

## The Jazz Age

### Lesson 1 Time of Turmoil

#### ESSENTIAL QUESTION

*How do new ideas change the way people live?*

#### GUIDING QUESTIONS

1. *How did Americans respond to people who had new ideas about social change?*
2. *Why did social change lead to labor unrest and racial tension?*

#### Terms to Know

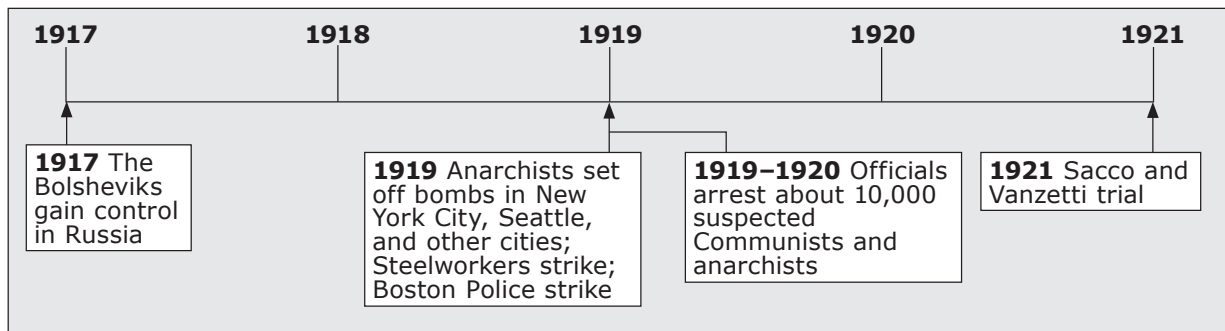
**capitalism** an economic system based on private property and free enterprise

**anarchist** someone who believes there should be no government

**deport** to expel from a country

**integration** whites and African Americans living side-by-side

### When did it happen?



### What do you know?

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

Now...		Later...
	Who were the Bolsheviks?	
	What events happened during the Red Scare?	
	How effective were the strikes by steelworkers and Boston police officers?	
	What African American organization grew strong during this time?	

## The Jazz Age

### Lesson 1 Time of Turmoil, *Continued*

#### Fear of Radicalism

The years after World War I were hard for the American people. The war and America's responsibilities in the world had made them tired. They wanted to go back to a simpler life like they had before the war. They wanted things to get back to normal.

Americans became suspicious of some groups of people. People from other countries made them nervous. People with different ideas about society did, too. They were called radicals.

Americans worried about Bolsheviks. Bolsheviks were Communists. They had gained control of Russia in 1917. Bolsheviks wanted everyone to share in owning property. They also wanted workers to overthrow **capitalism**. Capitalism is an economic system based on private property and free enterprise. Many Americans feared that the Bolshevik movement threatened society.

Americans were also concerned about **anarchists**. Anarchists believed there should be no government. In 1919, they set off bombs in New York City, Seattle, and other cities. These bombings frightened many Americans.

Bolsheviks	Anarchists
Communists who wanted to end capitalism	People who believed there should be no government

Americans' fear of these ideas led to the Red Scare. Communists were also called "Reds." During the Red Scare, the government took action against Communists and others with radical views. The U.S. Attorney General, Mitchell Palmer, and his deputy, J. Edgar Hoover, ordered the arrest of about 10,000 people. The government thought they were anarchists and Communists. It also raided the headquarters of groups they thought were suspicious. But the government did not find large supplies of weapons like they expected.

Most people who were arrested were released. There was no evidence against them. A few hundred of the foreigners who were arrested were **deported**. This means they were forced to leave the United States.

