protected Villa from capture. When World War I began, American troops left Mexico. The American actions, however, had created great resentment in Mexico.
Answer these questions to check your understanding of the entire section.

1. **Comparing and Contrasting** How were “dollar diplomacy” and “big stick” diplomacy alike? How were they different?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. **Determining Cause and Effect** Why did the U.S. government want to build the Panama Canal?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

**Informative Writing**

In the space below, write an essay explaining three ways that the U.S. government provoked anger and hostility in Latin America.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
In the late 1800s, nationalism caused many conflicts in Europe. Nationalism is a feeling of great loyalty to one’s country or group. New nations wanted to have power in the world. Ethnic groups wanted to break away from existing nations to form their own nations. Ethnic groups are people who share a common language and traditions.

Tension in Europe grew as nations competed for colonies in other parts of the world. If a nation had colonies, it had more status in the world. Having colonies also meant that a nation could have more resources. As nations competed for colonies, they built up their military forces. If one nation increased its military strength, its rivals felt threatened and built up their military forces. This militarism led Germany, France, and Russia to create great armies in the early 1900s.

As a result of all of this military buildup, an alliance system was created. This meant that nations in an alliance agreed to defend each other if any one of them was attacked. France, Great Britain, and Russia formed the Triple Entente. Germany, Austria-Hungary, and Italy formed the Triple Alliance. The purpose of alliances was to keep a balance of power. That is, it was to prevent one nation from trying to take over the others.
In the early 1900s, ethnic tensions were high in the Balkan Peninsula. One conflict was especially bitter. Slavic people in Austria-Hungary wanted their freedom, and Serbia supported them. On June 28, 1914, Archduke Franz Ferdinand, the heir to the empire in Austria-Hungary, was shot and killed in Bosnia. The assassin belonged to a Serbian group that wanted to unite the Slavs. A month after the shooting, Austria-Hungary declared war on Serbia. Germany came to the aid of its ally, Austria-Hungary. Russia supported Serbia. The European alliance system kicked into action. World War I began.

What ethnic group sought freedom from Austria-Hungary at the outbreak of World War I?

World War I had two sides: the Allied Powers, or Allies, and the Central Powers. The Allies included Great Britain, France, and Russia. Japan and Italy joined the Allies a few months after the start of the war. The Central Powers were Germany, Austria-Hungary, and the Ottoman (Turkish) Empire.

Germany first attacked Belgium, hoping to move on quickly to France and Russia. Belgium held out for three weeks. This delay gave France and Russia time to prepare for war. When Germany moved into France, the British and French met them. The Battle of the Marne stopped the German advance.

During the next three years, armies on the Western Front faced each other across a network of deep trenches. Trenches gave the troops protection from bullets and shells. In February 1916, the Battle of Verdun began in northeastern France. Lasting until December, this battle was one of the longest and bloodiest of the war.

World War I brought new and more deadly weapons. Soldiers had more accurate rifles, poisonous gas, and armored tanks. The most dramatic new weapon was the airplane. Planes could bomb targets and watch where enemy forces moved. On the seas, Germany used submarines, or U-boats. The Germans used these subs to sink ships carrying supplies to Britain.


Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. Evaluating How effective was the alliance system in keeping world peace?

2. Assessing In your opinion, which new weapon had the greatest impact as World War I progressed? Explain your answer.

Informative Writing

In the space provided, write a short story about the assassination of Archduke Franz Ferdinand. Include the cause of the shooting and describe what effects it had on the world.
Most Americans believed the war in Europe did not concern them. President Woodrow Wilson wanted the United States to remain neutral. Even so, Americans began to take sides. Many Americans or their families had come from European nations and felt loyal to their homelands. Most Americans felt sorry for the British and favored the Allies. To gain support, both Allied and Central forces used propaganda. They picked certain information to use in an effort to sway public opinion.

As a neutral nation, the United States wanted to trade with both sides. However, British blockades kept U.S. ships from reaching German ports. The United States asked the British to stop the blockades, but Britain did not give in. Barred from trading with Germany, the United States continued to trade with Britain. American trade with the Allies soared. France and Great Britain also borrowed money from the United States to fund the war. The U.S. economy boomed.
To stop U.S. aid to Britain, Germany said it would sink ships that came into or left British ports. President Wilson warned that the United States would hold Germany responsible for any American lives lost. The Germans ignored the warning. On May 7, 1915, a German sub sank the passenger ship *Lusitania*. Of the more than 1,000 people who died, 128 were Americans. A few months later, the Germans attacked a French ship. Several Americans were hurt in that attack. Germany offered money to the injured people. It also promised to warn neutral ships before attacking. This pledge seemed to resolve the issue.

What percentage of the *Lusitania* deaths were Americans?

The sinking of ships led Congress to build up U.S. armed forces. Yet antiwar feelings were still strong. Most Americans did not want the United States to enter the war.

In January 1917, Germany vowed to sink all merchant vessels sailing to Allied ports. The Germans knew they risked bringing the United States into war. However, they thought they could defeat the Allies before the United States was too involved.

President Wilson was angered by the Germans' vow. He broke off diplomatic ties with Germany. A few weeks later, British agents found a telegram sent in secret by the Germans. The Germans offered an alliance with Mexico if the United States entered the war. Newspapers published the Zimmermann telegram, and Americans were very angry.

More dramatic events happened. In March 1917, the Russian people overthrew their ruler. The Russians seemed to be changing from an autocracy to a more democratic government. In an *autocracy*, one person with unlimited powers rules a country. This change in Russia raised the hopes of the Allies. President Wilson could now say that the Allies were fighting for democracy.

The End of Neutrality (pages 273–275)
In the same month, the Germans sank four American ships. Thirty-six Americans died in the attacks. On April 2, 1917, President Wilson asked Congress for a declaration of war. Congress passed the declaration on April 6.

The United States needed to raise an army quickly. The Selective Service Act set up a military draft. Men aged 21 to 30 registered. About 3 million Americans were drafted. Another 2 million joined on their own. Women served in roles that did not require combat. African Americans also fought in the war.

1. **Analyzing** What role does propaganda play in a war? How effective can propaganda be?

2. **Evaluating** Why were Americans particularly concerned about a possible alliance between Germany and Mexico?

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**Persuasive Writing**

On a separate sheet of paper, write a letter from President Wilson to Congress. In the letter, make the case for declaring war on Germany.
Chapter 9, Section 3  

Americans Join the Allies

Essential Question
How did the United States help the Allies win the war?

Directions: As you read, complete a graphic organizer like the one below to identify two ways the U.S. Navy helped get much-needed supplies to Great Britain.

1. ________________
   __________________
   __________________
   __________________

2. ________________
   __________________
   __________________
   __________________

Supplying the Allies  (pages 277–280)

Identifying
By the spring of 1918, who seemed to be winning the war?

Specifying
Underline in the text the reasons why the Russian people were angry. Then circle the name of Russia’s Communist leader.

In 1917 the Germans sank one in every four ships that left British ports. These attacks left Allies in need of war supplies and food. To help the British, the U.S. Navy destroyed German submarines. It also formed convoys, or teams, to sail with merchant ships across the Atlantic Ocean.

The Allies were also in need of troops. The new, democratic Russian government had trouble solving Russia’s major problems. The Russian people were angry with the way the war was being handled. They were also upset about the short supplies of food and fuel. In November 1917, the Bolsheviks, a group of Russian Communists, took over the government. Led by Vladimir Lenin, they pulled Russia out of the war. Russia signed the Treaty of Brest-Litovsk with Germany. As a result, Russia lost territory to Germany.

Russian withdrawal from the war allowed the Germans to move many troops from the Eastern Front to the Western Front in France. With more troops, Germany launched an attack in France in March 1918. In three months, the Germans had pushed the Allies back almost to Paris. It looked as if Germany would win the war.
In June 1918, Americans joined the war effort in France. General John J. Pershing commanded them. U.S. soldiers helped Allied forces end the German offensive on the Western Front. The Allies then began their own attack. In September 1918, about 500,000 American troops defeated the Germans at Saint Mihiel. Then more than 1 million American forces joined Allied forces in the Battle of Argonne Forest. This battle went on until early November. Many lives were lost, but the Allies had advanced. They managed to push the Germans back into their own territory.

Germany’s allies were having hard times. In late 1918, the Ottoman Empire was on the brink of falling. In Austria-Hungary, there was a revolution. Many ethnic groups in the empire wanted their freedom and broke away from the empire. In November, both empires surrendered to the Allies.

Meanwhile, U.S. soldiers were giving great support to Allied forces. German soldiers, on the other hand, were suffering from lack of food and supplies. Germany’s leaders knew they had little chance of winning.

On October 4, 1918, the German government asked President Wilson for an armistice. An armistice is an agreement to end the fighting. President Wilson agreed, but he wanted Germany to meet certain conditions. First, Germany had to accept Wilson’s plan for peace. Germany also had to promise not to renew fighting. In addition, President Wilson asked that German forces leave Belgium and France. Finally, Wilson stated he would deal only with German civilian leaders, not with the military.

While the leaders considered these conditions, revolts broke out in Germany. German workers and sailors took control in some German towns. The German kaiser, or emperor, decided to step down from power. On November 9, Germany was declared a republic. The new leaders agreed to Wilson’s terms for the armistice.

On November 11, 1918, the armistice began. Germany agreed to remove troops from lands west of the Rhine River. It also agreed to withdraw the German fleet from the Baltic Sea. In addition, Germany would surrender huge amounts of equipment. The Great War had ended.
Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. Evaluating  How did Russia’s treaty with Germany affect the Allied troops?

2. Analyzing  What events in Austria-Hungary helped lead to Germany’s defeat?

Expository Writing

In the space below, write a report from the point of view of a German leader. In the report, explain to the German public the pros and cons of agreeing to President Wilson’s armistice.
Chapter 9, Section 4 (Pages 282–285)

The War at Home

Essential Question

How did the United States mobilize its resources to fight the war?

Directions: As you read, complete a graphic organizer like the one below to describe how three groups in the United States were affected by the war effort.

Effects of War on U.S. Workers

1. Women: ____________________________________________________________

2. African Americans: _______________________________________________

3. Mexicans: __________________________________________________________

Mobilizing the Nation (pages 283–284)

After it declared war on Germany, the United States began to mobilize for war. **Mobilization** is the gathering of resources and the preparation for war.

The United States needed to make vital war materials. The government created the National War Labor Board in April 1918. The board helped workers win an eight-hour workday. They also got overtime pay, equal pay for women, and the right to form unions. In return, workers promised not to go on strike.

To pay for the war, the U.S. government sold war bonds and increased taxes. Industries had to be expanded to make war materials. Many men had left for war, and there was a labor shortage. Fewer immigrants were arriving to fill the open jobs. As a result, many women joined the workforce for the first time. They took jobs that had been held by men. Thousands of African Americans moved from the South to cities in the North. There, they found work in factories. This huge population movement was called the Great Migration. In addition, thousands of Mexicans came to the United States to seek work.

The United States had to produce enough food for its own people and the Allies. The U.S. government set up the Food...
Mobilizing the Nation (continued)

Naming

Underline the name of the agency that was in charge of managing coal and oil resources.

Administration. This agency encouraged farmers to produce more crops. It also encouraged people to eat less. By putting price controls on many products, the agency promoted voluntary rationing. This is a limitation of use. As a result, people used less. Crop production and food exports also increased.

Other government agencies helped gear the U.S. economy for wartime. The War Industries Board took charge of changing industries to war-goods production. The Fuel Administration managed the nation’s coal and oil. To save energy, this agency created daylight savings time.

The government also needed more public support for the war. The Committee on Public Information promoted the war as a battle for freedom. The committee printed thousands of propaganda items. These included brochures, articles, and books. To build more support for the war, the committee hired speakers, artists, and actors.

Public Opinion and the War (page 285)

Defining

Complete the sentences below.

1. A person who opposes the use of violence is a ____________________.

2. People who believe industries should be owned by the government are called ____________________.

Some Americans were still against the war. German Americans and Irish Americans sided with the Central Powers. Socialists also opposed the war. These are people who believe industries should be owned by the government. They thought the war would only help rich business owners. Pacifists were also against the war. A pacifist is against the use of violence.

The government tried to quiet the dissent, or opposition. The Committee on Public Information made people believe that those who opposed the war were unpatriotic. The Espionage Act, passed in 1917, had stiff penalties for spying. In 1918 Congress passed even harsher acts. The Sedition Act and the Sedition Act made it a crime to say, print, or write any negative criticism about the government. Doing so was thought to be sabotage, or a secret action to damage the war effort. Thousands of people were convicted under these laws.

Some people spoke out against these laws. Most people, though, believed that harsh action should be taken against traitors and disloyal Americans.
Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. Analyzing  Why did the National War Labor Board make good benefits for workers a priority?

2. Contrasting  How did the acts passed in 1918 limit the freedom of speech guaranteed in the Constitution?

Descriptive Writing

In the space below, write a diary entry from the point of view of an African American worker who has moved from the rural South to a Northern city. Tell about your reasons for moving, your trip north, and your efforts to find a job.
World War I left Europe in ruins. Farms and towns were destroyed. Millions of people had been killed. Millions more were left homeless and hungry. Some countries struggled for freedom. Russia’s people were in a civil war.

In 1919 world leaders from 27 countries met in Paris for a peace conference. Russia and Germany were not invited. President Wilson outlined his vision for peace. His plan, the Fourteen Points, reflected Wilson’s belief in self-determination. National self-determination is the right of the people to decide how they should be governed. Russia’s people were in a civil war.

In 1919 world leaders from 27 countries met in Paris for a peace conference. Russia and Germany were not invited. President Wilson outlined his vision for peace. His plan, the Fourteen Points, reflected Wilson’s belief in self-determination. National self-determination is the right of the people to decide how they should be governed. Russia’s people were in a civil war.

Leading the peace talks did not like Wilson’s plan. France, Great Britain, and Italy wanted to punish the Central Powers. Wilson did not. The French premier wanted Germany broken up
into smaller countries. He and the British prime minister thought Germany should make reparations, or payments, for damages caused in the war. Wilson was forced to give in on his Fourteen Points.

During this time, Russians were fighting a civil war. France, Great Britain, and the United States feared the spread of communism. They sent troops to Russia to support anti-Communist forces.

On June 28, 1919, the Allies and Germany signed the Treaty of Versailles. The treaty called for Germany to pay reparations to the Allies. Germany would also disarm completely and give up its colonies and some territory in Europe. The treaty created new nations out of the Austro-Hungarian and Russian Empires. It also created the League of Nations.

Many Americans had doubts about the Treaty of Versailles. Some thought it dealt too harshly with Germany. Others thought it committed the United States to future international involvement. In July 1919, Wilson presented the treaty to the Senate for ratification. The Senate saw this as a chance to embarrass Wilson. Some Republican senators saw it as a way to weaken the Democratic Party. Other senators had serious concerns about the League of Nations.

Senator Henry Cabot Lodge did not like the treaty at all. He was also a longtime enemy of Wilson’s. Lodge delayed the vote on the treaty. He then called for changes to the treaty.

Wilson went on a national tour in September. He wanted to rally support for the treaty. When he returned to Washington, Wilson suffered a stroke. During his illness, his wife shielded him from pressures.

In the months after Wilson’s stroke, opposition to the treaty grew. In March 1920, the Senate voted on the treaty with Lodge’s changes. The treaty did not gain enough votes, and the Senate rejected it.

Wilson decided not to run for a third term as president in 1920. In 1921 the United States signed separate treaties with each of the Central Powers. The United States never joined the League of Nations.
Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. Analyzing  What challenges did Europe face after the war?

2. Making Inferences  Why do you think President Wilson chose not to run for a third term in office?

Expository Writing

In the space below, write an article for an American newspaper. In this article, explain the benefits and drawbacks of the League of Nations.
Fear of Radicalism (pages 303–304)

After World War I, Americans were suspicious of foreigners and people with different ideas. Americans were particularly worried about Bolsheviks. Bolsheviks created a Communist government in Russia in 1917. They wanted workers to overthrow capitalism. Capitalism is an economic system based on private property and free enterprise. Bombings by anarchists in 1919 also frightened Americans. Anarchists believe there should be no government at all.

