The Story Matters...

Bessie Coleman grew up in a large family in Waco, Texas. At the age of 28 she went to France to pursue her dream of becoming a pilot. She had to travel abroad because no American flight school would teach an African American woman. In 1921 she became the first person of African descent to earn a pilot's license.

Back in the states, Coleman traveled to Texas and other states to perform flying stunts that won her the nickname "Brave Bessie." Wherever she went, she urged African Americans to take up flying. In 1926 Coleman died in a flying accident. Her career was just one example of how the world— and Texas—was changing in the first decades of the 1900s.
Several foreign conflicts affected Texans in the early 1900s. The Mexican Revolution began in 1910 and soon spread to Texas, which was being invaded by revolutionary forces from Mexico. Texas declared war on Mexico in 1911, but the conflict did not end quickly. The United States joined the war in 1917, and American soldiers were sent to Mexico to help ended the conflict. The Mexican Revolution ended in 1920, and the United States officially declared peace between the two countries.

The United States entered World War I in 1917. The war created a demand for soldiers, and Texas became a major training center for American soldiers. The training camps were located throughout the state, and many Texans were drafted into the military. The war ended in 1918, and the United States emerged as a major world power.

In 1919, Texas hosted the Peace Conference, where representatives from around the world gathered to discuss the terms of the Treaty of Versailles. The treaty officially ended World War I and established the League of Nations. The treaty was controversial, and many Texans were critical of its provisions.

The 1920s were marked by economic and social changes. The Great Depression began in 1929, and many Texans lost their jobs and homes. However, the state also experienced a period of prosperity, and many new businesses and industries were established.

In 1926, the state of Texas was divided into five districts for the purpose of conducting a census. The census was completed in 1930, and the results were used to determine the number of representatives each district would have in the United States Congress.

In 1931, the state of Texas was divided into three districts for the purpose of conducting a census. The census was completed in 1932, and the results were used to determine the number of representatives each district would have in the United States Congress.

In 1933, the state of Texas was divided into five districts for the purpose of conducting a census. The census was completed in 1934, and the results were used to determine the number of representatives each district would have in the United States Congress.

In 1934, the state of Texas was divided into seven districts for the purpose of conducting a census. The census was completed in 1935, and the results were used to determine the number of representatives each district would have in the United States Congress.

In 1935, the state of Texas was divided into nine districts for the purpose of conducting a census. The census was completed in 1936, and the results were used to determine the number of representatives each district would have in the United States Congress.

In 1936, the state of Texas was divided into eleven districts for the purpose of conducting a census. The census was completed in 1937, and the results were used to determine the number of representatives each district would have in the United States Congress.

In 1937, the state of Texas was divided into thirteen districts for the purpose of conducting a census. The census was completed in 1938, and the results were used to determine the number of representatives each district would have in the United States Congress.

In 1938, the state of Texas was divided into fifteen districts for the purpose of conducting a census. The census was completed in 1939, and the results were used to determine the number of representatives each district would have in the United States Congress.

In 1939, the state of Texas was divided into seventeen districts for the purpose of conducting a census. The census was completed in 1940, and the results were used to determine the number of representatives each district would have in the United States Congress.

In 1940, the state of Texas was divided into nineteen districts for the purpose of conducting a census. The census was completed in 1941, and the results were used to determine the number of representatives each district would have in the United States Congress.
It Matters Because
In the 1910s, Texans were affected by conflicts close to home and an ocean away—the Mexican Revolution and World War I.

GUIDING QUESTION: Why did the United States become involved in the Mexican Revolution?

By 1910, conflicts in Mexico brought about a revolution. Porfirio Díaz had ruled Mexico as a dictator for many years. Revolutionary leaders wanted to end his dictatorship and improve the lives of the poor. They overthrew Díaz and replaced him with a reformer, Francisco Madero. Soon after, however, fighting broke out again, and Madero was assassinated. By 1915, Venustiano Carranza was in power. Two famous leaders of the revolution, Emiliano Zapata and Pancho Villa, recruited fighters to try to defeat Carranza. Emiliano Zapata led revolutionary forces in the south of Mexico. Francisco “Pancho” Villa fought in the north.