Nicola Sacco and Bartolomeo Vanzetti were Italian immigrants. They admitted they were anarchists. They were accused of killing two men in a robbery. In 1921, they

#### Reading Check

1. Why did Americans fear Bolsheviks?

---



---

#### Describing

2. What did anarchists believe about government?

---



---

#### Marking the Text

3. Underline the phrase that identifies who was arrested during the Red Scare. Why were they arrested?

---



---

## The Jazz Age

### Lesson 1 Time of Turmoil, *Continued*

#### **Critical Thinking**

4. What events of the 1920s are examples of prejudice against immigrants?

---

---

#### **Finding the Main Idea**

5. What was the main reason for labor strikes?

---

---

#### **Examining Details**

6. Which two cities are mentioned as examples of labor conflict? Which of the conflicts was the most violent?

---

---

were convicted of the crime. Many Americans wanted Sacco and Vanzetti put to death. Some people thought they did not get a fair trial because of their beliefs. Both men said they were innocent. In 1927, a special committee said that the verdict was correct. They were executed soon afterwards. Their trial showed that Americans were afraid of foreigners and people with different ideas about society.

### Labor and Racial Strife

After World War I, prices rose quickly. Workers' wages didn't keep up with these price increases. Some workers went on strike for higher wages. Many Americans thought that Bolsheviks and other radicals were causing the trouble. Many white Americans were angry with African Americans, too. They thought African Americans in the North were competing with them for factory jobs.

The Russian Revolution had put Communists in control of Russia. Strikes in America made people afraid that Communists were trying to start a revolution in the United States, too. The Attorney General, Mitchell Palmer, thought the strikes were a threat to American values. He thought they threatened the American values of religion, private property, and democracy. He said the idea of revolution was "eating its way into the homes of the American workingman."

In September 1919, about 350,000 steelworkers went on strike. They wanted higher wages and an eight-hour workday. The steel companies accused them of being "Reds." The strike turned violent, and 18 strikers died in Gary, Indiana. In the end, the strikers did not get what they wanted.

Other strikes failed, also. For example, in 1919, Boston police officers went on strike. They wanted to form a union. Many people did not think that public employees like police and firefighters should be able to go on strike. The governor called out the National Guard to keep order. When the strike ended, all the police officers were fired.

Many Americans believed that radicals were behind the unions and strikes. Businesses and the government also put pressure on people to not join unions. As a result, the number of Americans who were members of a union dropped sharply in the 1920s.

One exception was a union started by A. Philip Randolph. He organized a new union of African American railroad

**The Jazz Age****Lesson 1** Time of Turmoil, *Continued*

workers. The union grew even more in the 1930s when the government began to encourage unions.

Tensions also increased between whites and African Americans. In the South, more than 70 African Americans were lynched in 1919. In the North, hundreds of thousands of African Americans had moved to northern cities during the Great Migration. This took place during World War I and after. Many white people were frightened by the change in their cities.

These tensions sometimes caused riots. For example, in Chicago a group of whites threw stones at an African American boy swimming in Lake Michigan. The boy drowned. African American and white gangs fought for two weeks. Fifteen whites and 23 African Americans died. More than 500 people were injured.

Marcus Garvey was an African American leader in New York's Harlem area. Many African Americans in New York and other cities liked his ideas. Garvey formed the Universal Negro Improvement Association (UNIA). UNIA promoted African American pride. It helped African Americans get stronger economically.

Garvey did not believe in **integration**. Integration is whites and African Americans living side-by-side. Garvey wanted African Americans to move back to Africa. He said they could establish their own country there.

**Check for Understanding**

**List three groups of people that came under attack in the United States during the 1920s.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**What effect did the economy have on labor and racial tensions after World War I?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Explaining**

7. What were Marcus Garvey's views on integration?

\_\_\_\_\_

\_\_\_\_\_



8. Use a three-tab Foldable and place it along the dotted line to cover Check for Understanding. Write the title *Fears After WWI* on the anchor tab. Label the three tabs *Radicalism*, *Labor Conflict* and *Racial Conflict*. Use both sides of the tabs to list facts that you remember about each. Use your notes to help answer Check for Understanding.

