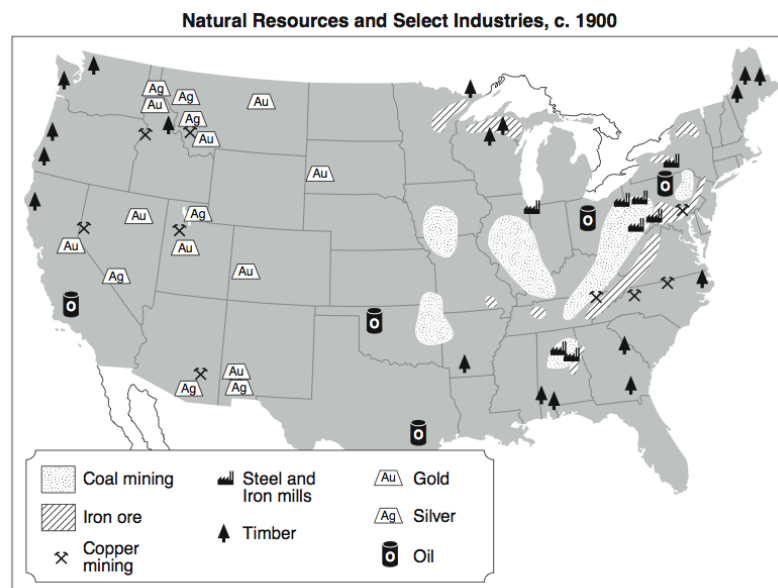


United States History & Government
Book 2
Young Adult Evening High School

Chapter 8 - The Industrial Revolution

A.) Causes of the Industrial Revolution

- Starts in the **northeast** in the 19th century because this region had the greatest supply of **capital and labor both native and immigrant!**
- The completion of the **Erie Canal** and the **transcontinental railroads** contributed by making *the movement of goods and people easier and cheaper.*
- The use of the factory system spreads from the textile factories to nearly every industry.



Source: *Our United States*, Silver Burdett Ginn, and *The Complete School Atlas*, Holt, Rinehart and Winston (adapted)

B.) What it Was!

- Complete transformation of life as we know it!
- All businesses begin to use **the factory system/model** in order to produce their products as fast as possible and as cheap as possible in order to satisfy increasing demand.
- As transportation expanded the demand for goods and services encouraged the spread of industrialization.
- Americans shifted from a rural to an urban life.

Urbanization - the growth and development of cities.

C.) Effects of the Industrial Revolution

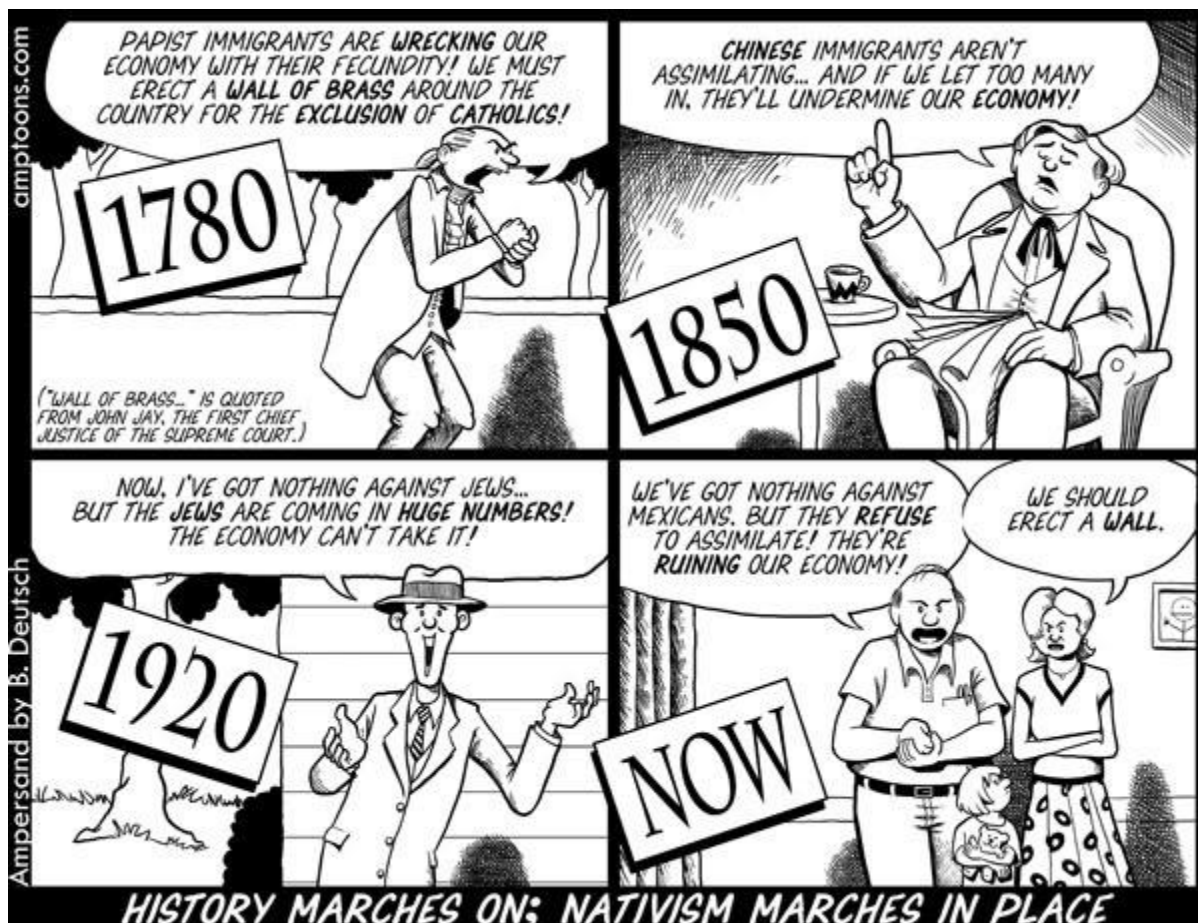
1.) Social

- Millions of **rural Americans move to urban** areas in search of jobs.
- Millions of **European immigrant move to the United States** in search of opportunity. (Irish = Potato Famine, Germans = War)
- **Business owners loved immigration** = CHEAP LABOR, native born white Americans opposed it!
- **Social Darwinism & Nativism develops** as a result - reemergence of the KKK.
- Workers & families end up living in **tenement** housing in slums.
- Severe health and sanitation issue in the living areas.
- Extremely dangerous, low paying, long working day jobs.
- Exploitation of children
- Development of a socially conscious Middle-Class

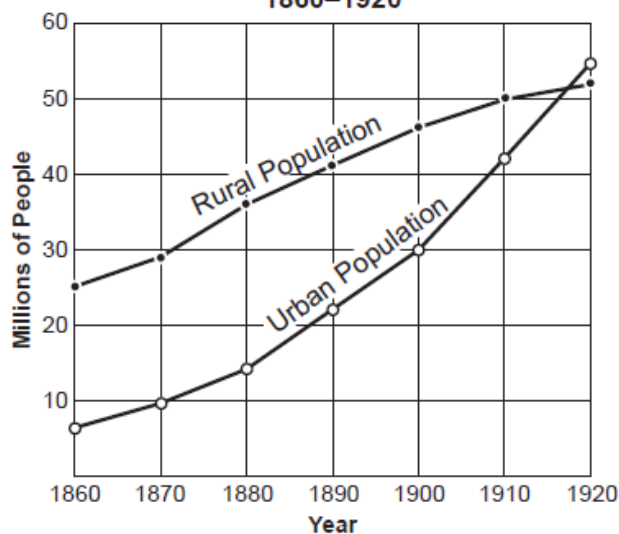
Selected Statistics Related to Industrialization

	Value of Manufactured Products	Employed in Manufacturing	
		Number of Males	Number of Females
1860	\$1.9 billion	1.03 million	270,357
1870	\$4.2 billion	1.61 million	323,506
1880	\$5.3 billion	2.01 million	529,983
1890	\$9.3 billion	2.86 million	503,089
1900	\$12.9 billion	4.08 million	1.03 million
1910	\$20.8 billion	8.84 million	1.82 million

Source: Inter-University Consortium for Political and Social Research, Ann Arbor, MI, and U.S. Census Bureau



Population of the United States,
1860–1920



United States Immigration 1861–1910

Decade	Total
1861–1870	2,314,824
1871–1880	2,812,191
1881–1890	5,246,613
1891–1900	3,687,564*
1901–1910	8,795,386

*Decline in numbers of immigrants due in part to the Depression of 1893.

Source: U.S. Immigration and Naturalization Service, *Statistical Yearbook of the Immigration and Naturalization Service*, 1998, U.S. Government Printing Office

Which factor contributed the most to urbanization in the late 1800s?

- (1) assimilation (3) imperialism
- (2) industrialization (4) nullification

During the 1850s, Irish immigrants were often discriminated against because they

- (1) refused to participate in local politics
- (2) displaced slave labor in the South
- (3) arrived in the United States with great wealth
- (4) practiced the Roman Catholic religion

During the late 1800s, the principles of Social Darwinism were used to justify

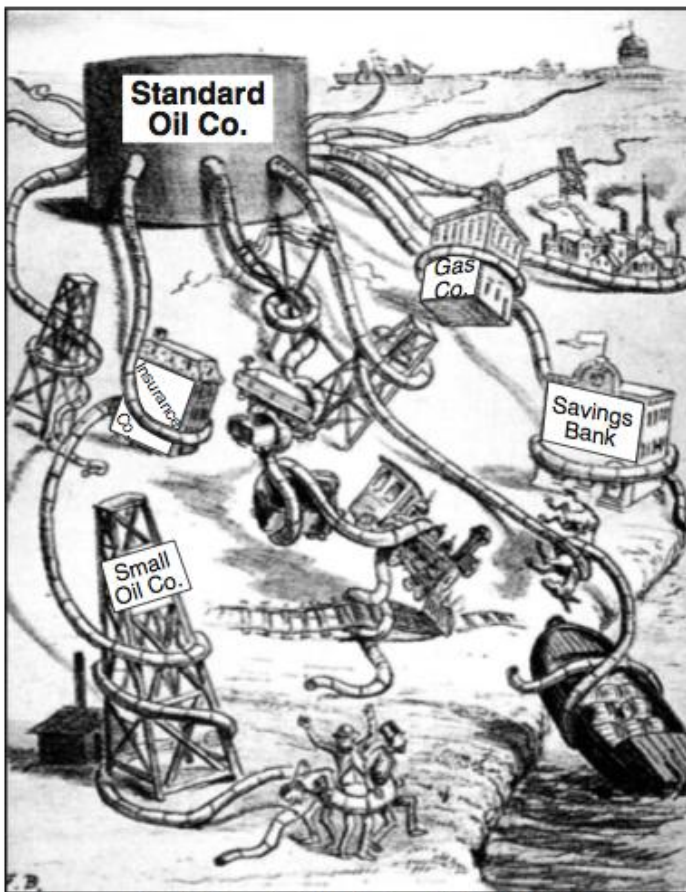
- (1) support for unlimited immigration
- (2) desegregation of public facilities
- (3) the use of strikes by organized labor
- (4) the accumulation of great wealth by industrialists

Which development led to the other three?

- (1) growth of tenements and slums
- (2) shift from a rural to an urban lifestyle
- (3) rapid industrial growth
- (4) widespread use of child labor

2.) Economic

- Growing **gap between the haves & the have-nots**.
- The development of the **Corporation** - a business owned by stockholders, who could generate large amounts of capital
- Application of the factory model to all industries
- Belief in a **laissez faire capitalistic system** allowed **robber barons** to develop and become extremely wealthy and powerful often through ruthless tactics.
- **Competition was limited or non-existent** in many industries in the United States as corporations formed mergers, trusts and even monopolies!



Source: Frank Beard, *The Judge*, July 19, 1884 (adapted)

Speaker A: "When demand ran high, and markets were scarce, he showed little mercy, broke his contracts for delivery and raised prices."

Speaker B: "The man of wealth must hold his fortune 'in trust' for the community and use it for philanthropic and charitable purposes."

Speaker C: "It is cruel to slander the rich because they have been successful. They have gone into great enterprises that have enriched the nation and the nation has enriched them."

Speaker D: "The fruits of the toil of millions are boldly stolen to build up colossal fortunes for the few, unprecedented in the history of mankind."

13 Which two speakers would most likely label late 19th-century industrialists as *robber barons*?

- (1) A and B
- (2) A and D
- (3) B and C
- (4) C and D

19 Which type of business organization is being criticized in this cartoon?

- (1) monopoly
- (2) multinational corporation
- (3) partnership
- (4) proprietorship

3.) Political

- Government policy at first **avored big business**, believing that if they interfered with business practices, it would interfere with the economy and negatively impact it.
- Big Business was able to have a significant amount of influence of government policy!
- Government policy was very **anti-union in the beginning** believing that unions were tied to communism which was developing in Europe.
- Government policy was influenced by **Social Darwinism and Nativism** and began to restrict immigration in the country. (*National Origins Act, Chinese Exclusion Act*)
- By the end of the 19th Century, **government policy shifted away from laissez-faire to a free-market system**, in which the government regulates what it feels is necessary for the public good.

Which action by the federal government during the late 1800s is an example of nativism?

- (1) passage of the Chinese Exclusion Act
- (2) creation of tribal reservations in the East
- (3) grants of financial aid to western farmers
- (4) support for the construction of trans-continental railroads

Which major population shift in the late 1800s occurred as a result of industrialization?

- (1) northerners to the Sun Belt
- (2) rural residents to urban areas
- (3) working class people from the cities to the suburbs
- (4) African Americans from the North to the South

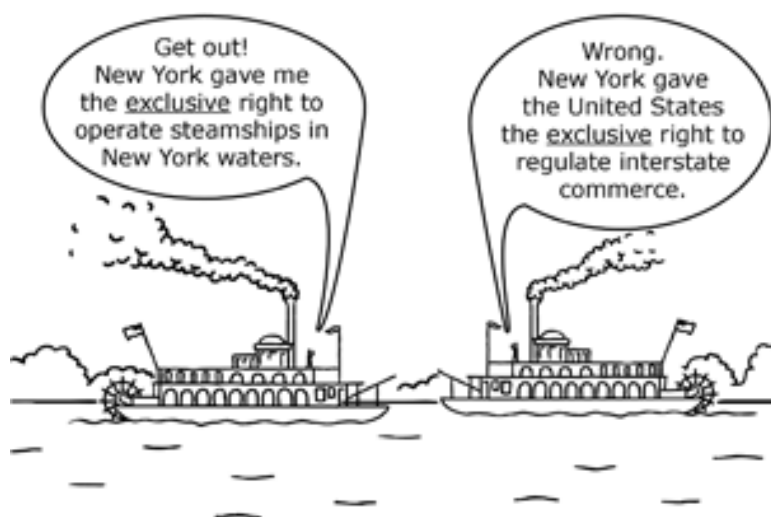
A major purpose of both the Chinese Exclusion Act (1882) and the Gentlemen's Agreement with Japan (1907) was to

- (1) limit immigration of certain ethnic groups
- (2) enrich America's cultural diversity
- (3) treat all Asian and European immigrants equally
- (4) relocate Asians displaced by war



The Only Way to Handle It
D.) Government Regulation Begins!

- **Gibbons v Ogden (1824)** - Supreme Court case that ruled that the Federal Government has the authority to regulate interstate commerce. (business & trading between states)
- **Interstate Commerce Act (1887)** - Created the Interstate Commerce Commission, Marked the 1st time that a Federal regulatory agency was established. Was passed in response to demands of small businesses and farmers.
- **Sherman Anti-Trust Law (1890)** - Law passed by Congress in attempt to limit the power of monopolies
- **Clayton Anti-Trust Act** - Declared that unions were not conspiracies in restraint against trade and there for are legal and allowed to exist!
- **Federal Reserve Act (1913)** - created the Federal Reserve, whose goal is to provide a stable supply of money and credit and to control the interest rates.



The Sherman Antitrust Act and the Clayton Antitrust Act were passed in an effort to

- (1) promote the formation of new trusts
- (2) maintain competition in business
- (3) increase business investment
- (4) limit the activities of foreign corporations

Which Supreme Court case is correctly paired with the constitutional issue it addressed?

- (1) *Gibbons v. Ogden* — interstate commerce
- (2) *Dred Scott v. Sanford* — executive privilege
- (3) *Gideon v. Wainwright* — voting rights
- (4) *Roe v. Wade* — rights of the accused

America: The Story of Us "Cities"

- Identify the following facts related to the Statue of Liberty:
 - Who designed it?
 - What nation gave it to us as a gift?
 - Who was responsible for the fundraising effort?
 - What material is it made from?
- Today, more than 100 million Americans can trace their ancestry through _____.
- From 1880 to 1930, nearly _____ new immigrants arrived in the US.
- Immigrants that came through the Ellis Island inspection station in New York came from _____.
- Andrew Carnegie helped revolutionize the _____ industry.
- Blasting hot air through molten steel burns off carbon impurities; this is known as the _____.
- _____ was the first ever to mass produce steel.
- _____ transformed to the industrial heart of the nation.
- Two roughnecks out of five _____ or were _____ on the job.
- Who invented the elevator?
- Identify the stages of the third degree:
1st Degree = **2nd Degree =** **3rd Degree =**
- Describe two ways Detective Burns brought police work into the modern age.
- -
- Jacob Riis exposed slum life in his famous book, _____.
- Describe the filth that covered city streets at the turn of the 20th century.
- By 1907, every city in the nation had _____.
- Thomas Edison used carbonized _____ as the filament for the electric light bulb.
- Identify three ways the light bulb impacted American society.
- - -
- What happened on March 25, 1911 in New York City?
- The _____ was one of America's greatest inventions.

Part II

THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Reform Movements (Industrialization)

After the Civil War, the United States developed an increasingly industrialized economy. Industrialization provided many benefits for the nation; however, it also created serious problems that required action by the government, groups, or individuals.

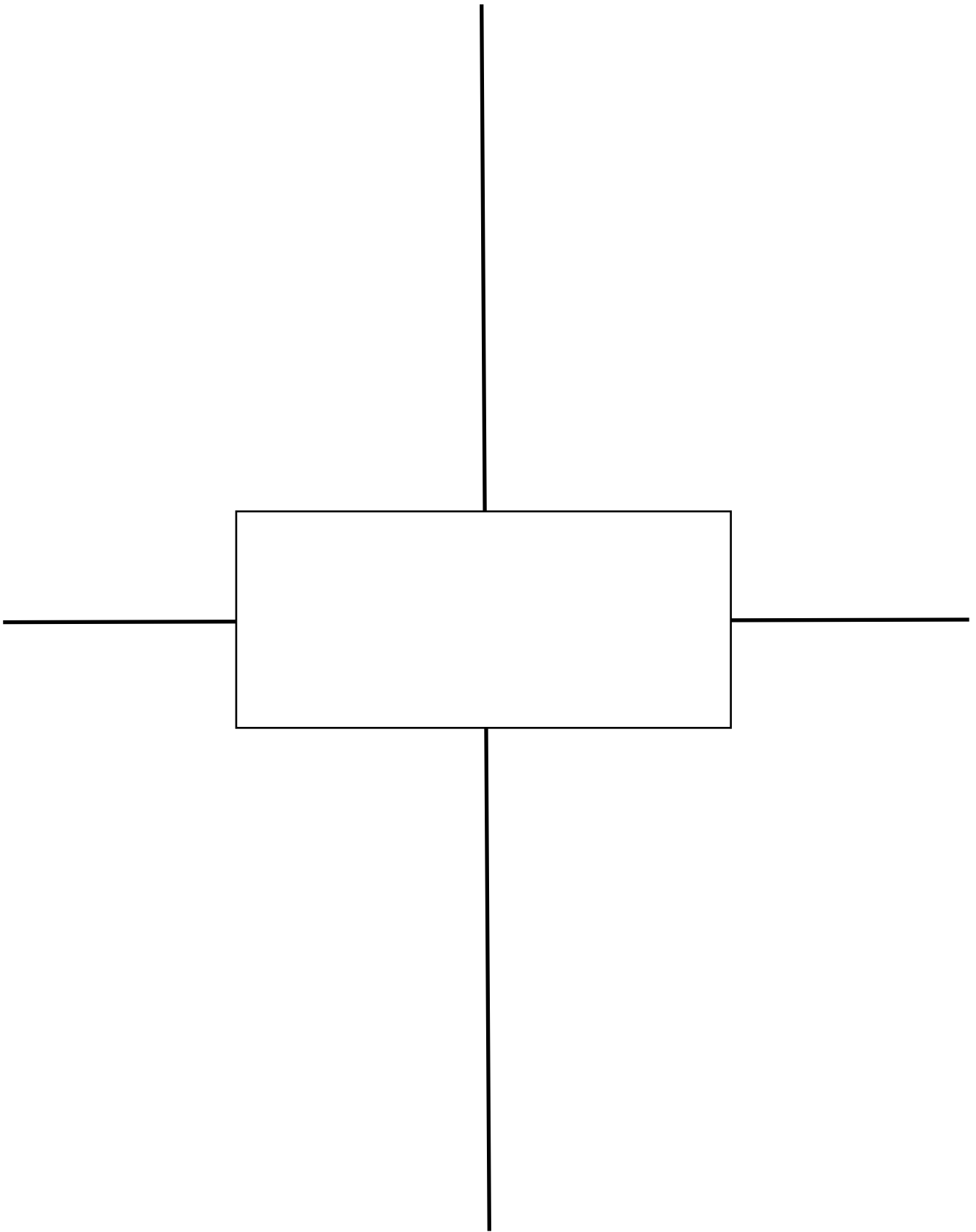
Task:

Select **two** problems that resulted from industrialization in the United States and for **each**

- Explain how this problem resulted from industrialization
- Describe an attempt by the government, groups, or individuals to address the problem
- Discuss the extent to which this attempt was successful in addressing the problem

You may use any problem that was created by industrialization from your study of United States history. Some suggestions you might wish to consider include corruption in government, exploitation of workers, overcrowding of cities, establishment of trusts, production of unsafe consumer goods, destruction of the natural environment, and increase in anti-immigrant attitudes.

You are *not* limited to these suggestions.



Blank lined paper for writing.

Chapter 9 - The Progressive Era (Late 1800s - 1917)

A.) The Progressive Movement

- a movement **to correct the economic and social abuses of industrial society**. Supported secret ballot, income tax, direct election of Senators, Prohibition
- **Progressives**: believed that **the government needs to regulate big business to protect consumers**. **Opposed laissez-faire** attitude of the 19th century. The Progressive Movement was a response to the industrialization and urbanization of the U.S.

Jane Addams	established “Hull House” settlement houses for immigrants and provided assistance to the poor.
W.E.B. DuBois	founded the NAACP in order to end segregation and win equal rights
Booker T Washington	Believed that African Americans should pursue education as the key to improving social status. Founded vocational training schools in the 1800s to improve economic opportunities for African Americans.

B.) A Progressive View of Government

- Progressives wanted **to see democracy expanded** and more citizens more directly involved and participating in the governmental processes. **through laws such as the initiative, referendum, secret ballots and direct election of Senators**,
- **17th Amendment** - Citizens directly vote on who would represent them in Senate, in order to have Congress more responsive to the people!
- **Civil Service Exams** - Laws were passed requiring people to take/pass tests before obtaining government jobs in order to eliminate patronage and corruption. This was a reaction to the Spoils System started by President Jackson.

