

**CHAPTER 3** Section 4 (pages 139–141)

# The Market Revolution

## BEFORE YOU READ

In the last section, you read about American expansion to the West.

In this section, you will learn about changes in the American economy.

## AS YOU READ

Use the chart below to take notes on the market revolution. Use the boxes on the left to write about the causes of the market revolution. Write the effects of the market revolution in the boxes on the right.

### TERMS AND NAMES

**market revolution** Economic changes where people buy and sell goods rather than make them themselves

**free enterprise** Economic system in which individuals and businesses control the means of production

**entrepreneurs** Businessmen

**Samuel F. B. Morse** Inventor of the telegraph

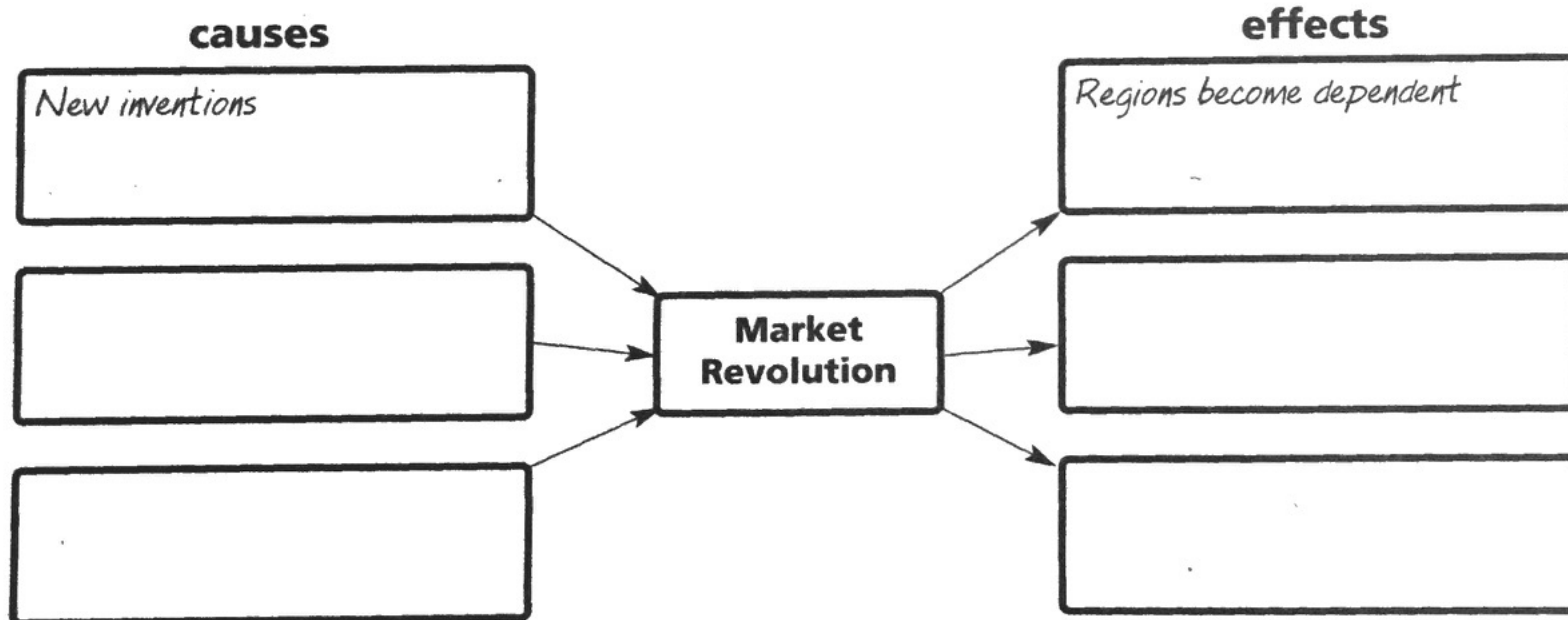
**Lowell textile mills** Early factories in Lowell, Massachusetts, where cloth was made

**strike** Work stoppages by workers

**immigration** Migration of people into the United States

**National Trades' Union** Early national workers' organization

**Commonwealth v. Hunt** Court case supporting labor unions



## The Market Revolution (pages 139–141)

### What was the market revolution?

There were great economic changes in the United States during the first half of the 19th century. In this **market revolution**, people began to buy and sell goods rather than making them for themselves. **Free enterprise**, an economic system in which private businesses and individuals control production, also expanded at this time.

**Entrepreneurs**, or businessmen, invested in new industries. New industries produced goods that made life more comfortable for ordinary people. New inventions improved manufacturing, transportation, and communication.

**Samuel F. B. Morse** invented the telegraph. It could send messages by wire in a few seconds. Steamboats, canals, and railroads helped improve transportation. Improved transportation linked North to South and East to West.



The different regions became dependent on each other because each region needed goods produced by other regions. The North became a center of *commerce* and manufacturing. Many people who wanted to farm moved to the Midwest. New inventions, such as the steel plow and the reaper, made farming easier. Midwestern crops were carried by canal and trains to markets in the East.

The South remained an *agricultural*, or farming, region. It still relied on cotton, tobacco, and rice. And it relied on slave labor to raise those crops.

**1. How did new inventions create a market revolution in the United States?**

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## Changing Workplaces (pages 141–142)

### *How did workplaces change?*

The new market economy changed the way Americans worked. Work that had been done in the home or in small, local shops moved to factories. New machines allowed unskilled workers to make goods that skilled *artisans* once made. But these new workers had to work in the factory.

Thousands of people worked in the **Lowell textile mills**. These Massachusetts factories made cloth. The mills hired mostly young women because they could be paid less than men. These “mill girls” lived in boarding houses owned by the factory. At first, they felt lucky to have these jobs. Factory work paid better than other jobs for women—teaching, sewing, and being a servant.

Working conditions in the *textile mills* became worse in the 1830s. The workday was more than 12 hours. Factories were hot, noisy, and dirty. Many workers became ill.

**2. How did the new factories change how Americans worked?**

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## Workers Seek Better Conditions

(pages 142–143)

### *What did workers want?*

Bad working conditions in factories led workers to organize. In 1834, the Lowell textile mills cut the wages of workers by 15 percent. The mill girls went on **strike**—they refused to work until they got their old rate of pay back. Public opinion was against the workers.

There were dozens of strikes for shorter hours or higher pay in the 1830s and 1840s. Employers won most of them because they could hire *strikebreakers*, new workers to replace strikers. Many strikebreakers were European immigrants.