## The Jazz Age

### Lesson 2 Desire for Normalcy

#### ESSENTIAL QUESTION

*How do new ideas change the way people live?*

#### GUIDING QUESTIONS

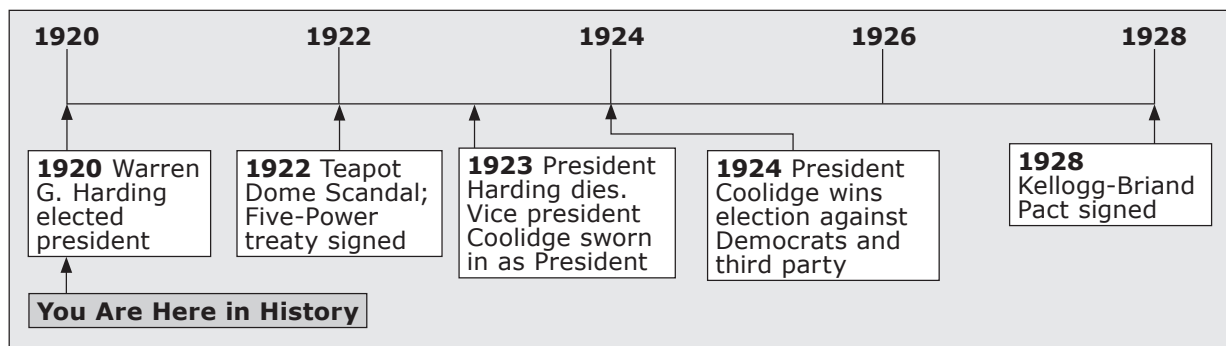
1. *How did Harding and Coolidge try to return America to quieter ways?*
2. *How did the United States try to avoid involvement in international disputes?*

#### Terms to Know

**lease** to rent

**laissez-faire** a belief that government should have as little involvement in private life as possible

### When did it happen?



### What do you know?

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

Now...		Later...
	Why did Americans want to return to "normalcy?"	
	Who were "the Ohio Gang?"	
	How did Harding and Coolidge treat businesses?	
	What did Harding and Coolidge think about the League of Nations?	

## The Jazz Age

### Lesson 2 Desire for Normalcy, *Continued*

#### Harding and Coolidge

Warren G. Harding and Calvin Coolidge were the Republican candidates for president and vice president in 1920. Harding promised a return to "normalcy." It was not clear exactly what Harding meant, but the idea sounded good to Americans. They wanted to return to a time when things were simpler. They didn't want to worry about war and other problems. To many people, normalcy meant a return to life the way it used to be.

In 1920, Harding and Coolidge won the election easily. This was the first time women were allowed to vote. They defeated the Democratic candidates James Cox and Franklin Delano Roosevelt.

Harding named several talented people to his cabinet. These included a former Supreme Court justice, a Pittsburgh banker, and future president Herbert Hoover.

Harding also gave jobs to political supporters. They were called "the Ohio Gang" because Harding was from Ohio. Some of them were not qualified. Some were dishonest. One was his secretary of the interior, Albert Fall. In 1922, Fall **leased**, or rented, government oil reserves to two oil companies. In return, they paid him more than \$400,000. Fall was convicted of taking a bribe. He was the first cabinet member ever to go to prison. The scandal was called "Teapot Dome" because that was the name of the location of one of the oil reserves. It became a symbol of dishonesty in Harding's government.

Harding was not personally involved in any of the scandals. But he was very troubled by the problems. In 1923, he took a trip west to get away from the problems. On the trip he had a heart attack and died.

Calvin Coolidge learned about Harding's death while on vacation in Vermont. His father gave him the oath of office to become president because his father was a justice of the peace.

Coolidge was the opposite of Harding in many ways. Harding loved to talk and meet people. Coolidge was called "Silent Cal." He had a reputation for being honest. He appointed honest people to government positions. He supported investigations into Teapot Dome. He quickly replaced dishonest members of the Ohio Gang.

Harding and Coolidge thought that government should be involved as little as possible in business and private lives. This is known as **laissez-faire**. He said that if the

#### Reading Check

1. Why did Harding tell Americans he would focus on "normalcy"?

---

---

#### Comparing and Contrasting

2. How would you describe some of the people in Harding's government?
3. How would you describe Coolidge's government?

---

---

#### Defining

4. Underline the sentence that explains the meaning of *laissez-faire*.

## The Jazz Age

### Lesson 2 Desire for Normalcy, *Continued*

#### Critical Thinking

5. Why was Coolidge called "a friend to businesses"?

---



---

#### Listing

6. Which countries signed the Five-Power treaty?

---



---



---

#### Reading Check

7. Why wasn't the Kellogg-Briand Pact successful?

---



---

#### Explaining

8. Why had troops been in the Dominican Republic and Nicaragua?

---

federal government disappeared, most people would not realize it for "a considerable length of time."

