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ABSTRACT

A multicultural history curriculum for adult basic education students was developed that focused on struggles and achievements of minority and low-income people in post-World War I eras. A curriculum developer located historical texts and primary sources on crucial events in the post-World War I period and the contributions of low-income and minority people. This information was synthesized into narratives that described eight historical events or eras. Teachers in eight classes assigned writing topics on these events to their students. Students were interviewed to obtain oral histories. The narratives, student writings, and oral histories were edited, revised, and organized into eight chapters. Reading comprehension and writing exercises and activities were created to accompany each chapter. Teachers and adult learners who participated in the field testing of the manual had positive reactions. (The eight-page report is followed by the curriculum manual, "Lessons from Our Past: A Multi-Cultural Approach to Recent American History." A section of notes for teachers includes suggestions for incorporating the history of low-income and minority people into the traditional history curriculum and lists additional resources. The eight chapters cover World War I, the 1920s, the Great Depression, migration and immigration, World War II, the Civil Rights Movement, the Vietnam War, and the women's movement. Each chapter contains narratives, student writings, oral histories, exercises, and activities. Appendixes include maps, answer keys, and end notes.) (YLB)

Silent No More: Voices of Multi-Cultural and Working Class Peoples in Modern America

Final Report
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Introduction

The Lutheran Settlement House Women's Program is a multi-faceted social service agency which has provided education, counselling, and employment services to women, men, and children in the Fishtown/Kensington section of Philadelphia since 1976. The Women's Program currently conducts human services training, job search workshops, displaced homemaker counselling, personal counselling, a 24 hour domestic violence hotline in English and Spanish, vocational counselling, counselling for teens at risk of dropping out of school, a teen parenting program, beginning literacy classes, adult basic education classes, GED classes, English as a Second language classes, tutor training and tutoring, and a drop-in child care center for program participants. All of these services are open to both men and women and are provided without cost to participants. The student body is approximately 30% men and 70% women; multiracial, 37% white, 33% African-American, and 22% Hispanic, 4% Asian and 4% Native American; and reflects a wide age range.

Since 1979, the education program has been partially funded by the Pennsylvania State Department of Education. This funding has enabled the program to offer education classes to those students who lack a high school diploma and to offer tutor training for those who want to become tutors. Approximately 1,100 students a year attend education classes at the Women's Program and 50 to 100 obtain their high school equivalency diplomas each year. In 1991-1992, the Education Program enrolled 1,114 students in classes ranging from beginning literacy to General Educational Development. 167, or 15%, were enrolled in English as a Second Language classes. 79 students completed their G.E.D. and 292 others improved their reading or math skills by at least one grade level.

The goal of the Lutheran Settlement House Women's Program is to provide education, employment, counselling and childcare programs which offer low-income and minority women the tools for empowerment and self-sufficiency. One way that people become empowered is by learning about the past and discovering that people like themselves have been participants in their country's history.

According to a Women's Program questionnaire on the topic of studying history, the majority of our adult students recognize that it is important to study history. They have a variety of reasons for valuing historical knowledge: they want to know about where they came from, to learn more about the United States, to understand the past, to prepare for the future, to help their children study, to learn about different cultures, and to pass the Social Studies portion of the GED test.

Despite their strong interest in history, most students reported on this questionnaire that they do not know a lot about American history and that they and their families have not been affected by historical events. By using this curriculum, students will learn more about recent American history. They will also see that they and people like themselves are affected by history and are involved in making history.

Women, minorities and low-income people are among the primary participants in adult education programs, yet these groups are consistently under-represented in the history and social studies texts designed for adult learners. The Women's Program decided to develop *Lessons From Our Past: A Multi-Cultural Approach to Recent American History* for two main reasons: to increase students' knowledge of history and to help them realize the important contributions that all people, specifically women, minorities, and people with low incomes, have made to the history of the United States. It is our hope that history will be more interesting and meaningful for adult students when they learn that history includes people like them and their ancestors.

One way that the connection between women, minorities, low-income people and recent American history is revealed is by focusing on specific historical events that involve them, such as the Great Migration of African-Americans from the southern United States to the northern United States. Another way that students' roles in history is emphasized in this manual is through the presentation of familiar events in an inclusive way. For example, the manual covers the important role of women working in defense factories during World War I and World War II, as well as the contribution of the

soldiers who fought on the battlefields during these wars. A third way that *Lessons From Our Past: A Multi-Cultural Approach to Recent American History* presents historical events and eras from the perspective of working class, minority, and low-income people is through oral histories and student writings. This approach is based on Paulo Freire's belief that people learn best when learning is applicable to their lives. By reading other people's descriptions of their experiences, students realize that they also have stories to share.

Lessons From Our Past: A Multi-Cultural Approach to Recent American History can be used with a wide range of levels. It can be used alone or in conjunction with a Social Studies GED preparation book. It can also be used for special events such as black history month and women's history month. Teachers may work through the entire manual or select one or two chapters, since each chapter can stand on its own as a complete unit.

Goals and Objectives

The goal of this project is to develop a multi-cultural history curriculum manual focusing on post World War I history which highlights the perspective of minority and low-income people through oral histories and student writings.

Objective 1: *To develop history curriculum materials for adult basic education students which focus on the struggles and achievements of minority and low-income people as participants in historical events and eras from World War I to the Vietnam War, through oral histories and student writings.* A history curriculum manual was developed and is attached.

Method 1: *Locate historical texts and primary sources which present crucial events and eras in United States history post World War I.* Historical texts and primary sources were collected and read, including scholarly texts on recent American history and textbooks designed for adult learners.

Method 2: *Locate historical texts and primary sources that emphasize the contributions of women, minorities, working class and low-income people to post World War I history in the United States.* Texts and sources emphasizing the multi-cultural aspects of recent American history were collected and read.

Method 3: *Interview students in the Women's Program and other Philadelphia residents about significant events in their memory.* Students in five education classes at the Woman's Program and participants in the Lutheran Settlement House Senior Center were interviewed and oral histories were transcribed following these interviews. Students from eight education classes at the Women's Program contributed writings to the manual.

Method 4: *Create skill development exercises focusing on reading comprehension, writing, analysis of historical material, reading graphs and maps and other skills necessary for the attainment of a passing score on the social studies GED test.* Skill development exercises were developed for each chapter of the curriculum.

Method 5: *Collect the history monographs, oral histories, writings, and skill development exercises into a manual.* The history monographs, oral histories, student writings and skill development exercises were collected into a manual.

Method 6: *Field test the manual in two GED classes and one ABE class.* The manual was field tested in one class for students with reading levels 9 and above (GED level), in one class for students with reading levels between 7 and 8 and in one class for students with reading levels between 5 and 6.

Objective 2: *To train teachers and tutors in the use of the manual.* Teachers and tutors were trained in the manner described below.

Method 1: *Write the section of the manual which includes suggestions for teachers on integrating the history of minority and low-income peoples into the curriculum.* A section of notes for teachers was written and included in the manual.

Method 2: *Compile a bibliography of additional resources for teachers to use in the classroom.* A bibliography was compiled and included in the manual.

Method 3: *Conduct two workshops in the Philadelphia area on the use of the manual.* Two staff development workshops were conducted at the Women's Program. The workshops were open to the public and publicized by the Mayor's Commission on Literacy.

Method 4: *Disseminate the manual through AdvancE and through state education conferences.* Dissemination will occur in cooperation with the Pennsylvania Department of Education.

Procedures

The Curriculum Developer located historical texts and primary sources on crucial events in post World War I America and the contributions of low-income and minority people to those events. From the resources gathered, the Curriculum Developer synthesized the information into narratives which describe eight historical event or eras: World War I, The 1920s, The Great Depression, Migration and Immigration, World War II, The Civil Rights Movement, The Vietnam War, and The Women's Movement.

The curriculum developer administered a questionnaire on the topic of studying history to six Adult Basic Education and GED classes at the Women's Program. The questionnaire yielded the results that while adult students feel that it is important to study history, most feel that they do not know a lot about it.

The curriculum developer compiled a set of writing topics on the eight historical events and eras covered in the manual. Teachers in eight classes assigned these writing topics to their students. The

curriculum developer interviewed students in five education classes and in the Senior Center to obtain oral histories. To develop the multi-cultural history curriculum for adult learners, the narratives, student writings, and oral histories were edited, revised, and organized into the eight chapters. The curriculum developer created reading comprehension, writing exercises, and activities to accompany each of the chapters.

The curriculum developer wrote a section for teachers with suggestions for incorporating the history of low-income and minority people into the traditional history curriculum. The curriculum developer presented two workshops for teachers and tutors on the use of the manual.

Evaluation

This project was evaluated in a qualitative and quantitative manner. The manual was field tested in classes with reading levels 5-6, 7-8 and 9 and above and was evaluated positively by students in each of those levels.

Students completed a questionnaire about their interest in and aptitude for history before and after using the manual. Before using the manual, 84% of students felt that it is important to study history and 64% answered that they enjoy studying history. 10% of students reported that they know "a lot" about the history of the United States, 50% of students answered that they know "some" about it, and 40% answered that they know "not very much.". After using the manual, 90% of students responded that it is important to study history and 94% of students responded that they enjoy studying history. 25% of students who field tested parts of the manual reported that they know "a lot" about the history of the United States, 70% of students answered that they know "some" about it, and only 5% answered that they know "not very much." These results demonstrate that students feel that they learned a lot through using this curriculum and that they enjoyed themselves while they were learning.

Pre and post tests on Social Studies GED pretests rose from an average of 35.6 points before using the manual to 40.4 points after a Pre-GED class used the manual. In a class at the same level that did not use this manual, but did cover social studies, Social Studies GED pretests rose by an average of only 3 points.

Conclusion

This curriculum manual was a successful project which met its goals and objectives. The teachers and adult learners who participated in the field testing of the manual had positive reactions to the project and the manual developed as a result.

Students who used the manual appreciated its multi-cultural approach. They found it different and more interesting than history they had studied previously. African-American students commented favorably on the inclusion of "black history," and Puerto Rican students often identified the stories about Puerto Rico as their favorites. However, students did not only enjoy the parts that discussed their own culture. One student said: "My favorite part was all the stories that were told. They really help you to understand *all* of the people and not just some of them. They really hit home."

The Women's Program looks forward to using the manual created through this project in upcoming classes and sharing the material with other programs.

Dissemination

This project will be disseminated to other adult education programs, community organizations and AdvancE. Upon completion of printing, the manual will be sent to a number of organizations including: Center for Literacy, The Mayor's Commission on Literacy, and Germantown Women's Education Program. Also, copies of the manual will be distributed at upcoming workshops at the PAACE Fall workshop series and the Mid-Winter conference.

Lessons From Our Past:
A Multi-Cultural Approach To Recent American History

Developed By:

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August, 1992

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Lessons From Our Past: A Multi-Cultural Approach to Recent American History would not have been possible without the help of many people at Lutheran Settlement House. We thank the students in the Women's Program's adult education classes and the participants in the Senior Center for their willingness to share their experiences, stories and memories from different time periods.

Much appreciation is due to the Women's Program and Senior Center staff members who participated in the development of this manual. The following teachers and staff members assisted in the collection of writing and oral histories, field testing, or evaluation of the manual: Alfreda Baxter, Peg Bernstein, Daryl Gordon, Carol Kalias, Terry Martell, Barbara Morehead, Arneither Neal, Terry O'Keefe, Oliver Pope, MargaretAnn Ramsey, Alice Redman, and Mary Taylor. Daryl Gordon provided essential advice about the fundamentals of curriculum development and assistance with editing and revising the manual. Meg Keeley, Coordinator of the Education Unit, took the time to guide the manual through its final stages. Carol Goertzel, Director of the Women's Program, offered advice throughout the year.

We extend many thanks to the Pennsylvania State Department of Education for funding this project. Special thanks goes to Dr. John Christopher, Chief, Division of Adult Basic and Literacy Education, and Dan Partin, Special Projects Advisor, for their technical assistance, advice, and encouragement.

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Introduction

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Notes for Teachers

What is in this Manual?

Lessons From Our Past: A Multi-Cultural Approach to Recent American History contains eight chapters: World War I, The 1920s, The Great Depression, Migration and Immigration, World War II, The Civil Rights Movement, The Vietnam War, and The Women's Movement. Each chapter begins with a pre-reading exercise encouraging students to reflect on the topic and recall their past experiences with and prior knowledge of the event. The chapters then continue with a narrative account of the event or era the chapter focuses on. Reading comprehension exercises are interspersed throughout the narrative. Following the narratives are primary sources such as poems and songs, student writings, and oral histories about the event or era. At the end of each chapter ideas are listed for activities and writing assignments. A map of the world and a map of the United States have been included at the end of the manual. The answers to the reading comprehension questions can be found in the back of the manual, but the answers to the opinion, writing and discussion questions are not included, since they could each have many possible answers.

How Should I Use this Manual?

Lessons From Our Past: A Multi-Cultural Approach to Recent American History can be used with a wide range of levels. It was field tested in classes with reading levels 5-6, 7-8 and 9 and above and was evaluated positively by students in each of those levels. It can be used alone or in conjunction with a Social Studies GED preparation book. It can also be used for special events such as black history month and women's history month. Teachers may work through the entire manual or to select one or two chapters, since each chapter can stand on its own as a complete unit.

Students can collect oral histories similar to those they read in this manual from their friends and relatives, and this activity is suggested at the end of several chapters. Students should interview their parents, grandparents or older friends and write about their experiences. To collect oral histories it is helpful to have a tape recorder to record the interview; however, the interviewer can also take notes. Students can model their own writing on the selections in the manual. The focus of their writing and interviews should *not* be

historical facts, dates, and sequences of events. This writing should be personal, based more on experience and memory than on something that could be looked up in or copied from an encyclopedia.

It is very important for teachers to take advantage of this opportunity to encourage students to interview people they know and collect oral histories. If teachers use this manual but continue to give assignments that involve researching "a famous person" and writing about his or her life, the students will not get the full benefit of learning about their own families' contributions to the events and eras they are studying.

Additional Resources

Any curriculum can be adapted to be more useful to a particular person or class. Teachers should use *Lessons From Our Past: A Multi-Cultural Approach to Recent American History* as a starting point, not as the final authority on multi-cultural history. If there is a student in the class who feel that his or her own particular viewpoint, heritage, or culture is not represented in the manual, the instructor should view it as an opportunity to supplement the manual with other stories. The teacher can bring in resources that focus on that student's culture, and the student can collect an oral history from a family member and share it with the class. The more cultures and perspectives that are represented, the better.

Consider supplementing this manual with other resources such as photos, movies, trips to local cultural and historical institutions as well as other books. The following books were used in compiling this manual, and may be of interest to teachers seeking further information.

Books About American History

The American Century, Volume II: 1941-1985. Third Edition. By Walter LaFeber, Richard Polenberg, and Nancy Woloch. New York: Alfred A. Knopf, Newbery Award Records, Inc., 1986.

The American Reader: Words That Moved A Nation. Edited by Diane Ravitch. New York: Harper Perennial, Harper Collins Publishers, 1991.

Black History for Beginners. By Denise Dennis. New York: Writers and Readers, 1984.

The Book of Distinguished American Women. By Vincent Wilson, Jr. Brookeville, Maryland: American History Research Associates, 1983.

Generations: Your Family in Modern American History. Second Edition. By Jim Watts and Allen F. Davis. New York: Alfred A. Knopf, 1978.

Herstory: A Record of the American Woman's Past. Second Edition. By June Sochen. Palo Alto, California: Mayfield Publishing Company, 1982.

History of Women in America. By Carol Hymowitz and Michaele Weissman. New York: Bantam Books, 1978.

Odd Girls and Twilight Lovers: A History of Lesbian Life in Twentieth-Century America. By Lillian Faderman. New York: Columbia University Press, 1991.

A People's History of the United States. By Howard Zinn. New York: Harper Perennial, Harper Collins Publishers, 1980.

A Pocket History of the United States. Eighth Edition. By Allan Nevins and Henry Steele Commager with Jeffrey Morris. New York: Washington Square Press, Pocket Books, 1986.

Who Built America? Working People & the Nation's Economy, Politics, Culture & Society, Volume Two, From the Gilded Age to the Present. American Social History Project. New York: Pantheon Books, 1992.

Social Studies Texts for Adults

African-American History: Four Centuries of Black Life. By Langston Hughes and Milton Meltzer. New York: Scholastic, 1990.

African Americans in U.S. History, Volume 2, 1877 to the Present. By Darlene Clark Hine. Englewood Cliffs, New Jersey: Globe Book Company, 1989.

America's Story, Book Two, Since 1865. By Vivian Bernstein. Austin, Texas: Steck-Vaughn, 1990.

American Adventures, New Edition, Volume Three, Coming of Age, 1898 to 1939. By Ira Peck and Daniel Rosen. Austin, Texas: Steck-Vaughn, 1983 .

American Adventures, New Edition, Volume Four, Yesterday, Today and Tomorrow, 1939 and After. By Ira Peck, Steven Jantzen and Daniel Rosen. Austin, Texas: Steck-Vaughn, 1983.

Hispanics in U.S. History, Volume 2, 1865 to the Present. By Frank de Varona. Englewood Cliffs, New Jersey: Globe Book Company, 1989.

Life and Liberty: An American History, Volume 4, 1900 to 1940. By Philip Roden, Robynn L. Greer, Bruce Craig, and Betty M. Bivins. Glenview, Illinois: Scott Foresman and Company, 1987.

Life and Liberty: An American History, Volume 5, 1940 to the Present. By Philip Roden, Robynn L. Greer, Bruce Craig, and Betty M. Bivins. Glenview, Illinois: Scott Foresman and Company, 1987.

The Modern World. By Ira Peck, Elise Bauman, Penny Parsekian. New York: Scholastic, 1987.

A Nation Grows, Book Two, Since 1877. Second Edition. By Ira Peck, Steven Jantzen and Daniel Rosen. New York: Scholastic, 1987.

Of the People: U.S. History. By Deborah Short, Margaret Seufert-Bosco and Allene Guss Grognet. Center for Applied Linguistics. Englewood Cliffs, New Jersey: Prentice Hall Regents, 1991.

Our Country series. Belmont, California: Fearon Education, David S. Lake Publishers, 1989.

Our Country's History, Level E. By Sonya Abbye and Barbara C. Donahue. Austin, Texas: Steck-Vaughn, 1991.

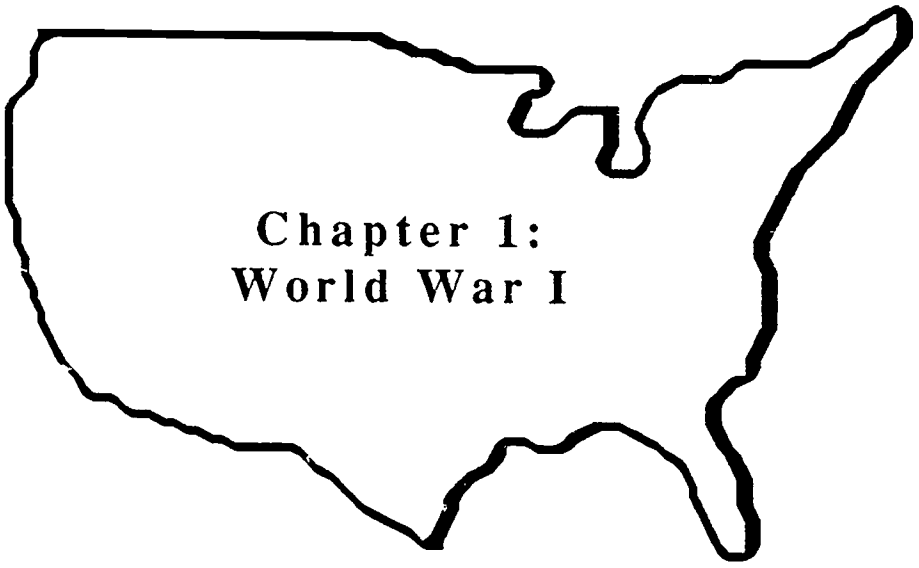
Twentieth Century America. Living In America Series. By Thomas A. Rakes and Annie De Caprio. Austin, Texas: Steck-Vaughn, 1985.

Curriculum Manuals from Lutheran Settlement House Women's Program

Learning For Earning: A Basic Skills and Employability Training Manual for Adult Students. By Daryl Gordon. Philadelphia: Lutheran Settlement House Women's Program, 1990.

Teaching Reading Through Oral Histories. By Carria Hawkins. Philadelphia: Lutheran Settlement House Women's Program, 1984.

We've Come a Long Way... And We're Not Finished Yet! By Carria Hawkins. Philadelphia: Lutheran Settlement House Women's Program, 1984.



Chapter 1: World War I

Chapter 1: World War I

What have you learned about the different wars that the United States has been involved in during this century? What do you remember about studying wars?

When studying war, most people learn only about the causes of war, the battles that were fought, and who won. Actually, there is a lot more to a war. It is important to know what the war was about, but it is also interesting to know who the soldiers were, what kinds of experiences different groups of soldiers had in the war, and what the people who were *not* fighting (such as women) were doing. In this chapter you will learn some of these things about World War I.

Fighting in a war can really affect a person. Do you know soldiers who have returned from wars? How did they feel when they came back home? This is the story of Dave Wilson, who was a soldier in World War I.

Dave Wilson in WWI
by Terry Wilson

In 1916 my grandfather's brother Dave went off to the First World War. He was right outside of Paris, France. He used to say "we used to kill this one and that one all over ten feet of ground, like from here down to the corner." That's what they were fighting about (maintaining territory).

He said they used to go into the ditches and swap candies and cigarettes and chocolates with the enemies! I said, "What? Are you sure you're not stretching this? Is this one of those fish stories?" He said "no, no it really happened." They used to switch candies and chocolate bars. He said you could take it to the black market and get $2 for it, which back then was like $20.

He told me that after the fighting was over they were still stationed over there and they had to be like police and keep the crowd under control. There were diseases going around, and a lot of starvation and hunger. The soldiers were stationed in tents. The soldiers used to sneak the kids into the camp and they would go to where all the food was and stuff their pockets with rolls and give it

to the kids to eat. A lot of kids' mothers and fathers were dead because the Germans killed them and the kids barely got away themselves. They were out on the streets starving to death. A lot of guys there who were single saved up their money and gave it to their mom and dad but when Dave Wilson came home he was broke because he gave his money to the kids.

When he came home he wasn't normal. He was really unstable and mental-wise he was just out of it. He lost his middle finger. It took him like three or four years to get back into the swing of things. He was a nice guy. Some people came home all mentally unstable but other guys came home and said "I'm ready to go again."

Questions

1. How do you think soldiers feel about their enemies?

2. Why do you think some soldiers were mentally unstable when they returned from World War I?

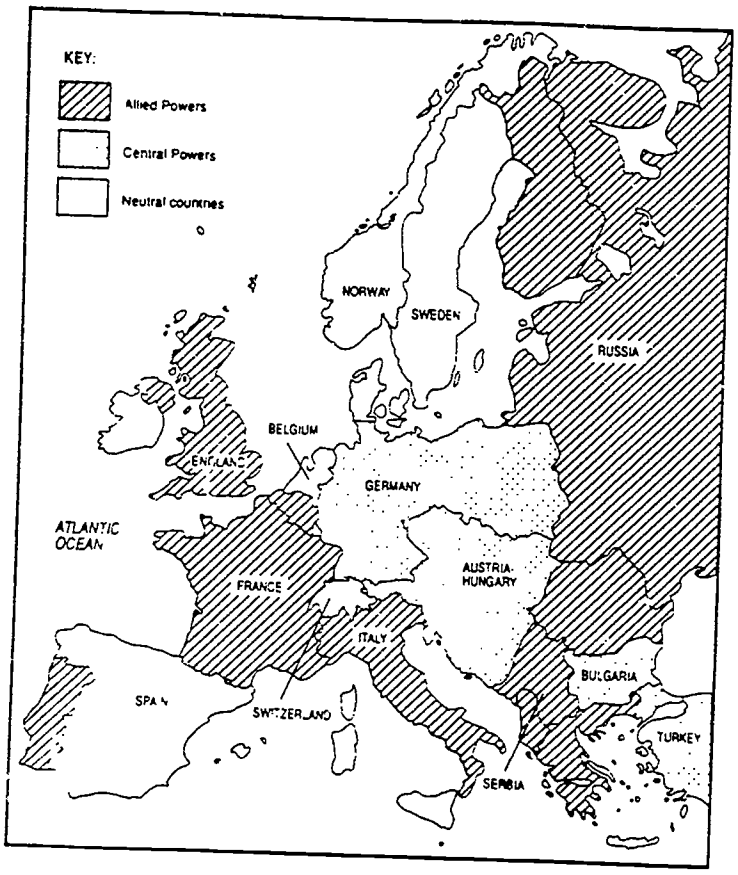
3. Whose responsibility do you think it is to take care of children whose parents are killed because of wars?

Why was Dave Wilson Fighting?

In the early 1900s, many countries were struggling for influence and land in the world. When one country rules over another far away country, the country that is far away is called a "colony." England and France already had colonies overseas, but Germany and Russia did not. Countries in search of colonies expanded into Africa and tried to take over countries there. World War I was fought because of competition for control of other countries.

The agreements and partnerships that countries set up with each other pulled different countries into the war even though they may not have been involved originally. This is why World War I was such a big war. Austria-Hungary, Germany, and Italy formed the Triple Alliance in 1882. Russia, England, and France formed the

Triple Entente in 1907. These agreements between different countries set up the two sides that fought against each other in World War I.



