## Interactive Reader and Study Guide

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How to Use This Book

The Interactive Reader and Study Guide was developed to help you get the most from your U.S. history course. Using this book will help you master the content of the course while developing your reading and vocabulary skills. Reviewing the next few pages before getting started will make you aware of the many useful features of this book.

Chapter Summary pages help you connect with the big picture. Studying them will keep you focused on the information you will need to be successful on your exams.

Graphic organizers help you to summarize each chapter.

- Some have blanks you will need to fill.
- Others have been completed for you.

Either way, they are a valuable study tool to help you prepare for important tests.

Answering each question will help you to understand the graphic organizer and ensure that you fully comprehend the content from the chapter.
Section Summary pages cover the content and Key Terms from each section.

Notes throughout the margins help you to interact with the content and understand the information you are reading.

Challenge Activities following each section further develop your analysis skills.

Main Ideas statements from your textbook focus your attention as you read the summaries.

Clearly labeled page headers make navigating the book easy.

The Key Terms and Academic Vocabulary are provided before you start reading.

These headings match the ones in the textbook, making it easy for you to find the material you need.

Read all notes and answer all of the questions in the margins. They have been written specifically to help you keep track of important information. The questions will help you study for tests.
Americans Move West

CHAPTER SUMMARY

People Who Settled the West

- miners
- sodbusters
- railroad workers
- cowboys
- single women

COMPREHENSION AND CRITICAL THINKING

As you read the section summaries, complete the ovals above and answer the questions below.

1. Identify  Look at the graphic organizer above. What other groups came to settle the West?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Make Judgments  Should the settlement web above have more than seven ovals? Why or why not?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Americans Move West

Section 1

MAIN IDEAS

1. A mining boom brought growth to the West.
2. The demand for cattle created a short-lived Cattle Kingdom on the Great Plains.
3. East and West were connected by the transcontinental railroad.

Key Terms and People

**frontier** an area that is undeveloped

**Comstock Lode** name given to 1859 gold and silver discovery in western Nevada

**boomtowns** towns that serviced new mines and emptied when the mines closed

**Cattle Kingdom** the name given to the Great Plains during the years when they supported great herds of cattle

**cattle drive** movement of cattle herds to market or new grazing lands

**Chisholm Trail** a popular route for cattle drives from San Antonio to Abilene, Kansas

**Pony Express** mail delivery system in which messengers transported mail on horseback across the country

**transcontinental railroad** railroad across United States, connecting East and West

Academic Vocabulary

**establish** to set up or create

Section Summary

MINING BOOM BRINGS GROWTH

After the Civil War, many Americans moved west. Most passed through the dry Great Plains and went on to California. By 1850 the frontier, or undeveloped region, had reached the Pacific Ocean.

Eventually, new farming techniques, fewer attacks by Native Americans, and railroads brought people to the Great Plains. Newcomers relied on railroads to get their goods to market.

In 1859 miners found gold and silver in western Nevada. News of the **Comstock Lode** (named after miner Henry Comstock) brought thousands to Nevada. Most miners eventually were bought out.
by big business, which could afford the equipment needed to remove precious metals from quartz. Mining jobs were dangerous and low paying. Many immigrants came to work in the mines. As mines opened, boomtowns were established. When the mines closed down, most boomtowns did, too.

THE CATTLE KINGDOM
Demand for beef in the East led to a booming cattle industry in Texas. Soon the cattle industry spread onto the Great Plains, creating a huge Cattle Kingdom with giant herds grazing the open range.

Cowboys cared for the cattle. They were responsible for the long cattle drives that got the cattle to Abilene, Kansas. There, the new railroad could ship the cattle to markets far away. The Chisholm Trail was one of the routes used for this journey.

THE TRANSCONTINENTAL RAILROAD
In 1860 the Pony Express improved communication between the East and the West. But it was replaced in 1861 by the telegraph, which could send messages much faster.

By 1862 Congress started passing laws that supported the building of a transcontinental railroad. By the end of 1863, the work had begun. One railroad line was building from the East and one from the West. In 1869 the two lines met at Promontory, Utah. Soon, railroads crisscrossed the country.

Railroads provided better transportation for people and goods all over America. By 1890 railroads were one of the nation’s biggest industries.

CHALLENGE ACTIVITY
Critical Thinking: Evaluate  Research the Pony Express to find out why it operated for only 18 months. Write an essay giving your opinion about whether the Pony Express was a success.
**Americans Move West**

**Section 2**

**MAIN IDEAS**

1. As settlers moved to the Great Plains, they encountered the Plains Indians.
2. The U.S. Army and Native Americans fought in the northern plains, the Southwest, and the Far West.
3. Despite efforts to reform U.S. policy toward Native Americans, conflict continued.

**Key Terms and People**

- **Treaty of Fort Laramie**: first major agreement signed with northern Plains nations
- **reservations**: areas of federal land set aside for Native Americans
- **Crazy Horse**: Sioux leader who violently protested reservations
- **Treaty of Medicine Lodge**: southern Plains Indians agreed to live on reservations
- **buffalo soldiers**: nickname given by Indians to African American cavalry
- **George Armstrong Custer**: army commander who lost to the Sioux at Little Bighorn
- **Sitting Bull**: Sioux leader who defeated Custer at Little Bighorn
- **Battle of the Little Bighorn**: last great victory for Sioux, in which they defeated Custer
- **Massacre at Wounded Knee**: battle in which U.S. troops killed about 150 Sioux
- **Long Walk**: a 300-mile forced march of Navajo captives to a New Mexico reservation
- **Geronimo**: Apache leader who continued to fight against the U.S. Army until 1886
- **Ghost Dance**: religious movement predicting a coming paradise for Native Americans
- **Sarah Winnemucca**: Paiute against the government’s treatment of Native Americans
- **Dawes General Allotment Act**: act that took back almost 70 percent of reservation land

**Section Summary**

**SETTLERS ENCOUNTER THE PLAINS INDIANS**

The Treaty of Fort Laramie was one of the first treaties the government signed to keep peace with the Plains Indians. Other treaties created reservations for Indians. Many Indians refused to move to the reservations. In 1864 U.S. soldiers killed about 200 Cheyenne in the Sand Creek Massacre. In 1866 Crazy Horse and his Sioux warriors killed about 81 soldiers. By the 1867 Treaty of Medicine Lodge, most southern Plains Indians agreed to go to reservations.
FIGHTING ON THE PLAINS
Native Americans of the northern Plains, Southwest, and Far West continued to resist reservations. The U.S. government sent buffalo soldiers and other troops to force Indians to leave.

In 1874 gold was discovered in the Black Hills of the Dakotas. The government wanted the Sioux to sell their reservation. Sitting Bull and other Sioux refused. In response, Lieutenant Colonel George Armstrong Custer ordered his soldiers to attack the Sioux. The Sioux won what became known as the Battle of Little Bighorn. In the last great battle of the Plains Indians, 150 Sioux were killed in the Massacre at Wounded Knee.

Other Native Americans also fought being forced onto reservations. The Navajo of the Southwest tried to resist, but facing starvation, began to surrender. They were led on a forced march to a reservation that became known as the Long Walk. Many died along the way. In 1886 Apache leader Geronimo and his warrior band surrendered, which ended Apache armed resistance.

CONFLICT CONTINUES
In the 1870s the Ghost Dance was a religious movement started by a Paiute leader named Wovoka. It predicted paradise for Indians. But officials feared this movement would lead to rebellion. Another Paiute, Sarah Winnemucca, lectured on problems with the reservation system. In 1887 Congress passed the Dawes General Allotment Act, which gave U.S. citizenship to Native Americans. However, it took back two thirds of the land originally set aside for them.

CHALLENGE ACTIVITY
Critical Thinking: Write to Evaluate In a paragraph describe how you think the public reacted to Custer’s defeat.
Americans Move West

Section 3

MAIN IDEAS

1. Many Americans started new lives on the Great Plains.
2. Economic challenges led to the creation of farmers’ political groups.
3. By the 1890s, the western frontier had come to an end.

Key Terms and People

**Homestead Act** an 1862 act that gave government-owned land to farmers
**Morrill Act** an 1862 act that gave government-owned land to the states, with the understanding that the states would sell the land to finance colleges
**Exodusters** African Americans who left the South for Kansas in 1879
**sodbusters** nickname given Great Plains farmers because of the toughness of the soil
**dry farming** farming using hardy crops that need less water than others
**Annie Bidwell** a Great Plains pioneer-reformer
**deflation** a decrease in the money supply and overall lower prices
**National Grange** a social and educational organization for farmers
**William Jennings Bryan** Democratic candidate for president in the 1888 election
**Populist Party** new national party formed by the country’s farmers

Academic Vocabulary

**facilitate** to make easier

Section Summary

NEW LIVES ON THE PLAINS

In 1862 two acts helped open the West to settlers. The **Homestead Act** gave government-owned land to small farmers. The **Morrill Act** gave government land to the states. The states would then sell that land and use the money to build colleges.

These acts attracted many groups to the Great Plains. This included single women, who could get land through the Homestead Act. It also included up to 40,000 African Americans. Some called them **Exodusters** because of their exodus from the South. **Sodbusters** earned their nickname because breaking up the sod of the Great plains was hard work.
Dry farming helped the sodbusters succeed. Cyrus McCormick also facilitated farming with his new mechanical farming equipment.

Some pioneer women, such as author Laura Ingalls Wilder and suffragist Annie Bidwell, became famous. Most though lived a lonely life on the remote farms of the plains. Early farmers also had to build their own communities.

FARMERS’ POLITICAL GROUPS
Modern machines made farming more productive. This productivity, however, led to overproduction, which in turn led to lower crop prices. To make matters worse, at this time the U.S. economy was affected by deflation, in which the money supply decreased and prices dropped. So although farmers farmed more, they made less money for their crops. Many lost their farms during this time.

To help each other, farmers formed the National Grange (grange is an old word for “granary”). The Grange worked to better farmers’ lives. It worked to get the railroads regulated. It also backed political candidates such as William Jennings Bryan.

In 1892 political organizations called Farmers’ Alliances formed a new pro-farmer political party. They called it the Populist Party. In the 1896 presidential elections, it supported Democrat Bryan. Bryan lost and the Populist Party dissolved.

END OF THE FRONTIER
In 1889, the government opened Oklahoma to homesteaders. These pioneers quickly claimed more than 11 million acres of land. The frontier existed no more.

CHALLENGE ACTIVITY
Critical Thinking: Write to Connect  Explain why overproduction on farms could lead to lower prices for crops.
# The Industrial Age

## CHAPTER SUMMARY

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Bessemer Process makes steel quicker and cheaper to produce.</td>
<td>Demand for steel rises</td>
</tr>
<tr>
<td>Transportation improves</td>
<td></td>
</tr>
<tr>
<td>Carnegie, Rockefeller, and other business giants form trusts to</td>
<td>Workers form labor unions</td>
</tr>
<tr>
<td>monopolize industries.</td>
<td></td>
</tr>
<tr>
<td>Workers work long hours for very little money.</td>
<td></td>
</tr>
</tbody>
</table>

## COMPREHENSION AND CRITICAL THINKING

As you read the section summaries, complete the table above and answer the questions below.

1. **Cause and Effect** What innovations changed American life in the 1800s?

2. **Make Inferences** Did the national government approve or disapprove of trusts? How can you tell?
The Industrial Age

Section 1

MAIN IDEAS
1. Breakthroughs in steel processing led to a boom in railroad construction.
2. Advances in the use of oil and electricity improved communications and transportation.
3. A rush of inventions changed Americans' lives.

Key Terms and People

Second Industrial Revolution  a period of rapid growth in U.S. manufacturing in the late 1800s
Bessemer process  Henry Bessemer's invention that made steel production faster and cheaper
Thomas Edison  inventor who created the electric lightbulb
patent  an exclusive right to make or sell an invention
Alexander Graham Bell  inventor of the telephone
Henry Ford  inventor of the first affordable car and the moving assembly line
Wilbur and Orville Wright  brothers who made the first piloted flight in a gas-powered airplane

Academic Vocabulary
implement  to put in place

Section Summary

BREAKTHROUGHS IN STEEL PROCESSING
America's Second Industrial Revolution started in the late 1800s. The new Bessemer process reduced the amount of time it took to make steel. The price of steel dropped because of this innovation. This made the steel industry an important part of the revolution.

Cheaper, more available steel led to more railroad building. Other changes made train travel safer and smoother for passengers. Trains helped strengthen the economy by moving people and goods to their destinations quickly and inexpensively.

What effect did inexpensive, readily available steel have on the railroad industry?

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USE OF OIL AND ELECTRICITY

In the 1850s scientists figured out how to turn crude oil into kerosene. Kerosene was used for both heat and light. As a result, the demand for oil exploded. In 1859 Edwin L. Drake’s Titusville, Pennsylvania, oil well started producing 20 barrels of oil a day. Oil quickly became big business in Pennsylvania. Oil was also important in Ohio and West Virginia.

In addition to oil, electricity became a source of light and power. Thomas Edison was an inventor interested in uses of electricity. In 1879 Edison and his assistant created the electric lightbulb. To create a market for his product, Edison built a power plant to supply industries with electricity. George Westinghouse developed a power plant that could send electricity over long distances. Thanks to Edison and Westinghouse the use of electricity in homes and business boomed.

RUSH OF INVENTIONS

Technology also changed the way people communicated. First, telegraphs made long-distance communication possible. Then in 1876 Alexander Graham Bell was given a patent for the telephone. By 1900 almost 1.5 million telephones were in operation.

Changes in transportation also occurred. The invention of the gasoline-powered engine made automobiles possible. Henry Ford began producing the first affordable automobile in 1908. He also implemented the moving assembly line in manufacturing. The gas-powered engine allowed Wilbur and Orville Wright to invent the airplane.

CHALLENGE ACTIVITY

Critical Thinking: Write to Make Judgments  Review all of the inventions about which you just read. In your opinion, which was the most life-changing? Why?
The Industrial Age

Section 2

**MAIN IDEAS**

1. The rise of corporations and powerful business leaders led to the dominance of big businesses in the United States.
2. People and the government began to question the methods of big business.

**Key Terms and People**

- **corporations** businesses owned by stockholders
- **Andrew Carnegie** business leader who concentrated his efforts on steel production
- **vertical integration** owning the businesses involved in each step of manufacturing
- **John D. Rockefeller** business leader who concentrated on oil refining
- **horizontal integration** owning all of the businesses in a certain field
- **trust** a legal arrangement grouping together a number of companies under a single board of directors
- **Leland Stanford** business leader of mining equipment and railroads
- **social Darwinism** belief that Charles Darwin’s theory of natural selection and “survival of the fittest” holds true for humans
- **monopoly** total ownership of a product or service
- **Sherman Antitrust Act** law that made it illegal to monopolize a business

**Academic Vocabulary**

- **acquired** to get

**Section Summary**

**DOMINANCE OF BIG BUSINESS**

In the late 1800s entrepreneurs began to form corporations. A corporation is owned by people who buy shares of stock in that corporation. Stockholders share the corporation’s profits. But if the corporation fails, stockholders lose the money that they invested. Entrepreneurs could spread the risk of loss across all the stockholders.

One successful entrepreneur of the late 1800s was **Andrew Carnegie**. He made money in several industries, but he focused on steel. Carnegie **acquired** all of the businesses involved in making steel. This process is called **vertical integration**.

Why did entrepreneurs form corporations in the late 1800s?

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John D. Rockefeller made his fortune in oil. Like Carnegie, he used vertical integration. He also used horizontal integration, buying out most of his competitors. He grouped his companies into a trust in an effort to control oil production and prices.

Leland Stanford was another successful business leader of the time. He made money selling mining equipment to miners. He also helped found the California Central Pacific railroad.

QUESTIONING THE METHODS OF BIG BUSINESS
In the late 1800s many business leaders believed in social Darwinism. Charles Darwin proposed that in nature, the law was “survival of the fittest.” Social Darwinists believed the same was true of humans—those who got rich were the fittest.

Other wealthy business leaders claimed that the rich had a duty to help the poor. As a result, some leaders gave millions of dollars to charities.

Big business caused problems for small businesses. A big business would lower its prices until small businesses, unable to offer the same low prices, went bankrupt. Consumers then had to pay higher prices because there was no longer any competition.

Americans demanded that Congress pass laws to control monopolies and trusts. Congress finally passed the Sherman Antitrust Act. However the act was weak and did little to reduce the power of corporations.

CHALLENGE ACTIVITY
Critical Thinking: Evaluate You are an adviser to the president. Voters are complaining about big discount stores putting small, family-owned stores out of business by lowering prices. Make a list of advantages and disadvantages of large stores. Write a summary of your list and advise the president what to do.
The Industrial Age

Section 3

MAIN IDEAS

1. The desire to maximize profits and become more efficient led to poor working conditions.
2. Workers began to organize and demand improvements in working conditions and pay.
3. Labor strikes often turned violent and failed to accomplish their goals.