American’s fear of these radical ideas led to the Red Scare. During the Red Scare, the government arrested anarchists and people suspected of being Communists, or “Reds.” Many of those arrested were quickly released because there was not enough evidence against them. Some of the foreigners were deported, or forced to leave the United States.

The trial of two Italian immigrants showed Americans’ fear of foreigners and radical ideas. Nicola Sacco and Bartolomeo Vanzetti were anarchists but had no criminal records. They
were accused of killing two men during a robbery. Many Americans demanded that Sacco and Vanzetti be put to death. Although both men said they were innocent, they were executed.

After World War I, wages were not rising as fast as prices. These conditions led to labor unrest. However, many Americans were against unions and strikes because they believed Bolsheviks and radicals were behind them. As a result, many working Americans would not join labor unions.

Two strikes in 1919 failed because the public did not support them. A strike by steelworkers ended after the strikers were accused of being “Red agitators.” A strike by police officers in Boston for the right to form a union angered many Americans. Massachusetts Governor Calvin Coolidge opposed the strike as well. After the strike ended, all of the Boston police officers were fired.

Tensions also increased between whites and African Americans. In the South, more than 70 African Americans were lynched in 1919. In the North, many white people resented African Americans for taking factory jobs. After an African American youth was killed by whites in Chicago, a riot broke out that left dozens of people dead.

Many African Americans looked to the ideas of Marcus Garvey to help deal with the racial tensions. Garvey did not believe that whites and African Americans should integrate. Instead, he argued that African Americans should create their own country in Africa. In 1914 Garvey founded the Universal Negro Improvement Association. This organization promoted racial pride and helped African Americans start businesses. By the 1920s, Garvey was an important leader in the African American community.
1. **Explaining** How did the Sacco and Vanzetti case show Americans’ fear of foreigners and radical ideas?

2. **Drawing Conclusions** Did the labor movement grow stronger or weaker during the 1920s? Give examples to support your answer.

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**Expository Writing**

In the space provided, compare and contrast the problems facing labor unions and African Americans in the 1920s. Describe how each group responded to these problems.
Warren G. Harding and Calvin Coolidge were the Republican candidates for president and vice president in 1920. They promised a return to “normalcy” and won the election easily. After the election, Harding appointed several skilled people to his cabinet. However, he also gave some government jobs to political supporters who were not qualified. Some of these officials were dishonest.

The biggest scandal during the Harding presidency involved Albert Fall, the secretary of the interior. He secretly leased, or rented, oil reserves owned by the government to two oil companies. In exchange, he was paid more than $400,000. Fall was convicted of bribery and went to prison. Because one of the oil reserves was in Teapot Dome, Wyoming, the scandal became known as Teapot Dome.

Harding died in 1923, and Calvin Coolidge was sworn in as president. Coolidge was known for his honesty. After he took office, Coolidge allowed the investigations into the Harding scandals to continue. Coolidge also replaced dishonest officials with honest ones.
Assessing

Mark true (T) or false (F) next to each statement below:

1. Higher tariffs on imported goods helped American businesses.  
   T/F

2. During the Coolidge presidency, Congress protected child labor and women’s wages.  
   T/F

Harding and Coolidge had similar beliefs about how the government should be run. Both thought that government should not interfere in the life of the nation. This is known as a *laissez-faire* approach to government.

During the Coolidge presidency, Congress passed laws to support business. It lowered tax rates for corporations and wealthy Americans. It raised tariffs on imported goods to protect American businesses. Laws that regulated child labor and women’s wages were overturned.

Coolidge’s policies were popular. He won the 1924 presidential election with 54 percent of the popular vote.

Foreign Policy (page 311)

Choose either the Five-Power Treaty or the Kellogg-Briand Pact and evaluate how it was intended to promote world peace.

Harding and Coolidge believed that the United States should be involved in world affairs as little as possible. This policy is called *isolationism*. The policy of isolationism kept the United States out of the League of Nations.

However, Harding and Coolidge still worked for world peace. In 1922 the United States joined Japan, Britain, France, and Italy in signing the Five-Power Treaty. This treaty limited the size of these nations’ navies. In 1928 the United States was one of 15 nations that signed the Kellogg-Briand Pact. This pact called for outlawing war.

Coolidge also reduced the number of U.S. troops in Latin America. American troops had been stationed in the Dominican Republic and Nicaragua since the early 1900s to protect American business interests there. After elections were held in these two countries in the 1920s, the United States withdrew its troops. Coolidge decided not to send troops to Mexico when the Mexican government threatened to take over foreign-owned oil and mining companies. Instead, Coolidge chose to negotiate.
1. **Evaluating** During the Coolidge presidency, was Congress more concerned with helping business or labor? Provide details to support your answer.

2. **Analyzing** How did Coolidge's actions in Latin America show his commitment to world peace?

**Persuasive Writing**

*In the space provided, write a newspaper editorial arguing either for or against the election of Calvin Coolidge in 1924. Use information from the text to support your position.*
After World War I, the United States went through a recession, or an economic downturn. Then the economy slowly began to improve. The gross national product (GNP) increased. The GNP is the total value of all goods and services produced in a nation. In 1922 the GNP was $70 billion. By 1929, it was $100 billion.

Industry grew for several reasons. Electric power was more widely available. Running factories with electricity was cheaper than running them with steam power. As a result, businesses could increase their profits.

Businesses also began to use new management techniques. Experts helped businesses increase productivity, or the amount of work each worker could do. Assembly lines were one of those techniques. Businesses also began to treat their workers better. Workplaces became safer, and some businesses provided health and accident insurance. Other businesses encouraged workers to buy stock in their companies. These practices are known as welfare capitalism. They linked workers more closely
Growth in the 1920s (continued)

**Explain**

How did installment buying allow people to buy new products?

---

to the companies they worked for. They also kept workers from joining unions.

Businesses also spent more money on advertising to get people to buy new products. Consumers were able to afford these products by installment buying, or promising to pay small, regular amounts over a period of time.

Electric appliances, like refrigerators, stoves, and vacuum cleaners, were some of the new products people bought. These appliances changed daily life. Chores did not take as much time, so people had more leisure time.

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**The Automobile Age (pages 314–315)**

The automobile industry boomed in the 1920s. Almost 4 million people worked for auto companies or in related jobs. Auto manufacturing was centered in Detroit, Michigan. Henry Ford was the first to make cars that ordinary people could afford. His Model T was built on an assembly line and was sturdy, reliable, and inexpensive. Other automobile makers soon began making new and improved cars.

The booming automobile industry led to prosperity in other industries too. The steel, rubber, and glass industries grew because they supplied materials used in cars. New roads and highways were built. Gas stations, rest stops, and other businesses sprang up along the new roads. People now traveled for pleasure. Workers could live farther from their jobs, so suburbs grew.

Not everyone shared in the prosperity of the 1920s. After the war, food prices fell, and farm income dropped. As a result, many farmers lost their farms. Trucks took business from railroads, and electricity replaced coal as a power source. This affected the jobs of railroad workers and coal miners. Many textile factories also shut down, because people were buying fewer cotton clothes. Workers’ wages rose slightly, but prices rose even more. By 1929, most families did not earn a comfortable living.
Answer these questions to check your understanding of the entire section.

1. **Analyzing** Why did the gross national product grow during the 1920s?

2. **Evaluating** Suppose you are looking for work in the 1920s. In what industries might you be most likely to find work? What types of work should you avoid? Explain your answer.

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**Informative Writing**

In the space provided, explain why the 1920s could be called “The Automobile Age.”

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Chapter 10, Section 3
Chapter 10, Section 4 (Pages 316–322)

The Roaring Twenties

Essential Question
How did social change affect the arts, the role of women, and minorities?

Directions: As you read, list three social changes in the graphic organizer below. Then list at least one effect of each change.

<table>
<thead>
<tr>
<th>Social Changes</th>
<th>Effects of Social Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

Notes

Read to Learn

Social and Cultural Change (pages 317–319)

Finding the Main Idea
As you read, underline the sentence that best expresses the main idea of this passage.

Listing
List three forms of mass media that spread social and cultural changes in the 1920s.

1. ________________
2. ________________
3. ________________

The 1920s was a time of great social change. Women won the right to vote when the Nineteenth Amendment was ratified in 1920. More women began to work outside the home. Some college-educated women began professional careers. The symbol of the new woman of the 1920s was the flapper. Flappers were carefree young women with short hair, short skirts, and heavy makeup. They became a sign of changing morals and the new freedom of women.

Mass media spread these changes quickly. Mass media are forms of communication, like newspapers and radio, that reach millions of people. The radio brought entertainment, sporting events, news, and advertising into people's homes. The motion picture industry also became a major business during the 1920s. Millions of Americans enjoyed going to movies in their leisure time.

The 1920s is often called the Jazz Age. Jazz was a new kind of music rooted in African American culture. Jazz inspired a movement called the Harlem Renaissance. This movement began in Harlem, an African American section of New York City. Writers of the Harlem Renaissance described the experiences of African Americans in novels, poems, and short stories.
Many writers of the 1920s questioned American ideals. Some influential writers became expatriates, or people who choose to live in another country. Other writers remained at home and wrote about life in the United States.

A Clash of Cultures (pages 319–321)

List three ways that Americans in the 1920s responded to social changes.

1. _______________

2. _______________

3. _______________

Some Americans viewed the social changes as a threat to the traditional American way of life. Many of these people were particularly concerned about alcohol use. In 1919 the Eighteenth Amendment was ratified. It set up Prohibition, a total ban on the manufacture, sale, and transportation of liquor. Prohibition divided the country. It was fairly successful in the rural South and Midwest, but it had little support in the cities. In cities, illegal bars and clubs sprang up. Powerful gangsters made fortunes by producing and selling alcohol. Prohibition was repealed in 1933 by the Twenty-First Amendment.

During the 1920s, there was an increase in nativism, the belief that native-born Americans are superior to foreigners. Some Americans feared that immigrants would take away their jobs. Nativism led to the revival of the Ku Klux Klan, a group that used scare tactics and violence. It targeted African Americans, Catholics, Jews, and immigrants. Nativism also led to the passage of the Emergency Quota Act in 1921. This act set up a quota system that limited the number of immigrants from each country. It favored immigrants from northern and western Europe.

The clash between old and new values could also be seen in the Scopes trial. This trial tested a Tennessee law that made it illegal to teach evolution. Evolution is the scientific theory that humans evolved over vast periods of time. Christian fundamentalists saw evolution as a challenge to their religious beliefs. John Scopes was tried for teaching evolution in his high school classroom. He was convicted, but the trial made it appear that fundamentalists were trying to force their religious beliefs on all Americans. Scopes’s conviction eventually was overturned.
President Coolidge decided that he would not run for another term. Herbert Hoover became the Republican nominee for president. Hoover was born in a small town in Iowa and was a Protestant Quaker. He served as secretary of commerce under Presidents Harding and Coolidge. He worked to promote cooperation between government and business, and also supported Prohibition.

Hoover was different from the Democratic nominee, Alfred E. Smith. Smith was the son of immigrants and the first Catholic candidate for president. He was also a city man and fought for workers and the poor. He opposed Prohibition. The election showed many of the tensions in American society. Hoover represented the forward-looking, native-born middle class and easily won the election.

Section Wrap-Up

1. Analyzing Why would people who believed in nativism be in favor of the Emergency Quota Act?

2. Theorizing Suppose that you are an Irish immigrant living in an urban area in 1928. Who would you probably vote for in the presidential election? Why?

On a separate sheet of paper, write a description of a day in the life of a young woman in the 1920s. Think about what you know from your reading about women and culture during this period. Then use your own ideas to fill in the details. Remember to use descriptive words that appeal to the five senses.
The Stock Market
(pages 331–332)

**Defining**

What does it mean to “buy on margin”?

A **stock exchange** is an organized system for buying and selling shares, or blocks of investments, in corporations. By the late 1920s, stock prices were very high. The rising stock prices convinced many people to invest in stocks. Many investors did not have the money to buy stocks, so they bought on margin. This meant that they paid only a small part of the stock price and borrowed the rest of the money from brokers. Brokers borrowed their money from banks. If the value of the stocks continued to increase, the buyers could sell the stocks, pay off their loans, and make a profit. If stock prices fell, the investors and brokers would not make enough money to pay off the loans.

In September 1929, many people began to worry that the stock market boom would come to an end. Investors started selling their stocks. This made stock prices fall. Brokers wanted investors to repay their loans. This forced the investors who bought on margin to sell their stocks. Stock prices sank as people sold millions of shares every day. On October 24, 1929, investors sold almost 13 million shares. This day became known as “Black Thursday.”
The United States slid into an economic crisis called the Great Depression. The stock market crash was not the cause. The problems that led to the Depression started in the early 1920s. Farmers' income began to decrease. Factories had trouble selling everything they made and had to cut the amount they produced. Then they cut people's wages and laid off workers. This caused workers to cut back on buying goods.

Another factor that led to the Great Depression was the gap between the rich and poor in the United States. By 1929, about 75 percent of Americans lived in poverty or on the edge of it. Borrowing money was another problem in the 1920s. Farmers, consumers, and investors all borrowed money. Small banks suffered losses when farmers defaulted, or failed to meet loan payments. Large banks that bought stocks suffered when the stock market crashed. Banks across the country had to close. Millions of people who deposited money in the banks lost their savings.

In 1930 Congress passed the Hawley-Smoot Tariff. This was a tax on imported goods. As a result, Americans bought fewer goods from foreign countries. Foreign countries responded by buying fewer American goods.

By 1932, one-fourth of American workers were out of work. Many people were hungry and waited in long lines for food from soup kitchens. Some people who lost their homes lived in shelters made of old boxes. Groups of these shelters were sometimes called “Hoovervilles.” This name was a criticism of President Hoover. It meant that he was not doing enough to help.

President Hoover believed that the economy would improve soon. He also believed that the government could not fix the Depression. Hoover asked business leaders not to cut wages or lay off workers. He asked charities to help people who were in need. Charities, along with state and local governments, worked hard to provide relief or aid for the needy, but too many people needed help.

Eventually, President Hoover realized that the federal government had to help fight the Depression. In 1931 he approved federal money for public works to create new jobs. Public works are projects like highways and parks. By this time, however, state and local governments were running out of money.
By 1932 many people blamed President Hoover for the Depression. World War I veterans were especially upset. Congress had promised to pay the veterans a bonus in 1945. Many veterans did not have jobs, so they wanted the government to pay the bonuses right away. The veterans formed the Bonus Army and marched on Washington, D.C. When the police tried to make the veterans leave, fighting broke out and two people were killed. President Hoover called in the U.S. army, and troops burned down the veterans’ camps. Many Americans were shocked at the government’s actions. They believed Hoover was out of touch with ordinary people.

**Section Wrap-Up**

*Answer these questions to check your understanding of the entire section.*

1. **Identifying Central Issues** Why was President Hoover slow in fighting the Great Depression?

2. **Evaluating** Do you think people in the early 1930s were right in blaming President Hoover for the Depression? Why or why not?

**Informative Writing**

*On a separate sheet of paper, write an article explaining what led to the Great Depression and describing how the Depression affected Americans.*
Chapter 11, Section 2 (Pages 336–341)

Roosevelt’s New Deal

Essential Question
How did Franklin Roosevelt’s leadership bring about change in the U.S. economy?

Directions: As you read, complete a graphic organizer like the one below to explain how the programs started by Franklin Roosevelt helped change the U.S. economy.