Coolidge helped businesses. While he was president, Congress passed several laws to support business. The government cut spending, cut tax rates for corporations and wealthy Americans, and raised tariffs. They also overturned laws that regulated child labor and women's wages. All of these changes helped businesses earn larger profits.

Coolidge was very popular. The Republicans nominated him to run for president in 1924. He easily won the 1924 presidential election. He got 54% of the popular vote. He defeated both a Democrat and a third party candidate. 1924 was also the first year that women were elected to be state governors. Nellie Tayloe Ross won in Wyoming and Miriam Ferguson won in Texas.

### Foreign Policy

Harding and Coolidge believed that the United States should have a limited role in world affairs. This policy is called isolationism. Many Americans supported this policy. They did not want the United States to join the League of Nations or foreign alliances. Harding had promised he would not lead the nation into joining the League.

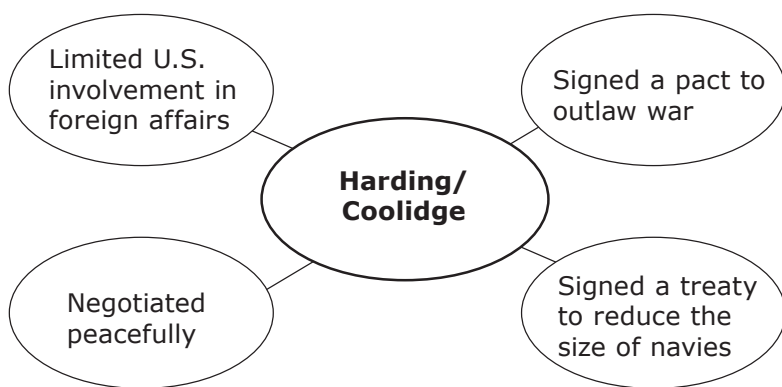
But both presidents also worked for world peace. In the years after World War I, the United States, Britain, and Japan had raced to build the strongest navy. In 1921 Harding sent Secretary of State Charles Evan Hughes to meet with officials from Japan and Britain. They discussed ways to prevent a buildup to war. In 1922, France and Italy joined the three nations in signing the Five-Power Treaty. They all agreed to limit the size of their naval forces. It was the first time in modern history that strong nations had agreed to disarm.

In 1928, the United States and 14 other nations signed the Kellogg-Briand Pact. This agreement outlawed war. In a few years, 48 other nations had signed it. But the agreement did not provide any way to force countries to follow the agreement.

American troops had been in Latin America since the early 1900s to protect American business interests. Relations with Mexico were tense. In the 1920s, the United States tried a more peaceful approach. Troops were withdrawn from the Dominican Republic and Nicaragua after those countries held elections.

**The Jazz Age****Lesson 2** Desire for Normalcy, *Continued*

The Mexican government threatened to take over companies owned by foreigners. Businesses wanted President Coolidge to send troops to protect them. Instead, he negotiated with Mexico. He reached an agreement peacefully. He did not send in troops.



//////////////////// Glue Foldable here //////////////////

**Check for Understanding**

**Why were people searching for a return to normalcy?**

---



---



---

**How would you describe foreign policy under Harding and Coolidge?**

---



---



- 8.** Use a three-tab Venn diagram Foldable and place it along the dotted line to cover Check for Understanding. Write the title *Compare and Contrast* on the anchor tab. Label the left tab *Harding*, the middle tab *Both*, and the right tab *Coolidge*. List facts you remember about each president and what they had in common. Use your Foldable to help answer Check for Understanding.