European **immigration**, people moving into the United States, increased between 1830 and 1860. Irish immigrants fled the Great Potato Famine. In the 1840s, a disease killed most of the potato crop in Ireland. About 1 million Irish people starved. Over 1 million came to America. The Irish met prejudice in the United States.

Small trade unions began to band together in the 1830s. The **National Trades’ Union** was formed in 1834. It represented a variety of trades. At first, the courts had declared strikes illegal. But in 1842, the Massachusetts Supreme Court supported the right of workers to strike in ***Commonwealth v. Hunt***.

**3. Why did workers begin to organize into unions?**

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**CHAPTER 6 Section 3** (pages 241–249)

# Big Business and Labor

## BEFORE YOU READ

In the last section, you read about the growth of the railroad industry in the United States.

In this section you will read about the growth and power of big business in America and how workers united to improve conditions in the nation's growing industries.

## AS YOU READ

Use the diagram below to take notes on the growth of big business and labor.

PERSON	BUSINESS OR LABOR ACHIEVEMENT
Carnegie	vertical and horizontal integration

## TERMS AND NAMES

**Andrew Carnegie** Scottish immigrant who became a giant in the steel industry

**vertical integration** Process in which a company buys out its suppliers

**horizontal integration** Process in which companies producing similar products merge

**Social Darwinism** Theory that taught only the strong survived

**John D. Rockefeller** Head of the Standard Oil Company

**Sherman Antitrust Act** Law that outlawed trusts

**Samuel Gompers** Union leader

**American Federation of Labor (AFL)** Name of union led by Gompers

**Eugene V. Debs** Leader of the American Railway Union

**Industrial Workers of the World (IWW)** Union of radicals and socialists nicknamed the Wobblies

**Mary Harris Jones** Organizer for United Mine Workers

## Carnegie's Innovations; Social Darwinism and Business

(pages 241–243)

### *How did Carnegie take control of the steel industry?*

**Andrew Carnegie** attempted to control the entire steel industry. Through **vertical integration** he bought companies that supplied his *raw materials* such as iron and coal, and railroads needed to transport the steel. He used **horizontal integration** by buying out or *merging* with other steel companies.

Carnegie's success helped popularize the theory of **Social Darwinism**. This theory, based on the ideas of biologist Charles Darwin, said that "*natural selection*" enabled the best-suited people to survive and succeed. Social Darwinism supported the ideas of competition, hard work, and responsibility.

1. Describe two ways in which Carnegie tried to control the steel industry.

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## Fewer Control More; Labor Unions Emerge (pages 243–245)

### *How did entrepreneurs try to control competition?*

Most entrepreneurs tried to control competition. Their goal was to form a *monopoly* by buying out competitors or driving them out of business. **John D. Rockefeller** used the Standard Oil trust to almost completely control the oil industry. Rockefeller's ruthless business practices earned him huge profits, but caused people to label him a *robber baron*. In 1890, the **Sherman Antitrust Act** made it illegal to form a trust, but many companies were able to avoid prosecution under the law. The business boom in the United States bypassed the South which continued to suffer economic stagnation.

Workers responded to business consolidation by forming labor unions. Many workers worked long hours under dangerous conditions for low wages. Women, children, and workers in *sweatshops* worked under especially harsh conditions. The National Labor Union (NLU) was an early labor union that persuaded Congress to legalize an eight-hour day for government workers in 1868. The NLU excluded African-American workers who formed the Colored National Labor Union (CNLU). The Knights of Labor also enjoyed success but declined after the failure of a series of strikes.

### 2. Why did entrepreneurs form trusts?

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## Union Movements Diverge; Strikes Turn Violent

(pages 245–249)

### *What were the two major types of unions?*

Two major types of unions made great gains. One was craft unions. **Samuel Gompers** formed the **American Federation of Labor (AFL)** in 1886. Gompers used strikes and *collective bargaining*—negotiations between labor and management to

win higher wages and shorter workweeks. **Eugene V. Debs** believed in industrial unionism—a union of all workers, both skilled and unskilled in a single industry. He formed the American Railway Union (ARU). Debs and other workers turned to socialism. In 1905, a union of radicals and socialists was formed called the **Industrial Workers of the World (IWW)** or the Wobblies. In the West, Japanese and Mexican farm workers formed a union to improve conditions.

Unions used strikes to improve conditions. In 1877, workers for the Baltimore and Ohio railroad went out on strike. The strike was broken up when the railroad president persuaded President Rutherford B. Hayes to bring in federal troops to end the strike.

Later strikes turned violent. The Haymarket Affair took place in 1886. A bomb exploded at a demonstration in Chicago's Haymarket Square in support of striking workers. Several people were killed. Labor leaders were charged with inciting a riot and four were hanged although no one knows who actually set off the bomb. In 1892, steel workers and Pinkerton Guards fought a battle at Homestead, Pennsylvania, near Pittsburgh, that left dead on both sides. Two years later a strike against the Pullman Company led by Eugene Debs and his American Railway Union turned violent when federal troops were called out to break the strike.

**Mary Harris Jones**, known as Mother Jones, gained fame as an organizer for the United Mine Workers. The unions' struggle for better conditions was hurt by government intervening on the side of management. Courts used the Sherman Antitrust Act against the workers. Despite the pressures of government action, unions continued to grow.

### 3. What were the two types of unions?

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**CHAPTER 7 Section 2** (pages 262–266)

