

UNIT

# 8

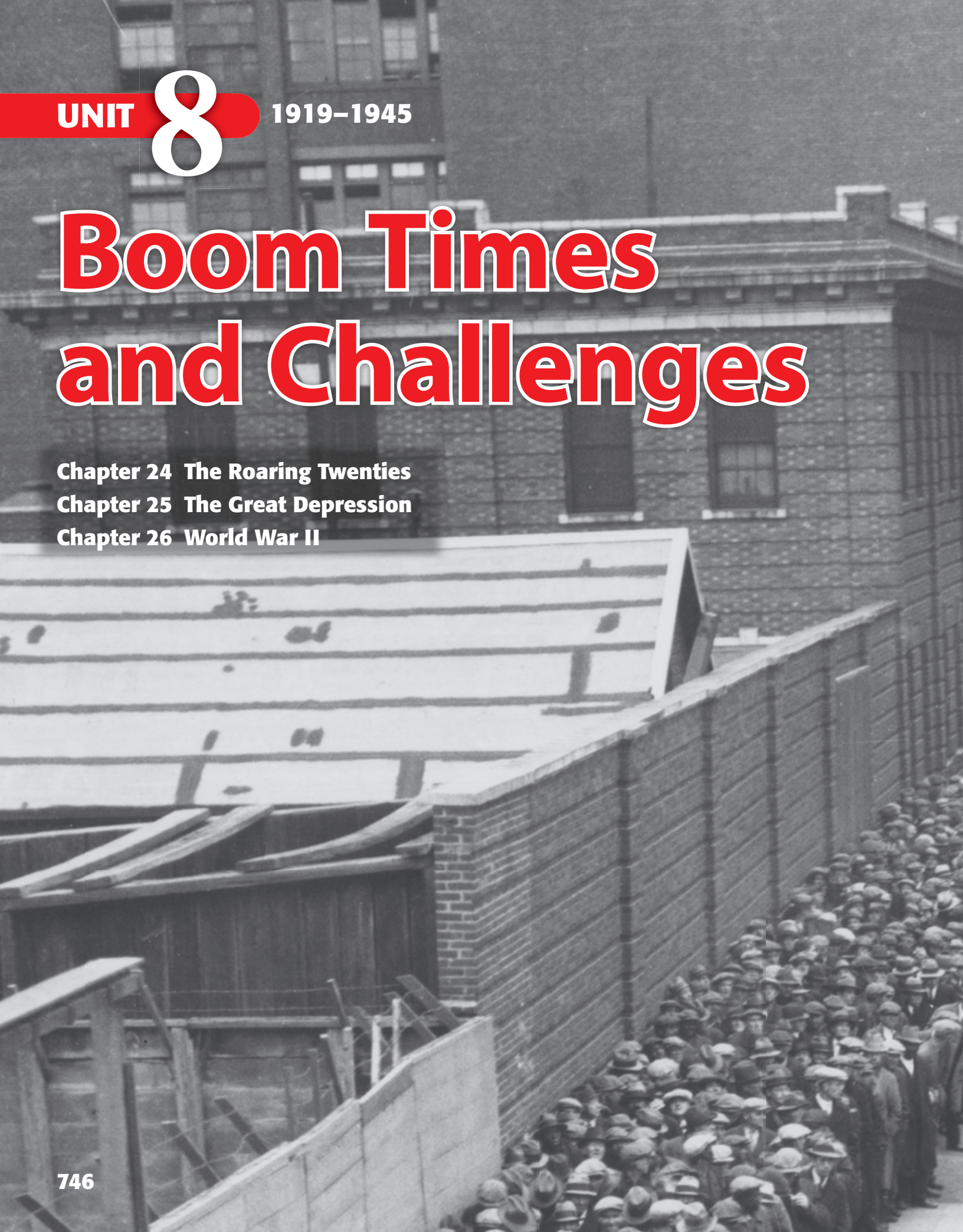
1919–1945

# Boom Times and Challenges

Chapter 24 The Roaring Twenties

Chapter 25 The Great Depression

Chapter 26 World War II





### What You Will Learn...

As the United States gained power and influence in the world, Americans felt a new sense of prosperity. New forms of business, technology, entertainment, and fashion emerged after World War I. America seemed ready for a bright future.

The hope of the 1920s did not last, however. The booming economy began to fail, drawing the United States and the world into financial crisis. Eventually, the crisis became political, and Europe erupted into war. Nations from every part of the globe entered the second World War.

### Explore the Art

During the financial crisis known as the Great Depression, people often waited in long lines like the one pictured to obtain basic necessities such as food or clothing. How does this picture show the scarcity of goods during the Great Depression?

# The Roaring Twenties

**Essential Question** How did American society change during the Roaring Twenties?



## What You Will Learn...

In this chapter, you will learn about how American life changed in the years after World War I. You will also read about important artists of the Jazz Age.

### SECTION 1: Boom Times..... 752

**The Big Idea** American industries boomed in the 1920s, changing many Americans' way of life.

### SECTION 2: Life during the 1920s..... 758

**The Big Idea** Americans faced new opportunities, challenges, and fears as major changes swept the country in the 1920s.

### SECTION 3: The Jazz Age..... 765

**The Big Idea** Musicians, artists, actors, and writers contributed to American popular culture in the 1920s.

## FOCUS ON WRITING

**Radio Advertisement** Radio stations began to air regular broadcasts in the 1920s. Radios linked Americans from coast to coast, allowing them to hear the same programs—and the same advertisements. In the 1920s Americans with means had new choices in entertainment, travel, fashion, and convenience. In this chapter, you will read about these new choices. You will then write a radio advertisement for a new product or form of entertainment of the 1920s.



**1920**  
Warren Harding wins the presidency in a landslide victory.



**1920**



**1920**  
The League of Nations is established.



People flocked to bustling city centers like New York City's Times Square.

**1922**

**1922** The tomb of King Tutankhamen is discovered.



**1924**

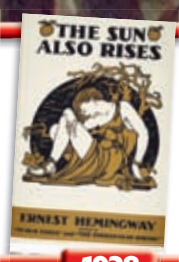
**1924** Joseph Stalin becomes dictator of Communist Russia.

**1924** Native Americans are granted the right of U.S. citizenship.

**1926**

**1926** Prince Hirohito becomes emperor of Japan.

**1926** Ernest Hemingway publishes *The Sun Also Rises*.



**1928**



**1928** Alexander Fleming discovers penicillin.

**1929** Construction begins on the Empire State Building.

**1930**



# Reading Social Studies

Economics

Geography

Politics

Society  
and Culture

Science and  
Technology

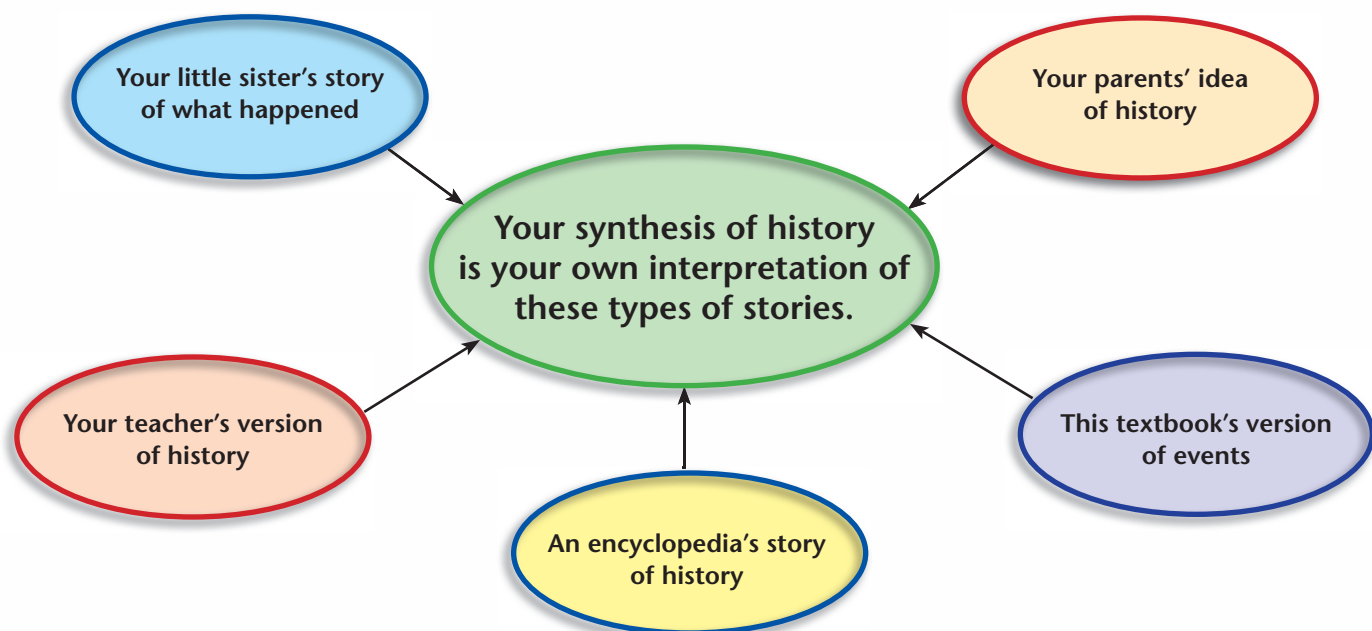
**Focus on Themes** In this chapter, you will learn about the decade of the 1920s, a period called the Roaring Twenties. During this time, many in **society** thought that the Great War would be the last

major war and that the future was bright. Also during this time, **science and technology** made leaps forward that would make life easier for millions of Americans.

## Synthesizing Information

**Focus on Reading** Learning about history means synthesizing, or combining, many different sources about the past. When you read this textbook, you are reading a synthesis of other sources, accounts, and ideas about history.

**Synthesizing** Once you have identified the subject you are studying, you should try to read as many different accounts of the story as you can. Be sure to investigate the author of a source to learn what his or her goals might be. Compare and contrast the different sources and evaluate which ones you believe. Finally, use all the various stories you have read to form your own interpretation of what happened in history.



## You Try It!

Read these varying accounts of the assassination of Archduke Francis Ferdinand and his wife, Sophie. Then write your own version of the story.

“Two bullets fired on a Sarajevo street on a sunny June morning in 1914 set in motion a series of events that shaped the world we live in today. World War One, World War Two, the Cold War and its conclusion all trace their origins to the gunshots that interrupted that summer day.”

—Anonymous

“As the car came abreast he stepped forward from the curb, drew his automatic pistol from his coat and fired two shots. The first struck the wife of the Archduke, the Archduchess Sofia, in the abdomen . . . She died instantly. The second bullet struck the Archduke close to the heart. He uttered only one word, ‘Sofia’—a call to his stricken wife. Then his head fell back and he collapsed. He died almost instantly.”

—conspirator Borijove Jevtic

“As I was pulling out my handkerchief to wipe the blood away from his mouth, the duchess cried out to him, ‘In Heaven’s name, what has happened to you?’ At that she slid off the seat and lay on the floor of the car ... I had no idea that she too was hit and thought she had simply fainted with fright. Then I heard His Imperial Highness say, “Sopherl, Sopherl, don’t die. Stay alive for the children!”

—guard Count Franz von Harrach,  
quoted in “Assassination of an Archduke,” *Eyewitness to History*

1. What differences do you notice between accounts?
2. Why might these different authors have a different view of the assassination?
3. How can you tell what each author’s viewpoint is?
4. Write your own version of what might have happened. Use details that you believe from the sources above.

As you read Chapter 24, notice any differing views from different sources.

## Chapter 24

### Section 1

Warren G. Harding (p. 752)  
Calvin Coolidge (p. 752)  
Teapot Dome scandal (p. 753)  
Kellogg-Briand Pact (p. 754)  
Model T (p. 755)  
moving assembly line (p. 755)  
Herbert Hoover (p. 757)

### Section 2

flappers (p. 759)  
Red Scare (p. 760)  
Twenty-first Amendment (p. 761)  
fundamentalism (p. 762)  
Scopes trial (p. 762)  
Great Migration (p. 763)  
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### Section 3

talkie (p. 766)  
Jazz Age (p. 767)  
Harlem Renaissance (p. 768)  
Langston Hughes (p. 768)  
Lost Generation (p. 768)  
expatriates (p. 768)  
Georgia O’Keeffe (p. 769)

## Academic Vocabulary

In this chapter, you will learn the following academic words:

incentive (p. 753)  
traditional (p. 762)  
innovation (p. 767)

# Boom Times

## What You Will Learn...

### 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.

### The Big Idea

American industries boomed in the 1920s, changing many Americans' way of life.

## Key Terms and People

Warren G. Harding, *p. 752*

Calvin Coolidge, *p. 752*

Teapot Dome scandal, *p. 753*

Kellogg-Briand Pact, *p. 754*

Model T, *p. 755*

moving assembly line, *p. 755*

Herbert Hoover, *p. 757*



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TAKING NOTES

Use the graphic organizer online to take notes on the presidents of the 1920s.

## If YOU were there...

You have been working in a car factory for years, and now you have finally bought a car of your own—a shiny new 1920 Ford Model T. As you set out on your first drive, the car rattles and bounces over unpaved roads that were designed for horse-and- buggy travel. But you don't mind the rough ride. You now have the freedom to drive anywhere you want to go!

## How will owning a car change your life?

**BUILDING BACKGROUND** The American economy boomed during World War I, as industries raced to produce weapons and supplies for the Allied armies. With more than 4 million men serving in the armed forces, there was a shortage of workers in American factories, and many people found jobs. When the war ended, however, conditions changed quickly, and the economy faced a difficult adjustment.

## Return to Peace and Prosperity

The end of World War I had an immediate impact on the American economy. Because the government no longer needed war supplies, it canceled billions of dollars' worth of contracts with American factories. This meant that factories cut back on production at the very moment that millions of soldiers left the military and began looking for jobs. The result was a sharp rise in unemployment. Meanwhile, many people who did have jobs rushed to buy products they could not buy during the war. This caused prices to soar. Wages could not keep up with the rising prices, and thus workers could no longer afford to buy the goods they needed and wanted. Many went on strike for higher wages—more than 4 million in 1919 alone.

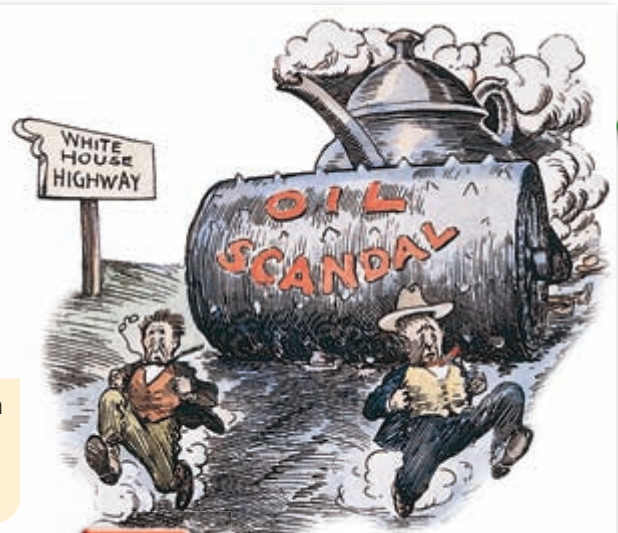
As the 1920 presidential election approached, the economic difficulties were bad news for the party in power, Woodrow Wilson's Democratic Party. Many voters blamed the Democrats for the hard times. Sensing the public's anger, the Republicans looked for a candidate who would offer new hope for American voters. They chose **Warren G. Harding**, a senator from Ohio. Harding picked Governor **Calvin Coolidge** of Massachusetts as his running mate.

## Primary Source

### POLITICAL CARTOON Teapot Dome

During the Teapot Dome scandal, people began to question the judgment and honesty of government leaders. This cartoon, called “Juggernaut,” was published in 1924 to show how harmful the scandal had been. A juggernaut is an indestructible force that crushes everything in its path.

How do the images in the cartoon illustrate the destructive force of the scandal?



ANALYSIS  
SKILL

#### ANALYZING PRIMARY SOURCES

Why do you think the artist called this cartoon “Juggernaut”?

Harding based his campaign strategy on a promise to return the country to stability and prosperity, what he called “normalcy.” His conservative policies contrasted with the reform-minded policies of the Progressive Era. Harding summed up his ideas in a campaign speech:

“America’s present need is not heroics, but healing; not nostrums [uncertain cures] but normalcy [normal times]; not revolution, but restoration.”

—Warren G. Harding, 1920

Democrats believed there was still support for Wilson’s ideas for reform. They ran Ohio governor James M. Cox for president, and New York’s Franklin D. Roosevelt for vice president. But Harding’s promise of a return to normalcy captured the public’s mood in 1920. Harding won a landslide victory with about 60 percent of the popular vote.

Harding worked quickly to help strengthen the economy. He put together a cabinet of experts who believed in reducing money owed by the government and limiting government involvement in the economy. Secretary of the Treasury Andrew Mellon pushed for tax cuts for wealthy Americans. Mellon believed that this policy would give the wealthy an **incentive** to invest in new businesses and create new jobs for other Americans. Mellon’s opponents called

this idea the trickle-down theory, arguing that money would only “trickle down” in small drops to less-well-off Americans.

While Harding was president, businesses did in fact bounce back from the postwar recession. The economy created new, better-paying jobs, leading to an economic boom that lasted for most of the decade.

Harding faced problems in other areas, however. He had appointed many of his trusted friends to high positions. Some of these men used their positions to gain wealth through illegal means. “I have no trouble with my enemies,” Harding once said. “But my . . . friends . . . keep me walking the floor nights.”

What came to be known as the **Teapot Dome scandal** involved Secretary of the Interior Albert Fall, who accepted large sums of money and valuable gifts from private oil companies. In exchange, Fall allowed the companies to control government oil reserves in Elk Hills, California, and Teapot Dome, Wyoming. The U.S. Senate soon began investigating Fall, who was convicted of accepting bribes. He was the first cabinet member ever to be convicted of a crime for his actions while in office.

**READING CHECK** Summarizing What did Harding mean when he promised a return to normalcy?



#### VIDEO

Warren G. Harding

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#### ACADEMIC VOCABULARY

**incentive**  
something that encourages people to behave a certain way



## Coolidge's Probusiness Administration

Just before details of the Teapot Dome scandal became public, President Harding died of a heart attack. In August 1923 Vice President Calvin Coolidge took charge. Coolidge had a strong reputation as an honest and trustworthy leader. These qualities helped him restore confidence in the government.

### THE IMPACT TODAY

Countries still try to prevent wars with international agreements. More than 180 nations have signed the Treaty on the Non-Proliferation of Nuclear Weapons, an agreement to prevent the spread of nuclear weapons.

Coolidge acted quickly to fire all officials who had been involved in the bribery scandals of Harding's administration. This helped him win the presidential election in 1924. He received nearly twice as many votes as the Democratic candidate, John W. Davis.

Coolidge proved to be even more pro-business than Harding had been. He once declared that "the business of America is business." He expanded the policies started under Harding, such as tax cuts for wealthier citizens. He also supported raising tariffs on foreign goods to decrease competition with domestic products. Despite higher tariffs, trade

with other countries actually increased under Coolidge. This was mainly because many nations depended on trade with the United States to rebuild their economies after World War I. Not everyone profited from Coolidge's efforts, however. Coolidge vetoed congressional attempts to provide aid to farmers through the regulation of prices.

Like the United States, European nations wanted a return to prosperity. Europeans also wanted to avoid another devastating war. In 1928 the United States and 14 other nations signed the Kellogg-Briand Pact, an agreement that outlawed war. Eventually 62 nations accepted the pact. There was no way to enforce the pact, however. One U.S. senator complained that the treaty would be "as effective to keep down war as a carpet would be to smother an earthquake." Still, it was a sign that most countries wanted to prevent another global conflict.

### READING CHECK Comparing and Contrasting

How were Harding and Coolidge similar, and how were they different?

## The Model T Assembly Line

### CONNECT TO SCIENCE AND TECHNOLOGY

Early assembly lines involved workers moving down a line of parts. On a moving assembly line, workers along the line specialize in one or two simple assembly tasks that they perform as parts move past them. The moving assembly line greatly increases the efficiency of mass production.

These workers are building flywheel magnetos, a part of the ignition system of early engines.

## Business Booms

The 1920s were years of rapid economic growth in the United States. Between 1921 and 1929, U.S. manufacturing nearly doubled. As jobs and wages increased, so did people's ability to buy new products. Some of these products changed the way Americans lived.

### Ford's Model T

Today we think of cars as a major part of American life. In the early 1900s, though, cars were seen as luxury items that only the wealthy could afford. Henry Ford, an inventor and business leader from Detroit, helped to change this. Ford dreamed of building a car that most Americans could afford:

“I will build a motor car for the great multitude [most of the people]. It will be large enough for the family but small enough for the individual to run and care for. It . . . will be so low in price that no man making a good salary will be unable to own one.”

—Henry Ford, quoted in *Daily Life in the United States, 1920–1940*, by David E. Kyvig

Ford achieved his goal by building a sturdy and reliable car called the **Model T**, nicknamed the **Tin Lizzie**. In 1908 the Model T sold for \$850. By 1925 it cost just \$290. Ford was able to make his car affordable by cutting costs of production. For example, every car looked the same. The Model T came only in black for many years.

To decrease the time it took to make the cars, Ford also began using a **moving assembly line**. This system used conveyor belts to move parts and partly assembled cars from one group of workers to another. The workers stood in one place and did a specialized job.



The chassis, or frame, and the engine are assembled on separate lines. Workers on a third line then attach them.



The assembled chassis is then connected to the body of the car.



Conveyor belts move the parts past the workers, who perform the same action on each part as it passes them.

Ford's system reduced the time to build a fly-wheel from 20 minutes to 5 minutes.

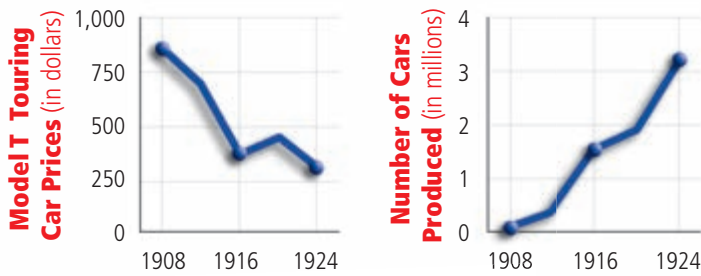
**ANALYSIS SKILL**

**ANALYZING VISUALS**

How does the moving assembly line reduce the time it takes to build a car?

## The Model T

Motor Vehicle Prices and Production, 1908–1924



### ANALYSIS SKILL ANALYZING VISUALS

Why did sales of the Model T increase?

In 1914 Ford raised the wages for his factory workers to \$5 a day. This was good pay, compared with the \$2 or \$3 per day offered by many other factories. Ford believed the wage increase would keep his employees from quitting. He also lowered the workday to eight hours and employed people that other factories would not hire, such as African Americans and people with disabilities.

Even with the good wages, many workers had a hard time adjusting to the fast-paced and repetitive work on Ford's assembly line. One wife of an autoworker wrote to Ford saying, "My husband has come home and thrown himself down and won't eat his supper—so done out [tired]!... That \$5 a day is a blessing—a bigger one than you know, but oh they earn it."

To help make his cars more affordable, Ford allowed customers to buy cars using an installment plan. Most people were used to saving up for years to buy items. Installment plans let people pay a small amount of the cost every month until the entire car was paid for. Ford's competitors also allowed customers to pay with installment plans. For a slightly higher price than the Model T, companies

such as General Motors offered cars in a variety of colors and with more power.

The automobile changed the way Americans lived. They could now go on long drives or take jobs farther away from where they lived. Cars gave people a sense of freedom and adventure. As *Motor Car* magazine told drivers, "You are your master, the road is ahead . . . your freedom is complete."

## Growing Industries

The rise of the automobile affected the entire American economy. Millions of Americans found work making steel for car bodies, rubber for tires, or glass for windows. To improve road safety, the government spent millions of dollars paving highways and building new bridges. People opened roadside businesses to serve travelers, such as gas stations, restaurants, and motels. The rising number of cars also created a demand for car repair shops and car insurance.

Following Ford's example, other manufacturers began using assembly lines and allowing customers to pay on installment plans. Many companies also took advantage of the increasing number of homes with electricity. By 1929 about 85 percent of all Americans living in towns or cities had electricity. Companies responded by building new electrical appliances designed to make household chores easier, such as washing machines, vacuum cleaners, and refrigerators.

As companies competed to sell these new goods, the advertising industry boomed. Companies advertised in magazines and on the radio to convince people that their lives would be improved if they owned a certain product. Many advertisers targeted women, hoping to convince them that they needed the newest labor-saving products. For example, one advertisement for an electric dishwasher called its product "the greatest gift of electricity to the modern housewife."

### FOCUS ON READING

How is this paragraph an example of synthesized information?

### READING CHECK Identifying Cause and Effect

How did the automobile change society?

## Hoover Elected

With the economy booming, public support for the Republican Party remained strong. When President Coolidge decided not to run for reelection in 1928, the party chose his secretary of commerce, **Herbert Hoover**, as its nominee. The Democrats nominated New York governor Alfred E. Smith.

Hoover told voters that he was the right choice to maintain economic prosperity. Hoover boldly claimed that “we in America today are nearer to the final triumph over poverty than ever before in the history of any land.”

Smith’s campaign focused mainly on issues facing city dwellers. This concerned some rural voters. Smith’s religious faith also became an issue. He was the first Catholic to run for president. His opponents stirred up fears that Smith would be controlled by the pope and other church officials. In the end, Hoover won easily, gaining 58 percent of the popular vote.

**READING CHECK** **Drawing Conclusions** What helped Herbert Hoover win the presidency in 1928?



Republican Herbert Hoover defeated Democrat Alfred E. Smith in the 1928 presidential election.

**SUMMARY AND PREVIEW** In this section you learned about politics and the economy in the 1920s. In the next section you will learn more about how society changed during the decade.

## Section 1 Assessment

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**ONLINE QUIZ**

### Reviewing Ideas, Terms, and People

- Describe** What was the result of the 1920 presidential election, and why?
  - Summarize** What did the **Teapot Dome scandal** reveal about **Warren G. Harding's** administration?
- Identify** Who succeeded Harding as president, and what were his main policies?
  - Analyze** What was the main weakness of the **Kellogg-Briand Pact**?
- Recall** Why did American businesses grow during the 1920s?
  - Explain** Why were Model T prices low?
- Recall** Why was **Herbert Hoover** elected?
  - Elaborate** Who would you have voted for in the 1928 election? Explain your answer.

### Critical Thinking

- Summarizing** Review your notes on the presidents from the 1920s. Then copy the

graphic organizer below and expand on your notes by summarizing the main ideas or achievements of each president.

President	Ideas/ Achievements

### FOCUS ON WRITING

- Taking Notes on Consumer Goods** Make a list of new products people had access to in this decade, including cheaper automobiles and appliances for the home. Be sure to note how these products improved the lives of Americans. Use the information about advertising in this section to help you with ideas for your radio advertisement.

# Life during the 1920s

## What You Will Learn...

### 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.

### The Big Idea

Americans faced new opportunities, challenges, and fears as major changes swept the country in the 1920s.

### Key Terms and People

flappers, p. 759

Red Scare, p. 760

Twenty-first Amendment, p. 761

fundamentalism, p. 762

Scopes trial, p. 762

Great Migration, p. 763

Marcus Garvey, p. 763



Use the graphic organizer online to take notes on changes that affected American life in the 1920s.

## If YOU were there...

The year is 1925. You have just finished school and you are visiting a big city for the first time. You and your friends go to a club and watch young people dancing energetically to popular music. The women have short hair and wear makeup, trying to copy the glamorous style of movie stars. Some of your friends start talking about finding an apartment and looking for jobs in the city.

## Would you want to move to a big city in 1925? Why?

**BUILDING BACKGROUND** The United States enjoyed nearly a decade of economic expansion during the 1920s. American society changed rapidly during this period. Although many people welcomed the new opportunities, others felt their traditional beliefs were being challenged. Conflicts between competing ideals and different groups of people ruffled the surface of America's peace and prosperity.

## A Changing Society

The experience of living through World War I changed the way many young people saw the world around them. Young men returning from Europe had visited far-off countries and learned about other cultures. Many of them came home with a desire to continue expanding their horizons. The title of one popular song in 1919 asked, "How 'Ya Gonna Keep 'em Down on the Farm after They've Seen Patee [Paris]?"

Many young people moved away from farms and small towns to cities. By 1920, for the first time in American history, more than half of the country's population lived in urban areas. Young people took advantage of the economic opportunities of the 1920s to gain independence. In the past most young people had lived and worked at home until they got married. Now more young adults were experiencing a time of freedom before settling down. A new youth culture developed, which included going to parties and dance clubs, listening to popular music, and driving fast cars.

