The American Way Chapter 16

Assembly-line production made automobiles affordable to the middle class. Unfortunately, manufacturers responded by increasing production. Advertisers fueled the desire for the new products. World War I. As the per capita income rose, consumer demand also increased. Manufacturers

1. Technological improvements
2. Consumer
3. Fordney
4. Worker status
5. Enrichment Activity 16

Why It Matters

How have changes in transportation influenced vacations?

What factors caused vacationing to evolve to include all classes?

Enrichment Activity 16

1929 economic theory that lower taxes will boost the

1947 Henry Ford

1914 Ford introduces the first moving assembly line

1850

1890 Ford works

1908 Ford begins

Primary Source Reading 16

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Enrichment Activity 16

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Chapter 16 Resources

Meeting NCSS Standards

The following standards are highlighted in Chapter 16:

Section 1  VI  Power, Authority, and Governance: B, E
Section 2  VIII  Science, Technology, and Society: A, B, C
Section 3  VII  Production, Distribution, and Consumption: A, D, F
Chapter 16 Resources

Assessment and Evaluation

Chapter 16 Test Form A
Chapter 16 Test Form B
Standardized Test Practice Workbook Activity 16
Performance Assessment Activities and Rubrics 16
ExamView® Pro Testmaker CD-ROM

Multimedia

- Vocabulary PuzzleMaker CD-ROM
- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Audio Program
- American History Primary Source Documents Library CD-ROM
- MindJogger Videoquiz
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Interactive Student Edition CD-ROM
- Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 2
- The American Republic Since 1877 Video Program

Spanish Resources

The following Spanish language materials are available in the Spanish Resources Binder:
- Spanish Guided Reading Activities
- Spanish Reteaching Activities
- Spanish Quizzes and Tests
- Spanish Vocabulary Activities
- Spanish Summaries
- The Declaration of Independence and United States Constitution Spanish Translation

Multimedia

The following videotape programs are available from Glencoe as supplements to Chapter 16:

- Amelia Earhart (ISBN 1-56-501960-1)
- Radio: Out of Thin Air (ISBN 0-76-700464-7)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:

A&E Television: www.aandecom
The History Channel: www.historychannel.com

History Online

Use our Web site for additional resources. All essential content is covered in the Student Edition.

You and your students can visit tx.tarvol2.glencoe.com, the Web site companion to the American Republic Since 1877. This innovative integration of electronic and print media offers your students a wealth of opportunities. The student text directs students to the Web site for the following options:

- Chapter Overviews
- Self-Check Quizzes
- Textbook Updates

Answers to the student Web activities are provided for you in the Web Activity Lesson Plans. Additional Web resources and Interactive Tutor Puzzles are also available.
## Chapter 16 Resources

### SECTION RESOURCES

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<th>Multimedia Resources</th>
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<td>Reproducible Lesson Plan 16–1</td>
<td>Daily Focus Skills Transparency 16–1</td>
</tr>
<tr>
<td>1. Describe the corruption that tainted the Harding administration.</td>
<td>Daily Lecture and Discussion Notes 16–1</td>
<td>Interactive Tutor Self-Assessment CD-ROM</td>
</tr>
<tr>
<td>2. Explain how Calvin Coolidge restored public confidence after assuming the presidency.</td>
<td>Guided Reading Activity 16–1*</td>
<td>ExamView® Pro Testmaker CD-ROM</td>
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<td>Reproducible Lesson Plan 16–2</td>
<td>Daily Focus Skills Transparency 16–2</td>
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<td>1. Analyze how the growing importance of the automobile and other new industries improved the U.S. standard of living.</td>
<td>Daily Lecture and Discussion Notes 16–2</td>
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<tr>
<td></td>
<td>Reading Essentials and Study Guide 16–2</td>
<td>TeacherWorks™ CD-ROM</td>
</tr>
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<td></td>
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<td>Reproducible Lesson Plan 16–3</td>
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<tr>
<td>2. Describe how the United States remained involved in world affairs without joining the League of Nations.</td>
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<td>Interactive Tutor Self-Assessment CD-ROM</td>
</tr>
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<td>ExamView® Pro Testmaker CD-ROM</td>
</tr>
<tr>
<td></td>
<td>Reading Essentials and Study Guide 16–3</td>
<td>Presentation Plus! CD-ROM</td>
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<tr>
<td></td>
<td>Performance Assessment Activities and Rubrics</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>TeacherWorks™ CD-ROM</td>
</tr>
</tbody>
</table>

**Out of Time?**
Assign the Chapter 16 Reading Essentials and Study Guide.

*Also Available in Spanish

Blackline Master, Transparency, CD-ROM, DVD
Chapter 16 Resources

KEY TO ABILITY LEVELS

Teaching strategies have been coded.

L1 BASIC activities for all students
L2 AVERAGE activities for average to above-average students
L3 CHALLENGING activities for above-average students
L3L ENGLISH LANGUAGE LEARNER activities

INDEX TO NATIONAL GEOGRAPHIC MAGAZINE

The following articles relate to this chapter.

• “Growing up in East Harlem,” May 1990
• “Offbeat New Orleans,” January 1995
• “Traveling the Blues Highway,” April 1999

NATIONAL GEOGRAPHIC SOCIETY PRODUCTS AVAILABLE FROM GLENCOE

To order the following products for use with this chapter, contact your local Glencoe sales representative, or call Glencoe at 1-800-334-7344:

• PictureShow: Story of America, Part 2 (CD-ROM)
• PicturePack: Story of America Library, Part 2 (Transparencies)

ADDITIONAL NATIONAL GEOGRAPHIC SOCIETY PRODUCTS

To order the following, call National Geographic at 1-800-368-2728:

• The Complete National Geographic: 109 Years of National Geographic Magazine (CD-ROM)
• Eyewitness to the 20th Century (Book)
• Historical Atlas of the United States (Atlas)

NGS ONLINE

Access National Geographic’s Web site for current events, atlas updates, activities, links, interactive features, and archives.

www.nationalgeographic.com

From the Classroom of…

F. Rick Johnston
Shroder Paideia Academy
Cincinnati, OH

“All the News That’s Fit to Print”

Introduce the activity by asking students to predict the types of news stories that will be found in a daily newspaper. Responses may include: sports; business; classified; national, international, and local news; entertainment; and editorial. List these quickly on the board.

Ask: If a current newspaper provides a good way to get a sense of national issues and concerns, could newspapers from earlier times in U.S. history reflect the issues and concerns of that era? Why or why not?

Point out that this chapter focuses on the 1920s. Introduce the era of the postwar decade. Explain that the class will be using the format of modern newspapers to create a 1920s newspaper. As the class reads the chapter, have students select “stories” to “cover.” Students should label their stories according to the type of “news” it is. For example, the Scopes trial would go on the national news page. The stories should represent the social, economic, and political developments in the chapter.