Key Terms and People

Frederick W. Taylor  author of The Principles of Scientific Management
Knights of Labor  large labor union that included both skilled and unskilled workers
Terence V. Powderly  Knights of Labor leader who made it the first national labor union in the United States
Samuel Gompers  leader of the American Federation of Labor
American Federation of Labor  group that organized individual national unions of skilled workers
collective bargaining  workers acting together for better wages or working conditions
Mary Harris Jones  union supporter who organized strikes and educated workers
Haymarket Riot  a union protest in Chicago where strikers fought with police
Homestead strike  violent 1892 strike of Carnegie steelworkers ended by state militia
Pullman strike  strike of Pullman railroad workers that ended in 1894 when federal troops were sent to stop it

Section Summary

MAXIMIZING PROFITS AND EFFICIENCY

During the Second Industrial Revolution, machines did more and more work. The unskilled workers who ran the machines could not complain about conditions, for they knew they could be replaced.

In the early 1880s Frederick W. Taylor wrote a book that took a scientific look at how businesses could increase profits. One way was to ignore workers and their needs. As a result, conditions for workers got worse.

What impact did Frederick Taylor’s book have on America’s workers?

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WORKERS ORGANIZE
Workers began to form labor unions. The Knights of Labor started out as a secret organization. However by the end of the 1870s, under the leadership of Terence V. Powderly, the Knights became a national labor union. The Knights included both skilled and unskilled members.

The American Federation of Labor, under the leadership of Samuel Gompers, was different from the Knights of Labor. It organized national unions, and its members were all skilled workers.

Workers hoped that if they acted together—that is, if they used collective bargaining—they might actually be able to improve pay and working conditions.

Many women participated in unions. Mary Harris Jones, for example, helped organize strikes and educate workers.

LABOR STRIKES
In 1886 thousands of Chicago union members went on strike. After police killed two strikers, workers met at Haymarket Square to protest the killings. Someone threw a bomb, and officers fired into the crowd. The Haymarket Riot ended with more than 100 people killed or wounded.

On June 29, 1892, at a Carnegie steel plant in Homestead, Pennsylvania, the Homestead strike began. Workers protested the introduction of new machinery and the loss of jobs. It ended in violence and death, and the union was defeated. Two years later, the Pullman strike over layoffs and pay cuts also ended in bloodshed. President Grover Cleveland sent federal troops to break the strike.

CHALLENGE ACTIVITY
Critical Thinking: Write to Explain Explain why workers sometimes use strikes as a strategy.
**CHAPTER SUMMARY**

<table>
<thead>
<tr>
<th>Old immigrants</th>
<th>settled in</th>
<th>small towns and rural areas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>New immigrants</td>
<td>settled in</td>
<td>unsafe and unsanitary living conditions.</td>
</tr>
<tr>
<td>Reformers</td>
<td>worked to</td>
<td></td>
</tr>
</tbody>
</table>

**COMPREHENSION AND CRITICAL THINKING**

As you read the section summaries, fill in the blanks in the table above and answer the questions below.

1. **Identify Cause and Effect**  What effect did the arrival of millions of immigrants have on the United States?

2. **Evaluate**  Do you think that the unsanitary conditions in large cities could have been avoided? Why or why not?

3. **Identify Cause and Effect**  Many reformers used newspapers and other publications to show tenement living conditions. How do you think this helped improve people’s lives?
**Immigrants and Urban Life**

**Section 1**

**MAIN IDEAS**

1. U.S. immigration patterns changed during the late 1800s as new immigrants arrived from Europe, Asia, and Mexico.

2. Immigrants worked hard to adjust to life in the United States.

3. Some Americans opposed immigration and worked to restrict it.

**Key Terms and People**

- **old immigrants** people who arrived from northern Europe in the mid-1800s
- **new immigrants** people who arrived from southern and eastern Europe in the late 1800s
- **steerage** an area below a ship’s deck where immigrants often traveled
- **benevolent societies** organizations that offered help to immigrant families
- **tenements** poorly built, overcrowded apartment buildings
- **sweatshops** workplaces in small shops with poor working conditions and low pay
- **Chinese Exclusion Act** law in 1880 banning immigration by Chinese people for ten years

**Academic Vocabulary**

- **advocate** to plead in favor of

**Section Summary**

**CHANGING PATTERNS OF IMMIGRATION**

During the mid-1800s, millions of immigrants came to the United States from northern Europe. Many of these **old immigrants** were skilled workers or farmers. Most were Protestants. Later, many **new immigrants** came from different places, including southern and eastern Europe. These immigrants came from many different cultures and religions.

Immigrants usually faced a difficult journey by ship to America, often travelling in **steerage**. Then they faced the challenge of actually getting into the United States. Many European immigrants entered at Ellis Island in New York Harbor. On the West Coast, many Chinese immigrants entered the United States through Angel Island near

---

*Where did most of the new immigrants come from?*

*Underline two major points of entry for immigrants to the United States in the late 1800s.*
San Francisco. In the Southwest, Mexican immigrants came to the United States through El Paso, Texas.

ADJUSTING TO A NEW LIFE
After entering the United States, immigrants had to adjust to life in a different country. They had to learn new customs and a new language. Many of them moved into neighborhoods with other people from the same country. Immigrant neighborhoods often had schools, clubs, newspapers, shops, and banks. These helped people start their new lives. Benevolent societies helped families in case of sickness, unemployment, or death.

Many new immigrants came from rural areas. They lacked the skills to work in modern manufacturing or industrial work. As a result, many of them had to take low-paying unskilled manufacturing jobs in large factories and sweatshops. Their low-paying jobs often forced them to live in tenements.

OPPOSITION TO IMMIGRATION
Some Americans welcomed new immigrants. Others feared that immigrants would take away jobs from native-born Americans. Nativists believed that too many immigrants were being allowed into the country. This led to a growth in anti-immigrant feelings in the late 1800s.

Some people advocated laws to limit immigration. Congress passed the Chinese Exclusion Act, which banned immigration from China for ten years. A later law restricted convicts, people who had certain diseases, and those likely to need public assistance. Immigrants continued to arrive in large numbers and worked to achieve their dreams.

CHALLENGE ACTIVITY
Critical Thinking: Write to Influence Write a letter to the editor of a newspaper in the late 1880s. Explain why you think there should or should not be limits on the number of immigrants to the United States.
MAIN IDEAS

1. Both immigrants and native-born Americans moved to growing urban areas in record numbers in the late 1800s and early 1900s.
2. New technology and ideas helped cities change and adapt to rapid population growth.

Key Terms and People

**mass transit** public transportation designed to move a large number of people
**suburbs** residential neighborhoods outside of downtown areas
**mass culture** leisure and cultural activities shared by many people
**Joseph Pulitzer** publisher of *New York World* newspaper
**William Randolph Hearst** publisher of *New York Journal* newspaper
**department stores** large retail stores that sell many different types of goods
**Frederick Law Olmsted** landscape architect who designed Central Park in New York City

Academic Vocabulary

**factor** cause

Section Summary

**GROWTH OF URBAN AREAS**

During the late 1800s many native-born Americans and immigrants moved to cities. By 1900, about 40 percent of Americans lived in cities. The people moving into large cities included new immigrants and rural residents looking for work. Farm equipment replaced workers in rural areas. African Americans from the rural South moved to northern cities. They wanted to escape discrimination and find better opportunities.

Between 1850 and 1900, Chicago grew from 30,000 people to 1.7 million. Many of the new residents were immigrants from southern and eastern Europe. One **factor** in the growth of Chicago was its location on new railroad lines. These rail lines

Why did many African Americans move from southern farm areas to northern cities?

________________________

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placed Chicago in the center of the trade in lumber, grain, and meat.

**CHANGING CITIES**

New technology helped cities grow quickly and changed the look of American cities. One way to find space for people to live and work was to build taller buildings. The steel industry grew in the late 1800s. Steel beams became inexpensive enough to use in frames of tall buildings. The invention of the safety elevator made skyscrapers practical.

Skyscrapers made it possible for more people to work and live in the cities. Mass transit developed, allowing people to travel in large numbers. Mass transit let many middle-class residents move to suburbs.


The demand for public entertainment led to large fairs and the creation of amusement parks. People also needed open public space in large cities. Frederick Law Olmsted became famous for designing Central Park in New York City, as well as many state and national parks.

**CHALLENGE ACTIVITY**

**Critical Thinking: Analyze** During the second half of the nineteenth century, new inventions made farming much more efficient. How did these inventions promote the growth of cities?
**Immigrants and Urban Life**

**Section 3**

**MAIN IDEAS**

1. Crowded urban areas faced a variety of social problems.
2. People worked to improve the quality of life in U.S. cities.

**Key Terms and People**

- **Jacob Riis** journalist and photographer who exposed the horrible conditions in New York City tenements
- **settlement houses** neighborhood centers in poor areas that offered education, recreation, and social activities
- **Jane Addams** founder of Hull House
- **Hull House** Chicago’s most famous settlement house
- **Florence Kelley** Chicago reformer who worked to pass child labor laws

**Section Summary**

**URBAN PROBLEMS**

Even with new technology, many cities were not ready for the population growth of the late 1800s. There was a shortage of affordable housing which led to overcrowding and poor living conditions. Many poor families were squeezed into tiny tenement apartments. **Jacob Riis** became famous for his articles and photographs that exposed the horrible conditions in the tenements.

The overcrowding caused sanitation problems and unsafe living conditions. Garbage collection systems were not efficient, so garbage piled up in the cities. Indoor plumbing was scarce, and water supplies became polluted. Fires could spread rapidly, but fire escapes were often blocked.

These conditions caused the spread of disease-causing bacteria. There were outbreaks of diseases such as typhoid, cholera, influenza, and tuberculosis. As a result, about half of the babies born died before the age of five. The overcrowded living conditions and the manufacturing industries also caused serious air pollution problems.
City governments worked to reduce these problems by hiring firefighters and police officers. New sewage and drinking water purification systems helped reduce the sanitation problem.

**IMPROVING CITY LIFE**

Reformers worked to improve living conditions in the tenements. In 1901, new laws in New York State required better ventilation and running water in new buildings. Other states followed New York’s lead.

Private organizations also helped the urban poor. Some people developed settlement houses in neighborhoods to provide education, recreation, and social activities. These settlement houses had professionals and volunteers on staff, including educated women from wealthy families. Some of these houses are still active today.

**Jane Addams** founded Hull House in Chicago, the most famous settlement house. Addams and Ellen Gates Starr moved into a rundown building and turned it into Hull House. The staff served the needs of immigrant families. It provided English classes, day care, cooking and sewing classes, and other services.

The Hull House staff also worked for reforms to improve conditions for poor families. **Florence Kelley** visited sweatshops and wrote about the problems she saw there. She helped convince lawmakers in Illinois to pass a law limiting work hours for women and preventing child labor. She later became the chief factory inspector for the state and helped enforce the law.

**CHALLENGE ACTIVITY**

**Critical Thinking: Analyze** As the cities grew rapidly, crowded conditions created many problems. Why didn’t the people just move away from the cities to find better conditions?
The Progressive Spirit of Reform

CHAPTER SUMMARY

COMPREHENSION AND CRITICAL THINKING
As you read the section summaries, fill in the blanks in the graphic organizer above and answer the questions below.

1. **Identify**  Identify four additional reform efforts made in the later 1800s and early 1900s. Add them to the web above.

2. **Make Judgments**  Of the reforms you have identified, which was the most important? Write a sentence defending your opinion.

3. **Make Connections**  Where did the pressure to reform government come from? How did the progressive presidents respond to this pressure?
The Progressive Spirit of Reform

Section 1

MAIN IDEAS
1. Political corruption was common during the Gilded Age.
2. Progressives pushed for reforms to improve living conditions.
3. Progressive reforms expanded the voting power of citizens.

Key Terms and People

**political machines** powerful organizations that influenced local governments
**Progressives** reformers who wanted to solve the problems of a fast-growing society
**muckrakers** journalists who exposed the corruption, scandal, and filth of society
**Seventeenth Amendment** a law letting Americans vote directly for U.S. senators
**recall** a vote to remove an official before the end of his or her term
**initiative** procedure allowing voters to propose a new law
**referendum** procedure permitting voters to approve or reject a law

Robert M. La Follette Wisconsin governor whose reforms became a model for other states

Academic Vocabulary

**motive** a reason for doing something

Section Summary

**POLITICAL CORRUPTION**

During the Gilded Age, governments were riddled with corruption. Political machines controlled most local politics. Illegal activities included buying votes, bribing vote counters, and stuffing ballot boxes with extra votes. Both of President Ulysses S. Grant’s terms were very corrupt. Some members of Congress were involved in a railroad scandal, causing widespread public distrust.

Many of the jobs with the civil service were given to political supporters rather than to qualified candidates. Presidents Hayes and Garfield tried to reform civil service. President Chester Arthur signed an act requiring civil service tests to prove applicants were qualified.

What illegal activities did political machines use to change election results?

________________________________________

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PROGRESSIVES PUSH FOR REFORMS

Progressives were reformers. They wanted to solve problems caused by the fast urban growth of the late 1800s. Journalists wrote articles about such issues as child labor, racial discrimination, and slum housing. Called muckrakers for the scandals they exposed, these writers encouraged reforms.

Many progressives helped the urban poor. This led to improved conditions in cities. Other progressive leaders focused on education. States passed laws requiring children to attend school. Kindergartens opened to teach children basic social skills. John Dewey was a supporter of education. His motive was to help children use problem-solving skills, not just memorization. Education reform also improved the medical profession.

EXPANSION OF VOTING POWER

Reformers hoped to expand voting power. They favored the direct primary, in which voters choose candidates directly. They also favored the Seventeenth Amendment. This allowed Americans to vote for U.S. senators directly. Recall votes removed officials before the end of their terms. In some states voters proposed laws with initiatives. Some states let referendums overrule laws.

Wisconsin governor Robert M. La Follette challenged the power of political machines. His reform plan became known as the Wisconsin Idea, and it was used as a model for reform in other states.

CHALLENGE ACTIVITY

Critical Thinking: Make a Time Line  Make a time line of the presidents who served the United States during the Gilded Age.
The Progressive Spirit of Reform

Section 2

MAIN IDEAS

1. Reformers attempted to improve conditions for child laborers.
2. Unions and reformers took steps to improve safety in the workplace and to limit working hours.

Key Terms and People

Triangle Shirtwaist Fire tragic fire that killed 146 workers
workers’ compensation laws laws that guarantee a portion of lost wages to workers injured on the job
capitalism system in which private businesses run most industries and competition determines how much goods cost
socialism system in which government owns and operates a country’s industry
William “Big Bill” Haywood union leader of the Industrial Workers of the World
Industrial Workers of the World labor union founded in 1905 on socialist beliefs

Section Summary

IMPROVING CONDITIONS FOR CHILDREN
Reformers also focused on child labor. Children worked in a variety of jobs. Some sold newspapers. Some took care of boarders at their homes. Some sewed clothing. Many worked in industry. Sometimes children as young as seven were sent to work in factories and mills.

Florence Kelley was a reformer who got involved in child labor. She was a board member of the National Consumers’ League. The league spoke out on labor issues involving women and children. In 1912 Massachusetts became the first state to pass a minimum wage law. Congress, too, tried to pass laws protecting working children. However, the Supreme Court ruled many of these laws unconstitutional.
SAFETY AND WORKING CONDITIONS
Progressives also fought to ensure workers’ safety, limit working hours, and protect workers’ rights. It took several terrible accidents before laws ensuring workers’ safety were passed. One of the worst was the Triangle Shirtwaist Fire in New York City. When the factory caught fire, many workers died because factory owners had locked the exit doors.

Reformers also concentrated on getting workers’ compensation laws passed. These laws guarantee a portion of lost wages to employees who are injured on the job. Some business leaders believed that the economy should operate without government influence. In *Lochner v. New York*, the Supreme Court ruled that states could not restrict the types of labor agreements between employers and employees. The Supreme Court did, however, put limits on the number of hours women and children could work.

Labor unions also tried to improve working conditions. Some wanted to take drastic measures, such as changing the economic system of the country to socialism. In *capitalism*, private businesses run most industries and competition determines how much goods cost and how much workers are paid. Under *socialism*, the government owns all the means of production. A new union, based on socialist ideas, was founded in 1905. Under its leader, William “Big Bill” Haywood, the Industrial Workers of the World hoped to overthrow capitalism. It was not successful and had declined by 1920.

CHALLENGE ACTIVITY
Critical Thinking: Write to Make Judgments Make a list of the different ways your life would be changed if the reforms discussed here had not happened. Use this list to decide whether or not you agree with the reforms.
The Progressive Spirit of Reform

Section 3

MAIN IDEAS
1. Women fought for temperance and the right to vote.
2. African American reformers challenged discrimination and called for equality.
3. Progressive reforms failed to benefit all minorities.

Key Terms and People

**Eighteenth Amendment**  amendment banning production and sale of alcoholic drinks

**National American Woman Suffrage Association**  group that worked for women’s voting rights, founded by Elizabeth Cady Stanton and Susan B. Anthony

**Alice Paul**  founded a women’s suffrage group that became the National Woman’s Party

**Nineteenth Amendment**  a constitutional amendment giving women the right to vote

**Booker T. Washington**  African American educator who encouraged other African Americans to improve their own lives rather than fight discrimination

**Ida B. Wells**  African American journalist who publicized lynchings in her newspaper

**W. E. B. Du Bois**  African American reformer who publicized cases of racial prejudice

**National Association for the Advancement of Colored People**  organization that brought attention to racial inequality

Section Summary

**WOMEN FIGHT FOR TEMPERANCE AND VOTING RIGHTS**

New educational opportunities opened up for women in the late 1800s. However, many male-dominated fields were still closed to women.