## Focus on Women

For many young Americans, access to education was an important part of this new independence. High school attendance doubled during the decade. The percentage of students going on to college was higher in the United States than in any other country. This included women, who were attending college in higher numbers than ever before.

The number of women in the workforce continued to grow as well. Women with college degrees worked as nurses, teachers, librarians, and social workers. Women were also finding new opportunities in politics. In 1925 Nellie Tayloe Ross (Wyoming) and Miriam “Ma” Ferguson (Texas) became the first women to serve as governors in the United States. Three years later, there were 145 women serving in state legislatures. Five women had won terms in the U.S. House of Representatives.

Women were still discouraged from pursuing fields such as medicine, law, and architecture, however. By the end of the 1920s, less than 5 percent of the country’s doctors, lawyers, and architects were women. The percentage was small—but it was beginning to rise.

Some young women found other ways to express their freedom. **Young women known as flappers cut their hair short and wore makeup and short dresses, openly challenging traditional ideas of how women were supposed to behave.** Many older Americans considered this behavior scandalous. One 1920s writer expressed her admiration for flappers, saying:

“I want my girl to do what she pleases, be what she pleases ... I want [my daughter] to be a flapper, because flappers are brave.”

—Zelda Fitzgerald, quoted in *Zelda*, by Nancy Milford

Fashion magazines, Hollywood movies, and advertising helped promote these new images and ideas of youthful freedom.

**READING CHECK** **Generalizing** How did women in the 1920s express their independence?

*In 1923 suffrage leader Alice Paul introduced the Equal Rights Amendment to Congress, calling for equality of rights regardless of a person’s gender. The U.S. Senate passed the amendment 49 years later, but it was never ratified by the states.*



**Bryn Mawr and other colleges provided education to women in new fields.**

**Bessie Coleman became the first African American woman to obtain her international pilot’s license. She traveled the United States, performing stunts under the name “Brave Bessie.”**



**Flappers challenged many of society’s ideas about womanhood. They established new rules of speech, dress, and behavior.**

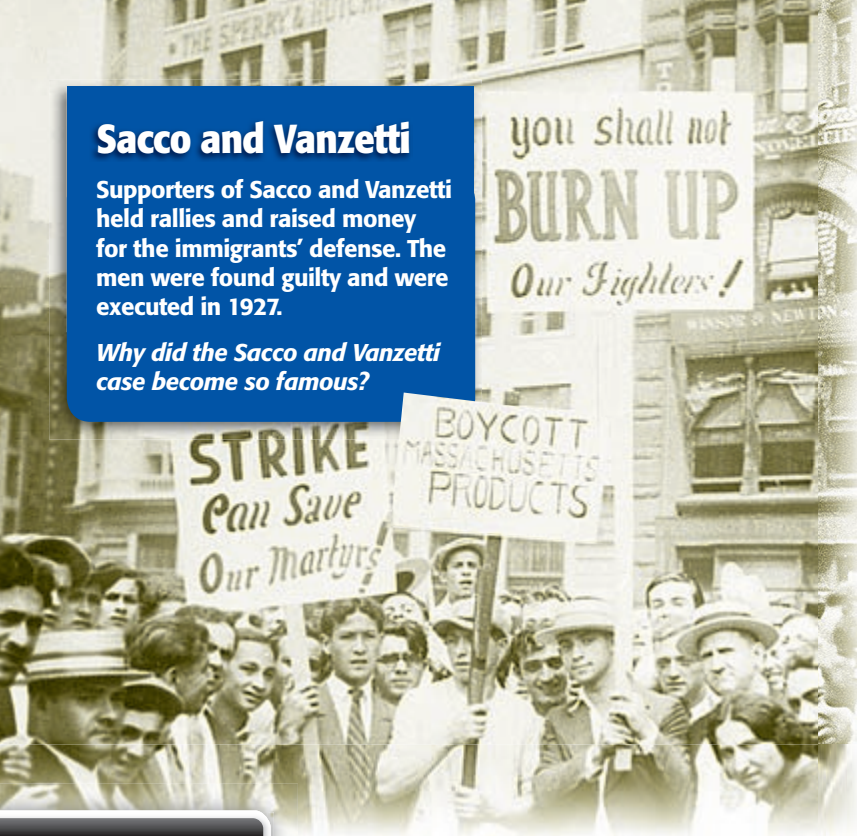
### **ANALYSIS SKILL** ANALYZING VISUALS

**How do these images reflect new roles for women during the 1920s?**

## Sacco and Vanzetti

Supporters of Sacco and Vanzetti held rallies and raised money for the immigrants' defense. The men were found guilty and were executed in 1927.

*Why did the Sacco and Vanzetti case become so famous?*



### VIDEO

The True Story of Sacco and Vanzetti

[hmhsocialstudies.com](http://hmhsocialstudies.com)

## Fear and Violence

Not all social changes during the 1920s were peaceful. You have read about the hard times that hit the U.S. economy after World War I—unemployment, inflation, and labor disputes that resulted in large strikes. These troubles worried many Americans. In this atmosphere, suspicion of foreigners and radicals, or people who believe in an extreme change in government, sometimes led to violence.

## The Red Scare

After the Communists took power in Russia in 1917, many Americans began to fear Communist ideas. They worried that Communists would soon try to gain power in the United States. This fear increased when millions of American workers went on strike in 1919. Many Americans blamed Communists and radicals for the upheaval.

These attitudes led to a **Red Scare**, a time of fear of Communists, or Reds. The Red Scare began in April 1919, when U.S. postal workers found bombs hidden in several packages addressed to famous Americans. Officials never found out who sent the bombs, but they suspected members of the Communist Party.

In June a bomb exploded outside the home of Attorney General A. Mitchell Palmer. Palmer responded by organizing police raids to break up Communist and other groups. In what became known as the Palmer raids, government agents arrested thousands of suspected radicals, often without evidence. Palmer frightened the public by warning that radicals were planning a revolution.

The Red Scare led to one of the best-known criminal cases in American history. In 1920 police arrested Italian-born anarchists Nicola Sacco and Bartolomeo Vanzetti for the robbery and murder of a factory paymaster and his guard. (Anarchists are people opposed to organized government.) Though both men declared themselves innocent of the crime, Sacco and Vanzetti were found guilty. The American Civil Liberties Union (ACLU), founded in 1920 to defend people's civil rights, tried unsuccessfully to get the verdict overturned. Sacco and Vanzetti were convicted. They were executed in 1927.

## Restricting Immigration

Some people thought the Sacco and Vanzetti case was influenced by a general fear of foreigners. Many recent immigrants were poor and did not speak English. Some Americans saw them as a threat to their jobs and culture. Immigrants “fill places that belong to the loyal wage-earning citizens of America,” said Alabama senator James Thomas Heflin.

The government responded to these concerns with new laws. The Emergency Quota Act of 1921 limited the total number of immigrants allowed into the country. It also favored immigrants from western Europe. The National Origins Act of 1924 banned immigration from East Asia entirely and further reduced the number of immigrants allowed to enter the country. These laws caused a dramatic drop in immigration to the United States.

**READING CHECK** **Drawing Conclusions** Why were new immigration laws passed in the 1920s?

## Competing Ideals

Fear of radical ideas and foreigners was part of a larger clash over ideals and values in America. Differences were growing between older, rural traditions and the beliefs and practices of modern urban society. Americans had very different ideas about what was best for the country's future.

### Prohibition

An issue that highlighted this conflict was prohibition. The Eighteenth Amendment—which outlawed the manufacture, sale, and transportation of alcoholic beverages—went into effect in 1920. Support for prohibition was strongest in rural areas, while opposition was strongest in cities.

Government officials found it nearly impossible to enforce prohibition. Congress passed the Volstead Act, which set fines and punishments for disobeying prohibition. Even respectable citizens, however, broke the law. Many people found ways to make alcohol at home using household products. Others bought alcohol at speakeasies, or illegal bars.

Organized criminals called bootleggers quickly seized control of the illegal alcohol business. They made their own alcohol or smuggled it in from Canada or Mexico. Gangsters were able to avoid arrest by bribing local police and politicians. Competition between gangs often led to violent fighting. In Chicago gangster Al “Scarface” Capone gained control of the alcohol trade by murdering his rivals. By 1927 Capone was earning more than \$60 million a year from his illegal businesses.

By the end of the decade, the nation was weary of the effects of prohibition. The law had reduced alcohol consumption but had not stopped Americans from drinking. Prohibition had also created new ways for criminals to grow rich. Without government supervision of alcohol production, much of the alcohol consumed in speakeasies was more dangerous than what had been produced before prohibition. Many people came to believe that it would be better to have a legal alcohol trade that could be monitored by the government. **In 1933 state and federal governments responded with the Twenty-first Amendment, which ended prohibition.**

#### THE IMPACT TODAY

The Twenty-first Amendment made the manufacture and sale of alcohol legal again, but laws today still regulate drinking. The National Minimum Drinking Age Act of 1984 raised the minimum drinking age from 18 to 21 in every state.

### Primary Source

#### PHOTOGRAPH Prohibition

*Agents of federal and state governments tried to enforce the Eighteenth Amendment against great odds. They usually destroyed any liquor that they found. This photograph shows an illegal barrel of beer being broken with an axe. More illegal beer and liquor would soon turn up, however. Faced with a lack of public support and an impossible task of enforcing the ban on alcohol, prohibition was repealed with the Twenty-first Amendment in 1933.*



#### ANALYSIS SKILL

#### ANALYZING PRIMARY SOURCES

Why was enforcing prohibition such a hard task?

VIDEO  
America Goes Dry with Prohibition



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## ACADEMIC VOCABULARY

### traditional

customary, time-honored

## Religious Ideals

Youth culture of the 1920s and prohibition's failure concerned many religious leaders. They saw these changes as movements away from **traditional** values. This led to a Protestant religious movement known as **fundamentalism**—characterized by the belief in a literal, or word-for-word, interpretation of the Bible. Popular preachers like Aimee Semple McPherson used the radio and modern marketing tools to draw followers. Fundamentalism was especially strong in rural areas and small towns, where people often blamed society's problems on the culture of urban areas.

Many fundamentalists believed that modern scientific theories, such as Charles Darwin's theory of evolution, conflicted with the teachings of the Bible. Darwin's theory states that species evolve over time by adapting to their environment. To fundamentalists, this contradicted the biblical account of how the world was made. They opposed the teaching

of evolution in public schools. Many cities and states passed laws to prevent the teaching of evolution.

In May 1925 a Dayton, Tennessee, high school science teacher named John T. Scopes was put on trial for teaching evolution in what became known as the **Scopes trial**. National interest in the event was heightened by the fact that famous Americans represented each side. Criminal attorney Clarence Darrow led the ACLU defense team. Three-time presidential candidate William Jennings Bryan assisted the prosecution.

Over live radio, Darrow and Bryan attacked each other's ideas. After more than a week on trial, Scopes was convicted and fined \$100 for breaking the law. The state supreme court later overturned his conviction, but the debate over evolution continued.

**READING CHECK** **Evaluating** What cultural conflict did the Scopes trial represent?

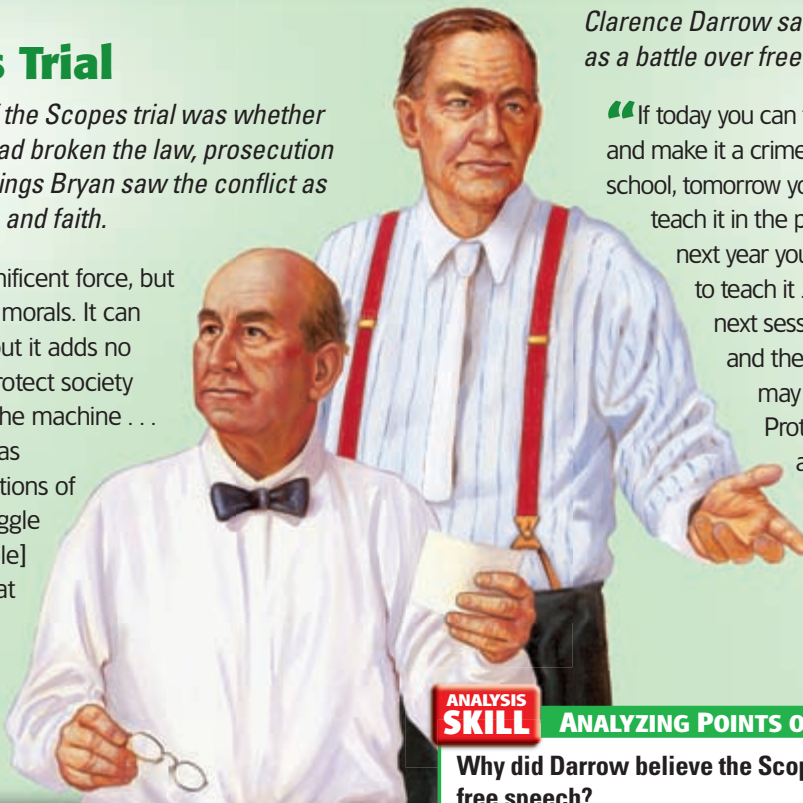
## Primary Source

### POINTS OF VIEW

## The Scopes Trial

*Although the focus of the Scopes trial was whether or not John Scopes had broken the law, prosecution witness William Jennings Bryan saw the conflict as one between science and faith.*

“Science is a magnificent force, but it is not a teacher of morals. It can perfect machinery, but it adds no moral restraints to protect society from the misuse of the machine . . . The [Scopes] case has assumed the proportions of a battle-royal [a struggle involving many people] between unbelief that attempts to speak through so-called science and the defenders of the Christian faith.”



*Clarence Darrow saw the conflict as a battle over free speech.*

“If today you can take a thing like evolution and make it a crime to teach it in the public school, tomorrow you can make it a crime to teach it in the private schools, and the next year you can make it a crime to teach it . . . in the church. At the next session you may ban books and the newspapers. Soon you may set Catholic against Protestant and Protestant against Protestant, and try to foist [force] your own religion upon the minds of men.”

### ANALYSIS SKILL

### ANALYZING POINTS OF VIEW

**Why did Darrow believe the Scopes trial was about free speech?**

## The Great Migration

### CONNECT TO THE ARTS

From 1940 to 1941 artist Jacob Lawrence created a series of paintings that told the story of African Americans moving from the South to northern cities in search of jobs and equality. This is one of 60 paintings in the Migration Series. It shows African Americans about to begin their journey.

*Where are the people in the painting going?*



## Minority Rights

During World War I large numbers of African Americans began leaving the South to take jobs in northern factories. This movement, called the **Great Migration**, continued during the economic boom of the 1920s. While African Americans found jobs in the North, they did not escape racism.

## Racial Tensions

The economic recession that followed the war led to increased racial tensions. Many white laborers feared the competition for jobs. Several race riots broke out in 1919, including one in Chicago that left 38 dead.

Racial tensions and fear of foreigners helped give rise to a new form of the Ku Klux Klan, the racist group that had terrorized African Americans during Reconstruction. The new Klan harassed Catholics, Jews, and immigrants, as well as African Americans. It also worked against urbanization, women's rights, and modern technology. By the mid-1920s the Klan had become an influential force in American politics, with more than 5 million members. Its influence then began to decline as news of financial corruption became public.

## Protecting Rights

People who were the targets of the Klan's hatred found new ways to protect their rights. In 1922, for example, the NAACP began placing advertisements in newspapers that presented the harsh facts about the large number of lynchings taking place across the South.

Another way minorities attempted to protect their rights was to strengthen their culture. During the 1910s and 1920s, **Marcus Garvey** encouraged black people around the world to express pride in their culture. Garvey argued that black people should establish economic independence by building their own businesses and communities. These ideas were the basis of a movement known as black nationalism. The New York *Amsterdam News* praised Garvey's work, saying he "made black people proud of their race."

Hispanic Americans also organized to fight prejudice and promote civil rights. In 1929 Mexican American leaders met in Corpus Christi, Texas, to form the League of United Latin American Citizens (LULAC). This group worked to end unfair treatment such as segregation in schools and voting restrictions.



## BIOGRAPHY

### Marcus Garvey

1887–1940

Marcus Garvey grew up in Jamaica and moved to the United States in 1916. A talented speaker, he quickly became one of the country's most famous and controversial black leaders. His newspaper *Negro World* promoted the idea of building an independent black economy. To encourage world-wide trade among black people, he created the Black Star Steamship Line. Some black leaders, including W. E. B. Du Bois, considered Garvey's ideas dangerous and extremist. After a series of legal problems related to his steamship company, Garvey was arrested in 1922 and was later deported.

**Drawing Inferences** How did Marcus Garvey try to help African Americans?

Most Native Americans lacked the legal protections of citizenship and the right to vote because they were not citizens of the United States. The fact that thousands of Native Americans had performed military service in World War I helped bring about change. In 1924 Congress passed the Indian Citizenship Act, granting citizenship to all Native Americans. However, the federal government also attempted to buy or take back some of the reservation lands. Native Americans successfully organized to stop these attempts, which were part of a larger effort to encourage Indians to adopt the culture of white Americans.

**READING CHECK** **Finding Main Ideas** How did minorities react to discrimination in the 1920s?

**SUMMARY AND PREVIEW** Americans saw many conflicts as their culture changed. In the next section you will learn about entertainment and the arts in the 1920s.

## Section 2 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Recall** How did **flappers** express their freedom?

**b. Elaborate** How were young people of the 1920s more independent than their parents?
- a. Identify** What caused the **Red Scare**, and what was its result?

**b. Explain** Describe the results of the immigration laws of the 1920s.
- a. Recall** What kinds of social conflicts developed during the 1920s?

**b. Describe** What did the **Twenty-first Amendment** accomplish?

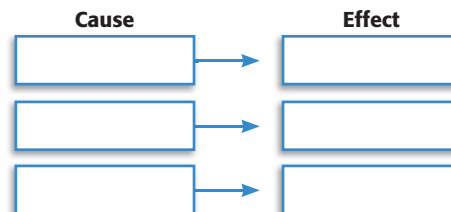
**c. Analyze** How did **fundamentalism** influence the **Scopes trial**?
- a. Identify** How did minorities fight for their rights in the 1920s?

**b. Define** What was the **Great Migration**?

**c. Draw Conclusions** Why did **Marcus Garvey** call for black people to build their own businesses?

### Critical Thinking

- Identifying Cause and Effect** Review your notes on social changes that took place in the 1920s. Then copy the graphic organizer below and use it to identify the causes and effects of several changes in American society.



### FOCUS ON WRITING

- Taking Notes on New Fashions** In the 1920s many women wore fashions that reflected their new independence. Look back at the example of flapper fashion on page 759. Think of how a radio advertisement could describe clothing like this to an audience that cannot see it.

# The Jazz Age

## If YOU were there...

The year is 1924, and the New York Giants are playing the Washington Senators in the World Series. You just bought your first radio, and you are listening to an announcer describe the tense action as the seventh and deciding game goes into extra innings. You used to have to wait to read about the games in the newspaper. Now you can follow your favorite team pitch by pitch!

**What other forms of entertainment could the radio bring to you?**

**BUILDING BACKGROUND** You read earlier about the rise of mass culture in the United States in the late 1800s. Newspapers, department stores, and world's fairs allowed millions of Americans to share the same cultural activities. In the 1920s technologies such as radio broadcasts and movies helped the rise of mass culture continue.

## A National Culture

On November 2, 1920, KDKA, the first commercial radio station, announced that Warren Harding had won the presidential election held that day. Just one year later, stations broadcast the action from the 1921 World Series. One newspaper writer predicted, "It might not be too long before farmers at the four corners of the Union may sit in their own houses and hear the president of the United States." Such an event seemed amazing to Americans in the early 1900s. But it quickly became a reality, as hundreds of radio stations began broadcasting all over the United States.

National radio networks, such as the National Broadcasting Company (NBC) and Columbia Broadcasting System (CBS), allowed people all over the country to listen to the same programs. People suddenly had access to music, news, weather reports, children's bedtime stories, sports broadcasts, and political speeches without leaving their homes. Business owners loved this technology because it allowed their advertisements to reach millions of listeners. Radio helped build a new national culture by allowing Americans everywhere to share common experiences.

## What You Will Learn...

### 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.

### The Big Idea

Musicians, artists, actors, and writers contributed to American popular culture in the 1920s.

## Key Terms and People

talkie, p. 766

Jazz Age, p. 767

Harlem Renaissance, p. 768

Langston Hughes, p. 768

Lost Generation, p. 768

expatriates, p. 768

Georgia O'Keeffe, p. 769



Use the graphic organizer online to take notes on examples of popular culture in the 1920s.

## THE IMPACT TODAY

The Academy of Motion Picture Arts and Sciences has held the Oscar ceremony every year since 1929. It was first broadcast over the radio in 1930, and in 1953 the Academy Awards were first televised.

Movies also became a major national passion in the 1920s. Though early motion pictures had no sound, they opened a new world of exciting adventures for audiences. People packed theaters to see Westerns, romances, and stories about bootlegging gangsters. Movie fans were even more thrilled by the 1927 movie *The Jazz Singer*, in which actor Al Jolson shouted the line “You ain’t heard nothin’ yet!” This was the first **talkie, or motion picture with sound.**

The movies quickly became big business. By the end of the decade, Americans were buying 95 million movie tickets each week, an amazing figure considering that the U.S. population was only 123 million. Young movie fans copied hair and clothing styles of movie stars. Fans felt a personal connection to stars like Douglas Fairbanks, Charlie Chaplin, and Mary Pickford, who was known as “America’s Sweetheart.” Few fans at the time realized that Pickford was also a smart businesswoman. She was one of the highest paid actors in Hollywood and a founder of United Artists, one of the nation’s most successful film companies.

Movie stars were not the only national heroes. Fans packed baseball stadiums to watch the great players of the 1920s, especially George

Herman “Babe” Ruth. Ruth shattered home-run records, drawing thousands of new fans to the sport. Because baseball was segregated, African American players and business leaders started their own league. Negro League stars such as Satchel Paige and Josh Gibson are considered to be among the best baseball players in history.

Fans always loved to see athletes break records. In 1926 American swimmer Gertrude Ederle became the first woman to swim the English Channel between England and France, beating the men’s world record by almost two hours.

Pilots also became national heroes in the 1920s. Charles Lindbergh dominated the national news in 1927 when he completed the first nonstop solo flight across the Atlantic Ocean, traveling from New York to Paris. A few years later, Amelia Earhart became the first woman to fly solo across the Atlantic.

New ideas like psychoanalysis became more popular. Developed by psychologist Sigmund Freud, psychoanalysis is a method for examining human behavior to find out why people behave the way they do.

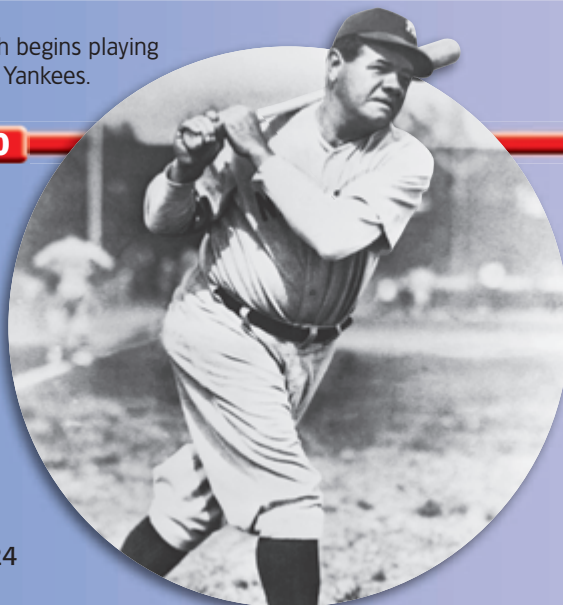
**READING CHECK** Summarizing How did American culture change during the 1920s?

## Time Line

### Popular Culture of the 1920s

**1920** Babe Ruth begins playing for the New York Yankees.

1920



**1924** First Negro-League World Series is played.



## Popular Music

With a booming economy and exciting forms of entertainment, the 1920s became known as the Roaring Twenties. **An explosion in the popularity of jazz music gave the decade another nickname—the Jazz Age.**

Jazz developed in New Orleans, where African American musicians blended spirituals with European harmonies and West African rhythms. When blacks moved north during the Great Migration, they brought their music with them.

As with many new forms of popular culture, jazz sparked arguments between older and younger generations. “When my grandmother found out that I was playing jazz music . . . she told me that I had disgraced the family,” remembered “Jelly Roll” Morton, an early jazz composer. But young Americans loved the music and the wild, fast-paced dances that went along with it. Dance crazes sweeping the nation included the Charleston, the Toddle, and the Shimmy. New magazines arose that taught dance steps to subscribers.

Jazz musicians such as Louis Armstrong experimented with various sounds and rhythms to create a new kind of music. Armstrong, who played the trumpet, was known for his solo numbers. His method

of stepping out from the band to perform a solo was an **innovation** that is still copied by musicians today. Another major figure of the Jazz Age was conductor and composer Edward “Duke” Ellington. His “big band” sound blended many instruments together in songs such as “Take the A Train.” Ellington described the exciting life of Jazz Age musicians in New York City:

“A lot of guys liked to play so much that in spite of being on a regular job, they’d still hire out to work matinees, or breakfast dances . . . Nobody went to bed at nights and round three or four in the mornings you’d find everyone making the rounds bringing their horns with them.”

— Duke Ellington, quoted in *Reminiscing in Tempo*, by Stuart Nicholson

Blues music, which came from the rural South of the Mississippi Delta, also gained national popularity in the 1920s. Blues began as an expression of the suffering of African Americans during slavery. One of the leading blues singers of the 1920s was Bessie Smith, nicknamed the Empress of the Blues. “She had music in her soul,” said Louis Armstrong.

## ACADEMIC VOCABULARY

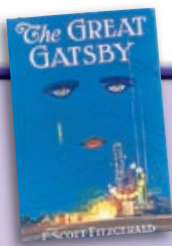
**innovation**  
a new idea or way of doing something

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### ANIMATED GEOGRAPHY AND HISTORY

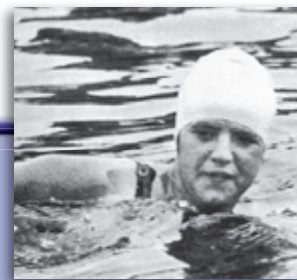
Personal Income in the U.S. 1927

**READING CHECK Finding Main Ideas** Where did jazz originate, and what musical styles influenced it?



**1925** F. Scott Fitzgerald's *The Great Gatsby* is published.

**1926** Gertrude Ederle becomes the first woman to swim across the English Channel.



**1927** Charles Lindbergh completes the first non-stop solo flight across the Atlantic Ocean.



**1925** Louis Armstrong begins recording with his band, the Hot Five.

**1926** NBC, the first national radio network, begins broadcasting.

**1927** *The Jazz Singer*, the first full-length talkie, is released.

1928

### ANALYSIS SKILL

### READING TIME LINES

Which events reflected people's interest in breaking records?

## Writers and Artists

While musicians were creating new forms of music, writers and artists were also reshaping American culture. Many creative works of the 1920s are still admired today.

### The Harlem Renaissance

Many of the African Americans who came north in the Great Migration built a thriving community in the Harlem neighborhood of New York City. This community became the center of the **Harlem Renaissance**, a period of African American artistic accomplishment.

Harlem Renaissance writers included **Langston Hughes** and Claude McKay. Hughes produced poems, plays, and novels about African American life. His works often incorporated African American slang and jazz rhythms. McKay was a poet and activist who spoke out against racial discrimination and called on African Americans to stand up against lynchings and other violence.

Another important writer of the Harlem Renaissance was Zora Neale Hurston. Her novels, such as *Their Eyes Were Watching God*, reflected the experiences of African American women.

### Primary Source

#### POEM

#### “I, Too”

In one of his most celebrated poems, Langston Hughes expressed both pride in being African American and faith in the American dream.

“I, Too

I, too, sing America.  
I am the darker brother.  
They send me to eat in the kitchen  
When company comes,  
But I laugh,  
And eat well,  
And grow strong.

Tomorrow,  
I'll be at the table  
When company comes.  
Nobody'll dare  
Say to me,  
'Eat in the kitchen;'  
Then.

Besides,  
They'll see how beautiful I am  
And be ashamed—  
I, too, am America.”