The recognition of the Carranza government by the United States angered Villa. In March 1916, he led 500 men across the U.S.-Mexican border to raid Columbus, New Mexico. Several Americans and Mexicans were killed. Raids occurred at Boquillas and Glenn Spring, Texas, in May 1916, and shortly after the United States declared war, or put under federal authority, the Texas National Guard. Clashes along the border continued to occur long after 1916, especially in the Big Bend country.
enter the war: 

Stakes involved neutral. However, many Americans wanted to 

Austro-Hungary and the Ottoman Empire. At first, the United 

Great Britain and Russia joined to fight the forces of Germany. 

In 1914 much of Europe became engulfed in a terrible war. France,

Why did the United States enter World War I?

**World War I**

**The United States Enters**

**Finding the Main Idea**

Why did President Wilson send General Pershing to Mexico?

**Reading Progress Check**

(a)

largest Chinese American community.

selected in San Antonio, where they formed a labor union. The Chinese 

movement was given special permission to do so. However, most 

were prohibited from immigrating to the United States. This group 

these Mexican cholesterol with him. At the time, Chinese people 

leaves the hospital more than 200 of 

supplies, when Pershing returned to 

Chinese community.

in Mexico, a group of Chinese 

During Pershing’s retreat.

some oil is to the poorest peasants.

land and good from the rich and gave 

oil of Villa so clear because he look 

Government. Many Mexicans thought 

American troops in Mexico and

American troops in Mexico RI

American troops in Mexico RI

oil of Villa so clear because he look 

American troops in Mexico RI

In response, President Woodrow
agreed, and the nation began preparing for war.

Wilson asked Congress to declare war on Germany. Congress

newspapers. Americans were outraged. In April 1917, President

When the telegram was decoded and published in American

by the British, who informed the United States.

U.S.-Mexican War, including Texas. The telegram was intercepted

could break out between Germany and the United States. It also

Carmenita. The note asked Carmencita to select with Germany.

Arthur Zimmermann, sent a coded telegram to Mexico’s president

with Germany grew. In January 1917, the German Foreign minister,

more ships carrying American passengers and American cargo

remained out of the war. In early 1917, German submarines sank

after the sinking of the Lusitania, the United States

American.

Ivy to save a woman and a baby. The sinking attracted many

100 Americans. One Texan—R.T. Hodes of Galveston—died.

Lusitania. Nearly 1,200 people were killed, among them over

In May 1915, a German submarine sank the British steamer
and found guilty of mutiny and fighting.

10 African American soldiers were held
in jail by police after they were
arrested for protesting in New Mexico.

Some soldiers were killed. Officials finally
released the soldiers. The protest was
ended by local authorities.

The soldiers were held at Camp Logan
in Houston. Troops were stationed at
Camp Logan to protect the soldiers
from violence.

The discrimination they had to endure
led many African American soldiers
to join the army. About 37,000
African American soldiers served in the
army during World War II.

The division included African American
soldiers from Texas and
Oklahoma. Both divisions suffered heavy
casualties in the major
battles of the war.

The Thirty-sixth Division, which
included African American
soldiers, was soon
nearly all African American.

The United States mobilized the
nation for war.
Mexicans living in Texas who were not American citizens were not required to serve in the military. Many volunteered, however. Hundreds of Mexican Americans served with combat troops of the 141st, 125th, and 359th Infantry Regiments in France. Several Mexican Americans were honored for their bravery, including Marcelino Serpa, a Mexican immigrant from El Paso, captured 24 enemy soldiers. He earned several medals for his service.

Jacinto Arroyo was awarded the Distinguished Service Cross, and two Purple Hearts posthumously, or his death, for his bravery in battle.

Four Texans won the Congressional Medal of Honor, the nation's highest military award, for their actions during World War I. Samuel M. Sanchez single-handedly knocked out a German machine gun position that had pinned down several of his unit pinned down. He killed a pair of German soldiers and captured more than two dozen others.

David E. Hayden tended the wounded of a comrade despite being under heavy fire. He then carried his fellow soldier back to the safety of the American lines.