## The Jazz Age

### Lesson 3 A Booming Economy

#### ESSENTIAL QUESTION

*How does technology change the way people live?*

#### GUIDING QUESTIONS

1. *How did electricity improve the lives of people in the 1920s?*
2. *How did the automobile change America during the 1920s?*

#### Terms to Know

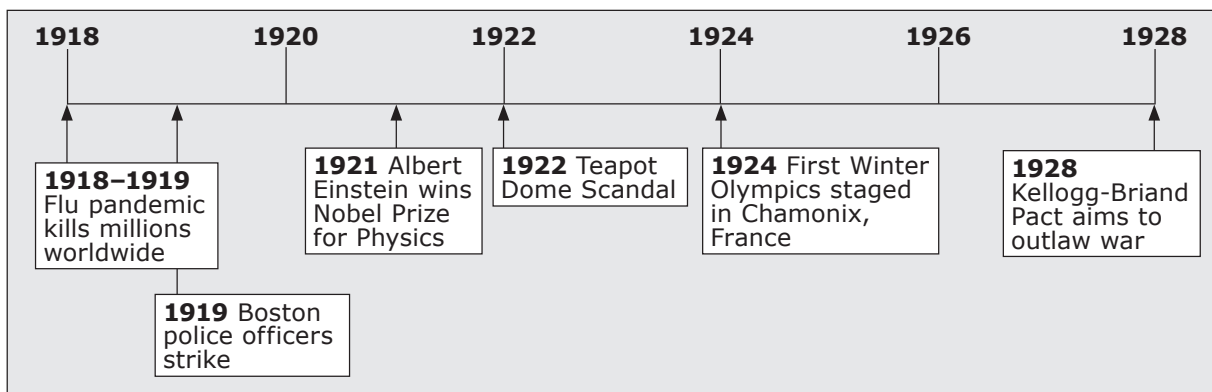
**recession** an economic downturn

**gross national product** the total value of all goods and services produced by a nation

**productivity** worker output, per given amount of time and resources

**installment buying** purchasing products by making small payments over a period of time

### When did it happen?



### What do you know?

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

Now...		Later...
	What happened to the U.S. economy after World War I?	
	How did companies treat their workers during this period?	
	What percentage of American homes had electricity by the 1920s?	
	How did the growth in the auto industry affect the rest of the economy?	

## The Jazz Age

### Lesson 3 A Booming Economy, *Continued*

#### Growth in the 1920s

Immediately after World War I, the United States went through a **recession**. A recession is an economic downturn. In the early 1920s, however, the economy began to grow. The **gross national product** (GNP) increased. The GNP is the total value of all goods and services produced in a nation. In 1922, the GNP was \$70 billion. By 1929, it was \$100 billion.

Industries grew quickly. There were several reasons for this growth. Electrical power was more available. Before World War I, only about 30% of U.S. factories used electricity. By 1929, 70% were powered by electricity. Electricity was cheaper than steam power. Factories could save costs by using electricity. As a result, prices could be lowered. Yet businesses could still make more money.

Businesses changed the way they worked. Some hired experts to help them produce things more efficiently, or with the least cost and effort. These efficiency experts used science to figure out how to improve things. The changes could help workers do more work with less effort. This lowered costs and increased **productivity**. Productivity is the amount of work each worker could do.

Businesses also used new ways to produce things. They wanted to build many products as quickly as possible. This is called mass-production. One way to mass produce things is by using an assembly line. On an assembly line, the product moves from one worker to another. Each worker only does one task over and over. These changes lowered costs and increased productivity.

Another change in management involved how companies treated their workers. They wanted to build better relationships with their workers. They began safety programs which cut down on the number of deaths and injuries at work. Some companies offered health and accident insurance. Some encouraged workers to buy stock in the company. That way they would help the company do its best. This approach was called welfare capitalism. Companies hoped to make workers happier so they wouldn't join labor unions.

By the 1920s, more than 60% of American homes had electricity. Most farming areas did not have electricity, but many cities did. More and more homes would soon get electricity. Businesses made new products that used electricity. These new products included stoves, refrigerators, vacuum cleaners and radios. Electric



#### Marking the Text

1. Underline the sentence that defines gross national product. How did the GNP change during the period?

---



#### Analyzing

2. In what ways did electricity make work easier?

---

---



#### Reading Check

3. Why did the price of some consumer goods become less expensive?

---

---



#### Reading Check

4. What was the goal of welfare capitalism?

---

---

## The Jazz Age

### Lesson 3 A Booming Economy, *Continued*

#### Making Connections

5. How are increased advertising and installment buying related?

---



---

#### Marking the Text

6. Underline the sentence that describes a Model T. What new production technique helped make it inexpensive?

---

appliances made household work much easier. People had more free time.

