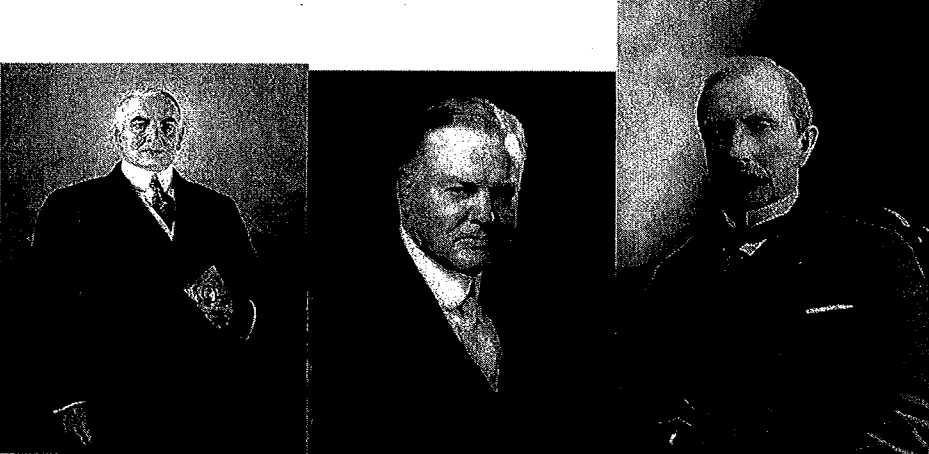


10th Grade American History: Chapter 11 Syllabus

- 10/11 Read Chapter 11 Sec. 1 "Post War Turmoil" pp 338-345
Guided Notes
Guided Reading 11-1 **(Due 10/24)**
- 10/12 PSAT 1-3 Hours (4-5th Novel Reading Day)
- 10/13 Lecture "Post War Turmoil"
BLOG: (Red Scare) Communism **(Due 10/17)**
- 10/14 Read Sec. 2 "Republican Influence" pp346-352
Guided Notes
Guided Reading 11-2 **(Due 10/24)**
- 10/17 Lecture "Republican Influence"
- 10/18 Read Sec. 3 "Prosperity and American Business" pp353-359
Guided Notes
- 10/19 Lecture "Prosperity and American Business"
Primary Source Reading (Excerpt from "The Jungle") and Questions **(Due 10/20)**
Guided Reading 11-3 **(Due 10/24)**
- 10/20 Read Sec. 4 "Changing Nature of Work" pp362-369
Guided Notes
BLOG: Assembly Line and Henry Ford **(Due 10/24)**
- 10/21 Lecture "Changing Nature of Work"
Guided Reading 11-4 **(Due 10/24)**
Study Guide
- 10/24 Correct Guided Readings 11-1 through 11-4
Chapter 11 Review
- 10/25 Chapter 11 Test
Collect Study Guide and Notes

Chapter 11 KEY PEOPLE



Chapter 11: Getting on with Business

Study Guide

Section 1

1. Identify the factors that led to the Red Scare.
2. Explain the causes and effects of the Great Migration.

Section 2

1. Explain how the policies of Harding, Coolidge, and Hoover supported business.
2. Describe how foreign policy in the 1920s fostered international expansion of big business and moved away from military and political involvement in Europe.

Section 3

1. Explain the reasons for the prosperity of the 1920s.
2. Describe the prevailing attitudes toward big business in the 1920s.
3. Identify the changes that occurred in the structure and management of American business during the 1920s.
4. Explain how corporate policies of the 1920s reduced the appeal of unions.

Section 4

1. Identify how scientific management changed the workplace.
2. Explain the growth of white-collar work.
3. Identify the kinds of white-collar jobs that most women held.
4. Describe the office environment of the 1920s.

Key People:

Sacco and Vanzetti
Mitchell Palmer
Marcus Garvey
Carrie Chapman Catt
Warren Harding
Calvin Coolidge
Herbert Hoover
Andrew Mellon
John D. Rockefeller
J.P. Morgan
Henry Ford

Key Terms:

Radical
Anarchism
Prohibition
Internationalism
Disarmament
Industrial Productivity
Capital
Corporation
Oligopoly
Welfare Capitalism
Industrialist
Scientific Management
White-Collar Worker

NOTES
Section 1

Identify the factors of the Red Scare

Why did people fear that communism would enter into the United States?

Who was George Creel?

Who was A. Mitchell Palmer during the Red scare?

What event made Palmer sure that communism was going to take over the U.S.?

What were the Palmer Raids?

What population within the United States would be most susceptible to communism?