During the Progressive Era, many state and local governments adopted initiative, referendum, and recall procedures that

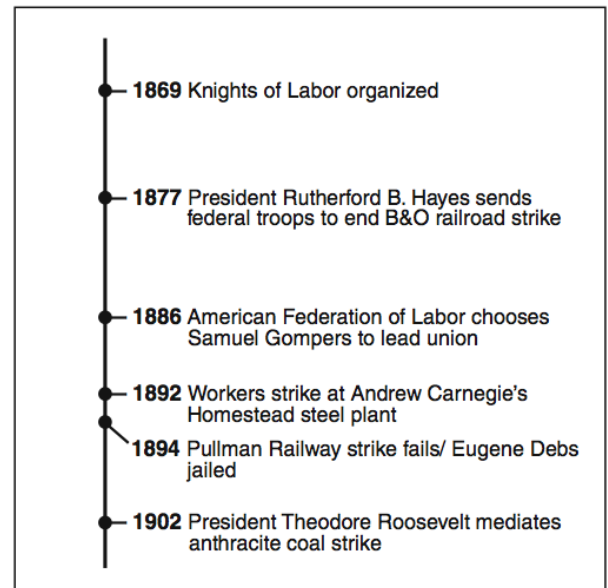
- (1) eliminated the need for the electoral college
- (2) created political action committees (PACs)
- (3) gave voters a more direct voice in government
- (4) strengthened the role of the president's cabinet

C.) Rise of the Labor Movement

Labor Union- An organization of employees formed to bargain with the employer in order to get certain things such as better working conditions, benefits, and pay. Business leaders opposed the efforts of Labor unions to organize and improve conditions. **Clayton Antitrust Act** made unions legal.

- **Collective Bargaining** - Discussions between labor union leaders and management (owners/ bosses) to agree on a contract for workers.
- **Wagner Act (1935)**- Legalized collective bargaining
- **Triangle Shirtwaist Company Fire** - Tragedy in which many women workers were killed in a factory fire. Drew national attention to the need to protect the safety of workers.
- **Samuel Gompers** - Organized workers into unions in order to strive for better conditions and better pay.
- **American Federation of Labor** - The first long-lasting, successful labor union in the U.S., because it fought for the rights of skilled workers, focused on gains in wages and working conditions, and was organized on a nationwide basis,

Selected Events in Labor History



The Anthracite Coal Strike (1902), the Wagner Act (1935), and the founding of the United Farm Workers (1962) were important steps in

- (1) limiting the growth of labor unions
- (2) creating greater equality for women
- (3) ending discrimination directed at African Americans in the South
- (4) promoting fair labor practices and collective bargaining for workers

The tragedy of the Triangle Shirtwaist Company fire of 1911 drew national attention to the need to

- (1) restrict immigration from southern Europe
- (2) establish full-time fire departments
- (3) protect the safety of workers
- (4) improve conditions for tenement dwellers

D.) Muckrakers

- Journalists and writers who **exposed the horrible conditions** that existed as a result of industrial society.

Upton Sinclair	<i>"The Jungle"</i> - in his book he exposed the horrible conditions that exist in the meat packing industry.
Jacob Riis	<i>"How the Other Half Lives"</i> - in his publication, he exposes the horrible living conditions that most industrial workers must endure.
Ida Tarbell	<i>"The History of the Standard Oil Company"</i> - in her publication she shows the ruthless business tactics taken by John D. Rockefeller.

- **Pure Food & Drug Act (1906)**- Law that provided federal inspection of meat products and forbade the manufacture, sale, or transportation of unsafe food products and poisonous medicines. Resulted from demands for direct consumer protection. Federal government was able to pass it because of the elastic clause.
- **Meat Inspection Act** - Created sanitary standards established for slaughterhouses and meat processing plants. Passed as a result of writings of muckrakers.

In the early 1900s, the muckrakers provided a service to the American public by

- (1) calling for a strong military buildup
- (2) lobbying for less government regulation of business
- (3) exposing abuses in government and industry
- (4) encouraging states to resist federal government authority

In his book, *How the Other Half Lives*, muckraker Jacob Riis exposed the

- (1) ruthlessness of the Standard Oil Company
- (2) social ills of life in New York City's tenements
- (3) unsanitary conditions in the meatpacking industry
- (4) abuses of the railroad industry

The actions of muckrakers in the late 19th century and early 20th century resulted in

- (1) Supreme Court decisions that expanded the right to vote
- (2) government regulation of unfair business practices
- (3) increases in the power of monopolies
- (4) reduction of the president's power to manage the economy



A NAUSEATING JOB, BUT IT MUST BE DONE

E.) The Growth of Third Parties

1.) Populist Party - A political **coalition of farming interests** directed against banking and railroads.

- A **third party** that eventually disappeared but their ideas prospered and later became law.
- Expressed the discontent of many farmers with their ongoing economic problems.
- Proposed the **national income tax, free and unlimited coinage of silver, direct election of senators, government ownership of railroads. Supported anti-trust laws.**
- Similar to the Progressive Party because both **opposed the strict laissez-faire** attitudes of the federal government, and both wanted the use of Federal power to correct social and economic problems.

2.) Granger Movement - Wanted to force railroads to lower freight rates. Wanted to pass laws increasing Federal regulation of monopolies. They also wanted economic policy that controlled inflation. **Supported by farmers in the west.**

In the late 1800s, which group most often supported the views of the Populist Party?

- | | |
|--------------------|------------------|
| (1) factory owners | (3) farmers |
| (2) nativists | (4) labor unions |

Which reform idea was a common goal of the Populists and the Progressives?

- (1) restoration of the nation's cities
- (2) expansion of opportunities for immigrants
- (3) improvement in the status of African Americans
- (4) greater control of government by the people

In the late 1800s, the Granger movement tried to improve conditions for farmers by

- (1) lowering the rate of inflation
- (2) strengthening the gold standard
- (3) forcing railroads to lower their rates
- (4) making labor unions stronger

The success of the Populist Party of the 1890s can best be measured by which development?

- (1) The party replaced one of the two major parties.
- (2) The party gained support among business leaders.
- (3) Two of the party's candidates were elected to the presidency.
- (4) Several of the party's proposed reforms were made into laws.

F.) President Theodore Roosevelt the Progressive President

- **New Nationalism** - Policy designed to help the U.S. solve problems caused by industrialization.
- **Square Deal** - Increased the role of the Federal Government in dealing with social and economic problems.
- **Trust Busting** - Had policies that encouraged competition in business by attacking monopolies, trusts, pools, etc. Became known as the Trustbuster. Believed the government should regulate big business.
- A primary objective of his was **to awaken public interest in conservation efforts** (saving the environment). Set aside land for national forests and water projects.



Source: Clifford K. Berryman, *Washington Evening Star*, October 11, 1907
(adapted)

In developing your answer to Part III, be sure to keep this general definition in mind:

discuss means “to make observations about something using facts, reasoning, and arguments; to present in some detail”

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. This question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

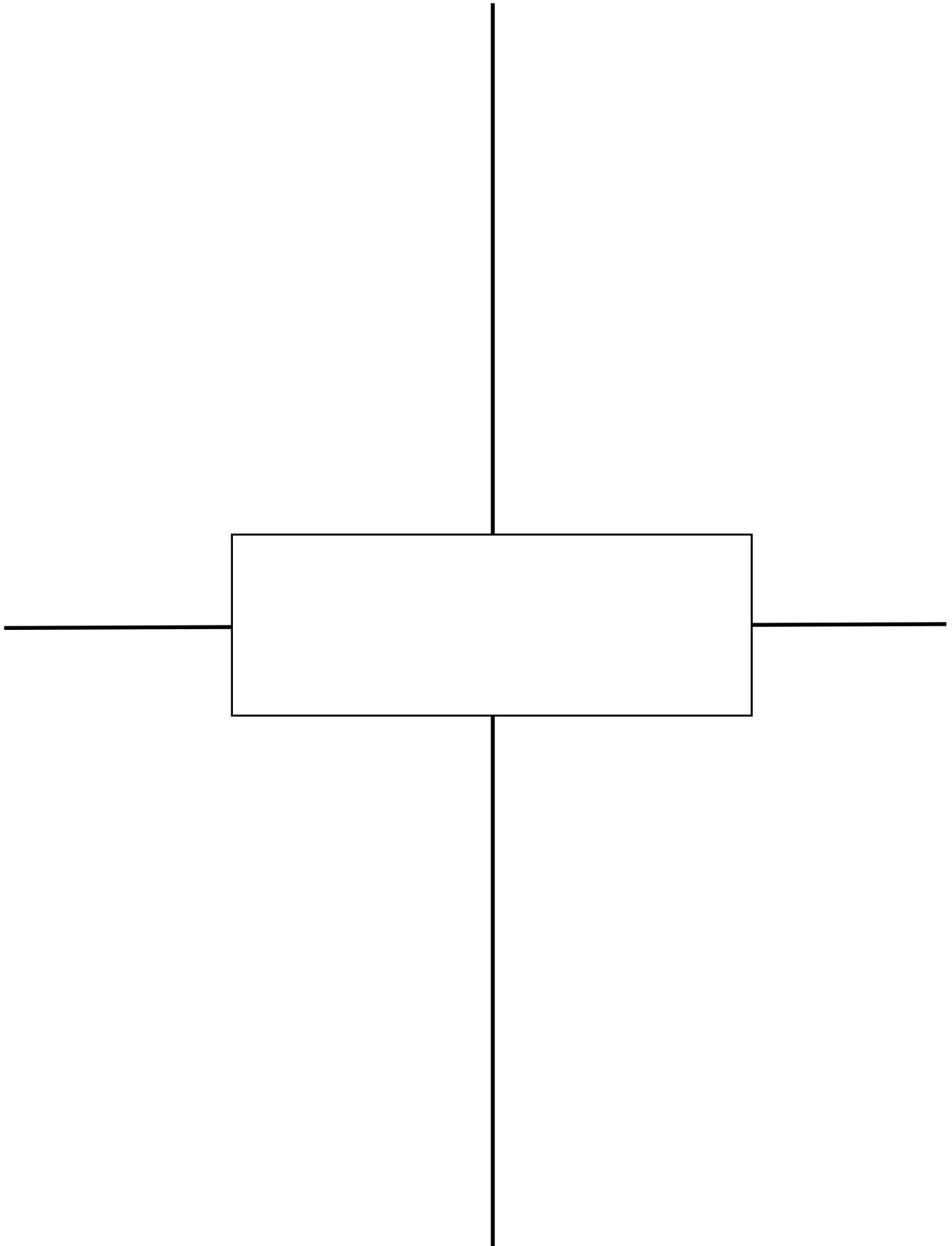
Historical Context:

During the late 1800s and early 1900s, Progressive reformers worked to improve American society. Their goals included **protecting consumers**, **regulating child labor**, **improving working conditions**, and **expanding democracy**.

Task: Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

Choose **three** goals mentioned in the historical context and for **each**

- Discuss the conditions that led Progressive reformers to address the goal
- Discuss the extent to which the goal was achieved



Part A

Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

... There were the men in the pickle rooms, for instance, where old Antanas had gotten his death; scarce a one of these that had not some spot of horror on his person. Let a man so much as scrape his finger pushing a truck in the pickle rooms, and he might have a sore that would put him out of the world [lead to his death]; all the joints in his fingers might be eaten by the acid, one by one. Of the butchers and floorsmen, the beef boners and trimmers, and all those who used knives, you could scarcely find a person who had the use of his thumb; time and time again the base of it had been slashed, till it was a mere lump of flesh against which the man pressed the knife to hold it. The hands of these men would be criss-crossed with cuts, until you could no longer pretend to count them or to trace them. They would have no nails,—they had worn them off pulling hides; their knuckles were swollen so that their fingers spread out like a fan. There were men who worked in the cooking rooms, in the midst of steam and sickening odors, by artificial light; in these rooms the germs of tuberculosis might live for two years, but the supply was renewed every hour. There were the beef luggers, who carried two-hundred-pound quarters into the refrigerator cars, a fearful kind of work, that began at four o'clock in the morning, and that wore out the most powerful men in a few years. . . .

Source: Upton Sinclair, *The Jungle*, 1906

- 1 Based on this document, state **two** effects of poor working conditions in this factory. [2]

(1) _____

Score

(2) _____

Score

Document 2

... In just one week a scandalized public had snapped up some 25,000 copies of *The Jungle*. Almost all of those readers missed the socialist message. Sinclair had hoped to draw their attention to “the conditions under which toilers [workers] get their bread.” The public had responded instead to the disclosures about corrupt federal meat inspectors, unsanitary slaughter houses, tubercular cattle, and the packers’ unscrupulous [unethical] business practices.

One of the most outraged readers was President Theodore Roosevelt. Few politicians have ever been as well-informed as TR, who devoured books at over 1,500 words per minute, published works of history, and corresponded regularly with leading business, academic, and public figures. Roosevelt recognized immediately that the public would expect government at some level—local, state, or federal—to clean up the meat industry. He invited Sinclair for a talk at the White House, and though he dismissed the writer’s “pathetic belief” in socialism, he promised that “the specific evils you point out shall, if their existence be proved, and if I have the power, be eradicated [eliminated].”

Roosevelt kept his promise. With the help of allies in Congress, he quickly brought out a new bill, along with the proverbial [well-known] big stick. Only four months later, on June 30, he signed into law a Meat Inspection Act that banned the packers from using any unhealthy dyes, chemical preservatives, or adulterants. The bill provided \$3 million toward a new, tougher inspection system, where government inspectors could be on hand day or night to condemn animals unfit for human consumption. Senator Albert Beveridge of Indiana, Roosevelt’s progressive ally in Congress, gave the president credit for the new bill. “It is chiefly to him that we owe the fact that we will get as excellent a bill as we will have,” he told reporters. Once again, Americans could put canned meats and sausages on the dinner table and eat happily ever after. Or so it would seem. . . .

Source: James Davidson and Mark Lytle, *After the Fact: The Art of Historical Detection*, Alfred A. Knopf

- 2 According to this document, what action did President Theodore Roosevelt take to keep his promise to Upton Sinclair? [1]

Score

Document 3a

... During the same winter three boys from a Hull-House club were injured at one machine in a neighboring factory for lack of a guard which would have cost but a few dollars. When the injury of one of these boys resulted in his death, we felt quite sure that the owners of the factory would share our horror and remorse, and that they would do everything possible to prevent the recurrence of such a tragedy. To our surprise they did nothing whatever, and I made my first acquaintance then with those pathetic documents signed by the parents of working children, that they will make no claim for damages resulting from "carelessness."

The visits we made in the neighborhood constantly discovered women sewing upon sweatshop work, and often they were assisted by incredibly small children. I remember a little girl of four who pulled out basting threads hour after hour, sitting on a stool at the feet of her Bohemian mother, a little bunch of human misery. But even for that there was no legal redress [remedy], for the only child-labor law in Illinois, with any provision for enforcement, had been secured [achieved] by the coal miners' unions, and was confined to children employed in mines. . . .

There was at that time no statistical information on Chicago industrial conditions, and Mrs. Florence Kelley, an early resident of Hull-House, suggested to the Illinois State Bureau of Labor that they investigate the sweating system [sweatshops] in Chicago with its attendant [use of] child labor. The head of the Bureau adopted this suggestion and engaged Mrs. Kelley to make the investigation. When the report was presented to the Illinois Legislature, a special committee was appointed to look into the Chicago conditions. I well recall that on the Sunday the members of this commission came to dine at Hull-House, our hopes ran high, and we believed that at last some of the worst ills under which our neighbors were suffering would be brought to an end. . . .

Source: Jane Addams, *Twenty Years at Hull-House with Autobiographical Notes*, MacMillan, 1912

- 3a Based on this document, identify **one** social problem Jane Addams wanted to reform. [1]

Score

Document 3b

First Factory Law of Illinois

FACTORIES AND WORKSHOPS

... 4. Children under 14 years of age prohibited from being employed in any manufacturing establishment, factory or work shop in the state. Register of children under 16 years shall be kept. The employment of children between ages of 14 and 16 years prohibited unless an affidavit by the parent or guardian shall first be filed in which shall be stated the age date and place of birth. Certificates of physical health may be demanded by the inspectors. . . .

Source: "Factories and Workshops," *Laws of the State of Illinois*, Thirty-Eighth General Assembly, 1893

- b Based on this document, state **one** provision of the Illinois factory law. [1]

Score

Document 4

State Actions Affecting Working Conditions	
1911	Recommendations of Illinois Commission on Occupational Disease (1909) result in Illinois Occupational Disease Act (ventilation, sanitation, fumes, temperature)
1911	Wisconsin becomes first state to pass workman's compensation legislation
1911	Wisconsin legislature limits hours of labor for women and children
1911–1915	Recommendations of New York State Factory Investigating Commission result in dozens of new laws creating healthier and safer factory working conditions during New York's "golden era in remedial factory legislation"
1912	New York State Factory Investigating Commission requires automatic sprinklers for all floors above seventh floor of buildings; broadens regulation and inspection of workplace safety (fire escapes, safe gas jets, fireproof receptacles, escape routes, fire drills)
1912	Massachusetts passes first state minimum wage law
1913	Oregon law requires payment of overtime for workers in mills or factories (over ten hours a day)

- 4 Based on this document, identify **two** examples of how a state action resulted in the improvement of working conditions. [2]

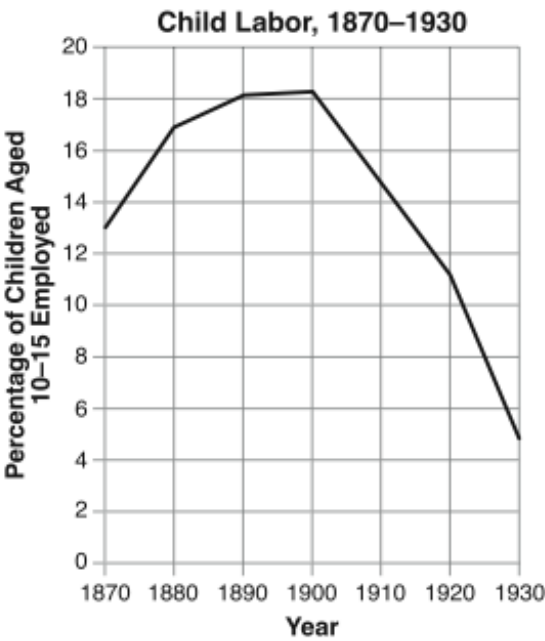
(1) _____

Score

(2) _____

Score

Document 5



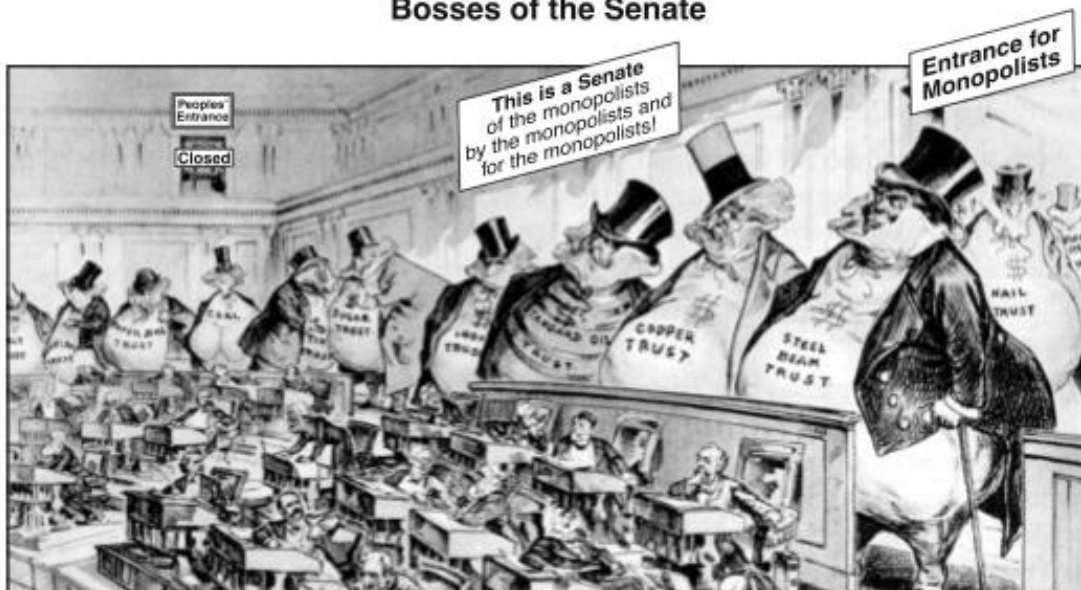
Source: United States Bureau of the Census
(adapted)

5 Based on this graph, how did the use of child labor change between 1900 and 1920? [1]

Score

Document 6a

Bosses of the Senate



Source: Joseph J. Keppler, *Puck*, 1889 (adapted)

Document 6b

... The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures. ...

— 17th Amendment, Section 1, 1913

6 State **one** way the 17th amendment addressed the concern expressed in the cartoon. [1]

Score

Document 7

... Indeed, the growth of fundamental democracy in this country is astonishing. Thirty years ago the secret ballot was regarded as a passing craze by professional politicians. Twenty years ago it was a vital issue in nearly every American state. To-day the secret ballot is universal in American politics. Ten years ago the direct primary was the subject of an academic discussion in the University of Michigan by a young man named La Follette of Wisconsin. Now it is in active operation in over two-thirds of our American states, and over half of the American people use the direct primary as a weapon of self-government. Five years ago the recall was a piece of freak legislation in Oregon. To-day more American citizens are living under laws giving them the power of recall than were living under the secret ballot when [President] Garfield came to the White House, and many times more people have the power to recall certain public officers to-day than had the advantages of the direct primary form of party nominations when [President] Theodore Roosevelt came to Washington. The referendum is only five years behind the primary. Prophecy with these facts before one becomes something more than a rash guess. [With these facts in mind, predicting the future becomes something more than rash guessing.] . . .

Source: William Allen White, *The Old Order Changeth*, Macmillan, 1910

- 7 According to William Allen White, what were **two** reforms the Progressives supported to expand democracy? [2]

(1) _____

Score

(2) _____

Score

Document 8

. . . Women compose one-half of the human race. In the last forty years, women in gradually increasing numbers have been compelled to leave the home and enter the factory and workshop. Over seven million women are so employed and the remainder of the sex are employed largely in domestic services. A full half of the work of the world is done by women. A careful study of the matter has demonstrated the vital fact that these working women receive a smaller wage for equal work than men do and that the smaller wage and harder conditions imposed on the woman worker are due to the lack of the ballot. . . .

The great doctrine of the American Republic that "*all governments derive their just powers from the consent of the governed*," justifies the plea of one-half of the people, the women, to exercise the suffrage. The doctrine of the American Revolutionary War that taxation without representation is unendurable [intolerable], justifies women in exercising the suffrage. One great advantage, however, of the suffrage is in raising women to a position of greater honor and dignity so that the children of the land shall show and feel greater reverence and honor for their mothers, and that the mothers may teach the elementary principles of good government while they are teaching them good manners, morality and religion. . . .

Source: Senator Robert Owen, Speech, 1910

8 Based on this document, state **two** reasons for giving women the right to vote. [2]

(1)

Score

(2)

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least **five** documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

During the late 1800s and early 1900s, Progressive reformers worked to improve American society. Their goals included **protecting consumers**, **regulating child labor**, **improving working conditions**, and **expanding democracy**.