ADDITIONAL RESOURCES FROM GLENCOE

• American Music: Cultural Traditions
• American Art & Architecture
• Outline Map Resource Book
• U.S. Desk Map
• Building Geography Skills for Life
• Inclusion for the High School Social Studies Classroom Strategies and Activities
• Teaching Strategies for the American History Classroom (Including Block Scheduling Pacing Guides)

Activities that are suited to use within the block scheduling framework are identified by: ☐
**Normalcy and Good Times 1921–1929**

**Why It Matters**
Prosperity was the theme of the 1920s, and national policy favored business. Although farmers were going through an economic depression, most people remained optimistic about the economy. The middle class bought on credit the many new convenience products available. One of the most popular purchases of the day was the automobile, which had a major impact on how Americans lived.

**The Impact Today**
Important elements of American life were first seen at this time.
- The automobile remains central to American transportation.
- Credit is a standard means for making purchases.

**Performance Assessment**
Refer to Activity 16 in the Performance Assessment Activities and Rubrics booklet.

**Why It Matters Activity**
Have students interview five adults whom they know and ask them when and how they got their first automobile. After students have conducted their interviews, ask them to report their findings. Then ask students how important they think automobiles are to the American way of life. Students should evaluate their answers after they have completed the chapter. US: 25D; ELA: Gr9/10: 16B; Gr11: 15B

**GLENCOE TECHNOLOGY**

**The American Republic Since 1877 Video Program**
To learn more about the importance of the radio in American life, have students view the Chapter 16 video, “Tuning in to Radio in the 1920s,” from the American Republic Since 1877 Video Program.

Available in DVD and VHS

**MindJogger Videoquiz**
Use the MindJogger Videoquiz to preview Chapter 16 content.

Available in VHS

**TWO-MINUTE LESSON LAUNCHER**
Tell students that in 1920, just before he was elected president, Warren G. Harding gave a speech in which he declared, “America’s present need is not heroics but healing, not nostrums but normalcy, not revolution but restoration. . . .” Ask students to put the main idea of Harding’s statement in their own words. (Americans are tired of action; they want to rest, to restore a normal life.) Have students reassess this statement after reading the chapter and see if they agree with Harding’s assessment. US: 25D; ELA: Gr9/10/11: 7F
Introducing
CHAPTER 16

HISTORY
Online

Introduce students to chapter content and key terms by having them access the Chapter 16 Overview at tx.tarvol2.glencoe.com.

More About the Art

Howard A. Thain was born in Dallas, Texas. He studied art in St. Louis, Chicago, and New York City. The Impressionist influence can be seen in this oil painting celebrating the opening of Florenz Ziegfeld’s “No Foolin’.” In the upper right hand corner of the painting, you can see part of the Globe Theater’s marquee—“No Foolin’—Globe—Glorifying the American Girl.”

TIME LINE
ACTIVITY

Have students select an event from the time lines on pages 508–509, 510, 514, and 521. Ask students to read the corresponding portion of the chapter to identify the cause(s) and effect(s) of the events. US: 1B, 24B; ELA: Gr9/10/11: 7E

GRAPHIC ORGANIZER ACTIVITY

Organizing Information  Have students create a graphic organizer similar to the one below to classify members of Harding’s administration as effective, ineffective, or involved in scandal.

<table>
<thead>
<tr>
<th>Effective</th>
<th>Ineffective</th>
<th>Involved in Scandal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Evans Hughes, Secretary of State</td>
<td>Charles Sawyer, White House Physician</td>
<td>Charles R. Forbes, head of Veterans Bureau</td>
</tr>
<tr>
<td>Herbert Hoover, Secretary of Commerce</td>
<td>Daniel Crissinger, Chairman of the Federal Reserve</td>
<td>Albert B. Fall, Secretary of the Interior</td>
</tr>
</tbody>
</table>

Opening Night, Ziegfeld Follies by Howard A. Thain captures the excitement surrounding the opening of a new musical revue in New York City.

1926  • 15 millionth Model T sold
1927  • British General Strike paralyzes the British economy
1928  • Kellogg-Briand Pact proposes an end to war
1929  • U.S. radio sales exceed $800 million

HISTORY
Chapter Overview
Visit the American Republic Since 1877 Web site at tx.tarvol2.glencoe.com and click on Chapter Overviews—Chapter 16 to preview chapter information.
CHAPTER 16
Section 1, 510–513

1 FOCUS

Section Overview
This section focuses on the Harding and Coolidge administrations.

BELLRINGER
Skillbuilder Activity
Project transparency and have students answer the question.
Available as a blackline master.

Daily Focus Skills Transparency 16–1

Guide to Reading
Answers to Graphic:

Presidential Politics

I. The Harding Administration
A. A Self-Doubter in the White House
B. The Ohio Gang
C. The Teapot Dome Scandal

II. The Coolidge Administration
A. "Silent Cal" Takes Over
B. The Election of 1924

Preteaching Vocabulary
Have students list the Key Terms and Names and add information to clarify their significance.

US: 25A; ELA: Gr9/10/11: 6A

Main Idea
Warren Harding’s administration suffered from several scandals. His successor, Calvin Coolidge, promised to support business.

Key Terms and Names
normalcy, Ohio Gang, Albert B. Fall, Teapot Dome scandal, immunity, Progressive Party, Robert M. La Follette

Reading Strategy
Taking Notes
As you read about Presidents Harding and Coolidge, use the major headings of the section to create an outline similar to the one below.

Reading Objectives
• Describe the corruption that tainted the Harding administration.
• Explain how Calvin Coolidge restored public confidence after assuming the presidency.

Section Theme
Government and Democracy
The “Ohio Gang” of the Harding administration created scandals and political upheaval.

SECTION RESOURCES

Student Edition TEKS
ELA: Page 510: Gr9/10/11: 4D, 6A, 7D, 7F, 8B; Gr9; 7F; Gr10/11: 7H;
Page 511: Gr9/10/11: 6A, 8B, 19B, 20B

Transparencies
• Daily Focus Skills Transparency 16–1

Multimedia
• Interactive Tutor Self-Assessment CD-ROM
• ExamView® Pro Testmaker CD-ROM
• Presentation Plus! CD-ROM
• TeacherWorks™ CD-ROM
• Audio Program

510 CHAPTER 16 Normalcy and Good Times
polITICAL MACHINE AND Lawyers For the defense. He failed in his bid for governor in 1910 but was elected to the United States Senate four years later. After serving one term in the Senate, Harding ran for and won the presidency in 1920.

A Self-Doubter in the White House With his silver hair and impressive bearing, Harding looked like a president, but he thought he lacked the intellectual qualifications for the job. “I have such a sure understanding of my own inefficiency,” he once said, “that I should really be ashamed to presume myself fitted to reach out for a place of such responsibility.”