How were strikers/strikes treated during the period of Red Scare?

Explain the causes and effects of the Great Migration?

What population moved North in the largest numbers?

Why? (3 reasons)

Who was Marcus Garvey? What did he call for?

What kinds of jobs were available in the North in comparison to the South?

Identify the Ways the Progressive Movement continued in the 1920's?

What is Prohibition? Why did people believe it would be effective?

What happened as a result of prohibition?

What is suffrage?

How successful was the fight for suffrage in the 1920's? What evidence is there to prove success?

Who is Carrie Chapman Catt?

List the reasons that Progressivism declined in the 1920's.

- 1.
- 2.
- 3.

NOTES
SECTION 2

Explain how the policies of Harding, Coolidge, and Hoover supported business.

- 1.
- 2.
- 3.

Teapot Dome Scandal-
Ohio Gang-
'Return to Normalcy'-
Andrew Mellon-

Describe how foreign policy on the 1920's fostered international expansion of big business and moved away from military and political environment in Europe.

Dawes Plan-
Disarmament-
Kellogg-Briand Pact-

What American businesses dominated world markets?

What does the quote 'World Peace through World Trade' mean?

Explain reasons for United States economic and military involvement in Latin America.

Why did the United States still control Latin America?

What part did America play in the civil unrest in Nicaragua? Why did Congress question Coolidge's handling of the situation?

NOTES

Section 3

Explain the reasons for the prosperity of the 1920's.

- 1.
- 2.
- 3.
- 4.

Industrial Productivity-

Describe the prevailing attitudes toward Big Business in the 1920's.

How did the public perceive people who were successful in business?

What four positives occurred as a result of Big Business success?

Identify the changes that occurred in the structure and management of American business during the 1920's.

How did businesses raise additional capital to thrive in the 1920's?

What did business mergers create a need for?

Capital-

Oligopoly-

Corporations-

Explain the corporate policy of the 1920's reduced the appeal of Labor Unions.

What was the American Plan?

Where did the US Supreme Court weigh in on labor unions?

What are examples of "perks" that companies gave their employees under the idea of "welfare capitalism"?

What was the role of a business leader in society?

Yellow-dog contracts-

Welfare capitalism-

NOTES

Section 4

Identify how scientific management changed the workplace.

Why was Ford able to pay his workers more and work them less than other automobile manufacturers?

Why did Ford pay his workers so well?

What kinds of workers did Ford's assembly line attract? Why?

How did the term robot evolve? What did it mean?

What did the assembly line do for industry?

Frederick Taylor –

Explain the growth of the white collar worker.

White collar workers-

What industry was most needed by Big Business?

What career lured people by the thousands with a promise of earning thousands of dollars?

Identify the kinds of white collar jobs that most women held.

1.

2.

3.

4.

What invention single handedly brought women into the white collar workforce?

How were office employees divided?

Could women expect wage increases or promotions in their jobs?

What jobs did men fill in the white collar work force?

Describe the office environment of the 1920's.

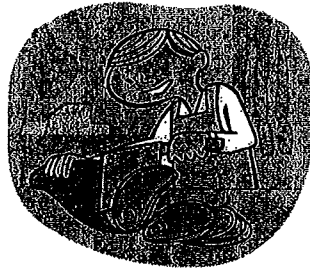
What was the result of creating an assembly line environment in the white collar businesses?

Explain how the assembly line worked in white collar business?

Attack on the Meatpackers

excerpt from *The Jungle* (1906)

Upton Sinclair



Introduction

Today we often take for granted the government legislation that protects our health. Investigative reports on television even go to great lengths to show us when the health guidelines are being violated. In other words, we assume the food available for us to eat is safe. The federal government, however, was not always so involved in such issues. You may want to review the section in your text about progressivism before analyzing this excerpt from Upton Sinclair's *The Jungle*.

Source

... And then there was the condemned meat industry, with its endless horrors. The people of Chicago saw the government inspectors in Packingtown, and they all took that to mean that they were protected from diseased meat; they did not understand that these hundred and sixty-three inspectors had been appointed at the request of the packers, and that they were paid by the United States government to certify that all the diseased meat was kept in the state. They had no authority beyond that; for the inspection of meat to be sold in the city and state the whole force in Packingtown consisted of three henchmen of the local political machine! ...

