**Effects of Industrialization**

**Specific Objective:** Understand the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair’s *The Jungle*.

Read the summary to answer questions on the next page.

**Industrialization**
- In the late 19th century, industry in the United States experienced a huge expansion driven in part by a growing urban population, which provided cheap labor and a market for new products.

**Effects on Living Conditions**
- Industrial jobs drew immigrants and rural Americans to cities.
- As cities became overcrowded, problems arose, such as inadequate housing, poor transportation, crime, and lack of clean water and sanitation.
- Multifamily tenements became overcrowded. They were unsanitary and lacked light and ventilation.

**Effects on Working Conditions**
- Factory employees worked 12 or more hours a day, six days a week, for low wages. Much of the work was repetitive and tedious.
- Many factories were poorly ventilated, and employees often worked with dangerous machinery. Long hours and unsafe conditions led to health problems and accidents.
- Workers in sweatshops, or workshops in tenement buildings, worked long hours without breaks and earned the lowest wages.
- Women earned significantly less than men.
- Child labor was common because all family members had to work to make ends meet. In 1890 there were 1.5 million workers under 15.
- Many children were injured or experienced stunted growth because of the hard work.

**Upton Sinclair’s *The Jungle* (1906)**
- Novel that exposed the poor working conditions of immigrants in the slaughterhouses of Chicago. The public, however, reacted most strongly to the description of the revolting way that meat was processed.
- Portrayed the following conditions in the meatpacking industry:
  - Workers walking and spitting on meat left on the floor
  - Rats running over meat and leaving their droppings
  - Poison bread (to kill rats) and dead rats thrown in with meat to be processed
- Led to a federal investigation of the meatpacking industry and ultimately to the passing of the Meat Inspection Act in 1906.
Specific Objective: Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.

Read the summary to answer questions on the next page.

Changing Landscape

- The expansion of railroads in the late 19th century linked towns that were formerly isolated. New towns sprang up along railroad lines.
- Some cities began to specialize in a particular product, which could be distributed to a large market across the country by railroad.
- Industrialization brought wealth to many Americans, but could also cause severe air and water pollution in cities.
- New inventions met the needs of cities, including the need for space (skyscrapers) and transportation (electric streetcars, suburban railroads).

Growth of Cities

- The early Industrial Revolution in the first half of the 19th century caused new Northern cities to be formed and existing cities to grow larger. Many cities grew near canals, major rivers, and railroads, which provided transportation.
- Between 1870 and 1920 the urban population in the United States grew from 10 to 54 million. Most of the growth took place in the Northeast and the Midwest. In 1890, 40 percent of the U.S. population lived in cities with populations greater than 50,000.
- About 20 million Europeans arrived in the United States between 1870 and 1920. Before 1890, most came from northern and western Europe. After 1890, increasing numbers came from southern and eastern Europe.
- Ethnic groups clustered together to preserve their cultures. Immigrants lived near others who shared their language, religion, and values. They created social clubs and aid societies and put their money together to build churches and synagogues.
- Many immigrants moved into crowded multifamily tenements in the central part of the cities. Improvements in transportation allowed middle- and upper-class families to move to new suburbs.
- Between 1890 and 1910, 200,000 African Americans moved to cities in the North and West to escape racial oppression in the South. They still faced segregation and job discrimination.
Specific Objective: Trace the effect of the Americanization movement.

Read the summary to answer questions on the next page.

The Causes of the Americanization Movement

- Between 1890 and 1920, millions of people immigrated to the United States from eastern and southern Europe.
- Many native-born Americans viewed the new immigrants as a threat to the American way of life. They wanted the new immigrants to assimilate, or adopt the language and customs of the dominant culture in American society.

How Immigrants Were Americanized

- The Americanization movement was an effort by the government and private citizens. Its purpose was to teach new immigrants the skills and customs that would allow them to become part of the mainstream culture.
- Immigrants and their children were encouraged to attend public schools and other classes to learn English. They would also learn about American history and government.
- Thousands of adult immigrants attended night school. Some employers, such as Henry Ford, offered daytime programs to their immigrant workers.
- Organizations also offered classes in cooking and social etiquette. These classes were designed to help immigrants learn the customs of the dominant culture, with the expectation that they would abandon their own culture.

The Effects of the Americanization Movement

- Many immigrants, especially children in the public schools, learned English and assimilated quickly.
- Many others resented the idea that they should give up their own culture and language. Some combined American language and customs with those from their native countries. Many chose to live in neighborhoods with other immigrants who shared their language, customs, and religion.
- Labor activists accused Ford of teaching immigrants not to question company management. They believed he was using Americanization programs to weaken the labor movement.
- Catholics were concerned about the Protestant teachings and readings in the public schools. They started their own schools to give their children a Catholic education.
Specific Objective: Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.

Read the chart to answer questions on the next page.

<table>
<thead>
<tr>
<th>Urban Political Machines</th>
<th>Responses by Immigrants</th>
<th>Responses by Middle-Class Reformers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Emerged in major cities, such as Baltimore, New York, and San Francisco after the Civil War</td>
<td>• Got help with their most urgent problems. City bosses offered them jobs, housing, or help with becoming full citizens in exchange for their votes. For this reason, many immigrants supported the political machines.</td>
<td>• Wanted city government to be more responsive to citizens and more efficient</td>
</tr>
<tr>
<td>• Organizations that controlled all of the activities of a political party in a city</td>
<td>• Some immigrants worked their way up in the political machine organization. Their knowledge of the needs and language of immigrants put them in a good position to secure the immigrants’ votes.</td>
<td>• Distrusted immigrants’ power in politics</td>
</tr>
<tr>
<td>• Offered citizens services, jobs, or favors in exchange for their votes or financial support</td>
<td>• Run by city bosses who controlled access to government jobs and business licenses and influenced the courts and other agencies.</td>
<td>• Galveston, Texas, pioneered the use of a commission of experts to run the city. By 1917, commissions ran 500 cities.</td>
</tr>
<tr>
<td>• Led to election fraud and political corruption</td>
<td></td>
<td>• Other cities adopted council-manager forms of government. Citizens elected a city council, which appointed a manager. Usually, the manager was someone trained in public administration. Managers ran nearly 250 cities by 1925.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Some mayors instituted reforms and encouraged citizens to take an active role in managing cities.</td>
</tr>
</tbody>
</table>
Specific Objective: Examine corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.