Map of Europe at the time of World War I.[1]

Questions

1. Why would a country want to be in control of more land?

2. Who was in the Triple Alliance? Who was in the Triple Entente?

3. What do you think the people in Africa thought when European countries wanted to control them and their resources?

The War Begins

It took only a week for World War I to become a world conflict. In 1914 World War I began when a person from Serbia assassinated

Austrian Archduke Franz Ferdinand in Sarajevo. Austria-Hungary declared war on Serbia. Russia, who had promised to aid Serbia, declared war on Austria-Hungary. Germany declared war on Russia and France in order to protect Austria-Hungary. England and France joined the Russian side. Germany attacked France through Belgium, and England declared war on Germany.

The two sides in the war were called the Allies and the Central Powers. The Allies were England, France and Russia, and Italy. The Central Powers were Austria-Hungary, Germany, and Turkey. Many other countries remained neutral, which means that they did not side with either the Allies or the Central Powers.

At first the Americans wanted to stay out of Europe's affairs, but in 1915 a German submarine sank a British tourist ship named the Lusitania. Over 1000 people died, including 128 Americans. Germany made plans to sink more American ships bound for Britain.

In 1917, English spies discovered a message called the Zimmerman Note that Germany sent to Mexico asking Mexico to attack the United States if Germany and the United States went to war. In return, Mexico would get to reclaim land that it had lost to the United States. Mexico did not accept this offer, remaining loyal to the United States.

At that point, the United States declared war on the Central Powers in order to maintain freedom of trade and freedom of the seas. If the United States could not safely ship goods across the ocean to Europe, it would lose a lot of money. The United States had loyalties toward and trade with England and France, and was worried about how powerful Germany might become if it won the war. Some Americans did not side with England. For example, some people of German heritage felt loyalties to Germany. Irish-Americans disapproved of the United States siding with England due to England's history of domination over Ireland.

Questions

1. If you had been the President of the United States at this time, would you have brought your country into the war? Why or why not? What side would you have joined?

2. Why did the United States join the Allies?

3. Why did German-Americans disagree with the United States' position in the war? What country did your relatives come from? Do you feel loyalty toward that country?

African-Americans and the War Effort

President Wilson, who was the President of the United States during World War I, said that he wanted to make the world "safe for democracy" but at the same time, the United States itself was not safe for democracy due to racial discrimination against African-Americans. The United States War Department would not accept most of the African-American men who volunteered for the war effort. The Marines remained all white. African-Americans that were admitted to the military services had to do low level tasks. Once the draft started, a large percent of the African-American population was drafted. The first man to be drafted was African-American. African-Americans fought in segregated units and often had to do menial jobs such as unloading ships and moving supplies. The Germans distributed flyers to the African-American troops in Europe, reminding them that they did not have the same rights as white Americans and testing their loyalty to the United States.

African-American soldiers were discriminated against while stationed in the United States, as well as in Europe. In 1917, in Texas, a group of African-American soldiers got angry about the unfair and violent way they were treated by residents and police of the city where they were stationed. The soldiers attacked white residents of Houston and killed 13. What followed was the largest murder trial in American history: 64 soldiers were tried for murder and mutiny. As a result, 19 soldiers were hanged.

The NAACP and other African-Americans complained about the discrimination African-American soldiers faced. A camp was started to train African-Americans to be officers, but white officers still commanded most of the African-American troops. The highest ranking African-American officer was Colonel Charles Young. He was forced to retire at the beginning of the war because he supposedly had high blood pressure. He tried to prove that he was in good

health by riding a horse from Ohio to Washington D.C. After African-American leaders protested his exclusion from the war, he was allowed to participate in the last four days of the war.

Over 360,000 African-American soldiers served overseas, mainly in France. Many remarkable accomplishments were made by the African-American troops. Two African-American soldiers won medals from the French government for their bravery in a battle when they killed or wounded more than twenty enemy soldiers.

Questions

1. What types of discrimination did African-American soldiers face?

2. What improvement was made in the situation of African-American soldiers?

Support for the War at Home

While the soldiers were fighting in Europe, people back in the United States bought war bonds and stamps to lend money to the government. People saved food and tried not to be wasteful so the soldiers would have enough to eat. Women wore shorter skirts to save fabric for the soldiers.

During World War I, fewer people moved to the United States from Europe. Without new immigrants and without all of the men who were working as soldiers, the United States faced a labor shortage. Since the factories really needed workers to produce supplies for the war, workers were able to demand better working conditions and higher wages. Many workers went on strike to fight for what they needed in the factories.

Another effect of the labor shortage was that new groups of people got jobs in the factories. Women, who still did not have the

right to vote, worked in the factories making guns, medicine, socks, shoes, boots, uniforms, planes and ships for the war. Farmers' wives took care of the farms while their husbands were gone. Many women got traditional jobs such as Red Cross nurses, but women also worked in brass and copper factories, oil refineries, and textile mills. These jobs had not been open to women before the war, and some people got new ideas about what women were capable of when they saw that women did well at these jobs. The government began to regulate working conditions, establishing the Women's Bureau of the Department of Labor.

When World War I ended, the new workers had to return to female-only jobs or give up working entirely. After the war the munitions factories closed and many women and African-Americans who had moved to the North for factory jobs were unemployed. However, because these people worked during the war, many Americans' attitudes began to change regarding equal participation in the workforce.

Women working in a defense factory during World War I.[2]

Questions

1. Why did the factories need the women to work during the war?

2. What did the women make in the factories?

3. Who else worked in the factories at this time?

4. What changes would working bring to a woman's life during World War I?

Opposition to the War

Some Americans were opposed to World War I. Pacifists opposed using violent wars to solve problems. Socialists felt that the war was "imperialist;" European capitalist countries were wasting money and lives fighting for power and control of territory. People involved in the labor movement were persecuted, jailed, and deported for expressing anti-war opinions. People who evaded the draft also went to prison.

Many female leaders in the country were anti-war, such as Jeannette Rankin, the first woman in Congress. The Women's Peace Party was founded in 1915 by Jane Addams and Carrie Chapman Catt. They wanted peace and a quick end to the war because they disliked the cruelty and waste of war. Traditionally, women were critical of war because it took sons away from their mothers. After the United States entered the war in 1917, the Women's Peace Party's role changed. Crystal Eastman advocated working for civil liberties for women, voting rights for women, and legal protection for pacifists.

Another type of protest arose at home during World War I. The war caused the prices of food to rise so high that many working class people could barely get by. Women, who did most of the food shopping, led violent protests in stores and on the streets demanding that prices be lowered.

Questions

1. For what different reasons did people oppose World War I?

2. Was everyone free to express negative opinions about the war? What happened to some people who did not think the United States should be involved?

The End of World War I

At the beginning of World War I, everyone expected it to be a short war. They were wrong. On November 11, 1918, the war finally ended. President Wilson met with other leaders in France to decide how to set up the post-war world. The Treaty of Versailles punished Germany for its actions in the war. Germany had to give territory to France and pay money to the Allies. This severe punishment made Germany angry.

When the African-American soldiers returned from the war, race relations were no better than they had been before the war. They fought for democracy in Europe but they were not safe at home. Difficult economic times made people more willing to fight each other to survive. There were race riots and lynchings in cities such as Chicago, Illinois; Longview, Texas; Knoxville, Tennessee; Omaha, Nebraska; and Washington D.C. African-American veterans of World War I were burned alive, lynched in uniform, and killed by racist mobs.

Questions

1. What country was blamed for starting the war? Why? What was the punishment?

2. What happened to the African-American soldiers when they got home?

Stories About World War I

World War I took place so long ago that not very many people are alive today who remember it. The following two women remember hearing stories about life during that time, when they were young girls. Sally's father fought in World War I, while Elsie's father stayed at home working in a factory.

The Flu Epidemic and WWI
by Sally Michalczyk

I was born in 1916. That's when they had the flu epidemic, when I was a little baby. They were burning bodies, my father used to tell me. They would put them on the sidewalk. Citizens would come around and help to bury them. They couldn't get any undertakers.

My father fought in WWI. He said it was awful. A lot of people were sick and a lot of people were dying. They used to put a bag around their neck with garlic to try to save them while they were fighting the war in France. My father fought in France and he said it was terrible. You didn't get that much to eat. There were food rations.

Factory Workers
by Elsie Branigan

They wouldn't accept my father in the service because he worked in the steel mill making files and things to make the machinery. They said he was more important staying at home and working in the steel mill than he was going into the service.

Questions

1. Compare what you read about Sally's father's war experience to what you read about Dave Wilson at the beginning of this chapter. What do they say about food? What did they do to make the war more bearable?

2. If you had the choice, would you rather go to fight in World War I or work in a steel mill? Why?

3. World War I took place around 1915. If someone was 20 years old then, how old would he or she be today?

Since most people who would remember World War I are no longer alive today, a good way to learn about life during this time period is to look at songs, poems and stories from that time. This song was a hit in 1915, when many wanted the United States to stay out of World War I. Do you think it could still apply today?

I Didn't Raise My Boy to Be A Soldier[3]
words by Alfred Bryan and music by Al Piantadosi

Ten million soldiers to the war have gone,
Who may never return again.
Ten million mothers' hearts must break
For the ones who died in vain.
Head bowed down in sorrow
In her lonely years,
I heard a mother murmur thro' her tears:

CHORUS:
I didn't raise my boy to be a soldier,
I brought him up to be my pride and joy,
Who dares to put a musket on his shoulder,
To shoot some other mother's darling boy?

Let nations arbitrate their future troubles,
It's time to lay the sword and gun away,
There'd be no war today,
If mothers all would say,
I didn't raise my boy to be a soldier.

What victory can cheer a mother's heart,
When she looks at her blighter home?
What victory can bring her back
All she cared to call her own?
Let each mother answer
In the year to be,
Remember that my boy belongs to me!

The following poem first appeared in 1918. The names that the poet mentions are famous battles in various wars. What do you think the grass in the poem symbolizes? What picture do you get in your mind when you read the poem? Is the poem pro-war or anti-war?

Grass[4]
by Carl Sandburg

Pile the bodies high at Austerlitz and Waterloo.
Shovel them under and let me work -
I am the grass; I cover all.

And pile them high at Gettysburg
And pile them high at Ypres and Verdun.
Shovel them under and let me work.

Two years, ten years, and passengers ask the conductor:
What place is this?
Where are we now?

I am the grass.
Let me work.

The following story is by Ernest Hemingway, an American writer who served as an ambulance driver in Italy during World War I. This is the beginning of a short story about a young man named Krebs who has just returned home after fighting in World War I.

Soldier's Home[5]

by Ernest Hemingway

Krebs went to the war from a Methodist college in Kansas. There is a picture which shows him among his fraternity brothers, all of them wearing exactly the same height and style collar. He enlisted in the Marines in 1917 and did not return to the United States until the second division returned from the Rhine in the summer of 1919.

There is a picture which shows him on the Rhine with two German girls and another corporal. Krebs and the corporal look too big for their uniforms. The German girls are not beautiful. The Rhine does not show in the picture.

By the time Krebs returned to his home town in Oklahoma the greeting of heroes was over. He came back much too late. The men from the town who had been drafted had all been welcomed elaborately on their return. There had been a great deal of hysteria. Now the reaction had set in. People seemed to think it was ridiculous for Krebs to be getting back so late, years after the war was over.

At first Krebs, who had been at Belleau Wood, Soissons, the Champagne, St, Michel and in the Argonne did not want to talk about the war at all. Later he felt the need to talk but no one wanted to hear about it. His town had heard too many atrocity stories to be thrilled by actualities. Krebs found that to be listened to at all he had to lie, and after he had done this twice he, too, had a reaction against the war and against talking about it. A distaste for everything that had happened to him in the war set in because of the lies he had told. All of the times that he had been able to make him feel cool and clear inside himself when he thought of them; the times so long back when he had done the one thing, the only thing for a man to do, easily and naturally, when he might have done something else, now lost their cool, valuable quality and then were lost themselves.

His lies were quite unimportant lies and consisted in attributing to himself things other men had seen, done or heard of, and stating as facts certain apocryphal incidents familiar to all soldiers. Even his lies were not sensational at the pool room. His acquaintances, who had heard detailed accounts of German women found chained to machine guns in the Argonne forest and who could not comprehend, or were barred by their patriotism from interest in, any German machine gunners who were not chained, were not thrilled by his stories.

Krebs acquired the nausea in regard to experience that is the result of untruth or exaggeration, and when he occasionally met another man who had really been a soldier and they talked a few minutes in the dressing room at a dance he fell into the easy pose of the old soldier among other soldiers: that he had been badly, sickeningly frightened all the time. In this way he lost everything...

Questions

1. What might help Krebs adjust to life back at home? What can his family and friends do to help him?

2. Why does Krebs lie about his experiences in World War I?

Writing and Activities

1. Pretend you are a soldier in World War I and write a letter home. What is it like there? Where are you stationed? Which side are you on? Does your family support what you're doing? Is the war like what you expected? The following is one woman's fictional account of a letter from a soldier to her family.

Dear Family,

Hi! How is everyone? So far I am doing good. At night I am afraid but that is normal. At times I am afraid of being killed. It seems strange that I do not feel this way when I am fighting. So many have died that I feel guilty for living on, knowing that they will never see the joy and happiness in their families' eyes when they return home. Every soldier feels hatred toward the enemies. I feel hate also, but not to the extent where I would kill someone.

It is hard not knowing if you are going to survive the war or not. I feel sorry for the families of the soldiers who died. They will never know how hard our soldiers are fighting.

It is every soldier's dream, wish, and goal to return home. Hopefully this war will be over soon. I really wish I was at home instead of being here with people I barely know. We try to stick together and help each other but sometimes it does not turn out the way we want it to.

I have to go now. I miss and love you all. I will see you very soon.

Love you all,
Deborah Elliss

2. Pretend you are at home in the United States during World War I and write a letter to a soldier you know. He could be your father, brother, husband, son, relative or friend. Consider whether he is white, African-American, or another race. What do you want to know about his activities in Europe? What do you want to tell him about what you are doing at home? Are you working?

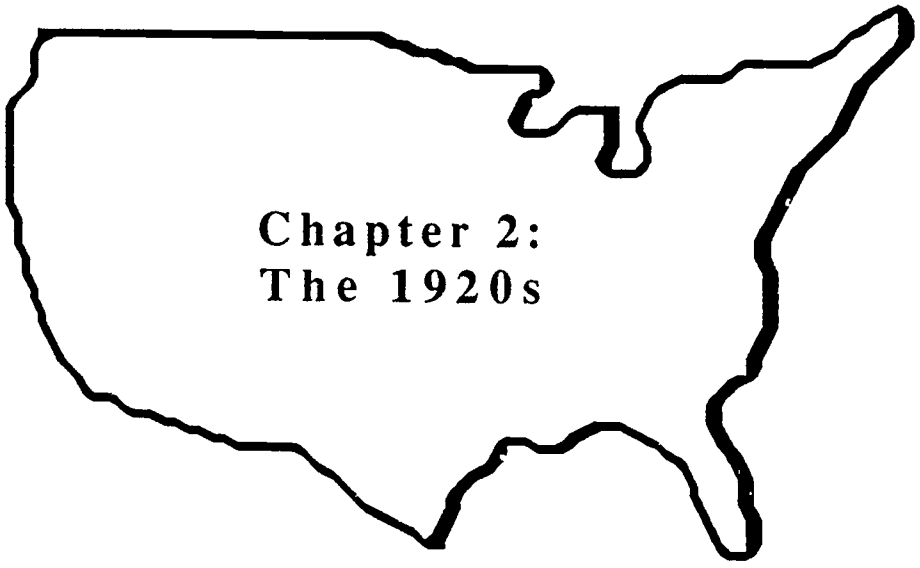
3. Continue the story of Krebs and his process of getting re-adjusted to life in Oklahoma after World War I.

4. Locate all of the countries mentioned in this chapter on the map in this chapter and the world map in the back of this book.

5. Look at the photo in this chapter of women working in the factory. What are they wearing? What might they be producing in the factory? Write a story about the five women you see in the picture. Include details about their families, their attitudes toward working, and their friendships with each other.

6. Did anyone in your family fight in World War I? Does anyone you know remember stories about that time period? If you can find someone, interview her or him and ask questions about what life was life in 1915.

7. Many soldiers feel that how they are greeted when they return home after a war is very important. If you were returning to your country and family after fighting in a World War I, how would you want to be greeted?



Chapter 2: The 1920s

Chapter 2: The 1920s

Look at this *Life* magazine cover from 1926.[1] What are these people doing? How is this woman different from the usual image of an old fashioned woman? What might she be thinking about? What words would you use to describe her? What words would you use to describe the man?

A False Sense of Prosperity

During the "roaring" 1920s, Americans wanted to forget World War I and have a good time. Americans became materialistic; they enjoyed making and spending money. At this time, the economy in the United States seemed to be good. Unemployment was low and wages were high, and it was a time of prosperity for businesses. However, there were weak spots in the economy, such as farming. With so many farmers producing food, crops sold at lower prices. Farm machines and mortgages were difficult to finance.

The stock market was not stable. People bought things on credit and played the market. People who could not really afford to

make large purchases were able to finance expensive items with installment plans.

While most people think of the 1920s as a time of prosperity for everyone, most of the wealth was in the hands of the richest people instead of being spread evenly among people in all economic classes. Big powerful companies swallowed up small businesses. During this decade the rich got richer but workers, farmers, and African-Americans did not prosper.

Questions

1. How did people in the 1920s buy expensive items they could not afford?

2. Who shared in the wealth of the 1920s?

3. What groups of people were *not* a part of this wealth?

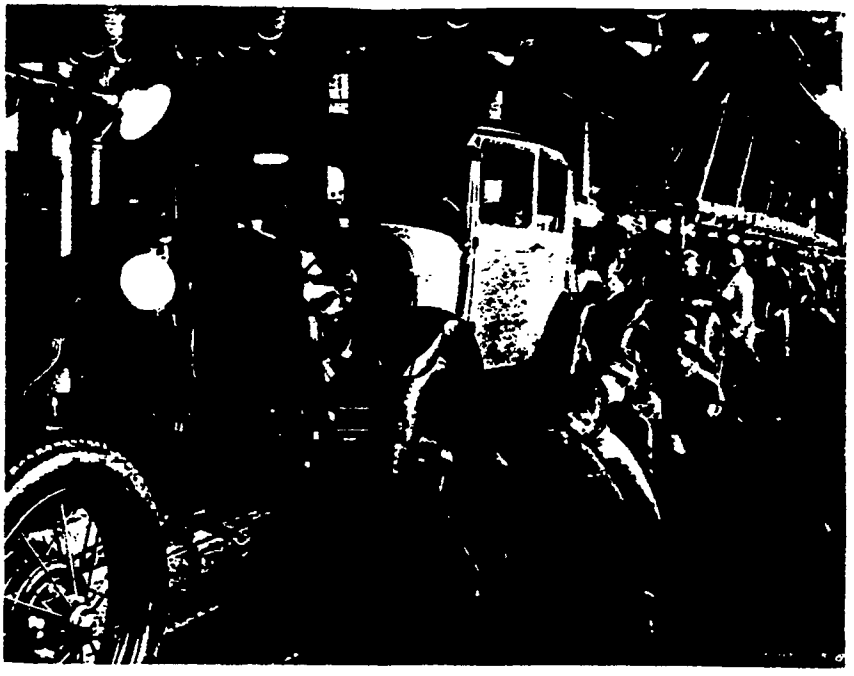
A Time of Changes

The early 1920s was a time of changes. In 1919 the 18th amendment to the Constitution was passed and alcohol became illegal. This amendment is commonly called Prohibition. Another significant change in 1920 was that after decades of organizing and meeting, the Constitution was amended for the 19th time, giving women the right to vote. The women who worked to get women the right to vote were called suffragettes. They hoped that voting would help women to achieve social and economic equality. At first, however, mostly upper-class and middle-class women took advantage of this new right.

As the 1920s progressed, people were more concerned with making a good life for themselves than with helping others. The young people challenged the older people's values and rebelled against old fashioned attitudes about sex. People drank alcohol illegally at parties called speakeasies. Organized crime and gangsters

such as Al Capone in Chicago built up their influence by providing alcohol illegally.

New technology and machinery led to many changes in the way people lived their daily lives in the 1920s. Henry Ford's assembly lines made cars such as the Model T affordable to many, giving people increased freedom to move around on new roads. Refrigerators, vacuum cleaners and washing machines meant that women who worked at home did not have to spend the entire day doing housework.



The Henry Ford Company's assembly line.[2]

Many people moved to cities, where new skyscrapers and houses were being constructed. These cities were mostly racially and economically segregated, with rich people and poor people living in separate neighborhoods.

The fields of entertainment and information became major industries. Radios reduced people's isolation; people all around the country heard the same songs and programs. Many people went to the movies to try to forget their problems. Women played an important part in the production of radio programs and movies.

Questions

1. What amendments were made in the Constitution in the 1920s?

2. Name three new machines produced in the 1920s. How did these new products impact on people's lifestyles?

3. How did life change for women in the 1920s?

The Flappers

Many newspaper and magazine advertisements aimed at women emphasized the importance of staying in style. Some woman took jobs outside the home, especially in clerical fields, but most women were housewives, unpaid for the labor they did at home. They spent money their husbands earned on new clothing and household items. Many people could not afford to buy the products they saw advertised, and they could not achieve the lifestyle of those they saw around them.

Women like the one on the *Life* magazine cover were called "flappers." Flappers had short shirts, bare arms, bright red lipstick, tweezed eyebrows, slim figures, short "bobbed" hair, and no corsets around their waists. The flappers were mostly middle-class or upper-class women; farm women, working class women and housewives were not able to adopt the flappers' pleasure-seeking attitude. Even though the flappers seemed to represent a new free attitude for women, some people saw them as simply a new standard that women had to try to live up to. Much public attention was focused on the flappers, but few women actually were flappers.

Clothing and cosmetics were now produced in large quantities by machines instead of by hand. Because of mass production, many people dressed and looked similar, which gave the impression that they had similar lifestyles and incomes. This was not true, however. In the 1920s the gap between the economic classes actually became wider.

Questions

1. What was the effect of advertising? Is it the same way today?

2. Who were the flappers? What did they look like and how did they act?

3. If you had lived in the 1920s, do you think you would have been a flapper? Why or why not?

Bessie Smith, blues singer.[3]

The Harlem Renaissance

In the arts, there was a period called the Harlem Renaissance in New York City. It was a celebration of culture and a show of African-American genius in literature, art, music and theater. Many writers and poets, such as the poet Langston Hughes, wrote about racial conditions, resisting oppression and pointing out social and economic problems. Women writers such as Jessie Fauset and Georgia Douglas Johnson presented new types of heroines struggling with dilemmas that had not been addressed before. White people were also interested in the African-American writers and artists of the Harlem Renaissance and they owned many of the nightclubs and theaters in Harlem.

The blues, sung mostly by African-American women, and jazz music became popular and people went to dance halls to hear music. Jazz started with African-Americans in New Orleans, Louisiana. It was a type of music that was not written down. It was based on a tune and then people made up variations as they played. When the African-American musicians left New Orleans for other parts of the country in the early 1900s, the popularity of jazz spread. Soon whites and African-Americans everywhere were enjoying "The Jazz Age" of the 1920s.

Questions

1. What was the Harlem Renaissance?

2. What did people learn from the Harlem Renaissance?

3. How did jazz start? How did it spread?

Racial Issues

Marcus Garvey was a famous African-American who emphasized the commonalties among people of African descent. He did not think that African countries should be ruled by other countries and serve as their colonies. He thought that dark-skinned

people belonged in Africa, and he organized a "back to Africa" movement. He spoke of "black pride," emphasizing African-American achievements, and was the first person to say "Black is Beautiful." Garvey felt that progress would be made if African-Americans separated themselves from other races and created their own institutions so that they could be economically independent.

Many Americans distrusted people who were different from them. The Ku Klux Klan persecuted African-Americans, Catholics, and other groups. The KKK had 4 million members during the 1920s.

Questions

1. What did Marcus Garvey believe?

2. What do you think motivates the people who belong to the KKK?

Stories About the 1920s

Like World War I, not many people are alive today who remember what went on during the 1920s. Elsie remembers that Prohibition led people to disguise their illegal alcohol production as other businesses.

Bootlegging
by Elsie Branigan

The man up the street, his store front was a rag shop and in the back he had a garage but up in the back he made ... whatever you want to call it. He acquired quite a wealth from selling it. They all had some kind of business to cover up for what they were doing. I know others who had a jewelry store supposedly and they were doing all these other underneath things.

The next selection demonstrates that while there were some flappers, that life-style was not common to all women.

Not All Women Were Flappers!
by Amanda LaRochelle Bacher

In 1920 I was 20 years old. In the 1920s I used to go in the field and pick up strawberries, raspberries, and blueberries. We had a big hill where I lived and in the winter when we were kids we went there with a sled and we used to go down the big hill. I had a nice childhood. My mother had 13 children. There's only 3 of us left.

The song below, translated from Spanish, comes from the community of Mexican immigrants in Texas. The older members of the community were upset that the young Mexican women tried to copy the styles of the flappers. Do you think that this type of thing happens today, too? Do people try to copy styles they see other people wearing? What do you think when you see younger people trying to look "fashionable?" What effect does it have on people's behavior?

The Bobbed Heads[4]

Red bandanas
I detest,
And now the flappers
Use them for their dress.
The girls of San Antonio
Are lazy at the metate.
They want to walk out bobbed-haired,
With straw hats on.
The harvesting is finished,
So is the cotton.
The flappers stroll out now
For a good time.

Edna St. Vincent Millay was a romantic and rebellious young woman in the 1920s. This poem captures some of the spirit of the 1920s, a time when there were many changes in women's lives.

First Fig[5]
by Edna St. Vincent Millay

My candle burns at both ends;
It will not last the night;
But ah, my foes, and oh my friends -
It gives a lovely light!

The following poems were written during the Harlem Renaissance. Langston Hughes was a multi-talented writer who focused on what it was like to be an African-American. A gifted poet, he wrote in language that many people could understand. Countee Cullen was another African-American poet and writer from New York.