Women’s reform groups focused on two issues. One was the right to vote. The other was temperance, for many believed alcohol caused society’s problems.

In 1874 the Women’s Christian Temperance Union was formed. This group fought for passage of local and state laws restricting alcohol sales. Their efforts were rewarded in 1919 when the Eighteenth Amendment banned the production and sale of alcohol.

Meanwhile, women struggled for the right to vote. By 1890 some western states had given women suffrage. That year, the National American Woman
Suffrage Association was founded. Reformer Carrie Chapman Catt became its president in 1900. Alice Paul founded another group that would become the National Woman’s Party. It used publicity to draw attention to the issue of suffrage. Paul and other reformers were put in jail. In 1920 the Nineteenth Amendment to the Constitution gave women the right to vote.

AFRICAN AMERICANS CHALLENGE DISCRIMINATION
African Americans had won their freedom but they still faced discrimination and segregation. African American educator Booker T. Washington urged African Americans to focus on education and economic well-being to end discrimination. Ida B. Wells focused directly on ending discrimination. She told about lynchings of African Americans in her newspaper, Free Speech. W. E. B. Du Bois also used publicity to fight racial injustice. He and others founded the National Association for the Advancement of Colored People in 1909 to show the struggles of African Americans. The National Urban League helped blacks find jobs and housing in northern cities.

FAILURES OF REFORM
Chinese and Mexican immigrants and Native Americans were left out by many reforms. In 1911 the Society of Native Americans was founded to fight Indian poverty. Some Native Americans felt that adopting the ways of whites was destroying their heritage. Chinese immigrants faced discrimination and hard lives. Labor laws did not help Mexican immigrants. They did help the western and southwestern economies.

CHALLENGE ACTIVITY
Critical Thinking: Research to Discover Research the Eighteenth Amendment and its repeal. Then write a paragraph about your findings.
The Progressive Spirit of Reform

Section 4

**MAIN IDEAS**

1. Theodore Roosevelt’s progressive reforms tried to balance the interests of business, consumers, and laborers.
2. William Howard Taft angered Progressives with his cautious reforms, while Woodrow Wilson enacted far-reaching banking and antitrust reforms.

**Key Terms and People**

**Theodore Roosevelt** vice president who became president upon McKinley’s death

**Pure Food and Drug Act** law stopping the manufacture, sale, or transportation of mislabeled or contaminated food and drugs

**conservation** protection of nature and its resources

**William Howard Taft** president elected in 1908

**Progressive Party** nicknamed the Bull Moose Party; formed so Roosevelt could run for President in 1912

**Woodrow Wilson** Democratic president who worked to regulate tariffs, banking, and business

**Sixteenth Amendment** amendment that allows the federal government to impose direct taxes on people’s incomes

**Academic Vocabulary**

various of many types

**Section Summary**

**ROOSEVELT’S PROGRESSIVE REFORMS**

Vice President **Theodore Roosevelt** became president when President McKinley was assassinated. Roosevelt was a progressive president. He believed the interests of businesses, workers, and consumers should be balanced, or even sided. This policy was called the Square Deal.

During a 1902 coal miner strike, Roosevelt forced mine managers and strikers to settle their dispute. This was done through arbitration, a formal way of settling an argument. Roosevelt’s Square Deal idea helped him win the 1904 presidential election.
President Roosevelt made regulating big business a top goal. Muckrakers helped him by focusing public attention on industry problems. One muckraker, Upton Sinclair, wrote a book on meat processing. The terrible conditions he described led to a meat-inspection law. His book also led to the Pure Food and Drug Act of 1906.

Roosevelt was the first president to consider conservation an important national issue. Nearly 150 million acres of public land was saved from development under Roosevelt.

**REFORMS OF TAFT AND WILSON**

William Howard Taft became President in 1908 with Roosevelt’s support. He felt Roosevelt had more power than the Constitution allowed. So he moved toward reform slowly. Various Progressives, including Roosevelt, were not satisfied with some of his reforms. In 1912 Roosevelt ran with the Progressive Party against Taft. However, Democrat Woodrow Wilson won the election.

President Wilson immediately began to push for reforms. He was especially interested in tariffs and banking. His tariff reforms led to passage of the Sixteenth Amendment. This allowed a direct income tax.

Wilson worked to regulate banking with the Federal Reserve Act in 1913. Passage of the Clayton Antitrust Act and the creation of the Federal Trade Commission helped regulate big business. These programs also helped Wilson win re-election in 1916.

**CHALLENGE ACTIVITY**

**Critical Thinking: Write to See Connections** Write a short paragraph explaining how muckrakers played an important role in the reforms backed by U.S. presidents.

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Why do you think many mining, logging, and railroad companies opposed conservation?

Why did Theodore Roosevelt form a third party for the 1912 elections?

What was the purpose of the Federal Trade Commission?
America as a World Power

CHAPTER SUMMARY

America as a World Power

1865 1867 William H. Seward buys Alaska.

1885 The United States wins the Spanish-American War and puts Cuba, Guam, Puerto Rico, and the Philippines under U.S. control.

1898 1894 Hawaii becomes a United States territory.

1900 1903 Construction on the Panama Canal begins.

1905

COMPREHENSION AND CRITICAL THINKING

As you read the section summaries, fill in the missing information in the time line above and answer the questions below.

1. **Identify** What important events in this chapter occurred in 1887 and 1894? Add them to the time line above in the correct order.

2. **Recall** Which island system was the first to fall under U.S. control? Which was the last?

3. **Make Inferences** When the Spanish-American War ended, Cuba, Guam, Puerto Rico, and the Philippines came under U.S. control. What country controlled them before?

4. **Contrast** How does the current status of Puerto Rico, Hawaii, and the Philippines differ today?

5. **Explain** How would the United States benefit from the Panama Canal? How did President Roosevelt gain control of the land to build the Panama Canal?
America as a World Power

Section 1

MAIN IDEAS
1. The United States ended its policy of isolationism.
2. Hawaii became a United States territory in 1898.
3. The United States sought trade with Japan and China.

Key Terms and People

**imperialism** the practice of building an empire by founding colonies or conquering other nations

**isolationism** a policy of avoiding involvement in the affairs of other countries

**William H. Seward** Secretary of State who arranged for the purchase of Alaska in 1867

**Liliuokalani** Hawaiian queen who proposed a new constitution that gave power back to Hawaiians in 1893

**spheres of influence** areas where foreign nations control trade and natural resources

**Open Door Policy** policy stating that all nations should have equal access to trade in China

**Boxer Rebellion** a group of Chinese nationalists that was angered by foreign involvement in China

Academic Vocabulary

**process** a series of steps by which a task is accomplished

Section Summary

END OF ISOLATION
The decades surrounding 1900 were a time of **imperialism**. During those years, Europeans built great empires by taking control of other lands.

At first the United States followed a policy of **isolationism** and avoided getting involved with the affairs of other countries. That changed in 1867 when Secretary of State **William H. Seward** purchased Alaska. This new territory was a valuable source of fur, minerals, timber, and gold. The United States then took the Midway Islands, part of Samoa, and Hawaii.
HAWAII BECOMES A TERRITORY

Americans became rich sugar planters, shop owners, and shipyard owners. Sugar became a leading export in Hawaii. In 1887 the planters forced the king to sign the Bayonet Constitution that gave more power to the planter-controlled parliament. When Queen Liliuokalani proposed returning Hawaii to the Hawaiians, the United States sent Marines to take control of the islands.

UNITED STATES SEEKS TRADE WITH JAPAN AND CHINA

The United States sent Commodore Matthew Perry to open trade relations with Japan. In 1858 the United States and Japan signed a trade agreement. Ten years later, Japanese leaders who favored the process of industrialization came into power. They began a 40-year period of change.

The Japanese attacked China and defeated them in 1894 to became a major world power. Afterwards, other countries took advantage of China's weakness to set up spheres of influence. To make sure it could trade with China, the United States announced the Open Door Policy. This policy said that all nations should have an equal chance to trade with China.

Chinese resentment grew because the Chinese did not like being controlled by foreigners. In 1900 this resentment exploded in the Boxer Rebellion. The Boxers attacked the walled settlement in Beijing where foreigners lived.

For two months the Boxers laid siege to the settlement. Then, military forces from several nations arrived and defeated the Boxers. China was forced to pay $333 million to various nations, and the Open Door Policy remained in effect for years.

CHALLENGE ACTIVITY

Critical Thinking: Write to Evaluate  On a map locate the Midway Islands, Samoa, and Hawaii. Write a paragraph evaluating why the United States wanted to control these islands.
MAIN IDEAS

1. In 1898 the United States went to war with Spain in the Spanish-American War.

2. The United States gained territories in the Caribbean and Pacific.

Key Terms and People

yellow journalism technique that exaggerates and sensationalizes news stories

Teller Amendment war resolution amendment stating that the United States had no interest in taking control of Cuba

Emilio Aguinaldo leader of Filipino rebels against Spain

Anti-Imperialist League organization that accused the United States of building a colonial empire

Platt Amendment amendment to Cuba’s constitution that limited Cuba’s rights and kept the United States involved in Cuban affairs

Section Summary

WAR WITH SPAIN

During the 1890s Cuba rebelled against Spain, which controlled the island. Many Americans were sympathetic to the Cubans. Two Americans who supported the rebellion were Joseph Pulitzer and William Randolph Hearst. Both men were powerful newspaper publishers. They used yellow journalism and published exaggerated stories about the rebellion. This technique sold more newspapers and increased American support for Cuba.

Hearst published a letter in which a Spanish official referred to President McKinley as weak. Many Americans got angry at this insult. Even before that, the U.S. battleship Maine had exploded in Cuba’s Havana Harbor. No one knew the cause, but many Americans believed that Spain was responsible.

In response, the U.S. Congress declared that Cuba was an independent country. They also passed the Teller Amendment, which stated that America would not take control of Cuba. Spain immediately
declared war on the United States, and fighting began in Cuba.

Fighting in the Pacific at the same time, the U.S. Navy destroyed Spain’s fleet in the Philippines. Filipino rebels led by Emilio Aguinaldo and U.S. troops took control of Manila, the capital.

Other U.S. troops focused on the Caribbean Sea. These troops included the Rough Riders, led by future President Theodore Roosevelt. After the United States won battles both on land (in Cuba and Puerto Rico) and at sea, Spain surrendered.

**UNITED STATES GAINS TERRITORIES**

The peace treaty with Spain put Cuba, Guam, Puerto Rico, and the Philippines under U.S. control. A group of Americans formed the Anti-Imperialist League. They were afraid the United States wanted to build an empire and deny self-government to people in the territories. Despite their work, the treaty passed.

The United States set up a military government in Cuba. It added the Platt Amendment to Cuba’s new constitution. This allowed the United States to stay involved in Cuba’s affairs and limited Cuba’s right to make treaties. The amendment remained in force until 1934. The United States stayed active in Cuban affairs until the late 1950s.

The United States decided to keep the Philippines and Puerto Rico as territories. Puerto Ricans became U.S. citizens in 1917. Today Puerto Rico has its own constitution, but it is still associated with the United States. Filipinos fought America for their independence, and hundreds of thousands died. In 1902 Congress established an appointed governor and elected legislature in the Philippines. The country became independent in 1946.

**CHALLENGE ACTIVITY**

**Critical Thinking: Write to Compare** Write a paragraph that compares the purpose of the Teller Amendment with the purpose of the Platt Amendment.
Main Ideas

1. The United States built the Panama Canal in the early 1900s.

Key Terms and People

Panama Canal: canal built in Panama that shortened the Atlantic-to-Pacific voyage
Roosevelt Corollary: President Theodore Roosevelt’s warning that nations in the Western Hemisphere should pay their debts and “behave”
Dollar Diplomacy: President William Howard Taft’s policy of influencing governments through economic intervention
Mexican Revolution: rebellion against Mexican president Porfirio Díaz
John J. Pershing: United States general who pursued Pancho Villa through Mexico but never caught him
Francisco “Pancho” Villa: rebel leader during the Mexican Revolution

Academic Vocabulary

defined behavior

Section Summary

Building the Panama Canal

A canal across Central America would cut 8,000 miles off a voyage between the East and West U.S. Coasts. It would link the country’s naval fleets. When Theodore Roosevelt became president, he tried to get Colombia to lease land in Panama for a canal. Colombia rejected the idea.

When Panama revolted against Colombia in 1903, a U.S. warship blocked Colombian forces from reaching Panama. The rebels won, and Panama declared itself independent. Then the United States and Panama agreed to build a canal. Many lives were lost to disease and dangerous working conditions during the construction of the Panama Canal. Despite these dangers it opened to ships in 1914.

Why would foreign nations be interested in building a canal through Central America?
Section 3, continued

**U.S. POLICY TOWARD LATIN AMERICA**

In 1823 President Monroe warned European nations to stay out of the Western Hemisphere. The Monroe Doctrine became a major part of U.S. foreign policy until 1904. When Theodore Roosevelt became president, he wanted the United States to play a more active role in the Western Hemisphere.

By the early 1900s several Latin American nations owed money to European investors. Roosevelt warned these nations that if they did not pay their debts, the United States would step in. The **Roosevelt Corollary**, an addition to the Monroe Doctrine, also gave the United States “police power” in the hemisphere.

**U.S. INTERESTS IN LATIN AMERICA**

President William Howard Taft tried dollar diplomacy. This was a way to influence governments by economic, instead of military means. President Woodrow Wilson did not like the role of big business in foreign affairs. He ended the use of dollar diplomacy and sent troops to protect U.S. interests in Latin America.

In 1910 the **Mexican Revolution** caused the overthrow of the government. The violence of the revolution caused many Mexicans to flee to the United States. It also upset American business leaders who had investments in Mexico. President Woodrow Wilson requested and received from Congress permission to use force against Mexico.

Wilson sent General **John J. Pershing** and 15,000 soldiers into Mexico to catch Francisco “Pancho” Villa, the rebel leader. Villa had killed 17 Americans in New Mexico. Pershing and his troops never caught Villa. In 1917 a new constitution started to bring order to Mexico.

**CHALLENGE ACTIVITY**

**Critical Thinking: Write to Sequence** Write a paragraph that relates the attempts U.S. presidents made to control Latin America.
CHAPTER SUMMARY

| ____________________ and ______________________ | led to | tension in Europe and militarism |
| Attacks on neutral and non-combat ships | led to | involvement in the war |
| Addition of American troops to Allied forces | led to | defeat of ______________________ |
| Treaty of Versailles | led to | formation of the ________________ |

COMPREHENSION AND CRITICAL THINKING

As you read the section summaries, fill in the blanks in the graphic organizer above and answer the questions below.

1. Recall  How many nations sent soldiers to fight in World War I?

2. Identify Cause and Effect  What German actions caused the United States to join the Allies in battle?

3. Evaluate  What effect did American involvement have on the war in Europe?

4. Make Judgments  Should the United States have joined the League of Nations? Why or why not?
World War I

Section 1

MAIN IDEAS
1. Many factors contributed to the outbreak of World War I.
2. European nations suffered massive casualties in the war’s early battles.

Key Terms and People

militarism an aggressive strengthening of armed forces
Archduke Francis Ferdinand the heir to the throne of Austria-Hungary who was assassinated in 1914
mobilize to prepare for military war
Central Powers an alliance of Austria-Hungary and Germany at the start of the war
Allied Powers an alliance among France, Russia, and Britain at the start of the war
trench warfare defending a position by fighting from deep ditches
stalemate a situation in which neither side can win a decisive victory
U-boats submarines used by the German navy in World War I

Academic Vocabulary

neutral unbiased; not favoring either side in a conflict

Section Summary

OUTBREAK OF WAR
Even though Europe was at peace in the early 1900s, there was a dangerous tension. One reason for this tension was nationalism. People who shared a language and culture wanted to unite. In some places, such as Germany, nationalism brought stability. In other places, such as Austria-Hungary, it caused instability.

Another source of tension in Europe was imperialism. There was competition for territory in Europe and around the world. Nations began to focus on militarism and sought protection by forming new alliances.

As tensions grew, it became clear that a small “spark” could cause hostilities in Europe. The spark
came when Archduke Francis Ferdinand was assassinated by a Serbian nationalist. Austria-Hungary declared war on Serbia.

Alliances caused other countries to be drawn into the conflict. The opposing sides mobilized their armies. The Central Powers, along with Bulgaria and the Ottoman Empire, faced the Allied Powers and Italy. Soldiers from 30 nations on 6 continents would take part in the Great War, later known as World War I.

**EARLY BATTLES OF THE WAR**

Both sides expected a short war but the German army met strong resistance in Belgium. Two fronts developed. One was the western front from the North Sea to Switzerland. The other was the eastern front from the Black Sea to the Baltic Sea.

Trench warfare extended the battles. Soldiers died of injuries and disease as the two sides fought for months without gaining ground. New technology made the war deadlier than previous wars. Machine guns, artillery guns, and poison gas killed many soldiers. Tanks and airplanes were used in warfare for the first time.

After a year the war had become a stalemate. Both sides launched massive attacks, and nearly one million men were killed. Still neither side advanced very far.

The battle at sea was also very important. The British navy blockaded the Central Powers’ ports and laid explosive mines. The Germans used U-boats to launch torpedoes against Allied supply ships. The Germans also attacked ships from neutral countries that they believed were helping the Allies.