Read the summary and chart to answer the questions on the next page.

In the late 19th century, the growth of corporate mergers and trusts led to monopolies, in which one company controlled an entire industry.

- Corporations usually accomplished a merger by buying out the stock of another corporation.
- In trust agreements, companies turn over their stock to a group of trustees who run the companies as one large company. The separate companies are entitled to large profits and dividends that the trust earns.

<table>
<thead>
<tr>
<th>Industrial Leader</th>
<th>Business Practices</th>
<th>Results</th>
</tr>
</thead>
</table>
| Andrew Carnegie   | • Found ways to make better products more cheaply  
| Carnegie Steel    | • Gained control of the raw materials and distribution system for steel through vertical integration—buying out suppliers (coal fields, iron mines) and transportation systems (ore freighters, railroad lines)  
|                   | • Bought out competing steel manufacturers, a practice known as horizontal integration | • Through vertical integration, Carnegie controlled the resources, manufacturing, and distribution of steel.  
|                   |                   | • Carnegie Steel became the largest steel manufacturer in the country. |
| John D. Rockefeller | • Standard Oil entered into trust agreements with competing oil companies.  
| Standard Oil      | • Rockefeller became wealthy by paying low wages to employees, driving out competition by selling oil for less than what it cost to produce it, and raising oil prices once the competition was gone. | • By 1880s, Standard Oil controlled 90 percent of the oil refining business.  
| Company           |                   | • Rockefeller was labeled a robber baron for his tactics |

Sherman Antitrust Act

- In response to concerns that corporate mergers were becoming a threat to competition, Congress passed the Sherman Antitrust Act in 1890. This act made it illegal for companies to create trusts that interfered with free trade between states or with other countries.
- The act was difficult to enforce and was ineffective in breaking up big businesses. Business leaders eventually used it against labor union activities, which they claimed interfered with free trade.
Specific Objective: Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and advantages of its physical geography.

Read the summary to answer questions on the next page.

Industrialization
- At the end of the Civil War, the United States was still a mostly agricultural nation. Within the next sixty years, the country grew to be the leading industrial power in the world.
- Industry in the United States benefited from several conditions including:
  - a wealth of natural resources
  - government support for business
  - a growing urban population, which provided cheap labor and a market for new products
  - a transportation network of rivers, canals, roads, and especially railroads

Natural Resources
- Abundant deposits of oil, coal, and iron fueled technological growth.
- In 1859, a steam engine was successfully used to drill for oil in Pennsylvania. This practical method of extracting oil led to an oil boom in Kentucky, Ohio, Illinois, Indiana, and Texas. The oil boom led to the rise of petroleum-refining industries in Cleveland and Pittsburgh.
- Coal production grew from 33 million tons in 1870 to more than 240 million tons in 1900.
- The Bessemer steel process was developed around 1850. This process extracts carbon and other impurities from iron ore to make steel, a lighter, more rust-resistant metal than iron.
- The steel industry provided the material for thousands of miles of railroad track. Steel also allowed new forms of construction such as skyscrapers and the Brooklyn Bridge.

Railroads
- In 1869, the first transcontinental railroad was completed. Government land grants and loans supported the completion of the railroad network.
- Railroads provided rapid transportation of people, raw materials, farm produce, and finished products. New towns sprang up and markets grew along railroad lines.
- Railroads had a great demand for iron, coal, steel, lumber, and glass, which fueled the growth of these industries.

Trade
- In the late 19th century, advances in technology led to overproduction in the United States. Farms and industry produced more products than American citizens could consume.
- The United States looked to foreign trade for raw materials for manufacturing and new markets for selling U.S. agricultural products and manufactured goods.
Specific Objective: Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel.

Read the diagram to answer the questions on the next page.

Social Darwinism
- Based on Charles Darwin’s theory of natural evolution
- Wealth, social status, and property indicated a person’s fitness
- Poor people were seen as lazy, inferior, and less fit to survive
- Appealed to the Protestant work ethic—anyone could prosper with hard work, intelligence, and perseverance
- Supported the idea of laissez-faire policies—government should not regulate the marketplace or attempt social reform
- Used by Andrew Carnegie and other industrialists to support their business practices

Social Gospel
- A moral reform movement promoted by Protestant clergy such as Walter Rauschenbusch and Washington Gladden
- Addressed excesses of industrialization and urbanization
- Christians were responsible for helping workers and the poor
- Preached salvation through work for social justice
- Influenced progressive reformers such as Jane Addams and Theodore Roosevelt

Both
- Addressed the urban and industrial society of the 19th century
- Explained the situation of the poor
- Had some connection to Protestant ethics or religion
- Opposed by fundamentalists, such as Dwight Moody and Billy Sunday, who preached the literal interpretation of the Bible and individual salvation
**Specific Objective:** Examine the effect of the political programs and activities of Populists.

Read the charts to answer the questions on the next page.