I Could Not Eat the Poems I Wrote[6]
by Langston Hughes

Because my mouth
Is wide with laughter
And my throat
Is deep with song,
You do not think
I suffer after
I have held my pain
So long?

Because my mouth
Is wide with laughter
You do not hear
My inner cry?
Because my feet
Are gay with dancing,
You do not know
I die?

The Negro Speaks of Rivers[7]
by Langston Hughes

I've known rivers:
I've known rivers ancient as the world and
older than the flow of human blood in human veins.
My soul has grown deep like the rivers.
I bathed in the Euphrates when dawns were young.
I built my hut near the Congo and it lulled me to sleep.
I looked upon the Nile and raised the pyramids above it.
I heard the singing of the Mississippi when Abe Lincoln
went down to New Orleans, and I've seen its muddy
bosom turn all golden in the sunset.
I've known rivers: Ancient dusky rivers.
My soul has grown deep like the rivers.

Epilogue[8]
by Langston Hughes

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

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

Besides,
They'll see how beautiful I am
And be ashamed -

I, too, am America.

Incident[9]

by Countee Cullen

Once riding in old Baltimore,
Heart-filled, head-filled with glee,
I saw a Baltimorean
Keep looking straight at me.

Now I was eight and very small,
And he was no whit bigger,
And so I smiled, but he poked out
His tongue, and called me, "Nigger."

I saw the whole of Baltimore
From May until December;
Of all the things that happened there
That's all that I remember.

Questions

1. What common themes or ideas do you see in these poems?

2. How are these poems the same as or different from other poems you have read?

3. A symbol is something that stands for something else. There are many symbols in poetry. In "Epilogue," what does the table stand for? In "The Negro Speaks of Rivers," what does the river represent?

4. Are the poems hard to understand? Why or why not?

5. Which one is your favorite poem? Why do you like it?

Writing and Activities

1. The 1920s was a time of abandoning old fashioned values and expanding opportunities for women and other groups. What other period of time have you lived through like that? How was it similar or different?

2. What is your opinion on Prohibition? What kind of problems does alcohol lead to? Should it be made illegal? What about marijuana, crack, cocaine and other illegal drugs? Should they be illegal? Why or why not?

3. Role-play a conversation between a young flapper and her mother about fashion and behavior. How might the conversation be similar to or different from a conversation between a young woman and her mother today?

4. Listen to a tape of jazz or blues music and study the words. What are some topics that the singers sing about?

5. Write a poem that expresses your feelings about being who you are today.

6. Find someone who remembers the 1920s. Ask him or her questions about what life was like back then. Use details from the chapter to guide your questions. For example, now that you know that cars became popular in the 1920s, ask the person when she or he first rode in a car.

7. Research and write about someone from the Harlem Renaissance:

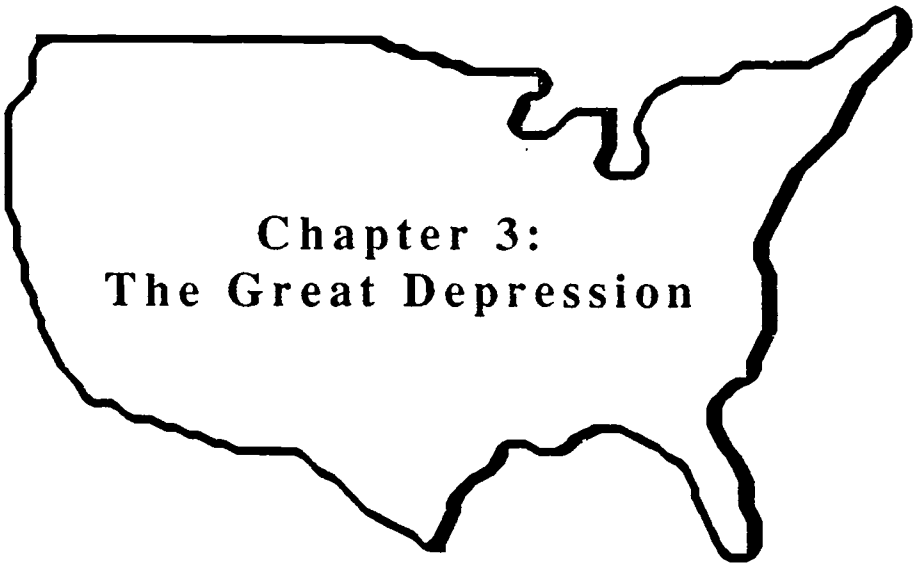
   Writing: Langston Hughes, Zora Neale Hurston, Claude McKay, Countee Cullen, James Weldon Johnson, Rudolph Fisher, Jean Toomer, Eric Waldron, Nella Larsen, Wallace Thurman, Georgia Douglass Johnson, Jessie Fauset, Walter White, Arna Bontemps, Waring Cuney, Lucy Ariel Williams, Frank Horne, Cecil Blue.

   Theater: Paul Robeson, Charles Gilpin.

Music: Eubie Blake, Noble Sissle, F.E. Miller, Aubrey Lyle, Josephine Baker, Florence Mills, Billie Holliday, "Jelly Roll" Morton, Lawrence Brown, Louis Armstrong, Duke Ellington, W.C. Handy, J. Rosamond Johnson, Harry J. Burleigh, Roland Hayes, Marian Anderson, Hall Johnson, Taylor Gordon, Lionel Hampton, Dizzy Gillespie.

Dance: Catherine Dunham.

Art: Aaron Douglas, William H. Johnson, Hale Woodruff, Palmer Hayden, Malvin Gray Johnson, E. Simms Campbell, Richmond Barthe, Augusta Savage, Sargant Johnson.



Chapter 3:
The Great Depression

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People love to talk about what life was like in the past. You have probably heard someone say "you think y have it bad? Well when I was young..."

In what year were your parents born? In what year were your grandparents born? The Great Depression lasted from 1929-1939. Were they alive then? There have been other times of economic hardship called depressions, but this one was the worst. It affected people in all social and economic classes all over the world.

What stories do your relatives or other people you know tell about living through the Depression? How did they survive the hard times? Many people today have hard times too. How do the hard times you have known today compare to those during the Great Depression in the 1930s?

The following is the story of a woman who lived thought the Great Depression.

Being Poor During The Depression
by Elsie Branigan

During the Depression, we didn't know we were poor because everybody was the same. It was just a way of living, that's all.

Every two or three weeks in school a man and a woman would come around. You would have to stick your feet out and they would make sure you had soles on your shoes. We couldn't wear slacks because they weren't worn then. Just skirts. As far a clothes for me, I never had my own clothes until I was about 15 years old because I was the youngest and the smallest of the cousins. I got what was left over. We had clothes. You got a pair of shoes, if you were lucky, at Easter, and another pair when you started school. That's it, no more. We called them "depression soles" when you pasted rubber glue on the bottom.

There was a soup kitchen where they would give you soup and bread. All the neighbors helped one another. If one had enough to make a big pot of soup the whole neighborhood had it. Everybody

shared more. You learned to eat a lot of meat, potatoes, gravy and soup. Substantial things, but nothing fancy.

My father worked. He bought the house even though he only made 11 dollars a week.

Questions

1. What were some of the things people did to survive the Depression? How did people get the food and clothing they needed? How does this compare to what people do today when they need help?

2. What does Elsie mean when she says "we didn't know we were poor because everybody was the same?"

3. What would happen to somebody who earned $11 a week in the 1990s? How has the value of money changed since the time Elsie is writing about?

Explanations of the Depression

There are many explanations why the Depression happened. It was partly the result of World War I. Countries in Europe had high debts, so they put up high tariffs (taxes on imported goods) to make money. This meant that American goods were very expensive in Europe and the United States could not sell many goods there.

Another cause of the Depression was the fact that American factories were producing more than the American people could buy. Most people who could afford radios, vacuum cleaners and cars had already bought them in the 1920s but the factories kept producing them. Many people were unemployed because machines were now doing a lot of the work in factories. Unemployed people could not afford to buy the products the factories made so some factories closed. When factories closed because the country did not need as

many goo more workers lost their jobs. This cycle was a cause of the Depression.

Another cause of the Depression was people playing the stock market. People borrowed from banks to buy stock in companies. When stock prices went up, many people sold their stock in order to make a profit. When people sold their stock, prices went down, and then no one would buy the stock. The stock prices went so far down that the market "crashed" in October of 1929, reflecting the unhealthy American economy. The crash created fear and panic, which sent the economy into a slump from which it could not recover. People lost confidence in the system and kept their money out of banks.

Farmers suffered from their own particular problems. Farmers used credit to buy new machines which increased the amount of crops they could grow. Farms produced so much that prices went down and farmers lost money. Without a good income from their crops, farmers could not make the payments on their new machines. In the early 1930s the Dust Bowl hit the Great Plains, which included states such as Oklahoma. Because there was not enough rain, crops did not grow. The soil dried up and blew away in the wind storms, destroying the crops. Many bankrupt farmers moved to cities, leaving behind their family farms.

Questions

1. What were five causes or explanations of the Great Depression?

2. Why did people play the market? Do people still do this today?

Unemployment and Poverty

After the stock market crash, banks failed, businesses failed, factories shut down, and wages decreased. People lost their jobs, could not pay their bills, and lost their homes. In 1932, 25% of working adults were jobless, and 56% of African-Americans were unemployed. The first people to lose their jobs were women working in garment and textile factories. Women in office jobs and sales lost their jobs next.

Notice the contrast between the message on the billboard and the people in front of it.[1]

Surprisingly, despite massive unemployment, the number of working women actually increased during the Depression. Many women had not worked at all before this time. Women who got jobs to compensate for their husbands' unemployment were accused of stealing jobs from men. Women experienced discrimination on the job and were paid less to do the same jobs as men did. It was even hard for women to get jobs that had been traditionally held by females, such as teachers and nurses.

Women also had the added job of trying to feed a household on a very limited income. Soup kitchens, often located in African-American churches, provided free food to the poor. People waited for hours in bread lines and tried to grow their own food. In the early 1930s some families returned to farming, but by the mid-thirties many farmers left the plains states for California.

African-Americans were particularly hard hit by the Depression. They were among the first to lose their jobs because white people were now willing to do the unskilled types of jobs that African-Americans had typically held. In 1930 more than half of the African-Americans in northern cities lost their jobs. Stores in African-American neighborhoods hired white clerks, which angered unemployed African-Americans. They organized boycotts of these stores. Boycotts in Harlem resulted in many African-Americans getting jobs.

Many people were dependent on public relief payments from the government, but it was often difficult to get this money. A man called Father Divine helped needy people in Harlem. He believed in peace and harmony between the races. He opened restaurants that gave free food to poor people so they would not need the government welfare payments. In Harlem, people organized parties to raise money to pay their rent.

Many Mexican-Americans also lost their jobs as agricultural production decreased. Their situation was so bad that many decided to go back to Mexico. Some Americans had negative feelings about ethnic groups, believing that they should leave the United States in order for white Americans to have their jobs. The government sent many Mexican-Americans back to Mexico in the early 1930s. Many Mexican-Americans returned to the United States after the Depression was over.

Questions

1. How were women affected by the Depression?

2. How were African-Americans affected by the Depression?

3. How were Mexican-Americans affected by the Depression?

Government Help

The United States government tried to improve the situation, but in the early 1930s there was not nearly enough relief money to help everyone. President Hoover believed that the government could help businesses, but he did not go as far with this idea as did Franklin Delano Roosevelt, who was elected President in 1932. He started programs to help people recover from the Depression. Although these programs helped many unemployed people, some people resented having to pay taxes to support these programs.

Roosevelt's "New Deal" provided jobs, home and farm loans, bank regulation to protect people's deposits, and social security. He got Congress to pass laws to deal with the Depression. The Civilian Conservation Corps hired young men of all races to plant trees and work in the forests. The Public Works Administration built bridges, roads, playgrounds and other facilities The Works Progress Administration employed people in professions such as clerks, secretaries, and teachers. The Agricultural Adjustment Administration ran a program in which farmers were paid to reduce the amount of crops they were growing to force prices up. This program mainly benefitted farmers with large farms, rather than small farmers or people who did not own the land that they worked.

The Roosevelt administration appointed African-Americans to government agencies like the Civilian Conservation Corps and the Works Progress Administration. He hired many African-American advisors, including Mary McLeod Bethune, who was the head of the National Youth Administration Division of Negro Affairs. Roosevelt's policies provided job training for African-Americans, and opportunities for African-American artists and writers such as Zora Neale Hurston. In 1936 the African-American voters helped President Roosevelt, a Democrat, get re-elected, even though most African-Americans had voted for Republicans in previous elections.

Although many New Deal programs were popular with African-Americans, some people have said that African-Americans were not treated fairly by the New Deal programs. For example, in the South, white administrators often used discriminatory practices in giving out relief checks. Whites sometimes got more food and supplies than African-Americans did. The New Deal provided jobs and housing for many people, but discrimination was a problem within these

programs. The jobs and housing given to African-Americans were not as good as what was given to whites.

The New Deal did not create a lot of jobs for women because the Roosevelt administration did not recognize women's "right" to work. First Lady Eleanor Roosevelt was influential in working for advances for women as well as for African-Americans. She helped women get appointments in the government and she advocated for women's issues long after her husband had died and was no longer the President.

Questions

1. What did the American government do to help people get through the Depression? What was the "New Deal" that President Roosevelt offered?

2. What did the New Deal do for African-Americans and women?

3. Do you think the government did the right thing when it started programs to help people in need? Does the government do too much, not enough, or the right amount to help people today?

Labor Unions

When nobody was advocating for them, people organized to help themselves. Section 7a of the National Industrial Recovery Act said that workers could unionize without interference. People organized labor unions to protect workers' rights, such as the Brotherhood of Sleeping Car Porters, an African-American union organized by Philip Randolph. Old unions such as the United Mine Workers of America started up again. Berry, onion, celery, and cotton workers in California and Texas, many of whom were Mexican-American went on strike due to low wages. People organized interracial unemployment protests. In 1935 the Congress of Industrial Organizations was organized to involve unskilled workers and prohibit racial discrimination.

As the 1930s progressed, men and women of all races united in one labor movement. Their success in getting the federal government to change its attitude about workers' rights gave the workers a sense of their power to make changes.

Questions

1. Why would workers want to start a union?

2. Have you heard of any strikes recently? Who has gone on strike? Why?

Stories About the Depression

Surviving the Depression
by Theresa Venhaus

My mother talked about the Depression. You bought things by tickets. It didn't matter how much money you had. If you didn't have a ticket you didn't get it. I remember her saying that she had a neighbor and she used to give her neighbor butter tickets for shoe tickets because my mother had six kids. You always needed a pair of shoes, and this lady liked her butter.

My mother said you stood in line for everything. You stood in line to get the tickets to be able to buy the stuff and you stood in line to buy the stuff and even after you stood in line for hours and hours the stuff may run out. So the tickets didn't mean you were going to get what you needed. She did housecleaning for tickets. No money was exchanged. She would clean the house and then the woman would give her tickets.

I don't remember being hungry when I was young. I remember eating lots of soups and the lowest cuts of meat. I don't remember going with holes in my shoes although I remember other kids doing it. My mother was just a good juggler. She knew what she was doing. We never had a lot but we always had a winter coat

and shoes on our feet. We always were neat and clean. It's a matter of standing in line. You gotta know where to stand, that's what my mother used to say.

Working During the Depression
by Emma Hunton

People were selling pencils on the corner and apples on the corner. I worked in a cigar company. I worked nine hours a day and half a day on Saturday for three bucks a week. We were good workers. My sister and I liked to work.

The kids got it good today with working. I'll tell you, in the union we fought to get a ten minute break. You know what they did? They put a bell in and they'd ring it and then ten minutes later that bell would ring again and you'd better get back to your place or else you're fired. Today the kids got it made.

A Child's View of the Depression
by Sally Michalczyk

I remember I was eight years old and the banks were closing. I remember I ran home to my mother and I told her that there was a lot of money in the bank. I didn't know that you had to have a bank account. I thought they were giving it out.

Kids used to go up on top of the boxcar and throw the coal down. The detectives would be there but they wouldn't say anything. They used to say "Fill your bags and leave. I don't see nothing, I'll turn the other way." Then in the summer the boxcars would have these old fashioned milk cans with two handles and they used to have a lot of ice in them. They used to throw a big cake of ice out and somebody would have an ice pick and they'd break it up and we'd take it home. Sometimes we'd all put together and give the man a pack of cigarettes so we'd get the ice.

The Depression in Puerto Rico
by Eddie Cantres

Puerto Rico had its own Depression. I remember my father saying they would take a sack of rice and it would feed the family for a week. All they would eat would be rice. At that time the farm wasn't really that productive. They didn't have enough money to buy all these animals. They couldn't just feed them and kill them and eat them. It was nothing but rice. No steak or beef like we eat now.

Employment and Training[2]
by Hortense R. Lundy

After I got out of school, would you believe, I did anything; cook, bottle washer, anything. It was hard to find work because I wasn't a commercial student or anything. There wasn't anything else I could do unless I could "go on" to school. I would have liked to, but I always had to work. By the time I got a little bit of money, I had trouble with my grandmother being sick, my grandfather being sick, and then they died. After that my mother was sick so it was always taking whatever money I made.

It was hard for black women to get work in those days. Oh yes! They use to have ads in the paper if you were in housework. A lot of times they wanted high school graduates and sometimes they wanted light-colored. It used to be in the ads. In the Philadelphia papers, I'm talking about. They just put "light-skinned colored for domestic work" like child-nursing or cooking or serving. The wages were as low as $6, $8, $10 a week. They didn't take out taxes. Then things were cheaper. A lot of times you had more left.

The Depression: My Story
by Judy Glassmire

My grandfather John Alexander Rau was from Germany. He came to the United States as a small boy in the 1800s. When he was sixteen he went to work for a butcher. He worked for the butcher for a long time. When my grandfather's boss died, he took over the business and had fifteen men working for him. Not long after that he opened a second butcher shop and became very wealthy. My

grandfather married my grandmother in his late twenties and he had four sons. His family was considered to be very well to do.

The the Depression came and my grandfather lost everything. He lost his business, his money, and everything he worked so hard for. Not long after his big loss due to the Depression he died of a stroke. They say that losing all of his wealth killed him.

I can just imagine how it was being very wealthy one day and the next day being dirt poor. Devastating is the only word I can think of. I often wonder if the Depression had never hit, would my family still be wealthy. The Depression was a time of great loss to a lot of people. I just pray that nothing like that ever happens again.

Questions

1. What are some things that people did to deal with the Depression? What did mothers do? Fathers? Children?

2. What effect did the Depression have on people who lived through it? Can there be a positive effect of living through hard times?

3. How does Emma contrast working then and now?

4. Was the Depression a problem only in the United States, or in other places too?

Writing and Activities

1. Compare and contrast the experience of people with low (or no) incomes during the Depression and today. What kind of pressures are on people now that were not significant back then?

2. What stories will you tell your children about the hard times that you have lived through?

3. Interview someone you know about the Depression. An older person may remember it from first-hand experience, while a younger person will have heard stories from relatives about what it was like to live through it. The following is an example of one student's interview and what she learned from people:

Three Perspectives on Life During the Great Depression
by Lucy Colon

I asked my mother, my aunt, and a friend what life was like for my ancestors during the Great Depression.

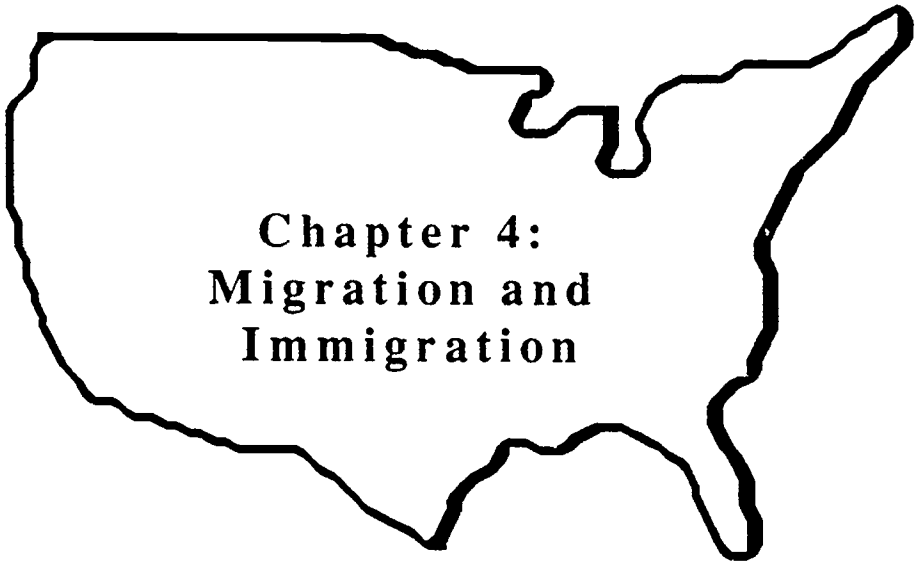
This is what my mother said: "It was hard at times, but people lived happy. There was a lot of work to be done around the house. There wasn't any electricity. We used candles and lamps for light. There were no clocks. The sun was the way of telling time, and also the roosters."

I asked my aunt what their biggest worries were. She said "The biggest worry was to lose your job because jobs didn't last very long and you were lucky to even have a job. That was really hard for men, especially if they had a family to support."

I asked a friend what people had to do to survive the difficult economic times. This is what she had to say: "There were times when we didn't have certain foods. Whatever we could find from the fields, that is what we would have. If you didn't have anything out in the country, all you had to do was ask and it would be given to you, if it belonged to someone else, that is. We never threw food away." She also said to me, "they were hard but happy times. People had more respect for each other. No one had to lock their homes, and they did survive."

In some ways the Depression has a positive effect on the way people who survived it live their lives. They have more respect for each other, and they know the value of things better.

4. Imagine that you are a parent of three children during the Great Depression. You have a limited income. What are your priorities? What do you buy to help your family survive? What do you save or recycle? Where can you go for help? Is anything different from what it would be like today?



Chapter 4: Migration and Immigration

Chapter 4: Migration and Immigration

People leave the country they live in for a variety of reasons: war, political or religious reasons, to find better jobs, or to be with family. The United States is a nation of immigrants, people who left their country to come to the United States. How did your family come to the United States?

Some people migrate, or move, within the country they live in. Has your family always lived where they live now? Where did your parents grow up? Where did your grandparents grow up? Why did your family move or stay in the same place?

Early Immigration

Some of the earliest immigrants to the United States were settlers from England and people from Africa who were brought to the United States to be slaves. In the 1800s, people came to the United States from China, Ireland, Scandinavian countries such as Norway and Sweden, Germany and other countries in northern and western Europe looking for jobs. After 1880 many southern and eastern Europeans such as Poles, Italians, Slovaks, Bohemians, Greeks, and Armenians came, fleeing problems in their countries.

Many early immigrants were farmers in the country they used to live in. When they moved to the United States they lived in cities and got jobs in factories. This change in lifestyle was very difficult for people, and they often tried to hang on to their culture and traditional values. In the areas of the cities where immigrants lived, there was a high rate of disease, overcrowding, poverty, alcoholism, prostitution, juvenile delinquency, mental illness and suicide due to the difficult life the immigrants led.

Money was very tight in most households, and the women had to try to run the household on a very limited budget. Many immigrant women and children worked in mills and factories since a man's wage was not enough to sustain a family. Women did piecework in manufacturing, sewing and cigar making. Many marriages split up under the economic pressures.

Questions

1. Who were some of the early immigrants to the United States?

2. What are some reasons why people from other countries decided to move to the United States?

3. How did immigrants' lifestyles change?

Limits on Immigration

In the beginning of the 1900s, some people thought the United States was getting too crowded. Congress passed laws to limit immigration. The Immigration Act of 1917 excluded Asian immigrants and said that all immigrants must be able to read. Other laws were passed in the 1920s to limit who could move to the United States.

During the Depression and World War II, immigration decreased, but it increased again after the war. Many refugees, people who fled their native country for political or religious reasons, came to the United States. The law that did not allow people from Asian countries to move to the United States was cancelled, and in recent decades many Asians have immigrated to the United States. In 1965 President Johnson signed the Immigration Law that stated that there would be no discrimination on who could immigrate to the United States. The Immigration Reform and Control Act of 1986 allowed over 3 million illegal immigrants to enter the United States.

Questions

1. Why did people want to set limits on the number of people who immigrated to the United States?

2. Who was not allowed to immigrate to the United States? Why do you think these groups were singled out as unacceptable?

3. Are these rules limiting immigration to the United States still in effect? Why are some immigrants and refugees turned away?

African-Americans migrating to the northern United States.[1]

South to North Migration

People migrate not only between countries, but from one part of a country to another part. In the early part of this century, many African-Americans moved from the southern part of the United States to the northern part. In the South, jobs were hard to find because of floods and failed cotton crops caused by an insect called the boll weevil. African-Americans who had been working on southern farms moved north to get factory jobs producing supplies for World War I. They wanted better living conditions without the racism they experienced in the South.

Between 1915 and 1925, over one million southern African-Americans migrated to northern cities such as Chicago, Illinois; Philadelphia, Pennsylvania; Cleveland, Ohio; Baltimore, Maryland; Washington D.C.; Detroit, Michigan; and New York, New York. By 1930, New York City had more African-Americans than Birmingham, Alabama; Memphis, Tennessee; and St. Louis, Missouri; combined. Southern whites wanted to stop them from leaving because they needed them to work on the farms. But they managed to leave anyway, encouraging others to do likewise. This was called the Great Migration.

Although there were greater opportunities for African-Americans in the North, life was not easy there. The crowded northern cities were segregated (African-Americans and whites had to use different facilities) in terms of streetcars, schools, hotels, restaurants, and theaters. The African-Americans were forced to live in ghetto neighborhoods such as Harlem in New York and the South Side of Chicago. The ghettos were overcrowded and many people were unemployed.