And then there was "potted game" and "potted grouse," "potted ham," and "deviled ham"—devyled, as the men called it. "De-velyed" ham was made out of the waste ends of smoked beef that were too small to be sliced by the machines; and also tripe, dyed with chemicals so that it would not show white, and trimmings of hams and corned beef, and potatoes, skins and all, and finally the hard cartilaginous gullets of beef, after the tongues had been cut out. All this ingenious mixture was ground up and flavored with spices to make it taste like something. Anybody who could invent a new imitation had been sure of a fortune from old Durham, said Jurgis's informant, but it was hard to think of anything new in a place where so many sharp wits had been at work for so long; where men welcomed tuberculosis in the cattle they were feeding, because it made them fatten more quickly; and where they bought up all the old rancid butter left over in the grocery stores of a continent, and "oxidized" it by a forced-air process, to take away the odor, rechurned it with skim milk, and sold it in bricks in the cities! ...

There were the men in the pickle rooms, for instance, where old Antanas had gotten his death; scarce a one of these that had not some spot of horror on his person. Let a man so much as scrape his finger pushing a truck in the pickle rooms, and he might have a sore that would put him out of the world; all the joints of his fingers might be eaten by the acid, one by one. Of the butchers and floorsmen, the beef boners and trimmers, and all those who used knives, you could scarcely find a person who had the use of his thumb; time and time again the base of it had been slashed, till it was a mere lump of flesh against which the man pressed the knife to hold it. The hands of these men would be crisscrossed with cuts, until you could no longer pretend to count them or to trace them. They would have no nails,—they had worn them off pulling hides; their knuckles were swollen so that their fingers spread out like a fan. There were men who worked in the cooking rooms, in the midst of steam and sickening odors, by artificial light; in these rooms the germs of tuberculosis might live for two years, but the supply was renewed every hour. There were the beef luggers, who carried two-hundred-pound quarters into the refrigerator cars, a fearful kind of work, that began at four o'clock in the

morning, and that wore out the most powerful men in a few years. There were those who worked in the chilling rooms, and whose special disease was rheumatism; the time limit that a man could work in the chilling rooms was said to be five years. There were the wool pluckers, whose hands went to pieces even sooner than the hands of the pickle men; for the pelts of the sheep had to be painted with acid to loosen the wool, and then the pluckers had to pull out this wool with their bare hands, till the acid had eaten their fingers off. There were those who made the tins for the canned meat, and their hands, too, were a maze of cuts, and each cut represented a chance for blood poisoning. Some worked at the stamping machines, and it was very seldom that one could work long there at the pace that was set, and not give out and forget himself, and have a part of his hand chopped off. There were the "hoisters," as they were called, whose task it was to press the lever which lifted the dead cattle off the floor. They ran along upon a rafter, peering down through the damp and the steam, and as old Durham's architects had not built the killing room for the convenience of the hoisters, at every few feet they would have to stoop under a beam, say four feet above the one they ran on, which got them into the habit of stooping, so that in a few years they would be walking like chimpanzees. Worst of any, however, were the fertilizer men, and those who served in the cooking rooms. These people could not be shown to the visitor—for the odor of a fertilizer man would scare away any ordinary visitor at a hundred yards, and as for the other men, who worked in tank rooms full of steam, and in some of which there were open vats near the level of the floor, their peculiar trouble was that they fell into the vats; and when they were fished out, there was never enough of them left to be worth exhibiting—sometimes they would be overlooked for days, till all but the bones of them had gone out to the world as Durham's Pure Leaf Lard! . . .

There was never the least attention paid to what was cut up for sausage; there would come all the way back from Europe old sausage that had been rejected, and that was mouldy and white—it would be dosed with borax and glycerine, and dumped into the hoppers, and made over again for home consumption. There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption germs. There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it. It was too dark in these storage places to see well, but a man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. These rats were nuisances, and the packers would put poisoned bread out for them, they would die, and then rats, bread, and meat would go into the hoppers together. This is no fairy story and no joke; the meat would be shovelled into carts, and the man who did the shoveling would not trouble to lift out a rat even when he saw one—there were things that went into the sausage in comparison with which a poisoned rat was a tidbit. There was no place for the men to wash their hands before they ate their dinner, and so they made a practice of washing them in the water that was to be ladled into the sausage. There were the butt-ends of smoked meat, and the scraps of corned beef, and all the odds and ends of the waste of the plants, that would be dumped into old barrels in the cellar and left there. Under the system of rigid economy which the packers enforced, there were some jobs that it only paid to do once in a long time, and among these was the cleaning out of the waste barrels. Every spring they did it; and in the barrels would be dirt and rust and old nails and stale water—and cart load after cart load of it would be taken up and dumped into the hoppers with fresh meat, and sent out to the public's breakfast. Some of it they would make into "smoked" sausage—but as the smoking took time, and was therefore expensive, they would call upon their chemistry department, and preserve it with borax and color it with gelatine to make it brown. All of their sausage came out

of the same bowl, but when they came to wrap it they would stamp some of it "special," and for this they would charge two cents more a pound. . . .