# The Challenges of Urbanization

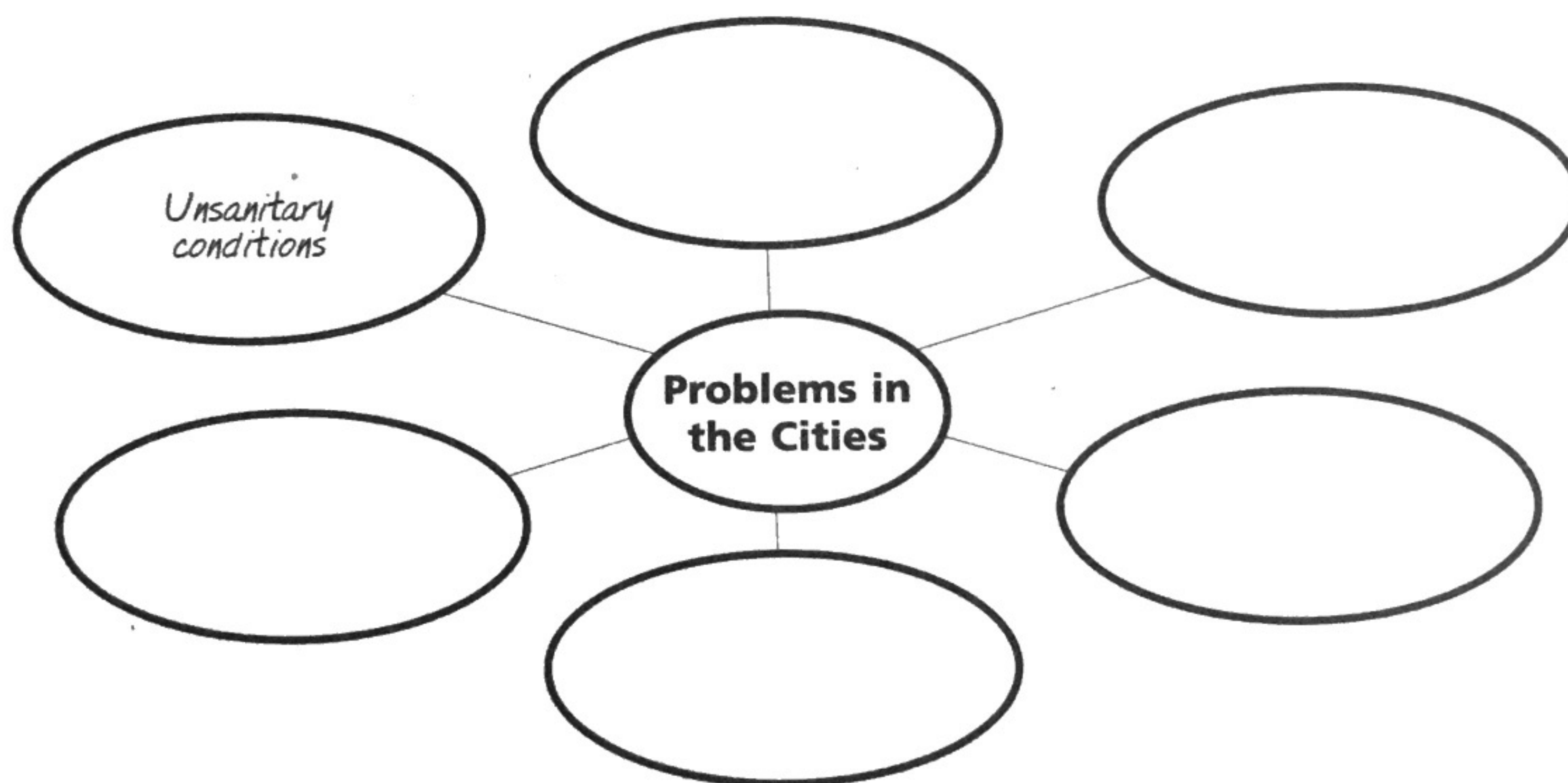
## BEFORE YOU READ

In the last section, you read about the arrival of millions of immigrants to America's shores.

In this section, you will read how the arrival of so many immigrants caused cities' populations to swell—and their problems to increase.

## AS YOU READ

Use this diagram to take notes on the problems that residents faced in America's rapidly growing cities.



## TERMS AND NAMES

**urbanization** The growth of cities

**Americanization movement** Program to teach American culture to immigrants

**tenement** Multifamily urban dwellings

**mass transit** Transportation system designed to move large numbers of people along fixed routes

**Social Gospel movement** Movement that urged people to help the poor

**settlement house** Community center that addressed problems in slum neighborhoods

**Jane Addams** Social reformer who helped the poor

## Urban Opportunities (pages 262–263)

### *Why did people move to the cities?*

Many of the nation's new immigrants settled in the cities in the early 1900s. They came there to find jobs in the cities' growing factories and businesses. Immigrants settled mainly in cities in the Northeast and Midwest. The result was rapid **urbanization**, or growth of cities, in those regions.

By 1910, immigrants made up more than half of the populations of 18 major American cities. Many

immigrants settled in neighborhoods with others from the same country or even from the same village.

Newcomers to the United States learned about their new country through an education program known as the **Americanization movement**. Under this program, schools taught immigrants English, and American history and government. These subjects helped immigrants become citizens.

Immigrants were not the only people who settled in the cities around the turn of the century. On the nation's farms, new machines replaced



workers. As a result, many workers in the rural areas lost their jobs. Unemployed farm workers soon moved to cities to find jobs.

Many of the Southern farmers who lost their jobs were African Americans. Between 1890 and 1910 about 200,000 African Americans moved from the South to cities in the North. They hoped to escape economic hardship and racial violence. However, many found prejudice and low wages in the North.

**1. Name two groups that settled in the cities.**

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## Urban Problems (pages 264–266)

### *What problems did city dwellers face?*

City populations grew rapidly. This created many problems. One major problem was a shortage in housing. New types of housing allowed many people to live in a small amount of space. One type was the row house. This was a single-family dwelling that shared side walls with other similar houses.

Another type was **tenements**, multifamily urban houses that were often overcrowded and unsanitary. The growing population of cities created transportation challenges. Cities developed **mass transit**—transportation systems designed to move large number of people along fixed routes.

Cities also faced problems supplying safe drinking water. New York and Cleveland built public waterworks but many city residents were still left without convenient water and had to get their water from taps on the street. Sanitation was also a problem. People threw garbage out their windows. Sewage flowed in the streets. By 1900, many cities had built sewers and created sanitation departments.

Crime and fire were also ongoing problems. Overcrowded and poorly built tenements and lack of water made fire especially dangerous.

**2. Name two problems that city residents faced.**

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## Reformers Mobilize (page 266)

### *How did reformers help the poor?*

A number of social reformers worked to improve life in the cities. One early reform program was the **Social Gospel movement**. Leaders of this movement preached that people reached *salvation* by helping the poor. Many reformers responded to the movement's call. They established **settlement houses**. These were community centers located in slum neighborhoods. Workers there provided help and friendship to immigrants and the poor.

Many of these houses were run by middle-class, college-educated women. The settlement houses also offered schooling, nursing, and other kinds of help to those in need.

One of the more well-known social reformers of this time was **Jane Addams**. She helped establish Hull House. This was a settlement house that helped the poor of Chicago.