<table>
<thead>
<tr>
<th>Forming the Populist Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Populist, or People’s, Party was formed in 1892 in Nebraska, building on the work of the Grange and Farmers’ Alliances. It was dedicated to easing farmers’ and workers’ debt and increasing their power in government.</td>
</tr>
<tr>
<td>• Proposed economic reforms: an increase in the money supply, graduated income tax, and federal loans. Political reforms: direct election of U.S. senators by popular vote, single terms for president and vice president, and the secret ballot. Populists also wanted an eight-hour workday and restrictions on immigration.</td>
</tr>
<tr>
<td>• In the elections of 1892, Populists received 10 percent of the vote for president. They elected five senators, three governors, and about 1,500 state legislators.</td>
</tr>
<tr>
<td>• Populist ideas later became the platform of the Democratic Party.</td>
</tr>
</tbody>
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<tr>
<th>The Panic of 1893</th>
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<tbody>
<tr>
<td>• Farmers, banks, and railroads all had too much debt. In 1893, over 15,000 businesses, including many railroads, and 500 banks went out of business.</td>
</tr>
<tr>
<td>• By 1894, 20 percent of workers were unemployed and many farm families went hungry.</td>
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</tbody>
</table>

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<tr>
<th>Silver or Gold</th>
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</thead>
<tbody>
<tr>
<td>• The biggest economic issue at the time was the amount of money in circulation.</td>
</tr>
<tr>
<td>• “Gold bugs,” including many bankers and businessmen favored backing paper money with gold, which would keep the money supply low and its value high.</td>
</tr>
<tr>
<td>• “Silverites” wanted paper money backed by both gold and silver. This would increase the money supply and make it easier for workers and farmers to repay their loans.</td>
</tr>
<tr>
<td>• William Jennings Bryan ran for president in 1896 as a Democrat. He opposed the gold standard and was supported by Populists.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Legacy of Populism</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Bryan lost the election in 1896 and also in 1900 and 1908. The Populist Party lost its strength and soon disappeared.</td>
</tr>
<tr>
<td>• Populists had shown that poor and disadvantaged people could organize themselves to have power in the government.</td>
</tr>
<tr>
<td>• Many populist reforms were adopted in the 20th century.</td>
</tr>
</tbody>
</table>
Progressivism

Specific Objective: Understand the effect of political programs and activities of the Progressives.

Read the charts to answer the questions on the next page.

### Four Basic Goals of Progressivism

Reformers did not always agree, but the Progressive movement had four basic goals:
- Protect social welfare by changing some of the harsh conditions of industrialization
- Promote moral improvement through religious work and prohibiting alcoholic drinks
- Create economic reform by limiting the power of large corporations
- Increase efficiency in industry and government by using scientific principles

### Reforms at Local, State, and National Levels

- Local government—Mayors in many cities were elected who reduced corruption and helped people take a more active role in their own government.
- State government—Governors in many states worked to limit the power of railroads and other large corporations. Citizens won reforms such as initiative, referendum, and recall, and the election of U.S. Senators by popular vote rather than by state legislatures. Hiram Johnson was elected governor of California in 1910 and regulated railroads. He allowed people to vote directly on some laws, established labor laws to protect workers, and promoted women’s suffrage.
- National government—President Theodore Roosevelt tried to strengthen federal regulation of trusts. He got Congress to pass new laws regulating railroads. New laws also required inspection and regulation of food and drugs and established environmental protection and conservation through national parks.

### Progressive Party—“The Bull Moose Party”

- When Taft didn’t accomplish as much as some Progressives wanted, Theodore Roosevelt helped form the Progressive Party in 1912. It was called “The Bull Moose Party” because Roosevelt said he was as strong and fit as a “bull moose.”
- Roosevelt beat the Republican Taft, but Democrat Woodrow Wilson won more votes than either. Wilson adopted many Progressive reforms. The party died out in 1917.

### Progressivism and World War I

- International problems that resulted in World War I became more important to people than reforms in the United States.
- Some of the Progressive reforms were accomplished after the war, such as women’s suffrage and Prohibition.
Specific Objective: List the purpose and effects of the Open Door Policy.

Read the chart to answer questions on the next page.

<table>
<thead>
<tr>
<th>Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>• China remained closed to outsiders for many centuries. Trade with other countries was prohibited or strictly limited.</td>
</tr>
<tr>
<td>• Throughout the 1800s, China suffered from internal conflicts and wars with other countries. It became known as the “sick man of Asia” because of its weakness.</td>
</tr>
<tr>
<td>• China was defeated by Japan in the Sino-Japanese war in 1894.</td>
</tr>
<tr>
<td>• Britain, Germany, Russia, and France rushed to establish rights for trade with China.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose of the Open Door Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>The United States at the time had three strong beliefs about foreign trade:</td>
</tr>
<tr>
<td>• The growth of the U.S. economy depended on exports. China was a huge potential market.</td>
</tr>
<tr>
<td>• The United States had a right to keep foreign markets open. It would use force if necessary.</td>
</tr>
<tr>
<td>• If one area was closed to U.S. products, people, or ideas, the United States itself was threatened. The government believed it was protecting the nation by keeping markets open.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Events</th>
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<tbody>
<tr>
<td>• In 1899, U.S. Secretary of State John Hay established the Open Door policy. This policy declared that other nations must share trading rights with the United States. Trade would proceed through an “open door.”</td>
</tr>
<tr>
<td>• Other nations decided they had to agree. China was not consulted.</td>
</tr>
<tr>
<td>• Europeans dominated China’s largest cities. A group that Westerners called “Boxers” (because they used martial arts) attacked foreigners in 1900, killing hundreds of Christian missionaries and others. The Boxers were not part of the Chinese government.</td>
</tr>
<tr>
<td>• The United States joined with other trading countries and Japan to defeat the “Boxer Rebellion” with troops in 1900. Thousands of Chinese were killed.</td>
</tr>
<tr>
<td>• The United States strengthened the Open Door policy by stating it would “safeguard for the world” open trade with China.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Effects</th>
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</thead>
<tbody>
<tr>
<td>• The principles of the Open Door policy were used to guide U.S. foreign policy for many years. The United States continued to use persuasion and force to keep markets open.</td>
</tr>
</tbody>
</table>
Specific Objective: Describe the Spanish-American War and U.S. expansion in the South Pacific.

Read the chart to answer questions on the next page.

**U.S. Imperialism**

Despite the Monroe Doctrine of the early 1800s, in the late 1800s, the United States decided to become an imperialist power like European countries. There were three reasons:

- To establish military strength, especially naval power.
- To open new markets. Industrialization produced a surplus of goods. Colonies would provide markets for goods and sources for raw materials.
- To spread its “superior” culture. Many Americans believed the white race and the Christian religion were superior to other cultures.