Women welders in Connecticut in 1943.[2]

The northern factories needed workers during World War I, because during the war the flow of immigration from Europe decreased. This opened up jobs for southern African-Americans, but they still faced discrimination in employment. Their jobs paid less and were more physically difficult. Southern African-Americans got jobs in heavy industries while northern African-Americans worked in service industries such as hotels and restaurants. The people hired during the war to work in factories were laid off when the war ended.

During the Depression, the North was no longer an easy place to find a job and a higher standard of living, since the entire country was suffering from a severe economic crisis. African-American women found jobs as cleaners and nursemaids, but it was extremely difficult for African-American men to find work. Apartments were crowded and rents were high. Angry people rioted over jobs and housing, because northern African-Americans and whites often viewed the newcomers as competition. In Chicago, whites bombed African-American homes. The NAACP and the Urban League did not have enough money or staff to control the rioting or to improve living conditions. During the Depression, far fewer African-Americans moved to the North.

Again, during World War II, thousands of southern African-Americans moved north and west to work in defense factories. More than 50,000 African-Americans moved to Detroit, Michigan, where they also worked in automobile factories. Before WWII, 80% of African-Americans lived in the south. By 1965, the majority of African-Americans lived in the North, and most lived in cities, which led to housing problems. Many whites in the northern cities did not want African-Americans living near them. Bombings, arson, and riots were common in big cities. In 1943 a Detroit riot killed more than 40 people.

White people also moved north during World War II. In Appalachia, a mountainous area including parts of Virginia, West Virginia, and North Carolina, it was no longer possible to make a living off of the timber and coal in the area and the farming was poor, so many large families moved north.

Questions

1. What changes would an African-American family face moving from the South to the North?

2. What factors caused the Great Migration?

Mexicans Come to the United States

Before World War I, many Mexicans immigrated to the United States. They traveled north over the border by train to get jobs in the southwestern United States, which was a growing area at that time. Segregation was common in Texas, California, Arizona, and Colorado, and the Mexicans worked at low-paying jobs. Many Mexican-Americans living in the southwestern United States then moved to take advantage of new job opportunities in the Midwest and Northeast during World War I. After the war, many moved back west to California or to cities like Chicago. They lived in neighborhoods called *colonias* and formed their own organizations to make the adjustment to city life easier.

During the 1920s, many more Mexicans immigrated to the United States, and many moved from farm to farm in California, traveling to find work picking vegetables and fruit. They were called migrant workers. During the 1950s and 1960s, many Chicanos (Mexican-Americans) moved to the Los Angeles, California, area and to Texas.

Questions

1. Why did Mexicans move to the United States?

2. What were *colonias*?

3. What are migrant workers?

Puerto Ricans Come to the United States

In 1917, Puerto Ricans were granted full United States citizenship. Some moved to cities on the east coast of the United States. In the 1940s, the United States government's program "Operation Bootstrap" introduced new machines to Puerto Rican sugar cane farming, which meant that there was no longer the need for as many farm workers. The United States also developed industries in San Juan that paid their workers very low wages. Many people moved to the cities and there was very high unemployment despite the new industries. This prompted a large Puerto Rican migration to the mainland of the United States. In the late 1940s many Puerto Ricans moved to New York City hoping to get jobs and join family members already there. They lived in a neighborhood called *El Barrio* in East Harlem. By the late 1960s there were more Puerto Ricans in New York City than in San Juan.

New residents of the United States faced many challenges. Racial discrimination made it hard to find jobs, housing, good schools and social services. Many Puerto Ricans worked in garment factories. Because of the language barrier, many Puerto Ricans stayed within their own community. It was not until the African-American civil rights movement began in the 1950s that Puerto Ricans and Mexican-Americans took action to improve their situation.

Questions

1. Why did many Puerto Ricans move to the United States in the 1940s?

2. What challenges did they face?

Stories About Migration

The following stories are about people whose families moved from another country to the United States, from the southern United States to the northern United States, or from Puerto Rico to the United States.

Ethnic Neighborhoods
by Elsie Branigan

From the early 1900s up to now, in the neighborhood it seemed like each block or each section had its own nationality. One block would be Irish, one block would be German, and I guess because of their speaking ability they stayed together. The Irish Catholic church members would not have anything to do with the German Catholics. Over half of the families in this neighborhood have been for the fourth or fifth generation in the same house or the same neighborhood. It seems to go every couple of years. For one or two years they pick on the Irish, for a few years it's the Italian.

Ethnic Conflict
by Sally Michalczyk

I went to St. Michael's church but I was of Ukranian descent. You weren't allowed to go to every church. I wasn't allowed to go to St. Peter's because I was not of German descent. The Irish church, St. Michael's, took me in. In fact I didn't speak English too fluently because my people spoke Ukranian at home. I was learning my English and there the nuns used to take time to tutor me until I learned how to speak English. I graduated from St. Michael's in 1933.

When we were going to school, if you were born of foreign descent like Polish, Russian, Ukranian, Italian they used to call you a Dago, a Polack, or a Squarehead if you were German. At the Irish school they used to call me a Polack even though I wasn't. I was of Ukranian descent but I was American like everybody else.

Moving From French Canada
by Amanda LaRochelle Bacher

I was born in Canada in 1900. I remember from the time I was 5 years old. I remember the house we lived in. It was painted pink outside and we had an orchard with a lot of apple trees. At ten years old I was milking the cows, feeding the chickens, and weeding the garden. For years and years, even after I was married, I couldn't eat chicken because we used to play with the chickens. If my

mother cooked a chicken I could just see the chicken. Now I can eat it because that was a long time ago.

When I was 16 years old I was still in school and I was going with this boy. And we were in love. And anybody would have said we were going to marry. We were crazy. I went with him until I was 20 or 21. Then the man that I married came to Canada on business. I met him and I gave up the other one after all those years, and a year later we got married. In 1924 I got married. I married an American. When I came to the United States I spoke no English but I learned it. In Quebec City it's almost all French.

I moved to Philadelphia. It wasn't too rich. There were a lot of poor people. They didn't have any lights like they do now. It was much different.

I remember the first day I was here my husband said to me, "You go down to the corner to the butcher and you get a shoulder of pork." I'm going down the street saying "pork, pork, pork." I didn't want to forget. So I got in the butcher's. He asked me what I wanted and I said "pork." "What part of the pork?" I touched my shoulder, and I got my pork shoulder.

I didn't do too bad. I learned English by listening to everybody. I think I did a good job. I worked. I always had a job. I've worked my whole life. I got a good job as an inspector of medicine. I worked for that company for 26 years. I get a good pension and I'm still invited to their banquet at Christmas and Easter. They're still good to me. I've done very well.

Questions

1. How do people of different ethnicities combine to form one neighborhood? How do different ethnic and racial neighborhoods combine to form one city? Is it as difficult today as it was is the time Elsie describes?

2. Do people still make fun of people because of their nationality?

3. How did Amanda adjust to life in a new country where she did not speak the language?

Early Life In South Carolina
by James Parker

It was rough back in the 1940s, that's all. I was coming along, didn't have much clothes, didn't have much food. That's the way it was back in the 40s.

My mother and father sent us to school, but it was very little schooling that we got. My father was always working and he made us do the same thing. It was working on the farm, raising cotton, corn, cows and hogs and stuff like that. I only got to about the seventh grade, and the time that I missed out of school meant that I was out of school more than I was there. So therefore the teacher passed you because you were getting older and larger, just pushing you along. We lived ten or twelve miles from the town. When you don't have a car or bicycle you don't get to town.

The older kids are the ones that didn't get to school that much because they had to work. But the younger ones had the opportunity to go to school because at that time we were living in Philadelphia and we had to go to school and it was the law. Down there you either go to school or you don't because the teacher really didn't care. That was on you. If your parents sent you, they sent you. If they bought you books, they bought you books.

In 1957 I had an aunt and uncle who came up to Philadelphia from South Carolina and they were talking about how the jobs up here were better than working on the farm. So that's how we got to stop working on the farm and move to Philadelphia in 1960. Nowadays they have machines to do the work on the farms.

My first memory of being in in Philadelphia is being 20 years old and after getting to Philadelphia and trying to find a job here and there. And then I found out what you have to go through to get a job with the little schooling that I had. Sometimes in some places I knew someone who worked there and they would help me get a job at a gas station, or mostly factory work making men's and ladies' clothing. I worked there for like 24 years. Life in Philadelphia in the 1960s was pretty good for me.

Life and Love in South Carolina
by Hattie Parker

I started school in a little town in South Carolina. I met my husband in the 4th grade. He didn't like me at the beginning. We used to throw little paper balls across the classroom at each other. And as we grew up we played together. And after a time we fell in love when I was 14. Then his family moved to another town. We met again at another little school and we started seeing each other. It was my first romance. We went together for a few years and then we broke it off because I didn't really love him. He was like a brother to me. We separated for about a year. The we met each other in a little town on a summer evening. We started talking, and we were dancing and just having a nice time. Then he said to me, "I would like to go with you again." I said, "I don't know!" But we got back together. It lasted two years, and then we got engaged in my front yard under a blueberry tree. He asked me would I marry him and I said "yes." I was nineteen.

I didn't get married right away because he went to Philadelphia with his family to get a job in 1960. In the North they got jobs in construction, and his mother did housework. They couldn't get good work in the South. They were making two dollars a day in the South. A dollar in the morning and a dollar in the evening, so at the end of the week you only made like ten dollars. They were working in the field chopping cotton. It was hard work because we had to be in the field at seven o'clock in the morning. We would leave for lunch at 12:00 but sometimes we didn't because the guy wouldn't come to pick us up. Sometimes we didn't have water the whole day. It was like slavery times.

I didn't go to school hardly at all because most of the time I was out working. I stopped school in the eighth grade because I was going to school only one day out of the week. It wasn't really worth the time. I would get to school and I would be sad because I couldn't do the work.

I stayed in the South and then he sent for me in 1961. It wasn't hard to leave. I was glad to leave. I started working in Philadelphia doing domestic work, which I am still doing. My parents stayed in the South when I left. I have many brothers and sisters still in the South and one sister in the North.

Questions

1. What was school like in the South?

2. What were working conditions like in the South?

3. Why did James Parker's family move to Philadelphia, and not to another city in the North?

Coming from Puerto Rico
by Eddie Cantres

My parents are from Puerto Rico. They came to the United States when my older brother was three years old, about 35 years ago. I was born here. My pop used to tell me that he came here because of work because in Puerto Rico he was driving a cab and he wasn't making as much money as he could make here.

My pop used to work on a farm too. He stopped school at the age of third grade to work on the farm with his father. He had no choice but to work on the farm taking care of the cows and horses and pigs.

He came here and brought my brother and sister with him. He worked in a carburetor factory. He had some older brothers that were living in Trenton at the time. He used to come and visit them but he didn't like Trenton. They used to come to Philly, so he chose Philly. He's been here ever since.

I was born and raised here. I went to visit Puerto Rico when I was 13. It was lovely. But I was young so I really couldn't do so much. I haven't been back yet. I still have family there. My grandmother on my mother's side still lives on the same farm where my mother was born and raised.

When my parents came here it was hard to get used to the weather. The temperature itself was a big difference. And the language barrier because at that time my father and mother really didn't speak any English. They went to work and there were a lot of

other Puerto Ricans there so they stuck around them. Slowly but surely they did learn some English. They lived in a neighborhood with mainly Hispanics. They learned English through hearing other people talk and then through watching TV. They learned enough to understand what was being said. My mother taught us Spanish and I learned English from school and from my friends. I still speak, read and write both languages. When I finish with my GED I want to become an interpreter.

Why my Family Moved to America

by Eludina Rodriguez

My parents were born in Puerto Rico. They lived all of their childhood and adulthood in a life of poverty. It was not easy for them. Both of my parents only went to school to fourth grade. They couldn't continue their education because they had to work in a coffee field picking coffee beans to help their parents make ends meet. After my parents got married my mother stayed home taking care of me and my sisters, and my father worked in the field planting many crops such as yams, potatoes, sugar cane, green bananas, and other vegetables.

This is how my father started to save a little money because he wanted to come to America to see if he could find a better job. Also, he wanted to provide us with the things we needed, He wanted a better environment and a better education for us. My parents chose Philadelphia because my father had a sister who was living there for a couple of years and she knew the English language. She helped my father come to America.

After living in America for a year my father learned a little bit of English and he worked in a pipe factory for over twelve years. Then the factory closed because it had asbestos. My father was out of work and my mother was constantly sick. This is why my parents moved back to Puerto Rico. It has been ten years since my parents moved back to their homeland and they are very happy.

I miss them so much, but we write and call each other. It has been three years since I went with my kids and my sister to visit them and it was such a happy reunion. I am planning to go back in a year or two because Puerto Rico is a very pretty place to visit. I like going to the beach and my kids love it. They want to go back and as

long as my parents are alive I will go and see them because I love them with all of my heart and soul.

Where It Started[3]
by Nereida Morales

Both of my parents and grandparents come from a small town called San Lorenzo, located southeast of the the island of Puerto Rico. San Lorenzo, at the time both my parents and grandparents were raised, was a very humble town. It consisted mostly of farm workers.

The farm workers' main income came from tobacco and cattle. They also planted certain foods that would only grow in tropical weather, such as platinos (plantains), botatas (sweet potatoes), fruits such as quenepas (small round green fruits with white pulp inside the shell and a round seed) and many others.

The people at that time in San Lorenzo were very hard workers. They started their chores before sunrise and were not done until after sundown. Everyone knew most families in this small town. Neighbors looked out for each other's needs, such as: trading foods, helping each other with the chores and many other things. They all treated each other like a big family in this little town called San Lorenzo.

Coming From Puerto Rico[4]
by Nilda Ortiz

I came here from Puerto Rico. The first neighborhood I lived in was at 6th and Cambria. There were no Puerto Ricans. There were no blacks. Everybody was white. There were Polish and Italian. They would look at me funny. The kids used to make fun of me because I didn't speak English at all. I spoke Spanish. I use to get mad at them. I use to fight almost every day. Then, the other kids got use to me and we would play around.

Questions

1. What would it be like to move from the country side of Puerto Rico to a big American city? What are the blessings and problems in each setting?

2. How did Puerto Rican families decide which American city to move to?

3. What do the authors of these writings think about Puerto Rico? Do they speak positively or negatively about it?

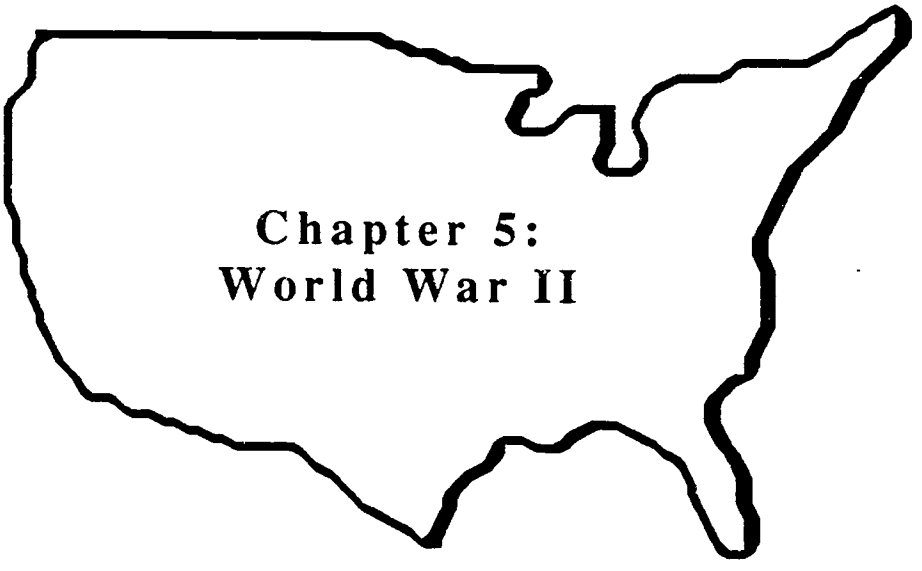
Writing and Activities

1. You are an immigrant to the United States. Write a letter from the northern United States to the southern United States, from a big city in the United States to Puerto Rico, or from the United States another country. What year is it? Why did you move? What are your problems and worries? What are your hopes for the future? What do you miss about the place where you used to live? What don't you miss?

2. Where did your family come from? Write about how this has influenced you as a person, in terms of the language you speak, the holidays you celebrate, the food you eat, etc.

3. Have you ever thought of moving? Why? Where would you go? What would be important to you in considering whether or not to move? Write about how you would make this decision.

4. Look at the map of the world in the back of this book. Identify the countries mentioned in this chapter. Ask your classmates or friends where their family came from and find that country or state on the map.



Chapter 5: World War II

Chapter 5: World War II

What have you learned about World War II? Do you know anyone who fought in it? Where were they and what did they do? What was it like for them when they came home? What was going on at home while the young men were away? Who grew the food and built the air planes?

Here is one woman's story about her father's experience in World War II. As you read it, contrast it with other stories you know about the war.

Henry Harrison's Life in the Military
by Veronica Murray

Henry Harrison went into the service in 1943. He was in the Army. It was hell for him and other blacks in the service. Henry was assigned to an all black company. In the service the blacks were not allowed to associate with the white soldiers at all. The white soldiers ate first, then the black soldiers ate. But they were all fighting for their country, a country that judges its people on the color of their skin. Henry was nineteen at the time. He had dealt with prejudice all his life. But in the service he thought it would be different. But boy was he wrong.

In 1944 Henry was sent along with his company to France. They were told by the people that the white soldier said that they were big "black bears" and "monkeys," that they had tails that came out at midnight. Some people would try to see if they had tails.

The blacks were put at the front of the lines. They would fight right along side the white soldiers. When they were in the fields the white soldiers were a little afraid of the black soldiers. So the white soldiers would say things like "I like you people" and "I'm not like that." Some would even say "My best friend is black." The black soldiers knew what they were saying were lies, but they were are all fighting for the same thing: a country that "loved them," "a land of freedom."

The war was over and it was time to come home to his family and his loved ones. Now was the time for his country to show him some love. And now the love begins.

Henry returned home on April 15, 1947. His people were still living at 1600 Alder Street. He moved in with his parents. There were still four of his brothers at home, and one sister. Henry went out to find a job right away, because none of his brothers were working and his mom was trying to take care of all the bills. You see, Henry's father was very sick, so until someone came to help, with him or his other brother going out and working, it was all left on his mother.

Henry soon found out that a good job was not easy to get. Henry thought that being in the army meant that he would get work fast. But boy was he wrong! The first job he got was working in a steel mill. That job paid $65.00 a week The work was hard but Henry liked the job. Then after nine months the mill closed. It moved out of town. Now Henry had no job. He thought to himself, "What am I going to do?" Henry said, "I am not going to give up. I'm going to find a new job. But for now I'll do what I can." He got up and went for a walk.

Questions

1. What was Henry Harrison's experience in the military like? Why was it "hell for him?"

2. Why did he think being in the service would be different from being at home?

3. What does she mean when she says "and now the love begins?"

4. What happened when Henry returned home?

Here is some background on the war that Henry fought in.

World War II Begins

World War II was set off by the resentment Germany felt about being blamed for World War I. Germany felt that it was treated unfairly by the treaty that was set up. Germany had to pay many war debts, give up land, and limit the size of its military.

In both Germany and Italy, strong leaders called "dictators" promised to improve their countries' economies, which had been hurt by the Great Depression. Adolf Hitler, the leader of Germany, promised to make Germany strong again. He prepared for war, giving people jobs building ships, tanks, planes, and guns. In Italy, Mussolini had been the dictator since the early 1920s. He also wanted to make his country strong.

Japan, which was run by army officers, invaded Manchuria, part of China, in 1931 and was not punished. That made Germany and Italy think they could also take over countries and get away with it. In 1935 Italy invaded the African country Ethiopia and in 1939 Italy invaded Albania. Germany disobeyed the Treaty of Versailles by rearming and concentrated on taking European countries such as Austria, Czechoslovakia, and Poland. Japan invaded other parts of China in 1937.

During the 1930s, the United States had stayed out of European affairs. However, when the United States felt that its foreign markets were in danger by the aggressive behavior of Germany, Italy, and Japan, it started to defend itself. The United States did not begin fighting in the war right away, but it did sell goods to countries that were at war.

Questions

1. Why was Germany angry?

2. What countries were invaded? Why?

3. How did the United States feel about what Germany, Italy, and Japan were doing?

The War in Europe

As Germany and Italy tried to control more territory and other countries tried to defend themselves, the world neared war. In 1939 Germany and Russia agreed not to attack each other. Then they made a secret agreement to attack Poland. Britain and France protected Poland, and declared war on Germany. Germany managed to defeat Poland and then in 1940 Germany took over Denmark, Norway, the Netherlands, Belgium, and, with the help of Italy, most of France. (See map in back of this book.)

The United States helped England by lending and giving them ships and supplies to fight Germany. For a year, the Germans bombed England but eventually England won the battle. Hitler then attacked Russia, even though he had promised not to, but was defeated by the Russian army.

The United States began drafting people to build up its military in order to fight on the side of the Allies. In 1942 England, Russia, and the United States began to push the Germans back. General Eisenhower and the Allied armies invaded North Africa to win back the countries that Germany and Italy had taken. The German and Italian armies were defeated in North Africa in 1943.

In 1944 on D-Day, Britain and the United States landed in ships at Normandy, attacking the Germans in France. Russia successfully invaded Germany from the east. In 1945, the Allies pushed into Germany and after a year, captured Berlin. Hitler committed suicide and in May of 1945 the Germans surrendered. The Allies had won the war in Europe.

The Allies discovered that in concentration camp gas chambers, Adolf Hitler and his Nazi party killed Jews and other people Hitler considered to be his enemies, such as homosexuals, Gypsies, Slavs, and handicapped people. He blamed these people for Germany's problems and he killed them. Almost 6 million European Jews were killed in the Holocaust because they did not belong to what Hitler considered the master race. Many Jewish people in America today lost family members in these camps.

Survivors of a concentration camp.[1]

Questions

1. How did the United States help England?

2. Which side of the war did the United States fight on?

3. What were the concentration camps used for? Why did Hitler do this?

The War in the Pacific

Fighting in Asia was going on at the same time as the war in Europe due to Japanese expansion into Manchuria and China. On December 7, 1941, Japan attacked Pearl Harbor, an American naval base in Hawaii, to try to keep the United States from entering the war in the Pacific. This took the United States by surprise. The United States declared war on Japan, which meant fighting a war in two locations at once.

Japan wanted the Phillipine Islands, which were owned by the United States, and in 1942 Japan attacked the Philippines and other Asian countries. The rebuilt American navy went to the Pacific to battle with the Japanese on and around various islands. Japan had a string of victories until 1942, when the United States, led by General Douglass MacArthur, won two major island battles. In the meantime, the British, Chinese, and Australians were fighting in Southeast Asia.

In 1945 the Allies asked Japan to surrender but they would not. In August, President Truman, who took over the presidency after Roosevelt died, ordered very powerful and newly tested atomic bombs to be dropped on two Japanese cities. The bomb dropped on Hiroshima vaporized 80,000 Japanese people and 10,000s more died of injuries, burns and the effects of radiation. Three days later a second bomb was dropped on Nagasaki. The Japanese surrendered in September of 1945 and the war in the Pacific was over.

There are a lot of questions about why the United States decided to use nuclear weapons and begin the nuclear age. President Truman said he wanted to save the lives of American soldiers by ending the war quickly with this new weapon. Some people think he wanted to try out the newly invented technology. The United States held a position of military and economic power following the war, and the atomic bomb was a way of demonstrating just how powerful the country was.

Questions

1. What happened at Pearl Harbor?

2. When was the war in the Pacific occurring in comparison to the war in Europe?

3. Why did President Truman drop the atomic bomb on Japan? If it were your decision, would you drop the atomic bomb on an enemy country?

Who Fought the War?

About 400,000 Hispanic Americans fought in World War II. They did not fight in officially segregated units. This was the first time many of these soldiers experienced life outside their own neighborhood and culture. Many soldiers learned new skills and met new types of people. Many Hispanics were involved with combat duty and consequently many were killed. Hispanic Americans received more medals for service in World War II than any other ethnic minority in the United States.

One million African-Americans served in the armed forces. Their experience was different from the Hispanic soldiers' experience in the war. Going over to Europe, African-American soldiers had to ride in the bottom of ships with no fresh air, while white soldiers rode on deck. African-Americans still fought mainly in segregated units. African-Americans were excluded from some programs, and were given non-combat duties such as driving trucks. Blood donations were separated by race.

Desegregation occurred gradually. In 1941 unsegregated officer training was introduced. In 1942 African-Americans were accepted into all branches of the military. In 1945 the ground troops were integrated and many African-Americans "saw action." After World War II, African-American leaders pressured the government to desegregate the military completely. In 1948 President Truman ordered the desegregation of the military, a process which took ten years to complete.

When the African-American soldiers came home after the war they had to work in low paying jobs. It was frustrating to come home and have race relations be as bad as they were before the war. World War II was fought against fascism and Hitler's racism against the Jews, but the United States was anti-African-American. Both African-Americans and Hispanics were fighting for freedom abroad but were racially oppressed at home.

Women served in the Women's Army Corps and the Volunteer Emergency Service. More than four thousand African-American women joined the women's branch of the army.

Questions

1. Compare and contrast the experiences of Hispanic soldiers and African-American soldiers in World War II.

2. How did the military troops become desegregated?

3. How did the African-American soldiers feel when they got back home?

What Was Life Like at Home?