**3. Name two things a settlement house provided for the poor.**

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**CHAPTER 13 Section 2 (pages 440–443)**

# The Twenties Woman

**TERMS AND NAMES**

**flapper** Young woman who embraced the new fashions and values of the 1920s

**double standard** Set of principles granting one group more freedom than another group

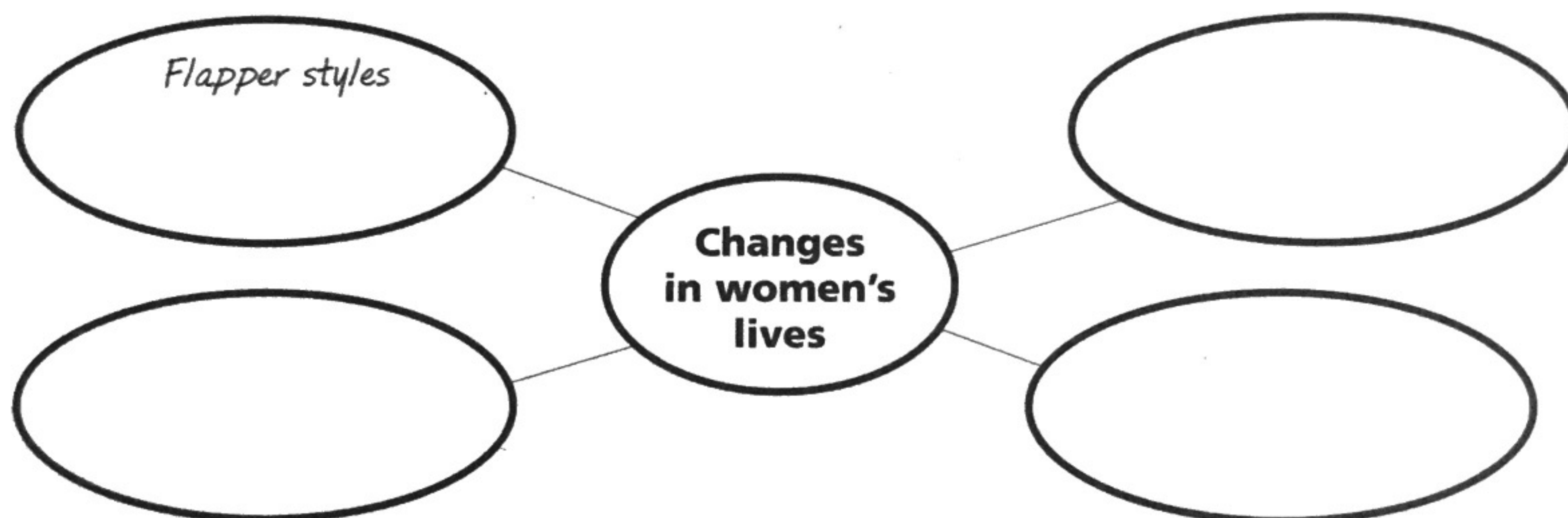
**BEFORE YOU READ**

In the last section, you read about some lifestyle changes in the 1920s.

In this section, you will learn how women's lives changed during the 1920s.

**AS YOU READ**

Use the web below to take notes on the changes women experienced in the 1920s.



## Young Women Change the Rules (pages 440–441)

### *What was a flapper?*

In some ways, the spirit of the twenties was a reaction to World War I. Many young soldiers had witnessed horrible events in Europe. This led them to rebel against traditional values. They wanted to enjoy life while they could.

Young women also wanted to take part in the rebellious, pleasure-loving life of the twenties. Many of them demanded the same freedom as men.

The new urban culture also influenced many women. Their symbol was the **flapper**. She was an *emancipated* young woman. She held new independent attitudes and liked the sophisticated new fashions of the day.

She wore make-up, short skirts, short hair, and more jewelry than would have been proper only a few years before. She often smoked cigarettes and drank alcohol in public. She went dancing to new, exciting music.

Other attitudes changed, too. Many young men and women began to see marriage as more of an equal partnership.

At the same time, churches and schools protested the new values. The majority of women were not flappers. Many people felt torn between the old values and the new ones.

One result of this clash between old values and the image of the flapper was the **double standard**. This was a set of principles or values generally accepted by society. One American double standard allowed men to have greater sexual freedom



than women. Women still had to observe stricter standards of behavior than men did.

**1. How did the flapper represent the spirit of the twenties?**

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**Women Shed Old Roles at Home and at Work** (pages 441–443)

**How did women's roles change?**

Many women had gone to work outside the home during World War I. This trend continued in the twenties. But their opportunities had changed after the war. Men returned from the war and took back traditional “men’s jobs.” Women moved back into the “women’s professions” of teaching, nursing, and social work.

Big business provided another role for women: clerical work. Millions of women became secretaries. Many others became salesclerks in stores. Many women also worked on *assembly lines* in factories. By 1930, 10 million women had paid jobs outside the home. This was almost one-fourth of the American work force.

Women did not find equality in the workplace. Few women rose to jobs in management. Women earned less than men. Men regarded women as

temporary workers whose real job was at home keeping house and raising children. In the twenties, patterns of discrimination against women in the business world continued.

Family life changed, too. Families had fewer children. Electrical appliances made housework easier. Many items that had been made at home—from clothing to bread—could now be bought ready-made in stores.

Public agencies took over some family responsibilities, too. They provided services for the elderly and the sick. Nevertheless, most women remained homemakers. Some women had to work and also run their homes. It was hard for them to combine these roles.