#### ANALYSIS SKILL ANALYZING PRIMARY SOURCES

**Analyzing** Who do you think Hughes is referring to when he speaks of “they”?

### The Lost Generation

Other Americans also wrote of their experiences living in the United States and in places around the world. Soon after he graduated from high school in Illinois, Ernest Hemingway volunteered as an ambulance driver in World War I. Hemingway called the war “the most colossal, murderous, mismanaged butchery that had ever taken place on earth.” He began writing short stories and novels, and soon he gained fame for his powerful and direct writing style. Hemingway was among a group of young American writers who expressed feelings of disillusionment in the American society that they felt denied them a voice in their own futures. Author Gertrude Stein called these writers “a lost generation.” **Writers who criticized American society in the 1920s thus became known as the Lost Generation.**

Many members of the Lost Generation moved to Paris in the 1920s and formed a community of **expatriates**—people who leave their home country to live elsewhere. Hemingway wrote about the expatriate community in his best-selling novel *The Sun Also Rises*. Another Lost Generation writer was F. Scott Fitzgerald. His novel *The Great Gatsby* focused on what he saw as the loss of morality behind the seemingly fun and free-spirited times of the Jazz Age. Criticizing a glamorous couple, Fitzgerald wrote:

“They were careless people . . . they smashed up things and creatures and then retreated back into their money or their vast carelessness or whatever it was that kept them together, and let other people clean up the mess they had made.”

—F. Scott Fitzgerald, *The Great Gatsby*

Another writer of the time, Sinclair Lewis, became the first American to receive the Nobel Prize in literature.

### New Directions in Art

Painters were also experimenting with new artistic styles in the 1920s. Edward Hopper painted images of the loneliness of modern urban life. **Georgia O’Keeffe** was well known for her detailed paintings of flowers and of the Southwest.

Architects of the 1920s embraced a style they called art deco. Buildings constructed in this style had clean, sharp lines that resembled machines. Today art deco skyscrapers still stand out in American city skylines.

#### READING CHECK Comparing and Contrasting

How were the artists of the Harlem Renaissance and the Lost Generation similar and different?



### BIOGRAPHY

## Georgia O’Keeffe

1887–1986

Georgia O’Keeffe grew up in Wisconsin and studied art in Chicago and New York. While teaching art at a college in Canyon, Texas, she would sometimes hike in Palo Duro Canyon, where she sketched scenes of amazing colors and rock formations. This was the start of a lifelong fascination with the beauty of the desert landscape. O’Keeffe lived much of her life in rural New Mexico, where many of her paintings were created. Animal bones, rocks, and desert flowers fill her works. She would often paint these objects in close-up view, showing tiny details. O’Keeffe said, “Most people in the city rush around so, they have no time to look at a flower. I want them to see it whether they want to or not.”

**Finding Main Ideas** How did Georgia O’Keeffe’s life influence her painting?

**SUMMARY AND PREVIEW** Americans became interested in new forms of entertainment and art in the 1920s. In the next chapter you will learn about how life changed in the 1930s.

## Section 3 Assessment

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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. **Recall** What new forms of entertainment dominated American society during the 1920s?

b. **Identify** What was the first **talkie**?
- a. **Explain** Why were the 1920s called the **Jazz Age**?

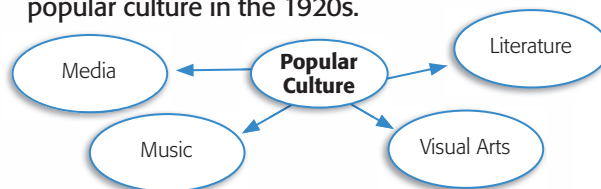
b. **Make Inferences** Why do you think jazz music became so popular?
- a. **Recall** How did writers and artists express new ideas during the 1920s?

b. **Describe** What did the **Lost Generation** writers express in their works?

c. **Predict** How might the artists of the **Harlem Renaissance** influence African American artists of later generations?

### Critical Thinking

4. **Categorizing** Review your notes on examples of popular culture in the 1920s. Then copy the graphic organizer below. Use it to categorize examples of popular culture in the 1920s.



### FOCUS ON WRITING

5. **Taking Notes on Entertainment** Make a list of popular forms of entertainment in the 1920s. How would you persuade people to attend a sports event, a talkie, or a jazz club? Begin to think about which product or form of entertainment you will choose for your radio advertisement.



## Comparing Graphs

### Define the Skill

Graphs are often a very useful way to organize historical information. They can present a large amount of detailed information clearly. Graphs can be an especially good way of showing how something like population or average income changed over time.

When information is organized in a graph, it is often easy to see patterns. Looking at two related graphs, you can compare patterns and make conclusions. For example, you can ask yourself, “Do the numbers in the graphs go up or down for the same reasons? What are the causes behind the changes shown by these graphs?”

### Learn the Skill

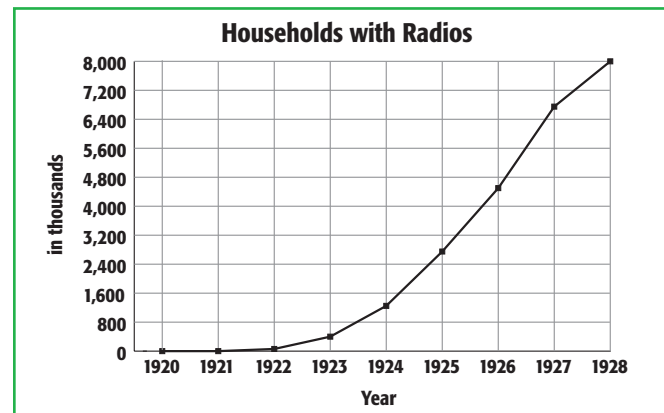
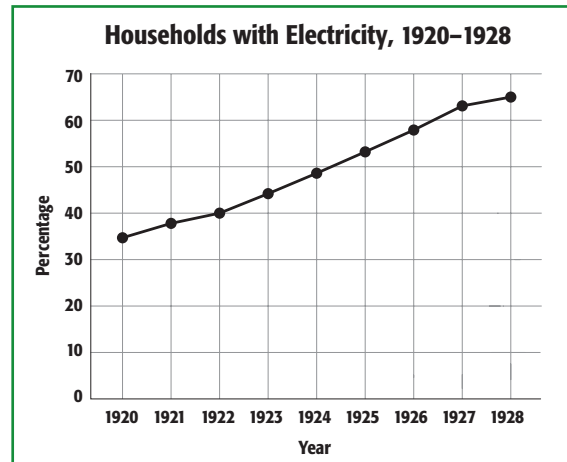
These guidelines will help you to compare information in two or more graphs.

- 1 Use your basic graph-interpreting skills. Identify each graph’s subject, purpose, and type. Study its parts and categories.
- 2 Analyze the data in each graph. Then compare any increases, decreases, changes, or patterns you find.
- 3 Finally, draw conclusions about the relationship between the information in each graph. Think about what could cause such relationships. It will probably help you to review what you know about related events at the same time.

### Practice the Skill

Compare the graphs below to answer the following questions.

- 1 What are the topics of these graphs?
- 2 What percentage of American households had electricity in 1922? What was the first year when more than half of American households had electricity?
- 3 Based on the information in the graphs, draw a conclusion about how electricity changed American households.



Source: *Historical Atlas of the United States*



## History's Impact

### ▶ video series

Review the video to answer the closing question:

*How did the post-World War I economy have an impact on film, literature, and music?*

## Visual Summary



Use the visual summary below to help you review the main ideas of the chapter.



Political leaders tried to create economic prosperity during the 1920s.



Women found new freedom and opportunity in post-World War I America.



People enjoyed new forms of entertainment during the 1920s.

## Reviewing Vocabulary, Terms, and People

Complete each sentence by filling in the blank with the correct term or person from the chapter.

1. Harlem Renaissance writer \_\_\_\_\_ wrote poems, plays, and novels about African American life.
2. The United States and other nations signed the \_\_\_\_\_, which outlawed war.
3. In the \_\_\_\_\_, Clarence Darrow defended a high school teacher tried for teaching evolution.
4. The \_\_\_\_\_ repealed prohibition.
5. Writers who criticized American culture during the 1920s were known as the \_\_\_\_\_.
6. African Americans moved north for jobs during the \_\_\_\_\_.

## Comprehension and Critical Thinking

### SECTION 1 (Pages 752–757)

- 7. a. Describe** What was President Warren Harding's plan for strengthening the U.S. economy?
- b. Explain** What methods did Henry Ford's competitors use to attract customers?
- c. Elaborate** What do you think might have made the Kellogg-Briand Pact more effective?

### SECTION 2 (Pages 758–764)

- 8. a. Recall** What was the Red Scare?
- b. Analyze** What are some reasons women had more opportunities in the 1920s?
- c. Evaluate** Would you have become involved in the youth culture if you had lived during the 1920s? Why or why not?

### SECTION 3 (Pages 765–769)

9. a. **Identify** What were talkies?
- b. **Explain** How did African Americans play an important role in Jazz Age culture?
- c. **Predict** How do you think new aspects of American culture affected life after the 1920s?

## Reviewing Themes

10. **Society and Culture** How did the prosperity of the 1920s change American culture?
11. **Science and Technology** What new forms of technology emerged in the 1920s?

## Social Studies Skills

**Comparing Graphs** Use the Social Studies Skills taught in this chapter to answer the question below.

12. Look back at the line graphs on page 770. Do you think a graph showing the number of radio stations in the United States during the 1920s would look similar to these graphs? Explain your answer.

## Using the Internet

13. **Activity: Experiencing the Jazz Age** The arts flourished in America during the 1920s. There were amazing developments in the literary and visual arts, and new forms of performing arts, like blues and jazz, became popular. Use your online book to research some of the most influential writers, artists, and musicians of the 1920s. Choose one and conduct an imaginary interview with that person about his or her work and impact on American culture. Document your conversation by creating an audio recording or by writing a transcript.

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## Reading Skills

**Synthesizing Information** Use the Reading Skills taught in this chapter to answer the question below.

The number of women in the workforce continued to grow as well. Women with college degrees worked as nurses, teachers, librarians, and social workers . . . Women were still discouraged from pursuing fields such as medicine, law, and architecture, however. By the end of the 1920s, less than 5 percent of the country's doctors, lawyers, and architects were women. The percentage was small—but it was beginning to rise. (p. 759)

14. Which of the following sources might have been used to synthesize the information above?
  - a. a history of architecture
  - b. an instructional manual for nurses
  - c. a history of working women in the 1920s
  - d. the list of graduates from a women's college in 1910

### FOCUS ON WRITING

15. **Writing Your Radio Advertisement** Look over your notes and choose one product that was popular in the 1920s. Think about these questions as you design your radio ad: Who is your audience? How will this product improve people's lives? What words or sounds will best describe your product? Write the dialogue for your ad, including directions for the actors. Also, include information about music or sound effects you want to use.

**DIRECTIONS:** Read each question and write the letter of the best response.

- 1** President Warren Harding's secretary of the interior was convicted and jailed for his participation in the
- A Scopes trial.
  - B Teapot Dome scandal.
  - C Red Scare.
  - D Kellogg-Briand Pact.
- 2** Marcus Garvey was a leader in which of the following movements?
- A black nationalism
  - B fundamentalism
  - C socialism
  - D communism
- 3** Which of the following is a reason why consumers bought more manufactured products in the 1920s?
- A More Americans had electricity in their homes, so they could use new electric appliances.
  - B Radio and print advertising made it easier to buy products.
  - C Immigrants came to the United States in record numbers and bought new goods.
  - D The Lost Generation felt separated from American culture.
- 4** Which of the following was a famous jazz musician and composer?
- A Zora Neale Hurston
  - B Mary Pickford
  - C Charles Lindbergh
  - D Edward "Duke" Ellington
- 5** One effect of the Red Scare was
- A the election of Herbert Hoover in 1928.
  - B the trial and execution of Nicola Sacco and Bartolomeo Vanzetti.
  - C new opportunities for women, immigrants, and minorities.
  - D the Scopes trial.
- 6** Which of the following quotes is attributed to Calvin Coolidge?
- A "The business of America is business."
  - B "I will build a motor car for the great multitude."
  - C "I want my girl to be a flapper, because flappers are brave."
  - D "America's present need is not heroics, but healing; not nostrums but normalcy."
- 7** Read the following excerpt from a 1928 campaign speech by Herbert Hoover and use it to answer the question below.

"We in America today are nearer to the final triumph over poverty than ever before in the history of any land . . . We have not yet reached the goal, but given a chance to go forward with the policies of the last eight years, we shall soon with the help of God be in sight of the day when poverty will be banished from this nation."

— Herbert Hoover, 1928 inaugural speech

**Document-Based Question** What did Hoover believe about poverty in the United States?

# The Great Depression

**Essential Question** What changes occurred because of the economic disaster of the Great Depression?



## What You Will Learn...

In this chapter, you will learn about how Americans coped with the economic problems of the 1930s. You will also read about the Dust Bowl and its effects.

### SECTION 1: The End of Prosperity . . . . . 778

**The Big Idea** The collapse of the stock market in 1929 helped lead to the start of the Great Depression.

### SECTION 2: Roosevelt's New Deal . . . . . 784

**The Big Idea** Franklin Roosevelt's New Deal included government programs designed to relieve unemployment and help the economy recover.

### SECTION 3: Americans Face Hard Times . . . . . 790

**The Big Idea** All over the country, Americans struggled to survive the Great Depression.

## FOCUS ON WRITING

**Journal Entry** We know a lot about life during the Great Depression because many Americans described their experiences in journals and letters. In this chapter you will read about how people struggled through hard times in the 1930s. Read the chapter and then write a one-page journal entry as if you were a person living during the Depression. You may choose to write from the point of view of a student, artist, farmer, or other individual. As you read, think about how the events in the 1930s may have affected this person.



**1929** The U.S. stock market crashes on Black Tuesday.



**1930** Mahatma Gandhi and a group of followers begin the Salt March.



**HISTORY** FDR's New Deal



[hmhsocialstudies.com](http://hmhsocialstudies.com) VIDEO



The Great Depression forced many people to sell everything they owned just to survive.



**1932** Franklin D. Roosevelt wins his first presidential election, beating Herbert Hoover.

**1935** The CIO is organized.

**1937** The first Social Security payments are made.

**1939** The film *The Wizard of Oz* is released.



**1932**

**1934**

**1936**

**1938**

**1940**

**1932** At least 30 million people worldwide are unemployed.

**1933** Adolf Hitler becomes chancellor of Germany.

**1936** Jesse Owens wins four gold medals at the Berlin Olympics.

**1937** War officially begins between Japan and China.

**1938** Violence against German Jews erupts into *Kristallnacht* ("night of broken glass").



# Reading Social Studies

Economics

Geography

Politics

Society  
and Culture

Science and  
Technology

**Focus on Themes** In this chapter, you will learn about the Great Depression, one of the most serious **economic** crises in America's history. You will also learn about the **politics** that arose to try to

deal with this crisis. Finally, you will read about how the Depression affected the global economy and how world leaders responded to it.

## Recognizing Implied Main Ideas

**Focus on Reading** When you read, you will notice that not every paragraph has a main idea sentence. Sometimes the main idea is implied.

**Implied Main Ideas** While main ideas give a basic structure to a paragraph, supporting details help convince the reader of the author's point. Main ideas can be presented in a sentence, or simply implied. Usually, a paragraph without a main idea sentence will still have an implied main idea that ties the sentences together.

*Notice how one reader found the main idea of the following paragraph.*

During the boom years of the 1920s, one General Motors executive boldly declared: "Anyone not only can be rich, but ought to be rich." For almost all of the Roaring Twenties, the stock market was a bull market, or one with rising stock values. It seemed easy to make money by investing in stocks. For example, you could have bought shares in the Radio Corporation of America for \$85 each at the beginning of 1928. You could have sold them a year later for \$549 each. (p. 778)

This quote is about making money and being rich. Maybe the main idea is about money or economics.

This sentence is about making money through the stock market. I guess the main idea has to do with investing.

Here is a great example of how easy it was to make money in the late 1920s. I think the main idea is something like "The stock market provided an easy way for many to become rich in the 1920s."

## You Try It!

Read the following paragraph and then answer the questions below.

The action began when Roosevelt called Congress into a special session. Known as the Hundred Days, the session started just after the inauguration and lasted until the middle of June. During the Hundred Days, Roosevelt and Congress worked together to create new programs to battle the Depression and aid economic recovery. These programs became known as the New Deal.

*From  
Chapter 25,  
p. 784*

1. List two ideas that this paragraph discusses.
2. How are these two ideas related to each other?
3. Write an example of the main idea of this paragraph.
4. Which details support your main idea?

As you read Chapter 25, think of a main idea for any paragraph that does not have a main idea sentence.

## Chapter 25

### Section 1

buying on margin (p. 778)  
Black Tuesday (p. 779)  
business cycle (p. 780)  
Great Depression (p. 780)  
Bonus Army (p. 781)  
Franklin D. Roosevelt (p. 782)

### Section 2

New Deal (p. 784)  
fireside chats (p. 785)  
Tennessee Valley Authority (p. 785)  
Frances Perkins (p. 785)  
Eleanor Roosevelt (p. 787)  
Social Security Act (p. 787)  
Congress of Industrial Organizations (p. 788)  
sit-down strike (p. 788)

### Section 3

Dust Bowl (p. 790)  
Mary McLeod Bethune (p. 792)  
John Steinbeck (p. 793)  
Woody Guthrie (p. 793)

## Academic Vocabulary

In this chapter you will learn the following academic words:

implement (p. 781)  
authority (p. 786)



## What You Will Learn...

## 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.

## The Big Idea

The collapse of the stock market in 1929 helped lead to the start of the Great Depression.

## Key Terms and People

buying on margin, p. 778

Black Tuesday, p. 779

business cycle, p. 780

Great Depression, p. 780

Bonus Army, p. 781

Franklin D. Roosevelt, p. 782



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TAKING NOTES

Use the graphic organizer online to take notes about the American economy in the 1920s and 1930s.

# The End of Prosperity

## If YOU were there...

For almost a year you've been working part-time at a neighborhood store. You earn money for your family and still have time to go to school. But when you arrive at work today, your boss says business has been so bad that he can't afford to pay you anymore. With your father out of work, your family had been counting on your income from this job.

**How can you continue earning money to help your family?**

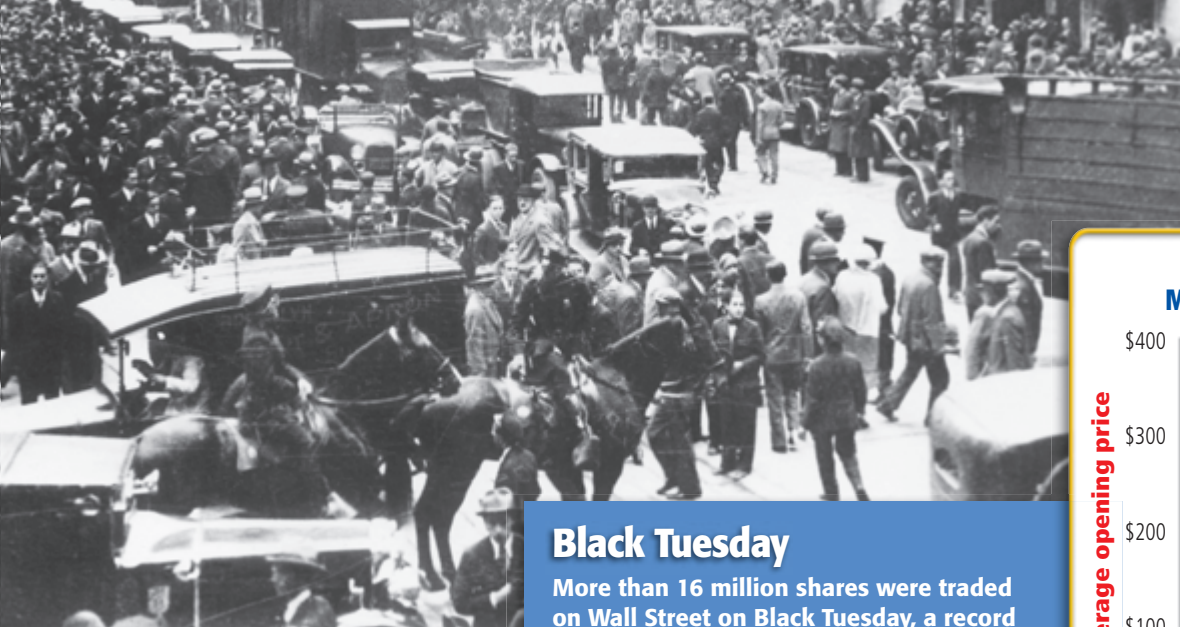
**BUILDING BACKGROUND** By the late 1920s many Americans were used to year after year of economic expansion. It was easy to believe that the prosperity of the 1920s would last forever. But the U.S. economy historically has experienced periods of prosperity followed by periods of economic downturn. This cycle would continue in a way that shocked Americans in the 1930s.

## The Stock Market Crashes

During the boom years of the 1920s, one General Motors executive boldly declared: "Anyone not only can be rich, but ought to be rich." For almost all of the Roaring Twenties, the stock market was a bull market, or one with rising stock values. It seemed easy to make money by investing in stocks. For example, you could have bought shares in the Radio Corporation of America for \$85 each at the beginning of 1928. You could have sold them a year later for \$549 each.

The chance to make huge profits from small investments encouraged many people to buy stocks. Some who could not afford the stocks' full price began **buying on margin**—purchasing stocks on credit, or with borrowed money. These stockholders planned to sell the stocks at a higher price, pay back the loan, and keep what remained as profit. But this plan only worked if stock values went up. Few considered what would happen if the bull market turned into a bear market, or one with declining stock prices.

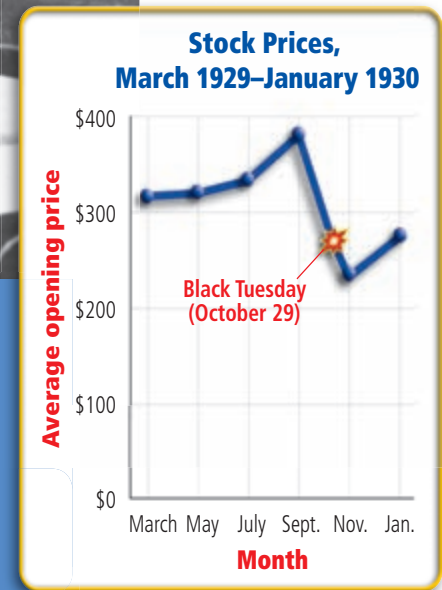




## Black Tuesday

More than 16 million shares were traded on Wall Street on Black Tuesday, a record that stood for 39 years. Just weeks later, roughly one-third of the value of the stock market had disappeared.

*How are the events of Black Tuesday shown on the chart?*



Stock prices peaked in the late summer of 1929. Then prices started to drop. Frightened investors who had bought stocks on margin rushed to sell their stocks in order to pay off their loans. On Thursday, October 24, panic hit the stock market. Within three hours the market had lost \$11 billion in value. The following Monday, prices dropped again. On Tuesday, October 29—a day that became known as **Black Tuesday**—the stock market crashed. So many people wanted to sell their stocks, and so few wanted to buy, that stock prices collapsed. One journalist described the nightmare:

“The wires to other cities were jammed with frantic orders to sell [stock]. So were the cables, radio, and telephones to Europe and the rest of the world. Buyers were few, sometimes wholly absent . . . This was real panic . . . When the closing bell rang, the great bull market was dead and buried.”

—Jonathan Norton Leonard, from *Three Years Down*

In September 1929 the total value of all stocks was \$87 billion. Less than two months later, more than \$30 billion in stock value had disappeared.

**READING CHECK** Analyzing Information Why was buying on margin risky?

## The Economy Collapses

President Herbert Hoover tried to calm public fears by assuring Americans that the economy was still strong. “The fundamental business of the country . . . is on a sound and prosperous basis,” he said. But this was just the beginning of more than 10 years of economic hard times.

### The Banking Crisis

One immediate effect of the stock market crash was a banking crisis. Banks had invested heavily in the stock market, so they lost heavily when the market crashed. Banks had also lent their customers money to buy stocks on margin. Now those customers were unable to pay back their loans. Some banks went out of business. People who had deposited their life savings in those banks lost everything.

This created a panic all over the country, as customers rushed to their banks to withdraw their money. But since banks usually do not keep enough cash on hand to cover all deposits, the banks soon ran out of money. Many had to close their doors. In 1931 alone, more than 2,200 banks closed. The banking crisis contributed to a business crisis. Some

businesses lost their savings in failed banks and had to close. Others were forced to cut back production, which meant they needed fewer workers. In the last three months of 1929, U.S. unemployment soared from under half a million workers to more than 4 million.

## The Causes

Throughout the history of the United States, the economy has followed a pattern of ups and downs. When businesses produce more than they can sell, unsold goods pile up. Businesses then cut back on their production and lay off workers. People who have lost their jobs, and others who are afraid they might soon lose their jobs, buy fewer goods. This causes more businesses to fail. This economic event is called a recession. Deep and long-lasting recessions are known as depressions.

As time passes, an economy will tend to bounce back. Consumers buy surplus goods, and companies increase production to meet the demand. Soon, more workers are hired and unemployment drops. **This up-and-down pattern is known as the business cycle.**

The United States had experienced recessions and depressions before 1929. Each time, the economy followed the business cycle and recovered. **But the economy did not recover quickly from the downturn that began in 1929. Because of its severity and length, it was called the Great Depression.**

Historians and economists still debate the exact causes of the Great Depression. Some believe that the government's monetary policy was a cause. Most agree that a major factor was the overproduction of goods at a time when the market for those goods was shrinking. Companies built millions of cars and appliances during the 1920s. By the late 1920s, however, most people who could afford these products already had them. That meant that American businesses were producing far more goods than people were consuming.

Uneven distribution of wealth made this problem worse. In 1929 the wealthiest 5 percent of Americans earned one-third of all income, while the bottom 40 percent earned only one-eighth of all income. Millions of Americans simply did not earn enough money to buy expensive new products.

Declining world trade also hurt American manufacturers. Europeans were still recovering from World War I and could not afford many American goods. At the same time, high tariffs made it difficult for European nations to sell products to the United States. As a result, Europeans had even less money to buy American goods.

**READING CHECK Making Predictions** Do you think the Great Depression could have been avoided? How?

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### ANIMATED GEOGRAPHY AND HISTORY

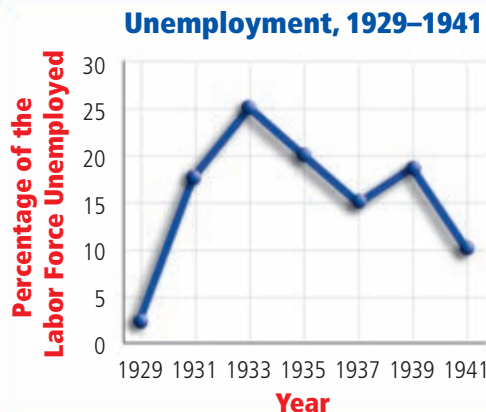
Great Depression Unemployment 1934

## Unemployment during the Depression

### CONNECT TO ECONOMICS

People are considered unemployed if they are trying to find work but do not have a job. High rates of unemployment hurt the economy because unemployed people cannot buy many goods and services. This causes businesses to lose money.

*During what year was unemployment the highest?*



WORK-IS-WHAT-I  
WANT-AND-NOT-CHARITY  
WHO-WILL-HELP-ME-  
GET-A-JOB.-7years-  
IN-DETROIT.NO-MONEY  
SENT-AWAY-FURNISH-  
BEST-OF-REFERENCES  
PHONE RANOLPH 83 51 13-004  
#59.



## Primary Source

### POLITICAL CARTOON

## “Blame It on Hoover”

Presidents can affect the economy to some degree through their policies. During the Great Depression, President Hoover was blamed for the financial crisis. Political cartoons like this one gave voice to those Americans who thought Hoover could have prevented the crisis or could have brought it to an end quickly through government programs.

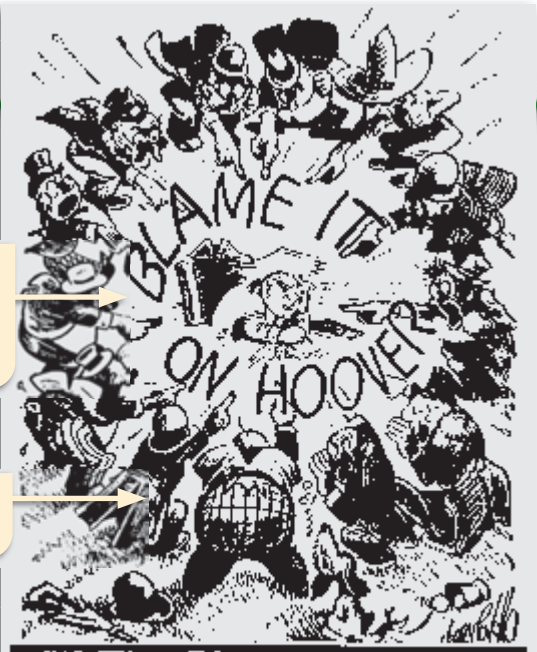
### ANALYSIS SKILL

#### ANALYZING PRIMARY SOURCES

Why is this cartoon useful for showing the feelings of the American public during the Great Depression?

How does the cartoonist show Hoover reacting to the crisis?

