

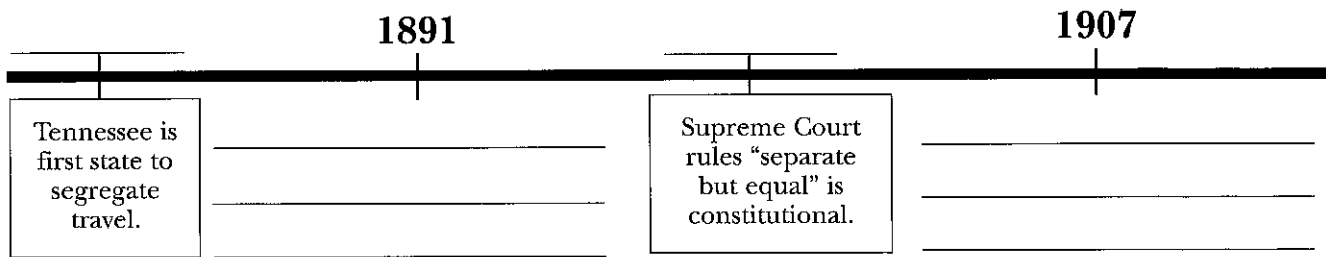
# A Widespread System of Segregation

## 🐼 Gathering the Facts

1. Turn to pages 78–79 of the Atlas. Read the overview. Also look at map A, “Jim Crow Laws.” Use the information to answer the following questions.
  - a. What is a name for a system of discrimination? \_\_\_\_\_
  - b. Which amendment gave all males over 21 the right to vote? \_\_\_\_\_
  - c. When and where were the first restrictions on African American voting rights?  
\_\_\_\_\_
  - d. What were two ways that African Americans were kept from voting?  
\_\_\_\_\_ and \_\_\_\_\_

## 🐼 History Through Maps

2. Read the overview again. Also look at map A. Use the information to complete the timeline below.



## ★ Links Far and Near

3. Look at map B, “The Great Migration.” For each pair of statements, write **C** next to the cause and **E** next to the effect.
  - a. \_\_\_\_\_ African Americans in the South face economic and social hardships.  
\_\_\_\_\_ African Americans look for better opportunities.
  - b. \_\_\_\_\_ Factory owners encourage African Americans to move north.  
\_\_\_\_\_ World War I cuts off supply of immigrant labor.
  - c. \_\_\_\_\_ African Americans move to northern cities.  
\_\_\_\_\_ Southern African American communities lose population.

**🐼 People and Cultures**

4. Look at graph C, "Black Migration," and map B. Write **T** if the statement is true and **F** if the statement is false.
- a. Mississippi, Georgia, and South Carolina had the greatest annual population loss. \_\_\_\_\_
  - b. California had the greatest gain in African American population. \_\_\_\_\_
  - c. Florida is the only Southern state to gain African Americans during the Great Migration period. \_\_\_\_\_
  - d. Chicago and New York tripled their African American population between 1910 and 1930. \_\_\_\_\_
  - e. In 1900 very few African Americans lived in Cleveland or Detroit. \_\_\_\_\_

**🐼 Places, Regions, and Landscapes**

5. Look at map D, "The Emerging Black Press." Circle the cities below that had major African American periodicals by 1930.
- a. Boston
  - b. New York
  - c. Chicago
  - d. Birmingham
  - e. Memphis
  - f. Detroit
  - g. Kansas City
  - h. St. Louis

**🐼 Thinking About History**

6. Look at photos E and F. Use the information to complete the following article.

The Jazz Age took place during the decade of the \_\_\_\_\_. Jazz was brought from the \_\_\_\_\_ to cities such as New York and Chicago. \_\_\_\_\_ American musicians in jazz bands entertained club-goers, radio listeners, and record buyers throughout the country.

The black literary movement of the 1920s and 1930s was known as the \_\_\_\_\_, which was made up of many of the era's most talented writers. \_\_\_\_\_ was one of the key figures of the movement.

# Reforms Change America

## Gathering the Facts

1. Turn to pages 80–81 of the Atlas. Read the overview. Also look at photo A. Use the information to complete the following sentences.
  - a. Reforms in \_\_\_\_\_ labor occurred in the 1910s and 1920s.
  - b. The \_\_\_\_\_ forbade the sale of alcohol in the United States.
  - c. The \_\_\_\_\_ gave women the right to vote or \_\_\_\_\_.

## History Through Maps

2. Look at map B, “Women Get the Vote.” Number the following states in the order that women were given the right to vote.
  - a. California \_\_\_\_\_
  - b. Illinois \_\_\_\_\_
  - c. New York \_\_\_\_\_
  - d. Wyoming \_\_\_\_\_
  - e. Colorado \_\_\_\_\_

## Places, Regions, and Landscapes

3. Look at map C, “National Parks.” Match the national park to the state where it is located.

National Park	State
a. Yellowstone •	• Montana
b. Grand Canyon •	• Arkansas
c. Acadia •	• Wyoming
d. Yosemite •	• Arizona
e. Glacier •	• Maine
f. Hot Springs •	• New Mexico
g. Carlsbad Caverns •	• California