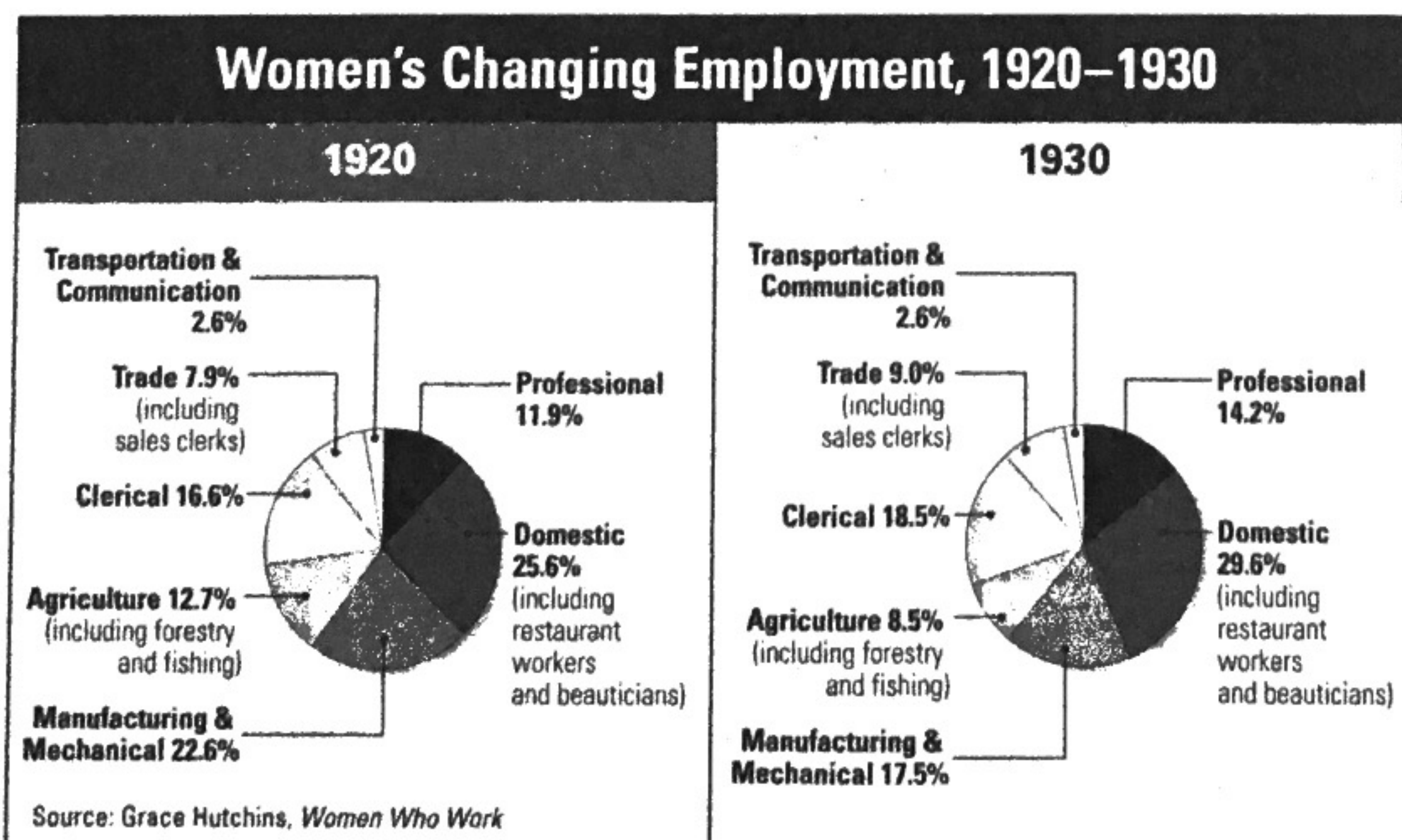
In the 1920s, marriages were more often based on romantic love than arranged by families. Children were no longer part of the work force. They spent their days in school and other activities with people of their own age. *Peer pressure* began to be an important influence on teens’ behavior. This reflected the conflict between traditional attitudes and modern ways of thinking.

**2. Describe two changes in women's roles in the workplace.**

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**Skillbuilder**

Use the chart to answer these questions.

**1. How were the greatest number of working women employed in 1920?**

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**2. Did the percentage of women with clerical jobs increase or decrease between 1920 and 1930?**

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**CHAPTER 13** Section 4 (pages 452–457)

# The Harlem Renaissance

## BEFORE YOU READ

In the last section, you read about education and popular culture in the 1920s.

In this section, you will learn about the Harlem Renaissance.

## AS YOU READ

Use the chart below to take notes on how African-American artists expressed themselves in the 1920s.

### TERMS AND NAMES

**James Weldon Johnson** Poet and civil rights leader

**Marcus Garvey** Black nationalist leader

**Harlem Renaissance** African-American artistic movement

**Claude McKay** Poet

**Langston Hughes** Poet

**Zora Neale Hurston** Anthropologist and author

**Paul Robeson** Actor, singer, and civil-rights leader

**Louis Armstrong** Jazz musician

**Duke Ellington** Jazz musician

**Bessie Smith** Blues singer

James Weldon Johnson	Author, lawyer, led antilynching effort

## African-American Voices in the 1920s (pages 452–454)

### *How did African Americans approach civil rights in the 1920s?*

Between 1910 and 1920, hundreds of thousands of African Americans had moved from the South to the big cities of the North. This was called the *Great Migration*. It was a response to racial violence and economic discrimination against blacks in the South. By 1929, 40 percent of African Americans lived in cities. As a result, racial tensions increased in Northern cities. There were race riots.

The National Association for the Advancement of Colored People (NAACP) worked to end violence against African Americans. W. E. B. Du Bois led a peaceful protest against racial violence.

The NAACP also fought to get laws against *lynching* passed by Congress. **James Weldon Johnson**, a poet and lawyer, led that fight. While no law against lynching was passed in the twenties, the number of lynchings gradually dropped.

**Marcus Garvey** voiced a message of black pride that appealed to many African Americans. Garvey thought that African Americans should build a separate society. He formed a black



nationalist group called the Universal Negro Improvement Association (UNIA).

Garvey promoted black-owned businesses. He also urged African Americans to return to Africa to set up an independent nation.

**1. How did the NAACP and Marcus Garvey's followers respond to racial discrimination?**

## The Harlem Renaissance Flowers in New York (pages 454–457)

### *What was the Harlem Renaissance?*

In the 1920s, many African Americans moved to Harlem, a section of New York City. So did blacks from the West Indies, Cuba, Puerto Rico, and Haiti. Harlem became the world's largest black urban community.

This neighborhood was also the birthplace of the **Harlem Renaissance**. This literary and artistic movement celebrated African-American culture.

Above all, the Harlem Renaissance was a literary movement. It was led by well-educated middle-class blacks. They took pride in their African heritage and their people's *folklore*. They also wrote about the problems of being black in a white culture. An important collection of works by Harlem Renaissance writers, *The New Negro*, was published by Alain Locke in 1925.

The Harlem Renaissance produced many outstanding poets. **Claude McKay** wrote about the pain of prejudice. He urged African Americans to resist discrimination.

One of the most famous Harlem Renaissance poets was **Langston Hughes**. In the 1920s, he wrote about the daily lives of working-class blacks. He wove the tempos of jazz and the blues into his poems.