Despite such doubts, Harding’s political philosophy fit in well with the times. He ran on the campaign slogan to return to normalcy, or a return to “normal” life after the war. Harding’s charm and genial manner endeared him to the nation. The quiet gloom of President Wilson’s last years was replaced by the open, easygoing atmosphere of the first days of the Harding administration. On the day of his election, he went out to play a round of golf—a confident, relaxed gesture.

GOVERNMENT

The Ohio Gang Harding made several distinguished appointments to the cabinet, including former Supreme Court justice Charles Evans Hughes as secretary of state, former Food Administrator Herbert Hoover as secretary of commerce, and business tycoon Andrew Mellon as secretary of the treasury.

Many of Harding’s other appointments, however, were disastrous. He gave many cabinet posts and other high-level jobs to friends and political allies from Ohio. Harding named Charles “Doc” Sawyer from Marion, Ohio, as White House physician, a post that came with the rank of brigadier general. Harding made his boyhood friend Daniel Crissinger chairman of the Federal Reserve Board and selected Colonel Charles R. Forbes—another Ohio acquaintance—to head the Veterans Bureau.

Harding felt more comfortable among his old poker-playing friends, known as the Ohio Gang, than he did around such sober and serious people as Herbert Hoover. Alice Roosevelt Longworth, the daughter of Theodore Roosevelt, was a keen observer of Washington society. She wrote that it was common to find the Ohio Gang in the White House study, and here she describes a typical scene:

“The air [would be] heavy with tobacco smoke, trays with bottles containing every imaginable brand of whiskey . . . cards and poker chips at hand—a general atmosphere of waistcoat unbuttoned, feet on desk, and spittoons alongside.”

—quoted in The Perils of Prosperity, 1914–1932

The Ohio Gang did more than drink, smoke, and play poker with the president. Some members used their positions to sell government jobs, pardons, and protection from prosecution. Forbes sold scarce medical supplies from veterans hospitals and kept the money for himself, costing the taxpayers about $250 million. When Harding learned what was going on, he complained privately that he had been betrayed. He said that he had no troubles with his enemies, but his friends were a different story: “They’re the ones that keep me walking the floor nights!”

Use the rubric for creating a political cartoon, pamphlet, or handbill on pages 77–78 in the Performance Assessment Activities and Rubrics.
CHAPTER 16
Section 1, 510–513

The Coolidge Administration

Just as Harding’s promise of “normalcy” had appealed to war-weary voters in 1920, the virtue of his successor came as a welcome change from the turmoil of the Harding administration’s corruption. Born on July 4, 1872, John Calvin Coolidge grew up on the Vermont farm that his family had worked for five generations. While governor of Massachusetts, Coolidge rose to national prominence for his handling of the Boston police strike in 1919. Shortly afterward, he was asked to run as Harding’s vice president.

"Silent Cal" Takes Over
Coolidge was very different from Harding. Harding had enjoyed the easy conversation and company of old friends. Coolidge, joked a critic, could be “silent in five languages.” With his simple and frugal manner, he contrasted not only with Harding but also with the spirit of the time, the booming, materialistic era of the Roaring Twenties.

Coolidge quickly distanced himself from the Harding administration. He named Harlan Fiske Stone, dean of the Columbia Law School, to replace Daugherty as attorney general. He also asked the most capable cabinet members—Hughes, Mellon, and Hoover—to stay on.

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In June 1923, amid the scandal in the Veterans Bureau and rumors of other unethical behavior, Harding and the First Lady left to tour the West. En route from Alaska to California, he became ill with what was probably a heart attack. He died in San Francisco on August 2, shortly before the news of the Forbes scandal broke.

The Teapot Dome Scandal
Other scandals also came to light. Harding’s secretary of the interior, Albert B. Fall, secretly allowed private interests to lease lands containing U.S. Navy oil reserves at Teapot Dome, Wyoming, and Elk Hills, California. In return, Fall received bribes from these private interests totaling more than $300,000. Eventually the Senate investigated what the newspapers named the Teapot Dome scandal, and Secretary Fall became the first cabinet officer in history to go to prison.

The last Harding administration scandal involved Attorney General Harry Daugherty, Harding’s former campaign manager. It concerned a German-owned American company that the American government had seized during World War I as enemy property. To acquire the company and its valuable chemical patents, a German agent bribed a “go-between” politician, and a portion of the bribe ended up in an Ohio bank account that Daugherty controlled.

Under investigation by his own Justice Department, Daugherty refused to turn over requested files and bank records. He also refused to testify under oath, claiming immunity, or freedom from prosecution, on the grounds that he had had confidential dealings with the president. Daugherty’s actions disgusted the new president, Calvin Coolidge, who demanded his resignation. The tattered reputation of Harding’s presidency dissolved in scandal and corruption.

Assign Section 1 Assessment as homework or as an in-class activity.

The news media popularized the elephant and donkey symbols in election coverage.
Coolidge’s philosophy of government was simple. He believed that prosperity rested on business leadership and that part of his job as president was to make sure that government interfered with business and industry as little as possible. He once said, “Four-fifths of all our troubles in this life would disappear if we would only sit down and keep still.”

Calmly and cautiously, Coolidge worked to restore integrity to the presidency. In the year following Harding’s death and the revelations of scandals, Coolidge’s presidency avoided crises and continued the nation’s expanding prosperity. Coolidge easily won the Republican Party’s nomination for president in 1924.

The Election of 1924  
Even though the scandals of Harding’s administration presented the Democrats with a ready-made issue, they lost the chance for victory. Deeply divided between their urban Eastern constituency and their rural following in the South and West, the Democrats had difficulty agreeing on a nominee. They finally compromised on John W. Davis of West Virginia after 103 attempts to find someone acceptable to a majority of the delegates.

The Republicans effectively campaigned on the slogan “Keep Cool with Coolidge,” and they urged Americans to retain the party that favored business. In his economic policies, Coolidge aligned himself—and the government—with prosperity and big business.

Not everyone was content to choose between the Republicans and Democrats. Defectors from both parties joined farm, labor, and religious activists to form the new Progressive Party, nominating Wisconsin senator Robert M. La Follette as their candidate. Although La Follette captured 16.6 percent of the popular vote, or a total of almost 5 million, and he Davis combined could not keep the Republicans from winning the election. Coolidge won easily with more than half the popular vote and 382 electoral votes.