**CHALLENGE ACTIVITY**

**Critical Thinking: Analyzing** Write a short paragraph explaining how the building of alliances in Europe could make the continent less stable.
World War I

Section 2

MAIN IDEAS
1. The United States entered the war after repeated crises with Germany.
2. The United States mobilized for war by training troops and stepping up production of supplies.
3. Labor shortages created new wartime opportunities for women and other Americans.

Key Terms and People

Lusitania a British passenger ship sunk by a German U-boat in 1915
Zimmerman Note a secret telegram from the German foreign minister Zimmerman to Mexico proposing an alliance against the United States
Selective Service Act a law that required men between ages of 21 and 30 to register to be drafted into military service
Liberty bonds bonds issued to raise billions of dollars for the Allies’ war efforts
National War Labor Board an agency formed in 1918 to help settle labor disputes and avoid strikes during the war

Section Summary

THE UNITED STATES ENTERS WORLD WAR I

Many Americans were immigrants or children of immigrants from European countries. Even so, they wanted the United States to remain neutral in the European conflict.

German U-boats attacked ships carrying supplies to the Allies. Then they began attacking passenger ships, such as the Lusitania. Later the Germans began attacks on American vessels. When Americans found out about the Zimmerman Note, a secret telegram, they were outraged. President Woodrow Wilson asked Congress to declare war on Germany. War was declared on April 6, 1917.

MOBILIZING FOR WAR

Rallies were used to build public support as the country prepared for war. At the same time,
some freedoms were limited. Freedom of speech was restricted, and opponents of the war were jailed.

The **Selective Service Act** was passed in 1917 to prepare the military for war. Almost three million Americans, including many African-Americans, were drafted into service. War preparations were very expensive, so money was raised through the sale of **Liberty Bonds**.

The government took other actions to provide supplies for the troops. Metals, cement, and rubber were produced. Farmers got price guarantees to increase crops. Citizens were encouraged to use less food and to grow their own.

**NEW WARTIME OPPORTUNITIES**

American factories needed to run work nonstop to produce weapons and supplies. But the war cut off immigration, and many young men were fighting in Europe. These factors combined to create a labor shortage in the United States. Labor shortages led to new opportunities for many workers. More than 1.5 million women worked in factories, and others helped in Europe.

Even with many women workers, factories needed more people. Mexican Americans from the West and African Americans from the South moved to northern industrial cities. Because labor was scarce, workers could demand better conditions. Union membership increased.

President Wilson set up the **National War Labor Board** in 1918. It settled disputes between workers and management. The board also helped establish a minimum wage and limited work hours, and it tried to get fair pay for women.

**CHALLENGE ACTIVITY**

**Critical Thinking: Identify Cause and Effect** Write a paragraph explaining how the need for military supplies led to a migration of people to northern cities.
Key Terms and People

**American Expeditionary Force** U. S. troops sent to Europe during World War I

**Communists** people who favor the equal distribution of wealth and the end of all forms of private property

**armistice** a truce between opponents that ends hostilities

Academic Vocabulary

**strategy** a plan for fighting a battle or war

Section Summary

**AMERICAN SOLDIERS ARRIVE**

The Allies were near defeat when U. S. troops began to arrive in Europe in 1917. French and British generals wanted the **American Expeditionary Force** to go to the front lines right away. General Pershing refused to spread American troops among Allied forces. He also insisted on completing training before sending soldiers into battle.

The Allies lost the help of Russia after **Communists** seized power in late 1917. The new leaders signed a peace agreement with the Central Powers in March 1918. Then civil war broke out in Russia. Rejoining the war in Europe became impossible.

**WINNING THE WAR**

After Russia left the war, Germany decided to move its soldiers from the eastern front to the western front. At the same time, General Pershing sent two divisions of American soldiers to the western front. The fresh troops helped stop the German advance.
on Paris. The Americans had helped bring about one of the major turning points in the war.

With more than one million American troops in France, the Allies began attacking German positions. Soon the Germans were retreating. Many U.S. soldiers became heroes. One group of African American soldiers, known as the Harlem Hell fighters, received the Cross of War medal from France for their bravery.

By November 1918, U.S. and Allied soldiers were moving quickly toward Germany. The Allies were also winning the war at sea. They used a new strategy, the convoy system, to protect merchant ships from the U-boats.

ARMISTICE

Germans were tired of the war. Food was scarce, and the country was running out of soldiers. Germany’s allies were also ready to end the war. Several of them signed peace agreements and quit fighting. On November 4 the German leader, Kaiser Wilhelm II, gave up his throne and left Germany.

The Germans agreed to a ceasefire. The Allies demanded that Germany return all conquered territory and destroy its weapons. The Germans accepted the demands, and an armistice went into effect on November 11, 1918.

CHALLENGE ACTIVITY

Critical Thinking: Drawing Inferences  Imagine that you are an Allied leader at the end of World War I. Why would you want Germany to destroy all of its weapons as part of a peace treaty?
**World War I**

### Section 4

**Main Ideas**

1. The costs of war included millions of human lives as well as financial burdens.
2. President Woodrow Wilson and European leaders met to work out a peace agreement.
3. The U.S. Senate rejected the Treaty of Versailles.

**Key Terms and People**

- **League of Nations**: an international assembly of nations to settle disputes between countries and encourage democracy
- **Reparations**: payments for war damages
- **Treaty of Versailles**: a final peace settlement of World War I
- **Henry Cabot Lodge**: a senator who led Republican opposition to the ratification of the Treaty of Versailles

**Section Summary**

**The Costs of War**

More lives were lost in World War I than in any previous war. More than 8 million soldiers died and 20 million more were wounded. The war also caused financial ruin and led to food shortages in much of Europe.

In 1918 a flu epidemic spread across the world. The disease spread rapidly, changing life in many places. The flu killed more people than had died in the war. By 1919 more than 800,000 Americans had died from the flu.

**The Peace Agreement**

President Woodrow Wilson had a vision for the postwar world. His plan for peace became known as the Fourteen Points. The plan included ways to settle border questions. It encouraged military cutbacks, lower trade tariffs, and a ban on secret agreements between nations.

Circle the number of soldiers killed and wounded in World War I.
The final point in Wilson’s plan called for the creation of the **League of Nations**. Its mission would be to settle disputes among countries and to promote democracy.

Some allied leaders disagreed with Wilson’s plan. They wanted to punish Germany. They also wanted to make sure Germany could never again become a world power. Leaders from the United States, Britain, France, and Italy met at a peace conference to discuss the terms. Many leaders insisted on **reparations**, which were set at $33 billion.

Wilson reluctantly agreed to the **Treaty of Versailles**. The League of Nations was formed, and the map of Europe was reshaped. Several new and independent countries were formed.

**VERSAILLES TREATY REJECTED**

In the United States, treaties must be ratified by at least two thirds of the Senate. Republican senators, led by **Henry Cabot Lodge**, insisted on changes to the treaty before ratifying it. They were afraid that the League of Nations could force the United States to send American troops to war.

Wilson refused to compromise. He worked to get the treaty ratified exactly as it was written. On November 1, 1919, a vote to ratify the Treaty of Versailles failed in the Senate. Wilson was extremely disappointed. The United States signed separate peace treaties with the Central Powers and did not join the League of Nations.

**CHALLENGE ACTIVITY**

**Critical Thinking: Writing to Debate**  Imagine that you are a senator in 1919. Write a paragraph explaining why you support or oppose the Treaty of Versailles.
CHAPTER SUMMARY

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government efforts to return to normalcy after World War I</td>
<td>__________ recovery and __________ of new industries, such as automobiles</td>
</tr>
<tr>
<td>Experiences of young people during World War I</td>
<td>Migration to __________ from rural areas and competition between __________ and modern ideals</td>
</tr>
<tr>
<td>Invention of radio and talkies</td>
<td>Development of a national __________ and popularity of new kinds of music such as __________ and __________</td>
</tr>
</tbody>
</table>

COMPREHENSION AND CRITICAL THINKING

As you read the section summaries, fill in the blanks in the graphic organizer above and answer the questions below.

1. **Analyze**  How did industrial developments such as the assembly line aid recovery from World War I?

   __________________________________________
   __________________________________________
   __________________________________________

2. **Identify Cause and Effect**  How did the experiences of young people in World War I lead to a clash of ideals in America?

   __________________________________________
   __________________________________________
   __________________________________________

3. **Draw Inferences**  How did the radio help make jazz and blues music popular?

   __________________________________________
   __________________________________________
   __________________________________________

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The Roaring Twenties

Section 1

MAIN IDEAS
1. President Harding promised a return to peace and prosperity.
2. Calvin Coolidge supported a probusiness agenda.
3. American business boomed in the 1920s.
4. In 1928, Americans elected Herbert Hoover, hoping he would help good financial times continue.

Key Terms and People

Warren G. Harding  a Republican president elected in 1920
Calvin Coolidge  became president when Harding died; reelected to office in 1924
Teapot Dome scandal  the acceptance of bribes by Secretary of the Interior Albert Fall in exchange for control of government oil reserves
Kellogg-Briand Pact  an unenforceable agreement among 62 nations to outlaw war
Model T  a low-cost automobile invented by Ford
moving assembly line  a production system that moves parts between groups of workers
Herbert Hoover  a president elected in 1928 with promises for more prosperity

Academic Vocabulary
incentive  something that leads people to follow a certain course of action

Section Summary
RETURN TO PEACE AND PROSPERITY
As the war ended, millions of soldiers came home just as factories stopped making war supplies. Many people could not find jobs. But demand for goods was high so prices rose. Workers couldn’t afford the goods, so many went on strike for higher wages.

Warren G. Harding ran for president with running mate Calvin Coolidge. Harding promised a return to “normalcy.” After he was elected, Harding worked hard to strengthen the economy. He used tax cuts for the wealthy as an incentive to invest in business. As a result, an economic boom started.

What was Warren G. Harding’s campaign promise?

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Harding’s term in office was filled with problems. Several appointees used their power for illegal purposes. In the worst scandal, Secretary of the Interior Albert Fall was convicted of taking bribes. This became known as the Teapot Dome scandal.

COOLIDGE’S PROBUSINESS ADMINISTRATION
When Harding died in 1923, Vice President Coolidge became president. Coolidge acted quickly to clean up the government. He was more pro-business than Harding. He pushed tax cuts and higher tariffs. During his term, the United States and 14 other nations signed the Kellogg-Briand Pact. There wasn’t a way to enforce the effort to ban war.

BUSINESS BOOMS
In the 1920s U.S. business boomed as factories changed. Henry Ford built the Model T, a car many people could afford. He reduced costs using a moving assembly line. Ford raised wages and reduced the work day to eight hours. He also hired workers that other factories would not hire, such as African Americans and people with disabilities.

Millions of Americans found jobs related to the automobile industry. Travel increased, which also spurred business. Many companies produced new goods that took advantage of the increasing number of homes with electricity.

HOOVER ELECTED
In 1928 Secretary of Commerce Herbert Hoover ran for president with promises to continue the prosperity. He easily defeated Al Smith, whose campaign focused on city dwellers. For many voters, Smith’s religious faith also was an issue.

CHALLENGE ACTIVITY
Critical Thinking: Hypothesizing The availability of electricity in homes was a great boost to the economy. Write a paragraph about how things might have been different in the 1920s without electricity.
The Roaring Twenties

Section 2

MAIN IDEAS

1. In the 1920s many young people found new independence in a changing society.
2. Postwar tensions occasionally led to fear and violence.
3. Competing ideals caused conflict between Americans with traditional beliefs and those with modern views.
4. Following the war, minority groups organized to demand their civil rights.

Key Terms and People

flappers  young women in the 1920s who challenged traditional women’s roles
Red Scare  a period of fear of Communists and radicals in the United States
Twenty-first Amendment  a Constitutional Amendment that repealed prohibition
fundamentalism  belief in word-for-word interpretation of the Bible
Scopes trial  the trial of John Scopes for teaching evolution in school
Great Migration  the movement of African Americans to northern cities
Marcus Garvey  a black leader who encouraged an independent black economy

Academic Vocabulary

traditional  customary, time-honored

Section Summary

A CHANGING SOCIETY

World War I changed the way people saw the world. People moved to cities and for the first time more Americans lived in cities than in rural areas.

Young adults had more personal freedom than in the past. They were better educated and more women had joined the workforce. Women found new opportunities. Flappers challenged the traditional ideas of how women should behave.

FEAR AND VIOLENCE

Some of the social changes of the 1920s were violent. There were massive labor strikes caused by
unemployment and inflation. As Communists took control in Russia, the Red Scare led to action against Communists in the United States.

Some people saw immigrants as a threat to their jobs and culture. This led to a fear of foreigners. Laws were passed to restrict the number of immigrants. The Quota Act of 1921 gave preference to immigrants from Western Europe. The National Origins Act of 1924 banned immigration from East Asia.

COMPETING IDEALS
Differences were also growing between older rural traditions and modern urban society. One issue was prohibition, which was hard to enforce. It led to corruption and created new ways for criminals to get rich. In 1933 prohibition was ended by the Twenty-first Amendment to the Constitution.

Religious leaders saw a move away from traditional values. In response fundamentalism grew strong in rural areas. The fundamentalists believed in an exact, word-for-word reading of the Bible. They believed that scientific theories such as evolution contradicted the Bible. The Scopes trial was the center of a national debate over modern science and religious values.

MINORITY RIGHTS
The Great Migration continued during the economic boom of the 1920s. Economic recession led to racial tensions in many cities. Minorities, including African Americans and Hispanic Americans, began fighting to protect their rights. Marcus Garvey encouraged pride in black culture. Native Americans gained the rights of citizenship and fought to protect their lands.

CHALLENGE ACTIVITY
Critical Thinking: Compare Write a paragraph comparing immigration issues today with immigration issues in the 1920s.
The Roaring Twenties

Section 3

MAIN IDEAS
1. Radio and movies linked the country in a national culture.
2. Jazz and blues music became popular nationwide.
3. Writers and artists introduced new styles and artistic ideas.

Key Terms and People

talkie  motion picture with sound
Jazz Age  name given to the 1920s due to the popularity of jazz music
Harlem Renaissance  period of African American artistic accomplishment in New York City
Langston Hughes  poet and writer who wrote about African American life
Lost Generation  writers in the 1920s who criticized American society
expatriates  people who live outside their home country
Georgia O’Keeffe  innovative artist famous for her detailed drawings of flowers

Academic Vocabulary

innovation  a new idea or way of doing something

Section Summary

A NATIONAL CULTURE
The radio helped build a new national culture during the 1920s. People from around the country were able to share common experiences. Radio networks broadcast the same programs to hundreds of stations at a time.

Movies also opened up a new, exciting means of entertainment and adventure. Fans were thrilled by the first movie with sound, or talkie. The first talkie, The Jazz Singer, appeared in 1927. Movie stars became heroes to many millions of Americans.

Other people became heroes as well. Fans packed baseball stadiums and other athletic events. Pilots became nationally known as they broke flight
records. New ideas such as psychoanalysis entered popular culture.

**POPULAR MUSIC**
The booming economy and new forms of entertainment caused the decade to be named the Roaring Twenties. Another nickname was the *Jazz Age* because jazz music became so popular.

Jazz developed in New Orleans as a blend of African American spirituals, European rhythms, and West African rhythms. African Americans brought this music north during the Great Migration. Blues music was born in the rural South during slavery and became popular in the 1920s. Both jazz and the blues were musical **innovations** that remain popular today.

**WRITERS AND ARTISTS**
Writers and artists also changed American culture. The *Harlem Renaissance* included writers Langston Hughes and Claude McKay. They told of African American life in stories, poems, and plays.

Many American writers told of their experiences in the United States and around the world. Young writers of the *Lost Generation* expressed feelings of separation from American society. Some of them formed a community of **expatriates** in Paris. Lost Generation writers included Ernest Hemingway and F. Scott Fitzgerald. Another was Sinclair Lewis, who became the first American to win the Nobel Prize for Literature.

Painters like Georgia O’Keeffe experimented with new styles and ways to express themselves. Meanwhile, architects were designing skyscrapers that still define American city skylines today.

**CHALLENGE ACTIVITY**
**Critical Thinking: Write to Explore** Imagine that you have just moved to a city in the 1920s. Write a short letter to a friend telling how life in the city is different from rural life.
The Great Depression

CHAPTER SUMMARY

<table>
<thead>
<tr>
<th>People</th>
<th>Role in Great Depression</th>
</tr>
</thead>
<tbody>
<tr>
<td>People</td>
<td>were optimistic and borrowed money to invest in the stock market.</td>
</tr>
<tr>
<td>Manufacturing workers</td>
<td>lost jobs as business slowed; as a result, ______ exceeded demand.</td>
</tr>
<tr>
<td>Minorities</td>
<td>faced increased discrimination due to competition for jobs.</td>
</tr>
<tr>
<td>Farmers</td>
<td>had to leave the _____ _____ and go to California because the recovery was slow.</td>
</tr>
<tr>
<td>Franklin Roosevelt</td>
<td>started a federal program called the ______ ______ to help businesses recover.</td>
</tr>
</tbody>
</table>

COMPREHENSION AND CRITICAL THINKING

As you read the section summaries, fill in the blanks in the graphic organizer above and answer the questions below.

1. **Analyzing** Why did buying on margin contribute to the stock market crash?

2. **Analyzing** Why was it important for President Roosevelt to make the banks secure soon after he went into office?