Some Texas held important government positions during the war. Colonel Edward M. House was one of President Wilson's most trusted advisers. He helped write the terms of the peace treaty that followed the war. Albert Sidney Burleson served as postmaster general of the United States. Burleson directed the government's wartime operation of the national telephone and telegraph system. Thomas Watt Gregory was the U.S. attorney general under Wilson.
The War's Effects on Soldiers

More than 5,000 Texans died in the war, many from an influenza, or flu, epidemic in 1918. Many of those who survived the war were changed by their experiences. Some gained a broader view of the world. Many Texans who served during the war had never been outside the country where they were born. Going to Europe or to an army base outside of Texas exposed them to other cultures and points of view. For some, military service meant a chance for more education and training. Many recruits from farms and ranches received their first medical and dental care. Many soldiers were eager to find new opportunities when they returned home.

African Americans who served in Europe experienced less prejudice than they had in the United States. Restaurants, theaters, and other public places abroad welcomed them on an equal basis. The soldiers did not forget these experiences when they returned home.

The Home Front

 Civilians in Texas supported the troops in a variety of ways. They bought war bonds, which were issued by the government to help pay the costs of the war. National campaigns and newspapers urged Americans to buy these Liberty Bonds and Victory Bonds. Texans and other Americans also donated money to the Red Cross, the Salvation Army, and other groups that helped war victims in Europe.
Lesson 1 Review

6. Descriptive Writing

Supported the war effort in 1. supporting the war effort, in which they
2. supported the war effort. The 28th Infantry
3. supported the war effort. The 28th Infantry
4. supported the war effort. The 28th Infantry
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6. supported the war effort. The 28th Infantry

An answering the Guiding Questions

1. Write a sentence about the Texas home front that
2. Write a sentence about the Texas home front that
3. Write a sentence about the Texas home front that
4. Write a sentence about the Texas home front that
5. Write a sentence about the Texas home front that
6. Write a sentence about the Texas home front that

Listening Progress Check

Reading

Some communities banned German music and Lehr
Lieder. How did the war affect the music? Did the

Americans and their traditions. However, they felt that their

played songs that reflected their German

The war led some Americans to develop and express strong

American Heritage

County changed the name to Old Glory. a nickname for the

The German Heritage in the town of Brandenburg in Pennsylvania

Others were forced to kneel and kiss the American flag. German

To demonstrate their loyalty to the United

The war led some Americans to develop and express strong

American Heritage

Wherever I was the only woman involved in the L.S. Army

Are you?

where and drove an ambulance in Europe, as the war was ending.

Ellen family's travel school in Spain, Aristotle.

Since the German families, followed the German family's travel school in Spain, Aristotle.

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The Roaring Twenties

LESSON 2

It Matters Because

New technologies, economic changes, and social changes had major impacts on the way Texans lived in the 1920s.

GUIDING QUESTION: How did Americans' lifestyles change with new developments in technology and entertainment in the 1920s?

The 1920s was a period of dramatic changes in American society. For the first time in U.S. history, more people lived in cities than in rural areas. Texas saw this trend toward urbanization as well, as its cities grew in size. Life changed in other ways, too. The economy was booming, and many people had extra money to spend. New mass-production methods lowered manufacturing costs. Companies could buy goods at prices that most people could afford. People could buy these products through installment plans or monthly payments.

Technology Changes Lives

The increasing availability of affordable consumer goods changed the lives and routines of urban residents. People rushed to buy refrigerators, stoves, and other major items. Although most rural homes still did not have electricity and relied on kerosene lamps for light, electricity became common in urban homes by the end of the decade.

Technology Changes Lifestyles

As you read the lesson, use a chart like the one shown to identify social and political changes that took place in the 1920s.
Changes in Entertainment

New technologies also changed the way Texans spent their leisure time, or free time. Commercial radio, record albums, and television brought entertainment to a wider audience. The first radio broadcasts in Texas were made in 1920, and by 1922, commercial radio stations could be found in Amarillo, Dallas, Fort Worth, Galveston, Houston, San Antonio, and Waco. Programming included news, sports, church services, political speeches, and entertainment, such as the "barn dance" variety show format used by the Grand Ole Opry in Nashville, Tennessee.