<table>
<thead>
<tr>
<th>Programs</th>
<th>Effect on the Economy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Banking Relief Act</td>
<td>1.</td>
</tr>
<tr>
<td>Civilian Conservation Corps</td>
<td>2.</td>
</tr>
<tr>
<td>Agricultural Adjustment Act</td>
<td>3.</td>
</tr>
<tr>
<td>National Recovery Administration</td>
<td>4.</td>
</tr>
<tr>
<td>Public Works Administration</td>
<td>5.</td>
</tr>
<tr>
<td>Federal Deposit Insurance Corporation</td>
<td>6.</td>
</tr>
<tr>
<td>Securities and Exchange Commission</td>
<td>7.</td>
</tr>
</tbody>
</table>

Franklin D. Roosevelt

Franklin D. Roosevelt started in politics in 1910, when he was elected as a New York State senator. In 1913 he became the assistant secretary of the navy. He ran as the Democratic candidate for vice president in 1920. Then, in 1921, polio struck Roosevelt, and both his legs were paralyzed. In 1930 he decided to return to politics and was elected governor of New York. He was a reformer and worked to set up relief programs for the state. He surrounded himself with advisers known as the Brain Trust.

In 1932 the Democrats nominated Roosevelt for president. The Republicans nominated President Hoover. The American people elected Roosevelt. They wanted a change.
Roosevelt spoke to Americans in radio broadcasts called “fireside chats.” These chats helped build people’s confidence again. Roosevelt promised to put people to work and to save the banks. He ordered all banks closed for four days. Congress then passed the Emergency Banking Relief Act to help banks reorganize and reopen.

After he became president, Roosevelt suggested many new programs. Congress quickly approved them. This period is called the Hundred Days. The laws Congress passed became known as the New Deal. They affected all parts of American life.

Jobs and Relief

Roosevelt’s main concern was helping unemployed people. He planned to set up work relief programs to give needy people government jobs. The Civilian Conservation Corps (CCC) employed about 3 million young people. They worked on projects that helped the public, such as planting trees and improving national parks. Another priority was giving help to the poor and suffering. Roosevelt set up the Federal Emergency Relief Administration (FERA) to give money to states to help people in need.

To help farmers, Congress passed the Agricultural Adjustment Act (AAA). The act was intended to raise farm prices and to control what was produced so that the prices would stay up. In the first year of the AAA, the supply of food was greater than the demand for food. The only way that the AAA could raise prices was to pay farmers to destroy crops and livestock. The AAA also paid farmers not to plant crops on some of their land. In addition, it paid farmers subsidies, or grants of money, if the prices for some crops fell below a certain level.

Rebuilding a Region

The Tennessee Valley Authority (TVA) was a program to control flooding and bring electricity to rural areas along the Tennessee River. For the first time, thousands of farms and homes in some Southern states had electricity. The dams built on the Tennessee River also helped prevent it from flooding.
The New Deal Takes Shape (continued)

Helping Business and Labor

Congress passed the National Industrial Recovery Act (NIRA) on the last day of the Hundred Days. The goal was to improve the economy by helping business regulate itself. The NIRA created the National Recovery Administration (NRA). This agency set up rules to control pricing and other business practices. The NIRA also created the Public Works Administration (PWA). Its goal was to improve the economy by building huge public works projects, like roads, that needed many workers.

Congress set up the Federal Deposit Insurance Corporation (FDIC). Through it, the government guaranteed that money deposited in a bank would not be lost if the bank failed. Congress also created the Securities and Exchange Commission (SEC) to regulate the sale of stocks and bonds.

The New Deal did not cure all of the country’s problems, but it gave people some hope again.

Circle the word or phrase that correctly completes this sentence:
The Securities and Exchange Commission regulated (banks/the stock market.)

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. Finding the Main Idea What were President Roosevelt’s two main priorities in setting up the New Deal programs?

2. Analyzing How did New Deal programs like the Public Works Administration (PWA) help the country?

On a separate sheet of paper, write a letter to the editor as if you are living during the Great Depression. The letter should present your opinion about whether President Roosevelt’s New Deal programs are helping the economy.
The Great Depression affected Americans in many ways. Many women were forced to look for work. They also worked harder at home to make ends meet. Some women started businesses, such as doing laundry for others. More women began to work in government. For example, President Roosevelt appointed Frances Perkins to serve in his cabinet. She was the first woman to hold such a position.

During the Depression, a disaster hit the Great Plains region. Farmers in these states had cleared millions of acres of grasslands to plant wheat. They did not realize that the roots of the grass held the soil in place. In 1931 the Great Plains experienced a drought. The drought dried the soil, and strong winds blew the soil away. The windstorms kept blowing away more and more soil. The region became known as the Dust Bowl. Thousands of farmers had to give up their farms. Many moved to California and became migrant workers. They moved from place to place to harvest fruits and vegetables.
African Americans

The Depression was especially hard on African Americans. More than half of the African Americans in the South had no jobs. To find jobs, about 400,000 African Americans migrated to Northern cities, but they did not find many jobs in the North.

African Americans did make some political gains during the Depression. The National Association for the Advancement of Colored People (NAACP) worked to lessen discrimination against African Americans in labor unions. More than 500,000 African Americans were able to join unions. President Roosevelt also appointed several African Americans, such as Ralph Bunche and Mary McLeod Bethune, as advisers.

Native Americans

Native Americans made some gains during the Depression. A group of reforms known as the Indian New Deal helped restore Native American culture. In 1934 Congress passed the Indian Reorganization Act. It brought back tribal government and provided money for land to make some reservations larger.

Latinos

By the 1930s, many people from Mexico had moved to California and the Southwest. Some worked as farmers or in industry. Others were migrant workers. As the Great Depression continued, many people wanted the Mexican Americans to leave. The government rounded up many Mexican Americans and moved them back to Mexico. Those who stayed faced discrimination. The help they received was generally far less than the help given to whites.

Radical Groups

In the 1930s, radical groups called for extreme changes. Communism promised to end economic and racial injustice. It influenced some Americans but did not become a political force. In Germany and Italy, fascism was on the rise. Fascism is a political philosophy that holds the individual second to the nation. Fascists believe that governments should be run by dictators. During the Spanish Civil War, Germany and Italy supported fascists who tried to take over the government in Spain. Many Americans went to Spain to fight the fascists.
During the Depression, entertainment and the arts had two different purposes. They helped people forget about their problems. They also showed the injustice and suffering that people were facing. Radio was especially popular. People listened to daytime dramas called “soap operas” and to variety shows. Millions of people went to movies, like *The Wizard of Oz*, to escape from their worries. Other movies, like *Gone With the Wind* and *The Grapes of Wrath*, were about serious topics.

Writers and painters dealt with the hardships of life during the Depression in their works. For example, *Native Son* told about an African American man growing up in Chicago, and the photographs by Dorothea Lange showed the hardships of migrant workers.

**Section Wrap-Up**

*Answer these questions to check your understanding of the entire section.*

1. **Determining Cause and Effect** Why did African Americans move to Northern cities during the Great Depression?

2. **Analyzing** What purposes did entertainment and the arts serve during the Great Depression?

On a separate sheet of paper, write an entry in a travel journal as if you are traveling across the country during the Great Depression. The journal entry should describe the conditions that different groups of people are facing.
Chapter 11, Section 4 (Pages 352–356)

Effects of the New Deal

Essential Question
Why did some people support Roosevelt’s New Deal and some oppose it?

Directions: As you read, complete a graphic organizer like the one below to explain the changes that some people wanted President Roosevelt to make to the New Deal.

![Graphic Organizer]

Read to Learn

Critics of the New Deal (page 353)

How did business leaders view government’s role in the economy?

Many people supported the New Deal, but the business world did not. Business leaders thought that Roosevelt’s programs cost too much. They wanted the government to leave business alone.

Other people thought that the New Deal did not do enough. They had their own ideas about how the government should act. Father Charles Coughlin wanted heavy taxes placed on the wealthy. He thought the government should take over the banks. Francis Townsend wanted the government to give older, retired people a pension, or payment. Huey Long thought the rich should pay heavy taxes. He wanted to use that money to give every American a home and $2,500 per year.

The Second New Deal (pages 354–355)

The economy improved a little by the mid-1930s, but the Great Depression continued. In 1935 Roosevelt created a new set of programs, often called the Second New Deal.

Millions of people were still without jobs in 1935. In April, Congress created the Works Progress Administration (WPA). It gave jobs to about 2 million people. Workers built or fixed
bridges and roads. The WPA also gave jobs to unemployed artists and writers. WPA painters decorated new public buildings with murals.

In August 1935, Congress passed the Social Security Act. It placed a tax on workers and employers. The money was used to pay monthly pensions to retired people. It also helped people with disabilities and children whose parents could not support them. Another tax provided for unemployment insurance. These are payments to people who have lost their jobs.

Labor unions grew stronger during the Depression. To make their demands known, some workers used a method known as the sit-down strike. They stayed in the factories and refused to work until the managers agreed to talk to them about their demands.

Most unions in the American Federation of Labor (AFL) represented only skilled workers. John L. Lewis helped form a new union called the Congress of Industrial Organizations (CIO). The CIO included unions that represented skilled and unskilled workers in a particular industry. The New Deal supported unions. In 1935 Congress passed the National Labor Relations Act, or Wagner Act. It guaranteed workers the right to form unions. Another law, the Fair Labor Standards Act, banned child labor. It also set a minimum wage of 40 cents per hour.

The Second New Deal (continued)

Contrasting
How was the CIO different from the AFL?

The Supreme Court (page 356)

Summarizing
Underline the sentence that summarizes Roosevelt’s plan for the Supreme Court.

Starting in 1935, the Supreme Court began to rule that some New Deal laws were unconstitutional. To keep the Supreme Court from destroying the New Deal, Roosevelt asked Congress to increase the number of justices on the court from 9 to 15. He planned to fill the extra positions with justices that he knew would support his programs. The issue ended when the Court ruled in favor of the Wagner and Social Security Acts. Many people criticized Roosevelt because of his plan.
Answer these questions to check your understanding of the entire section.

1. **Analyzing** How did the Second New Deal help unemployed people?

2. **Identifying** What groups of people benefited from the Social Security Act?

---

**Expository Writing**

In the space provided, write an essay that explains how the Second New Deal affected workers. Then explain whether you think it affected the workers in a positive or a negative way.
In the 1930s, the world’s economy suffered a depression. People lost their jobs, and money became nearly worthless. Their suffering led to fear and anger. Some European leaders used these feelings to gain power. Once they were in control, they became dictators. Dictators are leaders who control their nation by force.

Some Europeans disliked the Treaty of Versailles, which ended World War I. Italians felt that the treaty was unfair to Italy. Benito Mussolini won these people over. He used fascism, which is extreme nationalism, to become popular with the Italian people. The Fascist Party forced the king to name Mussolini the head of the Italian government.

Mussolini banned all other political parties. He ended democratic rule in Italy and banned the free press. He built up Italy’s military and attacked other countries. He took over the African country of Ethiopia and later seized Albania.

The worldwide depression hit Germany especially hard. The Germans were also angry about the Versailles treaty. Adolf Hitler, the leader of the Nazi Party, told the Germans that the Jews were to blame for Germany’s problems. He led others to hate the Jews as well, a feeling called anti-Semitism.
The Rise of Dictators (continued)

**Determining Cause and Effect**

Why did Japan invade Manchuria?

---

In 1933 Hitler became Germany’s leader and ended democratic rule. He set up a totalitarian state. He crushed his opposition and tried to control all areas of society. Hitler believed that Germany had a right to expand. The Versailles treaty banned Germany from building up its military. Hitler ignored the treaty and began rebuilding the military. He then formed an alliance with Italy.

The worldwide depression also affected Japan. There were not enough jobs or food. Japanese leaders believed Japan needed more land and resources. In 1931 Japan invaded Manchuria, in northern China. The Japanese set up a government in Manchuria and seized their resources. In 1937 Japan invaded China. In 1940 Japan joined an alliance with Italy and Germany. This alliance became known as the “Axis” alliance.

Joseph Stalin became the Communist leader of the Soviet Union. He executed anyone he believed was a threat to his power. He also sent people to labor camps if he thought they were disloyal.

As these dictators gained power and expanded their rule, the United States did not take sides. Congress passed the Neutrality Acts to keep the United States out of war. These laws banned weapon sales and loans to nations that were at war.

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**Germany on the March** (page 365)

**Identifying Central Issues**

Why did Hitler claim he had a right to take the Rhineland, the Sudetenland, and Austria?

---

German lands west of the Rhine River were called the Rhineland. After World War I, the Rhineland was made a neutral area. In 1936 Hitler invaded the Rhineland. Hitler sent troops into Austria in 1938. He claimed that German-speaking Austria should be united with Germany.

Hitler then focused on the Sudetenland. Many German-speaking people lived in this area of Czechoslovakia. Hitler claimed that the people of Sudetenland were being mistreated. He used this as an excuse to take the land for Germany. Czechoslovakia was ready to fight Hitler. Britain and France did not want to go to war to defend Czechoslovakia. They wanted to solve the conflict peacefully.

The European leaders met in Munich, Germany, to find a solution. At this meeting, Britain and France told Czechoslovakia to give Germany the territory. They were following a policy of appeasement. The British and French would not fight Germany. In exchange, Hitler promised not to invade other countries.
Germany on the March (continued)

Explaining

What was the outcome of the meeting in Munich?

--

Hitler did not keep his word. In 1939 his army took control of the rest of western Czechoslovakia. Hitler also set up a pro-Nazi state in the eastern part of the country.

Next, Hitler prepared to invade Poland. Poland bordered the Soviet Union. Hitler worried about Stalin’s reaction to the invasion. In 1939 Hitler and Stalin signed a nonaggression agreement. Once Hitler knew Stalin would not attack Germany, he felt free to invade Poland.

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. Comparing What feelings did the people of Germany, Italy, and Japan share in the 1930s?

--

2. Problem Solving Consider the outcome of the Munich meeting. What solution might have worked better?

--

Informative Writing

On a separate sheet of paper, write a news story about the Munich meeting as if you were there when the European leaders came to an agreement.
Hitler invaded Poland on September 1, 1939. Two days later, France and Great Britain declared war on Germany. This marked the beginning of World War II.

The Germans attacked Poland with bomber planes, machine guns, and tanks. Hitler ordered thousands of soldiers into Poland. The Germans called their swift attack, or “lightning war,” a blitzkrieg. The attack happened so fast that Britain and France could not help Poland.

Hitler and Stalin, the Soviet Union’s leader, had agreed to divide Poland. The Soviets took over the eastern half of the country. Stalin then set up military bases in Latvia, Lithuania, and Estonia. When he tried to set up bases in Finland, the Finns resisted. However, in March 1940, the Finns surrendered.

Meanwhile, France and Great Britain, known as the Allied Powers, sent forces to settle in at the Maginot Line, a string of bunkers along the German border. The troops were in place along this western front to defend France from a German attack.
Hitler decided to wait to attack France. Instead, he invaded Denmark, Norway, the Netherlands, and Belgium.

Once Belgium surrendered, the Allied troops retreated to the northwest corner of France. As German troops approached, the British sent ships to rescue the Allied troops.

Italy joined with Germany to conquer France. Later Japan joined Germany and Italy to form the Axis Powers. In June 1940, German troops marched into Paris. The French soon surrendered.

In August 1940, Germany sent planes to bomb Great Britain. Hitler continued the attacks until October, but Britain never surrendered. In 1941 Hitler attacked the Soviet Union. He wanted Soviet resources and land. As the Germans advanced, the Soviets destroyed their own crops, cities, and dams. This kept the Germans from gaining resources to continue their attack.

Most Americans sided with the Allies. However, they wanted to stay out of war. Roosevelt vowed to remain neutral, but he began building up the U.S. military.

In 1939 Congress passed a new Neutrality Act. It allowed warring nations to pay cash for weapons from the United States. Roosevelt later signed the draft into law. The draft required U.S. men between the ages of 21 and 35 to register with the military. The military could then call the men to serve as soldiers.

In 1940 Roosevelt was elected to a third term as president. During the campaign, he promised not to send troops to fight a foreign war. After the election, Roosevelt moved to support the Allied nations openly. He urged Congress to pass a law allowing the United States to sell, lend, or lease weapons to countries that were important to the U.S. defense. Roosevelt also had the U.S. navy protect British ships when they were close to the United States.