**The Spanish-American War**

- The Spanish colony of Cuba revolted between 1868 and 1878 but was not successful.
- American businesses invested heavily in Cuba after slavery was abolished in 1886.
- Cubans revolted again in 1895. Spain fought the rebels and treated them poorly. U.S. newspapers influenced many in the United States to want to enter the war.
- In 1898, the **USS Maine** blew up in the harbor of Havana, killing U.S. sailors. The United States quickly declared war against Spain.
- The United States first destroyed Spain’s navy in the Philippines, another Spanish colony.
- The United States invaded Cuba with volunteers and poorly trained troops but quickly defeated Spanish troops there. The Spanish navy was destroyed.
- Fighting lasted only sixteen weeks.

**The Treaty of Paris (1898)**

- Gave Cuba its freedom
- Sold the Philippines to the United States for $20 million
- Gave the islands of Guam (in the South Pacific) and Puerto Rico to the United States

**Cuba**

- United States troops stayed in Cuba. The United States wanted to protect U.S. business investments. It forced the new Cuban government to accept some U.S. control over it.

**The South Pacific**

- Filipinos thought they would become an independent country. They rebelled against the United States and fought for three years. The Philippines remained under U.S. control until 1946.
Specific Objective: Discuss America’s role in the Panama Revolution and the building of the Panama Canal.

Read the chart to answer questions on the next page.

The Panama Canal

The Need for a Canal

- Goods shipped by sea from the East Coast of the United States to the West in the 1800s traveled more than 13,000 miles and took several weeks. A canal across Central America would cut the miles and time by more than half.
- After the Spanish-American War, it was more important for the navy to move quickly between imperial possessions in the Caribbean and the Pacific Ocean.
- Britain and the United States agreed in 1850 to share the rights to a canal.
- There were two possible routes for a canal—one through Nicaragua and one through Panama, a province of Colombia.

The Panama Revolution

- A French company tried to build a canal through Panama in the late 1800s but gave up. It offered to sell its rights to the land to the United States for $40 million in 1903. The French rights were going to expire in 1904. Colombia had to agree.
- Colombia wanted to wait until French rights expired and then sell rights to the United States for a higher price.
- President Theodore Roosevelt wanted to build the canal and was angered by Colombia’s attempt to raise the price.
- An official of the French company worked with Roosevelt to help Panama become an independent country. He organized a revolution there in 1903. Roosevelt sent U.S. ships to back up the rebels.
- A few days after Panama became independent, it signed a treaty giving the United States rights to build the canal. The United States paid $10 million plus annual rent for the use of the land.

Building the Canal

- The canal is one of the greatest engineering feats in the world. Work began in 1904 and was completed in 1914. The United States spent about $380 million to build it.
- Disease and accidents killed more than 5,600 workers. Most workers were blacks from the British West Indies. Some came from other countries.
- Countries in South America were angry about the U.S. role in the Panama Revolution for many years. The United States paid Colombia $25 million in 1921 to make up for the territory Colombia had lost.
- Panama assumed full control of the canal in 2000.

Read the summary to answer the questions on the next page.

Big Stick Diplomacy

- Theodore Roosevelt said the United States would “Speak softly and carry a big stick.” He meant that the United States would use its influence and the threat of war to enforce the Monroe Doctrine or meet other foreign policy needs.
- Roosevelt was afraid that if Latin American countries couldn’t repay their loans from European banks, European countries would gain power in Latin America.
- He added the Roosevelt Corollary in 1904 to strengthen the Monroe Doctrine. He said the United States could act as an “international police power” in Latin America. He meant that the United States was willing to use its military power to protect business interests.
- The United States intervened often in Latin America. For example, U.S. banks paid off European loans in Santo Domingo and then controlled the country’s finances.

Dollar Diplomacy

- Taft succeeded Roosevelt and used military power to defeat a revolt in Nicaragua.
- Taft used “dollar diplomacy” around the world. Taft preferred “substituting dollars for bullets.” He thought the United States should increase investment in other countries to maintain and increase its power. The government backed loans made by U.S. businesses to foreign countries.
- Dollar diplomacy in Latin America increased U.S. control in many Latin American countries. Taft also used troops to enforce control.

Moral Diplomacy

- Woodrow Wilson suggested using “moral diplomacy.” The United States would only support Latin American governments that were democratic and supported U.S. interests.
- The United States intervened in Nicaragua and Santo Domingo to continue to protect business interests.
- In Mexico, Wilson refused to recognize a general who had seized power illegally.
- In the end, Wilson sent troops to Mexico after changes in the government and attacks on U.S. citizens and interests. After a constitutional government was established, U.S. troops were withdrawn.
- Moral diplomacy was not effective in creating a government in Mexico that ruled according to the principles favored by the United States.
Specific Objective: Analyze the political, economic and social ramifications of World War I on the home front.

Read the chart to answer the questions on the next page.

<table>
<thead>
<tr>
<th>Political</th>
<th>Economic</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There was much debate before the war about the U.S. role in world affairs.</td>
<td>• The United States tried to maintain trade relations with European countries at war, but attacks on U.S. shipping helped push the country into war.</td>
<td>• African Americans moved from the South to Northern cities in the Great Migration. They escaped some discrimination and worked at industrial jobs that paid well.</td>
</tr>
<tr>
<td>• Some wanted to remain isolated from world troubles; others felt the United States needed to act as a world leader.</td>
<td>• The government borrowed money by selling bonds.</td>
<td>• Women worked in jobs previously done by men (who were away fighting in the war), including jobs in industry, mining, and construction. They also worked as nurses, teachers, and clerks.</td>
</tr>
<tr>
<td>• The government worked to gain support for war through speeches, pamphlets, posters, etc.</td>
<td>• The government regulated industrial production.</td>
<td>• Women’s new work helped build support for woman suffrage (passed after the war in 1920).</td>
</tr>
<tr>
<td>• War was backed by most. Strong feelings also prompted attacks on German immigrants and any citizens opposed to the war.</td>
<td>• The war effort propelled the U.S. economy to become the strongest industrial power in the world.</td>
<td>• After the war, many people wanted things to return to “normal” after the many sacrifices and changes of the time.</td>
</tr>
<tr>
<td>• After the war, isolationists gained more power and blocked U.S. entry into the League of Nations.</td>
<td>• Wages rose in industry, but food and housing costs also rose quickly.</td>
<td>• Labor unions grew and strikes were common.</td>
</tr>
<tr>
<td>• The United States tried to avoid international involvements until attacked by Japan in 1941.</td>
<td>• Large corporations made huge profits.</td>
<td>• Workers were needed in all industries. Women and African Americans were hired.</td>
</tr>
</tbody>
</table>
Specific Objective: Discuss the policies of Warren Harding, Calvin Coolidge, and Herbert Hoover.