Texas music of the period reflected the ethnic diversity of the state. The 1920s saw the rise of a new style of music called "jazz," which became popular throughout the country.

Academic Vocabulary

Technique: a method for reaching a goal.

Critical Thinking

Analyzing: What is the woman doing in the advertisement? Why is it important to have an electric stove?
and lower prices affect how products were sold in the 1920s.

**Making Connections**

From increased availability of products, nationwide access.

A few companies made movies in Texas in the 1910s, but by the 1920s American films began to dominate the movies in the early 1920s.

In the 1920s, mass consumer culture took firm hold in the United States and Mexico.

The Piston's Song, the first country record to sell a million copies;

Stranger, winner of the Academy Award for Original Score; the music of the 1920s.

The music of this and other American musicals.

20% of U.S. households owned a phonograph.

60% of U.S. households owned a radio.

20% of U.S. households owned a vacuum cleaner.

20% of U.S. households owned a washing machine.

For a digital version of this feature go to www.mnw.org.
Female Reformers

Female reformers were instrumental in promoting social and educational reforms. They worked to improve the rights and opportunities for women. Examples include Susan B. Anthony, who fought for women's suffrage, and Jane Addams, who founded Hull House in Chicago to address the needs of immigrant women.

Social and Political Issues

Social values and political issues were influenced by female reformers. They advocated for reforms such as the abolition of slavery, women's suffrage, and educational opportunities for women. These reforms reflected the changing social values of the time.

Guiding Question: How did the work of female reformers impact social values and change society?
led an effort to preserve the heritage of the state, Maria Hernandez and her husband organized a group to promote education for Mexican Americans. Several women's groups joined together to form the Joint Legislative Council. This interest group worked to persuade members of the state legislature to pass reform laws in several areas. Before she became secretary of state, Jane McCallum led this group. Under her leadership, the council pushed for more funding for education, prison reforms, and health care for expectant mothers and newborns. The council also won passage of laws to regulate the use of child labor in Texas, to create a state board of education, and to form a board to oversee prisoners. The group was highly successful for about a decade. During this time, many women learned about the legislative process, political organization, and the use of persuasive tactics related to important issues.

**Challenging Social Values**

The 1920s were also a time of challenges to traditional cultural values. During World War I, families were forced to make sacrifices. In general, the older generation of the 1920s valued tradition and accepted the same basic values that their parents shared. By contrast, young people of the period were determined to enjoy life, own the newest products, and focus on the future rather than the past. Advertising in newspapers and magazines promoted new products and images of the carefree people who used them.
Discrimination and the Ku Klux Klan

prohibited discrimination against women in the workplace.

women must earn lower wages than men for the same job, and no law
still exists today that requires equal pay or access to opportunities. Women
were also denied access to higher education and were not allowed to
vote. This period of relative equality was only partly successful, however,
in the late 1920s, women made
the Ku Klux Klan popular.

women who married and left the workforce. By the 1920s, women were
not allowed to vote, and the Ku Klux Klan
members of the Ku Klux Klan
were powerful, respected, and feared.

American flags, seen as patriotic symbols, were
associated with these themes.
and took part in rituals. The Reconstruction Klan died out by the 1880s, but in 1915 a new Klan was formed in Georgia. One issue for the new Klan was opposition to immigration. Many whites were worried about the social changes sweeping the country. After World War I, the Klan became very active in Texas. Its targets were African Americans, Jews, Catholics, and immigrants. Klan members used beatings, tar-and-feathering, and other forms of violence and terrorism against their victims.

The Klan grew rapidly in the early 1920s, reaching as many as 150,000 members in Texas by 1922. The group also became involved in state and local politics. Several Klan leaders won elected office, winning the votes of fellow members. They served as state representatives, judges, sheriffs, and other local officials.

At various times, the Klan controlled local governments in Dallas, Fort Worth, Beaumont, and other cities. The group's greatest political success came in 1922 when Klan member Earle Mayfield was elected to represent Texas in the U.S. Senate.