With the start of World War II, the American economy improved and the Great Depression ended. Factories hired many workers to manufacture supplies for the war, and unemployment ceased to be a problem. In order to produce the war goods such as tanks and guns, women were recruited into the workforce to replace the men who were fighting in the military. The government encouraged women to join the labor force, even in jobs that women had not traditionally held, because of the shortage of workers. Women often worked in offices, as bus drivers, bell hops, lumberjacks, gas station attendants, and police officers. World War II changed some people's attitudes about working women. The symbol of the working woman was "Rosie the Riveter," a woman in overalls who welded rivets into the sides of ships.

Six million women took good-paying jobs. For many African-American women, older women, and married women, it was the first job they had had that paid well. Many African-American women left their jobs as domestic workers or farm workers to take factory jobs. The wages of non-white women were lower than the wages of white women, and all of the women's wages were much lower than the wages of men.

There were problems with childcare for the children of working mothers. There were not nearly enough childcare centers to accommodate everyone, although the government opened hundreds of new centers. Working wives and mothers had to work in a factory by day and do household chores at night.

After the war was over, contrary to what many employers expected, many women wanted to keep their jobs. Most were dismissed from their jobs in heavy industry when the men returned, and the unions did not fight for the women's right to keep their jobs. Many women took up work in traditionally female fields such as domestic service, clerical work, and restaurants. Working women made low wages and were treated unequally. Some women returned to working at home, and found that attitudes had not really changed, as the country slid back into pre-war sex roles.

Women working in a World War II defense factory.[2]

During World War II, most Americans were not aware of the United States government's prejudiced treatment of Japanese-Americans living on the west coast of the United States. Japanese-Americans were arrested and put in ten different camps surrounded by barbed wire for over three years. They were "relocated" and imprisoned just because they were of Japanese descent, not because they had anything to do with the war. Although Germany and Italy were also enemies of the United States in World War II, no German-Americans or Italian-Americans were imprisoned. The fact that the government chose to imprison Japanese-Americans led many people

to conclude that racial prejudice was involved. The public did not know about the internment camps until after the war was over. Some Japanese-Americans got to leave the camps to fight in the war. The 442nd unit, which was all Japanese-Americans from Hawaii and the continental United States, was honored for its achievements.

Some people did not think it was right for the United States to fight in this war. Three times as many people were conscientious objectors in WWII than in WWI. 6,000 people went to jail for refusing to fight for various reasons. For example, it is against the religion of the Jehovah's Witnesses to fight in a war. Many African-Americans felt indifferent, unconnected, or hostile towards the war because they felt that their own situation in the United States was largely ignored by the American government. However, there was no organized African-American opposition to the war. Some people tried to plan a march in Washington to protest the government's lack of action to fight prejudice, but President Roosevelt signed an anti-discrimination executive order to keep the march from happening.

Questions

1. What changes did the war bring to the lives of women? African-Americans?

2. What happened to the "Rosie the Riveters" after the war ended?

3. Why did the United States government create Japanese internment camps?

4. Why did some people oppose World War II? Would you ever refuse to fight in a war? Why?

Stories About World War II

Here are some stories about women working during World War II.

Women Workers
by Theresa Venhaus

My mother worked for RCA after her first husband died. She used to have to walk across the Jersey Bridge to do welding and stuff. She was making radios. She walked over, worked all day, and then walked back home. It was basically all women there on the assembly line. If you didn't know that you were working for RCA, and you didn't know right up front that you were making radios, you wouldn't have known from what you were doing, because everybody just welded one piece on the board and the board moved down the line. It could have been bombs for all she knew.

Then my mom married my father and she didn't have to work any more. Then she was able to stay home and take care of the kids. My father married my mother so he wouldn't have to fight in WWII. She had six kids. They took single men first. He married someone with six dependants.

My aunt worked riveting some part of the airplane during World War II. She worked in a factory. My mom said she was a "Rosie the Riveter." She riveted all day and then came home and took care of a house and three kids. She got up in the morning and walked to work. My aunt was great for saying, "You lazy kids. You don't know how hard it was. You don't know how good you've got it. We walked to work. We worked eight, ten hours in a sweat box and then we walked home and then we started work. Then we cooked and we cleaned and did the laundry and all that." She never really said anything else. Just that you stood in one spot all day and you riveted. It was on the assembly line and everything was brought to you. Just like my mom. She stood in one spot. She could have been making anything.

Working in the Blouse Factory
by Elsie Branigan

I started work at 45 cents an hour as a floor lady in a blouse factory in the beginning of WWII. In the clothing factories there were a lot of women working. In the factories where there was machinery it was something new. I wanted to work with the circuit breakers but because of my education they wouldn't take me. But some women did start working with machines.

Working on the Assembly Line
by Sally Michalczyk

I worked at Philco Ford. I started out at 47 cents an hour during the World War II. I was an assembler, a solderer, a wirer, making TV sets. Little things would go down the assembly line real fast and you had to wire and solder. The girls never got the men's salaries. The girls got less than what the men got. That didn't change until recently. Before that ladies had their own standard. They just got so much, and the men would get more.

Questions

1. Wnat jobs did the women in these stories have?

2. Does it seem like these women enjoyed working?

3. How did working affect their family lives? Is this true today too?

Here is the story of a soldier in World War II. He did a lot of things other than participate in combat. Have you ever been in the military? Do you think most people like the jobs they do in the military?

Being a Soldier
by Ralph Gladstone

I was drafted at the end of 1944 towards the end of the second world war. For about three or four months I was stationed in Fort Dix, New Jersey, just handing out discharges from the army. They were discharging people left and right from the service, mostly for physical and mental disabilities. Then they revised the rules. They cracked down and became much stricter and there was no more need for us.

Then I went off to basic training. I was always getting "bed badly made up," "dust under the bed," and the standard punishment for that was KP. I didn't know how to avoid it so I spent more time in the kitchen than anywhere else. And then after basic training I was supposed to go to Germany but the war in Europe had ended by then. I think the war with Japan had ended too. I wanted to go very badly. I did finally get there years later.

One day they said "anybody who knows how to type raise his hand," and as you know the first rule in the army is that you never volunteer. I was very young then and I did volunteer. Sometimes when they said that about people who know how to type they would say "you can use your fingers doing KP" but this time they didn't. This time it was really typing. They said "You're not going to Germany. You're going to a company headquarters to become a company clerk" and that's what I did for the rest of my army service, which lasted several years.

At the company headquarters in South Carolina I became a first class goldbricker. I learned how to avoid KP by sneaking out of the kitchen. A couple of times they caught me sleeping in my bunk and so they gave me an extra 15 hours of KP but I sneaked out anyway. I did a good deal but I avoided a good deal.

The battalion headquarters was very dull actually. There was only one thing that you might call exciting. They had this thing called the morning report where you saw people transferred in and transferred out, people who were sick. In some outfits you couldn't make a typing error and if the morning report was wrong you would have to do it all over again. Sometimes you'd spend the whole day

doing that blasted morning report. In some outfits you could initial the error and correct it on the thing but in some you couldn't.

There was one man in there who was a better goldbricker than I was. They didn't know what to do with him so they sent him to the battalion headquarters. I was a pretty good typist, maybe 45 words a minute, but he could do maybe 90 words a minute. But he pretended he couldn't type at all. He spent the whole day goofing off at the battalion headquarters. I've seen him type 90 words a minute but that was when no officers were around. If an officer was around he'd say "where is the g, where is the e?"

Surviving World War II
by Margaret Ovack

I remember my father coming home and saying he joined the Navy. My mother and I started to cry. We were renting our home. My mother had to give it up and moved in with her sister. It was very hard for her to give up her home.

At that time my mother didn't make much money. A lot of places weren't union. She worked at Jack Frost sugar. She had a man's job lifting twenty-five pound bags of sugar and then she had to sew the bags across the top. A lot of men went to war and the women had to do men work to keep the economy working.

Food was scarce. We had a hard time getting butter, bacon, and eggs. My mother saved the bacon fat and sold it to the corner grocery store for money. If we didn't have butter for our bread, we would use ketchup or mustard. Twice a week we would go to the Soup House. For a quarter we would get a pot of soup and a loaf of stale bread.

When our shoes got a hole in them we would take a piece of cardboard and put that in our shoes. We didn't feel embarrassed because a lot of kids didn't have anything. The government sent my mother money but it wasn't much. My mother felt bad at Christmas time. She could only buy us one toy and an outfit. I got a pair of skates and a new dress and shoes. I was real happy.

We were glad to hear that the war was over, and that my father was all right. Some of my mother and father's friends didn't

make it back. Some died, and some came home crippled. We were glad to have him home and safe.

Frank Wilson in WWII
by Terry Wilson

In 1907 a child was born, who was Frank Wilson. Frank Wilson was my grandfather. He grew up on a farm. He was not able to make it up to high school. He was only able to make it up to the 6th grade and then drop out of school for good. He mostly stayed at home working on the farm and at the early age of 16 he met a girl by the name of Julia Haley who was 17 herself. They proceeded to court for about 4 years and on August 19 Mr. Frank Wilson and Julia Haley were married. They were now Mr. and Mrs. Frank Wilson. At the time he couldn't afford a wedding band or an engagement ring so he went to the corner drug store, bought two ten cent cigars, took off the bands around the cigars and threw the cigars away and he promised that as soon as he made some money he would buy her some new rings.

My grandfather was in the Second World War. When he was fighting, my grandmother worked during the day in a great big factory making bombs and ammunition on the assembly line. Her oldest son was at the age where he was old enough to watch the younger two, who were 3 and 9. It was hard. She had to get up at 6:00 in the morning and make sure the kids had food and clothes ready, and she gave the oldest one all the instructions. Then she would leave for work and she would be in work by 7:00. All within an hour she had everybody fed and out the door and in work by 7:00. She would get home and it would be just about dusk and everything would be straightened up. The kids knew it better be straightened up when she got home or they would be in big trouble. She would get home exhausted and tired and he would have dinner ready and she would get the kids off to bed and then she would go to bed and start the whole thing over again every single day.

My grandfather came out pretty normal. As far as my grandfather was concerned, when he came home he had some babies. He knew in his mind that he couldn't go home and be mentally unstable because he had a family. His wife was a very emotional person. If she saw you crying she would get very frazzled. So he had to hold this stiff upper lip all the time.

When he came home after the war he was out of work for about six months. He finally got a job at a place called Global Air and he worked there for the rest of his lifetime until he retired. He assembled lamps for airplanes. He was perfectly healthy with no fingers or toes missing. He wasn't actually normal mental-wise because he had to keep it all in but after a while it cleared up.

When he came home from the war they got an apartment and it cost $6 a week. He brought home $8 a week. They had two whole dollars to live on each week. She had to buy clothes, food for the kids and pay the electricity just on that. What she would do with the money is pay off the rent and then if they needed shoes she would go down to the shoemaker and get a bill with the shoemaker and tell him she could only give him so much money then. As far as food, she wouldn't buy a lot of meat. She would buy a small ham with a big bone in it and she would throw it in a pot and make a lot of soup out of it. And a lot of potatoes. And I could never figure out, when I was young, why my father hated potatoes. Now I know why, that's what he was fed all his life. He didn't want us to go through what he went through.

Questions

1. How did the different families in these readings experience the war in different ways?

2. During the war food was rationed. How did people survive on limited food?

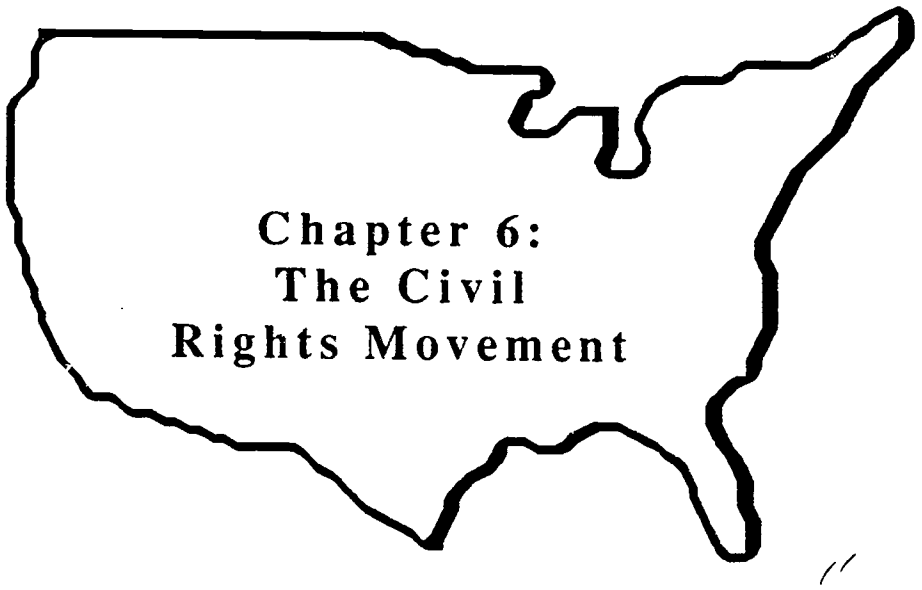
Writing and Activities

1. Write a letter home from a soldier fighting in World War II.

2. Write a play between a man who has just returned home from the war and his wife. If you want, use Terry Wilson's family as characters.

3. Find all of the countries mentioned in the chapter on the world map in the back of this book. Make sure to find the countries involved in both the war in Europe and the war in the Pacific.

4. Interview someone you know who either fought in World War II or worked in a factory during the war. How did these experiences change the person's life? If you cannot find anyone who fought in the war or worked in a factory, interview someone who was alive during World War II and find out what he or she was doing at that time and how the war affected him or her.



Chapter 6: The Civil Rights Movement

Chapter 6: Civil Rights

What have you heard about the Civil Rights Movement? What stories have you heard people tell about it? What rights were people fighting for? What types of discrimination went on in the South and in the North?

Here is one woman's story about living in the South.

Racism and Civil Rights Activity in the South
by Hattie Parker

In South Carolina black people were not allowed to go to the stores in town. If we did we'd be locked up. We were only allowed to go to the stores out of town. We weren't allowed to eat in restaurants. We had to go to the back of the place to order our food. We couldn't walk up the main street of the town. A lot of people did, but they were arrested. They put a barricade across the street that meant that we could not go over it.

That was back in the times when there was marching. During that time I didn't think that things would change. I thought that it probably would stay that way forever. After it was so bad, you got relaxed to it. You knew that you couldn't go there or you would be arrested. Our father always said, "Don't go there because you could be arrested and I don't have the money to get you out of jail." So we didn't go. I knew people who were marching on the main street, but I didn't go on any marches because our father forbid us to go.

It was rough during that time. We were living on sharecropper lands. The man whose place we were living on would go to town to do all the shopping and then he would bring the food back to the house we lived in. At the end of the year, if we didn't make anything, he told my father that we were compelled to stay on that farm until he paid off all of the debts that we had. If my father didn't produce enough to cover the expenses then we would have to stay on the farm for another year and my father would get so sad. It could take years and years and years.

If we got sick and our father couldn't take us to the doctor, the man would take us. He was nice, in a way. There were other people that lived not too far from us on different land. My father always

would talk about how those men were so mean and he was so glad that we were on this particular land. But still, it was very rough. We were together, but it was hard.

Questions

1. What is segregation? How did it affect the way Hattie lived her life? Where was she forbidden to go because she was African-American?

2. What was life like for sharecroppers?

Segregation

In the 1950s civil rights became an important issue in the United States. African-Americans could not vote or use the same restaurants, water fountains, bathrooms or schools as white people. Certain facilities were labeled as "white only." A civil rights movement aimed at getting the Supreme Court to change the nation's laws began to demand equal treatment regardless of race. Discrimination against African-Americans was a problem in both the South and in the North, although it was a more obvious in the South.

One area in which segregation was an issue was schools. In 1869, the Plessy v. Ferguson decision said "separate but equal" schools for African-American and white children were legal. This decision was challenged in 1951 when a African-American girl named Linda Brown was not permitted to attend an all-white public school in Kansas. In 1954 "separate but equal" public schools were declared unconstitutional by the Supreme Court in a case called Brown v. Board of Education. This meant that there could no longer be separate schools for African-American and white students. Schools in the deep South opposed the Brown v. Board of Education ruling, and did not want to desegregate their schools because having people of different races in school together threatened the entire social system of the South. Since the court set no deadline for desegregation, there was no one forcing schools to desegregate. In 1955 the court said that all schools and other public facilities must desegregate "with all deliberate speed," but the South was able to defy this order because the terms of the desegregation were so vague.

Other students tried to cross racial barriers as well. In 1957 the governor of Arkansas ordered the state's national guard to surround Little Rock's Central High School to prevent nine African-American students from entering in order to "preserve order." In response, President Eisenhower sent 1000 federal troops to put down the riot, escort the students into school, and integrate the school. The governor responded by closing the city public schools for a year.

How can you tell that this bus is segregated?[1]

Segregation was an issue in transportation as well. In 1955 in Montgomery, Alabama, Rosa Parks, a former secretary of the local NAACP, refused to give up her bus seat to a white man and move to the back of the bus. She was arrested for breaking the city's segregation law. The citizens of Montgomery, under the leadership of the African-American churches, protested by boycotting the city buses. They walked or used car pools instead. The protestors demanded courteous drivers, open seating, and African-American drivers on buses that carried mainly African-Americans. The protest was successful; after a year, the United States Supreme Court ruled that the buses must be desegregated. This success led the African-Americans in the South to pursue further peaceful resistance.

Questions

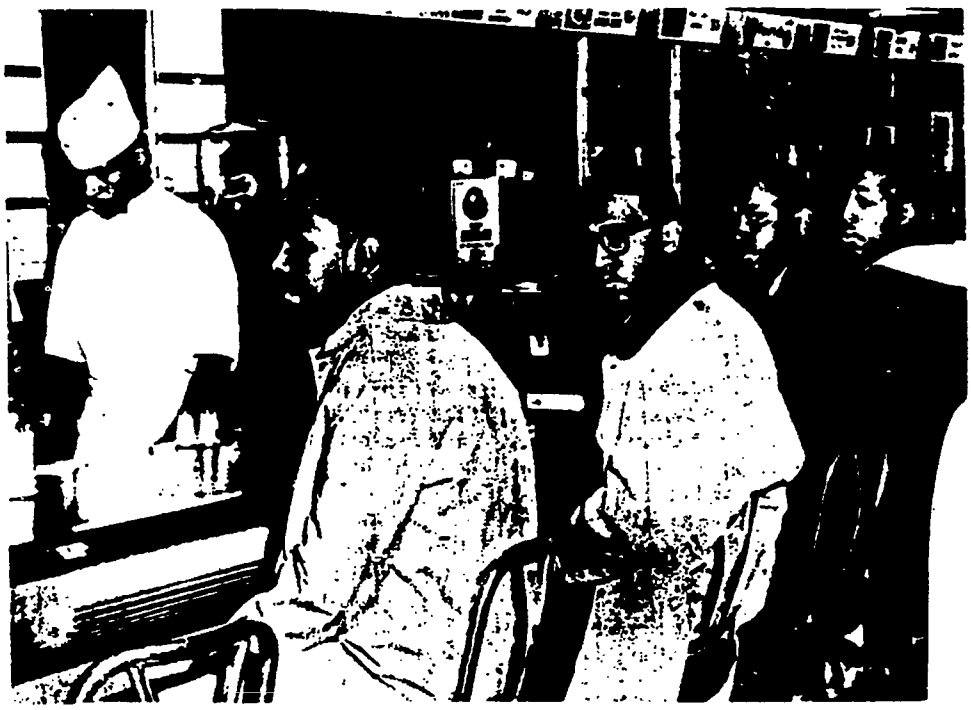
1. How was segregation in schools ended in the courts?

2. Why did it take so long for the southern schools to obey what the courts decided?

3. What was the result of the Montgomery bus boycott?

Non-Violence

The bus boycott led to the rise in fame of Martin Luther King, who advocated peaceful protest rather than violence. He was a young minister at a Baptist Church and the spokesperson for Montgomery's African-American ministers. Dr. King became the leader of the Southern Christian Leadership Conference, a group that used peaceful protest to strive for desegregation. Peaceful protest included boycotts, sit-ins, Freedom Rides, mass marches, and voter registration drives.



The first lunch counter sit-in.[2]

In 1960 in Greensboro, North Carolina, a group of African-American college students had a "sit-in" at a lunch counter that refused to serve African-Americans. They said they would sit at the counter until they were served. They came back every day for over a week, and were joined by other college students of different races. Soon African-Americans all over the South were protesting at lunch counters, department stores and libraries. The leaders of this movement were primarily young African-Americans. The Student Non-Violent Coordinating Committee, made up of people involved in the first sit-ins, organized more sit-ins and other forms of non-violent protest.

The Congress of Racial Equality organized a racially mixed group of people to ride together in buses from Washington D.C. to New Orleans, Louisiana, in 1961. These Freedom Riders traveled together to test bus, rail, and air facilities by crossing state lines in the South. Their non-violence met with brutality from both the Ku Klux Klan and the police. Riders were beaten and burned, and more than 400 were arrested during the summer. In the fall of 1961, Attorney General Robert F. Kennedy advised the Interstate Commerce Commission to desegregate busing facilities.

President John F. Kennedy inspired many Americans to become educated about racial issues and to work for civil rights. At first mostly students participated in protests, but soon other community members became involved too. Media attention meant that students at northern colleges learned about the movement. In 1964 many of these students volunteered to register voters in Mississippi. African-Americans had the right to vote, but they did not vote frequently in the South because of the violence and resistance to racial equality that they encountered there.

Martin Luther King organized a march on Washington D.C. in August of 1963 and 200,000 people attended, demanding equal rights. King delivered his famous speech, "I Have A Dream." Dr. King won the Nobel Peace Prize for his non-violent movement in 1964. He was assassinated on April 4, 1968 in Memphis, Tennessee. There were huge riots in response to this news. His beliefs still guided the movement.

Questions

1. What are some examples of non-violent civil rights protests?

2. What types of people were protesting?

3. What were some important things that Martin Luther King did?

The Great Society and the Courts

President Lyndon Johnson's liberal policies increased federal support for civil rights. He promoted equal opportunities in hiring, increased the number of voting African-Americans, and gave financial help to the elderly and the poor. He began Social Security and unemployment compensation, which benefited many Americans. His War on Poverty provided financial aid, food stamps, Aid to Families with Dependant Children, job training, drug rehabilitation and counseling to many low income people. Johnson wanted to make it possible for poor Americans to take advantage of opportunities in the United States to improve their situation. The War on Poverty was the beginning of many programs that are still helping people today, but it made only limited gains in bringing people out of poverty.

The courts were very important in the struggle for civil rights. Civil Rights Acts passed in 1957, 1960, 1964, 1965, and 1968 tried to eliminate discrimination in jobs, labor unions, housing, and public places such as libraries, town halls, bus and train stations. The Voting Rights Act of 1970 made voting more fair for African-Americans in the South.

Changing the laws to end legal segregation did not remove the basic inequalities that remained all over the country. There was still tension, violence, and racism. For example, in 1964 there was a large riot outside of Los Angeles, California. In 1966 there were more outbreaks of bombing and shooting in the African-American ghettos. Non-violence was not enough to deal with these problems.

Questions

1. What was the War On Poverty?

2. How did the courts try to promote civil rights?

3. Why do you think changing the laws was not enough to bring racial equality the United States?

Violence and Other Approaches

When peaceful protest did not get immediate results, people got frustrated and violent. There were many riots in the 1960s. Violence increased in the mid-1960s, especially in the ghettos of northern cities. African-Americans fought against white policemen who tried to break up protest marches. In 1963, civil rights marchers in Birmingham, Alabama, were met with water hoses, dogs, and cattle prods. Civil rights workers were beaten in Mississippi.

The Black Panther Party believed that African-Americans should strike back when attacked by whites. Many people did not agree with the party's aggressive ideas.

Malcolm X, a member of the Black Muslim religious group, advocated fighting racism by any means necessary. He wanted to change the system, not work within it by integrating it. African-Americans needed to be economically self-sufficient, he claimed. He set up an organization called the Organization of Afro-American Unity. In February of 1965, Malcolm X was assassinated. His legacy of Black Pride lived on to guide the movement.

Questions

1. Why did people resort to violence and rioting?

2. What did Malcolm X advocate?

Other Groups' Involvement in Civil Rights

The civil rights movement was not only about African-Americans, although they took the lead in the movement. Women, homosexuals, the elderly, students, Native Americans, and Mexican-Americans, Puerto Ricans, and Asian-Americans also spoke out to improve their situations and be included in the fight against discrimination.

Cesar Chavez was a Mexican-American community organizer. He worked with migrant workers who traveled to find low paying jobs harvesting crops. Chavez started a strike in 1965 and a national boycott of grapes and wine in California. The grape pickers wanted better working conditions, fair pay, and the right to form a labor union. *La causa* was about more than just labor; it had to do with the struggle for Chicano civil rights, heritage, pride, and power. The pickers marched and Chavez went on a 24 day hunger strike to try to get the California grape growers to agree to a contract with the union. Eventually, the union, called the United Farm Workers Organizing Committee, was victorious in 1970. The energetic Chavez went on to work with lettuce workers.

In the late 1960s Chicanos in Los Angeles protested the poor quality of their schools. In New York and Chicago a group of Puerto Ricans called the Young Lords protested police violence. Chicano and Puerto Rican protesters met in 1969 in Denver to affirm Latin American Cultures and the Spanish language. However, the alliance between these two ethnic groups broke up over a debate about whether African-Americans should be included in the movement.

In the 1960s, Native Americans became more active in protesting the way they were forced to live. They lived on reservations where there was high unemployment, bad housing and a big problem with alcoholism. Native Americans also protested the strip mining that was destroying land and fought to maintain the fishing rights they were granted by treaties. They occupied Alcatraz Island in the San Francisco Bay for 18 months in 1969, saying it was theirs according to an old treaty. In 1971, Native Americans occupied Wounded Knee in South Dakota for 71 days. In 1890, United States troops had massacred thousands of Sioux Indians there.