Read the charts to answer the questions on the next page.

<table>
<thead>
<tr>
<th>Conservative Republican Presidents 1920–1932</th>
</tr>
</thead>
<tbody>
<tr>
<td>• People looked for “return to normalcy” after sacrifices and hardships of World War I.</td>
</tr>
<tr>
<td>• Economy grew rapidly from 1920–1929.</td>
</tr>
<tr>
<td>• Republicans won three elections with conservative views.</td>
</tr>
<tr>
<td>• Supported interests of big business through tax cuts for corporations and the wealthy and through high tariffs; believed government should not intervene in the economy</td>
</tr>
<tr>
<td>• Believed in limited role in foreign affairs and international efforts to prevent war</td>
</tr>
<tr>
<td>• Believed government should not act to protect or assist individuals</td>
</tr>
<tr>
<td>• Stock market crash of 1929 and Great Depression that followed eventually forced Hoover to take government action to help the economy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Policies of Warren Harding</th>
<th>Policies of Calvin Coolidge</th>
<th>Policies of Herbert Hoover</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Elected in 1920 to succeed Wilson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Appointed friends to government posts; some were corrupt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Repealed wartime taxes on corporate profits and reduced taxes for wealthy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Approved high tariffs to protect U.S. businesses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Approved immigration quotas to limit European immigrants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Agreed to arms limits for United States and Europe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Continued Open Door policy toward China to insure access to trade</td>
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<td></td>
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<tr>
<td>• Died in office 1923</td>
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<tr>
<td>• Took over after Harding’s death and then elected in 1924</td>
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<tr>
<td>• First cleaned up corruption scandals</td>
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<tr>
<td>• Continued Roosevelt’s Big Stick policy in Latin America</td>
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<tr>
<td>• Resisted government help to farmers; reduced taxes for wealthy</td>
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<td></td>
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<tr>
<td>• Supported high tariffs; allowed business mergers</td>
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<tr>
<td>• Corporate profits grew for many, but some industries and farmers suffered</td>
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<tr>
<td>• Supported treaty to prevent international war</td>
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<tr>
<td>• Did not run for reelection</td>
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<tr>
<td>• Elected in 1928 as a symbol of prosperity</td>
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<tr>
<td>• Wanted business to follow government lead on economy voluntarily</td>
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<tr>
<td>• 1929 stock market crash wiped out economic gains; first believed it a short term crisis that could be solved by private business</td>
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<tr>
<td>• Tried to help farmers and manufacturers by raising tariffs, but the move hurt the economy</td>
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<tr>
<td>• Later, approved programs to back loans for businesses, banks, and individuals</td>
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<tr>
<td>• Resisted calls to help people directly with payments</td>
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<td></td>
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<tr>
<td>• Easily defeated in 1932</td>
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</tbody>
</table>
Civil Rights Under Attack

- **Labor unions**—During World War I, workers rights were suppressed. In the 1920s, steelworkers, police, and others went on strike for better pay and working conditions. Owners blamed strikes on “Reds,” or communists, and used force to stop them. Many strikers were killed or injured.

- **Palmer raids**—Attorney General Palmer and others feared there was a conspiracy to overthrow the U.S. government. He ordered raids in which thousands of suspected communists, socialists, and anarchists were arrested. Many opposed the government but hadn’t violated any laws. Many were deported without trial.

- **Immigration quotas**—There was a huge surge in immigration right after World War I. Nativist fears of job competition along with racist attitudes led to a quota system. Laws limited immigration from Europe and prohibited it from Japan.

- **Ku Klux Klan**—Originally formed during Reconstruction, the Ku Klux Klan was organized again in the wake of the Red Scare and anti-immigrant feelings. It attacked African Americans, Jews, immigrants, and Catholics.

Fighting for Civil Rights

- **ACLU**—The American Civil Liberties Union was founded in 1920 to defend constitutional rights. It fought against the Palmer raids and supplied lawyers in support of Sacco and Vanzetti. It supported the rights of labor unions and citizens who were critical of the government.

- **NAACP**—The National Association for the Advancement of Colored People was founded in 1910 to protest racial violence. It worked for the passage of anti-lynching laws.

- **Marcus Garvey**—A native of Jamaica, Garvey took a more radical approach than the NAACP, focused on black pride. He believed in a separate society for African Americans and encouraged his thousands of followers to return to Africa.

- **Anti-Defamation League**—This Jewish group began work in 1913 against religious and racial discrimination. Russian Jewish immigrants were often linked with communism and labor unrest. The league worked against the Ku Klux Klan in the 1920s and fought discrimination in employment and housing.
Specific Objective: Understand the passage of the Eighteenth Amendment to the Constitution and the Volstead Act.

Read the sequence diagram to answer the questions on the next page.

**Early Prohibition Movement**
- Early proposals for prohibition began in the early 1800s but were interrupted by the Civil War.
- Strong push began in the 1870s by Women's Christian Temperance Union; Anti-Saloon League started in 1895 by Progressive women; Protestant churches were a strong source of support.
- In general, rural areas supported prohibition and cities opposed it; urban immigrants did not see drinking as a sin, and saloons served some community needs.
- By 1917, about half of states (most in South and West) prohibited alcohol use.

**Prohibition**
- Congress passed the Eighteenth Amendment in 1917 and states ratified it in 1919. It prohibited the making, transportation, or sale of alcoholic beverages.
- Volstead Act passed in 1919 to enforce the amendment; Congress never supplied enough money for real enforcement.