Various social and civic groups opposed the Klan publicly. They included the State Bar of Texas, which was made up of lawyers; the American Legion, which was composed of army veterans; and the Chambers of Commerce, or groups of business people; and the Daughters of the American Revolution, which aimed to preserve the memory and spirit of the American Revolution. The group's political power was based in the support of the Klansman, or Ku Klux Klan (KKK), who had achieved national influence.

The Dallas County Citizens' League, formed in 1922, was a group opposed to the Klan. The League was a group of business people and the American Legion, which was composed of army veterans. Another group was the American Legion, which was composed of army veterans. Another group was the American Legion, which was composed of army veterans.

Miriam "Ma" Ferguson won the race for governor on an anti-Klan platform. Another anti-Klan politician, Dan Moody, succeeded her as governor. Moody had become famous when he prosecuted Klan members for violent crimes. His victory was a sign that most Texans rejected Klan violence. By the late 1920s, Klan membership had fallen to fewer than 3,000.
Wartime and Peacetime Economy

GUIDING QUESTION: What happened to the rural Texas economy after World War I?

During World War I, the Texas economy boomed. Farmers and ranchers produced many of the goods the military needed. Texas supplied cotton and wool for uniforms, leather for boots, and meat and grain to feed the troops. The demand for these products meant high prices. High prices encouraged Texas farmers to expand their farms, and many went into debt to buy new agricultural machinery. The petroleum industry also expanded because the military needed gasoline for its vehicles.

Cotton Prices Drop

When the war ended, so did the increased demand for many of these goods. The price of cotton fell. In 1920, farmers received 42 cents per pound for their cotton. A year later, the price had fallen to less than 10 cents per pound. As cotton prices dropped, farmers grew more cotton to try to increase their income. Because the cotton market in Texas was based on the supply and demand, growing more cotton did not solve the farmers' problems. The supply of cotton continued to exceed the demand. High output and low demand led to low prices.

As a result, after the boom times of the war years, cotton farmers fell on hard times. Such shifts from prosperity to economic hard times are common.
Hard Times

Demand leads to high output, which results in falling prices and
boom-and-bust cycles in a market cycle in which high

output production

exceeds 0 at some point.

Concurrent Vocabulary

Academic Vocabulary

Guiding Question: How did recessions and depressions affect the productive workforce?

Recovering From the Postwar Recession

In search of wood,

Texas had been cleared. Timber companies moved to other states
in the 1920s. The lumber industry also declined, as most forests in East
Texas had been cleared. Many Texas farmers were left with little land
and no market for their crops. Many families were forced to move out of
the state to find work. Those who remained were forced to work for
low wages or to work on farms that paid poor wages. Many farmers
were forced to work in the deep South to make ends meet. As they did,
these farmers were forced to work in the cotton fields, where they
earned low wages and lived in poor conditions.

The economic realities of cotton

Cycles.

Boom-and-bust cycles are repeated in economic cycles, in which high

market and economic structures

and profitable markets in poor

moments

and economic downturns.

The production of cotton

was especially severe.

Children of tenant farmers

were often among the

first to leave.

Children of tenant farmers

were often among the

first to leave.

Children of tenant farmers

were often among the

first to leave.

Children of tenant farmers

were often among the

first to leave.

Children of tenant farmers

were often among the

first to leave.
conditions of these oil workers.

**Chapter 22**

**Manufacturing Growth**

Conditions of these oil workers.

**Analyzing Images**

**Critical Thinking**

more workers in the fields of goods diversity to make an economy
different fields of economic growth in Texas...
DESCRIPTIVE WRITING

The changes brought to Texas by the development of the automobile in the 1920s were economic and industry in Texas. The gas and oil industries in the state of Texas became one of the largest employers in the state. The automobile made it possible for people to travel long distances quickly and easily, which led to the growth of the manufacturing and agricultural industries. The development of business and industry in Texas was a driving force in the development of the state.

ANALYZING THE GUIDING QUESTIONS

1. What changes did the widespread use of automobiles in the 1920s make over than 200,000 people in Texas? Over than 200,000 people in Texas.