Task: Using information from the documents and your knowledge of United States history, write an essay in which you

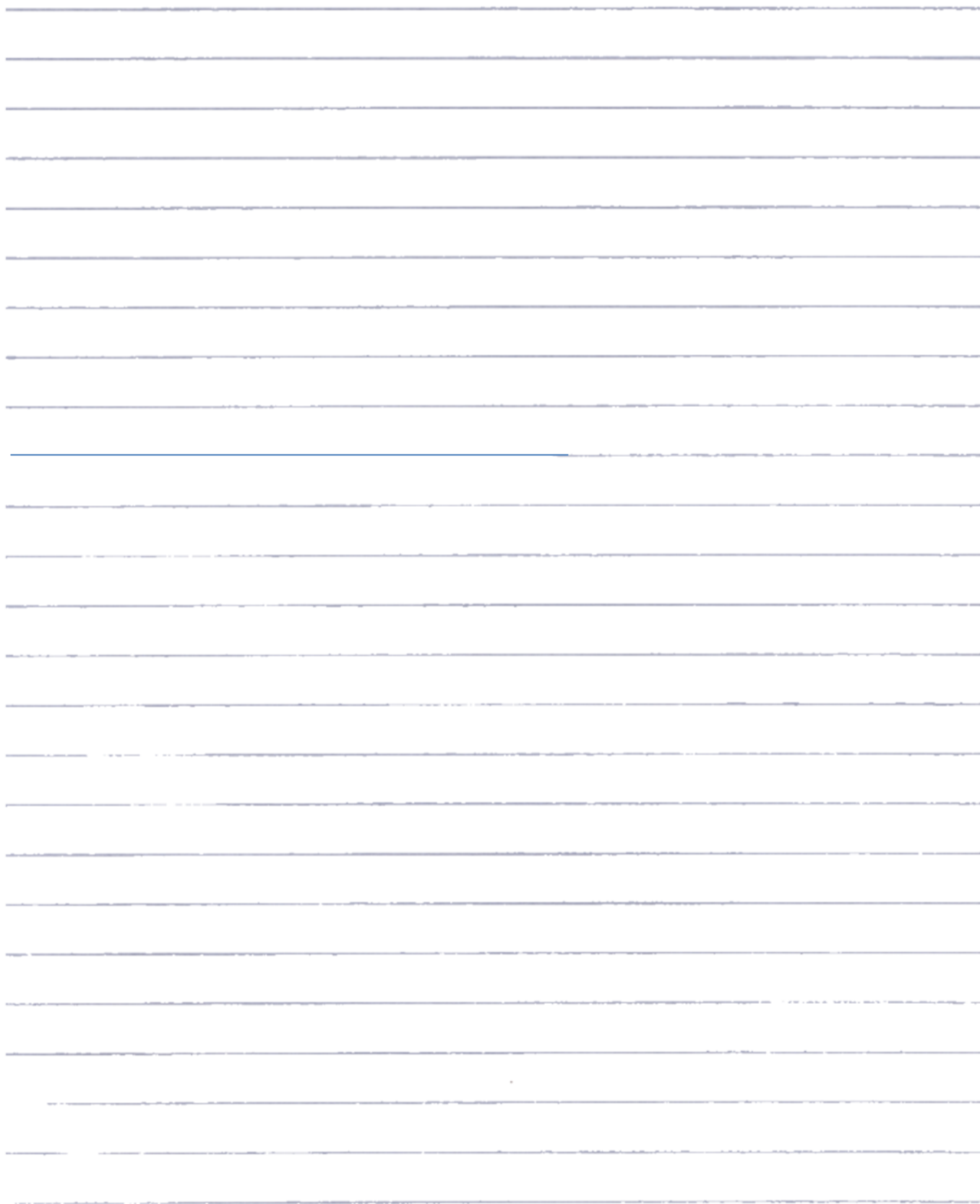
Choose **three** goals mentioned in the historical context and for **each**

- Discuss the conditions that led Progressive reformers to address the goal
- Discuss the extent to which the goal was achieved

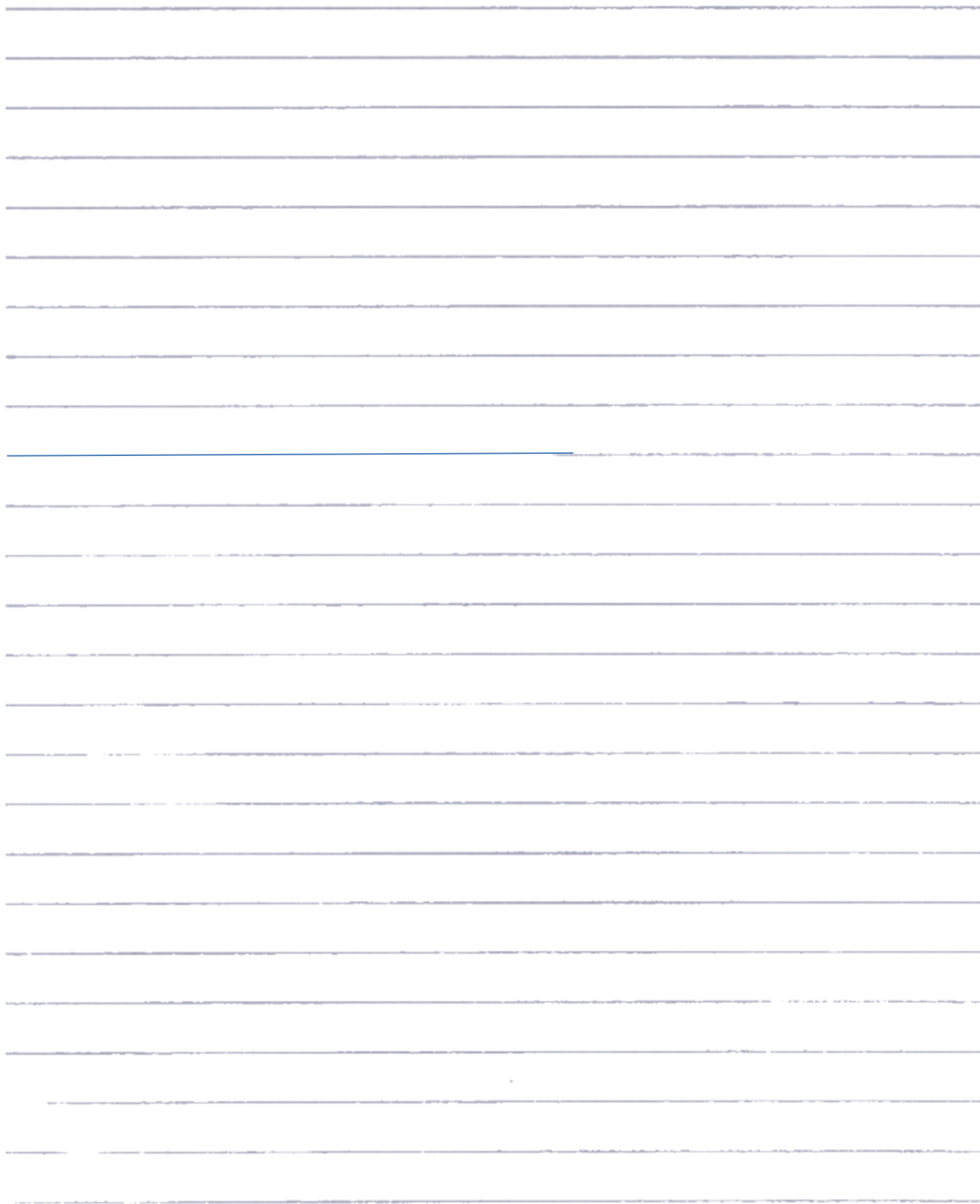
Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- Incorporate information from *at least five* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and conclusion that are beyond a restatement of the theme



Blank lined paper with horizontal ruling lines.



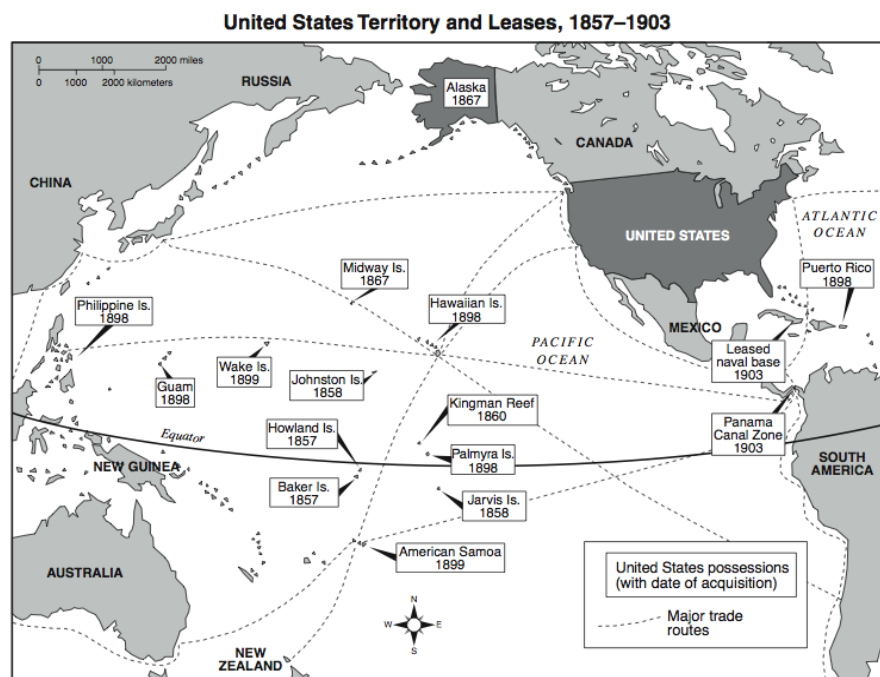
Chapter 10 - U.S. Imperialism

A.) Reasons for Imperialism

- Due to the **expansion of American industry** during the 1800's, the U.S. needed to **obtain raw materials and new markets** (*the U.S. needed more raw materials to make products and a place to sell those products*)
- **Social Darwinism** – Belief amongst some Americans that applied Charles Darwin's "survival of the fittest" to business and government policy. Justified going to less developed areas.

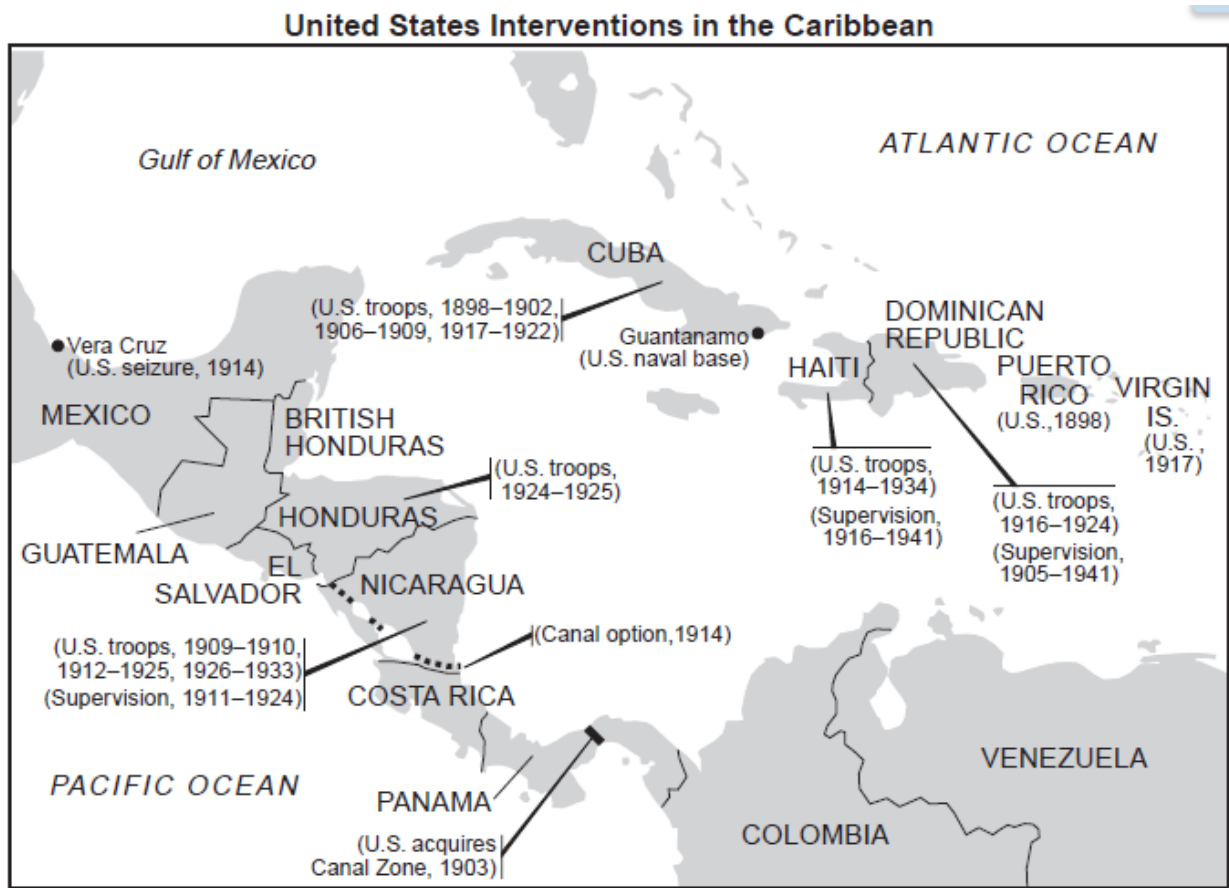
B.) Spanish-American War

- Joseph Pulitzer and William Randolph Hears used **yellow journalism** to generate public support for the war. They wrote articles about the **sinking of the battleship *USS Maine*** in Havana Harbor.
- As a result of the war, **the U.S. built the Panama Canal** so they could move more quickly **between oceans** in order to increase trade and military security.
- A major result was that, **the U.S. obtained overseas colonies** and was recognized as a world power.



C.) Latin America

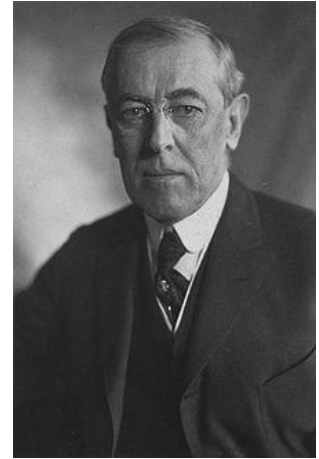
- **Roosevelt Corollary aka Big Stick Policy** - *“Walk softly but carry a big stick.”* Policy that was used by the U.S under **President Theodore Roosevelt** to police the Western Hemisphere and **intervene in Latin American affairs. Wanted to prevent the extension of European control over Latin America.**
- **Expanded the Monroe Doctrine** - Claimed the Monroe Doctrine permits the U.S. to intervene actively in the affairs of Latin American nations.
- **Dollar Diplomacy** - attempted to increase the U.S. power in Latin America. Indicated a U.S. desire to interact with foreign countries in ways that were profitable to U.S. corporations. Corporations needed a place to sell surplus (extra) goods.
- **Panama Canal** - President Roosevelt promised the people of Panama who were seeking to break free from Columbia that he would support them in exchange for allowing the US the right to build and operate the Panama Canal.



Source: Thomas G. Paterson et al., *American Foreign Policy: A History 1900 to Present*, D. C. Heath, 1991 (adapted)

C.) President Woodrow Wilson

- Supported the creation of the **Federal Reserve System (1913)** in order to regulate the amount of money in circulation.
- **New Freedom** - Designed to help the U.S. solve problems caused by industrialization by limiting the power of big business
- Adopted a policy of **neutrality** at the beginning of World War I.
- Claimed that the Progressive movement would be best served by continued peace
- During his reelection campaign in 1916 he used the slogan “He kept us out of war,” but after he was reelected in 1917 Wilson asked Congress to declare war on Germany because **Germany resumed unrestricted submarine warfare and were violating the freedom of the seas.** (Sinking of the Lusitania)



A similarity between the Bank of the United States, created in 1791, and the present-day Federal Reserve System is that both were established to

- (1) set tariff rates
- (2) regulate the money supply
- (3) achieve balanced budgets
- (4) restrict the gold supply

To improve distribution of money and guarantee an adequate money supply, President Woodrow Wilson asked Congress to

- (1) eliminate the gold standard
- (2) limit foreign investment
- (3) provide insurance for bank deposits
- (4) establish the Federal Reserve System

“... There’s no chance of progress and reform in an administration in which war plays the principal part. ...”

— President-elect Woodrow Wilson, 1913

In this statement, President-elect Wilson was expressing the belief that

- (1) the United States should enter World War I immediately
- (2) reform movements are strengthened by war
- (3) the nation will require a change in leadership if it goes to war
- (4) the Progressive movement would be best served by continued peace

During his reelection campaign in 1916, President Woodrow Wilson used the slogan, “He kept us out of war.” In April of 1917, Wilson asked Congress to declare war on Germany. What helped bring about this change?

- (1) Bolshevik forces increased their strength in Germany and Italy.
- (2) Britain was invaded by nations of the Central Powers.
- (3) Russia signed a treaty of alliance with the Central Powers.
- (4) Germany resumed unrestricted submarine warfare.

Chapter 11 World War I

A.) Causes of the Great War

- At the outbreak of WWI in Europe (1914), most Americans believed that their country should stay out of war.
- During the first 3 years of WWI, **the U.S. tried to maintain freedom of the seas and trade** with European nations (Britain & France) but **Germany attacked any ships that traded with their enemies.**
- **German's violate the freedom of the seas by resuming unrestricted submarine warfare** (which became a major reason for why the U.S. entered WWI in 1917).
- Wilson declares "*The world must be made safe for democracy*" in order to justify his decision to ask Congress to declare war against Germany

B.) During the War

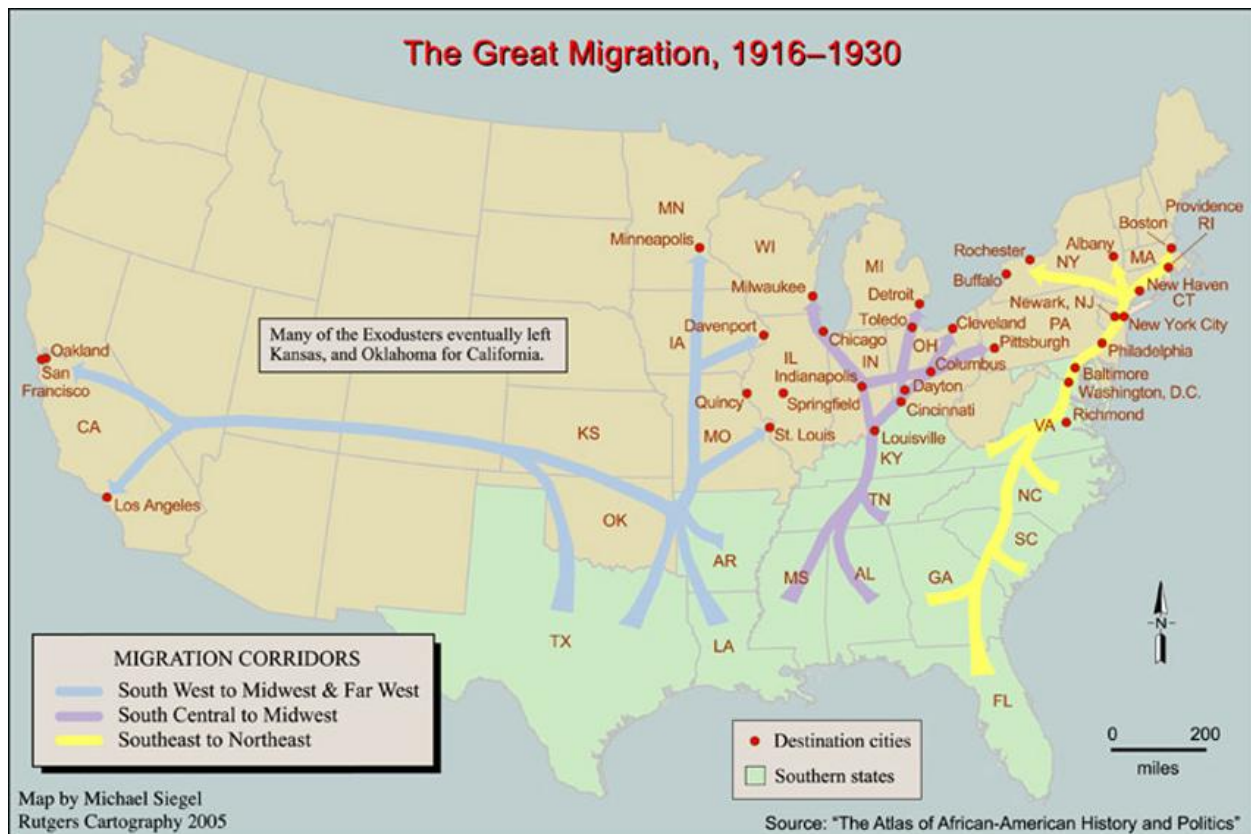
- **Espionage Act/ Sedition Act (1917)** - Used by Wilson's administration during WWI to silence critics of the war effort. This illustrated that national interest is sometimes given priority over individual rights.
- **Schenck v. U.S. (1919)** - Supreme court ruled that freedom of speech for war protesters could be limited during wartime. The "**clear-and present danger**" doctrine permits the government *to limit speech that threatens the security of the nation*. **Freedom of speech is not absolute.**
- **Wilson ordered controls on the U.S. industry to fight WWI.**
- These actions show **that Executive (aka Presidential) power can increase during times of international crises.**
- **Similar to Andrew Jackson, Abraham Lincoln, and later Franklin D. Roosevelt** because they all expanded presidential powers.


The "clear and present danger" doctrine established in *Schenck v. United States* (1919) concerned the issue of

- (1) freedom of speech
- (2) the right to bear arms
- (3) the right to an attorney
- (4) separation of church and state

C.) Economic Effects of the War


- WWI was a significant **benefit to the U.S. economy** because it **provided a market for the U.S. industry** (the armies of the U.S. and its allies needed a lot of supplies which gave U.S. factories a lot of business).
- **Growth of automobile industry after WWI** changed the U.S. economy by stimulating the development of other new industries. (steel, glass, rubber, fabric, electronics)
- In terms of international trade and finance, **the U.S. emerged from WWI as a leading creditor nation** (*U.S. becomes the world's leading economic power*).
- **American women** helped gain support for the suffrage (right to vote) movement by **working in wartime industries**.
- **African Americans migrate to the North** during and following WWI as a result of the availability of new **factory jobs**.





**Little
AMERICANS**
Do your bit

Eat Oatmeal-Corn meal mush-
Hominy - other corn cereals -
and Rice with milk.
Save the wheat for our soldiers.
Leave nothing on your plate



UNITED STATES FOOD ADMINISTRATION

**Help Uncle Sam
Stamp Out
The Kaiser!**



BUY U.S. GOV'T BONDS

HARRY S. BRIDGES

D.) Political Effect of World War I

Fourteen Points-statement of principles proposed by President Wilson that would govern the postwar world.

- Aimed to prevent international tensions from leading to war again.
- Believed that the principal of **self-determination** should be applied to people of all nations (they should be free to rule themselves (aka no more colonies)).
- Established **the League of Nations**.
- **Congress refused to sign the Treaty of Versailles** (even though President Wilson wanted them to) *because many Senators objected to the U.S. membership in the League of Nations, fearing that it would pull the U.S. into another major war.*
- U.S. follows a policy of **neutrality & isolationism** during the 1920's and 30's because of a disillusionment (disappointment, frustration) with WWI and its results.
- **Washington Naval Conferences & Kellog-Briand Pact**- Were attempts by the U.S. to achieve peace and arms control in the decade after WWI
- **Bolshevik Revolution** (Communist takeover of Russia 1917) increased nativism leading to **the Red Scare** (fear of Communism in the U.S. following WWI).
- Passage of the **Immigration Quota acts of 1921 & 1924** (restricted the amount of immigrants from Southern and Eastern Europe) because of a recurrence of nativist attitudes following WWI (*Americans became more fearful and hateful of foreigners being communists*).