In a speech to the American Society of Newspaper Editors in 1925, Coolidge said, “The chief business of the American people is business. The man who builds a factory builds a temple. The man who works there worships there.” The Wall Street Journal joyously exclaimed, “Never before, here or anywhere else, has a government been so completely fused with business.” By avoiding war, reform, and scandal, Coolidge promised to give the United States the normalcy Harding had failed to deliver.
SECTION RESOURCES

- Reproducible Masters
  - Reproducible Lesson Plan 16–2
  - Daily Lecture and Discussion Notes 16–2
  - Guided Reading Activity 16–2
  - Section Quiz 16–2
  - Reading Essentials and Study Guide 16–2
  - Performance Assessment Activities and Rubrics

- Transparencies
  - Daily Focus Skills Transparency 16–2

- Multimedia
  - Interactive Tutor Self-Assessment CD-ROM
  - ExamView® Pro Testmaker CD-ROM
  - Presentation Plus! CD-ROM
  - TeacherWorks™ CD-ROM
  - Audio Program
The automobile was just one part of a rising standard of living that Americans experienced in the 1920s. Real per capita earnings soared 22 percent between 1923 and 1929. Meanwhile, as Americans’ wages increased, their work hours decreased. In 1923 U.S. steel cut its daily work shift from 12 hours to 8 hours. In 1926 Henry Ford cut the workweek for his employees from six days to five, and International Harvester, a maker of trucks, tractors, and other farm machinery, instituted an annual two-week paid vacation for employees.

At the same time, the rise of mass production, or large-scale product manufacturing usually done by machinery, created more supply and reduced consumer costs. This formula reshaped the American economy. Within this prosperous and productive atmosphere, innovation thrived and new industries emerged.

The Assembly Line
Another major industrial development enormously increased manufacturing efficiency. First adopted by carmaker Henry Ford, the assembly line divided operations into simple tasks that unskilled workers could do and cut unnecessary motion to a minimum. In 1913, Ford installed the first moving assembly line at his plant in Highland Park, Michigan. By the following year, workers were building automobiles every 93 minutes. Previously, the task had taken 12 hours. By 1925 a Ford car was rolling off the line every 10 seconds. “The way to make automobiles,” Ford said, “is to make one automobile like another . . . to make them come through the factory all alike, just as one pin is like another pin when it comes from the pin factory.”

Ford’s assembly-line product was the Model T—affectionately called the “Tin Lizzie“ or “Flivver.” In 1908, the Model T’s first year, it sold for $850. In 1914 mass production reduced the price to $490. Three years later, improved assembly-line methods and a high volume of sales brought the price down to $360. By 1924 Model Ts were selling for $295, and Ford sold millions of them. His business philosophy was simple: lower the cost per car and thereby increase the volume of sales. “Every time I reduce the charge for our car by one dollar,” he boasted, “I get a thousand new buyers.” In this way, Ford made the automobile available to millions of American consumers.

Ford also increased his workers’ wages in 1914 to an unprecedented $5 a day and reduced the workday
Guided Reading Activity 16–2

Making Comparisons Have students place images of a Model T and a popular contemporary family vehicle on a display board or large piece of paper. Ask them to compare the features of the vehicles. Suggest that students use callouts to highlight the differences and similarities. L1 US: 24B; ELA: Gr9/10: 16A–D; Gr11: 15A, 15B, 15D


The Social Impact of the Automobile Just as he had revolutionized manufacturing, Henry Ford was the force behind a social revolution related to the automobile. He almost single-handedly changed the auto from a toy of the wealthy to an affordable necessity for the middle class.

Cars revolutionized American life. Although many small businesses declined during the 1920s, the automobile created new small-business opportunities for such enterprises as garages and gas stations.

The automobile eased the isolation of rural life, putting towns within reach of many farmers and the countryside a mere ride away for city dwellers. Cars also enabled more people to live farther from work. An entirely new kind of consumer and worker, the auto commuter, appeared. Commuters lived in growing suburban communities and drove to work in the city.

The Consumer Goods Industry Many other new goods came on the market to take advantage of rising disposable income. Americans bought such innovations as electric razors, disposable facial tissues, frozen foods, and home hair dye.

In 1920 there were about 8 million cars on the road but fewer than 36,000 miles of paved roads. Few roads had names, numbers, or signs to warn drivers of imminent danger. From 1920 to 1930, about 100,000 miles of road were paved—the government’s second-greatest expense.

Sweeping Impact of the Automobile The United States first felt the tremendous expansion of the petroleum industry.

General Motors and Chrysler, competed successfully with Ford.

The auto industry spurred growth in other industries, such as rubber, plate glass, nickel, and lead. Automaking alone consumed 15 percent of the nation’s steel, and the flood of cars stimulated a tremendous expansion of the petroleum industry.

MEETING SPECIAL NEEDS

Intrapersonal Have students make journal entries about American dependence on the automobile over a period of several days. Remind students that their experience is not limited to driving or riding in a car, but includes where they go and what they do. Instruct students to write an essay based on their journal entries. L2 US: 25D; ELA: Gr9/10/11: 1A, 1B

Refer to Inclusion for the High School Social Studies Classroom Strategies and Activities in the TCR.
Many of the new products were created for the home. As indoor plumbing became more common, Americans’ concern for hygiene spawned the development of numerous household cleaning products. By appealing to people’s health concerns, advertisers were able to convince homemakers to buy cleansers to protect their families from disease.

New appliances advertised as labor-savers changed the home. Electric irons, vacuum cleaners, washing machines, and refrigerators, as well as gas stoves and improved glass cookware, changed the way people cleaned their homes and prepared meals.

Another lucrative category of consumer products focused on Americans’ concerns with fashion, youthful appearance, and success in personal and business endeavors. Mouthwash, deodorants, cosmetics, and perfumes became popular products in the 1920s.

The Airline Industry

Technological advances in aviation during World War I suggested the potential importance of the airplane to the transportation industry. Aviation, however, did not experience the same postwar boom as the automobile industry. In the early 1920s, most Americans still thought of airplanes as dangerous novelties. The only planes they saw were the flimsy craft that barnstorming pilots flew at air shows. Still, the opportunity to go up in the air inspired many Americans, such as Lena Stanley:

As the automotive industry expanded, another technology was spreading its wings. Airmail was common in the early 1920s, although the beginnings of this service were not so auspicious. Started in 1918, the service connected New York City, Philadelphia, and Washington, D.C. One day President Wilson dropped in to observe and he saw the plane bound for Philadelphia repeatedly fail to take off. After someone remembered to fill it with fuel, the pilot took off in the wrong direction and crash-landed in a field. The mail was sent by rail.
Making a Collage  Have students make a collage using copies of advertisements for consumer products from the 1920s paired with current advertisements for similar products. L1 US: 24B, 25C, 25D; ELA: Gr9/10/11: 21B

The Radio Industry  In 1913 Edwin Armstrong, an American engineer, invented a special circuit that made long-range radio transmission of voice and music practical. The radio industry began a few years later. In November 1920, the Westinghouse Company broadcast the news of Harding’s landslide election victory from station KDKA in Pittsburgh—one of the first public broadcasts in history. That success persuaded Westinghouse to open other stations. In 1926 the National Broadcasting Company (NBC) established a permanent network of stations to distribute daily programs. By 1927 almost 700 stations dotted the country, and the Federal Radio Commission had been established to regulate them. Sales of radio equipment skyrocketed from $12.2 million in 1921 to $842.5 million in 1929, by which time 10 million radio sets were in use in the United States.