**👤 People and Cultures**

4. Read the quotation. Also look at maps D, "Limiting Child Labor," and photo E. Write **T** if the statement is true and **F** if the statement is false.
- a. Most states in 1890 limited children to 10 hours of work a day. \_\_\_\_\_
  - b. In 1890 about 20 percent of the children in the United States worked full time.  
\_\_\_\_\_
  - c. Children were cheaper to hire than adults. \_\_\_\_\_
  - d. Children worked only after they completed eight years of school. \_\_\_\_\_
  - e. By 1930 most states limited children to 8 hours of work a day. \_\_\_\_\_

**👤 Time and Change**

5. Look again at maps D. Circle the states below that had no change in the laws governing child labor between 1890 and 1930.
- a. Montana
  - b. New Mexico
  - c. Michigan
  - d. Texas
  - e. Louisiana
  - f. Georgia
  - g. Vermont
  - h. South Dakota
  - i. Pennsylvania
  - j. Massachusetts

**👤 Thinking About History**

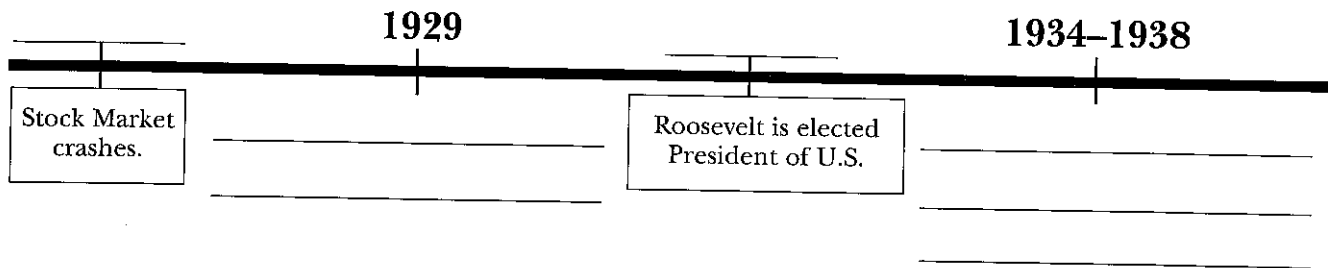
6. Look at graph F, "Prohibition." Use the information to complete the following paragraph.

In 1900 fewer than \_\_\_\_\_ states had banned alcohol. That number had doubled by about \_\_\_\_\_. The year World War I broke out, 1914, \_\_\_\_\_ more states banned alcohol. By the end of the war in 1918, over \_\_\_\_\_ states had banned alcohol. Two years later the \_\_\_\_\_ went into effect, banning alcohol throughout the United States. However, the ban was unpopular. \_\_\_\_\_ years later, the \_\_\_\_\_ was passed, ending national prohibition.

# Prosperity Ends, Immigration Slows

## 🕒 Time and Change

1. Turn to pages 82–83 of the Atlas. Use the timeline at the top of the page to help you complete the following timeline.



## 🕒 Gathering the Facts

2. Read the overview. Also look at map B, “The Great Depression.” Use the information to complete the following sentences.
  - a. The \_\_\_\_\_ began with the stock market crash of 1929.
  - b. For ten years unemployment was \_\_\_\_\_ percent or higher in every state.
  - c. \_\_\_\_\_ were so close to failing that they were forced to suspend operations, especially in the Midwest and Northwest.
  - d. President Roosevelt set up a policy called the \_\_\_\_\_ to create jobs and help the needy.

## 🕒 History Through Maps

3. Look at map B and photo C. Circle the states where more than 15 percent of the population was on relief in 1933.
 

a. Ohio	g. Georgia
b. Arizona	h. Kentucky
c. Pennsylvania	i. Florida
d. Oklahoma	j. South Carolina
e. Utah	k. Louisiana
f. West Virginia	l. New Mexico

**🐾 Places, Regions, and Landscapes**

4. Look at map A, "Dust Bowl." Write **S** if the state was a source of Dust Bowl emigrants, **D** if the state was destination for emigrants, and **B** if it was both.

- a. Oklahoma \_\_\_\_\_
- b. South Dakota \_\_\_\_\_
- c. California \_\_\_\_\_
- d. Arizona \_\_\_\_\_
- e. Texas \_\_\_\_\_

**🐾 Links Far and Near**

5. Look at map E, "Immigrants." Also look at graph D, "Immigrant Origins," and graph E, "Immigrant Origins," on page 75. Write **T** if the statement is true and **F** if the statement is false.

- a. Immigration rose between 1920 and 1930. \_\_\_\_\_
- b. Many immigrants in the 1930s came from North America and Northern and Western Europe. \_\_\_\_\_
- c. European immigration grew slightly beginning in 1938. \_\_\_\_\_
- d. Immigration dropped by over 90 percent between 1930 and 1933. \_\_\_\_\_
- e. Immigrants from Asia grew as they fled Japanese attacks. \_\_\_\_\_
- f. Immigrants in the late 1930s feared persecution in Europe. \_\_\_\_\_

**★ Thinking About History**

6. Read the overview again. Also look at maps A, B, and E. For each pair of statements, write **C** next to the cause and **E** next to the effect.

- a. \_\_\_\_\_ The stock market crashes.  
 \_\_\_\_\_ Millions of Americans are out of work.
- b. \_\_\_\_\_ The Great Plains becomes a "Dust Bowl."  
 \_\_\_\_\_ The Great Plains experiences several years of drought.
- c. \_\_\_\_\_ The economy is poor.  
 \_\_\_\_\_ Immigration drops.