MAIN IDEAS

1. All three events reflected fear of immigrants and radical movements.
2. The goal of the quota system was to reduce European immigration to the United States.
3. Harding wanted to get America back to the simpler days before the Progressive Era reforms.
4. The scandal was about corruption in the leasing of government oil reserves to private companies; one cabinet member received bonds, cash, and ranches in exchange for oil contracts.
5. The automobile prompted the building of new roads, gave people more mobility, and created jobs; airplanes improved transportation and communication; electrical appliances freed up time for other activities.
6. The income gap between workers and managers was growing; some industries were stagnant or losing money; people were increasing their debt.

TERMS & NAMES

1. communism, p. 619
2. Sacco and Vanzetti, p. 619
3. Calvin Coolidge, p. 628
4. John L. Lewis, p. 624
5. Warren G. Harding, p. 625
6. Fordney-McCumber Tariff, p. 626
7. isolationism, p. 618
8. quota system, p. 621
9. Teapot Dome scandal, p. 627
10. installment plan, p. 632

CRITICAL THINKING

1. USING YOUR NOTES Create a cause-and-effect web, similar to the one shown, in which you give several causes for the declining power of labor unions in the 1920s and give examples of the unions’ decline.

2. HISTORICAL PERSPECTIVE Calvin Coolidge said, “After all, the chief business of the American people is business.” What events and trends of the 1920s support Coolidge’s statement?

3. INTERPRETING MAPS Look at the path of Route 66 in the map on page 629. What factors may have influenced where and why the highway was built? Explain your answer.

THE BUSINESS OF AMERICA (pages 628–633)

5. How did changes in technology in the 1920s influence American life?
6. What evidence suggests that the prosperity of the 1920s was not on a firm foundation?

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Use the cartoon and your knowledge of United States history to answer question 1.

The cartoon criticizes President Coolidge by suggesting that —

A Coolidge’s policies benefited wealthy business owners.
B Coolidge was known as “Silent Cal” because he had no economic policy.
C Coolidge provided cash assistance to struggling industries.
D Coolidge had supported the Immigration Act.

1. The correct answer is letter A. Coolidge supported the free enterprise system and big business. Letter B is not correct because Coolidge did have an economic policy. Letter C is not correct because struggling industries did not receive government aid. Letter D is not correct because the Immigration Act was not an economic policy.

2. The correct answer is letter F. With some improvement in wages and working conditions by the mid-1920s, fewer workers felt the need to unionize. Letter G is not correct because unions were not particularly opposed to isolationist policies. Letter H is not correct because unions had very few immigrant members. Letter J is not correct because labor unions did allow war veterans to join.

3. The correct answer is letter D. America’s desire for “normalcy” did not promote opposition to all forms of government. Letter A is not correct because the United States did pull away from world affairs in an attempt to restore “normalcy.” Letter B is not correct because the call for “normalcy” gave rise to conservatism. Letter C is not correct because many Americans feared that foreign-born people were a threat to “normalcy.”

**ALTERNATIVE ASSESSMENT**

1. Recall your discussion of the question on page 617: Would you strike and risk your family’s welfare?

Suppose you are a reporter covering the Boston police strike. Write a column for your newspaper that explains why people acted as they did. Also describe the mood and tension created by the strike. Invent realistic quotations from workers, union members, strikebreakers, and management.

2. Visit the links for Chapter Assessment to research incomes, prices, employment levels, divorce rates, or other statistics that show how people were affected by the events of the 1920s.

- Decide the main purpose of your graph. What statistics will you show?
- Choose the type of graph that would best show your data. Consider using a pie chart, bar or line graph, or circle graph.
- Clearly label the parts of the graph.
- Share your graph with the class.

**INTERNET ACTIVITY**

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**UNIT PROJECT**

**MULTIMEDIA PRESENTATION**

Tips for Teaching
- Suggest that students read an overview of their project topic
- Give students suggested key words, Internet links and library resources

The Unit Project is introduced on page 614 of the student text.

**Formal Assessment**
- Chapter Test, Forms A, B, and C, pp. 359-370