What kind of people are blaming Hoover?



A Most Vicious Circle  
—Costello in the Albany "News."

## Hoover's Reaction

As unemployment skyrocketed, more and more Americans struggled just to feed themselves and their families. Hungry people searched city dumps for scraps of food. One woman remembered taking off her glasses when she cooked so she could not see the maggots in the meat her family was about to eat. Private charities, as well as state and local governments, set up soup kitchens and breadlines. But the need far exceeded the available resources. Many people turned to President Herbert Hoover and the federal government to lead the relief effort.

Hoover knew that many Americans needed help. He did not believe, however, that it was the federal government's role to provide direct relief to Americans. Hoover felt it was up to private individuals and institutions, not the government, to offer relief. Despite this belief, Hoover did **implement** some new government programs. In 1932 he created the Reconstruction Finance Corporation (RFC). That year, the RFC loaned \$1.2 billion to 5,000 different financial institutions, including banks and farm mortgage companies. Hoover continued to resist giving direct assistance to individuals.

This angered Americans who believed the president should do more to fix the economy. People bitterly referred to empty pockets turned inside out as Hoover flags. Groups of tin and cardboard shacks built by homeless families were nicknamed Hoovervilles.

In 1932 a new Hooverville was built in Washington, D.C. Its more than 17,000 residents were World War I veterans, some with their families. Called the **Bonus Army**, they had come to the capital to demand early payment of a military bonus. After the government denied the payment, most of the veterans returned home. About 2,000, however, stayed in their shantytown.

President Hoover authorized General Douglas MacArthur to use U.S. troops to evict the Bonus Army. MacArthur used force, including tear gas and tanks, to scatter the veterans. Several veterans were killed. The public reacted with outrage to the government's treatment of war veterans. Americans would have a chance to express this frustration in the upcoming election.

### ACADEMIC VOCABULARY

**implement**  
put in place

### READING CHECK Making Generalizations

How would you describe President Hoover's response to the Depression?

## Election of 1932

### THE IMPACT TODAY

Before 1932, candidates did not attend their party's nominating convention. Roosevelt broke with this tradition, setting a new precedent. Today presidential candidates give televised speeches at party conventions.

The Republican Party nominated Herbert Hoover again for president in 1932, but few people believed he could win. Regarding his chances of re-election, even Hoover realized that “the prospects are dark.” Still, he began campaigning hard for a second term.

He called the election “a contest between two philosophies of government.” He warned that the government aid programs Democrats were promising would weaken Americans’ spirit of self-reliance.

By 1932, however, much of the public had lost confidence in Hoover. Many even blamed him for the Depression. In contrast, as governor of New York during the first years of the Depression, **Franklin D. Roosevelt** had taken active steps to provide aid. He directed the state government to provide relief for the state’s citizens, especially farmers. He also helped establish the Temporary Emergency Relief Administration, which gave

unemployment assistance to many out-of-work New Yorkers.

Roosevelt’s confident and optimistic personality appealed to many voters. At the Democratic Party convention, Roosevelt declared to Americans: “I pledge you, I pledge myself, to a new deal for the American people.” Voters responded overwhelmingly to this message of hope. Roosevelt won the 1932 election in a landslide. In addition, the Democrats won strong majorities in both houses of Congress.

### READING CHECK Analyzing Information

How did Franklin D. Roosevelt win the 1932 presidential election?

**SUMMARY AND PREVIEW** After the stock market crash and the start of the Great Depression, Franklin Roosevelt offered hope for the future. In the next section you will learn about his programs for relief.

## Section 1 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Recall** Why did the stock market crash in 1929?

**b. Compare** How is **buying on margin** similar to buying on an installment plan?
- a. Recall** What happened to the economy as a result of the stock market crash?

**b. Explain** Why did many banks close in the late 1920s and early 1930s?

**c. Draw Conclusions** What do you think was the goal of U.S. tariffs?
- a. Make Inferences** Why did many Americans blame President Hoover for the Depression?

**b. Describe** What did the **Bonus Army** want?

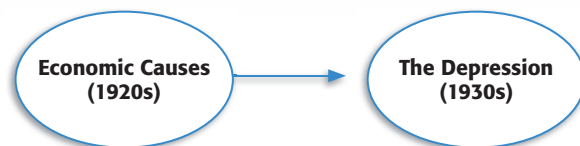
**c. Elaborate** Do you think Americans were justified in blaming Hoover for the hard times?
- a. Identify** Which party was more successful in the 1932 elections?

**b. Make Inferences** Why do you think voters did not listen to Hoover’s ideas about government?

**c. Elaborate** How do you think **Franklin D. Roosevelt’s** experiences as governor of New York helped him appeal to voters?

### Critical Thinking

- Identifying Cause and Effect** Review your notes on the American economy in the 1920s and 1930s. Then copy the graphic organizer below and use it to identify the economic causes of the Depression and their effects.



### FOCUS ON WRITING

- Taking Notes on the End of Prosperity** To begin thinking about creating a character for your journal entry, answer the question at the end of the “If YOU were there” on page 778. Then make some notes on the stock market crash, the banking crisis, and rising unemployment. Decide how your character would feel about these developments.

## Franklin Delano Roosevelt

**How would you try to lead your country through times of national crisis?**

**When did he live?** 1882–1945

**Where did he live?** Roosevelt lived much of his life in New York State, where he served in the state senate and as governor. He also lived in Washington, D.C., while he was serving as assistant secretary of the navy and later as president. He had a second home in Warm Springs, Georgia.

**What did he do?** He began the New Deal, a set of government programs designed to help the country survive and recover from the Great Depression. He gave many Americans hope for the future when he spoke to them in his fireside chats. Roosevelt also led the country through World War II. His support for strong ties between the Allied countries helped the Allies achieve victory.

**Why is he so important?** Roosevelt led the United States during two of the most serious crises that our country has ever faced: the Great Depression and World War II. He served as president for 12 years, longer than any other. Many of the programs he began in the 1930s expanded the role of government in American life.

**Making Predictions** How do you think Franklin Roosevelt's experience as president during the Depression might have helped him lead the country during World War II?

*“The only thing we have to fear is fear itself, nameless, unreasoning, unjustified terror.”*

### KEY EVENTS

- 1905**  
Marries Eleanor Roosevelt
- 1921**  
Stricken with polio; unable to walk without leg braces and canes for the rest of his life
- 1928**  
Elected governor of New York
- 1932**  
Elected president; re-elected in 1936, 1940, and 1944
- 1941**  
U.S. entry into World War II
- 1945**  
Dies at his home in Warm Springs, Georgia



Franklin Roosevelt, 1933  
inaugural address

## What You Will Learn...

## 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.

## The Big Idea

Franklin Roosevelt's New Deal included government programs designed to relieve unemployment and help the economy recover.

## Key Terms and People

New Deal, *p. 784*  
 fireside chats, *p. 785*  
 Tennessee Valley Authority, *p. 785*  
 Frances Perkins, *p. 785*  
 Eleanor Roosevelt, *p. 787*  
 Social Security Act, *p. 787*  
 Congress of Industrial Organizations, *p. 788*  
 sit-down strike, *p. 788*



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 TAKING NOTES

Use the graphic organizer online to take notes on the challenges that the nation and President Roosevelt faced during the Great Depression.

# Roosevelt's New Deal

## If YOU were there...

It has been five months since you lost your job. One of your friends has found work in a new government program that is hiring young people to work in national parks and forests. The pay is low, and you would have to leave home, but you would have enough food, a place to live, and a little money to send back to your family every month.

**Would you take a job with the Civilian Conservation Corps? Why or why not?**

**BUILDING BACKGROUND** When he ran for president in 1932, Franklin D. Roosevelt promised to provide relief to people suffering from the Depression. Even before he took office, Roosevelt began making plans with his Brain Trust, a group of expert advisers. People endured the harsh winter of 1932–1933, looking forward to Roosevelt's inauguration.

## The Hundred Days

Immediately after taking the oath of office in March 1933, President Franklin Roosevelt spoke to the nation. In his first inaugural address, Roosevelt told nervous Americans that economic recovery was possible. "The only thing we have to fear is fear itself," he said, "nameless, unreasoning, unjustified terror." It was only fear of the future, he argued, that could keep America from moving forward. Roosevelt spoke openly of the severe problems facing the American people—unemployment, failing banks, and products with no markets. He promised that the government would help. "This nation asks for action," he said, "and action now."

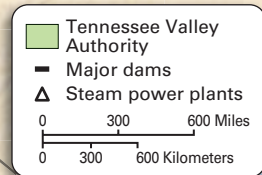
The action began when Roosevelt called Congress into a special session. Known as the Hundred Days, the session started just after the inauguration and lasted until the middle of June. During the Hundred Days, Roosevelt and Congress worked together to create new programs to battle the Depression and aid economic recovery. These programs became known as the **New Deal**.

## Tennessee Valley Authority, 1933–1945



**H** VIDEO  
Tennessee Valley Authority: Cheap Power

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### GEOGRAPHY SKILLS

### INTERPRETING MAPS

- 1. Human-Environment Interaction** What changes were made to the environment by the TVA?
- 2. Place** Where were most of the dams built?

## Restoring Confidence

One of Roosevelt's first goals was to restore confidence in American banks. The day after his inauguration, Roosevelt announced a "bank holiday," ordering all banks to close temporarily. Three days later, Congress's special session began. Congress quickly passed the Emergency Banking Relief Act, and President Roosevelt signed it into law.

That Sunday, President Roosevelt gave the first of his **fireside chats**—radio addresses in which he spoke directly to the American people. In this first fireside chat, he explained the new bank relief law. The government would inspect the finances of every bank and allow only healthy banks to reopen. The new bank law and Roosevelt's fireside chat helped Americans trust banks with their money again. As banks reopened, there were no rushes to withdraw money. Over the next month, Americans deposited almost \$1 billion in banks.

## Relief and Recovery

Roosevelt next turned his attention to other serious problems. In 1933 some 13 million Americans—about 25 percent of the nation's workforce—were unemployed. New Deal programs helped to get Americans back to work. The Civil Works Administration (CWA)

employed more than 4 million Americans, building roads and airports. One grateful CWA worker expressed the feelings of many when he said, "I was working, and I could again hold my head up when I met people." The Civilian Conservation Corps (CCC) provided jobs for hundreds of thousands of people through projects such as planting trees and improving national parks.

Another federal project, the **Tennessee Valley Authority (TVA)**, hired people to build dams and generators, bringing electricity and jobs to communities in the Tennessee River valley. The New Deal also included programs to help farmers. The Farm Credit Administration (FCA) helped farmers refinance their mortgages so they could keep their farms. The Agricultural Adjustment Act (AAA) helped stabilize agricultural prices.

The National Industrial Recovery Act (NIRA) addressed business concerns by eliminating unfair competition among companies. This law was passed with support from Secretary of Labor **Frances Perkins**, the nation's first woman cabinet member.

**READING CHECK Categorizing** Which New Deal programs employed people to build public projects?

### FOCUS ON READING

What is the main idea of this paragraph?

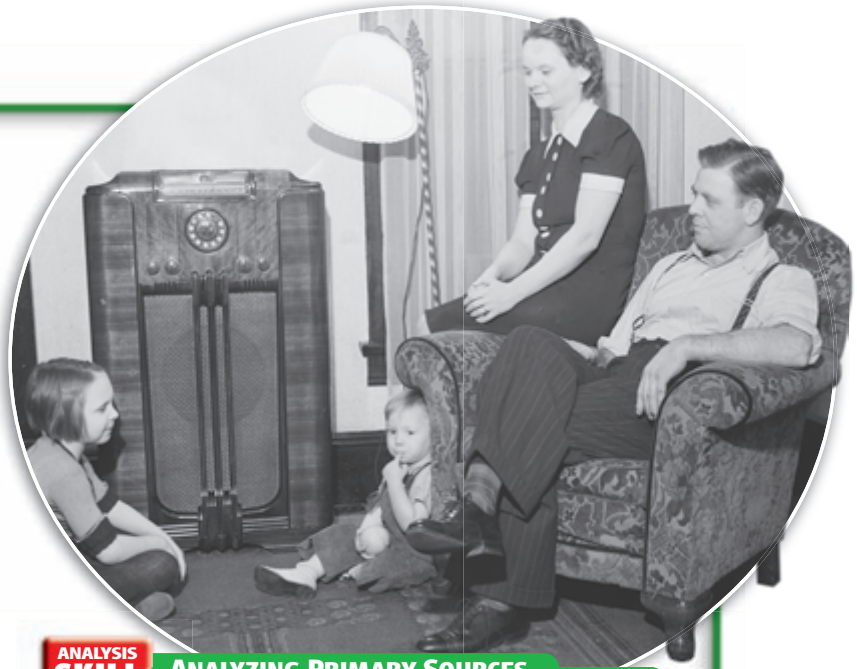


## Primary Source

### RADIO BROADCAST Fireside Chats

An American family sits around the radio listening to President Roosevelt answer his critics in his first fireside chat.

“There is an element in . . . our financial system more important than currency [money], more important than gold, and that is the confidence of the people. Confidence and courage are the essentials of success in carrying out our plan. You people must have faith; you must not be stampeded by rumors or guesses. Let us unite in banishing [driving away] fear. We have provided the machinery to restore our financial system; it is up to you to support and make it work. It is your problem no less than it is mine. Together we cannot fail.”



ANALYSIS  
SKILL

#### ANALYZING PRIMARY SOURCES

According to Roosevelt, how should the American people help the government deal with the banking crisis?

## New Deal Critics

While many Americans approved of the New Deal, others criticized President Roosevelt's programs. New Deal critics fell into two main groups—those who believed the New Deal went too far, and those who believed it did not go far enough.

Those who felt the New Deal went too far criticized the enormous expansion of the federal government. For example, members of the American Liberty League said that New Deal laws gave the president too much **authority**. Many business leaders were concerned that the high cost of new government programs would lead to new taxes. As one writer explained:

“It's simple arithmetic to figure that taxpayers must pay the bills for current billions of emergency expenditures. The question is, Which taxpayers? Under this administration the answering finger points pretty much in the direction of business interests. Thus higher taxes of the future will eat into profits.”

—W. H. Kiplinger, quoted in *The New Deal and the American People*, edited by Frank Freidel

One critic who thought the New Deal did not go far enough was a U.S. senator

from Louisiana, Huey Long. Long proposed a program called Share Our Wealth, which would tax rich Americans and use the money to help the poor. Every family would be guaranteed an annual income of \$5,000. As Long prepared to challenge Roosevelt in the 1936 election, he announced his goal “to break up the swollen fortunes of America and to spread the wealth among all our people.” Long's White House dreams ended when an assassin shot him in 1935.

Another fierce critic of Roosevelt's New Deal was Father Charles Edward Coughlin. Coughlin was a Roman Catholic priest in Detroit who developed a large following by broadcasting sermons over the radio. Although he initially supported Roosevelt and his programs, Coughlin eventually decided that the New Deal helped only business interests. Coughlin wanted the government to nationalize, or take over, all of the country's wealth and natural resources.

#### READING CHECK Supporting a Point of View

Do you agree with any of the New Deal critics? Why or why not?

#### ACADEMIC VOCABULARY

**authority** power, right to rule

## The New Deal Continues

Despite criticism of the New Deal, Democrats increased their majorities in both houses of Congress in the 1934 election. With this show of support from the American people, Roosevelt continued to introduce additional New Deal legislation. These later laws were known as the Second New Deal.

### The Second New Deal

After the Civil Works Administration ended in 1934, Congress formed a new agency to provide jobs for unemployed Americans. Between 1935 and 1943, the Works Progress Administration (WPA) employed some 8.5 million people on tens of thousands of projects all over the country. WPA employees built more than 650,000 miles of roads; 75,000 bridges; 8,000 parks; and 800 airports. WPA workers also built the Grand Coulee Dam in Washington and New York City's Lincoln Tunnel, as well as prisons, swimming pools, hospitals, and courthouses nationwide.

First Lady **Eleanor Roosevelt** was an active supporter of New Deal programs. She was concerned, however, that the WPA was

not solving the problem of unemployment among young Americans in their teens and early twenties. "I live in real terror when I think we may be losing this generation," she said. "We have got to bring these young people into the active life of the community and make them feel that they are necessary." The first lady helped convince the president to create the National Youth Administration (NYA). The NYA gave part-time jobs to many students. These jobs allowed young workers to stay in school and help their families. One NYA worker said, "I tell you, the first time I walked through the front door with my paycheck, I was somebody!"

President Roosevelt also wanted to help those who were "unable . . . to maintain themselves independently . . . through no fault of their own." The **Social Security Act**, passed in 1935, provided some financial security for the elderly, the disabled, children, and the unemployed. To help pay for these programs, the law placed a new tax on workers and employers. The passage of the Social Security Act marked the first time the federal government took direct responsibility



#### VIDEO

FDR's New Deal

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#### THE IMPACT TODAY

Social Security is still an important financial safety net for many Americans. Nine out of ten individuals over the age of 65 receive benefits from the program.

## Selected New Deal Programs



Program	Purpose
Emergency Banking Relief Act	Gave the executive branch the right to regulate banks
Farm Credit Act (FCA)	Refinanced loans to keep farmers from losing their land
Civilian Conservation Corps (CCC)	Created jobs for single, unemployed young men
Agricultural Adjustment Act (AAA)	Paid farmers to grow less (declared unconstitutional)
Tennessee Valley Authority (TVA)	Built dams and power plants in the Tennessee Valley
Federal Deposit Insurance Corporation (FDIC)	Guaranteed deposits in individual bank accounts
National Industrial Recovery Act (NIRA)	Established fair competition laws (declared unconstitutional)
Civil Works Administration (CWA)	Provided jobs for the unemployed
Works Progress Administration (WPA)	Created jobs in construction, research, and the arts
National Youth Administration (NYA)	Provided part-time jobs to students
National Labor Relations Act (Wagner Act)	Recognized unions' right to bargain collectively
Social Security Act	Provided government aid to the retired and unemployed

for many citizens' economic well-being. In a national radio address, Secretary of Labor Perkins told Americans she believed Social Security was "a most significant step in our national development, a milestone in our progress toward the better-ordered society."

### New Deal Labor Programs

The National Industrial Recovery Act of 1933 helped regulate business by requiring minimum wage and allowing collective bargaining. In 1935, however, the Supreme Court declared the NIRA unconstitutional.

In response to this setback, Congress passed the National Labor Relations Act (NLRA). This law is sometimes called the Wagner Act after its sponsor, Senator Robert F. Wagner of New York. This law allowed workers to join labor unions and take part in collective bargaining. It also established the National Labor Relations Board to oversee union activities. Union membership grew after the passage of the Wagner Act. Organized labor became a powerful political force.

At the start of the Depression, many skilled workers belonged to craft unions. Such unions were often associated with the

American Federation of Labor, which had existed since the 1880s. Unskilled workers, however, such as those who worked on assembly lines, did not qualify to belong to AFL unions. In 1935 a new union called the **Congress of Industrial Organizations (CIO)** organized workers into unions based on industry, not skill level. For example, all workers in the automobile industry would belong to the same union. The CIO also welcomed African American and Hispanic members, as well as women and immigrants.

Unions led a number of major strikes during the Depression. On New Year's Eve 1936, the CIO went on strike against General Motors for 44 days. Instead of leaving the buildings as strikers usually did, workers stayed in the factories so they could not be replaced by new workers. This strategy became known as the **sit-down strike**. The success of the General Motors strike attracted more workers to CIO unions.

#### READING CHECK Comparing and Contrasting

How were the WPA and the Social Security Act similar, and how were they different?

### National Youth Administration

A New Deal program called the National Youth Administration (NYA) helped thousands of young people continue their education while working to support their families. Eleanor Roosevelt was a strong supporter of the program, which aimed to teach young people the skills they would need to remain part of the workforce.

*How did the NYA demonstrate the ideals of the New Deal?*



## Clashes with the Court

Roosevelt won re-election by a huge margin in 1936, carrying every state but Maine and Vermont. Democrats expanded their dominant control of Congress. But Roosevelt and the Democrats in Congress could not control the Supreme Court.

In 1935 the Supreme Court issued a series of rulings declaring several New Deal programs, including the AAA, unconstitutional. Roosevelt and his advisers felt that the entire New Deal was in danger. “Mr. President, they mean to destroy us,” said Attorney General Homer Cummings.

Roosevelt decided to propose a plan for reorganizing the federal judiciary that was soon to be labeled the “court-packing” bill. This bill would allow the president to appoint a new Supreme Court justice for every justice who was 70 years old or older. Roosevelt would be able to appoint six new justices immediately.

Roosevelt’s judiciary plan drew harsh criticism from Congress and the public. Critics charged that Roosevelt was trying to change the balance of power so carefully defined in the U.S. Constitution. After a heated debate, Congress rejected the bill. The Supreme Court, however, did not overturn any more New Deal legislation. Roosevelt eventually had the opportunity to nominate nine new Supreme Court justices to replace those who had retired or died.

**READING CHECK** Analyzing Information Why did Roosevelt try to alter the Supreme Court?

**SUMMARY AND PREVIEW** Roosevelt’s New Deal programs brought economic relief to many Americans. In the next section you will read about how the country continued to suffer the effects of the Depression.

## Section 2 Assessment

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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- Recall** What were the Hundred Days?
  - Make Inferences** What was the purpose of the bank holiday Roosevelt declared?
  - Evaluate** Which of the **New Deal** programs that passed during the Hundred Days was most effective? Why?
- Describe** Who were some of the critics of the New Deal?
  - Contrast** How were the ideas of Huey Long and the American Liberty League different?
  - Elaborate** Why do you think people supported New Deal critics such as Huey Long and Father Coughlin?
- Identify** What programs were part of the Second New Deal?
  - Make Inferences** Why did the Wagner Act encourage people to join unions?
- Recall** What happened to some of the New Deal programs when they were challenged in court?
  - Make Inferences** What was the purpose of Roosevelt’s judiciary reorganization bill?

### Critical Thinking

- Problem Solving** Review your notes on the challenges faced by the nation and the president during the Depression. Then copy the graphic organizer below and use it to identify Depression problems and New Deal solutions.

Problems	New Deal solutions

### FOCUS ON WRITING

- Thinking about New Deal Programs** Take notes on the New Deal programs. Think about how your character might be affected by one or more of the programs. For example, how do you think he or she would feel about getting a construction job with the Works Progress Administration?

## What You Will Learn...

## 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.

## The Big Idea

All over the country, Americans struggled to survive the Great Depression.

## Key Terms and People

Dust Bowl, p. 790

Mary McLeod Bethune, p. 792

John Steinbeck, p. 793

Woody Guthrie, p. 793



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TAKING NOTES

Use the graphic organizer online to take notes on people's lives during the Depression.

# Americans Face Hard Times

## If YOU were there...

You own a wheat farm on the Great Plains, where you and your family live and work. Wheat prices have been low for years, and you have managed to get by only by borrowing thousands of dollars. Now the region is suffering through a terrible drought. Without water, you have been unable to grow any wheat at all. But if you do not start paying your debts, you will lose your farm.

**Would you stay on your farm or leave and start a new life somewhere else?**

**BUILDING BACKGROUND** The New Deal provided jobs and relieved suffering for many Americans, but it did not end the Great Depression. Unemployment fell to about 14 percent in 1937 but then rose again to about 17 percent in 1939. All over the country, people still struggled to survive.

## The Dust Bowl

For American farmers, hard times began well before the start of the Great Depression. Despite the widespread prosperity of the 1920s, prices for farm products remained low. The Depression worsened this already bad situation. Conditions worsened again when a severe drought hit the Great Plains in the early 1930s and lasted most of the decade. From North Dakota to Texas, crops withered away. With no roots to hold it in place, topsoil began to blow away.

Massive dust storms swept the region, turning parts of the Great Plains into the **Dust Bowl**. "These storms were like rolling black smoke," recalled one Texas schoolboy. "We had to keep the lights on all day. We went to school with the headlights on, and with dust masks on." A woman from Kansas remembered dust storms "covering everything—including ourselves—in a thick, brownish gray blanket . . . Our faces were as dirty as if we had rolled in the dirt; our hair was gray and stiff and we ground dirt between our teeth."

Unable to raise crops, farmers in the Dust Bowl region could not pay their mortgages. Many lost their farms. Several New Deal programs tried to assist farmers by offering loans and by working to stabilize prices for farm products. Scientists also began thinking of ways to prevent dust storms during future droughts. Soil conservation experts encouraged farmers to adopt new farming methods to protect the soil. Grass was planted to hold soil in place, and rows of trees were planted to help break the wind. These changes have helped prevent another Dust Bowl in the years since the Great Depression.

For many farmers in the 1930s, however, the new programs came too late. After losing their crops and livestock to dust storms, about 2.5 million people left the area. Many packed up whatever they could fit in the family car or truck and drove to California to look for any kind of work they could find. Once there, they often found that there were already more workers than available jobs.

**READING CHECK** Identifying Cause and Effect How did the Dust Bowl affect farmers?

## Hard Times

The Great Depression took a heavy toll on families all over the United States. Many families were forced to split up, as individual members roamed the country in search of work. To help their families buy food, children often had to drop out of school and take very low-paying jobs. Others left home

### Primary Source

#### PERSONAL ACCOUNT

### The Dust Bowl

*Lawrence Svobida was a Kansas wheat farmer who saw his life's work destroyed in the 1930s.*

“When I knew that my crop was irrevocably [forever] gone I experienced a deathly feeling which, I hope, can affect a man only once in a lifetime. My dreams and ambitions . . . and my shattered ideals seemed gone forever. The very desire to make a success of my life was gone, the spirit and urge to strive were dead within me. Fate had dealt me a cruel blow above which I felt utterly unable to rise.”

#### ANALYSIS SKILL

#### ANALYZING PRIMARY SOURCES

How did Svobida feel after his crop was destroyed?

[hmhsocialstudies.com](http://hmhsocialstudies.com) INTERACTIVE MAP

## The Dust Bowl



#### ANALYSIS SKILL

#### ANALYZING VISUALS

Which part of the United States was affected by wind erosion?

Severe drought during the 1930s destroyed the livelihood of many Great Plains farmers. Here, a black cloud of dust rages toward the outbuildings of a farm.



to fend for themselves. One boy wrote this diary entry in 1932:

“Slept in paper box. Bummed swell breakfast three eggs and four pieces meat . . . Rode freight [train] to Roessville. Small burg [town], but got dinner. Walked Bronson . . . Couple a houses. Rode to Sidell . . . Hit homes for meals and turned down. Had to buy supper 20 cents. Raining.”

—Anonymous, quoted in *The Great Depression*, by Thomas Minehan

The Great Depression was especially hard on minority groups. As white families moved west in search of jobs, Mexican Americans found it harder to get work. In California local leaders and unions convinced the government to deport many Mexican-born workers. Some of the workers' children were American-born, which made them U.S. citizens, but they were deported anyway.

African Americans also faced discrimination. Many lost jobs to unemployed white workers. One man recalled traveling around Michigan in search of work. He went into a factory that was hiring workers:

“They didn't hire me because I didn't belong to the right kind of race. Another time I went into Saginaw, it was two white fellas and myself made three. The fella there hired the two men and didn't hire me. I was back out on the streets. That hurt me pretty bad, the race part.”

—Louis Banks, quoted in *Hard Times: An Oral History of the Great Depression*, by Studs Terkel

In spite of this type of discrimination, hundreds of thousands of African Americans were able to find work through relief programs such as the CCC and WPA. President Roosevelt also consulted with African American leaders, including educator **Mary McLeod Bethune**. Bethune was one of several African Americans who Roosevelt appointed to his administration. Other members included Walter White and William Henry Hastie. These advisers became known as the Black Cabinet. Their role was to advance the concerns of African Americans in the Roosevelt White House.

First Lady Eleanor Roosevelt was a strong supporter of equal rights. She encouraged the president to include African Americans in his recovery programs. In 1939 the Daughters of the American Revolution (DAR) refused to rent their auditorium to the African American singer Marian Anderson. In protest, Eleanor Roosevelt resigned her membership in the DAR. She then helped Anderson arrange a concert at the base of the Lincoln Memorial. Some 75,000 people attended.