**Zora Neale Hurston** was the most famous female writer of the Harlem Renaissance. She collected the folklore of poor Southern blacks. Hurston also wrote novels, short stories, and poems.

Music and drama were important parts of the Harlem Renaissance, too. Some African-American performers became popular with white audiences. **Paul Robeson** became an important actor and singer. He starred in Eugene O'Neill's play *The Emperor Jones* and in Shakespeare's *Othello*.

Jazz became more popular in the twenties. Early in the 20th century, musicians in New Orleans blended ragtime and blues into the new sound of jazz. Musicians from New Orleans traveled North, and they brought jazz with them. The most important and influential jazz musician was **Louis Armstrong**.

Many whites came to Harlem to hear jazz in night clubs. Edward Kennedy "**Duke**" **Ellington** led an orchestra there. He was a jazz pianist and one of the nation's greatest composers.

The outstanding singer of the time was **Bessie Smith**. Some black musicians chose to live and perform in Europe. Josephine Baker became a famous dancer, singer, and comedy star in Paris.

**2. Describe the contributions of one artist of the Harlem Renaissance.**



This photo shows Louis Armstrong with King Oliver's Creole Jazz Band in the 1920s. Credit: Culver Pictures

## Skillbuilder

**1. What does this photograph tell you about the 1920s?**

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**2. How do pictures of popular bands today compare with this picture?**

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**CHAPTER 15 Section 5 (pages 515–519)**

# The Impact of the New Deal

## BEFORE YOU READ

In the last section, you learned about American culture during the Depression.

In this section, you will read about the legacy of the New Deal.

### TERMS AND NAMES

**Federal Deposit Insurance Corporation (FDIC)** Insurance for savings

**Securities and Exchange Commission (SEC)** Agency to regulate stock markets

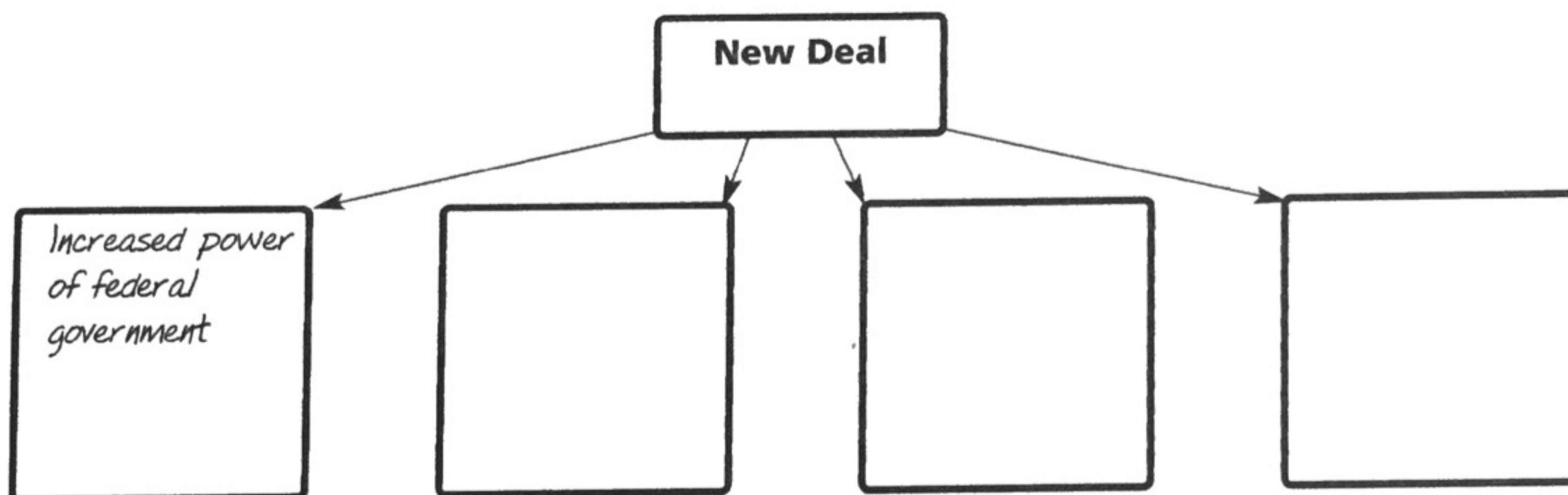
**National Labor Relations Board (NLRB)** Agency to regulate business

**parity** An equal or fair amount

**Tennessee Valley Authority (TVA)** Regional work project of lasting value

## AS YOU READ

Use the chart below to take notes on the lasting effects of the New Deal.



## New Deal Reforms Endure

(pages 515–518)

### *What do critics say about the New Deal?*

By the end of the 1930s, the economy had improved somewhat. Industrial production had reached 1929 levels. Unemployment was still high. But it was much lower than during the worst days of the Depression. Congress urged Roosevelt to cut back on New Deal programs. Roosevelt did, and the economy slid back a bit. Still, Roosevelt did not start another phase of the New Deal.

One reason FDR did not launch another New Deal was that he did not want any more deficit spending. Roosevelt was also more and more worried about events in Europe, particularly the rise of Hitler.

People still disagree over whether the New Deal was good or bad for the country. Conservative critics say that the New Deal made the government too big and too powerful. They say that it got in the way of free enterprise. They feel that government should not be so involved in the economy.

Liberal critics say that the New Deal did not go far enough. They think it should have done more to change the economy. They think that Roosevelt should have done more to end the differences in wealth between the rich and the poor.

Supporters of the New Deal say that it was well balanced between saving capitalism and reforming it. They point to many lasting benefits of the New Deal.

The New Deal expanded the power of the federal government. It gave the federal government



and particularly the president, a greater role in shaping the economy. It did this by putting millions of dollars into the economy, creating federal jobs, regulating supply and demand, and participating in settling labor disputes. The government also created agencies such as the **Federal Deposit Insurance Corporation (FDIC)** and the **Securities and Exchange Commission (SEC)** to regulate banking and investment activities. To do all this, the government went deeply into debt. In the end, what really ended the depression was the massive spending for World War II.

The New Deal left a lasting impact on workers' rights, banking, and investment. Today the **National Labor Relations Board (NLRB)** still mediates labor disputes. And the FDIC and SEC help regulate the banking and securities industries.