In 1928 the Columbia Broadcasting System (CBS) assembled a coast-to-coast network of stations to rival NBC. The two networks sold advertising time and hired popular musicians, actors, and comedians from vaudeville, movies, and the nightclub circuit to appear on their shows. In 1928 Americans experienced complete coverage of the first presidential election campaign conducted over the airwaves, when the radio networks sold more than $1 million in advertising time to the Republican and Democratic Parties.

The Consumer Society  Higher wages and shorter workdays resulted in a decade-long buying spree that kept the economy booming. Shifting from traditional attitudes of thrift and prudence, Americans in the 1920s enthusiastically accepted their new role as consumers.

ECONOMICS  Easy Consumer Credit  One notable aspect of the economic boom was the growth of individual borrowing. The prosperity of the 1920s gave many Americans the confidence to go into debt to buy new consumer goods.

Credit had been available before the boom, but most Americans had considered debt to be shameful. Now, however, American attitudes toward debt started changing as people began believing in their ability to pay their debts over time. Many listened to the sales pitch, “Buy now and pay in easy installments,” and racked up debts for the family car, radio, furniture, washing machine, and vacuum cleaner. Americans bought 75 percent of their radios and 60 percent of their automobiles on the installment plan. Some started buying on credit at a faster rate than their incomes increased.

Mass Advertising  When inventor Otto Rohwedder developed a commercial bread slicer in 1928, he faced a problem common to new inventions: the bread slicer was a device that made a product—sliced bread—that no one knew they needed. To create consumers for

CRITICAL THINKING ACTIVITY

Analyzing  Write the following sentence on the board: The business technology of the 1920s created an era of prosperity. Have students find three facts in the section to support the generalization. Write supporting facts on the board as students state them. Then have students make a generalization about the early radio industry and find three facts to support their generalization. L1 US: 22A, 22C, 23A, 23B, 24B, 24G; ELA: Gr9/10/11: 13B, 13C; Gr9: 7E–H; Gr10/11: 7E–G
their new products, manufacturers turned to advertising, another booming industry in the 1920s.

Advertisers created appealing, persuasive messages that linked their clients’ products with qualities associated with the modern era, such as progress, convenience, leisure, success, fashion, and style. In a 1924 magazine advertisement for deodorant, the headline read, “Flappers they may be—but they know the art of feminine appeal!” An advertisement for a prepared spaghetti product told the busy homemaker that heating is the same as cooking: “Just one thing to do and it’s ready to serve.” Advertisers also preyed on consumers’ fears and anxieties, whether they be jarred nerves due to the hectic pace of modern life or insecurities about one’s status or weight.

**The Managerial Revolution** By the early 1920s, many industries had begun to create modern organizational structures. Companies were divided into divisions with different functions, such as sales, marketing, accounting, and operations. To run these divisions, businesses needed to hire managers. Managers drew executives and owners from the day-to-day business of running their companies and allowed them to develop long-range plans and goals.

The managerial revolution in companies created a new career—the professional manager—and companies began to hire large numbers of people with managerial training from business schools. The large numbers of managers helped to expand the size of the middle class, which in turn added to the nation’s prosperity. Similarly, so many companies relied on new technology to drive their business that engineers were also in very high demand. They too joined the ranks of the rapidly growing middle class.

**Welfare Capitalism** Middle-class Americans were not the only members of the new consumer society. Industrial workers also prospered in the 1920s, partly due to rising wages and partly because many corporations introduced what came to be called welfare capitalism. Companies allowed workers to buy stock, participate in profit sharing, and receive benefits such as medical care and pensions.

Benefits programs also made unions seem unnecessary to many workers. During the 1920s, unions lost both influence and membership. Employers promoted the open shop—a workplace where employees were not required to join a union.

With benefits covering some of their basic needs, workers were able to spend more of their income. Many eagerly purchased consumer goods they previously could not afford.

**The Farm Crisis Returns** American farmers did not share in the prosperity of the 1920s. As a group, they earned less than one-third of the average income for workers in the rest of the economy. Technological advances in fertilizers, pesticides, seed varieties, and farm machinery allowed them to produce more, but higher yields without a corresponding increase in demand meant that they received lower prices. Between 1920 and 1921, corn prices dropped almost 19 percent, and

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**Social Studies TAKS** tested at Grades 10/11:  
1. Obj 5: 8.30F(10), US24F(11)  
2. Obj 3: US13A(11)  
3. Obj 1: US5A(11)  
4. Obj 2: 8.10B(10), US8B(11); Obj 3: WG5B(10, 11); Obj 5: WH25C(10), WH26C(10,11), US24B(11)

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**Graph Skills**  
1. Interpreting Graphs  
   How far did farm wages fall between 1920 and 1930?

2. Understanding Cause and Effect  
   What caused the decline in wages? Do you think farmers could have done anything to prevent this?

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** EXTENDING THE CONTENT**

**Industry Growth and Decline**  
While the automobile helped boost some industries and activities, it led to decline or even obsolescence in other areas. Railroads, for example, declined as personal cars and the burgeoning trucking industry brought more flexibility to both personal and commercial transport. Some thriving towns on railroad lines became virtual ghost towns as railway travel fell out of favor. City streets and downtown areas also suffered. New road designs and layouts catered to auto circulation and speed; the results were rarely pedestrian-friendly. The premium on parking turned many downtown buildings into lifeless parking lots and garages.

American farm products. Congress had unintentionally made matters worse when it passed the Fordney-McCumber Act in 1922. This act raised tariffs dramatically in an effort to protect American industry from foreign competition. By dampening the American market for foreign goods, it provoked a reaction in foreign markets against American agricultural products. Farmers in the United States could no longer sell as much of their output overseas, and prices tumbled.

Helping Farmers Some members of Congress tried to help the farmers sell their surplus. Every year from 1924 to 1928, Senator Charles McNary of Oregon and Representative Gilbert Haugen of Iowa proposed the McNary-Haugen Bill, which called for the federal government to purchase surplus crops and sell them abroad while protecting the American market with a high tariff. McNary and Haugen argued that the plan would immediately raise the domestic price of crops, and it would aid farmers just as the Fordney-McCumber tariffs helped manufacturers.

Congress passed the bill twice, but President Coolidge vetoed it both times. He argued that with money flowing to farmers under this law, the farmers would be encouraged to produce even greater surplus volumes, which the government would be unable to sell in glutted overseas markets. American farmers remained mired in recession throughout the 1920s. Their problems would only grow worse when the Great Depression began in 1929.

Have students explain this “quiet depression”?

1. wheat went from $1.83 a bushel to $1.03. The cost to farmers of the improved technology, meanwhile, continued to increase.