3. **Analyzing** How did weather combine with economics to affect Midwest farmers?

4. **Hypothesizing** Do you think that if there were a severe depression today, the problems would be different from those experienced in the 1930s? Explain.
The Great Depression

Section 1

MAIN IDEAS
1. The U.S. stock market crashed in 1929.
2. The economy collapsed after the stock market crash.
3. Many Americans were dissatisfied with Hoover’s reaction to economic conditions.
4. Roosevelt defeated Hoover in the election of 1932.

Key Terms and People

buying on margin  purchasing stocks with borrowed money
Black Tuesday  Tuesday, October 29, 1929, the day of the stock market crash
business cycle  up-and-down pattern of business production and unemployment
Great Depression  severe, economic depression that followed the stock crash of 1929
Bonus Army  unemployed World War I veterans who camped in Washington D.C. to demand early payment of military bonuses
Franklin D. Roosevelt  New York governor elected president in the 1932 election

Academic Vocabulary

implement  put in place

Section Summary

THE STOCK MARKET CRASHES
During the 1920s, stock prices rose rapidly. Many people bought stocks by buying on margin, hoping to sell them later at a large profit. In 1929 stock prices began to drop. Frightened investors sold stocks to pay off their loans, but there were few buyers. On October 29, known as Black Tuesday, the stock market crashed. Investors lost everything.

THE ECONOMY COLLAPSES
The stock crash caused a banking crisis as banks lost their investments. People tried to withdraw all of their deposits and many banks went out of business. This crisis contributed to losses by businesses, which then needed fewer workers.
Normally when businesses produce more than they can sell, they have to cut back production. As people are laid off, the demand for goods drops. This can cause a severe recession called a depression. When the economy bounces back, more people are hired, and demand increases. This pattern of ups and downs in the economy is called a **business cycle**.

The economy was slow to recover after the crash in 1929. This period, the **Great Depression**, had several causes. One was overproduction of goods as the market was shrinking. Other factors were the uneven division of wealth and limited world trade.

**HOOVER’S REACTION**

President Hoover knew that people needed help. He did not believe, however, that it was the role of the federal government to provide direct relief. He did **implement** some new programs to help banks and other institutions recover.

In 1932 the **Bonus Army** camped in Washington, D.C. These veterans wanted early payment of military bonuses. Hoover sent U.S. troops to evict them. When several people were killed, the public was outraged.

**ELECTION OF 1932**

The Republican Party nominated Herbert Hoover again in 1932. However, much of the public had lost confidence in him. The Democratic nominee was **Franklin D. Roosevelt**. As governor, he had worked to provide aid to citizens of New York. In particular, he had provided aid to farmers. Roosevelt promised a “new deal” for the American people. He won the election in a landslide.

**CHALLENGE ACTIVITY**

**Critical Thinking: Making Judgments** Do you think the American people were justified in blaming Herbert Hoover for the Great Depression? Write a paragraph to explain your position.
The Great Depression

Section 2

MAIN IDEAS
1. Congress approved many new programs during the Hundred Days.
2. Critics expressed concerns about the New Deal.
3. New Deal programs continued through Roosevelt’s first term in what became known as the Second New Deal.
4. Roosevelt clashed with the Supreme Court over the New Deal.

Key Terms and People

New Deal programs developed by Roosevelt and Congress to aid economic recovery
fireside chats radio addresses in which Roosevelt spoke directly to the public
Tennessee Valley Authority New Deal program to build dams to provide electricity in the Tennessee River valley
Frances Perkins Roosevelt’s Secretary of Labor, the first female cabinet member
Eleanor Roosevelt First Lady in Roosevelt administration who supported New Deal
Social Security Act federal law that started programs to ensure economic well-being of citizens who could not provide for themselves
Congress of Industrial Organizations new union that organized workers based on industry, not skill level
sit-down strike strategy in which striking workers remained inside the workplace

Academic Vocabulary

authority power, right to rule

Section Summary

THE HUNDRED DAYS
Roosevelt told Americans that economic recovery was possible. He called Congress into a special session, known as the Hundred Days. They created the New Deal to aid economic recovery.

One program was the Emergency Banking Relief Act. It was passed to restore confidence in banks. The president told people about it in his first fireside chat.

Other programs put people to work on public projects, such as roads, airports, and parks. The

Why was the Emergency Banking Relief Act passed?

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Tennessee Valley Authority (TVA) hired people to build dams that provided electricity to poor communities. Frances Perkins helped pass the National Industry Recovery Act to help businesses.

NEW DEAL CRITICS
Critics of the New Deal felt it went too far or not far enough. Some disliked the expansion of the federal government and the authority of the president. Others thought there should be higher taxes for the rich and guaranteed income for the poor.

THE NEW DEAL CONTINUES
The Second New Deal was introduced in 1934. The Works Progress Administration (WPA) employed more than 8.5 million people. Eleanor Roosevelt supported National Youth Administration programs for young people. Congress passed the Social Security Act to help children and the elderly, disabled, and unemployed.

The New Deal included new labor laws. The Congress of Industrial Organizations (CIO) was a union with many skilled and unskilled workers. It welcomed women, immigrants, and minority groups. The CIO used a sit-down strike to keep General Motors from replacing strikers. This success helped the unions grow stronger.

CLASHES WITH THE COURT
Democrats controlled the presidency and the Congress, but not the Supreme Court. The Supreme Court declared several New Deal programs unconstitutional. The public criticized Roosevelt's plan to increase the number of justices. The plan was defeated in Congress.

CHALLENGE ACTIVITY
Critical Thinking: Writing to Explore Research one of the New Deal programs. Write a three-paragraph report about its effects.
Main Ideas

1. Parts of the Great Plains came to be known as the Dust Bowl as severe drought destroyed farms there.
2. Families all over the United States faced hard times.
3. Depression-era culture helped lift people’s spirits.
4. The New Deal had lasting effects on American society.

Key Terms and People

Dust Bowl region of the Great Plains affected by extreme drought and dust storms
Mary McLeod Bethune African American educator appointed as an adviser by President Roosevelt
John Steinbeck novelist who wrote about the hardships of the Great Depression
Woody Guthrie Depression-era folksinger from Oklahoma

Section Summary

THE DUST BOWL
American farmers were already having hard times before the Great Depression. Then the situation got worse. In the early 1930s, a severe drought hit the Great Plains. In the Dust Bowl region, topsoil blew away. Farmers could not grow crops; many could not to pay their mortgages and lost their farms.

Although several New Deal programs tried to help farmers, they came too late for most. About 2.5 million people left the Great Plains. Many of them drove to California to look for jobs. They often found that there were already too many workers.

HARD TIMES
During the Great Depression, many families had to split up as people looked for work in different places. Children dropped out of school to help support their families.

The Great Depression was especially hard on minority groups. Many faced discrimination and
lost jobs to unemployed white workers. But some found jobs through relief programs. Several African American leaders, including Mary McLeod Bethune, advised the president. They became known as the Black Cabinet.

Eleanor Roosevelt was a strong advocate of equal rights. She resigned from the Daughters of the American Revolution when they refused to rent a hall to African American singer Marian Anderson.

**DEPRESSION-ERA CULTURE**

In 1935 the Works Progress Administration put many artists, writers, and actors to work. Musicians went to rural areas to record traditional music. They preserved culture that might have been lost. Writers interviewed Americans from many different backgrounds. They kept a record of their lives and memories.

John Steinbeck was deeply affected by the hardships of the Depression. He wrote novels about depression life. Folksinger Woody Guthrie crossed the country, writing and singing songs of loss and struggle. At the same time, swing music became popular because it helped people forget about their troubles. Movies were yet another form of escape.

**EFFECTS OF THE NEW DEAL**

Today, people still disagree about the effects of the New Deal. Critics argue that recovery did not occur until the U.S. entered World War II. Supporters say it gave Americans hope in a time of crisis. The New Deal did expand the role of the federal government. Some of its programs, such as Social Security and the Federal Deposit Insurance Corporation, are still important today.

**CHALLENGE ACTIVITY**

**Critical Thinking: Writing to Explore** Imagine what it would be like to grow up during the Great Depression. Write a short poem about what your life might have been like.
CHAPTER SUMMARY

Place the letter for each event at the correct year on the time line:
A. Hitler takes control of Germany
B. World War II ends
C. D-Day
D. Japanese attack Pearl Harbor
E. Germans defeated in North Africa
F. United States enters World War II
G. Germany invades Poland
H. United States drops atomic bombs

COMPREHENSION AND CRITICAL THINKING
As you read the section summaries, answer the questions below.

1. Identifying Cause and Effect  How did conditions at the end of World War I lead to World War II?

2. Hypothesizing  Could the United States have avoided involvement in World War II if Japan had not attacked Pearl Harbor?

3. Evaluate  Why were the battles at Midway and Guadalcanal considered turning points of the war in the Pacific?

4. Make Inferences  How did World War II affect the opportunities and rights of women, African Americans, and Mexican Americans?
**World War II**

**Section 1**

**MAIN IDEAS**

1. During the 1930s, totalitarian governments rose to power in Europe and Japan.
2. German expansion led to the start of World War II in Europe in 1939.
3. The United States joined the war after Japan attacked Pearl Harbor in 1941.

**Key Terms and People**

**totalitarianism** political system in which the government controls every aspect of citizens’ lives.

**Benito Mussolini** fascist Italian dictator who ruled from 1922 to 1944

**fascism** political system headed by a strong leader in which the state is more important than the individual

**Adolf Hitler** politician and World War I veteran who took advantage of public anger to become chancellor of Germany in 1933

**Nazis** National Socialist Party members who controlled Germany from 1933 to 1945

**Joseph Stalin** Communist dictator of the Soviet Union who gained control in 1928

**Axis Powers** World War II alliance of Germany, Italy, and Japan

**appeasement** policy of avoiding war by giving in to demands

**Winston Churchill** British prime minister during World War II

**Allied Powers** alliance between Great Britain and France in 1939, and later, the Soviet Union and the United States

**Lend-Lease Act** law allowing the president to aid any nation vital to U. S. defense

**Pearl Harbor** American naval base in Hawaii attacked by Japan on December 7, 1941

**Section Summary**

**THE RISE OF TOTALITARIANISM**

The 1930s were hard times. Many people were willing to give up rights to leaders who promised them a better future. In Europe and Asia, some countries moved toward totalitarianism.

**Benito Mussolini** took control of Italy in 1922. Under fascism, Mussolini restored order and improved the economy. He crushed all rivals and removed individuals’ rights. In Germany **Adolf Hitler** used public anger over World War I to rise to power. His **Nazis** took control in 1933.

**Joseph Stalin** became dictator of the Soviet
Union in 1929. Stalin ruled by fear and scare tactics. He killed or jailed millions. In Japan military leaders slowly took over the government. Then in 1931 Japan invaded northern China.

GERMANY EXPANDS
Hitler rebuilt the military in Germany. His goal was to start a new empire. In 1936 he joined Italy and Japan to form the Axis Powers. Hitler took over part of Czechoslovakia in 1938. Although Britain and France were allied with Czechoslovakia, they chose appeasement. But British admiral Winston Churchill warned that the policy would fail.

In 1939 Germany and the Soviet Union made a secret pact to split Poland between them. Germany attacked Poland and won, starting World War II. The Allied Powers declared war on Germany.

In 1940 Germany conquered much of Europe, including France. Great Britain stood alone. With the new technology of radar, the British Royal Airforce was able to stop an invasion of Britain.

THE UNITED STATES JOINS THE WAR
Most Americans wanted to stay out of the war in Europe. In 1941 the Lend-Lease Act was passed to allow the president to aid any nation vital to U.S. defense. The United States began sending supplies to Britain and other allied countries.

The United States also decided to act against Japanese imperialism. This angered Japan. On December 7, 1941, Japan attacked the naval fleet at Pearl Harbor in Hawaii. The United States declared war on Japan. Then Germany declared war on the United States. The United States joined the Allies, entering another world war.

CHALLENGE ACTIVITY
Critical Thinking: Making Judgments Imagine that you live in the United States in early 1941. Explain why you believe that the United States should or should not help the Allies through the Lend-Lease Act.
World War II

Section 2

MAIN IDEAS
1. Businesses, soldiers, and citizens worked to prepare the United States for war.
2. The war brought new opportunities for many women and minorities.
3. Japanese Americans faced internment during the war.

Key Terms and People

War Production Board  board created to oversee the conversion of factories to war production
A. Philip Randolph  African American labor leader who protested unfair treatment in factories
Tuskegee Airmen  African American pilots who trained in Tuskegee, Alabama
Benjamin O. Davis  group leader of Tuskegee Airmen and later the first African American general in the U. S. Air Force
zoot-suit riots  Los Angeles riots in which white mobs attacked Mexican Americans
internment  forced relocation and imprisonment of Japanese Americans during World War II

Section Summary

PREPARING FOR WAR
The Great Depression finally ended as the United States mobilized for war. The War Production Board was created. The Selective Training and Service Act started the first peacetime draft in the history of the United States. More than 16 million Americans served in World War II.

To fund the war, the government raised taxes and sold war bonds. Americans also gathered scrap metal for war production factories. Government rations curbed the nonmilitary use of gasoline, rubber, shoes, and some kinds of food.

WARTIME OPPORTUNITIES
Women took on a new role in World War II. Because so many men left to fight in the war, women were urged to fill factory jobs. Women also
served in the armed forces, some as pilots and as nurses. Over 300,000 women served in the armed forces during World War II.

The Great Migration continued as African Americans moved north to find jobs. A march was planned by A. Philip Randolph to protest lower wages for African Americans. It was called off when Roosevelt ended the practice of racial discrimination in factories that produced war goods.

About 1 million African Americans served in the armed forces during the war. Most of them were sent to support jobs in segregated units. The Tuskegee Airmen, under the leadership of Benjamin O. Davis, flew thousands of successful missions in North Africa and Italy.

About 300,000 Mexican Americans served in the military during the war. Many also found wartime jobs in the West and Midwest. Mexico supplied farm workers to ease a lack in the United States. Groups of sailors attacked Mexican Americans in 1943. This started the zoot-suit riots.

JAPANESE AMERICAN INTERNMENT

After the attack on Pearl Harbor, fear of Japanese Americans on the West Coast increased. No evidence to back up the fear was offered, but the government began the process of internment of Japanese Americans. About 120,000 people, many of them native-born Americans, were forced to move and were held in internment camps. Many lost their jobs, homes, and belongings.

After Pearl Harbor, Japanese Americans could not join the military. This policy was ended in 1943. About 33,000 Japanese Americans served in segregated units in World War II.

CHALLENGE ACTIVITY

Critical Thinking: Analyzing What assumptions did the U.S. government make about Japanese Americans when it moved them to internment camps?
World War II

Section 3

Main Ideas

1. The Allies fought back against the Axis Powers in North Africa and Europe.
2. Key Allied victories halted the German advance.
3. In the D-Day invasion, Allied forces attacked German-controlled France.

Key Terms and People

Battle of El Alamein battle in which Montgomery’s British troops stopped Rommel’s Afrika Korps in North Africa in November 1942

Dwight D. Eisenhower American general who commanded Allied forces in Europe; later elected U.S. president

Battle of Stalingrad key battle in which Soviets stopped German advance in winter of 1942–1943

D-Day date of Allied sea invasion of occupied France—June 6, 1944

Section Summary

THE ALLIES FIGHT BACK

When the United States entered the war, President Roosevelt met with British prime minister Winston Churchill. They decided to focus first on Europe in their plans to defeat the Axis. The strategy called for defeating German forces in North Africa before an invasion of Europe. This angered the Soviet Union, which had been hoping for help on the Eastern front.

New technology that had not been used in prior wars helped in the effort. Long-range planes dropped bombs on German factories, railroads, and cities, and sonar detected German U-boats.

HALTING THE GERMAN ADVANCE

By 1942 the Germans and the British were fighting in North Africa. They were fighting for control of the Suez Canal. The British forces stopped the German attack at the Battle of El Alamein. American general Dwight D. Eisenhower led U.S. and British troops through Morocco and Algeria. Trapped, the Germans surrendered in May 1943.

Why did the Germans and the British fight in North Africa?

__________________________
After taking control of North Africa, the Allies moved into Europe. They attacked Italy in 1943. Italian leaders removed Mussolini from power and surrendered to the Allies. Germany sent troops to Italy to stop the Allies. German forces were not pushed out of Italy until 1945.

At the same time, German and Soviet troops were fighting on the Eastern front in the Soviet Union. Hitler ordered the German troops not to retreat, but Germany did not send enough supplies or fresh troops. Eventually, the German forces surrendered due to supply shortages and the harsh northern winter. The Soviets blocked the German advance at the Battle of Stalingrad, a key turning point in the war. More than 1 million Soviet soldiers died at Stalingrad, and about 800,000 Axis soldiers were killed.

THE D-DAY INVASION

After succeeding in North Africa and Italy, the Allies made plans to move into France. At the time the Germans controlled France. General Eisenhower was in charge of planning the largest sea-to-land invasion ever attempted. The invasion took place on D-Day, named for the “designated day” of the attack—June 6, 1944.

More than 156,000 Allied troops landed on five beaches in Normandy, France. The Germans had placed mines and soldiers along the coast to repel the invasion. Although they suffered heavy losses, the Allies took control of all five beaches by the end of D-Day. Then they could begin moving west through France toward Germany.