THE GAP IN THE BRIDGE.

During his reelection campaign in 1916, President Woodrow Wilson used the slogan, "He kept us out of war." In April of 1917, Wilson asked Congress to declare war on Germany. What helped bring about this change?

- (1) Bolshevik forces increased their strength in Germany and Italy.
- (2) Britain was invaded by nations of the Central Powers.
- (3) Russia signed a treaty of alliance with the Central Powers.
- (4) Germany resumed unrestricted submarine warfare.

In the years before the United States entered World War I, President Woodrow Wilson violated his position of strict neutrality by

- (1) secretly sending troops to fight for the democratic nations
- (2) openly encouraging Mexico to send troops to support the Allies
- (3) supporting economic policies that favored the Allied nations
- (4) using United States warships to attack German submarines

At the beginning of World War I, President Woodrow Wilson followed a traditional United States foreign policy by

- (1) refusing to permit trade with either side in the conflict
- (2) sending troops to aid Great Britain
- (3) declaring American neutrality
- (4) requesting an immediate declaration of war against the aggressors

Which action was a result of the other three?

- (1) Germany's policy of unrestricted submarine warfare
- (2) United States entry into World War I
- (3) interception of the Zimmermann Note
- (4) United States loans to Allied nations



Source: Library of Congress, Prints and Photographs Division

24 This poster was used during the administration of President Woodrow Wilson to

- (1) convince men to enlist in the military services
- (2) help finance the war effort
- (3) support membership in the League of Nations
- (4) emphasize the goals of the Fourteen Points

President Woodrow Wilson's Fourteen Points were proposed during World War I primarily to

- (1) define postwar objectives for the United States
- (2) outline military strategies for the United States
- (3) convince other democratic nations to join the United Nations
- (4) strengthen the United States policy of isolationism

"Congress Passes Alien and Sedition Acts"

"Lincoln Suspends Habeas Corpus"

"Wilson Signs 1918 Sedition Act"

These headlines show that the federal government can

- (1) restrict citizens' rights in times of crisis
- (2) raise armies without informing the public
- (3) station troops in a person's home at any time
- (4) require citizens to be witnesses against themselves

The "clear and present danger" doctrine established in *Schenck v. United States* (1919) concerned the issue of

- (1) freedom of speech
- (2) the right to bear arms
- (3) the right to an attorney
- (4) separation of church and state

Following World War I, the United States Senate refused to ratify the Treaty of Versailles primarily because the treaty

- (1) failed to include most of President Wilson's Fourteen Points
- (2) did not punish Germany for starting the war
- (3) contained provisions that might lead the United States into foreign conflicts
- (4) made no provision for reduction of military weapons

One goal for a lasting peace that President Woodrow Wilson included in his Fourteen Points was

- (1) establishing a League of Nations
- (2) maintaining a permanent military force in Europe
- (3) returning the United States to a policy of isolationism
- (4) blaming Germany for causing World War I

During World War I, President Woodrow Wilson used his wartime powers to

- (1) win passage of quota acts
- (2) grant all women the right to vote
- (3) expand freedom of the press
- (4) increase government control of the economy

The Senate's opposition to United States membership in the League of Nations was based mainly on the

- (1) cost of membership dues
- (2) failure to give the United States veto power
- (3) fear of being drawn into future wars
- (4) concern that United States businesses would be damaged

Chapter 12 – The Gilded Age

A.) Women's Rights Movement

- Women began their fight for suffrage in the middle of the 19th century.
- **Seneca Falls Convention (1848)** – Both men and women met to discuss how they could overcome the subjugation of women and establish equality. Published a *Declaration of Sentiments*, to make their ideas and goals known to the public.
- **Susan B. Anthony, Carrie Chapman Catt, Elizabeth Cady Stanton and Lucretia Mott** were major female leaders of the women's rights movement.
- Many of the **western states granted women** the right to vote before the adoption of the 19th Amendment because frontier women played important roles in society.

Document 7b

... The history of mankind is a history of repeated injuries and usurpations [dispossessions] on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice....

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns....

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it....

Source: Seneca Falls *Declaration of Sentiments*, 1848

7b According to this document, what was **one** grievance stated in the Seneca Falls *Declaration of Sentiments*? [1]

Score

The Declaration of Sentiments, adopted at the Seneca Falls Convention in 1848, was significant because it

- (1) promoted the idea of equal rights for women
- (2) demanded the immediate abolition of slavery
- (3) called for the prohibition of alcoholic beverages
- (4) asked government to restrict harmful business practices

A goal set at the Seneca Falls Convention (1848) was achieved during the Progressive Era by the

- (1) formation of the federal Food and Drug Administration
- (2) creation of the League of Nations
- (3) adoption of a national income tax
- (4) ratification of the woman's suffrage amendment

B.) The Roaring Twenties

- The 1920s are known as the “*roaring twenties*” because of the widespread **social and economic change** and **changing cultural values**. During the 20’s there was a conflict between old and new American ideals.

1.) Social Change

- **Prohibition** – the Temperance Movement or anti-alcohol movement swept throughout the U.S. and was able to **ban the manufacture and sale of alcohol** with the **18th Amendment**.
 - led to an **increase in organized crime**
 - Respect for the law decreased
 - Led to a public awareness that unpopular laws are difficult to enforce
 - **Prohibition was officially ended by the 21st Amendment.**
- Increase of **nativism** can be illustrated by **the Red Scare, trial of Sacco & Vanzetti, and the activities of the Ku Klux Klan**
- Immigration acts of the 1920s attempted to use quotas to limit immigration from southern and eastern Europe. Afraid that these immigrants would bring in “anti-American” ways and destroy America. (**Red Scare**)
- **Sacco & Vanzetti** – Two immigrant anarchists who were convicted of murder and executed with very little evidence during the height of **the Red Scare**. Demonstrated U.S. intolerance towards immigrants. Represented a threat to civil liberties.
- **Scopes “Monkey” Trial** – John Scopes was convicted in 1925 for **teaching about evolution** because it conflicted with what the Bible says.
 - the conviction was supported by some Americans who wanted to promote traditional fundamentalist values. (people who believe strictly in a set of principals & do not consider other views or opinions acceptable)
 - illustrated a **conflict between religious beliefs and scientific theories**
 - illustrated a **larger conflict over cultural values in American** society during the 20s

- **Harlem Renaissance** – African American authors and artists used literature and art to celebrate the richness of their heritage. Ex.) **Langston Hughes, Bessie Smith, Duke Ellington.**



Apollo Theater



Harlem Musicians:
Duke Ellington, Billie Holiday,
Louis Armstrong



Harlem Writers:
Zora Neale Hurston, Langston
Hughes, Countee Cullen



Strivers Row:
Eubie Blake, Noble Sissle

- **Flappers** – Women during the 1920s that rejected traditional feminine roles. Refused to conform to society’s expectations (they acted and dressed how they wanted to, not how society told them they should).
- **Automobiles, radio and motion pictures** all had an influence on what people considered to be “American culture”



2.) Economic Change

- **Henry Ford** – use of the assembly line in the production of automobiles led directly to a decrease in the cost of automobiles.
- Growth of the automobile industry changed the economy by stimulating the development of other new industries. (steel, glass, electronics, design)
- Development of many new consumer goods led to rapid economic growth in the 1920s
- The number of credit purchases increased – people accumulating a lot of debt!
- Emergence of a “**consumer culture**”, where people become obsessed with buying and owning possessions. Buying on installments only encourages buying.
- **Installment Buying** – paying for something a little at a time rather than all at once, often times paying interest along with principal.
- A belief in never-ending prosperity helped to promote heavy increases in stock speculation.
- During the 1920s, the prevailing view of the government’s role in the economy was that the government should **interfere as little as possible**.
- **President Warren G Harding** – called for a return to normalcy following the end of WWI, by advocating for reduced international involvement and less government regulation of businesses.
- **President Calvin Coolidge** – believed the economy functions best if government allows businesses to operate freely. Small farmers suffered under Coolidge, big business boomed!



Source: Andrew Cayton et al.,
America: Pathways to the Present,
Prentice Hall, 1995 (adapted)



Source: Daniel R. Fitzpatrick, *St. Louis Post-Dispatch*,
September 21, 1924

Name: _____

America: The Story of Us Boom ~ Episode 8



1. What natural resource is discovered beneath Texas dirt? What do men call it
2. Beneath the Hamill's feet lay oil reserves that were worth how much today?
3. How much do the Hamills get for every foot they drill?
4. How many people die in oil explosions each year?
5. What is the thicker liquid that the Hamills get from the nearby cattle?
6. The men were hoping for 50 barrels a day, but the well ended up producing how much a day?
7. The price of oil plummets from \$2.00 a barrel to _____.
8. What is the revolutionary process that Henry Ford uses to make cars more efficiently?
9. What do all the people do when they want to brake when Roscoe Sheller takes people out to drive?
10. What sign is put up in California that is still there today?
11. William Mulholland finally reaches a place called _____ Valley where he found water for the city of L.A.
12. How many men died building the aqueduct that brought water to Los Angeles?
13. What did local farmers try to do to the aqueduct because it ruined their farmland?
14. What was it called when 1.5 million African-Americans moved from the south to the north?
15. How much did Henry Ford pay his workers per day whether they were white or black?
16. What ultimately happened to the boy on the raft in Lake Michigan in Chicago?
17. In 1920, for the first time more Americans live in _____ areas than _____.
18. What did Billy Sunday think was ruining society?
19. What did the 18th Amendment do in America?
20. Even the President has a private _____ during prohibition.

21. What new national pastime was developed because of the supped up cars?
22. Who is the most notorious gangster in Chicago, Illinois?
23. Who do they believe was responsible for the St. Valentine's Day Massacre?
24. What was Al Capone found guilty of? How many years did he go to jail for?
25. What happens to prohibition on December 5, 1933?

NAME _____ SCHOOL _____

In developing your answers to Part III, be sure to keep these general definitions in mind:

- (a) describe means “to illustrate something in words or tell about it”
- (b) discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

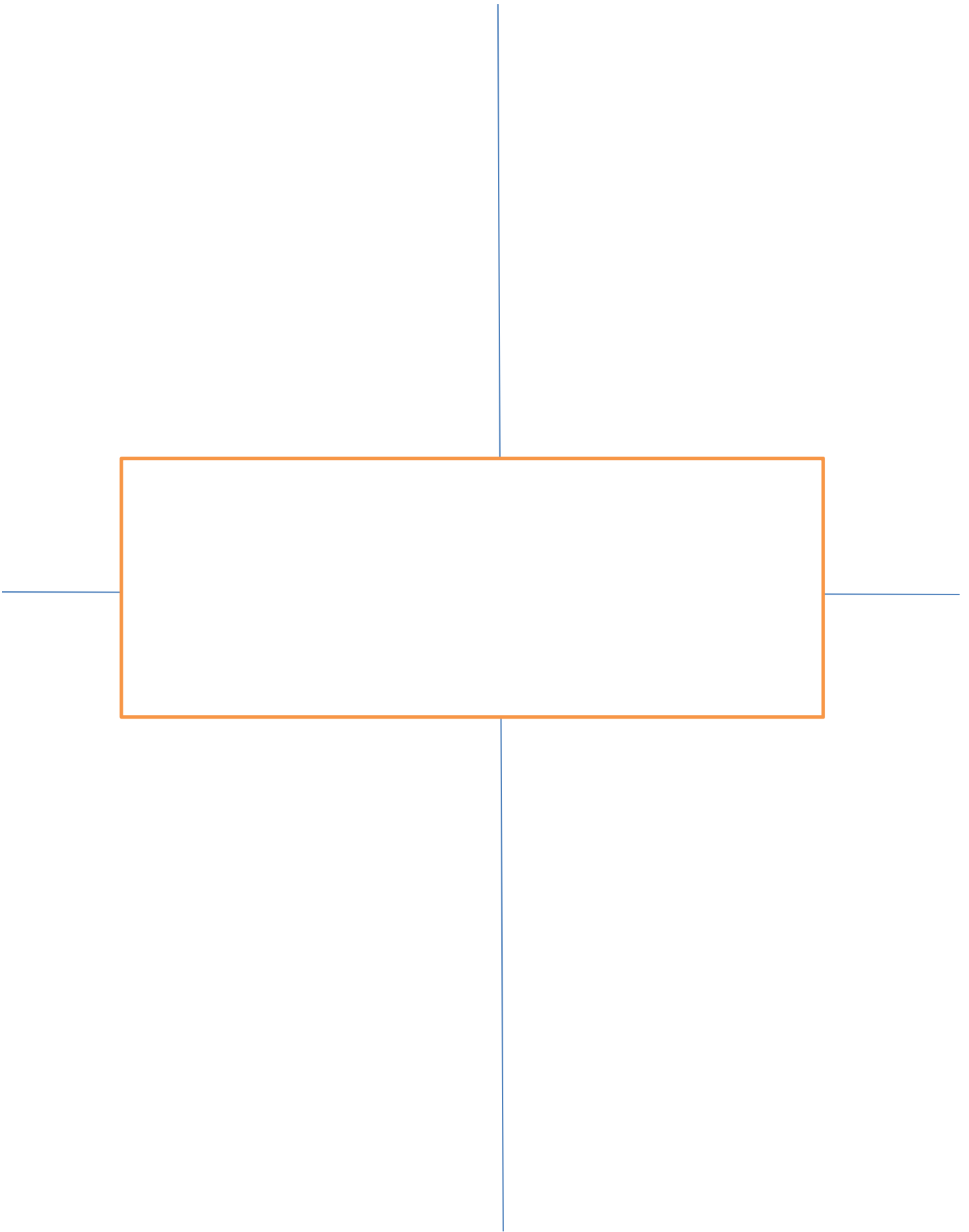
Historical Context:

Reform movements developed during the 19th century and early 20th century to address specific problems. These included the *women’s rights movement*, the *temperance movement*, and the *movement to end child labor*. These movements met with varying degrees of success.

Task: Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay, in which you will be asked to

Choose *two* reform movements mentioned in the historical context and for *each*

- Describe the problems that led to the development of the movement
- Discuss the extent to which the movement was successful in achieving its goals



Document 1

Lucy Stone and Henry Blackwell signed this document before they were married in 1855. They were protesting laws in which women lost their legal existence upon marriage.

While acknowledging our mutual affection by publicly assuming the relationship of husband and wife, yet in justice to ourselves and a great principle, we deem it a duty to declare that this act on our part implies no sanction of, nor promise of voluntary obedience to such of the present laws of marriage, as refuse to recognize the wife as an independent, rational being, while they confer upon the husband an injurious [harmful] and unnatural superiority, investing him with legal powers which no honorable man would exercise [exercise], and which no man should possess. We protest especially against the laws which give to the husband:

1. The custody of the wife's person.
2. The exclusive control and guardianship of their children.
3. The sole ownership of her personal [property], and use of her real estate, unless previously settled upon her, or placed in the hands of trustees, as in the case of minors, lunatics, and idiots.
4. The absolute right to the product of her industry [work].
5. Also against laws which give to the widower so much larger and more permanent an interest in the property of his deceased wife, than they give to the widow in that of the deceased husband.
6. Finally, against the whole system by which "the legal existence of the wife is suspended during marriage," so that in most States, she neither has a legal part in the choice of her residence, nor can she make a will, nor sue or be sued in her own name, nor inherit property. . . .

Source: Laura A. Otten, "Lucy Stone and Henry Blackwell: Marriage Protest," *Women's Rights and the Law*, Praeger, 1993

- 1 According to this document, what were *two* rights denied to women in 1855? [2]

(1) _____

Score

(2) _____

Score

Document 2

... The woman ballot will not revolutionize the world. Its results in Colorado, for example, might have been anticipated. First, it did give women better wages for equal work; second, it led immediately to a number of laws the women wanted, and the first laws they demanded were laws for the protection of the children of the State, making it a misdemeanor to contribute to the delinquency of a child; laws for the improved care of defective children; also, the Juvenile Court for the conservation of wayward boys and girls; the better care of the insane, the deaf, the dumb [unable to speak], the blind; the curfew bell to keep children off the streets at night; raising the age of consent for girls; improving the reformatories and prisons of the State; improving the hospital service of the State; improving the sanitary laws, affecting the health of the homes of the State. Their [women's] interest in the public health is a matter of great importance. Above all, there resulted laws for improving the school system. . . .

Source: Senator Robert L. Owen, Introductory Remarks of Presiding Officer, *Significance of the Woman Suffrage Movement*, Session of the American Academy of Political and Social Science, February 9, 1910

- 2 According to Senator Robert L. Owen, what were *two* effects of the women's rights movement in Colorado? [2]

(1) _____

Score

(2) _____

Score

Document 3

... The winning of female suffrage did not mark the end of prejudice and discrimination against women in public life. Women still lacked equal access with men to those professions, especially the law, which provide the chief routes to political power. Further, when women ran for office—and many did in the immediate post-suffrage era—they often lacked major party backing, hard to come by for any newcomer but for women almost impossible unless she belonged to a prominent political family. Even if successful in winning backing, when women ran for office they usually had to oppose incumbents [those in office]. When, as was often the case, they lost their first attempts, their reputation as “losers” made re-endorsement impossible. . . .

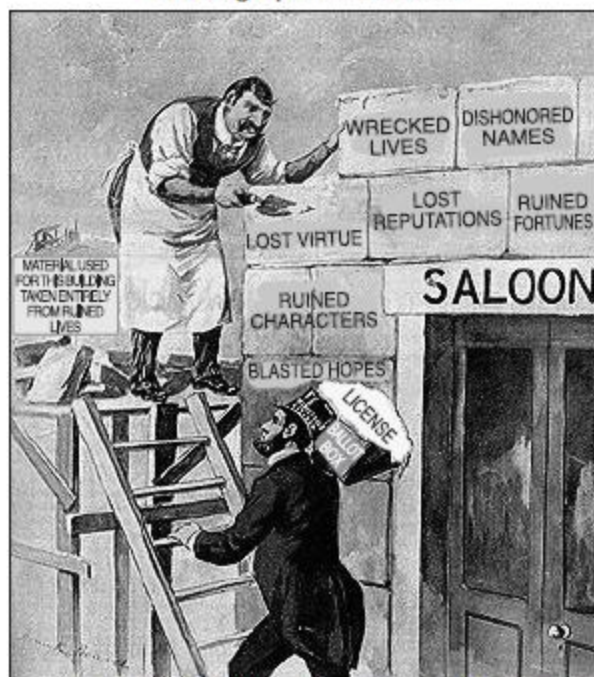
Source: Elisabeth Perry, “Why Suffrage for American Women Was Not Enough,” *History Today*, September 1993

- 3 According to Elisabeth Perry, what was *one* way in which women's participation in public life continued to be limited after winning suffrage? [1]

Score

Document 4a

Building Up His Business



Source: Frank Beard, *The Ram's Horn*, September 12, 1896
(adapted)

Document 4b

This excerpt from the *National Temperance Almanac* of 1876 attacks "King Alcohol."

He has occasioned [caused] more than three-fourths of the pauperism [extreme poverty], three-fourths of the crime, and more than one-half of the insanity in the community, and thereby filled our prisons, our alms-houses [houses for the poor] and lunatic asylums, and erected the gibbet [gallows to hang people] before our eyes.

Source: Andrew Sinclair, *Prohibition: The Era of Excess*, Little, Brown

- 4 Based on this 19th-century cartoon and this quotation, state *two* effects that alcohol had on American society. [2]

(1) _____

Score

(2) _____

Score

Document 5

“ . . . When four-fifths of the most representative men in America are pronounced unfit for war, what shall we say of their fitness to father the next generation? The time was when alcohol was received as a benefit to the race, but we no longer look upon alcohol as a food but as a poison. Boards of health, armed with the police power of the state eradicate [erase] the causes of typhoid and quarantine the victims, but alcohol, a thousand times more destructive to public health, continues to destroy. Alcoholic degeneracy [deterioration] is the most important sanitary [health] question before the country, and yet the health authorities do not take action, as alcohol is entrenched [well established] in politics. Leaders in politics dare not act, as their political destiny lies in the hands of the agents of the liquor traffic. We are face to face with the greatest crisis in our country's history. The alcohol question must be settled within the next ten years or some more virile race will write the epitaph of this country. . . .”

Source: Dr. T. Alexander MacNicholl, quoted in President's Annual Address to the Women's Christian Temperance Union of Minnesota, 1912

- 5 According to this 1912 document, why does this speaker think the use of alcohol is “the greatest crisis in our country's history”? [1]

Score

Document 6a



Source: P.W. Cromwell, Bentley Historical Library, University of Michigan (adapted)

Document 6b

... While in reality national prohibition sharply reduced the consumption of alcohol in the United States, the law fell considerably short of expectations. It neither eliminated drinking nor produced a sense that such a goal was within reach. So long as the purchaser of liquor, the supposed victim of a prohibition violation, participated in the illegal act rather than complained about it, the normal law enforcement process simply did not function. As a result, policing agencies bore a much heavier burden. The various images of lawbreaking, from contacts with the local bootlegger to Hollywood films to overloaded court dockets, generated a widespread belief that violations were taking place with unacceptable frequency. Furthermore, attempts at enforcing the law created an impression that government, unable to cope with lawbreakers by using traditional policing methods, was assuming new powers in order to accomplish its task. The picture of national prohibition which emerged over the course of the 1920s disenchanted many Americans and moved some to an active effort to bring an end to the dry law [Volstead Act].

Source: David E. Kyvig, *Repealing National Prohibition*, Kent State University Press, 2000

6 Based on these documents, what were *two* problems that resulted from national Prohibition? [2]

(1) _____

Score

(2) _____

Score

Document 7

. . . Little girls and boys, barefooted, walked up and down between the endless rows of spindles, reaching thin little hands into the machinery to repair snapped threads. They crawled under machinery to oil it. They replaced spindles all day long, all day long; night through, night through. Tiny babies of six years old with faces of sixty did an eight-hour shift for ten cents a day. If they fell asleep, cold water was dashed in their faces, and the voice of the manager yelled above the ceaseless racket and whirl of the machines.

Toddling chaps of four years old were brought to the mills to "help" the older sister or brother of ten years but their labor was not paid.

The machines, built in the north, were built low for the hands of little children.

At five-thirty in the morning, long lines of little grey children came out of the early dawn into the factory, into the maddening noise, into the lint filled rooms. Outside the birds sang and the blue sky shone. At the lunch half-hour, the children would fall to sleep over their lunch of cornbread and fat pork. They would lie on the bare floor and sleep. Sleep was their recreation, their release, as play is to the free child. The boss would come along and shake them awake. After the lunch period, the hour-in grind, the ceaseless running up and down between the whirling spindles. Babies, tiny children! . . .