2. Changing Market Conditions Many factors contributed to this “quiet depression” in American agriculture. During the war, the government had urged farmers to produce more to meet the great need for food supplies in Europe. Many farmers borrowed heavily to buy new land (at inflated prices) and new machinery in order to raise more crops. Sales were strong, prices were high, and farmers prospered. After the war, however, European farm output rose, and the debt-ridden countries of Europe had little to spend on imported goods, it provoked a reaction in foreign markets against American agricultural products.

3. Surplus. Every year from 1924 to 1928, Senator McNary of Oregon and Representative Haugen proposed the McNary-Haugen Bill, which called for the federal government to purchase surplus crops and sell them abroad while protecting the American market with a high tariff. This bill would have immediately raised the domestic price of crops, and it would aid farmers just as the Fordney-McCumber tariffs helped manufacturers.

Cross-cultural reading: 2. Europe had little to spend on imported goods, it provoked a reaction in foreign markets against American agricultural products.

Have students explain the growing economic crisis in farming. US: 5A

Have students explain this “quiet depression”?

4. CLOSE

Have students explain the growing economic crisis in farming. US: 5A

2. Critical Thinking

5. Identifying Cause and Effect How did the United States government help spur the growth of the airline industry?

6. Organizing Use a graphic organizer similar to the one below to list some of the new industries that grew in importance during the 1920s.

7. Analyzing Advertisements

Examine the advertisement on page 518. How did the growing consumer culture impact the nation’s economy?

8. Expository Writing

Write an article for a contemporary newspaper analyzing the impact of Charles Lindbergh’s transatlantic flight on the development of aviation in the United States and the world.

520

Student Edition TEKS

ELA: Page 520: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 10A, 10B, 19B, 20B; Gr9: 7I; Gr10/11: 7H;

Page 521: Gr9/10/11: 4D, 6A, 7D, 7F, 8B

Social Studies TAKS tested at Grades 10/11: 1 Obj 3:US22C(11) 2 Obj 1: US5A(11)

1. Terms are in blue. US: 25A

2. Model T (p. 515), Charles Lindbergh (p. 517), National Broadcasting Company (p. 518), Columbia Broadcasting System (p. 518) US: 5B

3. mass production, easy credit, mass advertisement, and economic prosperity US: 13B, 24B

4. eased rural isolation, allowed workers to live farther away from work US: 23A

5. governmental airmail service and funds for airports US: 13A, 24B


7. raised standard of living, encouraged Americans to buy new goods US: 24B, 25D

8. Students’ articles will vary but should contain factual information.
The Policies of Prosperity

Main Idea
Economic policies of the United States government encouraged the prosperity of the 1920s.

Key Terms and Names
supply-side economics, cooperative individualism, isolationism, Charles G. Dawes, Charles Evans Hughes, Kellogg-Briand Pact

Reading Objectives
• Explain Andrew Mellon’s economic strategies for maintaining prosperity.
• Describe how the United States maintained prosperity while paying down a large amount of war debt.

Reading Strategy
Organizing
As you read about government policies in the 1920s, complete a graphic organizer similar to the one below by filling in ways the government attempted to stimulate economic growth and prosperity.

Ways to Stimulate Growth and Prosperity

Directions: Answer the following question based on the graph.

Questions:
1. How much did the national debt decline between 1920 and 1923?
2. What strategy did the government use to pay down the national debt by 1924?

Promoting Prosperity
Harry Daugherty’s confidence in Andrew Mellon proved to be well founded. Mellon became the chief architect of economic policy in the United States in the 1920s, and he served as secretary of the treasury in three successive Republican administrations. His policies encouraged growth and led to a stock market boom.

An American Story
After Election Day 1920, President-elect Harding began searching for qualified Americans for his cabinet. One of the most important posts would be secretary of the treasury. The nation faced a large national debt, and many worried that the country would not easily pull out of its postwar recession.

Harding was considering Andrew W. Mellon, a successful banker and industrialist, but he worried about Mellon’s ties to industry and his relative anonymity. Harding’s campaign manager, Harry Daugherty, reassured the president with a ringing endorsement of Mellon:

“A man who can quietly make the millions this modest-looking man has gathered in is little short of a magician. If there is one thing he knows it’s money. He will make for you the greatest Secretary of the Treasury since Alexander Hamilton. . . .”

—adapted from Mellon’s Millions

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I. Promoting Prosperity

A. Mellon Program

Secretary Mellon applied the idea of Andrew Mellon, named secretary of treasury by President Harding, reduced government spending and cut the federal budget. The federal debt was reduced by $13 billion between 1921 and 1929.

B. Mellon believed that high taxes reduced the money available for private enterprise. When Mellon took office, most wealthy Americans in the highest bracket paid 73 percent of their wealth. By 1928, Congress had reduced the rate most wealthy Americans to 25 percent.

ECONOMICS

The Mellon Program

Mellon firmly believed that the government should apply business principles to its operations. In 1921 he convinced Congress to create both the Bureau of the Budget to prepare a unified federal budget and the General Accounting Office to track government spending.

When Mellon took office, he had three major goals—to balance the budget, to reduce the government’s debt, and to cut taxes. He was convinced that these policies would promote economic growth and ensure prosperity.

Mellon began by cutting government spending. The federal budget fell from $6.4 billion to less than $3 billion in seven years. One major expense was the interest on the national debt. World War I costs had raised the debt from $5.7 billion in 1917 to almost $26 billion by 1920. Mellon refinanced the debt to lower the interest on it and persuaded the Federal Reserve to lower its interest rates as well. These steps, combined with increased tax revenue from the nation’s economic boom, reduced the debt by $8 billion between 1921 and 1929.

In addition to trimming government spending, Mellon focused on reducing tax rates. He believed that high taxes reduced the money available for private investment and prevented business expansion. Mellon further argued that high tax rates actually reduced the amount of tax money the government collected. If taxes were lower, businesses and consumers would spend and invest their extra money, causing the economy to grow. As the economy grew, Americans would earn more money, and the government would actually collect more taxes at a lower rate than it would if it kept tax rates high. This idea is known today as supply-side economics.

At Mellon’s urging, Congress dramatically reduced tax rates. When Mellon took office, most Americans paid 4 percent federal income tax, while wealthy Americans in the highest bracket paid 73 percent. By 1928, Congress had reduced the rate most Americans paid to .5 percent and cut the rate for the wealthiest Americans to 25 percent.

Hoover’s Cooperative Individualism

Mellon’s program was only one part of the government’s effort to promote economic growth. Secretary of Commerce Herbert Hoover also sought to promote economic stability in various industries. Hoover tried to balance government regulation with his own philosophy of cooperative individualism. This idea involved encouraging manufacturers and distributors to form their own trade associations, which would voluntarily share information with the federal government. Hoover believed this system would reduce costs and promote economic efficiency.