**1. How did some liberals and conservatives criticize the New Deal?**

## Social and Environmental Effects (pages 518–519)

### *How did the New Deal make the economy more stable?*

New Deal reforms had lasting effects. They helped make the economy more stable. The nation has had

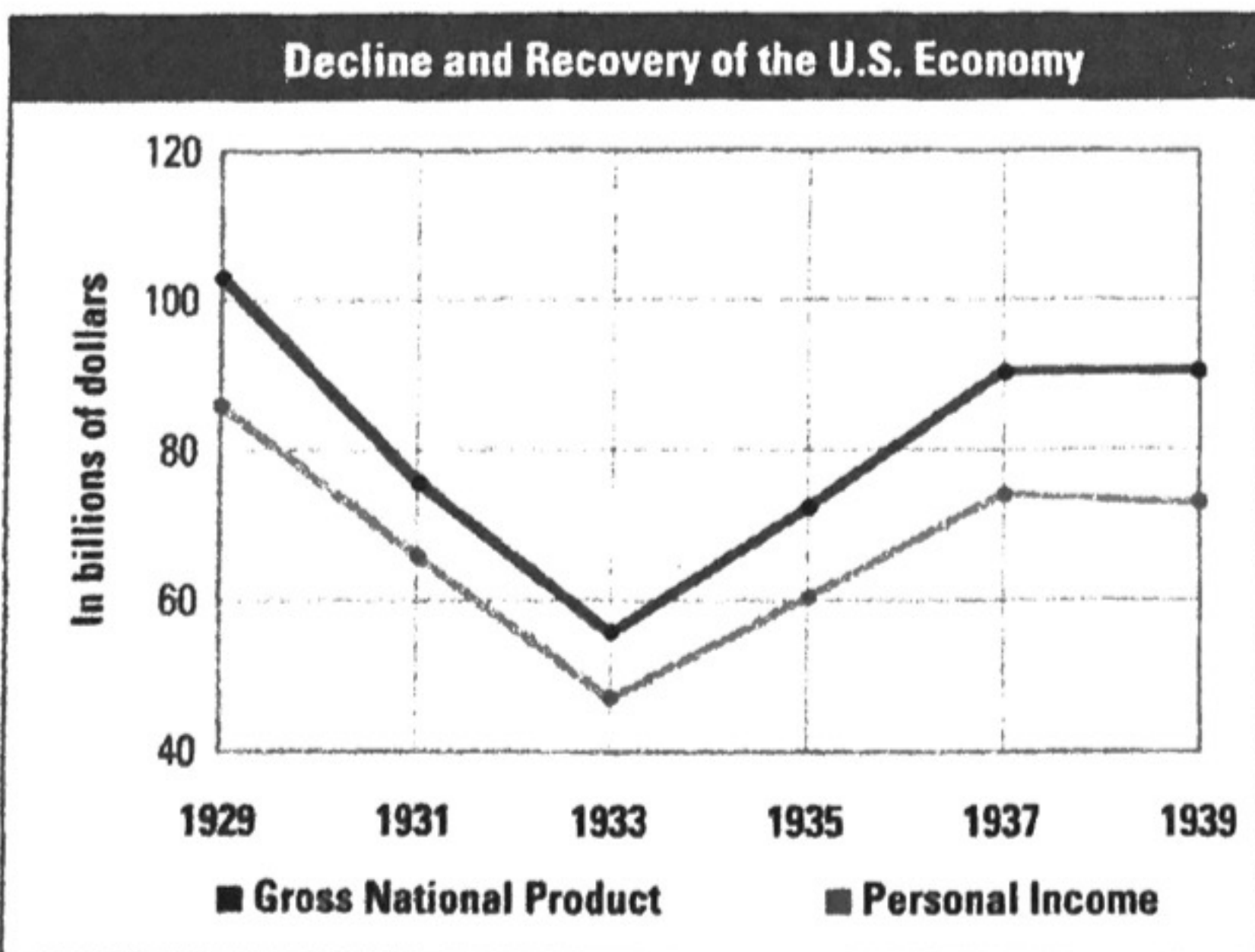
economic downturns. But none have been as bad as the Great Depression. And people's savings are insured.

One of the most important and lasting benefits of the New Deal is the Social Security system. It provides old-age insurance and unemployment benefits. It also helps families with dependent children and those who are disabled. For the first time, the federal government took responsibility for the welfare of its citizens.

The Second Agricultural Adjustment Act made loans to farmers. The loans were based on the **parity** value—a price based on 1910–1914 levels—of farmers' surplus crops. Projects that spread electric power to rural areas also helped farmers.

The New Deal also helped the environment. Roosevelt was very interested in protecting the nation's natural resources. New Deal policies promoted soil conservation to prevent a repeat of the Dust Bowl. The **Tennessee Valley Authority (TVA)** helped prevent floods and provided electricity. And New Deal programs also added to the national park system. They set up areas to protect wildlife. However, the TVA did contribute to pollution through *strip mining*.

**2. What are two continuing benefits of the New Deal?**



## Skillbuilder

Use the chart to answer these questions.