Source: Mother Jones, *Autobiography of Mother Jones*, Arno Press

- 7 According to Mother Jones, what was *one* situation faced by children in the workplace in the late 1800s? [1]

Score	
-------	--

Document 8

. . . While states began to pass laws that worked, Mother Jones's dream of a national child labor law remained just a dream. Even if the children [after their labor march in 1903] had managed to see President [Theodore] Roosevelt, it is doubtful that any federal laws would have been passed. In 1906, a federal child labor bill was defeated in Congress. Echoing Roosevelt, many of the bill's opponents said they disliked child labor, but that they believed only states had the authority to make laws against it. In 1916, a bill was passed, but the Supreme Court ruled that the law was unconstitutional. The first successful national law was not passed until 1938, about 35 years after the march of the mill children. . . .

Source: Stephen Currie, *We Have Marched Together: The Working Children's Crusade*, Lerner Publications, 1997

- 8 According to Stephen Currie, what was *one* reason that ending child labor was difficult to achieve nationally? [1]

Score	
-------	--

Document 9

This is an excerpt from a radio interview given by Elmer F. Andrews, Administrator of the Fair Labor Standards Act. He is discussing the Wage and Hour Law, also known as the Fair Labor Standards Act.

Protection for Children

Announcer—Well, can't you tell us something about this—I know we are all interested in the protection of children from oppressive labor in industrial plants and mines.

Mr. Andrews—The child labor sections are specific. No producer, manufacturer or dealer may ship, or deliver for shipment in interstate commerce, any goods produced in an establishment which has employed oppressive child labor within thirty days of the removal of the goods. The thirty days will be counted after today, so this means that employers of children before today do not come under the act.

Announcer—And oppressive child labor is—what?

Mr. Andrews—Oppressive child labor is defined as, first, the employment of children under 16 in any occupation, except that children of 14 or 15 may do work which the Children's Bureau has determined will not interfere with their schooling, health or well-being, but this work under the law must not be either manufacturing or mining employment.

In addition oppressive child labor means the employment of children of 16 or 17 years in any occupation found by the Children's Bureau to be particularly hazardous or detrimental to health or well-being.

Of course, there are exceptions for child-actors and others, but in general those are the child-labor provisions of the Fair Labor Standards Act, which is now the law of the land.

Source: "Andrews Explains Wage-Hour Law," *New York Times*, October 25, 1938 (adapted)

- 9 According to Elmer F. Andrews, what were *two* ways the Fair Labor Standards Act protected children? [2]

(1) _____

Score

(2) _____

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least four* documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Reform movements developed during the 19th century and early 20th century to address specific problems. These included the *women's rights movement*, the *temperance movement*, and the *movement to end child labor*. These movements met with varying degrees of success.

Task: Using information from the documents and your knowledge of United States history, write an essay in which you

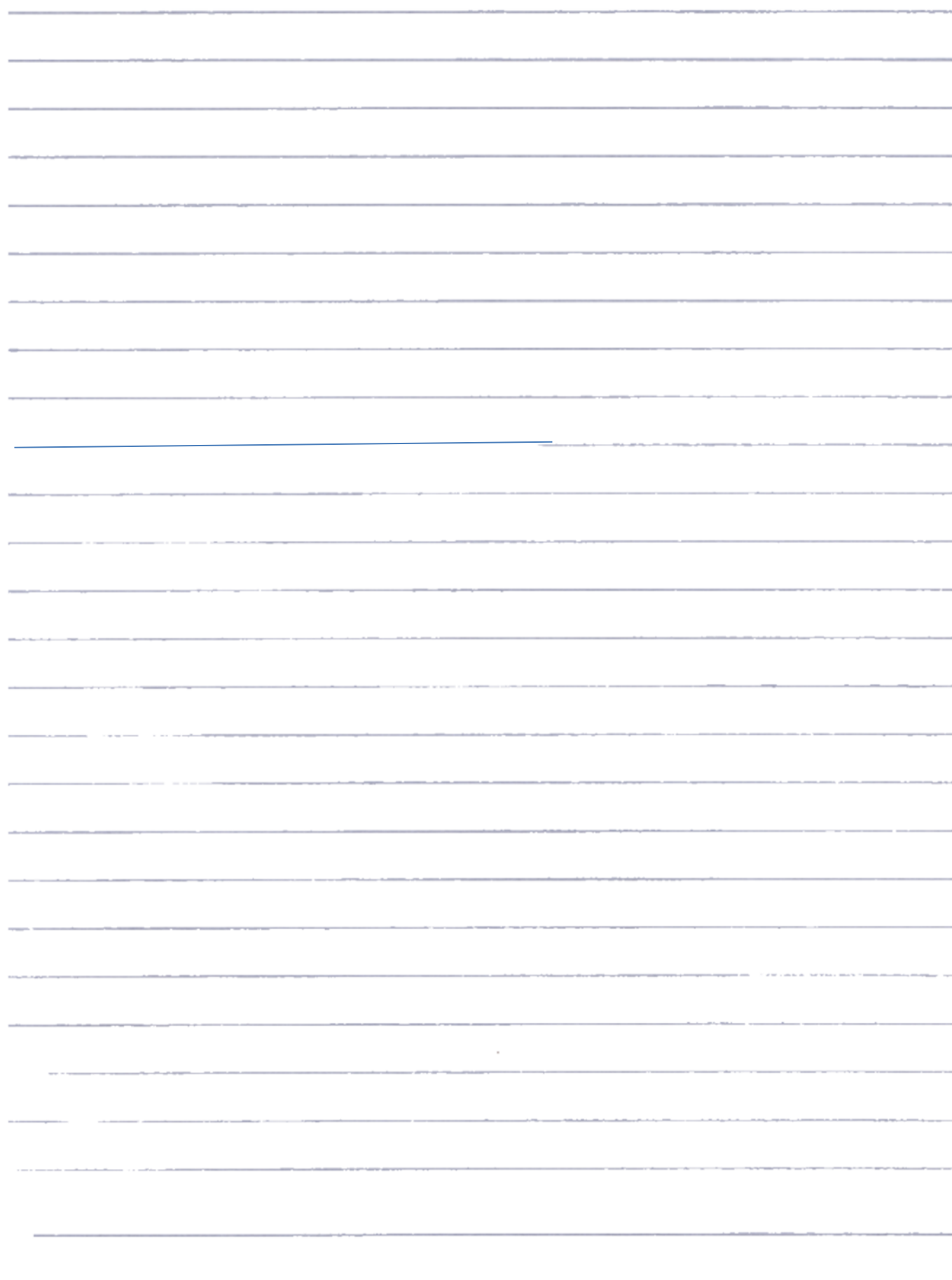
Choose *two* reform movements mentioned in the historical context and for *each*

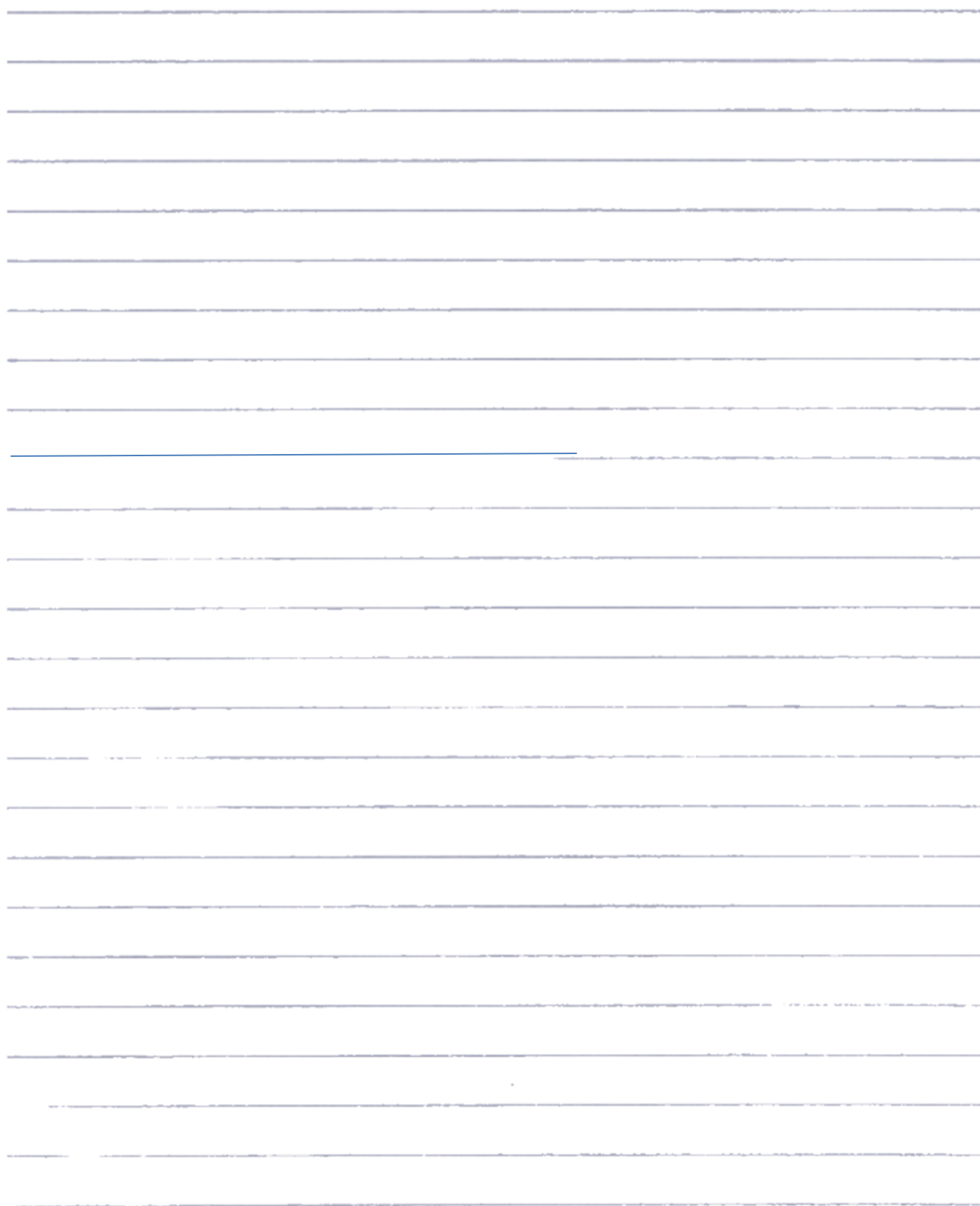
- Describe the problems that led to the development of the movement
- Discuss the extent to which the movement was successful in achieving its goals

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and conclusion that are beyond a restatement of the theme





Chapter 13 – The Great Depression

A.) Long Term Causes of the Great Depression

1.) **Overproduction** – the rapid production of many new products made possible by the expansion of industrialization. (Cars, household appliances) Soon, businesses were producing more goods than people could afford to buy.

2.) **Uneven Distribution of Wealth** – the 1920s “boom” did not create a equal distribution of the benefits. Many African-Americans, Hispanics, Native Americans, farmers and industrial workers faced hard times.

3.) **Shaky Banking** – The government failed to regulate effectively either the banking system or the stock market. Bankers often invested their depositors’ \$\$ in risky investments.

4.) **Buying on Credit** – Many consumers were buying more than they could afford on all the new types of goods and services being produced.

5.) **Speculation** – In the 1920s, the stock market & real estate soared in value. Many people bought stocks and property hoping to get rich quick! To make matters worse, people were buying stocks & property on the margin – only paying a small % down and promising to pay rest off later!



Source: Andrew Cayton et al., *America: Pathways to the Present*, Prentice Hall, 1995 (adapted)



Source: Daniel R. Fitzpatrick, *St. Louis Post-Dispatch*, September 21, 1924

IF GRANDPAP COULD ONLY RETURN WITH SOME OF HIS DISCIPLINE

[Copyright: 1924: By The Chicago Tribune.]

YOU'VE GOT EVERYTHING
IN THE WORLD TO BE
THANKFUL FOR; BUT THE
MORE YOU GET THE
MORE YOU KICK!!!
[complain]

OUR FRUGAL
FOREFATHERS'

THIS GENERATION

Source: Carey Orr, *Chicago Tribune*, 1924 (adapted)

Score

B.) The Great Depression Begins!

1.) **The Stock Market Crash** – On October 29, 1929 prices on the New York Stock Exchange began to plunge, and soon hit all-time lows. Corporations could no longer raise funds. People could not repay their loans or rent leading to bank failures!

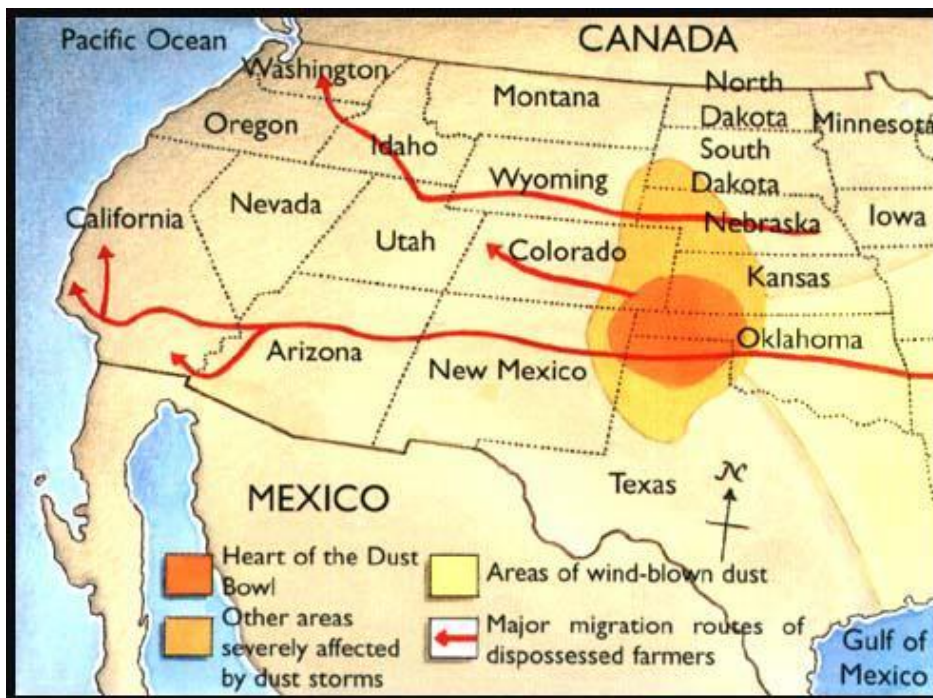
2. Impact of the Great Depression

- 1000s of families lost their savings as banks disappeared!
- Businesses closed, bank foreclosed on homes and millions of Americans unemployed
- Demand for goods fell as people lost their jobs, as demand fell, prices fell and more factories closed....it was a downward spiral!
- No government welfare programs existed to help the people during the Depression, charities and other organizations tried their best to help.



C.) The Dust Bowl/The Dirty Thirties

- Beginning in the 1870s, farmers in the Great Plains began to use mechanization to increase their food production.
- Years of **droughts and intensive farming** turned the once fertile topsoil into dry dust.
- Heavy **windstorms would stir up the dust and blow it across the Great Plains** devastating towns and farms along the way.
- 1000s farmers lost their homes and were forced to move to the West Coast.



During the 1930s, poor land management and severe drought conditions across parts of the Midwest resulted in the

- (1) formation of the United States Department of Agriculture
- (2) creation of wheat surpluses
- (3) growth of the Granger movement
- (4) development of Dust Bowl conditions on the Great Plains

D.) President Hoover's Policy

- Like President Calvin Coolidge before him, Hoover favored a **laissez-faire** economic policy. He believed that **government involvement stifled economic growth and progress** and to let business operate freely without any control.
- When the Depression began, he continued on that policy believing that the Depression was just a temporary hiccup and that the economy would fix itself soon.
- As the Depression got worse, Americans began to blame the President for not doing something to help their plight!
- Hoover ran for re-election in 1932, but lost due to his economic policy¹

An example of a “Hooverville”



President Herbert Hoover's response to the Great Depression was often criticized because it

- (1) wasted money on new social programs
- (2) caused widespread rioting and looting in major cities
- (3) raised taxes on businesses and the wealthy
- (4) failed to provide direct relief for the neediest persons



E.) Franklin D. Roosevelt & the New Deal

- The Governor of New York, **Franklin D. Roosevelt** easily defeated Herbert Hoover in the 1932 Presidential Election.
- He promised Americans a “**New Deal**” to get them back to work
- The **New Deal** established the principle that **the federal government would bear the responsibility of making sure that the economy runs smoothly.**
- The New Deal permanently increased the size and scope of the federal government

F.) The 3 Rs – Relief, Recovery & Reform

- As soon as he took office, he called Congress into special session and over the course of the next 100 days introduced many new pieces of legislation in order to try and address the economic problems.

Relief	Recovery	Reform
Short Term Emergency public jobs to try and address the out of control unemployment rate Civilian Conservation Corps (CCC) 1933 – jobs provided to young people to plant trees & work in parks. Pay sent home to parents. Works Progress Admin (WPA) 1935 – The WPA created jobs by hiring artists, writers and musicians to compose.	Medium Term Were programs designed to increase incentives to produce and rebuild people’s purchasing power. National Recovery Admin (NRA) 1933 – asked businesses to voluntarily follow codes which set price limits, minimum wages and production levels. Agricultural Adjustment Acts (AAA) – Gov’t paid farmers to not plant hoping increase the prices of food. Gov’t also would buy surplus to keep prices high.	Long Term Government programs and institutions created in order to regulate and oversee the economy. Federal Deposit Insurance Corporation Securities & Exchange Commission National Labor Act Social Security

The Civilian Conservation Corps (CCC) and the Works Progress Administration (WPA) were both New Deal programs developed to address the problem of

- (1) excessive stock market speculation
- (2) high unemployment
- (3) increased use of credit
- (4) limited income of senior citizens

President Franklin D. Roosevelt believed that declaring a bank holiday and creating the Federal Deposit Insurance Corporation (FDIC) would help the nation's banking system by

- (1) restoring public confidence in the banks
- (2) reducing government regulation of banks
- (3) restricting foreign investments
- (4) granting tax relief to individuals

The Social Security Act (1935) is considered an important program because it

- (1) brought about a quick end to the Great Depression
- (2) provided employment for those in need of a job
- (3) established a progressive income tax
- (4) extended support to elderly citizens

One major way President Franklin D. Roosevelt's New Deal tried to combat the effects of the Great Depression was by

- (1) keeping workers' wages low
- (2) increasing protective tariff rates
- (3) giving states more control over the federal budget
- (4) funding public works relief programs



Source: Graphic of National Recovery Act (NRA) Blue Eagle, National Archives and Records Administration

27 The cooperation mentioned in the poster was intended to be between

- (1) business and government
- (2) consumers and producers
- (3) workers and retirees
- (4) socialists and capitalists

G.) Reactions to the New Deal

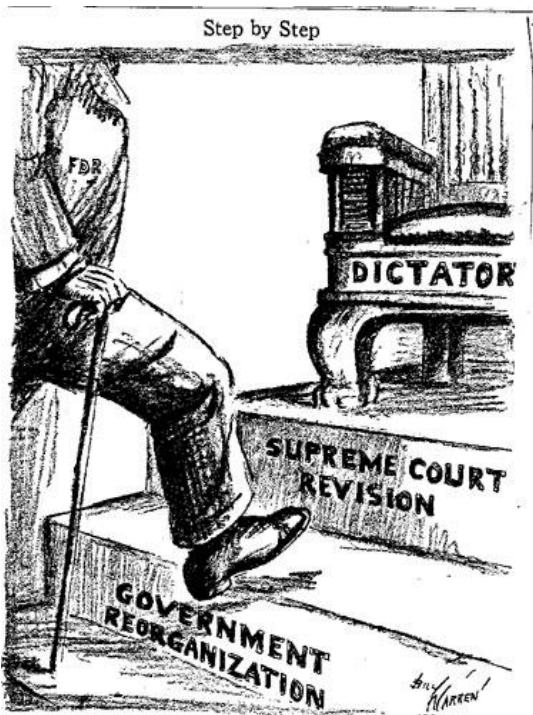
- Roosevelt's efforts to combat the Depression made him very popular to a majority of the American public.
- **1935-1936, the Supreme Court ruled against Roosevelt and the New Deal**, declaring that the AAA & the NRA were **unconstitutional**
- Roosevelt feared that the Supreme Court would soon shut down more of his programs.

H.) The Court Packing Scandal

- Worried that his New Deal programs will be ruled unconstitutional, **he proposes the idea of adding 6 new Supreme Court Justices.**
- His opponents see him as trying to gain control of all 3 branches of government and therefore eliminate the system of checks & balances.
- Congress rejected his idea which was not very popular with the public.

I.) The 1936 Election

- Was the most one sided victory in all of United States Presidential elections!
- F.D.R. won nearly 61% of the popular vote and all but 8 electoral votes!
- Democrats gained additional seats in Congress and were now in control of the executive & judicial branches!



Source: Fred O. Seibel, *Richmond Times-Dispatch*, January 8, 1937

Name: _____

America: The Story of Us Bust ~ Episode 9



1. By 1929, more money is spent on advertising than on what?
2. What is the name of the man who is about to shake America's confidence in its banks to its very core?
3. What happened by mid-afternoon at the bank?
4. What ultimately happens to the Bank of the United States the next day?
5. By 1933 there are 28 states without what?
6. What did the federal government give the go ahead to build on March 4, 1941?
7. How did men get poisoned in the tunnels at Hoover dam?
8. How does Frank Crowe deal with the heat and hardening of the concrete?
9. What town did the Hoover dam workers go to drink and gamble at?
10. What is the worst environmental disaster in United States History?
11. When cattle died what were in the stomachs of the cows?
12. By 1936 how much money were farmers losing a day as a result of this environmental catastrophe?
13. What is one of the few things to bring comfort to those who stay?
14. What monument is created with the blasting of solid rock?
15. What created the unexpected blast to the dynamite while Bill Reynolds is working?
16. What 4 presidents are featured on this monument?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
17. What will it take to pull America out of its economic slump?
18. How many people listen to the Joe Louis (United States) and Max Schmeling (Germany) fight?
19. Who won the fight?
20. Seventy million people tuned in via radio across the country. How many around the world tuned in?
21. How many seconds did it take for Joe Louis to defeat max Schmeling in the rematch?
22. What transforms America into the greatest power on earth?

Chapter 14 – World War II

A.) Europe's Response to the Depression

- The Great Depression did not just impact America; the consequences could be felt worldwide.
- Most European nations suffered horribly during the economic downturn.
- **Fascism** emerged in many regions of Europe as a “solution” to the Depression.
- **Fascism** – ultranationalist political philosophy that puts that existence and welfare of the state above individual rights and liberties. **The glory & honor of the nation must be defended at all costs.**

B.) The Rise of Benito Mussolini

- Italy's problems did not begin with the start of the Depression.
- The end of WWI brought many problems to Italy including
 - 1.) nearly 500,000 soldiers killed
 - 2.) huge war debt
 - 3.) feeling of betrayal from the British and French
 - 4.) ineffective government run by coalitions.
- **Benito Mussolini** formed the **Fascist Party** & promised a return to a Golden Age and a new Roman Empire.
- **1922** – He was appointed Prime Minister by King Victor Emanuel in order to put down a communist rebellion.
- After crushing the communists, he marched onto Rome and demanded control of the national government.
- Once in charge of Italy, he set out to transform the country using his Fascist ideology!
- **By 1940** – had invaded North and East Africa and was on his way to establishing a new Roman Empire!