SO.... HOW ABOUT A HOT DOG?... A HAMBURGER?... A NICE THICK STEAK?

Questions to Consider

1. Define progressivism.
2. What do you find most surprising in Upton Sinclair's account of the meatpacking industry around the turn of the century? Why?
3. What do you think was Sinclair's purpose for writing this piece?
4. How do you think readers reacted to *The Jungle* when it first came out?
5. What connection do you see between the public's reading *The Jungle* and subsequent progressive legislation, like the **Meat Inspection Act** (1906; *authorized the Secretary of Agriculture to order meat inspections and condemn any meat product found unfit for human consumption*) and the **Pure Food and Drug Act** (1906; *provided for federal inspection of meat products, and forbade the manufacture, sale, or transportation of adulterated food products or poisonous patent medicines*), which were passed within six months of its publication?
6. Do you think this legislation would have passed without the public attention these issues received after the publication of articles and books like this one? Why or why not?
7. What does the publication of *The Jungle* tell you about the progressive movement?

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CHAPTER

11

VOCABULARY AND GUIDED READING ACTIVITY

Getting on With
BusinessUnderstanding
Vocabulary

In the blank at the left of each term, write the letter of the statement that best defines or describes the item.

- ___ 1. prohibition
___ 2. radical
___ 3. anarchism
- a. radical political theory that does not recognize authority of any government
- b. a ban on buying, selling, or consuming alcohol
- c. a person advocating political and social revolution

UNDERSTANDING CONCEPTS

① As you read Section 1, fill in the blanks in the following section outline.

I. Sacco and Vanzetti

- A. Sacco and Vanzetti were two _____ immigrants arrested on scanty evidence for murder.
- B. The judge in the case renounced them for their _____ belief in anarchism and refused their motions for a new trial.
- C. Though people around the world protested on their behalf, they were finally _____.

II. The Red Scare

- A. After the _____ Revolution in 1917, many Americans were afraid that a government takeover could happen in the United States.
- B. Attorney General A. Mitchell _____ staged raids on such groups as the Union of _____ Workers.
- C. Some Americans, including newspaper editor _____, thought Palmer's raids were wrong, but most people applauded Palmer's actions.
- D. _____ strikes brought the threat of revolution closer to home, with even President Coolidge denouncing them.

III. The Great Migration

- A. Between 1916 and 1920, half a million _____ left the South for new jobs in the North, where they earned twice as much pay.
- B. Many Northern whites reacted violently to this migration, with _____ riots erupting in 26 Northern cities.
- C. In reaction, new groups such as Marcus Garvey's _____ movement advocated African American pride and power.

IV. Progressivism Endures

- A. The _____ impulse endured, with Prohibition passing in 1918.
- B. Women were granted _____ in 1920.
- C. Progressivism declined partly because of a _____ Supreme Court.

② In the blank, write the word or words that best complete the sentence.

1. Prominent Americans such as future Supreme Court Justice _____ denounced the execution of Sacco and Vanzetti.
2. President _____ wired labor leader Samuel Gompers that "There is no right to strike against the public safety by anybody, anywhere, anytime."

Getting on With Business

Understanding Vocabulary

Fill in the blanks with vocabulary words from the section.

- internationalism
- disarmament

1. Limitation or reduction of weapons:

2. Cooperation and involvement with other countries:

UNDERSTANDING CONCEPTS

① As you read Section 2, fill in the blanks in the following section outline.

I. Harding and the Teapot-Dome

- A. The three Republican _____ who served in the White House during the 1920s were all quite different in temperament and style.
- B. _____ advocated a return to normalcy in his campaign speeches, though he never defined what that meant.
- C. Harding's administration was rife with corruption; he died soon after the _____ Affair brought scandal to his administration.

II. Silent Cal and Big Business

- A. President _____ lacked his predecessor Harding's personal warmth, but he continued carrying out Harding's programs.
- B. As secretary of the treasury under Coolidge, _____ overturned many of the progressive tax policies of Wilson.

III. Herbert Hoover, the Wonder Boy

- A. _____ expanded the Commerce Department to control several industries and organized _____ associations to minimize price competition.
- B. Even so, when _____ ended a few years later, he inherited the blame.