The federal government finally agreed to look over the land rights of Native Americans.

Questions

1. Was the civil rights movement only about African-Americans? Who else was involved?

2. How did Cesar Chavez help the migrant workers?

3. What were the Native Americans protesting about?

Stories About the Civil Rights Movement

The next stories present the idea that although the civil rights movement encouraged a lot of progress, there is still a lot to be done. What can people do to work for further progress in the way people are treated?

Civil Rights on the Bus and in the Neighborhood
by Ida Saylor

I was about 18 years old when I got on a bus with a fellow from the South. We sat down in the front of the bus. After a while a black man got on. This fellow yelled at him to sit in the back of the bus. I told him, "This is not the South. You don't do that here in the North." I really felt bad for the man because I wasn't used to treating black people that way.

When I went to school we had black boys and girls in our class. We got along alright. But there were people who were very prejudiced. I remember as a child black people moved into our neighborhood and some people burned their house out. I was very upset and I said to my mother, "Why do people do that?" And she told me that some people are brought up to hate black people.

I look around today and I am so glad things sure are changing.

Civil Rights Then and Now
by Ivette Juarbe

It has been almost 30 years since the civil rights movement started and in my opinion I don't think that things have changed a lot.

Being able to go to a public bath, go to a park, or other public places doesn't mean that we have overcome. I think Martin Luther King just touched the tip of the iceberg. We still have prejudice, bad housing, poverty, and a lack of self esteem.

In the job market prejudice is very strong. Most people get the job by the race they are. The irony of it is that it is not only white people who do it, but other race groups do it too.

The housing condition is worse than 30 years ago. There are more homeless every year that passes by. The poor sections of the city look like a horror movie. There is no new housing. Most of the houses were built in the late 40s.

The lack of self esteem is the worst. To get better self esteem I think when our kids start in school they should be taught something that they can do to make it in this society. I have a dream, a dream that my kids won't have to be called a minority.

I Played with my Black Girlfriend Anyway
by Cathy Smith

I was a little girl back then in Florida. I couldn't understand why I wasn't allowed to play with or talk to black children my age. According to my father and grandmother, black people were all bad. But I didn't see it that way. So I played with my black girlfriend anyway, without their knowledge of it.

I didn't think blacks were bad just because they were black. But my family sure thought so. That's why I had to sneak to see my friend. If I got caught I would get punished. I would get a spanking and get sent to my room without dinner, just for playing with my black girlfriend.

I believe racism will always be an issue until we teach our children not to be prejudiced, because there's good and bad in all colors, not just black. Even though blacks hold office now, I don't think the white man will let them go any further, only as far as the white man will let them. The black people have come a long way but still have a long way to go.

And don't forget about the K.K.K. They will always be with us.

Questions

1. How are things changing today to make things more equal?

2. What does Ivette identify as problems that still need to change?

3. Why does Cathy say that the KKK will always be with us?

Civil Rights in the North and South
by James Parker

In 1963 I was living in the projects. President Kennedy was the President then and Martin Luther King came up there. I saw quite a bit of the civil rights movement. Martin Luther King was coming around trying to get black people to vote because at that particular time, the people who lived up North had the opportunity to vote, but the people in the South couldn't vote, they had to go along with whatever the white man voted for. And that's why he was trying to make it so that black folks would have a right to vote down there. And they finally got that passed.

When I first came to Philadelphia I felt that the North was a lot different from the South. At that time in the South white people, if they didn't care for you they would tell you about it. And some of the people in the North would, and some of them wouldn't. So you didn't know how to take a person. I learned that you have to always keep your eyes and ears open and your mouth closed, and you'll learn a whole lot more. And after a while I liked Philadelphia better than I did living down there.

Questions

1. When did African-Americans get the right to vote? Why were many not able to vote even though it was their right to? Why were the voter registration drives in the South so important?

2. What do you think were some differences between how people related to each other in the North and the South during the 1950s and 1960s?

Why Was the Civil Rights Movement Important To Me?
by Veronica Franklin

I was a child when the Civil Rights movement started happening. At the age of ten, in 1965, I was fully aware of what was happening with the movement. It was constantly on the news and in the newspapers.

I was living at home with my mom at that time, and she was always reading the newspapers and watching the news.

I didn't consider myself a racist, and I grew up around blacks and whites. When I saw all the marching and protesting that the blacks were doing it really bothered me. I was really concerned about them getting killed or hurt.

I remember Dr. Martin Luther King being a great leader and spokesperson for all the races combined, But he did have to acknowledge the black movement more. That was a very important thing for me to know. That he was a man for the people. A non-violent man. Blacks were really being discriminated upon which is why the marches and protests were going on. Although I never participated in any marches or protests, but as I got older I understood and appreciated what they were doing.

It didn't bother me as much then. The Civil Rights Movement was simply a move to get all races to unite and not fight. This movement had great influence on my life then. It still has. Like you cannot deny me my rights or responsibilities just because of the color of my skin. We're all humans and everything should be equal among

all races. Freedom of Choice to go anywhere that all races may congregate and be safe.

A lot of Great Black Leaders were killed speaking up for themselves and their people. I thank God for the Civil rights movement. It led the way for the majority of all people to get together and help each other, no matter what color they are.

Being Indian[3]

by John Bytheway

My grandmother was a Cherokee from Virginia. My grandfather was German. I talked a lot with my grandmother when she was alive about what it was like growing up on a reservation and how she was treated. It was a fairly rough life.

It sort of parallels what goes on today with civil rights. The white man just decided that the Indians were no good. They didn't like them and they were different, so they figured they were nothing. The white men took everything and gave back nothing.

Being a little girl and growing up as an Indian child, running around free, and living inside a teepee sounded exciting. She made me want to do it. I would love to be able to run around free and not have to worry about anything.

The women didn't do much, according to my mother, except stay in the camp and make the meals and just basically mind their own business. It seemed to be male domination in the tribe. I don't know how it is today, because I haven't visited.

Back when my grandmother was a little girl, when the men decided to talk or something, the women just went into the teepee. The men decided and that was it. The women stayed completely out of it. They did what they were told and that was it.

I have an aunt in England. My aunt wanted my father to come over there with my brother and sister and leave my mother here because she didn't think my mother, being an Indian, was good enough for him.

Questions

1. How did the Civil Rights Movement influence Veronica's life?

2. In what ways does the Native American experience that John tells about "parallel what goes on today with civil rights?"

Writing and Activities

1. What do you think would inspire someone to become involved with a cause like the Civil Rights Movement? Have you ever been involved with a movement or an organization working on a particular issue? Why or why not? Write about an experience you had being involved with something similar to the Civil Rights Movement.

2. Interview someone you know who was involved in the Civil Rights Movement in the 1950s and 1960s. What did the person do? How did this involvement change him or her? Is the person still working for change in our society?

3. List positive changes that the civil rights movement made. What still needs to change? How would you go about making changes?

4. Imagine you are a Freedom Rider traveling from city to city. Write a letter home to your family. What do you tell your family about the danger you are in? Would the letter be different depending on what race you are?

5. Look at a map of the United States. Label the states and cities mentioned in the chapter. Which ones are in the North and which ones are in the South? Label the states where your parents and grandparents grew up. Make one big map for the whole class.

6. Read Martin Luther King's "I Have A Dream" speech and write your own version of it, starting each paragraph with "I Have A Dream." The following is an example of a student writing on this topic.

I Have A Dream
by Debra Hughes

I have a dream that one day there will be a drug free world. People will realize that we don't need drugs to live.

I have a dream that one day educational opportunities will be more, that people will have a chance at improving their educational skills, and pursuing their goals.

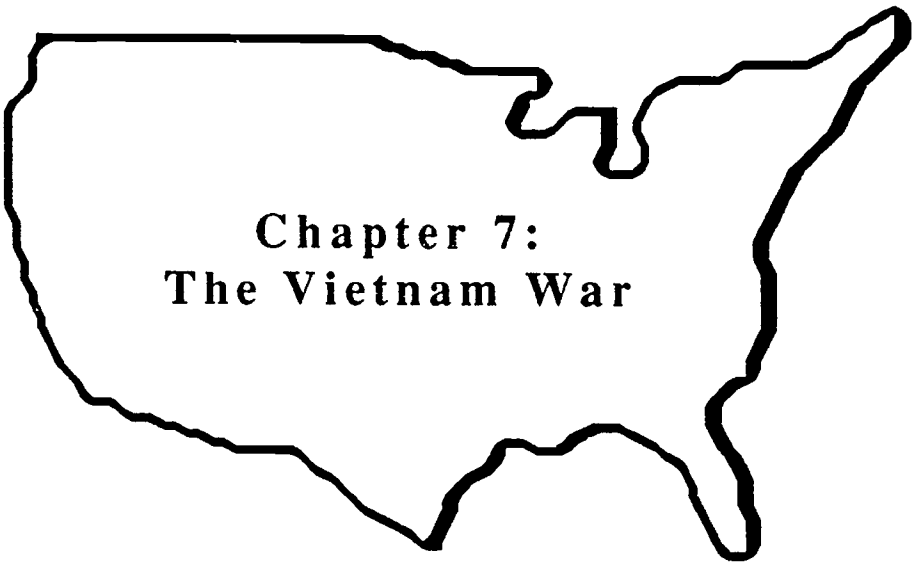
I have a dream that one day I will be a nurse to be there and help the sick and suffering people and care for them physically and mentally.

I have a dream that one day I will be a well refined person to enter back into society and give my full potential in my everyday living.

I have a dream that one day I will be a responsible and loving parent to my children, giving them what they need, nurturing them, so they can grow into well responsible individuals.

7. Design a program for an elementary school class to teach children about civil rights. What would you want them to know? What books would you read to them? What pictures would you hang on the wall? Compare this idea to what your children learn about civil rights in their schools.

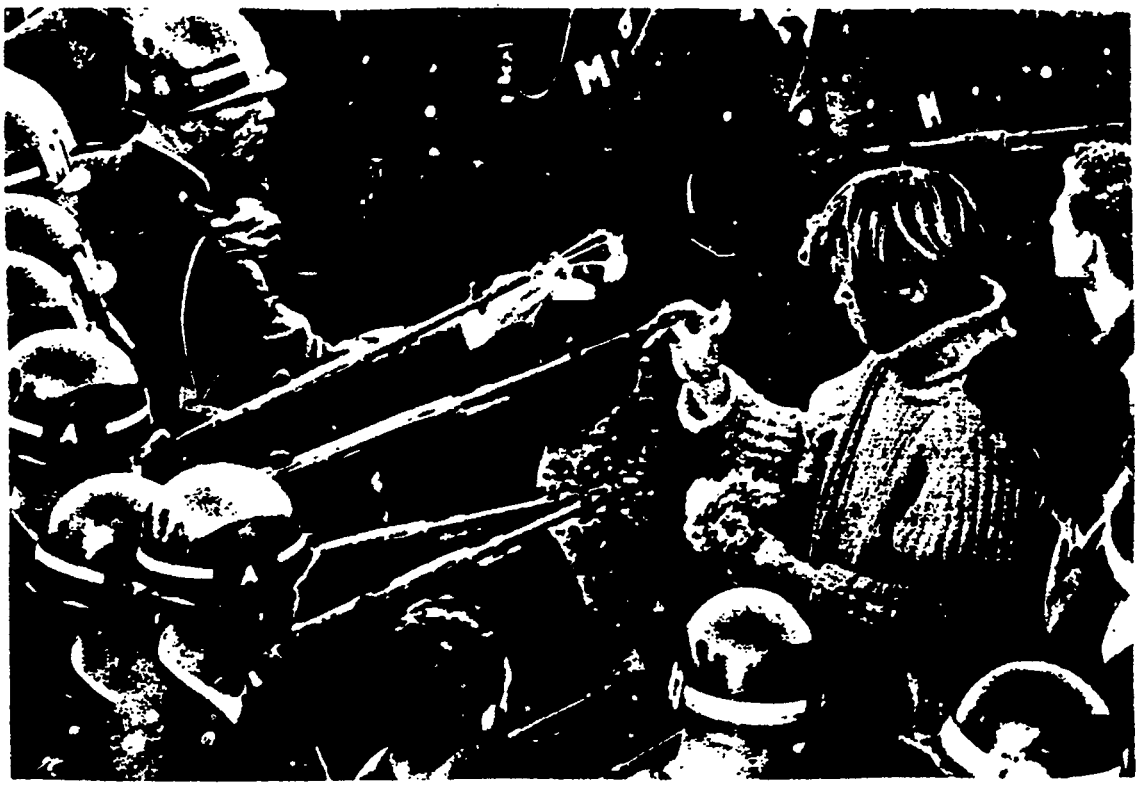
8. How would you respond to your child if he or she made a racist remark? Write a short play involving a dialogue between a parent and a child who has just said something the parent doesn't approve of.



Chapter 7:
The Vietnam War

Chapter 7: The Vietnam War

What is happening in this picture?[1] Why is the young man doing what he is doing? What do you think he might be thinking? What do you think the soldiers are thinking? What message does the picture give you about war? Do you agree with that message? Why or why not?



The Vietnam War

Vietnam is a country in Southeast Asia that was originally a French colony. (See the map in the back of this book.) After World War II, fighting began in Vietnam between French forces and the Vietnamese Communists supported by Communist countries. In a civil war in 1954 the French were defeated and Vietnam was split into two independent parts. North Vietnam was ruled by the Communists and Ho Chi Minh. South Vietnam was a democracy led by Ngo Dinh Diem and supported by the United States under the administrations of President Kennedy and President Johnson.

In 1957 the Viet Cong of North Vietnam attacked South Vietnam and fighting began. The United States sent military aid and advisors to South Vietnam to keep the North Vietnamese out. The United States did not want South Vietnam to be Communist, because people were worried that all of Asia would then become Communist.

In the 1960s the United States focused a lot of attention and financial resources on Vietnam in order to appear strong to the rest of the world. During the Eisenhower presidency the United States began sending weapons and aid to Vietnam. This policy continued when Kennedy became president. In 1965 the United States began to bomb North Vietnam. American troops were sent there to fight. The war appeared to be very difficult to win. The Americans were not familiar with the Vietnamese culture and language. The jungle terrain was different from what the soldiers were used to, so the enemy soldiers had a big advantage. The American technology was not able to overpower the tactics of the North Vietnamese soldiers.

Questions

1. What was the difference between the two parts of Vietnam?

2. Why was the United States afraid that South Vietnam would become a Communist country?

3. Why was the Vietnam War such a difficult war for the American soldiers to fight?

Who Fought the War?

The United States military services were now integrated, due to President Truman's order in 1948. Many African-Americans served in Vietnam, which was good because it meant that they were now an accepted part of the country's military, but also bad because it led to a lot of deaths in the African-American community. There were more African-American officers than in previous wars, but frequently African-American soldiers were at the bottom of the military ladder, serving in the infantry and the artillery. A higher proportion of African-Americans were killed than whites. There were many conflicts between African-American soldiers and white

officers. Many Hispanic Americans also served in the military. The first prisoner taken in North Vietnam was Everett Alvarez, Jr., who was a prisoner of war for eight years before returning home to California.

Most of the soldiers in the Vietnam War were working-class Americans of all races. More so than in previous wars, the soldiers were poor, young, and uneducated. College students escaped the first years of the draft. Many people avoided the draft by becoming students, pretending to be sick, being conscientious objectors, or by fleeing to Canada. Protesters burned their draft cards to publicly resist the draft and were put in prison.

Questions

1. What was the experience of African-American soldiers in the Vietnam War?

2. Describe a typical American soldier in the Vietnam War.

3. How did people avoid being drafted into the Vietnam War?

Opposition to the War

Anti-war feeling in the United States grew. People opposed the war for a variety of reasons. Some people took the pacifist view that any violence or war is wrong. Others felt that the United States should not be involved with problems in a far away country that was not crucial to American interests. The war was very expensive and it used money that could have been spent fighting poverty and injustice at home. Some people saw the war as a racist war against the Asian people.

College students and respected leaders spoke out against the war. They used civil rights models of activism to criticize universities and American government and society. Four student protesters were killed by the National Guard at Kent State University at an anti-war protest. At the same time, a "counterculture" of people called "hippies" developed, emphasizing recreational drug use,

casual sex, and rock music. Hippies expressed dissatisfaction with mainstream American society.

There was also a strong anti-war sentiment in the working class. Surveys showed that people with only a grade school education were more strongly opposed to the war than those with college educations. Some working-class people hated the student anti-war protesters although both groups were opposed to the war because it seemed unfair that these middle class young people were at home living a hippie lifestyle while the working-class young were dying in Vietnam.

Soldiers, especially poor and minority, began to oppose the war they were fighting. African-American soldiers went to jail to avoid being sent to Vietnam. They were disgusted with the racism in the army. In the military, there were underground newspapers, coffee houses, and bookstores. Most anti-war action came from GIs of all races who were from low income backgrounds. Drug use by soldiers in Vietnam was common. Many soldiers deserted the military and rebelled against their officers.

African-Americans distrusted the government's claims to be fighting for freedom. It was very hard for the African-American soldiers to fight for another country's freedom when they still did not feel free in their own country. The boxer Muhammad Ali refused to serve in the war because he felt it was a white man's war. The boxing authorities took away his title. In 1967 there were African-American uprisings in the cities. People were making a link between the war in Vietnam and poverty in their neighborhoods.

Questions

1. What were some reasons why people were against the war?

2. What different types of people opposed the war?

The War Ends

The United States government tried to convince the American public that the war was going well, but many people did not believe what the government said. Some people thought that the United States should get out of the war altogether, and others thought that the United States needed to try harder and use even more bombs to win the war. In 1968, the United States military losses in a battle called the Tet Offensive made it clear that there was no way for the United States to win the war. On March 31, 1968, President Johnson announced the end of the bombing. He also said that he was not planning to run again for president.

President Nixon promised to end the United States' involvement in the war by turning over the responsibility of defending South Vietnam to the South Vietnamese. By 1973 the United States troops slowly pulled out of Vietnam and the soldiers came home. In 1975 North Vietnam successfully attacked South Vietnam again. South Vietnam and North Vietnam became one Communist country and the war ended.

After the war, the soldiers came home. Many soldiers suffered from Post Traumatic Stress Disorder, which meant that they found it very hard to adjust to life at home. Many were alcoholics or were addicted to the drugs they had taken while serving in Vietnam. There are people today who are still disturbed and confused about their experiences fighting the war in Vietnam.

The American public did not greet the soldiers with enthusiasm. The American veterans of the Vietnam war were not honored until the mid 1980s when a memorial was built in Washington D.C.

Questions

1. Who won the war?

2. When did the United States troops leave Vietnam?

3. Describe the feelings of the American soldiers when they returned home.

Stories About the Vietnam War

The Story of My Brother
by Flossie Leszczynski

My brother started out taking a lot of drugs. Then he got to the point where he was in trouble and they were going to put him away. And the only way they could get him was to either go to the Marines or be put away, so my mother signed him to the Marines. This was in the early 1970s.

He started out really well and he had a girlfriend and they got engaged and then he went AWOL for about a month. He was being cool hiding out with friends. Then the police came to my mom's house looking for him and they sent word out that if he didn't turn himself in then he'd be in a lot of trouble. It turns out that he was only hurting himself. Finally my mother found him and convinced him to turn himself in, because he was messing with the United States government. So then he went back and turned himself in. The police took him back. It got so bad because he'd seen people getting blown away with mines, losing arms in Vietnam. Then he got disabled discharge.

To this day, he's fine, married with children, but just seeing a war picture will bring back a lot of memories. The war changed him a lot. It's not as bad now as it was back then. I would say back in the 1970s it was harder for him.

The Vietnam War
by Jeannie Bendig

My father, William Friend, fought in the Vietnam War in the years 1969 and 1970. During this time he saw people suffer and die for their country. The reason he went to war was because a close friend, Ronnie Kelley, died in this war. My father volunteered his life to help the United States. Today when he thinks of this war he can smell the odor that roamed through the air on hot days and cold nights. For a few years he would wake from sweaty nightmares every night.

He was thrilled to return home to see family and friends welcome him, yet distressed because many people didn't recognize

their courage or bravery. Soldiers weren't greeted as soldiers but as everyday people returning home. In other wars, soldiers' jobs were held and parades were given to celebrate their homecoming.

Through all the pain and suffering and the outrage and deaths, was this battle worth the affliction? To the families of soldiers and veterans themselves, the answer is no. So many lives have been taken away and some still suffer, but to our government it is another piece of history closed in our text books.

Association with the Vietnam War

by Lonnie Briggs

Although I was too young to be drafted or join the armed services during the Vietnam War, I learned second-hand just what some of the troops experienced through flashbacks and "old war stories" from my uncle and brother.

My uncle, my family calls him "Junior," tells how one of his buddies saved his life while he and his buddies were in the field on a "recon" mission. With mortars going off around them, he was hit in the leg by shrapnel and his buddy shoved him into a fox hole. Just as he hit the ground another mortar hit, just where he had been standing. He was lucky, considering another mortar had put a gaping hole in the lower torso of the man who had just saved his life. There was not even enough time to say thanks.

My brother Eugene was even luckier, I suppose. His stories pertaining to the war were more of leftovers, rather than direct fire fights. He experienced what soldiers had done to one another from both sides. He also seen what bombs and rockets could do to a beautiful country. Craters and burnt forests do not make a nice place to live. Pieces of bodies lay throughout the countryside, maimed children wandering endlessly and a steady flow of body bags coming off the planes when they returned home. This is some things that sticks in my brother's mind.

Perhaps we should have just saved a lot of time and just dropped the Big Bomb. And life goes on...

I Wanted to go to Vietnam
by Louis Stuart

I wanted to go to the Vietnam War but they just wouldn't take me. It was really rough, because I tried to go into the service to fight for my country. I got turned down because of my eyes. That was a hard time. I could have tried to fight the war. I would have given 100% of my time. You try for something in life, but you always get knocked down. I got over it. I tried to go into the Navy in 1971 and they told me I needed more education. I want to get a better education. My father fought in World War II and my grandfather fought in World War I. Vietnam is the main memory I have of what was going on in history during my lifetime.

Two Views on the Vietnam War
by Heather Smith

I don't know much about the Vietnam War, but I do know of two people who still remember the tragedy. Both are friends of the family and are willing to tell their opinions about the subject.

My one friend, James Benezet, had a negative attitude towards the war. He did not support our movement in any way. He believed that we should have solved our own problems instead of getting involved in other countries' problems. He believed that many countries were backing the Vietnam soldiers by bringing in secret weapons. He also believed that we should have stopped the bombing in March of 1968, because it only prolonged the war.

My other friend, Harry Plunkett, had a very positive attitude towards the war. He supported the war by speaking out in public rallies. He believed that the nation should own up to its policy to protect other nations when attacked by Communist nations. He also agreed that other nations were creating weapons to help the Vietnamese soldiers. He felt differently about the bombing. He thought that we should have continued it to destroy the rest of the Vietnamese weapons.

From what I have learned from these people, I am glad I didn't live through that war. I feel sympathy towards the soldiers that had to fight in that war, because I know about how everyone treated them when they returned. Most people considered them as killers,

but isn't it funny how we treated the soldiers from Desert Storm. We considered them as heroes and I think it is very rotten and pathetic how we treated those who had risked their lives back then. The war had its ups and downs but all together it might have been a very different world if it hadn't been for those soldiers and I think we owe them a lot more than what we gave them.

The Vietnam War
by Cathy Smith

I was a little girl during this war. I remember this was a time of people dodging the draft going to Canada to get away from it.

It was a time of protest. People wanted peace not war. A friend of mine went to Penn State at the time of the protesting. He said that they were killing kids who were protesting the war by throwing rocks. They didn't have any weapons, just rocks, and yet they were killed. So he left the campus because he figured what kind of government would strike kids with guns just for speaking their minds.

There was also a group called the Jacksonville Nine. They were a group of black men protesting the war. What they wanted was if they went to this war they wanted to be cops when they returned.

Walter went to Vietnam not because he had to but he wanted to see what it was all about. South Vietnam was fighting to become a nation of its own. But with the fall of Siagon it never happened. I spoke with Walter about this war and how it affected him, but he couldn't stay focused on the subject. He has trouble dealing with reality. He has to take lots of medication to stay calm and be able to deal with life one day at a time.

Questions

1. How were the soldiers in these stories affected by fighting in the Vietnam War?

2. What kind of things did the soldiers go through in Vietnam?

3. Why did the different people in these stories go or want to go to the Vietnam War?

Writing and Activities

1. Interview someone you know who either fought in the Vietnam War or who was involved with anti-war protests at home during that time and write about his or her experiences.

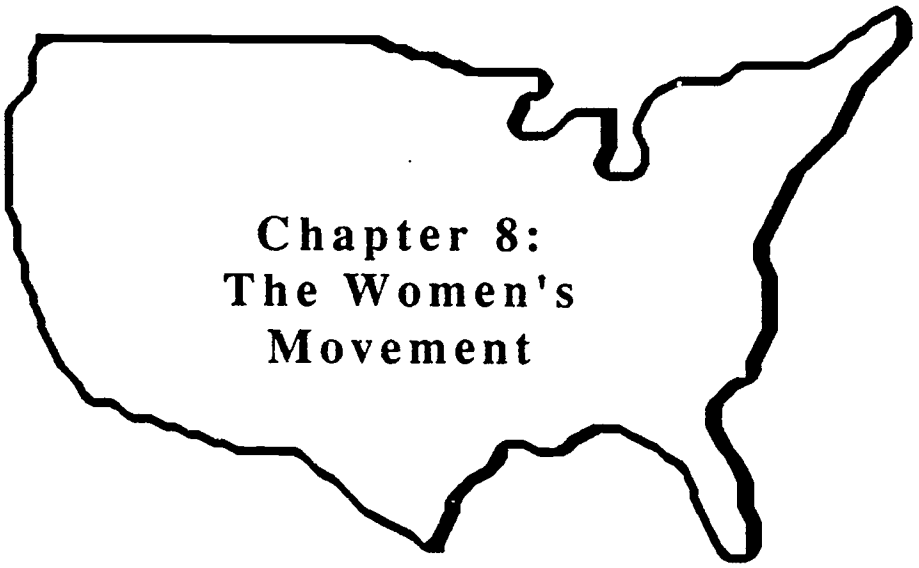
2. Compare the American public's reaction to the Vietnam War to its reaction to the Desert Storm war in the Persian Gulf.