To assist American businesses, Hoover also created several other agencies. He set up the Bureau of Foreign and Domestic Commerce to find new markets and business opportunities for American companies. He also established the Bureau of Aviation to regulate and support the airline industry and the Federal Radio Commission, which set rules regarding the use of radio frequencies and the power of radio transmitters.

Trade and Arms Control

Before World War I the United States had owed billions of dollars more to foreign investors than foreigners owed to Americans. By the end of the war, the situation was reversed. Former wartime allies owed the United States more than $10 billion in war debts incurred for food and armaments. By the 1920s, the United States was the dominant economic power in the world—its national income far greater than that of Britain, Germany, France, and Japan combined. This new power presented the United States with a unique diplomatic challenge.

Isolationism

In his victory speech after the 1920 election, President Harding declared the issue of American involvement in the League of Nations
“deceased.” The majority of Americans, tired of being entangled in the baffling, mutually hostile, and dangerous politics of Europe, favored isolationism. They simply wanted to be left alone to pursue prosperity.

The United States, however, was too powerful, too economically interconnected with other countries, and too widely involved in international affairs to retreat into isolationism. American delegations participated in many League conferences. It was United States policy to promote peace through agreements with individual countries rather than doing so through the collective efforts of the League.

The Dawes Plan The United States’s former wartime allies had difficulty making the payments on their immense war debts. They claimed that high American tariffs had closed the American market to their products and hampered their economic recovery. If they could not sell their products in the United States, they could not acquire the money they needed to pay off their war debts. They also argued that the United States should be willing to bear more of the financial burden because it had suffered far fewer wartime casualties than its allies.

The United States government took the stance that American taxpayers should not be asked to assume the debts of others. American officials argued further that American tariffs had closed the American market to their products and hampered their economic recovery. If they could not sell their products in the United States, they could not acquire the money they needed to pay off their war debts. They also argued that the United States should be willing to bear more of the financial burden because it had suffered far fewer wartime casualties than its allies.

The United States government took the stance that American taxpayers should not be asked to assume the debts of others. American officials argued further that America’s allies had gained new territory as a result of the victory over Germany, while the United States had gained nothing. These countries also were receiving reparations—huge cash payments Germany was required to make as punishment for starting the war and causing so much destruction. These payments, however, were completely crippling the German economy.

It was vital for the United States that European economies be healthy so that the Europeans could buy American exports and repay their war debts. Thus, in 1924, Charles G. Dawes, an American banker and diplomat, negotiated an agreement with France, Britain, and Germany by which American banks would make loans to the Germans that would enable them to meet their reparations payments. At the same time, Britain and France would accept less in reparations and pay more on their war debts.

Although well intended, the Dawes Plan did little to ease Europe’s economic problems. Britain, France, and Germany went through the motions of paying what they owed while in fact going deeper into debt to American banks and corporations.

The Washington Conference Despite severe economic hardship, the major powers were involved in a costly postwar naval arms race. To help halt this arms race, the United States invited representatives from eight major countries—Great Britain, France, Italy, China, Japan, Belgium, the Netherlands, and Japan, China, Belgium, and Portugal—to meet in Washington, D.C., in 1921. At this conference, France, Britain, and Germany by which American banks would make loans to the Germans that would enable them to meet their reparations payments. At the same time, Britain and France would accept less in reparations and pay more on their war debts.

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The Washington Conference, November 1921–February 1922

<table>
<thead>
<tr>
<th>Treaty</th>
<th>Signers</th>
<th>Terms</th>
<th>Weaknesses</th>
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</table>
| Four-Power Treaty | United States, Great Britain, France, Japan | • All agreed to respect the others’ territory in the Pacific <br> • Full and open negotiations in the event of disagreements | • Mutual defense of other co-signers not specified |}

| Five-Power Treaty | United States, Great Britain, France, Japan, Italy | • All agreed to freeze naval production at 1921 levels and halt production of large warships for 10 years <br> • U.S. and Great Britain would not build new naval bases in the western Pacific | • No restrictions on the construction of smaller battle craft such as submarines and naval destroyers <br> • Did not place restrictions on the ground forces |}

| Nine-Power Treaty | United States, Great Britain, France, Japan, Italy, Belgium, China, the Netherlands, Portugal | • All agreed to preserve equal commercial rights to China—a reassertion of the “Open Door Policy” | • No enforcement of the terms of the “Open Door Policy” specified |}

**Chart Skills**

1. **Interpreting Charts** Which countries signed the Five-Power Treaty?

2. **Analyzing** Why do you think the terms of the treaties focused on the Pacific region?

**MEETING SPECIAL NEEDS**

**Interpersonal** Have a group develop an alternative to the Dawes Plan that would have achieved the following goals: maximizing repayments of debts to the United States, encouraging economic stability in Europe, and helping Europe rebuild from the war. Encourage groups to present their ideas in the form of an economic stabilization and development plan. L3 US: 25D; ELA: G9/10: 16B; G11: 15B

Refer to Inclusion for the High School Social Studies Classroom Strategies and Activities in the TCR.
The Tomb of the Unknown Soldier On March 4, 1921, Congress approved the burial of an unidentified World War I soldier in Arlington National Cemetery on a hill that overlooks Washington, D.C. This burial site, which was dedicated on November 11, 1921, is called the Tomb of the Unknown Soldier.

In 1958 two unknown soldiers from World War II and the Korean War were buried alongside the original unknown soldier. In 1984 a Vietnam War soldier was added.

On the side of the original tomb are inscribed the words: “Here rests in honored glory an American soldier known but to God.” The Tomb is guarded year-round, day and night, regardless of weather.

Potugal—to Washington to discuss disarmament. The Washington Conference opened on November 12, 1921.

In his address to the delegates, Secretary of State Charles Evans Hughes proposed a 10-year moratorium—or pause—on the construction of major new warships. He also proposed a list of warships in each country’s navy to be destroyed, beginning with some American battleships. The delegates cheered Hughes’s speech and then entered into lengthy negotiations.

Their efforts produced three agreements. In the Five-Power Naval Limitation Treaty, Britain, France, Italy, Japan, and the United States essentially formalized Hughes’s proposal. The Four-Power Treaty between the United States, Japan, France, and Britain recognized each country’s island possessions in the Pacific. Finally, all the participating countries signed the Nine-Power Treaty, which guaranteed China’s independence.

As a long-term effort to prevent war, the conference had some serious shortcomings. It did nothing to limit land forces. It also angered the Japanese because it required Japan to maintain a smaller navy than either the United States or Great Britain. It did, however, give Americans cause to look forward to a period of peace, recovery, and prosperity.

Abolishing War The apparent success of the Washington Conference boosted the belief that written agreements could end war altogether. Perhaps the highest expression of that idea occurred when U.S. Secretary of State Frank Kellogg and French Foreign Minister Aristide Briand proposed a treaty to outlaw war. On August 27, 1928, the United States and 14 other nations signed the Kellogg-Briand Pact. Eventually 62 nations ratified it.