**Effects of Prohibition**
- At first, saloons closed; public drunkenness and overall alcohol consumption decreased.
- Later, many people went to illegal saloons (speakeasies) and bought alcohol from smugglers (bootleggers); many showed a general disrespect for the law.
- Prohibition couldn’t be fully enforced because of a lack of money; raids and arrests were selective and seemed like an attack on personal freedoms.
- Criminals organized to supply illegal alcohol and became very powerful; many government officials took bribes from them.
- People began to feel the “experiment” of Prohibition had failed by the mid-1920s.
- During the Great Depression, people argued that Prohibition kept people out of work and put money into hands of criminals rather than governments.

**Repeal**
- Political groups supported candidates who wanted to repeal Prohibition.
- Congress passed the Twenty-first Amendment, which repealed the Eighteenth, in 1933, and states ratified it the same year.
- State and local governments currently have control of alcohol laws; alcohol consumption has increased considerably since Prohibition ended.
**Specific Objective:** Analyze the passage of the Nineteenth Amendment to the Constitution and the changing role of women in society.

Read the chart to answer the questions on the next page.

<table>
<thead>
<tr>
<th>Women's Right to Vote</th>
<th>Women in Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Many women working in temperance and abolition movements before Civil War were also interested in suffrage (the right to vote).</td>
<td>• Women took larger role in public life throughout 1800s, especially through work in abolition and temperance movements.</td>
</tr>
<tr>
<td>• Seneca Falls Convention in 1848 stated grievances and need for equal rights</td>
<td>• In late 1800s, women helped lead the Progressive movement with work toward social welfare and temperance.</td>
</tr>
<tr>
<td>• Groups organized in 1869 to work for suffrage; Wyoming first state to pass it</td>
<td>• By 1900, 20 percent of women worked outside the home, mostly because of economic need.</td>
</tr>
<tr>
<td>• Some women claimed right to vote at time of the Fifteenth Amendment in 1870 that established voting rights for African-American men.</td>
<td>• More women attended women’s colleges and gained degrees.</td>
</tr>
<tr>
<td>• Two groups came together in 1890 and formed National American Woman Suffrage Association; leaders such as Elizabeth Stanton, Susan Anthony, and Lucy Stone formed a national strategy for suffrage.</td>
<td>• Women played a huge role during World War I, e.g., they worked at many new types of manufacturing and construction jobs, volunteered at hospitals and clinics, served as war nurses, and sold liberty bonds.</td>
</tr>
<tr>
<td>• Between 1893 and 1914, 14 states gave women the right to vote.</td>
<td>• After World War I and the Nineteenth Amendment, women took a larger role in public life through work and had new attitudes about marriage and family—marriage was not the only accepted goal for young women and it was seen as more of an equal partnership.</td>
</tr>
<tr>
<td>• Before World War I, protests and public demonstrations increased; many women were arrested and harassed.</td>
<td>• During the 1920s, expectations for young women changed considerably; fashions changed (e.g., “flappers” wore shorter dresses and hair), women smoked and drank in public and danced in new ways; casual dating became common.</td>
</tr>
<tr>
<td>• After much work by women during World War I, demands for suffrage grew.</td>
<td></td>
</tr>
</tbody>
</table>
Specific Objective: Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers.

Read the summary to answer the questions on the next page.

Background

- Communities of African Americans grew in northern cities during the Great Migration from the South during the early 1900s. Harlem, a neighborhood in upper Manhattan in New York City, was the largest and most important.
- A middle class of educated and successful African Americans had emerged in the cities in the early 1900s. Many lived in Harlem.
- Groups such as Marcus Garvey’s “back-to-Africa” movement and work by the National Association for the Advancement of Colored People (NAACP) helped African Americans feel pride in themselves and their unique culture.
- African-American efforts during World War I brought some recognition from whites. However, lynchings and race riots were common after the war.
- The economy through the 1920s was generally strong and people had money to spend on entertainment, books, and art.

Harlem Renaissance

- A renaissance is a time when art, literature, and learning become important again.
- As writers, artists, and musicians in Harlem created outstanding works, the period from about 1920 through the early 1930s became know as the Harlem Renaissance.
- The Harlem Renaissance allowed many African Americans to experience these new works. White society first became aware of African-American writers and artists during this period and began to show appreciation for their work.
- Many of the creators were friends and their works inspired one another.
- There was no single style of writing, music, or art during the time. Writers focused on African Americans and their experiences in life, including facing acism and injustice.

Leading Writers, Musicians, and Artists

- Langston Hughes was the most famous poet of the time. His poems focused on the lives of working class African Americans.
- Zora Neale Hurston collected African-American folklore and tales. Some characters in her novels were women searching for identity and community.
- Ragtime and blues music were combined with other influences to create a unique style, which came to be called “jazz.” Duke Ellington, Louis Armstrong, and Jelly Roll Morton were instrumental leaders and Bessie Smith and others sang. Whites came to famous Harlem clubs to hear the music.
Specific Objective: Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.

Read the summary to answer the questions on the next page.

American Life in the 1920s
- Labor reforms and union activities achieved shorter working hours for industrial workers. Americans had more leisure time and took up many new types of hobbies.
- During most of the decade, people had more money to spend than previous years. They spent it on consumer goods as well as entertainment.

The Rise of Radio
- Wireless radio communication was still being developed in the early 1900s.
- Radios were used for military reasons during World War I and private radios banned.
- Radio manufacturers tried ways to increase personal radio sales after the war. Westinghouse Electric started a commercial radio station in 1920 in Pittsburgh. Programs included recorded music, news, and sports scores without commercials.
- The station was so successful that other radio manufacturers, such as General Electric (GE) and Radio Corporation of America (RCA), started stations in New York and other areas. People quickly bought radios so they could listen.
- There were about 60,000 home radios in the United States in 1922. The number increased to 3 million in 1924, 10 million by 1930, and 20 million by 1934.
- Stations began raising money with paid commercials. By the mid-1930s, radio was a $100 million business.
- Large networks such as National Broadcasting Company (NBC) and Columbia Broadcast System (CBS) formed to link stations across the country. They linked these stations so they could all broadcast some of the same programs.
- Radio provided a link between people in different areas of the country. People in rural and urban areas, and in the North, South and West could all hear the same sports event or radio comedy or drama. They could learn about news as it happened.
- Entertainment shared by many came to be known as popular culture.