**1. Which year according to the chart was the worst year of the Depression?**

**2. In which year in the 1930s was the economy the strongest?**



**CHAPTER 19** Section 2 (pages 641-649)

# The American Dream in the Fifties

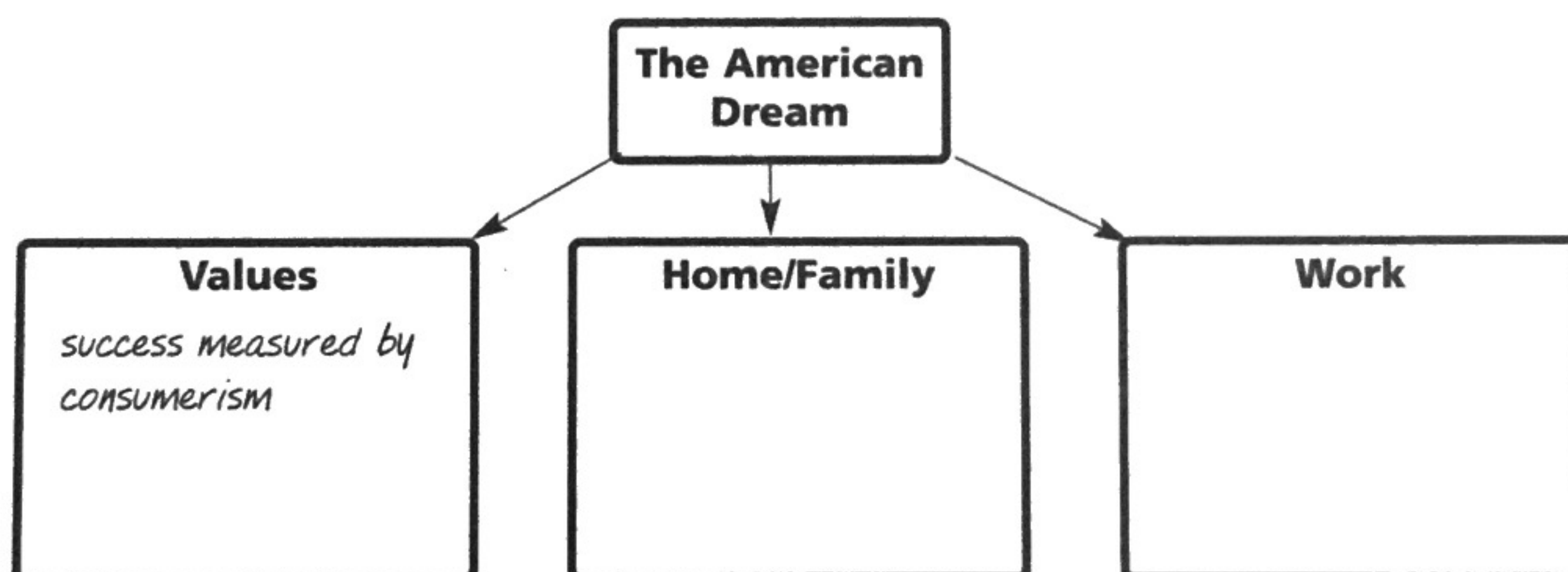
## BEFORE YOU READ

In the last section, you read about the postwar boom in the United States.

In this section, you will read how many Americans achieved their dreams of material comfort and prosperity, but some found the cost of conformity too high.

## AS YOU READ

Take notes on the chart below. Fill it in with examples of specific goals that characterized the American Dream for suburbanites of the 1950s.



## The Organization and the Organization Man (pages 641-643)

### *What changes took place in the American workplace in the 1950s?*

The economy grew rapidly in the 1950s. By 1956, more Americans were *white-collar* workers in offices than were in *blue-collar* factory jobs. White-collar workers were paid better. They usually worked in service industries, such as sales and communications.

Businesses also expanded. They formed **conglomerates**, or major corporations that own smaller companies in unrelated industries. Other businesses expanded by franchising. A **franchise** is a company that offers similar products or services in many locations, such as fast-food restaurants.

## TERMS AND NAMES

**conglomerate** Major corporation that owns smaller companies in unrelated industries

**franchise** Company that offers similar products or services in many locations

**baby boom** Soaring birthrate from 1946 to 1964

**Dr. Jonas Salk** Developer of a vaccine to prevent polio

**consumerism** Excessive concern with buying material goods

**planned obsolescence** Purposely making products to become outdated or wear out quickly

These large companies offered well-paying, secure jobs to certain kinds of workers. These workers were conformists, or team players. They were "company people" who would fit in and not rock the boat. Businesses rewarded loyalty rather than creativity. They promoted a sameness, or standardization, of people as well as products. Books such as *The Organization Man* and *The Man in the Gray Flannel Suit* criticized this conformity.

### 1. What changes occurred in the American work force and workplace in the 1950s?

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## The Suburban Lifestyle (pages 643–645)

### *What was life like in the 1950s?*

Many Americans enjoyed the benefits of the booming economy. Many worked in cities but lived in suburbs. They had the American dream of a single-family home, good schools, and a safe neighborhood with people just like themselves.

There was an increase in births called the **baby boom**. It was caused by the reuniting of families after the war and growing prosperity. Medical advances also wiped out childhood diseases. **Dr. Jonas Salk** developed a vaccine to prevent polio. Polio had killed or crippled 58,000 children a year.

The baby boom created a need for more schools and products for children. Suburban family life revolved around children. Many parents depended on advice from a popular baby-care book by Dr. Benjamin Spock. He said it was important that mothers stay at home with their children. The role of homemaker and mother was also glorified in the media. But many women felt alone and bored at home.

By 1960, 40 percent of mothers worked outside the home. But their career opportunities usually were limited to “women’s fields.” These included secretarial work, nursing, and teaching. Even if women did the same work as men, they were paid less.

Americans had more *leisure* time. They spent time and money on leisure activities, such as sports. They also watched sports on television and read books and magazines. Youth activities, such as Scouts and Little League, became popular too.

### 2. What was life like in the suburbs in the 1950s?

## The Automobile Culture

(pages 646–647)

### *Why were cars so important?*

Easy credit for buying cars and cheap gasoline led to a boom in automobile ownership. In the 1950s, the number of American cars on the road grew from 40 to 60 million.

A car was a necessity in the suburbs. There was no public transportation. People needed to drive to their jobs in the cities. They also had to drive to

shop and do errands. Therefore, more and better roads were also needed. In 1956, the United States began building a nationwide highway network. In turn, these roads allowed long-distance trucking. This led to a decline in the railroads.

Americans loved to drive. They went to drive-in restaurants and movies. They drove long distances on vacation. Motels and shopping malls were built to serve them. These new industries were good for the economy. But the increase in driving also caused problems. These included stressful traffic jams and air pollution. Many white people left the cities. Jobs and industries followed. This left mostly poor people in crowded inner cities.

### 3. How did cars change American life?

## Consumerism Unbound (pages 648–649)

### *Why did Americans turn to consumerism in the 1950s?*

By the mid-1950s, nearly 60 percent of Americans were in the *middle class*. They had the money to buy more and more products. They measured success by their **consumerism**, or the amount of material goods they bought.

American business flooded stores with new products. Consumers had money to spend and leisure time. They bought household appliances like washing machines, dryers, and dishwashers, and recreational items such as television sets, barbecue grills, and swimming pools.

Manufacturers also tried a new marketing strategy called **planned obsolescence**. They purposely made products to become outdated or to wear out quickly. Americans began to throw away items in order to buy “new models.” Easy credit, including the introduction of credit cards, encouraged people to buy. Private debt grew.

The 1950s were “the advertising age.” Ads were everywhere—even on the new medium of television. They tried to persuade Americans to buy things they didn’t need. They appealed to people’s desire for status and for a sense of belonging.

### 4. How was consumerism encouraged in the 1950s?