C.) The Rise of Adolf Hitler

- Following WWI, **Germany was in economic, political and social ruins!**
- Blamed for WWI and forced to pay reparations to the Allied Powers.
- **Weimar Republic** was viewed by many Germans as a **weak and incompetent** government. The Depression only made matters worse inside of Germany!
- **Adolf Hitler**, like Benito Mussolini, **promised his people that he and his Nazi Party would restore glory, honor and dignity to the German people.**
- Under Hitler, Nazi Germany began an aggressive political policy in the 1930s and began to violate the Treaty of Versailles

The infographic is divided into several sections. At the top left, a map of Central Europe shows Germany, Austria, and parts of Poland, Czech Republic, Slovakia, and Hungary. A red arrow points from Germany towards the east. A legend indicates that yellow areas represent 'German-speaking people'. To the right of the map is a portrait of Adolf Hitler in a brown Nazi uniform with a swastika armband. Below the map and portrait, the text 'Lebensraum the need for 'living space' for the German nation to expand.' is displayed. The middle section features a red background with a white swastika symbol. To the left of the symbol, it says 'A strong Germany the Treaty of Versailles should be abolished and all German-speaking people united in one country.' To the right, it says 'Führer the idea that there should be a single leader with complete power rather than a democracy.' The bottom section has a dark red background and is divided into three columns. The first column shows a portrait of a young man and the text 'Social Darwinism the idea that the Aryan race was superior and Jews were 'subhuman''. The second column shows a loaf of bread and the text 'Autarky the idea that Germany should be economically self-sufficient.' The third column shows the hammer and sickle symbol and the Star of David, with the text 'Germany was in danger from Communists and Jews, who had to be destroyed'.

Lebensraum
the need for 'living space' for the German nation to expand.

A strong Germany
the Treaty of Versailles should be abolished and all German-speaking people united in one country.

Führer the idea that there should be a single leader with complete power rather than a democracy.

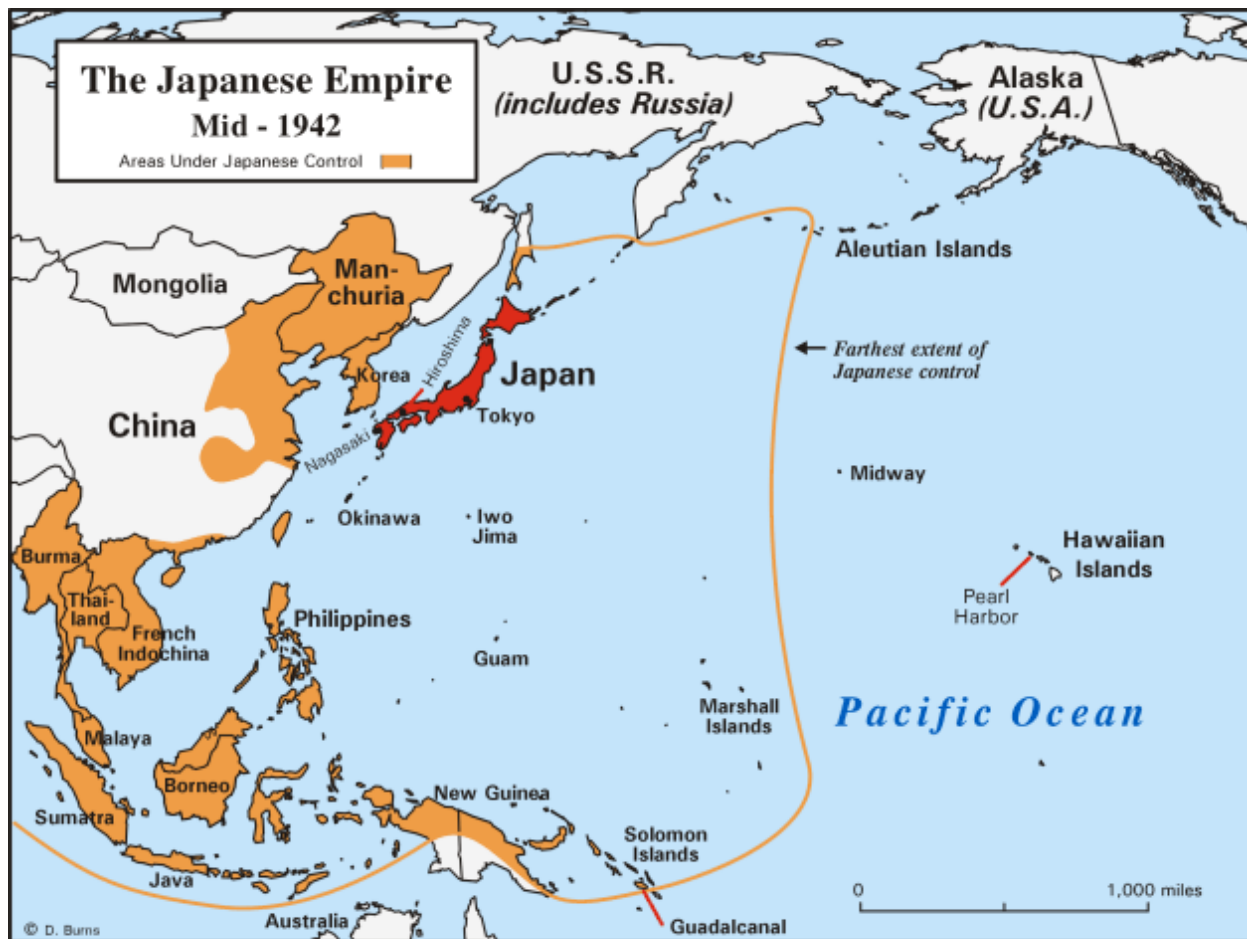
Social Darwinism
the idea that the Aryan race was superior and Jews were 'subhuman'.

Autarky the idea that Germany should be economically self-sufficient.

Germany was in danger from Communists and Jews, who had to be destroyed

D.) The Rise of Imperial Japan

- Japan began a policy of **industrialization and expansion** that began in 1868 and lasted until their defeat in 1945
- Japan emerged at the beginning of the 20th century as a world power after military victories over **Korea, Russia and China.**
- **The need for raw materials and resources** fueled Japan's imperial conquests..
- By the beginning of 1940, Japan had gone on to gain control of most of eastern Asia, they saw the United States and its military outposts in the Pacific Ocean as their only threat to their empire.



www.fasttrackteaching.com

OVERHEAD MAPS
OF AMERICA'S PAST
Fasttrack Teaching Materials
6215 Lovell Court
Springfield, VA 22152

D.) Failure of the League of Nations

- **The League of Nations** was formed after WWI to try and settle disputes between nations and avoid another global crisis.
- The League **did not have any way to enforce its rulings** or militarily intervene in areas of hostility.
- As the Nazis, Italian Fascists and Japanese began their aggressive invasions, **the League was unable to stop them!**
- Another reason that the League was unable to stop the aggression was that the United States and the Soviet Union had refused to join the organization.

E.) Appeasement – Giving into the Bullies

- In order to avoid another world war, **European leaders met and gave into Nazi demands** for territory in France, Austria and Czechoslovakia.
- **Instead of appeasing Hitler, it only proved to him that he could continue his aggression** and no one would stop him. He quickly invaded the rest of Czechoslovakia.
- **Hitler demanded Poland**, England refused and promised Poland if Hitler invaded that England would declare war and come to their aid.

'Remember . . . One More Lollypop, and Then You All Go Home!'



Which action is an example of international appeasement?

- (1) Congress authorizing the Manhattan Project
- (2) Japan attacking Pearl Harbor
- (3) Germany signing a nonaggression pact with the Soviet Union
- (4) Great Britain and France agreeing to Hitler's demand for part of Czechoslovakia

Prior to the start of World War II, Great Britain and France followed a policy of appeasement when they

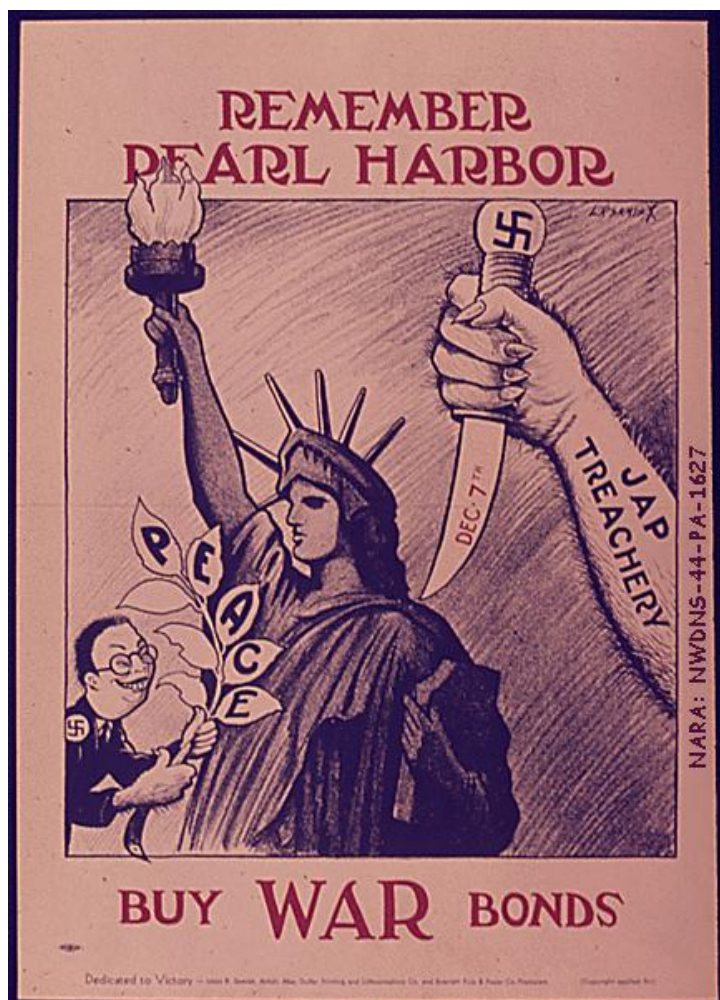
- (1) rejected an alliance with the Soviet Union
- (2) allowed Germany to expand its territory
- (3) signed the agreements at the Yalta Conference
- (4) opposed United States efforts to rearm

F.) America Tries to Stay Out of It

- As the tension in Europe escalated throughout the 1930s, **the US tried to avoid getting involved in the fight.**
- Congress passed the **Neutrality Acts** – which banned the sale of weapons to warring nations or from traveling on their ships.
- By the end of the 1930s, it was evident that neutrality was no longer going to work, so the US changed its policy and began to sell weapons to countries it believed were vital to the defense of the United States → **Lend Lease Policy**
- America **declares a trade embargo on Japan** due to its invasion of mainland Asia. This leads to Japan to plan an attack against the US and Southeast Asia.

g.) The War Comes Home

- In retaliation for the U.S. trade embargo and anticipating the US joining the war, the **Japanese launched a sneak attack on southeast Asia and the U.S. naval base at Pearl Harbor, Hawaii on Dec 7, 1941**
- December 8th, President Roosevelt (who won an unheard of 3rd term in 1940) asked Congress to declare war against the Japanese, Nazis and Fascist Italians aka the Axis Powers.
- **America joins the Allied Powers** and begin to quickly mobilize for a war on 2 fronts!



At the beginning of World War II, national debate focused on whether the United States should continue the policy of

- | | |
|-----------------|------------------|
| (1) coexistence | (3) imperialism |
| (2) containment | (4) isolationism |

Which statement most accurately describes the foreign policy change made by the United States between the start of World War II (1939) and the attack on Pearl Harbor (1941)?

- (1) The traditional isolationism of the United States was strengthened.
- (2) The nation shifted from neutrality to military support for the Allies.
- (3) War was declared on Germany but not on Japan.
- (4) Financial aid was offered to both the Allied and Axis powers.

The Allied Advance Towards Berlin in World War II (November 1942 - May 1945)

November 1942 marked the first time U.S. and British forces would take the offensive against Germany in World War II. Prior to this date, Great Britain was fending off German air attacks in the Battle of Britain, the U.S. was mobilizing for war, and their ally, the Soviet Union, was fighting German aggression in the east. The combination of U.S. and British advances from the west and a Soviet advance from the east forced the surrender of Nazi Germany at Berlin on May 8, 1945, thus ending the war in Europe. The U.S. would continue fighting in the Pacific until August of 1945 when Japan was defeated, thereby ending World War II.

3 Operation OVERLORD June 6, 1944
Also known as "D-Day," this was the largest seaborne invasion in history. British and American forces landed on the shores of Normandy in France. Heavy resistance was met at Omaha Beach, where 2,500 allied troops would die. By the end of the day, however, 150,000 British and American troops had successfully pushed back the Germans and gained a foothold on the European mainland.

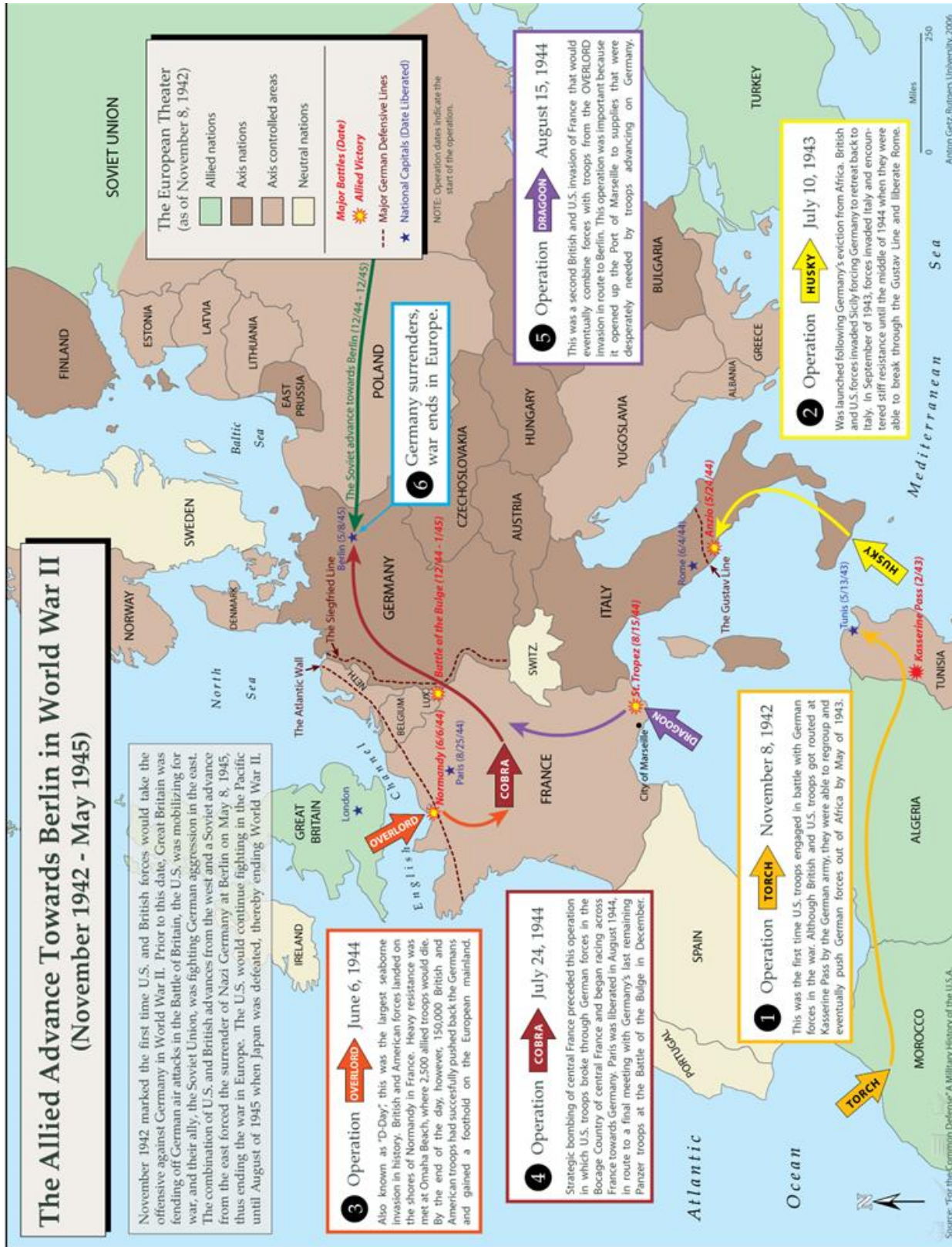
4 Operation COBRA July 24, 1944
Strategic bombing of central France preceded this operation in which U.S. troops broke through German forces in the Bocage Country of central France and began racing across France towards Germany. Paris was liberated in August 1944, in route to a final meeting with Germany's last remaining Panzer troops at the Battle of the Bulge in December.

1 Operation TORCH November 8, 1942
This was the first time U.S. troops engaged in battle with German forces in the war. Although British and U.S. troops got routed at Kasserine Pass by the German army, they were able to regroup and eventually push German forces out of Africa by May of 1943.

2 Operation HUSKY July 10, 1943
Was launched following Germany's eviction from Africa. British and U.S. forces invaded Sicily forcing Germany to retreat back to Italy. In September of 1943, forces invaded Italy and encountered stiff resistance until the middle of 1944 when they were able to break through the Gustav Line and liberate Rome.

5 Operation DRAGOON August 15, 1944
This was a second British and U.S. invasion of France that would eventually combine forces with troops from the OVERLORD invasion in route to Berlin. This operation was important because it opened up the Port of Marseille to supplies that were desperately needed by troops advancing on Germany.

6 Germany surrenders, war ends in Europe.



1941 - 1945

FIRST PHASE

From 7 February 1941, until 1942, the Japanese successfully attacked the Pacific Fleet's bases at Pearl Harbor, Wake Island and Guam, invaded the Philippines, the Dutch East Indies, and seized the British base of Singapore. They conquered Burma, thereby cutting off China from all overland routes to the western allies, and seized the Netherlands East Indies and British Borneo, thereby securing a much-needed source of oil. The Japanese advance came to a halt with the American victories at the Battle of Coral Sea (May 1942) and the Battle of Midway (June 1942).

THIRD PHASE

THE THIRD PHASE

The third phase, from mid-1943 until September 1945, can be characterized as the period of the allied offensives. Two major offensives were launched: the Southwest Pacific Campaign and the Central Pacific Campaign. MacArthur's Southwest Pacific Campaign and Admiral Chester Nimitz's Central Pacific Campaign were characterized by a series of Army amphibious operations up the Solomon Island chain and along the northern coast of New Guinea, with the Philippines islands as the ultimate objective. Nimitz's strategy was designed to move directly toward Japan and to draw the Imperial Japanese navy into a decisive fleet engagement as happened at the Battles of the Philippine Sea (June 1944) and Leyte Gulf (October 1944). MacArthur's and Nimitz's campaigns merged into one for the invasion of the Philippines. Afterward, Central Pacific operations continued with the invasions of Iwo Jima and Okinawa.

SECOND PHASE

The second phase in the Pacific War was one of relative stalemate. From June 1942 until late-1943, neither side could dislodge the land, sea or air power required to take the offensive and seize the initiative from the other. The Battle of Guadalcanal was an example of this stalemate.

TIME, INC.

1941	<ul style="list-style-type: none"> Japanese invade Pearl Harbor, 7 Dec. U.S. declares war on Japan, 8 Dec. Japanese invade Philippines, 10 Dec. Hong Kong surrenders, 15 Dec. Japanese take Singapore, 15 Feb. Battle of Java Sea, 27-29 Feb. Netherlands East Indies falls to Japan U.S. troops on Italian front to surrender, 9 Apr. Doolittle bombing raid on Tokyo, 18 Apr. Battle of Coral Sea, 6-8 May Battle of Midway, June 3-6 Japan seizes Attu & Kiska in Aleutians, 7 June Gaillard Canal Campaign, 7 Aug. 1942 - 9 Feb. 1943 	
1942	<ul style="list-style-type: none"> Buna captured, 22 Jan "Island hopping" in Solomon Islands begins, 30 June Lae falls, 4 Sept. Bougainville invaded, 1 Nov. U.S. takes Tarawa & Makin, 20-23 Nov. New Britain invaded, 20 Dec. 	
1943	<ul style="list-style-type: none"> Operations on Kwajalein, 31 Jan.-4 Feb. Invasion of Bougainville, 17-20 Feb. Admiralty Islands invaded, 29 Feb. Amphibious assault on Hollandia, 22 April Invasion of Saipan, 15 June-9 July Battle of the Philippine Sea, 18-19 June Tojo resigns, 18 July Invasion of Guam, 21 July-9 August Invasions of Morotai & Palau Islands, 19 Sept. 13 Sept. - 1943: New lands in Philippines, 20 Oct. Battle of Leyte Gulf, 23-26 Oct. Allies land on Luzon, 9 Jan. Invasion of two Ijima, 19 Feb.-26 Mar. Okinawa bombed, 24-27 Mar. Roosevelt dies, Truman becomes President, 12 Apr. Invasion of Mindanao, 17 Apr. Okinawa captured, 21 June Atomic bomb dropped on Hiroshima, 6 Aug Atomic bomb dropped on Nagasaki, 9 Aug. Japan agrees to surrender, 14 Aug Japan surrenders aboard US S.S. Missouri, 2 Sept 	
1944	<ul style="list-style-type: none"> U.S. invades Iwo Jima, 19 Feb.-26 Mar. Okinawa captured, 21 June Atomic bomb dropped on Hiroshima, 6 Aug Atomic bomb dropped on Nagasaki, 9 Aug. Japan agrees to surrender, 14 Aug Japan surrenders aboard US S.S. Missouri, 2 Sept 	
1945	<ul style="list-style-type: none"> U.S. invades Iwo Jima, 19 Feb.-26 Mar. Okinawa captured, 21 June Atomic bomb dropped on Hiroshima, 6 Aug Atomic bomb dropped on Nagasaki, 9 Aug. Japan agrees to surrender, 14 Aug Japan surrenders aboard US S.S. Missouri, 2 Sept 	

FOURTH PHASE

FOURTH PHASE

During the latter stages of the war the Army Air Force, operating out of the Mariana Islands and flying the B-29 Superfortress, had begun to fire bomb the cities of Japan. These raids culminated with the dropping of the atomic bombs on Hiroshima on 6 August 1945 and Nagasaki on 9 August 1945. Japan surrendered to the Allies on 2 September 1945.

- City or Town
 ● National Capital
 --- National Boundaries
 ✖ Battle Site, Japanese Victory
 ★ Battle Site, Allied Victory
 → Allied Command Boundaries
 --- Allied Command Boundaries
 --- Japanese Perimeter, July 1942
 --- Terrorist Controlled by Japanese, July 1942
 --- Terrorist Controlled by Allies, July 1942

1. **Political** – the federal government size grew as a result for the demand caused by the war effort. New agencies and organizations developed, many which still exist today!
2. **Economic** – the federal government took control of many industries in order to best use resources for the war efforts. Prices were fixed and rationing was implemented in order to make sure necessities were available for everyone. The government ran a huge budget deficit as a result of the massive spending needed for the war. Bonds were a huge source of revenue!
3. **Social** – many new groups of people were given opportunities that had not existed before the war (women & African American). Other groups faced increased discrimination & hostility and attacks upon their rights (Japanese internment camps) Use of propaganda/censorship to rally and continue support for the war effort!



Source: U. S. Army, Adolph Treidler, artist, 1943



WWII Russian Poster (1944)

H.) The Fall of the Axis in Europe

- The Allied Powers are able to launch successful campaigns against the Axis Powers during 1943-1945 in both the European and Pacific Theatres.
- Italy was defeated after an invasion from North Africa, led by the United States.
- **D-Day** – The Allies launched a massive invasion across the English Channel in order open up another front for Germany to fight at.
- The Allied Powers are able to surround Nazi Germany in the Spring of 1945, Hitler commits suicide and the Nazis are defeated!