Motion Pictures
- Movies in the early 1900s were silent. Musicians played music in theaters while they were shown. Any dialogue was provided by printed words on the screen.
- Millions went to silent movies as an escape from everyday life. Stars of comedies and romances influenced fashions and were covered in fan magazines.
- “Talkies” brought sound to motion pictures in 1927 in The Jazz Singer. Mickey Mouse was the first cartoon to speak in 1928. Soon all movies had sound. Movie attendance doubled in just three years.
- Like radio, movies allowed people across the country to share popular culture.
Specific Objective: Describe the rise of mass production techniques, the growth of cities, the impact of new technologies, and the resulting prosperity and effect on the American landscape.

Read the charts to answer the questions on the next page.

Changes in the Early 1900s

- **Mass production**—Henry Ford and other industrialists used assembly lines to increase the speed of production. For example, Ford reduced the time it took to produce one car from about twelve hours in 1910 to about two hours in 1913. By the 1920s, many goods were produced much faster than previously.

- **New transportation**—Electric streetcars helped people travel within cities. Cars quickly became popular—by the late 1920s about one in every five Americans owned one. Mail delivery by air began in 1918 and commercial passenger flights in 1927.

- **Expansion of cities**—Cities grew along with the expansion of industry. The automobile industry led to the growth of new cities built around related industries.

- **Electricity**—Factories used electricity to power machines and light their buildings. Factories no longer needed to be located near waterpower. New technology allowed electricity to be more easily transmitted over a distance, meaning that homes away from the center of cities could have electric lights and appliances.

Effects on the Economy and Landscape

- **General prosperity**—The 1920s was generally a time of prosperity. Improved technologies helped factories produce more goods and workers earn more money. Faster production made goods less expensive. Many people bought goods on credit.

- **Roads**—Growth in the number of automobiles led to the need for better roads. In 1916, the federal government began to pay half of the cost of highways built by states. By 1930, most major cities in the United States were connected by paved roads. Trucks competed with railroads to deliver goods. Roadside businesses such as gas stations, motels, and restaurants sprang up.

- **Changes in cities**—Improvements in construction techniques and materials made skyscrapers possible. Skyscrapers allowed cities to make better use of land and allowed more people to live and work in less space. Changes in transportation allowed cities to grow outward into suburbs. People lived farther away from work or other services because they could travel more easily. This expansion away from the center is sometimes called urban sprawl.
Specific Objective: Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.

Read the summary to answer questions on the next page.

Establishing the Federal Reserve System
• Through the late 1800s, banks often closed during economic crises. The federal government or the banking system could not increase the supply of money or credit. People lost what they deposited, and paper money could not be exchanged for gold.
• Crises in 1873, 1883, and 1893 caused many banks to fail and businesses to go bankrupt. After a huge bank failed in 1907, Congress came up with a plan.
• The Federal Reserve System was established in 1913 under President Wilson.
• The Federal Reserve System still functions today to prevent bank failures and regulate the supply of money.

A Weak Economy That Seemed Strong
From the beginning of World War I in 1914 until 1929, everyone believed the U.S. economy was stronger than it had ever been. But during the late 1920s, problems in the economy began to build up. Before the stock market crashed in 1929, the U.S. economy had the following problems:

Uneven distribution of wealth—The richest people got richer while workers’ wages increased only slightly. With only a small increase in their income, most people couldn’t afford to buy all of the products of U.S. industry.

Too much production with too little demand—Factories continued to produce more and more goods, but people could not afford them. Warehouses were filled with unsold goods. Most major industries had slowed down by the middle of 1929.

Widespread use of credit—People began to buy goods on credit. Many owed more money than they could pay back. By the end of the 1920s, buying slowed.

Stock speculation—Because it seemed the stock market would always keep rising, many people borrowed money to buy stocks. If the stocks did not rise, those who had borrowed would not have the money to pay for them.

Farm problems—Farmers had problems as soon as the war ended. Many had borrowed money to buy more land and grow more crops. After the war, European farmers started producing again, and prices dropped for American farm products. The government did not help farmers, and many lost their farms.

Weak industries—Older industries such as iron, railroads, mining, and textiles did not share in the general prosperity.

International economic problems—The United States kept tariffs high on foreign goods to protect U.S. industries. However, if foreign countries could not sell goods in the United States, they could not afford to buy U.S. exports or to pay back loans.
Specific Objective: Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.

Read the information to answer questions on the next page.

Causes of the Great Depression

- Tariffs and war debt policies cut down the foreign market for U.S. goods.
- A crisis in the farm sector led to falling prices and increased debt.
- The Federal Reserve kept interest rates low and encouraged borrowing that led to excessive debt.
- An unequal distribution of income led to falling demand for consumer goods.
- People bought stocks on credit, which meant huge losses when stocks did not rise.
- The stock market crash fueled a financial panic.

Hoover and Congress Respond (1929–1932)

- Initial inaction—tried to let economy fix itself
- Tried to convince businesses to invest—unsuccessful because of huge business losses
- Cut government spending and raised taxes tried to balance budget but made problems worse
- Congress increased tariffs—tried to protect U.S. businesses, but when other countries did the same, exports and demand for goods dropped.
- Federal Reserve—lent money to banks and allowed interest rates to drop in 1930, but in 1931 it did not do enough to keep banks from failing.

Roosevelt’s New Deal (1932–1940)

Relief for Needy People

- Jobs programs decreased unemployment (though it remained high until World War II).
- Provided loans to protect people’s homes; Provided direct relief to people through state and federal programs to help unemployed, aged, and ill

Economic Recovery

- Tried to lower production to meet demand
- Assisted farmers by helping raise prices (paid them to destroy products and leave land unplanted)
- Regulated industry with rules for production, fair competition, and worker pay and conditions
- Increased money in economy through huge jobs programs and public building projects

Financial Reform

- Restored faith in banks by closing them until they were inspected and found to be in order
- The Federal Reserve Act created the Federal Deposit Insurance Corporation to protect people’s money deposited in banks.
- Supported regulation of stock market to prevent false information and financial gains to insiders with special information
**Specific Objective:** Describe the human toll of the Depression, natural disasters, and unwise agricultural practices and their effect on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.