In August 1941, Roosevelt and Britain’s Winston Churchill signed the Atlantic Charter. Roosevelt did not make specific military promises. But the agreement set goals for the world after the defeat of the Nazis. The two leaders pledged that the people of every nation should be free to choose their own government and to live free of “fear and want.” Another goal was disarmament, or the giving up of military weapons.

Which countries were known as the Axis Powers?
1. ____________________
2. ____________________
3. ____________________
As the Germans and Italians advanced in Europe, Japan began expanding beyond China. The Japanese took control of several countries in Southeast Asia. They also invaded the Philippines, an American territory. The United States responded by freezing Japan’s bank accounts in the United States. The United States also stopped selling Japan resources it needed.

In October 1941, General Hideki Tōjō took over as leader of Japan. General Tōjō began planning an attack on the United States.

On December 7, 1941, the Japanese launched a surprise attack on Pearl Harbor, Hawaii. The attack destroyed many U.S. warships and planes. More than 2,300 Americans died in the attack. The United States declared war on Japan the next day. On December 11, Germany and Italy declared war on the United States. The United States then joined the Allied forces.

**Section Wrap-Up**

*Answer these questions to check your understanding of the entire section.*

1. **Analyzing** How did the blitzkrieg help Hitler gain power?

2. **Determining Cause and Effect** What caused the United States to declare war on Japan?

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**Persuasive Writing**

On a separate sheet of paper, write a letter from President Roosevelt to the American people. In the letter, persuade the Americans to support France and Great Britain in the war.
Support for the War Effort

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
<th>Minorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___________</td>
<td>3. ___________</td>
<td>5. ___________</td>
</tr>
<tr>
<td>2. ___________</td>
<td>4. ___________</td>
<td>6. ___________</td>
</tr>
</tbody>
</table>

How did the United States mobilize for war?

More than 15 million Americans joined the U.S. military during the war. New soldiers were given a uniform, boots, and equipment. They trained for eight weeks to serve as soldiers. For the first time, large numbers of women served in the military. They did not fight in combat. Instead, they performed clerical tasks or served as nurses.

Fighting the war required speedy mobilization. Mobilization refers to military and civilian preparations for war. Most industries began producing equipment to be used in the war. For example, the automobile industry shifted from making cars to making jeeps, trucks, and tanks. The government controlled rents and consumer prices to prevent inflation.

The U.S. government spent more than $320 billion on the war. This was 10 times the amount spent during World War I. The government raised the money for the war by increasing taxes. Congress approved a system to withhold taxes directly from people’s paychecks.

The government also borrowed money and sold bonds to pay for the war. These bonds served as loans that the government would repay.
Americans at home sacrificed for the war effort. Families worried about their loved ones fighting the war overseas. Americans faced shortages of many products. Products needed for war were rationed. **Rationed** products could only be bought in limited amounts. Families planted “victory gardens.” In these gardens, people grew vegetables that were in short supply. Children collected scrap metal for industry.

Many people joined in **civil defense**—protective measures taken in case of attack. Volunteers watched for enemy planes. Cities along the coasts enforced blackouts. During blackouts, citizens had to keep windows covered or lights turned off. Blackouts prevented enemy planes from seeing the cities at night. The government also encouraged patriotism to unite people behind the war effort.

**How did blackouts help prevent enemy attacks?**

Millions of men left their jobs to fight the war. Businesses and factories hired women to take their places. Many women lost their jobs at the end of the war when the men returned. However, the war changed people’s opinions about women’s right to work.

About 1 million African Americans served in the war. At first, they served in segregated units and were not allowed in combat. Eventually, they were given combat assignments. An African American fighter group known as the Tuskegee Airmen shot down more than 200 enemy planes.

African Americans sought change at home. They demanded the right to work in the defense industry. President Roosevelt supported their demands. He created a government agency to fight this type of discrimination. Many African Americans moved from rural areas to cities to work. In some cities, racial tensions led to violence.

Native Americans also worked in defense industries and joined the armed forces. A special group of Navajo served as code talkers. They sent coded messages about battle plans. Their code was based on the Navajo language. The Japanese never broke the code.

The armed forces also included Hispanic Americans. Twelve Mexican Americans received the Medal of Honor for service in the war. Some Hispanic Americans served as officers in the military.

**Why did African Americans move to cities?**

**Who were the code talkers?**
Women and Minorities (continued)

The United States recruited thousands of factory workers from Mexico. However, Mexican Americans faced discrimination in the cities where they lived.

Japanese Americans faced discrimination after the bombing of Pearl Harbor. The majority of Japanese Americans were born in the United States. Even so, Americans questioned their loyalty to the country. This doubt caused President Roosevelt to send more than 100,000 Japanese Americans to internment camps. Japanese Americans lived in harsh conditions in these detention centers. Many lost their possessions and their businesses when they went to the camps. In 1988 the U.S. government apologized for this action against Japanese Americans.

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. Drawing Conclusions Why were victory gardens important?

2. Comparing Select any two minority groups. Compare the challenges they faced during the war.

On a separate sheet of paper, write a journal entry from the point of view of an American woman working in a factory during the war. Describe what a typical day might have been like.
When the United States entered the war, the Germans occupied most of Europe. They also controlled much of North Africa. Great Britain and the United States decided to focus on defeating Germany in North Africa.

The German General Erwin Rommel led Axis forces in Africa. In November 1942, British forces defeated Rommel’s troops at El Alamein. This defeat kept the Germans from capturing the Suez Canal. This waterway was an important link between the Mediterranean and Red Seas.

Later that year, American troops led by General Dwight D. Eisenhower landed in Morocco and Algeria. They moved east to face Rommel’s forces. British troops attacked Rommel’s forces from the west. The Allied troops forced the Germans out of North Africa in May 1943.

Allied troops then moved to Sicily and Italy. As the Allied forces approached, the Italians overthrew Mussolini and surrendered. The Germans fought back but lost. In June 1944, the Allied Powers captured Rome, Italy’s capital.
While Allied and Axis forces fought in Africa, Soviets and Germans fought on Soviet territory. German troops advanced into the Soviet Union. In June 1941, the Germans began a siege of Leningrad. A siege is a military blockade. Thousands of Soviets died from lack of food during the siege. Even so, the Soviets did not surrender Leningrad to the Germans.

The Germans tried to take Moscow, the Soviet capital, in December 1941. As the Germans traveled to Moscow, many of them died in the wintry weather. When the Germans finally reached Moscow, the Soviets fought back and the Germans retreated. In the spring of 1942, the Germans attacked Stalingrad and took the city. Soviet forces surrounding the city cut off German supplies. German troops inside Stalingrad began starving and surrendered. Soviet forces began pushing the Germans west.

At the same time, Allied forces in Britain planned for an invasion of western Europe, which Germany occupied. On June 6, 1944, or D-Day, troops landed on the shores of France and paratroopers dropped onto French ground. The Germans fought back, but were not able to stop the Allied landing.

Allied forces then moved across France toward Belgium. They threw back a German attack at the Battle of the Bulge. Meanwhile, the Soviets drove the Germans from Poland. With Allied troops closing in on Germany, Hitler committed suicide on April 30, 1945. Germany surrendered on May 7. President Roosevelt did not see the victory. He died on April 12, 1945.

The Holocaust (pages 383–385)

When Hitler became Germany’s leader, the Nazis began persecuting Jews. The Nazis took away rights from Jews, kept them from voting, and banned them from working. They forced Jews to wear a yellow star on their clothing. The Jews also suffered other rights violations at the hands of the Nazis.

A few years later, the Nazis became more violent toward Jews. They burned Jewish houses and shops and killed many Jews. They began sending Jews to concentration camps—large prison camps that hold people for political reasons.

Germans also persecuted Jews in the countries they invaded. When they invaded the Soviet Union, they began the mass killing of the Jews. Nazis would round up a large number of Jews, kill them, and bury them in mass graves. They packed thousands more onto railroad cars and took them to concentration camps. There the Jews had little to eat and often got sick and died.
To get rid of the Jews entirely, the Nazis decided to kill them. This elimination of an entire group of people is known as genocide. In death camps, the Nazis killed Jews in gas chambers and then burned the bodies. Some Jews starved to death. The Nazis also conducted cruel experiments using Jewish people.

After victory, the Allied troops found out about the German cruelties. In all, the Germans killed more than 6 million Jews. This systematic killing of Jews by the Nazis is known as the Holocaust. The Nazis also killed millions of others including prisoners of war, Poles, Roma (gypsies), and people with handicaps.

Americans wanted to remember the victims of the Holocaust. The United States Holocaust Memorial in Washington, D.C., honors those who were persecuted by the Nazis. Another memorial honors those who served in the armed forces in World War II. That memorial also is dedicated to those who served their country on the home front during the war.

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. **Analyzing** What happened in Italy to make Allied victory easier?

2. **Predicting** How might the war have ended if the Germans had attacked the Soviet Union in the summer instead of the winter?

On a separate sheet of paper, write a news article that informs Americans about the Holocaust.
The Japanese attacked Pearl Harbor on December 7, 1941. On the same day, they attacked American military bases in the Philippines. The Japanese also captured Wake Island and Guam, which were two important American bases. They seized Hong Kong and invaded Thailand and Malaya.

In mid-December, the Japanese landed in the Philippines and captured the capital city of Manila. American troops were forced to retreat. They went to the Bataan Peninsula and the small island of Corregidor.

After months of fighting, the Japanese captured the Bataan Peninsula and Corregidor. The Allied troops on the Bataan Peninsula became Japanese prisoners. The Japanese forced about 76,000 prisoners to march more than 60 miles (96.56 km) to a prison camp. Thousands of Allied troops died during the march. This march is known as the Bataan Death March.

Americans were discouraged by the defeat in the Philippines. In April 1942, American war planes dropped bombs on Tokyo. The attack lifted Americans’ spirits. A month later, American warships defeated a Japanese fleet in the Coral Sea, northeast of Australia. American forces next defeated the Japanese in the Battle of Midway, northwest of Hawaii. The Japanese suffered heavy losses in this battle. This was the first major Japanese defeat.
The Americans were ready to go on the offensive against Japan. General Douglas MacArthur and Admiral Chester Nimitz planned a strategy against Japan. In their strategy, they would capture certain islands. The United States would use these islands as bases to launch attacks on other islands. In this way, they would move closer to the Philippines and Japan. This strategy was known as island hopping.

The strategy helped the Americans advance toward Japan. In March 1945, American forces captured the island of Iwo Jima. In June, the Americans captured the island of Okinawa. The Japanese fought fiercely to keep these islands, and thousands of American troops died.

The Americans began bombing Tokyo and other major cities in Japan. The Japanese became desperate to defend their country. They sent suicide pilots called kamikazes to bomb American ships. These pilots used their planes as bombs and sank several ships in the battle for Okinawa.

Though weakened, the Japanese would not surrender. The United States decided to use a new weapon—the atomic bomb. President Roosevelt had created a top-secret program to develop the atomic bomb. This program was called the Manhattan Project. Scientists began working on the bomb and created the first nuclear reactor. This device releases large amounts of energy. Another group of scientists built the bomb. On July 16, 1945, the first atomic bomb was tested in the New Mexico desert.

U.S. leaders could not agree on how to use the bomb. The decision was left to Harry Truman, who became president when Roosevelt died. President Truman decided to use the atomic bomb against Japan.

President Truman first sent a warning to Japan. This warning told the Japanese that if they did not surrender, they would face destruction. The Japanese did not surrender, and President Truman gave the order to bomb Japan.

On August 6, 1945, a U.S. plane dropped an atomic bomb on the Japanese city of Hiroshima. Three days later, a second atomic bomb was dropped on another Japanese city—Nagasaki. The bombs caused great destruction. More than 300,000 Japanese people died, and thousands more were injured.
On August 15, 1945, the Japanese surrendered. Japan signed a formal surrender on September 2. World War II had finally come to an end. Millions of people died in the war. Millions of others were left sick or wounded. Countries were faced with massive rebuilding efforts after the devastation.

On which two cities were atomic bombs dropped?
1. __________
2. __________

**Answer these questions to check your understanding of the entire section.**

1. **Making Inferences** Why were kamikaze pilots called suicide bombers?

   ________________________________________________________________

   ________________________________________________________________

2. **Determining Cause and Effect** What events caused the Japanese to surrender?

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

**Persuasive Writing**

On a separate sheet of paper, write an essay either for or against the use of the atomic bomb. Include logical arguments to defend your position.
Chapter 13, Section 1 (Pages 400–407)

Cold War Origins

Essential Question
How and why did America aid European nations after World War II?

Directions: As you read, complete a chart like the one below to explain how each of these plans aided European nations after World War II.

<table>
<thead>
<tr>
<th>Plan</th>
<th>Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truman Doctrine</td>
<td>1.</td>
</tr>
<tr>
<td>Marshall Plan</td>
<td>2.</td>
</tr>
</tbody>
</table>

Notes

Wartime Diplomacy (page 401)

Summarizing

What three main agreements were made at the Yalta meeting?

1. ________________
   ________________

2. ________________
   ________________

3. ________________
   ________________

In February 1945, Allied leaders Franklin D. Roosevelt, Winston Churchill, and Joseph Stalin met at Yalta to discuss what would happen when World War II was over. As part of the Yalta agreement, the Soviet Union agreed to enter the war against Japan. In return, the Soviets received some territories in Asia. The Allies agreed to divide Germany into four zones. One Allied power would run each zone. Stalin also agreed to hold free elections in Eastern Europe and to help plan a new international organization.

President Roosevelt died suddenly in April 1945, and Vice President Harry S. Truman became president. He decided to continue the formation of the new international organization. On June 26, 50 nations signed the charter that created the United Nations (UN). They hoped the organization would help prevent future wars.

Soviet Expansion in Europe (pages 402–403)

Stalin soon set up Communist governments in Eastern Europe. Europe was now split into Communist Eastern Europe and democratic Western Europe. Winston Churchill said that an “iron curtain” had descended on Europe. He meant that the Soviets had cut off Eastern Europe from the West.
Truman wanted to keep the Soviets from expanding into other parts of the world. He adopted a policy of containment. This meant that the United States had to “contain,” or hold back, the Soviet Union by military and nonmilitary means.

Communists soon tried to overthrow the government of Greece. The Soviets pressured Turkey to give them naval bases near the Mediterranean Sea. In 1947, as part of the Truman Doctrine, the United States gave money to help Greece and Turkey. The Truman Doctrine promised that the United States would fight the spread of communism around the world.

After World War II, the economies of the Western European countries were in ruins. In 1948 Congress approved the Marshall Plan. It gave $13 billion worth of supplies and food to Western Europe. This aid helped make communism less appealing.

In Germany, the eastern part of the country was controlled by the Soviet Union. The United States, Britain, and France controlled zones in the western part. The city of Berlin was also divided among the four nations. The United States, Britain, and France decided to unite their parts of Germany into a new West German republic. The Soviet Union did not want this to happen. In June 1948, the Soviets created a blockade around West Berlin, The people of West Berlin were cut off from needed supplies. To save the city, President Truman set up an airlift. American and British planes flew food and other supplies into West Berlin. Stalin finally ended the blockade in May 1949. By the end of the year, there were two German nations: West Germany, allied with the United States, and East Germany, tied to the Soviet Union.

The United States and the Soviet Union were now in a cold war. This is a war in which the two enemies do not actually fight, but they build up their military power to threaten each other. In 1949 the United States and 11 other countries formed the North Atlantic Treaty Organization. In 1955 the Soviets and the Communist governments of Eastern Europe formed the Warsaw Pact. In China, Mao Zedong also formed a Communist state. This gave the Soviet Union a powerful ally in Asia.
The Cold War caused Americans to fear Communist subversion, or sabotage. This became known as the Red Scare. In 1947 the loyalty of all federal government workers was investigated. Little evidence of espionage, or spying, was found, but many workers lost their jobs. In 1947 a congressional committee held hearings on communism in Hollywood. Film companies began creating blacklists, lists of people whose loyalty was questioned.