3. How would you help a soldier who had just returned from a war to adjust to life at home again?

4. Look at this photo of a Vietnamese woman who has just found the remains of her husband's body.[2] What is she thinking about? Do you know people who have lost friends and relatives in wars? Write about what it is like for someone to lose a close family member in a war.

5. Given the choice, would you have fought in the Vietnam War or would you have tried to avoid being drafted? Would you have been a hippie? Explain what you would have done.

6. Find Vietnam on the world map in the back of this book. Why do you think the United States got involved in a war that was so far away?

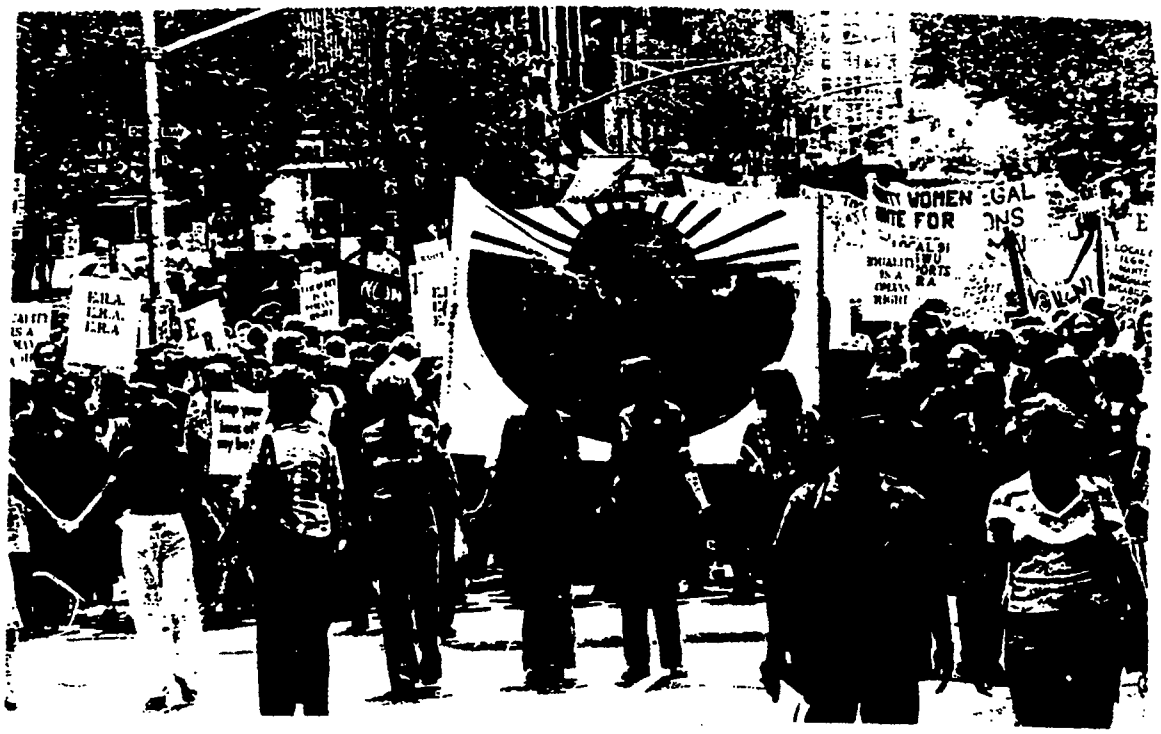


Chapter 8: The Women's Movement

Chapter 8: The Women's Movement

In the early 1900s, women organized to win the right to vote. The vote advanced women's opportunities, but did not bring women to full equality with men. In the 1960s, women again began to fight for their rights and to "liberate" themselves.

Look at this picture of women marching to demand equal rights.[1] What rights do you think they want? What do their signs say? What year do you think the picture is from? Have you seen people in marches like this recently? What issues were they marching about?



The Women's Movement Reappears

In 1963, Betty Friedan's book *The Feminine Mystique* made a lot of women think about their lives. Friedan wrote that the traditional image of women was as a wife and mother who lived her life through her husband and children. She claimed that many women were unhappy and wanted fuller lives. Women across the country read Friedan's account of how women were trapped in their traditional roles, and they began to question how happy they were in their own lives.

The civil rights movement based on race was an inspiration to the women's liberation movement. Women began to think about their own civil rights and the discrimination they had faced. Women saw that nonviolent protest such as marches were effective and that laws could be changed to promote equality.

Questions

1. What was the traditional image of women that Betty Friedan described?

2. Was this the first time that women began to question their rights and opportunities in American society? When else did this happen?

3. How did the civil rights movement affect women?

Government Action

In 1961, President Kennedy created the Commission on the Status of Women. The Commission studied discrimination against women and made recommendations on how to eliminate discrimination in government jobs and college admissions, and by starting day care centers. Despite these efforts, Kennedy focused most of his attention on the African-American civil rights movement, not on women.

President Johnson worked for women's equality by appointing many women to high governmental offices. The Civil Rights Act of 1964 allowed women (and other "minority" groups) to sue employers for better conditions and higher pay. It ruled that a person could not legally be discriminated against on the basis of gender or race. In 1967, the Johnson administration ordered the end of sexual discrimination in government jobs. Many agencies adopted affirmative action policies, which meant that they made an effort to hire women and minorities to make up for past years when the

workplace was not as accessible to these groups. Johnson hoped that changing laws would end discrimination.

President Nixon did not devote government resources to working for better conditions for women or for other groups such as African-Americans or poor people.

Questions

1. What did President Kennedy do to promote equal rights for women?

2. What did President Johnson do to promote equal rights for women?

3. What did President Nixon do to promote equal rights for women?

The National Organization for Women

In 1966, the National Organization for Women was formed by Betty Friedan and Gloria Steinem. NOW worked for equality between men and women and for full female participation in American society. Members marched, wrote books and articles, and tried to get people elected to public office who supported their cause. They thought that men and women should relate to each other in a new way, sharing equal responsibilities for the home and wage earning outside the home, and that women should not be forced into roles that they did not like.

Starting in 1968 NOW devoted a lot of time to supporting the Equal Rights Amendment. This way of changing the United States Constitution to guarantee equal rights for women was first proposed in 1923. It passed Congress in 1972, at a time when Congress was passing many sexual equality laws to reduce discrimination against women. The ERA needed to pass the state legislatures of at least 38 states in order to change the Constitution. In 1982, it fell three states short of passing.

Some women did not support the ERA and the work of NOW. They thought women would lose the protection they had from long hours, hard labor, and the military draft. Other women liked the traditional role of women. They believed that women's place was in the home with the children, and that women's "liberation" would have a bad effect on the family. Many housewives felt threatened by the movement, worrying that it meant that a woman following the traditional pattern was not as good as a woman who worked outside the home. Working-class women often did not identify with the mainly middle-class women at the center of the movement. Some African-American women did not feel connected to the mainly white feminists. They continued to work for change and provide social services within their own neighborhoods. Many women in America continued to live life the way they always had, not joining the fight for women's liberation.

Before 1970, abortion was illegal and many poor women died from illegal and unsafe abortions. NOW worked to win the right to have an abortion. In 1973, the Supreme Court "Roe v. Wade" decision gave women the right to choose what to do with a pregnancy in the first three months. The abortion issue is still an important and controversial issue today.

Questions

1. What were some of the beliefs that guided the National Organization for Women?

2. What issues did NOW focus on?

3. Why did some people oppose the Equal Rights Amendment?

Radical Feminists

Not all feminists agreed with NOW. Around 1967, many young women who were frustrated by the sexual inequality within the movements focusing on peace or race joined the women's liberation movement. They also were fighting for equality for women but they had a more extreme approach. They viewed women as an oppressed

class with men as their enemy. Marriage was the system for controlling and limiting women. They proposed revolutionary changes in American society.

These feminists organized consciousness-raising groups, meetings in which women talked about their lives, their jobs, and their relationships. They talked about their goals of changing people's attitudes and behavior to promote women's liberation and eliminate sexism. Some of these groups took action to increase the number of available childcare centers, rape crisis centers, and abortion counsellors.

In some consciousness-raising groups, women discussed sexual politics and lesbianism. If men were oppressing women, it did not seem reasonable to be in a sexual relationship with a man, so many women chose to explore love between women. During the time of the women's liberation movement, lesbians and gay men became much more open about their lifestyles. Just as the women's movement was not united as one group with the same exact goals, there were many different viewpoints in the lesbian community. Not all lesbians wanted to join the primarily heterosexual women's liberation movement or the radical feminists, but some did, and many women's groups supported lesbians in their quest for fair treatment in American society.

Questions

1. How did the radical feminists differ from the NOW members?

2. What were consciousness-raising groups?

3. How did the lesbian movement relate to the feminist movement? Were all feminists lesbians? Were all lesbians feminists?

Discrimination

In 1969, women were 40% of the labor force but most of them had jobs that were traditional for women and paid low incomes: secretaries, cleaning women, elementary school teachers, waitresses, and nurses. Women were harassed and discriminated against at

work. They were often paid less to do the same job that men were doing. Men had better jobs, were paid more, and had more opportunities. Women demanded equal wages and equal opportunities to become doctors, lawyers, members of Congress, professors and business executives.

Women tried to change American culture's treatment of women. Radical protestors disrupted the 1968 Miss America pageant, crowning a sheep "Miss America." They felt that American culture's emphasis on beauty was part of the oppression of women. Words like "chick" were no longer considered acceptable for describing women. Many women decided not to take their husband's last name when they got married.

Feminists called attention to the way children were raised. Girls and boys were given different toys to play with and encouraged to behave differently. This sex stereotyping led to the idea that girls should be weak and end up as wives and mothers, while boys should be strong and smart and end up as doctors and lawyers. Feminists fought against "sexism." Something that is "sexist" favors one sex over another. Sexism was found in children's books and on television. People demanded that television give a more accurate and diverse portrayal of women.

Questions

1. Describe women's participation in the workforce in terms of what types of jobs they had and how they were treated.

2. What does the word "sexist" mean? Give an example of something that is sexist. What does the word "racist" mean? What does the word "classist" mean?

Progress in the 1970s

In the 1970s, the news media devoted a lot of attention to the women's movement and many changes were made. Congress, the courts, and the President changed policies to be more fair to women and to reduce discrimination. People's attitudes changed as well.

More men and women supported the feminist ideas. Women got jobs as bus drivers, lawyers, executives, and were elected to public office. Many married women with young children entered the labor force.

In schools, textbooks were changed to contain fewer sex stereotypes. Boys took cooking classes and girls took shop classes. Women's studies courses and courses that focused on women's contributions to history started at many colleges and universities.

Despite these and other changes, there is still sexism and discrimination against women today. Women still make less money than men. Women are still harassed on the job. There still has not been a female president or vice president of the United States. Some husbands are still uncomfortable with their wives working outside the home. The government is still considering limits on abortion. People and organizations are still working to achieve equality between the sexes and give women opportunities to succeed at whatever they want to do.

Questions

1. What type of progress was made in the 1970s?

2. How have schools helped to educate people about equality between the sexes?

3. Did the women's movement achieve all of its goals? Is there equality today between the sexes?

Stories about the Women's Movement

Housework
by Gladys Rosario

When I was little, my mother used to do most of the housework. My father worked to support the family. My mother was a devoted housewife. She took care of the house and the children.

Now I do all of the housework. Even though I work outside the house too, I take care of everything in the house. I clean and do heavy work too, such as painting and other things that people think only men can do.

My opinion is that the housework should be divided between the man and the woman of the house.

Childcare
by Raquel Green

I do most of the childcare for my son because I'm a single parent. If the father is not around, he cannot help with the childcare. I live with my mother and sisters and they help out, so I can't say that I do all of the childcare.

When I was growing up my mother did all of the childcare because she was also a single parent and she didn't have any family to help her out like I do.

As for the responsibilities, I think they should be equally divided. Even if the man and woman are separated, I think they should both support the child and both should divide the childcare.

They're Not Going to Come to Us
by Cathy Smith

Well women seem to have more rights than they did say in the 1920s. But we still need to have equal rights as women, like having women in higher places in the workforce, such as women in Congress, women Senators and even a woman for president.

There are plenty of opportunities out there. We just need to go out and get them because they're not going to come to us. Like me for instance. I dwelled on my past for so long it held me back. Well not anymore. Look at me now. I am determined to finish school, something I waited for for 19 years.

Equality
by Veronica Harris

Men still think that they are better than women. But there are women in the workforce with better jobs than men. We, the women, can show that women can do just as good a job and maybe even better than men. Women have to show men that we should be treated equal. Men should help the women to do housework. Men today want their wives to work because the way of the world is that you have to have two people working in the household.

Abortion[2]
by Casper Swope

Years ago women who got pregnant could take four grains of quinine to abort a child. The quinine opened the womb and the fetus would pass. But they had to do it before the fourth month of pregnancy. It was a form of abortion, but sometimes it didn't work. There were other women in those days that performed abortions, midwives. It was illegal back then.

I didn't know anything about how a woman had a child even when I was expecting my first child. Today kids thirteen and fourteen can tell you everything. It's good too, because we were raised too ignorant.

Out on the Job
by Sherry Reddick

I worked at a factory that was mostly run by men. There were very few women working there, because mostly women thought the job was too hard. I worked there because it was good money.

My boyfriend didn't want me working there because he didn't like the idea of me wearing an overall uniform and boots and being dirty and making about the same amount of pay.

He actually talked me out of the job by saying the kids weren't being taken good care of, and that I should be home with the kids because they were so young.

My First Job
by Veronica Murray

My first job outside my home was for R. L. Polk Co. The job wasn't that hard to do, but the men on the job were not too nice to be around. They made bad jokes about us. If they liked you, they would let you get away with almost anything. But if they didn't, you didn't have your job long. They would find a reason to get you out of the company. You could stand around and hear them saying things that were disgusting about you and other women in the place.

In my department my boss was into the ladies. He had three girls whose babies were due on the same day. The girls fought over him and none of them ended up with him. He married a girl who didn't have any kids. Two of the girls lost their jobs and one just left. All the men on the job thought he was the big man in the company. If it had been a woman who did the same thing, her name would have been mud.

Questions

1. Compare these women's experiences with household chores and childcare to your own experiences.

2. Compare these women's work experiences to your own experiences.

3. How can women change society's attitudes?

Writing and Activities

1. Find old pictures of women in different time periods. How has the image of women changed over the years?

2. Have you ever felt discriminated against because of your gender? Write about a time when you experienced "sexism."

3. Write a play between a husband and a wife. He likes the way the family is set up but she wants to change their system of household chores and family responsibilities in their relationship so that she can go out and get a job.

4. Interview women you know in different age groups and ask them about their lifestyles. Did they work? Did they take care of their kids alone or did they have a husband who helped t them? Are they satisfied with their lives?

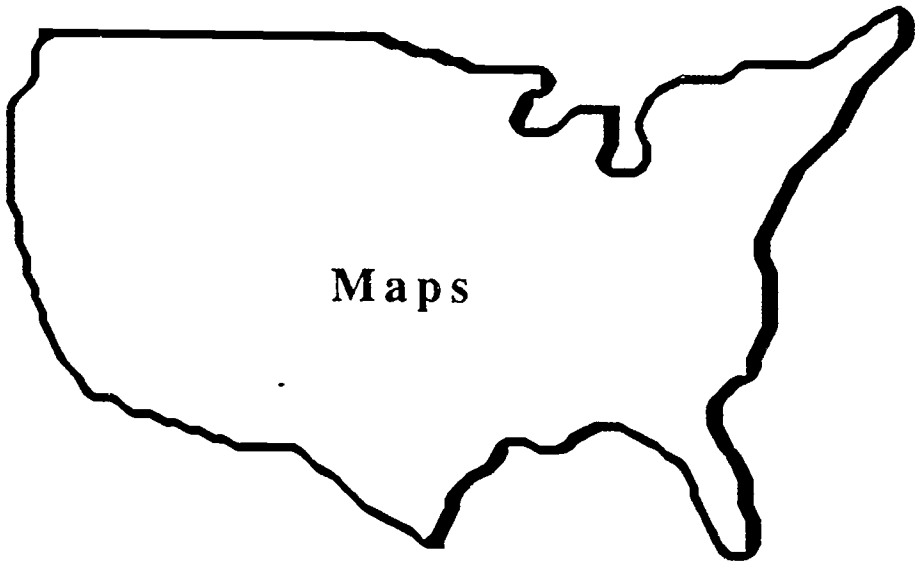
5. What would you do if you felt that you were being sexually harassed at your workplace?

6. Who does most of the housework and childcare in your family? Who did most of it in your family when you were growing up? What would be the best way to divide up these responsibilities?

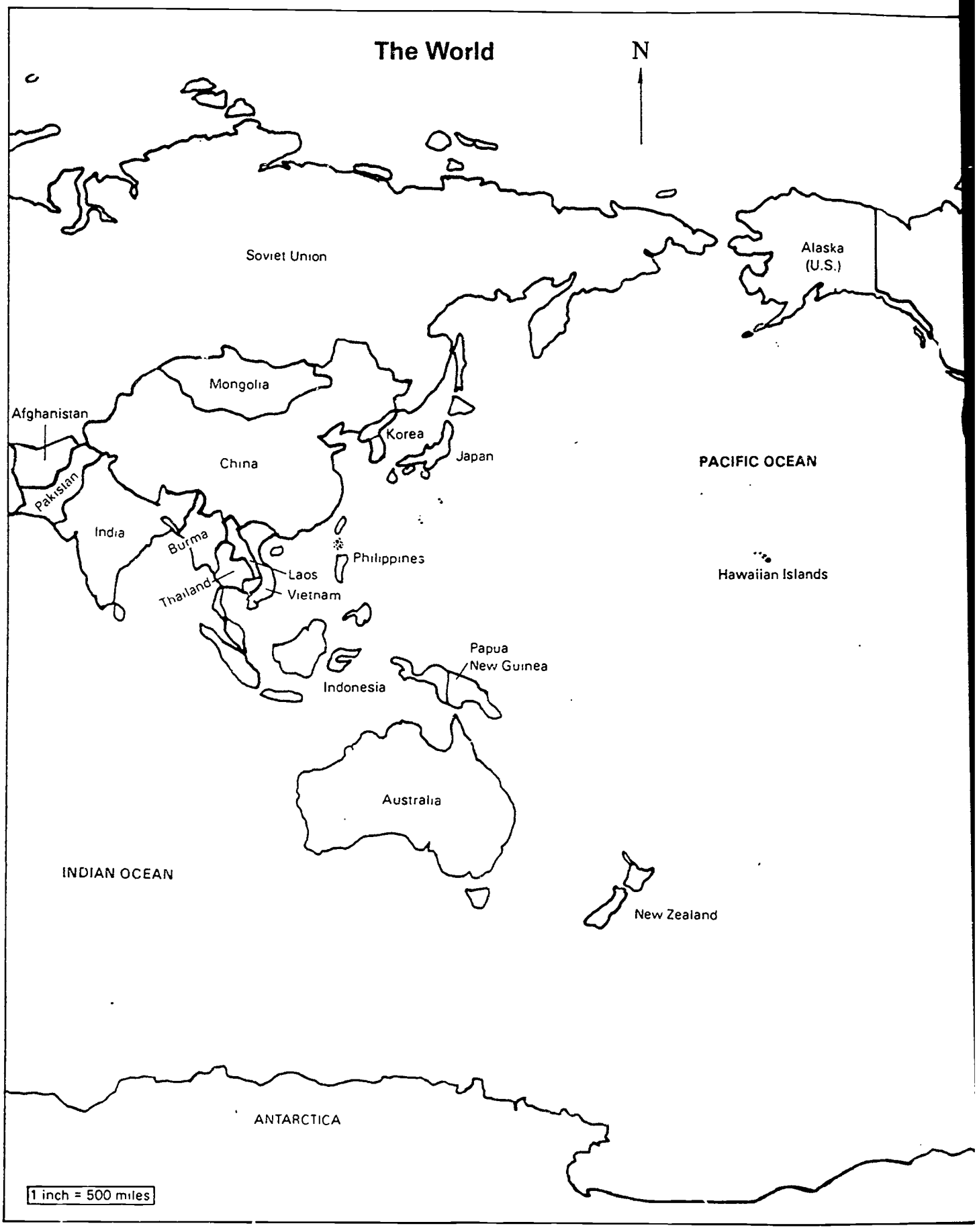
7. When did you first work outside your home? How did other family members respond to your decision to work? Why did you do it?

8. Interview a woman who was involved with the women's movement in the 1960s or the 1970s. What did she do? What effect did here involvement have on her life?

9. Do you think that women and men have an equal chance to succeed and achieve their goals today? Why or why not?


Maps

North America and Central America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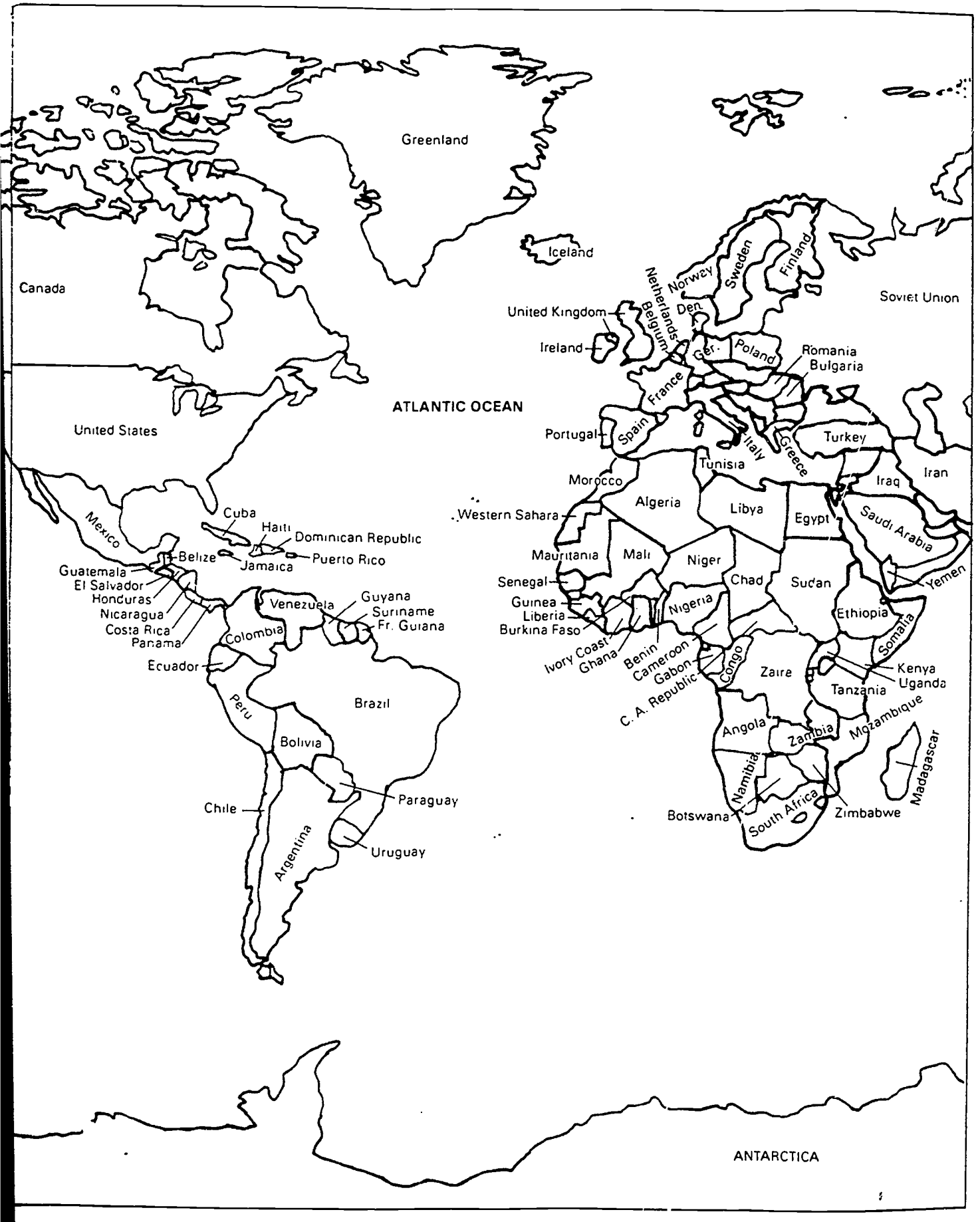
1 inch = 500 miles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Iran
Algeria
Libya
Egypt
Saudi Arabia
Western Sahara
Cuba
Haiti
Dominican Republic
Mexico
Belize
Jamaica
Puerto Rico
Mauritania
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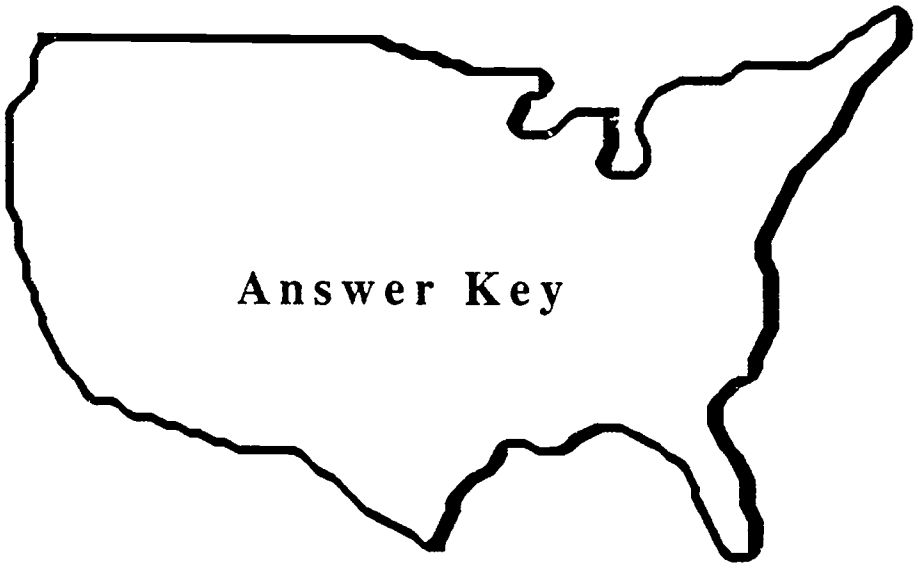
Answer Key

Answer Key

Chapter 1: World War I

Why was Dave Wilson Fighting?