**READING CHECK** Drawing Inferences What weakened families during the Depression?

## Primary Source

### PHOTOGRAPH

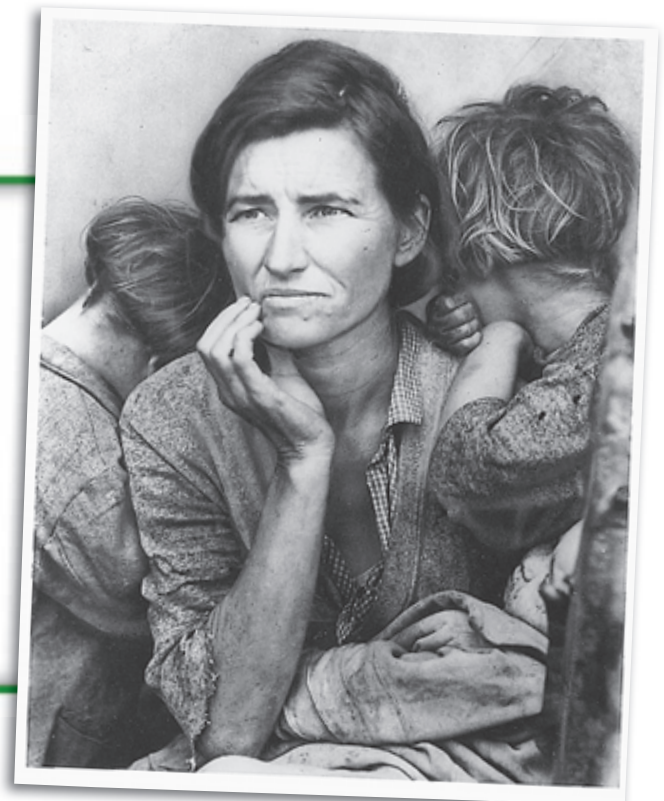
## Migrant Mother

Photographer Dorothea Lange gained fame in the 1930s for documenting the conditions of the poor during the Depression. Lange took this famous photograph of a widowed migrant worker and two of her seven children. The woman worked in the pea fields of Nipomo, California. Her family survived by eating frozen peas and birds the children caught. The woman had just sold her car's tires for money to buy food.

### ANALYSIS SKILL

#### ANALYZING PRIMARY SOURCES

How would you describe the expression on the face of the woman in the photograph?



## Depression-Era Culture

Starting in 1935, new Works Progress Administration projects began to put the country's painters, sculptors, writers, and actors to work. When he was criticized for hiring artists, WPA director Henry Hopkins said, "They've got to eat just like other people."

Some of the work done by WPA artists has become an important part of American culture. For example, WPA musicians went into the nation's rural areas to record cowboy ballads, folk songs, and African American spirituals. This music might have been lost without these recordings. Artists employed by the WPA made more than 2,500 murals and 17,000 pieces of sculpture for public spaces. WPA writers created a permanent record of American life by interviewing Americans of many different backgrounds about their lives and memories.

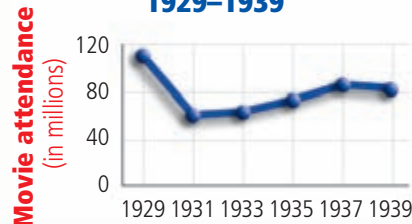
Like many people at the time, author **John Steinbeck** was deeply affected by the Great Depression. Depression life became a main theme of Steinbeck's most famous novel, *The Grapes of Wrath*. The novel tells the story of the Joads, a family of farmers who are forced to move to California for work.

Some of the music of the day expressed themes similar to Steinbeck's. Oklahoma-born folk singer **Woody Guthrie** crisscrossed the country singing his songs of loss and struggle. One contained the line, "All along your green valley I'll work till I die"—a grim reality for some Americans.

Swing music, meanwhile, became popular for a different reason. Instead of focusing on the sadness of the Depression, swing helped people forget their troubles. Big band leaders such as Duke Ellington, Benny Goodman, and Count Basie helped make swing wildly popular in the 1930s. People tuned into swing music shows on inexpensive radios and danced to the fast-paced rhythms. Radios provided people with other forms of entertainment as well. Every week millions of Americans put aside their

## Escape to the Movies

Weekly Movie Attendance, 1929–1939



### ANALYSIS SKILL

### ANALYZING INFORMATION

How many Americans attended movies in 1930?

worries to listen to radio shows such as *Little Orphan Annie* and *The Lone Ranger*.

Movies offered Americans another welcome escape from reality. One boy remembered how he and his friends would save their pennies for movie tickets. "[It] was two for a nickel," he said. "You'd come to the movie in the summer like 8:30 in the mornin' and you'd see about 200 kids." For 25 cents or less, adults, too, could forget their troubles as they watched historical dramas, gangster films, comedies, and musicals.

**READING CHECK** **Evaluating** How was the work of writers and musicians affected by the Great Depression?

### THE IMPACT TODAY

Today many of the thousands of interviews conducted by WPA writers are available on the Internet. You can read the stories of former slaves, pioneers, Native American leaders, and others in their own words.



## Causes and Effects of the New Deal

QUICK FACTS

### Causes

- Stock market crash
- Banking crisis
- Soaring unemployment
- Farmers' troubles
- Widespread poverty



### Effects

- Expanded role of federal government
- Created major programs such as Social Security and the FDIC
- Provided hope and relief to many Americans but did not end the Great Depression

that the New Deal gave Americans help and hope in a time of severe economic crisis.

People today do agree that the New Deal greatly expanded the role of the federal government. Some of the programs and agencies created as part of the New Deal, such as Social Security and the Federal Deposit Insurance Corporation (FDIC), remain part of our lives. Social Security still provides economic relief to the elderly, children, and those with disabilities. The FDIC protects the savings of bank customers.

**READING CHECK** **Finding the Main Idea** What are some current government programs that began during the New Deal?

## Effects of the New Deal

People are still debating the effects of the New Deal today. New Deal critics point out that Roosevelt's programs did not end the Great Depression. Full recovery occurred in the early 1940s, after the United States entered World War II. Roosevelt's supporters, however, believe

**SUMMARY AND PREVIEW** The New Deal helped Americans but did not end the Great Depression. The Depression finally ended after the United States entered World War II, which you will learn about in the next chapter.

## Section 3 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Identify** What was the **Dust Bowl**?

**b. Explain** What factors contributed to farmers' difficulties in the 1920s and 1930s?
- a. Recall** What were some of the problems people faced during the Depression?

**b. Compare** How was the experience of African Americans and Mexican Americans in the Depression similar?

**c. Evaluate** Do you think President Roosevelt did enough to help African Americans? Explain your answer.
- a. Draw Conclusions** Why do you think swing music, radio shows, and movies were popular during the Great Depression?

**b. Identify** How did the WPA help the arts?
- a. Recall** What are the different viewpoints on the success of the New Deal?

**b. Elaborate** How are Social Security and the FDIC still important today?

### Critical Thinking

- Categorizing** Review your notes on life during the Great Depression. Then copy the graphic organizer below and use it to identify challenges people faced during the Depression and the ways they coped.

Challenges  
people faced

Ways people coped  
with challenges

### FOCUS ON WRITING

- Taking Notes on the Hard Times** As you read this section, add notes about the Dust Bowl, family life, and Depression-era culture. What would it have been like to be a farmer at this time? How would you describe your experiences?

# Depression-Era Literature

## GUIDED READING

### WORD HELP

**migrant** a person who moves regularly

**Divide** The Continental Divide separates rivers that flow east from those that flow west.

**tributary** stream that feeds into a larger river or lake (Steinbeck applies the word to the road system.)

1 **From what are people on Highway 66 fleeing?**

2 **How does Steinbeck describe what people are running from?**

## from *The Grapes of Wrath*

by John Steinbeck (1902–1968)

**About the Reading** Published in 1939, *The Grapes of Wrath* described the impact of the Great Depression on the nation. In this passage, Steinbeck describes a journey of Dust Bowl families to California.

**AS YOU READ** Look for details that appeal to the five senses.



Highway 66 is the main migrant road. 66—the long, concrete path across the country, waving gently up and down the map, from the Mississippi [River] to Bakersfield [California]—over the red lands and the gray lands, twisting up into the mountains, crossing the Divide and down into the bright and terrible desert to the mountains again, and into the rich California valleys.

66 is the path of people in flight,<sup>1</sup> refugees from dust and shrinking land, from the thunder of tractors and shrinking ownership, from the desert's slow northward invasion, from the twisting winds that howl up out of Texas, from the floods that bring no richness to the land and steal what little richness is there.<sup>2</sup> From all of these the people are in flight, and they come into 66 from the tributary side roads, from the wagon tracks and the rutted country roads. 66 is the mother road, the road of flight.

## CONNECTING LITERATURE TO HISTORY

1. **Steinbeck describes in vivid detail the fear that people on the road felt.** According to this passage, why might driving between towns be a terror? What does this tell you about the migrants?

2. ***The Grapes of Wrath* became a favorite among readers for its honest portrayal of the realities of the Depression.** Based on Steinbeck's description and on what you already know, how might people traveling on Route 66 have felt? Why?

## Having a Debate

### Define the Skill

The First Amendment to the U.S. Constitution guarantees freedom of speech, assembly, and the press. These freedoms have become a key part of American democracy. They guarantee that both government officials and citizens can express their opinions. People also have the right to express disagreement with leaders or the government.

The ability to discuss opposing points of views is key to a democratic society. In the United States, citizens vote for their leaders. Having access to different points of view helps people decide which candidates to support in elections.

One way to express opposing points of view is to have a debate. Debates are organized to present two sides of an issue. Debate rules make sure that both sides are treated fairly. By learning about the strengths and weaknesses of two positions on an issue, people can decide which position is more convincing.

### Learn the Skill

Think about the opposition President Franklin D. Roosevelt faced when he tried to begin new programs during the Great Depression. He had to convince people to support his ideas. Roosevelt and members of his administration used radio programs and newspaper articles to promote their point of view and answer questions from their critics.

In a debate, it is important to make your point of view clear. Explain why you support a certain position or give specific reasons why you oppose it. The more detailed the argument, the more persuasive it will be. When you are in a debate, make sure

to prepare plenty of evidence and examples to support your case.

Debaters have the chance not only to present a case but also to argue against the opposite point of view. One way to get ready for this is to think of possible arguments against your position. Prepare responses to each of these arguments in advance. Having good answers to criticism makes your position stronger.

In a debate, it is important to follow any rules that have been set up. Not all debates have the same rules. They do share some basic guidelines, however. Only one person is allowed to speak at once, and speaking time is limited. The two sides take turns presenting their arguments. Debates may have additional rules as well.

### Practice the Skill

Suppose that your class is the Senate in 1933. President Roosevelt has already begun several new government programs. Now he is asking you to pass more new laws, which he believes will help the economy. Follow the guidelines above to have a debate about the New Deal. One group should support expanding the New Deal, and one group should oppose it. When the debate is over, answer the following questions.

1. Did your group make its point of view clear? Did it explain the reasons for taking that position? What do you think was your group's most persuasive supporting detail or example?
2. Did your group prepare arguments against the other side in advance? Were any of these arguments particularly effective?



## History's Impact

► **video series**  
Review the video to answer the closing question:  
*How did some of Roosevelt's programs lessen the damage caused by the recessions of 1987 and the early 2000s?*

### Visual Summary



Use the visual summary below to help you review the main ideas of the chapter.



The economy began to decline when the stock market crashed in 1929.



Many farmers from the Great Plains moved elsewhere to escape the devastation of the Dust Bowl.



President Roosevelt and Congress tried to end the financial crisis.

### Reviewing Vocabulary, Terms, and People

Read each question and write the letter of the best response.

- Which of the following refers to a severe economic downturn that lasted for more than 10 years?
  - the Bonus Army
  - the Great Depression
  - the bull market
  - the business cycle
- Who was Franklin Roosevelt's secretary of labor and the first woman cabinet member?
  - Frances Perkins
  - Mary McLeod Bethune
  - Eleanor Roosevelt
  - Dorothea Lange
- Parts of the Great Plains where a severe drought struck were known as the
  - Tennessee Valley.
  - New Deal.
  - Dust Bowl.
  - Hoovervilles.
- Which of the following means purchasing stocks on credit with a loan?
  - the installment plan
  - buying on margin
  - the banking crisis
  - bear market

### Comprehension and Critical Thinking

#### SECTION 1 (Pages 778–782)

- Describe** What happened on Black Tuesday—October 29, 1929?
- Summarize** How did President Hoover respond to the Depression?
- Elaborate** Why do you think Americans were so unprepared for difficult times?

#### SECTION 2 (Pages 784–789)

- Recall** What New Deal programs did lawmakers create during the Hundred Days?
- Explain** How did the Works Progress Administration help Americans?
- Evaluate** Do you think the New Deal was successful? Explain your answer.

### SECTION 3 (Pages 790–794)

7. a. **Recall** How did the Great Depression affect Mexican Americans?
- b. **Contrast** How did Depression-era culture show both hope and the difficulties of everyday life?
- c. **Draw Conclusions** Why do you think many African Americans supported President Roosevelt, even though they continued to face discrimination and segregation?

## Reviewing Themes

8. **Economics** How did the economy of the country change during the Great Depression?
9. **Politics** What role did politics play in easing the Great Depression?

## Reading Skills

**Recognizing Implied Main Ideas** Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

Banks had invested heavily in the stock market, so they lost heavily when the market crashed. Banks had also lent their customers money to buy stocks on margin. Now those customers were unable to pay back their loans. Some banks went out of business. People who had deposited their life savings in those banks lost everything. (p. 779)

10. Write a main idea for the paragraph above.

## Using the Internet

11. **Activity: Writing an Article** During the 1930s, part of the Great Plains region of the United States became known as the Dust Bowl. The troubled region earned its nickname from the dust storms that swept through the dry, drought-stricken area. Through your online textbook, research accounts of the Dust Bowl and write a magazine feature article about it. Your article should include references to your research and quotations from accounts of the Depression, and it should have correct spelling, punctuation, and grammar.

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## Social Studies Skills

**Having a Debate** Use the Social Studies Skills taught in this chapter to answer the question below.

12. Suppose you have been invited to participate in a debate on Franklin Roosevelt’s plan to “pack” the Supreme Court by adding extra justices. First decide on your position. Then prepare several supporting arguments. Summarize the main points of your argument in a paragraph.

### FOCUS ON WRITING

13. **Writing Your Journal Entry** Review your notes. Then decide on a fictional character and a set of circumstances for your character. Choose one or more events from the Great Depression for your character to talk about. Write a one-page journal entry about the life of this person. Begin by placing a date from the 1930s at the top of the page. Think about what life would have been like for this person. Remember to describe how the character feels about his or her experiences. What are your character’s hopes and fears for the future?



**DIRECTIONS:** Read each question and write the letter of the best response.

- 1** President Roosevelt successfully used his fireside chats to
- A promote the American movie industry.
  - B hold negotiations between labor unions and business owners.
  - C persuade many Americans to vote for him in the election of 1932.
  - D convince people that it was safe to keep their money in reopened banks.
- 2** Dorothea Lange contributed to our understanding of Depression life by
- A writing novels about Dust Bowl farmers.
  - B singing songs about loss and hardship.
  - C photographing migrant workers.
  - D making movies that helped people forget their troubles.
- 3** How did the National Labor Relations Act affect organized labor?
- A It increased the power of labor unions and helped them grow.
  - B It banned all strikes and increased the power of big business.
  - C It created new government jobs but did not affect labor unions.
  - D It gave relief money directly to labor unions to help unemployed workers.
- 4** What part of the business cycle contributes to a depression?
- A Consumers begin buying more, and companies increase production.
  - B Businesses produce more than they can sell, and manufacturing slows.
  - C The stock market is a bull market, and investors make large profits.
  - D People are buying products with cash.
- 5** Which of the following was a part of the New Deal?
- A nationalizing businesses
  - B relieving unemployment
  - C guaranteeing every family an income of at least \$5,000
  - D discouraging negotiations between labor unions and business owners
- 6** Which of the following was a way many families coped with the Depression?
- A They bought stocks on margin.
  - B They sent their children to boarding schools in California.
  - C They moved to the Dust Bowl looking for farm jobs.
  - D They separated to look for work.
- 7** Read the excerpt from John Steinbeck's *The Grapes of Wrath* and use it to answer the question below.

“66 is the path of people in flight, refugees from dust and shrinking land, from the thunder of tractors and shrinking ownership, from the desert's slow northward invasion, from the twisting winds that howl up out of Texas, from the floods that bring no richness to the land and steal what little richness is there.”

—John Steinbeck, *The Grapes of Wrath*

**Document-Based Question** Why did people travel on Highway 66, according to Steinbeck?




# The Great Depression

**The Great Depression, which lasted from 1929 to 1939, was the most severe economic downturn in the history of the United States.** The boom times of the 1920s concealed severe weaknesses in the American economy. The stock market crash of 1929 exposed the economy's shaky foundations and plunged the country into a deep economic depression. To stimulate the economy, President Franklin Delano Roosevelt introduced a host of

government programs. This New Deal alleviated the worst aspects of the Great Depression. However, it would take a world war to bring the country to full economic recovery.

Explore the impact of the Great Depression online. You can find a wealth of information, video clips, primary sources, activities, and more at

 [hmsocialstudies.com](http://hmsocialstudies.com)



### **A Picture Worth 1,000 Words**

Watch the video to learn about the work of photographer Dorothea Lange, who chronicled the Great Depression.



CLICK THROUGH  
**INTER/ACTIVITIES**

[hmhsocialstudies.com](http://hmhsocialstudies.com)



### **A New Deal**

Watch the video to see how President Roosevelt intended to fight the Great Depression.



### **Public Works**

Watch the video to see examples of the New Deal programs introduced by President Roosevelt.



### **From Depression to War**

Watch the video to see how the American economy finally recovered from the Great Depression.





# World War II

**Essential Question** How did events and battles during World War II change American society and the nation's role in the world?



## What You Will Learn...

In this chapter, you will read about U.S. involvement in World War II. You will also learn about how this involvement changed the society and economy of the United States.

### SECTION 1: The War Begins . . . . . 804

**The Big Idea** The rise of aggressive totalitarian governments led to the start of World War II.

### SECTION 2: The Home Front . . . . . 810

**The Big Idea** American involvement in World War II helped the U.S. economy and changed the lives of many Americans.

### SECTION 3: War in Europe and North Africa . . . . . 815

**The Big Idea** After fierce fighting in North Africa and Europe, the Allies stopped the German advance and slowly began driving back German forces.

### SECTION 4: War in the Pacific . . . . . 820

**The Big Idea** Allied forces reversed Japan's expansion in the Pacific and battled toward the main Japanese islands.

### SECTION 5: Victory and Consequences . . . . . 825

**The Big Idea** The Allies won World War II, the most devastating war in world history.

## FOCUS ON WRITING

**A Radio News Broadcast** During World War II, millions of Americans had relatives fighting overseas. They relied on radio broadcasts for up-to-date news from the battlefronts around the world. In this chapter, you will read about American involvement in World War II. Then you will write a radio news broadcast about an event from the war.



**1938** Orson Welles broadcasts "War of the Worlds."

1938





Japanese Attack Pearl Harbor

[hmsocialstudies.com](http://hmsocialstudies.com) VIDEO

The D-Day invasion at Normandy, France, was one of the most successful Allied invasions of the war.

**1941** On December 7, the Japanese attack the U.S. fleet at Pearl Harbor, Hawaii.

**1942** German submarines begin attacking the United States.

**1944** U.S. forces participate in the D-Day invasion.

**1945** The United States drops atomic bombs on Hiroshima and Nagasaki, Japan.



**1940**

**1940** Alan Turing devises a way to break the code of the German Enigma machine.



**1942**

**1943** Mussolini is overthrown and executed in Italy.

**1944**

**1944** The Allies enter Paris.



**1946**

**1945** Hideki Tojo, prime minister of Japan, attempts suicide after atomic bombs are dropped on Japan.

# Reading Social Studies

Economics

Geography

Politics

Society  
and Culture

Science and  
Technology

**Focus on Themes** In this chapter, you will read about the causes and consequences of World War II. You will learn about how **geography** played an

important role in the fighting of the war. You will also read about how **society and culture** reacted to the Second World War.

## Categorizing

**Focus on Reading** Have you ever read a schoolbook and been overwhelmed by the amount of information it contained? Categorizing events, people, and ideas can help you make sense of the facts you learn in this book.

**Understanding Categorizing** Ideas, people, events, and things can all be categorized in many different ways. For the study of history, some of the most useful ways are by time period and by similarity between events. Categorizing events by the people involved can also be helpful. Within a category, you can make subcategories to further organize the information.

People involved in WWII	Events of WWII
<ul style="list-style-type: none"><li>• Winston Churchill</li><li>• Franklin D. Roosevelt</li><li>• Adolf Hitler</li><li>• Benito Mussolini</li><li>• Hideki Tojo</li><li>• Soldiers</li><li>• Civilians</li></ul>	<ul style="list-style-type: none"><li>• Key battles</li><li>• Treaties</li><li>• Invasions</li></ul> 
	<b>Invasions</b>
	<ul style="list-style-type: none"><li>• China</li><li>• Rhineland</li><li>• Czechoslovakia</li><li>• Poland</li><li>• Dunkirk</li><li>• French Indochina</li><li>• D-Day</li></ul>

## You Try It!

The following passage is from the chapter you are getting ready to read. As you read the passage, look for ways to organize the information.

### Japan Advances

American and Filipino forces under the command of American general Douglas MacArthur could not stop Japan's advance in the Philippines. MacArthur left the islands in March 1942, vowing to return. More than 70,000 American and Filipino soldiers surrendered to the Japanese. The exhausted soldiers were forced to march 63 miles up the Bataan Peninsula to prison camps. Many prisoners were starved and beaten by Japanese soldiers. More than 600 Americans and about 10,000 Filipinos died in the Bataan Death March.

*From  
Chapter 26,  
p. 820*

After you read the passage, answer the following questions.

1. What are two categories you could use to organize the information in this passage?
2. How many different kinds of people are mentioned in this passage?
3. What different places are mentioned in this passage?
4. Complete the chart below using the information from the passage above.

People involved	Countries involved	Places mentioned

As you read Chapter 26, remember to look for categories that can help you organize the information you read.

## Chapter 26

### Section 1

totalitarianism (p. 804)  
Benito Mussolini (p. 804)  
fascism (p. 804)  
Adolf Hitler (p. 805)  
Nazis (p. 805)  
Joseph Stalin (p. 805)  
Axis Powers (p. 806)  
appeasement (p. 806)  
Winston Churchill (p. 806)  
Allied Powers (p. 806)  
Lend-Lease Act (p. 808)  
Pearl Harbor (p. 808)

### Section 2

War Production Board (p. 810)  
A. Philip Randolph (p. 812)  
Tuskegee Airmen (p. 812)  
Benjamin O. Davis Jr. (p. 812)  
zoot-suit riots (p. 813)  
internment (p. 813)

### Section 3

Battle of El Alamein (p. 816)  
Dwight D. Eisenhower (p. 816)  
Battle of Stalingrad (p. 817)  
D-Day (p. 819)

### Section 4

Douglas MacArthur (p. 820)  
Bataan Death March (p. 820)  
Chester Nimitz (p. 821)  
Battle of the Coral Sea (p. 821)  
Battle of Midway (p. 821)  
island hopping (p. 822)  
Battle of Leyte Gulf (p. 822)  
kamikaze (p. 822)

### Section 5

Battle of the Bulge (p. 826)  
Harry S. Truman (p. 826)  
Holocaust (p. 827)  
genocide (p. 827)  
Manhattan Project (p. 828)  
atomic bomb (p. 828)

## Academic Vocabulary

In this chapter, you will learn the following academic word:  
execute (p. 822)

# The War Begins

## What You Will Learn...

### 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.

### The Big Idea

The rise of aggressive totalitarian governments led to the start of World War II.

### Key Terms and People

totalitarianism, p. 804  
 Benito Mussolini, p. 804  
 fascism, p. 804  
 Adolf Hitler, p. 805  
 Nazis, p. 805  
 Joseph Stalin, p. 805  
 Axis Powers, p. 806  
 appeasement, p. 806  
 Winston Churchill, p. 806  
 Allied Powers, p. 806  
 Lend-Lease Act, p. 808  
 Pearl Harbor, p. 808



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TAKING NOTES

Use the graphic organizer online to take notes on the countries in which totalitarian governments gained power before World War II.

## If YOU were there...

The year is 1933, and your family is struggling through the Great Depression along with millions of others. Sometimes your parents wonder if they should have left Italy to come to the United States. But conditions in Italy are far from ideal. A dictator rules the country, and the people have little personal freedom.

## What would you say to your parents?

**BUILDING BACKGROUND** The devastating effects of the Great Depression reached well beyond the United States. In Europe, war debt and the huge costs of rebuilding after World War I made economic recovery even more difficult.

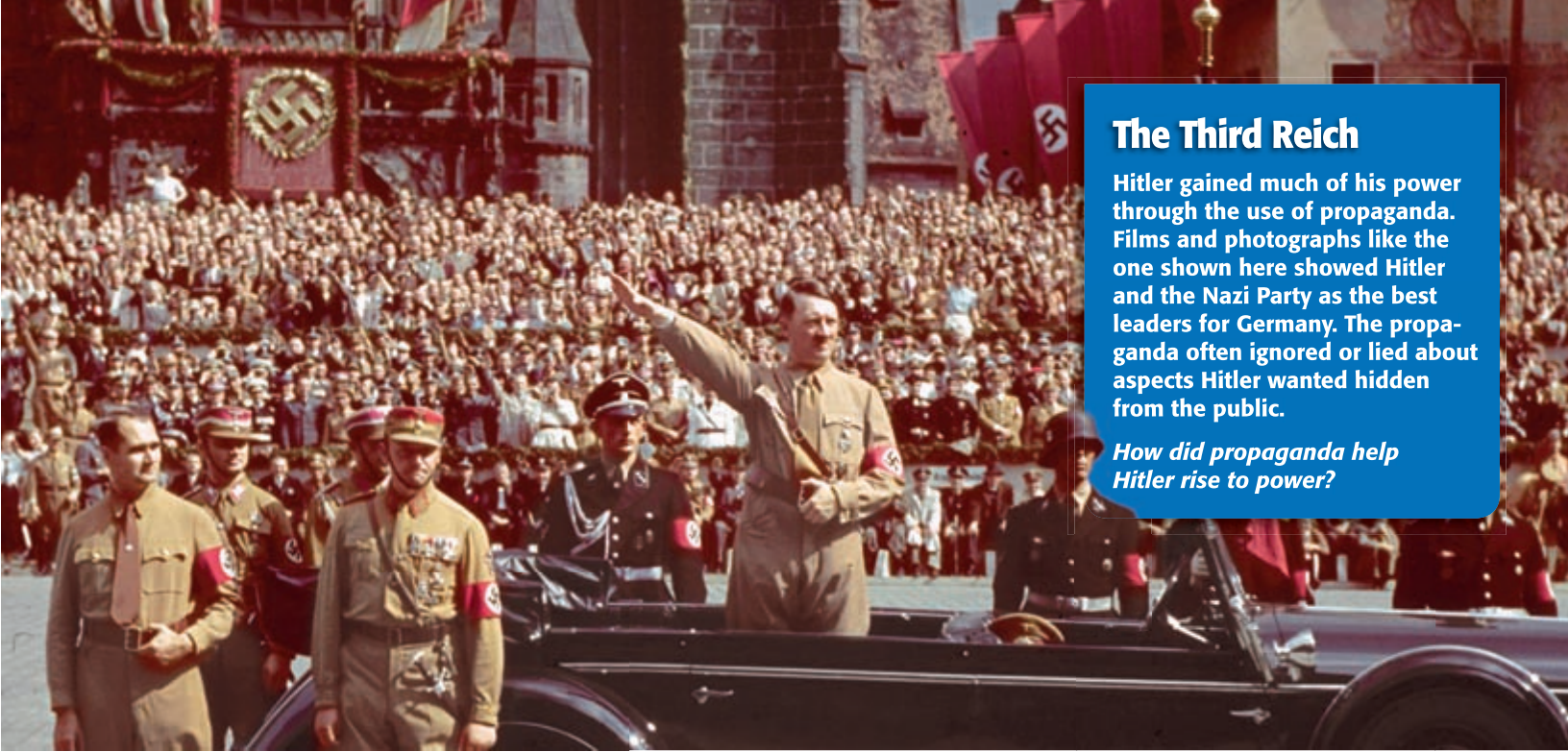
## The Rise of Totalitarianism

Desperate to end the hard times, many people were willing to give up their individual rights to leaders who promised to deliver prosperity and national glory. As a result, in the 1920s and 1930s, several European countries moved toward **totalitarianism**, a political system in which the government controls every aspect of citizens' lives.

### Italy

In the years after World War I, the people of Italy suffered through economic depression, unemployment, strikes, and riots. Many Italians looked for a strong leader who could bring stability to the country. They found such a leader in **Benito Mussolini**, who gained complete control of Italy in 1922. Mussolini's rule was based on **fascism**, a political system in which the "state"—or government—is seen as more important than individuals. Fascist systems are typically militaristic and headed by a strong leader.

Mussolini restored order to Italy and improved the economy through public works projects. But the fascist government violently crushed all opposition, destroying basic individual rights such as freedom of speech. In 1935 Mussolini tried to expand Italy's territory by attacking the nation of Ethiopia, making it a colony. Haile Selassie, Ethiopia's overthrown emperor, warned the world, "It is us today. It will be you tomorrow."