CHALLENGE ACTIVITY

Critical Thinking: Writing to Explore Imagine that you are a soldier about to cross the English Channel on D-Day. Write a short letter home to a friend or family member telling them what you are thinking.
World War II

Section 4

Main Ideas

1. The Japanese continued advancing across the Pacific in 1942.
2. The Allies stopped Japan's advance with key victories over the Japanese navy.
3. The Allies began battling toward Japan.

Key Terms and People

Douglas MacArthur  general who commanded U.S. ground troops in the Pacific
Bataan Death March  forced march of American and Filipino prisoners on the Bataan Peninsula, during which many died
Chester Nimitz  American admiral who commanded U.S. Pacific fleet
Battle of the Coral Sea  naval battle in which American fleet prevented Japanese invasion of Australia
Battle of Midway  key Pacific battle in which Japanese navy was severely weakened
island hopping  strategy of attacking only key Pacific islands
Battle of Leyte Gulf  largest naval battle in history; American navy defeated the Japanese navy to retake the Philippines
kamikaze  tactic of purposely crashing piloted planes into enemy ships

Academic Vocabulary

execute  perform, carry out

Section Summary

Japan Advances
The attack on Pearl Harbor left the U.S. Pacific fleet weak. As a result the fleet was not able to react to the assault. Japan was able to conquer much of Asia and the Pacific. American forces under the command of U.S. general Douglas MacArthur were forced to leave the Philippines. MacArthur's forces could not stop the Japanese advance. More than 600 Americans and 10,000 Filipinos died in the Bataan Death March.

Why were the Japanese able to conquer much of the Pacific after the attack on Pearl Harbor?

__________________________
__________________________
__________________________
KEY ALLIED VICTORIES
The Allies feared a Japanese attack on India, Australia, or the U.S. mainland. American code breakers learned to read the Japanese secret code, and Admiral Chester Nimitz found out that Japan planned to attack Australia. His aircraft carriers and fighter planes fought the Japanese in the Battle of the Coral Sea, and stopped the invasion.

The Allies learned that Japan was planning a surprise attack on the Midway Islands. Nimitz was ready for the attack. The Allies destroyed four Japanese carriers at the Battle of Midway, badly weakening the Japanese Navy. This allowed U.S. Marines to invade Guadalcanal. Allied forces took full control of the island six months later.

BATTING TOWARD JAPAN
The battles at Midway and Guadalcanal were key victories. This island hopping strategy was successful but hard to execute. The Allied forces slowly moved across the Pacific.

In October of 1944 General MacArthur led his forces to retake the Philippines. The Allies won the Battle of the Leyte Gulf. After the battle MacArthur’s troops fought for many more months to drive out the remaining Japanese forces.

Allied planes began bombing Japan in November 1944. At this time they fought two of the fiercest battles of the war on the islands of Iwo Jima and Okinawa.

Near Okinawa, Japanese pilots used kamikaze tactics against American ships. More than 2,500 kamikaze missions were flown. After the victories at Iwo Jima and Okinawa, the Allies began to plan an assault on the main Japanese islands.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences  Why was island hopping a difficult strategy to execute?
World War II

Section 5

MAIN IDEAS
1. The Allies gained victory in Europe with Germany’s surrender.
2. Nazis murdered millions of Jews and other people in the Holocaust.
3. Victory in the Pacific came after the United States dropped atomic bombs on Japan.

Key Terms and People

Battle of the Bulge key battle at the Ardennes forest; Allies were victorious after an initially successful German attack
Harry S. Truman vice president who became president when Roosevelt died in 1945
Holocaust Nazi program of mass murder against the Jewish people
Genocide extermination of an entire group of people
Manhattan Project secret American research program to develop the atomic bomb
Atomic bomb weapon that produces tremendous power by splitting atoms

Section Summary

GERMANY SURRENDERS
After the D-Day invasion, hundreds of thousands of Allied troops landed in France. By August 1944 Allied troops had taken control of Paris from the Germans. At the same time, Soviet troops were headed for Germany from the east.

In December Hitler ordered a massive attack against the Allies, whose planes were grounded due to bad weather. Germany pushed forward about 65 miles, creating a bulge in the frontlines. The Allies recovered quickly and their planes were able to fly. The Allied victory at the Battle of the Bulge put Germans on the defensive for the rest of the war.

The Allies began bombing raids on German cities. These raids killed thousands of civilians. As Allied troops surrounded Berlin, Hitler committed suicide. The Germans surrendered on May 8, 1945.

Roosevelt died before the end of the war. Harry S. Truman became president and faced the challenge of winning the war in the Pacific.

How did the Allied airplanes’ initial inability to fly affect the Battle of the Bulge?

Underline the name of the U.S. president who accepted the German surrender.
HORRORS OF THE HOLOCAUST
As the Allied forces liberated Europe, they discovered that stories of the Holocaust were true. Soon after taking power, Hitler had begun a campaign against the Jews. The Nazis destroyed or seized property and moved the Jews to ghettos and concentration camps.

Hitler’s “final solution” was genocide. He planned to get rid of all of the Jewish people, killing millions in death camps. About 6 million Jews were killed during the Holocaust. The Nazis also murdered millions of other people.

VICTORY IN THE PACIFIC
The Allied planners projected that an invasion of Japan could cause more than 1 million Allied deaths. They had another option, based on research results of the Manhattan Project. When Japanese leaders refused to surrender, President Truman gave the order to use the atomic bomb.

On August 6, 1945, the first atomic bomb was dropped above the Japanese city of Hiroshima. Almost 80,000 people were killed instantly and many more died later. Japanese leaders still would not surrender, and a second bomb was dropped on the city of Nagasaki. The Japanese surrendered on September 2, 1945.

After six years World War II was over. About 50 million people had been killed. More than half of them were civilians. Economies were badly damaged, and millions of people were left without food, water, or shelter. Because the United States was the strongest remaining power in the world, it took on much of the job of rebuilding.

CHALLENGE ACTIVITY
Critical Thinking: Making Judgments  Was using atomic bombs against Japanese cities the right decision? Write a paragraph supporting your position.

What was Hitler’s “final solution”?

Underline the name of the two cities where atomic bombs have been dropped during a war.

Why did the United States have to take charge of much of the rebuilding in Europe and Asia?
Early Years of the Cold War

CHAPTER SUMMARY

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COMPREHENSION AND CRITICAL THINKING

As you read the section summaries, answer the questions below and use the answers to fill in the blanks in the graphic organizer above.

1. **Making Inferences**  Why was the conflict between the United States and the Soviet Union called a “Cold War?”

2. **Identifying Cause and Effect**  How did World War II contribute to the booming economy of the 1950s in the United States?

3. **Analyzing**  As suburban populations increased, why did many minorities remain in cities?

4. **Making Inferences**  Why did the success of *Sputnik* cause the United States to launch its own space program?
Early Years of the Cold War

Section 1

MAIN IDEAS
1. As World War II ended, leaders began planning the future of the postwar world.
2. The United States and the Soviet Union went from being allies to enemies after World War II.
3. Americans adjusted to postwar life.

Key Terms and People

Yalta Conference meeting of Roosevelt, Churchill, and Stalin to agree on postwar strategies
Nuremberg trials postwar trial of Nazi leaders for war crimes
United Nations organization of nations dedicated to finding peaceful solutions to international conflicts
Cold War long struggle between the United States and Soviet Union for global power
containment policy of preventing the Soviet Union from expanding its influence
Truman Doctrine policy of providing aid to help countries fight communism
Marshall Plan U.S. grants and loans to fund European recovery from World War II
North Atlantic Treaty Organization mutual defense alliance of United States, Canada, Iceland, and nine Western European nations
GI Bill of Rights laws to help returning veterans readjust after the war
Fair Deal domestic programs and civil rights protections proposed by Truman

Section Summary

THE FUTURE OF THE POSTWAR WORLD
At the Yalta Conference, Allied leaders strongly supported an international peacekeeping group. They also agreed that nations set free from Germany should be able to create their own governments. After the war Germany was divided into four parts. The United States, Soviet Union, Great Britain, and France each controlled one part. Inside the Soviet section, Berlin was also divided.

Allied leaders formed a court to try Nazi leaders. At the Nuremberg trials, 21 former Nazis were convicted of crimes against humanity. In separate trials, seven Japanese leaders were sentenced to death.

Why do you think Germany was divided into four sections?

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In 1944 world leaders met to plan the United Nations (UN). The goal of the UN was to settle global conflicts peacefully. One of the first major actions of the UN was the division of Palestine into separate Arab and Jewish states. Israel joined the United Nations in 1949.

**FROM ALLIES TO ENEMIES**

Soon after the war, conflicts arose between former allies—the United States and the Soviet Union. Stalin expanded control over the nations of Eastern Europe. This helped lead to the Cold War.

The United States had new policies based on containment of the Soviet Union. These policies included the Truman Doctrine. This provided aid to countries to help fight communism. The Marshall Plan was created to help make war-ravaged Europe stable. The North Atlantic Treaty Organization (NATO) and the Warsaw Pact were formed as rival alliances.

**POSTWAR AMERICA**

As veterans returned from war, new laws and the GI Bill of Rights eased their transition. When rationing ended, prices went up as people rushed to buy goods. Unions demanded pay raises and went on strike. The president and Congress took action to gain more control over labor disputes.

Many African American soldiers came back to find prejudice and bigotry. President Truman supported their demands for civil rights laws. Although that support caused him to lose political strength in the South, he won reelection in 1948. He campaigned on the promise of a Fair Deal.

**CHALLENGE ACTIVITY**

**Critical Thinking: Writing to Debate** Should Axis leaders have been held personally responsible for actions ordered by their governments? Explain your answer in two or three paragraphs.
Early Years of the Cold War

Section 2

MAIN IDEAS
1. The United States fought Communist North Korea in the Korean War.
2. Fear of Communists led to a new Red Scare at home.
3. President Eisenhower faced Cold War crises around the world.

Key Terms and People

Mao Zedong  Communist leader who established the People’s Republic of China
38th parallel  line that marked the division between North Korea and South Korea
Joseph McCarthy  Wisconsin senator who made charges of communism in the government and the military
hydrogen bomb  nuclear weapon far more powerful than the atomic bomb
arms race  rush by the United States and the Soviet Union to build more weapons
Sputnik  world’s first artificial satellite, launched by the Soviet Union in 1957
brinkmanship  willingness to go to the brink of war to stop communism

Academic Vocabulary

concrete  specific, real

Section Summary

THE KOREAN WAR
The Cold War quickly spread from Europe to Asia. The Communists in China, led by Mao Zedong, gained control of the country. Many Americans worried that all of Asia might soon become Communist.

The Allies had divided Korea at the 38th parallel. The Soviet Union controlled the northern half. The United States controlled the southern half. In 1950 North Korean troops invaded South Korea. The UN sent troops from the United States and 15 other countries to help South Korea. After capturing the North Korean capital, hundreds of thousands of Chinese soldiers joined North Korea.

Why did UN troops go to Korea in 1950?

__________________________________________

__________________________________________

__________________________________________
In 1951 the two sides reached a stalemate on the 38th parallel. Dwight D. Eisenhower was elected president in 1952. He promised to end the war. A truce in 1953 finally stopped the war. Once again, Korea was divided.

**A NEW RED SCARE**
The first Red Scare came after the Russian Revolution in 1917. After World War II, people in the United States again began to fear that Communists would take over. Starting in 1947 Congress held hearings to look into Communist influence in the movie industry. Spy cases also increased concerns. Wisconsin Senator Joseph McCarthy charged that Communists were inside the government. He had no concrete proof, so he made up some of the charges.

**EISENHOWER AND THE COLD WAR**
Cold War tension rose around the world. The development of the hydrogen bomb led to a nuclear arms race between the United States and the Soviet Union. When Sputnik was launched in 1957, the United States rushed to launch its own satellite. NASA was a new agency charged with carrying out space research.

Eisenhower did not agree with Truman’s policy of containment. Instead, he wanted to turn back the Communist gains. Eisenhower supported the plan of brinkmanship. He used the Central Intelligence Agency (CIA) to protect democracy in places such as Iran and Guatemala.

In 1956 Egypt threatened to nationalize the Suez Canal. The United States and the Soviet Union worked together to prevent war. But the Cold War would continue despite this mutual aid.

**CHALLENGE ACTIVITY**
**Critical Thinking: Write to Analyze** Write a paragraph about the similarities and differences of brinkmanship and containment.
Early Years of the Cold War

Section 3

MAIN IDEAS
1. America’s economy boomed in the 1950s.
2. Americans enjoyed new forms of popular culture.
3. Social critics found fault with 1950s society.

Key Terms and People

baby boom a significant increase in the number of babies born
Sun Belt southern and western states that offered a warm climate year-round and low tax rates
urban renewal programs to improve services and housing in deteriorating cities
beats young writers, or “beatniks,” who criticized society with unusual writing styles and rebellious behavior

Section Summary

AMERICA’S ECONOMY IN THE 1950s
After the war the American economy grew rapidly. People had money to spend. They felt financially secure. Many young people married and started families. This led to a baby boom.

People moved to new parts of the country for better jobs and quality of life. Many businesses and workers moved to the Sun Belt. The population in this region doubled in 30 years. New highways linked the whole country.

Highways made it easier for people to live in the suburbs and still work in the city. New growth in the suburbs drew many new homebuyers. By 1970 more people lived in the suburbs than in cities.

Many families enjoyed the comfort and ease of suburban life. Others criticized it as being too much based on consumer culture and encouraging conformity. Some suburbs would not sell homes to African American families.

As white middle-class families moved from the cities, tax income in the cities declined. As a result, city services were reduced. This hurt people who

Why did the baby boom start after the end of the war?

Why did some people criticize life in the suburbs?
could not afford to leave the cities. The federal government began an urban renewal program to improve city life.

**AMERICAN POP CULTURE**

American life changed quickly in the 1950s. New technologies changed the way individuals shopped and ate. By the end of the decade, 90 percent of households had a television set. That meant that people all over the country shared the same experiences of watching news, entertainment, and sports.

New styles of music developed in the 1950s. African American jazz musicians helped create a type of music known as Bebop. Bebop was a complex jazz style played at a very fast pace. At the same time, rock ‘n’ roll was sweeping the nation. Teenagers powered the rock ‘n’ roll revolution by buying most of the records sold in the late 1950s. Like jazz in an earlier era, many adults were concerned and they criticized the new forms of music.

**SOCIAL CRITICS**

Many people were not happy with the way American society was going. Women had few job choices. Writers found fault with greed and conformity. Beatniks, or beats, used unusual writing styles and rebellious behavior to pass judgment on society. Many young people related to the beats. They also identified with defiant characters in popular movies.

**CHALLENGE ACTIVITY**

**Critical Thinking: Writing to Analyze** Would you prefer to live in a city or a suburb? Write a paragraph explaining the reasons for your choice.
The Civil Rights Movement

CHAPTER SUMMARY

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<td>End of boycott against California grape growers by United Farm Workers</td>
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COMPREHENSION AND CRITICAL THINKING

As you read the section summaries, answer the questions below. In the table above, read each event and put the correct year in the Year column.

1. **Identifying Cause and Effect** What unfair practices toward African Americans caused the civil rights movement to begin?

2. **Drawing Inferences** Why did some civil rights leaders begin to reject nonviolence as the best way to achieve their goals?

3. **Analyzing** How did the civil rights movement for African Americans also help women and other minorities?
The Civil Rights Movement

Section 1

MAIN IDEAS
1. Civil rights leaders battled school segregation in court.
2. The Montgomery bus boycott helped end segregation on buses.
3. Students organized sit-ins to protest segregation.

Key Terms and People

Thurgood Marshall attorney and first African American Supreme Court justice

Brown v. Board of Education lawsuit challenging the segregation of public schools

Little Rock Nine first black students to attend a school forced to integrate in Little Rock, Arkansas

Rosa Parks African American woman who refused to give up her seat on a public bus to a white passenger

Montgomery bus boycott nonviolent protest of segregation in public transportation

Martin Luther King Jr. civil rights leader who inspired nonviolent protests against discrimination

sit-in demonstration in which protestors sit down and refuse to leave

Student Nonviolent Coordinating Committee student activists who organized nonviolent civil rights protests and voter registration drives

Academic Vocabulary

implement to put in place

Section Summary

BATTLING SCHOOL SEGREGATION

In 1896 the Supreme Court created the doctrine of “separate but equal.” This meant segregation was allowed as long as facilities were equal. Many states, in both the North and South, had separate schools for black and white students. Usually the schools for white students got better funding.

The National Association for the Advancement of Colored People (NAACP) and civil rights leaders worked to end segregation in public schools. Thurgood Marshall led legal battles against segregation. He argued in the Brown v. Board of Education case. In 1954 the Supreme Court ruled

Why was the "separate-but-equal" doctrine ineffective in education?


Underline the name of the legal case that led to desegregation of public schools.
that public school segregation was illegal. The following year, the court ordered the integration of all public schools.

Only three school districts began to integrate in the South. Other districts chose to implement gradual integration plans. When the **Little Rock Nine** tried to enter a newly integrated school, the governor of Arkansas sent National Guard troops to stop them. This lasted for a number of weeks until President Eisenhower sent federal troops to escort the students.