To sell their new products, businesses spent more money on advertising. Newspapers and magazines had many ads. As radio became more common, businesses created a new way to advertise. It was called a commercial announcement, or just a commercial.

To buy new products, people tried a new way of paying for them. They used **installment buying**. Buyers, or consumers, promised to pay small, regular amounts over a period of time.

New American Management Idea	Goal
hiring efficiency experts	lower costs and increased productivity
mass-production techniques	increased productivity and lower production costs
welfare capitalism	less union participation
increased advertising	increased buying
installment buying plans	increased buying

## The Automobile Age

The automobile became an important part of American life in the 1920s. It also became an important part of the economy. The auto industry boomed in the 1920s. Four million people worked making cars or in related jobs. Detroit, Michigan, was the most important city in the world for making cars.

Henry Ford was a pioneer in the automobile industry. His company made the Model T using an assembly line. It was a reliable and inexpensive car. He also paid workers well. Many of his workers could afford to buy their own Model T. Later, companies such as General Motors and others sold more cars, too. All the companies made improvements. The industry continued to grow.

The booming auto industry led to growth in other industries. The steel, rubber, and glass industries grew. They supplied materials used in cars.

**The Jazz Age****Lesson 3** A Booming Economy, *Continued*

Thousands of people were hired to help build new highways. Businesses such as gas stations and restaurants were built along the new roads. Suburbs also grew. Because they had cars, workers could live farther from their jobs.

Not everyone shared in the growing economy of the 1920s. During World War I, the government bought many farm products for the troops. Prices were high. After the war, the demand fell. European farmers began to grow their own food instead of buying food from America. Because there was less demand, prices went down. Farmers made less money. Many lost their farms.

Other changes took place because of changing technology. New trucks took business away from railroads. Coal miners lost jobs because electricity replaced coal as a power source. Many textile factories also shut down because people were buying fewer cotton clothes. They bought clothes made from new, synthetic materials instead. By 1929, nearly three-fourths of all families had incomes below what was considered necessary for a comfortable life.

//////////////////// Glue Foldable here //////////////////////

**Check for Understanding**

**List two reasons industries grew quickly during the 1920s.**

1. \_\_\_\_\_
2. \_\_\_\_\_

**How did new technology affect railroad workers and workers in the coal and textile industries?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**? Determining Cause and Effect**

7. How did automobiles affect where people lived?

\_\_\_\_\_

\_\_\_\_\_

**✓ Reading Check**

8. Which people and industries in the United States did not share in the nation's economic boom?

\_\_\_\_\_

\_\_\_\_\_



9. Use a two-tab Foldable and place it along the dotted line to cover Check for Understanding. Write the title *1920s Economic Boom* on the anchor tab. Label the left tab *Cheap Electricity*, and the right tab *Growth of Auto Industry*. Use both sides of the tabs to list what you remember about the effects of both.

## The Jazz Age

### Lesson 4 The Roaring Twenties

#### ESSENTIAL QUESTION

*How do new ideas change the way people live?*

#### GUIDING QUESTIONS

1. *Why did American art and society change during the 1920s?*
2. *Why did various groups clash over important issues?*
3. *Who were the presidential candidates of 1928, and what were the major issues of the campaign?*