I.) The Manhattan Project

- When the war began, the United States began a top secret research program to develop a weapon unlike any seen before, the atom bomb.
- Code named “**the Manhattan Project**”, the US used the best scientists from all over the world, to finally create a successful bomb in 1945.
- President Harry Truman gives the orders to use the new weapon against the Empire of Japan **in order to bring the war to an end and avoid risking millions of American lives in trying to invade Japan.**



J.) Hiroshima & Nagasaki

- **August 6th & 9th** – the U.S. dropped atomic bombs on the cities of **Hiroshima & Nagasaki**, virtually destroying them.
- **100,000s** killed from the blast and from radiation poisoning!
- Japan surrendered days later. **WWII is officially over!**



The major reason for President Harry Truman's decision to use atomic bombs against Japan was the

- (1) potential loss of American lives from an invasion of Japan
- (2) need to defeat Japan before defeating Germany
- (3) plan to bring democratic government to Japan after the war
- (4) failure of the island-hopping campaign against Japan

America: The Story of Us

World War II ~ Episode 10

1. What fledging technology was ignored prior to the attack on Pearly Harbor?
Why was it ignored?
2. Why was the Pearl Harbor attack such a shock to the United States?
3. What were the results of the attack on Pearl Harbor?
4. Describe America's transformation into "an arsenal of democracy." What new and lasting technologies were developed? What did these technologies come to symbolize?
5. How did World War II affect women?
6. How did the war advance the rights of women?
7. How did World War II impact the economy of the United States?
8. How are making weapons as dangerous as using weapons? What are the human costs?
9. Describe the United States role in air combat over Europe during World War II? What are the risks of these missions? What new technologies are employed?
10. What are the results of bombing industrial targets near civilian homes?
11. During World War II, the American Armed Forces were still segregated by race. Why do you think this issue became increasingly important during this era, leading to the desegregation of the Armed Forces a few years after the war? (Hint: You will need to come back to this question after the sequence on D-Day.)
12. Describe the preparation for and execution of Operation Overlord (D-Day).
13. Why was the invention of penicillin so important in the context of World War II?

14. What were some of the other advances in medicine that were important during the war?
15. Describe the development of the atomic bomb. Why were even the scientists who worked on the program skeptical about its effectiveness?
16. What was the impact of using the atomic bomb on the cities of Hiroshima and Nagasaki?
17. Overall, what were the consequences of World War II for the United States?
18. How was the United States changed by the war?

The Erie Canal contributed to the development of the United States by

- (1) eliminating the need for railroads
- (2) linking the Great Lakes to the Atlantic Coast
- (3) becoming the major trade route to California
- (4) allowing southern planters to ship their cotton westward

In the late 19th and early 20th centuries, a major goal of the American Federation of Labor (AFL) was to

- (1) end restrictions on child labor
- (2) admit women to the industrial workforce
- (3) improve wages and working conditions
- (4) join all workers into a single union

During the 1890s, many American farmers tried to resolve their economic problems by

- (1) joining the Populist Party
- (2) staging violent protests against the government
- (3) supporting government aid to railroads
- (4) asking Congress to end agricultural subsidies

One way in which the Chinese Exclusion Act (1882) and the Gentlemen's Agreement (1907) are similar is that they

- (1) reflected nativist attitudes in the United States
- (2) encouraged a policy of popular sovereignty
- (3) led to an increase in Asian immigration
- (4) eased requirements for citizenship

Which war is most closely associated with the emergence of the United States as a world power?

- (1) War of 1812
- (2) Mexican War
- (3) Civil War
- (4) Spanish-American War

Yellow journalists created support for the Spanish-American War by writing articles about the

- (1) political popularity of William Jennings Bryan
- (2) efforts of the United States to control Mexico
- (3) destruction of United States sugar plantations by Hawaiians
- (4) sinking of the United States battleship *Maine* in Havana Harbor

Muckrakers Ida Tarbell and Upton Sinclair influenced the federal government to

- (1) grant citizenship to people who had entered the country illegally
- (2) pass legislation to correct harmful business practices
- (3) force individual states to regulate monopolies
- (4) end racial discrimination in the workplace

What was the goal of those who supported the constitutional amendment that provided for direct election of United States senators?

- (1) expanding the power of the legislative branch
- (2) providing equal voting rights to minority groups
- (3) making the Senate more responsive to the people
- (4) basing Senate representation on state population

President Theodore Roosevelt's Big Stick policy is most closely associated with

- (1) friendly relations with China after the Boxer Rebellion
- (2) conservation of natural resources
- (3) court actions to support business monopolies
- (4) intervention in Latin American affairs

The United States found it difficult to remain neutral during the first three years of World War I because of its desire to

- (1) expand its interests in the Caribbean
- (2) control the Suez Canal
- (3) maintain freedom of the seas for trade with European nations
- (4) obtain migrant workers for American farms

One goal of many Harlem Renaissance writers was to

- (1) increase pride in African American culture
- (2) support existing racial barriers
- (3) cut off connections with mainstream American values
- (4) encourage African Americans to create their own political party

Many farmers failed to share in the general prosperity of the 1920s mainly because they

- (1) lacked new farm machinery to increase production
- (2) did not have sufficient numbers of farm laborers
- (3) had to pay high wages to their workers
- (4) received low prices for crops due to overproduction

Congress opposed President Franklin D. Roosevelt's plan to increase the number of justices on the Supreme Court because the plan would have

- (1) threatened the principle of checks and balances
- (2) abolished judicial review
- (3) violated the elastic clause of the Constitution
- (4) given the federal government too much power over the states

The Neutrality Acts of 1935–1937 were primarily designed to

- (1) avoid policies that had led to United States involvement in World War I
- (2) halt the spread of communism in the Western Hemisphere
- (3) promote United States membership in the League of Nations
- (4) stop Japan from attacking United States territories in the Far East

In *Korematsu v. United States* (1944), the Supreme Court said that the removal of Japanese Americans from their homes was constitutional because

- (1) most Japanese Americans were not United States citizens
- (2) many Japanese Americans refused to serve in the United States Armed Forces
- (3) this type of action was necessary during a national emergency
- (4) there was strong evidence of significant Japanese sabotage on the West Coast

Which statement best explains why the United States mainland suffered minimal physical damage in both World War I and World War II?

- (1) The United States policy of isolationism discouraged attacks by other countries.
- (2) Geographic location kept the United States protected from most of the fighting.
- (3) United States military fortifications prevented attacks on United States soil.
- (4) Latin America provided a buffer zone from acts of aggression by other countries.

THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

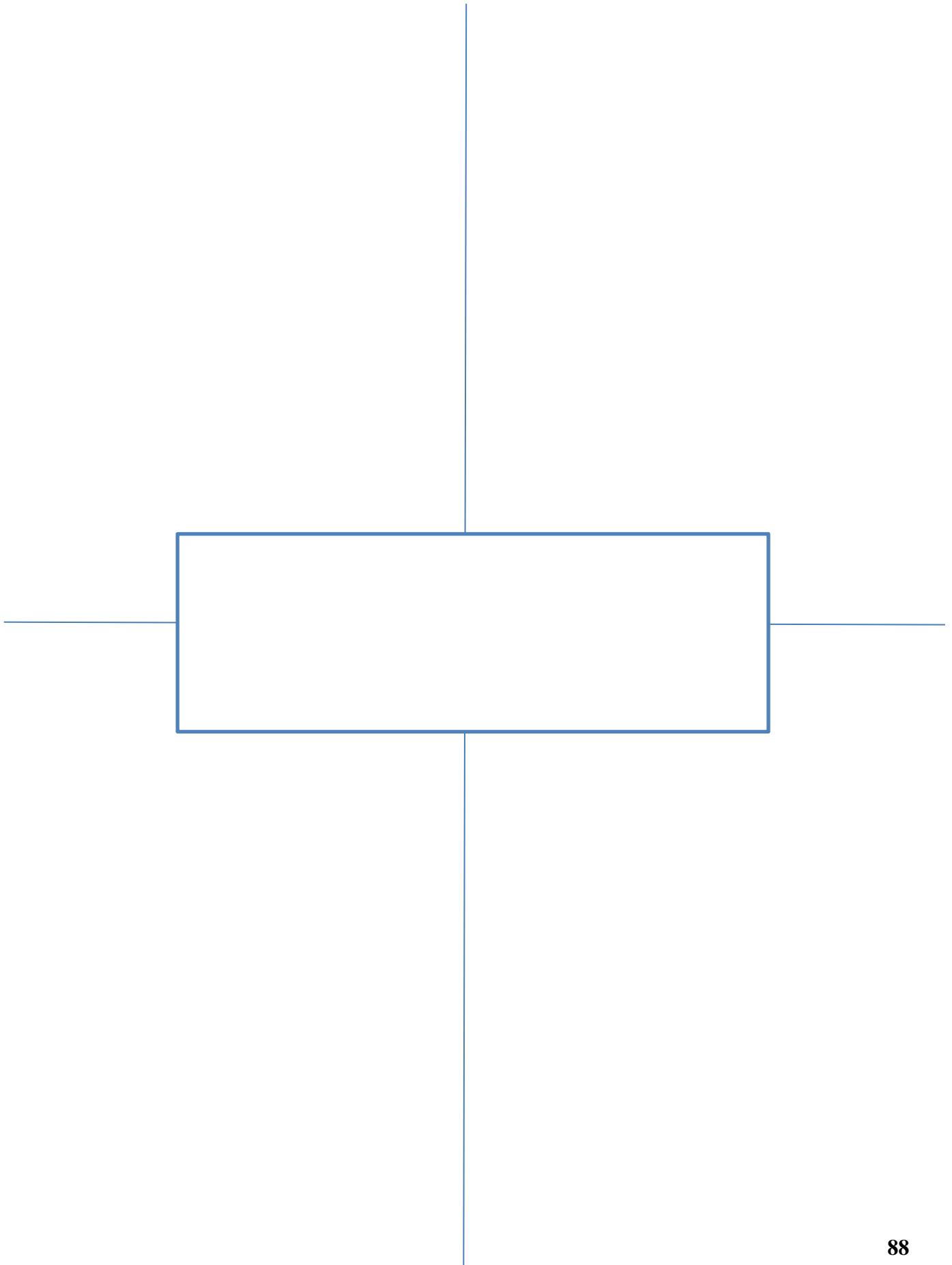
Theme: United States Foreign Policy

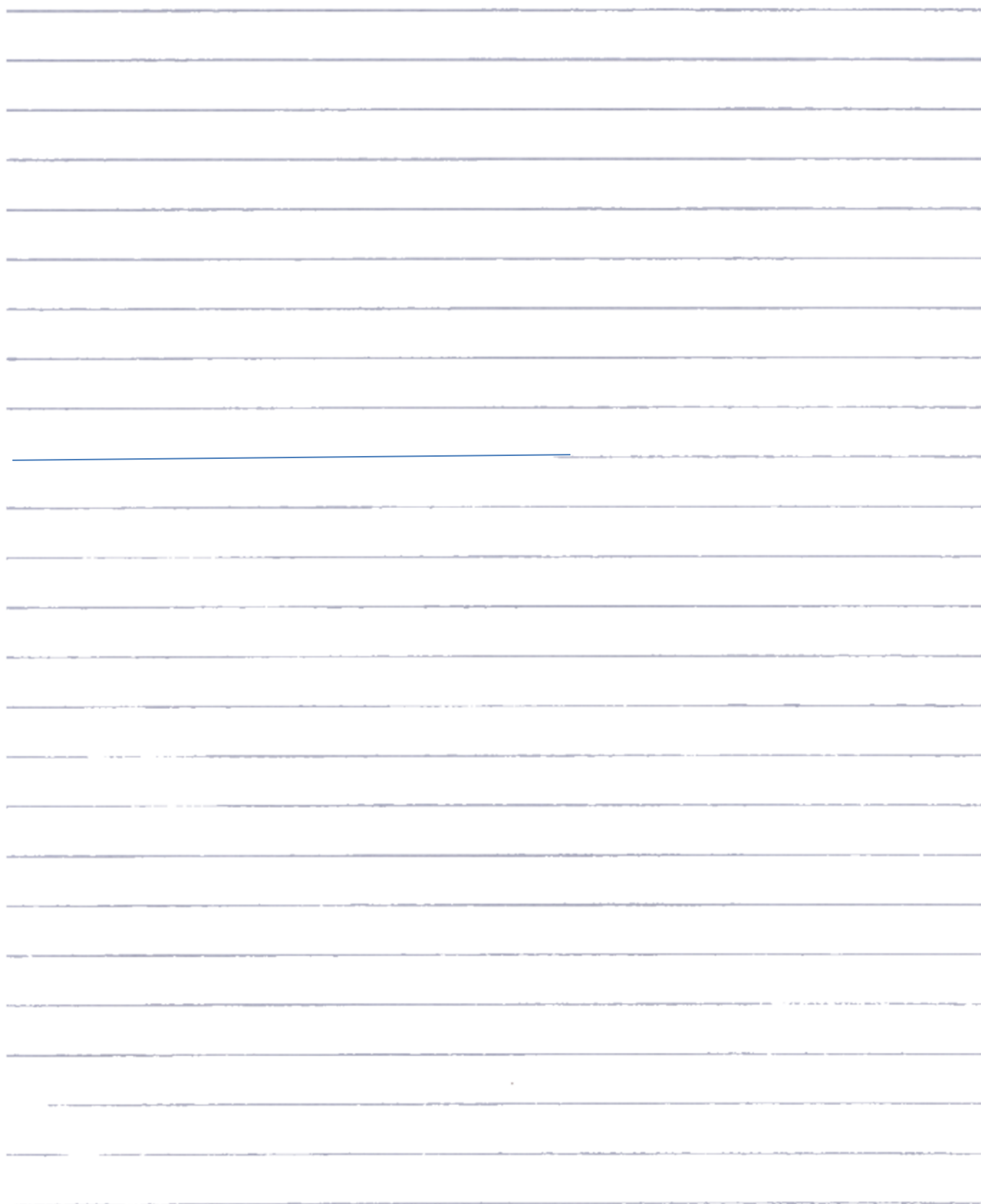
United States presidents often make foreign policy decisions in an attempt to deal with international problems. These decisions have had an impact on both the United States and on other countries or regions.

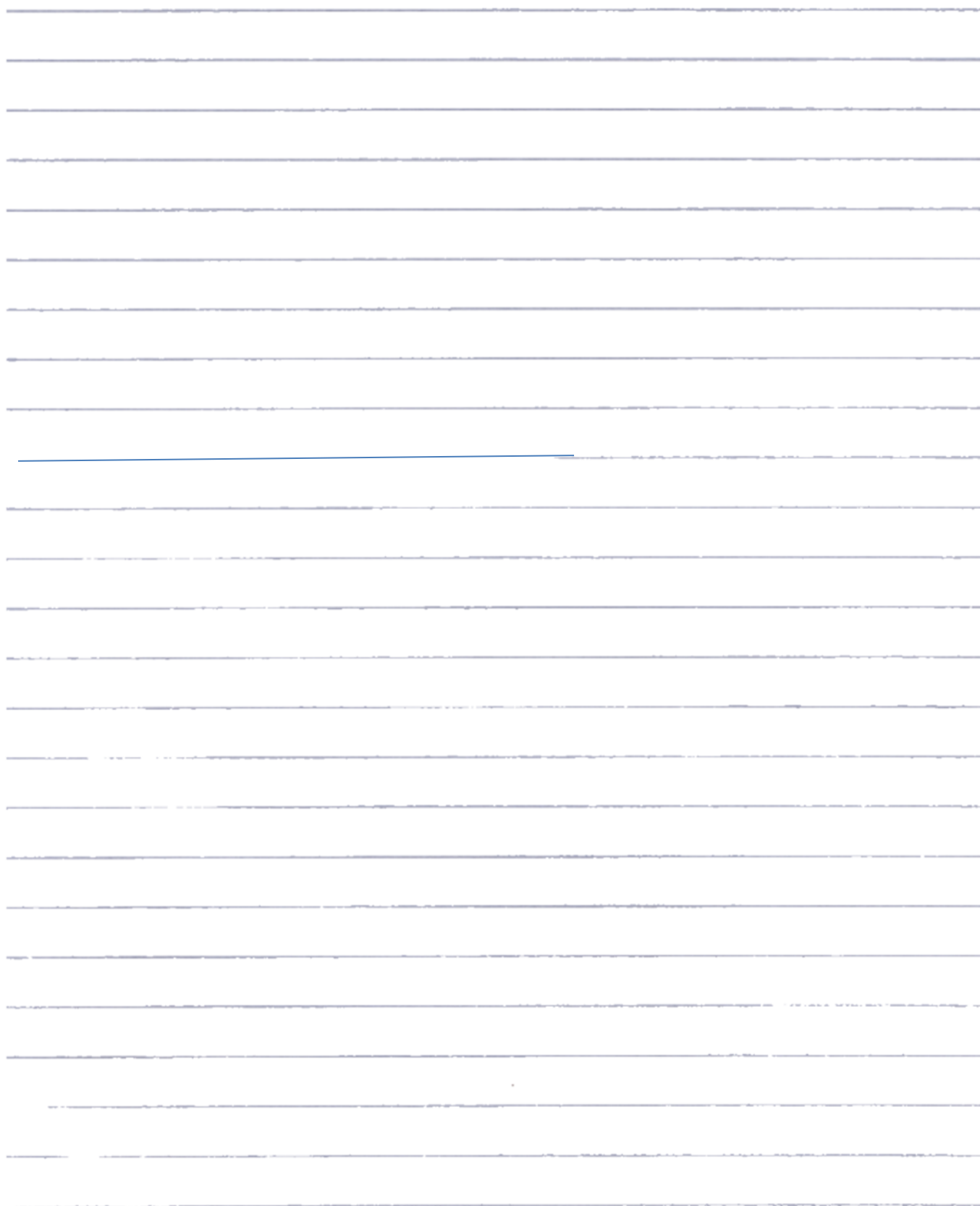
Task:

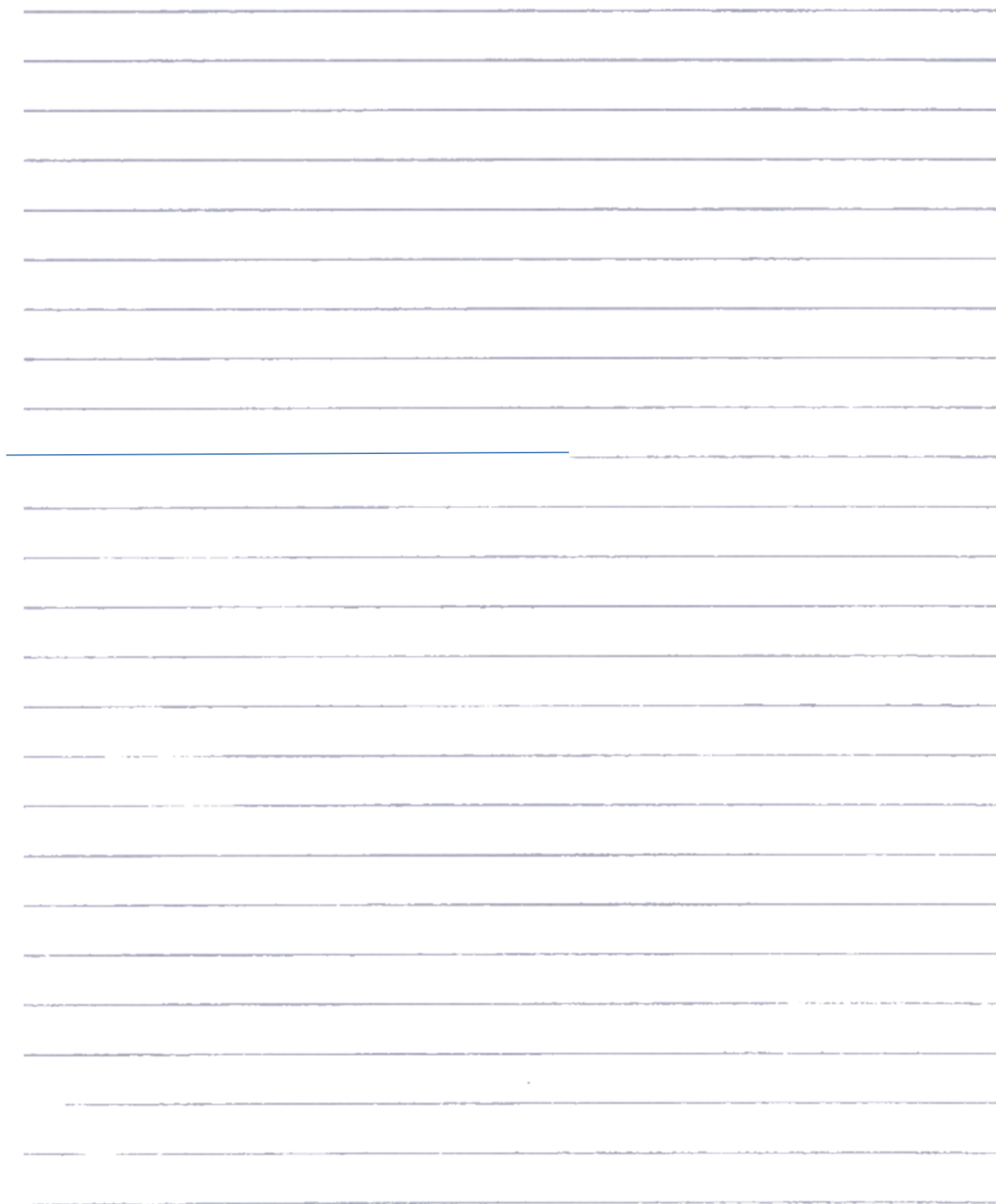
- Select *two* presidential foreign policy decisions and for *each*
- Describe the historical circumstances surrounding the decision
 - Discuss an impact of the decision on the United States
 - Discuss an impact of the decision on another country or region

You may use any presidential foreign policy decision that dealt with an international problem from your study of United States history. Some suggestions you might wish to consider include James K. Polk sending troops to the Rio Grande (1846), William McKinley deciding to annex the Philippines (1898), Woodrow Wilson asking for a declaration of war (1917), Harry Truman deciding to use the atomic bomb (1945), John F. Kennedy quarantining Cuba (1962), Lyndon B. Johnson sending combat troops to Vietnam (1965–1968), Richard Nixon improving relations with China (1972), George H. W. Bush sending troops to Kuwait (1990–1991), and George W. Bush sending troops to Iraq (2003).