## The Third Reich

Hitler gained much of his power through the use of propaganda. Films and photographs like the one shown here showed Hitler and the Nazi Party as the best leaders for Germany. The propaganda often ignored or lied about aspects Hitler wanted hidden from the public.

*How did propaganda help Hitler rise to power?*

### Germany

Germany was also suffering the effects of the global depression. In addition, many Germans were furious about the Treaty of Versailles, which forced Germany to make crippling reparation payments for its role in World War I. Politician and World War I veteran **Adolf Hitler** took advantage of public anger to gain power. A fiery speaker, he inspired huge audiences by vowing to restore Germany to prosperity and a position of international power.

Hitler also offered Germans a scapegoat, or someone to blame for their problems. He accused intellectuals, Communists, and especially Jews of causing Germany's defeat in World War I and its economic problems after the war. Only by ridding itself of Jews, Hitler declared, would Germany again rise to greatness. **Hitler's National Socialist Party, or Nazis, gained a large following. Hitler became chancellor in 1933 and quickly seized all government power.**

### The Soviet Union

Hitler spoke with fury of his hatred of communism. But he had something in common with the Communist ruler of the

Soviet Union—both ruled as ruthless dictators. By 1928 **Joseph Stalin** had become dictator of the Soviet Union. In the 1930s Stalin terrorized those he saw as political enemies, killing or imprisoning millions of Soviet citizens. As one Soviet artist put it, "There isn't a single thinking adult in this country who hasn't thought that he might get shot."

### Japan

Though Japan never had one single dictator, a group of military leaders slowly gained complete control over the government during the early 1900s. By the early 1930s this group had more influence than the Japanese emperor. The military leaders wanted to build a large Japanese empire in East Asia. In 1931 Japan invaded and conquered a region in northern China and called it Manchukuo. From 1937 to 1938, at least 360,000 Chinese were killed by the invading Japanese in the fall of Nanjing. The United States protested the invasion. Fearful of another world war, however, most Americans opposed using force to help China.

#### READING CHECK Comparing and Contrasting

What did the leaders of totalitarian governments have in common?

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#### ANIMATED GEOGRAPHY AND HISTORY

Axis Powers' Aggression to 1941

## Germany Expands

Hitler dreamed of avenging Germany's defeat in World War I. "The lost land will never be won back by solemn appeals to God," he told Germans, "nor by hopes in any League of Nations, but only by force of arms." Hitler wanted to build an empire, uniting all German-speaking people in Europe. He also wanted "living space" for the growing German population.

In violation of the Treaty of Versailles, Hitler began to rebuild the German military. In 1936 Nazi troops invaded the Rhineland, a former German territory lost during World War I. That year he also signed an alliance with Mussolini, forming the **Axis Powers**. Japan later joined this pact. In 1938 Hitler forced Austria to unite with Germany. Then he demanded control of the Sudetenland, a region in Czechoslovakia where many Germans lived. When the Czechs refused, Hitler threatened war.

## Appeasement Fails

Czech leaders looked to their allies in France and Great Britain for help. But neither country wanted to be pulled into an armed conflict. British prime minister Neville Chamberlain organized a meeting with Hitler to work out a peaceful solution. At the 1938 Munich Conference, Germany was given control over the Sudetenland in return for a promise not to demand more land. This approach was known as **appeasement**—a policy of avoiding war with an aggressive nation by giving in to its demands. British admiral **Winston Churchill** was convinced that this strategy would not stop Hitler. "The government had to choose between shame and war," Churchill warned. "They have chosen shame. They will get war."

Churchill was right. In March 1939, German troops seized the rest of Czechoslovakia and began demanding territory from Poland. Great Britain and France pledged to defend Poland if Hitler attacked. To keep the Soviets out of the conflict, Hitler signed a nonaggression pact with Joseph Stalin in August 1939. In



Nazi planes bombed London from September 1940 to May 1941. During that time, residents of London sought shelter wherever they could, including subway stations. Here, a relief effort passes out food to Londoners who have lost their homes.

addition to promising not to attack each other, the two countries secretly agreed to divide Poland between them.

On September 1, 1939, Hitler's troops and tanks rushed into Poland. This was the start of World War II. Two days later, **Britain and France, known as the Allied Powers**, declared war on Germany. Neville Chamberlain spoke bitterly of the failure of appeasement, saying, "Everything that I believed in during my public life has crashed into ruins."

## Hitler Moves West

The Allied Powers had little time to organize their forces to protect Poland. Using a strategy called *blitzkrieg*, or "lightning war," German tanks and airplanes broke through Polish defenses. As German forces drove into Poland from the west, the Soviets attacked from the east. Within a month, the two powers had taken control of Poland.

With Poland secure, Hitler turned toward western Europe. In the spring of 1940, Germany quickly conquered Denmark, Norway,

# World War II in Europe, 1939–1941



	Axis Powers
	Axis control
	Allied Powers
	Allied control
	Neutral countries
	Area of the Battle of Britain
	Farthest Soviet advance, 1940
	Axis advances
	Maginot Line

0 100 200 Miles  
0 100 200 Kilometers



**GEOGRAPHY SKILLS** INTERPRETING MAPS

- Place** Which countries shown on the map remained neutral during World War II?
- Human-Environment Interaction** What major British city was affected by the Battle of Britain?

Belgium, Luxembourg, and the Netherlands. German troops then invaded France, trapping hundreds of thousands of Belgian, British, and French soldiers in the French port city of Dunkirk. British ships raced to Dunkirk and carried the soldiers across the English Channel to safety in Britain.

German forces, meanwhile, continued their march through France. As the Germans approached the French capital of Paris, Italy declared war on the Allied powers. France surrendered to Germany on June 22, 1940. Many of the French soldiers who had escaped at Dunkirk, however, continued to resist Germany's occupation of France. In London, French general Charles de Gaulle organized a "Free French" army to fight alongside the Allies. "France has lost a battle," de Gaulle declared. "But France has not lost the war!"

## The Battle of Britain

Great Britain now stood alone against Hitler's war machine. "The final German victory over

England is now only a question of time," said German general Alfred Jodl. Hitler prepared to invade Britain. To safely move troops and equipment across the English Channel, Germany first had to defeat the British Royal Air Force (RAF). In July 1940 the Luftwaffe, or German air force, began attacking British planes and airfields in what became known as the Battle of Britain.

In August Hitler ordered the Luftwaffe to begin bombing British cities in the hope of crushing British morale. But Winston Churchill, the new prime minister, refused to give in. "We shall fight on the beaches," he vowed. "We shall fight in the fields and in the streets, we shall never surrender." Using the new technology of radar, the RAF was able to detect and destroy some 2,300 of the Luftwaffe's aircraft. Hitler canceled the invasion of Britain.

**READING CHECK** Sequencing What event sparked World War II?



## The United States Joins the War

Most Americans opposed Hitler's actions, but they did not want to join the war. When President Franklin Roosevelt ran for re-election in 1940, he told voters that "your boys are not going to be sent into any foreign wars." Privately, however, Roosevelt was convinced that the United States would soon be at war.

### THE IMPACT TODAY

Pearl Harbor is still the headquarters of the U.S. Pacific Fleet today. The sunken USS *Arizona*, still visible beneath the harbor waters, is a national memorial to the victims of the Pearl Harbor attack.

### Helping the Allies

In 1941 Roosevelt proposed new programs to assist the Allies. "We must be the great arsenal [arms supply] of democracy," he told Congress. In March 1941 Congress passed the **Lend-Lease Act**, allowing the president to aid any nation believed vital to U.S. defense. Under Lend-Lease, the United States sent billions of dollars' worth of aid in the form of weapons, tanks, airplanes, and food to Great Britain, the Nationalists in China, and other Allied countries. In June 1941 Hitler violated his nonaggression pact with Stalin and invaded the Soviet Union. The Soviets then joined the

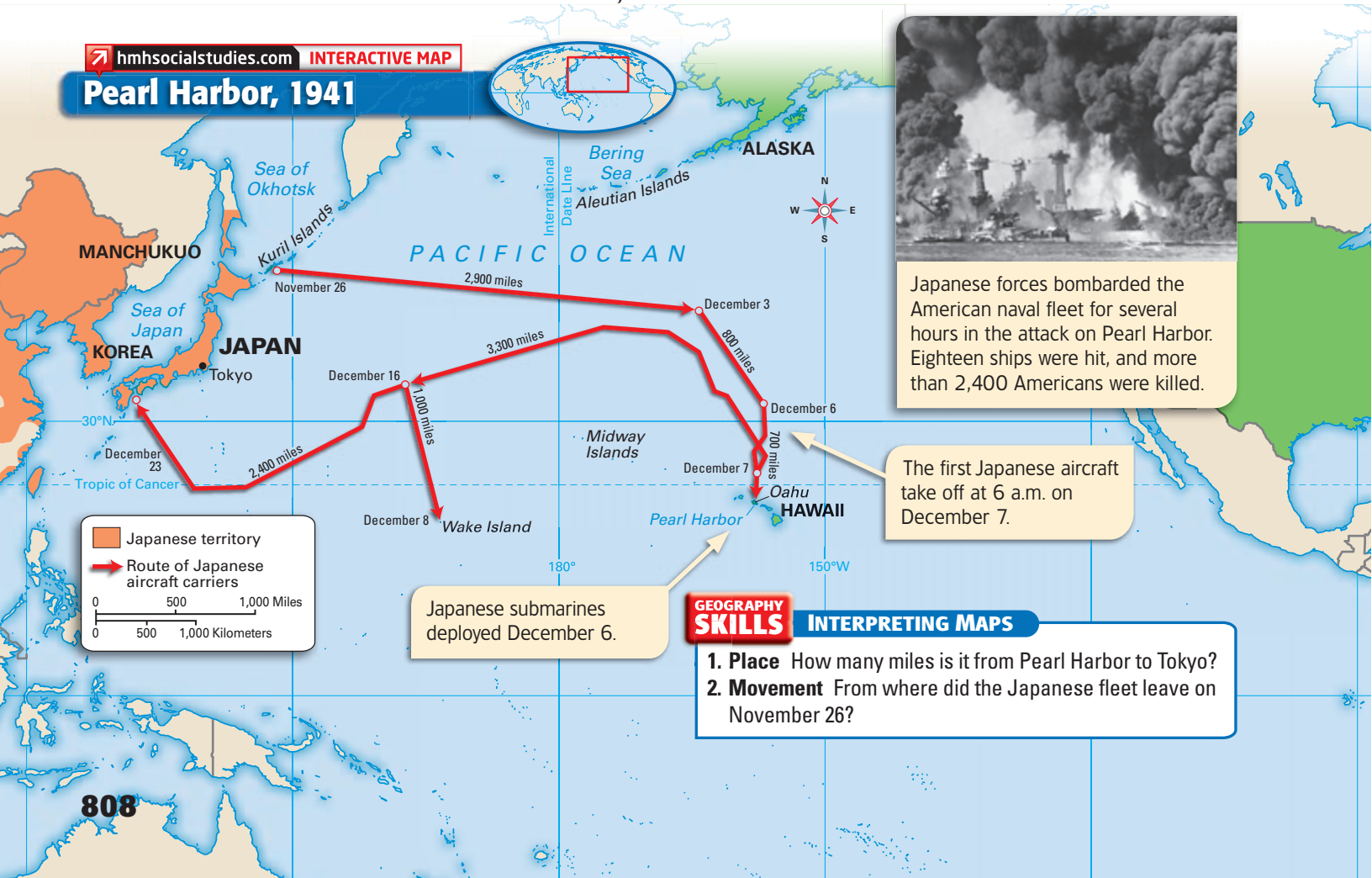
Allies in the fight against Germany. In November the United States extended the Lend-Lease program to the Soviet Union, though many Americans worried about giving aid to a Communist country.

### Japan Attacks Pearl Harbor

Like Germany and Italy, Japan was quickly building an empire. After conquering much of China in the 1930s, Japanese forces moved into Southeast Asia. Japan's leaders wanted control of oil and other resources there.

When Japanese forces captured French Indochina in July 1941, Roosevelt protested. He demanded that Japan withdraw. Then the United States froze Japanese funds in its banks and cut off exports to Japan.

Japanese military leaders had already begun planning a large-scale attack to destroy the U.S. naval fleet stationed at Pearl Harbor, in Hawaii. This would give Japan time to secure control of East Asia before the U.S. military could respond.



At 7:55 a.m. on Sunday, December 7, 1941, Japanese airplanes dove from the sky and attacked Pearl Harbor. An American sailor aboard the USS *Arizona* remembered how quickly his battleship was hit and destroyed:

“I began to realize there were dead men all around me . . . it was obvious the ship was doomed. I made my way to the side of the ship, which by this time was sinking fast, and jumped off.”

—George D. Phraner, quoted in *World War II*, by H. P. Willmott

In just a few hours, the Japanese sank or damaged all of the battleships anchored at Pearl Harbor. More than 2,400 Americans were killed. Almost 200 airplanes were destroyed.

Speaking to Congress the next day, President Roosevelt called December 7, 1941, “a date which will live in infamy [disgrace].” Congress voted to declare war on Japan. Germany then declared war on the United States. Less than 25 years after entering World War I, the United States joined the Allies in another global war. This one would be even more devastating.



## BIOGRAPHY

### Daniel Inouye

1924–

Daniel Inouye was born in Honolulu, Hawaii, to Japanese parents. When the Japanese attacked Pearl Harbor, the 17-year-old Inouye used his medical aid training to help treat victims. He joined the army the next year, winning several medals for bravery in combat. In an attack in Italy, Inouye was shot three times, and his right arm had to be amputated. After the war, Inouye studied law and entered politics. In 1959 he became Hawaii’s first representative in Congress, as well as the first Japanese American to serve in Congress. He was elected to the U.S. Senate in 1962 and became an important figure in U.S. politics.

**Drawing Conclusions** Why do you think Inouye went into politics?

**READING CHECK** **Identifying Cause and Effect** What did Japan hope to gain by attacking Pearl Harbor?

**SUMMARY AND PREVIEW** Military aggression in Europe and Asia drew the United States into war. In the next section you will learn how the war affected the home front.

## Section 1 Assessment

 [hmhsocialstudies.com](http://hmhsocialstudies.com)  
ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Identify** What types of leaders came to power in Italy, Germany, and the Soviet Union before World War II?

**b. Explain** Why did some Europeans have faith in these leaders?
- a. Summarize** What did **Adolf Hitler** promise the German people, and how did he act on this promise?

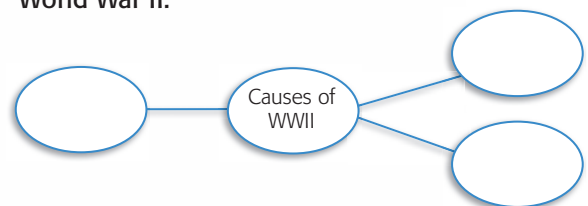
**b. Recall** Which countries formed the **Axis Powers** and the **Allied Powers**?

**c. Elaborate** Do you think **Winston Churchill** was a good choice for Britain’s prime minister? Explain your answer.
- a. Explain** What event brought the United States into World War II?

**b. Describe** How did the **Lend-Lease Act** help the Allies?

### Critical Thinking

- Identifying Cause and Effect** Review your notes on totalitarian countries and their leaders prior to World War II. Then copy the graphic organizer below and use it to give details on the causes of World War II.



### FOCUS ON WRITING

- Taking Notes on Pearl Harbor** Look back at what you have read about the attack on Pearl Harbor. Take notes on who attacked Pearl Harbor, where the attack took place, and when. What were the results of the attack?

# The Home Front

## What You Will Learn...

### 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.

### The Big Idea

American involvement in World War II helped the U.S. economy and changed the lives of many Americans.

### Key Terms and People

War Production Board, *p. 810*  
 A. Philip Randolph, *p. 812*  
 Tuskegee Airmen, *p. 812*  
 Benjamin O. Davis Jr., *p. 812*  
 zoot-suit riots, *p. 813*  
 internment, *p. 813*



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TAKING NOTES

Use the graphic organizer online to take notes on how World War II brought both opportunities and challenges to minorities.

## If YOU were there...

Shopping for food has become a whole new experience since the United States entered World War II. When your mother sends you to the grocery store these days, she gives you government-issued ration stamps. These stamps limit the amount of sugar, butter, and meat each family can buy. The sacrifice is difficult, but you know it will help the soldiers fighting overseas.

## In what other ways can you help the war effort?

**BUILDING BACKGROUND** As World War II raged in 1940 and 1941, the Allies relied on war supplies and food from the United States. President Roosevelt and Congress also increased defense spending at home, believing that the United States would soon join the fighting. The increased spending boosted the U.S. economy.

## Preparing for War

The United States was still experiencing the effects of the Great Depression when the Japanese attacked Pearl Harbor in December 1941. The enormous effort of mobilizing for war finally brought the Depression to an end. Factories ran 24 hours a day, producing ships, tanks, jeeps, guns, and ammunition. Americans turned their knowledge of mass production toward the production of war supplies. One remarkable example was the building of Liberty ships—transport vessels for troops and supplies. Workers could build an entire 441-foot-long Liberty ship in as little as four days.

American workers were soon doubling the war production of Germany, Japan, and all other Axis Power countries combined. Unemployment fell to 1 percent in 1944. Agricultural production increased as well, as farmers sent food overseas to feed Allied soldiers. To organize the war effort, the government created the **War Production Board (WPB)** to oversee the conversion of factories to war production. In 1942, for example, the WPB banned the production of cars so that auto plants could produce military equipment.

The United States also needed millions of soldiers. Congress had begun to prepare for war by passing the Selective Training and Service Act in 1940. This was the first peacetime draft in the country's history.

Men from the ages of 21 to 35 (later 18 to 38) were required to register for the draft. More than 16 million Americans served during the war.

To finance the war effort, the government increased taxes and sold war bonds. War bonds were essentially loans that people made to the government. People who bought war bonds in 1942, for example, would get their money back 10 years later, with interest.

Americans also contributed to the war effort by collecting scrap metal that could be used in weapons factories. People learned to adjust to government rations limiting the supply of gasoline, rubber, shoes, and some foods. Posters urged Americans to “Use it up, wear it out, make it do, or do without.”

### READING CHECK Identifying Cause and Effect

How did the war affect the U.S. economy?

## Wartime Opportunities

You read that wartime production during World War I created new opportunities for many women and minorities. The same thing happened on an even larger scale during World War II.

## New Roles for Women

With so many men leaving home to fight in World War II, factories badly needed new workers. The government urged women to fill these positions. Women found themselves doing work that had traditionally been considered “unladylike.” One female riveter (a person who fastens parts on a machine) recalled her experiences building airplanes:

“[I] learned to use an electric drill . . . and I soon became an outstanding riveter . . . The war really created opportunities for women. It was the first time we got a chance to show that we could do a lot of things that only men had done before.”

—Winona Espinosa, quoted in *Ordinary Americans*, edited by Linda Monk

Women also filled new roles in military service. About 300,000 women served in the armed forces through special divisions such as the Women’s Auxiliary Army Corps (WAAC) and Women’s Airforce Service Pilots (WASP). WASP pilots flew test flights and ferried planes between factories and air bases. Army and navy nurses served in combat areas.

### Primary Source

#### POSTERS

### Supporting the War

Posters like these encouraged Americans to support their troops in a variety of ways. Building weaponry, growing food, saving scrap metal, and rationing all helped the war effort and allowed soldiers to have necessary supplies.

“Rosie the Riveter” became a symbol of women’s work to support the war.

Victory gardens planted at home allowed more commercially produced food to be sent from farms to troops overseas.



#### ANALYSIS SKILL

### ANALYZING PRIMARY SOURCES

How did posters like these aim to help troops overseas?

## African Americans

The Great Migration that began during World War I continued as African Americans moved to northern cities to find factory jobs. In most cases, however, black workers received lower pay than did white workers. They also were restricted in what kinds of jobs they were hired to perform.

To protest this unfair treatment, African American labor leader **A. Philip Randolph** began to organize a march to Washington, D.C., in 1941. "If freedom and equality are not [granted for] the peoples of color, the war for democracy will not be won," he argued. Randolph canceled the march, however, after President Roosevelt issued an order prohibiting racial discrimination in the government and in companies producing war goods.

## Struggles at Home

Although members of every race participated in the war as American soldiers, life for minorities at home changed very little. African Americans were still subject to segregation, and Mexican Americans continued to have very little economic opportunity. After the attack on Pearl Harbor, Japanese Americans were removed from their communities and ordered into internment camps far away from the West Coast.



### Primary Source

#### AUTOBIOGRAPHY

### Tuskegee Airmen

*Benjamin O. Davis was a graduate of West Point who became the first African American Air Force officer to achieve the rank of general. During World War II he led the first African American flying unit, the 99th Fighter Squadron. These men had been trained at the Tuskegee Institute in Alabama.*

“While no AAF [American Air Force] unit had gone into combat better trained or better equipped than the 99th Fighter Squadron, we lacked actual combat experience. So as we approached our first missions, my own inexperience and that of my flight commanders was a major source of concern.

On the other hand, we had averaged about 250 hours per man in a P-40 (quite a lot for pilots who had not yet flown their first missions), and we possessed an unusually strong sense of purpose and solidarity.”

—Benjamin O. Davis,  
*Benjamin O. Davis,  
American: An Autobiography*

ANALYSIS  
SKILL

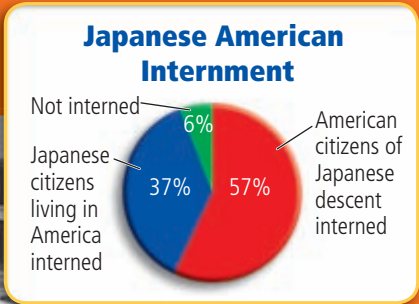
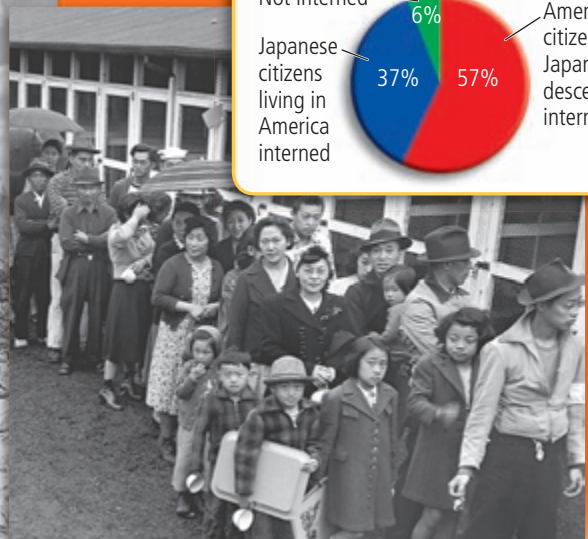
#### ANALYZING PRIMARY SOURCES

What advantages did the Tuskegee Airmen bring to battle?

About 1 million African Americans served in the armed forces during the war, mostly in segregated units. In the Navy, African Americans were assigned only to support positions and denied the right to participate in combat. Despite this, many black soldiers became national heroes during the war, including Dorie Miller. Leaving his post as ship's cook, Miller manned a machine gun on the deck of the USS *West Virginia* until he was ordered to abandon the ship because it was sinking.

The **Tuskegee Airmen** were African American pilots who trained at the Tuskegee Army Air Field in Alabama. **Benjamin O. Davis Jr.**, who later became the first African American general in the U.S. Air Force, led the group. Davis and his pilots had to overcome prejudice in the military as well as the hazards of war. He later described the pilots as “outstanding Americans who served their country unselfishly. Despite treatment that would have demoralized men of lesser strength and character, they persisted through humiliations and dangers to earn the respect of their fellows.” The Tuskegee Airmen flew thousands of successful combat missions in North Africa and Italy.





## Mexican Americans

About 300,000 Mexican Americans served in the military during the war. Many Mexican Americans also found wartime jobs on the West Coast and in the Midwest. Because of a shortage of farm workers, the federal government asked Mexico to provide agricultural workers. The workers, called *braceros*, were guaranteed a minimum wage, food, shelter, and clean living conditions. About 200,000 Mexicans worked in the *bracero* program.

Young Mexican Americans of the time created their own culture by blending different music styles and clothing styles. Some men wore zoot suits—fancy, loose-fitting outfits with oversized hats. Despite their aiding of the war effort, many faced discrimination. In Los Angeles in June 1943, groups of sailors attacked Mexican Americans wearing zoot suits, beginning the **zoot-suit riots**. During the 10-day period, white mobs attacked many Mexican Americans.

**READING CHECK** **Evaluating** How did the war create both opportunities and challenges for minorities?

## Japanese American Internment

Japanese Americans faced a different form of prejudice during World War II. After the Japanese attack on Pearl Harbor, some Americans began to look at Americans of Japanese descent with fear and suspicion. Most Japanese Americans lived on the West Coast at this time. It was feared that they would serve as secret agents for Japan and help Japan prepare an invasion of the West Coast or try to sabotage U.S. war efforts.

The U.S. government had no evidence to support these fears. In spite of this fact, President Roosevelt issued Executive Order 9066. This order allowed the government to begin the process of **internment**, or **forced relocation and imprisonment**, of Japanese Americans. About 115,000 Japanese Americans were evacuated from their homes and held in isolated internment camps. Half of those held in the camps were children. A smaller number of Americans of German and Italian ancestry were also held in internment camps during the war.

### THE IMPACT TODAY

Congress passed the Civil Liberties Act of 1988 to compensate victims of internment. Each living Japanese American who had been interned—60,000 in all—received \$20,000 and a formal apology signed by President Ronald Reagan.

At this time, some Japanese Americans were *Issei*, or immigrants born in Japan. But most were *Nisei*, American citizens born in the United States to Japanese immigrant parents. Whether they were U.S. citizens or not, Japanese Americans lost their jobs, homes, and belongings when they were forced to move to internment camps. A farm owner named Yuri Tateishi spoke of feeling betrayed by his government. “You hurt,” he said. “You give up everything that you worked for that far, and I think everybody was at the point of just having gotten out of the Depression and was just getting on his feet. And then all that happens! You have to throw everything away.”

After the Pearl Harbor attack, the government banned young Japanese American men from serving in the military. But Roosevelt reversed this policy in 1943. Daniel Inouye remembered the excitement he and his fellow Japanese Americans in Hawaii felt when they heard that the government was going to form an all-*Nisei* combat team. An army recruiter had prepared a pep talk for the young Japanese Americans, but this proved to be unnecessary:

“As soon as he said that we were now eligible to volunteer, that room exploded into a fury of yells and motion. We went bursting out of there and ran—ran!—the three miles to the draft board . . . jostling for position, like a bunch of marathoners gone berserk.”

—Daniel Inouye, quoted in *Only What We Could Carry*, edited by Lawson Fusao Inada

Inouye was one of about 33,000 *Nisei* who served in World War II. The Japanese American 100th/442nd Regimental Combat Team received more than 18,000 decorations for bravery—more than any other unit of its size in U.S. military history. Many of the soldiers of the 100th/442nd served while their families were held in internment camps back home.

**READING CHECK** Evaluating Why were Japanese Americans interned?

**SUMMARY AND PREVIEW** The war effort changed life on the home front. In the next section you will learn about the fighting in Europe and North Africa.

## Section 2 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- Describe** How did people on the home front support the war effort?
  - Identify** What government agency oversaw factory production during the war?
- Recall** What were the WAAC and the WASP?
  - Explain** Why did **A. Philip Randolph** organize a march on Washington and then cancel it?
  - Elaborate** How did the *bracero* program benefit both Mexicans and Americans?
- Define** What was the **internment** program?
  - Contrast** How did the U.S. government change its policy toward Japanese Americans serving in the military? How did many respond?

### Critical Thinking

- Categorizing** Review your notes on challenges and opportunities for different groups of people

in America during World War II. Then copy the graphic organizer below and use it to list opportunities that women, African Americans, and Mexican Americans found during the war.

Wartime Opportunities

Women	African Americans	Mexican Americans

### FOCUS ON WRITING

- Taking Notes on the Home Front** Radio broadcasts often reminded Americans to “do your part” in winning World War II. Take notes on the ways ordinary citizens helped the troops by supporting the war effort on the home front. How might you convince someone to support the effort?



# War in Europe and North Africa

SECTION

3

## If YOU were there...

The year is 1943, and you are a senior in high school. You know that you will be drafted into the armed forces as soon as you graduate. Every day after school you listen to radio reports about the battles being fought around the world. Your future, and the future of the whole world, seems so uncertain.