**MONTGOMERY BUS BOYCOTT**

Services such as public transportation were still segregated in the South. The NAACP chose to fight segregation on buses in Montgomery, Alabama. When **Rosa Parks** chose not to give up her bus seat to a white passenger, she was arrested.

A group of local black leaders organized the **Montgomery bus boycott** in response. **Martin Luther King Jr.** led the effort. The boycott lasted for 381 days. It sparked similar protests in other cities. In 1956 the Supreme Court ruled that segregation on public transportation was illegal.

**SIT-INS AND THE SNCC**

Many private businesses in the South were also segregated. In 1960 four students in Greensboro, North Carolina, chose to challenge this prejudice. They held a **sit-in** at a lunch counter. Other black students began similar nonviolent protests.

Businesses were integrating, but slowly. The **Student Nonviolent Coordinating Committee (SNCC)** formed to keep up the fight for civil rights. The SNCC organized many protests. The organization also worked to register black voters.

**CHALLENGE ACTIVITY**

**Critical Thinking: Explain** Why did the U.S. government need to protect the civil rights of African Americans rather than relying on state laws?
The Civil Rights Movement

**Section 2**

### Key Terms and People

**John F. Kennedy** U.S. president elected in 1960

**Freedom Rides** a series of protests in which black and white passengers tried to integrate Southern bus stations

**March on Washington** massive civil rights demonstration in Washington, D.C. in 1963

**Lyndon B. Johnson** U.S. president after Kennedy was assassinated

**Civil Rights Act of 1964** law banning segregation in public places and workplace discrimination

**Voting Rights Act of 1965** law protecting African Americans’ voting rights

**Great Society** Johnson’s program to end poverty and racial injustice

**Black Power** movement that called for African American power and independence

**Malcolm X** leader who combined ideas about independence with teachings of Islam

### Section Summary

**KENNEDY ELECTED**

John F. Kennedy supported civil rights during his campaign, and many blacks voted for him as a result. But as president he acted slowly. He did not want to lose support in Congress for his New Frontier proposals. These included the space program, aid for the poor, and increased wages.

**THE FIGHT FOR RIGHTS CONTINUES**

Bus stations stayed segregated even after schools and some businesses were integrated. The practice continued even after the Supreme Court stated that it was not constitutional. Civil rights groups organized protests including the Freedom Rides. Some groups stopped the rides after protesters were attacked by mobs, but other groups refused to give in.

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Why was progress on civil rights slow during Kennedy’s presidency?

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In 1963 Martin Luther King Jr. led civil rights marches in Alabama. He was arrested for marching without a permit. Once he was set free, he led new marches. The brutal reaction of the police was reported on television and shocked Americans. As support grew for civil rights legislation, African American leaders held the March on Washington.

JOHNSON BECOMES PRESIDENT
Kennedy was assassinated in 1963. Lyndon B. Johnson became president. He urged Congress to pass civil rights laws and later signed the Civil Rights Act of 1964. Activists worked to ensure voting rights for African Americans in the South. The Voting Rights Act of 1965 gave the federal government new powers to secure voting rights.

President Johnson was reelected in 1964 by a large margin. He saw this win as proof of support for his Great Society programs. These included Medicare, Medicaid, and funding for housing and education. Congress soon passed most of his reforms.

CHANGES IN THE RIGHTS MOVEMENT
Many young activists were angered by the slow progress of the civil rights movement. Leaders of the Black Power movement called for African American power, independence, and control of their own communities.

Some black leaders, including Malcolm X, rejected integration as a goal of civil rights. They believed that blacks had a right to defend themselves, with violence if necessary. Frustration led to riots in many cities. When Martin Luther King Jr. was killed in 1968, more than 100 cities erupted into riots.

CHALLENGE ACTIVITY
Critical Thinking: Making Judgments Are nonviolent protests more effective than violent protests? Write a paragraph about your position.
The Civil Rights Movement

**Section 3**

**MAIN IDEAS**
1. Hispanic Americans organized for civil rights and economic opportunities.
2. The women’s movement worked for equal rights.
3. Other Americans also fought for change.

**Key Terms and People**

**Cesar Chavez**  Hispanic activist who founded the United Farm Workers

**United Farm Workers**  union that fought for migrant farm workers’ rights

**Betty Friedan**  women’s rights activist and founder of NOW

**National Organization for Women**  organization to fight for opportunities for women

**Shirley Chisholm**  first African American woman elected to U.S. Congress

**Equal Rights Amendment**  constitutional amendment to outlaw all discrimination based on gender

**Phyllis Schlafly**  leader of opposition to Equal Rights Amendment

**American Indian Movement**  group formed in 1968 to fight for Native American rights

**Disabled in Action**  activist organization for rights of disabled people

**Academic Vocabulary**

**consequence**  the effect of an event or events

**Section Summary**

**HISPANIC AMERICANS ORGANIZE FOR CHANGE**

The success of African Americans encouraged others to fight for their rights. Cesar Chavez founded a union that was later known as the United Farm Workers. The union worked to get better pay and working conditions for migrant farm workers. Chavez led a five-year boycott against California grape growers. The boycott ended in 1970. The workers won better pay and benefits.

Chavez inspired the Chicano movement. This struggle for political power for Hispanics had far-reaching consequences. Schools were required to provide teachers who could speak Spanish and other languages while students learned English. The

Why did the early Hispanic rights movement focus on farm workers?
Section 3, continued

Voting Rights Act of 1975 made it possible for people to vote in languages other than English.

THE WOMEN’S MOVEMENT

Before the 1960s women had fewer job opportunities than men. The Equal Pay Act required employers to pay men and women the same money for the same jobs. The Civil Rights Act of 1964 banned discrimination based on gender and race.

Activists also questioned women’s roles in society. Betty Friedan helped found the National Organization for Women (NOW) in 1966. In 1968 Shirley Chisholm became the first African American woman elected to Congress.

In the early 1970s, women’s activists supported the Equal Rights Amendment (ERA). The goal of the ERA was to outlaw all discrimination based on gender. Phyllis Schafly led a conservative group opposed to the ERA. Congress approved the bill in 1972, but it fell three states short of ratification. Even so, women began to find new openings in education and jobs.

OTHER VOICES FOR CHANGE

Other groups began to call for an end to intolerance. The American Indian Movement (AIM) fought for Native Americans’ rights and control over their own lands. The group held protests, one of which ended in a gun battle. These protests called attention to Native American issues.

Disabled in Action (DIA) worked to change laws and make people aware of problems that disabled people faced. In 1975, the Education of Handicapped Children Act passed. In 1990, the Americans with Disabilities Act passed. It outlawed all types of discrimination against disabled people.

CHALLENGE ACTIVITY

Critical Thinking: Hypothesizing List three consequences of the changes that occurred during the civil rights era. What differences might you see today without these changes?
The Vietnam War Years

CHAPTER SUMMARY

Place the letter for each event at the correct year on the time line:

A. Tonkin Gulf Resolution
B. First humans to walk on the moon
C. First human to orbit Earth
D. U.S. combat troops sent to Vietnam
E. Saigon falls to North Vietnamese troops
F. Vietnam Veterans Memorial dedicated
G. Richard Nixon elected president

COMPREHENSION AND CRITICAL THINKING
As you read the section summaries, mark the events on the time line in the graphic organizer above and answer the questions below.

1. **Identifying Cause and Effect** How did Cold War tensions between the United States and the Soviet Union affect other countries?

2. **Analyzing** Battles in Vietnam were different from the battles of World War I and World War II. How did guerilla tactics employed by the Vietcong affect the outcome of the war?

3. **Hypothesizing** How might the Vietnam War have been different if Lyndon Johnson had run in 1968 and won reelection?

4. **Make Judgments** Do you think the domino theory was valid? Why or why not?
The Vietnam War Years

Section 1

MAIN IDEAS

1. President Kennedy confronted Communist threats around the world.
2. The United States and the Soviet Union raced to send a person to the moon.
3. The Cold War conflict in Vietnam led the United States into war.

Key Terms and People

Peace Corps  program that sent volunteers to developing countries to help with projects such as digging wells and building schools
Fidel Castro  Cuban rebel leader who led a revolution and established a Communist government
Berlin Wall  Cold War barrier that separated the city of Berlin, Germany into two parts
Cuban missile crisis  attempt by Soviet Union to send nuclear missiles to Cuba followed by American blockade
Neil Armstrong  American astronaut; the first man to walk on the moon
Edwin “Buzz” Aldrin  crewmate of Neil Armstrong; second man to walk on the moon
Ho Chi Minh  leader of Communist revolution against the French in Vietnam
domino theory  concern that if one nation became Communist, nearby nations would follow
Vietcong  guerrilla fighters opposed to the South Vietnamese government

Academic Vocabulary

aspect  part

Section Summary

KENNEDY CONFRONTS COMMUNISM

President Kennedy was devoted to stopping communism. He used military forces and nonmilitary programs, such as the Peace Corps. In 1959 Fidel Castro created a Communist government in Cuba. The CIA began training Cuban exiles to invade the island. The invasion, at the Bay of Pigs, was a disaster.

The Soviet Union threatened to take over West Berlin in 1961. When they were unable to do so, the Berlin Wall was built. In 1962 the Cuban missile crisis ended when the Soviet Union stopped placing
nuclear weapons in Cuba. The crisis led to the Limited Nuclear Test Ban Treaty.

**RACE TO THE MOON**

One aspect of the Cold War during the 1960s was the space race. Both sides realized that space exploration could be used to gain military power. In 1961 the Soviet Union sent the first man into space, Yuri Gagarin. The United States was determined to catch up. Kennedy wanted U.S. astronauts to reach the moon by the end of the decade. In 1961 Alan Shepard made the first American space flight. John Glenn orbited Earth in 1962. In 1969 Neil Armstrong and Edwin “Buzz” Aldrin became the first people to walk on the moon.

**CONFLICT IN VIETNAM**

One of the most serious events of the Cold War took place in Vietnam. The French conquered Vietnam in the 1880s. They combined it with nearby countries as a colony. After World War II, Ho Chi Minh led nationalists to take Vietnam from the French. The United States supported the French with military aid because of the domino theory. The French surrendered in 1954. The country was divided into North Vietnam and South Vietnam.

The United States hoped that Ngo Dinh Diem would win elections. He would then be able to unify Vietnam under a non-Communist government. When Diem cancelled elections in South Vietnam, a civil war began. South Vietnamese troops fought the Vietcong, who were supplied by the North. The United States sent military supplies and advisors to South Vietnam. Diem began to lose popularity. In November 1963, military officers took power.

**CHALLENGE ACTIVITY**

**Critical Thinking: Write to Debate** Do you think that the United States would have sent people to the moon in 1969 if there had not been the Cold War? Write a paragraph explaining your answer.
The Vietnam War Years

Section 2

MAIN IDEAS
1. President Johnson committed the United States to victory in Vietnam by expanding U.S. involvement.
3. The Tet Offensive was an important turning point in the war.

Key Terms and People

**Tonkin Gulf Resolution** Congressional action that gave military authority to President Johnson

**Ho Chi Minh Trail** paths and tunnels used as a supply route by the North Vietnamese

**escalation** policy of increased involvement in the war followed by President Johnson

**William Westmoreland** commander of the U.S. ground forces in Vietnam

**search-and-destroy missions** policy of finding hidden enemy camps and destroying them with massive firepower and air strikes

**Tet Offensive** series of coordinated surprise attacks launched by the Vietcong and North Vietnamese on the Vietnamese New Year (Tet)—January 30, 1968

**doves** opponents of the war who felt money would be better spent on domestic programs

**hawks** supporters of the war who felt that winning the Cold War was the top priority

Section Summary

**JOHNSON COMMITS TO VICTORY**

President Johnson was set on preventing Communists from taking over South Vietnam. After a naval battle in 1964, he asked Congress to give him the power to take military action. Congress did this by passing the **Tonkin Gulf Resolution**.

The first U.S. combat troops were sent to Vietnam in March 1965. Along with the ground troops, air strikes were ordered to disrupt the **Ho Chi Minh Trail**. In addition to bombs, U.S. warplanes released chemicals. The chemicals burned forests and killed vegetation. By 1968 more than a million tons of explosives had been dropped on Vietnam. Still, the Communists waged war.
U.S. SOLDIERS IN VIETNAM
Starting in 1965 President Johnson followed a policy of escalation in the war. By 1968 more than 500,000 U.S. troops were in Vietnam. American generals thought it would be a quick victory. There were few front lines in the Vietnam War. General William Westmoreland developed a strategy based on search-and-destroy missions. The Vietcong and North Vietnamese answered with guerrilla tactics, secret traps, and land mines. They received supplies from China and the Soviet Union. Many South Vietnamese civilians were driven from their homes and U.S. troops lost their support.

More than 2 million American soldiers served in the Vietnam War. About one-quarter of them were drafted. Many came from minority groups and poor families. The American forces won many battles. However, they were rarely able to hold on to their gains for long.

TURNING POINTS IN VIETNAM
By the end of 1967 military leaders said victory was near. On January 30, 1968, however, the Vietcong and North Vietnamese launched the Tet Offensive. The massive attack shocked Americans. People began to question why the United States was involved in the war.

Television brought violent images of the war into American homes. A bitter split developed between doves and hawks. The doves felt the war was diverting resources from more important needs at home. The hawks felt that winning the war was more important. After the My Lai massacre, even more Americans questioned U.S. involvement in Vietnam.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences Why was the Vietnam War considered to be part of the Cold War, even though American forces were fighting the Vietnamese, not Soviet troops?
The Vietnam War Years

Section 3

Main Ideas
2. The war under Nixon expanded from Vietnam to Laos and Cambodia.
3. The Vietnam War ended in 1973, but it had lasting effects on Vietnam and the United States.

Key Terms and People

Students for a Democratic Society  student group active in protesting the Vietnam War

hippies  people who “dropped out” of mainstream society and built a counterculture during the 1960s

Richard M. Nixon  Republican president elected in 1968

Henry Kissinger  national security adviser to President Nixon

Vietnamization  strategy of having the South Vietnamese army take over the fighting

Twenty-sixth Amendment  constitutional amendment lowering the voting age to 18

War Powers Act  law passed in 1973 that requires congressional approval to commit troops to an armed struggle for more than 60 days

Vietnam Veterans Memorial  granite wall in Washington, D.C. listing names of soldiers killed and missing in Vietnam

Academic Vocabulary

values  ideas that people hold dear and try to live by

Section Summary

Society in the 1960s
Many people began to criticize the war. College students, including the Students for a Democratic Society, criticized the draft. They also protested companies that made weapons. Antiwar protests were held at almost 75 percent of all American college campuses. Many people felt the antiwar movement was a rejection of established values. Hippies wanted freedom, sharing, and nonviolence.

President Johnson lost a lot of public support because of the war. He did not run for reelection in 1968. Vice President Hubert Humphrey was the Democratic choice, but the party was split. Antiwar
protests outside the Democratic National Convention in Chicago turned into riots. Republican nominee Richard M. Nixon promised to restore order and won the election.

THE WAR UNDER NIXON
President Nixon wanted U.S. troops out of Vietnam, but he did not want an American defeat. Along with Henry Kissinger, he created the plan of Vietnamization. As he pulled U.S. troops out of Vietnam, Nixon approved bombing raids on Cambodia and Laos. He wanted to disrupt Vietcong supply lines. Student protests against the expansion of the war erupted on college campuses.

George McGovern, the Democratic candidate in 1972, opposed the war. He hoped the passage of the Twenty-sixth Amendment would help him attract new voters. Many older voters feared a McGovern win. This fear helped Nixon win easily.

THE VIETNAM WAR ENDS
American troops were pulled out of Vietnam by 1974. When new fighting broke out, the United States refused to send troops back. The Communists took Saigon in 1975 and created the Socialist Republic of Vietnam.

The war led to a loss of confidence in the U.S. government. The War Powers Act was passed in 1973. The act restricted the power of the president to commit troops to war.

U.S. forces suffered heavy losses in Vietnam. Soldiers who returned from the war were not always treated as heroes. Many struggled to readjust to civilian life. America tried to heal by erecting the Vietnam Veterans Memorial in 1982.

CHALLENGE ACTIVITY
Critical Thinking: Analyzing Why do you think many of the protests against the Vietnam War occurred on college campuses?
Searching for Order

CHAPTER SUMMARY

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<th>PRESIDENT</th>
<th>DOMESTIC CHALLENGES</th>
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<td>Richard Nixon</td>
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<td>Ronald Reagan</td>
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COMPREHENSION AND CRITICAL THINKING
As you read the section summaries, fill in the table above and answer the questions that follow.

1. **Recall and Identify**  Write the following words and phrases into the correct place in the table above.
   - loss of faith in honesty of U.S. government
   - stagflation
   - Iran hostage crisis
   - Vietnam War
   - energy crisis
   - budget deficits
   - relations with the Soviet Union
   - few foreign challenges due to short term

2. **Making Inferences**  Why would OPEC object to U.S. support for Israel in the Yom Kippur War?

3. **Identifying Cause and Effect**  How did the Watergate scandal help Jimmy Carter’s presidential bid?

4. **Analyzing**  How did Ronald Reagan achieve some of his conservative goals of reduced federal government?
Searching for Order

Section 1

MAIN IDEAS

1. Americans faced domestic challenges, including an energy and economic crisis.
2. Nixon’s foreign policy led to improved relations with Communist powers.
3. The Watergate scandal forced Nixon to resign.
4. Gerald Ford became president upon Nixon’s resignation and faced many challenges.