During this time, several people were tried as spies. Alger Hiss, a former government employee, was accused of giving secret documents to the Soviets. He was found guilty of perjury, or lying under oath, and sent to prison. Julius and Ethel Rosenberg were found guilty of passing atomic secrets to the Soviets. They were put to death in 1953.

Senator Joseph McCarthy led the hunt for Communists. He called people to appear before his committee and defend themselves. McCarthy’s charges ruined many people’s careers. The use of unproven charges came to be known as “McCarthyism.” In 1954, the Senate voted to censure, or formally criticize, him for his actions.

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. **Drawing Conclusions** Why did the U.S. approve the Marshall Plan?

2. **Explaining** What was the Red Scare? Why were Americans so afraid?

---

**Persuasive Writing**

On a separate sheet of paper, write a letter to the editor either supporting or opposing McCarthy’s actions. Write the letter as if you are living in the United States in the early 1950s.
After World War II, the U.S. economy had to adjust to peacetime life. Industries that had made war goods now returned to making consumer goods, such as cars and appliances. Workers had to be retrained, and soldiers needed jobs.

During the war, the government kept the prices of consumer goods from changing. After the war, the government lifted these controls, and prices increased. This increase in prices is called inflation. Because of inflation, prices rose faster than people’s wages.

Workers had accepted the government’s control on wages during the war. But after the war, they demanded higher wages. In 1946 miners and railroad workers went on strike to get higher pay. President Truman threatened to draft the striking miners and railroad workers into the army if they did not go back to work. He believed he had the right to do this because mines and railroads were essential to the economy. Truman forced the miners back to work by having the government take over the mines. He also pressured the railroad workers to return to work.
In September 1945, President Truman, a Democrat, sent Congress a plan to solve some of the nation’s economic problems. He called the plan the Fair Deal. His plan included raising the minimum wage, expanding Social Security benefits, and increasing federal spending to create jobs. Republicans and Southern Democrats opposed Truman’s plan, and the plan did not pass in Congress.

Many Americans blamed Truman and the Democrats for the nation’s problems. In the 1946 election, the Republicans gained control of Congress. The Republicans favored big business. They set out to limit government spending and control labor unions. In 1947 Congress passed the Taft-Hartley Act. It outlawed the closed shop, or the practice of forcing businesses to hire only union members. The law also allowed the government to stop any strike that threatened public health or safety.

President Truman and Congress agreed that the federal government needed to be reorganized. Congress passed the National Security Act in 1947. It put all of the armed services under the Department of Defense. It created a National Security Council to advise the president on foreign matters. It also set up the Central Intelligence Agency (CIA). This agency collects information about what is going on in other countries.

Before the 1948 election, the Democratic Party was divided. Few people thought that Truman would be reelected. Opinion polls showed that the Republican candidate, Thomas Dewey, had a huge lead. Truman went on a “whistle-stop” campaign around the country. He won the election, and Democrats regained control of Congress.

A Fair Deal for Americans (page 413)

After the 1948 election, some of Truman’s Fair Deal programs were finally passed. Truman also called for an end to discrimination based on race, religion, or ethnic background. He ordered federal government agencies to end job discrimination against African Americans. He also ordered the armed services to desegregate, or end the separation of the races. Truman presented many other new programs to Congress. Although many of them did not pass, the Fair Deal was an important step in improving American lives.
Answer these questions to check your understanding of the entire section.

1. **Analyzing** How did the U.S. economy change after World War II?

2. **Identifying Points of View** How did President Truman’s plan to solve the nation’s economic problems differ from the ideas of the Republican Congress?

---

**Persuasive Writing**

Assume that you are living during President Truman’s administration. In the space provided, write a letter to President Truman either supporting or opposing his Fair Deal. Mention specific parts of his program that you agree or disagree with.
June 1950
1. 

Sept. 1950
2. 

Apr. 1951
3. 

July 1953
4. 

After World War II, the Americans and the Soviets divided Korea at the 38th parallel of latitude. The Communists controlled North Korea. An American-backed government controlled South Korea. On June 25, 1950, North Korean troops invaded South Korea. By September, the Communist forces controlled much of South Korea.

President Truman ordered the use of military forces in Korea. He also persuaded the United Nations to send troops. Most of the UN troops were American. They were under the command of U.S. General Douglas MacArthur. MacArthur and the UN troops pushed the North Koreans back across the 38th parallel. UN forces now controlled South Korea.

General MacArthur urged President Truman to invade North Korea. Truman got UN approval, and MacArthur moved into South Korea. When the UN forces landed, the North Koreans retreated.
Conflict in Korea (continued)

North Korea and toward the Chinese border. The Chinese Communists viewed this as a threat. Chinese troops crossed the border and drove the UN forces back to South Korea. Soon the Communists controlled Seoul, South Korea’s capital.

American Leadership Divided (pages 416–417)

By January 1951, UN forces stopped retreating. They retook Seoul and pushed the Communists back across the 38th parallel. The war became a stalemate. This is a situation in which neither side is able to gain much ground or achieve a decisive victory. The stalemate lasted for almost two years, with heavy fighting along the 38th parallel.

President Truman wanted to negotiate an end to the fighting. General MacArthur argued that dropping atomic bombs on Chinese bases would bring a quick victory. Truman opposed this idea because he feared that it could lead to another world war. MacArthur publicly criticized Truman. In April 1951, Truman relieved MacArthur of his command in Korea. Americans protested this firing. Most Americans supported MacArthur over the president.

In July 1951, the two sides in the Korean War began talks. In July 1953, they signed a cease-fire agreement. It set up a demilitarized zone between North and South Korea. This is a region that bars military forces. The zone stretched along the border near the 38th parallel.

Neither side won the Korean War. More than 36,000 Americans died. Nearly 2 million Koreans and Chinese were killed. By fighting in Korea, the United States showed the Soviet Union that it would use force, if necessary, to stop the spread of communism.
Section Wrap-Up

1. **Evaluating** If you were living during the time of the Korean War, would you have supported Truman’s or MacArthur’s plan for the Korean War? Explain your answer.

2. **Determining Cause and Effect** What were the results of the cease-fire agreement that ended the fighting in Korea?

---

**Informative Writing**

*In the space provided, write an article about the conflict between President Truman and General MacArthur. Include information about the views of Americans regarding the conflict.*
America in the 1950s

Essential Question
How did the American prosperity of the 1950s affect the country’s economy and culture?

Directions: As you read, complete a graphic organizer like the one below to describe how the prosperity of the 1950s affected the American economy and culture.

The Eisenhower Years (pages 419–420)

1. Dwight D. Eisenhower, a Republican, became president in 1952. In his two terms in office, he followed a moderate, or middle-of-the-road, approach to domestic policy. He wanted to make the federal government smaller and cut federal spending. When he finished his second term in 1961, the federal budget had a surplus, or excess, of $300 million.

Eisenhower’s greatest domestic program was building interstate highways. In 1956 Congress passed the Federal Highway Act. It provided funds to build more than 40,000 miles (6437.8 km) of highways that tied the nation together.

During the 1950s, the United States and the Soviet Union were involved in an arms race. Both sides built more and more nuclear weapons. They had to be careful how they handled conflict because conflicts could lead to nuclear war. One such conflict occurred in 1956 when a revolt broke out in
Communist-ruled Hungary. A new government there called for Soviet troops to leave Hungary. Nikita Khrushchev (kroosh•CHAWF), the Soviet leader, ordered Soviet troops to crush the revolt. President Eisenhower condemned the Soviets, but he did not interfere.

By the mid-1950s, the United States and the Soviet Union were interested in easing tensions. They met at a summit in Geneva, Switzerland. A **summit** is a meeting of heads of government. After this summit, the two superpowers tried to avoid war, but they competed in other ways like the space race.

**Prosperity and Change (pages 421–422)**

The American economy grew quickly in the 1950s. Americans earned more money and bought more goods than ever before. A “baby boom,” or increased birthrate, meant that the economy would grow even more in the future. Many women left the workforce and stayed home to raise their children.

Americans went on a buying spree. Affluence, the growing variety and quantity of products available, and advertising led to a greater demand for consumer goods. With credit cards and charge accounts, buying goods became easier. Americans wanted the latest appliances and the flashiest cars.

By the end of the 1950s, most American families had a television. It became the main form of entertainment. It also became an important source of news and information. What Americans saw in television programs helped shape what they expected from their own lives.

Rock ‘n’ roll became a popular form of music in the 1950s. Popular performers included Chuck Berry and Elvis Presley. The music helped form a common bond among teenagers. They began to have a different attitude than their parents toward music and other parts of the culture. This different attitude became known as the generation gap.

**Determining Cause and Effect**

List four factors that caused Americans to go on a buying spree in the 1950s.

1. __________

2. __________

3. __________

4. __________

**Problems in a Time of Plenty (pages 423–424)**

In the 1950s, more than 20 percent of Americans lived in poverty. Farmers did not share in the prosperity of the 1950s. Businesses created huge farms that used new technology. Small farms could not compete with these large farms. Many small-farm families sold their farms and moved to cities.
Problems in a Time of Plenty (continued)

More and more middle-class Americans began to move to the suburbs. Poor people were left behind in the cities, where ghettos developed. Even so, people continued to move to cities to look for work, especially African Americans and Latinos. But good jobs were hard to find. Many businesses moved to the suburbs, and machines reduced the number of jobs available.

The changes in the 1950s led many people to question American values. Some people believed that the sameness of suburban life was leading to the loss of individuality. Other people condemned Americans for their materialism. This is a focus on accumulating money and possessions rather than having an interest in personal and spiritual matters. In his book *The Affluent Society*, John Kenneth Galbraith claimed that well-to-do Americans ignored the hardships of the poor. A group of writers called the Beats harshly criticized American society.

**Section Wrap-Up**

*Answer these questions to check your understanding of the entire section.*

1. **Analyzing** How did the relationship between the United States and the Soviet Union change after the Geneva summit?

2. **Assessing** Do you think the people who criticized American values in the 1950s were justified? Why or why not?

---

**Expository Writing**

On a separate sheet of paper, write an essay using the following as the opening sentence: “Not everyone in the United States shared in the prosperity of the 1950s.”
In the mid-1900s, African Americans began to fight for equal rights in jobs, housing, and education. In 1942 the Congress of Racial Equality (CORE) was founded. Protests by CORE ended segregation, or the separation of people of different races, in restaurants and other public places in many Northern cities.

During World War II, African Americans were given more opportunities in the military. After the war, African American soldiers hoped their service to their country would be appreciated. When changes did not come quickly, the civil rights movement began.

In the 1896 case *Plessy v. Ferguson*, the Supreme Court ruled that “separate but equal” public places were legal. The National Association for the Advancement of Colored People (NAACP) looked for a case to challenge the segregation of public schools. Thurgood Marshall, the chief lawyer for the NAACP, brought *Brown v. Board of Education of Topeka, Kansas* before the Supreme Court. In 1954 the Court ruled that it was unconstitutional to separate schoolchildren by race. The following year, the Supreme Court ordered public schools to integrate, or bring races together, as quickly as possible.
Some local leaders vowed to resist the Supreme Court’s ruling. In 1957 a federal judge ordered the all-white Central High School in Little Rock, Arkansas, to admit African American students. The governor of Arkansas, Orval Faubus, was against integration. He called out the state’s National Guard to keep nine African American students from entering the school. A federal judge then ruled that the governor had broken the law. Faubus removed the National Guard, and Eisenhower sent federal troops to Little Rock to protect the students.

African Americans made other gains in the 1950s. On December 1, 1955, Rosa Parks boarded a bus in Montgomery, Alabama. She found a seat in the section reserved for whites. The driver ordered Parks to move to the back of the bus. Parks refused. She was removed from the bus by police, arrested, and fined. African Americans in Montgomery organized a boycott of the city’s buses. They refused to ride the buses until the law was changed. African Americans worked together to make the boycott a success. The bus company lost thousands of dollars, and downtown businesses lost customers. The Supreme Court finally ruled that the bus segregation law was unconstitutional. In December 1956, the boycott ended.

Dr. Martin Luther King, Jr., was one of the leaders during the bus boycott. Dr. King was influenced by the ideas of Mohandas Gandhi. Gandhi had used civil disobedience, or the refusal to obey unjust laws, to help India gain independence from Great Britain. King believed that African Americans should disobey unjust laws without using violence. King and other prominent ministers started a new organization called the Southern Christian Leadership Conference (SCLC). This organization prepared African Americans for the civil rights struggle to come.
Answer these questions to check your understanding of the entire section.

1. **Contrasting** Contrast the Supreme Court rulings in *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka, Kansas.*

2. **Applying** Give an example of how civil disobedience might be used to change an unjust law.

---

**Expository Writing**

*In the space below, write a paragraph explaining why “separate but equal” facilities are not really equal.*

---

Chapter 14, Section 1
Kennedy and Johnson

Essential Question
How were Kennedy and Johnson alike and different as presidents of the United States?

Directions: As you read, complete a graphic organizer like the one below to compare the legislative programs of Kennedy and Johnson.

Kennedy
1. 
2. 
3. 
4. 

Johnson
1. 
2. 
3. 
4. 

Read to Learn
Kennedy and the New Frontier (pages 439–440)

Describing
Highlight adjectives in the text to the right that describe Kennedy and his background.

Explaining
How did television help Kennedy win the presidential election?

In the 1960 presidential election, Democrat John F. Kennedy ran against Vice President Richard M. Nixon. Kennedy was born into a wealthy and powerful family. He served in the U.S. Navy during World War II and saved the life of a crew member when his boat sank in the Pacific. After the war, Kennedy won a seat in Congress and then a seat in the Senate.

Kennedy was Roman Catholic, and many Americans did not want a Catholic president. But his performance in the first televised presidential debates convinced many people to vote for him. He was handsome and confident about the future. The election was extremely close, but Kennedy won by a slim margin.

Once president, Kennedy called for a “New Frontier” of social reforms. He wanted more federal money for education and the poor. He also supported a civil rights bill. He had problems, however, getting his programs through Congress.

On November 22, 1963, Kennedy was assassinated as he rode in a motorcade in Dallas, Texas. Vice President Lyndon B. Johnson was sworn in as president. Americans were stunned and grief-stricken. Lee Harvey Oswald was charged with the murder,
but he was shot and killed as he was moved from one jail to another. A commission later ruled that Oswald acted alone, but many Americans believed the assassination was a plot.

**The Great Society**  
(page 441)

Like Kennedy, Johnson wanted to reduce poverty, promote civil rights, and improve education. He used his experience in Congress to help pass his “Great Society” programs. In 1964 he declared the War on Poverty, which was made up of programs to help people who lived below the **poverty line**, or the minimum income needed to live. Head Start provided preschool education for poor children. The Job Corps gave training to young people. **Medicare** helped pay medical costs for senior citizens. **Medicaid** helped poor people pay their hospital bills.

Johnson also wanted to rebuild decaying cities and improve education. The Department of Housing and Urban Development was created to provide housing for poor people. The **Elementary and Secondary Education Act of 1965** helped schools.

Johnson supported civil rights for all Americans. With his assistance, Congress passed the **Civil Rights Act of 1964**. It outlawed discrimination in employment, voting, and public places. It banned discrimination based on race, gender, religion, and national origin.

**Defining**

Define the terms below.

**poverty line:**

**Medicare:**

**Medicaid:**
1. **Explaining** Why was religion an issue in the 1960 presidential election?

2. **Hypothesizing** Why do you think Johnson was able to get his programs passed but Kennedy was not?

---

**Persuasive Writing**

In the space below, write an essay answering the following question: Who was the greater president, John F. Kennedy or Lyndon B. Johnson? State your position clearly, and give facts to support your answer.
African Americans began to fight discrimination in the North as well as in the South. Students staged sit-ins against stores that practiced segregation. A sit-in is the act of protesting while sitting down. Many stores agreed to integrate as a result of the sit-ins. Ella Baker, a civil rights activist, helped students create their own civil rights organization. The students started the Student Nonviolent Coordinating Committee (SNCC). It became an important civil rights organization.