#### Terms to Know

**flapper** a carefree young woman of the 1920s

**mass media** forms of communication that can reach millions of people

**expatriate** someone who chooses to live in another country

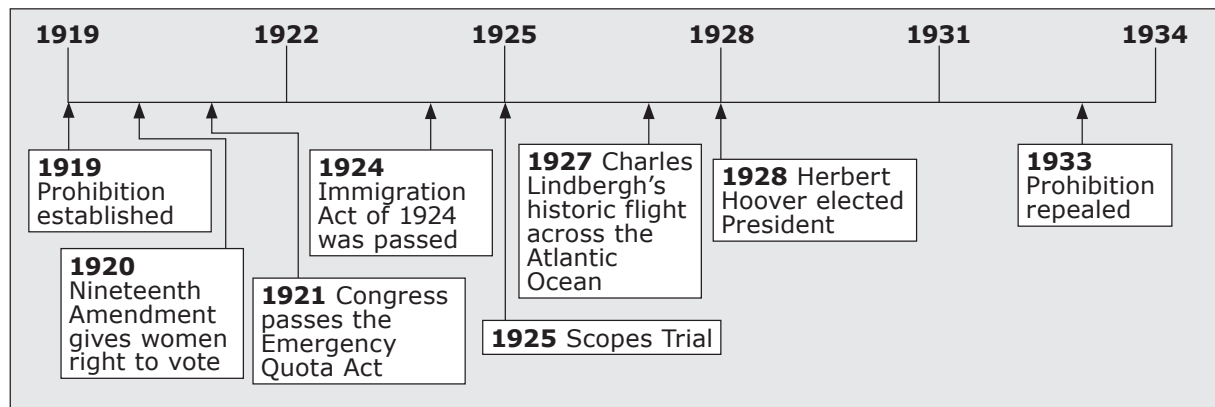
**Prohibition** a total ban on the manufacture, sale, and transportation of liquor throughout the United States, achieved through the Eighteenth Amendment

**nativism** belief that native-born Americans are superior to foreigners

**quota system** an arrangement setting the number of immigrants allowed from each country

**evolution** scientific theory that humans and other species changed and developed over long periods of time

#### When did it happen?



#### What do you know?

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

Now...		Later...
	How did the young women of the 1920s called flappers look and dress?	
	In what areas was Prohibition most successful?	
	Who supported a ban on teaching evolution?	

## The Jazz Age

### Lesson 4 The Roaring Twenties, *Continued*

## Social and Cultural Change

The 1920s were a time of great social change. Women won the right to vote in 1920 through the Nineteenth Amendment. More women began to work outside the home. Most became teachers or office workers. Some began professional careers. Others ran for political office. The symbol of the new woman of the 1920s was the **flapper**. Flappers were carefree young women. They wore short "bobbed" hair, heavy makeup, and short skirts.

### Changes for Women in the 1920s

1. Women won the right to vote in 1920.
2. Women worked outside the home.
3. Flappers were a symbol for new women.
4. Women began professional careers.
5. Women ran for political office.

////////// ,Glue Foldable here //////////

**Mass media** are forms of communication that reach millions of people. In the 1920s they included newspapers, radio, and movies. Mass media grew quickly. They brought entertainment, sporting events, news, and advertising into people's homes. They helped spread cultural changes. During the 1920s, the motion picture industry became a big business.

Americans took up many new activities. These included such things as board games, crossword puzzles, flagpole sitting, and dance marathons.

Jazz is a kind of music. Its roots are in African American culture. Jazz became popular during this period. Many people call the 1920s the Jazz Age.

Jazz helped inspire a cultural movement centered in Harlem in New York City. It was called the Harlem Renaissance. African American writers wrote about their experiences in novels, poems, and short stories.

During the 1920s, some writers questioned American ideals. Some of them moved to other countries. They became **expatriates**. Other writers stayed in the United States and wrote about American experiences.

### FOLDABLES®



#### Summarizing

1. Place a three-tab Foldable over the text that begins with "Mass media are forms ..." Label the anchor tab *Social and Cultural Change*. Label the three tabs *Mass Media*, *Jazz*, and *American Writers*. On the front and back of the tabs, list words and phrases that you have learned about each.