Though it had no binding force, the pact was hailed as a victory for peace. It stated that all signing nations agreed to abandon war and to settle all disputes by peaceful means. The Kellogg-Briand Pact and the Dawes Plan were perhaps the most notable foreign policy achievements of the Coolidge administration.

Reading Check

Identifying Why did the Dawes Plan fail to ease Europe’s economic problems?

TAKS Practice

SECTION 3 ASSESSMENT

Checking for Understanding

1. Define: supply-side economics, cooperative individualism, isolationism, moratorium.

2. Identify: Charles G. Dawes, Charles Evans Hughes, Kellogg-Briand Pact.

3. Economic Factors Why did Andrew Mellon work to reduce federal tax rates?

Critical Thinking

4. Evaluating What efforts did the United States make to promote permanent peace and worldwide economic recovery? Were these efforts successful? Explain your answer.

5. Categorizing Use a graphic organizer like the one below to list the major terms of the treaties resulting from the Washington Conference.

Analyzing Visuals

6. Analyzing Photographs Study the photograph on page 522 of President Harding’s cabinet of advisers. What differences do you see between politics and the media then and now?

Writing About History

7. Persuasive Writing Imagine you are an American business owner or farmer in the 1920s. Write a letter to your representatives in Congress explaining why you think cutting tax rates is a good or bad idea.

SECTION 3 ASSESSMENT ANSWERS

1. Terms are in blue. US: 25A

2. Charles G. Dawes (p. 523), Charles Evans Hughes (p. 524), Kellogg-Briand Pact (p. 524)

3. He believed that lowering tax rates would spur the economy by encouraging businesses and consumers to invest and spend.

4. Students’ answers should reflect analysis of text information, including the Dawes Plan and the Washington Naval Conference.

5. Answers should match information in the text. US: 8A, 22B

6. Students should note that media coverage in both cases is often staged. However, today there is almost instant access by the media to politicians. US: 5A

7. Letters should be written from the point of view of a business owner or a farmer. US: 24G
**Critical Thinking Skillbuilder**

**Distinguishing Fact From Opinion**

**Why Learn This Skill?**

Imagine that you are watching two candidates for president debate the merits of the college loan program. One candidate says, “In my view, the college loan program must be reformed. Sixty percent of students do not repay their loans on time.”

The other candidate responds, “College costs are skyrocketing, but only 30 percent of students default on their loans for more than one year. I believe we should spend more money on this worthy program.”

How can you tell who or what to believe? First, you must learn to distinguish a fact from an opinion. Then you will be better prepared to evaluate the statements that other people make.

**Learning the Skill**

A fact is a statement that can be proven. In the example above, the statement “Sixty percent of students do not repay their loans on time” may be a fact. By reviewing statistics on the number of student loan recipients who repay their loans, we can determine whether the statement is true or false. To identify potential facts, look for words and phrases indicating specific people, places, events, dates, amounts, or times.

An opinion, on the other hand, expresses a personal belief, viewpoint, or emotion. Because opinions are subjective, we cannot prove or disprove them. In the example above, most statements by the candidates are opinions. To identify opinions, look for qualifying words and phrases such as I think, I believe, probably, seems to me, may, might, could, ought, should, in my judgment, and in my view. Also, look for expressions of approval or disapproval such as good, bad, poor, and satisfactory. Be aware of superlatives such as greatest, worst, finest, and best, and notice words with negative meanings and implications such as squander, contemptible, and disgrace. Also, identify generalizations such as none, every, always, and never.

**Practicing the Skill**

For each pair of statements below, determine which is a fact and which is an opinion. Give a reason for each of your choices.

**Example:**

1. a. President Harding was born in Ohio in 1865.
   b. Harding later became the most scandalous president in United States history.

**Answers:**

1. a. fact, it can be proven; b. opinion, expresses a viewpoint, includes the word most
2. a. fact, it can be proven; b. opinion, includes the word probably
3. a. opinion, expresses a viewpoint; b. fact, it can be proven

**Applying the Skill**

**Distinguishing Fact From Opinion** In a newspaper, find a news article and an editorial on the same topic or issue. Identify five facts and five opinions from these sources.

**Additional Practice**

**Reinforcing Skills Activity 16**

**ANSWERS TO PRACTICING THE SKILL**

1. a. fact, it can be proven; b. opinion, expresses a viewpoint, includes the word most
2. a. fact, it can be proven; b. opinion, includes the word probably
3. a. opinion, expresses a viewpoint; b. fact, it can be proven
CHAPTER 16
ASSESSMENT and ACTIVITIES

Reviewing Key Terms
On a sheet of paper, use each of the following terms in a sentence.

1. normalcy
2. immunity
3. mass production
4. assembly line
5. welfare capitalism
6. open shop
7. supply-side economics
8. cooperative individualism
9. isolationism
10. moratorium

Reviewing Key Facts
12. What was the presidency of Warren G. Harding like?
13. How did President Coolidge restore public confidence?
14. What were four new industries, besides the automobile industry, that grew in importance during the 1920s?
15. How did Henry Ford increase worker loyalty and impact the labor movement?
16. What were Andrew Mellon's strategies for maintaining postwar American prosperity?

Critical Thinking
17. Analyzing Themes: Culture and Traditions How did automobiles change the standard of living during the 1920s?

Chapter Summary

Government's Role
- Minimal interference with business
- Cut government spending and debt
- Eliminated or reduced taxes
- High tariffs

Business Innovation
- Mass production reduced prices
- Technology such as autos, airplanes, and radios led to new industries
- New consumer goods fueled manufacturing boom

New Consumer Society
- More disposable income
- More leisure time
- Easily available credit
- Mass advertising

Prosperity

Critical Thinking
17. Automobiles allowed people to travel much greater distances more quickly and allowed workers to live outside cities. Rural Americans' sense of isolation also decreased. Successful mass production resulted in new and cheaper consumer goods. US: 23B, 24B
18. Coolidge was quite successful in distancing himself from Harding. He did this by choosing effective cabinet members and associating himself with prosperity and big business. ELA: Gr9/10/11: 10B
19. Opinions will vary. Students should note that the United States was not an original combatant in the war but that the United States played a major role in the war, including contributing to the destruction in Europe. US: 24G; ELA: Gr9/10/11: 7B
20. Mass production created a large supply, rising cost of farm machinery, decrease in demand due to tariffs US: 8B, 24B; ELA: Gr9/10/11: 7E
21. a. Coolidge says they should be satisfied and optimistic. b. He credits the American people. US: 24A; ELA: Gr9/10/11: 1A, 1B, 4A, 4B, 4C
22. shorter workday, higher wages, mass production techniques, easy consumer credit, mass advertising, managerial revolution US: 13A, 25C; ELA: Gr9/10/11: 4D, 7D