Key People in American History

- Abigail Adams (1744–1818)** Wife of President John Adams; “Remember the Ladies”
- Samuel Adams (1722–1803)** Revolutionary leader—Sons of Liberty; antifederalist
- Jane Addams (1860–1935)** Cofounder of Hull House; 1931 Nobel Peace Prize
- Susan B. Anthony (1820–1906)** Women’s rights leader—National Woman Suffrage Association
- Neil Armstrong (1930–)** American astronaut—first person to land on the moon, 1969
- Bernard M. Baruch (1870–1965)** Head of the War Industries Board during World War I
- Alexander Graham Bell (1847–1922)** Invented the telephone, 1876
- Omar Bradley (1893–1981)** U.S. general during World War II—Africa, Sicily, Normandy
- John Brown (1800–1859)** Extreme abolitionist; led Pottawotamie Massacre, raid on Harper’s Ferry
- William Jennings Bryan (1860–1925)** “Cross of Gold Speech”; opposed evolution at Scopes trial
- John C. Calhoun (1782–1850)** Vice-President, Senator (S.C.); nullification theory
- Stokely Carmichael (1942–)** SNCC leader; coined term Black Power, 1966
- Andrew Carnegie (1835–1919)** Carnegie Steel; “robber baron”; philanthropist
- Rachel Carson (1907–1964)** Marine biologist; author of *Silent Spring*, 1962
- Fidel Castro (1926–)** Communist leader of Cuba; led 1959 revolution
- César Chávez (1927–1993)** Formed United Farm Workers Organizing Committee, 1962
- Shirley Chisholm (1924–)** First black woman elected to Congress, 1968
- Winston Churchill (1874–1965)** Inspirational British leader, World War II; Iron Curtain speech
- William Clark (1770–1838)** Coleader of expedition to explore the Louisiana Purchase
- Christopher Columbus (1451–1506)** First European to land in the Americas
- Hernándo Cortés (1485–1547)** Spanish explorer who conquered Mexico
- Clarence Darrow (1857–1938)** Defended John Scopes for teaching evolution, 1925
- Jefferson Davis (1808–1889)** President of the Confederate States of America
- Eugene V. Debs (1855–1926)** Five-time presidential candidate—Socialist Party of America
- Stephen A. Douglas (1813–1861)** Illinois Senator; debated Lincoln; popular sovereignty
- W. E. B. Du Bois (1868–1963)** Founder of the NAACP, 1909; *The Souls of Black Folk*, 1903
- Thomas Edison (1847–1931)** Invented incandescent electric light bulb, 1880; phonograph, 1878
- “Duke” Ellington (1899–1974)** Composer; band leader; pianist of the Harlem Renaissance
- Archduke Franz Ferdinand (1863–1914)** Serbian leader; his assassination triggered World War I
- Geraldine Ferraro (1935–)** First woman vice-presidential candidate (Dem.), 1984
- Henry Ford (1863–1947)** Assembly line, standardized parts; affordable automobiles, 1920s
- Benjamin Franklin (1706–1790)** Enlightenment thinker; Revolutionary leader; printer
- Betty Friedan (1921–)** *The Feminine Mystique*, 1963; National Organization for Women, 1966
- Bill Gates (1955–)** Founder of Microsoft Corporation; MS-DOS, Windows operating systems
- King George III (1738–1820)** British monarch during the American Revolution
- Newt Gingrich (1943–)** Conservative Republican congressman (Ga.); *Contract with America*, 1994
- Samuel Compers (1850–1924)** Formed American Federation of Labor, 1886
- Allen Greenspan (1926–)** Chairman of the Federal Reserve Board since 1987
- Alexander Hamilton (1755–1804)** Author of the *Federalist Papers*; first secretary of the treasury
- Adolf Hitler (1889–1945)** Dictator who headed Germany’s Nazi Party, 1933–1945
- Ho Chi Minh (1890–1969)** Communist ruler of North Vietnam, 1954–1969
- Hiram Johnson (1866–1945)** Progressive governor of California, 1911–1917
- James Weldon Johnson (1871–1938)** Executive secretary of the NAACP in the 1920s
- “Mother” Jones (1830–1930)** Leader of women’s labor movement, 1867–1930
- Florence Kelley (1859–1932)** Progressive-era reformer; campaigned for child-labor law
- Nikita Khrushchev (1894–1971)** Communist leader of USSR, 1957–1964
- Martin Luther King, Jr. (1929–1968)** Civil rights leader; 1964 Nobel Peace Prize
- Henry Kissinger (1923–)** National security adviser to President Nixon
- Marquis de Lafayette (1757–1834)** French soldier who aided American revolutionaries
- Robert La Follette (1855–1925)** Progressive-era reform governor of Wisconsin; targeted railroads
- Robert E. Lee (1807–1870)** Leading Confederate general, Army of Northern Virginia
- John Llewellyn Lewis (1880–1969)** Leader of United Mine Workers of America, 1919 strike
- Meriwether Lewis (1774–1809)** Coleader of expedition to explore the Louisiana Purchase
- Charles A. Lindbergh (1902–1974)** First transatlantic solo flight, 1927
- Henry Cabot Lodge, Sr. (1850–1924)** Conservative Senator (Mass.); opposed League of Nations
- Douglas MacArthur (1880–1964)** U.S. general during World War II and the Korean War

Key People in American History *continued*

- Alfred Thayer Mahan (1840–1914)** The Influence of Sea Power upon History, 1890
- Malcom X (1925–1965)** American Black Muslim leader, 1952–1964; black separatist
- Wilma Mankiller (1945–)** First woman elected to head a major Indian tribe (Cherokee), 1987
- George Marshall (1880–1959)** Secretary of state; Marshall Plan aids Europe after World War II
- Thurgood Marshall (1908–1993)** NAACP attorney in Brown; first African-American Supreme Court justice, 1967
- José Martí (1853–1895)** Leader for Cuban independence from Spain
- Joseph A. McCarthy (1908–1957)** Republican senator from Wisconsin; anti-Communist activist, 1950s
- Metacom (1639?–1676)** Wampanoag Chief also known as King Philip; warred with Puritans
- Samuel F. B. Morse (1791–1872)** Invented the telegraph, Morse code, 1837
- Lucretia Mott (1793–1880)** Abolitionist; women's rights leader—Seneca Falls Convention
- Benito Mussolini (1883–1945)** Italian Fascist dictator, 1922–1943
- Thomas Nast (1840–1902)** Political cartoonist against Boss Tweed/Tammany Hall, 1869–1871
- Chester Nimitz (1885–1966)** Victorious U.S. admiral at battle of Midway, June 1942
- Sandra Day O'Connor (1930–)** First woman Supreme Court justice, 1981
- Thomas Paine (1737–1809)** Common Sense (1776); influenced American and French Revolutions
- Rosa Parks (1913–)** Refusal to move to rear of bus leads to Montgomery, Ala., bus boycott, 1955
- George Patton (1885–1945)** U.S. general, World War II—Africa, Normandy, Battle of Bulge
- H. Ross Perot (1930–)** Texas billionaire, 3rd-party presidential candidate, 1992, 1996
- John J. Pershing (1860–1948)** Military leader Indian Wars to World War I
- Powhatan (c. 1547–1618?)** Chief whose tribe befriended, warred with Jamestown settlers
- Hiram Revels (1827–1901)** First African American in U.S. Senate, during Reconstruction
- Eddie Rickenbacker (1890–1973)** American fighter-pilot hero of World War I
- John D. Rockefeller (1839–1937)** Standard Oil Company; "robber baron"; philanthropist
- Eleanor Roosevelt (1884–1962)** Wife of President Franklin D.; advocate for social causes
- Sacajawea (c. 1786–c. 1812)** Shoshone woman, guide for Lewis and Clark expedition
- Sacco & Vanzetti—**Italian immigrants, anarchists, executed during the Red Scare, 1927
- Jonas Salk (1914–1995)** Developed an effective polio vaccine in the 1950s
- Santa Anna (1795–1876)** President of Mexico and military leader in Mexican-American War
- H. Norman Schwarzkopf (1934–)** American commander in chief—Persian Gulf War
- Roger Sherman (1721–1793)** Constitutional Convention—proposed Great Compromise
- Upton Sinclair (1878–1968)** Muckracker; The Jungle, 1906, publicized abuses in meat-packing industry
- Sitting Bull (1831–1890)** Sioux leader; defeated Custer at Little Bighorn; killed at Wounded Knee
- Bessie Smith (1894?–1937)** Outstanding female blues singer of the Harlem Renaissance
- Joseph Stalin (1879–1953)** Communist Russian dictator, 1924–1953
- Elizabeth Cady Stanton (1815–1902)** Women's rights leader—Seneca Falls Convention
- Gloria Steinem (1934–)** Founder National Woman's Political Caucus and Ms. magazine, 1970s
- Thaddeus Stevens (1792–1868)** Radical Republican leader of Congressional Reconstruction
- Harriet Beecher Stowe (1811–1896)** Wrote Uncle Tom's Cabin, 1852
- Hideki Tojo (1884–1948)** Japanese dictator, October 1941–August 1945
- George Wallace (1919–)** Alabama governor; 1968 presidential candidate; opposed to integration
- Earl Warren (1891–1974)** Liberal chief justice of Supreme Court, 1953–1969
- Daniel Webster (1782–1852)** Senator from Massachusetts; noted orator; against nullification
- Ida B. Wells, (1862–1931)** African-American journalist; antilynching crusade, 1890s; NAACP

Key Terms in American History

abolition—the ending of legal slavery

American Indian Movement (AIM)—formed in 1968 to work for Native American rights

Americanization movement—education program designed to help immigrants assimilate to American culture

anarchist—a person who opposes all forms of government

antebellum—belonging to the period before the Civil War

assimilation—minority group's adaptation to the dominant culture

atomic bomb—bombs using a nuclear reaction to create widespread destruction; ended World War II

Berlin airlift—U.S. and Britain dropped supplies into West Berlin, blockaded by Soviets, 1948

Berlin Wall—prevented citizens from moving between East and West Berlin, 1961–1989,

Bessemer process—cheap, efficient way to make steel, developed c. 1850

big stick diplomacy—U.S. foreign policy of Pres. Theodore Roosevelt which used threats of military intervention to exert influence over other countries, especially in protecting U.S. interests in Latin America

black codes—laws, in Southern states after the Civil War, to limit rights of African Americans

blacklist—names of people barred from working in Hollywood because of alleged Communist connections

Black Panthers—militant political organization to combat police brutality and provide services in African-American ghettos, founded 1966

Black Power—slogan revived by Stokely Carmichael in the 1960s to encourage black pride and leadership

Bleeding Kansas—description of the antebellum Kansas Territory, due to conflict over slavery

bootlegger—smuggler of illegal alcoholic beverages during Prohibition

boycott—refusal to have economic relations with a person or group

buying on margin—purchasing stocks or bonds on credit

capitalism—economic system in which private individuals and corporations control the means of production and earn profit on them

cash crop—one grown for sale rather than personal use

Cold War—period of tension between U.S. and USSR, 1945–1989

colonization—establishment of outlying settlements by a parent country

Columbian Exchange—movement of plants, animals, and disease between the Americas and Europe after Columbus's voyage

communism—political and economic philosophy of one-party government and state ownership of property

concentration camp—prison camp operated by Nazi Germany in which Jews and other minorities were murdered or forced into slave labor

confederation—alliance of states or nations acting together for mutual benefit

consumerism—preoccupation with purchasing material goods

containment—blocking of a nation's attempt to spread its influence, especially attempts to spread communism after World War II

counterculture—American youth in the 1960s opposed to mainstream culture; based on peace, love, individual freedom

D-Day—Allied invasion of mainland Europe June 6, 1944

debt peonage—workers bound in servitude until debts are paid

de facto segregation—racial separation based on custom rather than law

deficit spending—government spending that exceeds revenue

de jure segregation—racial separation based on law

demographic—having to do with population

depression—very severe and prolonged contraction of economic activity

dollar diplomacy—U.S. foreign policy of using the nation's economic power to exert influence over other countries; use first associated with Pres. Taft

domino theory—belief that if one country falls to communism its neighbors will

double standard—granting greater sexual freedom to men than to women

dove—opponent of U.S. participation in Vietnam War

draft—legally required military service

Dust Bowl—areas of Colorado, New Mexico, Kansas, Oklahoma, and Texas hard-hit by drought and dust storms, 1930s

electoral college—group selected by states to elect president and vice-president; number of electors equals Congressional representation of each state

emancipation—freeing of slaves

Enlightenment—18th-century intellectual movement that emphasized the use of reason and the scientific method as means of obtaining knowledge

environmentalist—a person who works to protect the environment

executive branch—administers and enforces laws

fascism—political philosophy that advocates centralized dictatorial nationalistic government

Federal Deposit Insurance Corporation—created in 1933 to insure bank deposits against loss

Federalist—supporter of the Constitution and strong national government

free enterprise—economic system based on private property, free markets, and individuals making most economic decisions

fundamentalism—Protestant religious movement based on belief in literal truth of the Bible

genocide—deliberate and systematic extermination of a particular ethnic, national, or religious group

Key Terms in American History *continued*

Gentlemen's Agreement—Japanese government agreed to limit emigration to the U.S., 1907–1908

GI Bill of Rights—1944 law that gave financial and education benefits to World War II veterans

gold standard—monetary system in which a country's currency is valued at a fixed sum of gold

grandfather clause—exempted Southern whites from the strict requirements applied to African-American voters

Grange—organization of farmers to combat power of railroads, late 19th century

Great Awakening—revival of religious feeling in the American colonies during the 1730s and 1750s

Great Depression—period lasting from 1929–1940 in which the U.S. economy was in severe decline and millions of Americans were unemployed

Great Migration—movement of African Americans to northern cities, early 20th century

Great Plains—grasslands extending through west-central U.S.

Great Society—President Johnson's program to end poverty and racial injustice, 1964–1968

gross domestic product (GDP)—market value of all goods and services produced in a country in a certain time period

Harlem Renaissance—flowering of African-American artistic creativity in the 1920s, centered in Harlem, New York City

hawk—supporter of U.S. participation in the Vietnam War

Holocaust—systematic murder of 11 million Jews and other people by the Nazis before and during World War II

HUAC—House Un-American Activities Committee; investigated alleged Communist influence in U.S. after World War II

immigration—movement of foreigners into a country

immigration—movement of foreigners into a country

impeach—accuse a government official of serious offenses

imperialism—policy of extending national influence over other countries by political, economic, or military means

income tax—tax on individuals' earnings

Indian Removal Act—1830 law requiring Native Americans east of the Mississippi River to move to the West

Industrial Revolution—the change in society that occurred through replacing hand tools with machines and developing large-scale industry, late 19th–early 20th century

inflation—increase in prices or decline in purchasing power caused by an increase in the supply of money

initiative—a way for people rather than legislatures to originate laws

installment plan—buying over time with regular, periodic payments

Internet—worldwide computer network that allows almost instant communication of words, pictures, and sounds

internment—confinement or restriction of movement, especially under wartime conditions; used against Japanese Americans during World War II

isolationist—in opposition to political entanglements with other countries

Jim Crow laws—Southern laws that separated whites and blacks

judicial branch—interprets the laws and Constitution

Korean War—war between North (supported by China) and South (supported by U.S. and UN) Korea, 1950–1953

Kristallnacht—Nazi troops attacked Jewish homes, businesses, and synagogues in Germany November 9, 1938

Ku Klux Klan—secret white supremacist organization that terrorized African Americans during Reconstruction

legislative branch—makes laws

Linotype machine—keyboard-operated typesetting device

literacy test—reading test formerly used in the South to keep African Americans from voting

Loyalist—a colonist who supported the British government during the American Revolution

Manhattan Project—secret U.S. program to develop the atomic bomb during World War II

manifest destiny—19th-century belief that U.S. would inevitably spread to the Pacific Ocean and into Mexican territory

mass media—means of communication that reach large audiences, such as radio, television, newspapers

McCarthyism—making or threatening to make public accusations of disloyalty without offering evidence, as done by Senator Joseph McCarthy in the 1950s

migration—movement from one place to another within a country

monopoly—complete control of an industry by a single company

moral diplomacy—U.S. foreign policy used by Pres. Wilson to withhold support for any Latin American country which was oppressive, undemocratic, or hostile to U.S. interests

NAACP—National Association for the Advancement of Colored People, founded in 1909 to promote racial equality

nationalism—devotion to the interests and culture of one's nation

nativism—favoring the interests of native-born people over those of immigrants

Nazism—Hitler's political philosophy based on nationalism, racism, and military expansionism in 1930s Germany

neutrality—refusal to take sides in conflicts between other nations

New Deal—President Franklin Roosevelt's program to alleviate problems of the Great Depression

New Frontier—President John Kennedy's legislative program

Nisei—U.S. citizen born of immigrant Japanese parents

nuclear freeze movement—U.S. and international movement in 1980s to stop all testing, production, and deployment of nuclear weapons

nullification—a state's refusal to recognize an act of Congress it considers unconstitutional

Open Door Policy—U.S. request that China be open to trade with all countries

Key Terms in American History *continued*

Panama Canal—artificial waterway built to facilitate travel between the Atlantic and Pacific Oceans, opened 1914

Parliament—England's legislative body

Patriot—colonist who supported American independence from Britain

plantation—large farm where a single crop such as cotton is grown by slaves or other workers

poll tax—an annual tax formerly required of voters in some Southern states

progressive movement—early 20th-century reform movement focused on quality of life as well as business and government corruption

prohibition—banning of the manufacture, sale, and possession of alcoholic beverages

Puritan—committed to removing all trace of Roman Catholic ritual from the Church of England

Radical Republican—Reconstruction congressmen who favored full rights for African Americans and decreased power for former slave owners

rationing—limitation on the amount of certain goods people may buy, usually in wartime to insure enough for the military

recall—a way for people to remove public officials from office

Reconstruction—period of rebuilding after the Civil War, former Confederate states readmitted to the Union

Red Scare—fear of communist takeover of America in the 1920s

referendum—a way for a proposed law to be voted on by the people

republic—government in which citizens rule through elected representatives

salutary neglect—English policy of relaxed enforcement of laws in return for colonies' continued loyalty

Scopes trial—1925 trial over the teaching of evolution in Tennessee

Securities and Exchange Commission—created in 1934 to monitor and regulate the stock and bond markets

secession—formal withdrawal of a state from the Union

sectionalism—placing regional interests above national interests

segregation—separation of people based on race

settlement house—community center providing assistance to residents, especially immigrants, of slum neighborhood

sharecropping—landowners give farmers land, seed, and tools in exchange for part of the crops raised

sit-in—civil rights protest demonstration, sitting down in a business and refusing to leave until served

states' rights—belief that rights of individual states take priority over laws of the national government

Student Nonviolent Coordinating Committee—formed in 1960 to give younger blacks a greater role in the civil rights movement

Social Darwinism—application of Charles Darwin's natural philosophy of survival of the fittest to support unlimited business competition

Social Gospel movement—19th-century reform movement based on the belief that Christians have a responsibility to help improve working conditions and alleviate poverty

Social Security Act—1935, provided aid to retirees, unemployed, disabled, and dependent mothers and children

socialism—economic and political system of limited government ownership of business and property and equal distribution of wealth

Southern Christian Leadership Conference—formed in 1957 by Martin Luther King, Jr., and others to achieve racial equality through nonviolence

speakeasy—covert tavern in which alcoholic beverages were sold and drunk illegally during Prohibition

speculation—risky business practices in the hope of making a quick or large profit

standard of living—overall economic situation in which people live

stock market—where stocks and bonds are bought and sold

suburb—a residential community near a city

suffrage—the right to vote

tariff—a fee charged on goods brought into one place from another

temperance movement—organized effort to prevent drinking of alcohol

Trail of Tears—route of forced Cherokee evacuation from Georgia, 1838

trust—consolidation of competing companies into one large corporation

unalienable rights—natural rights which cannot be taken away by any government; Declaration of Independence lists them as "Life, Liberty, and the pursuit of Happiness"

urban flight—migration of people from cities to suburbs

urbanization—growth of cities

urban sprawl—unplanned and uncontrolled spreading of cities into surrounding regions

USS Maine—warship that exploded and sank in Havana harbor, February, 1898

Vietcong—South Vietnamese communists who fought against the government of South Vietnam, aided by North Vietnam, 1957–1975

Vietnamization—process of replacing U.S. troops in Vietnam with South Vietnamese troops; Nixon's strategy for ending U.S. involvement

Watergate—scandal involving the Nixon administration's attempt to cover up the 1972 break-in at Democratic National Committee headquarters

Woodstock—free music festival attracting 400,000 young people to upstate New York, 1969

Key Supreme Court Cases

Marbury v. Madison 1803	Issue: midnight appointment of Adams Impact: <u>Established Judicial Review</u>
McCulloch v. Maryland 1819	Issue: national bank Decision: to tax is to destroy; <u>loose construction</u> allows national bank Impact: <u>Strengthens national government</u>
Gibbons v. Ogden 1824	Issue: Interstate commerce Decision: Only federal government may regulate it Impact: <u>Strengthens national government</u>
Worcester v. Georgia 1831	Issue: Indian Removal Decision: Georgia had no jurisdiction over Cherokee lands; ignored by Jackson Impact: <u>?</u>
Dred Scott v. Sanford 1857	Issue: slave sues master Decision: Slave is property, not a citizen Impact: <u>Increases divide over slavery issue</u>
Plessy v. Ferguson 1896	Issue: Segregated trains Decision: <u>"Separate but equal" is allowed</u> Impact: Allows <u>Jim Crow Laws</u> to stand for 54 years
Schenck v. U. S. 1918	Issue: Schenck argues against draft in leaflets Decision: Upheld guilty verdict under Sedition Act Impact: <u>Speech that poses "clear and present danger" may be limited</u>
Korematsu v. U. S. 1944	Issue: Internment of Japanese in concentration camps Decision: Allowed Impact: <u>Erosion of civil liberties during wartime</u>
Brown v. Board of Education (Topeka, KS) 1954	Issue: Segregated schools Decision: Not allowed Impact: <u>Ends segregation in education</u>
Mapp v. Ohio 1961	Issue: Evidence Decision: Need "probable cause" to collect evidence; illegally obtained evidence cant be used at trial Impact: <u>strengthens rights of accused</u>

Baker v. Carr 1962	Issue: Gerrymandering Decision: Not allowed – Congressional districts must be equal in size of population Impact: <u>“One man, one vote”</u>
Engle v. Vitale 1962	Issue: Prayer in public school Decision: Unconstitutional Impact: <u>strengthens separation of church and state</u>
Gideon v. Wainwright 1963	Issue: Florida case involving poor defendant Decision: State must provide lawyer Impact: <u>Strengthens right of accused</u>
Escobedo v. Illinois 1964	Issue: Accused arrested and denied representation Decision: Accused must be allowed to have attorney present Impact: <u>Strengthens right of accused</u>
Miranda v. Arizona 1966	Issue: Accused unaware of fifth and sixth amendment rights Decision: <u>Police must inform person of his rights</u> Impact: <u>“Miranda” rights</u> and endless TV. shows
Tinker v. Des Moines 1969	Issue: Black Armbands in protest of Vietnam War Decision: School could not bar the symbol Impact: <u>Free speech is present in schools</u>
The New York Times Co. v. U. S. 1971	Issue: Pentagon Papers Decision: NYT may publish sensitive documents Impact: <u>Freedom of press may outweigh national security interest</u>
Roe v. Wade 1973	Issue: Whether state can prevent a woman’s <u>abortion</u> Decision: Not during 1 st 6 months – right to privacy Impact: <u>Controversial decision – abortion is legal</u>
U. S. v. Nixon 1974	Issue: Nixon’s taped conversations demanded by Congress investigation Decision: Nixon must turn them over Impact: <u>Due Process outweighs executive privilege</u>
Bakke v. The Regents of the University of California 1978	Issue: <u>Affirmative Action</u> at Law School Decision: Allowed if no quota Impact: <u>Allows affirmative action</u>
New Jersey v. TLO 1985	Issue: Girl smoking in bathroom forced to open purse; rolling papers found; girl sentenced to probation Decision: Allowed – <u>probable cause does not apply in school</u> Impact: <u>Reasonable suspicion applies in school</u>
Jones v. Clinton 1997	Issue: <u>Should President testify</u> in sexual harassment lawsuit Decision: Yes; will not interfere with ability to act as President Impact: disputed testimony led to <u>impeachment</u>