#### Listing

2. What types of information did mass media bring to people's homes during the 1920s?

---



---



#### Defining

3. What was the Harlem Renaissance?

---



---

## The Jazz Age

### Lesson 4 The Roaring Twenties, *Continued*



#### Describing

4. What did the Eighteenth Amendment do?
- \_\_\_\_\_

5. What did the Twenty-First Amendment do?
- \_\_\_\_\_



#### Reading Check

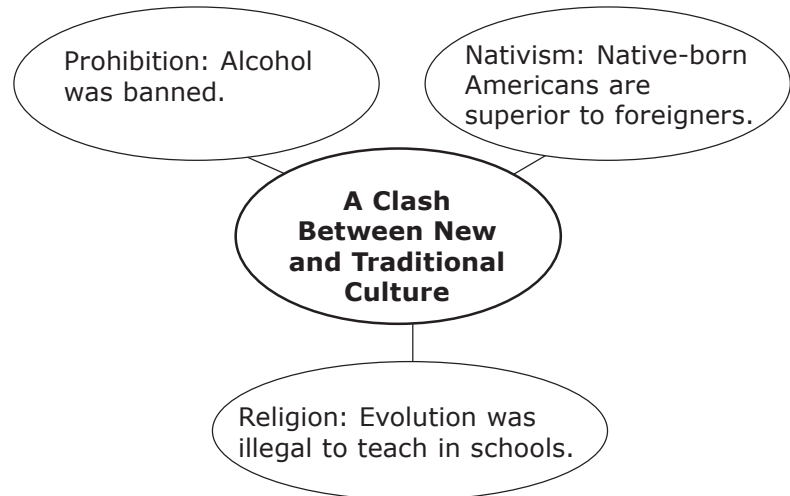
6. What is a quota system?
- \_\_\_\_\_
- \_\_\_\_\_



#### Making Connections

7. Why did Prohibition lead to an increase in crime?
- \_\_\_\_\_
- \_\_\_\_\_

## A Clash of Cultures



Some Americans feared social change. They thought it was a threat to the traditional American way of life. The Eighteenth Amendment to the Constitution established **Prohibition**. This was a total ban on the making, selling, and transporting of liquor.

Prohibition divided the country. Some people in the South and Midwest were for it. In other areas, the demand for alcohol led people to break the law. Illegal bars, called speakeasies, began to appear in cities.

Prohibition led to more crime. Gangsters made and sold illegal alcohol. They made millions of dollars. Americans came to realize that Prohibition had failed. Prohibition ended in 1933 with the passage of the Twenty-First Amendment.

During the 1920s, **nativism** increased. Nativism is the belief that native-born Americans are superior to foreigners. Nativism led to the rebirth of the Ku Klux Klan. It moved from the South into other areas of the country. The Klan used scare tactics and violence against African Americans, Catholics, Jews, and immigrants. Some people also feared that foreigners would take their jobs.

Nativism also led to a **quota system** that was established by the government. The quota system limited the number of immigrants to the United States from each country. The system favored people from northern and western Europe. But the quota system did not apply to Mexico or Canada. Immigration from these countries increased at that time.

## The Jazz Age

### Lesson 4 The Roaring Twenties, *Continued*

Disagreements between old and new values happened in religion, too. A Tennessee law made it illegal to teach **evolution**. Evolution is the scientific theory that humans evolved over vast periods of time. John Scopes ignored the law. He was brought to court for teaching evolution in his high school. Many Christians believed in strictly following the Bible. They were called fundamentalists. They were against the theory of evolution because it did not follow their religious beliefs. Two famous lawyers argued the case. The trial made it appear that some Christians were trying to force their religious beliefs on all Americans.

### The Election of 1928

President Coolidge surprised people when he announced that that he would not run for another term. Herbert Hoover was nominated by the Republican Party. Hoover was a Quaker from the Midwest. He was known for his work in helping get food to Europe after World War I. He also tried to get government and business to work together. Hoover supported Prohibition.

The Democratic nominee was Alfred E. Smith. He was a son of immigrants and was governor of New York. Smith was the first Catholic candidate for president. He fought for workers and the poor. He opposed Prohibition.

The 1928 election showed the tensions in American society. Hoover was also helped by a strong economy. He easily won the election. He represented traditional values.

#### Check for Understanding

List three ways that women made progress during the 1920s.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List three areas of cultural conflict during the 1920s and give a short description of the conflict.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



#### Marking the Text

8. Underline the definition of evolution. What group opposed teaching evolution?

\_\_\_\_\_



#### Reading Check

9. Describe Hoover's beliefs about business and government.

\_\_\_\_\_



10. Use a two-tab Foldable and cut the tabs in half to make four tabs. Place it along the dotted line to cover Check for Understanding. Write *1920s Changes & Conflicts* on the anchor tab. Label tabs for *Women*, *Alcohol*, *Immigration*, and *Religion*. On the front and back of the tabs, write what you remember about the conflicts and changes of each.