The Congress of Racial Equality (CORE) decided to see if the Supreme Court ruling against segregated bus facilities was being enforced. A group of CORE members left Washington, D.C, in May 1961 and headed to New Orleans on buses. They called themselves Freedom Riders. In Alabama, a mob of angry whites beat the Freedom Riders. Robert Kennedy, the U.S. attorney general, asked CORE to stop the Freedom Rides, but the Riders pressed on. They were arrested in Mississippi as they tried to enter a whites-only waiting room at the bus station. Despite the violence and arrests, the Freedom Rides continued all summer. In the fall, the Interstate Commerce Commission banned segregation in bus stations and on interstate buses, or buses that crossed state lines.
In 1962 a federal court ordered the University of Mississippi to admit James Meredith, its first African American student. Mississippi state police kept Meredith from enrolling. Federal marshals came to escort Meredith to campus, and riots broke out. Two people were killed. Meredith was protected by federal troops until he graduated. In June 1963, Alabama governor George Wallace vowed to block the integration of the University of Alabama. Wallace backed down when President Kennedy sent the National Guard to make sure that African Americans could enroll.

In the spring of 1963, demonstrations were held in Birmingham, Alabama, to protest segregation. Martin Luther King, Jr., and hundreds of others were arrested. National television showed pictures of police attacking unarmed demonstrators. President Kennedy sent troops to restore peace. On June 11, 1963, Medgar Evers, an NAACP official, was murdered. Days later, the president introduced new civil rights legislation.

Dr. King and the SCLC organized a march to support the civil rights bill. The march took place in Washington, D.C., on August 28, 1963. More than 200,000 people attended and marched peacefully. At the march, King delivered his powerful “I Have a Dream” speech.

During the summer of 1964, thousands of civil rights workers spread throughout the South to help African Americans register to vote. They called the campaign “Freedom Summer.” The workers were sometimes met with violence.

The next year, police in Selma, Alabama, attacked demonstrators who were protesting about the right to vote. President Johnson stepped in. He urged the passage of the Voting Rights Act of 1965. The act gave the federal government the power to force local officials to allow African Americans to register to vote. It led to dramatic political changes throughout the South.

Some African Americans grew tired of the slow pace of change. Malcolm X became an important voice for these African Americans. He thought that African Americans should separate themselves from whites. He later changed his ideas and called for “white-black brotherhood.” Soon afterwards, he was murdered.

There were other, more radical leaders. Stokely Carmichael promoted Black Power. This was a philosophy of racial pride.
It became popular in poor urban neighborhoods. The Black Panther Party was formed in California. The Panthers armed themselves and sometimes clashed with police.

In the summer of 1965, a riot took place in the Watts section of Los Angeles. It was the first in a series of race riots over the next few summers. A commission that studied the causes of the riots warned that the nation was moving toward two separate and unequal societies, one black and one white.

On April 4, 1968, Dr. Martin Luther King, Jr., was shot and killed in Memphis, Tennessee. His murder set off riots around the country. Millions mourned the death of this American hero.

Name two radical approaches to civil rights.
1. _______________
2. _______________

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. Naming List three civil rights leaders who were murdered in the 1960s.

2. Interpreting What do you think the commission that studied the causes of the riots meant when it said that the nation was moving toward two separate and unequal societies?

Some historians argue that the civil rights movement had two phases. On a separate sheet of paper, identify the two phases, their characteristics, and what accounted for the change.
The civil rights movement benefited women. In 1963 Congress passed the Equal Pay Act. This act barred employers from paying women less than men for the same work. The same year, *The Feminine Mystique* was published. In this book, Betty Friedan described the hopes of many women for greater opportunities.

In 1966 feminists created the National Organization for Women (NOW). Feminists are activists for women’s rights. NOW fought for equal rights for women in jobs, education, marriage, and other parts of life.

In the 1970s, NOW campaigned for an Equal Rights Amendment (ERA) to the Constitution. The amendment would guarantee women equal rights under the Constitution. Phyllis Schlafly and other people were against the ERA. They argued that it would lead to the breakdown of the family. In the end, the ERA was not ratified by enough states to make it law.

Despite this failure, the women’s movement made progress. Women gained more job opportunities and filled more political offices. In 1981 Sandra Day O’Connor was appointed as the first female justice of the U.S. Supreme Court.
In the 1960s, the Latino, or Hispanic, population also sought equal rights. Latinos are a diverse group. Many Puerto Ricans have migrated to American cities in search of jobs. Many Cubans have come to the United States to escape Castro’s Communist government. The largest number of Cubans settled in southern Florida.

By far the largest Latino group in the United States comes from Mexico. In the early 1960s, Mexican American migrant farmworkers formed the United Farm Workers (UFW). This union fought for better wages and working conditions. Led by César Chávez, the UFW went on strike. Consumer boycotts of farm produce helped the union win higher wages and shorter working hours.

Latinos fought for other rights as well. They created La Raza Unida to fight discrimination and elect Latinos to government office. Latinos also won the right to serve on juries and send their children to integrated schools.

In the 1960s, Native Americans organized and demanded political power. Tribal government had been weakened since the end of World War II. Many Native Americans left reservations but could not find jobs in cities. More than one-third of Native Americans lived in poverty. In response, Congress passed the Indian Civil Rights Act of 1968. This act protected Native Americans’ constitutional rights. It also recognized the right of Native American nations to make laws on their reservations.

In 1968 a group of young Native Americans set up the American Indian Movement to work for equal rights and better living conditions. In 1969 members occupied Alcatraz and other public buildings to demand their rights. These protests focused attention on the poor conditions under which Native Americans lived.

People with disabilities also sought equal treatment. Congress responded by passing several laws. One law required that public buildings be accessible to disabled people. Other laws created more job opportunities for disabled people and ensured equal education for disabled children.
1. **Hypothesizing** How do you think *The Feminine Mystique* affected many American women who read it?

2. **Summarizing** In one or two sentences, summarize the achievements of the United Farm Workers.

---

**Descriptive Writing**

In the space below, describe how your life and the lives of your parents would be different without the women’s rights movement of the 1960s and 1970s.
Kennedy continued the anti-Communist policy of Presidents Truman and Eisenhower. He increased spending on nuclear arms. At the same time, he tried to convince the Soviet Union to agree to a ban on nuclear testing.

Kennedy was concerned about Communist threats in other countries. The Soviet Union helped Communist groups in other countries take control of governments. These groups used guerrilla warfare, or fighting with small bands of soldiers who use tactics such as sudden ambushes. Kennedy came up with a plan called flexible response. This plan helped countries fight Communist groups. The plan used special military units, like the Green Berets, to fight guerrilla wars.

Kennedy was especially concerned about poor countries. Communist promises of economic equality were attractive to people in these countries. Kennedy decided to provide aid to countries in poor regions. He also signed an executive order, or presidential directive, to create the Peace Corps. Volunteers in the Peace Corps worked as teachers, health care professionals, and advisers in other countries.
A few months after taking office, Kennedy had to deal with a crisis in Cuba. In 1959 Communist leader Fidel Castro took over Cuba, an island country south of Florida. Cuba and the Soviet Union became allies. This worried many Americans.

During Eisenhower’s presidency, the Central Intelligence Agency (CIA) created a plan to overthrow Castro. The plan called for Cuban exiles to land in Cuba and start an uprising. Kennedy learned about the plan when he became president in 1961. He had doubts about the plan but accepted the advice of military advisers and the CIA. In April 1961, the CIA went forward with the plan. Cuban exiles landed at the Bay of Pigs in Cuba. Many mistakes were made, and the plan failed. Kennedy never again completely trusted military and intelligence advice. The Bay of Pigs caused Latin American countries to lose trust in Kennedy. It also made Soviet premier Khrushchev think Kennedy was a weak leader who could be bullied.

Kennedy also had to deal with problems in Europe. West Germany had become a full member of the Western alliance. The Soviet Union continued to control East Germany. In June 1961, Khrushchev told Kennedy that the West had to leave Berlin. East Germans began to flee to the West. In response, the Soviets built a wall between East Berlin and West Berlin. The Berlin Wall was designed to keep East Germans from fleeing to the West. It came to represent Communist repression.

In mid-October 1962, Kennedy again faced problems with Cuba. An American spy plane took photographs over Cuba. It showed that the Soviets were building nuclear missile sites in Cuba. On October 22, Kennedy told Americans about the Soviet missiles. He ordered the Navy to blockade, or close off, Cuba until the Soviets removed the missiles. He told the Soviet Union that any missile launched from Cuba would be considered an attack on the United States. After five tense days, the Soviets agreed to remove their missiles from Cuba. The United States agreed not to invade Cuba.
After the crisis, the two nations worked to improve their relations. They set up a hot line for leaders to communicate in times of crisis.

The United States competed with the Soviets in space. In April 1961, a Soviet cosmonaut became the first person to orbit Earth. One month later, the United States sent an astronaut into space. The space race had begun. In February 1962, the first American orbited Earth. On July 20, 1969, U.S. astronaut Neil Armstrong walked on the moon. Within three years, 10 more Americans had landed on the moon.

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. **Making Inferences** Why do you think East Germans fled to the West?

2. **Hypothesizing** Why were Americans concerned about a Cuban-Soviet alliance?

Informative Writing

On a separate sheet of paper, write a news article about the space race. Include information about the Soviet and U.S. programs.
In the early 1960s, the United States became involved in a war in Vietnam. This conflict actually began at the end of World War II. At that time, Vietnamese leader Ho Chi Minh declared that Vietnam was independent from France. The French fought to keep Vietnam, but they were defeated in 1954.

That year, the United States, Vietnam, and several other countries worked out a peace agreement called the Geneva Accords. This agreement temporarily divided Vietnam. Ho Chi Minh's Communists would control North Vietnam. Non-Communist forces would control South Vietnam. The agreement called for Vietnam to be unified in 1956, after national elections were held.

In 1955 Ngo Dinh Diem became South Vietnam's leader. He did not hold the elections. He also cracked down on the Communists in the South. The Communists then set up the National Liberation Front, or the Vietcong. In 1959 the Vietcong began a war against Diem. U.S. President Eisenhower worried that other countries in the area would fall to communism like dominoes if Communists took over South Vietnam. The Eisenhower administration sent billions of dollars in aid to South Vietnam.
When Kennedy took office, he sent Green Berets to train South Vietnamese troops. But he found it difficult to continue to support Diem. In November 1963, the South Vietnamese army overthrew the government and killed Diem.

After Kennedy’s death in 1963, Lyndon B. Johnson became president. At that time, about 16,000 U.S. soldiers were in Vietnam as advisers. Johnson did not think Vietnam was worth fighting for, but he was concerned about stopping the spread of communism.

In August 1964, Johnson claimed that the North Vietnamese had attacked U.S. ships in the Gulf of Tonkin near the coast of North Vietnam. Congress passed the Gulf of Tonkin Resolution. This resolution gave Johnson broad power to use American troops in Vietnam. In 1965 Johnson began to escalate, or gradually increase, U.S. involvement in Vietnam. By 1968, more than 500,000 U.S. troops were in Vietnam.

In March 1965, U.S. troops began an intense bombing campaign in Vietnam. They bombed military bases, roads, and factories. U.S. troops on the ground had a more difficult fight. They had trouble moving through the dense rain forests of Vietnam. They also found it hard to tell which of the Vietnamese were friends and which were enemies.

The United States began search-and-destroy missions to find Vietcong units and destroy them. U.S. planes bombed South Vietnamese rain forests to drive out guerrillas. Planes also destroyed the rain forests using napalm, an explosive that burned intensely. Agent Orange, an herbicide, was used to clear forests and tall grasses. This chemical is believed to have caused serious medical problems for many Americans and Vietnamese.

The bombing did not destroy the morale of the North Vietnamese. The missions killed thousands of North Vietnamese and Vietcong, but the Communist troops were always replaced. U.S. soldiers became frustrated with the lack of progress in the war. As the war dragged on, some officials began to argue that the United States could not win the war in Vietnam. Opposition to the war grew.
1. **Identifying Points of View** How did Johnson feel about the war in Vietnam when he became president?

2. **Explaining** How did lack of progress lead to greater opposition to the war?

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**Descriptive Writing**

In the space below, write a letter from a U.S. soldier fighting on the ground in Vietnam to family back home. Include descriptions of the rain forests of Vietnam.
Chapter 15, Section 3 (Pages 476–481)

The Vietnam Years at Home

Essential Question
How did the Vietnam War affect the political and social climate in the United States?

Directions: As you read, complete a graphic organizer like the one below to identify each candidate’s position on the Vietnam War.

<table>
<thead>
<tr>
<th>1968 Presidential Election</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positions on Vietnam</td>
</tr>
<tr>
<td>Hubert H. Humphrey</td>
</tr>
<tr>
<td>Democrat</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>Richard M. Nixon</td>
</tr>
<tr>
<td>Republican</td>
</tr>
</tbody>
</table>

The Youth Protest (pages 477–478)

Classifying
Circle the letters of the phrases that describe members of the counterculture.
A. Supported Johnson in the war
B. Opposed traditional American values
C. Wore torn blue jeans and long hair

The American people disagreed about the war in Vietnam. Some people supported the war, but many opposed it. Some Americans believed that the conflict was a civil war that should not involve the United States. Others thought the cost of the war was hurting domestic programs. Still others thought that South Vietnamese officials were corrupt. They believed that it was immoral to help them.

Many young people opposed the war. Many of them were part of the counterculture. This movement rejected traditional American values. Some symbols of the counterculture included torn blue jeans and long hair on males.

The selective service, or draft, supplied soldiers for the war. Many students opposed the draft. Full-time college students were given deferments that excused them from the draft. Most college students were from the middle class. As a result, more and more soldiers came from poor or working-class families. Conscientious objectors claimed that their moral or religious beliefs did not allow them to fight in the war. Some young people protested by burning their draft cards.
As the war dragged on, more people began to oppose it. They criticized how the government was handling the war. In October 1967, more than 50,000 people marched in Washington to protest the war.

On January 31, 1968, the North Vietnamese and Vietcong began a series of attacks called the Tet Offensive. The attacks turned even more Americans against the war. The Johnson administration developed a **credibility gap**. This meant that few people trusted its statements about the war. Members of Johnson's own party criticized him. Two antiwar Democrats, Eugene McCarthy and Robert F. Kennedy, entered the presidential race.

In March 1968, President Johnson announced that he would stop the bombing of North Vietnamese cities. He asked North Vietnam to take similar actions so that peace talks could begin. He surprised the nation by announcing that he would not run for reelection.

A few days later, Dr. Martin Luther King, Jr., was killed. King's death caused riots across the country. Americans worried about the unrest at home and the war overseas.

Vice President Hubert H. Humphrey joined the race for the Democratic nomination. Unlike McCarthy and Kennedy, Humphrey supported Johnson's Vietnam policies. In June 1968, Kennedy won the primary in California. That night, an assassin killed Kennedy. Humphrey won the Democratic nomination, but violence during the Democratic convention hurt his campaign.

Most Americans wanted a return to law and order. George C. Wallace of Alabama ran as a third-party candidate. He took a tough stand on law and order. The Republican candidate, Richard M. Nixon, said he stood for the “silent majority.” These were people who wanted law and order and did not protest. Nixon also said he would bring “peace with honor” in Vietnam. In November 1968, Nixon won the election.
1. **Determining Cause and Effect** How did deferments affect the composition of the military?

2. **Speculating** Why do you think President Johnson did not run for reelection?

---

**Persuasive Writing**

*In the space below, take the position of an antiwar protester and write an essay persuading others to take your side. Use information from the text to support your position.*
Shortly after taking office, President Nixon began taking steps to end U.S. involvement in Vietnam. Nixon appointed Henry Kissinger as his national security adviser. Kissinger worked to improve relations with the Soviet Union and China. These two countries supplied aid to North Vietnam. Kissinger hoped they would cut back on their aid and help end the war.