## How do you feel about fighting in this war?

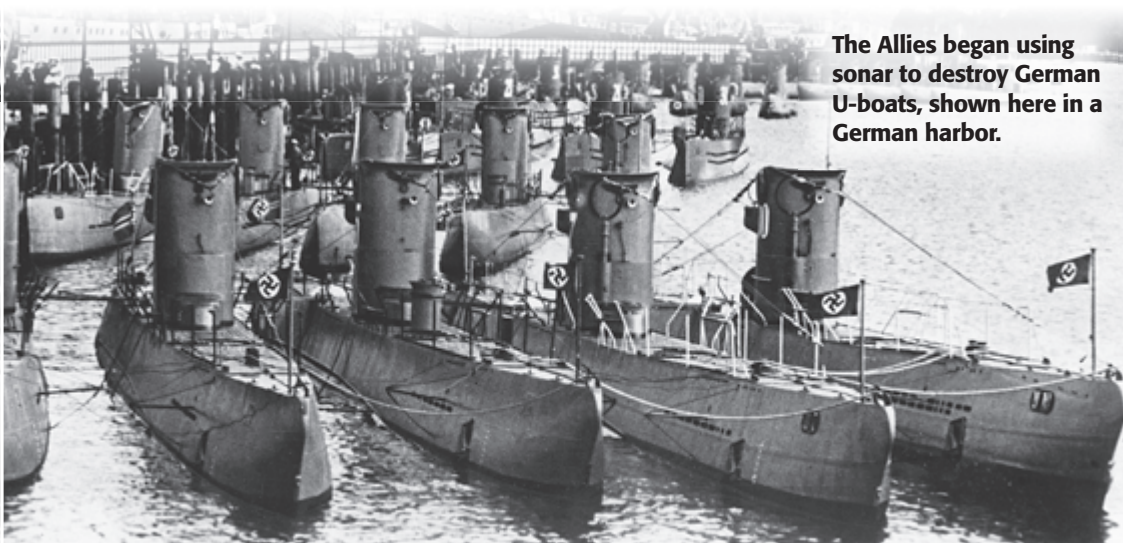
**BUILDING BACKGROUND** By the time the United States entered the war, the Allies were in trouble. The Axis Powers controlled much of western Europe and were advancing in North Africa and the Soviet Union. German submarine attacks on Allied ships were making it difficult to get American supplies to the British.

## The Allies Fight Back

In December 1941, soon after the United States entered the war, President Roosevelt met with British prime minister Winston Churchill to work out a plan to defeat the Axis Powers. Roosevelt agreed that the United States would place “Europe first” in its plans to defeat the Axis, while still aiding China in the fight against Japan in the Pacific. In addition, Roosevelt and Churchill agreed on two initial strategies: a buildup of troops in Great Britain to be used to invade France, and an assault on German forces in North Africa.

Meanwhile, the Soviets had been demanding Allied help on the eastern front, where they had borne the brunt of the European war for months after Hitler’s invasion. Stalin wanted the Allies to attack

The Allies began using sonar to destroy German U-boats, shown here in a German harbor.



## What You Will Learn...

### 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.

### The Big Idea

After fierce fighting in North Africa and Europe, the Allies stopped the German advance and slowly began driving back German forces.

## Key Terms and People

Battle of El Alamein, p. 816  
Dwight D. Eisenhower, p. 816  
Battle of Stalingrad, p. 817  
D-Day, p. 819



Use the graphic organizer online to make a list of the major battles and campaigns in different areas of the world.



in Europe immediately, to take some of the pressure off of the Soviet forces in the east. In July 1942, however, the Allies decided to put a European invasion on hold and launch an initial offensive in North Africa. Stalin was angry. The Soviets would have to continue to fight the war on the eastern front without a western European assault to distract the Germans.

As they prepared their battle plans, the Allies faced many obstacles. One major threat the Allies had to combat was U-boat attacks. In 1942 alone German U-boats sank more than 6,000,000 tons of Allied materials. To prevent further damage, the Allies used the convoy system of multiple ships traveling at once, along with new sonar technology. Sonar, which uses sound waves to detect objects underwater, helped Allied ships find and destroy German U-boats. In addition, new long-range Allied planes protected the convoys from the air. Long-range planes could also fly into German territory to drop bombs on factories, railroads, and cities, inflicting tremendous damage on German targets.

**READING CHECK Explaining** What battle plan did the Allies agree to pursue after American entry into the war?

### FOCUS ON READING

What categories could you use to organize the information in this paragraph?

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### ANIMATED GEOGRAPHY

WWII in Europe and Africa 1939-1945



### BIOGRAPHY

#### Dwight D. Eisenhower

1890–1969

Dwight D. Eisenhower was born in Denison, Texas. “Ike,” as his friends called him, attended the U.S. Military Academy at West Point and trained

soldiers for tank warfare during World War I. With a strong ability to organize and plan strategies, as well as a persuasive and optimistic personality, Eisenhower rose to the rank of general during World War II. He was named supreme commander of Allied forces in western Europe in 1943. His standing as a war hero helped him win the presidential elections of 1952 and 1956.

**Drawing Inferences** What were some of Eisenhower’s strengths?

## Halting the German Advance

Churchill predicted that the road to victory would be long and difficult. By winning several key battles, however, Allied forces finally stopped the German advance.

### North Africa and Italy

As you have read, a main focus for the Allies when the United States entered the war was North Africa. The Germans and British were battling for control there because Axis leaders wanted to grab control of the Suez Canal, a crucial supply route in Egypt. Germany’s Afrika Korps was led by General Erwin Rommel, nicknamed the Desert Fox for his bold, surprise attacks.

In the summer of 1942, Rommel began an offensive to take Egypt. General Bernard Montgomery led the British forces to stop the Germans. **The British stopped the Afrika Korps in July at the Battle of El Alamein.** At the same time, U.S. and British troops, led by American general **Dwight D. Eisenhower**, came ashore in Morocco and Algeria, west of Egypt. Caught between two Allied forces, the Afrika Korps surrendered in May 1943.

With North Africa under their control, the Allies prepared to attack the Axis Powers in Europe. Churchill identified Italy as the “soft underbelly” of the Axis. Allied forces invaded the island of Sicily in July 1943 and moved from there to the Italian mainland. Italian leaders overthrew Mussolini and surrendered to the Allies. But Hitler refused to recognize the Axis defeat. He sent German troops to Italy to block the Allied advance.

In January 1944, Allied forces tried to get behind the Germans with a surprise attack at Anzio, on the western coast of Italy. American and British troops landed at Anzio but were pinned down on the beach for several months. The “soft underbelly” proved to be much tougher than expected. Finally, the Allied forces in southern Italy battled north to Anzio. The combined forces captured Rome, the capital of Italy, in June

## Major Leaders of the War in Europe

QUICK  
FACTS



**Winston Churchill**  
Prime Minister of  
Great Britain



**Franklin Roosevelt**  
President of  
the United States



**Joseph Stalin**  
Premier of  
the Soviet Union



**Adolf Hitler**  
Chancellor of  
Germany



**Benito Mussolini**  
Prime Minister  
of Italy

1944. Early in 1945, German forces were driven out of Italy. Italian freedom fighters executed Mussolini.

### The Battle of Stalingrad

Meanwhile, massive German and Soviet armies were battling on the eastern front. By the middle of 1942, Axis armies had driven deep into Soviet territory. Millions of Soviet soldiers had been killed or captured.

German forces then advanced to the key industrial city of Stalingrad. German firebombs set much of the city on fire. But Soviet leader Joseph Stalin was determined to hold on to Stalingrad at all costs. Savage street fighting dragged on for months. Soviet snipers used the ruined buildings to their advantage, firing at German soldiers from behind piles of stone and brick.

German supplies began to run desperately low as the harsh Russian winter began. Hitler remained obsessed with capturing Stalingrad, however. He ordered his troops to keep fighting, though he did not send enough new supplies or soldiers. Thousands of Germans froze or starved to death. In

late January 1943 the German commander at Stalingrad defied Hitler and surrendered to save his remaining troops. **The Battle of Stalingrad** thus became a key turning point of the war.

The Soviet victory came at an enormous cost—more than 1 million Soviet soldiers died at Stalingrad. About 800,000 Axis soldiers were killed. After Stalingrad, the Soviets won another victory in the city of Kursk, in the biggest tank battle ever fought. The Axis Powers now began to retreat from the Soviet Union. The tide of the war in the east had turned.

**READING CHECK** **Sequencing** What events led to the Allied victories in Italy and Russia?

### The D-Day Invasion

After hard-fought victories in North Africa and Italy, the Allies were ready for an even tougher task—the invasion of German-occupied France. This was the first step toward the goal of liberating Europe and forcing Hitler to surrender.

# World War II in Europe, 1942-1945



Tanks thundered across Europe, destroying much of what lay in their paths.

**Axis controlled, June 1944**  
**Allied controlled, June 1944**  
 Neutral country  
 Farthest Axis advance, 1942  
 Allied advance  
 Major battle  
 Allied air attack

0 150 300 Miles  
 0 150 300 Kilometers



Airplanes dropped millions of bombs on opposing forces. They were also used for moving troops and for spying on the enemy.

**November 1942**  
Allies win the Battle of El Alamein.

**May 1943**  
Axis forces in North Africa surrender.

**February 1943**  
Final German troops surrender at Stalingrad.

**July 1943**  
Allies begin an invasion of Sicily.

1942



Dwight Eisenhower was in charge of planning what would be the largest sea-to-land invasion ever attempted. Eisenhower knew that German forces were expecting an invasion of France. The Germans had planted mines and stretched barbed wire along the French coastline. Heavily armed German soldiers waited on the beaches in bombproof bunkers. Eisenhower warned his troops of the danger but expressed confidence in their ability to succeed. “The hopes and prayers of liberty-loving people everywhere march with you,” he told them.

American, British, and Canadian troops invaded France on June 6, 1944—known as **D-Day**, or “designated day.” They crossed the choppy waters of the English Channel and landed on five beaches in Normandy. More than 6,000 ships, 11,000 planes, and 156,000 men were part of the invasion. Soldiers jumped from boats and waded ashore, often under heavy fire.

The Americans landed on two beaches, codenamed Utah and Omaha. Fighting was especially fierce on Omaha Beach, where almost 3,000 men were killed or wounded. “The entire beach was strewn with mines,” wrote one U.S. soldier to his wife. “With a stream of lead coming towards us, we were at the mercy of the Germans.”

By the end of D-Day, all five beaches were secured. The Allies then began driving east through French villages and countryside toward Germany.

**READING CHECK Summarizing** What was the goal of the D-Day invasion?

**SUMMARY AND PREVIEW** Allied victories led to the D-Day invasion. In the next section you will read about the Pacific war.

## Section 3 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Describe** What new strategies did the Allies use in the fight in Europe and North Africa?

**b. Draw Conclusions** Why was it important for no individual Allied Power to make peace with the Axis countries?
- a. Recall** What role did **Dwight D. Eisenhower** play in the North Africa campaign?

**b. Analyze** Why did the Allies decide to invade North Africa and Italy?

**c. Evaluate** Why do you think people call the **Battle of Stalingrad** a turning point in the war?
- a. Define** What was **D-Day**?

**b. Elaborate** What did Eisenhower mean when he said, “The hopes and prayers of liberty-loving people everywhere march with you”?

### Critical Thinking

- 4. Categorizing** Review your list of the major battles and campaigns in different areas of the world. Then copy the graphic organizer below and use it to explain the significance of each event shown.

Event	Significance
Battle of El Alamein	
Capture of Rome	
Battle of Stalingrad	
D-Day invasion	

### FOCUS ON WRITING

- 5. Taking Notes on the Progress of the War** Take notes on the major battles involving American soldiers. How did American leaders, strategies, and individual soldiers contribute to victories in Europe and North Africa?

**June 5, 1944**  
Allies capture Rome.

**June 6, 1944**  
Allied forces invade France on D-Day.

1945

American soldiers landed on the beaches of Normandy during the D-Day invasion.

# War in the Pacific

## What You Will Learn...

### 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.

### The Big Idea

Allied forces reversed Japan's expansion in the Pacific and battled toward the main Japanese islands.

### Key Terms and People

Douglas MacArthur, p. 820

Bataan Death March, p. 820

Chester Nimitz, p. 821

Battle of the Coral Sea, p. 821

Battle of Midway, p. 821

island hopping, p. 822

Battle of Leyte Gulf, p. 822

kamikaze, p. 822



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TAKING NOTES

Use the graphic organizer online to take notes on the main events of the war in the Pacific.

## If YOU were there...

It is spring 1945, and your older brother is fighting the Japanese in the Pacific. You've been following the news reports closely, and you know that fighting in the Pacific is terribly fierce. You hear that the Japanese soldiers often refuse to surrender, fighting to the death instead. Your brother reveals in his letters that he is lonely and suffering many hardships. Now you are writing to him.

### What would you say to encourage him?

**BUILDING BACKGROUND** Japan attacked China in the early 1930s, leading to all-out war between Japan and China in 1937. Japanese forces captured key Chinese cities, including Nanjing, where they killed up to 300,000 civilians. Under the command of General Hideki Tojo, Japanese forces continued to expand the Japanese empire in Asia.

## Japan Advances

Japan's attack on Pearl Harbor left the U.S. Pacific Fleet so weakened that it could not immediately respond to the Japanese advance. While the United States recovered from Pearl Harbor, Japan conquered Thailand, Burma, the British colonies of Hong Kong and Singapore, and the U.S. territories of Guam and Wake Island. The same day as the attack on Pearl Harbor, Japan invaded Hong Kong. British, Canadian, and Indian forces attempting to stop the invasion were outnumbered. Japan attacked the American-controlled Philippines the same day.

American and Filipino forces under the command of American general **Douglas MacArthur** could not stop Japan's advance in the Philippines. MacArthur left the islands in March 1942, vowing to return. More than 70,000 American and Filipino soldiers surrendered to the Japanese. The exhausted soldiers were forced to march 63 miles up the Bataan Peninsula to prison camps. Many prisoners were starved and beaten by Japanese soldiers. **More than 600 Americans and about 10,000 Filipinos died in the Bataan Death March.**

**READING CHECK** **Identifying Cause and Effect** Why could the U.S. Pacific Fleet not immediately stop the Japanese advance?

## Code Talkers

More than 40,000 Native Americans served in the U.S. armed forces during the war. About 400 Navajo Native Americans served as “Code Talkers,” relaying coded messages based on the complex Navajo language. Japan’s expert code breakers were never able to crack the Navajo code.

*Why might the Japanese have been unable to break the Navajo code?*



## Key Allied Victories

The Allies feared the Japanese might next attack India, Australia, or even the United States mainland. Admiral **Chester Nimitz** led the U.S. Pacific Fleet. Nimitz was determined to stop the Japanese advance, and he had an important advantage—the ability to crack secret Japanese codes.

American code breakers helped the Allies in two key naval battles in the Pacific. Nimitz learned that the Japanese were planning an attack on Port Moresby, New Guinea, an island just north of Australia. If the Japanese took New Guinea, they would have a base from which to invade Australia. In May 1942 Nimitz sent Allied forces to stop the Japanese fleet. **American and Japanese aircraft carriers and fighter planes clashed in the Battle of the Coral Sea.** Neither side won a clear victory, but the Japanese assault on Port Moresby was stopped.

Allied leaders then learned that the Japanese planned a surprise attack on the Midway Islands. Nimitz was prepared. The **Battle of Midway began on June 4, 1942, when Japan started bombing the islands.**

American aircraft carriers launched their planes, catching the Japanese aircraft carriers while many of their planes were refueling on deck. American dive bombers destroyed four of Japan’s aircraft carriers, severely weakening Japanese naval power. “Pearl Harbor has now been partially avenged,” said Nimitz.

The Allies then began the enormous and difficult task of recapturing territory from Japan. In August 1942 American marines invaded Guadalcanal, one of the Solomon Islands northeast of Australia. Intense fighting raged for nearly six months. Marine Louis Ortega remembered that enemy bombs and bullets were only part of the danger in the hot, rainy jungles of Guadalcanal. Soldiers also suffered from diseases, such as malaria, and from hunger due to lack of supplies. “I had gone to Guadalcanal weighing about 150,” Ortega said. “I left weighing about 110.” American forces finally took control of the island in February 1943.

**READING CHECK Drawing Conclusions** How did the Allied victory at Midway change the course of the war in the Pacific?

## Battling toward Japan

Allied victories at Midway and Guadalcanal helped change the course of the war in the Pacific. The Allies now saw their chance to go on the offensive, with the goal of reaching Japan itself.

### Island Hopping

To fight their way toward Japan, Allied war planners developed a strategy called **island hopping**, where Allied forces took only the most strategically important islands, instead of each Japanese-held island. They could use each captured island as a base for the next attack, while isolating the Japanese forces on the bypassed islands.

Island hopping proved to be a successful strategy, though very costly to **execute**. Japanese forces fortified key islands and fought fiercely to hold on to them. In November 1943, U.S. Marines leapt off their boats and waded toward Tarawa, one of the Gilbert Islands. They advanced into ferocious fire from Japanese machine guns. “The water seemed never clear of . . . men,” one marine said. “They kept falling, falling, falling.” Both sides sustained heavy casualties at Tarawa, but the marines captured the island. The Allies won similar victories in the Marshall, Mariana, Volcano, and Bonin islands.

In October 1944 General MacArthur led a mission to retake the Philippines. The Japanese navy confronted the Allies at the **Battle of Leyte Gulf**, the largest naval battle in history. The Allies crushed the Japanese fleet, crippling Japan’s naval power for the remainder of the war. It also gave the Allies a base from which to attack the main shipping routes that supplied Japan. After splashing ashore on Leyte, MacArthur proudly declared: “People of the Philippines: I have returned.” Securing the Philippines took many more months of fighting. Allied forces and Filipino guerrillas finally drove out or captured all of the Japanese defenders by the summer of 1945.

## Final Battles

With key islands close to Japan secured, Allied planes began bombing targets in Japan in November 1944. American B-29 bombers, able to carry 20,000 pounds of explosives each, led bombing raids on more than 60 major Japanese cities. A March 1945 raid set Japan’s capital city of Tokyo on fire, leaving 1 million people homeless. Japanese factories were destroyed, and food became so scarce that many people neared starvation. Still, Japan refused to surrender.

Two of the war’s fiercest battles occurred on Japan’s outer islands early in 1945. In February U.S. Marines stormed the beaches of Iwo Jima, now known as Iwo To. Japanese defenders were dug into caves, with orders to fight to the death. “On Iwo, we hardly ever saw the enemy,” recalled one marine. After the marines raised the American flag on Iwo Jima, a month of bloody fighting followed. Of more than 20,000 Japanese defenders on Iwo Jima, about a thousand were taken prisoner—the rest were killed or wounded in battle. About 6,800 Americans had died.

Beginning in April an even deadlier battle was fought for the island of Okinawa. There were an estimated 100,000 Japanese soldiers on the island when U.S. forces began their attack. One U.S. Marine officer described the hard fighting at the Battle of Okinawa:

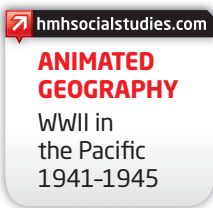
“We poured a tremendous amount of metal in on those positions . . . It seemed nothing could possibly be living in that churning mass where the shells were falling and roaring but when we next advanced, [Japanese troops] would still be there and madder than ever.”

—Colonel Wilburt S. Brown, quoted in *The Final Campaign: Marines in the Victory on Okinawa* by Colonel Joseph H. Alexander

In the waters near the island, Japanese planes struck U.S. ships with the tactic of **kamikaze**—purposely crashing piloted planes into enemy ships. In wave after wave, kamikaze pilots flew planes loaded with explosives straight down onto the decks of Allied ships. An American sailor who was on the deck of an aircraft carrier when a kami-

### ACADEMIC VOCABULARY

**execute** perform, carry out



# War in the Pacific, 1941–1945



Kamikaze pilots as young as 17 flew their airplanes directly into enemy targets, committing suicide to fulfill their duty.

	Japan (Axis Power)		Major battle
	Controlled by Japan, July 1942		Allied advance
	Allied		Allied air attack
	Allied control		Atomic bombing

0 500 1,000 Miles  
0 500 1,000 Kilometers

## GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Location** Did the area controlled by Japan by July 1942 include the Hawaiian Islands? How can you tell?
- 2. Human-Environment Interaction** Which major battles occurred south of the equator?





Six marines are shown raising the American flag atop Mount Suribachi on the island of Iwo Jima after an important battle there. They were instructed to raise the flag on the highest point of the island so that all the men still fighting could see it.

kaze attacked the ship described the scene. The plane “cartwheeled the length of the carrier and plowed into the planes we had on the [flight deck]. We were burning bow to stern . . . All the guys manning the guns were dead. Standing up. Pointing their guns. They never left their posts.”

More than 2,500 kamikaze missions were flown, killing more than 4,000 Allied sailors. The fighting on Okinawa lasted nearly three months and led to terrible casualties. By the time the island was secure, some 12,000 Allied troops were dead and 36,000 wounded. The Japanese losses were staggering—some 110,000 troops and 80,000 civilians had been killed.

After their victories at Iwo Jima and Okinawa, the Allies were one step closer to final victory. Allied leaders began to plan for an all-out assault on the main Japanese islands.

**READING CHECK** Analyzing How did the Allied strategy in the Pacific change starting in 1943?

**SUMMARY AND PREVIEW** The Allies made major gains in the Pacific war, moving closer to Japan. In the next section, you will learn how the Allies achieved full victory.

## Section 4 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. **Identify** Why were the Japanese able to advance in the Pacific in 1942?

b. **Explain** Why did so many prisoners die on the **Bataan Death March**?
- a. **Recall** What Allied victories halted Japan’s advance?

b. **Analyze** Why was the **Battle of the Coral Sea** important?

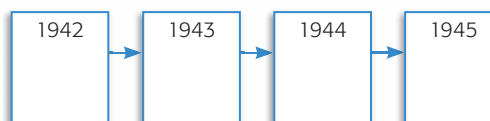
c. **Elaborate** How do you think the war might have been different if the Allies had lost at Midway?
- a. **Define** What was **island hopping**?

b. **Sequence** What event led to the retaking of the Philippines?

c. **Evaluate** Why do you think someone would serve as a **kamikaze** pilot?

### Critical Thinking

- Sequencing** Review your notes on the main events of the Pacific war. Then copy the graphic organizer below and use it to put the events in the correct sequence.



### FOCUS ON WRITING

- Taking Notes on Military Achievements** Take notes on the challenges U.S. soldiers faced in the Pacific. How was fighting in the Pacific different from and similar to fighting in Africa and Europe? How might you describe a Pacific battle to someone?

# Victory and Consequences

## If YOU were there...

It is August 1944. You are an American soldier in France. You have seen the horrors of battle up close, but today is a day to rejoice. You and other Allied soldiers are marching through the streets of Paris, celebrating its liberation from Nazi control. It seems as if the whole city has come out to greet the Americans. People rush up to shake your hand. Children cheer and hand you flowers.

## How does it feel to be part of this moment in history?

**BUILDING BACKGROUND** By late 1944 Allied forces were advancing in Europe and Asia. But Germany and Japan were both resisting, showing no signs of being willing to surrender. Allied leaders knew there was much more fighting still to be done.

## Germany Surrenders

In the weeks after the successful D-Day invasion, hundreds of thousands of Allied troops landed in France. Led by American general Omar Bradley, Allied forces began fighting their way across France toward Germany. At the same time, the Soviets were closing in on Germany from the east. Although Germany's defeat seemed certain to the Allies, Hitler refused to surrender.

In July 1944 Allied tank forces led by American general George Patton broke through German lines on the western front. While Patton drove forward, more Allied forces invaded southern France. Both groups of Allied forces fought their way toward Paris. Encouraged by the Allies' success, the citizens of Paris rebelled against the German occupying force. By the end of August, General Bradley was leading Allied troops through the streets of the freed city. "All Paris surged out to meet the Allied columns and welcome their liberators," remembered one witness. After securing Paris, the Allies continued driving through Belgium and Luxembourg, making their way toward Germany. Hitler drafted every able-bodied German man from the age of 16 to 60 and planned one last desperate attack.

## What You Will Learn...

### 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.

### The Big Idea

The Allies won World War II, the most devastating war in world history.

## Key Terms and People

Battle of the Bulge, p. 826  
Harry S. Truman, p. 826  
Holocaust, p. 827  
genocide, p. 827  
Manhattan Project, p. 828  
atomic bomb, p. 828



Use the graphic organizer online to take notes on the final days of the war in both Europe and the Pacific.

Hitler's goal was for German forces to drive through a weak spot in the Allied lines and capture the city of Antwerp, Belgium. On December 16 the Germans seized a moment when Allied planes were grounded due to bad weather. In heavy snow some 25 German divisions attacked the Ardennes (ahr-DEN), a densely forested region defended by just a few American divisions. **The Germans quickly pushed the Allied forces back about 65 miles, creating a huge bulge in the Allied lines. This gave the battle its name—the Battle of the Bulge.**

Allied forces recovered rapidly and stopped the German advance. When the skies cleared in late December, Allied planes began pounding German troops. In early January 1945 the Germans began to retreat. American losses were heavy—between 70,000 and 81,000 casualties. Germany's losses were even greater, and Hitler's ability to wage offensive war was now completely crushed.

In the final months of the war, Allied bombing raids devastated major German cities such as Berlin and Hamburg. Both sides in World War II had used these kinds of bombing

raids against the enemy's cities. German raids, for example, killed about 30,000 civilians in the British capital of London. In February 1945 Allied bombers attacked the German city of Dresden, igniting a firestorm that destroyed the city and killed more than 35,000 civilians. "Dresden was an inferno," recalled one U.S. soldier. "I have nightmares, even today."

As Allied forces surrounded Berlin, Hitler retreated to an underground bunker in the heart of the ruined city. On April 30, as Soviet troops entered Berlin, Hitler committed suicide. A week later, the Germans surrendered. The war in Europe had finally come to an end. The Allies celebrated May 8, 1945, as V-E (Victory in Europe) Day.

President Franklin Roosevelt, who had led the United States throughout World War II, did not live to see V-E Day. He died of a stroke on April 12. **Harry S. Truman** became president and immediately faced the challenge of winning the war in the Pacific.

**READING CHECK** **Sequencing** What events led to Germany's surrender?

## Primary Source

### INTERVIEW TRANSCRIPT Battle of the Bulge



*In the Battle of the Bulge, American soldiers faced a strong German attack in snowy forests during the coldest winter northern Europe had seen in 40 years. Private Dave Nutt described the long, tense nights on the front lines:*

“The cold, the snow, and the darkness were enough to set young nerves on edge. The thud of something as innocuous [harmless] as snow plopping to the ground from a tree branch could be terrifying. Was it snow? Was it maybe a German patrol? Should you fire at the sound and risk giving away your position, or worse, hitting one of your own men? But did the Germans have us surrounded?”

—Dave Nutt, quoted in *Citizen Soldiers*, by Stephen Ambrose

#### ANALYSIS SKILL

#### ANALYZING PRIMARY SOURCES

What factors made the Battle of the Bulge especially hard on soldiers?

## Buchenwald

Jews, Gypsies, and other victims of Hitler and the Nazis were sent to concentration camps. Many were killed immediately upon arrival at the camps, while others were executed later. Families were forced apart, and prisoners were poorly fed and clothed. Some were used as subjects for medical experiments. This photo shows survivors of the Buchenwald concentration camp after their liberation.

*How did Hitler use the concentration camps to fulfill part of his goals for Germany?*

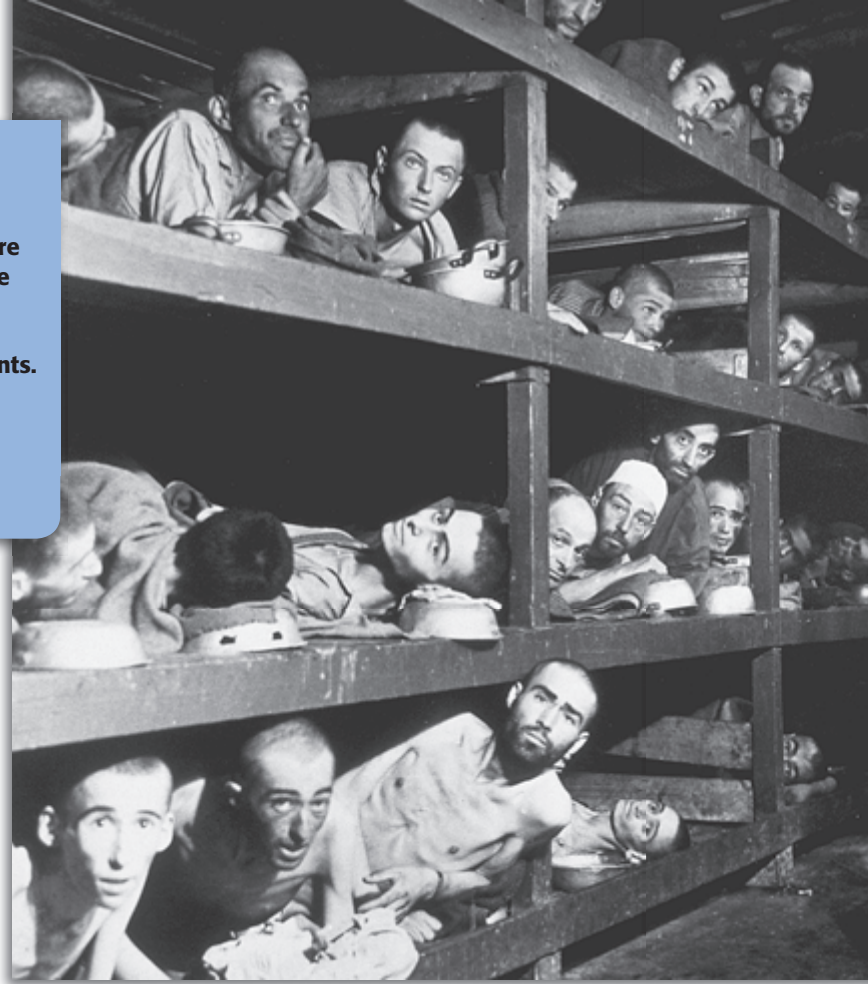
## Horrors of the Holocaust

When Allied forces liberated Europe, they uncovered evidence of horrifying Nazi crimes against humanity. In a program of mass murder that became known as the **Holocaust**, Hitler and the Nazis had attempted to exterminate the entire Jewish population of Europe in the name of Aryan supremacy.