2. Describe the Texas industry in the 1920s. The Texas industry in the 1920s.

3. What was the economic impact of the Texas industry in the 1920s? The Texas industry in the 1920s had a significant impact on the economy of Texas. The gas and oil industries became one of the largest employers in the state. The automobile made it possible for people to travel long distances quickly and easily, which led to the growth of the manufacturing and agricultural industries. The development of business and industry in Texas was a driving force in the development of the state.

4. What changes did the widespread use of automobiles in the 1920s make over than 200,000 people in Texas? Over than 200,000 people in Texas.

TRANSPORTATION AND POPULATION SHIFTS

Before World War I, automobiles were rare in Texas. In 1914, the first automobile was made in Texas. The Orange Mound Barrels Hill, West Columbia, Hill, and Blue Ridgeしたり.

Before World War I, there were more than a million registered vehicles in Texas. In 1979, Texas was one of the four southwestern states that together generated about 60 percent of U.S. crude oil production. Texas accounted for 70 percent of all oil produced in the United States. In 1992, Texas had only 1,000 registered cars and trucks. A dozen years later, the number had increased to 60,000,000.
CHAPTER 22  Activities

Directions: Write your answers on a separate piece of paper. Use standard grammar, spelling, sentence structure, and punctuation.

1. **Social Studies Skills**
   **CREATE A DATABASE**
   Use the Internet to research the populations of each city in the 1920s, 1930s, and 1940s. Use your data to create a database. The data should include population and any other relevant information.

2. **EXPOSITORY WRITING**
   Write an essay describing the social and political changes in Texas in the 1920s.

3. **THINKING LIKE A HISTORIAN**
   Create a chart to show the changes in social and political issues in Texas in the 1920s.

4. **CATEGORIZING**
   Create a diagram to show the growth of different industries in Texas in the 1920s.

5. **VISUAL LITERACY**
   Analyze the image of the Victory Liberty Loan poster. What do you think is the purpose of the poster? What group is the target audience? How do the words and images on the poster convey the message? 247, 228, 222
Making Connections How do you think events in Texas and the rise of the oil industry might have affected the growth of some cities in Texas? Does this affect the modern day economy of some cities in Texas today?

Identifying Cause and Effect Discuss the experiences of Texas in the 1920s. How did these experiences affect the people of Texas? How did these experiences change the lifestyle of Texans in the future?

Analyzing Process How did the growth of the railroads around the 1870s affect the political system in Texas? What were the roles of the people in this process? Give examples of how the political system changed in the 1920s. How did these changes affect the people of Texas?

Summarizing What was the Joint Legislative Committee on the Political History of the Mexican Americans? What was the role of this committee? What were the main conclusions of the committee's report?

Examining Text What is the significance of the Tragic Era in Texas? What were the major events of this period? How did these events shape the future of Texas?

Comparing and Contrasting What were the major differences between the 1870s and the 1920s in Texas? How did these differences shape the political landscape of Texas?

Considering Alternatives What would have happened if the railroads had never been built in Texas? How would this have affected the political and economic landscape of Texas?

Speculating Why do you think the railroads were so important in shaping the future of Texas? What might have happened if the railroads had never been built?
Chapter 22

### Review Lesson

1. Mexico had asked Germany for such an alliance earlier.
2. Mexico believed in mutually sustained warfare.
3. Germany won.
4. Mexico could gain back a great deal of territory.
5. Germany and Mexico were traditional allies.
7. Drawing Inferences: Why did German leaders think that an offer would appeal to Mexican leaders?

#### Finding the Main Idea

**Main Idea:** According to the note, what was Germany's main goal with regard to Mexico?

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**Analyzing Documents**

**Standardized Test Practice**

1. **Expository Writing:** Write a brief essay explaining how World War I created a boom-and-bust cycle in the U.S. economy. Include examples of the industries that were most affected and benefits to the country.

2. **Extended Response:** How does the author use the detail that local cotton prices in the 1920s were half of their 1900 levels suggest?

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**Short Response**

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