Key Terms and People

stagflation economic condition of combined stagnant economic growth and high inflation
Organization of Petroleum Exporting Countries group of oil producing nations that controls the production and sale of oil
realpolitik foreign policy based on practical American interests, not on ideals
Strategic Arms Limitation Talks agreements between the United States and the Soviet Union limiting nuclear weapons
détente period of less hostile relations between United States and Soviet Union
Watergate scandal involving the planning and coverup of a burglary by the Nixon Administration
Gerald Ford vice president who became president when Nixon resigned in 1974
pardon order granting freedom from punishment

Academic Vocabulary

consequences the effects of a particular event or events

Section Summary

DOMESTIC CHALLENGES
President Nixon proposed major shifts in policy. His New Federalism limited the federal government’s power. He promised to restore law and order and reduce welfare spending. His four Supreme Court appointments changed the court.

Nixon faced stagflation, partly due to rising oil prices. Prices rose due to decisions made by the Organization of Petroleum Exporting Countries (OPEC). OPEC cut off sales to the U.S. as a result of U.S. support for Israel.

How could OPEC control the price of oil in the United States?
NIXON’S FOREIGN POLICY

Nixon adopted a new approach to foreign policy, based on realpolitik. Some choices, such as supporting friendly dictators, were controversial. The approach also led to a change in Cold War politics. To widen the split between China and the Soviets, Nixon began meeting with China. Soviet leaders then became more open, leading to the Strategic Arms Limitation Talks. This was followed by a period of détente between the U.S. and the Soviet Union.

THE WATERGATE SCANDAL

In 1972 the Democratic National Committee offices in the Watergate Hotel were broken into. Nixon denied his administration was involved. He went on to win reelection easily. After the election newspaper stories began to reveal a coverup, calling it Watergate.

Testimony in Congress linked Nixon to the coverup. The Supreme Court ordered Nixon to turn over tapes of White House discussions to Congress. These tapes showed his involvement in the scandal. A congressional committee passed articles of impeachment, so Nixon resigned on August 8, 1974.

FORD AS PRESIDENT

After Nixon left office, his vice president, Gerald Ford, became president. Ford granted Richard Nixon a pardon. Oil prices stayed high, and stagflation continued. The U.S. trade deficit increased. Ford created a plan to fight inflation, but it met resistance in Congress. Ford and Congress compromised, but inflation and unemployment remained high.

CHALLENGE ACTIVITY

Critical Thinking: Writing to Analyze  Write a paragraph explaining how a policy of working with China could improve relations with both China and the Soviet Union.
MAIN IDEAS

1. American society debated key social issues during the 1970s.
2. Jimmy Carter was elected president in 1976.
3. Carter had successes as well as failures in foreign policy during his administration.

Key Terms and People

affirmative action  practice of giving special consideration to nonwhites or women to make up for past discrimination

Rachel Carson  biologist and author of *Silent Spring* who helped start the environmental movement

Jimmy Carter  United States president elected in 1976

human rights  basic rights and freedoms of all people

apartheid  a system of South African laws that enforced a system of racial segregation

sanctions  economic penalties

Camp David Accords  a peace agreement that resulted from meetings between Jimmy Carter and the leaders of Israel and Egypt

Iran hostage crisis  holding of approximately 52 U.S. embassy personnel for more than a year in Iran

Section Summary

SOCIAL ISSUES OF THE 1970s

In the 1970s immigration patterns into the United States began to change. Most of the new immigrants came from Latin America and Asia. The average age of the population increased as birth rates decreased. These changes raised the question of how to balance the views of all Americans.

Although the Equal Rights Amendment did not become law, the women’s movement made gains. Laws such as Title IX improved educational openings for women. **Affirmative action** programs helped many women and nonwhites. Opponents of the program felt that all gender- and race-based preferences were unfair.

Why did some people oppose affirmative action programs?

_________________________________________

_________________________________________

_________________________________________
The environment also became a major issue in the 1970s. *Silent Spring* by Rachel Carson inspired a nationwide movement to improve the environment. Congress passed laws to limit the release of pollutants. The Environmental Protection Agency was formed to put these laws into effect.

**CARTER ELECTED**

In 1976 Democrats selected Jimmy Carter to run against Ford in the presidential election. Carter won because he was a Washington “outsider.” After his election Carter showed an openness and ease that was a new approach to the presidency.

Carter faced serious tests once elected. The nation faced high unemployment and inflation. Even though Democrats controlled Congress, Carter was not able to pass his national energy plan. His goal to expand nuclear power was stopped after an accident occurred at the Three Mile Island power plant.

**CARTER AND FOREIGN POLICY**

Carter rejected the policy of realpolitik. His policies promoted human rights around the world. To push reform and an end to apartheid, he called for sanctions against South Africa. Détente broke down when Carter criticized the Soviets for human rights abuses. When the Soviet Union invaded Afghanistan, Carter broke off arms control talks. He also refused to allow U.S. athletes to take part in the 1980 Olympics in Moscow.

President Carter worked to ease tensions in the Middle East. The peace treaty know as the Camp David Accords is one of his greatest triumphs. However, many Americans lost their trust in Carter’s leadership during the Iran hostage crisis.

**CHALLENGE ACTIVITY**

**Critical Thinking: Making Judgments** Was a boycott of the 1980 Olympics in Moscow an appropriate response to the Soviet invasion of Afghanistan? Write a paragraph explaining your answer.
Searching for Order

Section 3

**MAIN IDEAS**
1. President Reagan based his policies on conservative ideas.
2. Reagan took a tough stand against communism in his foreign policy.

**Key Terms and People**

**Ronald Reagan** United States president elected in 1980

**supply-side economics** economic theory based on increasing investment by making sharp tax cuts

**deficit** amount by which a government’s spending exceeds its income

**Iran-Contra affair** controversial plan for the United States to sell missiles to Iran and give the profits to Nicaraguan rebels known as Contras

**Mikhail Gorbachev** Soviet leader who initiated changes in government policies and new freedoms for Soviet people

**Academic Vocabulary**

**implications** effects of a decision

**Section Summary**

**REAGAN AND CONSERVATIVE IDEAS**

Ronald Reagan defeated Jimmy Carter in the 1980 election by asking voters, “Are you better off than you were four years ago?” His goal was to cut taxes and reduce regulations on business, which were conservative ideas.

Reagan’s economic policies were based on **supply-side economics**. Although many Democrats opposed some of his policies, Congress agreed to large tax cuts. They also backed cuts in spending for social programs such as school lunches, low-income housing, and food stamps. A short recession occurred, but the economy rebounded in 1983. Spending on defense grew faster than tax revenues. This resulted in a growing deficit.

One of Reagan’s goals was to reduce government control of key industries. He believed that this would help stimulate the economy. Congress agreed
and reduced many of the laws governing major industries.

Reagan appointed three Supreme Court justices during his time in office. The implications of this were that the Court changed and became more conservative. One Reagan nominee, Sandra Day O’Connor, became the first woman to serve on the Supreme Court in 1981. Reagan ran for reelection in 1984. At the time the economy was booming, and he won reelection by a landslide.

**REAGAN AND FOREIGN POLICY**

President Reagan was opposed to communism and the Soviets. He supported anti-Communist governments in Central America. Critics of this policy said that it helped military governments that violated human rights in their own homelands.

The U.S. administration helped the anti-Communist rebels, called Contras, in Nicaragua. This led to fear that the United States could be drawn into a war. Congress passed a law banning U.S. military aid to the Contras. The **Iran-Contra affair** became a national controversy in 1986 because it violated the Boland Amendment. However, Congress found no evidence of illegal actions by Reagan.

During his first term, Reagan halted arms negotiations with the Soviet Union and expanded the U.S. military. The Soviet attempt to match U.S. spending on arms hurt their economy. **Mikhail Gorbachev** started political and economic reforms and established new freedoms. Reagan and Gorbachev signed a treaty eliminating medium range nuclear weapons.

**CHALLENGE ACTIVITY**

**Critical Thinking: Analyzing** Were ending negotiations and building up the military effective ways to deal with the Soviet Union?

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Circle the name of the anti-Communist rebel group in Nicaragua.

Why didn’t the Iran-Contra affair affect Ronald Reagan the same way that Watergate affected Richard Nixon?
CHAPTER SUMMARY

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td></td>
<td>George H.W. Bush elected president</td>
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<td></td>
<td>Fall of communism in East Germany</td>
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<td>Operation Desert Storm</td>
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<td>Bill Clinton elected president</td>
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<td></td>
<td>George W. Bush elected president</td>
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<td>Terrorist attacks on World Trade Center and the Pentagon</td>
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<td>Invasion of Iraq by coalition forces</td>
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<td></td>
<td>Human Genome Project completed</td>
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<td>Some scientists report the ozone layer is recovering</td>
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</table>

COMPREHENSION AND CRITICAL THINKING

As you read the section summaries, fill in the graphic organizer above. Then answer the questions that follow.

1. **Identifying Cause and Effect** What effect did the fall of communism in the Soviet Union and Eastern Europe have on the United States?

2. **Explain** How was the controversy over the 2000 presidential election settled?

3. **Analyzing** In what ways did the development of the Internet have an effect on globalization of the economy?
America Looks to the Future

Section 1

MAIN IDEAS

1. Major global changes took place during the presidency of George H. W. Bush.
2. During Bill Clinton’s presidency, the nation experienced scandal, economic growth, and the rise of terrorist threats.

Key Terms and People

George H. W. Bush  United States president elected in 1988
Saddam Hussein  Iraqi dictator
Operation Desert Storm  U.S.-led coalition offensive to drive Iraqi troops from Kuwait
Colin Powell  former chairman of the joint chiefs of staff and highest ranking African American to serve in the U.S. military; later served as Secretary of State
Bill Clinton  United States president elected in 1992
North American Free Trade Agreement  treaty to end trade barriers between the United States, Canada, and Mexico
Madeleine Albright  first woman to become secretary of state; appointed by Bill Clinton
terrorism  use of violence by individuals or small groups to advance political goals

Section Summary

GEORGE H. W. BUSH

Ronald Reagan had been a very popular president. This helped his vice president, George H. W. Bush, win the 1988 election.

Reforms in the Soviet Union and in other Communist governments continued. In October 1989 East Germans overthrew their Communist government. The Berlin Wall was soon torn down. Several Soviet Republics declared independence. The Soviet Union soon fell apart.

President Bush called for all countries to work together. The idea was tested when Saddam Hussein invaded Kuwait in 1990 and refused to withdraw. That year a U.S.-led coalition formed to drive Iraqi forces from Kuwait. Operation Desert Storm was led by American generals Norman Schwarzkopf and Colin Powell, and lasted about six weeks.
CLINTON’S PRESIDENCY

Most Americans supported Bush’s handling of the Gulf War. Nevertheless, the struggling economy was the most important issue of the 1992 election. **Bill Clinton** told the American people that he would focus on improving the economy. He won the 1992 election in a three-way race.

Clinton’s budget focused on reducing the deficit by cutting spending and raising taxes. He convinced Congress to support the **North American Free Trade Agreement**.

In 1994 Republicans gained control of both houses of Congress. They promised lower taxes and smaller government. Clinton won reelection in 1996 with the help of a strong economy. Clinton’s second term was dominated by questions about his personal conduct. Investigators charged that he had had an improper relationship with a White House intern and lied about it under oath. In 1998 the House of Representatives voted to impeach Clinton on charges of obstruction of justice. The Senate acquitted him of those charges in 1999.

Clinton named **Madeleine Albright** as the first female secretary of state. She helped the United States adjust to its new role of being the world’s only remaining superpower. U.S. troops played a peacekeeping role in disputes in Yugoslavia.

In the 1990s **terrorism** became a major issue. Terrorist attacks occurred in Oklahoma City and in other places around the world.

### CHALLENGE ACTIVITY

**Critical Thinking: Drawing Inferences** Why might President George H.W. Bush have wanted to form a coalition of other nations before launching Operation Desert Storm?
Key Terms and People

Al Gore  Bill Clinton’s vice president; Democratic presidential nominee in 2000
George W. Bush  U.S. president elected in 2000
World Trade Center  important business center in New York City
Pentagon  headquarters of the U.S. Department of Defense, near Washington, D.C.
al Qaeda  fundamentalist Islamic terrorist group
Osama bin Laden  wealthy Saudi exile who led al Qaeda
weapons of mass destruction  chemical, biological, and nuclear weapons capable of killing thousands of people

Section Summary

THE 2000 PRESIDENTIAL ELECTION
The 2000 election was a race between Democrat Al Gore, Bill Clinton’s vice president, and Republican George W. Bush, son of the former president and governor of Texas. Gore said he would use the U.S. budget surplus to pay for social programs. Bush promised to return the money to the taxpayers.

The votes were too close on election night to declare either candidate a winner. In Florida a recount was needed. The winner in Florida would win the election. A machine recount showed Bush ahead by a few hundred votes. Gore supporters asked for a manual recount in several counties. The Supreme Court ruled against the manual recount, and Bush was declared the winner.

Bush became the first president in more than 100 years to win the electoral vote but not the popular vote. The disputed election caused long-lasting bitterness between the two parties. Shortly after, Congress passed Bush’s $1.35 trillion tax-cut plan.

Why was the vote count in Florida so important in the 2000 election?

Why was the vote count in Florida so important in the 2000 election?
FIGHTING TERRORISM

On September 11, 2001, two passenger jets crashed into the World Trade Center in New York City. Another plane crashed into the Pentagon. A fourth plane crashed in a field in rural Pennsylvania. Terrorists had hijacked all these planes. The high-jackers were part of a terrorist group called al Qaeda, led by Osama Bin Laden. Thousands of people were killed. President Bush vowed to punish those responsible.

In October 2001 the United States attacked Afghanistan, where al Qaeda was based. U.S. troops drove Afghanistan’s leaders, the Taliban, from power. Most Americans agreed with this use of force. However, what to do next was hotly debated.

President Bush and other world leaders thought that Iraqi leader Saddam Hussein posed a threat. They thought he had not given up Iraq’s weapons of mass destruction. In March 2003 a coalition of allies led by the United States and Britain attacked Iraq. Even after toppling Hussein’s government, the war dragged on. It became an issue in the 2004 presidential election, in which President Bush defeated Massachusetts senator John Kerry.

DOMESTIC ISSUES

After winning reelection, President Bush appointed Condoleezza Rice as secretary of state. She was the first African American woman to hold that office. President Bush also had the opportunity to appoint two new justices to the Supreme Court. In August 2005 Hurricane Katrina struck the Gulf coast of the United States. The response to the disaster led people to criticize local, state, and federal governments.

CHALLENGE ACTIVITY

Critical Thinking: Making Judgments  Do you think the decision to attack Iraq was justified? Why or why not?
Main Ideas
1. The American economy and job market are changing.
2. Technological advances continue to solve everyday problems.
3. Americans are a diverse people united by shared ideals.

Key Terms and People

service economy  most workers have jobs providing services rather than producing goods

globalization  growing connections between economies and cultures worldwide

Internet  global system of computer networks

Information Revolution  changes that made it easier and faster for people to access and share information

AIDS  acquired immune deficiency syndrome; disease that causes the body’s immune system to shut down

ozone layer  thin layer of gas in the upper atmosphere that blocks harmful rays from the sun

global warming  increase in Earth’s temperature

Academic Vocabulary

facilitate  bring about

ideals  ideas or goals that people try to live up to

Section Summary

AMERICA’S CHANGING ECONOMY
In 2005 Americans listed terrorism, violence in Iraq, the economy, availability of jobs, health care costs, education, and the environment as major concerns. During the 1990s the economy boomed. When many high-tech companies did not make a profit, businesses failed and unemployment rose.

Many industries in the United States have declined, and the country has moved toward a service economy. At the same time, globalization has changed the way companies do business. Some believe it will boost U.S. exports. Others worry that Americans will lose jobs.

What advantage and disadvantage might globalization provide to the United States?
TECHNOLOGY MOVES FORWARD

Technological changes and inventions have had a large effect on American life. Recently, use of the Internet has exploded, making it easier for people to share information. This Information Revolution helped fuel the economic boom of the 1990s.

Technology is also helping to facilitate medical research. The Human Genome Project was completed in 2003 and researchers have made connections between genetics and disease. Researchers are also looking for new treatments for AIDS, which has killed more than 20 million people worldwide since 1981.

Scientists are looking for new ways to protect the environment. Banning the use of certain chemicals has reduced damage to the ozone layer. A 2004 report showed that the ozone layer is perhaps slowly being repaired. Concerns about global warming have led to the development of new kinds of transportation. These new vehicles use batteries, less gas, or fuels such as hydrogen, which produce less pollution.

THE AMERICAN PEOPLE

The American population continues to grow and change. In 2005 about 14% of the country’s total population was Hispanic. African Americans made up about 13%, and Asian Americans were about 5%. Changes in the population are influenced by patterns of immigration.

While the U.S. population becomes more diverse, Americans share a belief in many basic ideals. These include a commitment to freedom, equality, justice, and a dedication to the responsibilities of citizenship.

CHALLENGE ACTIVITY

Critical Thinking: Writing to Evaluate Research changes in the United States caused by globalization and the trend toward a service economy. Do you think the changes have made things better or worse? Write a paragraph explaining your reasons.