Nixon came up with a “peace with honor” strategy. It had three parts. First, draft reforms did away with deferments and chose draftees by lottery. The reforms also limited the draft to 19-year-olds. Second, Nixon began to pull U.S. troops from Vietnam. This plan was called Vietnamization. It made the South Vietnamese do more of the fighting. Third, Nixon ordered the bombing of enemy supply routes in Cambodia and Laos. Nixon kept the bombing of Cambodia secret.

In the fall of 1969, marchers in Washington called for an end to the war. Henry Kissinger tried to end the war through peace talks with North Vietnam. The North Vietnamese would not agree to peace terms. They believed that American antiwar protests would force the United States out of Vietnam.
A civil war broke out in Cambodia. In April 1970, Nixon sent American troops to destroy Communist bases in Cambodia. This action angered many Americans. They thought Nixon was widening the war.

Nixon's action led to antiwar protests on U.S. college campuses. A protest at Kent State University in Ohio turned violent. Students burned a campus military building. The governor of Ohio declared martial law, or emergency military rule, on the campus. On May 4, students gathered for a protest rally. National Guard troops chased some of the students and opened fire. Four students were killed. Another protest at Jackson State University in Mississippi led to the killing of two more students.

The invasion of Cambodia angered Congress. In December 1970, Congress repealed the Gulf of Tonkin Resolution. The same year, documents called the Pentagon Papers were leaked to the public. They showed that the Johnson administration had privately questioned the war while publicly supporting it. The papers proved to Americans that their government had not been honest with them.

In March 1972, the North Vietnamese started another major attack in the South. Nixon ordered the bombing of targets in North Vietnam. In the fall of 1972, Kissinger tried to negotiate peace between North Vietnam and South Vietnam, but South Vietnam would not agree to the terms.

In December 1972, Nixon ordered the heaviest bombing of the war against North Vietnam's cities. He continued the attack until North Vietnam agreed to peace talks. He pressured South Vietnam to accept the peace terms. On January 27, 1973, negotiators signed the Paris Peace Accords.

American involvement in Vietnam ended. North Vietnam continued to try to unify Vietnam. It began another major attack on South Vietnam. On April 30, 1975, Saigon, South Vietnam's capital, fell to the Communists, South Vietnam surrendered, and the war was over.

The costs of the war were high. More than 1 million Vietnamese died in the war. More than 58,000 Americans were killed. Another 300,000 were wounded. The U.S. government had spent more than $150 billion on the war.
American troops were not given a hero’s welcome when they returned home. The public just wanted to forget the war. Some American soldiers were MIA, or missing in action. They did not return from the war. Their families asked the government to pressure the Vietnamese for information about the soldiers. Vietnam allowed American groups to search the country, but the MIAs were not found.

1. **Analyzing** What was the goal of Vietnamization?

2. **Determining Cause and Effect** Name two effects of Nixon’s invasion of Cambodia.

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**Informative Writing**

*On a separate sheet of paper, write a news article recounting events at Kent State University in May 1970.*
Chapter 16, Section 1 (Pages 500–505)

Nixon’s Foreign Policy

Essential Question
What were President Nixon’s main goals in foreign policy, and how did he work to achieve them?

Directions: As you read, complete a diagram like the one below to explain the focus of Nixon’s foreign policy in the four countries and regions listed.

<table>
<thead>
<tr>
<th>Country/Region</th>
<th>Foreign Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>1.</td>
</tr>
<tr>
<td>Soviet Union</td>
<td>2.</td>
</tr>
<tr>
<td>Middle East</td>
<td>3.</td>
</tr>
<tr>
<td>Latin America</td>
<td>4.</td>
</tr>
</tbody>
</table>

Notes

Read to Learn

Easing the Cold War (pages 501–503)

Explaining
What agreement did the United States reach with China after President Nixon’s visit there?

________________________
________________________
________________________

President Nixon wanted to improve relations with Communist nations. He wanted to reach out to the Soviet Union and the People’s Republic of China. Nixon made Henry Kissinger his national security adviser. Nixon and Kissinger believed that peace could be made by negotiation rather than by force. Nixon followed a policy of détente. This is a policy of trying to relax international tensions. Nixon knew that détente could work only with a balance of power. This is a distribution of power among nations. It keeps any one nation from becoming too powerful.

The United States had refused to recognize the People’s Republic of China. It instead recognized Taiwan, which had an anti-Communist Chinese government. China and the United States wanted to improve relations. Conflicts between China and the Soviet Union divided the Communist world. In 1971 the United States announced the start of trade with China. Then in February 1972, Nixon visited China. Nixon and Zhou Enlai, China’s leader, agreed to allow scientific and cultural exchanges and trade. This trip was the first U.S. contact with China in more than 25 years.
Nixon next visited the Soviet Union and Soviet leader Leonid Brezhnev in May 1972. The Soviets hoped to buy American technology. On his visit, Nixon signed the Strategic Arms Limitation Treaty (SALT I). It limited the number of certain types of missiles in Soviet and American arsenals. The two countries also agreed to work together in trade and science.

Israel became a nation in 1948. The United States gave support to Israel. Tensions between Israel, a Jewish nation, and the Arab nations led to wars in 1948 and 1956. In 1967 war broke out again. Fearing an attack by Egypt, Israel bombed Egyptian airfields on June 5. Within six days, Israel wiped out the air forces of its Arab neighbors. The 1967 war left Israel in control of several neighboring areas. The United Nations asked the Israelis to leave these captured territories. It also asked the Arab nations to accept Israel’s right to exist. Both sides refused. The war increased the number of Arab refugees. Thousands of Palestinians now lived in Israeli-held territory. Palestinians’ demand for their own homeland led to more conflict.

War between the Israelis and Arabs started again in 1973. Egypt and Syria attacked Israel to get back the land lost in the 1967 war. The attack happened on Yom Kippur, a major Jewish holiday. The war became known as the Yom Kippur War. The United States supported Israel with weapons. When the war was over, Israel had taken back most of the land lost at the beginning of the Arab attack. Israel had also taken additional land from Syria and Egypt. Angry that the United States supported Israel, oil-rich Arab nations placed an embargo on oil to the United States. This ban on shipments led to U.S. oil shortages.

Henry Kissinger negotiated an agreement between Israel and the Arab nations. In 1974 Prime Minister Golda Meir of Israel and President Anwar el-Sadat of Egypt arrived at an agreement. Kissinger convinced the Arabs to end the embargo. He also improved relations with Egypt by promising foreign aid.
President Nixon wanted to keep communism from spreading in Latin America. In 1970, the South American country of Chile elected Salvador Allende president. Allende was a follower of Karl Marx, the founder of communism. Allende’s government tried to change Chile’s economy. It took over large businesses, gave land to the poor, and increased workers’ pay. The economy grew. However, the breakup of farms caused a decline in food production. Food shortages resulted. The pay increases led to higher prices of goods. Wealthy Chileans opposed Allende’s policies. The United States opposed his takeover of American companies. It gave money to Allende’s opponents. It also convinced foreign investors to stop loaning money to Chile. By 1972, Chile’s economy was almost ruined.

Chilean military leader General Augusto Pinochet overthrew the government in 1973. He had help from the Central Intelligence Agency (CIA). During the takeover, Allende was killed. The U.S. government recognized and gave aid to the new military dictatorship.

On a separate sheet of paper, write an article about conflicts in the Middle East. Tell what the causes of the conflict were, its results, and the efforts to make peace.
President Nixon wanted to reduce the federal government’s role in people’s lives. He also wanted to cut government spending. Nixon’s program, the New Federalism, called for revenue sharing. This gave the states some of the money earned from federal taxes.

Nixon took a conservative stand on civil rights. He did not support busing. His administration, however, did carry out federal court orders to integrate schools. It also promoted affirmative action. This means giving preference to minorities in jobs in which they previously have been excluded.

Nixon had to deal with major economic problems. Foreign competition had caused a decline in U.S. industry and manufacturing. Inflation and unemployment were high. The cost of oil kept increasing. To help reduce inflation, Nixon cut federal spending. He also called for a tight money policy. He raised interest rates so people would borrow less and spend less. Prices did drop. But as demand slowed, businesses had to cut back the amount of goods they produced. These steps led to stagflation. This is a combination of rising prices and a slow-moving economy. Nixon then changed plans. He tried to
increase federal spending to boost the economy. This policy, however, created a budget **deficit**. This means that government spending was greater than the money the government took in. None of Nixon’s plans solved the nation’s economic problems.

**Reelection and Watergate (pages 509–511)**

Nixon was reelected in 1972. He faced more economic problems in his second term. The Organization of Petroleum Exporting Countries (OPEC) placed an embargo on oil shipments to the United States in 1973. The U.S. economy relied heavily on oil. The embargo caused many companies to lay off workers or raise their prices. The president urged Americans to conserve energy. Speed limits were reduced on highways to save fuel. Nixon also called for development of oil in Alaska.

In June 1972, five members of Nixon’s reelection committee broke into the Democratic Party’s office at the Watergate building in Washington, D.C. The burglars wanted to get information about the Democrats’ campaign. The men were caught and later arrested. Soon reports came out that these men were paid from White House funds. The White House said it knew nothing about the burglary. One of the men later admitted that the White House was involved.

In May 1973, the Senate began hearings on the Watergate break-in. Sam Ervin, senator from North Carolina, chaired the hearings. One White House official testified that Nixon directed a cover-up of the burglary. In July investigators found out that all of Nixon’s office conversations had been tape-recorded. Nixon refused to hand over the tapes. He claimed **executive privilege**. This is the principle that White House conversations should be kept secret to protect national security. The Supreme Court later ruled that Nixon had to turn over all the tapes. The House Judiciary Committee voted to **impeach** Nixon, or officially charge him with misconduct in office. A tape showed that Nixon did cover up the break-in. On August 9, 1974, Nixon resigned his office. Vice President Gerald R. Ford became president.
On September 8, 1974, President Ford granted Richard Nixon a pardon for any crimes he committed as president. This meant that Nixon could not be put on trial for the cover-up. Ford hoped that the pardon would help heal the nation. Instead it caused conflict. Another conflict arose when Ford offered amnesty, or protection from trial, to men who avoided serving in the Vietnam War.

Ford continued Nixon’s foreign policies. He and Henry Kissinger extended détente with the Soviet Union. They also worked to improve relations with China. Ford traveled to the Soviet Union in 1974 and signed the Helsinki Accords with the Soviet Union and other nations. The countries that signed this agreement promised to protect the human rights of their citizens.

Inflation and unemployment remained problems at home. To fight inflation, Ford called for voluntary wage and price controls. Ford asked Americans to save rather than spend money. He also tried to cut government spending to control inflation. But Ford could not solve the nation’s economic problems.
National Energy Plan

1. 
2. 
3. 

President Ford lost in the 1976 presidential election. The winner was Jimmy Carter, the Democratic candidate. To boost the economy, President Carter cut taxes and increased spending. Carter then suggested spending cuts and a delay in tax cuts. He had trouble getting support in Congress.

Carter focused on energy. High energy costs led to inflation. Paying money for overseas oil added to a growing trade deficit. This means that the value of foreign imports was greater than the value of American exports. In April 1977, Carter presented a National Energy Plan to solve the energy crisis. He created a Department of Energy to oversee energy policy. He called for exploring other energy sources. He also called for taxes to promote production of domestic oil and energy conservation. Congress passed a weak version of Carter’s plan in 1978.

In March 1979, an accident took place at the Three Mile Island nuclear plant in Pennsylvania. People opposed to nuclear energy protested. Carter did not want to stop using nuclear power because it provided some of the nation’s energy.
President Carter based his foreign policy on **human rights**. This is a belief that governments should respect the human dignity and liberties of their citizens. Carter suggested that any nation that violated human rights should not receive support from the United States. For example, Carter disapproved of South Africa’s policy of **apartheid**. This is the racial separation and discrimination against nonwhites.

Carter acted to end the friction between the United States and Panama over the Panama Canal. He signed treaties that would turn over the canal to Panama by 2000. Some Republicans believed the treaties gave away U.S. property. The Senate approved the treaties in 1978.

President Carter wanted to bring peace to the Middle East. In 1978 he invited the leaders of Israel and Egypt to a meeting in the United States. The three leaders signed the Camp David Accords. This agreement led to an Egyptian-Israeli peace treaty in 1979. The treaty was the first time that Israel and an Arab nation had made peace.

In June 1979, Carter signed a second Strategic Arms Limitation Treaty, or SALT II, with the Soviet Union. Some senators said the treaty gave the Soviets an advantage. They delayed approving the treaty. Then in December 1979, the Soviets invaded Afghanistan. Carter ordered sanctions against the Soviet Union. The United States refused to take part in the Olympic Games in Moscow.

Iran was an important U.S. ally. The shah, the Iranian leader, built a strong military with U.S. help. Many Iranians criticized their government for its corruption. In January 1979, Islamic **fundamentalists**, people who strictly follow religious laws, forced the shah to leave Iran. They were upset with the United States for supporting the shah. In November 1979, Iranians attacked the U.S. embassy in Iran and took 52 Americans hostage. Attempts to release the hostages failed. It became a campaign issue in the 1980 presidential election. Many Americans blamed Carter for the weak economy and for not getting the hostages released. As a result, Republican candidate Ronald Reagan won the election. The hostages were freed after Ronald Reagan took the oath of office.
Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. Explaining What was the major issue on which President Carter based his foreign policy? How would it affect foreign policy?

2. Analyzing What issues led to President Carter’s defeat in the 1980 presidential election?

In the space provided, write a letter to the editor giving your opinion about the 1979 issue regarding nuclear energy. Explain why you support or oppose the use of nuclear power to provide energy.
Ronald Reagan’s election in 1980 was a conservative shift in the United States. Many Americans believed that the government made too many rules. They believed it collected too much in taxes and spent too much on social programs.

To reduce the size of government, Reagan used a policy of deregulation. He cut the rules that government agencies put on businesses. Reagan named justices to the Supreme Court who shared his conservative views. He appointed Sandra Day O’Connor in 1981. She was the first woman to be on the Court.

Reagan believed that lower taxes would let people invest in new businesses. But cutting taxes meant less money for the government. Reagan called for cuts in government spending. His economic policy was called supply-side economics. Its goal was to help the economy by increasing the supply of goods and services. Those who opposed the policy called it “Reaganomics.” They said that Reagan’s policy would help big businesses and wealthy Americans, not average Americans.

Reagan cut domestic programs, but he greatly increased military spending. He claimed that the Soviet threat made it necessary to build up the military. The government now had
The Reagan Revolution (continued)

less income from taxes but spent more on the military. It spent more than it collected in taxes. It had to borrow money to make up the difference. The borrowing increased the federal debt. This is the amount of money owed by the government. The debt grew from $381 billion in 1970 to $3.2 trillion by 1990.

Reagan’s Foreign Policy (pages 531–532)

Reagan vowed to fight communism. He believed that the United States should defeat the Soviet Union. Reagan started a massive buildup of the military. Reagan also wanted an anti-missile defense system, the Strategic Defense Initiative (SDI). However, scientists were not able to make the SDI work.

Reagan also committed U.S. forces and aid to fight communism. He sent aid to the contras, a group in Nicaragua who fought that country’s Communist government. Reagan also sent troops to the Caribbean island of Grenada. Communist rebels had started a rebellion there.

Reagan’s Second Term (pages 532–533)

President Reagan won a second term in 1984. He and George H. W. Bush beat the Democratic team of Walter Mondale and Geraldine Ferraro. Ferraro was the first woman to run for vice president on a major party ticket.

Reagan faced the Iran-Contra scandal in his second term. Terrorists with ties to the Iranian government held American hostages in Lebanon. Some White House officials arranged for the sale of weapons to Iran in return for help in freeing the hostages. The money from this secret arms sale went to help the Nicaraguan contras. News of these deals caused an uproar. The deals went against federal laws that said officials could not help the contras. Congress held hearings to find out whether the president took part in the deals. No proof of Reagan’s involvement was ever found.