Read the diagram to answer questions on the next page.

**The Great Depression**

<table>
<thead>
<tr>
<th>The Human Toll</th>
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<tbody>
<tr>
<td>• People in cities lost their jobs and homes, lived in shantytowns, and got food from soup kitchens and bread lines.</td>
</tr>
<tr>
<td>• People in rural areas lost their land and homes. Some grew food for themselves.</td>
</tr>
<tr>
<td>• Families suffered as men wandered the country looking for work. Women worked for low wages and had too little food at home. Children’s health suffered and many left school or left home to look for work.</td>
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<tr>
<td>• African-American unemployment was more than 50% compared to 25% for others. Latinos were targeted for attacks and deportation.</td>
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<tr>
<th>The Dust Bowl</th>
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<tbody>
<tr>
<td>• To grow more crops, farmers removed grass and trees from huge areas of the Great Plains from Canada to Mexico. The land was quickly exhausted and became useless for much farming.</td>
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<tr>
<td>• A drought for several years in the early 1930s turned soil to dust. High winds at the same time blew dust for hundreds of miles.</td>
</tr>
<tr>
<td>• Many farmers lost farms because of low crop prices and huge debts.</td>
</tr>
<tr>
<td>• Hundreds of thousands of people packed their belongings and left for California to look for work. The influx of workers drove wages down and strained social services in the state. Migrants had little experience mixing with the minorities in California. In addition, many Californians looked down on the migrants, calling them “Okies.”</td>
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<thead>
<tr>
<th>Political Movements and the New Deal</th>
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<tbody>
<tr>
<td>• On the right, the American Liberty League said New Deal programs spent too much on direct relief and interfered with the free-market economy.</td>
</tr>
<tr>
<td>• On the left, Father Charles Coughlin, Dr. Francis Townsend, and Huey Long all opposed the New Deal. They said it didn’t help people enough. They favored greater government support.</td>
</tr>
<tr>
<td>• Minorities (African Americans and Mexican Americans) generally benefited less from the New Deal and became more politically active.</td>
</tr>
<tr>
<td>• Roosevelt created the New Deal coalition that brought many groups together in support of the Democratic Party. Labor unions, whites in the South, urban groups, and African Americans supported the party for many years.</td>
</tr>
</tbody>
</table>
Specific Objective: Analyze the effects of and the controversies arising from the New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s.

Read the diagram to answer questions on the next page.

**Labor Relations**
- The Wagner Act established rights of workers to organize and join unions. The National Labor Relations Board (NLRB) required companies to treat unions fairly and to bargain with them.
- Fair Labor Standards Act set maximum hours and minimum pay for most workers.
- Opponents said programs gave too much power to unions. Controversy arose in late 1940s and 1950s over union and employer rights.

**Water and Energy Development**
- Tennessee Valley Authority (TVA) was established to build dams and produce power using Tennessee River. The project brought power to rural areas and protected against floods.
- Central Valley Project in California provided water for irrigation and urban use.
- Opponents said government programs were unfair competition for private business.

**Farm Programs**
- Agricultural Adjustment Act (AAA) paid farmers to leave land unplanted and destroy some crops and products to reduce supply and raise prices.
- Programs were created to provide loans to tenant and small farmers to buy land.
- Opponents said destroying food was wrong when many people were hungry.

**Social Welfare**
- The Social Security Act established old-age pension for retired workers. It also provided unemployment assistance and aid for children and the disabled.
- Social Security still functions as a safety net for millions of elderly and disabled. Some reform is needed to help the system pay promised benefits in the future.

**Public Works and Jobs**
- Civilian Conservation Corps (CCC) provided jobs for millions of unemployed youth building parks and maintaining national forests to protect the natural environment.
- Public Works Administration (PWA) and Works Progress Administration (WPA) targeted employment. Millions of skilled and unskilled workers helped build dams, bridges, highways, and schools. The programs also employed writers and artists.
- Opponents said work was “make work” that was not needed.
Specific Objective: Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

Read the sequence diagram to answer questions on the next page.

**American Federation of Labor (AFL)**
- The first lasting and effective group of labor unions, formed in 1886
- Made up of separate unions of skilled workers for different trades
- Mostly concerned with specific issues such as shorter hours and higher pay

**Struggles in the Early 1900s**
- Greater industrialization led to larger unions and more strikes.
- International Workers of the World (IWW) was small but led many strikes. Their radical politics led owners and politicians to label them communists and anarchists. Labor struggles were often violent.
- New government rules protected unions, but several large strikes were lost and union strength declined in 1920s.

**The New Deal**
- New Deal acts guaranteed workers’ rights to unionize.
- Union membership grew rapidly to record highs, about 10 million in 1941.
- Congress of Industrial Organizations (CIO) left the AFL in 1938. Its goal was to organize workers in industries such as steel, automobiles, and shipping.

**Struggles After World War II**
- After World War II, there were many strikes. Congress passed the Taft-Hartley Act that limited the rights of unions.
- AFL and CIO merged to become AFL-CIO in 1955. It faced problems of some union leaders gaining money and power illegally.

**United Farm Workers**
- Migrant farm workers in California had never been unionized and suffered low pay, poor conditions, and few benefits.
- César Chávez and Dolores Huerta formed United Farm Workers (UFW) in 1966.
- Chávez led a national grape boycott. Years later, growers accepted the union.

**A Global Economy**
- Total union membership in 2003 was about 16 million workers, about 13 percent of workers. Membership has steadily declined since 1983.
- Unions are not strong in a global economy where companies can move jobs to other areas of the country or to foreign countries.
- Only about 8 percent of private sector workers are in unions, compared to about 37 percent of governmental workers.