IV. Republican Foreign Policy

- A. Although government shied from political intervention in Europe, it encouraged American firms to expand their _____ business.
- B. The _____ Plan allowed for American banks to make loans to Germany for war reparations, thus influencing _____ economics without direct government intervention.
- C. To stay clear of Europe's power struggles, the United States advocated disarmament and signed the _____ Pact, which declared war illegal.
- D. The United States stayed out of European politics but chose to protect its interests in _____, interfering in Nicaraguan affairs.

② In the blank, write the word or words that best complete the sentence.

1. _____ opposed the American Marines and was a hero in Nicaragua.
2. Harding surrounded himself in office with a group of old card-playing Ohio friends nicknamed the _____.

CHAPTER

11

VOCABULARY AND GUIDED READING ACTIVITY

Getting on With
BusinessUnderstanding
Vocabulary

In the blank at the left of each term, write the letter of the statement that best defines or describes the item.

- ___ 1. industrial productivity
- ___ 2. capital
- ___ 3. corporation
- ___ 4. oligopoly
- ___ 5. welfare capitalism
- a. the influence of a few major producers over an entire industry
- b. business owned by multiple stockholders
- c. amount of goods each hour of labor produced
- d. an accumulation of money
- e. program adopted by employers to keep employees out of unions

UNDERSTANDING CONCEPTS

① As you read Section 3, fill in the blanks in the following section outline.

I. The Glorification of Business

A. Barton's book influenced Americans to revere successful _____.

II. A Booming Economy

A. After World War I, the United States was a _____ nation, collecting debts from war-torn Europe.

B. As farms and factories expanded, _____ rose by 70 percent.

C. The _____, which revolutionized the auto industry, moved into other businesses as well.

D. New industries sprang up, though _____ manufacturing ranked as the most important of all businesses.

E. City _____ revolutionized the country's landscape; the _____ in New York became the tallest building in the world.

III. The Corporate Revolution

A. Small businesses, unable to afford technology or advertising, could not compete with _____.

B. More and more firms, most notably _____ companies, joined powerful corporations that absorbed smaller companies.

C. With so many new _____ positions opening, schools started offering courses in business administration.

IV. Industry's Labor Policies

A. Corporations tried to keep _____ submissive with an effective combination of punishment and _____.

B. Business leaders used the _____ to destroy unions.

C. The Supreme Court favored _____ with key rulings.

D. Working conditions improved for _____ when employers established welfare capitalism to convince them that they did not need _____.

② In the blank, write the word or words that best complete the sentence.

1. College students voted for _____ as the third-greatest figure of all time.

2. Workers knew company unions had no real power and called them _____.

CHAPTER

11

VOCABULARY AND GUIDED READING ACTIVITY

Getting on With
BusinessUnderstanding
Vocabulary

In the blank at the left of each term, write the letter of the choice that best defines or describes the item.

___ 1. industrialist

___ 2. scientific management

___ 3. white-collar worker

- a. the use of time-study to minimize job operations
- b. an office worker who wore a white shirt and tie
- c. business leader

UNDERSTANDING CONCEPTS

① As you read Section 4, fill in the blanks in the following outline section.

I. Henry Ford

- A. Henry Ford believed that if workers had more _____ they would buy more of his cars, so he paid them _____ a day.
- B. Ford could afford to pay more because _____ production earned him tremendous profits.
- C. Ford employed nearly anyone—ex-convicts, minorities, and the mentally challenged—as long as the person had the _____.
- D. The word _____ described both machines and laborers at the Ford plant, where mechanized jobs were repetitious and boring.
- E. To do these jobs efficiently demanded _____ and the presence of foremen at the Ford plant who enforced strict rules.

II. Scientific Management

- A. Frederick _____ developed ideas of scientific management.
- B. He suggested that _____ experts analyze work operations to minimize the time necessary to get a job done.

III. The New White-Collar Workers

- A. More office jobs opened to people who became known as _____ because they wore shirts and ties to the office.
- B. With an increase in new goods to buy, the _____ force grew.
- C. Salespeople could make a great amount of money, but the _____ to succeed could be devastating.
- D. _____ workers persuaded Americans that they needed and wanted new merchandise.

IV. Women in the Workforce

- A. Women with a knowledge of spelling, grammar, capitalization, and punctuation often landed jobs as _____.
- B. Because female office clerks had interchangeable skills, they were considered a large _____ of workers.
- C. Women without high school diplomas often found work in retail _____.
- D. In all areas, men earned _____ salaries than women.

② In the blank, write the word or words that best complete the sentence.

1. Most advertising workers were _____ or former newspaper writers.
2. Henry Ford changed the work week from _____ hours to 40.