1. Why would a country want to be in control of more land?
A country might want to control more land if it needed resources such as oil, farmland, etc. Having a colony makes a country more powerful.

2. Who was in the Triple Alliance? Who was in the Triple Entente?
The Triple Alliance was Austria-Hungary, Germany, and Italy. The Triple Entente was Russia, England and France.

3. What do you think the people in Africa thought when European countries wanted to control them and their resources?
They probably felt threatened and resentful, but often there was not much they could do to fight back.

The War Begins

1. If you had been the President of the United States at this time, would you have brought your country into the war? Why or why not? What side would you have joined?
Answers will vary.

2. Why did the United States join the Allies?
The United States joined the Allies after Germany killed Americans who were traveling on the ship called the Lusitania. The United States thought that the seas must remain safe for trading. The United States was loyal to England and France. The United States was afraid of what Germany might do if it became very powerful.

3. Why did German-Americans disagree with the United States' position in the war? What country did your relatives come from? Do you feel loyalty toward that country?
They supported Germany, the country from which their ancestors had come, while the United States was fighting against Germany. Other answers will vary.

African-Americans and the War Effort

1. What types of discrimination did African-American soldiers face?
They were not accepted into the Marines. They had to do low level tasks. They fought in segregated units. They were mistreated by citizens and police in Texas.

2. What improvement was made in the situation of African-American soldiers?
An officers' training camp was started for African-Americans.

Support for the War at Home

1. Why did the factories need the women to work during the war?
Many jobs were available producing weapons and supplies for the war, but fewer people were moving to the United States and many men were fighting in Europe so there was a labor shortage.

2. What did the women make in the factories?
The women produced many things, such as guns, medicine, socks, shoes, boots, uniforms, planes and ships. They manufactured brass, copper, oil, and textiles.

3. Who else worked in the factories at this time?
Many African-Americans also got factory jobs.

4. What changes would working bring to a woman's life during World War I?
With the men away at the war, the women had a new sense of independence. They had a lot of responsibility, because they had to care for the family inside the home and work to support the family outside the home. Women got a chance to meet other similar women in the factories and got a taste of equal participation in the American workforce.

Opposition to the War

1. For what different reasons did people oppose World War I?
Pacifists opposed all wars, including World War I. Many women also opposed war as a way of solving disputes. People at home protested the way the war caused prices to rise.

2. Was everyone free to express negative opinions about the war? What happened to some people who did not think the United States should be involved?
No. Some people who opposed the war were put in jail for expressing their opinions.

The End of World War I

1. What country was blamed for starting the war? Why? What was the punishment?
In the Treaty of Versailles, the war was blamed on Germany. Germany had to give territory to France and pay money to the Allies.

2. What happened to the African-American soldiers when they got home?
Their condition was no better than it had been before they left. People fought each other to survive in cities. There were race riots and lynchings. Racist mobs killed African-American veterans of the war.

Chapter 2: The 1920s

A False Sense of Prosperity

1. How did people in the 1920s buy expensive items they could not afford?
Many people bought expensive items on credit. They borrowed money to be able to afford things. People paid by installment.

2. Who shared in the wealth of the 1920s?
During the 1920s the rich got richer. Big businesses thrived.

3. What groups of people were *not* part of this wealth?
The wealth was not spread evenly. Working class people, farmers, and many African-Americans experienced difficult economic times.

A Time of Changes

1. What two amendments were made in the Constitution in the early 1920s?
The 18th Amendment, called Prohibition, made it alcohol illegal. The 19th Amendment gave women the right to vote.

2. Name three new machines produced in the 1920s. How did these new products impact on people's lifestyles?
Cars made it easier for people to travel and move around. Refrigerators, vacuum cleaners, and washing machines made life more convenient for women since they could do household tasks more quickly. Radios provided entertainment and linked people across the country because everyone heard the same shows.

3. How did life change for women in the 1920s?
They were allowed to vote. They had to spend less time doing housework due to the new machines.

The Flappers

1. What was the effect of advertising? Is it the same way today?
Women felt that they had to stay in style. Women who could not afford the stylish clothing and products may have felt left out.

2. Who were the flappers? What did they look like and how did they act?
The flappers were mainly middle-class or upper-class women. They had short skirts, bare arms, bright red lipstick, tweezed eyebrows, slim figures, short "bobbed" hair, and they did not wear corsets. They were pleasure seekers.

3. If you had lived in the 1920s, do you think you would have been a flapper? Why or why not?
Answers will vary. Farm women, low-income women, and housewives were much less likely to be able to live the flapper life. It was an expensive lifestyle.

The Harlem Renaissance

1. What was the Harlem Renaissance?
The Harlem Renaissance was a time in New York City when African-Americans showed their talents in artistic fields such as art, literature, poetry, music and theater.

2. What did people learn from the Harlem Renaissance?
Through art, literature and music, people learned about the feelings and struggles of African-Americans.

3. How did jazz start? How did it spread?
Jazz started with African-Americans in New Orleans. It spread when the musicians left New Orleans.

Racial Issues

1. What did Marcus Garvey believe?
He thought that black people around the world were united because of their common African decent. He thought that African countries should be independent. He spoke of "black pride" and the need for African-Americans to be economically independent.

2. What do you think motivates the people who belong to the KKK?
Answers will vary. Racial hatred is very hard to explain.

Chapter 3: The Great Depression

Explanations of the Depression

1. What were five explanations of the Great Depression?
There were many causes of the Great Depression. First, it was partly the result of World War I. European countries put taxes on imported items to make money to pay their debts, which meant that it was too expensive for the United States to sell things in Europe. Secondly, American factories were producing more than American consumers could buy. This led to a cycle of factory closings and unemployment. Third, people were playing the market to make money but the market crashed. Fourth, the farm economy was not good and the farmers were producing too much. The farmers were having problems paying back their loans. Fifth, the Dust Bowl ruined many farms and made farmers in the Great Plains go bankrupt.

2. Why did people play the market? Do people still do this today?
People played the market hoping to make a lot of money without really having to work for it. Yes, people still do this today.

Unemployment and Poverty

1. How were women affected by the Depression?
Some women lost their factory jobs. Other women had to find jobs to make up for the lost income when their husbands became unemployed. They were discriminated against in the workplace. Women had to learn to feed and clothe their families on very small amounts of money.

2. How were African-Americans affected by the Depression?
They lost their jobs because other people were now willing to do them. Many struggled to stay alive on public relief money, which was hard to get.

3. How were Mexican-Americans affected by the Depression?
They lost their farming jobs. Many went back to Mexico, either by choice or because the United States government sent them back.

Government Help

1. What did the American government do to help people get through the Depression? What was the "New Deal" that President Roosevelt offered?
President Roosevelt started many programs to help people. He provided jobs and programs for farmers.

2. What did the New Deal do for African-Americans and women?
Roosevelt hired many African-Americans as advisors and his programs benefitted many out of work African-Americans. Some relief programs in the South discriminated against African-Americans. The New Deal Did not solve all of African-Americans' problems. The New Deal did not create a lot of jobs for women. Eleanor Roosevelt worked for women's advancements.

3. Do you think the government did the right thing when it started programs to help people in need? Does the government do too much, not enough, or the right amount to help people today?
Answers will vary.

Labor Unions

1. Why would workers want to start a union?
Workers might form a union to fight for better pay and working conditions.

2. Have you heard of any strikes recently? Who has gone on strike or threatened to go on strike? Why?
Answers will vary.

Chapter 4: Migration and Immigration

Early Immigration

1. Who were some of the early immigrants to the United States?
Some of the earliest immigrants to the United States were people from England, Africa, China, Ireland, Scandinavia, Germany, Poland, Italy, Eastern Europe, and Greece.

2. What are some reasons why people from other countries decided to move to the United States?
Some were brought here as slaves. Some wanted jobs. Some were running away from problems in their home countries.

3. How did immigrants' lifestyles change?
Many farmers had to get factory jobs and live in big crowded cities. It was hard to adjust to a new culture and climate.

Limits on Immigration

1. Why did people want to set limits on the number of people who immigrated to the United States?
They thought the United States was getting too crowded and that they might lose their jobs. Some people were prejudiced against foreigners.

2. Who was not allowed to immigrate to the United States? Why do you think these groups were singled out as unacceptable?
Asians and people who could not read were two groups of people who were not allowed into the United States. Perhaps racial prejudice was involved with this decision. While it is important for American citizens to be able to read, it is also possible for people to learn to read after they get here!

3. Are these rules limiting immigration to the United States still in effect? Why are some immigrants and refugees turned away?
The Immigration Act of 1917 was cancelled, but there are still limits on who comes into the United States. Some people are turned away due to the political relations between the United States and the country the people are from. AIDS is introducing new difficulties into the decision of whether to let people who are sick immigrate to a new country.

South to North Migration

1. What changes would an African-American family face moving from the South to the North?
The lifestyle of a factory worker is very different from the lifestyle of a farmer. City life in the ghetto is very different from farm life. The racial discrimination was more subtle in the North than in the South, but there was still racial violence when people competed for jobs and housing.

2. What factors caused the Great Migration?
The cotton crops in the South failed due to floods and an insect called the boll weevil. There were factory jobs available in the North. African-Americans wanted to escape racial hatred.

Mexicans Come to the United States

1. Why did Mexicans move to the United States?
They wanted to get jobs in the United States.

2. What were *colonias*?
They were neighborhoods where Mexicans lived in the United States.

3. What are migrant workers?
Migrant workers travel to find work on farms.

Puerto Ricans Come to the United States

1. Why did many Puerto Ricans move to the United States in the 1940s?
There were fewer jobs on Puerto Rican farms after farmers began using more machinery. The industries in the crowded Puerto Rican cities paid very low wages. Many Puerto Ricans moved in order to find jobs.

2. What challenges did they face?
The Puerto Ricans faced racial discrimination which made it hard to find jobs, housing, good schools and social services. Because many spoke no English, they did not find it easy to adjust to American society.

Chapter 5: World War II

World War II Begins

1. Why was Germany angry?
Germany was angry about being blamed and punished severely for its actions in World War I. Germany had to pay war debts, give up land, and limit the size of its military.

2. What countries were invaded? Why?
Japan invaded Manchuria, part of China. Italy invaded Ethiopia and Albania. Germany invaded Austria, Czechoslovakia and Poland. They were invaded by countries seeking power and territory.

3. How did the United States feel about what Germany, Italy, and Japan were doing?
At first the United States wanted to stay out of Europe's affairs, but then it felt threatened by Germany, Italy, and Japan's aggressive behavior. The United States was worried that it could be hurt economically by what these countries were doing.

The War in Europe

1. How did the United States help England?
The United States lent and gave England supplies to fight Germany.

2. Which side of the war did the United States fight on?
The United States joined the Allies.

3. What were the concentration camps used for? Why did Hitler do this?
Many people died in the gas chambers of the concentration camps. Hitler wanted to have someone to blame Germany's problems on, and he chose groups like the Jews for this role.

The War in the Pacific

1. What happened at Pearl Harbor?
The Japanese bombed the American naval base to try to keep the United States from joining the war in the Pacific.

2. When was the war in the Pacific occurring in comparison to the war in Europe?
They took place at the same time.

3. Why did President Truman drop the atomic bomb on Japan? If it were your decision, would you drop the atomic bomb on an enemy country?
Truman wanted to end the war quickly so he used this very powerful weapon. Some people think that Truman and his advisors wanted to try out the bomb to see what it could do. Answers to the second question will vary.

Who Fought the War?

1. Compare and contrast the experiences of Hispanic soldiers and African-American soldiers in World War II.
Hispanic soldiers did not fight in segregated units; African-American soldiers did fight in segregated units. Hispanics saw a lot of combat duty; African-Americans still did many low-level tasks. Hispanics were honored; African-Americans still suffered under racist policies.

2. How did the military troops become desegregated?
Desegregation occurred gradually. In 1948 President Truman ordered the desegregation of the military. It took ten years to be completed.

3. How did the African-American soldiers feel when they got back home?
They felt frustrated because they faced low paying jobs and racist attitudes.

What Was Life Like at Home?

1. What changes did the war bring to the lives of women? African-Americans?
Both women and African-Americans got jobs in defense factories. They had a new sense of their potential as workers and wage earners.

2. What happened to the "Rosie the Riveters" after the war ended?
Most of the female factory workers lost their jobs when the men returned.

3. Why did the United States government create Japanese internment camps?
The government created these camps because it thought that people of Japanese descent were dangerous in a time when the United States was in a war with Japan. These people were not really dangerous. It was really racial prejudice that created the "need" for these camps.

4. Why did some people oppose World War II? Would you ever refuse to fight in a war? Why?
Some people refused to fight for religious reasons. African-Americans often opposed the war because they thought that the United States should have been focusing on problems at home instead of problems in Europe.

Chapter 6: Civil Rights

Segregation

1. How was segregation in schools ended in the courts?
In 1954 the Supreme Court decided that segregated schools were unconstitutional or illegal.

2. Why did it take so long for the southern schools to obey what the courts decided?
The courts did not set a deadline for desegregation, so it was easy for southern schools to delay making these changes in their schools and way of life.

3. What was the result of the Montgomery bus boycott?
The Supreme Court ruled that the buses should be desegregated.

Non-Violence

1. What are some examples of non-violent civil rights protests?
Some examples of non-violent civil rights protest are boycotts, sit-ins, Freedom Rides, marches and voter registration drives.

2. What types of people were protesting?
Young African-Americans were at the center of the protest organizing, but many types of people protested, including whites, students, church members, and people all over the United States.

3. What were some important things that Martin Luther King did?
He was in charge of the Montgomery bus boycott. He was the leader of the Southern Christian Leadership Conference. He promoted non-violent protest. He organized a huge civil rights march on Washington D.C. He gave speeches such as "I Have A Dream."

The Great Society and the Courts

1. What was the War On Poverty?
The War on Poverty was President Johnson's series of programs designed to help low-income people.

2. How did the courts try to promote civil rights?
The courts passed laws and acts to eliminate discrimination.

3. Why do you think changing the laws was not enough to bring racial equality the United States?
Answers will vary.

Violence and Other Approaches

1. Why did people resort to violence and rioting?
People were frustrated because non-violent protest and changes made by the courts were not enough to change racist attitudes.

2. What did Malcolm X advocate?
Malcolm X wanted to change the system, not work within it. He thought African-Americans should be economically self-sufficient so they would not be dependent on other races who discriminated against them.

Other Groups' Involvement in Civil Rights

1. Was the civil rights movement only about African-Americans? Who else was involved?
No, it was not only about African-Americans. Other groups such as women, homosexuals, the elderly, students, Native Americans, Mexican-Americans, Puerto Ricans and Asian-Americans were inspired to speak up for their rights too.

2. How did Cesar Chavez help the migrant workers?
He organized strikes and boycotts to secure better working conditions, fair pay and the right to form unions.

3. What were the Native Americans protesting about?
The protested about the mistreatment of Native Americans and the poor quality of life on the reservations where they were forced to live. They also tried to claim the land and rights that they had been granted in old treaties.

Chapter 7: The Vietnam War

The Vietnam War

1. What was the difference between the two parts of Vietnam?
North Vietnam was Communist and South Vietnam was a democracy.

2. Why was the United States afraid that South Vietnam would become a Communist country?
The United States was afraid that if South Vietnam became Communist, other Asian countries would become Communist too.

3. Why was the Vietnam War such a difficult war for the American soldiers to fight?
The American soldiers were not familiar with the Vietnamese language, culture, or jungle terrain.

Who Fought the War?

1. What was the experience of African-American soldiers in the Vietnam War?
The services were not integrated. Many African-Americans died fighting in the Vietnam War. Many African-American soldiers got into conflicts with white officers.

2. Describe a typical American soldier in the Vietnam War.
The typical soldier in the Vietnam War was poor, young and uneducated.

3. How did people avoid being drafted into the Vietnam War?
Some went to college, since college students were not drafted at first. Some moved to Canada. Some pretended to be too sick to go, and tried to fail the medical examination for entry into the services. Most of these strategies were more accessible to middle-class and wealthy people.

Opposition to the War

1. What were some reasons why people were against the war?
Pacifists opposed war as a method of solving disagreements. Some people thought that the United States should have concentrated on problems at home rather than becoming involved with an expensive war in a far away country. Some people thought the war was racist.

2. What different types of people opposed the war?
Many college students, respected leaders, hippies, working-class people, soldiers, and African-Americans opposed the war.

The War Ends

1. Who won the war?
North Vietnam won the war.

2. When did the United States troops finally leave Vietnam?
The troops left in 1973.

3. Describe the feelings of the American soldiers when they returned home.
The returning American soldiers had a hard time adjusting to life at home. Many were alcoholics or drug addicts and many were disturbed or confused. The American public did not celebrate the return of the soldiers, because the United States had lost the war or because they opposed the war, which upset many soldiers and their families.

Chapter 8: The Women's Movement

The Women's Movement Reappears

1. What was the traditional image of women that Betty Friedan described?
The traditional image of a woman was as a housewife and mother.

2. Was this the first time that women began to question their rights and opportunities in American society? When else did this happen?
No, this was not the first time. One other time was when, in the early 1900s, women organized to win the right to vote.

3. How did the civil rights movement affect women?
Women were inspired to fight for their own rights. They used some of the same techniques for non-violent protest that the civil rights movement used, such as marches.

Government Action

1. What did President Kennedy do to promote equal rights for women?
President Kennedy created the Commission on the Status of Women to study discrimination and ways to eliminate it.

2. What did President Johnson do to promote equal rights for women?
President Johnson appointed women to high governmental offices. Under his administration, the Civil Rights Act of 1964 was passed, which gave women the right to sue employers for better conditions and higher pay. This Act meant that women could no longer be legally discriminated against.

3. What did President Nixon do to promote equal rights for women?
Nothing.

The National Organization for Women

1. What were some of the beliefs that guided the National Organization for Women?
NOW believed in equality and shared responsibilities between men and women.

2. What issues did NOW focus on?

NOW supported the Equal Rights Amendment (ERA) and the right to choose abortion.

3. Why did some people oppose the Equal Rights Amendment?

Some people thought that women would lose protection from things like the military draft. Other women liked the traditional role of women and felt threatened by the ERA. Working-class and African-American women often did not feel connected to the people in NOW, who were mostly middle-class and white, and therefore did not support NOW.

Radical Feminists

1. How did the radical feminists differ from the NOW members?

Their views were more extreme than the views of the NOW members. They felt that women were oppressed by men.

2. What were consciousness-raising groups?

Consciousness-raising groups were small discussion groups for women to talk about their lives, relationships, and frustrations.

3. How did the lesbian movement relate to the feminist movement? Were all feminists lesbians? Were all lesbians feminists?

There was some overlap between the two movements, since they shared concerns about discrimination. No, not all feminists were lesbians. No, not all lesbians were feminists.

Discrimination

1. Describe women's participation in the workforce in terms of what types of jobs they had and how they were treated.

Women had low paying jobs, even when they did the same work as men. Women were paid less and harassed on the job.

2. What does the word "sexist" mean? Give an example of something that is sexist. What does the word "racist" mean? What does the word "classist" mean?

Something that is sexist is discriminatory against someone because of their sex, such as giving a girl a doll and a boy a toy hammer or giving a person a job based on his or her gender. Something that is racist is discriminatory against someone because of their race. Something that is classist is discriminatory against someone because of their economic class, usually because they are poor.

Progress in the 1970s

1. What type of progress was made in the 1970s?

The media devoted a lot of attention to the women's movement. The government continued to fight discrimination. People's attitudes changed. Women got better jobs in fields that had not been open to them before.

2. How have schools helped to educate people about equality between the sexes?

Schools began to use non-sexist textbooks and encourage boys to take cooking and girls to take shop. Colleges offered courses focusing on women's contributions and concerns.

3. Did the women's movement achieve all of its goals? Is there equality today between the sexes?

The women's movement made a lot of progress, such as equal pay for equal work, equal employment opportunities, and sharing housekeeping responsibilities. However, there are still inequalities between men and women that need to be changed.

End Notes

Chapter 1

1. Map of Europe during World War I. Reprinted from *Of the People: U S. History*, p. 118.

2 Photo of World War I women workers. Sophia Smith Collection, Smith College. Reprinted from *Who Built America*, p. 244.

3. "I Didn't Raise My Boy to Be a Soldier," words by Alfred Bryan and music by Al Piantadosi, copyright 1914, renewed 1942, by Leo Feist, Inc. EMI Catalogue Partnership, EMI Feist Catalog. Reprinted from *The American Reader*, p. 238.

4. "Grass," from *Cornhuskers*, by Carl Sandburg, copyright 1918, Holt Rinehart and Winston, 1946 Carl Sandburg. Reprinted from *The American Reader*, p. 247.

5. Beginning of "Soldiers Home," from *In Our Time* by Ernest Hemingway. New York: Charles Scribner's Sons, 1925. pp. 69-70.

Chapter 2

1. *Life* magazine cover, February 18, 1926. Prints and Photographs Division, Library of Congress. Reprinted from *Who Built America*, p. 289.

2. Photo of Ford Assembly line workers, from the collection of Henry Ford Museum and Greenfield Villages. Reprinted from *Who Built America*, p. 280.

3. Photo of Bessie Smith, Columbia Records, Rudi Blesh Collections. Reprinted from *A Nation Grows*, p. 143.

4. "The Bobbed Heads," Manuel Gamis, Mexican Immigration to the U.S., 1971. Reprinted from *Who Built America*, p. 308.

5. "First Fig," by Edna St. Vincent Millay. From *Collected Poems*, Harper and Row, 1922-1950 Edna St. Vincent Millay, Elizabeth Barnett, Literary Executor. Reprinted from *The American Reader*, p. 252.

6. "I Could Not Eat the Poems I Wrote," by Langston Hughes. Freedomways, 1963. Reprinted from *Who Built America*, p.306.

7. "The Negro Speaks of Rivers, " by Langston Hughes. Selected Peoms of Langston Hughes, copyright 1926, Alfred A. Knopf, 1954, Langston Hughes. Reprinted from *The American Reader*, p. 259.

8. "Epilogue," by Langston Hughes. From *Selected Poems of Langston Hughes*, copyright 1926, Alfred A. Knopf, 1954 Langston Hughes. Reprinted from *The American Reader*, p. 259.

9. "Indident," by Countee Cullen. From *On These I Stand*, copyright 1925, Harper & Row, 1953, Ida M. Cullen. Reprinted from *A People's History of the United States*, p. 436.

Chapter 3

1. Photo: "World's Highest Standard of Living." By Margaret Bourke-White, from *Life* magazine, Time Warner. Reprinted from *The American Reader*, p. 267.

2. Exerpt from "Employment and Training," by Hortense Lundy. Reprinted from *Learning for Earning: A Basic Skills and Employability Training Manual for Adult Students*, LSH Women's Program.

Chapter 4

1. Photo of African-Americans migrating north, Library of Congress. Reprinted from *Generations*, Second Edition, p. 137.

2. Photo of women welders, New Britain, CT. 1943, Library of Congress. Reprinted from *The American Century*, p. 274.

3. "Where It Started," by Nereida Morales. Reprinted from *Teaching Reading Through Oral Histories*, LSH Women's Program.

4. "Coming from Puerto Rico, " by Nilda Ortiz, from *Teaching Reading Through Oral Histories*, LSH Women's Program.

Chapter 5

1. Photo of concentration camp survivors. The Bettman Archive. Reprinted from *A Nation Grows*, p. 232.

2. Photo of women workers. UPI, Bettman Newsphotos. Reprinted from *The American Reader*, p. 282.

Chapter 6

1. Photo of segregated bus. Schomburg Center for Research in Black Culture, New York Public Library, Astor, Lenox and Tilden Foundations. Reprinted from *Who Built America*, p. 537.

2. Photo of sit-in. UPI, Bettman Newsphotos. Reprinted from *The American Reader*, p. 327.

3. "Being Indian, " by John Bytheway. Reprinted From *Teaching Reading Through Oral Histories*, LSH Women's Program.

Chapter 7

1. Photo of hippies and soldiers. Washington Evening Star, by Bernie Boston. Reprinted from *The American Reader*, p. 314.

2. Photo of Vietnamese woman. Wide World Photos. Reprinted from *A Nation Grows*, p. 143.

Chapter 8

1. Photo of women marching, Mark Klamkin, Black Star, reprinted from the American Reader, p. 339.

2. "Abortion," by Casper Swope. Reprinted from *We've Come a Lomg Way ... And We're Not Finished Yet!* Lutheran Settlement House Women's Program.

Maps

Reprinted from *Remembering, Book 2*. Syracuse, New York: New Readers Press, 1988. pp. 62-64.