Mikhail Gorbachev became the new Soviet leader in 1985. He wanted to reform the Soviet government. He called for a policy called glasnost to open Soviet society to new ideas.
He also reduced government control of the economy and allowed local decision making. This policy was called **perestroika**.

Reagan and Gorbachev signed the Intermediate-Range Nuclear Forces (INF) Treaty in 1987. The treaty required each superpower to reduce the number of nuclear missiles it had. The agreement was a big step in reducing the threat of nuclear war.

List two actions Mikhail Gorbachev took to reform the Soviet government.

1. 
2. 

Section Wrap-Up

**Answer these questions to check your understanding of the entire section.**

1. **Analyzing** Why did some people criticize Reagan’s economic policy?

2. **Drawing Conclusions** Why was the INF treaty signed by the Soviet Union and the United States in 1987 so important?

Expository Writing

On a separate sheet of paper, write an essay explaining why relations between the United States and the Soviet Union changed in the mid-1980s.
George H. W. Bush, a Republican, was elected president in 1988. The Democrats kept control of the House and the Senate. Bush’s presidency saw a time of change in world affairs. Soviet leader Mikhail Gorbachev wanted to end the arms race. He wanted to focus instead on reforms within the Soviet Union. Gorbachev and Bush signed the Strategic Arms Reduction Treaty (START) in 1990. They agreed to destroy existing nuclear weapons.

People in the Soviet Union were worried about their own problems. They had dealt with shortages of food and other necessities for years. Gorbachev wanted to solve these problems, but changes came slowly.

The people of Eastern Europe also called for changes. In Poland, the labor union Solidarity forced the Communist government to hold open elections in 1989. Communist governments began to fall in other Eastern European countries. The Communist government in East Germany opened the Berlin Wall in 1989. East Germany and West Germany were finally reunited in 1990.
Some reformers in the Soviet Union wanted Gorbachev to set up reforms in the government and economy. Hard-line Communists did not want these changes. They feared that the Soviet Union would collapse. In August 1991, they overthrew the government and arrested Gorbachev. Russian president Boris Yeltsin declared that democracy would win. The takeover failed. Soon after, all 15 republics of the Soviet Union declared their independence from the Soviet Union. In December 1991, Gorbachev announced the end of the Soviet Union.

President Bush faced crises in different parts of the world. He sent troops to Panama in 1989 to overthrow dictator Manuel Noriega. The troops captured Noriega. They sent him to the United States to stand trial for drug trafficking.

In China, students and workers protested for democracy. In June 1989, Chinese troops killed several hundred protesters at Tiananmen Square in Beijing, the Chinese capital.

Bush’s most serious crisis happened in August 1990. Iraq’s dictator, Saddam Hussein (hoo•SAYN), invaded Kuwait. This country is next to Iraq and is rich in oil. Bush called for other nations to join the United States in a coalition. This is a group that unites for action. Hussein was ordered to withdraw his troops. He refused. In January 1991, U.S. and coalition forces attacked Iraq. The coalition forces freed Kuwait.

Another crisis happened in Yugoslavia. Three of the republics of Yugoslavia declared their freedom in 1991. The people of Croatia and Bosnia included many Serbs. These were people from Serbia. The Serbs fought to hold on to parts of Croatia and Bosnia. A civil war followed, and thousands of people died. The killings angered many world leaders. A peace plan was finally signed in 1995.
Bush faced a growing federal debt and a slowing economy at home. He also faced a problem with savings and loan associations (S&Ls). These financial institutions made loans to homebuyers. The S&Ls paid high interest rates, and people deposited their money in them. S&Ls also made risky loans that people could not repay. S&Ls lost millions of dollars. The government insured individual deposits and had to pay out millions to S&L customers. This cost taxpayers almost $500 billion.

In 1990 the economy slowed to a recession. The federal debt kept growing. Companies also began to downsize, or lay off workers. People and businesses had borrowed a lot and could not meet loan payments. Some had to declare bankruptcy. This meant they had to sell off what they owned to pay debts.

The president and Congress worked on updating the Clean Air Act. They also pushed forward on civil rights. The Americans with Disabilities Act of 1990 banned job discrimination against people with disabilities. Bush also carried out a war on illegal drugs.

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

1. **Making Generalizations** What generalization can you make about Communist governments in Europe during the late 1980s?

2. **Explaining** Why did the U.S. and coalition forces enter a war against Iraq in 1991?

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**Descriptive Writing**

*Take on the role of a citizen in the Soviet Union. On a separate sheet of paper, write a letter to a friend in Western Europe. Describe your feelings about the changes happening in the Soviet Union and Eastern Europe.*
In 1992 the Democrats nominated Bill Clinton to run against Republican President Bush. A grassroots movement put H. Ross Perot on the ballot as a third-party candidate. A grassroots movement is when people around the nation organize at the local level. Perot wanted to end the government's deficit spending, or spending more money than it takes in. Voters elected Clinton.

One of Clinton's goals was to reduce the budget deficit. This is the amount by which spending is more than revenue. He called for cutting government spending. Clinton wanted to raise taxes for middle- and upper-income Americans and to give tax credits to the poor. Clinton's plan passed.

Congress did not pass the Clinton health-care reform. Many members thought it was too costly. Clinton had more success with the Brady Bill of 1993. The law called for a waiting period and background checks for buying handguns. Another Clinton plan that became law was the Family and Medical Leave Act of 1993. This law allows workers to take time off from their jobs for special family situations.

President Clinton easily won reelection in 1996. During his second term, the economy continued to grow. In 1996 and 1997, the gross domestic product (GDP) grew by about 4 percent per year. The GDP is the value of all the goods and services a
nation produces in a year. The federal budget had a surplus of about $80 billion in 1998. A surplus is the amount of money left after all expenses are paid.

Clinton was popular. However, a scandal involving him and a White House intern put his presidency at risk. There was evidence that Clinton may have committed perjury about the relationship. Perjury means lying under oath. The House decided to impeach the president. To impeach is to make a formal charge of wrongdoing against a public official. The case went to the Senate for trial. In February 1999, the Senate found the president not guilty of the charges.

In 1993 Congress passed the North American Free Trade Agreement, or NAFTA. The United States, Canada, and Mexico agreed to do away with trade barriers among the three nations. Also in 1993, Israeli prime minister Yitzhak Rabin and Yassir Arafat, head of the Palestine Liberation Organization (PLO), met with Clinton at the White House. There, the two leaders signed an agreement. Israel accepted the PLO as the representative of the Palestinians. In return, the PLO accepted Israel's right to exist.

Civil war continued in the former Yugoslavia. In Bosnia, Serbs killed Muslims or drove them out of the country. The Serbian leader also tried to drive Muslims out of the Kosovo region. U.S. and NATO air strikes against Serbia forced the Serbs out of Kosovo. A peace agreement was reached in 1995.

The presidential election of 2000 showed that the nation was divided politically. The Democrats ran Al Gore for president and Joseph Lieberman for vice president. The Republicans ran George W. Bush and Richard Cheney. Gore stressed the environment and education. Bush called for helping the poor without costly government programs. Both agreed that Social Security and Medicare needed reform.

The election was close. The outcome of the election was undecided for five weeks. The undecided state was Florida. Florida's state law required a recount of the ballots. A battle began over how the votes were to be counted. The issue reached the Supreme Court. In Bush v. Gore, the Court ruled that there was not enough time to run a recount that would meet the standards set by the Constitution. As a result, Bush won the election. The Republicans took control of both the House and the Senate in 2002. President Bush named people from different backgrounds
to his cabinet. Among them were General Colin Powell and Condoleezza Rice. Rice was the first woman national security adviser.

Bush’s first job was to carry out his pledge to cut taxes. Some opposed his plan. They argued that the money lost through the tax cuts could be better spent on paying off the national debt. Those who praised Bush’s plan said that the cuts would help the economy. In June 2001, Congress passed the $1.3 trillion tax-cut bill. Bush also called for changes in education. Congress passed the No Child Left Behind Act. This act called for public schools to give reading and math tests every year.

Answer these questions to check your understanding of the entire section.

1. **Analyzing** What successes did President Clinton have in “fixing” the nation’s economy?

2. **Identifying Points of View** Why did some people oppose, and others praise, President Bush’s call for tax cuts?

On a separate sheet of paper, write an article explaining the major foreign policy events during President Clinton’s terms in office.
On September 11, 2001, the United States suffered a deadly attack of terrorism. **Terrorism** is the use of violence against people to reach a political goal. On 9/11, terrorists crashed two planes into New York City’s World Trade Center and one plane into the Pentagon. A fourth plane crashed in Pennsylvania. Osama bin Laden and his terrorist group al-Qaeda [al KY ·duh], have been held responsible for the attacks.

Groups from the Middle East carry out most terrorist attacks against the United States. Most Muslims are against terrorism. However, some fundamentalists, like bin Laden, are not. Muslim **fundamentalists** call for a return to traditional Muslim ways. They believe that Western culture weakens traditional Muslim values. They also disagree with U.S. support of Israel.

In the years leading up to the attacks, bin Laden gained support from the Taliban. This is a Muslim fundamentalist group in Afghanistan. Seeking to destroy bin Laden, the United States began bombing Afghanistan in October 2001. The Taliban government fell in December, but bin Laden was not found. The 9/11 attacks raised fears that terrorists might have nuclear and chemical weapons. In March 2003, Americans led an invasion of Iraq in hopes of finding and destroying these weapons.

The Iraqi army was defeated, and Saddam Hussein was overthrown. However, setting up a democracy in Iraq proved difficult. **Insurgents**, or rebel groups, fought U.S. forces. Iraq was also torn apart by clashes among its Muslim groups.
Bush’s Second Term (pages 550–551)

Analyzing

Give two reasons why Bush lost popularity.

1. ________________
   ________________
   ________________
2. ________________
   ________________
   ________________

Bush lost popularity due to the cost of the war and the failure to find weapons of mass destruction in Iraq. Even so, in the election of 2004, President Bush won reelection over the Democratic candidate, Senator John Kerry. The war on terrorism also raised questions about civil rights. A debate about the rights of captured terrorists reached the Supreme Court.

In August of 2005, Hurricane Katrina hit the Gulf of Mexico. It badly damaged New Orleans. Rising waters broke through the levees, or high walls, and flooded the streets. The government was slow to respond, leaving many people stranded.

Americans showed their unhappiness with Bush’s policies in the 2006 elections. The Democrats won both houses of Congress. Nancy Pelosi became the first female Speaker of the House. The Democrats criticized Bush’s plans for a “surge” of troops to Iraq and called for a deadline to pull out U.S. troops. It was clear that Americans were divided over the war.

Obama Becomes President (pages 551–555)

Identifying

Who were the Republican and Democratic presidential candidates in the 2008 election?

____________________
The Iraq war and the economy were issues in the 2008 presidential election. Republicans chose John McCain, a reformer, for their candidate. McCain then chose Sarah Palin as his running mate. She was the first woman to run for office on a national Republican ticket. Illinois Senator Barack Obama became the Democratic nominee. He chose Joe Biden as his running mate.

The election appeared close until September 2008, when a financial crisis hit the nation. Americans decided it was time for a change. In the highest voter turnout since 1964, Obama won the election, becoming the first African American president. To many, Obama’s election represented a major step toward racial equality.

The new president faced the worst economic crisis since the Great Depression. In February 2009, Congress passed a $787 billion stimulus spending bill to help the economy. This bill, along with a bailout, or rescue of a bank, company, or homeowner from financial ruin, gave the economy a boost.

Obama also faced other important issues, such as the reform of the health-care system. One of his goals was to extend affordable health care for all Americans. Members of Congress debated the best way to make health care available. In another role, Obama nominated Sonia Sotomayor to the Supreme Court, making her the first Latina to be a justice.
President Obama also faced pressing foreign policy issues. The wars in Iraq and Afghanistan continued. Obama agreed with Congress on the goal to end U.S. combat operations in Iraq by fall 2010. As fighting worsened in Afghanistan, the president ordered additional troops to be sent to that country. Which countries in the world had control over nuclear weapons was also a concern for President Obama. He called for North Korea and Iran to end their nuclear programs.

Drawing Conclusions

How did the bailout help the economy?

1. Determining Cause and Effect Muslim fundamentalists call for a return to traditional Muslim ways. How does this explain al-Qaeda's attacks on the United States?

2. Analyzing How did Americans show their displeasure with President Bush's administration in 2006?

Section Wrap-Up

Answer these questions to check your understanding of the entire section.

On a separate sheet of paper, write a letter to the editor giving your opinion about President Obama's plans to provide health care for all Americans. Give reasons for your opinions.
The United States and other nations are part of a global economy. They are interdependent. That is, they rely on one another to make and sell goods. Interdependence has led to globalism. This is the idea that the world’s economies are all part of one big system.

In 2008, a financial crisis hit the United States and the rest of the world. Part of the crisis was caused by a fall in housing prices and a rise in interest rates. Banks hesitated to provide loans and lending slowed greatly, causing a credit crunch. A government bailout was approved in the fall of 2008. The government bought debts and took control of banks.

The United States plays a part in the global economy. It exports goods, but it imports most of its energy resources. The United States also buys goods from other countries. The U.S. has a large trade deficit. This happens when a country spends more on its imports than it receives from its exports.

Political leaders have supported free trade. Removing trade barriers so that goods flow freely among countries is free trade. These leaders believe that businesses make more money selling goods abroad. People who oppose free trade think it has caused jobs to move to countries with lower wages.
Globalism has led to awareness of the harm being caused to the environment. Some people fear that there will not be enough resources to support the growing world population. **Urban sprawl** has caused many problems. Urban sprawl is the spread of human settlements into natural areas. Urban sprawl leads to the loss of farmland and wilderness areas. It also puts a strain on water supplies and other resources.

Pollution of air and water is also a world problem. Factory smoke and car exhaust lead to **acid rain**, or rain containing high amounts of chemical pollutants. Acid rain damages trees, rivers, and lakes. Scientists also think that pollution is causing the Earth to get warmer. They believe that **global warming** will lead to changing weather patterns.

Governments in the United States are working to limit air pollution. The Obama administration set limits on pollutants. Improving the fuel efficiency of vehicles is also a goal.

**Identifying**

From which two regions do almost half of U.S. immigrants come?

1. ____________________
2. ____________________
3. ____________________

The U.S. population is changing in many ways. The population is growing because it is aging. More people are living longer. The population is also changing because of immigration. By 2009, nearly half the nation’s immigrants were coming from Latin America and Canada. Many entered legally, but about 11 million have not. People in the United States are divided about illegal immigration. Some people call for illegal immigrants to be **deported**, or sent out of the country. Other Americans are willing to give **amnesty**, or a pardon, to people already here. People given amnesty would then try to become citizens. Some people believe that immigrants should apply for work visas and live here only if they meet certain terms. The Obama administration calls for stronger action against employers who hire illegal immigrants. Officials also support an improved national computer database to screen the immigration status of new workers.

In 2009 a highly contagious form of influenza known as H1N1, or “swine flu,” spread throughout the country. This flu was a **pandemic**, or disease that occurs over a wide geographical area affecting a large number of people. It began in Mexico and spread throughout the world. A mild disease for most people, H1N1 has caused many deaths, mostly in children, young adults, and people with existing medical conditions. A vaccine for this flu was introduced in the fall of 2009.
A Changing Society (continued)

Americans are also concerned about affordable and high-quality health care. Although many Americans believe that health-care reform is needed, there are sharp disagreements over how to achieve it.

How did H1N1 become a pandemic?

Answer these questions to check your understanding of the entire section.

1. **Identifying Points of View** What are the arguments for and against free trade?

2. **Problem Solving** What steps do you think people might take to help stop global warming?

On a separate sheet of paper, write a letter to a member of Congress. Give your opinion about how you think the United States should handle illegal immigration.