### The Final Solution

Soon after gaining power in Germany, Hitler began his campaign of terror against the Jews. The Nazis stripped German Jews of their citizenship and seized their property. On the “night of broken glass,” or *Kristallnacht*, many Jewish homes and businesses were destroyed. Many Jews who did not escape the country were imprisoned in concentration camps such as Dachau (DAH-kow), near Munich.

When Germany conquered huge sections of Europe and the Soviet Union early in World War II, nearly 10 million Jews came under Hitler’s control. The Nazis forced many Jews into urban centers called ghettos. Others were sent to concentration camps and used as slave labor. Many died from hunger or disease. The Nazis also formed special killing squads that rounded up groups of Jews, shot them, and buried them in mass graves. When the Germans invaded the Soviet Union, these squads murdered more than 33,000 Soviet Jews near Kiev in three days. By the end of 1941, the death squads had executed nearly 1 million people.



### The Death Camps

In January 1942 senior Nazi officials met to plan what they called “a final solution to the Jewish question.” Hitler’s “final solution” was **genocide**, or the extermination of an entire group of people. The Nazi plan was to kill the Jews in specially built death camps, mainly in German-occupied Poland. The camps were equipped with gas chambers designed to kill large numbers of people, and furnaces were used to cremate the bodies of victims.

By mid-1942 the Nazis had begun to ship Jews from throughout German-occupied Europe to the camps. Several hundred thousand Jews, for example, were transported by train from the ghetto in the Polish capital of Warsaw to a death camp called Treblinka. In April 1943 Jews in the Warsaw ghetto staged a violent uprising, attacking the Germans with guns and homemade bombs. It took German troops nearly a month to crush the revolt. Survivors were sent to Treblinka.

#### THE IMPACT TODAY

There are more than 50 museums in the world that honor victims of the Holocaust. The United States Holocaust Memorial Museum in Washington, D.C., displays historical film footage and artifacts from the Holocaust.



#### VIDEO

The Holocaust

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At the death camps most children, the elderly, and the sick were immediately executed. Those strong enough to work were used as laborers. When they became too weak to work, they too were sent to the gas chambers. Moritz Vegh was 13 when his family was sent from Czechoslovakia to Auschwitz, one of the most notorious of the death camps. He later described what happened to his mother and sister:

“When we got off the cattle truck, they ordered, ‘Men, right; women, left.’ . . . I went with my father. My little sister, Esther, she went with my mother. Esther was only eleven. She was holding my mother’s hand. When they made a selection of the women, Esther clung to my mother. My mother wouldn’t give her up . . . They went straight to the gas chamber.”

—Moritz Vegh, quoted in *The Boys: Triumph over Adversity*

Moritz survived the war, working as a laborer at Auschwitz.

The Allied soldiers who liberated the death camps were horrified by what they found. About 6 million Jews—some two-thirds of Europe’s prewar Jewish population—had been killed in the Holocaust. The Nazis had also murdered millions of others, including Gypsies, Slavs, political opponents, and people with physical or mental disabilities.

**READING CHECK** Summarizing What was the purpose of the Nazis’ “final solution”?

## Victory in the Pacific

In the Pacific Allied war planners prepared for an invasion of Japan. They estimated that the invasion could result in more than 1 million Allied casualties.

The Allies had another option. Since 1942 Allied scientists had been working on a secret program known as the **Manhattan Project**. The goal was to develop an **atomic bomb**, a weapon that produces tremendous power by splitting atoms. On July 16, 1945, the Allies successfully tested the first atomic bomb in the New Mexico desert. The massive explosion melted the desert sand into glass for 800 yards in all directions.

When Japanese leaders refused the Allies’ demand for an unconditional surrender, President Truman gave the order to use the atomic bomb. On August 6, 1945, the B-29 bomber *Enola Gay* dropped an atomic bomb above the city of Hiroshima. “When I saw a very strong light, a flash, I put my arms over my face unconsciously,” said one Japanese survivor. “Almost instantly I felt my face was inflating . . . I saw people looking for water and they died soon after they drank it . . . The whole city was destroyed and burning. There was no place to go.” The explosion killed almost 80,000 people instantly. Thousands more died later from burns and radiation poisoning.

**The atomic blast over Hiroshima destroyed the city. Over 80,000 people were killed instantly, and thousands more died later from the effects of radiation.**

**H**  
HISTORY

**VIDEO**  
Bombing of  
Hiroshima and  
Nagasaki

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Japanese leaders still refused to surrender. On August 9 U.S. forces dropped a second atomic bomb on the city of Nagasaki. About one-third of the city was destroyed, and approximately 22,000 people died immediately. The Japanese announced their surrender on August 15, 1945.

After six years, World War II was finally over. More than 50 million people had been killed—more than half of them civilians. National economies in Europe and Asia were devastated, and millions of people were left without food, water, or shelter. Since the war had been fought far from American soil, the United States escaped this level of destruction. As the strongest power left in the world, much of the responsibility for postwar rebuilding fell to the United States.

**READING CHECK** Drawing Conclusions Why did Japan surrender?

**SUMMARY AND PREVIEW** In this section you learned how World War II ended. In the next chapter you will learn how the world recovered from the war and worked to prevent such wars in the future.

## Causes and Effects of World War II

QUICK FACTS

### Causes

- Global and local economic problems
- Totalitarian governments
- Germany's aggression in Europe
- Japanese aggression in Asia and the Pacific

### Effects

- Millions of deaths worldwide
- Widespread destruction of cities and industries
- The Holocaust
- Rise of the United States as the leading world power

## Section 5 Assessment

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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Identify** What was the last major battle of the war in Europe?

**b. Evaluate** What was the biggest task facing **Harry S. Truman** when he became president?
- a. Define** What was the **Holocaust**?

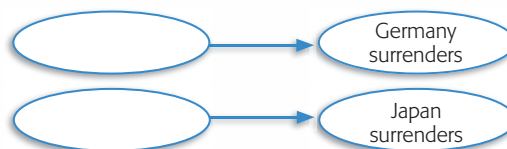
**b. Elaborate** How did the oppression of Jews increase during the war?
- a. Recall** What was the purpose of the **Manhattan Project**, and how did it result in the end of the war against Japan?

**b. Explain** What was the status of the United States after the war?

**c. Predict** How do you think the invention of the **atomic bomb** changed people's views of war?

### Critical Thinking

- Identifying Causes** Review your notes on the final days of the war in both Europe and the Pacific. Then copy the graphic organizer below and use it to show the short-term causes of Germany's and Japan's surrenders.



### FOCUS ON WRITING

- Taking Notes on the Impact of the War** Take notes on the last days of World War II. How did the Allies finally win the war? What impact did the war have on people and countries around the world?

## Literature of the Holocaust

### GUIDED READING

#### WORD HELP

**Mr. Dussel** a friend of Anne's father

**droves** large numbers

**Gestapo** German military police

**Westerbork** a concentration camp on the Dutch-German border

**Drenthe** a province of the Netherlands

**1** *Jews in hiding knew that they would be sent to concentration camps if discovered.*

**2** *Anne cannot hide her feelings at seeing innocent victims of the Germans being treated poorly.*

**3** *Jews suffered harsh treatment before and after arrest.*

### from *Diary of Anne Frank*

by Anne Frank (1929–1945)

**About the Reading** *Anne Frank was a Jewish teenager in Amsterdam who experienced the Nazi occupation of the Netherlands firsthand. Frank and her family hid for more than two years in the sealed-off back room of an office. The family was betrayed to the Gestapo in 1944. Frank and her family members were sent to concentration camps in Germany. Frank died in 1945 at the Bergen-Belsen concentration camp.*

**AS YOU READ** Notice how Frank describes the oppression of Jews.

19th November, 1942

Mr. Dussel has told us much about the outside world we've missed for so long. He had sad news. Countless friends and acquaintances have been taken off to a dreadful fate. **1** Night after night, green and grey military vehicles cruise the streets. They knock on every door, asking whether any Jews live there. If so, the whole family is immediately taken away. If not, they proceed to the next house. It's impossible to escape their clutches unless you go into hiding. They often go around with lists, knocking only on those doors where they know there's a big haul to be made... In the evenings when it's dark, I often see long lines of good, innocent people, accompanied by crying children, walking on and on, ordered about by a handful of men who bully and beat them until they nearly drop. No one is spared. The sick, the elderly, children, babies and pregnant women—all are marched to their death. **2**

9th October, 1942

Our many Jewish friends and acquaintances are being taken away in droves. The Gestapo is treating them very roughly and transporting them in cattle-trucks to Westerbork, the big camp in Drenthe to which they're sending all the Jews. **3**

## from *Night*

by Elie Wiesel (1928– ), translated by Stella Rodway

**About the Reading** *Elie Wiesel was taken to Auschwitz when he was age 15. Though he survived the camp, not all of his family did. Years after the war, Wiesel wrote about his time spent imprisoned at Auschwitz.*

**AS YOU READ** Look for ways that Wiesel describes the trauma of being taken away.



By eight o'clock in the morning, a weariness like molten lead began to settle in the veins, the limbs, the brain. I was in the midst of my prayers when suddenly there were shouts in the street. I tore myself from my phylacteries and ran to the window. Hungarian police had entered the ghetto and were shouting in the neighboring street:

"All Jews outside! Hurry!"

Some Jewish police went into the houses, saying in broken voices:

"The time's come now . . . you've got to leave all this . . ."

The Hungarian police struck out with truncheons and rifle butts, to right and left, without reason, indiscriminately, their blows falling upon old men and women, children and invalids alike. ❶

One by one the houses emptied, and the street filled with people and bundles. By ten o'clock, all the condemned were outside. The police took a roll call, once, twice, twenty times. The heat was intense. Sweat streamed from faces and bodies.

Children cried for water.

Water? There was plenty, close at hand, in the houses, in the yards, but they were forbidden to break the ranks. "Water! Mummy! Water!"

The Jewish police from the ghetto were able to go and fill a few jugs secretly. Since my sisters and I were destined for the last convoy and we were still allowed to move about, we helped them as well as we could.

## GUIDED READING

### WORD HELP

**molten** melted

**phylacteries** wooden prayer devices

**ghetto** neighborhood set aside for Jews

**truncheons** sticks

**indiscriminately** without care

**invalids** people who are ill

**convoy** military escort

❶ *The Hungarian police used physical force to gather people together.*

## CONNECTING LITERATURE TO HISTORY

- 1. The Nazi oppression of Jews eventually led to the Gestapo taking Jews from their homes.** How does Frank describe the job that the Gestapo did?
- 2. The oppression soon changed to removal.** How does Wiesel describe the removal of the Jews from his hometown?
- 3. Jews were treated with physical violence by Nazi supporters.** Give two examples of violence against Jews found in these passages.



# Social Studies Skills

Analysis

Critical Thinking

Civic Participation

Study

## Constructing Time Lines

### Define the Skill

Time lines are a good way to organize historical information. Time lines clearly show a sequence of historical events over a certain period of time. Many time lines focus on a specific theme within a time period.

When you construct a time line, it often makes the sequence of events easier to follow. Time lines show events in the order they happened and the amount of time between events. Constructing a time line can therefore help you better understand events' context. For example, organizing events on a time line can help you determine their causes and effects.

### Learn the Skill

When you construct a time line, you need to make some basic decisions. First, the time line needs a topic. This topic can be general or specific. One example of a general topic is the 1940s. A more specific topic might be major battles of World War II. The time line should cover a time period that includes the main events related to the topic. For example, it would make sense for a time line on American battles in World War II to cover the period 1941 to 1945.

The next step in constructing a time line is gathering information. This includes taking notes on events from the chosen time period related to the topic. It is important to write down the date when each event happened. Putting the events in order

before making the time line is often helpful. If there are too many events, it is a good idea to include only the most important ones.

The first step in actually constructing the time line is to draw a straight line using a ruler. The next step is to mark even intervals on the line. Intervals are dates that divide the time line into smaller, equal time periods. For example, a time line of the 1940s might include two-year intervals: 1940, 1942, 1944, and so on. Then add events in the correct places on the time line. The beginning and end of the time line, each interval, and each event should be labeled with dates. The finished time line should include at least six events. As a final touch, the time line needs a title. The title tells what the entries in the time line are about and may include the dates the time line covers.

### Practice the Skill

Follow these instructions to construct a time line.

1. Using your textbook, choose a topic related to World War II for your time line. Decide on the dates your time line will need to cover.
2. Use your textbook to take notes on events to include in your time line and their dates. Put the events in order.
3. Following the steps described above, construct your time line. The finished time line should include clearly labeled dates, at least six events, and a title.



## History's Impact

### ▶ video series

Review the video to answer the closing question:

*Why do you think the United States made the GI Bill of Rights a permanent policy?*

## Visual Summary



Use the visual summary below to help you review the main ideas of the chapter.



The bombing of Pearl Harbor drew the United States into World War II.



To help supply the troops, women worked in jobs usually held by men.



American soldiers helped defeat the Axis Powers in Europe and the Pacific.

## Reviewing Vocabulary, Terms, and People

Identify the term or person from the chapter that best fits each of the following descriptions.

1. The first African American flying unit in the U.S. military
2. American general who retreated from and then retook the Philippines
3. The dictator of the Soviet Union
4. A weapon that produces a massive explosion by splitting atoms
5. Battle at which British troops stopped the German Afrika Korps
6. Policy of avoiding war with an aggressive nation by giving in to its demands
7. Extermination of an entire group of people

## Comprehension and Critical Thinking

### SECTION 1 (Pages 804–809)

8. a. **Define** What is fascism?
- b. **Make Inferences** Before Pearl Harbor, what U.S. policies suggested that the United States would join the Allies?
- c. **Evaluate** How well did the policy of appeasement work? Explain your answer.

### SECTION 2 (Pages 810–814)

9. a. **Recall** What happened during the zoot-suit riots?
- b. **Analyze** Why was the War Production Board important to the war effort?
- c. **Elaborate** How do you think Japanese Americans felt about internment?

### SECTION 3 (Pages 815–819)

10. **a. Identify** What led the Axis powers to retreat from the Soviet Union?
- b. Summarize** In which regions and countries did the Allies win major victories against Germany?
- c. Draw Conclusions** Why do you think D-Day succeeded?

### SECTION 4 (Pages 820–824)

11. **a. Describe** What did kamikaze pilots do?
- b. Explain** How did cracking Japanese codes help the Allies in the Pacific?
- c. Draw Conclusions** Why do you think Japan was determined to continue fighting?

### SECTION 5 (Pages 825–829)

12. **a. Recall** What were the effects of the atomic bombs on Hiroshima and Nagasaki?
- b. Contrast** How was the Holocaust different from other wartime tragedies?
- c. Evaluate** Do you think the strategy of bombing civilian centers was fair? Why or why not?

## Reviewing Themes

13. **Geography** How did geography affect the course of World War II?
14. **Society and Culture** What changes in society did World War II bring about?

## Using the Internet



15. **Activity: Understanding Code Talkers** Guns and bombs were not the only weapons of World War II. Cryptography, or the use of secret codes, was also an important tool for the Allied forces. Some Native Americans in the U.S. military used their own language as a form of cryptography. They spoke Navajo, a complex language, and adapted it for battlefield communications and to transmit secret information by radio and telephone. Soldiers who could speak it became known as code talkers. Using the online textbook, research the Navajo code talkers of World War II and then create a poster to present your findings.

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## Reading Skills



**Categorizing** Use the Reading Skills taught in this chapter to answer the question from the reading selection below.

American, British, and Canadian troops invaded France on June 6, 1944—known as D-Day or “designated day.” They crossed the choppy waters of the English Channel and landed on five beaches in Normandy. More than 6,000 ships, 11,000 planes, and 156,000 men were part of the invasion. Soldiers jumped from boats and waded ashore, often under heavy fire. (p. 819)

16. Which of the following general categories could help you organize this information?
  - a. generals of the American forces
  - b. types of ammunition used
  - c. resources of invading forces
  - d. leaders of Allied nations

## Social Studies Skills

**Constructing Time Lines** Use the Social Studies Skills taught in this chapter to answer the question below.

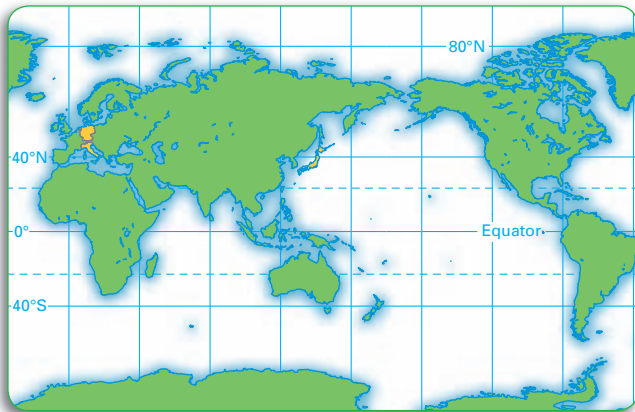
17. Make a time line about the end of World War II, covering the events of 1945.

### FOCUS ON WRITING

18. **Writing Your Radio News Broadcast** Review your notes. Choose one event or story from World War II as the focus of your radio broadcast. You can include quotes from soldiers or national leaders. Remember that people cannot see your broadcast, so use descriptive language. Be sure to answer the following questions: Who? What? Where? When? Why? and How?

**DIRECTIONS:** Read each question and write the letter of the best response. Use the map below to answer question 1.

**1**



The yellow countries above represent the

- A Central Powers.
  - B Allied Powers.
  - C Axis Powers.
  - D Big Three.
- 2** Which one of the following battles took place in the Pacific?
- A Battle of Omaha Beach
  - B Battle of El Alamein
  - C Battle of Stalingrad
  - D Battle of Midway
- 3** During the war, many American women
- A did work that traditionally had been done by men.
  - B served in battlefront combat positions in the military.
  - C worked as *braceros*.
  - D participated in labor strikes.
- 4** The Allies' successful 1944 invasion of France is known as
- A D-Day.
  - B the Desert Fox.
  - C sonar.
  - D the Battle of Britain.

**5** Who became president when Franklin D. Roosevelt died in 1945?

- A Eleanor Roosevelt
- B Harry S. Truman
- C Winston Churchill
- D Douglas MacArthur

**6** The majority of Holocaust victims were

- A Slavs.
- B Japanese.
- C disabled people.
- D Jews.

**7** Read the following excerpt from the diary of Anne Frank, a Dutch Jew who died in the Holocaust, and use it to answer the question below.

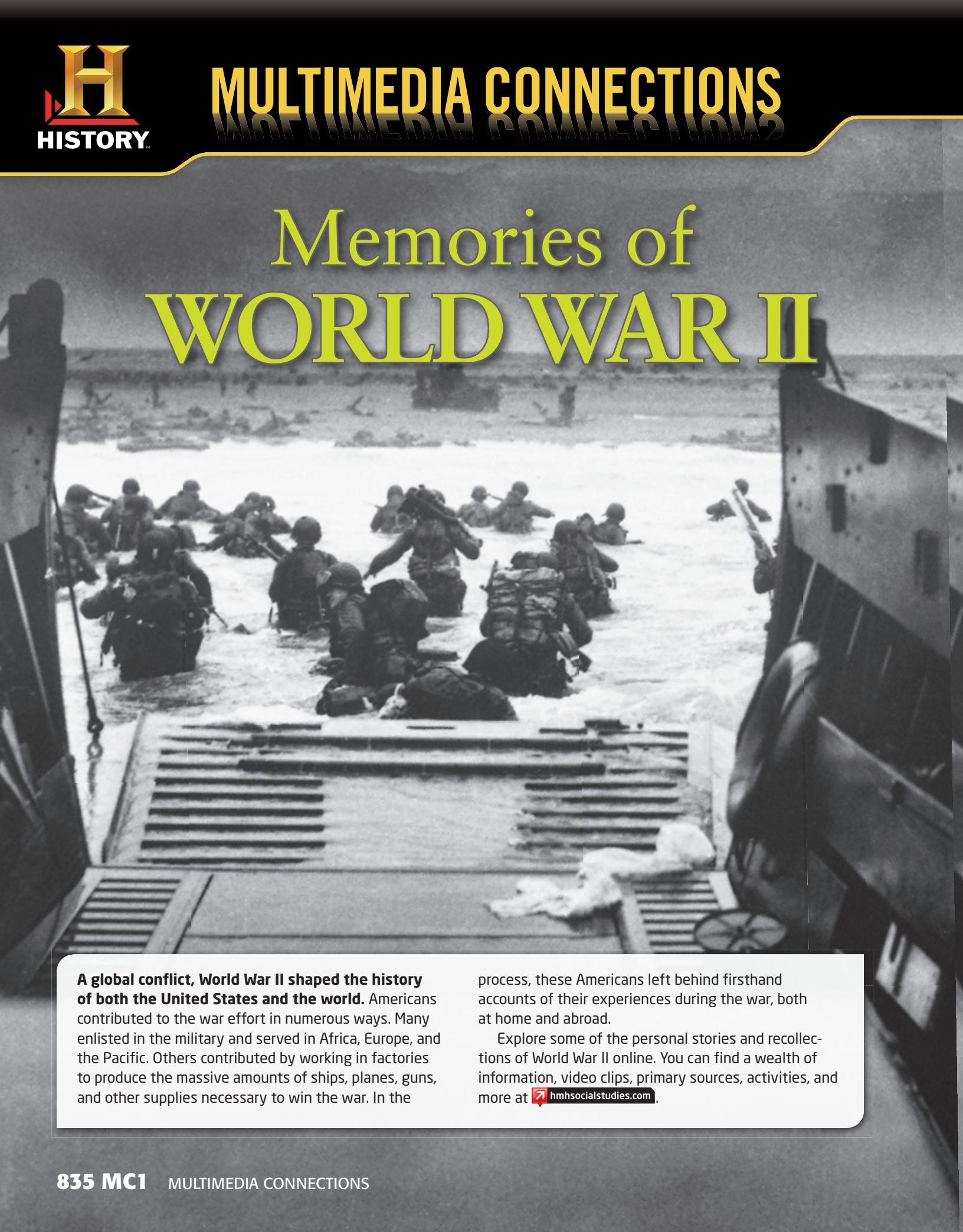
July 15, 1944

“It’s a wonder I haven’t abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart.”

—Anne Frank, *The Diary of Anne Frank*

**Document-Based Question** Why does Frank call her ideals “absurd and impractical”?

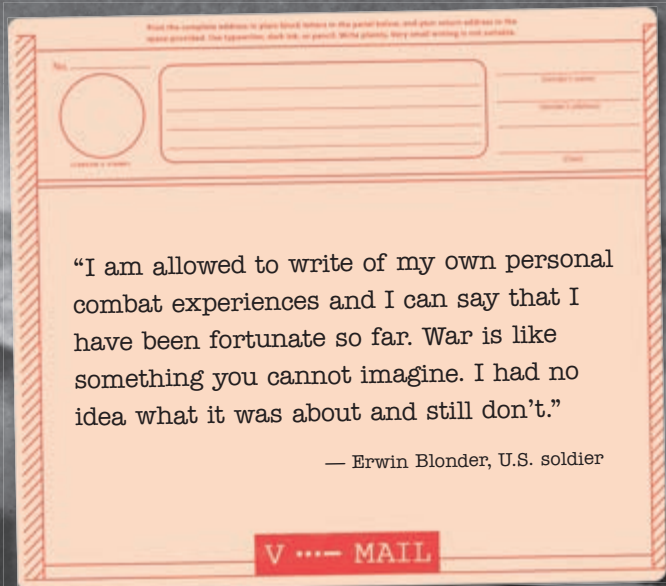
## Memories of WORLD WAR II



**A global conflict, World War II shaped the history of both the United States and the world.** Americans contributed to the war effort in numerous ways. Many enlisted in the military and served in Africa, Europe, and the Pacific. Others contributed by working in factories to produce the massive amounts of ships, planes, guns, and other supplies necessary to win the war. In the

process, these Americans left behind firsthand accounts of their experiences during the war, both at home and abroad.

Explore some of the personal stories and recollections of World War II online. You can find a wealth of information, video clips, primary sources, activities, and more at [hmhsocialstudies.com](https://hmhsocialstudies.com).



### A Soldier's Letter Home

Read the document to learn about one soldier's wartime experiences in southern France.



### America Mobilizes for War

Watch the video to see how the United States mobilized its citizens for war and how society changed as a result.



### Air War Over Germany

Watch the video to see how the P-51 Mustang helped the Allies win the air war over Germany.



### The Pacific Islands

Watch the video to hear veterans describe their experiences fighting in the Pacific theater.

## Assignment

Write an essay describing either Hoovervilles or the Dust Bowl during the Great Depression.

# A Descriptive Essay

**V**ivid descriptions of a place and time can help us understand history. Primary sources often provide such descriptions from one person's point of view. Historians provide a different point of view in descriptions based on many primary and secondary sources.

## 1. Prewrite

### Getting Started

Descriptive essays depend on details that will help the reader create a mental picture. The quotes about the Dust Bowl on page 790 are examples of vivid descriptions. The passage from *The Grapes of Wrath* on page 795 is another good example. For your description, review Chapter 25 and look in the encyclopedia and other sources. Collect as many details as you can about Hoovervilles or the Dust Bowl. Try to find details that involve all of the five senses (sight, sound, smell, touch, and taste). Good description depends on strong details.

### Organizing Information

Make one generalization that sums up all your details. This will be your main idea. Then organize the details and examples you have found into two, three, or four categories. These will become the body paragraphs of the essay. All of these categories should support the main idea.

For example, the main idea of an essay could be that the name *Dust Bowl* was an accurate description of the area. One detail might be that the gritty dirt often became caught in people's skin, hair, and clothing. This detail could fit into the category of people in the Dust Bowl.

## 2. Write

You can use this framework to help you write your first draft.

**TIP** **Using Visual Images** Look at visual images such as photographs from the 1930s. What do they show about Hoovervilles or the Dust Bowl and the people who lived there? Use this information in your description.

## A Writer's Framework

### Introduction

- Make a generalization about your topic.
- List the categories that will be included in the body paragraphs.

### Body

- Separate details into paragraphs by category.
- Use vivid details that involve the five senses.
- Use details from different sources.

### Conclusion

- Summarize your information.
- Explain how your topic is related to larger issues.

### 3. Evaluate and Revise

#### Evaluating

Use these questions to discover ways to improve your essay.

#### Evaluation Questions for a Descriptive Essay

- Do you begin with a generalization about your topic?
- Do you separate details into separate paragraphs by category?
- Do you use vivid details that involve the five senses?
- Do you use details from different sources?
- Do you explain how your topic is related to larger issues?

**TIP** **Show, Don't Tell** Writers are often advised, "Show, don't tell." This phrase means that writers should use strong words, details, and examples to make a point. Choose vivid, clear examples for your description. They should not need much explanation.

#### Revising

When you revise your essay, make examples and details as specific as possible. This will make your description more vivid.

**General:** *People built flimsy houses in Hoovervilles.*

**Specific:** *In Hoovervilles, people built shelters out of scraps of lumber, tin, and cardboard.*

### 4. Proofread and Publish

#### Proofreading

Check your sentences for fragments and run-ons. A fragment is an incomplete sentence. Adding a subject or a verb can often make a fragment into a complete sentence. A run-on has too many subjects and verbs for one sentence. It usually needs to be broken into two or more separate sentences.

#### Publishing

Share your essay with one or more classmates. Make illustrations based on the descriptions in each other's essays.

### 5. Practice and Apply

Use the steps and strategies in this workshop to write your descriptive essay.